



**Report
to
The LEGISLATIVE FINANCE COMMITTEE**



**Higher Education
Central New Mexico and Doña Ana Community Colleges
December 7, 2011**

Report #11-14

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December 7, 2011

Dr. José Garcia, Cabinet Secretary
Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505

Dear Dr. Garcia:

On behalf of the Legislative Finance Committee (Committee), I am pleased to transmit the *Central New Mexico and Doña Ana Community Colleges Evaluation*. The evaluation review team assessed governance, resource allocation, and student performance at Doña Ana Community College (DACC) and Central New Mexico Community College (CNM). The report will be presented to the Committee on December 7, 2011. Exit conferences were conducted with CNM and DACC to discuss the contents of the report. The Committee would like a plan to address the recommendations within this report within 30 days from the date of the hearing.

I believe this report addresses issues the Committee asked us to review and hope New Mexico's higher education system benefit from our efforts. We very much appreciate the cooperation and assistance we received from your staff.

Sincerely,

A handwritten signature in blue ink that reads "David Abbey".

David Abbey, Director

cc: Senator John Arthur Smith, Chairman, Legislative Finance Committee
Representative Luciano "Lucky" Varela, Vice-Chairman, Legislative Finance Committee
Representative Henry Kiki Saavedra, Chairman, LFC Program Evaluation and IT Subcommittee
Representative Rick Miera, Chairman, Legislative Education Study Committee
Dr. Katharine Winograd, President, Central New Mexico Community College
Dr. John Mondragon, Chairman, Central New Mexico Community College Governing Board
Dr. Margie Huerta, President, New Mexico State University - Doña Ana
Mr. Ricardo Rel, Senior Director, NMSU Government Affairs
Mr. Danny Earp, Director, New Mexico Independent Community Colleges
Mr. Ty Trujillo, Director, New Mexico Association of Community Colleges

MW/DA:amm

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EXECUTIVE SUMMARY

Postsecondary institutions in New Mexico produce more certificates and associate degrees than the national average.

The average cost per credential at CNM, \$39 thousand, and at DACC, \$38 thousand, are below the state average of \$65 thousand and the national average of \$47 thousand.

NM Public Postsecondary Headcount

	Fall 2005	Fall 2011
DACC	6,857	9,903
CNM	24,057	29,291
NMSU	16,079	18,024
UNM	26,024	29,056

Source: HED

Three-year Graduation Rates

Institution	FY10 Target	FY10 Actual
CNM	11.0%	7.7%
Independent Average		11.9%
NMSU - DACC	15.0%	6.6%
Branch Average		14.2%
U.S. Average		20.1%

Source: NMACC/NMICC Accountability
Report 2010; NCES

Community colleges play a pivotal role in the pipeline from high school to four-year institutions and the workforce. Historically, however, New Mexico's higher education formula has incentivized course-taking over completion of certificates or degrees and learning site expansion has not been aligned closely enough to workforce needs. With comparatively low tuition, enrollment has steadily increased, but completion rates are still below the national average. Improving New Mexico's fragmented community college system, including continuing to develop an outcomes-based funding formula, will save the state money and produce better student results. This evaluation of Central New Mexico Community College (CNM) and Doña Ana Community College (DACC) outlines strategies for moving toward a more coordinated community college system; reducing remediation rates and making better use of dual credit courses; and closing the achievement gap by increasing need-based financial aid.

In FY12, New Mexico's 10 branch community colleges and eight independent community colleges served 58 percent of the state's total postsecondary population and received \$177 million from the general fund. CNM, New Mexico's largest postsecondary institution, enrolled 30 thousand students in fall 2010 with an instruction and general (I&G) budget of \$111 million. In the same year, DACC, the largest branch community college, enrolled 10 thousand students with an I&G budget of \$33 million. Both CNM and DACC have implemented best practices that offer value to the state as a whole, while other actions, such as collaborative purchasing, could save significant money statewide.

CNM has managed its growth strategically, while DACC has opportunities to improve coordination of services with New Mexico State University (NMSU) to better serve students. Each has recently increased capital expenditures to develop new learning sites. The costs to build and operate these sites combined with the challenge of offering quality programs points to the importance of closely aligning workforce needs to campus and program proliferation across the state.

DACC and CNM, along with community colleges in general, serve a vital yet often at-risk segment of New Mexico's population. Early assessment to reduce remediation rates, careful decisions around dual credit, and improved articulation agreements can lead to improved student completion rates. Also, while tuition and fees are affordable, opportunity costs, including foregone wages for returning students, make access to need-based financial aid critical to student success. Current disparities in the blend in funding between students, localities, and the state represent possible sources of revenue to close the higher education achievement gap in New Mexico.

New Mexico has more than 50 postsecondary learning sites.

Capital Expenditures, DACC

(in thousands)



Source: DACC

“The last three semesters I have had to attend classes at three different campuses, and it has caused me problems every semester.” CNM student response to LFC survey

Branch Campus Institutional Support Fees

Branch	Inst. Support Fee
NMSU- DACC	
Alamogordo	3.6%
Carlsbad	(4.0% by FY15)
Grants	
ENMU Roswell	1.6%
ENMU Ruidoso	2%
UNM - Gallup	
Los Alamos	
Taos	
Valencia	2.81%

Source: NMACC

KEY FINDINGS

Improvements to New Mexico’s fragmented governance structure could save money and produce better student outcomes.

The state has three public research universities, four comprehensive universities, 10 branch community colleges, and eight two-year independent community colleges. Including satellites and learning centers, New Mexico currently has 27 two-year learning sites.

Adding campuses increases overhead costs and creates challenges to providing quality services to students.

Capital expenditures have increased at CNM from \$677 thousand to \$45 million in the last five years and from \$7 million to \$18 million at DACC. Overhead costs for these learning sites, including administration and maintenance, are high, although in the case of CNM’s Rio Rancho campus, these costs are offset by expansion in the school’s tax base.

CNM and DACC are only able to offer a fraction of their total courses at each campus.

CNM’s Rio Rancho campus, for example, currently offers 2 percent of CNM’s course sections, while DACC’s Gadsden Center offers 8 percent of DACC’s course sections. This relatively small portion of sections forces many students to attend multiple campuses to complete degree or certificate programs.

Community college program levels are not currently integrated to avoid the over- or under-production of degrees.

In some fields, such as dental assistants, the number of certificates produced exceeds the number of positions available. In others, such as nursing aides and related healthcare support occupations, New Mexico does not keep up with the demand.

Collaborative purchasing could save the state hundreds of thousands of dollars per year.

By establishing a purchasing consortium, community colleges could save \$89 thousand per year on placement exams alone. Other states have saved millions by collaboratively purchasing in areas such as information technology systems, accounting and human resources systems, library services, and bookstores.

DACC’s unique governance relationship with NMSU presents opportunities as well as challenges.

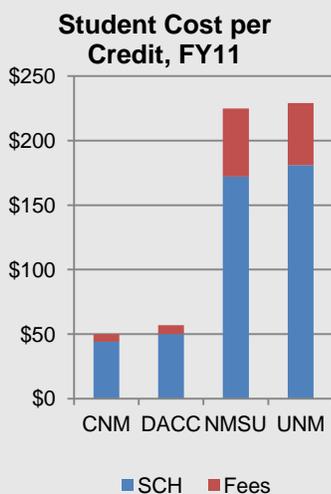
Careful coordination between DACC and NMSU is essential to lower costs and add value to both institutions. DACC’s 2008 accreditation report recommends the two institutions revise their master agreement to avoid duplication of services and ensure smooth transitions for students; that report also recommends DACC study the economic feasibility of increasing its mill levy rate.

New Mexico spends more than \$32 million annually to provide remedial education in public community colleges to recent high school graduates.

For students who took remedial courses at DACC and graduated from NMSU, on average, every 2.5 remedial credits added one year to that student's time to graduate.

A reading placement score below 90 at Santa Fe Community College requires remediation, but a reading score of 80 or above places a student in a college credit-bearing course at CNM.

As of 2005, 19 states required colleges to use standardized placement cut scores.



Source: HED

Improving the educational pipeline between high schools, community colleges, and four-year institutions presents opportunities to help students succeed at lower costs.

In 2009, 47 percent of New Mexico's recent high school graduates took remedial courses during their first semester in college and the number of students taking remedial courses has increased at CNM and DACC. The more remedial education a student needs, the less likely that student will earn a credential and students who do obtain a credential take longer to complete their education, spending more time and money in the process.

Different placement scores across the state lead to increased remedial education costs. With the same score, a student can place into college credit-bearing courses at one institution and remedial courses at another. A placement score validity study, such as the College Board's, will provide a defensible link between placement decisions and help incoming students prepare for college credit-bearing courses.

Early assessments, such as New Mexico's 11th grade standards-based assessment (SBA) exam, could standardize college course placement, reduce costs, and help students make better use of their senior year to lower remediation rates. Given that all juniors in the state currently take this exam at a significant cost to the state, linking the 11th grade scores to college expectations through a statewide cut score could inform high school students about their college readiness. This would also reduce placement exam costs at DACC, CNM, and other two-year institutions.

CNM and DACC have implemented research-based best practices to address the time students spend in remedial courses and further improving articulation with a handful of local high schools could dramatically reduce remediation rates. Seventy-three percent of DACC's in-state students needing remediation in FY10 came from the four largest feeder schools. Students from nine high schools within the Albuquerque Public Schools had the highest enrollment at CNM in FY10, although their remedial rate, 34 percent, was lower than the state's 47 percent average.

Tuition prices in New Mexico incentivize students to complete lower-division courses at CNM or DACC, but actual costs to the state and institutions emphasize the need for improved articulation between two-and four-year schools. Nationally, when expenditures for upper- and lower-division courses are separated, it is less expensive to educate students for the first two years of a bachelor's degree at a public four-year institution than at a two-year college. Applying this methodology to New Mexico, it is estimated that costs are between

In 2010, 12 CNM or DACC students who transferred and graduated from UNM or NMSU earned more than 100 credits at both the two- and four-year level.

The 2009 graduates who took dual credit averaged an SBA math proficiency rate of 47 percent, higher than non-dual credit students' average math proficiency rate of 41 percent.

A sample of elective dual credit courses at DACC in 2009-2010 includes Acting for the Camera, Introductory Cake Decorating, and Keyboarding Basics; courses at CNM include Modern Music Appreciation and Personal and Practical Nutrition.

The average annual cost of tuition and fees at New Mexico two-year institutions in FY10, \$1,338, ranked second lowest in the nation.

\$4.3 thousand and \$4.9 thousand per full-time student at CNM, DACC, NMSU, and UNM. However, differences in subsidies from the state and local mill levies contribute to vast ranges in tuition prices. For example, in FY11, UNM and NMSU charged students four times more per credit than CNM and DACC.

Inefficient articulation between two- and four-year institutions increases course-taking, costs, and time to completion. Transfer students from DACC to NMSU graduated with an average of 155 credit hours, three credits higher than NMSU's overall average of 152 credits; transfers to the University of New Mexico (UNM) from CNM accumulated an average of 156 hours, compared with UNM's overall average of 148 hours. On average, credits transfer more efficiently between CNM and UNM than between DACC and NMSU.

More in-depth study is needed to determine the effectiveness of dual credit. Outcomes for students who take dual credit are generally positive: graduation rates are higher, enrollment in postsecondary institutions is higher, and remediation rates are lower. Based on higher standards-based assessment proficiency rates, however, it is unclear if dual credit causes these improved outcomes. Also, shared responsibility for data collection and governance of dual credit complicates evaluation and policymaking.

Dual credit students at CNM and DACC demonstrate different course taking patterns as a result of local policy. In 2010, high school students enrolled in dual credit courses offered by CNM most frequently took lower-division general education courses while the agreement between DACC and the Las Cruces Public Schools limits enrollment to elective courses.

New Mexico needs to adjust financial incentives to reward colleges for increasing completion rates. While the cost of tuition is low at New Mexico's community colleges compared with national averages, for many CNM or DACC students, the real cost of attendance is foregone wages. Inadequate need-based aid increases the likelihood that students will take fewer classes, decreases timely completions, and increases loan debt. The average aid award in FY10, including grants and loans, was \$2.6 thousand at CNM and \$3.5 thousand at DACC. After subtracting the financial aid award from the annual estimated expense, including the opportunity cost of lost wages, the estimated unmet financial need per student at CNM and DACC was approximately \$8 thousand.

**Percent of Graduates
Placed in Jobs in
New Mexico**

	FY08 Actual	FY09 Actual	FY10 Actual
CNM	80.0	80.4	78.7
DACC	74.1	73.8	73.9

Source: NMACC/NMICC

New Mexico's students take 50 percent to 100 percent more credits than required to earn a certificate and 35 percent to 45 percent more credits than is necessary for associate degrees.

Federal need-based financial aid has increased but New Mexico's investment in need-based aid lags behind other states. Student aid grants and stipends have tripled from FY08, but these increases are primarily driven by federal Pell grants. For every Pell grant dollar a student receives, the state of New Mexico gives only 20 cents in aid and the state's share of need-based aid ranks 42nd nationally.

Students and the state potentially miss out from uncompleted financial aid applications. Allowing institutions to require students to complete the free application for federal student aid (FAFSA) will improve the state's ability to analyze the relationship between financial need and the lottery scholarship, increase the use of federal financial aid dollars, and improve student access to individual income tax credits and deductions.

The share of I&G revenues from students, local taxpayers, and the state is uneven among New Mexico's higher education institutions. Mill levies, for example, constitute 28 percent of community college I&G revenues statewide, although the percentage varies from a low of 4 percent at NMSU-Alamogordo and NMSU-Grants to 49 percent at Santa Fe Community College. In FY12, tuition and fees make up 19 percent of CNM's \$127 million I&G revenues and 31 percent of DACC's \$36 million.

Compared with other states, New Mexico has the capacity to increase tuition as a strategy to boost need-based financial aid and close the achievement gap. The net cost of public-two-year colleges in New Mexico in 2008, 19 percent of a median family income, is less than the national average of 24 percent. Institutions or the state could use additional tuition revenues to increase need-based aid. Also, at no cost to the state, institutions could increase the portion of 3 percent scholarships they award based on need.

KEY RECOMMENDATIONS

The New Mexico Higher Education Department (HED) should consider population growth, educational attainment gaps, and workforce needs to inform legislative consideration of campus expansions, beginning with new requests for FY13.

The HED should pursue opportunities to encourage collaborative purchasing agreements among two- and four-year institutions.

DACC and NMSU should identify opportunities to streamline services, purchase collaboratively, and clarify cost structures for students.

Consistent with the Higher Learning Commission's accreditation recommendation, DACC should conduct a feasibility study on the economic implications of increasing its mill levy rate.

The HED should facilitate statewide coordination of placement validity studies to unify cut scores across institutions.

The HED, the New Mexico Public Education Department (PED), CNM, and DACC should consider the viability of using the state's 11th grade standards-based exam for postsecondary placement.

The Legislature should reinforce standardized articulation agreements statewide and require the HED to submit annual reports evaluating the outcomes of such programs.

The HED should continue revising the funding formula in 2012 to reward institutions for increasing transfers and timely completions.

The HED and the PED should add 11th grade SBA scores to the dual credit request form.

The HED and the PED should formalize policy on dual credit eligibility.

The HED should revise regulation to allow institutions to require students to complete the FAFSA.

The Legislature, CNM, and DACC should consider mechanisms, such as 3 percent scholarships, tuition, and mill levy revenues, to increase funds available for need-based financial aid.

BACKGROUND

In FY12, New Mexico appropriated 13.5 percent of the general fund, \$731 million, to higher education. State funding accounts for 23 percent of higher education institutions' total revenues and ranks New Mexico's per capita postsecondary education spending first in the country.

Table 1. General Fund Appropriations for Higher Education in New Mexico

FY	Higher Education Appropriations	Higher Education as a Percent of Total General Fund
2008	\$846.3	14.9%
2009	\$884.9	14.7%
2010	\$853.2	15.5%
2011	\$762.3	14.7%
2012	\$730.8	13.5%

Source: HED 2010 Annual Report; LFC 2011 Post-Session Review

As of 2010, community college students make up 58 percent of New Mexico's total postsecondary education population, exceeding the national average of 50 percent. New Mexico's community colleges strive to maintain open-access policies, flexibility to meet varied student objectives, lower tuition compared with four-year public universities, and pathways to jobs. Community colleges:

- Provide students with remedial opportunities before entering the workforce or transitioning to higher education,
- Fulfill economic and workforce needs through collaboration with local industries,
- Give local access to higher education, and
- Serve as a point of entry to career-technical training and postsecondary education for traditionally under-represented students.

This project evaluated how two of New Mexico's largest community colleges, Central New Mexico (CNM) and Doña Ana Branch (DACC), accomplish these varied goals (see **Appendix B** for a fiscal overview).

Table 2. NM Postsecondary Headcount

Institution	Fall 2005	Fall 2011 (unofficial)	% Change
DACC	6,857	9,903	31
CNM	24,057	29,291	18
NMSU-Main	16,079	18,024	11
UNM-Main	26,024	29,056	10

Source: NMHED Annual Reports; Performance Effectiveness Report; CNM; DACC

Given higher education's share of the state budget as well as local, capital outlay, and federal funds, the Legislative Finance Committee (LFC) is evaluating the operations of select higher education institutions to identify best practices and ensure efficient and effective use of public resources (see **Appendix A** for additional project information).

Central New Mexico Community College (CNM)
Albuquerque, New Mexico

Founded: 1965 as Albuquerque Technical Vocational Institute (TVI)

President: Dr. Katharine W. Winograd

Chair, Governing Board: Dr. John Mondragon

Locations: Advanced Technology Center, Main Campus, Montoya Campus, Rio Rancho Campus, South Valley Campus, Westside Campus, Workforce Training Center

Fall 2010 Average Student Age: 28.5		
Fall 2010 New Mexico Resident Enrollment	Number	Percent
In-District	26,4433	88.3
Out-of-District Enrollment	2,338	7.8
Non-Resident Enrollment	1,167	3.9

Fall 2010 Total Credit Headcount: 29,948		
	Number	Percent
Full-Time Enrollment	9,818	32.8
Part-time Enrollment	20,130	67.2

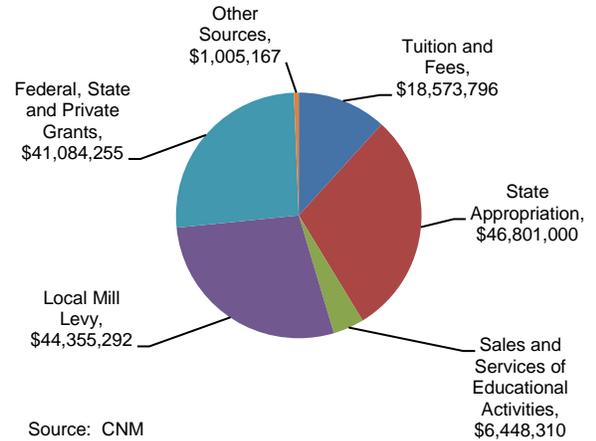
Fall 2010 Dominant Campus Enrollment	Number	Percent
Main	14,213	47.5
Montoya	5,912	19.7
*Rio Rancho	519	1.7
South Valley	768	2.6
Westside	3,741	12.5
Workforce Training Center	222	0.7
Off Campus	4,573	15.3

FY10 Student Outcomes	Number	Percent
Certificates Awarded	1,780	
Associate Degrees Awarded	1,579	
**Graduation Rate		7.7
Graduates Placed in Jobs in NM		78.7

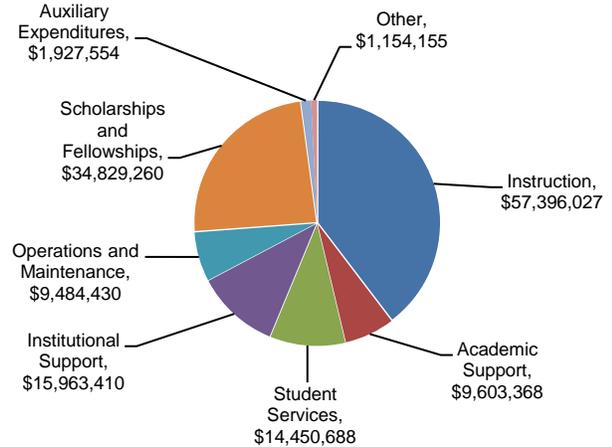
*First classes offered at Rio Rancho campus in Fall 2010
 ** Percentage of full-time, degree-seeking students who complete a degree or certificate within 150% of the time normally required to earn a credential

Source: CNM Fact book 2010-2011/
 NMICC Annual Accountability Report 2010

CNM FY10 Revenues: Restricted and Unrestricted



CNM FY10 Expenditures: Restricted and Unrestricted



New Mexico State University-Doña Ana Community College
Las Cruces, New Mexico

Founded: 1973

President: Dr. Margie Huerta

Chair, Advisory Board: Mr. Charles Davis

Locations: Central Campus, East Mesa Campus, Gadsden Center, Mesquite Neighborhood Learning Center, Sunland Park Center, White Sands Center, Workforce Center

Fall 2010 Average Student Age: 25.7		
Fall 2010 New Mexico Resident Enrollment	Number	Percent
In-District	6,940	69.9
Out-of-District Enrollment	2,073	20.9
Non-Resident Enrollment	910	9.2

Fall 2010 Total Credit Headcount:	Number	Percent
Full-Time Enrollment	5,764	58.1
Part-time Enrollment	4,159	41.9

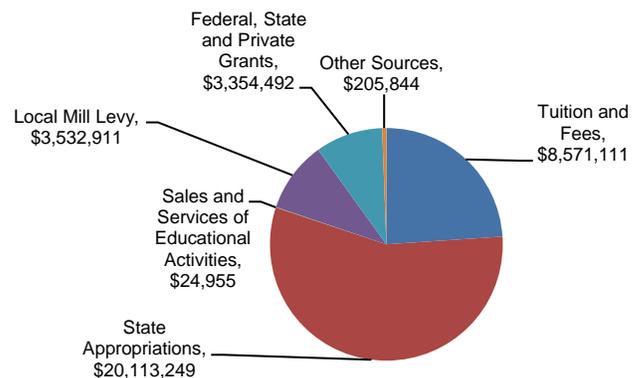
Fall 2010 Dominant Campus Enrollment	Number	Percent
Central	4,360	43.9
East Mesa	1,984	20.0
Gadsden Center	856	8.6
Sunland Park Center	453	4.6
Web	1,691	17.0
White Sands Center	68	0.7
Workforce Center	118	1.2
Off Campus	393	4.0

FY10 Student Outcomes	Number	Percent
Certificates Awarded	547	
Associate Degrees Awarded	923	
*Graduation Rate		13.3
Graduates Placed in Jobs in NM		91.2

Sources: DACC 2011 Fact book/IPEDS Graduation Rate Survey/New Mexico Community Colleges Community College Performance-Based Indicators September 2011

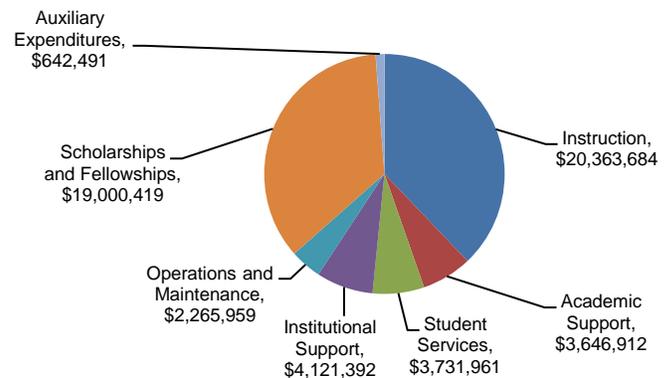
* Percentage of Fall 2007 full-time, degree-seeking students who complete a degree or certificate within 150% of the time normally required to earn a credential

DACC FY10 Revenues: Restricted and Unrestricted



Source: DACC

DACC FY10 Expenditures: Restricted and Unrestricted

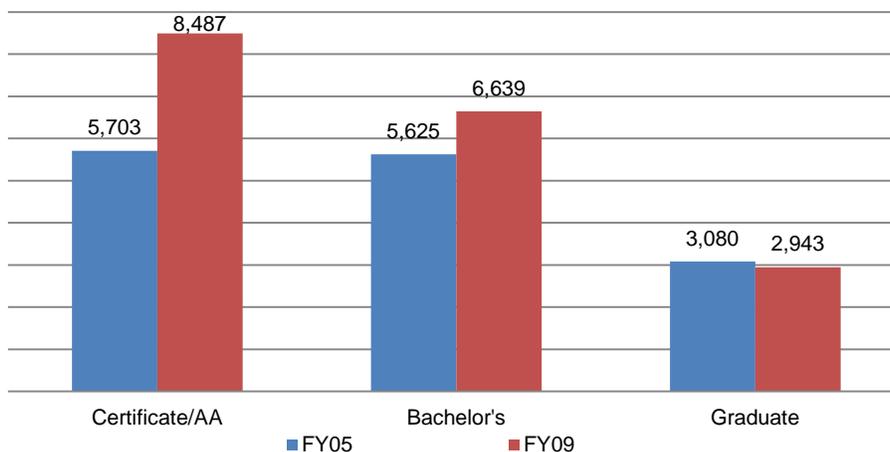


Source: DACC

New Mexico's community colleges have opportunities to improve student outcomes.

New Mexico's community colleges have increased the number of certificates and associate degrees awarded at a faster rate than bachelor's or graduate degrees (see **Appendix C** for certificates awarded at CNM and DACC).

Graph 1. Degree Production in New Mexico, FY05 to FY09



Source: HED

CNM's rate of retaining students between the fall 2009 and spring 2010 semesters, 81 percent, is higher than the state's independent average, 73 percent; similarly, DACC's average, 83 percent, is higher than New Mexico's branch average, 76 percent. However, three-year completion rates at CNM, 7.7 percent, and DACC, 6.6 percent, are lower than the state average as well as the national average of 20 percent.

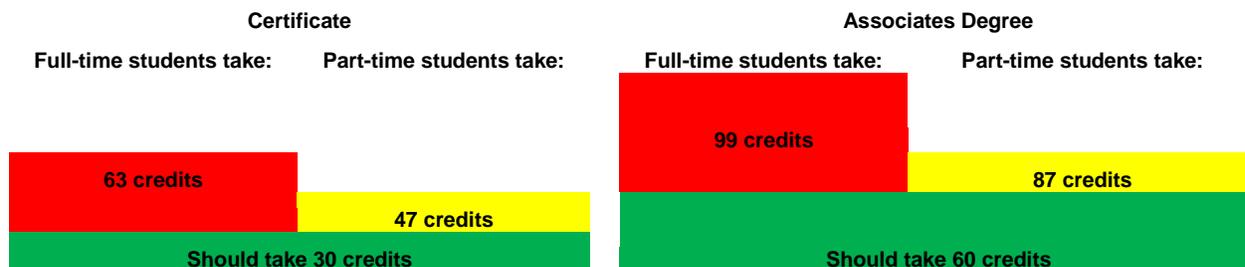
Table 3. Full-time, First-time, Degree-seeking Students Who Completed a Degree/Certificate in 150% of time (2006-2009 Cohort)

Independents	FY10 Target	FY10 Actual	Branches	FY10 Target	FY10 Actual
CNM	11.0%	7.7%	ENMU - Roswell	15.0%	16.8%
Clovis	20.0%	8.7%	ENMU -Ruidoso	20.0%	5.7%
Luna	25.0%	15.8%	NMSU -Alamogordo	14.0%	9.1%
Mesalands	27.5%	18.3%	NMSU - Carlsbad	7.0%	4.9%
NMJC	33.0%	18.2%	NMSU - DACC	15.0%	6.6%
NNMC	15.0%	6.8%	NMSU - Grants	20.0%	24.7%
SJC	15.7%	10.7%	UNM - Gallup	8.0%	4.9%
SFCC	8.0%	9.1%	UNM - Los Alamos	55.0%	56.9%
Independent Average		11.9%	UNM - Taos	10.0%	6.8%
			UNM - Valencia	12.0%	5.4%
			Branch Average		14.2%

Source: NMACC/NMICC Accountability Report 2010

Complete College America reports that New Mexico’s students take 50 percent to 100 percent more credits than required to earn a certificate and 35 percent to 45 percent more credits than is necessary for associate degrees.

Graph 2. New Mexico Students Excessive Credits Toward Degree Completion, FY08



Source: Complete College America

In FY09, the cost per credential at CNM, \$39 thousand, and at DACC, \$38 thousand, are below the state average of \$65 thousand and the national average of \$47 thousand.

Table 4. Outcomes and Spending at Selected NM Institutions, FY09

	Total Degrees	Total Completions	Education and Related Spending per Degree	Education and Related Spending per Degree and Certificates
CNM	1,373	2,799	\$80,999	\$39,733
Clovis	153	210	\$85,513	\$62,302
ENMU- Roswell	219	513	\$91,976	\$39,265
Luna	77	128	\$166,532	\$100,180
Mesalands	39	128	\$116,821	\$35,594
NMJC	293	410	\$56,909	\$40,669
NMSU-Alamogordo	214	235	\$48,760	\$44,403
NMSU-Carlsbad	114	135	\$73,981	\$62,473
NMSU- DACC	744	896	\$45,793	\$38,025
NMSU-Grants	65	133	\$64,482	\$31,514
San Juan College	423	631	\$117,355	\$78,671
Santa Fe Community College	212	315	\$127,456	\$85,780
UNM-Gallup	144	204	\$110,566	\$78,046
UNM-Los Alamos	34	36	\$105,157	\$99,315
UNM-Taos	35	57	\$165,497	\$101,621
UNM-Valencia	100	107	\$110,076	\$102,875
Group Average	265	434	\$97,992	\$65,029
U.S.	550,920	896,324	\$73,940	\$46,759

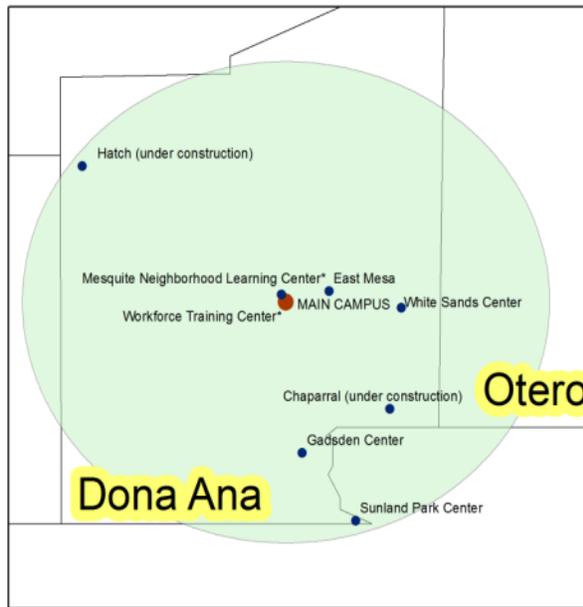
Source: Delta Cost Project

The expansion of campuses by DACC and CNM has increased overhead costs and creates challenges to providing quality services to students. CNM operates seven learning sites, while DACC has seven learning sites and will soon open two additional satellites outside of Las Cruces (see

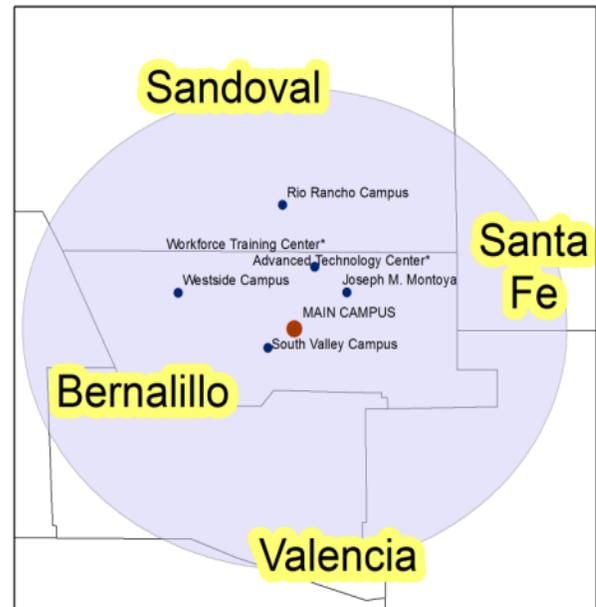
Appendix E for space utilization information). Based on an attorney general’s opinion related to expansion within taxing districts, recent campuses have not received legislative approval, but it is disputed whether this is required under Section 21-1-26.9 NMSA 1978.

Nationally, students travel an average of 37 miles to attend a community college. Using this standard in New Mexico, many community colleges’ service areas overlap, other geographic areas are excluded all together, and all of CNM and DACC’s campuses lie within this 37-mile zone from each school’s central campus.

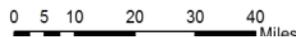
Detailed View of Selected Community Colleges



**Dona Ana Community College
Gadsden Center Campus**



Central New Mexico Community College



Source: US Census 2010 & NM Legislative Finance Committee

Analysis contributed by: Funlola Osinubeji, Carnegie Mellon University Heinz College

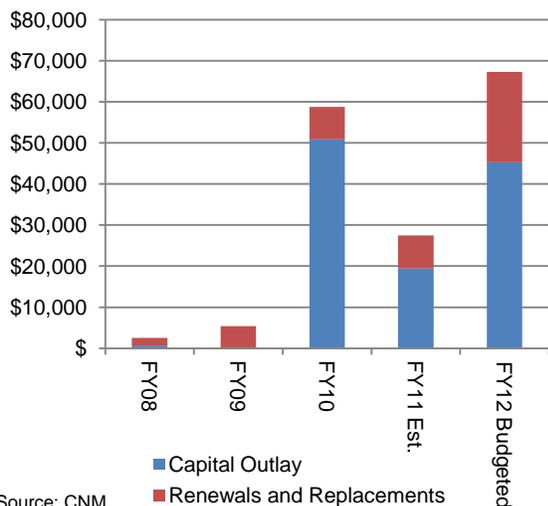
- Satellite Campus
- Main Campus
- DACC (37 Mile Radius)
- CNM (37 Mile Radius)
- NM Counties
- * indicates location overlap

While these institutions have attempted to locate in areas convenient to potential student populations, spreading course offerings across campuses creates a barrier to access for some students. Of the CNM students surveyed by the LFC for this evaluation, 21 percent responded that the time and location of classes were not convenient.

Capital expenditures have increased as both DACC and CNM have expanded campuses. Over the past five years, capital expenditures at CNM have increased more than 66 times from \$677 thousand to \$45 million, largely attributable to the construction of the Rio Rancho campus, main campus renovations, and the purchase of the Alameda advanced technology center. At DACC, while capital expenditures hovered between \$7 million and \$10 million from FY08 to FY11, in FY12, they are

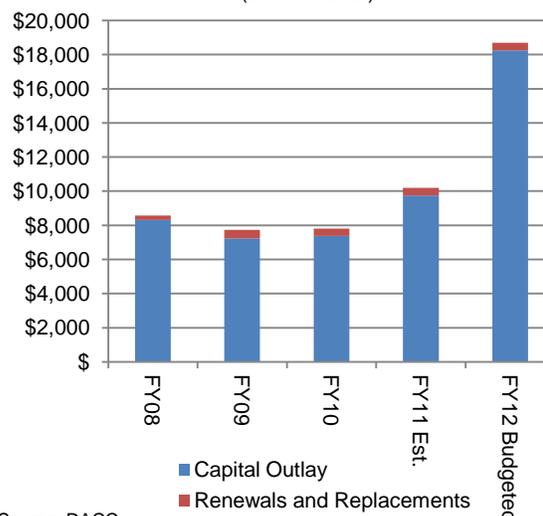
projected to increase to \$18 million, a 157 percent rise from FY08. These increases are related to construction at East Mesa, Hatch, Chaparral, and the Gadsden satellite campuses.

Graph 3. Capital Expenditures, CNM
(in thousands)



Source: CNM

Graph 4. Capital Expenditures, DACC
(in thousands)



Source: DACC

Satellite campuses increase administrative, operational, and maintenance costs. DACC’s Gadsden campus, for example, cost \$5.5 million to build and more than \$425 thousand to operate annually.

Table 5. DACC Gadsden Center
Estimated Non-Instructional Costs , FY11

Gadsden Center	FTE	Unrestricted
Professional Salaries	0.86	\$39,732
Support Staff Salaries	8.55	\$201,062
Student Salaries	0.2	\$3,238
Federal Work-Study Salaries	0.08	\$1,259
State Work-Study Salaries	0.2	\$3,162
Other Salaries	0.02	\$472
Fringes	9.91	\$71,383
Travel		\$3,240
Utilities (electricity and gas)		\$77,524
Communications (network)		\$13,256
Other Supplies and Expenses		\$13,256
Total Gadsden Center	19.82	\$427,584

Source: DACC and HED

The capital outlay expenses and the operational and maintenance costs for CNM’s Rio Rancho campus are covered by the local taxpayers and have increased the state’s general fund. This \$24 million campus, built in 2007 after the northern portion of the Rio Rancho public school district voted to join CNM’s taxing district, was constructed using local bond funds. Expanding CNM’s taxing district generated \$3 million in local operating mill levy revenues, of which \$2 million returns to the state as a credit in the funding formula and \$1 million covers the site’s \$900 thousand in annual operating and maintenance costs.

CNM and DACC are only able to offer a fraction of their total courses at each campus. In 2010, CNM offered a total of 3.7 thousand sections and DACC offered 1.3 thousand sections across all campuses, including online courses. Each institution offers the majority of course sections at its main campus (**Appendix D**).

Table 6. Course Sections Taught by Campus, Fall 2010

CNM			DACC		
Campus	% of Sections by Campus	Number of Sections by Campus	Campus	% of Sections by Campus	Number of Sections by Campus
Albuquerque Main Campus	50%	1845	Las Cruces Main Campus	39%	519
Joseph M. Montoya Campus	19%	688	East Mesa Center	22%	290
Westside Campus	11%	401	Gadsden Education Center	8%	105
Rio Rancho Campus	2%	77	Sunland Park Center	5%	63
South Valley Campus	3%	110	White Sands Center	1%	14
Workforce Training Center	1%	42	Workforce Development Center	1%	20
Off-Campus	14%	495	Other Locations	25%	332

Source: CNM and DACC

CNM’s Rio Rancho campus, for example, currently offers 2 percent of CNM’s course sections, while DACC’s Gadsden Center offers 8 percent of DACC’s course sections. This relatively small portion of sections forces many students to attend multiple campuses. As one CNM student stated in response to the LFC survey, “The last three semesters I have had to attend classes at three different campuses, and it has caused me problems every semester.”

For the applied sciences associate degree, for example, the number of sections and locations for upper-level courses is narrower than for entry-level requirements. At CNM, students have 79 course sections available across all campuses for the English prerequisite, but only five sections of Database Design and Introduction to SQL are offered at the main campus, online, or the Montoya campus. Similarly, at DACC students have 62 course sections available for the core English course located at central campus, East Mesa, Gadsden, Sunland Park or online. However, Database Application and Design has two course sections available either online or at the East Mesa site.

Community colleges play strategic role in meeting the state’s workforce needs. According to the U.S. Bureau of Labor Statistics, 54 percent of all jobs by 2014 will require either some college education or higher. In New Mexico, 88 percent of the workforce is in service industries. By 2019, the field of health care and social assistance is forecasted to experience the largest statewide employment growth, 27 thousand jobs, followed by educational services, accommodations, and retail, with 10 thousand jobs each.

Statewide unemployment rates for graduates of associate degree programs are half that for high school graduates. The statewide unemployment rate as of September 2011 was 6.6 percent, 2.5 percent less than the national rate of 9.1 percent. However, unemployment rates across the state for high school graduates are as high as 24 percent while the rates for adults who obtained an associate’s degree or took some college courses are between 0 to 13 percent.

Community college program levels are not currently integrated to avoid the over- or under-production of degrees. One growing occupational field in New Mexico, dental assistants, requires at least a postsecondary certificate, but the number of certificates produced exceeds the number of positions available. By 2019, the need for dental assistants is projected to increase by 28 percent, an average of 90 statewide jobs annually. In 2008, however, a total of 179 students completed a dental assistant program in New Mexico, almost double the number of students for the jobs available. In contrast, by 2019, the demand for nursing aides and related healthcare support occupations is projected to increase 43 percent, 520 openings per year, but credentials are under-produced. In 2008, 175 students earned a certificate or diploma as a nursing assistant or home health aide and were expected to fill the estimated 230 openings.

The need to become more cost-effective presents opportunities for colleges to improve strategic partnerships to streamline administration and education delivery and lower purchasing costs.

The Center for College Affordability identified purchasing consortiums as one way to reduce institutional costs by collectively procuring goods, services, supplies, or technology. Benefits include greater efficiency in the procurement of goods and services, cost savings associated with economies of scale, increased buying power, and reduced information and transaction costs. While no centralized purchasing mechanisms currently exist in New Mexico, opportunities include information technology systems, accounting and human resources systems, library services, and bookstores.

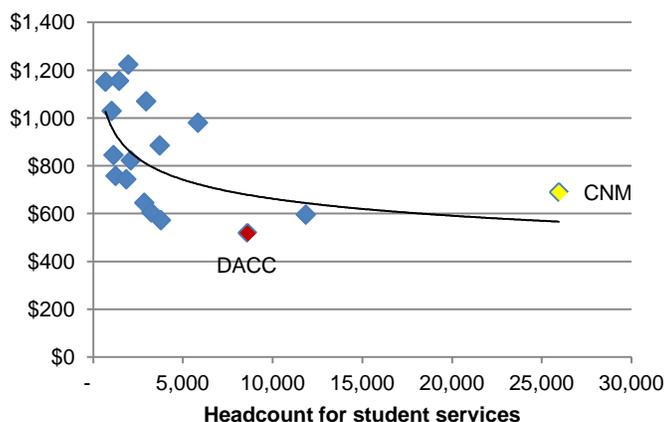
Higher education purchasing consortiums have resulted in significant cost savings in other states.

In Texas, cooperative contracting and purchasing reportedly saved \$430 million between 2006 and 2010 for health institutions, libraries, campus administrative software systems, and other system-wide agreements. Similarly, Wisconsin saved \$9 million by establishing a collective contract to purchase office supplies and materials from a single vendor.

Economies of scale allow larger two-year institutions in New Mexico to spend less per student on administrative costs than smaller schools.

On average, in FY11 the 10 two-year schools in New Mexico with less than 3 thousand students spent 36 percent more on administrative costs, \$944 per student, than the \$692 per student spent by the seven schools with more than 3 thousand students. Collaborative purchasing allows smaller institutions to take advantages of this scale.

Graph 5. NM Two-year Institutional Support Expenditures per Student



Source: LFC Analysis of HED data

This trend is similar to findings in North Carolina that two-year colleges with fewer than 3 thousand students averaged \$983 in administrative expenditures per student compared with \$647 per student at larger campuses. In New Mexico, expenditures in other categories, such as operations of maintenance and plant and total expenditures, and also reflect economies of scale larger institutions are able to capture.

One example of collaborative purchasing, placement exams, could save \$89 thousand per year. In FY11, community colleges individually purchased 86 thousand skills assessment tests from ACT and the College Board at a cost of between \$1.66 and \$2.38 per test. By entering into a purchasing consortium, the price per unit would be reduced to \$1.25 per test, resulting in savings of \$88 thousand.

Table 7. Placement Test Collaborative Purchasing Savings

Cost Per Test	Number of Units	Cost per Unit	Total Cost
Regular price per college	86,305	\$1.66 - \$2.38	\$196,693
Price with statewide purchasing agreement	86,305	\$1.25	\$107,882
Potential cost savings			\$88,811

Source: LFC Analysis

Including four-year institutions in this purchasing agreement as well as identifying other areas for similar agreements, such as information technology, could result in even greater savings to the state.

DACC’s unique governance relationship with NMSU presents opportunities as well as challenges.

As a branch campus, DACC is governed by a board that advises NMSU’s board of regents and includes school board members from Gadsden, Las Cruces, and Hatch Valley. DACC’s advisory board is responsible for recommending a statement of mission and purpose and an annual DACC budget, certifying the local tax operating levy, and conducting tax levy elections.

In 2008, the Higher Learning Commission, the accrediting body for all New Mexico postsecondary institutions, recommended DACC update the operating agreement with NMSU and conduct a feasibility study on the economic implications of increasing its mill levy rate from its current level of one mil, the minimum required for branch campuses. While the operating agreement was revised in February 2011, further refinements could improve the clarity of relations between the two institutions to benefit students and DACC does have the capacity to generate additional revenue from an increased mill levy.

The institutional support fees NMSU branches pay are higher than at other institutions and do not appear to be based on a cost study. DACC pays a percentage of its I&G revenues to NMSU for various services, including legal assistance; business office functions; and fire, environmental health and safety, road, lighting, and grounds services at DACC’s central campus. NMSU does not assign a value to these individual services.

Table 8. NMSU Overhead Charges to DACC
(in thousands)

	FY11 Actual	FY12 Budget	FY13 Estimate
Institutional Support	\$1,225	\$1,325	\$1,454
Operations and Maintenance		\$44	\$89
Learning Management System			\$53
Total	\$1,225	\$1,369	\$1,596
Increase from Previous FY		\$144 (12%)	\$227 (17%)

Source: DACC

The institutional support charge of 3.6 percent for FY11 is scheduled to increase to 4 percent by FY15 at DACC along with NMSU’s other branches. In comparison, the institutional support charge at Eastern New Mexico University (ENMU)-Roswell is 1.6 percent of its budget, ENMU-Ruidoso pays 2 percent, and UNM branches in Gallup, Los Alamos, Taos, and Valencia pay 2.8 percent.

Careful coordination between DACC and NMSU is essential to lower costs and add value to both institutions. Growth at DACC has increased internal capacity for many of the functions it purchases from NMSU. Human resources and most plant maintenance, for example, are now handled by DACC. According to the Higher Learning Commission’s accreditation report, while DACC screens and interviews applicants, approval from NMSU’s human resource department adds up to three months to the process. Staff responses indicate this delay still exists and hinders DACC’s ability to competitively hire the most qualified applicants.

Whereas the independent governance structure of CNM allows it to respond quickly to regional economic development needs, DACC and NMSU must coordinate efforts to adequately serve the community’s workforce needs. In some cases NMSU has been slow to update DACC’s course codes and degree listings in its Banner information system. Also, DACC has moved courses from its central campus or changed course titles to avoid competition with NMSU.

Finally, in the current program evaluation, the LFC was easily able to collect large amounts of survey data from students, staff, and faculty at CNM, but similar approval from NMSU could not be attained in the time needed to conduct the research at DACC.

DACC and NMSU can better blend funding sources and cost structures to benefit students. From 2004-2009, DACC received a Lumina Foundation Achieving the Dream grant to focus on traditionally underrepresented students. For FY12, both DACC and NMSU were invited to apply for an additional Lumina grant to support the academic achievement of Hispanic students. DACC declined to apply jointly with NMSU for these funds.

Additionally, NMSU is exploring the possibility of centralizing all online distance delivery courses across the NMSU system under common rates. This will quadruple the cost per credit hour for DACC students from \$62 to \$243 per credit.

Finally, DACC students are charged three times more than part-time NMSU students to access the student health center. Part-time NMSU students enrolled at the main campus were charged a \$119 wellness and fitness cost, while DACC students were charged \$366 for the same services.

The NMSU Foundation assesses a 5 percent fee on any gift to DACC more than \$1 thousand and a 6.5 percent fee on DACC's endowed scholarships. A portion of what is raised by DACC must be paid to NMSU, and in some cases, this infringes on the relationship between DACC and potential donors as well as delaying the process of awarding student scholarships. In FY11, DACC scholarships and private gifts totaled \$1.2 million. DACC is NMSU's only branch campus to have a development department, but it lacks the flexibility CNM has, such as its Rust Fund, to use private gifts to provide additional services and supports to students. A majority of the DACC development advisory council favor DACC establishing an independent 501(c)3.

In addition to statewide oversight, individual institutions are also responsible for eliminating outdated or unnecessary programs. DACC and CNM both have extensive development processes involving employers and faculty to ensure program quality. CNM's review is a three-tier process designed to improve or eliminate programs. When a program is designated for elimination, staff develop a cessation plan. Since 2006, 29 new programs have been approved while 20 programs have been discontinued at CNM. In addition to the college's program review process, CNM restructured to drop from four to three executive positions. The college also estimates saving \$3 million annually from its recent purchase of Astra Platinum, class-scheduling software that ensures each class section is full prior to opening a new section. In contrast, DACC's program review favors consolidating programs or further developing them with specialties that may or may not fulfill a workforce need in the region.

Recommendations

The HED should consider population growth, educational attainment gaps, and workforce needs to inform legislative consideration of campus expansions, beginning with new requests for FY13.

The HED should pursue opportunities to encourage collaborative purchasing agreements among two- and four-year institutions.

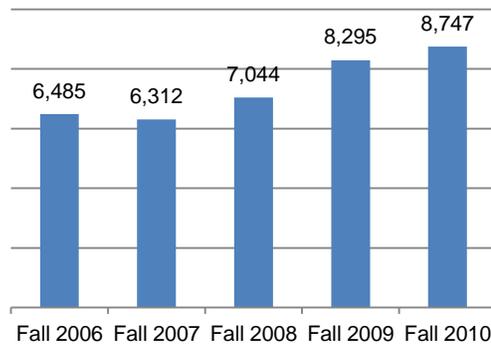
DACC and NMSU should identify opportunities to streamline services, make purchases collaboratively, and clarify cost structures for students.

Consistent with the Higher Learning Commission's accreditation recommendation, DACC should conduct a feasibility study on the economic implications of increasing its mill levy rate.

IMPROVING THE EDUCATIONAL PIPELINE BETWEEN HIGH SCHOOLS, COMMUNITY COLLEGES, AND FOUR-YEAR INSTITUTIONS PRESENTS OPPORTUNITIES TO HELP STUDENTS SUCCEED AT LOWER COSTS

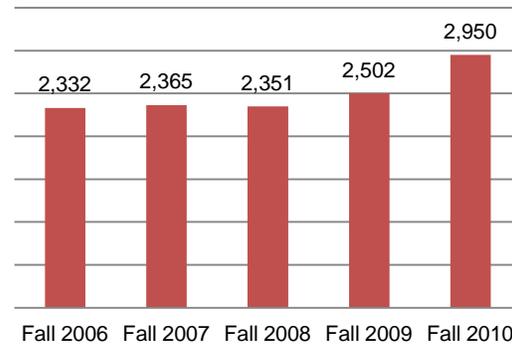
Community colleges serve an academically diverse population with varying levels of college preparation. According to the Alliance for Excellent Education, New Mexico spends more than \$32 million annually to provide remedial, or developmental, education in public community colleges to recent high school graduates. This figure includes the instructional cost of remedial education as well as the lost annual earnings of students taking remedial courses. In 2009, 47 percent of New Mexico’s recent high school graduates took college remedial courses in math or language arts during their first semester in college. In accordance with state trends, remedial course-taking increased at CNM and DACC.

Graph 6. Number of Students, All Ages, Enrolled in at Least One Remedial Course at CNM



Source: CNM

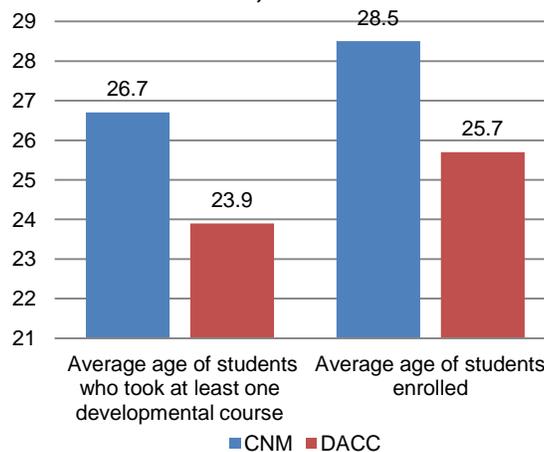
Graph 7. Number of Students, All Ages, Enrolled in at Least One Remedial Course at DACC



Source: DACC

While many remedial students are returning to school to obtain workforce skills, at CNM and DACC the average age of students taking remedial courses is younger than the general student population.

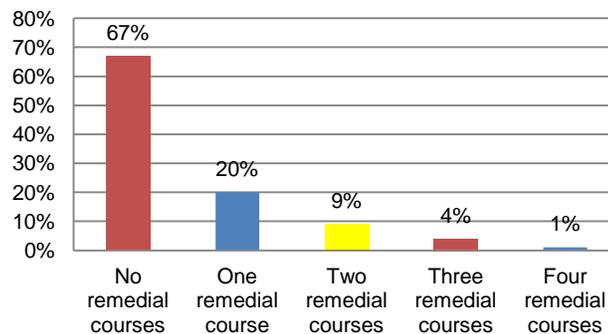
Graph 8. Average Age of Students Enrolled at CNM and DACC, Fall 2010



Source: CNM/DACC

The more remedial education a student needs, the less likely that student will earn a credential. Further, students who do obtain a credential take longer to complete their education and spend more in the process. For students who took remedial courses at DACC and graduated from NMSU, on average, every 2.5 remedial credits added one year to that student’s time to graduate.

Graph 9. Percent of Students who Entered College in fall 2003 and Obtained Degrees or Certificates within Six Years by Number Of Courses



Source: NM Office of Educational Accountability, 2010

Different placement scores across the state lead to increased remedial costs. With the same score, a student can place into college credit-bearing courses at one institution and a remedial course at another institution. For example, a student scoring below 90 on the reading portion of Accuplacer at Santa Fe Community College might be placed in a remedial course, but a score of 80 or above places a student in a college credit-bearing course at CNM.

While improvements have been made in unifying placement cut scores, further alignment could be achieved. UNM and its branch campuses have developed a common placement score of 55 on the Compass test for students to gain entry into Math 121, College Algebra. In contrast, NMSU’s branch campuses use a range of placement scores from 54 to 70 for entry into Math 121G, College Algebra. Independent community colleges using Compass have an aligned math score of 66, but colleges using Accuplacer demonstrate a variance of scores.

Clear and coherent placement cut scores for college enrollment can simplify articulation and alignment between New Mexico’s high schools, community colleges, and universities. A placement score validity study, such as the College Board’s, will provide a defensible link between placement decisions and help incoming students prepare for college credit-bearing courses. While New Mexico has not conducted a validity study or required standardized placement scores, as of 2005, 19 states required colleges to use standardized placement cut scores.

A disconnect between the skills needed for college and workplace success compelled other states to align high school exit standards with college entrance standards. California State University (CSU) and California public schools created the early assessment program to ensure high school graduates have the English and mathematics skills expected by CSU and the state’s community

colleges. The tests augment California's standards tests in English and mathematics taken by all 11th graders. Using those scores, the schools determine if a student is prepared for college-level work and exempted from placement exams or needs additional preparation that can occur during the senior year.

New Mexico's 11th grade SBA could standardize college course placement, reduce costs, and help students make better use of their senior year to reduce remediation rates. In 2009, the Office of Educational Accountability found a relationship between 11th grade SBA scores and the need for college remedial education - as SBA scores went up, the need for remedial math or English went down. Given that all juniors in the state currently take this exam at a significant cost to the state, linking the 11th grade SBA math and reading scores to college or work expectations through a statewide cut score could help inform high school students about their college readiness.

New Mexico recently joined the Partnership of Assessment of Readiness for College and Careers (PARCC) that will replace the current SBA and should correlate to college readiness, but it is unclear what higher education institutions roles will be in the development and implementation of this assessment.

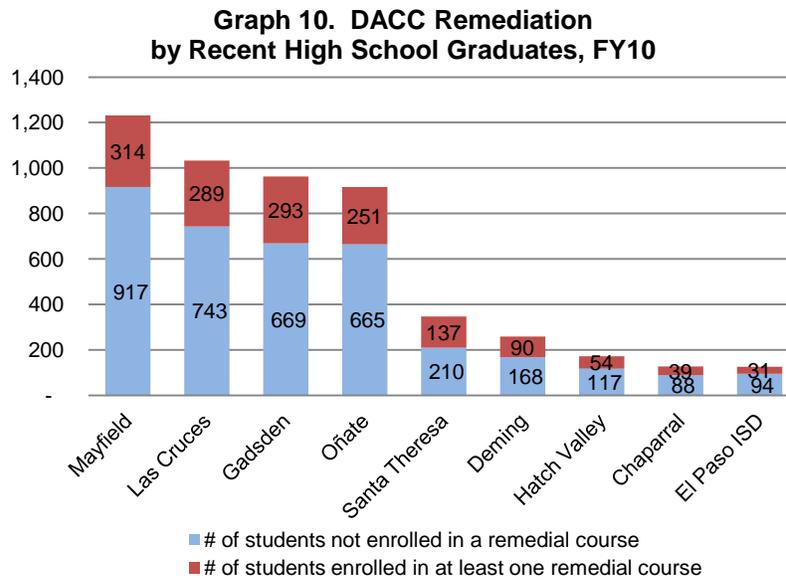
In FY11, CNM spent a total of \$164 thousand on Accuplacer tests, an average of \$2.83 per exam. In the fall semester of 2010, CNM administered 2 thousand exams to first-time students who were recent high school graduates. Similarly, DACC spent \$1.66 per unit of the Compass exam for 603 first-time students recently graduated from high school in the fall semester of 2011. If the 11th grade SBA or PARCC was used as a college placement exam, the estimated savings for CNM would be \$5.6 thousand per semester and \$1 thousand per semester for DACC.

CNM and DACC have implemented research-based best practices to address the time students spend in remedial courses. Recognizing the substantial percentage of students requiring remediation, the low college attainment rates, and the high costs of remedial education for students and the state, both CNM and DACC have developed methods to:

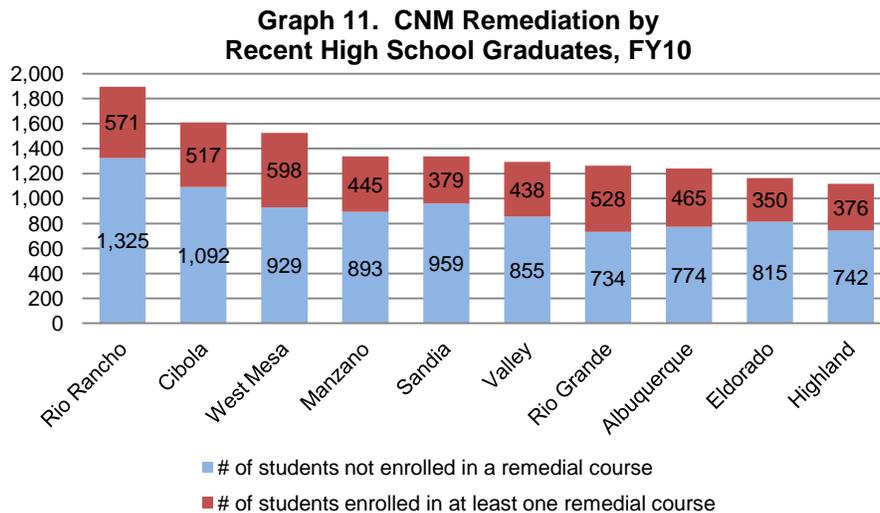
- Provide students with opportunities to strengthen skills prior to taking placement exams through test preparation, refreshers, and boot camps;
- Better assess students' academic skill level and place them into appropriate courses;
- Move students quickly and effectively through the remedial education sequence and into credit-bearing courses through self-paced courses, fast-track courses, and learning communities; and
- Allow students to take general education, technical courses, and remedial education courses simultaneously with additional support.

Some of DACC's academic interventions to reduce the need for remedial education have been implemented through intermittent external grants funds from the Lumina Foundation's Achieving the Dream initiative which concluded funding in 2009 and the current Partnership for Retention and Improvement of Meaningful Opportunities in Science, Technology, and Mathematics program (PRIMOS). In partnership with NMSU, PRIMOS allowed DACC to continue the instructional support services employed as part of Achieving the Dream. Without any specific funding to community colleges to compensate for these interventions, DACC might find it difficult to continue to use innovative strategies for students requiring remediation.

Improving articulation with a handful of local high schools could dramatically reduce remediation rates. Sixty-six percent of DACC's in-state students, 5.3 thousand out of 8 thousand, come from 10 local high schools in four school districts. Seventy-three percent of DACC's total in-state remediation in FY10 came from the four largest feeder schools, Oñate, Gadsden, Las Cruces, and Mayfield.



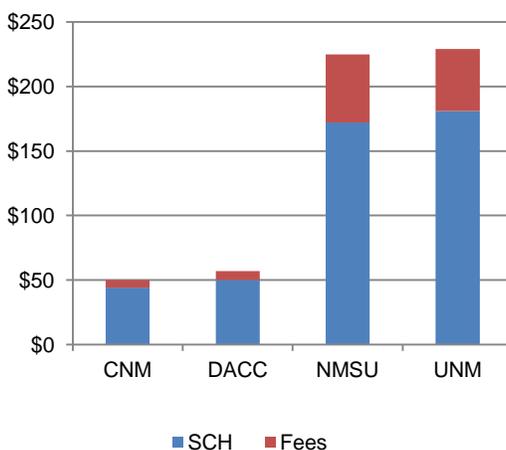
Similarly, in FY10 39 percent of CNM's students, 17 thousand out of 43 thousand, came from Albuquerque Public Schools (APS). Students from nine high schools within APS had the highest enrollment at CNM in FY10, although their remedial rate, 34 percent, was lower than the state's 47 percent remedial rate.



Tuition prices in New Mexico incentivize students to complete lower-division courses at CNM or DACC, but actual costs to the state and institutions emphasize the need for improved articulation between two-and four-year colleges. Two-plus-two programs that encourage students to start at a community college and transfer to a four-year school for their bachelor’s degree are cost effective to students, but the impact to the state’s general fund and actual institutional costs are unclear.

Students are charged less to take lower-division courses at CNM or DACC than at UNM or NMSU. In FY11, students paid four times more for a credit at UNM or NMSU than at CNM or DACC.

Graph 12. Cost per Credit, FY11



Source: HED

Based on FY11 rates, students enrolled in a two-plus-two program at DACC or CNM can take 60 credits for approximately \$3.2 thousand; the same 60 credits cost \$13.6 thousand at UNM or NMSU, a difference of more than \$10 thousand.

While overall instructional expenditures are higher at four-year institutions than two-year schools, expenditures to deliver lower-division courses are generally less at four-years than at two-years. Nationally, four-year schools spend more per student on instruction than two-year schools, as is the case in New Mexico.

Table 9. Instructional Expenditures per Student

Institution	Instructional expenditures per FTE
CNM	\$4,339
DACC	\$4,507
NMSU	\$7,406
UNM	\$7,045

Source: Delta Cost Project

This calculation, however, includes costs for more expensive upper-division and graduate courses. While New Mexico does not report lower- and upper-division expenditures separately, Florida and other states report spending 30 percent more per upper-division course, \$254, than per lower-division course, \$184.

In a separate study, when expenditures for upper- and lower-division courses are separated, Romano and Djajalaksana (2008) found it is less expensive to educate students for the first two years of a bachelor's degree at a public four-year institution than at a two-year college. Excluding capital costs, two-year colleges spend more each year on lower-division courses, \$9.1 thousand per student, than four-year colleges, \$7.3 thousand.

Table 10. Median Expenditures (excluding research and public service) per FTE at Public two- and four-year Colleges, FY05

Two-year college	\$9,110
Four-year college	\$11,095
Four-year college adjusted (lower-division)	\$7,318
Difference (4-yr. minus 2-yr.)	
Four-year college unadjusted	\$1,985
Four-year college adjusted (lower-division)	(\$1,792)

Source: Delta Cost Project; IPEDS; U.S. Dept. of Education; and NCES

Nationally, the median expenditure at four-year universities adjusted to eliminate the higher cost of upper-division courses is 65 percent of the unadjusted amount. While data is not available in New Mexico separating upper-division and graduate expenditures, applying the national rate of 65 percent results in an estimate of \$4.6 thousand per FTE at UNM, \$4.9 thousand at NMSU, \$4.3 thousand at CNM, and \$4.5 thousand at DACC. Similar costs across these two- and four-year institutions highlight the importance of efficient transfer and articulation of classes to reduce costs both to students and the state.

Inefficient articulation between two- and four-year institutions increases course-taking, costs, and time to completion. At both NMSU and UNM, the minimum number of credits required for graduation is 128. In FY10, students graduated from NMSU with an average of 152 credit hours, while students who transferred from DACC and graduated from NMSU accumulated a total of 155 credit hours between the two institutions. Students graduated from UNM with an average of 148 credit hours, while students who transferred from CNM and graduated from UNM accumulated a total of 156 credit hours between the two institutions.

Ideally, each credit earned at a two-year school should reduce the number of credits needed at a four-year institution by one. For students who transferred from DACC and graduated from NMSU in 2010, however, it took an average of 2.5 DACC credits to lower the number credits taken at NMSU by one. This leads to a high number of credits at both DACC and NMSU. The transfer of credits between UNM and CNM is better; every credit taken at CNM reduced the number of credits taken at UNM by 0.7. Each has room for improvement, given that in 2010, 12 students who transferred and graduated from CNM to UNM or DACC to NMSU earned more than 200 credits between the two institutions.

According to the Education Commission of the States, seven elements strengthen articulation: statewide policy, cooperative agreements, transfer data reporting, incentives and rewards, statewide articulation guides, a common core, and common course numbering.

The HED implemented a lower-division articulation plan to ensure the statewide transfer of general education classes and established common naming and numbering for those courses. The Education Commission of the States, however, found that most of the transfer agreements are between a public community college and a specific degree program at a state university.

Some articulation agreements between DACC and NMSU are flawed and point out systemic problems. By statute, all credits earned by DACC students should be honored as though they were earned on the NMSU parent campus. Some programs, however, such as Creative Media Technology (CMT), are not well-articulated. This program, designed as a two-plus-two, transitioned to the Creative Media Institute (CMI) bachelor's degree within NMSU's College of Extended Learning. Since the CMI program was recently transferred to NMSU's College of Arts and Sciences, only nine hours of applied courses are counted toward the degree, dismissing 20 credit hours that originally counted.

In contrast, DACC has established a more favorable articulation agreement with the University of Advanced Technology (UAT), a fully-accredited, nationally-ranked university in Phoenix, Arizona. UAT accepts 60 credits from the CMT Associate of Applied Science, six credits of which are accepted as upper-division.

Recommendations

The HED should revive the New Mexico Remedial Education Task Force and consider the inclusion of members from New Mexico's public and charter high schools, the PED, Adult Basic Education, Career and Technical Education, and workforce representatives to share lessons from evaluated best practices in remedial education.

The HED should facilitate statewide coordination of placement validity studies to unify cut scores across institutions

The PED should coordinate their efforts with the HED as well as postsecondary faculty to align high school exit standards with college entrance standards and consider the viability of using the state's 11th grade SBA for postsecondary placement.

The Legislature should reinforce standardized articulation agreements statewide and require the HED to submit annual reports evaluating the outcomes of such programs.

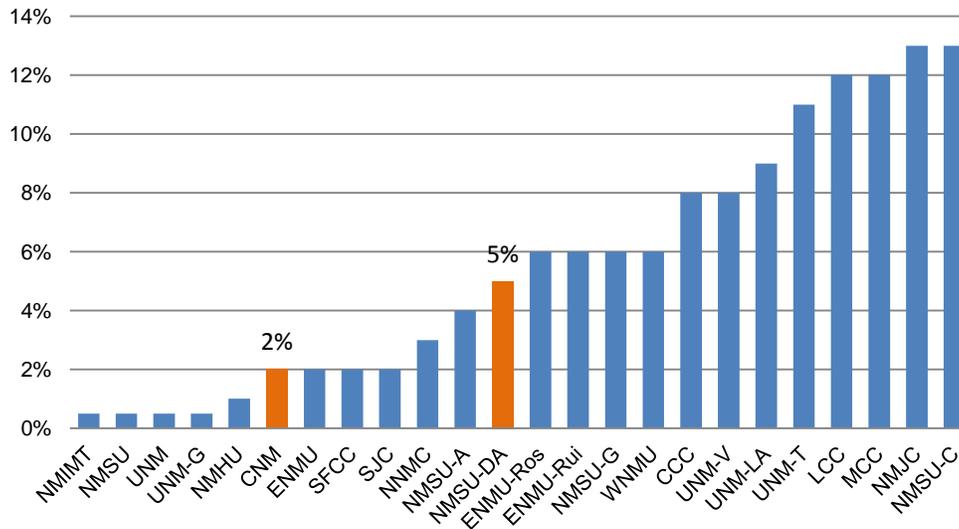
The HED should continue revising the funding formula in 2012 to reward institutions for increasing transfers and timely completions.

DACC and NMSU should clarify the process for reviewing articulation agreements.

MORE IN-DEPTH STUDY IS NEEDED TO DETERMINE THE EFFECTIVENESS OF DUAL CREDIT

Evidence of increased access exists through enrollment growth in dual credit courses, but comprehensive analysis of the effectiveness of the program statewide is limited. Exposing students to higher levels of academic preparation, such as those provided by dual credit, is intended to improve high school graduation rates, reduce the time and number of credits a student needs at the postsecondary level, and increase college completion rates. Dual credit courses make up 2 percent of all credits at CNM, 5 percent at DACC, and up to 13 percent at other two-year schools.

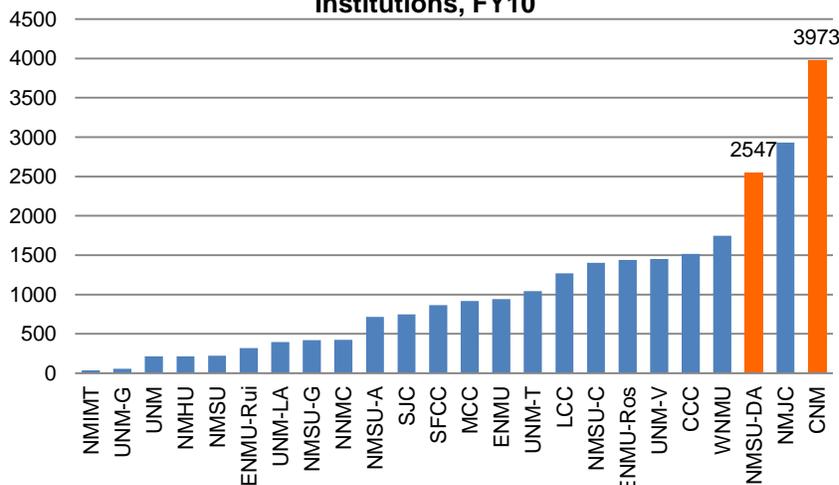
Graph 13. Dual Credit Hours as a Percentage of Total Institution Credit Hours, FY10



Source: HED

While enrollment in dual credit courses has increased statewide as well as at CNM and DACC, comparing SBA scores will inform understanding of the relationship between dual credit and outputs such as high school graduation rates, college enrollment rates, and timely college completion rates.

Graph 14. Dual Credit Enrollment at Postsecondary Institutions, FY10



Source: HED

Dual credit outcomes appear positive, however, these students also score higher on the SBA . The 2009 graduates who took dual credit averaged an SBA math proficiency rate of 47 percent, higher than non-dual credit students' average math proficiency rate of 41 percent. Similarly, dual credit students' SBA reading proficiency rate, 66 percent, was higher than the 60 percent rate for non-dual credit students.

In 2008, 91 percent of the 4.5 thousand high school seniors who earned dual credit graduated from high school that year; in the LFC's 12th grade study, the senior graduation rate for 4.3 thousand students sampled statewide was 84 percent.

Of the dual credit students who graduated, 2.8 thousand , 67 percent, attended a public postsecondary institution in New Mexico in fall 2009, higher than the state's overall rate of 50 percent. Once enrolled in college, 8.6 percent of these students entered college with enough credit hours to be classified as sophomores or higher. Additionally, 65 percent of these students did not take any remedial courses during the fall 2009 semester, compared with the statewide rate of 47 percent.

Dual credit students at CNM and DACC demonstrate different course taking patterns as a result of local policy. In 2010, high school students enrolled in dual credit courses offered by CNM most frequently took lower-division general education courses while DACC dual credit students more frequently took elective courses.

Table 11. FY10 CNM Dual Credit Courses with the Highest Enrollment

Course Number and Title	General Education Course	Dual Credit Headcount	Percent of Total Institutional Dual Credit Course Enrollment
ENG 1101: College Writing	Yes	201	5%
MATH 1310: Intermediate Algebra	Yes	191	5%
PSY 1105: Introduction to Psychology	Yes	184	5%
FIN 1010: Financial Literacy	No	173	5%
IT 1010: Introduction to Computers	No	166	4%
SPAN 1101: Beginning Spanish	No	142	4%
CSE 1101: College Success	No	129	3%
SOC 1101: Introduction to Sociology	Yes	103	3%
MATH 1315: College Algebra	Yes	101	3%
ENG 1102: Analytic Writing	Yes	77	3%

Source: CNM Office of Planning, Budget, and Institutional Research

Table 12. FY10 DACC Dual Credit Courses with the Highest Enrollment

Course Number and Title	General Education Course	Dual Credit Headcount	Percent of Total Institutional Dual Credit Course Enrollment
CS110: Computer Literacy	No	134	5%
OEHO120: Medical Terminology	No	93	4%
OETS102: Career Readiness Certification Preparation	No	78	3%
CJ101G: Introduction to Criminal Justice	Yes	76	3%
OEEM101: CPR for the Healthcare Professional	No	65	3%
CEP110G: Human Growth and Behavior	Yes	59	2%
CMT115: Digital Photography and Imaging I	No	52	2%
OENA104: Certified Nursing Assistant Fundamentals	No	51	2%
OEAT295: Automotive Technology, Special Topics	No	48	2%
CMT145: Image Processing I	No	47	2%

Source: DACC Office of Institutional Effectiveness and Planning

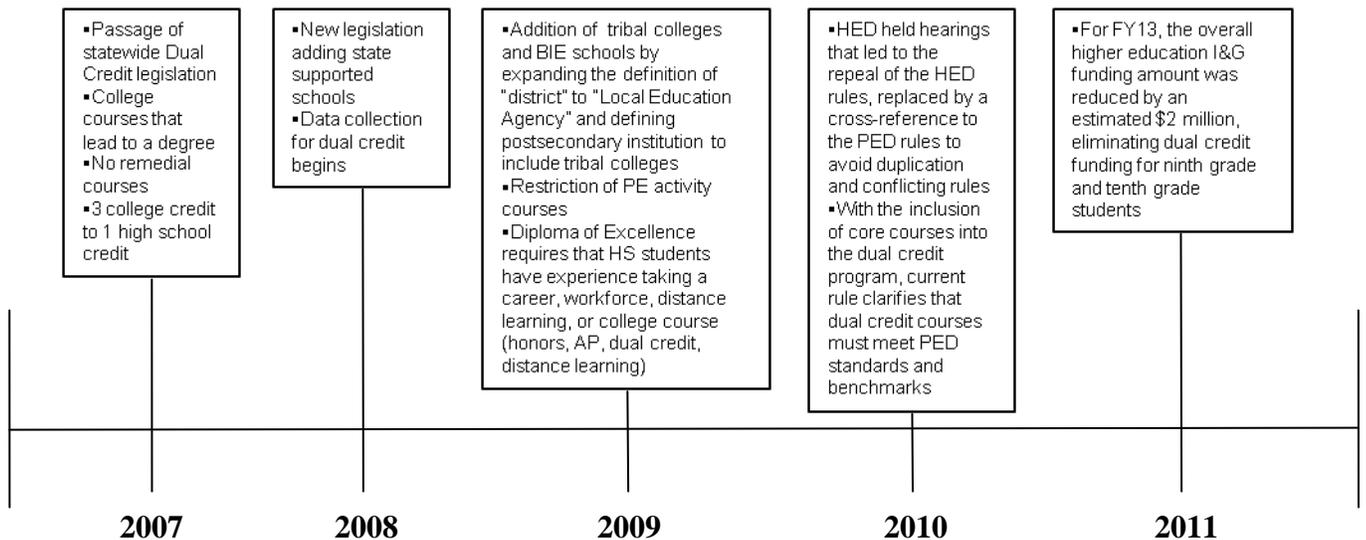
The statewide dual credit agreement between Las Cruces Public Schools and DACC allows for students taking dual credit to take only dual credit elective courses. High school students from Las Cruces can, however, take both elective and core dual credit courses at NMSU. Other branch campuses of NMSU offer both elective and core dual credit courses to students in the local school districts. As core academic courses must be accepted for credit toward graduation requirements for a bachelor’s degree by all public universities in the state, the ability to earn credit could reduce the time it takes a dual credit student to earn a degree.

A sample of elective dual credit courses at DACC in 2009-2010 includes Acting for the Camera (three students), Introductory Cake Decorating (nine students), and Keyboarding Basics (eight students); courses at CNM include Modern Music Appreciation (10 students) and Personal and Practical Nutrition (35 students).

Fragmented data collection and governance of the dual credit program makes the assessment and policymaking for the high school to college pipeline overly complex. The HED has primary responsibility for the collection and reporting of dual credit data, but dual credit rules are housed in the primary and secondary education title of New Mexico Administrative Code. Should the HED need to codify policy changes to the dual credit program, the responsibility of rules promulgation is the PED’s. If the HED’s data editing and reporting system (DEAR) could collect pipeline data on dual credit students, the information could better drive policy decisions for dual credit and the HED could formalize those decisions through rule under its administrative code.

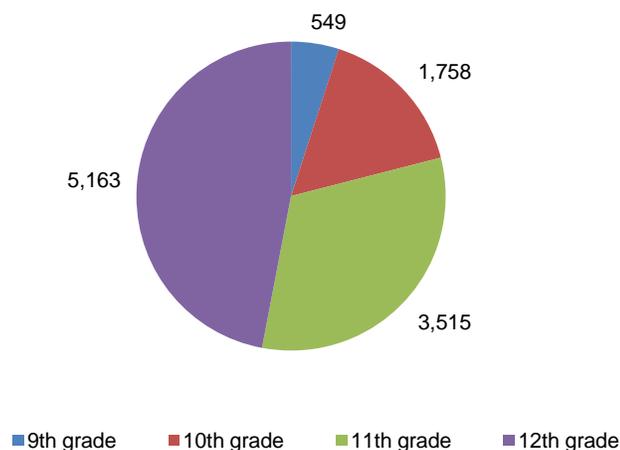
Policy decisions affecting dual credit course offerings and the eligibility of students have been largely based on financial capacity rather than student academic outcomes. According to a 2009 New Mexico Legislative Education Study Committee report, physical education activity courses were restricted from the dual credit program because of concerns at both the HED and the PED about whether this type of course fulfilled the purposes of dual credit.

New Mexico's Dual Credit Timeline: 2007-2011



For FY12, the overall higher education I&G funding amount was reduced by \$2 million to eliminate dual credit funding for ninth grade and tenth grade students, which made up 21 percent of dual credit students in 2010. The HED did not implement this as policy for institutions, and for FY13, these students will receive funding. CNM is continuing to waive tuition and registration fees for dual credit students in the tenth grade even though it might not receive formula funding for these students. It is in the best fiscal interest of the state to make decisions about funding for dual credit on the basis of academic achievement data.

Graph 15. FY10 Statewide Dual Credit Participation, Number of Students, by Grade Level



Source: NMHED, NM Dual Credit Program for AY09-AY10

Recommendations

Expand dual credit collection capacities in the HED's DEAR system to include all of the information collected by local education agencies and postsecondary institutions.

The Legislature should shift responsibility for dual credit administrative code and rule promulgation to the HED.

The HED and the PED should add 11th grade SBA scores to the dual credit request form.

The HED and the PED should formalize policy on dual credit eligibility determination so preparation and enrollment requirements are clear to students and I&G funding is clear to postsecondary institutions.

NEW MEXICO NEEDS TO ADJUST FINANCIAL INCENTIVES TO REWARD COLLEGES FOR INCREASING STUDENT COMPLETION RATES

The total cost of attending college, including opportunity costs, can be a barrier to student completion. While the cost of tuition is low at New Mexico’s community colleges compared with national averages, for many CNM or DACC students, the real cost of attendance is foregone wages. Inadequate need-based aid increases the likelihood that students will take fewer classes, extending the time it takes to complete a degree and increasing the loan burden.

Nationally, student loan debt has surpassed credit card debt as the largest-held collection of individual debt. A study conducted by the Gates Foundation found that balancing work and school was the top reason young adults left school. Community college students are most at-risk, given that 60 percent work more than 20 hours a week compared with 45 percent at four-year schools. Of the students who dropped out, 81 percent indicated that allowing part-time students to qualify for financial aid would have helped students in similar circumstances.

According to an LFC survey, 30 percent of students at CNM reported they are employed full-time and 77 percent agreed that increased access to financial aid would motivate them to complete their educational plans. This is consistent with American Economic Association findings that increasing need-based aid improves timely college completion.

Even with increases in financial aid and low tuition, students at both DACC and CNM have high levels of unmet financial need. As one student at CNM stated in response to the LFC survey, “Financial aid covers the bare necessities. With the cost of gas and everything else, I think that more financial aid would be good. My living expenses and out of pocket expense have increased quite a bit since I started school.” While New Mexico’s tuition is affordable relative to other states, the opportunity cost of obtaining a degree increases the overall financial burden. The average aid award in FY10, including grants and loans, was \$2.6 thousand at CNM and \$3.5 thousand at DACC. After subtracting the financial aid award from the annual estimated expense, including the opportunity cost of lost wages, the unmet financial need per student at CNM was \$8.7 thousand and \$8 thousand at DACC.

Table 13. Average Annual Unmet Need at CNM and DACC

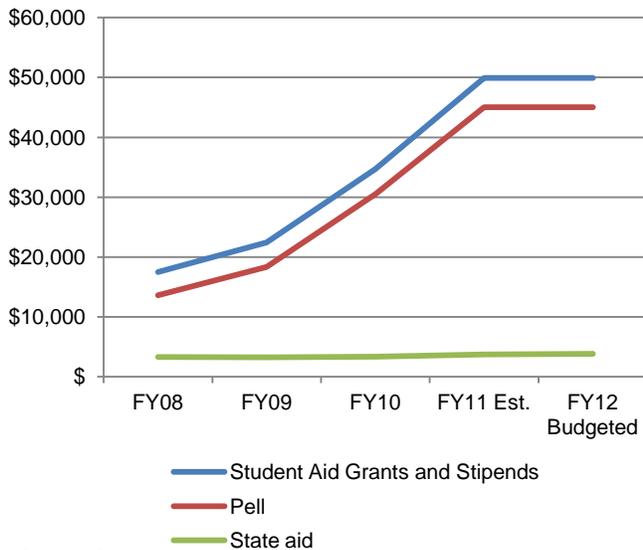
Financial Element	CNM	DACC
Loss in Part-time Wages	\$10,241	\$10,241
Tuition and Fees	\$1,136	\$1,272
Total Expense	\$11,377	\$11,513
Average Financial Aid	\$2,613	\$3,513
TOTAL UNMET NEED	\$8,764	\$8,000

Source: USCB, HED, CNM and DACC

Federal need-based financial aid has increased but New Mexico’s investment in need-based aid lags behind other states. At CNM, student aid grant and stipend revenues nearly tripled from \$17 million in FY08 to \$50 million in FY12. Similar to national trends, these increases are primarily driven by federal Pell grants, which rose from \$14 million in FY08 to \$45 million in FY12; during this time, state financial aid contributions have remained steady between \$3.3 million and \$3.8 million. The same

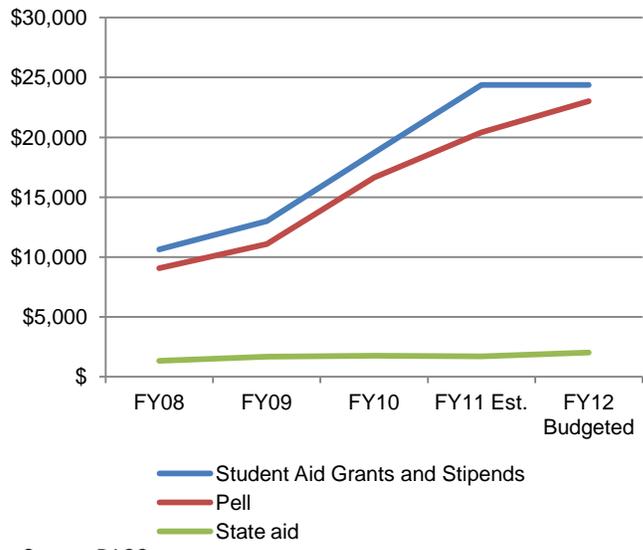
trend of increasing federal Pell grants contributed to DACC's financial aid revenues more than doubling from \$11 million in FY08 to \$26 million in FY12. The average Pell grant for entering students was \$3.2 thousand in FY10 at CNM and \$1.9 thousand at DACC. For every Pell grant dollar a student receives, the state of New Mexico spends just 20 cents.

Graph 16. Student Aid Grants and Stipends, CNM
(In thousands)



Source: CNM

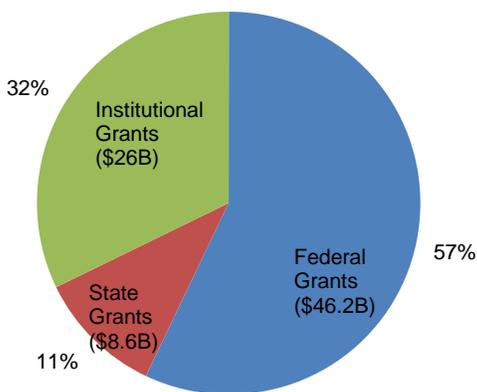
Graph 17. Student Aid Grants and Stipends, DACC
(In thousands)



Source: DACC

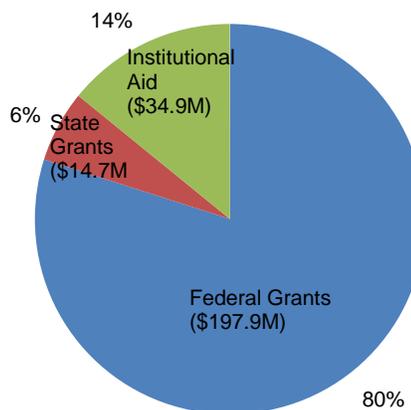
Grants and scholarships make up less of the financial aid package at CNM and DACC than nationally. In FY10, grants at CNM accounted for 40 percent of total aid, less than the national rate of 52 percent. At CNM and DACC, loans account for a higher proportion of student aid, 52 percent and 48 percent, than the national average of 43 percent. Overall, New Mexico's share of state and institutional aid, 20 percent, lags behind the national average of 32 percent.

Graph 18. Grant Sources, U.S.



Source: Trends in Student Aid 2010, College Board

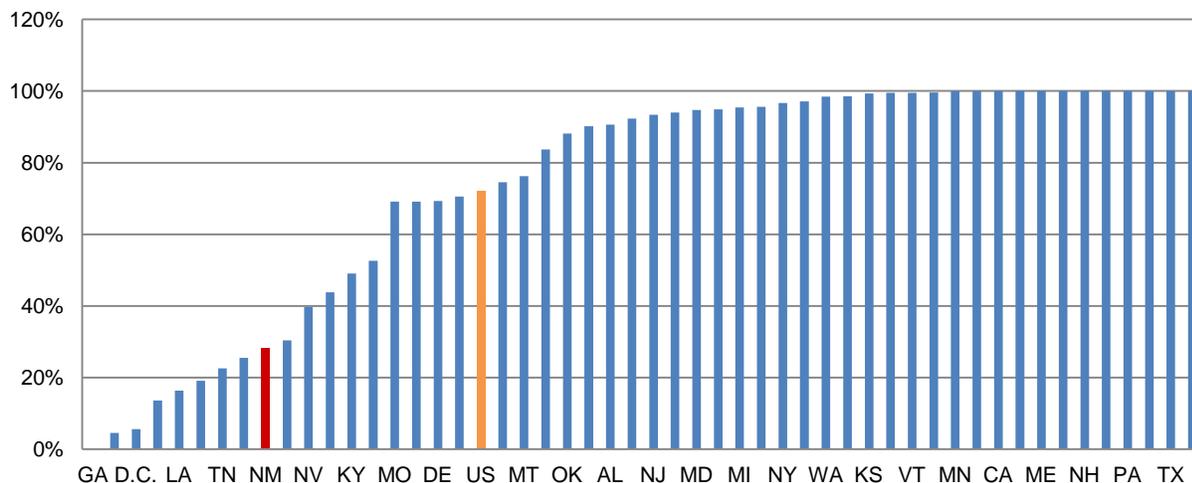
Graph 19. Grant Sources, NM



Source: HED Annual Report 2010; FY11 Institutional

Nationally, over the last 25 years, states' need-based aid has decreased while merit-based aid has increased. Because New Mexico's largest aid program, the legislative lottery scholarship, does not consider a student's level of need, the state's share of need-based aid ranks 42nd nationally.

Graph 20. Percentage of State Grant Aid Distributed on the Basis of Financial Need, FY10



Source: NASSGAP

State-funded financial aid has increased modestly at both DACC and CNM over the last five years. At DACC and CNM, New Mexico student incentive grants (SSIG), legislative lottery scholarships, and college affordability grants make up the bulk of state financial aid.

Table 14. State Financial Aid Expenditures, CNM and DACC
(in thousands)

	CNM			DACC		
	FY08	FY12	Percent change	FY08	FY12	Percent change
SSIG	\$2,271	\$2,503	10%	\$866	\$1,038	20%
Legislative Lottery Scholarships	\$447	\$800	79%	\$378	\$788	109%
College Affordability Grant	\$523	\$462	-12%	\$103	\$190	84%

Source: CNM/ DACC

Students and the state potentially miss out from uncompleted financial aid applications. HED regulation currently prohibits institutions from requiring students to complete the FAFSA. This reduces the state's ability to analyze the relationship between financial need and state aid, potentially uses state funds for students who might be eligible for federal dollars, and limits student access to individual income tax credits and deductions.

More students receiving lottery scholarships attend four-year institutions than two-year schools. Lottery scholarships, 69 percent of total state grants and scholarships, are awarded to New Mexico high school graduates who enroll immediately following high school, maintain a 2.5 GPA, and complete 12 credits per semester. In FY10, 20 thousand students earned \$47 million in lottery scholarships.

Based on the eligibility requirements, community college students, 52 percent of all full-time undergraduates, received only 7 percent of the total lottery scholarship funds. UNM students were six times more likely to earn the lottery scholarship than CNM students, while NMSU students were three times more likely to earn the scholarship than DACC students. Of the \$47 million in lottery scholarships, CNM students received 1.6 percent, DACC students 1.4 percent, NMSU students 28 percent, and UNM students 55 percent.

Table 15. Spring 2010 LLS Awards

Institution	Number of Students Awarded	Total LLS Amount Awarded (in thousands)	Average LLS Award Per Student
NMSU	3,845	\$7,082	\$1,842
UNM	7,120	\$14,205	\$1,995
DACC	545	\$357	\$654
CNM	1,004	\$409	\$407

Source: NM Lottery Authority Annual Report FY10

The share of I&G revenues from students, local taxpayers, and the state is uneven among New Mexico's higher education institutions. Primary I&G revenue sources include student tuition and fees, local mill levy taxes, the land and permanent fund, and state general fund appropriations. Statewide, mill levies constitute 28 percent of community college I&G revenues, though the percentage varies from a low of 4 percent at NMSU-Alamogordo and NMSU-Grants to 49 percent at Santa Fe Community College. The state takes credit in the formula for the first mill assessed at branch campuses and the first two mills at independents.

Table 16. Mill Levies, FY11
(in millions)

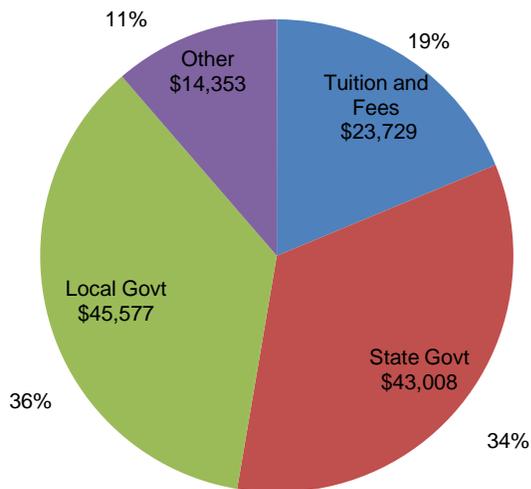
School	Mill Levy (required)	Mill Revenues	Total Unrestricted I&G	Mill revenues as percent of total I&G
CNM	3 mills (2)	\$43	\$116	37%
Clovis	2 mills (2)	\$1	\$12	9%
Luna	3 mills (2)	\$2	\$11	16%
New Mexico JC	5 mills (2)	\$9	\$20	48%
Mesalands	3 mills (2)	\$0.2	\$6	3%
Santa Fe	3 mills (2)	\$14	\$28	49%
San Juan	4.5 mills (2)	\$16	\$49	33%
Eastern- Roswell	1 mill (1)	\$1	\$18	5%
Eastern- Ruidoso	2 mills (1)	\$1	\$4	25%
NMSU Alamogordo	1 mill (1)	\$0.5	\$12	4%
NMSU Carlsbad	3 mills (1)	\$3	\$9	36%
NMSU Doña Ana	1 mill (1)	\$4	\$34	11%
NMSU Grants	1 mill (1)	\$0.2	\$5	4%
UNM Gallup	2 mills (1)	\$2	\$15	14%
UNM Los Alamos	1 mill (1)	\$1	\$3	16%
UNM Taos	2 mills (1)	\$1	\$6	25%
UNM Valencia	2 mills (1)	\$2	\$10	23%
Total		\$101	\$357	28%

Source: NMICC

Because of its tax base and higher levy, local tax revenues make up a greater share of CNM's I&G revenue than DACC's. Of CNM's \$127 million I&G revenues in FY12, the largest source of funds, 36 percent, are local mill levy taxes, while 34 percent of I&G funds come from the state's general fund and 19 percent come from tuition and fees.

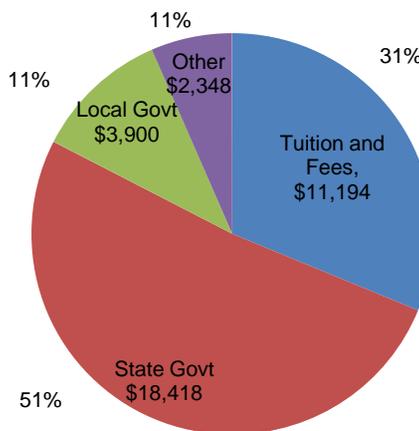
The ratio of local, state, and tuition revenue is shifted toward the state at DACC. Consistent with minimum statutory requirements of branch campuses, DACC assesses one mill, generating \$3.9 million. This amount makes up 11 percent of DACC's total of \$36 million in I&G revenues, leaving 51 percent to be covered through the state's general fund appropriation and 31 percent from tuition and fees.

Graph 21. CNM I&G Revenue Sources, FY12
(in thousands)



Source: CNM

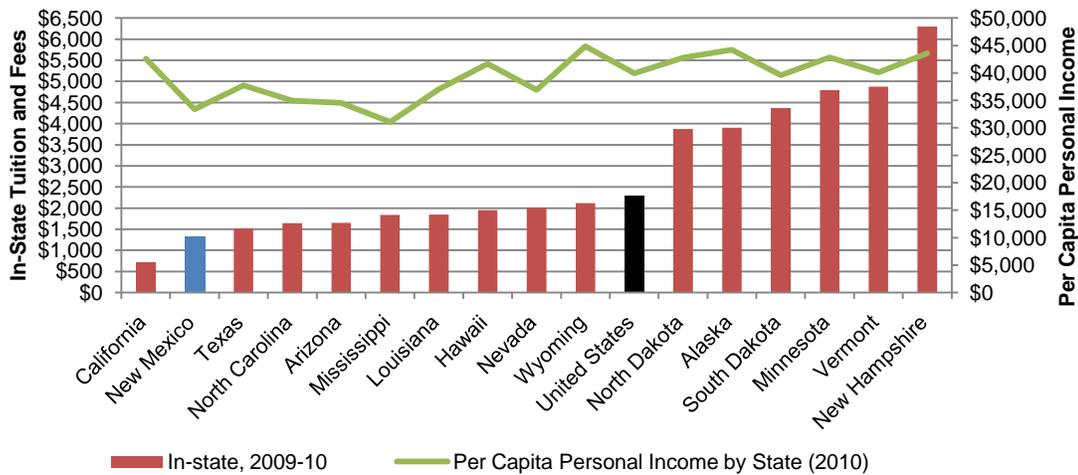
Graph 22. DACC I&G Revenue Sources, FY12
(in thousands)



Source: DACC

Compared with other states, New Mexico has the capacity to increase tuition as a strategy to boost need-based financial aid and close the achievement gap. In FY12, students pay \$48 per credit at CNM and \$55 per credit at DACC. The average annual tuition and fees at New Mexico two-year institutions in FY10, \$1,338, was second lowest in the nation.

Graph 23. Selected States' Public 2-year Average Tuition and Fees and Personal Income



Source: IPEDS and UNM BBER

According to the 2008 Measuring Up report, for middle income families earning \$38 thousand per year, after subtracting financial aid, the net cost of public-two-year colleges in New Mexico in 2008 was 19 percent of that family’s income. While this amount has increased from 15 percent in 2000, it is less than the national average of 24 percent. Following a “higher tuition, higher aid” model, either the state or individual institutions could use these additional revenues to increase need-based aid.

Making the 3 percent scholarship completely need-based increases institutional aid by 33 percent for low-income students statewide. Following an LFC evaluation in 2008, the portion of need-based 3 percent scholarships doubled from a minimum of one-third to two-thirds. In FY10, 9.7 thousand students received \$9.5 million in total awards, \$6.3 million of which were need-based. In FY11, CNM awarded about \$850 thousand to 1.8 thousand students and DACC awarded \$340 thousand to 336 students.

Table 17. CNM 3% Scholarships

	Need Based	Merit Based	% Change if ALL included (FY11)
Number of Recipients	1,663	190	10%
Amount Awarded	\$777,728	\$69,264	8%
Average Award	\$468	\$365	-2%

Source: CNM

Table 18. DACC 3% Scholarships

	Need Based	Merit Based	% Change if ALL included (FY11)
Number of Recipients	272	64	19%
Amount Awarded	\$279,268	\$63,470	19%
Average Award	\$1,027	\$992	-1%

Source: NMSU, HED and ODS

Under the proposed FY13 funding formula, the credit attributed to each institution for distributing the 3 percent scholarship has been removed; moving the FY12 amount into base funding might affect institutions’ commitment to these scholarships.

Recommendations

The HED should revise regulation to allow institutions to require students to complete the FAFSA.

The Legislature should phase-in a requirement that institutions make all 3 percent scholarships need-based.

The Legislature, CNM, and DACC should consider mechanisms, such as 3 percent scholarships, tuition, and mill levy revenues, to increase funds available for need-based financial aid.



Central New Mexico Community College

December 2, 2011

Dear Legislative Finance Committee:

First, I want to thank the team that conducted the Central New Mexico Community College (CNM) audit. The audit was carried out in a professional and thoughtful way. We appreciate the respect shown to our governing board, administration, faculty and staff throughout the process. Although I know many members of the LFC Program Evaluation Team contributed to the report, CNM was fortunate to have Michael Weinberg, Valerie Crespin-Trujillo, and Sarah Amador on our campus over the time period of the audit. They held interviews, attended board and staff meetings, and individually spoke with employees and students. We also want to thank Charles Sallee for his professional leadership during this process.

We appreciate that you are recognizing the very important role community colleges play in our state's higher education system and in our state's economy. As the audit noted, 59 percent of higher education students in New Mexico are attending community colleges. We continue to place students in quality careers and help many students improve their career prospects at their current place of employment through skill development. The biggest percentage of job growth, both currently and in projections for the future, is tied tightly to middle skill jobs. Education and training for these middle skill jobs have always been at the core of the community college mission. And community college students help make up the backbone of our state and national economy. At CNM, we continue to look forward to helping our state and our citizens prepare for the economy of tomorrow.

CNM is always striving to improve the quality of its services. This audit will help us become a better community college for our state and our citizens.

CNM Responses to Findings and Recommendations

1. Finding -- Improvements to New Mexico's fragmented governance structure could save money and produce better student outcomes.

CNM looks forward to participating in future discussions about what governance structure would best support New Mexico's students in an effective and efficient way.

One of the recommendations related to the above finding is for HED to develop a feasibility plan before approving further learning sites or campuses across New Mexico. There were a few parts of the narrative that related specifically to CNM: 1) The implication that CNM's expansion of sites has increased overhead

costs and created challenges to providing quality services; and 2) The use of national data that says students across the country travel an average of 37 miles to attend a community college, implying that CNM's expansion may have been excessive as it relates to this national average. I would like to explain some other important factors that CNM considers when making decisions about expansions.

First, when comparing the latest data we have about CNM students to national data about the average student nationwide, the information shows that our students work more hours, they are more financially vulnerable and they have more children than the national average for community college students. Also, their decision on whether to attend college or not is often based on whether they can accommodate a class schedule that is manageable with their obligations for work and children. Our students often choose the location of their classes based on where they work, rather than where they live. These factors influence CNM's decisions when we are considering where buildings should be located.

Second, CNM's Main Campus, the Montoya site, and the South Valley site are all fully built and do not have the land capacity to add new buildings. Yet student and employer demand has continued to increase. CNM has experienced student growth for many years, including an enrollment increase of more than 30 percent over the past three years. Our desire to provide as many New Mexicans as possible with the opportunity to attend college has resulted in the need to add buildings in order to adequately meet the demand. Given the site limitations at our Main, Montoya, and South Valley locations, it was only possible to add buildings at other locations. The site in Rio Rancho was selected specifically because the voters in that community voted to tax themselves in support of the construction of the new building, and in support of the operational and maintenance costs. As your report recognizes, this site added no new expense to the state general fund.

The report, in relation to this recommendation, also comments on the limited course offerings in Rio Rancho. There are two primary reasons for this problem at this time. First, CNM is committed to developing a true two-plus-two student transfer program with UNM in Rio Rancho. This commitment was made to reduce the cost to the student and to the state for students attending higher education in Rio Rancho. The courses offered at CNM in that community were specifically selected to meet the requirements for students intending to transfer into programs offered by UNM in Rio Rancho. Secondly, given that this location has only been open for a little over one year, CNM opted to be conservative in contracting with faculty to teach at that location until we better understood student demand for courses at that site. Given that the Rio Rancho site opened its doors with an enrollment of more than 1,600 students, we now know that demand there is strong and additional courses have been added.

I also would like to suggest another way of thinking about this issue. When CNM built in Rio Rancho, there was a significant desire on the part of Rio Rancho citizens to open their own community college. CNM made the argument at the local and state level that Rio Rancho would be better served by being able to access the wide range of associate degree and certificate programs that are available to all CNM students. We knew that we could build our curriculum in a way that not only supported the two-plus-two programs at UNM, but in a way that also allowed students to take advantage of other CNM locations. We intentionally avoid duplication of programs on our campuses because we believe that makes us more efficient with public funds.

Another recommendation in the report related to this first finding applies to HED and could impact CNM. The report recommends that HED pursue opportunities to establish collaborative purchasing agreements. CNM would welcome the opportunity to participate in the evaluation and design of such an initiative.

In regards to the recommendation that before additional sites or campuses are approved, the HED should develop a feasibility plan that considers population growth, educational attainment gaps, and workforce needs, we not only support that effort, but we have been using the same information internally when evaluating campus sites. We would also suggest that HED consider current availability of space and effectiveness of space utilization in the feasibility plan.

2. Finding -- New Mexico Needs to Adjust Financial Incentives to Improve Student Outcomes.

In this section, the report's findings focus on the state's need to better address the unmet financial need of students, availability of financial aid, and tuition levels. Historically, New Mexico has been a low tuition/low financial aid state. Many other states have adopted a high tuition/high financial aid approach. In 2004, New Mexico began efforts to move toward a higher tuition/higher financial aid approach by creating the College Affordability Fund and related need-based financial aid. General Fund balances were invested in an endowment designed to generate revenue to fund need-based financial aid. It was estimated that the fund needed a corpus of about \$250 million in order to fully fund the associated need-based aid program. The purpose of the College Affordability Fund was multi-faceted: it was designed to help offset the high levels of unmet financial need for students; it was designed to assist students who did not meet the requirements for the Lottery Scholarship; it was designed to reduce the reliance on student loans; and it was designed to help improve student retention by easing the financial strain on low-income students. However, as a result of the unprecedented economic downturn in 2008, New Mexico was forced to not only stop investing in the College Affordability Fund, but to also reduce the corpus in order to fund other needs in state government.

CNM supports efforts to align financial aid, tuition, and state appropriation policies in a collective effort to help students be successful in higher education. Consideration of tuition policy or financial aid policy in isolation could lead to negative unintended consequences. Until New Mexico develops and implements a substantial need-based financial aid program, we should be cautious in regards to increasing tuition levels. Moving too quickly with tuition increases would likely result in students increasing their student loan debt, which in turn could lead to more students incurring unmanageable levels of debt when they exit from higher education. Absent sufficient need-based financial aid, perhaps it is better for students to receive support and be encouraged to work, attend college part-time, self-finance their education, and graduate debt free. While this approach may be counter to efforts to reduce the time-to-completion, it may be prudent to consider this as an approach to reducing student debt.

The report also recommends that HED revise regulations to mandate the completion of the FAFSA in order to receive the Legislative Lottery Scholarship. CNM supports efforts to encourage more students to complete the FAFSA. The Commission on Higher Education/HED made an effort several years ago to make

the FAFSA mandatory. At that time, there was a strong backlash from parents who did not wish to disclose their income in order for their children to receive the Legislative Lottery Scholarship. As a result, the effort was abandoned.

3. Finding -- Improving the Educational Pipeline between High Schools, Community Colleges, and Four-Year Institutions Presents Opportunities for Cost-Savings and Improved Student Outcomes.

Improving the educational pipelines between all levels of education has been a key component of CNM's strategic plan for the past five years. We have entered into various memorandums of understanding with UNM, Albuquerque Public Schools, Rio Rancho Public Schools, and other educational entities. The purpose of these MOU's has been to improve and increase educational collaborations in order to make it easier for students to transition through the educational pipeline. We acknowledge and appreciate the commitments made by our educational partners in this important endeavor.

The report recommends that HED revive the New Mexico Developmental Education Task Force and that PED and HED coordinate efforts to align high school exit standards with college entrance standards. CNM has staff with special expertise in these areas, and would welcome the opportunity to play a leadership role in moving these recommendations forward.

The report also recommends that the Legislature reinforce standardized articulation agreements and that HED reward institutions through the funding formula for increasing transfers and timely completion. CNM also supports these recommendations.

4. Finding -- More In-Depth Study is Needed to Determine the Effectiveness of Dual Credit

Although the recommendations do not specifically call for changes to CNM's policies and practices regarding dual credit offerings, the recommendations draw attention to many of the challenges CNM has experienced in planning the dual credit program. The report recommends expanding the data collection capacities for dual credit students and programs. This expansion would support CNM's efforts to access more data in order to more strategically determine whether the program needs to be expanded or retracted, guided by student demand and student success factors. CNM has long been the state leader in dual credit offerings. However, more data would provide the opportunity to make more informed decisions on whether to increase or decrease the number of offerings. There is expected to be growing demand for dual credit classes, resulting from the New Mexico High School Redesign legislation passed in 2007 (Senate Bill 943).

Additionally, the report recommends streamlining dual credit oversight, including administrative code and rule promulgation, under the HED. The current shared governance model has created challenges for CNM in navigating the complexity of reporting official dual credit information to HED and balancing that obligation with our unofficial role of assisting high schools in reporting dual credit information to PED. CNM has worked diligently to bridge the information and reporting structure for several years and we welcome

any process and reporting improvements that the change in oversight may create.

Lastly, the report suggests that student eligibility recommendations and funding for dual credit should be aligned. CNM believes that the role of the higher education institution is to adhere to the statute and rules that are in place regarding dual credit courses. In accordance with state statute, CNM currently waives tuition and fees for all high schools students taking dual credit classes. CNM believes it would be helpful if state funding aligned with the rules set forth by the state. If the rules governing dual credit change, CNM will adhere to the new eligibility requirements.

Again, thank you for the opportunity to participate in this fine process.

Sincerely,

Katharine W. Winograd

Katharine W. Winograd, Ed.D.

President

Central New Mexico Community College



Office of the President
MSC 3DA, PO Box 30001
Las Cruces, NM 88003
575.527.7510

December 5, 2011

Mr. Michael Weinberg
Program Evaluation Manager
New Mexico Legislative Finance Committee
325 Don Gaspar
Santa Fe, NM 87501

RE: DACC Response to LFC Program Evaluation Report

Dear Mr. Weinberg:

On behalf of Doña Ana Community College, please accept this letter as a formal response to the LFC Staff Program Evaluation Report of DACC, November 2011. Our response includes the perspectives of our NMSU system university president. First, let me thank you and your very capable staff for the due diligence in which the research and interviews were conducted. We appreciate the inclusion of two year, community colleges, including our sister institution, Central New Mexico (CNM) in your review of the state of higher education in New Mexico.

As your research findings indicate, community colleges play a vital role in the development of the local workforce of their respective community both nationally and in New Mexico. Nationally, fifty percent of students enrolled in higher education are in community colleges, the average, fifty-eight percent, for New Mexico is higher than the national average. Research also indicates that minority, first-generation, academically and economically at-risk students are more likely to attend community colleges. The student population is older and non-traditional. Large numbers of these students are seeking second or third careers or enrolled in non-credit, adult education classes. Thus, community colleges serve a complex and diverse student population with a variety of demographic characteristics, goals, needs, and life circumstances.

Accessibility and affordability are essential components of the community college mission. Hence, the demands placed on community colleges to meet the needs of the student and community alike, while remaining true to the mission has become increasingly challenging. Yet, NMSU-DACC is prepared for the challenge of helping students achieve their dream of being the first in their family to graduate from college, obtain skills and training necessary to move-up at the workplace, start their own business or get a high school diploma (GED), or transfer to a four year institution in pursuit of a baccalaureate degree. DACC is passionate about ensuring student success by implementing proven best practices as stated in our 2012-2016 Strategic Plan, *Shaping DACC's Future, A Best Practices Approach: A Student Success Action Plan*.

We welcome the specific recommendations to increase completion, graduation and transfer rates as outlined in the report as they will be resourceful to improve student outcomes. Of particular interest, is our willingness to collaborate with HED, PED, and other two and four year institutions to achieve these goals. Ultimately, the goal is to benefit students first and foremost.

Once again, thank you for the opportunity to participate in your study of community colleges in New Mexico and for the invitation to respond to your findings. We look forward to visiting with the Legislative Finance Committee to discuss your report. Attached, you will find comments and input specific to several findings cited in the report.

Respectfully,



Margie Huerta, Ph.D.
President, DACC

cc: Barbara Couture, President, NMSU

DACC'S RESPONSE TO SPECIFIC RECOMMENDATIONS IN THE

LFC PROGRAM EVALUATION REPORT

The expansion of campuses by DACC and CNM has increased overhead costs and creates challenges to providing quality services to students.

Mission

Doña Ana Community College (DACC) is a responsive and accessible learning-centered community college that provides educational opportunities to a diverse community of learners in support of workforce and economic development. The expanded services we have provided are not only meeting the needs of students in our district, but also are providing the quality education our students demand and for which we hold ourselves accountable.

Local Board and Taxing District

The local board is representative of the Gadsden, Hatch, and Las Cruces public school boards. These school districts are all located in Doña Ana County which is the DACC taxing district.

As specified in NM statute, the DACC local board has taxing authority for property within Doña Ana County on behalf of DACC. This includes taxing authority to conduct Local General Obligation (GO) Bond elections to provide funding for DACC construction projects. Over the years the Local Board has been very supportive of

the facilities plan to develop satellite centers including the development of facilities in both Chaparral and Hatch. Each individual board must separately authorize Local GO Bond elections.

Taxing district is the campus. The NMSU DACC campus is the taxing district of Doña Ana County as represented by the public school districts of Gadsden, Hatch, and Las Cruces. This is supported by an Attorney General opinion of December 11, 1998, on Section 7 of SB 51 (codified as § 21-14-2.2) passed by the 1998 Legislature. This opinion further stated that: "Satellite centers within the current taxing district of a branch community college are not prohibited by Section 7 of SB 51." Both the Chaparral and Hatch centers will be within the DACC taxing district.

Facilities Plan

DACC completed a comprehensive facilities plan in 1994. This plan was developed in response to service area growth and demand for new programs. The DACC Central campus at NMSU was soon to be at site capacity with the construction of the Health and Public Services building. The Facilities Master Plan called for future growth to be accommodated at Satellite locations throughout the county. It identified the eventual development of satellites in the South and North areas of Doña Ana County that respectively include Chaparral and Hatch. Capital needs were to be met through a combination of local general obligation bonds with a state match.

Capital outlay funding. Beginning in 1995, four local GO bond elections have occurred that have authorized the sale of \$50.5 million in local GO bonds. Overall, of the \$87.4 million of DACC capital outlay funding, \$27.2 million was provided by the state.

Plan updates. The facilities plan has been updated in 1998, 2004, and 2008. The plan, which has included the Hatch and Chaparral sites, has been presented to the former Commission on Higher Education now the Higher Education Department every year at their capital outlay hearings.

The NMSU system has fully supported the plans of NMSU-DACC to provide facilities at the sites occupied and now being developed, and NMSU can demonstrate that we have secured all legal approvals required to go forward. In addition, our physical assessment of the enrollment at these facilities demonstrates that NMSU-DACC is the most efficient community college in the state of New Mexico with regard to facility use. DACC facilities average 47 sq. ft. per student (head count); the average facility usage for NM community colleges is 87 sq. ft. per student (head count).

National assessments demonstrate that the value of community colleges lies in their ability to serve students where they live. This is particularly important in rural areas. Expanding one facility to meet student demand rather than building multiple sites in the service area not only is more costly, but also not effective in meeting student demand. In addition, with the availability of on-line education, there is no need to physically offer all courses required for degree completion at a single location.

Local GO Bond Issues

The two most recent local GO bond issue elections in 2005 and 2009 have included funding for both the Chaparral and Hatch centers. The 2005 election results showed 81% of the voters in favor of the local GO bond issue. In Hatch, the results were even higher with 95% of the voters in favor of the bond issue. Voters in 2009 passed the local GO bond issue with 74% in favor.

Project Descriptions

The Chaparral and Hatch projects are funded for \$2.25 million each and construction will include approximately 6,500 square feet of building space. The sources of funding include local GO bonds and NMSU-issued revenue bonds with debt service funded by DACC.

Locations. The Chaparral and Hatch centers will both be located adjacent to the high schools in their communities. This will allow for the sharing of space and facilitate dual credit course offerings. Chaparral is southeast of Las Cruces and near El Paso, Texas. The distance between the Chaparral Center and the DACC Central Campus in Las Cruces is 35 miles. The Chaparral Center will be 13 miles from the DACC Gadsden Center which is in Anthony. The Hatch Center will be located 42 miles north of Las Cruces.

Approvals. Both land acquisitions and construction projects have been approved through the NMSU Board of Regents, the Higher Education Department, and the State Board of Finance.

Enrollment

Students from the communities of Chaparral and Hatch are currently enrolled in DACC credit courses. Counting students that graduated high school from the community or maintain a current address within the community, Chaparral had 433 students and Hatch had 202 students attending DACC in fall 2010.

Students are also enrolled in noncredit adult basic education (ABE) classes within the communities of Chaparral and Hatch. Chaparral had 207 ABE students enrolled in fall 2010, while Hatch had 39.

Demographics

As referenced by the U.S. Census Bureau, the number of individuals below the poverty level in both Chaparral and Hatch is about twice the state average. Individual attainment of a high school diploma or a bachelor's degree is significantly lower than the state average.

Census 2005-2009	Population	Hispanics	Below the Poverty Level	High School Diploma or Higher	Bachelor's Degree or Higher
U.S.	301,461,533	15.1%	13.5%	84.6%	27.5%
New Mexico	1,964,860	44.8%	18.1%	82.1%	25.1%
Doña Ana County	197,819	64.8%	24.6%	74.4%	25.0%
Las Cruces	88,782	55.8%	21.1%	83.0%	31.5%
Anthony	9,212	90.8%	36.7%	44.3%	3.8%
Sunland Park	14,272	97.2%	47.2%	46.7%	7.3%
Chaparral	6,622	75.2%	35.1%	59.4%	2.9%
Hatch	1,187	89.9%	34.6%	44.9%	8.7%

Space Utilization

As a measure of space utilization and efficiency, as noted above, DACC has one of the lowest building square feet per student full-time equivalent in the state. This is even more evident at our satellites in southern Doña Ana County. DACC expects the same space efficiency at both the Chaparral and Hatch centers.

DACC Location	Building Square Feet (SF)	Fall 2010 Student FTE	SF/FTE
Central	233,280	2276	102.5
East Mesa	128,399	1228	104.6
Gadsden	32,447	511	63.5
Sunland Park	20,862	300	69.5
Overall less On-line Courses	453,525	4540	99.9

Administrative Costs

Central and academic administration is not duplicated at DACC satellite centers. Only one site-based administrator supports the DACC southern area satellites. Instruction and student support functions are provided in the same fashion at all DACC locations. Other support staff are assigned to satellite centers in the same manner as if they were adjacent facilities. Internet connectivity and a courier service enhance the ability of the multiple locations to function as one.

Formula funding. The Higher Education Department funding formula does not provide additional funding for multiple locations, therefore, the NMSU DACC state appropriation is not increased for satellite centers.

Strategic partnerships to decrease costs. The NMSU system provides services to DACC for a fee as described in the LFC report; this service fee (currently at 3.70%) does not cover all of the costs of the NMSU system. An internal cost analysis has been completed to evaluate this service which demonstrates that NMSU's service fee covers only a portion of the total costs incurred. In addition, a 2009 survey conducted comparable institutions calculated an average rate of over 5% for institutions with an institutional support rate assessed against revenues. Institutional Support includes executive administrative oversight and services in business and logistical operations, internal and external auditing, legal services, institutional research, safety, and university communications. Comparisons to other institutions named in the LFC report are not comparable, since some institutions assess against the overall budget, whereas NMSU assess against certain revenues.

Blending of costs. NMSU is exploring ways to blend costs across the university system. In process now is a study of on-line education. Students should expect to get the same quality and pay the same price for lower division courses that are offered across the system to all NMSU students online; a system-wide committee

has been charged with recommending measures to assure successful on-line education across the system at reasonable and predictable costs.

Shared services. DACC and other community colleges are part of the NMSU central purchasing authority that work to develop pricing strategies for the entire NMSU system. In addition, over the past four years, New Mexico Purchasing Directors of all educational institutions have been working to form a higher education purchasing consortium. NMSU and UNM together have been driving a more formal establishment of a consortium.

Human resources. The Human Resource Services department provides centralized support for DACC and the other community colleges in the NMSU system and has established service standards for all routine transactions. The processing time frames contained in the report are not consistent with the internal data and statistics. Further review and evaluation of the turnaround times should be completed to ensure transactions are processed within the established standards providing timely support to DACC.

Note on calculation of costs. FY12 budgets are included in tables and text areas of the LFC report; budgets are developed with the intention of giving spending authority for projects with a period of one year. Because spending on capital projects are generally large payments issued at some completion percentage of a project, it is difficult to anticipate a budget for a one-year period (as opposed to a project budget). As a result, the Operating budget may be overstated in order to accommodate any large milestones reached and expensed in an ongoing project.

Curriculum Coordination and Transfer

NMSU honors all state requirements for curriculum transfer. In addition, the NMSU system holds annual meetings of the faculty and staff of all campuses to assure planning that maximizes transfer of courses. Not all two-year programs are designed to lead to four-year degrees. With the leadership of President Huerta, AY2011-12 has been declared “The Year of Transfer” for the NMSU system. Concentrated efforts to improve transfer for all community college students in the system will continue to be a high priority.

Student Services

NMSU is working to provide an equitable approach toward assessing DACC students for services offered at NMSU. Students at DACC do not pay for use of the NMSU transit system, the Student Family Resource Center, Children’s Village, or any of the events at Corbett Center offered by ASNMSU.

Economic Benefit

Doña Ana County is in the midst of an economic expansion with the development of the commercial Spaceport and the eventual move of the Union Pacific train depot to Santa Teresa, New Mexico from El Paso, Texas. NMSU DACC is in a position to educate the New Mexico workforce to become employees in support of these ventures. According to the Bureau of Labor Statistics “at least 57% of job openings in the U.S. between 2006 and 2016 will require some post secondary education.”

As stated by the American Association of Community Colleges, “the average expected lifetime earnings for a graduate with an associate degree are \$1.6 million, about \$400,000 more than a high school graduate earns.”

Available Documents

The following documents regarding this matter are available upon request; *DACC Facilities Master Plan (s)* and 1998 Attorney General’s Interpretation of SB51.

CNM and DACC have implemented research-based best practices to address the time students spend in remedial courses.

As previously mentioned, DACC is committed to the implementation of best practices, especially in developmental education. In September 2011, DACC submitted an application to the National Association of Developmental Education, NADE, for advanced certification of the program. While certification of developmental education programs is optional and not required, DACC submitted the application as further evidence of our commitment to assist students in moving quickly out of remedial education. Presently, we are using proven strategies as outlined in Hunter R. Boylan's book, *What Works: Research-Based Best Practices in Developmental Education*. Hunter Boylan is recognized as a leading authority in developmental education.

In closing, thank you for the inclusive process which allowed for a meaningful and learning experience for DACC. We value the insight and suggestions provided. We look forward to working with you as we implement the recommendations cited in the report. Please do not hesitate to contact me should you have any questions or need additional information.

Sincerely,



Margie Huerta, Ph.D.
President, DACC

cc: Barbara Couture, President, NMSU

APPENDIX A: PROJECT INFORMATION

Evaluation Objectives.

- **Governance.** Assess the oversight of community colleges and the use of governance and management best practices.
- **Resource Allocation.** Analyze funding from all sources and cost-effectiveness of fiscal and human resource decisions.
- **Outcomes.** Analyze how policy, spending and personnel changes have contributed to the intended results of improved student persistence, graduation, and transition to four-year institutions.

Scope and Methodology.

- Observed governing board meetings and conducted interviews of members.
- Conducted a survey of staff, students, and faculty at CNM.
- Interviewed key administrators, including President, CFO, CIO, selected deans and department chairs, and planning officials.
- Reviewed strategic and financial planning, monitoring and reporting documents, including accreditation reports, customer satisfaction surveys, performance reports, internal/external audits, and budget status reports.
- Reviewed budget documents and reports to regents. Identify operational, spending, and outcome information for the public, including information on regents' meetings.
- Analyzed financial, human resource, infrastructure and capital outlay, and student data (non-FERPA).
- Reviewed the HED's systems and institutional efforts to ensure programs, locations, and enrollment are not duplicative;
- Reviewed national best practices and other states for performance monitoring systems and measures and coordinating delivery of similar programs by multiple institutions.
- Reviewed:
 - Applicable laws and regulations
 - LFC file documents, including all available project documents
 - Relevant performance reviews from other states
 - Performance measures

Evaluation Team.

Michael Weinberg, Program Evaluation Manager

Sarah Guzmán, Program Evaluator

Valerie Crespin-Trujillo, Program Evaluator

Authority for Evaluation. LFC is authorized under the provisions of Section 2-5-3 NMSA 1978 to examine laws governing the finances and operations of departments, agencies, and institutions of New Mexico and all of its political subdivisions; the effects of laws on the proper functioning of these governmental units; and the policies and costs. LFC is also authorized to make recommendations for change to the Legislature. In furtherance of its statutory responsibility, LFC may conduct inquiries into specific transactions affecting the operating policies and cost of governmental units and their compliance with state laws.

Exit Conferences. The contents of this report were discussed with CNM and HED on November 28, 2011 and with DACC on November 29, 2011.

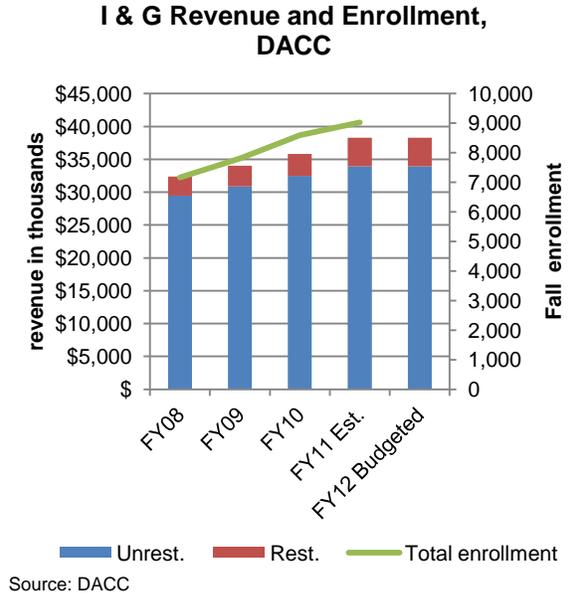
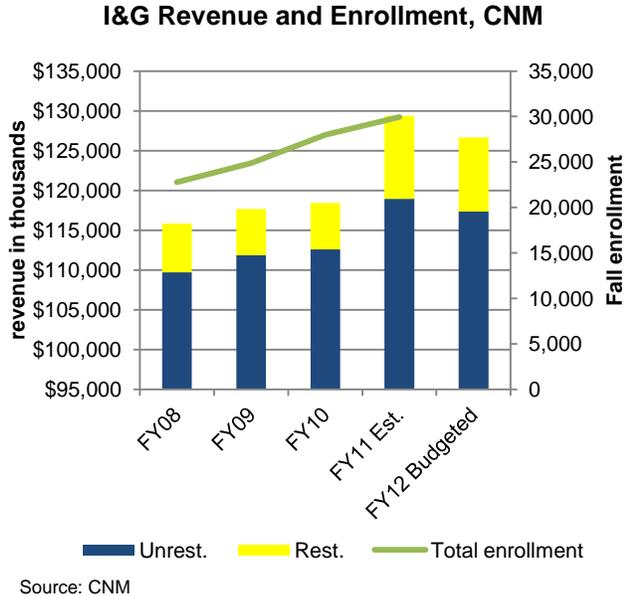
Report Distribution. This report is intended for the information of the Office of the Governor; the Higher Education Department; NMSU and DACC; CNM; Office of the State Auditor; and the Legislative Finance Committee. This restriction is not intended to limit distribution of this report, which is a matter of public record.



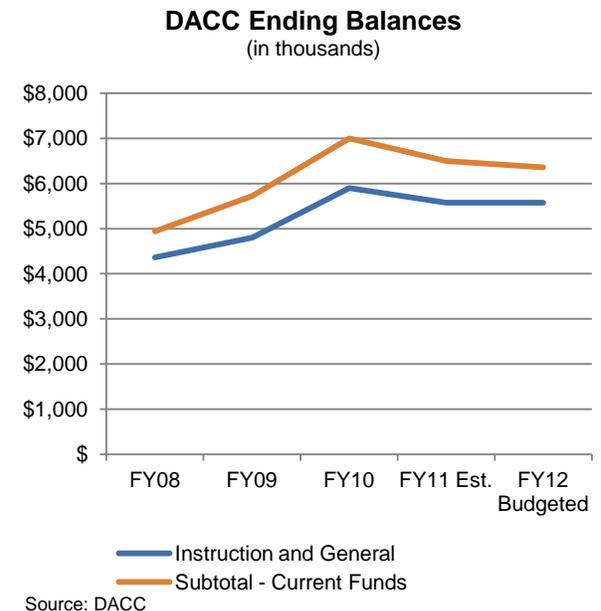
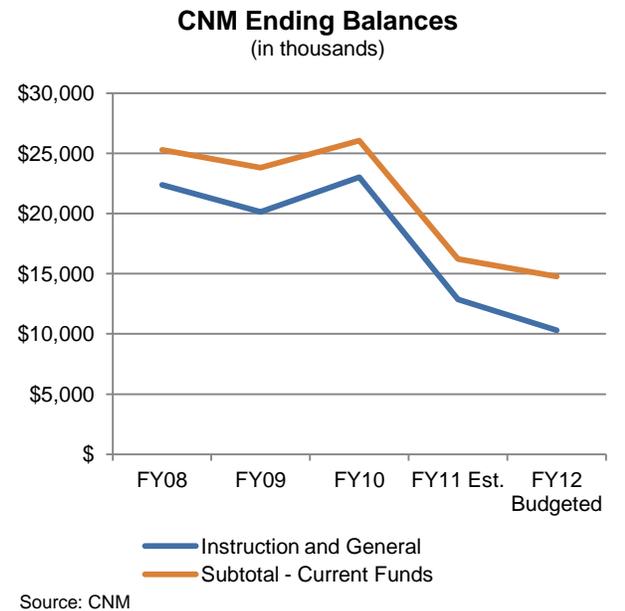
Charles Sallee
Deputy Director for Program Evaluation

APPENDIX B: CNM AND DACC FISCAL OVERVIEW

At CNM, estimated I&G revenue peaked in FY11 at \$129 million, a 12 percent increase from FY08, largely driven by student enrollment which grew by 32 percent from 23 thousand students in 2008 to 30 thousand students in 2010. DACC's I&G revenue increased by 18 percent from FY08 levels of \$29 million to \$34 million in FY12, less than the 28 percent enrollment increase.

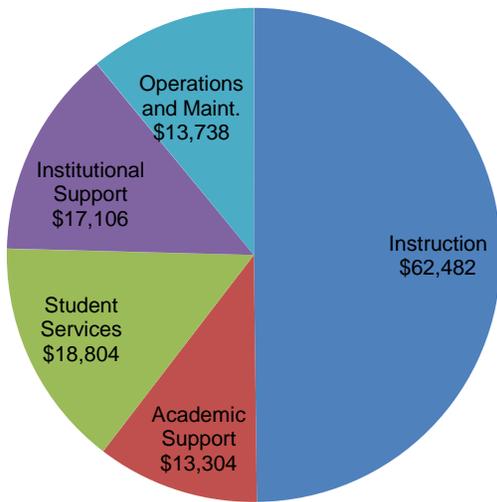


From FY08 to FY12 budgeted, I&G spending at CNM is expected to outpace these revenues, rising 20 percent from \$105 million to \$125 million. As a result, I&G balances have decreased 54 percent, from \$22 million to \$10 million. In contrast, during the same time I&G balances at DACC have increased 28 percent from \$4.3 million to \$5.6 million due to enrollment growth, increased tuition rates, and expenditure cutbacks; DACC's total budgeted cash balance for FY12 is \$6.4 million, 13 percent of their total budgeted expenditures of \$83 million.



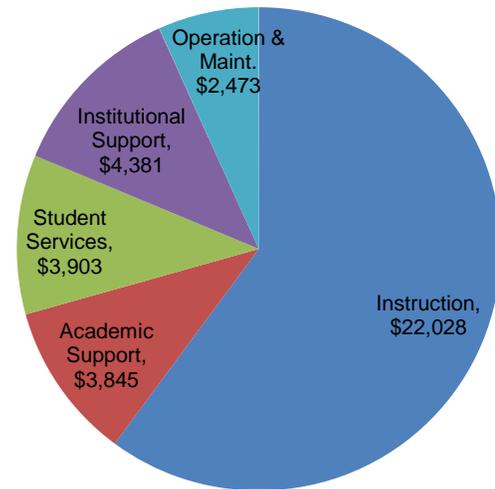
CNM estimates expending \$125 million in I&G funds in FY12, 76 percent of which will go toward instruction, student services, and academic support; this amount is higher than New Mexico's community college average of 71 percent. DACC, too, exceeds the state average, expending 81 percent of its \$36 million I&G budget on instruction, student services, and academic support.

CNM I&G Expenditures, FY12
(in thousands)



Source: CNM

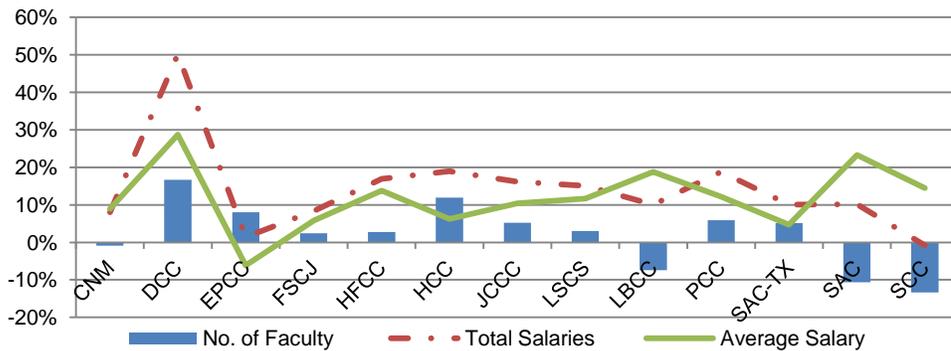
DACC I&G Expenditures, FY12
(in thousands)



Source: DACC

Like its peer institutions, from FY05 to FY09 CNM has shown a small decrease in the number of full-time faculty it employs; over the same time, CNM's average salary and total salary expenses increased by 10 percent.

Changes to Full-Time Instructional Faculty
CNM and Peer Institution Comparison
(2005-2009)

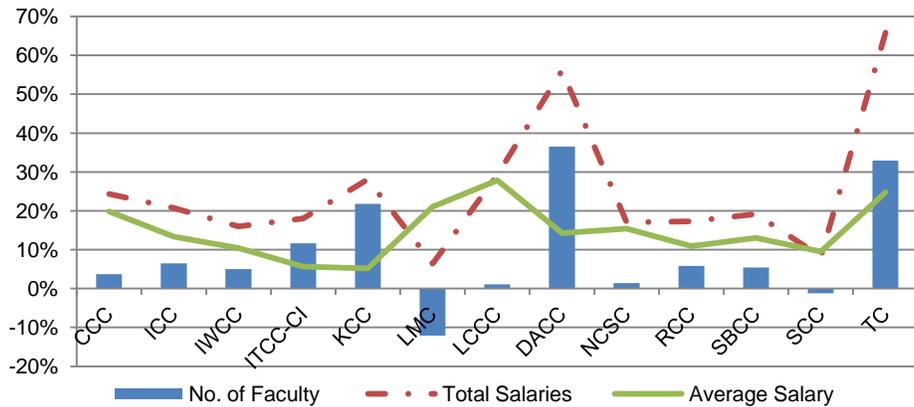


Source: IPEDS

Notes: 9-Month Faculty Contracts

From FY05 to FY09, the number of DACC faculty has grown by 37 percent, overall instructional salaries increased by 56 percent, and average salaries increased by 14 percent.

**Changes to Full-Time Instructional Faculty
DACC and Peer Institution Comparison
(2005-2009)**



Source: IPEDS

Note: 9-month Faculty Contracts

While salaries are in line with peer institutions, DACC and CNM face competition from other industries for instructors. According to the New Mexico Center for Nursing Excellence, faculty recruitment and retention is a primary constraint in the nursing education programs. Community college faculty salaries are lower than for practicing nurses. In 2010 the average nine-month equated annual salary for an entry level nursing instructor was \$46.7 thousand, while the average salary for an entry level registered nurse was \$50 thousand. Additionally, the instructor position required a master’s degree while the registered nurse required only an associate’s degree. This wage differential hold true across years of experience, as at CNM the average annual salary for nursing instructors is \$62 thousand, 6 percent less than the average annual salary of \$66 thousand for registered nurses.

APPENDIX C: CNM AND DACC CERTIFICATES CONFERRED

CNM Certificates Awarded by Program of Study, FY10			
Certificates	# of Awards	Certificates	# of Awards
Accounting	21	Geographic Info Technology	9
Air Conditioning, Heating, and Refrigeration	31	Geomatics Technology	5
Airframe Maintenance Tech	26	Health Unit Coordinator	61
Alternative Teacher Licensure	101	Hospitality and Tourism	5
Arch/Engr Drafting Technology	16	Human Resources	4
Automotive Service Fundamentals	54	Judicial Studies	13
Automotive Technology	48	Judicial Studies Fundamentals	2
Baking	35	Landscaping	8
Bookkeeping	39	Machine Tool Technology	8
Business Administration	20	Manufacturing Technology	1
Business Graphics	2	Medical Coding	18
Carpentry	12	Medical Office Assistant	30
Certified Public Accountant Prep	2	Medial Office Transcription	8
Child Development	9	Netw orking Technology	1
Class B CDL	2	Nursing Assistant	61
Clinical Laboratory Assistant	8	Nursing Home/Home Health Attendant	136
Computer Information Systems	23	Office Assistant	18
Computer-assisted Drafting	3	Office Technology	5
Computing Technology	6	Payroll Clerk	9
Construction ESTM & Scheduling	3	Pharmacy Technician	20
Continuous Quality Improvement	11	Phlebotomy	120
Dental Assisting	15	Photonics Technology	1
Diesel Equipment Technology	11	Plumbing	40
Electrical Trades	96	Post Degree Paralegal Studies	15
Electronics Technology	15	Practical Nursing	44
Emergency Med Serv Paramedic	12	Precision Woodw orking	7
Emergency Med Serv-First Resp	10	Professional Cooking	37
Emergency Medical Tech-Basic	111	Project Management	1
EMS Medical Tech-Intermediate	6	Records Clerk	21
Film Crew Technician	32	Residential Wiring	111
Financial Services	1	Surgical Technology	15
Fitness Technician	13	Tax Preparer for Individuals	3
Food Service Management	14	Truck Driving	57
Framing	8	Web Technology	1
General Business	21	Welding	33
General Education	3	Word Processing	12
Source: CNM Fact Book 2010-2011			

DACC Annual Certificate Frequency, FY10	
Certificates	Number
Architectural Drafting**	*
Architectural Technology	4
Automotive Technology	0
Building Construction Technology	2
Business Occupations	7
Business Office Technology	9
Certified Nursing Assistant	18
Civil/Survey Technology	11
Computer Technology	12
Dental Assistant	14
Diagnostic Medical Sonography	2
Digital Graphics Technology	7
Digital Video	2
Drafting and Graphics	0
Electrical Apprenticeship	13
Electrical Lineworker	2
Electronics Technology	0
Emergency Medical Services	48
Facilities Maintenance Technology	0
Film Crew Training	6
Gerontology	*
Graphics and Animation	3
Health Care Assistant	21
Health Information Technology Assistant	1
Heating, Air Conditioning, & Refrigeration	7
Library and Information Technology	4
Licensed Practical Nurse	0
Mechanical Drafting & Solid Modeling	1
Medical Billing	17
Plumbing Apprenticeship	0
Retail Marketing & Merchandising	*
Secretarial Administration***	*
Water Technology	0
Web Design	1
Welding Technology	9
Youth & Adolescent Paraprofessional	*
*Program did not exist	
**Program combined Architectural Drafting and Computer Aided Drafting to Drafting and Graphics Technology	
***Program changed from Secretarial Administration to Business Office Technology	
Source: DACC 2010 Factbook	

APPENDIX D: CNM AND DACC CAMPUSES

CNM School Summary by Percentage of Sections Taught, Expenditures, and Revenues

School	Sections Taught	Instructional Cost	Tuition Generated Revenue
Applied Technologies	10%	11%	7%
Comm, Humanities, Soc Sciences	26%	21%	28%
Health, Wellness, Public Safety	12%	15%	10%
Business & Info Technology	15%	17%	15%
Adult And General Education	20%	19%	20%
Math, Science & Engineering	17%	15%	20%

Source: CNM

DACC School Summary by Percentage of Sections Taught, Expenditures, and Revenues

Division	Sections Taught	Instructional Cost	Tuition Generated Revenue
Business And Information Systems	21%	19%	21%
General Studies Division	36%	34%	42%
Health And Public Services Division	25%	30%	24%
Technical Studies Division	18%	17%	13%

Source: DACC

APPENDIX E: SPACE UTILIZATION

	FY12 I&G Square Feet	FY10 SCH	Average I & G Facilities Usage by SCH	FY10 Student Headcount	Average I & G Facilities Usage by Student Headcount
Four-Year Institutions:					
NM Institute of Mining & Technology	929,237	44,755	20.76	1,900	489.07
New Mexico State University	3,141,040	431,101	7.29	18,528	169.53
University of New Mexico	4,736,517	645,633	7.34	27,194	174.18
Eastern New Mexico University	840,295	107,264	7.83	4,979	168.77
New Mexico Highlands University	741,597	79,683	9.31	3,765	196.97
Northern New Mexico College	393,138	42,427	9.27	2,121	185.36
Western New Mexico University	578,647	71,420	8.10	3,368	171.81
Subtotal Four-Year Institutions	11,360,471	1,422,283	7.99	61,855	183.66
Two-Year Institutions:					
ENMU - Roswell	450,561	72,631	6.20	4,322	104.25
ENMU - Ruidoso	36,000	15,791	2.28	1,016	35.43
NMSU - Alamogordo	220,881	54,612	4.04	3,641	60.66
NMSU - Carlsbad	170,754	31,523	5.42	2,043	83.58
NMSU - Dona Ana	453,525	159,487	2.84	9,022	50.27
NMSU - Grants	120,292	23,578	5.10	1,479	81.33
UNM - Gallup	341,025	58,526	5.83	2,905	117.39
UNM - Los Alamos	75,487	12,008	6.29	738	102.29
UNM - Taos	64,800	25,159	2.58	1,541	42.05
UNM - Valencia	178,276	44,384	4.02	2,335	76.35
Central NM Community College	1,567,156	566,345	2.77	27,999	55.97
Clovis Community College	303,540	62,701	4.84	4,282	70.89
Luna Community College	353,924	30,798	11.49	1,793	197.39
Mesalands Community College	142,391	23,209	6.14	1,240	114.83
New Mexico Junior College	427,475	63,190	6.76	3,445	124.09
San Juan College	797,967	158,562	5.03	11,383	70.10
Santa Fe Community College	635,889	91,319	6.96	6,410	99.20
Subtotal Community Colleges	6,339,943	1,493,823	4.24	85,594	74.07
Total Sq Ft used in I&G Formula	17,700,414	2,916,106	6.07	147,449	120.04

Source: HED FY12 I&G Master File
Note: UNM Health Sciences Center SQ of 1,480,824 excluded.