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## FISCAL IMPACT REPORT

ORIGINAL DATE 2/10/06

SPONSOR Tsosie LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE Higher Ed Annual Accountability Report Info SB 253

ANALYST Earp

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY06	FY07		
	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to HB 656

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Higher Education Department (HED)

Public Education Department (PED)

New Mexico Association of Community Colleges (NMACC)

### SUMMARY

#### Synopsis of Bill

Senate Bill 253, sponsored by Senator Tsosie on behalf of the Legislative Education Study Committee, proposes that the annual higher education accountability report established by Section 21-1-26.7 include more specific data about student retention and graduation rates at each institution. Information on student progress and success would need to include retention and graduation rates of students at each institution disaggregated by gender, ethnicity, age, length of time at the institution and length of time since graduation or receipt of a GED.

### FISCAL IMPLICATIONS

There do not appear to be any significant fiscal impacts associated with the implementation of the particular reporting requirements defined in this bill.

## **ADMINISTRATIVE IMPLICATIONS**

HED would be responsible for collecting and reporting the additional student data requested by this legislation.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

This bill is related to House Bill 656 which proposes the inclusion of additional information about full- and part-time faculty in the annual higher education accountability report.

## **OTHER SUBSTANTIVE ISSUES**

HED reports that the integration of continuous assessment and quality improvement into the culture of state institutions ensure that the future of higher education is mission driven, results oriented, and worthy of increased public investment and support. The department is committed to a program of accountability for New Mexico public colleges and universities that will assure citizens and state policy makers that our public colleges and universities are investing their public support wisely, encourage public post-secondary institutions to continually improve their programs and operations, foster innovations that will better serve their customers' needs, and provide information to assist parents, students, employers, and other consumers in making appropriate choices about post-secondary options.

The requirement of Senate Bill 253 to collect and report data on student retention, graduation rates, and disaggregated data by gender, ethnicity, and average age is currently addressed by data included in the annual Condition of Higher Education published by HED. The department reports that the length of attendance and length of time to enter college after graduation are not currently collected but is possible to include in further data collection and reports.

NMACC notes that serious consideration should be given to some methodology issues. Graduation rate in terms of getting a formal degree should not be the only measure of student completion as many achieve their goals short of a degree. The definition of completion or graduation should be looked at and expanded. Also, students have a tendency to move from institution to institution to achieve their ultimate educational goal and these measures should reflect not only one institution's effort to facilitate student success but some combined effort of institutions as well.

Further, NMACC indicates that the state needs to provide an enhanced capability to look at outcomes data about its students. The state needs to know if performance levels are being impacted by population demographics. If the new reporting requirements called for by this Legislation yield this type of information and if it is then used by HED and the institutions to inform their policies related to student success, it should have an impact on student performance over time.

DKE/mt