President and Chief Academic Officer Meeting

March 21, 2018
Introductions and Agenda
Agenda – March 21, 2018

• Trifecta
  ▪ Common Course Numbering
  ▪ General Education Core
  ▪ Meta Majors

• Program Approval (Graduate)

• Transition Plan

• Rulemaking
Agenda – March 21, 2018

• Remediation
• Dual Credit
• Advanced Placement
• PARCC
• Funding Formula
• Adjourn
Trifecta

Postsecondary Education Articulation Act

Requires the establishment and maintenance of common course numbering, general education, meta-majors, and transfer modules (§21-1B-2 NMSA 1978).
Common Course Numbering
Common Course Numbering

• The Postsecondary Education Articulation Act requires HED to:
  ▪ Establish a common course numbering system for lower division courses.
  ▪ Establish a taxonomy
  ▪ Develop a process for maintaining the common course numbering
  ▪ Ensure that commonly numbered courses transfer as the commonly numbered course
Scope of Common Course Numbering

- 79 Distinct Academic Disciplines
- All Lower Division (100 and 200 level) courses within each discipline
- All Syllabi for each course from 31 higher education institutions (roughly 10,000 syllabi)
Update: Common Course Numbering

• 4 letter/4 number designations have been assigned for most disciplines
  ▪ In progress: Education, Economics, Engineering, Computer Science, Media Arts, and Spanish.

• Registrars sent out a crosswalk template for each HEI to complete and submit to HED
  ▪ Received crosswalks from 11 institutions

• DEAR has been updated to handle the new designations
Timeline: Common Course Numbering

• Timeline:
  ▪ New NMAC June 2018
  ▪ Crosswalk on web Fall 2018
  ▪ In Catalogs and Student Information Systems Fall 2019
General Education
Timeline: General Education Implementation

• Training for new certification form will begin with the curriculum committee April/May 2018

• New NMAC June 2018

• Proposed Courses will be reviewed beginning Fall 2018.

• In Catalogs Fall 2019

• Current General Education courses will be grandfathered in
  ▪ Will remain in the General Education Curriculum
  ▪ Must be re-certified for skills by Fall 2020
Degree Mapping
Degree Mapping

• Collaboration with the Institute of Design and Innovation (IDI) to build degree plans.

• In the first phase of the project, your institution will receive:
  ▪ A basic course listing that displays courses by university, college, department, etc.
  ▪ Detailed term-by-term degree plans tied to workforce information and degree/career exploration that are available to students on your institution’s website
  ▪ A dashboard that will analyze curricular complexity.

• In the future, if student data is provided, IDI will develop a system that will allow institutions to track the progress of their students relative to the degree these students are pursuing.
## Update: Degree Mapping

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Degree Mapping, Statewide Meta-majors, and Transfer Modules

• The degree plan initiative is part of HED’s trifecta of articulation and transfer reform. To this end, in part two of the project, your degree plans will be analyzed in conjunction with degree plans from other institutions in order to build:
  - Statewide meta-majors and
  - Cross-institutional degree plans (transfer modules).

• The statewide meta-majors and cross-institutional degree plans produced will be approved by HEIs and the New Mexico Curriculum and Articulation Committee

• Approved statewide meta-majors and cross institutional degree plans will be guaranteed to transfer and articulate between institutions for the designated programs.
Timeline: Degree Mapping

- New NMAC June 2018
- Degree Maps complete Fall 2018
- Meta-majors and Transfer Modules TBD
Graduate Program Approval
Graduate Program Approval Process

Approved internally by the institution before beginning the state approval process

New Mexico Council of Graduate Deans (6 Deans)

Academic Council of Higher Education (7 provosts)

The New Mexico State Board of Finance

NMHED Review Board Representatives from HED, DWS, LFC & DFA
Update: Graduate Program Approval

• Programs Approved in the Last Twelve Months:
  ▪ New Mexico State University Master of Science in Psychopharmacology
  ▪ New Mexico Tech PhD in Electrical Engineering with dissertation in Cyber Electronic Systems
  ▪ University of New Mexico Master of Arts in Native American Studies
  ▪ Western New Mexico Master of Nursing in Community and Rural/Frontier Health and Post-Masters’ Certificate – Family Nurse Practitioner
Timeline: Graduate Program Approval

- New NMAC June 2018
- Convene ACHE and Review Board in Spring and Fall 2018
Transition Plans & Rulemaking
Rulemaking Update

• Proposed administrative rule changes:
  - 5.55.3 NMAC Repeal: Transfer and Articulation
  - 5.55.6 NMAC New Rule: General Education Curriculum
  - 5.55.5 NMAC New Rule: Common Course Numbering
  - 5.55.7 NMAC New Rule: Meta-Majors and Transfer Modules
  - 5.5.2 NMAC Repeal and Replace: Approval of New Graduate Programs
  - 5.5.6 NMAC New Rule: Approval of Undergraduate Degree Programs
Goals For Rule Amendments

- Align administrative rules with the State statutes
- Preserve the work of the stakeholders
- Update general education and graduate program approval in rule to establish clear and consistent procedures
- Create efficient application and review process for common course numbering, meta-majors and undergraduate programs
Rule Changes Related to the Trifecta

• Statutory Authority: The Post-secondary Education Articulation Act (Sections 21-1B-1 et. seq. NMSA 1978)
  ▪ Act was most recently amended during the 2017 Legislative session

• Repeal of 5.55.3 NMAC Transfer & Articulation

• Replace with the following New Parts:
  ▪ 5.55.5 NMAC Common Course Numbering
  ▪ 5.55.6 NMAC General Education Curriculum
  ▪ 5.55.7 NMAC Meta-Majors and Transfer Modules
5.55.5 NMAC Common Course Numbering

• HED is working to establish streamlined procedures for:
  ▪ Adding and removing courses
  ▪ Reclassifying courses
  ▪ Updating course descriptions and student learning outcomes
  ▪ Assigning numbers
5.55.6 NMAC General Education Curriculum

• HED is working to establish streamlined procedures for:
  ▪ Adding new courses
  ▪ Reviewing current courses
  ▪ Review of the general education curriculum (model and courses)
5.55.7 NMAC Meta-Majors and Transfer Module

• HED is working to establish streamlined procedures for:
  ▪ Development, approval, and maintenance of meta-majors and transfer modules
5.5.2 NMAC Approval of Graduate Programs

- Pursuant to 21-2-5 NMSA 1978, 21-1-24 NMSA 1978: The department is charged with approval of all new graduate programs within the state.

  - HED is updating the rule and creating an application to better align with Board of Finance requirements
    - Remove redundancies
    - Clarify requirements
5.5.6 NMAC Approval of Undergraduate Programs

• Pursuant to 21-2-5 NMSA 1978, 21-1-26 NMSA 1978, 21-13-12(A) NMSA 1978: The department is charged with approval of new undergraduate programs within the state.

  ▪ HED is working to develop a process for review of associate’s and bachelor’s degree programs
Next Steps

• Notice of the rulemaking anticipated to be published **April 10th:**
  - In the NM Register
  - In the Albuquerque Journal
  - On the HED website under “recent postings” section on the homepage
  - On the HED website under the policy section
  - At the front desk of HED
  - By email to stakeholders and anyone who has requested to receive email notice
  - By regular mail to anyone who has requested to receive notice via mail
  - On the NM sunshine portal

• The notice will include date and time of hearings, details about the rules and instructions for submitting comments on the rules.
Next Steps

• Draft Proposed Rules anticipated to be available on the HED website on or before April 10th on the homepage and the policy page.

• Details regarding submission of public comment will be included in the notice. Public comment anticipated to begin April 10th and end May 10th.

• Details regarding public hearing will be included in the notice. Public hearings anticipated to take place on May 16th.

• Rules anticipated to go into effect on June 12th, upon publication in the NM register.
Remediation
Alternative Remediation

• Promote models that are successful

• Analyze success of traditional and alternative remediation models
  ▪ Difficulty collecting data on alternative remediation
  ▪ Implemented codes in DEAR for Co-requisite, Stretch, and Self-Paced Models

• Recommendations from faculty committees for improving remediation
  ▪ Multiple measures for placement
  ▪ Improve advising
  ▪ Update curriculum
Alternative Remediation

- NMHED hosting remediation webinar trainings for faculty that support the recommendations of the faculty committees
  - 4/20/17 Introducing Choice into your Curriculum
  - 5/19/17 Overview of Foundational Math Webinar: Self-paced Instruction through ALEKS
  - 10/27/17 English Co-requisite

- Annual Development Education Day at NMSU-A
  - February 16, 2018
  - Focusing on Designing Co-requisite Support
Dual Credit
Dual Credit Program

• At the December 2016 meeting we heard that you want HED to focus on outcomes not inputs
  ▪ Rewrote the policy and procedures manual
  ▪ Requesting feedback on manual
  ▪ NMAC revision is not currently underway
Dual Credit: High Points from Manual

• Eligibility will be set by the HEIs
  ▪ Eligibility standards will be reported to NMHED
  ▪ Creates a provisional pathway for students who
    › don’t meet the eligibility requirements or
    › fail to maintain eligibility requirements
Dual Credit: High Points from Manual

• Pathways Requirements
  ▪ Students use career interest inventories and their Next Step Plan to determine a pathway.
  ▪ Students take courses in their chosen pathway.
  ▪ Pathways may lead to a credential or degree. Course sequencing is specified by the HEI.
  ▪ Students MAY CHANGE their pathway at the end of a semester
Dual Credit: High Points from Manual

• First Semester
  ▪ Students may take ONE course
    › If students meets eligibility standards, may take any first semester course in chosen pathway
    › If student does NOT meet eligibility standards, may take one course that doesn’t have a math or English pre-requisite AND must enroll in support TBD by LEA and HEI AND continue to pursue college readiness
      – Students may transition out of provisional status:
        1. demonstrate readiness for college coursework; (and)
        2. progress towards high school graduation; (and)
        3. maintain half-time, high school enrollment until graduation requirements are completed; (and)
        4. obtain a course grade of C or better for each dual credit course taken;
Dual Credit: High Points from Manual

• Subsequent Semesters
  ▪ Students may take TWO courses per semester until completing graduation requirements other than electives

  ▪ Students may take FOUR courses per semester after completing graduation requirements
Dual Credit: High Points from Manual

• Faculty Qualifications
  ▪ Adopting HLC requirements

• Course Requirements
  ▪ Quality and rigor for courses offered at high schools
Dual Credit: revising reporting

• In addition to what we already report, 21-1-1.2 NMSA 1978 requires
  ▪ HEIs that students ultimately attend
  ▪ Cost of providing dual credit
  ▪ Student enrollment and completion of higher education
Proposed AP Policy
Proposed AP Policy

• 2017: SB 208 – School Advanced Placement Policy
  ▪ Result – Pocket Veto
    › Would require public post-secondary educational institutions to accept a score of 3 or higher on the advanced placement examination for post-secondary level course credit.

• 2018: HB 204 – Advanced Placement Policies & Reporting
  ▪ Result – Tabled
    › Would require public post-secondary educational institutions to accept a score of 3 or higher on the advanced placement examination for post-secondary level course credit.
  ▪ 21 States have a statewide policy & 2 States have a system-wide policy (for 3’s)
    ▪ 7 state policies were achieved through legislation
Proposed AP Policy

• AP policy by Fall of 2018
  ▪ Met with CAOs on November 2, 2017 to discuss strategy
Proposed AP Policy

- HED staff requested and consolidated AP policies from all HEIs
  - Proposal includes which course or courses a student would receive credit for with a score of 3, 4, or 5 on an AP test

- 35 AP Courses were reviewed
  - Arts
  - English
  - History & SS
  - Math & CS
  - Sciences
  - World Languages & Cultures
Proposed AP Policy

- Presented proposal to Curriculum Committee January 26, 2018
- Polled HEIs on acceptance of the proposed Statewide AP Policy
  - Consensus on most AP subjects except
    - Psychology
    - English
    - World History
- Following up with institutions regarding these courses
Funding Formula
NEW MEXICO POSTSECONDARY CREDENTIAL COMPLETIONS

HED Funding Formula Files.

Note: Students are defined as being financially at-risk when their annual Expected Family Contribution (EFC) for college is less than $5K.

STEMH Completions  Completions by Financially At-Risk Students  Total Completions
Total Sources of Revenue
Unrestricted and Restricted

FY17 All HEI TOTAL FUNDING: $2,734,029,356*

*Excludes UNM Health Sciences Clinical Revenue
TOTAL NM GENERAL FUND APPROPRIATIONS
AND HIGHER EDUCATION APPROPRIATIONS ($Millions)

FY08 FY09 FY10 FY11 FY12 FY13 FY14 FY15 FY16 FY17 FY18
Total General Fund
Higher Education GF Appropriation
Linear (Total General Fund)

Note: Higher Education GF Appropriation includes HEIs and HED.
HIGHER EDUCATION APPROPRIATIONS AS A PERCENTAGE OF TOTAL GENERAL FUND APPROPRIATIONS

HED Institutional Finance Files.

Note: Higher Education GF Appropriation includes HEIs and HED.
STATE FUNDING FOR NEW MEXICO HIGHER EDUCATION

INSTRUCTION AND GENERAL (I&G) FUNDING
Appropriations from the General Fund to Higher Education Institutions.
Recommendations developed by a funding formula.

RESEARCH AND PUBLIC SERVICE PROJECTS (RPSPs)
Appropriations from the General Fund to Higher Education Institutions.
RPSPs vetted by an HED led process.

CAPITAL PROJECTS
Severance Tax Bonds, Voter Approved GO Bonds, and non-recurring General Fund appropriations.
Recommendations developed through an HED process.
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<th>Higher Education Sector</th>
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<th>General Fund I&amp;G Recommendation Method</th>
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| Research Sector                             | New Mexico Institute of Mining and Technology  
New Mexico State University  
University of New Mexico |                                                                                                        |
| Regional Comprehensive Sector               | Eastern New Mexico University  
New Mexico Highlands University  
Northern New Mexico College  
Western New Mexico University |                                                                                                        |
| Branch Community College Sector             | Eastern New Mexico University-Roswell  
Eastern New Mexico University-Ruidoso  
New Mexico State University-Alamogordo  
New Mexico State University-Carlsbad  
New Mexico State University-Dona Ana  
New Mexico State University-Grants  
University of New Mexico-Gallup  
University of New Mexico-Los Alamos  
University of New Mexico-Taos  
University of New Mexico-Valencia | NM Higher Education Instruction & General (I&G) Funding Formula                                    |
| Independent Community College Sector        | Central New Mexico Community College  
Clovis Community College  
Luna Community College  
Mesalands Community College  
New Mexico Junior College  
San Juan College  
Santa Fe Community College |                                                                                                        |
| Tribal Colleges                             | Dine College  
Institute of American Indian Arts  
Navajo Technical College  
Southwestern Indian Polytechnic Institute | Federal Funds (Non Applicable)                                                                    |
| Special Schools                             | New Mexico Military Institute  
New Mexico School for the Deaf  
New Mexico School for the Blind and Visually Impaired | Non – Formula                                                                                       |
| Health Science Center                       | University of New Mexico - Health Science Center | Hybrid                                                                                               |
In 2016, 32 states utilized some form of outcomes based funding for state higher education institutions.
Performance Funding Matters

- Legislators need a principled mechanism through which to appropriate over a half billion $ to HEI’s

- HED is required by statute to write the formula

- The funding formula is a message to higher education institutions, a legislative mandate, telling them what outcomes they should produce for the good of our state

- The funding formula is also a monetary incentive to drive institutional behavior, at least for a portion of their appropriated funding

- In all fiscal environments, the formula provides an improved ROI for the Legislature, for taxpayers, for students – you are paying for outcomes
A HIGHER EDUCATION DOLLAR THROUGH THE FY19 I&G FORMULA

96% Protected Base Funding for Each HEI

4% Redistributed amongst all HEIs based on Outcomes

2% New Money

Note: HED I&G Funding Formula does not impact I&G for Special Schools or the UNM HSC.
FY19 I&G Funding Formula Recommendation

I&G Funding

- $542,007,360 Protected Base Funding

Performance Measures

- STEMH Awards, $4,573,187, 13.5%
- Awards to Financially At-Risk Students, $4,573,187, 13.5%
- Sector Mission Measures, $6,775,092, 20%
- End of Course Student Credit Hours (EOC SCH), $8,468,865, 25%

Total Awards, $9,485,129, 28%