

New Mexico State University Las Cruces
**Strategic Enrollment
Management Plan**
June 2022



Executive Summary

NMSU provides access to higher education for New Mexicans and to people from throughout the border region; we serve a minority–majority population and enroll a high percentage of students who are the first in the families to attend college or come from low-income families (as determined by eligibility for federal Pell Grants). These characteristics are major drivers behind our institutional vision of student success and social mobility.

NMSU seeks to enroll students with a drive to succeed in higher education, and we carefully study data to understand how student characteristics (such as socio-economic status, the first in their family to attend college, identifying as from a group underrepresented in higher education) might affect their success. We need to improve how we use data, but we have made great progress and we describe some of those efforts herein.

This summary of enrollment at New Mexico State University offers the following four takeaway messages.

1. **From 2012 to 2021, students who earn the New Mexico Legislative Lottery Scholarship returned for their second year of college at rates greater than 90%** (Section 4), or 15–20% higher than other students starting at NMSU for the first time (71.6% in Academic Year 2021). This is essentially true regardless of a student’s socio-economic status: there is virtually no achievement gap (1%) between students eligible for Federal Pell Grants and those not eligible. This makes the Lottery Scholarship among the most important success programs for NMSU students.
2. **Enrollment at NMSU stabilized from 2018 to 2020 but dipped for the 2021–2022 academic year by 2.3%, although we saw a small (<1%) increase in graduate students and in NMSU Online students.** The pandemic and the political climate likely still affect our ability to attract local, national, and international students.
3. Always a reflection of many efforts and influences, **retention and completion steadily increased before the COVID-19 pandemic.** For the class that entered in the Fall of 2019, first-year retention increased to a 15-year high of over 75%. Graduation rates also steadily increased.
 - During the COVID-19 pandemic, retention for students early in their college experience dropped, no doubt influenced at least in part by challenges associated with online education. Fall 2021 first-year retention was 71.6% (a decrease of 3.9% from the previous year); second-year retention was 63.9% (1.9% decrease). The opposite was true for more experienced students; third-year retention increased 1.1% to 57%.
 - Completion rates also increased. Four-year graduation rates on 2021 increased for the third year in a row, and now is more than 32%, a recent record for NMSU. Four-year and five-year graduation rates also increased for Pell-eligible students by +2.3% and +2.8%, respectively.
4. NMSU has taken an innovative and aggressive approach to meeting student needs for academic programs and to assisting students earn academic credentials. **Improvements that drove previous increases to recruitment, retention, and completion remain in place, and, we anticipate continued increases in our metrics as pandemic concerns wane.** Some educational innovations include:

- We have made efforts to better understand program costs, capacity, and student demand; we have increased offerings of professional master’s degrees and our online programs. We have lowered barriers to success; for example, we are reducing curricular complexity, which gives students a more flexible pathway to a degree.
- Implementing advising software was a signature success of the 2020–2021 academic year and crucial in expanding the faculty role in student success. Engaging students in academic and campus life is crucial in keeping students enrolled: the new web portal [Crimson Connection](#) both gave students a convenient place to learn about campus events and is helping us track the effectiveness of our programming.

The following pages provide much more detail on these trends and interventions, and we look forward to continuing the conversation about how NMSU can best serve the educational needs of the people of New Mexico.

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Section 1: Higher Education Institution Perspective

Section 1a: Mission, Vision, and Strategic Plan

What is your higher education institution's mission and vision statement? Where does your strategic enrollment management plan reside in your overall institutional strategic plan and how does it operationalize your mission and vision?



Mission

The mission of the New Mexico State University system is to serve the diverse needs of the state through comprehensive programs of education, research, extension and outreach, and public service. As the state's land-grant and space-grant university, and as a Hispanic-Serving Institution, NMSU fosters learning, inquiry, diversity and inclusion, social mobility, and service to the broader community.

Vision

By 2025, the NMSU system will excel in student success and social mobility for our diverse student populations, achieve the highest Carnegie research status (R1), and maintain our Carnegie Community Engagement classification.

NMSU LEADS 2025: Strategic Plan

The strategic goals outlined in NMSU LEADS 2025 were created to implement the university's mission and to achieve our vision. These goals are vital to NMSU's success:

Goal 1: Advance Student Success and Social Mobility

Goal 2: Elevate Research and Creativity

Goal 3: Amplify Extension and Outreach

Goal 4: Build a Robust NMSU System

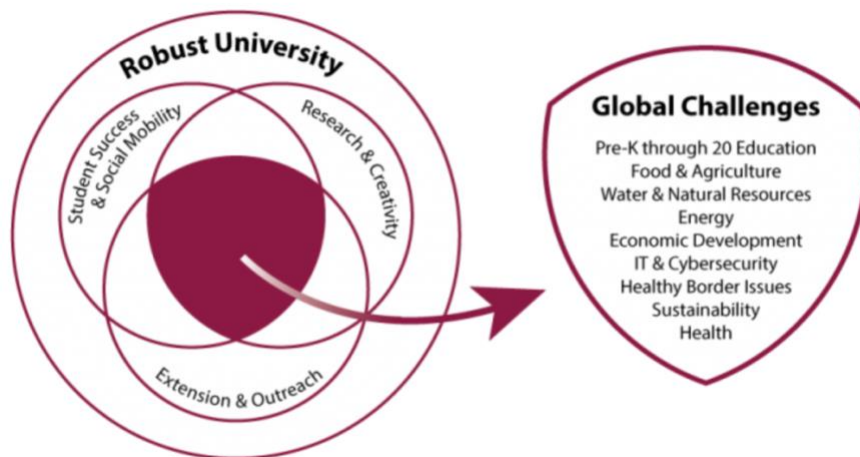
The strategic goals allow each unit within the university system to contribute to our collective success. Additionally, the university focuses on global challenges facing the state and communities around the globe. These include creating healthy borders, modernizing critical infrastructure, sustainability, and transforming education in New Mexico.

Our strategic enrollment management plan aligns with the goals of [NMSU LEADS 2025](#), and thus with our mission and vision.

Specifically:

- Goal 1 Enhance Student Success and Social Mobility includes objectives related to diversifying systemwide enrollment (Objective 1); providing quality academic programs that are in demand (Objective 2); and improving our graduation rates (Objectives 3 and 4).
- Goal 2 Elevate Research and Creativity calls for integrating local and global challenges into undergraduate and graduate curriculum (Objective 1 and 3); and growing programs in humanities, social sciences, and creative arts (Objective 2).
- Goal 3 Amplify Extension and Outreach addresses our promise to the State of New Mexico to promote life-long learning throughout our state (Objective 2) in humanities, social sciences, and the arts. This also covers Athletics as well as Extension (Objective 3) and outreach efforts, which includes economic development for the state and region (Objective 3).
- Goal 4 Build a Robust University System calls for advancing equity, inclusion and diversity (Objective 1) and optimizing systems and processes (Objective 3)

The strategic plan is part of the everyday operations at NMSU. This emphasis is echoed in weekly communications from executive leadership. Alignment with NMSU LEADS 2025 is embedded in decision-making processes involving everything from budgets to policies and practices. Since 2019, the performance evaluation for every NMSU employee is expected to indicate how their goals align with NMSU LEADS 2025. Through that mechanism, the success of every employee is related to how they support our strategic plan.



Section 1b: Cultivating a Mission-Appropriate Student Body

How does your higher education institution cultivate and build a diverse yet mission appropriate student body for your campus community?

New Mexico is our service area, and NMSU has undergraduate recruitment efforts on the ground in every county. Our region includes the states of Texas and Chihuahua, and we are near the largest bi-national border in the world. These facts influence our recruitment and allow us to build a student body that supports our mission and is representative of the diverse population of New Mexico.

In alignment with NMSU's mission as a land-grant, Hispanic-serving and minority-serving institution, our undergraduate and transfer student recruitment strategies focus on using higher education to promote social mobility to the people of New Mexico and surrounding states. The foundation of recruitment strategies focuses on brand awareness, career alignment, outcome achievement, and skill development. We collaborate across campus with the university's diversity offices, digital learning office, and academic units to ensure a constant focus on increasing social mobility, decreasing racial achievement gaps, and removing geographic divides, both nationally and internationally.

Because NMSU serves a high number of first-generation college students (see Section 2a), recruitment efforts include families and feature bilingual programming. This outreach allows families to become familiar with their student's options in higher education.

To continue the proud legacy of positive impact on New Mexico's residents, families, communities, and businesses, NMSU is expanding program offerings and modalities, specifically through NMSU Online. Providing eight-week and 16-week models with multiple start dates throughout the year offers flexibility to working adults and increases opportunities for everyone within the state of New Mexico to earn a degree.

Graduate education at NMSU has two primary objectives. The first objective is to attract students interested in contributing to the research mission of the university. The second objective is to provide students with professional skills, knowledge, and competencies necessary for their successful performance in the workplace. Both objectives are served by offering distinct programs through delivery modes that meet the student and workforce needs of New Mexico and the region.

NMSU has added graduate programs in recent years in response to both objectives, including:

- Online master's degrees in electrical and industrial engineering, plus information technology; data analytics; clinical psychopharmacology; hotel, restaurant, and tourism management; and technical and professional communication.
- Doctorates in geography and health equities sciences (both joint degrees with University of New Mexico) and applied statistics.
- Graduate certificates in public utility regulation and economics, systems engineering, autism spectrum disorders, and public health.

Section 1c: Building a Culture of Student Success

How does your higher education institution build a culture and environment that supports the students from recruitment, admissions, financial aid, student life, and beyond?

NMSU begins supporting students before college. Statewide Extension offices are familiar sources of experiential learning and expertise. In addition, NMSU provides K-12 programming starting as early as elementary school. These efforts include:

- [4-H Youth Development Program](#), [New Mexico chapter of the National FFA Organization](#), [Camp Innoventure](#), [STEM Pre-Research Exploration Programs \(PREP\)](#), and [Young Women in Computing \(YWiC\)](#).
- TRIO [Upward Bound](#) programs, which provide college prep support to high school students from low-income families and families in which neither parent holds a bachelor's degree.
- Our college recruiters offer advice on college applications, FAFSA (Free Application for Federal Student Aid) and other financial aid questions, and provide assistance with HED completion grants. College admissions and FAFSA sessions run throughout the year in English and Spanish.
- Youth sports and academic summer camps.
- Dual-credit enrollment and the [Arrowhead Park Early College High School](#) on the Las Cruces campus.
- Other transition programs include [Dream Keepers](#) for Native high school students and the [Aggie Accelerate](#) program for academic transitions.

Support for College Transition

Multiple units provide [Crimson Kickoff](#) events in the first two weeks of each semester to connect students to their academic community. Programming targets new undergraduate and graduate students through engagement with the university's culture and traditions.

The [Student Life](#) department recognizes the link between engagement and retention and provides programs that foster leadership and involvement while focusing on personal, interpersonal, and organizational development. Other student support experiences include:

- Engagement opportunities focused on community — for example, [American Indian Program](#), [Black Programs](#), [Chicano Programs](#), [LGBT+](#), and [Military and Veterans Programs](#) — identify and develop programming that provides a sense of belonging that can contribute to persistence.
- Programming including [Living, Learning Communities](#) associated with academic programs from [Housing and Residential Life](#).
- [Student leadership](#) and [experiential learning](#) opportunities like study abroad, internships and employment assistance.
- [Aggie One Stop](#), which offers students support in navigating college.

- [YOU AT NMSU](#), a web-based portal that eases the stress of college challenges through personalized content and a list of resources available both on-campus and in the community.
- Wraparound services through [Student Assistance Services](#), which provides resources to address challenges like financial hardships, stress, anxiety, food insecurities, housing challenges, and unexpected non-academic issues. This office administers several sources of emergency cash grants, and since Spring 2020, has funded emergency grants for 392 students, disbursing nearly \$200,000 during that time.
- Participate in the [Student Success Grant](#) from National Association of College and University Business Officer's to establish funding and sustaining student success reforms through collaborative practices.

The Graduate Student Wellness Initiative, led by graduate students in health-related fields, is a program of meditation, wellness walks, sporting events, and social engagement based on a needs assessment of the graduate student community at NMSU. This program received the [NSF COVID Challenge for Graduate Student and Postdoctoral Researchers](#) award that will help sustain the initiative.

NMSU is a [First-Gen Forward Campus](#). We use evidence-based practices in serving first-generation students, including academic and social assistance provided through the [College Assistance Migrant Program](#), [Alliance for Minority Participation](#), [TRIO Student Support Services](#) and [STEMH](#), and other efforts funded through the National Institutes of Health, National Science Foundation, U.S. Department of Education, and other federal, non-profit and industry partners (Appendix A).

NMSU also provides a robust tutoring service to ensure students have access to academic support outside of the classroom. Additionally, NMSU provides workshops in time management, digital literacy and financial literacy to support college ready skills necessary for success.

Support Beyond NMSU

The [Corporate Relations & Career Events](#) department assists alumni and current students with career goals through experiences such as internships, career fairs, employer-led informational sessions, résumé development, mock interviews and assistance with career opportunities.

Section 1d. Adequacy of Data Systems and Resources

Do your data collection systems provide sufficient information to identify students at risk of discontinuing course work and does your higher education institution direct resources to support their success through completion? Please explain. Can these systems be improved or enhanced?

NMSU serves a high number of first-generation, low-income (determined by [federal Pell Grant eligibility](#)) students from groups underrepresented in higher education. We track retention and graduation by many characteristics (see Appendix B and Section 2b), which allows us to identify

groups of students who might be at higher risk for leaving NMSU without a degree. We note the following general trends.

- ***Underrepresented students.*** Hispanic and minority students are retained at lower percentages than white students at the 1-, 2-, and 3-year retention rates. Further, Hispanic and minority students graduate at lower rates than white students at the 4-, 5-, 6-, and 10-year rates.
- ***Low-income (Pell-eligible) students.*** Pell-eligible students are retained at a lower rate than non-Pell-eligible students at the 1-, 2- and 3-year rates. Further, Pell-eligible students graduate at a lower rate than non-Pell-eligible students at the 4-, 5-, 6-, and 10-year graduation rates.
- ***Other target populations.*** Other target populations could include adult or non-traditional students and first-generation college students as defined by the U.S. Department of Education. Combining traits in a retention analysis could identify additional groups of concern, such as underrepresented males.

NMSU's data systems support the identification of students with specific traits, but identifying students within these groups who are known to be at risk is more difficult and an area where we need to improve.

One improvement currently underway is to establish success markers, which will allow us to identify risk based on student progress. Outreach to students at risk will follow practices established in the Aggie Success Plan, a collaborative effort of the Student Success Center, University Financial Aid and Scholarship Services, and Center for Academic Advising and Student Support that focuses on students on warning status with respect to meeting Satisfactory Academic Progress (SAP) for financial aid. Many students on SAP warning are also on Academic Warning—as such, a coordinated effort is key to assisting students achieve their academic goals. The goals of the Aggie Success plan are to:

1. *Develop or enhance programming and gradually increase the number of undergraduate students who participate in programming related to Satisfactory Academic Progress and/or Academic Warning, and*
2. *Increase the number of warning-status students who return to Good Academic Standing and meet Satisfactory Academic Progress.*

We invest resources in academic services and co-curricular programming to support academic and career success, both centrally and within each of the university's colleges and graduate school. Services and programming are grounded in evidenced-based interventions and best practices. For example, academic departments identify courses that are a barrier to persistence through analysis of the number of grades of D, F, and Withdraw (DFW rates). Additionally, academic departments receive data on course demand and fill rates to inform decisions about scheduling.

Additional material on academic support is in Section 3b.

Section 2: Institutional Assessment of Enrollment, Retention, and Completion

Section 2a. NMSU’s Student Body

Describe the student body your higher education institution serves. Share data over the past five years (Fall 2017 through Fall 2021).

NMSU provides access to higher education for New Mexico and the border region; we serve a minority–majority population and enroll a high percentage of low-income students, as determined by eligibility for Pell Grants. This characteristic of students within our service area is a major driver behind our institutional vision for student success and social mobility. The US Census reports that New Mexico lacks a strong tradition of college attendance: our population with at least a bachelor’s degree is 28.1% versus 32.9% for the nation, and our poverty rate is high at 16.8% compared to the US at 11.4%.

Section 2ai. High school concurrent (dual credit) students, first-time freshmen, transfer students, non-traditional students, full-time versus part-time students, graduate students (if applicable), in-state versus out-of-state-students, international students, and non-degree students.

Enrollment trends for 2017–2021 are in the Figures 1 and 2 and Tables 1 and 2.

Figure 1. NMSU enrollment since 2010.

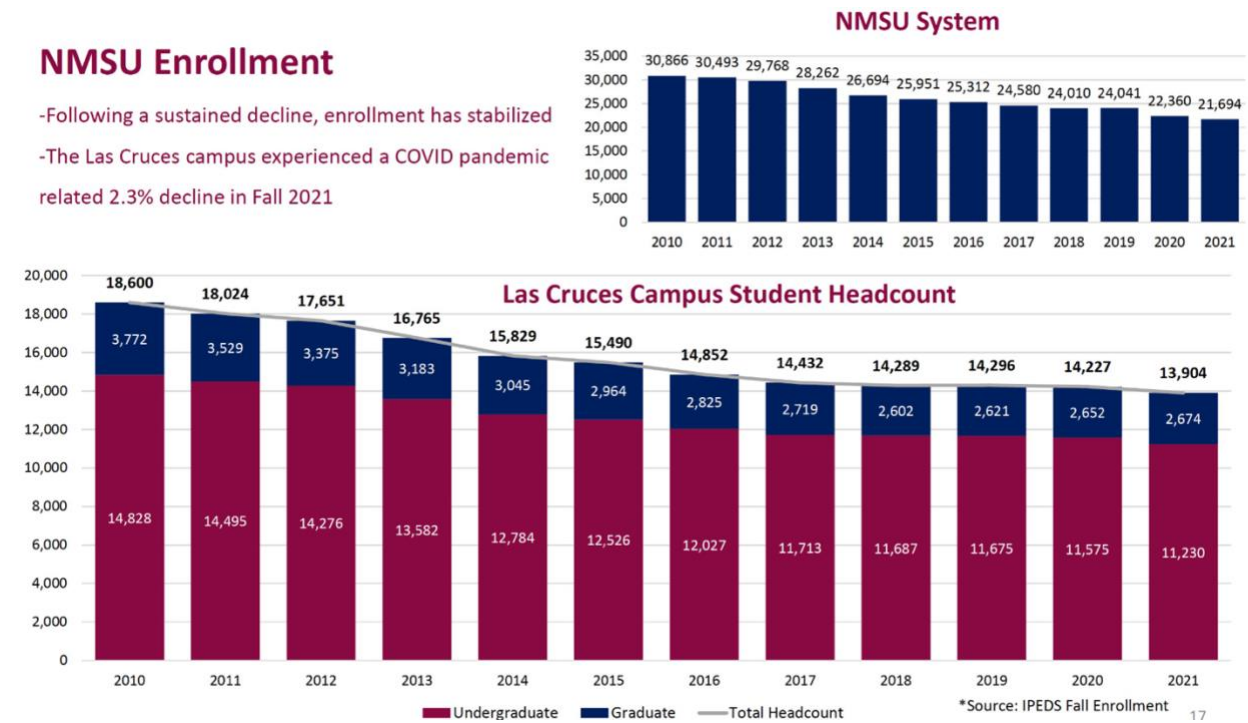


Figure 2. Undergraduate enrollment for Fall 2017–Fall 2021 by gender, socio-economic status (measured by Pell eligibility), first-generation status, age at admission, and race/ethnicity.



Table 1. NMSU Las Cruces fall undergraduate enrollment, 2017–2021.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Enrollment Status					
High School	245	251	228	235	200
First-Time	2,057	2,299	2,208	2,193	2,045
Branch Transfer	397	346	369	309	292
Transfer	559	572	566	458	530
Continuing	8,455	8,219	8,304	8,376	8,164
Total	11,713	11,687	11,675	11,571	11,231
Non Traditional Age*					
Non Traditional Age	2,916	2,718	2,619	2,432	2,325
Traditional Age	8,797	8,969	9,056	9,139	8,906
Total	11,713	11,687	11,675	11,571	11,231
Course Load					
Full-Time	9,703	9,712	9,740	9,465	9,084
Part-Time	2,010	1,975	1,935	2,106	2,147
Total	11,713	11,687	11,675	11,571	11,231
Tuition Residency					
In-State	8,636	8,602	8,568	8,435	8,170
Out-of-State	2,550	2,654	2,742	2,825	2,781
International	527	431	365	311	280
Total	11,713	11,687	11,675	11,571	11,231
Degree Seeking					
Degree Seeking	11,173	11,138	11,153	11,088	10,674
Non Degree Seeking	540	549	522	483	557
Total	11,713	11,687	11,675	11,571	11,231

* Nontraditional students are age 25 and older.

Table 2. NMSU Las Cruces fall graduate enrollment, 2017–2021.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Enrollment Status					
First-Time	658	656	782	850	832
Continuing	2,061	1,946	1,939	1,804	1,841
Total	2,719	2,602	2,621	2,654	2,673
Non Traditional Age*					
Non Traditional Age	2,418	2,284	2,257	2,291	2,313
Traditional Age	301	318	364	363	360
Total	2,719	2,602	2,621	2,654	2,673
Course Load					
Full-Time	1,472	1,421	1,360	1,397	1,342
Part-Time	1,247	1,181	1,261	1,257	1,331
Total	2,719	2,602	2,621	2,654	2,673

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Tuition Residency					
In-State	1,492	1,391	1,424	1,419	1,445
Out-of-State	744	749	806	831	831
International	483	462	391	404	397
Total	2,719	2,602	2,621	2,654	2,673
Degree Seeking					
Degree Seeking	2,687	2,556	2,577	2,610	2,631
Non Degree Seeking	32	46	44	44	42
Total	2,719	2,602	2,621	2,654	2,673

* Nontraditional students are age 25 and older.

2a.ii. Other demographic variables: race and ethnicity, gender, sexual orientation², first generation in college or parental educational attainment, and low income (i.e., Pell Grant recipient).

Demographic descriptions of undergraduate and graduate students (2017–2021) are in the Table 3, below. Some notable trends include:

- As a Hispanic-serving Institution, a majority of our students identify as Hispanic, including 63% of undergraduate students and 36% of graduate students in Fall 2021. For 2017–2021, the Hispanic student population increased from 59% to 63%.
- Females consistently enroll in greater number than males. For Fall 2021, 58% of undergraduate and 61% of graduate students were female. Male students trended down during this period, a trend we will attempt to reverse through recruiting.
- During 2017–2021, white students decreased from 27% to 24%.
- Other underrepresented populations such as American Indian, Black, and Asian remained about the same.
- NMSU saw little variation in the percent of low-income and first-generation students.
- Student populations requiring extensive travel to reach NMSU (international and out-of-state, excluding students from the El Paso region) declined dramatically from 2017–2021 from 527 to 280.

Table 3. NMSU Las Cruces fall student demographics for undergraduate (UG) and graduate (GR) students, 2017–2021.

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR
Gender										
Male	5,326	1,187	5,244	1,103	5,119	1,090	4,935	1,073	4,697	1,039
Female	6,387	1,532	6,443	1,499	6,555	1,530	6,622	1,579	6,513	1,633
Not Reported	0	0	0	0	1	1	14	2	21	1
Total	11,713	2,719	11,687	2,602	11,675	2,621	11,571	2,654	11,231	2,673

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR
Race Ethnicity										
Nonresident Alien	538	495	450	470	376	397	323	427	290	422
Hispanic/Latino	6,885	966	7,113	955	7,257	1,003	7,246	983	7,097	959
American Indian	245	42	269	35	264	29	297	33	283	53
Asian	143	63	139	64	146	91	126	58	123	61
Black	323	84	289	76	268	82	289	91	316	94
Hawaiian/Pacific Is.*	18	0	15	0	18	0	17	5	11	6
White	3,184	964	3,055	899	2,935	911	2,908	950	2,736	980
Two or More Races	239	54	222	62	236	65	253	77	262	77
Unknown	138	51	135	41	175	43	112	30	113	21
Total	11,713	2,719	11,687	2,602	11,675	2,621	11,571	2,654	11,231	2,673
First Generation										
No: Parent College Yes	6,787	820	6,888	804	6,959	793	6,868	852	6,397	887
Yes: Parent College No	3,260	400	3,222	379	3,172	368	3,161	413	3,166	414
Unknown	1,666	1,499	1,577	1,419	1,544	1,460	1,542	1,389	1,668	1,372
Total	11,713	2,719	11,687	2,602	11,675	2,621	11,571	2,654	11,231	2,673
Low Income										
Low Income	5,578	722	5,684	709	5,624	673	5,499	734	5,394	729
Not Low Income	2,746	265	2,746	227	2,887	225	3,144	268	3,002	313
Unknown	3,389	1,732	3,257	1,666	3,164	1,723	2,928	1,652	2,835	1,631
Total	11,713	2,719	11,687	2,602	11,675	2,621	11,571	2,654	11,231	2,673

*When there were fewer than 5 Hawaiian/Pacific Islander students, they were reported as part of the Asian students.

First generation status was determined from the FAFSA or the university application.

Low Income was determined from the Pell Expected Family Contribution (EFC) on the FAFSA being less than or equal to the annual Pell cutoff.

NMSU does not currently collect information on gender identity beyond the binary categories of male and female, although no response to this question is allowed. Consequently, NMSU cannot report gender identity or sexual orientation. However, NMSU is currently developing reporting options for students for these categories. The gender variable in development includes non-binary, transgender females, transgender males, and intersex. There is also a personal pronoun variable being created that is more inclusive of gender identity.

First-generation and low-income (Pell eligible) information is collected from the FAFSAs (Free Application for Federal Student Aid) form, making it more likely that the data are consistent with federal standards. For these characteristics, NMSU reports “unknown” if a student did not file a FAFSA. The number of students who reported that neither of their parents had a bachelor’s degree in Fall 2021 was 28% for undergraduates and 16% for graduate students. Those students who qualified as low income were 48% of undergraduates and 27% of graduates.

Section 2b. Trends in Enrollment, Retention, and Completion

Review and analyze trends that describe current enrollment, retention, and completion trends.

Overall, enrollment at NMSU stabilized from 2018 to 2020 but dipped for the 2021–2022 academic year by 2.3%, although we saw a small (<1%) increase in graduate students and in NMSU Online students. The pandemic and the political climate likely still affect our ability to attract local, national, and international students.

Undergraduate Enrollment Trends

Enrollment in higher education is influenced by how many students enter the institution (first-time and transfer students, students who return after a gap), continue their enrollment (retention), and graduate. Enrollments reflect a complex combination of many factors:

- Enrollment increases result from bringing more students to the institution, but enrollment also increases when retention improves or when students who stopped out return.
- Enrollment decreases can result from positive interventions. For example, when NMSU decreased the minimum credits for a degree from 128 to 120 (a 6.25% drop) in 2016, students could earn a degree in less time, resulting in a permanent enrollment drop of several hundred students.
- Some students enroll a semester, work a semester or two, and re-enroll when they can pay for another academic term. We are hopeful that the Opportunity Scholarship will reduce this disruptive enrollment pattern.

NMSU's total enrollment stabilized from 2018–2020 following enrollment increases associated with the Recession of 2008 (Figure 1). Factors that continue to influence enrollment include:

- Declining high school enrollments; increases in minimum wages; increases in costs, especially rent and transportation; curricular and academic interventions that decrease time to graduation.
- Enrollment increases could result from changes in financial aid (sustained support for the Opportunity Scholarship); improved outreach to student prospects; or unpredicted influences such as a recession or a global pandemic.

Which student populations have experienced an increase or decline in enrollment, retention, and completion and why?

NMSU serves a minority population and enroll a high percentage of low-income students. This is a major driver behind our institutional vision of student success and social mobility. Notable enrollment trends during the 2017–2021 demonstrate the importance of success for our minority, first-generation, and low-income students:

- In-state students dropped from ~8,600 to 8,200, which was partly offset by an increase in students from El Paso. NMSU expects this to change as New Mexico students take advantage of the Opportunity Scholarship (Appendix C).
- First-time freshmen consisted of 18.2% of the population for Fall 2021. This proportion varied 1.5% or less from 2017–2021.
- Non-traditional age students declined from 2,900 to 2,300.
- Proportion of dual credit students has remained consistent (~2.0%) from 2017–2021.
- Non-traditional students are [defined by the National Center for Education Statistics](#) as fitting at least one of the following: “delayed enrollment into postsecondary education, attended part time, financially independent, worked full time while enrolled, had dependents other than a spouse, was a single parent, or did not obtain a standard high school diploma.” Many of these are not included in our student database. Consequently, using age as an indicator of delayed enrollment, undergraduate students 25 years old and older are non-traditional. Their enrollment decreased roughly one percent annually from 2017–2021 from 25% to 20%.

Graduate Enrollment Trends

Although graduate student enrollment was stable over this window, incoming and part-time graduate students increased. International graduate students decreased primarily due to the pandemic and changes to international travel regulations.

Retention and Completion

[Retention and graduation rates](#) (Appendix B) for some at-risk students demonstrate equity gaps, also referred to as achievement gaps, and identify populations for additional support.

An important takeaway from our data is that This makes the Lottery Scholarship is among the most important success programs for NMSU students. **From 2012 to 2021, students who earn the New Mexico Legislative Lottery Scholarship returned for their second year of college at rates greater than 90%** (Section 4), or 15–20% higher than other students starting at NMSU for the first time (71.6% in Academic Year 2021). This is essentially true regardless of a student’s socio-economic status: there is virtually no achievement gap (1%) between students eligible for Federal Pell Grants and those not eligible.

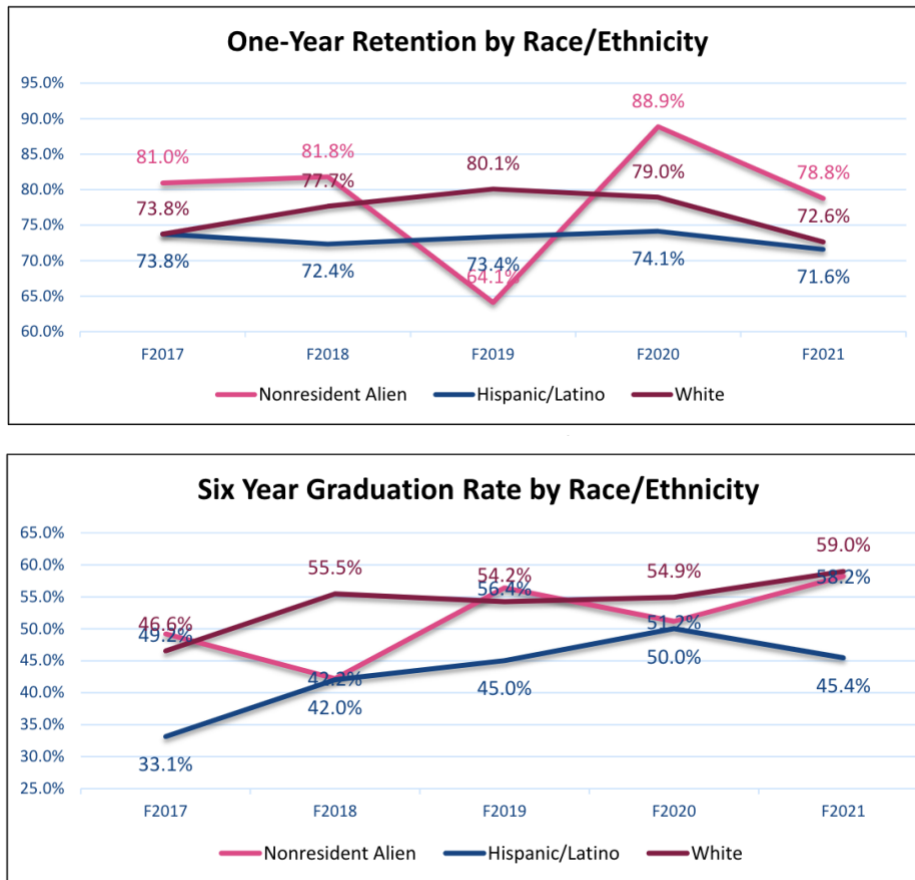
Another important takeaway is that **retention and completion steadily increased before the COVID-19 pandemic**. For the class that entered in the Fall of 2019, first-year retention increased to a 15-year high of over 75%. Graduation rates also steadily increased.

- During the COVID-19 pandemic, retention for students early in their college experience dropped, no doubt influenced at least in part by challenges associated with online education. Fall 2021 first-year retention was 71.6% (a decrease of 3.9% from the previous year); second-year retention was 63.9% (1.9% decrease). The opposite was true for more experienced students; third-year retention increased 1.1% to 57%.

- Completion rates also increased. Four-year graduation rates on 2021 increased for the third year in a row, and now is more than 32%, a recent record for NMSU. Four-year and five-year graduation rates also increased for Pell-eligible students by +2.3%

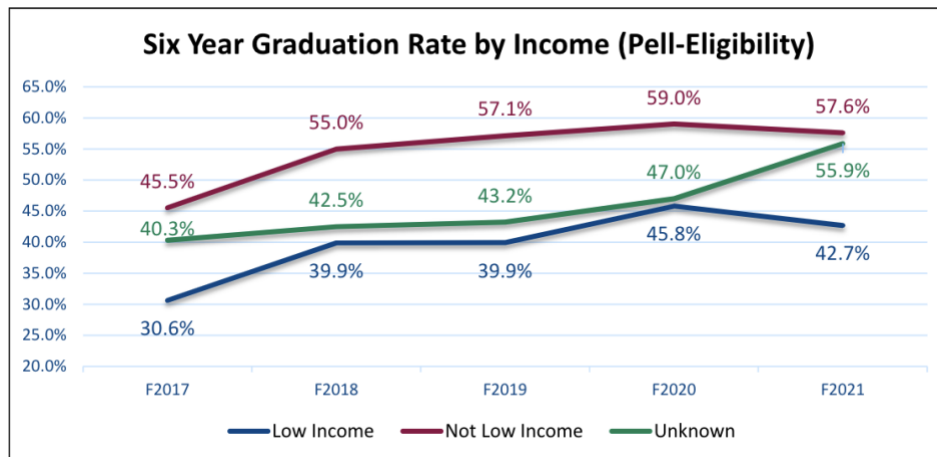
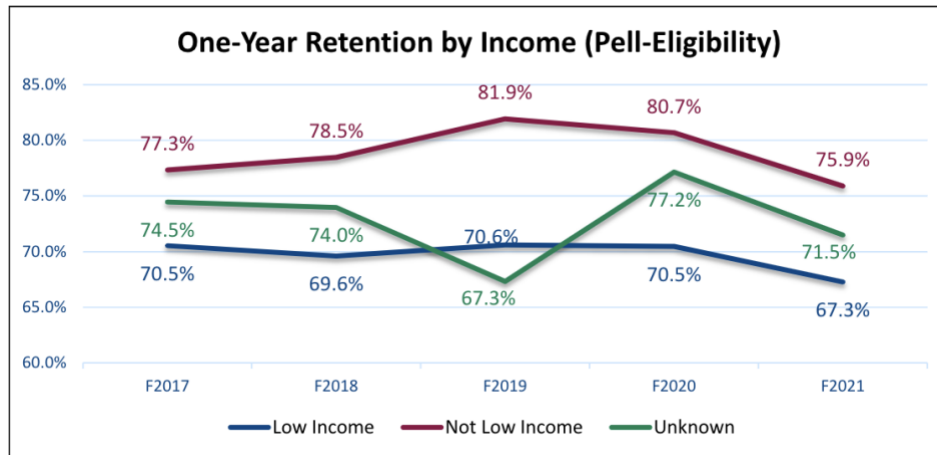
Underrepresented students. Hispanic and minority students are retained at a lower rates than white students at the 1-, 2-, and 3-year retention rates. Further, Hispanic and minority students graduate at lower rates than white students at the 4-, 5-, 6- and 10-year rates. While 1-year retention for all students decreased during the pandemic, retention of Hispanic students decreased by less (2.5%) than retention for white students (6.4%), thus decreasing the achievement gap to only 1%. In contrast, the 6-year graduation rate for Hispanic students declined last year while the rate for white students increased, resulting in an achievement gap last year of 13.4%.

Figure 3. One-year retention and six-year graduation rates by race and ethnicity, Fall 2017–2021.



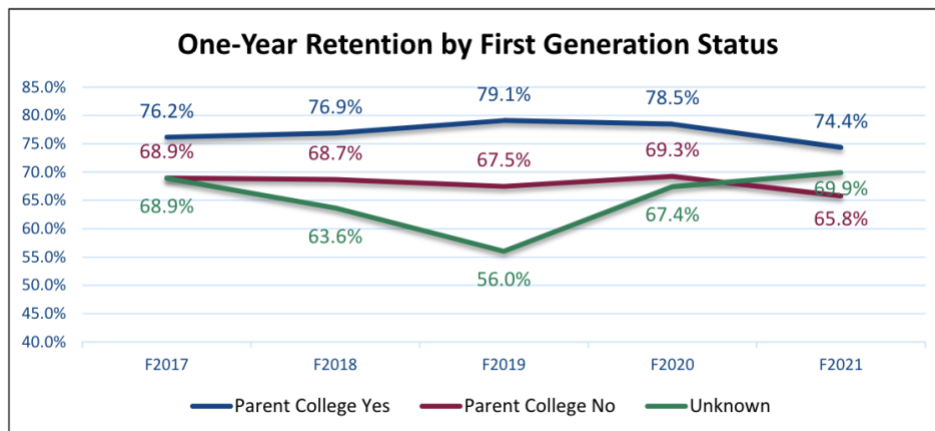
Low-income (Pell-eligible) students. Pell-eligible students are retained at a lower rate than non-Pell eligible students at the 1-, 2-, and 3-year rates. Further, Pell-eligible students graduate at lower rates than non-Pell eligible students at the 4-, 5-, 6-, and 10-year graduation rates. Retention and graduation rates declined during the pandemic, reversing previous increases.

Figure 4. One-year retention and six-year graduation rate by income status, Fall 2017–2021.



Non-traditional and first-generation students. Other populations of interest include adult or non-traditional students and first-generation college students (graphed below as Parent College Yes). In most categories, generally increasing retention rates reversed during the pandemic.

Figure 5. One-year retention and six-year graduation rate by first-generation status, Fall 2017–2021.



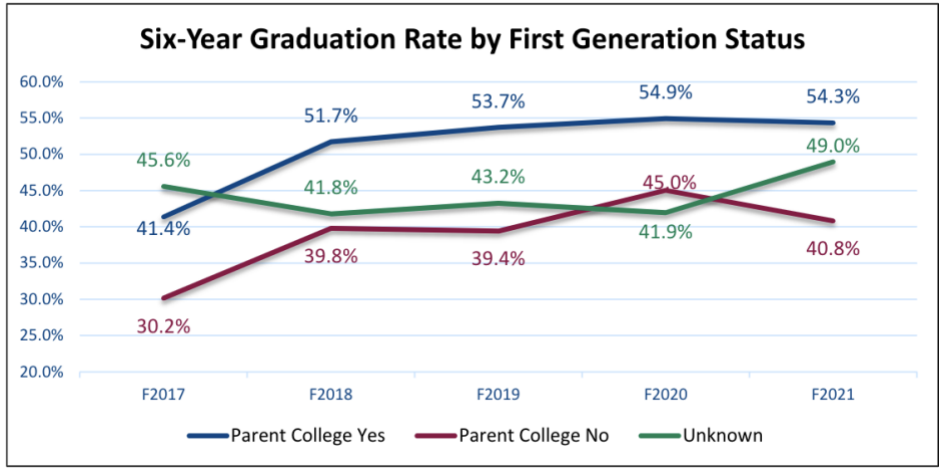
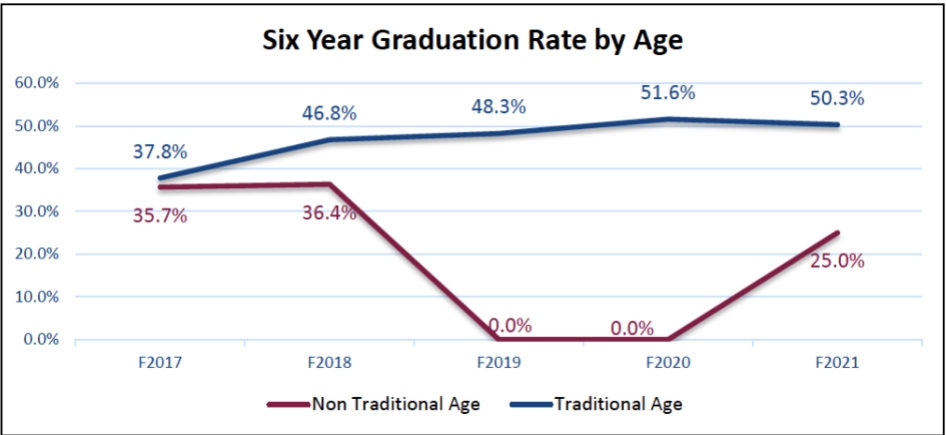
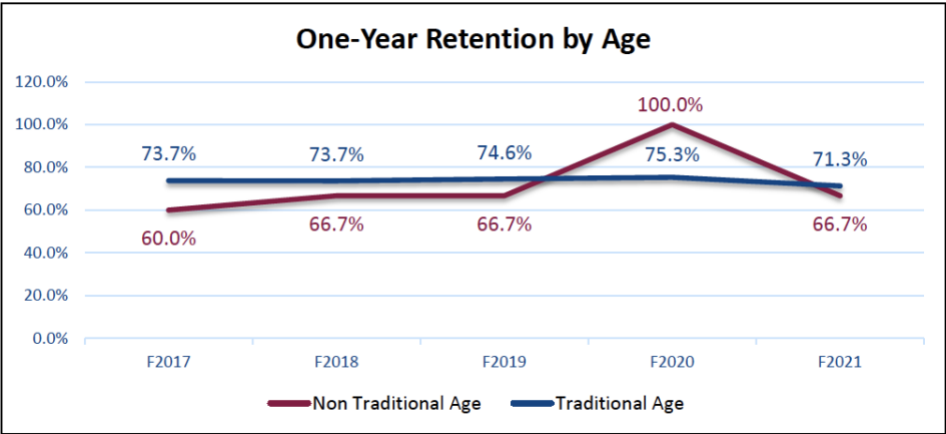


Figure 6. One-year retention and six-year graduation rate by age, Fall 2017–2021.



Data for non-traditional age students demonstrate a limitation of current data tracking. Nationally, retention and graduation rates reported across higher education are based on the cohort of students who entered college in a given year as first-time freshmen attending college full time. While many students older than 25 attend NMSU, very few enter as first-time freshmen and are included in the retention and graduation rates.

In addition to the target groups of under-represented minority, low-income, and first-generation, disaggregating our data could identify additional target groups (e.g. underrepresented males). Section 4 discussion of the Lottery Scholarship contains one example of what we can learn from disaggregated data.

What student populations offer the greatest opportunity for growth in the three target areas?

NMSU's recruitment and retention efforts have different targets, guided by the NMSU mission and vision, and informed by our data.

- Recruitment targets represent workforce and education needs that address our land-grant mission: traditional undergraduates (direct from high school), transfer students, male students in all categories, and adult learners at the graduate and undergraduate levels.
- Retention targets are derived from data on equity gaps. Based on that data, students from low-income homes or who are part of a minority underrepresented in higher education are targets for interventions, but see Section 3. As we implement success markers, we will be able to focus specifically on students who do not meet markers as expected.

What support services and academic structures are available to keep a student enrolled and on track to complete a credential?

NMSU has offices that support the academic needs of all students, such as the [Center for Academic Advising and Student Support](#) (CAASS) and the [Student Success Center](#) (SSC), in addition to efforts that support specific student populations (below) or academic programs. These offices collaborate to identify students in need of assistance as early as possible each semester. Some services that support students academically include:

- [Student Success Center](#) (SSC): study skills including time management, note-taking, memory and concentration, college transitions, reading skills enhancement, test preparation, mentoring, financial literacy instruction, and test preparation assistance.
- [Campus Tutoring Services](#), [First-Year Initiatives](#), and [Aggie Health and Wellness Center](#).
- [Office of Experiential Learning](#), including Corporate Relations and Career Events, Cooperative Education and Internship Program, Education Abroad and National Student Exchange; [Classified Ready Employee Workforce](#) (CREW).
- NMSU is a [First-Gen Forward campus](#), a designation recognizing evidence-based practices via programs like [College Assistance Migrant Program](#), [Alliance for Minority Participation](#), [TRIO Student Support Services](#) and [STEMH](#), and efforts funded through the National Institutes of Health, National Science Foundation, U.S. Department of Education, and other federal, non-profit and industry partners (Appendix A).
- The Graduate School's point-person service model uses a customer-oriented approach that helps students meet educational goals.

- [Aggie Launch Pad](#) supplies much-needed technology; other platforms like Crimson Connection, [Raftr](#), and YOU AT NMSU provide resources that support academic success and communities.
- NMSU provides on-campus [physical and mental health services](#).
- NMSU requires first-year students to live on campus (with [exemptions](#) allowed), where they benefit from programming that supports college transitions or join a living-learning community (LLC), aligned with academic majors and involving faculty.

How can these services be improved and what performance measures, new or existing, will be used to track improvements? See Section 3b.

Section 2c. Service Area

Analyze your higher education institution’s primary service area.

As the land-grant university for New Mexico, NMSU serves the entire state. Southern New Mexico is part of the tri-state region that includes Texas and Chihuahua, Mexico. The cities of Las Cruces, El Paso, and Juarez form a metropolitan area in which people live, work, shop, and visit across state and international borders.

The socio-economic ties among these three communities are long-standing, strong, and deeply interdependent. NMSU graduates work in industries throughout this region, illustrating that economic and educational benefits to one community positively affect the others. El Paso is one focus of our recruiting, and we are a good option for those students looking to go away for an education but not too far away. El Paso high school students include many who live in Juarez, and NMSU also recruits in Mexico.

Section 2ci. Is your higher education institution reaching all the populations you should be serving within your local community, county, and surrounding counties?

New Mexico State University’s primary service area is the state of New Mexico, and we reach the entire state with recruitment, Extension, and youth programs. Our recruitment efforts reach all populations within the state and surrounding areas through high school and community college visits, youth outreach programs, and adult learner and workforce development initiatives. NMSU includes recruitment information in programs for non-students.

With the Opportunity Scholarship, the state has provided NMSU with a financial tool that should make college more affordable for more potential and current students. This is very relevant for NMSU students. A Fall 2021 survey (Appendix D) demonstrated that an extraordinary number of our students struggle with finances. Insights include:

- 73% of our students worry about having enough money to pay for school.
- 45% reported housing insecurity, and 20% reported very low food security.
- 50% of our students would have trouble getting \$500 cash or credit to meet an emergency need, and 10% report that they could not meet such a need from any

source. (Note: as mentioned in Section 1c, NMSU students can apply for cash grants to assist in an emergency.)

Section 2cii. Examine the workforce needs within your service area and is your higher education institution meeting these workforce needs?

NMSU has examined workforce needs and is meeting or has added programs to meet needs in several areas. According to the New Mexico Department of Workforce Solutions, the five industry sectors in demand over the next 10 years include health care, accommodation & food services, professional, scientific & technical Services, construction, and educational services. The university is addressing four key sectors.

1. **Health Care:** The university has professional allied health programs, including nursing, speech pathology, mental health counseling, and social work. The university also has undergraduate programs (i.e., biology, biochemistry, and kinesiology) for students interested in professional graduate health professions (i.e., medical school, physical therapy, pharmacology). Our I&G budgets have been aligned to increase teaching capacity in these areas. Additionally, our nursing and social work programs will apply for state-funded endowed faculty positions to increase teaching capacity (Section 4).
2. **Accommodation & Food Services:** Several departments within the College of Agricultural, Consumer, and Environmental Sciences meet this need. Specifically, animal and range science; family and consumer science; and hotel, restaurant and tourism management programs provide professionals for these industries. [Partnerships with private industry](#) in this sector also provide quality experiential learning opportunities for students.
3. **Professional, Scientific & Technical Services:** We offer many programs to meet the needs for technical, scientific, and professional employees, covering life, agricultural, and earth sciences, computer science, engineering, and business programs. Many of these programs have degrees at the baccalaureate, master's, and doctoral level. In addition, we have research-intensive programs in many of these areas.
4. **Education:** Our education programs (special education, curriculum & instruction, speech and communication disorders) address teaching shortages in our state. We revised our Teacher Education Program (TEP) admission process to increase the number of students admitted, which will lead to more students eligible to be licensed teachers. Finally, our teaching programs will apply for additional faculty lines from the state endowed faculty pool to increase teaching capacity (Section 4).

In addition, NMSU uses proprietary software to identify program needs based on regional, national, and international student demand. The data highlights skills needed for current job postings throughout the country. This data informs administration and faculty on programmatic economics so that we can best serve our residents and prepare them for jobs of tomorrow.

Out-of-state mega-universities have saturated the entire state of New Mexico with advertisements that target adult learners. These universities are currently the primary provider of online education to New Mexico residents. NMSU plans to recapture this market and offer

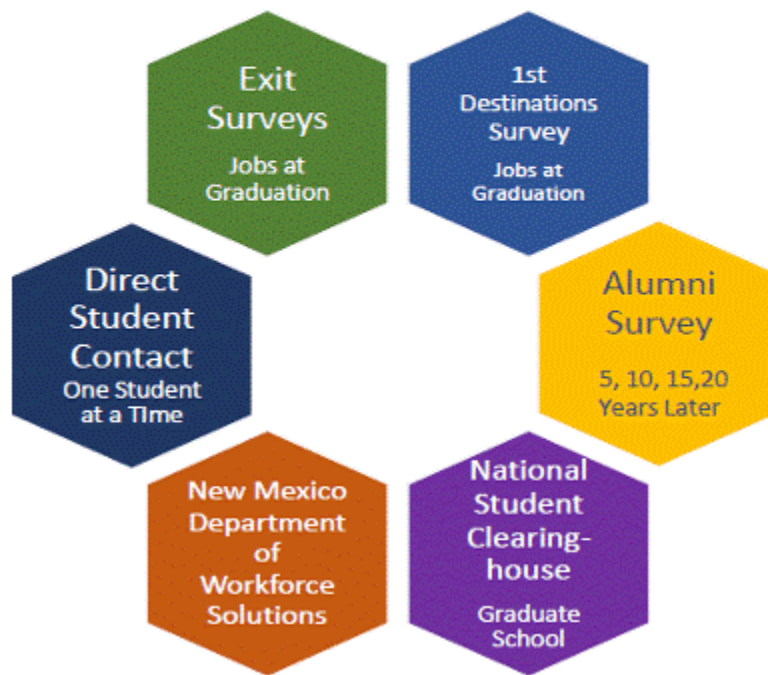
improved support services. The development of key programmatic areas that integrate skill-based learning are essential to our growth.

Section 2ciii. Are students from your higher education institution employed upon completion or transferring to other higher education institutions? Are they staying in New Mexico or leaving the state?

The majority of NMSU’s graduates enter careers or pursue graduate and professional school degrees. NMSU uses [several methods](#) to track student outcomes.

GET A JOB

The Search for Graduate Job Success



NMSU collects this information from the First Destination Survey, which is administered to graduates several weeks after Commencement. Recently, poor response rates coupled with the one-time nature of the data have hindered understanding of career outcomes. NMSU is currently exploring opportunities with advanced workforce and education analytics utilizing SteppingBlocks to better collect this information throughout the career of alumni (Appendix E).

NMSU would benefit from tracking students who begin their college degree at NMSU and leave before completion using data from the National Student Clearinghouse. NMSU could also pursue a partnership with New Mexico’s Department of Workforce Solutions to track career outcomes, but this would not provide outcomes for our many El Paso or international students.

Because NMSU's recruitment spans the tri-state El Paso del Norte region, many students are likely to be employed outside New Mexico.

Section 2d. Enrollment Management Committees

Will your higher education institution appoint members to a committee to address enrollment and this plan? Who will be appointed to the committee? Please ensure there is adequate representation from students, faculty, and professional staff.

Enrollment, encompassing both recruitment and retention, is a priority for NMSU and a major emphasis of our NMSU LEADS 2025 strategic plan. The university utilizes various committees charged with different aspects of enrollment management. The committee members represent all areas of the university, each playing key roles in the recruitment, retention, and academic success of students. In addition to the charges below, committee members may review data, evaluate recruitment and retention initiatives, and evaluate course schedule construction and activities that contribute to enrollment. Additionally, they may research best practices within NMSU and enrollment management literature and research.

- ***Traditional Enrollment Management Working Group*** is charged with analyzing enrollment, recruitment, and retention data for areas of opportunity; process evaluation; and leveraging campus-wide resources to meet university enrollment goals. This committee includes representatives experienced in undergraduate and graduate admissions, advising, student engagement, NMSU Online, financial aid, student records, marketing and communications, and academics.
- ***Online Enrollment Workgroup by College*** is charged with reviewing enrollment data, marketing efforts, advising feedback, career opportunities, student success data, and finally how we are achieving our service-level expectations. Faculty who lead programs are strongly represented on this committee, allowing us to be responsive and agile in our service to students. Other representation includes all groups that interact with students, such as advising, graduate and undergraduate admissions, marketing and communications, and student engagement.

Section 2dii. How will the recommendations within this plan and of the committee be implemented across the campus and in the communities your higher education institution serves?

Both committees analyze enrollment data to identify trends, barriers, and areas of opportunities. From this assessment, the committees identify opportunities, formulate strategic initiative, and put forth proposals to university leadership. Once a direction is determined, the committees will disseminate relevant information and implement the initiative, coordinate as needed with the [Regents Student Success Committee and the Regents' Financial Strategies, Performance and Budgeting Committee](#). These committees are chaired by NMSU Regents and

include student, faculty, and community representation. This coordination ensures that committee initiatives align institutional priorities with the resources required to achieve them.

Section 3: Strategies for Enrollment, Recruitment, Retention, and Success

Section 3a. Student Enrollment, Recruitment, and Marketing Strategy

List specific strategies your higher education institution plans to implement over the next year in recruitment and marketing to the student populations you've identified. Be precise and be prepared to report on the strategies you implemented.

NMSU's recruitment focuses on workforce and education needs that directly address our land-grant mission and include traditional undergraduate students (direct from high school), transfer students, and adult learners at both the graduate and undergraduate levels. Transfer students and adult learners are a particular emphasis for online strategies.

Traditional Undergraduate Students

Specific strategies for traditional undergraduate students include in-person visits that allow for targeted communications about admissions and financial aid as well as academic programs, student life, and other student interests. Marketing materials for these visits are also used in direct mail campaigns targeted at student prospects. Examples of marketing strategies include:

- In-person and virtual visits to high schools.
- College fairs coordinated by the New Mexico College Access Council (NMCAC), which provide opportunities to meet with students and parents throughout the state.
- NMSU's print and digital recruitment materials, which focus on brand awareness and promoting student experience, outcome achievement, and skill development.

NMSU recently restructured undergraduate admissions to improve efficiency and align recruitment effort with institutional priorities. Freshmen recruitment and transfer recruitment now have dedicated, specialized leadership that creates recruitment strategies aligned with strategic territory assignments. Benefits of these changes include:

- Creation of regional territories with equitable workloads based on freshmen application, admissions, and enrolled data.
- Establishment of continuity among recruiters and high school counseling staff.
- Measurement of territory performance, market share, and growth opportunities.
- Establishment of benchmarks and year-over-year comparisons.
- Inclusion of El Paso as part of the Las Cruces region, bringing the benefits of a large market close to NMSU.

Online Students

Online education provides an opportunity to target transfer students and adult learners in New Mexico, as out-of-state online mega-universities are saturating the state with recruitment advertising. Marketing strategies for online students include:

- Target the >300,000 adults within New Mexico with some college but no degree.
- Increase transfer student outreach to:
 - Seek community college articulation agreements.
 - Improve responsiveness to students who inquire about and apply to programs.
 - Build relationships with the military community.

As we serve this market, the development of programmatic areas that integrate skill-based learning is essential. In the 2021–2022 academic year, NMSU refreshed online marketing materials and addressed operational deficits to build the foundation for an increased online presence. These efforts were met with 18% growth.

Graduate Students

The Graduate School uses a vendor to increase the reach of marketing initiatives. This partnership promotes NMSU graduate programs to college seniors, new prospective students identified from marketing efforts, recent alumni, people who started but did not complete an application, and people identified through Graduate Record Examinations (GRE) sourcing and paid searches.

In the 2021–2022 academic year, these efforts produced a yield rate of 40.4% and 50.7%, respectively, for total graduate students enrolled, compared to the yield rates of other NMSU marketing sources during that time (19.4%, 19.5%). In addition, the Graduate School worked with program directors and faculty to develop program-specific email marketing campaigns in Slate, our enrollment management software. To date, 15 academic programs have developed program-specific content for applicants. Although graduate enrollment overall has not increased, new graduate students increased from 650 to over 825 from 2017 to 2021.

Section 3b. Student Retention, Success, and Support Strategy

List specific areas your higher education institution plans to implement over the next year to support student retention and success. For example, discuss the wrap-around services that are in place or plan to implement, or specific actions on course offerings to meet the academic needs of students. Be precise and be prepared to report on the strategies you implemented and your evaluation of their effectiveness in the future.

Future interventions

Most NMSU students have at least one factor associated with lower outcomes in higher education. Nearly 70% of NMSU students identify as ethnicities underrepresented in higher education (Hispanic, Native American, Black, or multi-racial; Section 2a), and 47% are from low-income households. For that reason, NMSU employs retention strategies that benefit all

students. Additional programs provide academic, mentoring, and financial services to specific populations ([College Assistance Migrant Program](#), [Alliance for Minority Participation](#), [TRIO Student Support Services](#) and [STEMH](#)). Beginning in 2022–2023 NMSU will develop specific recruitment and retention programs for American Indian students utilizing the Native American Enhancement Research & Public Service Project received in fiscal year 2023. Additional interventions are discussed further below.

Interventions currently in the planning stages make student services more accessible and improve the academic environment.

Service Improvements

- Expansion of campus tutoring hours, measured by an increase in course pass rates for students tutored versus not tutored.
- Advising services available for online adult learners 7 days a week.
- Implementation of tutoring in statistics and research writing for graduate students.
- Incorporation of career development and financial planning into academic advising.
- Establishment of baseline data for performance measures for the Student Success Center, to be reported on an annual basis.
- Development of an inventory of support available for students campuswide.

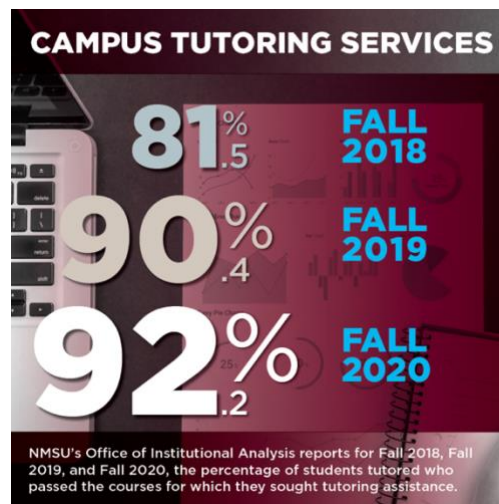
Academic Environment Improvements

- Development of success markers in a proprietary software system that will alert advising and other support staff when a student is not progressing toward degree completion. Because we can't assume that all students in a certain category (i.e., Hispanic, Pell-eligible, first-generation) need more help, establishing success markers will allow us to identify risk based on progress and not characteristics. Thus, we can direct advising and other resources, such as tutoring or notetaking skills, where they are most needed.
- Participation in the [Curricular Analytics Project](#), which will review and revise degree plans and curricula to reduce curricular complexity and decrease time to graduation.
- Implementation of one-year course scheduling for undergraduate students.

Other Improvements

In the 2022–2023 academic year, the focus for *NMSU LEADS 2025 Goal 1: Enhance student success and social mobility* will be to re-evaluate foundational student success data sets (such as course pass rates, program retention, student career outcomes), and to assess approaches

Figure 7. Outcomes for Campus Tutoring.



for disaggregating data. As part of that data discussion, we plan to assess how to track the use and outcomes of campus services, especially services that assist with non-academic challenges that preclude students from realizing their academic goals. Figure 6 exemplifies outcomes for Campus Tutoring, one of our support services.

Metrics for the success of all interventions are decreases in the number of students who are not in Good Academic Standing, improvements in retention and graduation, and a decrease in equity gaps.

Please also include what strategies have been deployed in the past and outcomes of those specific initiatives.

Past Interventions

Strategies employed in the past are included in Section 2b. Because students are influenced by a multiple of social, academic, financial, and other factors, and no single intervention determines student success, we use retention and completion rates (Section 2b) as the overarching success measures for our students and employment outcomes (Appendix 5) as the success measure for our programs.

Section 3c. Performance Monitoring

List specific performance measures and targets, both new and existing, that will be used to track success in recruitment, retention, and completion.

All programs have metrics unique to their services, and all are expected to contribute to improved retention and graduation rates. These are our most important outcomes for accountability to ourselves and the NMSU community. Examples of short- and long-term operational goals are below.

Recruitment Metrics

Traditional Undergraduate Recruitment

- **Short-term metrics:** Tracking applications, admitted students, orientation reservations, housing applications, and enrollments for incoming freshmen, transfer, and international students.
- **Long-term (annual) metrics:** application to admission conversion; admission to enrollment rates.

Online Recruitment

- **Short-term metrics:** in-month applications, media performance, application goal, application trend, trend % to goal, and cost per application.

- **Long-term metrics:** Implement and use customer relation management (CRM) system; persistence and retention metrics; development of student outreach strategy based on student data from learning management system (LMS).

Retention and Graduation Metrics

- **Short-term metrics:** Monitor use and outcomes of wraparound services and strategies.
- **Long-term metrics:** Implement success markers in proprietary student success software; retention and graduation rates of identified student populations.

Please specify your target student enrollment for the 2025-2026 academic year and the 2027-2028 academic year. Describe how the estimate was calculated.

Target Enrollment

NMSU’s aspirational, projected enrollment for the 2025–2026 academic year is 14,468 to 15,648 students (Table 4). For 2027–2028, the aspirational projected enrollment is 14,758 to 16,601. These numbers are based on Fall 2021 census enrollment of 13,903 students with an annual increase of 1% for the low end of the range and 3% for the high end of the range. These numbers should be adjusted annually based on fall census enrollment.

Table 4. Enrollment projections, based on Fall 2021 Census of 13,903 students.

Increase	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
1%	14,042	14,182	14,324	14,468	14,612	14,758
2%	14,181	14,465	14,754	15,049	15,350	15,657
3%	14,320	14,750	15,192	15,648	16,117	16,601

Section 4: Additional Institutional Data, Analysis, and Information

The New Mexico Lottery Scholarship: Leveling the Playing Field

Students who earn the New Mexico Legislative Lottery Scholarship return for their second year at rates greater than 90%, and there is virtually no achievement gap between students eligible for Federal Pell Grants and those not eligible. This makes the Lottery Scholarship among the most important success programs for NMSU students.

Nearly half of the students at NMSU meet the initial requirements for eligibility, and awareness of this program is very high among eligible students. About 1,000 first-year students at NMSU qualify each year for the Lottery Scholarship. Qualifying and maintaining eligibility for the Lottery Scholarship is an important success indicator, and data about retention for students who earn the scholarship (Table 5) provides proof that equity gaps are not immutable.

- **Minimal equity gap for 1-year retention:** Students who earn the Lottery Scholarship have high first-year retention rates, regardless of Pell status (91% for Pell eligible versus 92% for non-Pell eligible, Table 5). This is very significant: for **all** students, those who are Pell-eligible are retained at 7% to 11% lower rates than non-Pell eligible students during 2017 to 2021. Earning the Lottery Scholarship is a powerful indicator of returning for a second year of college.
- This near-elimination of the equity gap in first-year retention between low-income and not low-income students who earn the Lottery Scholarship has been consistent since 2013.
- Since 2013, over 75% of students who met the qualifications to be eligible for the Lottery Scholarship have received it (range of 76–80%). Pell-eligible students generally, but not always, received the scholarship at lower rates than non-Pell eligible students.
- This analysis excludes students who did not return to college after the first semester.

Table 5. Retention of Pell recipients who do and do not earn the Lottery Scholarship.

First-year retention								
	2013	2014	2015	2016	2017	2018	2019	2020
No Pell & No Lottery	57.1%	59.8%	51.7%	63.2%	67.5%	64.2%	70.5%	60.9%
Pell	67.6%	71.0%	69.3%	61.7%	68.4%	56.9%	64.2%	55.6%
Pell + Lottery	92.3%	91.6%	86.9%	90.1%	93.9%	91.7%	92.6%	90.2%
Lottery	91.9%	91.8%	92.5%	91.5%	93.0%	92.3%	93.1%	91.6%

This table looks at first-time entering freshmen who:

- *met the qualifications to be eligible for the Lottery Scholarship (New Mexico high school graduate, no delayed college entry)*
- *and were still enrolled during the spring semester after their first fall semester,*

and compares the one-year retention rates of those who received the Lottery Scholarship and/or Pell grant vs. those who did not.

Research & Public Service Projects (RPSPs)

The university receives several Research & Public Service Projects (RPSPs) that assist with the institution's mission and strategic enrollment management. Specifically, NMSU receives funding for the Autism Diagnostic Center, Alliance Teaching & Learning Advancement, Nursing, and STEM Alliance for Minority Participation. Most of this funding provides unique, hands-on learning opportunities for our students while serving our local community. These opportunities are highlighted in the university's recruitment initiatives and materials. In addition to the service RPSP funding, we also receive nursing expansion funds. These funds have been utilized to increase the teaching capacity to accommodate additional students interested in becoming nurses.

Future Funding

Nursing Education. NMSU's request for funding from the \$30 million state investment in endowed nursing faculty positions will depend on funding in FY23 from the \$15 million for nursing education that was appropriated during the special session in December 2021. We also plan to submit proposals in accordance with the RFAs released by HED.

- **Nursing Proposal (\$615, 956).** The NMSU School of Nursing will propose to sustain and increase enrollment in the bachelor of science nursing (BSN) program. We plan to hire five additional college-track faculty to serve as clinical instructors to sustain and eventually increase enrollment. The cost of these 9-month positions is \$467,500. In addition, the School of Nursing seeks support for faculty (\$148,456) to teach in the summer so that two cohorts of 24 students can be accelerated, allowing them to graduate 4 to 6 months early. Total request for FY 23 for the BSN program is \$615,956.
- **Nurse Anesthesiology Proposal.** The NMSU School of Nursing proposes to launch a nurse anesthesiology program (24 students admitted/year) to meet the critical shortage of nurse anesthetists in New Mexico. The School of Nursing plans to hire four college-track faculty to administer and teach in the program. The cost of these positions is \$550,000 (\$100,000/year base salary per 12-month position + 37.5% fringe). Additional market-based salary stipends for nurse anesthetists will be covered by private donations and a program tuition differential. Total request for FY 23 for the nurse anesthesiology program is \$550,000.

Social Work Faculty. The School of Social Work will use funds received from the \$50 million endowment funds to hire new faculty members (college and tenure track) that could be used to reinstate our Albuquerque program site. The school will submit a proposal to HED to apply for a share of this funding once the request for applications (RFA) is published. If the RFA allows for hiring support staff, funding will also be requested to hire support staff.

Priorities for Teacher Preparation (\$50 million investment)

Priority 1: Recruiting and Retaining Historically Underrepresented Faculty. This funding will help us recruit and retain historically under-represented faculty including Native American, African American, and Latinx. Increasing faculty diversity will allow us to offer educator and

educational leader preparation that is socially, culturally, and linguistically responsive to our students and their sociocultural contexts, and NMSU will be better positioned to prepare justice-oriented professionals to engage and sustain students and families in the diverse communities across the state. Recruiting and retaining historically underrepresented faculty will help NMSU implement culturally responsive programming in response to the Yazzie/Martinez v. State of New Mexico decision, better supporting coursework, curricular units, instructional strategies, professional development, teacher action research, qualitative research with communities, community engagement and outreach projects, presentations for schools and school districts, and future PK-12 professionals.

Priority 2: Matching Funds. The School of Teacher Preparation, Administration, and Leadership (TPAL) seeks matching funds to bolster resources across our currently funded service, research, and auxiliary units. These include (1) Glass Family Research Institute for Early Childhood Studies, (2) School of Young Children at Myrna's Village, (3) Educators Rising, (4) Collaborating for Outstanding Readiness in Education (CORE), (5) DACC Head Start grant, and (6) Project THRIVE, our teacher residency grant. Each of these programs is integral to TPAL's support and advocacy for equitable education for all learners in multicultural settings

Priority 3: Enhancing Teacher Education Program Accessibility. Program faculty will submit a proposal to eliminate barriers for students seeking program admission by providing funding and support for Praxis test preparation curriculum and instruction as well as licensure exam fee coverage.

Priority 4: Supporting TPAL Graduate Students. Scholarships for graduate students would support those whose socioeconomic, professional, and contextual challenges have been exacerbated by the pandemic.

Priority 5: Recruiting Teachers into STEM Fields. We will be seeking funding to recruit and graduate STEM teachers, especially those who have been historically underrepresented and underserved in STEM disciplines, including students of color and students who identify as female.

Early Childhood Positions. The School of Teacher Preparation Administration and Leadership (TPAL) will apply to add early childhood education (ECED) faculty positions at NMSU; specifically, to add historically underrepresented faculty members. Funds would also be used to enhance accessibility into the ECED program and create more clinical experiences to prepare future educators.

Appendices

Appendix A: Externally Funded Programs

Table 1. Externally Funded Student Engagement Programs
Aggie Career Closet
Chase Scholar Mentor Program
Daniels Fund Boundless Opportunity Scholarship Program
Daniels Fund Scholar Success Program
IDEAS Program (Expanding Study Abroad Engagement through Academic Advising Collaboration)
FAFSA Completion Grant
HACU Grow with Google Hispanic Serving Institutions Career Readiness Program
Jacobs Technology Internship Program
Lockheed Martin Space Internship Program
Los Alamos National Laboratory Mentor Program
Nusenda Center for Financial Capability
Simons Scholar Program
Social Mobility Summit
TRIO Student Support Services
TRIO Upward Bound Program – Alamogordo, Hatch and Las Cruces Public Schools/Gadsden Independent School District (LCPS/GISD)
Young Achievers Forum
ECMC (Educational Credit Management Corporation) Project Platforms
ECMC Project Success-Financial Literacy Platform
VitaNavis Platform
MainStay/AdmitHub
ECMC Emergency Aid

ECMC Solutions

NASFAA U (National Association of Student Financial Aid Administrators)

ECMC Pantry Assistance

Appendix B: Excerpt from Fall 2021 Census Enrollment Report

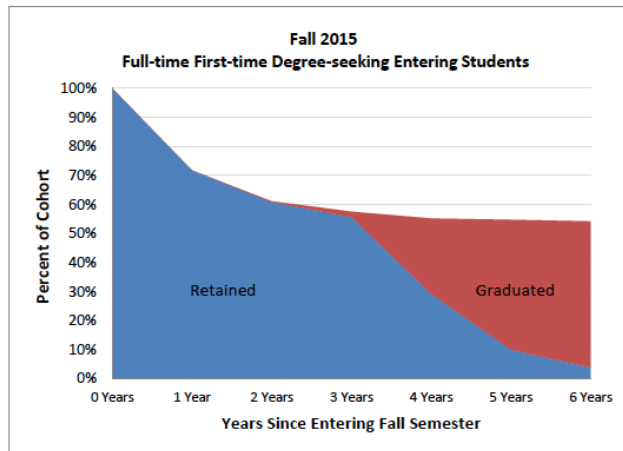
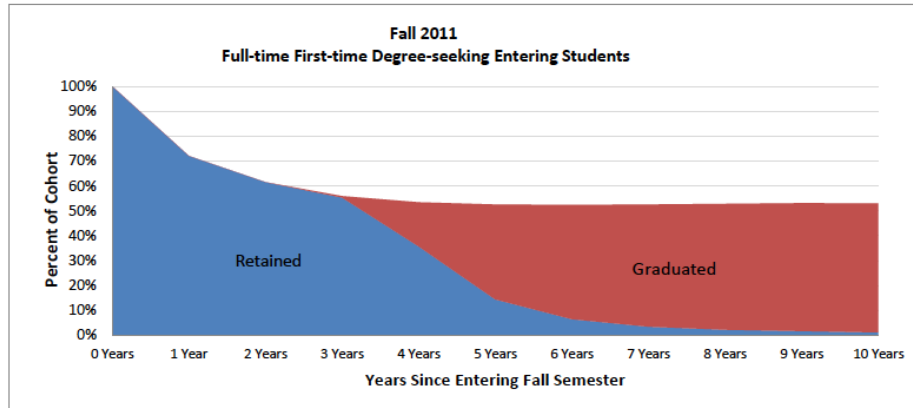
Link to [online report](#).

Full-time First-time Degree-seeking Entering Student Cohorts
Reported for Fall 2021 for up through the Fall 2020 Cohort
New Mexico State University, Main Campus

All Students

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
		1 Year	2 Year	3 Year	4 Year		5 Year		6 Year		10 Year	
					Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	1,943	72.2%	61.3%	57.1%	14.9%	41.5%	37.7%	17.2%	45.9%	8.4%	52.8%	1.6%
Fall 2006	2,078	73.4%	62.9%	57.1%	13.8%	40.8%	36.3%	16.4%	44.0%	8.1%	51.5%	1.6%
Fall 2007	2,103	72.4%	61.1%	57.8%	15.6%	38.8%	36.6%	16.1%	43.3%	8.6%	50.5%	1.6%
Fall 2008	2,168	73.6%	62.9%	57.9%	15.5%	40.8%	37.3%	17.2%	45.8%	7.9%	53.0%	1.4%
Fall 2009	2,446	72.6%	60.5%	54.0%	13.5%	37.9%	34.5%	15.2%	42.6%	7.0%	49.0%	1.1%
Fall 2010	2,253	70.3%	59.1%	52.9%	16.9%	34.2%	37.0%	13.3%	44.7%	5.3%	49.5%	1.1%
Fall 2011	2,174	72.0%	61.5%	55.3%	17.8%	35.6%	38.1%	14.4%	46.0%	6.4%	51.9%	1.1%
Fall 2012**	2,034	74.0%	61.1%	55.6%	18.7%	36.0%	39.8%	13.7%	46.7%	6.0%		
Fall 2013	1,897	73.9%	61.8%	54.3%	22.1%	31.6%	41.8%	11.0%	48.2%	5.6%		
Fall 2014	1,846	73.5%	62.5%	56.9%	26.4%	30.9%	45.6%	11.2%	51.5%	4.9%		
Fall 2015	1,970	71.7%	60.8%	55.6%	26.0%	29.2%	44.8%	9.9%	50.4%	3.8%		
Fall 2016	1,825	73.9%	63.0%	55.1%	29.4%	26.3%	46.5%	8.2%				
Fall 2017	2,030	73.7%	62.5%	55.9%	32.2%	25.0%						
Fall 2018	2,254	74.8%	65.8%	57.0%								
Fall 2019	2,158	75.5%	63.9%									
Fall 2020	2,145	71.6%										

**until Fall 2012, full-time status was based on main campus hours plus remedial hours; from Fall 2012 forward, full-time status is based on all NMSU hours



First-time, degree-seeking: Entered NMSU, Las Cruces for the first time in higher education AFTER graduating high school in the designated fall semester (or prior summer if also enrolled in the fall) as a degree-seeking student.

Full-time: Prior to Fall 2012, enrolled in at least 12 credits on the Las Cruces campus (developmental courses at an NMSU two-year campus included) in the first fall semester; Fall 2012 and after, based on at least 12 credits across the NMSU system.

Retained: Enrolled in the subsequent fall semester for at least one credit on the Las Cruces or University Online campuses (includes students on out-going exchange and Co-op)

Graduated: Received a bachelor degree

**Full-time First-time Degree-seeking Entering Student Cohorts
Reported for Fall 2021 for up through the Fall 2020 Cohort
New Mexico State University, Main Campus**

By Gender

Women

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
					4 Year		5 Year		6 Year		10 Year	
		1 Year	2 Year	3 Year	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	1,091	73.4%	62.8%	58.2%	17.7%	39.7%	40.6%	15.8%	47.8%	7.3%	53.4%	1.9%
Fall 2006	1,105	77.0%	67.1%	61.2%	18.6%	41.1%	42.5%	14.4%	49.7%	6.3%	55.7%	1.4%
Fall 2007	1,123	74.5%	63.7%	60.7%	20.9%	37.8%	42.7%	14.2%	49.1%	6.9%	55.6%	1.4%
Fall 2008	1,174	75.6%	65.2%	60.1%	17.6%	41.7%	41.7%	15.8%	50.2%	6.7%	56.3%	1.2%
Fall 2009	1,304	73.1%	62.4%	55.8%	16.3%	36.8%	38.7%	13.3%	46.2%	6.1%	51.7%	1.2%
Fall 2010	1,181	71.4%	59.4%	53.1%	19.5%	33.0%	40.0%	11.2%	46.5%	4.7%	50.1%	1.3%
Fall 2011	1,183	73.0%	63.0%	57.1%	21.0%	34.7%	41.6%	13.1%	49.3%	5.4%	54.4%	1.1%
Fall 2012	1,154	75.6%	62.6%	57.0%	21.8%	34.8%	42.1%	13.4%	50.0%	5.4%		
Fall 2013	1,021	75.8%	64.3%	57.0%	25.1%	32.3%	45.8%	10.8%	51.7%	5.8%		
Fall 2014	1,031	75.1%	63.9%	58.9%	30.9%	29.0%	49.5%	9.8%	55.3%	4.0%		
Fall 2015	1,056	74.2%	61.6%	56.3%	28.2%	28.1%	48.0%	8.2%	52.7%	3.2%		
Fall 2016	1,063	75.0%	64.5%	57.1%	33.2%	26.1%	50.8%	7.5%				
Fall 2017	1,158	74.2%	63.6%	57.9%	36.1%	23.1%						
Fall 2018	1,307	76.1%	67.1%	58.1%								
Fall 2019	1,209	76.8%	65.6%									
Fall 2020	1,244	73.5%										

Men

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
					4 Year		5 Year		6 Year		10 Year	
		1 Year	2 Year	3 Year	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	852	70.5%	59.4%	55.6%	11.3%	43.8%	34.0%	19.1%	43.4%	9.7%	51.9%	1.3%
Fall 2006	973	69.3%	58.2%	52.4%	8.2%	40.5%	29.3%	18.7%	37.6%	10.1%	46.8%	1.8%
Fall 2007	980	69.9%	58.1%	54.5%	9.6%	39.9%	29.6%	18.3%	36.7%	10.5%	44.7%	1.7%
Fall 2008	994	71.2%	60.1%	55.3%	13.1%	39.7%	32.2%	18.8%	40.5%	9.3%	49.2%	1.6%
Fall 2009	1,142	72.0%	58.3%	51.9%	10.2%	39.2%	29.7%	17.3%	38.6%	8.1%	45.9%	1.0%
Fall 2010	1,072	69.1%	58.8%	52.6%	14.1%	35.4%	33.7%	15.6%	42.7%	6.0%	48.8%	0.8%
Fall 2011	991	70.8%	59.7%	53.3%	14.0%	36.8%	34.0%	15.8%	42.0%	7.6%	48.9%	1.2%
Fall 2012	880	71.9%	59.2%	53.8%	14.7%	37.5%	36.8%	14.0%	42.4%	6.9%		
Fall 2013	876	71.6%	59.0%	51.3%	18.6%	30.7%	37.0%	11.3%	44.2%	5.4%		
Fall 2014	815	71.5%	60.6%	54.5%	20.7%	33.3%	40.7%	13.0%	46.6%	6.1%		
Fall 2015	914	68.6%	59.7%	54.9%	23.4%	30.5%	41.0%	11.8%	47.8%	4.4%		
Fall 2016	762	72.3%	60.8%	52.4%	24.0%	26.6%	40.4%	9.2%				
Fall 2017	872	73.2%	60.9%	53.2%	26.9%	27.4%						
Fall 2018	947	73.0%	64.1%	55.4%								
Fall 2019	948	73.8%	61.9%									
Fall 2020	895	69.1%										

**Full-time First-time Degree-seeking Entering Student Cohorts
Reported for Fall 2021 for up through the Fall 2020 Cohort
New Mexico State University, Main Campus**

By Race/Ethnic Group

Hispanic

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
		1 Year	2 Year	3 Year	4 Year		5 Year		6 Year		10 Year	
					Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	894	70.7%	59.2%	56.2%	11.0%	43.2%	34.0%	18.5%	41.4%	9.7%	49.4%	2.0%
Fall 2006	935	72.1%	62.2%	56.5%	9.9%	43.2%	30.9%	20.4%	39.9%	10.6%	49.5%	2.0%
Fall 2007	938	72.0%	60.4%	58.7%	12.6%	42.2%	32.0%	20.0%	40.7%	10.0%	49.8%	1.8%
Fall 2008	1,022	72.5%	61.4%	56.6%	11.8%	42.9%	32.6%	20.4%	42.8%	9.1%	51.0%	2.0%
Fall 2009	1,200	71.3%	57.6%	52.1%	10.8%	39.8%	31.3%	17.3%	40.0%	8.0%	47.7%	1.2%
Fall 2010	1,163	67.6%	57.6%	51.2%	13.1%	36.1%	32.2%	15.8%	41.1%	5.9%	46.8%	1.3%
Fall 2011	1,167	70.5%	59.2%	52.6%	14.9%	36.6%	33.5%	16.4%	42.2%	7.4%	48.3%	1.7%
Fall 2012	1,169	71.3%	58.1%	52.9%	14.5%	37.1%	34.5%	15.9%	42.0%	7.3%		
Fall 2013	1,063	71.7%	59.1%	51.6%	18.0%	33.7%	37.3%	13.0%	45.1%	6.8%		
Fall 2014	1,075	71.9%	61.7%	56.5%	23.5%	33.4%	42.6%	13.6%	50.1%	5.7%		
Fall 2015	1,127	69.5%	57.4%	52.4%	21.1%	29.6%	39.6%	10.7%	45.6%	4.3%		
Fall 2016	1,152	74.0%	63.4%	54.9%	27.5%	28.0%	45.1%	8.9%				
Fall 2017	1,293	72.5%	61.6%	56.1%	28.6%	27.8%						
Fall 2018	1,494	73.5%	65.2%	56.6%								
Fall 2019	1,438	74.2%	62.5%									
Fall 2020	1,396	72.0%										

White

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
		1 Year	2 Year	3 Year	4 Year		5 Year		6 Year		10 Year	
					Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	785	74.3%	65.1%	60.9%	21.1%	39.6%	43.9%	15.3%	53.0%	6.0%	58.3%	1.3%
Fall 2006	855	75.7%	65.4%	59.2%	18.8%	38.0%	43.4%	12.4%	49.8%	6.0%	55.7%	1.4%
Fall 2007	802	75.1%	64.7%	59.6%	19.1%	37.8%	43.1%	13.1%	48.5%	7.7%	54.5%	1.2%
Fall 2008	794	75.6%	66.4%	61.8%	19.8%	39.3%	42.3%	14.9%	50.3%	7.2%	56.7%	0.6%
Fall 2009	849	76.7%	66.5%	59.0%	19.7%	35.9%	42.5%	12.4%	49.4%	6.1%	54.2%	0.9%
Fall 2010	700	75.3%	63.6%	58.9%	23.9%	33.6%	47.0%	10.0%	53.9%	4.0%	57.3%	0.7%
Fall 2011	723	75.2%	65.8%	60.7%	23.8%	34.9%	46.9%	11.1%	52.8%	5.8%	59.1%	0.7%
Fall 2012	613	79.0%	66.4%	61.2%	26.9%	33.8%	50.9%	9.5%	55.5%	4.4%		
Fall 2013	589	77.2%	66.2%	58.4%	30.4%	27.0%	49.4%	8.3%	54.5%	3.6%		
Fall 2014	517	76.0%	63.4%	59.0%	33.1%	26.3%	52.2%	7.0%	54.9%	3.7%		
Fall 2015	555	76.0%	67.0%	62.5%	36.9%	26.5%	54.1%	9.4%	59.3%	3.6%		
Fall 2016	464	73.7%	63.6%	58.2%	34.7%	22.8%	51.3%	6.0%				
Fall 2017	515	77.7%	66.0%	56.7%	41.7%	17.9%						
Fall 2018	526	80.2%	70.3%	59.9%								
Fall 2019	499	79.2%	66.9%									
Fall 2020	523	72.7%										

Other Minorities*

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
		1 Year	2 Year	3 Year	4 Year		5 Year		6 Year		10 Year	
					Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	155	67.7%	49.7%	39.4%	3.9%	36.8%	21.9%	20.0%	30.3%	11.0%	38.1%	1.3%
Fall 2006	167	64.7%	51.5%	43.7%	9.0%	34.7%	21.6%	16.2%	29.3%	7.2%	34.7%	1.2%
Fall 2007	226	61.9%	48.7%	45.1%	8.4%	33.2%	25.7%	13.7%	30.5%	8.4%	37.6%	1.8%
Fall 2008	198	65.2%	50.5%	47.0%	12.6%	34.8%	34.8%	11.6%	39.9%	5.1%	44.9%	1.0%
Fall 2009	225	61.8%	49.3%	41.8%	7.1%	29.8%	20.9%	14.7%	31.1%	4.4%	34.7%	0.9%
Fall 2010	218	67.4%	53.7%	43.1%	11.9%	28.4%	27.1%	13.3%	34.9%	6.0%	39.9%	0.5%
Fall 2011	186	67.2%	55.4%	47.8%	12.9%	32.3%	31.7%	14.5%	41.4%	4.3%	45.7%	0.0%
Fall 2012	159	70.4%	59.7%	51.6%	13.8%	39.0%	32.7%	14.5%	42.8%	6.3%		
Fall 2013	165	74.5%	63.0%	55.8%	18.8%	34.5%	39.4%	10.9%	43.6%	6.1%		
Fall 2014	164	68.3%	59.1%	51.8%	23.2%	27.4%	42.1%	8.5%	47.0%	4.3%		
Fall 2015	171	64.3%	57.3%	51.5%	20.4%	33.9%	43.3%	7.6%	48.5%	2.3%		
Fall 2016	137	72.3%	56.2%	47.4%	23.4%	24.1%	38.7%	8.8%				
Fall 2017	161	71.4%	59.6%	53.4%	29.2%	25.5%						
Fall 2018	164	71.3%	59.1%	52.4%								
Fall 2019	147	71.4%	62.6%									
Fall 2020	182	63.2%										

* Includes American Indian, Asian, Black, Hawaiian/Pacific Islander, and Multiracial

**Full-time First-time Degree-seeking Entering Student Cohorts
Reported for Fall 2021 for up through the Fall 2020 Cohort
New Mexico State University, Main Campus**

Non-Resident

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
		1 Year	2 Year	3 Year	4 Year		5 Year		6 Year		10 Year	
					Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	11	72.7%	63.6%	54.5%	27.3%	18.2%	45.5%	0.0%	45.5%	0.0%	45.5%	0.0%
Fall 2006	19	89.5%	89.5%	78.9%	21.1%	57.9%	73.7%	5.3%	78.9%	0.0%	78.9%	0.0%
Fall 2007	38	84.2%	68.4%	68.4%	28.9%	26.3%	47.4%	13.2%	55.3%	5.3%	55.3%	0.0%
Fall 2008	28	82.1%	78.6%	64.3%	50.0%	21.4%	67.9%	3.6%	67.9%	0.0%	71.4%	3.6%
Fall 2009	40	70.0%	57.5%	55.0%	7.5%	42.5%	35.0%	17.5%	40.0%	15.0%	52.5%	2.5%
Fall 2010	46	87.0%	71.7%	69.6%	32.6%	34.8%	56.5%	4.3%	56.5%	4.3%	60.9%	0.0%
Fall 2011	56	80.4%	75.0%	64.3%	23.2%	32.1%	46.4%	8.9%	51.8%	1.8%	55.4%	0.0%
Fall 2012	46	82.6%	63.0%	50.0%	23.9%	23.9%	37.0%	10.9%	41.3%	2.2%		
Fall 2013	40	82.5%	67.5%	62.5%	22.5%	37.5%	55.0%	7.5%	57.5%	7.5%		
Fall 2014	43	83.7%	72.1%	55.8%	27.9%	30.2%	44.2%	16.3%	51.2%	7.0%		
Fall 2015	79	83.5%	67.1%	60.8%	29.1%	32.9%	54.4%	7.6%	58.2%	1.3%		
Fall 2016	42	81.0%	66.7%	54.8%	45.2%	21.4%	59.5%	7.1%				
Fall 2017	44	81.8%	68.2%	56.8%	43.2%	22.7%						
Fall 2018	39	66.7%	64.1%	56.4%								
Fall 2019	36	91.7%	83.3%									
Fall 2020	34	79.4%										

Unknown

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
		1 Year	2 Year	3 Year	4 Year		5 Year		6 Year		10 Year	
					Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	98	75.5%	68.4%	63.3%	16.3%	51.0%	45.9%	19.4%	54.1%	12.2%	62.2%	2.0%
Fall 2006	102	77.5%	62.7%	62.7%	12.7%	49.0%	44.1%	15.7%	51.0%	5.9%	56.9%	1.0%
Fall 2007	99	73.7%	62.6%	59.6%	28.3%	31.3%	48.5%	9.1%	50.5%	4.0%	52.5%	2.0%
Fall 2008	126	81.7%	68.3%	60.3%	15.9%	46.8%	41.3%	17.5%	46.0%	8.7%	55.6%	1.6%
Fall 2009	132	77.3%	68.2%	59.8%	10.6%	46.2%	34.8%	15.2%	43.9%	5.3%	50.0%	0.8%
Fall 2010	126	66.7%	53.2%	46.0%	16.7%	29.4%	34.9%	11.1%	39.7%	5.6%	43.7%	2.4%
Fall 2011	42	69.0%	59.5%	59.5%	11.9%	42.9%	33.3%	21.4%	45.2%	4.8%	50.0%	0.0%
Fall 2012	47	78.7%	70.2%	70.2%	29.8%	38.3%	55.3%	12.8%	68.1%	0.0%		
Fall 2013	40	70.0%	60.0%	52.5%	22.5%	25.0%	45.0%	2.5%	50.0%	0.0%		
Fall 2014	47	91.5%	72.3%	63.8%	29.8%	36.2%	55.3%	8.5%	59.6%	2.1%		
Fall 2015	38	81.6%	73.7%	60.5%	28.9%	28.9%	50.0%	7.9%	55.3%	2.6%		
Fall 2016	30	66.7%	63.3%	50.0%	23.3%	30.0%	40.0%	13.3%				
Fall 2017	17	52.9%	35.3%	35.3%	11.8%	29.4%						
Fall 2018	31	74.2%	58.1%	51.6%								
Fall 2019	38	76.3%	65.8%									
Fall 2020	10	90.0%										

**Full-time First-time Degree-seeking Entering Student Cohorts
Reported for Fall 2021 for up through the Fall 2020 Cohort
New Mexico State University, Main Campus**

By Income Status

Pell Eligible*

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
					4 Year		5 Year		6 Year		10 Year	
		1 Year	2 Year	3 Year	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	772	69.0%	56.7%	51.4%	11.5%	38.7%	29.7%	19.8%	38.9%	9.6%	47.0%	1.6%
Fall 2006	796	68.7%	56.2%	50.0%	8.4%	39.1%	26.4%	19.7%	34.8%	9.4%	44.1%	1.1%
Fall 2007	791	66.5%	54.1%	52.3%	10.1%	37.3%	26.3%	17.6%	33.1%	9.2%	42.0%	1.5%
Fall 2008	876	67.1%	55.5%	50.1%	9.6%	38.6%	28.9%	17.7%	37.0%	7.6%	44.7%	1.3%
Fall 2009	1,036	67.4%	52.5%	46.0%	8.5%	35.6%	25.1%	16.7%	33.1%	7.9%	40.5%	1.4%
Fall 2010	1,143	64.1%	53.0%	45.9%	12.2%	31.8%	29.3%	14.2%	37.9%	5.2%	42.9%	1.4%
Fall 2011	1,048	66.4%	54.5%	48.7%	12.8%	33.9%	30.9%	15.3%	38.7%	6.3%	44.1%	1.1%
Fall 2012	983	69.7%	55.6%	50.1%	13.3%	35.8%	32.5%	14.1%	39.9%	5.9%		
Fall 2013	869	70.3%	56.2%	48.2%	15.8%	31.8%	34.1%	12.4%	40.2%	7.1%		
Fall 2014**	906	69.6%	57.1%	52.2%	21.2%	31.5%	38.5%	12.7%	45.5%	5.8%		
Fall 2015	934	64.9%	54.8%	50.5%	18.4%	29.9%	37.2%	10.9%	43.3%	4.0%		
Fall 2016	835	71.0%	58.7%	50.5%	24.2%	26.3%	40.0%	8.4%				
Fall 2017	987	69.0%	55.6%	50.1%	26.5%	24.1%						
Fall 2018	1,173	70.6%	60.6%	52.2%								
Fall 2019	1,038	70.0%	57.3%									
Fall 2020	1,018	67.4%										

* Pell Grant eligibility based on effective family contribution within Federal Pell Grant limits for the cohort year

**Starting in Fall2014, referred to Pell-EFC

NOT Pell Eligible*

Cohort	Head-count	Retention Rates			Graduation/Retention Rates							
					4 Year		5 Year		6 Year		10 Year	
		1 Year	2 Year	3 Year	Graduated	Retained	Graduated	Retained	Graduated	Retained	Graduated	Retained
Fall 2005	1,171	74.2%	64.3%	60.8%	17.1%	43.3%	43.0%	15.5%	50.5%	7.6%	56.5%	1.7%
Fall 2006	1,282	76.3%	67.2%	61.5%	17.1%	41.9%	42.5%	14.4%	49.8%	7.3%	56.1%	2.0%
Fall 2007	1,312	75.9%	65.2%	61.1%	19.0%	39.6%	42.8%	15.2%	49.5%	8.2%	55.6%	1.6%
Fall 2008	1,292	78.0%	67.9%	63.2%	19.6%	42.3%	43.0%	16.8%	51.7%	8.0%	58.7%	1.5%
Fall 2009	1,410	76.4%	66.4%	59.9%	17.0%	39.6%	41.3%	14.1%	49.6%	6.3%	55.1%	9.0%
Fall 2010	1,110	76.7%	65.4%	60.0%	21.7%	36.6%	44.9%	12.3%	51.7%	5.4%	56.3%	0.7%
Fall 2011	1,126	77.3%	68.0%	61.5%	22.6%	37.3%	44.8%	13.5%	52.7%	6.5%	59.1%	1.2%
Fall 2012	1,051	78.0%	66.2%	60.8%	23.8%	36.2%	46.7%	13.2%	53.1%	6.2%		
Fall 2013	1,028	76.8%	66.6%	59.5%	27.4%	31.4%	48.2%	9.8%	55.1%	4.3%		
Fall 2014**	940	77.2%	67.7%	61.5%	31.5%	30.3%	52.4%	9.8%	57.2%	4.0%		
Fall 2015	1,036	77.8%	66.2%	60.2%	32.7%	28.7%	51.6%	9.0%	56.9%	3.6%		
Fall 2016	990	76.3%	66.6%	59.0%	33.7%	26.3%	51.9%	8.1%				
Fall 2017	1,043	78.2%	68.9%	61.5%	37.5%	25.8%						
Fall 2018	1,081	79.4%	71.5%	62.3%								
Fall 2019	1,120	80.5%	70.1%									
Fall 2020	1,127	75.4%										

* Includes students who were determined to have an income above Pell grant eligibility, and students who did not file a FAFSA at the beginning of the cohort year

**Starting in Fall2014, referred to Pell-EFC

Data Source: Full-time first-time cohorts following IPEDS methodology; deceased students excluded, new ethnic categories as per IPEDS

As of September 24, 2021

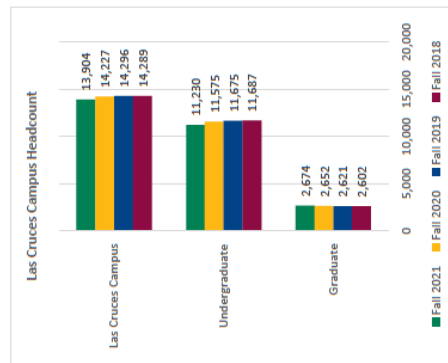
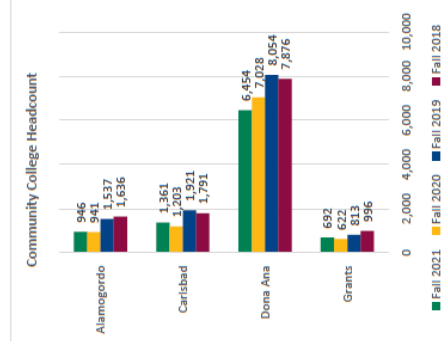
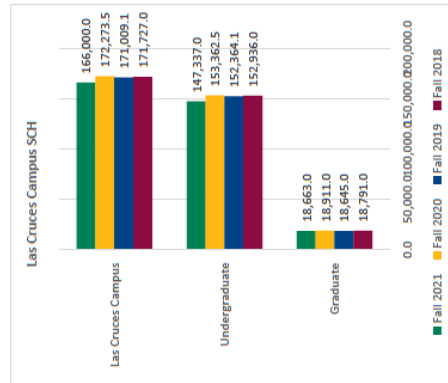
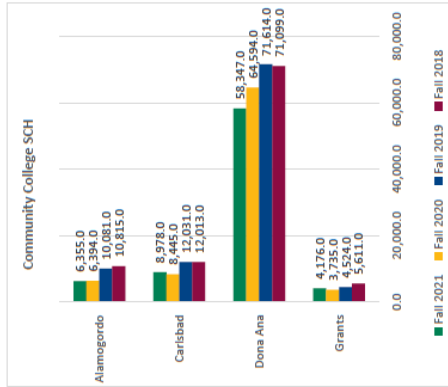
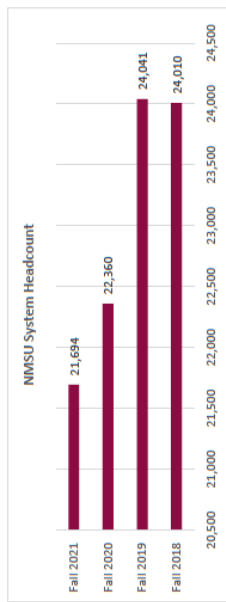
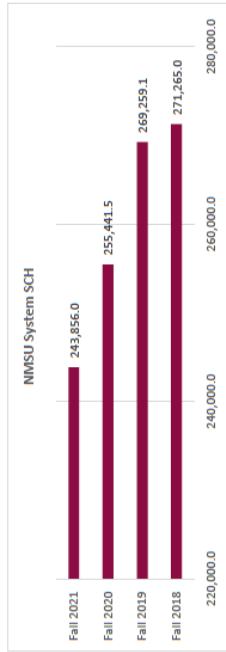
Appendix C: Retention and Graduation Rates

Link to [online report](#)



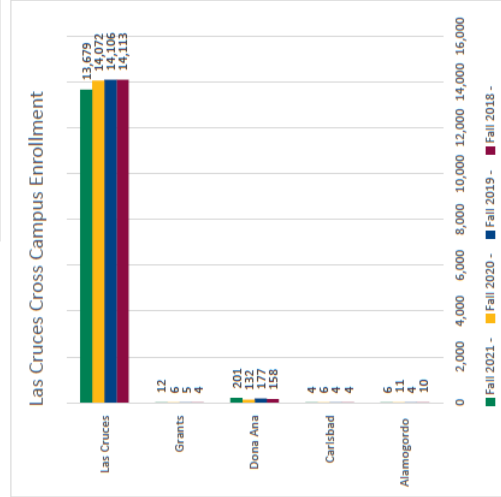
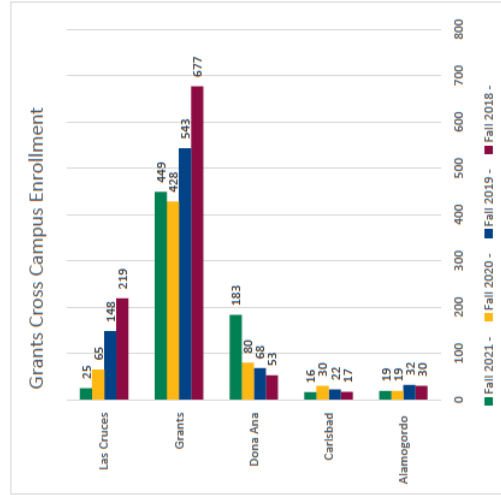
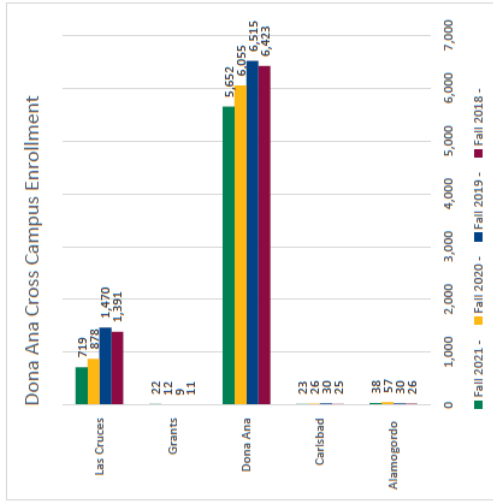
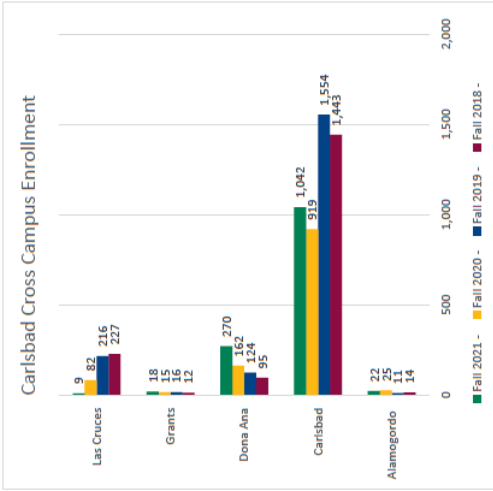
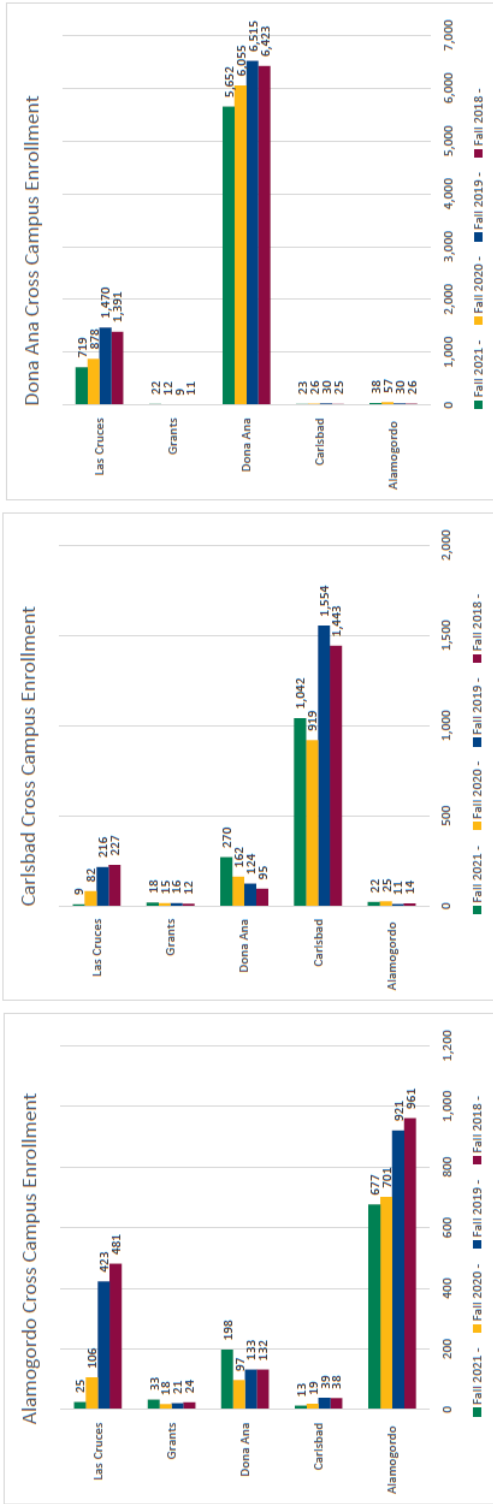
Census Enrollment and Student Credit Hours (SCH)

Fall 2018 through Fall 2021
New Mexico State University



Day to Day Comparisons	Enrollment						SCH						
	Fall 2018 08/31/18	Fall 2019 09/06/19	Fall 2020 09/04/21	Fall 2021 09/03/21	1 Yr Change	1 Yr % Change	Fall 2018 08/31/18	Fall 2019 09/06/19	Fall 2020 09/04/21	Fall 2021 09/03/21	1 Yr Change	1 Yr % Change	CENSUS 2020 9/4/2020
NMSU System	24,010	24,041	22,360	21,694	-666	-3.0%	271,265.0	269,259.1	255,441.5	243,856.0	-11,585.5	-4.5%	255,442.0
Alamogordo	1,636	1,537	941	946	5	0.5%	10,815.0	10,081.0	6,394.0	6,355.0	-39.0	-0.6%	6,394.0
Carlsbad	1,791	1,921	1,203	1,361	158	13.1%	12,013.0	12,031.0	8,445.0	8,978.0	533.0	6.3%	8,445.0
Dona Ana	7,876	8,054	7,028	6,454	-574	-8.2%	71,099.0	71,614.0	64,594.0	58,347.0	-6,247.0	-9.7%	64,594.0
Grants	996	813	622	692	70	11.3%	5,611.0	4,524.0	3,735.0	4,176.0	441.0	11.8%	3,735.0
Las Cruces Campus	14,289	14,296	14,227	13,904	-323	-2.3%	171,727.0	171,009.1	172,273.5	166,000.0	-6,273.5	-3.6%	172,274.0
Undergraduate	11,687	11,675	11,575	11,230	-345	-3.0%	152,364.1	152,364.1	153,362.5	147,337.0	-6,025.5	-3.9%	153,363.0
Graduate	2,602	2,621	2,652	2,674	22	0.8%	18,791.0	18,645.0	18,931.0	18,663.0	-248.0	-1.3%	18,931.0

Campus Enrollment
Fall 2018 through Fall 2021
New Mexico State University



Census Campus Enrollment
 Fall 2018 through Fall 2021
 New Mexico State University



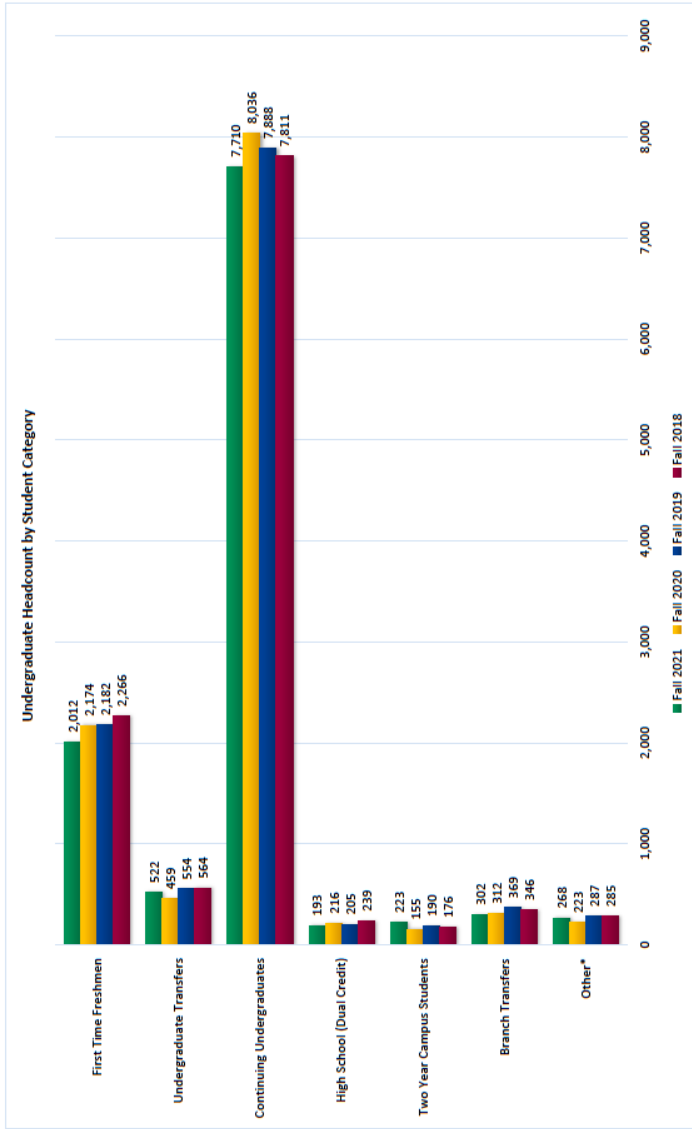
BE BOLD. Shape the Future.
 Institutional Analysis

Student's Campus	Headcount by Campus (Cross Campus Enrollment)													
	Fall 2018 - 8/31/2018		Fall 2019 - 9/6/2019		Fall 2020 - 9/4/2021		Fall 2021 - 9/3/2021		1 yr Change		1 yr % Change		CENSUS 2020 9/4/2020	
	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Change	%	Headcount	%
Alamogordo	1,636	100.0%	1,537	100.0%	941	100.0%	946	100.0%	5	100.0%	5	0.5%	941	0.5%
Alamogordo	961	58.7%	921	59.9%	701	74.5%	677	71.6%	-24	-3.4%	-24	-3.4%	701	-3.4%
Carlsbad	38	2.3%	39	2.5%	19	2.0%	13	1.4%	-6	-31.6%	-6	-31.6%	19	1.4%
Dona Ana	132	8.1%	133	8.7%	97	10.3%	198	20.9%	101	104.1%	101	104.1%	97	10.3%
Grants	24	1.5%	21	1.4%	18	1.9%	33	3.5%	15	83.3%	15	83.3%	18	1.5%
Las Cruces	481	29.4%	423	27.5%	106	11.3%	25	2.6%	-81	-76.4%	-81	-76.4%	106	11.3%
Carlsbad	1,791	100.0%	1,921	100.0%	1,203	100.0%	1,361	100.0%	158	13.1%	158	13.1%	1,203	10.0%
Alamogordo	14	0.8%	11	0.6%	25	2.1%	22	1.6%	-3	-12.0%	-3	-12.0%	25	2.1%
Carlsbad	1,443	80.6%	1,554	80.9%	919	76.4%	1,042	76.6%	123	13.4%	123	13.4%	919	76.6%
Dona Ana	95	5.3%	124	6.5%	162	13.5%	270	19.8%	108	66.7%	108	66.7%	162	13.5%
Grants	12	0.7%	16	0.8%	15	1.2%	18	1.3%	3	20.0%	3	20.0%	15	1.2%
Las Cruces	227	12.7%	216	11.2%	82	6.8%	9	0.7%	-73	-89.0%	-73	-89.0%	82	6.8%
Dona Ana	7,876	100.0%	8,054	100.0%	7,028	100.0%	6,454	100.0%	-574	-8.2%	-574	-8.2%	7,028	8.2%
Alamogordo	26	0.3%	30	0.4%	57	0.8%	38	0.6%	-19	-33.3%	-19	-33.3%	57	0.8%
Carlsbad	25	0.3%	30	0.4%	26	0.4%	23	0.4%	-3	-11.5%	-3	-11.5%	26	0.4%
Dona Ana	6,423	81.6%	6,515	80.9%	6,055	86.2%	5,652	87.6%	-403	-6.7%	-403	-6.7%	6,055	86.2%
Grants	11	0.1%	9	0.1%	12	0.2%	22	0.3%	10	83.3%	10	83.3%	12	0.2%
Las Cruces	1,391	17.7%	1,470	18.3%	878	12.5%	719	11.1%	-159	-18.1%	-159	-18.1%	878	12.5%
Grants	996	100.0%	813	100.0%	622	100.0%	692	100.0%	70	11.3%	70	11.3%	622	62.2%
Alamogordo	30	3.0%	32	3.9%	19	3.1%	19	2.7%	0	0.0%	0	0.0%	19	3.1%
Carlsbad	17	1.7%	22	2.7%	30	4.8%	16	2.3%	-14	-46.7%	-14	-46.7%	30	4.8%
Dona Ana	53	5.3%	68	8.4%	80	12.9%	183	26.4%	103	128.8%	103	128.8%	80	12.9%
Grants	677	68.0%	543	66.8%	428	68.8%	449	64.9%	21	4.9%	21	4.9%	428	68.0%
Las Cruces	219	22.0%	148	18.2%	65	10.5%	25	3.6%	-40	-61.5%	-40	-61.5%	65	10.5%
Las Cruces	14,289	100.0%	14,296	100.0%	14,227	100.0%	13,902	100.0%	-325	-2.3%	-325	-2.3%	14,227	99.5%
Alamogordo	10	0.1%	4	0.0%	11	0.1%	6	0.0%	-5	-45.5%	-5	-45.5%	11	0.1%
Carlsbad	4	0.0%	4	0.0%	6	0.0%	4	0.0%	-2	-33.3%	-2	-33.3%	6	0.0%
Dona Ana	158	1.1%	177	1.2%	132	0.9%	201	1.4%	69	52.3%	69	52.3%	132	0.9%
Grants	4	0.0%	5	0.0%	6	0.0%	12	0.1%	6	100.0%	6	100.0%	6	0.0%
Las Cruces	14,113	98.8%	14,106	98.7%	14,072	98.9%	13,679	98.4%	-393	-2.8%	-393	-2.8%	14,072	98.4%

Census Campus Enrollment
Fall 2018 through Fall 2021
New Mexico State University

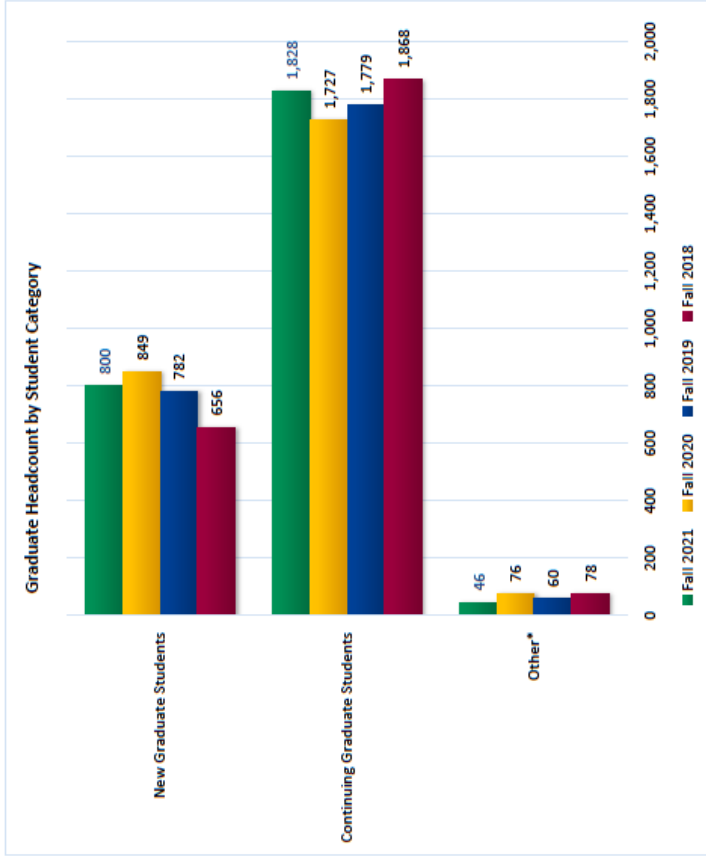


BE BOLD. THINK AND LEARN.
INDEPENDENT LEADERS.



Las Cruces Undergraduates:	Headcount by Student Category and Level					1 yr Change	1 yr % Change	CENSUS 2020 9/4/2020
	Fall 2018 08/31/18	Fall 2019 09/06/19	Fall 2020 09/04/21	Fall 2021 09/03/21	Fall 2021 09/03/21			
First Time Freshmen	2,266	2,182	2,174	2,012	2,012	-162	-7.45%	2,174
Undergraduate Transfers	564	554	459	522	522	63	13.73%	459
Continuing Undergraduates	7,811	7,888	8,036	7,710	7,710	-326	-4.06%	8,036
Freshmen	141	160	170	182	182	12	7.06%	170
Sophomore	1,574	1,663	1,650	1,497	1,497	-153	-9.27%	1,650
Junior	1,724	1,751	1,944	1,832	1,832	-112	-5.76%	1,944
Senior	4,314	4,256	4,219	4,144	4,144	-75	-1.78%	4,219
Non Degree	13	58	53	55	55	2	3.77%	53
Post Baccalaureate	45	0	0	0	0	0	N/A	0
High School (Dual Credit)	239	205	216	193	193	-23	-10.55%	216
Two Year Campus Students	176	190	155	223	223	68	43.87%	155
Branch Transfers	346	369	312	302	302	-10	-3.21%	312
Other*	285	287	223	268	268	45	20.18%	223
Total	11,687	11,675	11,575	11,230	11,230	-345	-2.98%	11,575

Census Campus Enrollment
 Fall 2018 through Fall 2021
 New Mexico State University

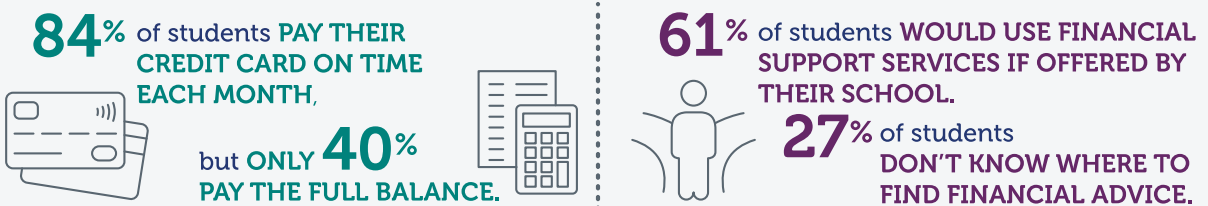
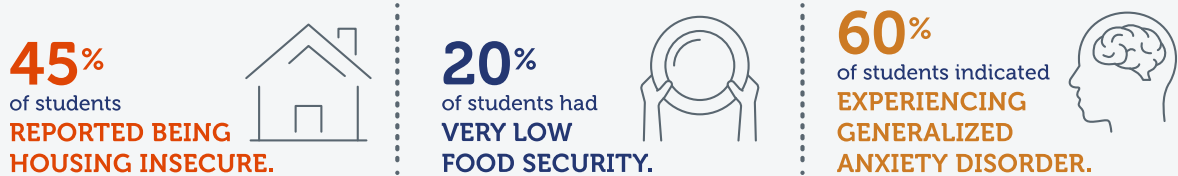
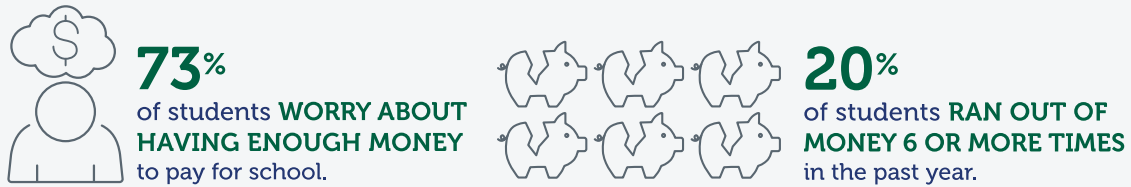
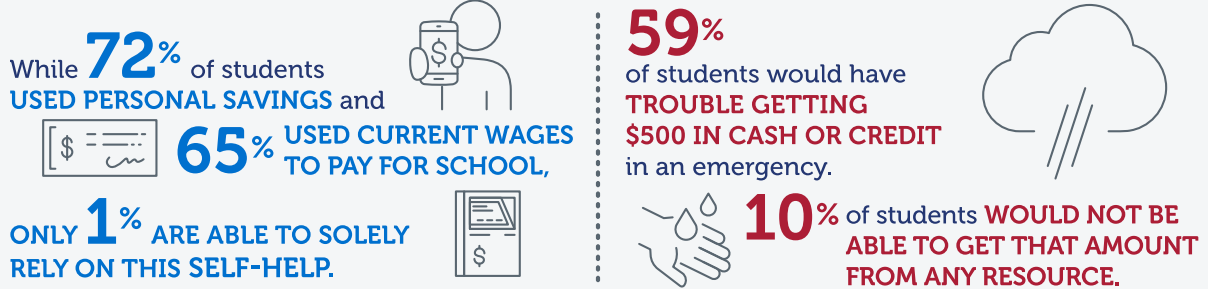


Headcount by Student Category and Level						
	Fall 2018 08/31/18	Fall 2019 09/06/19	Fall 2020 09/04/21	Fall 2021 09/03/21	1 Yr Change	1 Yr % Change
Las Cruces Graduate Students:						
New Graduate Students	656	782	849	800	-49	-5.77%
Continuing Graduate Students	1,868	1,779	1,727	1,828	101	5.85%
Masters	1,211	1,138	1,158	1,248	90	7.77%
Doctorate	618	596	528	542	14	2.65%
Ed Specialist	23	26	19	20	1	5.26%
Non Degree	16	19	22	18	-4	-18.18%
Other*	78	60	76	46	-30	-39.47%
Total	2,602	2,621	2,652	2,674	22	0.83%
						CENSUS 2020 09/04/20
						849
						1,727
						1,158
						528
						19
						22
						76
						2,652

Appendix D: NMSU Student Financial Wellness Survey

FALL 2021

Understanding the connection between student finances and student success is essential to supporting the 21st century student.



*All stats are from the 2021 Trellis Research Student Financial Wellness Survey
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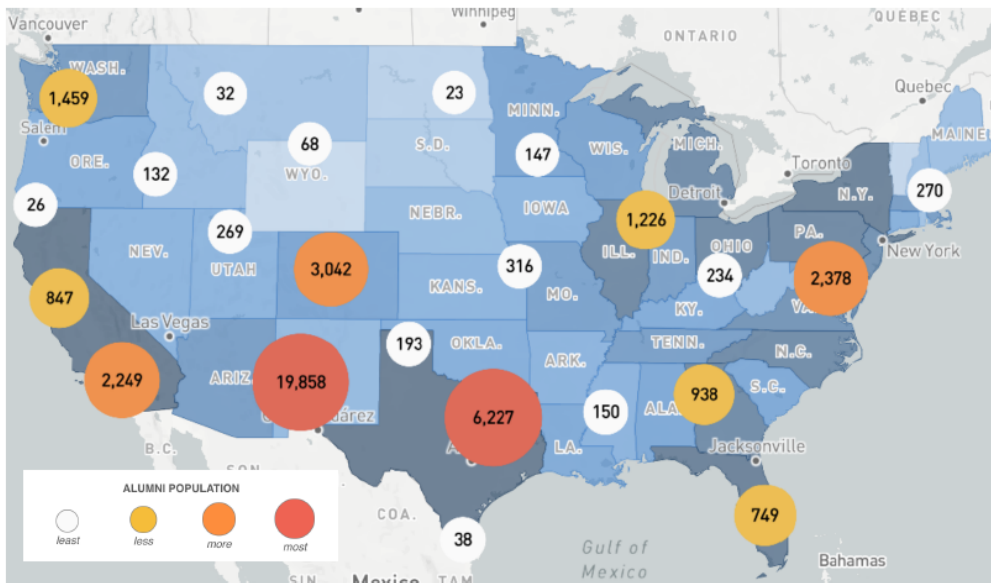
Appendix E: Advanced Workforce and Education Analytics



New Mexico State University

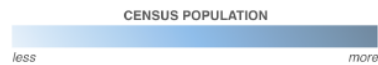
GRADUATE OUTCOMES

Learn about the career outcomes of your alumni with advanced workforce and education analytics from Steppingblocks.



Alumni Geography

The top states where your alumni live and work. Alumni counts displayed with bubbles, and local population shown with variable color on state and county levels.



New Mexico	29%
Texas	17.4%
Arizona	6.5%
Colorado	5.6%
California	5.6%
Washington	2%
Florida	1.9%
Oregon	1.2%
New York	1.2%
District of Columbia	1.1%

Alumni	Avg. Age	Avg. Salary	Male / Female
51,914	44	\$73,281	55% 45%



Top Employer Trends

Your alumni's new jobs at each company as a percent of new jobs in the company that year. (10 year trend)

Volume ▲ Trending Up ▼ Trending Down



US Army

Benchmark



Top Skills: Leadership, Military, Security Clearance, Military Operation, Operational Planning



Los Alamos National Laboratory

Benchmark



Top Skills: Research, Matlab, Data Analysis, Microsoft Excel, Project Management



United States Air Force

Benchmark



Top Skills: Military, Security Clearance, Leadership, Military Operation, Program Management



Sandia National Laboratories

Benchmark



Top Skills: Matlab, Research, Microsoft Excel, Leadership, C++ (Programming Language)



Las Cruces Public Schools

Benchmark



Top Skills: Teaching, Public Speaking, Curriculum Development, Research, Educational Technology



Intel Corporation

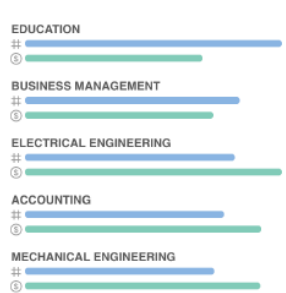
Benchmark



Top Skills: C (Programming Language), C++ (Programming Language), Matlab, Semiconductor, Python (Programming Language)

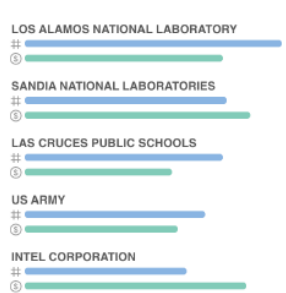
Majors

Top education majors of your alumni



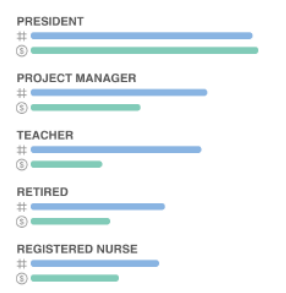
Employers

Top companies of your alumni



Job Titles

Most frequent job titles of your alumni

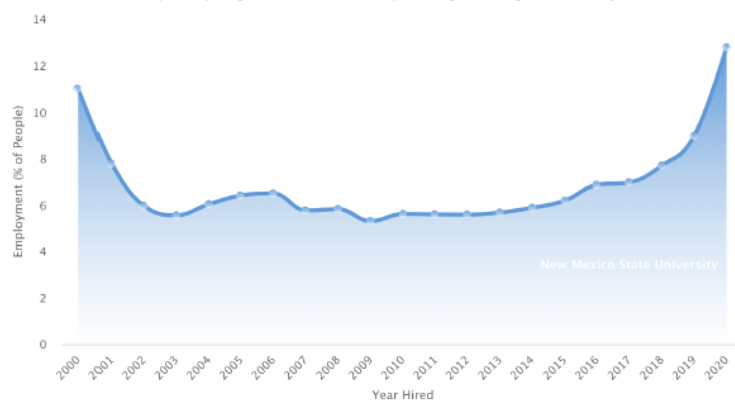




Industry Hiring Trends

The industries of the companies your graduates work for, as a percentage of total graduates (20 year trend)

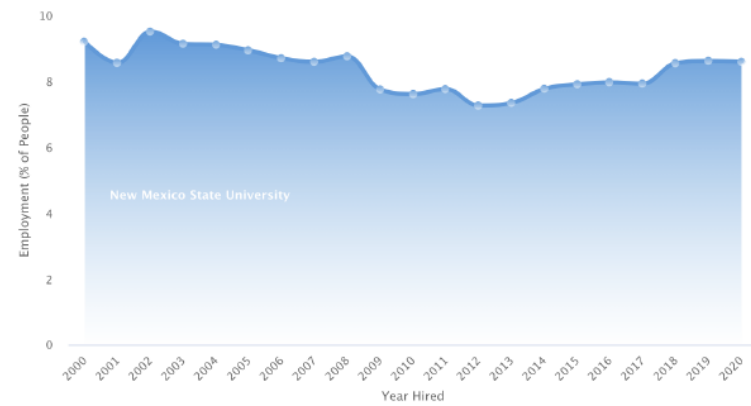
- Education
- Information Technology**
- Healthcare
- Finance
- Hospitality
- Government
- Retail
- Natural Resources
- Defense & Space
- Arts & Entertainment
- Services
- Consumer Goods
- Life Sciences



Job Functions Hiring Trends

The job functions of your graduates, as a percentage of the total graduates (20 year trend)

- Management**
- Education
- Executive
- Engineering
- Information Technology
- Health Care
- Business
- Sales
- Finance
- Human Resources
- Admin Clerical
- Research
- Customer Service





Highest Paying Skills: Computer Science Majors

The highest paying skills that occur among these alumni compared to national averages

Commonality
 Relevance
 Salary

