

NEW MEXICO
HIGHER EDUCATION
DEPARTMENT



Fostering Student Success from Cradle to Career

PROGRAM EVALUATION

Online Higher Education in New Mexico

Response by the New Mexico Higher Education Department

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Online Course Activity and Student Success

2018-2019 to 2022-2023

Course Sections Held and Credits Attempted

Overall Picture

Prior to the 2020-2021 academic year, online¹ course sections comprised less than a quarter of all sections held and about 30% of all credits attempted. With the onset of the COVID-19 pandemic, online course activity greatly expanded, reaching 47% of all sections held and 56% of all credits attempted. As pandemic restrictions relaxed, online course taking declined, although stayed above pre-pandemic levels. In the most recent academic year, 37% of all sections were online and 46% of all credits were attempted in an online course.

In total, in 2022-2023, 19,086 course sections were held online out of 52,103 course sections and 1,033,954 credits were attempted online out of 2,250,907 credits attempted.

Share of Course Sections Held by Delivery Method				
Academic Year	% Online	% In-person	% Other	Total Section Held
2018-2019	21.3%	75.2%	3.5%	56,809
2019-2020	23.3%	73.6%	3.1%	56,367
2020-2021	46.8%	47.5%	5.8%	51,221
2021-2022	37.0%	54.7%	8.3%	51,948
2022-2023	36.6%	58.6%	4.8%	52,103

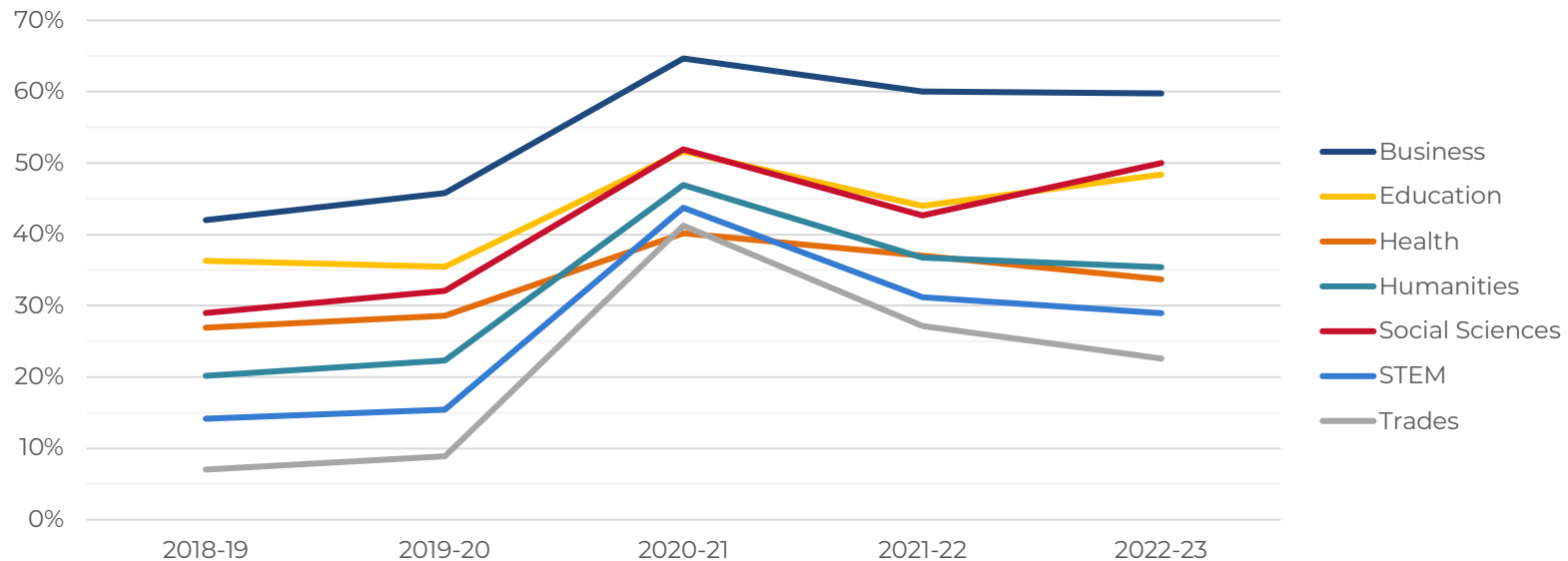
Share of Credits Attempted by Delivery Method				
Academic Year	% Online	% In-person	% Other	Total Credits Attempted
2018-2019	29.3%	68.3%	2.4%	2,531,215
2019-2020	30.3%	67.8%	1.9%	2,483,009
2020-2021	56.2%	39.3%	4.5%	2,252,081
2021-2022	48.3%	43.8%	7.8%	2,156,745
2022-2023	45.9%	49.7%	4.3%	2,250,907

¹ Online courses are courses which are 100% online, with no in-person component. These courses can be asynchronous or synchronous.

Course Super-Subject Areas

In 2022-2023, by super-subject area, Business had the highest share of course sections held online followed by Social Sciences and Education. Unsurprisingly, courses in areas which likely require more practical and/or hands-on coursework (Trades, STEM, and Health) had the lowest shares of course sections held online. Overtime, Business, Humanities, STEM, and Trades course sections followed similar patterns in terms of share of sections held online; each had a noticeable increase in 2020-2021 followed by a modest decline in the following academic years. Education and Social Sciences also saw a similar 2020-2021 increase in online course activity but, unlike the previous group, had another notable increase in 2022-2023. Last, Health had a somewhat unique pattern over the five years examined. Health only experienced a much less pronounced increase in online course activity in 2020-2021, possibly due to challenges in pivoting those courses online during the COVID-19 pandemic.

Share of Super-Subject Course Sections Held Online
2018-2019 to 2022-2023

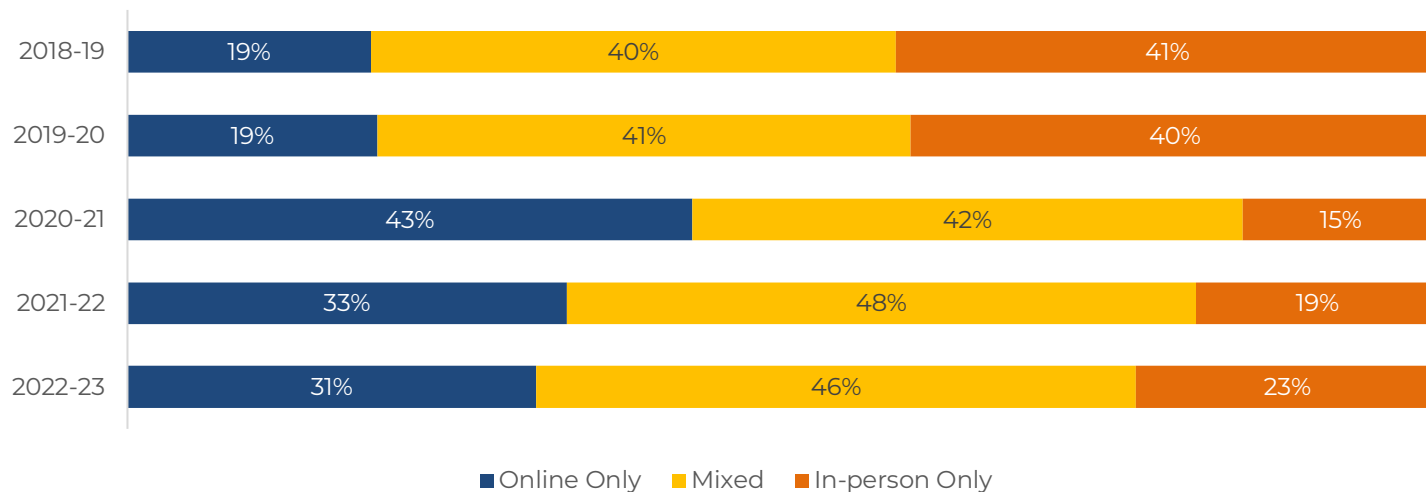


Students by Delivery Method Pattern

Overall

Students' delivery method patterns – whether students enrolled exclusively in online courses, in-person courses, or a mix of course types² – followed a similar trajectory to the patterns seen in course sections held and credits attempted. Students enrolling exclusively in online courses accounted for less than 20% of the total state college and university population in pre-pandemic academic years. With the onset of the pandemic, online only enrollments substantially increased. After pandemic-related guidance relaxed, online-only activity declined, although stayed higher than pre-pandemic levels. In 2022-2023, 31% of the 129,356 students at New Mexico's state colleges and universities were enrolled in exclusively online courses while 23% were enrolled in exclusively in-person courses.

Share of Students by Delivery Method Pattern
2018-2019 to 2022-2023

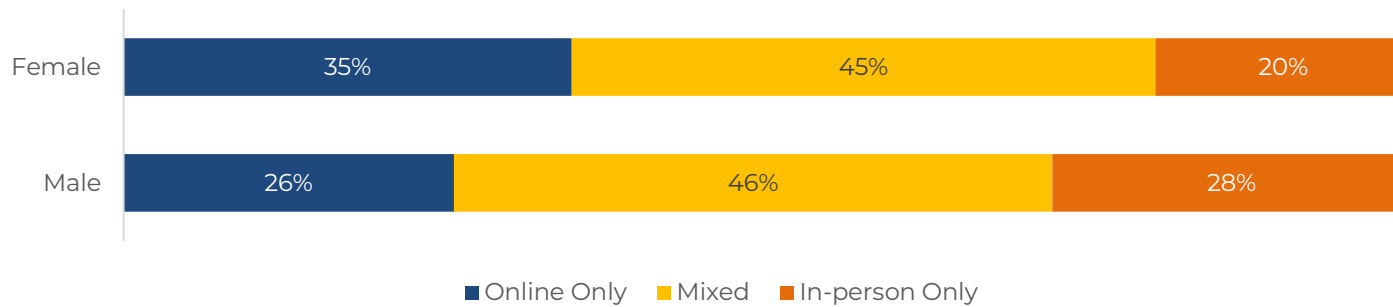


² Mixed delivery method patterns include courses of any delivery method, including online, in-person, hybrid, and extended delivery. The vast majority of students with a mixed delivery method pattern took at least one course online.

By Gender

In 2022-2023, by gender, female students were more likely to enroll exclusively in online courses than their male peers and less likely to enroll exclusively in in-person courses.

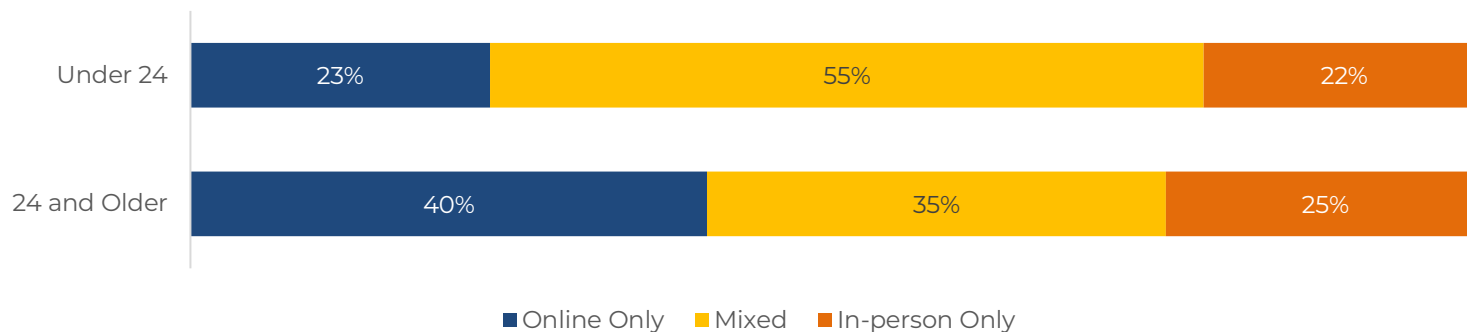
Share of Students by Delivery Method Pattern and Gender 2022-2023



By Age Group

By age group, students 24 years and older were substantially more likely to enroll exclusively in online courses than their younger peers. However, the difference between shares of students with exclusively in-person course enrollments was less pronounced.

Share of Students by Delivery Method Pattern and Age Group 2022-2023

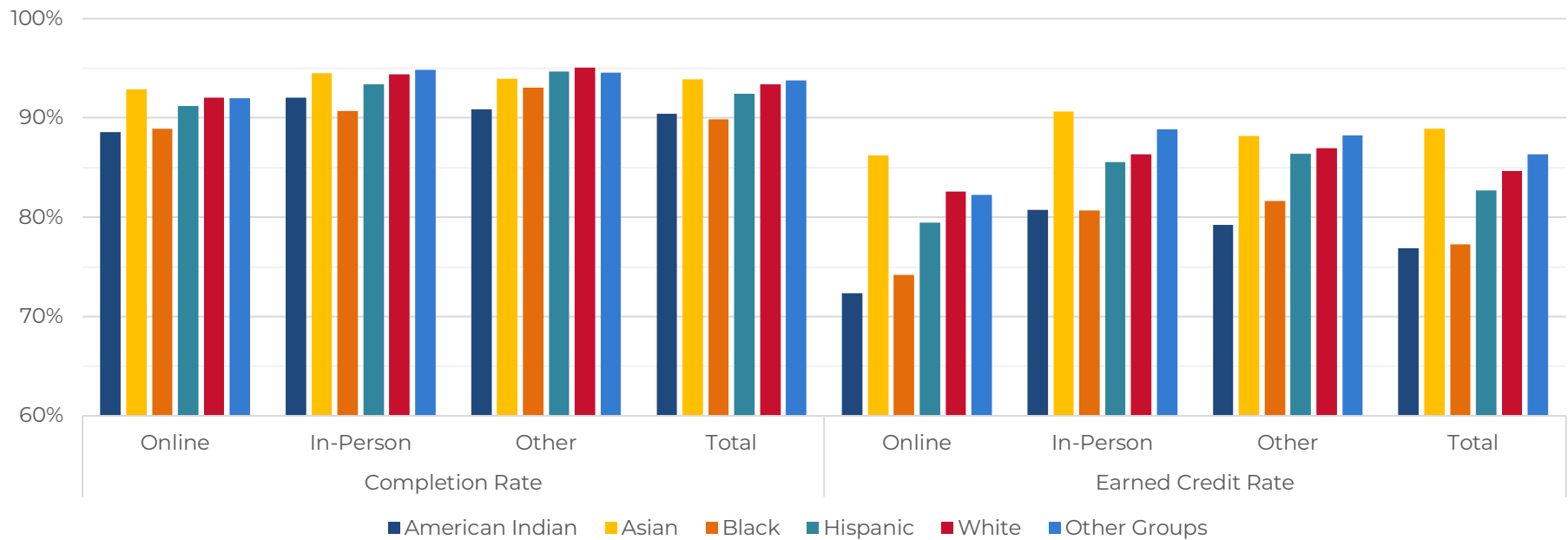


By Race and Ethnicity

By race and ethnicity, Asian and White students had the highest course completion rates regardless of delivery method while American Indian and Black students had the lowest completion rates regardless of delivery method. Still, the gaps between race and ethnicity groups for course completion were relatively modest, with only 4-percentage points separating Asian student and American Indian and Black student rates for online courses.

Differences between groups were more pronounced by earned credit rates, where again, Asian and White students had the highest rates while Native American and Black students had the lowest rates. For online courses, Asian students had a 14-percentage point higher earned credit rate than their Native American peers.

Completion and Earned Credit Rates by Delivery Method and Race/Ethnicity
2022-2023



Higher Education Capital Outlay Process

Capital Outlay Process Review and Current Practices

Project Need, Energy and Sustainability, and Stewardship

The New Mexico Higher Education Department conducted a Capital Outlay Process Review in 2019 that included all colleges, universities, and special schools in New Mexico. The review highlighted the complexity of systems at the largest universities and the simplicity of the processes at smaller schools related to master planning and space management, as well as processes for condition assessments and deficiencies of facilities. The review recommended the development and implementation of project prioritization standards to score and rank capital outlay funding requests, including overall space utilization, classroom efficiency and utilization, and facilities condition. The findings and recommendations from this review were used by the department to develop a new process for capital outlay funding recommendations. This included the establishment of three key components in the review of all proposals: project need, stewardship, and energy and sustainability. Within each of these components lies individual measures which are used by the department to evaluate and assess each proposal.

Project Need	Stewardship	Energy and Sustainability
<ul style="list-style-type: none">• Growth, retention, and degree production• Workforce needs• Goal alignment• Facilities assessment• Support of on-campus and off-campus instruction	<ul style="list-style-type: none">• Estimates• Facility Condition Index (FCI)• Building Renewal & Replacement (BR&R)• Maintenance cost reduction	<ul style="list-style-type: none">• Audit• Energy cost reduction• Executive Order 2019-003

Additionally, the New Mexico Higher Education Department has a long-standing commitment to reducing the footprint of higher education facilities statewide. To support this, the department requires an equal or greater offset of square footage prior to the construction of any new facility. Demolition funding from the State of New Mexico over the past two years has allowed higher education institutions and special schools to remove space that is no longer needed on their campuses. This not only reduces the square footage, but also minimizes the state's liability if these facilities were vacant and no longer in use.