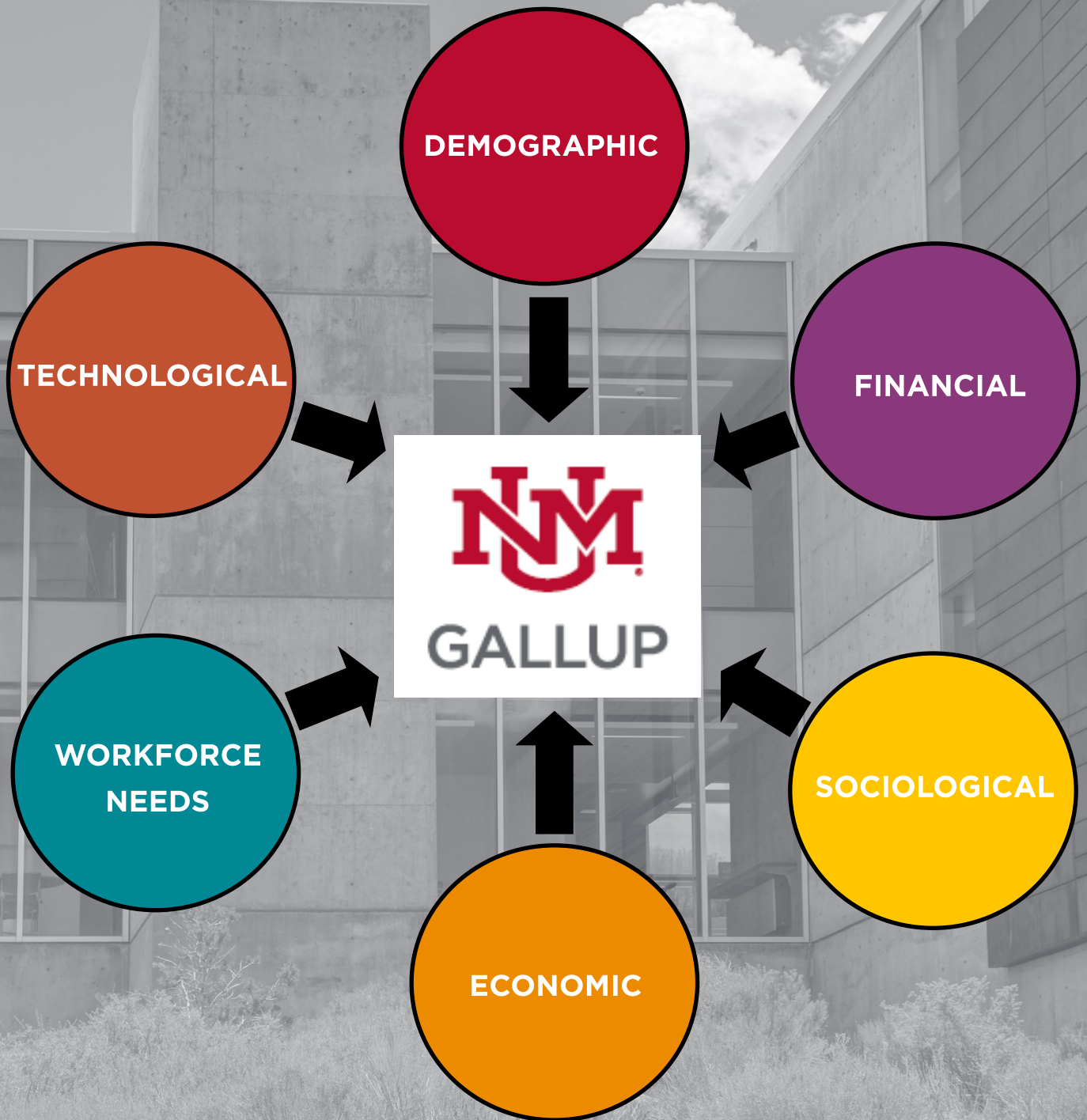


University of New Mexico—Gallup Campus
Results of Environmental Scan
Spring 2019



UNM-Gallup

Environmental Scan

Spring, 2019

Conducted and Compiled by
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UNM-Gallup Environmental Scan

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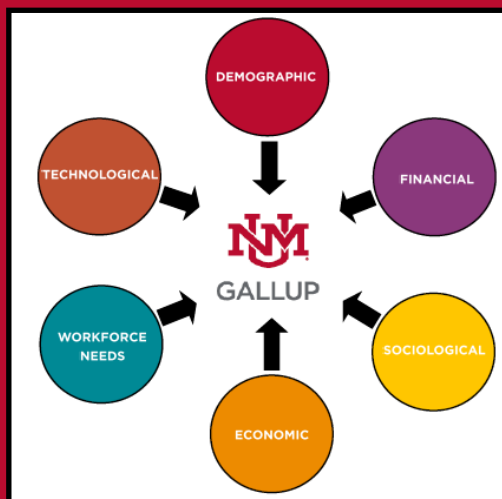
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Introduction And Methodology



UNM-Gallup

UNM-Gallup serves and celebrates a richly diverse population of students. The campus is a minority-majority university and 94% of students identify as multiethnic or a racial minority. These differences are part of the fabric of UNM-Gallup and allow for strong collaborations across all academic disciplines. Embracing, displaying, and sharing cultural differences makes UNM-Gallup strong, allowing for a culture of contrast rather than a contrast of cultures.

The most recent data shows that the average age of UNM-Gallup students is 24.94 which is down slightly from previous semesters. The majority of students (60%) are classified as part-time students who take an average of 9.33 credit hours per semester. For the fall 2018 semester, 63% of students were female, and the majority of these students were returning students. The majority of UNM-Gallup students live in McKinley County and take face-to-face classes on-campus. With a growing number of online options, however, students from out of state and international locations are also registering for UNM-Gallup courses.

The largest sub-group of students at UNM-Gallup are American Indian with a percentage of 69%. 15.8% of students identify as Hispanic and 7.3% as White. Among faculty members, the largest subgroup is White (46%), followed by American Indian (32%), and Hispanic (15%). These demographic distinctions encourage and allow for engagement and instruction across cultures. Cultural strengths infuse interactions and communications and are balanced throughout programming, decision-making, and provision of student services.

UNM-Gallup also hosts a majority of students who are the first in their families to attend college. With an acknowledgement of this large community, efforts are put forth to streamline college navigation and help students and their families who may not be familiar with higher education processes and expectations. Art, language, and learning styles – these are only a few of the ways differences unite UNM-Gallup faculty, staff, and students and form a foundation that allows for learning and leading.

Environmental Scanning

Environmental scanning is the process of analyzing financial, sociological, demographic, economic, workforce, technological, and other trends that may impact the mission and vision of an organization (Knutzen, 2000). The goal of an environmental scan is to produce information that is relevant to an organization for the purpose of forecasting changes in the external environment that may impact that organization. In addition to providing key information to UNM-Gallup administration, faculty, and staff for institutional decision-making, UNM-Gallup hopes that local stakeholders will find the environmental scanning project useful within their own organizations.

Methodology

Under the direction of UNM-Gallup's Chief Executive Officer, UNM-Gallup's Sr. Institutional Researcher was asked to conduct an environmental scan. An outline of environmental scanning procedures was developed using Judi Knutzen's "Focus on the Future: Environmental Scanning at Columbia Basin College" (2000) as guidance. This publication was selected due to the clear, simple, yet inclusive nature of the core project components. This project included the following primary components: Core Trends, Areas of Interest, Trends and Events as Seen by Community Leaders (from interviews and focus groups), and Advisory Committees (Knutzen, 2000). To fit UNM-Gallup's current needs, the Advisory Committee section was removed and a custom exploratory survey was added.

Interest Areas

The interest area data collection process involved multiple phases. First, all UNM-Gallup employees and students were invited by email to participate in the interest area section of the environmental scan. Upon agreeing to voluntarily participate, two groups of approximately ten UNM-Gallup employees attended an orientation session facilitated by UNM-Gallup's Sr. Institutional Researcher. Orientation sessions included an overview of the environmental scanning process as well as instructions on how to participate in the interest areas. After successful completion of orientation, participants who wished to continue were provided with multiple resources located in UNM-Gallup's

Microsoft Planner application. Participants were instructed to select one or more interest areas to provide information. Topics for interest areas included the following: Educational Partners, State and Federal Mandates, Economic Development, Local Demographics, Community Literacy, Educational Costs, Workforce Training and Retraining, Unemployment, Technology, Postsecondary Funding, and Cultural Considerations. Participants were given approximately 5 weeks to contribute information.

After the deadline for submission, the Sr. Institutional Researcher reviewed the information and categorized it as “internal” or “external”. External information was relevant for the environment scan whereas internal information was more specific to UNM-Gallup policies or procedures. Internal information was placed aside for later distribution to UNM-Gallup administration. Sections were collapsed, moved, deleted, or re-named as appropriate (refer to the “Interest Areas” section of this document). Additional information was incorporated by the Sr. Institutional Researcher where appropriate (when little or no information was presented).

Interviews

Several community stakeholders were identified and sent an email requesting participation in the project. Emails with no response were followed-up with a phone call. Ten individuals were identified for interviews and seven accepted. Interviews were conducted in person or by telephone by the Sr. Institutional Researcher (6) and the Sr. Public Relations Specialist (1) after an informed consent process took place. Interviews were semi-structured and averaged approximately one hour in length. Interviews were audio-recorded and later transcribed using Trint transcription software. Data for all interviews and focus groups were compiled for theme identification. Comments that were mentioned by at least two individuals were retained in the “Interview and Focus Group Summary” of this report. See Appendix A for interview and focus group scripts. A copy of the consent form given to personal interview participants is available upon request.

Focus Groups

All UNM-Gallup employees and students were invited by email to voluntarily participate in a focus group. Based on response, two focus groups were formed that were composed of UNM-Gallup faculty and staff. After the informed consent process, focus group participants were posed a series of open-ended questions. Each focus group session lasted between one and two hours. Participants were provided with light refreshments during the focus group sessions. Although participation in a focus group was not confidential, participants were asked to keep the identity of other individuals private. Sessions were audio recorded and later transcribed using Trint transcription software. Data collected during focus group sessions were combined with interview data. Comments that were made two or more times during interviews or focus groups were retained in the “Interview and Focus Group Summary” section of this report. For interview and focus group scripts, see Appendix A. A copy of the consent form distributed to focus groups participants is available upon request.

Survey

After consulting with UNM-Gallup’s Chief Executive Officer regarding critical questions, an exploratory survey was constructed to be administered via SurveyMonkey. Survey questions were customized based on self-identification (i.e. UNM-Gallup student, local business owner, etc.) in order to maximize the amount of information gathered. Refer to Appendix B for the list of survey questions. Once ready for distribution, a link to the survey was put on UNM-Gallup’s main webpage and shared via UNM-Gallup’s Facebook page. Multiple emails were sent to UNM-Gallup affiliates and various community groups encouraging participation. In addition, computers were set up in UNM-Gallup’s Gurley Hall commons area to enable easy access to students. A tablet was also taken around the UNM-Gallup campus for students to participate. Last, students studying or receiving tutoring services in UNM-Gallup Center for Academic Learning (CAL) were asked to participate in the survey. Students who participated in the survey on campus (after being verbally asked) were given a UNM-Gallup lip balm and/ or a UNM-Gallup pen for their time. The survey was active for approximately 5 months.

Generally speaking, survey responses were anonymous. However, participants did have the option of providing their names for follow-up information regarding UNM-Gallup or the environmental scanning project. In the event that a survey participant asked for more information regarding UNM-Gallup, the participant's contact information was given to UNM-Gallup's Sr. Public Relations Specialist. Several students also provided their names for the purpose of extra credit. In the event that names were needed for follow-up or extra credit purposes, the Sr. Institutional Researcher removed all responses and forwarded names and/ or contact information to the appropriate person.

Once the survey closed, responses were exported from SurveyMonkey and coded using SPSS software. Descriptive statistics were conducted for all survey variables and multiple figures were created. Open-ended responses involving new program recommendations were retained, sorted, and categorized for use with labor projections (see "New Program Recommendations" in the Methodology and Interest Group sections). Due to the exploratory nature of this project, no further statistical analyses were performed with survey data for the purpose of this report.

New Program Recommendations

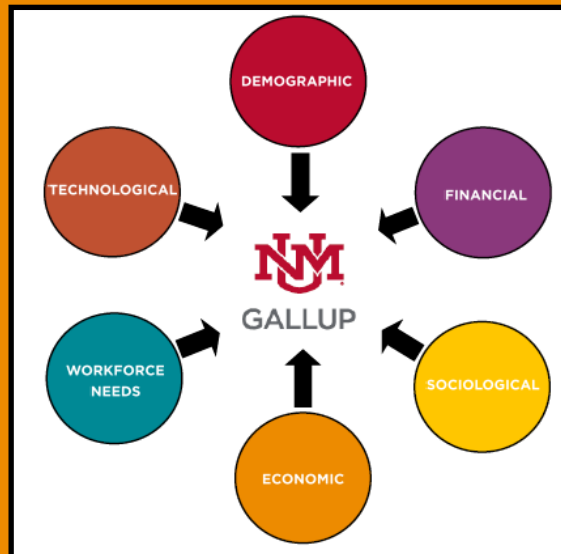
All focus group, personal interview, and survey participants were asked what new programs were needed at UNM-Gallup. Qualitative data from these sources were collected and sorted. After sorting into groups, suggestions that were very similar were combined for analysis. New program suggestions were then aligned with 2016-2026 national, state, and local projection data from the New Mexico Department of Workforce Solutions (www.jobs.state.nm.us) and the U.S. Bureau of Labor Statistics (www.bls.gov). A scoring matrix (see Appendix C) was created to help quantify the need for each new program suggestion based on projected growth and supply/ demand. Greater emphasis was placed on local and state projections. This data was then used to create a stacked bar chart to assist with data interpretation and produce an overall

score (ranging from 0 to 10). A score of 10 would indicate a greater projected need for a program than a score of zero.

Core Trends

Determining financial, sociological/ demographic, economic and workforce, and technology core trends was the final step in data analysis. All data and information was considered in each of the respective areas when extracting core trends. Core trends may include a combination of local, state, national, and global data due to the pervasive nature of core trends. In their final form, core trends were those that have the most potential to impact UNM-Gallup or that have the potential to impact UNM-Gallup in a major way.

Core Trends



Core Trends

Core trends are those that are the most likely to continue and the most likely to have an impact on the University and local community. Core trends were developed based on information gathered from all sources used to create this document.

Financial

- There will continue to be an increased demand for accountability on how state and federal funds are distributed among colleges.
- Individuals wishing to attend college will continue to rely on grants, loans, scholarships, and work study for financial support.
- There will be an increased need to identify financial resources for those seeking job-related skills training.

Sociological/ Demographic

- Students will continue to be affected by multiple social problems (i.e., poverty, lack of adequate housing and transportation, disabilities, illiteracy, lack of basic infrastructure, etc.).
- Students in McKinley County will continue to be affected by multiple health problems (i.e., Substance Abuse, Diabetes, Chronic Liver Disease, Unintentional Injuries, Suicide, etc.) at an overall higher rate than other counties in the United States.
- New Mexico will continue to explore innovations in remedial coursework due to the high number of students requiring remedial courses upon entering higher education institutions.
- Student demographics will continue to shift as programs focused on postsecondary education preparation develop and grow (i.e., GEAR Up New Mexico, dual-credit initiatives, career pathway initiatives, etc.).

Economic & Workforce

- Nationally, rapid growth is predicted in occupations that are considered high-digital, such as those in computer-mathematical and business-finance industries.
- All industries will continue to become more digitized with certain fields becoming digitized faster than others, requiring many individuals to become retrained.
- As a whole, millennials are having fewer children than previous generations, which will create a long-term labor shortage over the next few decades.
- As life expectancies continue to rise, individuals will likely continue working longer than previous generations.
- The “pathways” movement will continue to gain traction, requiring secondary and higher education institutions to work more closely with each other and local workforce industries.

Technology

- McKinley County and surrounding areas will continue to face numerous technological challenges, particularly broadband access on nearby reservations.
- Increased demand and competition for distance education will continue to shape course and program development as well as delivery methods.
- Integration of artificial intelligence and automation will continue to impact the labor force, while simultaneously requiring higher education institutions to provide training and re-training opportunities for new technology.

New Program Suggestions

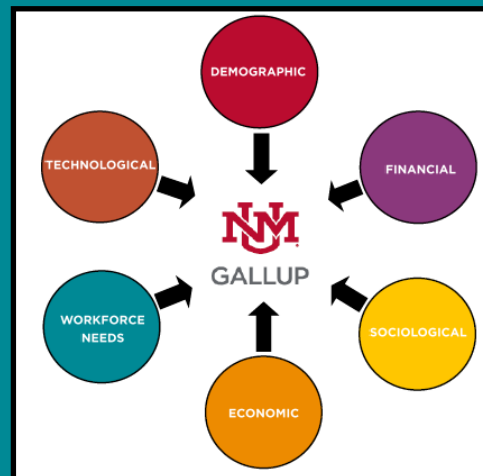


Figure B

Specific Program Recommendations by National, State, & Local Projections

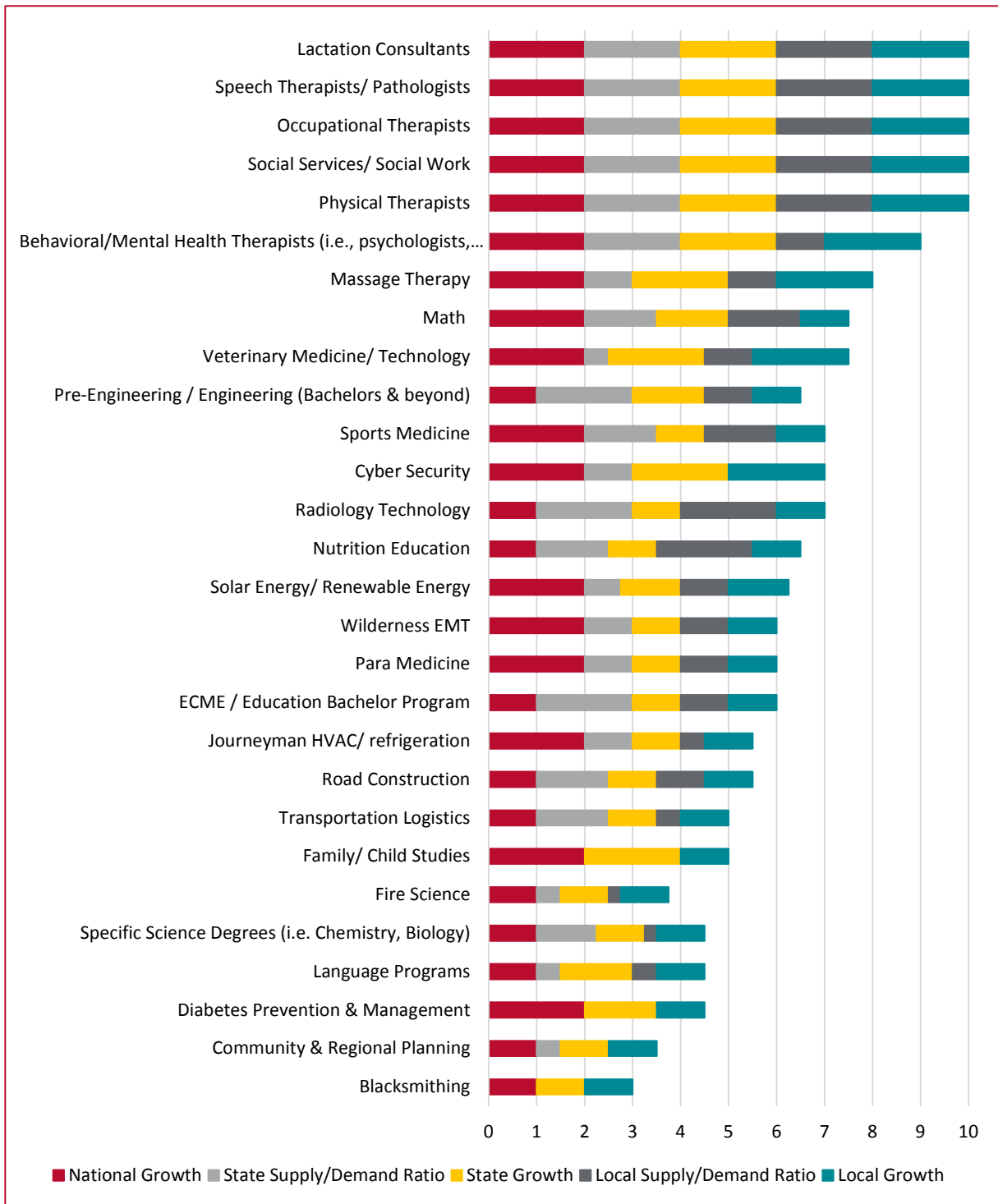
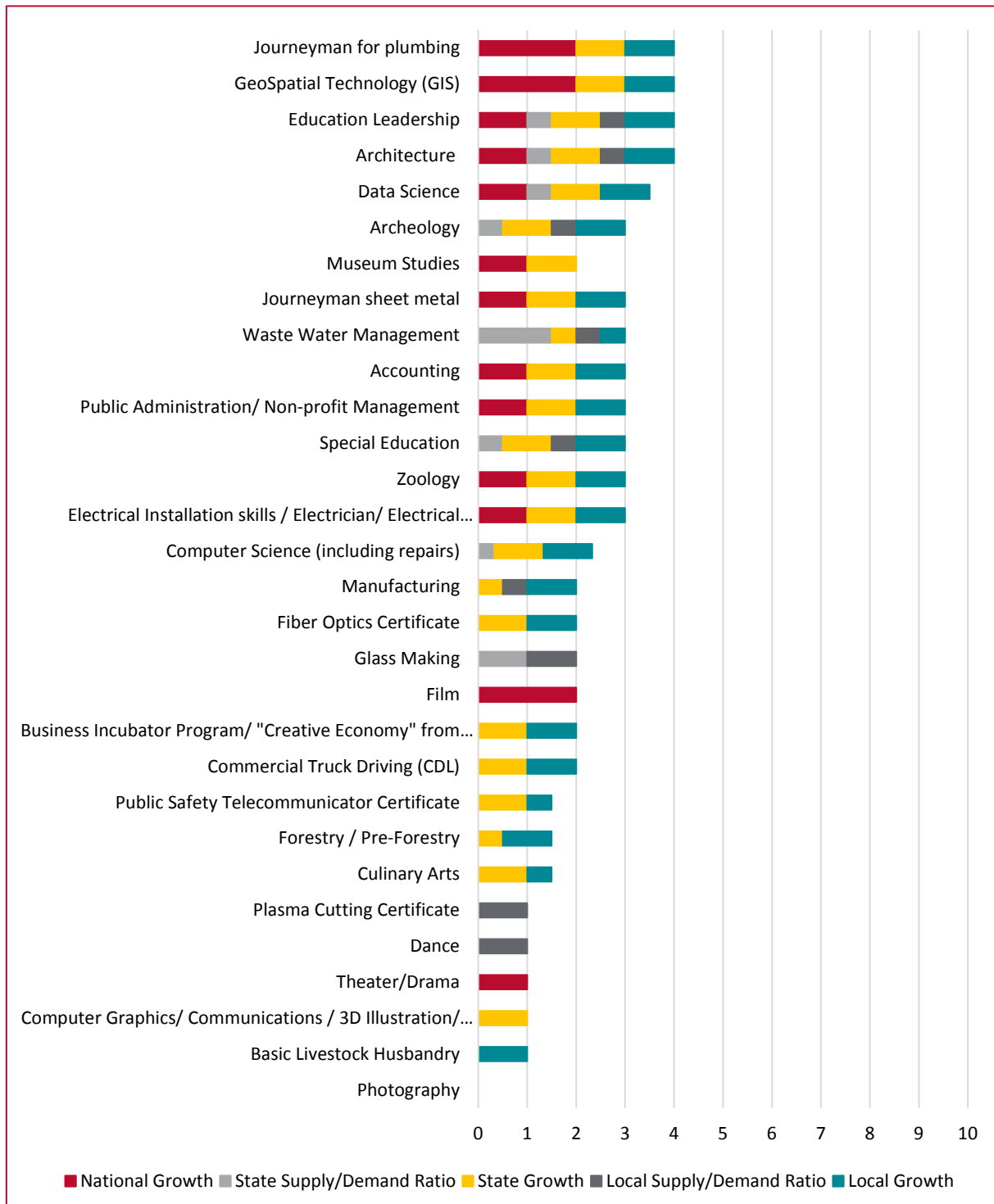
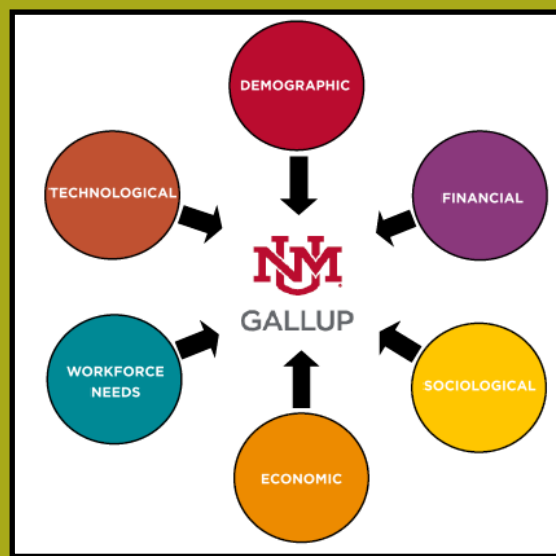


Figure C

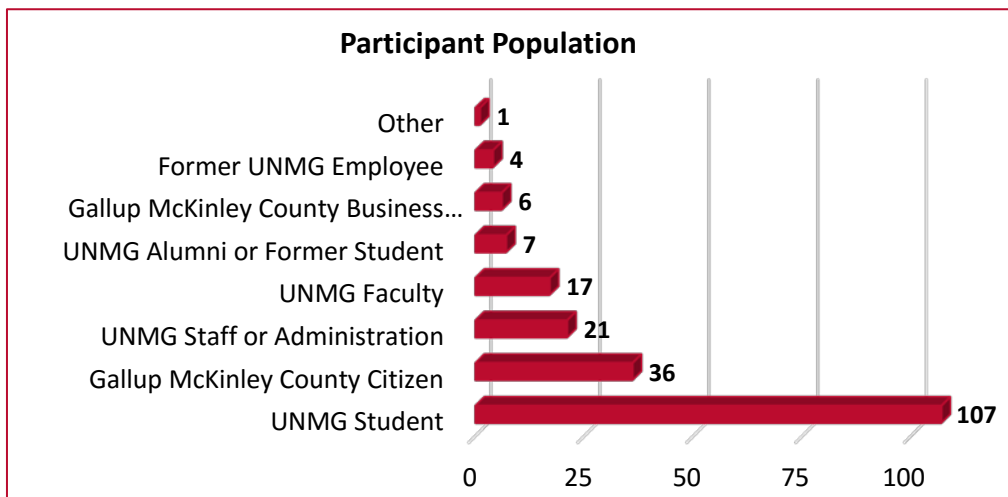
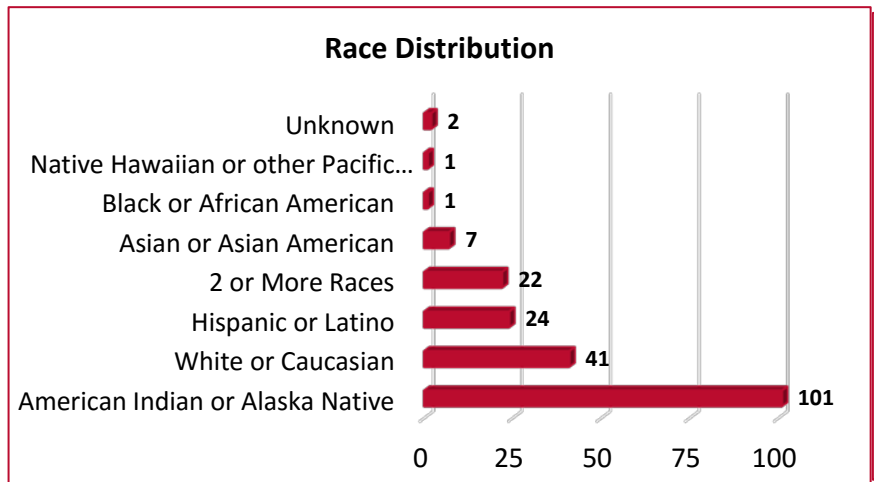
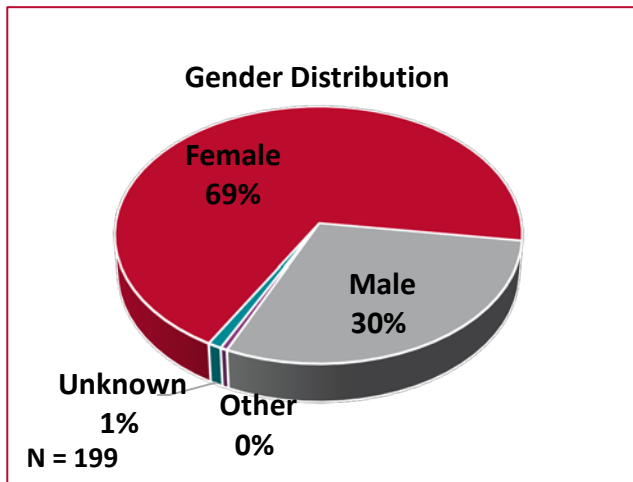
Specific Program Recommendations by National, State, & Local Projections



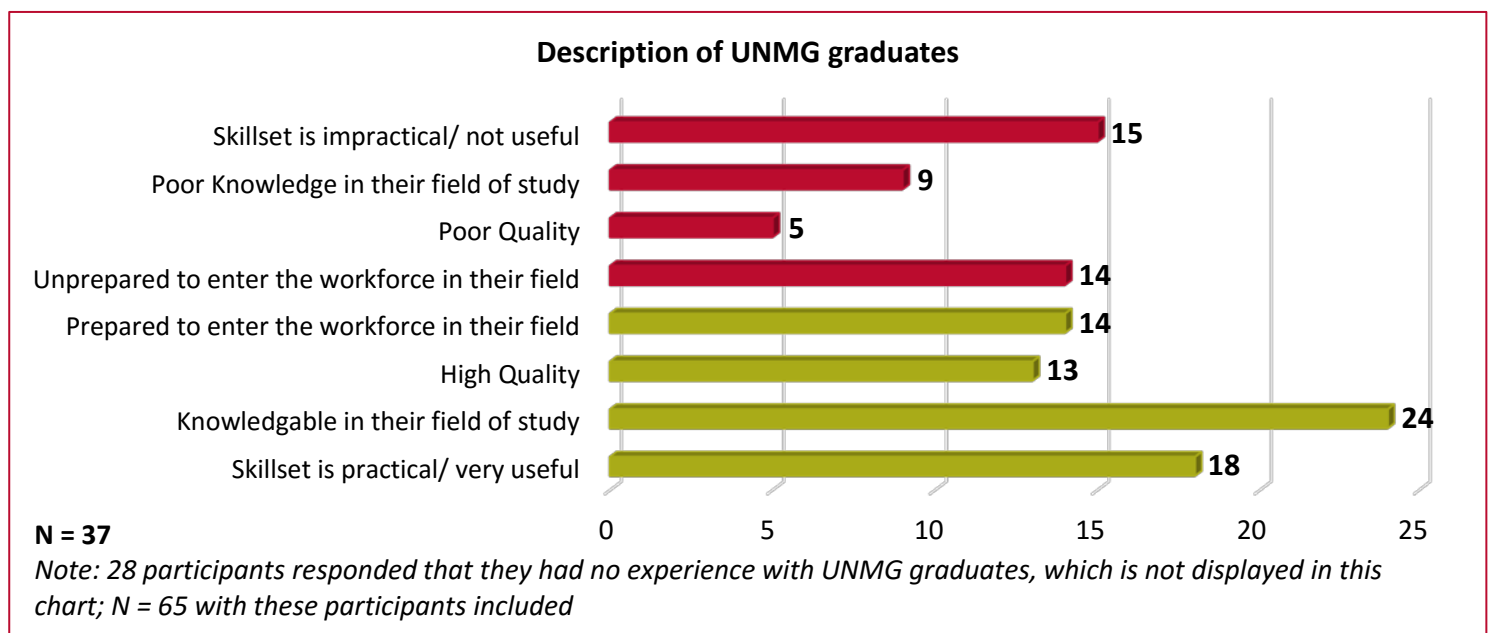
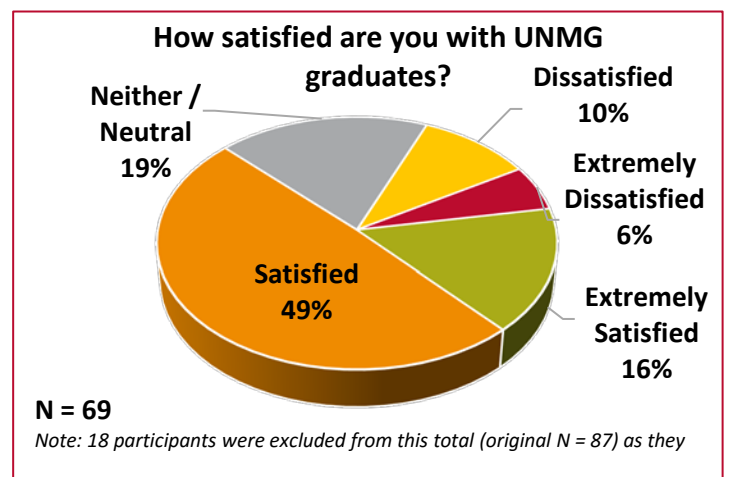
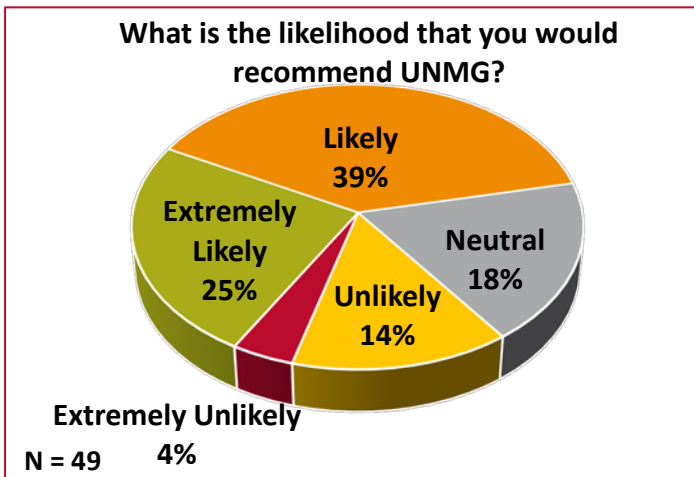
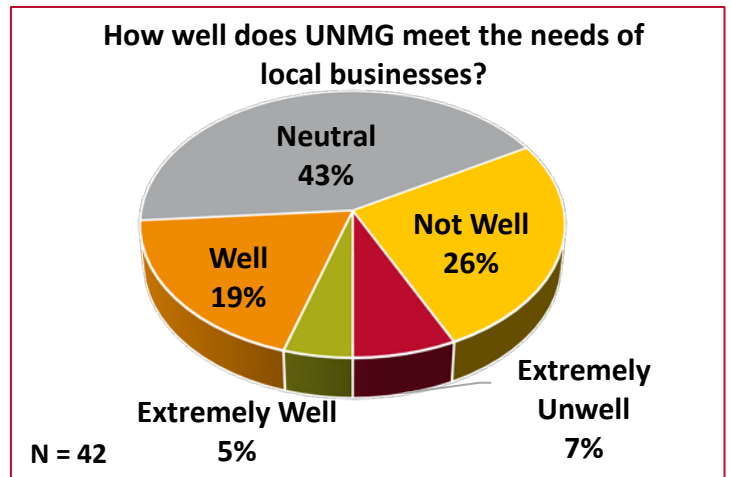
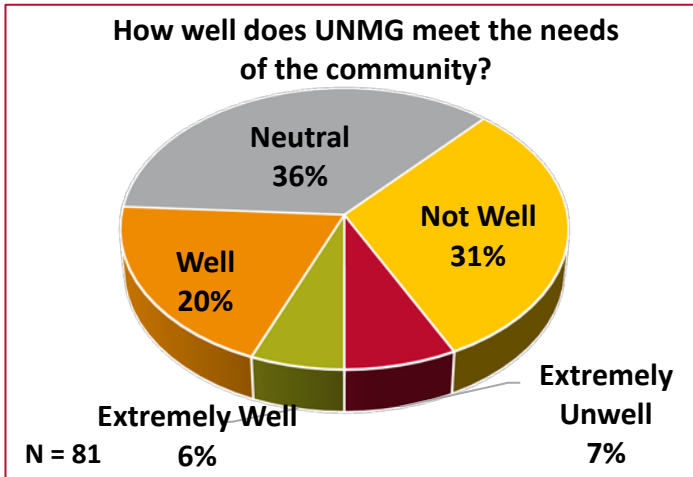
Survey Results



Survey: Participant Demographics

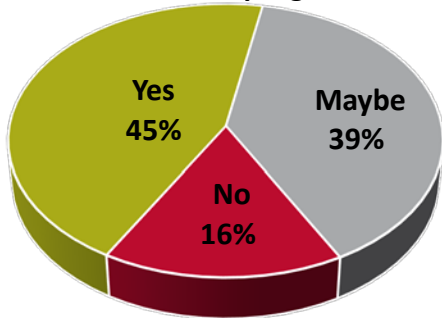


Survey: Perception of UNM-Gallup and UNM-Gallup Graduates



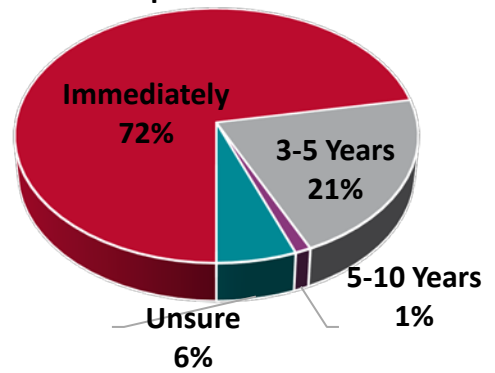
Survey: New Programs

Should UNMG add additional programs?



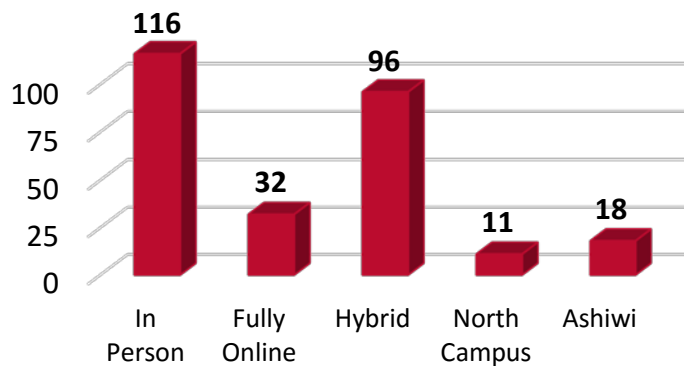
N = 197

When should the new program(s) be implemented?



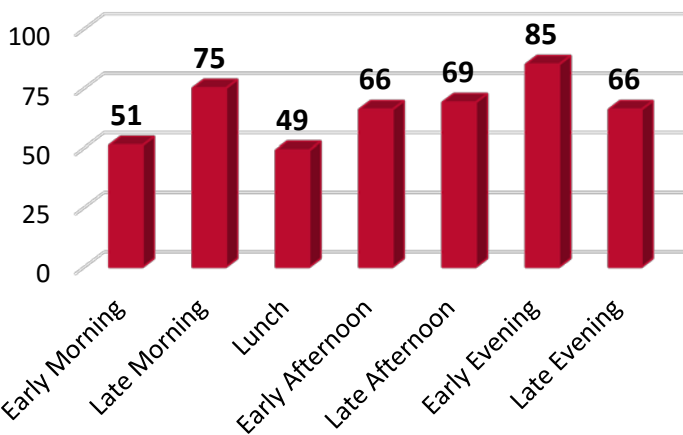
N = 87

Location for New Programs



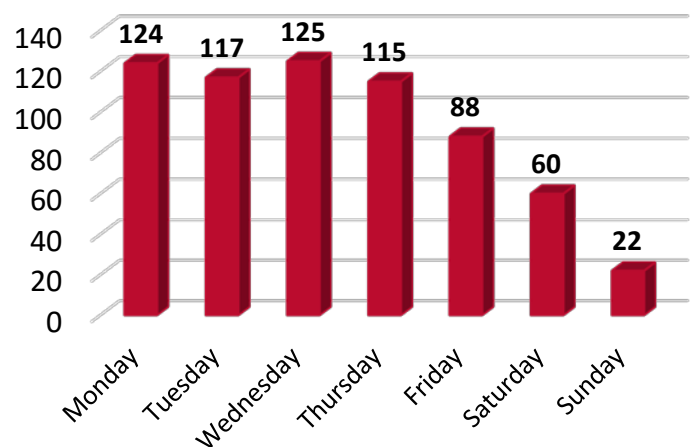
N = 156

What time of day is most convenient for students to attend class?



N = 154

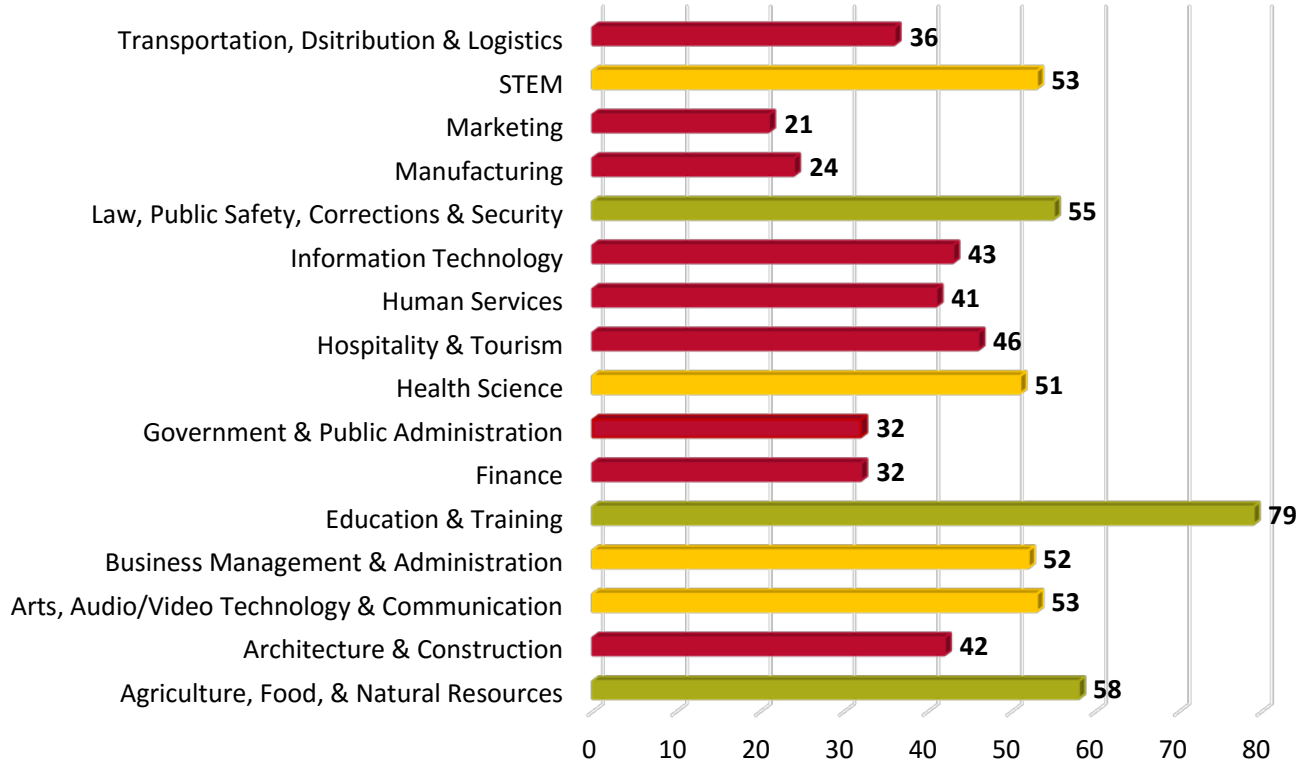
Which days of the week are most convenient for students to attend class?



N = 156

Survey: New Programs

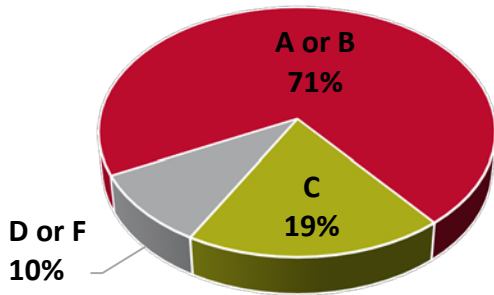
Areas where new programs are desired



N = 157

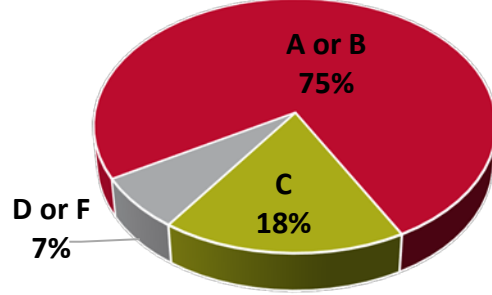
Survey: Student-Specific Responses

What grade would you assign UNMG on the job it has done preparing you for professional and career success?



N = 73

What grade would you assign UNMG on the job it has done meeting your college expectations?



N = 73

UNM-Gallup Students' Reasons for Attending College

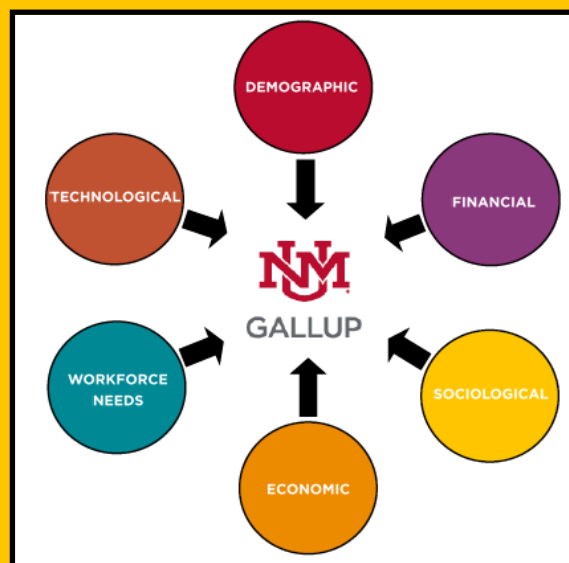
A college education will provide me with the specific skills and knowledge required in the field in which I hope to work.	42
A College Education will bring more career options and a greater number of job opportunities.	38
A college education will provide me with the knowledge, capabilities, ethics, and values that are essential to having professional success.	28
A college degree will help ensure a higher paying job.	26
College will help me to gain more knowledge that will be helpful throughout life- both on and off the job.	24
A college education will help to ensure that I make better, more informed decisions about my future, which will enhance my life in the long run.	21
A college education will help me to be a more critical thinker and problem-solver, better able to adapt in today's ever-changing society and economy.	18
A college education will prepare me for a life of civic responsibility and leadership.	14
Attending college will give me the opportunity to meet new and interesting people and experience new social situations.	10
A college education will give me an opportunity to learn about and from people and cultures that are different than my own.	7

Most Important



Less Important

Personal Interviews & Focus Group Summary



Personal Interviews & Focus Group Summary

Personal Interviews: 7

Focus Groups: 2

Strengths of UNM-Gallup

- Visually appealing
 - Beautiful Campus
- A positive landmark in the community
 - UNM Gallup enhances the community
- High quality of instruction
 - Low student: faculty ratio
 - Known for quality in general & remedial education
 - Variety of courses is strong
 - Students get treated as individuals
 - Different academic areas work well together
- Has the highest level of staff and faculty
- Welcoming and Friendly Environment
- Is Culturally Sensitive and Embraces Diversity
 - Number of Native American students served
 - Number of different tribes served
- Affordable Education
- Nursing program is strong
- Good community partners
- Leadership is currently more positive

Areas of Growth at UNM-Gallup

- Improvements in leadership needed
 - Lack of steady & reliable leadership
 - Improvement in leadership in all areas, not just the top
 - More commitment to Vision & Mission
 - Better Transparency
- Industry & Community Partners
 - Listen & Follow-up
 - Match programs offered with industry needs, esp. in Vo-Tech areas
 - Technology that aligns with current industry standards
 - Reach out to the community more
 - Increase partnerships
 - Build better relationships with the city & Chamber
 - Partner with Gallup Library
- Community Education
 - Need a larger component

- Need more self-help, self-growth & hobby-related community courses
- Engage more with the Northside campus
- Ask community what courses they want offered
- Connect more with the local districts
- Offer more dual/concurrent enrollment opportunities
- Course Scheduling needs improvement
 - More flexible course times & days are needed (esp. in English)
 - More online course offerings
 - More evening & weekend course offerings
- Physical buildings need an inviting space for students
- Community as a whole is unclear about program and course offerings
- Look for other sources of money, including grants

External Environment

Negative

- Community-wide issues
 - Lack of broadband/ high-speed internet
 - Poverty leading to greater need of remedial education
 - Lack of transportation to and from the reservations
 - Right-of-way challenges
 - Lack of affordable housing
 - Lack of childcare
 - Community is behind on technology
 - Negative image of Gallup from community & visitors
- Higher Education as Whole
 - Elected Officials have not been kind to higher education
 - Funding Formula presents challenges to community colleges
 - Higher Education is moving online and UNM-G is behind
- Navajo Nation administration wants everything done on the reservation
- Challenges with the Media
 - Claims that higher education is not useful or necessary
 - Independent running untrue stories
 - Lack of consulting UNM-G for accurate information
 - Rumors that the plan is to get rid of the smaller higher ed institutions in the state

Positive

- Community Resources
 - Navajo & Zuni Transit
 - Untapped community contributions to UNM-G
 - Some legislative support
 - Additional state funding for Nursing Program
- Strong Community

- Culturally & ethnically diverse population
- Diverse experiences & strengths
- Strong support for quality education
- Desire for increased economic development partnerships
- People are recently working together more

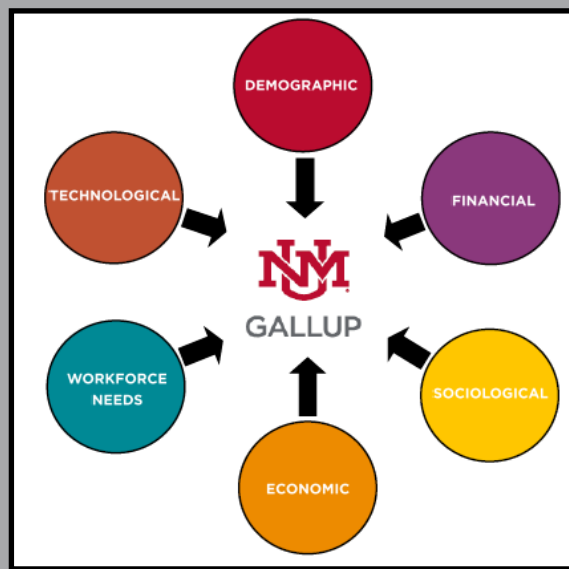
New Programs at UNM Gallup

- New Program / Course Suggestions
 - Radiology Technology
 - Artificial Intelligence
 - Additional teaching degrees
 - Hospitality/ Tourism
 - Business Incubator/ Entrepreneurism
 - Quickbooks
 - Pre-Forestry/ Natural Resources Management / Fire Science / Wildlife Management
 - Bachelor-level degrees
 - 3D course for architecture and/or digital design
 - Digital Media
 - Clean Energy
 - A program to help with downtown revitalization/ rejuvenation
 - Short-term industry-related certifications (i.e. 2 week programs)
 - Quick CERTs that address the 1-2 courses some students need
 - City jobs need training for: water operator, waste water operator, electrician, line man, etc.
- Program & Course Improvements
 - Expand online learning & resources (esp. in the sciences)
 - Expand evening & weekend offerings
 - Offer some degrees/ CERTs fully online
 - IT / other technology weaved into existing programs
 - Check with relevant industries
 - Current industry technology & training
 - Field-trip / Field-day courses
 - Better system for tracking students once they graduate
 - Look into alternative models for remedial courses
 - Articulation of courses needs improvement
- Faculty Pedagogy Improvements
 - Increase collaborative teaching methods
 - Increase visual learning opportunities
 - Be the contact to for industry partners, not administration
 - Improve Zoom instruction (space arrangement & engagement of students)

Local Hiring Challenges

- Lack of soft skills
 - Customer service
 - Phone etiquette
 - Humility
 - Ability to work in teams
- Lack of basic skills
 - Managing a cash register
 - Knowledge of the local area
 - Dressing professionally
 - Awareness of expectations in the workforce
- Generational gaps create challenges
- Cultural barriers regarding how different cultures view the workforce
- Community issues that create workplace challenges
 - Lack of transportation & right-of-way challenges
 - Lack of childcare
 - Lack of broadband

Interest Areas



Interest Areas

Interest areas were formed around topics that may be of particular interest to the UNM-Gallup community. The goal of the interest areas was to obtain participation and recommendations from UNM-Gallup employees. Information received from interest area participants was categorized as either internal or external. External information and general information was incorporated into this section. Internal recommendations were compiled and submitted to the appropriate UNM-Gallup administrator. A special thanks goes out to all of the UNM-Gallup employees who so generously spent their time working on this project for the benefit of UNM-Gallup students and the local community.

Summary of Tables and Figures:

- Local Demographics
 - Table A Local Demographics
 - Table A.1. Postsecondary Institutions: Demographic Information
 - Figure A Unemployment Rates
 - Table B New Mexico Unemployment by County
- Community Literacy
 - Table C. Undergraduate Cost of Attendance
 - Table D. Approximate Cost of Commuting
- Postsecondary Student Funding
 - Table E Federal Student Aid Interest Rates
- New Mexico Higher Education Funding
 - Table F. I&G Funding Formula Performance Measures
- Economic Development
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 - Table H Fastest Growing Occupational Groups
 - Table J. Fastest Growing Occupations
 - Table K Workforce Regions Projections Industry Areas
 - Table L Occupational Groups with Projected Growth
 - Table M Detailed Occupations by Projected Growth
 - Figure B. Specific Program Recommendations
 - Figure C. Specific Program Recommendations
- Workforce Training and Retraining
 - Table N Knowledge, Skills & Abilities for In-Demand Occupations

Local Demographics

Refer to Table A for local, state, and national demographics, and Table A.1 for Postsecondary demographics.

Table A

Demographics			
	McKinley County	New Mexico	United States
Population			
Population estimate (July 1, 2017)	72,564	2,088,070	325,719,178
Population, percent change (April 1, 2010 to July 1, 2017)	1.5%	1.4%	5.5%
Age & Sex			
Persons under 5 years	7.6%	6.1%	6.1%
Persons under 18 years	29.2%	23.4%	22.6%
Persons 65 years and over	11.8%	16.9%	15.6%
Female persons	51.6%	50.5%	50.8%
Race & Hispanic Origin			
White alone ^a	16.7%	82.2%	76.6%
Black or African American alone ^a	0.7%	2.5%	13.4%
American Indian and Alaska Native alone ^a	79.2%	10.9%	1.3%
Asian alone ^a	1.0%	1.7%	5.8%
Native Hawaiian and Other Pacific Islander alone ^a	0.1%	0.2%	0.2%
Two or More Races	2.4%	2.5%	2.7%
Hispanic or Latino ^b	14.2%	48.8%	18.1%
White alone, not Hispanic or Latino	8.6%	37.5%	60.7%
Population Characteristics			
Veterans (2012-2016)	2,914	157,413	19,535,341
Foreign born persons (2012-2016)	2.2%	9.7%	13.2%
Housing			
Housing units (July 1, 2017)	26,280	937,926	137,403,460
Owner-occupied housing unit rate (2012-2016)	71.7%	67.8%	63.6%
Median value of owner-occupied housing units (2012-2016)	\$68,000	\$161,600	\$184,700
Median selected monthly owner costs, with a mortgage (2012-2016)	\$937	\$1,225	\$1,491
Median selected monthly owner costs, without a mortgage (2012-2016)	\$210	\$333	\$462
Median gross rent (2012-2016)	\$634	\$792	\$949
Building permits (2017)	10	4,741	1,281,977
Families & Living Arrangements			
Households (2012-2016)	18,968	762,551	117,716,237

	McKinley County	New Mexico	United States
Persons per household (2012-2016)	3.88	2.67	2.64
Living in same house 1 year ago, percent of persons age 1 year+ (2012-2016)	92.2%	85.9%	85.2%
Language other than English spoken at home, percent of persons age 5 years+ (2012-2016)	55.4%	35.4%	21.1%
Computer and Internet Use			
Households with a computer (2013-2017)	54.9%	81.7%	87.2%
Households with a broadband Internet subscription (2013-2017)	39.6%	69.9%	78.1%
Education			
High school graduate or higher, percent of persons age 25 years+ (2012-2016)	73.8%	84.6%	87.0%
Bachelor's degree or higher, percent of persons age 25 years+ (2012-2016)	11.0%	26.7%	30.3%
Health			
With a disability, under age 65 years (2012-2016)	10.3%	10.3%	8.6%
Persons without health insurance, under age 65 years	16.5%	10.7%	10.2%
Economy			
In civilian labor force, total, percent of population age 16 years+ (2012-2016)	50.3%	58.5%	63.1%
In civilian labor force, female, percent of population age 16 years+ (2012-2016)	48.6%	54.4%	58.3%
Total accommodation and food services sales, 2012 (\$1,000) ^c	119,384	4,349,672	708,138,598
Total health care and social assistance receipts/revenue, 2012 (\$1,000) ^c	374,348	11,236,630	2,040,441,203
Total retail sales, 2012 (\$1,000) ^c	996,679	25,179,274	4,219,821,871
Total retail sales per capita, 2012 ^c	\$13,650	\$12,073	\$13,443
Transportation			
Mean travel time to work (minutes), workers age 16 years+ (2012-2016)	22.3	21.7	26.1
Income & Poverty			
Median household income, in 2016 dollars (2012-2016)	\$29,272	\$45,674	\$55,322
Per capita income in past 12 months, in 2016 dollars (2012-2016)	\$12,882	\$24,459	\$29,829
Persons in poverty	4.4%	19.7%	12.3%

	McKinley County	New Mexico	United States
Businesses			
Total employer establishments (2016)	992	43,771	7,757,807
Total employment (2016)	16,491	628,723	126,752,238
Total annual payroll, 2016 (\$1,000)	501,432	25,029,224	6,435,142,055
Total employment, percent change (2015-2016)	2.6%	0.4%	2.1%
Total nonemployer establishments (2016)			
All firms (2012)	5,269	151,363	27,626,360
Men-owned firms (2012)	2,055	71,132	14,844,597
Women-owned firms (2012)	2,629	59,044	9,878,397
Minority-owned firms (2012)	4,027	60,622	7,952,386
Nonminority-owned firms (2012)	1,032	83,857	18,987,918
Veteran-owned firms (2012)	509	14,096	2,521,682
Nonveteran-owned firms (2012)	4,523	128,693	24,070,685
Geography			
Population per square mile (2010)	13.1	17	87.4
Land area in square miles (2010)	5,449.81	121,298.15	3,531,905.43

Note. U.S. Census Bureau. (n.d.). *Quick Facts* [Dashboard]. Retrieved from <https://www.census.gov/quickfacts/fact/dashboard/US/PST045218>.

(a) Includes persons reporting only one race

(b) Hispanics may be of any race, so also are included in applicable race categories

(c) Economic Census - Puerto Rico data are not comparable to U.S. Economic Census data

Table A.1

Postsecondary Institutions^a: Demographic Information					
	2000	2014		2025 ^b	
	Total (millions)	Total (millions)	Percentage Increase ^c	Total (millions)	Percentage Increase ^c
Total Enrollments (millions)					
	15.3	20.2	32%	23.3	15%
Age (millions)					
18-24	8.9	11.8	33%	13.3	13%
25-34	3.4	4.6	35%	5.3	16%
35+	2.9	3.6	23%	4.4	20%
Sex (millions)					
Female	8.6	11.4	33%	13.4	17%
Male	6.7	8.8	31%	9.9	13%
Enrollment Status (millions)					
Full-time	9.0	12.5	38%	14.3	15%

Part-time	6.3	7.8	23%	9.0	16%
Student Level (millions)					
Undergraduate	13.2	17.3	31%	19.8	14%
Postbaccalaureate	2.2	2.9	35%	3.5	21%
Race (thousands)					
White	10,462	11,237	N/A ^d	11,195	N/A ^d
Black	1,730	2,792	N/A ^d	2,853	N/A ^d
Hispanic	1,462	3,192	N/A ^d	3,232	N/A ^d
Asian / Pacific Islander	978	1,272	N/A ^d	1,238	N/A ^d
American Indian/ Alaska Native	151	153	N/A ^d	150	N/A ^d
Two or More Races	N/A ^d	642	N/A ^d	665	N/A ^d
Institution Type (millions)					
Public	11.8	14.7	25%	17.0	16%
Private	3.6	5.6	56%	6.3	14%
First-time Freshmen, Fall Enrollment (millions)					
Female	1.3	1.5	N/A ^d	1.8	N/A ^d
Male	1.1	1.3	N/A ^d	1.5	N/A ^d
Associate's Degrees					
Female	347,220	600,000	42%	840,000	29%
Male	231,645	379,000	39%	451,000	16%
Bachelor's Degrees					
Female	712,331	1,066,000	33%	1,187,000	10%
Male	531,840	802,000	34%	851,000	6%
Master's Degrees					
Female	275,732	454,000	39%	573,000	21%
Male	197,770	308,000	36%	408,000	25%
Doctor's Degrees					
Female	55,414	92,000	40%	110,000	16%
Male	64,171	85,000	25%	100,000	15%

Note. Hussar, W.J., and Bailey, T.M. (2017). Projections of Education Statistics to 2025 (NCES 2017-19). Department of Education, Washington, DC: National Center for Education Statistics.

(a) Only includes degree-granting postsecondary institutions.

(b) Projections based on U.S. Census Bureau data.

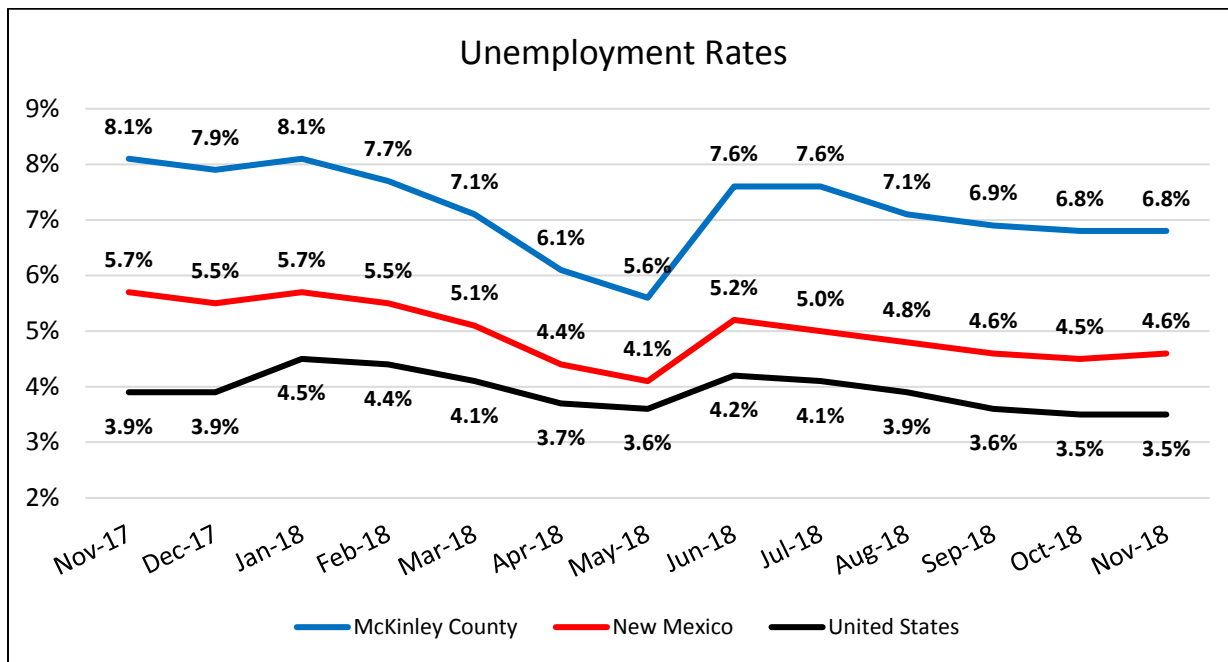
(c) Numeric and percentage increases are compared from the most recent statistics. Increases were measured from 2000 to 2014 and from 2014 to 2025.

(d) Not available or was not possible to calculate due to rounding.

Unemployment

Over the last year, McKinley County and the state of New Mexico have maintained higher rates of unemployment than the national average (New Mexico Department of Workforce Solutions [NMDWS], n.d.). Refer to Figure A for details. According to the most recent unemployment data (November 2018), McKinley County has higher unemployment rates (6.8%) than every county in the state, except for Luna County (11.9%, NMDWS, n.d.). See Table B for unemployment rates by county.

Figure A



Note. New Mexico Department of Workforce Solutions. (n.d.). Labor Force & Unemployment [Dashboard]. Retrieved from <https://www.dws.state.nm.us/Labor-Market-Information/Data-Statistics-Dashboards/Labor-Force-Unemployment>.

Table B**Unemployment: November, 2018**

Rank	County	Rate
1	Luna	11.9%
2	McKinley	6.8%
3	Torrance	6.7%
4	Catron	6.5%
5	Sierra	6.2%
6	Cibola	6.1%
7	Taos	6.1%
8	Mora	5.7%
9	San Miguel	5.4%
10	Colfax	5.3%
11	Doña Ana	5.3%
12	Guadalupe	5.2%
13	Harding	5.1%
14	Socorro	5.1%
15	Grant	4.9%
16	Quay	4.9%
17	Rio Arriba	4.9%
18	San Juan	4.9%
19	Valencia	4.9%
20	Lincoln	4.8%
21	Otero	4.7%
22	Chaves	4.6%
23	Sandoval	4.5%
24	Bernalillo	4.2%
25	De Baca	4.2%
26	Roosevelt	4.2%
27	Santa Fe	3.9%
28	Curry	3.8%
29	Hidalgo	3.8%
30	Lea	3.8%
31	Eddy	3.2%
32	Los Alamos	3.1%
33	Union	3.1%

Note. New Mexico Department of Workforce Solutions. (n.d.). *Labor Force & Unemployment* [Dashboard]. Retrieved from <https://www.dws.state.nm.us/Labor-Market-Information/Data-Statistics-Dashboards/Labor-Force-Unemployment>.

Community Literacy

The Merriam-Webster dictionary defines literacy as “the quality or state of being literate”, with literate meaning “educated, cultured” (Merriam-Webster online, n.d.). Members of Gallup-McKinley County have expressed a need for literacy in English, math, technology, computer science, and healthcare. Lack of literacy in these areas has created pervasive challenges for the community as a whole, as well as challenges specific to UNM-Gallup. Some of these challenges include being under-prepared for college-level coursework, difficulty adapting to contemporary technology, and being at an increased risk for health-related problems.

English and Math

Beginning at an early age, many individuals of Gallup-McKinley County struggle with literacy in math and English. For example, New Mexico’s Public Education Department publishes the results of the National Assessment of Educational Progress (NAEP), which compares 4th and 8th grade student achievement in math and reading to students in each of the 50 states as well as the jurisdictions of the District of Columbia, Puerto Rico, and the Department of Defense schools (New Mexico Public Education Department [NMPED], n.d.). In its most recent results, the 2017 Reading State Snapshot Report indicated only 24.8% of 4th graders and 24.4% of 8th graders were proficient in reading, which was lower than 50 and 46 of the states/jurisdictions surveyed (National Center for Education Statistics [NCES], 2017). Concerning math, only 27.2% of 4th graders and 20.3% of 8th graders were considered proficient, which was lower than 45 and 47 of the states/jurisdictions surveyed (NCES, 2017). In addition, the School District Report Card 2017-2018 for Gallup McKinley County Schools showed 13 of 35 public schools having proficiency levels that were in the single digits for either reading, mathematics, science, or a combination of the three (NMPED, 2018). For more information regarding local secondary schools, please visit the New Mexico Public Education Department website at webnew.ped.state.nm.us. Participants of this environmental scanning project noted several contributors to lower test-scores in the area which included poverty, difficulty recruiting and retaining teachers, language barriers, differences in learning styles related to culture, insufficient broadband access, inadequate transportation, insufficient technology, and lack of resources in general.

Inadequate literacy in the areas of math and English continue into adulthood in the Gallup McKinley County area as well as the state of New Mexico. Moreover, services in adult education throughout the state are limited. For instance, the most recent version of the New Mexico Adult Education Fact Sheet (2013-2014) indicated that over 1,300 students who were eligible for services were waitlisted due to lack of capacity and 24 additional communities requested adult education services (Bannowsky, n.d.). These services, provided by the New Mexico Higher Education Department (NMHED) Adult Basic Education Division, include programs with instruction in basic literacy, English as a second language, and numeracy skills, among others. Although the local community has two main administrative sites for adult education services (Gallup and Ya-Tah-Hey) and a satellite site (Zuni), two additional communities (Tohatchi and Mexican Springs) are currently requesting service, indicating a greater need in the area than what is currently provided (Bannowsky, n.d).

Inadequate literacy among the local adult population presents additional challenges for individuals seeking college credentials. Upon entering local postsecondary institutions, community educators noted that many students are under-prepared for college-level coursework, particularly in the areas of math and English. As a result, 86% of New Mexico postsecondary students entering 2-year institutions require remedial coursework in math and/or English to prepare them for their college-level counterparts (New Mexico Higher Education Department [NMHED], 2018). Additionally, UNM-Gallup faculty noted that many students placed in regular college-level courses still require additional assistance, such as individual tutoring services. Participants of this project provided many useful ideas and resources on how remedial education can be addressed and improved at UNM-Gallup, particularly with regard to the state favoring less-traditional remediation models. These excellent ideas were passed along to the appropriate UNM-Gallup administrations for internal management and consideration.

Technology and Computer Literacy

Like other industries, higher education has incorporated numerous technological tools to enhance student experiences, remain competitive, innovate, and satisfy stakeholders. Higher education institutions located in rural areas have used these tools to offer distance education, improve advising techniques, provide increased access to grades and class schedules, offer general education courses to local high school students, schedule tutoring sessions, and allow

students to participate in campus events (Negrea, 2018). The majority of participants strongly supported initiatives that would bring a greater technological presence to UNM-Gallup and the community. The most urgent and desired technological initiative for UNM-Gallup involves enhancing and expanding online instruction and distance education to keep up with this expanding trend. In addition to expanding broadband access to remote locations (see the “Economic Development” section for more details), developing computer literacy skills among students was noted as one of the most critical first steps in expanding and enhancing online learning and distance education.

Computer Literacy. Participants described computer literacy as the ability to reasonably navigate, work with, and learn to use current and new computer systems, programs, software, and hardware. Examples of tasks performed by those who are computer literate include the following: creating a document in Microsoft Word, browsing the internet to find the answer to a question, teaching or taking an online course, using Microsoft Excel to create a spreadsheet, and being able to copy and paste. Unfortunately, residents of McKinley County have limited access to computers and broadband in their homes. In the most recent census data, only 54.9% of McKinley County households had a computer, compared to 81.7% of New Mexico households, and 87.2% of United States households (U.S. Census Bureau, n.d.). Similarly, only 39.6% of McKinley County households had a broadband Internet subscription compared to 69.9% of New Mexico households and 78.1% of United States households (U.S. Census Bureau, n.d.). Therefore, UNM-Gallup students living in remote locations tend to be less familiar with commonly used computer-based tools, such as web-browsers and Microsoft applications. Considering these challenges, local stakeholders suggested that students receive intensive training in basic computer skills and online learning. Because computer and internet access is limited at home, participants felt that acquiring these skills was necessary for success in an increasingly technological world.

Healthcare Literacy

In the 2016 Community Health Needs Assessment for McKinley County and Surrounding Areas, multiple health care providers indicated a need for health education in diabetes prevention and management, nutrition education, appropriate use of emergency and primary care facilities, the importance of Vitamin D, healthy habits during pregnancy, and the importance of breastfeeding (Guilliams, 2016). Participants of the health needs assessment

project expressed a particularly high need for health education services in the following locations: Pueblo of Zuni, Navajo Nation, McKinley County Women's, Infants and Children Program (WIC), and Gallup Senior Centers. Further, data concerning health behaviors support the notion that McKinley County would benefit from health education and other interventions aimed at improving the overall health of the local community. According to the Robert Wood Johnson Foundation, McKinley County has the highest ranking of [poor] Health Behaviors in the state of New Mexico (32 out of 32; Robert Wood Johnson Foundation, 2018). The Health Behavior ranking system takes into account the following factors: adult smoking, adult obesity, food environment index (factors that contribute to a healthy food environment), physical inactivity, access to exercise opportunities, excessive drinking, alcohol-impaired driving deaths, sexually transmitted infections, and teen births. Overall, community opinion and data support the need for health-related interventions in the McKinley County area.

Educational Costs

Tuition, Fees, Room and Board

Nationally, the total cost of higher education (tuition, fees, room and board) has grown to nearly 2.5 times the median income (U.S. median household income = \$57,652) and at twice the rate of inflation (U.S. Department of Labor [US DOL], 2018). Although many Americans place value in obtaining a college education, associated costs have produced dissatisfaction (Bidwell, 2018). Still, actual cost of attendance (tuition, fees, and room and board) for undergraduate students varies greatly by type of institution and living situation. According to the most recent data (academic year 2015-2016) using current dollar prices, estimated academic year costs are highest at private nonprofit institutions (\$43,065), followed by private for-profit institutions (\$23,776), and finally public institutions (\$16,757; NCES, 2018). For a full breakdown of the yearly cost of attendance by institution type, refer to Table C. Compared to other 2-year public institutions in the United States, UNM-Gallup offers very competitive tuition rates with the cost being \$80.50 per credit hour and \$966 for a full-time, in-state student (12-18 credit hours) per semester. For example, if an in-state, full-time student lives with family while attending college, the estimated cost of attendance (includes estimated “room and board”) at UNM-Gallup is much lower for the academic year (\$6,961; NCES, n.d.) compared to most 2-year public institutions (\$9,939; NCES, 2018).

Challenges related to cost of attendance appear to arise when students live outside of the family home and pay rent. For example, if the same in-state, full-time student lives outside of the family home, the annual cost of attendance at UNM-Gallup more than doubles (\$17,653 compared to \$6,961), and is slightly higher than the estimated cost of attendance for the same student enrolled at UNM-Taos (\$17,468), UNM-Valencia (\$17,345) and UNM-Los Alamos (\$16,872; NCES, n.d.) as well as the national average for public 2-year institutions (\$17,005; NCES, 2017). This data implies that the estimated cost of living for a student in Gallup is slightly higher than the estimated cost of living for a student in Taos, Valencia, and Los Alamos. In many cases, students living in McKinley County cannot afford to live outside the family home. For example, the cost of a year’s attendance at UNM-Gallup (living outside the family home) is 60% of the most recent McKinley County median household income (\$29,272; U.S. Census Bureau, n.d.). When looking at the national median household income (\$57,652), the cost of attendance for the same UNM-Gallup student would only account for

31% of the household's income (U.S. Census Bureau, n.d.). However, in the most recent national statistics (2011-2012), approximately 44% of associate degree seeking students and 40% of certificate seeking students worked while attending school, suggesting that the average household income might be slightly lower than the county average for those attending school because full-time employment is not possible. In other words, for some McKinley County students, the cost of full-time attendance for an academic year may be more than 60% of their household's annual income.

Table C

Undergraduate Cost of Attendance^a				
Academic Year	Public		Private (nonprofit & for-profit)	
	4-Year	2-Year	4-Year	2-Year
2005-2006	\$12,108	\$6,492	\$27,333	\$21,404
2006-2007	\$12,797	\$6,815	\$28,919	\$20,284
2007-2008	\$13,429	\$6,975	\$30,226	\$21,685
2008-2009	\$14,262	\$7,568	\$31,273	\$22,726
2009-2010	\$15,036	\$7,708	\$31,847	\$24,463
2010-2011	\$15,919	\$8,079	\$32,517	\$23,101
2011-2012	\$16,787	\$8,617	\$33,677	\$23,605
2012-2013	\$17,475	\$8,927	\$35,071	\$23,355
2013-2014	\$18,100	\$9,283	\$36,599	\$23,870
2014-2015	\$18,632	\$9,586	\$37,990	\$24,317
2015-2016	\$19,189	\$9,939	\$39,529	\$24,367

Note. National Center for Education Statistics. (2018). *Fast facts* [data table]. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=76>.

(a) Cost of attendance is estimated using current dollar prices (2018) and average charges for full-time students.

Other Costs

Many times, the cost of a postsecondary education at a public 2-year university is thought of in terms of tuition and fees. However, as demonstrated in the previous section, students are spending quite a bit on room and board if housing with family members is unavailable. Conversations with local community members have underscored issues in the

McKinley County area that lead to financial stress. Specifically, lack of childcare or affordable childcare, lack of adequate housing, inadequate or unaffordable transportation options, and food insecurity negatively impact current and prospective students.

Childcare. Lack of childcare and lack of affordable childcare was brought up by multiple community stakeholders as major challenges in the McKinley County area that need to be addressed, particularly for those seeking to obtain postsecondary credentials. For many adults with dependents, finding childcare ranges from extremely difficult to impossible. For others, the available options are unaffordable. For instance, a single mother with one dependent child who is not yet school-aged may live outside the family home and carry a full-time student status and therefore require full-time childcare for 32 weeks. According to the most recent U.S. Census Bureau data, this student can expect to spend approximately \$177 per week on childcare, if she is living at 100 to 299 percent of poverty for her household size (2014). This equates to \$5,664 for 32 weeks of full-time childcare plus the \$17,653 cost of tuition, fees, and “room and board”, which amounts to \$23,317. Without adding the cost of transportation or other miscellaneous expenditures, expenses related to attending college have already far exceeded the anticipated annual income if living in poverty (\$16,895; U.S. Census Bureau, n.d.) or have reached 79% of the median annual household income for McKinley County (\$29,272). Unfortunately for the 34.4% of McKinley County residents living in poverty (U.S. Census Bureau, n.d.), this scenario is likely common.

Housing. According to many community experts, limited housing options create another financial challenge for students wishing to obtain higher education credentials. In fact, this particular challenge is multifaceted. First, according to local constituents, there are not enough rental options available to accommodate the demand for rentals. Second, the type of available housing does not meet the needs of those who wish to reside in McKinley County. For instance, a prospective college student may have a budget of around \$650 for rent per month, but the cheapest rental available may cost \$900. Several local experts expressed concern for the housing market, noting that low-income housing and very expensive housing options are generally available, but individuals have difficulty finding housing that falls somewhere in between. For prospective students, this may mean living with family on the reservation or out of town and commuting to school or paying more than they can afford to live in town.

Transportation. Commuting to and from UNM-Gallup to a local reservation can be quite expensive. However, many students attending UNM-Gallup commute long distances multiple times a week. For instance, a student living in Chinle, AZ, a town located on the Navajo Nation, must commute approximately 100 miles one-way to get to UNM-Gallup (Google Maps, 2019). A student living in Fort Defiance, AZ or Zuni, NM travels approximately 35 miles one-way (Google Maps, 2019). If a student pays \$1.99 per gallon for gas, the lowest listed price in the area (GasBuddy, n.d.), and drives a 2012 Nissan Altima (average MPG = 25.1), that student will spend \$63.43 commuting to and from Chinle, AZ to UNM-Gallup for class four times per week, or \$1,014 for a 16-week semester. The cost to commute is much less expensive for individuals traveling from Zuni, NM or Fort Defiance, AZ per week (\$22.20) and per 16-week semester (\$355.19). For individuals living within 8 miles of UNM-Gallup, the cost is very inexpensive per week (\$5.07) and per 16-week semester (\$81.19). For a breakdown of calculations, see Table D. Keep in mind that this does not include costs associated with more frequent car maintenance, such as oil changes and other basic servicing. For students on a tight budget, choosing to commute for one week could mean sacrificing a trip to the grocery store.

Table D

Approximate Cost of Commuting^a											
Home Location	Miles	X	Trips per week	÷	MPG	X	Gas price per gallon	=	Total Weekly Cost	X 16	Total 16-Week Cost
Chinle, AZ	(100	X	8)	÷	25.1	X	\$1.99	=	\$63.43	X 16	\$1,014
Zuni, NM	(35	X	8)	÷	25.1	X	\$1.99	=	\$22.20	X 16	\$355.19
Fort Defiance, AZ	(35	X	8)	÷	25.1	X	\$1.99	=	\$22.20	X 16	\$355.19
In town, 8 miles from UNM-Gallup	(8	X	8)	÷	25.1	X	\$1.99	=	\$5.07	X 16	\$81.19

Note. GasBuddy. (n.d.). *Search Gas Prices* [database search]. Retrieved on January 18, 2019 from <http://www.newmexicogasprices.com/GasPriceSearch.aspx>.
 Google Maps. (2019). [Graphic and written directions from UNM-Gallup to other locations]. Retrieved from <https://www.google.com/maps>.

(a) A 2012 Nissan Altima was used for the purpose of this example. Average MPG was 25.1 for a 2012 Nissan Altima based on data retrieved from fueleconomy.gov. Trips per week assumes a 4 day per week schedule, totaling 8 one-way trips. Miles traveled were calculated using google maps (the total miles from the town/community to UNM-Gallup, one-way). Price per gallon was estimated assuming access to the lowest priced gas in the 87301 zip code (fueleconomy.gov, retrieved on 1/18/19). Actual costs will vary depending on a number of factors. Does not include maintenance costs, holidays, sick days, snow-days or any unforeseen circumstances where a student may travel more or less days to class.

Food Insecurity. Multiple UNM-Gallup employees have expressed concern for students regarding food insecurity. According to the U.S. Department of Agriculture, food insecurity refers to “a reduced quality, variety, or desirability of diet” and may include “disrupted eating patterns and reduced food intake” (U.S. Department of Agriculture, n.d.). According to the Robert Wood Johnson Foundation’s (2018) most recent data, 27% of McKinley County’s population (20,150 individuals) are food insecure, the highest percentage by county in the state of New Mexico. Further, 41% of McKinley County has limited access to healthy foods, the second highest percentage by county in the state (Robert Wood Johnson Foundation, 2018). According to several UNM-Gallup employees, it is not uncommon for students to have to choose between paying for food, gas, textbooks, or other items most would deem necessary.

Postsecondary Student Funding

For the purpose of this section, postsecondary student funding refers to scholarships, grants, work-study, and loans given to students based on financial need, merit, or membership in a particular group to be used at or while attending a postsecondary institution.

Postsecondary funding can come from the federal government, state government, UNM-Gallup (or the postsecondary institution of planned attendance), and nonprofit or private organizations such as Native American tribes.

Federal Student Aid

Since its inception in 1965, Federal Student Aid (FSA) has been utilized by students lacking financial resources to pay for the increasing costs of higher education. FSA is an umbrella term that includes grants, work-study, and loans for students attending 4-year and 2-year colleges or universities, community colleges, and career schools (Federal Student Aid [FSA], n.d.). For full descriptions and details of the Federal Student Aid program and its components, please visit the Federal Student Aid website, studentaid.ed.gov.

Grants. FSA grants are typically need-based and do not have to be repaid (FSA, n.d.). Currently, the U.S. Department of Education offers the following grants: Federal Pell Grant, Federal Supplemental Educational Opportunity Grants (FSEOG), Teacher Education Assistance for College and Higher Education (TEACH) Grants, and Iraq and Afghanistan Service Grants. Grant awards vary by individual financial need and are considered once a student has submitted a Free Application for Federal Student Aid (FAFSA) form. If a student drops out early or does not fulfill requirements, grant awards may have to be repaid (FSA, n.d.).

Work-study. The FSA work-study program provides full or part-time undergraduate, graduate, and professional students with a part-time job while attending school (FSA, n.d.). Many work-study students work on campus and are encouraged to work in their field of study if possible. Some students may work off campus, depending on whether there is an agreement with private for-profit employers for work-study jobs. Work-study students earn at least the current federal minimum wage, but final awards are dependent on when the application is received, the individual's financial need, and the school's availability of funding (FSA, n.d.).

Loans. An FSA loan is money that is borrowed from the federal government and paid back with interest (FSA, n.d.). Under the William D. Ford Federal Direct Loan Program, the U.S. Department of Education offers four types of Direct Loans: Direct Subsidized Loans, Direct Unsubsidized Loans, Direct PLUS Loans, and Direct Consolidation Loans. Loans typically differ in eligibility based on financial need, student classification (i.e. undergraduate, graduate, etc.), and borrower type (i.e., student or parent), but additional factors may impact the terms of the loan (FSA, n.d.). The amount of the loan varies greatly depending on elements such as student classification, other financial aid resources, and dependency status. See Table E for FSA interest rates distributed after July 1, 2018 and before July 1, 2019.

Table E

Federal Student Aid Interest Rates

Loan Type	Borrower Type	Fixed Interest Rate
Direct Subsidized Loans	Undergraduate	5.05%
Direct Unsubsidized Loans	Undergraduate	5.05%
	Graduate Student	6.60%
	Professional Student	6.60%
Direct PLUS Loans	Parent(s) of Student	7.60%
	Graduate Student	7.60%
	Professional Student	7.60%

Note. Federal Student Aid. (n.d.). Types of aid. Retrieved from <https://studentaid.ed.gov/sa/types>.

FSA Loan Concerns. Despite the fact that student aid provides higher education access to individuals lacking financial resources, U.S. Secretary of Education, Betsy DeVos, asserts that the current policies surrounding the distribution, management, and administration of FSA have created a crisis in higher education (U.S. Department of Education, 2018). Specifically, increased debt levels of individual students currently accounts for 70% of FSA loan growth, with only 30% of growth attributed to new borrowers. The health of the FSA program may also confirm a need for policy revision that will fare better for students in the long run. For instance, FSA presently holds \$1.5 trillion in outstanding loans, with only 24% of borrowers paying down both interest and principal balances. Further, almost 20% of all FSA

loans are in default or delinquent, with 43% of all FSA loans considered “in distress” (U.S. Department of Education, 2018). Although all contributing factors have not yet been identified, FSA statistics successfully point out several important facts: students are borrowing more money to pay for school, and thereafter struggle to repay what they’ve borrowed.

State Financial Aid

The state of New Mexico has multiple sources of financial aid including grants, scholarships, work-study, and loans (New Mexico Higher Education Department [NM HED], n.d.). Information for the following sections regarding state financial aid was gathered from New Mexico’s Higher Education Department website. Please browse the website for more information regarding state financial aid.

Grants. The state of New Mexico offers two need-based grant programs for undergraduate students residing in New Mexico: the Student Incentive Grant Program, and the College Affordability Grant. Students receiving either grant can use their aid to attend a New Mexico public college or university, or a tribal college. The Student Incentive Grant Program awards \$200 - \$2,500 per year to qualifying students with extreme financial need. The College Affordability Grant provides students who do not qualify for other state grants and scholarships up to \$1,000 per semester to attend school.

Scholarships. New Mexico currently offers its current or future residents a number of scholarships to New Mexico public higher education institutions including the Legislative Lottery Scholarship, New Mexico Scholars, Athletic Scholarship, Bridge Scholarship, Competitive Scholarship, Fire Fighters and Peace Officers Survivors Scholarship, Graduate Scholarship, and Vietnam Veterans’ Scholarship.

Legislative Lottery Scholarship. The well-known New Mexico Legislative Lottery Scholarship is a flat award based on the type of institution the student attends, which partially covers the cost of tuition. Students must have completed high school or a high school equivalency credential from a public or private accredited New Mexico institution to be eligible for this award. Additionally, upon graduating high school or receiving a high school equivalency credential, students must enroll full-time within sixteen months. Full-time status is 15 credit hours per semester at a qualifying 4-year institution and 12 credit hours per semester at a qualifying 2-year institution. Upon receipt of the award, students are required to maintain

a 2.5 grade point average. Scholarship award disbursement begins at the second semester of enrollment. For more information, please visit New Mexico's Higher Education Department website, at hed.state.nm.us.

New Mexico Scholars. The New Mexico Scholars Scholarship eligibility is based on ACT or SAT scores, full-time student status, and family income. Eligible students have graduated from a New Mexico high school in the top 5%, scored an 1140 on the SAT, or scored a 25 on the ACT and be enrolled in an eligible public or private not for profit higher education institution. Additionally, the student's combined family income may not exceed \$60,000 per year.

Athletic Scholarship. A tuition and fees athletic scholarship is offered to New Mexico resident or non-resident prospective students who plan to attend a New Mexico higher education institution. Athletic scholarships are offered at the following postsecondary institutions: Eastern New Mexico University, New Mexico Highlands University, New Mexico Junior College, New Mexico State University, University of New Mexico, and Western New Mexico University. Each scholarship covers tuition and fees for one year and can be renewed each year. Each postsecondary institution determines its own scholarship qualifications.

Bridge Scholarship. The Bridge Scholarship is intended to be used during a student's first academic semester, particularly due to the Legislative Lottery Scholarship not covering this semester. Each higher education institution is required to use all available 3% Bridge scholarships before granting Legislative Lottery Scholarships. The amount awarded from the Bridge Scholarship will not exceed tuition and fees costs for the postsecondary institution.

Competitive Scholarship. The Competitive Scholarship is for out-of-state residents who plan on enrolling full-time at a 4-year New Mexico public postsecondary institution. Students eligible for this scholarship have demonstrated outstanding high school academic achievement and meet certain ACT score and GPA requirements. The amount of money awarded varies, but individuals who receive at least \$100 in Competitive Scholarship funds per semester are also eligible for New Mexico resident tuition and fees rates.

Fire Fighters and Peace Officers Survivors Scholarship. The Fire Fighters and Peace Officers Survivors Scholarship provides survivors of those who lost their lives in the line of duty scholarships to obtain a college education from any public post-secondary institution.

The scholarship award can be used for up to a period of six academic years and includes tuition as well as room and board. Both the student and honorable deceased must be residents of New Mexico. Survivors eligible for the scholarship include spouses and adopted or biological children under the age of 21 at the time of their parent's death.

Graduate Scholarship. Students seeking a graduate degree are eligible for this scholarship. Priority will be given to those with the greatest financial need and to New Mexico students from under-represented groups. The graduate scholarship awards up to \$7,200 per year for a maximum duration of two years. Students who receive this scholarship must also agree to serve in an unpaid internship or assistantship for 10 hours per week during the academic year.

Vietnam Veteran's Scholarship. Vietnam Veterans who are certified by the New Mexico Veteran's Service Commission and are New Mexico residents are eligible to receive payment for tuition, fees, and required books (NM HED, n.d.). Scholarships are awarded on a yearly basis and can be renewed.

UNM-Gallup Scholarships

UNM-Gallup is proud to offer 16 different scholarships to its students (The University of New Mexico – Gallup [UNM-G], n.d.). Many of the scholarships are sponsored by local businesses or were created to honor a loved community member. The scholarships offered are as follows: Continental Divide Electric Education Foundation; Desbah Largo Endowment Scholarship; Hispanic Scholarship Fund; Live your Dream; Ralph Casebolt Endowment Scholarship; Red Rock Balloon Rally Scholarship; Rehoboth McKinley Christian Hospital Auxiliary Scholarship; Sussman-Miller Educational Assistance Fund; UNM-G Basilio Di Gregorio Scholarship; UNM-G Chapter T P.E.O Irene Gurley Memorial Scholarship; UNM-G Allen & Leone Rollie Memorial Endowment Scholarship; UNM-G Julia Palmer Memorial Endowment Scholarship; UNM-G Mary Anna Zollinger Memorial Endowment Scholarship; UNM-G Nursing Endowment Scholarship; UNM-G Santana Andrade Memorial Nursing Scholarship; and UNM-G Student Senate Scholarship. For more information regarding specific scholarships offered through UNM-Gallup, please visit gallup.unm.edu/scholarships.

Tribal Scholarships

In addition to federal, state, and UNM-Gallup funding options, Native American students can also seek funding from their respective tribes (UNM-G, n.d.). Current tribal scholarships boast 13 different scholarship opportunities aimed at providing quality education while maintaining and honoring the tribes it serves. Available tribal scholarships include the following: American Indian College Fund (AICF)- Full Circle Scholarship; American Indian Education Fund (AIEF); American Indian Graduate Center (AIGC); American Indian Services (AIS); Cobell Education Scholarship; Friends of Hubbell Trading Post; Indian Health Service (IHS); Office of Navajo Nation Scholarship and Financial Assistance (ONNSFA); Navajo Tribal Utility Authority Scholarship (NTUA); SMA Native American STEM Scholarship; The Julie's Helpers Memorial Scholarship; and the Zuni Education and Center Development Center (ZECDC). For details regarding tribal scholarships, please visit gallup.unm.edu/scholarships.

New Mexico Higher Education Funding

Overview

Most education policies are decided by the state and local government due to the Tenth Amendment (U.S. Department of Education, n.d.). In the state of New Mexico, the Higher Education Department decided to use an instruction and general (I&G) funding formula to determine the exact dollar amount received by 24 public universities and colleges throughout the state (NM HED, n.d.). Currently, New Mexico uses state general fund revenues to partially fund an institution. The exact amount received by each institution is partially based on several key performance measures. Each year, the secretary of higher education works with the steering committee of higher education stakeholders to formulate a request based on the funding formula. This request goes to the Legislative Finance Committee (LFC) and the Department of Finance and Administration for funding recommendations for the next fiscal year. Based on current state priorities, the Legislature may choose to adjust funding formula levels (NM HED, n.d.). More details can be found in the New Mexico Higher Education I&G Funding Formula 2017 Technical Guide for the FY18 Budget Cycle.

I&G Performance Measure Methodology

Twenty-four public higher education institutions in the state of New Mexico receive funding partially based on performance measures included in the NM Higher Education Instruction and General (I&G) Funding Formula (NM HED, n.d.). These institutions represent the Research, Regional Comprehensive, Branch Community College, and Independent Community College sectors of higher education. New Mexico Tribal Colleges, Special Schools (i.e., military, schools for the deaf/blind, etc.), and the University of New Mexico- Health Science Center have different funding procedures. Performance measure funding comes from new money and redistributed base funding from the previous year. The amount of funding designated for performance measures is then split between the following individual performance measures: Total Awards, STEMH Awards, At-Risk Awards, Mission Measures, and Student Credit Hours (NM HED, n.d.). For a brief description of individual performance measures, see Table F.

Table F**I&G Funding Formula Performance Measures**

Measure	Percentage	Description
Total Awards	28%	Total number of students who graduated with an academic award ^a within each academic year
STEMH Awards	13.5%	Number of students who graduated with an academic award ^a in any Science, Technology, Engineering, Mathematics, or Health field within each academic year
At-Risk Awards	13.5%	The number of financially at-risk students who graduated with an academic award ^a within each academic year ^b
Mission Measures (by institutional sector)		
Research ^c	11.1%	Out-of-state dollars (value of expenditures) that come to New Mexico due to the institution's research efforts.
Student Momentum Points	5.6%	Points are awarded for institutions based on whether students reach 30 or 60 total credit hours for the first time ^d .
Dual Credit	3.3%	Total end-of-course student credit hours taken by dual-credit students at the end of an academic year.
End-of-Course Student Credit Hours	25%	Unrestricted student credit hours that students have completed by the end of the semester (passing is not required)

Note. New Mexico Higher Education Department. (n.d.). *New Mexico higher education i&g funding formula: 2017 technical guide for the fy18 budget cycle.* Retrieved from <http://www.hed.state.nm.us/uploads/files/NM%20I%20%26%20G%20funding%20formula/New%20Mexico%20HED%20Funding%20Formula%20-%202017%20Technical%20Guide%20for%20FY18%20Budget%20Cycle.pdf>.

(a) Academic award refers to a certificate or degree. Non-STEMH certificates that are completed within less than one year are excluded. Only one degree/certificate per student during the specified time frame is retained. If a student receives two awards of the same level, the one with the higher tier is retained.

(b) Expected family contribution (EFC) information compiled from FASFA financial aid files is used to determine whether a student is financially at-risk. For more details, see the Funding Formula Technical Guide.

(c) Does not apply to UNM-Gallup.

(d) Community College and Comprehensive University sectors receive points for students reaching 30 or more credit hours for the first time (5% of mission measures). Only Comprehensive University sectors receive points for students reaching 60 or more credit hours for the first time (0.6% of mission measures).

Performance measures raw data is submitted to the Higher Education Department by each institution or by an institution's main campus (NM HED, n.d.). UNM main campus is currently responsible for submitting all UNM and UNM branch campus data to the New Mexico Higher Education Department. Once received, institutional raw data is weighted, normalized, coded, or otherwise transformed to fit the funding formula methodology based on several factors, such as type of award conferred (i.e., level, field, cost, etc.; NM HED, n.d.). For detailed information regarding how individual performance measures are transformed to fit the funding formula methodology, refer to the Funding Formula Technical Guide (2017).

Each of the 24 institutions responsible for the performance measures will receive the percentage of funding that they contributed for a particular measure (NM HED, n.d.). For example, if the entire state produced 20,000 awards (degrees and/or certificates for the "Total Awards" performance measure) and Institution ABC produced 10,000 of the 20,000 total awards, Institution ABC would receive 50% of the funding available for the Total Awards performance measure. If Institution XYZ produced 1,000 of these awards, they would receive 5% of the funding available for the Total Awards performance measure (NM HED, n.d.). It is important to underscore several points in light of percentages and performance measure funding. First, all 24 higher education institutions are competing for a portion of designated performance funding. Each performance measure can be thought of as an individual pie. The Total Awards pie is split into 24 pieces (representing our 24 higher education institutions responsible for performance measures). The size of the pie (funding for that particular measure) is already determined, but what is not yet determined is the size of each institution's slice (how much funding will be received). Therefore, the only way an institution can increase their funding is to outperform other institutions by conferring a larger percentage of the state's Total Awards. For example, if all institutions increase their Total Awards by 2%, then an institution wanting to increase their share of Total Awards funding must increase their Total Awards by more than 2%. If an individual institution does not keep up with the growth seen at other institutions statewide, their share of funding will shrink for that particular performance measure.

In addition to institutions having to compete with one another, a number of other concerns have been raised since performance-based funding was adopted. Some concerns mentioned by higher education experts around the state include a fear that institutions will lower their standards for graduation, raise admission standards, only focus on aspects of their mission that align with performance measures, or give students degrees they normally would not. Two-year postsecondary institution stakeholders and local experts have each expressed concern regarding the current funding formula. Particularly, nearly all have noted that the formula is designed to support larger four-year institutions and only harms most two-year colleges. Although little research has been conducted regarding performance funding and higher education up to this point, several studies found little support for the intended goals of performance funding (i.e. increased student achievement; Liefner, 2003; Rutherford & Rabovsky, 2014) and one study showed evidence that performance-based funding may actually result in lower long-term student performance (Rutherford & Rabovsky, 2014). Although most would agree that measuring outcomes is important, researchers recommend regular evaluation of policies and procedures related to performance funding to ensure that intended goals are being met.

Economic Development

McKinley County “Framing the Plan” Workshops

McKinley County recently hosted a series of “Framing the Plan” Workshops which included meetings with local experts in the fields of *Education, Health, Transportation, Infrastructure, Economic Development and Policy, Public Safety, and Land Use and Water* (McKinley County, 2018). Over the course of these workshops, participants agreed that efforts to develop the economy in McKinley County are greatly needed and would be supported by community leaders. Covered topics related to economic development in McKinley County included community strengths, areas of growth, opportunities, and challenges (McKinley County, 2018). Local expert participants were asked to identify three comments from the workshop activities which they felt were most important, stood out to them, or resonated with them in some way. Please refer to Table G for a list of the top three responses in the aforementioned topics related to economic development. If you are interested in learning more about McKinley County’s 2020 Comprehensive Plan, please refer to McKinley County’s Comprehensive Plan webpage (www.co.mckinley.nm.us).

Table G

McKinley County Economic Development Topics		
Topics	Top Responses	Note(s)
<i>Strengths</i>	<ol style="list-style-type: none"> 1. Diverse populations 2. Labor 3. Distinctive Geography 	<ul style="list-style-type: none"> - Distinctive, unique - Skilled, unskilled
<i>Areas of Growth</i>	<ol style="list-style-type: none"> 1. Unemployment 2. Work on communication 3. Housing 	<ul style="list-style-type: none"> - i.e., cultural diversity, jurisdictional issues, improving right of way processes, collaborative planning, public/private partnerships - i.e., lack of infrastructure, lack of housing for incoming professionals, expanded support for housing, infrastructure
<i>Opportunities</i>	<ol style="list-style-type: none"> 1. Local artists making a living 2. "Tangible" Tourism: new enterprise 	<ul style="list-style-type: none"> - Support incubator programs. - Bring in smaller organizations. - Micro-enterprise - Connect with AIANTA: Indian tourism <i>nativeamerica.travel</i> - <i>Four Corners Geotourism</i> website

	3. Rural broadband, tower-siting /Policy differences	<ul style="list-style-type: none"> - Activate <i>Trails of the Ancients Scenic Byway</i> - Ecotourism - Need to "kick back up" with more funds - Identify/ Allocate investment funding - More "internal" tourism: market what we have, build tourism jobs - McKinley County to advocate/promote at state level - Change the iconography of Route 66 stereotypes (new perception, understanding, county/city politics & impacts) - McKinley County/ Navajo Nation working on different tower-siting projects - Advocate legislative tax incentives for local projects/ rural communities - Amend tower-siting ordinances
<i>Challenges</i>	<ol style="list-style-type: none"> 1. Broadband: lack of access 2. Anti-donation Clause: local governments 3. Differences between rural & urban economic development 	<ul style="list-style-type: none"> - Need more latitude/support for economic development

Note. McKinley County. (2018, July 10). *Framing the plan workshop III: Economic development & policy development.* McKinley County Vision 2020 Comprehensive Plan Update.

In addition to the formal data collected from structured questions at the Economic Development and Policy Development workshop, several topics were brought up by participants that were relevant for UNM-Gallup. First, community experts expressed concern regarding students' ability to pursue credentials needed in the local workforce. Regardless of the certificates and degrees that can be attained at higher education institutions in McKinley County and surrounding areas, lack of adequate infrastructure and technology often create immense challenges for students. Particularly, many McKinley County students live on nearby reservations or outside of Gallup and face long commutes when traveling to Gallup. Students commute on unpaved roads that are prone to flooding, or are not immediately taken care of when icy or muddy. In bad weather, students can become stranded and are unable to make it to their classes due to poor road conditions or lack of appropriate transportation. These students face the additional challenge of having inadequate access to broadband, hampering

their ability to participate in online courses. Local experts noted that students regularly commute to Gallup for internet use because an adequate source is not available closer to home. As a whole, local stakeholders agreed that resolving transportation-related issues and increasing access to broadband in remote locations would positively impact the local community.

New Mexico Pathways Project Gallup-McKinley County

The New Mexico Pathways Project custom-designed a 2018-2020 plan for Gallup-McKinley County using various forms of data and input from the local community (Innovate+Educate, n.d.). The purpose of the project was to provide a plan that will strengthen economic and workforce development, improve soft skills and competency-based skills, and funnel the local workforce into industry areas based on community needs. The plan discusses strategies for addressing some of the community's biggest challenges related to education, employment and the economy. Specifically, there is a shortage of skilled workforce and job requirements that do not align well with the region's labor force. It was recommended that Gallup-McKinley County launch an education-to-employment system to stimulate the local economy. Several industries were identified as priority areas for the education-to-employment model within Gallup-McKinley County, including the following: Construction, Educational Services, Hospitality and Tourism, Hospitality (continued, separate from Hospitality and Tourism), Health Care and Social Assistance, Manufacturing, Retail Trade, and Transportation and Warehousing (Innovate+Educate, n.d.). Within each industry area a list of top demand occupations, skills, average wages, and certifications needed is provided. Specific recommendations for implementing the plan are outlined in detail. Careful review of this document is highly recommended. The document can be found on the Northwest New Mexico Council of Governments website (www.nwnmcog.com/resource-library.html).

Economic Development Data

National data. Occupational groups that are projected to see the fastest growth between 2016 and 2026 include health care and social assistance, computer and mathematical occupations, and construction and extraction occupations, respectfully (Lacey et al., 2017). Please refer to Table H for details regarding the fastest growing occupational groups. Concerning specific occupations, several within the aforementioned groups are

projected to see growth well above the national average for all occupations (7.4%), as well as several occupations within the energy-related sector (Lacey et al., 2017). Please see Table J for the 30 occupations that are projected to see the fastest growth nationwide, with state and local comparisons. Note that not all occupations within a fast-growing occupational group are necessarily projected to grow. For the full summary report, see *Projections overview and highlights, 2016-2026*, or visit the U.S. Bureau of Labor Statistics website (www.bls.gov) for more detailed projection data.

Table H

National Projections: Fastest Growing Occupational Groups					
Occupational Group	Percentage Growth^a			Numeric Growth^a	Median Annual Wage
	U.S.A.	N.M.	Northern, NM ^b	Northern, NM ^b	Northern, NM ^b
Healthcare Support	24%	21%	19%	1,044	\$29,921
Personal Care and Service	19%	25%	26%	3,228	\$20,086
Healthcare Practitioners and Technical	15%	12%	11%	1,192	\$63,516
Community and Social Service	15%	13%	11%	445	\$42,038
Computer and Mathematical	14%	12%	13%	430	\$76,223
Construction and Extraction	11%	7%	8%	898	\$40,298

Note. New Mexico Department of Workforce Solutions. (n.d.). *Employment projections* [dashboard]. Retrieved from <https://www.dws.state.nm.us/Labor-Market-Information/Data-Statistics-Dashboards/Employment-Projections>.

(a) Growth refers to the projected employment percentage or numeric growth from 2016 to 2026.

(b) Northern, NM includes the following New Mexico counties: McKinley, Cibola, San Juan, Rio Arriba, Taos, Los Alamos, Colfax, Mora, San Miguel, and Santa Fe.

Table J

National Projections: Fastest Growing Occupations						
Sector	Detailed Occupation	Percentage Growth^a			Numeric Growth^a	Median Annual Wage
		U.S.A.	N.M.	Northern, NM ^d	Northern, NM ^d	Northern, NM ^d
Healthcare and Related	Home Health Aides	47%	37%	38%	392	\$22,972
	Personal Care Aides	39%	40%	38%	2,894	\$19,328

	Physician Assistants	37%	27%	31%	46	\$108,538
	Nurse Practitioners	36%	31%	32%	71	\$97,487
	Physical Therapist Assistants	31%	24%	24%	27	\$50,931
	Physical Therapist Aides	29%	25%	26%	14	\$27,480
	Medical Assistants	29%	22%	23%	227	\$30,625
	Genetic Counselors	29%	N/A ^b	N/A ^b	N/A ^b	N/A ^b
	Occupational Therapy Assistants	29%	15%	N/A ^b	N/A ^b	\$58,840 ^c
	Physical Therapists	28%	24%	24%	48	\$84,297
	Massage Therapists	26%	19%	20%	38	\$46,238
	Health Specialties Teachers, postsecondary	26%	23%	24%	31	\$64,595
	Occupational Therapy Aides	25%	N/A ^b	N/A ^b	N/A ^b	N/A ^b
	Phlebotomists	25%	23%	20%	30	\$29,531
	Nursing Instructors and Teachers, postsecondary	24%	21%	21%	13	\$72,360
	Occupational Therapists	24%	18%	22%	18	\$79,153
Computer and Mathematical	Statisticians	34%	28%	N/A ^b	23 ^c	\$71,420 ^c
	Software Developers, applications	31%	22%	21%	57	\$65,241
	Mathematicians	30%	34%	N/A ^b	20 ^c	\$108,020 ^c
	Information Security Analysts	29%	37%	37%	79	\$109,673
	Operations Research Analysts	27%	22%	18%	72 ^c	\$86,600 ^c
Energy-Related	Solar Photovoltaic Installers	105%	113%	111%	59	\$39,802
	Wind Turbine Service Technicians	96%	58%	N/A ^b	42 ^c	\$45,430 ^c
	Derrick Operators, oil and gas	26%	24%	21%	39	\$44,301
	Roustabouts, oil and gas	25%	26%	27%	90	\$33,452
	Rotary Drill Operators, oil and gas	24%	24%	19%	15	\$60,031
	Service Unit Operators, oil, gas, and mining	23%	19%	17%	78	\$59,234

Note. New Mexico Department of Workforce Solutions. (n.d.). *Employment projections* [dashboard]. Retrieved from <https://www.dws.state.nm.us/Labor-Market-Information/Data-Statistics-Dashboards/Employment-Projections>.

(a) Growth refers to the projected employment percentage or numeric growth from 2016 to 2026. Percentages were rounded to the nearest whole number.

(b) Represents suppressed industries with suppressed data.

(c) State data was used in place of workforce area data due to unavailability.

(d) Northern, NM includes the following New Mexico counties: McKinley, Cibola, San Juan, Rio Arriba, Taos, Los Alamos, Colfax, Mora, San Miguel, and Santa Fe.

Local and state data. As a whole, projected industry growth for the Northern, NM workforce region and the state of New Mexico aligns with projections at a national level. New Mexico is composed of four different workforce regions: Northern, Southwestern, Eastern, and Central (NMDWS, n.d.). The Northern, NM workforce region includes ten counties: McKinley, Cibola, Colfax, Los Alamos, Mora, Rio Arriba, San Juan, Santa Fe, San Miguel, and Taos (NM DWS, n.d.). Refer to Table H and Table J for state and local growth comparisons to occupational groups and detailed occupations with the fastest projected national growth. Median annual wages for the Northern, NM workforce region by occupational group (Table H) and detailed occupation (Table J) are also listed. Keep in mind that rapid projected percentage growth does not necessarily indicate large projected numeric growth. For example, the detailed occupation “Rotary Drill Operators, oil and gas” is projected to see 24% national growth, 24% state growth, and 19% Northern, NM region workforce growth (refer to Table J). However, the Northern, NM workforce region is only expected to see a numeric growth of 15 employees between 2016 and 2026. Due to the varying sizes of industries, occupational groups, and detailed occupations, examining both percentage and numeric projected growth statistics is necessary.

In order to pinpoint state and local workforce needs, industry areas with the largest projected numeric growth for the Northern, NM region were identified and compared to statewide projections. The top three industry areas with the largest projected numeric growth in the Northern, NM workforce region include the following: 1. Health Care and Social Assistance; 2. Accommodation and Food Services; and 3. Professional, Scientific and Technical Services (NM DWS, n.d.). The top three occupational groups with the largest projected numeric growth in the Northern, NM workforce region include the following: 1. Personal Care and Service; 2. Food Preparation and Serving Related; and 3. Healthcare

Practitioners and Technical. The top three detailed occupations projected to have the largest numeric growth in the Northern, NM workforce region include the following: 1. Personal Care Aides; 2. Combined Food Preparation and Serving Workers, including Fast Food; and 3. Registered Nurses (NM DWS, n.d.). Refer to Table K for a complete list of local and statewide industry area projections, Table L for occupational group projections, and Table M for detailed occupation growth.

When analyzing an industry, occupational group, or detailed occupation, many additional factors must be considered for a full analysis that aligns with its intended purpose. Factors can include whether the industry has enough candidates to fill current positions, training required for different occupations, mandatory equipment and technology, potential workforce to fill occupations, associated costs, whether the needs are fully met by other organizations (i.e. whether a nearby University offers a program in the field or whether someone is currently working on opening the business you are interested in opening), and industry-specific considerations. For more information regarding specific industries, visit the New Mexico Department of Workforce Solutions (www.dws.state.nm.us) or the U.S. Bureau of Labor Statistics (www.bls.gov).

Table K**Workforce Region Projections: Industry Areas**

Industry Areas	Numeri c Rank ^b	Northern, NM ^a		New Mexico	
		Numeri c Growth	Percentag e Growth	Numeri c Growth	Percentag e Growth
Health Care & Social Assistance	1.	5,928	19%	25,959	20%
Accommodation & Food Services	2.	1,759	8%	7,118	8%
Professional, Scientific & Technical Services	3.	1,635	11%	6,092	11%
Educational Services	4.	901	5%	3,703	5%
Mining	5.	766	13%	3,086	16%
Self Employed & Unpaid Family Workers	6.	692	6%	2,669	5%
Administrative & Waste Services	7.	469	10%	3,927	10%
Construction	8.	395	5%	2,293	5%
Other Services Excluding Government	9.	230	4%	884	4%
Arts, Entertainment & Recreation	10.	213	5%	582	4%
Retail Trade	11.	196	1%	798	1%
Transportation & Warehousing	12.	68	3%	924	5%
Real Estate, Rental & Leasing	13.	62	3%	304	3%
Finance & Insurance	14.	57	1%	590	3%
Management of Companies and Enterprises	15.	33	6%	299	6%
Government	16.	15	0%	165	0%
Utilities	17.	10	1%	27	1%
Agriculture, Forestry, Fishing & Hunting	18.	5	1%	85	1%
Wholesale Trade	19.	-8	0%	-117	-1%
Information	20.	-54	-3%	-52	0%
Manufacturing	21.	-122	-4%	-1,754	-7%

Note. New Mexico Department of Workforce Solutions. (n.d.). *Employment projections* [dashboard]. Retrieved from <https://www.dws.state.nm.us/Labor-Market-Information/Data-Statistics-Dashboards/Employment-Projections>.

(a) Northern, NM includes the following New Mexico counties: McKinley, Cibola, San Juan, Rio Arriba, Taos, Los Alamos, Colfax, Mora, San Miguel, and Santa Fe.

(b) Numeric rank was used to identify top growth industries by raw numeric increase in employees by industry. For a full list of industry projections, visit <https://www.dws.state.nm.us/>.

Table L**Workforce Region: Occupational Groups with projected numeric growth**

Occupational Group	Northern, NM ^a		New Mexico	
	Numeric Growth	Percentage Growth	Numeric Growth	Percentage Growth
Personal Care & Service	3,228	25.9%	11,379	25.1%
Food Preparation & Serving Related	1,761	8.3%	7,384	9%
Healthcare Practitioners & Technical	1,192	10.9%	6,266	12.2%
Healthcare Support	1,044	18.9%	5,782	21.2%
Construction & Extraction	898	7.6%	4,204	7.4%
Education, Training & Library	820	6.5%	3,249	6.4%
Management Business & Financial Operations	757	6.9%	3,312	6.3%
Building and Grounds Cleaning & Maintenance	599	7.2%	2,597	7.2%
Life, Physical & Social Science	587	7.3%	2,489	8%
Community & Social Service	568	13.3%	1,158	10.4%
Computer & Mathematical	445	11.1%	1,751	12.6%
Installation, Maintenance & Repair	430	13.4%	1,828	11.8%
Architecture & Engineering	407	5%	1,712	5%
Transportation & Material Moving	376	8.9%	1,514	7.1%
Sales & Related	310	3.5%	2,081	4.4%
Protective Service	158	0.8%	1,007	1.2%
Legal	56	0.9%	399	1.6%
Production	54	4.1%	380	5.8%
Art, Design, Entertainment, Sports & Media	48	0.8%	-407	-1.6%
	6	0.3%	509	4.4%

Note. New Mexico Department of Workforce Solutions. (n.d.). *Employment projections* [dashboard]. Retrieved from <https://www.dws.state.nm.us/Labor-Market-Information/Data-Statistics-Dashboards/Employment-Projections>.

(a) Northern, NM includes the following New Mexico counties: McKinley, Cibola, San Juan, Rio Arriba, Taos, Los Alamos, Colfax, Mora, San Miguel, and Santa Fe.

Table M**Workforce Region: Detailed Occupations by projected numeric growth^a**

Detailed Occupation	Northern, NM ^b			New Mexico		
	Numeri c Growth	Percentag e Growth	Median Annual Income	Numeri c Growth	Percentag e Growth	Median Annual Income
Personal Care Aides Combined Food Preparation & Serving Workers, Incl. Fast Food	2,894	37.8%	\$19,328	10,087	40.2%	\$19,470
Registered Nurses	769	17.5%	\$18,897	3,544	17.1%	\$18,840
Home Health Aides	418	12.4%	\$66,314	2,287	12.9%	\$69,570
Waiters & Waitresses	392	38.2%	\$22,972	3,025	36.5%	\$22,070
Physicists	291	6.5%	\$18,860	1,088	6.6%	\$18,740
General & Operations Managers	287	22.7%	\$149,052	373	22.8%	\$146,040
Janitors, Cleaners, Ex. Maids & Housekeeping Cleaners	265	6.8%	\$81,211	1,220	7.8%	\$82,840
Medical Assistants	239	7.5%	\$23,728	1,058	8.2%	\$22,640
Cooks, Restaurant	227	22.6%	\$30,625	1,020	22%	\$29,350
Nursing Assistants	220	11%	\$24,258	823	11.2%	\$22,770
First-Line Supervisors of Food Preparation & Serving Workers	176	9.9%	\$26,714	721	9.8%	\$26,160
Maintenance & Repair Workers, general	175	8.9%	\$26,019	723	9%	\$25,280
Medical Secretaries	166	6.8%	\$33,276	561	6.6%	\$32,400
Construction Laborers	164	16.7%	\$32,634	681	16.3%	\$31,090
Food Preparation Workers	142	6.1%	\$31,158	748	6%	\$29,900
Stock Clerks & Order Fillers	137	8.8%	\$21,112	409	8.4%	\$20,740
Maids & Housekeeping Cleaners	134	5.7%	\$23,800	521	5.2%	\$24,150
Landscaping & Groundskeeping Workers	133	5.2%	\$21,205	616	6.9%	\$20,230
First-Line Supervisors of Construction Trades & Extraction Workers	128	9.8%	\$27,082	515	8.9%	\$25,010
	116	9.1%	\$58,252	476	7.9%	\$55,870

Note. New Mexico Department of Workforce Solutions. (n.d.). *Employment projections* [dashboard]. Retrieved from <https://www.dws.state.nm.us/Labor-Market-Information/Data-Statistics-Dashboards/Employment-Projections>.

(a) For the purpose of this table, only the top 20 occupations are listed. Please visit the website above for the complete list.

(b) Northern, NM includes the following New Mexico counties: McKinley, Cibola, San Juan, Rio Arriba, Taos, Los Alamos, Colfax, Mora, San Miguel, and Santa Fe.

New program recommendations. As part of the environmental scanning project, respondents were asked if UNM-Gallup should add new programs. Multiple participants indicated a desire for new programs. Each of the suggestions were aligned with national, state, and local projections. Refer to the “Methodology” section of this document for details regarding the overall process. See Appendix C for the scoring matrix and Figures B and C for a visualization of the data.

Figure B

Specific Program Recommendations by National, State, & Local Projections

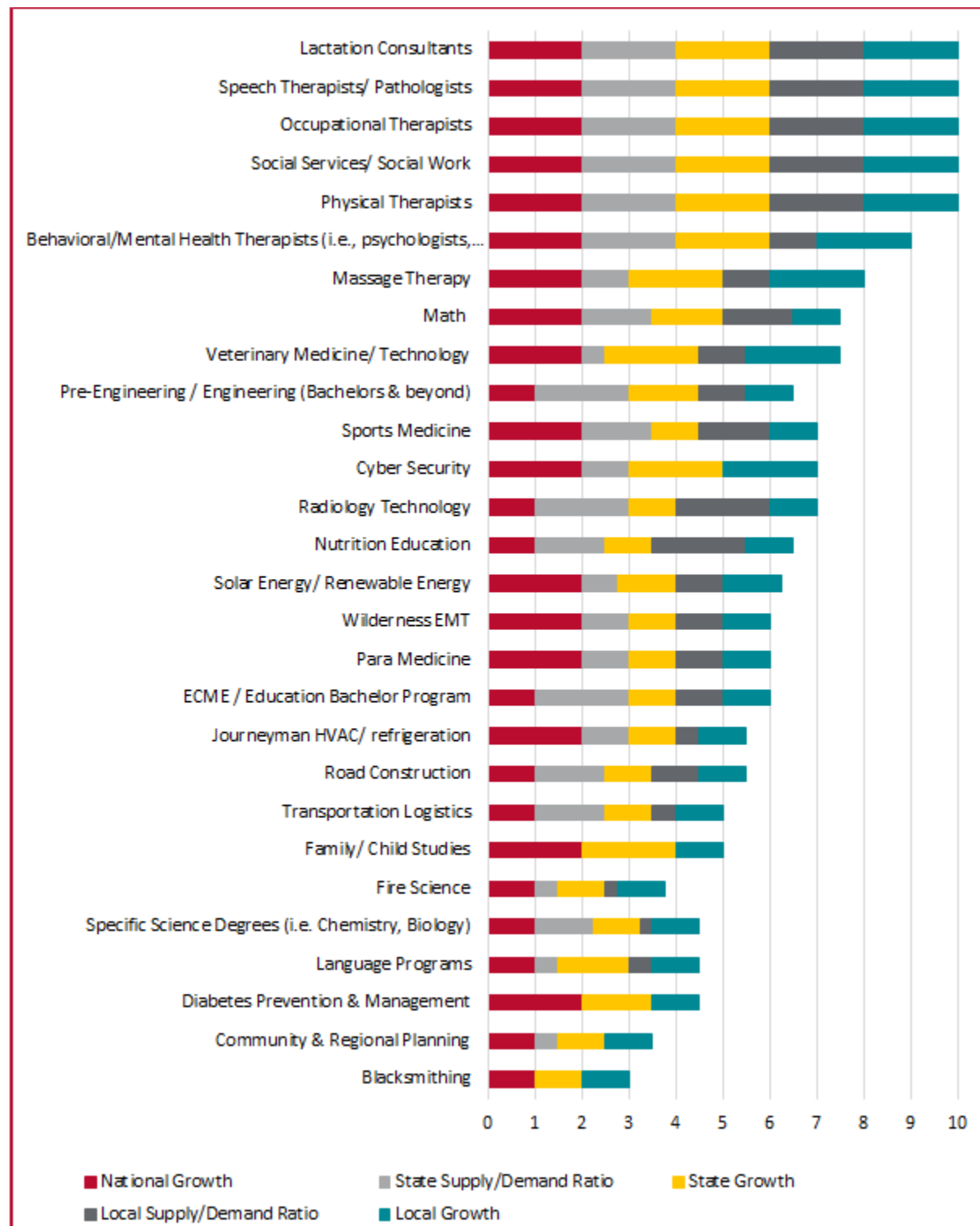
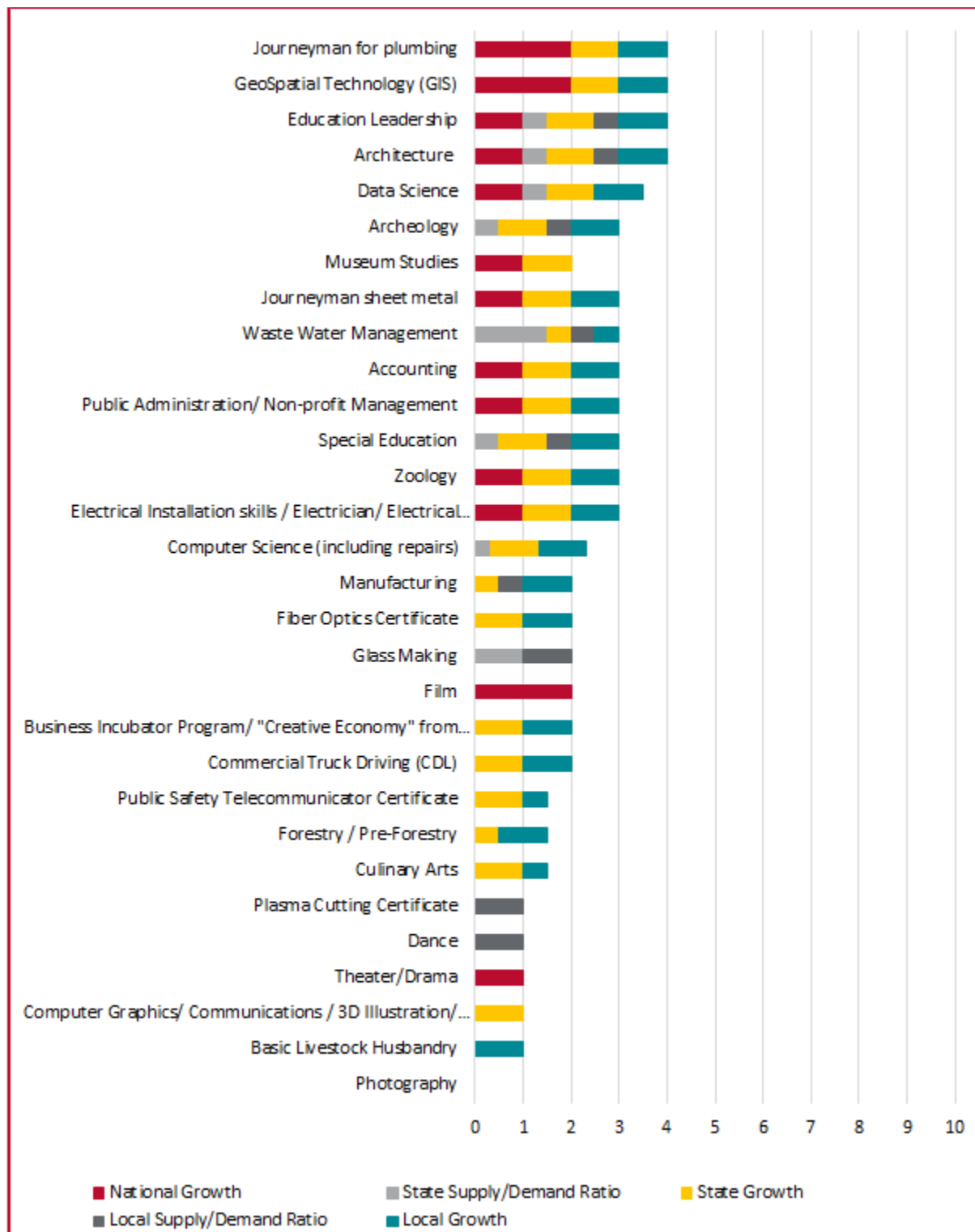


Figure C

Specific Program Recommendations by National, State, & Local Projections



Workforce Training and Retraining

Digitization and Automation

The most significant projected impact on the global and national workforce is the urgent need to retrain employees in the latest technology (Manyika et al., 2017; Muro, Whiton, & Kulkarni, 2017; Newman, 2018). Within only fourteen years, United States job growth shares requiring high digital skills *increased* from 5% to 23% and those requiring medium digital skills *increased* from 40% to 48%, while those requiring low digital skills *decreased* from 56% to 30% (Muro et al., 2017). Examples of occupations requiring high digital skills include financial managers, computer systems analysts, and application software developers. Examples of occupations requiring medium digital skill levels include lawyers, automotive service technicians and mechanics, registered nurses, and general office clerks. Occupations requiring low digital skill levels include security guards, restaurant cooks, construction laborers, and personal care aides. Although the demand for digital skills is growing rapidly, some sectors are seeing faster growth than others. For instance, scientific and technical services, media, and finance and insurance are seeing some of the fastest digitization growth rates. Education, transportation and warehousing, basic goods and manufacturing, and construction sectors are seeing comparatively slower digitization rates (Muro et al., 2017). Nevertheless, the United States workforce is urged to respond to all digitization projections because as a whole, the shift is enormous and occurring quite rapidly (Manyika et al., 2017). For instance, economists are predicting a drop in population growth due to lower birth rates among the millennial generation (Shaw, 2018). Therefore, the United States must increase automation wherever possible to remain productive with a smaller workforce (Shaw, 2018). Specifically, the latest report produced by McKinsey Global Institute (2017) predicts that up to one-third of the current United States workforce may need to switch occupational categories due to rapid automation growth projected to occur by 2030 (Manyika et al., 2017).

Knowledge, Skills, and Abilities

Various types of knowledge, skills, and abilities are required for many of the growing and in-demand jobs in addition to an overall increased need for digital skills. Some of these needs have been identified in New Mexico workforce reports. Most notably, the Workforce Innovation and Opportunity Act (WIOA) requires each state to outline a strategy for the State's

workforce development system (WIOA state plan, n.d.). As part of their most recent four-year plan, a list of the knowledge, skills, and abilities (KSAs) requested by in-demand industries and occupations in New Mexico was created. Refer to Table N for the list of KSAs that were most commonly needed by 110 in-demand occupations (90% or more of high-demand occupations indicated a need). For data and information regarding in-demand occupations, please see the previous “Economic Development” section. The full WIOA State Plan for the State of New Mexico FY18 report can be found on the New Mexico Department of Workforce Solutions website (www.dws.state.nm.us), which includes a list of the 110 in-demand occupations used to compile the list of KSAs as well as licensure information for specific occupations.

Table N

Knowledge, Skills, & Abilities for In-Demand Occupations^a		
Knowledge	Skills	Abilities
Administration & Management	Active Learning	Auditory Attention
Customer & Personal Service	Active Listening	Category Flexibility
Education & Training	Complex Problem Solving	Deductive Reasoning
English Language	Coordination	Far Vision
Mathematics	Critical Thinking	Finger Dexterity
Communications & Media	Instructing	Flexibility of Closure
Computers & Electronics	Judgement & Decision Making	Fluency of Ideas
Personnel & Human Resources	Management & Personnel Resources	Hearing Sensitivity
-	Monitoring	Inductive Reasoning
-	Negotiation	Information Ordering
-	Persuasion	Memorization
-	Reading Comprehension	Near Vision
-	Service Orientation	Oral Comprehension
-	Social Perceptiveness	Oral Expression
-	Speaking	Originality
-	Systems Analysis	Perceptual Speed
-	Systems Evaluation	Problem Sensitivity
-	Time Management	Selective Attention
-	Writing	Speech Clarity
-	Learning Strategies	Speech Recognition
-	-	Speed of Closure

-	-	Time Sharing
-	-	Visual Color Discrimination
-	-	Visualization
-	-	Written Comprehension
-	-	Written Expression

Note. WIOA state plan for the state of New Mexico fy-2018. (n.d.). Retrieved from <https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/nm.pdf>.

(a) KSAs were listed if 90% or more of high-demand occupations indicated a need. Lists are not in any particular order.

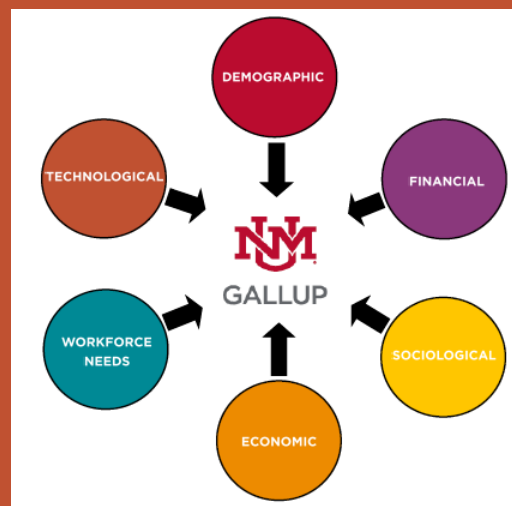
Higher Education and Workforce Training

Higher education institutions have been identified as major providers for mid-career retraining and re-skilling efforts primarily related to increased digitization and automation in the workforce (Shaw, 2018). As such, retraining throughout a person’s lifetime will become increasingly important over the next decade, with higher education institutions expected to work with businesses in identifying the latest workforce needs (Manyika et al., 2017). Higher education trends such as micro-credentialing and lifelong learning can help with retaining (Shaw, 2018). However, many higher education institutions are encountering challenges related to this type of retraining. Specifically, most currently available student aid does not cover much of the costs related to retraining (Shaw, 2018).

Additional Job Training Resources

Many resources are available for those seeking workforce training. At the national level, programs such as the National Farmworker Jobs Program (NFJP), Senior Community Service Employment Program (SCSEP), and Workforce Innovation Opportunity Act Youth Program (DOL, n.d.). Additionally, national resources aimed at serving traditionally underserved populations are available, such as the Indian and Native American (INA) Supplemental Youth Services Program. For a full list of job training resources at the national level, visit the United States Department of Labor Employment and Training Administration website (www.doleta.gov). The state of New Mexico offers a wide variety of job training resources including programs and interactive tools for career exploration, skills, and interests. For a full list of available state resources, refer to the New Mexico Workforce Connection website (www.jobs.state.nm.us).

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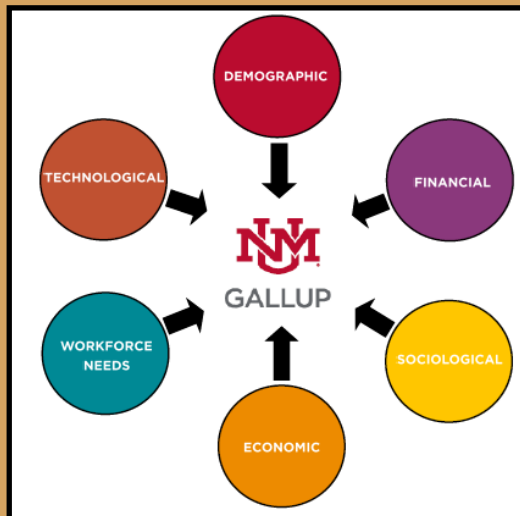
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Appendices



Appendix A

Interview Script

(Before audio device is recording)

Purpose of the Interview:

Hello, my name is Brittany Babycos and I am the Sr. Institutional Researcher at UNM-Gallup. UNM-Gallup is currently undertaking an environmental scanning project. The purpose of the project is to analyze trends that may impact the goals and mission of UNM-Gallup. As part of this project, I am conducting a series of interviews. The objective today is to gain insight into how you view the applicant pool for potential employees in the Gallup area. Specific areas of interest include the following:

1. *(If applicable)* Requisite qualifications and characteristics for entry-level positions in a professional environment
2. *(If applicable)* Perceived and actual challenges to attracting, hiring, and retaining entry-level employees
3. Existing and desired resources needed to overcome these challenges (i.e., entry-level positions may require a technical or associate's degree, certifications or licensures. An entry-level position in your hospital may be data-entry specialists.)
4. Strengths and Weaknesses of UNM-Gallup
5. Influences of the External Environment
6. Possible new programs at UNM-Gallup

How the gathered information will be used:

Findings from the environmental scan will be used to inform UNM-Gallup policies and practices to help students succeed and better serve our community. Direct quotations from this interview will not be published, however, the information you provide during the interview will be published in summary form. Your name will not be used in the published document, unless you would like to be listed as a contributor of the project. However, due to the nature of this project, there is a chance that readers will guess your identity. Therefore, I cannot guarantee confidentiality.

Audio Recording:

This interview will be audio recorded for the purposes of data analysis. Only the project coordinators will have access to the audio recording. After the interview, the recording will be stored in a password protected computer and/or in a locked file cabinet inside a secure room. The recording will be destroyed one year from the conclusion of this project.

Explain Consent Form and Request Signature:

Because I will be recording this conversation, I am going to ask that you sign a form stipulating your consent. Participation is completely voluntary.

(Hand out consent form, and allow participant to read. Proceed if consent form is signed or verbal consent is given.)

Ground Rules

Before we get started with the interview, I would like to discuss the interview process. First, thank you for setting aside some time to speak with me. I know UNM-Gallup will benefit greatly from the information you give me.

Next, I'd like to talk a little bit about the flow of our conversation. Since this is one of several interviews, it is my duty to standardize the process as much as possible, so that everyone has a similar experience. What this

means is that I will often read directly from my script. My responses to your answers will be neutral, as much as possible (i.e., “thank you” or “please elaborate”). This is part of the standardization process and is unrelated to my personal opinions on the topic. Although the process is standardized, please feel free to elaborate, make additional comments, or speak at length on a particular topic.

I also encourage you to share your experiences and opinions, both positive and negative. There are no right or wrong answers.

Logistics

Finally, let’s talk about the logistics of the interview. This interview is estimated to last anywhere between 45 minutes and 2 hours, depending on the length of your responses. I am happy to end at your convenience. If you need to take a break, please let me know.

Questions?

Do you have any questions before we get started? (*Answer questions*)

I am going to turn on the audio recorder and we can begin.

(Help interviewee turn on microphone, and let them know it is recording)

Interview Questions

Note: Part 1 and Part 2 only apply to individuals with certain leadership positions (to ensure confidentiality, these positions will not be named here. All others will begin with Part 3.)

(Probe when necessary)

Part 1: Your Ideal Candidate

1. Please name a professional entry-level position in your organization. Describe your ideal candidate for this position.
2. What skills and experiences should he/she have? Why? (*Prompt for soft skills- i.e., time management, ability to work as part of a team, etc.*)
3. What characteristic does he/she have that indicates his/her potential to advance within your organization?
4. On a scale of 1 to 5, how confident are you that you will hire the ideal candidate that you described?
5. Why did you select this number?
6. Have you ever hired your ideal candidate before for a similar position?
7. (*If yes*) On a scale of 1 to 5, how difficult was it to find this candidate?
8. (*If yes*) Why did you select this number?

Part 2: Challenges to Hiring Your Ideal Candidate

1. Think about your applicant pool. What keeps you from hiring your ideal candidate?
2. (*Prompt with sentence starters*) Please elaborate or finish the sentence...
 - a. The applicants usually need more...
 - b. The applicants struggle to...
3. These are challenges to employment for many applicants. From the list of challenges you named, what would you say are your top 3 hiring challenges?
4. Why do you think [*named challenges*] exist in the Gallup or surrounding area?
5. On a scale of 1 to 5, how confident do you feel that RMCH can overcome [*these challenges*]?
6. Why did you select this number?
7. What needs to happen so that you will have more applicants who don’t face or have to overcome [*these challenges*]?

Part 3: Strengths of UNM-Gallup

1. Based upon your experiences with UNM-Gallup, what would you say our institution should be most proud of?
2. What do you feel are the main strengths of UNM-Gallup?
3. What aspect(s) of the college do you feel we are most known for?

Part 4: Areas of Growth at UNM-Gallup

1. Based upon your experiences with UNM-Gallup, what area(s) of the institution do you feel could be strengths with some modifications?
2. Describe what modifications are needed to turn [*aforementioned areas*] into strengths.
3. Considering both UNM-Gallup's strengths and areas of growth, what initiatives or activities would you like to see our institution focus on in the future?

Part 5: External Environment

Take a moment to think about the external environment, which includes influences based on politics, the economy, the media, technology, and other forces. Now, think about how the external environment affects UNM-Gallup and its students.

1. In your opinion, how is the external environment negatively impacting UNM-Gallup?
2. How is the external environment positively impacting UNM-Gallup?
3. Looking forward to the next 5-10 years, what do you feel the biggest impacts of the external environment will be on UNM-Gallup?
4. How should the college move forward in addressing these impacts?
5. Moving forward, what are some trends that will significantly impact UNM-Gallup in a negative manner?
6. What are some potential opportunities that UNM-Gallup must take advantage of?

Part 6: New Programs at UNM-Gallup

1. Do you think UNM-Gallup needs to add more programs?
2. (*If yes*) which programs or types of programs should we add?
3. (*If yes*) when would you like to see this/these program(s) implemented?
4. (*If yes*) would you or your business be willing to help pay for or contribute materials (i.e., money, teaching supplies & equipment) to aid in funding or supporting this new program?
5. (*If yes*) where do you think students should be able to take these classes (i.e., UNM-G campus, online, partially online, north campus, other)?

This is the end of my scripted questions. I am interested in hearing more if there anything else you'd like to add. (*Allow participant to speak at length about any additional topics.*)

Wrap-Up/ Thank You

Thank you for participating in UNM-Gallup's environmental scanning project. Your comments are extremely valuable in informing the work being done to help our students succeed. Information on where to obtain the published project document will be posted on the UNM-Gallup website at a later date. Please feel free to contact me if you have any questions.

Focus Group Script

(The following will occur before audio recording begins)

Pre-Discussion Prompts

(Upon arriving, participants were given an outline of events)

Introduce Facilitator

Hello, my name is Brittany Babycos. I am the Sr. Institutional Researcher at UNM-Gallup. I will be the focus group facilitator today.

Explain purpose of focus group

As you may already know, I am conducting a series of focus groups as part of the data collection process that will funnel in our big environmental scanning project. The objective today is to gain insight into how UNM-Gallup faculty and staff view UNM-Gallup. Specific areas of interest include the following:

1. Perceived strengths of UNM-Gallup
2. Perceived areas of growth at UNM-Gallup
3. Perceptions of the external environment
4. Potential new programs at UNM-Gallup

How the information gathered will be used

Findings from the environmental scan will be used to inform UNM-Gallup policies and practices to help students succeed and better serve the community. If direct quotations are published, participant names will be omitted from the narrative. Due to the nature of this project, confidentiality can NOT be guaranteed. However, I ask that keep the names of your colleagues private.

Audio Recording

The focus group will be audio recorded for the purposes of data analysis. Only the project coordinators (Brittany Babycos & Marilee Petronovich) will have access to the audio recordings. The recordings will be stored in a password protected computer and/or locked file cabinet inside a secured room. The recordings will be destroyed one year from the conclusion of the project.

Explain consent form and request signatures

Because I will be recording this focus group conversation, I am going to ask that you sign a form stipulating your consent. Participation is completely voluntary.

(Hand out consent forms. Allow participants to read, review, and ask questions.)

Describe facilitator role

My role as a facilitator is to ask questions and keep the group on track. We will be moving through the material fairly quickly, so I may have to cut conversations short even when there is much to say about a topic.

Describe participants' role

Each participant is expected to do the following:

- Share experiences and opinions, both positive and negative
- Understand that there is no right or wrong answers
- Respect the request that every is to participate in the discussion (and fill out paperwork, if planning to participate)

Logistics

- 2 hour maximum
- Arrangements for water and restroom break *(Let participants know they can leave if they need a break. Make sure everyone knows where the restroom is.)*
- Refreshments *(Invite all participants to enjoy light refreshments as needed throughout the interview.)*

Ground Rules

- One person speaks at a time, no side conversations please
- No one person dominates. Everyone will have a chance to be heard.
- There are no right or wrong answers. The discussion is about your experiences at UNM-Gallup and what we learn will help us improve upon our work with students.
- Please respect the other participants in the focus group by keeping the contents of this discussion confidential.
- Along the same lines, please do not use the names of others when explaining your answer or elaborating during the discussion. Instead, please say something such as “another business” or “a colleague”, etc.

Questions

Are there any questions before we get started?

(Allow participants to ask questions. Be sure to answer all questions when appropriate.)

(Let participants know that the audio recording will now begin. Turn on microphones and begin recording.)

Discussion Questions

Part 1: Strengths of UNM-Gallup

1. Based upon your experiences with UNM-Gallup, what would you say our institution should be most proud of?
2. What do you feel are the main strengths of UNM-Gallup?
3. What aspect(s) of the college do you feel we are most known for?

Part 2: Areas of Growth at UNM-Gallup

1. Based upon your experiences with UNM-Gallup, what area(s) of the institution do you feel could be strengths with some modifications?
2. Describe what modifications are needed to turn [aforementioned areas] into strengths.
3. Considering both UNM-Gallup’s strengths and areas of growth, what initiatives or activities would you like to see our institution focus on in the future?

(10 minute break)

Part 3: External Environment

Take a moment to think about the external environment, which includes influences based on politics, the economy, the media, technology, and other forces. Now, think about how the external environment affects UNM-Gallup and its students.

1. In your opinion, how is the external environment negatively impacting UNM-Gallup?
2. How is the external environment positively impacting UNM-Gallup?
3. Looking forward to the next 5-10 years, what do you feel the biggest impacts of the external environment will be on UNM-Gallup?
4. How should the college move forward in addressing these impacts?
5. Moving forward, what are some trends that will significantly impact UNM-Gallup in a negative manner?
6. What are some potential opportunities that UNM-Gallup must take advantage of?

Part 4: New Programs at UNM-Gallup

1. Do you think UNM-Gallup needs to add more programs?
2. *(If yes)* which programs or types of programs should we add?
3. *(If yes)* when would you like to see this/these program(s) implemented?

4. *(If yes)* would you or your business be willing to help pay for or contribute materials (i.e., money, teaching supplies & equipment) to aid in funding or supporting this new program?
5. *(If yes)* where do you think students should be able to take these classes (i.e., UNM-G campus, online, partially online, north campus, other)?

This is the end of my scripted questions. I am interested in hearing more if there anything else you'd like to add.
(Allow participant to speak at length about any additional topics.)

Wrap-Up/ Thank You

Thank you for participating in UNM-Gallup's environmental scanning project. Your comments are extremely valuable in informing the work being done to help our students succeed. Information on where to obtain the published project document will be posted on the UNM-Gallup website at a later date. Please feel free to contact me if you have any questions.

Appendix B

Survey

Informed Consent to Participate

Brittany Babycos, from the Department of Institutional Research at the University of New Mexico-Gallup, is conducting an environmental scan. The purpose of the environmental scan is to gather information about the Gallup community to inform institutional policies and practices that will help UNM-Gallup students succeed while meeting the needs of the community.

Your participation will involve one survey that will take approximately 5-10 minutes to complete. This survey includes questions about your opinions and experiences with UNM-Gallup. There are no right or wrong answers. Your involvement in the survey is entirely voluntary, and you may choose not to participate. There are no known risks for participating in this survey, but some individuals may experience discomfort or loss of privacy when answering questions. Survey responses will be stored under a password protected account.

Findings from the environmental scan will be used to inform UNM-Gallup policies and practices. Results will apply only to UNM-Gallup policies and/or procedures, and cannot be generalized to other populations, groups, or institutions. When published, the results of this survey will be presented in summary form only. Survey participant names will NOT be collected, unless you choose to share your identity. For questions or comments regarding this project, contact Brittany Babycos at (505) 863-7565 or brittanybabycos@unm.edu.

By participating in this survey, I certify that I understand this consent form and agree to voluntarily participate.

I certify that I am 18 years of age or older.

Note: Due to use of advanced skip logic, participants received questions based on their responses to previous questions. Participant groups who received specific questions are noted in red. Questions below are chunked by survey page, but order of questions may vary slightly.

(All participants)

What is your gender?

- Female
- Male
- Other (please specify) _____

What is your racial identification?

- White or Caucasian
- Black or African American
- Hispanic or Latino
- Asian or Asian American
- American Indian or Alaska Native
- 2 or More Races

How old are you?

Which of the following best described you?

- UNM-G Student
- UNM-G Faculty
- UNM-G Staff or Administration
- Gallup or McKinley County Business Owner/Manager
- Gallup or McKinley County Elected Official
- Gallup or McKinley County Citizen

(Students Only)

What is your enrollment status?

- Full-time
- Part-time

Which most closely resembles your current academic classification?

- Freshman
- Sophomore
- Concurrent / Dual Enrollment (i.e., enrolled in high school & courses at UNM-Gallup)
- Non-Degree Undergraduate
- Non-Degree Graduate

Are you eligible for financial assistance?

- Yes
- No
- Unsure

Are you employed?

- Yes, full-time
- Yes, part-time
- No

Do you have children or other dependents living with you?

- Yes
- No

Which program are you currently enrolled? (Includes both Certificate & Associate options)

- Art Studio
- Automotive Technology
- Business Administration
- Bookkeeping
- Collision Repair Technology
- Construction Technology
- Construction Technology-Carpentry
- Cosmetology-Barbering
- Criminal Justice
- Dental Assisting
- Early Childhood Multicultural Education (ECME)
- Emergency Medical Services (EMS)
- Environmental Planning and Design
- General Studies
- Health Information Technology (HIT)
- Human Services
- Information Technology (IT)
- Liberal Arts
- Medical Laboratory Technology (MLT)
- Nursing
- Pre-Nursing
- Science
- Organizational Management & Public Administration
- Welding Technology
- Undecided
- Does not apply
- Other _____

(Faculty Only)

How many years have you taught at the college-level (any college)?

- Less than 1 year
- 1-4 years
- 5-9 years
- 10-19 years
- 20+ years

What is your employment status at UNM-Gallup?

- Full-Time Faculty
- Part-Time Faculty

Under which division do you primarily work?

- Academic Administration & Library
- Arts & Sciences
- Education, Health & Human Services
- Business & Applied Technology, Workforce, Community Ed, Adult Education, or CCTE

(Staff & Administration Only)

How many years have you worked in a college setting (any college)?

- Less than 1 year
- 1-4 years
- 5-9 years
- 10-19 years
- 20+ years

Which department is your primary area of responsibility?

- Executive Director's Office
- Business Operations
- Student Affairs
- Academic Instruction
- Other (please specify) _____

What is your employment status at UNM-Gallup?

- Full-Time
- Part-Time

(Business Owners Only)

Which of the following best describes the principal industry of your organization?

- Advertising & Marketing
- Agriculture
- Airlines & Aerospace (including Defense)
- Automotive

- Business Support & Logistics
- Construction, Machinery, and Homes
- Education
- Entertainment & Leisure
- Finance & Financial Services
- Food & Beverages
- Government
- Healthcare & Pharmaceuticals
- Insurance
- Manufacturing
- Nonprofit
- Retail & Consumer Durables
- Real Estate
- Telecommunications, Technology, Internet & Electronics
- Transportation & Delivery
- Utilities, Energy, & Extraction

(All participants)

In your opinion, are there any academic or technical education programs that UNM-Gallup should add?

- Yes, I have one or more in mind that UNM-Gallup should add.
- Maybe, but my ideas are more general than specific.
- No, UNM-Gallup’s current academic and technical education programs are adequate and robust.

(Participants who responded “yes” to adding new programs at UNM-Gallup)

Please name or describe the specific program(s) you would like to see added at UNM-Gallup.

When would you like to see this/these program(s) available for students at UNM-Gallup?

- Immediately or as soon as possible
- In 3-5 years
- In 5-10 years
- In 10 or more years
- Unsure

(Participants who responded “yes” or “maybe” to adding new programs at UNM-Gallup)

Where do you think it would be most convenient for **students** to take the classes required for this/these program(s)? (Select all that apply)

- In person, at UNM-Gallup
- Completely Online
- Students should have hybrid classes where there are both online and in-person requirements
- North Campus
- A:Shiwi College Campus

Other (please specify) _____

What time of day do you think would be most convenient for **students** to take classes that are required for this/these program(s)? (Select all that apply)

- Early morning, beginning between 7:00am-9:30am
- Late morning, beginning between 10:00am-11:30am
- During lunch, beginning between 12:00pm-12:30pm
- Early afternoon, beginning between 1:00pm-2:30pm
- Late afternoon, beginning between 3:00pm-4:30pm
- Early evening, beginning between 5:00pm-6:30pm
- Late evening, beginning between 7:00pm-8:30pm
- Other (please specify) _____

What days of the week do you think it would be most convenient for **students** to take courses required for this/these program(s)? (Select all that apply)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Which areas would you like to see more academic and/ or technical education programs available for UNM-Gallup students? (Select all that apply)

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, Audio/Video Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
- Other (please specify) _____

(All participants)

Are you willing to answer a few more questions about UNM-Gallup to help inform policies and procedures?

- Yes
- No

(Only students who responded “yes” to answering more questions)

On a scale of A to F, what grade would you assign UNM-Gallup on the job it has done meeting your college expectations?

A	B	C	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On a scale of A to F, what grade would you assign UNM-Gallup on the job it has done preparing you for professional and career success?

A	B	C	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of reasons people may have for attending college. Please select the **THREE** you feel are **MOST IMPORTANT**.

- A college education will bring more career choices and a greater number of job opportunities.
- Attending college will give me the opportunity to meet new and interesting people and experience new social situations.
- A college education will provide me with the knowledge, capabilities, ethics, and values that are essential to having professional success.
- A college degree will help ensure a higher paying job.
- A college education will help me to be a more critical thinker and problem-solver, better able to adapt in today’s changing society and economy.
- A college education will prepare me for a life of civic responsibility and leadership.
- A college education will provide me with the specific skills and knowledge required in the field in which I hope to work.
- Attending college will give me an opportunity to learn about and from people and cultures that are different than my own.
- College will help me gain more knowledge that will be helpful throughout life- both on and off the job.
- A college education will help to ensure that I make better, more informed decisions about my future, which will enhance my life in the long run.

If you have additional comments, please leave them below.

(Only Business Owners who responded “yes” to answering additional questions)

Using the scale below, how likely is it that you would recommend a UNM-Gallup graduate to a friend or colleague as a new hire?

Extremely Likely	Likely	Neutral	Unlikely	Extremely Unlikely
○	○	○	○	○

Using the scale below, please indicate how well UNM-Gallup’s academic and/ or technical programs **meet the needs of your business.**

Extremely Well	Well	Neutral	Unwell	Extremely Unwell
○	○	○	○	○

Which type of resources would you consider contributing to support a UNM-Gallup program in your industry? (Select all that apply)

- Financial Assistance
- Space for students to work (i.e., workshops)
- Industry specific equipment
- Industry experts to visit & speak with students
- Other supplies
- Industry training for students and/ or faculty (i.e., new policies, equipment training, etc.)
- I am not interested or cannot contribute anything at this time
- Other (please specify)_____

(Only faculty, staff, & administration who responded “yes” to answering additional questions)

Using the scale below, please indicate how well UNM-Gallup’s academic and/ or technical programs **meet the needs of local businesses.**

Extremely Well	Well	Neutral	Not Well	Extremely Unwell
○	○	○	○	○

(Only elected officials, citizens, or “other” category participants who responded “yes” to answering additional questions)

Using the scale below, please indicate how likely it is that you would recommend UNM-Gallup classes and/ or programs to a friend, colleague, or family member.

Extremely Likely	Likely	Neutral	Unlikely	Extremely Unlikely
○	○	○	○	○

(All participants who answered “yes” to answering additional questions, excluding students)

Based on your personal experiences, how satisfied or dissatisfied are you with UNM-Gallup graduates?

- Extremely Satisfied
- Satisfied
- Unsure
- Dissatisfied
- Extremely Dissatisfied
- I do not have experience with UNM-Gallup graduates

Based on your own experiences, which of the following phrases would you use to describe our graduates? (Select all that apply)

- Prepared to enter the workforce in their field
- High Quality
- Knowledgeable in their field of study
- Skillset is practical/ very useful
- Skillset is impractical/ not useful
- Poor knowledge in their field of study
- Poor Quality
- Unprepared to enter the workforce in their field
- I do not have experience with UNM-Gallup graduates

Using the scale below, please indicate how well UNM-Gallup’s academic and/ or technical programs **meet the needs of the community?** (i.e., Gallup. McKinley County)

Extremely Well	Well	Neutral	Not Well	Extremely Unwell
○	○	○	○	○

If you have additional comments, please leave them below.

(All participants)

May we contact you for more information?

- Yes, please contact me. I would like to discuss this survey.
- Yes, please contact me. I would like more information about UNM-Gallup.
- No, please do not contact me.

(Only those who responded “yes” to wishing to be contacted)

Please enter the contact information below.

- Name _____
- Email Address _____
- Phone Number _____

Debrief

Thank you for participating in UNM-Gallup's environmental scan project. Your participation is extremely valuable in informing the work being done at UNM-Gallup to help our students succeed. Information on where to obtain the published project document will be posted on <https://www.gallup.unm.edu/> at a later date.

Please contact Brittany Babycos, Sr. Institutional Researcher, for questions or comments regarding this survey or the environmental scan project. Brittany can be reached at brittanybabycos@unm.edu or (505) 863-7565.

Scoring Matrix for Specific Program Outlook Analysis

Score Type	Raw	Coded Score
National Growth	> 6.5%	2
	0% - 6.5%	1
	< 0%	0
State Supply/ Demand Ratio	Shortage	2
	Balance	1
	Surplus	0
State Growth	Growing	2
	Stable	1
	Decline or N/A	0
Local Supply/ Demand Ratio	Shortage	2
	Balance	1
	Surplus	0
Local Growth	Growing	2
	Stable	1
	Decline or N/A	0