State Opportunity Index



New Mexico

State Summary 2026

New Mexico at a glance

THE STATE OPPORTUNITY INDEX is a framework for measuring and improving education-to-career outcomes. For each state, the Index reports the percentage of graduates who experience a positive return on investment and summarizes progress in five key areas for improving success beyond completion: Clear Outcomes, Quality Coaching, Affordability, Work-Based Learning, and Employer Alignment. States are grouped into four categories: Leading (at the forefront, demonstrating strong progress); Advanced (substantial progress); Developing (early stages of improvement); and Foundational (just beginning their journey).

Quality Coaching for associate students is Advanced in New Mexico (no states are Leading). The state also is among 35 states and jurisdictions Leading in Affordability at associate degree institutions. Employer Alignment improved from Foundational to Developing. To learn more about progress in other states, visit strada.org/state-opportunity-index.



State Opportunity Index

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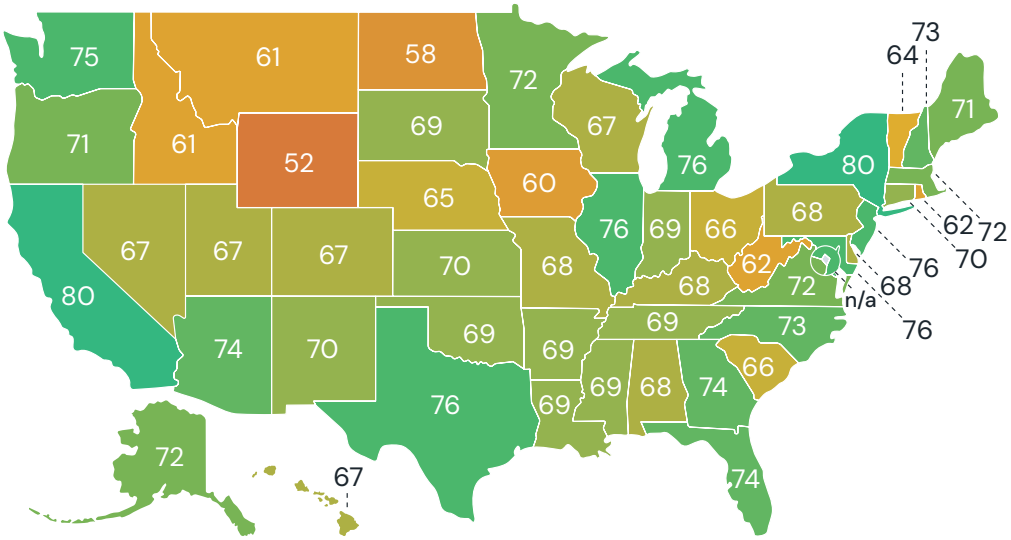
In cases in which the margin of error crosses a category threshold, states are given a combined category.
References for "unavailable" refer to states in which there was insufficient data to assign a rating at this time.

Positive ROI

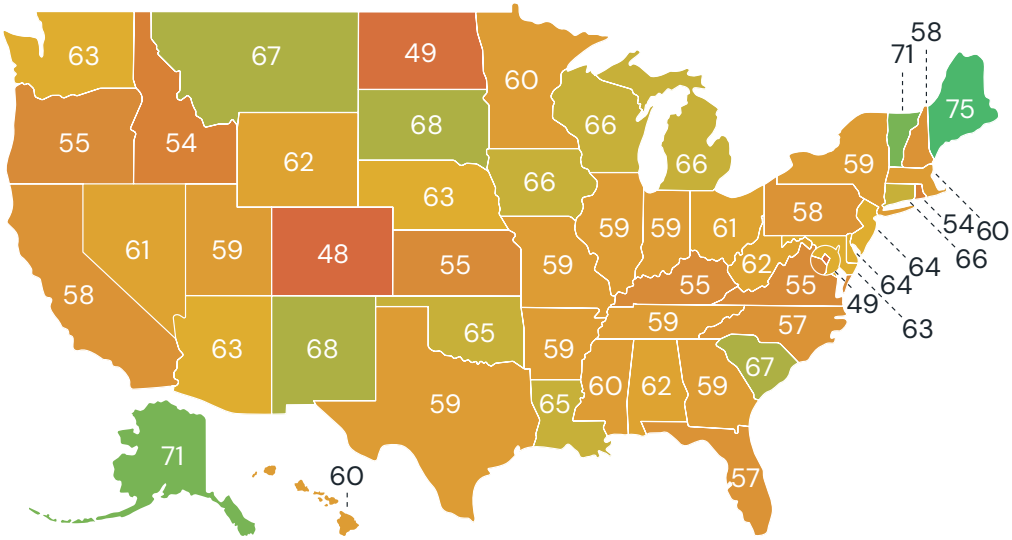
	New Mexico	National
Overall	69%	70%
Bachelor's	70%	73%
Associate	68%	60%

All students who invest their time and money in earning a degree should be financially better off because of it. The Positive ROI value for each state represents the estimated percentage of public college graduates whose earnings premium over high school graduates is enough to repay their total cost of a degree within 10 years.

Percentage of graduates with Positive 10-year ROI by state - bachelor's degrees



Percentage of graduates with Positive 10-year ROI by state - associate degrees



Clear Outcomes

DEVELOPING

Everyone should have access to accurate information on employment outcomes that can help them make informed decisions about education after high school. The Clear Outcomes measure is based on 10 critical elements that contribute to the capacity of state education-to-employment data systems to clarify education pathway outcomes in order to inform personal, public, and private sector investments.

New Mexico improved from Foundational to Advanced in integrating high school completion and employment data (element 4), with additional improvements in data sharing across state lines (element 5), verified data for learning mobility (element 9), and designating a unit for generating education-to-employment insights (element 10). Enhanced wage records (element 2) and open aggregate data (element 6) remain areas with room for growth.

COLLECT

State data system elements	State description	Category
1. Includes learner-level and program characteristic data for nondegree and noncredit postsecondary education and training programs	New Mexico collects enrollment and credential outcome data for WIOA-eligible training providers and links these nondegree credentials to employment outcomes. The state is developing collections of college-issued noncredit workforce training credentials and apprenticeship programs funded by the Government Results and Opportunity Trust program.	DEVELOPING
2. Examines earnings by occupation, pay rate, and work location	New Mexico does not collect any of the three enhanced elements, and Strada's research did not demonstrate an emerging collection policy.	FOUNDATIONAL

INTEGRATE

State data system elements	State description	Category
3. Integrates and delivers information on learners' earnings and employment after postsecondary education and training completion, and over time	New Mexico integrates administrative records on employment and earnings with its (i) public four-year institutions and (ii) community colleges. The state publishes these employment outcomes as an interactive resource through Research Informing Success in Education New Mexico with disaggregation by race/ethnicity and gender. New Mexico does not integrate information on employment and earnings from administrative sources with private four-year institutions.	ADVANCED
4. Integrates and delivers information on learners' earnings and employment after high school completion and over time	New Mexico integrates administrative information on employment and earnings with high school completion records. The state does not publish high school-to-employment outcomes.	ADVANCED
5. Partners with national and multi-state initiatives to assess education-to-opportunity outcomes for graduates and non-graduates of postsecondary education and training programs who relocate or work outside the state	New Mexico partners with PSEO (data pending), the Multi-State Data Collaborative, and the State Wage Interchange System.	LEADING

Category Key

Extent to which elements are present in state data infrastructure

- **Foundational** — Not in development
- **Developing** — In development
- **Advanced** — Partially present
- **Leading** — Fully present

Clear Outcomes

DEVELOPING

PROVIDE

State data system elements	State description	Category
6. Provides comprehensive and timely open data files containing anonymized education-to-opportunity statistics that anyone can access, download, and otherwise use	No evidence was identified through the state's response or in Strada's research of the state demonstrating this element.	FOUNDATIONAL
7. Publishes robust, timely, and easily understandable interactive resources informing education-to-opportunity decision-making by learners, families, and institutions	New Mexico's SLDS, Research Informing Success in Education (RISE), publishes an interactive resource containing education-to-employment statistics for its public four-year institutions and community colleges with disaggregation by race/ethnicity and gender. RISE plans to publish other dashboards.	ADVANCED
8. Gives researchers access to individual-level matched education-to-opportunity datasets	The New Mexico Higher Education Department provides individual-level education datasets upon request. Research Informing Success in Education is developing individual-level matched education-to-opportunity datasets and solutions for researcher access.	DEVELOPING

IMPACT

State data system elements	State description	Category
9. Enables learners and earners to access and utilize their own verified data, unlocking opportunities for college and career advancement	Multiple institutions are laying a foundation for learning mobility. For instance, Central New Mexico Community College is developing microcredentials with the goal of evaluating whether these microcredentials signal career readiness, particularly for underserved learners. New Mexico State University has developed an industry-backed microcredential program that culminates in a Certificate of Specialization. The University of New Mexico's School of Public Administration is similarly issuing competency-based digital badges and microcredentials to graduate students in healthcare, nonprofit, and public administration. The state is exploring coordinating these institutional initiatives into an integrated, learner-centered credentialing ecosystem.	DEVELOPING
10. Designates a unit with responsibility and dedicated, full-time capacity for generating education-to-employment insights to inform state policymaking and resource allocation decision-making	Research Informing Success in Education (RISE NM) aggregates and analyzes E2E data. While not established as the state's centralized authoritative source in statute or by executive order, RISE NM is developing publicly available resources transforming education and workforce data into actionable insights. There is evidence of sustainable funding and dedicated staffing as well as partnerships with higher education and workforce development agencies.	ADVANCED

Category Key

Extent to which elements are present in state data infrastructure

- **Foundational** — Not in development
- **Developing** — In development
- **Advanced** — Partially present
- **Leading** — Fully present

Quality Coaching

BACHELOR'S **DEVELOPING** ASSOCIATE **ADVANCED**

Everyone should have access to coaching that helps them reflect on their talents and interests, choose a career goal, chart a path, and navigate challenges. The Quality Coaching measure is based on the percentage of associate students and bachelor's senior students who reported receiving personalized guidance, timely labor market information, and support to create a plan and overcome barriers.

This is the first report with available Quality Coaching data for **New Mexico's** bachelor's and associate degree institutions. The state's bachelor's degree institutions are categorized as Developing overall, consistent with most other states. Its associate degree institutions are categorized as Advanced overall, with rates of students receiving support being an especially bright spot.

	Bachelor's		Associate	
	State	National	State	National
PERSONALIZED GUIDANCE				
Percentage of students at public institutions who report receiving personalized coaching or guidance to help select the education that will help prepare them for a successful career	DEVELOPING **36%**	**35%**	DEV./ADV. **43%**	**45%**
TIMELY LABOR MARKET INFORMATION				
The average share of students at public institutions who receive timely labor market information, across the various types below, before enrolling or during their first year	FND./DEV. **24%**	**26%**	DEVELOPING **33%**	**35%**
Education-to-career paths that might be a good fit for students' strengths and interests	38%	34%	43%	45%
Job opportunities that a particular education program could lead to	17%	21%	24%	31%
Potential earnings in different careers related to students' education program	29%	30%	35%	40%
Career outcomes of students from their own institution	14%	17%	28%	23%
SUPPORT				
The average share of students at public institutions who receive at least some support in setting goals and in overcoming obstacles	ADV./LEAD. **75%**	**72%**	ADV./LEAD. **79%**	**73%**
Setting education and career goals, and developing a plan to achieve these goals	72%	71%	80%	73%
Identifying and overcoming barriers	77%	73%	78%	73%

Category Key

- **Foundational** <25%
- **Developing** 25% to <50%
- **Advanced** 50% to <75%
- **Leading** ≥75%

Affordability

BACHELOR'S **DEVELOPING** ASSOCIATE **LEADING**

A quality postsecondary education should be within everyone's reach, with clear, predictable, and manageable costs. The Affordability measure is based on how many hours a week the average student would need to work to cover the in-state net price (total cost of attendance minus any grants and scholarships), how many hours a student from a low-income family would need to work to cover their typical in-state net price, and the percentage of students that complete their degree on time – a critical factor in the cost of a degree.

New Mexico's on-time completion rate for students at bachelor's degree institutions trails the national average. At the associate level, affordability is strong, with net prices below national averages.

	Bachelor's		Associate	
	State	National	State	National
STUDENT HOURS OF WORK NEEDED				
Average student hours of work needed	DEVELOPING **22 hours per week** Average annual net price: $12,546	**26 hours per week** Average annual net price: $15,270	LEADING **2 hours per week** Average annual net price: $5,435	**8 hours per week** Average annual net price: $8,089
Low-income student hours of work needed	ADVANCED **13 hours per week** Average annual net price for low-income students: $9,248	**12 hours per week** Average annual net price for low-income students: $9,813	LEADING **0 hours per week** Average annual net price for low-income students: $4,597	**4 hours per week** Average annual net price for low-income students: $6,678

Category Key

- **Foundational** ≥30 hrs
- **Developing** 20 to <30 hrs
- **Advanced** 10 to <20 hrs
- **Leading** <10 hrs

Bachelor's	
State	National
ON-TIME COMPLETION RATE	
FOUNDATIONAL **33%**	**47%**

Category Key

- **Foundational** <35%
- **Developing** 35% to <50%
- **Advanced** 50% to <65%
- **Leading** ≥65%

Work-Based Learning

BACHELOR'S **DEVELOPING**

All students should have access to paid, immersive work-based learning experiences that connect education to career. The Work-Based Learning measure is based on the percentage of bachelor's senior students who reported participating in at least one of the following types of paid experiences: paid internship, paid apprenticeship, paid co-op, paid practicum, or paid undergraduate research experience. For students at associate degree institutions, participation is reported when data are available, but states are not categorized.

This is the first report with available work-based learning data for students at **New Mexico's** bachelor's and associate degree institutions. At both levels, New Mexico is on par with most other states in paid work-based learning participation. Participation is categorized as Developing for students at bachelor's degree institutions, along with 32 other states and jurisdictions. However, participation in paid internships is lower than average.

	Bachelor's		Associate	
	State	National	State	National
QUALITY WORK-BASED LEARNING				
Percentage of students at public institutions who participated in at least one of the five types of quality paid work-based learning experiences	DEVELOPING **38%**	**43%**	**12%**	**14%**
Paid internship participation	21%	35%	5%	10%
Percentage of students who participated in at least one of the five types of experiences (paid or unpaid)	63%	71%	36%	30%

Category Key

- **Foundational** <25%
- **Developing** 25% to <50%
- **Advanced** 50% to <75%
- **Leading** ≥75%

When the margin of error crosses a category threshold, states are given a combined category.

In addition to student self-reporting of apprenticeship participation, states have other sources of information on participation in registered apprenticeships via the U.S. Department of Labor. In New Mexico, 0.27 percent of the state labor force is made up of active apprentices, for a total of 2,682 apprentices. Across the country, this number ranges from 0.86 percent (Hawaii) to 0.12 percent (Oklahoma). In countries with leading apprenticeship systems, such as Germany, Switzerland, Australia, Canada, and England, apprentices constitute about 2.5–3.0 percent of the labor force, so all states in the U.S. have substantial room for improvement.

Employer Alignment

DEVELOPING

Students should have access to programs that lead to quality jobs and employers should be able to find the talent they need to fill high-wage roles. The Employer Alignment measure is based on the percentage of terminal bachelor's degree holders aged 25-34 employed in a college-level job as well as the supply/demand ratio for a set of high-demand, high-wage jobs in each state.

College-level employment in **New Mexico** is 55 percent, compared to 60 percent nationally. New Mexico improved from Foundational to Developing overall in Employer Alignment. The state also improved from Foundational to Developing in its overall supply/demand ratio and ratios for healthcare technicians and technologists and manufacturing/trades technicians and technologists, from Developing to Leading for information and cybersecurity, and from Foundational to Leading for nursing. Nursing is a particular strength, with New Mexico one of only five states Leading in this occupational group.

COLLEGE-LEVEL EMPLOYMENT			
The percentage of bachelor's degree graduates who are employed in college-level jobs		**55%**	DEVELOPING
SUPPLY/DEMAND RATIO			
The overall ratio: the average of the entry-level supply/demand ratios for these nine opportunity occupational groups			DEVELOPING
Information technology and business	Data analytics		LEADING
	Finance and accounting professionals		FOUNDATIONAL
	Finance and accounting support		FOUNDATIONAL
	Information and cybersecurity		LEADING
	Software development and engineering		LEADING
Healthcare	Healthcare technicians and technologists		DEVELOPING
	Nursing		LEADING
Manufacturing and engineering	Engineering		FOUNDATIONAL
	Manufacturing/Trades technicians and technologists		DEVELOPING

Category Key

- **Foundational** <50%
- **Developing** 50% to <60%
- **Advanced** 60% to <75%
- **Leading** ≥75%

State Opportunity Index

New Mexico 2026

Appendix

Student Survey Responses

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Appendix // **Survey Data Tables**

The following tables provide student responses for questions included in the 2026 State Opportunity Index survey.

	Bachelor's		Associate	
	State	National	State	National
SAMPLE SIZE				
Respondents, 2026	446	36,564	55	17,000
Respondents, 2025–26 combined	470	77,803	123	32,005
VALUE				
To what extent do you agree or disagree with the following statement, "My education will be worth the cost"?				
Strongly disagree	6%	4%	–	7%
Somewhat disagree	4%	9%	–	6%
Neither agree nor disagree	11%	9%	–	8%
Somewhat agree	30%	38%	–	28%
Strongly agree	48%	40%	–	52%
Thinking about how your education supports your career goals, how satisfied are you with how well your institution prepared you for the workforce? *(1: Not at all satisfied … 10: Extremely satisfied)*				
Average (1-10)	7.4	7.2	–	7.8
QUALITY COACHING				
Before choosing your major or program of study, how did you receive information on careers, salaries, job opportunities, etc.? *(Select all that apply)*				
One-on-one meeting with faculty or advisor	19%	22%	–	22%
Career fair, group workshop, orientation session, or in a class	27%	30%	–	23%
National job boards *(LinkedIn, GlassDoor, Indeed, Idealist)*	16%	28%	–	25%
College career portal *(Handshake, Symplicity)*	12%	20%	–	12%
Career assessment tools *(MyMajors, Career Coach)*	11%	14%	–	14%
Labor market tools *(Lightcast, O*NET, state workforce websites)*	3%	6%	–	7%
AI-based tools *(ChatGPT, Perplexity, CareerVillage, Roadtrip Nation)*	9%	13%	–	13%
Conversations with friends and family members	46%	52%	–	47%
Conversations with alumni, mentoring services, scholarship groups, etc.	14%	18%	–	13%
Email or newsletter	17%	16%	–	14%
Other	7%	5%	–	9%
None of these	13%	9%	–	12%
I have not yet chosen a program of study.	1%	1%	–	1%

	Bachelor's		Associate	
	State	National	State	National
WORK-BASED LEARNING				
During your time in college, have you participated in any of the following? *(Select all that apply)*				
Micro-Internship: short-term work experience, typically lasting four weeks or less, on a specific, employer-defined project	17%	23%	–	7%
Project-Based Learning Activity: real-world, employer-designed projects built as assignments within academic courses	24%	30%	–	12%
Service Learning: courses that combine academic instruction with community service, addressing a real-world need	20%	24%	–	12%
Externship: a short-term experience where a student shadows a professional to observe day-to-day duties to learn about a specific career field	17%	21%	–	10%
During your time in college, have you participated in any of the following? *(Select all that apply) [Paid or unpaid]*				
Internship: fixed-term position lasting longer than four weeks performing entry-level tasks for an employer	29%	47%	–	11%
Apprenticeship: paid job combining on-the-job training under an experienced mentor with classroom learning	8%	5%	–	4%
Co-op program: degree program that alternates periods of academic courses with paid work experiences	4%	4%	–	2%
Student teaching, practicum, clinical hours: closely supervised performance of professional responsibilities in a workplace setting	22%	20%	–	14%
Undergraduate research: experience outside of a course, typically working directly with a faculty member in a lab, on a project, or on a research team	25%	25%	–	6%
In-state participation: Student participation in at least one of the five paid experiences in the same state as their institution (paid internship, paid apprenticeship, paid co-op program, paid student teaching, practicum, clinical hours, paid undergraduate research)	32%	32%	–	10%
Did you get credit or a record on your transcript for any of your experiences? *(Select all that apply) [Shown to those who reported the work-based learning experience in question]*				
Internship: fixed-term position lasting longer than four weeks performing entry-level tasks for an employer	55%	52%	–	52%
Apprenticeship: paid job combining on-the-job training under an experienced mentor with classroom learning	18%	33%	–	41%
Co-op program: degree program that alternates periods of academic courses with paid work experiences	53%	47%	–	47%
Student teaching, practicum, clinical hours: closely supervised performance of professional responsibilities in a workplace setting	68%	62%	–	65%
Undergraduate research: experience outside of a course, typically working directly with a faculty member in a lab, on a project, or on a research team	38%	56%	–	38%

	Bachelor's		Associate	
	State	National	State	National
STUDENT WORK				
During the school year, how many hours do you spend in a typical seven-day week working for pay?				
Less than 10 hours per week	12%	16%	–	7%
10 to 19 hours per week	26%	30%	–	16%
20 to 29 hours per week	25%	18%	–	18%
30 hours or more per week	19%	14%	–	34%
Does not typically work while taking classes	18%	22%	–	24%
Do you consider yourself a student who works or a worker that goes to school?				
A student who works	62%	65%	–	44%
A worker who goes to school	20%	13%	–	32%
Does not work	18%	22%	–	24%
Did you have an on-campus job at any point during the time you were enrolled in your current program? If so, what type of job(s) have you had? *(Select all that apply)*				
Academic and Research: Research assistant, lab assistant, or teaching assistant (TA) for a professor	15%	13%	–	3%
Specialized Campus Services: Library assistant, IT help desk technician, or fitness center attendant	10%	9%	–	3%
Peer-Based Roles: Tutor, Resident Assistant (RA), student government or student club role, peer advisor, or orientation leader	10%	12%	–	4%
Retail and Customer Service: Bookstore associate, convenience store clerk, or campus apparel shop worker	4%	5%	–	2%
Food Service and Hospitality: Dining hall staff, campus cafe barista, or catering assistant for university events	5%	7%	–	2%
Administrative and Office Support: Departmental office assistant, front desk receptionist for an academic building, or admissions office worker	12%	10%	–	4%
Other	4%	5%	–	2%
I never had an on-campus job.	58%	57%	–	86%
Did you have an off-campus job at any point during your time you were enrolled in your current program? If so, what type of job(s) have you had? *(Select all that apply)*				
Administrative and Professional Support: Office assistant at a local business, medical receptionist, or clerical worker	8%	8%	–	8%
Community and Public Service: Public schools, libraries, government agencies, community-based organizations	13%	11%	–	8%
Freelance and Gig Economy: Freelance writer, graphic designer, social media manager, rideshare driver	7%	8%	–	6%
Food Service and Hospitality: Waiter/waitress, bartender, cook, barista, food delivery driver	25%	24%	–	20%
Healthcare and Social Services: Caregiver for the elderly, home health aide, non-certified medical assistant	10%	10%	–	15%

	Bachelor's		Associate	
	State	National	State	National
Did you have an off-campus job at any point during your time you were enrolled in your current program? If so, what type of job(s) have you had? *(continued)*				
Personal and Household Services: Babysitter/nanny, pet sitter, dog walker, house cleaner	9%	8%	–	6%
Retail and Customer Service: Retail sales associate, cashier at a grocery store, customer service representative at a business	17%	21%	–	21%
Professional Services: Bank teller, clerical assistant at a law firm, office receptionist, administrative assistant	5%	5%	–	5%
Seasonal or Recreational: Summer camp counselor, ski resort employee, lifeguard at a public pool, tour guide at a local attraction	7%	9%	–	4%
Skilled Labor and Trades: Warehouse worker, mover, construction laborer, auto detailer, landscaping worker	7%	6%	–	11%
Other	9%	7%	–	11%
I never had an off-campus job.	34%	27%	–	25%
AFFORDABILITY				
Were you granted college credit for courses or work experience before enrolling at your institution? *(Select all that apply)*				
College courses taken while in high school *(Dual Enrollment, Concurrent Enrollment, Dual Credit, Early College Credit)*	26%	36%	–	19%
Advanced Placement classes or International Baccalaureate program in high school	15%	29%	–	8%
I transferred from an academic program at a two-year college, and I received transfer credit.	15%	17%	–	8%
I transferred from an academic program at a four-year college, and I received transfer credit.	12%	10%	–	12%
I took classes at another college but was not enrolled in a degree or credential program *(continuing education, summer classes, or extramural coursework)*, and I received credit.	7%	9%	–	7%
College credit for prior work or military experience *(Credit for Prior Learning, Prior Learning Assessment)*	3%	3%	–	3%
I did not bring any credits into my institution.	35%	21%	–	50%
POST-GRADUATION PLANS				
Which of the following best represents your plans within six months after graduation?				
I plan to work full time, but have not yet secured a position.	42%	46%	n/a	n/a
I plan to work full time at the job I had while I was enrolled.	9%	8%	n/a	n/a
I have accepted a new full-time job.	5%	11%	n/a	n/a
I plan to work part time.	4%	3%	n/a	n/a
I plan to pursue additional education, but have not yet been admitted.	18%	14%	n/a	n/a
I have been admitted to a program for additional education.	9%	10%	n/a	n/a
I have other plans.	7%	3%	n/a	n/a
I don't know what I plan to do after graduating.	6%	5%	n/a	n/a

	Bachelor's		Associate	
	State	National	State	National
How likely are you to remain in your institution's state after graduation?				
Very unlikely	14%	12%	n/a	n/a
Unlikely	27%	19%	n/a	n/a
Likely	34%	35%	n/a	n/a
Very likely	25%	34%	n/a	n/a
Which of the following best represents your career plans after you complete your current program?				
I plan to continue working for the same employer I have now.	n/a	n/a	–	21%
I plan to look for work with a new employer but in the same career.	n/a	n/a	–	23%
I plan to look for work in a new career.	n/a	n/a	–	56%
NONDEGREE CREDENTIALS				
Have you ever earned, or are you currently earning one of the following credentials relating to career-focused skills? *(Select all that apply)*				
Occupational license issued by a government agency *(teaching license, nursing license, cosmetology license)*	9%	7%	–	11%
Certificate or badge *(from a postsecondary program)*	11%	13%	–	17%
Industry-recognized credential *(Healthcare, IT, Skilled Trades and Manufacturing, Business and Professional Services, Hospitality and Culinary, Public Safety and Legal, Creative and Communications)*	4%	8%	–	13%
Some other type of career-focused credential	1%	3%	–	4%
I don't know.	22%	18%	–	18%
None of the above	57%	56%	–	46%

	State	National
EXTERNAL AFFORDABILITY METRICS		
State appropriations per student FTE, public four-year institutions, FY2025 *(Source: SHEEO SHEF Annual Report)*	$17,699	$11,166
State appropriations per student FTE, public two-year institutions, FY2025 *(Source: SHEEO SHEF Annual Report)*	$19,954	$11,096
FAFSA completion rate, high school class of 2026 (through July 1, 2026) *(Source: NCAN)*	56%	59%
150% completion rate, first-time full-time students, bachelor's degree institutions, 2023-24 *(Source: College Scorecard)*	52%	64%
150% completion rate, first-time full-time Pell recipients, bachelor's degree institutions, 2023-24 *(Source: College Scorecard)*	46%	53%

If we get this right, here's what the future could look like: A young person or adult explores options with a career coach. They have data on jobs and earnings by program. They know costs up front, and public options are affordable and accessible. They engage in paid work-based learning, building skills and clarifying goals. By completion, they don't just hold a credential (or a few).
They have a good job, experience, and momentum toward a better future.

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