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# College Completion in New Mexico: The Impact on the Workforce and the Economy

## October 2011

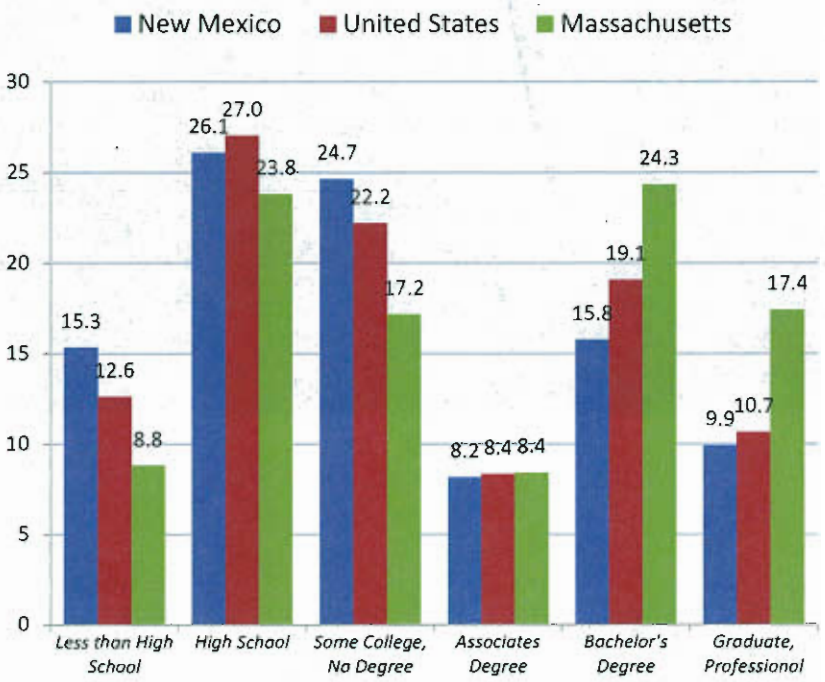
Education Commission of the States

BOOSTING COLLEGE COMPLETION FOR A NEW ECONOMY

NCHEMS

# Higher Levels of Education and Skills Needed for Today's Economic Recovery and Tomorrow's Economic Vitality

*Educational Attainment of Working Aged Adults Aged 25 to 64 – New Mexico, the U.S., and Most Educated State (2009)*




Source: U.S. Census Bureau, 2009 American Community Survey

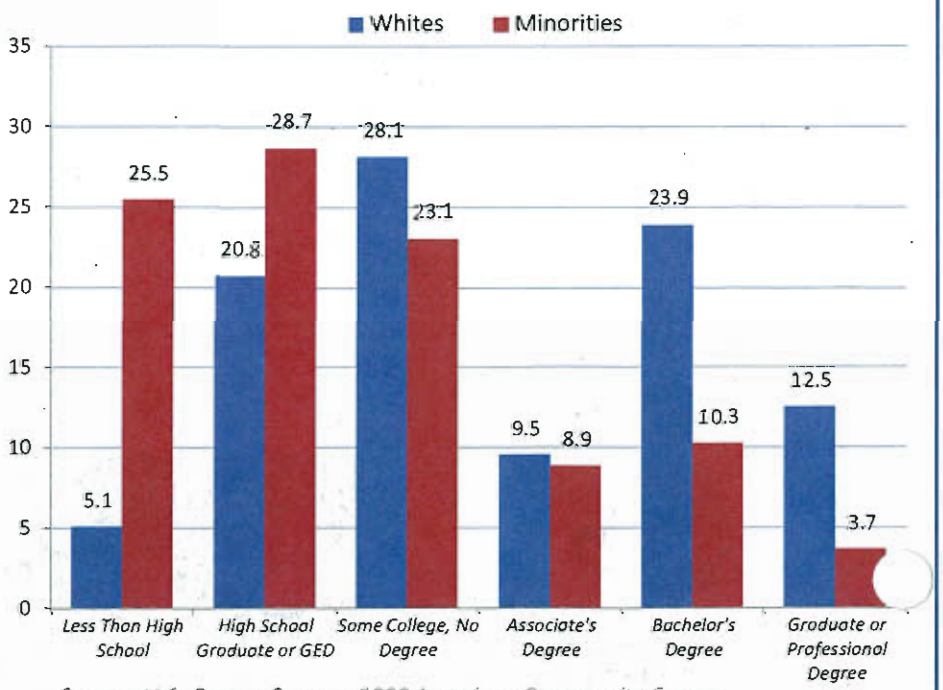
## Young Adults Completing Credentials at Far Lower Rate Than Parents

- Only 34% of adults aged 25 to 64 hold an associate's degree or higher, compared to 39% nationally.
- The attainment gap between younger (25 to 34) and older adults (45 to 64) is the second largest in the nation—over 7 percentage points.
- The percent of working age adults with a Bachelor's degree or higher lags behind the national average.

## Equity Gaps Persist, Need for More Latinos/as in College Pipeline

- Minority groups complete college credentials at similar rates, but the Latino/a population is largest and, thus, will require the most policy attention.
- Minority populations are more than twice as likely to have no exposure to postsecondary education than their white counterparts.
- Similarly, whites are twice as likely to have some type of postsecondary credential—46%, compared to 23% for minorities.

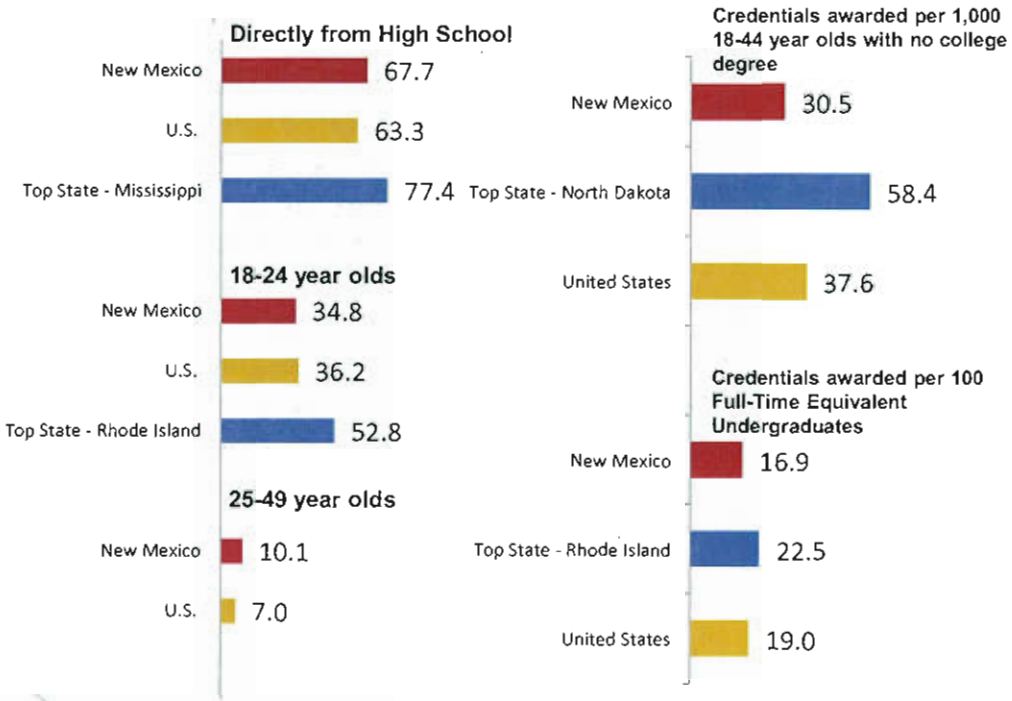
*Educational Attainment of Whites and Minorities (Blacks, Hispanics, Native Americans Aged 25 to 44 (2009)*




Source: U.S. Census Bureau, 2009 American Community Survey

## How Well Does New Mexico Provide Postsecondary Education to Its Residents?

*College Participation Rates and Degree Productivity in New Mexico by Age Group*




Source: NCES, Common Core Data and IPEDS Residency and Migration Survey, IPEDS Enrollment Survey; U.S. Census Bureau Population Estimates

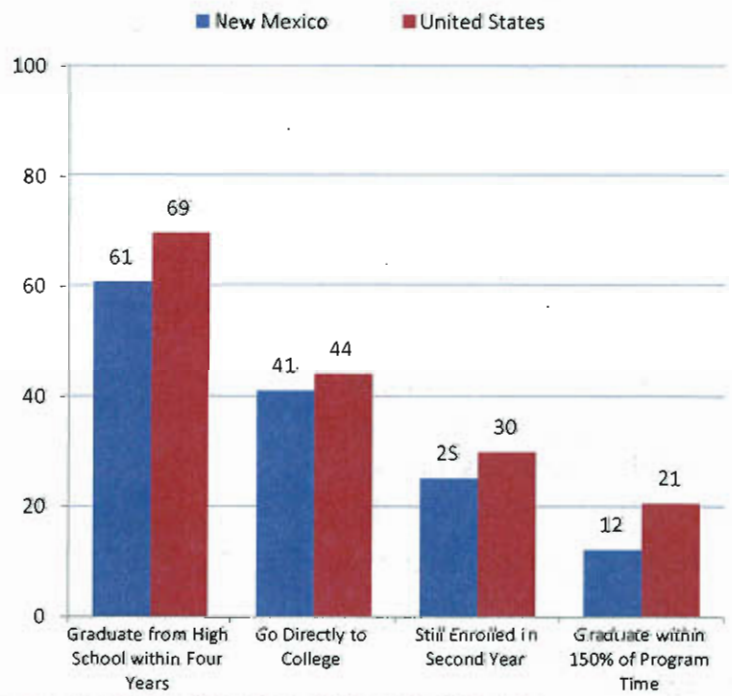
### Overall College Completion Rate Low

- To improve postsecondary attainment, the state needs to increase both the number of students who graduate high school and the number who enter college directly.
- Roughly one in six students that enter college complete a credential within 150% of program time.

### Student Pipeline Transitions Highlight Retention and Completion Challenges

- Two- and four-year retention rates lag behind the national average.
- Although Hispanic/Latino students out represent white students when entering college as first-time freshmen, white students complete college at a higher overall rate compared to their minority peers.
- While the overall attainment rates is a cause for concern, improving degree odds for Latinos/as is particularly important given future population and economic data.

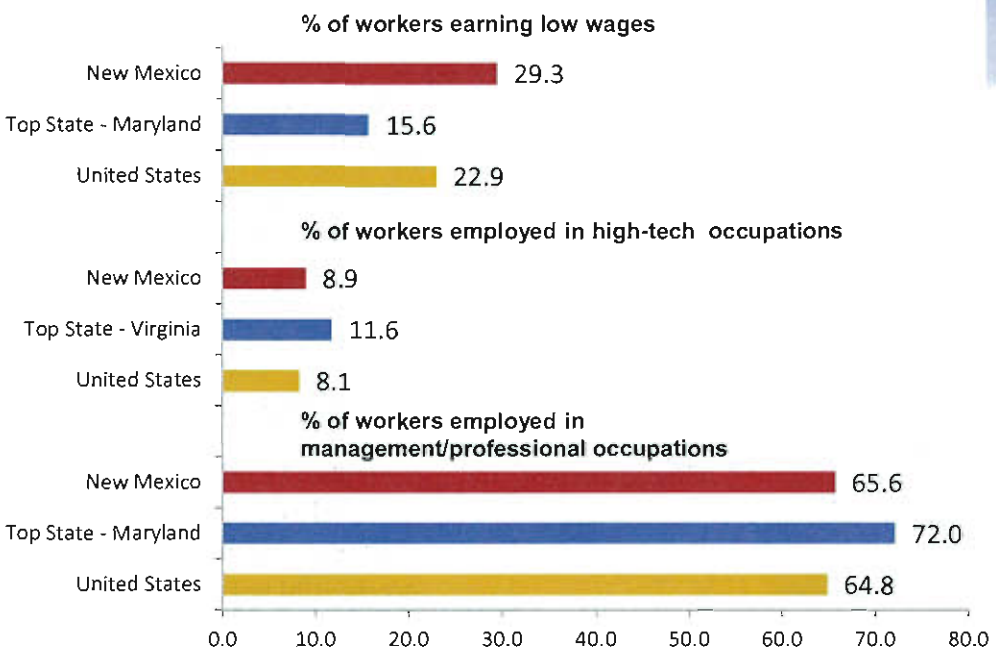
*Student Pipeline – For Every 100 9th Graders…*




Source: NCES CCD 2008; IPEDS 2008; 2008 IPEDS GRS

## How Competitive Are New Mexico's Work Conditions for College Graduates?

*Percentages of College Educated Workers in the Workforce*




Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Samples)

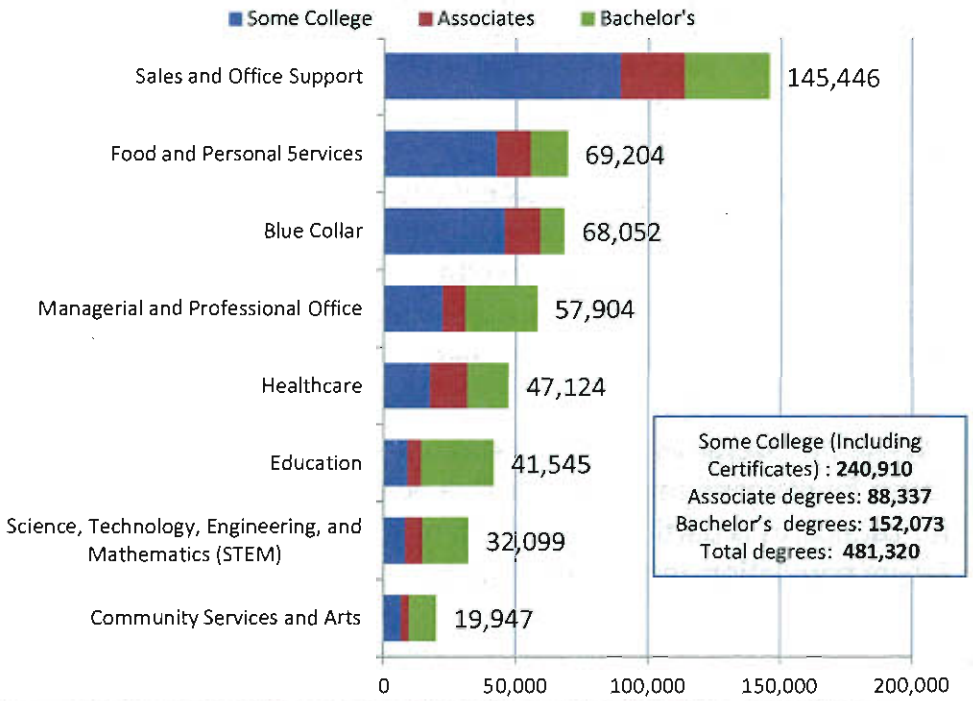
### Jobs Are Available, But Wages for College Educated Workers Low

- New Mexico has slightly more college-educated workers (than the U.S. average) employed in management and professional, and high tech occupations.
- Nearly one in three workers with no college degree and some college but no degree are earning less than a living wage – which is appreciably worse than the national average.
- Jobs for the college-educated will grow at a rate 35% greater than those jobs requiring a high school diploma or less.

### Growing Demand for Certificates and Associate Degrees

- According to projections from the Georgetown Center for Education and the Workforce, 58% of jobs in New Mexico (574,000 jobs) by 2018 will require a postsecondary education.
- Although median personal income is at an all-time high since 1980, incomes still lag behind the national average.
- Workers earn less than the national average at every stage of education completed.

*Estimated Increases in Undergraduate Credentials Needed in New Mexico by 2018*



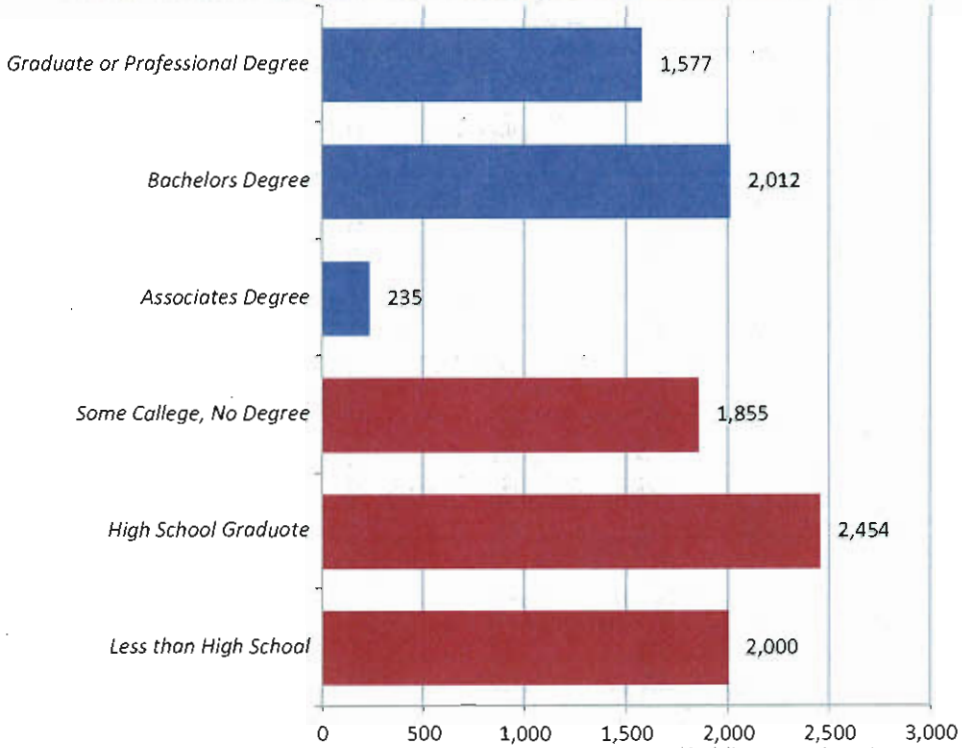

Source: Georgetown University, Center on Education and the Workforce. Help Wanted: Projections of Jobs and Education Requirements through 2018

## Coming and Going: Do Educated Workers Stay in New Mexico?

### High Migration Rates Tell Two Different Stories

- New Mexico imported more than 19,000 college graduates between 2005 and 2009.
- In-migration of college graduates might mask even lower attainment among those native to New Mexico.
- Migration of a large number of bachelor's and graduate degree holders might indicate programs that can be offered inside the state.

*Average Annual Net Migration of 22 to 64 Year Olds by Education Level (2005-09)*




Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Samples)

## Observations and Policy Diagnosis

The college attainment rate in New Mexico is substantially lower than the U.S. average and most states, due in large part to low rates of college retention and completion. Despite high rates of enrollment into college, this low attainment rate appears to be the byproduct of several forces. The first is that retention from year-to-year is slipping, while younger adults are enrolling in college at a lower rate than older adults. Secondly, equity gaps exist between whites and minorities, especially among Hispanic/Latino students. Wages for workers are relatively low for those at every level of education, despite job growth in economically viable sectors such as health, STEM, and business fields.

State leaders should consider strategies that:

- Leverage resources to evaluate the effectiveness of existing postsecondary and workforce systems in accomplishing state goals.
- Strengthen transitions from year-to-year among college students, with clear pathways and adaptable support structures to engage the state's minority population.
- Increase college participation rates in New Mexico for young adults between the ages of 18 and 24, by creating and marketing academic programs where the value of a college degree outweighs the cost of postsecondary attendance.
- Develop college and career pathways that lead to a greater employment in high-earning occupational fields that will further attract new business to the state.
- Enhance student completion odds through new delivery models, degree and certificate articulation agreements and adult-friendly programs that emphasize flexibility.

# Appendix: Measures for College Completion and Impact on the Economy with Notation for Top 10 and Bottom 10 State Ranks

| State | Percent of Adults 25 to 64 with College Degrees (2009) | Difference in College Attainment between Young and Older Adults (2009) | Difference in College Attainment between Whites and Minorities (2009) | Percent of High School Graduates Going Directly to College (Fall 2008) | 18-24 Year Olds Enrolled in College (2009) | 25-49 Year Olds Enrolled in College (2009) | Adults 18 to 64 with Just a High School Diploma or Less, Living in Families Earning Less than a Living Wage | Adults 18 to 64 with Some College, No Degree, Living in Families Earning Less than a Living Wage | Adults 18 to 6 with No College Degree, Who Speak English "Not Well" or "Not at All" |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | 44 | 30 | 6 | 14 | 19 | 20 | 45 | 46 | 17 |
| Alaska | 32 | 50 | 26 | 50 | 50 | 29 | 11 | 11 | 14 |
| Arizona | 36 | 47 | 34 | 45 | 28 | 9 | 38 | 39 | 47 |
| Arkansas | 49 | 21 | 8 | 28 | 35 | 33 | 47 | 49 | 24 |
| California | 21 | 40 | 49 | 19 | 6 | 6 | 35 | 32 | 50 |
| Colorado | 3 | 48 | 48 | 27 | 33 | 3 | 16 | 16 | 40 |
| Connecticut | 2 | 33 | 46 | 10 | 38 | 47 | 3 | 2 | 37 |
| Delaware | 24 | 37 | 33 | 15 | 9 | 44 | 21 | 18 | 26 |
| Florida | 29 | 34 | 5 | 38 | 31 | 21 | 37 | 35 | 44 |
| Georgia | 30 | 32 | 17 | 7 | 45 | 32 | 40 | 36 | 36 |
| Hawaii | 12 | 35 | 11 | 29 | 36 | 28 | 4 | 7 | 34 |
| Idaho | 38 | 46 | 38 | 47 | 48 | 31 | 29 | 38 | 25 |
| Illinois | 15 | 6 | 45 | 40 | 25 | 7 | 24 | 24 | 42 |
| Indiana | 41 | 13 | 12 | 17 | 14 | 14 | 32 | 29 | 20 |
| Iowa | 17 | 2 | 43 | 22 | 3 | 26 | 10 | 12 | 19 |
| Kansas | 18 | 24 | 36 | 20 | 11 | 12 | 20 | 23 | 33 |
| Kentucky | 45 | 8 | 3 | 32 | 29 | 22 | 48 | 48 | 13 |
| Louisiana | 48 | 14 | 15 | 21 | 44 | 48 | 42 | 41 | 11 |
| Maine | 23 | 39 | 14 | 31 | 26 | 40 | 27 | 26 | 5 |
| Maryland | 8 | 22 | 19 | 25 | 24 | 18 | 8 | 3 | 29 |
| Massachusetts | 1 | 9 | 41 | 2 | 4 | 39 | 6 | 4 | [illegible] |
| Michigan | 31 | 28 | 18 | 34 | 13 | 13 | 34 | 34 | [illegible] |
| Minnesota | 4 | 4 | 47 | 8 | 12 | 5 | 7 | 8 | 23 |
| Mississippi | 47 | 26 | 16 | 1 | 37 | 34 | 50 | 50 | 12 |
| Missouri | 33 | 7 | 10 | 33 | 20 | 15 | 30 | 31 | 10 |
| Montana | 25 | 10 | 13 | 44 | 46 | 35 | 28 | 33 | 1 |
| Nebraska | 16 | 12 | 50 | 18 | 10 | 10 | 18 | 21 | 30 |
| Nevada | 46 | 44 | 21 | 43 | 49 | 38 | 33 | 30 | 48 |
| New Hampshire | 5 | 23 | 29 | 23 | 22 | 50 | 2 | 1 | 9 |
| New Jersey | 7 | 18 | 42 | 5 | 34 | 41 | 9 | 5 | 45 |
| New Mexico | 39 | 49 | 27 | 11 | 27 | 1 | 43 | 45 | 43 |
| New York | 6 | 5 | 40 | 3 | 15 | 37 | 25 | 22 | 46 |
| North Carolina | 27 | 25 | 23 | 16 | 40 | 27 | 36 | 37 | 32 |
| North Dakota | 10 | 1 | 20 | 12 | 8 | 11 | 1 | 6 | 4 |
| Ohio | 37 | 11 | 9 | 26 | 17 | 25 | 31 | 28 | 7 |
| Oklahoma | 43 | 36 | 7 | 42 | 39 | 30 | 39 | 42 | 27 |
| Oregon | 19 | 45 | 31 | 49 | 30 | 8 | 22 | 27 | 39 |
| Pennsylvania | 28 | 3 | 24 | 24 | 7 | 49 | 23 | 19 | 16 |
| Rhode Island | 13 | 17 | 44 | 13 | 1 | 42 | 19 | 14 | 41 |
| South Carolina | 34 | 29 | 25 | 6 | 32 | 46 | 41 | 40 | 22 |
| South Dakota | 22 | 20 | 35 | 4 | 18 | 19 | 26 | 25 | 6 |
| Tennessee | 42 | 19 | 4 | 30 | 42 | 43 | 46 | 44 | 18 |
| Texas | 40 | 43 | 37 | 41 | 43 | 36 | 44 | 43 | 49 |
| Utah | 20 | 41 | 39 | 39 | 23 | 2 | 13 | 20 | 31 |
| Vermont | 9 | 31 | 2 | 48 | 2 | 45 | 12 | 10 | 3 |
| Virginia | 11 | 27 | 30 | 9 | 21 | 16 | 15 | 9 | 28 |
| Washington | 14 | 42 | 28 | 46 | 47 | 23 | 14 | 17 | 35 |
| West Virginia | 50 | 15 | 1 | 37 | 5 | 4 | 49 | 47 | [illegible] |
| Wisconsin | 26 | 16 | 32 | 36 | 16 | 24 | 17 | 15 | [illegible] |
| Wyoming | 35 | 38 | 22 | 35 | 41 | 17 | 5 | 13 | 8 |

# Appendix (cont.): Measures for College Completion and Impact on the Economy with Notation for Top 10 and Bottom 10 State Ranks

| State | Undergraduate Awards (One Year and More) per 100 FTE Undergraduates, 2008-09 | STEM Credentials Awarded per 1,000 STEM Employees (2008-09) | Health Credentials Awarded per 1,000 Health Employees (2008-09) | Undergraduate Credentials Awarded per 1,000 18 to 44 Year Olds with No College Degree, 2008-09 | Adults 25 to 64 with College Degrees Employed in Management and Professional Occupations | Adults 25 to 64 with College Degrees Employed in High Tech Occupations | Percent of Workers with College Degrees Earning Low Wages (2009) | Percent of Workers with Some College, No Degree Earning Low Wages (2009) | Annual Migration Rates of College Degree-Holders (2005-09) | Personal Income per Capita (2010) | State New Economy Index (2010) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 47 | 19 | 23 | 42 | 35 | 24 | 23 | 34 | 22 | 42 | 47 |
| Alaska | 49 | 50 | 49 | 50 | 11 | 41 | 14 | 12 | 50 | 8 | 31 |
| Arizona | 19 | 8 | 1 | 22 | 37 | 11 | 22 | 16 | 2 | 40 | 20 |
| Arkansas | 35 | 16 | 12 | 36 | 14 | 43 | 35 | 47 | 18 | 46 | 48 |
| California | 48 | 41 | 25 | 35 | 16 | 6 | 10 | 10 | 19 | 12 | 7 |
| Colorado | 13 | 38 | 5 | 11 | 28 | 4 | 21 | 17 | 14 | 14 | 9 |
| Connecticut | 29 | 40 | 48 | 33 | 9 | 18 | 3 | 2 | 21 | 1 | 5 |
| Delaware | 25 | 42 | 40 | 26 | 8 | 20 | 6 | 24 | 13 | 20 | 6 |
| Florida | 9 | 28 | 14 | 18 | 47 | 34 | 39 | 36 | 10 | 24 | 21 |
| Georgia | 42 | 29 | 11 | 30 | 15 | 22 | 16 | 20 | 11 | 37 | 19 |
| Hawaii | 16 | 39 | 46 | 43 | 50 | 45 | 12 | 8 | 7 | 17 | 40 |
| Idaho | 3 | 31 | 27 | 31 | 41 | 17 | 47 | 50 | 29 | 49 | 27 |
| Illinois | 28 | 25 | 16 | 12 | 23 | 19 | 13 | 15 | 27 | 11 | 15 |
| Indiana | 27 | 11 | 20 | 25 | 40 | 26 | 32 | 28 | 41 | 41 | 35 |
| Iowa | 7 | 7 | 10 | 3 | 42 | 31 | 37 | 32 | 28 | 28 | 38 |
| Kansas | 22 | 26 | 4 | 7 | 18 | 15 | 30 | 25 | 36 | 21 | 26 |
| Kentucky | 24 | 5 | 6 | 17 | 25 | 36 | 38 | 41 | 25 | 44 | 43 |
| Louisiana | 41 | 4 | 8 | 27 | 4 | 46 | 15 | 27 | 49 | 26 | 44 |
| Maine | 15 | 37 | 39 | 37 | 34 | 47 | 44 | 38 | 34 | 29 | 28 |
| Maryland | 23 | 46 | 43 | 32 | 1 | 2 | 1 | 1 | 12 | 4 | 3 |
| Massachusetts | 21 | 30 | 36 | 8 | 3 | 8 | 4 | 6 | 26 | 2 | 1 |
| Michigan | 26 | 14 | 31 | 24 | 39 | 13 | 34 | 37 | 46 | 36 | 17 |
| Minnesota | 12 | 36 | 7 | 4 | 33 | 14 | 11 | 14 | 31 | 13 | 13 |
| Mississippi | 32 | 3 | 21 | 45 | 32 | 50 | 42 | 44 | 47 | 50 | 50 |
| Missouri | 8 | 21 | 15 | 20 | 17 | 28 | 27 | 30 | 30 | 32 | 33 |
| Montana | 34 | 12 | 47 | 39 | 45 | 48 | 50 | 49 | 15 | 38 | 36 |
| Nebraska | 30 | 10 | 17 | 6 | 43 | 35 | 33 | 39 | 40 | 22 | 34 |
| Nevada | 50 | 43 | 42 | 49 | 49 | 42 | 19 | 5 | 1 | 31 | 30 |
| New Hampshire | 4 | 49 | 38 | 13 | 20 | 5 | 18 | 4 | 32 | 9 | 11 |
| New Jersey | 36 | 48 | 50 | 46 | 6 | 7 | 2 | 3 | 20 | 3 | 4 |
| New Mexico | 44 | 35 | 33 | 44 | 12 | 12 | 45 | 46 | 16 | 43 | 32 |
| New York | 10 | 17 | 41 | 16 | 26 | 40 | 7 | 9 | 39 | 5 | 10 |
| North Carolina | 46 | 27 | 37 | 29 | 22 | 27 | 25 | 42 | 9 | 35 | 24 |
| North Dakota | 6 | 2 | 13 | 1 | 48 | 37 | 49 | 26 | 48 | 18 | 37 |
| Ohio | 33 | 18 | 22 | 28 | 13 | 25 | 26 | 33 | 42 | 34 | 25 |
| Oklahoma | 14 | 13 | 35 | 40 | 31 | 38 | 31 | 40 | 24 | 33 | 42 |
| Oregon | 39 | 47 | 26 | 38 | 38 | 10 | 48 | 31 | 4 | 30 | 14 |
| Pennsylvania | 17 | 15 | 32 | 14 | 10 | 23 | 20 | 18 | 33 | 16 | 22 |
| Rhode Island | 1 | 6 | 44 | 2 | 19 | 21 | 9 | 13 | 44 | 15 | 16 |
| South Carolina | 45 | 32 | 34 | 41 | 44 | 30 | 40 | 43 | 8 | 45 | 39 |
| South Dakota | 31 | 1 | 19 | 21 | 46 | 44 | 46 | 45 | 38 | 25 | 45 |
| Tennessee | 40 | 34 | 30 | 47 | 24 | 33 | 28 | 35 | 17 | 39 | 41 |
| Texas | 38 | 33 | 24 | 48 | 5 | 9 | 8 | 21 | 5 | 23 | 18 |
| Utah | 11 | 22 | 2 | 9 | 30 | 16 | 43 | 23 | 23 | 48 | 12 |
| Vermont | 5 | 23 | 45 | 5 | 7 | 32 | 29 | 29 | 45 | 19 | 23 |
| Virginia | 37 | 44 | 9 | 23 | 2 | 1 | 5 | 7 | 6 | 7 | 8 |
| Washington | 20 | 45 | 18 | 19 | 29 | 3 | 17 | 11 | 3 | 10 | 2 |
| West Virginia | 43 | 9 | 28 | 34 | 21 | 39 | 36 | 48 | 43 | 47 | 49 |
| Wisconsin | 18 | 24 | 3 | 10 | 36 | 29 | 24 | 19 | 35 | 27 | 29 |
| Wyoming | 2 | 20 | 29 | 15 | 27 | 49 | 41 | 22 | 37 | 6 | 46 |

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and the Economy

Education Commission
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Education Commission of the States

*Using Policy to Improve Developmental Education and Increase College Success*

# New Mexico

# Remedial Education Policy Profile

This is a profile of your state's policies for students who require remedial education. To view an online version of your state's summary, visit http://gettingpastgo.org/newmexico. We welcome your feedback.

## State Overview

**Key statistics**

| Remediation Rate, Statewide | Completion Rate for Remedial Students, Statewide | Baccalaureate Graduation Rate | Associate Degree Graduation Rate | Percent of Adults with an Associate degree or higher |
|---|---|---|---|---|
| 47.1% | 25.0% | 39.4% | 20.1% | 33.8% |

New Mexico's public four- and two-year institutions select their own assessments and standards for placing entering freshmen into appropriate courses and have authority over delivering developmental education. Community colleges are primarily responsible for providing remediation due to a funding structure that discourages these courses at four-year institutions.

In 2009, the Higher Education Department formed a Developmental Education Task Force to improve programs and practices across the state. The task force created three workgroups (i.e., Best Practices, College Readiness, and Measurement & Evaluation), but it is unclear whether a final report and recommendations were issued. The annual College Ready report has presented data on remediation rates, but the absence of a comprehensive strategy for development education decreases the possibility of common standards and instructional best practices in New Mexico.

In recent years, New Mexico has taken steps to reduce the remediation needs of the state's high school students, including requiring a college-prep curriculum and readiness exams in 10th and 11th grades.

Legislation enacted in 2003 required the Public Education Department and the Higher Education Department to collaborate in aligning high school curricula and end-of-course tests with the placement tests of two- and four-year public postsecondary institutions. Implementation, however, has been slow.

Since 2006, the legislature has received a report entitled *Ready for College: An Annual Report on New Mexico High School Graduates Who Take Remedial Classes in New Mexico Colleges and Universities* from the New

Mexico Department of Finance and Administration's Office of Education Accountability. The reports are a joint effort of OEA, the Higher Education Department, and the Public Education Department.

In 2009, legislation was enacted to require public postsecondary institutions, upon request from a high school or school district, to provide reports of the high school's first-year student outcomes. In addition, legislation enacted in 2010, H.B. 70, required a P-20 data system that could provide valuable remediation information and spur stronger K-12 and postsecondary collaboration and alignment.

**Participation in National Projects:**

American Diploma Project
Achieving the Dream

College and Career Ready Policy Institute
Common Core Standards Initiative
Complete College America

**Leaders:**

Chandler Barrett, GEAR UP NM Director, New Mexico Higher Education Department

Glenn Walters, Deputy Secretary, New Mexico Higher Education Department

**State Strengths:**

- Annual report provides data on participation and success of remedial students
- Affordable developmental education courses
- Beginning of accountability effort with advisory committee structure.

**GPG Policy Database**

For a list of Developmental Education policies, please visit
http://gettingpastgo.socrata.com/Education/New-Mexico-Developmental-Education-Policies/62g8-wgua

**Policy Authority:**

**State**

The state legislature mandated the creation of an annual college readiness report. Otherwise, the legislature has not used its authority to create common assessment and placement standards or an accountability framework.

**System**

The Higher Education Department launched an effort to collect data on best practices, assessment and placement policies, and course alignment. It appears that this effort is the first step toward systemwide policy.

**Institutional**

Institutions may choose how to assess, place and provide developmental education.

**Comparison States**

Like New Mexico, other states, such as Kentucky and Minnesota have convened councils and working groups to review remedial and developmental education policies.

## Assessment and Placement

The 2010 New Mexico Ready for College report showed that 47.1% of recent state high school graduates enrolled in at least one developmental education class. The lack of a common assessment or uniform cut score, however, can send inconsistent messages about expectations for college readiness. One institution may set a cut score that places a student into remediation while another may require a lower cut score that defines a similar student as prepared for college-level work. A matrix produced by the Higher Education Department in 2007 shows the range of assessments and cut score used by institutions.

One of the workgroups created under the Developmental Education Task Force, which was formed in 2009, focused on assessment and placement policy, as well as the alignment of developmental and college-level coursework. The group was charged with reviewing the English and math competencies needed to succeed in entry-level courses. That same year, the New Mexico Higher Education Department began working with ACT and the College Board to examine which cut scores would best predict a student's readiness for college-level courses. It does not appear that either of these efforts resulted in changes to the assessment and placement policies and practices.

**Strengths & Challenges:**

**Strengths**

- The legislature has addressed remediation by improving college preparation through high school policy reforms, including:
    - Requiring a phase-in of more rigorous high school graduation requirements
    - Requiring college and workplace readiness assessments for students in grades 9-11
    - Establishing a uniform dual credit framework and providing a funding mechanism for course credits and textbooks
    - Raising the high school dropout age to 18
    - Creating a statewide cyber academy
    - Providing for a more rigourous high school assessment based on 11th grade standards
    - Providing funding for advanced placement teacher training.

**Challenges**

- Because public postsecondary institutions for the most part operate under state constitutional charters, the legislature's authority to impose specific requirements for placement assessments and cut scores is in question. This affects the authority to pursue a more uniform statewide policy on assessments and cut scores, while ensuring institutional flexibility to provide appropriate course placement and instructional methods that lead to success of remedial students.

**Policy Questions:**

- Should you consider a common assessment for all institutions?
- Should you require a diagnostic assessment to pinpoint student deficiencies?
- Should you consider a cut score that fully exempts students from remedial education?
- Should you increase your cut scores?
- Should you have common cut scores for all institutions?
- Should you require all students be assessed?

- Should you require all students who score below the cut score be placed in remedial education?

## Instructional Delivery

The tiered funding in the Higher Education Department rule discourages four-year institutions from providing remediation, leaving the seven community colleges as the primary providers of developmental education. The absence of a unified policy on course delivery means that the two-year institutions have *de facto* authority to set their own policies.

The Developmental Education Taskforce established in 2009 also formed a workgroup around best instructional practices. The group designed a survey for identifying best practices and challenges to implementing them, but it is unclear whether this effort prompted instructional changes at institutions.

**Strengths & Challenges:**

**Strengths:**

- The formation of a working group to identify best practices and the implementation challenges.

**Challenges**

- Scaling up and evaluating effective developmental education practices that are taking place at individual institutions.

**Policy Questions:**

- Should policy articulate clearly the need for differentiated delivery models for students depending on their level of developmental placement?
- Should there be clearly defined competencies that students must achieve in order to complete remedial education?
- Should you align adult basic education with remedial education programs?
- Should you require institutions to customize instruction to address specific student deficiencies?
- Should you only deliver instruction on the competencies required for a student to enter their desired academic program?

## Accountability and Continuous Improvement

Formal accountability structures do not exist for developmental education in New Mexico. Until 2010, The College Ready report has provided an annual reminder of the level of remedial need among students. The development of postsecondary performance measures would help connect the data to results and improvement efforts. In 2009, the Measurement and Evaluation workgroup under the Developmental Education Task Force began reviewing state and national measures of developmental education success, but the results of this effort are not clear. **[NOTE: need to ask Glenn Walters if this workgroup exists?????]**

**Strengths & Challenges:**

**Strengths**

- The New Mexico Legislative Lottery Scholarship Program and tuition policy, in general, makes developmental coursework affordable for students.

**Challenges**

- The absence of formal accountability or strategic planning around developmental education may impede program and student success.

**Policy Questions:**

- Should you incorporate indicators related to remedial education in performance funding models?
- Should you require institutions to submit implementation plans for remedial education?
- Should your system or state measures of effectiveness include remedial education indicators?
- Should you require campuses to reform the delivery of remedial education if they don't achieve system or state benchmarks?

## Data and Reporting

The New Mexico Office of Education Accountability, within the Department of Finance and Administration, produced remedial education reports from 2006 to 2010 that included a fairly comprehensive picture of students participating in remediation. Interestingly, the reports break down much of the data by the type of high schools — traditional public schools, charter schools and alternative schools. An appendix provides information on individual high schools in New Mexico.

The 2010 College Ready report is the last scheduled edition. The development of a statewide P-20 data system, however, should continue to provide annual and informative data on remedial education.

***Ready for College 2010: An Annual Report on New Mexico High School Graduates Who Take Remedial Classes in New Mexico Colleges and Universities***

(Office of Education Accountability, 2010)

**Remedial population tracked:** Recent state high school graduates

Note: Data were available for each individual high school with more than 10 graduates.**Institutions included:** Four-year and two-year institutions

**Participation:**

Percent and number of students enrolled in remedial courses by:

- Subject
- Number of courses
- Race/ethnicity and gender
- Type of high schools (foreign; out of state, public, GED, alternative and charter)

Feedback reports: Percent of graduates taking remedial courses, and by type of high school

**Success:**

- Graduation rate within 6 years
- Types of credentials earned

**GPG Policy Database**

For a list of Data & Reporting policies, please visit
http://gettingpastgo.socrata.com/Education/New-Mexico-Remedial-Education-Reports/sb8i-3y5i

**Strengths & Challenges:**

**Strengths**

- Articulation of research and policy questions provides clear articulation of the policy issues that the report addresses
- Report articulates recent reform efforts that may impact progress on measures outlined in the report

- Analysis of state high school achievement assessments relationship with remediation rates provides valuable analysis of high school/postsecondary alignment
- Analysis by type of high school, including GED completers
- Degree completion data and in depth analysis
- Review of research on college readiness provides valuable context for data
- Findings and recommendations provide clear policy direction.

**Challenges**

- Focus on state high school graduates who enroll in New Mexico postsecondary institutions provides only limited view of remedial education enterprise
- Focus on college readiness provides limited view of the role of remedial education and potential remedies for students who are underprepared for postsecondary education
- Student success data on credential completion does not provide information on momentum points as intermediate measures
- Lack of cost data prevents analysis of return on investment of remedial education
- Discontinuation of annual Ready for College report will require the state to develop a new remedial education reporting tool.

**Policy Questions:**

- Should you track data on the cost of remedial education?
- Should you track data on the success of remedial education students?
- Should you track data on all students in remedial education?
- Should you generate a state report on participation and success of remedial education?
- Should you use your data on the success of students in remedial education to drive continuous improvement?

Education Commission of the States

# New Mexico Policy Profile

BOOSTING COLLEGE COMPLETION FOR A NEW ECONOMY

RECEIVED
VIA E-MAIL

OCT 10 2011

## Overview

The New Mexico State Legislature and the Legislative Education Study Committee, in particular, have identified the core challenges associated with postsecondary retention, degree completion and workforce outcomes. The data are clear: the primary challenge is getting adults into college and into livable wage jobs. To more effectively meet college and career challenges, the legislature might consider:

1. Evaluating whether current policies increase college attainment in high-demand fields and close equity gaps between whites and Latinos/as.
2. Examining how to unlock the educational and workforce potential of two adult populations: those with limited English proficiency and those with some college but no credential.
3. Structuring the education/workforce pipeline to meet economic demands and improve access to livable-wage jobs.

Following is a short analysis of existing state policies and a set of policy questions that can guide further discussion among policymakers and higher education leaders.

### Leveraging Funding to Improve Degree Completion Rates

*New Mexico should examine how to increase postsecondary retention and completion rates for all adults, but especially Latinos/as and young adults (25-34).*

The legislature has attempted to improve degree completion rates by enacting policies in three areas: student financial aid, dual and concurrent enrollment, and transfer and articulation. The New Mexico Legislative Lottery Scholarship, created in 1996, has provided student financial aid for almost 70,000 students. The legislature provided high school students with early postsecondary opportunities through dual credit legislation [S.B. 943, 2007]. Two years prior, legislators directed the New Mexico Higher Education Department to establish common course numbering, maintain a statewide articulation plan and select courses that would transfer as a block [S.B. 161, 2005].

While the legislative action in these areas has removed some of the barriers to college participation, retention and completion rates still fall below expectations. The data reveal that moving students into and through the second year of postsecondary education is the foremost challenge. Research shows that student persistence is highly correlated with the completion of a college credential, so improving retention by mere percentage points would have a positive and immediate effect.

Two populations deserve targeted attention in terms of programs and strategies: young adults and Latinos. Both represent a large proportion of the college-going population and have substantially lower degree attainment than older adults and whites, respectively.

To prepare New Mexicans for the twenty-first century workforce, the legislature might evaluate:

- The scale, funding and impact of the postsecondary programs and strategies they sponsor (e.g., financial aid, dual credit opportunities, economic development partnerships, student data systems)
- The structure of student financial aid and whether or not it rewards retention and progression toward a credential
- The extent to which current policies meet the state's workforce demands.

## Strengthening the Alignment between Postsecondary and Workforce Strategies

*New Mexico should identify high-demand, high-wage career clusters and increase postsecondary capacity to deliver credentials in these areas of study.*

The legislature created the New Mexico Economic Development Department and, through that agency, created a state workforce data center in partnership with the U.S. Census Bureau and two centers at the University of New Mexico. To meet workforce demand for specific careers, the legislature has done what most states have done: create specific student loan and financial incentive programs for each career area.

The state might consider leveraging existing resources and data to more effectively coordinate workforce needs with high-demand credentials or programs of study. With labor data hinting at where shortages exist, and by coordinating efforts toward filling them, the legislature could lead on the issue of workforce alignment. By cultivating college and career pathways, the legislature can emphasize the credentials that produce the greatest wage premium in the least time and their alignment with the workforce skills that employers demand.

While 58% of jobs will require postsecondary experience by 2018, a large share of those jobs will require a one-year certificate or an associates degree. By pinpointing high-demand careers and by working with employers to figure out which skills or credentials are needed, the postsecondary community can produce degree completers with a competitive workforce edge. More importantly, by formally aligning postsecondary and economic development efforts, the state will be able to project demand, instead of merely reacting to it.

## Preparing for and Providing Access to High-Demand, High-Wage Jobs

*New Mexico should assess how to increase the number of adults in the postsecondary pipeline, for the express reason of improving personal incomes.*

To "move the needle" on college and career preparation, New Mexico must find out how to remove barriers to participation for those adults with limited exposure to English and the educational system. Rather than diverging pathways to deal with this population, the state legislature might view the education pipeline as an interstate, with exit and access ramps that serve underprepared adults. Once adults reenter the highway, they can pursue certificates, licenses and/or degrees. While improving retention among young adults and Latinos is a more immediate solution, the long-term prescription for improved educational attainment and economic prosperity is through engaging underprepared adults, regardless of age or ethnic background.

## Policy Questions to Consider

- ★ What will New Mexico do to increase the number of adults in the postsecondary pipeline, and how will it remove barriers to participation for those adults with limited English knowledge or exposure to the educational system?
- ★ How will New Mexico leverage its postsecondary investments going forward? Should the state consider reallocating some of its investment toward certificate and associate degree programs if those programs are in the highest demand and produce a livable wage in less time?
- ★ With a large proportion of adults falling at the lower part of the attainment continuum, what strategies might the legislature employ to expand access and opportunity while also improving wage and workforce outcomes?
- ★ As the number of high-wage, low-skill jobs diminish in New Mexico, how might the legislature project workforce demand to create capacity in specific career clusters and, therefore, be more attractive to business and industry?

For more information, contact
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# College Completion in New Mexico: And the Impact on the Workforce and Economy

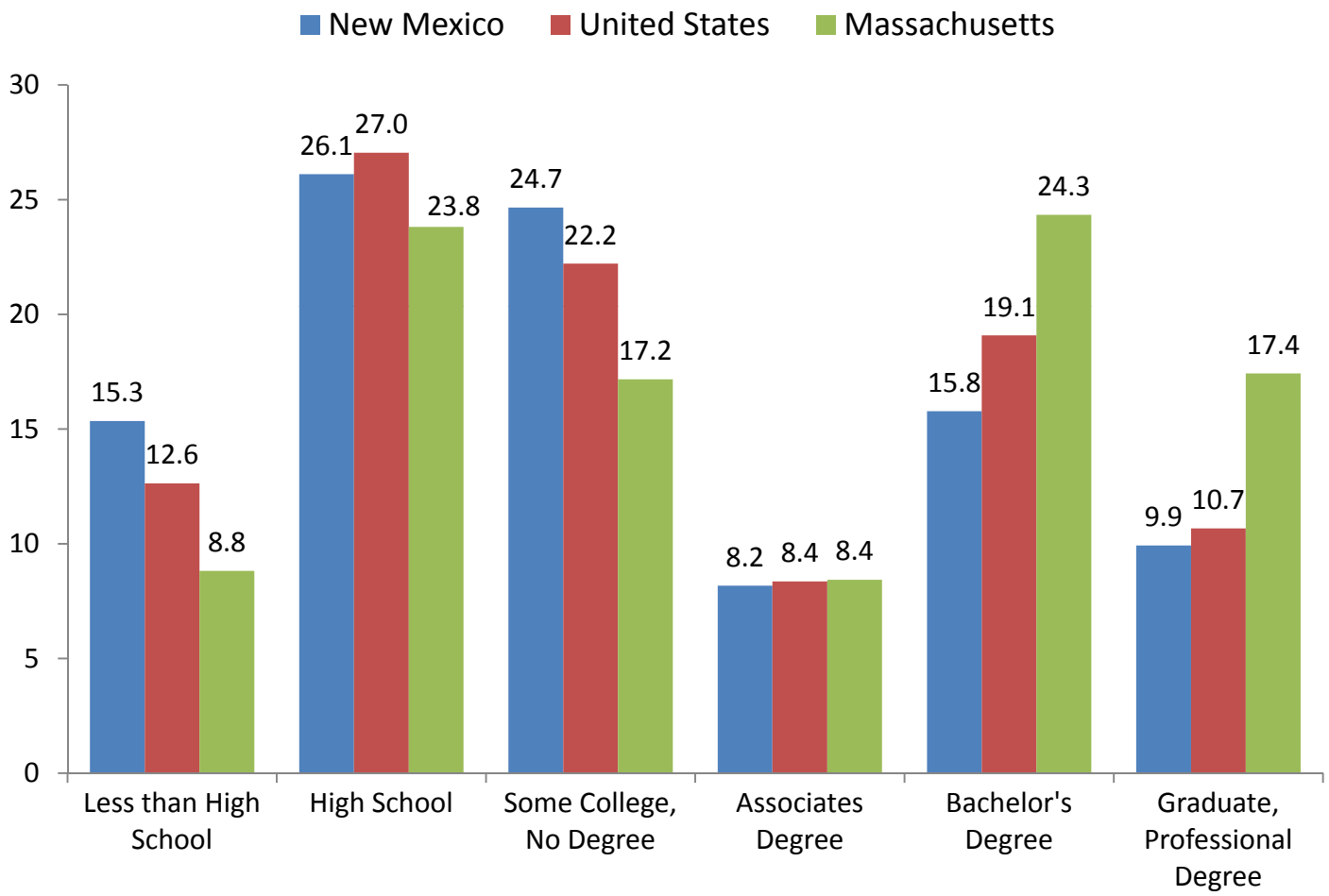
**October 12, 2011**

Prepared by

The Education Commission of the States (ECS)
The National Center for Higher Education Management Systems (NCHEMS)

# How many working-aged adults in New Mexico have college degrees?

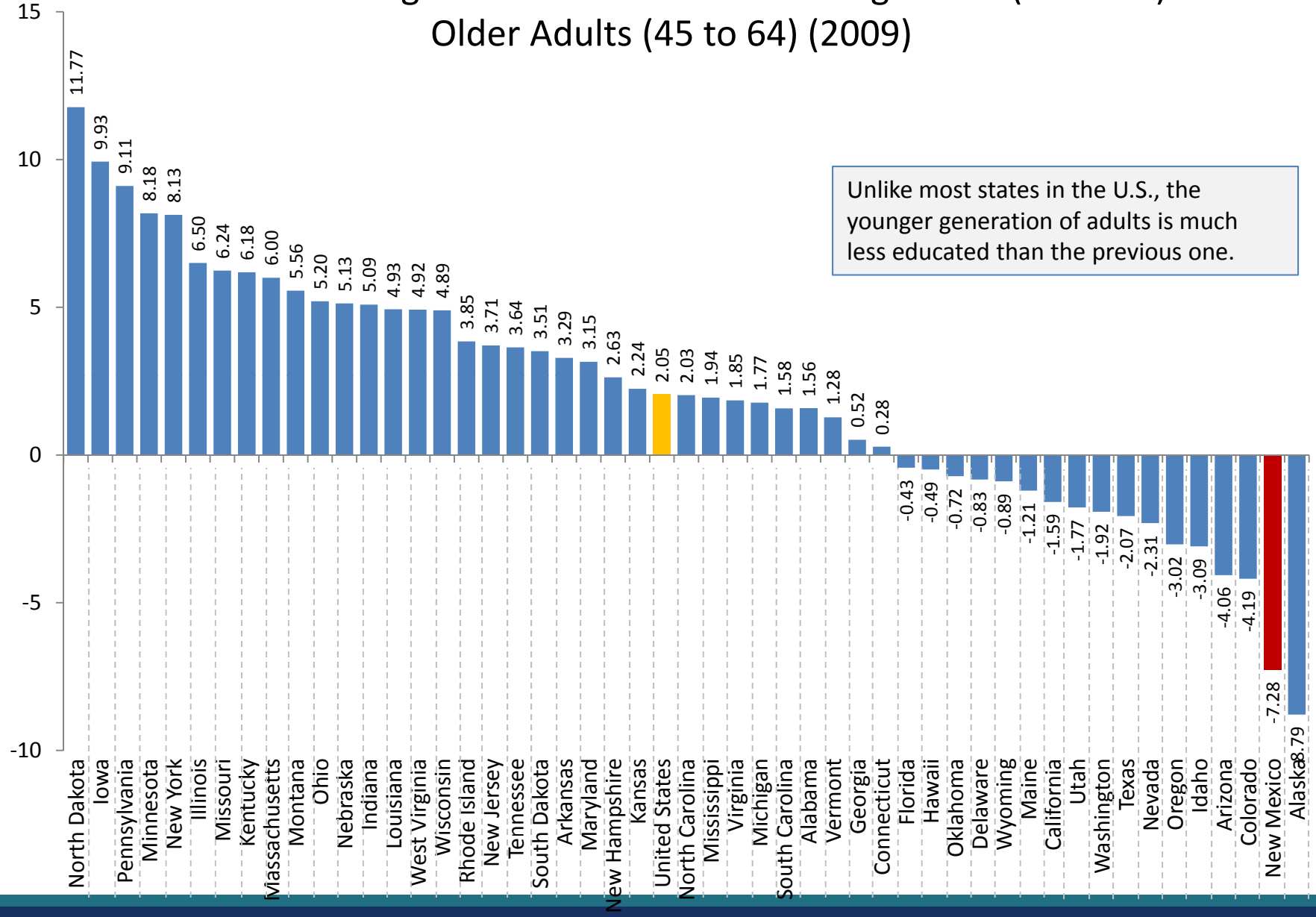
# Educational Attainment of Working Aged Adults Aged 25 to 64 – New Mexico, the U.S., and Most Educated State (2009)




New Mexico has a higher proportion of working-aged residents with no high school diploma and some college but no degree than the U.S. and top state. Fewer residents have college degrees than the U.S. and top state – at all levels. Most minorities in New Mexico are Hispanic/Latino.

Source: U.S. Census Bureau, 2009 American Community Survey

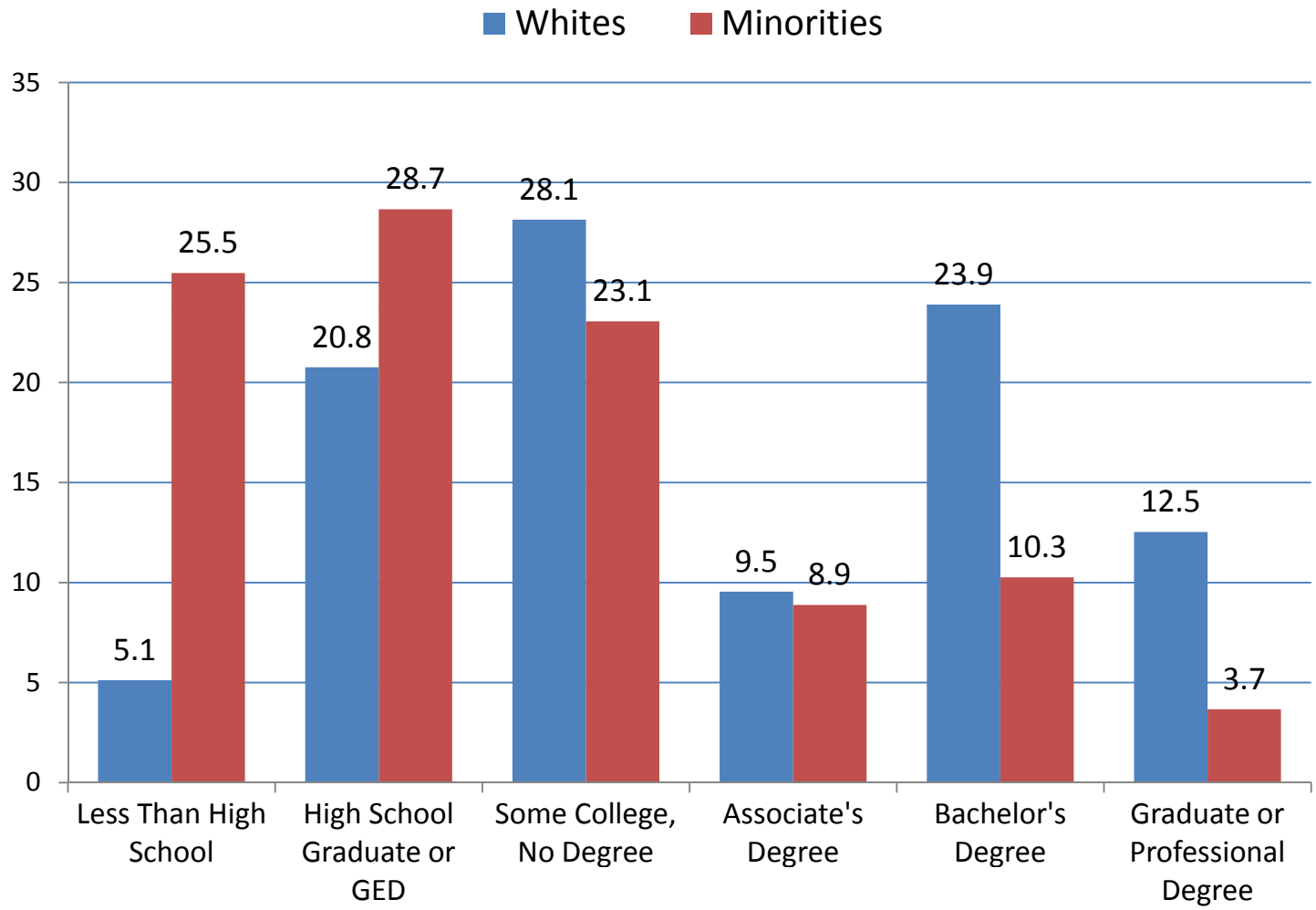
# Difference in College Attainment between Young Adults (25 to 34) and Older Adults (45 to 64) (2009)




Unlike most states in the U.S., the younger generation of adults is much less educated than the previous one.

Source: U.S. Census Bureau, 2009 American Community Survey

# Educational Attainment of Whites and Minorities (Blacks, Hispanics, Native Americans) Aged 25 to 44 (2009)

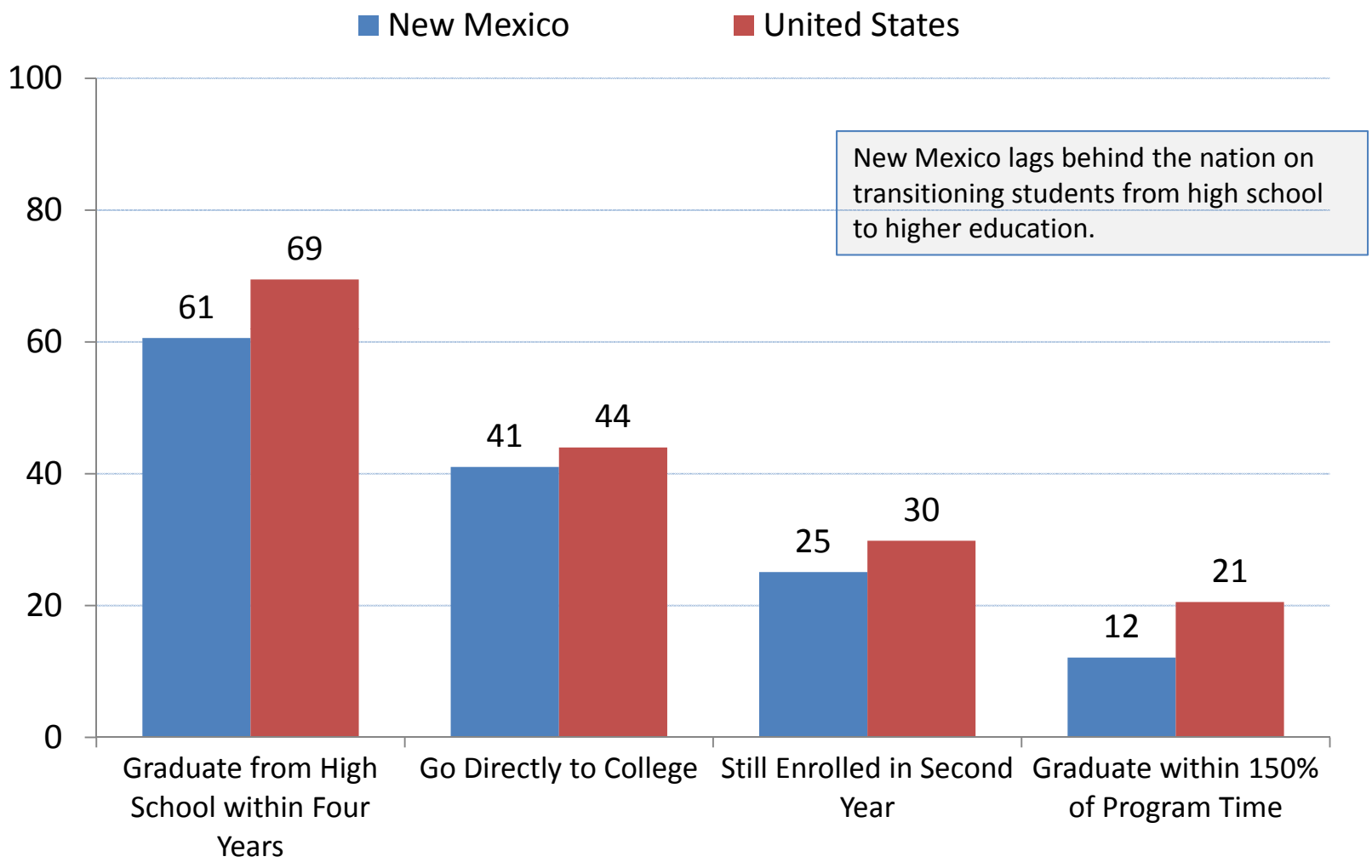



Minorities in New Mexico, on average, are much less educated than Whites. Fewer have completed high school or college, though the gap is narrow for the associate degree level.

Source: U.S. Census Bureau, 2009 American Community Survey

# How well does New Mexico provide postsecondary education to its residents?

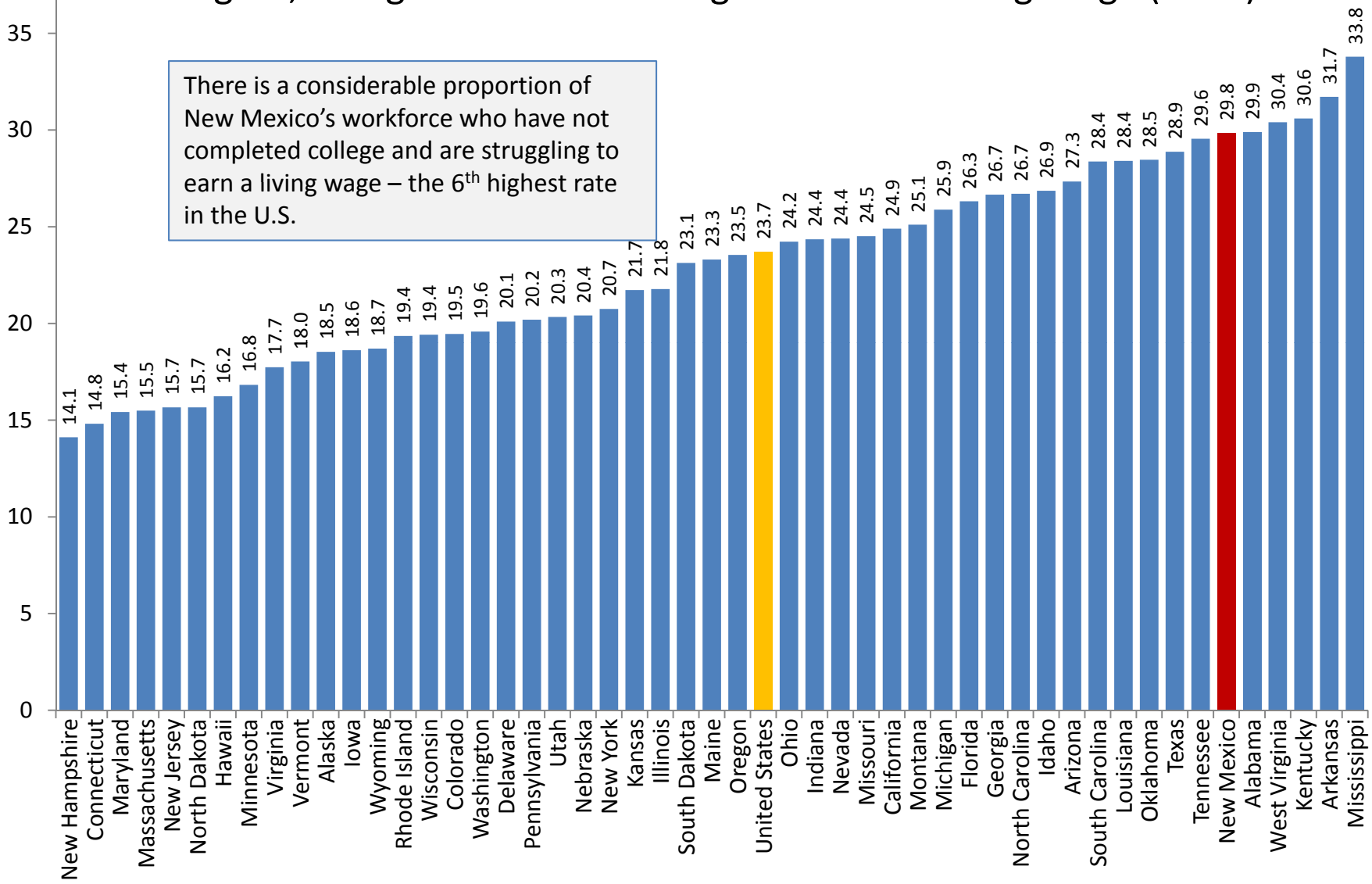
# Student Pipeline – For Every 100 9th Graders . . .




New Mexico lags behind the nation on transitioning students from high school to higher education.

Source: NCES, Common Core Data and IPEDS Residency and Migration Survey

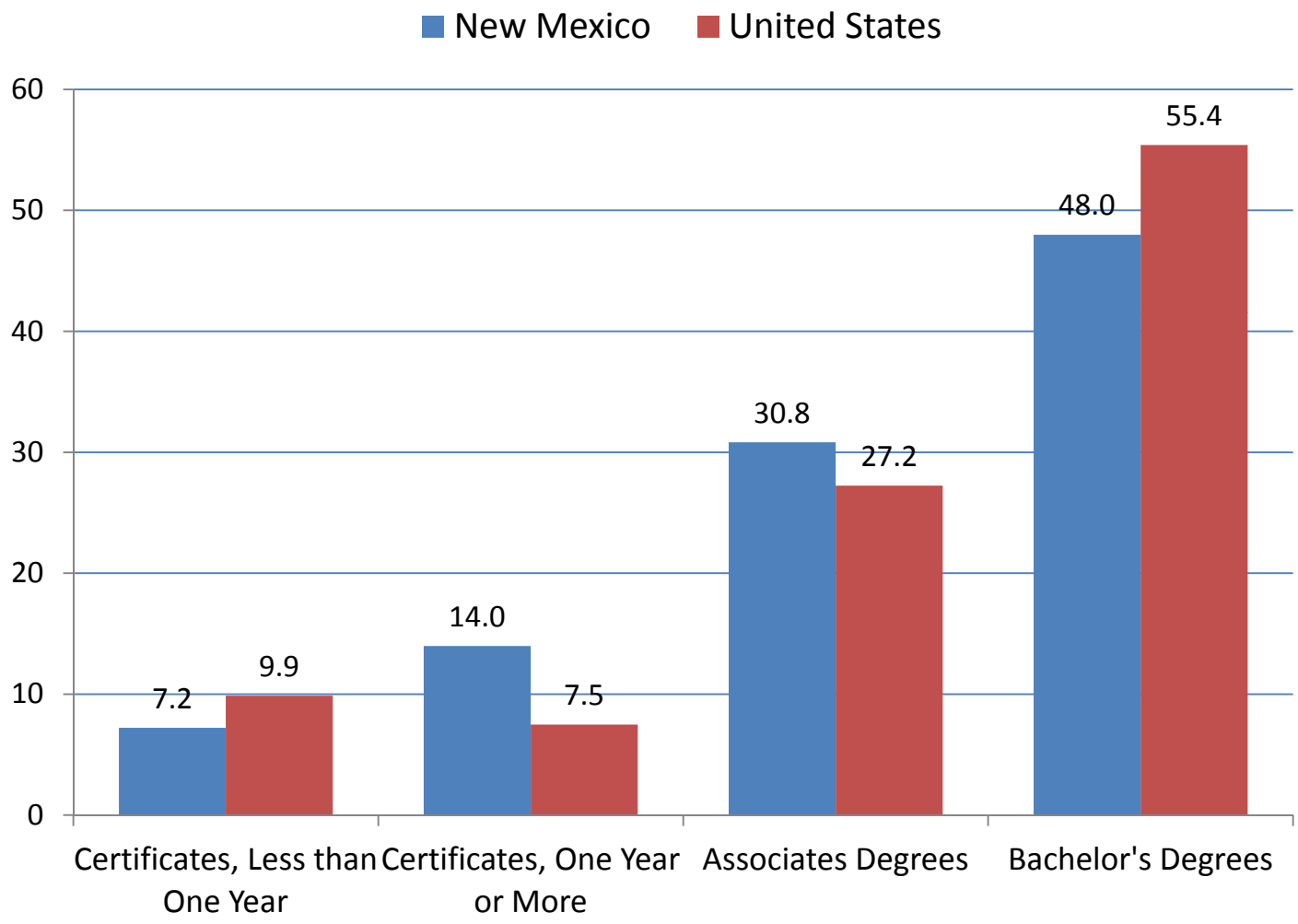
# Those Left Behind: Percent of Adults Aged 18 to 64 with No College Degree, Living in Families Earning Less than a Living Wage (2009)




Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Sample)

# How well does New Mexico produce college graduates?

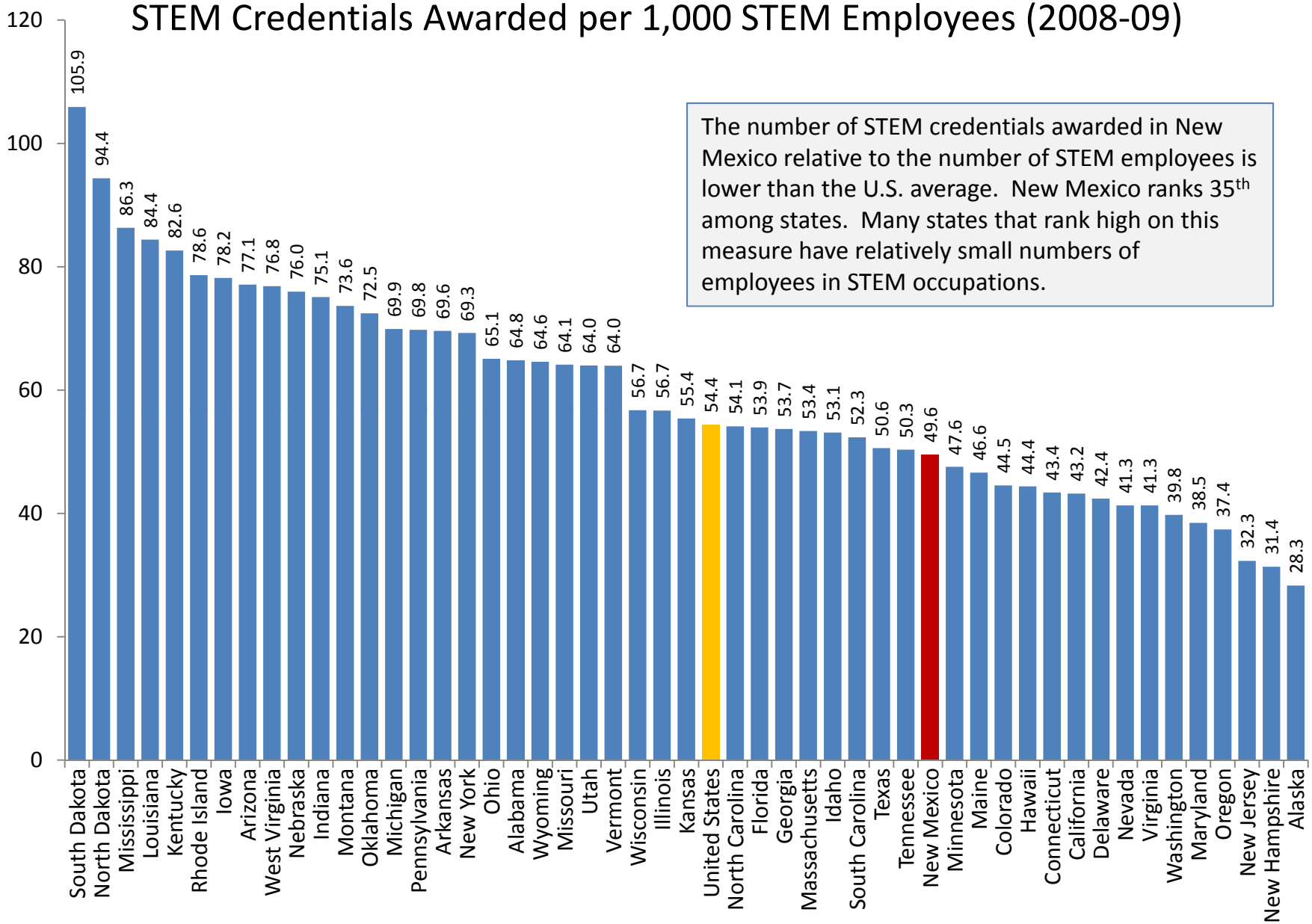
# Proportion (%) of Undergraduate Awards by Level (2008-09)




Postsecondary institutions in New Mexico produce more certificates (one year or more) and associate degrees than the national average.

Source: NCES, IPEDS Completions Survey

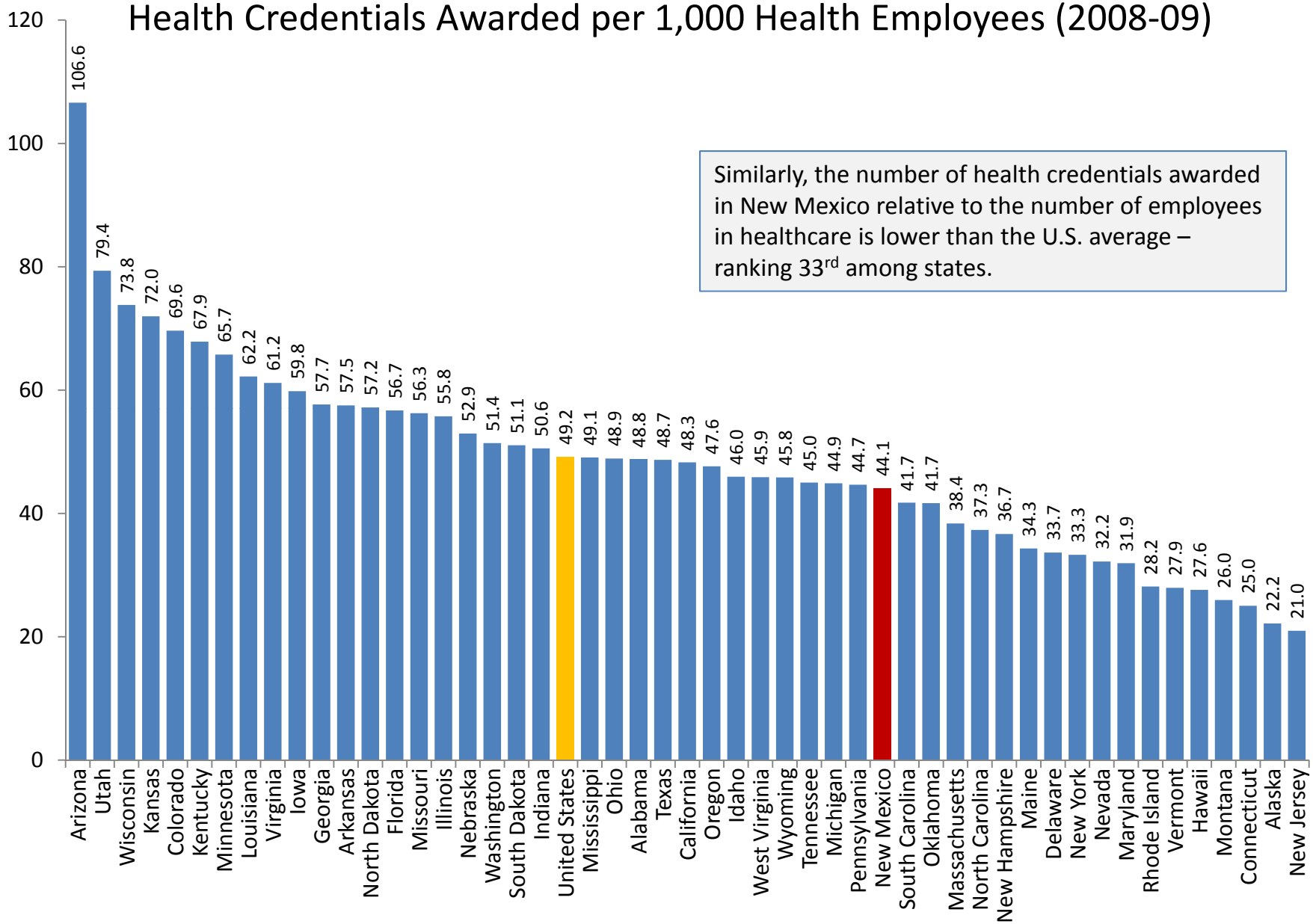
# STEM Credentials Awarded per 1,000 STEM Employees (2008-09)




The number of STEM credentials awarded in New Mexico relative to the number of STEM employees is lower than the U.S. average. New Mexico ranks 35th among states. Many states that rank high on this measure have relatively small numbers of employees in STEM occupations.

Source: NCES, IPEDS 2008-09 Completions Survey; U.S. Census Bureau, 2009 American Community Survey

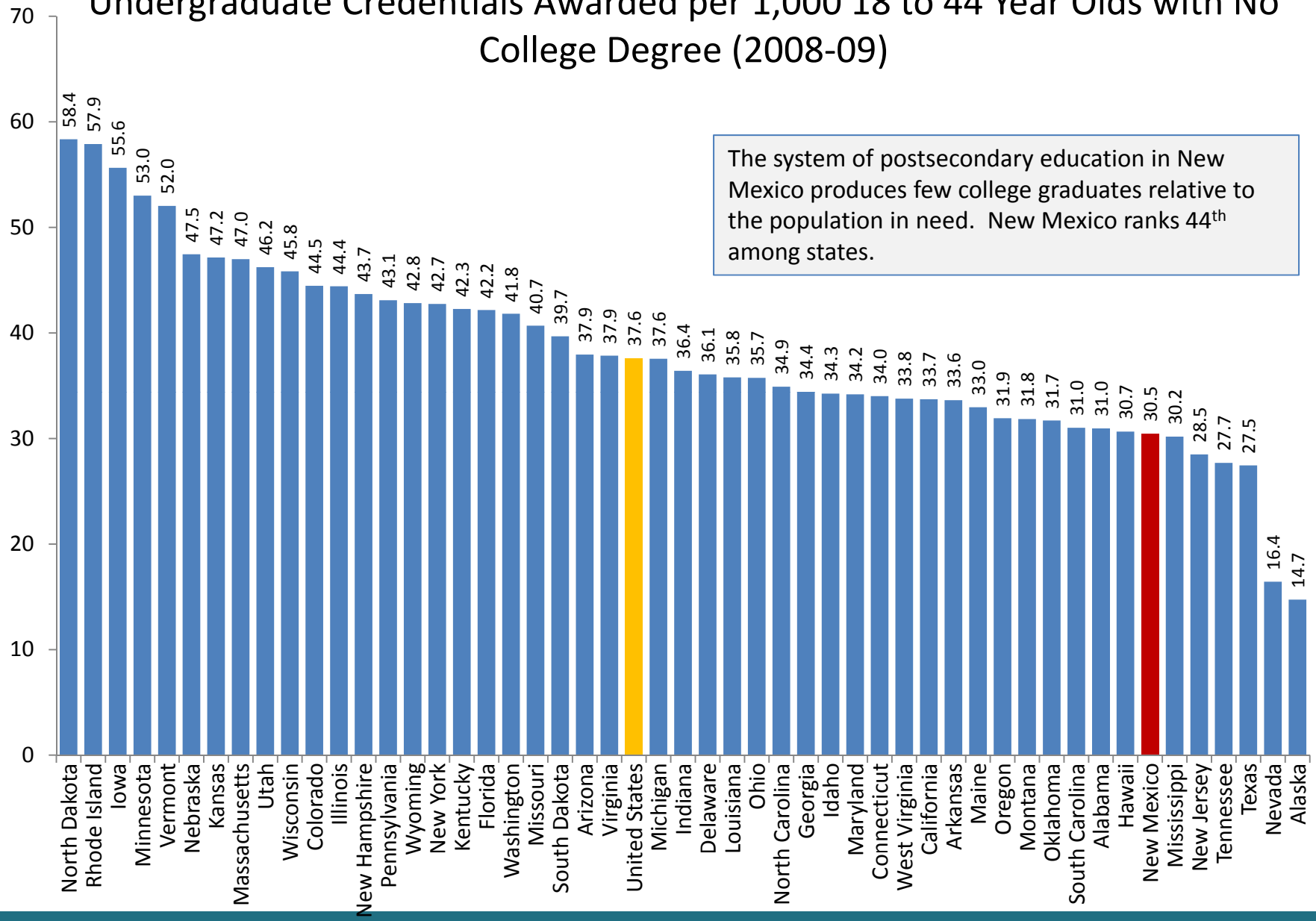
# Health Credentials Awarded per 1,000 Health Employees (2008-09)




Similarly, the number of health credentials awarded in New Mexico relative to the number of employees in healthcare is lower than the U.S. average – ranking 33rd among states.

Source: NCES, IPEDS 2008-09 Completions Survey; U.S. Census Bureau, 2009 American Community Survey

# Undergraduate Credentials Awarded per 1,000 18 to 44 Year Olds with No College Degree (2008-09)

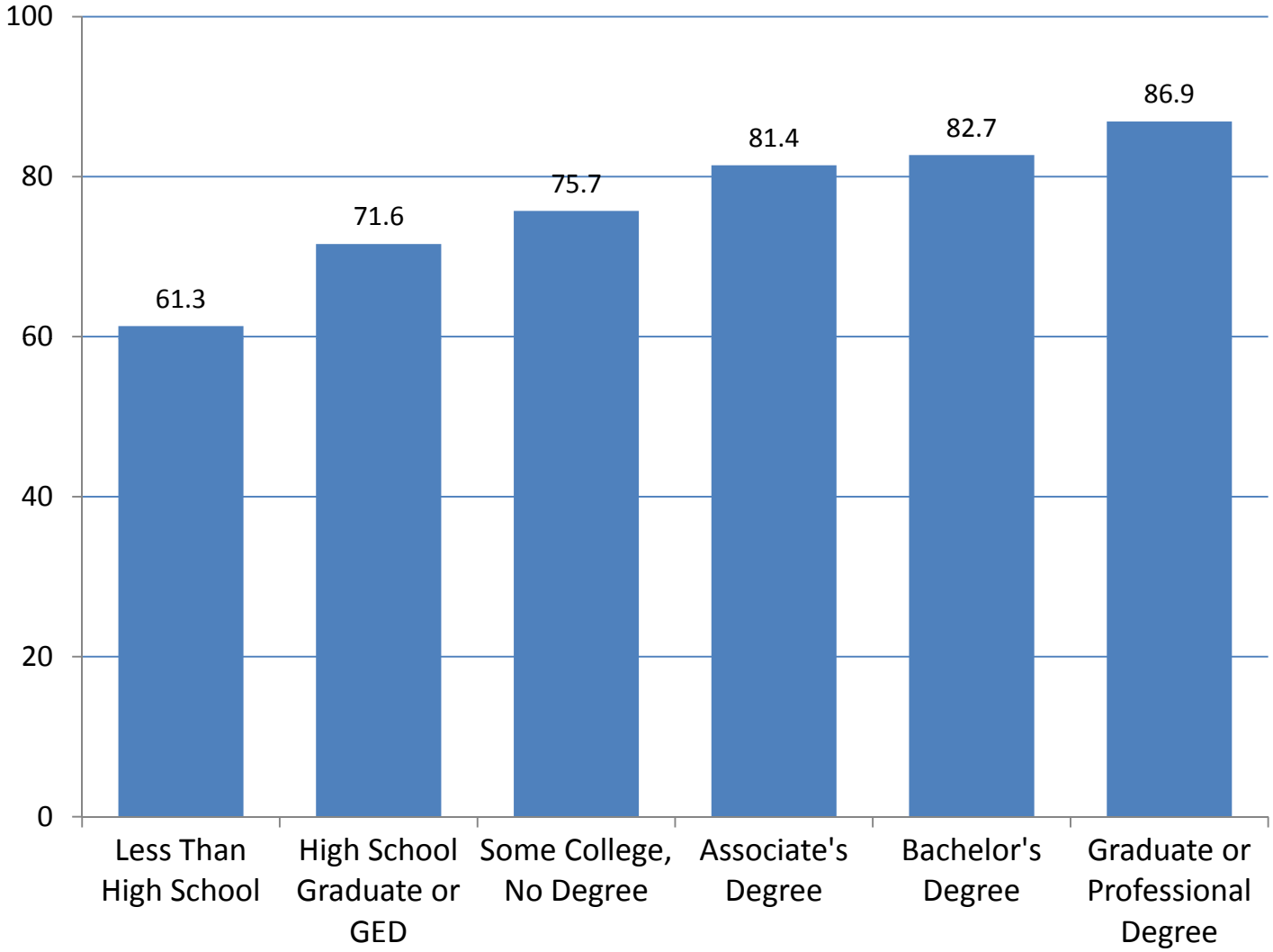



The system of postsecondary education in New Mexico produces few college graduates relative to the population in need. New Mexico ranks 44th among states.

Source: NCES, IPEDS 2008-09 Completions Survey; U.S. Census Bureau, 2009 American Community Survey

# How Competitive are New Mexico's Work Conditions for College Graduates?

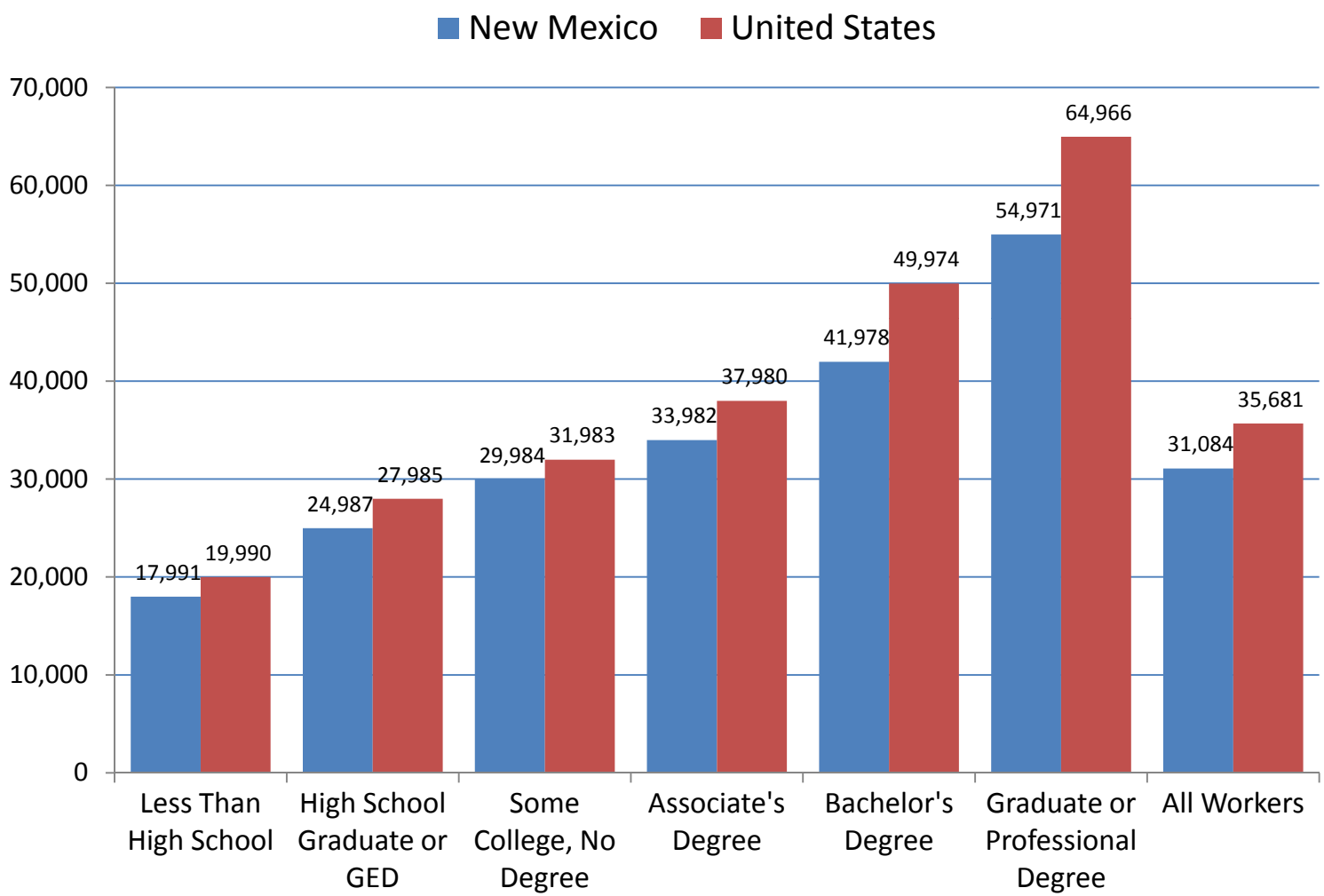
# Percentage of Working-Aged Adults (25 to 64) Participating in the Workforce – by Education Level Attained (2009)




College degree-holders in New Mexico are much more likely to participate in the labor force than those who don't complete college.

Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Samples)

# Median Annual Wages for Employed Workers Aged 25 to 64 - by Level of Education (2009)

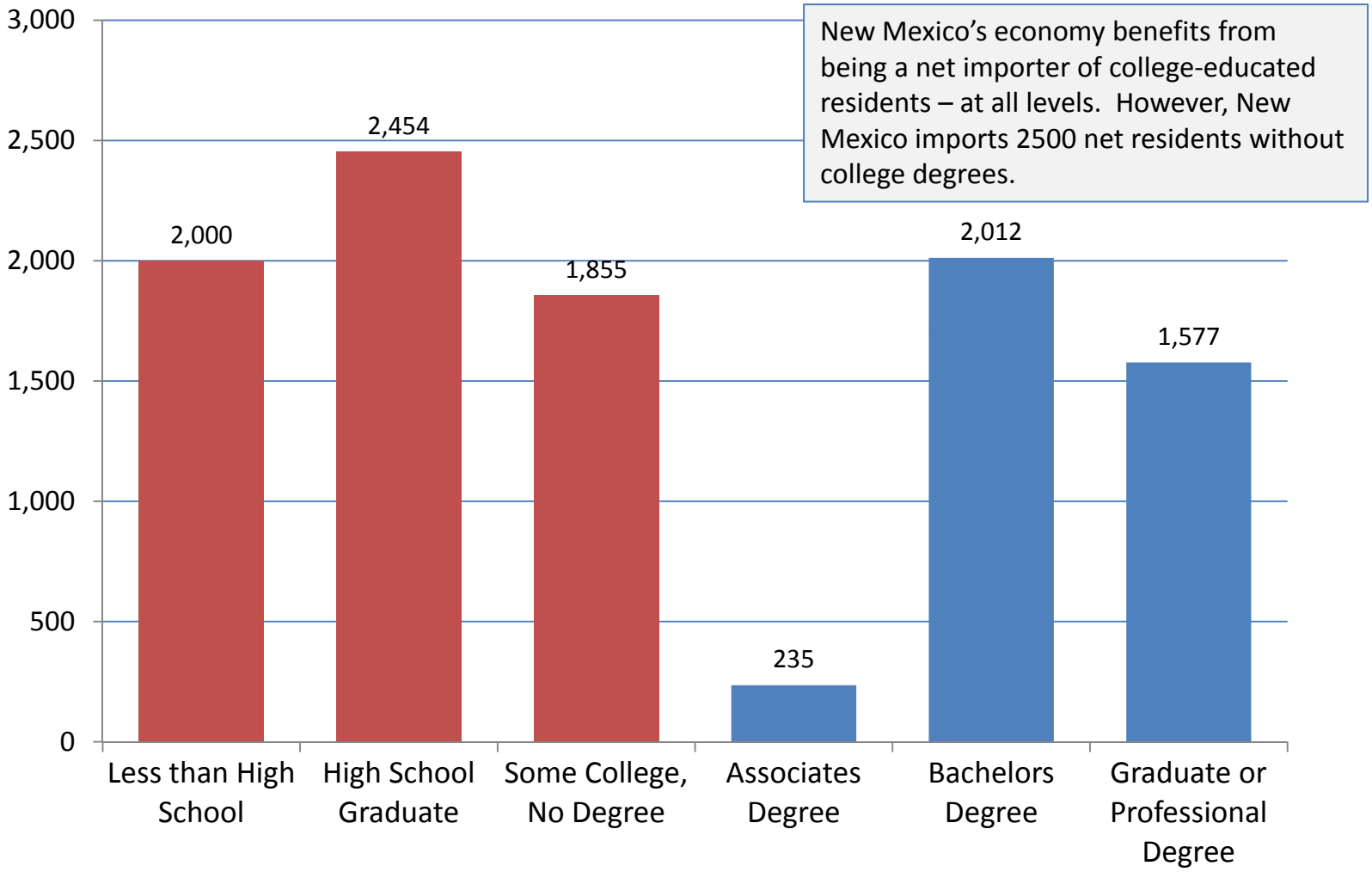



Workers in New Mexico earn less than the U.S. average at every stage of education completed. The largest gaps are among those holding bachelor and graduate degrees.

Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Samples)

# How Competitive is New Mexico's Economy?

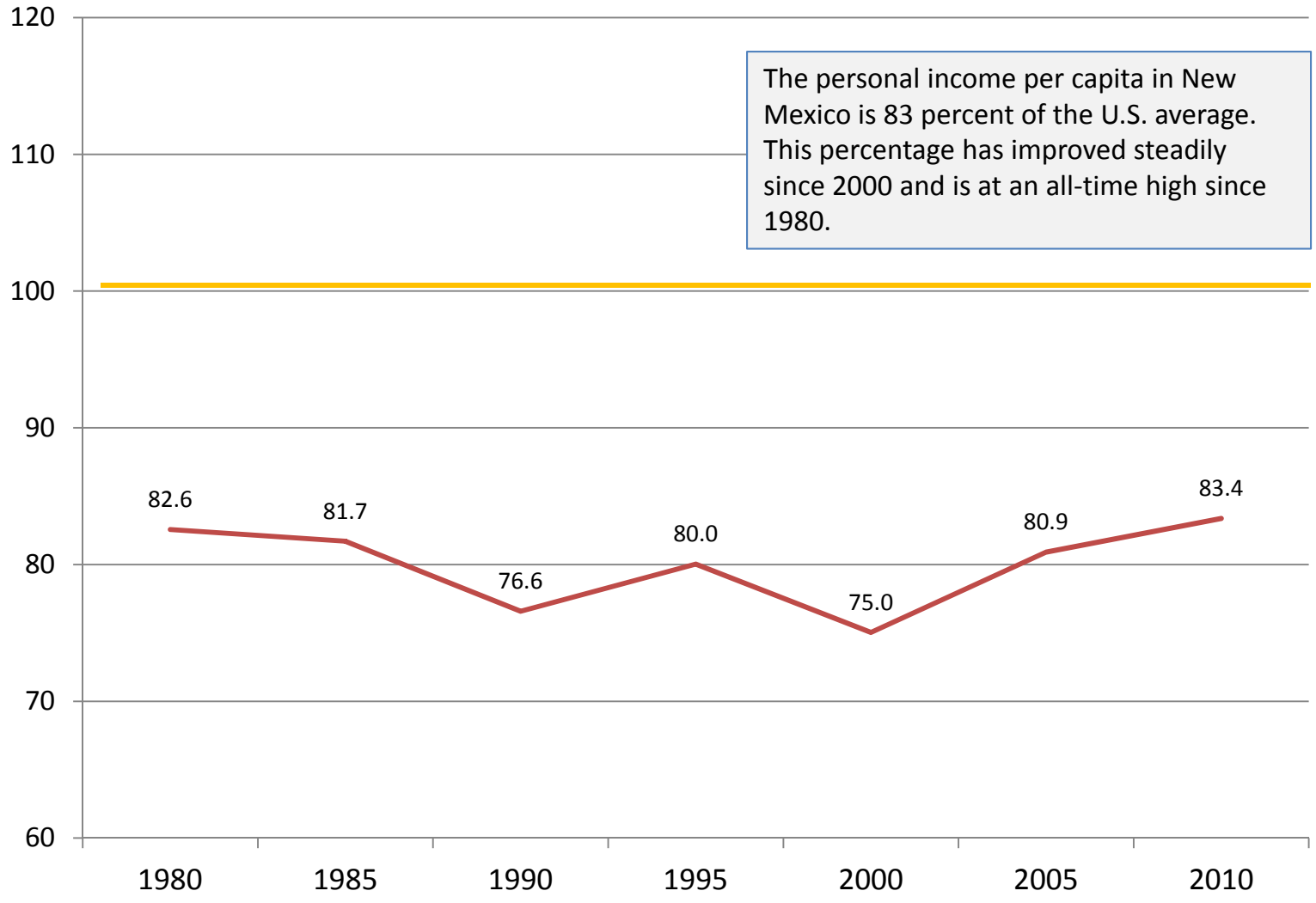
# Average Annual Net Migration of 22 to 64 Year Olds by Education Level (2005-09)




New Mexico's economy benefits from being a net importer of college-educated residents – at all levels. However, New Mexico imports 2500 net residents without college degrees.

Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Samples)

# New Mexico Personal Income per Capita as a Percent of the U.S. Average (1980 to 2010)




The personal income per capita in New Mexico is 83 percent of the U.S. average. This percentage has improved steadily since 2000 and is at an all-time high since 1980.

Source: U.S. Bureau of Economic Analysis

# State New Economy Index – New Mexico's Strengths and Weaknesses

## Strengths (Top 10)

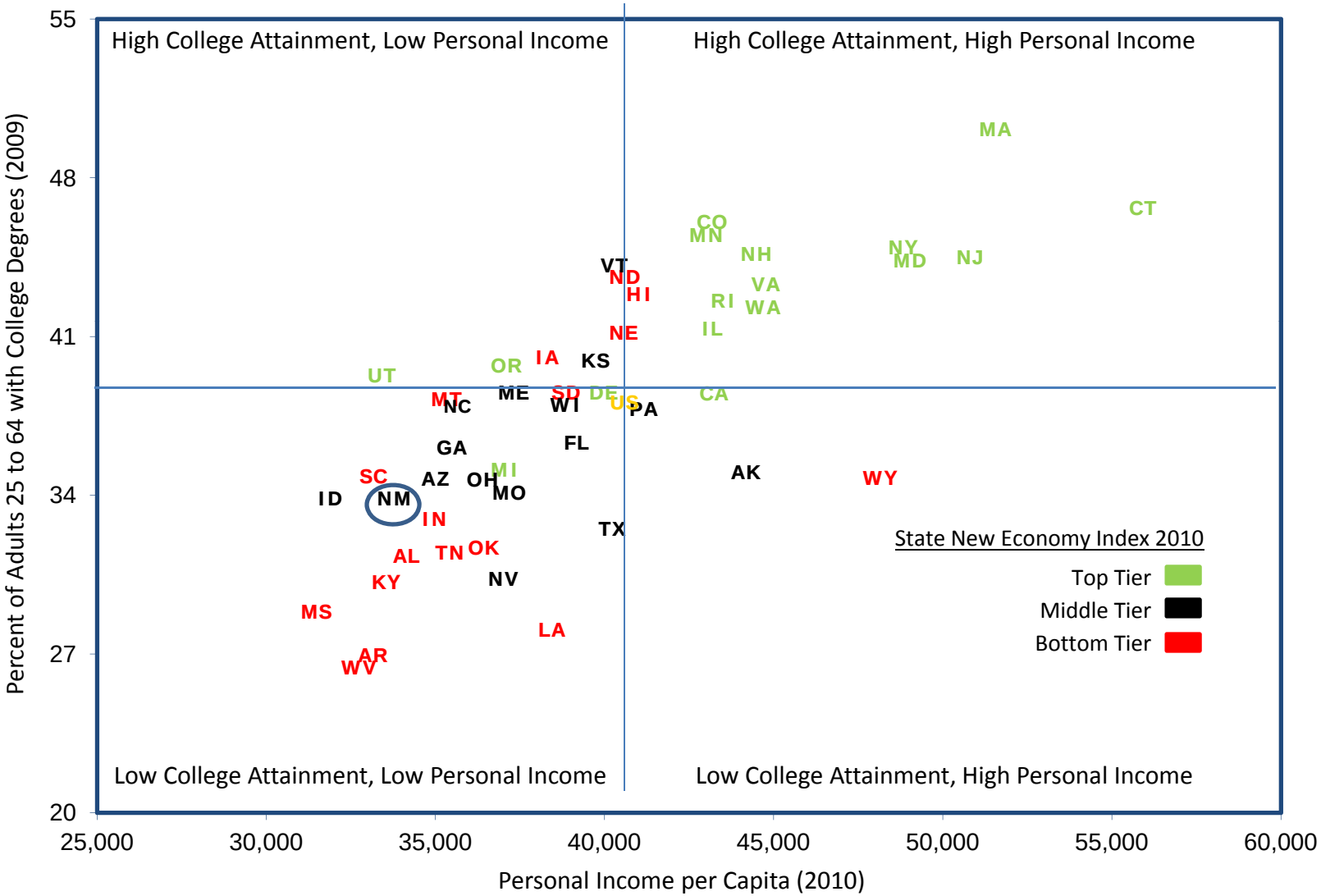
- High-Tech Jobs (2nd)
- Non-Industry Investment in R&D (1st)

## Weaknesses (Bottom 10)

- Manufacturing Value-Added (41st)
- High-Wage Traded Services (43rd)
- Export Focus of Manufacturing and Services (50th)
- Foreign Direct Investment (48th)
- Fastest Growing Firms (41st)
- IPOs (44th)
- Online Population (41st)
- E-Gov't (44th)
- Online Agriculture (41st)
- Broadband Telecommunications (46th)
- Health IT (49th)
- Alternative Energy Use (47th)

Source: The Kauffman Foundation

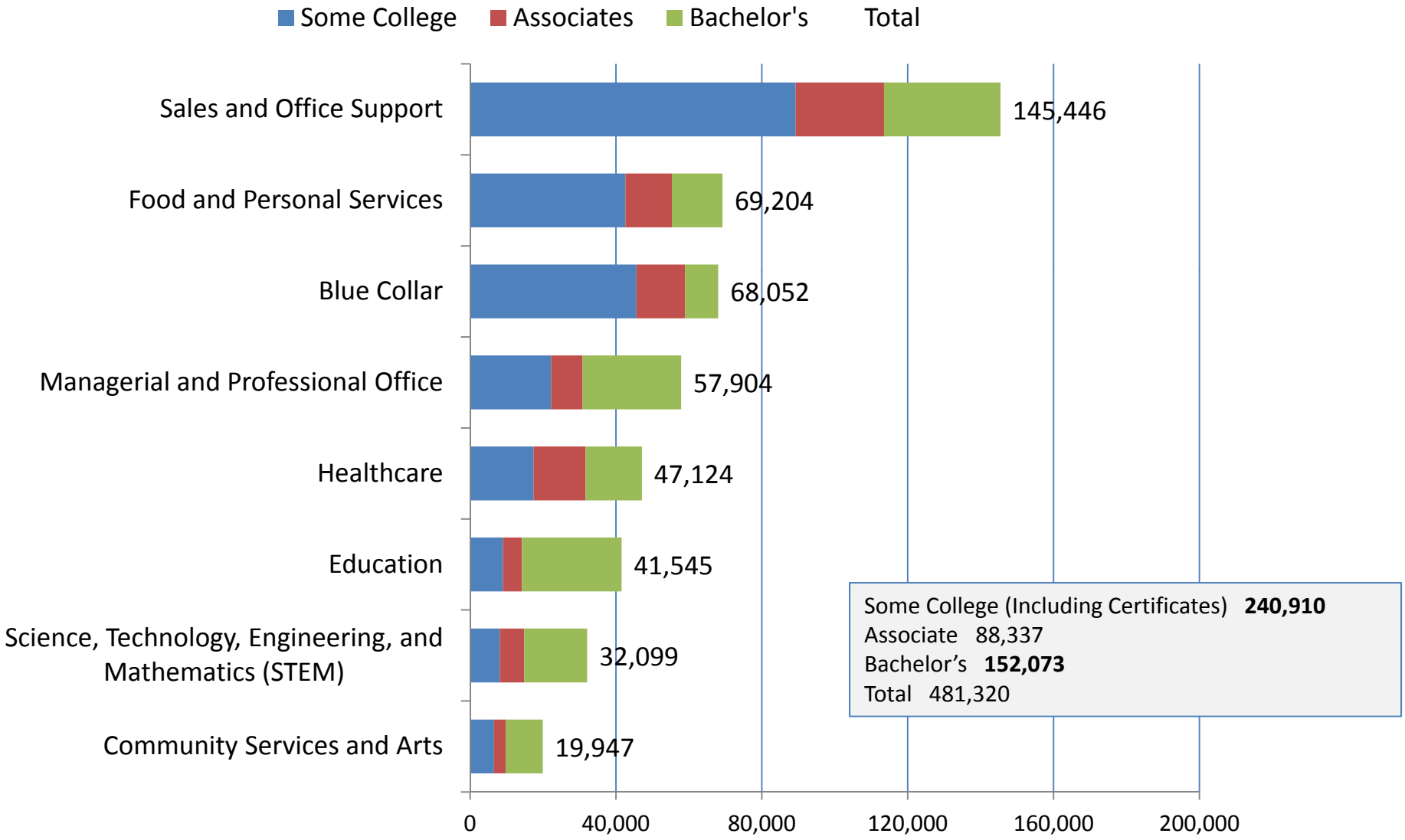
# The Relationship Between Educational Attainment, Personal Income, and the State New Economy Index (2010)




Source: U.S. Census Bureau, 2010 American Community Survey; Bureau of Economic Analysis; Kauffman Foundation

# Workforce Demand: Estimated Increases in Undergraduate Credentials Needed in New Mexico by 2018 – by Type of Occupation

(Even without more successful intervention in economic development)




Source: Georgetown University, Center on Education and the Workforce. *Help Wanted: Projections of Jobs and Education Requirements through 2018*

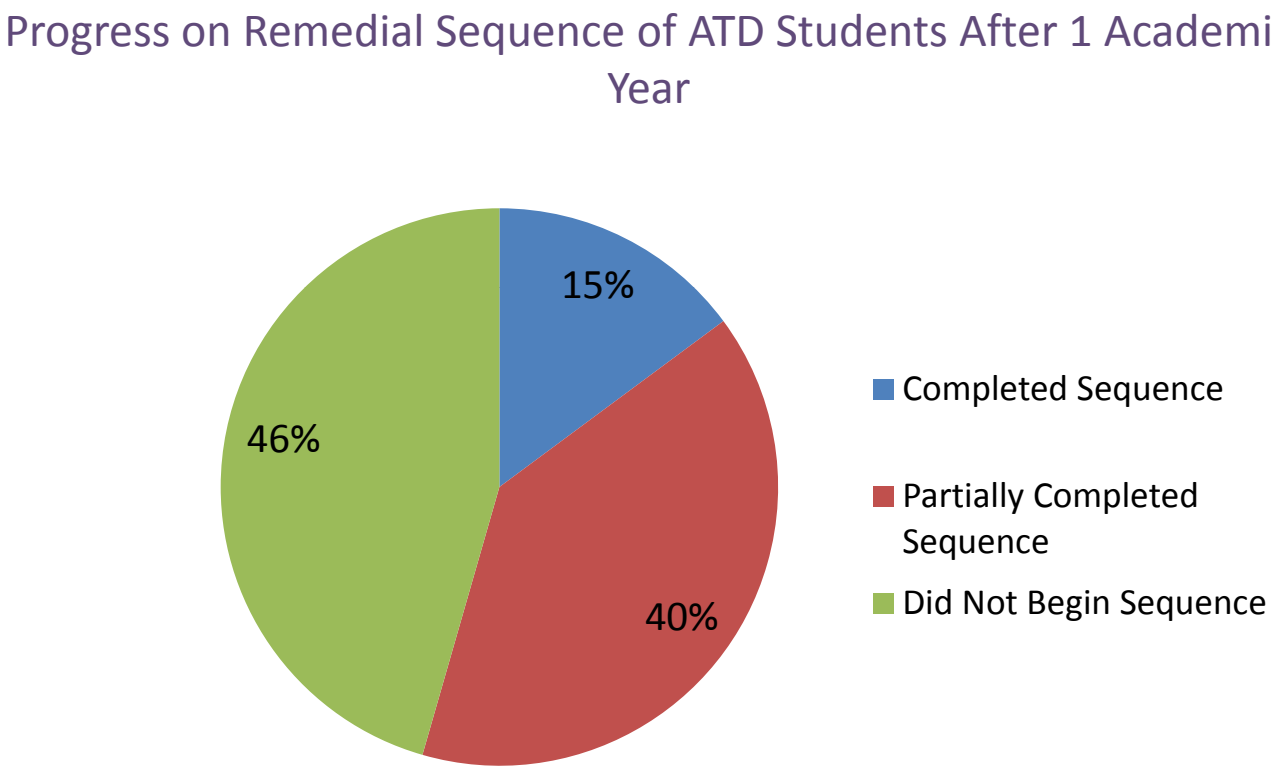
# New Mexico's Challenge

- New Mexico can improve wages and employment rates if it is able to increase college attainment rates.
- Attainment must increase among younger adults (age 25-44)
- The state should target:
  - ✓ Students of color – primarily Hispanics and Native Americans
  - ✓ Adults with some college but no degree
  - ✓ Adults with no college and who earn below a livable wage
- New Mexico's attainment goals should include:
  - ✓ Increase bachelor's degrees among those with an associate's degree or some college.
  - ✓ Increase certificates and applied associate degrees for those with no college and/or those students at risk of dropping out of high school

# New Mexico's Strategy

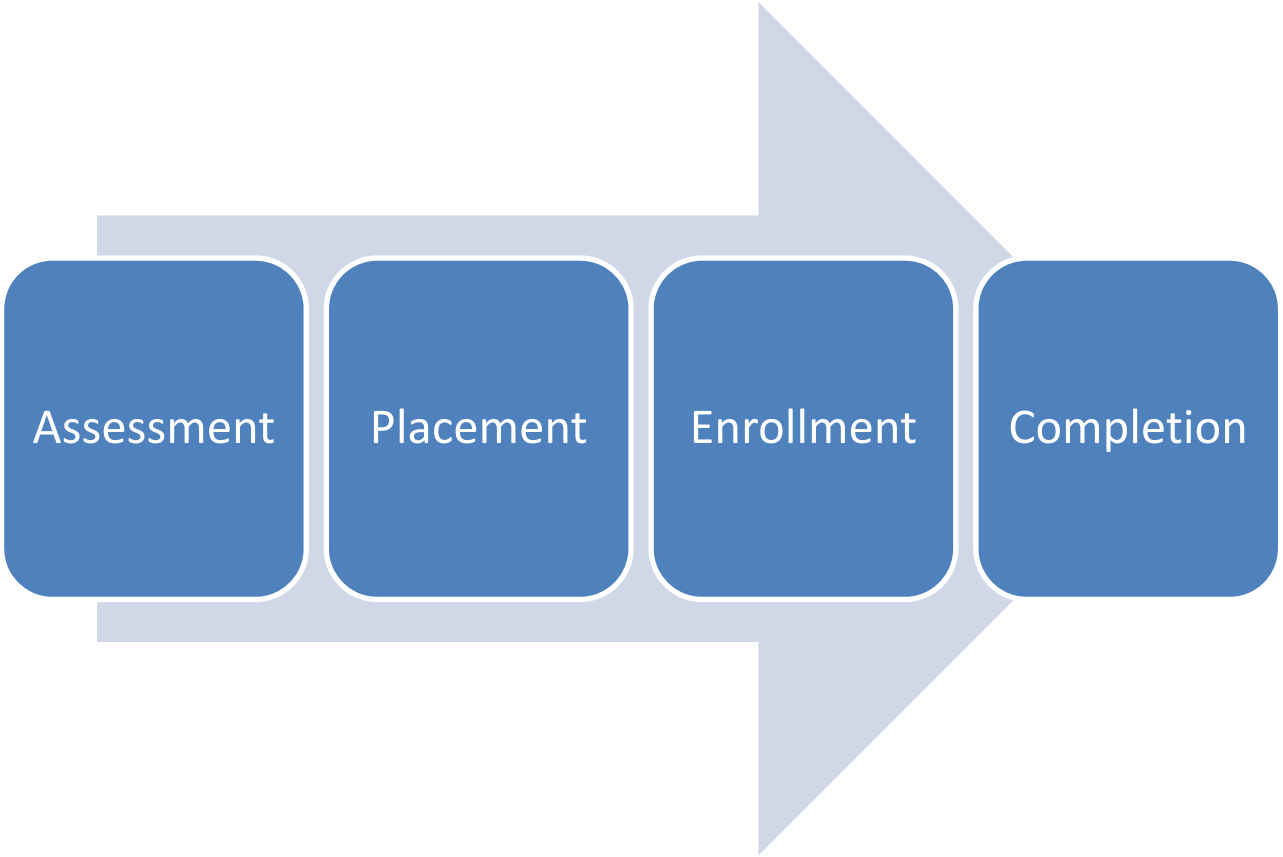
- Develop an Adult Completion Strategy
  - ✓ Identify students with some college, but no degree
  - ✓ Create pathways to high wage bachelor's degree opportunities – particularly for those with associate degrees and certificates that translate to high demand bachelor's degrees
  - ✓ Leverage existing financial aid programs focused at high wage jobs on adult students.
- Improve basic skills/remedial instruction
  - ✓ Develop early assessment/intervention program in high schools
  - ✓ Redesign developmental education at postsecondary institutions to move students through remediation in no more than one semester
  - ✓ Align remediation with adult basic education and high demand certificate and applied associate degree programs.

# Most Remedial Students Don't Get Past Go

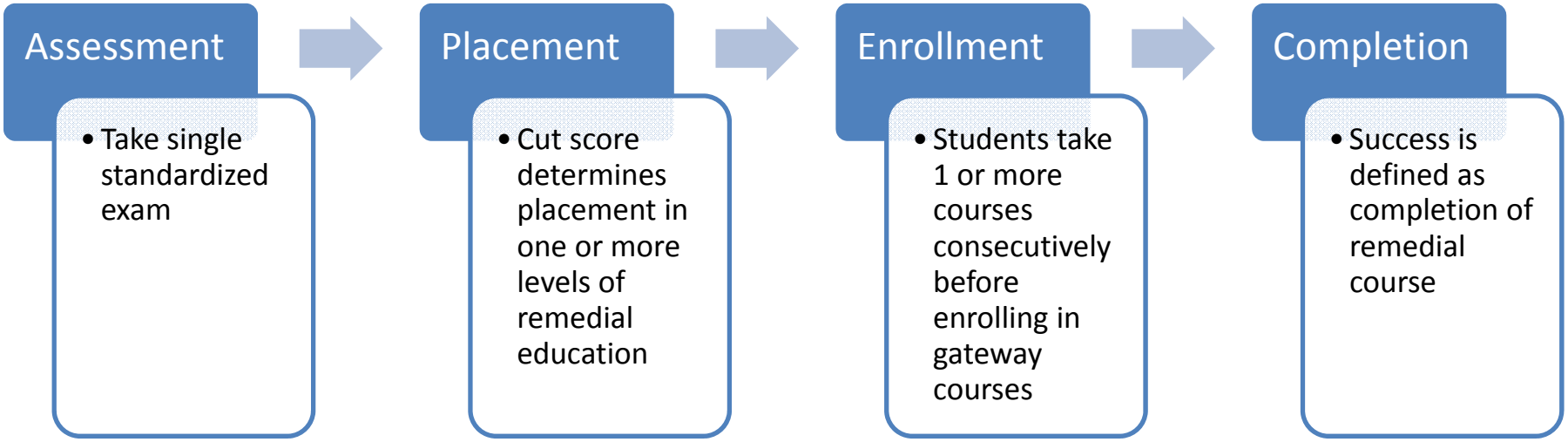



Bailey, et al, 2008

# The Remedial Education Sequence



# Traditional Remedial Sequence



# Accelerated Remedial Sequence

**Assessment**

- Use of multiple tools to include HS curriculum, HS GPA and diagnostic academic assessment

**Placement**

- Placement is based on student motivation and precise diagnosis of deficiencies
- Range of cut scores, rather than a precise cut score enables flexibility

**Enrollment**

- Co-Enrollment in Remedial and College-Level Course
- Offer single semester remedial option for students in need of more intense academic preparation

**Completion**

- Success is defined as completion of gateway course

# Principles of Remedial Education Reform

1. Completion of College-Level Gateway Course is the Critical Measure of Success
2. Enrollment in a gateway college course should be the default placement for students
3. All Students Should Have the Opportunity to Complete Remedial Education in a Single Semester
4. Students Should Only Receive Remedial Instruction in the Content Required for their Academic Program of Choice
5. College Placement Should be Based on Multiple and More Precise Assessments
6. Assessment, Placement and Instruction must be effectively aligned
7. Policy Should:
    - *Set Parameters*
    - *Identify Benchmarks*
    - *Spur Innovation*
    - *Demand Results*

# Remedial Education Strategies

- Deliver college placement assessments and remedial instruction in high school
  - ✓ *California Early Assessment Program*
- Provide co-requisite model where students are concurrently enrolled in college-level gateway course and supplemental remedial offering.
  - ✓ Austin Peay University (math) and CC of Baltimore County (writing)
- Give all students the opportunity to complete remediation in a single semester
  - ✓ California Acceleration Project
- Truth in Assessment Practice Statement for All Incoming Students
- Require multiple measures of college readiness – not allow a single test
  - HS gpa, HS prep curriculum, diagnostic assessments or non-cognitive assessment
- Reward funding based on success of students in remedial education
  - *Ohio and Tennessee*

# Increasing Attainment Among Adults and Students of Color

- Identify students with some college, but no degree and provided financial incentives to return in a high demand field.
  - ✓ *WICHE Adult College Completion Network*
- Enable students to take an assessment for prior learning that will earn them credit toward a degree or credential.
  - ✓ Center for Adult and Experiential Learning (CAEL)
- Develop clear academic pathways to high demand jobs through structured cohort models where students attend class at regular times until they complete the credential.
  - ✓ *Tennessee Technology Centers*
- Evaluate transfer and articulation policies to see if it has positively impacted degree completion.
- Examine how lottery scholarship can be more effectively leveraged to increase attainment among adults and other non-traditional students
- Evaluate impact of state dual enrollment programs on students of color.

# Next Steps

ECS' Boosting College Completion for a New Economy is ready to help:

- Identify two representatives to attend legislative workshop on December 6-7 in Denver.
- Work with ECS staff on identifying an area of policy research where we can provide technical assistance.
- Involve legislative staff in BCC webinars on college completion.

http://boostingcollegecompletion.org

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