



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

October 12, 2011

Prepared by

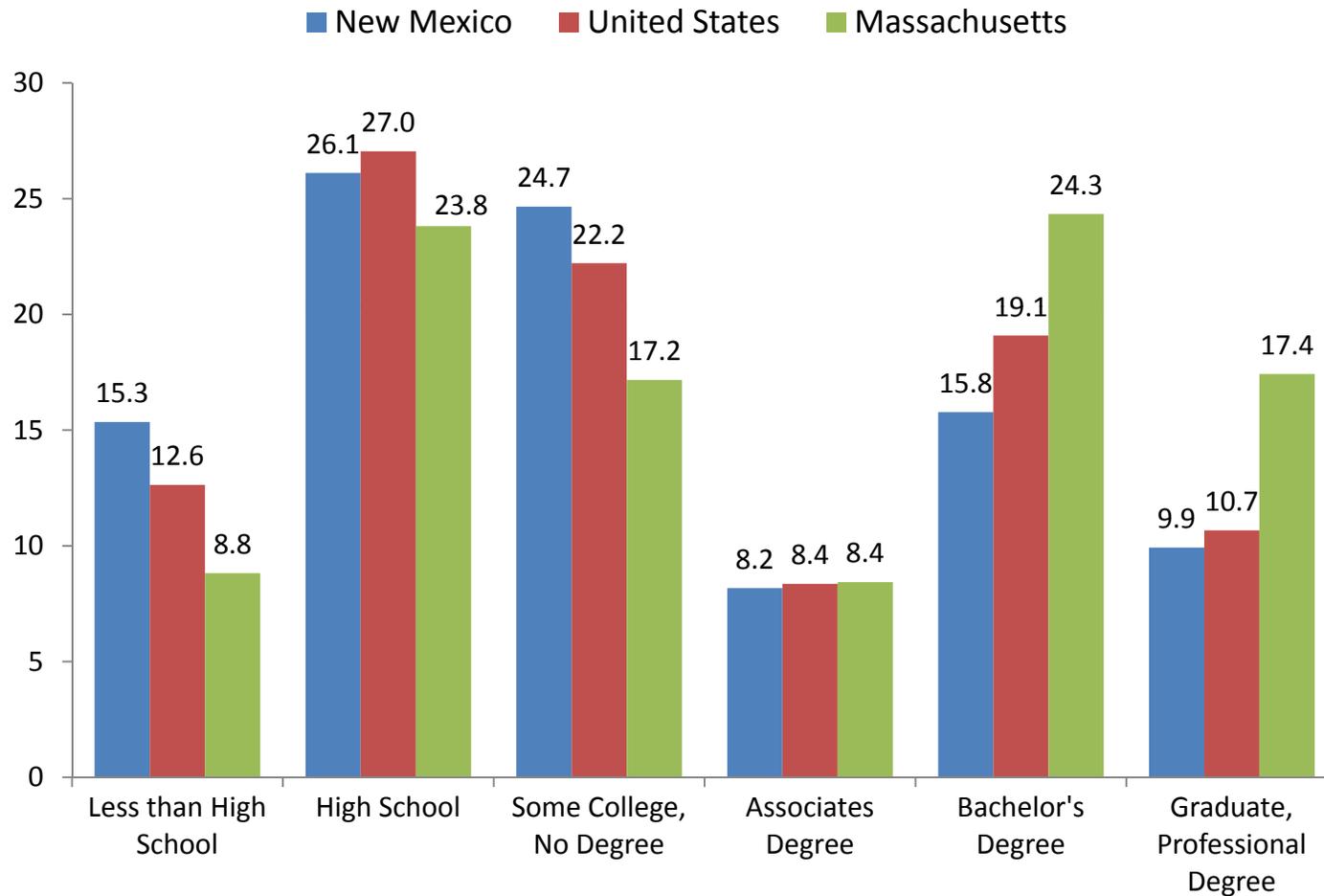
The Education Commission of the States (ECS)  
The National Center for Higher Education Management Systems (NCHEMS)



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

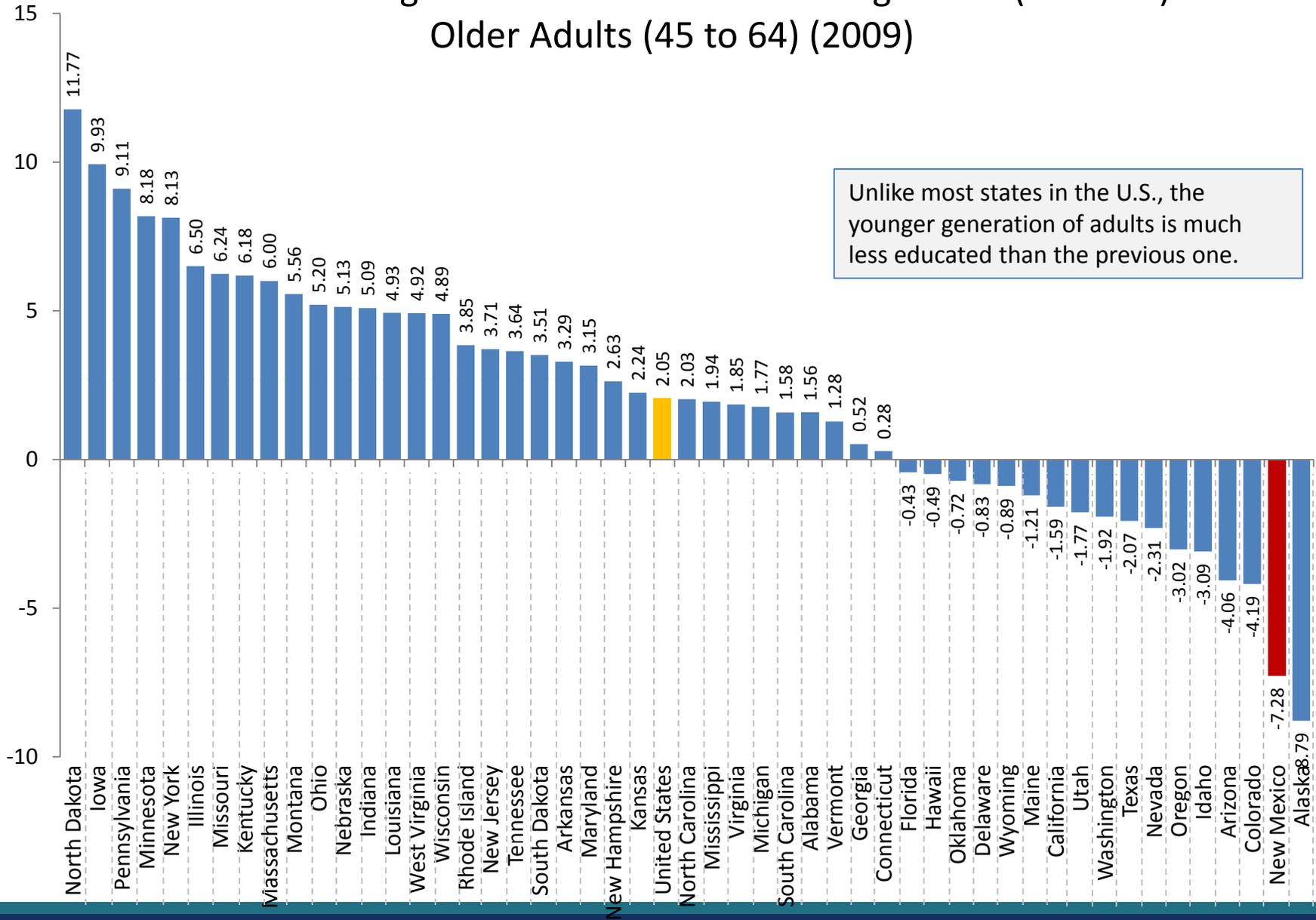


## Educational Attainment of Working Aged Adults Aged 25 to 64 – New Mexico, the U.S., and Most Educated State (2009)



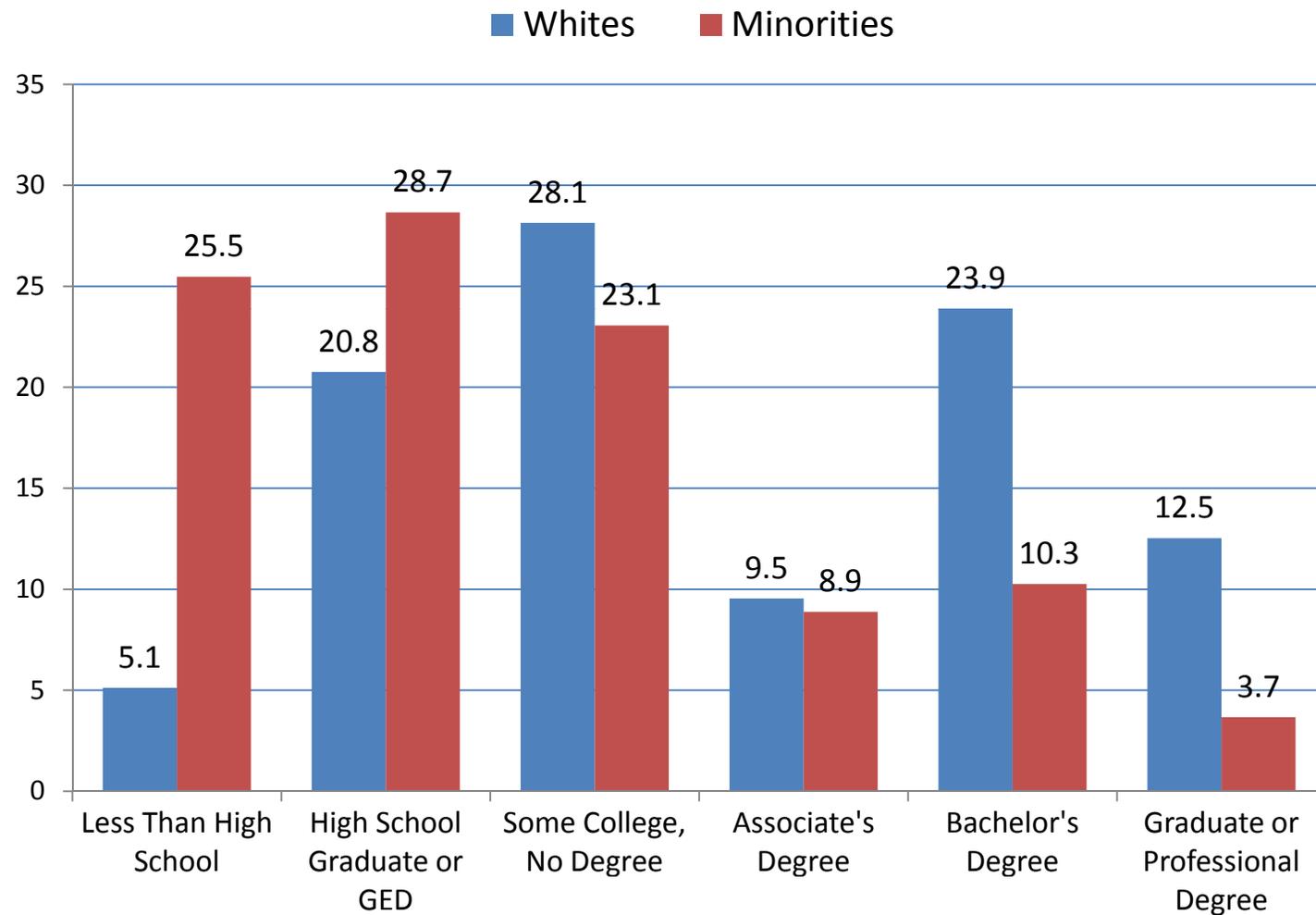
New Mexico has a higher proportion of working-aged residents with no high school diploma and some college but no degree than the U.S. and top state. Fewer residents have college degrees than the U.S. and top state – at all levels. Most minorities in New Mexico are Hispanic/Latino.

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



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

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



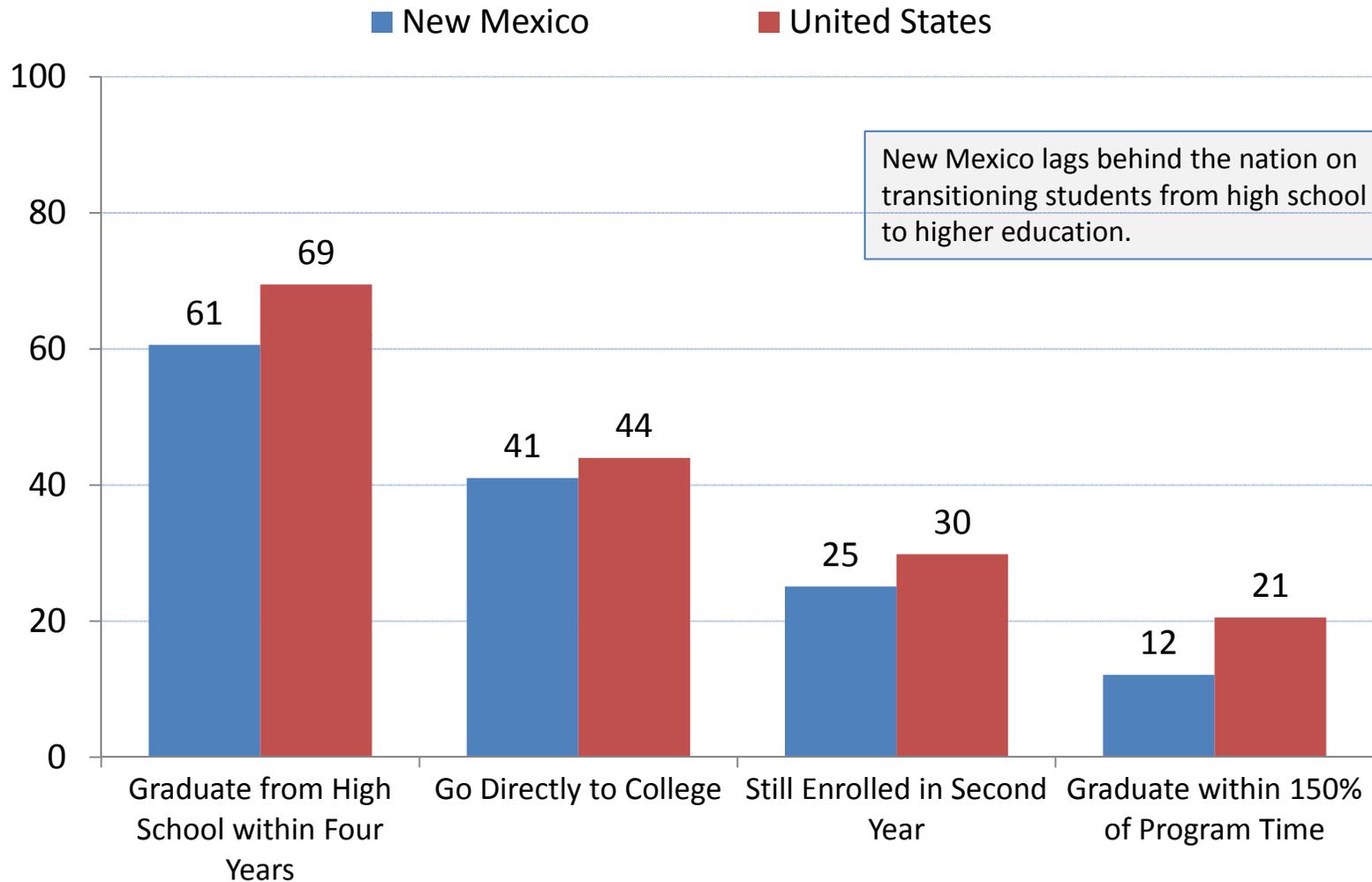
Minorities in New Mexico, on average, are much less educated than Whites. Fewer have completed high school or college, though the gap is narrow for the associate degree level.



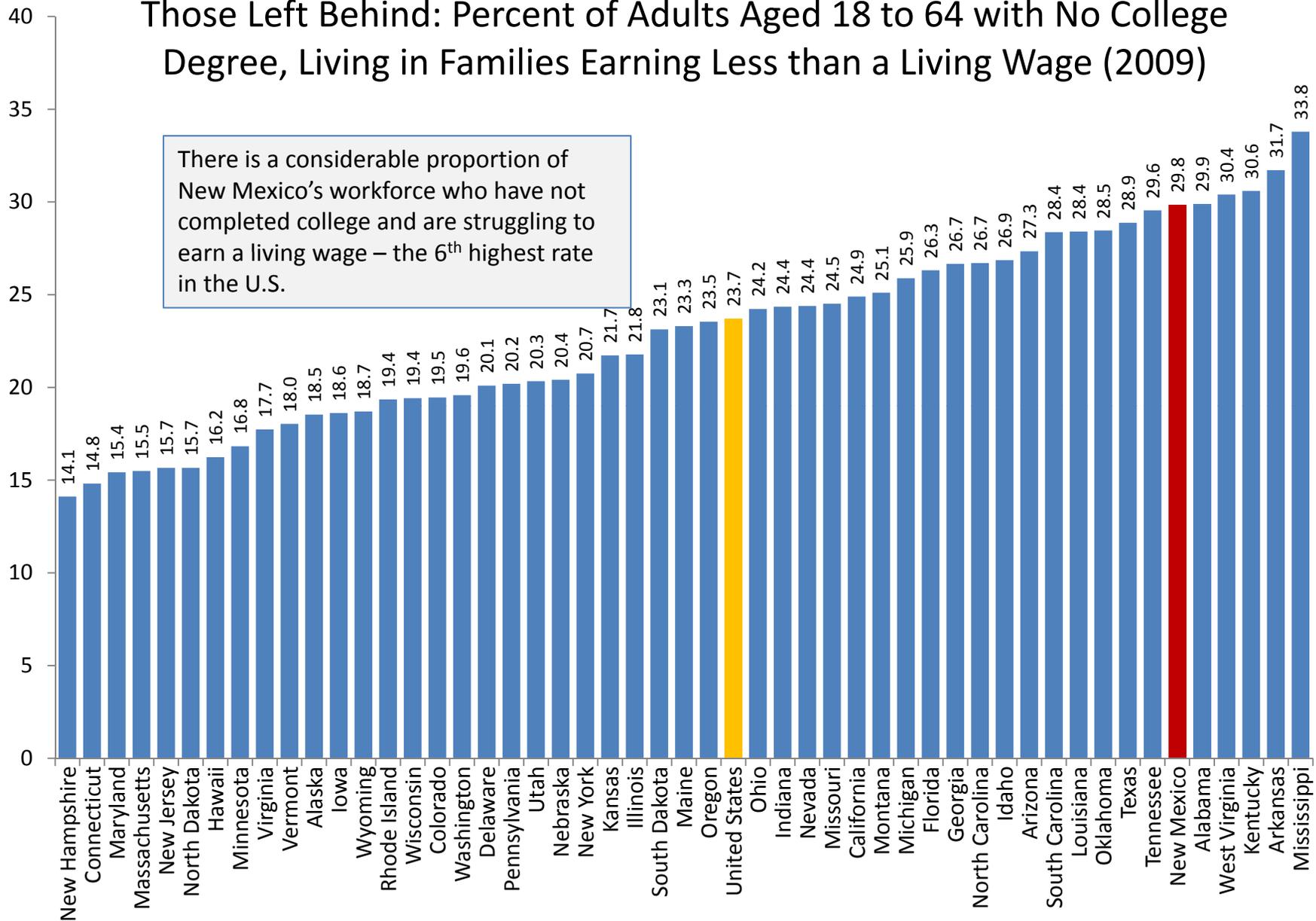
How well does New Mexico provide  
postsecondary education to its  
residents?



## Student Pipeline – For Every 100 9<sup>th</sup> Graders . . .



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

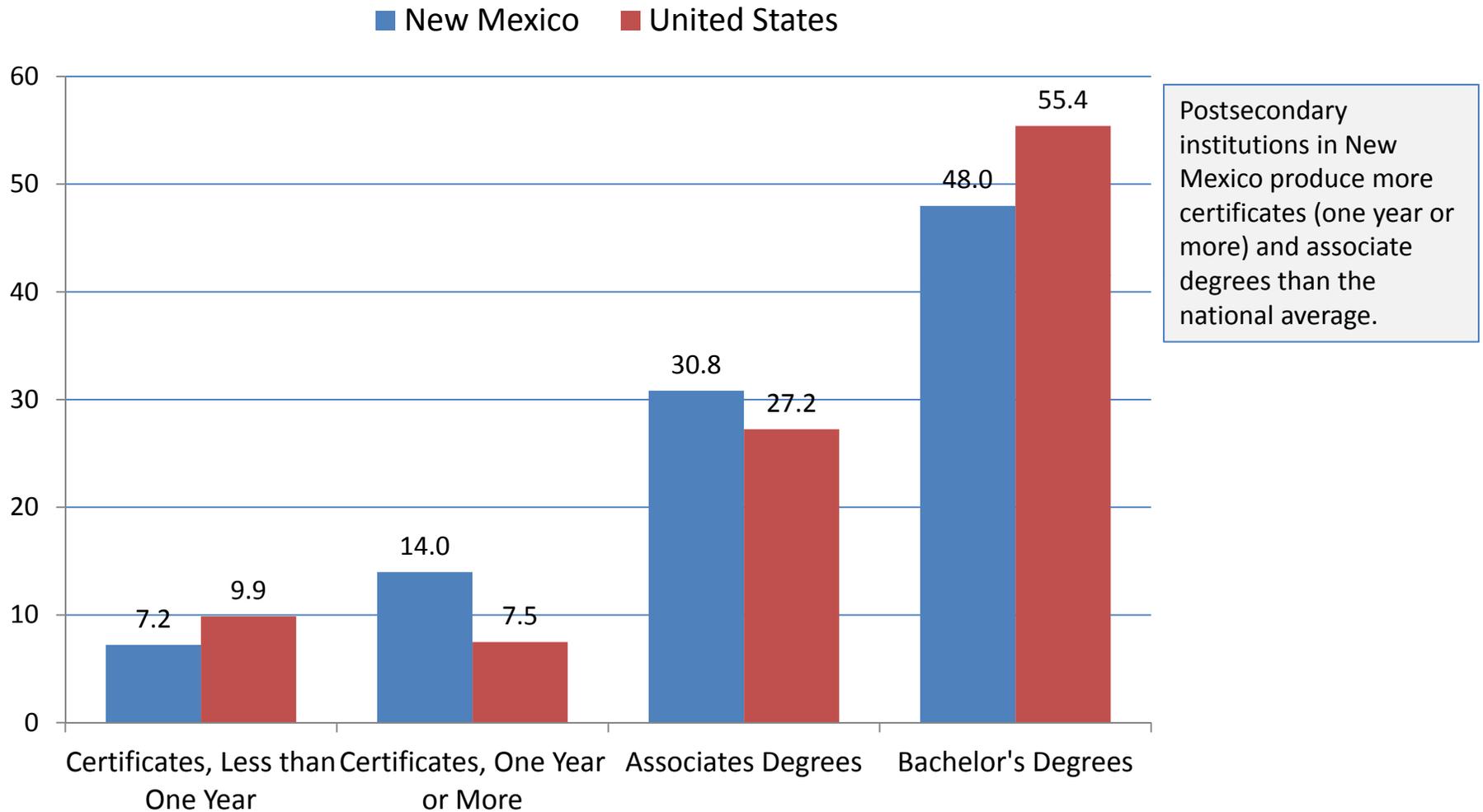




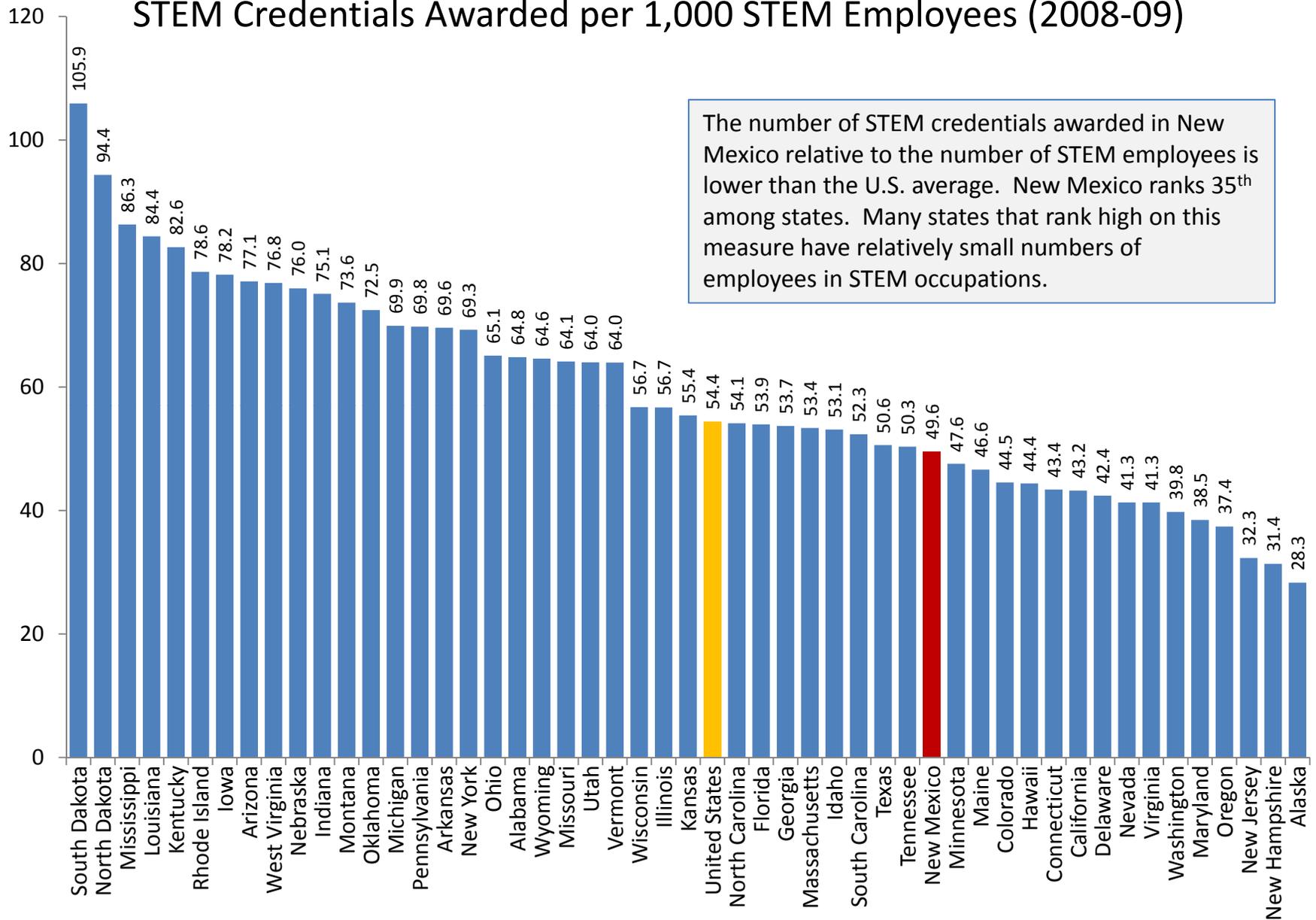
How well does New Mexico produce  
college graduates?



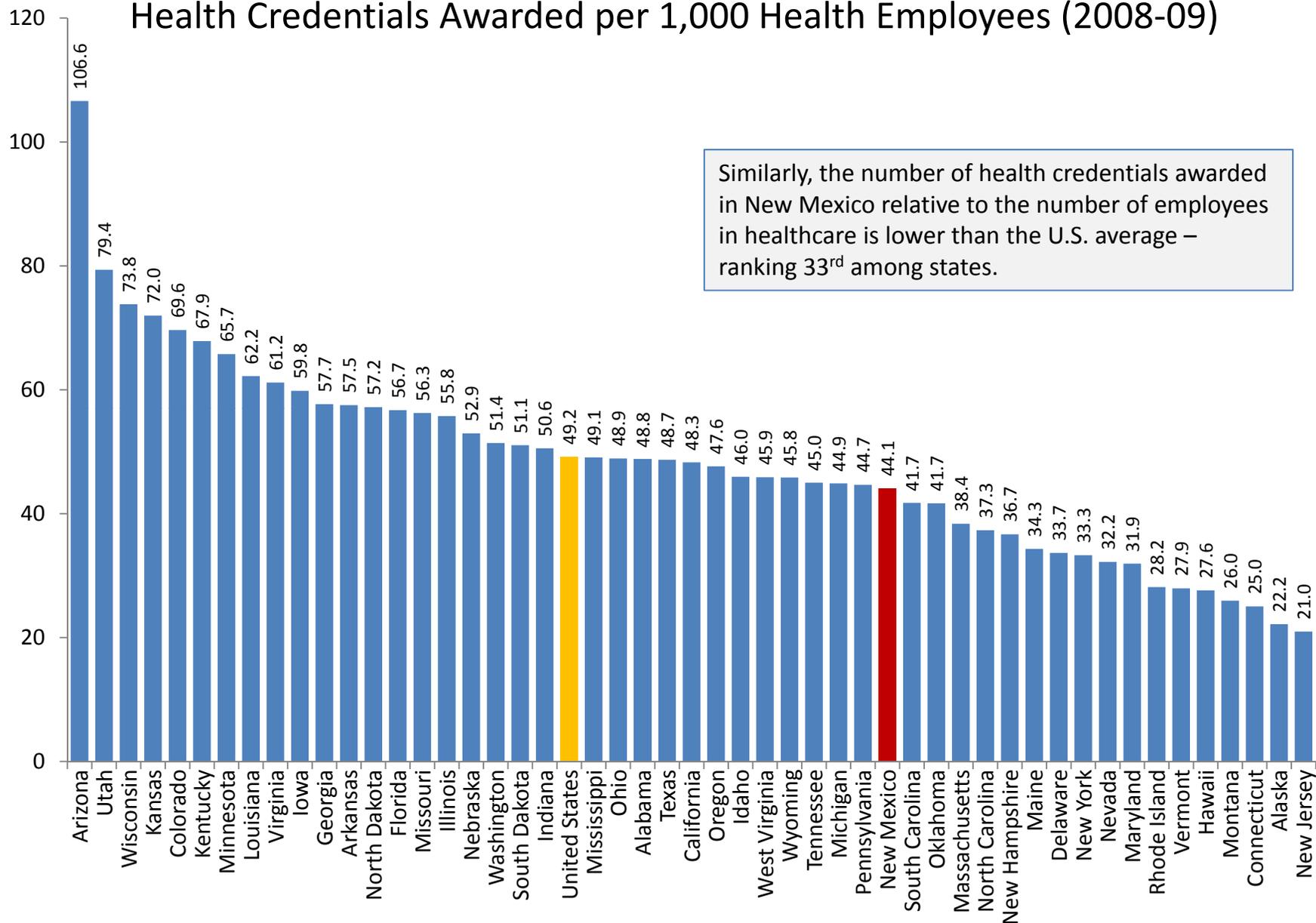
## Proportion (%) of Undergraduate Awards by Level (2008-09)



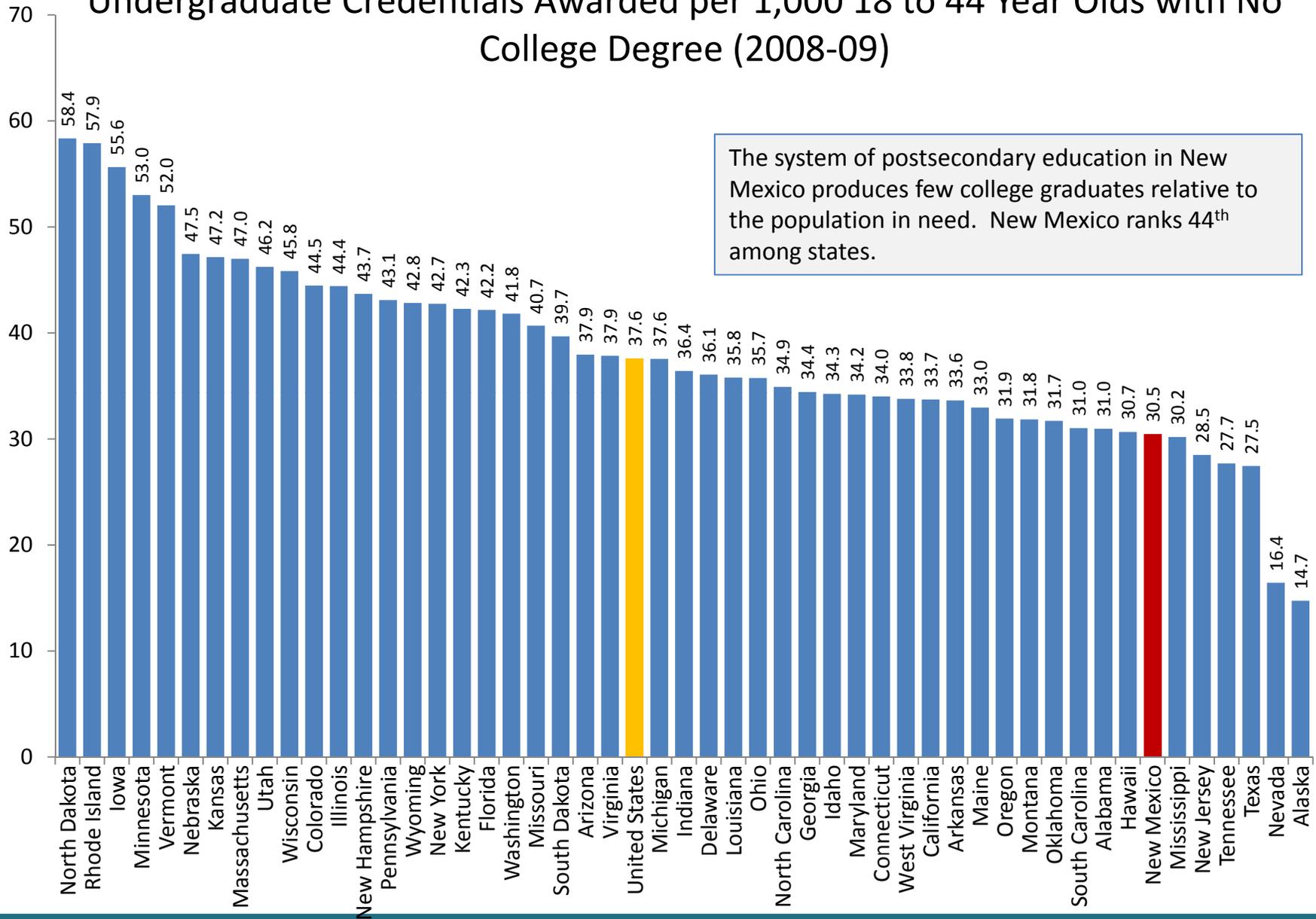
## STEM Credentials Awarded per 1,000 STEM Employees (2008-09)



## 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)

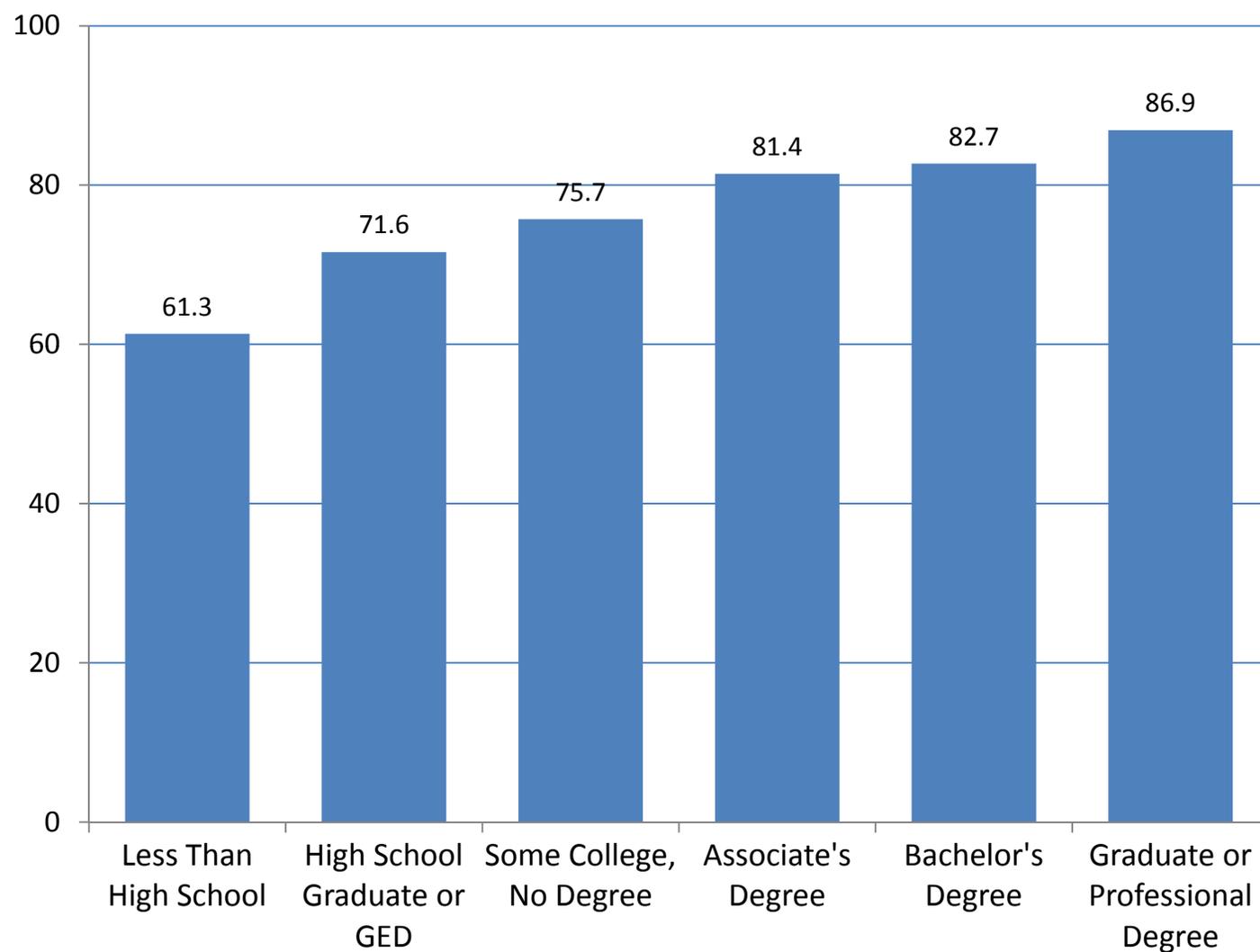




# How Competitive are New Mexico's Work Conditions for College Graduates?

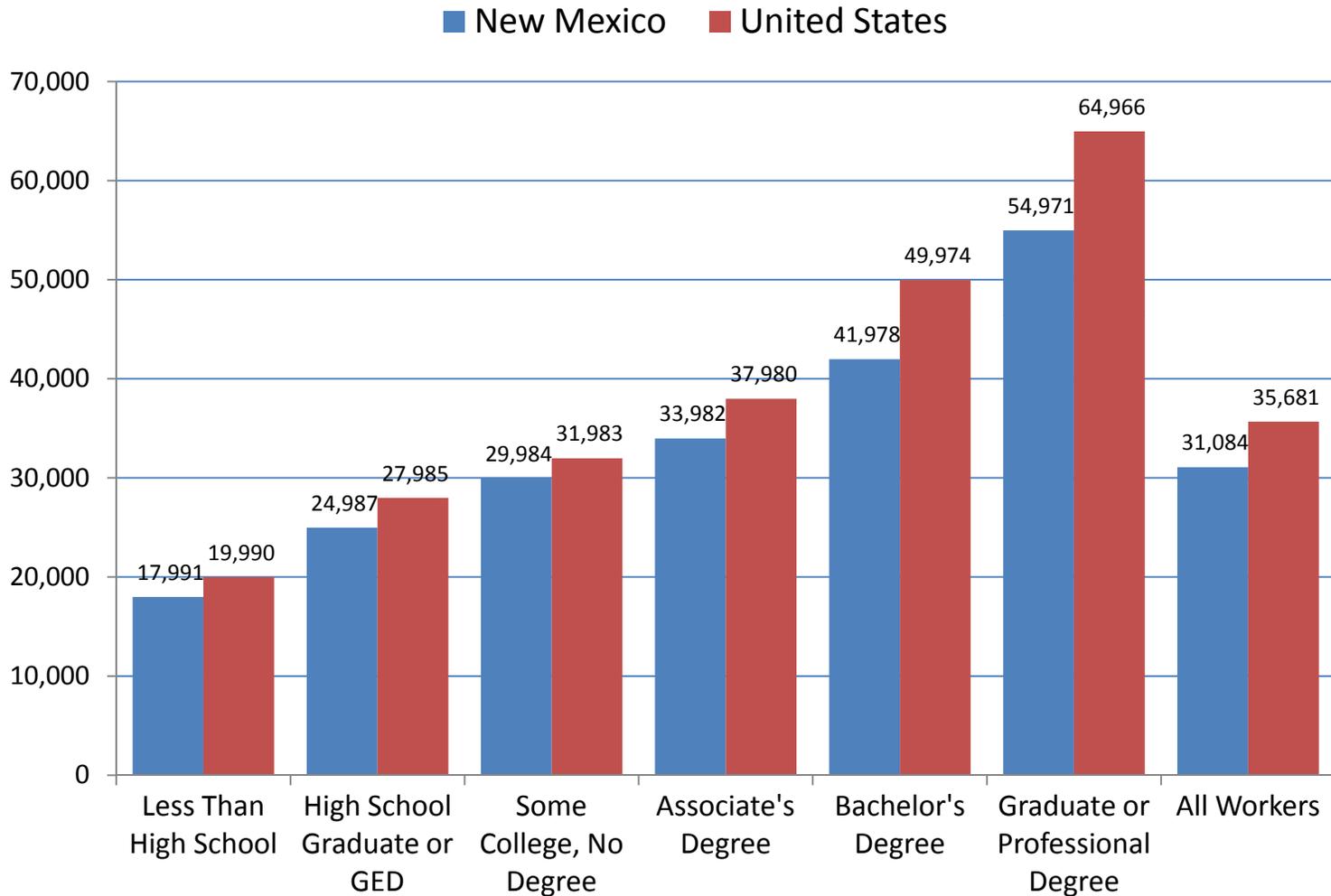


## Percentage of Working-Aged Adults (25 to 64) Participating in the Workforce – by Education Level Attained (2009)



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

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



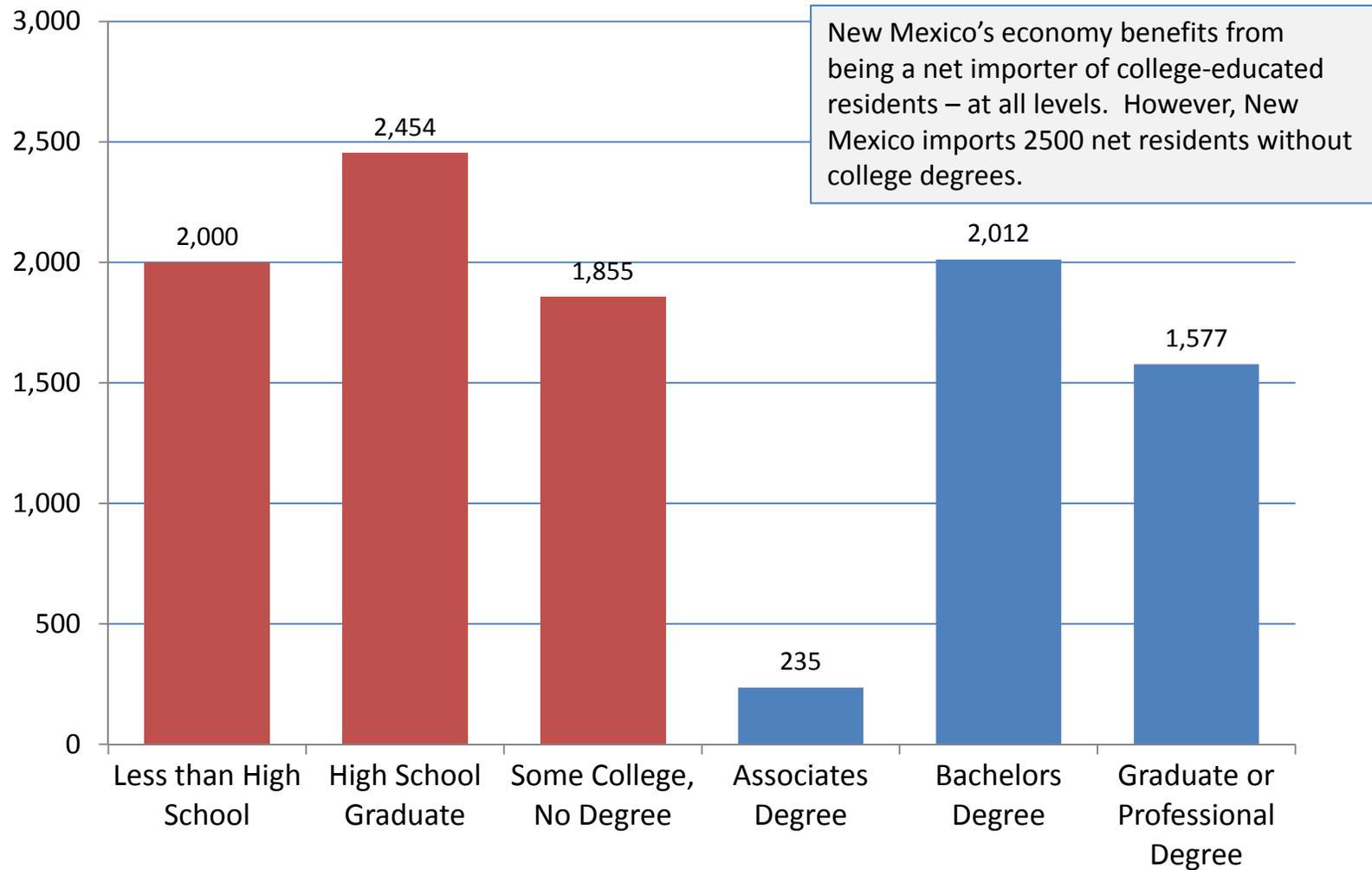
Workers in New Mexico earn less than the U.S. average at every stage of education completed. The largest gaps are among those holding bachelor and graduate degrees.



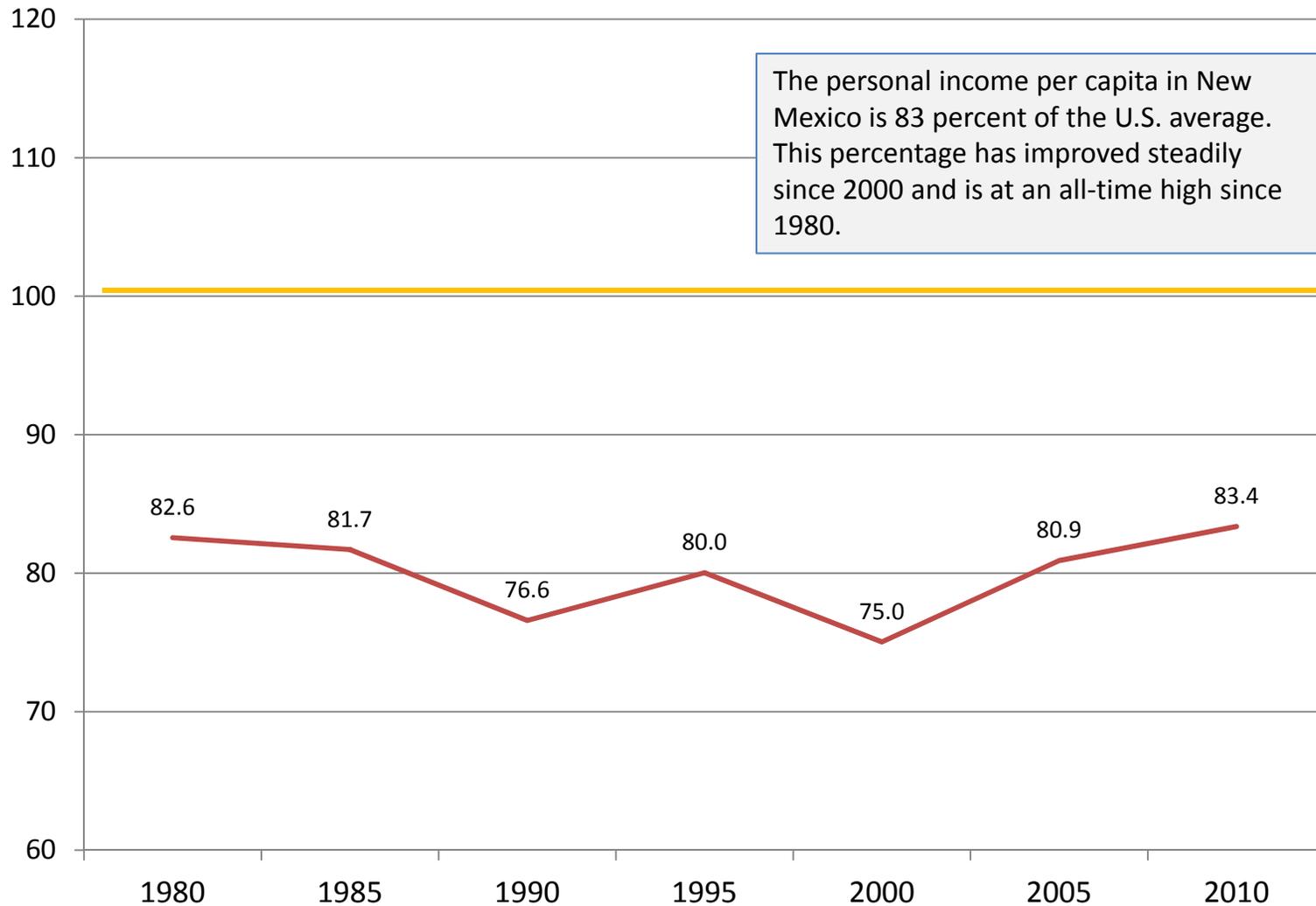
# How Competitive is New Mexico's Economy?



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



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



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

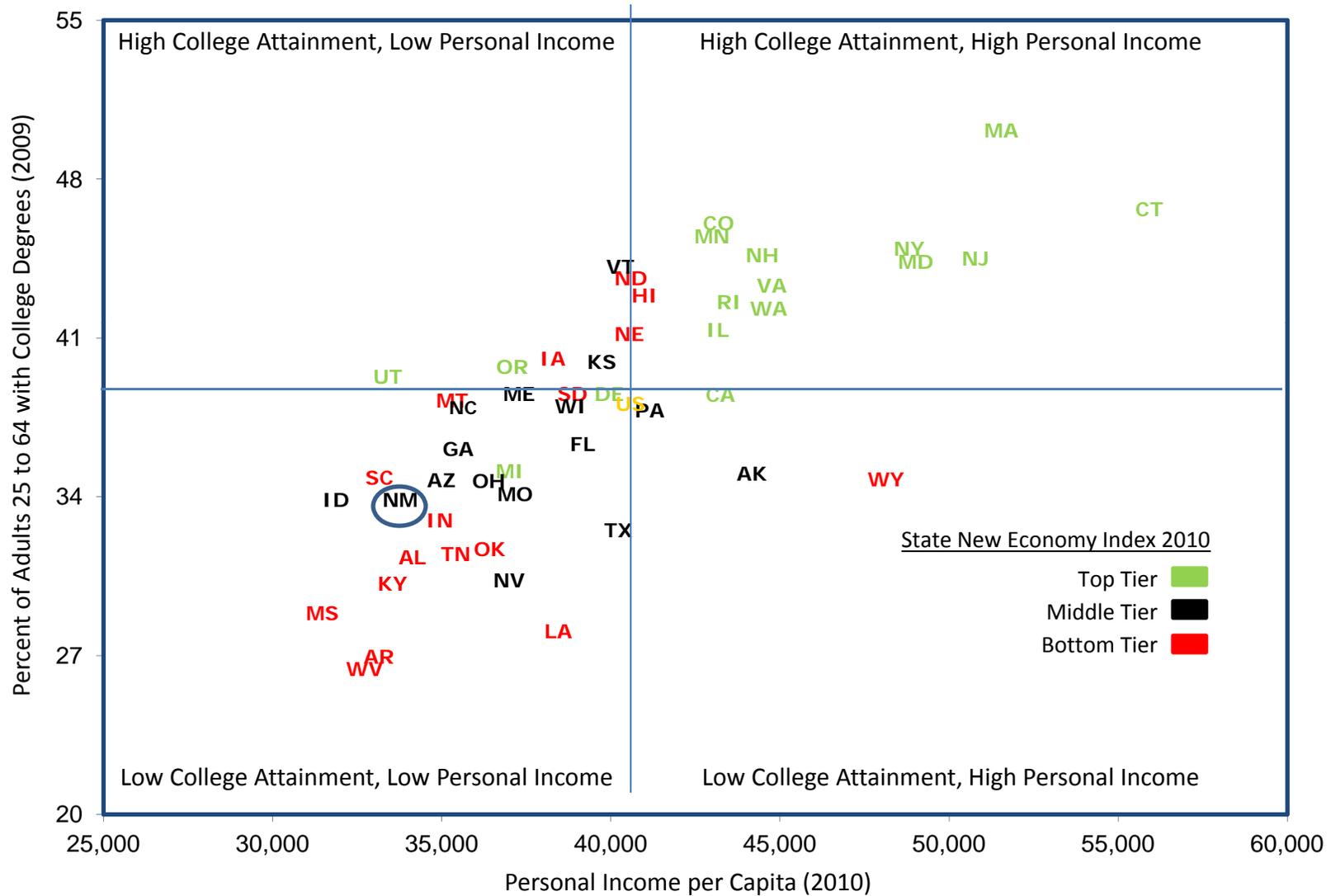
## Strengths (Top 10)

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

## Weaknesses (Bottom 10)

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

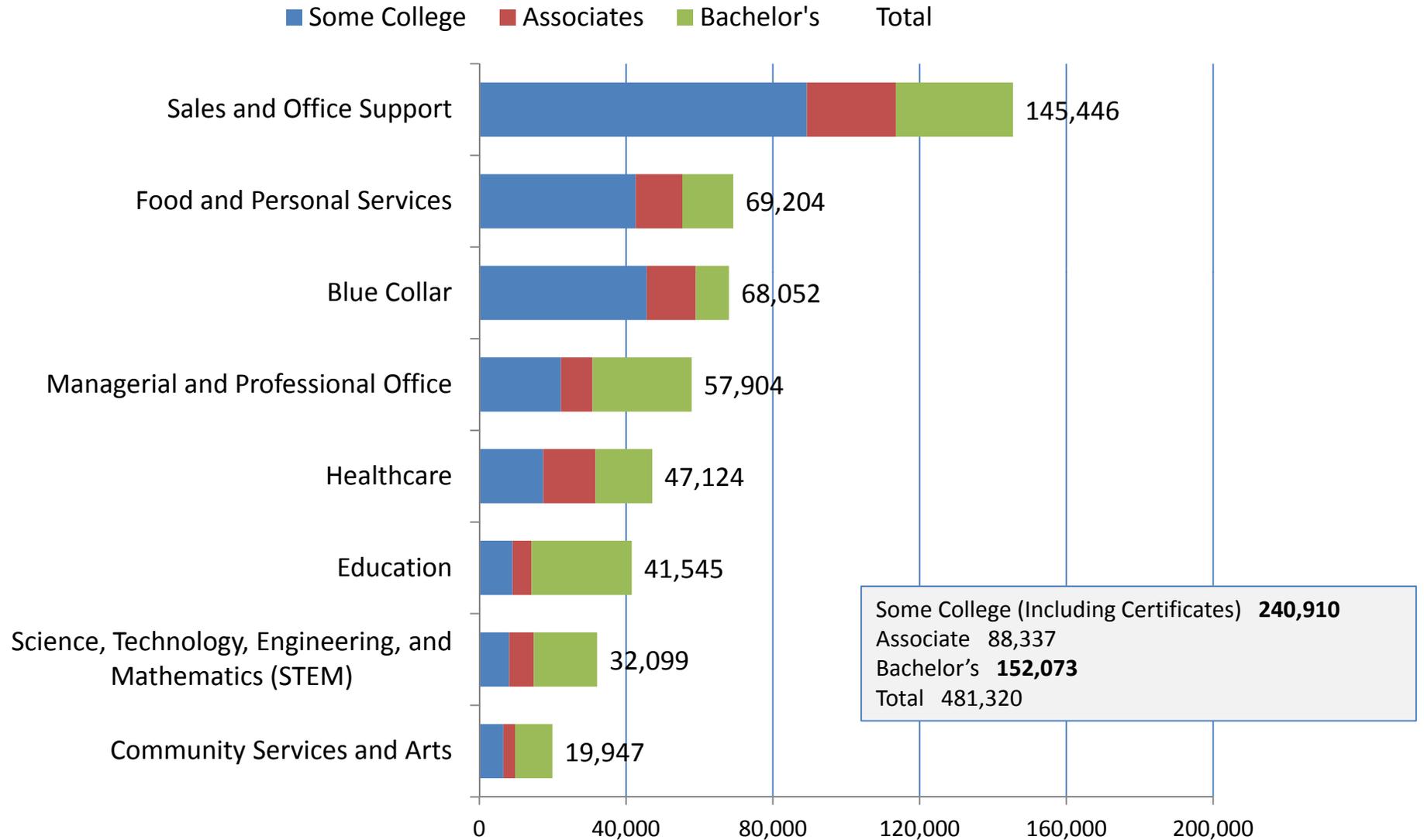
## The Relationship Between Educational Attainment, Personal Income, and the State New Economy Index (2010)



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

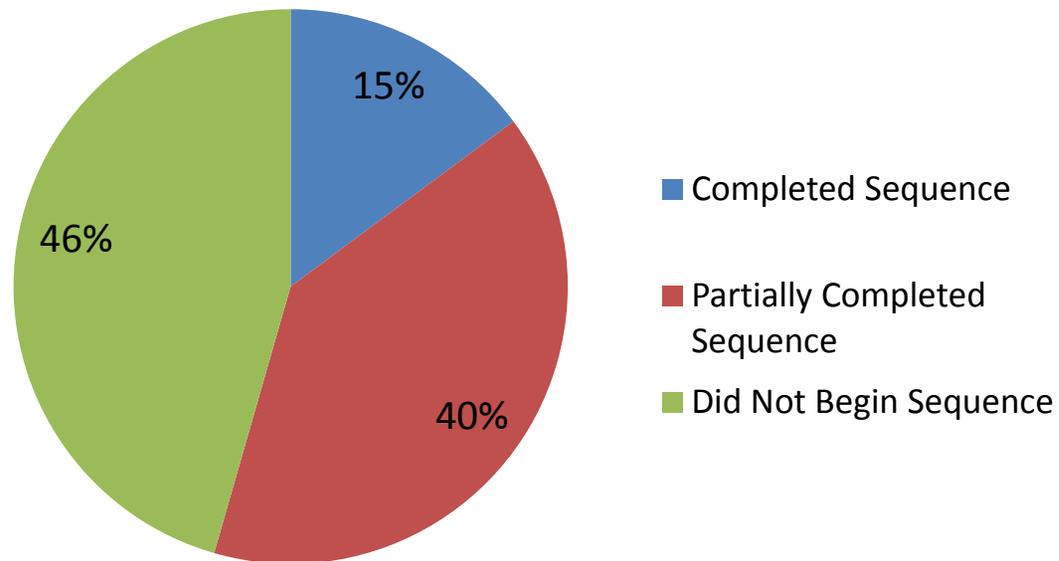
- New Mexico can improve wages and employment rates if it is able to increase college attainment rates.
- Attainment must increase among younger adults (age 25-44)
- The state should target:
  - ✓ Students of color – primarily Hispanics and Native Americans
  - ✓ Adults with some college but no degree
  - ✓ 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.

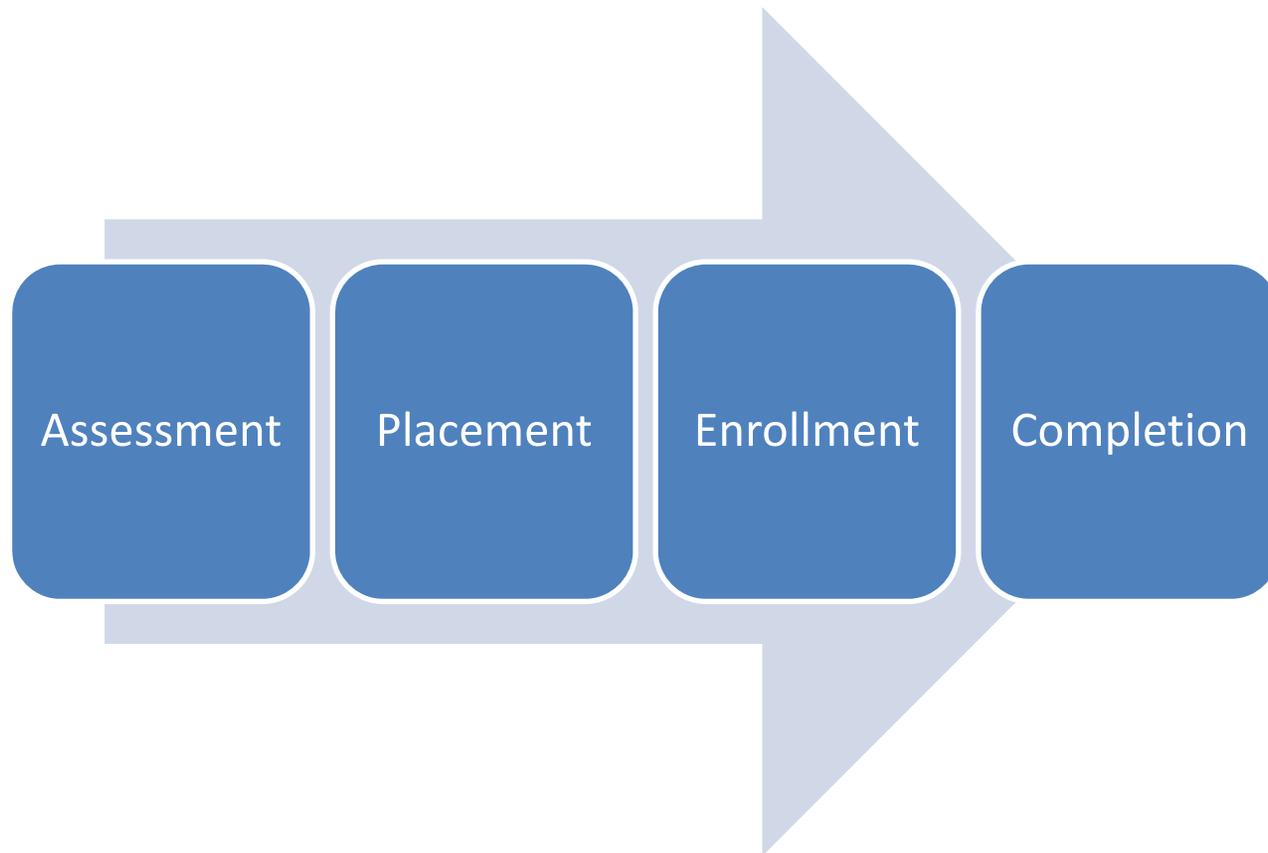
# Most Remedial Students Don't Get Past Go

Progress on Remedial Sequence of ATD Students After 1 Academic Year

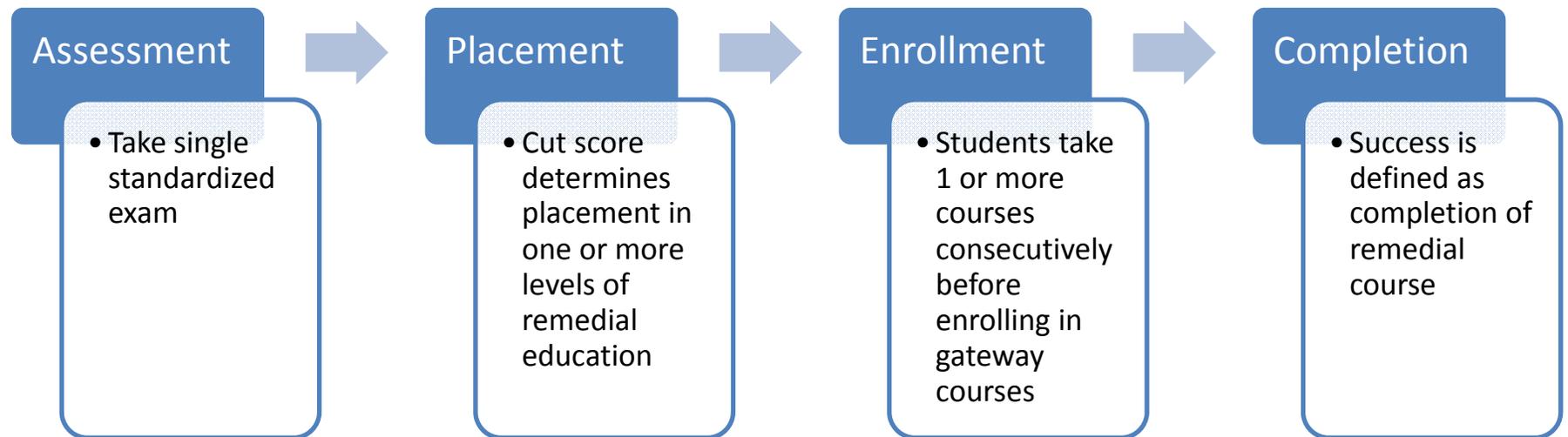


Bailey, et al, 2008

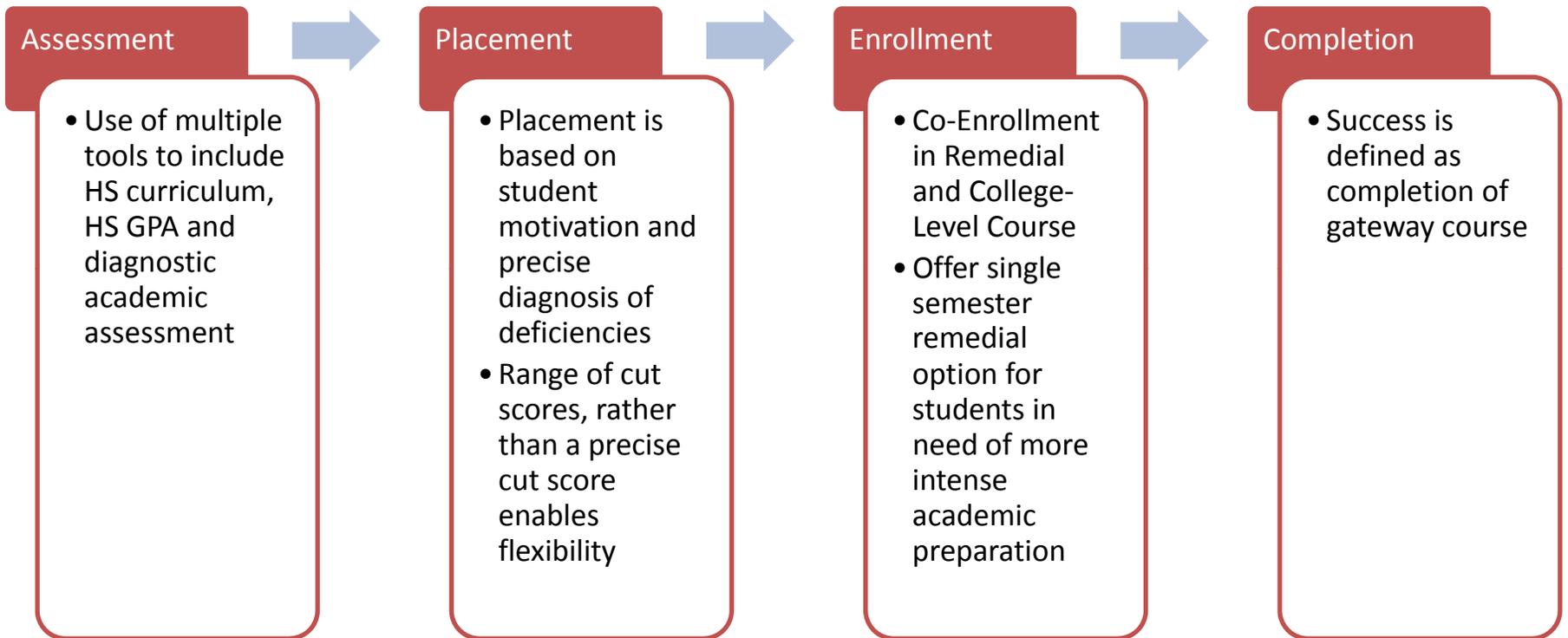
# The Remedial Education Sequence



# Traditional Remedial Sequence



# Accelerated Remedial Sequence



# 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.
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<http://boostingcollegecompletion.org>

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