

VITALIZING HIGHER EDUCATION FOR THE FUTURE ECONOMY

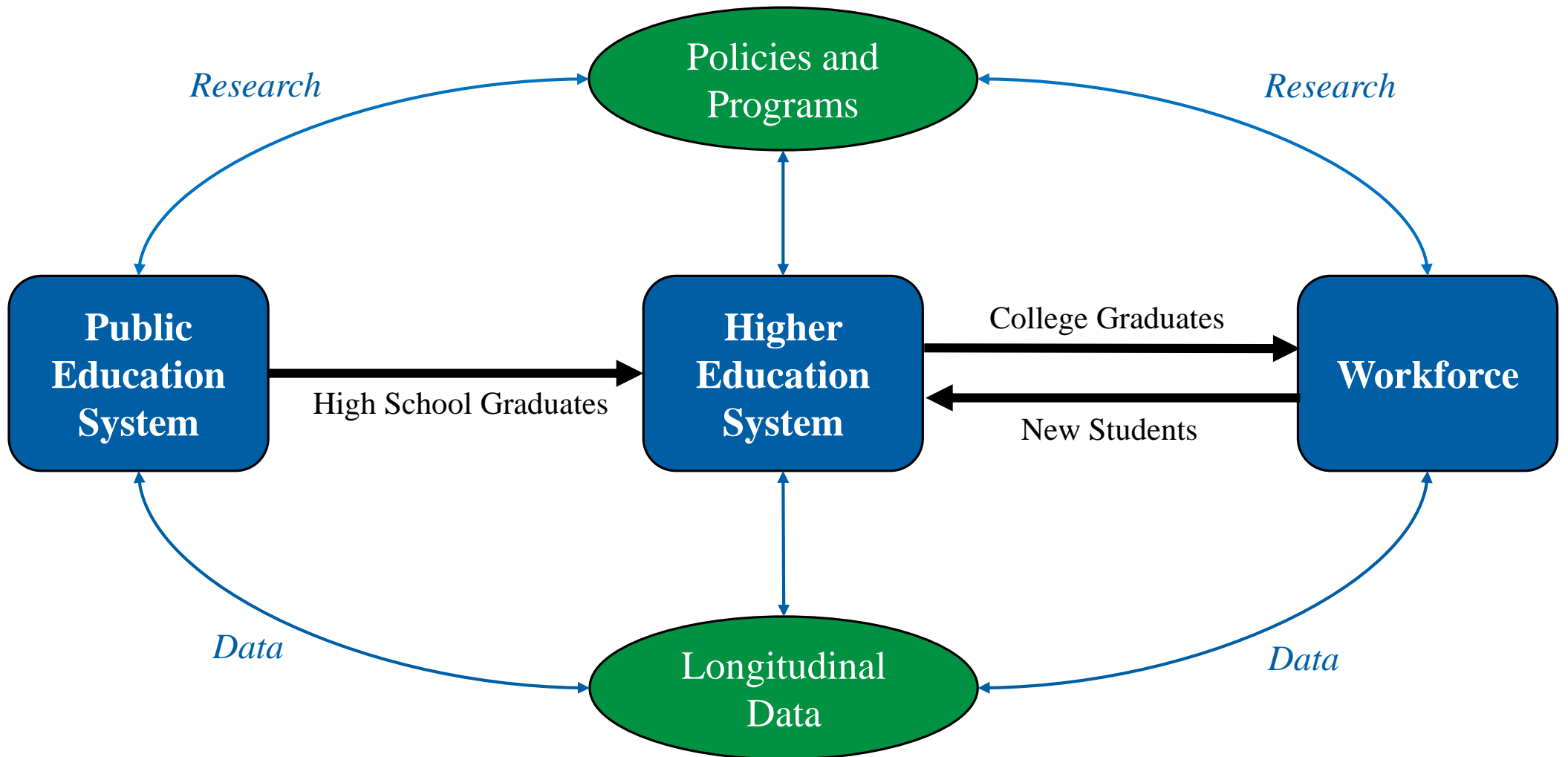


SUSANA MARTINEZ
NEW MEXICO GOVERNOR

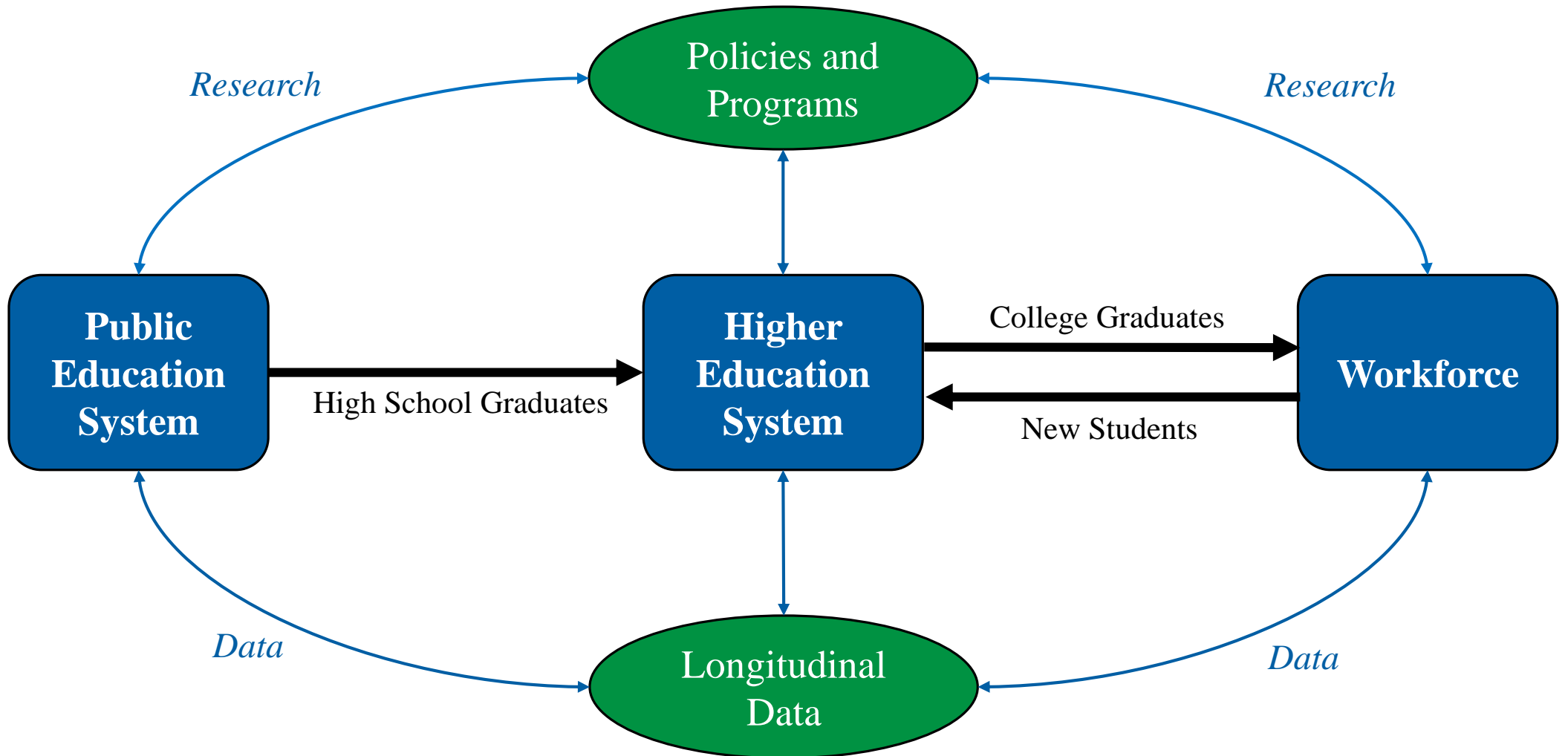
DR. BARBARA DAMRON
HED CABINET SECRETARY

PRESENTATION TO THE NEW MEXICO JOBS COUNCIL
SEPTEMBER 13, 2016

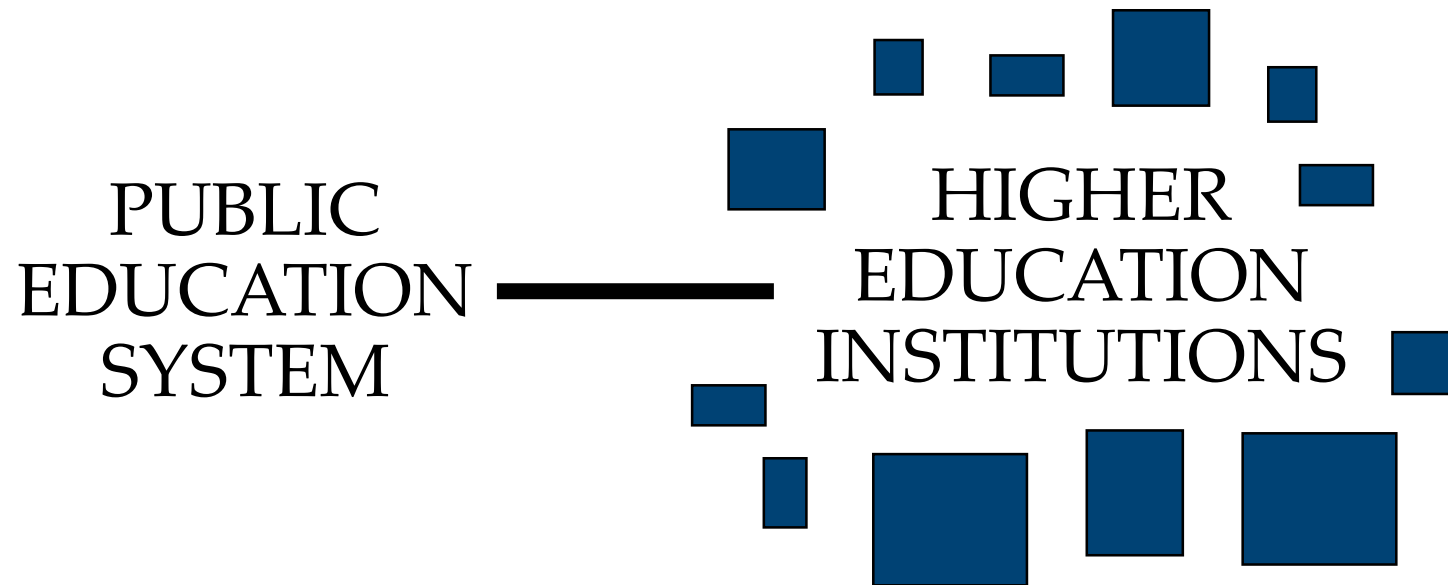
A COHESIVE EDUCATION SYSTEM



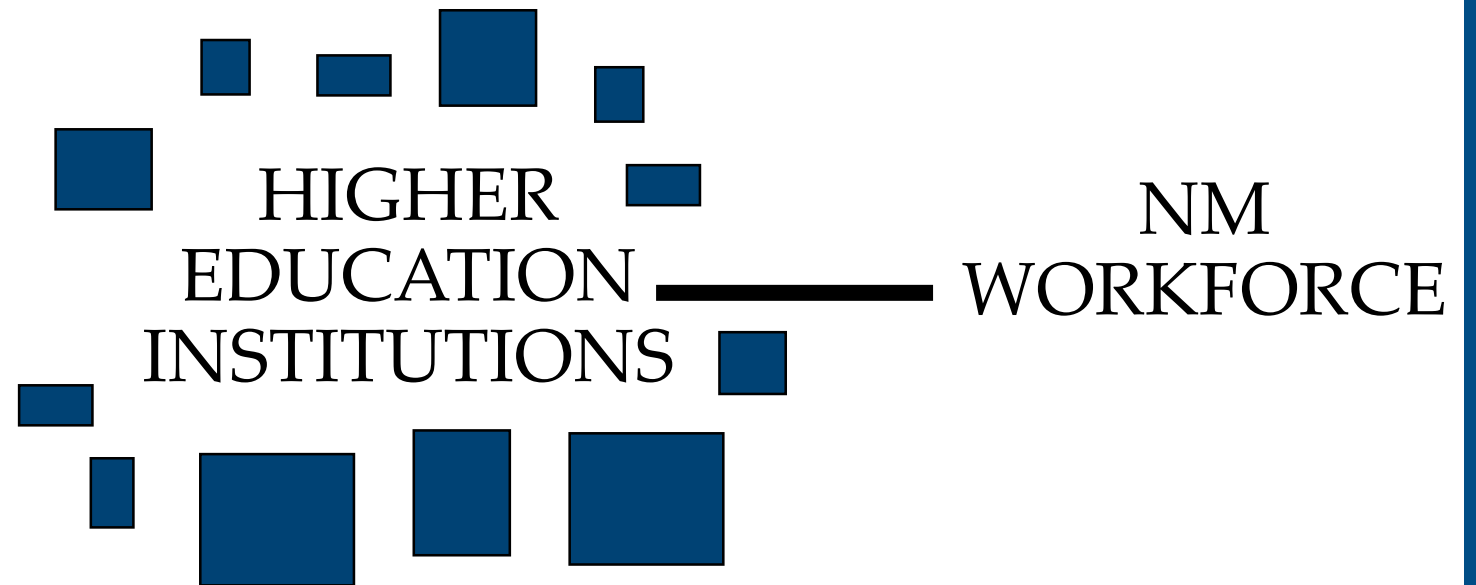
WHAT DOES THIS INCLUDE?



ALIGNMENT WITH PUBLIC EDUCATION



ALIGNMENT WITH THE WORKFORCE



AND ALIGNMENT AMONG INSTITUTIONS



The Higher Education Department is focused on improving
Articulation & Transfer between higher education institutions
through a Trifecta of Reform.

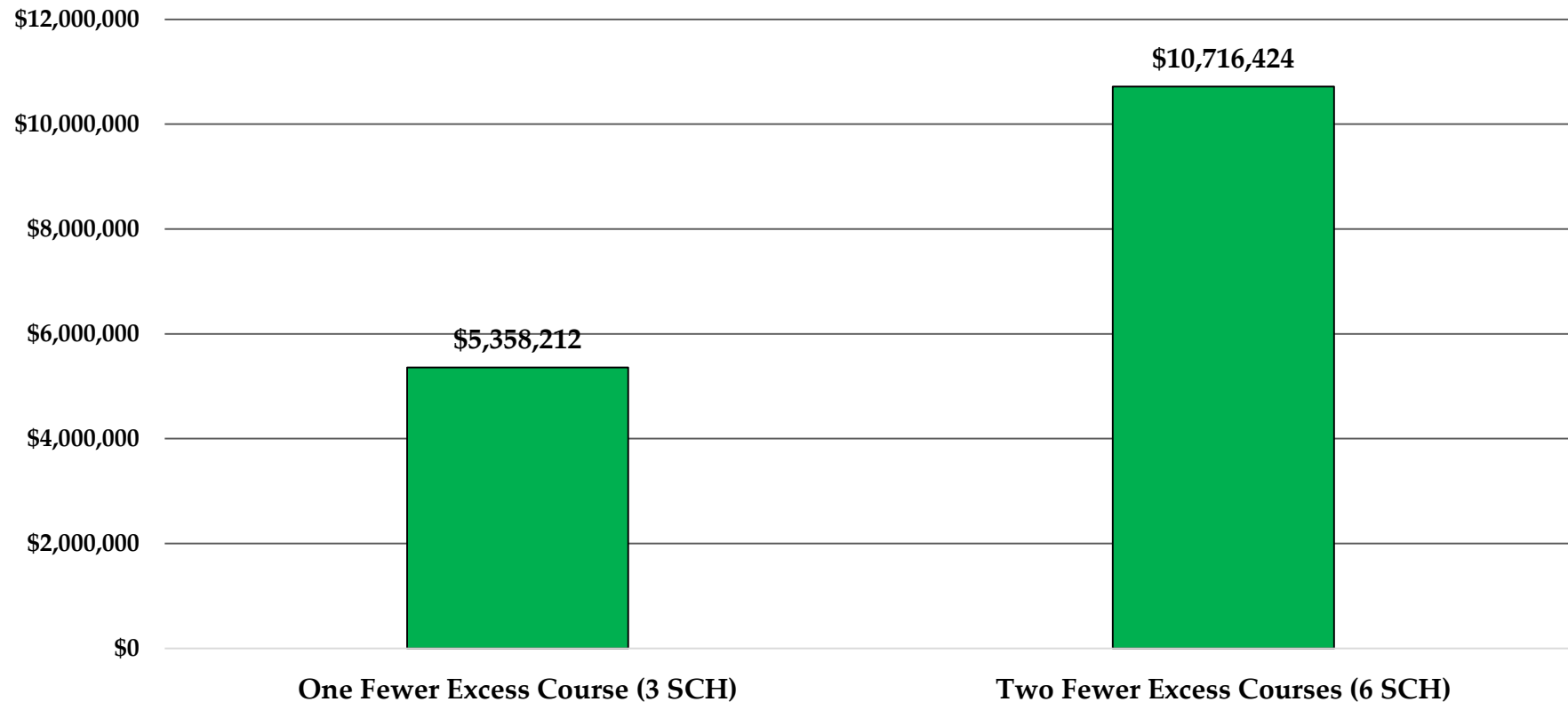


WHY FOCUS ON REVISING HIGHER EDUCATION ARTICULATION AND TRANSFER?



EFFICIENT COURSE TAKING SAVES MONEY

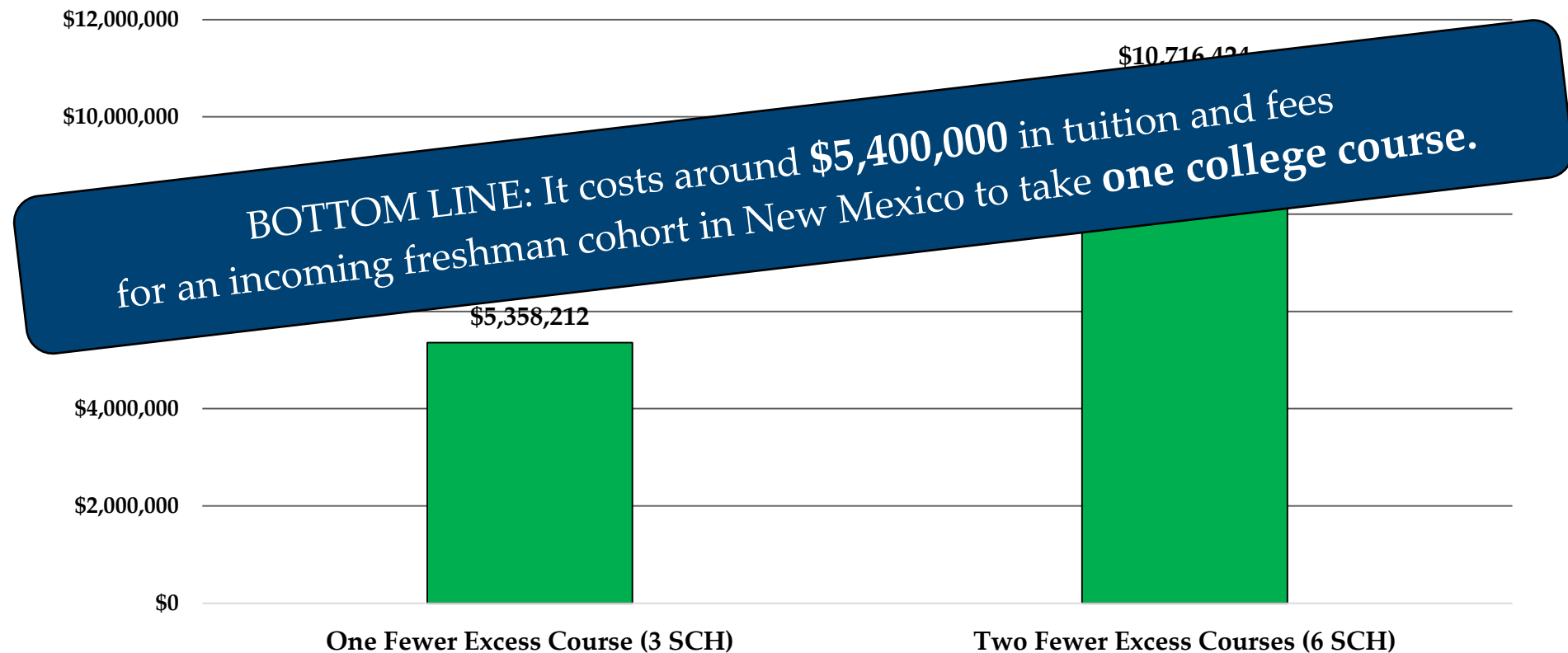
Tuition Savings if each incoming 2015 NM Freshman takes fewer Excess Courses



12,146 Reported First-Time freshmen at the 24 Formula Funded NM public Higher Education Institutions in Fall 2015 – HED Data Editing and Reporting (eDEAR) System. NMJC first time freshmen for Fall 2015 data were not included since the data was not reported to the HED. FY16 Undergraduate Resident Tuition and Fee Rates per SCH at each Higher Education Institution (HEI) – HED Institutional Finance Data.

EFFICIENT COURSE TAKING SAVES MONEY

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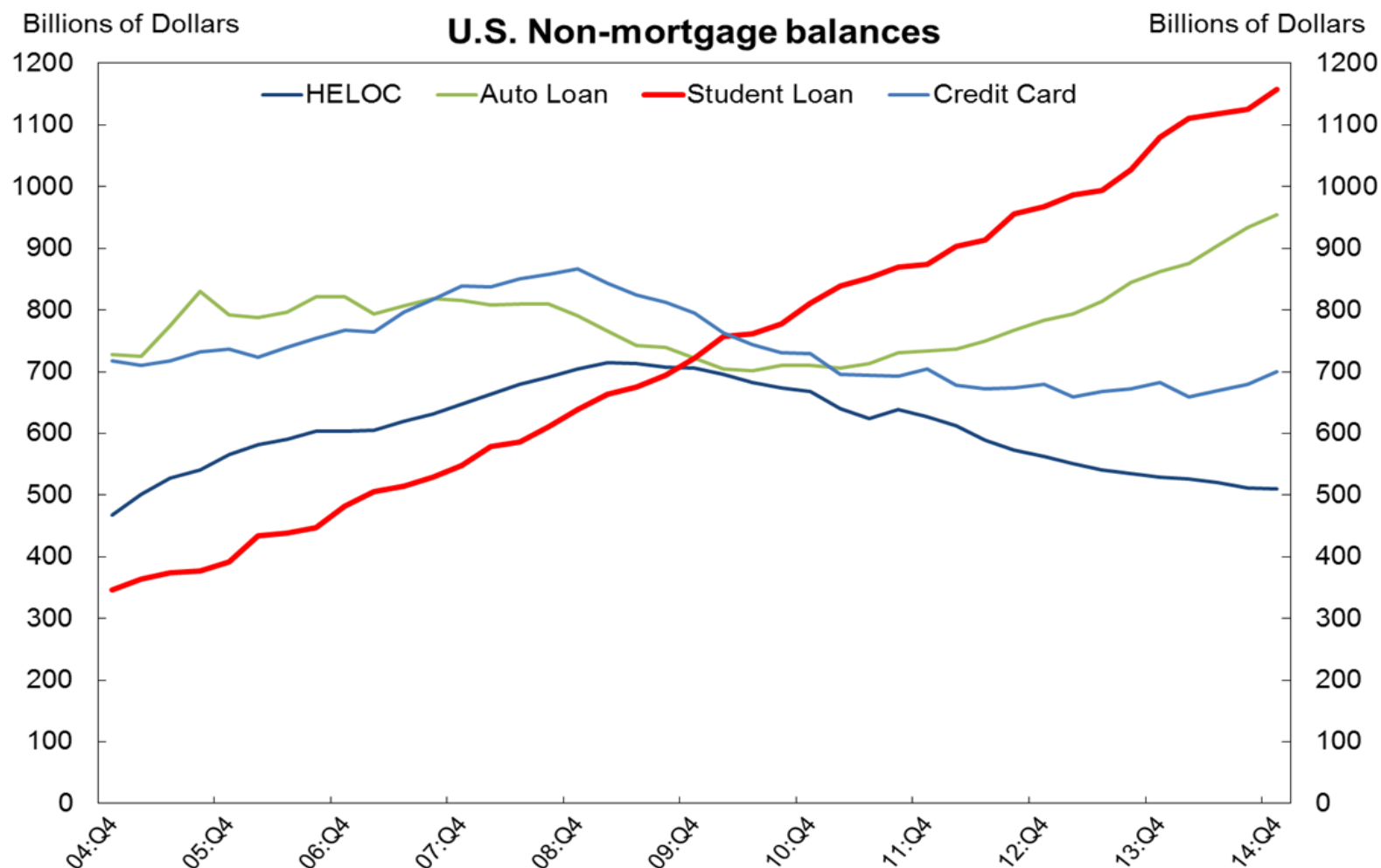


THE COSTS OF DELAYED GRADUATION: MORE TIME IN SCHOOL AND MORE DEBT

From 2005 through 2008, student loans were the lowest form of household debt in the United States.

After the onset of the Great Recession, student loans became the largest category of household debt from 2011 through 2014.

Brown, Haughwout, Scally,
& van der Klaauw. 2015.
“The Student Loan
Landscape” *The Federal
Reserve Bank of New York*.

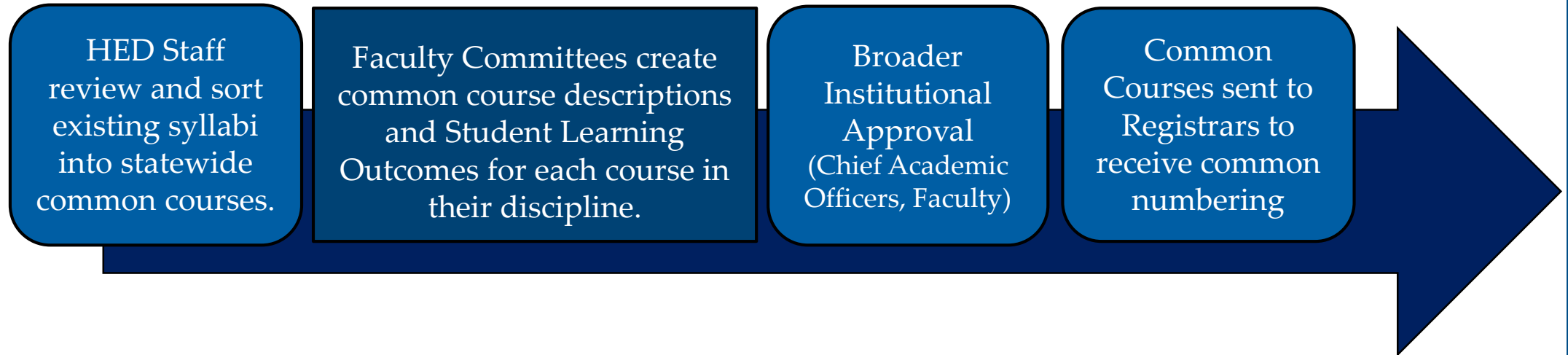


COMMON COURSE NUMBERING



These initiatives will not, and do not seek, to standardize curricula or impact academic freedom.

OVERVIEW OF COMMON COURSE NUMBERING PROCESS



STATUTORY DEADLINE
AUGUST 1st 2017



COMMON COURSE NUMBERING

- HED staff has sorted or is currently sorting through over 10,000 syllabi so that faculty committees will be able to review and align common courses in other subject areas in fall 2016.
- HED has developed an online portal, which has allowed staff to sort syllabi and faculty to align course names, descriptions, and student learning outcomes.
- English and Math courses have been reviewed and aligned by faculty committees and are ready (after institutional review) to be assigned a common name and number by registrars.
- Faculty committees will be reviewing/aligning the student learning outcomes of courses from roughly 43 academic disciplines this upcoming fall.

CURRENT
GENERAL EDUCATION CORE

Requires Courses from
Specific Academic Disciplines



FUTURE
GENERAL EDUCATION CORE

Requires Courses developing
Specific Skills and Competencies



STATEWIDE GENERAL EDUCATION COMMITTEE DRAFTED ESSENTIAL SKILLS



Communication Skills

Critical Thinking Skills

Personal/Social
Responsibility Skills

Quantitative Skills

Information Literacy
Skills

META MAJORS VIA DEGREE MAPPING ANALYTICS



NEW MEXICO

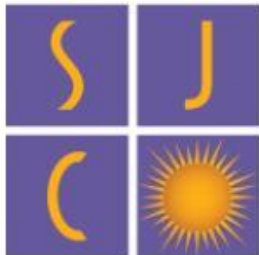
HIGHER EDUCATION DEPARTMENT



Institute of Design & Innovation

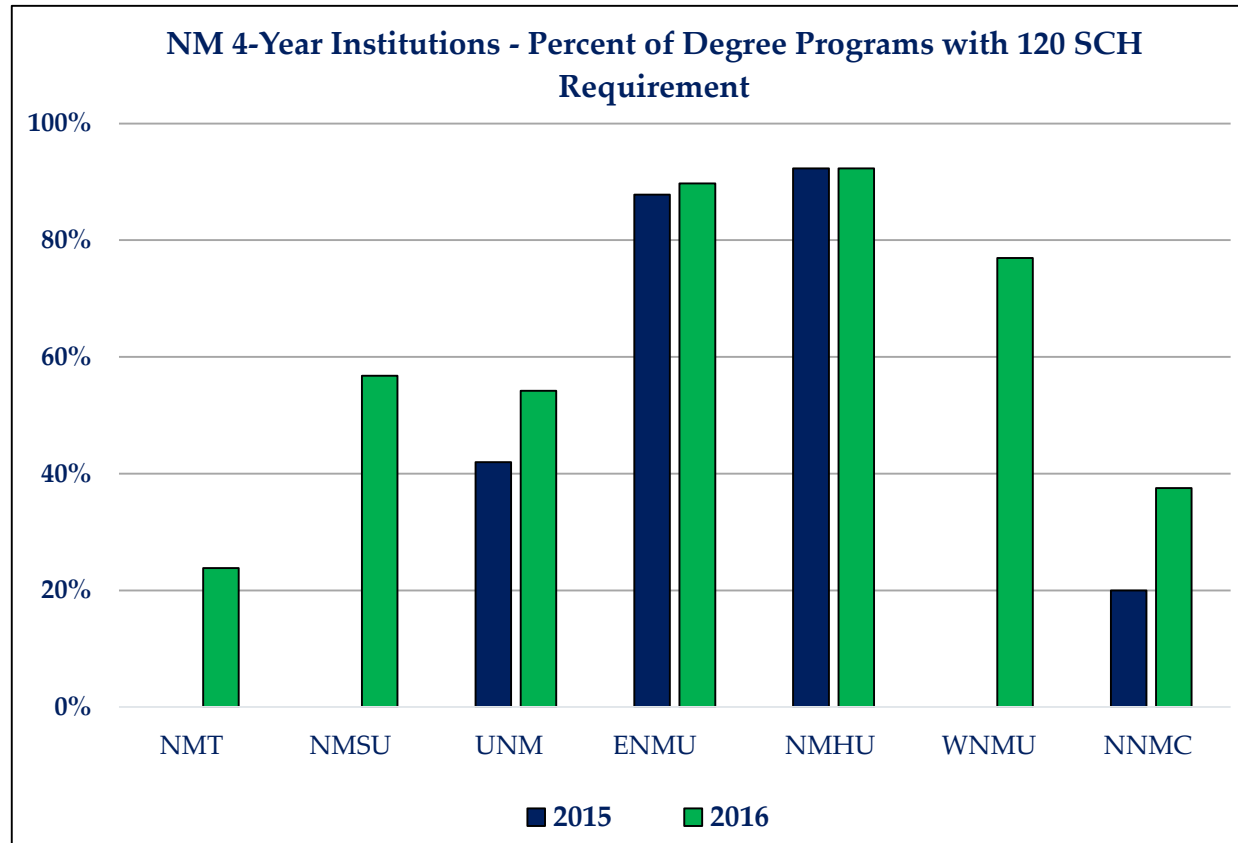
The Higher Education Department and UNM's IDI are working together on developing statewide degree mapping analytics in order to build statewide meta-majors.

STATEWIDE META MAJORS THROUGH DEGREE MAPPING ANALYTICS



Curricula data for seven higher education institutions are scheduled to be coded into degree mapping analytics software by mid-October. This degree map curricula data will provide the building blocks for meta-majors to be designed.

ALIGNING CREDIT HOUR REQUIREMENTS TO FOUR YEAR GRADUATION



Degree Programs data for these surveys were reported on at the four-digit CIP level.

- At the 2015 Higher Education Summit, it was stressed that requirements over 120 SCH (8 full-time semesters with 15 SCH per semester) for a bachelor's degree prevents many students from graduating within four years and increases student debt.
- In 2015, survey data from 4-year institutions showed that 32% of the bachelor's degree programs had a requirement of 120 SCH.
- In 2016, compiled survey data indicated that 63% (190) of 301 bachelor's degree programs had a requirement of 120 SCH.

STATEWIDE REMEDIATION REFORM

- Traditional remediation courses do not work well.
- Of the New Mexico Students who took traditional remediation in 2010, only 23% went on to pass a college level course in the same subject within two years.
- New models of remediation are being implemented at New Mexico higher education institutions.

STATEWIDE REMEDIATION REFORM

(RATES OF PASSING A GATEWAY COLLEGE COURSE)

State	Subject	Traditional Remediation Model (2years)	Co-requisite Remediation Model (One Semester)
West Virginia	Math	14%	62%
	English	37%	68%
Tennessee	Math	12%	61%
	English	31%	64%
Indiana	Math	29% (3yr)	64%
	English	37% (3yr)	55%
Georgia	English	21%	71%
	Math		64%

COMPLETE COLLEGE AMERICA DATA REPORTS

STATEWIDE REMEDIATION REFORM

HED is leading statewide remediation reform and the introduction of co-requisite and alternative forms of remediation. HED has convened three faculty task forces to develop recommendations for statewide:

- Math Remediation Reform,
- English Remediation Reform, and
- Alternative Math Pathways for different degree paths.

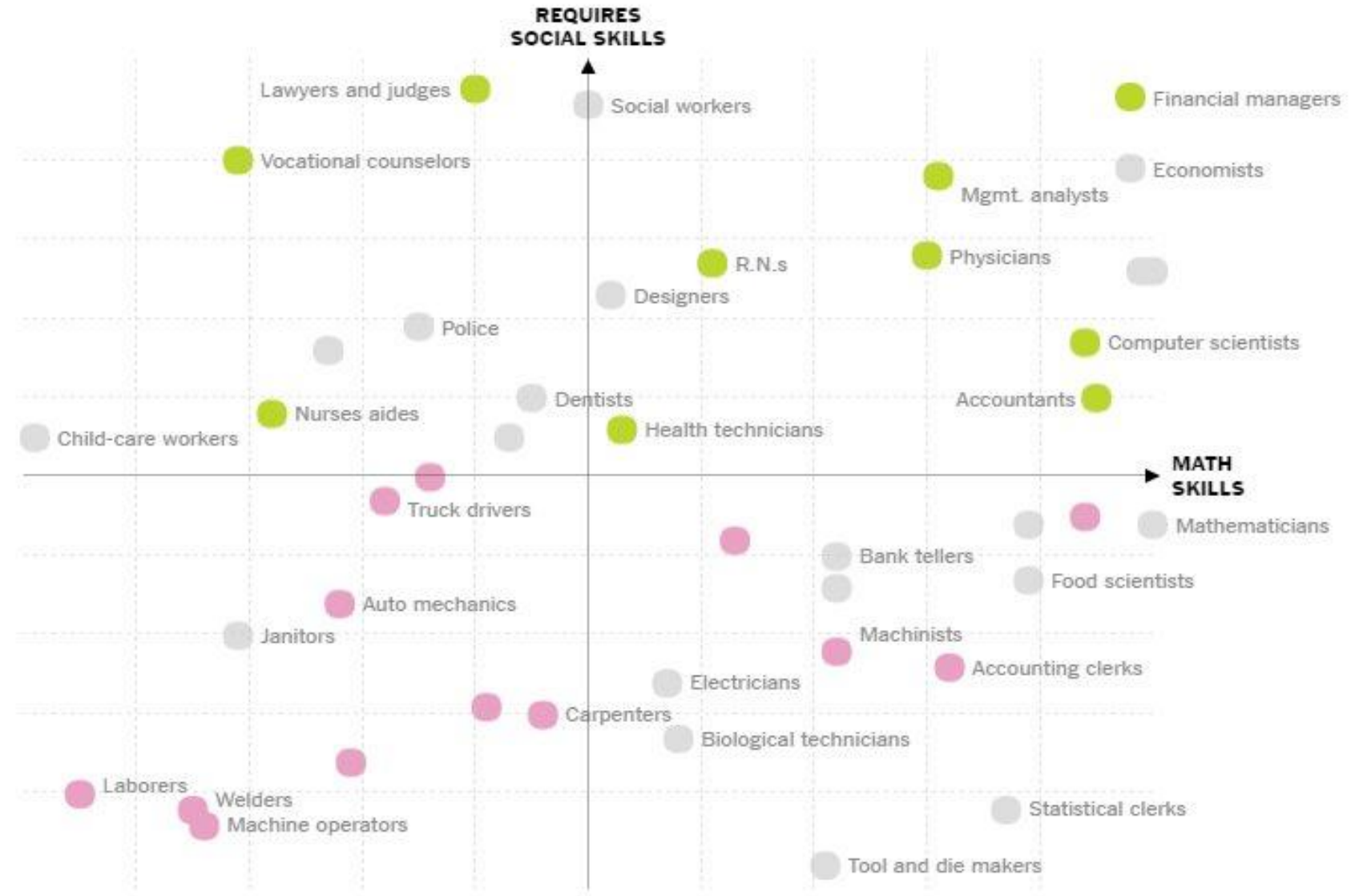
HED has received recommendation reports from the Math Remediation Task Force and the English Remediation Task Force. HED is awaiting the recommendation report from the Math Pathways Task Force. These recommendation reports will be made available to New Mexico higher education institutions in the Fall.

ENGAGING WITH THE BUSINESS COMMUNITY

- Visited 20 higher education institutions.
(with the continuing goal of visiting all 30 higher education institutions)
- Discussed workforce needs and the nature of the academy with around 160 business leaders across the state.
- Business leaders across the state are emphasizing the demand for postsecondary graduates with specialized technical (hard) skills and general professional (soft) skills.

KEY: **Change in share of jobs, 1980 to 2012** ● Fell ● About the same ● Grew

Research indicates that national employment growth has been greatest for jobs requiring a combination of soft skills and hard skills.



David Deming (2015) “The Growing Importance of Social Skills in the Labor Market” Harvard University

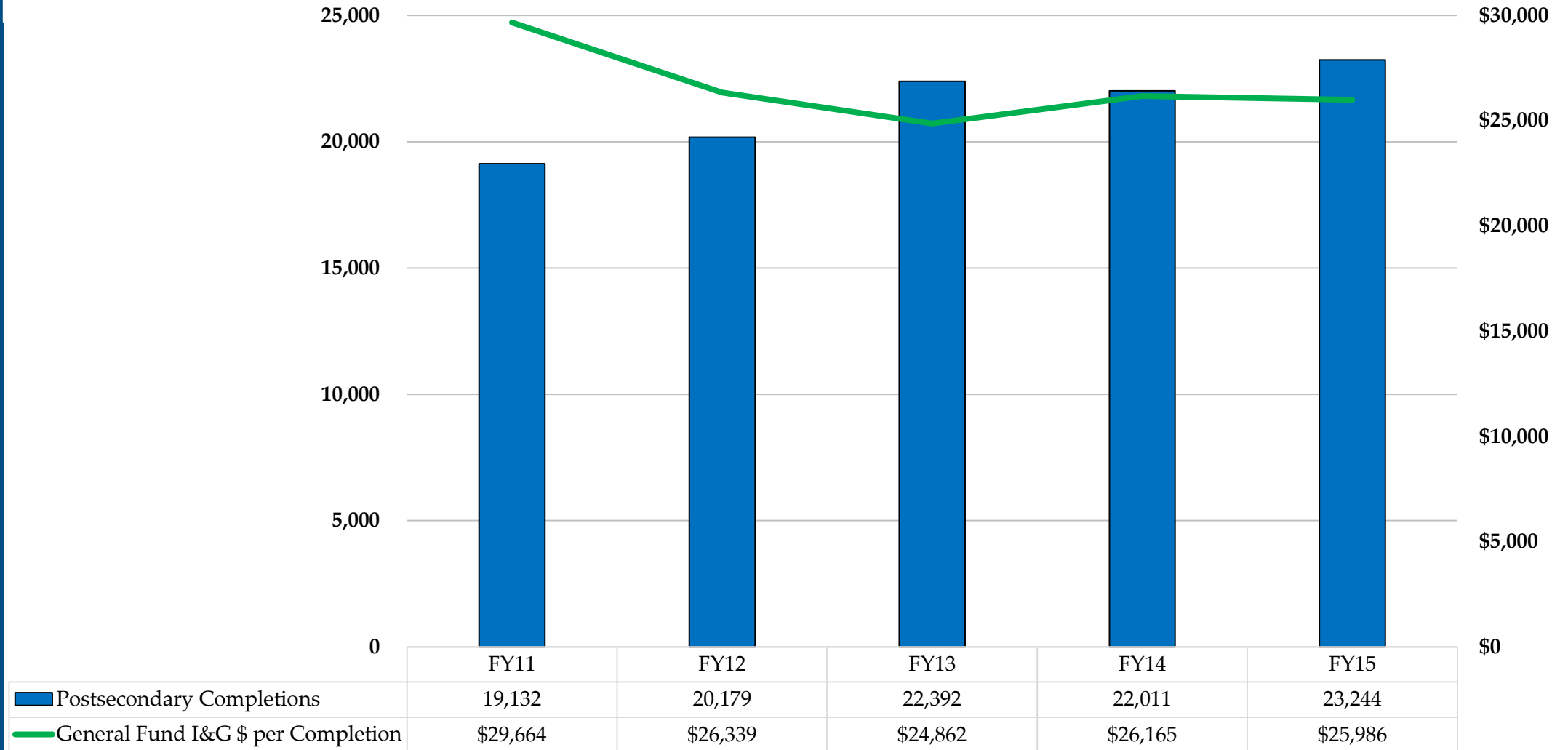


DWS is developing the *Students Work Internship Portal* which will connect college students to potential internships and employers.

HED 2017 REGULAR SESSION LEGISLATION

- GENERAL EDUCATION CORE REVISION – Removing language for mandatory credit hour and course requirements for general education and adding language emphasizing skills. (§21-1B-2 NMSA 1978)
- ADULT EDUCATION DUAL CREDIT – Adding language allowing adult education students to currently enroll in college while obtaining high school credits. (§21-1B-2 NMSA 1978)
- TAX REFUND INTERCEPT – Adding HED to the list of entities that can intercept (seize) tax refunds for defaulted student loans. (§7-2C-3 NMSA 1978)
- COLLEGE AFFORDABILITY GRANTS – Removing the requirement for a mandatory \$2M pay down each year in order to prevent the fund from being depleted. (§21-21I-1 NMSA 1978)

NEW MEXICO POSTSECONDARY CREDENTIAL COMPLETIONS AND PRODUCTIVITY

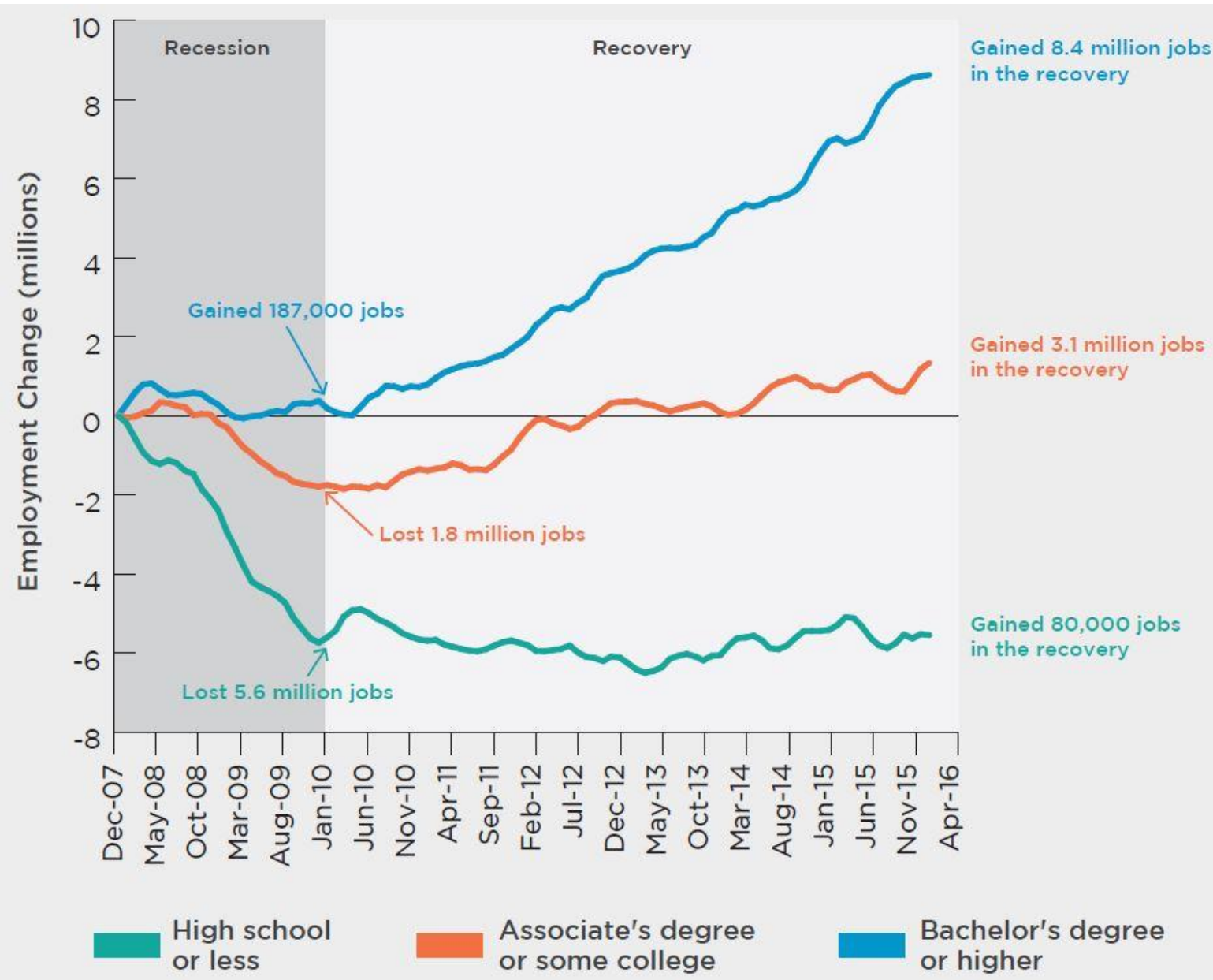


Unduplicated Completions – HED I&G Funding Formula Award Data.



In 2016, Georgetown researchers reported that since January 2010, the official end of the Great Recession, the majority of jobs gained have gone to workers with at least some postsecondary education.

Georgetown Center on Education
and the Workforce (2016)
“America’s Divided Recovery” p.2



HIGHER EDUCATION STATEWIDE STRATEGIC PLAN



STATEWIDE ATTAINMENT GOAL



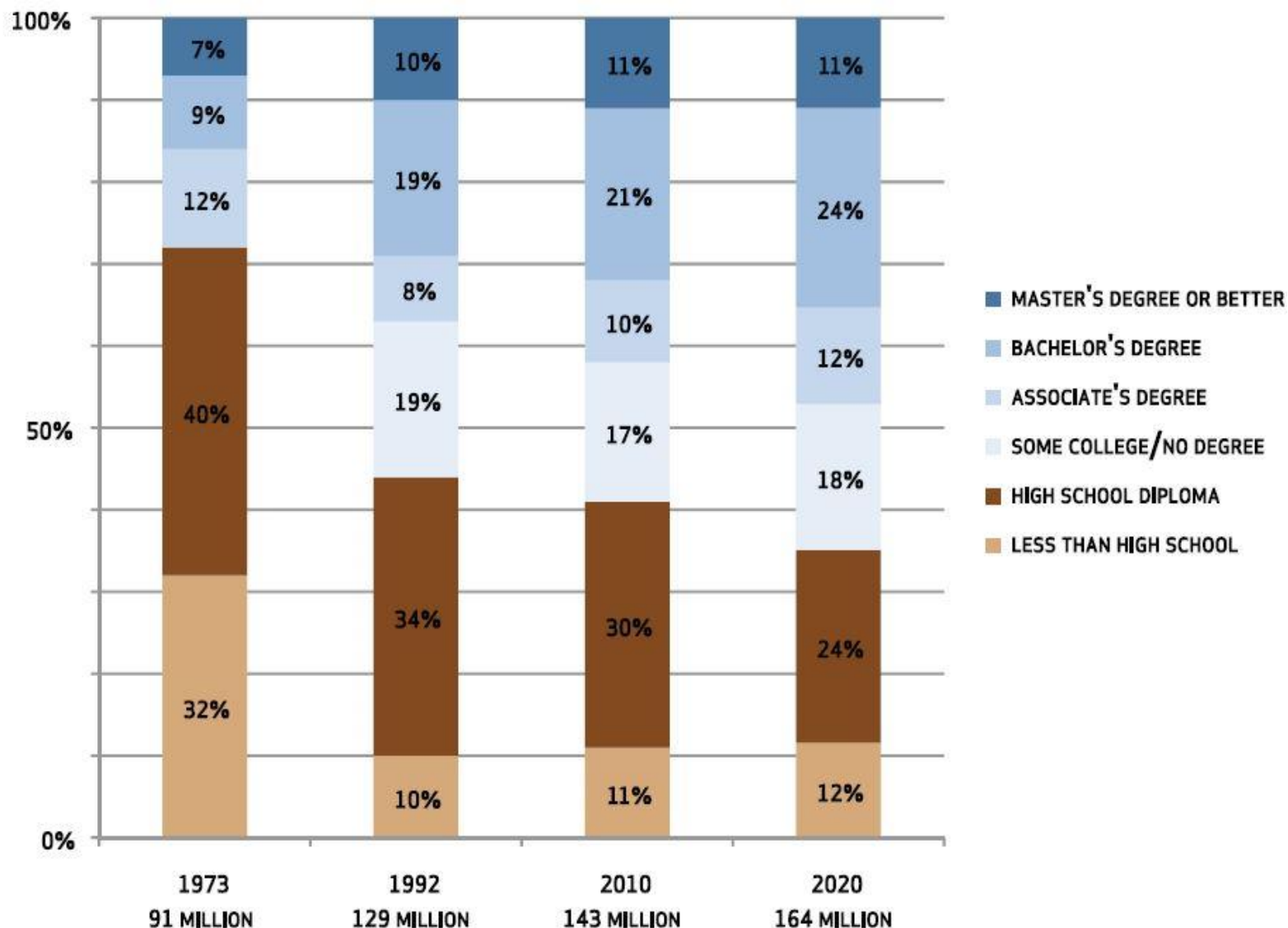
WHAT PERCENTAGE OF ADULTS AGES 25 TO 65 WILL NEED A POSTSECONDARY CREDENTIAL TO MEET NEW MEXICO'S FUTURE WORKFORCE NEEDS ?



In 2013, Georgetown projected that 65% of jobs available in the U.S. would require at least some postsecondary education by 2020.

Georgetown Center on Education and the Workforce (2013) "Recovery Job Growth and Education Requirements Through 2020" p.15

Percentage of Workforce
by educational level

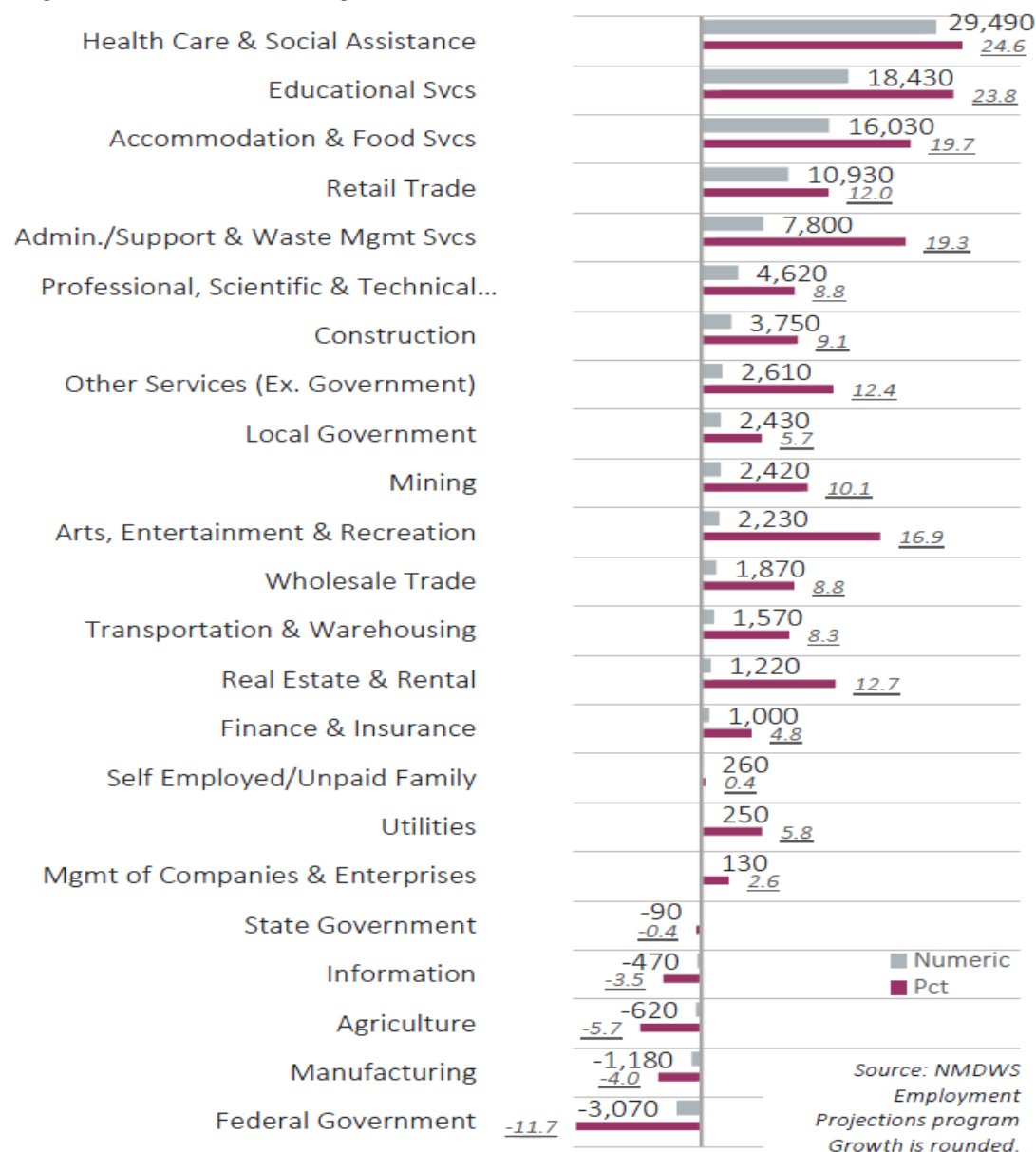




It is estimated that the two sectors with the highest projected future growth are healthcare and educational services.

Projected Employment Growth by Major Industry, 2012–2022

New Mexico



DWS. 2016. "State of the Workforce Report." p.49



NEW MEXICO'S STAR OCCUPATIONS

DWS identifies certain “STAR Occupations” as the best projected job opportunities in New Mexico. STAR Occupation designations are based on DWS projections of annual job openings, rate of job growth, and median wage.

DWS. 2016. “State of the Workforce Report.” p.53

5-STAR ★ ★ ★ ★ ★

	Annual Openings	Median Annual Wage	Education
Elementary School Teachers ∞	440	\$49,000	B
Middle School Teachers ∞	180	\$47,130	B
Physical Therapists	60	\$84,610	DP
Medical & Health Services Managers	90	\$88,560	B
Secondary School Teachers ∞	270	\$49,200	B
Registered Nurses	540	\$64,070	A
General & Operational Managers	500	\$79,140	B
Management Analysts	140	\$60,890	B
Kindergarten Teachers ∞	80	\$44,850	B
Industrial Machinery Mechanics	70	\$46,450	HSE

4-STAR ★ ★ ★ ★

	Annual Openings	Median Annual Wage	Education
Computer Systems Analysts	60	\$73,180	B
Postsecondary Teachers, All Other	60	\$54,090	DP
Clinical, Counseling & School Psychologists	70	\$61,570	DP
Oil/Gas/Mining Svc Unit Operators	140	\$50,350	LHS
Elem./Secondary Edu. Administrators	60	\$75,590	M
Edu./Guid./Sch./Vocational Counselors	70	\$48,540	M
Medical & Clinical Lab. Technicians	80	\$33,510	A
Systems Software Developers	60	\$85,560	B
Computer User Support Specialists	110	\$42,500	SC

3-STAR ★ ★ ★

	Annual Openings	Median Annual Wage	Education
Fitness Trainers & Aerobics Instructors	80	\$31,690	HSE
Spvrs of Office & Administrative Workers	340	\$42,720	HSE
Licensed Practical & Vocational Nurses	120	\$44,830	NDA
K-Elem. Special Education Teachers	50	\$48,340	B
Child, Family & School Social Workers	60	\$36,560	B
Sales Reps, Services, All Other	70	\$48,010	HSE
Emergency Medical Techs & Paramedics	70	\$34,960	NDA
Dental Assistants	70	\$31,560	NDA
Bill & Account Collectors	70	\$31,770	HSE

A: Associate's Degree

B: Bachelor's Degree

DP: Doctorate or Professional Degree

HSE: High School Diploma or Equivalent

LHS: Less than High School

M: Master's Degree

NDA: Postsecondary Non-Degree Award

SC: Some College, No Degree

∞ Excludes special education teachers for preschool through kindergarten and special, career, and technical education teachers for middle through postsecondary school.

22 out of the 28 (79%) DWS projected STAR Occupations require some postsecondary Education.

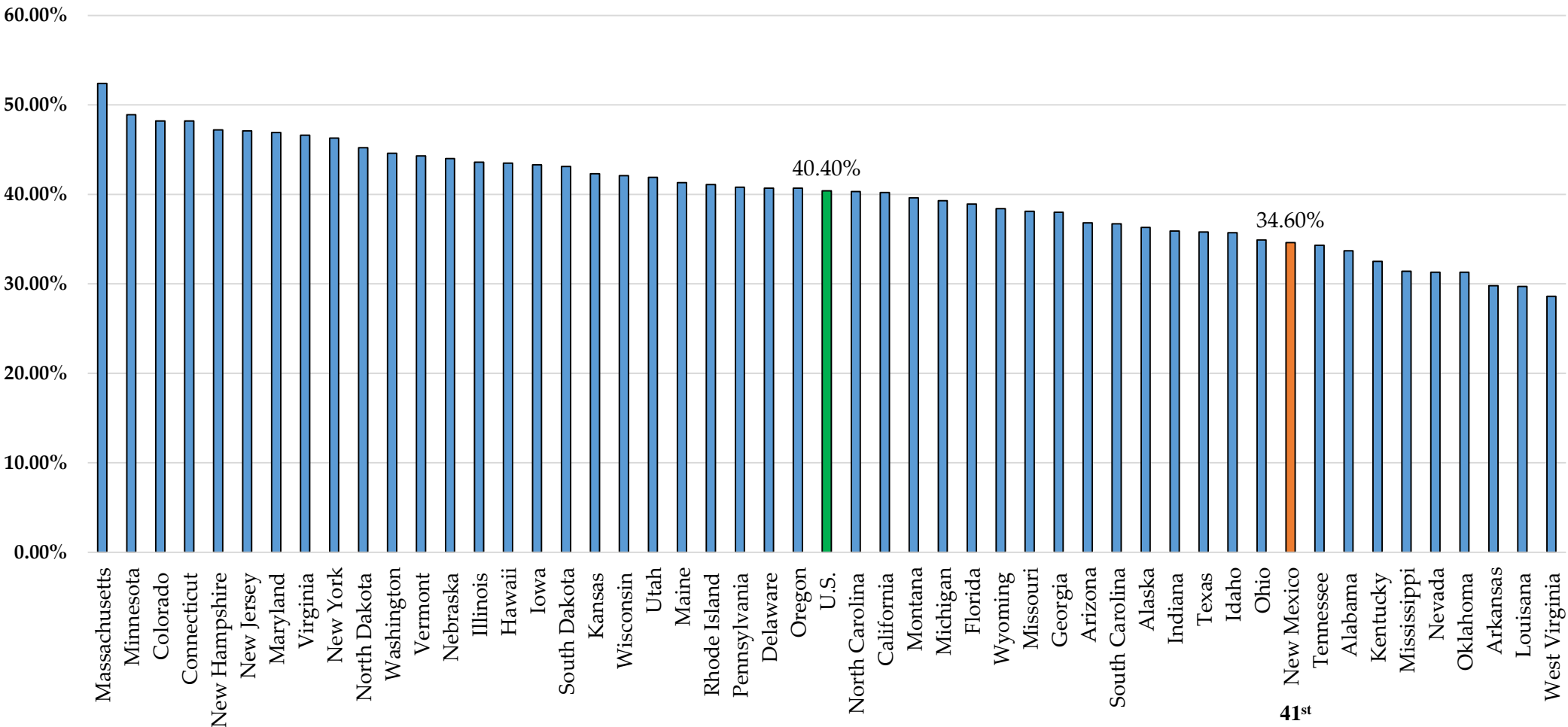
(updated January 2016)



09/13/2016

Estimated Attainment Rates for 2014

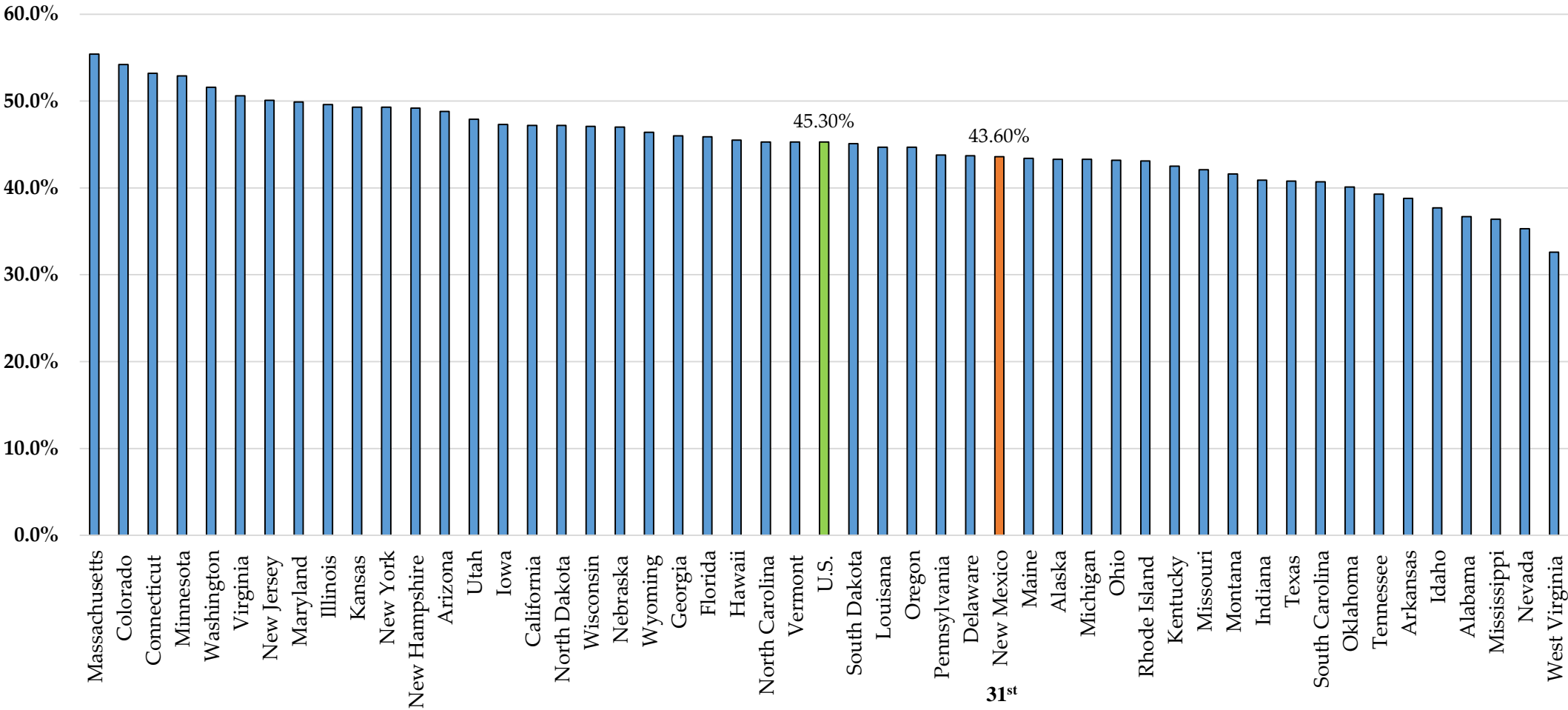
Percentage of Population, ages 25-64, with an associate's degree or higher.



Lumina Foundation. 2016. A Stronger Nation Through Higher Education Report 2016

Estimated Attainment Rates for 2014

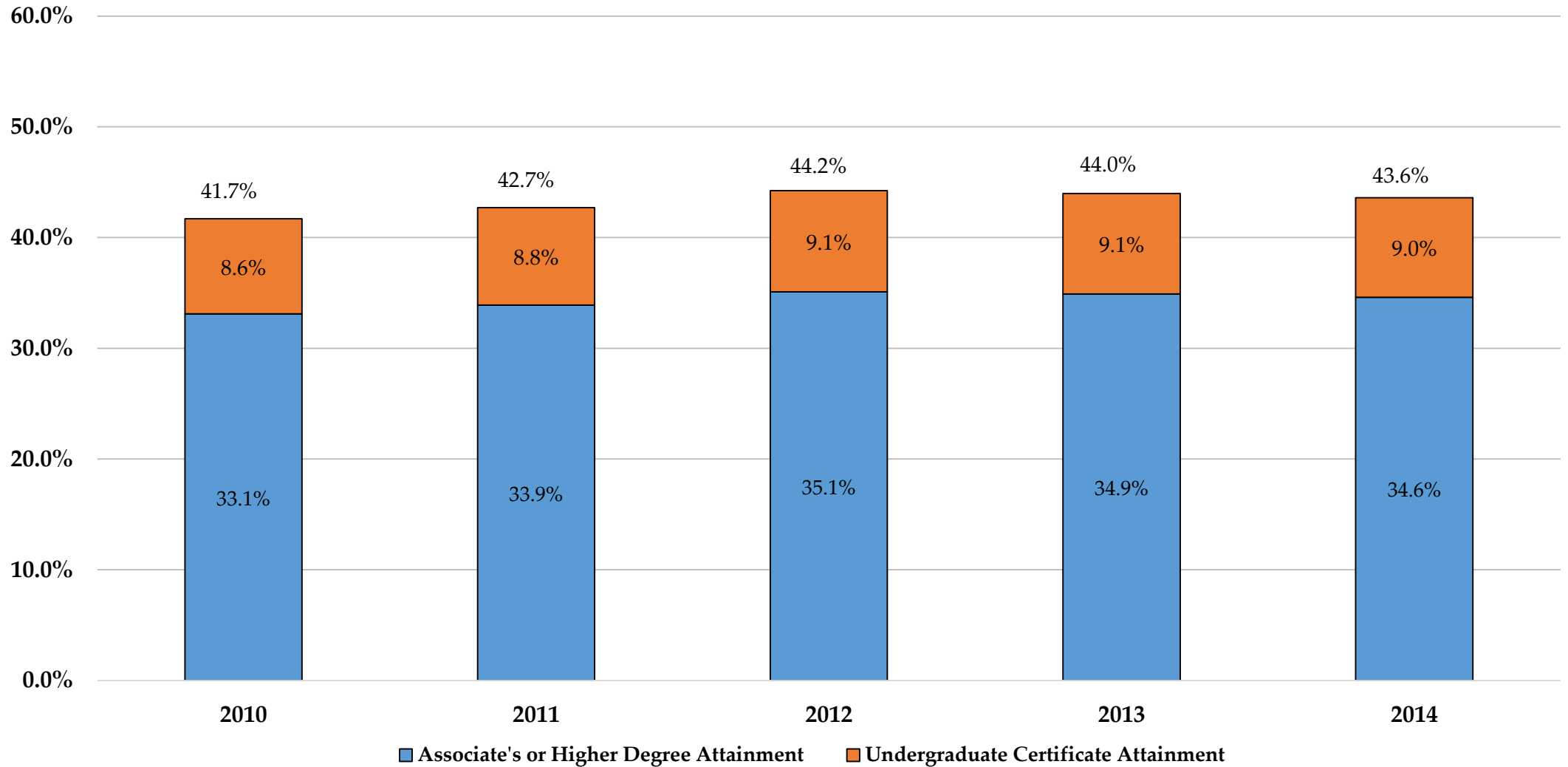
Percentage of Population, ages 25-64, with a postsecondary credential (certificate and above):



Lumina Foundation. 2016. “A Stronger Nation Through Higher Education Report 2016

Historical Estimated Attainment Rates

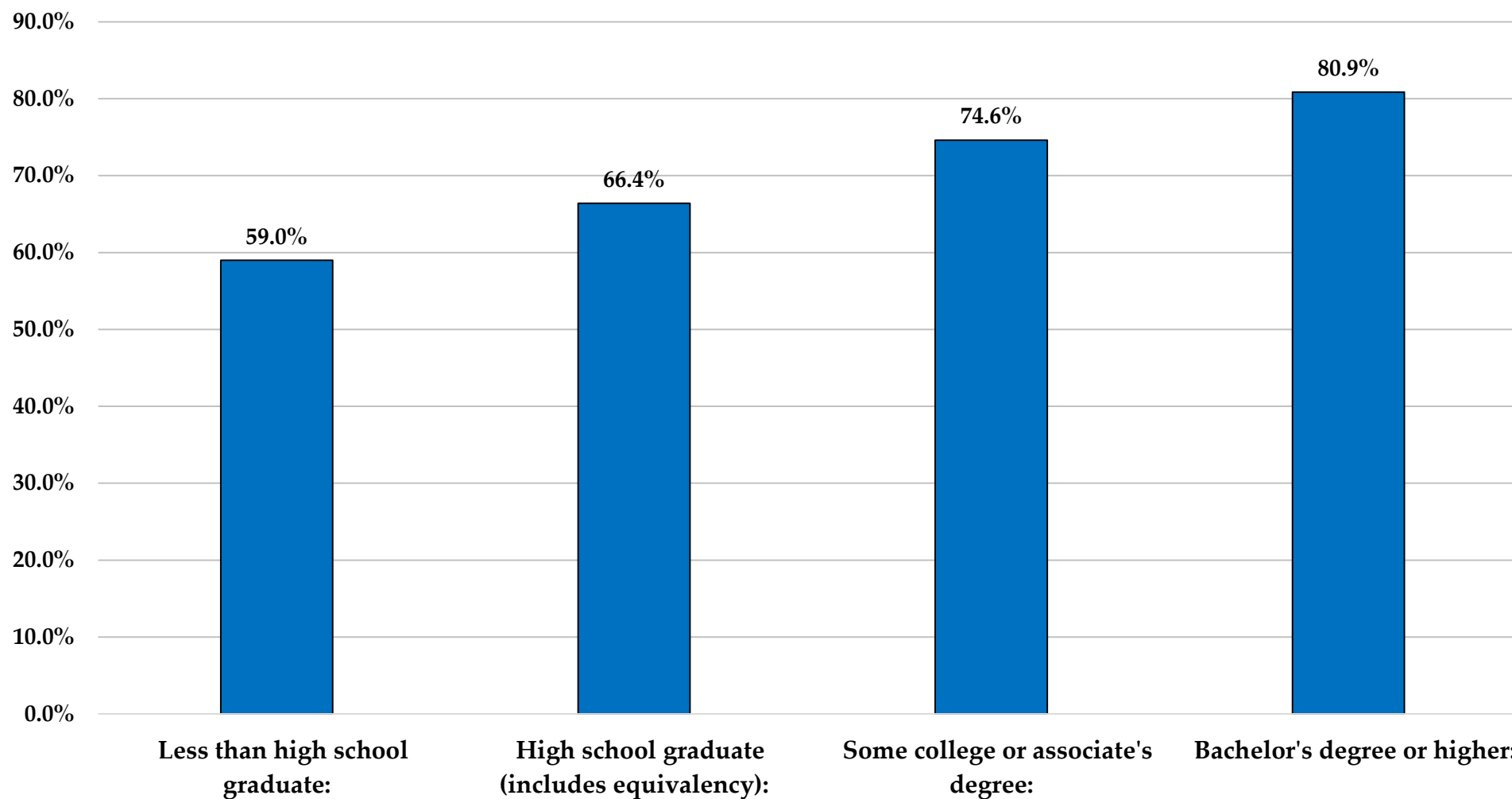
Percentage of Population, ages 25-64, with a postsecondary credential (certificate and above):



Lumina Foundation. 2016 Stronger Nation Through Higher Education Report. p.132-135.

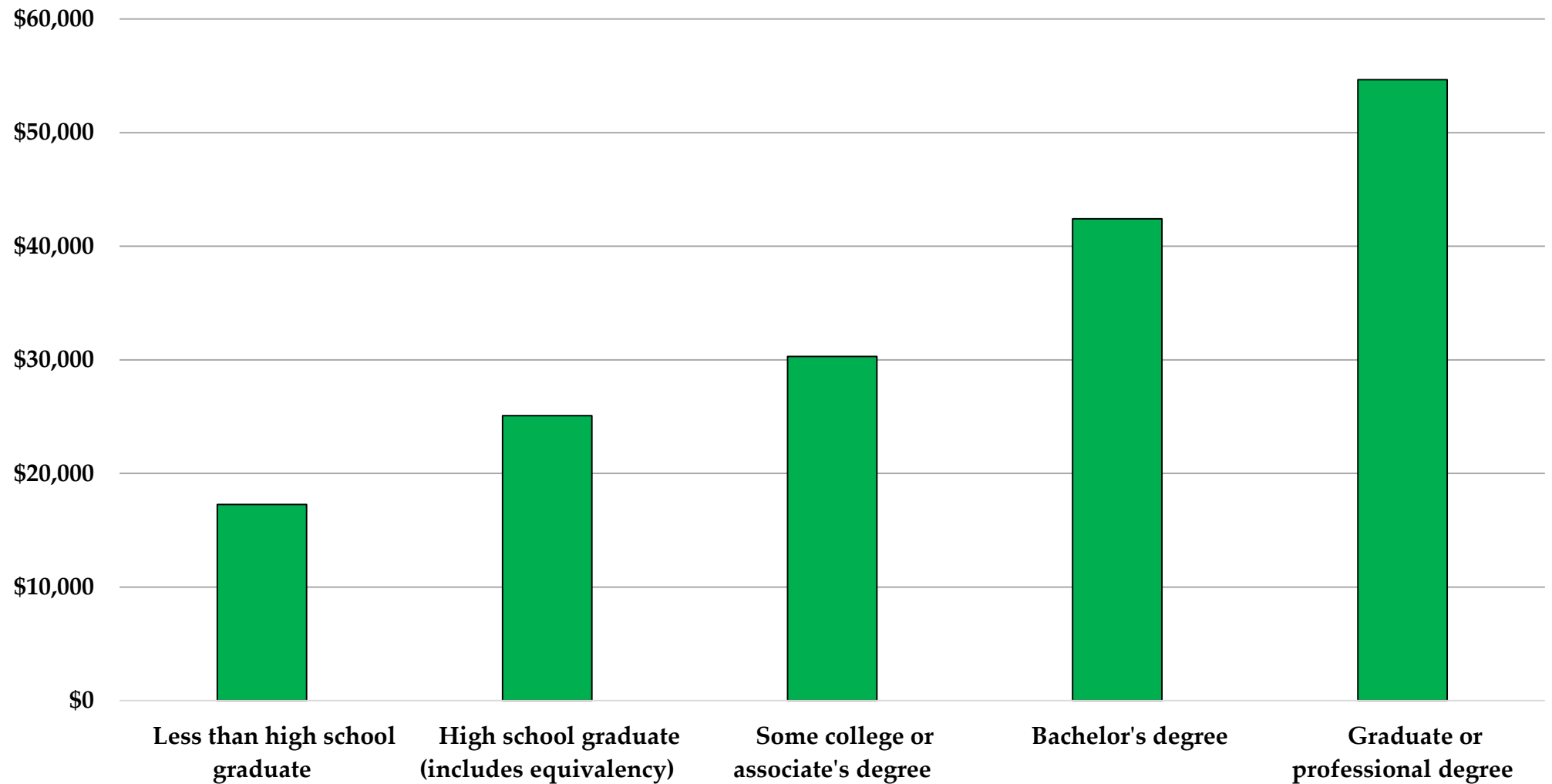
Certificate attainment from 2010 through 2013 was estimated by HED assuming the same growth rates as attainment of associate's degrees and above.

2014 NEW MEXICO LABOR FORCE PARTICIPATION BY EDUCATIONAL ATTAINMENT (Population Age 25 to 64)



U.S. Census. American Community Survey 2014 1-year Estimates. Table B23006

2014 NEW MEXICO MEDIAN EARNINGS BY EDUCATIONAL ATTAINMENT (Population Age 25+)



U.S. Census. American Community Survey 2014 1-year Estimates. Table B20004

STATEWIDE ATTAINMENT GOAL PLANNING MEETINGS



- HED hosted an attainment goal and strategic planning meeting on August 18 with stakeholders representing institutions, faculty, businesses, the Legislature, and Executive agencies.
- This higher education strategic planning process will be continued at the upcoming 2nd Annual Higher Education Summit on September 23.



THE TENNESSEE HIGHER EDUCATION “DRIVE TO 55” MASTER PLAN ENCOMPASSES:

- Articulation & Transfer (Common Course Numbering),
- Meta-Majors,
- Tuition Policies,
- Competency Based Education,
- Increasing Outcomes,
- Connecting Graduates to the Workforce, and
- Several other long-term initiatives.

Tennessee Higher Education Commission. 2015. “Decade of Decision: Master Plan 2015 – 2025.” p.25-33



THE NEW MEXICO HIGHER EDUCATION STRATEGIC PLAN WILL SUSTAIN PROGRESS ON:

- Articulation & Transfer (Common Course Numbering),
- Meta-Majors,
- General Education Revision,
- Increasing Outcomes,
- Remediation Reform,
- Connecting Graduates to the Workforce, and
- All efforts toward a cohesive education system.

EXAMINING THE MISSIONS OF OUR TWO-YEAR INSTITUTIONS



CAREER AND TECHNICAL
EDUCATION



TRANSFERRING STUDENTS
TO FOUR YEAR INSTITUTIONS

EXAMINING THE MISSIONS OF OUR FOUR-YEAR INSTITUTIONS

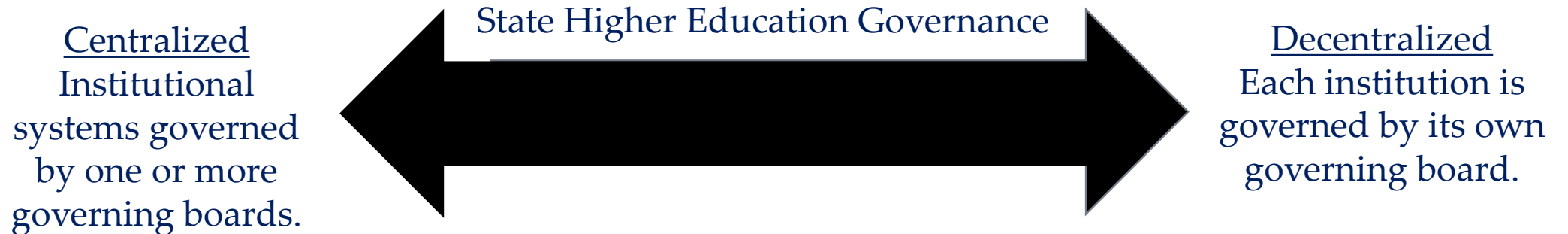


ACADEMIC RESEARCH



ACADEMIC TEACHING

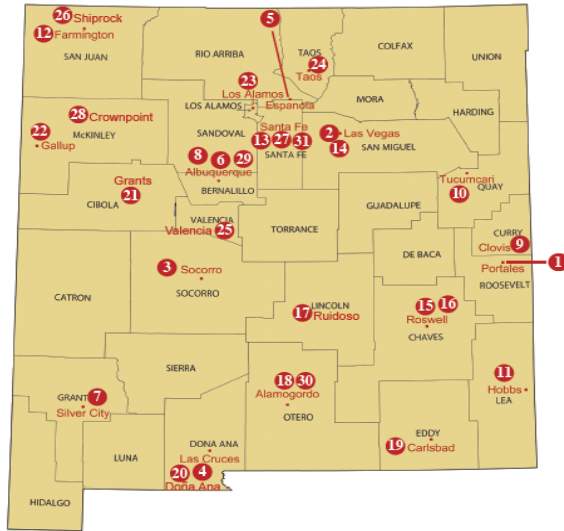
SPECTRUM OF STATE HIGHER EDUCATION GOVERNANCE



NEW MEXICO IS A DECENTRALIZED SYSTEM
WHICH HAS ADVANTAGES AND DISADVANTAGES

National Center for Higher Education Management Systems (2014) *Classification of State Higher Education Structures (Draft)*, p. 1-3
Education Commission of the States (1994) – *State Postsecondary Education Structures Handbook*, p.1-8.

A TIME FOR NEW MEXICO HIGHER EDUCATION TO EXAMINE



STATEWIDE
COORDINATION



INSTITUTIONAL
OUTCOMES



OPERATIONAL
EFFICIENCIES

PREPARING THE FUTURE WORKFORCE



“In the long run, your human capital is your main base of competition. Your leading indicator of where you’re going to be 20 years from now is how well you’re doing in your education system.” ~ William Henry “Bill” Gates III