Teaching Tomorrow’s Teachers Today: The New Mexico Story

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Externalities & Internalities Affecting Policy & Practice
Externalities Affecting All of New Mexico Higher Education Today

- Global Competition
- Demographics
- Finances – Financial Constraints
Differences in College Attainment (Associate and Higher) Between Younger and Older Adults—U.S. and OECD Countries, 2005

Differences in College Attainment (Associate and Higher) Between Younger and Older Adults—U.S., 2005

Source: U.S. Census Bureau, 2005 American Community Survey (ACS)

Source: U.S. Census Bureau, 2005 American Community Survey (ACS)
Percent of Adults with Bachelor’s Degree or Higher by Age-Group – The U.S., New Mexico and Leading OECD Countries (2004)

Source: Organisation of Economic Cooperation and Development, Education at a Glance 2005
Per Capita Personal Income as a Percent of U.S. Average—New Mexico, 1960-2005

Source: Regional Economic Information System, Bureau of Economic Analysis, U.S. Department of Commerce
Externality #2: Demographics

- **Knocking At The College Door**

  - 7th Edition
  - Released March 2008
  - Principal Research Analyst: Dr. Brian Prescott

- Two overriding themes
  - Huge variance region to region
  - Very significant changes in diversity of high school graduates
Percent Change in Total High School Graduates Between 2004-05 and 2014-15, by State
Trends for New Mexico

New Mexico Public and Nonpublic High School Graduates
1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)
Percent Change in Total High School Graduates Between 2004-05 and 2014-15, by State
Public High School Graduates in the WICHE Region, by Race/Ethnicity, 1993-94 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)
The Changing Ethnic Mix of New Mexico High School Graduates

New Mexico Public High School Graduates by Race/Ethnicity
1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)

Legend:
- White, non-Hispanic
- Hispanic
- Black, non-Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
Hispanic High School Graduates
Replacing White Graduates

Cumulative Change in New Mexico’s Public High School Graduates After 2004-05 by Race/Ethnicity
Externality #3: Finances

- Woe is Us!
- But, how warranted is our paranoia?
Projected State and Local Budget Deficits as a Percent of Revenues, 2013

Source: NCHEMS; Don Boyd (Rockefeller Institute of Government), 2005
Internalities: What You Can Control In New Mexico Higher Education

- Performance on the Pipeline
- The Use of Funds/Productivity
Of 100 9th Graders, How Many...

- Graduate from High School: Best Performing State 91.3, United States 69.7, New Mexico 61.8
- Directly Enter College: Best Performing State 57.3, United States 38.8, New Mexico 37.9
- Enroll in Second Year: Best Performing State 42.0, United States 26.9, New Mexico 23.6
- Graduate Within 150% of Program Time: Best Performing State 27.3, United States 18.4, New Mexico 11.9
- Age 25-44 with Bachelor's Degree: Best Performing State 42.3, United States 29.7, New Mexico 22.4

Source: NCES Common Core Data, IPEDS Residency and Migration Survey, IPEDS Enrollment Survey, IPEDS Graduation Rate Survey
Educational Attainment of 25 to 64 Year Olds by Race/Ethnicity (2005)

- **White**
- **Hispanic/Latino**
- **Native American**

**Less than High School**
- White: 5.1%
- Hispanic/Latino: 24.9%
- Native American: 22.6%

**High School**
- White: 37.1%
- Hispanic/Latino: 35.2%
- Native American: 21.8%

**Some College**
- White: 20.2%
- Hispanic/Latino: 20.4%
- Native American: 25.8%

**Associate's Degree**
- White: 8.1%
- Hispanic/Latino: 6.5%
- Native American: 10.2%

**Bachelor's Degree**
- White: 21.6%
- Hispanic/Latino: 8.6%
- Native American: 6.4%

**Graduate/Professional**
- White: 4.7%
- Hispanic/Latino: 3.2%
- Native American: 17.5%

Source: U.S. Census Bureau, 2006 American Community Survey
Student Pipeline Result, 2002

Performance vs. Total Funding Per FTE

- States are represented by their abbreviations:
  - AL
  - AK
  - AZ
  - AR
  - CA
  - CO
  - CT
  - DE
  - GA
  - HI
  - IL
  - IN
  - IA
  - KS
  - KY
  - LA
  - ME
  - MD
  - MA
  - MS
  - MT
  - NE
  - NV
  - NJ
  - NC
  - ND
  - OH
  - OK
  - OR
  - PA
  - RI
  - SC
  - SD
  - UT
  - VT
  - VA
  - WA
  - WI
  - WV
  - WY
  - US

- The graph shows the relationship between performance and total funding per FTE for different states.
So What Does This Mean For Teaching Tomorrow’s Teachers Today?

- Are you prepared to serve the Hispanic/Latino Population?
- Who amongst you will carry the heavy load?
Are you prepared—Public Four Year Colleges and Universities in New Mexico?

- Yes;
  - Mas o Menos
  - Share of Education Degrees to Students of Color
    - Share of All Graduates from Communities of Color: 38.2%
      - Hispanic/Latino only: 36.8%
    - Share of All Education Graduates from Communities of Color: 48.7%
      - Hispanic/Latino only: 41.7%
Are you prepared—Private Four Year Colleges and Universities in New Mexico?

- Yes;
  - Quite similar to Public Sector
  - Share of Education Degrees to Students of Color
    - Share of All Graduates from Communities of Color: 37.4%
      - Hispanic/Latino only: 30%
    - Share of All Education Graduates from Communities of Color: 47.1%
      - Hispanic/Latino only: 42.9%
Who Is Preparing These Students

- By Institution
  - 41% @ UNM
  - 28% @ NMSU
  - 12% @ NM Highlands
  - 9% @ Eastern
  - 3% @ Western
  - 7% @ N.M. Private Colleges
Who Is Preparing These Students

- Within Institution
  - UNM Secondary Education Majors:
    - 66 hours general education
    - 24 to 36 hours in “teaching field”, taught in Arts & Sciences
    - 35 hours in Professional Education Sequence
    - Sum: 90 to 102 hours outside school of education
    - 125 to 137 credits total
Who Is Preparing These Students

- Within Institution
  - NMSU Secondary Education Majors
    - 55 credits general education
    - 24 to 67 credits in “teaching field”
    - 41 credits in Professional Education Courses
    - Sum: 79 to 122 credits general education
    - 120 to 163 credits total
So,

- If students learn by example
- And New Mexico faces unique educational challenges
- Who is responsible

*The Faculty*

*And Not Just Some of The Faculty*