New Mexico and the West
Challenges and Opportunities
New Mexico’s no-growth scenario in context

Figure 17. Percent Change in Number of Public and Nonpublic High School Graduates by State, U.S., 2001-02 (actual) and 2017-18 (projected).

The challenge – no growth in a growth industry

- Innovating on budget dust
- Redistribution within a static flow

Figure 4. New Mexico Public High School Graduates by Race/Ethnicity
1990-91 through 2001-02 (actual), 2002-03 through 2017-18 (projected)
## Migration of first-time, first-year college students, 2000-2001

<table>
<thead>
<tr>
<th>State</th>
<th>Receiving</th>
<th>Sending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>18%(^4)</td>
<td>10%(^2)</td>
</tr>
<tr>
<td>California</td>
<td>4%(^5)</td>
<td>8%(^3)</td>
</tr>
<tr>
<td>Colorado</td>
<td>19%(^3)</td>
<td>16%(^4)</td>
</tr>
<tr>
<td>New Mexico</td>
<td>14%(^0)</td>
<td>24%</td>
</tr>
<tr>
<td>Nevada</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Texas</td>
<td>4%(^2)</td>
<td>8%(^1)</td>
</tr>
<tr>
<td>Utah</td>
<td>25%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Opportunities – growth from within – preparing high school students better

Performance on preparation:

D- : Measuring Up 2002

Why?
How does New Mexico measure up?

Completion

High school completers as a portion of 9th graders 4 years earlier

<table>
<thead>
<tr>
<th>Year</th>
<th>U.S.</th>
<th>WICHE</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993-94/96-97</td>
<td>68.0</td>
<td>69.0</td>
<td>69.0</td>
</tr>
<tr>
<td>1994-95/97-98</td>
<td>68.0</td>
<td>69.0</td>
<td>69.0</td>
</tr>
<tr>
<td>1995-96/98-99</td>
<td>68.0</td>
<td>69.0</td>
<td>69.0</td>
</tr>
<tr>
<td>1996-97/99-00</td>
<td>68.0</td>
<td>69.0</td>
<td>69.0</td>
</tr>
</tbody>
</table>

Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>NM 2002</th>
<th>Top States 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th-12th grade upper level math</td>
<td>31%</td>
<td>57%</td>
</tr>
<tr>
<td>9th-12th grade upper level science</td>
<td>19%</td>
<td>39%</td>
</tr>
<tr>
<td>8th grade algebra</td>
<td>17%</td>
<td>30%</td>
</tr>
<tr>
<td>12th grade upper level math</td>
<td>36%</td>
<td>56%</td>
</tr>
</tbody>
</table>

Source: Measuring Up 2002
Percent of 18- to 24-year-olds with no high school diploma

Source: U.S. Census Bureau, 2000
Maintaining high participation

Performance on participation:

A : Measuring Up 2002

Why?

<table>
<thead>
<tr>
<th></th>
<th>NM</th>
<th>WICHE</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent HS Grads</td>
<td>56.8%</td>
<td>48.0%</td>
<td>56.1%</td>
</tr>
<tr>
<td>enrolling anywhere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult participation</td>
<td>6.0%</td>
<td>-</td>
<td>5.4%</td>
</tr>
</tbody>
</table>
Improving student success

Performance on successful participation:

**D**: Measuring Up 2002

Why?

<table>
<thead>
<tr>
<th>Degree Production</th>
<th>NM</th>
<th>WICHE</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates Degree</td>
<td>26.4%</td>
<td>25.8%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>35.6%</td>
<td>43.9%</td>
<td>47.7%</td>
</tr>
</tbody>
</table>
Student pipeline – the net effect

Of 100 9th graders, how many...

- Graduate from High School: 84 (Best Performing State), 67 (U.S. Average), 60 (New Mexico)
- Enter College: 58 (Best Performing State), 38 (U.S. Average), 36 (New Mexico)
- Enroll Sophomore Year: 42 (Best Performing State), 26 (U.S. Average), 22 (New Mexico)
- Graduate Within 150%: 28 (Best Performing State), 18 (U.S. Average), 11 (New Mexico)
- 25-44 with Bachelor's Degree: 38.8 (Best Performing State), 26.7 (U.S. Average), 21.2 (New Mexico)

Source: U.S. Census Bureau, Public Use Microdata Samples, 2000
How important is this?

World leaders in higher education attainment:
- Canada, Finland, Ireland, Japan, Korea

Second Tier:
- U.S., Australia, Belgium, France, Norway, Spain, Sweden, U.K.

Source: OECD Statistics, Annex 3 – Table 2.5
How important is this – median earnings by degree level

Source: U.S. Census Bureau, Public Use Microdata Samples, 2000
The fiscal challenge

State and local surplus or shortfall as a percent of baseline revenues

Source: National Center for Higher Education Management Systems (NCHEMS)
How does New Mexico measure up?

Support of Institutions – mixed
- Effort is substantial
- State share to Higher Ed: 16.6% (NM), 12.4% (WICHE), 10.9% (US)

National Competitiveness
- E&G/FT Student:
  - Two year: $5,258 (NM), $8,553 (WICHE), $9,299 (US)
  - Baccalaureate: $15,889 (NM), $12,470 (WICHE), $11,890 (US)
  - Research: $25,030 (NM), $28,485 (WICHE), $23,831 (US)
How does New Mexico measure up?

Support of students

**C-**: Affordability (*Measuring Up 2002*)

**Why?**
- Low tuition
- Low need-based aid.
How does New Mexico measure up?

Distribution of Need- and Non Need-Based Aid per Undergraduate FTE, 2000-2001

Estimated Need-Based Aid Dollars per Undergraduate FTE, 2000-2001
Performance relative to total funding per FTE - overall index scores for state higher education systems
New Mexico’s choice

- Face the challenge – no growth
- Accept the status quo
- Seize the opportunity
  - Improved performance on student success