# Mission: Graduate Overview

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- Progress Toward the Big Goal
- Opportunity Gap Scorecard
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MISSION: GRADUATE IS

a growing cross-sector movement engaged in efforts from cradle to career. To date, we are 269 individual partners, representing 100 different organizations, with a shared commitment to an audacious goal:

60,000 new graduates with college degrees and certificates in central New Mexico by the year 2020

MISSION: GRADUATE WORKS BY

1. Identifying effective educational practices
2. Using data to track progress and make improvements
3. Leveraging and aligning existing resources to replicate and spread impactful practices
4. Collaborating across organizational boundaries to help every student succeed
Welcome to our fourth annual Data Report. At Mission: Graduate, we talk about data, struggle with data, analyze data, and question data—we value data. With this report, we examine our progress toward the big goal of 60,000 new graduates with college certificates and degrees by the year 2020. We also dive into data on seven community-level outcomes that we track annually. Importantly, we also look at the disparities between groups in the Opportunity Gap Scorecard. In central New Mexico, White and Asian children and adults fare better on most indicators than their Black, Hispanic, and Native American peers. Mission: Graduate aims to close these gaps and to boost achievement overall by bringing diverse stakeholders to the table, facilitating cross-sector collaboration, and encouraging alignment in practices and policies across organizations.

This data-focused report is Volume One of a two-volume set. Volume Two, to be released in Fall 2017, details stories about the collaborative strategies and aligned actions that are Mission: Graduate’s levers for impacting the outcomes highlighted in the pages that follow.

Together we can bring about sustainable change in central New Mexico.
Mission: Graduate works in central New Mexico, four counties that compose the Albuquerque metropolitan area.

PERCENT OF ADULTS WITH AN ASSOCIATE DEGREE OR HIGHER

- **20%**
- **42%**

38.3% of adults 25-64 have an associate degree or above
136,638 total pop.
$58,982 median household income

41.1% of adults 25-64 have an associate degree or above
673,943 total pop.
$47,725 median household income

24.6% of adults 25-64 have an associate degree or above
76,297 total pop.
$41,703 median household income

28.0% of adults 25-64 have an associate degree or above
15,853 total pop.
$32,083 median household income

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“Mission: Graduate brings together a broad spectrum of the community to identify what works well and develop solutions. Collectively, we are starting to move the needle in central New Mexico.”

KIRBY JEFFERSON, Vision Council Chair
Retired Vice President, Intel Corporation
PROGRESS TOWARD THE BIG GOAL

Why 60,000 New Graduates?

CAREER SUCCESS. A growing number of positions require postsecondary education. By 2020, 63% of New Mexico’s jobs will require more than a high school diploma.\(^1\) As a result, those with some college are more likely than those without to stay employed during an economic recession, and to find jobs during an economic recovery.\(^2\)

ECONOMIC AND FAMILY STABILITY. In New Mexico, adults with an Associate degree are 4% more likely to be employed and also earn $10,000 a year more on average than those with a high school diploma.\(^3\)

COMMUNITY-WIDE GROWTH. Nationally, communities with high educational attainment are also showing strong economic growth. With 60,000 new graduates, the Albuquerque metropolitan area could rival metro areas like Seattle and Austin.\(^4\)

What Do the Data Tell Us?

As of 2015, the most recent year for which we have data, educational attainment in central New Mexico is up 15,873 new graduates compared to our 2010 baseline.\(^5\)

Our community can be proud of the achievements of our local colleges and universities, and of our graduates. But if we are to reach the big goal set by Mission: Graduate’s Vision Council—60,000 by 2020—accelerating our progress is essential.

3 American Community Survey (ACS) Microdata, 2011-2015, 5-Year Estimates
5 We calculate progress toward the goal using two data sources. For degree graduates: We use ACS 5-Year estimates to calculate the increase since 2010 in adults 18 and over with at least an associate degree, adjusting for population growth. For certificate graduates: We use data from the Integrated Postsecondary Education Data System (IPEDS) to calculate the increase since the 2010-11 school year in adults 18 and over earning a postsecondary certificate, adjusting for population growth.
How Does Albuquerque Compare?

Educational attainment in central New Mexico (the Albuquerque metropolitan area) is stronger than a number of comparable metro areas in our region but weaker than others. Nationally, communities with particularly robust economic growth in recent years are not only ahead of us now but their educational attainment rates have grown faster than ours since 2010.

This is a competitive landscape in which to do our work. Economic and educational growth follow one another, and achieving both will require all of us.

**PERCENT OF POPULATION 25-64 IN METRO AREAS WITH AN ASSOCIATE DEGREE OR HIGHER**

<table>
<thead>
<tr>
<th>Metropolitan Area</th>
<th>Current Year</th>
<th>Change Since 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAN JOSE-SUNNYVALE-SANTA CLARA, CA</td>
<td>56.4%</td>
<td>(+2.1 SINCE 2010)</td>
</tr>
<tr>
<td>RALEIGH, NC</td>
<td>54.6%</td>
<td>(+2.1)</td>
</tr>
<tr>
<td>SEATTLE-TACOMA-BELLEVUE, WA</td>
<td>50.2%</td>
<td>(+2.1)</td>
</tr>
<tr>
<td>AUSTIN-ROUND ROCK, TX</td>
<td>49.1%</td>
<td>(+1.8)</td>
</tr>
<tr>
<td>COLORADO SPRINGS, CO</td>
<td>48.3%</td>
<td>(+2.2)</td>
</tr>
<tr>
<td>PORTLAND-VANCOUVER-HILLSBORO, OR-WA</td>
<td>46.0%</td>
<td>(+2.4)</td>
</tr>
<tr>
<td>SALT LAKE CITY, UT</td>
<td>41.3%</td>
<td>(+1.0)</td>
</tr>
<tr>
<td>OGDEN-CLEARFIELD, UT</td>
<td>40.3%</td>
<td>(+0.1)</td>
</tr>
<tr>
<td>UNITED STATES</td>
<td>40.1%</td>
<td>(+1.9)</td>
</tr>
<tr>
<td>ALBUQUERQUE, NM</td>
<td>39.1%</td>
<td>(+1.1)</td>
</tr>
<tr>
<td>TUCSON, AZ</td>
<td>38.9%</td>
<td>(+0.3)</td>
</tr>
<tr>
<td>OKLAHOMA CITY, OK</td>
<td>37.2%</td>
<td>(+1.8)</td>
</tr>
<tr>
<td>TULSA, OK</td>
<td>36.9%</td>
<td>(+1.5)</td>
</tr>
<tr>
<td>RENO, NV</td>
<td>36.8%</td>
<td>(+1.6)</td>
</tr>
<tr>
<td>NEW MEXICO</td>
<td>34.6%</td>
<td>(+0.7)</td>
</tr>
<tr>
<td>EL PASO, TX</td>
<td>30.9%</td>
<td>(+3.1)</td>
</tr>
<tr>
<td>LAS VEGAS-HENDERSON-PARADISE, NV</td>
<td>30.5%</td>
<td>(+0.8)</td>
</tr>
<tr>
<td>MCALLEN-EDINBURG-MISSION, TX</td>
<td>23.1%</td>
<td>(+2.2)</td>
</tr>
</tbody>
</table>

Source: American Community Survey 2011-2015, 5-Year Estimates
In central New Mexico, a child’s chances of success are impacted by an opportunity gap that has African American, Hispanic, and Native American communities faring worse on average than their White and Asian peers. Mission: Graduate seeks to close these gaps and annually prepares this Opportunity Gap Scorecard to track our progress toward that goal.

Visit our interactive Outcomes Dashboards: missiongraduatenm.org/progress

“It’s our job as government, businesses, and nonprofits to ensure all children have what they need to succeed. If we do that, our community will be stronger.”
MAGGIE HART STEBBINS, Vision Council Member
County Commissioner, Bernalillo County

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**3RD GRADE LITERACY**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIAN</td>
<td>54.6%</td>
<td>54.4%</td>
</tr>
<tr>
<td>WHITE</td>
<td>47.1%</td>
<td>39.0%</td>
</tr>
<tr>
<td>BLACK/AFRICAN AMERICAN</td>
<td>26.6%</td>
<td>16.6%</td>
</tr>
<tr>
<td>HISPANIC OR LATINO</td>
<td>25.4%</td>
<td>13.6%</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>16.2%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

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**8TH GRADE MATH**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIAN</td>
<td>44.9%</td>
<td>54.4%</td>
</tr>
<tr>
<td>WHITE</td>
<td>33.7%</td>
<td>39.0%</td>
</tr>
<tr>
<td>BLACK/AFRICAN AMERICAN</td>
<td>14.3%</td>
<td>16.6%</td>
</tr>
<tr>
<td>HISPANIC OR LATINO</td>
<td>14.1%</td>
<td>13.6%</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>13.6%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

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Source: NM Public Education Department, 2014-15 and 15-16 Proficiencies (first two years of data since New Mexico transitioned to a new standardized test)

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For NMPED-sourced graphs, data include the following school districts: Albuquerque Public Schools, Belen Consolidated Schools, Bernalillo Public Schools, Estancia Municipal Schools, Los Lunas Schools, Moriarty-Edgewood Schools, Mountainair Public Schools, Rio Rancho Public Schools, and state charters in the Albuquerque area. For ACS-sourced graphs, data are for the Albuquerque Metro Area (Bernalillo, Sandoval, Torrance, and Valencia counties).
**HIGH SCHOOL COMPLETION AMONG ADULTS 25 AND OVER**

**COLLEGE ENROLLMENT AMONG HIGH SCHOOL GRADUATES**

**COLLEGE GOING AMONG ADULTS 25 AND OVER**

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**Source:** American Community Survey, 5-Year Estimates

**Source:** NM Public Education Department
Mission: Graduate tracks data on seven core outcomes that paint a broad picture of how central New Mexico is faring community-wide. With our partners, we selected these outcomes as measures of our collective progress toward shared results.

**COMMUNITY-WIDE OUTCOMES**

**KINDERGARTEN READINESS**
Percentage of children who are “accomplished and above” in key domains at the beginning of kindergarten

**EARLY GRADE LITERACY**
Percentage of third graders who meet or exceed expectations in English Language Arts / Literacy

**MIDDLE GRADE MATH**
Percentage of eighth graders who meet or exceed expectations in Math

**HIGH SCHOOL GRADUATION**
Percentage of high school students who graduate within four years

**COLLEGE**
Percentage of school who post education within 16 gradu

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**BASELINE**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Baseline Data</th>
<th>Current Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN READINESS</td>
<td>30.8% IN 2014-15</td>
<td>23.2% IN 2015-16</td>
</tr>
<tr>
<td>EARLY GRADE LITERACY</td>
<td>22.0% IN 2014-15</td>
<td>22.0% IN 2015-16</td>
</tr>
<tr>
<td>MIDDLE GRADE MATH</td>
<td>19.9% IN 2014-15</td>
<td>67.6% IN 2015-16</td>
</tr>
<tr>
<td>HIGH SCHOOL GRADUATION</td>
<td>64.5% IN 2010-11</td>
<td>67.6% OF 2014</td>
</tr>
</tbody>
</table>

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1 Four-county data include, where applicable, the following school districts: Albuquerque Public Schools, Belen Consolidated Schools, Bernalillo Public Schools, Estancia Municipal Schools, Los Lunas Schools, Moriarty-Edgewood Schools, Mountainair Public Schools, Rio Rancho Public Schools, and state charters in the Albuquerque area; and where applicable, the following higher education institutions: Central New Mexico Community College, University of New Mexico-Main Campus, University of New Mexico-Valencia County Campus, Southwestern Indian Polytechnic Institute, Aveda Institute-New Mexico, Brookline College-Albuquerque, Brown Mackie College-Albuquerque, Carrington College-Albuquerque, De Wolff College Hair Styling and Cosmetology, ITT
This scorecard provides a 10,000-foot view of our community’s progress on Mission: Graduate’s seven outcomes compared with a baseline year. Baseline years differ by outcome due to changes in assessments and data availability.

ENROLLMENT
of high students enroll in any time months of

COLLEGE ENROLLMENT
Number of part-time and full-time undergraduates enrolled in the fall

COLLEGE COMPLETION
Number of degrees and certificates, all levels, awarded by postsecondary institutions in central New Mexico

COLLEGE COMPLETION
Percentage of first-time, full-time degree or certificate-seeking students who graduate within 150 percent of normal time

POST-COLLEGE EMPLOYMENT
Percentage of central New Mexico postsecondary graduates employed at one-year post-graduation (CNM and UNM only)

-0.6
-9,277*

+3,296*
+1.3
+2.9

70.0%**
HS GRADUATES
FALL 2015

54,372
16,787
39.3%
76.2%

30K
20K
10K
0
-10K
-20K
-30K

CHANGE IN NUMBER

-20K
-30K

54,372
16,787
39.3%
76.2%

30K
20K
10K
0
-10K
-20K
-30K

BASELINE

70.0%**
HS GRADUATES
FALL 2015

54,372
16,787
39.3%
76.2%

30K
20K
10K
0
-10K
-20K
-30K

CHANGE IN NUMBER

-20K
-30K

54,372
16,787
39.3%
76.2%

30K
20K
10K
0
-10K
-20K
-30K

BASELINE

** The 2014 percentage was updated following the first printing of this report, to include an additional charter school.

DATA DIVE

At Mission: Graduate, we are disciplined about regularly diving into a variety of data to better understand trends, ask the important “why” questions, engage in a continuous improvement process, and identify bright spots.

As with a literal dive into a pool, our data dives require a careful approach. Running too fast toward the edge of the board can lead to slips, falls, and injuries. Likewise, an aggressive, judgmental, or punitive approach to data discussions can result in defensiveness and a general distaste for data. According to the Data Quality Campaign, “Too often in education, data is seen as a hammer—a tool of accountability to ensure that targets are being met.” Mission: Graduate aims to use data instead as a flashlight, informing our decisions and pointing to the best steps forward.8

Here we take a deeper dive into the big-picture data provided on pages 9-10.
In the fall of 2016, the New Mexico Public Education Department rolled out statewide a tool for teachers and schools to use in assessing students’ preparedness at the beginning of kindergarten. The Kindergarten Observation Tool (KOT) has teachers using a standardized rubric to score their students in six domains. The first year of data is not yet available. For updates, visit our Kindergarten Readiness dashboard at missiongraduatenm.org/progress.

High-stakes, standardized tests have become a regular part of the school year nationwide and have stirred considerable debate. While changes to testing policies may be necessary, it will remain important that decision-makers have a mechanism for measuring progress systemwide. Mission: Graduate has chosen to track yearly data on early grade reading and middle grade math because both of these are strong predictors of later success. In 2014-15, New Mexico implemented a new standardized test: Partnership for Assessment of Readiness for College and Careers (NMPARCC). Two years of data show significant room for growth on both indicators.

“...how we can ensure families with young children have the support they need.

Mission: Graduate is exploring...
what policies and practices boost student engagement in their education.

ACROSS ALL DISTRICTS, THERE IS SIGNIFICANT ROOM FOR IMPROVEMENT IN KEY SUBJECTS

Mission: Graduate is exploring...
how we can ensure families with young children have the support they need.

Mission: Graduate is exploring...
what policies and practices boost student engagement in their education.

“To teach the whole child means to walk in their shoes, imagine their lives, and accept each one as unique and precious.”

RAQUEL REEDY, Vision Council Member
Superintendent, Albuquerque Public Schools
HIGH SCHOOL GRADUATION

Whether or not a student graduates from high school can have a significant impact on later success. High school graduates are more likely to be employed and earn higher wages than those without a high school diploma. Having a diploma also makes it easier to transition to college. High school graduation rates continue to increase nationally. In central New Mexico, progress has been slow but does trend upward, including in our largest districts.

ALL BUT TWO DISTRICTS AND STATE CHARTERS IN CENTRAL NEW MEXICO HAVE HIGHER GRADUATION RATES THAN THEY DID IN 2010-11

<table>
<thead>
<tr>
<th>School District</th>
<th>Graduation Rate</th>
<th>Change from 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque Public Schools</td>
<td>66%</td>
<td>3.0</td>
</tr>
<tr>
<td>Belen Consolidated Schools</td>
<td>64%</td>
<td>3.0</td>
</tr>
<tr>
<td>Bernalillo Public Schools</td>
<td>65%</td>
<td>5.0</td>
</tr>
<tr>
<td>Estancia Municipal Schools</td>
<td>81%</td>
<td>12.0</td>
</tr>
<tr>
<td>Los Lunas Schools</td>
<td>81%</td>
<td>15.0</td>
</tr>
<tr>
<td>Moriarty-Edgewood Schools</td>
<td>79%</td>
<td>9.0</td>
</tr>
<tr>
<td>Mountainair Public Schools</td>
<td>69%</td>
<td>21.0</td>
</tr>
<tr>
<td>Rio Rancho Public Schools</td>
<td>84%</td>
<td>11.0</td>
</tr>
<tr>
<td>State Charters in Central New Mexico</td>
<td>87.2%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Source: NM Public Education Department, 2015-16 Four-Year Graduation Rates

Mission: Graduate is exploring...

how our community can better align to increase student attendance, a key predictor of high school graduation.
“The biggest engine for economic change is education. Working together we can help more students succeed in college and grow into contributing adults. We all win.”

CHAOUKI ABDALLAH, Ph.D., Vision Council Member
Interim President, University of New Mexico
COLLEGE ENROLLMENT

In order to succeed in college, one must first enroll. Mission: Graduate tracks college enrollment in two ways. The first indicator looks at students who are in the traditional pipeline, enrolling in college shortly after graduating from high school. The second indicator takes into account all of the students who enroll in college, many of whom are adults. Overall, enrollment at higher education institutions in central New Mexico is shrinking. There are likely multiple reasons for this downward trend. Generally though, it reflects what we see elsewhere in the country: As the economy has picked up since the recession, fewer people are enrolling in college.9

Most school districts in Central New Mexico have seen a decline in their graduates’ college enrollment, but APS, the largest district, is an exception.10

Most School Districts in Central New Mexico Have Seen a Decline in Their Graduates’ College Enrollment, But APS, the Largest District, Is an Exception

Mission: Graduate is exploring... how community partners can help adults address their key barriers to college-going.


Data on this indicator were provided by the New Mexico Public Education Department (NMPED) in response to a public records request. NMPED tabulates data on college enrollment annually, as federally required, based on data from the National Student Clearinghouse (NSC). These data have a few limitations. First, enrollment percentages are only for students who enrolled in institutions that participate in NSC reporting. Secondly, in 2014, students who enrolled in out-of-state institutions were only included when group size was large enough to maintain student privacy.

10 Data on this indicator were provided by the New Mexico Public Education Department (NMPED) in response to a public records request. NMPED tabulates data on college enrollment annually, as federally required, based on data from the National Student Clearinghouse (NSC). These data have a few limitations. First, enrollment percentages are only for students who enrolled in institutions that participate in NSC reporting. Secondly, in 2014, students who enrolled in out-of-state institutions were only included when group size was large enough to maintain student privacy.
COLLEGE COMPLETION

College completion is the outcome that most directly impacts Mission: Graduate’s big goal of 60,000 new graduates with college degrees and certificates by 2020. Progress toward the goal includes local graduates as well as those who move into central New Mexico with college credentials already completed (see page 5). Here, though, we take a deeper look at our local institutions.

Mission: Graduate tracks college completion in two ways. First, we look at the total number of degrees and certificates awarded by colleges and universities in our four-county area. Second, we look at graduation rates, which go beyond the quantity of awards to help us understand the proportion of students who are successful. The central New Mexico region shows gains on both measures.

OVERALL, POSTSECONDARY INSTITUTIONS IN CENTRAL NEW MEXICO GAVE OUT 3,296 MORE CREDENTIALS IN 2014-15 THAN IN 2010-11

ALL BUT ONE OF MISSION: GRADUATE’S POSTSECONDARY PARTNERS HAVE SEEN INCREASES IN GRADUATION RATES SINCE OUR BASELINE YEAR

11 Central NM Colleges that are not currently Mission: Graduate partners include: Aveda Institute-New Mexico, Brookline College-Albuquerque, Brown Mackie College-Albuquerque, Carrington College-Albuquerque, De Wolf College Hair Styling and Cosmetology, ITT Technical Institute-Albuquerque, National American University-Albuquerque, National American University-Albuquerque West, Pima Medical Institute-Albuquerque, Pima Medical Institute-Albuquerque West, Southwest Acupuncture College-Albuquerque, Southwest University of Visual Arts-Albuquerque, Toni & Guy Hairdressing Academy-Albuquerque, Universal Therapeutic Massage Institute, University of Phoenix-New Mexico
POST-COLLEGE EMPLOYMENT

It is important to the success of the central New Mexico economy that an increasing percentage of local college graduates find jobs in New Mexico rather than move out of state. Here we provide data on students who graduated with a certificate, associate degree, or bachelor’s degree. The graph below suggests that the percentage who found jobs in New Mexico within one year of graduating is gradually on the rise, but the data do have some limitations.12

MORE THAN THREE-FOURTHS OF LOCAL GRADUATES ARE EMPLOYED IN NEW MEXICO WITHIN ONE YEAR OF GRADUATION

Source: NM Higher Education Department

12These data have several limitations. The line graph includes only graduates from our public colleges and universities, which in central New Mexico are Central New Mexico Community College, University of New Mexico-Main Campus, and University of New Mexico-Valencia County Campus. Additionally, the percentage excludes those who work for the federal government or for themselves, as their records do not show up in the state’s unemployment insurance wage records.
Thank you
VISION COUNCIL

Mission: Graduate’s work would not have been possible in 2016 without the support of our Vision Council.

In addition, 772 donors contributed to Mission: Graduate through the United Way of Central New Mexico workplace campaign.
FOR QUESTIONS ABOUT THIS REPORT OR INQUIRIES ABOUT MISSION: GRADUATE, CONTACT:

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angelo@missiongraduatenm.org

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deborah@missiongraduatenm.org

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