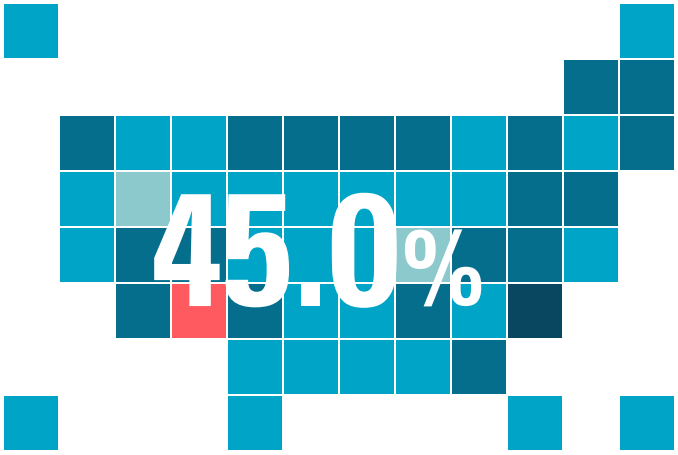
A STRONGER NATION

Learning beyond high school builds American talent



New Mexico's Report 2019

Lumina FOUNDATION

New Mexico's progress toward the goal

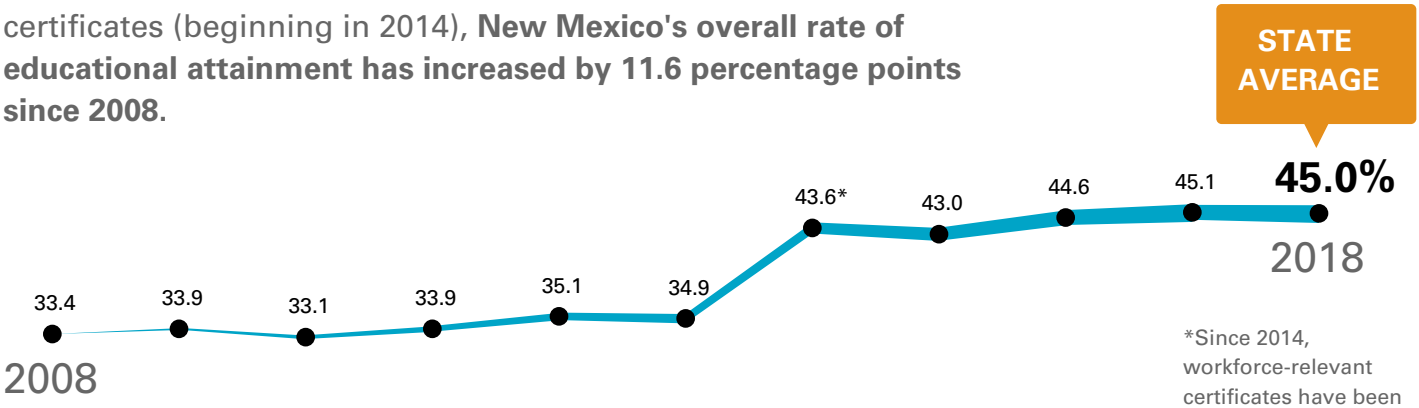
By 2025, 60 percent of Americans will need some type of high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. **New Mexico's attainment rate is 45 percent, and the state is working toward its attainment goal of 66 percent by 2030.**

How New Mexico compares to the nation

New Mexico is making progress in increasing educational attainment, but still lags when compared to the national average.

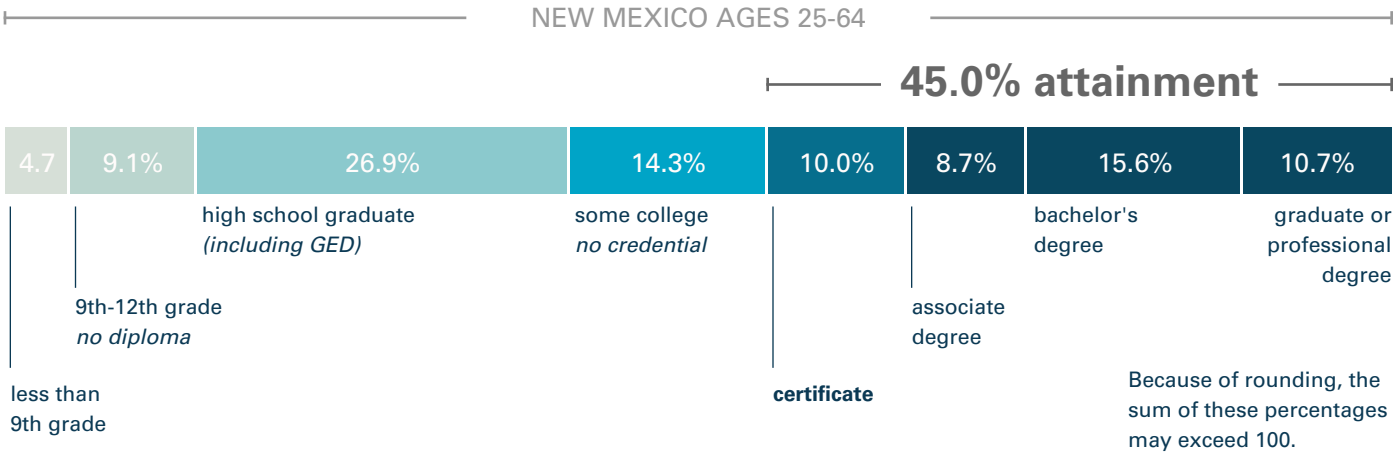
New Mexico's progress

To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **New Mexico's overall rate of educational attainment has increased by 11.6 percentage points since 2008.**



*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials.

Highest Education Level Across New Mexico



New Mexico's racial and ethnic disparities

There are **significant gaps** in educational attainment that must be closed – specifically, **gaps linked to race and ethnicity. These gaps persist in every state.** Because educational attainment beyond high school has become the key determinant of economic opportunity and social mobility, **closing these gaps is crucial.**

Comparing New Mexico Counties

Exploring educational attainment at the local level can be especially helpful to local leaders as they work on talent development. For example, by pinpointing counties or regions where attainment lags, resources can be targeted where they're needed most. Conversely, in areas of high attainment, other regions may find practices or processes they can emulate.

Compare degree attainment rates across New Mexico's 33 counties. Attainment is shown here as the percentage of people ages 25-64 with at least an associate degree.*

sorted by NAME

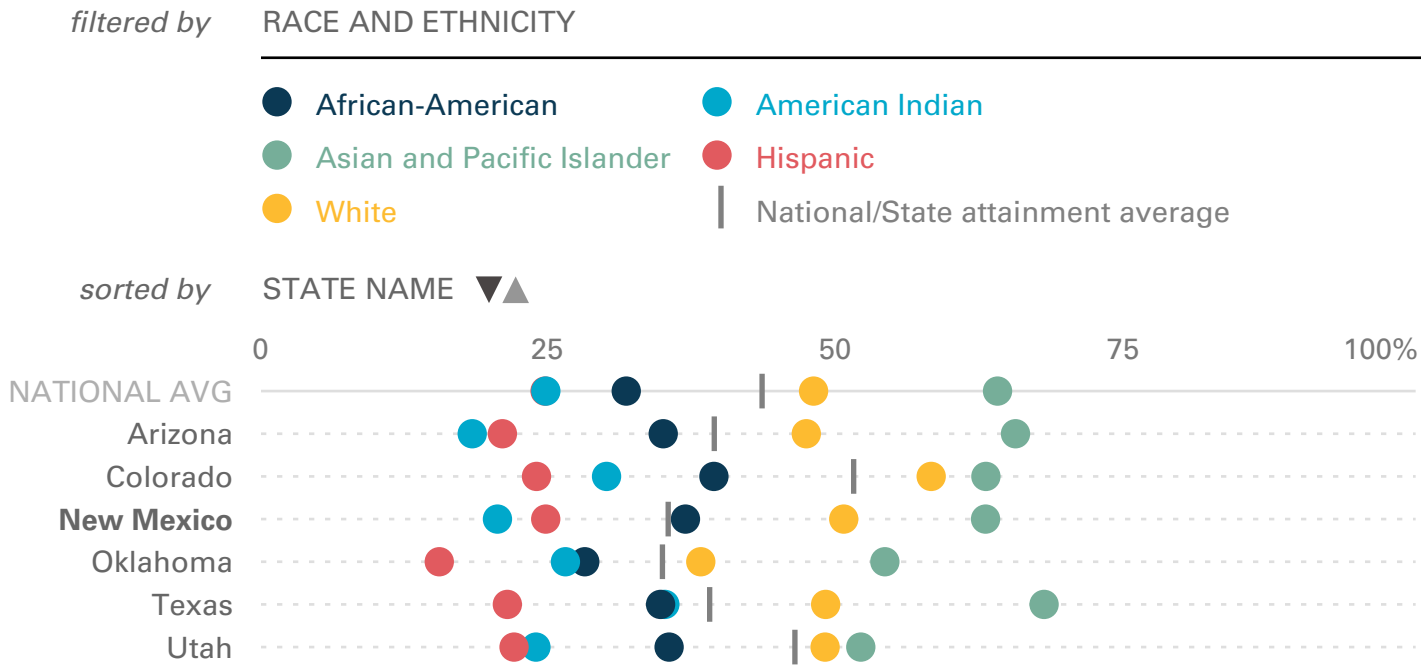
Attainment	County	Population	Pop. Rank	Attainment	County	Population	Pop. Rank
42.2%	Bernalillo	*676,773*	1	34.0%	Lincoln	*19,395*	19
29.8%	Catron	*3,587*	31	79.2%	Los Alamos	*18,738*	21
26.4%	Chaves	*64,866*	10	18.9%	Luna	*24,078*	18
25.6%	Cibola	*26,853*	17	19.5%	McKinley	*72,564*	7
28.9%	Colfax	*12,174*	24	18.5%	Mora	*4,551*	27
30.4%	Curry	*49,812*	12	30.5%	Otero	*65,817*	9
18.2%	De Baca	*1,829*	32	25.9%	Quay	*8,306*	26
35.5%	Doña Ana	*215,579*	2	28.8%	Rio Arriba	*39,159*	13
26.1%	Eddy	*56,997*	11	31.1%	Roosevelt	*18,847*	20
34.5%	Grant	*27,687*	16	25.8%	San Juan	*126,926*	5
21.9%	Guadalupe	*4,429*	28	30.2%	San Miguel	*27,748*	15
36.7%	Harding	*692*	33	38.5%	Sandoval	*142,507*	4
24.1%	Hidalgo	*4,305*	29	43.5%	Santa Fe	*148,750*	3
19.8%	Lea	*68,759*	8	30.8%	Sierra	*11,116*	25

24.1% Socorro	*16,798*	22	
32.6% Taos	*32,795*	14	
24.9% Torrance	*15,506*	23	
17.8% Union	*4,187*	30	
25.6% Valencia	*75,940*	6	

Results by race and ethnicity in New Mexico

A growing proportion of today's learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

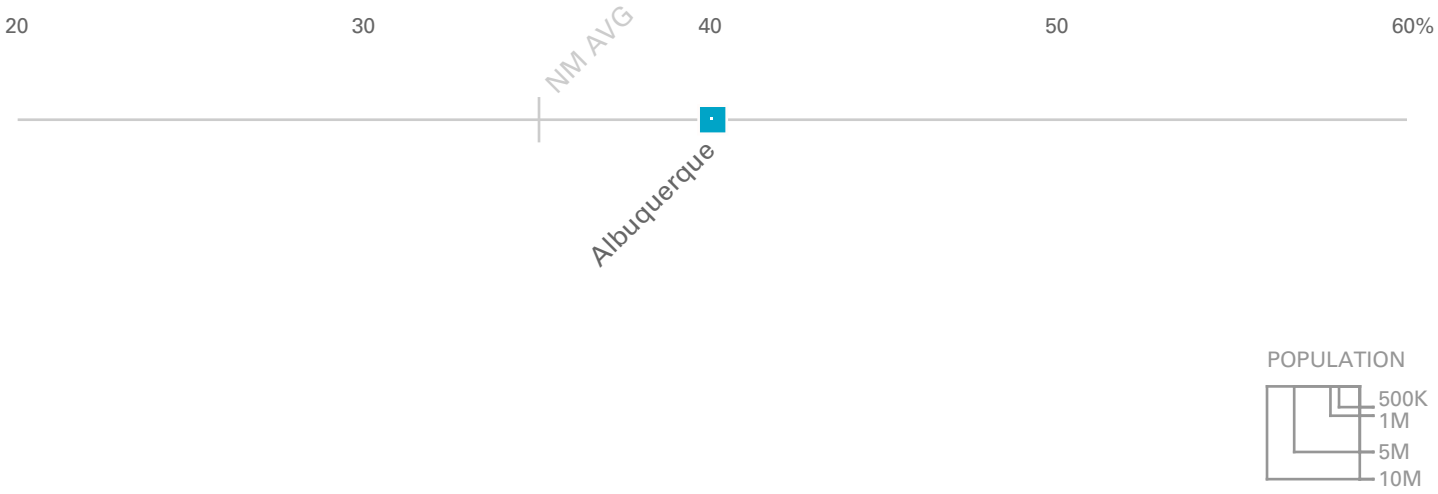
Explore **New Mexico's attainment rates across five racial and ethnic groups,** and see how it performs relative to other states. Attainment is shown here as the percentage of residents, ages 25-64 with at least an associate degree.*



New Mexico's metro areas

Metropolitan areas are important talent hubs, because the majority of the nation's population lives within these areas.

Explore attainment rates in New Mexico's Metropolitan Statistical Areas (MSAs). Attainment is shown here as the percentage of residents, ages 25-64, with at least an associate degree.



Data sources

Data sources for *A Stronger Nation* are listed below, along with links and additional information.

Attainment and enrollment rates

U.S. Census Bureau American Community Survey (ACS): One-year Public Use Microdata Sample (PUMS). County-level and metro-regional data are from ACS five-year estimates (2013-2017). College enrollment percentages reflect the enrollment of non-degree-holding students, ages 18-57, at public and private two- and four-year institutions.

- U.S. Census Bureau: **http://www.census.gov/programs-surveys/acs**

Persistence and completion rates

Student retention rates (persistence) and degree-completion rates were collected by the National Student Clearinghouse. Graduate degrees awarded were analyzed by the National Center for Education Statistics and IPEDS.

- National Student Clearinghouse, 2016: **http://www.studentclearinghouse.org/**
- National Center for Education Statistics: **https://nces.ed.gov/**
- Integrated Postsecondary Education Data System Completion Survey 2014-2015: **https://nces.ed.gov/ipeds/Home/UseTheData**

Awareness

Data that track public opinion about the importance of earning credentials come from a Gallup-Lumina Foundation survey conducted in 2016.

Population

U.S. Census Bureau Population Division: Annual Estimates of the Resident Population April 1, 2010, to July 1, 2017.

- U.S. Census Bureau Annual Population Estimates: **https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2017_PEPANNRES&prodType=table**

Inclusion of certificates

Attainment rates for 2014, 2015, 2016, and 2017 include the estimated percentage of working-age Americans who have earned high-value postsecondary certificates – not just associate degrees and above, as *A Stronger Nation* reported in previous years. This estimated percentage was derived by polling a nationally representative sample of Americans ages 25-64. The surveys were conducted by NORC at the University of Chicago, an independent research institution. See the **methodology for certificate estimates**.

At the state level, the estimated percentage of state residents who have earned high-value certificates was derived by labor market experts at Georgetown University's Center on Education and the Workforce.

- The **National Education and Attainment Survey** (NEAS) from NORC at the University of Chicago
- **Integrated Postsecondary Education Data System**
- Georgetown University's **Center on Education and the Workforce**

Defining metro areas

Metro-area data in *A Stronger Nation* are those that apply to the nation's Metropolitan Statistical Areas (MSAs). The term MSA refers to "a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core." MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs by applying published standards to Census Bureau data.

Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation's need for talent through a broad range of credentials. Our goal is to prepare people for informed citizenship and for success in a global economy.

P.O. Box 1806
Indianapolis, IN 46206-1806
www.luminafoundation.org

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