

As America Becomes More Diverse: The Impact of State Higher Education Inequality

New Mexico State Profile

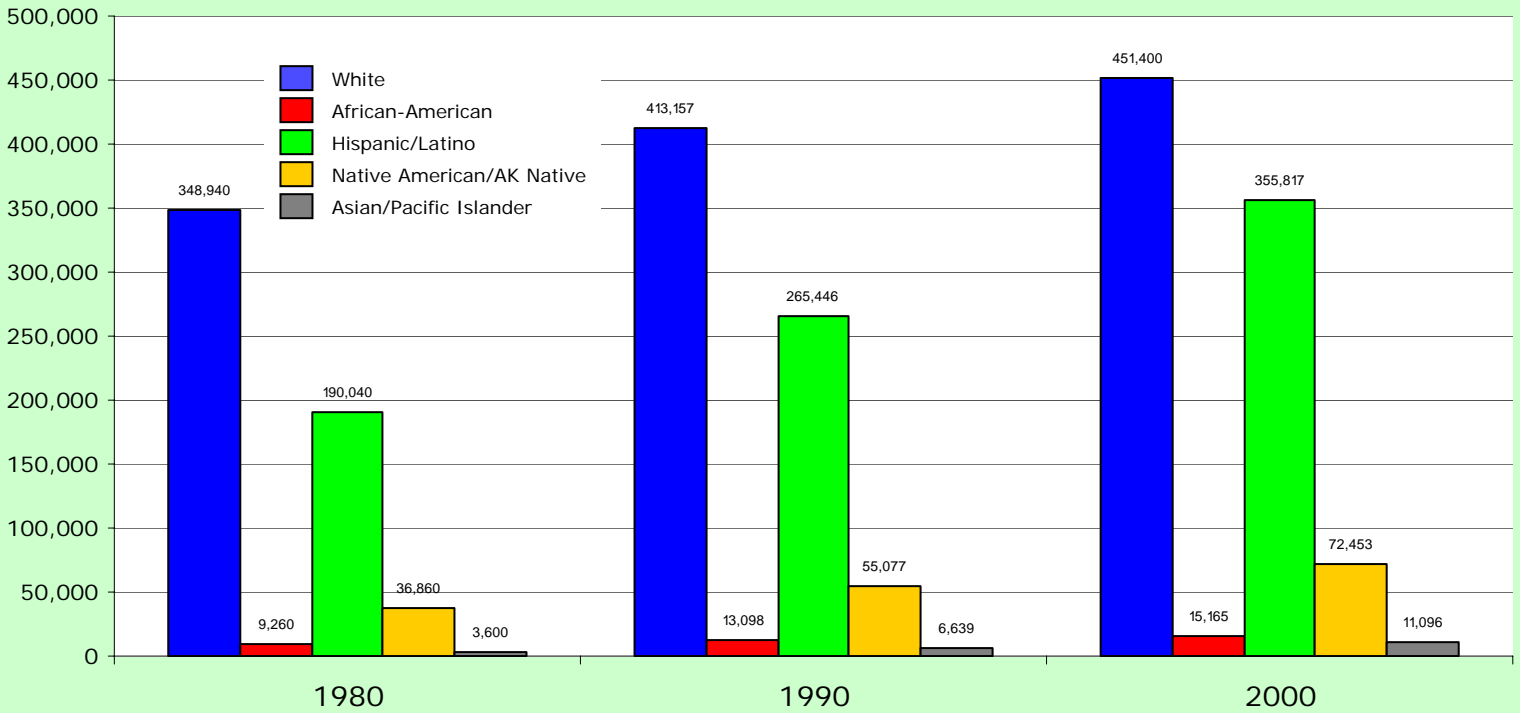
Questions You Should Ask

- ❖ How educated is New Mexico's adult population and workforce?
- ❖ How does New Mexico compare to the national average, the most educated states, and the most educated countries?
- ❖ What are the disparities in educational attainment, participation and completion in higher education, and personal income by gender and race/ethnicity?
- ❖ How is the demographic composition of New Mexico expected to change?
- ❖ How will expected changes in demography – given current disparities in education and personal income – affect the overall educational attainment and personal income of New Mexico?

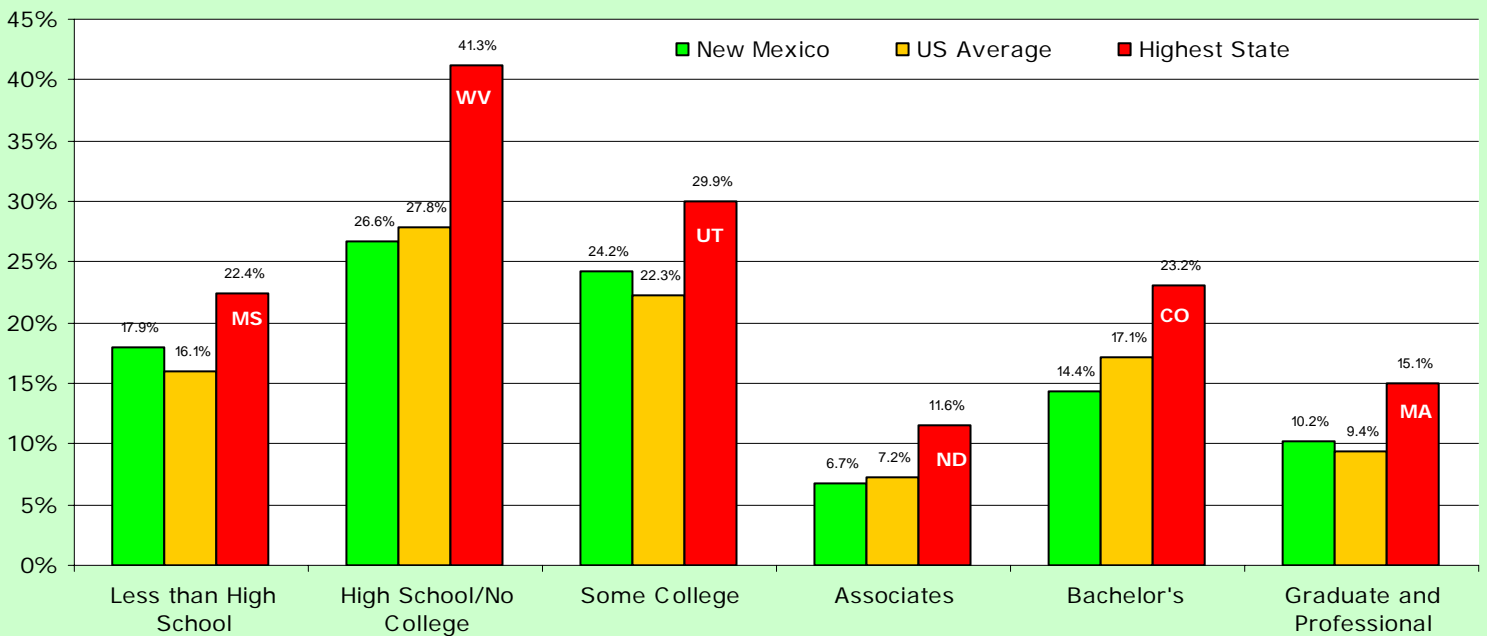
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Racial/Ethnic Composition of New Mexico's Working Age Population (Ages 25 to 64) from 1980 to 2000

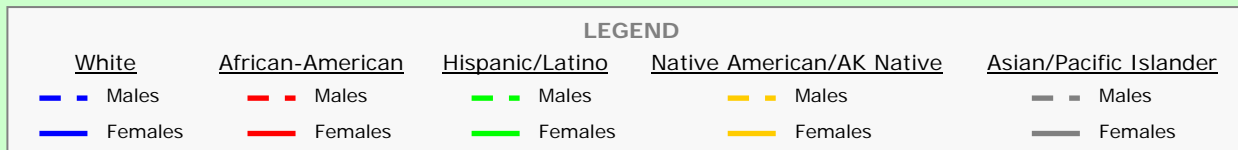


Educational Attainment of 25 to 64 Year Olds in 2000 (All Races)

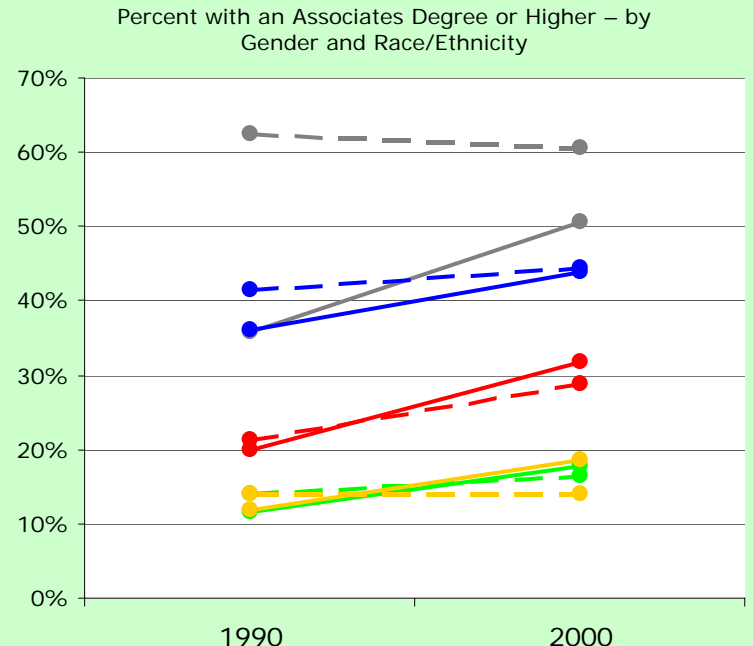
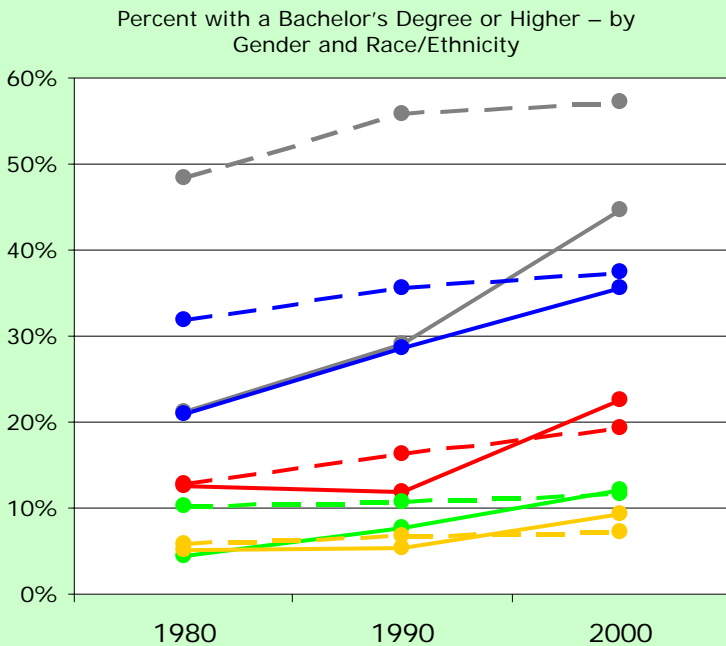


Sources: US Census Bureau's Public Use Microdata Samples (Based on the 1990 and 2000 Census)

Disparities in Educational Attainment by Gender and Race/Ethnicity

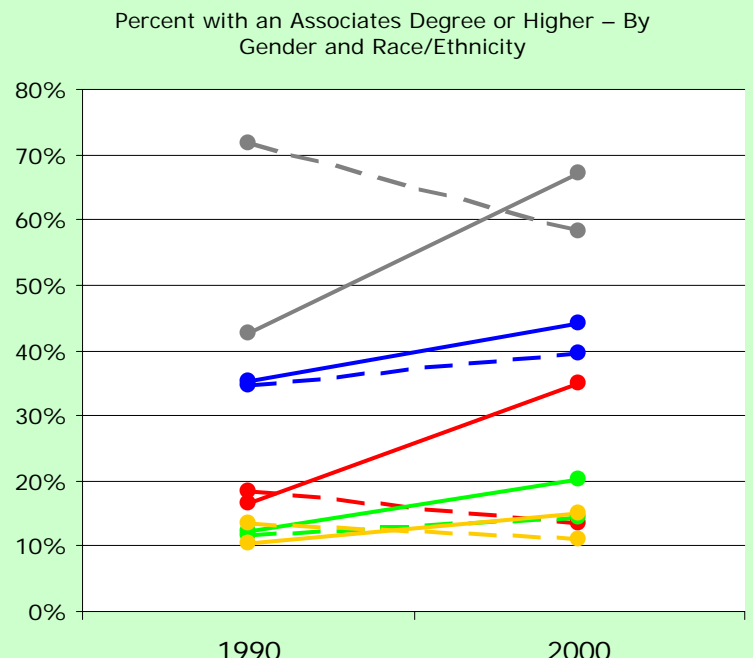
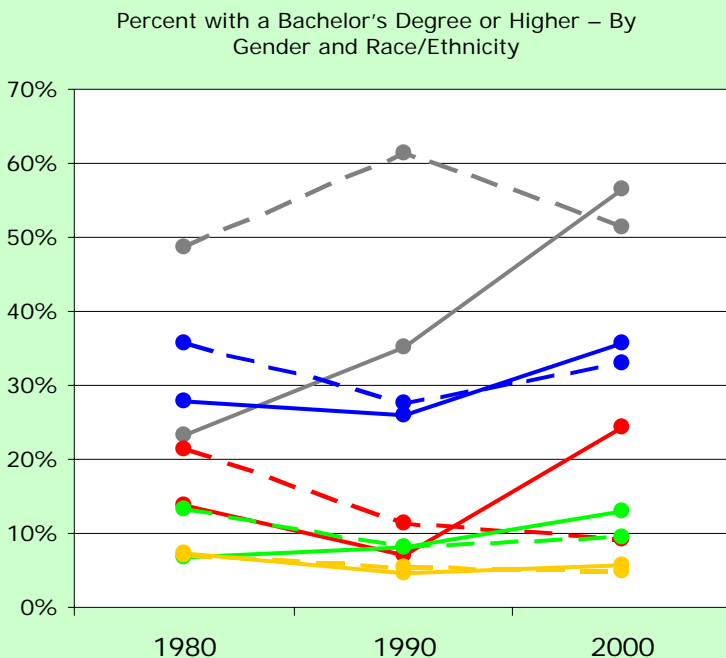


Educational Attainment of 25 to 64 Year Olds (Working Age)



Sources: US Census Bureau's Public Use Microdata Samples (Based on the 1980, 1990, and 2000 Census)
 Note: Associate Degree Data not Available for 1980.

Educational Attainment of 25 to 34 Year Olds (The Young Workforce)

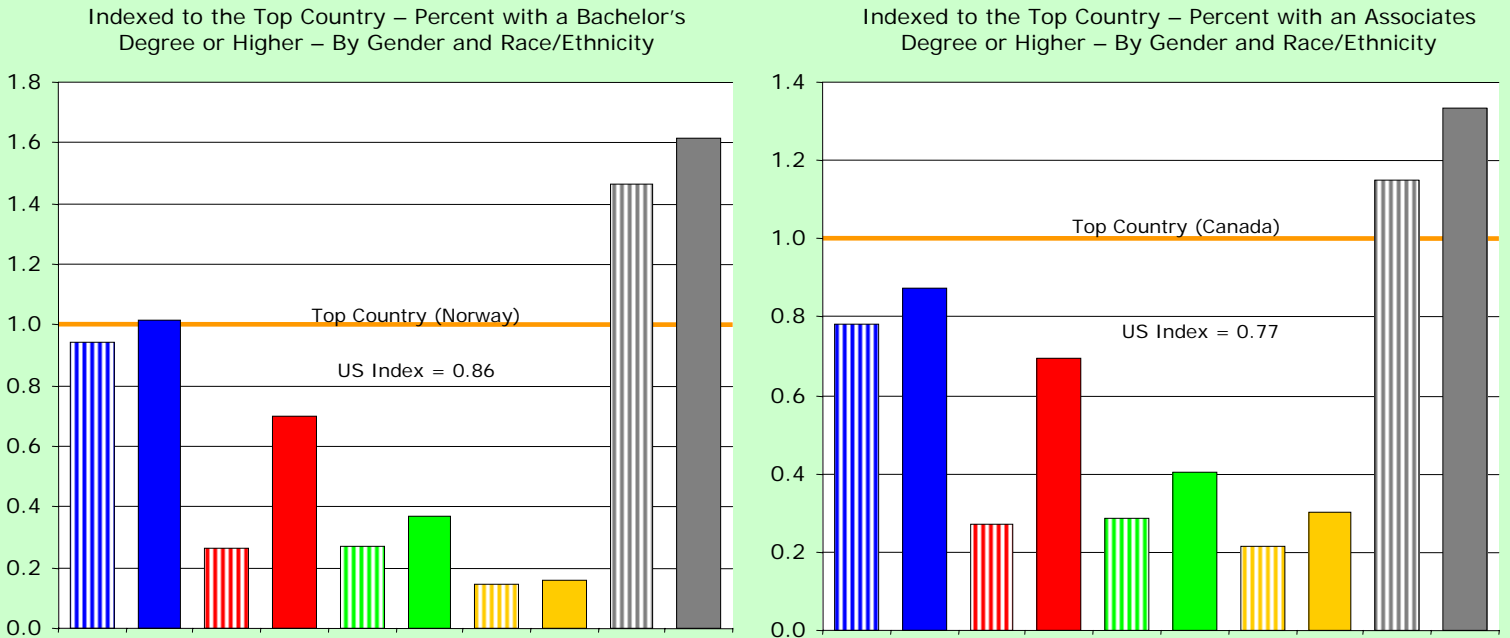


Sources: US Census Bureau's Public Use Microdata Samples (Based on the 1980, 1990, and 2000 Census)
 Note: Associate Degree Data not Available for 1980.

Educational Attainment by Gender and Race/Ethnicity (25 to 34 Year Olds Continued)



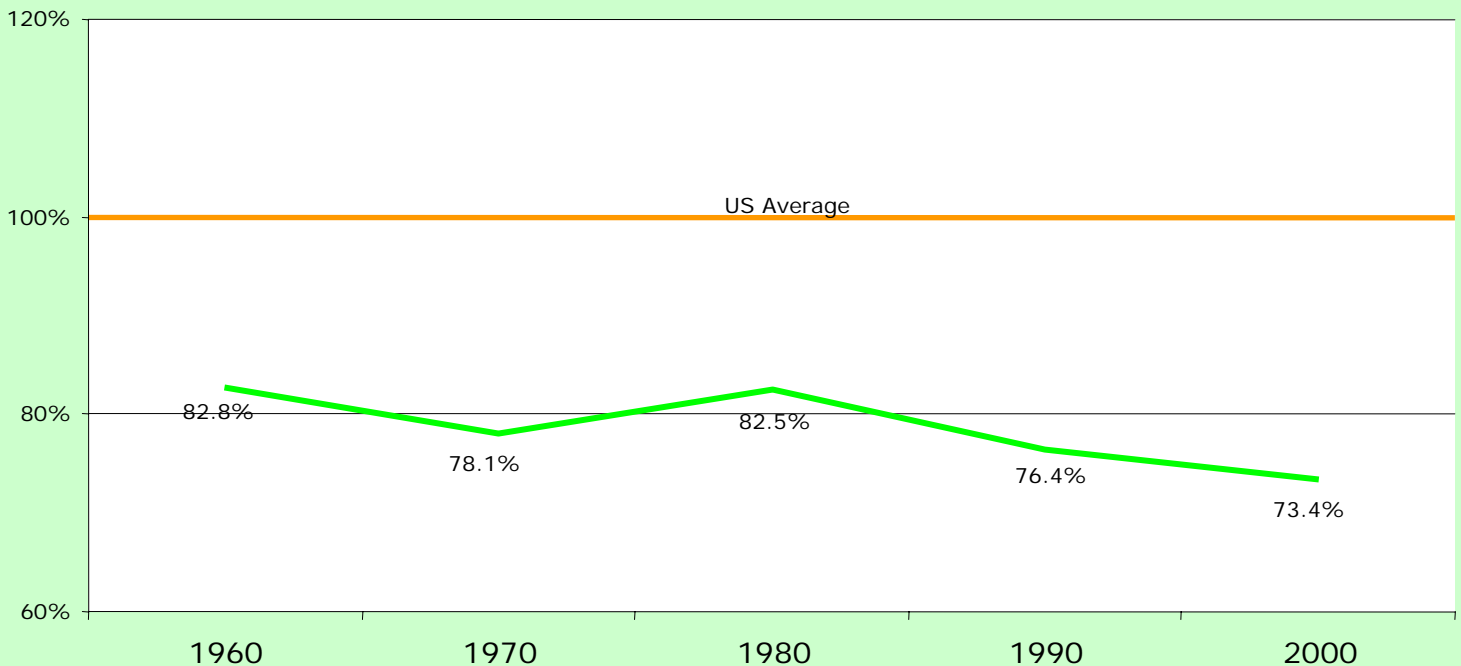
Educational Attainment of 25 to 34 Year Olds (The Young Workforce) Indexed to the Top Country



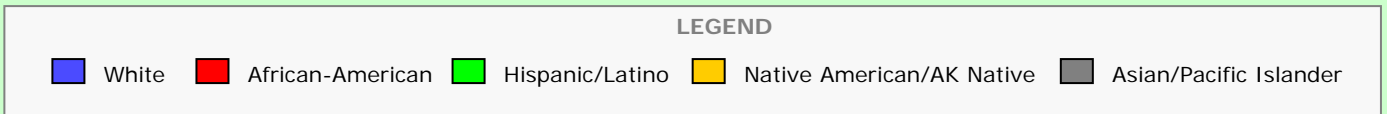
Sources: US Census Bureau's Public Use Microdata Samples (Based on the 2000 Census) and the Organisation for Economic Co-operation and Development

Personal Income

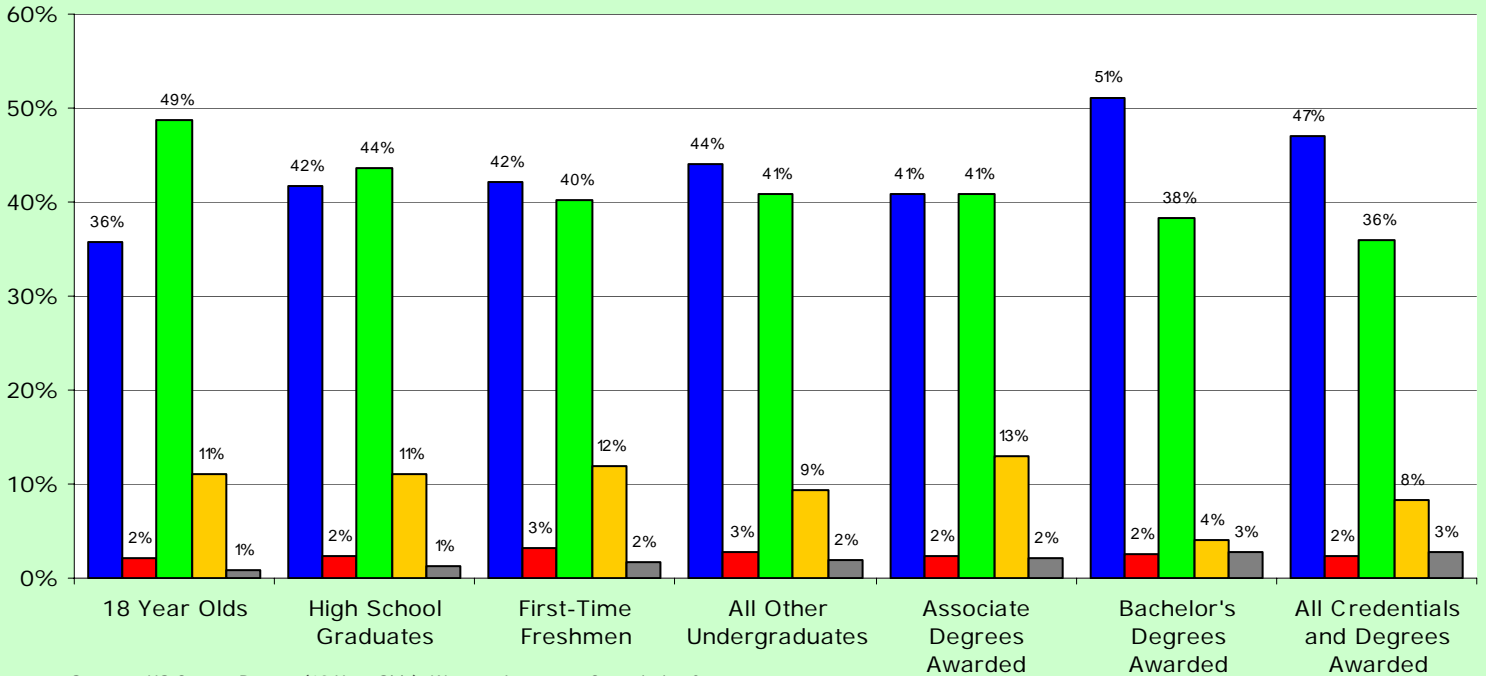
New Mexico's Personal Income Per Capita as a Percent of the US Average (1960 to 2000)



Higher Education Participation and Completion by Race/Ethnicity



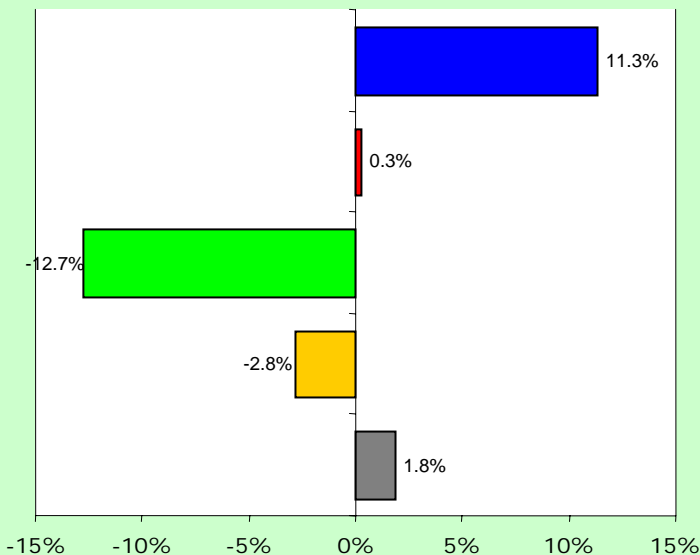
Representation (%) of Race/Ethnic Groups at Each Stage of the Education Pipeline (2002)



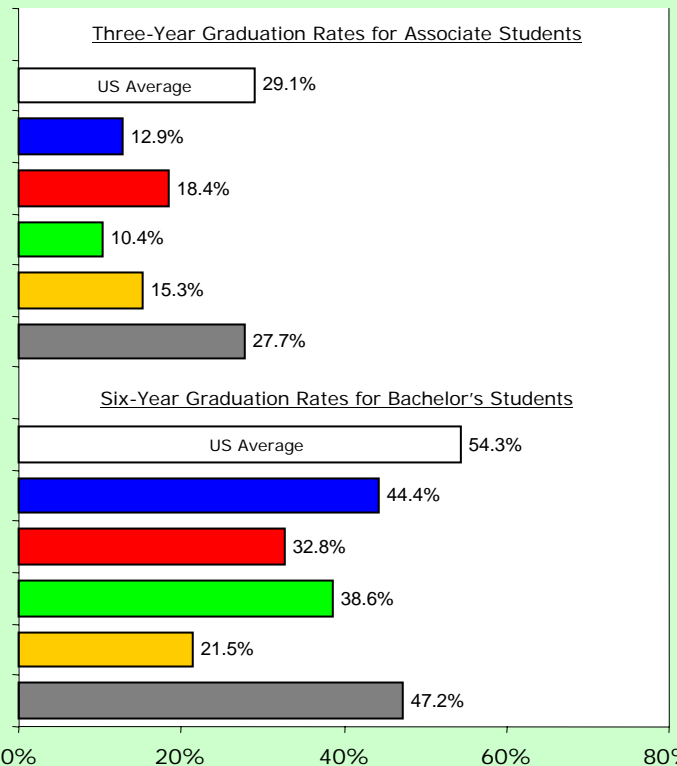
Sources: US Census Bureau (18 Year Olds), Western Interstate Commission for Higher Education (HS Graduates), and the National Center for Education Statistics (College Participation and Completion)

Graduation Rates by Race/Ethnicity (2002)

Actual vs. Parity
Difference in the Percentage of Credentials Awarded and the Percentage of 18 Year Olds by Race/Ethnicity (2002)



Sources: US Census Bureau (18 Year Olds), Western Interstate Commission for Higher Education (HS Graduates), and the National Center for Education Statistics (College Participation and Completion)

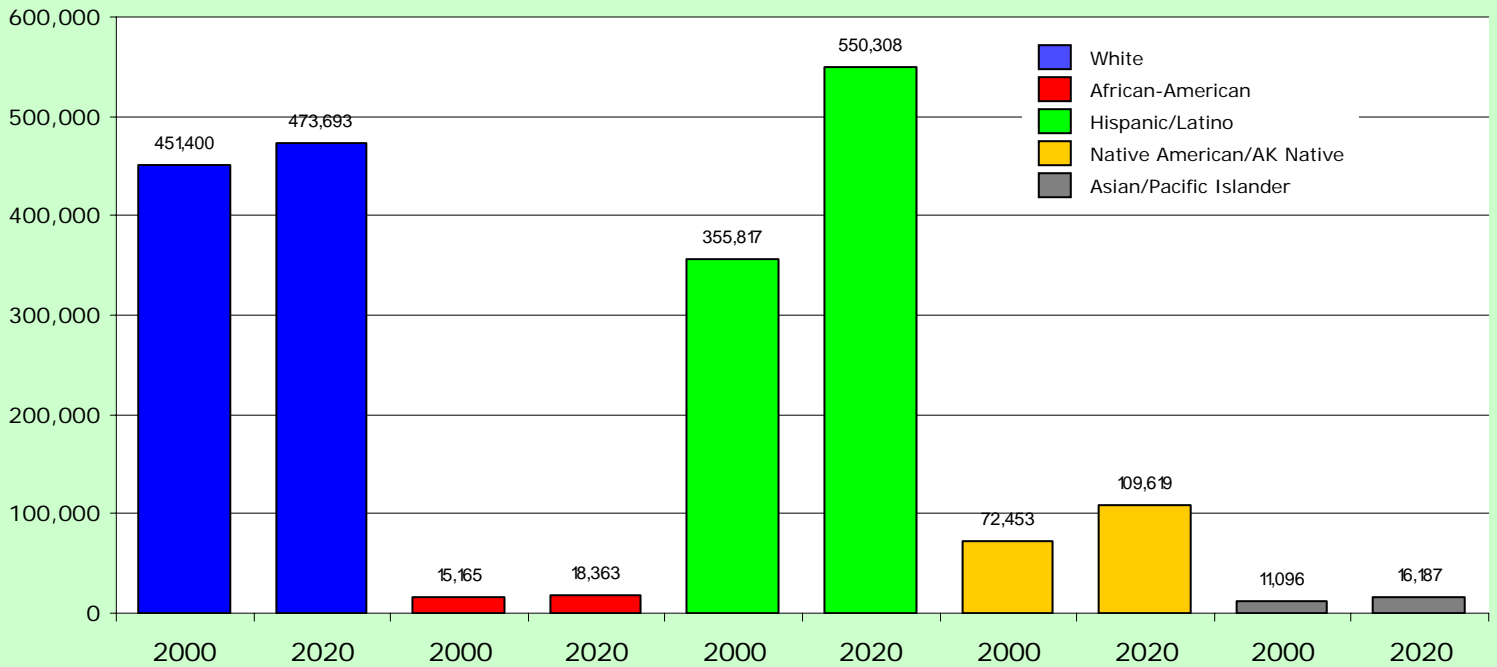


Source: National Center for Education Statistics (IPEDS Graduation Rate Survey)

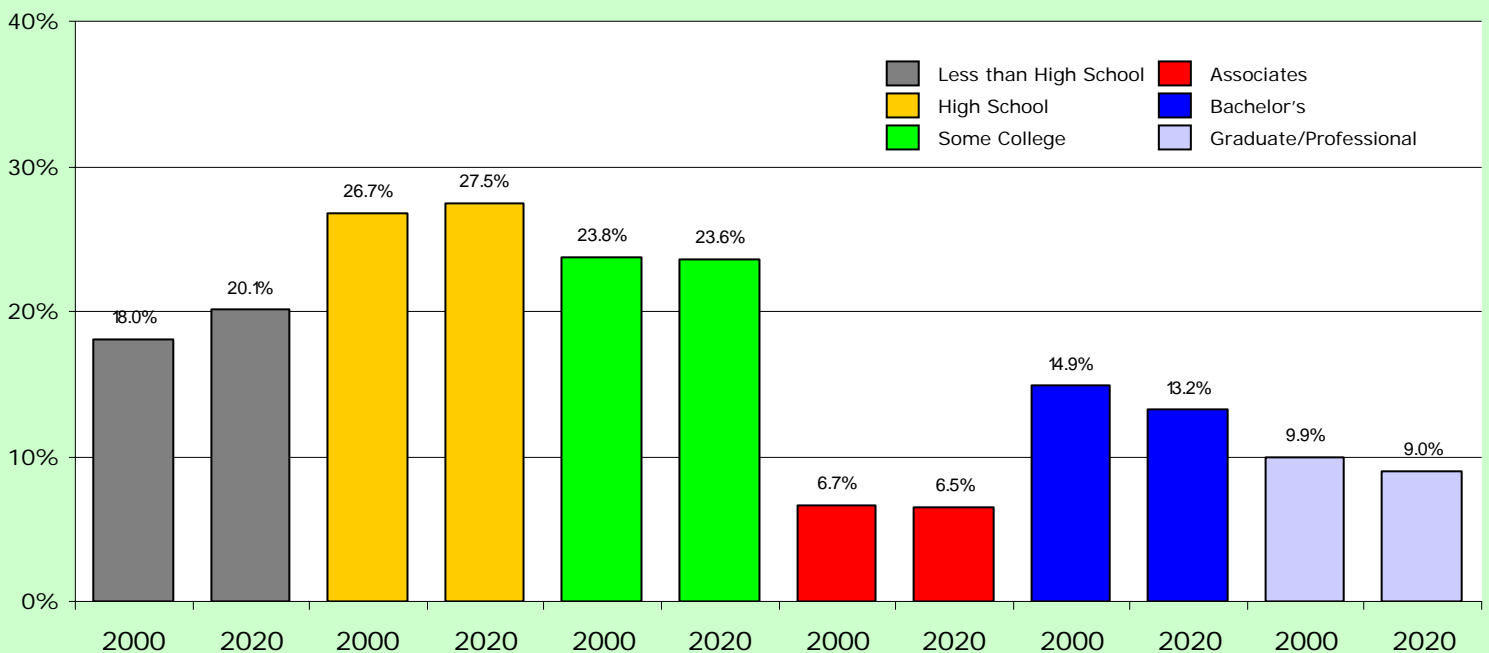
The Impact of Changing Demographics on Educational Attainment and Personal Income (2000 to 2020)

Projected changes in educational attainment and personal income per capita are based on the US Census Bureau's population projections by age and race/ethnicity and 2000 educational attainment and personal income data by age and race/ethnicity. The analyses are designed to help answer the following question: "Given current disparities in educational attainment and personal income by age and race/ethnicity, how will the changing demographics in my state impact the overall educational attainment and personal income of the adult population?"

Projected Change in 25 to 64 Year Olds by Race/Ethnicity (from 2000 to 2020)



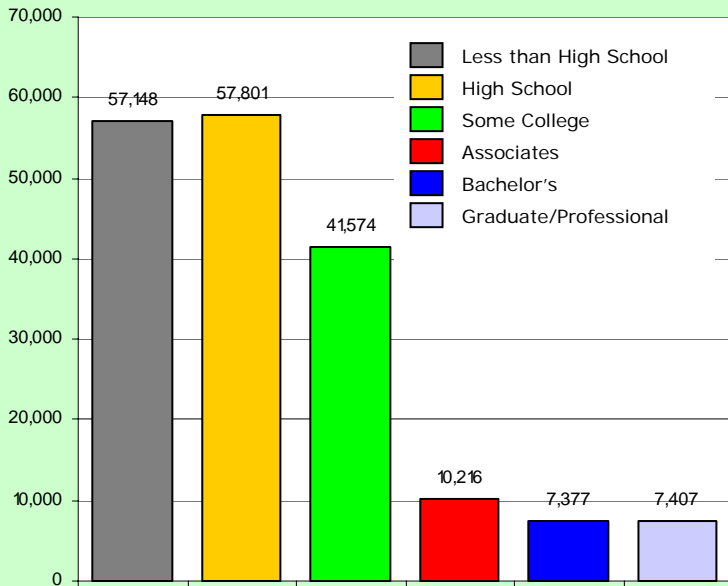
Changes in Educational Attainment as a Result of the Projected Changes In Race/Ethnicity (25 to 64 Year Olds from 2000 to 2020)



Sources: US Census Bureau's Population Projections (from 1995 to 2025) and Census 2000

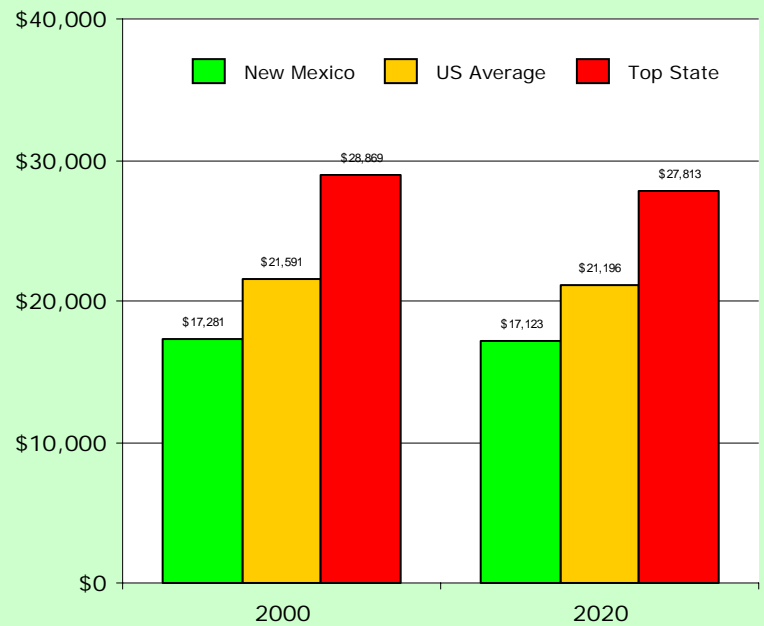
The Impact of Changing Demographics on Educational Attainment and Personal Income (2000 to 2020) - Continued

Number Change in Adults 25 to 64 by Degree Level from 2000 to 2020



Source: US Census Bureau's Population Projections and Census 2000

Change in Per Capita Personal Income from 2000 to 2020 (In 2000 \$)



Source: US Census Bureau's Population Projections and Census 2000

If Hispanics/Latinos, African-Americans, and Native Americans achieved the same levels of education as Whites by 2020, New Mexico's personal income would increase by \$4.9 Billion (in 2000 \$).

Note: Does not account for racial/ethnic disparities in personal earnings for the same levels of education.

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New Mexico Summary

- ❖ New Mexico is the most diverse state in the U.S – with Whites representing less than half of the workforce population. All race/ethnic populations grew in New Mexico from 1980 to 2000. But the majority of growth occurred among Whites and Hispanics. Hispanics are expected to account for the majority of future growth – while easily becoming the majority race/ethnic population by 2020.
- ❖ The workforce has fewer college degrees than the nation as a whole and substantially less than the most educated states. A very high percentage of 25 to 64 year olds (18%) have less than a high school education and 19 percent of the younger population – ages 25 to 34 – have less than a high school diploma (among the highest percentages of all states in the U.S.). An unusually high percentage of 25 to 64 year olds (24%) have “some college” but no degree.
- ❖ Females have made progress in educational attainment relative to males but sizable disparities still exist among racial/ethnic populations. The difference between the two largest populations (White and Hispanic) is among the largest of any state. Seventeen percent of Hispanics have attained college degrees – compared to nearly 44 percent of Whites. And only 17 percent of Native Americans (the second largest minority population) have attained college degrees.
- ❖ Only Asians exceed the most educated countries in the percentage of adults (ages 25 to 34) with a bachelor’s degree and all college degrees (associate and higher) – which is an important consideration in an increasingly global economy.
- ❖ New Mexico’s personal income per capita has fallen dramatically from 83 percent of the U.S. average in 1960 to 74 percent in 2000.
- ❖ The education system in New Mexico (from high school to college completion) fails to retain Hispanics and Native Americans at nearly the rate of Whites and Asians. These racial/ethnic disparities are also evident in the graduation rates of baccalaureate students.
- ❖ Unless these inequities are addressed, current disparities in educational attainment and the population projections by race/ethnicity indicate that New Mexico will lose even more ground in the percentage of its workforce that is college-educated. The most substantial growth will occur in the “less than high school” and “high school only” populations.
- ❖ A similar trend is projected for personal income. New Mexico’s personal income per capita will decline relative to other states which will also have a negative impact on the tax base of New Mexico and its ability to provide services to its citizens – namely higher education.

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