

New Mexico Highlands University & Two-Year Community College Partnerships: Addressing Pipeline Issues across Northeastern New Mexico:



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Overview:

- **This presentation will examine research and facts that depict:**
- National and state pipeline trends and issues for education majors seeking to transfer from 2-year to 4-year institutions;
- New Mexico Highlands University Practices: current pipeline activity and outcomes
- English Language Learning (ELL) pipeline support and legislation
- Recommendations for closing the success gap for low-income and ELL students
- Implications for NM Policy Makers

National and state pipeline trends and issues for students seeking to transfer from 2-year to 4-year institutions

- **New York, January 19, 2016—A new report released by the Community College Research Center (CCRC) at Teachers College, Columbia University; the Aspen Institute College Excellence Program; and the National Student Clearinghouse Research Center finds that across the United States found:**
- Only 14 percent of students starting in community colleges transfer to four-year schools and earn a bachelor's degree within six years of entry.
- Even in states with the best track records, only about **one in five community college students transfer and graduate within six years of enrolling.**
- In states at the bottom of the list, transfer and graduation rates are in the **single digits.**

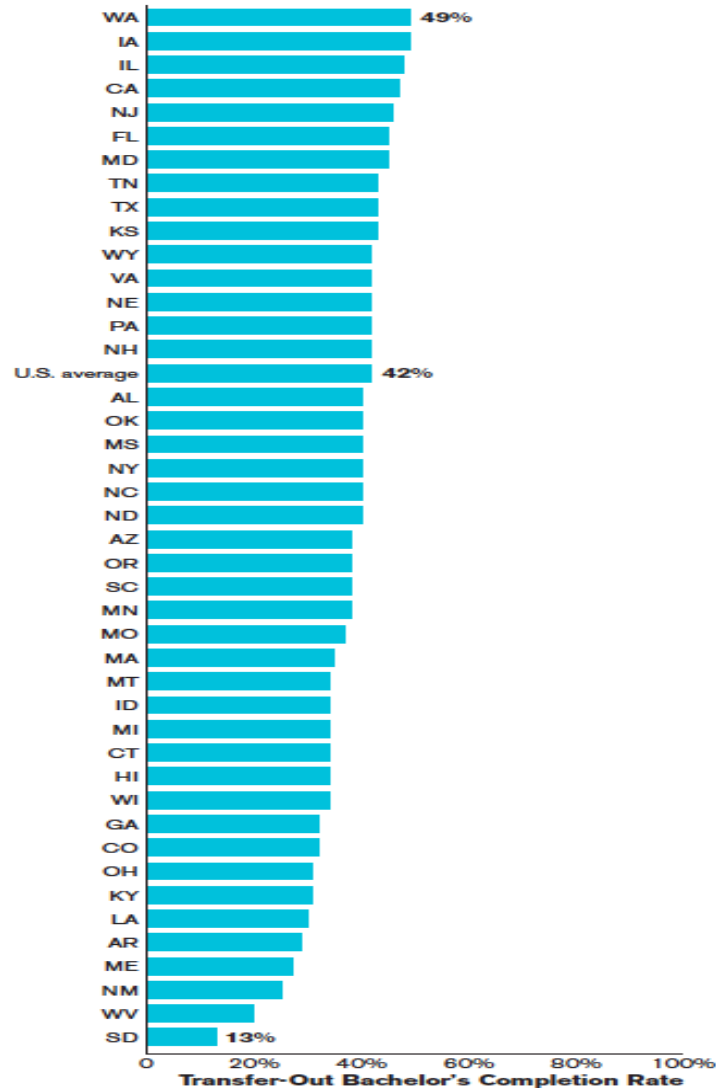


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National and state pipeline trends (continued)

Charts and Tables Extracted from:

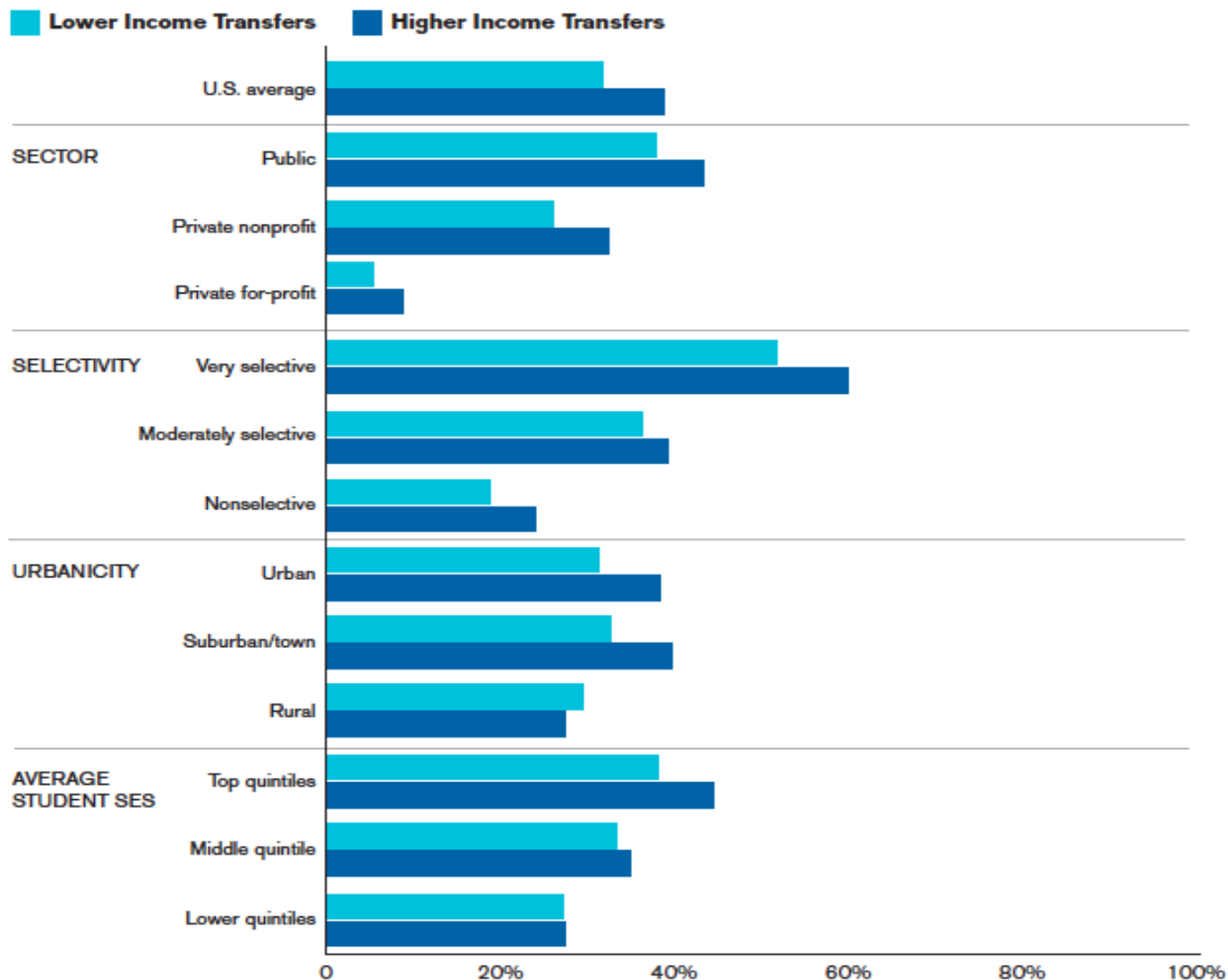
Figure 9. Average Transfer-Out Bachelor's Completion Rates by State



Note. For confidentiality, states with fewer than three institutions reporting are not shown.

National and state pipeline trends (continued)

Figure 19. Average Transfer-In Bachelor's Completion Rates by Student Income and Institutional Characteristics



National and state pipeline trends (continued)

Table 2. Six-Year Outcomes of Transfer Students by Income

Outcome	Lower Income	Higher Income	All Transfers
Earned a pre-transfer certificate or associate degree	29%	29%	29%
Earned a bachelor's degree	36%	44%	42%
Number of students	57,995	137,499	237,126

State ELL Achievement Gaps

Reading % Proficient

All Students

49%

ELS

19%

Math % Proficient

All Students

41%

ELS

17%

2014 SBA results, NMPED

Source: NMPED Website

English Learner students continue to suffer from a gap in achievement in comparison with their native English-speaking peers.

Summary of Pipeline Research Findings:

Four factors contribute significantly to the Bachelor's Completion rates of 2-year community college students:

➤ Average Student Socio-Economic Status:

- Top quartile vs. middle vs. lowest quartile family incomes
 - Top quartile reaping highest Bachelor's completion rates for all categories, and ranking as THE most significant of the four measures

➤ Urban or Rural:

- Urban vs. Suburban vs. Rural
 - Urban and Suburban tying, in terms of Bachelor's completion rates

➤ Selectivity:

- Very selective vs. Moderately selective vs. Nonselective
 - Very selective reaping the highest Bachelor's completion rates

➤ The University Sector:

- Public vs. Private
- Private for profit vs. private non-profit
 - Public reaping the highest Bachelor's completion rates

A decorative graphic on the left side of the slide. It features a green chalkboard with two pieces of pink chalk and a white chalk arrow pointing upwards. Above the green board is a blackboard with a white chalk line.

Summary of Pipeline Research Findings (continued)

- How institutions serve transfer students is also a significant factor, in terms of impacting Bachelor's completion rates for transfer students:
- “Institutional practices that serve transfer students well can lead to better-than-expected outcomes for institutions with relatively few resources or more educationally disadvantaged students. It also indicates that institutions could improve their transfer performance if they changed the way they
- serve transfer students and worked more closely with their transfer partners” (National Student Clearinghouse Research Center, 2015)
- For example, collaborating to develop and strengthen articulation agreements with specific graduation outcomes measures imbedded, matters

Pipeline Issue Implications for Schools & Colleges of Education

Teacher shortages are affecting many states around the nation, as noted in **the Washington Post (2015)** by Carol Burris (retired, award-winning New York high school principal):

- “New Mexico’s Rio Rancho School District lies just north of Albuquerque. When school opened, the district was still in desperate need of teachers. Students in 33 classrooms were met by a permanent substitute who in some cases had a bachelor’s degree, but no teaching certification of any kind.
- Shortly before schools opened in Arizona, at least 1,000 teaching positions had yet to be filled. Some positions did not have even one applicant.
- Nevada does not have enough teachers. If every graduate from Nevada’s teacher preparation programs were hired on the spot, the state still expected to be short. Clarke County alone anticipated having fewer than the whopping 2,600 teachers it needed to open school.
- In Oklahoma, the shortage has reached emergency proportions as teachers flee like refugees across state lines to get jobs in better paying states. School officials have traveled to Puerto Rico and Spain to fill slots, especially in bilingual education.
- The state of California has not been spared. Students in the Bay Area of San Francisco may find their teacher is a central office staffer, as schools scramble to put an adult in the classroom”

Statewide Teacher Shortage: 7-12

District Name	# Elem. EL Teachers	# Elem. EL Students	# Teachers Bil./TESOL Endorsed	# Teachers Bil./TESOL Not Endorsed	% Endorsed	% Not Endorsed
STATEWIDE	6262	15716	1314	4948	21.0%	79.0%
ALBUQUERQUE	1936	4409	407	1529	21.0%	79.0%
CLOVIS	150	267	17	133	11.3%	88.7%
GADSEN	283	1370	163	120	57.6%	42.4%
GALLUP	240	1356	48	192	20.0%	80.0%
LAS CRUCES	462	690	53	409	11.5%	88.5%
SANTA FE	270	993	48	222	17.8%	82.2%


2014-15 Elementary (Grades K-6) EL Teacher Endorsements (Source: NMPED)



Pipeline Issue Implications for Schools & Colleges of Education

Four-year institutions struggle to find significant ways to impact the production of highly qualified teachers:

- Partnerships with K-12 schools and 2-year institutions demonstrate promise, in terms of countering teacher shortages, to some degree
- Legislation aimed at easing testing requirements have had some impact
- Selective efforts to counter the privatization of K-12 schools has also been a significant factor



Highlands University School of Education Pipeline Issues, Overview: outcomes and recommendations

- Current Transfer Practices
- Economic Development Ad-Hoc Education Committee Efforts
- Program specific criteria being revised to increase licensure rates
- Articulation Agreements
- Collaborative Research and Grant Engagements
- North Eastern Regional Cooperative Relations



ELL Pipeline Legislation and Statewide Public University Collaborations

- Current legislative efforts to address NM pipeline issues
- Data points integral to the evaluation of effective NM K-12 ELL programs
- Tuition and Support for ELL, Bilingual and Spanish Majors
- Future steps needed to impact ELL, Bilingual and Spanish degree attainment at the Bachelor's level

Recommendations for Measuring and Addressing Transfer Outcomes

National Student Clearinghouse Research Center (2015) introduces five metrics for measuring the performance of two- and four-year institutions in serving students who start at a community college and transfer to a four-year institution.

- **transfer-out rate**—the rate at which a community college's degree-seeking students transfer to a four-year institution;
- **transfer-with-award rate**—the rate at which a community college's transfer students earn a credential (either an occupational certificate or an associate degree) before transferring to a four-year institution; and
- **transfer-out bachelor's completion rate**—the rate at which a community college's students who transfer to a four-year institution earn a bachelor's degree from any four-year institution within six years of entering higher education.
- For four-year institutions, they need to examine a single metric of degree outcomes for community college transfer students:
- **transfer-in bachelor's completion rate**—the rate at which the students who transfer to a given four-year institution complete a bachelor's degree at the institution within six years of entering higher education.

Finally, so that community colleges and their four-year institutional partners can begin to assess how well they are working together to enable community college students in their state to earn bachelor's degrees, briefly discuss a fifth metric:

- **community college cohort bachelor's completion rate**—the rate at which degree-seeking students who enter higher education through a community college in a given state *transfer and earn a bachelor's degree (at any four-year institution)*.



New Mexico Highlands University Outcomes and Next Steps

- Revising Articulation agreements
- Increasing emphases on Bilingual, ELL and Spanish education and degree routes, utilizing current legislative efforts and University restructuring
- Implementing K-12 Teacher Academy Agreements and
- Collaborative Grantsmanship

Policy Makers Providing Additional Support:

Implications for Policymakers

States can use the results presented here to identify strategic opportunities to improve transfer and degree outcomes.

The results presented on average outcomes by state indicate that different states have different areas of strength and weakness. Before policymakers act to improve transfer outcomes, they should examine their state's performance on each of the measures outlined in this report. The following are examples of how a state's performance on particular measures could help indicate where they should focus their efforts to improve outcomes for community college transfer students.

Prospective Legislation to support:

1. 2-year college students in their efforts to pay tuition associated with earning educator licensure at the Bachelor's level;
2. K-12 teachers in their efforts to be retained in their current teaching positions;
3. Schools/Colleges of education in their efforts to recruit the highest caliber of K-12 student into education careers; and
4. Public school advocates in their mission to increase the effectiveness and notoriety of K-12 schools to graduate students who might later aim to become teachers.



References:

- National Student Clearinghouse Research Center. (2015). *Contribution of two-year institutions to four-year completions* (Snapshot Report). Herndon, VA: Author.

Q/A

- Questions
- Comments

