

The Education Impact Of The APS/CNM/UNM Partnership: Current Results & Future Visions

A Preliminary Report Prepared For
Superintendent Winston Brooks, Albuquerque Public Schools
President Kathie Winograd, Central New Mexico Community College
President David Schmidly, The University of New Mexico

Prepared By
Peter Winograd, Director, CEPR
Kevin Stevenson, Associate Director for Finance & Development, CEPR
Vicky Morris-Dueer, Institutional Researcher, UNM
Alexis Kerschner, Director of Marketing and Public Relations, CNM

Presented At
The Economic Forum
Albuquerque, New Mexico
August 18, 2011



Data... Insight... Impact

The Background

Albuquerque and New Mexico are blessed with natural beauty, rich cultural heritage, and vibrant communities. However, both our city and our state face critical educational challenges that must be addressed.

No one is pleased with the low numbers of students who graduate from Albuquerque Public Schools (APS), Central New Mexico Community College (CNM), or the University of New Mexico (UNM). No one is less pleased than the Superintendent of APS and the Presidents of CNM and UNM who bear the responsibility for improving student success at their respective institutions.

In 2008, Superintendent Brooks, President Winograd and President Schmidly signed a Memorandum of Agreement (MOA) agreeing to work together so that the community and students of every age would benefit from APS, CNM, and UNM's coordinated efforts.

Over the last three years, the Superintendent and Presidents have received both recognition and funding for their partnership. The three leaders believe that they can leverage future recognition and financial support for this partnership.



In July of 2011, the UNM Center For Education Policy Research (CEPR) was commissioned to conduct a three year study on the education impact of this collective effort. The purpose is to identify what is working and opportunities for improvement. This is the first report of that study.

Education Impact

Are students benefiting from our efforts? What can we do better? CEPR is using two interdependent approaches to gather data that can help address these two critical questions.

First, CEPR is examining longitudinal changes in nationally recognized measures of student progress at key points in their development from birth to adulthood.¹ These measures include:

- Are young children prepared for school?
- Are students successful in elementary, middle, and high school?
- Are students supported in and out of school?
- Do students graduate from high school ready for college and/or careers?
- Do students enroll in post-secondary education?
- Do students succeed in post-secondary education ready for careers, transfer, or degrees?
- Are students successfully entering into careers?

Gathering information on student progress in this way enables CEPR to align this study with the efforts of other New Mexican researchers and organizations looking for ways to increase student success from cradle to career.²



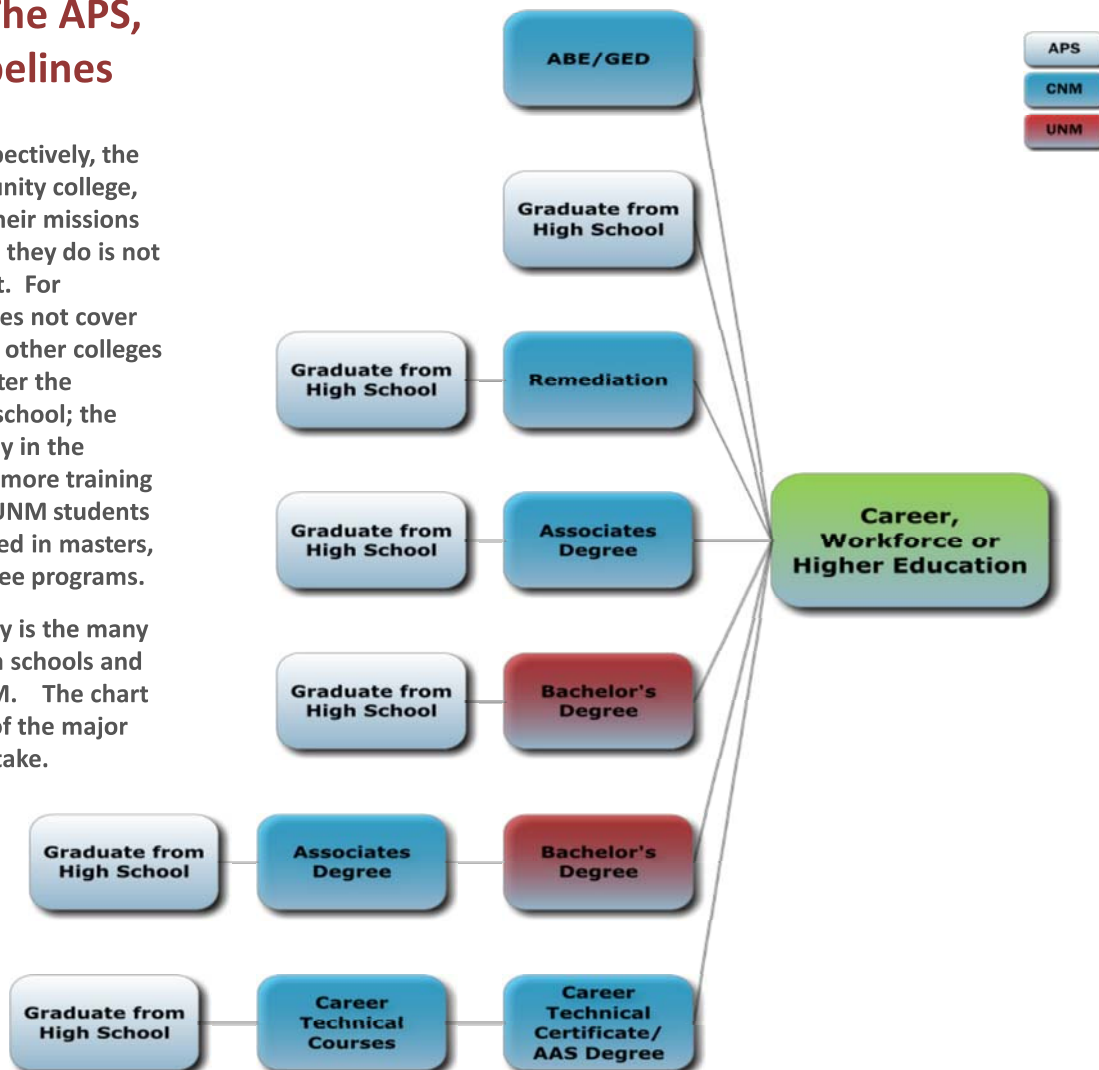
Second, CEPR is evaluating how well APS, CNM, and UNM are coordinating their organizational efforts using five critical conditions of collective success.³ These measures include:

1. Do the partners have a common agenda around student success?
2. Do the partners have shared measurement systems so they can agree how success will be measured and reported?
3. Are the partners engaged in specific activities which mutually support and reinforce each other?
4. Are the partners communicating with each other enough to develop trust that their interests will be treated fairly?
5. Do the partners have the organizational capacity to focus people's attention, create a sense of urgency, apply pressure to stakeholders without overwhelming them, frame issues as opportunities as well as difficulties, and mediate conflicts among stakeholders?

Understanding The APS, CNM, UNM Pipelines

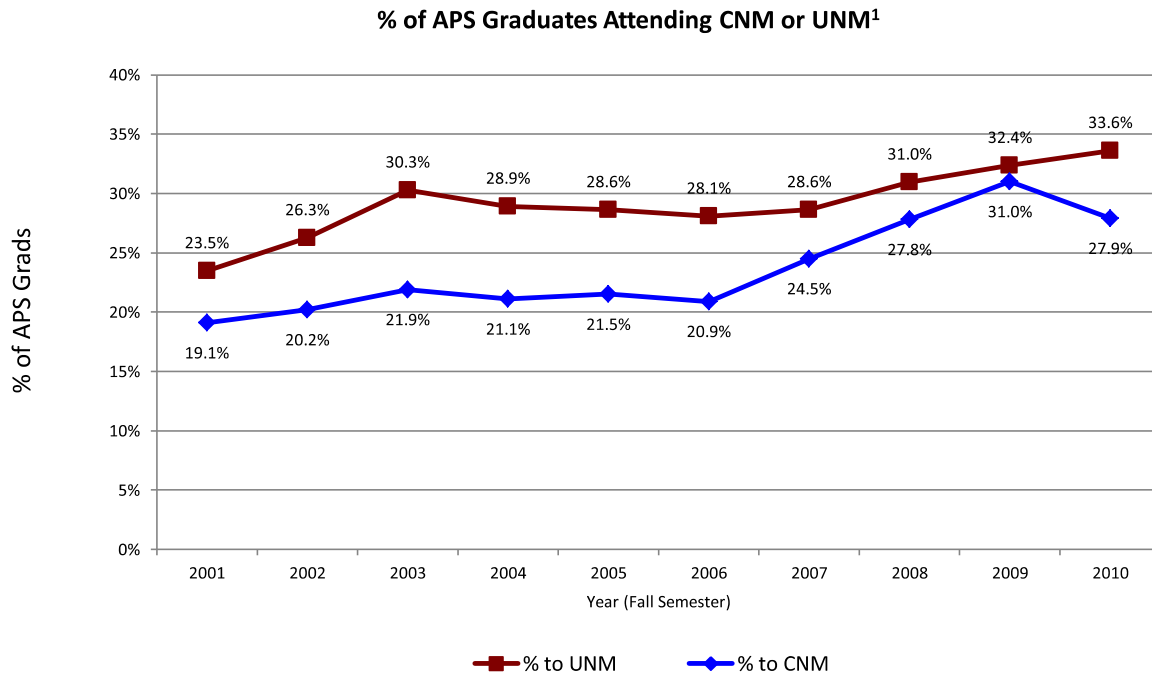
APS, CNM, and UNM are, respectively, the largest school district, community college, and university in the state. Their missions are diverse and much of what they do is not addressed in this initial report. For example, this initial report does not cover the APS students who attend other colleges both in and out of state or enter the workforce directly from high school; the CNM students who are already in the workforce and come back for more training or to learn new skills; or the UNM students who are non-degree or enrolled in masters, doctoral, or professional degree programs.

As such, the focus of this study is the many students who attend APS high schools and then attend CNM and/or UNM. The chart on the right illustrates some of the major pathways that these student take.



Why The APS, CNM, UNM Partnership Is Important To Students

As the chart on this page demonstrates, APS, CNM, and UNM share a strong interdependency. As shown below, a significant portion of APS high school graduates attend CNM and/or UNM the Fall immediately following their graduation, and this percentage has been steadily increasing over the past 10 years.

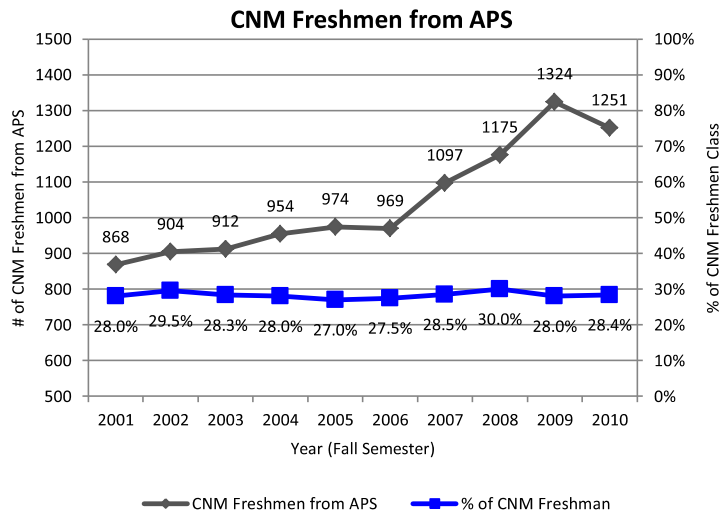


1: These percentages may include duplicates (students who enroll simultaneously at both institutions).

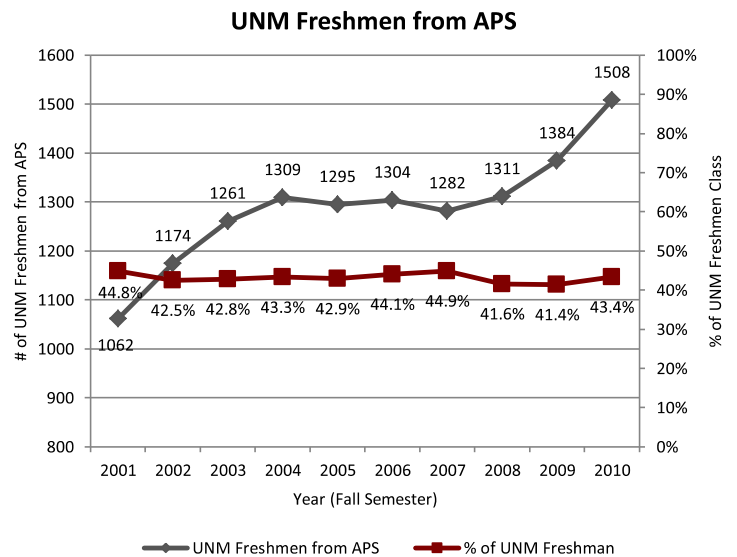
Number of APS graduates enrolled as first-time Freshmen at CNM and UNM provided by the CNM and UNM Offices of Institutional Research. Total number of APS annual graduates provided by APS Office of Student Information Systems.

Why The APS, CNM, UNM Partnership Is Important To Students

As the charts on this page demonstrate, APS, CNM, and UNM share a strong interdependency. APS students comprise a significant portion of each institutions incoming Freshmen classes, as demonstrated in the charts below.



This chart depicts the number of incoming CNM freshmen that graduated from an APS high school. Also, it shows the portion of CNM freshmen that are APS graduates. There has been a steady increase in APS students attending CNM as Freshmen over the past 10 years, with marked increases beginning in 2007. The portion of CNM Freshmen coming from APS has remained relatively constant over time.

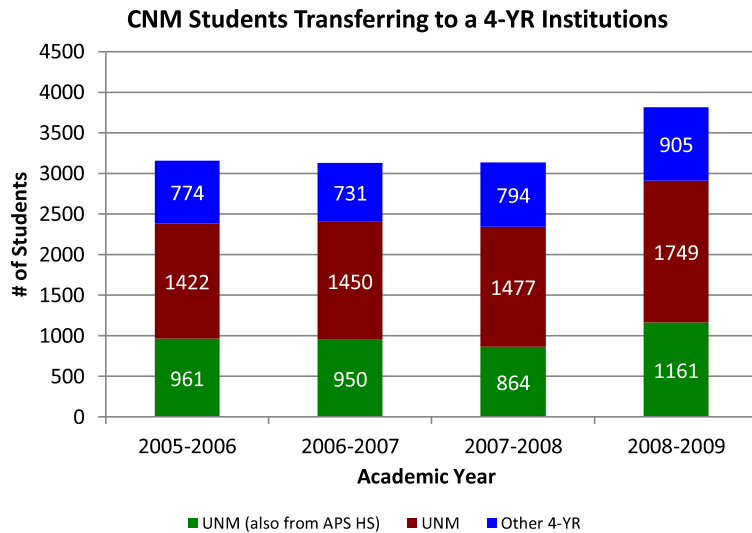


This chart depicts the number of incoming UNM freshmen that graduated from an APS high school. Also, it shows the portion of UNM freshmen that are APS graduates. There has been a steady increase in APS students attending UNM as Freshmen over the past 10 years, with marked increases beginning in 2008. The portion of UNM Freshmen coming from APS has remained relatively constant over time.

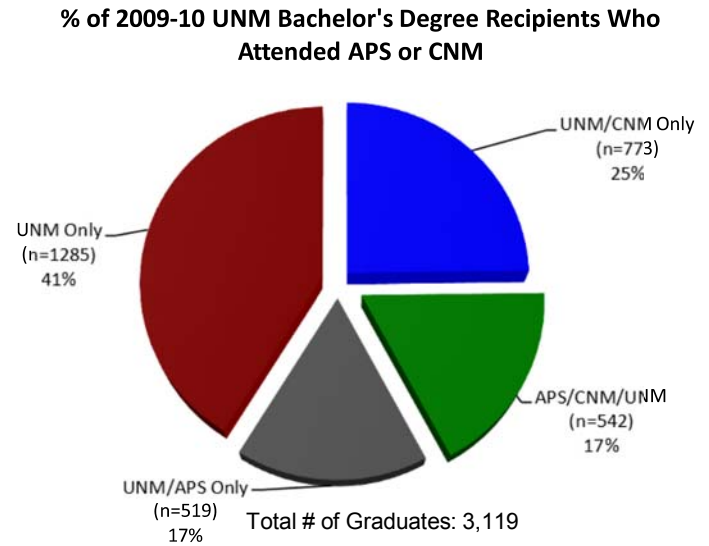
Number of APS graduates enrolled as first-time Freshmen at CNM and UNM provided by the CNM and UNM Offices of Institutional Research. Total number of APS annual graduates provided by APS Office of Student Information Systems.

Why The APS, CNM, UNM Partnership Is Important To Students

While the previous page demonstrated the strength of the partnership through enrollment, it is important to highlight that the relationship remains strong throughout the higher education portion of the pipeline, as depicted in the charts below. . The chart on the left shows the significant relationship between CNM and UNM in regards to transfer students, with over 76% of all transferring CNM students in 2010 enrolling at UNM. The chart on the right is a snapshot of UNM 2009-10 Bachelor's degree recipients as shows the breakdown of graduates who attended APS, CNM or both.



This chart shows CNM students transferring to a four-year institution. In 2008-09, 76% of these transferring students enrolled at UNM (combination of the green and red bars). Additionally, a significant portion of these UNM transfers are from an APS high school. A transfer is defined as a CNM student who stops enrolling at CNM for three consecutive semesters, and during that time enrolls at a four year institution. The year in which transfers are counted is the Academic Year of the final semester of enrollment at CNM. Student transfer definitions and data provided by CNM Office of Institutional Research.



This chart demonstrates the complexity of the 21st Century student pipeline. As shown above, 42% of 2009-10 UNM graduates had course credit from CNM. Additionally, 34% of these graduates are also graduates of an APS high school. Information on UNM graduates provided by UNM Division of Enrollment Management. Bachelors recipients listed in each category may also have earned college credit at other institutions (i.e. the UNM Only category includes students with transfer credit from colleges other than CNM).

How Is The Partnership Working In Terms Of Student Progress?

This chart shows selected measures for APS, CNM, and UNM, as well as measures that provide a sense of the transition among the three partners. It reports institutional statistics and trends on 13 measures (2 unique to each institution, and 7 shared measures).

Information listed in the “Current” column represents data for the most recent year available.














Information listed in the “Baseline” is the average of the previous three years of data (with the exception of the APS 4-year graduation rate, which is the average of two years, due to PED changing the method of calculation in 2008).

The arrows depicted in the “Trend” column refer to the overall trend over time. For this preliminary analysis, we have used as much information as available to determine the direction of each of the trends. Future analyses will include statistical tests of significance.

A detailed definition of each measure is located on pages 15-17. Additional information and historical trends can be found in the Appendix.

Note: The APS/UNM Remediation Rate is a negative upward trend, and is labeled “red” accordingly.

Measures of Student Success

MEASURE	CURRENT	BASELINE	TREND
APS 4 Year High School Graduation Rate	64.7%	64.2%	
% of APS Students Taking the ACT	65%	57%	
CNM 3 Year Graduation/Success Rate	38.7%	36.2%	
CNM 1 Year (2 nd Fall) Retention Rate	58.8%	57.2%	
UNM 6 Year Graduation Rate	44.5%	43.9%	
UNM 1 Year (2 nd Fall) Retention Rate	78.3%	77.7%	
APS/CNM Remediation (% of APS Students Taking at Least 1 Remedial Course)	76.7%	76.2%	
APS/CNM Dual Credit (# of APS Students)	784	647	
APS/UNM Remediation (% of APS Students Taking at Least 1 Remedial Course)	36.9%	35.5%	
APS/UNM Dual Credit (# of APS Students)	85	14	
CNM/UNM Shared Enrollment (# of Students Enrolled at both CNM & UNM)	2,133	1,681	
CNM/UNM Annual Transfers (Number of CNM Students Transferring to UNM Per Year)	2,910	2,365	
CNM/UNM Transfer (2+2) Agreements (Number of Total Departmental Agreements)	14	6	

Do APS, CNM, and UNM Have A Common Agenda Around Student Success?

Collective Success Condition 1 - Common Agenda:

“Collective impact requires all participants to have a shared vision for change, one that includes a common understanding of the problem and a joint approach to solving it through agreed upon actions.”⁴

Preliminary Analyses: The APS/CNM/UNM MOA states “the community and pre-kindergarten through higher education students will benefit from coordinated and intentionally integrated education program planning.” The Superintendent and the two Presidents do have a common understanding that the problem to be solved is low student achievement at every level of the education continuum. It appears that people within each organization also understand the problem is low student achievement, but each organization may have a different perspective on the challenges to solve. The MOA does outline a set of five agreed upon actions including strategic education initiatives, joint programs, shared resources, academic calendars, and improved communications.

Preliminary Comments:

The MOA and the Partnership it creates are not well known within the three organizations or in the community. Our initial impression is that the Partnership could be strengthened and institutionalized. In addition, these efforts should be expanded and made more visible both within the organizations and to the community.



Do APS, CNM, and UNM Have Shared Measurement Systems?

Collective Success Condition 2 – Shared Measurement Systems:

“Agreement on a common agenda is illusory without agreement on the ways that success will be measured and reported.” ⁵

Preliminary Analyses: The APS/CNM/UNM MOA commits the partners to sharing data to improve and coordinate policy decisions that support student success. Each of the organizations has staff and departments dedicated to data collection, analyses, and reporting which require them to meet intense compliance requirements. Additionally, each of the organizations share data on a regular but informal basis. It is unclear whether the three institutions, or individual departments within the institutions, have agreed upon ways of defining, measuring, or reporting success.

Preliminary Comments: It appears that a significant amount of the success relating to data sharing, measurement, and reporting across the institutions is a result of the strong relationships between staff members at each institution. It appears that formalizing these existing yet informal relationships may be beneficial. One specific example of an area where further thought and perhaps standardization is needed is definition and methodology for collecting data and reporting on common terms.

During the course of the study, it became apparent that CNM and UNM both report on students who “Transfer” from CNM to UNM. However, they define “transfer” differently, and use different data collection methodologies. Both institutions’ definitions and methodologies are sound, and serve the purpose of their internal use. However, because of these differing methodologies, a comparison of CNM and UNM transfer student data is difficult. This example reinforces the importance of and need for shared measurement systems among all three institutions.



Are APS, CNM, and UNM Engaged In Specific Reinforcing Activities?

Collective Success Condition 3 – Mutually Reinforcing Activities: “Collective Impact initiatives depend on a diverse group of stakeholders working together, not by requiring that all participants do the same thing, but by encouraging each participant to undertake the specific set of activities that it excels in a way that supports and is coordinated with the action of others.”⁵

Preliminary Analyses: The APS/CNM/UNM MOA commits the partners to sharing data, developing joint programs to support tutoring, mentor and advisement opportunities, enhance the skills of educational leaders, focus on the educational success of veterans, and support new program development. In addition, the MOA commits the partners to developing opportunities to share financial and operational resources, and to align academic calendars for families dealing with APS, CNM, and UNM. CEPR will gather detailed data on these activities during this study.

One of the most important mutually reinforcing activities is facilitating the transfer of credits amongst the three institutions, through dual credit programs, articulation agreements, and other transfer agreements. The three institutions have developed these kinds of programs and agreements.



Preliminary Comments: It appears that a primary area of concern for the higher education institutions is varying transfer requirements at the institution, college, and department levels. An evaluation of the efficacy of articulation agreements is a significant component of CEPR’s plans for the study, and will include interviews with institutional leadership, counselors, advisors, admissions officials, and students.

Are APS, CNM, and UNM Engaged In Continuous Communication?

Collective Success Condition 4 – Continuous

Communication: “Participants need several years of regular meetings to build up enough experience with each other to recognize and appreciate the common motivation behind their different efforts. They need time to see that their own interests will be treated fairly, and that decisions will be made on the basis of objective evidence and the best possible solution to the problem, not to favor the priorities of one organization over another.”⁵

Preliminary Analyses: The APS/CNM/UNM MOA commits the partners to creating an information call center that provides the community with information about APS, CNM, and UNM. In addition, the MOA calls for joint Board Meetings on topics of common interest, and regularly scheduled meetings among the leaders of the respective organizations.

CNM established a call center in 2009 with support from the Kellogg Foundation. The Ask CNM Contact Center does provide students with information about APS, CNM, and UNM. The Contact Center handled 13,000 calls during July 2011 and is currently seeking additional funds to expand its capacity. The Boards of APS, CNM and UNM met one time in December 2008. In addition, the Boards of CNM and APS met in August of 2008. The Superintendent of APS, the President of CNM, and the President of UNM do meet on a regular basis and have a strong professional and personal relationship.



Preliminary Comments: This strength of the Partnership is the personal and professional relationship among the Superintendent and the Presidents and thought must be given to how the partnership can thrive when transitions in leadership occur. It also appears to us that the three organizations could engage in processes that build, strengthen, and formalize similar relationships at other levels in the institutional hierarchy, including at the Board level.

Do APS, CNM, and UNM Have The Capacity To Develop A Backbone Support Organization?

Collective Success Condition 5 – Backbone Organization:

“Coordination takes time, and none of the participating organizations has any to spare. The expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails... In the best circumstances, these backbone organizations embody the principles of adaptive leadership: the ability to focus people’s attention and create a sense of urgency, the skill to apply pressure to stakeholders without overwhelming them, the competence to frame issues in a way that presents opportunities as well as difficulties, and the strength to mediate conflict among stakeholders.”⁵

Preliminary Analyses: Understanding how the concept of a backbone organization might fit into the APS, CNM, UNM Partnership will take time and discussion. One important lesson learned in 50 years of experience with collective impact is that partnerships are voluntary.⁶ It is clear that the maintenance and development of this Partnership will take resources that are in short supply at each institution.

Preliminary Comments: We believe that the Partnership is important to Albuquerque and that the Economic Forum and other stakeholders play an important role in supporting this relationship now and protecting it in the future during transitions in leadership. We propose that the Superintendent, Presidents, and Economic Forum operate as a de facto backbone organization and that CEPR report the results of this study to this group over the next three years.



This Report Could Not Have Been Prepared Without The Help Of

- APS Office of the Superintendent
- CNM Office of the President
- UNM Office of the President
- Terry Babbitt, UNM Enrollment Management
- Breda Bova, UNM Office of the President
- Mark Chisholm, UNM Institutional Research
- Jep Choate, UNM Enrollment Management
- Connie Dennison, UNM Institutional Research
- Joseph Escobedo, APS Office of the Superintendent
- Tom Genne, APS Research, Deployment and Accountability
- Michael Gibson, UNM Enrollment Management
- Angelo Gonzales, UNM Center for Education Policy Research
- Meriah Heredia Griego, UNM El Centro de la Raza
- Scott Hughes, UNM Center for Education Policy Research
- Shayne Kendall, APS Student Information Systems
- Merle Kennedy, UNM Enrollment Management
- Dawn Kenney, CNM Office of Institutional Research
- Annaliese Mayette, UNM Enrollment Management
- Rose-Ann McKernan, Instructional Accountability
- Tenley Ruth, UNM Center for Education Policy Research
- Samantha Sengel, CNM Office of the President
- Schuyler Smith, UNM Enrollment Management
- Beata Thorstensen, NM School Leadership Institute
- Kathy Ulibarri, CNM Office of Planning and Budget

The UNM Center For Education Policy Research (CEPR)

CEPR was established in 2011 and supports faculty, staff, students, affiliates, and partners who are committed to improving education in New Mexico.

CEPR's mission is to **research** education policy topics of interest in New Mexico; **communicate** knowledge about education policy to diverse audiences; **collaborate** with policy makers and other researchers on systemic policy change; and **educate** researchers and policy makers about the value of data-driven policy making.

Center for Education Policy Research College of Education

Manzanita Hall, Room 119
MSC 05 3040
University of New Mexico
Albuquerque, NM 87131-0001
505-277-1180 (phone)
lyndah@unm.edu (email)
<http://cepr.unm.edu>

Progress Report Data Dictionary & List of Sources

APS High School Graduation Rates: The Current graduation rate is the 2010 4 Year Cohort Rate that APS reports to PED. Graduation Rates are the percentage of students that graduated on time, which begins when the student is first in the 9th grade. The Progress Report Baseline is the average of the two previous years (2008 & 2009), as the PED changed the method for determining graduation rates in 2008. Source: PED New Mexico High School Graduation Information (<http://ped.state.nm.us/Graduation/index.html>)

% of APS Students Taking the ACT: The Current Participation Rate is the percent of APS students taking the ACT test in 2010 (participation rates for 2010 are estimates based on 2009 enrollment data). The Progress Report Baseline is the average of the three preceding years (2007-2009). Source: 2011 APS Broad Report.

CNM Total Graduate Rate: The Current Graduation/Success Rate is the 2006 cohort of new students taking nine or more credit hours who are successful after three years. Success is defined as earning a degree, earning a certificate, or transferring). The Baseline is the average of the two preceding years (2004 & 2005). Source: CNM Office of Institutional Research.

CNM Retention Rate: The Current Retention Rate is the percentage of Fall 2009 first-time, full-time, degree seeking students who were still enrolled after one year (Fall 2010). The Baseline is the average of the three preceding years (2006-2008). Source: CNM 2010-11 Fact Book.

UNM Graduation Rate: The Current 6-Year Graduation Rate is the percentage of Fall 2004 first-time, full-time, degree seeking students who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system). The Baseline is the average of the three preceding years (2001-2003). Source: UNM 2010-11 Fact Book. Graduation rates for APS graduates provided by UNM Office of Institutional Research.

Progress Report Data Dictionary & List of Sources

UNM Retention Rate: The Current Retention Rate is the percentage of Fall 2009 first-time, full-time, degree seeking students who were still enrolled after one year (Fall 2010). The Baseline is the average of the three preceding years (2006-2008). Source: UNM 2010-11 Fact Book. Retention rates for APS graduates provided by UNM Office of Institutional Research.

APS/CNM Remediation: The Current Remediation Rate is the percentage of May 2010 APS graduates enrolled at CNM in Fall 2010 who take at least one remedial course. The Baseline is the average of the three preceding years (2007-2009). Source: CNM Office of Institutional Research.

APS/CNM Dual Credit: The Current Dual Credit Rate is the number of APS students enrolled in Dual Credit courses with a signed Dual Credit contract at CNM during the Fall 2010 semester. The Baseline is the average of students enrolled in the Fall semester the three preceding years (2007-2009). Source: CNM Office of Institutional Research.

APS/UNM Remediation: The Current Remediation Rate is the percentage of first-time, full-time, degree seeking UNM students who are APS graduates who have taken at least one remedial course in 2010 in Remedial English, Math, or Reading. The Baseline is the average numbers of the three preceding years (2007-2009). Source: UNM Office of Institutional Research.

APS/UNM Dual Credit: The Current Dual Credit Rater is the number of students from any APS high school enrolled in a Dual Credit course at UNM Main campus with a signed Dual Credit agreement during the Fall 2010 semester. The Baseline is the average of the two preceding Fall semesters (2008 & 2009). Source: UNM Office of Institutional Research.

Progress Report Data Dictionary & List of Sources

CNM/UNM Shared Enrollment: The Current Shared Enrollment number is the number of unduplicated students who are taking classes at both CNM and UNM during the same semester (independent of student type). CNM enrollment includes all campus locations. UNM enrollment is Main Campus only. The Baseline is the average of the three preceding years (2006-2008). Source: CNM & UNM Offices of Institutional Research.

CNM/UNM Annual Transfers: The Current Transfer Rate is the number of CNM students who transferred to UNM in 2009. A transfer is defined as a CNM student who stops enrolling at CNM for three consecutive semesters, and during that time enrolls at UNM. The year in which transfers are counted is the Academic Year of the final semester of enrollment at CNM. The Baseline is the average of the three preceding years (2006-2008). Source: CNM Office of Institutional Research.

CNM/UNM Transfer (2+2) Agreements: The Current number of Transfer (2+2) Agreements is the total number of agreements between CNM and UNM departments/schools as of 2010. The Baseline is the average number of total agreements for the preceding three years (2007 – 2009). Since agreements are renewed on an annual basis, each year includes new agreements signed in that year, as well as all still-active agreements signed in prior years. The Developmental Courses transfer agreement is not considered a 2+2 agreement. Source: CNM Office of Education Partnerships.

Footnotes

¹ A critical assumption in current research is that education reform is systemic and that we must gather indicators of children's progress at every step along the developmental and educational continuum. This is important because "...the historical separation between various levels of education, and the consequent lack of communication and coherence across sectors, means that children and older students are lost at every juncture." (Quality Counts, 2007).

Quality Counts has developed a measure "A Child's Chance For Success" that combines indicators of early foundations (family income, parent education, parental employment, linguistic integration); school years; and adult outcomes (adult education attainment, annual income, and steady employment). New Mexico has historically received a low ranking on this measure. Most recently, it received a D+ from the 2011 issue of Quality Counts (Retrieved from <http://www.edweek.org/ew/qc/2011/16src.h30.html>).

We believe that the Chances for Success framework is useful for this study because it a more comprehensive view of how families, schooling and the economy impact student success. Over the next three years, this study will explore what kinds of family supports exist for students and families in APS/CNM/UNM and what kinds of career opportunities exist in Albuquerque and New Mexico to support young adults once they have graduated. The Chances for Success framework is also useful because it offers another way of thinking about the potential impact of the APS/CNM/UNM Partnership. One of the most positive results of the APS/CNM/UNM Partnership is that it could serve as a catalyst for a broader collaborative effort that includes all of the community and non-profit groups, the education system (APS/CNM/UNM), and the business community working together to support families, students, and working adults in ways that improve Albuquerque's students' chances for success.

There are a number of other resources available for tracking student progress along the educational continuum. Some key websites include:

- Quality Counts. (2007). From The Cradle To Career. *Education Week*, 26(17), 7-94
- Striving Together Report Card (2011). Retrieved from <http://www.strivetogether.org/education-results-resource/striving-together-report-card>
- Child Trends. Retrieved from <http://www.childtrends.org>
- Kids Count. Retrieved from <http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx>
- The National Center For Higher Education And Public Policy . Retrieved from <http://www.highereducation.org/index.shtml>
- Center On Education And The Workforce. Retrieved from <http://cew.georgetown.edu/about/about/>
- National Institute For Early Education Research. Retrieved from <http://nieer.org/>

Footnotes

² Albuquerque and New Mexico are fortunate to have a number of organizations that recognize the need to collaborate to improve child and youth outcomes from cradle to career. The challenge, of course, is whether or not these organizations can collaborate with each other. The following initiatives are some of current educational efforts underway in New Mexico and the greater Albuquerque area:

- Albuquerque-Bernalillo County Community Schools Partnership
- Albuquerque Business Education Compact
- Albuquerque Dropout Prevention Action Team
- Bernalillo County Early Childhood Action Partnership
- Birth to Five New Mexico
- Golden Apple
- Innovate+Educate
- New Mexico Business Roundtable For Educational Excellence
- New Mexico Community Data Collaborative
- New Mexico Early Childhood Development Partnership
- New Mexico Information Commons
- New Mexico First
- New Mexico School Leadership Institute
- New Mexico Voices For Children
- United Way Education Initiative
- UNM Family Development Program
- UNM P-20 Network for Education Renewal
- Youth Development, Inc.

In addition, a number of recent reports have been published with detailed analyses about how collaborative efforts are needed to improve education. Here are some of those reports:

Mitchell, J. (July, 2011). *Central New Mexico Education Needs Assessment*, UNM Bureau of Business and Economic Research, <http://bber.unm.edu/pubs/EducNeedsAssess.pdf>

New Mexico First (April, 2011). *Final Report: Implementation Session Early Childhood Care and Education*. Retrieved from <http://nmfirst.org/library/library>

Sturgis, C. (January, 2011). *Positioning for the Possible: Investing in Education Reform in New Mexico*. New Mexico Association of Grant Makers. Retrieved from <http://nmag.org/sites/default/files/images/NMAG%20Report%20web.pdf>

Winograd, P. & Sallee, C. (June, 2011). *Students at the Crossroads: A Study of New Mexico's 12th Grade*. University of New Mexico Center for Education Policy Research. Retrieved from <http://coe.unm.edu/cepr.html>

Footnotes

³ One important lesson in current research is that large scale social change requires broad cross-sector coordination, yet this kind of collaborative effort is rare, especially in education. Kania & Kramer (2011) argue that Collective Impact – the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem – is essential to long-term sustainable change. Here are selected references to this work:

- Kania, J., & Kramer, M. (Winter, 2011). *Collective Impact*. Stanford Social Innovation Review.
- Kramer, M., Parkhurst, M., & Vaidyanathan, L. (2009). *Breakthroughs in shared measurement and social impact*. FSG Social Impact Advisors.
- Strive Partnership of Cincinnati, Covington, and Newport. Retrieved from the <http://www.strivetogether.org/>
- The Coalition of Urban Serving Universities. Retrieved from <http://www.usucoalition.org/about/quickfacts.html>

⁴ Kania, J., & Kramer, M. (Winter, 2011). *Collective Impact*. Stanford Social Innovation Review. (p. 39)

⁵ Ibid., p. 40.

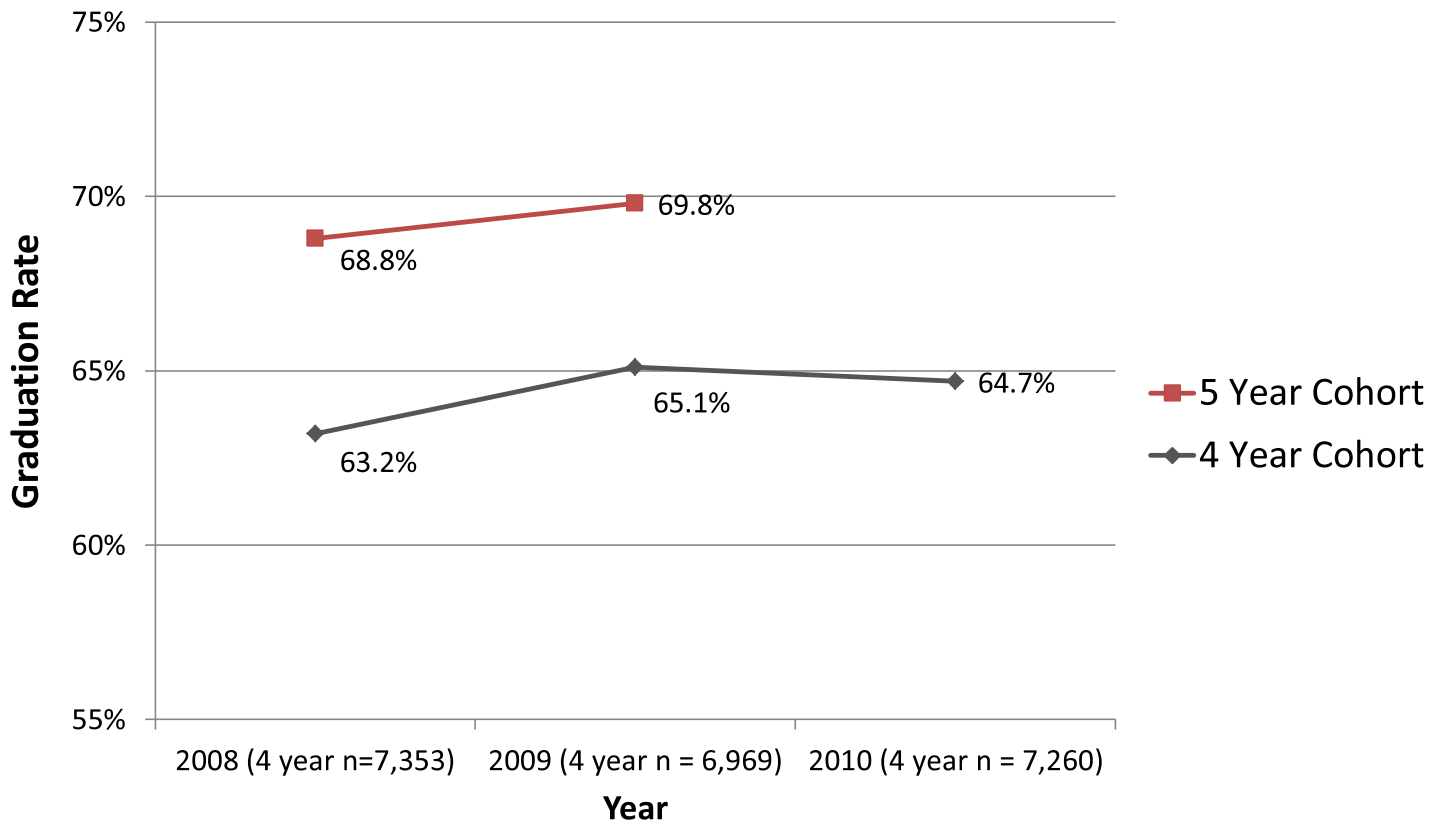
⁶ Committee on Institutional Cooperation. (2008). *Collective Impact: 50 Years of Strategic Collaboration*. CIC, Champaign, IL



Appendix – Detailed Information on Progress Report Measures

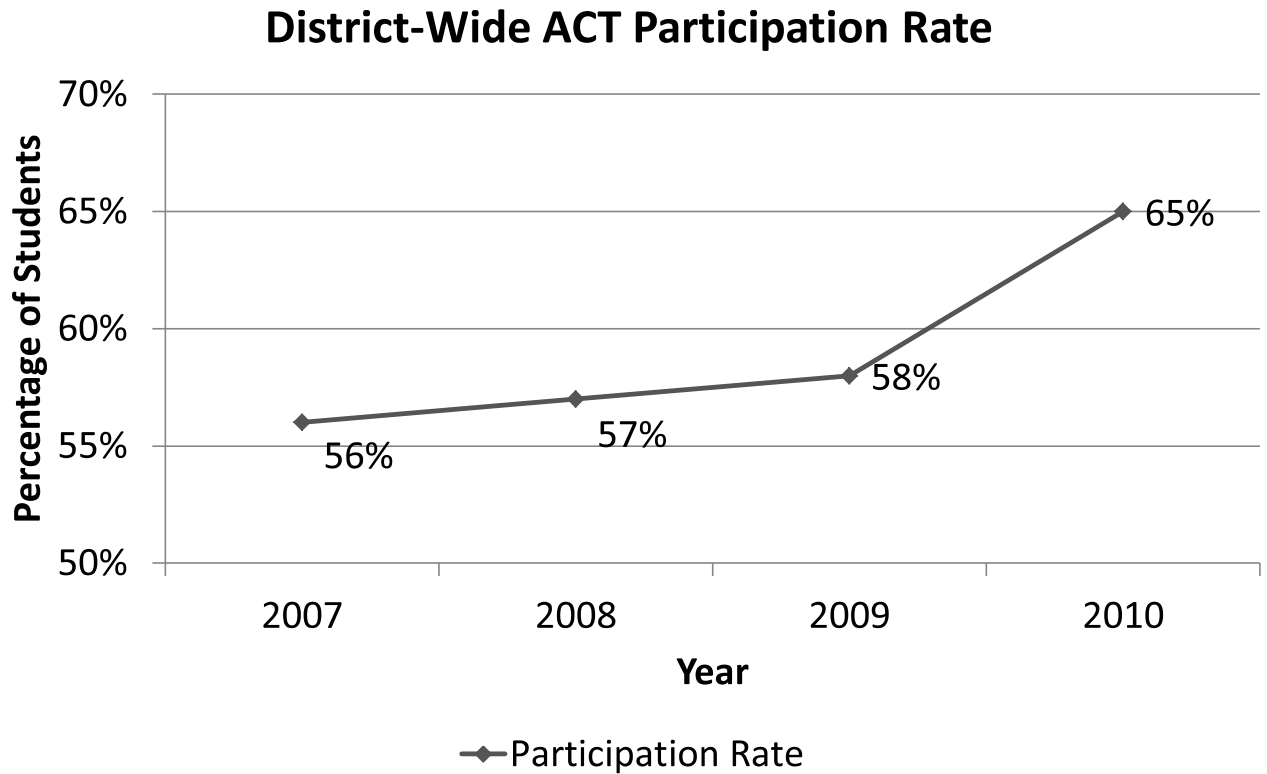


APS High School Graduation Rates



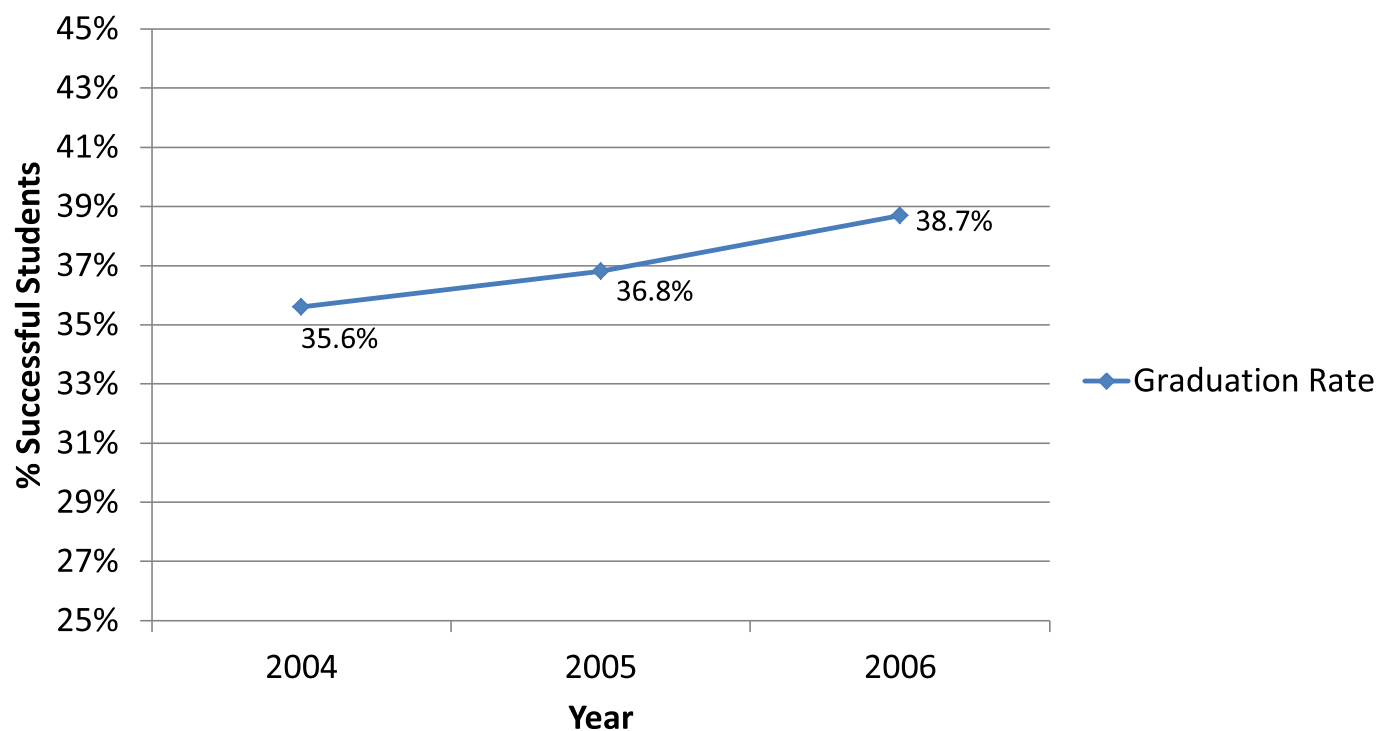
Data Source: PED New Mexico High School Graduation Information (<http://ped.state.nm.us/Graduation/index.html>)
Graduation Rates are the percentage of students that graduated on time, which begins when the student is first in the 9th grade. The PED is scheduled to release the 5 year graduation rate May of 2012.

% of APS Students Taking the ACT



Participation Rate is the percent of APS students taking the ACT test each year (participation rates for 2010 are estimates based on 2009 enrollment data). Source: 2011 APS Broad Report.

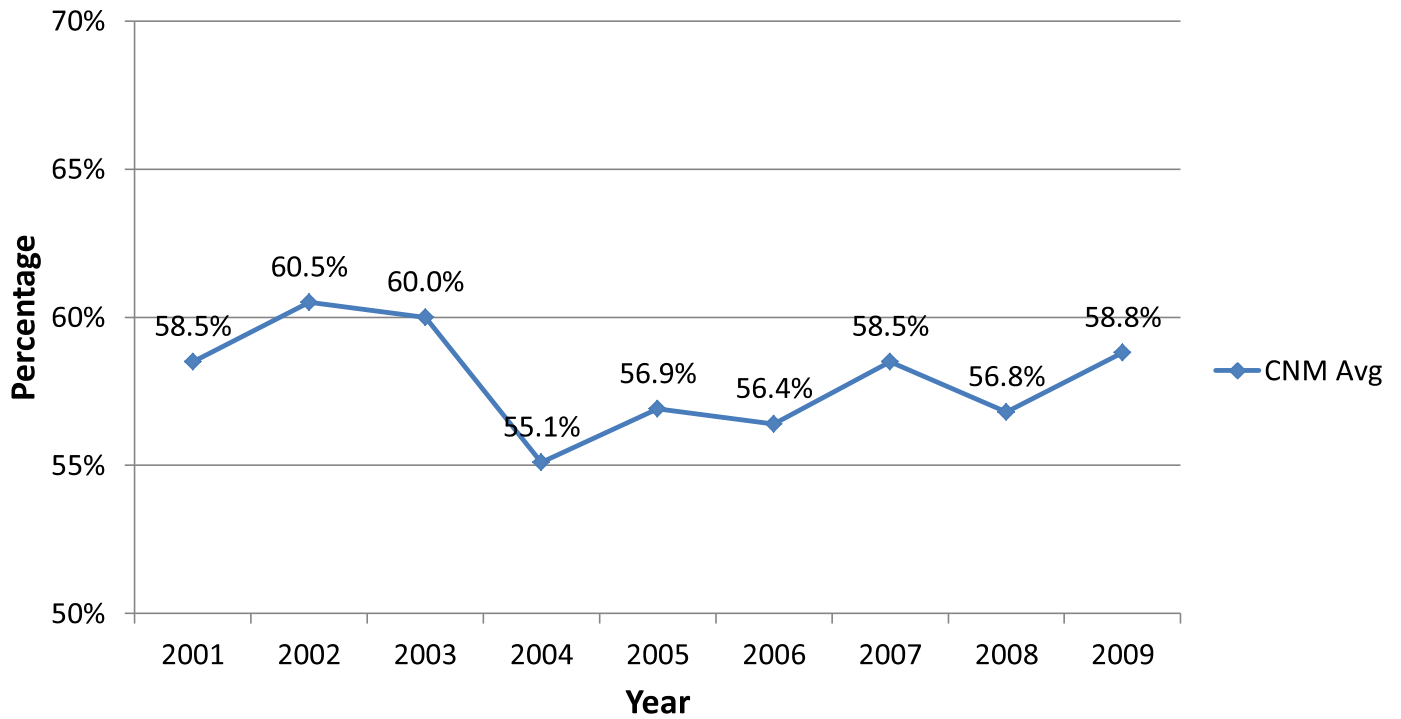
CNM Three-Year Graduation/ Success Rate



The Graduation/Success Rate measures each cohort of new students taking nine or more credit hours who are successful after three years. Success is defined as earning a degree, earning a certificate, or transferring. Source: CNM Office of Institutional Research.

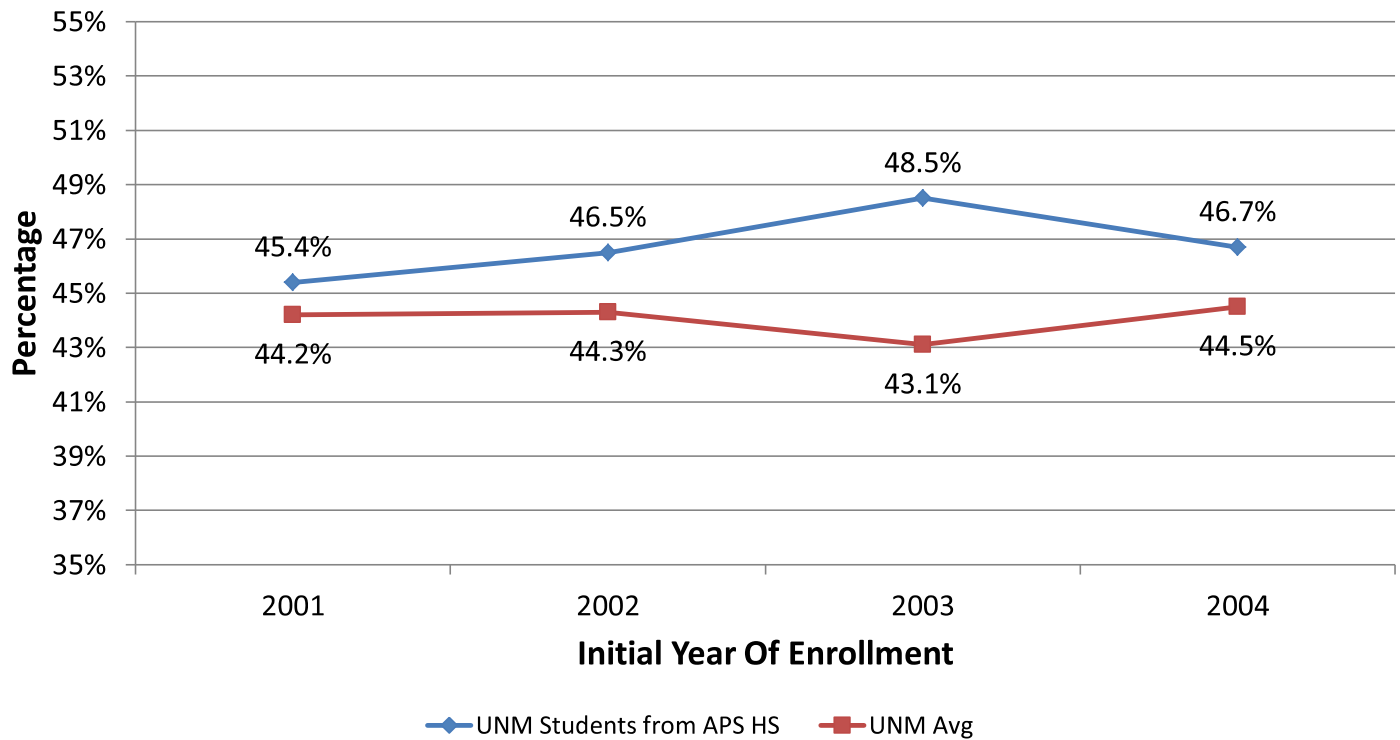
CNM 1 Year (3rd Semester) Retention Rate

CNM First-Time, Full-Time, Degree-Seeking Freshmen



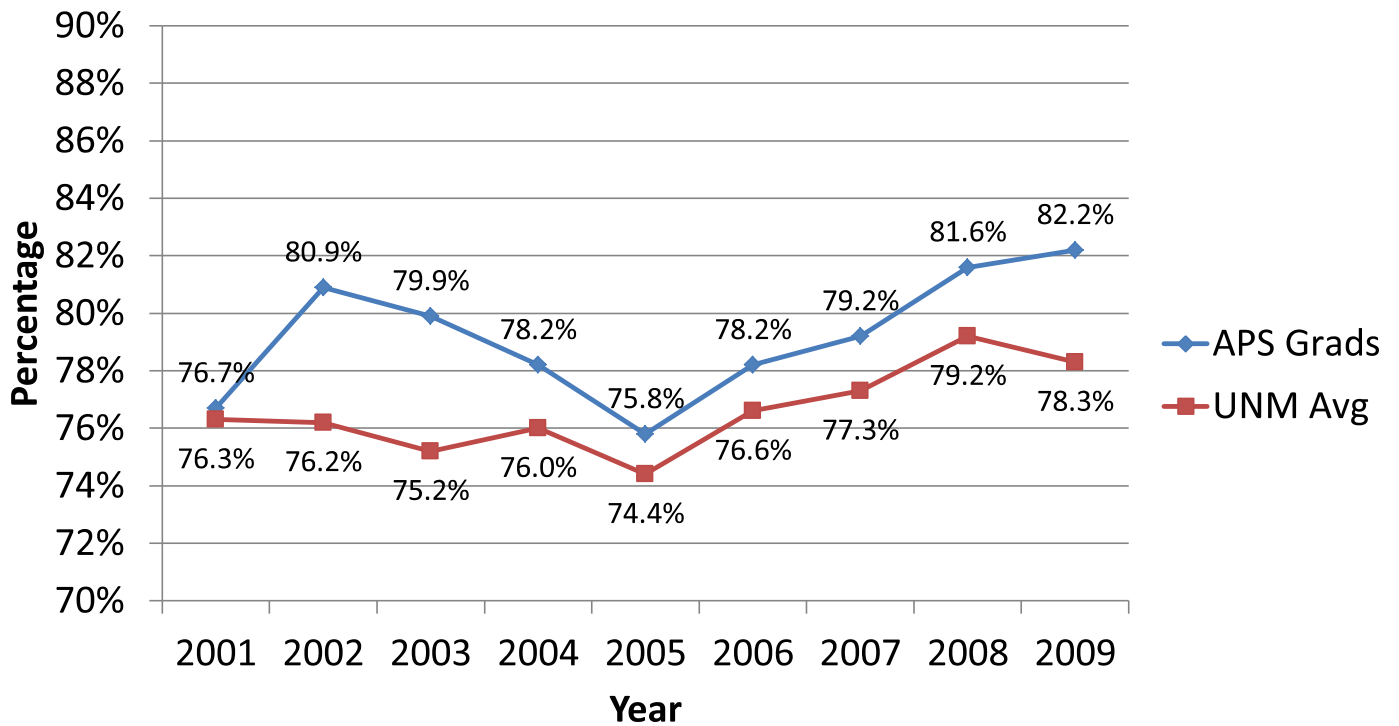
Retention Rate is the percentage of first-time, full-time, degree seeking students each Fall who were still enrolled in courses the following Fall (1 year later). Source: CNM 2010-11 Fact Book.

UNM 6-Year Graduation Rate



6-Year Graduation Rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system). The last year of data available is for the 2004-2010 student cohort. Source: UNM 2010-11 Fact Book. UNM Graduation rates for students from an APS high school provided by UNM Office of Institutional Research.

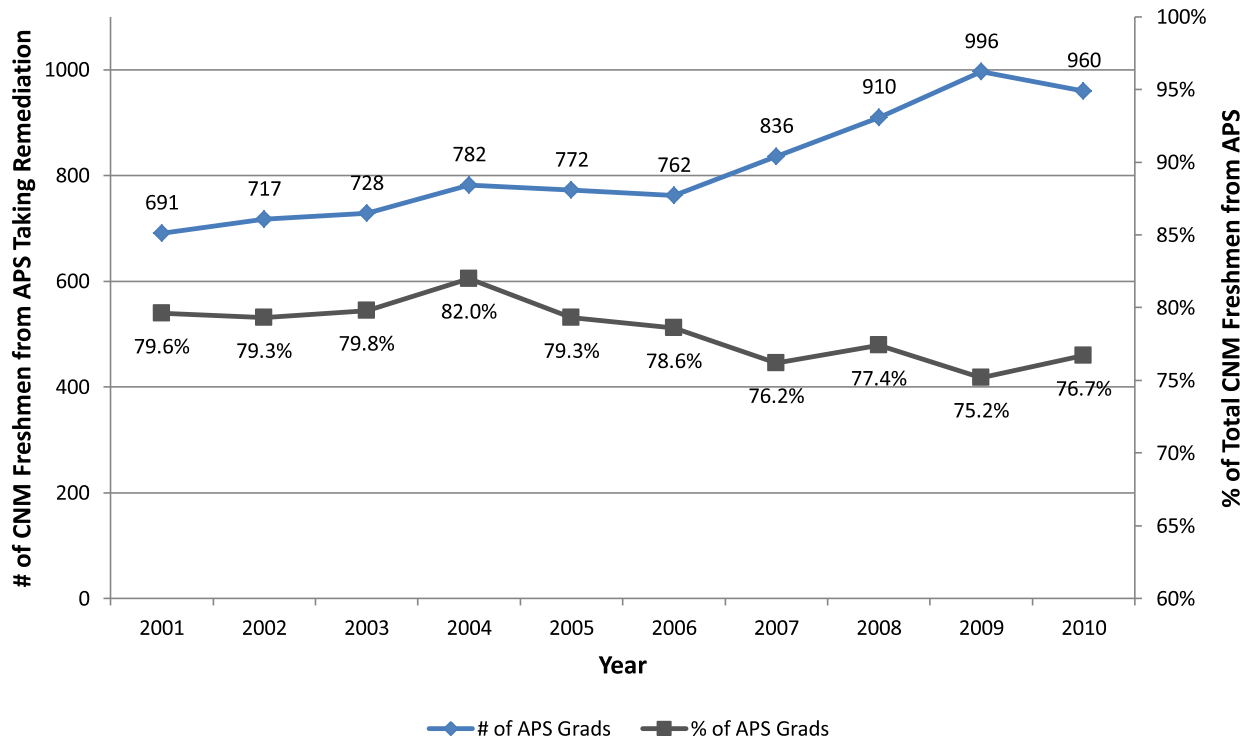
UNM 1 Year (3rd Semester) Retention Rate



Retention Rate is the percentage of Fall first-time, full-time, degree seeking students who were still enrolled after one year (the following Fall semester). Source: UNM 2010-11 Fact Book. Retention rates for APS graduates provided by UNM Office of Institutional Research.

APS/ CNM Remediation

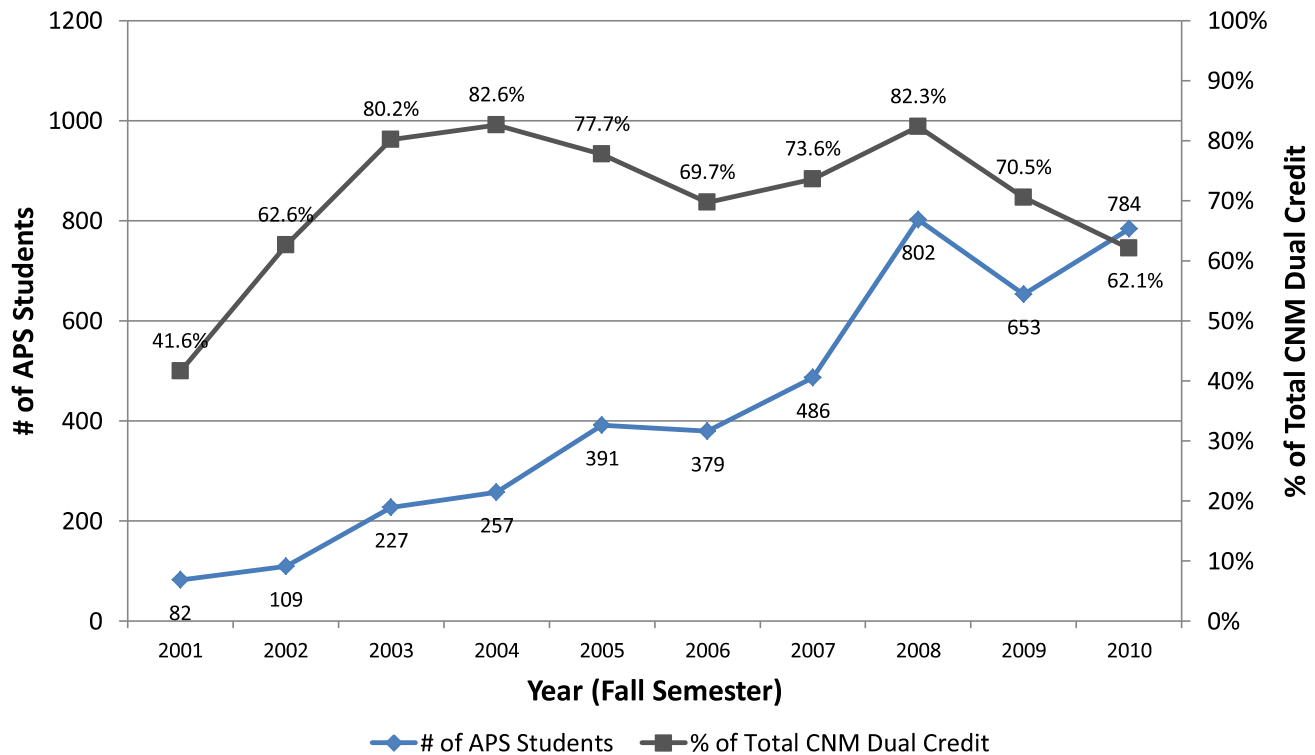
APS Students Taking Remedial Courses at CNM



The Remediation Rate is the percentage of APS graduates enrolled at CNM the Fall semester immediately following graduation who take at least one remedial course (blue line). The blue line on the chart shows the total number of CNM students from APS taking remedial courses. Source: CNM Office of Institutional Research.

APS/ CNM Dual Credit

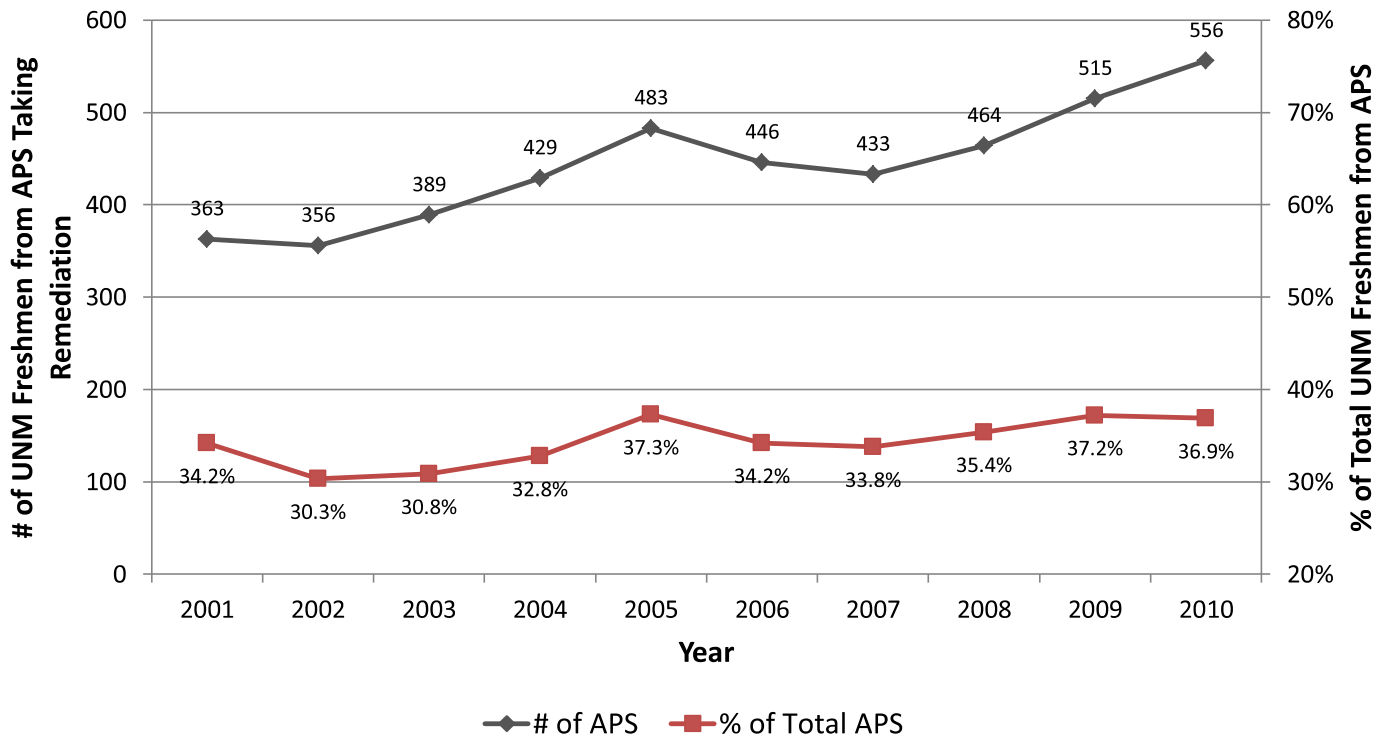
APS Students Taking Dual Credit Courses at CNM



The Dual Credit Rate is the number of APS students enrolled in Dual Credit courses with a signed Dual Credit contract at CNM during the Fall semester. The grey line shows the percentage of CNM dual credit who are from APS. Source: CNM Office of Institutional Research.

APS/ UNM Remediation

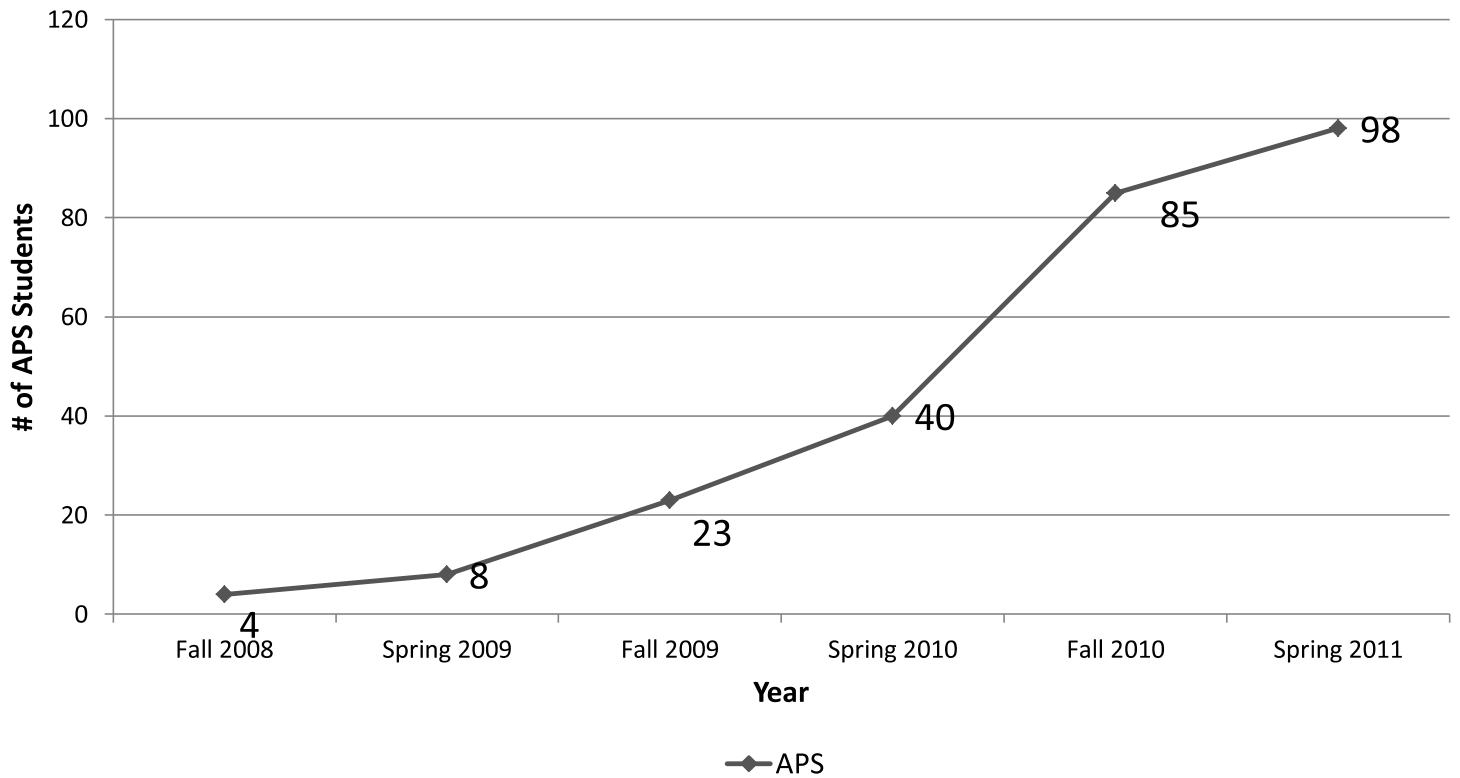
APS Students Taking at Least 1 Remedial Course at UNM



The Remediation Rate is the percentage of first-time, full-time, degree seeking UNM students who are APS graduates who have taken at least one remedial course in the Fall semester in Remedial English, Math, or Reading. The gray line on the chart shows the total number of UNM students from APS taking remedial courses. Source: UNM Office of Institutional Research.

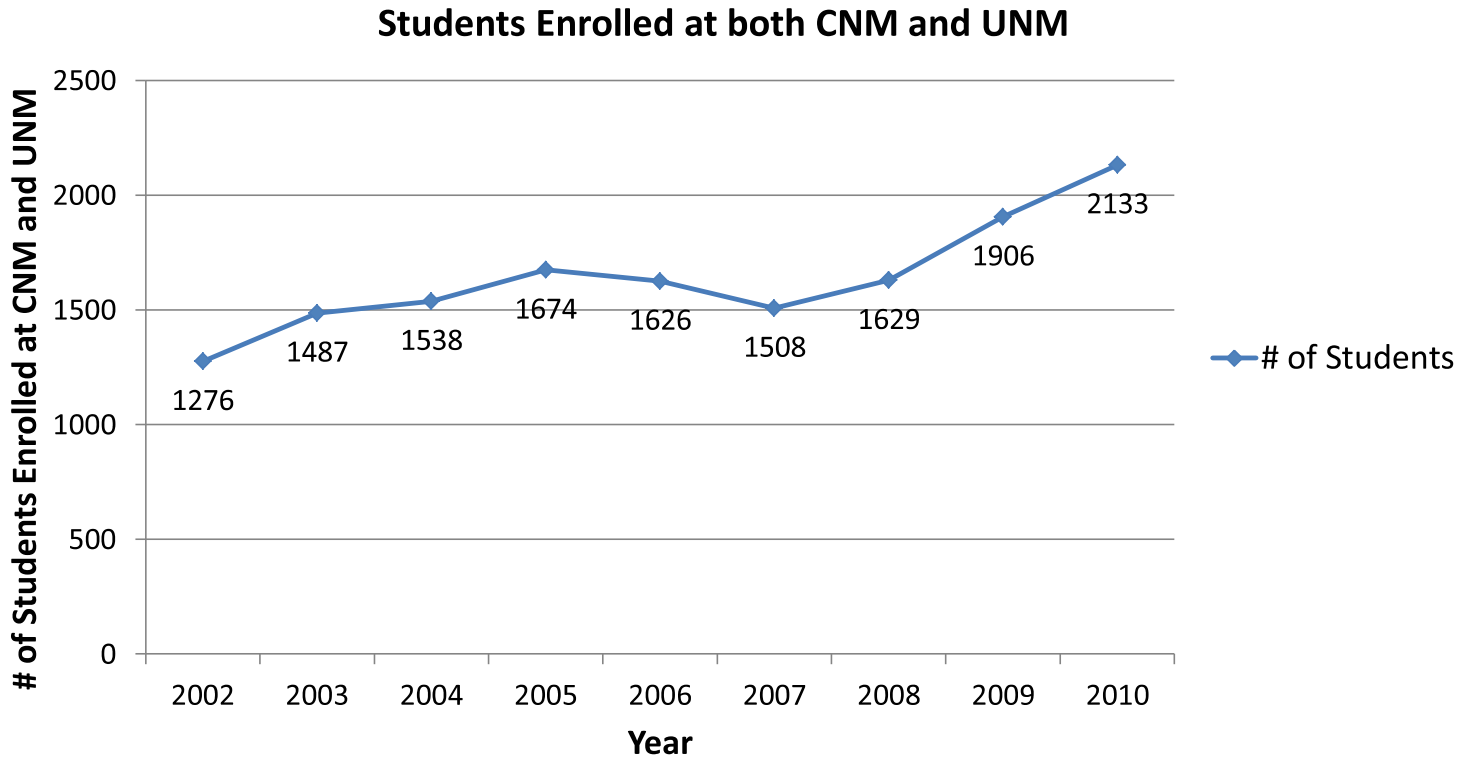
APS/ UNM Dual Credit

APS Students Taking at Least 1 Dual Credit Course at UNM



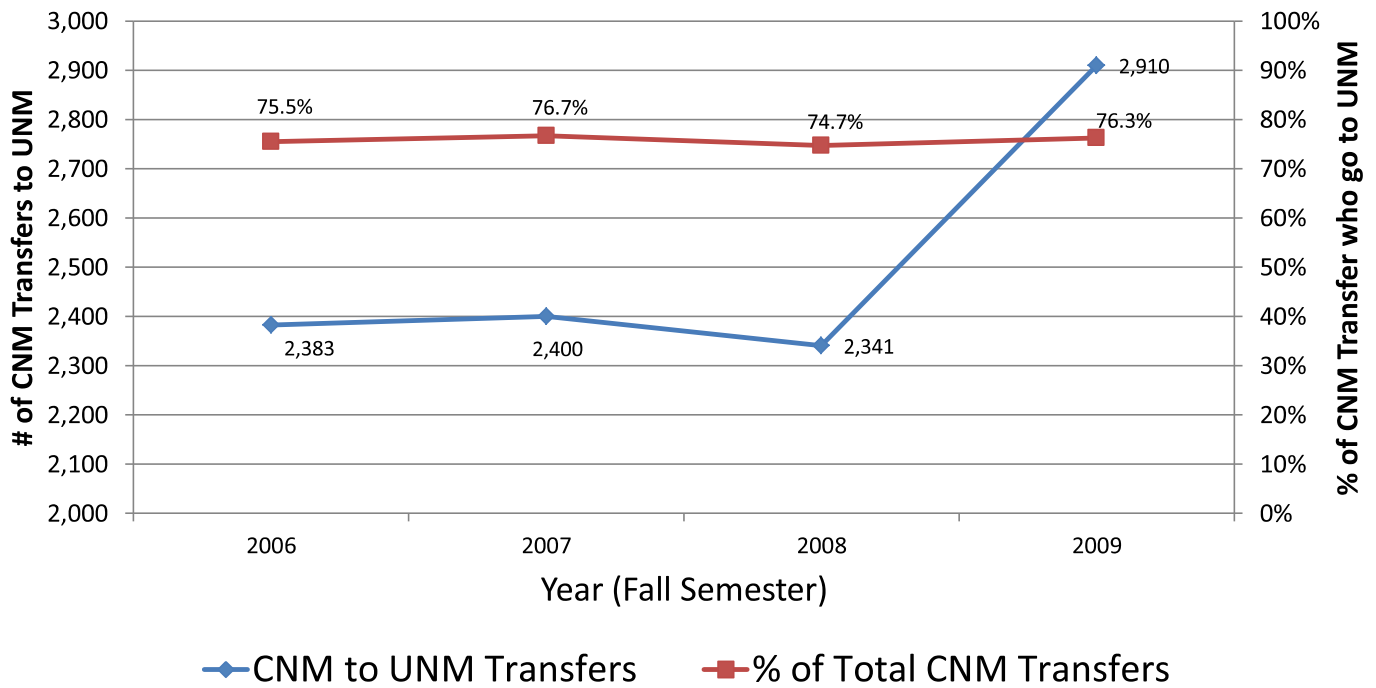
Dual Credit is the number of students from any APS high school enrolled in a Dual Credit course at UNM Main campus with a signed Dual Credit agreement each semester. Source: UNM Office of Institutional Research.

CNM and UNM Shared Enrollment



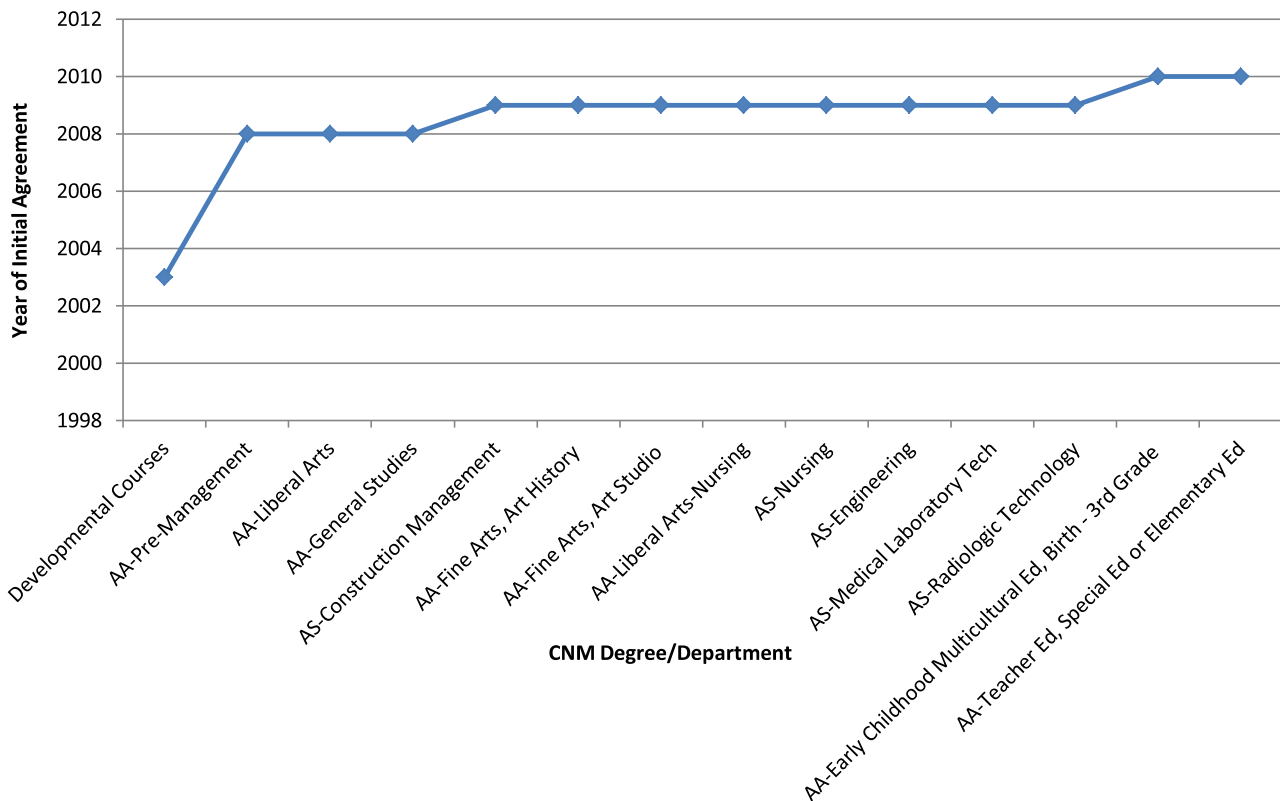
Shared Enrollment is the number of unduplicated students who are taking classes at both CNM and UNM during the same semester (independent of student type). CNM enrollment includes all campus locations. UNM enrollment is Main Campus only. Source: CNM & UNM Offices of Institutional Research.

CNM to UNM Annual Transfers



Annual Transfers are the number of CNM students who transferred to UNM each year. A transfer is defined as a CNM student who stops enrolling at CNM for three consecutive semesters, and during that time enrolls at UNM. The year in which transfers are counted is the Academic Year of the final semester of enrollment at CNM. Source: Student transfer definitions and data provided by CNM Office of Institutional Research.

CNM and UNM Transfer (2+2) Agreements



This chart shows the number of Transfer (2+2) Agreements between CNM and UNM departments as of 2010, as well as the year in which the initial agreement was signed. Since agreements are renewed on an annual basis, each year includes new agreements signed in that year, as well as all still-active agreements signed in prior years. The Developmental Courses transfer agreement is not considered a 2+2 agreement. Source: CNM Office of Education Partnerships.