

The Future of Education In New Mexico: Why Should You Care and What Should You Do About It?



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Data... Insight... Impact

WHAT DOES THE FUTURE HOLD?

*Whereof what's past is
prologue, what to come in
your and my discharge*
(Shakespeare, The Tempest)

*Don't know much about history
Don't know much about biology
Don't know much about a science book
Don't know much about the French I took*

*But I do know that I love you
And I know that if you love me too
What a wonderful world this would be*
(Sam Cooke)

*But past performance is not
as important as you may
think... As with any
investment ... past
performance is no guarantee
of ... future success.*
(The U.S. Securities and
Exchange Commission)

Education In America

“... wherever the people are well informed, they can be trusted with their own government

...if a nation expects to be ignorant & free, in a state of civilization, it expects what never was & will never be.”

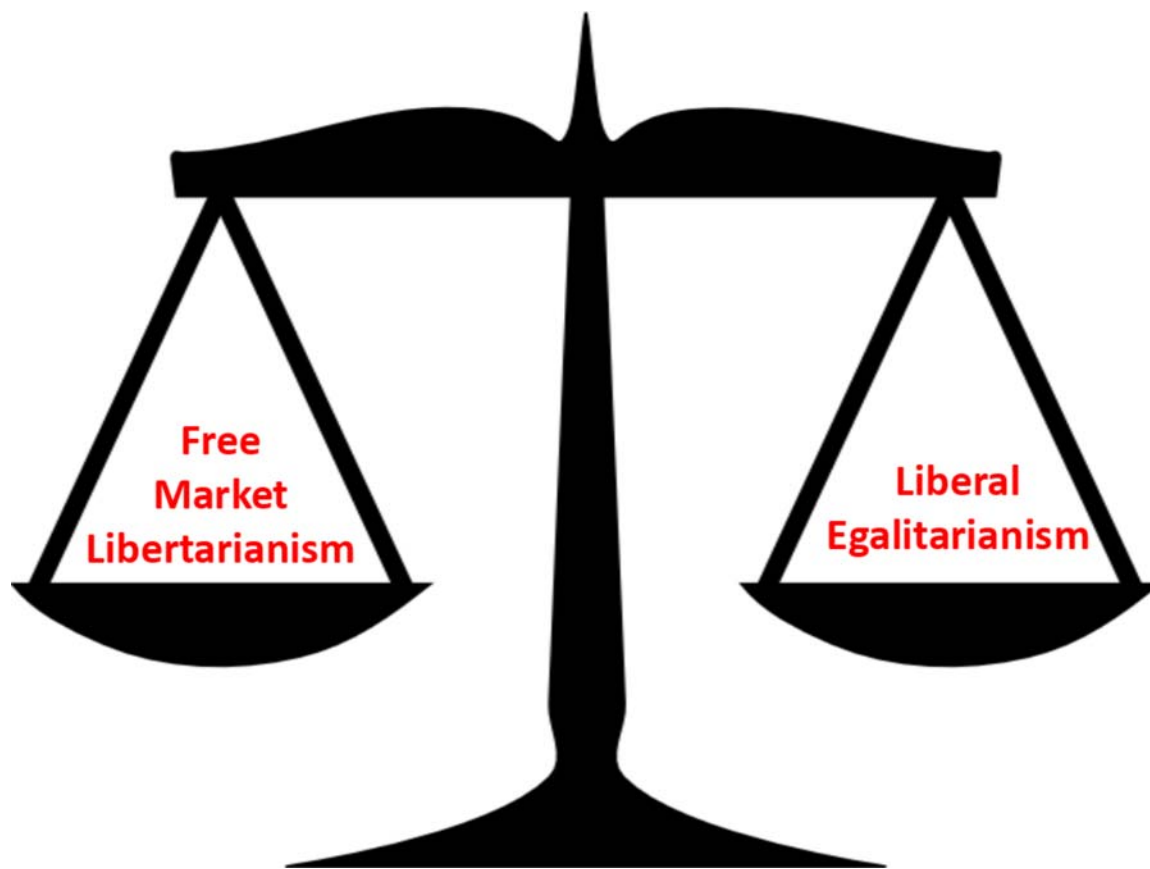
(Thomas Jefferson)

“A child born to a black mother in a state like Mississippi ... has the same rights as a white baby born to the wealthiest person in the United States. It's not true, but I challenge anyone to say it is not a goal worth working for.”

(Justice Thurgood Marshall)

“Democracy does not give the people the most skillful government, but it produces what the ablest governments are frequently unable to create; namely, an all-pervading and restless activity, a superabundant force, and an energy which is inseparable from it, and which may, however unfavorable circumstances may be, produce wonders. These are the true advantages of democracy.”

(De Tocqueville)



- Free people should choose for themselves
- People are responsible for their own actions and their consequences
- Redistribution of income or wealth is unfair, and creates disincentives for hard work

- Grave inequalities keep people from being meaningfully free to choose for themselves
- Fairness and justice require a safety net with a livable minimum of housing, income, food, education, healthcare, and equal opportunity

**In Many Ways, Policy Debates in the United States
are Centered on Questions of “Who Deserves
What?” and “What Values Should We Honor?”
These Debates Are Everywhere:**

Healthcare

**Unemployment
Insurance**

Gun Control

Minimum Wage

Immigration

Marijuana

Taxes and the Rich

Food Stamps

The National Debates About Inequality

**Should We Focus on
Equity of Opportunity or
of Outcomes?**

**Did We Win The
War on Poverty?**

**Is Encouraging Marriage
a Useful Way to Lessen
Poverty?**

**Is Pre-K the Cure
for Stalled Social
Mobility?**

**What are the
Mental Health
Costs of Inequity?**

Where Do We Agree?

Both major U.S. political parties have begun to speak about poverty, inequality, and social mobility. There is agreement about the problem, although sharp divisions remain about what is to be done.

“We have to fight for better ideas to make sure that we realize the American experiment. What is that to me? The condition of your birth does not determine the outcome of our life.”

-Rep. Paul Ryan

“While we don’t promise equal outcomes, we have strived to deliver equal opportunity – the idea that success doesn’t depend on being born into wealth or privilege, it depends on effort and merit.”

-President Barack Obama

What Should We Do?

- Bipartisan support for pre-school has emerged nationwide. President Obama has made it a priority, and conservative states like Oklahoma and Georgia have become leaders in pre-k access and quality.
- Conservative thinkers argue that the federal government has lost the War on Poverty, in part because Washington is ill-suited to the task. They often advocate for state-based solutions.
- Conversely, many liberal thinkers contend that poverty would be much worse without War on Poverty programs, and those programs should be kept, improved, and expanded.

The Debates About Education

- One useful way to think about the current education debates in the United States and in New Mexico is to consider these two overarching philosophies:
 - One philosophy holds that children who come from impoverished homes face a host of day-to-day traumas and obstacles that inhibit their learning. This group tends to focus on student support services and parent engagement as key reform strategies.
 - The second philosophy holds that poverty should not be used as an excuse for poor performance, and tends to focus on teacher quality and other reform strategies directed at schools and classrooms, rather than the student's life outside of school.

We Believe There is Common Ground

New Mexico is stronger when we bridge this divide, and find common ground between the two approaches. We can do this by recognizing the devastating effects of poverty, but also recognizing that our schools can and must do much better for our students than they do today.

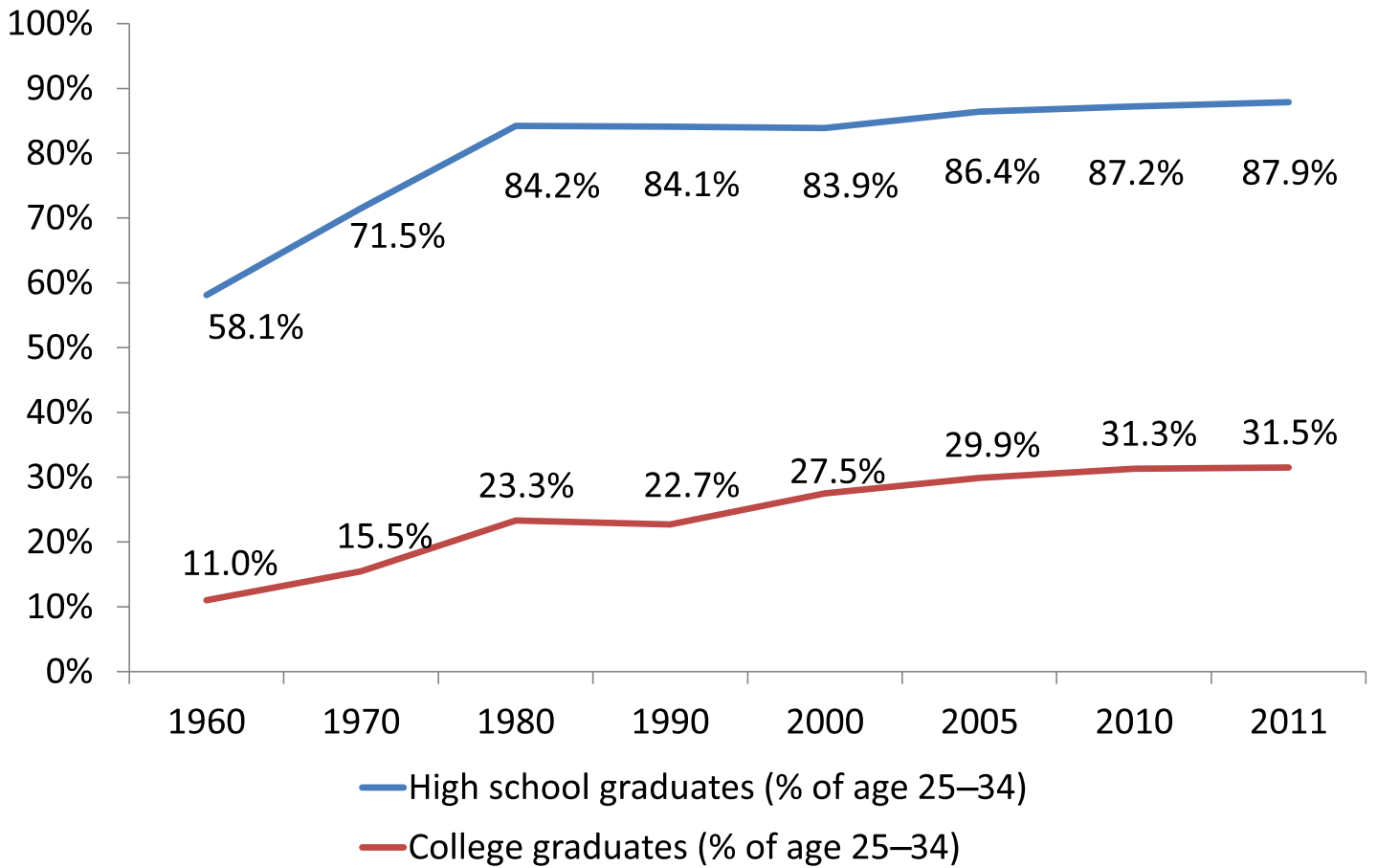
We believe our future depends on whether good Americans from every political point of view can find that common ground.

The Politics Of Education In New Mexico

- One of New Mexico's strengths is its abundance of engaged stakeholders who wish to improve the education system.
- These stakeholders bring a variety of ideas to the table, which are often in conflict with each other. Nationally and in New Mexico, the education policy arena has become increasingly polarized.
- One of New Mexico's weaknesses is the lack of clear agreement about how to measure academic success, the effectiveness of educational reforms, and the return on financial investments.
- The lack of clear data and the polarization of educational policy does not bode well for the future.

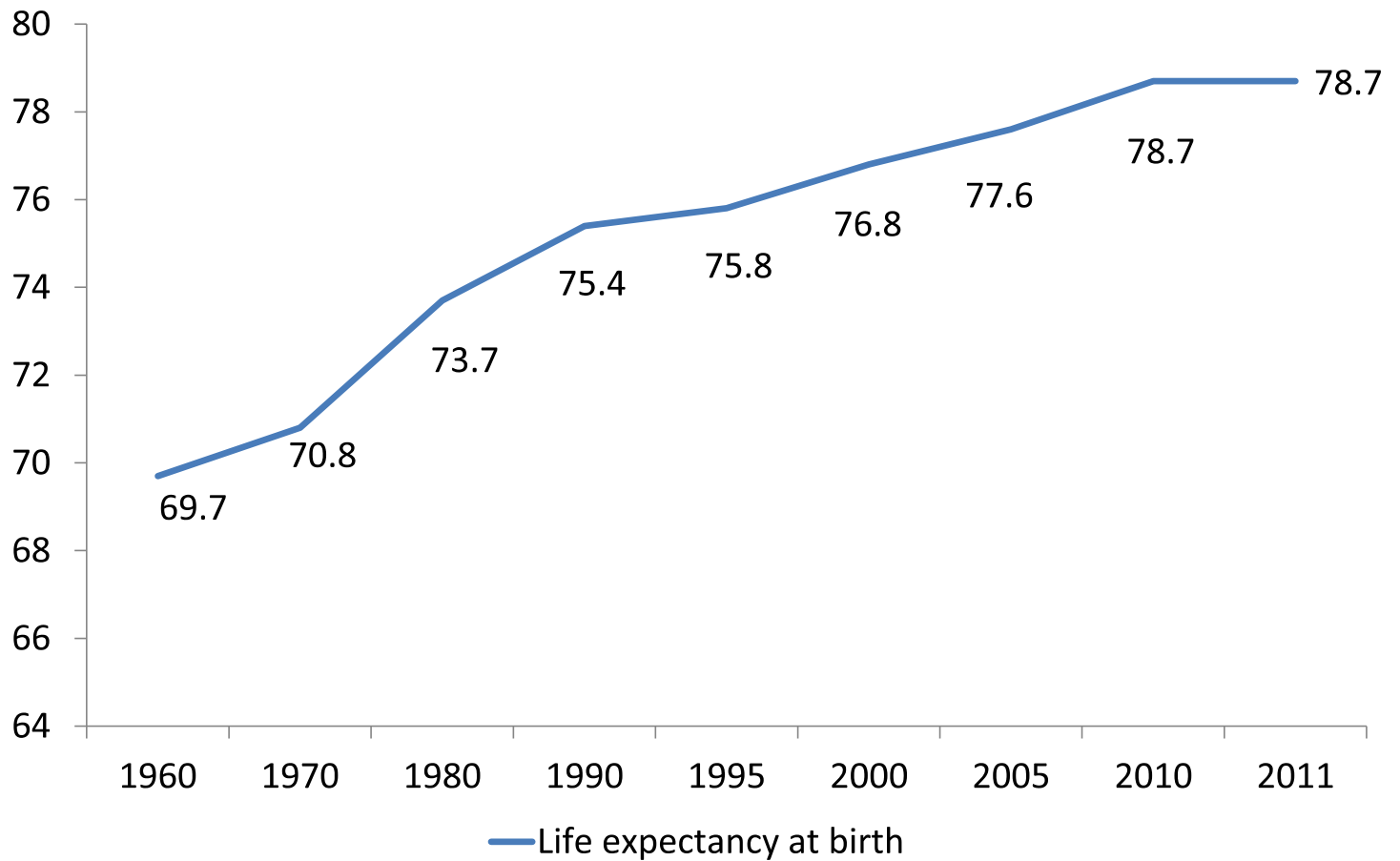
The Debates Are Fierce Because The Issues Are Complex

Education in the United States (1960-2011)



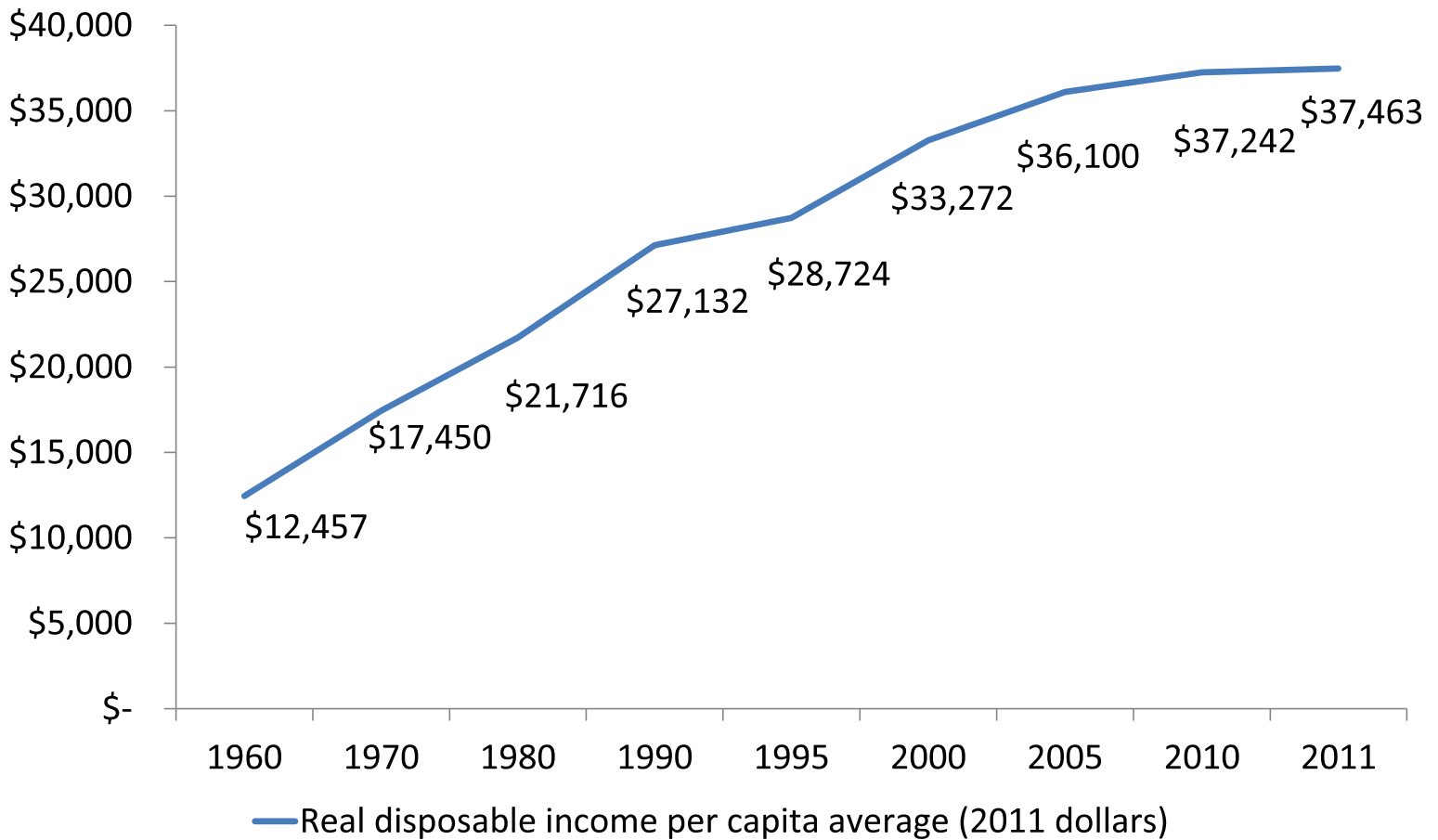
U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov

Life Expectancy in the United States (1960-2011)



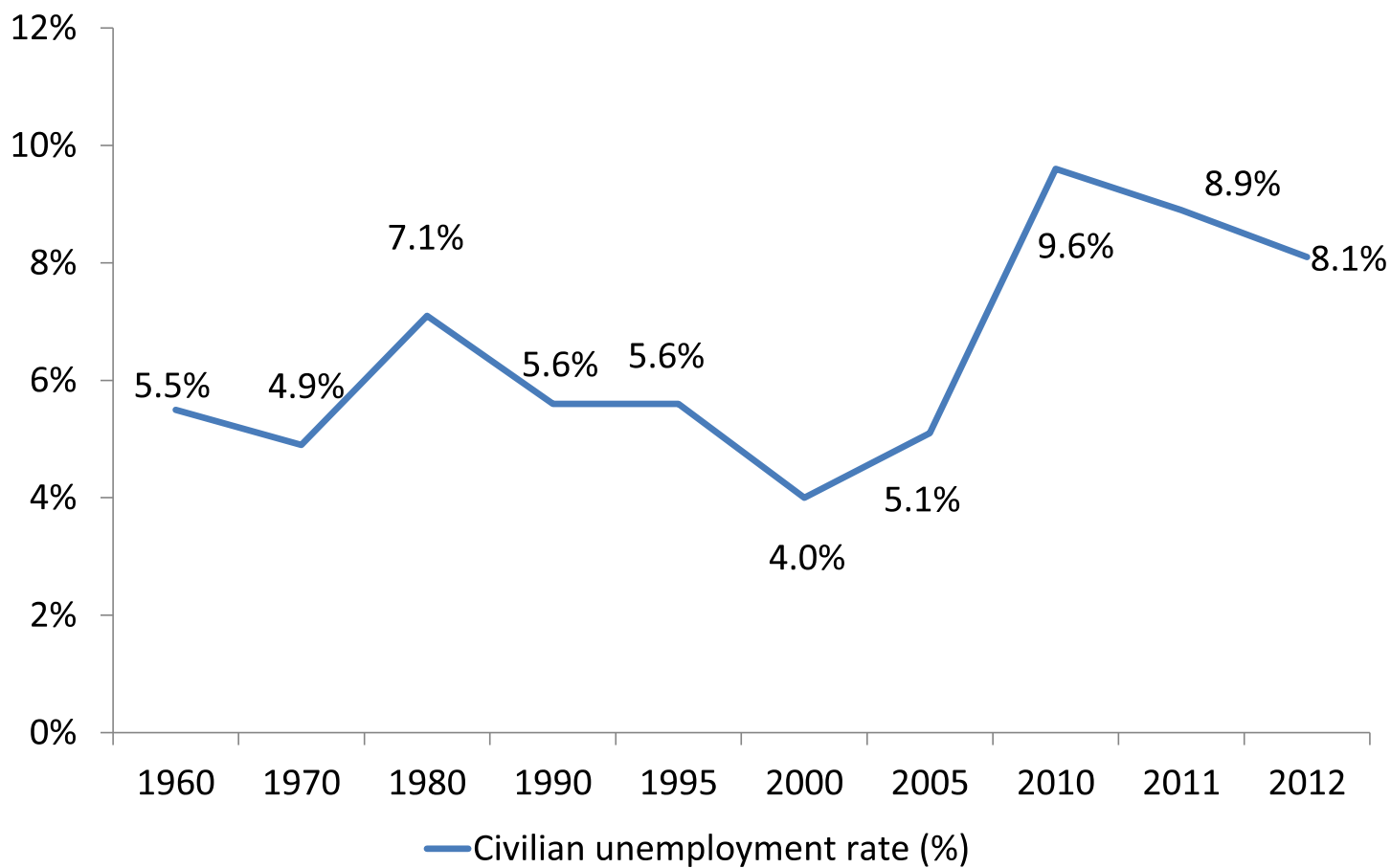
U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov

Income in the United States (1960-2011)



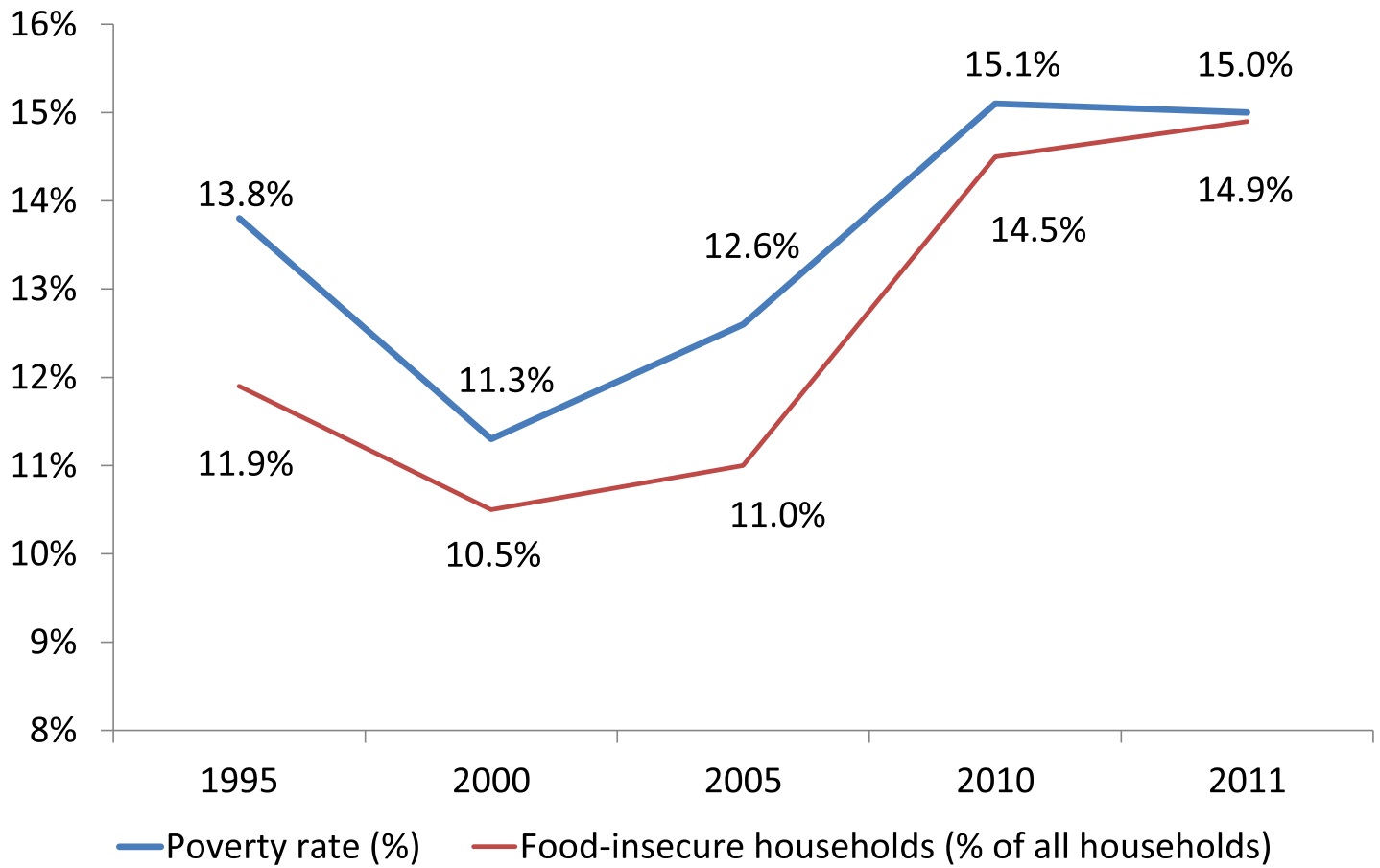
U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov

Civilian Unemployment Rate in the United States (1960-2012)



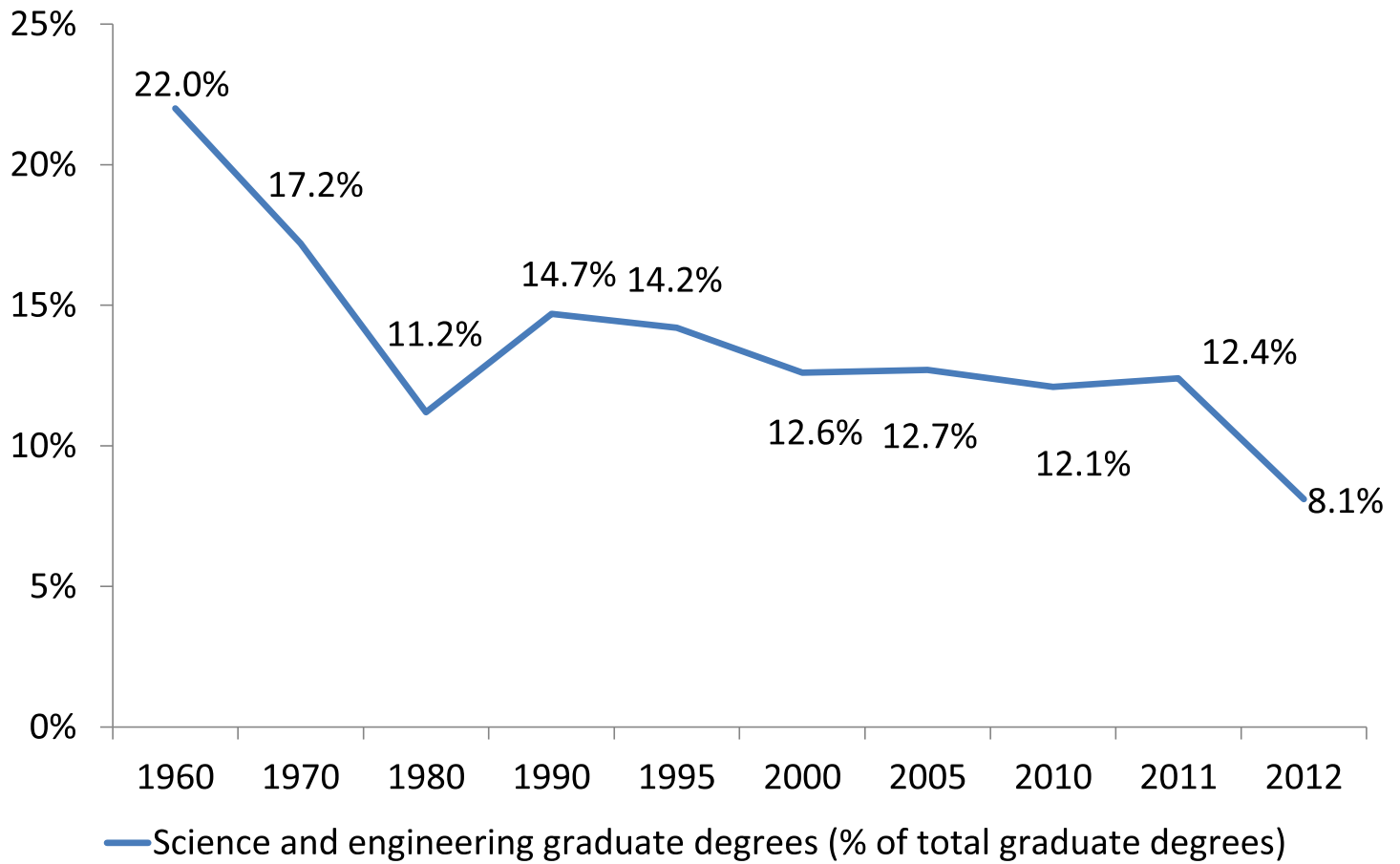
U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov

Poverty in the United States (1995-2011)



U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov

Science & Engineering Degrees in the United States (1960-2012)



U.S. Office of Management and Budget 2013. Fiscal Year 2014 Analytical Perspectives. Budget.gov

Comparing New Mexico with Nations & Other States in the Percentage of Young-Adult Degree Attainment (ages 25-34)

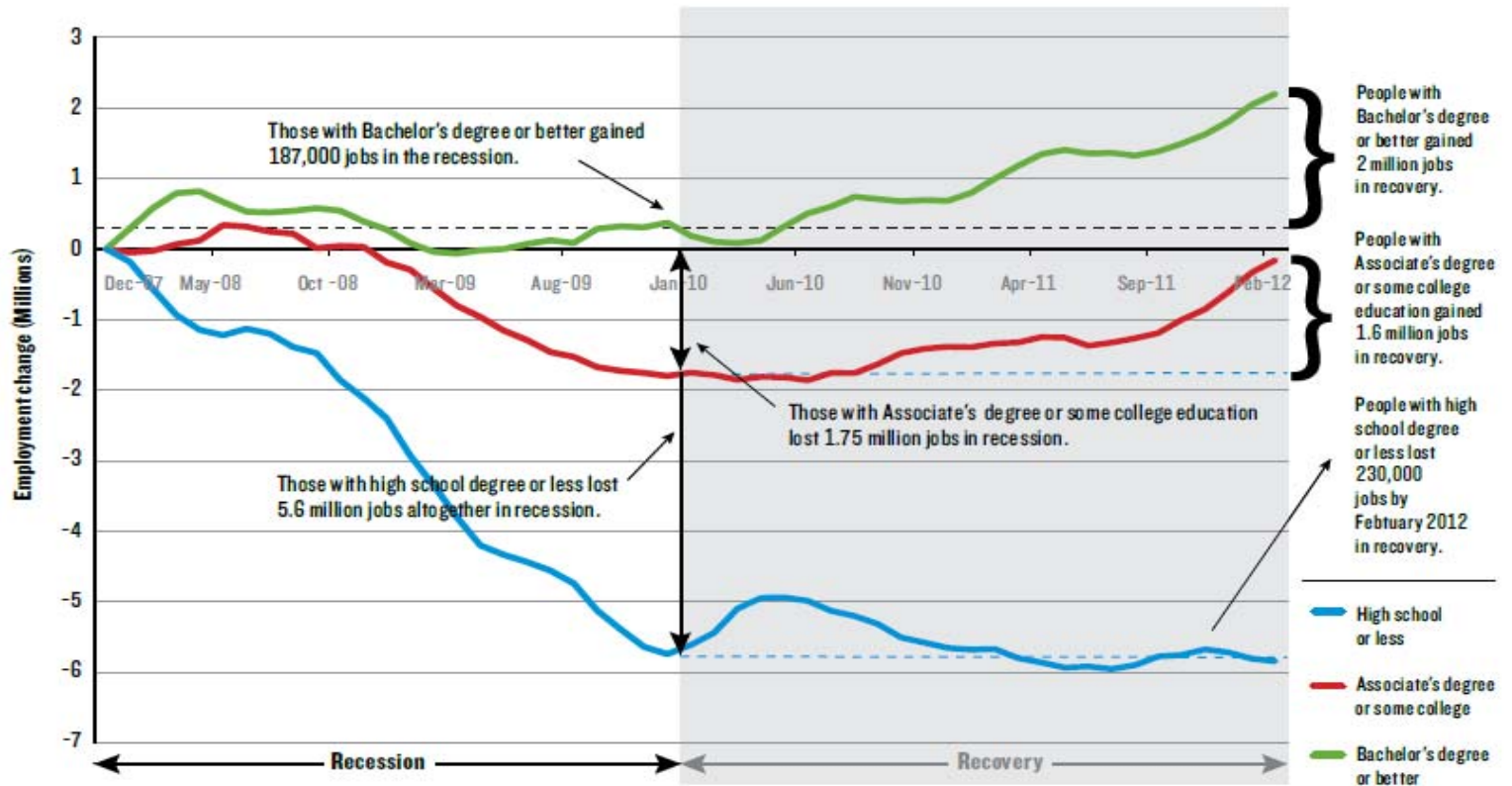
United States % OECD Countries

	56	Canada • Korea
Massachusetts	54	Japan
	52	
North Dakota	50	
Minnesota • New York	48	New Zealand
Connecticut • Iowa • New Hampshire • New Jersey	46	
Maryland		
Nebraska • South Dakota • Vermont	44	Ireland
Illinois • Pennsylvania • Rhode Island		Norway
Virginia	42	
Colorado • Hawaii • Kansas		Australia • Belgium • France
Wisconsin	40	Denmark • Sweden • UNITED STATES
Washington		Finland • Spain
Utah	38	
Missouri		Netherlands • United Kingdom
California • Delaware • Indiana • Maine • Montana • Michigan • Ohio • North Carolina • Oregon	36	Luxembourg
Florida		Switzerland
Georgia • Idaho • South Carolina • Wyoming	34	
Alabama • Kentucky • Mississippi	32	
Arizona • Tennessee • Texas		Iceland
Alaska • Oklahoma	30	Poland
NEW MEXICO		
Louisiana • Nevada • West Virginia	28	Greece
Arkansas	26	
	24	
		Germany
	22	Hungary
		Portugal
	20	
		Austria • Italy • Mexico
	18	
		Slovak Republic (17%)
		Czech Republic (15%)
		Turkey (14%)



Source: OECD Education at a Glance 2009

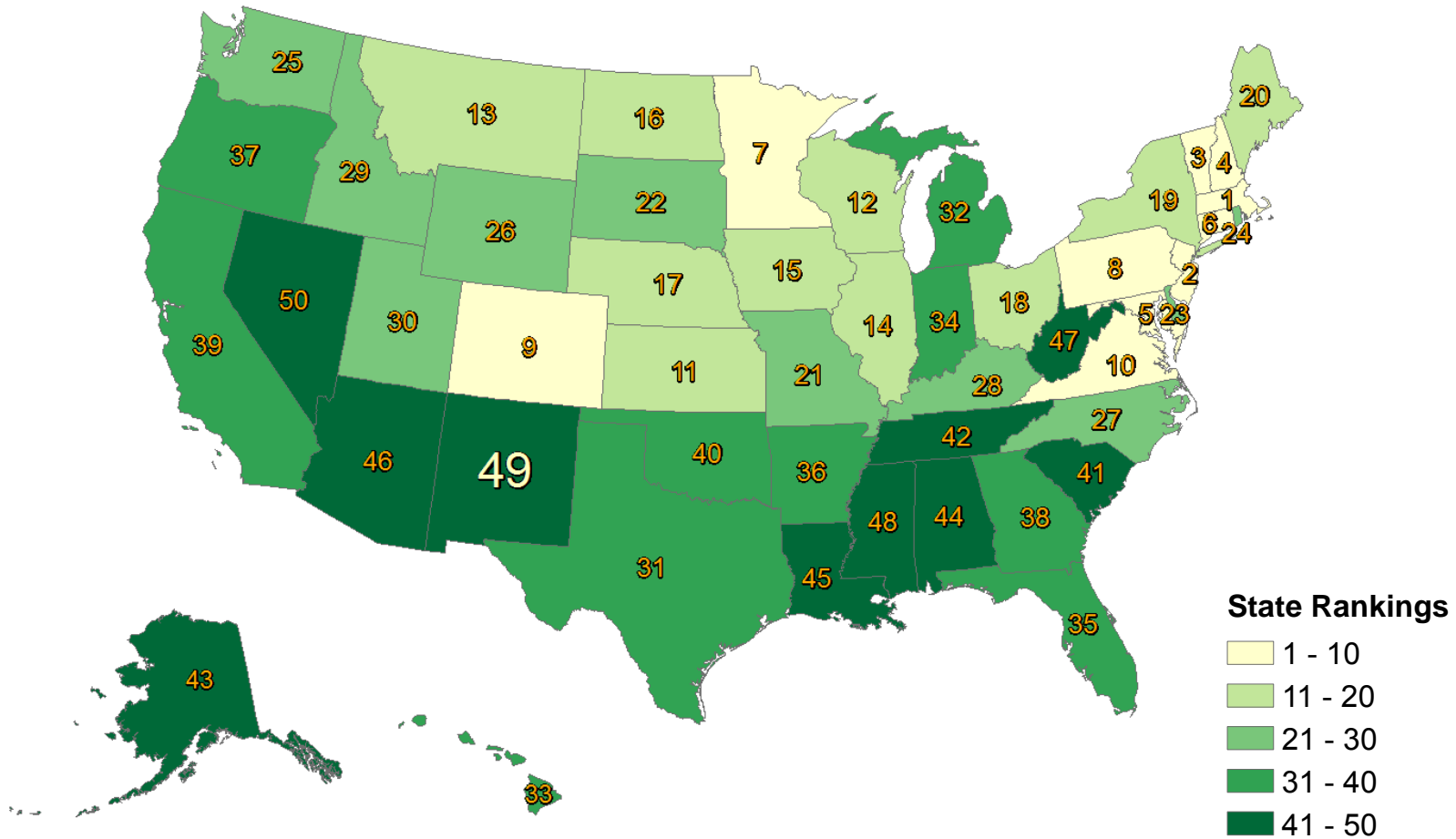
The Urgency of Increasing College Attainment, Post Recession



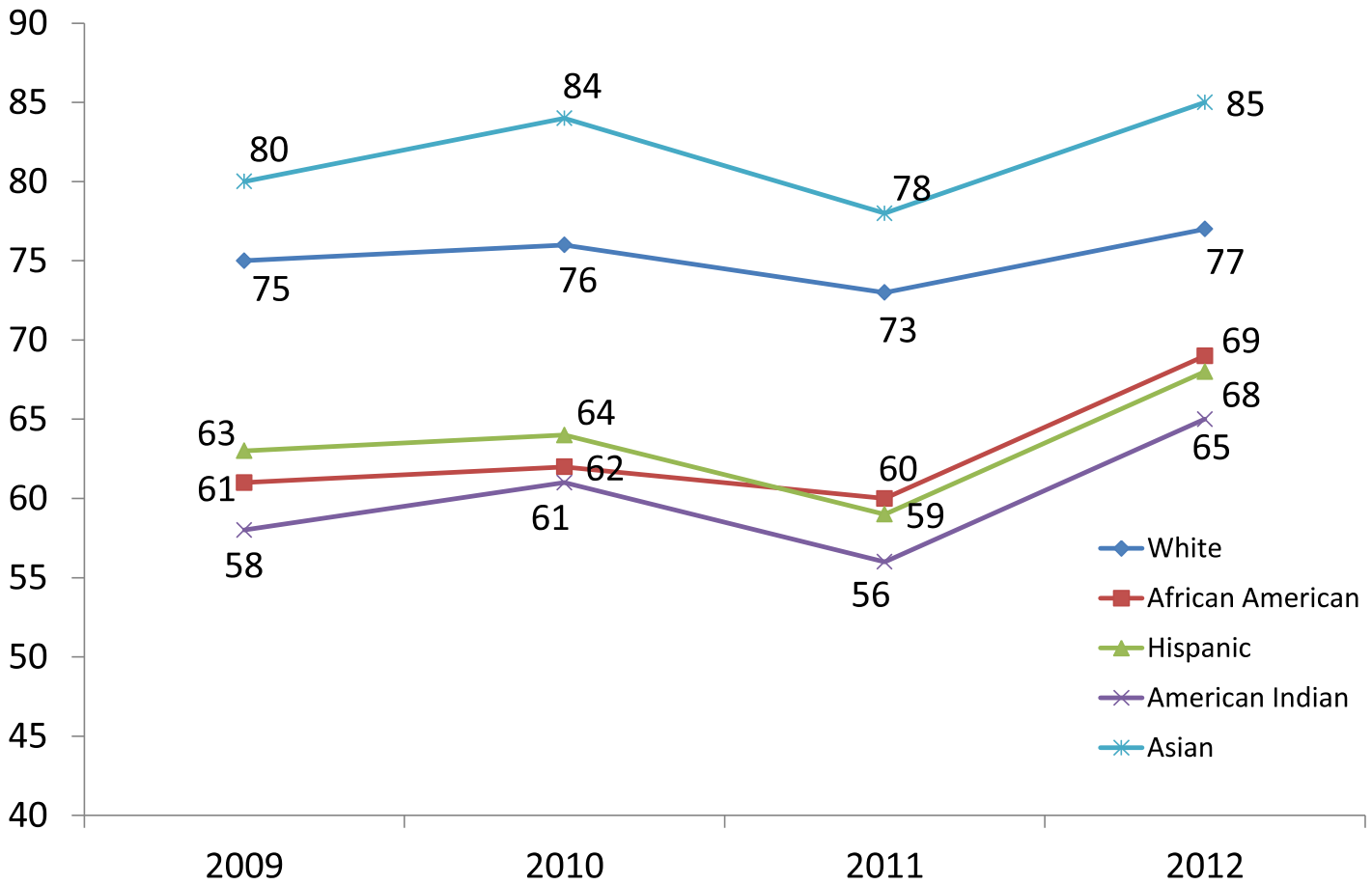
Source: Dr. James L. Applegate, Vice President, Lumina Foundation

New Mexico's Gaps in Academic Achievement & Attainment

2013 Education Rankings (index of preschool enrollment, NAEP proficiency rates and graduation rates)



Percent of NM Students Graduating From High School by Ethnicity



Source: PED 4 Year Website Graduation Rates

Map of the United States showing the percentage of the population that is Caucasian by state. The map uses a color scale from red (highest percentage) to green (lowest percentage).

State	Percentage
Alabama	68.8%
Alaska	10.2%
Arizona	58.9%
Arkansas	61.8%
California	66.7%
Colorado	54.2%
Connecticut	62.4%
Delaware	80.8%
District of Columbia	68.7%
Florida	73.3%
Georgia	40.9%
Hawaii	50.8%
Idaho	59.9%
Illinois	54.5%
Indiana	51.3%
Iowa	55.3%
Kansas	41.8%
Kentucky	52.8%
Louisiana	62.9%
Maine	82.8%
Maryland	66.7%
Massachusetts	68%
Michigan	69.2%
Minnesota	68.2%
Mississippi	66.7%
Missouri	66.7%
Montana	68.2%
Nebraska	68.2%
Nevada	68.2%
New Hampshire	68.2%
New Jersey	68.2%
New Mexico	68.2%
New York	68.2%
North Carolina	68.2%
North Dakota	68.2%
Ohio	68.2%
Oklahoma	68.2%
Oregon	68.2%
Pennsylvania	68.2%
Rhode Island	68.2%
South Carolina	68.2%
South Dakota	68.2%
Tennessee	68.2%
Texas	68.2%
Utah	68.2%
Vermont	68.2%
Virginia	68.2%
Washington	68.2%
West Virginia	68.2%
Wisconsin	68.2%
Wyoming	68.2%

Hispanic

Map of Oklahoma showing the percentage of the Native American population by county. The map uses a color scale from red (low percentage) to green (high percentage).

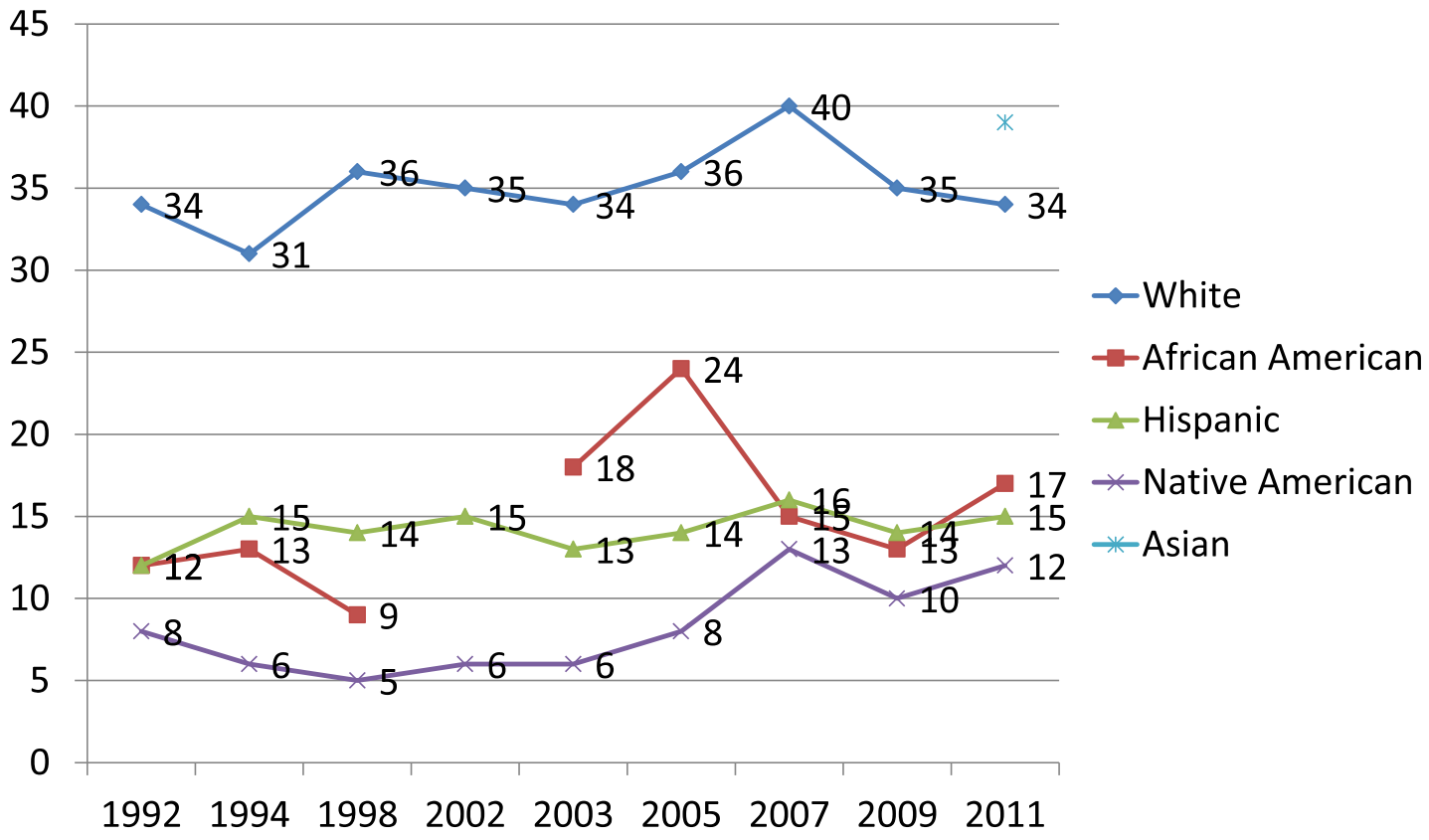
County	Percentage
Adair	48.9%
Alfalfa	41.9%
Beckham	38.6%
Blaine	34.8%
Boone	26.4%
Butler	34.4%
Caddo	40%
Cherokee	38.7%
Cherokee	33.3%
Cimarron	31.4%
Comanche	57.1%
Concho	65.6%
Cotton	30.4%
Delaware	26.4%
Ellis	17.5%
Garfield	26.4%
Grant	91%

Native American

25 **UNM** CENTER for EDUCATION
POLICY RESEARCH

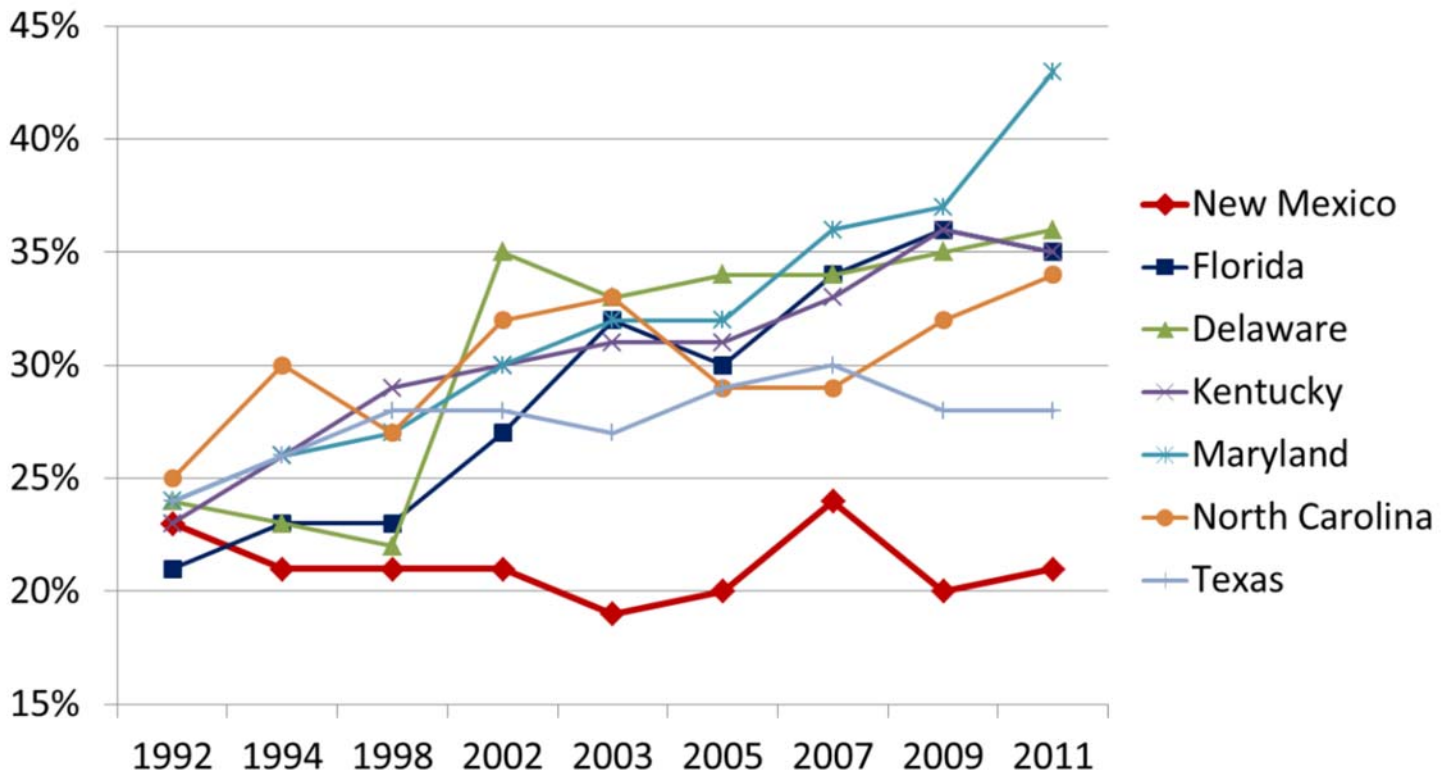
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Percent of NM Fourth Grade Students Scoring at or Above Proficient in Reading, by Ethnicity* (NAEP 1992-2011)

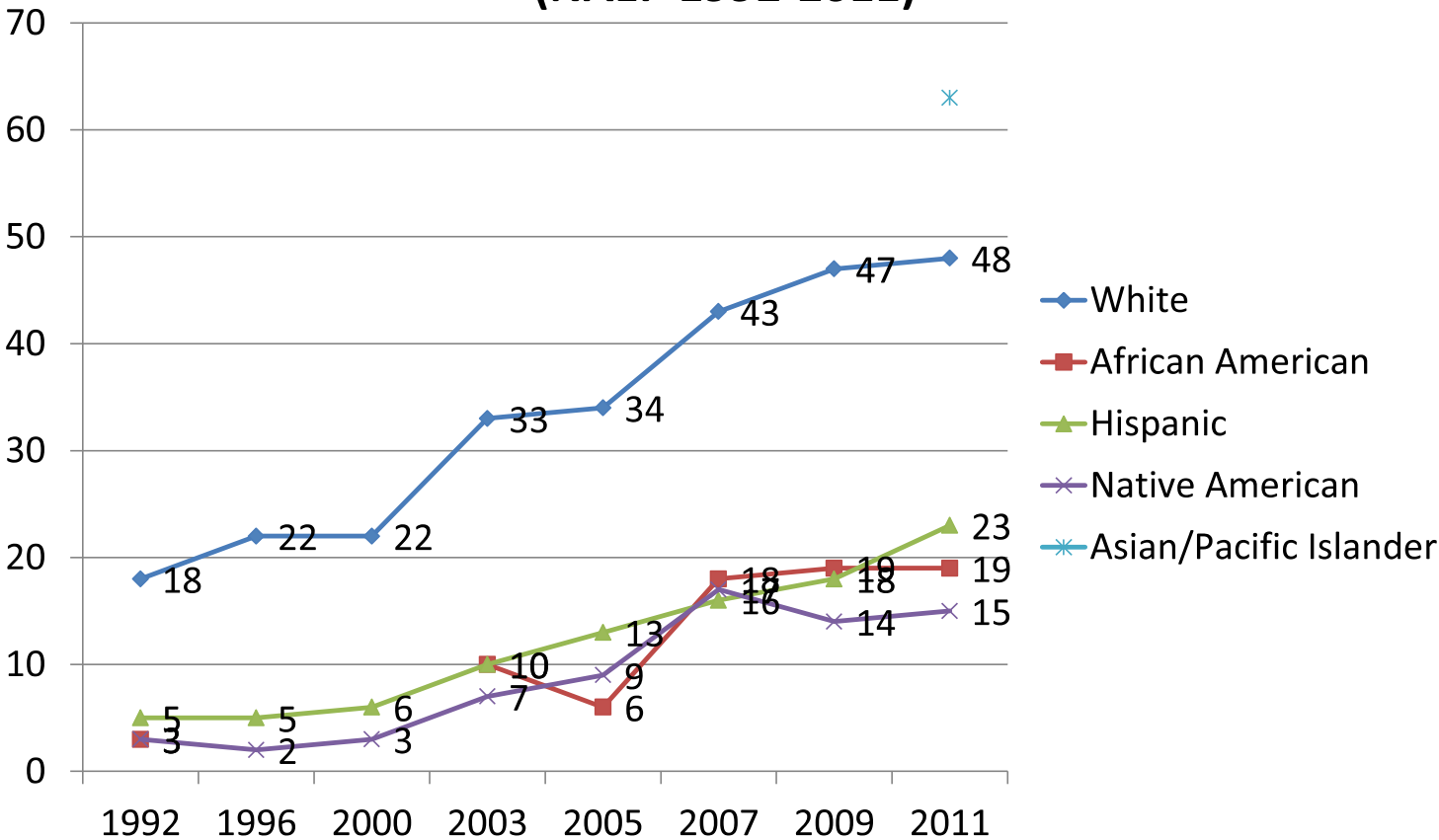


*Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met.
African American data is not reported in all years because NAEP reporting standards have not been met.

Student Achievement Comparisons: Percentage of Fourth-grade Students At or Above Proficient in Reading (NAEP)

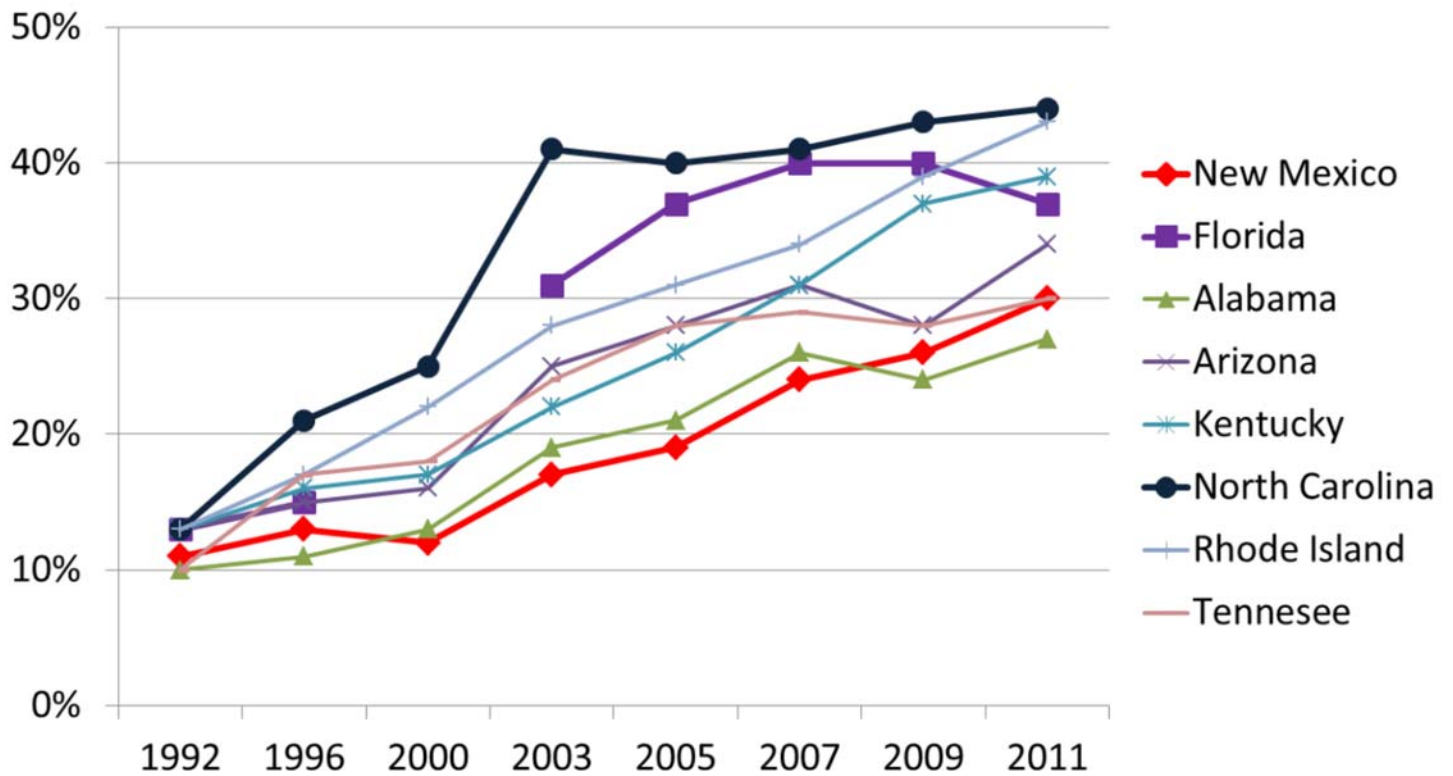


Percent of NM Fourth Grade Students Scoring at or Above Proficient in Math by Ethnicity* (NAEP 1992-2011)



*Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met.
African American data is not reported in all years because NAEP reporting standards have not been met.

Student Achievement Comparisons: Percentage of Fourth-grade Students At or Above Proficient in Math (NAEP)



*Florida data in the year 2000 was unavailable as of 11.11.11

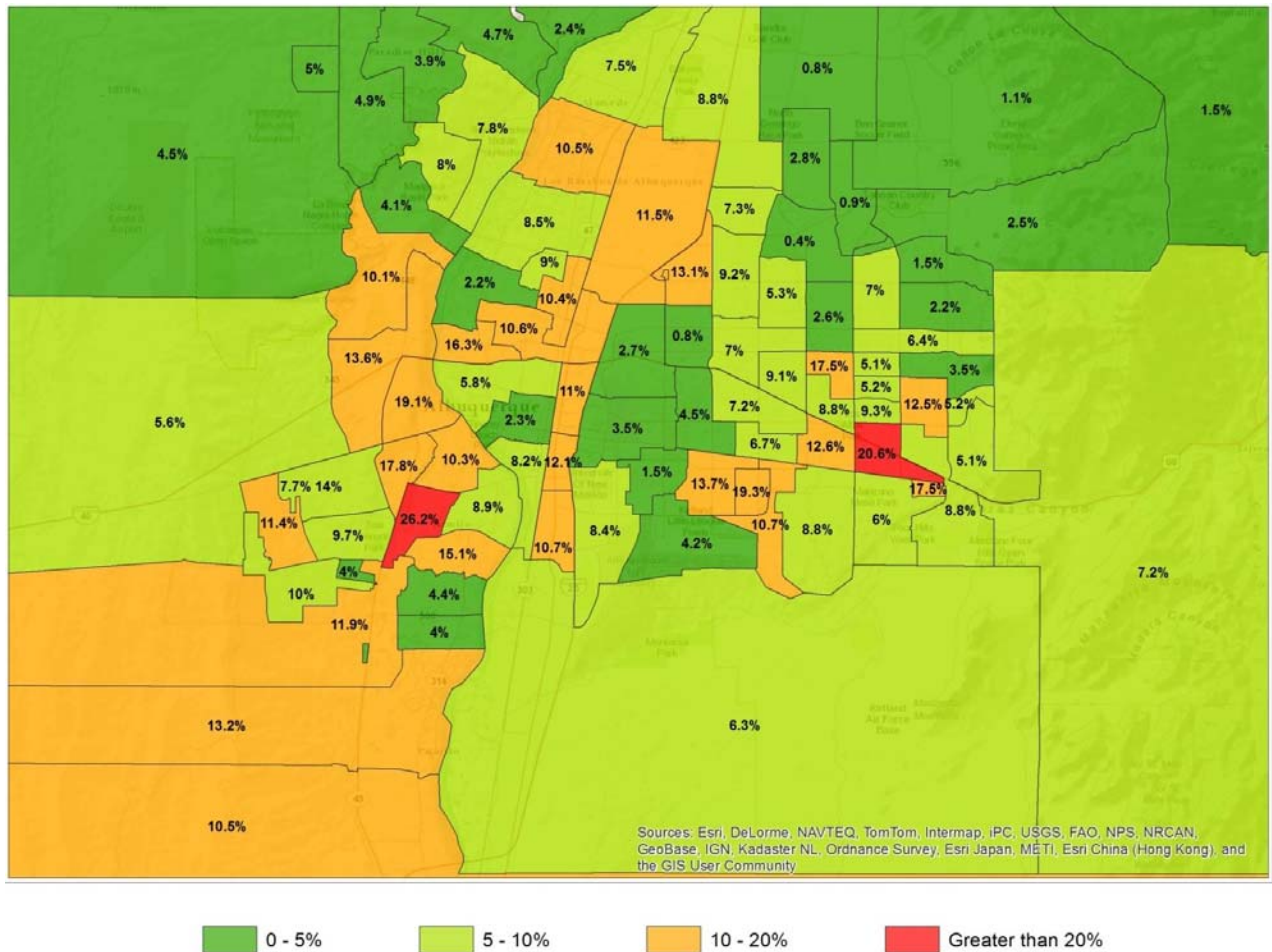
Map showing the percentage of the population aged 65 and over in 1990, by state. The map is color-coded: red for 10% and above, orange for 8% to 10%, yellow for 6% to 8%, and green for 4% to 6%.

State	Percentage (%)
Alaska	12.5%
Arizona	13.0%
Arkansas	0.7%
California	7.2%
Colorado	11.1%
Connecticut	24.2%
Delaware	0.0%
District of Columbia	1.9%
Florida	14.0%
Georgia	9.5%
Hawaii	1.6%
Idaho	24.0%
Illinois	0.0%
Indiana	3.0%
Iowa	4.2%
Kansas	22.0%
Kentucky	4.9%
Louisiana	0.0%
Maine	21.9%
Maryland	0.0%
Massachusetts	0.0%
Michigan	0.0%
Minnesota	0.0%
Mississippi	0.0%
Missouri	0.0%
Montana	0.0%
Nebraska	0.0%
Nevada	0.0%
New Hampshire	0.0%
New Jersey	0.0%
New Mexico	0.0%
New York	0.0%
North Carolina	0.0%
North Dakota	0.0%
Ohio	0.0%
Oklahoma	0.0%
Oregon	0.0%
Pennsylvania	0.0%
Rhode Island	0.0%
South Carolina	0.0%
South Dakota	0.0%
Tennessee	0.0%
Texas	0.0%
Utah	0.0%
Vermont	0.0%
Virginia	0.0%
Washington	0.0%
West Virginia	0.0%
Wisconsin	0.0%
Wyoming	0.0%



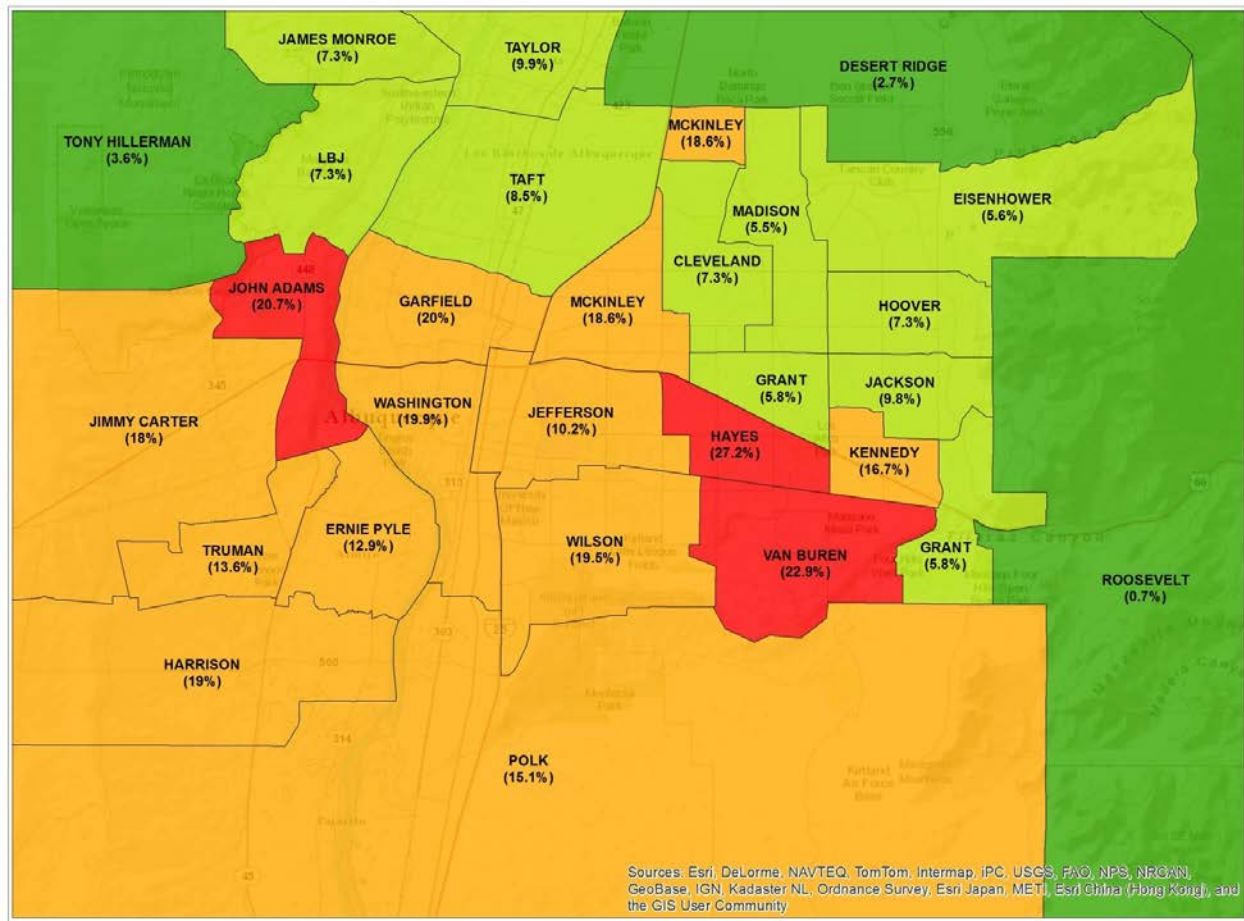
30

Percentage of APS Elementary School Students Who Were Habitually Truant in 2011-2012



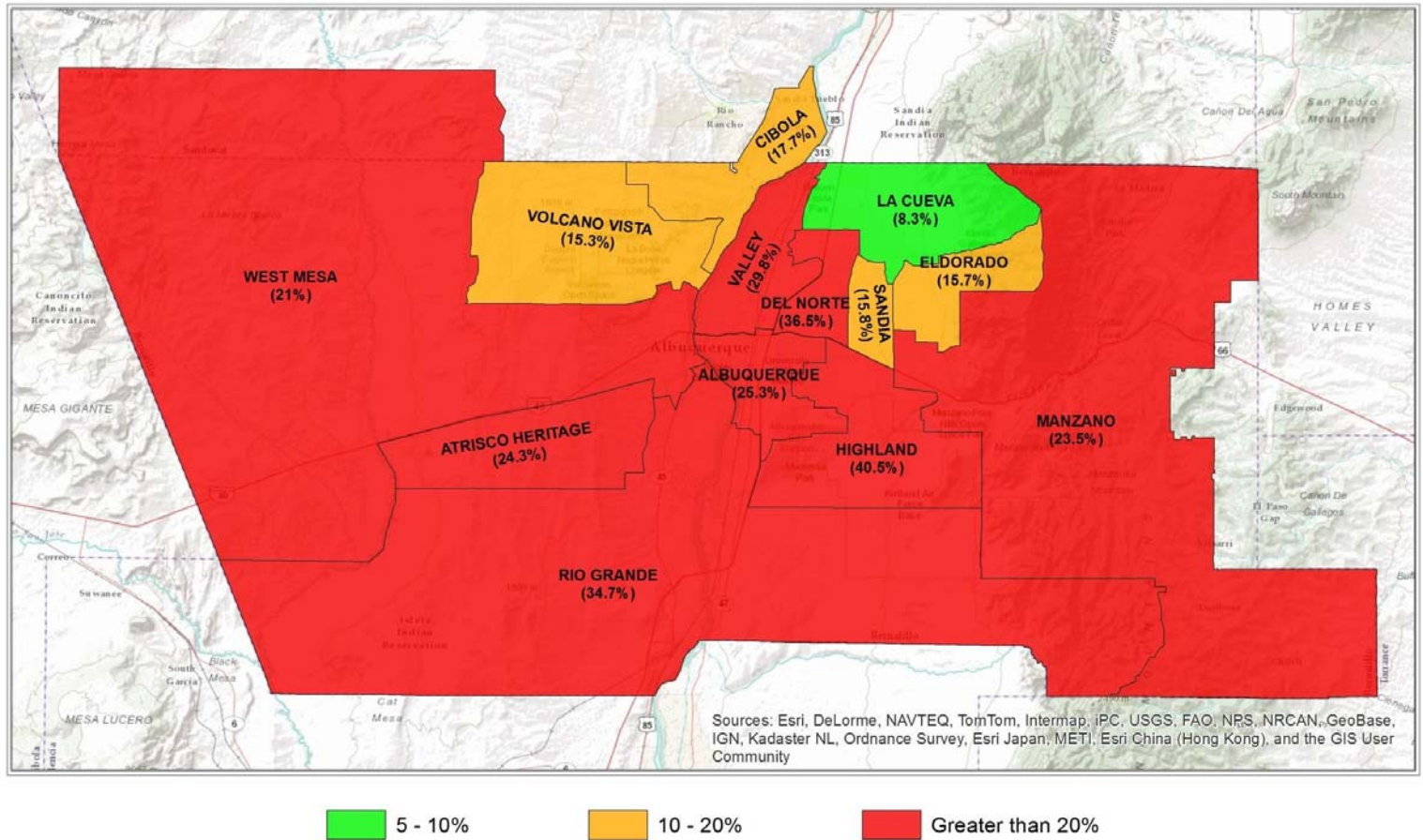
Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of APS Middle School Students Who Were Habitually Truant in 2011-2012



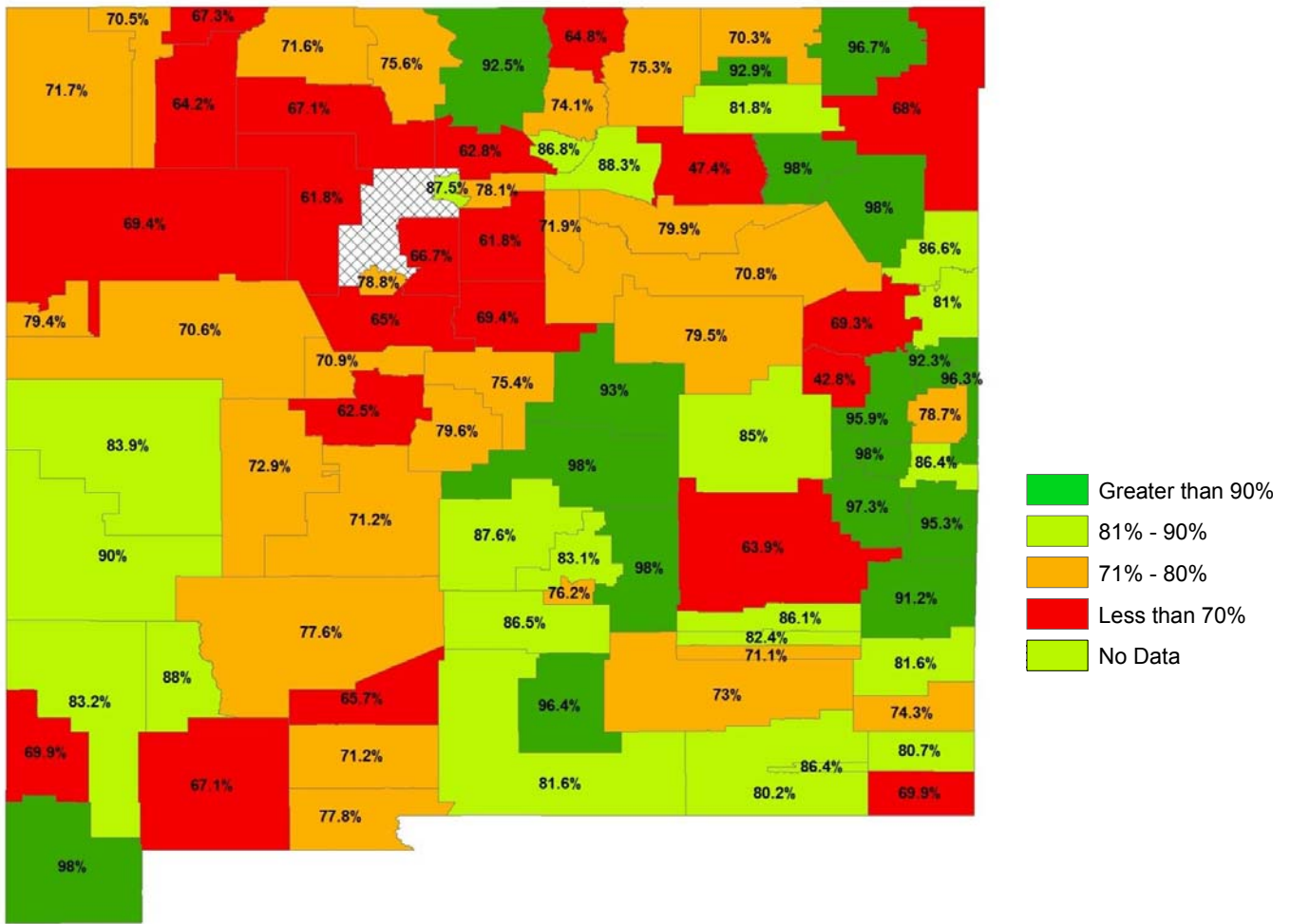
Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of APS High School Students Who Were Habitually Truant in 2011-2012

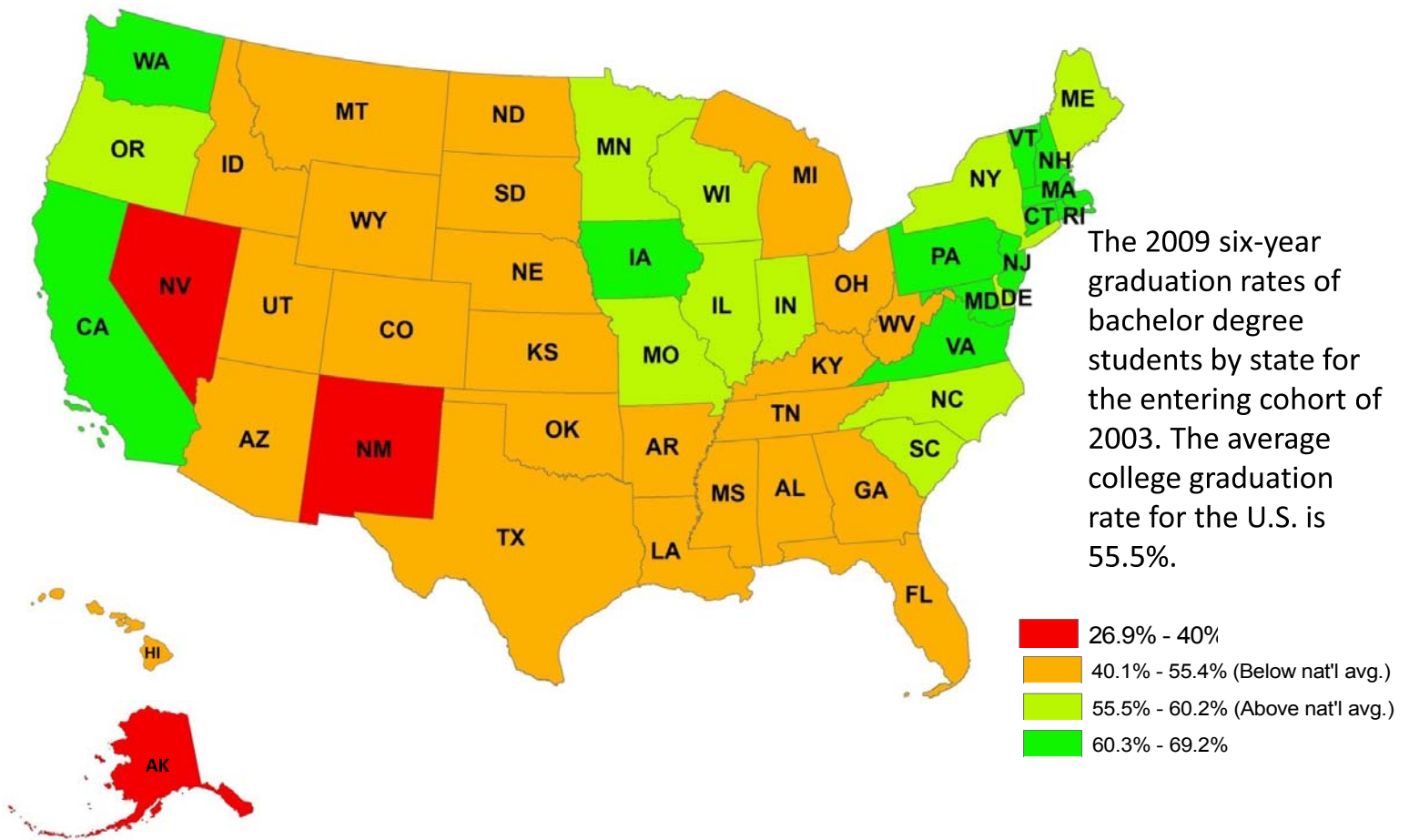


5 - 10% 10 - 20% Greater than 20%

4-Year High School Graduation Rate, All Students, by District, Class Of 2012

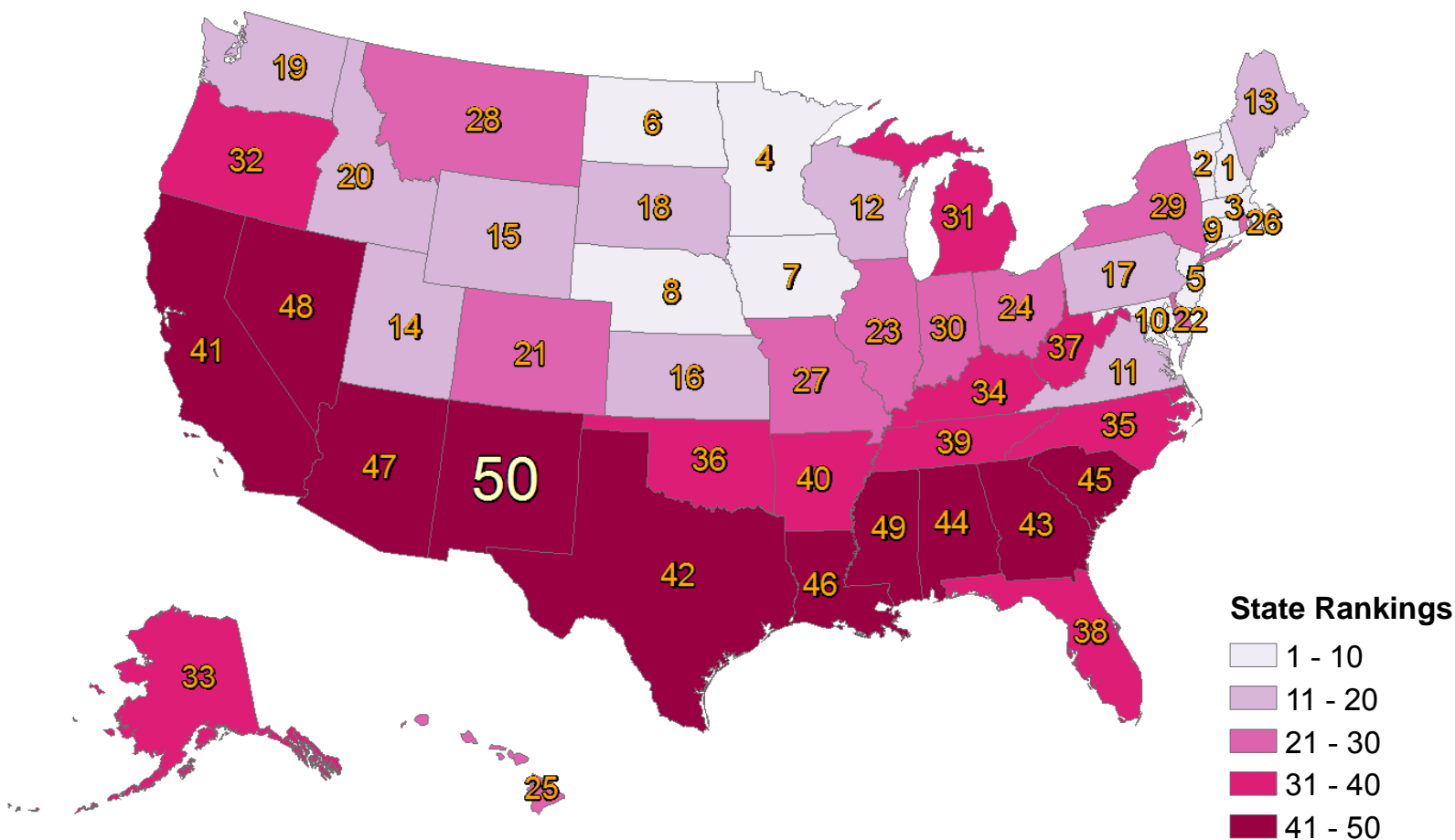


New Mexico's College Graduation Rates are Among the Worst in the Nation

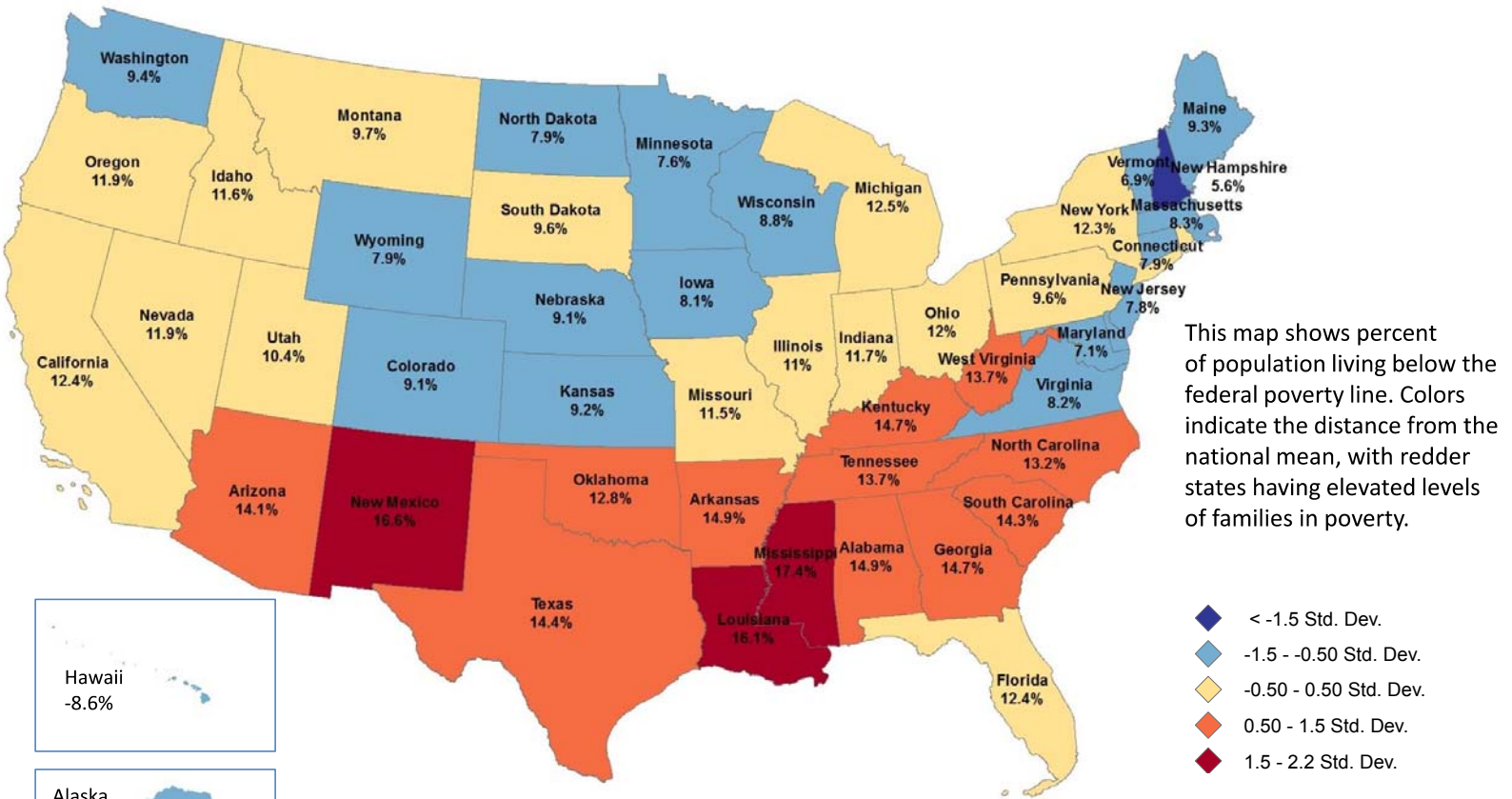


New Mexico's Gaps in Child Health & Well-Being

2013 Overall Child Well-Being Ranking

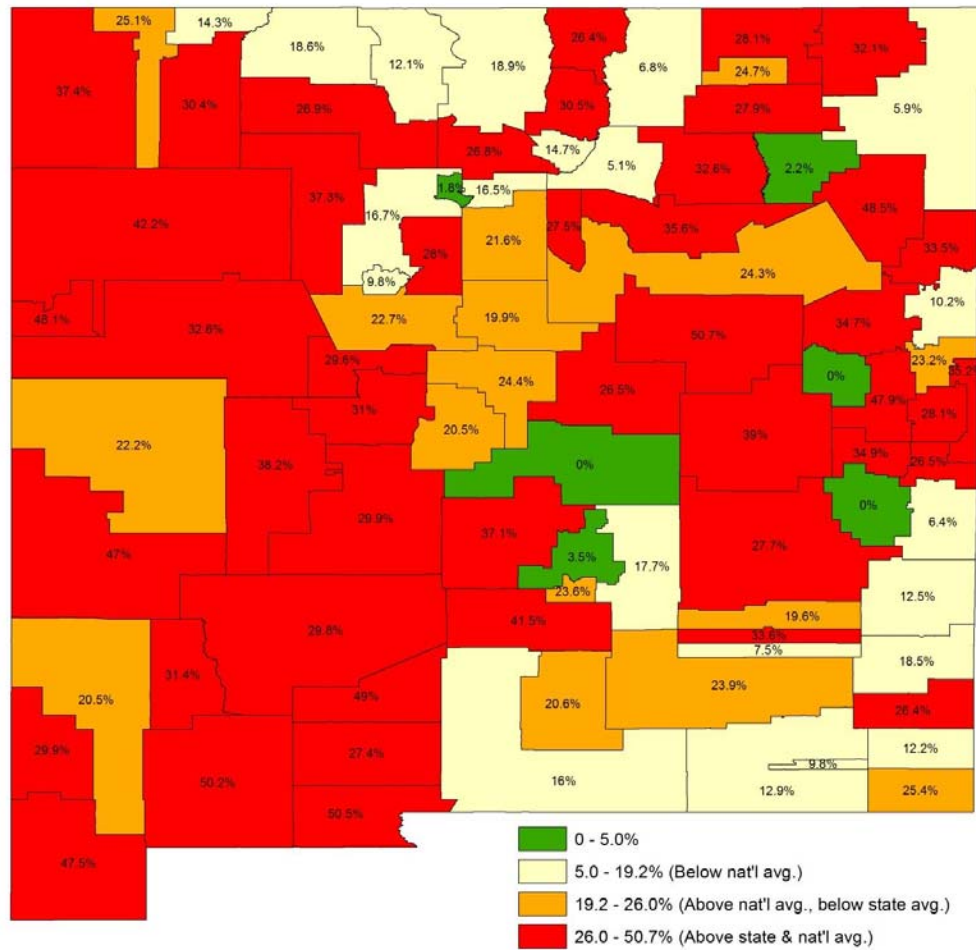


Families Living Below the Poverty Line



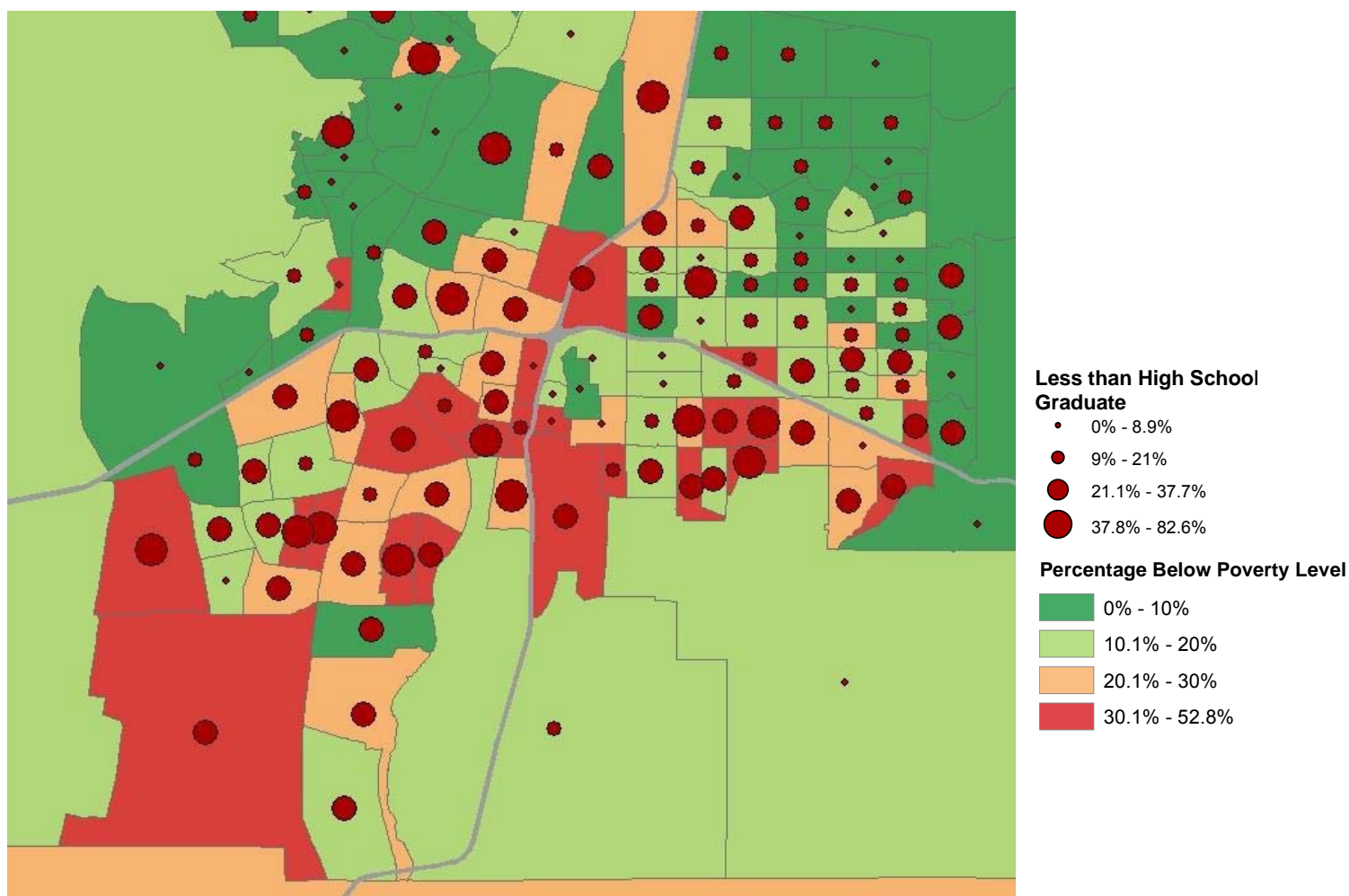
Source: U.S. Census Bureau, 2011 American Community Survey 1-Year Estimate.
Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Percentage of Children Under 18 in Poverty, by School District

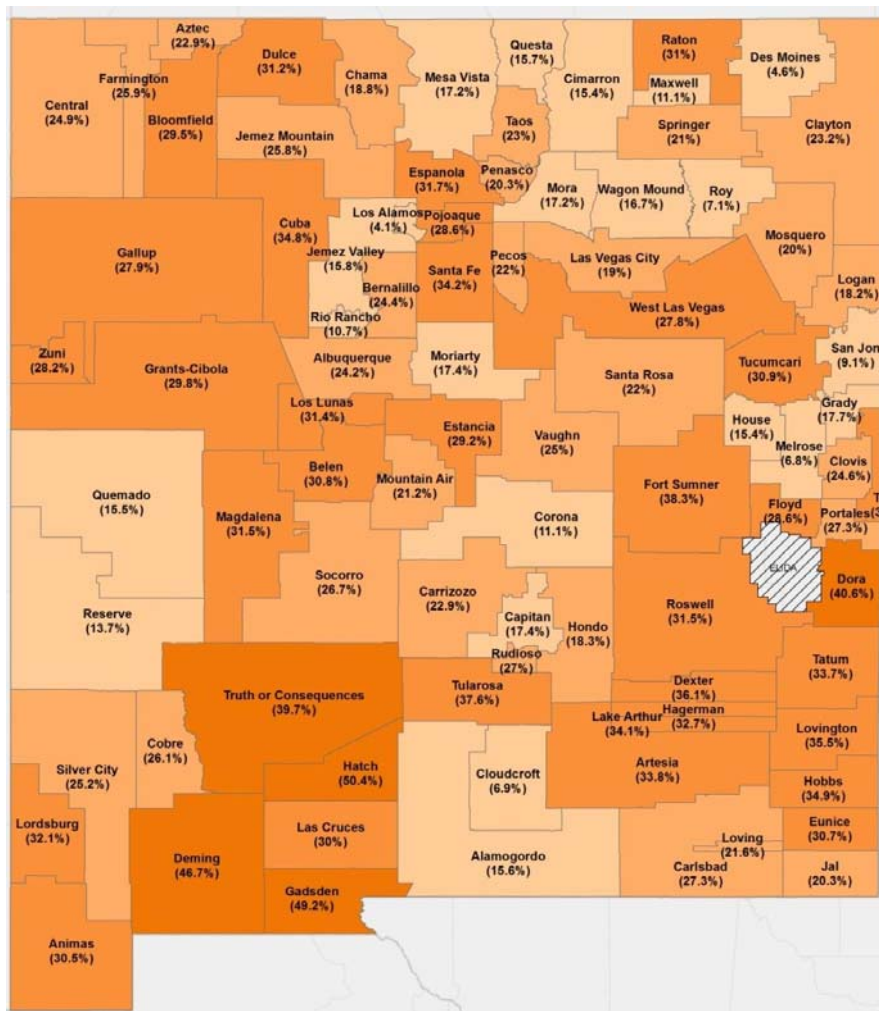


Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was **\$22,314** (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages taken from the 2010 American Community Survey (state avg. = 26.0%; national avg. = 19.2%).

Percentage of Individuals Living Below Poverty Level with Less than High School Education

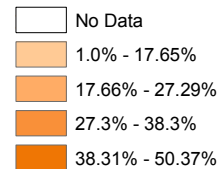


Percentage of Birth Mothers Without a High School Diploma, by New Mexico School District



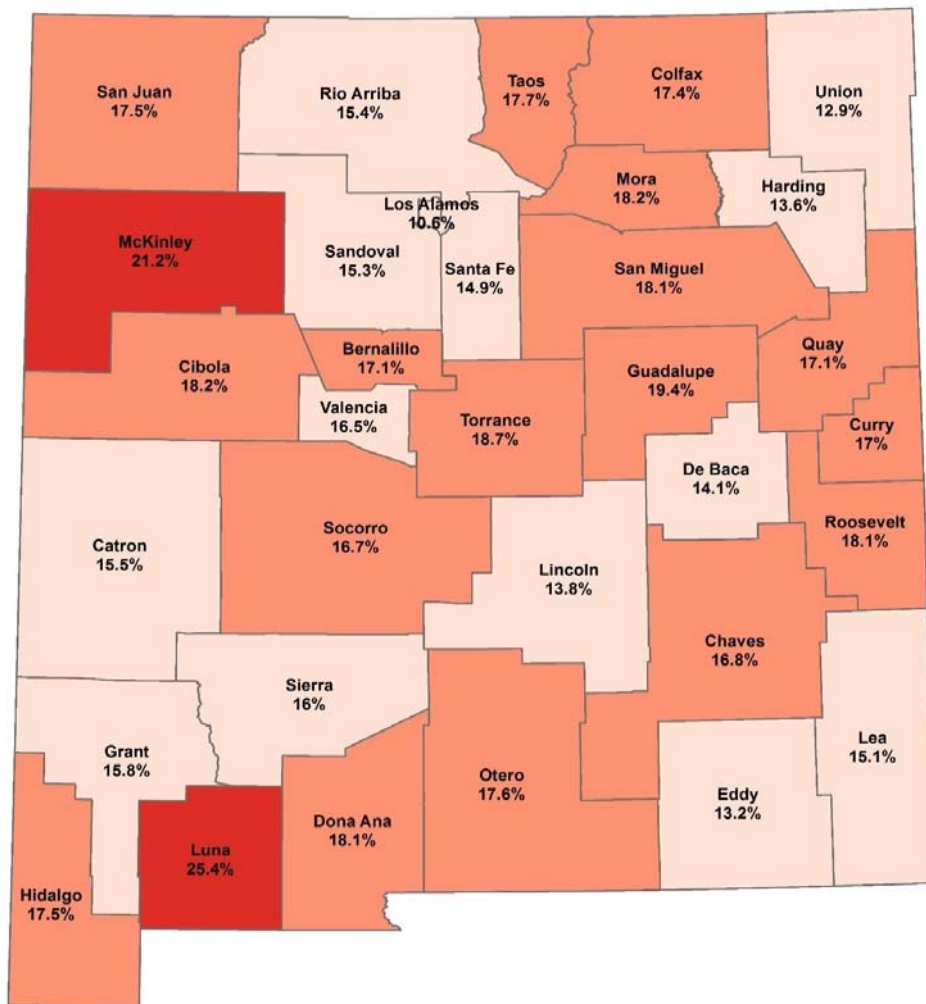
Research has shown a link between parental education levels and child outcomes such as educational achievement and attainment.

Percent of Birth Mothers Without A High School Diploma



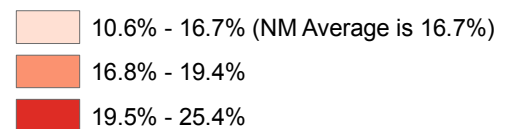
Source: New Mexico Birth Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health.

Food Insecurity in New Mexico Counties, 2011



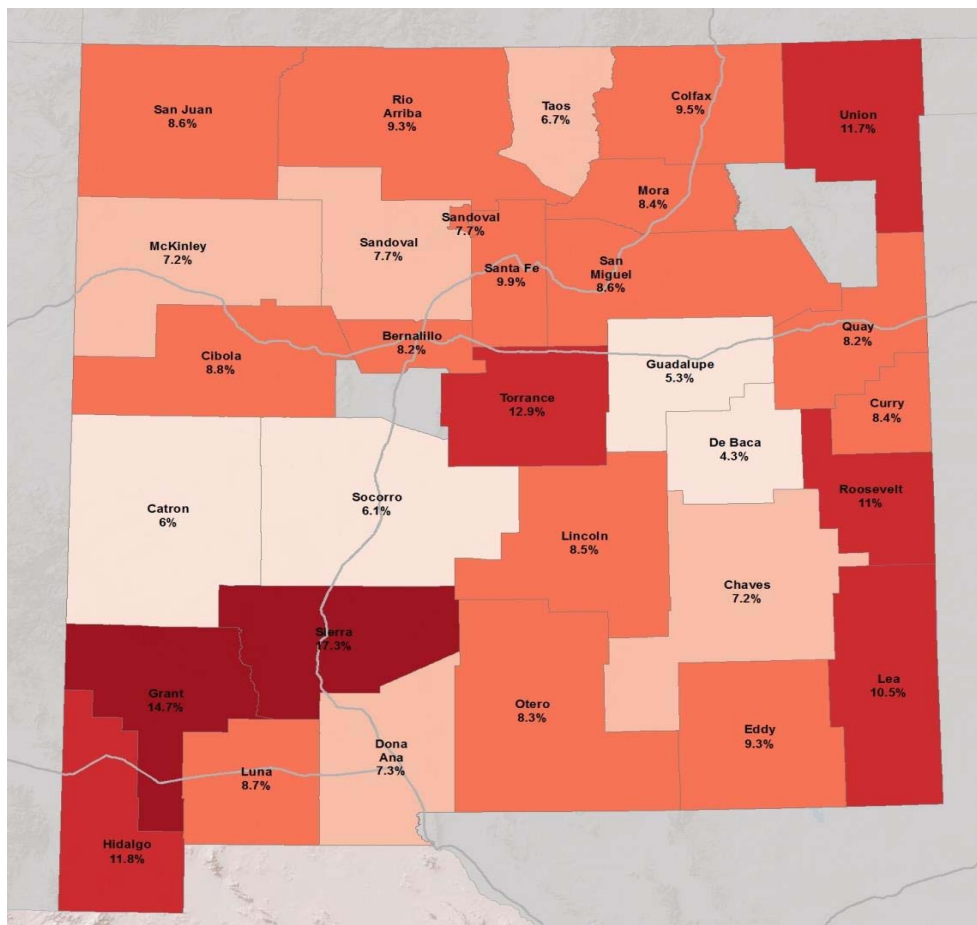
This map shows the percentage of The population experiencing food insecurity in 2011.

Food insecurity is an index calculated based on an index of food cost vs. household income.

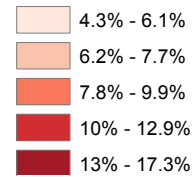


Source: Feeding America, Map the Meal Gap 2013. Data retrieved from http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap/~/_media/Files/a-map-2011/NM_AllCountiesMMG_2011.ashx?pdf. For Technical details on the factors used to create the index, see Gundersen, C., Waxman, E., Engelhard, E, Satoh, A. and Chawla, N., Map the Meal Gap 2013: Food Insecurity Estimates at the County Level.

Measures of Risk and Resiliency: Sexual Coercion Among High School Students, 2011



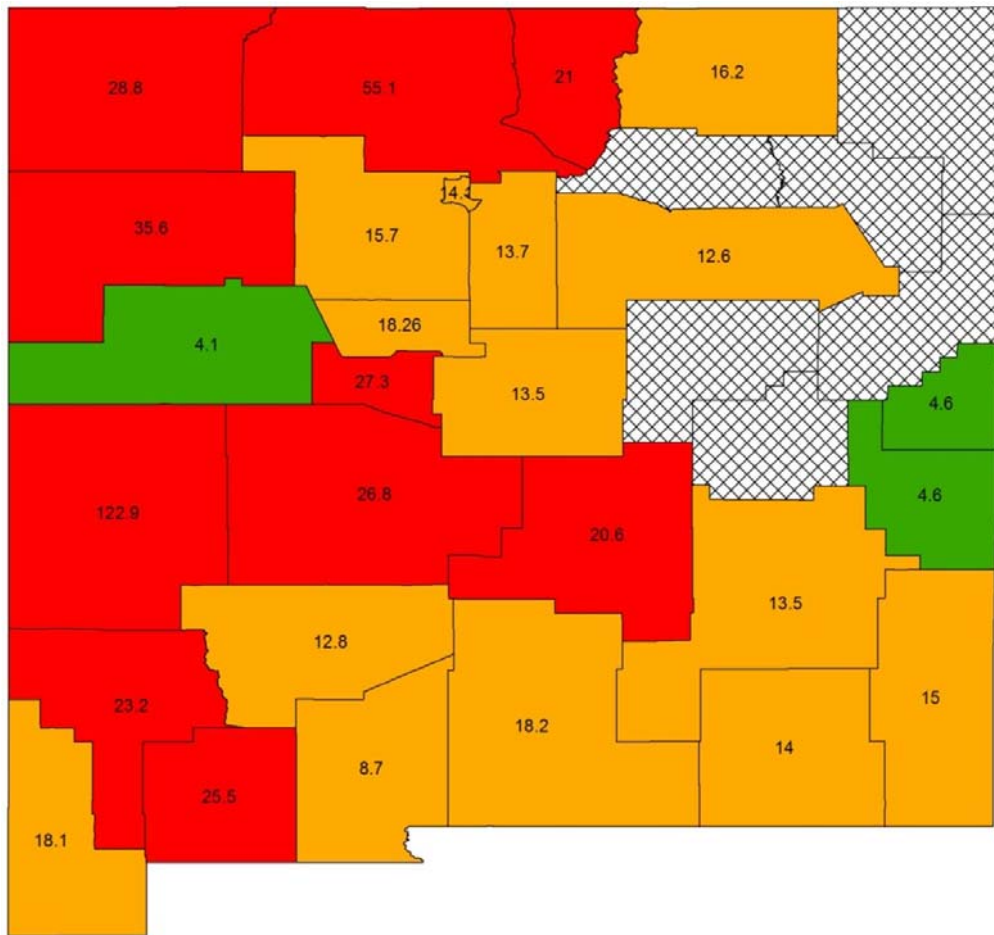
Percent of students who reported having been physically forced to have sex during the last 12 months.



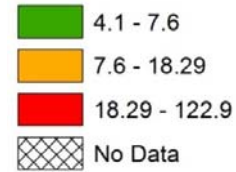
Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked "During the past 12 months have you ever been physically forced to have sexual intercourse?" The percentage reported here reflects respondents who answered, "Yes."

NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.

Youth Suicide Rate, 15-19 Years of Age, by County



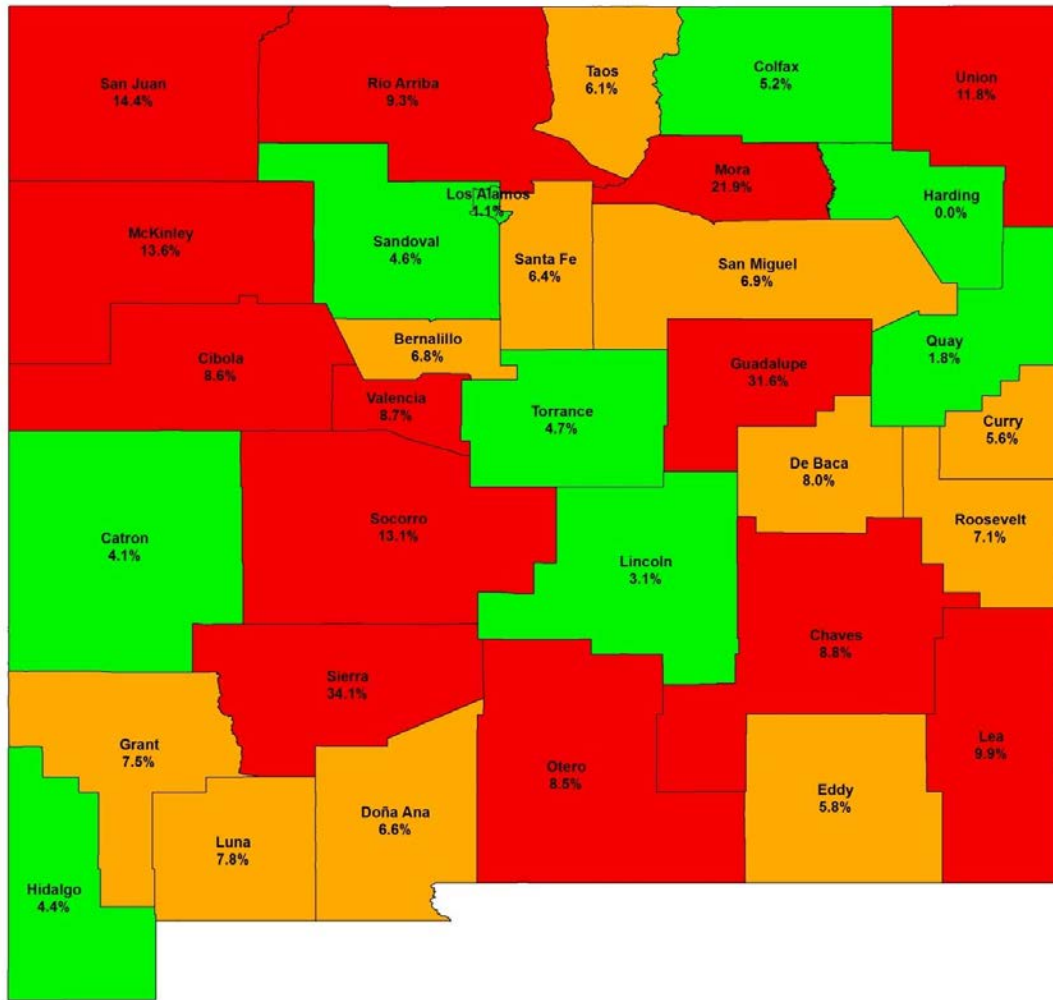
Suicide Rate (Per 100,000 15-19 Year Olds)



Counties shaded **green** have rates below the national average of 7.6. Counties shaded **orange** have rates above the national average but below the state average of 18.29. Counties shaded **red** have rates above both the state and national averages.

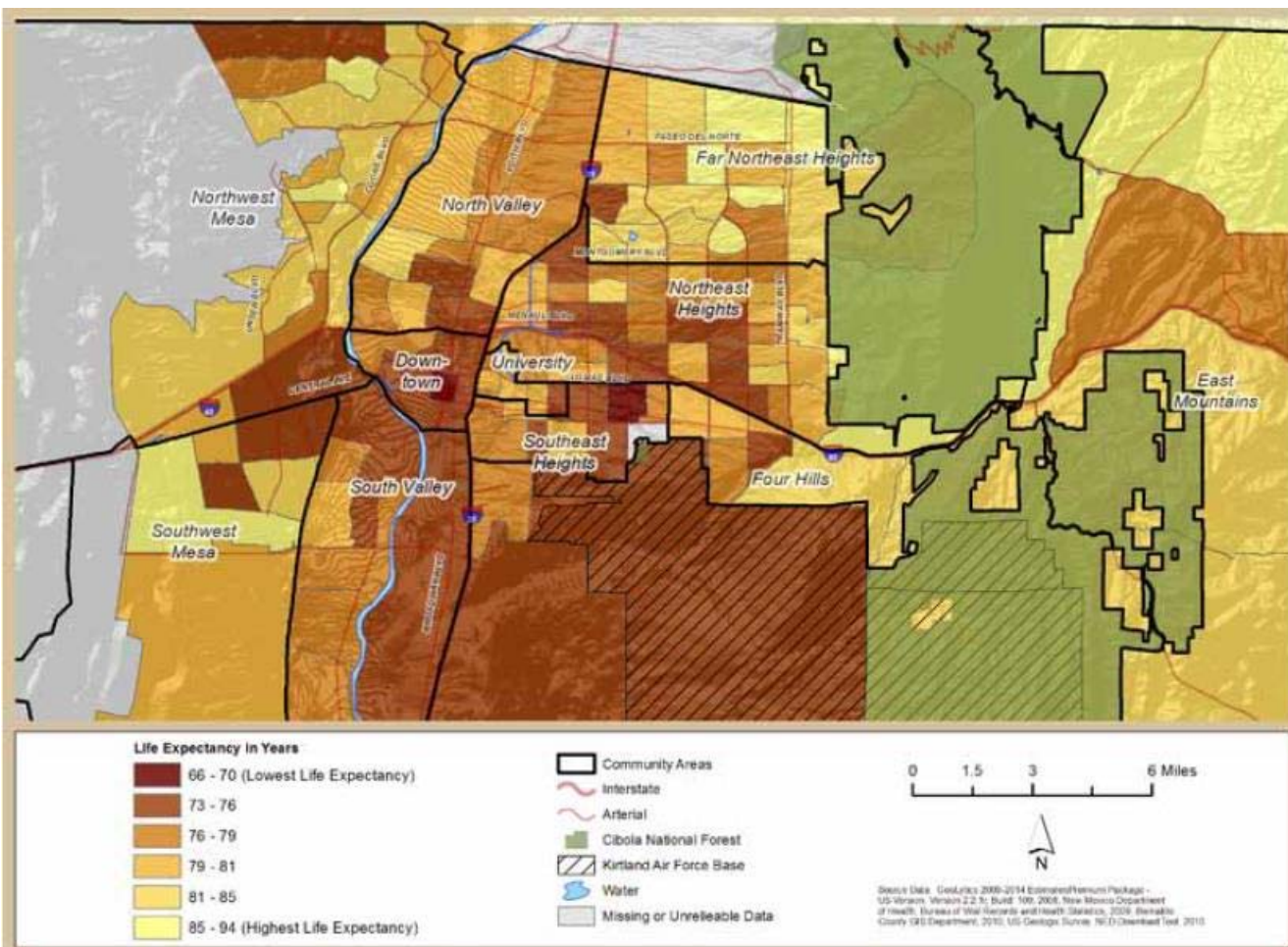
Source: New Death Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19.

Percentage of 16-19 Year Olds Not in School or Labor Force



- 0 - 5.4% (Below nat'l and state avg.)
- 5.5 - 8.0% (Above nat'l avg., below state avg.)
- 8.1 - 34.1% (Above nat'l and state avg.)

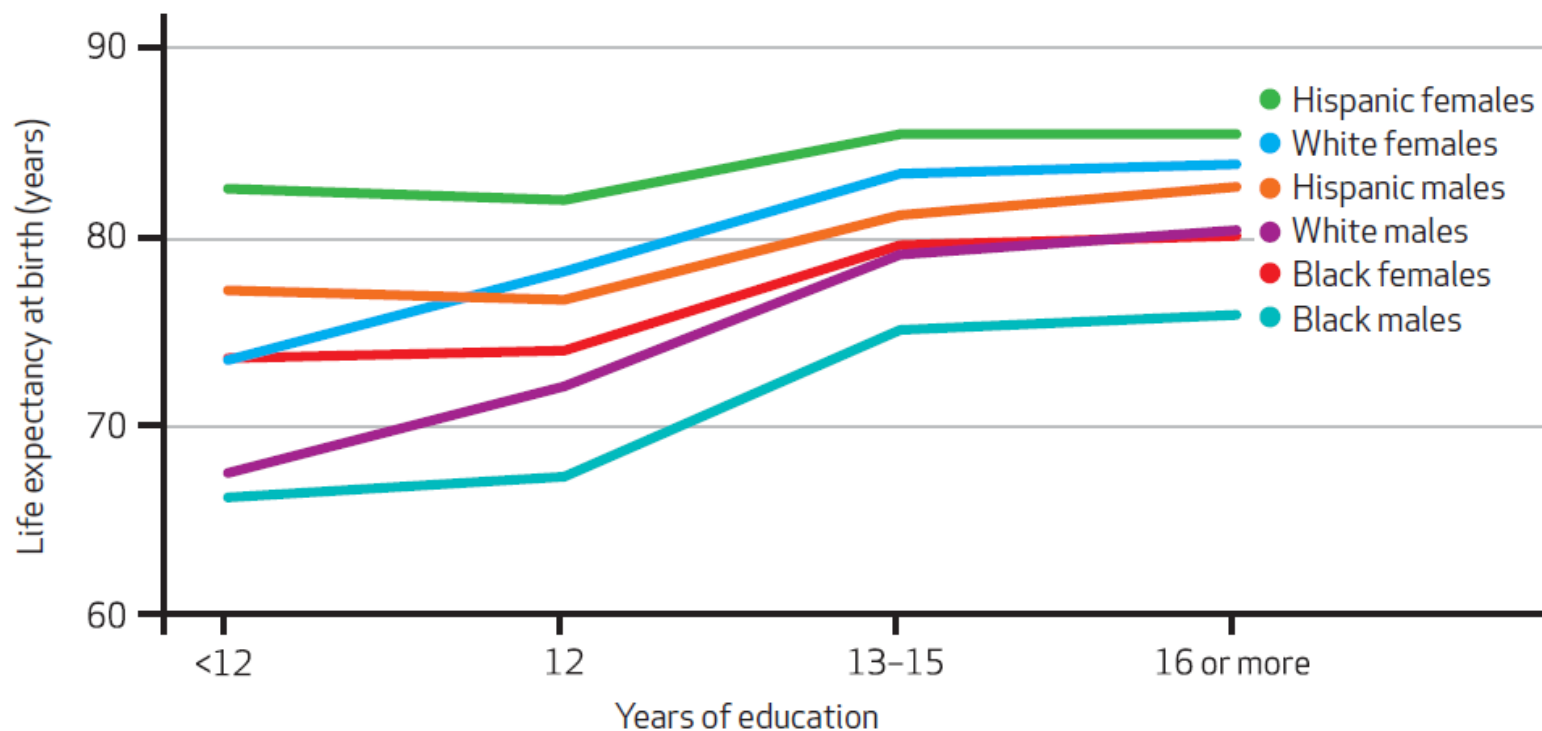
Life Expectancy By Census Tract, Bernalillo County, NM (2001-2005)



This powerful map by the Joint Center For Political and Economic Studies shows that life expectancy can vary by 28 years depending on where one lives in Bernalillo County.

Source: Map produced by Joint Center For Political and Economic Studies (September, 2012) Place Matters For Health In Bernalillo County: Ensuring Opportunities For Good Health For All.

Life Expectancy At Birth, By Years Of Education At Age 25, By Race And Sex, 2008

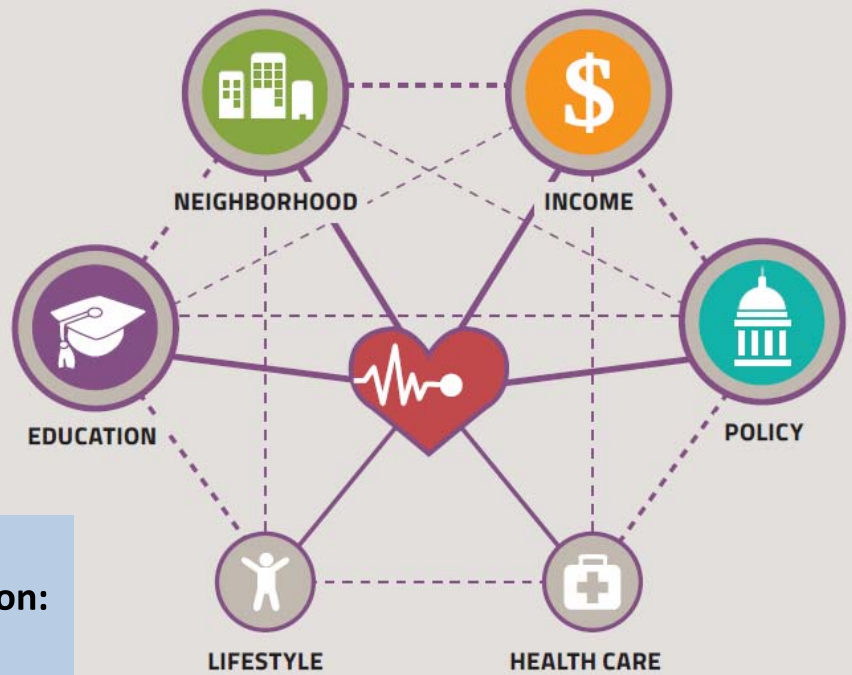


Source: S. Jay Olshansky, et. Al., Differences in Life Expectancy Are Widening, And Many May Not Catch Up. *Health Affairs*, 31, no.8 (2012):1803:1813

Education Matters

Connect the Dots

Education matters to health, and so do the conditions in neighborhoods and communities that harm the health of young children, trigger unhealthy or risky behaviors and undermine the success of students and schools. Policies that address early child care, housing, transportation, food security, unemployment, and economic development are important to both education and health.



Compared To Those With A College Education, Americans With Less Education:

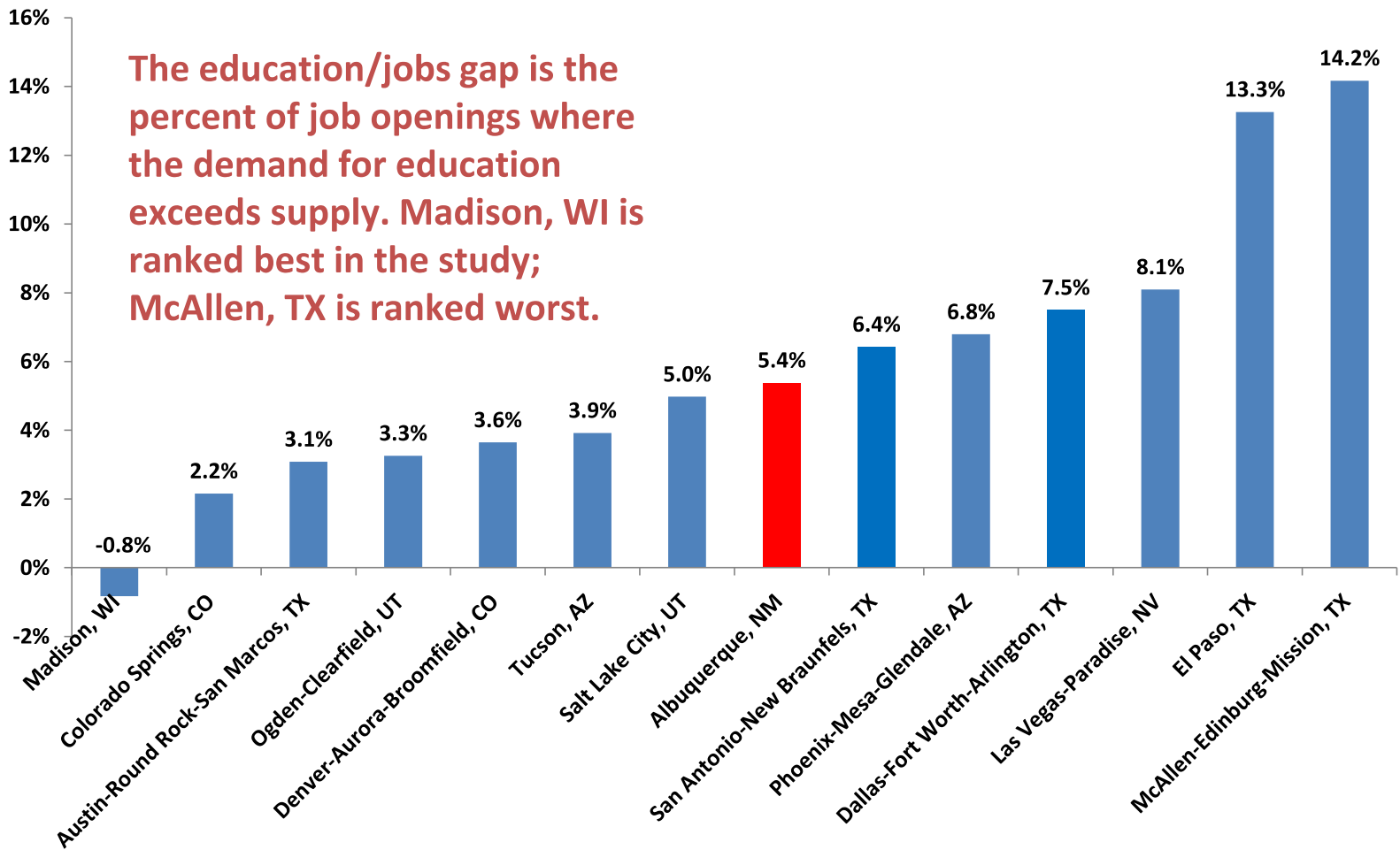
- Die earlier
- Live with greater illness
- Generate higher medical care costs
- Are less productive at work
- Experience more psychological distress
- Have less health lifestyle

Source: Education: It Matters More To Health Than Ever Before. (January, 2014). Virginia Commonwealth University & Robert Wood Johnston Foundation. www.societyhealth.vcu.org

New Mexico's Gaps in Education and Economic Viability

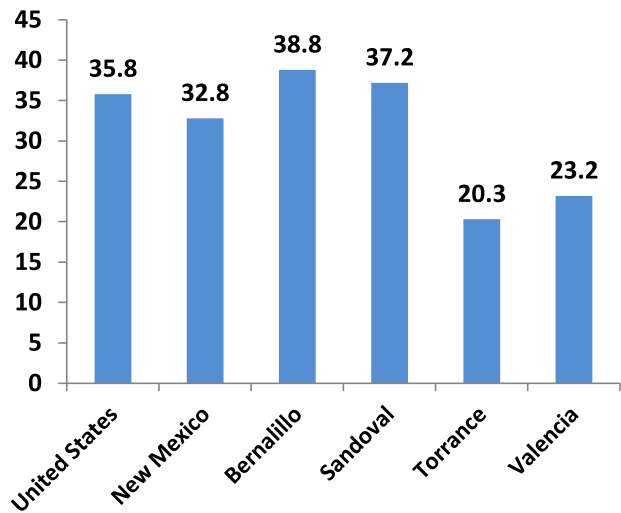
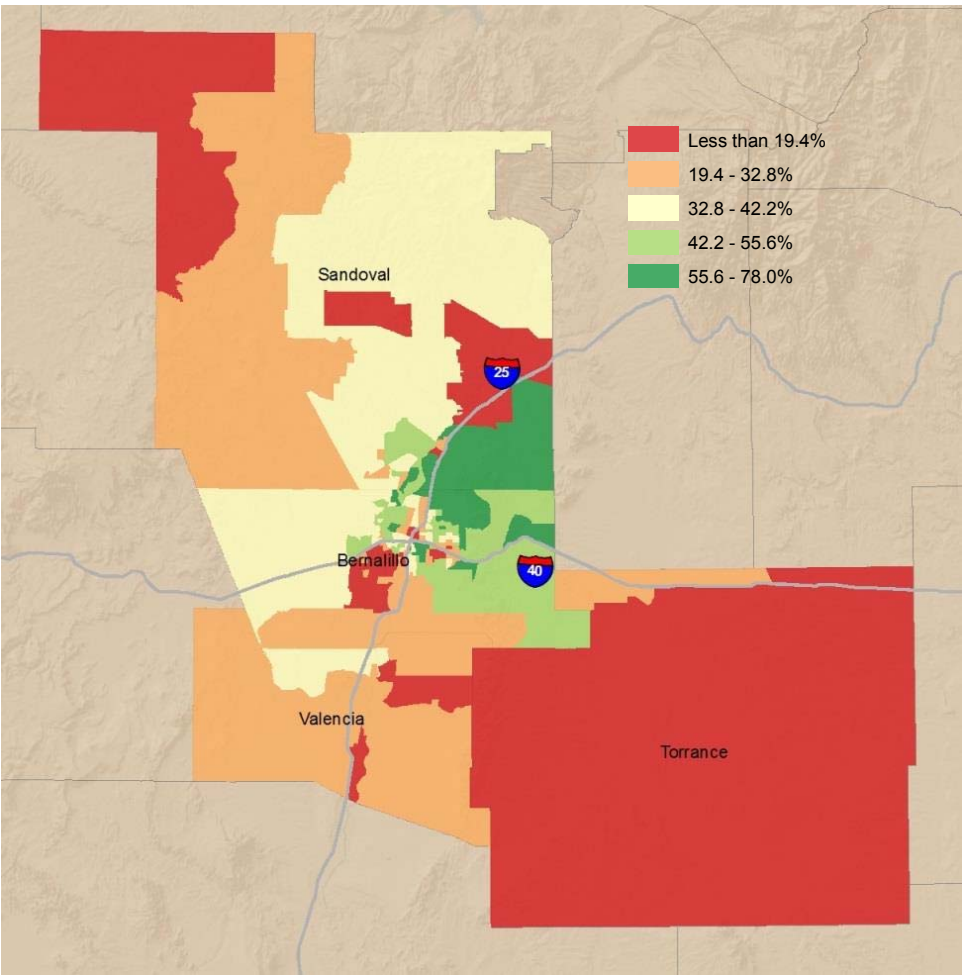
The Education/Jobs Gap in Selected Metropolitan Statistical Areas, 2012

The education/jobs gap is the percent of job openings where the demand for education exceeds supply. Madison, WI is ranked best in the study; McAllen, TX is ranked worst.



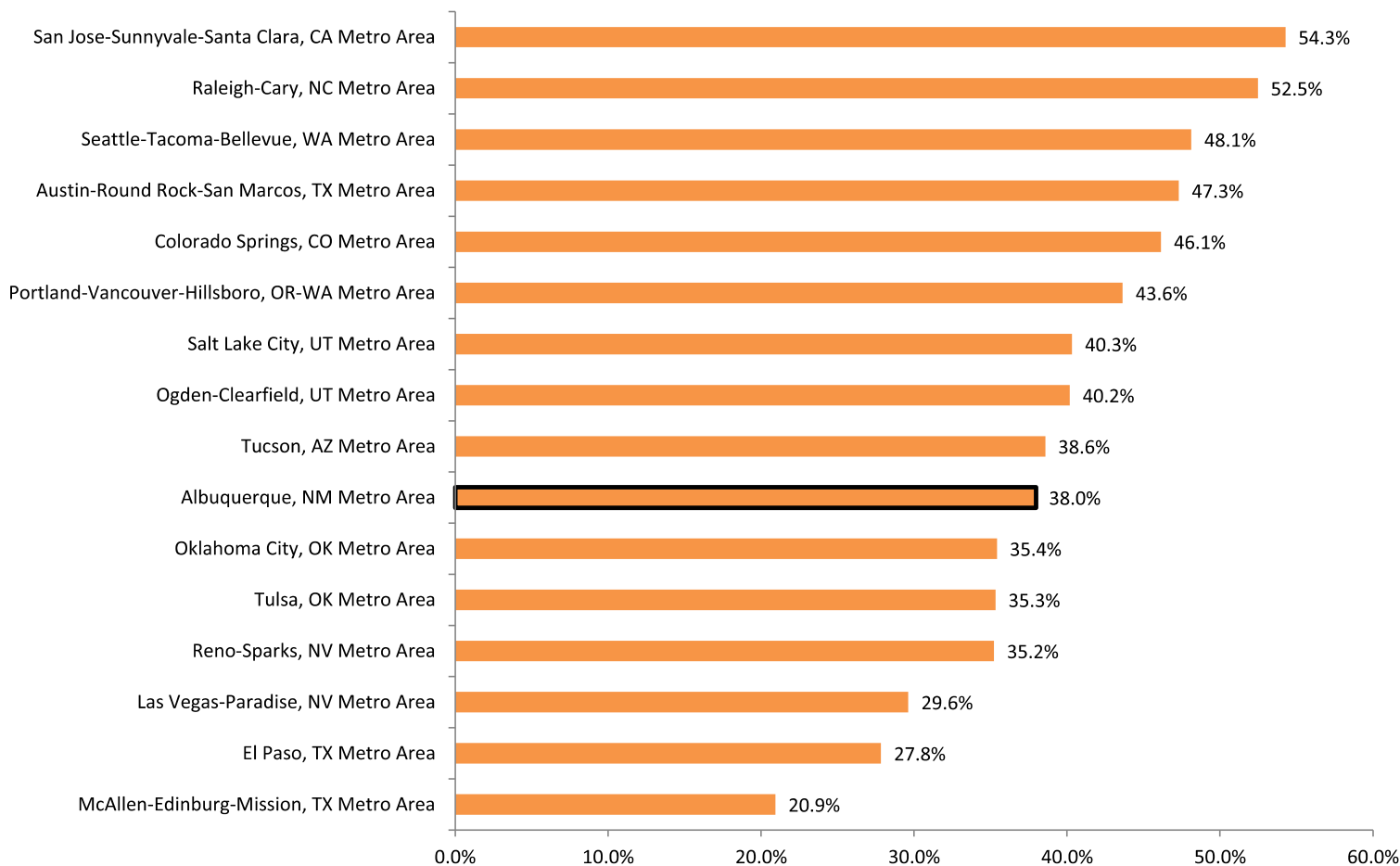
Educational Attainment in Central New Mexico

Adults 25 and Over, With an Associate's, Bachelor's, Or Graduate Degree, 2011



How Does Albuquerque Compare to Other Communities?

Percentage of the Population, 25-64 Years of Age, With an Associate's Degree or Higher



Source: U.S. Census, American Community Survey 2010, 5-Year Estimates.

What Does The Future Hold?



The Challenge Facing The American Dream

“In America, you can go to school, work hard, and grow up to be anything you want to be.”

Sadly, the evidence tells a different story about our children and the future in front of them.

The education gap is growing between the rich and the poor.

It is harder for Americans to rise from the lower rungs of the economic ladder.

What You Can Do

Our Generation's Responsibility

"Those who expect to reap the blessings of freedom must...undergo the fatigue of supporting it."
(Thomas Paine)

"Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same, or one day we will spend our sunset years telling our children and our children's children what it was once like in the United States where men were free."
(Ronald Reagan)

"You can always count on Americans to do the right thing – after they've tried everything else."
(Winston Churchill)

"To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction."
(Martin Luther King)



New Mexico Home Visiting Annual Outcomes Report, Fiscal Year 2013

Prepared by the University of New Mexico Center for Education Policy Research and the Center for Rural and Community Behavioral Health for the New Mexico Children, Youth and Families Department

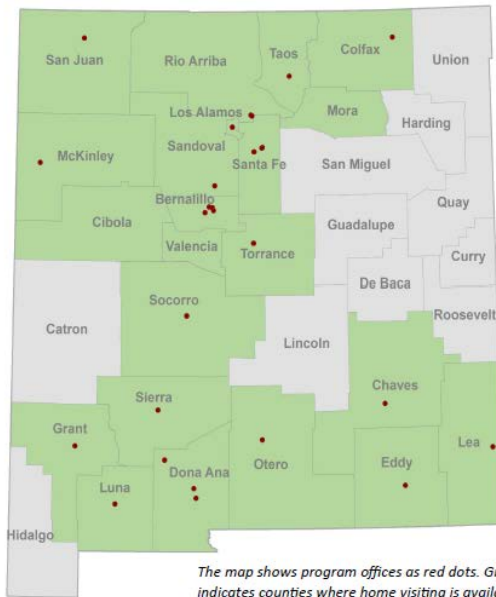
JANUARY 1, 2014

Introduction

This first Annual Home Visiting Outcomes Report presents aggregate data about the outcomes for all Children, Youth and Families Department (CYFD)-administered home visiting programs funded by the State of New Mexico in Fiscal Year 2013 (FY13). The report was prepared according to the requirements of NMSA 1978, Sections 32A-23B-1 (2013), referred to here as the "Home Visiting Accountability Act," and is designed to inform policymakers and practitioners about the impact of the state's Home Visiting System on families and children in New Mexico.

New Mexico's Home Visiting System, FY13

New Mexico's 20 home visiting programs serve 22 of New Mexico's 33 counties.



The map shows program offices as red dots. Green indicates counties where home visiting is available.

Home Visiting in FY13, At a Glance:

Programs: 20

Counties Served: 22

Families Funded: 1,005

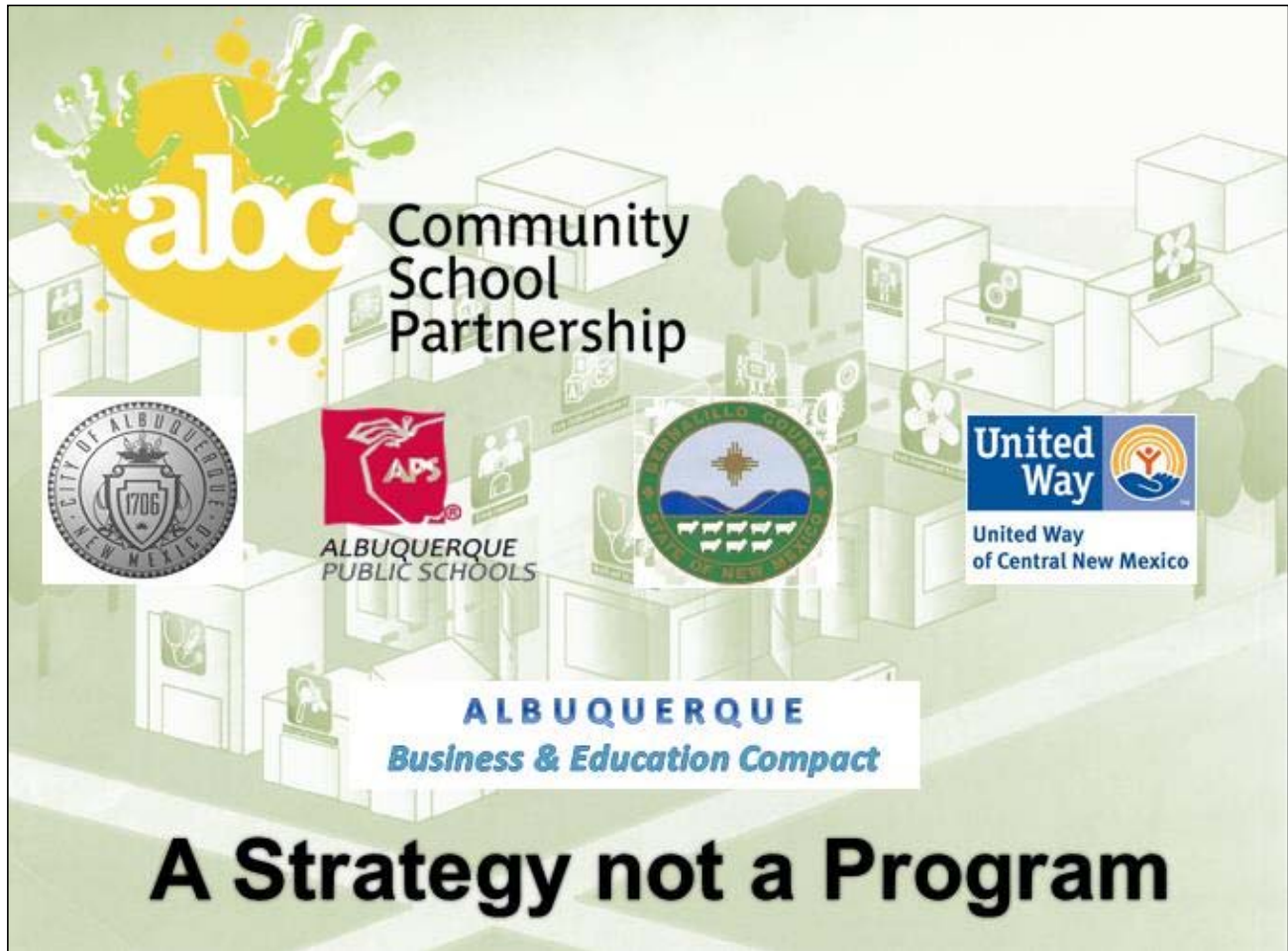
Home Visits: 20,224

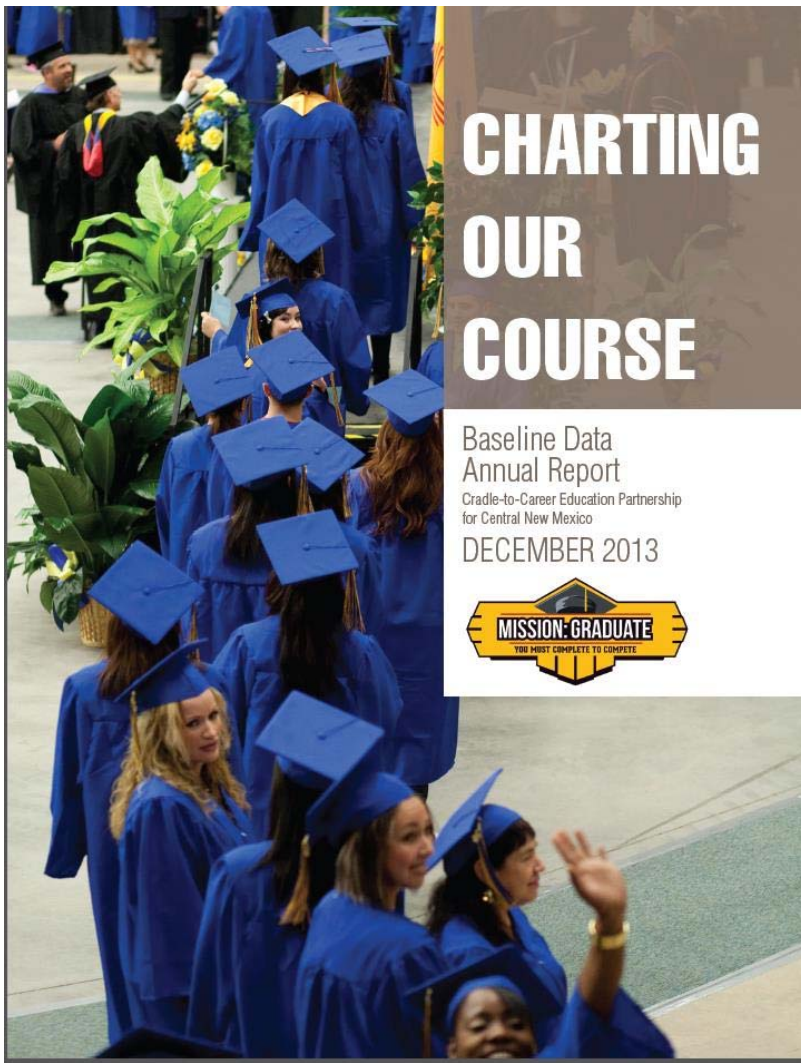
Home Visitors: 144



New Mexico's
Efforts to
Improve Early
Childhood
Education are
Among the Best
in the Country

Meeting Children's Needs In and Out of School





Mission: Graduate

Central New Mexico faces daunting educational and economic challenges, now and in the future. We know that more of our young men and women need to graduate from high school and from college if they are to have the kinds of careers that will be fulfilling to them, their families, and our community. The challenges are daunting, but we are a community of hope and action.

In January 2013 a group of our community's top leaders signed the Central New Mexico Education Compact, which articulates the vision, goal, and key objectives for Mission: Graduate. That Compact declares our confidence that, working together, we can develop thoughtful solutions, both in school and out of school, to improve educational attainment for all residents of Central New Mexico. The Compact also commits us to the bold goal of producing 60,000 new graduates with college degrees and certificates in Central New Mexico by 2020.

<http://MissionGraduateNM.org>

Higher Education and Albuquerque's Future



HOME NEWS/EVENTS TECHNOLOGIES INVENTORS ENTREPRENEURS

Main Vision A Rainforest in the Desert [Innovate ABQ](#)

Innovate ABQ

Innovate ABQ, a collaborative initiative among UNM, STC, government and the business community, is an idea whose time has come. It is a plan that will create a highly connected community where people can live, work and play. Innovate ABQ brings together the research power of the state's flagship university with Albuquerque's entrepreneurial and established business community to create new companies, grow existing ones and attract more out-of-state business.

The vision of the initiative is to create an integrated community that is multi-dimensional. Research and commercial labs, science and technology companies, educational programs, business services, support services, and commercial and retail businesses share space and a business incubator in a way that allows people to work together as they wish and be an essential part of the community that is connected to UNM. The idea is to create a one-stop-shop approach for companies, entrepreneurs and investors seeking to evaluate new technology business opportunities. The integrated community would also include residential living space and amenities for the workers who benefit from the new jobs created by this synergy.

The mission of the initiative is to strengthen the economic base in the mid Rio Grande region and throughout the state of New Mexico by creating more knowledge-worker jobs for graduates from our educational institutions and experienced workers in our communities. The mission is achieved by commercializing new technologies developed at our research universities, by public/private partnering with our national labs, business organizations, civic leaders, non-profit sector, national and global corporations, and public schools, and by providing entrepreneurial education and support.

Innovate ABQ creates a mutually supportive relationship between scientific institutions and a concentration of technology businesses. New Mexico has good science and it has talented entrepreneurs and investors who can be brought together to create a thriving ecosystem of innovation and economic output.




Contact CNM myCNM Blackboard

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CNM Wins National Student Success Award

April 23, 2013 - When it comes to helping students succeed, no community college in the country does it better than CNM. The American Association of Community Colleges, which represents nearly 1,200 community colleges nationwide, announced on Tuesday that CNM is the winner of its premier award, the Student Success Award.

CNM was named as one of five finalists for the award in February - the winner was announced at the AACCC's annual convention on Tuesday in San Francisco, Calif.

CNM set itself apart from the competition primarily through its fast-rising graduation numbers and its innovative CNM Connect student support model, which has been emulated at other community colleges around the country.

"This is amazing," CNM President Kathie Winograd said from San Francisco on Tuesday after the award presentation. "And it's almost an overwhelming experience because I know the AACCC has been such a passionate advocate for the important role of community colleges for so many years, and it has this new initiative to spotlight community colleges that are going above and beyond. CNM being chosen for this Student Success Award is really special for our college and our community."



CNM President Kathie Winograd accepts the Student Success Award on behalf of CNM from American Association of Community Colleges President and CEO Walter G. Bumphus and AACCC Board of Directors Chair Marie Foster Gnage.

New at CNM

CNM Media Relations

CNM Facts

CNM in the News

CNM on YouTube

Faculty and Staff Newsroom

The Suncat Times

- 1 Apply to CNM
- 2 Financial Aid
- 3 See an Advisor

THE UNIVERSITY of NEW MEXICO site.law.school.unm.edu

Webmail Intranet Directory myUNM




UNM SCHOOL of LAW

About Academics	Admissions & Financial Aid Career Services	Student Services Clinical Program	Faculty & Staff Law Library	Alumni & Giving News & Events
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UNM Law School Ranked Among Top Schools

Led by a faculty deeply involved in a critical dialogue about graduate skill-set and employability upon graduation, the UNM law school community is working hard to maintain our above average employment rate and has always believed that it is not enough to help students simply obtain a law degree. The UNM School of Law is proud to continue a long tradition of both excellence and value. Above the Law has ranked UNM law school 26th in the nation (and 8th among public law schools) in their inaugural "Above the Law Top 50 Law School Rankings". Recently the National Jurist ranked the UNM School of Law 8th in the nation for "Best Value Law Schools".



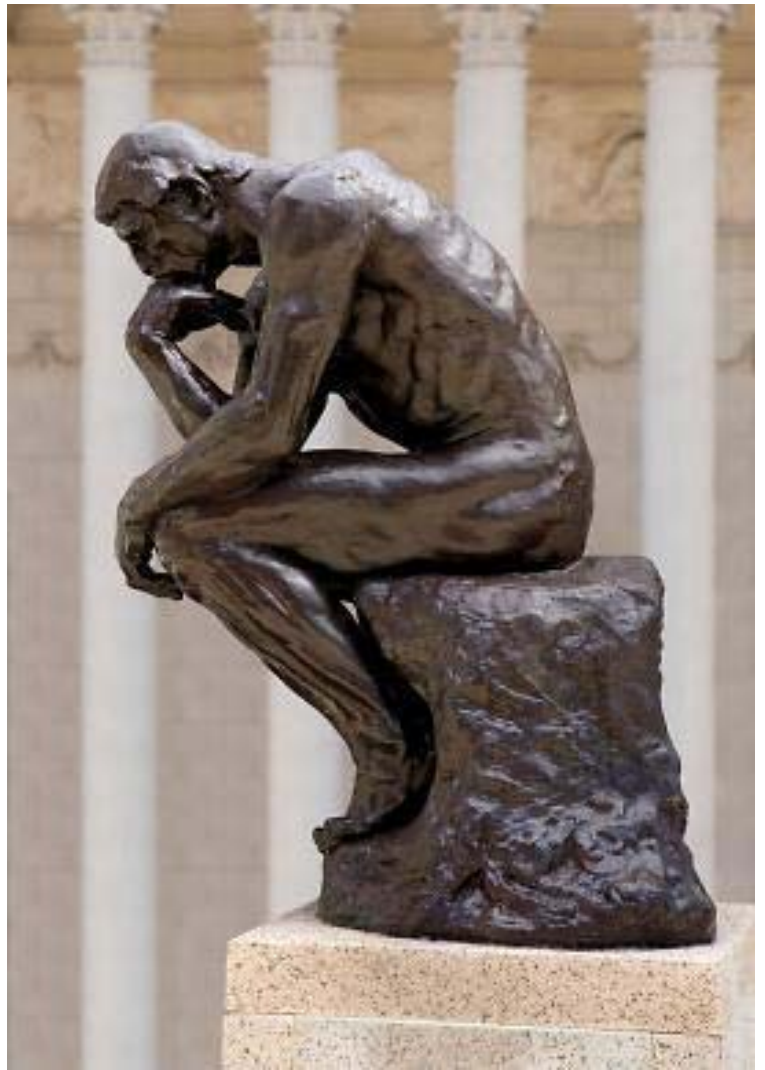
Abovethelaw.com is a widely-read site among law students and professors. It is also one of the best sources for news about student and graduate opinion of the legal job market and attorney compensation. The methodology behind these rankings relies heavily on employment outcomes and costs. The rankings do not include the types of inputs used by US News that have caused those rankings to be criticized heavily. The ATL rankings are based mostly on public data, although 10 percent of the outcome depends on an alumni survey that the site conducted (not publicly available).

May 8, 2013

Our Request of You

- The issues are complex. We need people to carefully consider the issues, and then argue their perspectives in constructive ways.
- How do we ensure that our community can talk about the most challenging topics in civil ways?
- We believe successful education reform must emphasize factors both inside and outside of school.
- Many New Mexicans have not made up their minds about education policy. This is an area where good discussion can make a difference.

Education in New Mexico: What Does the Future Hold?



CEPR.UNM.EDU