

CCHE Strategic Planning
Process Update
September 2022

CCHE's Place in the CO Postsecondary Ecosystem

Set vision, coordinate policy, & develop success benchmarks - not to govern IHE operations

- **CCHE is:** the central policy and coordinating board for Colorado's system of public higher education - representing all stakeholders in the postsecondary ecosystem, with learners at the center
- **CCHE is not:** a governing board nor executive or operational leadership for any postsecondary institution in Colorado

Our Mission: We support students, advocate and develop policies to maximize higher education opportunities for all.

Our Vision: All Coloradans will have an education beyond high school to pursue their dreams and improve our communities.

CCHE Strategic Planning Process

In February 2022, CCHE created a working group to lead our strategic planning process. The working group has been meeting weekly, updating the full commission monthly, and periodically engaging local stakeholders and national experts listed below as we continue to develop and refine potential elements of our Strategic Plan.

- Institution CEOs
- Institution Chief Financial Officers
- Governing Board Trustees
- Academic Council
- Colorado Faculty Advisory Committee
- Campus Communicators Group
- Student Leaders
- Statewide Advisors for Student Success
- Concurrent Enrollment Advisory Board
- Independent Higher Education of Colorado
- Data Advisory Group
- Equity Champions Coalition
- General Education Council
- Admission Council
- COSI Board of Advisors
- Mamie Voight, Institute for Higher Education Policy
- Scott Jensen, RIPL
- Michael Itzkowitz, Third Way
- Jeff Strohl, Georgetown CEW
- Rachel Romer Carlson, Guild Education
- Jamie Merisotis, Lumina Foundation
- Chauncy Lennon, Lumina Foundation
- TeRay Esquibel, Ednium, the Alumni Collective
- Nate Cadena, Denver Scholarship Foundation
- Preston Cooper, Freopp
- Iris Palmer, New America
- Lynn Pasquerella, AAC&U
- Scott Cheney, Credential Engine
- Jon Furr, Education Systems Center, NIU

*“Higher education has long been focused on issues of college access, then the field shifted to a focus on completion, now we’re in a **new wave** of postsecondary policy development that is **focused on value**”*

-Mamie Voight, Institute for Higher Education Policy

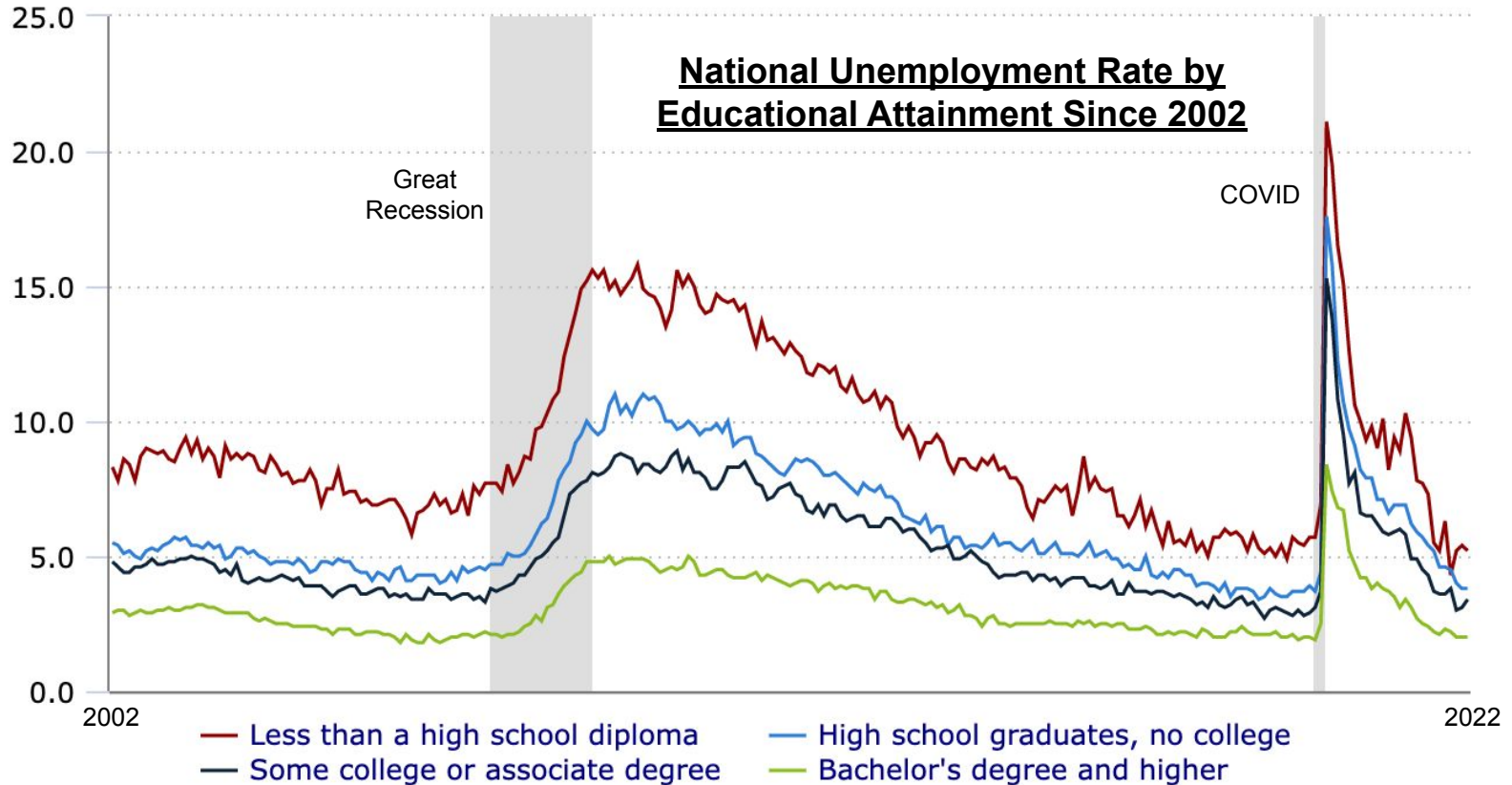
Strategic Plan Objectives

1. An ecosystem that provides an increasing number of Colorado citizens with **improved access to professional opportunities** and career mobility
2. An ecosystem **designed to meet the needs of all learners** with an intentional focus on erasing educational equity gaps among Hispanic, African American and Native American populations and other people of color.
3. An ecosystem that supports all learners throughout their lifetimes, enabling **seamless progression through a diversity of learning pathways** and credentials that help them advance their career and personal growth.
4. **A robust data system and a culture of data use** throughout the ecosystem lead to data-informed policy making to best meet the needs of learners.
5. An ecosystem that drives the economic vitality of the state and a healthy democracy by **preparing an educated and engaged citizenry**

Colorado Postsecondary Ecosystem Context

Postsecondary Education Is Key to Economic Security

The ability to sustain consistent employment, especially during recessionary periods, is highly correlated to educational attainment - postsecondary education is increasingly necessary to enable economic stability.



Huge Opportunity for Colorado

CO has one of the most capital efficient public postsecondary education ecosystems in the nation AND we need it to continue to evolve to open many more doors so that many more learners can benefit from a valuable postsecondary education.

CO Learners

Earn Postsecondary Credential	31%
Enroll in Postsecondary, Don't Earn Credential	22%
Don't Enroll in Postsecondary	34%
Don't Graduate High School	13%



Critical opportunity for CO Postsecondary ecosystem

Meeting the needs of the **~56% of learners** who graduate high school but don't earn a valuable postsecondary credential is a huge opportunity for Colorado.

Underserved Learners

Many of the Colorado high school graduates who either do not enroll in postsecondary education or enroll but do not earn a credential come from historically underserved subgroups.

60,726 Colorado learners graduated from high school in 2020

*~23,500 are anticipated to **not enroll** in postsecondary education within 3 years of graduation*

- Qualified for Free or Reduced Lunch: ~**10,000** (~56% of HS Grads **do not** enroll in postsecondary w/in 3 yrs)
- Hispanic: ~**10,000** (~52%)
- African American: ~**1,200** (~42%)
- From a Rural Community: ~**4,900** (~44%)

*+ ~15,300 are anticipated to **enroll, but not earn a credential** within 6 years of enrollment*

- Qualified for Free or Reduced Lunch: ~**4,300** (~55% of Enrollees **do not** earn credential in 6 yrs)
- Hispanic: ~**4,900** (~53%)
- African American: ~**900** (~58%)
- From a Rural Community: ~**2,600** (~41%)

note: subgroups overlap

~75% of CO HS grads from underserved backgrounds **do not** earn a postsecondary credential

Economics are a Key Driver of Learner Engagement

The past 15 years offer an important lesson in the key role economics play in learners' decisions to enroll in and persist through postsecondary education. As macroeconomic conditions change, the opportunity cost of postsecondary attendance changes for learners.

Changes in CO Resident Undergraduate Enrollment 2007-2022 (FTE basis)

- 2007 - 2010 (*Great Recession*): **+23,143** **+18%**
- 2011 - 2018 (*Economic Recovery*): **-17,147** **-12%**
- 2019 - 2022 (*Wages Spike, COVID*): **-11,453** **-9%**

Learner Economics:

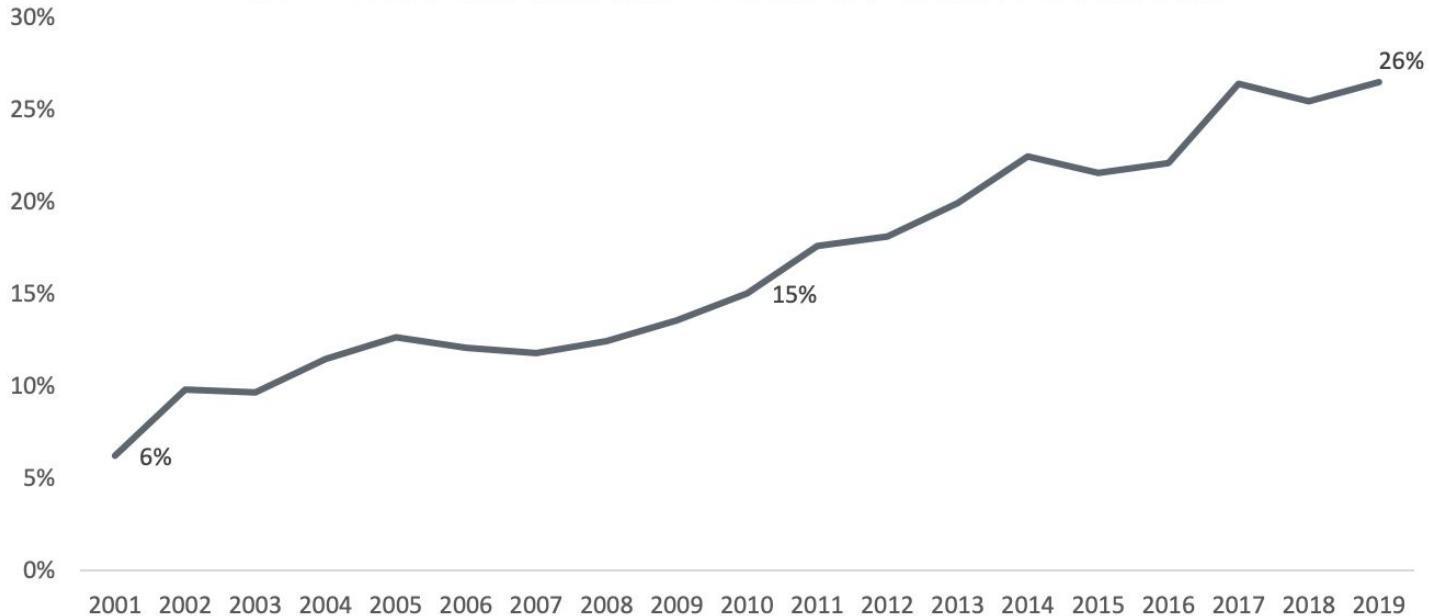
△ Lifetime Earnings - [(Net Tuition & Fees + Foregone Wages) * Time to Complete]

note: many Colorado learners from low income backgrounds pay \$0 of Net Tuition - to understand cost of attendance, it is important to consider opportunity costs in the form of foregone wages from reduced workforce time while in school.

Understanding Value is Critical

Short-term certificates have grown from 6% of all credentials earned to over 26%. Without knowing the value of these certificates (and other credentials), it is difficult to know if this is cause for concern, great news, or somewhere in between.

FIGURE 7. Short-Term Certificates* Awarded as a Percent of All Credentials



The #1 reason learners pursue postsecondary education is to improve their career opportunities and economic mobility.

- 91% of learners in Figure 1 here: <https://www.newamerica.org/education-policy/edcentral/collegedecisions/>
- 88% of learners here: <https://newsroom.ucla.edu/releases/heri-freshman-survey-242619>
- 83% of learners here: <https://www.guilededucation.com/wp-content/uploads/2022/04/What-U.S.-Workers-Want-From-Education.pdf>

Post-Credential Outcomes

- For learners, a **postsecondary credential** does not represent a finish line, but rather a “**ticket to start the race**”
- Learners need postsecondary institutions to be invested in the most important post-credential outcomes - **career opportunities and economic mobility**
- Clear alignment around these post-credential outcomes and a focus on enhancing them is a critical lever for extending the **postsecondary value proposition to reach the large number of Colorado learners currently underserved**

Headline Goal

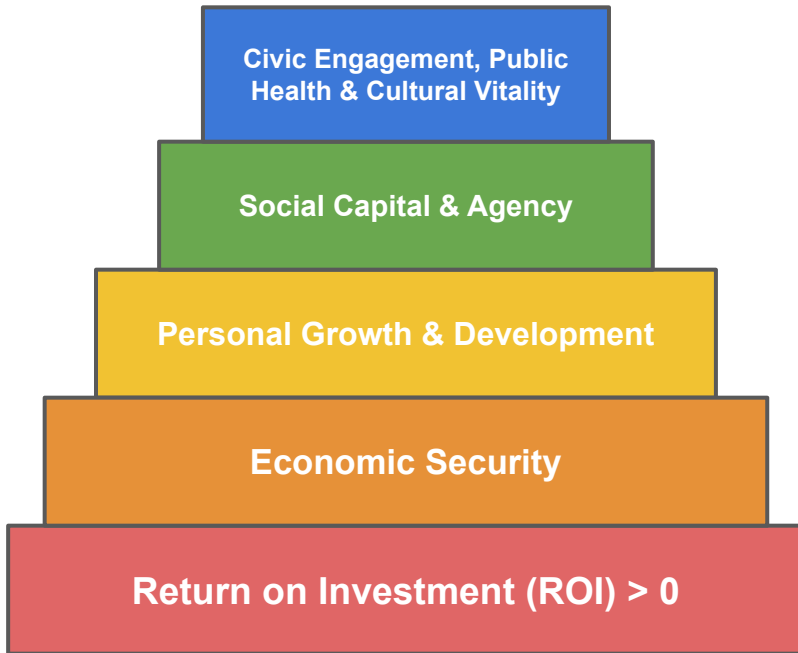
Increase the number of **Coloradans** benefiting from a **valuable** postsecondary education - which **at a minimum** enables incremental lifetime earnings greater than the cost of attendance (an **ROI > 0**)

Strategic Pillars

1. Identify and **Improve Pathways not yet enabling an ROI > 0**
2. Amplify Proven Strategies which **Enable More Learners to Succeed** in ROI > 0 Pathways - Especially Historically Underserved Populations
3. **Ignite Workforce-Postsecondary Collaboration, Alignment & Co-Creation** on New, ROI > 0 Pathways

Economics are Foundational to Equity & Social Wellbeing

Hierarchy of Postsecondary Benefits



- Postsecondary education provides a **plethora of important benefits** for learners and our state beyond incremental lifetime earnings
- However, **learners** will often **choose not to enroll or fail to persist** based on **economic factors**
- This is **especially true for students from backgrounds with fewer economic resources** who cannot afford to suffer financially from their education
- **Without enrollment and persistence**, learners and our state **do not have the opportunity to enjoy the non-economic benefits** of postsecondary education

Value: Important Context

- **Enhancing historical measures** of credential attainment by adding a **minimum threshold of credential value** aligned directly with what is **most important to learners**, offers a roadmap to address persistent equity gaps, and is in the span of control of our ecosystem
- **NOT comparing ROI between programs**; calculating by institution x field of study & identifying programs which do not yet enable $ROI > 0$ should prompt changes to program design, implementation, workforce alignment, cost, and state policy & subsidies
- This is not about “professional education” vs. liberal arts education. Economic mobility is of the utmost importance to all learners, including liberal arts & humanities majors. **Liberal arts majors want jobs too** - and liberal arts programs can and should enable $ROI > 0$.

1. Improve Programs not yet enabling ROI > 0

*ROI: PV of Incremental LT Earnings > [(Net Tuition & Fees + Foregone Wages) * Time to Complete]
(improvement in lifetime earnings will pay back the cost of attendance)*

1 *Implement HB 22-1349 - Student Success Data System: create a robust statewide student success data system and design Colorado's ROI measure*

2 *IHEs identify Programs not yet enabling ROI > 0*

Institution Name:	Colorado Example University	
% ROI Positive Programs:		78%
% Students in ROI Positive Programs:		86%
Program Name:	Students:	ROI Status:
Example Field of Study A	273	Green
Example Field of Study B	124	Green
Example Field of Study C	73	Yellow
Example Field of Study D	57	Green
Example Field of Study E	412	Green
Example Field of Study F	156	Yellow

National data suggests that 60% - 80% of postsecondary programs enable ROI > 0.

3 *IHEs enhance learner value proposition in programs not yet enabling ROI > 0*

- **Increase Workforce Collaboration** (better enable pathways to incremental earnings)
- **Reduce Time to Complete** (reduce cost of attendance by design for skills not seat time)

2. Enable More Learners to Succeed

- **Identify and address equity barriers:** disaggregate subgroups and ensure positive value proposition extends to all learners
- **Increase affordability:** HB22-1215 - expand blend of secondary + postsecondary; improve industry-valued credential attainment rates; reduce time to complete; increase learn + earn opportunities; OER
- **Enhance connection with professional opportunities:** align curriculum and assessments with industry needs; paid internships & apprenticeships; enhanced career services / job search skills; expand competency-based / PLA offerings
- **Augment learner safety net / support system:** student advising; cultural responsiveness; hunger free campus (while these initiatives add cost, persistence improvements can make them ROI enhancing)

3. Ignite Workforce Collaboration on New Pathways

- **HB 22-1350 - Regional Talent Development Grant Program:** Invest in regional workforce / postsecondary collaboration via \$84.8MM grant program
- **SB 22-192 - Stackable Credential Pathways:** Co-design stackable credential pathways for at least 3 growing industries
- **Focus on Critical Industries** from Talent Pipeline Report

Next Steps

- **July - Oct. - Stakeholder Feedback and Refinement:** Workgroup will continue to refine elements of plan based on subsequent stakeholder feedback.
- **Sept - Nov. - Draft Phase 1 Strategic Plan:** Workgroup will commence drafting process with opportunities for feedback loops over course of fall. Format will likely take the form of a brief narrative document, dense with graphs/charts.
- **Dec. 1 - CCHE votes to adopt and publishes final plan.**
- **Winter/Spring: Collaborate with Stakeholders on ROI > 0 Metric & Implementation:** CCHE will work closely with CDHE, IHE leaders, and other key stakeholders on implementation and measurement (aligning with HB 22-1349). Imagine a “Phase 2 Workgroup” with additional technical/data specialists to develop iterations of actual ROI > 0 metric and subsequent reporting mechanisms.

Addressing Concerns / FAQs (1 of 4) – DRAFT

- **Does the Commission not value the humanities and a liberal arts education?** Quite the contrary - instruction in the humanities and a liberal arts education often enable learners to develop critical knowledge and durable skills which are of great value and importance. Learners pursuing these fields of study have the same desire as their peers - to leverage their postsecondary education [to improve their career opportunities and economic mobility](#). It is important that we measure how well we are delivering against that objective and make adjustments to program design and industry alignment when the benefits fail to exceed the costs.
- **Critical, low-wage fields like social work and education will be negatively impacted by the focus on learner value, right?** No. Our focus will **not be on comparisons between fields of study**, but rather on whether an individual academic program enables $ROI > 0$. Arguably most learners are already abundantly aware that certain professions make less money than other professions and most academic programs will enable $ROI > 0$. However, if/when a program does not yet enable $ROI > 0$, it allows institutions and policy makers the opportunity to focus time and resources to address either program design, implementation, and/or cost to make these socially worthy fields of study accessible to a wider diversity of learners. We shouldn't be asking students to be worse off economically for pursuing these important fields of study than if they had not pursued any postsecondary education.

Addressing Concerns / FAQs (2 of 4) – DRAFT

- **Postsecondary education offers many benefits which are not reflected in an economic measure - does the Commission not value these benefits?** Quite the contrary. The Commission greatly values the benefits of postsecondary education which are not reflected in an economic measure. Unfortunately, fewer than 1 in 3 Colorado high school graduates are experiencing postsecondary success and thus able to enjoy these benefits, leaving far too many Colorado learners behind. Improving the student value proposition in cases where incremental earnings do not currently exceed the cost of attendance is necessary to enable more students to have the opportunity to enjoy the diverse benefits of a postsecondary education.
- **Why is the Commission focused on Learner Value rather than Graduation Rates or Credential Attainment?** The Commission does not see this as an either/or tradeoff. Rather, learner value takes into consideration both grad rates and attainment, and includes a broader scope of value which provides an actionable roadmap to enhance the output of our postsecondary ecosystem in a way which aligns directly with the objectives of those that pay for it - learners and taxpayers.
- **How will an ROI > 0 measure take into account that learners may pursue diverse and unpredictable career journeys after earning a credential?** While the value each individual learner enjoys from postsecondary education will be unique to them, the focus of this work is not on individual learner value but rather on the value different postsecondary pathways create for broad groups of learners. As such, the data should reflect the diversity of resulting career journeys.

Addressing Concerns / FAQs (3 of 4) – DRAFT

- **Will a focus on ROI > 0 on an institution and field of study basis negatively impact institutions and programs which serve part-time students?** No, the total cost of attendance is typically significantly lower for part-time students because they are able to earn an income while pursuing a postsecondary education, thus reducing their foregone wages. As such, when institutions successfully serve part-time students in ways which enable balancing education and work (*flexible/nontraditional class schedules, prior learning assessment, and well-aligned work based learning opportunities for instance*), it is more likely that incremental earnings will exceed the lower cost of attendance incurred by these students. Further it provides an opportunity to better recognize the value of credentials short of full degrees that part-time students can benefit from while, perhaps, working toward a degree
- **Is the Commission only interested in postsecondary education with a specific professional focus?** No. The Commission values a diversity of educational pathways and also recognizes that in order to deliver against student objectives and enable equitable access to postsecondary education, all pathways need to unlock incremental earnings which exceed the cost of attendance.

Addressing Concerns / FAQs (4 of 4) – DRAFT

- **Is the Commission concerned about equity gaps?** Yes! The fact that our postsecondary ecosystem is not yet meeting the needs of 56% of Colorado learners is exactly why we need to focus on learner value, making postsecondary success accessible to the diverse population of our state. The Commission believes strongly that this focus on learner value is in fact the best way it can advance equity for Colorado's learners.
- **Why is the Commission not focused on the fact that Colorado ranks 47th in state funding for postsecondary education and the resulting economic impact on Institutions of Higher Education?** The focus on learner value is intended to enable the Colorado postsecondary ecosystem to serve more Colorado students thereby unlocking more tuition dollars for institutions.

Further, simply arguing for more funding has not been fruitful at the legislature over the last two decades nor has it served our students well. But CCHE believes demonstrating and improving the positive economic impact that our postsecondary ecosystem delivers for our state and its learners will strengthen future rationales for targeted, outcome-focused state financial investments