

Colorado Statewide Strategic Plan Update from the CCHE Working Group

Meeting of the Colorado Commission on Higher Education

June 3, 2022

Reminder of Process and Where We Are



Driving Question:

If we were to have the best post secondary ecosystem in the country by 2030 what would that mean?

Driving Question:

What are the key factors which enable progress toward the identified objective(s)?

Driving Question:

How will we know if we are making improvements toward the objectives?

Driving Question:

What specific numeric value/s should we aspire to achieve/reach 5 years from now?

The “Why” – What Do We Want to Solve?

- Tuition continues to increase
 - In-state undergraduate tuition increased 68% (or 83% on an FTE basis) in the past 10 years
- Enrollment in postsecondary education has decreased over past 10 years; half of Colorado students are not enrolling in postsecondary education
- College going rates by ethnicity even more alarming
 - Only 39% of Hispanics/Latinx HS students in Colorado go to college, with similar gaps for low-income, Black/African American, and indigenous Coloradans.
- Too many learners are not completing once enrolled
- For those who enroll, half leave with debt
 - Almost \$30 billion in outstanding student debt in Colorado
- In this environment for postsecondary decisions, perceived value vs. cost drives decisions

Value Proposition for Post Secondary Learning: Economic Mobility

"The #1 reason learners pursue postsecondary education is to improve their career opportunities."

- **91% of learners** in New America Policy Survey: See Figure 1 here: <https://www.newamerica.org/education-policy/edcentral/collegedecisions/>
- **88% of learners** from a survey conducted by the Cooperative Institutional Research Program (CIRP) and administered nationally by the Higher Education Research Institute (HERI) at UCLA's Graduate School of Education and Information Studies: <https://newsroom.ucla.edu/releases/heri-freshman-survey-242619>
- **83% of learners** in a Guild Education survey: <https://www.guilddeducation.com/wp-content/uploads/2022/04/What-U.S.-Workers-Want-From-Education.pdf>

5 Identified Objectives (Review)

- **EDUCATIONAL EQUITY:** 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.
- **DATA-INFORMED DECISION MAKING:** A robust data system and a culture of data use throughout the ecosystem lead to data-informed policy making at all levels to best meet the needs of learners.
- **RETURN ON INVESTMENT (ROI):** An ecosystem that provides all learners with improved access to professional opportunities and career mobility, thereby delivering an attractive return on investment.
- **LIFELONG LEARNING:** An ecosystem that supports all learners throughout their lifetimes, enabling seamless progression through a diversity of learning pathways and credentials that help learners advance their career.
- **THE PUBLIC GOOD:** An ecosystem that drives economic vitality of the state and a healthy democracy by preparing an educated and engaged citizenry.

Key Measures & Illustrative Metrics

Measures

- Increase the number of Colorado residents benefiting from a positive Return on Investment (ROI) in postsecondary education

$$ROI = PV \text{ of Future Earnings} - [(\text{Tuition \& Fees} + \text{Foregone Wages}) * \text{Time to Completion}]$$

- The goal is to measure ROI by institution and field of study; disaggregated to measure outcomes for different demographic groups
 - The focus will **not be on comparing** ROI between programs. Positive ROI is good for students and negative ROI should prompt changes to program design, implementation and cost
 - ROI improves upon historical measures of credential attainment because it provides insight into the value proposition for learners
- Reduce the number of Colorado residents incurring debt in pursuit of a postsecondary education without earning an industry-valued credential

Illustrative Metrics

- Percentage of programs with positive vs negative ROI/students completing positive ROI programs
- Median Time/Credential to degree
- Median student debt
- Enrollment of Hispanic, African American, and Native American students
- Completion by Hispanic, African American and Native American students
- Hispanic, African American and Native American students completing positive ROI programs

Guidance from National Leaders

The Working Group continues to have informal discussions with national thought leaders regarding new approaches to measuring learner success:

- Scott Jensen, Research Improving People's Lives (RIPL)
- Michael Itzkowitz, Third Way
- Jeff Strohl, Georgetown Center on Education and the Workforce
- Michael Simpson, PAIRIN
- Jamie Merisotis, Lumina Foundation
- Mamie Voight, Institute for Higher Education Policy
- Iris Palmer, New America
- TeRay Esquibel, the Alumni Collective
- Nate Cadena, Denver Scholarship Foundation
- Others TBD

Next Steps

The Working Group will continue to hear and take feedback on the identified objectives, drivers, and measures as they shift to identifying goals.

- What specific numeric value should we aspire to achieve/reach 5 years from now?

Please visit CDHE website for updates and provide feedback by email to CDHE@dhe.state.co.us