How Colorado Higher Education Measures Up

Latin American Educational Foundation

October 12, 2008
Keystone, Colorado

David Longanecker,
President
Western Interstate Commission for Higher Education (WICHE)
How Colorado Higher Education Measures Up

IF CHALLENGES ARE OPPORTUNITIES, YOU ARE IN FOR QUITE A JOYOUS RIDE

Colorado Commission on Higher Education Annual Retreat

August 13, 2007
Vale, Colorado

David Longanecker, Executive Director
Western Interstate Commission for Higher Education (WICHE)
How Colorado Measures Up: On Educational Achievement

The Good News – Colorado is relatively well educated.
Percent of Population Age 25-64 with an Associate Degree or Higher, 2005

Source: U.S. Census Bureau, 2005 American Community Survey (ACS) – NCHEMS
<table>
<thead>
<tr>
<th>Country</th>
<th>Age 25-34</th>
<th>Age 35-44</th>
<th>Age 45-54</th>
<th>Age 55-64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>53.3</td>
<td>47.0</td>
<td>41.4</td>
<td>34.5</td>
</tr>
<tr>
<td>Japan</td>
<td>51.6</td>
<td>45.1</td>
<td>33.5</td>
<td>22.7</td>
</tr>
<tr>
<td>Korea</td>
<td>49.1</td>
<td>43.2</td>
<td>35.7</td>
<td>27.3</td>
</tr>
<tr>
<td>Sweden</td>
<td>42.3</td>
<td>37.6</td>
<td>29.3</td>
<td>25.2</td>
</tr>
<tr>
<td>Belgium</td>
<td>40.7</td>
<td>34.7</td>
<td>29.3</td>
<td>20.0</td>
</tr>
<tr>
<td>Ireland</td>
<td>40.4</td>
<td>34.1</td>
<td>28.9</td>
<td>21.5</td>
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<tr>
<td>Norway</td>
<td>39.2</td>
<td>34.1</td>
<td>32.0</td>
<td>23.2</td>
</tr>
<tr>
<td>U.S.</td>
<td>39.4</td>
<td>33.9</td>
<td>29.4</td>
<td>23.2</td>
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<tr>
<td>Colorado</td>
<td>46.5</td>
<td>46.1</td>
<td>46.1</td>
<td>46.1</td>
</tr>
</tbody>
</table>

Source: *Education at a Glance 2005, OECD -- NCHEMS*
The Good News – Colorado is relatively well educated.

Important – Colorado’s labor requirements will require it.
Projected Percent Change in Occupations Requiring Some Postsecondary Training, 2002-2012

Note: Some college, Associate, Bachelor's and higher.

Source: ACINet, Career InfoNet -- NCHEMS
How Colorado Measures Up: On Educational Achievement -- The Rest of the Story

- On Student Learning
  - ?
- On Participation and Success
  - Pretty average
Student Pipeline, 2004

Of 100 9th Graders, How Many...

- Graduate from High School: 91.3%
- Directly Enter College: 69.7%
- Enroll in Second Year: 57.3%
- Graduate Within 150% of Program Time: 42.3%
- Age 25-44 with Bachelor's Degree: 42.3%

Source: NCES Common Core Data, IPEDS Residency and Migration Survey, IPEDS Enrollment Survey, IPEDS Graduation Rate Survey -- NCHEMS
How Colorado Measures Up: On Academics -- The Rest of the Story

- On Student Learning
  - ?
- On Participation and Success
  - Pretty average
- On Parity in Participation and Success
  - Not a pretty story
Percent Educational Attainment of Population Age 25-64
By Race/Ethnicity—Colorado, 2005

Source: U.S. Census Bureau, 2005 American Community Survey PUMS File --NCHEMS
Difference (in Percentage Points) in College Attainment Between Whites and Minorities,* 2006

* Minorities include Black non-Hispanics, Hispanics, and American Indians/Alaska Natives

Source: NCHEMS (from U.S. Census Bureau, 2006 ACS (PUMS))
How Colorado Measures Up: On Educational Achievement -- How Is This Possible?

How Does: Average (or below average, in participation) Lead To Best?

The Colorado Paradox
Migration Rate* of College-Educated Residents Age 22-64—Associate and Higher, 1995-2000

* Per 1,000 residents age 22-64 with college degrees.

Source: U.S. Census Bureau, PUMS (based on 2000 Census) -- NCHEMS
Percent of Residents Age 25-64 with an Associate Degree Born In-State, 2005

Source: 2005 ACS -- NCHEMS
Percent of Residents Age 25-64 with a Bachelor’s Degree or Higher Born In-State, 2005

Source: 2005 ACS - NCHEMS
Migration Rate* of Residents Age 22-64 with Less than a High School Diploma, 1995-2000

* Per 1,000 residents age 22-64 with less than a high school diploma.

Source: State Higher Education Officers (SHEEO) -- NCHEMS
How Colorado Measures Up: On Educational Achievement -- How Is This Possible?

How Does: Average Lead To Best?

The Colorado Paradox

Let others educate the Colorado Work Force

Let the children of others benefit from Colorado’s Strong Economy
How Colorado Measures Up on Demographics

- Where We Are Today
  - Substantial Inequities
- Where We Are Headed
  - Substantial Growth In Demand Ahead
How Colorado Measures Up on Demographics

- With Virtually All Growth from Populations Traditionally Underserved
- And Enrollment Policies and Practices That May Exacerbate This
Population Projections—Percent Change, 2000-25

Source: U.S. Census Bureau -- NCHEMS
Colorado Total Population Estimates by County, 2005

State estimated population = 4,722,755
Front Range = 81.9%

Source: U.S. Census Bureau Population Estimates - NCHEMS
Counties in which 80% of Colorado’s Hispanic Population Resides, 2005

Source: NCHEMS (from U.S. Census Bureau)
U.S. Public and Nonpublic High School Graduates, 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)
Public and Nonpublic High School Graduates by Region, 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)

Knocking at the College Door - 2008

-4.99% to 5%

-5% to -9.99%
-4.99% to 5%
5% to 9.99%
4.99% to 5%

States: MN, WI, MI, NY, PA, OH, WV
How Colorado Measures Up on Demographics

- Where We Are Today
  - Substantial Inequities

- Where We Are Headed
  - Substantial Growth In Demand Ahead
  - **With Virtually All Growth from Populations Traditionally Underserved**
Cumulative Percent Change in Colorado's Public High School Graduates After 2004-05 by Race/Ethnicity
Composition of Colorado's Public High School Graduates by Race/Ethnicity, 2004-05 (Actual); 2009-10 and 2014-15 (Projected)

- **American Indian/Alaska Native**: 1%, 3%, 5%
- **Asian/Pacific Islander**: 4%, 6%, 6%
- **Black, non-Hispanic**: 5%, 5%, 17%
- **Hispanic**: 1%, 4%, 21%
- **White, non-Hispanic**: 64%, 68%, 74%
How Colorado Measures Up on Demographics

- Where We Are Today
  - Substantial Inequities

- Where We Are Headed
  - Substantial Growth In Demand Ahead
  - With Virtually All Growth from Populations Traditionally Underserved
  - And Enrollment Policies and Practices That May Exacerbate This
Racial/Ethnic Composition of Enrollment in Colorado by Sector, 2006-07

Source: NCES IPEDS
Undergraduate Enrollment in Colorado of Racial/Ethnic Groups by Sector, 2006-07

- **Black non-Hispanic**: 40.0%
- **American Indian/Alaska Native**: 26.1%
- **Asian/Pacific Islander**: 10.7%
- **Hispanic**: 18.0%
- **White non-Hispanic**: 14.5%

- **Public 4-Yr**
- **Private Non-Profit 4-Yr**
- **Public 2-Yr (or less)**
- **For-profit**

Source: NCES IPEDS
Percent of 18-24-Year-Olds Enrolled in Postsecondary Institutions by Race/Ethnicity

How Colorado Measures Up on Demographics

- Enrollment Policies That May Exacerbate This
  - The Original Concept:
    - Selective/Highly Selective: Top Quartile
    - Moderately Selective: Next Third
    - Open Admissions: The Rest – About 40%
  - Current Policy/Practice:
    - Selective/Highly Selective: Top 30%
    - Moderately Selective: Less Than 10%
    - Open Admissions: 65%
### Selected Characteristics of Undergraduates by Race/Ethnicity, 2003-04

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Borrowers</strong></td>
<td>39.4%</td>
<td>51.1%</td>
<td>32.2%</td>
</tr>
<tr>
<td><strong>Avg. Amt. Borrowed by Dep. Students</strong></td>
<td>$6,921</td>
<td>$6,526</td>
<td>$6,157</td>
</tr>
<tr>
<td><strong>Work Full-Time</strong></td>
<td>21.3%</td>
<td>31.3%</td>
<td>28.1%</td>
</tr>
<tr>
<td><strong>Work Part-Time</strong></td>
<td>53.7%</td>
<td>40.7%</td>
<td>46.4%</td>
</tr>
<tr>
<td><strong>Dependent</strong></td>
<td>53.0%</td>
<td>35.8%</td>
<td>46.5%</td>
</tr>
<tr>
<td><strong>First Generation</strong></td>
<td>34.0%</td>
<td>46.0%</td>
<td>49.7%</td>
</tr>
<tr>
<td><strong>English is Primary Language</strong></td>
<td>97.6%</td>
<td>93.8%</td>
<td>58.0%</td>
</tr>
</tbody>
</table>

Notes: Borrowing figures include loans from all sources, including PLUS. Figures for work (including work-study) apply to students enrolled full-time only. All data are for U.S. citizens and resident aliens only. Source: National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS)
How Colorado Measures Up on Demographics

- The Challenges
  - Substantial Gaps in Equity of Outcomes
  - Significant Growth
  - With Virtually All Growth from Populations Traditionally Underserved
  - And Enrollment Policies and Practices That May Exacerbate This
How Colorado Measures Up on: Finance

- The Good News
  - Colorado Is A Wealthy State
Personal Income Per Capita, 2005

Source: Bureau of Economic Analysis, U.S. Census Bureau -- NCHEMS
How Colorado Measures Up on: Finance

- The Good News
  - Colorado Is A Wealthy State
  - And Higher Education Is Affordable (on average)
    - Below Average tuition by sector as a share of peer institutions (CCHE/NCHEMS Study)
      - Community Colleges: 80%
      - Four-year Institutions: 64%
      - Research Universities: 86%
How Colorado Measures Up on: Finance

- But Averages Don’t Tell The Whole Story – Colorado Lags in Financial Assistance
  - U.S.: $446
  - WICHE: $386
  - Colorado: $274
  - Colorado rank: 26th
How Colorado Measures Up on: Finance

- The Good News
  - Colorado Is A Wealthy State
- But That Wealth Is Not Equally Distributed
Household Income Distribution for Whites & Hispanics, 2005

Source: U.S. Census Bureau, American Community Survey, (ipums.org).
Household Income Distribution for Hispanics

- $0-20K
- $20-40K
- $40-60K
- $60-80K
- $80-100K
- $100-120K
- $120-140K
- $140-160K
- $160-180K
- $180-200K
- $200K +

Colorado
Nation (excl. CO)
Good finance policy: Allocations make higher education affordable

- Very affordable for the State
State & Local Public Higher Education Support per Full Time Student (NCHEMS/SHEEO)

<table>
<thead>
<tr>
<th>State</th>
<th>Support per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wyoming</td>
<td>12354</td>
</tr>
<tr>
<td>Alaska</td>
<td>11342</td>
</tr>
<tr>
<td>Hawaii</td>
<td>9666</td>
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<tr>
<td>Connecticut</td>
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<td>New Jersey</td>
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<td>Nevada</td>
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<td>Massachusetts</td>
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<td>Georgia</td>
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<tr>
<td>Vermont</td>
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</tr>
</tbody>
</table>

Source: State Higher Education Executive Officers (SHEEO)
State & Local Support for Public Higher Education per $1,000 of Personal Income (NCHEMS/SHEEO)
Good finance policy: Sustaining/Enhancing Institutional Capacity—The Supply Side of the Equation

- Funding is inadequate to sustain, let alone enhance institutional quality or accessibility
- Combined Appropriations, Tuition and Fee Revenue Compared to Peer Institutions (CDHE & NCHEMS)
  - Community Colleges: 69%
  - Four-year Institutions: 58%
  - Research Universities: 64%
Good finance policy: Fair Allocations

- The Balance Between Institutional and Student Support.
  - Both roughly equally under-funded
    - Need-based financial aid at *a little more than half* the norm
    - Institutional support at about *a little more than half* the norm
  - Fairness between institutions
    - Mighty difficult to achieve perceived “fairness” with this level of deprivation.
      - Is the measure average deprivation or absolute level of support?
Good finance policy: transparency to relevant stakeholders

- Transparency to citizens
- COF not yet achieving goal of encouraging greater participation
- Still confusion between gross and net price
Good finance policy: transparency to relevant stakeholders

- Transparency to institutions
  - Institutions at risk because COF payments are not predictable
  - Fee for Service is perhaps all too predictable – following past practice, rather than state’s emerging needs
  - The *C-Change’s* temporary condition places funding sustainability at risk
Performance Relative to Total Funding per FTE – Overall Index Scores for State Higher Education Systems (NCHEMS)
CHALLENGES OR OPPORTUNITIES

- Persistent Equity Gaps
- Substantial Growth
- Limited Resources, but prospects for More
  - More for More
  - Same for More
  - Less for Less
  - But Polity Will Be Critical – Taxes Matter

- The Ultimate Challenge – To Turn your Joy Ride into a Joyous Ride