

Higher Education in Colorado: Our Challenges and Our Goals

Suggested PowerPoint script

Slide 1: Title slide

After introducing yourself:

- Thank you so much for allowing me to talk to you today about the critical issues facing higher education in Colorado. I plan to talk for about a half hour and then I'd like to hear your questions.

Slide 2: Video of Lt. Gov. Garcia

- I'd like to start with some context for our conversation, a brief video providing an overview of the Colorado Department of Higher Education.
- We're proud to have Lt. Gov. Joe Garcia serve as executive director of the Department of Higher Education. Lt. Gov. Garcia has served as president of Colorado State University Pueblo and of Pikes Peak Community College. (For you CU fans, he's also a graduate of CU-Boulder.)

Play video by clicking on the image of Lt. Gov. Garcia

Slide 3: CCHE overview

- Where do I fit in? I'm a member of the Colorado Commission on Higher Education and I was appointed by Gov. (Ritter/Hickenlooper) in 20(XX).
- Our role as a governing board is somewhat unusual. We are a coordinating council appointed to coordinate activities of our institutions, rather than a regulatory body. That means we have some responsibilities outlined in state law, such as developing long-range plans for higher education, recommending funding levels to the General Assembly and administering state financial aid programs. But we do not, for example, set tuition rates for specific campuses nor do we hire or fire college presidents or any other college staff or faculty.
- Many people are familiar with our big universities and regional campuses. But CCHE also oversees our community colleges and three area vocational schools: Delta-Montrose Technical College in Delta, Emily Griffith Technical College in Denver and Pickens Technical College in Aurora. And we have some oversight over degree-granting private institutions.
- ***Personalize the presentation – I want to tell you why I chose to become involved with CCHE.***

Slide 4: Summary of higher education challenges

- Colorado faces serious threats to our ability to produce and attract the educated workforce we need to ensure our state's economy thrives in the future. Simply put:
- **Workforce needs:** We are not on track to meet employer demands in the next five to seven years. We won't have enough educated Coloradans to fill our state's jobs in 2020.
- **Education pipeline:** We are not doing a good enough job of preparing all of our children to succeed in college, at either the K-12 or college level. Fewer than one in four of Colorado's 9th-graders will earn a college degree.
- **Completion gaps:** Our fastest-growing student groups – those who will make up the largest portion of our future workforce – are the least likely to earn a college credential. This must change. We must do a better job of not only getting students in the door, but getting them out with a diploma.
- **Shifting financial burden:** If you've paid a tuition bill recently, I'm sure you're familiar with the term "sticker shock." Our students and families now shoulder two-thirds of the cost of college as state funding for higher education has fallen. The state used to cover two-thirds of the cost of a college education while students covered one-third through tuition. That ratio has flipped, with students covering two-thirds of the cost of higher education in this state.
- We are not alone in facing these challenges. Colorado's challenges in these areas reflect those facing our nation. This doesn't make our situation any easier.
- ***Personalize the presentation – Pick a personal anecdote for one of the four points. Examples might include your or a friend's difficulty in hiring, a child's winding road through college, a student who represents the completion gap or a family struggling to meet college costs.***

Slide 5: Challenge detail: Workforce needs

- This slide further illustrates the challenge we're facing in meeting future workforce needs. 'Credential,' by the way, refers to either a degree, such as an associate's or bachelor's degree, or a certificate.
- Colorado has been fortunate – our beautiful mountains have helped import a lot of educated workers. But we are quickly reaching a point when even our mountains won't be enough to meet our employers' needs.
- By 2020, 74 percent of Colorado's jobs will require postsecondary education. Today, we're only at 51 percent.

- Because Colorado is such a desirable place to live, we now rank 2nd in the nation in adults with an associate's degree or higher.
- But we drop to 46th in the nation when considering only those adults *born in Colorado*.
- The bottom line? We import as many well-educated citizens as we produce, thanks to those mountains. We can't expect to keep importing our talent.

Slide 6: Challenge detail: Education pipeline

- When it comes to growing our own talent, we struggle – as many states do – with a broken educational pipeline.
- We in higher education are working more closely than ever with our K-12 schools and we are seeing some progress in our high school graduation and college enrollment rates.
- But the reality is still that less than a quarter of our 9th-graders in Colorado will go on to earn a college degree.
- One key reason – many students are not prepared for college-level work when they arrive on campus. For every 50 students who make it to college, 20 require remediation. And only four of those needing remediation make it to a degree.

Slide 7: Challenge detail: Degree completion gaps by ethnicity

- Projections show Colorado's high school graduates are increasingly diverse, with more than a third of our state's graduates projected to be minority students by 2020. This trend of growing diversity is true across the nation.
- This provides added impetus for our efforts to close degree completion gaps by ethnicity. At each stage in the education pipeline, from high school graduation to college completion, our minority students are lagging their white and Asian classmates.
- Hispanic students are the fastest-growing segment of our student population. Today, Hispanics make up one-fifth of our total population but they are one-third of our K-12 population. By 2015, Hispanic students are expected to make up more than a quarter of our public high school graduates by 2015. Yet, among all ethnic groups, Hispanics are the least likely to have a college credential – just 18 percent of Hispanic adults do, compared to 53 percent of whites and 32 percent of African-Americans.
- When we described someone as being 'prepared for college work' we mean those students do not need remediation. Remedial coursework can be costly for students in both time and money since these are not credit-bearing courses.

- These students are the workforce of our future. By investing more in their college success, we're investing in our economic progress as a state.

Slide 8: Challenge detail: Shifting financial burden from state to students

- Another challenge we face is the dramatically shifting financial burden of college costs. We sometimes refer to this slide as the “smiley-frowny face” slide because the state and students have essentially flipped roles. The frowny face, by the way, belongs to students and their families.
- That's because, in 2000, students were paying a third of college costs – in 2013, they're paying two-thirds. In 2000, the state was picking up nearly 70 percent of the costs of college. Now that figure is 32 percent.
- Why the dramatic change? One big factor is declining state funding for higher education.
- Today, the state puts \$162 million less into higher education than it did in 2008. That's about \$1,500 less per student.
- Now we did see an increase this year, of \$30 million, and we thank Gov. Hickenlooper for that. That's the first increase in state higher education funding in three years. But that only took us back to our funding level in 2009.
- In fact, Colorado ranked 49th in state higher education funding in the most recent year – 2011 – studied by the State Higher Education Executive Officers.

Slide 9: Why these issues matter

- So why do these issues matter to you and your family? Why should we care as a state?
- You've all seen the statistics. Higher education on an individual level means higher salaries, more engaged citizens and other good things.
- But we don't always think about what higher education means for our communities, that it's a public good as well as a private good. Communities with more educated citizens have lower unemployment rates, lower incarceration rates and reduced health care costs.
- ***Personalize the presentation –How has higher education changed your life or that of a loved one?***

Slide 10: Higher education as an individual or private good: Median salaries by degree

- We all know people with college degrees who are out of work. Still, figures such as these consistently show that higher levels of education equal higher earning power – even in the toughest of times.
- These numbers are from 2008-2010, the heart of our recent recession. Even then, each educational step equaled about \$10,000 more a year in median salary.

Slide 11: Higher education as a community or public good: Economic impacts of our campuses

- In addition to the personal benefits of higher education that I've just outlined, our state's campuses have a dramatic impact on the vitality – economic and otherwise – of communities across the state. While these figures on the slide are from December 2007, we can only assume they're the same or greater today.
- These numbers come from economic impact statements provided by the campuses and systems.
- ***Personalize the presentation – use examples by geographic location from the following:***
 - As the single largest employer in the San Luis Valley, **Adams State University** is responsible for a total economic impact in the region of more than \$70 million a year.
<http://www.adams.edu/news/may0513.php>
 - The **Colorado Community College System**, with more than 14 campuses scattered across Colorado, employed 5,635 full-time equivalent faculty and staff in the 2009-10 reporting year, with an annual payroll of \$268.6 million.
http://www.cccs.edu/Docs/Communication/CCCS_0910_FS_Finalv3.pdf
 - In 2012, **Colorado Mesa University** employed more than 1,800 full- and part-time individuals and generated nearly \$920,000 in state revenues, a yield of approximately \$19 for each dollar invested by the state. Further, Colorado Mesa had an estimated regional economic impact of \$351 million in 2012 when taking into account both direct and indirect expenditures.
<http://www.coloradomesa.edu/president/impactstudy/index.html>
 - In 2011, **Colorado Mountain College** directly accounted for nearly **1,200 full-time-equivalent jobs** in the college's nine-county service area, \$46 million in earnings and \$65 million in economic output.
http://www.coloradomtn.edu/File/bot/CMC_Economic_Impact_Report_2012.pdf

- **Colorado State University** reports that **\$5.6 billion** in household income is created annually in Colorado by CSU alumni.
<http://www.scribd.com/doc/169740522/Colorado-State-University-A-2012-Snapshot-of-Economic-Impact>
- **Colorado State University Pueblo** has a total economic impact on Pueblo County of about \$128 million annually.
<http://hsb.colostate-pueblo.edu/PuebloEconomicReport/Pages/PuebloEconomicReport.aspx>
- In 2010, **Fort Lewis College** accounted for about 5.7 percent of the personal income and 16.8 percent of the employment in La Plata County.
http://www.fortlewis.edu/Portals/157/Docs/2010/FLC_Economic_Impact_Study_Jan2010.pdf
- **The University of Colorado's** direct expenditures in fiscal 2011 led to **\$5.3 billion** in economic activity across Colorado.
<https://www.cu.edu/content/newuniversitycoloradoeconomicimpactstudycupumped53billioncolorado%E2%80%99seconomy20110>
- Students at the **University of Northern Colorado** spend between \$53 to \$72 million per academic year in Greeley and Weld County areas, therefore contributing additional state and local sales tax revenue of over \$3 million.
<http://www.scribd.com/doc/169741250/UNC-Economic-Impact-Analysis>

Slide 12: Our goals: Meeting the challenges

- The challenges we face are daunting. But we've never given up easily in Colorado.
- In December, after more than a year of study and review, we on the CCHE board approved a higher education master plan for the state.
- This plan, called Colorado Competes, addresses each of these challenge areas.
 - We know we need to increase our number of educated workers so we're calling for an increase of at least 1,000 college credentials a year.
 - We know we need to improve student success so we're calling for better and faster classes to ensure our college students are prepared for college-level work. We also are enhancing support services so students get their degrees faster.
 - We know we need to reduce completion gaps among students from underserved communities so we're calling for better access to, and through, colleges and universities.

- We know we need to reduce that sticker shock so we're calling for increased state support of higher education while promoting accountability and efficiency.

Slide 13: Achieving our goals: Focus on performance

- I want to stop here and make one thing clear: Our colleges and universities are among the best in the country in working with what they've got. In 2010, a study of state college systems called The Delta Project found Colorado offered "the best bang for the buck" in terms of efficiency. Researchers looked at graduation rates on our public campuses compared to state funding and ranked Colorado no. 1 in the nation in productivity.
- More recently, Brit Kirwan, chancellor of the University System of Maryland, praised Colorado for all it has achieved despite declines in state funding. He said that, if higher education in Colorado were a business, it would "be an amazing story for shareholders."
- Still, it's not enough. As we've shown, we are not on track to meet our future workforce needs. And that should be everyone's concern.
- We're asking for an evolution on the part of our colleges and universities at a time when, as we've seen, they're working with less money than they had five years ago.
- And we as CCHE members are evolving too. We're shifting our focus from access to college to completion of a certificate or degree. And we're holding our institutions accountable.
- Colorado leads the nation in its shift toward performance-based accountability. Some examples include:
 - **Performance contracts** – Colleges and universities receiving state funding are required to sign annual performance contracts
 - **Performance funding** – Once state funding reaches a certain level, a portion will be distributed based on performance on the annual contracts
 - **Financial aid based on progress** – Schools receive more state financial aid based on the number of credits their students are earning
- You can check our progress as we move into this new era. Our annual performance contracts with colleges and universities are public and posted on our website.
<http://highered.colorado.gov/Academics/PerformanceContracts/>
- We're also looking beyond the traditional college years to improve and gauge how we're doing.
 - This means we work closely with K-12 to share **data** about postsecondary progress – such as what percent of students are prepared for college when they arrive on campus. We're also happy to report we have among the nation's highest rates of high school

students enrolling in college courses. About one in five of our high school students take advantage of **concurrent enrollment**.

- And we're measuring how well our college graduates are doing in the workforce, by gathering data about their earnings after they leave campus. This tool, called **College Measures**, is in its initial stages but it will soon expand to include earnings after five and ten years.

Slide 14: Feedback

- I hope this presentation has provided you with a better understanding of higher education in Colorado. Because we need your help.
- There are many misperceptions about higher education in the state. We would like you to become ambassadors of good information about higher education.
- We're making it easier than ever to stay informed about our work:
 - You can sign up for daily press clips on higher education or our new monthly newsletter by signing in at this meeting or signing up on the homepage of our website.
 - You can email or call us if you have questions about a specific issue (share commissioner contact info).
 - Follow us on Facebook at facebook.com/ColoradoHigherEd or Twitter at twitter.com/CoHigherEd.
 - You can check out our data warehouse on our website under the Data & Reports tab.
 - You're invited to attend a monthly CCHE meeting, either in person or on the phone. Dates and locations are also on our website.
- We also hope you will consider:
 - Supporting any proposed ballot measures to improve higher education funding
 - Telling your elected representatives you care about this issue
 - Sharing the importance of higher education with friends, neighbors and community groups

Feedback: E-mail your thoughts, questions and ideas to me and I will share them with my fellow commissioners. Or jot down ideas on paper or napkins. We'll consider it all.

Thank you for your time and attention. Any questions?