

COMPLETE

TO

COMPETE

# *Colorado*

Higher Education Data Dashboard



NGA Center for  
BEST PRACTICES

## Context

Over the last two decades, state support for higher education has grown by \$50 billion; yet, the nation has fallen from first to eighth in the world in the percentage of young adults with college degrees. To enhance U.S. competitiveness, grow the economy, and increase the income of the U.S. workforce, it is essential for states to increase college completion—and do it efficiently.

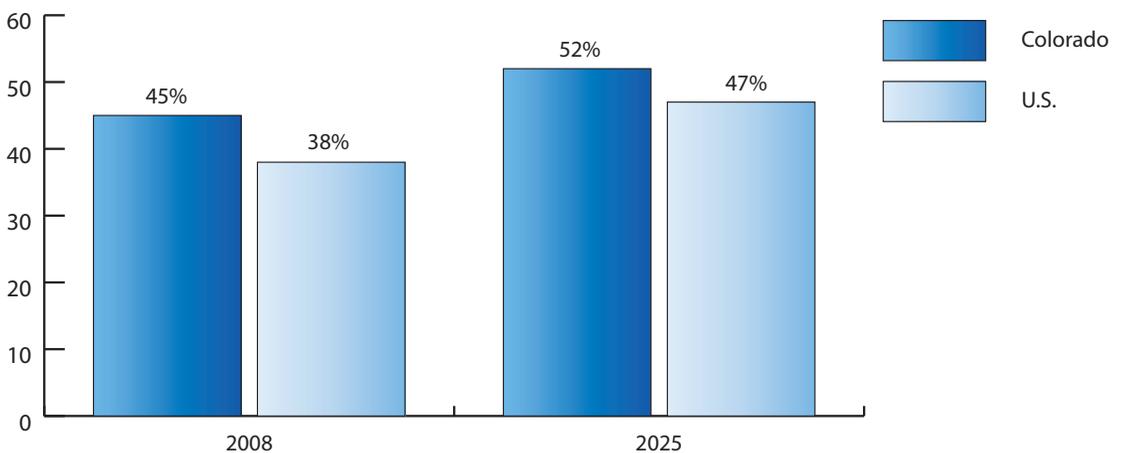
The indicators included in this document summarize information in three key areas:

- **An Educated Workforce:** In states across the nation, the economy is demanding more workers with education beyond high school. The Center on Education and the Workforce projects that by 2018, 63 percent of all jobs will require some college education.
- **College Access and Success:** Having a more educated workforce means not just getting more students to college, but getting them through college. Whether it comes as a certificate, an associate’s degree, or a bachelor’s degree, the majority of individuals will need a postsecondary credential for personal and statewide economic viability.
- **Higher Education Finance:** Finance is one of the most powerful levers affecting higher education performance. For states, the question of how to gain the greatest return on investment looms large. For institutions, revenue drives their choices and priorities. For students, the amount they are asked to pay for college affects where, how, and even whether they go to college.

## Data for Your State

### Percentage of Adults 25-64 with an Associate’s Degree or Higher (2008 and 2025 projection)

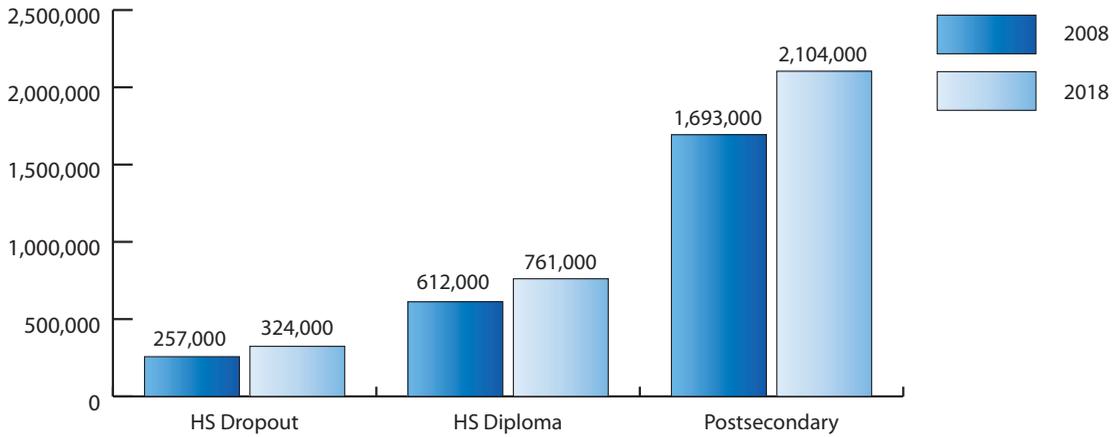
This indicator provides a current snapshot and projection of the state’s educational capital, assuming no change in degree production rates. By 2025, leading nations are expecting to average 55 percent in the share of the adult population with a college degree.



Source: U.S. Census Bureau; National Center for Higher Education Management Systems

**Number of Jobs Requiring Postsecondary Education (2008 and 2018 projection)**

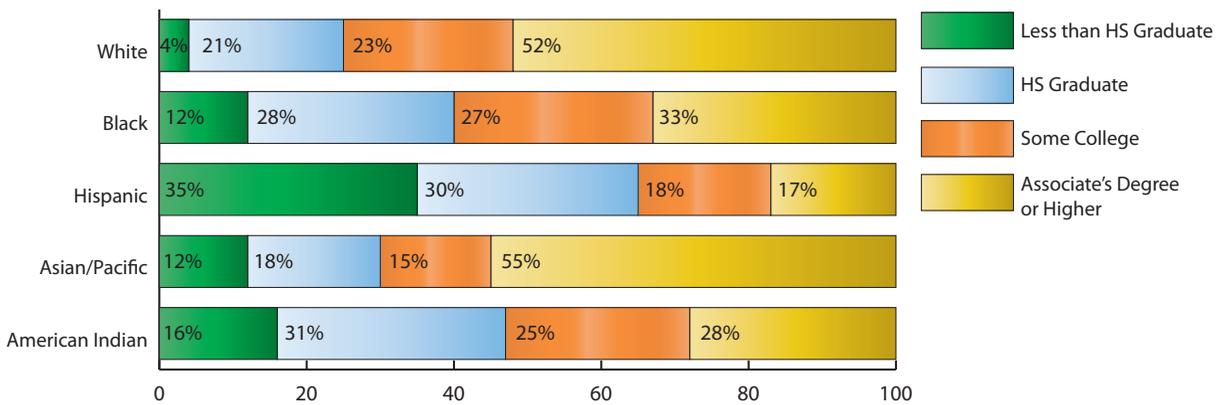
This indicator shows the workforce demand for a college education in the state.



Source: Center on Education and the Workforce, Georgetown University

**Educational Attainment by Race/Ethnicity (2008)**

This indicator shows the educational attainment of racial/ethnic subgroups within the state.

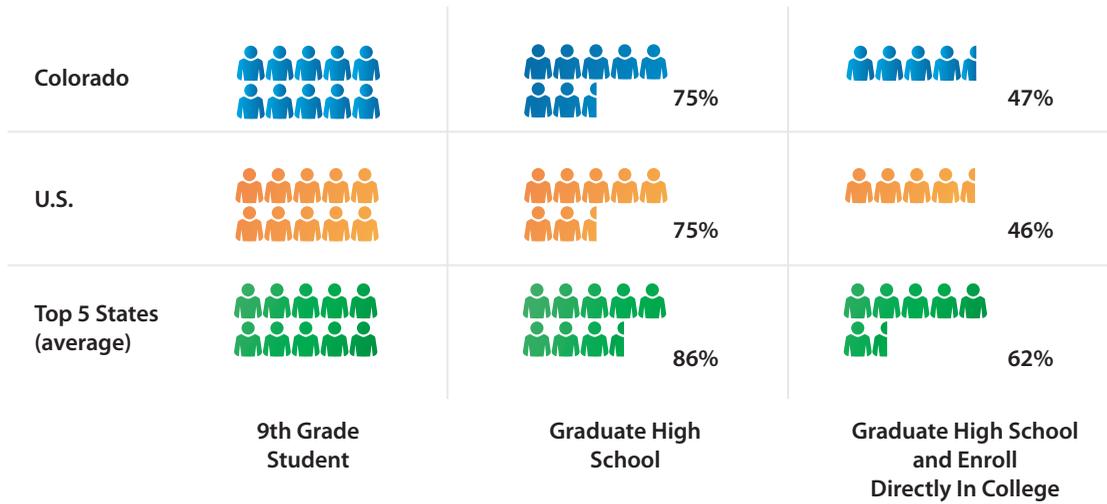


All totals are rounded to 100.

Source: U.S. Census Bureau; National Center for Higher Education Management Systems

### Student Progress through the Educational Pipeline (2008)

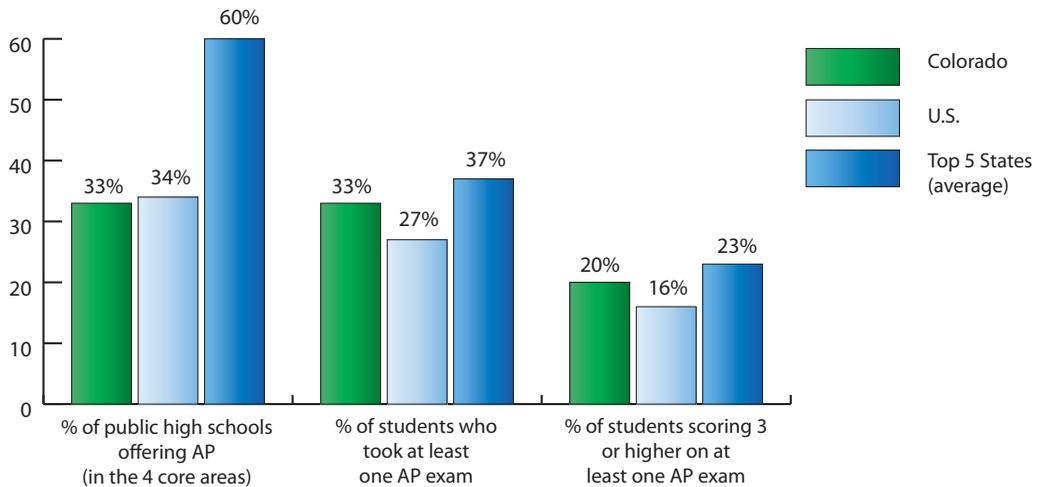
This indicator shows the population of students completing high school and enrolling directly in college within 12 months of graduation. Delayed entry into college reduces the likelihood of degree completion.



Source: U.S. Department of Education; National Center for Higher Education Management Systems

### Percentage of Students Participating and Succeeding in College-level Courses in High School (2009)

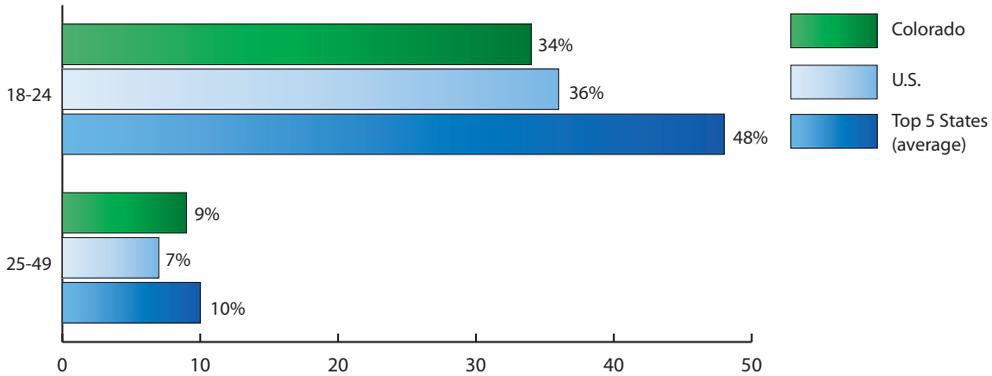
This indicator offers a snapshot of college readiness, as well as the availability of “head start” options. Students that complete college-level courses in high school are more likely to enroll in and complete college.



Source: The College Board

### Percentage of Adults Enrolled in College by Age (2009)

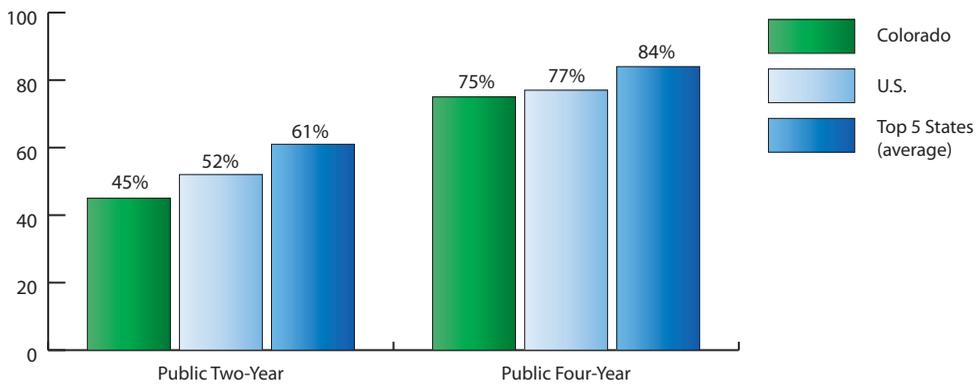
This indicator shows how well the state is reaching different segments of the population through higher education.



Source: U.S. Department of Education; National Center for Higher Education Management Systems

### Persistence of Students from First to Second Year in College (2008)

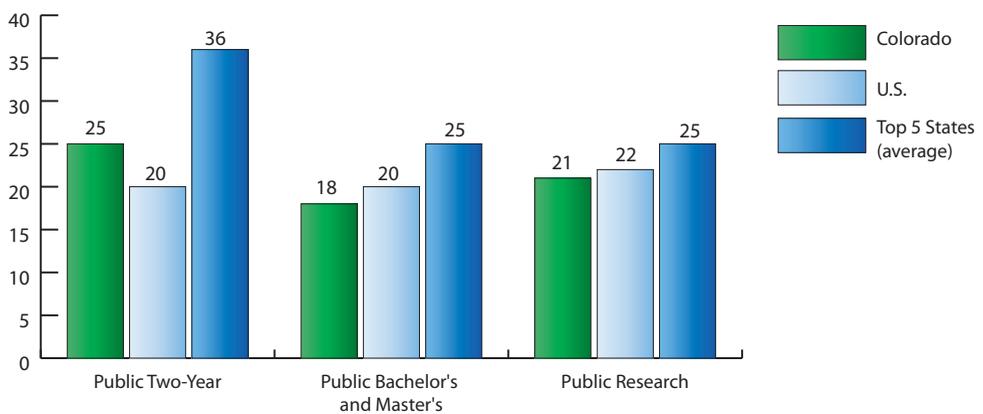
This indicator gauges how well institutions perform in moving students from their first to second year, which is a key predictor of completion.



Source: U.S. Department of Education; National Center for Higher Education Management Systems

### Number of Certificates and Degrees Completed per 100 Students Enrolled (2008)

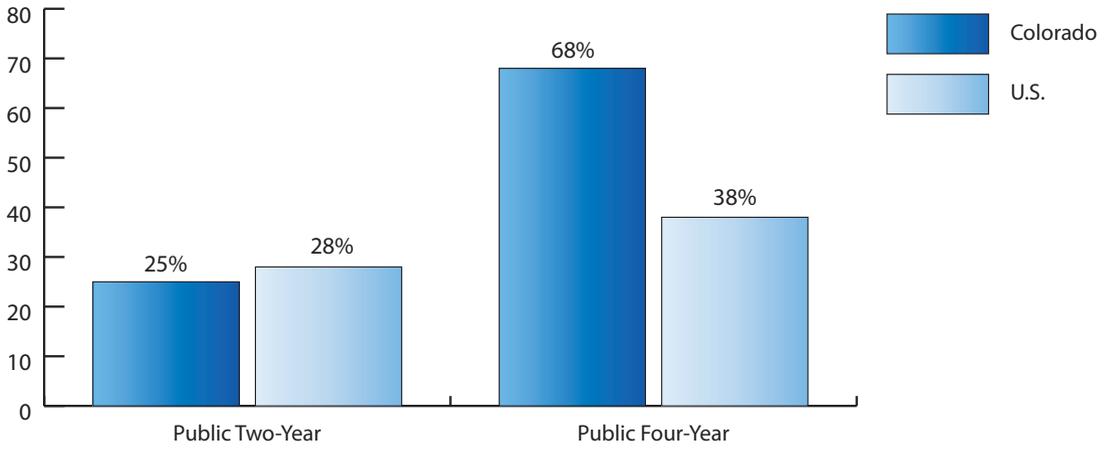
This indicator provides a basic measure of degree productivity—output relative to input—for the state’s postsecondary system. This information is important to track over time in conjunction with enrollment to ensure that productivity is not increasing as a direct result of limiting access to college.



Source: U.S. Department of Education; National Center for Higher Education Management Systems

**Percentage Change in In-state Tuition (2004-05 to 2009-10, not adjusted for inflation)**

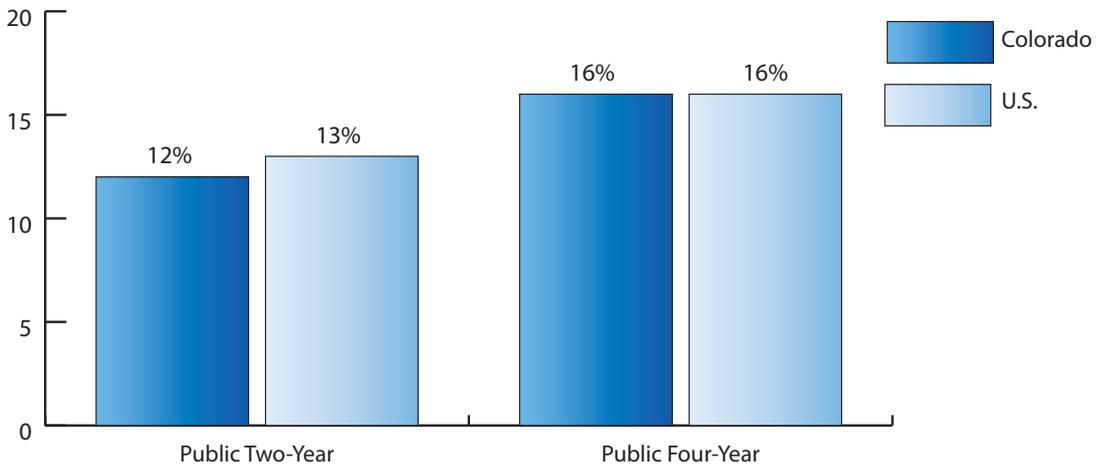
This indicator gauges the degree to which state colleges and universities have used tuition as a funding source during the recent economic downturn.



*Source: The College Board*

**Price of College as a Share of Median Family Income (2009)**

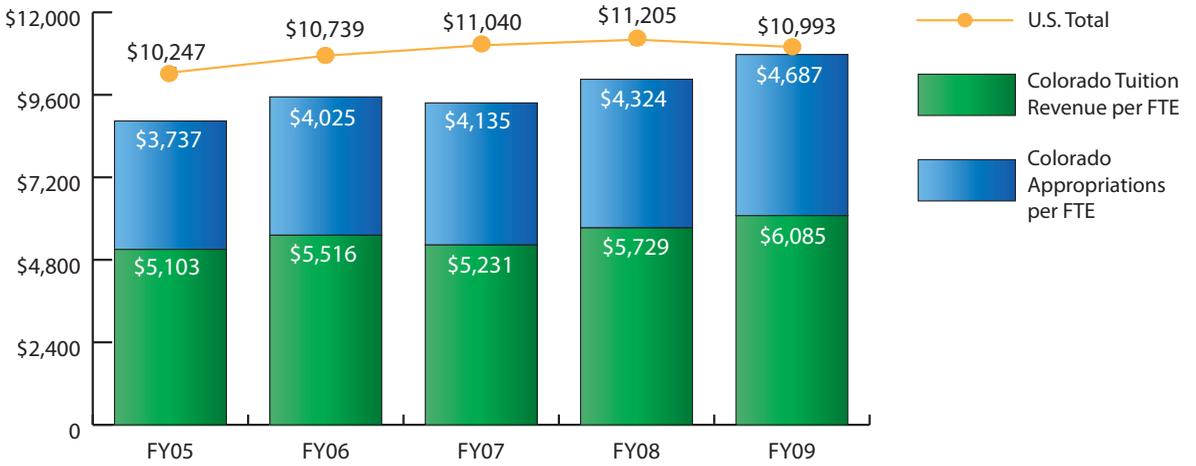
This indicator captures college affordability for the average family in the state. It takes into account the average cost of attending a state institution minus the average aid provided to a family.



*Source: U.S. Census Bureau; National Center for Higher Education Management Systems*

### State Higher Education Funding (FY05-FY09)

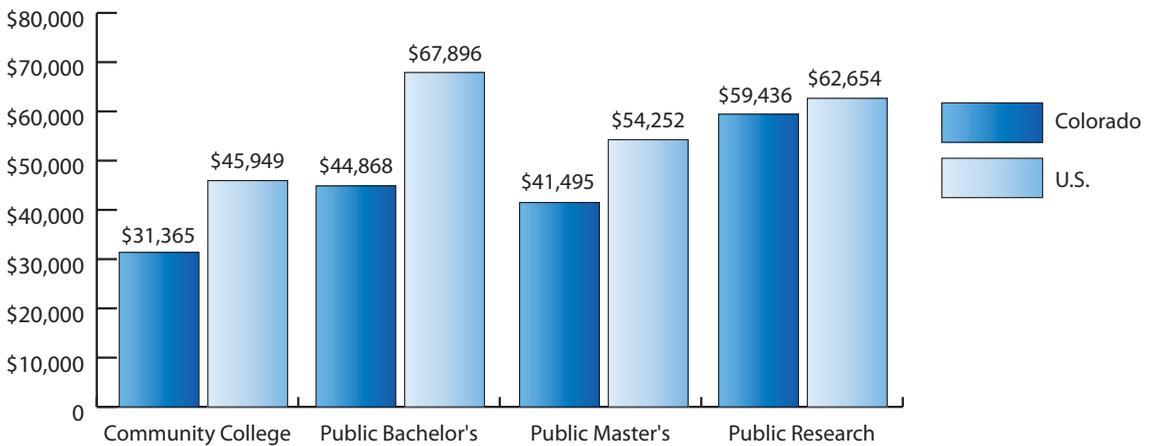
This indicator shows funding per full-time student received by institutions.



Source: State Higher Education Executive Officers

### Education and Related Spending per Completion (2008)

This indicator provides another view of output in relation to input—how much it costs to produce certificates and degrees by institution type.



Source: Delta Cost Project

## Policy Questions and Directions

- **Higher Education and Economic Development** – Are public postsecondary institutions producing enough degrees in “high-growth” fields to meet the state’s current and future demands? Establish goals for increasing college attainment in the state (if they do not already exist) and link the goals to current/ projected workforce needs.
- **Attainment Gaps** – Are groups whose population is significantly increasing simultaneously increasing their educational attainment? Include goals for closing educational attainment gaps as part of the state’s overall goals for higher education performance.
- **Preparation** – Are high school graduates prepared to succeed in first-year, credit bearing coursework? Are there significant gaps across groups in college preparation? Align requirements for high school graduation with entrance requirements for the state’s public colleges and universities. Establish an assessment of college and career readiness in high school and develop a statewide strategy to remedy skill gaps.
- **Completion** – What state policies are in place to encourage students to complete a degree or certificate, particularly students from groups historically at greater risk of not completing degrees? Review the state’s financial aid program and institutional funding mechanisms to determine if there are incentives for completion.
- **Performance Funding** – Does the state fund institutions based only on enrollment? Are there incentives for institutions to focus on progress to or completion of a certificate or degree (i.e., number of transfers, degrees produced in “high-growth” fields, percentage of students graduating on-time)? Set a goal of allocating a significant portion (e.g. at least 10 percent) of institutional funding on the basis of performance measures aligned with state goals.

## References

**The College Board** – <http://professionals.collegeboard.com/data-reports-research>;  
<http://completionagenda.collegeboard.org/?affiliateId=profad&bannerId=compagenda>

**National Center for Higher Education Management Systems** – <http://www.higheredinfo.org>

**Delta Cost Project** – <http://www.deltacostproject.org>

**State Higher Education Executive Officers** – <http://www.shceo.org>

**U.S. Census Bureau** – <http://www.census.gov>

**Center on Education and the Workforce, Georgetown University** – <http://cew.georgetown.edu>

**National Center for Education Statistics, U.S. Department of Education** –  
<http://nces.ed.gov/ipeds>

## Acknowledgements

The dashboards were prepared collaboratively by Travis Reindl and Ryan Reyna of the NGA Center; Tom Rudin, Christen Pollock, Jennifer Jenkins, and John Lee of The College Board; Art Coleman and Jennifer Rippner of EducationCounsel LLC; and Patrick Kelly of the National Center for Higher Education Management Systems. John Thomasian and Dane Linn of the NGA Center also provided valuable feedback and insight.

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