The New Economic Reality: Higher Education Attainment

Jim Geringer

Director, Esri

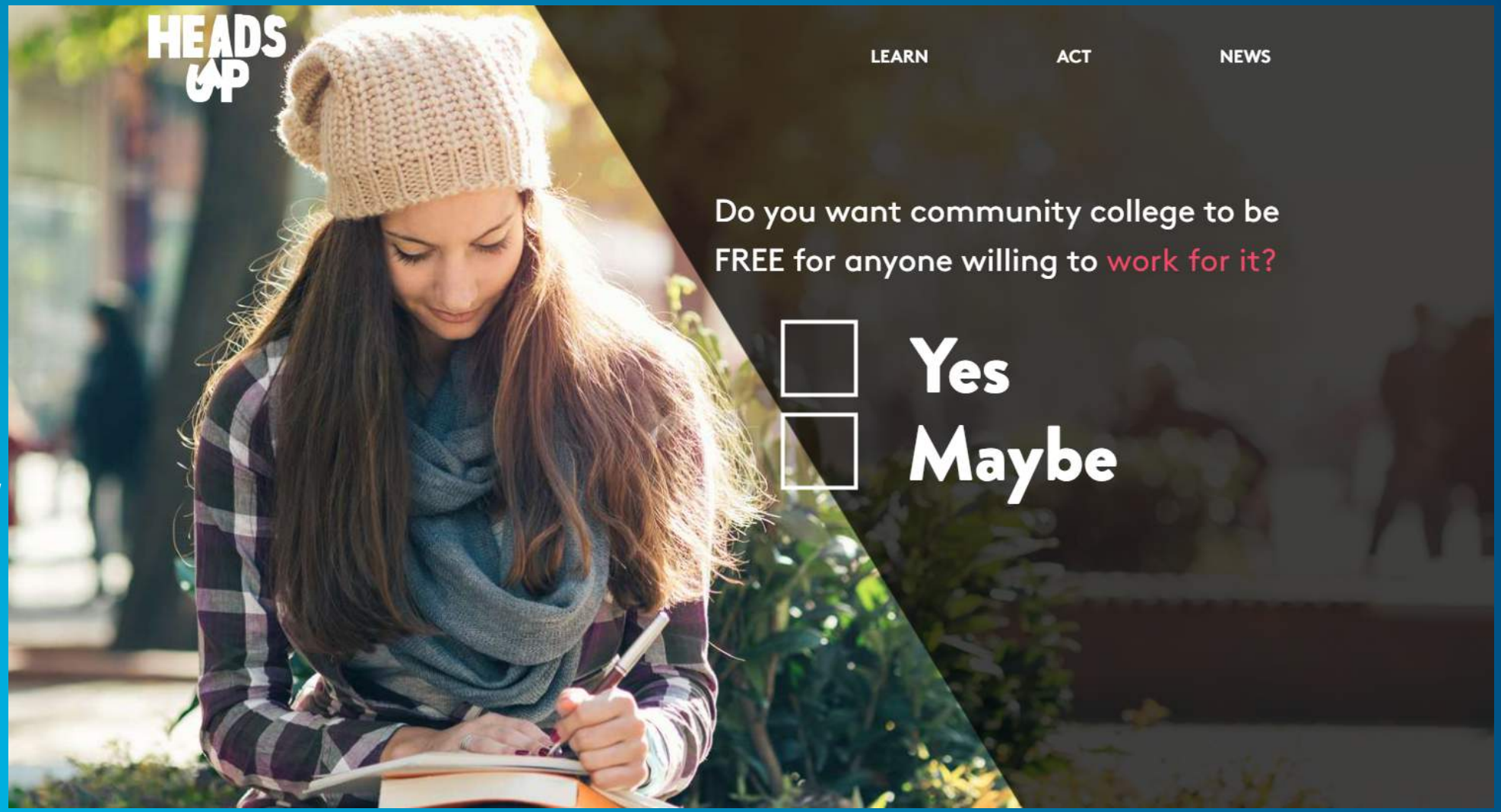
Wyoming Governor 1995-2003

May 11, 2017

College Promise

College Promise Campaign

http://headsupamerica.us/



- **Free with No Degree is Not Free…. Neither is Access without Success…**

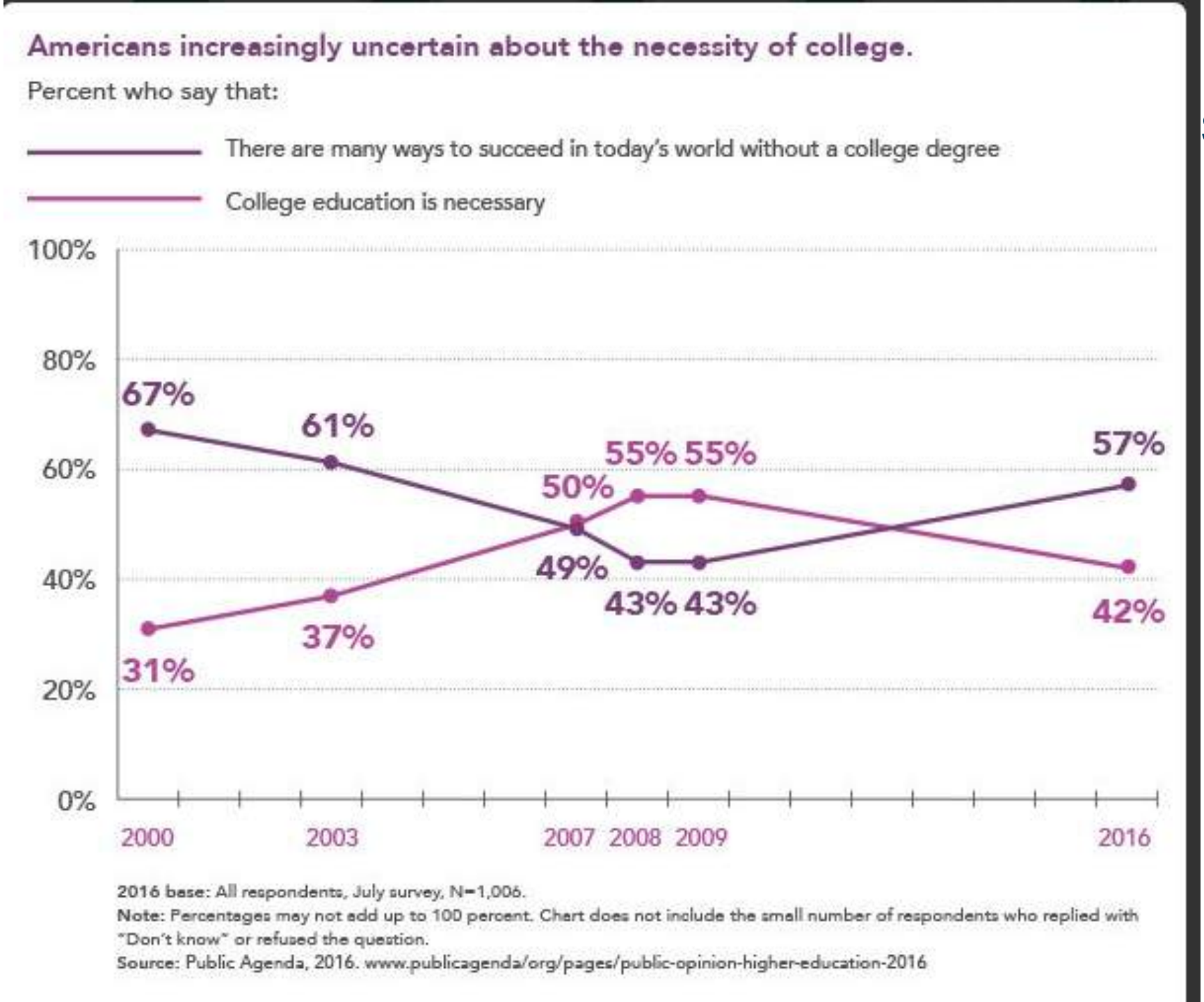
Key Policy Issues - *Public Higher Education*

- ***Address State Economic Goals*** **– attracting business, developing workforce**
- ***Educational Attainment, credential/degree*** **– Policies and Goals for global Competitiveness;**
- ***Financial Challenges*** **– State Appropriations, Tuition Policy, Student Aid, HEA Reauthorization, Capital Outlay, Deferred Maintenance**
- ***State Higher Education Appropriations Tied to Outcomes and or Quality*** **(Performance Based Funding) – Assess and Report completion and success after graduation**
- ***Career preparation*** **now outpaces academics, social environment, and affordability as the top driver of college enrollment**
- ***Retaining current students*** **tops all other revenue producing strategies at 92%, beating out increasing the endowment (62%), developing and expanding online programming (58%), and investing more in fundraising (53%)***
- ***Different Business Model -*** **More than 60% of degree-granting institutions are offering online programs**

***Inside Higher Ed, Survey of Institution CFO's**

Challenges

- Articulate the value of a degree
- Student persistence and completion
- Constant pressure on educational quality
- Keep College cost in perspective
- Financial literacy and Student Debt



Source: Public Agenda 2016

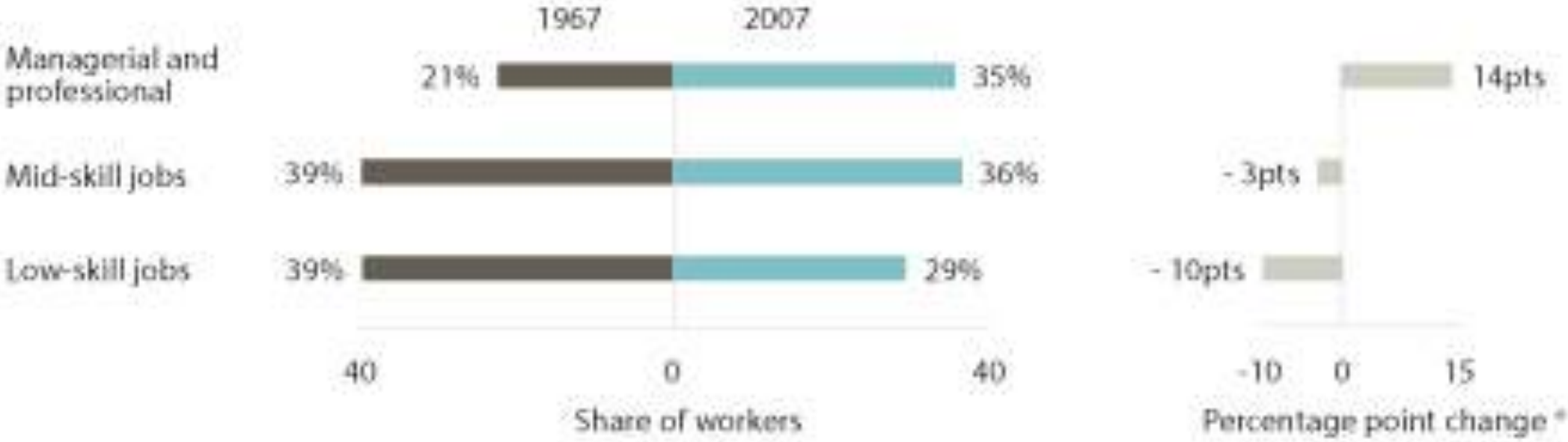
Bloomberg

The Value of a College Degree is More Obvious Than Ever

The fastest-growing sectors of the economy are all seeking college-educated workers

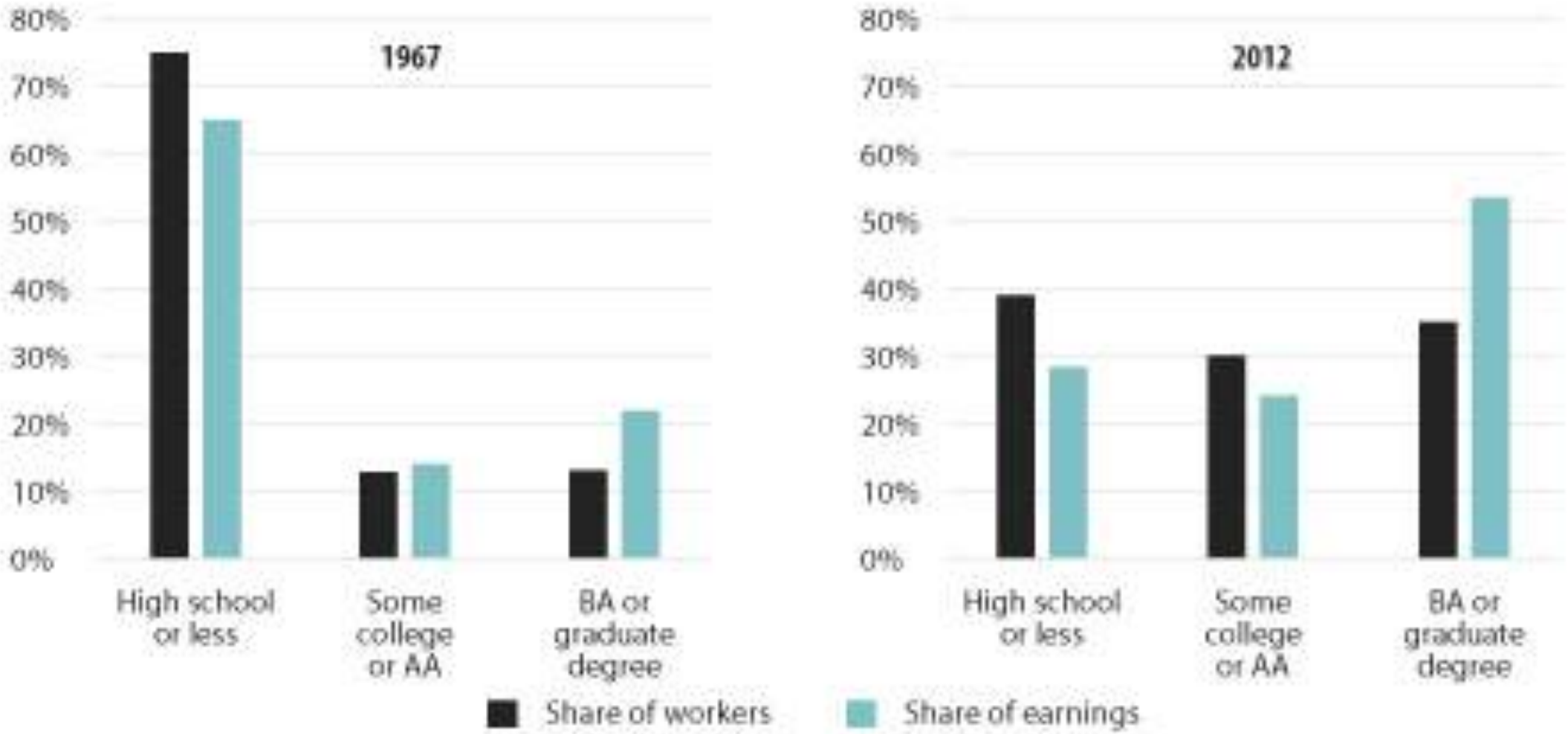
Low Skill Jobs Are Declining Dramatically

FIGURE 4. High-skill jobs are increasing, middle-skill jobs are changing, and low-skill jobs are declining dramatically.



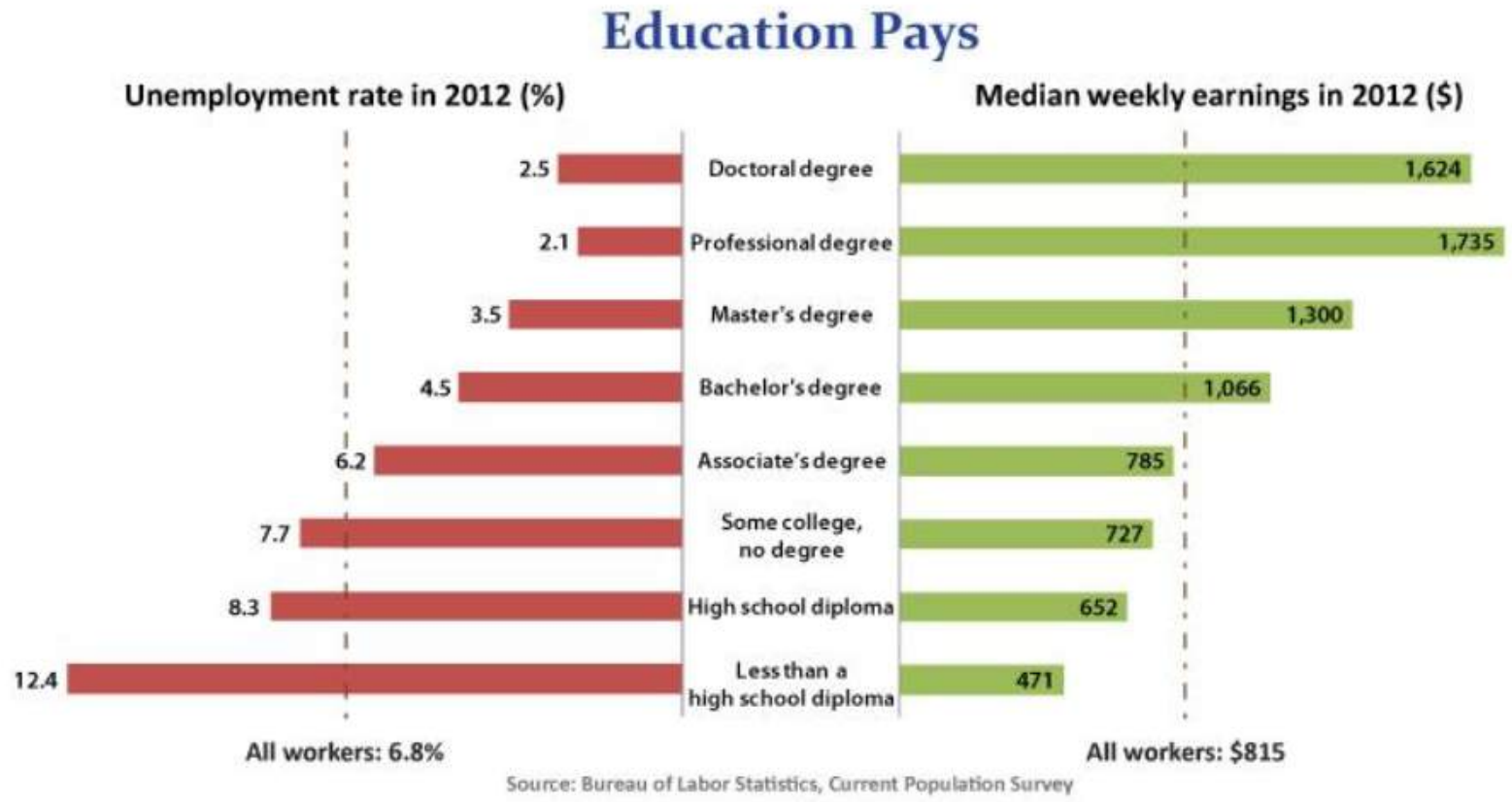
Source: Georgetown University Center on Education and the Workforce analysis of data from the U.S. Census Bureau, 1967-2007. * Values may not sum to total due to rounding.

FIGURE 2. By 2012, workers with a Bachelor's degree or better accounted for 34 percent of workers and 53 percent of all earnings.



Source: Georgetown University Center on Education and the Workforce analysis of data from U.S. Department of Commerce, Bureau of Economic Analysis, *Input-Output Accounts* and U.S. Census Bureau, *Current Population Survey*, 1967-2012.

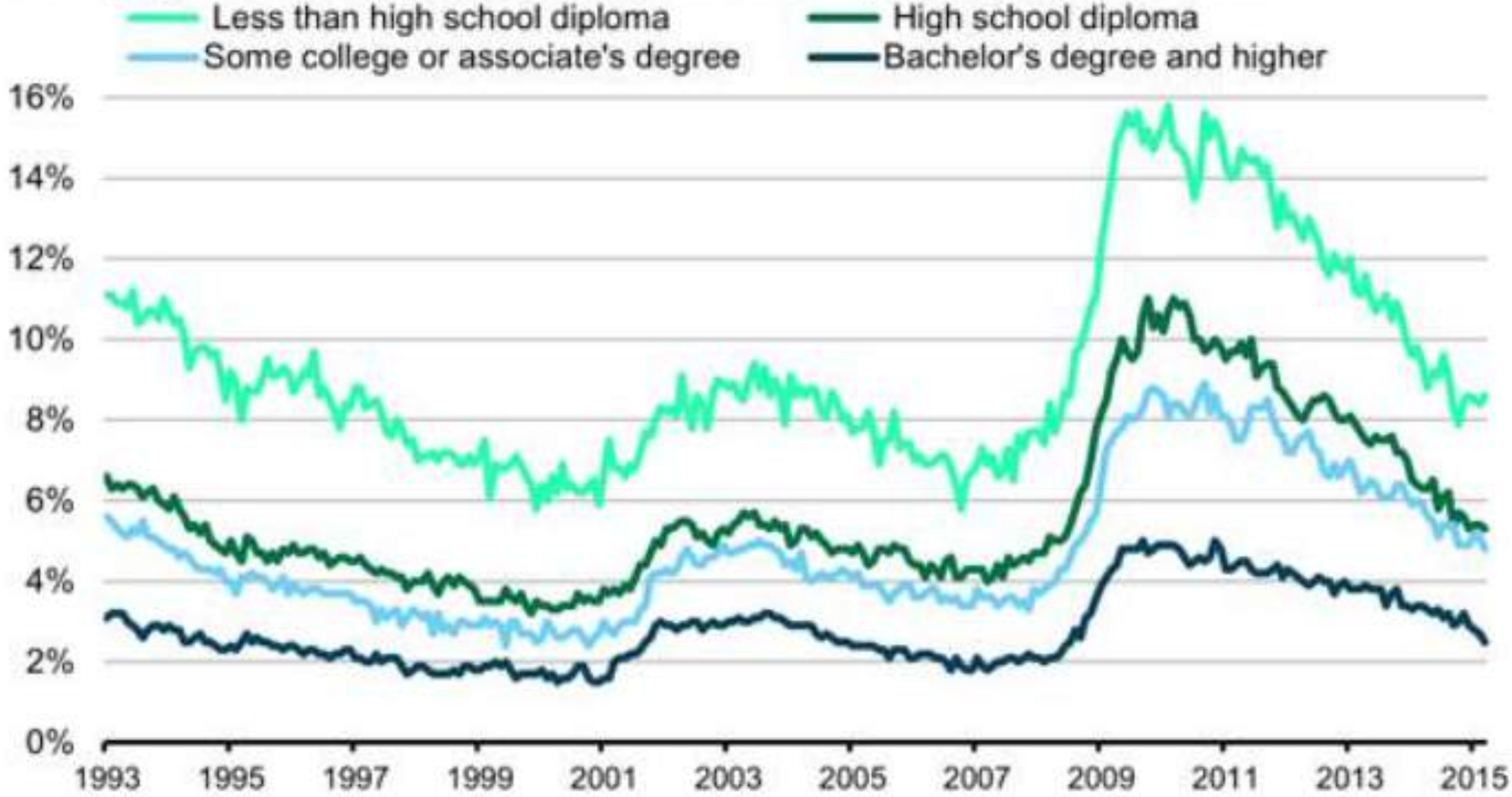
Postsecondary Education More Important than Ever!



Delta Cost Project
at American Institutes for Research

Help Wanted

Unemployment rate for people 25 years and older by educational attainment

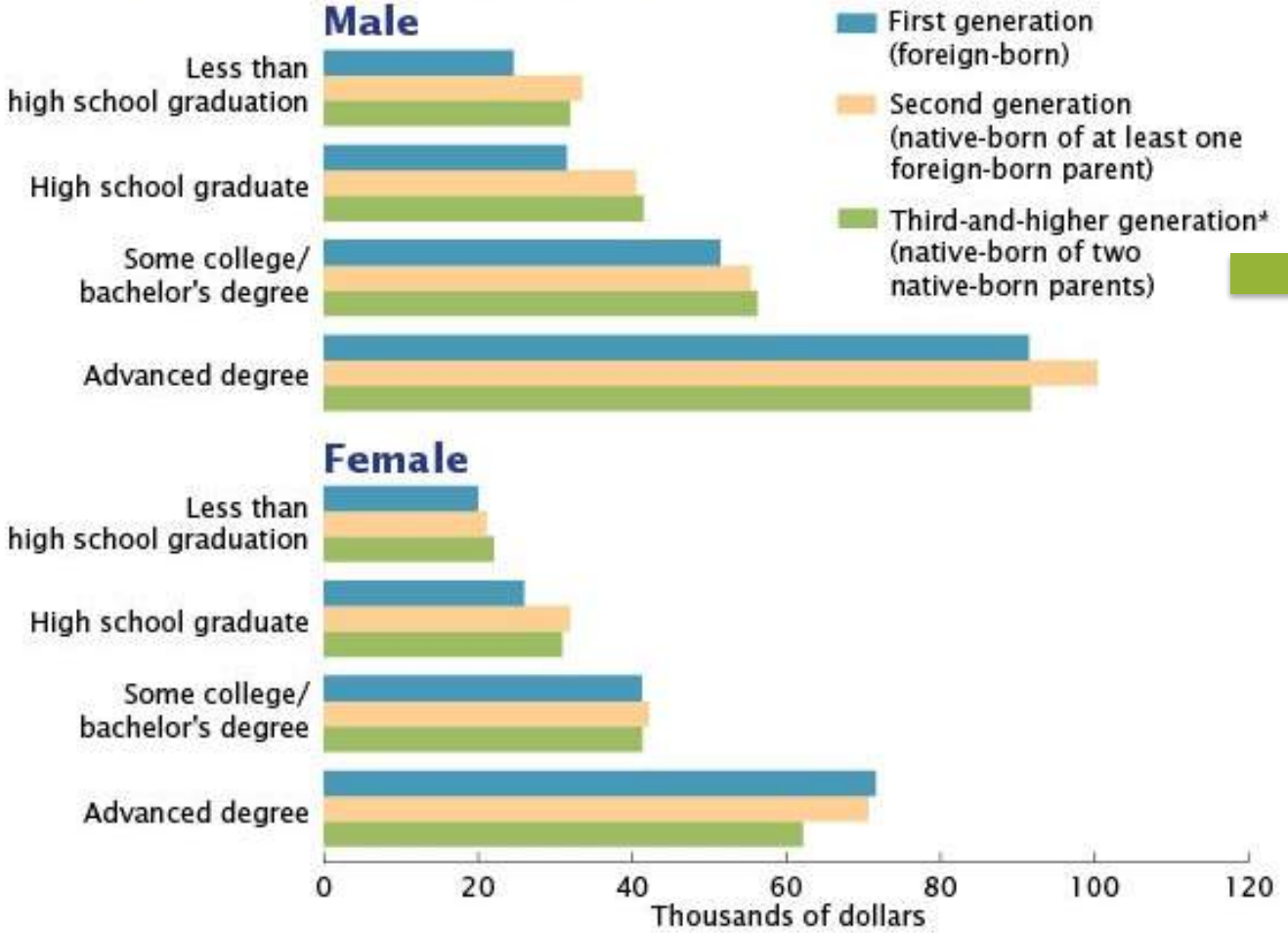


Source: Labor Department | WSJ.com

https://www.census.gov/library/visualizations/2016/comm/cb16-203_earnings_education.html

Generational Earnings and Education

Median Earnings of Full-Time, Year-Round Workers Ages 25 to 64



Three quarters of the U. S. Population

Note: Refer to "Characteristics of the U.S. Population by Generational Status: 2013" for comparisons of the estimates. Data shown for 2012 reference year.
*Three quarters of the U.S. population were third-and-higher generation.

United States Census Bureau

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Source: 2013 Current Population Survey, Annual Social and Economic Supplement
www.census.gov/programs-surveys/cps.html

Then and Now

A Look at How Life Has Changed from Super Bowl I to Super Bowl 50

Super Bowl I

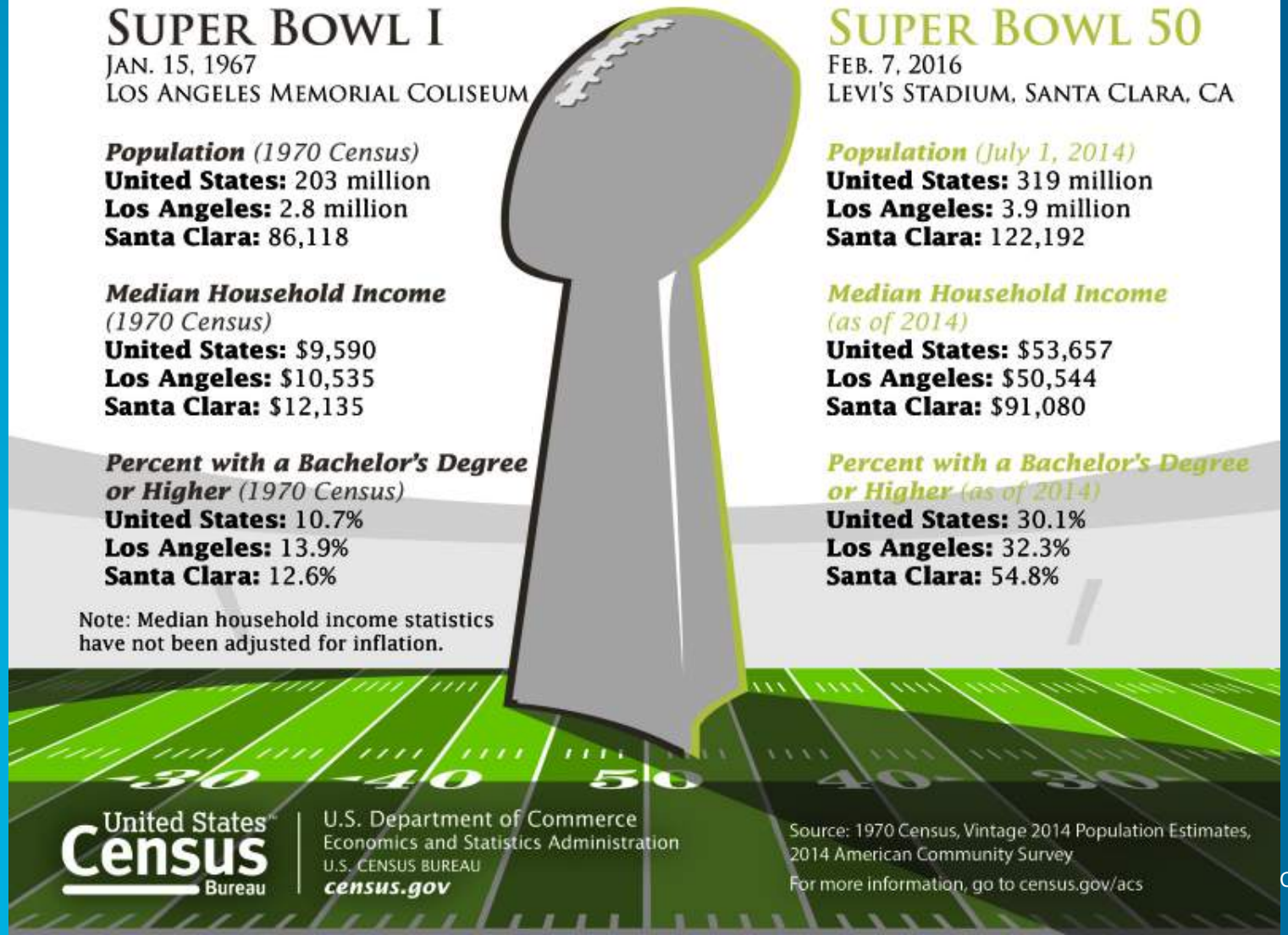
Jan. 15, 1967
Los Angeles Memorial Coliseum

Population *(1970 Census)*
United States: 203 million
Los Angeles: 2.8 million
Santa Clara: 86,118

Median Household Income *(1970 Census)*
United States: $9,590
Los Angeles: $10,535
Santa Clara: $12,135

Percent with a Bachelor's Degree or Higher *(1970 Census)*
United States: 10.7%
Los Angeles: 13.9%
Santa Clara: 12.6%

Note: Median household income statistics have not been adjusted for inflation.



Super Bowl 50

Feb. 7, 2016
Levi's Stadium, Santa Clara, CA

Population *(July 1, 2014)*
United States: 319 million
Los Angeles: 3.9 million
Santa Clara: 122,192

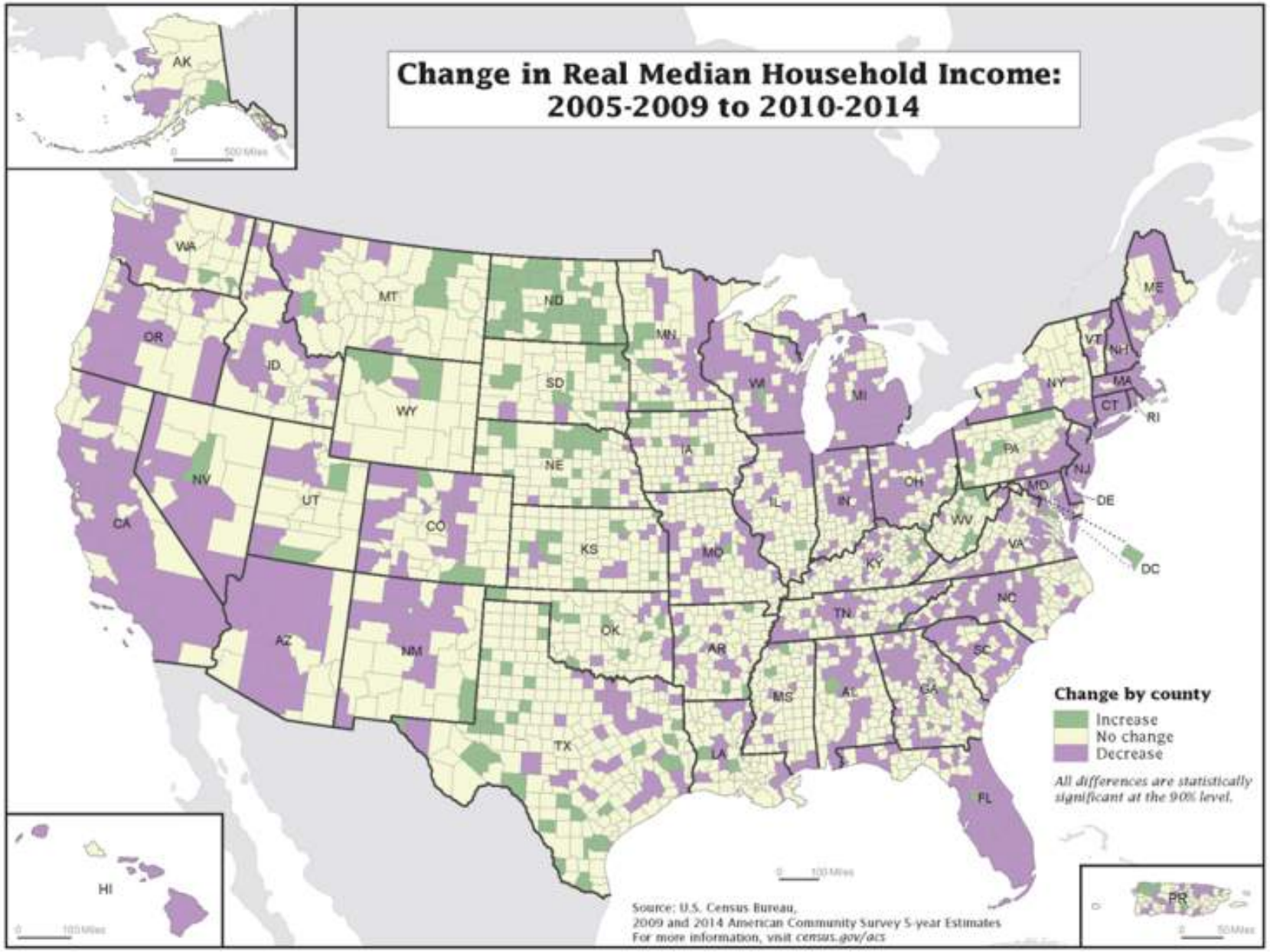
Median Household Income *(as of 2014)*
United States: $53,657
Los Angeles: $50,544
Santa Clara: $91,080

Percent with a Bachelor's Degree or Higher *(as of 2014)*
United States: 30.1%
Los Angeles: 32.3%
Santa Clara: 54.8%

United States Census Bureau

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Source: 1970 Census, Vintage 2014 Population Estimates, 2014 American Community Survey
For more information, go to census.gov/acs



Source: U.S. Census Bureau 2009 and 2014 *American Community Survey* 5-year Estimates

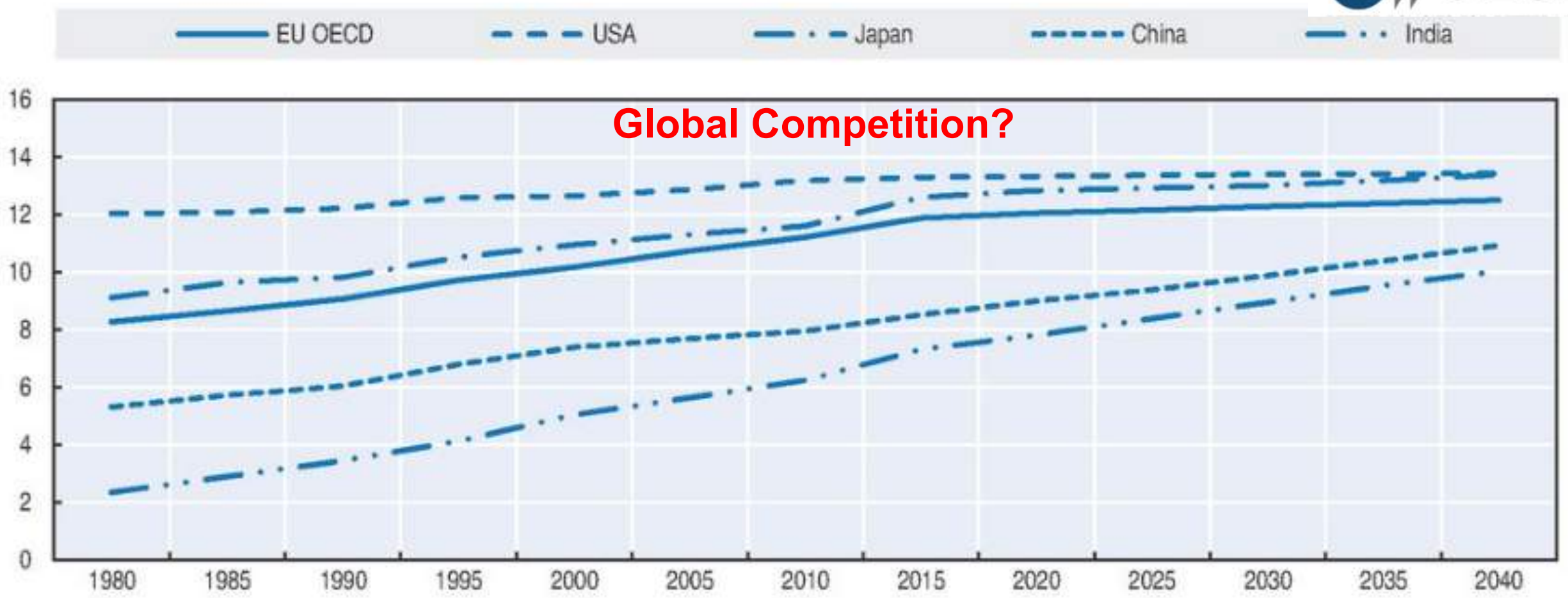
https://www.census.gov/library/visualizations/2015/acs/2014-2009-acs-hh-income.html

- A bachelor's degree holder can expect to earn about $2.4 million over his or her work life
- Engineering majors make the most of any college major, at $3.5 million
- Education majors make the least, at $1.8 million

https://www.census.gov/dataviz/visualizations/056/

Figure 2.12. **Long-term trends in educational attainment**

A. Average years of total schooling, whole population



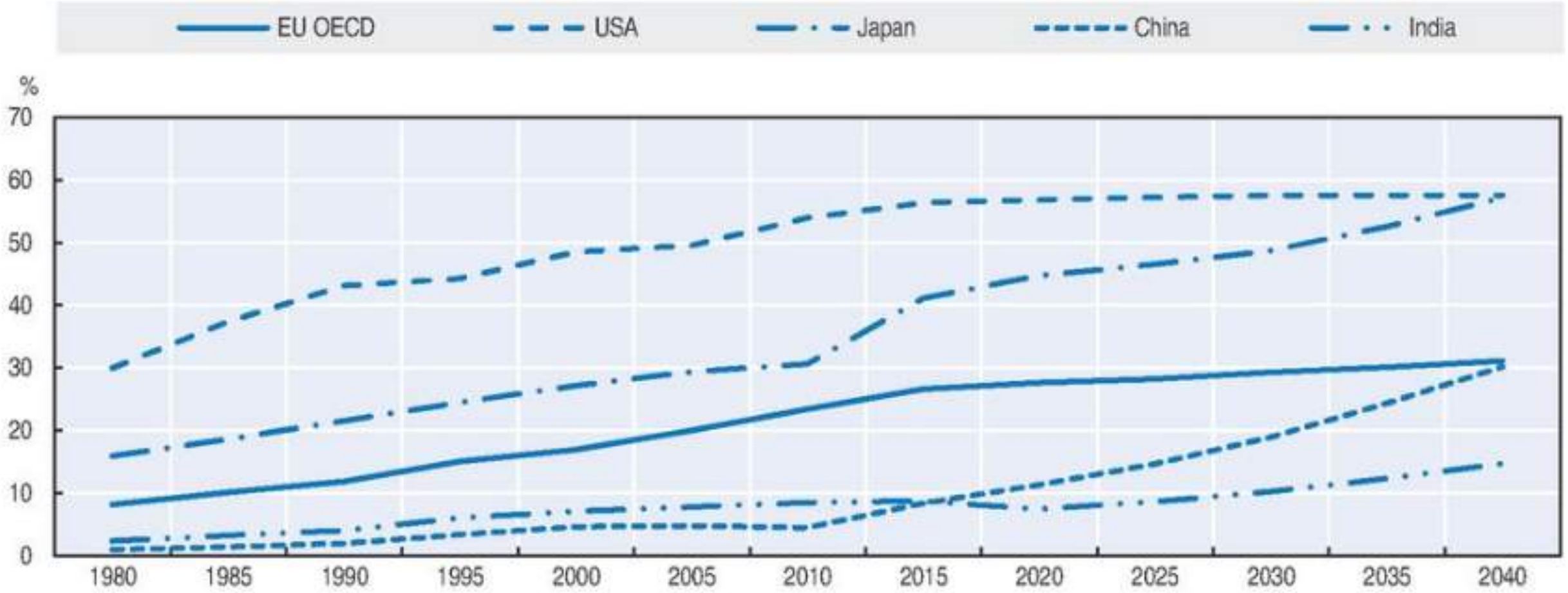
OECD Skills Outlook 2017

Skills and Global Value Chains

DOI:10.1787/9789264273351-en

The OECD Skills Outlook 2017 shows how countries can make the most of global value chains, socially and economically

C. Share of the population with tertiary education



Note: Data for the whole population are for those aged above 15 until 2010 and estimates are given for the population 15-64 after 2010. Inequalities in educational attainment are measured by the coefficient of variation of average years of schooling.

Source: OECD calculations based on Barro and Lee (2013), "A new data set of educational attainment in the world, 1950-2010.", *Journal of Development Economics*, Vol. 104.

StatLink http://dx.doi.org/10.1787/888933474153

Best College ROI by State

By: 20 Year Net ROI | Annual Percentage ROI

http://www.payscale.com/college-roi

http://www.payscale.com/college-roi

On Campus: On | Off

Financial Aid: Without | With

ROI Type: 20-Yr Net | Annual %

Find a School by Name

Rank	School Name	20 Year Net ROI ▼	Total 4 Year Cost	Graduation Rate	Typical Years to Graduate	Average Loan Amount
463 (tie)	SUNY - Geneseo (In-State)	$300,000	$89,100	78%	4 Years	$26,000
463 (tie)	Temple University (In-State)	$300,000	$122,000	69%	5 Years	$34,000
463 (tie)	University of Arkansas - Main Campus (Out-of-State)	$300,000	$138,000	62%	5 Years	$27,800
463 (tie)	University of Kentucky (UK) (In-State)	$300,000	$98,700	61%	5 Years	$29,500
468 (tie)	California State University - Stanislaus (Out-of-State)	$298,000	$129,000	53%	5 Years	$20,800
468 (tie)	Indiana University (IU) - Bloomington (Out-of-State)	$298,000	$186,000	78%	4 Years	$31,000
468 (tie)	Texas State University - San Marcos Campus (In-State)	$298,000	$81,800	55%	5 Years	$24,400
471 (tie)	Jacksonville University (Private)	$297,000	$183,000	41%	4 Years	$30,600
471 (tie)	Merrimack College (Private)	$297,000	$203,000	68%	4 Years	$44,400
471 (tie)	Minnesota State University - Mankato Campus (In-State)	$297,000	$73,400	50%	5 Years	$31,500
471 (tie)	University of North Carolina at Charlotte (UNCC) (Out-of-State)	$297,000	$129,000	55%	5 Years	$25,900
471 (tie)	University of St. Thomas - Houston, TX (Private)	$297,000	$168,000	52%	4 Years	$24,700
476 (tie)	Lake Forest College (Private)	$296,000	$211,000	73%	4 Years	$28,800
476 (tie)	University of North Dakota (Out-of-State)	$296,000	$125,000	55%	5 Years	$36,300
478 (tie)	Ferris State University (Out-of-State)	$295,000	$113,000	43%	5 Years	$29,000
478	Mississippi State University	$295,000	$88,100	60%	5 Years	$26,900

College ROI Report
324th

20 Year Net ROI	$345,000
Annual ROI	9.1%
Total 4 Year Cost	$73,700

Compare to Other Schools

College Salary Report
344th

Early Career Salary	$48,500
Mid-Career Salary	$79,400
% High Meaning	58 %

Compare to Other 4-Year Schools

Salary | Hourly Rate | Bonus | Popular Tallies | More

By Job | By Years Experience | By Employer Name | By City | By State or Province | By Company Size | More

University of Wyoming (UW) Alumni

Median Salary by Job

Job	National Salary Data	$0	$30K	$60K	$90K
Mechanical Engineer 14 salaries	$71,290				
Civil Engineer 13 salaries	$60,039				
Attorney / Lawyer 8 salaries	$72,414				
Software Engineer 7 salaries	$68,030				
Financial Analyst 7 salaries	$53,450				
Project Engineer 7 salaries	$69,598				
Electrical Engineer 6 salaries	$87,955				

Country: United States | Currency: USD | Updated: 27 Apr 2017 | Individuals Reporting: 566

College ROI Report
330th

20 Year Net ROI	$343,000
Annual ROI	8.3%
Total 4 Year Cost	$86,500

Compare to Other Schools

College Salary Report
292nd

Early Career Salary	$48,300
Mid-Career Salary	$82,000
% High Meaning	57 %

Compare to Other 4-Year Schools

Salary | Hourly Rate | Bonus | Popular Tallies | More

By Job | By Years Experience | By Employer Name | By Company Size | By State or Province | By City | More

Kansas State University (KSU) Alumni

Median Salary by Job

Job	National Salary Data	$0	$27K	$54K	$81K
Mechanical Engineer 47 salaries	$70,785				
Veterinarian 25 salaries	$68,064				
Software Engineer 23 salaries	$68,639				
Electrical Engineer 23 salaries	$78,515				
Landscape Architect 19 salaries	$51,352				
Interior Designer 16 salaries	$47,232				
Project Engineer 16 salaries	$61,123				

Country: United States | Currency: USD | Updated: 23 Apr 2017 | Individuals Reporting: 1,612

College ROI Report
3rd

20 Year Net ROI	$959,000
Annual ROI	8.4%
Total 4 Year Cost	$240,000

Compare to Other Schools

College Salary Report
2nd

Early Career Salary	$78,300
Mid-Career Salary	$134,000
% High Meaning	62 %

Compare to Other 4-Year Schools

Salary | Hourly Rate | Bonus | Popular Tallies | More

By Job | By Years Experience | By Employer Name | By City | By State or Province | By Company Size | More

Massachusetts Institute of Technology (MIT) Alumni

Median Salary by Job

Job	National Salary Data	$0	$60K	$120K	$180K
Software Engineer 93 salaries	$104,994				
Mechanical Engineer 58 salaries	$73,616				
Senior Software Engineer 43 salaries	$126,491				
Aerospace Engineer 34 salaries	$95,246				
Director of Engineering 20 salaries	$173,760				
Data Scientist 20 salaries	$107,963				
Electrical Engineer 18 salaries	$114,650				

Country: United States | Currency: USD | Updated: 22 Apr 2017 | Individuals Reporting: 1,503

College ROI Report
5th

20 Year Net ROI	$883,000
Annual ROI	11.1%
Total 4 Year Cost	$123,000

Compare to Other Schools

College Salary Report
22nd

Early Career Salary	$65,200
Mid-Career Salary	$114,000
% High Meaning	55 %

Compare to Other 4-Year Schools

Salary | Hourly Rate | Bonus | Popular Tallies | More

By Job | By Years Experience | By Employer Name | By Company Size | By State or Province | By City | More

Colorado School of Mines Alumni

Median Salary by Job

Job	National Salary Data	$0	$31K	$62K	$93K
Mechanical Engineer 55 salaries	$68,697				
Software Engineer 37 salaries	$70,574				
Project Engineer 28 salaries	$70,469				
Process Engineer 22 salaries	$75,832				
Electrical Engineer 18 salaries	$72,884				
Civil Engineer 17 salaries	$68,491				
Geophysicist 16 salaries	$92,432				

Country: United States | Currency: USD | Updated: 21 Apr 2017 | Individuals Reporting: 741

A More Educated Citizenry Has A Positive Impact – Local, State, Nation
Personal benefit, public good

- Higher income
- Lower unemployment
- Greater job satisfaction
- Social/Emotional Benefits
- Health/Welfare/Quality of Life Benefits

- The success of our democracy lies in ordinary citizens vested with deep civic responsibility, citizens who engage each other directly in the pursuit of the ***common good.*** _Thomas Jefferson

VISION: Increased ATTAINMENT

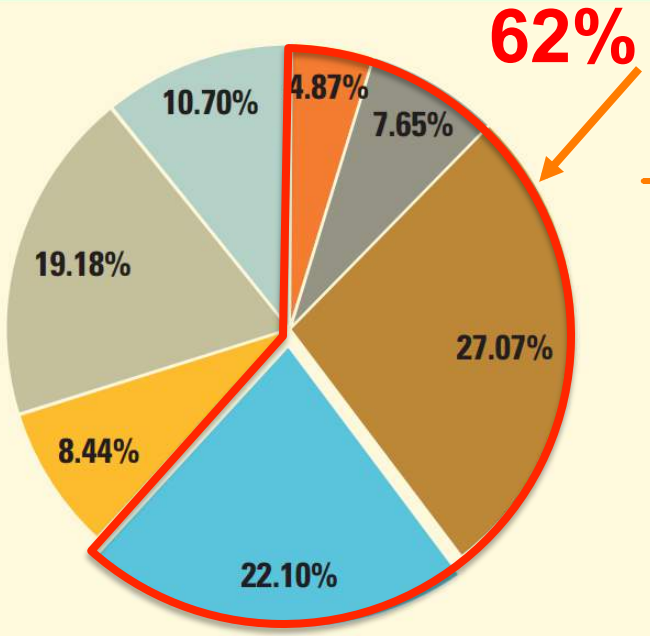
Post Secondary Degree or Credential

- **U.S. is 14th in the world for college attainment**
- **Several goals to increase attainment to 60% by 2020 or 2025**
- **Will need to serve ever more students who have some college or acquired competencies, but no degree**
- **Gaps for underserved and minorities need to be closed**

- **Can we do that with our current system and higher ed business model?**

Attainment – How much is good enough? Is 38% “good enough?”

Levels of education for United States residents, ages 25-64



Less than ninth grade	7,972,497	4.87%
Ninth to 12th grade, no diploma	12,539,457	7.65%
High school graduate (including equivalency)	44,350,497	27.07%
Some college, no degree	**36,209,776**	**22.10%**
Associate degree	13,832,109	8.44%
Bachelor’s degree	31,423,077	19.18%
Graduate or professional degree	17,527,995	10.70%
TOTAL	163,855,408	100%

Source: U.S. Census Bureau, 2010 American Community Survey (Includes all states and the District of Columbia.)

A STRONGER NATION THROUGH HIGHER EDUCATION

A special report from Lumina Foundation

GOAL: 60% of 25 to 34 year-olds Will Have Post Secondary Certificate or Degree By 2020

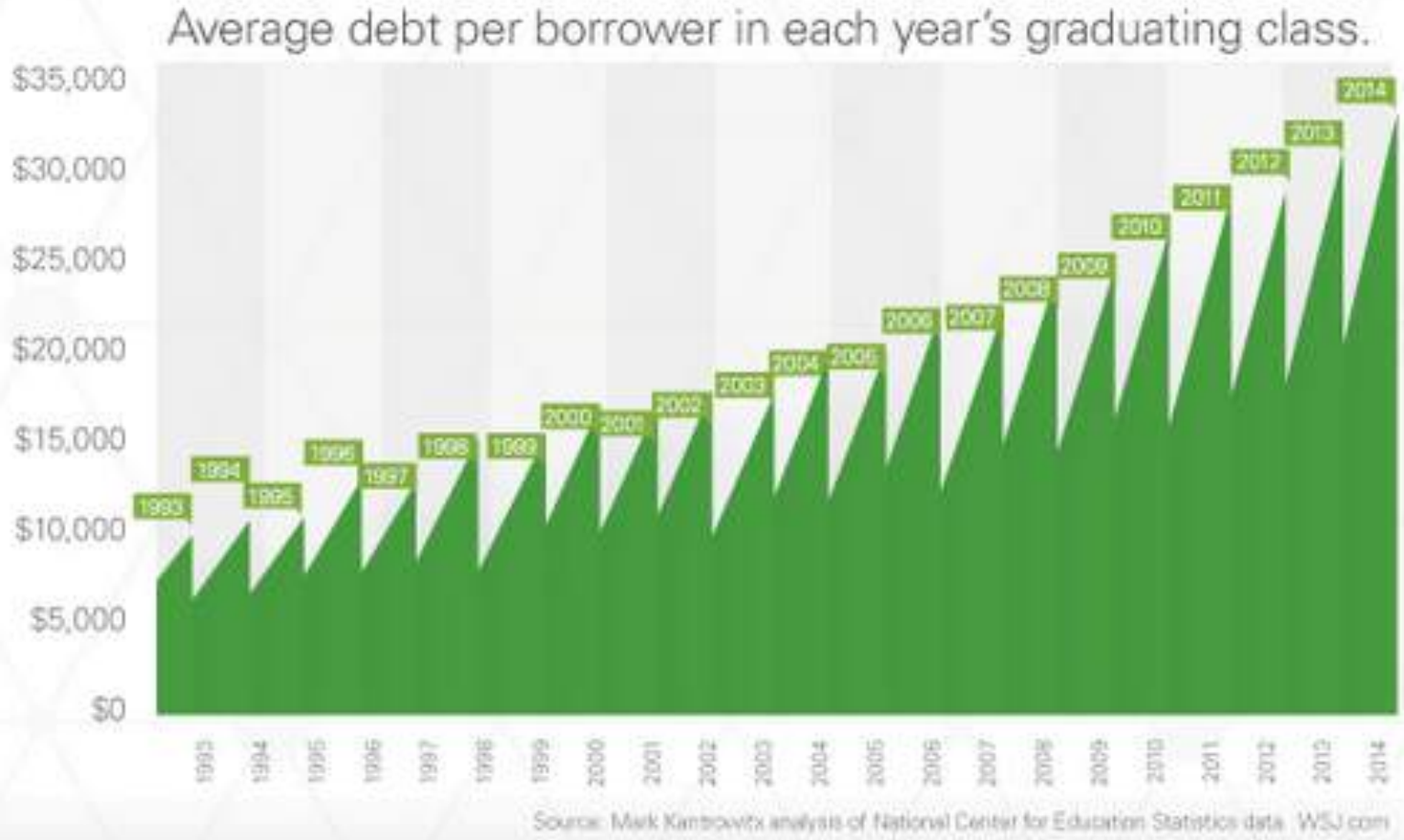
- **Percent of Adults Today Aged 25 to 34 with College Degrees is 38%**
- ***Average Annual % Change from 2000 to 2008 was 0.34%***
- **At that rate of change (.34%) by 2020 attainment would only be about 42%**
- **Projected 25 to 34 Year Olds in 2020 is 45,065,697**
- **Additional Degrees Needed to Meet Goal = (60% - 42%) x 45,065,697 or 8,111,825**
- **Current Production of Associate and Bachelors (2007-08) 2,313,233**
- ***U.S. Annual Percentage Increase Needed: 4.2%***
  - ***That's 12 times the current annual rate of growth!***

More Brick and Mortar?

CLASS OF 2014

$33,000

Average Debt of
a 2014 Graduate



http://www.huffingtonpost.com/piyush-mangukiya/infographicis-college-wor_b_8692234.html

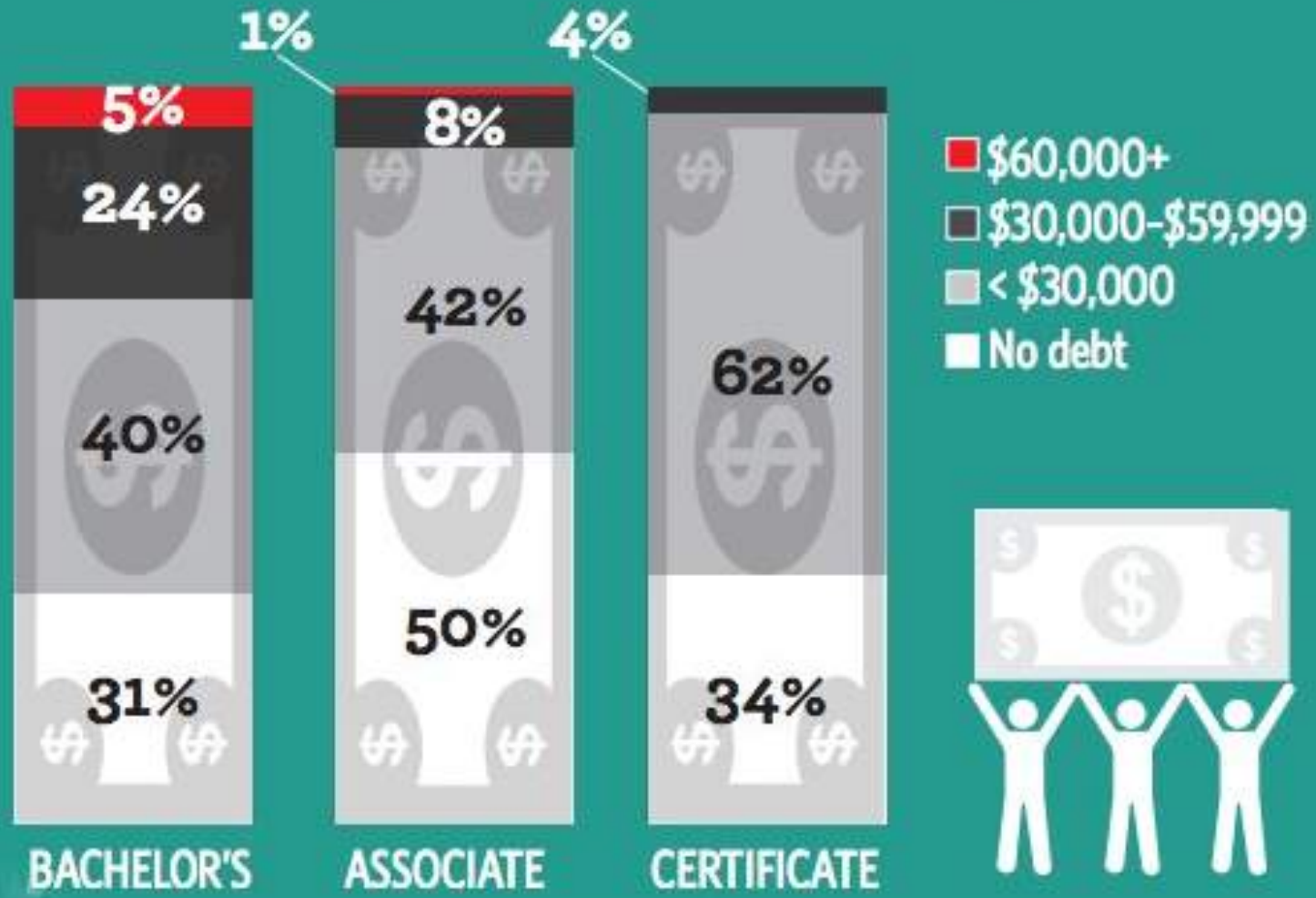
COLLEGE STUDENT DEBT

- **Is *average* debt of $33,000 real?**

http://www.huffingtonpost.com/piyush-mangukiya/infographicis-college-wor_b_8692234.html

Amount of Cumulative Student Debt

Most students have no loan debt or have less than $30,000 in debt.[4] (Note: Totals may not add up to 100 percent, due to rounding.)



Cumulative debt (% of all beginning postsecondary students)
Did not borrow (43%)
$1 to $10,000 (25%)
$10,001 to $20,000 (16%)
$20,001 to $30,000 (8%)
$30,001 to $50,000 (5%)
$50,001 to $75,000 (1%)
$75,001 or more (1%)

Student Debt: Who Borrows Most?

Sandy Baum, Martha C. Johnson April 19, 2015

URBAN INSTITUTE · ELEVATE · THE · DEBATE

- **93% of students**
  - **43% did not borrow**
  - **Another 25% had less than $10,000 debt**
  - **Then 16% had less than $20,000**
  - **And only 8% had debt between $20,001 and $30,000**

http://www.urban.org/research/publication/student-debt-who-borrows-most-what-lies-ahead

Student Debt: Who Borrows Most? What Lies Ahead?

Sandy Baum, Martha C. Johnson, April 19, 2015

- Recent discussions of student debt have focused on the rapidly growing aggregate amount outstanding, which now exceeds $1 trillion.
- Less attention goes to the reality that, over the decade from 2004 through 2014, the three years with the slowest rates of growth were 2012, 2013, and 2014.
- Moreover, the number of borrowers has increased more rapidly than the average debt, as college enrollment has risen.
- The amount of debt individual students accrue is a more important indicator of students' well-being and the future of educational opportunity than the dramatic outstanding total.

URBAN INSTITUTE · ELEVATE · THE · DEBATE

Summary:

- The borrowers with the highest levels of debt tend to be among those who have pursued graduate study
- Those with professional practice degrees in law, medicine, and related professions account for a disproportionate number of borrowers with large debts
- Among undergraduate borrowers: more likely than others to accumulate large debts
  - students enrolled in for-profit institutions
  - those who are independent of their parents
  - those who stay in school for a longer time
- Students from low-income families are not more likely than others to borrow large amounts
  - because they tend to stay in school for fewer years.

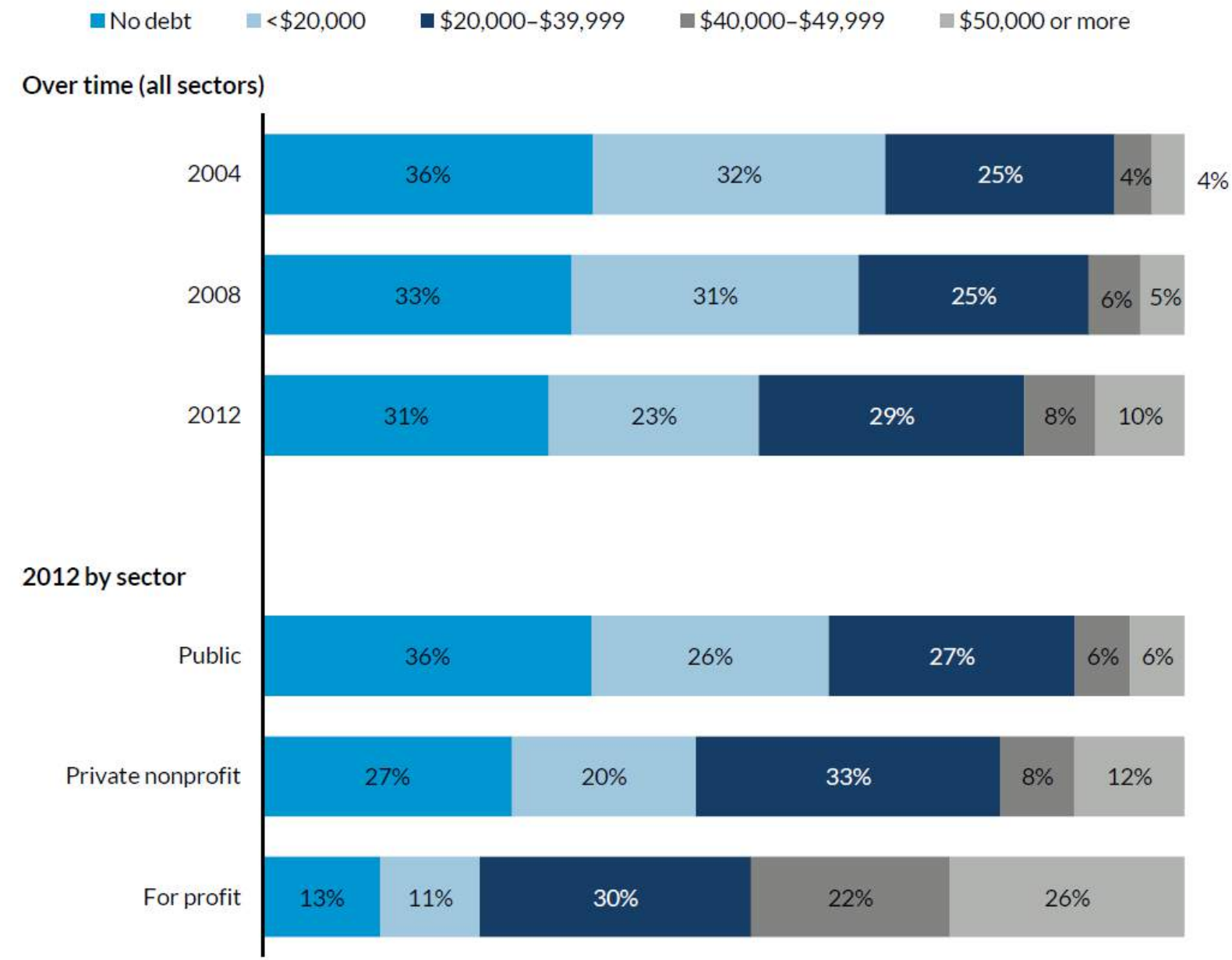
Debt Is Higher among Graduates with Higher Degrees

Cumulative debt among degree recipients, 2012

Source: NCES, 2012.

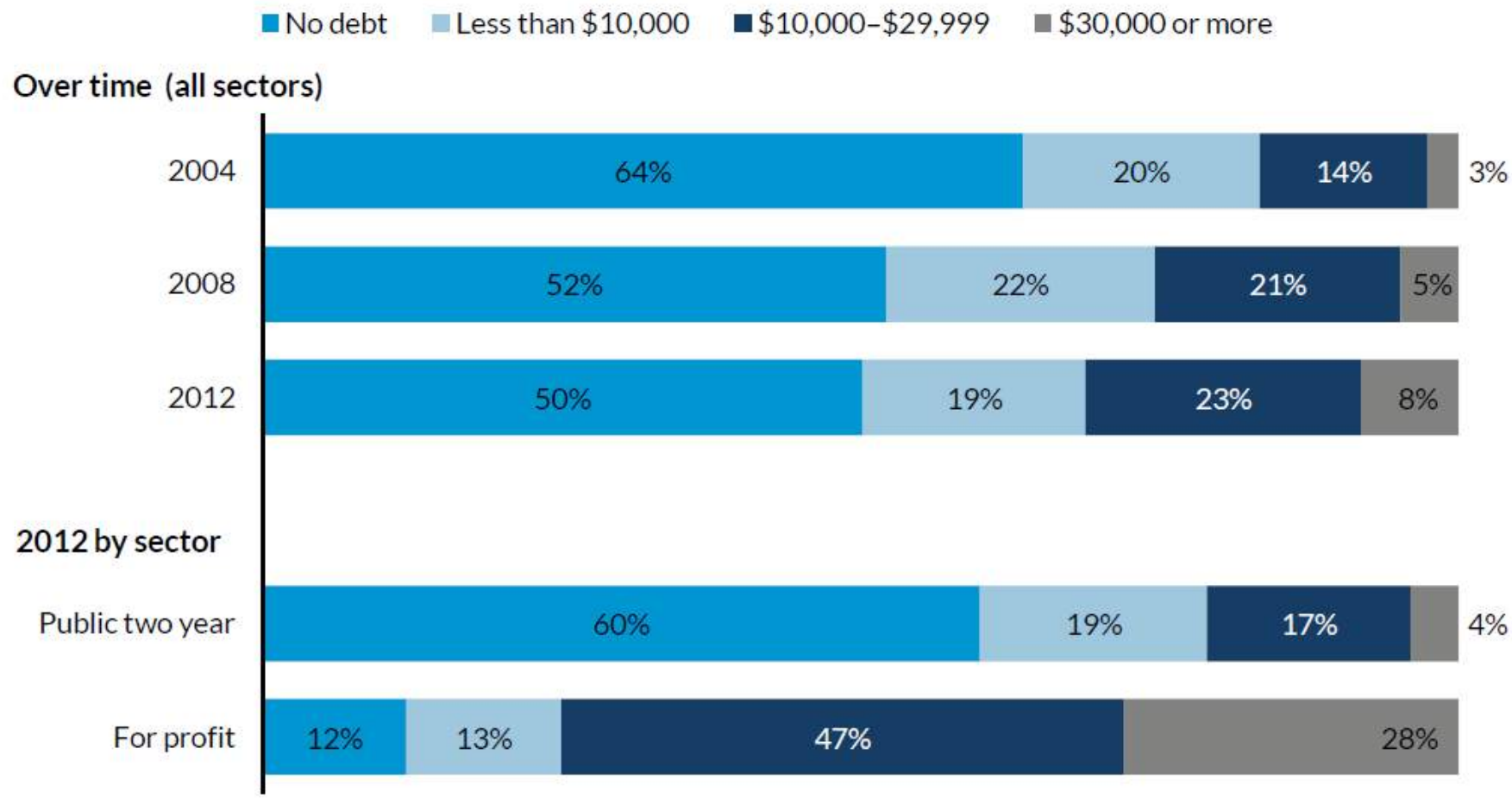
High Debt Is Rare, but Becoming More Common among Bachelor's Degree Recipients

Distribution of debt for bachelor's degree recipients, 2012



Debt Levels of Associate Degree Recipients Have Also Increased over Time

Distribution of debt for associate degree recipients, 2012

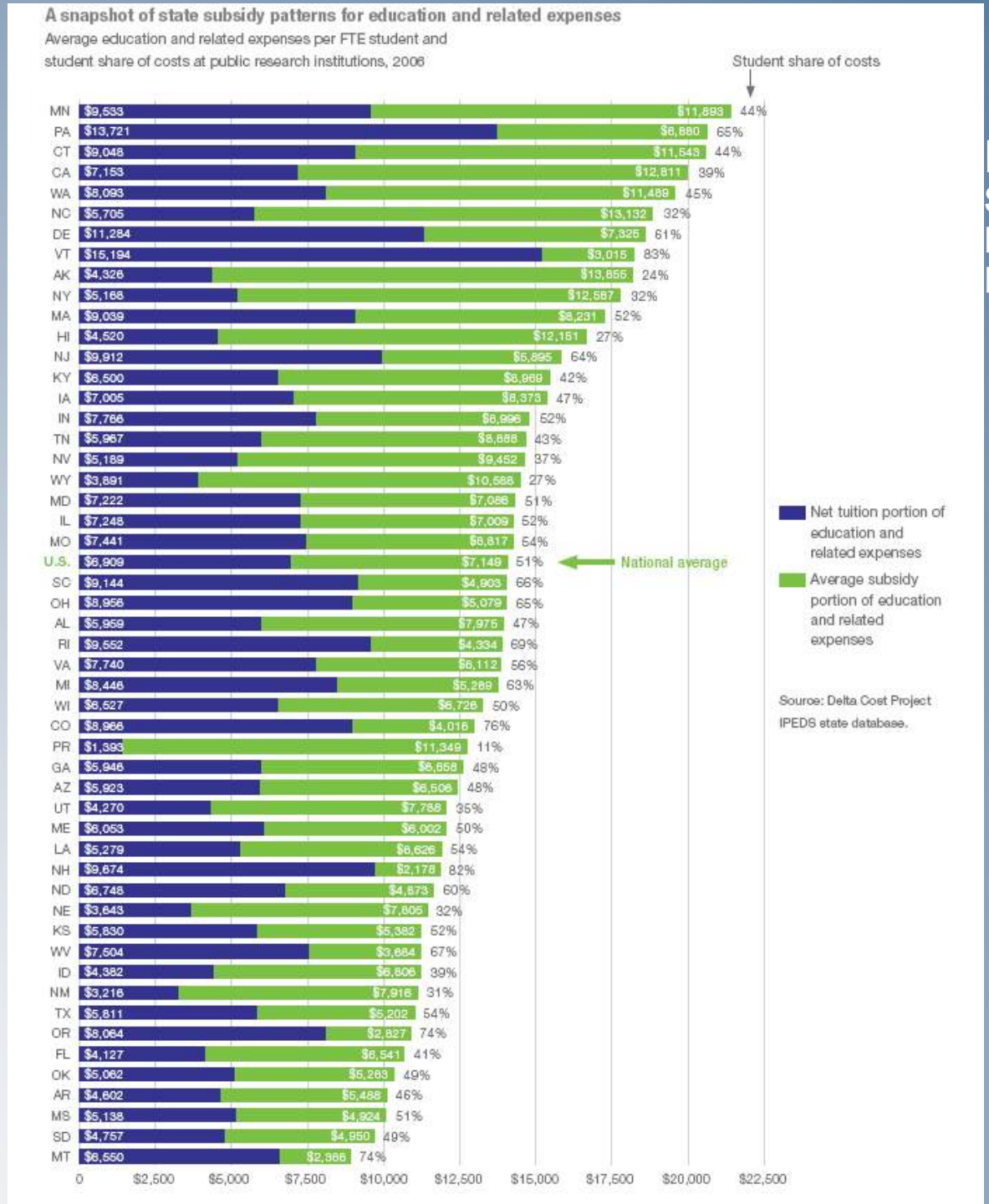


Source: NCES, 2004, 2008, and 2012.

Note: Debt cutoffs are in 2012 dollars. Percentages by sector do not sum to 100 percent because four-year institutions awarded associate degrees to 9 percent of recipients in 2012 and 10 percent of the recipients had attended other types of institutions or multiple institutions in 2012. Among the associate degrees awarded in 2012, 68 percent were from public, two-year institutions and 14 percent were from for-profit institutions.

Public Institutions –Tuition Trends Upward

- Declining Appropriations to Public Institutions
- Higher Education's Share of State Spending Is Declining
  - Health, including Medicaid, is nearly 1/3, and rising
  - K-12 is next largest, and rising
  - Higher Education is less than 10%, and NOT rising
    - Discretionary



Net Tuition after State Subsidy -

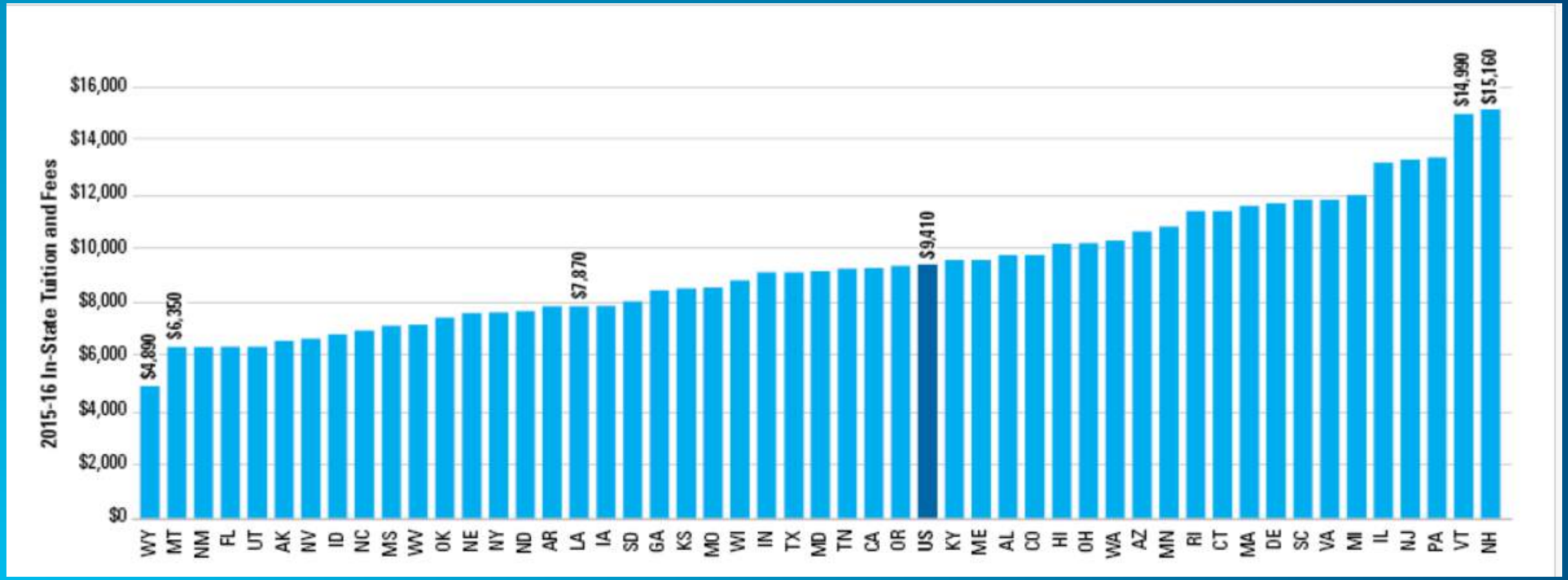
Student share of cost:

Highest: Vermont at 83%, Colorado 76%, Oregon 74%

Lowest: Alaska at 24%, Wyoming and Hawaii 27%

http://www.deltacostproject.org/resources/pdf/trends_in_spending-report.pdf

How Free is Free Tuition?
Average 2015-16 In-State Tuition and Fees at Public Four-Year Institutions by State



- https://trends.collegeboard.org/college-pricing/figures-tables/2015-16-state-tuition-and-fees-public-four-year-institutions-state-and-five-year-percentage

It’s Not All About Tuition

- The highest cost is non-completion
- Then there’s room, board, transportation….

Tuition and Fees and Room and Board over Time, 1976-77 to 2016-17, Selected Years

Other Data in this Topic

Between 2011-12 and 2016-17, published tuition and fee prices rose by 9% in the public four-year sector, by 11% at public two-year colleges, and by 13% at private nonprofit four-year institutions, after adjusting for inflation.

Table 2A: Average Tuition and Fees and Room and Board in 2016 Dollars, 1976-77 to 2016-17, Selected Years

Download Data in Excel

See Key Points | See Also Important

	Tuition and Fees in 2016 Dollars						Tuition and Fees and Room and Board in 2016 Dollars			
	Private Nonprofit Four-Year	Five-Year % Change	Public Four-Year	Five-Year % Change	Public Two-Year	Five-Year % Change	Private Nonprofit Four-Year	Five-Year % Change	Public Four-Year	Five-Year % Change
1976-77	$10,680		$2,600		$1,190		$16,760		$8,160	
1981-82	$10,810	1%	$2,390	–8%	$1,140	–4%	$16,630	–1%	$7,540	–8%
1986-87	$14,630	35%	$3,110	30%	$1,450	27%	$21,650	30%	$8,900	18%
1991-92	$17,340	19%	$3,720	20%	$2,070	43%	$25,070	16%	$9,630	8%
1996-97	$19,920	15%	$4,560	23%	$2,250	9%	$28,140	12%	$10,950	14%
2001-02	$23,560	18%	$5,110	12%	$2,180	–3%	$32,340	15%	$12,250	12%
2006-07	$26,380	12%	$6,860	34%	$2,680	23%	$36,060	12%	$15,180	24%
2011-12	$29,700	13%	$8,820	29%	$3,170	18%	$40,450	12%	$18,270	20%
2016-17	$33,480	13%	$9,650	9%	$3,520	11%	$45,370	12%	$20,090	10%

Notes & Sources

Notes: Average tuition and fee prices reflect in-district charges for public two-year institutions and in-state charges for public four-year institutions.

Sources: College Board, Annual Survey of Colleges; NCES, IPEDS data.

Four-Year Institutions

In 2016-17, the average full-time in-state student at a public four-year institution faces an average of $14,210 in charges for tuition and fees and room and board combined, net of grant aid and tax benefits.

In 2016-17, the average full-time in-state public four-year college student receives an estimated $5,880 in grant aid and federal tax benefits, covering 61% of the $9,650 published tuition and fee price, or net $3770

Sources: College Board, Annual Survey of Colleges; Trends in Student Aid 2016.

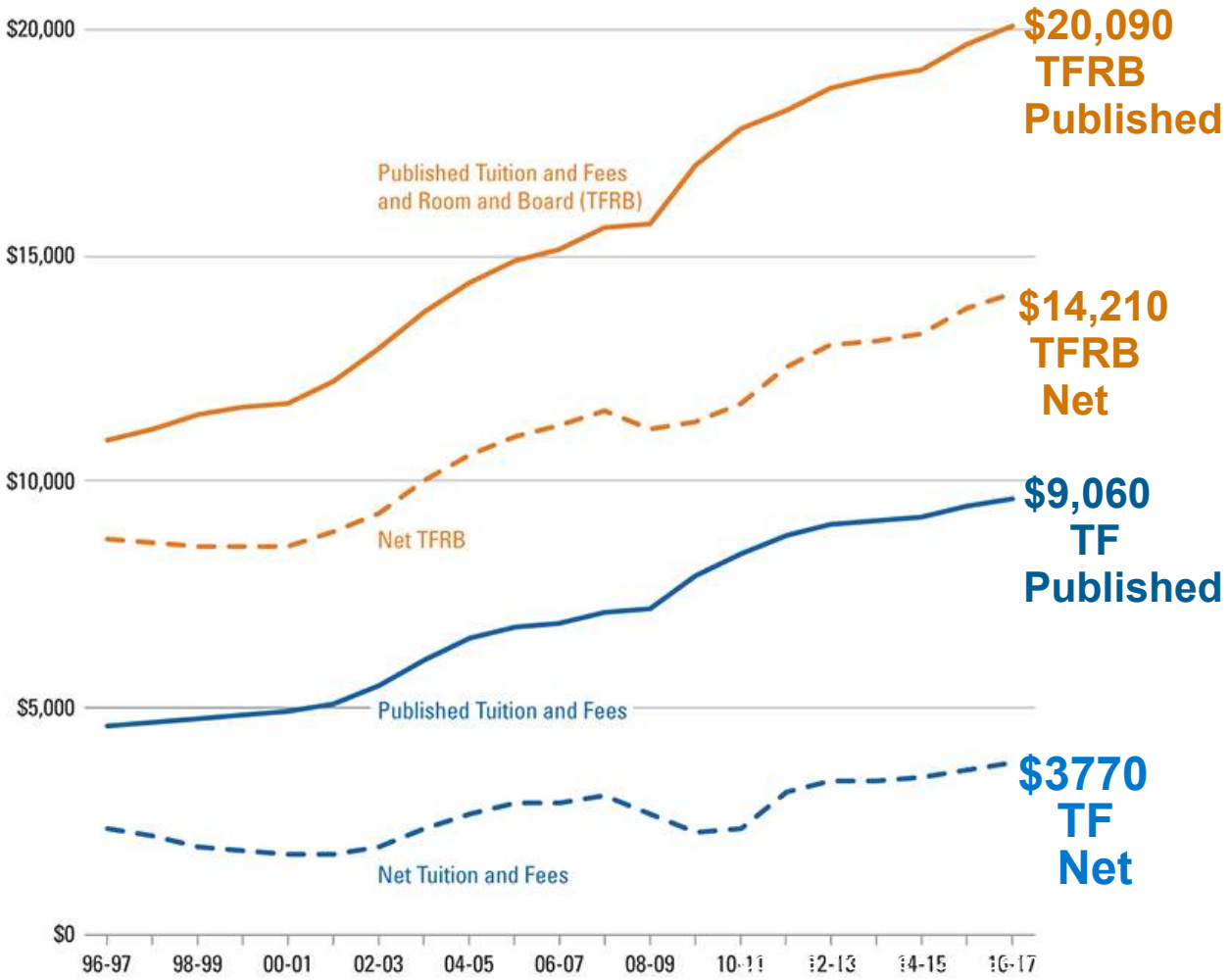
Average Net Price over Time for Full-Time Students at Public Four-Year Institutions

Other Data in this Topic

In 2016-17, the estimated average net tuition and fee price paid by full-time in-state students at public four-year institutions is $3,770, $860 (in 2016 dollars) higher than the net price a decade earlier and $1,550 higher than the 2009-10 low of $2,220.

Figure 10: Average Published and Net Prices in 2016 Dollars, Full-Time In-State Undergraduate Students at Public Four-Year Institutions, 1996-97 to 2016-17

Download Data in Excel | See Key Points | See Also Important



Two-Year Institutions

In 2016-17, full-time students at public two-year colleges receive an average of about $4,020 in grant aid and federal education tax credits and deductions — $500 more than required to cover tuition and fees. They can use these funds for books and supplies or living expenses.

In 2016-17, on average after grant aid, full-time students at public two-year colleges must cover about $7,560 in books and supplies and living expenses.

Sources: College Board, Annual Survey of Colleges; Trends in Student Aid 2016.

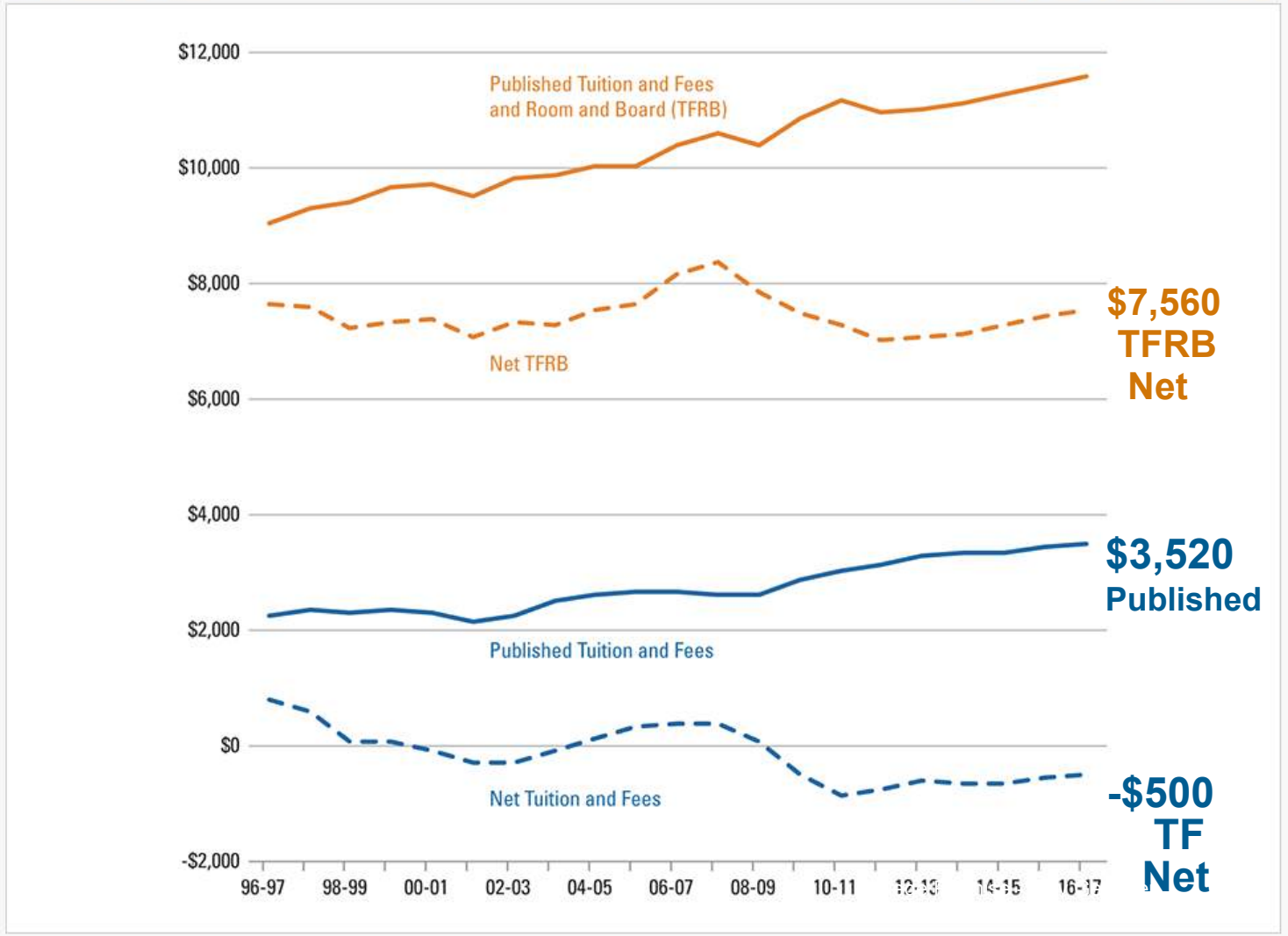
Average Net Price over Time for Full-Time Students at Public Two-Year Institutions

Other Data in this Topic

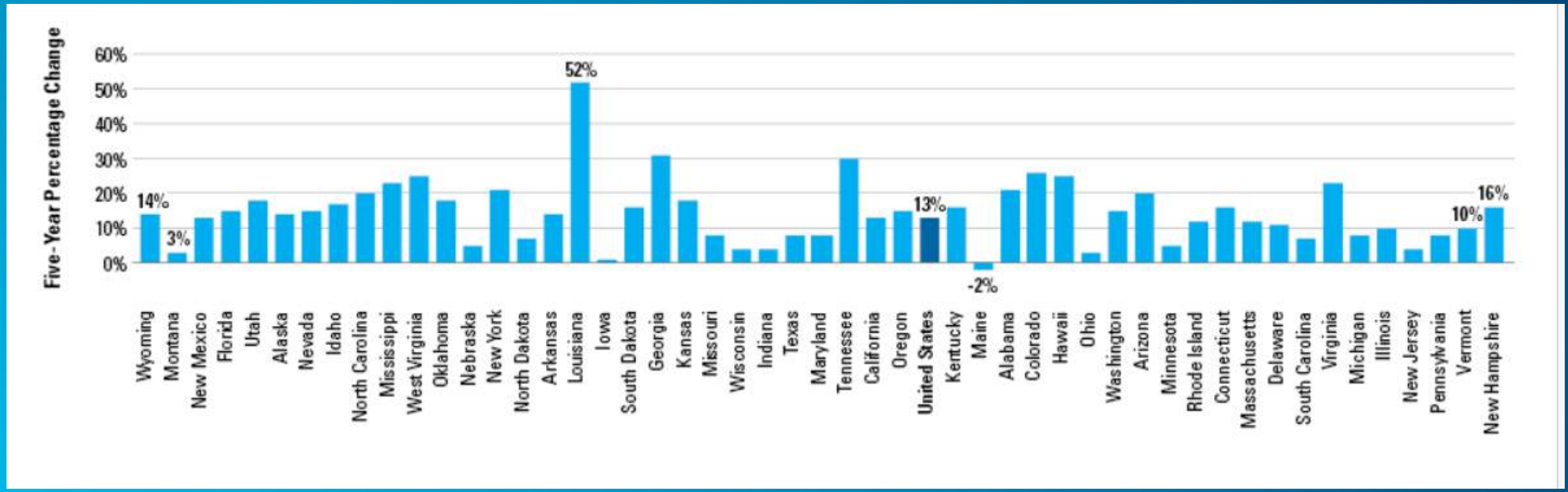
In 2016-17, the average net tuition and fee price paid by full-time public two-year college students is $920 (in 2016 dollars) less than in 2006-07 — but $270 more than in 2011-12.

Figure 9: Average Published and Net Prices in 2016 Dollars, Full-Time In-District Undergraduate Students at Public Two-Year Institutions, 1996-97 to 2016-17

Download Data in Excel | See Key Points | See Also Important



Five-Year Percentage Change in Inflation-Adjusted Tuition and Fees

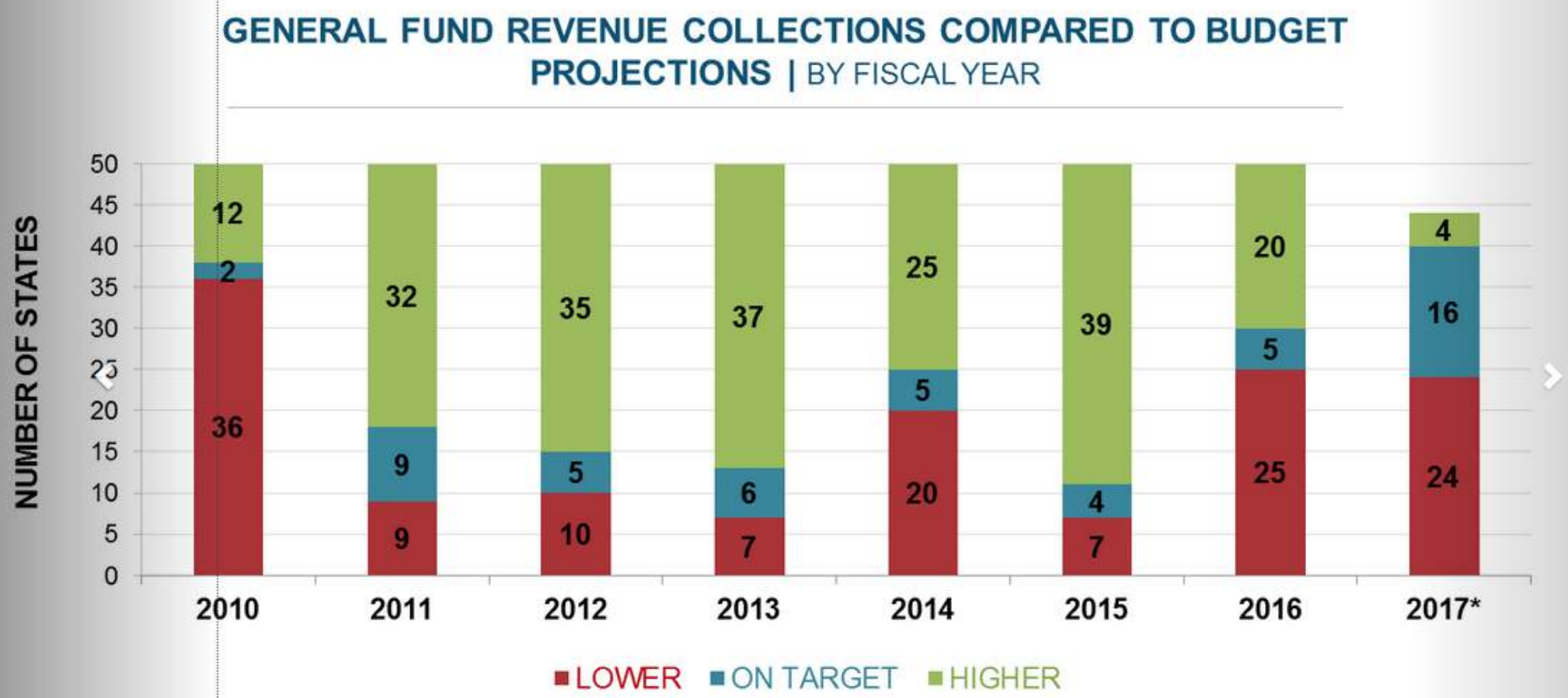


https://trends.collegeboard.org/college-pricing/figures-tables/2015-16-state-tuition-and-fees-public-four-year-institutions-state-and-five-year-percentage

How Probable is Free Tuition?

- How probable is increased HE state appropriations?
- State Higher Education Appropriations are Increasingly Tied to Outcomes and or Quality - Performance Based Funding
  - Assess and Report completion and success after graduation
- The greatest return on state investment is to increase rate of completion and attainment

REVENUES BELOW PROJECTIONS IN MANY STATES IN FISCAL 2016 & 2017



Source: NASBO Fiscal Survey of States.
**Fiscal 2017 figures are based on data collected early in fiscal year. Not all states were able to report for fiscal 2017.*

FISCAL 2016 GENERAL FUND REVENUE GROWTH SLOWED

Modest Growth Expected in Fiscal 2017

GENERAL FUND SPENDING: FY 2008 – FY 2017 | BY FISCAL YEAR IN BILLIONS

Source: NASBO Fiscal Survey of States; Fiscal 2017 figure is based on enacted budgets.
**Aggregate revenue level would need to total $794 billion in fiscal 2016 to be equivalent with real 2008 spending level.*

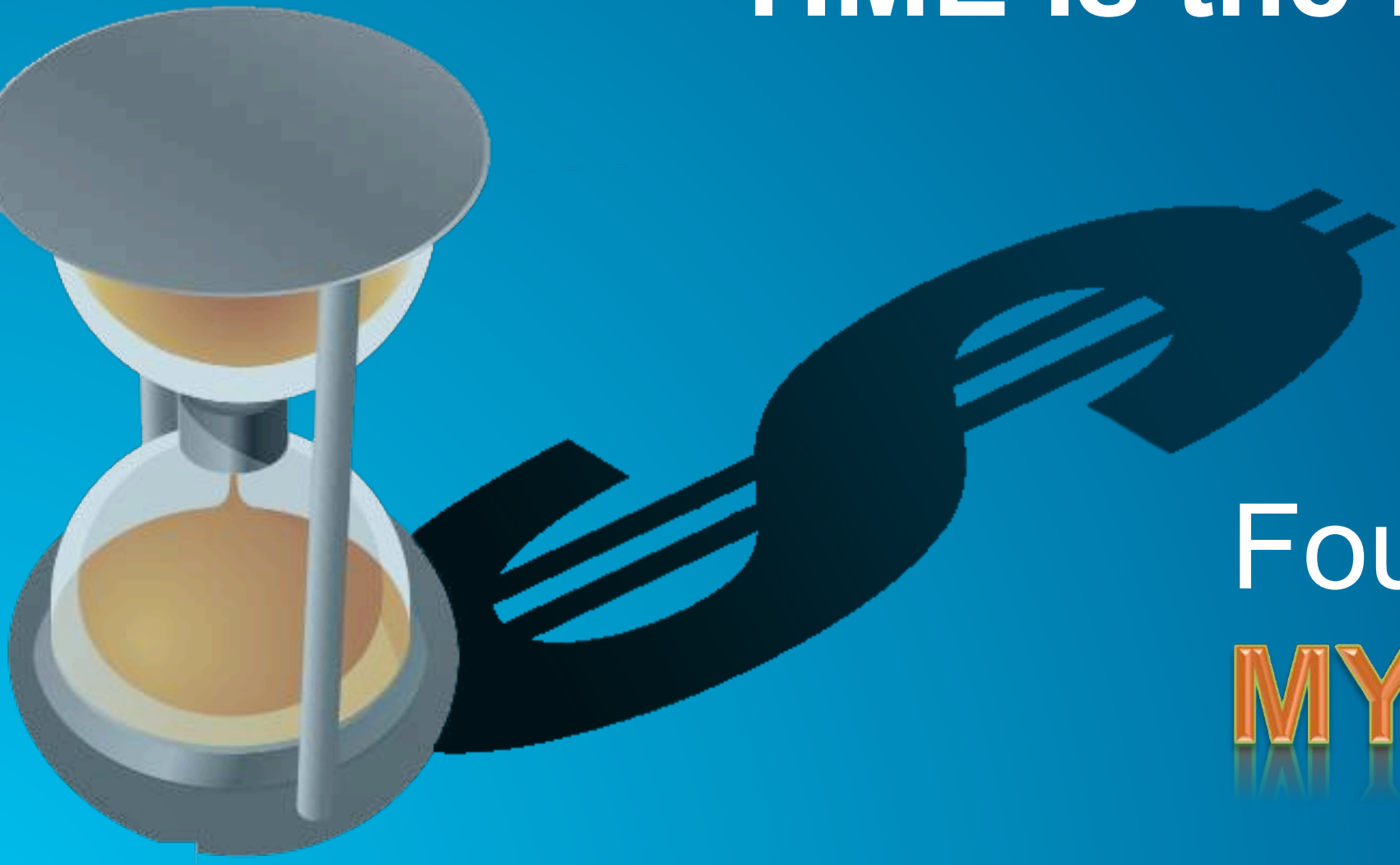
NASBO

@NASBO

What is an Action Agenda?

- **Change the business model for Higher Education or it will not be able to compete for public support and private philanthropy when Health costs, Medicaid, K-12 education and public safety receive higher priority**
- **Public Investment should be tied to better performance, higher productivity and more accountability**
- ***Colleges must accept responsibility for doing more to help students succeed, including strategies to significantly increase on-time completion.***
- ***Recognize the trends in the Service Economy – Education on Demand.***

TIME Is the ENEMY



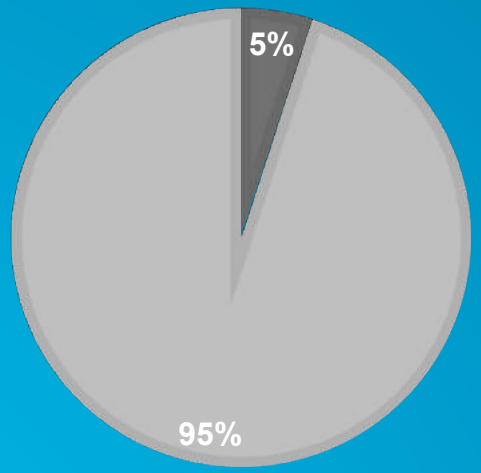
Four-Year

MYTH

On-Time Graduation Rates

(Full-Time Students)

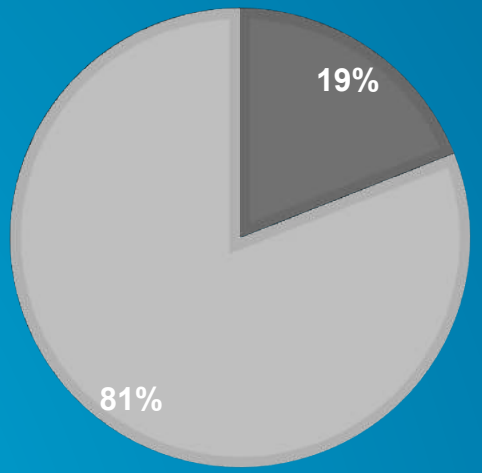
2-Year Associate



5%

ON TIME

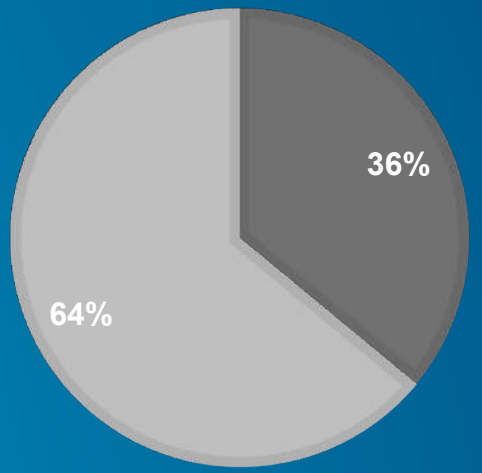
4-Year Bachelor's (non-flagship)



19%

ON TIME

4-Year Bachelor's (flagship/ very high research)



36%

ON TIME

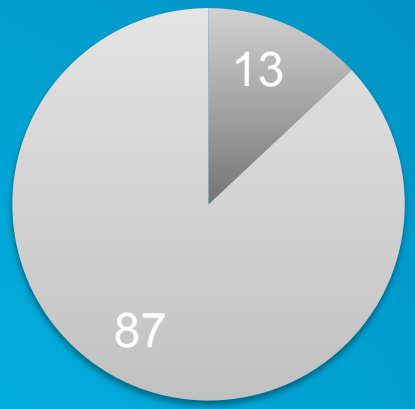
Four-Year Myth (data from the 2013 CCA data collection)

College Promise - Gov Geringer

150% Graduation Rates

(Full-Time Students)

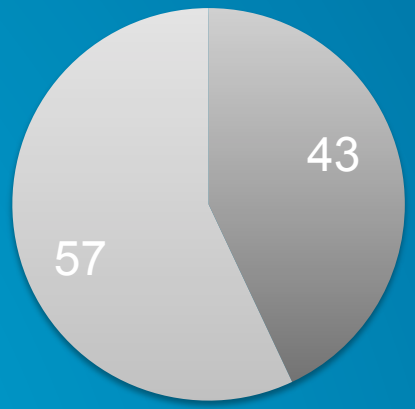
2-Year Associate



13%

IN 3 YEARS

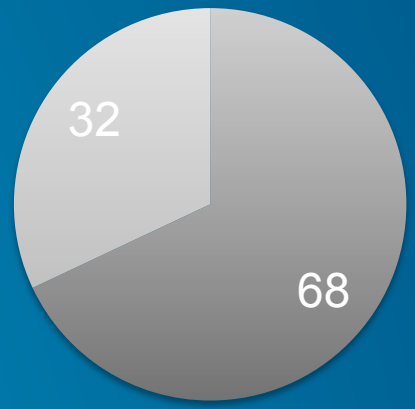
4-Year Bachelor's (non-flagship)



43%

IN 6 YEARS

4-Year Bachelor's (flagship/ very high research)



68%

IN 6 YEARS

Four-Year Myth (data from the 2013 CCA data collection)

College Promise - Gov Geringer

300% Graduation Rates – Six Years at 2-Year Public Institution

Figure 1: Six-Year Outcomes for Students Who Started at a 2-Year Public Institution by Enrollment Intensity

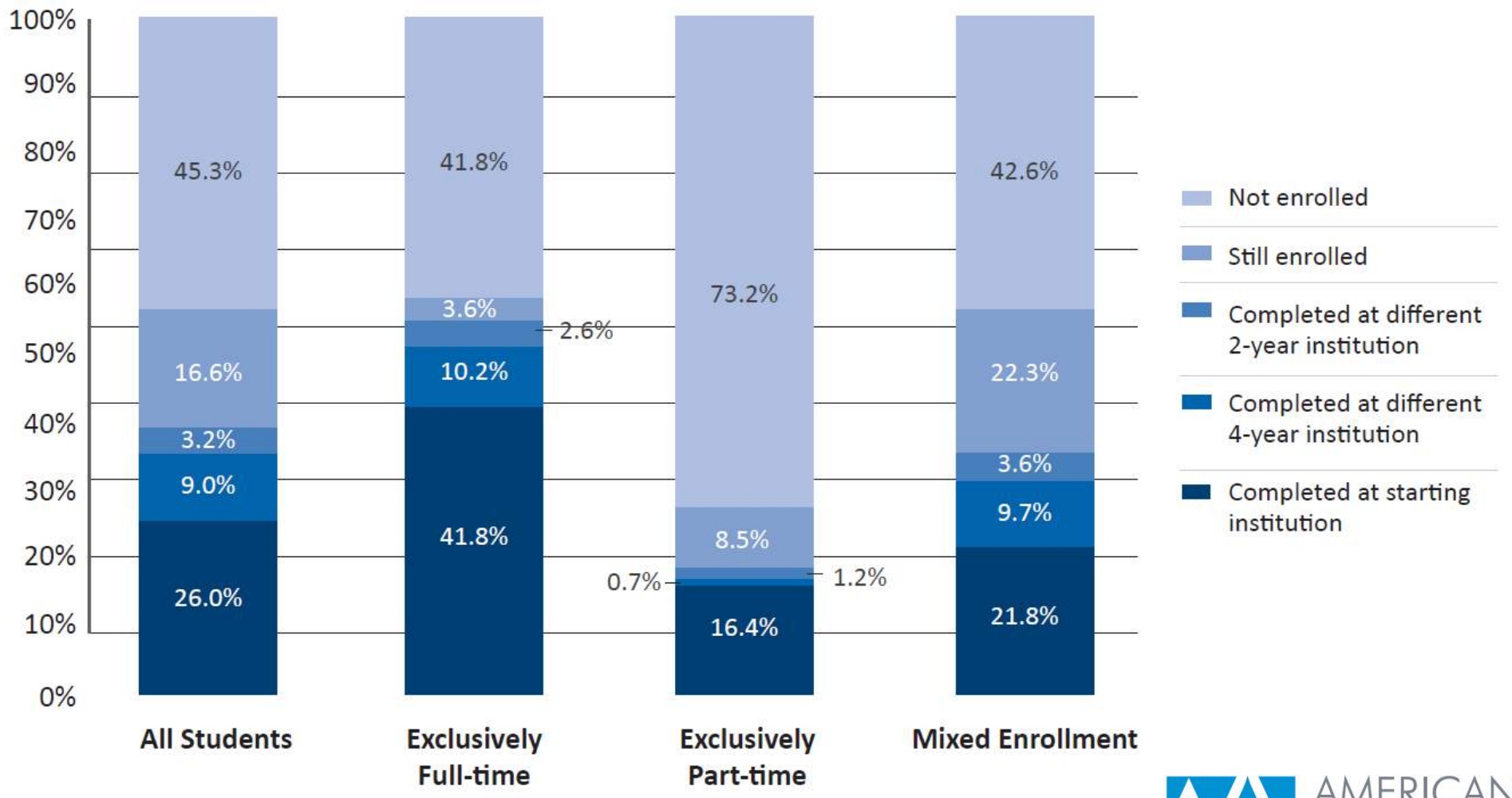
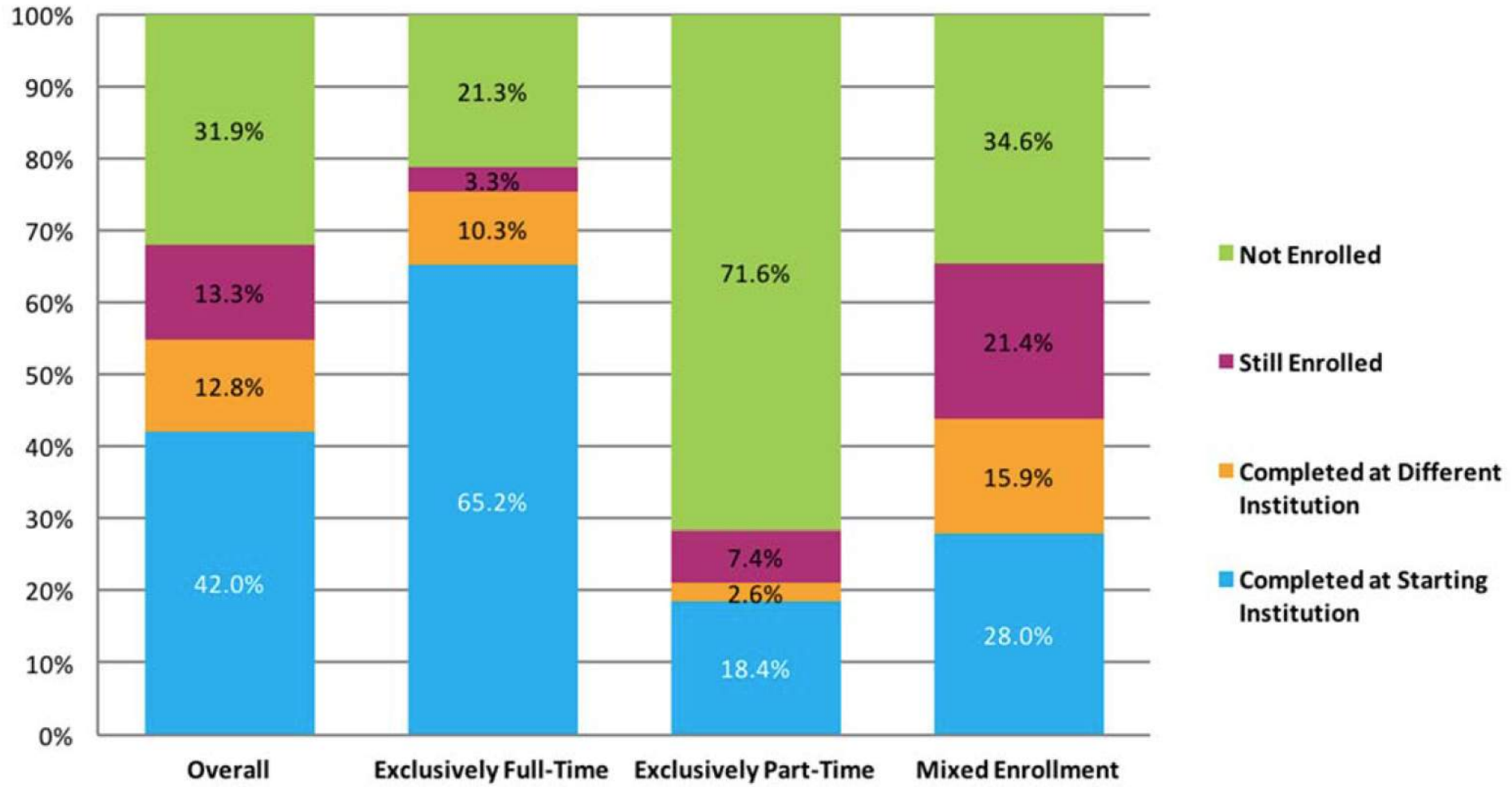
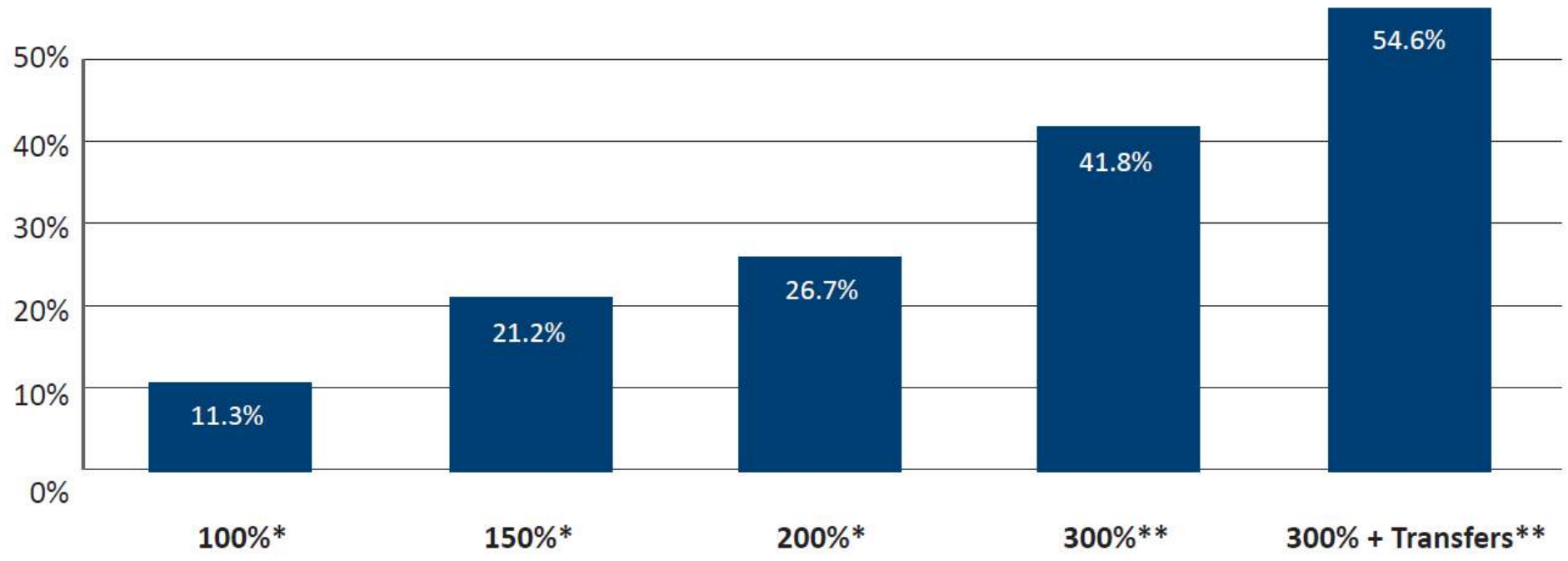


Figure 5. Six-Year Outcomes by Enrollment Intensity (N=2,911,634)*



https://www.luminafoundation.org/files/resources/completing-college-sr12.pdf

Figure 2: Completion Rates of First-Time, Full-Time Students Who Start at 2-Year Public Institutions



The completion rates depicted in Figure 2 are derived from two different sources but based on the same cohort of students: academic year 2009. The rates indicated by a single asterisk are from ED; the NSC is the source for the rates with two asterisks.

"Trends in Community College Enrollment and Completion Data"

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

200% Graduation Rate

(Part-Time Students)

2-Year
Associate

IN 4 YEARS

7%

15 to Finish National Report, CCA

Time to Degree

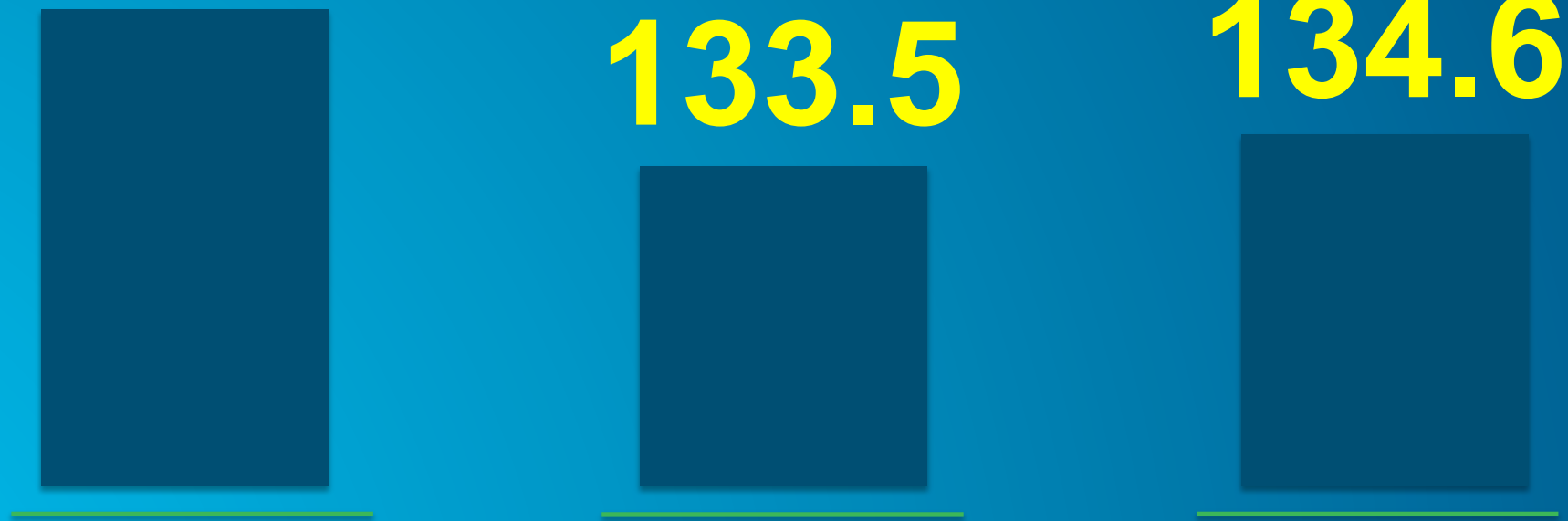
(Full-Time Students)

Four-Year Myth (data from the 2013 CCA data collection)

Excess Credits

(Full-Time Students)

2-Year Associate	4-Year Bachelor's (non-flagship)	4-Year Bachelor's (flagship/ very high research)
80.9	**133.5**	**134.6**
60 Credits Standard	120 Credits Standard	120 Credits Standard



Four-Year Myth

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Total Cost of Each Extra Year

(Full-Time Students)

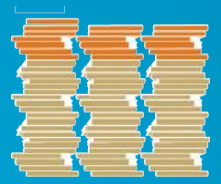
College Board's *Trends in Student Pricing 2013 Report*

2-Year Student	4-Year Student
$15,933	**$22,826**
in cost of attendance	in cost of attendance
$35,000	**$45,327**
in lost wages	in lost wages
$50,933	**$68,153**

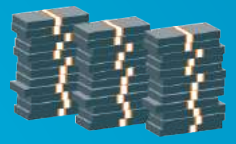
Source: fly.temple.edu
utexas.edu/enrollment-management/messages/ut-strives-improve-four-year-graduation-rates

Students are …

Taking too much time



Taking too many credits

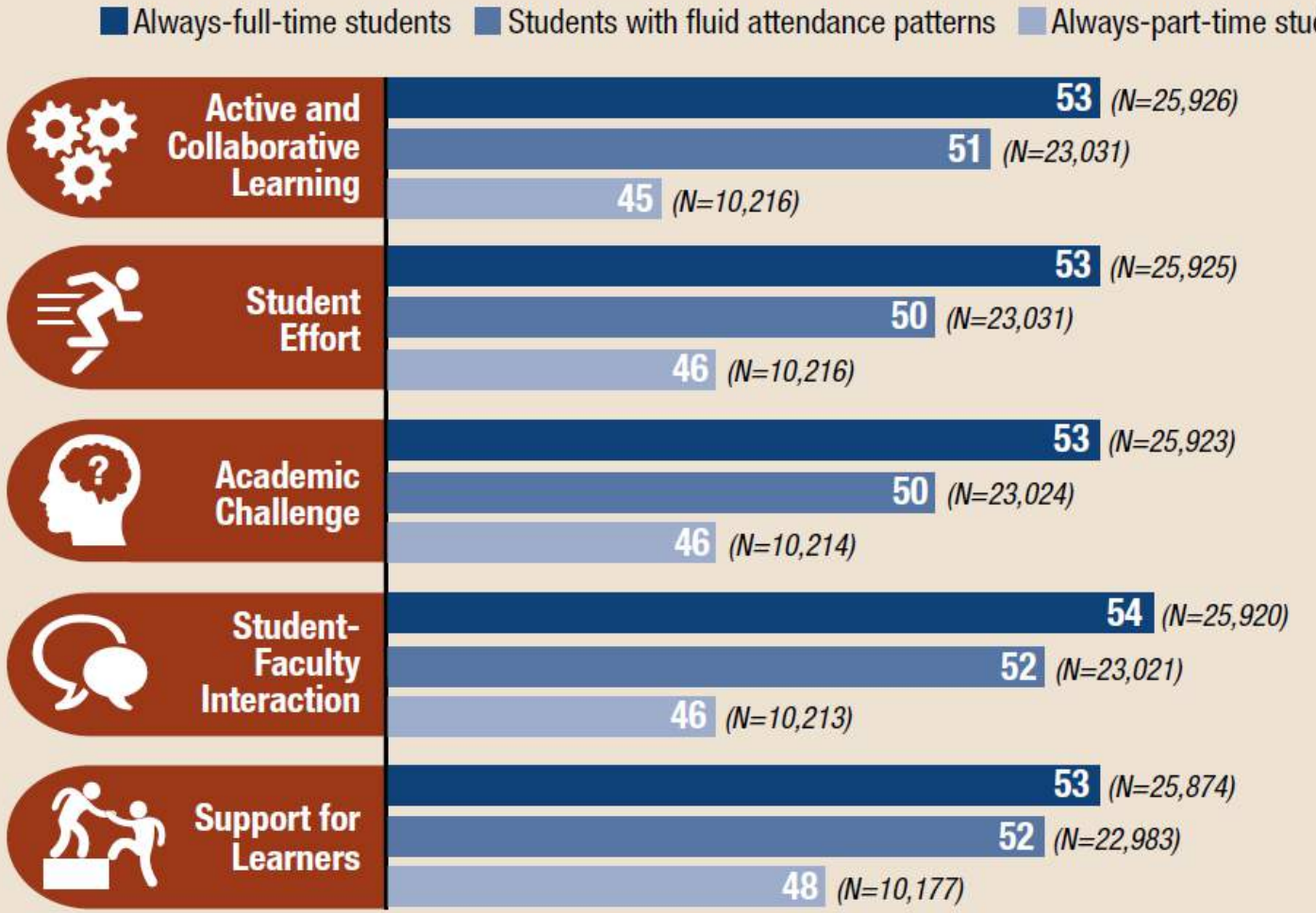


Spending too much money

Not graduating

More Full-Time Attendance Leads to More Engagement

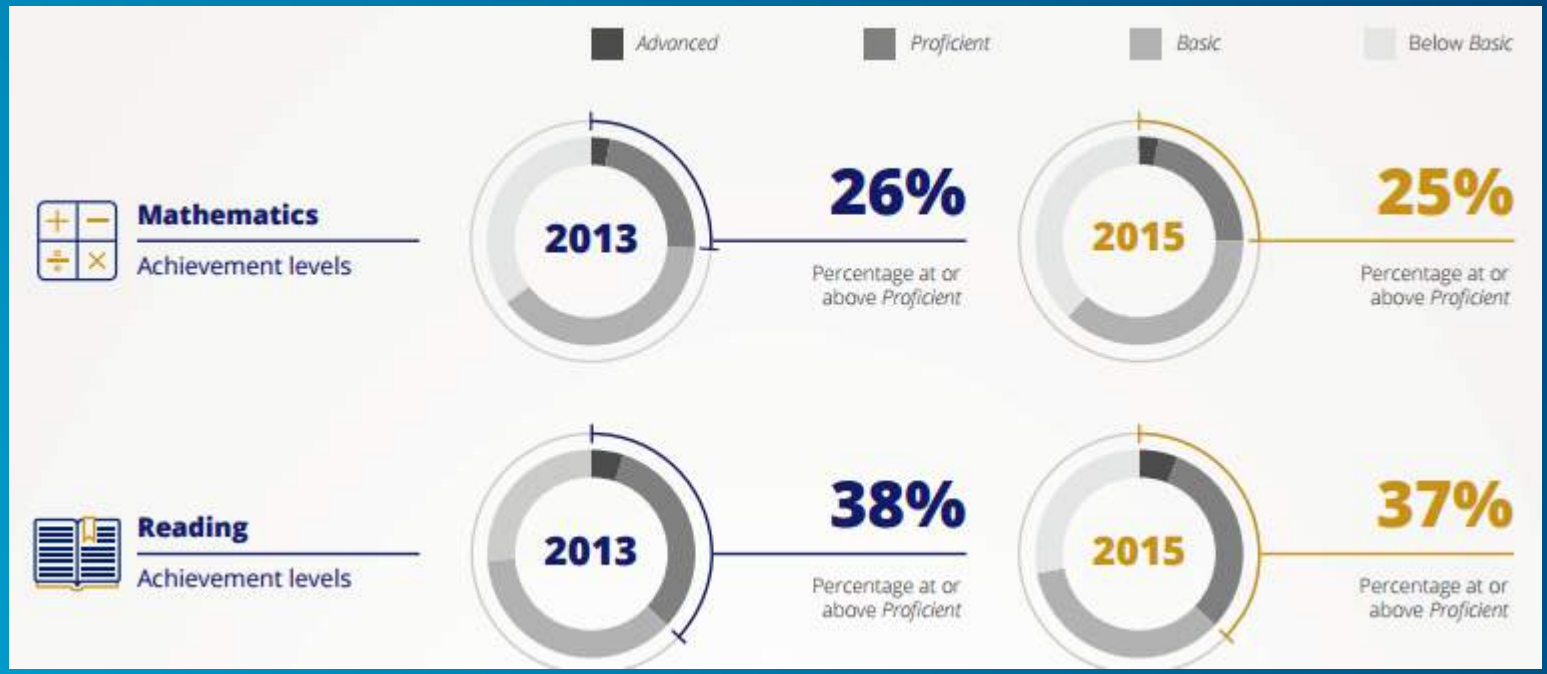
For every benchmark, always-full-time students are the most engaged, and always-part-time students are the least engaged. Students with fluid attendance patterns fall in between but are closer to always-full-time students.



Source: 2016 CCSSE special-focus item respondents

College Readiness – National Assessment of Educational Progress

- NAEP Results released in April 2016 show that only 37% of 12th graders are college ready in Reading and only 25% in Math



(*www.nagb.org*)

The Nation's Report Card

Remedial Education costs $7B per year

What Comprises a College-Ready Curriculum?

Subject	Credits	Specific Courses
English	4	N/A
Math	3	Algebra II
Science	3	Biology and Chemistry or Physics
Social Studies	3	U.S. or World History
Foreign Language	2	Same Language Study

What Comprises a Career-Ready Curriculum?

Subject	Credits	Specific Courses
Career Technical Education	3	In the Same Field

Education Trust's new report, *Meandering Toward Graduation: Transcript Outcomes of High School Graduates*, shows that too many students leave high school with a diploma in hand but no clear path forward.

The report finds that 47 percent, or *almost half*, of American high school graduates complete neither a college- nor career-ready course of study — *defined here as the standard 15-course sequence required for entry at many public colleges, along with three or more credits in a broad career field such as health science or business*.

It also shows that only 8 percent of high school graduates in 2013 completed a full college- and career-prep curriculum.

Less than one-third of graduates completed only a college-ready course of study, and just 13 percent finished a career-ready course sequence only.

Strategies for Completion

- ***15 to Finish -*** *ensure that students take the number of credits necessary each semester to graduate on time*

- ***Structured schedules*** *help working students balance jobs and school by adding needed scheduling predictability to often stressful lives.*

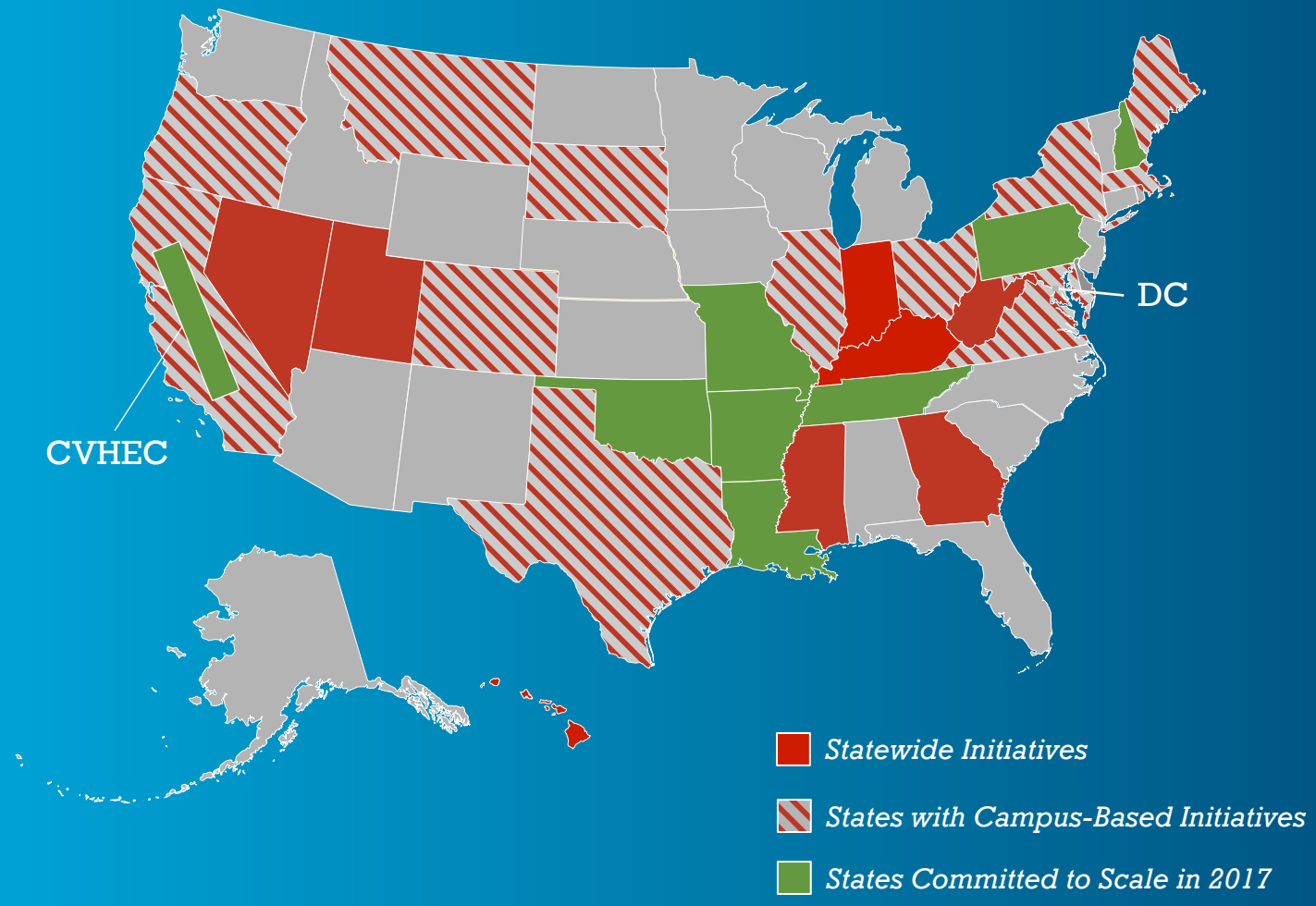
Strategies for Completion

- ***Corequisite remediation** strategies place most underprepared students directly into college-level gateway math and English courses with paired, mandatory academic support.*

- ***Guided Pathways to Success** so that they proceed on a degree plan consisting of sequenced courses guaranteed to be available to students when needed to stay on track.*

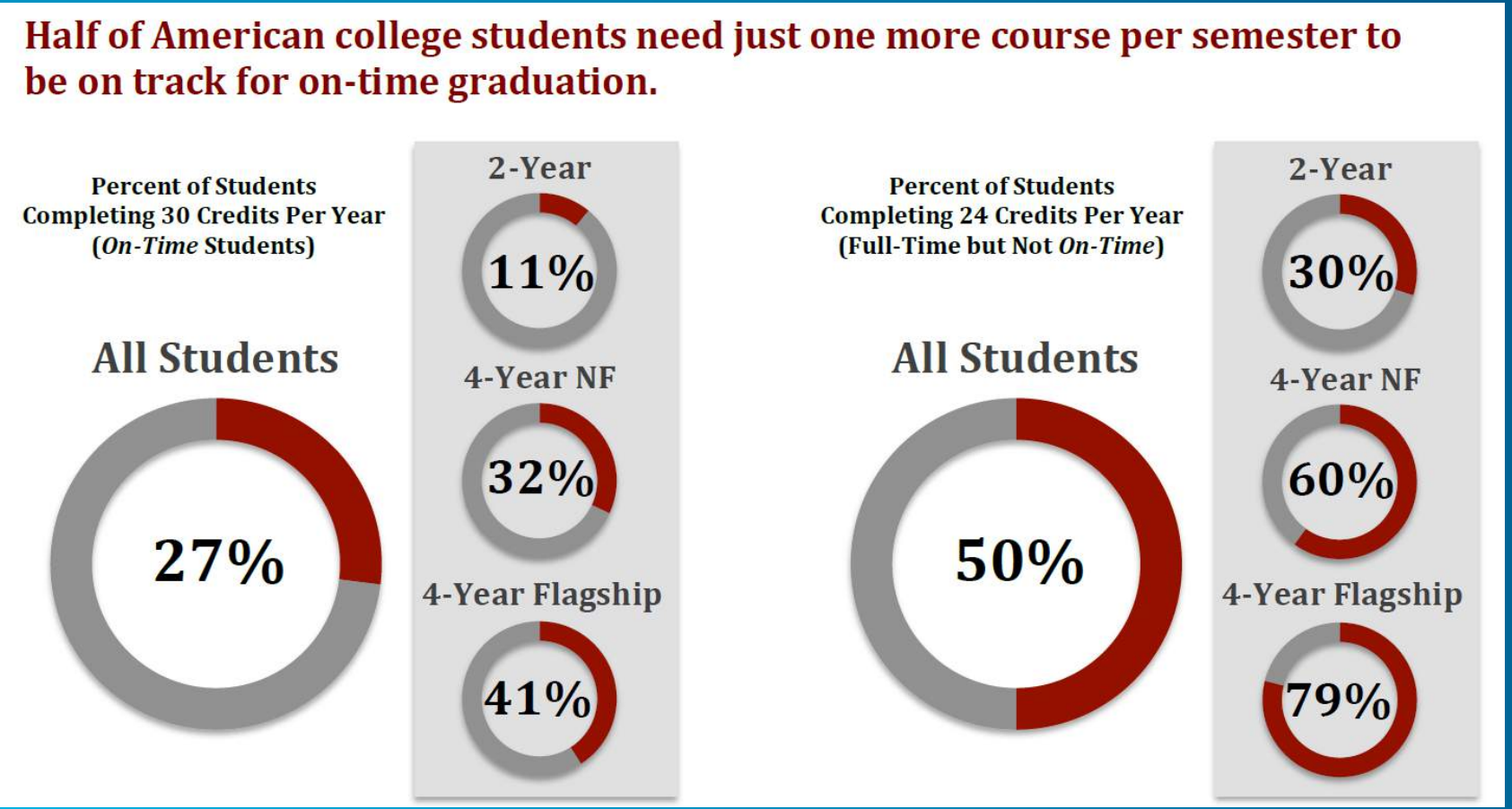
www.completecollege.org

Fifteen to Finish

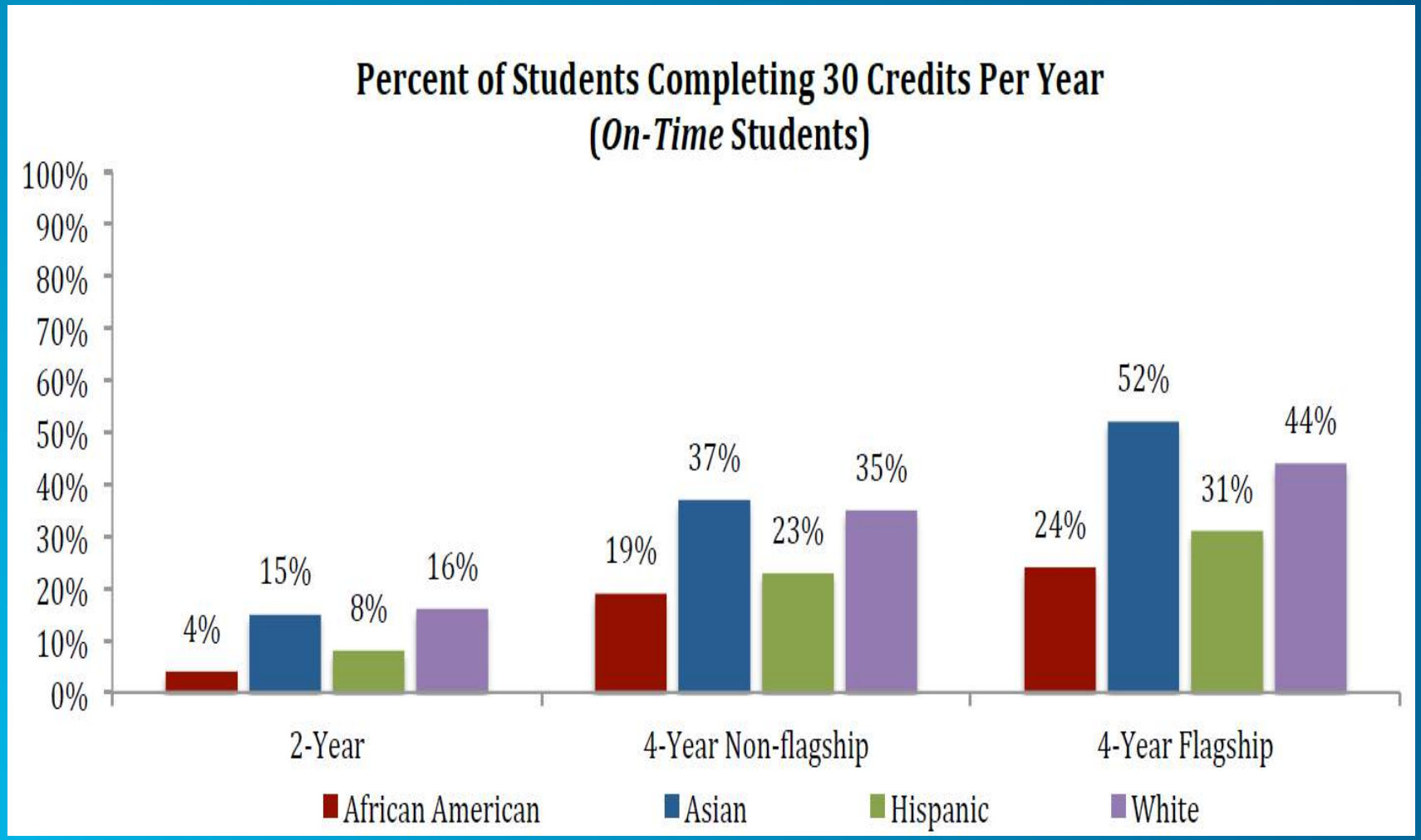


“Full-time” enrollment is not **on-time** enrollment

Federal Definition considers Full Time as only 12 CH/Sem

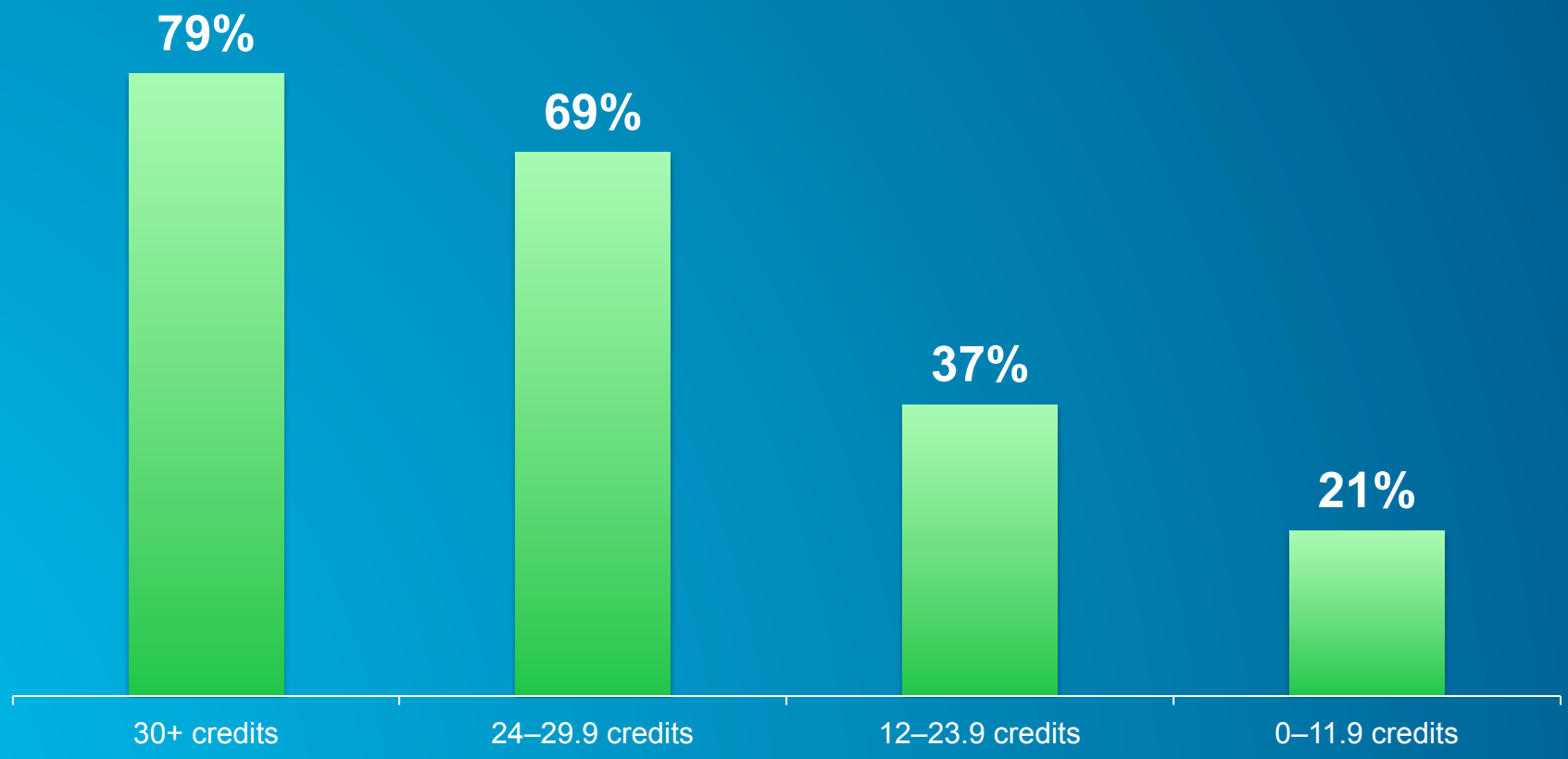


Minority students are **less likely** to be on track for on-time graduation.



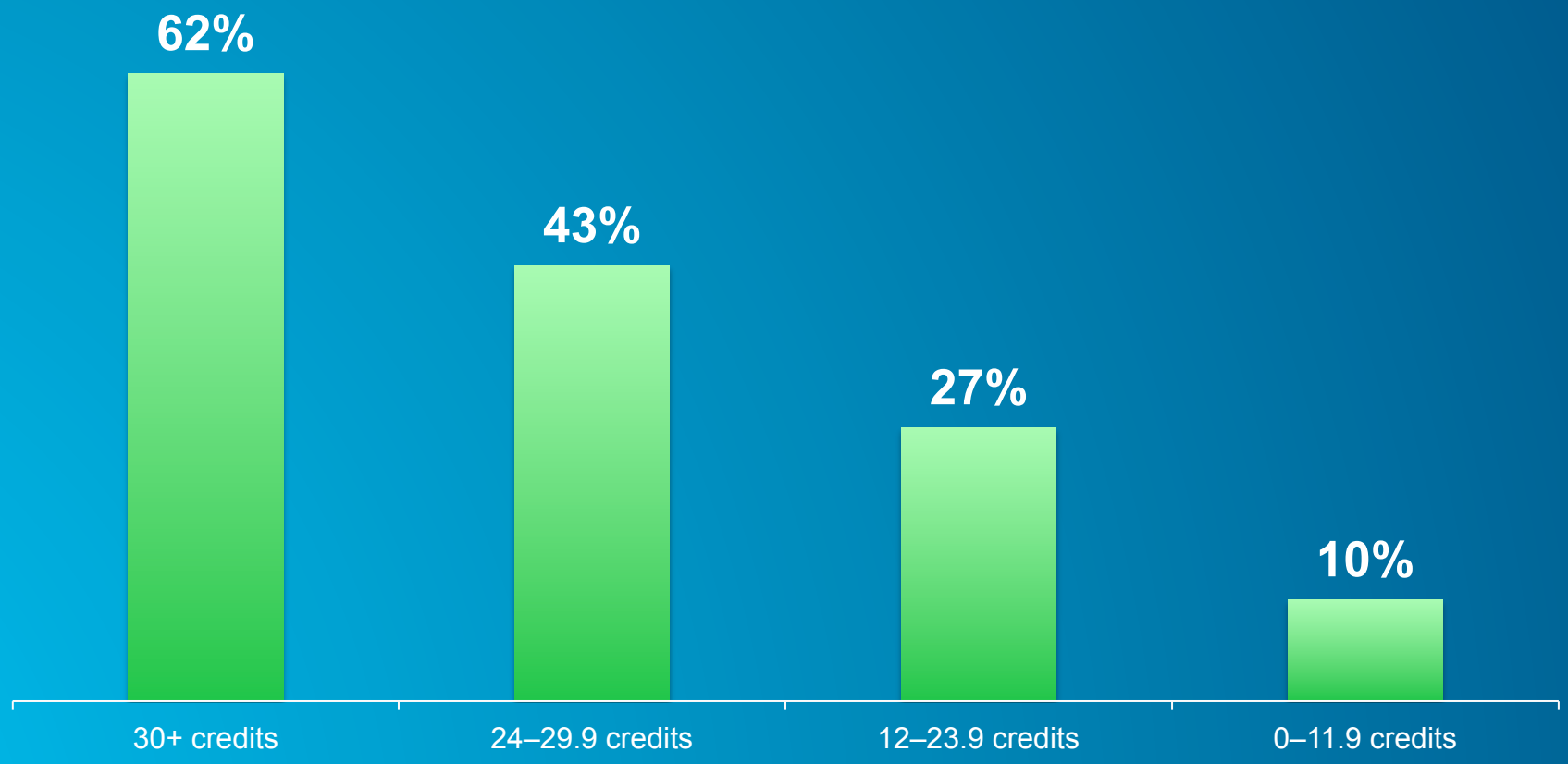
Students who complete 30+ credits in their first year are more likely to graduate.

Bachelor's degree

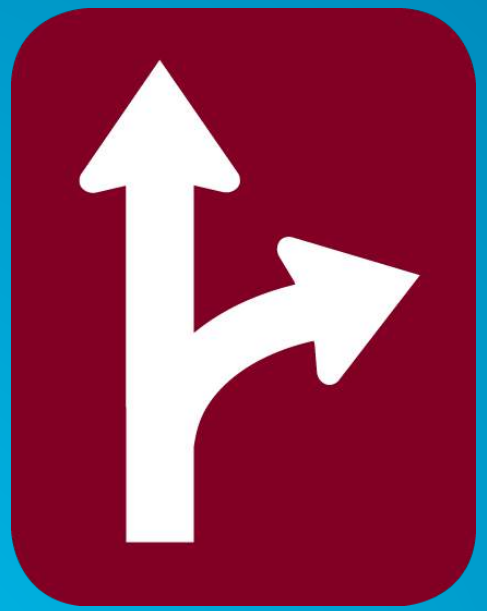


Students who complete 30+ credits in their first year are more likely to graduate.

Associate Degrees



Remediation

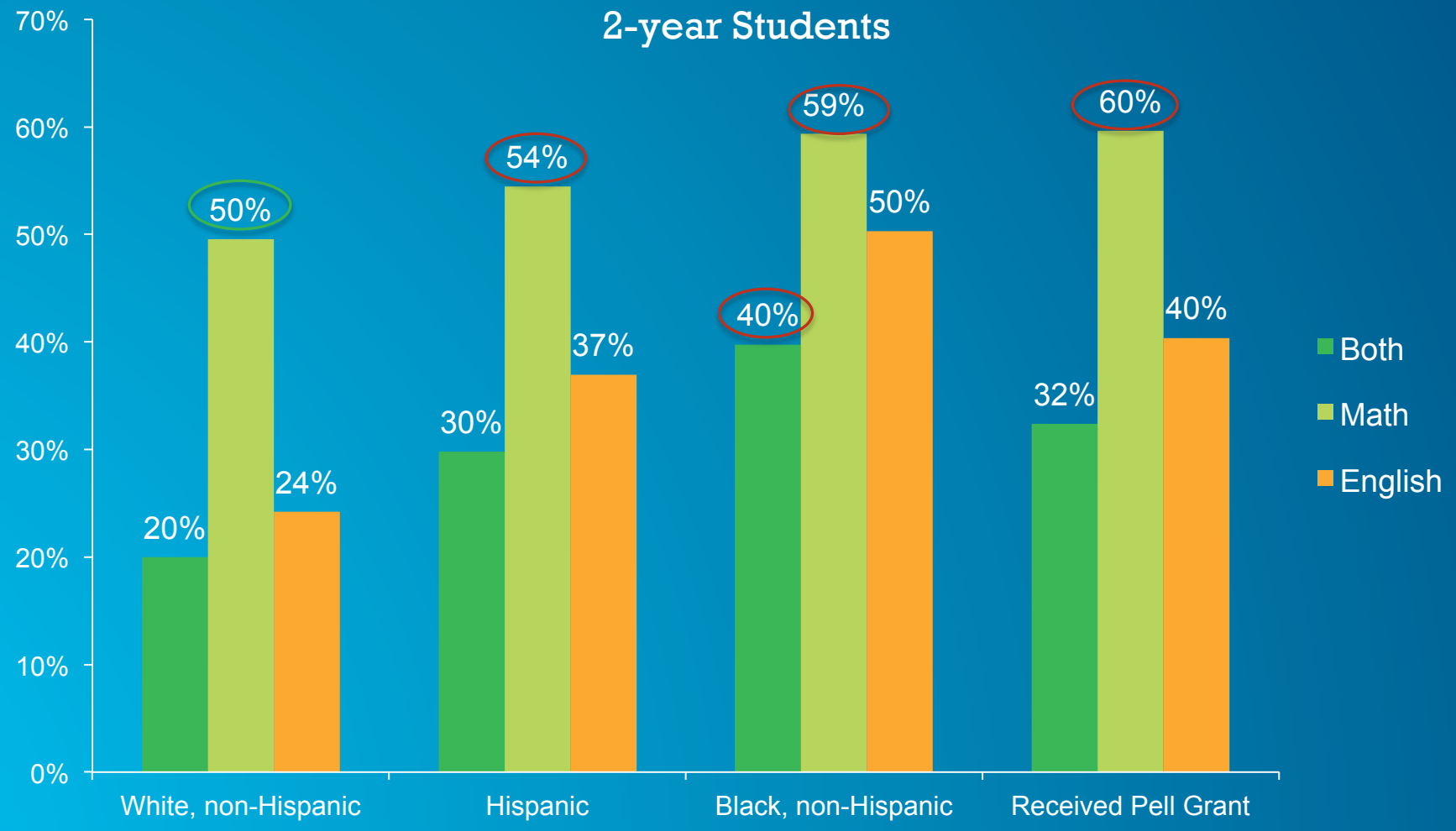


Too many students start college in remedial courses

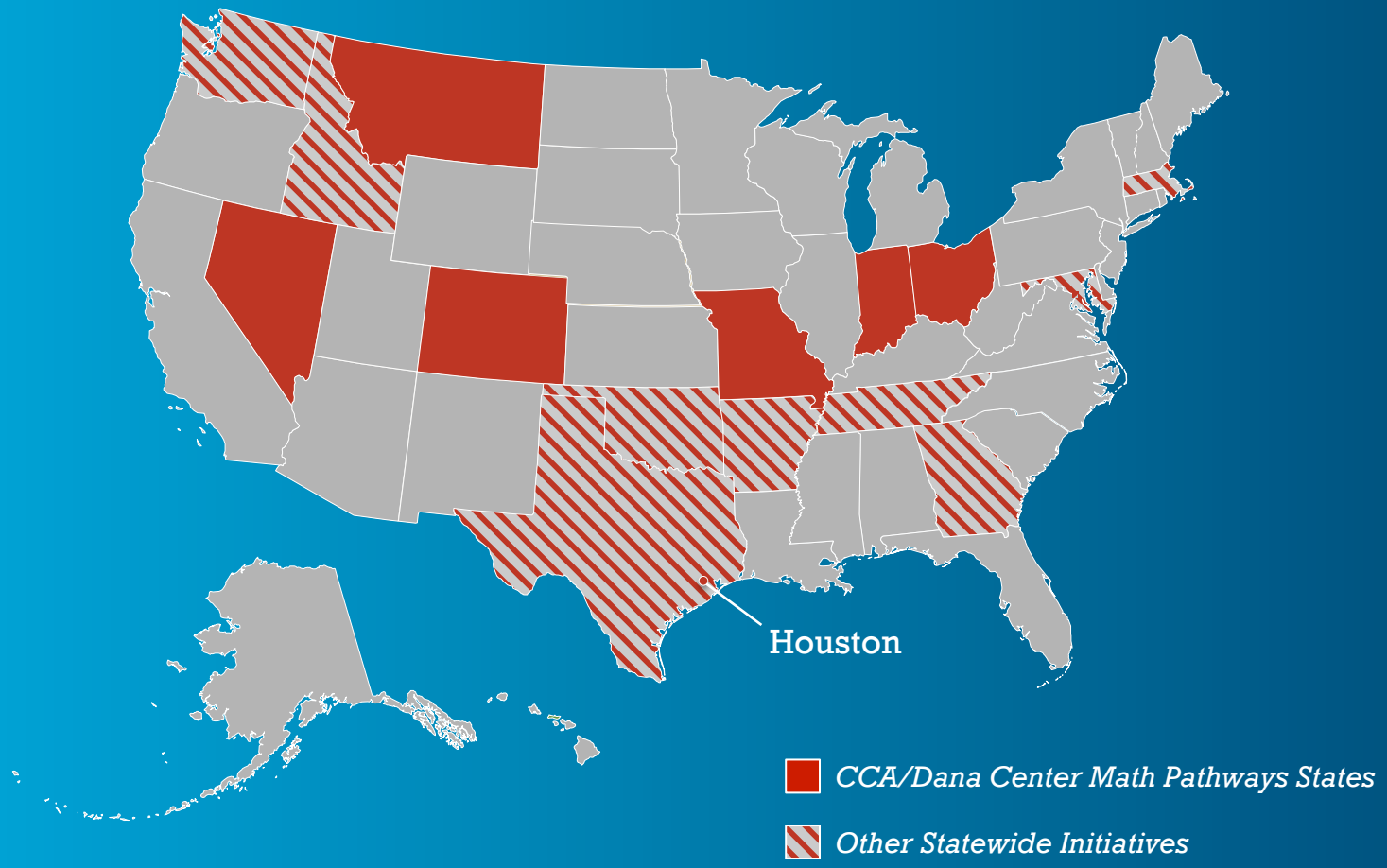
61% in 2-year institution

28% in 4-year, non-flagship institution

Most are in Math – Far Too Many Require Both Math and English



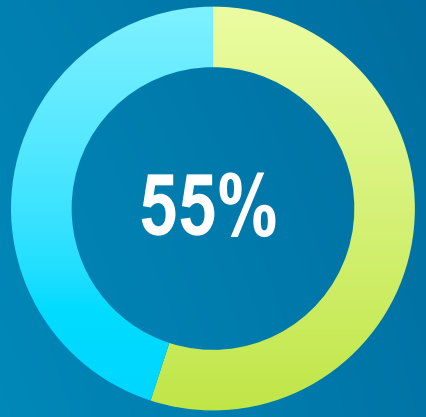
Math Pathways



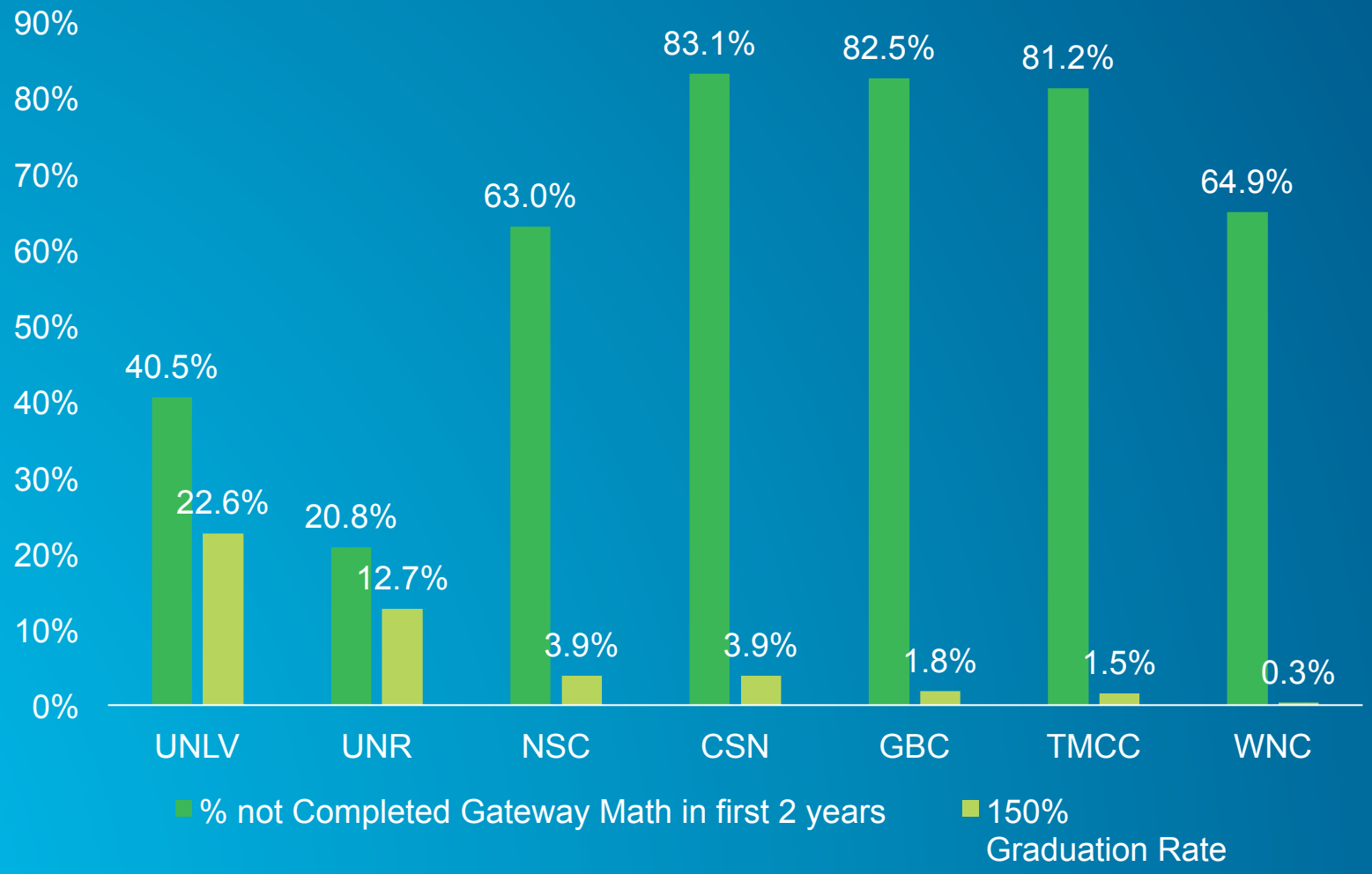
Few Students Complete Gateway Math in First Year

Community College

Non-Flagship 4-year

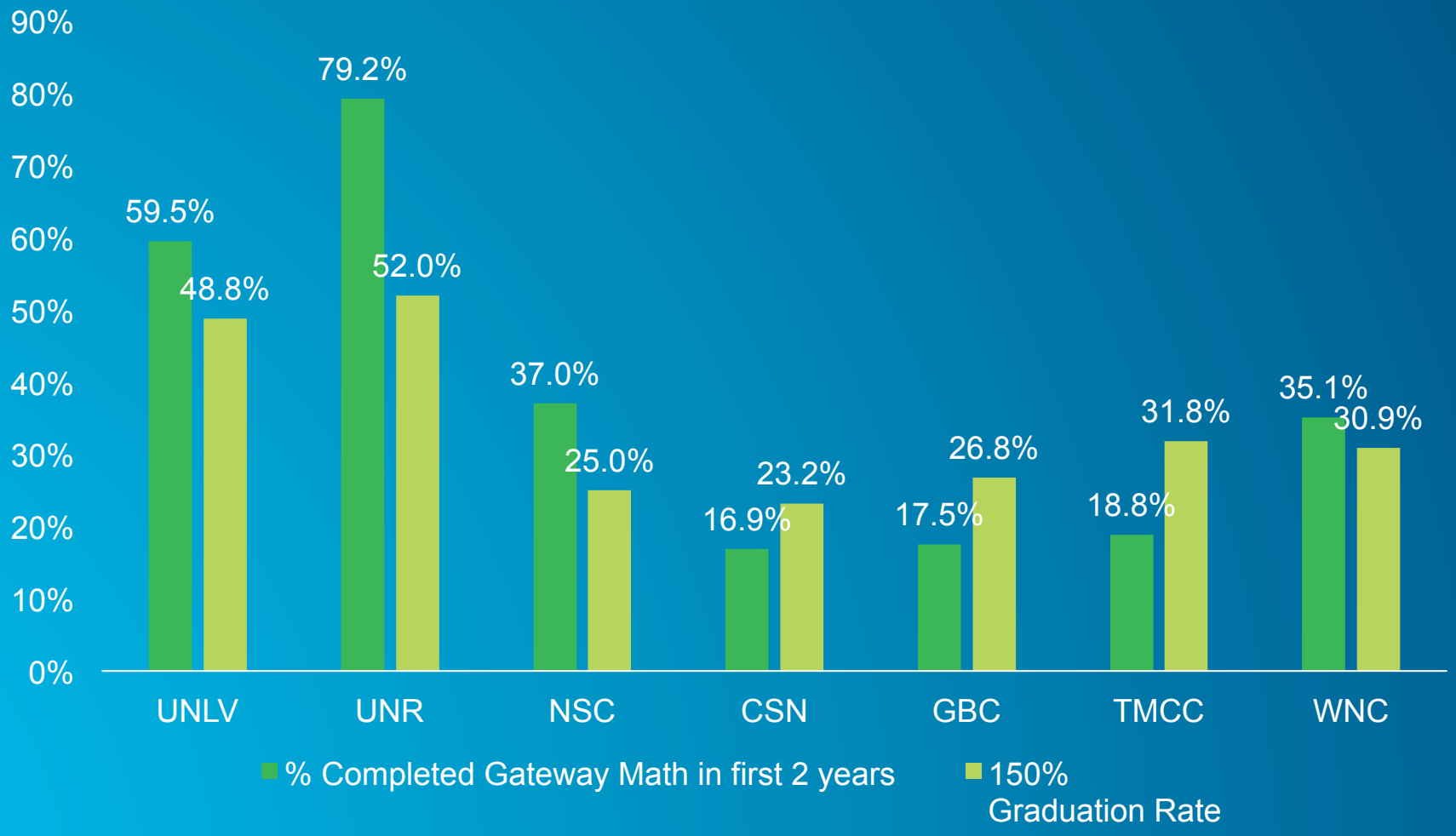


Students Who Don’t Complete Math Early, Graduate at Low Rates



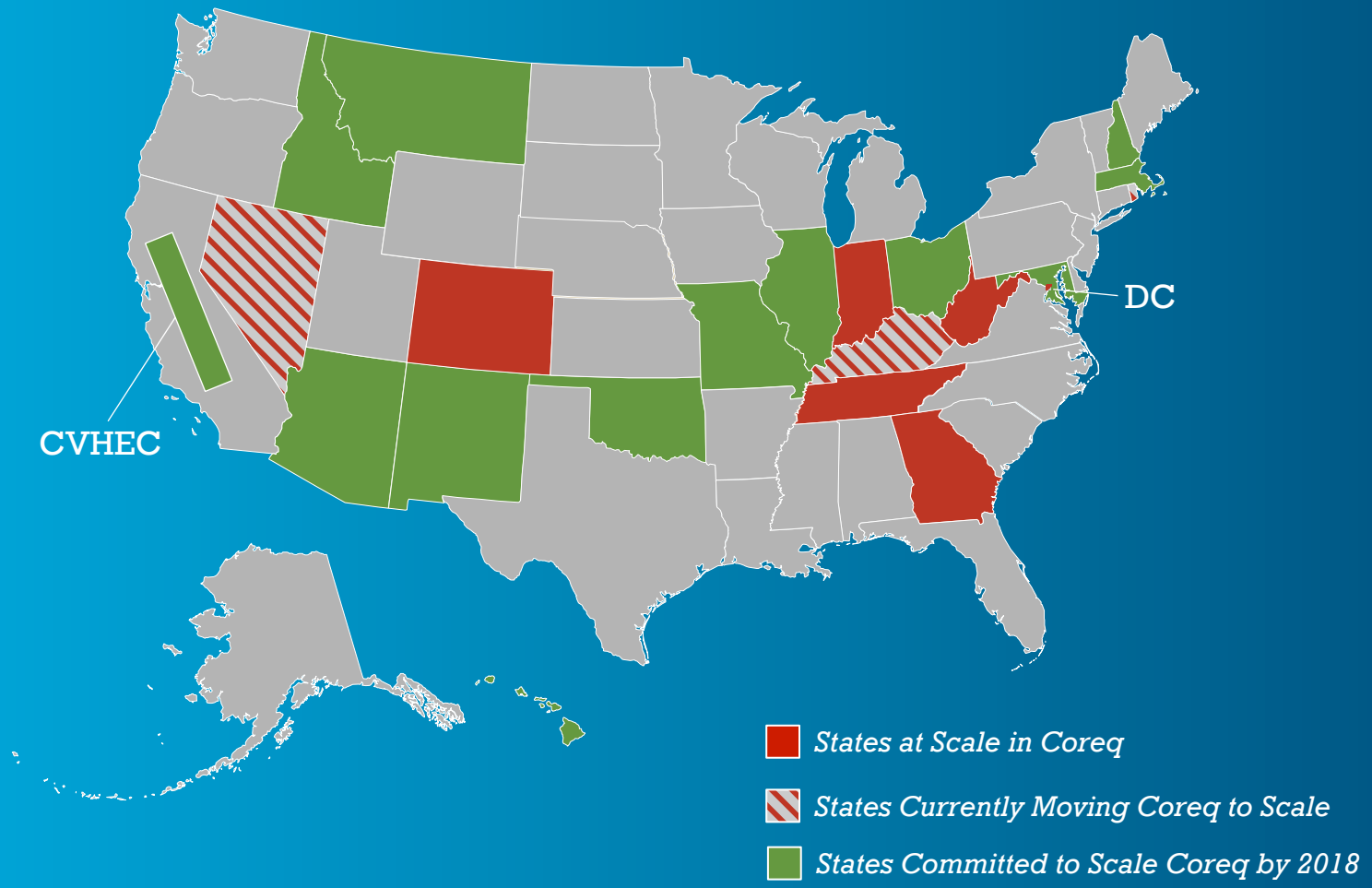
College Promise - Gov Geringer

Students Who Complete Math in First Year, Graduate at Higher Rates

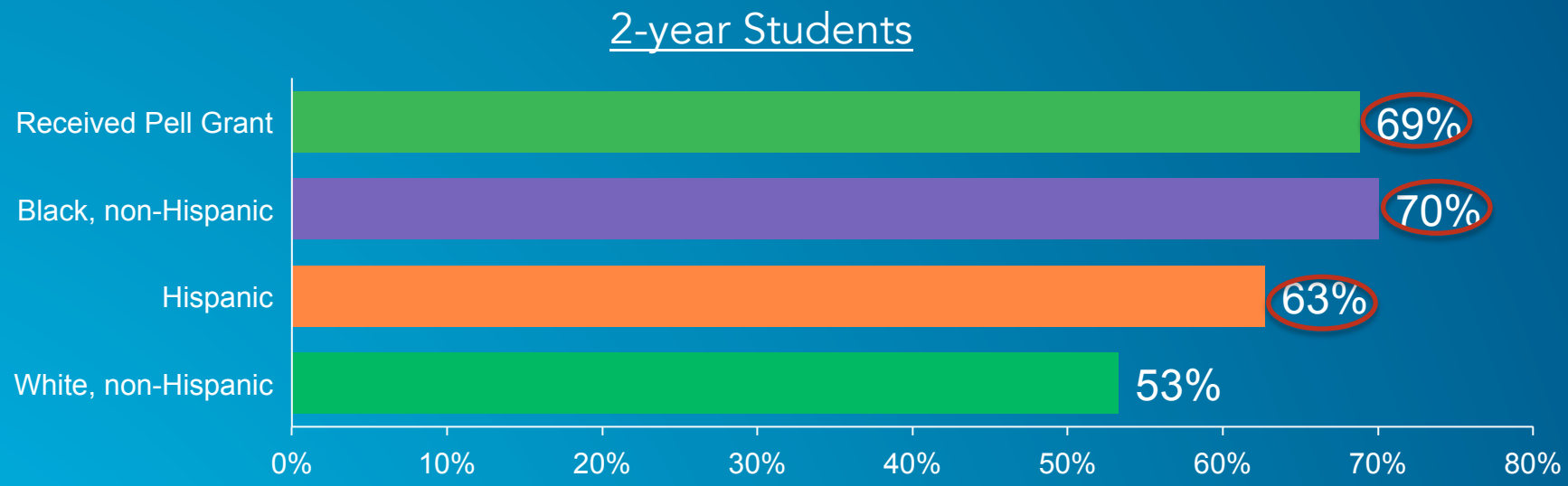


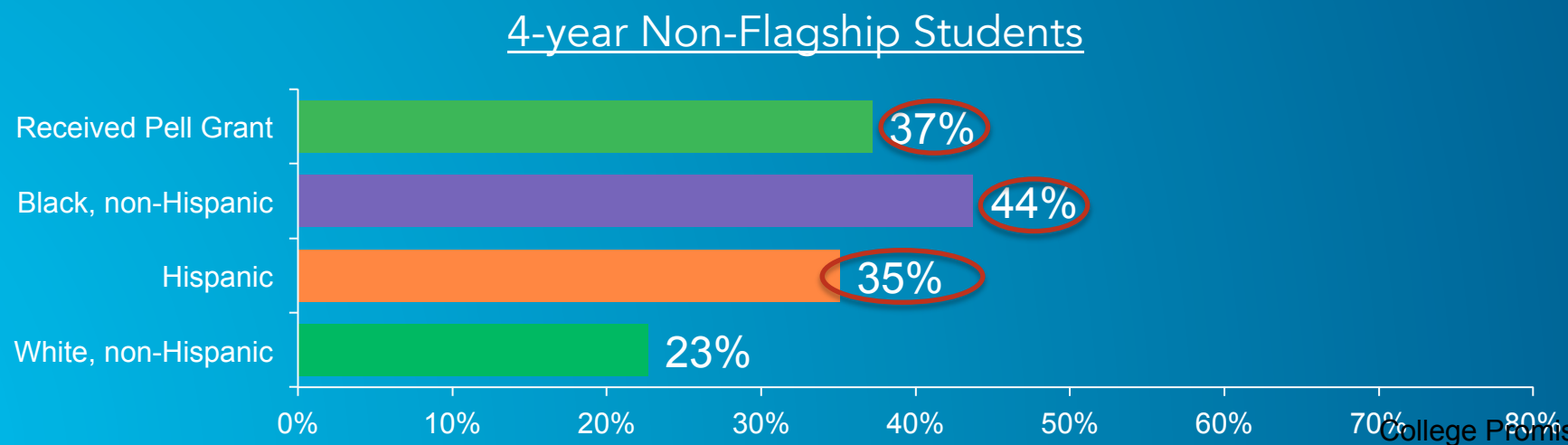
College Promise - Gov Geringer

Co-requisite Remediation



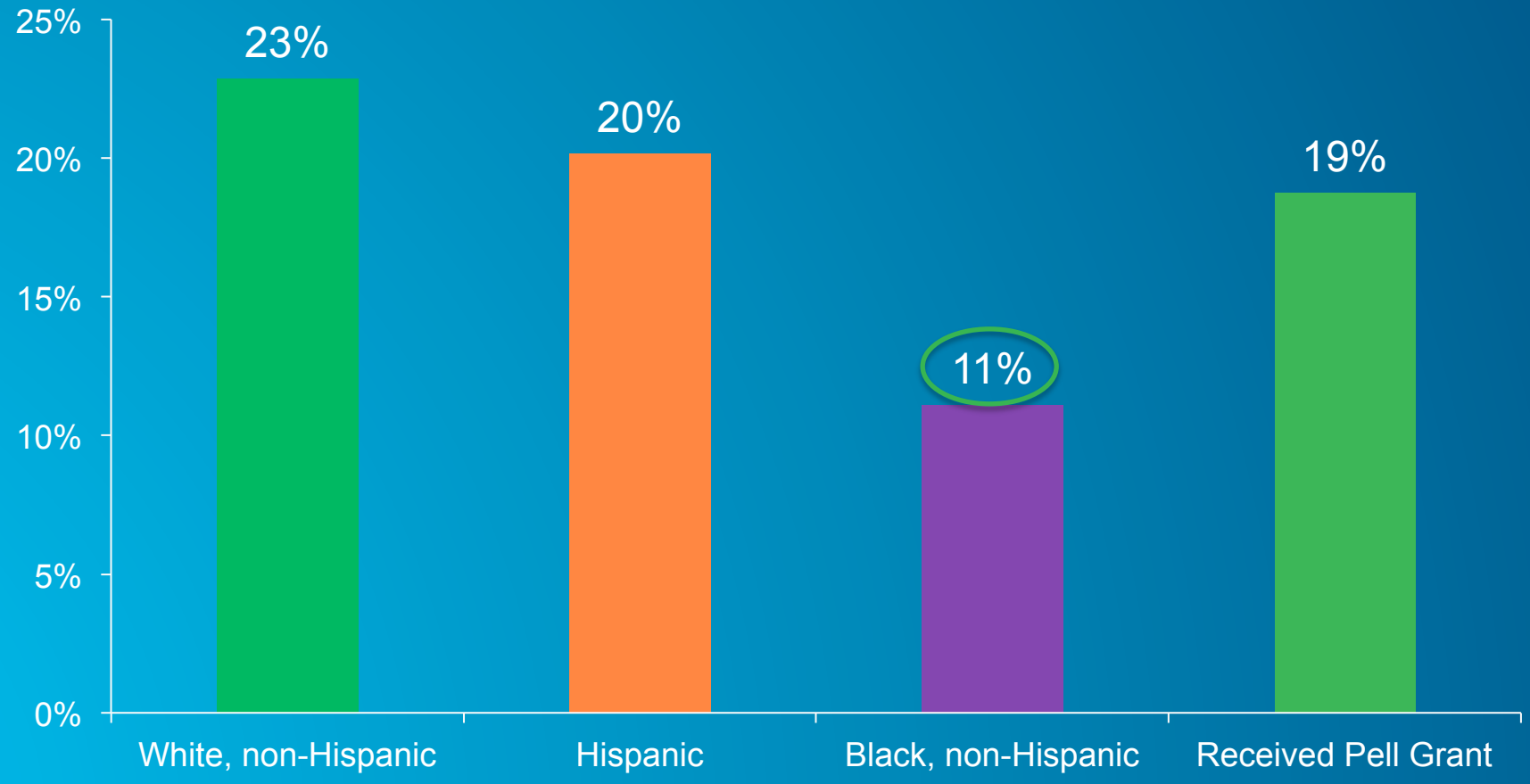
African Americans, Hispanics and Pell Students are Over Represented





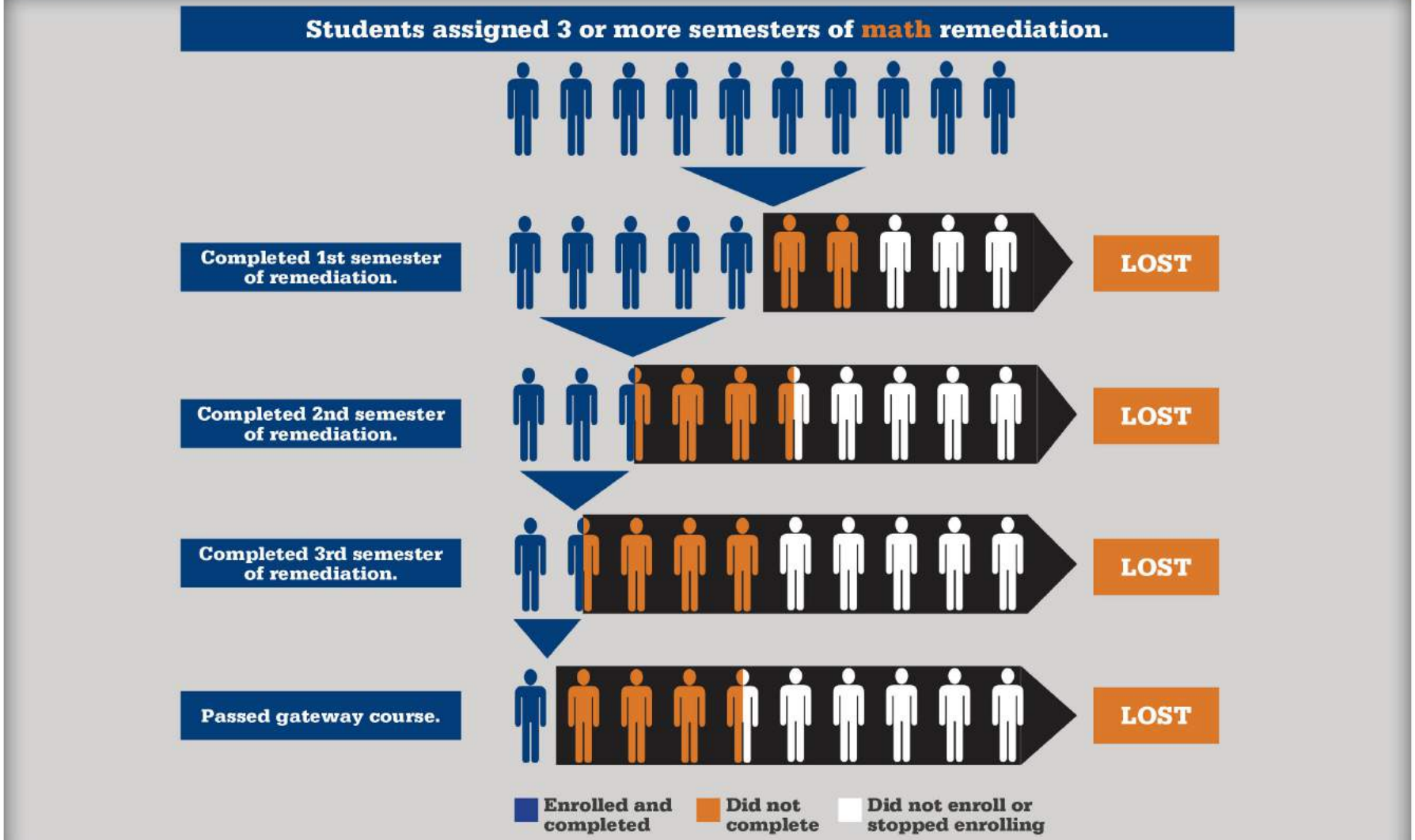
The System Does Not Work, Particularly for African Americans

Gateway Course Completion in 2 years
2-year college remedial students



Student attrition is at the heart of the matter

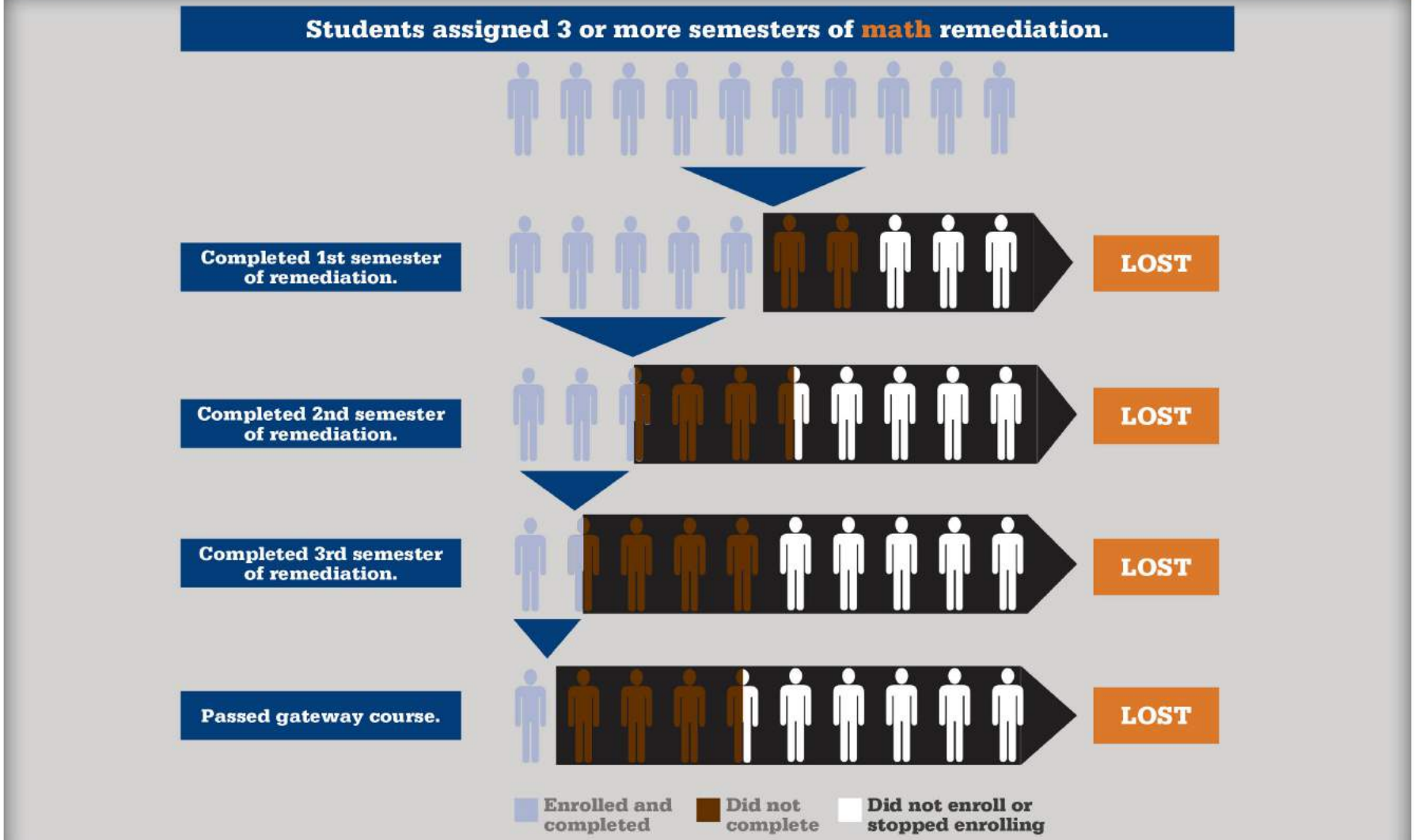
Remediation: The effect of attrition.



KNOW THIS The remediation system is broken. More students quit than fail.

Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center, [illegible] presented at the League for Innovation in the Community College Annual Conference.

Remediation: The effect of attrition.



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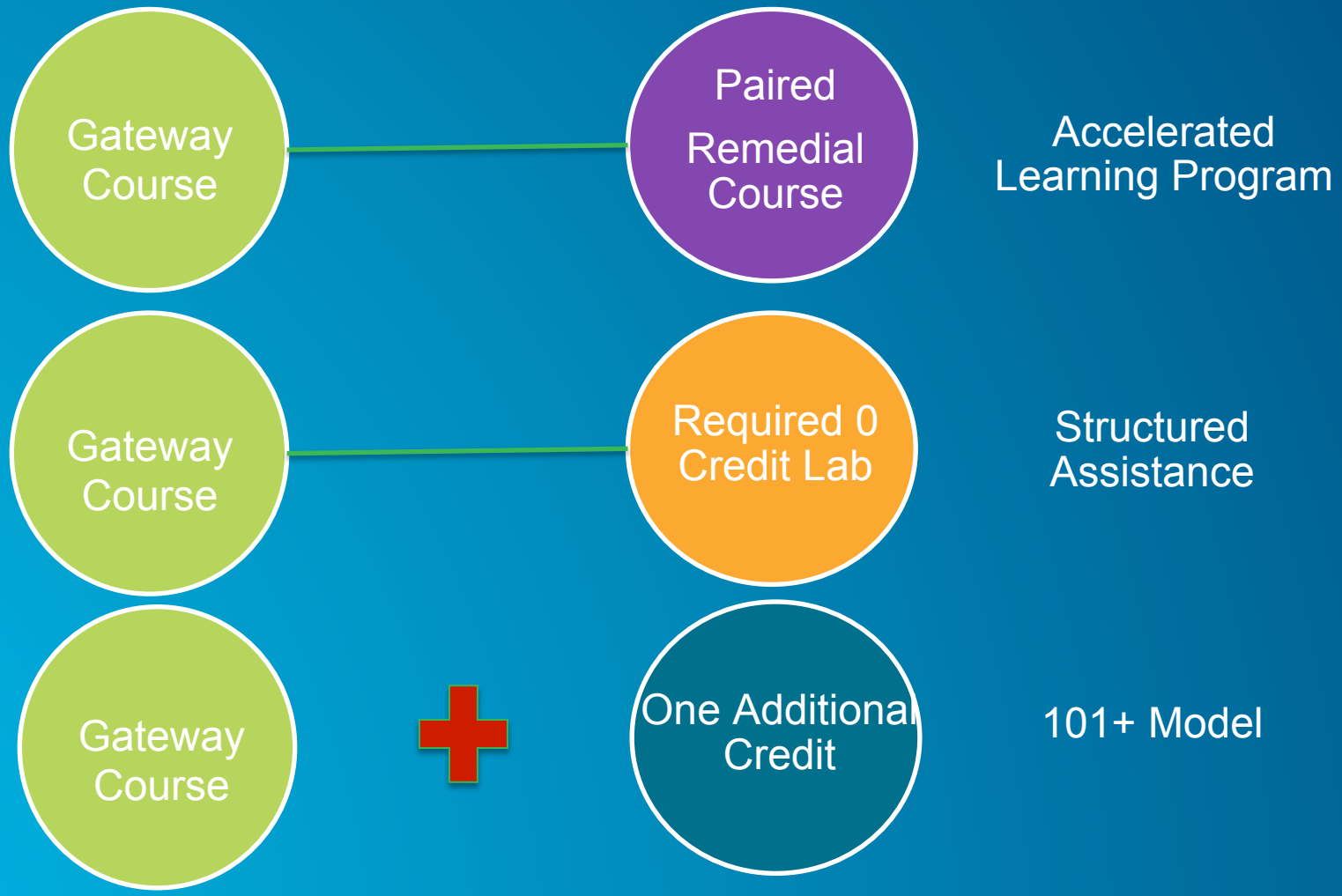
Corequisite Remediation

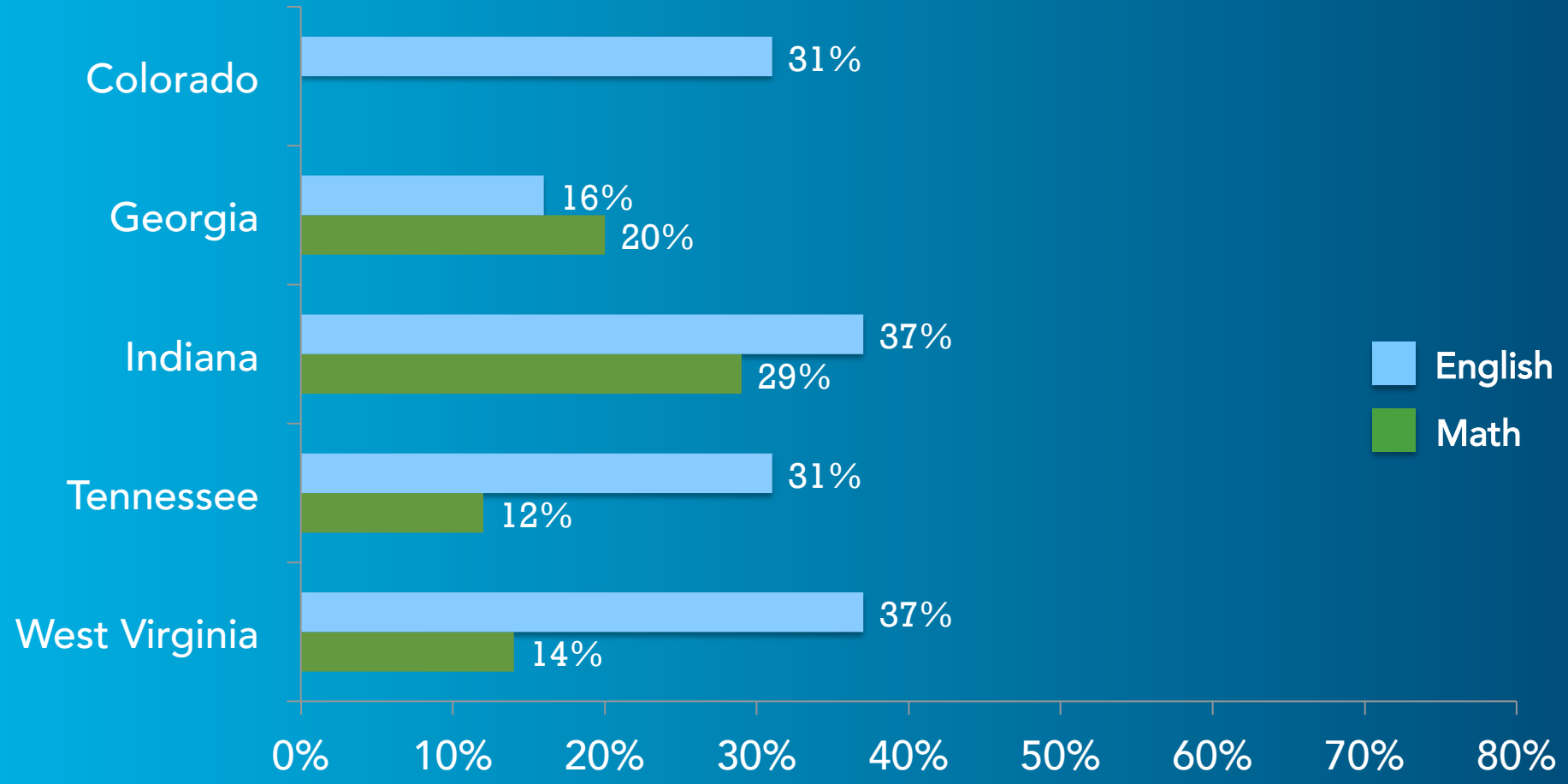
Provide academic support as a **Corequisite** rather than a separate prerequisite that automatically puts the student behind

Multiple Corequisite Models

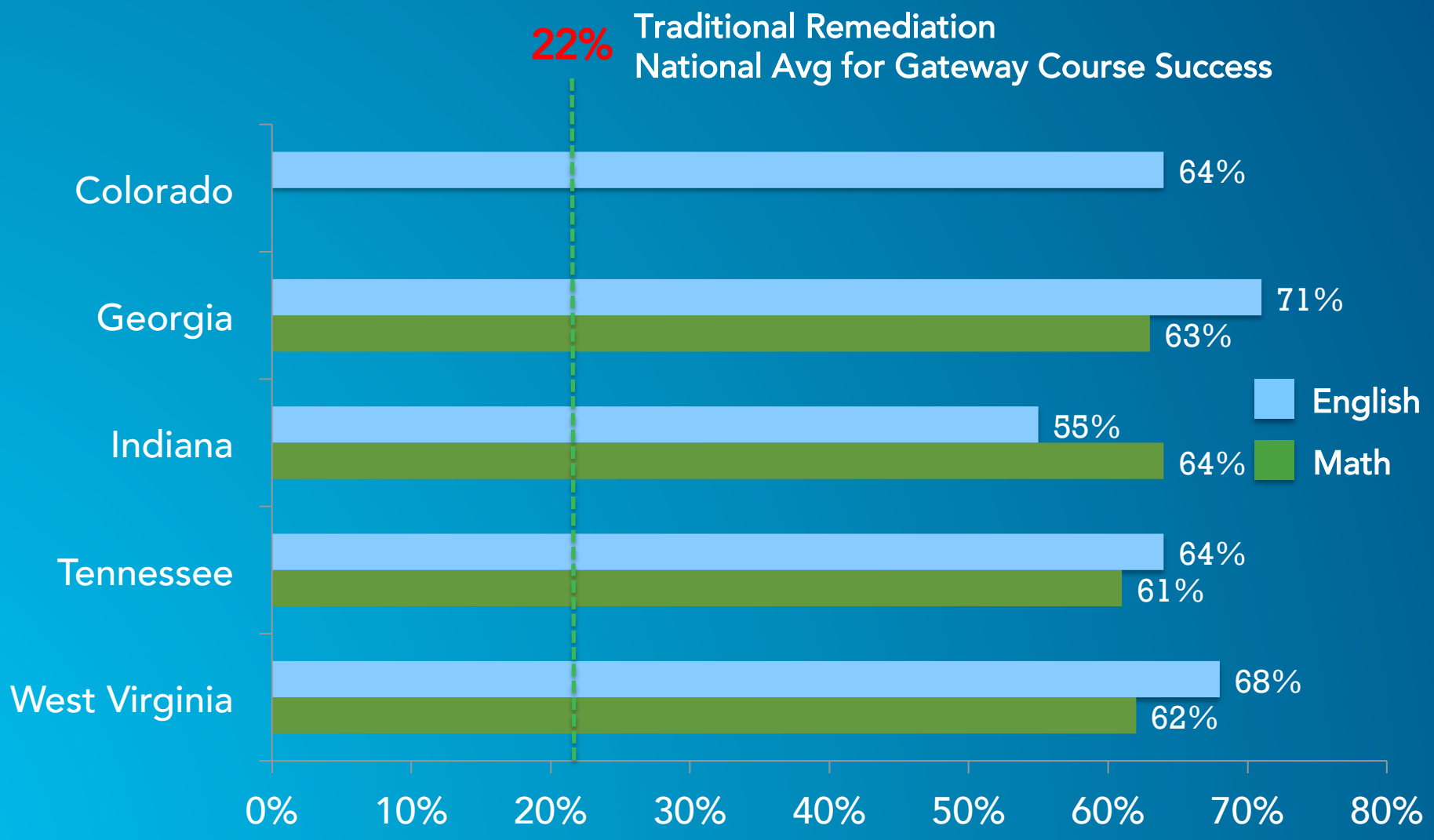


Traditional Remediation Results

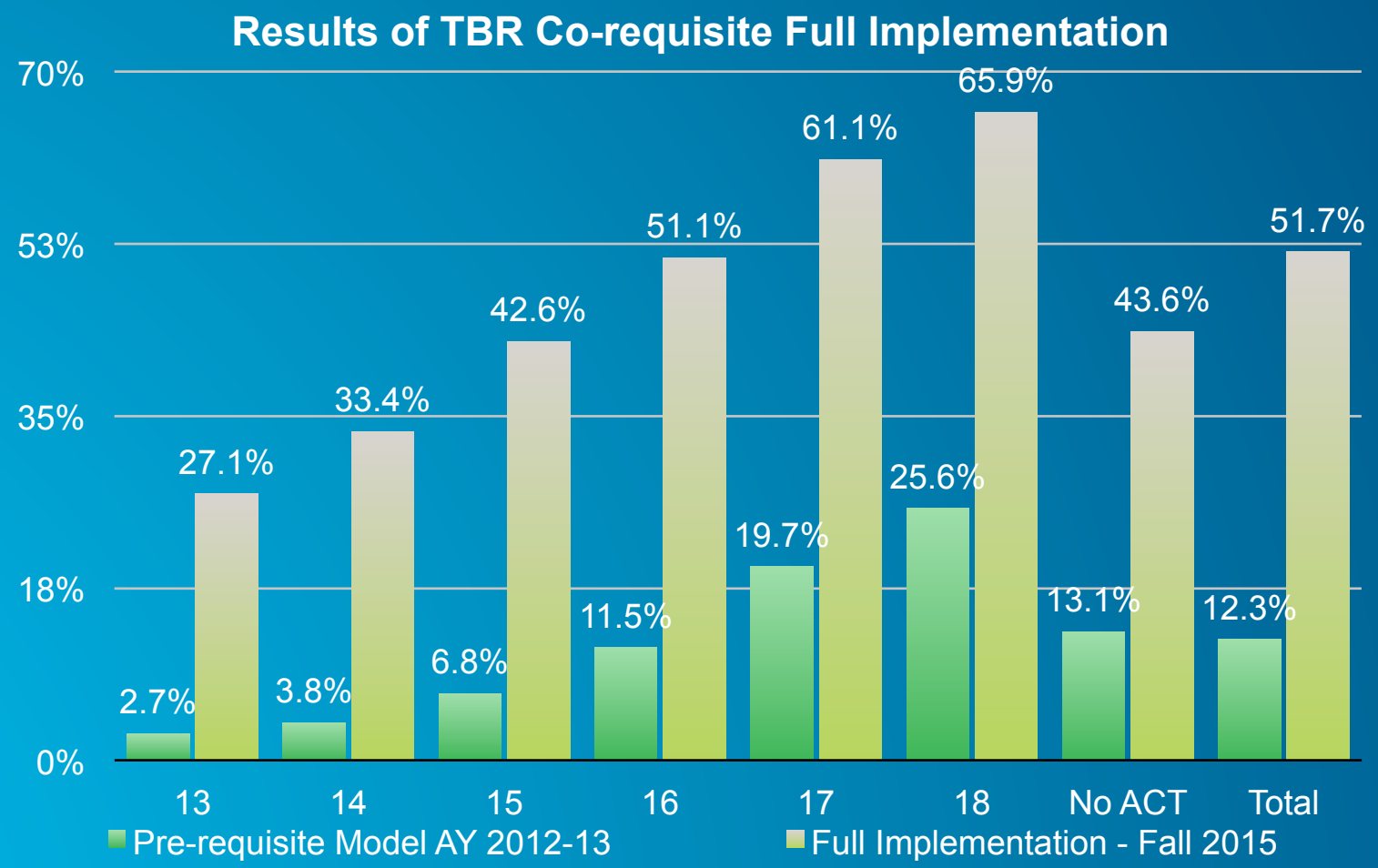
Completion of Gateway Courses Within Two Years



One Semester Corequisite Results



Completion of Gateway Math by ACT Sub-score

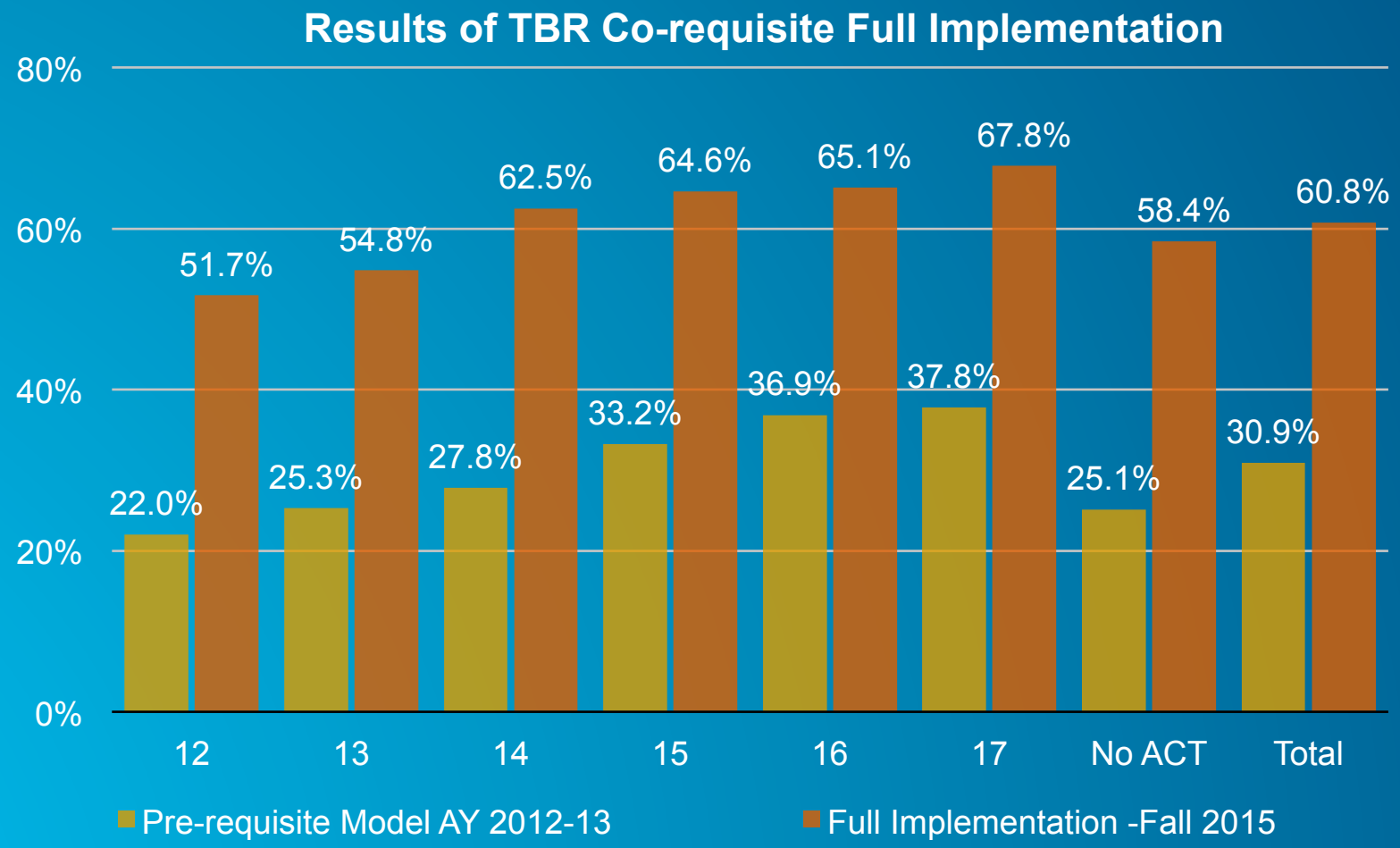


Tennessee Board of Regents

College Promise - Gov Geringer

Completion of Gateway English by ACT Sub-score

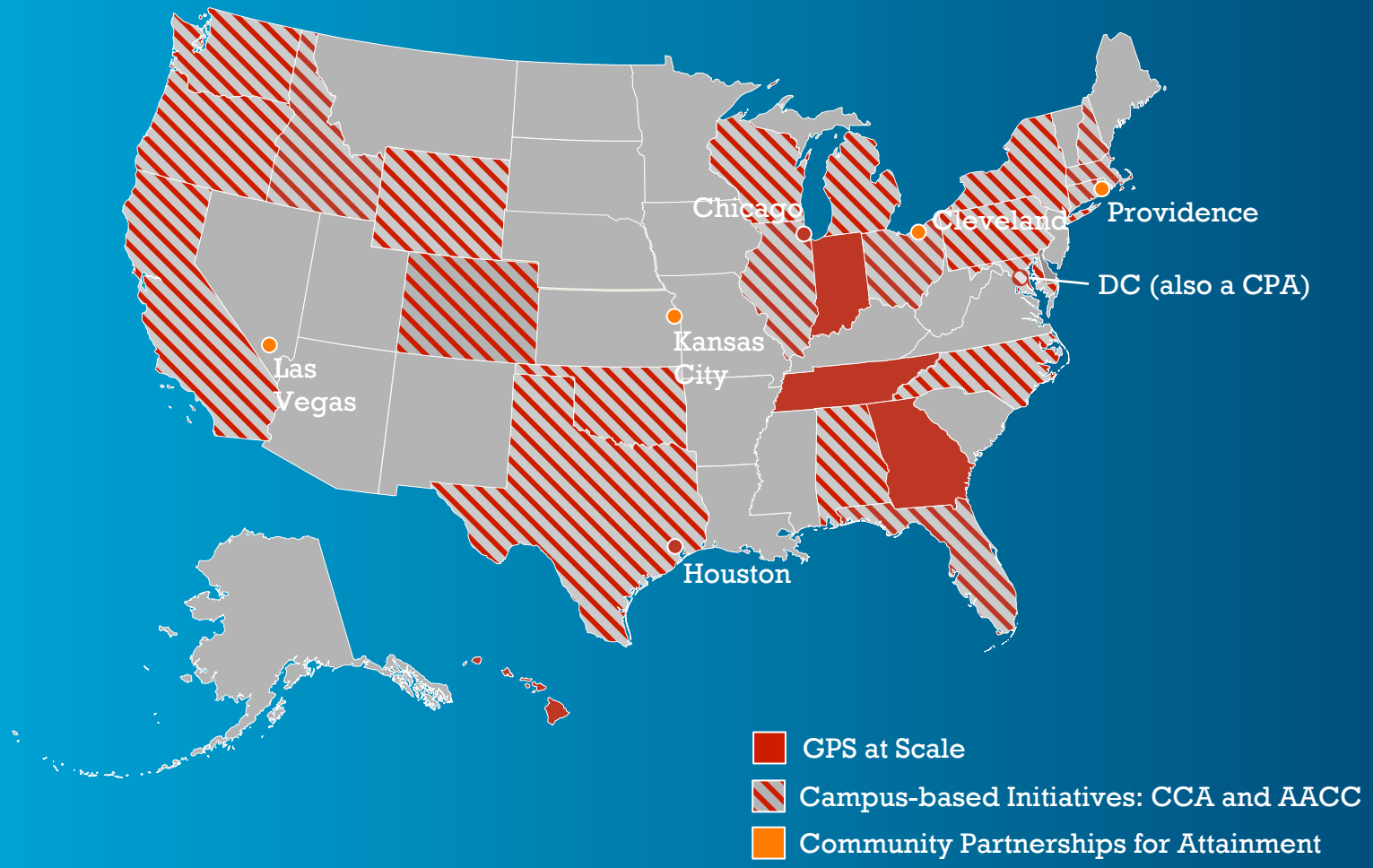
Community College Pre-requisite Model vs. Co-requisite Model



Tennessee Board of Regents

College Promise - Gov Geringer

Guided Pathways to Success



DO THIS

Guided Pathways to Success

GPS: Essential Components

- Purpose First: Informed Choice & Meta-Majors
- Academic Maps w/ Critical Path Courses & Aligned Math
- Default "One-Click" Registration
- Proactive Advising

GPS SUCCESS

Georgia State University

- Degree maps and intrusive advising
- Graduation rates up 20 percentage points in past 10 years
- Graduation rates higher for:
  - Pell students, at 52.5%
  - African American students, at 57.4%
  - Hispanic students students, at 66.4%
- More bachelor's degrees to African-Americans than any other U.S. university

GPS SUCCESS

Florida State University

- Since starting degree maps, FSU has cut the number of students graduating with excess credits in half
- Graduation rate increased to 74%
  - African Americans to 77%
  - First-generation Pell students to 72%
  - Hispanic students to more than 70%

What Next?

- How should post-secondary education be delivered, to whom, at what cost (expenses) and at what price? Is higher education on track for a financially sustainable future?
- Open learning, distance education, flexible learning, online learning, MOOCS, blended learning, flipped classrooms,
- Free Tuition – several models. Wyoming, Tennessee, Rhode Island, New York, College Promise….but DESIGN FOR COMPLETION!
- Private participation can show states the way

Western Governors University

On-Line

Competency-Based

Accredited

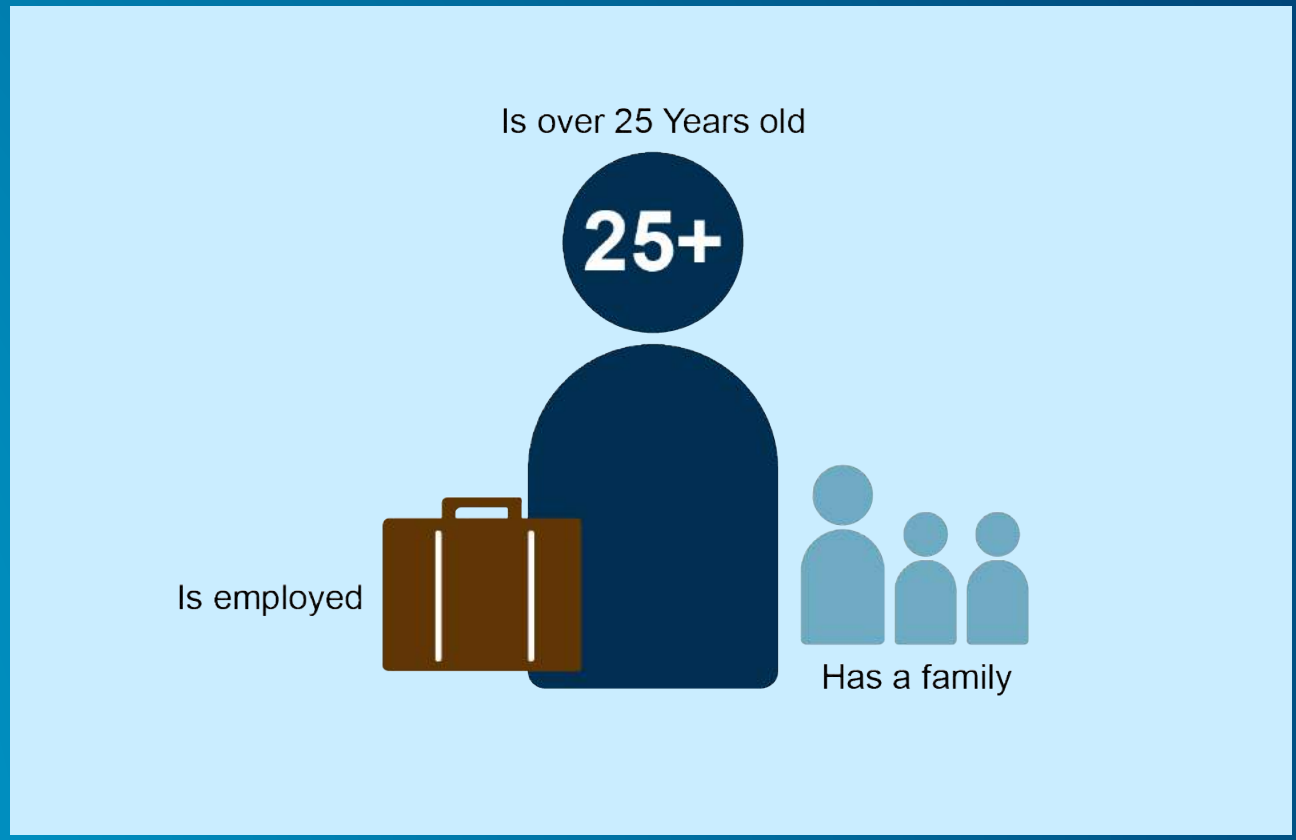
Student Centered

Data Driven

Non-traditional Student Is Now in the Majority

…with different needs

- Flexibility
- Access
- Affordability
- Recognition of knowledge and skills already acquired



Western Governors Univ – Alternative Opportunity

Our Focus

- Teaching
- High-volume, high-demand degree programs
- All-you-can-learn pricing

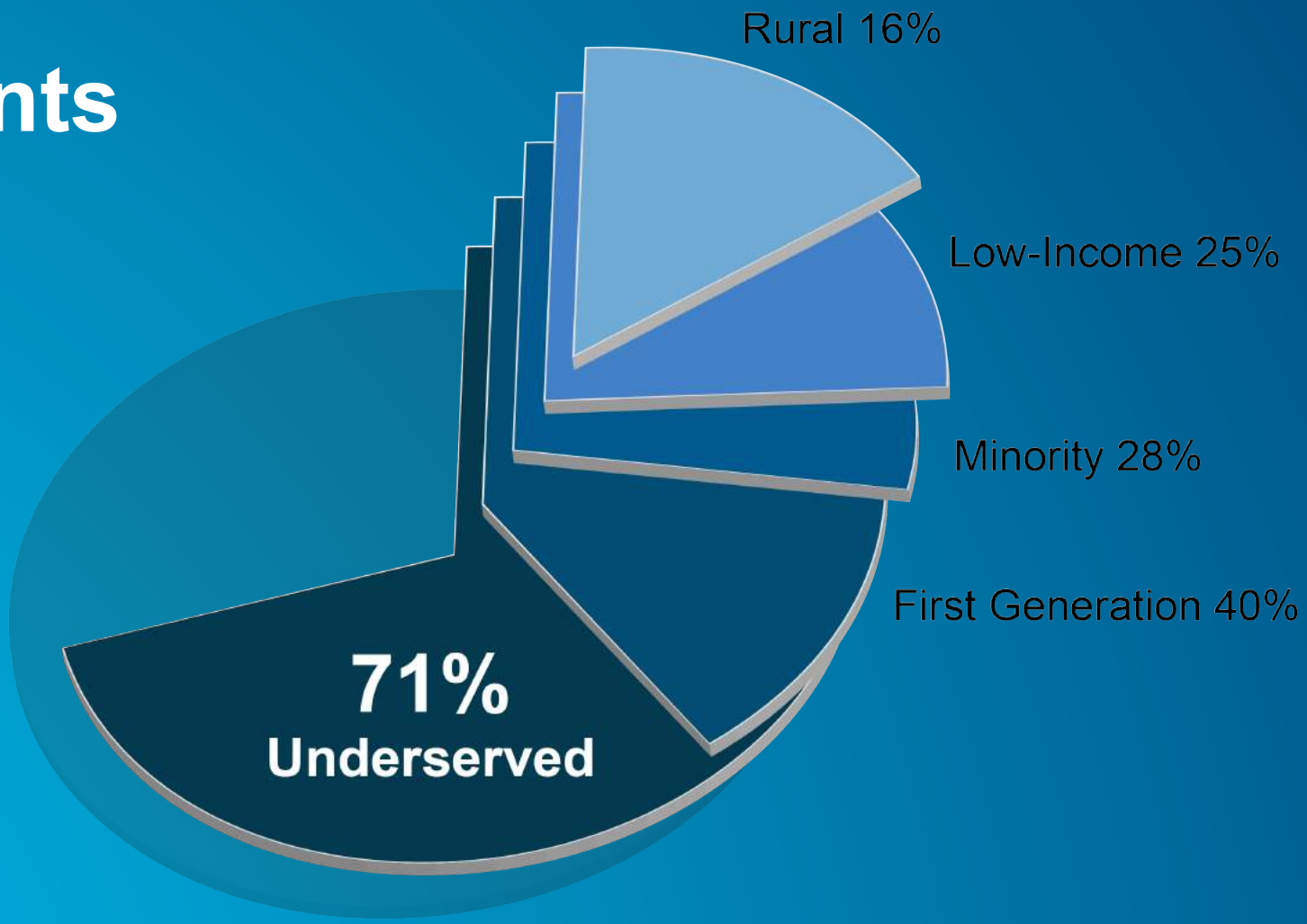
Low Cost

- $6,000 / year
- No increase in 8 years
- E-books and learning resources included
- Well-Connect included

Less Debt

- 30 months to graduation
- Responsible borrowing
- Lower debt
- Fewer defaults

WGU Students



12% of WGU students are active military, veterans, or military families.

Why It Works

Lower Cost to Students

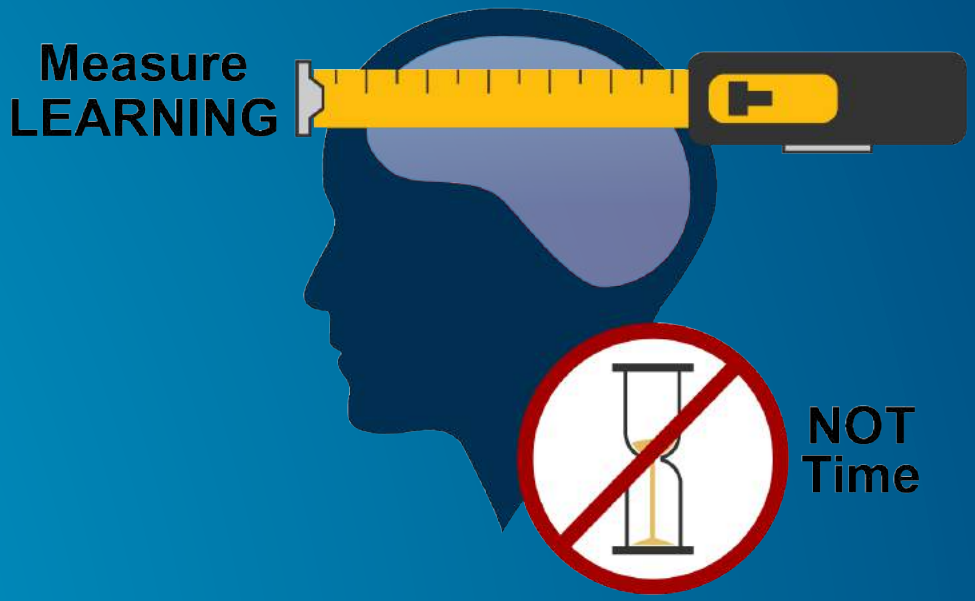
Learn as Fast as You Want

More Student Support

Competency-based Education (CBE)

Recognizes adults have different levels of knowledge and learn at different rates.

- **Market (employer) alignment**
- **Measure learning, not time**
- **No waiting to learn**
- **Individualized support**
- **Regular, substantive progress**



ONLINE ≠ CBE

Technology isn't the only game-changer

- Focus on student learning assessment and demand for ROI by students, parents, and policy makers
- "Free-range students" who attend more than one institution at a time and sequentially.
- Increasing age of college-going students
  - students who work, who have families, who care for their parents.
- Protests against student debt.

Thanks!

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About WGU

- Nonprofit, founded in 1997 by 19 governors
- 74,000 students today, so far 70,000 graduates in each of the 50 states
- 50+ degrees in 4 Colleges for high-demand fields:
  - Business
  - K-12 teacher education
  - IT
  - Health professions
- Competency-based, all online

Created to expand and enhance higher education opportunities for busy and/or underserved adults.

How CBE Works

Quality

- College & Program councils
- Academic & industry advisors
- Assessments designed into curriculum
- Data-driven

+

Relevancy

- Aligned with demand
- Regular review by employers
- Grad surveys

+

Assessment

- Objective & Performance
- Designed by experts
- Expert evaluators
- Secure, online proctoring
- Integrated field / clinical experiences

+

Faculty

- Specialized roles
- One-to-one, personalized support
- Guided by real-time data
- 100% student focused

WGU Approach: Student-Centric

Fundamentally, a teaching institution:

- Competency-based
- Technology-enabled
- Low cost, high value