



Western Interstate Commission
For Higher Education

The Advent of a New Millennium in Idaho Higher Education.

Presentation to:

Senate Education Committee

Idaho Legislature

David A Longanecker, President WICHE

January 26, 2016 – Boise, Idaho

Measuring Up 2000: Where Idaho Stood

- Preparation: D+
- Participation: D
- Affordability: B-
- Completion: C
- Benefits: C
- Learning: Incomplete

Living In These Interesting Times -- Quite A Ride

- The times they are a changing*
 - The way we provide education is changing*
 - Who we educate is changing*
 - The way we assess the quality of our enterprise is changing*
 - The way we finance the enterprise is changing*

The Way We Provide Education Is Changing

Enrollment	2000	2014	Delta
U.S. Undergrad	13,142,996	17,278,939	31%
Public	80%	77%	19%
Private	17%	16%	25%
For Profit	3%	7%	217%
WICHE	3,585,697	4,690,587	31%
Public	88%	80%	19%
Private	8%	9%	44%
For Profit	4%	11%	256%

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For Profit	4%	11%	256%
Idaho	57,968	110,962	91%
Public	81%	63%	48%
Private	18%	36%	264%
For Profit	1%	1%	117%

The Way We Provide Education Is Changing: On-line learning

How Were We Providing Higher Education in 2000

Share of students participating in On-line Education (2002)

- *At least one online course: 10%*
- *Full time in Online Courses: 2%*

How Are We Providing Higher Education Today

Share of students participating in On-line Education (2013)

- *At least one online course: 27%*
- *Full time in Online Courses: 13%*

The Way We Provide Education Is Changing: Competency Based Learning

How Were We Providing Higher Education in 2000

The Novelty of Competency Based Institutions

- Two “Known” Entities:
 - WGU (1,200 students)
 - Alverno College (2,500 students)

How Are We Providing Higher Education Today

The Competency Wave

- WGU having grown to 48,000 students
- 23 members of the Competency-Based Education Network
- The Biggies: **Alverno**, Brandman, Capella, College for America (Southern New Hampshire), Community Colleges of Spokane, Northern Arizona University, University of Wisconsin, **Western Governors University**
- Combined enrollments: more than 100,000 in whole; millions in part
- Prior Learning Assessment (PLA): Becoming Ubiquitous (except where it is not)

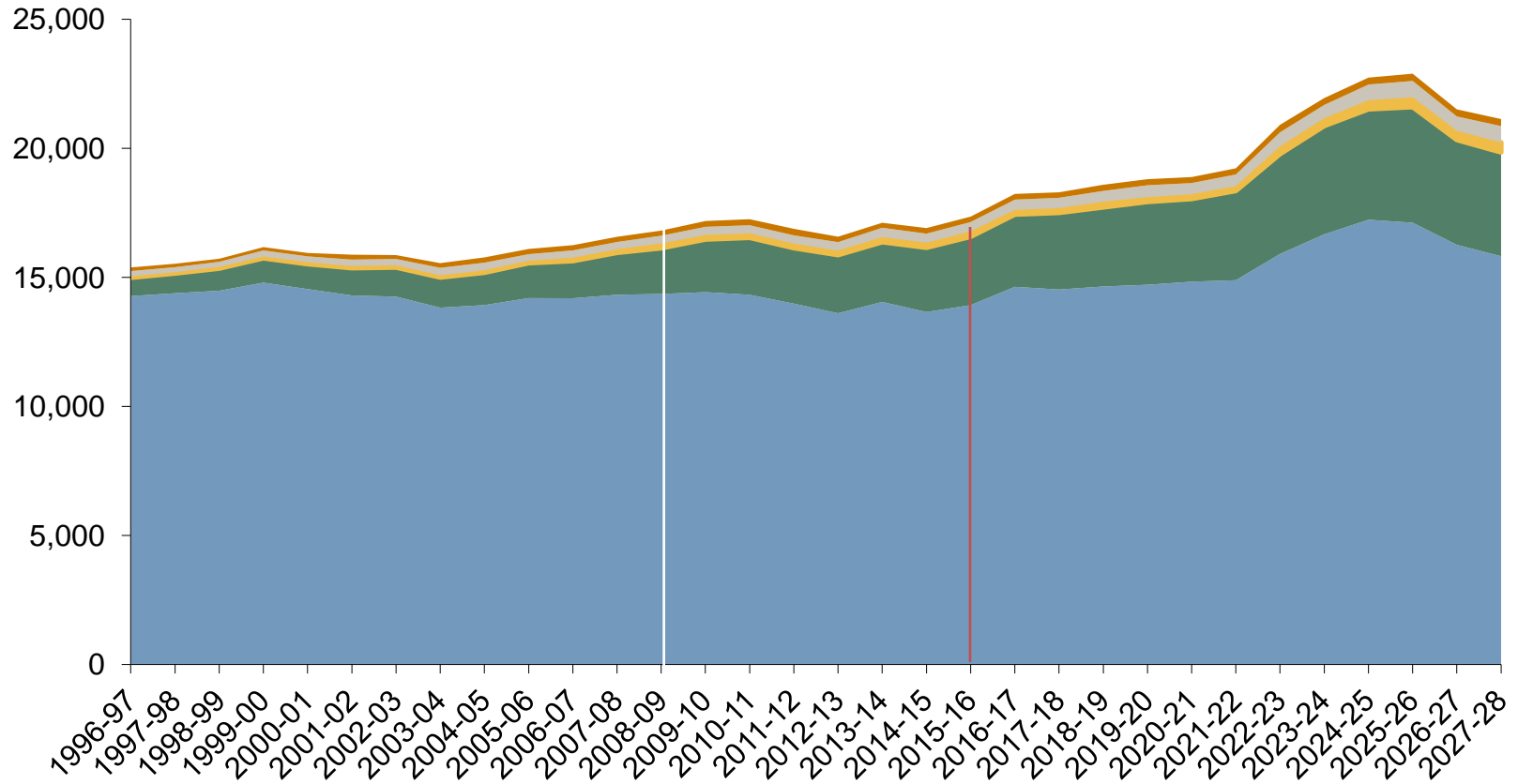
The Way We Provide Education Is Changing

The innovation wave

- ❖ *New providers of degrees*
 - ❖ *The expansion of the for-profit sector*
 - ❖ *The expansion of most institutions on-line*
- ❖ *New providers of courses & services*
 - ❖ *Courses only – MOOCS, Straighter Line, DreamDegree, Pearsons, Hobsons, etc.*
 - ❖ *Support services only – Insidetrack, Kahn Academy, Smarthinking, etc.*
- ❖ *Tweener providers -- Boot Camps, App Academy*
- ❖ *An Abundance of credentials – degrees, certificates, badges, etc.*
- ❖ *The Question -- Chaos or Creative Engagement and Progress*

Who We Educate Is Changing

Idaho



American Indian/Alaska Native Asian/Pacific Islander Black, non-Hispanic Hispanic White, non-Hispanic

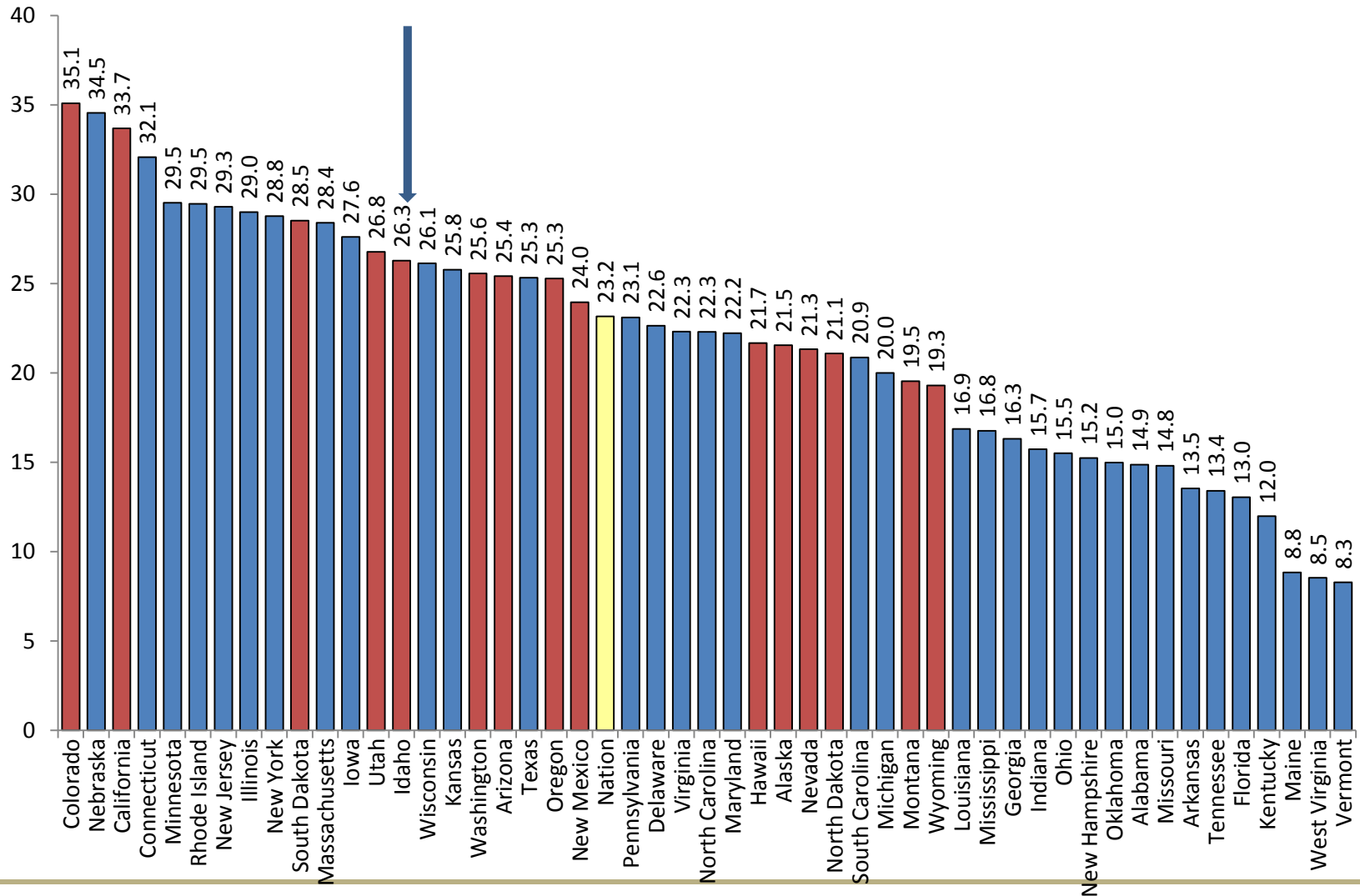
Who we educate is changing

- Changes in the non-traditional aged population are significant

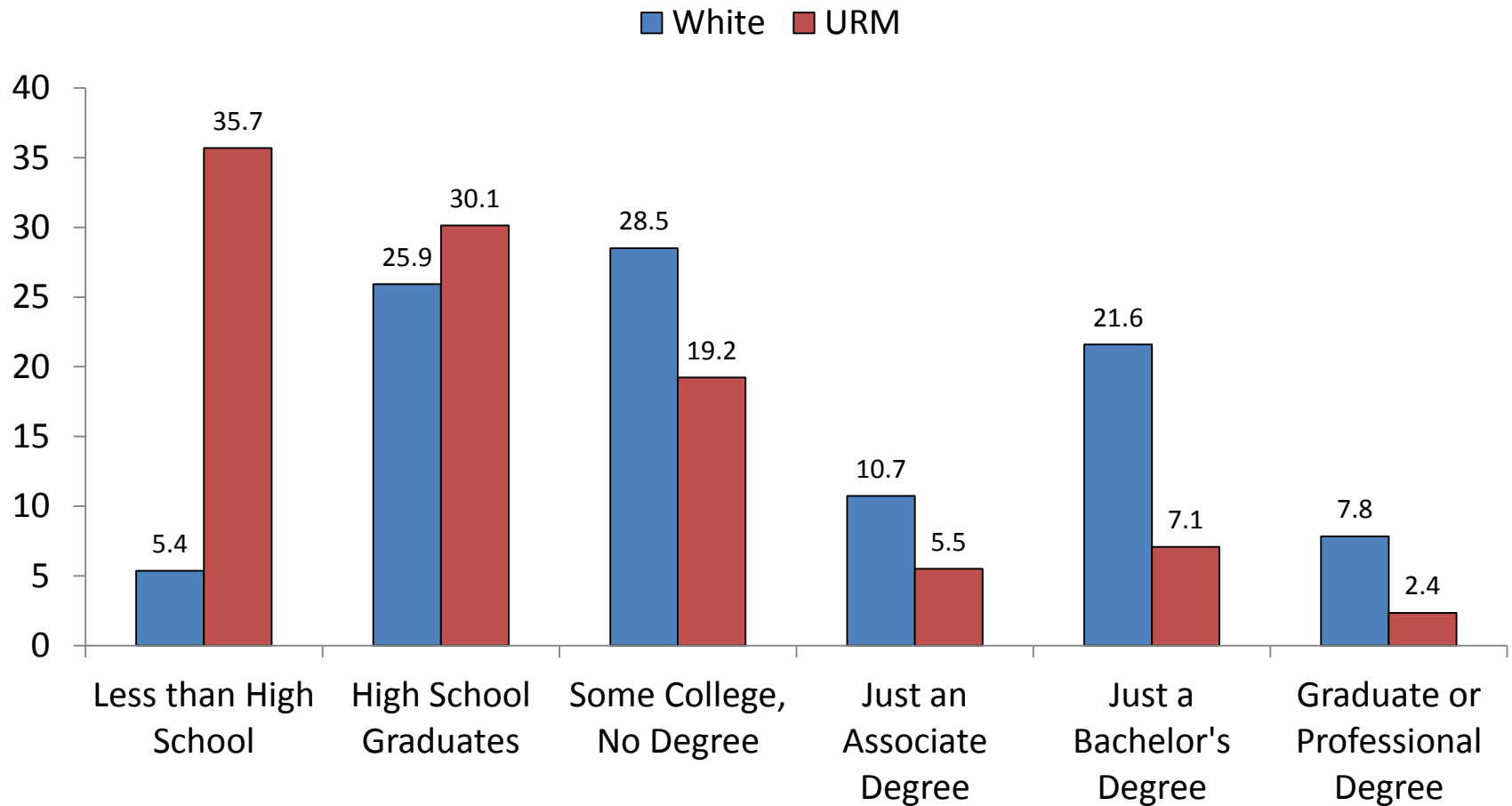
Who we educate is changing – Adult Students

	25-44 Year Old 2001			25-44 Year Old 2013		
	<i>Idaho</i>	<i>WICHE</i>	<i>US</i>	<i>Idaho</i>	<i>WICHE</i>	<i>US</i>
25-34 Year Old Undergraduate Participation Rate	3.5%	4.7%	3.7%	6.0%	5.0%	3.8%

Difference in College Attainment Between Whites and Minorities (Blacks, Hispanics, Native Americans) (2008-10)



Average Annual Education Attainment of Idaho Residents Aged 25-44, White and Underrepresented Minorities, 2011-13

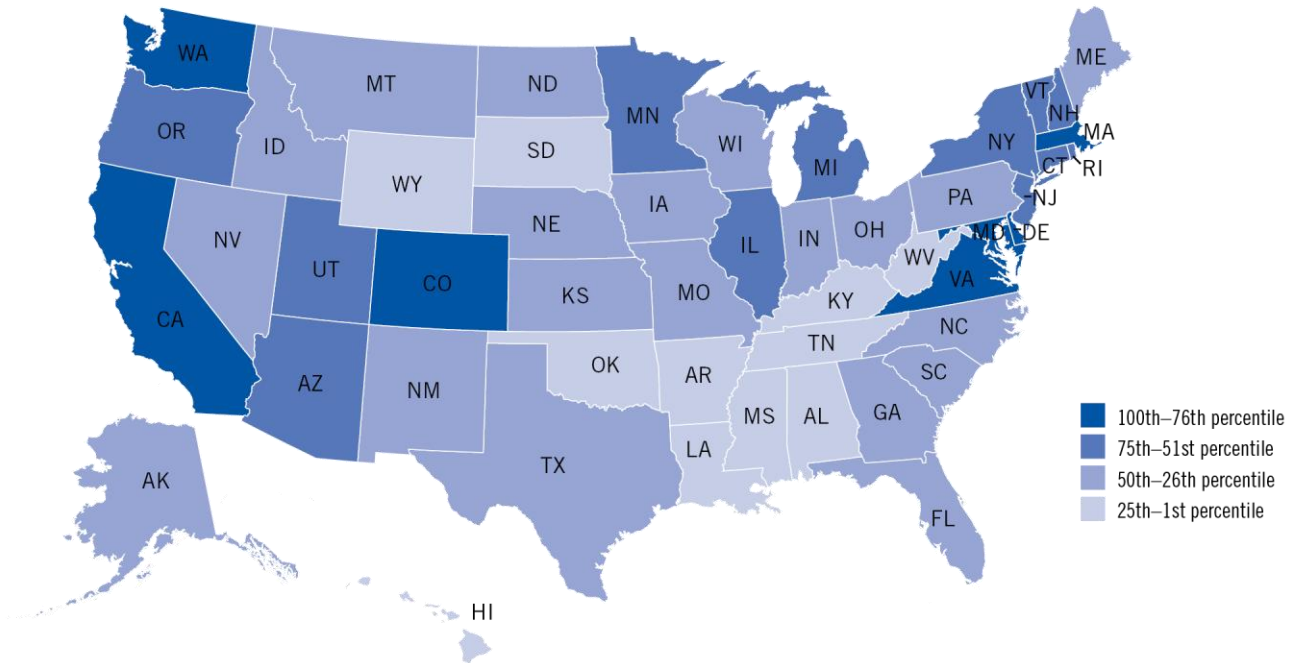


Who we educate is changing

- Why this is a huge issue.
 - An issue of equity and social justice
 - An economic imperative -- the big change since 2000

New Economy 2015 Index

(Source: Kauffman Foundation, 2015)



Who we educate is changing

- ❑ *Looking down*
 - ❑ *College/Postsecondary in high schools (AP, dual & concurrent enrolment, IB, CTE, early college schools)*
 - ❑ *Improving Preparation*
 - ❑ *Common Core/Higher Ed for Higher Standards*
 - ❑ *Reinventing Remedial – The High School as partner*
- ❑ *Looking up*
 - ❑ *Adult College Completion*

Who we educate is changing

- Changes in the traditional aged population are significant – Enrollment in Idaho

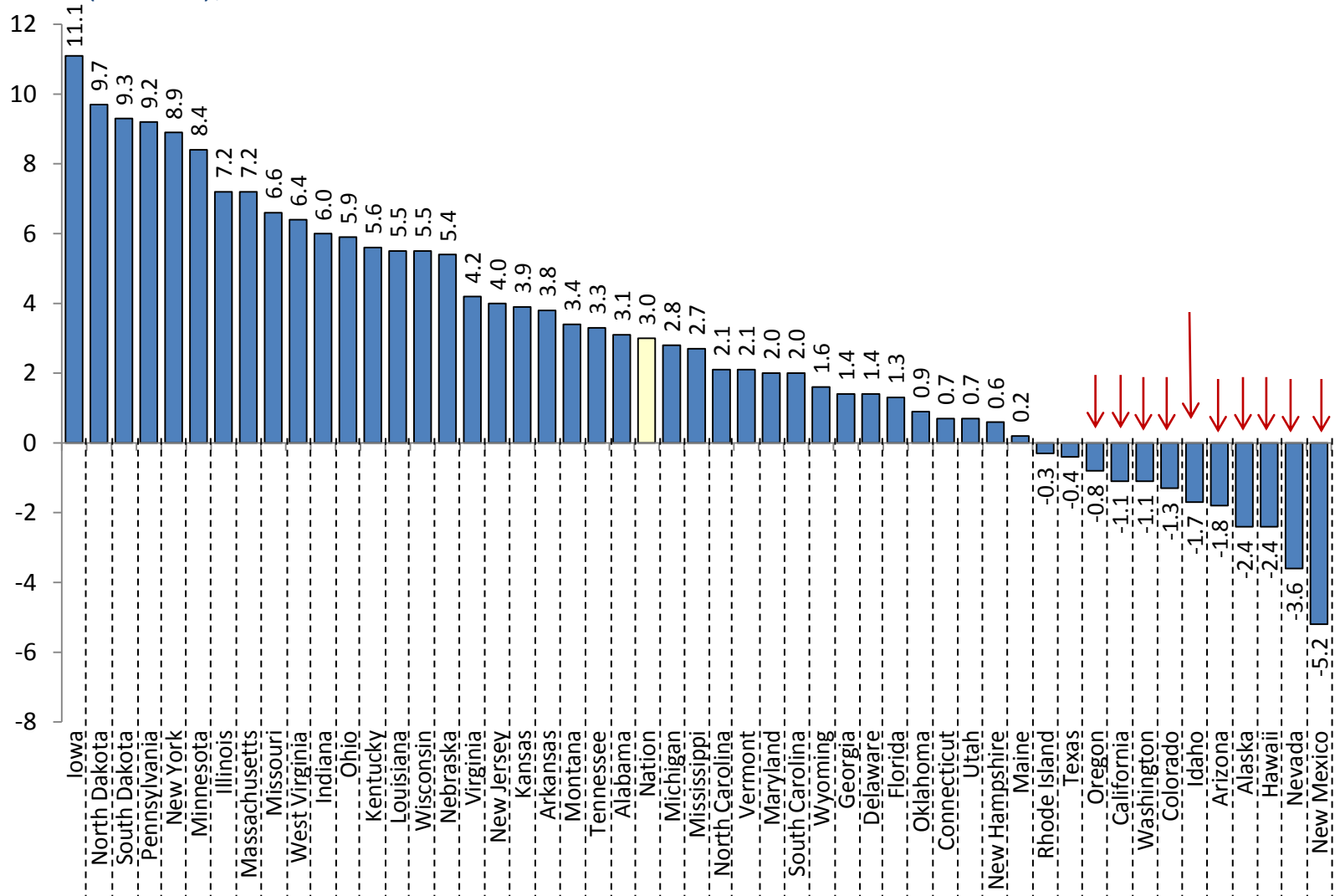
Racial Identity	2003	2013
African American	1%	1%
American Indian/Alaska Native	1%	1%
Asian/Native Hawaiian/Pacific Islander	2%	2%
Hispanic	3%	8%
White (Non-Hispanic)	89%	73%
Two or More Races	--	3%
Unidentified/Foreign	4%	12%

The way we assess the quality of our enterprise is changing

- *Completion is the name of the game*
- *So, How are we doing?*
 - *On attainment*

U.S. States	%	OECD Country
		Korea (65.7)
	60	Japan
	58	Canada
	56	
Massachusetts	54	
North Dakota	52	
Minnesota	50	Luxembourg
New York	48	Ireland
New Jersey	48	United Kingdom
Connecticut	46	New Zealand, Australia
Nebraska, Illinois, Virginia	46	
Pennsylvania, Colorado, Maryland, Rhode Island, Iowa	44	Norway
Vermont, South Dakota, Wisconsin	44	Israel, UNITED STATES
Kansas, New Hampshire	42	Sweden, Netherlands, Belgium, France
Hawaii, Montana	42	
Washington, Missouri, Utah	40	Poland, Switzerland
Wyoming, Ohio	40	Denmark, Estonia, Finland
Delaware, Michigan, Maine, California, North Carolina, Oregon	38	Spain
Florida	38	Iceland
Tennessee, South Carolina, Georgia, Indiana	36	Slovenia, Greece
Kentucky	36	
Texas, Idaho , Arizona	34	
West Virginia	34	
Alabama, Oklahoma, Alaska, New Mexico	32	
Louisiana	32	
Arkansas, Mississippi	30	Hungary
Nevada	30	Germany
	28	Portugal, Czech Republic
	28	Slovakia
	26	
	24	Mexico
	24	Austria
	22	Chile, Italy
	22	Turkey
	20	

Difference in College Attainment between Young Adults (25-34) and Older Adults (45-64), 2011



The way we assess the quality of our enterprise is changing

- *Completion is the name of the game*
- *So, How are you doing?*
 - *On Completions*

The Way We Assess the Quality of Our Enterprise Is Changing

Completions	2001	2014	Delta
US Assoc & Bach Degrees	1,799,855	2,869,639	59%
Public	70%	69%	57%
Private	25%	21%	32%
For Profit	5%	10%	228%
WICHE	410,737	715,638	74%
Public	77%	70%	58%
Private	16%	12%	30%
For Profit	7%	18%	346%
Idaho	9,751	16,118	65%
Public	59%	61%	69%
Private	38%	36%	56%
For Profit	3%	3%	105%

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The way we assess the quality of our enterprise is changing

- *Completion is the name of the game*
- *Competency is the new coin of the realm.*

Competency Assessment: for the Student

- Transfer and Articulation - Trusting the community (Passport)*
- Demonstrated college level learning outside the Academy*
 - Prior Learning Assessment – PLA*
 - CLEP, testing out, etc.*
- Competency Assessment: for the Institution (Educational Improvement & Credibility)*
 - Predictive Analytics/MLDE*
 - Degree Qualifications Profiles*
 - Tuning*
- Competency Based Education As a New Delivery Model*
 - Direct Assessment Institutions*
 - CBE Straight Up*

The way we assess the quality of our enterprise is changing

- *Completion is the name of the game*
- *Competency is the new coin of the realm.*
- *Assessment of student learning finally has legs*

Student Learning – the new name of the game

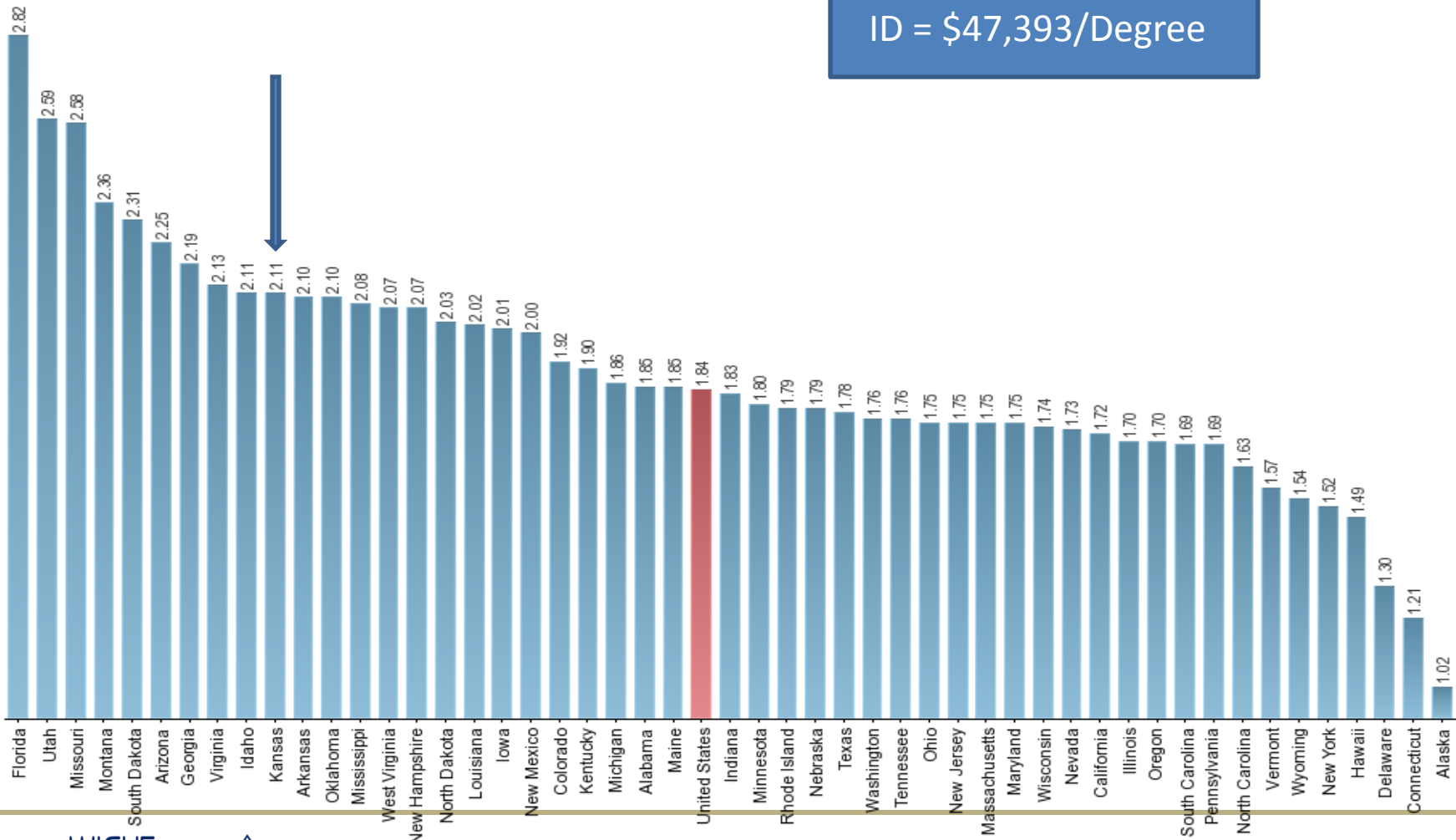
- ❑ *Why now*
 - ❑ *Readiness has “evolved”*
 - ❑ *“Evidence based practice” has caught on in public policy*
 - ❑ *Analytics can support evidence based practice (CLA, CAAP, ETS Proficiency Profile, AHELO, Work-keys, PLA, etc.)*
- ❑ *Angst*
 - ❑ *Whopping big change – moving to external validity*
 - ❑ *Still sorting out*
 - ❑ *Teacher’s role*
 - ❑ *Institution’s role*
 - ❑ *Governing board’s role*
 - ❑ *Government’s role*

Productivity as part of the Quality Dimension

How Does Idaho Higher Education Measure Up

Credential & Degrees Awarded Per \$100,000 of Education & Related Expenditures – Total: Public Colleges & Universities

U.S. = \$54,348/Degree
ID = \$47,393/Degree

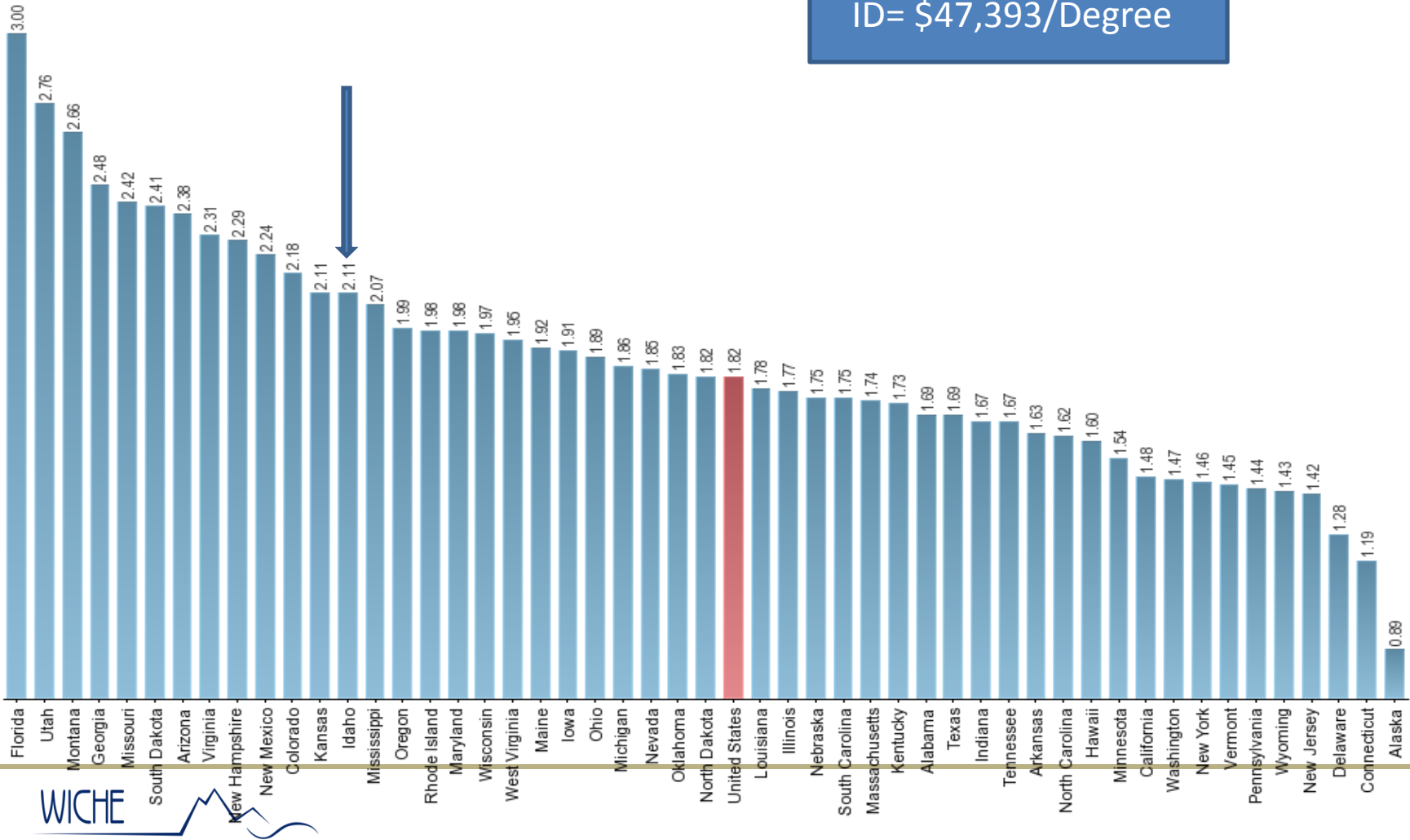


Source: NCES, IPEDS Completions and Finance Surveys; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)



Credential & Degrees Awarded Per \$100,000 of Education & Related Expenditures – Public Research Universities

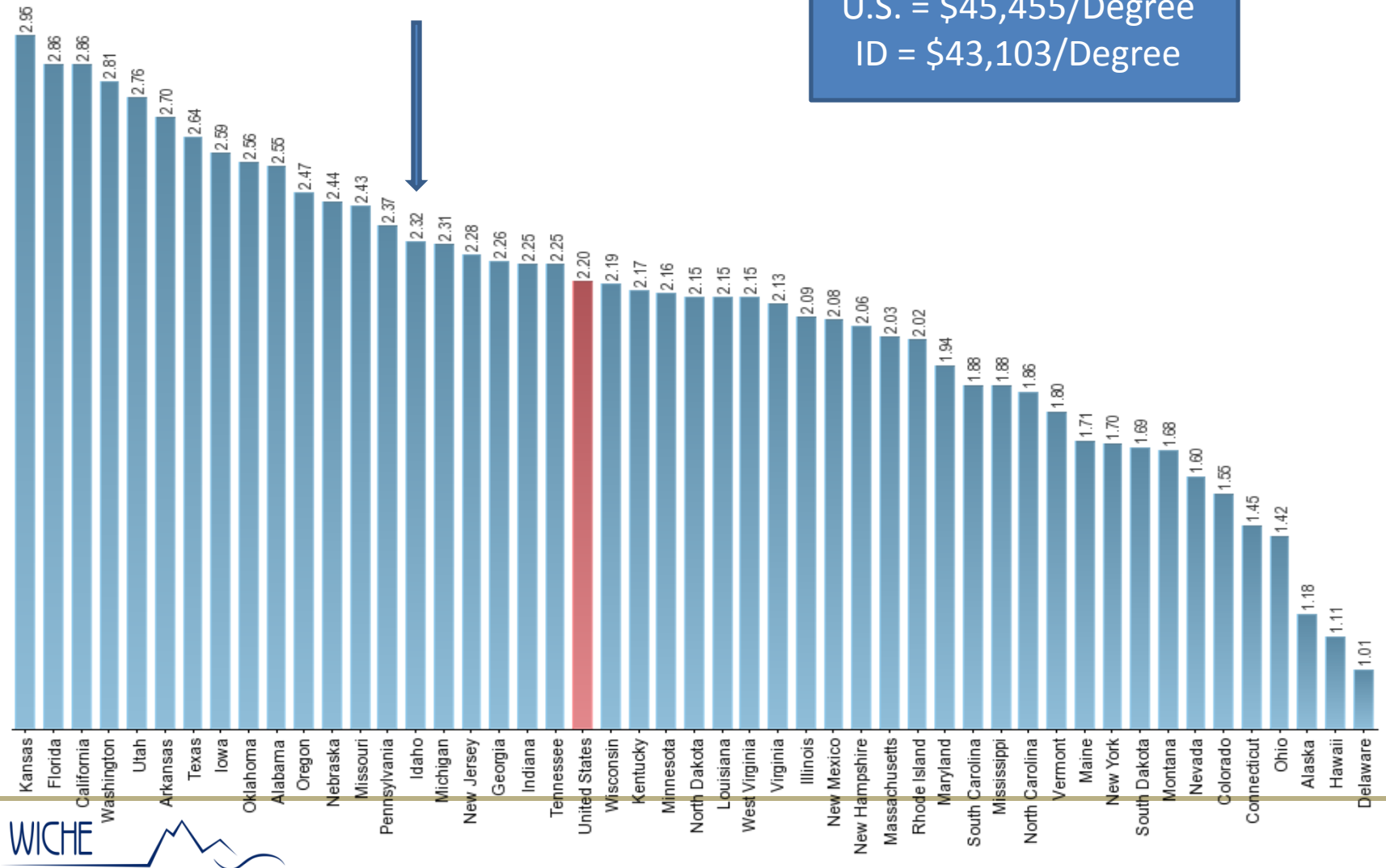
U.S. = \$54,945/Degree
ID= \$47,393/Degree



Source: NCES, IPEDS Completions and Finance Surveys; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

Credential & Degrees Awarded Per \$100,000 of Education & Related Expenditures – Public Bachelor’s & Master’s Colleges & Universities

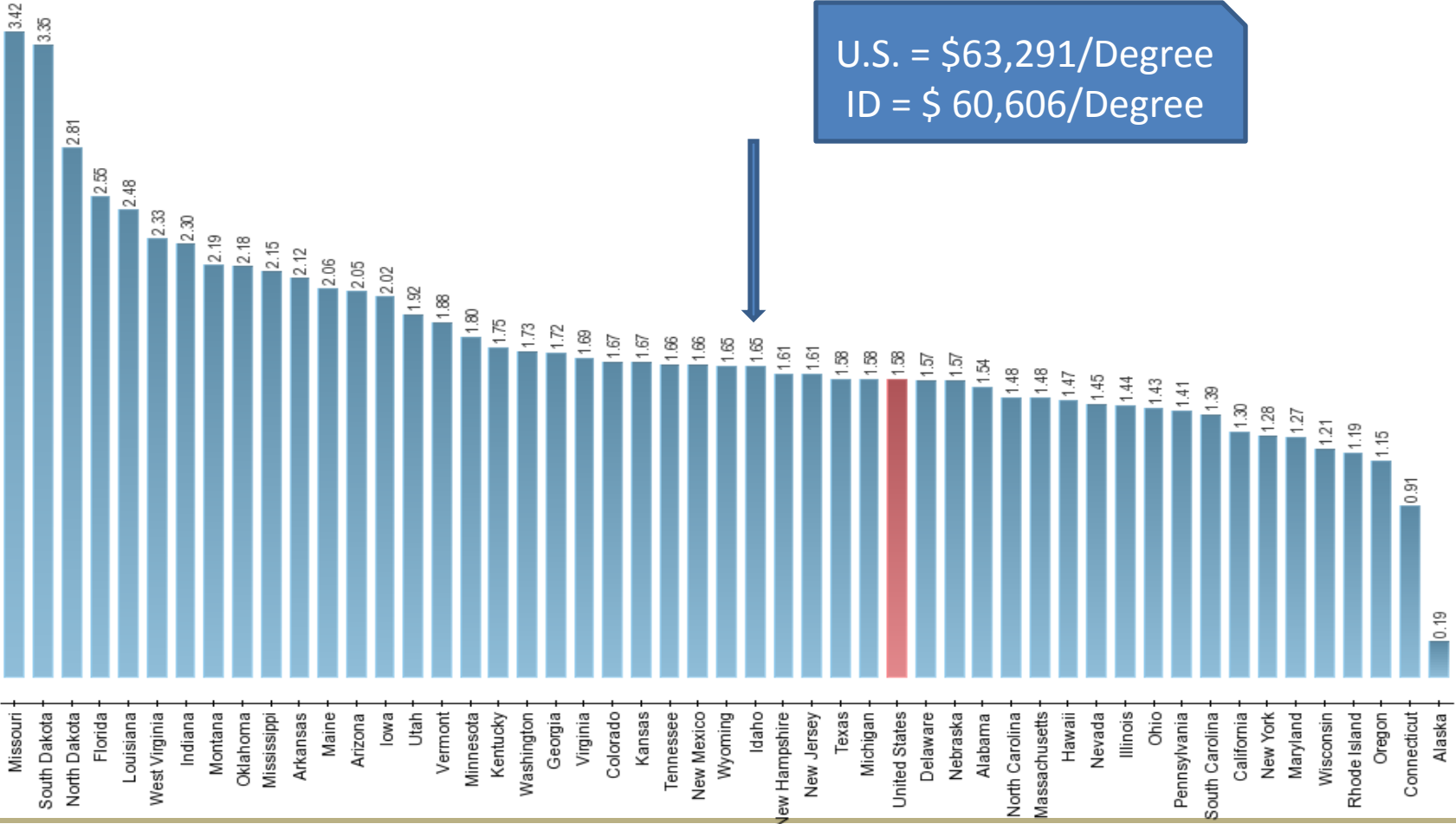
U.S. = \$45,455/Degree
ID = \$43,103/Degree



Source: NCES, IPEDS Completions and Finance Surveys; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

Credential & Degrees Awarded Per \$100,000 of Education & Related Expenditures – Public Two-Year Institutions

U.S. = \$63,291/Degree
ID = \$ 60,606/Degree



Source: NCES, IPEDS Completions and Finance Surveys; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

National Student Clearinghouse Information on Student Completion in Six Years

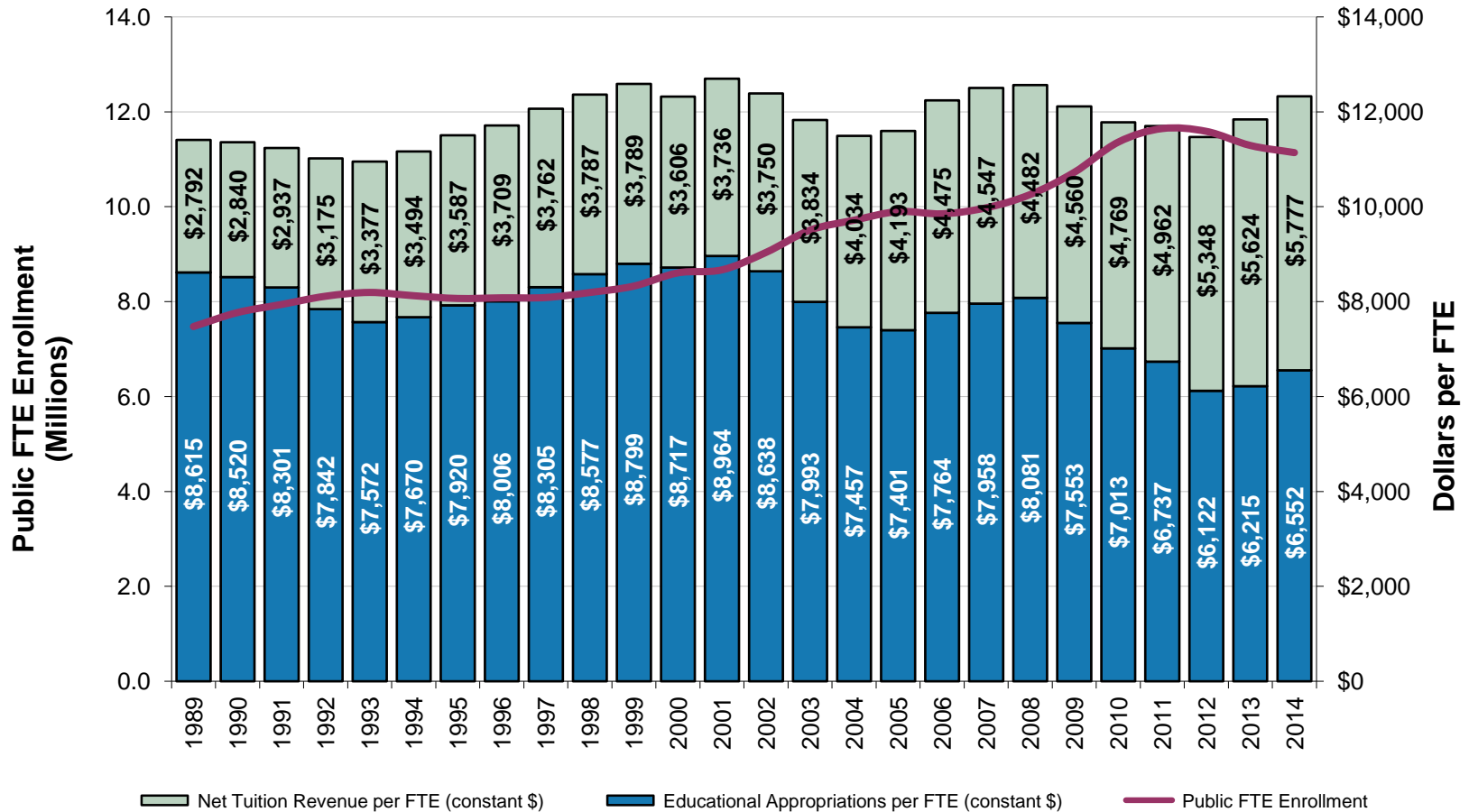
	Completion		Not Enrolled or Completed	
	<i>Idaho</i>	<i>US</i>	<i>Idaho</i>	<i>US</i>
Public Universities	44%	63%	32%	23%
Community/2 yr Colleges	38%	39%	47%	43%

The Way We Finance The Enterprise Is Changing

How Does Idaho Compare

The Way We Finance The Enterprise Is Changing

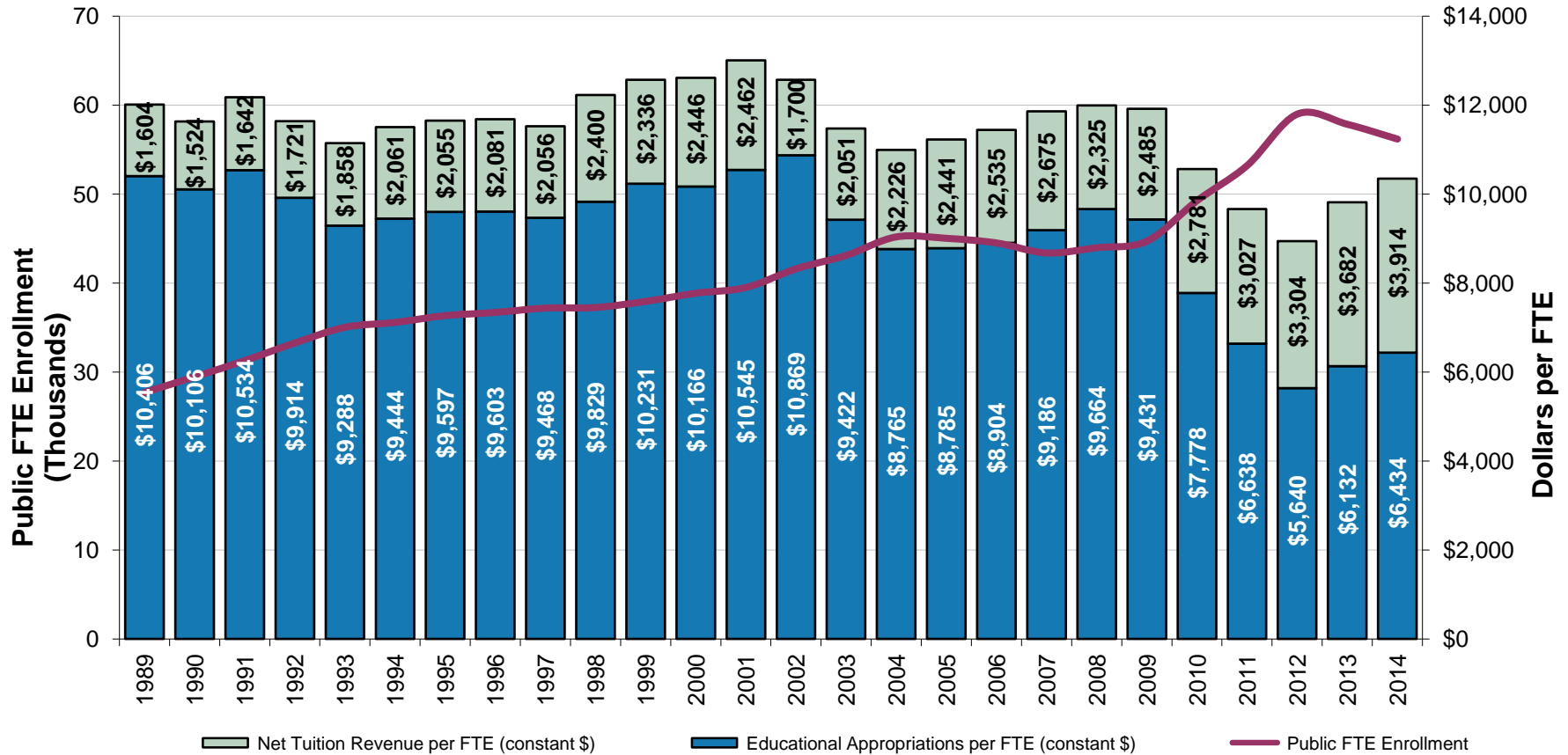
Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, United States, Fiscal 1989-2014



Note: Constant 2014 dollars adjusted by SHEEO Higher Education Cost Adjustment. Educational Appropriations include ARRA funds. (HECA)

The Way We Finance The Enterprise Is Changing

Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, Idaho -- Fiscal 1989-2014



Note: Constant 2014 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA). Educational Appropriations include ARRA funds.

Source: SHEEO

The Importance of These Statistics To Idaho Today and Tomorrow

- Funding story is a mixed bag with respect to higher education
 - State Funding is average:
 - @ \$6,434, it is \$118 (2%) below the national average
 - State Tax Effort: 7.2% Effective Tax Rate
 - Slightly below national 7.6%
 - State Share of Tax Effort to Higher Education: 7.3%
 - Well above the national average of 5.8%
 - 4th highest in the WICHE region (trailing only New Mexico, Wyoming, and Utah)

The Importance of These Statistics To Idaho Today and Tomorrow

- But Overall Funding is another story:
 - @ \$10,348, it is \$1,981 (16%) below the national average
- How Is That Possible:
 - Tuition is comparatively high or low, depending:
 - » @ \$3,749 for 2 year institutions
 - It is 7% above the WICHE average
 - And 9% above the National average
 - » @ \$6,817 for 4 year institutions
 - It is 13% below the WICHE average
 - And 28% below the National average
 - Financial Aid:
 - » Modest in total: \$5 million in 2013-14
 - » Very Modest for needy students: \$1.4 million in 2013-14 (4th lowest in the country at that time)
- Net effect: Share of income required has increased appreciable over last decade.
 - From 2.7% to 6.5% in community colleges
 - From 6.9% to 12.% in universities

The Way We Finance The Enterprise Is Changing

- ❑ *Why a new normal & not return to the old normal*
 - ❑ *Can't afford the old normal*
 - ❑ *Hyper-inflationary model is unsustainable (unaffordable)*
- ❑ *What the new normal looks like*
 - ❑ *Performance funding is the wave in most states – not Idaho*
 - ❑ *But not the only game in town*
 - ❑ *Affordability issues driving focus on costs & price*
 - ❑ *Tuition Policy & Financial Aid sharing the stage*
 - ❑ *Generally lacking true integration of finance policies – Appropriations, Tuition Policy, and Financial Aid in Sync*
 - ❑ *Speaks to the wisdom of the Governor's Request*

Summing it all up

- ❑ *The times they are a changing*
 - ❑ *The way we provide education is changing*
 - ❑ *Who we educate is changing*
 - ❑ *The way we assess the quality of our enterprise is changing*
 - ❑ *The way we finance the enterprise is changing*

Summing it all up

❑ *What this has wrought for Idaho*

❑ *Preparation: from D+ to C*

❑ *Participation: from D to*

❑ *C- for traditional students*

❑ *B for older students*

❑ *Affordability:*

❑ *from B- to C*

❑ *Completion:*

❑ *from C to D*

❑ *Quality/Learning: from Incomplete to*

❑ *B+ on productivity*

❑ *Incomplete on student learning outcomes*

Summing it all up

- *Where to from here for Idaho*
 - *If you're comfortable with a C+ average, stay the course*
 - *If you want something more, change is the logical option*

Albert Einstein's

Alleged Definition of Insanity

“Doing the same thing over and over again, and expecting a different result ”

- I encourage sanity in Idaho higher education public policy