

Higher Education: A National Perspective

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STRATEGY LABS

State Policy to Increase Higher Education Attainment



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Enrollment Declines Signal Changing Student Preferences

Nationally, higher education enrollment has been declining since 2011 – The National Student Clearing House Research Center indicates that during this time period, enrollment is down 12.3%.

In the Spring of 2022, year-over-year enrollment is down 4.1%. This follows a 3.5% drop in 2021 resulting in a two-year decline of 7.4%.

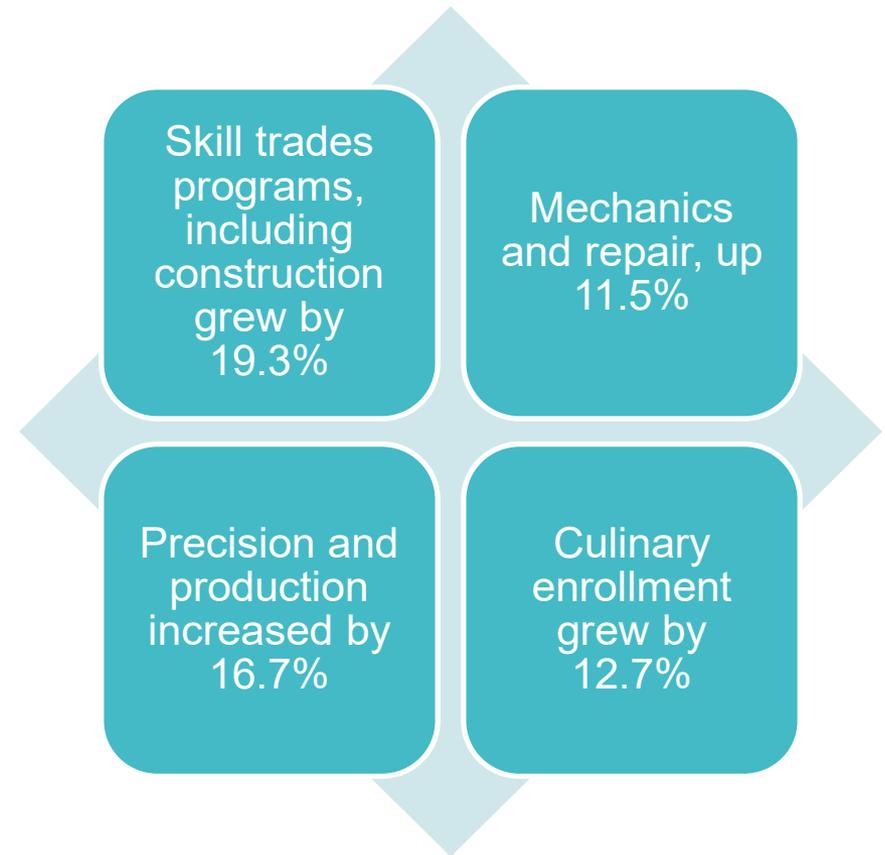
The bulk of the losses are in undergraduates with a study body decline of 9.4% over the past two years.

Over half of the enrollment losses occurred in community colleges and saw declines of over 11% of full-time students over the past two years.

Male students have become relatively rare in colleges and universities.

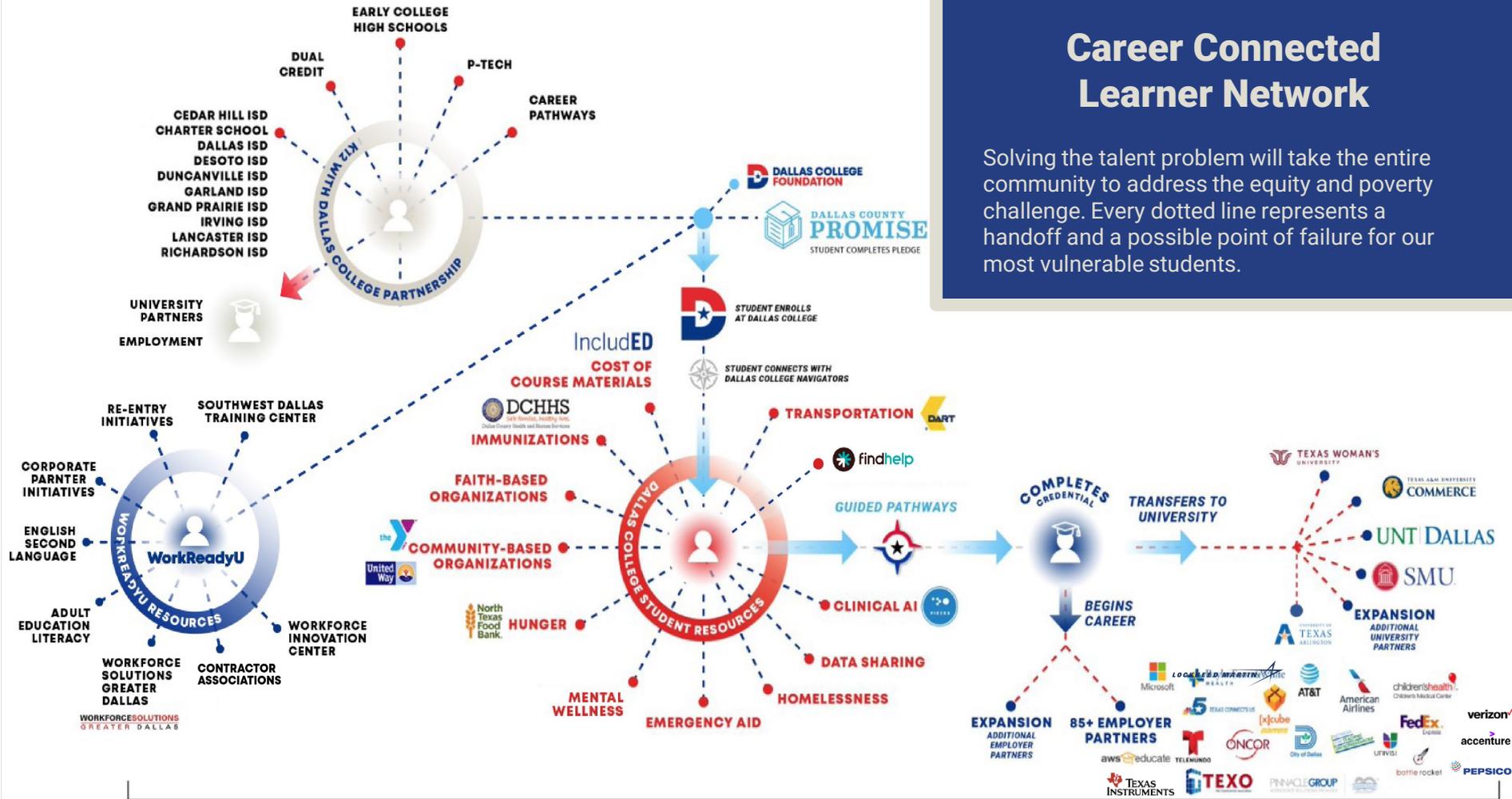
Workforce Crisis and Misaligned Programs

While traditional degrees saw enrollment declines (with the exception of computer sciences and psychology, up 7.8% and 4.7% respectively), the growth of jobs requiring industry-based certifications has fueled much of the shift away from traditional higher education towards short-term certificates.



Career Connected Learner Network

Solving the talent problem will take the entire community to address the equity and poverty challenge. Every dotted line represents a handoff and a possible point of failure for our most vulnerable students.



CRM & TECHNOLOGY SUPPORT

Keys to Improving Efficiency

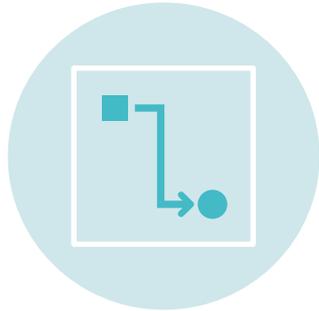
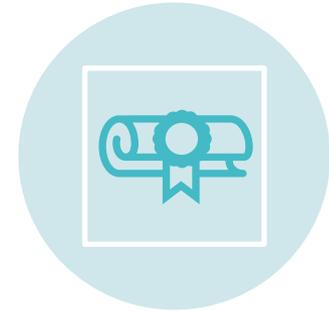


CHART BUSINESS
PROCESSES AND
IDENTIFY
DUPLICATION AND
OVERLAP

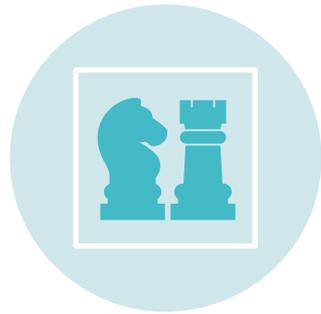


SUPPORT
LEADERS THAT
ARE MAKING
DIFFICULT
DECISIONS TO
IMPROVE
EFFICIENCY



CREATE FINANCIAL
INCENTIVES FOR
IMPROVING
EFFICIENCY
WITHIN AND
BETWEEN
INSTITUTIONS

Other Efficiency Considerations



CHESS - NM
COLLABORATIVE
FOR HIGHER
EDUCATION
SHARED SERVICES

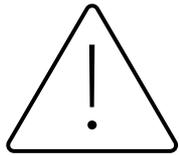


LONGITUDINAL
DATA



COLLABORATIONS
AROUND DUAL
ENROLLMENT

With change and transitions come opportunities...



Some states and institutions won't see the opportunities and will attempt to buy time or delay important and difficult decisions with the false belief that things will eventually "return to normal."



This is a time to reinvent institutions by having a laser focus on using all resources to meet the needs of individuals, employers, and the communities.

Thank you!

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Addendum

Short-Term Certifications



There is an explosion of job-worthy credentials appearing in the marketplace – most are outside of traditional higher education.



Credential Engine says that non-academic providers have nearly 550,000 badges, course completion certificates, licenses, certifications, and apprenticeships.



States must get better at helping learners be able to understand the jobs and how they can connect to those jobs.



Industry is becoming impatient with higher education. Last year, IBM hired 15,000 workers with no higher education required.

Examples of Short-Term Workforce Programs

**Micro-credentials, badges and certificates
(credit and non-credit)**

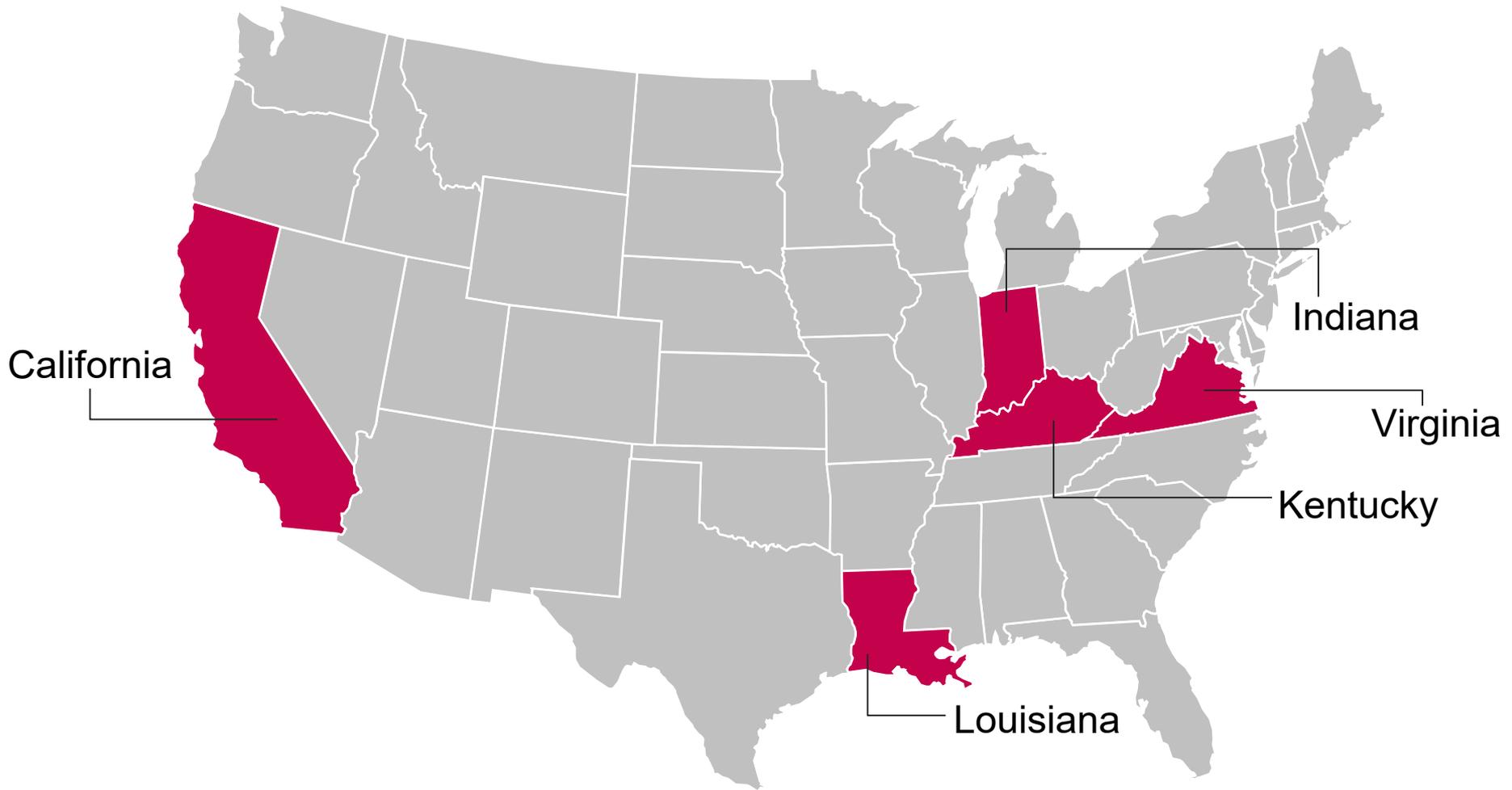
Industry-based certifications

Licensed healthcare certifications

**Apprenticeships, including youth
apprenticeship programs**

Bootcamps

Noteworthy Examples



5 Key Criteria for Identifying Quality Non-degree Programs

- **Labor market outcomes:** There is evidence that the program leads directly to an in-demand, high-quality job that provides at least the local living wage.
- **Equity:** The program's graduates demographically resemble or include more underrepresented groups compared to the region's population and the occupation as a whole.
- **Stackability:** The program lends itself to life-long learning by providing the student with credit that can count towards a future advanced credential or college degree when and if desired.
- **Affordability:** The program is affordable resulting in a reasonable average student debt load and/or accompanied with financial aid eligibility (Pell or other federal, state, employer financial aid and/or learn-and-earn opportunities).
- **Completion:** The program has a respectable completion rate and pass rate for licensure/certification exams (if applicable).

Source: New America, [Advancing Quality Community College Workforce Programs](#)

Feedback

- Prioritize identifying high-demand skill clusters and higher education's role in developing job pipelines.
- Understand skills clusters for non-higher education sourced credentials and determine how State institutions can meet those requirements.
- Once skill clusters are identified, push for expansion of high-value, job-focused, short-form credential attainment.
- Use of Pell Funds to support non-traditional credential training uses.
- Provide incentives for tighter collaboration with industry (direct or with indirect skill-building businesses).

