Thinking Strategically for Nevada Higher Education

The Nevada Context Compared to Others
The Purpose of All This

A Good Rewarding Life for Nevadans

Requirements

- A productive more diverse economy
- A well educated citizenry
Nevada’s Challenges

Starting from the back of the pack
Differences in College Attainment (Associate and Higher) Between Younger and Older Adults - U.S., 2005

Source: U.S. Census Bureau, 2005 ACS
Nevada’s Challenges

- Starting from the back of the pack
- Challenging Demographic Trends
Population by Race/Ethnicity & Age in 2009
Nevada (in thousands)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Asian/PI</th>
<th>Other Non-Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 0-19</td>
<td>318</td>
<td>61</td>
<td>286</td>
<td>8</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>Age 20-24</td>
<td>15</td>
<td>53</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Age 25-44</td>
<td>61</td>
<td>60</td>
<td>229</td>
<td>8</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Age 45-64</td>
<td>44</td>
<td>103</td>
<td>103</td>
<td>7</td>
<td>49</td>
<td>3</td>
</tr>
<tr>
<td>Age 65+</td>
<td>234</td>
<td>29</td>
<td>3</td>
<td>3</td>
<td>21</td>
<td>3</td>
</tr>
</tbody>
</table>

College-Going Rates – First-Time Freshmen Directly Out of High School as a Percent of Recent High School Graduates, 2006

Source: Tom Mortenson, Postsecondary Opportunity Via NCHEMS
Nevada’s Challenges

- Starting from the back of the pack
- Challenging Demographic Trends

**Dual Financial Challenges**
- Still in the ballpark, but declining public support
  - Apropos/Student:
    - US: $6,451
    - Nevada: $7,800
- Not predictable (a rollercoaster)
  - Minus 25%+ over two years
Nevada’s Challenges

- Starting from the back of the pack
- Challenging Demographic Trends
- Dual Financial Challenges
  - Still in the ballpark, but declining public support
  - Not predictable

Low Productivity
Productivity: Total Funding per Degree/Certificate (Weighted*, 2006-2007)

*Adjusted for value of degrees in the state employment market (median earnings by degree type and level)

Sources: SHEEO State Higher Education Finance Survey 2008; NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)
Nevada’s Challenges

- Starting from the back of the pack
- Challenging Demographic Trends
- Dual Financial Challenges
  - Still in the ballpark, but declining public support
  - Not predictable
- Low Productivity

**No sense of urgency Amongst Nevadans**
Relationship Between Educational Attainment, Personal Income, and Economic Strength

Source: NCHEMS

State New Economy Index (2002)
- Top Tier
- Middle Tier
- Low Tier

Percent of Adults Age 25-64 with a Bachelor’s Degree or Higher

Low Income, Low Educational Attainment
High Income, Low Educational Attainment
High Income, High Educational Attainment
Low Income, High Educational Attainment
The Context for Your Strategic Efforts

- Starting from the back of the pack
- Challenging Demographic Trends
- Dual Financial Challenges
  - Still in the ballpark, but declining public support
  - Not predictable
- Low Productivity
- No sense of urgency amongst Nevadans
How Others Are Responding

Three Generic Responses

Governance
Delivery System
Finance
How Others Are Responding: Governance (Rearranging the Deck Chairs...)

- Eliminate Coordinating Board – Washington & California
- Create Coordinating Board – Oregon
- Free the Beast (the Flagship)
How Others Are Responding: Governance (Rearranging the Deck Chairs...)

- Eliminate Coordinating Board – Washington & California

- Create Coordinating Board – Oregon

- Talk About Freeing the Beast (the Flagship) – Oregon, Arizona, & Wisconsin, (& Washington clandestinely)

- Ohio’s Enterprise/Charter University Concept
How Others Are Responding: Redesigning Delivery (Tackling the Weakest Link)

- Reinvent remediation – Virginia and Tennessee Community Colleges; CCA $1 Million States

- Invent lower cost options – Texas’ $10,000 degree; ASU’s new baccalaureate campuses; National Center for Academic Transformation model adoption

- Triage -- California
How Others Are Responding: Finance (Show Me The Money – Performance Based Funding)

**Much Ado About . . . . : Tennessee**
- Strong in Theory
- Too complex in practice
- [Design & Implementation] = A Precedent

**Big Change, But For How Long: Ohio & Indiana**
- 100% on success (over time)
- Success = Completion or Momentum
- [Design] [Implementation] = Longer Term Viability
- Will it survive leadership change
How Others Are Responding: Finance (Show Me The Money – Performance Based Funding)

- A Focus on State Goals -- Arizona & New Mexico
  - Arizona: Completion & Equity
  - New Mexico: Workforce Desires, Not Current Needs, and Equity
How Nevada Might Respond: Finance (Show Me The Money – Performance Based Funding)

A Blended Approach
(The Best of What Others Have Done)

1. The Best of Tennessee
2. Use Ohio’s Segregation of Design & Implementation
3. Focus on your unique circumstances – completion, equity, and maybe workforce development
4. Attention to ATFA – Appropriations, Tuition, and Financial Aid