Challenges and Opportunities

Jim Purcell
Thomas Jefferson:

“I was a revolutionary so that my children could farm and so their children could do art.”
No state with a low proportion of Bachelor's degrees has a high per capita income.

No state with a high proportion of Bachelor's degrees has a low per capita income.

2002 = 33.5%
2005 = 35.5%

Source: U.S. Census Bureau, ACS 2005
Adult Population with Bachelor's Degree or Higher

2002 Rank: 3
Adult Population with Bachelor's Degree or Higher

2003 Rank: 3

United States and States
Adult Population with Bachelor's Degree or Higher

2004 Rank: 5
Adult Population with Bachelor's Degree or Higher

2005 Rank: 3
Adult Population with Bachelor's Degree or Higher

2006 Rank: 4

United States

Percent of People

Rank (2006)
Growth in Associate Degrees Awarded by Public Institutions by State from 1999-2000 to 2004-2005

Colorado ranks 19th in the growth of associate degrees since 1999-2000

Colorado Ranks 16th in the growth of bachelor’s degrees since 1999-2000

State Population Age 25 Years and Older with Bachelor’s Degree or Higher, 2005

The map shows the percentage of the state population age 25 years and older with a bachelor’s degree or higher for the year 2005. The percentages are color-coded to indicate different ranges:

- Light yellow: 16.9% - 24.0%
- Green: 24.7% - 30.7%
- Dark green: 31.3% - 45.3%

States with the highest percentage of the population age 25 and older with a bachelor’s degree or higher are in dark green, while states with lower percentages are in light yellow. The map provides a visual representation of the distribution of educational attainment across the United States.
State Per Capita Income, 2005

- $17,971 - $22,216
- $22,217 - $25,469
- $25,470 - $33,949
up to 50 percent of America’s adult population today lacks the advanced skills that are the foundation for most future high-paying jobs in today’s complex knowledge economy.
Knowing is half the battle.

GI Joe, Action figure and comic book character
“Speed to Market and Close to Customer”

Ed Barlow, Futurist
1. Implement a series of initiatives that expedite the number of degrees produced and the speed at which degrees are produced.

2. Enhance the production of degrees in high-demand programs that are needed for the modern economy.

3. Encourage students to complete a degree and to work in the state.

“Speed to Market and Close to Customer”
BETWEEN YOUR EDUCATION & EVERYTHING ELSE

LIFE HAPPENED (THE DEGREE DIDN’T)

IT’S TIME TO FINISH WHAT YOU STARTED. You can return and complete your bachelor’s degree at any of these nine participating state universities through the new ReachHigher program. It’s a chance to achieve a higher education at a respected state university, and a way to increase your opportunities for a better career, through a program that fits your obligations, your budget – and your life.

ReachHigher PARTICIPATING UNIVERSITIES:
Cameron University LAWTON
East Central University ADA
Langston University LANGSTON
Northeastern State University TAHLEQUAH
Northwestern Oklahoma State University ALVA
Rogers State University CLAREMORE
Southeastern Oklahoma State University DURANT
Southwestern Oklahoma State University SAYRE
University of Central Oklahoma EDMOND

Reach Higher
Oklahoma’s Degree Completion Program

Fully Accredited By The Higher Learning Commission

ENROLL TODAY AND REACH HIGHER  918.683.0040 x5011  CLASSES BEGIN MARCH 2007 www.ReachHigherOklahoma.org
EVEN THOUGH LIFE HAS BEEN YOUR MAIN FOCUS

OPPORTUNITY IS STILL KNOCKING.

IT’S TIME TO FIT THE DEGREE THAT YOU NEVER QUITE FINISHED, into a life that just keeps going. ReachHigher is an affordable, flexible way to complete the bachelor’s degree that you once were working towards through a state university close to you. Life always goes on. A college degree gives you the opportunities for a better job, a better salary and a better life.

ReachHigher

OKLAHOMA’S DEGREE COMPLETION PROGRAM

Fully Accredited By The Higher Learning Commission

ENROLL TODAY AND REACH HIGHER 918.683.0040 x5011 CLASSES BEGIN MARCH 2007 www.ReachHigherOklahoma.org
Connect to Completion: supports adult learners

- 16 adult students graduated in spring/summer 2007 with the assistance of Connect to Completion services/funds and an additional 13 are on schedule to graduate in fall 2007 and have received funds.
- 82 adult students have been identified as returning with 90 or more credit hours and are working with the Connect to Completion counselor.
Will these efforts have an impact?

• How will we know?
• How do we get adults to come back to college?
• Who are they? Where are they?
• What would entice them to come back?
• How will they be contacted?
• How will we track them?
• How will we determine success?
• July 2004: Research:
  – 334,497 Oklahomans over the age of 25 have more than a year of college, but not a baccalaureate degree.
  – During the past 10 years, more than 69,000 Oklahomans left college without a bachelor’s degree after successfully completing more than 77 college hours.
Student records were reviewed from 1992 to 2002 to identify students who:

- had at least 77 hours of college credit,
- were not currently enrolled,
- and did not hold a bachelor’s degree.

Of the 69,000 potential candidates for the adult degree program identified:

44% held either an AA or AS degree.
17% received a Pell grant in their last year of enrollment.
Statewide telephone survey
Focus groups in the larger cities
People Leave College because:
  - family issues
  - finances
Two major reasons for returning to complete a degree:
  - Personal satisfaction
  - Better job opportunities
Factors impacting their re-enrollment in college:
- Convenience
- Accelerated format
- Credit for previous experience
- Cost

1/3 indicated they would definitely enroll in a Oklahoma public university degree completion program.

70% indicated that the program would be affordable if tuition is similar to current public university tuition. Pricing is important.
Adult Degree Completion Program

Program Design

• Enable people with at least two years of college to finish a bachelor’s degree
• Flexible and accelerated schedule to meet the needs of working adults
• Curriculum designed to ensure that students are prepared to succeed in the workplace

• Involve multiple learning environments.
• Common curriculum and offered at multiple locations.
• Developed by faculty by participating universities.
• Curriculum approved through academic processes.
Guiding

- **December 2004: Public Agenda**
  - Starting the conversation
    - Business and Industry
    - Faculty and Campus Administrators

- **February 2006: Lead Institution**
  - Northeastern State University
  - Provide the overall organization of the program
  - Work with designated faculty from other universities to develop the core curriculum
  - Work with the State Regents to provide faculty development and training and to market the program.
Creation

- February 2006- March 2007: Program Development
  - Curriculum Development
    - Inter-campus faculty teamwork
    - Program approval process
  - Faculty and staff development
    - Experts on adult learning
    - Tennessee online program
    - Prior learning assessment training (CAEL)
    - Visits to campuses and state organizations
    - Enrollment Management Workshops
Admission

- At least 21 years of age
- Completed at least 72 hours of college credit
- Minimum of 2.0 graduation/retention GPA in past college course work
- Completed general education requirements as defined by the home institution admitting the student. A provisional admission status may be used for students who do not yet meet this requirement.
- Satisfy all institutional requirements for completion of remedial coursework.
- Have not been enrolled as a full time student for at least one year
- Once a student is approved for admission, the applicant will be notified and assigned an advisor or contact person. The student should then complete an individual degree plan with the advisor at the home institution.
Degree Requirements

• General Education  40-45 credit hours minimum

• Major/Minor: 42 credit hours
  – Common Core (27-30 credit hours)
  – Institution-Focused (12-15 credit hours)*

• Professional Elective and Free Electives 37-42 credit hours**
Core Courses

- Foundations Of Organizational Leadership and Personal Development (ORGL 3113)
- Professional Communication (ORGL 3223)
- Data Analysis and Interpretation (ORGL 3333)
- Survey Of Fiscal Management (ORGL 3443)
- Ethics and Organizations (ORGL 4113)
- The Individual, The Organization, and Society (ORGL 4223)
- Leading and Managing (ORGL 4333)
- Markets and Stakeholders (ORGL 4443)
- Capstone (ORGL 4553)
- Professional Internship (ORGL 4993) Optional
PROFESSIONAL COMMUNICATION (ORGL 3223)
A study of communication in the workplace within a framework of organizational ethics. Essential components and course content include: listening, verbal and nonverbal communication, written expression, and professional presentation methods.

DATA ANALYSIS AND INTERPRETATION (ORGL 3333)
This course will enable the student to develop an understanding of the application and interpretation of basic data analysis. Essential components and course content will include basic data analysis from a user perspective. Hands-on exercises will enable students to utilize Excel to solve problems and interpret results.

SURVEY OF FISCAL MANAGEMENT (ORGL 3443)
A managerial overview of fiscal management within organizations. Essential components and coursework content will include: understanding the components and articulation of financial statements; knowledge and application of financial ratios leading to an understanding of organizational performance across time and in comparison to industry standards; utilization of financial information in the acquisition of capital and budgeting decisions; and rudimentary understanding of cash flows.

ETHICS AND ORGANIZATIONS (ORGL 4113)
This course is designed to examine the dynamics of workplace and personal ethics through the study of basic philosophical theories. Essential components and course content will include: leadership in the context of self-governance; responsibility; adherence to principles; integrity; and constancy of purpose. Current case studies will be used to apply ethical theories.

THE INDIVIDUAL, THE ORGANIZATION, AND SOCIETY (ORGL 4223)
An examination of contemporary issues that affect organizations. Essential topics include environmental stewardship; social responsibility of the organization; effects and implications of globalization; the status of individual freedom within the organization; diversity; and the ramifications of technological change. This seminar course will be organized around student discussion and topical papers.

LEADING AND MANAGING (ORGL 4333)
This course is a study of theories that influence leadership and
Promotion

- February 2006- March 2007: Program Development
  - Administrative process and policy development
  - Webpage development
    - Program information
    - Online registration
    - Course offerings
  - More Marketing Research
    - Focus groups
    - Branding
THE DREAM WAS SAVED FOR LATER

IF YOU CHOSE TO ATTEND COLLEGE but other life demands left you little choice but to stop, it’s not too late. ReachHigher is an affordable, flexible way to complete your degree at one of Oklahoma’s respected state universities. A degree can mean better job opportunities, a higher salary, and a sense of personal accomplishment. It’s why higher education is a dream worth holding on to.

ReachHigher
Oklahoma’s Degree Completion Program

Fully Accredited By The Higher Learning Commission

ENROLL TODAY AND REACH HIGHER 918.683.0040 x5011 CLASSES BEGIN MARCH 2007 www.ReachHigherOklahoma.org
Oklahoma's Public University
Adult Degree Completion Program

More than 69,000 Oklahomans once attended college but never finished their degree. Are you one of them?

What if you could have a second chance to finish your degree – but still keep your normal routine – keeping normal work hours and have time for your family?

What if you could attend a local public university, where tuition was affordable?

ReachHigher, a degree completion program for working adults is offered by Oklahoma’s public universities. It’s a perfect opportunity to finish your bachelor’s degree in an intensive, flexible format that’s convenient for Oklahomans who wish to attend school while working and raising a family.

Students can enroll in the program five times throughout the year. Classes last eight weeks and most assignments are online. Students are placed in classes with their peers, where they can share courses and experiences with other working adults.

Students who successfully complete the program are granted a bachelor of science in organizational leadership. This degree prepares students for success in government, nonprofit, corporate or industrial careers. The curriculum consists of skills and theory regarding organizational behavior, ethics, interpersonal skills, management, finance and communication skills. State business and education leaders created the degree program so working Oklahomans can advance their careers, increase their incomes and build Oklahoma’s economy.

Nine public universities in Oklahoma are collaborating to offer the adult degree completion program. Students can choose which university will award their degree. The statewide program is led by Northeastern State
Implementation

- **February 2007: Program Approval**
  - State Regents approval of request to offer the Bachelor of Science in Organizational Leadership as a statewide collaborative program by the participating institutions:
    - Cameron University
    - East Central University
    - Langston University
    - Northeastern State University
    - Northwestern Oklahoma State University
    - Rogers State University
    - Southwestern Oklahoma State University
    - University of Central Oklahoma
Current Status

- Applications: 336  Inquiries: 660
- 95 majors enrolled in 1st 8 week term of Fall
  - 57 non-majors
- 98 majors enrolled in 2nd 8 week term of Fall
  - 62 non-majors
- 144 majors enrolled in Spring term
- Some RH advisees enrolling in others programs

- Legislative Interest
  - Legislation being developed to provide tax credit for adults returning to complete their degree
civic involvement

volunteer activity by education levels

blood donation by education level, 1994:

Ever Participated in Assistance Programs

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Participation Rate</th>
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<tbody>
<tr>
<td>Less Than High School Diploma</td>
<td>24.3%</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>10.2%</td>
</tr>
<tr>
<td>Some College &amp; Bachelor’s Degree or More</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

Source: Postsecondary Education Opportunity, May 28, 1997, pg 47.
Incarceration rates by education levels:

- Less Than High School Diploma: 1.9%
- High School Diploma: 1.2%
- Some College: 0.3%
- B.A. or Higher: 0.1%

Percent Below Poverty Threshold, 2004

- Less Than High School Diploma: 32%
- High School Diploma: 15%
- Some College: 10%
- B.A. or Higher: 4%

Census Bureau
Unemployment rates and education level, 2004

- Less Than High School Diploma: 9.7%
- High School Diploma: 7.5%
- Some College: 5.1%
- B.A. or Higher: 4.6%

Source: Employment Policy Institute
Quality of Life
Home Ownership

Census Bureau, American Housing Survey for the United States: 2005

- Less Than High School Diploma: 58%
- High School Diploma: 69%
- Some College: 66%
- B.A. or Higher: 75%
Safety

Seatbelt Use while intoxicated, 1990

Source: American Journal of Public Health

Percentage donating blood

- Less Than High School Diploma: 15%
- High School Diploma: 20%
- Some College: 31%
- B.A. or Higher: 66%
- 78%

Percentage who use seatbelt

- Less Than High School Diploma: 39%
- High School Diploma: 41%
- Some College: 52%
- B.A. or Higher: 66%
- 78%
Average family income by educational attainment, 2003

Source: Postsecondary Education Opportunity, 2005
The Impact of Education on Individuals: Lifetime Earnings

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Estimated Lifetime Earnings</th>
<th>Difference Compared to High School Graduate</th>
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</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>$976,350</td>
<td>-$478,903</td>
</tr>
<tr>
<td>High school dropout</td>
<td>1,150,698</td>
<td>-304,555</td>
</tr>
<tr>
<td>High school graduate</td>
<td>1,455,253</td>
<td>0</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>1,725,822</td>
<td>270,569</td>
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<tr>
<td>Associate degree</td>
<td>1,801,373</td>
<td>346,120</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>$2,567,174</td>
<td>$1,111,921</td>
</tr>
<tr>
<td>Master's degree</td>
<td>2,963,076</td>
<td>1,507,823</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3,982,577</td>
<td>2,527,324</td>
</tr>
<tr>
<td>Professional degree</td>
<td>5,254,193</td>
<td>3,798,940</td>
</tr>
</tbody>
</table>

Source: Federal Reserve Bank of Dallas, 2005
Nearly all economic growth and prosperity for individuals, families, cities, states, and the country is now driven by college educated workers.

Those individuals, families, cities, states and – increasingly—countries with the most education are prospering, while those with the least higher education are experiencing relative and often absolute economic decline.

--Postsecondary Education OPPORTUNITY, June 2005.
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