Challenges and Opportunities

Jim Purcell
Thomas Jefferson:

“I was a revolutionary so that my children could farm and so their children could do art.”
State Per Capita Personal Income v. Share of Adult Population with Bachelor's Degree or Higher (2005)

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

2002= 18.6%
2005= 20.6%

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

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

2002 Rank: 49
Adult Population with Bachelor's Degree or Higher

2004 Rank: 47

Percent of People

Rank (2004)

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

2005 Rank: 47
Adult Population with Bachelor's Degree or Higher

2006 Rank: 46

Percent of People

Rank (2006)

United States and States
Growth in Associate Degrees Awarded by Public Institutions by State from 1999-2000 to 2004-2005

Nevada ranks 6th in the growth of associate degrees since 1999-2000

Growth in Bachelor’s Degrees Awarded by Public Institutions by State from 1999-2000 to 2004-2005

Nevada Ranks 2nd in the growth of bachelor’s degrees since 1999-2000
Industries - Nevada and US Compared

- Agriculture, forestry, and fishing: U.S. 1, Nevada 1
- Mining: U.S. 1, Nevada 2
- Const.: U.S. 5, Nevada 9
- Manufact.: U.S. 14, Nevada 4
- Transport and public utilities: U.S. 8, Nevada 7
- Wholesale trade: U.S. 7, Nevada 2
- Retail trade: U.S. 9, Nevada 11
- Finance, insurance, and real estate: U.S. 20, Nevada 19
- Services: U.S. 22, Nevada 32
- Government: U.S. 12, Nevada 10
Higher Income relative to Education

Agriculture, forestry, and fishing
Mining
Construction
Manufacturing
Transport and public utilities
Wholesale trade
Retail trade
Finance, insurance, and real estate
Services
Government

Alabama
Indiana
Kentucky
Ohio
Tennessee
Nevada
State Population Age 25 Years and Older with Bachelor’s Degree or Higher, 2005

The map above shows the percentage of the state population age 25 years and older with a bachelor’s degree or higher in 2005. The percentages are color-coded as follows:

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

States with higher percentages are shaded in dark blue, while states with lower percentages are shaded in light yellow or light green. The map highlights the variation in educational attainment across different states.
Some College – No 4-year Degree
State Per Capita Income, 2005

- $17,971 - $22,216
- $22,217 - $25,469
- $25,470 - $33,949
Investing in Higher Education

- **Arizona** Gov. Janet Napolitano (D) proposed a compact with the state’s eighth-graders: Stay out of trouble and get Bs in high school, and we’ll give you a college education. Napolitano also pledged to double the number of bachelor’s degrees awarded by her state’s colleges by 2020.

- **Michigan** Gov. Jennifer Granholm (D) also set a goal of doubling the number of college graduates. She wants to expand a pilot program that gives students an associate college degree after a five-year high school program and reward colleges that manage to graduate students, as opposed to just enrolling them.

- **West Virginia** Gov. Joe Manchin III (D) includes $50 million for the “Bucks for Brains” initiative to recruit faculty and build infrastructure with the goal of finding success in fields that could result in profits.

- **Ohio** Gov. Ted Strickland (D): wants to pay for students to spend their final year of high school on a college campus for free. He also wants to make Ohio one of the 10 least-expensive states to attend college.

- **Tennessee**’s Phil Bredesen (D) suggested lowering the GPA threshold that college students must maintain to keep their Hope Scholarship from a 3.0 to 2.75.

- **South Dakota**’s Mike Rounds (R) said another 200 students could join the 3,465 who already receive the state’s Opportunity Scholarships if the ACT score requirement were lowered from 24 to 23.

- **Missouri**’s Matt Blunt (R) asked for $100 million for Access Missouri scholarships, a sum that would quadruple the state’s investment in need-based grants.

- **Idaho**’s C.L. "Butch" Otter (R) proposed in his address Jan. 7 spending $50 million for scholarships for low-income students.
The 2010 Meltdown
Solving the Impending Jobs Crisis

• 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.

Nevada?

• BLS assures us that over the long term, labor supply and demand will balance. (pg 18)
Knowing is half the battle.

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

Ed Barlow, Futurist
“Speed to Market and Close to Customer”

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.
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

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.
Adult Degree Completion Program
Market Assessment

- 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.
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?

Reach-Higher, 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 University.
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
volunteer activity by education levels

- B.A. or Higher: 45.6% (60 hours)
- Some College: 34.1% (52 hours)
- High School Diploma: 21.7% (48 hours)
- Less Than High School Diploma: 9.9% (48 hours)
blood donation by education level, 1994:

percentage who donate regularly

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>
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<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.
government
incarceration rates by
education levels

Economic
Percent Below Poverty Threshold, 2004

Census Bureau
economic
unemployment rates and education level, 2004

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%
Seatbelt Use while intoxicated, 1990

Source: American Journal of Public Health
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>
</tr>
</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>
</tr>
<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.
Jim Purcell
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501-371-2030
Adult Ready

• Community College
  – 30 hours of earned credit (including remediation courses) at any Nevada institution
  – Has not enrolled in the last year, but has been enrolled in college in the last 10 years
  – No age or GPA criteria

• University
  – 60 hours of earned credit (including remediation courses) at any institution
  – Has a cumulative institutional GPA of 2.0
  – Has not enrolled in the last year, but has been enrolled in college in the last 10 years
  – Age 25 or older
Process

• Determination of population will be determined via state system database
• Each institution will receive a list of their students who meet the adult-ready criteria who have not received
  – Community College AA/AAS/AS
  – University BA/BS or higher
• Institution receiving the information will be last institution attended. Dual enrolled students would go to primary institution.
• Campuses will be responsible for contacting these students.
• What about students who have an Associate degree and have not enrolled in a University? Portal Who gets their information? Can it be given to them within FERPA?
Strategies for consistent roll-up data

• The current data set for Nevada is robust enough to provide the information needed for this project
Determining appropriate transfer data and methods for student tracking

- Transfer data will be resolved by relying on state-system data
- Tracking?
  - Use Nat’l clearinghouse for identifying students who have left the state
  - Of potential students, how many reenrolled?
  - Which subset are more likely to reenroll?
    - What subsets should we look at? ...
Outcomes

• Adult enrollment will increase
• Percent of adults in Nevada with degrees will increase
• A larger number of ‘adults’ will get a degree in a given year.
• Class offerings for all students will increase at non-traditional times
• Processes/Services at Nevada campuses will be modified to address the unique needs of adults
• Adult enrollment in online course will increase?
• Assess adult climate on campus either through ALFI or statewide measure.
Develop consistent high school data collection at 2-year institutions

• Work with k-12 and collect data through the state system to address the issue.

• Have Board of Regents policy that requires the collection of HS transcripts as a part of admission process.
Work with DETR to gather off-campus employment information

- This is in process
- Exchange of data will happen by end of year.