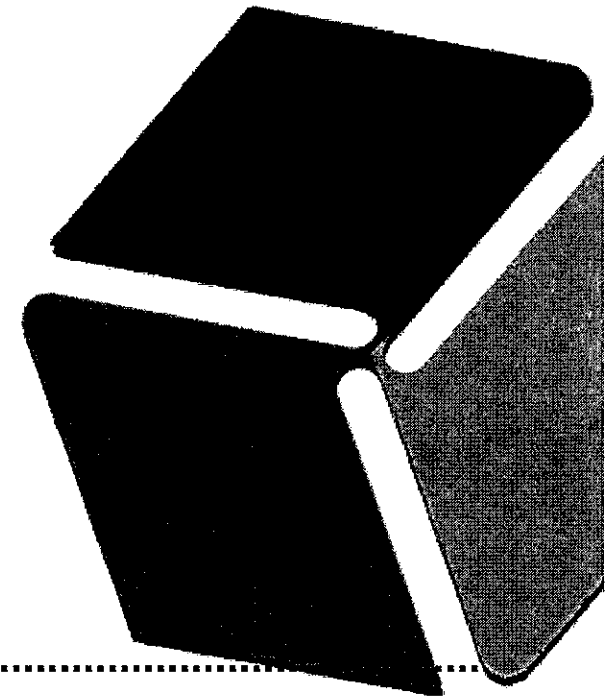


The 2011 NCHEMS Report, "Increasing the Competitiveness of the Arkansas Workforce for a Knowledge-Based Economy" and Progress Toward 2025 Goals



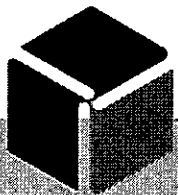
Aims McGuinness

Presentation to the

Vision 2025 Legislative Commission on the Future of Higher Education

Little Rock, Arkansas

September 18, 2013

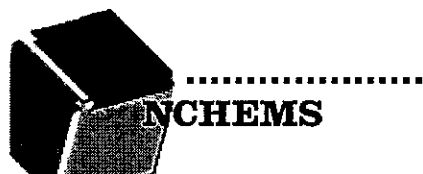


NCHEMS

National Center for Higher Education Management Systems
3035 Center Green Drive, Suite 150
Boulder, Colorado 80301



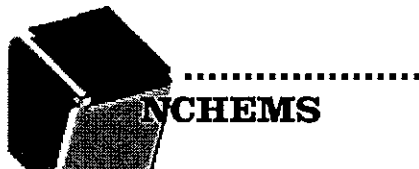
EXCERPTS FROM 2011 REPORT





2011 Findings from Data Analysis

- Educational attainment lags far behind not only the U.S. but also many nations
- Low educational attainment relates strongly to the state's per capita personal income.
- Any strategy must address all regions, not only those that are current most competitive.
- State make significant improvements in student success
 - At every stage of the educational pipe
 - Both you and adults.



2011 Findings (Continued)

- State cannot reach competitive levels of educational attainment only by educating recent high school graduates
- State must:
 - Get more adults to complete postsecondary education—at least to the level of a certificate necessary to make a living wage.
 - Make dramatic improvements in college participation, retention and completion across the system to be able to double the number of degrees and certificates produced annually by 2025.
 - Develop an economy that will attract and retain an educated, high-skill workforce

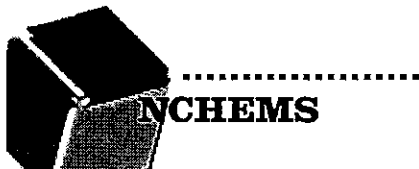


2011 Conclusions

- Arkansas has already taken impressive actions to increase the global competitiveness of its workforce and economy, but much work remains to be done
- Need for a clear statement of long-term goals for competitiveness in educational attainment that are:
 - Linked to the future competitiveness of the state's economy,
 - Reflecting the realities of the current workforce
- Significant gap remains between policy intent and the realities of implementation at the classroom level—both school and college.

Conclusions (Continued)

- Arkansas has:
 - A number of promising initiatives intended to improve college and career readiness and student success leading to a certificate or degree.
 - But the state faces major challenges in moving from isolated good practice to system-wide implementation and sustainability.
- State finance policies (the actual allocation of state appropriations to institutions and student financial aid, including the lottery) are not fully aligned with state priorities and provide few incentives for increased degree production and college completion.





Conclusions (Continued)

- State policies regarding alignment of K-12 and higher education standards and assessments and remedial education must be fundamentally redesigned.
- Arkansas needs a targeted strategy to serve adults who have serious deficits in the basic skills needed for further education leading to a living wage job.



CONTEXT FOR CHANGES: ARKANSAS COMPARED TO US AND SREB STATES



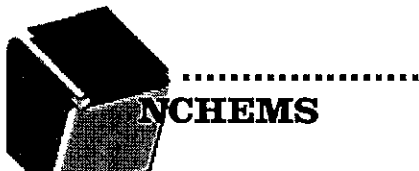
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The National Goal

"By 2020, America will once again have the highest proportion of college graduates in the world."

President Obama, February 24, 2009





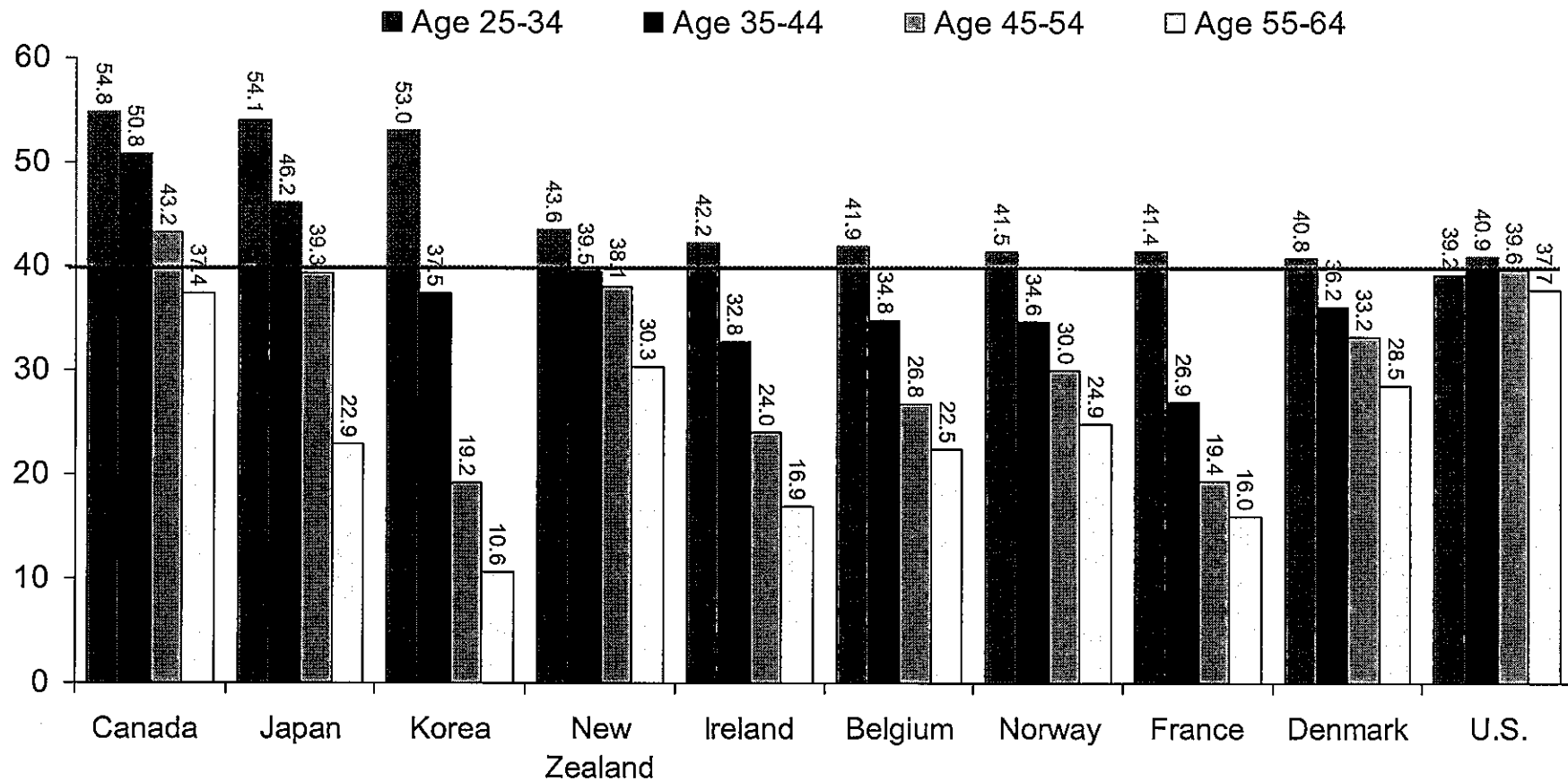
The Big Goal - Lumina

“Increase the proportion of Americans with high-quality college degrees, certificates, or other credentials to 60% by 2025.”



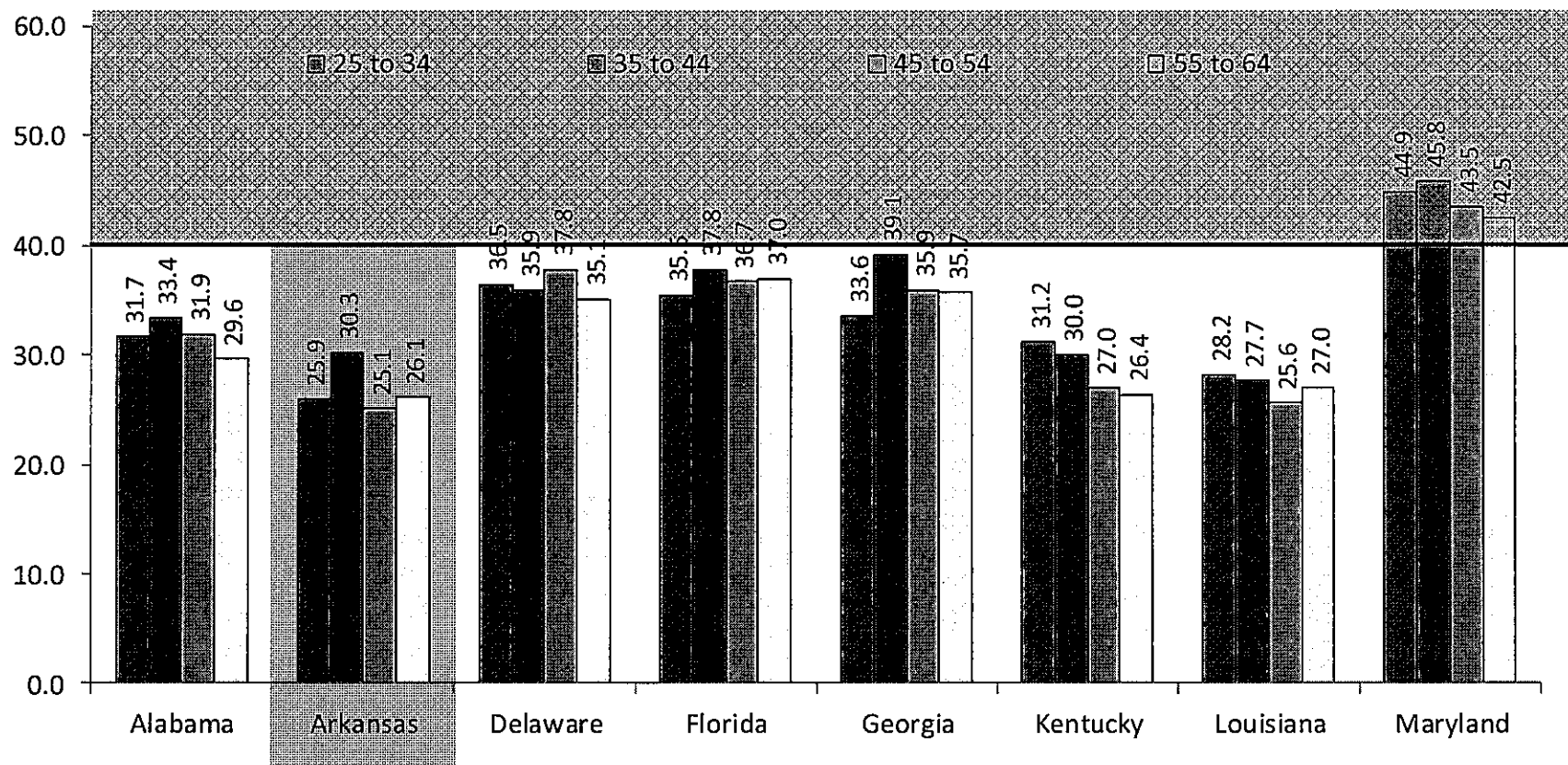
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What Largely Fueled at the Conversations at the Time Adults with Associate Degrees and Higher – U.S. and OECD Countries

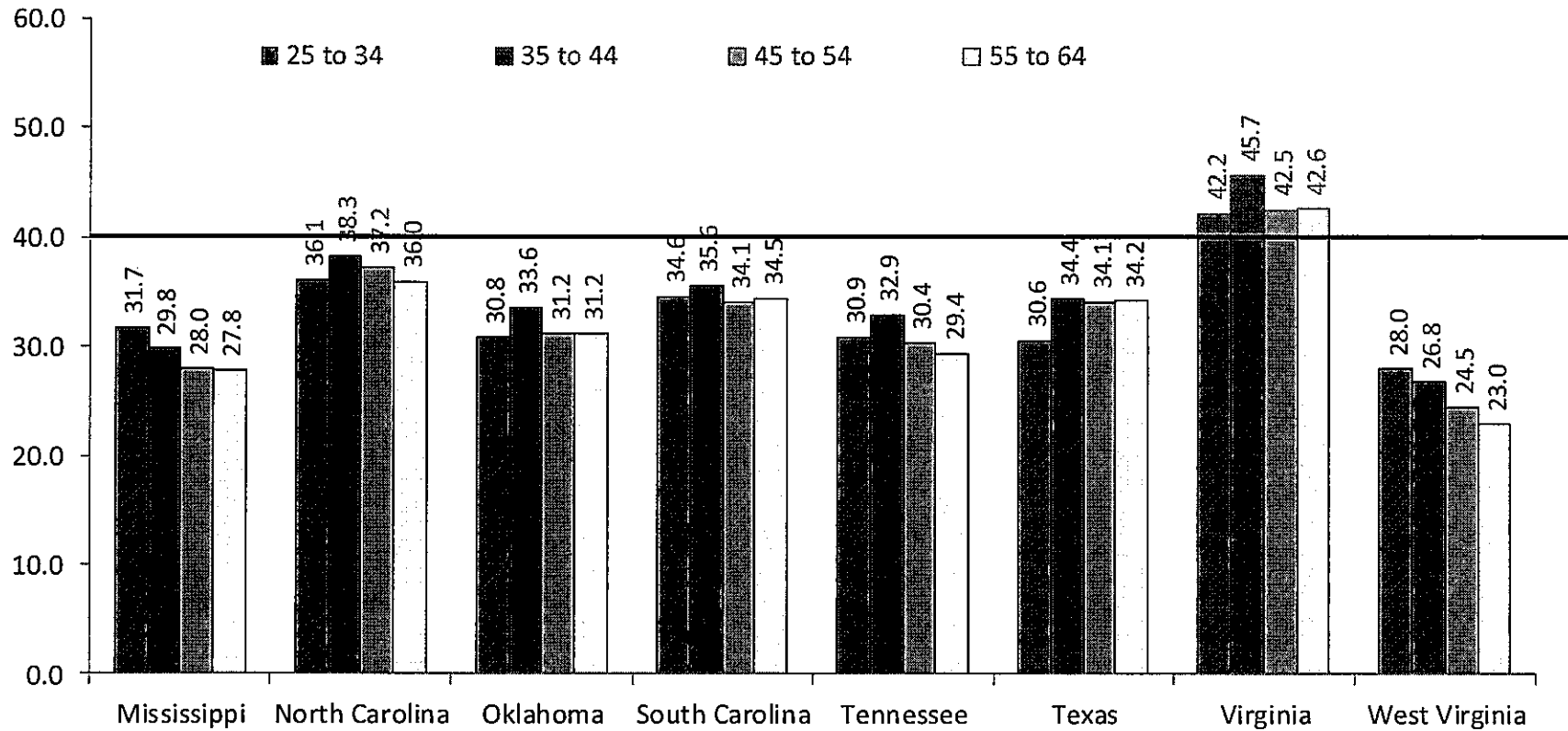


Source: Organisation for Economic Cooperation and Development, 2009 *Education at a Glance*

What Largely Fueled at the Conversations at the Time Adults with Associate Degrees and Higher – SREB States, 2009



What Largely Fueled at the Conversations at the Time Adults with Associate Degrees and Higher – SREB States, 2009





Lots of Action Since

- State Goals – 38 states have some form of attainment goals

Governor Beebe: We can and must double the number of college graduates in Arkansas by 2025 if we are to stay competitive. This is a lofty goal aimed at the future but we must begin implementing it today.

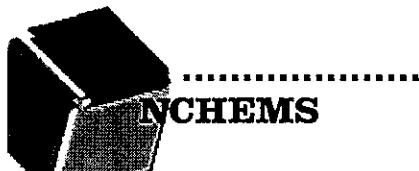
- Numerous initiatives focused on:
 - Completion generally – e.g. Complete College America
 - Adults – particularly returning adults (PLA, etc.)
 - Community Colleges (Gates, Aspen, etc.)
 - Developmental Education
 - Production of Certificates – value in employment market
 - Outcomes-Based funding formulas
 - Increased attention to workforce needs





Actions (Continued)

- NCHEMS Modeling Work Focused On Identifying the Policy Levers with Most Impact. Results Were:
 - Retention
 - Focus on adults





PROGRESS OVER PAST DECADE

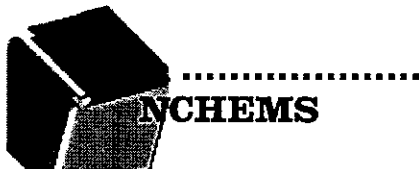


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NCHEMS

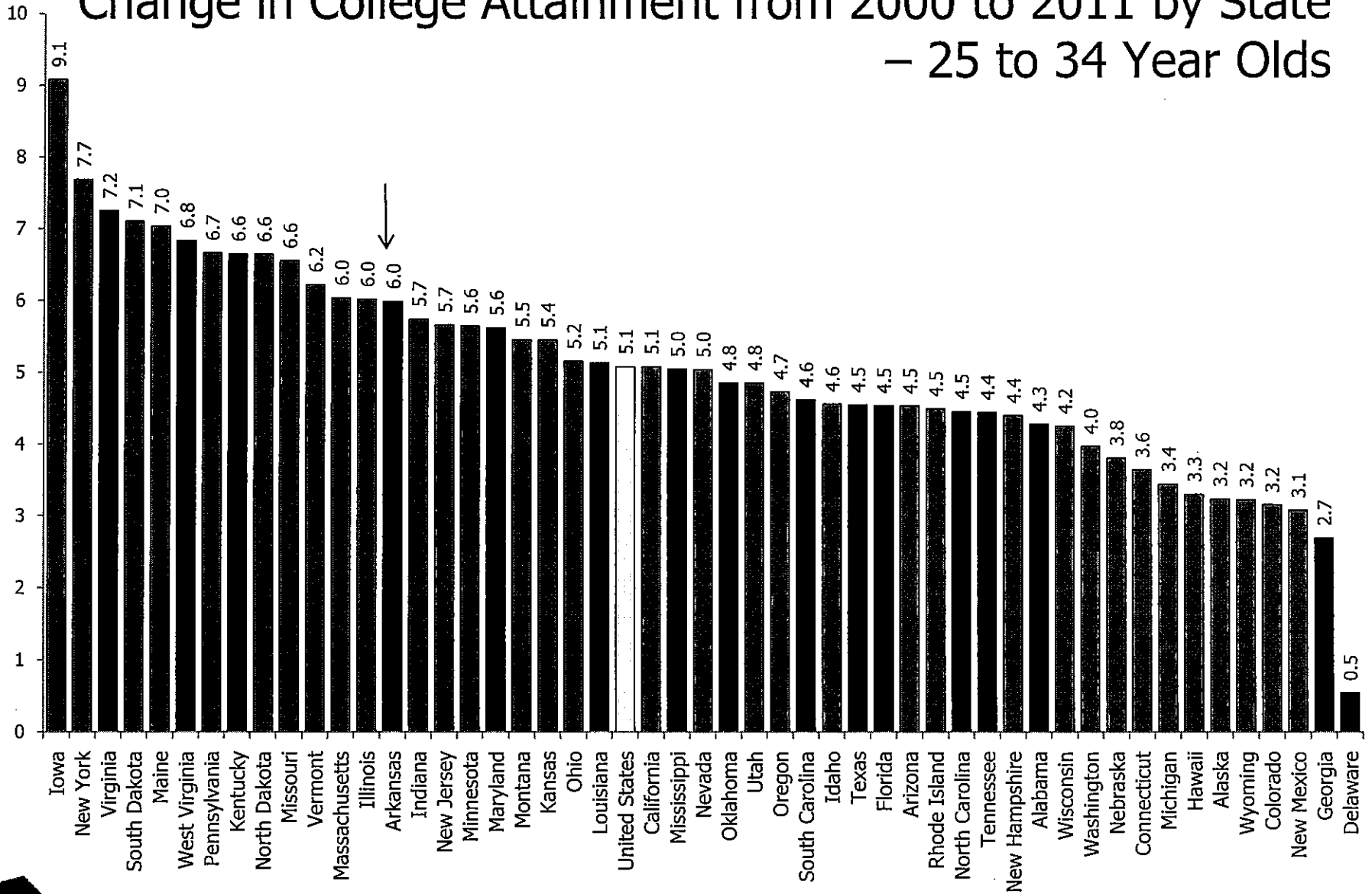


What Have We Accomplished?

- How have the U.S. and 50 states improved?
 - 25 to 64 Year Olds
 - 25 to 34 Year Olds
 - Racial/Ethnic Gaps
 - Credential and Degree Production

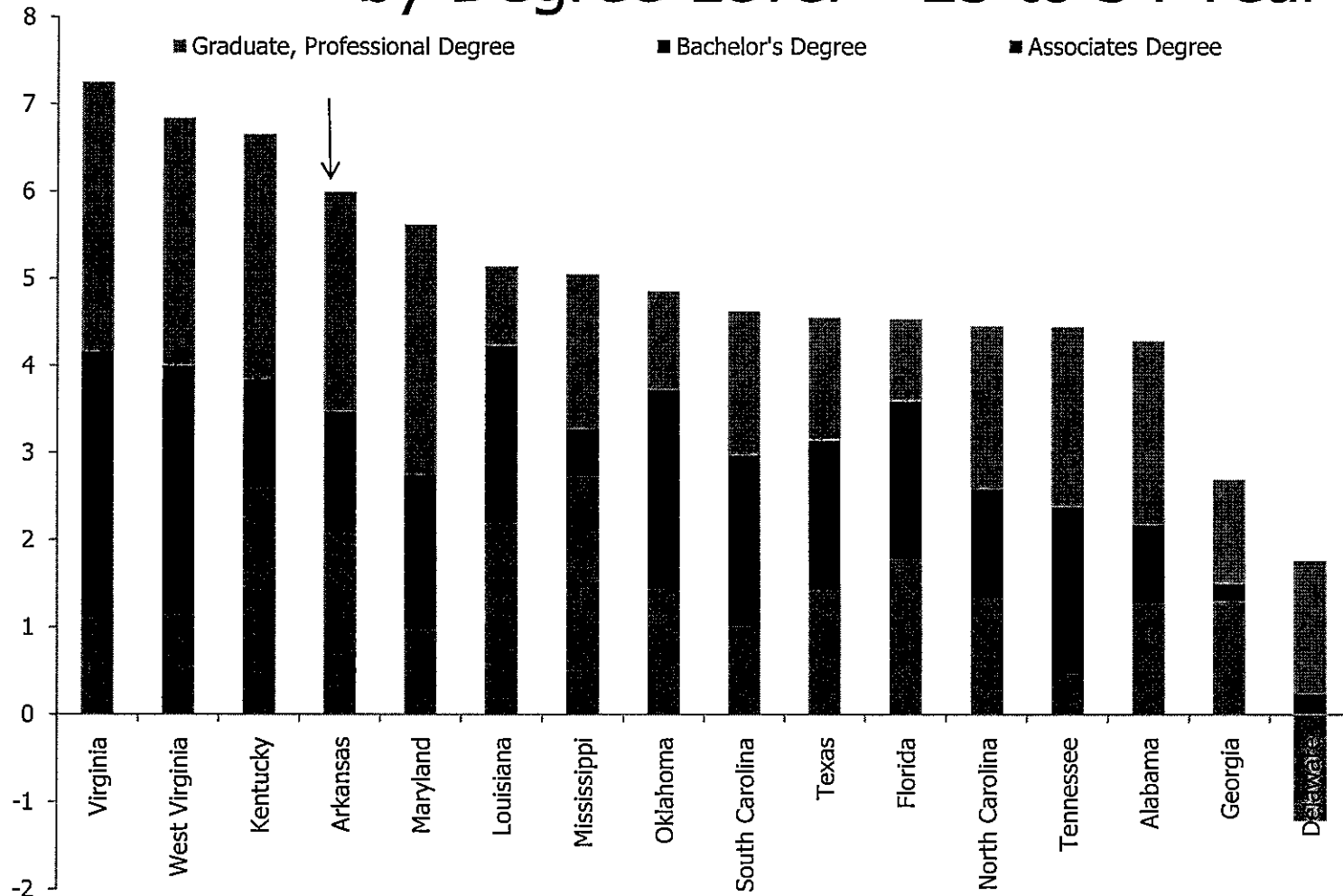


Change in College Attainment from 2000 to 2011 by State – 25 to 34 Year Olds



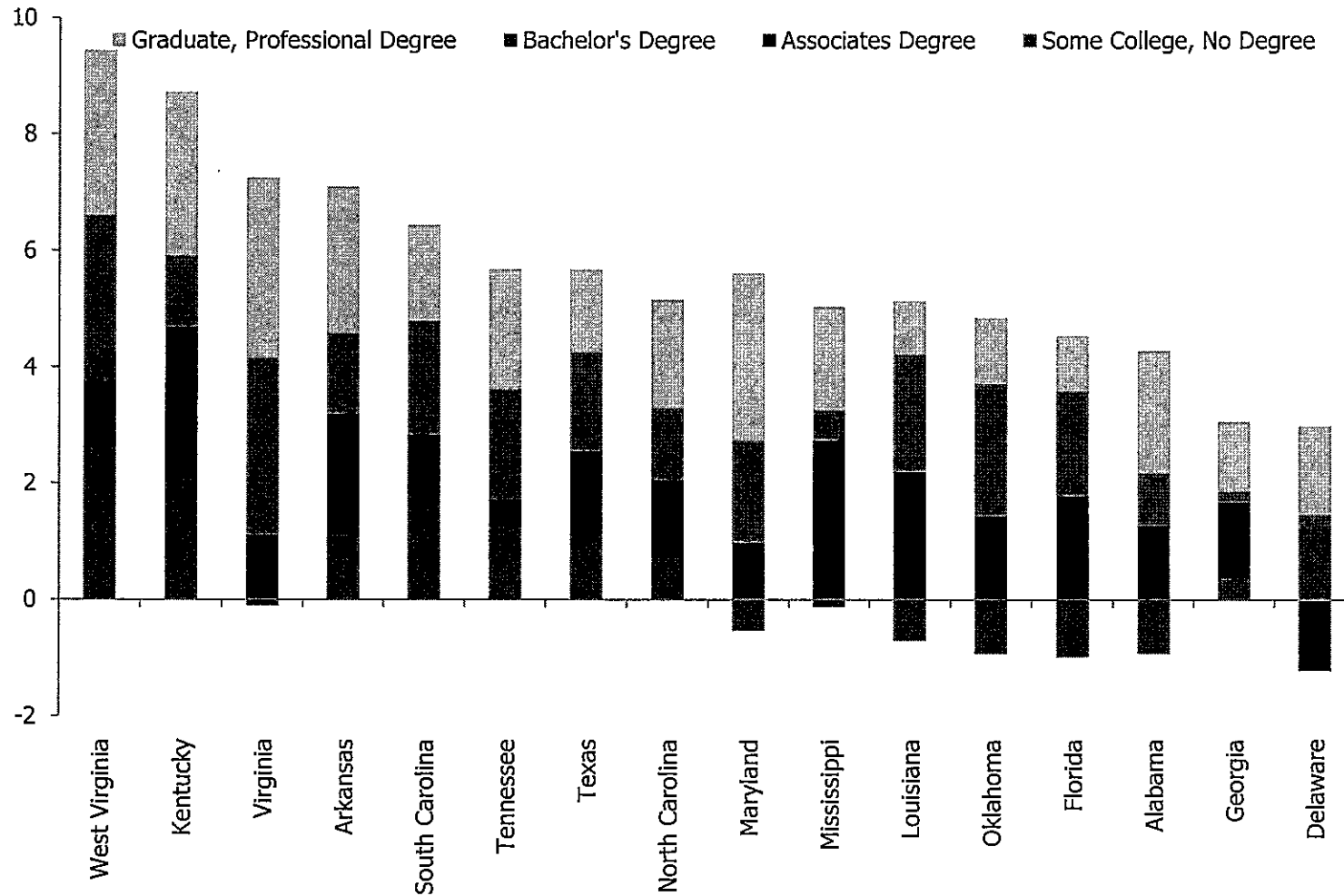
Sources: U.S. Census Bureau, Decennial Census and American Community Survey

Change in College Attainment from 2000 to 2011 by Degree-Level – 25 to 34 Year Olds



Sources: U.S. Census Bureau, Decennial Census and American Community Survey

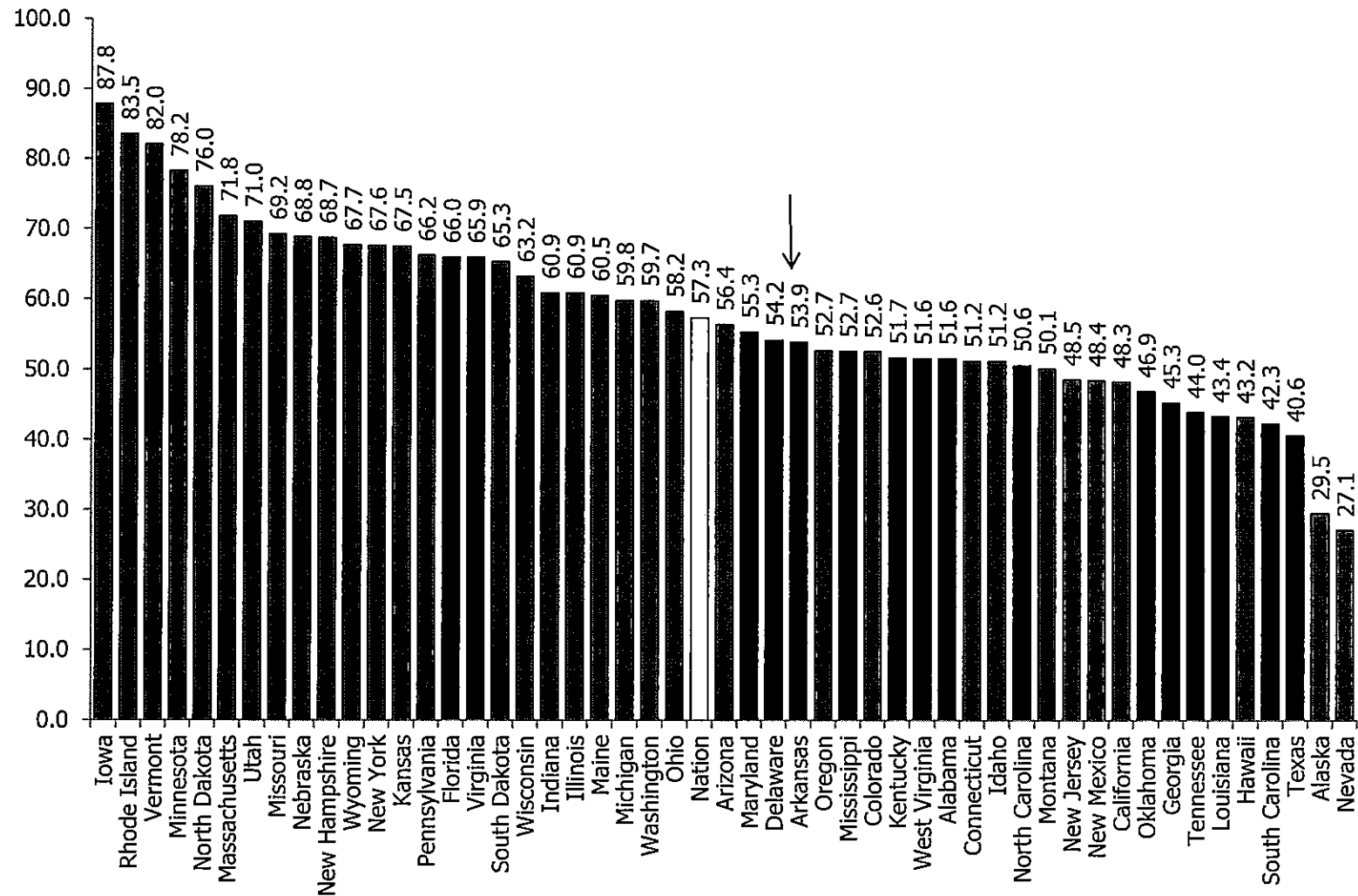
Change in College Attainment from 2000 to 2011 by Degree-Level – 25 to 34 Year Olds



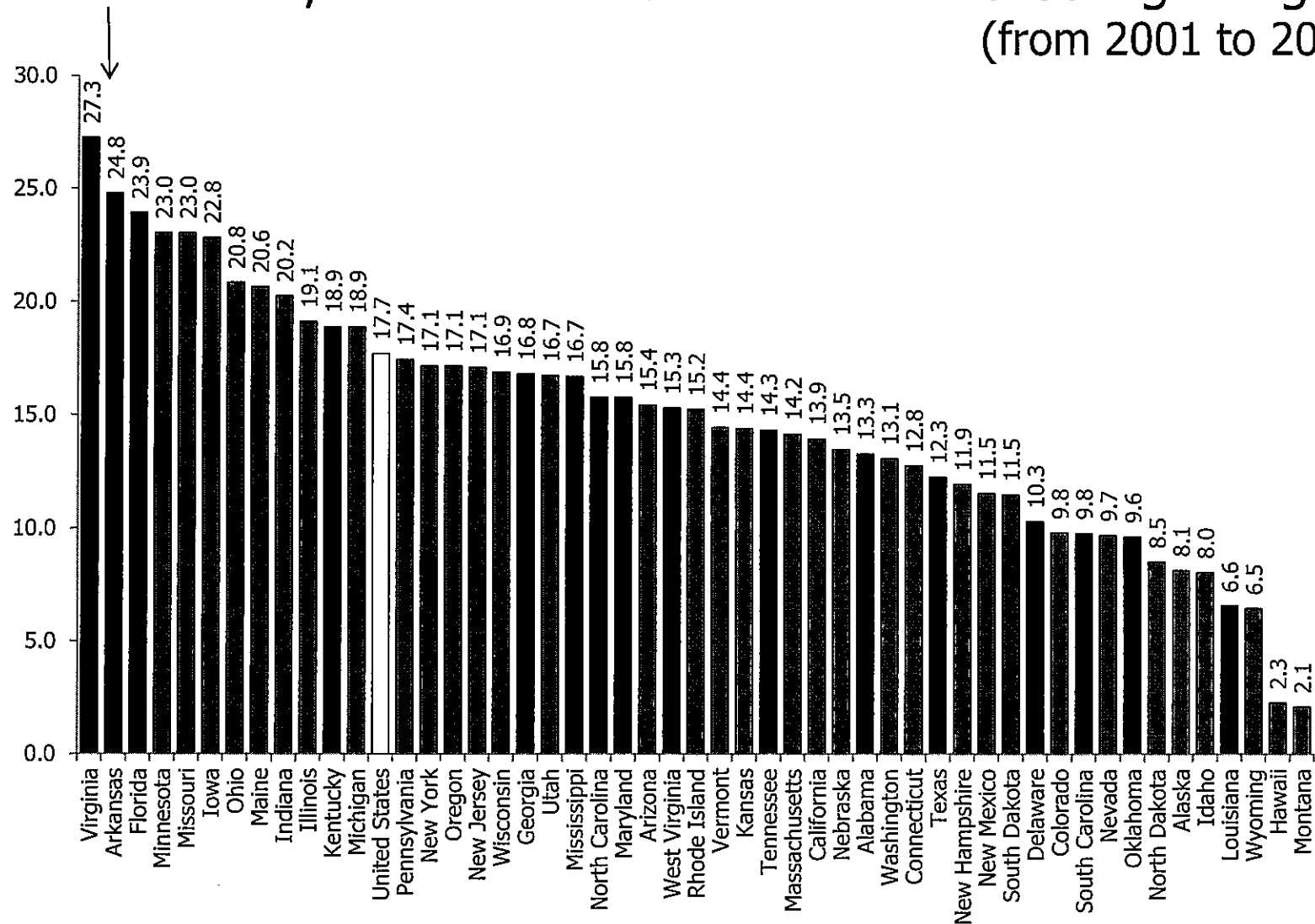
NCHEMS

Sources: U.S. Census Bureau, Decennial Census and American Community Survey

Undergraduate Credentials Awarded per 1,000 18-34 Year Olds with No College Degree (2011)



Percent Change in Undergraduate Credentials Awarded per 1,000 18-34 Year Olds with No College Degree (from 2001 to 2011)

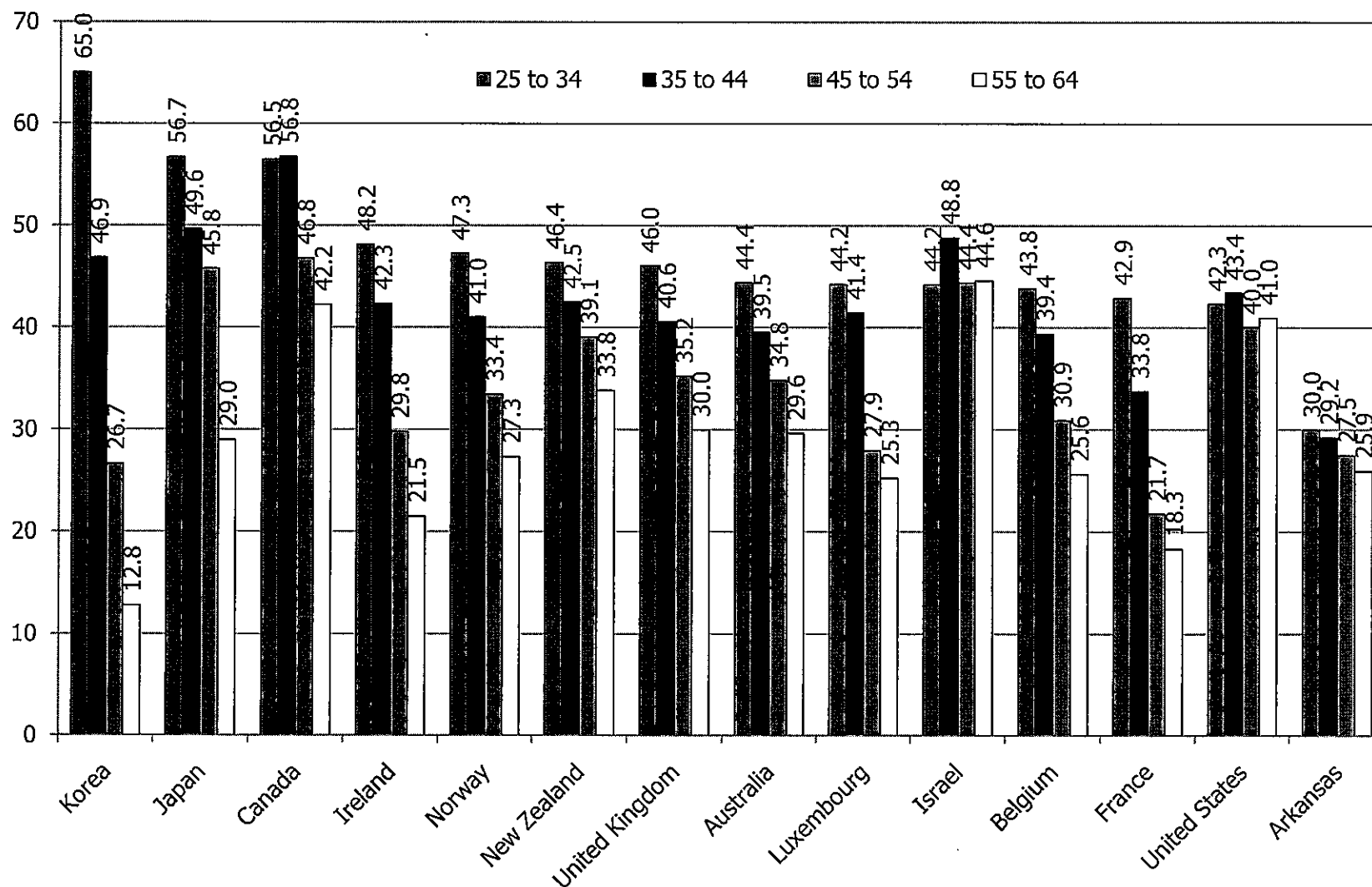


NCHEMS

slide 22

Sources: NCES, IPEDS Enrollment Survey; U.S. Census Bureau, ACS

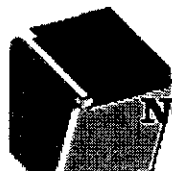
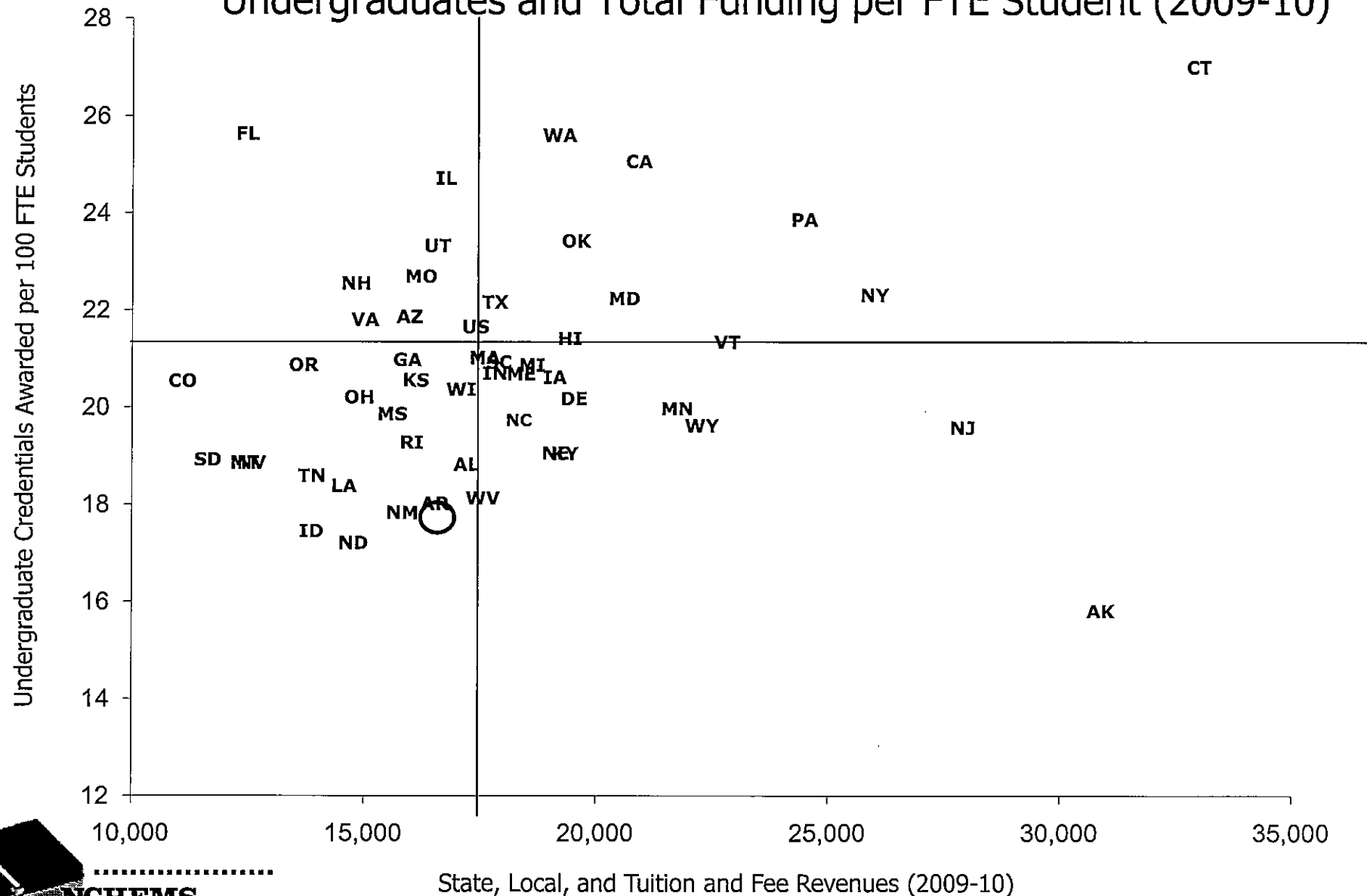
Percent of Adults with an Associate Degree or Higher by Age Group – Arkansas, U.S. & Leading OECD Countries, 2010



NCHEMS

Source: OECD, Education at a Glance 2012, U.S. Census Bureau, 2010 American Community Survey One-Year Public Use Microdata Sample File

Public Research Institutions: Undergraduate Credentials per 100 FTE Undergraduates and Total Funding per FTE Student (2009-10)

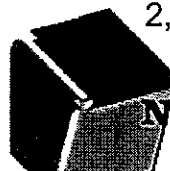
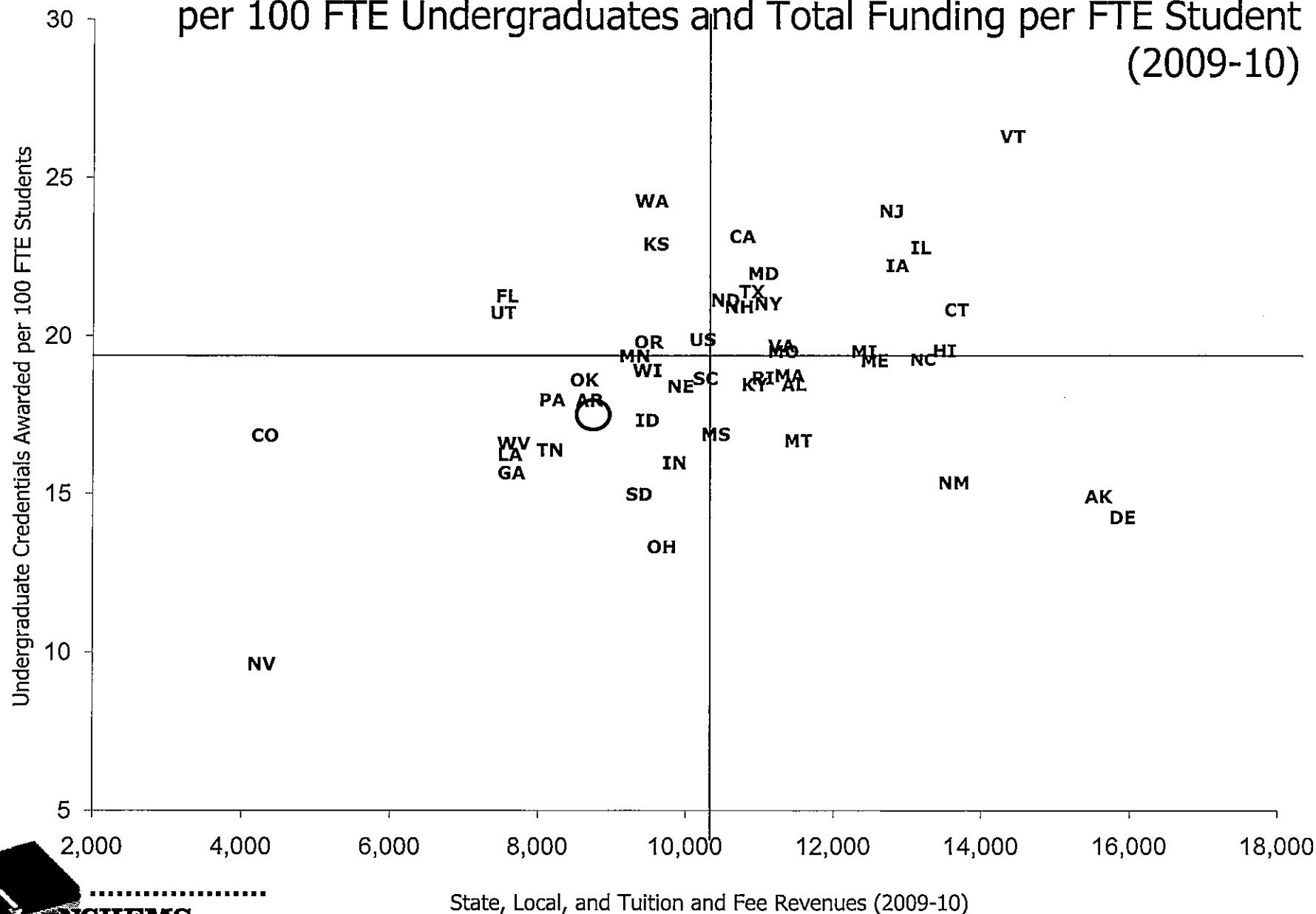


NCHEMS

slide 24

Sources: NCES, IPEDS Completions, Finance, and Enrollments Surveys.

Public Bachelors and Masters Institutions: Undergraduate Credentials per 100 FTE Undergraduates and Total Funding per FTE Student (2009-10)

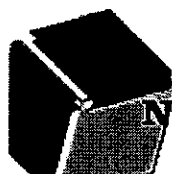
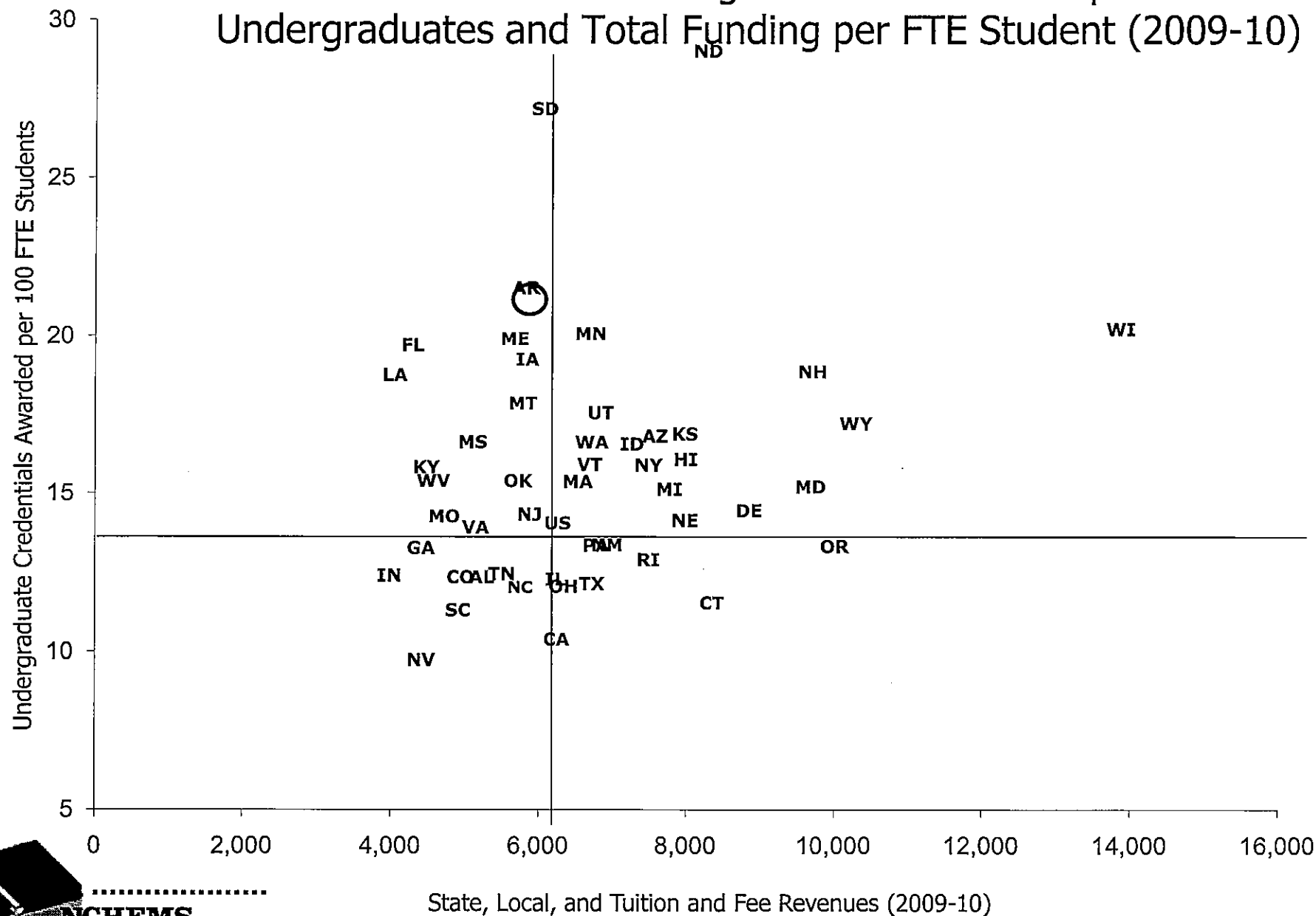


NCHEMS

slide 25

Sources: NCES, IPEDS Completions, Finance, and Enrollments Surveys.

Public Two-Year Institutions: Undergraduate Credentials per 100 FTE Undergraduates and Total Funding per FTE Student (2009-10)



NCHEMS

slide 26

Sources: NCES, IPEDS Completions, Finance, and Enrollments Surveys.

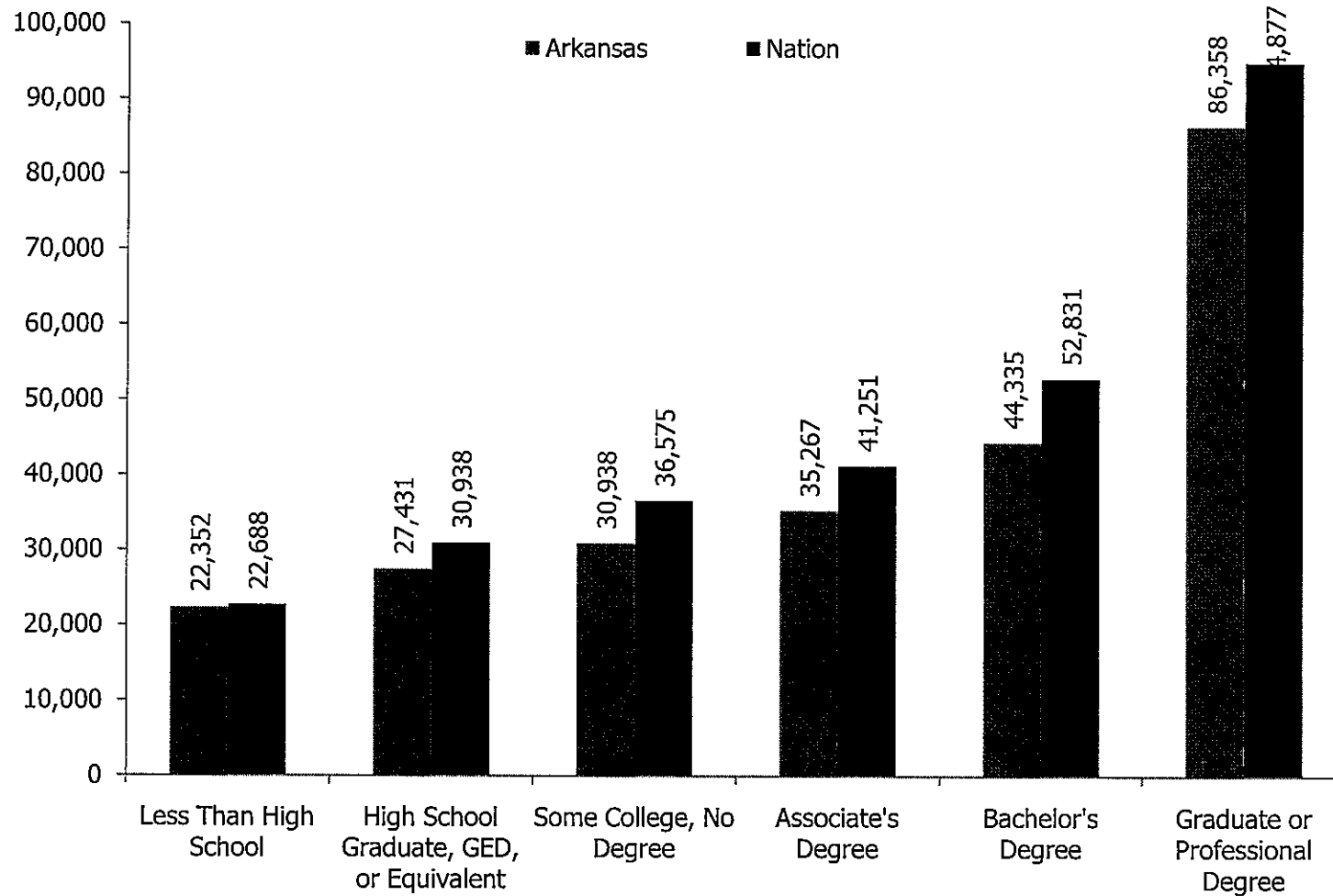


LABOR MARKET DEMAND

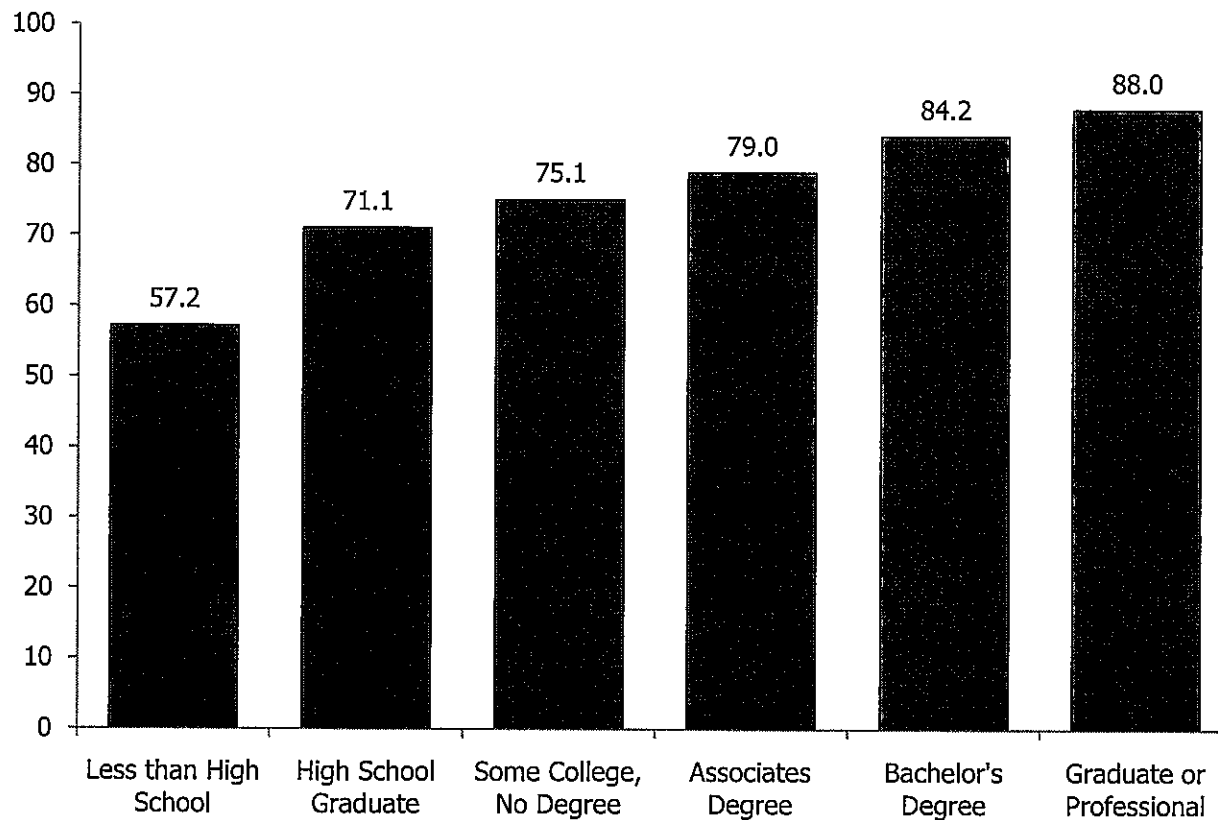


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NCHEMS

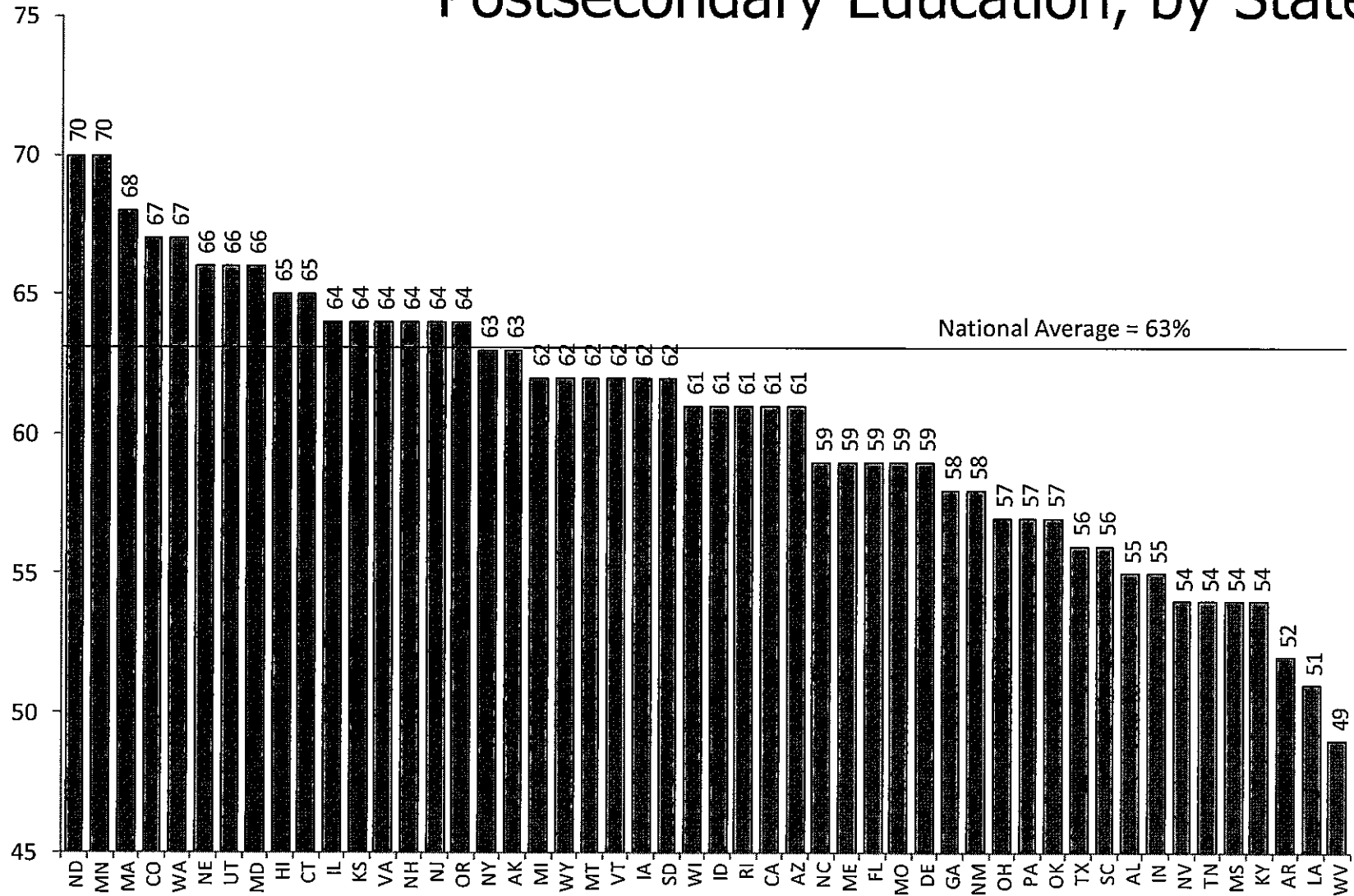
Median Annual Wages for Employed Workers Aged 25 to 64 – by Level of Education (Arkansas, 2010)



Percentage of Working-Aged Adults (25 to 64) Participating in the Workforce – by Education Level Attained (Arkansas, 2010)



Percentage of Jobs in 2018 that Will Require a Postsecondary Education, by State



Change in Jobs by Education Level: 2008 and 2018

Education Level	2008 Jobs	2018 Jobs	Difference
High School Dropouts	162,000	178,000	16,000
High School Graduates	472,000	519,000	47,000
Postsecondary	663,000	750,000	86,000

Arkansas' Rank in Jobs Forecasted for 2018, by Education Level

Education Level	2018 Jobs	Rank
High School Dropouts	178,000	9
High School Graduates	519,000	2
Some college, no degree	108,000	47
Associate's degree	334,000	17
Bachelor's degree	217,000	47
Graduate degree	92,000	51



Arkansas Jobs in 2018, by Education Level, Less Current Workers by Degree Level

	Rhode Island Jobs in 2018*	Current Workers**	Difference
High School Dropouts	178,000	111,708	66,292
High School Graduates	519,000	361,400	157,600
Some college, no degree	334,000	265,402	68,598
Associate's degree	108,000	82,944	25,056
Bachelor's degree	217,000	180,954	36,046
Graduate degree	92,000	94,602	-2,602

*Source: Georgetown University Center on Education and the Workforce, Projections of Jobs and Education Requirements through 2018; June 2010

**Source: U.S. Census Bureau, 2010 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.



WHAT IS REQUIRED TO MEET THE GOVERNOR'S 2025 GOAL?



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NCHEMS

Calculating the Economic Value of Increasing College Credentials by 2025 Arkansas

Start Over

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Increase College Attainment

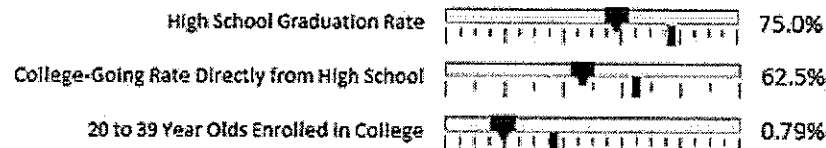
View Returns on Investment

Instructions and Definitions

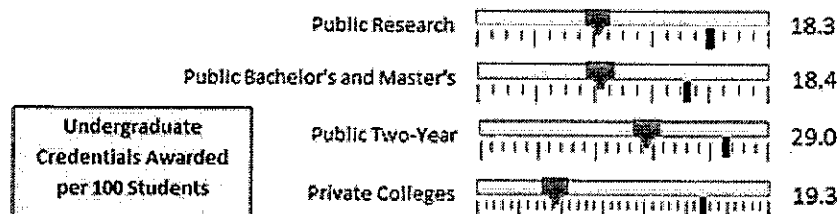
Set Postsecondary Performance Goals for Year 2025

Increase College Access

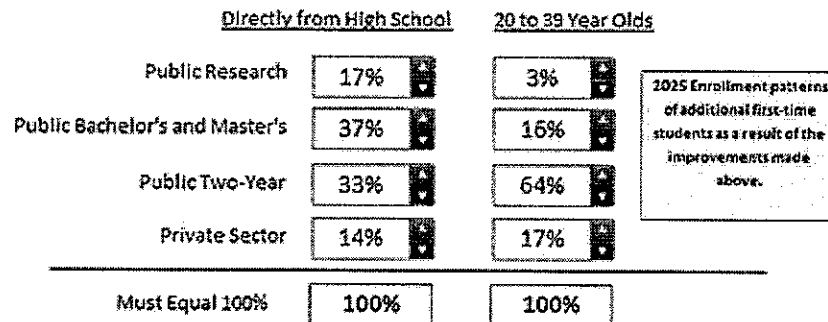
Avg. Performance of Top 3 States



Increase Number of College Credentials



Change Enrollment Patterns of Additional First-Time Students



Optional: Set 2025 College Attainment Goal (%)

55.0

(Current College Attainment of 25 to 64 Year Olds is 27.9%)

Gap: Additional Degrees Needed to Meet Goal **316,429**

Results: Additional Undergraduate Credentials Awarded by 2025

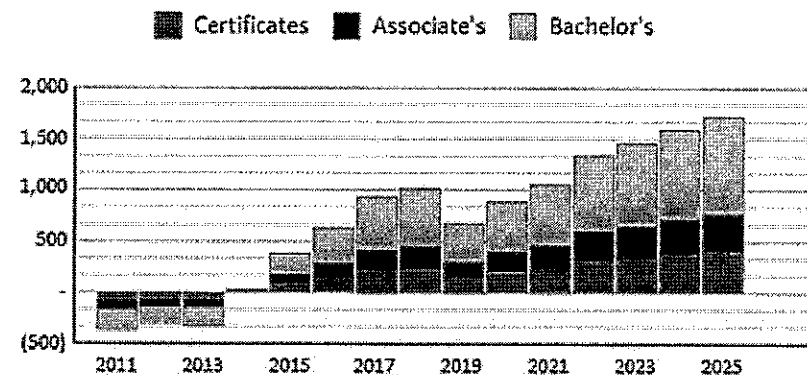
Associate's **2,222** + Bachelor's **5,967**

= Additional Degrees **8,188**

Undergraduate Certificates **2,578**

Total Additional Undergraduate Credentials **10,766**

Additional Undergraduate Credentials Awarded Annually



Note: The default positions reflect current rates and values. The results in 2025 assume linear progress toward goals.

Created by NCHEMS and CLASP

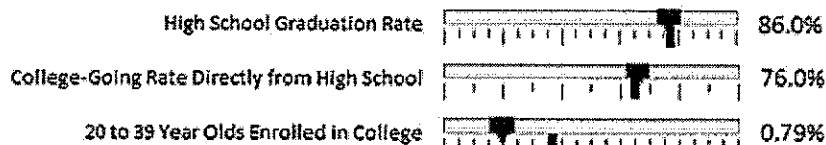
Calculating the Economic Value of Increasing College Credentials by 2025 Arkansas

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[Save Scenario](#)
[Print Page](#)
[Increase College Attainment](#)
[View Returns on Investment](#)
[Instructions and Definitions](#)

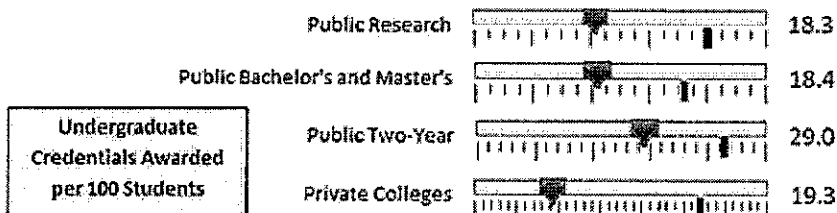
Set Postsecondary Performance Goals for Year 2025

Increase College Access

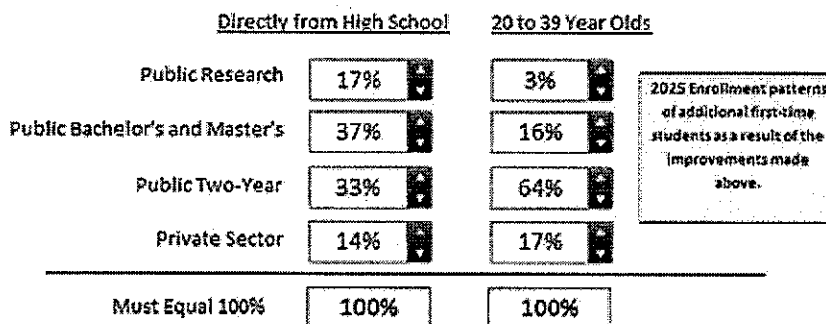
Avg. Performance of Top 3 States



Increase Number of College Credentials



Change Enrollment Patterns of Additional First-Time Students



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316,429

Results: Additional Undergraduate Credentials Awarded by 2025

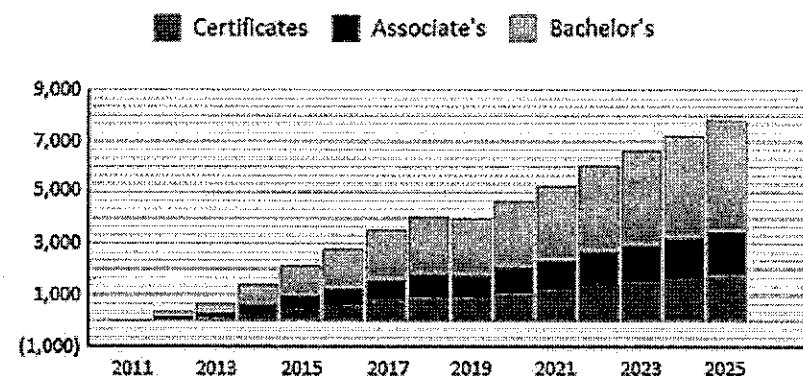
Associate's 11,603 + Bachelor's 31,496

= Additional Degrees 43,098

Undergraduate Certificates 13,428

Total Additional Undergraduate Credentials 56,526

Additional Undergraduate Credentials Awarded Annually



Note: The default positions reflect current rates and values. The results in 2025 assume linear progress toward goals.

Created by NCHEMS and CLASP

Calculating the Economic Value of Increasing College Credentials by 2025 Arkansas

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Increase College Attainment

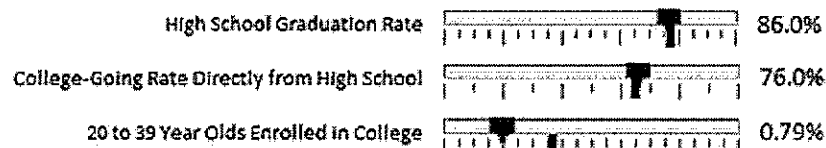
View Returns on Investment

Instructions and Definitions

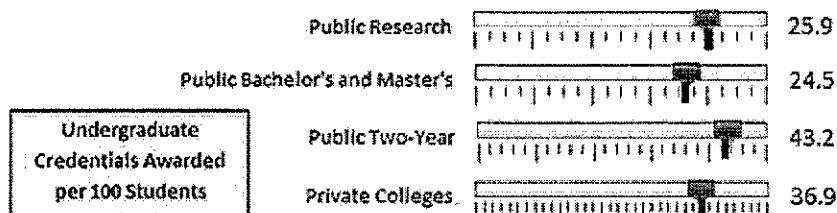
Set Postsecondary Performance Goals for Year 2025

Increase College Access

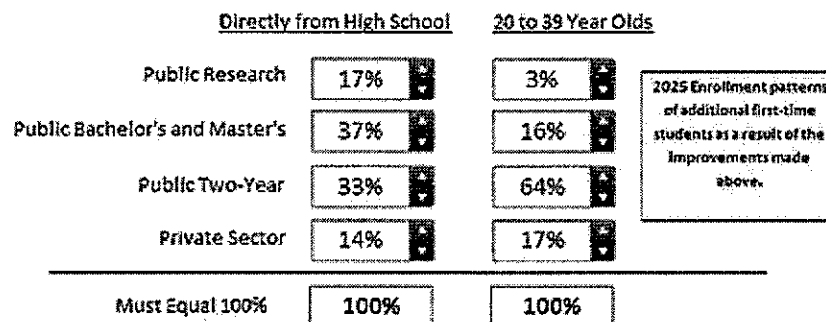
Avg. Performance of Top 3 States



Increase Number of College Credentials



Change Enrollment Patterns of Additional First-Time Students



Optional: Set 2025 College Attainment Goal (%)

55.0

(Current College Attainment of 25 to 64 Year Olds Is 27.9%)

Gap: Additional Degrees Needed to Meet Goal 316,429

Results: Additional Undergraduate Credentials Awarded by 2025

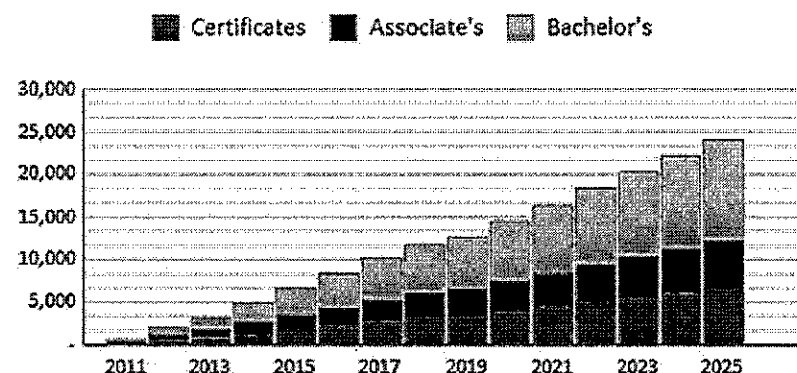
Associate's 40,385 + Bachelor's 86,656

= Additional Degrees 127,041

Undergraduate Certificates 49,943

Total Additional Undergraduate Credentials 176,983

Additional Undergraduate Credentials Awarded Annually



Note: The default positions reflect current rates and values. The results in 2025 assume linear progress toward goals.

Created by NCHEMS and CLASP

Calculating the Economic Value of Increasing College Credentials by 2025 Arkansas

Start Over

Save Scenario

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Increase College Attainment

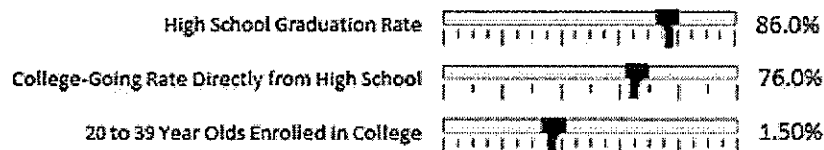
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Instructions and Definitions

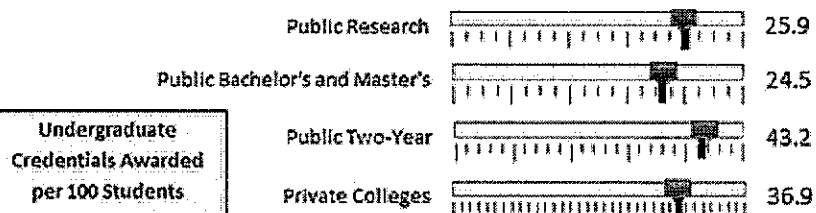
Set Postsecondary Performance Goals for Year 2025

Increase College Access

Avg. Performance of Top 3 States

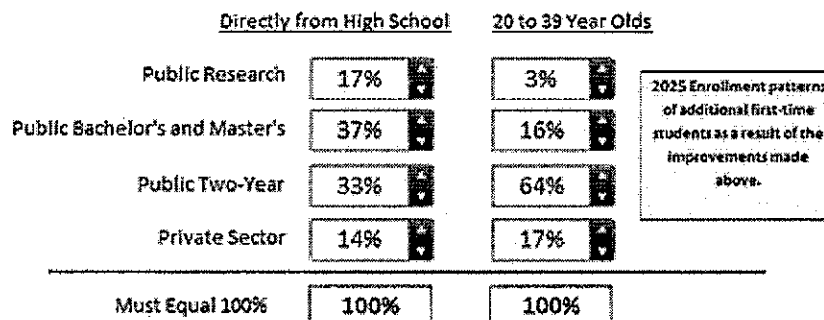


Increase Number of College Credentials



Undergraduate
Credentials Awarded
per 100 Students

Change Enrollment Patterns of Additional First-Time Students



Optional: Set 2025 College Attainment Goal (%)

55.0

(Current College Attainment of 25 to 64 Year Olds is 27.9%)

Gap: Additional Degrees Needed to Meet Goal

316,429

Results: Additional Undergraduate Credentials Awarded by 2025

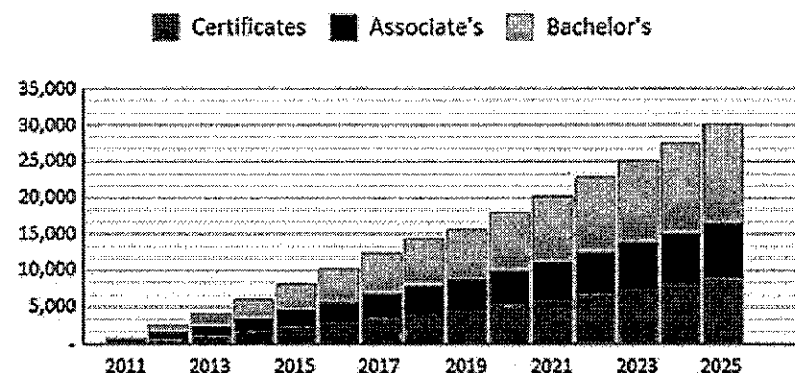
Associate's 53,269 + Bachelor's 98,754

= Additional Degrees 152,023

Undergraduate Certificates 67,295

Total Additional Undergraduate Credentials 219,318

Additional Undergraduate Credentials Awarded Annually



Note: The default positions reflect current rates and values. The results in 2025 assume linear progress toward goals.

Created by NCHEMS and CLASP

Calculating the Economic Value of Increasing College Credentials by 2025 Arkansas

Start Over

Save Scenario

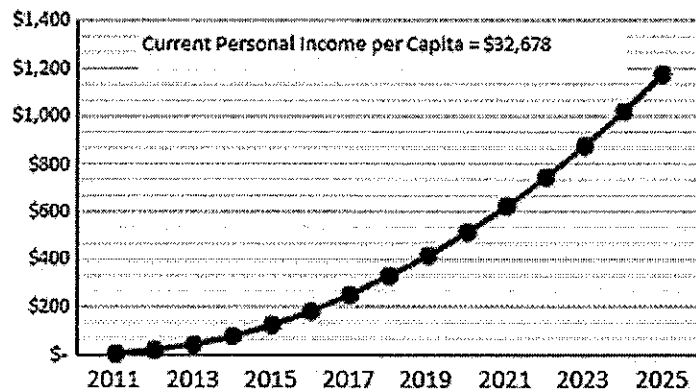
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Increase College Attainment

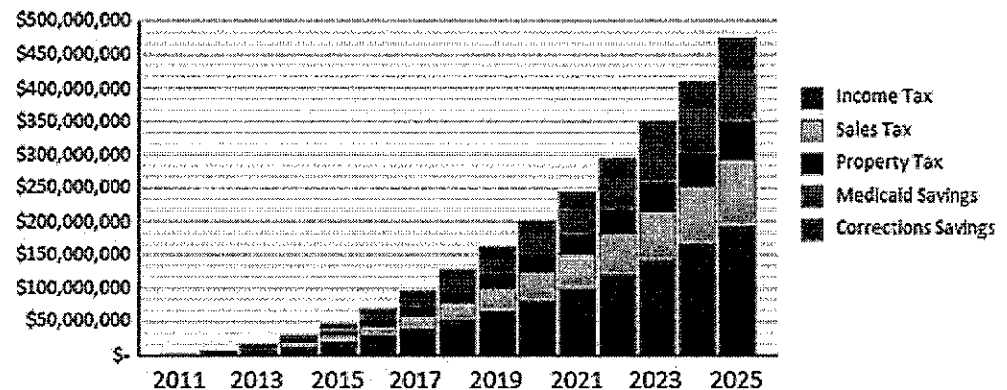
View Returns on Investment

Instructions and Definitions

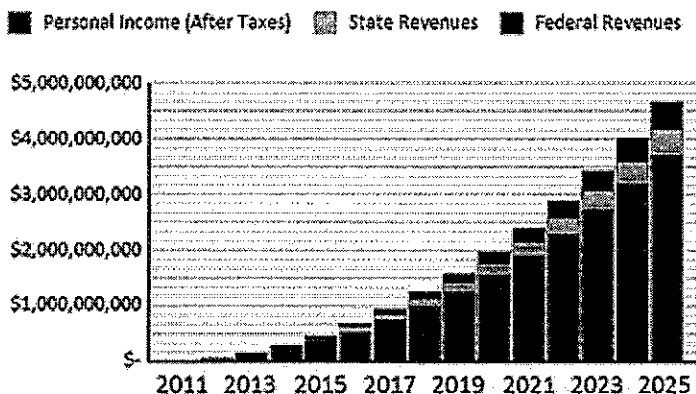
Change in Personal Income per Capita In Current \$



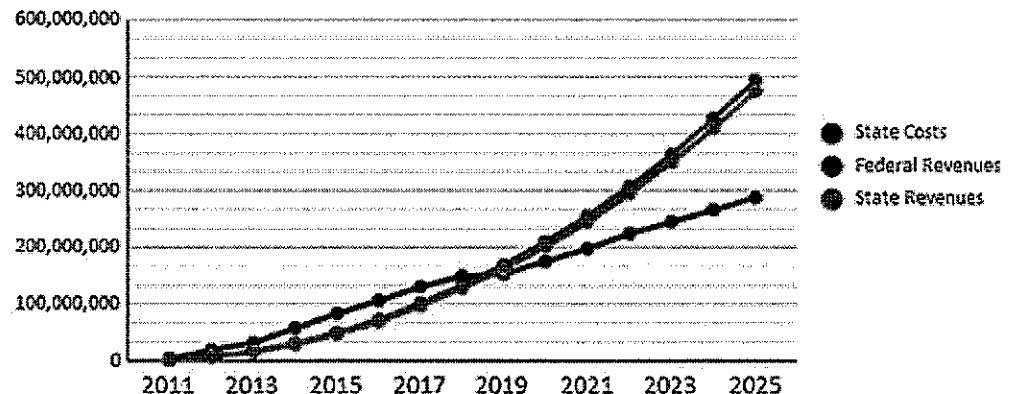
Additional State Revenues Generated In Current \$



Additional Revenues Generated In Current \$



State Costs vs Revenues Generated



Note: The default positions reflect current rates and values. The results in 2025 assume linear progress toward goals.

Created by NCHEMS and CLASP



What will it take to get there?

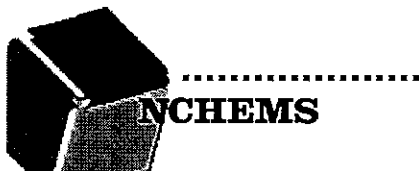


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Next Steps Toward 2025

- Sustain Focus on the 2025 Goal
- Sustain and Bringing to Scale Existing Promising Policies and Initiatives, For Example:
 - College and Career Readiness:
 - Common Core and New Assessments (PARCC)
 - Redesign of Developmental Education/Remediation
 - Transfer Policies
 - Retention and Completion





Next Steps

- Focus on Areas of Greatest Impact
 - High Value Certificates Linked to Workforce Demands
 - Adults With Some College But No Certificate/Degree
- Increase and Sustain Collaboration Among Key Agencies and Sectors in Coordinated Strategy to Meet 2025 Goal:
 - Universities Two-Year Institutions
 - K-12 Education
 - Career Education, Adult Education,
 - Workforce Development, Economic Development

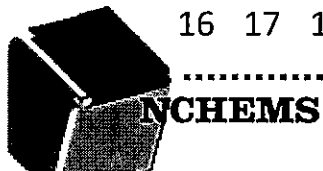
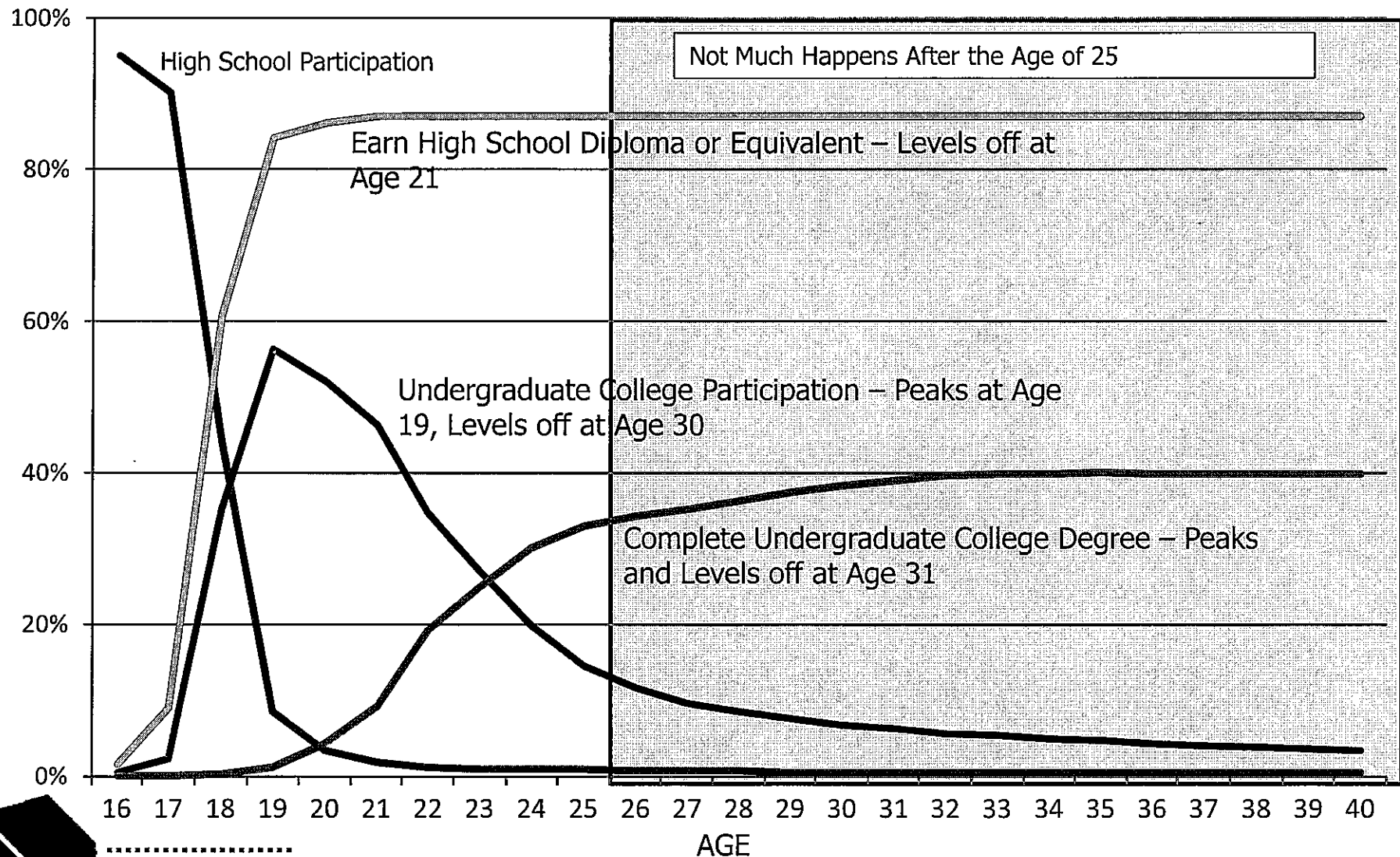


Next Steps to 2025

- Align Finance Policy with Goals
 - Funding Formulas; Performance Funding
 - Tuition Policy
 - Student Financial Aid: Need-Based Grants, Academic Challenge Scholarship
- Monitor and Report on Progress
 - Action Plans (e.g. Four-Year Plans)
 - Annual Reports

Doing It While We're Young

Patterns of U.S. High School and College Participation and Completion by Age



Note: Includes associate and bachelor's degrees, but not certificates.
Source: U.S. Census Bureau, 2005-07 American Community Survey (Public Use Microdata Sample)