

# You Are Not Alone

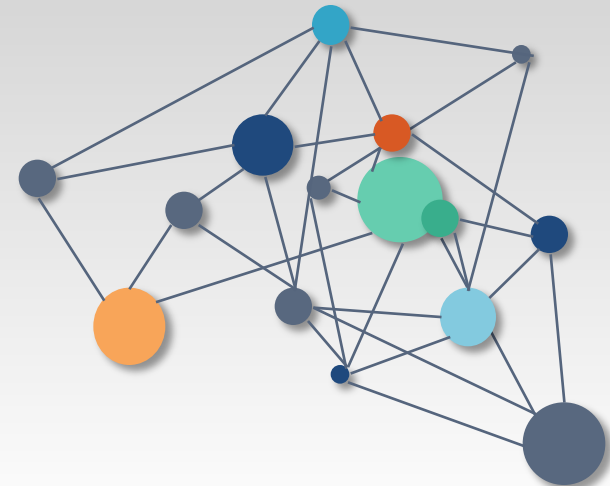
## Pursuing Goals in the Face of Budget Cuts

University of Alaska Leadership Summit  
Anchorage, Alaska  
November 29, 2016



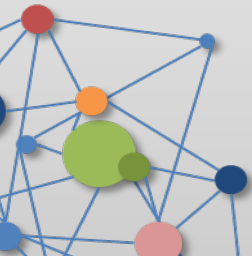
National Center for Higher Education  
Management Systems

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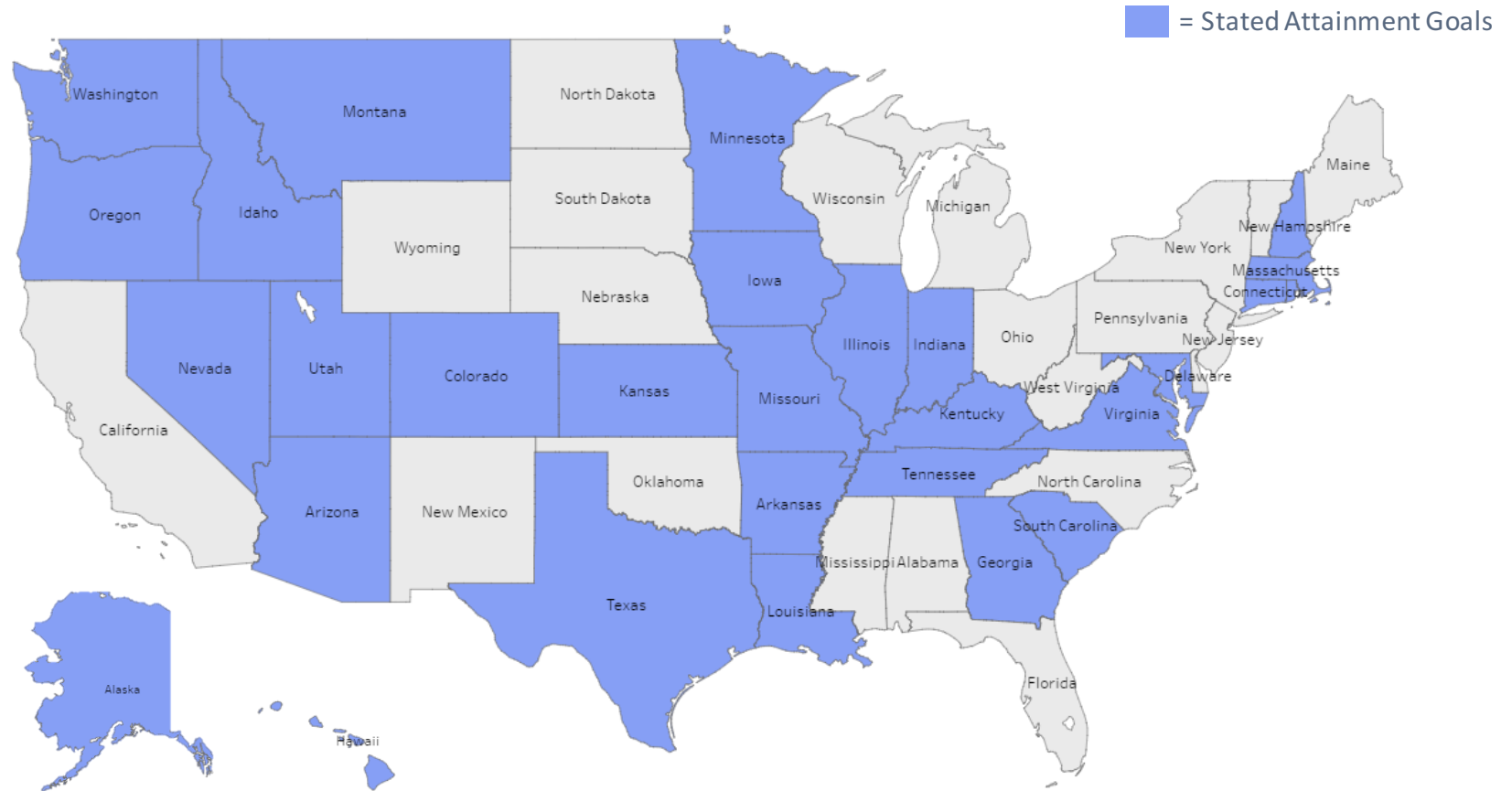


# **Alaska's Overarching Goal:**

**65% of Alaska's working age population will have a postsecondary education credential – a degree or certificate of value – by 2025.**

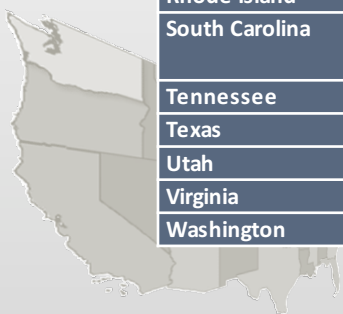


# States with Stated Postsecondary Attainment Goals



# Attainment Goal Descriptions

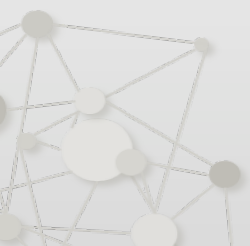
State	Goal	Target Ages	Goal Date	Notes
Alaska	65%	25-64	2025	
Arizona	60%	25-64	2030	
Arkansas	60%	25-64	2030	Arkansas has a goal of increasing the number of postsecondary credentials by 40 percent over 2013-14 academic year levels.
Colorado	66%	25-34	2025	Reduce attainment gaps among underserved populations.
Connecticut	40% Bacc; 30% Assoc.	25-64	2025	Goal is 40% with a Baccalaureate and 30% with an Associate's Degree.
Georgia	60%	25-34	2020	
Hawaii	55%	25-64	2025	UH increase by 6-9% every year.
Idaho	60%	25-34	2020	
Illinois	60%	25-64	2025	
Indiana	60%	25-64	2025	
Iowa	70%	25-64	2025	Goal is "education or training beyond high school"
Kansas	60%	25-64	2025	
Kentucky	58%	25-64	2025	
Louisiana	42%	25-64	2025	Goal of 7.2% annual growth rate.
Maryland	55%	25-64	2025	
Massachusetts	60%	25-34	2020	
Minnesota	70%	25-44	2025	
Missouri	60%	25-64	2020	
Montana	60%	25-64	2020	
Nevada	60%	25-64	2020	
New Hampshire	65%	25-64	2025	
Oregon	40-40-20	25-64	2025	40% with a Baccalaureate, 40% with an Associate Degree or Certificate, and 20% with a High School Diploma.
Rhode Island	60%	25-64	2025	
South Carolina	29% w/ Bachelor's or Higher	25-64	2030	
Tennessee	55%	25-64	2025	
Texas	60%	25-34	2030	
Utah	66%	25-64	2020	
Virginia	60.50%	25-64	2030	Top 10% Benchmarks
Washington	70%	25-44	2023	



# State Revenue Shortfalls Have Become Increasingly Common Over the Past Decade

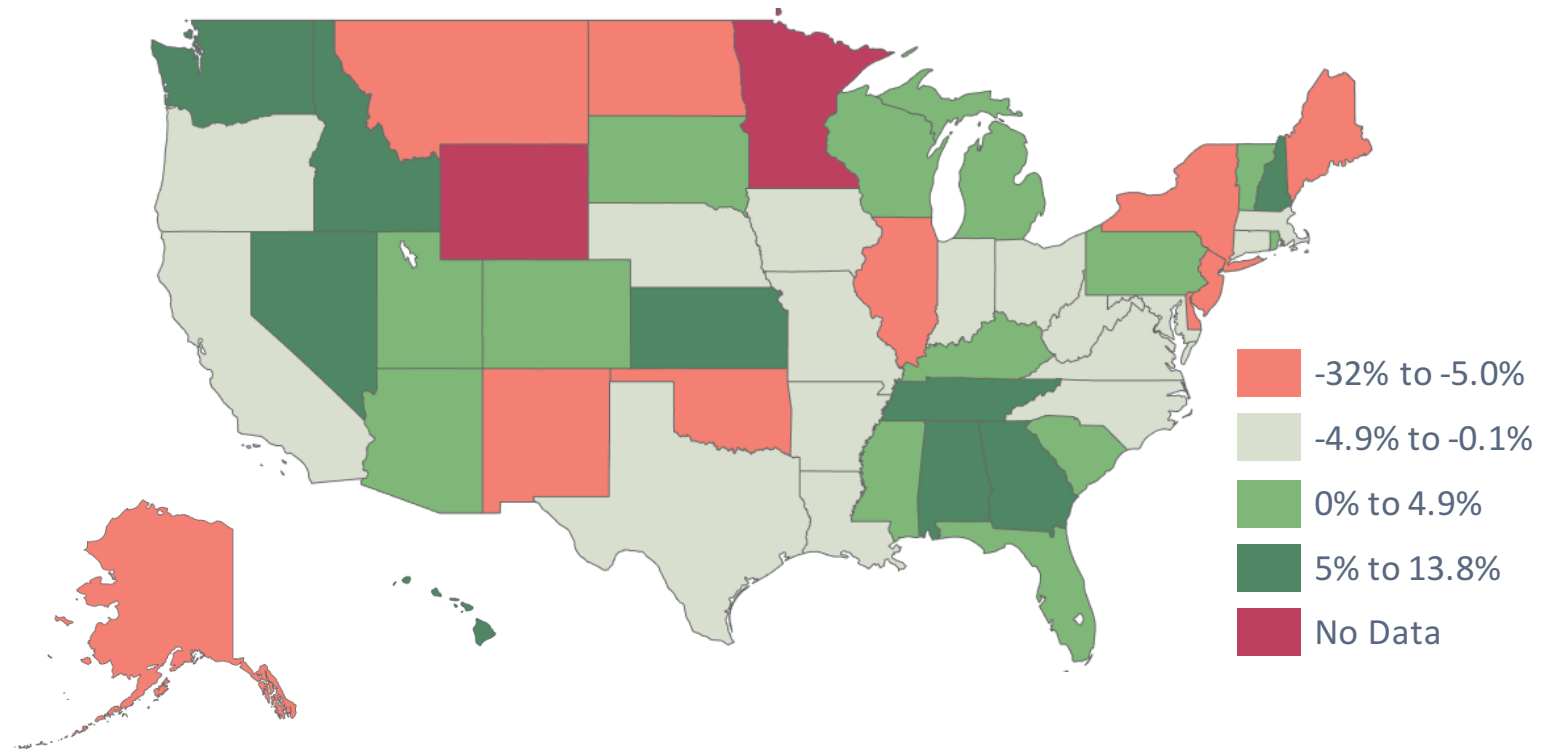
- States have not adapted to the “new normal”
- Tax structures haven’t kept pace with changes in underlying economies
- Tax collections falling short of budgeted figures – even when budget estimates are conservative

States behaving as if they’re in a recession , even though nation is in a prolonged period of (albeit modest) economic improvement.



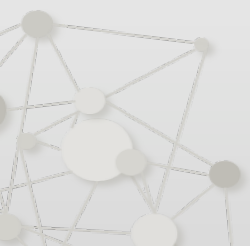
# State Tax Revenue Estimates

April-June 2015 vs. 2016, Percent Change



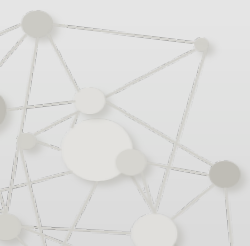
Data is estimated for  
New Mexico, Rhode  
Island, Connecticut,  
and New Jersey

- Most strategies for dealing with budget cuts really aren't strategies. They're steps of least institutional inconveniences.
  - Cuts are an aberration – wait a year or two and we can resume business as usual
  - Cuts seldom made in context of the long view



# Level 1 Response

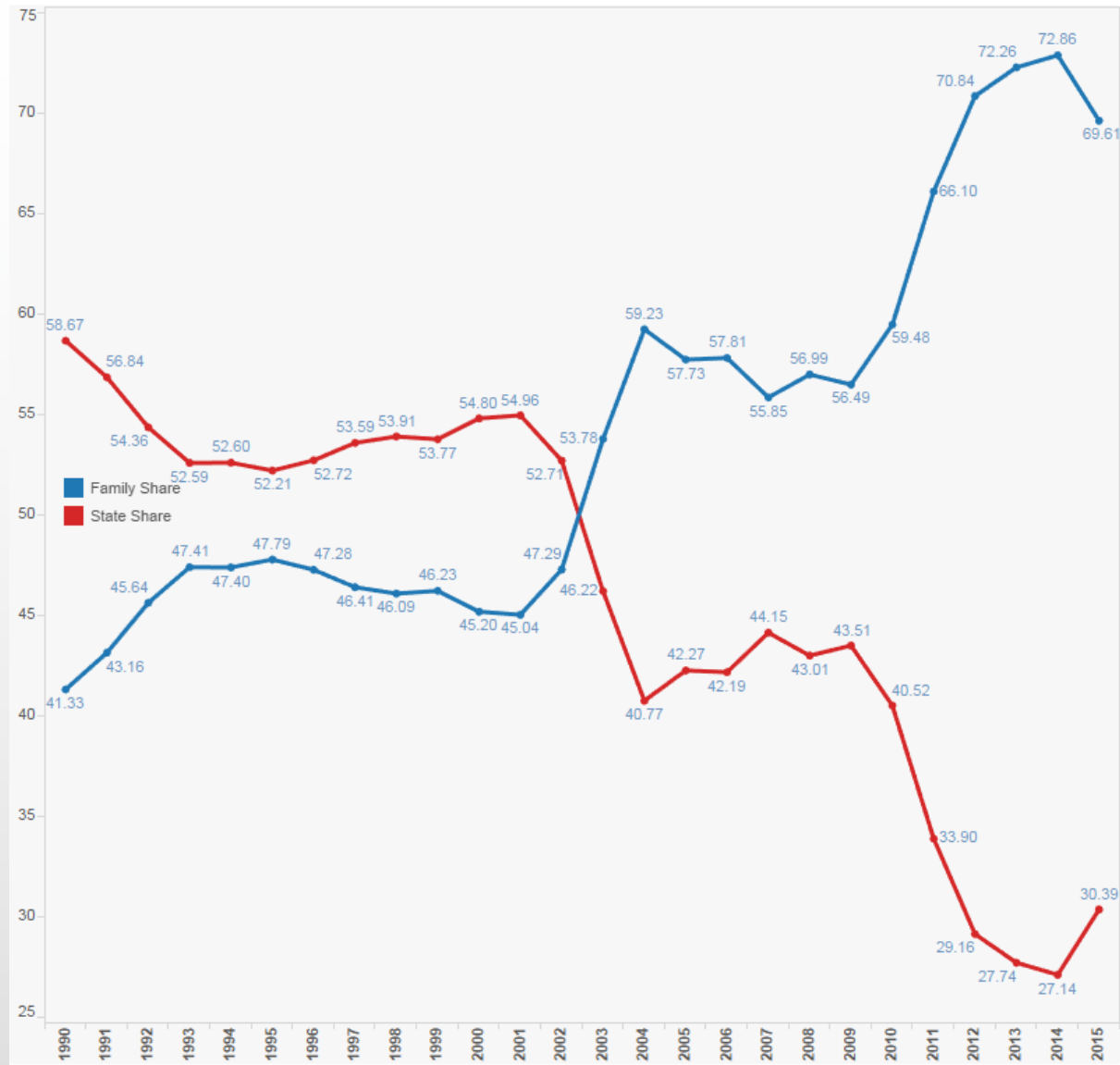
- **Raise Revenue.** This typically means taking steps to increase tuition revenue
  - Raise rates
  - Differential tuition for high cost programs
  - Enroll more out of state students





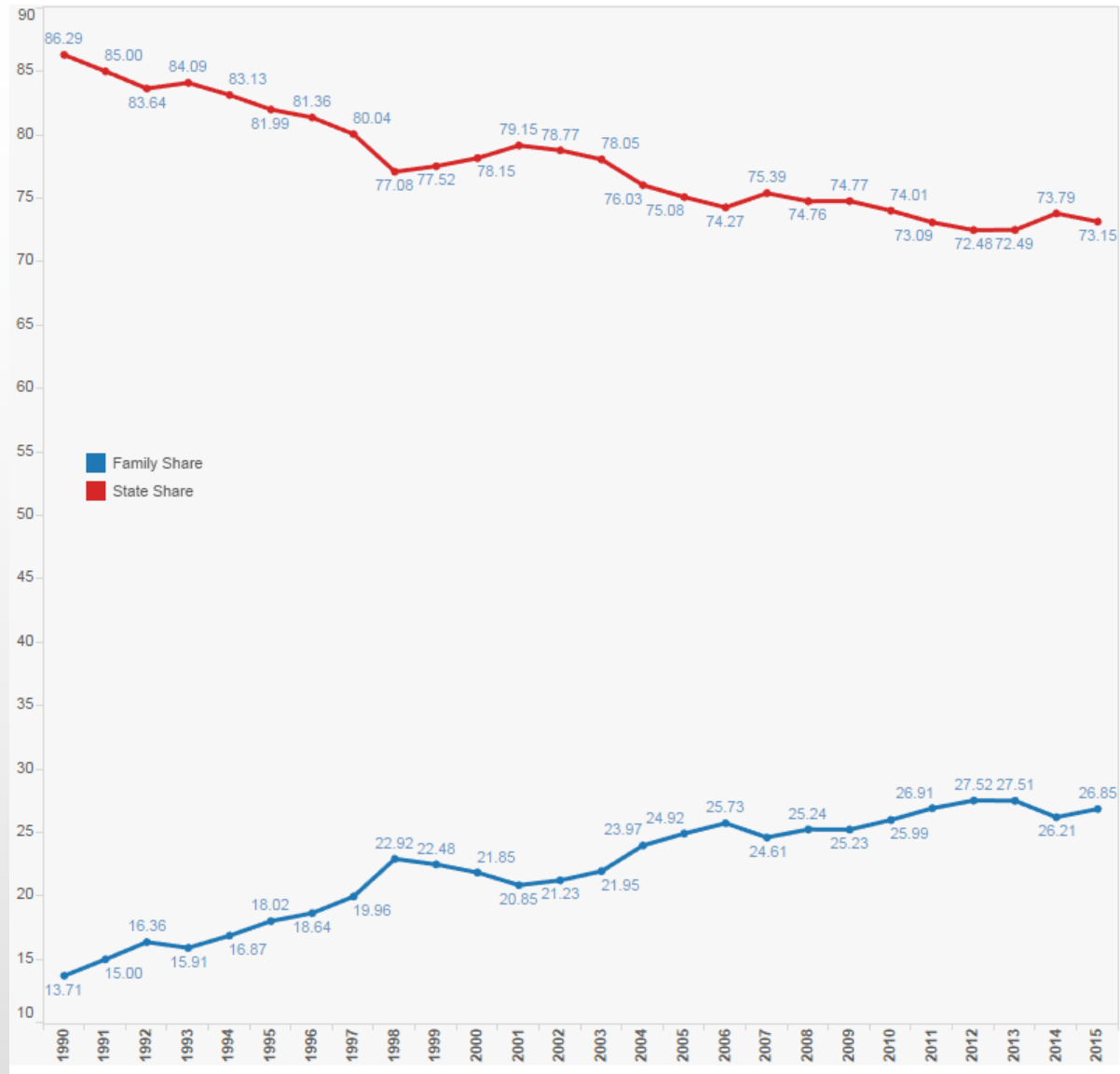
# Student Share of Education Costs

Colorado



# Student Share of Education Costs

Alaska

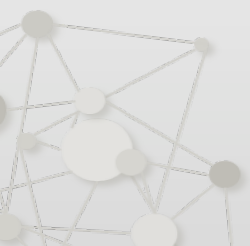


## Level 2 Response

- **Make the easy cuts** – those that don't involve people.
  - Don't fill empty positions
  - Reduce expenditures on
    - Travel
    - Supplies
    - Maintenance
    - Equipment



- There is nothing about such approaches that references/protects pursuit of goals
- They are largely exercises in postponement, not reduction

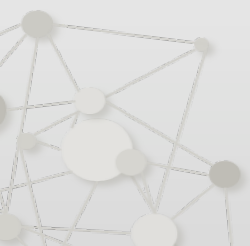


## Level 3 Response

- **Make the harder, but easily defended cuts.**
  - Cut programs that are least productive
  - Substitute PT employees for FT employees
  - Outsource functions that aren't central to institutional mission
  - Eliminate services at remote sites



These are retrenchment strategies that likely result in serving fewer students – inconsistent with goal attainment



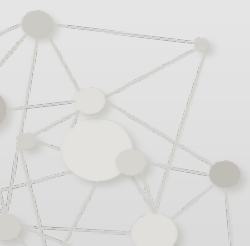
# Level 4 Response

- **Redesign courses.**

- Typically large, lower-division courses
- Reengineer courses in a way similar to that advocated by the National Center for Academic Transformation (NCAT)
- Evidence indicates this approach yields
  - Improved learning outcomes
  - At reduced costs ( $\approx$  40% less)



An important tactic, but works best as part of a larger, deliberate process.



# Level 5 Response

- **Redesign programs and their delivery.**
  - Redo general education
    - Substantially reduce the number of courses eligible for general education credit
      - Take cues from choices students are making
  - Standardize majors – remove options that result in small classes
  - Consider alternative delivery modes
    - Online
    - Competency-based



But don't forget to keep focus on goal attainment.



# Level 6 Response

- **Redesign the system**

- Start with the proposition that needs of students and employers in all parts of the state must be met
- Determine the array of assets needed to meet these needs
- Differentiate the educational capacity on each campus
- Use technology to deliver this capacity to
  - Students on other campuses
  - Remote sites
- Ensure “high touch” services are available at each site
- Standardize processes
- Centralize back office operations

