



REGENTS' REVIEW

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Nevada Board of Regents

The Nevada Board of Regents is the elected, 13-member governing body for the Nevada System of Higher Education. Comprising two doctoral granting universities, one state college, four comprehensive community colleges and one environmental research institute, the NSHE serves the educational and job training needs of the nation's fastest growing state.

As Nevada's only system of higher education, the NSHE provides educational opportunities to more than 105,000 students.

CSN's Automotive Program: Training Tomorrow's Workforce Today



Photo courtesy of CSN Public & College Relations

A College of Southern Nevada automotive student trains while CSN instructors look on.

This fall semester brought the opening and dedication of the new Transportation and Technology Building on the Cheyenne campus at the College of Southern Nevada. The College held the official dedication ceremony for the new 34,500-square-foot facility in October. The event brought about 200 members of the higher education community and automotive industry together to celebrate the construction of the building, the product of a public-private partnership.

The new \$11-million digs allowed the College to officially begin two new degree programs: Diesel/ Heavy Equipment Technology and Collision Repair Technology. The two programs showed enrollments of 40 students and 100 students, duplicated head count, respectively. The programs are expected to release their first graduates into the workforce in

the spring of 2009.

“(The students) they’re impressed and extremely happy,” said Edgardo Rapalo, lead instructor for the diesel program.

Judging by the interest local industry leaders took in the funding and construction of the facility, and the \$500,000 from donor MaryKaye Cashman, CEO of Cashman Equipment, put forward, the graduates will have little trouble finding jobs in Southern Nevada. Cashman has advocated passionately for the facility and the need to produce well-trained diesel technicians so companies such as hers do not have to look out of state for employees.

According to Paul Pate, CSN transportation program director, a well-qualified diesel or collision repair technician with just a few years of experience can earn an excess of \$70,000 a year. Pate praised the efforts of the CSN Foundation and the Nevada

see CSN AUTO TECH on page 7

Chair's Corner:

Over the past several weeks, our chancellor, presidents, faculty, staff, and students have put forth a Herculean effort to respond to the ongoing budget shortfall. These have not been easy times for the Nevada System of Higher Education but we have been through such challenging times before, and I look forward to achieving positive outcomes. I have faith that we will continue to meet our obligations to our students, faculty, staff, and the citizens of our State.

As you may know, Chancellor Jim Rogers recently sent a memo to the Board of Regents regarding our efforts to undertake a strategic planning process. I welcome this forward-thinking call to action. While the Board, under Chair Whipple's leadership, has previously explored and enacted various strategic plans and initiatives (such as the Blueprint for the Future), the chancellor's suggestions dovetail well with the work already done and we are anxious to move forward with that effort. The more involvement we can garner from our various constituencies and leadership in that process, the more successful we will be as a System.

On behalf of the Board of Regents and the NSHE, I also want to wish Chancellor Rogers a speedy recovery from his upcoming surgery. Our thoughts and prayers will be with him in the weeks ahead. Given our current organizational structure, there is no need to appoint an interim chancellor during Jim's recovery. I can assure our institutions that there will be no disruptions in our ability to run the System of Higher Education.



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Michael B. Wixom, Board Chair

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The Regents' Review is a publication of the Board of Regents of the Nevada System of Higher Education.

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An editorial...

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Duh

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur - others are matching and surpassing our educational attainments.

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament. Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them.

-- A Nation at Risk, April, 1983

Our nation is still at risk 24 years after the alarming report about the problems of K-12 education were reported in 1983. But the damage results now from a floundering higher education system that is lost and confused. Since 1980, a succession of federal, state and institutional policy choices have taken higher education far from its historic role of broadening access, participation and attainment. At the same time, other countries have adopted our own historic role as their own and these countries are furiously broaden-

see NATION AT RISK on page 6

UNHSS Moves Forward With First Private Gift

The University of Nevada Health Sciences System recently facilitated a major private donation involving UNLV, the Nevada School of Medicine, and the Lou Ruvo Brain Institute. It is the first private gift facilitated by the UNHSS and reinforces the organization's mission to foster collaboration among the NSHE institutions.

Community philanthropist and successful businessman Bruce Layne is donating \$500,000 to help cure neurodegenerative disorders. A life long Nevada resident, UNLV graduate, community leader, one-time candidate for lieutenant governor, and successful business owner, Bruce Layne was diagnosed with Parkinson's disease in 1999 at the height of his career. Layne and his family committed to contributing their resources to unlocking the secrets of this debilitating disease and help find a cure.

Layne's gift will help establish an Electronic Medical Records system at the Lou Ruvo Brain Institute. Doctors and medical students from the University of Nevada School of Medicine will help compile data and information from patients at the Brain Institute. That information will be stored and analyzed using the UNLV Supercomputing Center, which the only computer in Nevada with the capacity to store such large amounts of data. The donation will go to and be managed by the UNLV Foundation.

At the recent Board of Regents, Health Sciences Committee meeting, held January 30, Layne announced his purpose for the half-a-million dollar donation. "This gift is just the beginning of a grand vision for medical care and education in Nevada," said Layne. "My vision is to light a fire under disease research and this gift is a match that will spark a bonfire. The University of Nevada Health Sciences System has been the only way to cross institutional boundaries and weave together the collaboration that will be required to beat terrible diseases like Parkinson's."

Regent Dorothy Gallagher, chair of the Health Sciences System Committee said, "I have known Bruce Layne for many years



Photo by Tessa Stewart, UNHSS

(L to R) Bill Boldt, UNLV Vice Pres. of Advancement; Dr. Maurizio Trevisan, Exec. Vice Chancellor / CEO of the Health Sciences System; Bruce and Sherry Layne; Larry Ruvo, founder of the Lou Ruvo Brain Institute; Chancellor James E. Rogers; Trevor and Chad Layne.

and he has always been such a great friend to the system of higher education. This is the most recent of his many contributions, and we are so pleased he sees fit to contribute to the vision of the Health Sciences System."

Dr. Maurizio Trevisan, Executive Vice Chancellor and CEO of the Health Sciences System said, "As in the case of this gift from the Layne family, the University of Nevada Health Sciences System serves to coordinate the many entities involved in health care and research. The UNHSS looks forward to facilitating remarkable partnerships both internally among Nevada's higher education institutions and externally with partners like the Lou Ruvo Brain Institute."

Bruce and his wife Sherry have two sons, Chad and Trevor. Layne is a graduate of Bishop Gorman High School and the University of Nevada, Las Vegas. He has served on a significant number of boards and committees in southern Nevada. He has been on the UNLV Foundation board for 15 years, was named a Distinguished Alumnus, and founded Career Day. Layne started his own insurance company which became the largest insurance agency in Nevada, Layne and Associates. He also

co-authored a book, *MY GIFT*, documenting the lessons and gifts he has learned throughout his successful life.

NSHE Institutions

University of Nevada, Las Vegas
University of Nevada, Reno

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Nevada State College

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College of Southern Nevada
Great Basin College
Truckee Meadows Community College
Western Nevada College

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Desert Research Institute

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NSHE Divisions

Experimental Program to Stimulate Competitive Research (EPSCoR)

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Management Assistance Partnership (MAP)

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System Computing Services (SCS)

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University of Nevada Health Sciences System

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University of Nevada Press

Nevada Higher Edu

College of Southern Nevada

If you didn't hear NBC Nightly News' Brian Williams say it on national television, CSN was a major partner with the Democratic Party for the Jan. 15 Democratic Presidential Debate at Cashman Center with about 2,000 people attending the debate. The college is grateful to the more than 100 CSN students and employees and their friends and family who helped make the day happen by spending spare time Sunday, Monday and Tuesday to ready Cashman for the event.

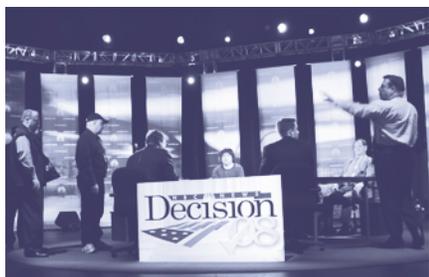


Photo by Sergio Salgado

CSN volunteers stand in for Democratic Presidential candidates at Cashman Theatre during debate rehearsals.

Desert Research Institute

An impressive five of the 15 Lake Tahoe research projects funded by the Southern Nevada Public Land Management Act (SNPLMA), worth \$1.66 million, have been awarded to DRI. "When you consider that 90 projects were submitted for consideration and that five submitted by DRI were accepted, that's truly an accomplishment to be proud of," said Steve Wells, DRI president. "These research projects culminate a great year in our collective efforts to preserve Lake Tahoe in partnership with UC Davis, UNR, the U.S. Geological Survey and the Pacific Southwest Research Station in which we opened the Tahoe Center for Environmental Sciences this past summer," said Jim Thomas, Director of DRI Center for Watersheds Environmental Sustainability.

Great Basin College

GBC partnered with film-maker Christopher Coppola and the Western Folklife Center for PAH-Fest (Project Accessible Hollywood) Elko during this year's National Cowboy Poetry Gathering. The three-day film festival, held January 28 - February 1, focused on cowboy and ranching themes and included three events for film makers. Information on the event and completed videos can be viewed online at www.pahnation.com.



Nevada State College

NSC has been awarded two Upward Bound precollege projects in the amount of \$250,000 per year each from the U.S. Department of Education. Totalling more than \$2 million over the grant's four-year span, the NSC Upward Bound Program will serve 100 low-income, first-generation and disabled students – 50 each at Basic and Eldorado High Schools in Las Vegas, allowing the students to gain the skills and motivation needed to complete a baccalaureate degree after high school graduation. According to Fred Maryanski, NSC president, Sen. Harry Reid's advocacy allowed for the grant funding. "Upward Bound grant funds would only have been provided to existing programs under the expansion of the program that occurred as a part of the College Cost Reduction Act of 2007 if it were not for the help of Senator Reid," said Maryanski.

Truckee Meadows Community College

TMCC second-year architecture students recently designed a new hospice house for the Hospice Foundation of Northern Nevada. "Working with several nurses, the

students went beyond the traditional hospital look and created a home atmosphere for the residents," said Nate Hudson, TMCC architecture instructor. TMCC architecture students have a proven track record of developing free designs for community partners, including the City of Reno and Washoe County Senior Citizens.

University of Nevada, Las Vegas

UNLV School of Nursing professor Nancy Menzel and a multidisciplinary team of researchers were honored recently by the U.S. Centers for Disease Control and Prevention with the Award of Excellence in Public Health Training. Menzel and colleagues from the American Nurses Association, Veterans Health Administration and the National Institute for Occupational Safety and Health developed a curriculum for schools of nursing nationwide, focusing on modern patient handling equipment and how its use reduces back and other musculoskeletal injuries among nurses. Since 2006, 26 schools of nursing have adopted the curriculum.



Photo courtesy of UNLV Public Affairs

Professor Nancy Menzel, UNLV School of Nursing,

University of Nevada, Reno

UNR's Orvis School of Nursing celebrated its 50th anniversary January 26 at the Siena Hotel Spa & Casino. Guest speaker, Dr. Maurizio Trevisan, executive vice chancellor and chief executive officer of the University of Nevada Health Sciences System spoke in front of the more than 200 in attendance. Arthur and Mae Orvis founded the Orvis School of Nursing in 1957 and the school was Nevada's first to offer the bachelor of science in

Education in the News

nursing for both entry-level students and registered nurses. In conjunction with the University's School of Public Health, the Orvis School of Nursing also offers a combined degree in nursing and public health, the master of science in nursing/master of public health (known as the MSN/MPH degree).



Arthur and Mae Orvis at the groundbreaking of the Orvis School of Nursing in 1966.

Western Nevada College

WNC's Joe Dini Library is the recipient of a local poet's lifetime collection – more than 1,000 volumes of work, many by Nevada writers. Bill Cowee, 65, made the gift in part because he began taking poetry classes at Western two decades ago. Along with other WNC students and instructors, he formed the Ash Canyon Poets, which continues today as a forum for area writers. Cowee is recognized as one of the finest poets to come from northern Nevada.



Bill Cowee, poet.

Management Assistance Partnership

MAP has been ranked the number one University-based center nationally by the Manufacturing Extension Partnership (MEP) which provides Federal funding

for 59 centers throughout the US and Puerto Rico. MEP is a program of the Department of Commerce under the National Institute of Standards and Technology (NIST). Center performance and rankings are a result of an independent survey of clients served. Support from the Nevada System of Higher Education and the institutions throughout the state have been instrumental in this success.

System Computing Services

In November 2006, SCS was contacted by SC07 conference organizers to help prepare for the annual supercomputing conference to be held in Reno in November 2007. SC07 is the country's premier research computing conference and requires an enormous amount of network and computing capacity. SCS partnered with CISCO, Nortel, Juniper, Infinera, American Fiber Systems, and other companies, as well as state agencies and research facility volunteers, to upgrade the wide area network between Reno and Sacramento and the local area network supported by NSHE. Because of the improvements made for the recent SC07 conference, other high-tech events can now be supported and Reno has established itself as a "high-tech friendly" conference location. Conference information is still available at <http://sc07.supercomputing.org>.

University of Nevada Health Sciences System

Despite a snowstorm, 33 public health faculty and administrators from UNR and UNLV attended a retreat this past weekend at Lake Tahoe to discuss state-wide academic public health programs. Donna Petersen, Dean, USF College of Public Health, and Greg Hart from LarsonAllen, served as facilitators and focused on where UNR and UNLV can collaborate. Dr. Maurizio Trevisan, Exec. Vice



Photo by Holly Balmer, UNHSS

Participants of the 2008 UNHSS Public Health Retreat held in Lake Tahoe.

Chancellor/CEO for the NSHE Health Sciences System set the tone, stating the importance of getting the faculty together to discuss commonalities and identify ways in which they can work on a state-wide programs. The event was hosted by UNHSS supporter Larry Ruvo at his Shakespeare Ranch.

University of Nevada Press

The Press is pleased to present *Jews in Nevada: A History* by John P. Marschall, emeritus professor of history at the University of Nevada, Reno. This fascinating historical study provides readers with an understanding of Jews and their place in American history, and in particular the important roles they played and contributions they made in communities throughout Nevada and the West. *Jews in Nevada* is a major addition to the history of the state's peoples and development. John Marschall's insights into the Jewish experience in Nevada in comparison with that in the rest of the country make this book significant to readers interested in Nevada and western history, immigration, and ethnic and religious history.



NATION AT RISK continued...

ing access, participation and attainment. Their progress and our stagnation have left us eating their dust. One by one, other countries are moving beyond us in the higher education of their future workforces. In the now global Human Capital Economy their futures are brighter than is ours.

From 1862 to 1980, a succession of progressive choices by federal and state governments produced policies and programs that expanded higher education opportunity and participation from scratch to world leadership. These initiatives built the foundations for prosperity that we are still coasting along on today, albeit now downhill.

But since 1980 these progressive policies have been steadily replaced with regressive policies. Instead of expanding opportunity for higher education, the new policy initiatives are segregating higher education along lines of class and race, and stopped the growth in college participation rates. Recently they have stopped the infusion of greater shares of college graduates into the workforce.

These regressive policy choices are restoring class and racial segregation in higher education. These policies are enriching the rich and impoverishing the poor. We are becoming what our ancestors fled when they came to America.

The evidence of the consequences of regressive policy choices have grown so blatant, so devastating, so divisive and destructive that these regressive policy initiatives cannot be tolerated any longer. Progressive policies to expand opportunity for higher education must be restored, strengthened and renewed. New progressive policies must be found to expand and broaden higher education participation, attainment and success. Our country's future now depends on this policy reversal—we have begun a long term slide toward second world status.

The uniqueness of the United States- what makes us different from other times, places, and countries in human history - is that we have been truly a land of opportunity. Our powers of attraction have promised the opportunity to escape from the bondage of inherited poverty that plagues most of mankind throughout the world. We have been known as the land of opportunity where hard work was rewarded. And since the advent of the Human Capital Economy in the early 1970s, fulfill-

ment of that promise requires opening the portals of higher education to all and not just those from inherited privilege races and classes. Being honest and working hard are no longer sufficient. In what became the global Human Capital Economy, around 2000 successful workers require the skills and training they get in higher education. Who gets higher educated takes on new vital importance to people, their communities, the states in which they live, and to our national position in the world community.

But the federal, state and institutional policy choices made since 1980 have steadily diminished higher educational opportunity in predictable, measurable and consequential ways.

The federal government has shifted the financial aid burden from federal taxpayers to needy students. The federal focus has shifted away from needy students to students from affluent families. It has done so through greatly diminished grant assistance for the financially needy and increased loan and tax credit assistance targeted on the affluent (who vote). The 1996 Hope and Lifetime Learning Tax Credits represented a 180 degree reversal from the programs initiated during the War on Poverty.

States too have shifted the costs of higher education from taxpayers to students and their families by sharply reducing state financial investment in higher education and sharply raising tuition charges to students and their families. Most states have gone AWOL from their historic role of keeping college affordable for those from low and moderate income backgrounds. And many states have made the worst choices of all by awarding merit scholarships to students from affluent families that do not need them and ignored truly financially needy students.

Many four-year colleges and universities have chosen to worship the class-based institutional ranking criteria used by U.S. News and turned away from serving students from low and moderate income families and instead limit their enrollments largely to students born into the inherited privilege of affluence.

The predictable results of these regressive policy choices began to appear in the early 1980s. But the list grows longer and more consequential year after year.

• Since the early 1980s the shares of undergraduates with Pell Grants has shifted away from public and private 4-year colleges and universities. Undergraduates with Pell Grants (low income students) are increasingly concentrated in community colleges and proprietary schools. Students without Pell Grants from affluent families are increasingly

concentrated in public and private four-year colleges and universities.

• During the 1990s the share of white undergraduate students enrolled in four-year colleges and universities began to grow, while the share of minorities began to shrink. Four-year institutions are increasingly for whites while community colleges and proprietary schools are for minorities. Higher education is segregating along racial lines.

• In 1992 the college participation rates for 18 to 24 year olds at all four income quartiles peaked, and have plateaued since then. College participation rates are no longer growing in the U.S., while they are exploding in much of the rest of the world.

• In 2000 the share of 25 to 34 year olds with a bachelor's degree peaked at 30 percent and has remained flat through 2005. Other countries are surging past the U.S. and we have dropped from first place in 1998, to second in 2003 to seventh by 2005. By 2019, the U.S. will rank 22nd among the industrial democracies in the share of its 25 to 34 year olds with a bachelor's degree.

The consequences of regressive policy choices begun at the federal and state levels in 1980 have taken two decades for implementation and their outcomes to be revealed in student enrollment and attainment. But in fact, they were predictable. Known effects of price on student enrollment decisions of access, choice, persistence and completion from econometric research initiated in the 1950s would have predicted the enrollment outcomes of the policy choices made since 1980.

Having made these choices, our policy leadership might be presumed to have intended the outcomes that have occurred. Or maybe they just didn't know what they were doing. Or today they don't know what they have done. Or perhaps they had forgotten what brought their ancestors to America in the first place. Or maybe all of the above. But they did this and now what they did must be undone.

We are again a nation at risk, coasting along on past efforts and achievements, beginning a long and painful downhill slide. If we are to alter this course, many things have to change in education. Here is an outline of a progressive agenda to get the U.S. back on the path to expanded access, partici-

see NATION AT RISK on back

CSN AUTO TECH continued...

Collision Industry Association, which supported the efforts of the College to get funding for the expansion. Other major donors included: Cashman Equipment, Automotive Equipment of Nevada; Desert Buick, GMC, Pontiac; Hunter Service Company, M2 Services, LLC; Las Vegas Ford Club; Machabee Office Environments; National Automobile Dealers Charitable Fund; Nevada Franchised Auto Dealers Association; Peterbilt Truck Parts-Eng Stuart; Sierra Health Services; Southern Nevada Franchised New Car & Truck dealers Association; Swisher Steve and Lisa Dove; Ted Wiens; Wells Fargo Foundation and the Whalen Group. The Legislature also provided more than \$9 million in funds for the building.

Prior to the opening of the Transportation and Technology building, the College had been using 14,000-square-feet of donated space at the Las Vegas Motor Speedway to teach a limited number of students collision repair technology. But Pate said the lack of space and technology available there made it impossible to get those few selected students through the required courses necessary for the degree. "With the new building, we can teach everything we need to get students through the degree program," Pate said.



(L to R) Jacque Matthews, CSN Executive Director & Chief Development Officer; CSN Interim President Michael Richards; MaryKaye Cashman, CEO, Cashman Equipment; & Curt Carlson, AIA, LEED AP & Vice Director of Design at SH Architecture at the November 2007 building dedication.

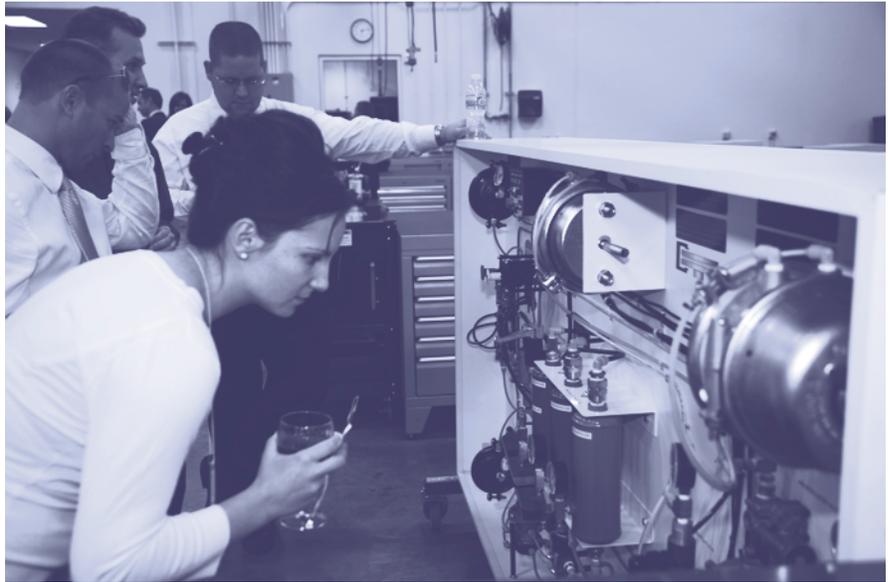


Photo by Sergio Salgado

At the dedication of CSN's Transportation and Technology Building, guests examine state-of-the-art equipment for the diesel/heavy equipment technology and collision repair technology programs.

A similar story accompanies the diesel program. For nearly a decade the College had taught selected courses in diesel technology, using automotive classrooms and then a tin shed for lab space. Rapalo said he had to put flood lights into the shed for night courses and an exhaust vent, but Nevada's hard sun and high temperatures made teaching and learning difficult in that environment. "We did what we could with what we had," Rapalo said.

The lack of space in the older facilities also impeded CSN from creating an entire program around diesel technology. "One of the problems with the diesel industry is everything is so big so you need a lot of space," Rapalo said. "Now we have the building, we have a program, and now we can actually start advertising and feel confident that we have space to accommodate students," he said.

With Phase I of the expansion of Transportation Technology programs complete, the College must now start looking for funds for Phase II of the project, which will cost an estimated \$17.5 million. The second phase will be part of a future capital budget request. The second phase of the project will also allow for the expansion of the automotive technology program on the Cheyenne campus.

A lack of space for its growing number of students has historically stymied the high-demand program.

Currently, students are maximizing the automotive training facility on the Cheyenne campus to its fullest capacity, Pate said. Instructors and students are there at all hours of the day from 8 a.m. to 10 p.m. Monday through Thursday, Friday from 8 a.m. to 5 p.m. and even Saturdays.

But Pate is also focused on training students to work on the next generation of vehicles: environmentally friendly green machines, such as hydrogen cars. "We're preparing to teach our students how to be technicians on these modern vehicles. They're not in market yet, but you hear they want to be in market by 2010 or 2011," Pate said.

He referenced a November USA Today article that stated GM engineers are trying to mass produce hydrogen fuel-cell cars by 2011. Honda also has plans to lease fuel-cell sedans in the United States this year.

The College is applying for funding to train technicians on these alternative energy vehicles from the U.S. Department of Energy, Pate said. With the proper financial support, he said he hopes to begin developing course work within the year.

REGENTS' REVIEW

NATION AT RISK continued...

tion and attainment in higher education.

First, the purpose of K-12 education must now be to prepare every student to be successful in college. The collapse in jobs and income for high school graduates, especially males, since the early 1970s makes that clear. High school has been insufficient for more than 30 years. The Nation at Risk alerted us to this need in 1983. But high school graduation rates declined after this report appeared. Raising the bar to high school graduation without making structural changes in K-12 education and providing the resources to enable these changes to occur were slow arriving. Moreover, our teacher training and classroom experiences still utterly fail most of our boys.

Second, the transition from high school to college must become seamless. The question of education after high school must never be whether. The questions must be only where and what to study.

The financial barriers to higher education are monstrous--\$32 billion in unmet financial need, \$57 billion in student work-loan burden in FY2004 - just for undergraduate students from the bottom half of the family income distribution, below about

\$65,000 per year. The applications processes for admissions and financial aid are barriers themselves. Colleges and universities must stop acting like gatekeepers to their exclusive gated communities and reach out to the new populations that represent this country's future.

Third, our college graduation rates are a national disaster and an international disgrace. For too long we have allowed higher education to winnow students, to select the worthy for admission, retention and graduation, and to discard the rest. While we are quick to criticize public K-12 for a 70 percent graduation rate between 9th grade and high school graduation, the four-year college graduation rate is only about 54 percent for those who start college. (In Europe it is about 70 percent.)

Our colleges and universities must understand that their job is to graduate those they admit. And when they do not do so they have failed the student and society... While bachelor's degree attainment rates are surging throughout the world, they have stagnated in the U.S. since 2000. The U.S. ranked first in the world in the share of its 25 to 34 year olds with a bachelor's degree in 1998. By 2005 we ranked seventh. And should these trends continue (they cannot

be reversed anytime soon) the U.S. will rank 22nd by 2019. Under this trigger-happy administration this could be considered an act of war against the U.S. But as Walt Kelly said (through Pogo): "We have met the enemy and he is us."

This is a call to arms. We have clearly moved well beyond our tipping points. Twenty seven years of regressive policy choices have produced flatly unacceptable results:

- The regressive policy choices adopted since 1980 have segregated higher education along class lines with four-year colleges and universities reserved for the affluent and two-year colleges and proprietary schools for students from low income families.
- The regressive policies are resegregating higher education along lines of race and ethnicity.
- They have stopped growth in college participation rates while these rates are exploding in the rest of the world.
- And now they have stopped expanding the share of workers beginning their careers with a bachelor's degree.

The rest of the world learned from us about the importance of higher educating their workforce to improve their national welfare. We should now look to them to learn what we have forgotten.

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