

## HIGHER EDUCATION INITIATIVES - OTHER STATES' EFFORTS

This memorandum provides information regarding other states' higher education initiatives.

### INDIANA

#### Higher Education Strategic Plan

In June 2007 the Indiana Higher Education Commission released a strategic plan for higher education in the state. The plan consists of five

aspirations with corresponding strategic directions for Indiana postsecondary education. The aspirations are intended to guide practical policy and create a sense of teamwork between and among the state's postsecondary institutions and the Indiana Higher Education Commission. The following is a summary of the aspirations and strategic directions:

Aspirations	Strategic Directions
<p>Access - Offer quality education to Indiana residents of the state in a variety of desired formats, locations, and times</p>	<p>Provide students with an additional opportunity to be admitted to their first choice for college</p> <p>Increase program offerings in creative, flexible, and compressed formats, delivery modes, sites, and schedules suitable, attractive, and necessary for working adults</p> <p>Allow any student who successfully completes general education core courses at one public institution to transfer the courses to any other public institution in the state</p> <p>Maximize the courses that will apply to transfer students' degree objectives and ensure that transfer opportunities are transparent and widely available</p> <p>Complete a statewide e-transcript project that will save time and money for students, schools, and colleges</p>
<p>Affordability - Ensure all academically qualified Indiana residents are able to study at the postsecondary level irrespective of their financial circumstances</p>	<p>Strive to make at least two years of postsecondary education available at a nominal cost to all qualified and financially at-risk recent high school graduates</p> <p>Develop a financial aid program for middle-class students</p> <p>Provide need-based aid that supplements federal and state aid to support the full cost of attendance, including room, board, and books for Indiana's Pell grant recipients and 21<sup>st</sup> Century Scholars</p> <p>Develop a more comprehensive financial aid plan for adult students</p>
<p>Student access - Prepare all students with the knowledge, skills, and credentials necessary to succeed in the workplace, community, further education, living enriched lives, and being globally competent citizens</p>	<p>Develop and implement a comprehensive plan for improving minority and at-risk student success</p> <p>Improve college performance outcomes for the number of degrees awarded, first to second year retention rates, degrees granted on time, 21<sup>st</sup> Century Scholars and Pell graduates, course completions, and increased transfer rates from associate to baccalaureate programs</p>
<p>College preparation - Contribute to ensuring that all recent high school graduates are prepared to immediately start, and succeed, in college-level courses</p>	<p>Continue to work with high schools to align the quality and consistency of the Core 40 curriculum--Indiana's college preparation curriculum--with the first year of college to ensure high school students understand higher education expectations and are prepared to succeed</p> <p>Encourage more students to pursue the Core 40 curriculum with academic honors or technical honors</p> <p>Work with Indiana's high schools to expand dual-credit and advanced placement opportunities to every high school as a bridge between high school and college</p> <p>Attract the best and brightest students into the teaching profession and provide support and professional development to those teachers who are currently in the classroom and need additional training</p>

Aspirations	Strategic Directions
<p>Contributions to Indiana's economy - Contribute to a dynamic, cutting-edge economy by collaborating with government and business to create a well-prepared, world-class workforce; to advance human knowledge; to enrich the culture; and to improve the quality of life of Indiana and its residents through high-quality research and creative activity, which where appropriate, will be supported by an increasing level of external funding</p>	<p>Continue and expand the state funding incentive for major research universities to increase research dollars for science and engineering</p> <p>Increase the volume of transfer of intellectual property to the private sector and manage intellectual property in a way that enhances the Indiana economy</p> <p>Collaborate to increase the competitiveness for grant funding and to enhance the quality of research</p> <p>Provide tax credits for employers hiring college interns and employers providing tuition reimbursement programs for their employees</p> <p>Expand efforts to provide apprenticeship, co-op, internships, and other opportunities for experiential learning that link to potential employers and careers</p> <p>Explore the potential for funding loan forgiveness programs in critical workforce shortage areas and endowed faculty and research initiatives in science, technology, engineering, and mathematics areas</p> <p>Work with the business community and the Department of Workforce Development to identify strategies to address the current high-demand and future workforce needs of the state</p>

## KANSAS

### Postsecondary Technical Education Authority

In 2007 the Kansas Legislature established a new 12-member Postsecondary Technical Education Authority consisting of four members appointed by the State Board of Regents; three members appointed by the Governor; one member appointed by the President of the Senate; one member appointed by the Speaker of the House; the Commissioner of Education; the Secretary of Commerce; and the Secretary of Labor. The authority is to:

- Coordinate statewide planning for postsecondary technical education programs.
- Review existing and proposed programs for technical education and training.
- Review requests of state funding for postsecondary technical education.
- Develop benchmarks and accountability indicators.
- Develop and advocate annually a policy agenda for postsecondary education.
- Conduct studies of ways to maximize resources to best meet the needs of business and industry.

## MICHIGAN

### Michigan Promise Scholarship Program

In December 2006 Governor Jennifer M. Granholm signed into law the Michigan Promise Grant Act which replaced the Michigan Merit Award program with the Michigan Promise Scholarship program. The Michigan Merit Award program provided a \$2,500 state-funded scholarship to high school juniors who had met specified achievement scores on the Michigan Educational Assessment Exam. The new Michigan Promise Scholarship program provides up to \$4,000 to high school students who score well on the

state's new Michigan Merit Exam. One payment of \$2,000 is made upon entry into college, another \$1,000 after the completion of the first year, and another \$1,000 after the completion of an associate's degree or 60 credits of college credit.

In August 2007 the Michigan Department of Education reported that more than 94 percent of Michigan 11<sup>th</sup> graders participating in the new Michigan Merit Exam this spring qualified to receive the Michigan Promise Scholarship for their postsecondary education.

### Other Proposed Higher Education Initiatives

Governor Granholm has also proposed implementing the following three programs relating to the state's postsecondary education community:

- No Worker Left Behind - This program would provide 100,000 displaced workers who want to acquire skills in high-demand occupations with a three-year window to receive free community college tuition. The program would be largely funded by realigning existing federal and state workforce development funds.
- Michigan Nursing Corps program - This program would seek to prepare 500 nursing educators to train 3,000 new nurses in the three years.
- Michigan Promise Zones - This program is designed to motivate high school students from depressed local economies throughout the state to attend college by providing full tuition grants. The program will be funded by a combination of public and private dollars.

**MINNESOTA**

**ACHIEVE Scholarship Program**

Minnesota has established a new ACHIEVE Scholarship program to address two critical barriers to college attendance--lack of academic preparation and financial access. Under the program students who successfully complete a set of college preparatory courses can earn a one-time scholarship of \$1,200 to be used at a public or private postsecondary education institution in Minnesota. An estimated 6,000 high school students are expected to receive ACHIEVE scholarships in 2008.

**Higher Education Accountability System**

In May 2005 Governor Tim Pawlenty and the Minnesota Legislature charged the Minnesota Office of Higher Education with developing an accountability system to measure the higher education sector's effectiveness in meeting state goals. The Office of

Higher Education contracted with the National Center for Higher Education Management Systems to aid in developing appropriate state goals and indicators for Minnesota. The office and representatives of the National Center for Higher Education Management Systems convened a group of policymakers, students, employers, and educators to review accountability programs in other states, review available data regarding Minnesota's relative strengths and weaknesses, and discuss goals and indicators for Minnesota. The National Center for Higher Education Management Systems provided a final report of recommendations for development of a higher education accountability system in June 2006 and the office produced the first higher education accountability report in February 2007. The following is a summary of the goals and supporting indicators included in the report:

Goals	Supporting Indicators
<p>Improve success of all students, particularly students from groups traditionally underrepresented in higher education</p>	<p>College participation - What percentage of Minnesota high school graduates enroll in postsecondary education in the year following graduation?</p> <p>Retention - What percentage of first-year, first-time, full-time students enrolled at Minnesota colleges were enrolled at the same institution the following year?</p> <p>Degree completion - What was the graduation rate for students attending Minnesota four-year colleges and universities?</p> <p>Degree completion - What was the three-year graduation rate at Minnesota's two-year colleges?</p> <p>Degree completion - What was the proportion of degree completers to students enrolled at four-year and two-year institutions each year?</p> <p>Achievement gap - Were students of color completing programs at the same rate as their white counterparts? Were students of color pursuing and completing degrees in high-demand science, technology, engineering, mathematics, and health care fields at rates comparable to their white counterparts?</p> <p>Degree attainment - What proportion of young adults possess a postsecondary degree?</p>
<p>Create a responsive system that produces graduates at all levels who meet the demands of the economy</p>	<p>Degree production - How many degrees were awarded each year at all levels per 1,000 population aged 20 and older?</p> <p>Degree alignment - Of all degrees awarded, what percentage were awarded in science, technology, engineering, and mathematics fields?</p> <p>Degree alignment - Of all degrees awarded at each level, what percentage were produced in health care and related fields?</p>
<p>Increase student learning and improve skill levels of students so they can compete effectively in the global marketplace</p>	<p>No indicators for this goal because statewide or nationally comparable indicators on student learning do not currently exist</p>
<p>Contribute to the development of a state economy that is competitive in the global market through research, workforce training, and other appropriate means</p>	<p>Research and discovery - What was Minnesota's relative position in its national share of academic research?</p>

Goals	Supporting Indicators
Provide access, affordability, and choice to all students	Research and discovery - How does the University of Minnesota compare to other flagship research institutions? Research and discovery - What were the total expenditures on research and development as a proportion of gross state product? Access - What percentage of Minnesota residents, aged 18 to 24, were enrolled in postsecondary education? Access - What percentage of adults aged 25 to 44 were enrolled in postsecondary education? Net prices - What were Minnesota families expected to pay for higher education as a percentage of their income? Affordability - What were the net tuition and fee prices for students? Affordability - To what extent were Minnesota students borrowing to finance their education?

**MONTANA**

**2006-10 Strategic Plan**

In July 2006 the Montana Board of Regents adopted a comprehensive strategic plan intended to define goals and set the priorities for higher education in the state of Montana. The plan focuses on the relationship between the following three fundamental goals:

- Increase the overall educational attainment of Montanans through increased participation,

retention, and completion rates in the Montana University System.

- Assist in the expansion and improvement of the state's economy through the development of high-value jobs and the diversification of the economic base.
- Improve institutional and system efficiency and effectiveness.

The following is a summary of the goals and related strategic initiatives included in the plan:

Goals	Strategic Initiatives
<p><b>Goal 1 - Increase the overall educational attainments of Montanans through increased participation, retention, and completion rates in the Montana University System</b></p> <ul style="list-style-type: none"> <li>• Prepare students for success in life through quality of higher education</li> <li>• Make higher education more affordable by offering more need-based financial aid and scholarships</li> <li>• Promote postsecondary education affordability</li> <li>• Work collaboratively with the kindergarten through grade 12 education system to increase high school academic preparedness, completion, and concurrent enrollment programs</li> </ul>	Improve postsecondary education participation rates, with particular attention to Montana residents in Montana University System institutions Increase retention rates within the Montana University System Increase completion rates for Montana University System campuses Reduce the gap between expected family contribution and average cost of attendance Increase the percentage of students who receive financial aid or scholarships Increase the average aid or scholarship award amount Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels Decrease tuition as a percentage of median household income Expand outreach to at-risk and disadvantaged students as to the importance and accessibility of postsecondary education and the quality of the Montana University System Expand outreach to top academic achievers graduating from Montana high schools as to the importance and accessibility of postsecondary education and the quality of the Montana University System Increase dual enrollment and advanced placement programs Increase high school graduation rates

Goals	Strategic Initiatives
<ul style="list-style-type: none"> <li>Increase postsecondary enrollment of traditional and non-traditional students through expanded outreach programs, evening and weekend programs, and two-year programs</li> <li>Improve distance and online learning by coordinating online delivery of education across the entire Montana University System</li> </ul>	<ul style="list-style-type: none"> <li>Increase enrollment in two-year programs</li> <li>Increase programs and classes for nontraditional students, including evening and weekend programs</li> </ul>
<p><b>Goal 2 - Assist in the expansion and improvement of the state's economy through the development of high-value jobs and the diversification of the economic base</b></p>	
<ul style="list-style-type: none"> <li>Increase responsiveness to workforce development needs by expanding and developing programs in high-demand fields in the state</li> <li>Establish collaborative programs among institutions, the private sector, and the state to expand research, technology transfer, the commercialization of new technologies, and the development of entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>Increase employer satisfaction with graduates</li> <li>Increase degrees and certificates awarded in high-demand occupational fields</li> <li>Increase job placement rates</li> <li>Grow enrollment, for certificates and degrees, in two-year programs</li> <li>Increase research and development receipts and expenditures</li> <li>Increase technology licenses with Montana businesses</li> </ul>
<p><b>Goal 3 - Improve institutional and system efficiency and effectiveness</b></p>	
<ul style="list-style-type: none"> <li>Improve the accuracy, consistency, and accessibility of system data, including the continued development of a comprehensive data warehouse</li> <li>Deliver efficient and coordinated services</li> <li>Biennial review and update of the budget allocation model consistent with state and system policy goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Expenditures per student relative to peer institutions and history</li> <li>Percentage of expenditures in instruction, research, public service, academic support, student services, institutional support, plant operation and maintenance, and scholarships</li> <li>Improve articulation and transferability among all two-year and four-year institutions, including community colleges and tribal colleges</li> </ul>

**OHIO**

**University System of Ohio**

In 2007 Governor Ted Strickland signed legislation transferring the appointment of the chancellor of the Ohio Board of Regents to the Governor and transferring the board's duties and powers to the chancellor. Under the new legislation, the Board of Regents is an advisory board to the chancellor.

Governor Strickland appointed Mr. Eric Fingerhut as chancellor of the Ohio Board of Regents and has instructed the chancellor to refer to the state's 13 public universities and 24 community colleges as the University System of Ohio. The chancellor is to manage the state's investments in higher education to build the University System of Ohio so that it ensures affordable, high-quality higher education opportunities for all residents of the state. In addition, the Governor has instructed the chancellor to develop a 10-year plan for the University System of Ohio that sets clear goals for the system and provides a timeline for accomplishing those goals.

**WISCONSIN**

**Growth Agenda for Wisconsin**

The University System of Wisconsin, consisting of 13 four-year universities, 13 freshman-sophomore colleges, and statewide University of Wisconsin extension entities, has established a Growth Agenda for Wisconsin, a plan to achieve access and affordability for University of Wisconsin students and boost economic growth for the state. Under the agenda, the University of Wisconsin System will:

- Enroll more Wisconsin residents and graduate more four-year college-degree holders.
- Attract college graduates from other states to Wisconsin.
- Grow knowledge-economy jobs using university resources.

At the present time, the Wisconsin Legislature is in the process of deliberating on budget issues for the 2007-09 biennium, including funding for the Growth Agenda for Wisconsin Initiative.