

Good Policy, Good Practice II

National Conference of State Legislatures

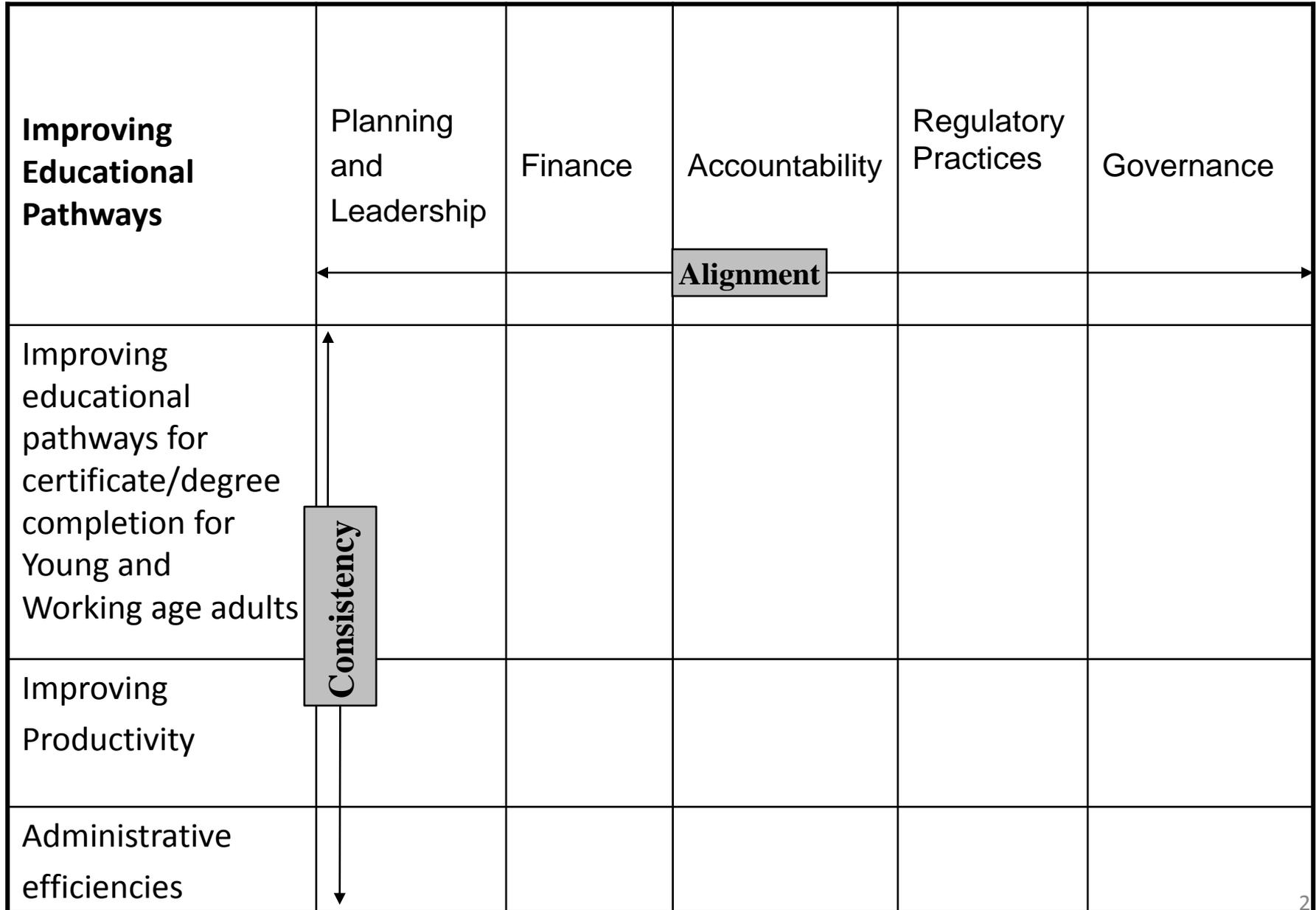
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THE NATIONAL CENTER FOR
PUBLIC POLICY AND
HIGHER EDUCATION

Policy Leadership



Part I: Good Practice

- A. Improving Preparation for Certificate and Degree Completion for Young and Working-Age Adults
 - 1. Traditional Education Pipeline for Young People: Increasing the Rigor of the High School Curriculum and Readiness for College Courses
 - 2. Educational Pathways for Adult Student Re-Entry into Higher Education
- B. Improving Productivity
 - 1. Learning Communities
 - 2. The Three Year Bachelor's Degree
 - 3. Course Redesign
 - 4. On-line Learning
 - 5. Competency Based Education
 - 6. "No Frills" College
 - 7. Reducing Rework
 - 8. Transfer Policies
- C. Administrative Efficiencies

Education Pipeline for Young People – Increasing Readiness for College Courses

- Increase Rigor of High School Curriculum
 - Indiana Core 40—to graduate all students must complete a rigorous sequence of high school classes in:
 - English Language Arts
 - Mathematics
 - Science and social studies
 - Physical education/health and wellness
 - And electives including world languages, career/technical, and the fine arts
- Increase College Readiness:
 - California State University (CSU) Early Assessment Program
 - Voluntary assessment of High School Juniors to determine readiness for CSU.
 - Students who do not pass use senior year to address skill deficiencies.

Education Pipeline for Young People – Increasing Readiness for College Courses

- Acceleration Programs: Encouraging students to take Advanced Placement courses that will count towards college degrees
 - Alabama, Kentucky, and Nevada used virtual learning technology to substantially expand AP to rural areas.
 - Kentucky used financial incentives for public schools to make AP math and science courses available
- Dual Enrollment: Allowing students to earn credit for high school and college courses simultaneously
 - Early College High School sponsored by Jobs for the Future blends high school and college
 - 40% of graduates earned more than one year of college credit while in early college;
 - 83% of graduates earned at least some college credits.

Preparation of Nontraditional College-Age Students

- Kentucky
 - Collaborative and systematic model for adult high school completion and postsecondary education.
 - 28,000 adults in basic literacy instruction; 8,276 in GED preparation courses; and 4,000 in second language instruction.
- Washington State –The Integrated Basic Education Skills Training (I-BEST)
 - Pairs adult basic education/ESL and professional/technical instruction so that students gain both skill sets at the same time.
 - I-BEST students were more likely than basic skills students to:
 - continue in credit-bearing courses
 - earn credits toward a certificate
 - earn occupational certificates
 - show gains on basic skills tests

Improving Educational Productivity

- Learning communities
 - Kingsborough Community College –cohorts take a series of linked courses. Students felt more engaged in campus life , attempted and passed more courses, and earned more credits.
- Three Year Bachelor Degree programs– a number of institutions are trying these programs (Hartwick college, Lipscomb University, Manchester college)
- Course Redesign— The National Center for Academic Transformation (NCAT).
 - Virginia Tech Math Emporium—computer workstations service students 24 hours a day
 - Approximately 5,000 students are served each year
 - Emporium courses have reduced costs on average 75%

Improving Educational Productivity

- Online Learning—Rio Salado College
 - Partnered with industry leaders Microsoft and Dell to develop a custom online learning platform
 - Serves 60,000 credit and non-credit students annually
- Competency Based Education—Western Governors University (WGU)
 - Awards degrees when students demonstrate mastery of competencies through a series of projects, portfolios, and performance tasks

Improving Educational Productivity

- “No Frills” College—Arizona four-year college proposal
 - 3 years of classes given at community colleges at low cost
 - Programs would be controlled by four-year institutions
- Reducing Rework—presentation of same material to same students
 - North Carolina
 - Prohibits four year bachelor’s degree programs from exceeding 128 credit hours
 - Levies a 25% surcharge on tuition for students taking more than 140 credit hours.
 - Florida
 - Students must pay out-of-state tuition if they take the same course more than twice.
 - The institution where a student enrolls in the same course more than twice does not receive state funding for student enrollment

Improving Educational Productivity

- Transfer Policies—
 - Arizona: transfer program outlines a prescribed sequence of classes for students to take at the community college to prepare them for a degree at the state university.
 - Florida: students entering public four-year institutions as transfers graduate with a similar number of credits as native freshmen.
 - Washington state: created an Associate of Science-Transfer Degree (AS-T) pathway. Students earning the AS-T transfer to a university at a higher rate complete fewer credits to degree and are more likely to earn a bachelor's degree.

Part II:

Policies that Promote Good Practice

- A. Planning and Leadership
- B. Finance
- C. Accountability
- D. Regulatory Policies
- E. Governance

Planning and Leadership

- Policy leadership requires a broad-based public entity with a clear charge to:
 - increase the state’s educational attainment
 - prepare citizens for the workforce
- Policy audit –can highlight the disconnect between current policies and the state’s goals.
- Ohio Policy Audit to support the University System of Ohio Strategic Plan consisted of:
 - An in-depth review of the policies that promoted the goals of the plan
 - Revealed issues in several areas including: college readiness, adult re-entry pipeline, and remedial education among others

Finance: Institutional appropriations

- Shifting away from enrollment driven formulas to policies that focus on student progress
 - Ohio : single enrollment driven funding formula replaced by three formulas, one for each type of institution
 - Indiana: Performance funding
 - Links incentive funds for all higher education institutions to performance indicators (completion of credit hours)
 - Incentive fund to reward universities that garnered federal research funds

Finance: Tuition Policies

- Creating effective tuition policies require:
 1. Affordable tuition levels; link tuition increases to growth in family income
 2. Refund policies that discourage students from dropping or adding courses;
 3. Penalizing students for enrolling for excessive credits
 4. Rebates for students who take fewer than 120 credit hours to graduate; and
 5. Encouraging summer or weekend enrollments.

Finance

- State Financial Aid could be more productive by targeting aid to needy students
 - Indiana’s 21st Century Scholars Program:
 - 6th, 7th, and 8th graders who fulfill a pledge of good citizenship are guaranteed the cost of four years of undergraduate college tuition at state colleges
 - 60% are first-generation college students
 - 54% are from single-parent families
 - most come from families with an average family income of \$25,842.
- Other Finance policies—private institutions (New York Bundy Aid to Independent Colleges)

Accountability

- States are beginning to monitor outputs as well as inputs
 - Minnesota accountability report monitors outputs (student learning and completion) in relation to state economic needs
 - Kentucky's accountability report monitors common state goals such as, postsecondary readiness and affordability, and how education is benefiting the economy

Regulatory Policies

- Many policies were put in place to monitor “bad behavior”
 - Procurement practices that require an expensive process to acquire a cheap item;
 - Excessively bureaucratic and lengthy hiring procedures; and
 - Prohibitions against using seasonal workers to meet episodic workloads.
- Education Pipeline and productivity (limiting credit hours to degree, discouraging rework, etc.)
- Use and Expand Facilities to Meet State Goals (avoid mission creep, encourage joint use of facilities , etc.)

Governance

- Changing a state's governance arrangements for higher education should be a tool of last resort
- Governance mechanisms should:
 - Have one agency for adult/workforce literacy and postsecondary education;
 - Give teaching institutions equal voice in decisions
 - Create cooperative environment that fosters productivity and affordability and monitor progress toward goals