State Reports

For SHEEO Breakfast Meetings
July 11 and 12, 2017

Lynch Room
The Mills House Wyndham Grand Hotel

64th SHEEO Annual Meeting
Charleston, South Carolina
ALABAMA COMMISSION ON HIGHER EDUCATION (ACHE)

During the 2017 legislative session, Alabama’s second-term Governor Robert Bentley resigned; paving the way for Alabama’s first Republican female governor. Lieutenant Governor Kay Ivey was sworn in as Alabama’s 54th governor on April 10th.

For months, the legislature had been divided over the controversy surrounding the state’s top executive officer. The leadership change calmed the waters; bringing lawmakers together to pass several notable pieces of legislation in the session that ended on May 19th.

The $6.4-billion-dollar Education Trust Fund (ETF) and $1.8 billion dollar General Fund budgets were passed during the final days of the session and sent to Governor Ivey to be signed.

The ETF supports kindergarten through higher education. Higher education received $32,263,739 (23.39%) of the total budget. The ETF, which is funded primarily through sales and income taxes, grew $90 million (less than 1.5%) during the past year. $20 million of that amount will be used to cover costs in the veteran’s scholarship program. Lawmakers approved changes in the veteran’s program to try to control those costs in the future.

The General Fund showed some modest growth to start the October 1, 2017 fiscal year. It came from $105 million dollars in one-time money from the state’s share of BP’s settlement over the 2010 Gulf oil spill and from Internet sales taxes which is one of the few growth revenues in the budget.

Neither budget gave raises to teachers or state workers. Most programs were level funded; with the exception of a 20% increase to Alabama’s pre-kindergarten program.

Money for a new scholarship program was earmarked in ACHE’s budget. The state’s math and science teacher shortage prompted lawmakers to add $325,000 to be distributed to upper level students majoring in math and science education.

There were eight military bills passed; aimed at granting additional benefits, improving educational opportunities and creating jobs for service members. Legislators also focused on sustaining and expanding current military installations to give a more competitive edge to the Alabama National Guard unit hoping to land the new high-tech F-35 Lightning II jets.

In order to beef up recruitment to the National Guard program, lawmakers approved an increase in funding to the Alabama National Guard Educational Scholarship Program (ANGEAP). After exhausting all other available resources, students may qualify for ANGEAP which increases the award amount from $1000 per semester to the average cost of tuition and required fees of the public universities per semester.

Lawmakers approved new legislative districts to comply with a court order. The redistricting plan now heads back to federal court.

Early in the Session, Senate President Del Marsh called together representatives from all levels of education to discuss a comprehensive statewide education plan. Marsh emphasized that he will not support additional education dollars until a plan has been developed. The Alabama Community College System presented their objectives in April. The system plan focused on a heavy workforce structure, academia and prison education. K-12 educators will present their “Alabama Ascending” plan at the next
meeting with ACHE coordinating and presenting a higher education plan later this year. Sen. Marsh wants a comprehensive plan ready for implementation by the 2018 legislative session which begins in early January.
Budget:
Ongoing multi-billion dollar state budget deficits arising primarily from reductions in state oil revenue have resulted in unsustainable draws on the State’s reserves, to the extent that major rating agencies have downgraded the state’s credit rating with additional warnings of more, absent a long-term solution.

This year, failure of the state’s legislature to reach an agreement on the State operating budget or a long-term fiscal solution resulted in multiple special sessions, which failed to produce a budget until nine days before the end of the state’s fiscal year on June 30, 2017. As a result, on June 1 all state employees were issued layoff notices, and the government began preparations for a statewide government shutdown. This immediate crisis was averted by an eleventh-hour budget compromise, but a long-term fiscal solution has not been negotiated. The compromise budget fully funds K-12 education but presents the University of Alaska with a fourth consecutive year of budget cuts.

The Alaska Commission on Postsecondary Education (ACPE) is funded by the Alaska Student Loan Corporation (ASLC). Although ACPE’s budget is subject to appropriation, ACPE does not rely on state General Funds for operation.

Alaska Performance Scholarship (APS) and Alaska Education Grant (AEG):
A late-session bill introduced by the legislature’s Senate Finance Committee would phase out both the state’s merit-based scholarship and needs-based grant, which make financial aid awards in excess of $17 million annually to Alaska students attending qualifying institutions. The bill was passed by the Senate and awaits hearings in the House during the second session of the current two-session legislature.

University of Alaska:
The University of Alaska experienced an $8 million budget cut, which follows a cumulative $53 million in cuts over the preceding three years. The total over four years represents an approximately 16 percent cut. As a result, the University has experienced a reduction of over 900 faculty and staff positions, and a suspension or elimination of 50 academic degree and certificate programs. The University is currently pursuing options to further streamline and/or consolidate programs in order to meet budget limitations while minimizing impact.

Alaska Higher Education/Workforce Preparedness:
Alaska continues to experience low high school graduation rates, low college-going rates, and low college completion rates. Among Alaska high school graduates, a significant number are not prepared to do college-level work. The state also experiences significant workforce shortages, especially in skilled workers, relying on a non-resident workforce to fill those positions. The Alaska Department of Labor and Workforce Development projects that roughly 65 percent of Alaska’s fastest-growing, high-wage jobs will require some form of postsecondary credential by the year 2020. A shortfall of over 22,000 Alaskan workers is anticipated.
Alaska Postsecondary Access and Completion Network (Alaska CAN!):
Some good news is the successful development of the Alaska CAN! Network, with the goal of increasing the share of Alaska’s citizens earning high-skills, high-value education and workforce credentials. The Network facilitates partnership, communication, and advocacy to positively impact Alaska, with focus on reducing duplication of effort through alignment among service providers; supporting professional development; strengthening statewide public messaging; and conducting and/or disseminating relevant research. ACPE used grant funding to create and incubate the Network, with the specific goal of eventually creating a stand-alone not-for-profit entity that would offer mission-driven programs and services to Alaska, without adding to the size or cost of state government. As of 2017, the Network was successfully incorporated as a non-profit and also received its first direct grant from the Lumina Foundation. The Network has promulgated the “65 by 2025” goal, which is for 65 percent of working-age Alaskans to have a postsecondary credential to meet workforce needs by 2025. This goal has been formally endorsed by ACPE, the Alaska Department of Education and Early Development, and the University of Alaska; as well as a number of Alaska school districts, workforce organizations, and Native corporations, among others.
State Higher Education Executive Officers Association (SHEEO)
Arizona Report – 2017

Base State Funding
Arizona’s public university enterprise established a state funding model in 2015 basing state support on Arizona (AZ) resident students, with the goal of reaching a 50/50 split of the cost to educate a resident student by the year 2020. $15M of one-time monies was appropriated by the state for the resident student-based funding model in Fiscal Year (FY) 2018.
Arizona State University (ASU) and the University of Arizona (UA) are required to dedicate $1M each from their respective share of the $15M for ASU’s school of Civic and Economic Thought and Leadership and UA’s Center for the Philosophy of Freedom.

University Capital Infrastructure
House Bill 2547 establishes a 25-year annual investment (FY 2019–FY 2043) in AZ’s public university capital infrastructure. $27M appropriated in FY 2019, growing by the rate of inflation each year, with universities required to match dollars used for debt service and be approved by a legislative review committee.

Fiscal Year 2018
For FY 2018, base funding for Arizona’s public universities decreased by roughly ($25M), primarily due to a one-time employer health benefits rate increase and a reduction in one-time funding from the prior year.

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Total Potential Bonding Capacity
$1 Billion

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FY 2018 Health Benefits One-Time Employer Premium Increase

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Arizona Teacher’s Academy
Governor Doug Ducey introduced and the legislature enacted legislation establishing an Arizona Teacher’s Academy that grants students full tuition waivers for each year they agree to teach in an Arizona K-12 school. The Arizona Board of Regents (ABOR) and university leaders developed a blueprint for implementation and although no state funding was provided, the Arizona Teacher’s Academy will begin in the 2017-18 academic year, and will grow in accordance with available resources.

Achieve60AZ
Launched in September of 2016 and endorsed by Gov. Ducey, Achieve60AZ establishes an higher education attainment goal for Arizona of 60 percent by 2030. More than 60 community, philanthropic and education organizations form this independent alliance that will work toward obtaining the attainment goal.

Accountability Cost Studies
Legislatively enacted reports requiring an annual study on university efforts to contain costs and a report due every 5 years covering the cost to educate resident undergraduate students.

Prohibition on Lobbying
Over the past year-and-a-half, multiple legislative amendments were enacted prohibiting ABOR and the universities from spending state general fund monies for contracts with individuals or entities for lobbying services.

Looking Forward

State Support
ABOR and AZ’s public universities will continue pursuing increased and stabilized state funding to ensure predictable and affordable high-quality education and world class research.

Proposition 301, a 20-year six-tenths of a cent sales tax for funding AZ education, provides AZ’s universities with over $65M a year for research initiatives. The proposition expires in 2021 ensuring extension and reformation of Proposition 301 will be a dominate issue for all AZ policy makers.

Benefits Reform
With AZ’s universities subsidizing the state’s health benefits system, reformation of university health benefits will be further pursued to ensure AZ’s universities pay appropriate amounts and are able to control and tailor their benefits programs to their unique characteristics.

Land Development
Land development continues to become a larger share of the university mission. Development provides needed space for the academic and research missions and allows the universities to monetize existing land holdings, create synergies with private researchers and employers and leverage assets to grow AZ’s economy. ABOR and AZ’s universities will continue modernizing the capital development process while maintaining proper accountability.

Governance & Tuition
State policymakers have introduced several reforms regarding university governance and tuition regulations, further interest on these subjects is likely to continue next year.
Degree completion records were achieved this year for 13 of our 23 campuses. This is in large part due to the continuing success of Graduation Initiative 2025 – the California State University’s signature effort aimed at doubling four-year graduation rates and closing achievement gaps between traditionally underserved students and their peers. Work of the initiative is particularly focused in three areas: academic preparation, data-driven decision-making and financial aid. This work will be supported in part by additional state funding and increased tuition revenue next year.

The CSU will receive a general fund increase of $189.7 million in the 2017-18 state budget. Of that allocation, $177.2 million are recurring funds that can be used for the general operation of the university and for enrollment growth of 2,500 full-time equivalent students across the system. An additional $12.5 million is provided in fixed one-time funding to support the university’s Graduation Initiative 2025 effort. A policy directive from the state is that the CSU will redirect eligible applicants denied admission at one CSU campus to another campus in the system. This policy will be addressed by the CSU in the upcoming year in addition to the work outlined below.

**Academic Preparation** – Over the next 13 months, the CSU will be taking the following steps to strengthen academic preparation: working with K-12 partners to promote four years of high school math/quantitative reasoning; improving our use of multiple measures for assessment and placement; strengthening our Early Start Program; and fundamentally restructuring developmental education. In 2017-18, the CSU will invest approximately $2.6 million toward the redesign of curriculum for developmental education in mathematics and English using co-requisite or similar models. In addition, we will invest $4 million over a multi-year period to eight campuses to redesign general education courses in mathematics/quantitative reasoning to improve pedagogy and student outcomes.

**Data-Driven Decision Making** – During the past five years, the CSU has invested more than $10 million in building the capacity of our campuses and our system to improve the data infrastructure, develop toolsets providing actionable data and analysis and build a culture of evidence to support strategic decision-making for student success. The systemwide Graduation Initiative Data Dashboard and complementary sites for external partners have led the way in modeling effective use of data tools. In 2017-18, the CSU will invest approximately $4 million in data-driven decision making, specifically: ensuring all CSU campuses launch predictive analytic software; launching a Student Success Analytics certificate; developing a CSU Student Success research agenda; and improving data infrastructure.

**Financial Aid** – Fifty-two percent of CSU undergraduate students received a Pell grant and 62 percent have their entire tuition covered by non-loan financial aid. Beyond the traditional financial aid network, the CSU is committed to ensuring that students do not depart due to financial challenges by: reconsidering drop for non-payment policies; funding micro-grant programs for students; expanding the use of affordable course materials; and focusing on financial literacy. In 2017-18, the CSU will invest approximately $2.3 million in developing or expanding micro-grant programs and the integration of financial literacy into retention and student success programs.
STATE MASTER PLAN FOR HIGHER EDUCATION

The Colorado Commission on Higher Education updated the state’s master plan for higher education, reaffirming a statewide credential attainment goal to move the state from today’s 55% credential attainment rate to 66% by 2025. The plan includes the following goals:

Increase Credential Completion, Erase Equity Gaps, Improve Student Success, and Invest in Affordability and Innovation

The Department will publish a statewide data dashboard to publicly report on Master Plan progress.

2017 LEGISLATIVE SESSION

- **State Budget**: Provided an increase of $20.5 million (a 2.5% increase) for higher education operating and $20 million for capital construction and maintenance.

- **Legislation**:
  - **Institutional Action**: Requires institutional targets for overall completion, retention and minority completion aligned to the **Master Plan** and public reporting of goals. Requires development of a policy for awarding and accepting **college credit for military education and training**.
  - **Studies**: (1) Requires the Department of Higher Education, in collaboration with the Department of Education, to develop a strategic plan to **address teacher shortages** in Colorado. (2) Creates the Open Educational Resources Council to **evaluate the existing use of OER** by public institutions and to recommend strategies for increasing usage.

DEPARTMENT STRATEGIC PRIORITIES

- **Colorado’s Equity Agenda**: This effort is gaining momentum through the development of a statewide equity coalition to support the equity agenda. The Department is also working to increase public and private funding to accelerate the work.

- **Concurrent Enrollment**: Statewide, 38,519 students participated in dual enrollment programs in 2015-2016, a 10% increase representing 30% of public high school 11th and 12th graders.

- **Supplemental Academic Instruction (Co-Requisite Remediation)**: This important student success effort is showing great success. We are now focused on scaling by June 1, 2018.

- **Guaranteed Transfer and Math Pathways**: Institutions and the Department continue to strengthen gtPathways and will begin scaling Math Pathways across the state.

- **Foster Youth**: The Department is leading the development of cross-agency strategies designed to increase credential completion for foster youth.
Connecticut, with a population of only 3.6m, is fortunate to have 38 public and private institutions of higher education which enroll over 113,000 students. In addition, we have over 100 post-occupational career schools. The 2016-2017 year has been a challenging, but exciting year for the Connecticut Office of Higher Education. From settling into a new “home” in the beautiful state office building overlooking the Connecticut River in downtown Hartford to developing plans for a possible merger with the State Department of Education (K-12), our agency continues the transition to a policy and research oriented organization while successfully managing many important programs.

**Highlights:**

- Over $30m has been awarded this year to 15,000 Connecticut students through our state sponsored financial aid program enabling students to attend our public and private institutions of higher education enrolled in pursuit of associate and bachelor degrees.
- The Connecticut Collegiate Awareness and Preparation (CONNCAP) grants served nearly 500 needy high school students through programs sponsored by both the University of Connecticut (UCONN) and the Connecticut State College and Universities System (CSCU) which include a six-week summer instructional component designed to increase the likelihood that a student will graduate from high school and enter a postsecondary institution adequately prepared to successfully attain a college education.
- The Connecticut College Access and Success CONNCAS) grants served over 325 needy college students through programs sponsored by UCONN and CSCU, which implement a Summer Bridge component which prepares participating students for the challenging transition from high school to college, filling the gap between high school graduation and matriculation at a university for the fall semester. Over 85% of students enrolled in this program graduate within accepted time periods.
- Our agency-sponsored Alternate Route to Certification program continues to grow with triple the number applications for the upcoming over the past year. The ARC program is the most successful teacher preparation program in Connecticut in terms of graduating both minority and shortage area teachers.
- The agency submitted several bills for consideration by the Connecticut General Assembly for the 2017 session aimed at increasing student protection and access to higher education. All of the bills were passed by both chambers, and have been signed by the Governor. Other legislative initiatives passed this year involving the Office of Higher Education include the support of transfer and articulation agreements among our institutions, beginning plans for open textbook programs and publicizing loan forgiveness programs, all aimed at making college both accessible and affordable for Connecticut students.
Report from the Connecticut State Colleges and Universities (CSCU)

As was reported last year, Connecticut’s public higher education system is facing many of the same challenges as other states including declining enrollments, student persistence and graduation obstacles, and increasing costs of attendance and student debt. These obstacles are exacerbated by a very difficult state fiscal situation with at least a 4.4% cut to the system in the next biennial budget for 2017-2019.

In response to this expected cut in state support and in an effort to put our system on a predictable and sustainable path for the future, in April 2017, the Board of Regents (BOR) approved two management strategies to help address our system’s structural deficit. The first strategy approved by the BOR is an administrative consolidation across all institutions and system office of non-student facing/administrative personnel. The target savings of this recommended strategy is approximately $13 million. The second strategy approved is the establishment of one singly accredited institution with 12 local campuses. The savings target for this recommendation is approximately $28 million. This “Students First” initiative is now in the planning stage with teams focused on consolidation strategies and targeted savings.

In addition to the focus on administrative strategies, President Ojakian and CSCU administrators, faculty and staff have engaged in a number of efforts this year to improve the educational success and career opportunities of our 85,000 students. A few highlights are shared below:

**Academic initiatives:**

**TAP:** to reduce the time to degree completion and help students identify and pursue career pathways, the faculty-led Transfer and Articulation Program (TAP) which provides for the development, implementation, and maintenance of 60-credit Associate degrees offered at Connecticut Community Colleges and received by the Connecticut State Universities and Charter Oak State College. These CSCU Pathway Transfer Associate Degrees—marketed as Transfer Tickets—in 22 disciplines are received at the CSUs and COSC as fulfilling the first 60 credits of a 120-credit Bachelor’s degree in the specified disciplines. Transfer Ticket students are guaranteed admission to any Connecticut State University.

**2nd chance and dual enrollment Pell grant experiments:** four of Connecticut’s community colleges were selected to participate in the 2nd chance Pell experiment and six were chosen for the dual enrollment Pell grant experiment. These efforts have allowed the community colleges to expand their course offerings to incarcerated individuals and high school students to facilitate their entrance into college programs.

**Dream.US:** CSCU is engaging in a special scholarship program with Dream.US to offer out of state students with an opportunity to pursue higher education at ECSU despite their immigration status. In 2016 there were 47 scholars in the program and an additional 69 are expected this fall.

**Workforce initiatives:**

**Jackson Labs:** as a result of a successful pilot initiative through the Connecticut Health and Life Sciences Career Initiative (“HLSCI”) with seven (7) CSCU institutions funded, in part, through a grant from the United States Department of Labor, CSCU and JAX have establish the “Genomics Workforce Institute” to 1) promote
professional development and faculty collaboration at CSCU institutions, and 2) to promote efforts to build programs at CSCU institutions that provide both the academic and hands-on training needed for students to successfully compete for, and attain challenging jobs in the biosciences.

**Make It. Here.:** Governor Malloy and CSCU President Mark Ojakian launched a “300 Days, 300 Jobs” campaign to enroll, graduate and most importantly get a job for a minimum of 300 students from the August 2016 enrollment to May 2017 graduation period. Through this campaign, Connecticut’s Advanced Manufacturing Technology Centers have graduated more than 450 students to careers in advanced manufacturing.
Delaware’s Higher Education Summary
2017

Delaware’s focus for higher education has targeted our k-12 students and increasing their opportunities to access, navigate and succeed in our state’s higher education institutions. Our higher education institutions are a key partner in our efforts and increasingly are working alongside our k-12 system to solve several critical issues for Delaware students. In context, Delaware has three public colleges/universities and 3 non-profit private institutions in addition to a number of trade schools. Each of our public institutions is a separate agency with their own governing structure. Delaware’s higher education office provides support and works as a liaison between the k-12 system and higher education institutions, but does not provide direct oversight to the higher education institutions. As such, the Higher Education Office is a department within the Delaware Department of Education. Delaware has approximately 135,000 students in our k-12 system overall.

Since 2014, Delaware has adopted two key goals to support the state’s higher education agenda:
1. Increase college enrollment to 65% by 2025
2. Increasing student success in college through the reduction of remediation by 50% by 2025.

This work incorporates a number of initiatives that fall under 4 programmatic streams including: college access, college success, college affordability and communications. Below is a summary of our key highlights from this past year.

College Access
- College Application Month: Participation from all 44 public high schools with colleges waiving application fees for all students throughout the campaign
- FAFSA completion: 83% of college-ready students completed a FAFSA by April 15th and 59% of seniors completed a FAFSA application by April 15th
- Became a member of SARA; 5 colleges approved as part of the consortia
- Delaware College Scholars: partnership with St. Andrews School (private boarding school) to support 140 1st generation high school students with academic preparation, test prep and college tours.
- SAT became the state assessment for 11th graders
- 3rd year of math transition course for 12th grade students to reduce remediation; grant to support development for English transition course
- Professional development for 109 teachers on 5 AP courses

College Success
• Since 2013-14 school year, increase from 800 students to 3800 students dually enrolled through high school programs.
• Increase from 4411 students in 2014-15 school year receiving a 3, 4 or 5 on an AP exam to 4898 in 2015-16 school year.
• Release of 4th College Success Report on state-wide remediation includes data on remediation rates for Delaware public high school graduates, identification of the root causes of remediation and recommended action steps to reduce remediation.
• Formation of English and Math sub-committees through P20 Council to develop strategic plans for reduction of remediation.

College Affordability
• 1st College Affordability Summit for legislators, higher education institutions and superintendents co-hosted by state legislator and SREB
• Awarded $3.14 million in state aid

Communications
• Delaware Goes to College Website redesign
• Translation of state Scholarship Compendium into Spanish and creation of online searchable database
• Strengthened communication system for state grant using Constant Contact and targeted mailing campaigns
• Statewide texting campaign for high school students
Idaho’s Highlights for 2017 SHEEO Annual Meeting

- Appropriations: For FY 2018, the state’s four 4-year institutions received a 2.7% increase bringing the total appropriation to $287M (exceeding, for the first time, the pre-recession high of $285M in FY09), while the three community colleges saw a 6.7% increase for a total of $39.4M.

- Tuition: Student tuition and fee increases ranged from 2.5% - 3.5%, continuing the third year of historic low increases to help control costs for students.

- Capital Projects: The Legislature appropriated $30M in one-time matching funds for three major capital projects at three of the institutions.

- Governor’s Higher Education Task Force: In February 2017, the Governor appointed a 36 member task force with representatives from the State Board of Education, institution presidents, legislators, students and business leaders. The task force is charged with delivering a plan and set of recommendations on how the state’s higher education system can achieve the state’s 60% attainment goal. Strategies and initiatives to achieve the goal, as well as the state's role in funding higher education and how best to incentivize progress toward the goal, will be among those topics considered by the Task Force. The task force has broken up into work groups focusing on: access and affordability, funding formula, K-20 pipeline, and outcomes supporting the workforce. Recommendations are due to the Governor by September 15, 2017.

- Apply Idaho: The State Board of Education automatically admits all public and charter high school seniors to at least six of its eight institutions depending on students’ GPA and SAT scores. Students still have to submit an application for purposes of notifying which institution they plan to attend. In order to “apply”, students must complete the online application for each institution. It is not unusual for students to “apply” to more than one institution just to keep their options open and see what kind of financial aid package they are offered. Institution applications, while slightly different, require populating much of the exact same demographic information, which is an unnecessary duplication of effort for our students. Students should be able to enter their information in once and then just select which institution(s) they want to send it to. In addition, student level data including courses, grades, GPA and SAT scores is already collected. To streamline the application process, the State Board of Education has developed a single online college application called Apply Idaho. When students register for and log into this application, they only have to populate about ten fields of personal information, select which institution(s) they want to apply to and pick a major field of study. When students submit their application, it will be sent to the selected institution(s) and the student’s demographic data, high school courses and grades will also be pushed directly from the state’s longitudinal data system to the institution(s). As part of this initiative, we also convinced the institutions to drop their application fee for students applying through Apply Idaho, which will save students $50 - $65 per institution and saves the Board from having to process payments.
The University System of Georgia’s (USG) three priorities to advance its mission:

1. **Degree Attainment**: Ensuring more Georgians enter the workforce with a college degree.
2. **Affordability**: Making college more affordable for Georgians.
3. **Efficiency**: Finding opportunities to be more efficient and control costs.

**First priority: Graduating more students, while maintaining the commitment to academic excellence.**

- **Complete College Georgia**: Within the next decade some 60% of the jobs in Georgia will require some level of college. Currently in Georgia, only 47% of the workforce meets this requirement. Since 2011, the University System of Georgia has experienced a 14% increase in students earning degrees annually, from 54,000 to 62,000 in 2016.

- **USG initiatives to increase college attainment levels, include:**
  - **15 to Finish**: Campuses encouraging students to take 15 credit hours a semester, shortening the time it takes to graduate
  - **Early-alert system**: Monitoring student performance so that a low-test grade may signal a counselor to provide tutoring
  - **Degree roadmaps**: Advisors helping students avoid spending time and money in courses that do not count toward their degree
  - **New approach to non-credit “remedial” classes in math and English**: Allowing students to take for-credit classes, while receiving focused tutoring and support; with promising results.

**Second priority: Make college more affordable.**

- **Keep tuition increases to a minimum**: Over the past five years, the USG has kept tuition increases at an average of 2.2%.
- **Free textbooks**: OpenStax at Rice University ranked USG #1 in the country in 2016, with $3.5M in savings for students.
- **Reduced fee increases**: In the last six years, the number of fee increases dropped from 67 in Fiscal Year 2012 down to 12 in Fiscal Year 2018.

**Third priority: Find ways to be more efficient.**

- **Consolidation**: Going from 35 institutions to 28 in six years, 2017 marks the fifth round of consolidations with Georgia Southern and Armstrong and ABAC and Bainbridge State. Consolidation has redirected savings to better serve students; streamlining and tailoring the degree programs for students; expanding counseling, advising and other educational support programs; achieving more than $24 million in savings in administrative costs (reallocated to the classroom and student support).
- **Online courses**: Offering 6,200 online undergraduate courses in the USG (as of Fall 2016); six years ago, there were only 1,500 online courses offered.
- **OneUSG**: Standardizing USG administrative systems, practices and procedures to create efficiencies, increase customer service and leverage standards in business processes. Using OneUSG Connect, institutions have seamlessly transitioned to a new payroll/benefits system through a controlled and measured process.

**Initiatives Launched Systemwide in 2017:**

- **College 2025**: Addressing a changing student landscape; asking what must be done to meet the needs of students over the next decade. Developing a five-to-ten-year academic roadmap for the USG; exploring innovative approaches to delivering public higher education in Georgia.
- **Comprehensive Administrative Review**: Recognizing the national discussion around the amount of funding spent on higher education administration, the USG has launched a systemwide assessment of its administrative operations. This is a systemwide initiative focused on improving administration through creating efficiencies, streamlining processes and finding ways to be more effective with USG resources.

###

July 2017
New Community College: In May 2017 the voters in a county of southeast Idaho approved the formation of a new community college district. These are local taxing districts, which require a supermajority vote of 66 2/3 to pass. Voters approved the measure by 71.4%, which while significant in itself, was even more remarkable given that this county is one of the most fiscally conservative in the state (keeping in mind we really only have degrees of red on the political spectrum in Idaho) and defeated a similar effort in the 1990s. The county is home to the state’s only stand-alone technical college, which will transition into a full-service community college. This is the last populous (relatively speaking) area in the state to have access to a community college.
Indiana Higher Education Highlights
June 2017

“Reaching Higher, Delivering Value” Strategic Plan

• The Indiana Commission for Higher Education (CHE) adopted its latest strategic plan, titled “Reaching Higher, Delivering Value.”
• The plan builds on Indiana’s commitment to a student-centered, mission-driven and workforce-aligned higher education system with core priorities centered on: 1) increasing college completion, 2) promoting quality competency-based credentials and 3) ensuring more purposeful career preparation.
• All strategies outlined in the plan align with and support Indiana’s two big goals: 1) closing the college completion achievement gap and 2) increasing the number of Hoosiers with quality education and training beyond high school to 60% of the state’s population by 2025 (currently at 41.1%).

Increasing State Support for Higher Education

• **State Budget:** Indiana’s biennial budget increased state support for higher education to more than $4 billion: $2.0 billion in FY18 (increase of $34 million from FY 2017) and $2.03 billion in FY19 (increase of $70 million from FY 2017).
• **Performance Funding:** Indiana’s legislature sustained its support for performance-based funding for the state’s public colleges and universities, allocating $144 million over the biennium through performance metrics aligned with college completion and student success.

Ensuring College Affordability

• **Student Financial Aid:** Indiana has maintained its standing as a national leader in need-based financial aid (1st in the Midwest, 5th nationally) with more than $686 million in state aid in the latest biennial budget.
• **Tuition Increases:** Indiana’s recent tuition increases are the lowest in nearly three decades and among the lowest in the nation. CHE adopted non-binding tuition recommendations in 2017 that would hold public college tuition increases between zero to 1.4 percent over next two years.
• **21st Century Scholars:** Recent reforms to strengthen Indiana’s 27-year old early-promise program are demonstrating results with historic highs in terms of students enrolled in the program being on track to earn their scholarship and complete college on time.
• **Indiana College Value Index:** CHE built on its series of consumer-friendly reports with the inaugural Indiana College Value Index, a statewide and campus-by-campus measure of the benefits and outcomes of postsecondary education using the best quantitative and qualitative data available.

Supporting Returning Adult Students

• **Workforce Ready Grant:** With the support of Governor Holcomb and CHE, the 2017 Indiana General Assembly created the Workforce Ready Grant, offering tuition-free career certificates to the 2 million Hoosiers with a high school diploma or some college but no credential in five high-priority sectors: 1) Advanced Manufacturing, 2) Building & Construction, 3) Health & Life Sciences, 4) IT & Business Services, and 5) Transportation & Logistics.
• **You Can. Go Back.:** The Workforce Ready Grant builds on the momentum of Indiana’s “You Can. Go Back.” initiative, which compelled more than 9,000 Hoosier adults to re-enroll in higher education in fall 2016.
• **Prior Learning Assessments (PLA):** Legislation adopted in 2017 enable CHE to use state financial aid to pay for the costs associated with PLAs. If a state financial aid program has full- or part-time attendance requirements, the student may use PLAs towards those requirements.
• **Reverse Transfer:** With the support of the state legislature, the Commission for Higher Education is developing a statewide reverse transfer policy in collaboration with Indiana colleges.
Strengthening K-12 Education & the Teacher Preparation Pipeline

- **Next Generation Teacher Scholarship:** More than 600 Hoosier students applied for a new college scholarship in 2017 that pays up to $7,500 annually for 200 individuals who commit to teaching in Indiana for five years after graduation.

- **STEM Teacher Grants:** Indiana $10 million annual grant program, established in 2013, continues to support organizations working to recruit, prepare, place and retain educators in schools where there are shortages of teachers with training and expertise in science, technology, engineering and math (STEM) subject areas.

- **Superintendent of Public Instruction:** Effective 2025, the statewide elected official charged with leading the Indiana Department of Education will become a position appointed by the Governor.

Promoting Innovative Models

- **Purdue University’s Acquisition of Kaplan:** The Indiana Commission for Higher Education is statutorily required to authorize the Purdue/Kaplan acquisition with the Commission board expected to take formal action at its August meeting.

- **Future of Work Taskforce:** Indiana’s State Workforce Investment Council formed a new taskforce in July 2015, co-chaired by the state’s higher education commissioner and a leading employer, focused on understanding the future of work and the needs of employers and embracing new technologies and innovative workforce development strategies as a way to increase economic growth, productivity and personal well-being.

Learn more at [www.che.in.gov](http://www.che.in.gov).
State Report: Iowa
2017 SHEEO Annual Meeting

The Way Forward
In the first full year operating under its new strategic plan, **Building a Better Future for Iowans**, the Board of Regents accepted fully aligned strategic plans from each of the three universities it governs. These plans highlight an institutional focus on student success, world-class research, and economic development for the state.

Budget Cuts
The state hit Regent universities with a **mid-year appropriations cut of over $20 million** and an additional 2% reduction for FY2018. Prior to these cuts the Regents approved a 2% tuition increase for 2017-18, but in response to the sudden cuts, an additional 2% tuition increase for 2017-18 was approved in June.

Tuition Task Force
In June, the Board of Regents kicked off a Tuition Task Force that will operate throughout the summer. The goal of the Tuition Task Force is to **devise a long-term tuition strategy that recognizes the unique needs of each institution**, while also providing Iowans with access to high-quality educational opportunities. Each university is developing a **5-year tuition plan** and the Board is providing extensive opportunities for stakeholder and public input in the process.

Other Legislative Issues
- Changes to collective bargaining laws affecting all public employee unions in Iowa
- Elimination of funding for two research centers
- Elimination of tenure at public universities (did not get a vote)
- Firearms rights expansion, with exceptions for college campuses

TIER
The Universities continue to implement TIER (Transparency, Inclusive Efficiency Review) initiatives to **reduce cost and improve service**. Institutions completed scheduling and classroom utilization studies that identified opportunities to streamline usage and update classrooms or labs to support academic outcomes. A distance education strategy that includes collaboration among universities in faculty development, market analysis, and evaluation will be implemented in Fall 2017.

Presidential Searches
New University of Northern Iowa president **Mark Nook** (pictured), took office in February 2017. In May, a search was initiated for a new president at Iowa State University. Upon successful completion of this hire, all three Regent universities will have hired a new president in the past three years.

Future Ready Iowa
The Office of the Governor set a goal of **70% of Iowans with a high-quality post-secondary credential or certification by 2025** as part of the Future Ready Iowa initiative (currently at 58%). College-going rates directly from high school are among the highest in the nation, but more than 200,000 Iowans have “some college, no degree.” **Regent universities are central to this** by addressing success of all these populations through student success and completion initiatives, and by expanding use of analytics and strategic enrollment management toward that end. Additionally, academic programs are expanding their experiential learning opportunities and ensuring alignment with local workforce needs.

Building a Better Future for Iowans
DEGREES AND CERTIFICATES
In 2010, the Kansas Board of Regents adopted Foresight 2020, a strategic plan which includes the goal that 60 percent of the Kansas workforce will have a postsecondary certificate or degree by the year 2020. Since then, the total number of credentials awarded has increased by over 15 percent, however a gap remains between current production and the number of awards the system needs to grant annually to meet workforce demand. Beginning in January 2017, each of the 32 universities and colleges in Kansas were given a proportional target number of additional undergraduate degrees to award, in order to meet the attainment goal.

FIRST GENERATION TASKFORCE
A Taskforce comprised of representatives from two-year and four-year institutions throughout the state with expertise in serving first generation college students was formed in early 2017. Charged with determining what barriers and supports exist for first generation college students, identifying factors that contribute to their success, and identifying areas where additional efforts may be needed, this work will continue throughout the 2017-2018 academic year.

TRANSFER AND ARTICULATION
In 2012, the Board began a systematic process to increase the number of courses guaranteed to transfer across the Kansas public higher education system. To-date, the Board has approved 75 courses for guaranteed transfer, meaning a student who completes these courses at any Kansas public postsecondary institution can be certain that he or she can transfer that course to any other public institution in Kansas offering the course. Students who transfer may also be eligible for Reverse Transfer, now in place statewide. Upon the completion of necessary coursework at the university, a student can receive an earned associate degree from the college last attended.

KANSAS DEGREESTATS
The only tool of its kind in the nation, Kansas DegreeStats was built in 2016 to share cost, investment, and earnings data from real Kansas graduates. Using unit record level data and data-sharing agreements in place with both the Kansas and Missouri Departments of Labor, the tool reports on typical costs and sources of investment at the degree program level along with providing wage data for those graduates working in the region. On July 1, 2017, Kansas DegreeStats expanded to include all undergraduate degrees offered by the state’s 26 public two-year colleges. Online at: www.ksdegreestats.org

CREDIT FOR MILITARY ALIGNMENT
Kansas is actively involved in the Multi-State Collaborative on Military Credit (MCMC), a partnership to translate competencies acquired through military training into college credentials. Throughout the year, faculty and administrators have convened to examine university and college course outcomes as compared to the skills, outcomes, and competencies learned by those who have various Army military occupational specialties (MOS) classifications. There are now over 50 academic programs aligned with two dozen MOS classifications.

CREDIT FOR PRIOR LEARNING - CLEP AND AP EXAMS
In 2016, legislation was passed in Kansas requiring all state universities to accept CLEP exam scores for credit, beginning July 1, 2017. This legislation requires the number of credit hours awarded to be at least equivalent to the minimum number of credit hours granted for the equivalent course offered by the institution, and for credit hours awarded for exams in the subject of the student’s major course of study to be applied towards the major course of study.

In further support of credit for prior learning, the Board adopted new policy beginning July 1, 2017, stating each state university shall award credit for all Advanced Placement (AP) examination scores of three (3) or above for the equivalent course or courses at their institution, allowing for any academic discipline to establish a higher systemwide AP exam score using an established process.
Kentucky 2017

This past year has been filled with an effort to develop a comprehensive, rational mechanism for distributing state general fund appropriations. Although it took over six months to secure the concurrence of all our baccalaureate and community and technical college campus leaders, we reached agreement on a model that is tied to enrollment, mission (program mix), and performance. The performance elements drive 70% of the funding (35% degree production and student progression/35% course completion). Embedded in the metrics are premiums for graduating minority and low income students, production of STEM+Health degrees, and a recognition of differing costs of instruction by degree and course level. The model will be phased in over a four year period, and more quickly at the community and technical colleges.

In addition, our office was instructed in newly enacted legislation to develop and deliver a six hour training program for newly appointed campus trustees and regents. Working with our campus lawyers and/or board secretaries, we developed an understanding of what the campuses already do in their board orientation programs, examined other similar training programs in nearby states, worked with AGB, and then built a curriculum that we delivered in December to the first group of trustees. Most of the feedback was very positive, as well as receiving constructive criticism of various parts that will be re-worked. We have also developed an on-line program that will be unveiled at our bi-annual Trusteeship Conference in September.

Looming ahead for Kentucky is a long awaited accounting related to the State’s public employee pension program. The estimates of the magnitude of the underfunding range between $35-$85 billion. Further, the governor is beseeching the legislature to take up pension reform AND tax reform in a special session scheduled tentatively for the fall. However, the newly elected, republican majority in the House of Representatives is balking at undertaking any tax reform that would generate new tax revenue. The Republican Governor has clearly indicated that if he is going to embark on an effort to reform an antiquated tax system, he intends to use the effort the generate additional revenue. Should be interesting.

Finally, we continue to be challenged in several ways: getting more young people, especially males, to attend postsecondary institutions and to complete a credential; closing achievement gaps that persist with minority and low income students; preparing more effective teachers for the public school system; and encouraging the one million working age adults in KY that have a high school diploma or GED, and perhaps some college, to come back to earn a degree or certificate.

Respectfully submitted, Bob King
LOUISIANA RECAP

"At the end of a very complex session(s), we are delighted that the central role which higher education plays in our state was recognized by the actions of the Legislature. Full funding for TOPS and stable support for our institutions benefits our students, their families and the communities we serve. We are especially thankful for this Legislative action in light of the tight fiscal environment which still faces our state."

~ Commissioner Joseph C. Rallo ~

During the 2017 Regular Legislative Session, funding for Higher Education entities remained near constant. The TOPS program, Louisiana's premier program of state merit-based scholarships, is fully funded. GO Grants, the state's need-based financial aid plan for nontraditional and low-to-moderate income students, remains funded. The legislature also authorized a two percent pay increase for classified state employees.

Legislation recommended by the Board of Regents and signed into law included an act to allow management boards to maintain fee autonomy and one to set the TOPS award amounts.

Over the last nine years:
- State funding for Louisiana’s colleges and universities has been cut more than any other state in the nation ($731M).
- Tuition and fees have increased by 111% during the same period.
- Higher Education has eliminated over 5,000 jobs while educating 5,000 more students than in 2008.

Deferred maintenance costs continue to rise.
Our systems total $1.7 billion in deferred maintenance.
Public Higher Education in an Aging State: With a total population of only 1,350,000, Maine is the nation’s oldest state and is aging rapidly, creating new demands for services and great challenges for the state’s workforce. Over the next 15 years, the number of Maine people in the prime work years of 25-64 will decline by more than 100,000, or 15%, while the total number of high-school graduates struggles to exceed 12,000 annually. During that same period nearly two-thirds of new jobs will require a post-secondary credential or degree. Affordable, accessible, quality public education for all citizens is therefore an essential component of any state plan for economic and social health.

The One University Promise: The University of Maine System launched the One University initiative in 2015 to respond to these challenges, as well as a growing structural budget gap brought on by years of declines in enrollment and state support. The core One University concept is that we must work to bring all university resources into focused alignment supporting all Maine families, businesses and communities regardless of location. At the University System level, this entails changing our planning and operational models from that of a loose confederation of institutions to a highly integrated system. To date these changes have centered on administrative reform, integration and reduction, as well as increased partnerships and academic collaborations.

One University Progress - Finances: Comprehensive planning coupled with hard choices at the system and campus levels have restored fiscal stability to the universities. Concrete steps and results include:

- $82 million in annual savings achieved, approximately 15% of the system’s FY 2018 budget;
- A unified financial management structure put in place for greater transparency and accountability, as well as for comprehensive multi-year strategic planning and resource allocation;
- A nation-leading commitment to affordability tied to a six-year tuition freeze and the largest investment increase in institutional financial aid (11.6%) in the system’s history; and
- A new fiscal year beginning with all campus budgets in balance using existing resources.

One University Progress - Partnerships: Aligning all our resources to serve Maine families, businesses and communities requires both internal and external partnerships, creating an expanded culture of teamwork and mutual success. Recent examples include:

- A new partnership that makes Maine’s smallest university, the University of Maine at Machias, a regional campus of the land grant University of Maine - a change that allows both campuses to expand student opportunities in the context of their distinct missions while achieving overall economies of scale;
- Partnerships with Maine high schools that have increased the number of early college participants more than 300% with a commitment to make early college opportunities available to every Maine high school junior and senior;
- A public/private partnership involving educational, governmental and health care systems/providers to address a critical nursing shortage estimated to grow to over 3200 by 2025 – an effort being duplicated in the computer sciences, engineering, and other critical workforce areas.
- Creating new, multi-campus programs in areas such as cybersecurity to leverage expertise and capacity on a statewide basis.

The result of these and similar partnership efforts is that our public university system now has the first overall enrollment uptick in nine years.
ACCOUNTABILITY AND PERFORMANCE-BASED FUNDING

At the December 2016 Board of Higher Education (BHE) meeting, the Board charged the Department of Higher Education (DHE) to initiate an intensive review of the Vision Project metrics and its Performance Measurement System. A Task Force, with representatives from each of the state universities and community colleges, has been engaged in the review process. Members represent academic affairs, enrollment management, institutional research, fiscal affairs, financial aid, workforce and other areas.

One of the key objectives of the Performance Measurement Review process is to create symmetry in all major BHE/DHE assessment efforts, including the system-level strategic agenda, campus performance measurement reports, presidential evaluations, campus strategic plans and performance funding formulas. Such symmetry and the selection of appropriate, precise and useful metrics, peers and benchmarks will foster a more integrated system of public higher education capable of responding to local and statewide needs of students, communities and employers in a coordinated way.

Another key objective is to develop ways of providing more useful and dynamic analytic tools for campus self-assessment to support elevation of the performance of the public higher education system. To this end, the DHE has begun generating campus performance dashboards that allow administrators to access and compare institutional performance analyses in key outcome areas.

CAMPUS SAFETY AND VIOLENCE PREVENTION

In CY 2016, the BHE conducted a comprehensive review of campus safety and violence prevention protocols, building upon existing policy in the area of active shooter prevention and response and incorporating new federal guidance on campus sexual violence. The final report contains 55 recommendations that serves as a “road map” for institutions, containing several concrete recommendations on how they can prevent and respond to campus violence. Following adoption of the report, the DHE organized a major statewide conference in Fall 2017 with over 350 attendees from 75 private and public colleges and universities.

COLLEGE AFFORDABILITY

Central to the affordability debate is financial aid. State, federal and institutional financial aid each play an integral role in determining whether students are able to access an affordable system of higher education. In FY2016, the Office of Student Financial Assistance initiated a study that will drive financial aid policy and determine how the Commonwealth can more effectively use limited resources to assist students with their college costs. The BHE will receive recommendations derived from this study for deliberations this coming fall.

The DHE also rolled out the Commonwealth Commitment (ComCom) in Fall 2016. ComCom seeks to increase college participation and success rates while providing students with an affordable pathway to a baccalaureate degree. During the Fall 2016 semester, 40 percent of eligible students signed on for the Commonwealth Commitment in the program’s first semester of operation. Of the 80 students who registered for the program, 44 are considered to be in good standing (earned at least 12 credits and a 3.0 GPA). The DHE in partnership, with its campuses, will extend the pilot so students can enter into ComCom up until Spring 2018. It is expected that over 5,000 students will be eligible for ComCom in Fall 2017 with the addition of over 10 statewide transfer pathways. Conversations are currently underway regarding the future of the initiative.
EARLY COLLEGE DESIGN

In January 2016, the BHE and Board of Elementary and Secondary Education (BESE) signaled a desire to prioritize the exploration of early college as a policy priority that could have significant impact on improving outcomes at core to the mission of both bodies. In December 2016, Parthenon produced a report entitled, “Breaking Down Silos to Put Students on the Path to Success.” Based on the findings in that report, on January 24, 2017, at a joint meeting of the BHE and BESE, the boards jointly launched an Early College Initiative, recognizing that “early college programs that allow high school students to experience and complete college level academic work and reduce the time and expense of earning a college credential can be a powerful tool to achieve the Commonwealth’s overall goals for educational achievement.”

At that time, the boards also established an Early College Joint Committee (ECJC) that was charged with designing, developing and coordinating the administration of a Massachusetts Early College program, based on the following guiding principles: equitable access, guided academic pathways, enhanced student support, connection to career, and effective partnerships. Staff from the DHE and Department of Elementary and Secondary Education collaborated to develop the process and criteria for designating a Massachusetts Early College Program. DHE and DESE will begin soliciting applications for a Preliminary and Final Early College Designation in FY18.

PROGRAM APPROVAL AND CAMPUS STRATEGIC PLANNING

The mission of the Board of Higher Education is to ensure that Massachusetts residents have the opportunity to benefit from a higher education that enriches their lives and advances their contributions to the civic life, economic development, and social progress of the Commonwealth. To that end, the public program review processes defined by legislative statute and BHE policies ensure that programs meet standards of quality commensurate with the benefits they promise and must be found truly accessible to the people of the Commonwealth in all their diversity.

DHE staff continue to work with public colleges and universities to ensure that the goals of the system are reflected in campus strategic plans. Furthermore, the development of a performance measurement system will also help align statewide and local goals.

ONLINE LEARNING

The Secretary of Education convened the State Commission on Interstate Reciprocity Agreements (SCIRA); final report was issued in the fall of 2016 (October). DHE staff are currently waiting for legislation which would authorize the BHE to participate in a State Authorization Reciprocity Agreement and is pending in both the Senate and House FY18 budget proposals.

This coming year, the DHE will begin working more closely with the state colleges and universities around enhancing online learning.

REMEDIATION REDUCTION

In order to reduce remediation and increase student success, Massachusetts has adopted a three-pronged approach: 1) assessing students properly for credit-bearing courses by utilizing multiple measures; 2) ensuring students are completing the appropriate math for their major; and 3) giving students who require remediation access to co-requisite courses in math, reading, and writing.

The DHE has commissioned an evaluative study to assess the success of the use of multiple placement measures, which have been used on the campuses since Fall 2014, and will release a report in Fall 2018. DHE staff are working to bring the co-requisite model to scale in both English and math. Furthermore, campuses will begin developing and scaling multiple math pathways in Fall 2017 with the goal of increasing alignment between college-level and developmental mathematics across the three segments of public higher education to promote on-time completion and increasing transferability of math courses and applicability across the three segments of public higher education.

For additional information contact Dr. Carlos E. Santiago, Commissioner, Massachusetts Department of Higher Education csantiago@bhe.mass.edu.
State Higher Education Budget
For FY 2018, the state’s 15 public universities are slated to receive a 2% increase in operations funding, distributed via a funding formula. The increase restores non-inflation adjusted funding to FY 2012 levels, during which a 15% cut took place. A tuition incentive cap of 3.8% is in place. Community colleges will receive a 1% increase in funding. An $8M (43%) increase was made to the Michigan Competitive Scholarship program, eligible to students attending public and private colleges. Several university and community college capital outlay projects were proposed for planning or for construction.

Selected Legislation
- State income tax reduction & repeal: Defeated
- Tightening of teacher pension program: En route to passage
- Campus free speech: multiple bills introduced, traction limited to date
- Tax increment financing for transformational brownfield redevelopments: Passed
- Extension of SARA participation to 2023: En route to passage

New State-Level Student Success Metric
A new state-developed data system that includes transfer and part-time students shows 71 percent of students graduate from Michigan public universities in six years or less, compared to the federal Integrated Postsecondary Education Data System’s (IPEDS) report of just 61 percent. See information at www.mischooldata.org.

New State-Derived Wage/Degree Outcomes Data Set
The state’s Workforce Development Agency will soon be releasing data on the wage outcomes of workers, searchable based on individuals’ graduation from specific colleges and by degree program. While the data is intended to be a student-consumer resource, there are concerns about significant shortcomings of the data that will leave out large numbers of graduates and artificially depress wage earnings.

Statewide Student Transfer Agenda
The Michigan Association of State Universities and Michigan Community College Association, working with their respective member institutions, have created a statewide Transfer Steering Committee to advance the state’s student transfer agenda. Initiatives include replacement of the Michigan Transfer Network website and statewide articulation agreements around high-enrollment degree pathways.

Selected Challenges: State spending pressures, modest economic growth (revenue forecasts), heightened legislative conservatism, legislative term limits, demographic/migration/enrollment issues, cultural attitudes/perceptions about higher education.

Selected Trends/Opportunities: Enhanced collaboration between and among state postsecondary institutions, labor market forecasts supportive of postsecondary attainment, increasing institutional retention/graduation rates.

Seeking more information on what’s happening in Michigan?
Visit masu.org, blog.masu.org or contact Dan Hurley at dhurley@masu.org / 517.482.1563

Prepared 6/19/2017
Closing Gaps in Attainment, Investment and Information
2017 State Report to the SHEEO Annual Meeting from Commissioner Lawrence J. Pogemiller

CLOSING THE GAPS IN EDUCATIONAL ATTAINMENT

Minnesota is in Year 3 of its educational attainment goal of achieving 70% credential attainment among adults age 25-44 by 2025. Current estimates show 60 percent of Minnesotans age 25 to 44 had attained a postsecondary certificate or higher (ACS data 2010-2014). Rates varied by race and ethnicity from 23 percent for American Indians to a high of 65 percent for Asian/White. No race or ethnic group had attained a 70 percent educational attainment rate. An additional 143,900 individuals will need to have completed their first postsecondary educational credential (certificate, diploma, or degree, in order to meet Minnesota’s educational attainment goal. This is equivalent to the total number of Minnesotans age 25-44 that have dropped out of college. Minnesota convenes quarterly an Educational Attainment Stakeholders group to discuss best practices and highlight areas of need.

The Minnesota Legislature also funded the 2016 Equity in Education and Job Connection Grant Program (part of Governor’s Equity Agenda). OHE received $500,000 to create a competitive grant program to provide financial assistance to institutions to implement best practices in order to close the attainment gap for underrepresented groups by. Three Minnesota State institutions were selected for receiving grant funds:

- Saint Paul College: "Guided Pathways Advising at Saint Paul College" Serves students of color who are enrolled in developmental education courses through proactive advising and continued support.
- Riverland Community College, Austin: "Closing the Achievement Gap by Improving Retention and Completion" Serves racially/ethnically diverse students through proactive advising, academic support services and performance based scholarships.
- Minnesota State University, Mankato: "Guiding Pathways to Success (GPS) for Underrepresented Students" Serves historically underrepresented first-year students through college and career coaching and increased knowledge of campus-based resources, increasing their social and campus integration.

CLOSING GAPS IN STATE INVESTMENT IN HIGHER EDUCATION

The 2017 legislative session was highly contentious. Leadership and higher education committees volleyed between funding cuts to small increases to substantial increases and back again. Governor Dayton vetoed the first round of budget bills, including a higher education funding bill appropriating less than 40 percent of the investment recommended by the Governor and several unpleasant policy provisions. The final higher education funding bill provided an additional $210 million over base, 66 percent of the Governor’s recommendation.

Highlights of that funding package include:

- Minnesota Office of Higher Education
  - The Minnesota State Grant program received $36 million in new money (+10%) over the biennium for State Grant. The increased appropriation focuses on reducing the family contribution in the state grant formula by 10%, increasing the allowance for living expenses, and covering tuition & fee for eligible students. As a result, individual Minnesota State Grants will increase from $45 to $1,387, and an additional 4,100 students receiving awards (currently 80,000 recipients)
  - Campus Sexual Violence Prevention & Response Coordinator: Provides funding to create a position within OHE to serve as a statewide resource for postsecondary institutions on campus sexual violence prevention and response by providing professional development and guidance on institutional best practices. Appropriation: $300,000
Statewide Attainment Initiatives: Emergency Postsecondary Grants: An appropriation for OHE to establish a matching grant program for institutions in order to provide emergency funding to students experiencing food, transportation, or housing insecurity. Appropriation: $350,000

Additional Loan Forgiveness Programs:
- Ag Educators Loan Forgiveness: Appropriation: $100,000
- Pilot and Aircraft Technician Student Loan Forgiveness: Appropriation: $50,000
- Legal Education Debt Relief Grant Funding: Appropriation: $50,000

Postsecondary Systems: Funding increases to public institutions
- The University of Minnesota received $54.6 million in additional appropriations (37% of their request) over the biennium to support core mission functions and provide health training and services. The bill also requested the University freeze tuition. The University stated throughout the legislative session, however, that if they did not receive their full legislative request, they would need to increase tuition. The Board of Regents voted to increase tuition 2 percent for resident undergraduates at the Twin Cities campus and 12.5 percent for non-resident, non-reciprocity undergraduates at the Twin Cities campus.
- Minnesota State received $106 million (59% of their request) in additional appropriations over the biennium to support campuses, meet workforce needs, and replace legacy technology. The bill limits tuition increases to 1% in the first year of the biennium at Minnesota State 2-Year Colleges, and freezes tuition in the second year of the biennium at both Minnesota State 2-Year Colleges and 4-Year Universities. The Trustees voted to increase tuition by 1 percent at Minnesota State 2-year Colleges and 3.9 percent (on average) at 4-year Universities in the first year of the biennium.

The Legislature and Governor also approved a bonding bill of $990M, which modestly benefited higher education.
- University of Minnesota system ($119M for asset preservation, and 3 science buildings)
- Minnesota State College & Universities System ($93M including $25M for asset preservation and the remaining $68M for capital projects)

EDUCATION POLICY
- MnSCU Occupational Grant (MN’s last-dollar free college pilot) is completing its first year. Implementation issues arose regarding complexity of eligibility requirements for students, programs chosen for eligibility, limited funding, and state goals. Positive feedback was received regarding use of mentoring.
- Campus sexual assault reporting – OHE published the 1st state-level report in December 2016. Key findings included: 294 incidents of sexual assault were reported to Minnesota colleges or universities in 2015, and 79 incidents resulted in disciplinary action greater than a warning.
- OHE is working to document Minnesota’s funding history in order to facilitate future discussions of a finance funding framework. The historical context document outlines Minnesota’s historical investments in higher education and the values that undergirded those investments. The purpose of the document is to provide a clear understanding of the policy choices, guiding principles, and context that led to our current postsecondary funding model and to inform future investments in Minnesota’s postsecondary system. As part of the process, OHE is engaging with key historical and current stakeholders to understand additional historical context that may or may not have been documented, key points, and highlight additional components that should be addressed.
- Minnesota has had several noted propriety college closures during 2016-2017 (e.g. ITT Technical Institute, Globe University and Minnesota School of Business, Regency Beauty Institute). The Registration and Licensing Division worked with the Legislature to change state law to allow flexibility in cases where schools were adjudicated of fraud or misrepresentation, to either close a school or just a program. The Division also worked with the Legislature to change state law to explicitly allow the use of security funds
from a school to make student refunds in the event of a closure. Going forward, the Registration and Licensing Division is considering changing registration criteria and requested documents to better anticipate school closures.
Higher education is at a crossroads in Missouri. State support increased slowly over the last several years, but revenues have not grown as predicted. In January, the governor announced expenditure restrictions needed to balance the budget for the current fiscal year, including $68 million in withholds from public two- and four-year institutions' operating budgets. The budget for the upcoming fiscal year includes a 6.58 percent decrease for those institutions. Coupled with new leadership in the governor’s office, the department, and several of the state’s largest institutions, focus is shifting to the state’s system of higher education and how it can operate more efficiently. These changes have presented both a challenge and an opportunity, which are being addressed through the following initiatives.

**Higher education system review.** Every five years, the department is required to review the mission of each public institution in the state. In the current review, the department has focused on issues of supply and demand to identify the needs of the state and where the existing system is falling short. The task force empaneled to study this issue recommended updating the academic program approval process to allow institutions to meet workforce needs, including offering pathways to expanded degree offerings that may be outside of an institution’s approved mission. Ongoing discussions will include issues related to geography and student demographics. Legislation needed to fully enact the task force’s recommendations make significant progress but stalled late in the legislative session.

**Academic program inventory.** As an institution strives to meet state and local workforce demand, it must examine its current programs to ensure their rigor and applicability to the institution’s mission and goals. The department began its review of existing programs in February, with a plan to complete the review and recommend action on programs that graduate small numbers of students and cannot be justified by other criteria by the end of the calendar year.

**Administrative cost analysis.** Two task forces – one of two-year and one of four-year institutional representatives – have been convened to examine administrative costs among their sectors and identify potential savings through shared services and procurement, regulatory relief, and employee benefits. The groups are to provide final recommendations to the department in August.

**Performance funding review.** Missouri’s performance funding model was the subject of a recent state audit, which cast doubt on the model as an effective and reliable means of measuring institutional success toward the state’s postsecondary goals. A group has been appointed to lead the review through September, when their recommendations are due to the state. Areas of topic include institutional efficiency, graduate outcomes, selection of peer groups, and thresholds for sustained excellence.

**Missouri Community College Workforce Development Network.** All 12 of the state’s community colleges have signed a memorandum of understanding allowing them to share resources and knowledge to better serve the needs of local employers. Under the new agreement, institutions with a given expertise, no matter their location, will be available to serve as a guide to their peers in creating curriculum or programming to meet the training needs of area businesses.

**College Scorecard.** The department has been actively involved in the creation of a state college scorecard, a public website that will provide prospective students easily accessible information on programs, institutions, and instructional sites. Interested users will also have access to data on student demographics, completion rates, earnings, and employment outcomes. Funding was possible through the U.S. Department of Labor’s Trade Adjustment Assistance Community College and Career Training grant program. The website is currently in Phase II of III and is scheduled to go live by October 2018.

**Ongoing initiatives.** The department continues to implement several completion initiatives started last year, including 15 to Finish, common core curriculum, mathematics pathways, and the Multi-State Collaborative on Military Credit.

For more information, please contact Zora Mulligan, Commissioner of the Missouri Department of Higher Education, at Zora.Mulligan@dhe.mo.gov.
Governance & Institutional Mission Reform

Between September and May, the Montana University System overhauled our institutional mission parameters and reformed our system policies for better mission differentiation. Mission clarity or recalibration became necessary after a decade’s worth of substantial state funding increases and successful tuition-freeze initiatives. The tuition-freeze era was excellent for college affordability, but it also reduced the number of times the governing board could comprehensively examine and adjust tuition by institutional type and need. This year, the MUS fundamentally changed our academic, administrative, and fiscal system foundation to better serve the students, employers, communities, and taxpayers of Montana.

Each institution now participates in a new academic planning process that ensures early consultation between academic representatives and the governing board before program proposals are even developed. This academic planning reform will improve communication, support, institutional and system program prioritization. Each institution now has better mission clarity for administrative context and comparisons when identifying peer institutions for performance or resource analysis, or in developing and maintaining academic programs. The four institutional classifications might not seem revolutionary to people not from Montana: (1.) Research Doctoral Universities; (2.) Special Focus Universities; (3.) Regional Comprehensive Universities; (4.) Two-Year Colleges. Granted, these classifications sound pretty traditional, but it was a significant awakening for the units of the Montana University System to collaborate and agree where they all fit in. If you are in a state where institutions, over time, have experienced or displayed some “mission drift,” you know how significant it is to clarify – essentially codify – the relative standing of your state’s many institutions. The final piece of this overhaul was the financial alignment. Throughout our system, we built and implemented a funding plan (state appropriation, tuition, financial aid) that opened a lot of eyes and included some robust dialogue. With mission parameters to guide us, we collaboratively and transparently examined institutional differences in per-student spending of state appropriations, enrollment patterns, and institutional performance. The latter aspect, institutional performance, fits into the financial analysis because Montana is entering its fourth year of performance-based funding at our four-year and two-year institutions. The result, when the governing board approved new tuition rates this spring, is an institutional finance structure that we believe will much improve institutional focus, sustainability, and service to the public.

Progress with Ongoing Initiatives

Last year the MUS reported to you on our efforts with early college access and workforce development. I am pleased to say our experiences in Fiscal Year 2017 were every bit as valuable as the 2016 efforts I discussed with you last year. Dual enrollment, math pathways and other guided pathways, credit for prior learning, and co-requisite education are all implemented and growing. We continue to build partnerships with private business and industry in our competitively funded workforce development initiatives. Montana is fortunate to have $40 million worth of TAACCCT grants we are using to build new curriculum and credential options in manufacturing and energy disciplines. The most significant development this year is the growth of our apprenticeship opportunities for students and employers, especially in the nursing and health care sectors. Ten states were invited to the White House in early June on the day President Trump signed an executive order to promote and support apprenticeship programs. Montana was fortunate and honored to be one of those states recognized for innovative workforce development.
At the state level, challenging fiscal circumstances have dominated the public postsecondary education agenda in Nebraska over the past year, crowding out new state initiatives. In spite of tight resources, the institutions continue to pursue numerous innovations and expansions, such as the opening of UNMC’s Fred and Pamela Buffet Cancer Research Center and new community college sites at Valentine and Falls City, as they find ways to meet state and local needs.

Budget

- Owing to a decline in agriculture commodity prices, Nebraska has experienced very low -- and thus far in FY17 negative -- revenue growth over the past two fiscal years, resulting in a significant budget shortfall for FY17 and the upcoming biennium. The FY17 shortfall was addressed in February by the legislature, which reduced appropriations for higher education by $19.5 million, or 2.6%, from $745.6 million to $726 million.
- For FY18, higher education will receive $732.2 million, which is $13.4 million, or 1.8% less than the amounts originally appropriated for FY17. In FY19, higher education will receive $741.2 million, which is $4.4 million, or 0.6%, less than the amounts originally appropriated for FY17.
- The state’s primary student financial aid program, the Nebraska Opportunity Grant, will increase by 3% each year through additional lottery revenues but will continue to reach only a third of eligible students. The average award is $1,225.
- Capital projects at the University of Nebraska campuses and the Nebraska State College System were addressed by the legislature in 2016 with the extension of a program that matches state funds with institutional funds for debt service payments through 2030. No additional capital projects were funded by the legislature in 2017.

Taxes

In addition to addressing the ongoing revenue shortfalls, the governor and legislature focused considerable time and attention on changes to income and property taxes that would affect future state and local revenues. The most comprehensive bill, LB 461, would change the way agricultural land is valued for taxation and lower, over time, individual and corporate income tax rates if certain revenue growth targets were achieved.

Multiple bills were introduced that would limit property taxes through changes in valuation of agricultural land, property tax freezes, freezes on assessed valuation, reductions in permissible cash reserves, and ending property tax levies for community colleges. Nebraska’s community colleges receive about half of their operating funds and all of their public funding for capital projects from property taxes, though they receive only about 5% of total property taxes collected, so changes resulting in lower collections without offsetting increases in state aid would have a dramatic impact on college operations, facilities, and tuition.

Public concern about property taxes was also evident in the defeat of Southeast Community College’s proposed $369 million bonding program by a 2-1 margin in November 2016. SCC serves Lincoln and southeast Nebraska.
Tuition

As a result of reductions in state funding, tuition at Nebraska’s public institutions will increase more than it has for the past four years. Tuition at University of Nebraska campuses will increase 5.4%. Community college tuition increases vary by area and will increase between 2.6% and 5.9%. The Nebraska State College System will set tuition in mid-June.

Student Protection

Following the recent closure of ITT Tech and Wright Career College, the legislature passed LB 512, which creates a tuition recovery fund to redress losses experienced by students at for-profit colleges and universities that close suddenly.

Student Preparation

In 2017, Nebraska administered the ACT to all high school juniors to meet the requirements of ESSA. This was the first year for universal ACT testing of high school juniors and follows several years of piloting the ACT district-wide at ten school districts. The replacement of the state’s NeSA exam with the ACT has the potential to bring multiple benefits to students as well as reducing ESSA compliance costs.

Workforce Development

Several bills were introduced to spur workforce development and to meet specific workforce needs, including behavioral health training, student loan repayment tax credits, apprenticeship training, workforce skills grants, and integrated training and education grants. None of the bills passed, but $400,000 per year was designated from the University of Nebraska’s budget for behavioral health clinical rotations. The new Community College Gap Tuition Program, which pays tuition for noncredit students pursuing certifications in high-demand fields, went into effect July 1, 2016.

Efficiencies

Interest in finding efficiencies in postsecondary education has been expressed through several bills and legislative study resolutions. In practice, the University of Nebraska has named UNMC Chancellor Jeffrey Gold the interim chancellor of the University of Nebraska at Omaha after suspending the search for a permanent chancellor.

Comprehensive Statewide Plan and Metrics

In 2015-16, the Coordinating Commission undertook a review of the state’s comprehensive statewide plan for postsecondary education. Updates, including revised goals and metrics, were adopted by the Commission in July 2016. Over the fall of 2016, the Commission, in conjunction with the public institutions, operationalized the metrics into a report that will be updated annually.
Overview: The Nevada System of Higher Education -- comprised of two doctoral-granting universities, a state college, four comprehensive community colleges and one environmental research institute -- serves the educational and job training needs of Nevada. NSHE provides educational opportunities to more than 107,400 students, 15,000 faculty & staff, and is governed by the 13-member Nevada Board of Regents.

2017 Legislative Session
Nevada’s state legislature meets for 120 days every two years. The 2017 legislative session ended June 6 and provided a 13.44 percent increase in state funding to NSHE’s biennial budget.

NSHE’s state budget is built on a performance-based formula enacted by the 2013 Nevada Legislature. NSHE’s institutions graduated more students and students completed more programs, resulting in 186,117 more weighted credit hours in FY 2016 which generated $57.16 million in additional funding over the next biennium. The Nevada Legislature also approved funding for new programs and a 3% COLA for faculty and staff, amounting to another $100 million in new funding.

Board Governance
Legislators passed a resolution (AJR 5) that would take the elected Board of Regents out of the state constitution and put the Board’s legal authority in statute and under the direction of the Legislature. The measure will have to pass the Legislature again in 2019 before going to voters in 2020 for ratification.

Access & Affordability
While boasting low tuition relative to its neighboring states, Nevada is last in the nation in terms of college affordability with respect to median family income for students attending two-year institutions. To help address this issue, the Nevada Legislature created and funded the Silver State Opportunity Grant (SSOG) in 2015, the state’s first state-supported, need-based financial aid program. The SSOG provides financial support to low-income, college-ready students enrolled in at least 15 credit hours per semester. The program provided financial assistance to 1,064 students in year one and 1,113 students in year two. In both years, the SSOG grant predominantly served minority students, meeting and, in many cases, exceeding the percentage of minority students at each of the institutions.

Increased funding for SSOG is expected to permit all qualified students enrolled in 15 credits in 2017-18 to receive funding. In addition, the 2017 Nevada Legislature created the state’s first “promise program” whereby recent high school graduates who attend a participating community college, enroll in at least 12 credit hours, complete 20 hours of community service, and participate in a mentoring program are eligible. Through the Nevada Promise Scholarship, the state will pay the cost of attending a community college that is not otherwise funded by federal aid, the state’s merit-based Millennium Scholarship or the Silver State Opportunity Grant.

Innovation
Nevada students in the science, technology, engineering and math (STEM) fields will now have improved access to experienced research mentors thanks to a new online resource launched by the state’s Experimental Program to Stimulate Competitive Research (EPSCoR) office. The Nevada STEM Mentor Network (https://stemmentor.epscorspo.nevada.edu/) provides an extensive, searchable database of faculty research mentors together with access to research opportunities and partnerships in STEM via a single interactive website.

Leadership
The Nevada Board of Regents launched a national search in January 2017 to find its next chancellor to lead NSHE, selecting Dr. Thom Reilly on June 28 to succeed John V. White, who served as acting chancellor from June 2016 through June 2017.

Of NSHE’s eight institutions, two will have new presidents: Dr. Kristen Avery will assume the presidency of the Desert Research Institute (DRI) in July and Joyce Helens will take over as president of Great Basin College in August.

Public Medical Education
In 2012, Nevada ranked 46th out of 50 states in the number of physicians per 100,000 population and 48th in the United States in the number of primary care physicians per 100,000 population. The state’s second medical school will start its inaugural class this fall at the University of Nevada, Las Vegas. The new UNLV School of Medicine received $25 million in state support from the 2017 Legislature (matched by a private donor) for a new academic building.

System Within A System
As one of the nation’s few systems that include a mix of community colleges, a state college, universities, and a research institution (DRI), NSHE has had an ongoing commitment to implement a “System Within A System,” as recommended by an interim study of the governance structure and funding of Nevada’s community colleges (Senate Bill 391, Chapter 494, Statutes of Nevada 2013). The “System Within A System” ensures that community colleges are adequately represented and supported within the overall NSHE system.

As such, NSHE created a new position, the Vice Chancellor for Community Colleges, to focus exclusively on community college issues and advocacy. In addition, the creation of a Community College Committee as a standing committee of the Board of Regents and an Institutional Advisory Council for each institution, has been put into place to further support the community colleges.
Selected Highlights

**July 1, 2016 – June 30, 2017**

- The *Many Paths, One Future: 65 by ’25 Attainment Goal* was announced in February 2017. The state’s new strategic plan for higher education will intensify our focus on student success in the upcoming years with a 65 percent post-secondary attainment goal to be achieved by 2025. The plan will build on efforts to establish a globally competitive workforce, drive innovation and economic growth, and close equity gaps. A resolution supporting the goal was signed by the Governor’s Higher Education Council, the Secretary of Higher Education, and the Commissioner of Labor and Workforce Development. The goal has been endorsed by the Governor, Lt. Governor, and the State Employment and Training Commission.

- After approving $180 million for 35 projects at 32 higher education institutions last summer, contracts are being finalized and construction plans are moving forward. This second round of funding followed $1.3 billion approved for 176 higher education construction projects in 2013.

- The *New Jersey Coalition of Anchor Institutions* was formally launched on May 30, 2017. Following two years of developmental work, 19 colleges and universities signed Declarations of Commitment in recognition of the public and democratic mission of higher education. Acknowledging the pivotal role anchor institutions can play in forging and strengthening reciprocal partnerships, the charter members in Atlantic City, Camden, Newark, Paterson and Trenton committed to leveraging the resources of their institutions to revitalize, empower and improve their respective communities. The statewide network of partners will share best practices and identify strategic, sustainable and scalable solutions that impact policy and practice across New Jersey.

- The Secretary created the *STEM Pathways Network* to better prepare students for in-demand jobs of the future in the fields of Science, Technology, Engineering and Math (STEM). With support from the Overdeck Family Foundation, the Secretary announced the creation of four “STEM Ecosystems” in Delran, Newark, South Jersey and Jersey City. Those representatives in April attended a national convening in Tampa, learning best practices from 37 other STEM ecosystems around the country.
An “ecosystem” is a community that includes a higher education institution, a school district, local businesses and industry, foundations, teachers, parents, students and state agencies all working together to improve instruction and ensure that students have a clear pathway to rewarding jobs in STEM fields that also help drive the State’s economy.

• The Task Force on Campus Sexual Assault, which is staffed by the Secretary’s office, was established by the Legislature and began its work in June 2016. The final report with findings and recommendations will be issued on June 26, 2017.

• At the April 7, 2017, Educational Opportunity Fund (EOF) student awards ceremony, a record 1,070 students were recognized for high academic achievement. From April 23 to 26, our agency’s EOF program hosted the Tri-State Consortium of Opportunity Programs in Atlantic City. State-supported opportunity fund leaders from New York and Pennsylvania joined New Jersey leaders to discuss how disadvantaged students could continue to be granted access to transformative academic programs. The New Jersey EOF will celebrate its 50th anniversary next year.

• Following the recommendations of a study group established by the Secretary, the adoption of amendments to OSHE regulations and a successful application to the NEBHE, OSHE began accepting applications from New Jersey’s institutions which want to offer online courses in other states. Under the recently signed State Authorization Reciprocity Agreement (SARA), New Jersey institutions can offer online courses in 47 states and the District of Columbia without going through each state’s licensure process.

• Now entering its fourth year, the College Readiness Now program is a partnership among the Office of the Secretary of Higher Education, the New Jersey Council of County Colleges and all 19 of New Jersey’s county colleges to implement bridge programs to address the remediation needs of graduating high school students prior to their enrollment in college. Since the program began in 2014, the 19 county colleges have partnered with over 135 high schools across the state and more than 2,700 high school students have achieved college-ready status by improving their English and math skills. Many students in the program were also able to participate in free dual-enrollment opportunities to earn college credit prior to graduating from high school.

• The New Jersey Prior Learning Assessment Network (NJ PLAN) is a consortium of New Jersey colleges and universities partnering to help students earn credit toward their degrees. This process allows students to shorten the time to degree
completion, while lowering the costs and increasing access. Thomas Edison State University, a pioneer and national leader in prior learning assessment, serves as the anchor institution of the 14-member consortium.

- In April, the agency submitted an application to the U.S. Department of Education to compete for a seven-year grant award to continue our highly successful Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) initiative, which currently serves about 2,300 disadvantaged middle and high school students in New Jersey.

- The Office of the Secretary of Higher Education has served as the lead agency in the creation of a statewide longitudinal data system with the Department of Labor and Workforce Development; the Department of Education; the Heldrich Center for Workforce Development at Rutgers; and the New Jersey Motor Vehicle Commission. The system has been built and successfully tested. The New Jersey Education to Earnings Data System (NJEEDS) will provide PreK-20/W data to better inform State policy and investments.

- The Secretary created a new higher education blog, upgrading its earlier e-letter, promoting good news and interesting achievements by New Jersey colleges and universities. The blog is distributed to about 600,000 higher education full- and part-time students, faculty and staff; teachers, guidance counselors and administrators in the K-12 school system; state and federal lawmakers; business and industry leaders; and higher education associations.
The New Mexico Higher Education Department (HED) is statutorily responsible for statewide articulation and transfer policies (21-1B-3 NMSA 1978) and higher education strategic planning (21-2-3 NMSA 1978). New Mexico’s public higher education system is comprised of thirty higher education entities: three research universities, four comprehensive (regional) universities, a health sciences center, ten branch community colleges, seven independent community colleges, a military institute junior college, and four tribal colleges. The New Mexico public higher education system is highly decentralized in terms of governance and policy coordination. Over the past two years, the HED has made substantial progress on strengthening stakeholder relationships, implementing policy reforms, and forming a long-term vision for a more cohesive New Mexico higher education system.

The New Mexico Higher Education Department has been collaborating with New Mexico’s higher education institutions to implement a Trifecta of Reform related to how college credits articulate and transfer (A&T) statewide. This Trifecta of Reform includes:

1.) **Common Course Numbering**: The HED is aligning all lower division course names, numbers, descriptions, and student learning outcomes (SLOs) across the state. HED staff are sorting through over 10,000 syllabi from 70 academic disciplines in order to identify equivalent courses across the system. Faculty committees are working to align the SLOs of the identified equivalent courses and registrar committees are assigning the common course numbers.

2.) **General Education Core**: At the request of university provosts and chief academic officers (CAOs), the HED is working with faculty and CAOs to revise the state’s postsecondary general education requirements. Specifically, general education requirements are being changed from emphasizing specific courses in certain content areas to instead emphasizing essential skills.

3.) **Meta-Majors**: The HED is collaborating with researchers from the University of New Mexico’s Institute of Innovation and Design (IDI) on degree mapping analytics software capable of building statewide transferable meta-majors.

The purpose of this Trifecta of Reform is to make the New Mexico higher education system more navigable for students and to reduce systemic inefficiencies that can act as barriers to student completion and educational attainment. This Trifecta of Reform was recently codified into law during the 2017 Regular Legislative Session through Laws 2017, Chapter 18. Articulation and transfer reform will serve as an important first step toward more effective higher education coordination in New Mexico and increased educational outcomes.

Governor Susana Martinez, through Executive Order EO-2016-37, established the “Route to 66%” statewide higher education attainment goal whereby 66% of the New Mexico working age population will have a postsecondary degree or credential by the year 2030. As a result of the Governor’s Executive Order, the HED and higher education institutions have begun a statewide higher education strategic planning process in order to outline the future strategic priorities for New Mexico higher education.

As a result of the recent 2017 Special Legislative Session, a state budget agreement for FY18 was reached providing funding for New Mexico higher education institutions.
New York State Report

- **Every Student Succeeds Act State Plan.** For the past year and a half, the New York State Education Department (NYSED) has taken a deliberative, transparent and inclusive approach to develop New York’s ESSA plan. The plan was released for public review on May 8th and will continue to be updated based on stakeholder input until it is submitted to the U.S. Department of Education in September. The draft plan emphasizes fostering equity in education for New York’s students; expands measures for school support and accountability, and student success; and requires school-level improvement plans for the lowest performing schools overall as well as schools with the lowest performance for certain student populations. The plan also includes strategies for supporting the professional growth of educators and ensuring that all students, including English language learners/Multilingual learners, immigrant students, migratory youth, homeless youth, and neglected and delinquent youth have access to a well-rounded education that supports their academic and social-emotional development.

- **College Affordability.** Governor Andrew M. Cuomo and the legislature created the Excelsior Scholarship Program in the 2017/18 enacted state budget. Under this groundbreaking initiative, the Excelsior Scholarship, in combination with other student-financial aid programs, allows students to attend a SUNY or CUNY college tuition-free. The Excelsior Scholarship is a last-dollar program, building on the generous foundation of federal Pell grants and New York’s Tuition Assistance Program, through which the State already invests $1 billion in tuition assistance annually. To remain eligible for the scholarship, students must be a New York State resident enrolled full-time and making progress towards on-time completion. After graduation, Excelsior recipients must live in New York State for the length of time they received the award.

- **TeachNY.** TeachNY represents an unprecedented partnership between SUNY and NYSED to lift up the teaching profession and ensure New York has the high-quality educators it needs to meet future demand.

  In 2014, SUNY received a generous Race to the Top grant from the New York State Education Department (NYSED) to form the TeachNY Advisory Council—a distinguished group of state and national thought leaders convened to recommend bold new policies to transform educator preparation in New York State. Upon the completion of the Advisory Council’s work in May of 2016, SUNY Chancellor Nancy L. Zimpher and State Education Commissioner MaryEllen Elia launched public campaign to promote the teaching profession. Throughout the past year, the chancellor and commissioner solicited feedback from over 1,000 practitioners at regional workshops and listening sessions across the state. In addition, they co-convened the TeachNY...
Statewide Roundtable a group with representatives from key P-20 stakeholder groups to help chart a course forward for educator preparation policy statewide. The Roundtable has informed the launch of a work group to update NYSED regulations on clinical experiences, has provided feedback on a state framework for teacher leadership, and is beginning the process of creating a one-stop educator recruitment website for New York.

Further, SUNY convened a Steering Committee of representatives from across P-12 and its campuses – presidents, provosts, deans, faculty, students, and staff – to update SUNY’s policy on teacher preparation. The TeachNY policy passed by the SUNY Board of Trustees in June reaffirms SUNY’s commitment to teaching as a practice profession, to providing equitable access to excellent teachers, to creating a collaborative community of educators across P-20, and to continue to evolve and innovate in the dynamic education landscape.
Northern Dakota

Who: Chancellor Hagerott

What: Summary for SHEEO Annual Meeting

Summary: Our biennial legislative session concluded in April. We appreciate all of the work our legislators have done in a very tight fiscal situation. While budgets were significantly reduced, we did appear to come out of the session with a stronger, more collaborative, relationship with our legislators than in previous sessions. Ultimately, budget concerns are placing strain on higher education in our state. That’s leading us to look for creative solutions especially in collaborative opportunities and finding shared services.

Envision 2030 – Nine breakout sessions in May of 2016 that turned into 10 Pillars now divided between workforce and student needs. On workforce we’re looking at Ag, Energy, Health Care, Law, Manufacturing and Technology, which lines up with the report by the Workforce Education Advisory Committee. On the student side we’re looking at Diversity, Liberal Arts & Humanities, Tomorrow’s Student and the Whole Student. Throughout all we’re looking at developing structured goals that allow for progress in the short-term, mid-term and long-term. Short-term goals could include redefining course delivery needs as students change the way they learn, and long-term goals could include such things as laying the foundation for a Center for Manufacturing Excellence like exists in other states. Such centers could exemplify ongoing public/private partnerships and serve as workforce training centers, research facilities and production lines.

The Envision 2030 discussions have been ongoing talks among distinct stakeholder groups that have generated increased individual involvement and are running parallel to the studies from my cabinet. As you can imagine, we’re looking at collaboration and shared services in high regard as the budget projections trend downward.

Numerous discussions within the Envision 2030 focus have come with a lot of optimism about building on partnerships, either public/private ones or interagency partnerships.

NexusND: With so much focus happening now on cybersecurity, we’re still hoping on building up our NexusND initiative over time through more research into Cybersecurity, High Performance Computing and Unmanned Aerial Systems. The possibility of leveraging each one or all three to push North Dakota and the university system into a better place of economic diversification and stability is one that should not be ignored, although limited funding availability can make it challenging. University of North Dakota is leading the UAS effort and North Dakota State University is leading the way on cybersecurity. Their collaborative efforts will propel us into meeting the workforce and student demands of the future.

Bakken U: Our five western colleges and universities have taken over leadership and application of our Bakken U initiative, which is focused on encouraging oil workers, their spouses and children to attend these institutions through scholarship offerings. Thousands in scholarship money have been awarded already, with plans to continue the outreach well into the future.
Ohio
HB49 Highlights
(2018-19 Biennial Budget—“As Introduced”)

**Holding Down Costs for Students**

**Tuition and Fee Freeze**
Ohio’s tuition increases over the past five years have been well below the national average, and the governor’s budget seeks to continue that positive trend by freezing tuition, general fees, and special fees in both years of the upcoming biennium.

**State Share of Instruction (SSI)**
Ohio’s subsidy to our public colleges and universities. Funding is increasing 1% in each fiscal year, approximately $40 million over the biennium.

**Textbooks**
In the 2018-19 academic year, public colleges and universities will be required to share the cost of textbooks with students, with a $300 annualized increase in tuition. This cost sharing will foster innovation in providing more affordable textbook options.

**Technology and Research**

**Commercialization**
The budget proposal requires all universities to have intellectual property (IP) policies that incentivize faculty to commercialize. It also requires all state universities to have a commercial tenure track for faculty.

**Ohio Innovation Exchange**
This budget supports the continued development of the Ohio Innovation Exchange, which showcases the research expertise of Ohio’s university and college faculty in engineering, biomedicine, and information technology, as well as other fields of study, and identifies institutional research equipment available around the state.

**Research Initiatives**
This budget includes funding for continued research on the study of harmful algal blooms and improved water quality, strategies to reduce infant mortality, as well as allocating $1 million in each fiscal year to fund research aimed at the state’s growing opiate addiction epidemic.
Efficiencies

Regional Compacts

This budget requires the formation of Regional Compacts in which institutions of higher education will execute agreements to reduce duplication and enhance the sharing of resources, among other strategies.

Co-Located Campus Best Practices

Also included in the budget is a recommendation from the Task Force for Creating Opportunities for Shared Governance on Co-Located Campuses that co-located institutions annually review and report best practices and shared services.

Efficiency Advisory Committee

This item moves the Chancellors Efficiency Advisory Committee language from temporary law to permanent law. Additionally, it requires the boards of trustees to approve the IHE’s efficiency report submitted to the chancellor under ORC 3333.95, requires the report to be based on the Task Force recommendations.

Investing in Ohio’s Students

Bachelor’s Degrees at Community Colleges

This budget contains an updated proposal that would allow our community colleges, in partnerships with local industries, to develop and offer in-demand applied bachelor’s programs that are not otherwise available locally and for which there is a demonstrated workforce need.

Competency-based Education

Ohio will formally recognize Western Governors University in an effort to reach more students.

Accelerated Completion of Technical Studies (ACTS)

This program will provide funding to community colleges that agree to provide financial resources and support services to traditionally at risk students. ACTS is modeled after the City University of New York’s Accelerated Studies in Associate Programs (ASAP), which has more than doubled graduation rates for students.

Federal Assistance First for National Guard Scholarship

Implements a federal assistance first policy for Ohio National Guard Scholarship recipients, allowing Ohio to maximize state scholarship resources.

Changing Campus Culture

The Campus Safety and Training line item allocates $750,000 in each fiscal year for ongoing operations of the program for preventing and responding to sexual violence on campuses.
**Finish for Your Future Scholarship Program**

A new scholarship program to help those students who have dropped out of college within a year of completion and have accrued college debt to return to complete their degree. Students could receive scholarships of up to $3,500 from the state, which would be matched 1:1 by the college and 1:1 by the student. The budget provides funding at $2 million in FY18 and $4 million in FY 19.

**Completion and Retention for Educational Success (OhioCARES)**

Provides $1.3 million matching funds over the biennium to colleges and universities for grants to students who are in jeopardy of dropping out of college due to a short-term lack of resources.

**OCOG for Gi Bill Beneficiaries**

Provides changes to the OCOG statute to allow Gi Bill beneficiaries to take full advantage of their federal benefits.

**College Credit Plus**

Proposes modifications to Ohio’s Successful College Credit Plus dual enrollment program, which was successfully launched in the last biennium. In the first year of the program, more than 52,000 Ohio students earned college credit (15% of Ohio’s juniors and seniors), saving $120 million on college costs.

**Course eligibility**

Requires the Chancellor of Higher Education, in consultation with the Superintendent of Public Instruction to adopt rules specifying which courses under the CCP program are eligible for funding specifically giving consideration to courses that contain statewide transfer guarantee and courses that are applicable to multiple degree pathways or to in-demand jobs.

**Student eligibility**

In order to meet eligibility requirements for College Credit Plus, a student will be required to meet remediation free thresholds on an assessment (such as ACT, SAT, or Accuplacer). If a student scores within a specified range below the threshold, he or she may still be eligible with a GPA above 3.0 or a recommendation of a school counselor, principal or career-technical program advisor.

**Underperforming students**

Requires the Chancellor and Superintendent to adopt rules specifying conditions under which “underperforming” student participants may continue participating in the CCP program.

**Textbooks**

Requires secondary schools to have agreements with their partnering colleges and universities on textbook costs and distribution. The default payment structure would require the institution of higher education (IHE) to provide the textbooks at a cost of $10 per credit hour to the local school district, while the IHE retains ownership.
State Regents Task Force on the Future of Higher Education

At their meeting on March 23, 2017, the State Regents approved the formation of a Task Force on the Future of Higher Education to consider ways to improve degree completion and increase productivity by focusing on modernization, efficiencies and innovation. The Task Force is charged to conduct a systematic review of higher education in Oklahoma; examine existing initiatives and best practices; and report findings and recommendations on strategies that best support improving quality, access, affordability, and efficiency. The Task Force is comprised of the State Regents, private citizens, college and university representatives, and the designees of Governor Mary Fallin, Speaker of the Oklahoma House of Representatives Charles McCall, and Senate President Pro Tempore Mike Schulz. Citizen members of the Task Force are be well-respected Oklahomans who come from a variety of professional and educational backgrounds and represent different geographic regions within the state. Dr. William E. “Brit” Kirwan, Chancellor Emeritus of the University System of Maryland and senior fellow at the Association of Governing Boards of Universities and Colleges, serves as lead advisor to the task force. It is anticipated that the Task Force will report its findings to the State Regents in January 2018.

Budget

For FY18, the Oklahoma state system of higher education received an appropriation of $773.6 million, representing a budget reduction of $36.4 million from the FY17 appropriation, in which Oklahoma public higher education received a $157 million reduction. The impact of the budget reductions experienced by Oklahoma public colleges and universities include reductions in degree and course offerings; implementation of furlough days; reduction in faculty and staff positions through both attrition and early retirement programs; fewer and reduced scholarship awards; and reductions in professional development and travel. Our institutions are making every effort possible to maintain the quality of the education available to students in the Oklahoma State System of Higher Education.

Complete College America

Oklahoma’s goal for the Complete College America (CCA) degree completion initiative is to increase the number of degrees and certificates earned by an average of 1,700 per year, from 30,500 annually in 2011 to 50,900 annually by 2023. In the first four years of the CCA initiative, the number of degrees and certificates earned in Oklahoma has increased by 8,462, surpassing the state benchmark of 6,800.

Oklahoma Works and Launch Oklahoma

The Oklahoma State Regents for Higher Education (OSRHE) have also been key players in Governor Fallin’s “Oklahoma Works” initiative. OSRHE staff and campus representatives have contributed to the project with data, analytic expertise regarding the state’s workforce and linkages with the business community, and participation on a variety of committees ranging from asset allocation to project alignment. One key outcome of the initiative has been the development of an interactive degree and workforce outcomes dashboard by OSRHE staff. OSRHE staff have also been instrumental in working with SHEEO to obtain an Adult Promise grant in the amount of $773,000 from the Lumina Foundation to increase college attainment among adult workers.

Oklahoma’s Promise

The 2017 Oklahoma Legislature expanded eligibility to participate in the Oklahoma's Promise scholarship for the first time in seventeen years and passed several important program reforms. The family income limit for students applying in the 8th-10th grades will increase from $50,000 to $55,000 beginning with the 2017-18 academic year, the first increase since 2000. The income limit is also set to increase further to $60,000 beginning with the 2021-22 academic year. Other program reforms include expansion of the number of career technology certificate programs for which the scholarship may be used and alignment of the scholarship retention requirements with institutional academic eligibility standards. Cost-saving reforms include the elimination of payment for zero-credit remedial courses beginning in the 2018-19 academic year, capping the
number of college credit hours for which the scholarship will pay, and applying a secondary income check each year the student is in college.

**College Affordability and Student Debt**

Oklahoma’s state system of higher education is ranked as fifth most affordable in the nation by the U.S. Chamber Foundation’s *Enterprising States*, and the United States Department of Education’s National Center for Education Statistics reports that our public four-year institutions have the fourth lowest average student cost in the nation in terms of the total cost of attendance, including tuition, fees, and room and board. Additionally, Oklahoma higher education was recently recognized by *U.S. News & World Report* for having the sixth-lowest tuition and fees and seventh-lowest debt level at graduation in the nation. Tuition and mandatory fees for the Oklahoma state system of higher education have averaged an annual increase of only 4.9 percent over the last 8 years. Additionally, Oklahoma has the 10th-lowest student loan debt level in the nation. Loan debt for students at our public institutions is 23 percent below the national average, and nearly half of all Oklahoma students leave college with no loan debt.

**Academic Affairs**

Significant progress was made through the OSRHE’s Mathematics Success Initiative during the past year. Math teachers and faculty were trained in the Southern Regional Education Board’s (SREB) 12th grade college-ready course. CCA assisted with a statewide conference focused on implementing corequisite English and math remediation by fall 2017. Additionally, as part of a Charles A. Dana Center pilot, the Oklahoma Mathways Task Force is developing recommendations for standardizing multiple math pathways in Oklahoma in 2017-2018. ACT is also researching the use of multiple measures for course placement in English, math, reading and science based on Oklahoma high school student performance.

Statewide collaborative efforts to improve the quality and accessibility and lower the cost of online education continue. A statewide consortium of colleges and universities participate in the newly formed Council for Online Learning Excellence to leverage state resources in providing professional development, developing courses centered on open educational materials, and expanding the use of technology to improve course quality and student engagement.

Oklahoma also continues to engage adults in degree completion programs at public institutions through the statewide Reach Higher adult degree completion initiative. This program specifically designed for adult students is offered collaboratively at 22 of the state’s public institutions. Additionally, Oklahoma’s student preparation outreach efforts to strengthen college and degree completion include expanding partnerships with sovereign tribal nations headquartered in Oklahoma.

**OSRHE Campus Safety and Security Task Force**

The State Regents established the Campus Safety & Security Task Force (CSSTF) to monitor and respond to safety and security policies, advocate prudent safety policies and promote implementation of campus safety best practices. Chancellor Glen D. Johnson serves as chair of the Task Force, which is comprised of nearly 40 members representing state system colleges and universities, private institutions, technology center campuses, and several key agencies, including the Oklahoma Department of Emergency Management, Oklahoma Office of Homeland Security and Oklahoma Department of Mental Health and Substance Abuse Services.
Oregon’s Governor Kate Brown has focused Oregon’s education system on building a seamless system of education from cradle to career to ensure all students are ready to learn, on-track and prepared for a future in which they can compete in the global workforce and be economically secure. In partnership with our state and institution partners, the Oregon Higher Education Coordinating Commission (HECC) continues to work on policy and investments to improve postsecondary affordability and student success, and to foster transitions and pathways between institutions and sectors. The HECC aims to align programming and supports to close postsecondary achievement and opportunity gaps for low-income students, students of color, and other underrepresented populations—and to strengthen connections between education and workforce systems.

✅ Oregon’s 40-40-20 educational attainment goal

Oregon has a high-reaching aspirational state goal for educational attainment, which has driven a state focus on student success. Known as the “40-40-20,” the state’s goal is for every Oregonian to earn at least the equivalent of a high school diploma, 40 percent to earn at least a certificate or associate degree, and 40 percent to earn at least a bachelor’s degree to prepare for success in the global economy. With Oregon’s recent passage of House Bill 2311 in 2017, the State has clarified its 40-40-20 educational goal to strategically focus it on young Oregonians rising through the education system, rather than on all adult Oregonians. The legislation also directs the HECC to work with state partners to develop a distinct set of goals for working-age Oregonians, more aligned with workforce goals and projected job opportunities.

✅ Oregon’s strategic plan for higher education

The HECC released the 2016-20 Strategic Plan for higher education in Oregon in June, 2016. The plan builds on Oregon’s 40-40-20 and the Oregon Equity Lens adopted in 2014, defining six key priorities to guide current and future work:
- **Goal-setting**: sharpening state higher education goals in specific areas, and improving reporting of progress;
- **Public College and University Funding**: supporting sustainable state funding linked to student success;
- **Pathways**: simplifying and aligning student pathways from cradle to career;
- **Student Support**: enhancing student success, safety, and completion;
- **College Affordability**: limiting student costs for attending college in Oregon; and
- **Economic and Community Impact**: contributing to prosperous workforce, economy, and communities.

✅ Affordability: New directions in financial aid, multi-faceted approach to affordability

**Affordability and success linked**: The HECC and state leaders increasingly approach affordability through numerous contributing factors including tuition, net cost, financial aid funding and program design, student and family resources, to degree, efficiency in credit transfer, earnings after graduation, and more.

**Targeting and Expanding Need-Based Aid**: As a result of HECC-sponsored legislation in 2015, Oregon began using a new methodology for awarding the state need-based grant, the Oregon Opportunity Grant (OOG), prioritizing the highest-need students first, instead of awarding it on a first come first served basis. The state also increased need-based aid funding in 2015. As a result of this investment, Oregon expects to award approximately 81,200 OOG grants for the current biennium, however the funding remains considerably less than needed to serve eligible Oregonians (in 2016-17, the grant is expected to reach less than half of eligible students, and the maximum grant amount has not increased in pace with public tuition increases).

**Evaluating first year of the Oregon Promise**: Oregon was the second state after Tennessee to launch a Promise program, and 2016-17 was the first year the grants were awarded. Established through legislation in 2015, the Oregon Promise grant supports tuition at Oregon’s 17 community colleges for recent high school graduates and qualified GED® recipients. Student
turnout for this program exceeded expectations; in its first year, over 6,800 students received the grant, drawing from an Oregon high school graduating class of approximately 35,000 in 2016. HECC is closely tracking the program with attention to student success and its impact on college-going culture.

**Affordability Innovations:** Oregon is leading other affordability innovations, including: the successful FAFSA Plus+ program, partnering with high schools to improve support for students/families completing the FAFSA; promotion of Open Educational Resources; the Oregon Student Aid Application (ORSAA), an alternative application for students who are not eligible for federal aid via the FAFSA); and state administration of over 500 private scholarships, available to Oregonians through one central application.

**Tuition:** Facing significant budget shortfalls, numerous Oregon’s public institutions face significant tuition increases in 2017-18. HECC recently reviewed and approved increases above five percent at five public universities evaluating them against state criteria, including efforts to shield the impact of these increases on lowest-income and underrepresented Oregon students.

- **Collaboration with campus leaders and higher education network**
  - Supporting sustainable reinvestment in higher education to maintain progress and momentum of 2015 investments.
  - Implementation of a University Student Success and Completion Funding Model: The 2016-17 academic year was the first of a multi-year phased-in implementation of the new funding allocation model for Oregon’s seven public universities, shifting the method for allocation from an enrollment-based model to a model focused on access and completion. Among other changes, the model includes incentives to increase success of underrepresented student populations.
  - Forging a path for former Oregon ITT Technical Institute Nursing Students: After the sudden closure of the institution, and facing a high demand for nurses in the state, the Commission and the Legislature took action in 2016 to launch and fund a program for former nursing students of Oregon ITT Technical Institute to complete their degrees.
  - Convening of groups working across the public and private higher education arena, related to equity and cultural competency, data collection, OERs, GED, pre-college mentoring, and other topics.

- **Policy-work to promote student success and foster pathways**
  - Increased efforts to improve transfer pathways and reduce loss of credit between community colleges and universities.
  - From 2015-17, strategic grants to institutions to support student success and affordability initiatives including: Oregon Promise student success programming, Open Educational Resources (OERs), and grants to support underrepresented students pursuing STEM degrees.
  - Ongoing work on statewide policy to foster student success in dual credit/accelerated learning programs and credit for prior learning.
  - Improving student learning outcomes assessment, as part of the Multistate Collaborative.
  - Continuing administration of ASPIRE, college and career youth mentoring program at high schools and sites statewide.
  - Continuing efforts to improve career training and workforce systems.

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**PROGRESS AND CHALLENGES**

- The 2015 Oregon Legislature made a significant reinvestment in higher education in Oregon; however, for 2017-19, Oregon is facing a revenue shortage across all of state government, with projected cuts to most agencies and programs.

- Oregon’s national ranking for higher education funding improved from 47th to 37th since 2015, according to the most recent State Higher Education Funding (SHEF) report. However, recent gains in public funding followed years of reductions that were among the steepest in the country. Similarly, while Oregon has invested in financial aid in recent years, Oregon still lags nationally in financial aid, ranking 33rd among states for need-based grant dollars per 18-24 year olds.

- Early findings suggest the Oregon Promise appears to be influencing college-going decisions, especially for first-generation students. Oregon community colleges saw at least a 2.2% increase in recent high school graduate enrollment, and this surge appears to be responsible for leveraging significantly more Pell Grants for Oregon students.

- In 2016, Oregon had the top increase nationally in total number of high school seniors who completed the FAFSA, after increased outreach efforts such as FAFSA Plus+, and the first year of Oregon Promise applicants.

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*For more information, go to [www.Oregon.gov/highered](http://www.Oregon.gov/highered)*
Key Priorities 2017-2020
Since joining the office, I have been engaging key stakeholders at our three institutions and throughout the state to develop action plans around 6 key priorities for postsecondary education, and we look forward to holding a stakeholder forum in October to kick off our work:

- Reaching 70% postsecondary statewide attainment by 2025
- Closing educational equity gaps
- Providing affordable postsecondary options
- Increasing graduates in high-demand, high-wage fields
- Implementing proven innovation and effectiveness models
- Aligning the work across the system and with partners.

RI Promise
As of writing this newsletter (prior to the conclusion of the legislative season), Rhode Island is poised to be the fourth state to guarantee every high school graduate an opportunity to attend community college tuition-free. The RI Promise is open to all RI residents, regardless of income, and students must attend full-time after they graduate from high school. As soon as fall 2017, students may be able to apply this last-dollar scholarship toward tuition and mandatory fees at the Community College of Rhode Island (CCRI). In anticipation of budget approval, Office of the Postsecondary Commissioner is working on regulations for implementing and monitoring the program in conjunction with CCRI.

Westerly Education Center
Opened in 2017, the Westerly Education Center is a public-private collaboration designed to bring together higher education, business, industry, and community partners to provide high-quality educational programs to meet projected workforce needs in the southwestern RI/eastern CT region. Since January, 173 employees of Electric Boat (EB) have received training in maritime sheet metal and pipefitting, in conjunction with CCRI. In July nearly 100 mid-level EB supervisors will complete leadership training through the University of Rhode Island (URI). The Center is also leading a cross-industry partnership to meet the demand for laboratory process technicians. The Center was recently recognized with the Smart Growth Award for its role in transforming a 2.5-acre brownfield site into “a vibrant downtown hub for job training.”

RI Nursing Education Center
The Rhode Island Nursing Education Center (RI NEC) is an innovative partnership between the University of Rhode Island and Rhode Island College, which will enable both programs to meet the increasing demands for high-quality nurses. Slated to open in just a few weeks, RI NEC occupies over 130,000 square feet of space in Providence, RI, in close proximity to the state’s major hospitals and Brown University’s Medical School. RI NEC features shared state-of-the-art simulation laboratories and innovative teaching and learning spaces designed to support immersive, hands-on curricula. In addition to its core mission, RI NEC will serve as a regional professional development and training center.

Performance-Based Funding
In 2016, RI legislature passed a bill that introduces performance-based funding measures for the state’s three public institutions, and in October 2016, institutions submitted proposed performance metrics in the following categories and distributions:

- Improving graduation/persistence (40%)
- Increasing graduates in high-demand, high-wage fields (20%)
- Advancing institutional missions (40%).
MEMORANDUM

TO: George Pernsteiner, SHEEOs
FROM: Mike Rush, Executive Director & CEO
RE: Summary of significant issues affecting the South Dakota Board of Regents in 2017

- **65% Attainment Goal**: The SDBOR received a $100,000 Attainment Challenge Grant from the Lumina Foundation to support strategic initiatives to increase the state’s post-secondary attainment rate to 65% by 2025. Strategic Initiatives include targeting new students, improving retention efforts and encouraging ready adults to return to earn credentials.

- **College Application Week (CAW)**: The CAW is finding significant success in rural South Dakota. Coupled with decision making activities and interest inventories, students can apply to as many as three participating institutions for free during the CAW. Two years after the initial implementation, there were dramatic increases in application and matriculation from high schools that had low college-going rates. The third year of the program included 40 high schools, and this coming year this will increase to 80 schools before going statewide in Fall 2018.

- **Proactive Admission**: In Fall 2017 the implementation of a proactive admissions initiative will allow students to be directly admitted to college from a South Dakota high school without the necessary review and validation of coursework and high school performance by institutional personnel. Eligible students will receive a letter advising them of their admission and to which institutions they were admitted. A different letter will be prepared for students who have scores indicating a need for remedial coursework, encouraging them to take those courses as a high school senior.

- **Wokini Initiative**: South Dakota State University in Brookings has launched the concept of the Wokini Initiative, a strategic investment to better serve the Dakota and Lakota residents of South Dakota. This initiative will be funded by the annualized return from the proceeds held in trust from land-grant designated property sales, roughly $600,000 per year. The initiative is designed to offer programming and support for citizens of the nine tribal nations in South Dakota, encourage collaborative research projects related to American Indian communities, preserve the Dakota and Lakota languages, and build a stand-alone American Indian Student Center.

- **Initiative to Migrate to New Student Information System**: Currently the Regental system is using a unique single-instance of Colleague as the Student Information System (SIS) to manage the Common Course Catalog environment, provide consolidated billings, produce a consolidated transcript, allow for registration at all six schools, utilize
a common application, and where a student only exists one-time, all put in place in 2003. In order to make the SIS function in a shared environment, the Regental system has been forced to make significant modifications to Colleague to the point where it is now difficult and expensive to implement any new features. To address this issue the system has decided to move forward with the Ellucian Student Banner SIS tool to leverage its Multi-Entity Processing (MEP) capacity. It is anticipated that Banner Student XE will allow the system to retain the shared SIS environment with limited customization resulting in a repayment on implementation costs and ongoing maintenance within the next 10 years.

- **Budget/Appropriations for 2018 and Holdback in 2017**: The 2017 legislative session was a major challenge given state sales tax receipts. The agricultural driven economy was very weak given depressed ag prices and other industry challenges. The state had to balance the FY2017 budget with cuts across state government due to lagging revenues. BOR had a one-time holdback of state general funds of $1,826,742 or a .0086% general fund reduction. The FY18 budget had the same revenue challenges and the final legislative package left higher education with a 0% salary policy and a state budget reduction of $3,512,468 or 1.7%.

- **Continuous Appropriation for Federal and Other Grant Funds**: Historically, the universities have been required to have appropriated budget authority in order to accept and expend federal and other funded grants and contracts. This has caused the appropriated budget to be bloated with excess authority as universities became reluctant to give up authority and then have to justify increases at a later date. The Governor and Legislature supported moving these activities to informational budgets which provides a streamlined process for accepting and expending federal, state and private grants and contracts. This is seen as a significant efficiency for BOR.

- **Appointment of South Dakota School of Mines & Technology President Heather Wilson as Air Force Secretary**: President Heather Wilson was confirmed as next Secretary of the Air Force on May 16, 2017. An interim president has been named and a national search has been launched to find her permanent replacement.

- **Challenges with University Centers**: The SDBOR runs three University Centers which were developed to bring postsecondary education opportunities to regional locations not otherwise served by a public university. This model was progressive before the popularity of online coursework. In an effort to keep the Centers sustainable, considerable work has been done to revise their business models.

- **General Education Redesign**: A general education redesign effort recently concluded after more than two years of work. As a result, the Regental system now has a general education program that focuses on State Level rather than Institutional Level requirements, and implements an assessment model that will evaluate authentic student work by replacing the reliance on a standardized test that had been in place for more than two decades. The elimination of Institutional Graduation Requirements increased elective
options for students and will promote the opportunity for dual majors from multiple institutions to eliminate the need for program duplication across the system.

- **New Buildings**: The Legislature gave approval to three major building projects this past session. The Regional Science and Education Center at Northern State University was approved at $25.2M funded with private donations. An addition to the athletic facility at South Dakota State University was approved at $15M funded with private donations. The Animal Disease Research and Diagnostic Laboratory, the state animal health and research facility located at South Dakota State University, was approved at $61,381,637. The facility was funded with a combination of one-time funds from the State, SDSU, ADRDL cash totaling $11,342,000, with the balance to be bonded and debt serviced with agricultural property tax. Operating funds for the facility will come from new taxes on pet foods and animal industry fees. Finally, a Performing Arts Center expansion totaling $48,391,807 at South Dakota State University is moving forward after having been approved as part of our 2005 10-Year Capital Plan. This project is funded with $13M of tuition funds, $6.0M of campus funds, and $29M of private funds.

- **FAFSA Completion Initiative**: South Dakota is one of only 5 states that does not have a state student aid agency participating in the FAFSA Completion Initiative. The Colorado Department of Higher Education, with an award from the Kresge Foundation, has developed a software portal to help the remaining state agencies process and utilize the Institutional Student Information Records to assist school counselors in identifying students that have not completed the FAFSA. The Board of Regents has signed the new Student Aid Internet Gateway agreement and will be the responsible agency for setting up the portal and sharing the data. The plan is to have the portal up this fall and to fit this project into our attainment goal initiatives.
Tennessee is firmly in the midst of the implementation of the Drive to 55, the statewide educational attainment goal to reach 55 percent of Tennesseans with a degree or credential by the year 2025. In 2016-17, Tennessee built upon existing successes launched in the past decade while also developing new policies to focus on access and completion, with particular emphasis on student populations such as adult learners and student veterans. The state is also focused on its completion agenda, now that the first initiatives of the Drive to 55, Tennessee Promise and Tennessee Reconnect, have made two-year college affordable and accessible to all Tennesseans.

Tennessee is beginning to see early signs of success in reaching the Drive to 55. The most recent data available, for 2015, show Tennessee's educational attainment rate has jumped nearly two percentage points, from 37.8 percent to 39.7 percent in two years. In the first year of student enrollment with Tennessee Promise, which provides high school graduates with two years tuition-free at a community or technical college, the college-going rate grew by nearly 5 percentage points. Implementation of the Drive to 55 began in 2014 and early numbers point to long-term success.

Tennessee Reconnect
Tennessee Governor Bill Haslam’s 2017 legislative agenda included the Tennessee Reconnect Act, which proposed to make community and technical college tuition-free for adult learners going back to college. The grant would allow adults who do not yet have a degree to go back to college, as long as they enroll for at least six hours each term, maintain continuous enrollment, and participate in a college success program. The college success program will be tied into the Tennessee Reconnect Communities (TRCs), locally-based collaboratives that offer free advising to adult learners going back to college. The expansion of Tennessee Reconnect and success of TN Promise to cover tuition has made Tennessee the first state to provide complete tuition freedom to adult learners and high school graduates going to community or technical colleges.

Tennessee Reconnect Partnerships
The Tennessee Reconnect Act allowed for the statewide expansion of the TRCs, which previously covered about two-thirds of the state. The TRC program, which is administered by the Tennessee Higher Education Commission (THEC), allows for local partnerships to emerge that are focused on providing resources to adult learners and creating a college-going culture for adults in the community. THEC’s adult learner team has also been successful in building state-level partnerships to promote attainment among adults. The Tennessee Reconnect Ambassador program trains outreach staff from various state agencies and other partner organizations to have high-level conversations with adult learners to help them understand the value of getting a degree while connecting them to resources to go back to school. Additionally, the Tennessee Department of Transportation (TDOT) launched TDOT Reconnect program to encourage TDOT employees to get a degree by providing resources and mapping out career pathways for those that do get a degree.

Tennessee Promise Year 2
Tennessee Promise reached an important milestone in 2017: the first cohort of Tennessee Promise students walked across graduation stages with their associate degrees, which they earned tuition-free. The first
cohort still has one more semester of eligibility, so full graduation data will not be available until early 2018. (Tennessee Promise students can use the scholarship for up to five semesters, which allows for students who need to take learning support courses to otherwise stay on track.) Among the first cohort, early successes for the program were seen in retention rates. Of the students that entered college using Tennessee Promise, 63 percent re-enrolled for a second year of college. The retention rates were higher for Promise students than for non-Promise students and reflected rates seen for students in years prior. As a result, Tennessee Promise has succeeded in getting more students into college and keeping retention rates steady, meaning that the number of students headed toward graduation is higher than ever at Tennessee’s community and technical colleges.

FOCUS Act Implementation
After the passage of the Focus on College and University Success (FOCUS) Act in early 2016, implementation began in earnest in 2016-17. The FOCUS Act created independent governing boards for the six universities previously under the Tennessee Board of Regents (TBR) and focused TBR’s attention and resources on its community and technical colleges. The Governor’s Office announced the board appointments in October 2016, and the boards were confirmed by the Tennessee General Assembly in early 2017. Inaugural board meetings for each locally governed institution (LGI) took place in March and April 2017, with each board establishing institutional policies on academics, financial affairs, and data, among other topics. THEC has also strengthened its relationship with both TBR and the LGIs through its capacity as a coordinating board. THEC, which hired a director of institution and board relations, provided professional development to each board member of the six LGIs and will host a higher education summit for all institution and system boards in August 2017.

Veterans Education Initiatives
Tennessee continued its emphasis on making higher education accessible and efficient for veterans enrolling at public and private colleges and universities. Following the success of the Veterans Education Transition Support (VETS) Act enacted in 2014 and updated in 2015, the Tennessee General Assembly passed Public Chapter 31 to extend in-state tuition benefits to veterans and dependents. The legislation also directed THEC to develop an online web platform to assist veterans in mapping out prior learning assessment opportunities at Tennessee’s public institutions. The online web platform will provide veterans to see how their military occupational specialty equates to academic credit. The coordination required among institutions to create the portal and the portal itself both provide a massive leap forward in Tennessee’s support of student veterans.

College Access and Outreach
The Drive to 55’s focus on college access goes far beyond providing scholarships through Tennessee Promise. Through programs such as TN FAFSA Frenzy and Advise TN, Tennessee has focused on creating a college-going culture across the state. In October, Tennessee kicked off TN FAFSA Frenzy, an outreach campaign focused on FAFSA filing across the state. The program, led by THEC and the Tennessee Student Assistance Corporation (TSAC), included multiple public and private partners to support schools and students across the state in completing the FAFSA. To date, Tennessee continues to be first in the nation for FAFSA filing rates, supported in part by efforts such as TN FAFSA Frenzy and the inclusion of the FAFSA as a requirement for programs such as Tennessee Promise. Advise TN, a state-supported program administered by THEC, provides college and career advisors to 30 high schools across the state. Each high school is identified as a low-resource school with a college-going rate below the state average. The Advise TN advisors work with juniors and seniors at the school to provide intensive, one-on-one services focused on educational attainment and postsecondary planning.
Achieving the Goals of 60x30TX Requires Being Bold

Texas is well underway with the 60x30TX strategic plan for higher education that is focused on an educated population, college completion, marketable skills, and student debt. The overarching goal is to have an educated population where 60 percent of young adults ages 25-34 hold a postsecondary credential. Although Texas has improved at increasing college completions for students from groups that traditionally have not earned certificates or degrees in large numbers, the state has not improved quickly or broadly enough to keep up with changes in demographics. Projections show that by 2050, Latino workers in Texas will outnumber Anglo workers three to one. Given that the future workforce will be more diverse, the challenge is clear: Students of all backgrounds must complete certificates and degrees in larger numbers if Texas is to remain competitive in the global economy.

As one of a handful of states that is growing in its college-going population, Texas expects to produce nearly 100,000 more high school graduates in 2027 than we did in 2008. The youthfulness of our population is one of our greatest assets. How well we educate our children, especially our Latino children, will determine the fate of Texas in the 21st Century. That is why the success of 60x30TX is critical. There is great concern for academic quality and rigor throughout the educational pipeline and a need to expand educational opportunities for the 60 percent of public K–12 students who are poor. Texas needs more economically disadvantaged students to achieve a postsecondary credential. We must increase the six-year university graduation rate. We need more high school graduates to enroll in college relative to projected workforce needs.

The 60x30TX strategic plan was created to address these challenges. Highlighting statewide, regional and institutional efforts and enabling stakeholders to review outcomes data are reasons why the Texas Higher Education Coordinating Board launched the 60x30TX.com and new TXHigherEdData.org accountability websites that are student-centered, data-driven, and future-focused. Texans must embrace boldness and innovation and quicken the pace on our way to 2030, when we will be able to look back and say we did some extraordinary things for the young people and the future of Texas.

Texas Lawmakers Wrap Up 85th Legislative Session

The 85th Texas Legislative Session ended on May 29. Legislators adopted many of the Coordinating Board’s recommendations on budget and policy that will benefit Texas students and advance the state’s higher education goals. The General Appropriations Act for FY18-19 (Senate Bill 1) was approved. Gov. Greg Abbott signed the budget into law. He used the line-item veto to cut a total of $120 million from the budget.

The Legislative Budget Board (LBB) summarized that SB 1 appropriates $17.7 billion in All Funds for higher education, which is a $146.7 million (or 0.8 percent) increase over the 2016-17 biennium. SB 1 reduces funding for special items (i.e. non-formula support items) from $1.1 billion in the 2016–17 biennium to $0.9 billion. A new rider was also adopted that establishes a special joint legislative committee in the interim to prepare recommendations to realign and/or possibly eliminate non-formula support items, and to consider funding modifications for institutions of higher education.
Legislators increased funding for the state’s main need-plus-merit financial aid program. Toward EXcellece, Access and Success (TEXAS) Grant, funded at $786.5 million (an increase of $71.5 million) is estimated to serve 92 percent of eligible students each year of the biennium.

Funding for the need-based Texas Educational Opportunity Grant (TEOG) at community colleges received a slight increase of $2 million over the FY16-17 level to $88.5 million. TEOG funding for state and technical colleges was kept level, as was funding for Texas College Work-Study. The need-based Tuition Equalization Grant (TEG) program for students enrolled at Independent Colleges and Universities in Texas (ICUTs) was reduced $20.5 million to $171.8 million.

Other items included authorization for certain public junior colleges to offer certain baccalaureate degree programs, such as nursing and applied science. Graduate Medical Education Expansion (GME) Grants, which help fund additional residency positions and move the state toward a 1:1:1 ratio, were funded at $97 million for FY18-19. This is an increase of $44 million over the FY16-17 amount and emphasizes GME over new medical schools. The Coordinating Board received $500,000 for the oversight of for-profit career schools and colleges and for the creation of an electronic repository to store academic records of students at these institutions. The agency also received $376,000 to fund the creation of additional Fields of Study for 25 high demand majors to ensure the acceptance of those courses from any transfer student and apply them toward the student’s major.

These are examples of highly visible bills that did not pass:
- Tuition freeze/performance based tuition increase
- Elimination of tuition set-asides
- Changes to/repeal of the Top 10 Percent Admissions Law
- Repealing the eligibility of certain undocumented students for state financial aid and in-state tuition.

**Texas Adds More Affordable Baccalaureate Programs**

This legislative session, state lawmakers focused a great deal of attention on college affordability issues. Texas needs bold solutions to reduce the cost of higher education for the state and for students and families. One of the ways we can do that is by developing more programs based on competency-based instruction, such as the Texas Affordable Baccalaureate (TAB) program. With traditional higher education, time is fixed and learning is the variable; with TAB, learning is fixed and time is the variable.

Three years ago, Texas A&M University-Commerce and South Texas College collaborated with the Coordinating Board to launch the state’s first competency-based bachelor-level degree from a public institution, offering students a degree for less than half the cost of a typical baccalaureate.

The Coordinating Board and the College for All Texans Foundation received support from foundations in Texas, both corporate and private, to help expand TAB from the current two programs to at least 10 affordable degree programs across the state. Texas recently announced the award of more than $650,000 to four public institutions for new TAB programs. Texas A&M University-Commerce will develop a BAAS in criminal justice. Texas A&M University-Corpus Christi will launch its BAAS in mechanical engineering technology this fall. Tarleton State University will launch its bachelor of science in applied science program this fall. South Texas College in partnership with Austin Community College is creating a 100 percent online, BAAT in computer information technology.

The funds awarded support the planning, development and implementation of the institutions’ new TAB programs, which support all four of the goals articulated 60x30TX. A greater number of completions will increase the percentage of Texans holding degrees by 2030. By engaging business and industry partners in defining competencies, institutions focus degrees on identified marketable skills. By lowering cost and time to degree, TAB programs decrease educational expenses for students, thereby decreasing their debt load.

For more information on TAB, 60x30TX, and other Texas initiatives, contact the External Relations team at ER@THECB.state.TX.US or 512-427-6111.
FACTS AT A GLANCE
Enrollment: 175,509 Fall ‘16 headcount; enrollment grew 2.78% in ‘15-16; >200% Latino enrollment growth over 10 years; an additional 60,000+ students expected in the next 10 years
Tuition & debt: Utah’s public universities have 4th lowest tuition in the country; Utah has lowest average student debt
Graduation rates: 43% of students graduate in 150% of time; 51% graduate in 200% of time
Efficiency: USHE institutions are among the most efficient in the country, ranking 45th in overall revenues per FTE

2017 LEGISLATIVE SESSION
• Record number of bills (approximately 50) directly affecting higher education were considered
• Legislature enacted bills codifying responsibilities of the Board of Regents and institutional boards of trustees (making changes to academic program approval, affirming presidential selection process, and strategic role of Regents in systemwide issues) and performance funding
• Received a 6.2% increase in state tax funds for operating budgets; approved $105.5 million in funding for capital projects (top four priorities) plus $119 million for capital improvements

STRATEGIC PRIORITIES
In 2015 the Board of Regents adopted a ten-year strategic plan focused on the following three strategic priorities:

Affordable Participation
• College Application Week supports 20,000+ high school seniors as they apply to college during the month of November; 75 FAFSA completion open houses hosted in high schools around the state
• High School Feedback Reports provide data to every high school principal on their recent graduates’ participation and success in higher education (remediation rates, first-year math completion, etc.)
• Utah Scholars teaches 29,000+ eighth graders how to use their time in high school to be prepared for college
• Concurrent Enrollment—more than 1/3 of Utah high school juniors and seniors take at least one concurrent enrollment course, saving an estimated $33 million in future tuition
• Closely partner with K-12 to ensure college-ready math competencies in high school

Timely Completion
• Support institutions in implementing stackable credentials, co-requisite remediation, expanded degree mapping
• Working to ensure student safety and support
  o Established a mental health working group to address issue of campus mental health across the system
  o Passed two Regents policies to address campus sexual violence and disciplinary procedures
    ▪ Working on issues such as common definitions, transcript notation, biennial campus climate surveys, state Title IX conference and training opportunities

Innovative Discovery
• Work closely across the system to collaborate, innovate, and share best practices
  o Majors Meetings bring together faculty by academic discipline to align course numbering and ease transfer within the system (meetings have been held for over 20 years)
  o Technology workgroup focuses on guided pathway and scheduling systems and predictive analytics
  o Open Education Resources Initiative includes a statewide working group of administrators, faculty, librarians to develop a web resource and annual forum
  o College Access Network/Complete College Utah joint statewide meetings
• Statewide data collaboration between Utah DWS, K-12, technical college system, higher education, and Utah Dept. of Health to use longitudinal data to support policy development and use of resources
• Keep up-to-date, easily accessibly system data on our website (higheredutah.org), including earnings data by higher education institution, degree type, and occupational category
• Actively participate in Governor-led Economic Prosperity Initiative, which includes a review of workforce, transportation, and education to maximize state’s ROI for better economic outcomes
Softening state revenues in 2017 forced the Governor and the General Assembly to trim some of the notable financial gains colleges and universities made in 2016.

Policy makers and institutions continue their efforts to keep college affordable. Virginia students will see only modest increases in tuition (less than 4 percent on average) and some of the lowest increases in auxiliary fees and room and board charges in years. Following last year’s historic investment in need-based financial aid, Virginia is making small but steady strides towards improved affordability.

In 2017, SCHEV began administration of several new initiatives, including the following:

- The first-of-its-kind New Economy Workforce Credential Grant program will provide a pay-for-performance model for funding noncredit workforce training that leads to credentials in high-demand fields. In the first year of operation, the fund made awards of nearly $5 million to 4,060 students, who earned 1,560 credentials. Demand for the program easily exceeded available funding.

- The Virginia Research Investment Fund will provide grants to support and spur academic research in priority fields and the commercialization of that research’s results. The SCHEV director chairs the fund’s governing committee, and the agency is responsible for establishing and executing the award process. In 2017, SCHEV developed and issued the initial call for proposals. SCHEV also issued a request for proposals for an independent assessment of Virginia’s research strengths and opportunities for future investment.

Another policy area of increased legislative interest relates to the acceptance by one college of academic credit earned at another institution. The 2017 General Assembly approved legislation to create a “passport credit program,” whereby a student could be ensured that a given set of courses would satisfy general education requirements at any institution. Legislators also sought to gain more uniformity in dual enrollment courses in terms of quality, cost and transferability.

Finally, the 2017 legislative session may be remembered more by what did not pass. In a coordinated, bi-cameral, bi-partisan campaign, legislators introduced dozens of bills that would cap tuition increases, limit the amount of tuition revenue that can be used for financial aid, impose (further) limits on the percentage of out-of-state students an institution can enroll and increase transparency of institutional decision making. Few of the bills passed, but members agreed to examine the implications of the legislation during the off season.

The aspirational goal of The Virginia Plan for Higher Education is to make Virginia the best-educated state in the nation. Priority considerations for 2017 include the following:

- Affordable pathways and successful transitions
- Stable and sustaining funding strategies
- Shared services, flexibility and efficiency
- Civic engagement, relevance and quality
- Communications and outreach
- Excellence in research and economic development

Once again, Virginia will be electing a new governor in 2017.
The Washington Student Achievement Council (WSAC) is focusing on two key strategies in our ten year Road Map to increase educational attainment: affordability and returning adults.

**College affordability:** Washington is about to start its fourth year of an affordability framework that limits tuition growth to the increase in median family income and commits to increasing student financial aid investments to match tuition increases. The state legislature has been in special session since April trying to reach a budget compromise that satisfies a state Supreme Court order on funding for K-12 education. The tuition cap is not at risk, but we continue to work to support the financial aid “backfill” as well as a net increase in financial aid proposed by the Governor.

**Reengaging Adults:** WSAC has launched a multiyear Reengaging Adults initiative in partnership with all higher education sectors, the workforce development community, employers and others. The first phase of the work is supported by a grant from the Lumina Foundation and focuses on removing small dollar obstacles that face some returning adults, improving financial aid supports, and the launch of a web portal to help working adults find an educational program that meets their needs.

The initiative will evolve beyond this initial phase to develop partnerships with employers who provide tuition reimbursement and other education supports. Washington is the home to two global businesses that are leading innovators in this arena: Starbucks for its College Achievement Plan and Amazon for its Career Choices program. WSAC is reaching out to other employers to expand the number of employers offering such benefits, share knowledge on program design that might increase access and completion, and integrate state supports with employer provided benefits.

WSAC will also work with partners in key target markets for enrolling returning adults. These include military transition, refugee/immigrant populations, prison reentry and others.

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We are also embarking on a new approach to policy development and partnership building that is based on the primary role that metro and rural regions play. The vast majority of the population we need to reach lives, works and goes to school in their local community or region. WSAC will work with several regions in the state to learn more about core functions that might be needed statewide to support educational attainment while better understanding how each region needs to adapt to their local requirements.
Higher Education Issues and Initiatives in West Virginia 2017

**State Budget:** West Virginia is dealing with its largest budget deficits in more than a decade after a series of tax cuts coupled with an unexpected sharp drop in severance taxes due to the decline of the coal industry and a glut in cheap natural gas. Higher Education has endured a ~20% reduction in state appropriations over the past five years resulting in program elimination, services reduction, reductions in force and tuition increases. Fortuitously, efforts to protect the approximately $100 million in state financial aid programs have been successful.

**System Reform?** Budget woes have precipitated a growing discussion of the costs of higher education that have focused on the number of state institutions (12 baccalaureate and nine community and technical colleges) and the call to close, consolidate or privatize some schools within the system. Lacking a basic knowledge of higher education finance, bond debt, accreditation, teach-out requirements and administrative costs associated with such recommendations, some legislators have made simplistic proposals to take such action. However, they have not had significant political or public support. It should be noted that such institutions offer vital access to low-income, Pell-eligible, adult and place-bound students. Further, these institutions form the economic bedrock of many of our communities, as evidenced in a recent report which demonstrated that public institutions generate a $2.7 billion impact on the state’s economy and offer a 7-to-1 return on state investment.

Additionally, some legislative proposals call for the elimination of system offices, which would result in loss of accountability, data collection and transparency to the legislative or executive branches without regard to the state’s bonding commitments or the administration of financial aid. Coupled with this debate, some have suggested the state’s flagship research institution could assume all regional schools into a new model of feeder-schools. Under such a scenario, those poorly prepared, adult and place-bound students would likely lose a degree of access and affordability and job losses would likely impact regional campus communities.

This past legislative session, legislators reduced the oversight authority of the four-year system office, providing exemptions from most state oversight for the state’s three largest institutions including the flagship. On the other hand, legislators charged the system office with undertaking a study to determine a new funding formula for higher education and are considering granting the office increased fiscal authority by delegating to it the allocation of all state appropriations for public higher education. Currently, the legislature appropriates funds directly to each institution.

**Game Changers and CCA:** Both state SHEEOs have implemented system wide programs focusing on co-requisite remediation, time and intensity (15 to Finish), capping degree credit requirements and guided pathways. These efforts are showing promise for improved performance and completion rates.

**Veteran-friendly policies:** Both systems issued a public challenge, the “5 Star Challenge,” to all public institutions to adopt a set of five exemplary standards for supporting student veterans. All public two-year and four-year campuses have since implemented the standards, making West Virginia a national leader in policy reform aimed at supporting student veterans.
2020FWD: Moving Wisconsin and the World Forward

The UW System’s new strategic framework provides direction for the university in four key areas: educational pipeline, university experience, business and community mobilization, and operational excellence. The initiatives will help keep college affordable for Wisconsin families, develop the workforce the state will need in the future, reinvigorate the state’s economy, and enhance the lives of the people of Wisconsin.

2020FWD was developed in direct response to the feedback we received from nearly 5,000 citizens, business and community leaders, and students. Visit wisconsin.edu/2020FWD for more information.

### Educational Pipeline
- Increases collaboration with PK-12 and other educational entities
- Expands college-credit options for high school students to reduce time-to-graduation

### University Experience
- Enhances student access to faculty and staff who can provide high-impact practices, such as undergraduate research, service learning, and collaborative learning
- Develops a premier curriculum for system-wide cultural fluency education

### Business & Community Mobilization
- Expands collaborations with communities, local governments, and nonprofits to provide expertise and support for business and community growth and development
- Improves wellness and health of all Wisconsin citizens

### Operational Excellence
- Continue administrative improvements to demonstrate accountability and efficiency
- Maximizes resources to reduce non-instructional costs, which will be redirected to academic programs

### Wisconsin Idea Summits
The UW System will convene listening and engagement sessions across Wisconsin as needed to help address the most pressing challenges in the state. These summits will engage community, business, government, and non-profit leaders to galvanize interest, share expertise, and find solutions. The first Wisconsin Idea Summit was held in June 2017. Top researchers, industry leaders, and policy makers met to identify challenges and opportunities facing Wisconsin’s vibrant dairy industry.

### Research in the Rotunda
Each spring, Research in the Rotunda features student research in the state’s capitol. The UW System is a national leader in undergraduate research, and this is an opportunity to learn about the exciting studies taking place across Wisconsin. This event supports student and faculty research, which improves retention, graduation rates, and workforce and economic development for the state.

### Business Council and Diversity Council
The UW System recently created two councils that will advise the UW System President:
- The Business Council includes key industry leaders with varied backgrounds, experience, and business perspectives. This group will meet several times a year to discuss long-term strategic issues and advise the UW System about how the university can continue to meet the needs of Wisconsin.
- The Diversity Council will advise on critical diversity and inclusion issues affecting educational achievement, workforce development, and Wisconsin’s economy. Three important themes are education, employment, and health.

### Outcomes-Based Funding
The UW System will receive $26.5 million in new state funding tied to an outcomes-based model beginning in 2018-19. This money will be used to incentivize improvements at institutions in high-impact performance areas. The specific metrics will be identified later this year by the Board of Regents. The UW System is a pioneer in performance-based measures and accountability reporting and has implemented an Accountability Dashboard.