

**Report of the Higher Education Subcommittee
of the
Arkansas Legislative Council**

November 17, 2011

Co-Chairs:

Your Higher Education Subcommittee met on **November 4-5, 2011 at the Washington County Sheriff's Office in Fayetteville**, and reports the consideration of the following presentations and items by the noted speakers:

- A. A presentation on higher education textbook pricing and availability by Shane Broadway, Interim Director of the Arkansas Department of Higher Education.
- B. A report by Shane Broadway, Interim Director of the Arkansas Department of Higher Education, on compliance with Act 175 of 2007 regarding deadlines for adoption of textbooks.

Your Subcommittee met again on **November 17, 2011 at the Capitol** and reports the consideration of the following presentations and items by the noted speakers:

- A. A report by Dr. J. Barry Ballard, President of the College of the Ouachitas, on cost containment efforts at his institution.
- B. A presentation by Bruce Vandal, Director, Postsecondary and Workforce Development Institute of the Education Commission of the States, on the impact of college completion on the Arkansas economy and workforce.

Respectfully submitted,

Senator Sue Madison, Co-Chair

Representative Johnnie Roebuck, Co-Chair

AGENDA
Higher Education Subcommittee
of the
Arkansas Legislative Council

Thursday, November 17, 2011

01:00 PM

Room A, MAC

Little Rock, Arkansas

Sen. Sue Madison, Chair
Sen. Jimmy Jeffress, Vice Chair
Sen. Gilbert Baker
Sen. Kim Hendren
Sen. Gene Jeffress
Sen. Johnny Key
Sen. Joyce Elliott
Sen. Bruce Holland
Sen. Mary Anne Salmon, ex-officio
Sen. Robert Thompson, ex-officio

Rep. Johnnie J. Roebuck, Chair
Rep. Ann V. Clemmer, Vice Chair
Rep. Eddie L. Cheatham
Rep. James L. Word
Rep. Les "Skip" Carnine
Rep. Robert E. Dale
Rep. Tiffany Rogers
Rep. John Burris
Rep. Tommy Lee Baker, ex-officio
Rep. Terry Rice, ex-officio

- A. Call to Order
- B. Comments by Co-Chairs
- C. College of the Ouachitas, 2-Year, Salaries and Cost Containment Efforts [EXHIBIT C]
- D. Presentation by Bruce Vandal, Director of the Postsecondary Education and Workforce Development Institute Education Commission of the States [EXHIBITS D-1, D-2, D-3, D-4]
- E. Other Business
- F. Adjournment

Notice: Silence your cell phones. Keep your personal conversations to a minimum. Observe restrictions designating areas as "*Members and Staff Only*"

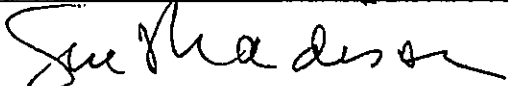

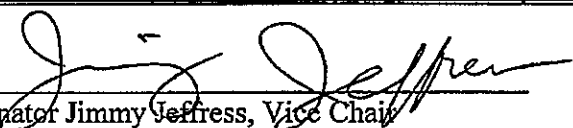
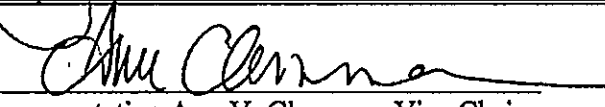




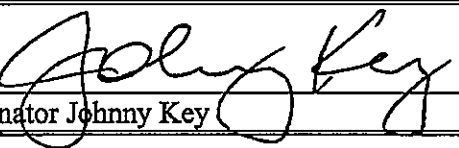

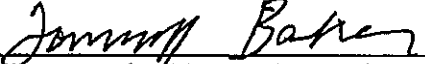
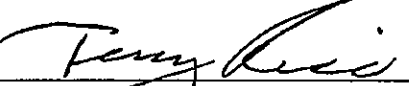
STATE OF ARKANSAS

**ALC – HIGHER EDUCATION SUBCOMMITTEE (038)
PER DIEM AND MILEAGE REQUEST**

TO: Director of the Bureau of Legislative Research

SUBJECT: Request for Per Diem and Mileage for attending Meeting Held on Nov. 17, 2011 in Room B, MAC.

We, the undersigned members of the above-referenced committee, hereby certify that we attended the meeting designated above and do hereby request payment of per diem and mileage at the rates set by law in accordance with Arkansas Code §10-2-217.

Senator Name	Representative Name
 Senator Sue Madison, Co-Chair	 Representative Johnnie J. Roebuck, Co-Chair
 Senator Jimmy Jeffress, Vice Chair	 Representative Ann V. Clemmer, Vice Chair
_____ Senator Gilbert Baker	_____ Representative John Burris
_____ Senator Joyce Elliott	 Representative Les "Skip" Carmine
 Senator Kim Hendren	 Representative Eddie L. Cheatham
 Senator Bruce Holland	_____ Representative Robert E. Dale
_____ Senator Gene Jeffress	_____ Representative Tiffany Rogers
 Senator Johnny Key	_____ Representative James L. Word
 Senator Mary Anne Salmon, ex officio	 Representative Tommy Lee Baker, ex officio
_____ Senator Robert Thompson, ex officio	 Representative Ferry Rice, ex officio

STATE OF ARKANSAS

HIGHER EDUCATION SUBCOMMITTEE (038)
 OF THE ARKANSAS LEGISLATIVE COUNCIL
 PER DIEM AND MILEAGE REQUEST FOR NON COMMITTEE MEMBERS

TO: Director of the Bureau of Legislative Research
 SUBJECT: Request for Per Diem and Mileage for attending Meeting Held on Nov. 17, 2011, in Room A, MAC.

We the undersigned, hereby certify that we attended the meeting designated above and do hereby request payment of per diem and mileage at the rates set by law in accordance with A.C.A. § 10-2-217.


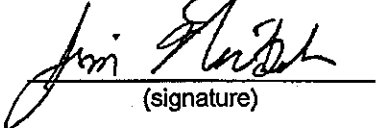
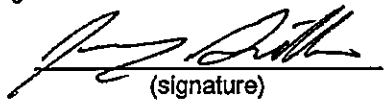


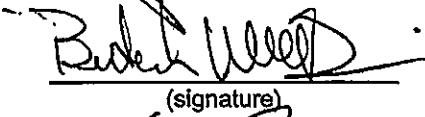
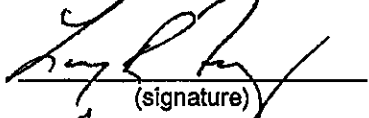



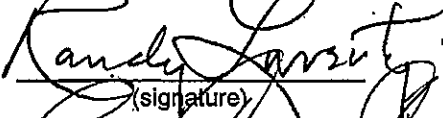

<input checked="" type="checkbox"/> Sen. <input type="checkbox"/> Rep.	 (signature)	David Wyatt (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input checked="" type="checkbox"/> Rep.	 (signature)	Jim Mickels (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input checked="" type="checkbox"/> Rep.	 (signature)	Jeremy Gilliam (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input checked="" type="checkbox"/> Rep.	 (signature)	Sheilla Campkin (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input checked="" type="checkbox"/> Rep.	 (signature)	Jenny Brown (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input checked="" type="checkbox"/> Rep.	 (signature)	Butch Wilkins (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input type="checkbox"/> Rep.	 (signature)	Larry R Teague (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input type="checkbox"/> Rep.	 (signature)	Thomas Whitt (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input checked="" type="checkbox"/> Rep.	 (signature)	John Catlett (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input checked="" type="checkbox"/> Rep.	 (signature)	Karen Hopper (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input type="checkbox"/> Rep.	 (signature)	RANDY LAVERTY (print name)	JR (Chair approval)
<input type="checkbox"/> Sen. <input checked="" type="checkbox"/> Rep.	 (signature)	Linda His-Smith (print name)	JR (Chair approval)

EXHIBIT C

**College of the Ouachitas
(COTO), 2-Year**

**¹ Employees with salaries over
\$100,000 or more as of 6/30/2011**

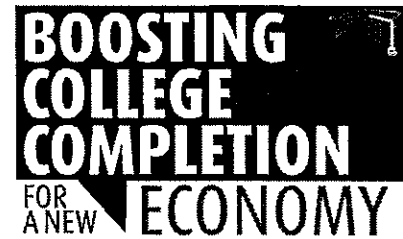
Employees paid \$100,000 or more as of 6/30/2011

Institution	Name	Title	FY 2011	Notes
College of the Ouachitas	Dr. Barry Ballard	President	\$129,000	



Education Commission
of the States

Arkansas Policy Profile



Overview

The Arkansas General Assembly created the Legislative Task Force on Higher Education Remediation, Retention and Graduation Rates in 2007. The task force's report and set of recommendations defined the core issues and the magnitude of the current completion challenge. The General Assembly responded to the recommendations by developing and refining strategies related to college and career readiness, transfer and articulation, and student financial assistance. However, to reach the state goal of doubling the number of college graduates in the state by 2025, legislators should evaluate the impact of state and system policies on meeting workforce demand and increasing adult completion rates.

While education and workforce challenges cannot be solved immediately, legislative policies and accompanying investments — state, federal and private — can advance education attainment rates and support economic growth. The General Assembly has emphasized the use of data to make funding and accountability decisions. In 2011, Arkansas instituted a performance funding system, which should foster innovation by rewarding institutions that use data and evidence-based practices to propel student achievement. To further achieve their ambitious state goals, policymakers might consider:

1. Evaluating whether state financial aid programs can be structured to provide greater assurances that students graduate on-time, with less debt and complete degrees in high-demand fields
2. Examining how performance funding might impact program redesign and whether the legislature can leverage these investments to accelerate learning, reduce time-to-degree and increase institutional productivity
3. Participating in the scaling of innovative institutional programs that carry a low relative cost yet produce a high impact, especially for low-income and minority youth
4. Assessing whether policies and strategies focused on developmental education and academic transfer have led to measurable improvements in degree attainment rates
5. Studying the impact of career pathway programs and whether additional modest investments would improve the advancement of low-income workers into middle-skill jobs through structured, accelerated certificate and associate degree programs.

Following is a short policy overview and a set of policy questions that can guide further discussion among policymakers and higher education leaders.

Leveraging Funding to Improve Degree Completion Rates

Arkansas should examine how to improve postsecondary retention rates and assess whether current programs and strategies best equip the state to reach the 2025 goal.

The Arkansas General Assembly has been especially active since the task force issued its report in 2008. Since that time, the legislature has enacted 15 policies related to college and career preparation, academic transfer and performance funding. Coupled with the Arkansas Academic Challenge Scholarship, these priorities could improve postsecondary retention rates.

Most of the legislature's time has been spent on developmental education and transitions between high school and college. With a high percentage of students requiring developmental education, the Arkansas Department of Higher Education has emphasized structured, streamlined courses that accelerate students through remediation and onto college-level work. Arkansas received a Completion Innovation Challenge grant in 2011, which will leverage current investments in remediation and career and technical education to improve student retention rates. Performance funding legislation (S.B. 766-2011) has the potential to support further innovation by rewarding institutions that increase retention rates for low-income and minority students, decrease time-to-degree and produce high-demand credentials.

The data reveal that the majority of credentials awarded in 2009 were below the bachelor's degree level. However, related labor force data also show that certificates and associate degrees are in greater demand than bachelor's and graduate degrees. Two Arkansas programs — the Path to Accelerated Completion and Employment (PACE) program and the Career Pathways Initiative — have leveraged TANF and WIA funds to encourage low-income adults to enter middle-skill jobs through certificate and associate degree pathways. These two programs are successful because they incorporate a workforce dimension into postsecondary training. Traditional students could also benefit from more transparent discussion of what a credential is expected to bring in the labor market.

To improve participation for adults and to increase retention for recent high school graduates, the legislature might evaluate whether:

- Current financial aid and developmental education programs are accessible and tailored to the students who are most in need
- Resources can be rapidly deployed to postsecondary institutions to meet labor market needs in STEM, health care and high-tech fields
- The Academic Challenge Scholarship is structured in a way that rewards retention and completion toward a credential
- Current policies meet the state's economic development challenges, balancing demand for certificates and associate degrees with the continued need to invest in bachelor's and graduate degree production.

Strengthening the Alignment between Postsecondary and Workforce Strategies

Arkansas should identify specific growth occupations requiring at least a certificate and associate degree, and develop strategies to increase postsecondary productivity in these programs.

Economic projections from the Georgetown Center for Education and the Workforce find that 52% of jobs in Arkansas will require some college or a postsecondary credential by 2018. With the supply of jobs for college-educated workers second-to-last in the nation in 2018, Arkansas must consider a strategy to increase college attainment rates, which might generate corporate investment in new industries.

Arkansans who currently hold a degree or certificate in a high-demand field can expect to earn more than their peers without college degrees. However, they will likely earn less than their counterparts in other states. Improving degree productivity in high-demand fields thus impacts two goals: increasing overall educational attainment and state median incomes. Arkansas should look at the existing capacity of the postsecondary system to align academic programs to meet workforce demands. The state also should develop workforce goals and metrics that complement those adopted through Arkansas' membership in Complete College America and that measure whether all postsecondary institutions are meeting short- and long-term workforce needs.

Preparing for and Providing Access to High-Demand, High-Wage Jobs

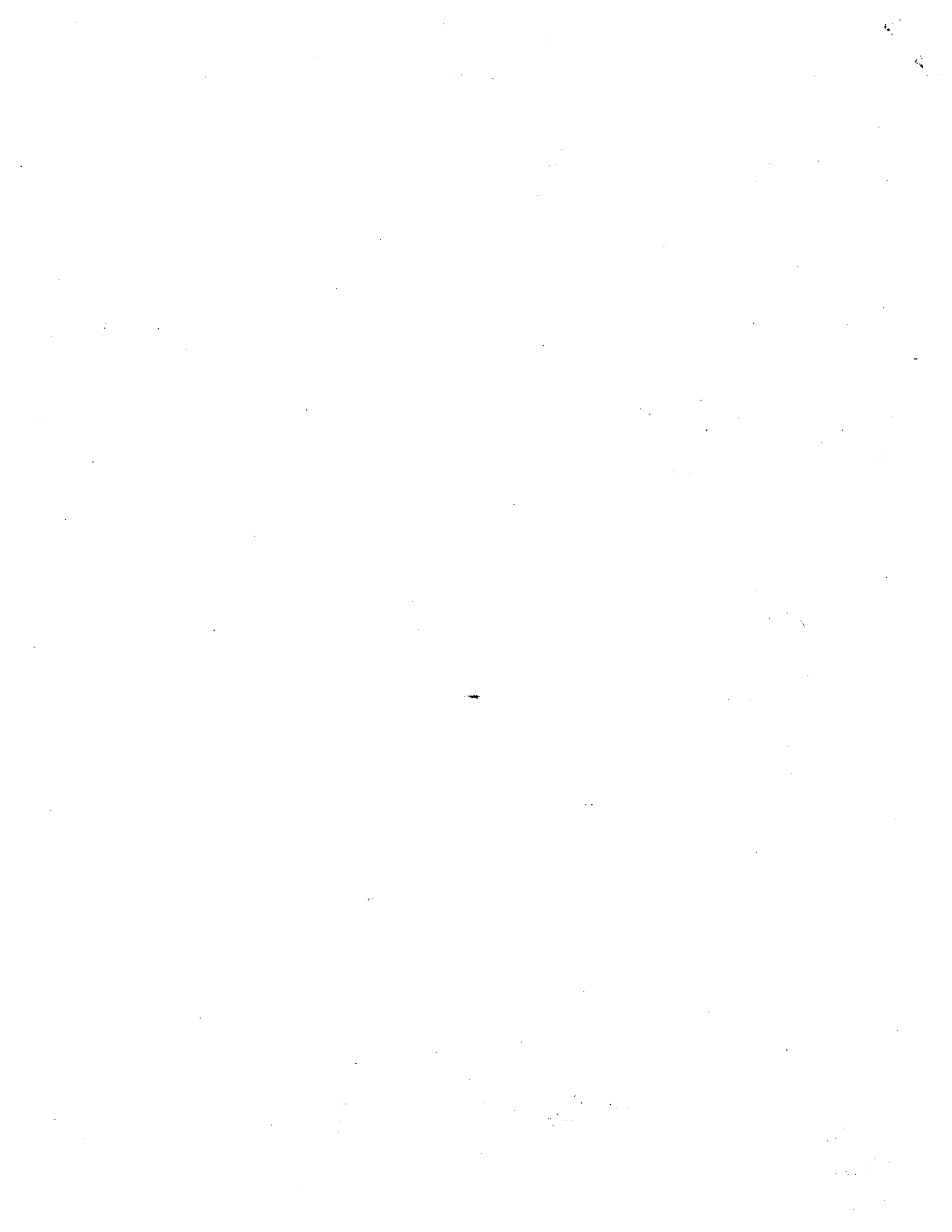
Arkansas should consider how to adapt instruction to meet the unique needs of adults seeking degrees and certificates.

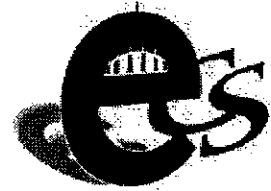
Arkansas has adopted a comprehensive reform program to prepare students for college and careers. A similar program, tailored to and accessible for older adults, could remove some barriers to participation for low-skill adults. With many middle-aged adults without college credentials struggling in the current downturn, it makes sense to develop strategies that will improve their skills, so that they can compete for the increasing number of jobs that require postsecondary credentials. Arkansas should orient adults with no college toward certificate and associate degree opportunities to enhance short-term job prospects. At the same time, the state should adopt policies that ensure that these credentials place adults on a pathway to additional education opportunities that lead to a bachelor's degree and beyond. In essence, a separate but complementary strategy for advancing adults through postsecondary programs is a way of meeting overall completion goals while recognizing the unique differences between youth and adults.

Policy Questions to Consider

- ★ What impact have current programs and strategies had on increasing postsecondary retention and completion rates? To what extent do programs reduce time-to-degree and decrease the cost of earning a credential?
- ★ How will Arkansas respond to the need to advance adults to middle-skill jobs through associate degree and certificate programs while also meeting the continued need for workers with bachelor's and graduate degrees?
- ★ How can the state leverage existing investments in financial aid and developmental education to encourage more students to enroll in postsecondary education?
- ★ How does the legislature project that postsecondary and workforce outcomes will change as the state implements performance-based funding?
- ★ While Arkansas has articulated completion goals, what should its workforce goals entail? How might the legislature and postsecondary system measure progress toward workforce goals and their alignment with completion metrics?

For more information, contact
Bruce Vandal, Project Director, bvandal@ecs.org





Education Commission
of the States

Using Policy to Improve Developmental Education and Increase College Success

Arkansas

Remedial Education Policy Profile

This is a profile of your state’s policies for students who require remedial education. To view an online version of your state’s summary, visit <http://gettingpastgo.org/arkansas>. We welcome your feedback.

State Overview

Key statistics

Statewide Remediation Rate	Remediation Rate, Community Colleges	Baccalaureate Graduation Rate	Associate Degree Graduation Rate	Percent of Adults with an Associate degree or higher
51.30%	74.20%	41.20%	23.50%	27.00%

Arkansas policymakers have reformed developmental education in the areas of instructional delivery and data reporting. The legislature has empowered the Department of Higher Education to explore alternative delivery models, in the hopes of improving remedial student success and decreasing the amount of students requiring remediation. In the area of data collection, Act 971 requires data tracking for students requiring remediation from high school graduation, through the developmental curriculum, and onto college-level instruction.

These two reform areas are reaching the implementation stage, at which time accountability structures may evaluate program success. The state’s focus on creating a more systemic plan for remedial and developmental education is an objective that will allow for a framework that recognizes the connections between placement, instruction, and accountability.

In 2011, the Arkansas legislature enacted a couple bills intended to better prepare students for postsecondary education and reduce the need for remediation. House Bill 1671 significantly strengthened and intensified the postsecondary preparation interventions that were previously geared toward 11th and 12th graders. The new programs target students in grades 8 through 11, based on college readiness assessments, and will be more comprehensive. Programs created under H.B. 1620 will help career and technical high school students earn postsecondary credits, and avoid duplicate college classes and remediation.

In addition, 2011 legislation will require the Department of Higher Education to publish more detailed and annual remedial education costs. Students who meet specified criteria will be able to simultaneously enroll in remedial and college-level courses as a way to accelerate progress toward degree completion. Lastly, the

Department was directed to create and phase-in a funding formula that includes both needs-based and outcomes-based components, the latter has implications for remediation.

In August 2011, Arkansas received a \$1 million innovation challenge grant from Complete College America. The funding will support remedial education transformation and accelerated degree programs at nine institutions.

Participation in National Projects:

- Achieving the Dream
- American Diploma Project
- Common Core Standards Initiative
- Complete College America

Leaders:

- Shane Broadway, Interim Director, Arkansas Department of Higher Education
- Karen Wheeler, Associate Director, Arkansas Department of Higher Education

State Strengths:

- Prioritizing pre-college assessment and intervention to measure student college readiness
- Creating new data tracking infrastructure to gauge program and student success

GPG Policy Database

For a list of Developmental Education Policies, please visit

<http://gettingpastgo.socrata.com/Education/Arkansas-State-Developmental-Education-Policies/mpnz-xm8a>

Policy Authority:

State

The Arkansas General Assembly requires state colleges and universities to assess students' college readiness. Institutional effort is monitored and assessed by the Department of Higher Education. The legislature, especially in the case of data reporting requirements, has played a role in setting the reform agenda.

System

The Department of Higher Education coordinates policy for public institutions. The department is the accountability body through which data and evaluations filter to the legislature. The legislature has empowered the department to consult with institutions to seek alternative delivery models for remediation.

Institutional

The institutions have considerable latitude in setting their cut scores above the agreed upon state minimum. As laboratories of instructional reform, institutions also may play a role in creating local assessments or course innovations suited to their students.

Comparison States

- California and Florida have early intervention programs in place to identify students who may require remedial instruction in college.
- Tennessee and Kentucky have had activist legislatures on the issue of remediation. Various task forces and governance reform efforts in the three states have indicated the need for policy reform.

Assessment and Placement

Since 1989, the Arkansas General Assembly has required state colleges and universities to assess students' readiness for college-level instruction in math, reading, and writing. In 1991, the legislature directed the Department of Higher Education to set minimum cut scores. While the same act empowers the department to designate which tests may be used and which exemptions may be granted, individual institutions retain some autonomy in setting their cut scores above the minimum. A 2008 legislative task force report requires students scoring below a 19 ACT to receive a second diagnostic assessment to ensure correct placement. Piloting of local, standardized assessments, allowed under a 2009 statute, may increase the range of instruments an institution could use to test incoming students.

Coordinating board policy also establishes concordant scores for the SAT, ASSET and COMPASS.

Under House Bill 2032 passed in 2011, the Arkansas Higher Education Coordinating Board was directed to determine "other criteria" beyond tests and minimum scores that place students into remedial education. The measure also requires the Board to set minimum criteria and assessment scores for students to enroll in remedial and college-level courses simultaneously.

GPG Policy Database

For a list of Assessment, Placement and Completion Policies, please visit

<http://gettingpastgo.socrata.com/Education/Arkansas-Assessment-and-Placement/ehmz-9n4y>

For a list of Assessment and Placement Cut Scores, please visit

<http://gettingpastgo.socrata.com/Education/Arkansas-Assessment-and-Placement-Cutscores/74tb-72gn>

Strengths & Challenges:

Strengths

- Statutes encourage shared decision-making between institutions and the coordinating board on how to determine the statewide minimum cut score
- Coordinating board analyzes placement testing through institution-specific piloting, comparison between neighboring states

Challenges

- Statutes require assessment of first-time freshmen but do not advise how students entering through nontraditional pathways should be placed.
- Differential cut scores for institutions confuse students. Instead, setting a maximum exemption score and adjusting cut scores downward based on institution would reduce confusion.

Policy Questions:

- Should you require a diagnostic assessment to pinpoint student deficiencies?
- Should you consider a cut score that fully exempts students from remedial education?
- Should you increase your cut scores?
- Should you consider a common assessment for all institutions?

Instructional Delivery

In 2009, the Arkansas legislature created an early intervention and assessment program to measure college and career readiness. When fully implemented in Fall 2011, the Arkansas College and Career Readiness Planning Program will mandate assessment of public high school students in grades 8 and 10. High schools will use pre-collegiate tests, such as EXPLORE, PLAN, and the PSAT, to identify areas of strength and deficiency in

math, reading, writing, and science. Once students enroll in a public postsecondary institution, they will be assessed again.

In 2011, the legislature enacted House Bill 1671 that significantly strengthens and intensifies the postsecondary preparation interventions that were previously geared toward 11th and 12th graders. The new programs target students in grades 8 through 11, based on college readiness assessments (mentioned above) and benchmarks, and underprepared students will be more strongly encourage to participate. The interventions will be more comprehensive, and include counseling, parental involvement, educator professional development, evaluation and reporting, and will promote collaboration between districts and postsecondary institutions.

Lawmakers also passed H.B. 1620 in 2011 that creates programs allowing career and technical high school students to earn postsecondary credits. The programs also are designed to help students transition to postsecondary education without requiring duplicate classes or remedial education.

In addition, the legislature enacted H.B. 2032 that requires the Arkansas Higher Education Coordinating Board to set minimum criteria and assessment scores for students to simultaneously enroll in remedial and college-level courses. Previously, students could co-enroll in developmental and college level English classes; however, students had to complete remedial math programs before enrolling in related college-level classes. The co-enrollment approach is gaining traction around the country and is viewed as a way to accelerate students' remedial course and degree completion, and potentially at a lower cost.

GPG Policy Database

For a list of Instructional Delivery policies, please visit

<http://gettingpastgo.socrata.com/Education/Arkansas-Instructional-Delivery-Strategies/2djr-pjqi>

Strengths & Challenges:

Strengths

- Early intervention policy may identify areas for improvement in academic subjects, as well as provide pre-college counseling and advisement.
- Allowing students to take developmental and college level courses concurrently may accelerate course-taking in that subject area.
- Recent statute defines a need for alternative delivery methods and a time line for articulating and researching new approaches. The same act calls for the implementation of learning models that are technology-driven.

Challenges

- The use of a standardized assessment as an exit exam may not measure the specific competencies learned or outlined in a developmental education course.
- It is unclear to what extent students take advantage of the co-enrollment option in English and to what degree they successfully complete concurrent courses. Recent legislation will allow students to co-enroll in other remedial and college courses, and they should be encouraged to do so.

Policy Questions:

- Should policy articulate clearly the need for differentiated delivery models for students depending on their level of developmental placement?
- Should there be clearly defined competencies that students must achieve in order to complete remedial education?
- Should you align adult basic education with remedial education programs?

- Should you require institutions to customize instruction to address specific student deficiencies?
- Should you only deliver instruction on the competencies required for a student to enter their desired academic program?

Accountability and Continuous Improvement

The Arkansas legislature has focused primarily on assessment and placement policies. While descriptive data reporting is an indirect accountability structure that encourages institutional transparency, no direct policy mechanism exists to ensure robust program evaluation or improvement. Recent legislative action instructing the coordinating board to develop innovative approaches and pilot local assessments may provide the pre-implementation framework for creating accountability structures. Once new instructional models are implemented, evaluating remedial programming and mining for new student success data may provide the accountability mechanism required to evaluate developmental education in an intentional and holistic way.

In 2011, the Arkansas legislature passed Senate Bill 766 that will require the Department of Higher Education to develop and phase-in a postsecondary funding formula consisting of needs-based and outcomes-based components. The latter component should aim to increase the progression, matriculation and graduation of all students enrolled in two-year colleges and universities. Further, the funding model should address the quality of instruction and student learning, including remedial instruction.

GPG Policy Database

For a list of Accountability and Continuous Improvement Policies, please visit, <http://gettingpastgo.socrata.com/Education/Arkansas-Accountability/xy5g-yge5>

Strengths & Challenges:

Strengths

- If implemented, new policy articulated to differentiate programming and collect evaluative data is a strong intermediate step toward creating an accountability structure
- Data collection apparatus already in place can be scaled up to include indicators of program, student success
- Postsecondary funding that will include needs-based and outcomes-based components could require accountability for success of remedial students.

Challenges

- Lack of formal accountability structures impede evaluation of program, student success
- Accountability and program improvements not in implementable stage

Policy Questions:

- Should you require institutions to submit implementation plans for remedial education?
- Should your system or state measures of effectiveness include remedial education indicators?
- Should you require campuses to reform the delivery of remedial education if they don't achieve system or state benchmarks?

Data and Reporting

In 2009, Arkansas consolidated several legislatively required reports pertaining to postsecondary education into the Comprehensive Arkansas Higher Education Report. Within the comprehensive document are two reports that include remedial education data, which has been collected since 1997-98. One report provides information on student participation in and completion of remedial courses; a second report includes data on

remedial education expenditures. A separate 2007 report was produced based on the work of a task force on higher education goals for success and includes a section on remediation.

House Bill 1454, enacted in 2011, directs the Arkansas Department of Higher Education to include annual remediation rates – instead of updates each even-numbered year – in their comprehensive report. In addition, the report soon will provide more detailed, annual information than is currently required on remedial education costs for each state-supported institution.

Access to Success: Increasing Arkansas' College Graduates Promotes Economic Development

(Arkansas Legislative Task Force on Higher Education Remediation, Retention, and Graduation Rates, 2007)

Remedial population tracked: First-time students

Institutions included: Four-year and two-year institutions

Participation:

- Percent of students enrolled in remedial courses
- Percent of students enrolled in remedial courses by subject (English, math and reading)
- Preparation level of remedial students – those who took Advanced Placement (AP) courses in high school

Cost of remediation: General expenditures for the state

Comprehensive Arkansas Higher Education Annual Report, 2009

(Arkansas Department of Higher Education, 2009)

The comprehensive report includes the following sections with remedial education data:

Annual Report of First-year Student Remediation, 2008

(Arkansas Higher Education Coordinating Board, 2009)

Note: This report now is part of the Comprehensive Arkansas Higher Education Report. Previous editions included data on remedial participation in specific subjects; number of subjects; and by gender, age, enrollment status and ethnicity.

Remedial population tracked: State high school graduates (two years after graduation)

Institutions included: Four-year and two-year institutions

Participation:

- Percent and number of state high school graduates requiring remedial education
- Preparation level of students – percent and number of students requiring remediation who graduated from a state high school with a GPA of 3.0 or higher
- Individual high schools and/or district feedback – number and percent of state graduates requiring remediation; number of degree seekers; number of college placement test takers

Success indicators: Number of attempts it takes students (number and percent) to pass the same remedial course

Arkansas Academic Cost Accounting System: A Strategic Management Tool for Higher Education

Planning and Campus Decision-Making

(Arkansas Department of Higher Education, 2008)

Cost of remediation: Statewide and individual institution summary financial data for the following:

- Total revenue and total expenditures

- General revenue subsidy for remediation
- General revenue subsidy for remediation as a percentage of total expenditures
- Totals and subtotals for four-year institutions and two-year institutions.

GPG Policy Database

For a list of Data & Reporting Policies, please visit <http://gettingpastgo.socrata.com/Education/Arkansas-Remedial-Reports/xfpb-29j2>.

Strengths & Challenges:

Strengths

- Tracking all institutions provides clear picture of how all institutions are involved in remediation.
- Tracking all first time students, plus disaggregation by age, ethnicity and gender provides comprehensive view of who is enrolled in remedial education.
- Trend data allows tracking of remedial education enterprise over time.
- Annual cost report clearly articulates its purpose to include research questions.
- Provides clear definition of remedial education and methodology for calculating costs.
- Recommendation on reducing time in remediation and its associated cost provides policy direction for reform.

Challenges

- Lack of student success data in either annual report prevents analysis of return on investment of remedial education.
- Basic analysis of student participation data is helpful, but limited.
- Despite number of reports, little information on the nature of reform efforts or identification of areas in need of improvement for the remedial education enterprise.

Policy Questions:

- Should you track data on the success of remedial education students?
- Should you track data on all students in remedial education?
- Should you use your data on the success of students in remedial education to drive continuous improvement?

Other Resources:

[Access to Success: Increasing Arkansas' College Graduates Promotes Economic Development](#)

The final report of an Arkansas task force offers recommendations for increasing the number of citizens holding bachelor's degrees by 2015. One of the eight core recommendations focuses on decreasing remediation rates. The report also provides background

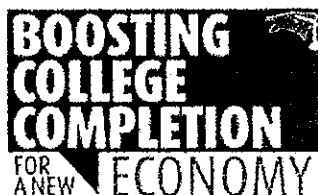


**College Completion in Arkansas:
The Impact on the Workforce
and the Economy**

November 2011

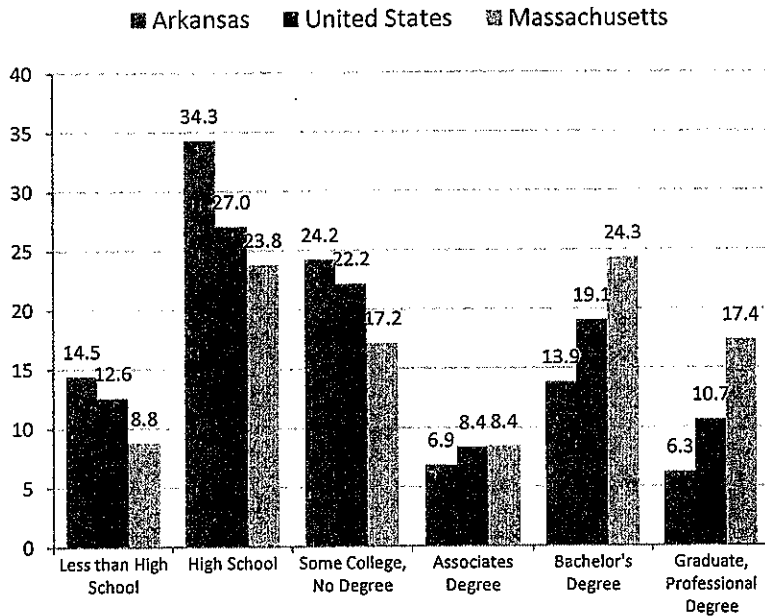


Education Commission
of the States



Higher Levels of Education and Skills Needed for Today's Economic Recovery and Tomorrow's Economic Vitality

Educational Attainment of Working Adults Aged 25 to 64 – Arkansas, the U.S., and Most Educated State (2009)



Source: U.S. Census Bureau, 2009 American Community Survey

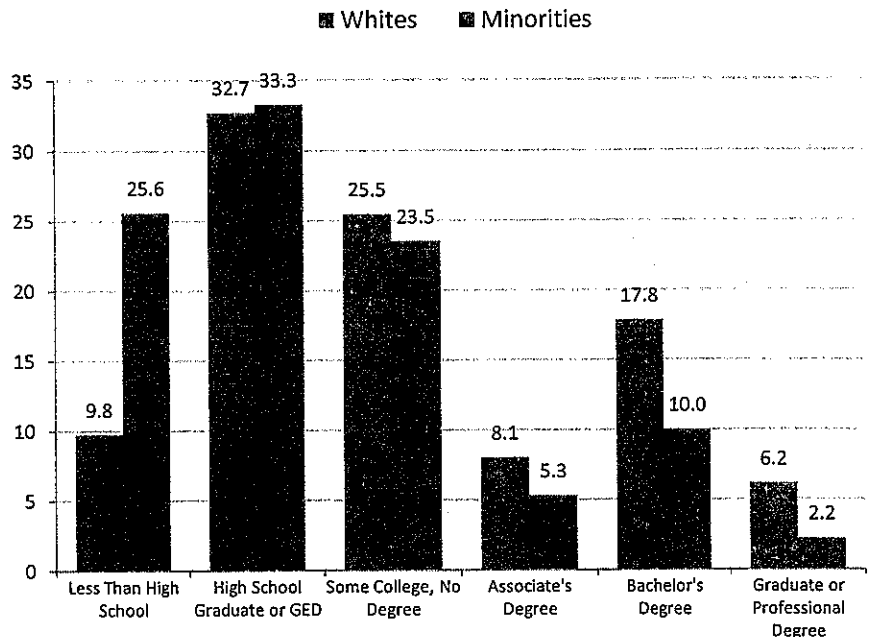
Overall Degree Attainment Relatively Weak

- Only 27% of adults aged 25 to 64 hold an associate's degree or higher, compared to 38% nationally.
- Half of working adults in Arkansas have never enrolled in postsecondary education, compared to 39% nationally.
- Postsecondary attainment among younger adults is higher than older adults—28.6% vs. 25.3%.
- Nearly one in four Arkansans have had some postsecondary experience but have not earned a degree, making that population a potential focal point of efforts to improve college completion rates.

Profound Gaps in High School and Baccalaureate Completion

- A substantial gap in postsecondary attainment between whites and adults of color is apparent in Arkansas.
- With 59% of minorities having never enrolled in postsecondary education, a focus on increasing enrollment rates for this group will be critical to meeting state attainment goals.
- Of the total percent of jobs requiring a postsecondary credential by 2018, 31% will be for workers with some college, a certificate or two-year degree. Increasing production of certificates and associate degrees among minority students might be a viable education and workforce strategy.

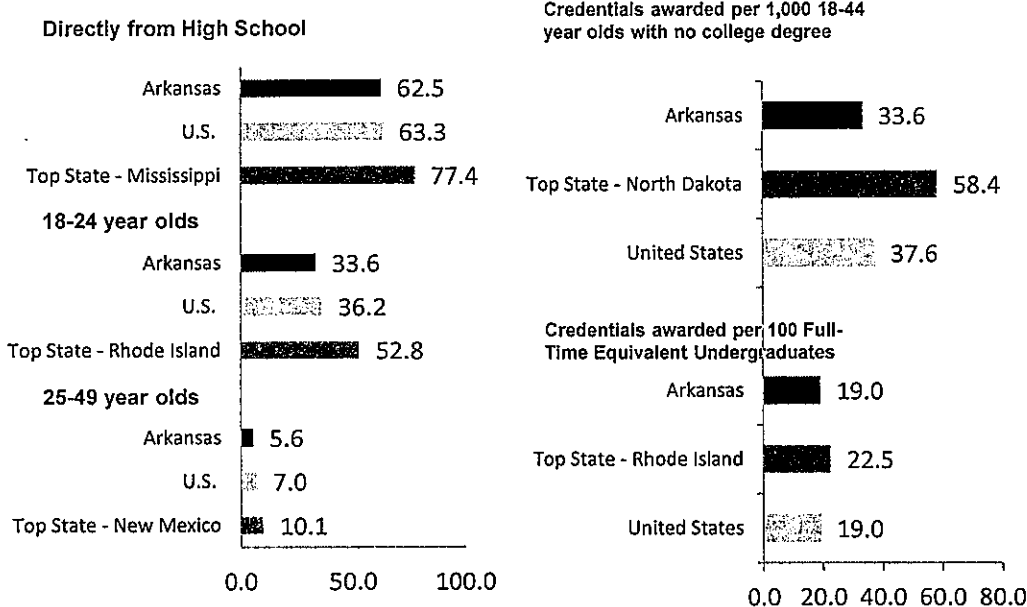
Educational Attainment of Whites and Minorities (Blacks, Hispanics, Native Americans Aged 25 to 44 (2009)



Source: U.S. Census Bureau, 2009 American Community Survey

How Well Does Arkansas Provide Postsecondary Education to Its Residents?

College Participation Rates and Degree Productivity in Arkansas by Age Group



Increasing Enrollment Rates Could Have Positive Impact on Degree Completion

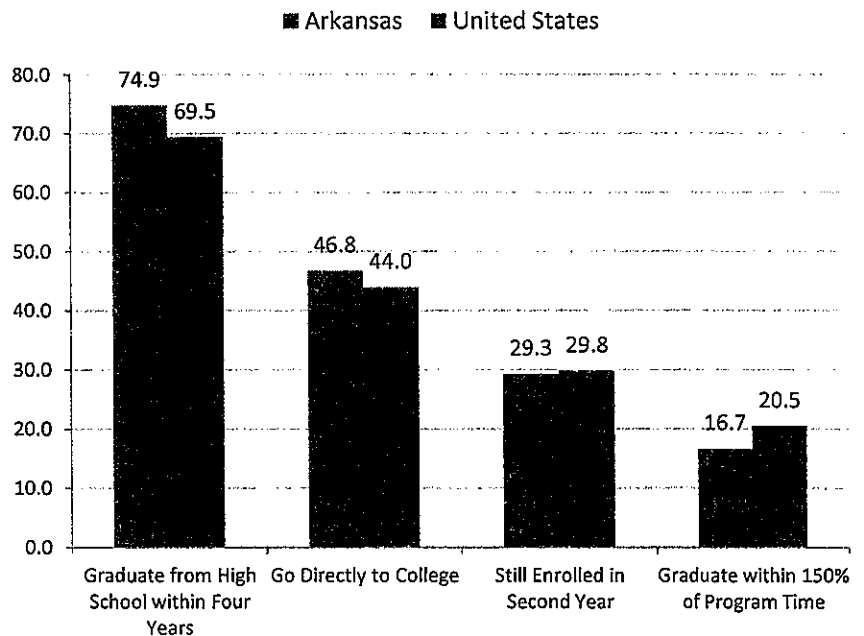
- The percentage of high school graduates who immediately enroll in college is comparable to the national average.
- With five percent more students graduating high school than the national average, efforts to improve college participation and readiness might increase degree attainment rates.
- Participation among adults age 25-49 is substantially lower than the national average.

Source: NCES, Common Core Data and IPEDS Residency and Migration Survey, IPEDS Enrollment Survey; U.S. Census Bureau Population Estimates

Student Pipeline Transitions Highlight Retention and Completion Challenges

- Despite the relatively high number of high school graduates enrolling in college, there is still considerable room for improvement.
- Success in enrolling students for higher education is mitigated by high attrition rates that ultimately drop graduation rates below the national average.

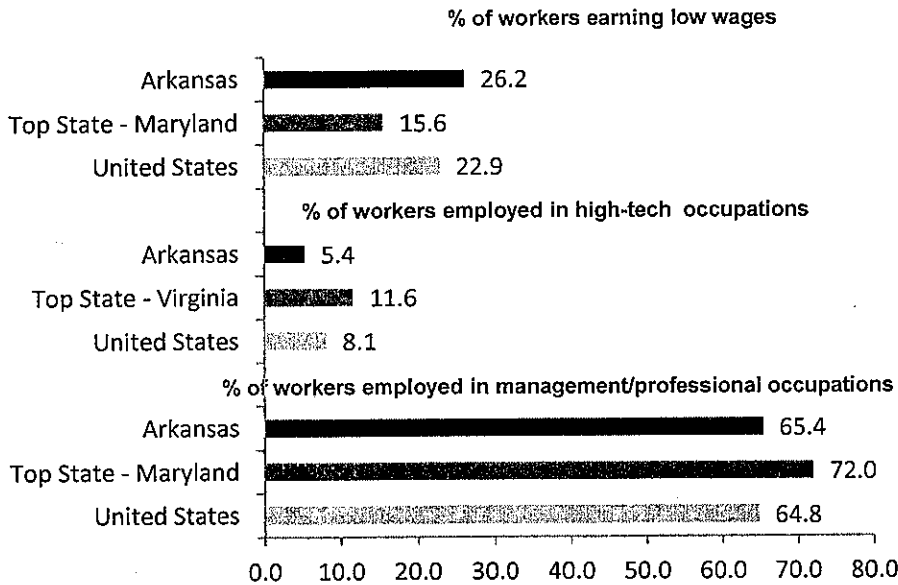
Student Pipeline – For Every 100 9th Graders...



Source: NCES CCD 2008; IPEDS 2008; 2008 IPEDS GRS

How Competitive Are Arkansas' Work Conditions for College Graduates?

Percentages of College Educated Workers in the Workforce



Jobs Are Available, But Wages for College Educated Workers Low

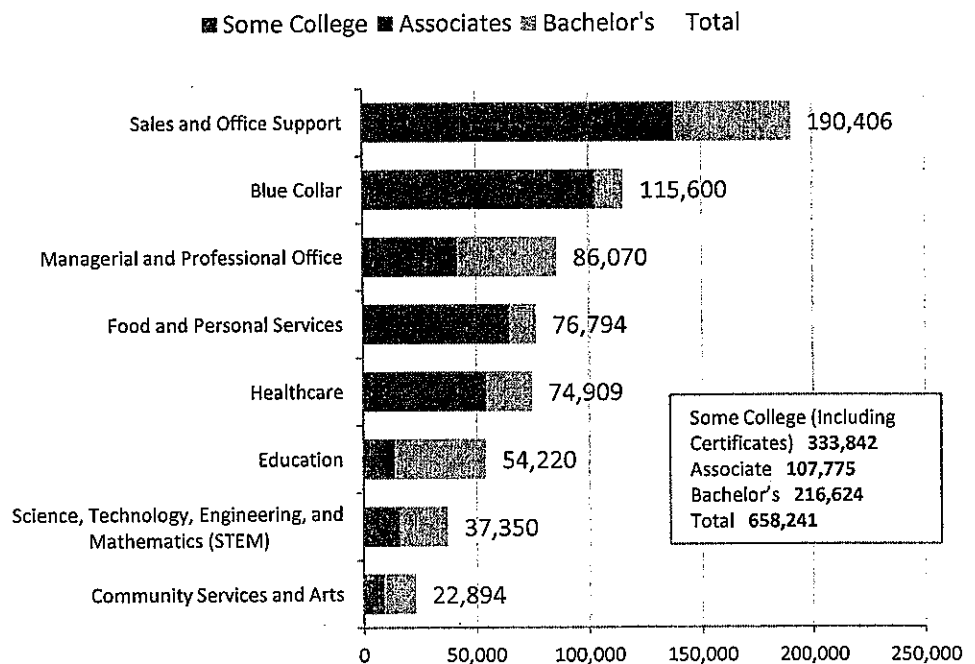
- 26% of college graduates earn less than \$28,000 per year.
- The percentage of workers employed in high-tech and STEM occupations is lower than the national average.
- Increasing the percent of workers in high-tech and professional occupations could substantially improve overall wages for college graduates.

Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Samples)

Growing Demand for Certificates and Associate Degrees

- According to projections from the Georgetown Center for Education and the Workforce, 52% of jobs in Arkansas (750,000 jobs) by 2018 will require a postsecondary education.
- 55% of middle-skill jobs will be in sales and blue collar fields.
- Advancing low- and middle-skill workers into high-paying jobs might require a strategic focus on producing STEM, health and business degrees.

Estimated Number of Undergraduate Credentials Needed to Meet Workforce Demands in Arkansas by 2018



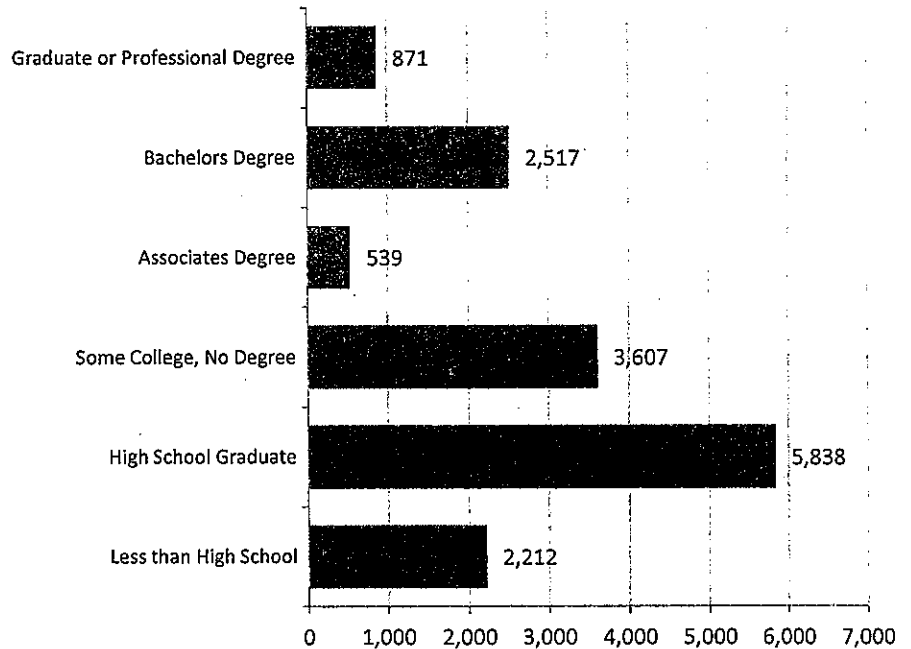
Source: Georgetown University, Center on Education and the Workforce. Help Wanted: Projections of Jobs and Education Requirements through 2018

Coming and Going: Do Educated Workers Stay in Arkansas?

High Migration Rates Tell Two Different Stories

- Arkansas is a net importer of adults at all education levels.
- Those with some college or less education migrate in much greater numbers than those with a degree.
- States that are net importers of citizens typically have an economy that is relatively strong compared to neighboring states that are losing residents.

Average Annual Net Migration of 22 to 64 Year Olds by Education Level (2005-09)



Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Samples)

Observations and Policy Diagnosis

The Access to Success task force has created awareness of degree attainment challenges in Arkansas. If the goals outlined in the task force's recommendations are met, the state will have to substantially increase degree productivity. To reach its goal, Arkansas will need to decrease attrition rates for young adults and ramp up efforts to enroll a large proportion of adults.

While Arkansas has made developmental education a focal point of the state completion agenda, the structural challenge is to ensure more youth and adults actually graduate. Shoring up the participation side of the postsecondary equation is not enough. The state and postsecondary system should consider ways to leverage lessons learned from the remedial reform effort and translate those approaches to non-remedial settings. Also, the state should find ways to assure graduates that a well-paying job will be waiting for them when they complete. In STEM and high-tech jobs especially, the low supply of jobs or comparatively low wages might force graduates to leave.

State leaders should consider strategies that:

- Evaluate the current capacity of postsecondary and workforce systems to accomplish state strategies, and leverage resources accordingly.
- Strengthen transitions between two- and four-year colleges, and sustain pathways that increase mobility for adults that want to improve their employability and wages.
- Coordinate education and workforce data, so that policymakers might better quantify the value of a college degree.
- Provide incentives for older adults and minority students to enroll in and complete postsecondary programs. Transfer pathways and adaptable support structures might complement financial incentives.
- Move low-skill adults into middle-skill positions through participation in customized and accelerated degree and certificate programs.

Appendix: Measures for College Completion and Impact on the Economy with Notation for Top 10 and Bottom 10 State Ranks

State	Percent of Adults 25 to 64 with College Degrees (2009)	Difference in College Attainment between Young and Older Adults (2009)	Difference in College Attainment between Whites and Minorities (2009)	Percent of High School Graduates Going Directly to College (Fall 2008)	18-24 Year Olds Enrolled in College (2009)	25-49 Year Olds Enrolled in College (2009)	Adults 18 to 64 with Just a High School Diploma or Less, Living in Families Earning Less than a Living Wage	Adults 18 to 64 with Some College, No Degree, Living in Families Earning Less than a Living Wage	Adults 18 to 64 with No College Degree, Who Speak English "Not Well" or "Not at All"
Alabama	44	30	6	14	19	20	45	46	17
Alaska	32	50	26	50	50	29	11	11	14
Arizona	36	47	34	45	28	9	38	39	47
Arkansas	49	21	8	28	35	33	47	49	24
California	21	40	49	19	6	6	35	32	50
Colorado	3	48	48	27	33	3	16	16	40
Connecticut	2	33	46	10	38	47	3	2	37
Delaware	24	37	33	15	9	44	21	18	26
Florida	29	34	5	38	31	21	37	35	44
Georgia	30	32	17	7	45	32	40	36	36
Hawaii	12	35	11	29	36	28	4	7	34
Idaho	38	46	38	47	48	31	29	38	25
Illinois	15	6	45	40	25	7	24	24	42
Indiana	41	13	12	17	14	14	32	29	20
Iowa	17	2	43	22	3	26	10	12	19
Kansas	18	24	36	20	11	12	20	23	33
Kentucky	45	8	3	32	29	22	48	48	13
Louisiana	48	14	15	21	44	48	42	41	11
Maine	23	39	14	31	26	40	27	26	5
Maryland	8	22	19	25	24	18	8	3	29
Massachusetts	1	9	41	2	4	39	6	4	38
Michigan	31	28	18	34	13	13	34	34	15
Minnesota	4	4	47	8	12	5	7	8	23
Mississippi	47	26	16	1	37	34	50	50	12
Missouri	33	7	10	33	20	15	30	31	10
Montana	25	10	13	44	46	35	28	33	1
Nebraska	16	12	50	18	10	10	18	21	30
Nevada	46	44	21	43	49	38	33	30	48
New Hampshire	5	23	29	23	22	50	2	1	9
New Jersey	7	18	42	5	34	41	9	5	45
New Mexico	39	49	27	11	27	1	43	45	43
New York	6	5	40	3	15	37	25	22	46
North Carolina	27	25	23	16	40	27	36	37	32
North Dakota	10	1	20	12	8	11	1	6	4
Ohio	37	11	9	26	17	25	31	28	7
Oklahoma	43	36	7	42	39	30	39	42	27
Oregon	19	45	31	49	30	8	22	27	39
Pennsylvania	28	3	24	24	7	49	23	19	16
Rhode Island	13	17	44	13	1	42	19	14	41
South Carolina	34	29	25	6	32	46	41	40	22
South Dakota	22	20	35	4	18	19	26	25	6
Tennessee	42	19	4	30	42	43	46	44	18
Texas	40	43	37	41	43	36	44	43	49
Utah	20	41	39	39	23	2	13	20	31
Vermont	9	31	2	48	2	45	12	10	3
Virginia	11	27	30	9	21	16	15	9	28
Washington	14	42	28	46	47	23	14	17	35
West Virginia	50	15	1	37	5	4	49	47	2
Wisconsin	26	16	32	36	16	24	17	15	21
Wyoming	35	38	22	35	41	17	5	13	8

Appendix (cont.): Measures for College Completion and Impact on the Economy with Notation for Top 10 and Bottom 10 State Ranks

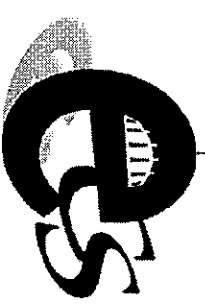
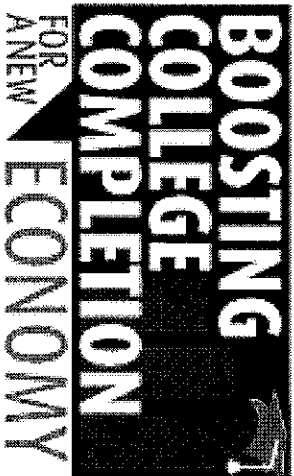
State	Undergraduate Awards (One Year and More) per 100 FTE Undergraduates, 2008-09	STEM Credentials Awarded per 1,000 STEM Employees (2008-09)	Health Credentials Awarded per 1,000 Health Employees (2008-09)	Undergraduate Credentials Awarded per 1,000 18 to 44 Year Olds with No College Degree, 2008-09	Adults 25 to 64 with College Degrees Employed in Management and Professional Occupations	Adults 25 to 64 with College Degrees Employed in High Tech Occupations	Percent of Workers with College Degrees Earning Low Wages (2009)	Percent of Workers with Some College, No Degree Earning Low Wages (2009)	Annual Migration Rates of College Degree-Holder (2005-09)	Personal Income per Capita (2010)	State New Economy Index (2010)
Alabama	47	19	23	42	35	24	23	34	22	42	47
Alaska	49	50	49	50	11	41	14	12	50	8	31
Arizona	19	8	1	22	37	11	22	16	2	40	20
Arkansas	35	16	12	36	14	43	35	47	18	46	48
California	48	41	25	35	16	6	10	10	19	12	7
Colorado	13	38	5	11	28	4	21	17	14	14	9
Connecticut	29	40	48	33	9	18	3	2	21	1	5
Delaware	25	42	40	26	8	20	6	24	13	20	6
Florida	9	28	14	18	47	34	39	36	10	24	21
Georgia	42	29	11	30	15	22	16	20	11	37	19
Hawaii	16	39	46	43	50	45	12	8	7	17	40
Idaho	3	31	27	31	41	17	47	50	29	49	27
Illinois	28	25	16	12	23	19	13	15	27	11	15
Indiana	27	11	20	25	40	26	32	28	41	41	35
Iowa	7	7	10	3	42	31	37	32	28	28	38
Kansas	22	26	4	7	18	15	30	25	36	21	26
Kentucky	24	5	6	17	25	36	38	41	25	44	43
Louisiana	41	4	8	27	4	46	15	27	49	26	44
Maine	15	37	39	37	34	47	44	38	34	29	28
Maryland	23	46	43	32	1	12	1	1	12	4	3
Massachusetts	21	30	36	8	3	8	4	6	26	2	1
Michigan	26	14	31	24	39	13	34	37	46	36	17
Minnesota	12	36	7	4	33	14	11	14	31	13	13
Mississippi	32	3	21	45	32	50	42	44	47	50	50
Missouri	8	21	15	20	17	28	27	30	30	32	33
Montana	34	12	47	39	45	48	50	49	15	38	36
Nebraska	30	10	17	6	43	35	33	39	40	22	34
Nevada	50	43	42	49	49	42	19	5	1	31	30
New Hampshire	4	49	38	13	20	5	18	4	32	9	11
New Jersey	36	48	50	46	6	7	2	3	20	3	4
New Mexico	44	35	33	44	12	12	45	46	16	43	32
New York	10	17	41	16	26	40	7	9	39	5	10
North Carolina	46	27	37	29	22	27	25	42	9	35	24
North Dakota	6	2	13	1	48	37	49	26	48	18	37
Ohio	33	18	22	28	13	25	26	33	42	34	25
Oklahoma	14	13	35	40	31	38	31	40	24	33	42
Oregon	39	47	26	38	38	40	48	31	4	30	14
Pennsylvania	17	15	32	14	10	23	20	18	33	16	22
Rhode Island	1	6	44	2	19	21	9	13	44	15	16
South Carolina	45	32	34	41	44	30	40	43	8	45	39
South Dakota	31	1	19	21	46	44	46	45	38	25	45
Tennessee	40	34	30	47	24	33	28	35	17	39	41
Texas	38	33	24	48	5	9	8	21	5	23	18
Utah	11	22	2	9	30	16	43	23	23	48	12
Vermont	5	23	45	5	7	32	29	29	45	19	23
Virginia	37	44	9	23	2	1	5	7	6	7	8
Washington	20	45	18	19	29	3	17	11	3	10	2
West Virginia	43	9	28	34	21	39	36	48	43	47	49
Wisconsin	18	24	3	10	36	29	24	19	35	27	29
Wyoming	2	20	29	15	27	49	41	22	37	16	46

College Completion in Arkansas:
The Impact on the Workforce
and the Economy



Education Commission
of the States

700 Broadway, #810
Denver, CO 80203-3442
www.boostingcollegecompletion.org



Education Commission
of the States

College Completion in Arkansas: And the Impact on the Workforce and Economy

Prepared by

The Education Commission of the States (ECS)

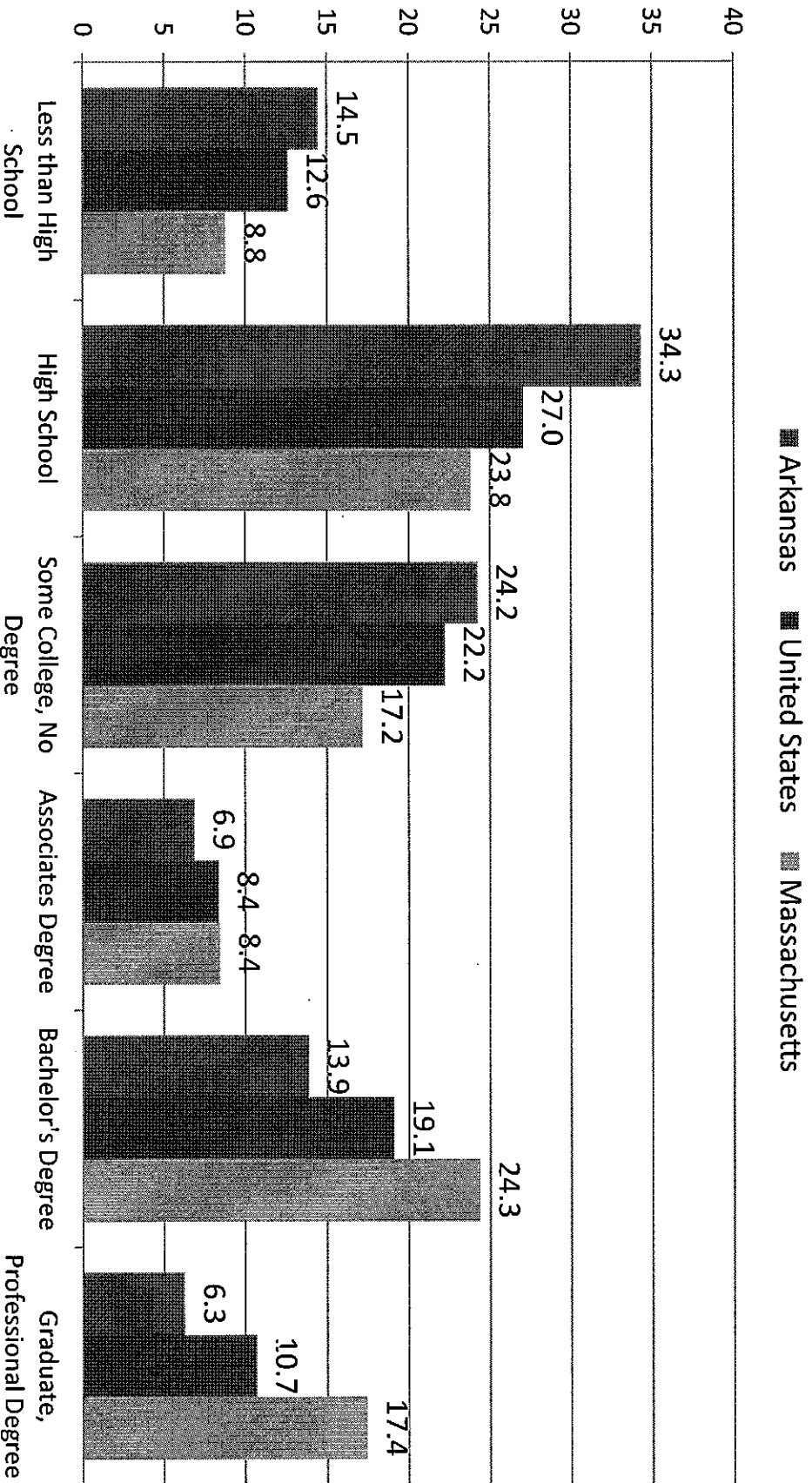
The National Center for Higher Education Management Systems (NCHEMS)

National Context

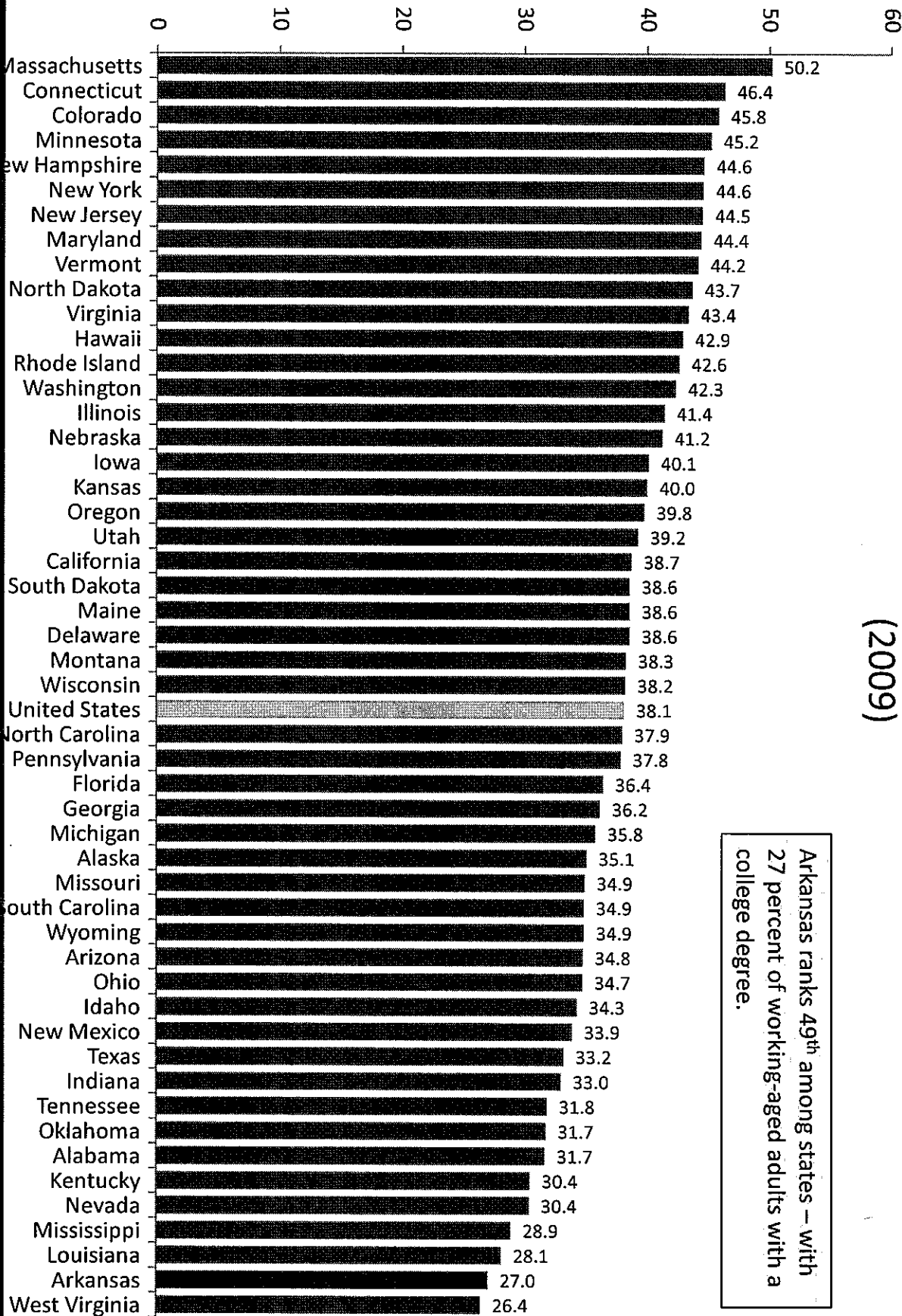
- Mismatch of skills with jobs available is primary driver of current unemployment rate
- Postsecondary policy is shifting from access to completion
- Growing sense among public that postsecondary education is not worth the cost
- However, evidence suggests that postsecondary education is the key to access to middle class
- Challenge is to increase value of higher education by:
 - *Redesigning system toward completion*
 - *Reducing cost through new structures that reduce time to degree*
 - *Align with workforce opportunities*

How many working-aged adults in
Arkansas have college degrees?

Educational Attainment of Working Aged Adults Aged 25 to 64 – Arkansas, the U.S., and Most Educated State (2009)

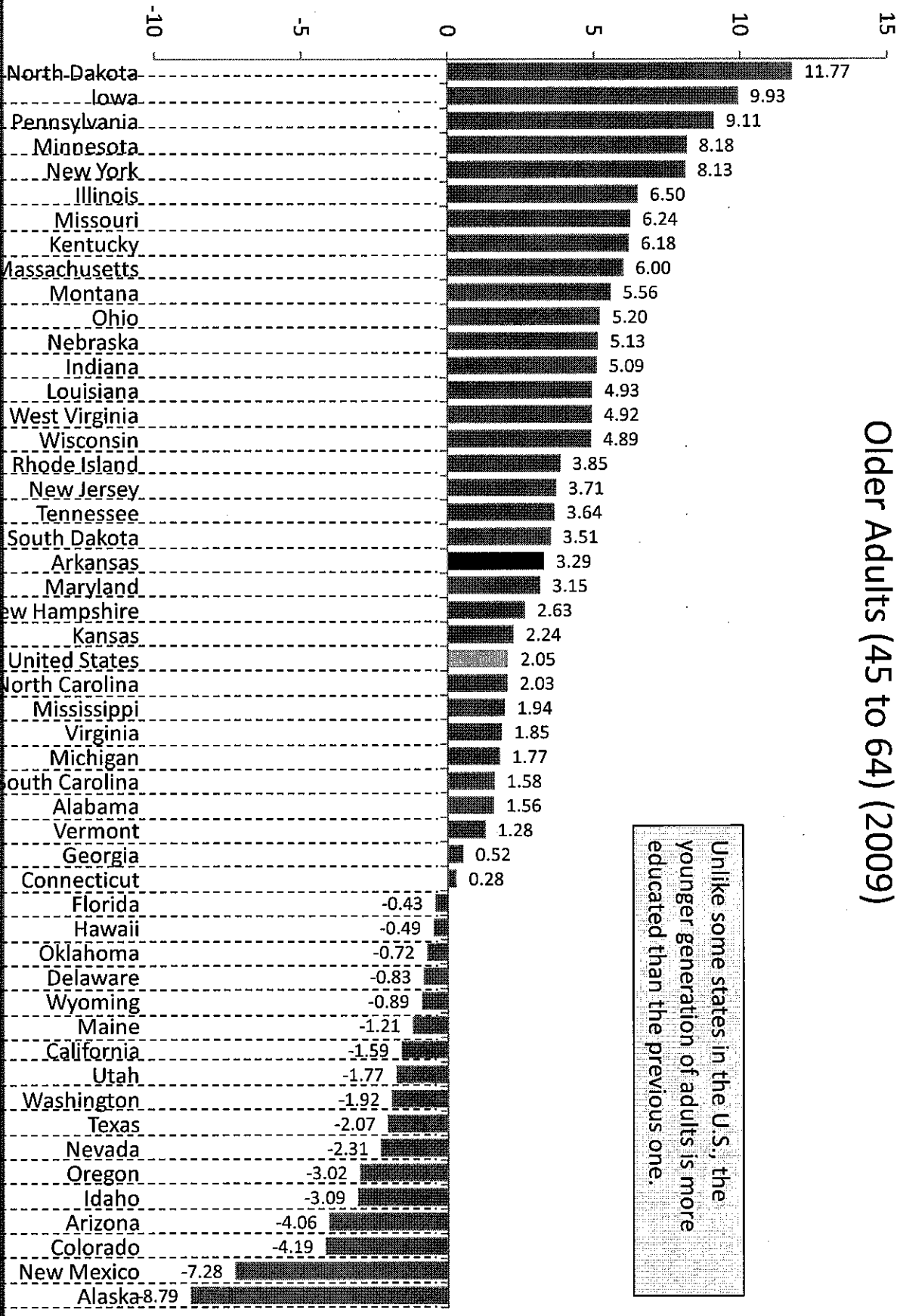


Percent of 26 to 64 Year Olds with College Degrees - Associate and Higher (2009)



Arkansas ranks 49th among states — with 27 percent of working-aged adults with a college degree.

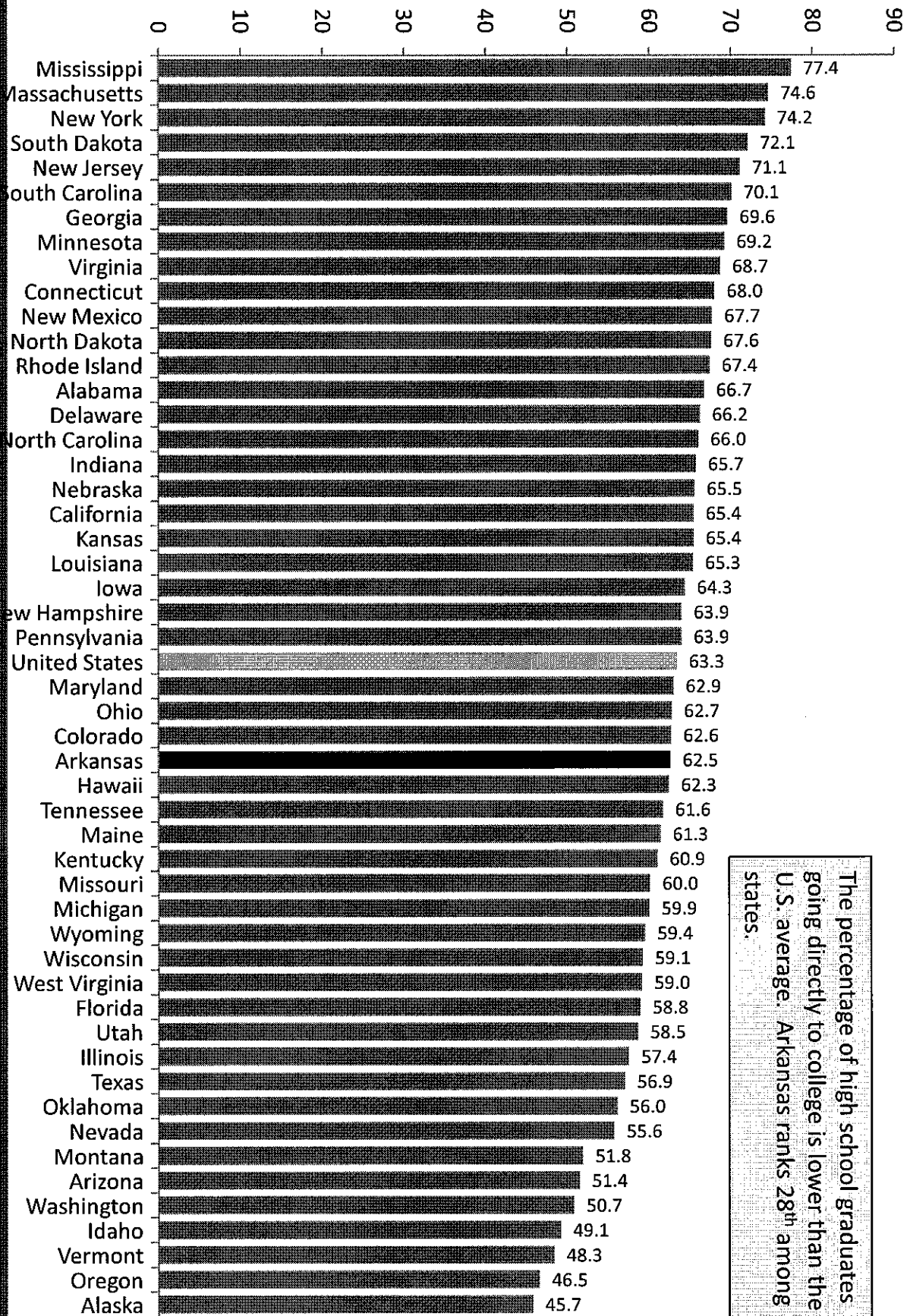
Difference in College Attainment between Young Adults (25 to 34) and Older Adults (45 to 64) (2009)



Unlike some states in the U.S., the younger generation of adults is more educated than the previous one.

**How well does Arkansas provide
postsecondary education to its
residents?**

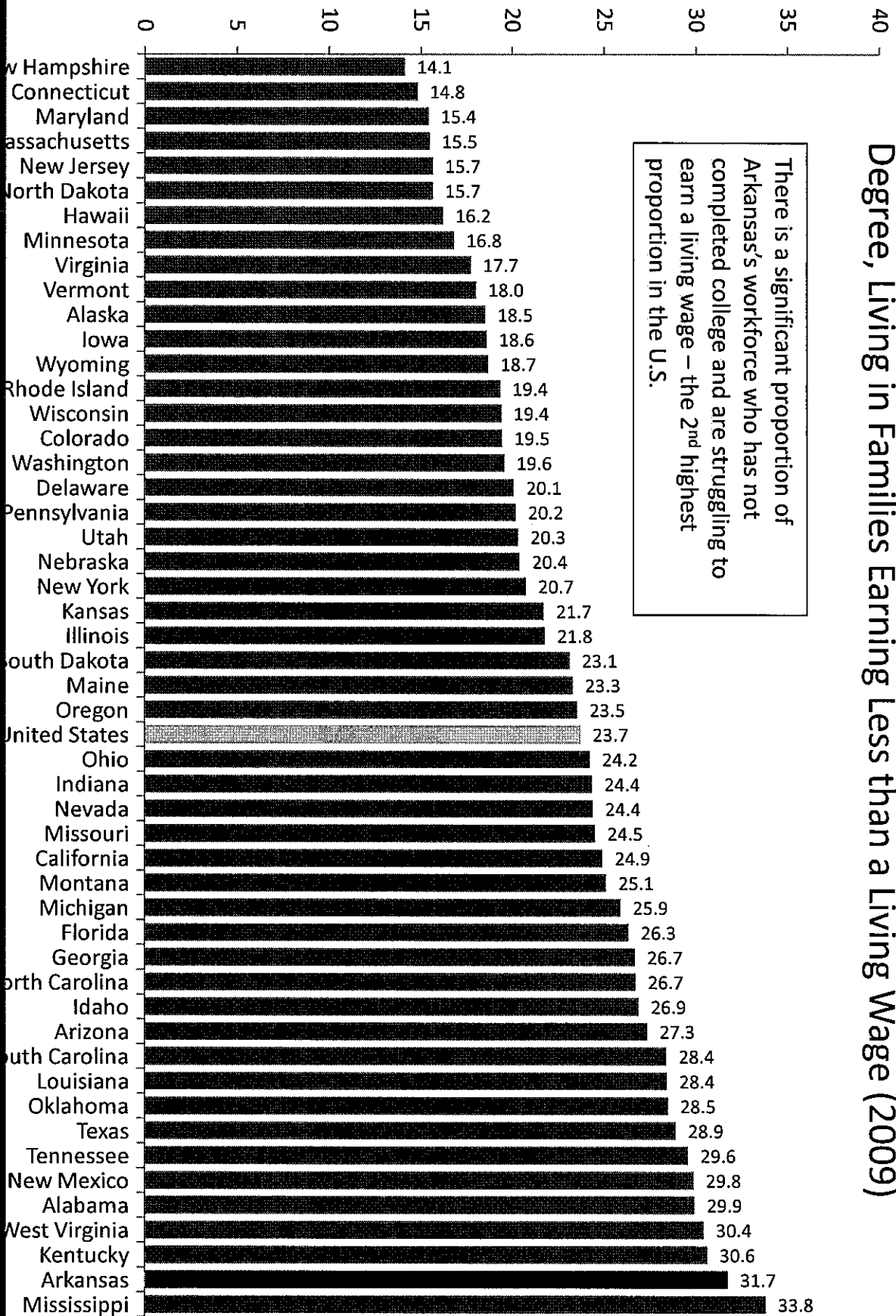
Percent of High School Graduates Going Directly to College (Fall 2008)



The percentage of high school graduates going directly to college is lower than the U.S. average. Arkansas ranks 28th among states.

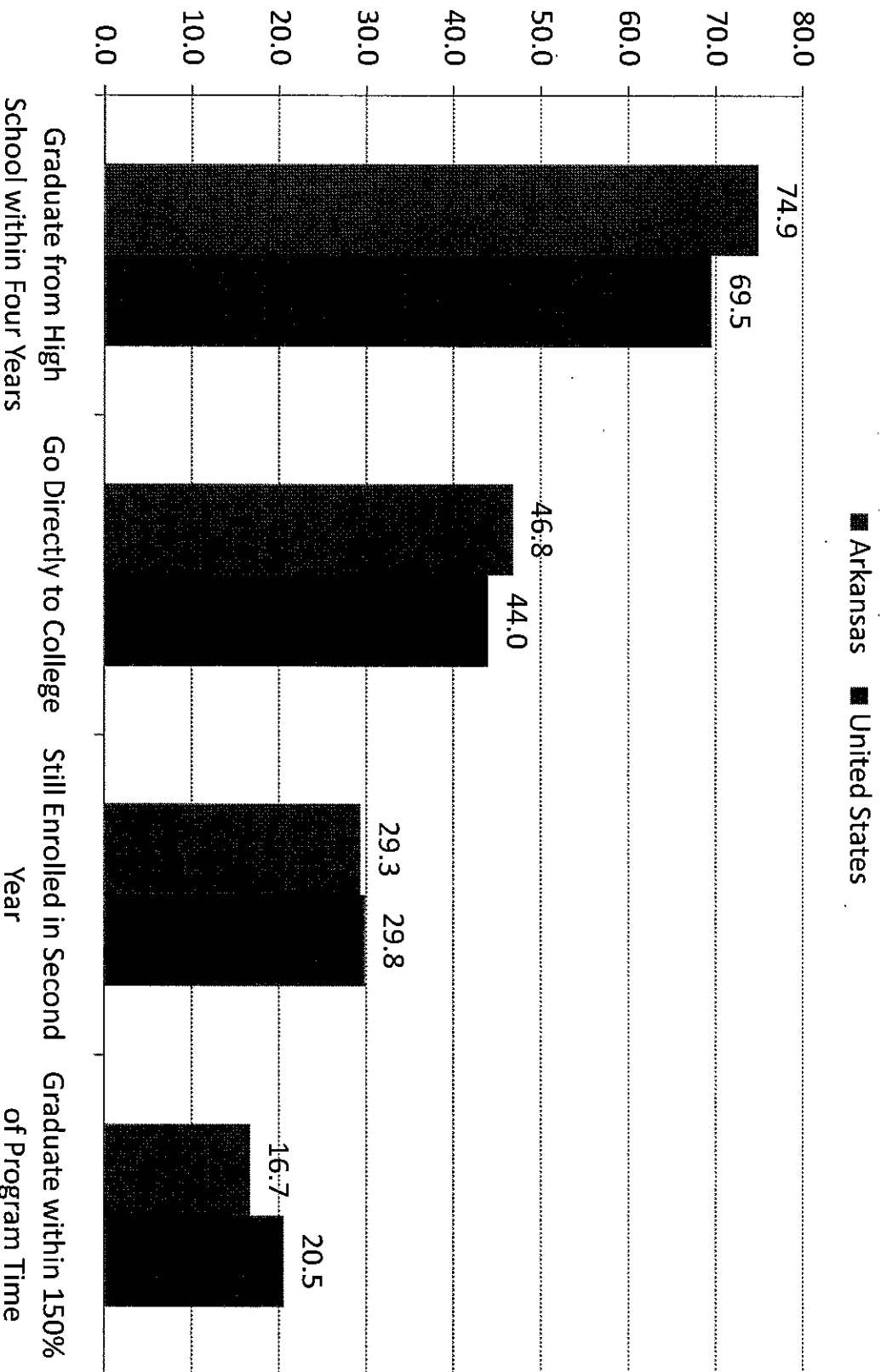
Those Left Behind: Percent of Adults Aged 18 to 64 with No College Degree, Living in Families Earning Less than a Living Wage (2009)

There is a significant proportion of Arkansas's workforce who has not completed college and are struggling to earn a living wage – the 2nd highest proportion in the U.S.

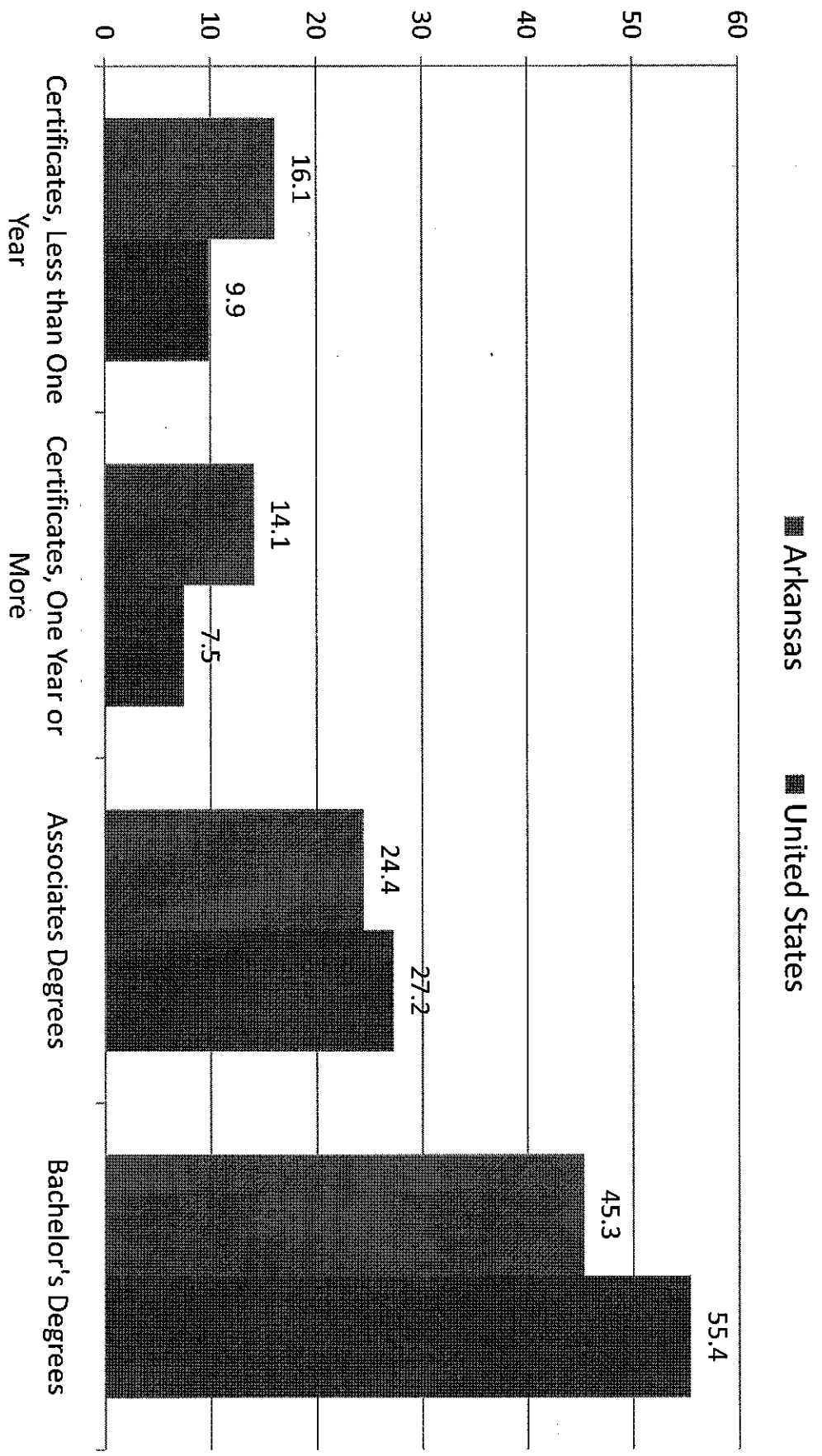


How well does Arkansas produce college
graduates?

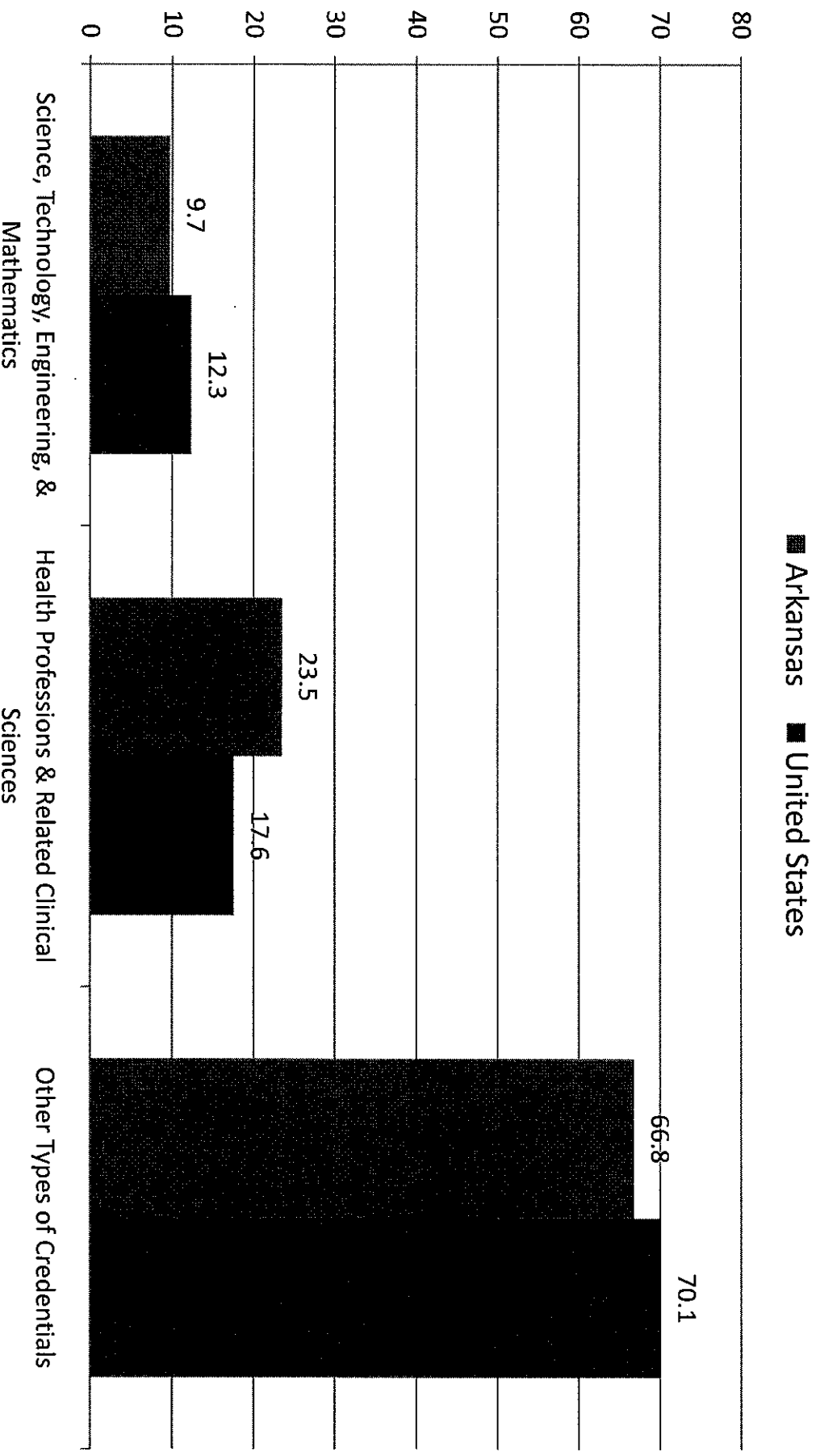
For Every 9th Grader Enrolled in Arkansas High Schools:




Proportion (%) of Undergraduate Awards by Level (2008-09)



Proportion (%) of Undergraduate Credentials Awarded by Type - STEM, Health, and Other (2008-09)

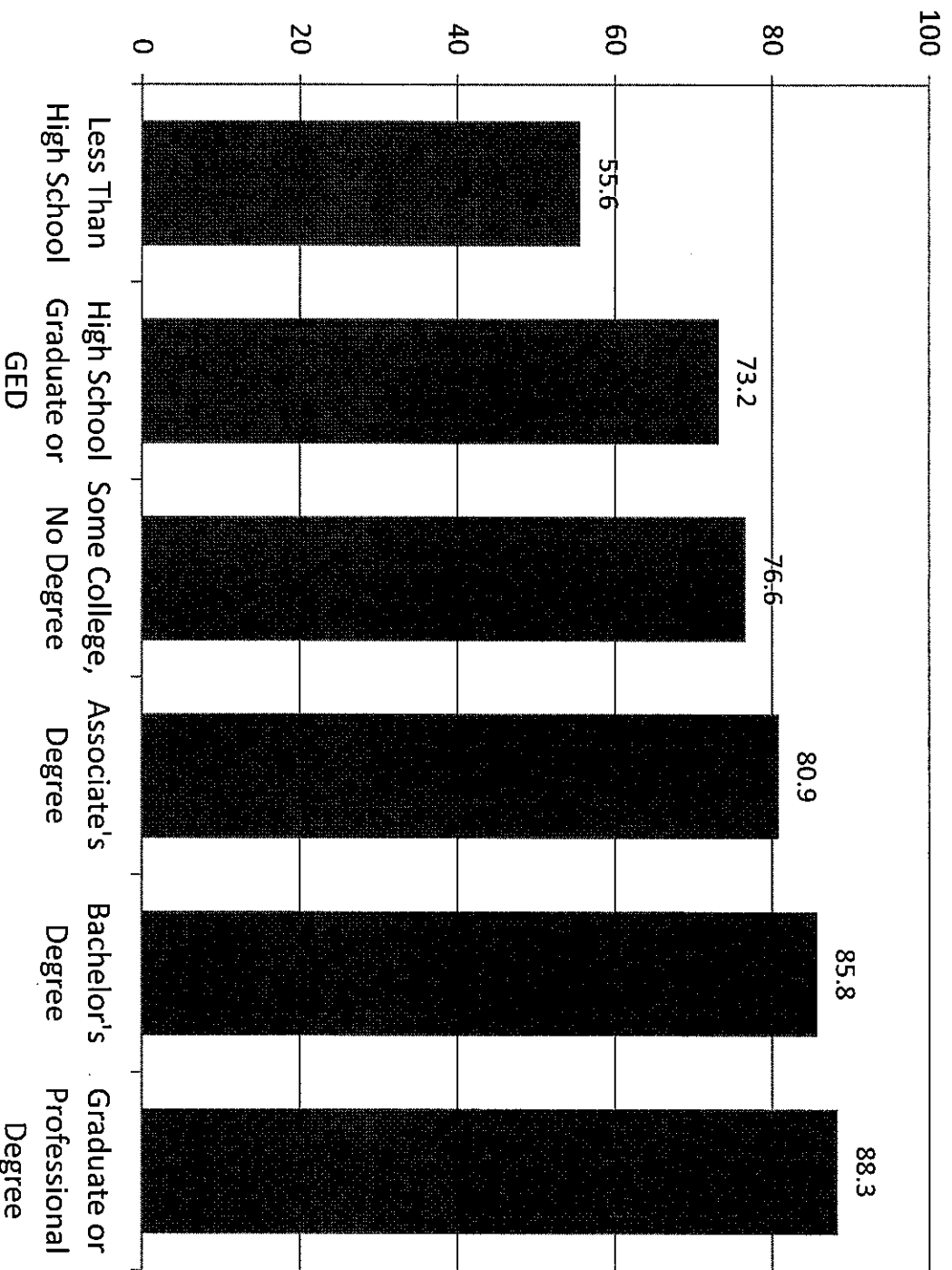




How Competitive are Arkansas' Work Conditions for College Graduates?

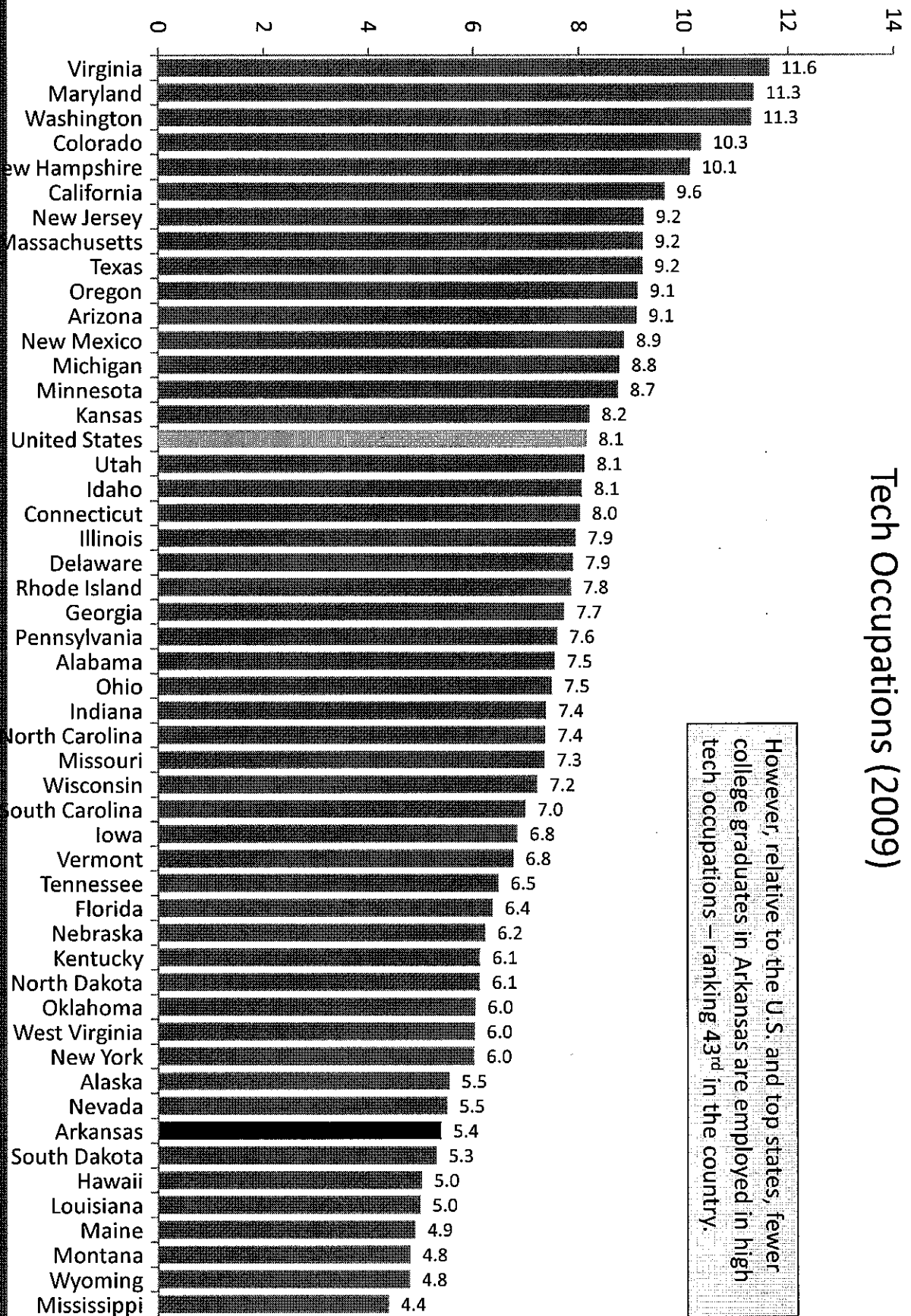


Percentage of Working-Aged Adults (25 to 64) Participating in the Workforce – by Education Level Attained (2009)



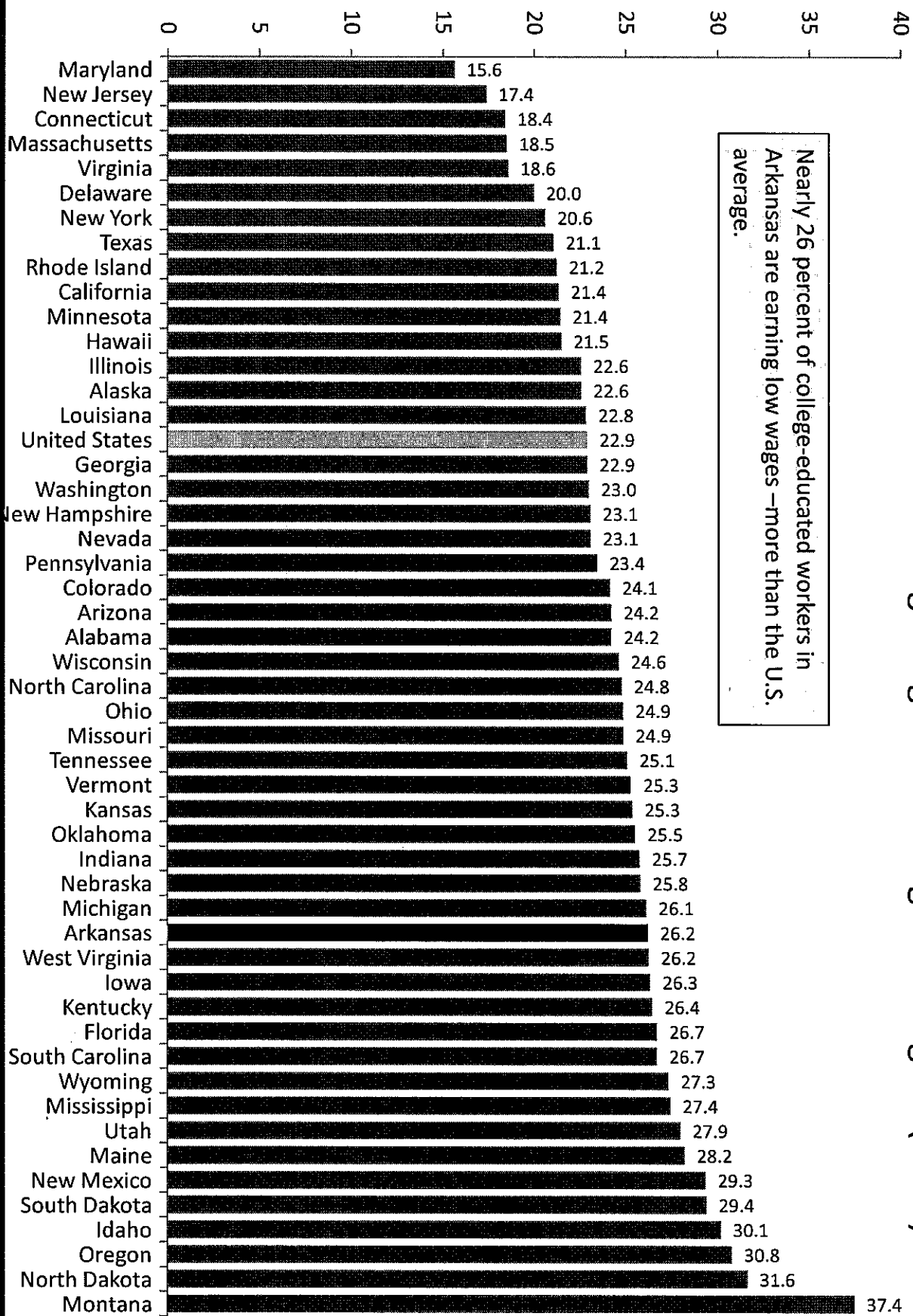
College degree-holders in Arkansas are increasingly more likely to participate in the labor force than those who don't complete college.

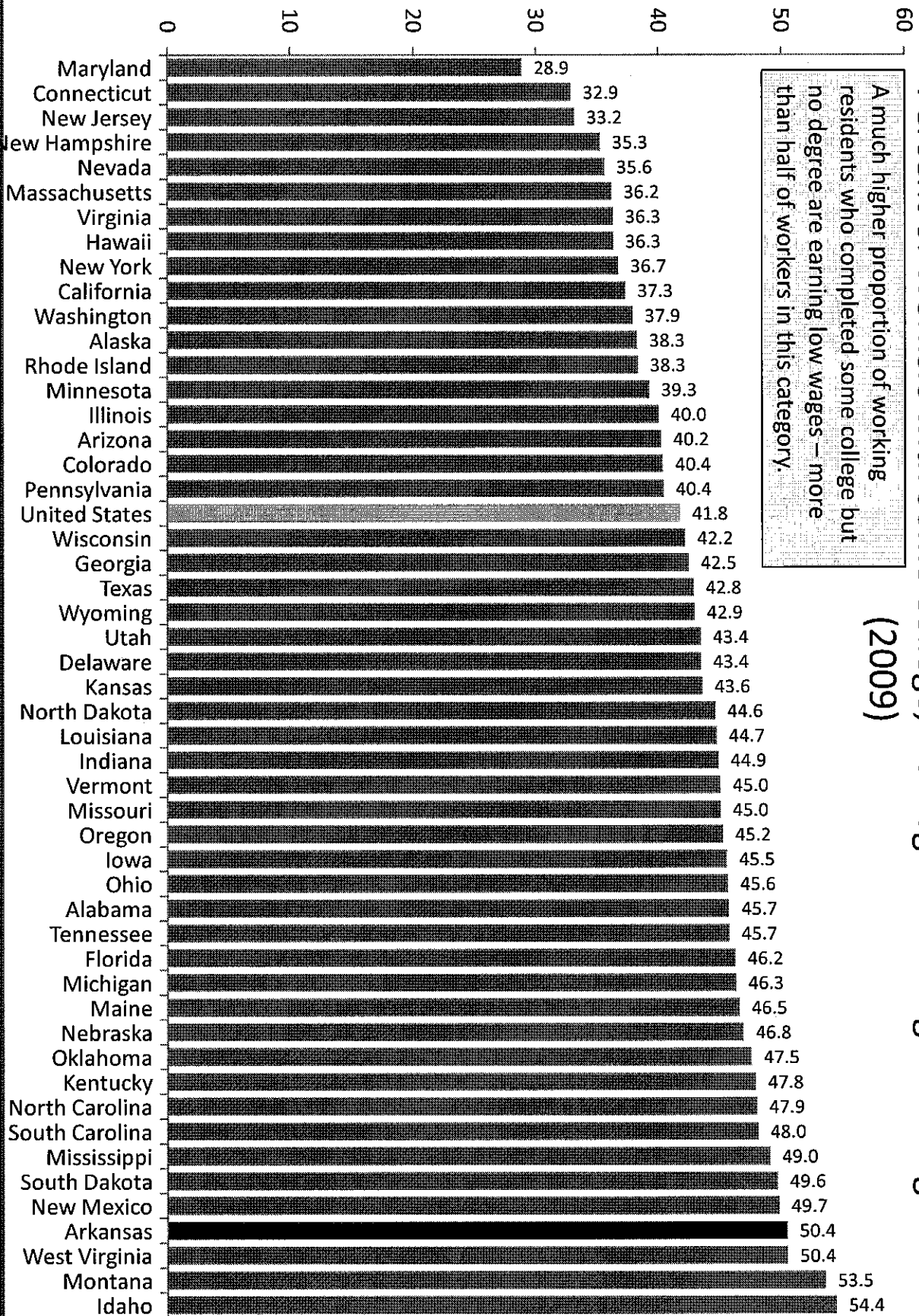
Percent of Adults Aged 25 to 64 with College Degrees Employed in High Tech Occupations (2009)



However, relative to the U.S. and top states, fewer college graduates in Arkansas are employed in high tech occupations — ranking 43rd in the country.

Percent of Workers with College Degrees Earning Low Wages* (2009)

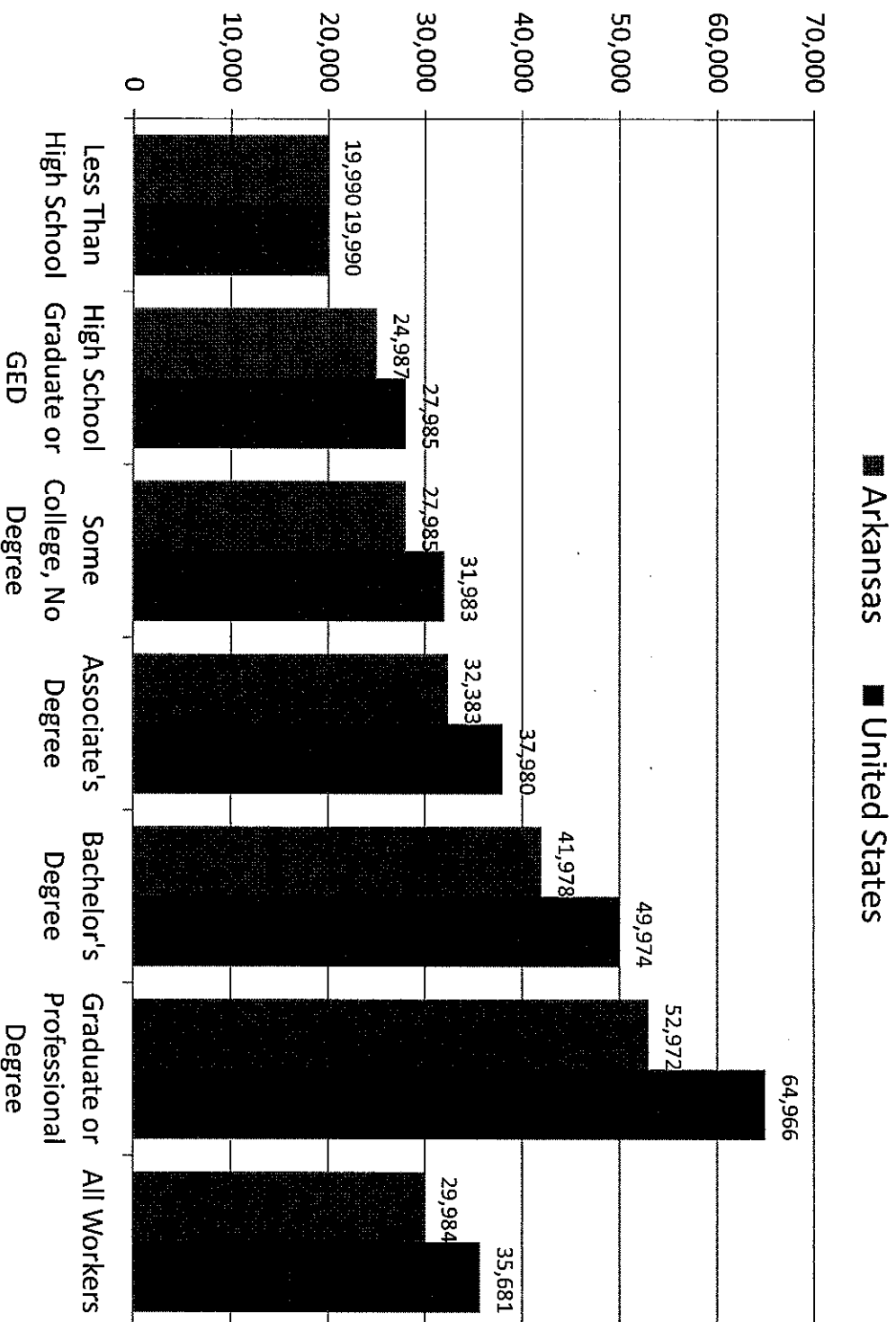




A much higher proportion of working residents who completed some college but no degree are earning low wages—more than half of workers in this category.

Percent of Workers with Some College, No Degree Earning Low Wages* (2009)

Median Annual Wages for Employed Workers Aged 25 to 64 - by Level of Education (2009)

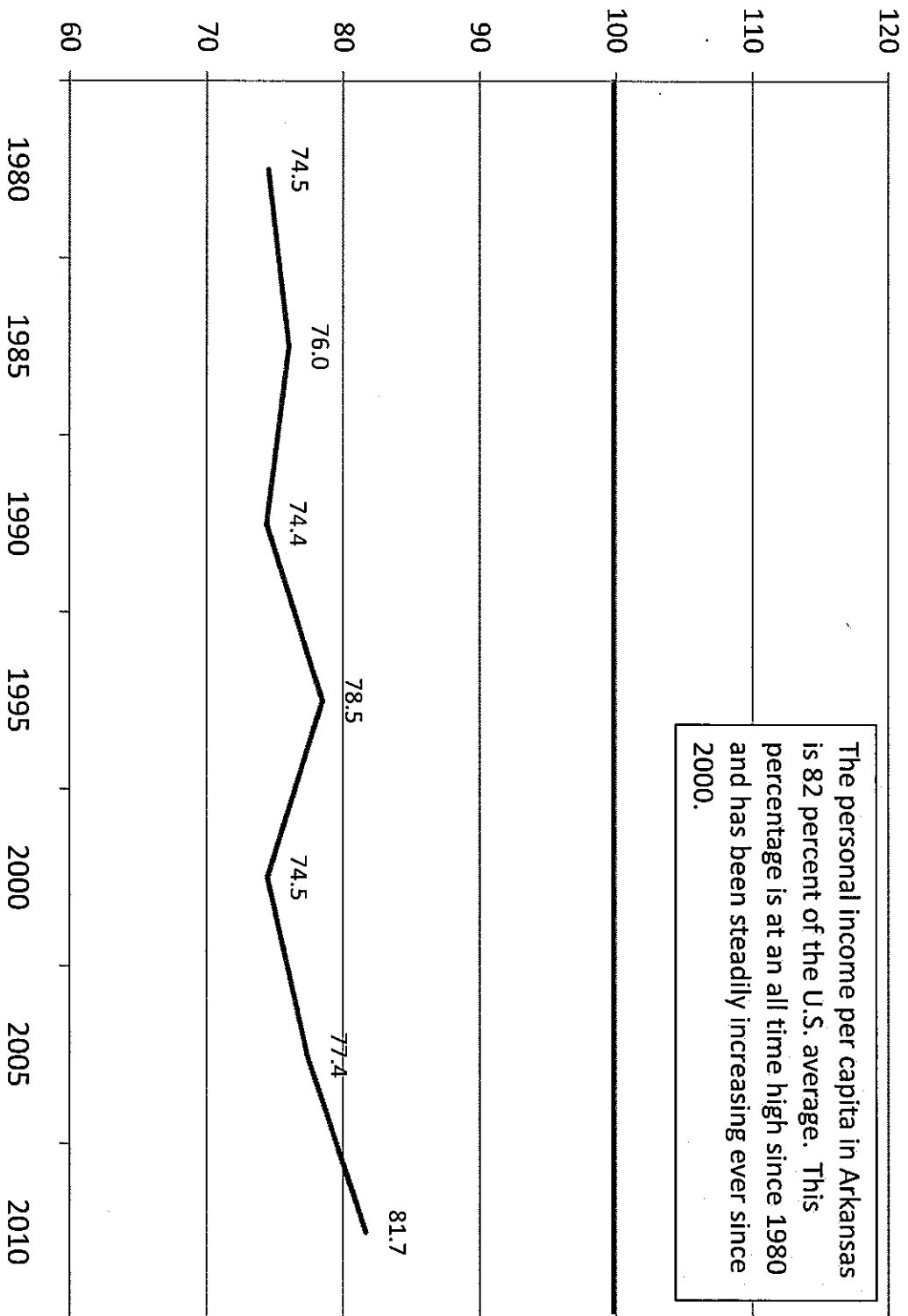


Workers in Arkansas earn less than the U.S. average at every stage of education completed. The largest gaps are among those with bachelor's degrees and higher.

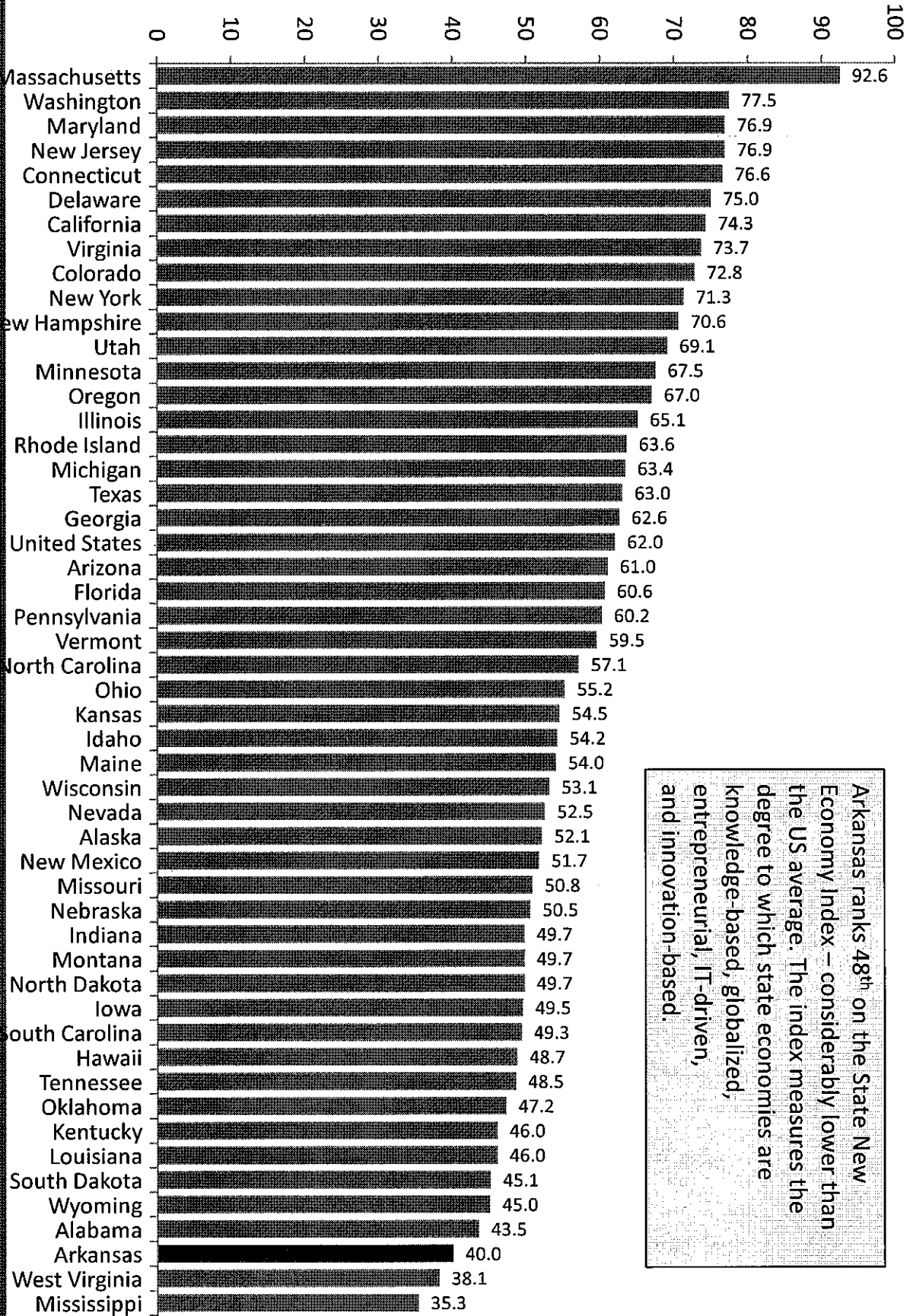


How Competitive is Arkansas' Economy?

Arkansas Personal Income per Capita as a Percent of the U.S. Average (1980 to 2010)



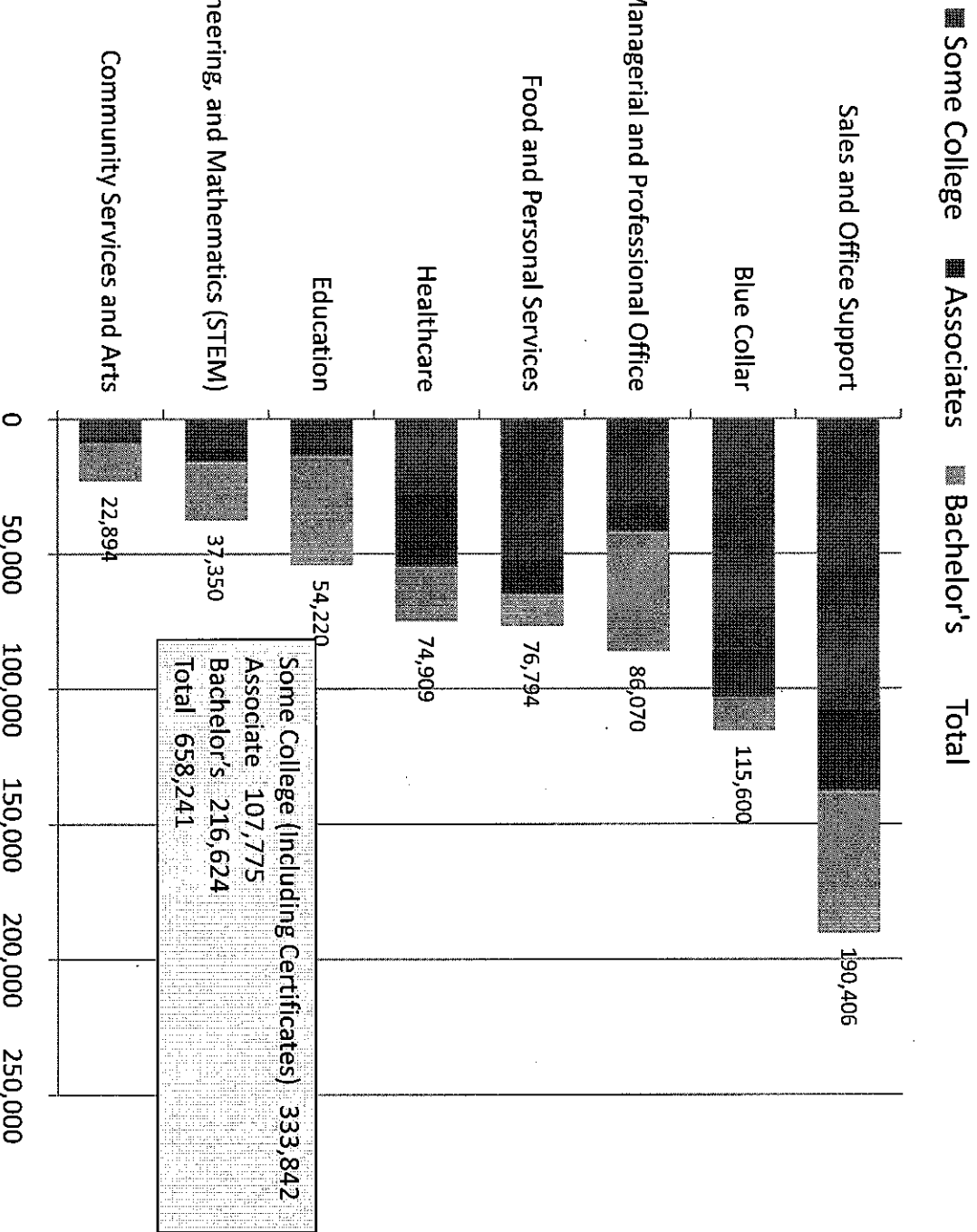
State New Economy Index – Overall Index Scores (2010)



Arkansas ranks 48th on the State New Economy Index – considerably lower than the US average. The index measures the degree to which state economies are knowledge-based, globalized, entrepreneurial, IT-driven, and innovation-based.

Workforce Demand: Estimated Increases in Undergraduate Credentials Needed in Arkansas by 2018 – by Type of Occupation

(Even without more successful intervention in economic development)



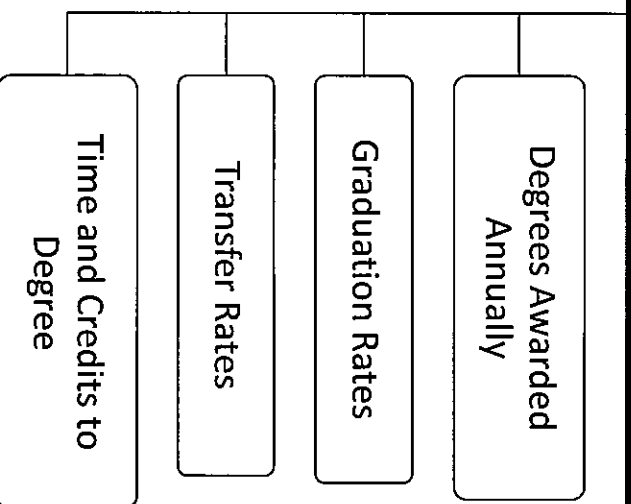
Potential Strategies

- Focus on college completion, not just access for recent high school students.
- Leverage investments in remedial education to transform all of postsecondary education.
- Ramp up adult completion efforts through a statewide strategy to re-enroll students with some college and no degree
- Build on the success of the career pathways program to increase the number of adults who earn a certificate in a high demand field
- More effectively align the production of STEM degrees with jobs available in the state.

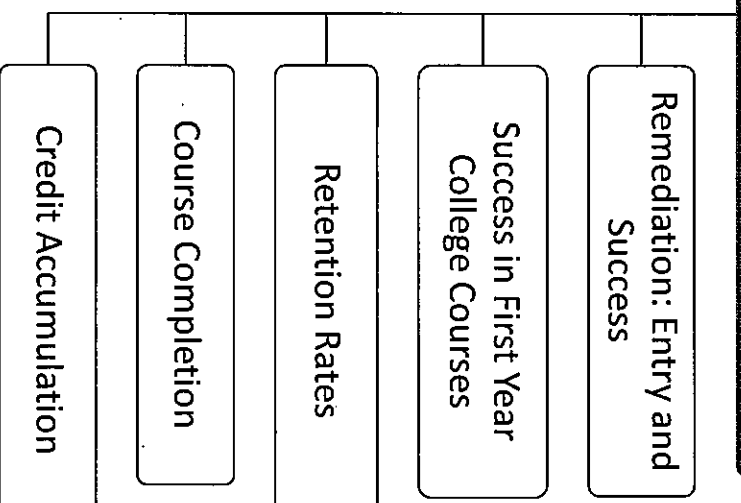
Increasing Results in a Time of Limited Resources

- New normal is focus on access AND completion
- Aligning the right incentives that result in timely and cost effective instruction leading to a high quality college credential in a field with economic value
- Efficiency is key
 - Decrease time to degree
 - Decrease credits to degree
 - Increase college completion
 - Align with workforce demand
 - Incent both student and institutional behavior

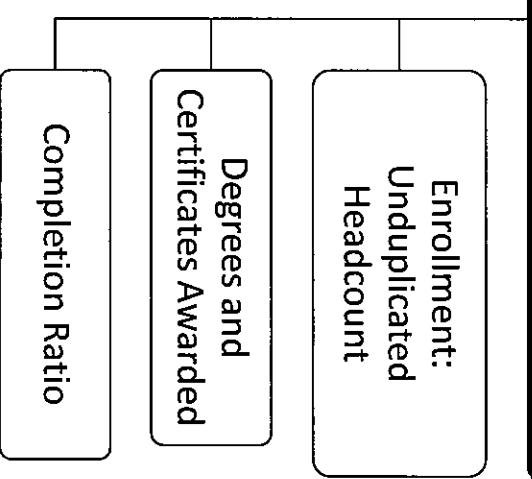
Outcome Metrics



Progress Metrics



Context Metrics



Gender

Race/
Ethnicity

Income

Age

Full/Part
-time

Degree
Type

Strategy 1:

Eliminate or Accelerate Remediation

- Only 25% of students at community colleges who require remediation ever earn a credential.
- The primary barrier to student success is the amount of time students spend in remedial education.
- The goal of remediation should be success in college level courses within a program of study.
- The default should be enrollment in college level course
- For most students, remediation should not take longer than a semester
- Contextualization of remediation in certificate or degree program courses works.
- Measure success in remediation as part of state accountability structures.

It's the System, Not the Students

Fall 2007 Remedial Math Course	Number of New Freshmen Enrolled	Passed First Remedial Course	Enrolled in Subsequent Remedial Math	Passed Subsequent Remedial Math	Enrolled College- Math within 3-years	Passed College Math
3 levels below college	510	61.2%	40.0%	30.6%	15.5%	
2 levels below college	1348	66.1%	47.0%	32.1%	23.3%	
1 level below college	1276	71.0%			64.7%	

Strategy 2:

Targeting Adults with Some College No Degree

- 26% of North Dakota adults have some college, but no degree
 - Data does include certificates, but North Dakota produces certificates at lower rate
 - Target North Dakota residents with some college
 - Assessments for prior learning
 - Connect credit and assessment into high demand certificates or degrees
 - Partner with employers to align prior learning with skills required for high demand jobs, provide customized training toward credential
-

Strategy 3:

Create Structured, Cohort Based Programs

- 47% of public four year degree students complete in 6 years, 38% of public 2 year students complete in 3 years.
- Average credits to degree in the U.S. are well above those required to earn a credential
 - Average 65 for a certificate – 30 required
 - Average 79 for an associate degree – 60 required
 - Average 136 for bachelor's degree – 120 required
- Provide students option into degree/certificate programs with consistent schedule, cohort of students and specific exit point from program
- Align with high demand credentials

Strategy 4:

Direct Students into a Program of Study


- Students who take 3 courses in a program of study are far more likely to earn a credential
- Choice is valued in higher education, but too much choice can be a bad thing
- Encourage all students to decide on a broad program of study upon enrollment.
 - 4 year: Liberal Arts, Social Sciences or STEM
 - 2 year/Certificate: Industry Clusters
- Construct all curriculum within program of study
- Utilize technology to guide students into courses consistent with program of study.

Strategy 5: Career Pathways

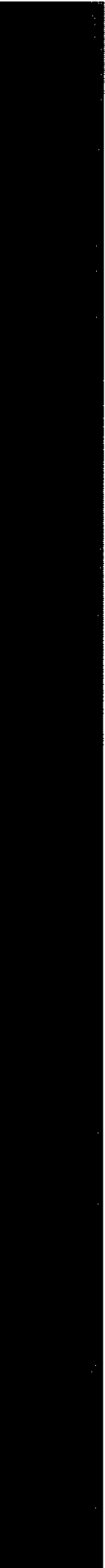
- Partner with employers to align skills, postsecondary training and jobs
 - Create stackable credentials aligned with specific jobs along career ladder in high demand field
 - Utilize employee partnerships to move employees between training and next credential along career ladder
-

Strategy 6: Transfer and Articulation

- Critical to increased completion, reduced time to degree and controlling costs
 - Need to create a sustainable and dynamic model
 - Transfer is more than course equivalencies – successful transition is key
 - Faculty engagement across institutions must be built and sustained (Oklahoma Course Equivalency Project)
-



Strategy 7: Student Incentives

- Leverage student financial aid and tuition to incent degree completion
 - Set credit limits for subsidized tuition
 - Provide incentives for students to enroll full time – same tuition amount for 15 credits as 12 credits
 - Provide additional financial incentives who pursue high demand fields
 - Partner with employers to provide direct transitions into jobs.
- 

Strategy 8: Performance Based Funding

- Creates institutional incentives to meet state postsecondary goals
 - Mechanism to control costs – target limited state investments
 - Demonstrates to policymakers what they are “buying” with their state investment
 - Creates incentive for state government to sustain and stabilize public funding
 - Needs to be combined with investment in reform strategies consistent with performance goals
-

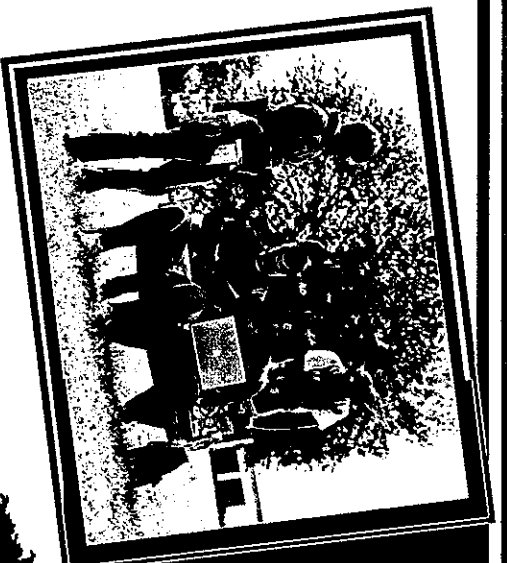
"When we take the graduation rate of the highest Achieving the Dream College and add to it the transfer rate of the highest Achieving the Dream College on that measure, we get a combined rate of 60 percent. Therefore, we can say that College of the Ouachitas has done a tremendous job of improving student success over the last five years."

Carol Lincoln
Senior Vice President
Achieving the Dream
Silver Springs, Maryland
U.S. Federal Reserve Bank Symposium
Little Rock, Arkansas
July 21, 2011



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COLLEGE
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Succeeding with Student Success
2006-2011

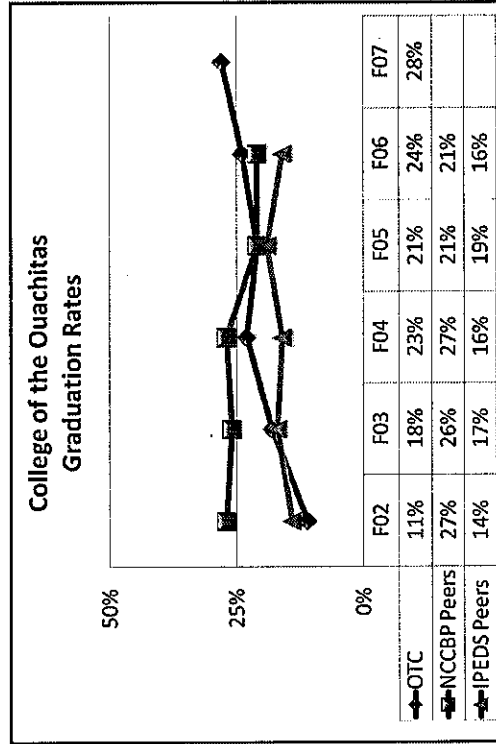
COLLEGE OF THE OUACHITAS, MALVERN, ARKANSAS

JOB ONE = STUDENT SUCCESS

College of the Ouachitas' faculty and staff have much of which to be proud. The College recently celebrated its 40th anniversary of service to the community, has implemented a new name to better communicate its mission, adopted a new logo and seal to mark the next era, and has achieved reaffirmation of accreditation with the Higher Learning Commission (HLC-NCA). Additionally, the College earned top-performer recognition for its Career Pathways Initiative, thus receiving incentive funds to expand this successful program. For the past five years, the College has participated in the Achieving the Dream Initiative, a grant program that lead to modified educational strategies improving student success and establishing a culture of evidence for decision-making.

THE BEST IMPROVEMENT OF ALL – STUDENT SUCCESS

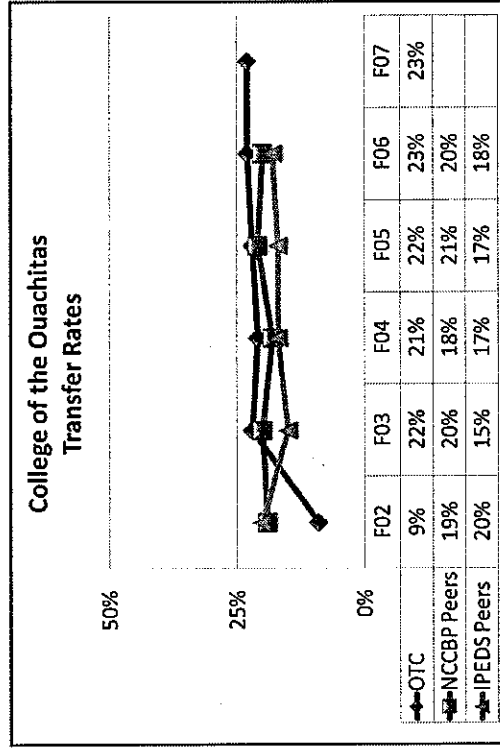
The College's many improvements have contributed to increased student success. Indicators and measurements of student success include graduation and transfer rates. In 2002, the College's graduation rate was 11 percent and the transfer rate was 9 percent for a combined rate of 20 percent. Review of peer group data clearly indicated that COTO was underperforming. Five years later, after changing literally hundreds of policies, procedures, methods, and courses, the efforts of the College's faculty and staff have resulted in tremendous rates of improvement. Currently, the combined graduation and transfer rate is 51 percent, significantly higher than peer groups that include the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) and the National Community College Benchmarking Project (NCCBP). In fact, this rate of improvement is



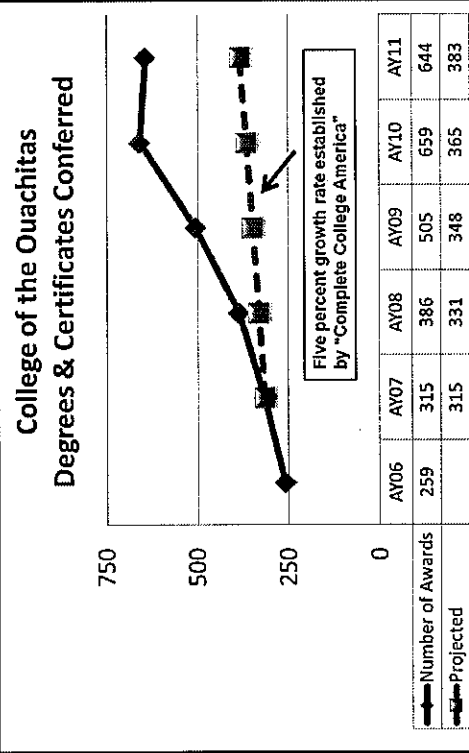
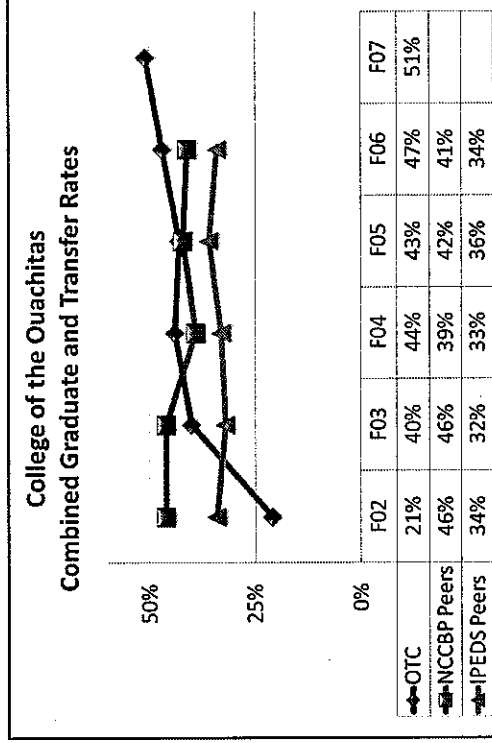
and transfer rate is 51 percent, significantly higher than peer groups that include the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) and the National Community College Benchmarking Project (NCCBP). In fact, this rate of improvement is

greater than any other institution in Arkansas.

In Academic Year 2011, 537 students graduated with 644 associate degrees and certificates. Many more students now



get to the finish line. Successful students do a successful college make.



Barry Ballard,
President
Nov. 17, 2011

Postsecondary Textbook Affordability

Mary Fulton, ECS Policy Analyst, November 2011

Federal Legislation

The Higher Education Opportunity Act in 2008 that required higher education institutions and publishers to provide more information on textbook prices and revisions. The Act also required publishers to indicate whether textbooks are available in any other format and at what price and to supply textbooks in bundled and unbundled formats.

State Policies

Cost reduction strategies used by states include:

- Promoting the use of used textbooks
- Increasing library resources by having more textbooks on reserve
- Ordering “no frills” version of textbooks
- Textbook rental programs
- E-textbooks through computers or reading devices
- Open source textbooks using faculty-developed materials
- Submitting textbook orders in time so students can comparison shop
- Requiring faculty to retain textbooks for a fixed amount of time
- Informing faculty of textbook costs and encouraging use of comparable but less expensive textbooks
- Using the same textbook for multiple courses, especially sequential courses

(Florida Textbook Affordability Workgroup: Final Report, <http://www.fldoe.org/cc/pdf/fcstawfr.pdf>)

Florida

Florida Colleges and Universities Are Addressing Textbook Affordability

The brief summarizes Florida and federal activity to contain textbook costs. Florida requires institutions to take various actions to help make textbooks more affordable. Florida also has a statewide open access textbook initiative. (OPPAGA, Florida Legislature, July 2010) <http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1049rpt.pdf>

H.B. 603 (2008)

- Required institutions to post required textbooks for all courses on their web site 30 days before classes begin
- Directed Board of Education and the Board of Governors to adopt policies that minimize textbook costs:
 - Adopt textbooks in time to confirm availability and maximize availability of used books
 - Instructors or departments must confirm that required materials will be used and value of changing to new editions
 - Address textbook availability for students otherwise unable to afford the cost.

<http://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?FileName= h0603er.xml&DocumentType=Bill&BillNumber=0603&Session=2008>

In 2009, the legislature directed the Florida Distance Learning Consortium to work with the state systems to increase use of open access textbooks. The initiative’s web site offers 170 open access textbooks that students can access for free.

The state education department conducted a survey in March 2010 and found that colleges are using a variety of mechanisms including custom textbooks, textbook buyback and rental programs, and publisher negotiations.

The department established a Textbook Affordability Workgroup, which made six recommendations:

- Further explore open access textbooks

- Initiate a statewide rental program awareness campaign
- Secure e-textbook licenses to provide student access to textbooks at no cost
- Develop and monitor policies and guidelines for textbook adoption
- Promote student awareness of ways to minimize textbook costs
- Exempt textbooks from sales tax.

Florida Textbook Affordability Workgroup: Final Report

(Florida Department of Education, July 2010) <http://www.fldoe.org/cc/pdf/fcstawfr.pdf>

The Board of Governors also created a task force on textbook affordability that made suggestions in five main areas: cost awareness; course scheduling and textbook adoption; alternative textbook formats; evolving technologies for textbooks; and monitoring changes in textbook access. In addition, the regulation requires universities to develop a procedure to make required textbooks available to students who otherwise cannot afford them and a mechanism for students to obtain required textbooks prior to receipt of financial aid. As of June 2010, all 11 universities had adopted textbook regulations addressing these and other related requirements.

Louisiana -- S.B. 165 (2011)

- Increases availability and use of electronic and digital textbooks and other digital instructional materials at community and technical colleges. <http://www.legis.state.la.us/billdata/streamdocument.asp?did=760513>

Oklahoma -- H.B. 1882 (2009)

- Requires publishers to provide a description of substantial content revisions made between the current and previous editions. http://webserver1.lsb.state.ok.us/2009-10bills/HB/HB1882_ENR.RTF

Washington

WAC 504-43-010, -020, -030 (2008)

- Requires Washington State University bookstores to: provide unbundled textbooks when possible; disclose textbook costs; disclose content revisions from previous editions; promote book buy-back programs; post required materials and price at least four weeks before classes begin.
- Encourages faculty to consider adopting the least expensive edition of course materials and adopting free, open textbooks. <http://apps.leg.wa.gov/wac/>

H.B. 1224 (2007)

- Requires community and technical colleges to provide option to purchase unbundled materials when possible; disclose changes to textbooks and costs; and promote book buy-backs. Faculty members are required to consider the least costly practices in assigning course materials.
<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1224.PL.pdf>

H.B. 2300 (2007)

- Requires publishers to make available textbook prices and the history of revisions for the products.
<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/2300-S.SL.pdf>

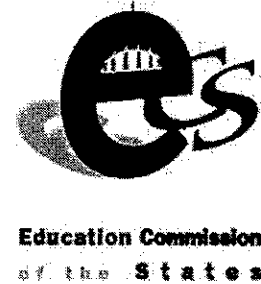
Missouri -- H.B. 2048 (2008)

- Requires publishers to make the price, certain substantial content revisions, and the variety of formats for a text available
- Institutions must develop policies allowing students to use financial aid that has not been disbursed for tuition or fees to purchase textbooks, when feasible.
<http://www.house.state.mo.us/billtracking/bills081/bills/hb2048.htm>

Colorado -- S.B. 73 (2008)

- Requires publishers to disclose textbook prices, content revisions, availability of various formats and to sell textbooks separately as well as bundled.

http://www.leg.state.co.us/clics/clics2008a/csl.nsf/fsbillcont3/90E08C2E9115DC388725738C007FE6A6?open&file=073_enr.pdf



Choosing How to Lead A Transfer Agenda for the 21st Century

Education Commission of the States (ECS)
Matthew Smith, Associate Policy Analyst
October, 2011

This publication shows legislators how they might lead on transfer and articulation. By advancing this agenda, we hope to amplify the role that legislatures play in facilitating degree completion.

1. **PLAN:** Identify the desired outcomes of a state transfer system and a strategy to achieve those outcomes.
2. **MANAGE:** Define the legislative role in transfer and structure the relationship with higher education accordingly.
3. **ASSESS:** Evaluate policy for consistency, transparency and results.
4. **ADJUST:** Communicate minimum standards and student guarantees for transfer, keeping in mind the state's completion and workforce goals.
5. **ALIGN:** Explore opportunities to align transfer and articulation guarantees with other completion-related programs, strategies and goals.

Setting the Stage: Ways of Leading

After reading this brief, legislators should be able to do the following:

- Think more strategically about the legislative role in developing state transfer systems
- Explore specific ways to lead on the transfer issue
- Pinpoint specific transfer bottlenecks and related policy considerations.

Before discussing the agenda and policy options, we highlight six types of role-based leadership. The leadership options below complement the transfer agenda by helping legislators choose how they "fit" into the transfer debate. By choosing how to lead and by promoting a statewide transfer vision, legislators can frame transfer as a tool that improves individual and state economic prospects.

Table 1. Six Proactive Legislative Leadership Types			
Leadership Type	What's It Look Like?	Limitations	How is Power Wielded?
Arbitrator	Playing referee when disputes arise; negotiating with institutions & systems to achieve minimum transfer guarantees	Mediation often is an intensive, multi-step process that does not guarantee statewide transfer.	Directly: Use threat of legislative action to spur collaboration, compromise.
Coordinator	Aligning transfer policy to completion & workforce goals; working across agencies to develop plan for assessment, adoption of transfer policy	To make a cross-agency plan workable, the legislature must retain its authority to evaluate how institutions implement the plan.	Indirectly: Use resolutions or strategic plans to align policies.
Delegator	Defining roles of postsecondary systems and institutions; letting colleges develop transfer rules after enacting broad framework	Fidelity to the original framework is not assured; punishing noncompliance problematic	Indirectly: Give institutions & systems power to develop policy
Evaluator	Assessing state of current policy — at all levels; ensuring policy implemented as intended	Evaluation enhanced/limited by willingness to act swiftly when policy gaps found	Directly: Use oversight authority to review transfer policy.
Framer	Advertising student guarantees; developing a state transfer message that articulates a vision of transfer outcomes	Without consistent, transparent guarantees, message will not resonate with students, constituents.	Indirectly: Use power to define/refine the official state transfer message.
Policy Adopter	Setting minimum transfer guarantees; creating associate transfer degrees to improve student mobility	Consensus building, collaboration important; comprehensive reform hard to develop	Directly: Use authority to adopt new policies, adapt existing ones.

Common Constituent Responses

The following examples represent student transfer problems: credit expiration, partial transfer of courses from a prior credential and the inconsistencies in how course equivalencies are applied. This section highlights transfer inefficiencies, while the next session describes potential remedies.

The Near Completer: "I attended the State University from 1988-1991. I had to quit because of a family illness. I want to finish my degree in biology, but the university said that none of my credits will transfer because they have expired. I have worked as a lab technician, but none of my experience is considered."

Policy Question: Should your state consider a policy that allows students to be assessed for prior learning as a way to earn credit and complete a degree?

The Returning Adult: “I received a certificate in construction management in 2006. I will get a promotion when I go back for my associate’s degree in the same field. My certificate courses did not transfer to the first year of my associate’s program. Huh? The classes I took for my certificate were also for associate degree students, yet I have to take the same courses again?”

Policy Question: Should your state consider a policy that creates transfer pathways between certificate and associate degree programs?

The ‘Classic’ Transfer Case: “I received an associate’s degree from Gibbville Community College. When I enrolled at Manion University, they told me that only 48 credit hours would be accepted. I’ve lost a whole semester worth of credit, time and money, not to mention that three of my pre-major courses do not even count as core requirements.”

Policy Question: Should your state consider a policy that provides students with a transfer roadmap for their specific program of study?

The Technicality: “I knew that I had to take one calculus, two physics and three radiology courses to transfer my credits. I finished the general education requirements, so I knew those would transfer. The university would not accept three of my pre-major courses. The university does not recognize the courses as equivalent to those in its radiology program, so the courses only count as electives.”

Policy Question: Should your state consider a policy that directs postsecondary systems to ensure courses are equivalent and, therefore, transferable?

Defining the Transfer Universe

When legislatures consider transfer gaps and enact policies to close them, they can adopt student guarantees in one of three ways: by course, by curriculum and by degree. The three forms of student guarantees can be combined in multiple variations to “fit” specific state contexts.

Course-Based Guarantees

A course guarantee is a transfer option that involves the awarding of credit based on institutional review of single courses. Following are a few examples of course guarantees:

- Credit for previous experience
- Course transfer from out-of-state and nonpublic institutions
- Transfer of equivalent or similar courses.

Course guarantees exist in all states, but most policies are created outside the legislature. While course-to-course checks give institutions a greater sense of course quality and autonomy to approve credits, the set of guarantees does not give students a transparent understanding of which courses will transfer.

Curriculum-Based Guarantees

A curriculum guarantee is a transfer option that involves the awarding of blocks of credit based on a legislative or postsecondary system policy. Following are a few examples of curriculum guarantees:

- Transfer of a general education curriculum
- Transfer of lower division, pre-major courses
- Transfer of a sixty-hour lower division block of general education and pre-major courses.

Curriculum guarantees are the second most prevalent transfer type. Legislatures and postsecondary systems are equally likely to produce these guarantees. Two concerns are notable: how standardization affects educational quality and how flexible policy is in reconciling institutional and statewide curricula.

Degree-Based Guarantees

A degree guarantee is a transfer option that involves the awarding of 60 or more hours of credit based on completion of an associate's degree. Since the degree is transferred in full, the following examples describe specific guarantees associated with degree completion:

- Priority/guaranteed admission
- Guarantee that no courses will be repeated.

It is not surprising that the most comprehensive guarantee is the least prevalent transfer type. The amount of consensus and compromise required to create one or more transfer associate degrees may discourage some states from developing them. While the input efforts are high, the ultimate benefit is that students will have complete confidence in making the transfer behavior. By creating the degree guarantee, a state has enhanced its odds of creating a better educated, prepared workforce.

How to Adapt the Agenda to Your State

The five-step framework outlined at the beginning of the brief allows legislators to examine the condition and effectiveness of state transfer policies. Legislatures should identify what role they seek to play and execute a strategy accordingly. All six leadership approaches have merit; legislators just need to choose the role that makes the most sense for their state.

In states where one postsecondary system exists and institutions within the system collaborate well together, the legislative role may involve sustaining compromise and messaging to citizens about transfer opportunities. In other cases, unique state characteristics, such as multiple higher education systems and competing transfer practices, may warrant a more direct role in policymaking.

By highlighting student transfer problems and showcasing ways to lead, we hope to start a dialogue on how to equip legislative leaders for action.

The legislature is an important partner regardless of the type of transfer role chosen for three reasons:

- The legislature has the first right to exercise (or to not exercise) authority over policy.

- The legislature is properly positioned to clarify the role of transfer in state college completion and workforce development strategies.
- The legislature can use transfer policy as a way of ensuring the state receives the greatest possible return on its higher education investment.

This policy brief is the second of several that will examine strategies that legislatures are developing and implementing to improve college completion and workforce development in their states.
