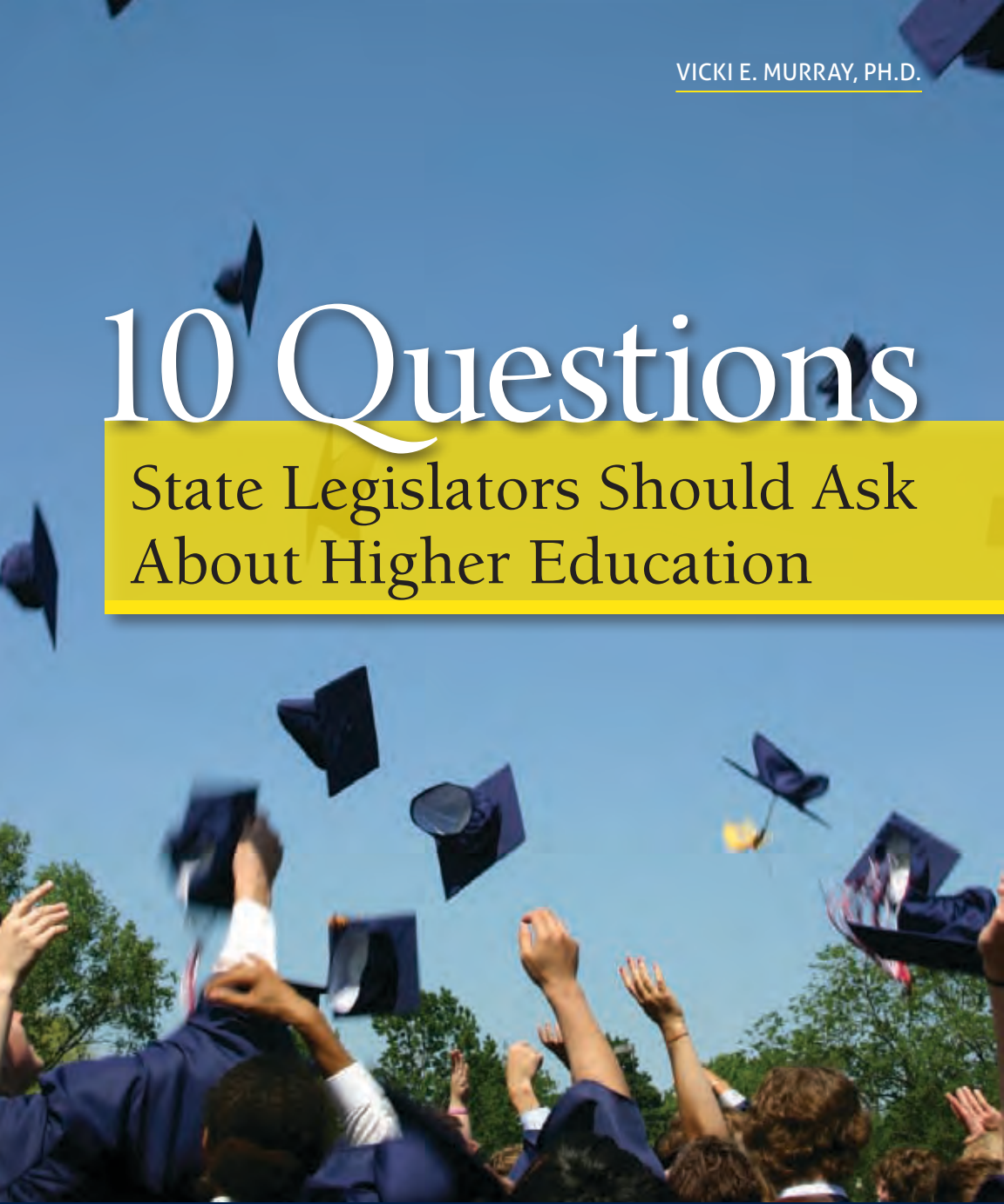


VICKI E. MURRAY, PH.D.

# 10 Questions

State Legislators Should Ask  
About Higher Education



*10 Questions State Legislators Should Ask About Higher Education*  
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## TABLE OF CONTENTS

<b>About ALEC</b>	ii
<b>Introduction</b>	iii
<b>About the Author</b>	1
<b>The 10 Questions</b>	2
<b>Appendix A</b> Alphabetical Compendium of Higher Education Resources	29
<b>Appendix B</b> Flow Chart of Resources from the U.S. Department of Education’s Institute of Educational Sciences for State Legislators	49
<b>Appendix C</b> ALEC Model Legislation	56
<b>Endnotes</b>	58

## ABOUT ALEC

The American Legislative Exchange Council (ALEC) is the nation's largest nonpartisan individual membership association of state legislators, with nearly 2,000 state legislators across the nation and more than 100 alumni members in Congress. ALEC's mission is to promote free markets, limited government, federalism, and individual liberty through its model legislation in the states.

For more than 35 years, ALEC has been the ideal means of creating and delivering public policy ideas aimed at protecting and expanding our free society. Thanks to ALEC's legislators, Jeffersonian principles advise and inform legislative action across the country.

Literally hundreds of dedicated ALEC members have worked together to create, develop, introduce, and guide many of the cutting-edge ideas that have now become the law in the states. The strategic knowledge and training ALEC members have received over the years have been integral to these victories.

The mission of ALEC's Education Task Force is to promote excellence in the nation's educational system by advocating education reform policies that promote parental choice and school accountability, consistent with Jeffersonian principles of federalism and individual liberty.

## INTRODUCTION

**H**igher education has long been part of the American Dream as well as the envy of the world. Today universities in the United States dominate international rankings, with eight universities in the top 10, and 54 universities in the top 100.<sup>1</sup> Once a service for just the privileged few, postsecondary education has become a reachable, and in many cases, necessary goal for the majority. However, such accessibility and stature are now in question; and legislators, taxpayers, parents, and students need answers. With that in mind, ALEC has updated and expanded this publication to help you find those answers.

How we view higher education's growing role in society today can be traced back to 1944. By expanding postsecondary education opportunities for millions of returning World War II veterans, the G.I. Bill helped create the largest middle class in the world and ushered in an era of economic expansion that endured for more than two decades.<sup>2</sup> Two- and four-year colleges and universities rose to the challenge of welcoming and teaching this new constituency, and the United States thus became the international leader in educating people to higher levels by the end of the 20th century.<sup>3</sup> Now, American postsecondary institutions are being challenged again.

"Just one generation ago, the United States had the highest proportion of college graduates in the world," U.S. Secretary of Education Arne Duncan explained in October 2010 to the Council on Foreign Relations. "This race to boost educational attainment and economic competitiveness is a race that—to be brutally honest—the United States is losing."<sup>4</sup> Nationwide, not even 60 percent of undergraduates at four-year institutions graduate within six years. The cost to state and federal governments of supporting undergraduates who leave school before their sophomore year costs nearly \$2 billion annually.<sup>5</sup>

Six out of ten Americans now believe that colleges care more about their own bottom lines than the educational outcomes of students.<sup>6</sup> Recent research findings appear to confirm those student perceptions. Jay P. Greene, Endowed Chair and Head of the Department of Education Reform at the University of Arkansas, found that between 1993 and 2007 the number of full-time administrators per 100 students at U.S. leading universities grew more than twice as much as the number of employees engaged in teaching, research, or service. Inflation-adjusted spending on administration increased one and a half times as much as instructional spending over that same period.<sup>7</sup>

President Obama has set a goal that by 2020 "this nation will once again have the highest proportion of college graduates in the world. We used to have that. We're going to have it again."<sup>8</sup> Private-sector leaders agree. The Alliance for Excellent Education explains that:

... Lumina Foundation for Education has also set a goal to increase the higher education attainment rate to 60 percent by the year 2025. Additionally, in 2010, [twenty four states] joined the Complete College America Alliance of States, pledging to increase their graduation rates steadily in coming years. These goals to greatly increase post-secondary attainment rates may seem aggressive, but they are essential to the nation's continued economic security.<sup>9</sup>

Such is the climate in which state legislators serving on higher education committees must now operate. With shrinking budgets and growing demand for immediate solutions, legislators need to know what questions to ask and where to turn for fast, reliable information to make informed higher education policy decisions. In any given state, legislators have a wealth of resources available—if they know where to find them.

For example, general information such as enrollment figures, tuition, and fees is provided by boards of regents and state postsecondary or higher education commissions. These state-wide commissions usually represent public institutions; however, in some states there may be separate commissions as well for two-year community colleges. Many other state-level resources also are available.

Auditing agencies and legislative budget advising agencies typically publish numerous higher education reports each year and have expert staff available to answer questions on a wide range of postsecondary policy issues. Nonprofits also are a valuable tool.

Beyond the halls of government there is a growing network of state-based public-policy research organizations. These nonprofit, private-sector groups, sometimes called think tanks, exist to produce timely top-quality research free of charge. Virtually every state has at least one think tank with experts available to answer policy questions and to provide state-specific research guidance. The State Policy Network (SPN) provides an excellent online national directory of state-based and national research organizations on its website, [www.spn.org/directory](http://www.spn.org/directory).

State legislators should also visit Lumina Foundation for Education's website, [www.luminafoundation.org](http://www.luminafoundation.org), which puts the latest higher education research and initiatives right at legislators' fingertips, all arranged according to dozens of issues relevant to their states. And the American Legislative Exchange Council (ALEC) provides Model Legislation and publishes a wide array of books, reports, and white papers on related issues and policies being debated in the states.

Of course, knowing the leading issues, what questions to ask, and where to find the answers are the first steps in crafting effective higher education policy. What follows is an updated list of the top 10 questions legislators should be asking of higher education leaders in their states along with online resources to help get the complete answers they need. Endnotes provide links to specific statistics and research findings; while Appendix A provides an updated and expanded compendium of higher education resources. Appendix B provides detailed resources for state legislators from the U.S. Department of Education's Institute of Educational Sciences. Appendix C summarizes relevant ALEC Model Legislation on higher education.

## ABOUT THE AUTHOR

Vicki E. Murray is Education Studies Associate Director and Senior Policy Fellow at the Pacific Research Institute for Public Policy (PRI). Dr. Murray's research focuses on education reform measures to improve academic accountability at all levels, promote a competitive education climate, and increase parents' control over their children's education.

Dr. Murray is the former director of the Goldwater Institute Center for Educational Opportunity in Phoenix, Arizona. She has advised the U.S. Department of Education on public school choice and higher education reform. She has also advised education policymakers in nearly 30 states, provided expert testimony before state legislative education committees, and served on two national accountability task forces. Dr. Murray's research and writings on market education policy have been widely published and cited in state and national media and research outlets, as well as outlets in Canada, Great Britain, Mexico, and New Zealand.

Prior to her career in education policy, Dr. Murray taught college-level courses in American politics, English composition and rhetoric, and early British literature. She has lectured at universities nationwide, including the U.S. Military Academy, West Point, and has presented her academic research at annual meetings of the American Political Science Association and its regional affiliates. Dr. Murray received her Ph.D. in politics from the Institute of Philosophic Studies at the University of Dallas, where she was an Earhart Foundation Fellow.



## 1

## How do American college completion rates compare, and why do they matter?

**MORE THAN 70 PERCENT OF AMERICAN YOUTH BEGIN**

some kind of advanced training or education within two years of high school graduation. Currently, 56 percent of undergraduates earn their bachelor's degrees in six years, and 28 percent of undergraduates earn their associate's degrees in three years.<sup>10</sup> Nationally, out of 100 ninth-graders, only 18 will achieve a college degree within the next 10 years.<sup>11</sup> The Education Commission of the States reports, "Completion rates nationwide ... remain unacceptably low. In only half the states do more than 50 percent of first-year students at community colleges return for a second year. Completion at four-year institutions, even in top-performing states, also is low. In no state do more than 70 percent of students complete a degree within *five or six years* of enrollment" [emphasis added].<sup>12</sup> Those national averages, however, conceal even lower rates at particular institutions and among student socioeconomic groups.<sup>13</sup>

Once a global leader for percentage of young adults with a college degree, the United States is now tied for 10th place for industrialized countries.<sup>14</sup> In four of the past five years, our ranking has fallen in these comparisons. As Lumina Foundation explains: "In almost all other developed nations, attainment rates are increasing—in many cases dramatically and to levels significantly above ours. As a result, ours is one of the very few nations in the world in which younger adults are not better educated than older adults."<sup>15</sup> In fact, experts note that for the first time in history, the current generation of college-age students will be less educated than the previous generation.<sup>16</sup>

Significant effort is needed to turn the tide.<sup>17</sup>

Fortunately, this issue has been brought to light by a powerful advocate. "By 2020, America will once again have the highest proportion of college graduates in the world," President Obama told a joint session of Congress in February 2009. Achieving the President's goal would require an additional 8.2 million postsecondary graduates by 2020.<sup>18</sup>

Currently, about 38 percent of Americans ages 25 to 64 hold two- or four-year college degrees. At the current rates, the higher education attainment level will still be less than 50 percent (46.6 percent) by 2025.<sup>19</sup> Bringing the higher education attainment level to 60 percent of the American population in the next 15 years, the stated goal of Lumina Foundation, will require an additional 23 million graduates, more than 278,000 graduates annually.<sup>20</sup> The Georgetown University Center on Education and the Workforce concluded even more graduates are needed—and sooner. The Center finds that 63 percent of all jobs will require at least some postsecondary education by 2018. This translates into 22 million new employees with postsecondary degrees, more 300,000 college graduates annually.<sup>21</sup>

State legislators should keep in mind that improving postsecondary graduation rates must not come at the expense of earning meaningful degrees. Likewise, when confronted with statistics on low graduation rates, postsecondary institutions object that some students graduate after six years or transfer to other institutions. True enough; however, graduation rates at all postsecondary institutions are affected by those factors. And, as




experts from the American Enterprise Institute sum up, “When two colleges that enroll similar students have a graduation rate gap of twenty or thirty percentage points or more, it is fair to ask why,” especially since low college completion rates hurt students, states, and the country.<sup>22</sup>

Unemployment rates are twice as high for those with a high school diploma compared to those with a bachelor’s degree or higher—10.8 percent versus 4.9 percent.<sup>23</sup> A four-year college graduate earns nearly \$22,000 more annually than a high school graduate without a higher degree—\$55,700 compared to \$33,800.<sup>24</sup> The cost to state and federal governments of supporting undergraduates who leave school before their sophomore year is estimated to be more than \$9 billion from 2003 to 2008.<sup>25</sup>

These costs need to be weighed against the cost of student success programs and providing additional or enhanced student services; however, postsecondary institutions rarely attempt to measure the return on investment of such efforts, which can exceed \$1,000 per student.<sup>26</sup>

A recent analysis suggests that it would cost an additional \$500 per student for services to increase the six-year graduation rate an average of 1 percentage point at four-year bachelor’s degree institutions.<sup>27</sup> Those costs should also be weighed against the promising success of improved student course completion at lower costs demonstrated through technology-based course transformation, discussed in Question #10.

## Other questions to ask on **COLLEGE COMPLETION**

- 
- ❶ How many first-time freshmen return to college for their second year?
  - ❷ What percentage of degree-seeking students graduate within six years at four-year institutions and within three years at two-year institutions? How many credentials and degrees are awarded by race, gender, education sectors, and degree-level?
  - ❸ How easy is it for students to transfer their college credits to another institution (especially between two-year and four-year institutions)? Do articulation agreements exist among institutions, and if so, how robust are they?
  - ❹ What dual/concurrent enrollment efforts are in place? How much state funding do these efforts receive (both annually and cumulative to date)? Are there independent evaluations of these programs? What are the findings on these programs’ effectiveness?
  - ❺ What distance learning policies are in place? How much state funding do these efforts receive (both annually and cumulative to date)? Are there independent evaluations of these programs? What are the findings on these programs’ effectiveness?
  - ❻ What student success programs are in place? How many students have they helped retain and graduate? What is the per-student cost and return-on-investment for those programs?

## 2.

## Are students prepared for college?

**BEING PREPARED FOR COLLEGE MEANS, AT A MINIMUM,** having the English and math knowledge and skills to succeed in entry-level, credit-bearing college courses without having to take remedial classes.<sup>28</sup> At the state level, researchers note that elementary and secondary education gains are real but too slow, and achievement gaps persist.<sup>29</sup> Less than 25 percent of 2010 high school graduates who took the ACT college-entrance exam demonstrated the academic skills necessary to pass entry-level college courses.<sup>30</sup> This lack of preparation persists in spite of the fact that more U.S. high school students than ever before are completing purportedly rigorous courses, including Advanced Placement courses. The College Board reports that “high college dropout rates and the fact that about half of all first-year college students are taking at least one remedial course show us that it is not enough simply for secondary schools to help students gain admission.”<sup>31</sup>

According to the Alliance for Excellent Education, “Every year, approximately 1.2 million students—that’s 7,000 every school day—do not graduate from high school on time. ... [A]pproximately 70 percent of all entering ninth-grade students read below grade level. ... Of those students who do earn their diplomas, many—both white and minority—will lack the skills they need to be successful in college or the modern workforce.”<sup>32</sup> This

skill deficiency puts American students at a distinct disadvantage compared with their international peers. According to Common Core, a nonprofit organization whose mission is to advocate for a content-rich liberal arts education in America’s K–12 schools:

Over the years, American students consistently have ranked below those from Finland, Canada, Japan, and at least a dozen other industrialized nations on international tests of mathematics, science, and reading. ... We are the only leading industrialized nation that considers the mastery of basic skills to be the goal of K–12 education. The nations that consistently outrank us on math and science examinations do not owe their success to concentrating solely or even mostly on those subjects. Nor are they focusing relentlessly on skill subjects like reading and math, as we do, shorn of any connection to history, science, or literature. ... The nations that consistently outrank us ... deliver a comprehensive, content-rich education to their young citizens.<sup>33</sup>

The National Center for Public Policy and Higher Education and the Southern Regional Education Board (SREB) explain that states

have focused more on getting students into college than preparing them for college:

While access to college remains a major challenge, states have been much more successful in getting students into college than in providing them with the knowledge and skills needed to complete certificates or degrees. Increasingly, it appears that states or postsecondary institutions may be enrolling students under false pretenses. Even those students who have done everything they were told to do to prepare for college find, often after they arrive, that their new institution has deemed them unprepared. Their high school diploma, college-preparatory curriculum, and high school exit examination scores did not ensure college readiness. ... Lack of readiness for

college is a major culprit in low graduation rates, as the majority of students who begin in remedial courses never complete their college degrees. As a result, improving college readiness must be an essential part of national and state efforts to increase college degree attainment.<sup>34</sup>

The consequences are serious for both students and society at large. Public high school students participating in the annual *State of Our Nation's Youth Survey* gave their schools an average grade point average of 2.7—the same GPA they gave in 2001. Researchers who conducted the survey believe this finding indicates “despite considerable attention paid to education ... over the past decade, efforts to improve schools have not made a difference, at least in the eyes of students...”<sup>35</sup>



## Other questions to ask on COLLEGE PREPARATION

- 1 Are students taking courses that prepare them for college?
- 2 Are schools providing students with sufficient, well-trained guidance counselors?
- 3 How rigorous are state academic standards?
- 4 Are state standards aligned with college and workforce knowledge and skills?
- 5 Do your colleges view students who meet these standards as “college ready”?
- 6 How are students performing on state standards tests?
- 7 How are high school students performing on national standardized tests and international assessments?
- 8 What percentage of adults has a high school diploma or equivalent?
- 9 How well are students, especially minority students, progressing from ninth-grade to college graduation?
- 10 How effective are GED (General Educational Development) programs in educating adults with less than a high school diploma?

# 3. What college-preparatory systems are in place, and do they sufficiently monitor if students are on track?

**AN OUNCE OF PREVENTION IS WORTH POUNDS OF LESS** college remediation later on. “High remediation rates for students entering college indicate that many high school graduates are unprepared for college-level academic work,” according to Erin J. Walsh of the University of Pennsylvania, who adds:

Data from the National Center for Education Statistics ... show that 61 percent of public two-year college students and 25 percent of four-year students complete at least one postsecondary-level remedial course. College graduation rates are significantly lower for students who take any remedial course. ... Low college graduation rates and high remediation rates are indicators of a disjuncture between the K–12 and postsecondary education sectors.<sup>36</sup>

Those figures, however, likely understate real remediation rates because they are based on self-reported estimates by institutions. Institution-level remediation rates are rarely publicized or readily accessible, but experts note that actual remediation rates can be as high as 70 percent for regional universities and even higher for community colleges.<sup>37</sup> A notable exception is the California State University system, which maintains a database with readily accessible high school math and English proficiency reports, CSU freshmen proficiency rates, and freshmen remediation rates by campus and systemwide.<sup>38</sup>

Without a doubt, the best remediation-prevention strategy is a strong elementary and secondary education. But beyond that, states use numerous strategies to try to assure that students successfully progress through the elementary, secondary, and postsecondary levels. For example, postsecondary outreach and K–12 collaboration programs typically target students before they enter eighth-grade to help ensure they perform at grade level and are on a college trajectory. Such programs are intended to increase opportunities for disadvantaged students and provide a solid academic foundation for at-risk students.<sup>39</sup> The College Board lists more than 1,000 such outreach programs nationwide.<sup>40</sup>

Another strategy for improving college preparation is better collaboration between secondary and postsecondary schools to promote more clearly aligned academic standards.<sup>41</sup> Pre-kindergarten or kindergarten through college alignment efforts, typically coordinated by P–16 or K–16 councils, now exist in 38 states.<sup>42</sup> Yet K–12 assessments and standards were never designed with college readiness in mind.<sup>43</sup> In their historical examination of alignment efforts, higher education experts Michael W. Kirst and Michael D. Usdan conclude, “So far, no state has yet found a lasting way to facilitate deep interactions and linkages between K–12 schools and higher education. ... The two educational levels have

so little contact among faculty and administrators that substantive pressure to bridge the current divide is unlikely to derive from these sources.<sup>44</sup>

State legislators should be aware of some leading obstacles to remediation prevention, stemming from a lack of preparation. High school exit exams are poor indicators of college readiness because pressure to raise high school graduation rates introduces perverse incentives to water them down. Similarly, college entrance exams are not designed to gauge college readiness and are susceptible to pressure to increase student enrollment—particularly students from underrepresented socioeconomic groups who are typically less prepared for college. Absent funding reform, postsecondary institutions have no incentive to prevent remediation because they are paid for students whether or not they are prepared.<sup>45</sup> Given that about one in three students who are deemed ready for college fail to earn a degree—and the high cost of subsidizing them—some experts suggest students not be admitted to postsecondary institutions until they have more than a 65 percent probability of finishing their degrees.<sup>46</sup>

Most experts, however, recommend clear college readiness standards, consistently applied at the K–12 and postsecondary levels, aligned curriculum, teacher preparation, readiness assessment before students go to college, and accountability for schools and postsecondary institutions for applying col-

lege readiness standards.<sup>47</sup> California's Early Assessment Program (EAP) is a promising collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE), and the California State University (CSU) to provide opportunities for students to measure their readiness for college-level English and mathematics in 11th grade. Students may opt to take the EAP as part of the required California Standards Test and receive help during their senior year if necessary.<sup>48</sup> Better alignment with the state standards test and earlier tracking would alert students and their parents sooner if students are falling off the course toward college success. Allowing K–12 students who are not proficient on state standards tests or those in failing schools to transfer to performing schools (as Florida does) would also help reduce college remediation rates.<sup>49</sup>

Given the prevalence of college remediation, states have taken a variety of steps to contain costs, which exceed \$2 billion a year, including the roughly \$800 million borne by students and families in tuition and fees. Cost-cutting steps include restricting the number of remedial classes students can take, requiring four-year institutions to relegate remedial education to community colleges, and limiting funding for remedial education courses. While such policies may reduce costs, they limit access to the services students need. Postsecondary institutions are also requiring on-demand online tutoring, supplemental instruction, and study-skills courses, as well as other programs. Such programs, however, have had only a modest impact. Instead, some experts recommend that students and states pay for remedial courses on a monthly subscription basis, which would provide an incentive for students to succeed quickly and limit the cost for students who fail.<sup>50</sup>





## Other questions to ask on **COLLEGE READINESS STRATEGIES**

- 1 What number and percentage of first-time freshmen require remediation?
- 2 Which remedial courses do they take? How many remedial courses do they take?
- 3 What number and percentage of students who successfully complete those courses on the first try and go on to graduate?
- 4 How many of those who receive remedial instruction are non-traditional students? How many of those go on to graduate?
- 5 Are schools providing a content-rich curriculum, and how rigorous are their academic standards?
- 6 How are remedial courses funded? Does the funding structure distinguish remedial courses from credit-bearing courses?



- 7 What college-preparatory efforts are underway (outreach, P-16 councils, K-16 councils)?
- 8 How much state funding do these efforts receive (per student, total, and cumulative to date)?
- 9 Are there independent evaluations of these programs? What are the findings on these programs' effectiveness?
- 10 How well do K-12 state standards and assessments align with course requirements at two- and four-year colleges and universities, both public and private?
- 11 Does the business community participate in policy discussions about K-12 standards alignment to ensure those students are receiving necessary workforce skills?

## 4.

## How accessible is a college education?

**COLLEGE ACCESS IS CLOSELY RELATED TO THE ISSUES OF** college affordability and success. Not only has a college education become disproportionately more expensive, students from upper- and middle-income families receive on average larger college and university grants than students from low-income families.<sup>51</sup> State legislators need to know whether students from all socioeconomic backgrounds are getting sufficient counseling about preparing to apply for college, including appropriate coursework, testing preparation, and financial aid. The latest findings from the U.S. Department

of Education show that the rate of progress among socioeconomic student groups is varied, in spite of increases overall in high school completion and college attendance.<sup>52</sup>

University of Michigan President Emeritus James Duderstadt, a member of the 2006 Commission on the Future of Higher Education, produced under U.S. Secretary of Education Margaret Spellings, noted that when it comes to college access in the U.S. today, “it’s better to be dumb and rich than smart and poor.”<sup>53</sup> The latest findings from the Congressional Advisory Committee on Student Financial Assistance bear that statement out:

“The bottom line from a federal policy perspective is that achieving the goal of increasing bachelor’s degree attainment requires that the nation adequately address income-related inequalities in academic preparation, access, and persistence simultaneously.”

Specifically, bachelor’s degree attainment rates for qualified low-income high school graduates averages 22 percent compared to 36 percent for moderate-income high school graduates and 55 percent for middle-income high school graduates. Improving academic preparation, access, or college persistence alone will at most, improve degree attainment rates for low-income high school gradu-





ates 12 percentage points, and nine percentage points for moderate-income high school graduates—both far below their moderate-income peers’ bachelor’s degree attainment rate.<sup>54</sup>

The Advisory Committee further noted that the gap between where qualified low- and moderate-income high school graduates want to attend and where they can afford to attend is widening. Consequently, these students enroll in two-year institutions instead, where they are two to three times less likely to complete their degrees—exacerbating the downward trend in degree completion among these qualified high school graduates. The Advisory Committee concluded there simply is not enough grant aid to ensure access and persistence of qualified low- and moderate-income high school graduates over the next decade. To put the magnitude of inadequate college access into perspective, the total bachelor’s degree loss of qualified low- and moderate-income high school graduates over the previous decade due to insufficient finances exceeded 3 billion students. Losses in the coming decade are projected to be much higher.<sup>55</sup>

State legislators also need to know that

these days college access applies to a much broader pool of learners since the concept of a “traditional” college student has changed. A growing number of undergraduates are adults returning to college to improve their job skills or to acquire new skills needed to change careers. Even recent high school graduates are increasingly opting to enroll part-time in more affordable two-year institutions so they can complete their prerequisites while holding down a job. These students typically transfer to four-year institutions for their final two years. Seamless transfer and articulation policies among all postsecondary institutions and high-quality programs with flexible schedules, including online course offerings, at affordable prices will be important factors in determining whether a college education is accessible.

College accessibility also relates to a state’s economic competitiveness, since college students typically remain in the state where they earned their degrees. To be competitive in the knowledge-economy workforce, including the growing technical sector, states must attract and produce home-grown talent by making as many higher educational opportunities available as possible.



## Other questions to ask on COLLEGE ACCESSIBILITY

- ❶ What are the state and national college-going rates directly from high school?
- ❷ Does my state import or export more college-going students?
- ❸ What are the college-going rates among various socioeconomic groups of high school graduates (race, gender, income)?
- ❹ What are the college-going rates and trends of “non-traditional” students such as working adults?

## 5.

## How is higher education financed?

**IN ANY GIVEN STATE, APPROPRIATIONS FOR K-12** education represent around half of the general fund budget. In some states, annual state funding increases for K-12 education are constitutionally guaranteed. This means public higher education must compete with health care, the criminal justice system, and various public social programs for the remaining half of the state fund. In tough economic times, public colleges and universities not only contend with intensified competition for state funding, they typically experience increased enrollment and additional state mandates as well. State legislators and higher education leaders must therefore work together to maximize every revenue source available to

improve institutional efficiency.

Remember, however, there are also state policy *barriers* to generating and/or conserving such revenue. For example, state mandates concerning programs offered and degrees conferred may prevent institutions from discontinuing outdated or irrelevant programs or offering new programs in emerging fields. Also, mandates concerning institutional missions may force colleges and universities to keep programs they are not optimally equipped to offer. Additionally, inflexible regulations may prevent institutions from directing resources where the need is greatest or introduce perverse incentives to spend funds unnecessarily.



Revenue sources for colleges and universities typically include: 1) local, state, and federal appropriations, grants, and contracts; 2) student tuition and fees; 3) institutional revenue; and 4) private gifts, including alumni contributions. Tuition and fees cover approximately one-third of the total annual cost of educating students in public four-year colleges, about 20 percent of the total cost at public two-year institutions, and about half at private colleges and universities.<sup>56</sup>

One popular funding reform is

letting institutions set their own tuition rates, differentiating tuition based on program costs. This policy is popular when state support declines and higher education officials need to generate revenue. Basing education prices on actual costs is preferable to tuition price-fixing schemes, which do not lower costs or improve postsecondary efficiency, therefore affordability. Given concerns over administrative bloat, institutions should have clear cost-cutting proposals in place to justify tuition increases, along with plans to provide institutional, need-based aid.<sup>57</sup>

Another popular reform is performance-based funding based on specific indicators such as the rates of retention, year-over-year increases in the number of students who graduate on time, and job placements. Since 1979, 26 states enacted performance-based

higher education funding, but 12 of those states have since discontinued it. A leading cause of the demise of performance based funding systems is a lack of support among higher education representatives.<sup>58</sup>

State legislators should consider alternatives to typical funding structures. For example, states can incentivize better performance through higher education financing by giving institutions greater autonomy in exchange for reduced public subsidies. One of the country's top research institutions, the University of Michigan, is for all intents and purposes a privately-financed public university today. Only around 10 percent of its budget comes from state subsidies thanks to greater control over its mission and operations combined with aggressive cost-cutting and private fundraising efforts.<sup>59</sup>



## Other questions to ask on FINANCING HIGHER EDUCATION

- 1 What is the current revenue amount, total and per student, and what percentage does each revenue source contribute to total revenue? How have these amounts and percentages changed over time?
- 2 What are the current and historical state appropriations for higher education?
  - Relative to state and local tax revenue?
  - Relative to enrollment?
  - State appropriations per capita? Per \$1,000 of personal income?
- 3 Are there any state policy barriers postsecondary institutions face in generating or conserving revenue?
- 4 How much do alumni give annually? What percentage of alumni contributes annually? What percentage of total revenue is alumni donations?
- 5 In an effort to improve competition and efficiency, could annual lump-sum state appropriations for postsecondary institutions be awarded directly to students instead of in the form of grants?<sup>60</sup>
- 6 What percentage of expenditures is spent on academic instruction and student services versus research, administration, and debt service?

# 6. What is the price of a college education, and how affordable is it?

**IN-STATE ANNUAL TUITION AND FEES AVERAGE \$6,400** at four-year public institutions and \$2,970 at two-year public institutions.<sup>61</sup> It is important to keep in mind, however, that the price of tuition is just one component of the total cost of a higher education, which is borne by students, their families, and taxpayers who subsidize higher education.<sup>62</sup> The total price of attendance, which includes tuition and fees, room and board, books and supplies, and other expenses, is much higher. The total annual price of attendance averages \$18,600 at four-year public institutions and \$11,880 at two-year public institutions.<sup>63</sup>

“While a college education is critical to long-term financial security,” College Board President Gaston Caperton said in 2009, “it feels out of reach to many students and families in today’s economy. States and institutions must increase their efforts to reduce costs and to prevent tuition from rising as rapidly as it has in the past.”<sup>64</sup> One year later, the College Board reported that students and their families had to contend with an average 7.9 percent increase in public four-year institutions’ in-state tuition and fees.<sup>65</sup>

Over the past decade those prices have jumped an average annual rate of 5.6 percent above inflation, compared to 2.7 percent annual increase at public two-year colleges and a 3.0 percent annual increase at private, non-profit four-year institutions. Meanwhile, total

federal student aid, which includes grants, loans, and tax benefits, more than doubled in the last 10 years to reach more than \$146 billion.<sup>66</sup>

Longer-term tuition increases are even more striking. Over the past two decades, tuition hikes have outpaced family income and the cost of basic necessities such as food, housing, and medical care. In fact, tuition and fees increases are now rising more than four times the consumer price index.<sup>67</sup>

In spite of increased financial aid, “under the current economic conditions, too many students and families are still struggling to pay for college,” according to College Board policy analyst Sandy Baum.<sup>68</sup> According to the latest survey by Sally Mae and Gallup, parents pay the lion’s share (47 percent) of their children’s postsecondary education costs from their income, savings, and borrowing. Students pay nearly a quarter of their higher education costs (23 percent) through borrowing, savings, and their income. The remainder comes from grants and scholarships (23 percent) and contributions from friends and other family members (7 percent). While families’ payment shares remained constant since the previous year, the average combined amount they pay increased nearly \$4,000 from 2009 to 2010.<sup>69</sup>

It is important to be mindful of the difference between cost and price. Confusing tu-

ition and fees with the actual cost of educating students results in well-intentioned but ineffective policies that cap tuition prices or annual increases. The result is a host of unintended consequences that result in shifting and hiding higher education costs instead of containing them. Higher education leaders agree.<sup>70</sup> According to David W. Breneman of the University of Virginia and the 2008 National Advisory Group Chair of the annual *Measuring Up, The National Report Card on Higher Education*, note the stagnating performance of American higher education over the past decade:

... [P]articipation in higher education remains flat at best, affordability has declined sharply, and graduation rates continue to be a disgrace. Whatever lead we enjoyed over other countries in the last half of the 20th century has been lost, as both our participation and completion rates have declined relative to other advanced nations. ... [K]eeping college affordable is a serious and growing problem, potentially much worse for the next generation of aspiring college students. We also agree that there are limits to the share of educational cost that can be shifted to students and families.<sup>71</sup>

Unfortunately, perverse incentives in the financing structure of higher education encourage greater spending instead of cost containment. Over the past 15 years inflation-adjusted spending on administration increased 61 percent compared to a 39 percent increase in instructional spending.<sup>72</sup> More transparency would help, but, as the American Enterprise Institute's Mark Schneider explains, "the true cost of a college education is hard to calculate because of complex and opaque pricing structures. Today, colleges are spending more on administrators than on faculty or students and using dubious

practices to get more revenue from students." These include raising fees; concealing acceptable credit transfers until after students enroll, putting them on the hook to pay for duplicate classes; and limiting the number of accepted Advanced Placement (AP) courses, which cost students less than \$100 each (free for low-income students), compared to a full college semester, which can cost a student thousands—even tens of thousands—of dollars.<sup>73</sup>

The Center for College Affordability and Productivity explains, "'Affordability' means not only rising tuition and other costs to the consumer of education services, but more broadly the burden that colleges impose on society,"—a burden the public is increasingly unwilling to bear given recent higher education performance trends.<sup>74</sup> More than half of Americans (54 percent) now say that postsecondary institutions could spend less and still offer high quality education.<sup>75</sup>

To reverse this upward spending spiral, experts recommend requiring postsecondary institutions be transparent in their financial statements using comprehensible, standardized accounting practices. Other reforms include pay-for-performance contracts for faculty and administrators, and increasing competition for students by not hindering the growth of entrepreneurial for-profit schools.<sup>76</sup>





## Other questions to ask on **COLLEGE COSTS AND AFFORDABILITY**

- 1 What do “affordability,” “net tuition,” and the “true cost of college” actually mean?
- 2 What are the cost and affordability trends at institutions, both in-state and nationally? Are state residents able to afford a postsecondary education?
- 3 How has state funding of higher education risen when compared with growths in population and income?
- 4 How much does the state award for student financial aid? What percentage is merit-based and what percentage need-based?
- 5 What is the breakdown of students who pay in-state, out-of-state, and international tuition?
- 6 What are the outcomes of students who receive merit-based and need-based financial aid, and do those students earn degrees in a timely manner?



- 7 After graduation, what percentage of those students enters the workforce (in or out of state), and what percentage pursues post-graduate degrees (in or out of state)?
- 8 What happens to students receiving financial aid from the state and higher educational institutions who do not graduate? Do they transfer elsewhere (in or out of state), or enter the workforce without a degree (in or out of state)?
- 9 What are students' recommendations for improving the financial aid process, both states' and higher education institutions'?
- 10 How are institutions rethinking their delivery methods to meet the needs of educating more students with quality content using less money?

## 7.

## How strong is academic quality?

**ACADEMIC QUALITY IS DIRECTLY RELATED TO COLLEGE** completion rates, and some experts predict that the current generation will be the first in American history to be less literate than the preceding generation.<sup>77</sup> A recent survey of American 17-year-olds revealed what Common Core calls “stunning knowledge gaps.” Specifically, about one quarter could not identify Adolf Hitler; less than half could place the Civil War in the correct half-century; and one-third did not know that the Bill of Rights guarantees the freedom of speech and religion.<sup>78</sup> Postsecondary education does not necessarily improve students’ basic knowledge and skills much, either, based on recent research findings.

The U.S. Department of Education found that an alarming majority of college-educated adults do not possess proficient literacy skills, defined as “using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential.” Less than one-third (31 percent each) have proficient prose and quantitative literacy skills; while a stunning 25 percent of college-educated adults have proficient literacy skills in terms of prose documents.<sup>79</sup> In terms of civic literacy, the most recent analysis by the Intercollegiate Studies Institute (ISI) found that “an American can earn a college degree without gaining adequate civic knowledge (and in some cases, even lose knowledge).” In fact, the average

college graduate answered just four more civics questions correctly than the average high school graduate.<sup>80</sup> The American Council of Trustees and Alumni (ACTA) reaches similar conclusions in its national and state higher education academic excellence research.<sup>81</sup> In its national analyses of general education course requirements, ACTA found:

Out of the 100 institutions we examined, 25 received an F for their core curricula, 17 got Ds, and 20 got Cs. Only 33 out of the 100 earned Bs, and only 5 out of the entire group earned an A. ... [G]enerally speaking, the higher the tuition, the more likely it is that students are left to devise their own “general education.” ... The National Survey of America’s College Students found that 20 percent of college graduates could not “estimate if their car has enough gasoline to get to the next gas station or calculate the total cost of ordering office supplies.” This should be no surprise given the fact that a whopping 70 percent of our top National Universities and Liberal Arts Colleges do not require mathematics. Meanwhile, more than half of the Liberal Arts Colleges and 40 percent of the National Universities surveyed allow students to graduate without any exposure to hard science.<sup>82</sup>





## Other questions to ask on **ACADEMIC QUALITY**



- 1 What are required courses students college must take to earn a degree?
- 2 Is academic progress being measured?
- 3 What value is a college education adding to students' basic knowledge and skills? To their civic literacy? To their workforce preparation?

## 8

## Are college students prepared to enter the workforce?

**NINE OUT OF 10 JOBS IN THE FASTEST GROWING** occupations require some level of postsecondary education and training.<sup>83</sup> Many predict that the competitiveness of the U.S. workforce will decline unless educational achievement improves.<sup>84</sup> Recent evidence from college-bound students is not encouraging. “For each of the 2018 projected five fastest-growing career fields, more than half of the 2010 high school graduates interested in careers in these fields did not meet the College Readiness Benchmark in Mathematics or Science,” according to analysts from the ACT. “In none of the five career fields were all four Benchmarks [English, reading, mathematics, and science] met by at least 50 percent of the 2010 graduates.”<sup>85</sup> Postsecondary education is not closing these basic skills gaps, either.

According to data from the 2010 survey of the American Management Association, recent college graduates were more than three times as likely to be considered below average and of the lowest ability by executives compared to experienced workers (19.6 percent compared to 6.1 percent). In terms of doing an above average or excellent job preparing students, less than half of the executives surveyed (48.9 percent) say four-year colleges are succeeding; less than one in five (18.7 percent) believe two-year colleges are succeeding; and only slightly more than one in eight executives (13.7) think trade schools

are succeeding in preparing students.<sup>86</sup> These findings confirm previous survey results, which found nearly half of employers considered new hires with two-year college degrees deficient in English. A full quarter of employers responded that new hires with four-year college degrees are deficient in English.<sup>87</sup> This poor preparation impairs new hires’ written communication, with employers reporting, “Spelling errors, improper use of grammar, and the misuse of words were common in written reports, PowerPoint presentations, and email messages.”<sup>88</sup> The American public agrees.

A new survey by Corporate Voices for Working Families and Workplace Options found “78 percent of the general public thinks the higher education system bears responsibility for ensuring that youth today have the skills they need to be prepared for work.” Yet 77 percent of respondents believed that at least one quarter to one half or more of the nation’s young people do not possess the skill sets to be work-ready.<sup>89</sup> Another recent national survey of human resources professionals and business leaders gave low marks “of professionalism qualities in freshly minted college graduates.” While most survey respondents believe the lack of professionalism among new graduates has remained steady over the past five years, one third of respondents believe it has declined. A grow-

ing sense of entitlement for jobs and a lack of work ethic were two leading reasons for the reported decline in professionalism.<sup>90</sup>

The lack of basic skills among college graduates has serious real-world consequences. While unemployment rates are twice as high for those 25 and older with a high school diploma compared to those with a bachelor's degree or higher, as noted previously, the unemployment rate among recent college graduates ages 20 to 24 rose from 5.8 percent in 2008 to 8.7 percent in 2009, which is "the highest annual rate on record," according to the Project on Student Debt.<sup>91</sup>

It is important that in a knowledge economy—particularly one that is struggling—that state legislators ensure the widest possible array of postsecondary education options to meet current and future workforce needs. "There is becoming a critical shortage of people skilled in occupations that do not require a college education—mechanics, elec-

tricians, and construction people. Plumbers make more than Ph.D.'s in history," according to Ohio University economist and Center for College Affordability and Productivity director Richard Vedder, who quips, "And frankly, they should, if you read the typical new book published in history these days."<sup>92</sup>

States are using a variety of strategies to identify and certify the workforce skills of students. For example, 37 states are using ACT's Career Readiness Certificate (CRC), which is a portable skills credential that certifies basic workplace skills. The CRC complements traditional postsecondary credentials because students can document their work-ready skills in addition to their academic skills. Virginia, for instance, has used the CRC to further develop its Community College System's Virginia Skills Bank (VSB) that employers use to search for job candidates by geography or certificates.<sup>93</sup>



## Other questions to ask on **WORKFORCE PREPARATION**

- 1 What efforts are underway to meet current and projected labor and economic conditions?
- 2 Are employers successful in finding graduates qualified for employment?
- 3 What do employers say about graduates' skills and workforce preparedness?
- 4 What do graduates say about their personal readiness for entering the workforce?
- 5 Are annual, independent surveys conducted asking institutions, chambers of commerce, and recent graduates about workforce preparation? Are those surveys publicly available?
- 6 Do colleges and universities vet the wants and needs of the business community in regard to recently hired graduates?

# 9. How can accountability and transparency in higher education be improved?

**U.S. STUDENTS HAVE PERHAPS MORE HIGHER** education options than students anywhere else in the world. Yet if they are to make truly informed choices, they need better information.<sup>94</sup> “To maintain a competitive business environment in America, we need to have an accountable educational environment. We simply cannot have one without the other,” explains Thomas J. Donohue, president and CEO of the U.S. Chamber of Commerce.<sup>95</sup> The demand for greater accountability and transparency in higher education intensified beginning in 2006 with then-U.S. Secretary of Education Margaret Spellings’ Commission on the Future of Higher Education. The Commission concluded a leading problem is “a remarkable absence of accountability mechanisms to ensure that colleges succeed in educating students.”<sup>96</sup> Yet little has changed since then, and a growing number of experts are critical of current accountability and transparency mechanisms.<sup>97</sup>

Recent efforts, while laudable first steps, have shortcomings. The University and College Accountability Network (U-CAN) launched by the National Association of Independent Colleges and Universities and the Voluntary System of Accountability (VSA) launched by the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land Grant Universities (APLU) are leading examples of voluntary databas-

es.<sup>98</sup> American Enterprise Institute scholars find these voluntary efforts largely re-package existing information, not all institutions participate, and the database designs thwart comparisons among institutions.<sup>99</sup> The U.S. Department of Education recently launched its own College Navigator website; however, it too suffers from shortcomings, including reliance on self-reported data from institutions and no comparison function.<sup>100</sup> Education Trust’s College Results Online database tracks college graduation rates for diverse groups of students over time and by institution. It also allows for easy comparisons across various institutions and is an improvement over other databases; however, it is limited by the availability of U.S. Department of Education data, which largely relies on self-reported data by postsecondary institutions.<sup>101</sup>

CollegeMeasures.org is a new joint venture between the American Institutes for Research (AIR) and Matrix Knowledge Group. This interactive website enables users to evaluate the performance of four-year public and private colleges and universities focusing on key outcome measures: graduation rates, first-year retention rates, education-related cost per student, cost per degree, student loan default rates, and the ratio of student loan payments to earnings for recent graduates. Collegemeasures.org has also created a measure for “cost of attrition” that quantifies the cost to educate

first-time, full-time undergraduates who do not begin a second year. Using a variety of data sources, the website facilitates easy comparisons and rankings across institutions.<sup>102</sup>

Another recent transparency tool that can serve as a model for measuring postsecondary productivity was created through the Investing in Student Success (ISS) pilot project, a joint effort of Jobs for the Future and the Delta Project on Postsecondary Costs, Productivity and Accountability. The organizations recruited 13 colleges and universities with student success programs considered effective at serving freshman, especially low-income, first-generation, at-risk college students. Participants included geographically balanced public and private institutions with two- and four-year campuses. In late 2007 Jobs for the Future and the Delta Project launched the ISS Cost-Return Calculator, a tool that ties program-level cost data to student outcomes and explores the extent to which the additional revenue that colleges and universities generate by increasing student retention offsets the additional cost of first-year programs. The ISS pilot project revealed that data on spending relative to performance were unavailable for most campuses for all programs, not just student success programs, so student success programs'

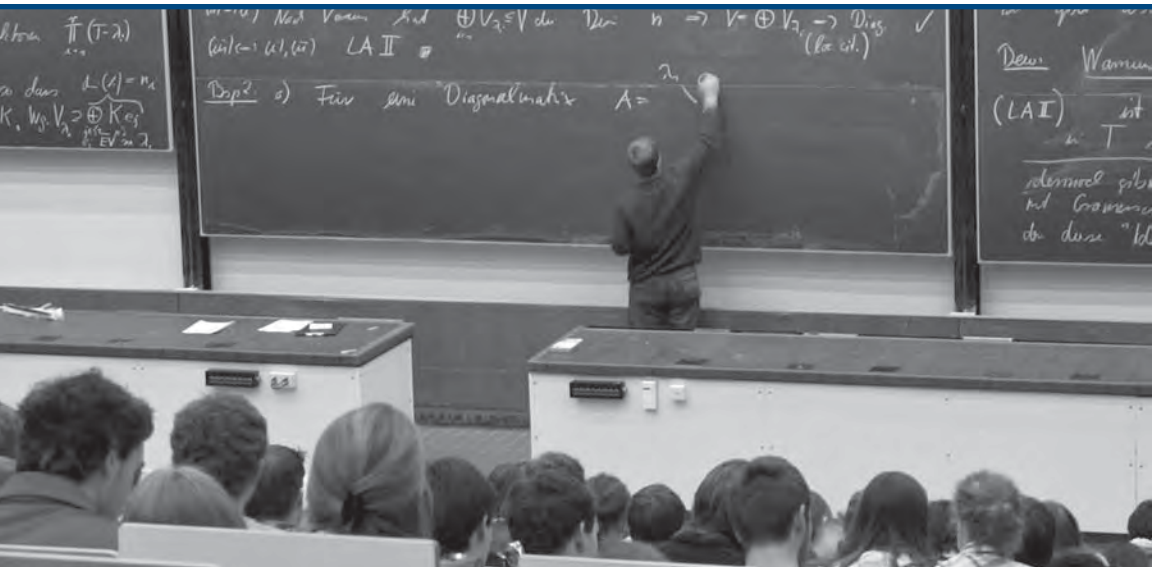
cost-effectiveness could not be determined. Still, the ISS Cost-Return Calculator is an instructive model for helping state legislators and higher education officials compile the necessary data and making it public.<sup>103</sup>

There are also several reforms that could improve higher education accountability and transparency.<sup>104</sup> States should require costs and student outcome data be reported, as California and North Carolina do. Data should also be presented so institutional comparisons can be made.<sup>105</sup> Other experts recommend accreditation reforms. These include publishing accreditation reports; implementing tiered accreditation instead of all-or-nothing accreditation; and allowing multiple accreditors. Higher education performance audits are also gaining support, but colleges and universities struggle with defining the necessary performance-based information needed.<sup>106</sup>

Of course, accreditation could be replaced altogether by simply measuring and reporting what students learn or can do, and publicizing those results so students, parents, and state legislators could make more informed decisions about attendance and funding.<sup>107</sup> Currently, five states require standardized cognitive tests with established national norms to determine how much students

know and can do as a result of college. Twenty-one states have statutes or policies on student learning outcomes that allow public institutions to use instruments or approaches of their choice. Six states require institutions survey students regularly. The most common surveys are the National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CCSSE).<sup>108</sup> Yet only around one-third of institutions report results of those activities on their websites.<sup>109</sup>





## Other questions to ask on ACCOUNTABILITY AND TRANSPARENCY IN HIGHER EDUCATION

- 1 Is state funding based on how many students enroll or how many students graduate? Are there funding incentives for full-time students graduating in two or four years? Do perverse incentives exist that discourage timely graduation?
- 2 What performance funding models are used by the state? The three basic models include:
  - Performance Funding: state funding tied directly to performance of public institutions
  - Performance Budgeting: performance is one factor in determining state funding
  - Performance Reporting: periodic reports on performance
- 3 Do institutions allocate funding to departments based on performance and enrollment or based on set formulas?
- 4 Do institutions administer value-added assessments to measure learning growth between the first and final years of their undergraduate education?
- 5 Is a higher education data system in place? Can users compare institutions?
- 6 What institutions are included (public two- and four-year institutions, or private institutions as well)?
- 7 Is the data system linked to the K–12 education system?



- 8 What performance indicators does the data system track? Indicators could include:
- Graduation rates
  - Transfer rates
  - Faculty workload/productivity
  - Follow-up student satisfaction studies
  - Remediation activities/effectiveness
  - Pass rates on licensure exams
  - Degrees awarded
  - Postgraduate employment/degree attainment
  - Admission standards and measures
  - Institutional and program funding
- 9 Do institutions define and present performance indicators and funding data on their websites in a user-friendly way for parents, prospective students, and the public to make meaningful comparisons between institutions? Are institutions proactively promoting such information through public relations efforts?
- 10 Have the data systems and technology used by higher education institutions improved program effectiveness and lowered costs?
- 11 Are the data systems and technology used by higher education institutions promoting a culture of evidence and a commitment to continuous improvement?
- 12 Are their incentives in place, such as funding or greater institutional autonomy, to promote those goals?
- 13 Are there barriers toward achieving those goals that state legislators can remove?

## 10.

What innovations are being used in higher education to better serve students?

**POSTSECONDARY INSTITUTIONS ARE BEING CHALLENGED**

to deliver quality education to a growing number of students at reduced cost.<sup>111</sup> Technology is helping. Changes to federal financial aid rules have eliminated restrictions on online learning, which has fueled an already dramatic growth in demand for online courses. The number of students taking at least one online course has increased by 3.5 to 4.6 million (32 percent) between the fall of 2006 and the fall of 2008 alone.<sup>112</sup>

The Massachusetts Institute of Technology, for instance, puts nearly virtually all

course content online free of charge through its OpenCourseWare initiative, which reports receiving 90 million visits from virtually every country. Universities such as Yale, Stanford, University of California, Berkeley, Oxford, and Cambridge use the Apple iTunes program to place their instructional content online, which allows free lecture downloads. Students are also earning more college credits online through credit-by-examination programs. These programs are similar to Advanced Placement and the College-Level Examination Program.<sup>113</sup> Nonprofit organizations are helping as well.

The National Center for Academic Transformation (NCAT), for example, is a leader in technology-based course transformation. NCAT has developed an information-technology course redesign model that can be implemented into virtually any institution's 25 most common courses.<sup>114</sup> One of NCAT's earliest projects, the University of Iowa's Polya Mathematics Center, is a case in point. It opened in a discarded anthropology lab in 2001. Students meet weekly with professors, but on other days they complete computer-based learning modules. The computer provides immediate feedback and guides them when they need help. Teaching assistants are on duty as well. Students learn on their own schedules and at their own pace, and the Polya Mathematics Center is getting results.





Prior to the Center, 21 percent of students failed or withdrew from intermediate algebra. Now 70 percent of students pass, and the number of students who withdraw or fail the course has dropped by 20 percent. Because the per-student cost is 30 percent less than traditional courses, the program has saved University of Iowa more than \$1 million. Recent changes have further reduced costs by another 50 percent.<sup>115</sup>

This success is not limited to math courses. Across postsecondary institutions technological NCAT course transformation in visual and performing arts, composition, and language courses have reduced per-student costs as much as 74 percent. Student learning improvements have been reported at 25 of NCAT's 30 projects, with equivalent learning reported by the remaining five. Among the 24 NCAT institutions that measure retention, 18 report decreases in course drops, failures, and withdrawal rates, and increases in course completions.<sup>116</sup> An updated analysis by the U.S. Department of Education substantiates those results. In its review of more than 1,000

studies, the Department concluded that students taking part or all of their courses online performed better than students in traditional, face-to-face courses.<sup>117</sup>

While students do not receive direct tuition relief from online courses, they save money when they do not have to repeat courses, take remedial classes, or drop out. Yet Education Sector's Ben Miller explains that in spite of repeated successes, "just over a hundred colleges out of nearly 7,000 nationwide have worked with [NCAT] to transform a course. This failure has broad implications for the way state and national leaders should think about the pressing challenge of helping more students earn an affordable college degree."<sup>118</sup>

State legislators should consider how to incentivize the use of technology at publicly-funded institutions so savings are passed on more directly to students, rather than redistributed through departments. They should also ensure accreditation policies encourage innovation and flexibility at current and new postsecondary institutions.<sup>119</sup>



## Other questions to ask on INNOVATIONS IN HIGHER EDUCATION

- 1 Are postsecondary institutions using technology to transform courses that improve student learning and lower costs?
- 2 What are institutions doing with the savings? Are they being directly passed on to students through lower tuition and fees?
- 3 Do accreditation policies encourage innovation at current and new postsecondary institutions?
- 4 Do state policies, such as course "seat-time" requirements, hinder the use of technology and online learning?
- 5 Could higher education funding be made more student-centered, so students would have more freedom to take online courses if they wish?



**APPENDIX A****Alphabetical Compendium of Higher Education Resources****Academy for Educational Development**

① [www.aed.org](http://www.aed.org)

AED is a nonprofit organization working globally to improve education, health, civil society, and economic development. Focusing on the underserved, AED implements more than 250 programs serving people in all 50 states and more than 150 countries.

**AcademyOne Navigating Education System**

① [www.academyone.com](http://www.academyone.com)

AcademyOne's mission is to foster student success by transforming how institutions and academic communities align curricula, improve guidance, and maximize operational efficiencies.

**Achieve, Inc.**

① [www.achieve.org](http://www.achieve.org)

Created by the nation's governors and corporate leaders, Achieve is a bipartisan, nonprofit education reform organization that helps states raise academic standards and graduation requirements, improve assessments, and strengthen accountability.

**ACT**

① [www.act.org](http://www.act.org)

ACT is an independent, not-for-profit organization that provides more than 100 assessment, research, information, and program management services in the broad areas of education and workforce development.

**AdvancED**

① [www.advanc-ed.org](http://www.advanc-ed.org)

As the global leader in advancing education

excellence through accreditation and school improvement, AdvancED brings together more than 100 years of experience and the expertise of the two largest national accreditation agencies—the North Central Association Commission on Accreditation and School Improvement (NCA CASI), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

**American Association for Higher Education and Accreditation**

① [www.aahea.org](http://www.aahea.org)

AAHEA provides accreditation to more than 20 disciplines and seeks to bring the standards of education to a new high. It is an independent, membership-based, nonprofit organization dedicated to building human capital for higher education.

**American Association of Community Colleges**

① [www.aacc.nche.edu](http://www.aacc.nche.edu)

AACC is the primary advocacy organization for the nation's community colleges. The association represents almost 1,200 two-year, associate degree-granting institutions and more than 11 million students.

**American Association of State Colleges and Universities**

① [www.aascu.org](http://www.aascu.org)

AASCU was established because: "The growing impact of the federal government on higher education, particularly as it related to research grants and other grants-in-aid, had

made it absolutely necessary that a strong national association be formed to represent the interests of students in state colleges and universities.”

### **American Association of University Professors**

① [www.aaup.org](http://www.aaup.org)

The AAUP's purpose is to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education, and to ensure higher education's contribution to the common good.

### **American Council on Education**

① [www.acenet.edu](http://www.acenet.edu)

ACE is the only higher education organization that represents presidents and chancellors of all types of U.S. accredited, degree-granting institutions: community colleges and four-year institutions, private and public universities, and nonprofit and for-profit colleges.

### **American Council on Education, Postsecondary Connection Website**

① [www.postseconnect.org](http://www.postseconnect.org)

The Postsecondary Connection online resource is designed to provide critical tools, data and strategies that higher education leaders need to help prepare students to enter and succeed in credit-bearing college coursework and rigorous postsecondary training programs. This website provides examples, case studies and best practices on how to develop college- and career-ready standards; work with K–12 leaders to align expectations for high school graduates who are entering higher education; and support and create policy efforts in states that help smooth students' transition from high school to and through higher education.

### **American Council of Trustees and Alumni**

① [www.goacta.org](http://www.goacta.org)

ACTA is a 501(c)(3) tax-exempt, nonpartisan, nonprofit, educational organization committed to academic freedom, excellence, and account-

ability at America's colleges and universities.

### **American Council of Trustees and Alumni**

① [www.WhatWillTheyLearn.com](http://www.WhatWillTheyLearn.com)

There is one thing none of them will tell you: This free resource is designed to let users know which universities are making sure their students learn what they need to know, focusing on seven key areas of knowledge: composition, economics, foreign language, literature, mathematics, science, and U.S. history.

### **American Educational Research Association**

① [www.aera.net](http://www.aera.net)

AERA is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.

### **American Enterprise Institute**

① [www.aei.org](http://www.aei.org)

AEI is a community of scholars and supporters committed to expanding liberty, increasing individual opportunity, and strengthening free enterprise. AEI pursues these unchanging ideals through independent thinking, open debate, reasoned argument, facts, and the highest standards of research and exposition. Without regard for politics or prevailing fashion, we dedicate our work to a more prosperous, safer, and more democratic nation and world. Its Future of American Education Working Paper Series focuses on higher education topics with contributions from university-based academics and on-the-ground school reformers and entrepreneurs. Working papers and other project materials can be found at [www.aei.org/futureofeducation](http://www.aei.org/futureofeducation).

### **American Indian Higher Education Consortium**

① [www.aihec.org](http://www.aihec.org)

AIHEC, founded by the presidents of the nation's first six tribal colleges, works to preserve and increase funding through the Tribally Controlled College or University Assistance

Act and other relevant legislation. Unlike public colleges and universities, Tribal Colleges are located on federal trust territories and receive little or no funding from state or local governments.

### **American Institutes for Research**

① [www.air.org](http://www.air.org)

AIR addresses the multifaceted challenges that higher education faces by bringing together the methodological tools and theoretical formulations of a variety of disciplines. Its work in the elementary/secondary sector also informs the study of higher education programs and policies.

### **American Legislative Exchange Council**

① [www.alec.org](http://www.alec.org)

ALEC is a 501(c)(3) nonprofit organization whose mission is to advance the Jeffersonian principles of free markets, limited government, federalism, and individual liberty through a nonpartisan public-private partnership of America's state legislators, the business community, the federal government, and the general public.

### **American Management Association**

2010 Critical Skills Survey Website

① [www.amanet.org/news/AMA-2010-critical-skills-survey.aspx](http://www.amanet.org/news/AMA-2010-critical-skills-survey.aspx)

AMA produces annual Critical Skills workforce surveys and is a world leader in talent development, advancing the skills of individuals to drive business success. AMA's approach to improving performance combines experiential learning through doing with opportunities for ongoing professional growth. AMA supports the goals of individuals and organizations through a complete range of products and services, including classroom and live online seminars, webcasts, webinars, podcasts, conferences, corporate and government solutions, business books and research. Organizations worldwide, including the majority of the Fortune 500, turn to AMA as their trusted partner in professional

development and draw upon its experience to enhance skills, abilities and knowledge with noticeable results from day one.

### **American Youth Policy Forum**

① [www.aypf.org](http://www.aypf.org)

AYPF, a nonprofit, nonpartisan professional development organization that provides learning opportunities for policymakers, practitioners, and researchers working on youth and education issues at the national, state, and local levels.

### **Association for Institutional Research**

① [www.airweb.org](http://www.airweb.org)

AIR supports its members in their efforts to continuously improve the practice of institutional research for postsecondary planning, management, and operations, and to further develop and promote the institutional research profession.

### **Association for the Study of Higher Education**

① [www.ashe.ws](http://www.ashe.ws)

ASHE promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications, including its highly regarded journal, *The Review of Higher Education*.

### **Association of American Colleges and Universities**

① [www.aacu.org](http://www.aacu.org)

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantage of a liberal education to all students, regardless of their academic specialization or intended career.

### **Association of American Universities**

① [www.aau.edu](http://www.aau.edu)

The AAU is a nonprofit organization of 62 leading public and private research universi-

ties in the United States and Canada. AAU focuses on issues that are important to research-intensive universities, such as funding for research, research policy issues, and graduate and undergraduate education. AAU works to maintain the productive partnership between the nation's research universities and the federal government.

### **Association of College & University Telecommunications Administrators**

① [www.acuta.org](http://www.acuta.org)

ACUTA is an international nonprofit educational association serving colleges and universities. It supports higher education information communications technology professionals in contributing to the achievement of the strategic mission of their institution and monitors telecommunication legislative and regulatory activities affecting higher education.

### **Association of Community College Trustees**

① [www.acct.org](http://www.acct.org)

ACCT is a nonprofit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern more than 1,200 community, technical, and junior colleges in the United States.

### **Association of Governing Boards of Universities and Colleges**

① [www.agb.org](http://www.agb.org)

AGB is the only national association that serves the interests and needs of academic governing boards, boards of institutionally related foundations, campus CEOs, and other senior-level campus administrators on issues related to higher education governance and leadership.

### **Association of Specialized and Professional Accreditors**

① [www.aspa-usa.org](http://www.aspa-usa.org)

ASPA provides a collaborative forum and a collective voice for the community of U.S. agencies that assess the quality of specialized and professional higher education programs

and schools. ASPA advances the knowledge, skills, good practices, and ethical commitments of accreditors, and communicates the value of accreditation as a means of enhancing educational quality.

### **Association on Higher Education and Disability**

① [www.ahead.org](http://www.ahead.org)

AHEAD is a professional membership organization for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities involved in all areas of higher education.

### **Association of Public and Land-grant Universities**

① [www.aplu.org](http://www.aplu.org)

The APLU was formerly known as the National Association of State Universities and Land-Grant Colleges. The APLU is the nation's oldest higher education association. Dedicated to advancing learning, discovery and engagement, the APLU is a nonprofit association of public research universities, land-grant institutions, and state university systems with member campuses in all 50 states, U.S. territories, and the District of Columbia.

### **Best Educational E-Practices**

① [www.spjc.edu/eagle/research/beep/current\\_beep.htm](http://www.spjc.edu/eagle/research/beep/current_beep.htm)

BEEP is a publication of St. Petersburg College's Project Eagle. The original Project Eagle was a multi-year strategic initiative to build a national model for increasing access to four-year degrees and work force training for students attending community colleges. The goal of Project Eagle II is to move from an anytime, anywhere learning environment to an everywhere, all-the-time learning environment.

### **Black Alliance for Educational Options**

① [www.baео.org](http://www.baео.org)

BAEO actively supports K–12 parental choice to empower families and increase quality educational options for Black children. BAEO is committed to expanding the educational options available to all families regardless of income.

### **Board of Higher Education Accreditation**

① [www.boardofhighereducation.org](http://www.boardofhighereducation.org)

The Board of Higher Education Accreditation was founded to promote higher education in the world of academe and support new modes of education rather than just the traditional requirements of education. The use of such technology allows colleges and universities to offer low tuition fees as classrooms are not needed.

### **Bridge Project, Stanford University**

① [www.stanford.edu/group/bridgeproject](http://www.stanford.edu/group/bridgeproject)

The Bridge Project builds on the view that reforms affecting K–12 and higher education must occur across systems in order to achieve the desired outcomes. Reforms developed in isolation from each other can lead to mismatched policy objectives and send confusing messages to education stakeholders.

### **Business Coalition for Student Achievement**

① [www.biz4achievement.org](http://www.biz4achievement.org)

The Business Coalition for Student Achievement—representing business leaders from every sector of the economy—believes that improving the performance of the K–12 education system in the United States is necessary to provide a strong foundation for both U.S. competitiveness and for individuals to succeed in our rapidly changing world.

### **Business Roundtable**

① [www.businessroundtable.org](http://www.businessroundtable.org)

Business Roundtable is an association of chief executive officers of leading U.S. companies with \$4.5 trillion in annual revenues and

nearly 10 million employees. Member companies comprise nearly a third of the total value of the U.S. stock markets and represent more than 40 percent of all corporate income taxes paid to the federal government.

### **Center for College Affordability and Productivity**

① [www.centerforcollegeaffordability.org](http://www.centerforcollegeaffordability.org)

CCAP is dedicated to research on the issues of rising costs and stagnant efficiency in higher education, with special emphasis on the United States.

### **Center for Community College Policy**

① [www.communitycollegepolicy.org](http://www.communitycollegepolicy.org)

The Center for Community College Policy is based at the Education Commission of the States in Denver, Colorado. The Center has been created to support the creation of public policy that encourages the development of effective and innovative community colleges across the United States.

### **Center for Economic Studies-Ifo Institute for Economic Research (Munich)**

International Comparisons database

① [www.cesifo-group.de](http://www.cesifo-group.de)

The CESifo Group is a research group unique in Europe that combines the theoretically oriented economic research of the university with the empirical work of a leading Economic research institute and places this combination in an international environment. Its database DICE provides systematic information on economic institutions and regulatory systems as well as their economic effects. Users can choose between current comparisons, archived documents from previous years, and time series that show developments over time.

### **Center for Higher Education Policy Analysis**

① [www.usc.edu/dept/chepa](http://www.usc.edu/dept/chepa)

CHEPA brings a multidisciplinary perspective to complex social, political, and economic is-

sues in higher education. The Center has a broad focus on three areas of higher education—improving urban postsecondary education, strengthening school-university partnerships, and understanding international education.

#### **Center for the Study of Education Policy**

① [www.centereducationpolicy.ilstu.edu](http://www.centereducationpolicy.ilstu.edu)

The Center for the Study of Education Policy collects and organizes information, conducts research, and brings the results of research into the everyday world of school administrators, governmental leaders, and higher education policymakers in Illinois and across the country.

#### **Center for Higher Education Policy Studies**

① [www.utwente.nl/cheps](http://www.utwente.nl/cheps)

CHEPS is an interdisciplinary research-institute that seeks to increase our understanding of institutional, national, and international issues that bear upon higher education.

#### **Center for Professional Excellence at York College of Pennsylvania**

① [www.ycp.edu/cpe](http://www.ycp.edu/cpe)

York College of Pennsylvania has embarked on a branding initiative that focuses on transforming students into professionals. As a part of this effort, the College has created a Center for Professional Excellence. The Center will offer co-curricular programs to assist students' professional development.

#### **Center for the Study of Higher Education**

① [www.ed.psu.edu/educ/cshe](http://www.ed.psu.edu/educ/cshe)

The CSHE was established specifically to study postsecondary education policy issues and inform efforts to improve higher education policy and practice. CSHE research informs a broad range of current challenges facing higher education, including administration, finance, student access and success, and comparative and international education.

#### **Chronicle of Higher Education, Almanac of Higher Education 2010**

① [chronicle.com/section/Almanac-of-Higher-Education/463](http://chronicle.com/section/Almanac-of-Higher-Education/463)

The Chronicle of Higher Education is the number one source of news, information, and jobs for college and university faculty members and administrators. The Chronicle of Higher Education's annual Almanac is filled with easy-to-read maps, tables, and charts and offers an overview of national indicators of the health and financing of U.S. higher education as well as state-by-state reports on demographics, political leadership, and key statistics about faculty, students, costs, and spending (subscription required).

#### **The Chronicle of Higher Education Community College News**

① [chronicle.com/section/Community-Colleges/33](http://chronicle.com/section/Community-Colleges/33)

Provides weekly updates on news of importance to community colleges. The website also features a jobs listing, and an e-mail update service (subscription required).

#### **The Chronicle of Higher Education Facts and Figures**

① [chronicle.com/section/Facts-Figures/58](http://chronicle.com/section/Facts-Figures/58)

This website compiles data on faculty salaries, executive compensation, tuition and fees, endowments, Congressional earmarks, and a variety of other statistics by institution and state.

#### **Clearinghouse on Adult, Career, and Vocational Education**

① [www.calpro-online.org/eric/fulltextresource.asp](http://www.calpro-online.org/eric/fulltextresource.asp)

This Educational Resources Information Center (ERIC) resource provides comprehensive information services in adult and continuing education, career education, vocational and technical education, and employment and training.



### College Board

① [professionals.collegeboard.com/data-reports-research](https://professionals.collegeboard.com/data-reports-research)

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

### CollegeMeasures.org

A joint venture between the American Institutes for Research (AIR) and Matrix Knowledge Group, [collegemeasures.org](http://collegemeasures.org) is an interactive website that creates options for evaluating the performance of four-year public and private colleges and universities in the United States. The site is designed to provide information to help officials improve outcomes and performance at higher education institutions focusing on key outcome measures: graduation rates, first-year retention rates, education-related cost per student, cost per degree, student loan default rates, and the ratio of student loan payments to earnings for recent graduates. The website allows users to evaluate the performance of a specific college or university and to compare performance across the 1,576 colleges listed on the website. [Collegemeasures.org](http://collegemeasures.org) has also created a measure for “cost of attrition,” which quantifies the amount of money a college spends to educate first-year undergraduate students (students who are first-time and full-time) who do not begin a second year.

### College Parents of America

① [www.collegeparents.org](http://www.collegeparents.org)

College Parents of America is the only national membership association dedicated to advocating and to serving on behalf of current and future college parents. College Parents of Ameri-

ca members include not only parents, but also colleges and universities, local school systems, corporations, associations, and other organizations dedicated to making higher education accessible and successful for all Americans.

### College Savings Plan Network

① [www.collegesavings.org](http://www.collegesavings.org)

CSPN is a national nonprofit association dedicated to making college more accessible and affordable for families. CSPN provides detailed information about 529 college savings plans and compares plans from around the country.

### College Summit, Inc.

① [www.collegesummit.org](http://www.collegesummit.org)

College Summit has worked in partnership with schools, school districts, and colleges to develop a sustainable model for raising college enrollment rates community-wide.

### Common Core

① [www.commoncore.org](http://www.commoncore.org)

Common Core believes that a child who graduates from high school without an understanding of culture, the arts, history, literature, civics, and language has in fact been left behind. So to improve education in America, Common Core promotes programs, policies, and initiatives at the local, state, and federal levels that provide students with challenging, rigorous instruction in the full range of liberal arts and sciences.

### Community Colleges for International Development, Inc.

① [ccid.kirkwood.cc.ia.us](http://ccid.kirkwood.cc.ia.us)

The mission of CCID is to provide opportunities for building global relationships that strengthen educational programs and promote economic development. CCID's multitude of vocational programs creates the backbone of international development projects and activities carried out in cooperation with the member community colleges.

### **Community College Research Center**

① [ccrc.tc.columbia.edu](http://ccrc.tc.columbia.edu)

CCRC is the leading independent authority on the nation's more than 1,200 two-year colleges. Its mission is to conduct research on the major issues affecting community colleges in the United States and to contribute to the development of practice and policy that expands access to higher education and promotes success for all students.

### **Complete College America**

① [www.completecollege.org](http://www.completecollege.org)

Established in 2009, Complete College America is a national nonprofit working with states to significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations.

### **Community College Consortium for Open Educational Resources**

① [oerconsortium.org](http://oerconsortium.org)

The primary goal of the Community College Consortium for Open Educational Resources is to identify, create and/or repurpose existing open educational resources (OER) as Open Textbooks and make them available for use by community college students and faculty. The OER movement encourages the creation of free, high-quality content for community college courses to replace commonly used textbooks. By promoting OER, community colleges can create sustainable academic resources for students and provide professional development opportunities for faculty.

### **Community College Survey of Student Engagement**

① [www.ccsse.org](http://www.ccsse.org)

CCSSE's survey instrument, The Community College Student Report, provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions

that assess institutional practices and student behaviors that are correlated highly with student learning and student retention.

### **Conference Board**

① [www.conference-board.org](http://www.conference-board.org)

The Conference Board creates and disseminates knowledge about management and the marketplace to help businesses strengthen their performance and better serve society. It publishes information and analysis, makes economics-based forecasts and assesses trends, and facilitates learning by creating dynamic communities of interest that bring together senior executives from around the world.

### **Cornell Higher Education Research Institute**

① [www.ilr.cornell.edu/cheri](http://www.ilr.cornell.edu/cheri)

CHERI was established in the fall of 1998 to provide a vehicle for interdisciplinary research on higher education. Faculty and administrators affiliated with CHERI come from five different Cornell colleges and other academic institutions around the world. CHERI's current research interests include the financial challenges facing public higher education, governance in academic institutions, improving persistence rates in STEM Field majors, and reducing inequality in access to higher education.

### **Corporate Voices for Working Families**

① [corporatevoices.wordpress.com](http://corporatevoices.wordpress.com)

Corporate Voices for Working Families is the leading national business membership organization representing the private sector voice in the dialogue on public policy issues involving working families. A nonprofit, nonpartisan organization, Corporate Voices for Working Families aims to improve the lives of all working families by developing and advancing innovative and sustainable policies that have bipartisan support built through collaboration among the private sector, government and other stakeholders. Corporate Voices for Working Families facilitates research in sever-

al areas that spotlight the intersecting interests of business, community and families: workforce readiness, family economic stability and flexibility in the workforce.

### **Corporation for Enterprise Development**

① [www.cfed.org](http://www.cfed.org)

CFED believes expanding economic opportunity to include all people will bring greater social equity, alleviate poverty, and lead to a more sustainable economy. CFED collaborates with diverse partners at the national, regional, state, and local levels.

### **Corporation for a Skilled Workforce**

① [www.skilledwork.org](http://www.skilledwork.org)

The CSW mission is to re-imagine everything about work and learning in the global community, for the prosperity of people, firms, and communities. CSW envisions a world where people, firms, and communities of all types possess the agility they need to work and learn successfully in a constantly changing economic and natural environment.

### **Council for Aid to Education**

① [www.cae.org](http://www.cae.org)

CAE is a national nonprofit organization established to advance corporate support of education and to conduct policy research on higher education; today CAE is also focused on improving quality and access in higher education. The Collegiate Learning Assessment (CLA) is central to that focus, a national effort to assess the quality of undergraduate education by directly measuring student learning outcomes. CAE also is the nation's sole source of empirical data on private giving to education, through the annual Voluntary Support of Education (VSE) survey and its Data Miner interactive database.

### **Council for Adult and Experiential Learning**

① [www.cael.org](http://www.cael.org)

CAEL is a national nonprofit organization, which creates and manages effective learning

strategies for working adults through partnerships with employers, higher education, the public sector, and labor.

### **Council for Advancement and Support of Education**

① [www.case.org](http://www.case.org)

CASE is the professional organization for advancement professionals at all levels who work in alumni relations, communications, fundraising, marketing, and other areas. CASE helps its members build stronger relationships with their alumni and donors, raise funds for campus projects, produce recruitment materials, market their institutions to prospective students, diversify the profession, and foster public support of education.

### **Council for Higher Education Accreditation**

① [www.chea.org](http://www.chea.org)

A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

### **Council for Opportunity in Education**

① [www.coenet.us](http://www.coenet.us)

The Council for Opportunity in Education works in conjunction with colleges, universities, and agencies that host TRIO Programs to help low-income students enter college and graduate. The information clearinghouse provides information to state leaders on sharing best practices about state models, advocacy efforts, and leadership development.

### **Council of Chief State School Officers**

① [www.ccsso.org](http://www.ccsso.org)

CCSSO is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions.

### **Council of Independent Colleges**

① [www.cic.org](http://www.cic.org)

CIC is an association of independent colleges and universities working together to support college and university leadership, advance institutional excellence, and enhance private higher education's contributions to society. CIC focuses on providing services to campus leaders and assisting institutions improve educational programs, administrative and financial performance, and institutional visibility.

### **Council of State Governments**

① [www.csg.org/policy](http://www.csg.org/policy)

CSG Education, policy website tracks trends in education and helps policymakers stay abreast of how changes in the economy, demographics, technology, and society are likely to affect students and educational institutions in the future.

### **Data Quality Campaign**

① [www.dataqualitycampaign.org](http://www.dataqualitycampaign.org)

The Data Quality Campaign was created as a way for many organizations who were working on separate but similar campaigns regarding educational data systems to come together to ensure coordinated and unduplicated efforts toward reaching their common goals.

### **Delta Project on Postsecondary**

#### **Education Costs**

Productivity, and Accountability

① [www.deltacostproject.org](http://www.deltacostproject.org)

The mission of the Delta Project on Postsecondary Education Costs, Productivity, and Accountability is to help improve college affordability by controlling costs and improving productivity. The work is animated by the belief that college costs can be contained without sacrificing access or educational quality through better use of data to inform strategic decision making.

### **Distance Education and Training Council**

① [www.detc.org](http://www.detc.org)

The Distance Education and Training Council is a voluntary, nongovernmental, educational organization that operates a nationally recognized accrediting association, the DETC Accrediting Commission, which defines, maintains, and promotes educational excellence in distance education institutions.

### **Early Assessment Program**

① [www.calstate.edu/eap](http://www.calstate.edu/eap)

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year.

### **EdRef College Search Reference**

① [www.edref.com](http://www.edref.com)

EdRef.com is a free online college directory providing information on more than 7,000 U.S. colleges and trade schools. EdRef.com tries to present unbiased information on substantially all of the colleges in the country. All EdRef.com content is free of charge for the use of students and educators.

### **Education Commission of the States**

① [www.ecs.org](http://www.ecs.org)

The Education Commission of the States helps states develop effective policy and practice for public education by providing data, research, analysis, and leadership; and by facilitating collaboration, the exchange of ideas among the states, and long-range strategic thinking.

### **Education Conservancy**

① [www.educationconservancy.org](http://www.educationconservancy.org)

EC is a nonprofit organization committed to

improving college admission processes for students, colleges, and high schools. By harnessing the research, ideas, leadership, and imagination of thoughtful educators, EC delivers appropriate advice, advocacy, and services.

### **Educational Needs Index**

① [www.educationalneedsindex.com](http://www.educationalneedsindex.com)

ENI is a regional-level study of educational, economic, and population pressures that influence educational policy and planning at local, regional, and state levels. The index introduces an econometric model that assesses conditions and trends for all fifty states and their respective sub-regions and allows peer comparisons across a variety of indicators. This website provides users with state level reports, sub-state data sets, and searchable query tools that can be used to create peer comparisons. The data and associated analyses seek to identify areas of each state—urban, suburban, and rural—where educational attainment and economic challenges are exacerbated by robust population growth and shifting demographics.

### **Educational Policy Institute**

① [www.educationalpolicy.org](http://www.educationalpolicy.org)

The Educational Policy Institute is dedicated to the study of issues related to the expansion of quality educational opportunities.

### **Education Sector**

① [www.educationsector.org](http://www.educationsector.org)

Education Sector is a nonprofit, nonpartisan organization committed to achieving measurable impact in education policy, both by improving existing reform initiatives and by developing new, innovative solutions to our nation's most pressing education problems.

### **Education Trust**

① [www.edtrust.org](http://www.edtrust.org)

The Education Trust works for the high academic achievement of all students at all levels,

pre-kindergarten through college, and closing the achievement gaps that separate low-income students and students of color from other youth.

### **Education Trust: College Results Online**

① [www.collegeresults.org](http://www.collegeresults.org)

CRO is an interactive, user-friendly web tool designed to provide policymakers, counselors, parents, students, and others with information about college graduation rates for nearly any four-year college or university in the country. CRO allows users to examine colleges' graduation rates, and see how those rates have changed over time. Users can compare graduation rates of similar colleges serving similar students and learn about colleges' track records in graduating diverse groups of students.

### **Educational Testing Service**

① [www.ets.org](http://www.ets.org)

A nonprofit, ETS advances quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS develops, administers and scores more than 50 million tests annually, including the TOEFL® and TOEIC® tests, the GRE® General and Subject Tests and The Praxis Series™ assessments, in more than 180 countries, at more than 9,000 locations worldwide. In addition to assessments, ETS conducts educational research, analysis and policy studies and develop a variety of customized services and products for teacher certification, English language learning and elementary, secondary and postsecondary education.

### **EDUCAUSE**

① [www.educause.edu](http://www.educause.edu)

EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology.

### **Electronic Campus Initiatives**

① [www.ecinitiatives.org](http://www.ecinitiatives.org)

The Electronic Campus Initiatives of the Southern Regional Education Board provides information about policy, programming, and services supporting the South's "electronic marketplace" for online learning. Visitors can access publications, reports, presentations, and other information about online learning and the removal of barriers many learners encounter.

### **Foundation for Individual Rights in Education**

① [www.thefire.org](http://www.thefire.org)

The mission of FIRE is to defend and sustain individual rights at America's colleges and universities. These rights include freedom of speech, legal equality, due process, religious liberty, and sanctity of conscience—the essential qualities of individual liberty and dignity.

### **Georgetown University Center on Education and the Workforce**

① [cew.georgetown.edu](http://cew.georgetown.edu)

The Georgetown University Center on Education and the Workforce is an independent, nonprofit research and policy institute that studies the link between education, career qualifications, and workforce demands. The goal of the Center is to expand economic opportunity for all by promoting equity and efficiency in postsecondary education.

### **Higher Education Research Institute**

① [www.heri.ucla.edu](http://www.heri.ucla.edu)

HERI serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. The Institute covers outcomes of postsecondary education, leadership development, institutional transformation, faculty performance, federal and state policy, and educational equity.

### **Hispanic Council for Reform and Educational Options**

① [www.hcreo.com](http://www.hcreo.com)

Hispanic CREO's mission is to improve educational outcomes for Hispanic children by empowering families through parental choice in education. It provides parents with free information and resources, which help them to become advocates for their children.

### **Independent Women's Forum**

① [www.iwf.org](http://www.iwf.org)

The Independent Women's Forum focuses on issues of concern to women, men, and families. Its mission is to rebuild civil society by advancing economic liberty, personal responsibility, and political freedom.

### **Inside Higher Ed**

① [www.insidehighered.com](http://www.insidehighered.com)

Inside Higher Ed is the online source for news, opinion, and jobs for all of higher education. A helpful feature is a list of all related stories alongside current news stories.

### **Institute for College Access & Success, Inc.**

① [www.ticas.org](http://www.ticas.org)

The Institute for College Access & Success works to make higher education more available and affordable for people of all backgrounds. By conducting and supporting nonpartisan research, analysis, and advocacy, the Institute aims to improve the processes and public policies that can pave the way to successful educational outcomes for students and for society.

### **Institute for Community Inclusion**

① [www.communityinclusion.org](http://www.communityinclusion.org)

The Institute for Community Inclusion supports the rights of children and adults with disabilities to participate in all aspects of the community. As practitioners, researchers, and teachers, it forms partnerships with individuals, families, and communities and advocates for personal choice, self-determination, and social and economic justice.

### **Institute for Higher Education Policy**

① [www.ihep.org](http://www.ihep.org)

IHEP is dedicated to access and success in postsecondary education around the world. IHEP uses unique research and innovative programs to inform key decision makers who shape public policy and support economic and social development.

### **Intercollegiate Studies Institute**

① [www.isi.org](http://www.isi.org)

ISI is a nonprofit, nonpartisan, tax-exempt educational organization whose purpose is to further in successive generations of college youth a better understanding of the values and institutions that sustain a free and humane society.

### **International Association for K–12 Online Learning**

① [www.inacol.org](http://www.inacol.org)

iNACOL, the International Association for K–12 Online Learning, facilitates collaboration, advocacy, and research to enhance quality K–12 online teaching and learning. iNACOL strives to ensure all students have access to a world-class education and quality online learning opportunities that prepare them for a lifetime of success.

### **Investing in Student Success**

#### **Cost-Return Calculator**

① [www.jff.org/publications/education/calculating-cost-return-investments-stud/984](http://www.jff.org/publications/education/calculating-cost-return-investments-stud/984)

Jobs for the Future, working with the Delta Project on Postsecondary Costs, Productivity and Accountability, launched the ISS Cost-Return Calculator in late 2007. It appears in MS Excel form through this link: [www.deltacost-project.org/resources/excel/Cost\\_return\\_calculator.xls](http://www.deltacost-project.org/resources/excel/Cost_return_calculator.xls). This project is a tool that ties program-level cost data to student outcomes and explores the extent to which the additional revenue that colleges and universities generate by increasing student retention offsets the additional cost of first-year programs.

### **Jobs for the Future**

① [www.jff.org](http://www.jff.org)

Jobs for the Future believes that all young people should have a quality high school and postsecondary education, and that all adults should have the skills needed to hold jobs that pay enough to support a family. JFF works to strengthen our society by creating educational and economic opportunity for those who need it most.

### **John William Pope Center for Higher Education Policy**

① [www.popecenter.org](http://www.popecenter.org)

The John William Pope Center for Higher Education Policy is a nonprofit institute dedicated to improving higher education in North Carolina and the nation. It is named for the late John William Pope, who served on the Board of Trustees of the University of North Carolina at Chapel Hill. The center aims to increase the diversity of ideas taught, debated, and discussed on campus, and especially to include respect for the institutions that underlie economic prosperity and freedom of action and conscience. A key goal is increasing the quality of teaching, so that students will graduate with strong literacy, good knowledge of the nation's history and institutions, and the fundamentals of mathematics and science. The John William Pope Center also wants to increase students' commitment to learning and to encourage cost-effective administration and governance of higher education institutions.

### **Just for the Kids**

① [www.nc4ea.org/index.cfm/e/initiatives.just\\_for\\_the\\_kids](http://www.nc4ea.org/index.cfm/e/initiatives.just_for_the_kids)

The National Center for Educational Achievement's (NCEA) initiative Just for the Kids (JFTK) provides school, district, and other education leaders with essential system performance and best practice information they need to make sound decisions. JFTK services and tools have been created to support school

systems that accept the challenge of preparing all students for college and skilled careers.

### **League for Innovation in the Community College**

① [www.league.org](http://www.league.org)

The League for Innovation in the Community College is an international organization dedicated to catalyzing the community college movement. It hosts conferences and institutes, develops web resources, conducts research, produces publications, provides services, and leads projects and initiatives with member colleges, corporate partners, and other agencies to make a positive difference for students and communities.

### **Lumina Foundation for Education**

① [www.luminafoundation.org](http://www.luminafoundation.org)

Lumina Foundation for Education's mission is to expand access to postsecondary education in the United States. The Foundation seeks to identify and promote practices leading to improvement in the rates of entry and success in education beyond high school, particularly for students of low income or other under-represented backgrounds. It likewise seeks improvement in opportunities for adult learners. The Foundation carries out the mission through funding and conducting research; communicating ideas through reports, conferences, and other means; and making grants to educational institutions and other nonprofits for innovative programs. It also contributes limited resources to support selected community and other charitable organizations.

### **Midwestern Higher Education Compact**

① [www.mhec.org](http://www.mhec.org)

MHEC is one of four statutorily-created interstate compacts created for the purpose of advancing higher education through cooperation and resource sharing. MHEC serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The Compact's

interstate mission consists of three core functions: cost savings, student access, and policy research.

### **National Alliance of Concurrent Enrollment Partnerships**

① [www.nacep.org](http://www.nacep.org)

NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. NACEP serves as a national accrediting body and supports all members by providing standards of excellence, research, communication, and advocacy.

### **National Association for College Admission Counseling**

① [www.nacacnet.org](http://www.nacacnet.org)

NACAC will support and advance the work of counseling and enrollment professionals as they help all students realize their full educational potential, with particular emphasis on the transition to postsecondary education.

### **National Association for Equal Opportunity in Higher Education**

① [www.nafeo.org](http://www.nafeo.org)

The National Association for Equal Opportunity in Higher Education (NAFEO) is the only membership association of its kind, representing the presidents and chancellors of the diverse black colleges and universities.

### **National Association of Independent Colleges and Universities**

① [www.naicu.edu](http://www.naicu.edu)

NAICU serves as the unified national voice of independent higher education. NAICU staff meets with policymakers, tracks campus trends, conducts research, analyzes higher education issues, publishes information, helps coordinate state-level activities, and advises members of legislative and regulatory developments with potential impact on their institutions.



**National Association of Manufacturers**

① [www.nam.org](http://www.nam.org)

NAM's mission is to enhance the competitiveness of manufacturers by shaping a legislative and regulatory environment conducive to U.S. economic growth and to increase understanding among policymakers, the media, and the general public about the vital role of manufacturing in America's economic and national security for today and in the future.

**National Association of Scholars**

① [www.nas.org](http://www.nas.org)

NAS is an independent membership association of academics working to foster intellectual freedom and to sustain the tradition of reasoned scholarship and civil debate in America's colleges and universities.

**National Association of State Budget Officers**

① [www.nasbo.org](http://www.nasbo.org)

NASBO has served as the professional membership organization for state finance officers for more than sixty years. NASBO is the instrument through which the states collectively advance state budget practices. As the chief financial advisors to our nation's governors, NASBO members are active participants in the public policy discussions at the state level. The major functions of the organization consist of research, policy development, education, training, and technical assistance. NASBO is an independent professional and educational association and is also an affiliate of the National Governors Association.

**National Association of State Student Grant and Aid Programs**

① [www.nassgap.org](http://www.nassgap.org)

NASSGAP is dedicated to the promotion, strengthening, encouragement, and enhancement of high standards in the administration and operation of student grant and aid programs.

**National Association of Student Financial Aid Administrators**

① [www.nasfaa.org](http://www.nasfaa.org)

NASFAA exists to promote the professional preparation, effectiveness, and mutual support of persons involved in student financial aid administration.

**National Association of System Heads**

① [www.nashonline.org](http://www.nashonline.org)

NASH is a membership organization of Chief Executive Officers of the 52 public higher education systems that works to improve the governance of public higher education systems.

**National Center for Academic Transformation**

① [www.thencat.org](http://www.thencat.org)

NCAT is dedicated to the effective use of information technology to improve student learning outcomes and reduce the cost of higher education. NCAT provides expertise and support to institutions and organizations seeking proven methods for providing more students with the education they need to prosper in today's economy.

**National Center for Developmental Education**

① [www.ncde.appstate.edu](http://www.ncde.appstate.edu)

NCDE provides instruction, training programs, research, and other services consistent with the purpose of developmental education and the missions of Appalachian State University and the Reich College of Education. These services are provided to a national audience of professionals dedicated to serving underprepared and disadvantaged college students.

**National Center for Educational Achievement**

① [www.nc4ea.org](http://www.nc4ea.org)

NCEA joined with ACT to expand and strengthen its impact on raising student achievement based on a higher college and career readiness (CCR) standard. Together they are building innovative tools and resources for PreK–12 educators to help them benchmark for greater student success.

### **National Center for Higher Education Management Systems**

① [www.nchems.org](http://www.nchems.org)

NCHEMS works to improve strategic decision making in higher education for states and institutions in the United States and abroad. The NCHEMS Information Center for State Higher Education Policymaking and Analysis provides state policymakers and analysts timely and accurate data and information that are useful in making sound higher education policy decisions. The Information Center is a comprehensive “one-stop-shop” for state-level higher education data and information, and a leader in coordinating the collection of missing data and information that are crucial for higher education policy analysis.

### **National Center for Public Policy and Higher Education**

① [www.highereducation.org](http://www.highereducation.org)

The National Center for Public Policy and Higher Education prepares action-oriented analyses of pressing policy issues facing the states and the nation regarding opportunity and achievement in higher education, including two- and four-year, public and private, for-profit and nonprofit institutions.

### **National Conference of State Legislatures**

① [www.ncsl.org](http://www.ncsl.org)

The National Conference of State Legislatures is a bipartisan organization that serves the legislators and staffs of the nation’s 50 states, its commonwealths and territories. NCSL provides research, technical assistance, and opportunities for policymakers to exchange ideas on the most pressing state issues.

### **National Governor’s Association**

① [www.nga.org](http://www.nga.org)

The National Governors Association, the bipartisan organization of the nation’s governors, promotes visionary state leadership, shares best practices, and speaks with a unified voice on national policy.

### **National Initiative for Leadership and Institutional Effectiveness**

① [ced.ncsu.edu/ahe/nilie](http://ced.ncsu.edu/ahe/nilie)

NILIE’s mission is to assist institutions in developing strategies that improve student success through collaborative leadership. This is accomplished by conducting research on leadership and institutional effectiveness using specialized surveys directed at assessing faculty, staff, administration, and student satisfaction with the college environment.

### **National Institute for Learning Outcomes Assessment**

① [www.learningoutcomeassessment.org](http://www.learningoutcomeassessment.org)

Based at the University of Illinois and Indiana University the NILOA was established in 2008 and assists institutions and others in discovering and adopting promising practices in the assessment of college student learning outcomes. Documenting what students learn, know and can do is of growing interest to colleges and universities, accrediting groups, higher education associations, foundations and others beyond campus, including students, their families, employers, and policy makers.

### **National Research Center for Career and Technical Education**

① [www.nrccte.org](http://www.nrccte.org)

NRCCTE is the primary agent for generating scientifically based knowledge, dissemination, professional development, and technical assistance to improve career and technical education (CTE) in the United States.

### **National Resource Center for The First-Year Experience & Students in Transition**

① [www.sc.edu/fye](http://www.sc.edu/fye)

The National Resource Center for The First-Year Experience and Students in Transition supports and advances efforts to improve student learning and transitions into and through higher education.

### **National Science Foundation**

① [www.nsf.gov](http://www.nsf.gov)

The NSF is an independent federal agency created by Congress in 1950 “to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense...” With an annual budget of about \$6.06 billion, the NSF is the funding source for approximately 20 percent of all federally supported basic research conducted by America’s colleges and universities.

### **National Survey of Student Engagement Institute**

① [nse.iub.edu/institute](http://nse.iub.edu/institute)

The Institute works with institutions and other organizations to collect and disseminate research on promising practices and to assist schools in using data for institutional improvement and student success initiatives.

### **Nelson A. Rockefeller Institute of Government**

① [www.rockinst.org/education](http://www.rockinst.org/education)

The mission of the Rockefeller Institute is to enhance the capacities of state governments and the federal system to deal effectively with the nation’s domestic challenges. The Rockefeller Institute has studied reforms on skilled state and local workforces and on states’ capacity to contract with private agencies for public functions while holding them accountable.

### **New England Association of Colleges and Schools**

① [www.neasc.org](http://www.neasc.org)

The New England Association of Schools and Colleges serves the public and educational community by developing and applying standards assessing the educational effectiveness of pre-school, elementary, middle, secondary, and postsecondary educational institutions.

### **New England Board of Higher Education**

① [www.nebhe.org](http://www.nebhe.org)

NEBHE is one of four statutorily-created interstate compacts created for the purpose of

advancing higher education through cooperation and resource sharing.

### **Northwest Association of Accredited Schools**

① [www.northwestaccreditation.org](http://www.northwestaccreditation.org)

The mission of the Northwest Association of Accredited Schools is to advance excellence in education through the process of accreditation, which promotes continual school improvement leading to greater student achievement.

### **Office of Community College Research and Leadership**

① [occrl.ed.uiuc.edu](http://occrl.ed.uiuc.edu)

OCCRL provides research, leadership, and service to community college educators and assists in improving community college education policy and practice, particularly in the Illinois community college system. Current initiatives focus on partnerships between community colleges and high schools, including studies of academic pathways, curricular models, dual credit, and tech prep.

### **Organization for Economic Co-operation and Development, Education**

① [www.oecd.org](http://www.oecd.org)

OECD brings together the governments of countries committed to democracy and the market economy from around the world. Education is a major area of spending for OECD countries, and the goal is to create education and training systems that contribute to social stability and economic strength, and that provide everybody with the chance to make the most of their innate abilities at every stage of life.

### **Partnership for 21st Century Skills**

① [www.21stcenturyskills.org](http://www.21stcenturyskills.org)

The Partnership for 21st Century Skills serves as a catalyst to position 21st century skills at the center of U.S. K-12 education by building collaborative partnerships among education, business, community, and government leaders.

### **Pathways to College Network**

① [www.pathwaystocollege.net](http://www.pathwaystocollege.net)

The Pathways to College Network, a national alliance directed by the Education Resources Institute, advances college opportunity for underserved students by raising public awareness, supporting innovative research, and promoting evidence-based policies and practices across the K-12 and higher education sectors.

### **Pell Institute for the Study of Opportunity in Higher Education**

① [www.pellinstitute.org](http://www.pellinstitute.org)

The Pell Institute for the Study of Opportunity in Higher Education conducts and disseminates research and policy analysis to encourage policymakers, educators, and the public to improve educational opportunities and outcomes for low-income, first-generation, and disabled college students.

### **Postsecondary Education Opportunity**

① [www.postsecondary.org](http://www.postsecondary.org)

The Postsecondary Education Opportunity works to inform those who formulate, fund, and administer public policy and programs about the condition of and influences that affect postsecondary education opportunity for all Americans.

### **Programme for International Student Assessment**

① [www.pisa.oecd.org/pages/0,2987,en\\_3225351\\_32235731\\_1\\_1\\_1\\_1\\_1,00.html](http://www.pisa.oecd.org/pages/0,2987,en_3225351_32235731_1_1_1_1_1,00.html)

Are students well prepared for future challenges? Can they analyze, reason and communicate effectively? Do they have the capacity to continue learning throughout life? The OECD Programme for International Student Assessment (PISA) answers these questions and more, through its surveys of 15-year-olds in the principal industrialized countries. Every three years, it assesses how far students near the end of compulsory education have acquired some of the knowledge and skills essential for full participation in society.

### **Project on Student Debt**

① [www.projectonstudentdebt.org](http://www.projectonstudentdebt.org)

The Project on Student Debt works to increase public understanding of borrowing as a primary way to pay for higher education and its implications for our families, economy, and society. Recognizing that loans play a critical role in making college possible, the Project's goal is to identify cost-effective solutions that expand educational opportunity, protect family financial security, and advance economic competitiveness.

### **Southern Regional Education Board**

① [www.sreb.org](http://www.sreb.org)

SREB is one of four statutorily-created interstate compacts created for the purpose of advancing higher education through cooperation and resource sharing. Member states include Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

### **State Higher Education Executive Officers**

① [www.sheeo.org](http://www.sheeo.org)

The State Higher Education Executive Officers (SHEEO) assists its members and the states in developing and sustaining excellent systems of higher education, promoting effective strategic planning, statewide coordination, governance, and financing of higher education, as well as encouraging the collection and exchange of data and information.

### **Stanford Institute for Higher Education Research**

① [siher.stanford.edu](http://siher.stanford.edu)

SIHER is home to sponsored research projects that examine contemporary higher education planning and policy issues from a wide range of analytical perspectives. SIHER's research projects address high school to college transitions, finance, faculty work, curriculum, governance, and academic restructuring.

**State Policy Inventory Database Online**

① [www.wiche.edu/spido](http://www.wiche.edu/spido)

This State Policy Inventory Database Online is a joint project between the Western Interstate Commission for Higher Education (WICHE) and the Pathways to College Network. SPIDO is designed to provide state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key policy domains related to student achievement, access, and success in higher education.

**Tax Foundation, Center for State and Fiscal Policy**

① [www.taxfoundation.org](http://www.taxfoundation.org)

The mission of the Tax Foundation is to educate taxpayers about sound tax policy and the size of the tax burden borne by Americans at all levels of government. The Tax Foundation has been grounded in the belief that the dissemination of basic information about government finance is the foundation of sound policy in a free society.

**Thomas B. Fordham Institute**

① [www.edexcellence.net](http://www.edexcellence.net)

The Thomas B. Fordham Institute is dedicated to advancing educational excellence in America's K–12 schools. The Foundation promotes policies that strengthen accountability and expand education options for parents and families. Its reports examine issues such as No Child Left Behind, school choice, and teacher quality.

**University and College Accountability Network**

① [www.ucan-network.org](http://www.ucan-network.org)

The National Association of Independent Colleges and Universities (NAICU) designed the University and College Accountability Network (U-CAN) to give, in a common format, prospective students and their families concise, web-based consumer-friendly information on the nation's nonprofit, private colleges

and universities. Through U-CAN, consumers have easy access to information on average loans at graduation, undergraduate class-size breakdown, and net tuition for hundreds of colleges.

**U.S. Bureau of Labor Statistics**

① [www.bls.gov](http://www.bls.gov)

**U.S. Census Bureau**

① [www.census.gov](http://www.census.gov)

**U.S. Chamber of Commerce**

① [www.uschamber.com](http://www.uschamber.com)

**U.S. Chamber of Commerce**

Institute for a Competitive Workforce, Postsecondary Education

① [icw.uschamber.com/program/postsecondary-education](http://icw.uschamber.com/program/postsecondary-education)

**U.S. Department of Commerce**

① [www.commerce.gov](http://www.commerce.gov)

**U.S. Department of Education**

① [www.ed.gov](http://www.ed.gov)

**U.S. Department of Education**

Institute of Educational Sciences

① [ies.ed.gov](http://ies.ed.gov)

See Appendix B for detailed descriptions of IES resources cited, as well as additional resources not cited but useful for addressing more specific questions not included in this reference guide.

**Voluntary System of Accountability**

① [www.voluntarysystem.org](http://www.voluntarysystem.org)

VSA is an initiative by public 4-year universities to supply basic, comparable information on the undergraduate student experience to important constituencies through a common web report, the College Portrait. The VSA was developed in 2007 by a committed group of university leaders and is sponsored by the Association of Public and Land-grant Universi-

ties (APLU) and the Association of State Colleges and Universities (AASCU). Development and start-up funding was provided by Lumina Foundation. Beginning in 2010, the VSA is supported by the participating institutions through annual dues.

#### **Western Association of Colleges and Schools**

① [www.acswasc.org](http://www.acswasc.org)

WASC values accreditation as a process designed to strengthen schools in the delivery of quality educational programs.

#### **Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges**

① [www.accjc.org](http://www.accjc.org)

The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree-granting institutions in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands.

#### **Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities**

① [www.wascsenior.org](http://www.wascsenior.org)

The Accrediting Commission for Senior Colleges and Universities (WASC-Sr), accredits colleges and universities offering the baccalaureate degree and above in California, Hawaii, Guam and the Pacific Basin.

#### **Western Interstate Commission for Higher Education**

① [www.wiche.edu](http://www.wiche.edu)

WICHE is one of four statutorily-created interstate compacts created for the purpose of advancing higher education through cooperation and resource sharing. Fifteen Western states comprising WICHE include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dako-

ta, Oregon, South Dakota, Washington, and Wyoming.

#### **Workforce Strategy Center**

① [www.workforcestrategy.org](http://www.workforcestrategy.org)

WSC works with education, workforce development, and economic development agencies to develop strategies to help students and workers succeed and regional economies grow. WSC works with state and national leaders to develop effective education and employment policies that complement one another in order to better align public resources.

#### **Workplace Options, Work-Life Balance and Workplace Trend Polls**

① [www.workplaceoptions.com/polls.asp](http://www.workplaceoptions.com/polls.asp)

Workplace Options conducts national polls to determine and track emerging trends that impact working people and their families. From employee satisfaction and retention, to workplace stress and financial concerns, Workplace Options' polls provide insight into the challenges today's employees face and the business benefits of helping employees maintain work-life balance.

**APPENDIX B****Flow Chart of Resources from the U.S. Department of Education's Institute of Educational Sciences for State Legislators**

This section comprises a summary flow-chart of the primary U.S. Department of Education postsecondary and related resources state legislators are most likely to need. Formerly the Office of Educational Research (OERI), the Institute of Education Sciences (IES) is the new organization within the U.S. Department of Education established by the Education Sciences Reform Act of 2002.<sup>120</sup> The IES, [ies.ed.gov](http://ies.ed.gov), provides rigorous evidence for education practice and policy and encompasses a multitude of resources for state legislators.

**Educational Resources Information Center**

① [eric.ed.gov](http://eric.ed.gov)

ERIC is a comprehensive, easy-to-use, searchable, Internet-based bibliographic and full-text database of education research and information.

**National Center for Education Statistics**

① [nces.ed.gov](http://nces.ed.gov)

NCES is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. Information is accessible by selecting from the many pull-down menus on the information bar at the top of the screen. The resources described below are presented according to the frequency state legislators are most likely to use them, beginning with tables and figures and fast facts, followed by surveys and programs and data tools. The resources described below are not inclusive. All NCES resources include links to relevant fact sheets, tables, data tools, reports and other related information, so state legislators can easily access the resources not covered here. It should be noted that the data included in these resources is typically at least two years old because of the time it takes to gather and compile information from across the country; however, NCES

is the most comprehensive source available for making state comparisons.

**1) PUBLICATIONS AND PRODUCTS**

① [nces.ed.gov](http://nces.ed.gov) (select from top menu bar)

Find NCES publications by subject or survey area, recent publications, or search publications and products.

**2) SURVEYS AND PROGRAMS**

① [nces.ed.gov](http://nces.ed.gov) (select from top menu bar)

**A. Assessment**

① [nces.ed.gov/surveys/surveygroups.asp?group=4](http://nces.ed.gov/surveys/surveygroups.asp?group=4)

**National Assessment of Educational Progress**

① [nces.ed.gov/nationsreportcard](http://nces.ed.gov/nationsreportcard)

Also known as “the Nation’s Report Card,” NAEP is the only nationally representative, continuing assessment of elementary and high school students’ subject-area knowledge and skills. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. Under the No Child Left Behind (NCLB) Act, states are required to participate in annual NAEP math and reading assessments. The NAEP website

contains state profiles and allows users to do customized achievement comparisons.

### **National Assessments of Adult Literacy**

① [nces.ed.gov/naal](https://nces.ed.gov/naal)

A nationally representative assessment of English literacy among American adults age 16 and older.

### **B. Elementary/Secondary**

① [nces.ed.gov/surveys/surveygroups.asp?group=1](https://nces.ed.gov/surveys/surveygroups.asp?group=1)

More than a dozen program areas are included in this sub-category, including data on school staffing, state education reforms, rural education, data systems, private schools, crime and safety statistics that are readily accessible from this link but not described here. Some surveys/programs included in this section are also included in the postsecondary surveys/programs described below.

### **Common Core of Data**

① [nces.ed.gov/ccd](https://nces.ed.gov/ccd)

The CCD consists of five surveys completed annually by state education departments. Information included: a general description of schools and school districts, including name, address, and phone number; data on students and staff; and fiscal data. The Build-a-Table function enables users to create customized tables of public school data for states, counties, MSA's, districts and schools using data from multiple years.

### **Current Population Survey**

① [nces.ed.gov/surveys/cps](https://nces.ed.gov/surveys/cps)

The CPS is a monthly survey designed to collect data on labor force participation of the civilian non-institutional population. (It excludes military personnel and inmates of institutions.) In October of each year, questions on school enrollment by grade and other school characteristics are asked about each member of the household.

### **Education Finance Statistics Center**

① [nces.ed.gov/edfin](https://nces.ed.gov/edfin)

EDFIN is designed to conduct research to improve the collection and reporting of education finance information for elementary/secondary or postsecondary public or private education.

### **Educational Longitudinal Study of 2002**

① [nces.ed.gov/surveys/els2002](https://nces.ed.gov/surveys/els2002)

The ELS is a longitudinal survey that will monitor the transitions of a national sample of young people as they progress from 10th-grade to the workforce.

### **Fast Response Survey System**

① [nces.ed.gov/surveys/frss](https://nces.ed.gov/surveys/frss)

FRSS was established in 1975 to collect issue-oriented data quickly and with a minimum response burden. Use this resource for more specialized topics such as rural, distance, and technology-related education.

### **High School Transcript Studies**

① [nces.ed.gov/surveys/hst](https://nces.ed.gov/surveys/hst)

High school transcript studies have been conducted since 1982 and collect information such as high school courses taken; credits earned; year and term a specific course was taken; and final grades. This information can be used to examine course-taking patterns of students and to predict future education outcomes.

### **National Educational Longitudinal Study 1988**

① [nces.ed.gov/surveys/nels88](https://nces.ed.gov/surveys/nels88)

This study began with an eighth-grade cohort in 1988 and provides trend data about critical transitions throughout school and their careers. Cognitive tests (math, science, reading, and history) were administered during the base year (1988), first follow up (1990), and second follow up (1992). Third follow up data were collected in 1994. All dropouts, who could be located, were retained in the study. A fourth follow-up was completed in 2000.



### **C. International Activities Program**

① [nces.ed.gov/surveys/surveygroups.asp?group=6](https://nces.ed.gov/surveys/surveygroups.asp?group=6)

Through the International Activities Program (IAP), NCES supports a variety of activities to provide statistical data for cross-national comparisons of education. On behalf of the United States, NCES participates in the International Indicators of Education Systems (INES), a program of the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of 31 member countries. NCES coordinates the participation of U.S. adults, students, teachers, and schools in various international assessments and surveys, including, currently, the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS), both conducted by the International Association for the Evaluation of Educational Achievement (IEA) and the Program for International Student Assessment (PISA) and the Program for the International Assessment of Adult Competencies (PIAAC), both conducted by the OECD. The IAP homepage is: [nces.ed.gov/surveys/international](https://nces.ed.gov/surveys/international)

### **D. Postsecondary**

① [nces.ed.gov/surveys/surveygroups.asp?group=2](https://nces.ed.gov/surveys/surveygroups.asp?group=2)

Ten program areas are included in this subcategory. Some surveys/programs included in this section are also included in the elementary/secondary surveys/programs section.

### **Baccalaureate and Beyond Longitudinal Study**

① [nces.ed.gov/surveys/b&b](https://nces.ed.gov/surveys/b&b)

The B&B provides information concerning education and work experiences after completion of bachelor's degrees.

### **Beginning Postsecondary Students Longitudinal Study**

① [nces.ed.gov/surveys/bps](https://nces.ed.gov/surveys/bps)

The BPS is designed specifically to collect

data related to persistence in and completion of postsecondary education programs; relationships between work and education efforts; and the effect of postsecondary education on the lives of individuals.

### **Career/Technical Education Statistics**

① [nces.ed.gov/surveys/ctes](https://nces.ed.gov/surveys/ctes)

The CTES system relies on existing and special-purpose NCES surveys to provide data on career/technical education from students, faculty, and schools at the secondary and postsecondary levels, as well as on adults seeking work-related education and training.

### **High School and Beyond**

① [nces.ed.gov/surveys/hsb](https://nces.ed.gov/surveys/hsb)

HS&B describes the activities of seniors and sophomores as they progressed through high school, postsecondary education, and into the workplace. The data span 1980 through 1992 and include parent, teacher, high school transcripts, student financial aid records, and postsecondary transcripts in addition to student questionnaires and interviews.

### **Integrated Postsecondary Education Data System**

① [nces.ed.gov/ipeds](https://nces.ed.gov/ipeds)

IPEDS collects institution-level data in such areas as enrollments, program completions, faculty, staff, finances, and academic libraries. The State Higher Education Executive Officers website also has details on using this resource, [www.shceo.org/ipeds/ipeds-home.htm](http://www.shceo.org/ipeds/ipeds-home.htm).

### **National Longitudinal Study of the High School Class of 1972**

① [nces.ed.gov/surveys/nls72](https://nces.ed.gov/surveys/nls72)

The NLS-72 describes the transition of young adults from high school through postsecondary education and the workplace. The data span 1972 through 1986 and include postsecondary transcripts.

### National Postsecondary Student Aid Study

① [nces.ed.gov/surveys/npsas](https://nces.ed.gov/surveys/npsas)

NPSAS is a comprehensive nationwide study designed to determine how students and their families pay for postsecondary education, and to describe some demographic and other characteristics of those enrolled.

### National Study of Postsecondary Faculty

① [nces.ed.gov/surveys/nsopf](https://nces.ed.gov/surveys/nsopf)

NSOPF was developed in response to a continuing need for data on faculty and instructional staff. NSOPF includes a nationally representative sample of full- and part-time faculty and instructional staff at public and private not-for-profit two- and four-year institutions

### Postsecondary Education

#### Descriptive Analysis Reports

① [nces.ed.gov/das/reports](https://nces.ed.gov/das/reports)

PEDAR provides analysis reports that focus on postsecondary education policy issues and helps develop an information system that organizes postsecondary data sets and analyses.

#### Postsecondary Education Quick Information System

① [nces.ed.gov/surveys/peqis](https://nces.ed.gov/surveys/peqis)

It is not always feasible for NCES to use its large, recurring surveys to provide data quickly because of the time required to implement large-scale data collection efforts. PEQIS surveys therefore obtain timely information on emerging issues.

### 3) DATA TOOLS

① [nces.ed.gov](https://nces.ed.gov) (select from top menu bar)

NCES has a variety of online data tools to obtain information quickly. These include school and college locators, peer tools, build custom tables and datasets, and state/district profiles. This section includes only the data tools state legislators will most likely use. Each of the data tools described below is based on NCES data collected from its sur-

veys and programs described above, and provide easy-to-use, step-by-step directions for creating data tables quickly or viewing the most commonly requested tables. These data tools are helpful for state legislators needing more specific information not presented in the tables and figures or Fast Fact resources described above.

#### Locators:

##### College Navigator

① [nces.ed.gov/collegenavigator](https://nces.ed.gov/collegenavigator)

A searchable database of nearly 7,000 colleges and universities in the United States with information about enrollment, program, degrees, SAT and ACT scores, distance/online learning opportunities, housing, admissions, and other basic information for prospective students beginning their college search.

##### Search for Private Schools

① [nces.ed.gov/surveys/pss/private/schoolsearch](https://nces.ed.gov/surveys/pss/private/schoolsearch)

The data for this search tool comes directly from the 30,000 plus private schools that responded to the 2003-2004 Private School Universe Survey (PSS) conducted by the National Center for Education Statistics.

##### Search For Public School Districts

① [nces.ed.gov/ccd/districtsearch](https://nces.ed.gov/ccd/districtsearch)

Use the Search For Public School Districts locator to retrieve information on all U.S. public school districts. This data is collected annually directly from State Education Agencies (SEAs).

##### Search for Public Schools

① [nces.ed.gov/ccd/schoolsearch](https://nces.ed.gov/ccd/schoolsearch)

Use the Search For Public Schools locator to retrieve information on all U.S. public schools. This data is collected annually directly from State Education Agencies (SEAs).

### Search for Public Libraries

① [nces.ed.gov/surveys/libraries/librarysearch](https://nces.ed.gov/surveys/libraries/librarysearch)

The information in this locator comes from the National Center for Education Statistics Public Libraries Survey for Fiscal Year 2005.

### Peer Tools:

#### Public School District Finance Peer Search

① [nces.ed.gov/edfin/search/search\\_intro.asp](https://nces.ed.gov/edfin/search/search_intro.asp)

This search lets you compare the finances of a public school district with its peers. Peer districts are districts which share similarities among these characteristics: total students; student teacher ratio; Percent Children in Poverty; District Type; and Locale Code.

#### Public School District Longitudinal

##### Data Search (EDFIN)

① [nces.ed.gov/edfin/longitudinal/index.asp](https://nces.ed.gov/edfin/longitudinal/index.asp)

This search lets you compare the finances of school districts longitudinally. Enter the name of a district below. You may enter the entire name or any portion of the name. Alternatively you can search by State, or Zip code and distance. Click the search button to perform your search.

### Compare Academic Libraries

① [nces.ed.gov/surveys/libraries/compare/index.asp?LibraryType=Academic](https://nces.ed.gov/surveys/libraries/compare/index.asp?LibraryType=Academic)

Use this site to create reports comparing one library of interest to other libraries. Compare Academic Libraries uses current data from the Academic Libraries Survey.

### IPEDS Data Center

① [nces.ed.gov/ipeds/datacenter/](https://nces.ed.gov/ipeds/datacenter/)

The IPEDS Data Center is your “one-stop-shop” for the retrieval and analysis of data on colleges and universities. Use it to access and evaluate the institutional-level data collected in the Integrated Postsecondary Education Data System (IPEDS). The Data Center includes a wide-range of functional options, including the ability to compare institutions

side-by-side, construct customized data sets, download full data files, and create different statistical summaries and trend reports. It also serves as an entry point to the IPEDS Executive Peer Tool and Data Analysis System.

### Build Custom Tables and Datasets:

#### Common Core of Data: Build a Table

① [nces.ed.gov/ccd/bat/](https://nces.ed.gov/ccd/bat/)

This application enables users to view the most commonly requested tables or create, download, and print customized tables of CCD K–12 public school data using data from multiple years collected from five CCD surveys and a Census Special Tabulation. This link takes users directly to this feature, unlike the CCD survey/program section above, which takes users to the main CCD website.

#### Data Analysis System

① [nces.ed.gov/das/](https://nces.ed.gov/das/)

This application enables users to view the most commonly requested tables or create, download, and print customized tables from NCES postsecondary survey data, including students, enrollments, financial aid, faculty, and commonly-used data from the IPEDS database described above.

#### International Data Explorer

① [nces.ed.gov/surveys/international/ide/](https://nces.ed.gov/surveys/international/ide/)

This tool provides you with tables of detailed results from the International Assessments. The data are based on information gathered from the students, teachers, and schools that participated in PISA, PIRLS, and TIMSS (forthcoming). The IDE provides results for the United States and other jurisdictions around the world from the administration of these assessments.

#### National Assessment of Educational Progress Data Explorer

① [nces.ed.gov/nationsreportcard/naepdata/](https://nces.ed.gov/nationsreportcard/naepdata/)

This tool provides you with tables of detailed results from NAEP’s (also known as the Na-

tion's Report Card) national and state assessments. The data are based on information gathered from the students, teachers, and schools that participated in NAEP.

### Quick Stats

① [nces.ed.gov/datalab/](https://nces.ed.gov/datalab/)

Quickly create simple tables on many postsecondary sample survey datasets using frequently used variables. You may choose to view your output as charts or tables.

### 4) TABLES AND FIGURES

① [nces.ed.gov](https://nces.ed.gov) (select from top menu bar)

This search tool lets you search for tables and figures by keyword. It also lets you locate all tables/figures/charts published in the inventory of NCES' National Education Data Resource Center (NEDRC) Postsecondary Tables Library; the Condition of Education; the Digest of Education Statistics; Indicators of School Crime and Safety and other NCES publications. Tables are constantly being added (thousands of tables, graphs & figures are now available). State tables can be created by visiting State Education Data Profiles ([nces.ed.gov/programs/stateprofiles/](https://nces.ed.gov/programs/stateprofiles/))

### 5) TABLES AND FIGURES

① [nces.ed.gov](https://nces.ed.gov) (select from top menu bar)

This search tool lets users locate thousands of tables/figures/charts based on national data from the NCES research inventory, which is constantly updated. Simply select the year and topic or keyword then choose from the generated list. User may generate state-level tables by following the link to the State Education Data Profiles.

### 6) FAST FACTS

① [nces.ed.gov](https://nces.ed.gov) (select from top menu bar)

This resource includes data on assessments, elementary and secondary education, international comparisons, and postsecondary education. Users select the desired category, and a page appears with numerous sub-cat-

egories. For postsecondary education, these include funding, expenditures, financial aid, tuition, enrollment, demographics, degree completion, and faculty information. National data is presented, but links to the original source reports are given as well, which typically include numerous tables with state-level data listed in the tables of contents.

### 7) SCHOOL COLLEGE AND LIBRARY SEARCH

① [nces.ed.gov](https://nces.ed.gov) (select from top menu bar)

This function allows users to search for public and private elementary, secondary, and postsecondary schools. State legislators will most likely use the "College Navigator" search tool that allows users to search for institutions by state, zip code, and institutional characteristics. A list of institutions appears, and for each one enrollment, accreditation, financial aid, retention and graduation rates, as well as a host of other information is presented.

### 8) ANNUAL REPORTS

① [nces.ed.gov](https://nces.ed.gov) (select from top menu bar)

The annual reports most likely to be used by state legislators are listed below. They contain a wealth of information from pre-kindergarten through graduate school, including extensive sections on postsecondary education. Given the size of these publications, NCES makes them fully accessible and searchable online. Individual tables and charts can also be readily downloaded or printed.

**Condition of Education** (released each May)

① [nces.ed.gov/programs/coe](https://nces.ed.gov/programs/coe)

This Congressionally mandated annual report summarizes developments and trends in education. The report includes indicators in six main areas: (1) enrollment trends and student characteristics at all levels of the education system; (2) student achievement and the longer term, enduring effects of education; (3) student effort and rates of progress through the educational system; (4) the contexts of elementary and secondary education in terms

of courses taken, teacher characteristics, and other factors; (5) the contexts of postsecondary education; and (6) societal support for learning, including parental and community support, and public and private financial support of education at all levels.

***Digest of Education Statistics*** (released dates vary; last released March 2008)

① [nces.ed.gov/programs/digest](https://nces.ed.gov/programs/digest)

This annual report provides a compilation of statistical information covering the broad field of education from pre-kindergarten through graduate school. Topics in the *Digest* include: the number of schools and colleges; teachers; enrollments; graduates; educational attainment; finances; federal funds for education; employment and income of graduates; libraries; technology; and international comparisons.

***Projections of Education Statistics*** (release dates vary; last released September 2008)

① [nces.ed.gov/programs/projections/projections2017](https://nces.ed.gov/programs/projections/projections2017)

This publication provides projections for key education statistics, including enrollment, graduates, teachers, and expenditures in elementary and secondary schools. For the nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures for the past 14 years and future projections. For the 50 states and the District of Columbia, the tables, figures, and text contain data on projections of public elementary and secondary enrollment and public high school graduates. In addition, the report includes a methodology section describing models and assumptions used to develop national and state-level projections.

**APPENDIX C**

**ALEC Model Legislation on Higher Education**

***140 Credit Hour Act***

This act imposes a 25 percent tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in a four-year program at any state-supported college or university or more than 110 percent of the credit hours necessary to complete a baccalaureate degree in a five-year program. This act will also prohibit colleges and universities subject to this act from counting students in its full-time equivalent count for funding purposes after the student has reached the 140 credit hour limit in a four-year program or 110 percent in a five-year program.

***Academic Bill of Rights for Public Higher Education Act***

This act recognizes the rights of students and faculty to academic freedom, rights to freedom from discrimination on the basis of political or religious beliefs, and rights to information concerning grievance procedures for protection of their academic freedoms. It directs the governing boards of the state institutions of higher education to develop policies and grievance procedures to protect academic freedom and the rights of students and faculty.

***College Funding Accountability Act***

This act requires any college or university that accepts state funding to undergo an outside financial audit if a budget increase or tuition increase request is higher than the formula listed below.

***College Opportunity Fund Act***

This bill creates a voucher program for students to use to attend the institution of higher education of their choice.

***College Savings Account Act***

This act creates the college savings program for the purpose of providing the residents of the state additional postsecondary education opportunities.

***Credit Articulation Agreements Act***

This act requires statewide degree transfer agreements to transfer associate of arts degrees and associate of science degrees from one state institution of higher education to another.

***Higher Education Accountability Act***

This act expands access to public information, providing maximum accountability to the state taxpayers, by requiring all public institutions of higher education to annually report to the legislature and in a prominent consumer-friendly location on its website, in a common format, the following information on institutional profile: affordability, student and faculty engagement, student achievement, and institutional efficiency.

***Inclusive College Savings Plan Act***

This act increases opportunities for state residents to invest in 529 college savings plans.

***Intellectual Diversity in Higher Education Act***

This act requires each public institution of higher education to annually report to the

legislature detailing the steps the institution is taking to ensure intellectual diversity and the free exchange of ideas.

***Lifelong Learning Accounts Act***

This act provides for the creation, administration, and operation of the Lifelong Learning Accounts (LiLAs) program. Under this program, participating employers match employee contributions into a LiLA, up to an established cap. Third parties are encouraged to match contributions.

***Resolution Calling for Greater Productivity in American Higher Education***

This resolution conveys the legislature's recognition of the need to increase and reward college completion rates while promoting efficiency and cost-effectiveness at colleges and universities and recognizing alternative, innovative forms of postsecondary education, including community colleges and the lessons of for-profit models.

***Resolution Supporting Quality Higher Education***

This resolution expresses the sense of the legislature regarding the importance and value of academic excellence in public higher education.

***Resolution Supporting Training and Continuing Education for Higher Education Governing Boards***

This resolution expresses the sense of the legislature regarding the importance and value of continuing education for college and university governing boards.

***Resolution Supporting United States History Education***

This resolution expresses the sense of the legislature regarding the importance and value of education in United States history.

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