

Work Group Summaries

Preparation, Participation, Completion, & Economic Benefits

September 27, 2004

PREPARATION

What we are learning

- Michigan has high standards and is among the best in the nation on alignment of K–8 curriculum
- High school graduation rates are very poor and vary widely
- Only 1 in 3 who do graduate have taken a curriculum that leaves them prepared for college and next steps

PREPARATION

What we are learning

- Skills required for college and work are converging as the same numeracy, literacy, and problem-solving skills
- Many states are going to a rigorous, high-expectations high school curriculum that ensures readiness for college/work; some even require it
- There are many effective learning models for delivery of a rigorous preparatory curriculum

PREPARATION

Where we are going

- Looking at developing a rigorous set of academic standards and curriculum for all young people leaving high school—so they are ready for college and work
- Looking at new assessment of that curriculum to both reflect high content standards and link to college readiness and admission

PREPARATION

Where we are going

- Looking at new strategies for high school success, research-based models for refashioning the high school to ensure that all students reach high bar and good outcomes
- Looking at what it takes to support a “high expectations” regime at the high school level—professional development, teacher support, cultural expectations

PARTICIPATION

What we are learning

- 90% of 8th graders in Michigan say they want to go to college, but only 42% of high school freshman in Michigan enroll in college four years later—way below benchmarks states
- By 2015 Michigan must increase participation in higher education from 650,000 to 850,000 people per year (youth and adults) to match the higher education participation rates of the leading states

PARTICIPATION

What we are learning

- Compared to lead states, far fewer Michigan high school students take advantage of dual enrollment for college credit
- Several important factors affect participation in higher education, including:
 - High school preparation
 - Financial access
 - Geographic, physical, and cultural barriers
 - Low expectations that diminish aspiration
 - Poor knowledge and education on how to navigate system
 - Demands placed on working adults

PARTICIPATION

Where we are going

- Looking at ways to enhance dual enrollment and AP test-taking to better link high school and next steps and improve aspirations
- How we can make the expectation of postsecondary education the norm

PARTICIPATION

Where we are going

- Looking at how to enhance community and higher education partnership with high school students to make sure teenagers aspire to college and succeed at getting in
- Looking at how we reach out and support adult populations not participating in higher education and help them aspire to and receive postsecondary education or other training that leads to valuable degrees and credentials

COMPLETION

What we are learning

- Michigan has a lot of people with some postsecondary education, but not completing degrees or other credentials (certificates etc) of value
- Lack of alignment between 2- and 4-year higher education institutions makes it hard for learners to move quickly and seamlessly to higher credentials

COMPLETION

What we are learning

- Postsecondary completion rates are not as good as many peer states and institutions
- There are effective institutional strategies to better support adult learners to degree completion and help them overcome barriers such as work schedule, need for literacy remediation/English language

COMPLETION

Where we are going

- Improving the 2-year to 4-year articulation to make it easier to start at a community college and go on to a 4-year degree
- Chunking credentials and rewarding progress by making sure two years of progress at any 2- or 4-year institution translates into an associate's degree (the double degree idea)
- Improving completion rates at all our institutions
- Offering 4-year degrees at geographically accessible locations statewide through expansion of University Center concept

COMPLETION

Where we are going

- How we can make the expectation of postsecondary education the norm
- Providing technical baccalaureate degree programs in areas of need through community colleges
- Building a lifelong learning performance reporting system that can tell us how we are doing, how to improve K–12, higher education, and workforce/job training efforts

ECONOMIC BENEFITS

What we are learning

- We've got the brains and are doing the research:
 - Michigan is a national leader in R&D expenditures (4th in nation);
 - Percent of science and engineering degrees granted (7th);
 - Disclosures, licenses and patents issued (9th)

ECONOMIC BENEFITS

What we are learning

- Commercialization potential is not being fully realized in starting new businesses. Michigan lags in:
 - Fast growing companies (32nd) and IPOs (34th)
 - Venture capital invested (35th) , and particularly early stage funding
 - Business incubators (38th), and entrepreneurial support networks

ECONOMIC BENEFITS

What we are learning

- We must expand the highly educated workforce to better support per capita income growth (Michigan ranks 34th nationally in percentage of BA or higher)
- Retaining our best and attracting talent to Michigan is an ongoing challenge
 - Immigration is robust and is an important factor in improving economic growth and educational attainment
 - Net out-migration of native Michigianians (11.2%) merits critical attention, especially among 25–39 year-olds

ECONOMIC BENEFITS

What we are learning

- Our higher education institutions are the fulcrum for economic growth and nucleus for growth in knowledge industries, R&D, and dynamic communities with high quality of life

ECONOMIC BENEFITS

Where we are going

- Increase commercialization of research—create incentives for research universities/companies to spin off economic development in Michigan
- Increase Michigan's visibility as a talent center by growing the number of R&D centers and professionals (e.g., Toyota)
- Support and leverage university resources to expand economic development outreach

ECONOMIC BENEFITS

Where we are going

- Align educational opportunities, especially community colleges, with industry sectors that are growing and in demand
- Focus on graduates leaving institutions to meet key needs
- Enhance direct services to key sectors (job training, technical assistance)
- Support career change opportunities with fewer barriers
- Support and enhance opportunities that educational institutions, employers, and labor agree are keys to successful learning

ECONOMIC BENEFITS

Where we are going

- Enhance entrepreneurship education K–16, degree programs, and entrepreneurial support activity
- Support a culture change that embeds entrepreneurial culture and skills (e.g., 10% of UM’s entering class have started their own business before coming to the university)
- Give visibility to and enhance higher education role in “cool cities,” dynamic communities that embrace cultural, recreational, and athletic activities across all educational boundaries