



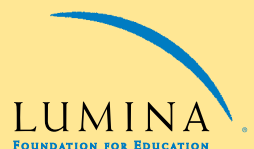
CLOSING the **POSTSECONDARY ATTAINMENT GAP**

Midwestern Competitiveness in a Global Economy

Report on Wisconsin

Prepared by the National Center for Higher
Education Management Systems on behalf of
the Midwestern Higher Education Compact

October 2010



Acknowledgements

This report was written by Patrick Kelly, senior associate at the National Center for Higher Education Management Systems. Please direct any comments about the report or requests for additional information to Chris Rasmussen, MHEC vice president for research and policy analysis, at ChrisR@mhec.org. Editorial assistance was provided by Ann Grindland and Amber Cameron, with publication design by Darby Laing.

The “Closing the Gap” initiative is supported by generous funding from Lumina Foundation for Education, an Indianapolis-based, private foundation that works to ensure that 60 percent of Americans are college-educated by 2025.

About the Midwestern Higher Education Compact

The Midwestern Higher Education Compact (MHEC) is a nonprofit regional organization established by compact statute to assist Midwestern states in advancing higher education through interstate cooperation and resource sharing. MHEC member states are Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

MHEC seeks to fulfill its interstate mission through programs that:

- Enhance productivity through reductions in administrative costs;
- Encourage student access, completion, and affordability;
- Facilitate public policy analysis and information exchange;
- Facilitate regional cooperation;
- Encourage quality higher education programs and services; and
- Encourage innovation in the delivery of educational services.

MHEC Leadership

Chair:	Ms. Pam Byrnes, Speaker Pro Tempore, Michigan House of Representatives
Vice Chair:	Mr. Robert Downer, Member, Board of Regents, State of Iowa
Past Chair:	Mr. William Goetz, Chancellor, North Dakota University System
Treasurer:	Mr. Jeffrey Haverly, Member, South Dakota State Senate
President:	Mr. Larry Isaak

Dear Colleague,

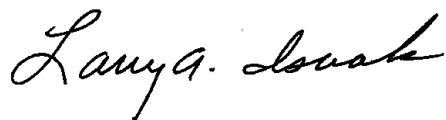
The United States is losing ground to other countries in the proportion of its workforce that possesses a college degree. Given the relationship between educational level, employment and growth, the rising credentials gap threatens the future economic competitiveness of our nation. President Obama has expressed a commitment to ensuring that our nation will once again lead the world in having the highest proportion of students graduating from college by the year 2020. According to the State Higher Education Executive Officers, in order to maintain pace with top performing countries the United States will need to produce a projected 15 million additional postsecondary degrees and other credentials by 2025.

Major foundations have taken on the challenge of improving the nation's competitiveness through major grant initiatives organized around bold achievement goals. The Bill & Melinda Gates Foundation wants to double the number of individuals who earn a college degree or another postsecondary credential with value in the marketplace by the age of 26, while Lumina Foundation for Education aims to increase the percentage of Americans with high-quality college degrees and credentials to 60% by the year 2025. A recent report from the Center on Education and the Workforce at Georgetown University confirms the sensibility of these efforts given that by 2018, nearly two-thirds of all jobs in the United States will require at some postsecondary education or training.

To help states close the gap, the Midwestern Higher Education Compact (MHEC), with the support of Lumina Foundation, contracted with the National Center for Higher Education Management Systems (NCHEMS) to build an interactive tool to assist states in modeling scenarios and identifying strategies for closing the gap between projected workforce needs and the numbers of college-educated citizens qualified to meet those needs. By adjusting individual input and throughput variables, users are able to predict what would happen to the credentials gap through efforts, for example, to improve high school graduation rates, or increase college enrollment, or reduce time to degree, or close participation gaps among different segments of the population.

NCHEMS has also prepared a series of reports examining MHEC states' current and projected rates of postsecondary credentialing and identifying what each state must do to educate its workforce at a level equaling the leading countries of the world. Given the current fiscal climate in most of our states, reaching this goal—while maintaining a high level of quality and preserving the integrity of postsecondary credentials—represents a significant challenge. However, I am confident that Midwesterners are up to the task.

Sincerely,

A handwritten signature in black ink that reads "Larry Isaak". The signature is written in a cursive, flowing style.

Larry Isaak
President
Midwestern Higher Education Compact



Perhaps as much as any time in history, this nation’s higher education policymakers are intensely focused on college completion and increasing the overall number of college graduates.

A variety of factors are converging: a collective understanding of the importance of a highly educated citizenry in an increasingly knowledge-based economy, President Obama’s stated goal to regain the nation’s position as the most educated country in the world, and the philanthropic efforts to improve student success and overall degree completion by Lumina Foundation for Education and the Bill and Melinda Gates Foundation. The once popular belief that a college degree is largely a private good intended only for those considered college material is transforming rapidly. Polities that accumulate the most college-educated residents benefit tremendously with higher personal incomes, public savings on healthcare and corrections, a more civically engaged citizenry, and more competitive economies.

State policymakers will determine each state’s contribution to the call for a more educated citizenry since higher education policy in the United States is largely developed and implemented at the state level. Indeed, states are uniquely positioned in terms of the educational attainment of their residents and the level at which their colleges and universities produce college credentials. Each will set ambitious (but attainable) goals that take current levels of educational attainment and college performance into account. In so doing, they create an effective policy environment that addresses the state’s unique demographic challenges and mix of postsecondary institutions.

This brief report—commissioned by the **Midwestern Higher Education Compact** (MHEC) with support from **Lumina Foundation for Education**—provides policymakers with a starting point for setting statewide goals grounded in sound data and research. State levels of educational attainment are compared to the average for the United States and best-performing nations around the world. This analysis highlights the magnitude of the education gaps between individual states and top countries, and highlights the performance of states on a variety of participation and completion measures that impact the ability of states to produce more college graduates—including measures such as the projected trends in high school graduates and the overall aging of the population. The findings highlight some of the most pressing issues facing higher education in the Midwest and the need for more effective policies to address them.



Educational Attainment

For quite some time, one of the greatest strengths of the United States has been the high education levels of its residents. A highly education citizenry has translated into a vibrant economy that has afforded countless opportunities and a comfortable standard of living for many. However, this competitive edge has begun to erode.

According to the Organisation for Economic Cooperation and Development (OECD), the United States ranks 10th among the world’s most developed countries in the percentage of young adults aged 25 to 34 with a college degree (associate’s and higher), as seen in Figure 1. These young adults represent the future workforce in the United States. Among the 30 OECD nations,¹ the United States and Germany are the only countries where young adults are less educated than those who are 35 to 44 years of age. The United States is a leader among the top ten countries only in the age group that is quickly approaching retirement—those aged 55 to 64.

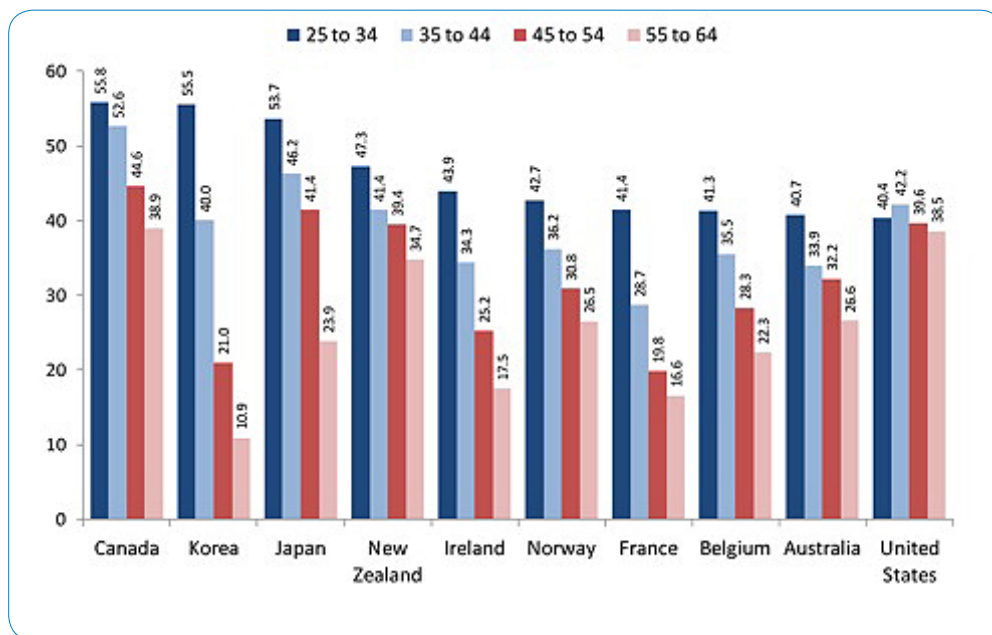


Figure 1. Percent of Adults with Associate’s Degrees and Higher by Age Group: The United States and the Most Educated Countries (2007)

¹Data is based on the membership of the OECD as of 2007. The OECD expanded in 2010 to include Chile, Israel, and Slovenia, bringing total membership as of September 23, 2010, to 33.

The patterns of educational attainment by age group in many of the Midwestern states are somewhat different from the United States as a whole (Figure 2). Young adults (aged 25 to 34) are substantially more educated than adults aged 45 to 64. However, like the United States as a whole, college attainment in most Midwestern states is leveling off. Minnesota, North Dakota, and Iowa have the most educated young adult populations, while Ohio, Michigan, and Indiana are the least educated states.

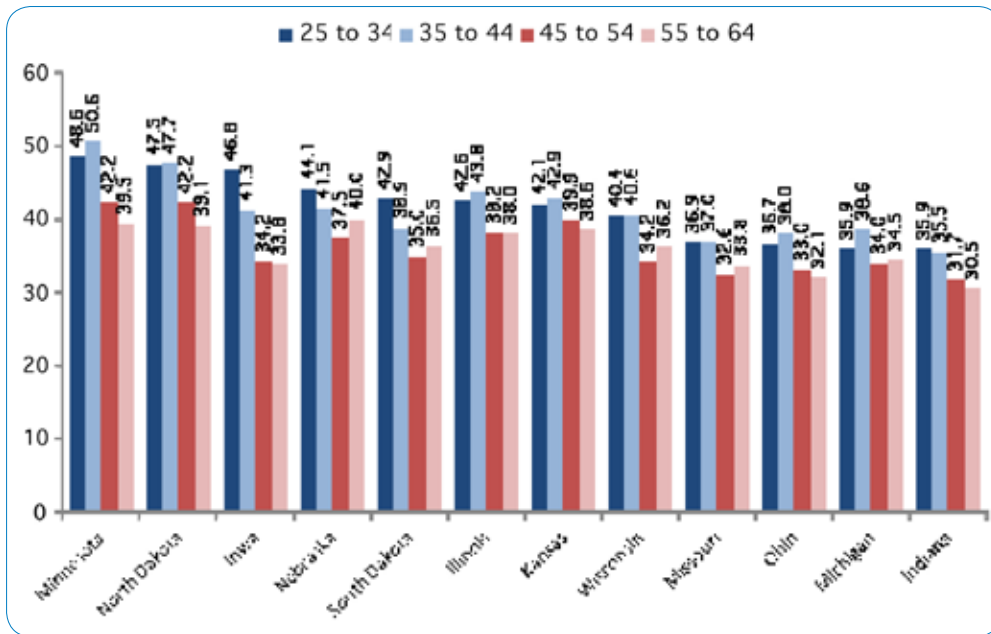
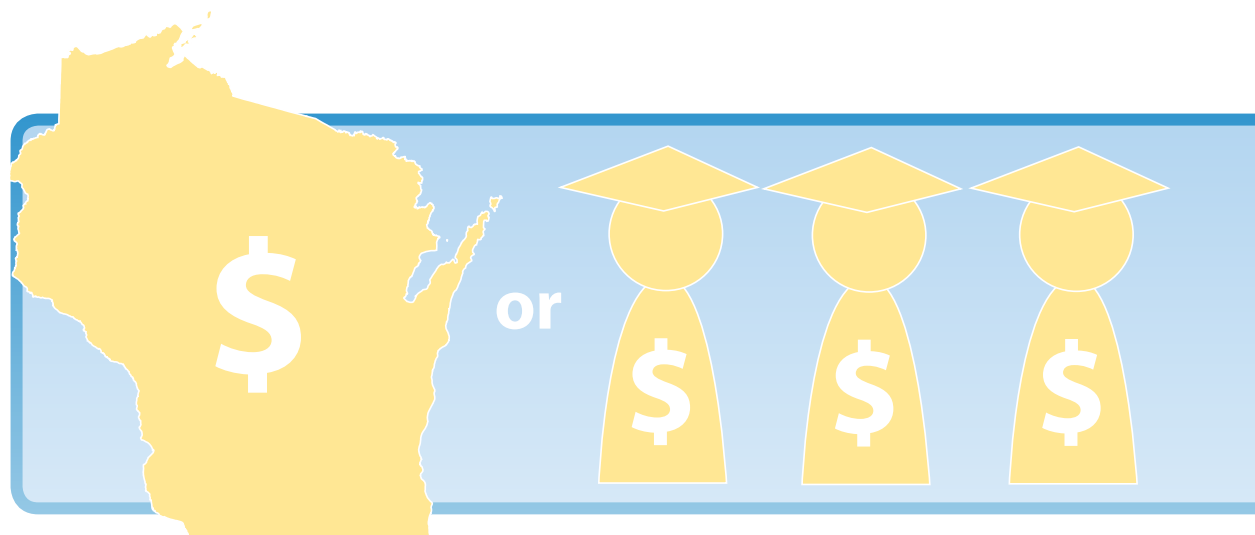


Figure 2. Percent of Adults with Associate’s Degrees and Higher by Age Group: The Midwestern States (2008)

Increasingly across the country, state policymakers are establishing broad long-term goals for improving the educational attainment of state residents. In the process of developing ambitious (but attainable) goals, policymakers tend to start with the state’s current level of attainment, noting the gaps between the state’s level of attainment compared to those of leading states and countries. Using this data, policymakers project the desired level of attainment for the state out 10 to 15 years—allowing for enough time to make substantial progress toward the goal. The goal established in Kentucky, for example, is to match the United States average by the year 2020. In Virginia, policymakers are pushing to be the most educated state in the nation by 2020—with an acknowledgement that this achievement would also yield an attainment rate comparable to the most educated countries in the world.



Rising Costs Associated with Meeting Educational Attainment Goals

Achieving the levels of performance needed to reach higher levels of educational attainment will largely depend on serving more students and retaining more students to graduation. Both result in increases in enrollment in state colleges and universities. The student flow models provided by the National Center for Higher Education Management Systems (NCHEMS) enable users to gauge the increased costs (at current costs per FTE student) of increasing the inputs and throughputs and to gauge the costs savings associated with shifting more students to the public two-year sector.

The models provide information regarding the additional costs associated with the additional enrollment while operating “business as usual.” Two scenarios are provided: 1) the cost to states at current appropriations per full-time equivalent student, keeping tuition constant; and 2) the cost to students if there is no additional support from states. These scenarios reflect the two extremes—the state pays or the students pay. Any realization of completion targets would likely result in a finance strategy that lies somewhere in between.

Nearly all states find it difficult to push a major college completion agenda during these strained fiscal times. Most states are struggling first and foremost to maintain current levels of support for public higher education, leading to a growing recognition among many policymakers that radically new and different strategies are needed to increase degree production. These include (but are not limited to) more cost-effective ways to deliver college courses, shifting more first-time students to institutions that operate at a lower cost per student (including many community colleges), providing incentives to institutions and to students for reducing time to degree, and funding colleges and universities at least in part on the basis of completion rates rather than exclusively on the basis of enrollments—with the expectation that colleges will become more effective stewards of students already enrolled.

Policy Action

In the winter of 2010, NCHEMS created “student flow” models for each of the 12 MHEC states that estimate the numbers of additional undergraduate college credentials each system of higher education would produce as a result of improvements in performance at various stages in the educational process; i.e., rates of high school graduation, college participation, and college completion.

The student flow models and this brief report provide a framework for more effective strategic planning—a mechanism to set short- and long-term goals and tools to involve key stakeholders in the process. Some important considerations when moving forward include:

- the demographic challenges facing most Midwestern states;
- the role of the private sector in the process;
- the cross-cutting nature of policies required to make substantial differences in educational attainment, including the linkage between K-12 and higher education and the linkage between higher education and economic development;
- the fiscal environment; and
- goal setting and accountability.

Changing Demographics

In 5 of the 12 Midwestern states, the numbers of high school graduates are projected to decline over the next decade. In addition, the numbers of young adults aged 20 to 39 are projected to decline in nine states. In all 12 states, the pool of high school graduates is projected to be more diverse, comprised of more minorities (Blacks, Hispanics, and Native Americans) whose college enrollment and completion rates have historically lagged behind those of Whites and Asians.

These future trends pose challenges for Midwestern states as policymakers push for increased degree production. It is difficult to increase the volume of degree production when the pool of potential college students is shrinking overall and/or is becoming increasingly comprised of individuals who enroll at a disadvantage due to inadequate academic preparation or a lack of financial resources. Policies must be developed to both increase participation rates of high school graduates and other young adults and to close the racial, ethnic, and family income gaps in college preparation, participation, and completion.

The Role of Independent Colleges

The independent (private) college sector plays a substantial role in degree production in many states. While the state’s policy levers available to influence change are primarily applicable to public institutions, independent institutions should be included in the strategic planning process—particularly those independent institutions that also have statewide or regional missions. In some states the independent sector includes for-profit institutions that enroll a sizeable proportion of undergraduates, including significant numbers of students of color and first-generation students.

Linking K-12 and Higher Education

Very few MHEC states can achieve relatively high levels of educational attainment without substantially increasing the input rates to higher education; i.e., high school graduation and college participation. Improvement in these areas

requires the implementation of policies that more effectively link K-12 and higher education. These include (but are not limited to) more rigorous course-taking in high school, more opportunities for high school students to take college-level work, aligning assessments in high school and college to establish a better standard for what it means to be “college ready,” more effective remediation in college, and ensuring that colleges and universities remain affordable. These issues are all routinely addressed in many states by P-16 or P-20 councils but rarely effectively implemented.

Adult Student Participation

Improving the college participation and success rates of older adults requires a different set of policies and practices to address their unique needs more effectively. Some of the policy options include increased effort in the following areas:

- grant aid for part-time attendance;
- flexible class offerings (times and sequencing);
- creative delivery of instruction (combinations of distance and face-to-face learning);
- direct and accelerated paths to completion;
- a focus on high-value certificates and other credentials short of the associate’s degree; and
- radically different and more effective remedial education strategies—the major stumbling block for many adult learners.

In many states, major marketing efforts are needed to lure older adults into college—efforts that promote the value of education, the education opportunities available, and the immediate linkages to employment. This is especially true for adults who have completed some college but lack a postsecondary credential; the U.S. Census Bureau estimates that 22% of the working-age adult population in this country falls into that category. Public and other non-profit institutions might learn from some of the practices of for-profit institutions, which have aggressively and successfully recruited and enrolled the adult market in degree and certificate completion programs.

Reducing Brain Drain by Retaining Graduates in the State

A challenge for the Midwest is finding ways to retain many of the college graduates the states produce. This is a problem that calls for policies and practices that are somewhat foreign or uncomfortable for many colleges and universities, ones that enhance their roles in creating the jobs that will employ college graduates. Strategies include:

- increasing the transfer of technology in university research and development;
- fostering entrepreneurship in colleges and universities; and
- expanding opportunities for experiential student learning (e.g., apprenticeships and internships).

Success in these and related areas will require more effective relationships between higher education officials and business community leaders than currently exists in most states. Many of these strategies are discussed in detail by NCHEMS in a newsletter available online at <http://www.nchems.org/news/documents/>



Gauging the Impact of Improved Performance

In order to maximize the use of the student flow models, a process must be in place to plan effectively for the future of a state's higher education enterprise. At the very least, the plan should include a broad goal for raising the educational attainment of the state's residents. In the end, policymakers in each state will establish their own approaches to setting attainment and degree completion targets—given their unique political environments, mix of postsecondary institutions, and demographic challenges.

The student flow models created by NCHEMS contain an interactive interface that enables users to gauge (by typing in certain cells) the increase in overall certificate and degree production as a result of improvements in:

- high school graduation rates;
- college-going rates directly out of high school;
- college participation rates of 20- to 39-year-olds;
- retention and graduation rates;
- retention and graduation rates by sector; and
- transfer rates from two- to four-year institutions.

The model was created specifically to assist policymakers and analysts as they determine the general areas of performance on which the state should focus—those where the state is comparatively weak and those that yield the greatest returns in degree production. For example, the model has a mechanism to redistribute the enrollment of first-time students in the future by shifting the bulk of the additional first-time entering students to the community colleges as opposed to the research universities. Several measures are related to the “inputs” into the higher education system (college participation) and others are related to the “throughputs” within the system (college completion).

For several of the MHEC states, NCHEMS created a simpler version of the student flow model because some states were not able to provide the detailed data needed to populate the model described above. The student flow model can be used in a spreadsheet format or in an interactive dashboard format. A snapshot of the Illinois interactive dashboard (Figure 3) shows how changes to any of the rates on the left are immediately depicted in changes to the charts on the right.

The model is most useful in gauging what level of performance is needed to achieve these state goals and which areas along the education pipeline would yield the greatest results. For example, higher education leaders in Kentucky and Arizona used very similar models to set specific performance targets that (in combination) are expected to yield the levels of degree production the states need to become more competitive. In the process those same states managed to build consensus among key state policymakers, a process that hopefully unfolds in Midwestern states as well.

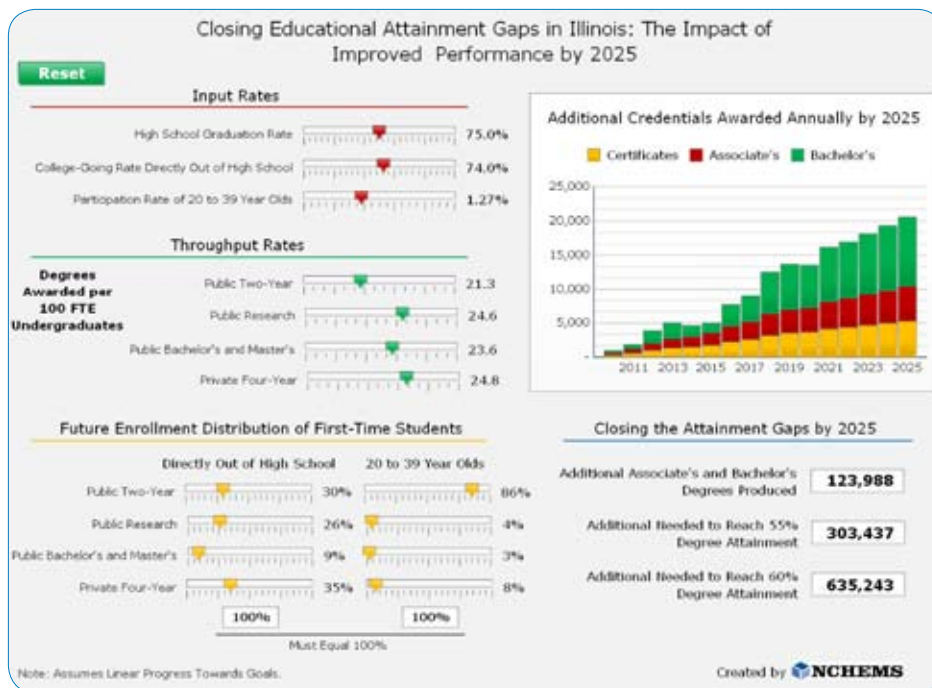


Figure 3.

Wisconsin Education Attainment Rates

The patterns of educational attainment by age group in Wisconsin are similar to the United States as a whole. In Wisconsin and in the nation the college attainment rates across the various age groups have begun to level off. The intergenerational gains in educational attainment among the residents in the leading countries have far outpaced those experienced in Wisconsin and in the broader United States.

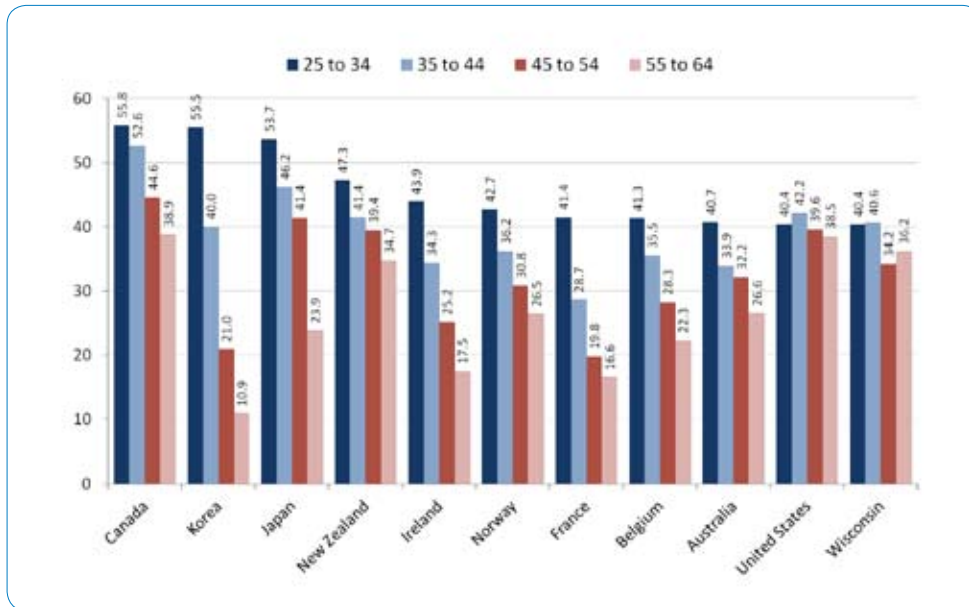


Figure 4. Percent of Adults with Associate’s Degrees and Higher by Age Group: Wisconsin, the United States, and the Most Educated Countries (2007-08)

Sources: OECD Education at a Glance 2009; U.S. Census Bureau, 2008 American Community Survey (Public Use Microdata Samples)

Given the trajectories of the leading OECD countries—Canada, Korea, and Japan (Figure 4)—one can expect these nations to continue to improve their levels of educational attainment over the next decade. By way of exercise, Figure 5 charts the estimated increases in degree production needed in Wisconsin in order to achieve college attainment rates of 55 and 60 percent by the year 2025.

It should be noted that the data do not include nations such as Brazil, China, and India, which are not members of the OECD but have increased significantly their respective investments in postsecondary education.

Educational Attainment and Population Projections	
Current % of Adults Aged 25 to 64 with College Degrees (2008)	38.0%
Average Annual % Change from 1990 to 2008	0.5%
Estimated 2025 % with Avg. Annual Change Carried Out	47.0%
Projected 25 to 64 Year Olds in 2025	3,039,329
Degrees Needed to Achieve 55 Percent	
Additional Degrees Needed to Meet Goal = $(55.0\% - 50.4\%) * 6,636,111$	242,228
Additional Degrees Needed Annually to Meet Target	1,781
Current Production of Associate's and Bachelor's (2007-08)	45,071
Annual Percent Increase Needed	3.0%
Degrees Needed to Achieve 60 Percent	
Additional Degrees Needed to Meet Goal = $(60.0\% - 50.4\%) * 6,636,111$	394,195
Additional Degrees Needed Annually to Meet Target	2,898
Current Production of Associate's and Bachelor's (2007-08)	45,071
Annual Percent Increase Needed	4.3%

Figure 5. Wisconsin Meeting International Competitiveness by 2025 in the Percentage of Adults Aged 25 to 64 with College Degrees

Currently, 38 percent of working-aged adults in Wisconsin have college degrees (associate's degrees and higher). If Wisconsin continues its average annual increase in educational attainment from 1990 to 2008, the state would have a college attainment rate of 47 percent by 2025, a rather generous concession since Figure 4 suggests that the attainment rate in Wisconsin is leveling off. Under this scenario, there is a gap of more than 242,000 additional degrees needed to achieve an attainment rate of 55 percent and more than 394,000 needed to reach 60 percent—requiring compounding annual increases in associate's and bachelor's degree production of 3.0 and 4.3 percent. For Wisconsin, the rates of annual increases needed are certainly not out of the realm of possibility but require concerted and sustained effort over time. However, projected changes in the numbers and demographic composition of residents most likely to participate in college in Wisconsin suggest that substantial increases in degree production will be more difficult than otherwise expected. These trends and their potential impact on degree production are discussed in more detail below.

Projections of High School Graduates and Older College-Aged Adults

As policymakers consider strategies for increasing college degree production in Wisconsin, understanding some of the demographic conditions facing the state is key. The largest direct source of college students in the state stems from the K-12 pipeline and the numbers of high school graduates that emerge from it since the majority of students who attend college do so directly out of high school. The total number of high school graduates in Wisconsin is projected to remain steady over the next 12 years—from 62,780 in 2010 to 63,284 in 2022 (Figure 6). However, the pool of high school graduates is projected to become more diverse racially and ethnically. In addition to a stable number of high school graduates, the number of 20- to 39-year-olds in Wisconsin is projected to decline slightly from 1,526,743 in 2009 to 1,464,427 in 2025.

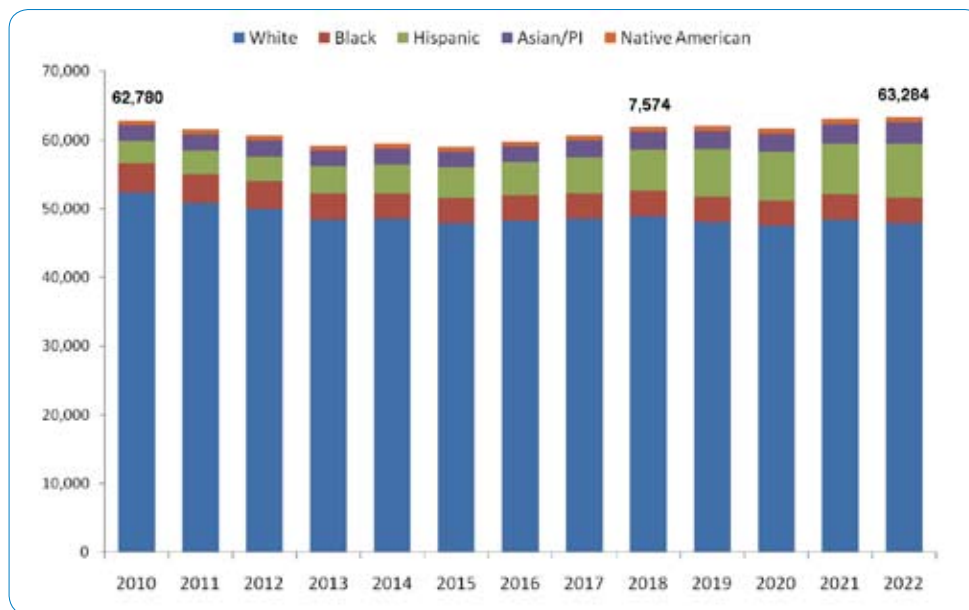


Figure 6. Projections of High School Graduates by Race/Ethnicity—from 2010 to 2022

Source: WICHE *Knocking at the College Door: Projections of High School Graduates by State and Race Ethnicity, 1992 to 2022*

The vast majority of older adults in Wisconsin (86%) who start college a year or more after graduating from high school enroll in the public two-year colleges. The higher education system in Wisconsin faces a slight decrease in the number of potential college students will also be increasingly diverse, comprised of larger proportion of individuals who enroll at a disadvantage due to inadequate academic preparation or a lack of financial resources. Therefore, substantially higher rates of high school graduation and college participation among these populations are needed to maintain or increase the number of first-time students entering Wisconsin colleges and universities.

Figure 7 displays Wisconsin’s performance on each of the performance measures included in the student flow model relative to the United States average and best-performing states.

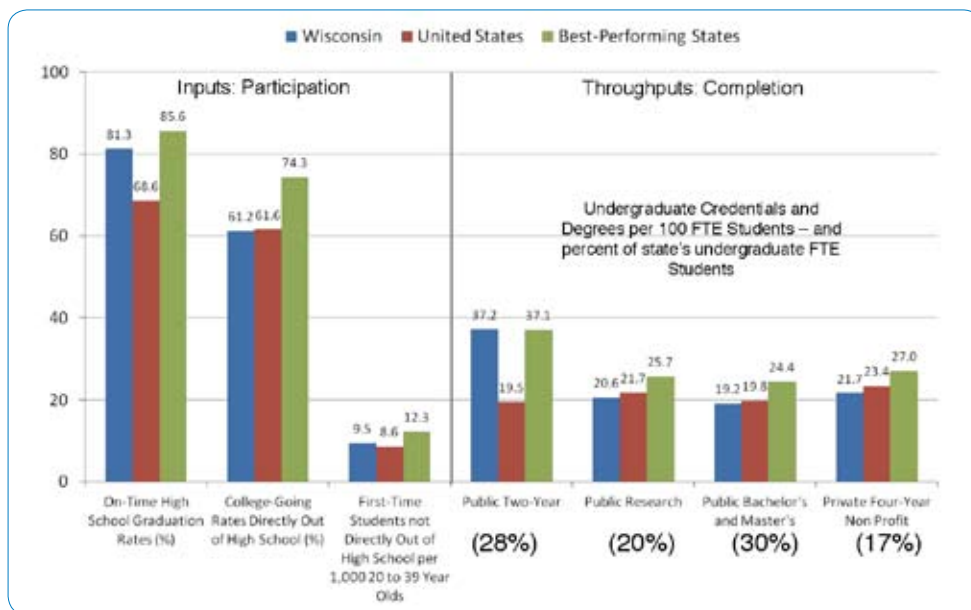


Figure 7. Performance Along the Education Pipeline: Wisconsin, the United States, and Best-Performing States (2007-08)

Sources: NCES, Common Core Data and IPEDS Enrollment and Completions Surveys



One of the most critical barriers to improving college participation is high school completion. The high school diploma (or equivalent) is still required for entry into most colleges and universities. Specific strategies designed to improve levels of college preparation are beyond the scope of this report; e.g., more rigorous high school coursework, Advanced Placement and dual enrollment courses, etc. However, substantial numbers of young adults across the United States lack the most basic prerequisite—a high school credential. The high school graduation rate in Wisconsin (calculated as high school graduates as a percentage of entering 9th graders four years earlier) is well above the national average but slightly lower than the best-performing states. On the measure of college-going rates of students directly out of high school, Wisconsin lags behind the average for the United States as a whole and the best-performing states. Furthermore, the rate of first time students not directly out of high school is just slightly higher than the national average but well below the best-performing states. There is a great deal of room for improvement in the rates at which recent high school graduates and older adults participate in college in Wisconsin.

On the “throughput” side, colleges and universities in Wisconsin award fewer undergraduate credentials relative to the number of full-time equivalent students than the national average in the three four-year sectors of higher education but award substantially more undergraduate credentials than the national average (matching the best-performing states) in the public two-year sector.

Figure 8 displays the results generated in the student flow model when a 10 percent (rate) increase is applied uniformly across each of the performance measures. This exercise helps to identify which performance measures—when applying the same level of increases—would yield the greatest number of additional undergraduate credentials. Each assumes linear progress toward a 10 percent increase between 2010 and 2025. Ten percent increases in high school graduation rates (assuming the college-going rate stays the same) and participation rates directly out of high school would each yield 29,052 additional degrees from 2010 to 2025.

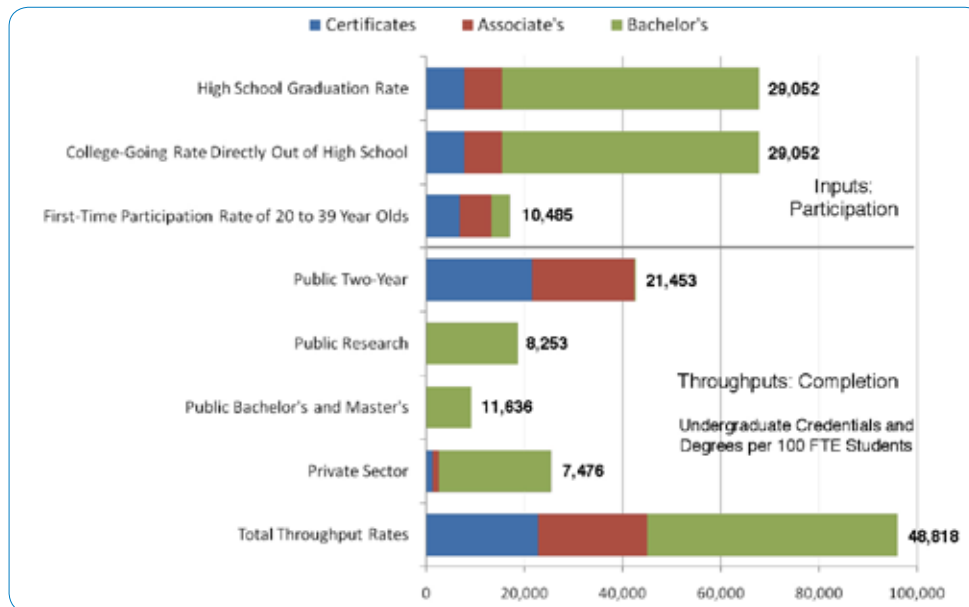


Figure 8. Additional Credentials and Degrees Awarded by 2025 as a Result of a 10 Percent (Rate) Increase on Each Performance Measure

Note: Assumes the same distribution of enrollment by sector, and linear progress from 2010 to 2025.

All combined, the increases in throughput rates would yield 48,818 additional credentials. If students continue the same enrollment patterns by sector, the overall increases in undergraduate credentials as a result of a 10 percent increase in completions per 100 FTE students would be greatest in the public two-year sector (although this level of performance is not likely since Wisconsin already performs well). Given Wisconsin's current levels of performance relative to the United States as a whole and top states (Figure 7) and the variation in additional undergraduate credentials that would be produced as a result of uniformly applied increases (Figure 8), the state would be well served to focus its policy attention in the areas of college participation (college-going rates directly out of high school) and completion rates in the public and private four-year institutions. At the very least, these relative weaknesses should not be ignored when developing an overall strategy to increase the numbers and percentages of college-educated residents.

Summary of Issues Facing Wisconsin Higher Education

The following is a summary of some of the most pressing issues facing higher education in Wisconsin, which highlights a few key areas that policymakers should consider as they address college degree completion and raising the education levels of state residents.

- **The patterns of educational attainment by age group in Wisconsin are similar to the nation. In Wisconsin (and the United States as a whole) the college attainment rates across the various age groups have begun to level off.** The intergenerational gains in educational attainment among the residents in the leading countries have far outpaced those experienced in Wisconsin and the United States as a whole.
- **If Wisconsin continues its average annual increase in educational attainment from 1990 to 2008, the state would have a college attainment rate of 47 percent by 2025.** There is a gap of more than 242,000 additional degrees needed to achieve an attainment rate of 55 percent and more than 394,000 needed to reach 60 percent.
- **The total number of high school graduates in Wisconsin is projected to remain steady over the next 12 years—from 62,780 in 2010 to 63,284 in 2022.** However, the pool of high school graduates is projected to become more diverse and increasingly comprised of individuals entering college at an academic or financial disadvantage.
- **The number of 20- to 39-year-olds in Wisconsin is projected to decline slightly from 1,526,743 in 2009 to 1,464,427 in 2025.** The vast majority of older adults in Wisconsin (86%) who start college a year or more after graduating from high school enroll in the public two-year colleges.
- **On the measure of college-going rates of directly out of high school, Wisconsin lags behind the average for the United States as a whole and the best-performing states.** Furthermore, the rate of first time students not directly out of high school is just slightly higher than the national average but well below the best-performing states.
- **Wisconsin awards fewer undergraduate credentials relative to the number of full-time equivalent students than the United States average in three of the four-year sectors of higher education but award substantially more undergraduate credentials than the national average (matching the best-performing states) in the public two-year sector.**

The higher education system in Wisconsin faces a slight decrease in the number of potential college students that will be drawn from a more racially and ethnically diverse population. Prospective students will need additional academic and social supports, as well as increased financial assistance, in order to access and succeed in higher education. The challenge facing Wisconsin and other states is to find ways to provide the necessary supports to promote student success, which will in turn increase the pool of educated citizens necessary to enable Wisconsin to remain competitive in a global economy—in the midst of one of the most challenging fiscal climates in the nation’s history.

Closing the Gap Advisory Committee

Patrick Alles, Independent Colleges of Indiana

David Eisler, Ferris State University

Patricia Farrell, Presidents Council, State Universities of Michigan

Tom George, University of Missouri-St. Louis

Darrell Glenn, Ohio Board of Regents

Keith Greiner, Iowa College Student Aid Commission

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