



## CHEE Gap Analysis

Prepared for the Higher Education Funding Study Council  
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Updated: April 3, 2006

In 2004, the Commission on Higher Education & the Economy (CHEE) brought forward nine recommendations aimed at providing more Ohioans with the knowledge and skills they need to succeed in the knowledge-based economy and creating more jobs and economic growth by strengthening higher education's research base and ability to develop and bring new ideas to the marketplace. To accomplish this, Ohio must achieve higher education's full potential to create more and better jobs for Ohioans, increase economic competitiveness, and fuel economic growth.

### Quick Snapshot of the Gaps:

CHEE contained nine primary recommendations. Most primary recommendations contained specific sub recommendations or supporting recommendations. In sum, the report brought forward approximately 66 (including nine primary and 57 sub/supporting) recommendations.

- **CHEE's nine primary recommendations have largely been embraced and implemented via Am. Sub. H.B. 66, the FY 06-07 state budget signed by Governor Taft on June 30, 2005.** See companion document titled, *CHEE Implementation: An Update on Progress*, for a complete outline of CHEE implementation progress.
- 11 smaller, sub recommendations have not been fully pursued. They include:

Recommendation #2: Sub recommendation: The General Assembly should create (if tuition caps are in place) exemptions to a limited number of colleges and universities that agree to implement, on a voluntary basis, some type of "tuition certainty" pilot project in which tuition levels are held constant for students throughout their four- or five-year undergraduate careers.

Recommendation #2: Sub recommendation: The General Assembly should consider funding the Ohio Board of Regents' proposed "Learn-and-Earn" Scholarship Program.

**NOTE:** While H.B. 66 is supportive of the Learn and Earn Scholarship concept with the inclusion of language that gives "preferential or priority funding to low-income students who...complete rigorous academic coursework and attain passing scores" on required statewide tests, the budget did not contain specific funding for the Learn and Earn Scholarship.

Recommendation #3: Sub recommendation: If the General Assembly continues the practice of permitting additional tuition increases above legislatively established caps for specific purposes (e.g. technology), some increase should be permitted for institutions to dedicate funding to increase science, technology, engineering, or mathematics graduates.

Recommendation #3: Sub recommendation: The Ohio Workforce Policy Board, in collaboration with the Regents, should evaluate the effectiveness of the 3<sup>rd</sup> Frontier Internships for increasing the number of science, technology, engineering, and mathematics graduates. If the evaluation warrants, funding for the internships should be continued permanently by the General Assembly.

Recommendation #5: Sub recommendation: The Workforce Policy Board should lead a collaborative process to create a system that offers low-cost, entry-level, technology-based, self-paced courses in reading, writing, mathematics, and fundamentals of information technology for incumbent workers.

Recommendation #6: Sub recommendation: To enhance the quality of research and graduate education, the General Assembly should expand the Regents' authority for reviewing graduate and professional education programs to include the ability to remove an institution's right to offer a degree program. This review should include an analysis of a program's quality and value within the institution.

Recommendation #8: Sub recommendation: The General Assembly should modify existing legislation on the appointments of the Ohio Board of Regents to ensure that a Governor appoints Regents on a schedule of one per year.

Recommendation #9: Sub recommendation: The General Assembly should charge the Regents with establishing a clear, publicly reported accountability framework for higher education. The framework should link the data provided in the Regents' Annual Performance Report and in the Ohio Department of Education's evaluation of adult workforce education full-service centers to specific performance indicators. The framework should also include performance indicators that will assess progress on the goals of increasing participation in higher education and strengthening its research base.

Recommendation #9: Sub recommendation: The Higher Education Funding Commission should examine expanding funding for noncredit workforce-development courses.

Recommendation #9: Sub recommendation: The General Assembly should fund academic and administrative productivity and efficiency pilot projects.

**NOTE:** While the General Assembly has not created a specific fund for academic and administrative productivity and efficiency pilot projects, campuses across Ohio have been working to achieve greater productivity and efficiency, as evidenced by:

- The merger of the University of Toledo with Medical University of Ohio,
- Sinclair Community College's service district expansion into Warren County,
- Kent State University and Ohio University's "Complete to Compete" initiative to increase access for adult baccalaureate degree seekers, and
- Lorain County Community College's University Partnership program designed to let students earn a four-year degree on a two-year campus through innovative partnerships.

Recommendation #9: Sub recommendation: The General Assembly should consider eliminating the requirement that campuses use multiple prime contractors in their capital budgets.

These 11 recommendations not pursued, along with the 55 recommendations that have been implemented or where implementation is underway, are outlined in the following gap analysis:

**CHEE Gap Analysis**  
**Updated: April 3, 2006**  
**The GRID – Action and Gap**

Recommendation/Sub-Recommendations	Action/Progress	Gap?
<b>#1: Establish a private sector-led Ohio Business Alliance for Higher Education &amp; the Economy (BAHEE)</b>	Complete	No
<p><b>#2: Increase the number and proportion of Ohioans who participate and succeed in higher education.</b></p> <p>Sub-recommendations:</p> <ol style="list-style-type: none"> <li>1. Increase, by 2015, undergraduate and graduate enrollment in Ohio's public and private postsecondary institutions by 180,000, for an increase of 30% in ten years.</li> <li>2. The Ohio Workforce Policy Board should examine job-training data for the purpose of establishing a goal for increasing the number of incumbent workers in Ohio engaged in employment-related, noncredit skill training.</li> <li>3. The BAHEE should monitor, on an annual basis, Ohio's progress toward meeting the stated enrollment goal.</li> <li>4. The state should implement a research-based, decade-long marketing campaign, funded with both public and private dollars, to raise awareness of the value of higher education. OCAN shall be a partner in the process.</li> <li>5. The General Assembly should increase funding for OCAN to achieve the goal of providing local college-access services to every middle school and high school student in the state.</li> <li>6. State legislators should support the Ohio Department of Education's career-development program by providing license-fee funding to make the Ohio Career Information System (OCIS) available to every middle school and high school in Ohio – and for transitioning the system to an Internet-based platform (p23).</li> <li>7. The Governor and state leaders should establish the P-16 Council.</li> </ol>	<p>Underway</p> <p>Underway</p> <p>Underway</p> <p>Still to come – BAHEE is in place, but just starting to get organized.</p> <p>Underway – Regents/OCAN &amp; SASCCO</p> <p>Underway. H.B. 66 dedicated \$1.1 million for FY 06 and \$1.2 million for FY 07, for an increase of \$1.3 million over the biennium.</p> <p>Discussion underway.</p> <p>Complete – Ohio Partnership for Continued Learning (PLC), S.B. 6 (Padgett)</p>	<p></p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>

<ul style="list-style-type: none"> <li>• The P-16 Council should work to create a common statewide definition for remediation and clear standards for when remediation is required.</li> <li>• The Board of Regents should use the new standards as the basis for its annual <i>Transition from High School to College Report</i>.</li> <li>• The P-16 Council should encourage the establishment of new regional P-16 councils and/or support existing P-16 councils.</li> <li>• The P-16 Council should conduct a comprehensive study on existing opportunities for students to earn college credits while still in high school and develop specific recommendations for removing financial, cultural, and organizational barriers that prevent students from taking PSEO.</li> <li>• The Board of Regents should ensure that all opportunities for high-school students to earn college credit before graduation meet college-level standards and are included in the Course Applicability System.</li> <li>• The P-16 Council should report annually on the progress of the P-16 integration of Ohio's elementary, secondary, and postsecondary education systems including the percentage of graduates enrolled in postsecondary education and the percentage of graduates who complete high school having attained some college-level skills and knowledge.</li> </ul>	<p>Underway – The Ohio Core plan</p> <p>Underway – The Ohio Core plan</p> <p>Underway – PCL/KnowledgeWorks</p> <p>Underway – PCL/PSEO Subcommittee</p> <p>Underway – Regents' Articulation and Transfer Committee</p> <p>Underway – PCL</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>
<p><b>8. The General Assembly should create exemptions to a limited number of colleges and universities that agree to implement, on a voluntary basis, some type of “tuition certainty” pilot project in which tuition levels are held constant for students throughout their four- or five-year undergraduate careers.</b></p> <p>9. The General Assembly should eliminate ambiguity in statute that limits a college's flexibility in establishing different tuition policies for courses offered at different times of the day or year or for academic programs in high-need, priority subject areas.</p> <p>10. Simplify state institutional financial aid policies and adopt and fund the Ohio College Opportunity Grant (OCOG) in place of the Ohio Instructional Grant (OIG).</p> <p><b>11. The General Assembly should consider funding the Ohio Board of Regents' proposed “Learn-and-Earn” scholarship program.</b></p>	<p><b>None</b></p> <p>None, none required?</p> <p>Complete, with launch in FY07. H.B. 66 provides an additional \$25.6 million.</p> <p><b>None</b></p>	<p><b>Yes</b></p> <p></p> <p>No</p> <p><b>Yes</b></p>
<p><b>#3: Increase the number and proportion of Ohioans with mathematics and science knowledge, skills, and degrees.</b></p> <p>Sub-recommendations:</p>	<p>Underway</p>	<p>No</p>

<p>1. The P-16 Council should develop a strategic plan for increasing the number of Ohioans with mathematics and science knowledge, skills, and degrees including:</p> <ul style="list-style-type: none"> <li>• Strategies for coordinating math and science education initiatives – including partnerships between higher education and P-12 school districts – being implemented at the local level.</li> <li>• Strategies for identifying federal and private funding to improve academic achievement in math and science education.</li> <li>• Mechanisms for documenting the supply, demand and skill level of Ohio’s math and science teachers. The P-16 Council should make recommendations on strategies for ensuring an ample supply of qualified teachers in math and science for Ohio’s schools.</li> </ul>	<p>Underway</p> <p>Joint Taskforce on Math and Science</p> <p>Underway/ The Ohio Core increases expectations for math and science, thus additional challenges remain.</p> <p>Underway, ODE, TQP</p>	<p>No</p> <p>No</p>
<p>2. The General Assembly should require all students, as a condition for high school graduation, to take at least four units of math or to demonstrate a mastery of Ohio’s 12<sup>th</sup> grade academic content standards through some form of performance assessment.</p>	<p>Proposed/Underway – The Ohio Core plan</p>	<p>No</p>
<p>3. The P-16 Council should review high-school science requirements and make recommendations to increase the high school graduation requirements for science knowledge and skills.</p>	<p>Proposed/Underway – The Ohio Core plan</p>	<p>No</p>
<p>4. The P-16 Council should review the math and science requirements for students entering public colleges and make recommendations to Ohio’s colleges to increase the math and science competency levels required for placement in college-level courses.</p>	<p>Underway – PCL; ADP and Ohio Core</p>	<p>No</p>
<p><b>5. If the General Assembly continues the practice of permitting additional tuition increases above legislatively established caps for specific purposes (e.g. technology), some increase should be permitted for institutions to dedicate funding to increase science, technology, engineering, or mathematics graduates.</b></p>	<p><b>None – Not part of H.B. 66</b></p>	<p><b>Yes</b></p>
<p><b>6. The Ohio Workforce Policy Board, in collaboration with the Regents, should evaluate the effectiveness of the 3<sup>rd</sup> Frontier Internships for increasing the number of science, technology, engineering and mathematics graduates. If the evaluation warrants, funding for the internships should be continued permanently by the General Assembly.</b></p>	<p><b>None</b></p>	<p><b>Yes</b></p>
<p>7. The Higher Education Funding Commission should recommend changes to modify the state’s funding system to include incentives for Ohio’s colleges and universities to produce science, technology, engineering, and mathematics graduates.</p>	<p>Underway – SSI Consultation</p>	<p>No</p>

<p><b>#4: Create a more user-friendly network of postsecondary institutions that will make it easier for students to apply to and transfer among Ohio’s colleges and universities.</b></p>	<p>Underway</p>	<p>No</p>
<p>Sub-recommendations:</p>		
<p>1. The Regents should remove unnecessary barriers to the transfer of coursework between state institutions of higher education.</p>	<p>Underway – Regents Articulation and Transfer Council</p>	<p>No</p>
<p>2. The General Assembly should provide full funding to implement the Course Applicability System.</p>	<p>Complete, H.B. 66 fully funded the articulation and transfer initiative at \$2.9 million in each fiscal year.</p>	<p>No</p>
<p>3. The Regents should also:</p> <ul style="list-style-type: none"> <li>• Coordinate a process to create a single, common electronic application form that would be accepted by all public colleges and universities that would allow Ohio students to apply to multiple institutions simultaneously.</li> </ul>	<p>Underway/discussion</p>	<p>No</p>
<ul style="list-style-type: none"> <li>• Encourage partnerships of four-year degree programs at two-year campuses through collaborations with baccalaureate-granting institutions.</li> </ul>	<p>Underway</p>	<p>No</p>
<ul style="list-style-type: none"> <li>• Continue to develop “Transfer Assurance Guides” that clarify which educational programs provide pathways from two-year to four-year degrees.</li> </ul>	<p>Underway – Currently 38 specific disciplines have been identified with more to come this year.</p>	<p>No</p>
<p>4. Working through the P-16 Council, the Regents and ODE should facilitate articulation agreements between and among adult workforce education full-service centers and colleges and universities.</p>	<p>Underway – High school to college articulation/transfer committee</p>	<p>No</p>
<p>5. The Regents should coordinate an institution driven process for transitioning to a higher education system that grants credentials and degrees on the basis of demonstrated knowledge and skills rather than the number of courses completed. This will be a long-term process.</p>	<p>Underway/discussion and review Regents’ Out of the Box Committee</p>	<p>No</p>
<p><b>#5: Require Ohio’s two-year public colleges and university branch campuses, adult workforce education full-service centers, local workforce policy boards, and One-Stop Regional Workforce Advisory Councils to work as partners in improving the skills of Ohioans already in the workforce.</b></p>		
<p>Sub-recommendations:</p>		
<p>1. The Ohio Workforce Policy Board should charge its Worker Quality Committee to recommend policies for aligning the state’s diverse and fragmented array of workforce development resources and funding streams.</p>	<p>Underway – GWPB</p>	<p>No</p>
<p>2. The Worker Quality Committee should recommend policies that require two-year colleges</p>		

<p>and adult workforce education full-service centers to work collaboratively with each other, local workforce policy boards, local One-Stops, and regional offices of the Department of Development to provide easy access for employers seeking training for their employees and for individuals seeking to upgrade their knowledge and skills.</p>	Underway – GWPB	No
<p>3. The Ohio Workforce Policy Board should support the regional service-delivery partnerships with resources such as a state-level clearinghouse of best practices and data-analysis assistance.</p>	Underway – Jobs Cabinet; Certified for Success Program	No
<p><b>4. The Workforce Policy Board should lead a collaborative process to create a system that offers low-cost, entry-level, technology-based, self-paced courses in reading, writing, mathematics, and fundamentals of information technology for incumbent workers.</b></p>	None	Yes
<p>5. The Ohio Department of Development should work with providers to promote an “Ohio Workforce Guarantee” that guarantees full access to a highly skilled workforce for businesses and entrepreneurs thinking about locating or expanding in Ohio.</p>	Underway – Ohio Department of Development	No
<p><b>#6: Attract and retain more preeminent researchers to maximize the world-class research, innovation, and technology-commercialization capacities of Ohio’s public and private institutions of higher education to drive economic growth and create jobs.</b></p>		
<p>Sub-recommendations:</p>		
<p>1. The Commission recommends increasing the state’s share of federal and industrial research funding to 10% above the national per capita average by 2015.</p>	Underway; H.B. 66	No
<p>2. The BAHEE should measure Ohio’s progress toward increasing the quantity and improving the competitiveness of university-based research.</p>	Still to come; BAHEE is just getting organized.	
<p>3. The 3<sup>rd</sup> Frontier Commission should develop an integrated statewide research and development strategy and budget that builds on existing competitive research strengths and encourages new and emerging discoveries.</p>	Underway	No
<p>4. Research Challenge should be renamed the Research Incentive and funding should be increased.</p>	Complete – H.B. 66 created the Research Incentive. Funding: \$18 million each fiscal year.	No
<p>5. A new Innovation Incentive should be established and funded through institutional reallocation and matching state funds.</p>	Underway – H.B. 66 created the Innovation Incentive. Funding: \$2.3 million in FY06 and \$4.7 million in FY07.	No
<p>6. A new competitive Technology Commercialization Incentive should be established to reward colleges and universities for successful technology transfer resulting in commercialization of new ideas.</p>	Underway – H.B. 66 created the Technology Commercialization Incentive. Funding: \$500,000 in FY 07.	No
<p><b>7. To enhance the quality of research and graduate education, the General Assembly</b></p>	None	Yes

<p><b>should expand the Regents' authority for reviewing graduate and professional education programs to include the ability to remove an institution's right to offer a degree program. This review should include an analysis of a program's quality and value within the institution... (Page 35)</b></p> <p>8. The Governor, with input from the 3<sup>rd</sup> Frontier Commission and BAHEE, should coordinate Ohio's Washington lobbying effort.</p> <p><b>#7: Assist Ohio businesses and entrepreneurs with turning university-based research into technology-driven products, processes, and services that reach the marketplace and expand employment opportunities in Ohio.</b></p> <p>Sub-recommendation:</p> <ol style="list-style-type: none"> <li>1. The 3<sup>rd</sup> Frontier Commission should investigate the barriers that prevent or delay the commercialization of Ohio's investment in university-based research.</li> </ol> <p><b>#8: Enhance the Governor's higher education leadership role and support the work of public college and university trustees in ways that will advance higher education's role in economic development.</b></p> <p>Sub-recommendations:</p> <ol style="list-style-type: none"> <li>1. Governor should appoint an Advisor for Higher Education and the Economy.</li> <li><b>2. The General Assembly should modify existing legislation on the appointment of the Ohio Board of Regents to ensure that a Governor appoints Regents on a schedule of one per year.</b></li> <li>3. The Regents should brief all trustees on the role of higher education in fueling economic growth, increasing economic competitiveness, and creating more jobs for Ohio citizens. This should be conducted in coordination with the Department of Development, the Governor's Office, and the Ohio Department of Education.</li> <li>4. The Governor should convene a meeting with trustees of Ohio's colleges and universities to discuss higher education policy, state-level priorities, and progress toward meeting the goals of increased participation in higher education.</li> </ol> <p><b># 9: Forge a compact among higher education, the business community, and state government to strengthen accountability for increasing college participation and expanding research and commercialization.</b></p> <p>The Compact contains the following concepts:</p>	<p>Underway/In process</p> <p>Underway – A working group has been convened to examine and address this issue.</p> <p>Complete – The Governor expanded his education team in September 2004 to increase focus on higher education.</p> <p><b>None</b></p> <p>Underway – Regents hold a biennial statewide trustee conference</p> <p>Underway – First Summit held in December 2004, Summit also to be held this year.</p> <p>BAHEE is key to the compact, and it has just recently been established.</p>	<p>No</p> <p>No</p> <p>No</p> <p><b>Yes</b></p> <p>No</p> <p>No</p>
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<ul style="list-style-type: none"> <li>• A commitment from colleges and universities to restrain tuition increases and to increase academic and administrative productivity while reducing real costs.</li> <li>• A commitment from the General Assembly to raise the basic higher education subsidy and financial aid support by a percentage per FTE to be determined for each year that colleges and universities achieve their cost-reduction target.</li> <li>• A commitment from the business community to provide leadership for the compact, keeping all stakeholders focused on the goals of increased participation and research commercialization.</li> </ul>		
<p>Sub-recommendations:</p>		
<p>1. <b>The General Assembly should charge the Regents with establishing a clear, publicly reported accountability framework for higher education. The framework should link the data provided in the Regents' Annual Performance Report and in the Ohio Department of Education's evaluation of adult workforce education full-service centers to specific performance indicators. The framework should also include performance indicators that will assess progress on the goals of increasing participation in higher education and strengthening its research base.</b></p>	<p><b>None</b></p>	<p><b>Yes</b></p>
<p>2. As part of the next five budget cycles, the Ohio Board of Regents should submit a biennial "Results through Productivity" report.</p>	<p>Underway – Regents unveiled the first edition of the report in March 2005.</p>	<p>No</p>
<p>3. <b>The General Assembly should fund academic and administrative productivity and efficiency pilot projects.</b></p>	<p><b>None</b></p>	<p><b>Yes</b></p>
<p>4. With the creation of the "compact", the Higher Education Funding Commission should develop a plan for phasing out the "hold harmless" guarantee.</p>	<p>Underway – inclusion of the "Stop Loss" provision in H.B. 66 – No talk of phasing out.</p>	<p>No</p>
<p>5. <b>The Higher Education Funding Commission should examine expanding funding for noncredit workforce-development courses.</b></p>	<p><b>Examined, but no action.</b></p>	<p><b>Yes</b></p>
<p>6. <b>The General Assembly should consider eliminating the requirement that campuses use multiple prime contractors in their capital budgets.</b></p>	<p><b>None</b></p>	<p><b>Yes</b></p>