

Michigan

Michigan Department of Education
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
There is no P-16 Council, work group or other visible, coordinated statewide effort.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Postsecondary education initiatives are located in the Michigan Department of Labor and Economic Growth. Scholarship initiatives and information are located in the Michigan Department of Treasury. Here are links that may provide information:
<http://www.michigan.gov/som/0,1607,7-192-29940---,00.html>

<http://www.michigan.gov/mistudentaid>
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
One year ago the Governor signed into law new high school graduation requirements (The Michigan Merit Curriculum) to become effective with the eighth graders in this school year (class of 2011).
This is definitely a college prep curriculum, but we also regard it as preparation for the 21st century workforce. Here is a link to the MDE website with all high school grad requirements and related information.

<http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html>
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
In addition to the requirements and their related High School Credit/Content Expectations, all high school students take the Michigan Merit Exam (MME) which contains the ACT, additional math and science assessments and two WorkKeys assessments (reading and math). Here is the link to the MDE web page with MME information and resources.
http://www.michigan.gov/mde/0,1607,7-140-22709_35150---,00.html

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
There are many options for high school students to earn college credit, but each local school district operates its own programs. The state agency provides information, brochures, and reports participation to the state legislature. These efforts are local rather than statewide.
- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?
There is no statewide policy. Each university or community college decides whether it will accept college credit or whether a student must be placed in remedial courses. There is no standard set of placement tests recommended or required. Each university operates as a separate entity - there is no over-arching state agency or commission.
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?
There is no statewide transfer or articulation policy. The Lieutenant Governor convened a Commission on Higher Education and Economic Growth. One of the recommendations of that Commission was to establish such a policy. Here is the link to the Commission Report: <http://www.cherrycommission.org/>
- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
N/A - see above.
- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?
N/A - see above. Some schools have individual articulation agreements.
- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?
It varies from school to school.
- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?
There is not a statewide test-out for this purpose.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

Many two-year and four-year colleges have extensive online course offerings.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

No, Michigan does not have an accessible central bank or catalog of on-line courses.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.