**2013 Post-Session Update**

**Commission Agenda Items**

*Academic Affairs*

**Single Articulation-Pathways**

**Problem:** Since the fourteen public campuses have different curricular requirements, students intending to transfer to four-year programs subsequent to completing an Associate’s Degree are at high risk of losing academic credit.

**Solution:** Require the public institutions, both four-year and two-year to agree upon single articulation-pathways in all major fields of study. The articulation pathways will simplify the transfer process and ensure students receive full transfer credit for their prior study while retaining universities’ ability to do placement testing. The articulation pathways will be based on competency. The proposed legislation will build upon the Statewide Transfer General Education Core.

**Enacted Law:** Requires CHE to work together with institutions to develop single articulation pathways for each programmatic area in which significant number of students transfer a 2-year degree to a 4-year program by July 1, 2014. The pathways must be implemented by May 15, 2015. These must be competency-based with outcomes developed in consultation with employers. Requires CHE to use all communications means available to publicize the pathways. Requires institutions to submit data driven reports to CHE concerning performance of transfer students utilizing the pathways.

**Common Electronic High-School Transcript and College Application **

**Problem:** There currently exists no common format for transcripting high-school coursework and co-curricular activities. There is currently no uniform postsecondary application for Indiana’s public institutions, much less a uniform electronic application. Students must ask their counselors to transmit their high-school transcripts to the postsecondary institutions to which they have applied.

**Solution:** Require the development and utilization of a common high-school transcript format to introduce consistency and ease the postsecondary admission process. Require the development of a college-application in electronic format that comprises commonly-sought information, as well as information unique to each institution. Require the development of a companion-system to the Indiana E-Transcript Initiative that automatically transmits a student’s transcript to a postsecondary institution upon application.

**Enacted Law:** Creates the e-Transcript program; beginning July 1, 2013, DOE in collaboration with CHE and institutions develops common electronic transcript. By July 1, 2015, all public schools use transcript. Private schools may use the transcript at their discretion.

*Commission Operations*

**Board of Proprietary Education**

**Problem:** Experience in implementing the statutory responsibilities of BPE and other developments in higher education suggest several changes that will better position CHE to carry out its duties more efficiently and to modernize its practices.

**Solution:** Require institutions offering degree programs to be accredited by an agency accredited by the U.S. Department of Education. Eliminate agent’s permit cards. Empower the CHE to approve out-of-state public and non-profit institutions offering instruction or otherwise doing business in the state, thus better aligning CHE and BPE with their primary responsibilities. Change BPE approval from “accredits” to “authorizes” throughout IC 18.5.

**Enacted Law:** Exactly as described above, with the addition of a requirement that “middle skills credentials” be tracked through IWIS and reported on the DWD annual report.

**Quorum Rules for CHE Committees **

**Problem:** CHE committees were unintentionally left off the list of groups statutorily allowed to conduct business by phone/web during last year’s legislative changes.

**Solution:** Allow committees to conduct business by electronic communication.

**Enacted Law:** Exactly as described above.

**Indiana Workforce Intelligence System (IWIS) ****

**Problem:** Valuable work being done to create a unified “start to finish” economic development data source needs to be codified and given a stable funding stream – key to evaluating student outcomes, return on investment, cost per degree, and other metrics defined in *Reaching Higher, Achieving More.*

**Solution:** Codify IWIS, give the Education Roundtable responsibility for oversight and development, and appropriate $250,000 annually to support the work.

**Enacted Law:** Creates the Indiana Career Council, charged with coordinating job training programs across the state and matching them to employer needs. The Council also oversees IWIS, which the law codifies. The budget funded IWIS at $375,000 per year.

*Student Financial Aid*

**Frank O’Bannon and 21st Century Scholarship ****

**Problem:** The State’s major grant programs, while among the most generous in the nation, would benefit from increased transparency and simplicity and could be better aligned with the completion, efficiency, and quality goals outlined in *Reaching Higher, Achieving More.*

**Solution:** Present awards in a “grid” style based on expected contribution and school type, in lieu of using complicated tuition-dependent formulae. Require students to stay keep pace for on-time graduation and meet the university’s GPA standards to remain eligible. Allow students flexibility to use grant money during summer sessions or in balanced schedules (e.g., Purdue’s proposed balance trimester schedule). Offer students performance incentives – additional grant dollars for accelerated timelines and high academic performance, including a 3.0 GPA incentive that replaces the current-law 2.5 GPA requirement.

**Enacted Law:** Presents awards in a “grid.” Requires students to complete at least 24 credits per year (for a discounted “full-time” award) while offering more money to students that complete 30 credits per year (the “on-time” award). Offers flat-dollar incentives to students for being an academic honors student – based on high school diploma for the first year and 3.0 GPA for subsequent years – as well as making accelerated progress and earning an associate degree before pursuing a four-year degree. Allows students to defer up to 100% of this total award for use in summer. Requires all public institutions to provide degree maps for students (CHE produces guidance). Requires institutions to give a student a course for free if the student cannot take a course on his degree map because it is not offered or full (unless the institution provides a different degree map that still ensures on-time completion). Requires CHE to study degree completion and student cost and report to the legislative council.

**Part-Time Grant ****

**Problem:** The part-time grant program could be better designed to allocate aid to students with true financial need and a high probability of graduating.

**Solution:** Update the part-time grant statute to require recipients to complete 18 credit hours per year, extend full-time performance requirements (e.g., GPA) to part-time students, and explicitly prohibit use of the grant by students receiving outside tuition reimbursement. These changes complement administrative efforts to revamp the program.

**Enacted Law:** Requires student to enroll in 6 credits per semester and complete 18 credits within the year to stay eligible for the grant. Discounts the amount of the grant by the amount the student gets in outside reimbursement.

**EARN Indiana program (formerly state work study)** **

**Problem:** The State work study program is under-utilized and widely unknown. There are not enough participants to fully spend the annual appropriation, leaving financial aid resources on the table.

**Solution:** Update the state work study statute to allow for-profit companies to participate, allow all employers to participate year-round, extend student eligibility to all students with financial need. These changes complement administrative efforts to revamp the program.

**Enacted Law:** Does exactly as described above.

**Student-Teaching Stipend Program for High-Need Fields ****

**Problem:** Two small scholarship programs—aimed at increasing the number of minority teachers and special education teachers in K-12 and increasing the number of nurses working in Indiana—have failed to produce desired results and carry extremely high administrative burden. The program lacks flexibility to address current shortages in the economy and the education system (e.g., current lack of high school math and science teachers).

**Solution:** Use funding from both programs to offer a stipend of $5,000 for education majors during the student-teaching semester if the student is (a) a minority or (b) focused of special education or other high-need fields identified by the commission.

**Enacted Law:** Maintains the minority teacher scholarship but centralizes the administration of it. Adds new money for a separate minority student teaching stipend and creates that program. Eliminates the nursing scholarship. Uses that money for a high-need field student teaching stipend and creates that program. The stipend programs offer $5,000 to a student with a GPA of 3.5 or higher and $4,000 for a GPA between 3.0 and 3.5. Students are permitted to get both the high-need stipend and the minority stipend simultaneously.

**Other Legislation of Note**

SB 98: the law creates a study committee made up of eight legislators and several non-voting members from the commission, IU, Purdue, and regional campuses to study regional campus governance and operations and to conduct an analysis of IPFW.

SB 115: the law requires state educational institutions that have at least 200 veteran students enrolled to establish a combat to college program, to provide a centralized location for a number of student services (including specialized counseling and academic guidance services), and to provide reasonable accommodations for disabled veteran students at state educational institutions’ fitness facilities.

SB 177: the law would allow qualified veterans to be eligible for resident tuition for undergraduate courses. The veteran would need to enroll at a state educational institution within twelve months after an honorable discharge/separation, and would require the veteran to (1) register to vote, (2) obtain an Indiana driver’s license or state identification card, (3) register the veteran’s motor vehicle in Indiana, or (4) obtain a job in Indiana. If the veteran failed to do this within twelve months, s/he would have to repay the difference between the resident and nonresident tuition at the institution. Also allows non-resident members of the Indiana National Guard to receive resident tuition rates.

SB 180: the law requires the commission to issue an annual report (with assistance from the institutions) concerning faculty activities and salaries, state educational institutions’ overhead and operational expenditures, instructional expenses, and capital expenses, and any other information the commission considers necessary. The law also requires that the salaries of all employees at state educational institutions be published on the Indiana transparency internet site.

SB 207: this law allows certain undocumented immigrants who were enrolled at state educational institutions prior to July 1, 2011 to continue to receive resident tuition rates. It also includes language similar to SB 177, allowing veterans to obtain resident tuition rates under certain circumstances.

SB 402: this law creates a principal leadership institute at Indiana State University. The aim of the institute is to strengthen the leadership and management skills of practicing Indiana public school principals.

SB 406: this law is largely clean-up language for dual credit programs.

SB 409: requires the Department of Education and the state board of education to develop and adopt standards and benchmarks of performance for teacher education schools, departments, and programs, and individuals that complete said programs.

SB 465: the law creates regional work councils throughout the state to conduct a comprehensive evaluation of the career, technical, and vocational education opportunities available to high school students in its region. It also allows the councils to develop curricula for high school students in order to offer students opportunities to earn certifications or establish career pathways.

SB 532: this law allows the Indiana Secondary Market for Education Loans, Inc. to become a direct lender of postsecondary loans for the purposes of attending Indiana and non-Indiana education institutions. Also allows for the board of directors to conduct committee meetings electronically.

HB 1005: the law covers a range of topics relating to remediation. The law also restricts financial aid eligibility for those who receive graduation waivers. The law requires the commission, in collaboration with the Department of Education, the Education Roundtable, and the Department of Workforce Development to develop guidelines to assist schools in identifying students who are likely to need remediation.

HB 1427: the law pauses further implementation of the Common Core State Standards until the state board of education considers reports on costs and benefits prepared by a legislative summer study committee, the Department of Education, and the Office of Management and Budget, and until public meetings are held. It requires the state board to adopt new standards by July 1, 2014. It also precludes the use of PARCC during the 2013-2015 biennium.