COMMISSION FOR HIGHER EDUCATION
Friday, August 12, 2011

DISCUSSION ITEM B: <u>Smarter Choices, Faster Completion: Indiana's Complete College America Grant Initiative</u>

Staff Recommendation   For discussion only.

Background   In July 2011, Governor Mitch Daniels announced that Indiana was one of 10 states to be awarded a $1 million competitive grant initiative aimed at enhancing policy innovations and reforms that significantly increase college completion rates. The grant was provided by the national nonprofit Complete College America with funding from the Bill & Melinda Gates Foundation.

Governors from all 50 states were invited to submit proposals for the $1 million, 18-month implementation grants for innovative, high-impact college completion initiatives designed to enhance student success and close attainment gaps for traditionally underrepresented populations. Thirty-three states ultimately entered the contest. As a winning state, Indiana was determined to have one of the nation's most promising strategies to smooth and shorten pathways to college completion for all students.

The Indiana Commission for Higher Education's grant proposal, dubbed "Smarter Choices, Faster Completion," centers on two key strategies: redesigning the delivery of remedial coursework at Ivy Tech Community College and creating highly structured intervention strategies that better support student success at the regional campuses of Indiana University. Together, these efforts are designed to boost graduation rates at campuses that account for more than half of the state's total public higher education enrollment and serve the majority of Indiana's low-income and first-generation college students.

Supporting Document   *1) News Release: Governor announces higher education innovation grant award*
2) Summary: Indiana's "Smarter Choices, Faster Completion" Initiative
3) Grant Proposal: Indiana's Completion Innovation Challenge

STATE OF INDIANA

OFFICE OF THE GOVERNOR

State House, Second Floor

Indianapolis, Indiana 46204

Mitchell E. Daniels, Jr.

Governor

News Release
For Immediate Release

Governor announces higher education innovation grant award

INDIANAPOLIS (July 26, 2011) – Governor Mitch Daniels today announced a statewide focus on increasing college completion rates in Indiana, a state that ranks forty-first in the nation in the proportion of adults with a college credential. Indiana's efforts will be supported by a $1 million innovation grant award from Complete College America, a national non-profit organization focused on working with states on policy reforms that boost college completion.

"Indiana's job climate is now among the nation's best in every dimension but one, and that is the educational attainment of our working age population," said Daniels. "Reinventing higher education means removing unnecessary obstacles that hold students back and expanding opportunities for Hoosiers to earn degrees faster at a lower cost."

Indiana's reputation as a national leader in promoting college completion has been buoyed by such innovations as the launch of WGU Indiana, an accelerated online university geared toward working adults, and a performance-based funding formula for higher education that drives dollars to colleges based primarily on the number of students they graduate.

"Governor Daniels gets it: doing more of the same will not boost student success or get Indiana the additional college graduates it needs to be competitive," said Complete College America President Stan Jones. "In our experience, there are two kinds of leaders: those who run from problems and disappointing numbers like these—and those who run toward them, seeking new solutions and a better path forward.

"I'm not qualified to judge Indiana on every score, but I know college completion and this state clearly has the leadership and the will to fix broken policies, speed achievement and redesign pathways to college graduation for the new majority of students who must balance work and school," added Jones.

Complete College America invited governors from all 50 states to submit proposals to win one of ten $1 million, 18-month implementation grants for innovative, high-impact college completion initiatives designed to enhance student success and close attainment gaps for traditionally underrepresented populations. Thirty-three states ultimately entered the contest. As a winning state, Indiana was determined to have one of the nation's most promising strategies to smooth and shorten pathways to college completion for all students. Funding for the grant was provided by the Bill & Melinda Gates Foundation.

Innovation Challenge: Smarter Choices, Faster Completion
The Indiana Commission for Higher Education's grant proposal, dubbed "*Smarter Choices, Faster Completion,*" centers on two key strategies: redesigning the delivery of remedial coursework at Ivy Tech Community College and creating highly structured

intervention strategies that better support student success at the regional campuses of Indiana University. Together, these efforts are designed to boost graduation rates at campuses that account for more than half of the state's total public higher education enrollment and serve the majority of Indiana's low-income and first-generation college students.

"We see this as another initiative to help us accelerate our efforts in remediation and get people on track to graduate faster," said Ivy Tech Community College President Tom Snyder. "We are focused on our retention and completion efforts at Ivy Tech and assistance such as this will help us reach our goals faster."

More than two-thirds of Indiana's community college students require remediation at an annual cost estimated to exceed $35 million for what are essentially high school level courses. In a departure from traditional "one-size-fits all" remediation models that have proved to be largely ineffective, Indiana's approach will customize the level and type of support provided to students based on their level of need in an effort to get them through remedial courses more quickly, saving both time and money in the process.

Efforts to customize support for low-income and first-generation college students will continue at IU's regional campuses with a robust series of interventions that include clear "smart choices" degree maps and advising to support on-time completion, block scheduling that includes summer coursework, and cohort-based enrollment opportunities that allow students to move through their academic programs as a group for better support.

"Indiana faces a new paradigm in higher education that demands educating more students and relentlessly focusing on quality, efficiency and completion at all levels," said Higher Education Commissioner Teresa Lubbers. "The efforts supported by this grant to redesign remediation, streamline support and help students make smarter choices represent an important step in our broader strategy to transform higher education."

Reaching Higher in Indiana
Daniels has charged the Indiana Commission for Higher Education with formulating a comprehensive package of college completion and productivity recommendations by the end of the year. These will include clear degree production targets by college and campus and refinements to the state's performance funding formula that further support degree completion and workforce development. In consultation with the state's college and university leaders, this work will culminate in a new Reaching Higher strategic plan for Indiana designed to meet the state's education and economic needs.

For more information on the "Smarter Choices, Faster Completion" initiative and related efforts, or to download a fact sheet about college completion, visit www.che.in.gov.

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SMARTER CHOICES, FASTER COMPLETION:
INDIANA'S INNOVATION CHALLENGE

Governors from all 50 states were invited to submit proposals to win one of ten $1 million, 18-month implementation grants for innovative, high-impact college completion initiatives designed to enhance student success and close attainment gaps for traditionally underrepresented populations. Indiana's winning proposal, dubbed "Smarter Choices, Faster Completion" plan centers on two key strategies: 1) redesigning the delivery of remedial coursework at Ivy Tech Community College and 2) creating highly structured intervention strategies that better support student success at the regional campuses of Indiana University.

Redesigning Remediation at the Two-Year <u>COMMUNITY COLLEGE</u> level

Challenge: More than two-thirds of Indiana's community college students require remediation at an annual cost estimated to exceed $35 million for delivering what are essentially high school level courses. Fewer than 25 percent of students who are placed in remedial education ever earn a degree and the longer students spend in remedial education, the less likely they are to ever earn a degree.

Opportunity: Indiana's remediation redesign will result in a new set of consistent policies and practices for placing students in developmental education and customizing the delivery of instruction based on students identified level of need**:**
- *Co-requisite component* that places students into college-level courses with supplemental support to address skill gaps effectively and expeditiously
- *Modular/emporium component* that separates developmental and college-level content into shorter, competency-based modules that can be delivered in a computer lab setting for more customized instruction.

Streamlining Student Support at the Four-Year <u>REGIONAL CAMPUS</u> level

Challenge: Today the majority of Indiana's college students are an exceedingly diverse group from all ages, socioeconomic circumstances and demographic backgrounds who are working (often full time), commuting to campus, and struggling to balance their classes with family and job responsibilities. As Indiana's college population has grown and become more diverse, the level of structure and guidance students require has increased commensurately.

Opportunity: Efforts to customize support for low-income and first-generation college students will continue at the state's four-year regional campuses with a robust series of interventions that include:
- "Smart choices" degree maps and advising to support on-time completion
- Block scheduling that includes summer coursework
- Cohort-based enrollment opportunities.

Advancing completion policies and incentives at the <u>STATE</u> level

Governor Daniels has charged the Indiana Commission for Higher Education with formulating a comprehensive package of college completion and productivity recommendations by the end of the year that will include:

- Clear college credential (degrees/certificates) production targets by institution and campus
- Performance funding refinements to further incentivize degree completion and workforce development

Indiana's Completion Innovation Challenge Proposal:
"Smarter Choices, Faster Completion"

1) State's college completion goals.
Maximum length: 250 words
- Describe the state's existing college completion goals.

As part of the adoption of the *Reaching Higher* strategic plan in 2007-08, the Indiana Commission for Higher Education (CHE) set clear targets for how the state's higher education system can improve college preparation, affordability, completion, and economic development. The goals relevant to college completion included producing the equivalent of 10,000 additional bachelor's degrees per year through 2025 and increasing the number of associate degrees and certificates by 50 percent by 2015.

Over time, it became evident that Indiana's college completion and degree production goals needed to be refined in relation to emerging completion metrics at the national level and projected workforce needs at the state level. In response, CHE developed degree production targets annually through the year 2025 with the aim of achieving a 60 percent postsecondary education attainment rate for the state. The resulting statewide goal requires Indiana to produce an additional 3,784 degrees and credentials annually through 2025. This increase is on top of the expected growth predicted by historical degree production and demographic trends. Absent any improvement beyond that achieved from those expected growth projections, Indiana would fall nearly two-thirds short of its total annual degree production needs (estimated at 6,454 degrees and credentials each year).

In May 2011, CHE formally adopted a resolution affirming Indiana's commitment to the 60 percent attainment goal and corresponding statewide degree production targets. CHE further resolved to disaggregate and formally adopt these statewide targets by *CREDENTIAL TYPE*; by *INSTITUTION* and by *CAMPUS* by the end of 2011.

2) State's work to achieve its college completion goals.
Maximum length: 750 words

- How does the state plan to achieve its state-, state system-, and campus-level goals?
- How do system and campus-level completion goals align with the statewide goals?
- What specific steps have already been taken, and what are the anticipated critical next steps?
- How is data collection embedded into a higher education accountability system?
- How have the state and its implementation partners demonstrated success in prioritizing and achieving measurable progress in improving college completion?

The state's *Reaching Higher* strategic plan has set a clear college success agenda for Indiana. This foundation will propel the state's student-centered "Smarter Choices, Faster Completion" Innovation Challenge by focusing on:

1) Deploying innovative remediation and supportive delivery structures
2) Improving and sustaining performance-based funding
3) Establishing seamless transfer pathways

Many existing actions align directly with this proposal:

Rewarding results through performance-based funding: Indiana has transitioned incrementally to a performance-based funding formula that reallocates a portion of state funding for Indiana's public colleges and universities (5 percent in 2011-13) based on key data outcome measures (like degree completion) rather than traditional input measures (like enrollment).

Indiana's performance formula highly emphasizes college degree attainment, with the majority of incentive dollars directed at demonstrated improvement in the number of degrees (associate and baccalaureate) each college produced overall, degrees completed by students on-time (two and four years respectively) and degrees earned by low-income students. Other performance factors reward increases in the total number of credits successfully completed by students (dual credit and on campus) and advances in university research efforts. CHE has committed to refining the performance formula during 2011 and is considering additional data metrics that promote successful first-year gateway course completion, one-year certificate completion and seamless transfer among Indiana colleges.

Embracing innovative instructional models that support accelerated learning: Indiana is actively exploring instructional models that offer students more flexibility and opportunities for accelerated degree completion. Western Governors University Indiana (WGU Indiana) is one visible example of an online, competency-based approach. The state is employing it to allow students to progress at their own pace in targeted bachelor's and master's degree programs. Through a partnership with the state's Ivy Tech Community College system, WGU Indiana offers community college graduates seamless transfer, an application fee waiver, and a 5 percent tuition discount.

As one alternative approach to the state's accelerated, online-delivery model, Indiana has developed a highly structured and focused associate degree program in the traditional campus setting that allows students to earn a two-year degree in 10 months. After being assessed for strengths and weaknesses, each student receives rigorous interventions to address any skill deficiencies and remediation needs. The accelerated program is intensive: It assesses skill deficiencies, applies rigorous interventions to address remediation needs, provides incentives for remaining on a completion trajectory, and requires students to be on campus 40 hours per week taking courses and studying as a group. Based upon the proven efficacy of this approach, Ivy Tech anticipates scaling the model statewide within the next three years.

In a broader sense, Indiana's Governor has publicly called upon the state's four-year colleges to further develop and actively promote accelerated bachelor's degrees. To ensure that academic quality is not sacrificed at the expense of expediency, CHE is building awareness and support for clearly defined, outcomes-based instructional approaches via a series of targeted academies for university administrators, trustees, faculty and students during 2011.

Building policymaker and grassroots support for college completion: Indiana is positioned to build broad support for education policy reforms via Indiana's Education Roundtable, a bipartisan group chaired by the Governor and composed of key leaders from education, business, community and government. Over the next 12 months, the Roundtable will adopt recommendations to better align the state's secondary, postsecondary and workforce development systems through a variety of policy recommendations that include:
- Implementing college- and career- readiness assessments, including math diagnostics
- Instituting a senior-year high school math requirement for all students
- Tracking and analyzing the academic progress of students who do not meet college readiness math standards

At a grassroots level, the state's Learn More Indiana partnership is growing a network of statewide and local organizations working to raise the state's education attainment (*Indiana's College Success Coalition*). Work to bring the Coalition to scale began last fall with the formation of 17 county-level coalitions, and membership has grown to include more than 500 community organizations. Indiana plans to add 20 or more county coalitions annually over the next three to five years until all 92 counties across Indiana have active, sustainable local coalitions. These local coalitions can help build grassroots support for scaling the pilots to additional sites and for building public will in support of applicable policy reforms. A complementary state-level coalition composed of statewide organizations is launching in 2011 to further coordinate and support efforts on a broader scale.

3) State's use of metrics.
   Maximum length: 500 words
   - Describe how the applicant's state-level and, if relevant, campus-level Common Completion Metrics were used to inform this proposal.
   - Describe how the state is currently using and will continue to use the Common Completion Metrics.

The Common Completion Metrics were essential to informing the development of Indiana's proposal in two key respects: 1) highlighting and prioritizing the most critical college completion barriers and 2) illuminating specific areas in which the state must enhance/streamline its capacity for data collection, reporting and analysis.

Given that about a quarter of the state's public college students and more than two-thirds of its community college students require remediation, it is clear that Indiana must become more effective at identifying and addressing students' developmental education needs. Successfully redesigning and delivering remediation would eliminate a significant college completion barrier, but further data analysis reveals that the state's retention/persistence issues extend well beyond developmental education. Given that student cohorts diminish at each annual transition, it is clear that Indiana must deploy more effective structures that guide and support students—particularly low-income and first-generation college students—toward graduation. Taken together, these two issues are the heart of Indiana's proposal, and the state's ability to address both will hinge on the related efforts to bolster state-level data capacity and progress monitoring.

With respect to the current status of Indiana's Common Completion Metrics, state- and campus-level data have been reported for all four outcome metrics, four of the six progress metrics, and both context metrics. *(See tables below for details.)* Indiana's higher education Student Information System (SIS) currently does not contain the transcript-level or course-specific data needed to complete Progress Metrics 2 and 3 (success in remedial and gateway courses). The partial data that has been reported for these metrics was supplied by alternative data sources, including the *Achieving the Dream* initiative through Ivy Tech Community College *and the Indiana Grade Report* provided by the Independent Colleges of Indiana.

In an effort to complete the remaining common completion metrics and set a clear trajectory for meeting this need on an ongoing basis, the Indiana Commission for Higher Education has committed to the following plan of action:
   - *Summer 2011:* Special survey of higher education institutions related to Progress Metrics 2 and 3 to be completed by June 30, 2011.
   - *Summer/Fall 2012:* Incorporate Progress Metrics 2 and 3 into the state's annual Student Information System (SIS) data collection and reporting process
   - *Summer/Fall 2013:* Indiana reaches state-level capacity for transcript-level, course-specific data collection that exceeds Common Completion Metrics at the state and campus levels

Status of Indiana's Common Completion Metrics

OUTCOME METRICS (1-4)

Metric	State-Level Status	Campus-Level Status
1) Degree Production	Complete	Complete
2) Graduation Rates	Complete	Complete
3) Transfer Out	Complete	Complete
4) Time/Credits to Degree	Complete	Complete

PROGRESS METRICS (1-6)

Metric	State-Level Status	Campus-Level Status
1) Enrollment in Remedial Education	Complete	Complete
2) Success in Remedial Education	Incomplete/Pending	Incomplete/Pending
3) Success in Gateway Courses	Incomplete/Pending	Incomplete/Pending
4) Credit Accumulation	Complete	Complete
5) Retention Rates	Complete	Complete
6) Course Completion	Complete	Complete

CONTEXT METRICS (1-2)

Metric	State-Level Status	Campus-Level Status
1) Enrollment	Complete	Complete
2) Completion Ratio	Complete	Complete

4) Proposed plan for implementing initiatives in one or two of the Innovation Challenge focus areas.
Maximum length: 1700 words
- Describe the structure of the plan and how it addresses one or two of the focus areas.
- Describe how the state will implement this plan and the implementation timeline.
- Describe the leadership team that will drive the plan's implementation and how the composition of this team reflects the proposed work.
- Describe the role that institutions and state system boards will play in implementing the proposed work.

Indiana's "*Smarter Choices, Faster Completion*" Plan concentrates on two foci: Remediation Redesign and Student Support Structures. Within these targeted foci, Indiana will maximize statewide efforts to increase college completion rates, reduce time-to-degree rates and accelerate student success via three key strategies:
1) Redesigning remediation at Ivy Tech Community College of Indiana (in collaboration with Indiana University regional campus partners);
2) Employing cohort-based support structures in targeted high-need workforce areas at Indiana University's four-year regional campuses (in collaboration with community college partners);
3) Advancing state-level policies and data capacity to reinforce/support progress at the system and campus level.

REMEDIATION REDESIGN & ALIGNMENT EFFORTS
Strategy Description
Indiana will transform the delivery and efficacy of developmental education through the statewide implementation of a comprehensive, data-driven remediation model that employs tiered levels of targeted support based on students' demonstrated proficiency. *[NOTE: Under state policy, college remediation is delivered via Indiana's community colleges. Students requiring remediation at the state's four-year campuses must be referred accordingly to reflect institutional mission differentiation and to minimize the cost of remediation delivery.]*

For students assessed just below the college-ready level, Indiana will employ a co-requisite component that places students into college-level courses with supplemental support to address skill gaps effectively and expeditiously. For students requiring more extensive remediation, Indiana will employ a modular/emporium model that separates developmental and college-level content into shorter, competency-based modules. This approach can be delivered in a computer lab setting, supports more customized instruction, and accelerates progress. *[NOTE: In a related effort, Adult Basic Education is being redesigned by the Indiana Department of Workforce Development for students requiring the most intensive remediation.]*

Indiana will select six Ivy Tech Community College phase-in sites to implement these

remediation redesign approaches prior to statewide replication and scaling. The phase-in sites will receive support from national remediation redesign experts and a statewide leadership team that includes representative(s) from CHE, senior administrators from Ivy Tech and IU, and faculty from both institutions. The team will: 1) assess current developmental education policy and practice, 2) identify phase-in sites, and 3) monitor progress and outcome measures. Following the initial phase-in period, the leadership team will refine Indiana's remediation redesign model prior to system-wide implementation across all Ivy Tech campuses.

In a related effort, Ivy Tech and IU's regional campuses will collaborate on aligning common college placement exams, cut scores, and supplementary diagnostic tools. This work will provide more precise identification of student skill gaps and intervention needs, outline the critical competencies that students need to be successful in academic programs at both institutions, and help to facilitate more seamless transitions for students from remedial education into college-level content and through academic degree programs. *[NOTE: Ivy Tech and the IU regional campuses currently use COMPASS placement examination for math, while a variety of placement exams are used for English composition.]*

Remediation Redesign Project Timeline
Planning and Design: July 2011 – December 2011
- Establish a statewide remediation redesign leadership team, which will set and benchmark progress based on Indiana's CCA data metrics
- Conduct implementation academies for potential phase-in campuses (includes overview/rationale of intended remediation redesign instructional models and corresponding application process for phase-in sites)
- Select six Ivy Tech phase-in campuses from applicant pool: up to three co-requisite and three modular/emporium sites total
- Conduct training academies for campus-level leadership teams to:
  o Confirm college-level competencies and corresponding assessment strategy
  o Finalize course design, delivery approaches and implementation plans
- State-level leadership team reviews campus-level phase-in plans and provides ongoing feedback

Phase-In Implementation and Evaluation: January 2012 – December 2012
- Implement first student cohort at phase-in campuses during spring 2012 term
  (Fall 2012 term continues initial student cohort and introduces second cohort)
- Provide ongoing technical support to phase-in campuses
- Conduct progress report and best-practice sharing academies for all phase-in campuses
- Conduct ongoing program evaluation to inform statewide scalability plan

Replication and Statewide Scaling: January 2013 – May 2013
- Share outcomes and solicit feedback through pubic engagement activities
- Continue initial phase-in for Spring 2013 term
- Develop system-wide implementation and scaling strategy

- Revise current system-level policies to include:
  - Common definition of academic competencies in remedial education and the gatekeeper math, reading and writing courses that are critical for success at Ivy Tech and regional campuses
  - Assessment policy that incorporates diagnostic assessments to pinpoint academic deficiencies
  - Accountability system for institutions aligned with Indiana's performance funding model and Common Completion Metrics

COHORT-BASED SUPPORT STRUCTURES

Strategy Description

IU's regional campuses will develop and implement structured, cohort-based degree programs in high-demand fields that also serve high proportions of low-income students. The initial models will include degree programs in nursing and teacher education, each of which enroll large numbers of students and are aligned with identified state workforce needs. Each program will be implemented on two to three regional campuses, which will then be scaled across other regional campuses following the phase-in period. The defining features of the structured, cohort models will be a competency-based curricula that includes

- Clear degree maps and advising to support on-time completion
- Block scheduling that includes summer coursework
- Cohort enrollment opportunities.

Regional campus faculty academies from each academic discipline will convene and engage in parallel activities to develop and implement structured cohort-based programs. This work will be informed by the participation of a designated liaison from the neighboring Ivy Tech campus in each academic discipline. Key activities involved in meeting this innovation challenge are highlighted in the associated timeline.

Cohort-Based Support Structures Project Timeline

The project will begin by convening inter-campus leadership teams to support the design and implementation of the structured degree program models based on the following work plan:

Planning and Design: July 2011 – December 2011

- Establish intercampus leadership teams, which will set and benchmark progress toward Indiana's CCA data metrics
- Conduct implementation academies for potential phase-in campuses (includes overview/rationale of intended cohort-based support structure and corresponding campus application process)
- Review applications and select phase-in campuses (includes formalizing campus-level leadership teams)
- Identify core competencies, prerequisites and completion options for cohort-based support models
- Develop cohort strategy for program enrollment and completion (includes creating clear degree program maps for students)

- Establish curricular schedule and course syllabi (includes summer coursework, essential learning activities, and associated learning outcomes)
- Advertise degree program opportunity for students on participating phase-in campuses
- Admit and enroll students in pilot programs

Phase-In Implementation and Evaluation: January 2012 - December 2012
- Begin implementation of structured programs at phase-in campuses
- Monitor and evaluate program features and student success
- Make program adjustments as necessary based on evaluation results
- Provide ongoing technical support
- Conduct progress reports and share best practices
- Solicit additional campuses to scale-up program delivery
- Share outcomes and solicit feedback through public engagement activities

Replication and Statewide Scaling: January 2013 and ongoing
- Develop implementation and scaling strategy across IU Regional campuses
- Revise/develop university policies to support implementation of structured cohort model
- Establish calendar for periodic review of structured cohort model programs
- Identify/develop additional degree programs for cohort-based delivery based on workforce needs/priorities

STATE LEVEL SUPPORT
Strategy Description & Timeline
To sustain and support the completion strategies described above, an Indiana College Completion Council will be established. Membership will include senior representatives from the state's colleges and universities (President or President's Designee), Governor's Office, Commission for Higher Education, Department of Workforce Development, Department of Education, and Indiana's Education Roundtable. The Council will convene on at least a quarterly basis beginning in July 2011 to vet and track progress toward key state policy milestones that reflect Indiana's commitment to improving college completion and education attainment.

The Council's initial charge during the term of the implementation period will include:

1) *Recommending college credential (degrees/certificates) production data targets/ metrics by institution and campus.*
   The Council will establish baseline degree production targets by the end of 2011, which will be revisited and refined on an ongoing basis to track progress.

2) *Reviewing Indiana's performance-based higher funding formula.*
   Beginning in the first quarter of 2012, the Council will vet proposed performance incentives that reward successful gateway course completion and degree transfer. The Council's recommendations will be presented for consideration to the Indiana

Commission for Higher Education by the end of 2012.

3) ***Promoting seamless transfer and articulation pathways.***
Beginning in the second quarter of 2012, the Council will identify priority transfer pathways between Indiana's two-year and four-year college sectors based on identified high-need workforce areas. The Council will build upon the work of Indiana's Statewide Transfer and Articulation Committee and will be informed by the phase-in of the cohort-based programs outlined earlier. As transfer pathways are finalized and approved by the appropriate university governance and system boards, the state will utilize the capacity of its Learn More Indiana initiative to promote these opportunities for students.

INDIANA'S LEADERSHIP TEAM

Indiana's State-level Leadership Team has conferred on this plan routinely since the initial meeting in March 2011. The team represents the major stakeholders and partners affected by this proposal, and individual members possess the authority within their respective agencies to ensure the achievement of key benchmarks. The team plans to function as a steering committee for this grant, with authority to review proposals, recommend contractors, and monitor progress. Current members include:

- *Office of Governor Mitch Daniels:* Scott Jenkins, Education Policy Director
- *Indiana Commission for Higher Education:* Teresa Lubbers, Commissioner for Higher Education; Jason Bearce, Associate Commissioner for Higher Education; and
- *Indiana University:* Barb Bichelmeyer, Associate Vice President for Academic Planning
- *Ivy Tech Community College of Indiana*: Mary Ostrye, Vice Provost for Academic Affairs and Jeffrey Terp, Vice President of Program Analysis and Engagement
- *Indiana Chamber of Commerce:* Derek Redelman, Vice President, Education and Workforce Development
- *Indiana Department of Education*: Stacey Hughes, Assistant Superintendent for Student Learning
- *Indiana Department of Workforce Development:* Gina Del Santo, Deputy Commissioner of Workforce Development

INDIANA'S IMPLEMENTATION ROLES

Ivy Tech is the lead partner on remediation redesign, and Indiana University is the lead partner on student support structures. The Indiana Commission for Higher Education is the fiscal agent and lead partner on the college completion targets/metrics, performance-funding and transfer policy measures.

5) Description of how the state's plan advances the goals of the other focus areas and how this plan will integrate with and accelerate the state's larger completion goals.
Maximum length: 1200 words
- Describe how use of these funds will leverage progress in the state.
- Describe why funding for the selected Innovation Challenge focus area(s) is critical to creating measurable increases in completion in the state.
- Describe how the proposed work will improve completion given the challenges and barriers the state faces.
- Describe how the proposed work responds to the needs of the state's labor market.
- Describe how the proposed work addresses racial and socioeconomic completion gaps in the state.
- Describe the state's prior success in this area and how this plan builds upon previous and existing work.

LEVERAGING PROGRESS & PRODUCING MEASURABLE OUTCOMES

Time is the enemy of completion. With that maxim in mind, Indiana has centered its proposal on two foci identified by Complete College America: transforming remediation and restructuring delivery for today's students. Within the context of these target foci, Indiana will integrate, build upon, and better leverage existing state efforts that:
- Incentivize progress and reward results through performance-based funding:
- Embrace innovative instructional models and technology tools that support accelerated learning and on-time completion
- Build policymaker and grassroots support for college completion

Though state funding for Indiana's higher education system has remained relatively stable in comparison to other states during the national recession, budget cutbacks and related efficiency measures have made Indiana increasingly reliant on outside funding from private foundations, the federal government and other sources to implement and scale innovative college completion initiatives such as those outlined in this proposal. While Indiana's commitment to and sense of urgency around these efforts remains unchanged in the absence of funding, it will be difficult for Indiana to make significant progress in the near term on these essential strategies without outside support, particularly as it pertains to system changes at the institution level and data capacity-building at the state level.

By setting clear data metrics and targets, driving systemic-change in terms of both policy and practice that place the needs of students first, and broadly disseminating progress/outcome measures and milestones achieved at the state, institution and campus levels, the implementation of Indiana's "Smarter Choices, Faster Completion" plan sets the conditions for meaningful change and lasting progress to be achieved on a statewide basis.

ADDRESSING WORKFORCE & ECONOMIC DEVELOPMENT NEEDS

In alignment with the Indiana Commission for Higher Education's *Reaching Higher* strategic

plan and the supporting initiatives outlined in this proposal, Indiana's Education Roundtable has contracted with FutureWorks, a private consulting and policy research firm specializing in postsecondary education and regional economic development, in an effort to better align the state's education and workforce development interests.

Under the direction of the Roundtable and CHE, FutureWorks will conduct an in-depth analysis of Indiana's current, projected and aspirational workforce needs through the year 2025, which will be disaggregated by postsecondary credential type and used to inform the establishment and formal adoption of college degree and certificate production targets for Indiana at the state, institution and campus levels. The results from this state-specific research and corresponding production targets will be disseminated to relevant stakeholders across Indiana by the Roundtable, CHE, the Indiana Chamber of Commerce and Learn More Indiana's College Success Coalition. This effort will help build consensus and sustain support for necessary changes at the state and local levels.

ADDRESSING STUDENT NEEDS & ACHIEVEMENT GAPS

There is no doubt that Indiana's workforce is undergoing a dramatic transition in an effort to meet the demands of a global economy. At the same time, Indiana's higher education student population is experiencing a similarly dramatic transition. The notion of the so-called "traditional student" has become increasingly irrelevant. The 18-year old recent high school graduate who spends four years on a residential college campus is now the minority among all students in Indiana. Today, the majority of Indiana's college students are an exceedingly diverse group from all ages, socioeconomic circumstances and demographic backgrounds who are working (often full time), commuting to campus, and struggling to balance their classes with family and job responsibilities.

Most Hoosiers now recognize that a college credential has become the new currency in a global economy, and attaining a higher education is their passport to opportunity and prosperity. It is therefore now incumbent upon Indiana to provide a higher education system that is prepared to help students realize this promise. As Indiana's college population has grown and become more diverse, the level of support students require has increased commensurately. Meeting this challenge demands that Indiana's higher education system embrace innovative delivery models and support structures that help students make smarter choices and complete college faster.

With that goal in mind, the Remediation Redesign will result in a new set of policies for assessing and placing students in developmental education, and it will customize the delivery of instruction to these students based on their identified level of need. The project will increase accountability and formalize a continuous improvement process for institutions. Furthermore, this effort may also impel the redesign of additional college-level courses. By applying the principles of minimum-paced, accelerated and competency-based instruction, decreased time to degree and increased college attainment rates for students could be realized.

The benefits of more supportive structures at the four-year college level will likely extend beyond the context of remedial education to help students successfully navigate their chosen program of study within its intended timeframe. By offering clearly constructed degree map pathways in high-demand fields combined with cohort-based, block scheduling options, Indiana will provide students the guidance and structure they need to succeed.

Taken together, the redesign of developmental education at the state's community college combined with the deployment of supportive structures at the Indiana's four-year regional campuses will increase college retention and completion rates for low-income students, students of color and other disadvantaged populations. The implementation of these strategies will also facilitate increased college and workforce credential attainment for adult students who have been displaced from the workforce and are looking for short term retraining opportunities that will get them back to work.

6) Benchmarks against which the state will evaluate its progress against this plan.

Maximum length: 350 words

- Provide ambitious and realistic 3-month, 6-month, 12-month, 18-month, 24-month and 36-month benchmarks for the proposed activities.
- Provide a three-year outline for sustaining work that explains how the proposed actions will continue to improve completion rates beyond the grant period.
- Describe the implementation team's plan and process for assessing which changes in state- and campus-level metrics are attributable to work implemented through the Innovation Challenge.

Three Month Benchmarks

Remediation Redesign	Cohort-based Support Structures	State Level Support
-Establish baseline data -Select group-1 campuses	-Establish baseline data -Select phase-in campuses	-Convene first Council meeting -Data portal timeline approved

Six Month Benchmarks

Remediation Redesign	Cohort-based Support Structures	State Level Support
-Finalize implementation plans and assessment strategy -Select group-2 campuses	- Finalize implementation plans -Complete curriculum design plan	- Council vets degree production targets -CHE adopts degree production targets to inform revised strategic plan -Identify priority transfer pathways

Twelve Month Benchmarks

Remediation Redesign	Cohort-based Support Structures	State Level Support
-Implement/complete first semester group-1 pilots -Gather/analyze results	-Review impact data	-CHE revises strategic plan, vets refined performance incentives -CHE shares outcomes through public engagement, web portal and legislative briefings

Eighteen Month Benchmarks

Remediation Redesign	Cohort-based Support Structures	State Level Support
-Continue phase-in -Analyze results	-Continue phase-in -Analyze results	-CHE adopts priority transfer pathways

Twenty-four Month Benchmarks

Remediation Redesign	Cohort-based Support Structures	State Level Support
-Continue phase-in -Initiate redesign process at all Ivy Tech Campuses	-Analyze student performance and end-of-semester evaluation	-Adopt academic competencies for remedial education and entry-level college courses that are critical for college success

Thirty-six Month Benchmarks

Remediation Redesign	Cohort-based Support Structures	State Level Support
-Full implementation of remedial education redesign at all Ivy Tech sites	-Expansion of support structures to all regional campuses	-Evaluate progress toward CHE strategic plan (ongoing)

PLAN FOR ACCOUNTABILITY AND SUSTAINABILITY
The steering team will meet at least quarterly to review and access progress toward benchmarks. Implementation partners will be expected to provide data on applicable outcomes, and the steering team will access which improvements are due to reform efforts versus those that might be attributed to other variables.

Indiana will sustain and propel these efforts beyond the implementation period over the next three years by 1) broadly disseminating and tracking progress on common completion metrics disaggregated by student demographic groups, 2) incentivizing institutional progress through refined performance-funding levels, 3) adopting/promoting comprehensive, consumer-friendly statewide transfer policies that support students in making successful transitions and completing degrees, and 4) building public will that positions college completion as a state budget priority.

7) State's proposal development process.
   Maximum length: 250 words
- What institutions, agencies and individuals does the state intend to collaborate with in the proposed plan?
- Describe the roles and input of these collaborators in the development of this proposal.

At the higher education institution level, the main collaborating entities will be Ivy Tech Community College and the regional campuses of Indiana University, the state's primary access points for two-year and four-year postsecondary education, respectively. Though collaboration and crosspollination of effective strategies is inherent in Indiana's program design, Ivy Tech will serve as the lead implementation partner on remediation redesign while IU will be the lead partner for the cohort-based support structure models. At the system-level, the Indiana Commission for Higher Education will serve as the lead implementation partner for driving state policies that support and sustain reforms at the institution-level.

Work at the system- and institution-levels will be informed and supported by the contributing entities represented on Indiana's Complete College America State Leadership Team and the corresponding Indiana College Completion Council outlined earlier in this proposal. Those entities include: the Indiana Governor's Office, Indiana Commission for Higher Education (CHE), Indiana Chamber of Commerce, Indiana Department of Education, Indiana Department of Workforce Development, Indiana Department of Workforce Development, Indiana's Education Roundtable and the state's colleges and universities.

Discussions between Indiana's state CCA team at the Spring 2011 Completion Academy and the broader group of anticipated state implementation partners following the team's return from the initial convening in Miami achieved consensus on the core components of this proposal. Representatives from CHE, Ivy Tech and IU were designated as the primary authors of the proposal based upon the guidance and direction provided by the larger group.

8) Use of Innovation Challenge grant funds.
   Maximum length: 400 words
   - Provide a narrative to accompany the budget summary table that describes how funding is allocated to each of the following budget categories:

   i. **Staff/Personnel**
      - **Title and salary of each position**
      - **Amount of time to be spent by each position as measured by the percentage of the employee's time**
      - **Description of each position, role of position with regards to overall project success and background information for each individual**

   ii. **Travel**
      - **Number of trips**
      - **Costs of transportation and subsistence during each trip**
      - **Description of each trip including length, purpose and contribution to the project's overall success**

   iii. **Technical Assistance**
      - **Type of technical assistance needed**
      - **Cost per service (if contracted service, list details of contract including length, number of services offered, rate and total cost)**

   iv. **Training**
      - **Description of each training program and its relevance to project**
      - **Number and cost of training programs**

   v. **Technology and Equipment**
      - **Type of equipment and cost per unit**
      - **Description of equipment's purpose and function**

   vi. **Communication**
      - **Type and cost of communication (if contracted service, list details of contract including length, number of services offered, rate and total cost)**

   vii. **Indirect and Administrative Costs**
      - **Description of specific cost and how it serves the project**
      - **May not exceed 15% of total project budget**

Staff/personnel

- <u>Phase-in Campus Implementation Coordinators</u>: Approximately 20 to 25 percent of salary/benefits of three positions to oversee phase-in sites. (Ivy Tech may combine coordinator roles based on campus region.)
- <u>State-level Coordination</u>: 2 percent of CHE staff salaries and benefits will be charged to support initiative administration management, coordination and reporting. Titles/salaries are available at www.in.gov/itp/2406.htm.

Travel*

- <u>Expert Implementation Consultants</u>: Assumes 6 academy trainings for 2 expert consultants. Estimated at $1500 per person per trip.
- <u>Phase-in Campus Implementation Coordinators</u>: Assumes 25 inter-campus collaborative exchanges. Estimated at $200 per person per trip.
- <u>Phase-in Campus Training Participants</u>: Assumes 6 training academy opportunities. Estimated at $200 per person, per trip.
- <u>State-Level Leadership Team Site Visits</u>: Assumes 1-2 visits per site at approximately $100 to $200 each.

   *All travel reimbursed under state travel policy at www.in.gov/idoa/2459.htm.

Technical Assistance

- <u>Expert-Facilitated Implementation Academies</u>: 6 academies and consultation on readiness inventories, institutional plans, policy research and data/evaluation approaches.
- <u>Phase-in Grants (remediation)</u>: Provides $40,000 per site to incentivize participation and offset direct costs.
- <u>Phase-in Grants (cohort-based)</u>: Provides $40,000 per site to incentivize participation and offset direct costs.
- <u>Data Quality/Information System Consulting</u>: Supports data expansion and systems alignment.

Training

- <u>Expert-Facilitated Implementation Training</u>: $500 per day at 60 days to assist campuses with initiative design and implementation.
- <u>Phase-in Campus Training Academies</u>: Meeting logistics for 6 trainings at $2,000 each.
- <u>State-level Convenings</u>: 4 statewide convenings for university administrators, trustees, faculty and students to leverage support and drive progress.

- College Completion Council: 6 meetings at $1,000 each.

Technology and Equipment
- Data Server & Storage: Data capacity for web portal
- Teleconferencing & Webinars: Virtual meetings to support project management/coordination and to supplement in-person trainings.
- Computers & Related Software: Computers/software to project administration and data management.

Communication
- Completion Data Web Portal: Expands statewide access, transparency and accountability of completion data metrics
- Public Engagement & Outreach: Fosters state-level and grassroots support for completion initiatives.

Indirect and administrative costs
- Campus Administrative Costs: $75,000 to Ivy Tech and $37,500 to IU for in-direct expenses.