



REACHING HIGHER, ACHIEVING MORE



AGENDA

MATERIALS

March 13, 2014

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INDIANA *for* COMMISSION
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

AGENDA

Commission Meeting | March 13, 2014

HOTEL ACCOMMODATIONS

Country Inn and Suites
4325 Southport Crossing Way
Indianapolis, Indiana 46237

MEETING LOCATION

Ivy Tech Community College
Illinois Fall Creek Center
50 West Fall Creek Pkwy North Drive
Indianapolis, Indiana 46208

WORKING SESSION & BREAKFAST

9:00 A.M. – 11:30 A.M.
Illinois Fall Creek Center
Room 521

CALL IN INFORMATION:

855-279-0026

PARTICIPANT PIN: 76752

WiFi NETWORK: IvyGuest

DISCUSSION TOPICS

- Minority Teacher Stipend and Student Teacher Stipend for High Need Fields Updates
- Free Application for Federal Student Aid (FAFSA) Update
- Legislative Session Update
- K12 College Ready Standards Process
- State Authorization Reciprocity Agreements (SARA) Update
- Signature Assignment Workshop Update
- Committee Report Outs

LUNCH - COMMISSION

11:45 A.M. – 1:00 P.M.

Illinois Fall Creek Center

Room 322*

**Lunch buffet in room 322*

Lunch Guest

Dr. William Katip, President

Grace College & Seminary

LUNCH - STAFF

11:45 A.M. – 1:00 P.M.

Illinois Fall Creek Center

Room 521

**Lunch buffet in room 521*

COMMISSION MEETING

1:00 P.M. – 4:00 P.M.

Illinois Fall Creek Center

Room 101-102

CALL IN INFORMATION:

855-279-0026

PARTICIPANT PIN: 76752

WiFi NETWORK: IvyGuest

I. Call to Order – 1:00 P.M. (EST)

Roll Call of Members and Determination of Quorum

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VI. Adjournment

The next meeting of the Commission will be on **May 8, 2014, in Evansville, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 13, 2014

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University-Purdue University Indianapolis, Campus Center (CE), 420 University Boulevard, Indianapolis, IN with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jon Costas, Jason Curtis, Jud Fisher, Chris Murphy, Dan Peterson, John Popp, Hannah Rozow, Mike Smith, and Caren Whitehouse.

Members absent: Susana Duarte De Suarez, Mark Holden, Allan Hubbard.

CHAIR'S REPORT

Mr. Fisher invited IUPUI's Executive Vice Chancellor and Chief Academic Officer Dr. Nasser Paydar to give some welcoming remarks. Dr. Paydar welcomed members of the Commission to the campus. He recognized Commissioner Teresa Lubbers for her role as a leader of higher education not just in the State of Indiana, but in the nation. Dr. Paydar presented some statistics pertaining to the campus: there are 30,000 students; 23,000 of them are undergraduates; 90 percent of the students are from Indiana; almost 147 countries are represented at the campus, both in faculty and in student body. IUPUI offers 7000 degree programs; 82 percent of those are from IU, the rest from Purdue.

There are about 2700 faculty members at the campus; the School of Medicine is the largest school with about 1500 faculty members. Dr. Paydar spoke about the research at the School of Medicine; about the strategic planning process on campus to create an education affordable to students in Indiana. He talked about the student body, about the retention, graduation and success of students. He also spoke about IU's partnering with Ivy Tech and other universities. Dr. Paydar presented a chart that showed that this fall 51 percent of the students were taking 15 credit hours per semester, as a result of a hard work of the faculty. In conclusion, Dr. Paydar thanked the Commission for its support of higher education.

Mr. Fisher thanked Dr. Paydar for welcoming the Commission to IUPUI's campus and hosting today's meeting. Mr. Fisher began his remarks by reflecting on the second annual State of Higher Education Address that took place on Wednesday, January 22nd in Indianapolis. This Address is an opportunity to bring together Indiana's advocates for higher education and Indiana's recent progress and the work of the Commission that drives this progress forward. During her Address, said Mr. Fisher, Commissioner Lubbers pointed to several recent policy reforms advocated by the Commission that aim to increase college completion and student success, including streamlining college credit requirements, increasing college affordability, and improving college transfer and completion. This annual address gives the Commission an opportunity to make a compelling case for the ultimate goal: graduating more Hoosiers with on time degrees at the lowest possible cost.

Mr. Fisher also highlighted some of the Commission's upcoming events. The Commission's faculty member Dr. Jason Curtis is hosting the Faculty Leadership Conference on Thursday, February 27th, to discuss how the credit hour can be redefined and to talk about competency-based education. The Commission student member Hannah Rozow is hosting the Student Leadership Conference on Friday, March 28th; it will be discussing the challenges of on-time completion and affordability of higher education. The Commission will host its annual Kent Weldon Conference for Higher Education on Thursday, April 10th.

In conclusion, Mr. Fisher said that the Commission has recently launched an events listserv that distributes notices of Commission meetings, and the Commission's upcoming public events and conferences. Information for these events and joining the events listserv is available on the Commission website, www.che.in.gov.

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, expressed hope that the staff's weekly legislative updates have been helpful. The General Assembly is more than half way through the session; in a short session they recess by March 14th. Ms. Lubbers said that the Commission did not advocate many new legislative ideas, believing that the past two sessions passed major reforms, which the Commission – and the institutions – are in the process of implementing. Ms. Lubbers added that the Commission has been busy providing input on several pieces of legislation that would impact higher education, a majority of which are not proceeding at this point. In anticipation of next year's budget session, the Commission continues to work with legislative and higher education leaders on issues that will impact the Commission's funding recommendations.

Ms. Lubbers reminded the Commission members that in the 2012 legislative session, the General Assembly, with the support of the Commission, passed a bill to reduce credit creep. Prior to the passage, nearly 90 percent of degree programs at Indiana's public colleges exceeded the traditional standard of 120 credit hours for a four year degree and 60 credits for a two year degree. The result was students taking longer to graduate and often ending up with more college debt. Today, continued Ms. Lubbers, this obstacle has nearly been eliminated with more than 90 percent of degree programs meeting the accepted standard – a complete reversal. Of the programs that are still over the threshold, most have been justified by accreditation or licensure requirements. This single, common-sense change is estimated to save students and taxpayers more than \$35 million a year.

Ms. Lubbers told the Commission that yesterday she joined Governor Pence and presidents or designees of all seven public higher education institutions for a news conference to announce that Indiana is one of only three states selected by Lumina and Complete College America to receive a \$1 million three year grant to implement strategies referred to as Guided Pathways to Success. The goal is to provide clear roadmaps to students for college success, including more effective remediation, degree maps, proactive advising, block scheduling and a host of other practices designed to increase completion and especially on-time completion. Indiana's selection is the culmination of many related efforts already underway on state campuses – and a growing recognition that Indiana is well-positioned to scale these strategies statewide.

Ms. Lubbers pointed out that the Commission is very concerned about the level of debt students have when they exit college. Ms. Lubbers said that on Monday she received an update on IU's focus on college affordability and student financial literacy. Across seven IU campuses, the number of undergraduates who took out federal loans in 2013-14 decreased by 12 percent from 2012-13, and the money fell by the same percentage. In 2012 IU created an Office of Financial Literacy and launched programs to raise awareness of the risk of excessive borrowing and to help students make smart decisions about money. These early and encouraging numbers suggest students are holding down expenses and declining to take loans they don't need for college and living expenses.

Finally, Ms. Lubbers made a comment about the College Completion Report that will be finalized and published next week. Much like the first edition of the Commission's College Readiness Report, there are many ways to make this report even better in subsequent years, and the staff is committed to doing that. It is clear, however, that these reports provide a much more comprehensive picture of college completion, including transfer and extended time than has ever been used before. The data provides both institutional and student measures that are instructive as the Commission works to increase the educational attainment of Hoosiers and to reach the 60 percent goal.

CONSIDERATION OF THE MINUTES OF THE DECEMBER 2013 COMMISSION MEETING

R-14-01.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December, 2013 regular meeting (Motion – Murphy, second – Bepko, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Competency Based Learning

In his introductory comments, Mr. Fisher said that at the December CHE Meeting he mentioned that over the next few months the Commission will be exploring some new frontiers in higher education under the broad heading of “creative solutions for non-traditional students.” Mr. Fisher noted that the Commission continues this series with an innovative public square format to discuss competency-based learning and prior learning assessments.

Mr. Fisher announced that Dr. Cathrael “Kate” Kazin, Chief Academic Officer at Southern New Hampshire University’s College for America, was attending the meeting via videoconferencing. Dr. Kazin is one of the nation’s experts on higher education assessment. For the past ten years she worked as Executive Director for Higher Education at ETS, where she was responsible for strategic outreach to the higher education community, collaborations with presidents, provosts and other higher education leaders, and high-profile strategic initiatives to develop new services. The focus of the presentation will be 1) to explain how Southern New Hampshire University’s competency-based programs work, and 2) detail how the university was able to transition from traditional credit hours to this new model.

Dr. Kazin started her presentation by explaining what College for America (CfA) is and how it fits into Southern New Hampshire University (SNHU). SNHU is private, non-profit university, where students usually have close connections with faculty members. Since 2007 the University also has College of Online and Continuing Education. This is a large online program, directed mostly at working adults. This is completely competency-based.

Dr. Kazin showed a chart with the CfA’s timeline, explaining how the schools moved to a competency-based model. She said that the university created the innovation lab to look at the major problems facing higher education: access, cost, completion. The university received a grant from Melinda and Bill Gates Foundation to help with this project. The CfA was not open officially until October of 2013; it had to get an approval from the regional accreditor and from US Department of Higher Education.

Dr. Kazin’s next slide was explaining the essence of competency-based education. It is not based on credit hours or seat time. In general, competency-based education is not the time spent in the classroom, or semesters, but rather a demonstration of articulated skills, abilities and knowledge. Competency-based education is very purposeful about what the students and graduates should learn and do. In other words, the stress is on learning, not on time it takes the student to learn (within reason).

The next slide showed the reasons for competency-based education. Dr. Kazin pointed out the importance of specifying what students can learn and do. Employers can’t understand the difference between various grades; they would like to have evidence of what students can do. Competency-based education tries to see where the efficiencies are; it increases efficiency of higher education and can lower costs.

Dr. Kazin showed the list of institutions that use competency-based education. Those include Western Governors University, Capella University, University of Northern Arizona, University of Wisconsin, and Southern New Hampshire University. Talking about the history of the College for America, Dr. Kazin showed the degree program that was first offered there;

that was AA in General Studies with a business concentration. It is a very low cost program, flexible, self-paced and self-directed, and it is focused on 120 competencies, not courses. The students should show that they mastered competencies. Dr. Kazin explained what CfA means by a “competency”, which is a “can do” statement. The CfA is always looking not at what the graduates know, but at what they can do with this knowledge.

The next slide showed that the competencies are in line with basic competency clusters. The emphasis is on the cross cutting foundational skills and personal and social skills that employers find really important. The students also satisfy all their General Education requirements, so this AA degree can be a transfer degree as well. Then Dr. Kazin showed that this degree is organized around 20 goals, and each goal integrates five to eight competencies from across competency categories. These goals are translated into courses, but are different. Dr. Kazin noted that integration of the competencies is what distinguishes this program from others.

Dr. Kazin showed a slide explaining the assessments of the competencies. After completing and submitting the projects, the students get feedback from a faculty member, who encourages them to work on the project until the students demonstrate mastery. Dr. Kazin talked about various goals and the competencies required to reaching these goals. She also talked about the paths within goal, and the ways the students can reach their goals. Dr. Kazin also spoke about the format of the projects, adding that the students always know the criteria for their work to be evaluated.

The next slide showed a sample rubric, and this rubric shows just “Yes” or “Not yet” in the criteria. “Not yet” is the most positive aspects of our program; it implies that if the students keep trying, they can always do it. Dr. Kazin also talked about the support for student learning. Everything is designed to increase student success.

Dr. Kazin compared a traditional AA and CfA Model. In both cases a student earns 60 college credits and a degree. The courses at CfA are integrated, so the students get a good experience. Dr. Kazin spoke about the traditional model of a single faculty member and the CfA experts. In a traditional model one person advises students, designs curriculum, instructs students, develops assessments, and evaluates student work. At CfA they have a group of dedicated experts who design curriculum, develop assessments and evaluate student work. All are specialists in these fields.

The final slide showed the advantages and challenges of competency-based education (CBE). Dr. Kazin said that what is required is a clear articulation of what students should know and be able to do, and this can be a challenging process. Some faculty may see this model as undermining their autonomy.

Mr. Fisher thanked Dr. Kazin for her presentation. He turned the discussion to the response panel and introduced the guest panelists: Dr. Allison Barber, Chancellor of WGU Indiana; and Dr. Karen Solinski, Vice President for Legal and Governmental Affairs for the Higher Learning Commission. Dr. Dorothy Wax, Associate Vice President for Career Services for the Council on Adult and Experiential Learning, was unable to attend the meeting in person, but gave Commissioner Lubbers some materials to be passed around.

Mr. Fisher invited Dr. Barber to talk about the competency-based, completely on-line model that WGU is using. Dr. Barber said that WGU started 16 years ago, and it was a lonely experience for them then, so it is exciting to see other universities moving to the competency-based education field. She said that there are 45000 students at WGU, and the university now offers only Bachelor’s and Master’s degrees. Dr. Barber stated that learning and managing mastery was very foreign to the conversation of the higher education at the time WGU began, but this was the right thing to do for adults. She said they believe that on-line, competency-based education has changed everything in higher education.

Dr. Barber said that their model is not-for-profit. Last year WGU introduced legislation in DC trying to encourage other universities to pilot competency-based education. Dr. Barber said they believe in its importance, and, what is more valuable, they see how the outcomes change lives, especially of the adult learners.

In response to Mr. Fisher's question how this shift from seat time to competency affects the impact of accreditation, Dr. Solinski said that a number of their accrediting institutions have already been doing a competency-based education for a long time. They have traditional courses, credit hours, and rates, and on top of that – a competency-based assessment approach. These institutions consider themselves competency-based institutions, and the government calls them direct assessment institutions, like WGU, or like Southern New Hampshire University. In the direct assessment model all these credit hours, courses, and rates disappear, and what is left is assessment of competencies, where what counts is not the time the students spend in the classroom or what grades they get, but what they learn and what they can do. The students still get a degree, and leave with the same outcomes and same credentials.

Dr. Solinski said that any institution that wants to add a competency-based layer on top of the traditional education does not require the permission of the accreditor; but when they take away the traditional layer, that requires their permission. This has to do with financial aid, primarily for the Title IV purposes. Secondly, the accrediting agency cares about the quality of the programs, and they want to make sure the students get a good quality education.

Ms. Lubbers said that Dr. Wax, who was unable to attend the meeting, is with the Council for Adult and Experiential Learning (CAEL). They are working with another concept, the prior learning assessment, which is another kind of competency. Ms. Lubbers said that the Commission was going to ask Dr. Wax how competency-based CAEL colleges can award degrees to students, who demonstrate competencies, and how students get credit for prior learning.

Ms. Lubbers read Dr. Wax's response. CAEL has been around for forty years. They have promoted methods for evaluating students for prior learning for college credit. The learning may be acquired through work experience, employer training programs, independent study, non-credit courses, volunteer and community service, travel, non-college courses, and seminars; and all these are referred to as prior learning assessments. In a competency-based program, students, who bring a lot of prior learning to the programs, can use this learning to pass the program's assessments; or they can build on their prior learning to be assessment-ready more quickly. This is one way in which competency-based education programs allow students to progress at their own pace. Ms. Lubbers (on behalf of Dr. Wax) explained how they assess prior learning by standardized exams, such as exams used for veterans; AP exams; faculty-driven challenge exams; departmental exams; evaluation of non-credit instruction, as well as the military assessments; corporate training and portfolio assessments. Ms. Lubbers added that it is important to have a concept of prior learning assessment for this discussion.

In response to Dr. Curtis' question regarding the claim that the list of competencies, when being turned into a checklist, becomes the lowest common denominator, Dr. Kazin said that in some ways it is the highest common denominator, because students can simply check off the competency; they engage in projects that enable the university to determine the competencies. Dr. Kazin added that they work with their evaluators to set the requirements; it is also transparent that the competency shows what the student was asked to do, what he actually did, the rubrics used to determine it, and the work product.

Dr. Solinski said that it is natural to assume that there is a need for more of a common denominator, but it is really more of a definition of a competency. Instead looking at a course in terms of chapters, the student begins to extract the kinds of skills and competencies that go

out of that. It is a different way of looking at the same thing, and the rubric is the same, but the focus is different.

Dr. Barber made a comment that many students say that competency-based education is more difficult because you have to prove mastery. With competency-based education, and in-depth focus on mastery, the students graduate with much more energy and a different type of passion of learning; they know they are learning the mastery that will lead to what the employers are looking for, and this is an enriched process of learning.

Responding to a question from Mr. Peterson how they define competency, Dr. Barber responded that competency is what corporate America is asking for. Mr. Peterson mentioned that employer used to look at the grades; but now with competency based education, he wondered, how an employer was going to compare the candidates. Dr. Barber responded that this brings up different type of challenges, which could be found especially for people in health professions, who need the advanced degree, where GPA is definitely a measure of acceptance. When more universities are defining the value of competency, more and more employers will be looking not at GPA, but at the university where the competencies are proven and work.

Dr. Kazin added that employers often do not look at transcripts, but they care about the potential employees' writing, their understanding of oral instructions, the ability to organize their work, and other specific skills that they can't see from the GPA. In assessment terms, the employer looks for criteria and whether the potential employee achieved that rather than at his grades.

Ms. Lubbers said that Mr. Peterson's question is very interesting. She was wondering whether with this new model there is any way for employers to measure the levels of competency. To a comment from Dr. Barber whether they can do it now, with traditional degrees, Ms. Lubbers responded that they do not do this adequately. She added that she thinks this model is very exciting and has a great promise, so she wanted to know other ways by which employers could measure the competencies if not by the GPA.

Dr. Kazin responded that the employers are not necessarily hiring on the basis of the transcript. It is important to look at ways that will acknowledge exceptional work; so that the student could bring his portfolio to work with rubrics and competencies, which the employer could see. Dr. Kazin added that currently there is "a minimum" that everybody should reach, but at the SNHU they are setting a much higher level of passing.

Ms. Lubbers asked whether there are some discussions on how to qualify a student, who does more than meet the minimum. Dr. Kazin responded that they write reference for students who graduate and do exceptional work. She added that sometimes the employer will not think that the student has good skills just because he did not attend a famous school.

In response to Ms. Rozow's question about the relationship between the student and the instructor in the new model, Dr. Barber responded that they outline the pathway for the students with online education. It is student-centered, so students can learn best at their own pace, on their time. Students have interactions with their professors weekly, and they learn some of the soft skills, as well as how to adjust to their professors' requirements.

Responding to Mr. Costas' question how well this competency model work in a more traditional setting, Dr. Barber said that the really important issue is that the faculty members, who teach in the traditional universities, want their students to be competent too. With the competency-based model we forget what a wonderful job the faculty members are doing to help people to become competent. WGU is working with Ivy Tech and trying to help them create competency-based pathways in their IT division. A lot of competency-based education is happening in a traditional classroom, too. More and more people adapt to how they

measure learning, and there are 37 million Americans with some college degree, so a wide variety approach is needed to help citizens in this country attain a degree. On-line education is not for everyone, so it is important to embrace all models. WGU keeps encouraging universities to focus on helping students succeed by demonstrating mastery.

To the question from Mr. Fisher what is going to happen to traditional credit hour model, Dr. Solinski responded that is being challenged constantly. The credit hour is going to be around, but it is still possible to go on with other models. DOE said that they are open to this approach, and are blending the credit hour with some direct assessment.

Dr. Bepko made a comment that the universities have spent a great deal of time trying to figure out how they can produce the best graduates, so that they can do what is expected from them. Dr. Solinski agreed that the instructors in the traditional higher education institutions are doing excellent job of making assessments more meaningful. There is a lot of good work being done on traditional campuses to explore and improve assessments.

Ms. Lubbers pointed out that Indiana passed the General Education Core and received Articulation Pathways; in law it says “Based on Competencies”. The Commission has seen a range of competencies in this discussion, but it all speaks to the fact that people are asking more and more what students can do. Ms. Lubbers added that in her opinion Indiana has been very well positioned because of the work Dr. Sauer has done working with colleges and universities, making sure that competencies are at the center of measurement of outcomes.

Mr. Fisher thanked all panelists for their presentations and discussion.

III. BUSINESS ITEMS

A. Resolution to Recognize Competency and Prior Student Learning

Mr. Fisher briefly talked about the resolution, which can be found on p.21 of the Agenda booklet.

R-14-01.2 WHEREAS, a quality college degree or workforce credential is the primary path to prosperity for Hoosiers of all walks of life;

WHEREAS, the best return on investment for students and taxpayers results when students find the shortest and least expensive path to completion within a program that demonstrates academic quality and workforce alignment;

WHEREAS, academic programs that focus on competency – what students know and are able to do as a result of their study – enhance academic quality and create a stronger link to employers and the workforce;

WHEREAS, a system of higher education that awards credit for demonstrated competency and prior learning rather than simply crediting seat time will provide flexibility for students to find shorter and less expensive paths to completion and increase the likelihood they will graduate;

WHEREAS, the Commission’s Reaching Higher, Achieving More strategic plan champions state and institutional policies that give students credit for prior learning through competency-based assessments that evaluate the knowledge and skills individuals have accumulated from work and related experiences,

NOW THEREFORE BE IT RESLOVED,

- I. The Commission endorses the recognition of competency and prior learning as a key strategy to provide students with increased opportunities for degree attainment, on-time completion and career success.
- II. The Commission calls upon Indiana’s colleges and universities to:
 - a. Cultivate a culture that focuses on what students know and are able to do;
 - b. Examine their policies on prior learning and self-paced study; and
 - c. Provide students with additional tools for demonstrating competency and prior learning wherever possible.
- III. The Commission will publicly showcase colleges and universities that make meaningful progress toward the recognition of competency (Motion – Rozow, second – Peterson, unanimously approved)

B. Master of Science in Nursing to Be Offered by Indiana University Northwest

Ms. Margie Ferguson, Assistant Vice President, Indiana University, presented this item.

In response to Mr. Murphy’s question regarding the job market for these jobs, Dr. Linda Rae Delunas, Associate Dean, College of Health and Human Services, responded that the jobs are primarily in Chicago area. Responding to another question from Mr. Murphy, whether this program will increase the possibility to attract students from other areas, Dr. Delunas said that it might, but they expect to serve mostly Indiana graduates.

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, gave the staff recommendation.

Addressing Mr. Murphy’s request for market information, Dr. Sauer responded that the university had addressed that. Statewide nursing is one of the jobs that are in a very high demand. MSN graduates can also play a role as faculty members, and in addition to providing primary care and working in clinical settings, they can also play a role in educating the nurses with Associate and Baccalaureate degrees.

Echoing Dr. Sauer’s comments, Dr. Patrick Walker Bankston, Associate Dean, IU School of Medicine-Northwest, said that the numbers of positions are increasing due to demographics. Medical School has increased its numbers of graduates up to 30 percent. This initiative began ten years ago, because retiring of baby boomers was going to result in a huge shortage of doctors and nurses in the nation. One of the solutions to these problems is to have more nurse practitioners, who, in addition to working on their level of education, would also be able to help doctors with procedures that require higher levels of education. Both nurse practitioners and doctors’ assistants are in demand now, and will continue to be in demand.

Mr. Murphy reminded the university that the Commission always requests to see the hard data regarding the market and demands for graduates.

R-14-01.3 RESOLVED: That the Commission for Higher Education approves the Master of Science in Nursing (M.S.N.) to be offered by Indiana University Northwest, in accordance with the background discussion in this agenda item and the Program description (Motion – Rozow, second – Bepko, unanimously approved)

C. Academic Degree Programs for Which Staff Proposes Expedited Action

R-14-01.4 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Bachelor of Art in Environmental and Sustainability Studies to be offered by Indiana University Bloomington
- Master of Science in Biostatistics to be offered by Indiana University at the IUPUI campus (Motion – Bepko, second – Rozow, unanimously approved)

Mr. Popp asked whether this program is going to allow for an open debate on the theory of so-called climate change. Ms. Ferguson responded that this is a multi-disciplinary degree program, which will involve a number of faculty members from a variety of disciplines.

D. Capital Projects for Which Staff Proposes Expedited Action

R-14-01.5 RESOLVED: That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: Northeast Quadrant Parking Improvement - &6,800,000
- Indiana University – Bloomington Campus: Wright Quadrant Dining Renovation - \$3,700,000 (Motion -, second -, unanimously approved)
- Master of Science in Software Engineering to be offered by Ball State University
- Bachelor of Science in Dental Hygiene to be offered by Indiana University at the IPFW Campus (Motion – Peterson, second – Costas, unanimously approved)

E. Learn More Indiana’s 2014 Cash for College Campaign

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, presented this item. The theme of the campaign is “‘Stash Some Cash for College”. He pointed out three aspects of the campaign that are aligned with the Commission’s strategic plan: communicate an expectation of college readiness; increase college cost transparency; and promote on-time completion.

Mr. Bearce reminded Commission members about three annual statewide campaigns that Learn More Indiana sponsors throughout the year. The first one – College GO! Week, which helps the students plan for college; this campaign takes place in the fall. The second campaign is Cash for College, which helps the students to get the financial aid for college. This campaign takes place in winter and spring. The third campaign is KnowHow2Go, which helps students prepare for college; this campaign takes place in spring and summer. Guiding principles of each of the campaign, continued Mr. Bearce, are: clear college success focus; specific steps for students of all ages; and the fact that the each campaign is state driven and locally led.

Mr. Bearce spoke about the goals of the campaign, which include saving for college; working hard in school, and filing the Free Application for Student Financial Aid (FAFSA) form. Mr. Bearce said that the Commission encourages students to start college preparations at an early age and continuing through college completion. He talked about the goals for college students: file for financial aid on time by March 10th (FAFSA); complete 15 credits per semester (30 per year) to finish in four years; and make satisfactory academic progress (SAP), by maintaining the GPA.

Next, Mr. Bearce spoke about the resources. He mentioned the microsites for the campaign that Learn More Indiana refreshes every year. Mr. Bearce acknowledged Mr. Doug Lintner, who was a creator of the websites; and Ms. Amber Audrain, who helped manage the campaign. Mr. Bearce reminded the CHE members that the Commission is working with the National Center for College Costs, and the students could have an access to the College Costs Estimator. Learn More Indiana also provides free FAFSA help both on-line and in person.

Mr. Bearce talked about a Starter Guide, which is provided to every school and helps the students with planning, telling them about available resources. Mr. Bearce also mentioned posters that are being created every year for each campaign; they have a list of colleges on the back, which is very helpful for low-income first generation students, who have no information about colleges in Indiana. Mr. Bearce talked about Student Promo Cards that are provided for every student, and about the Student Success Guides that are available for the students and contain all information necessary for college readiness. Mr. Bearce also mentioned Educator Guides that are provided to school counselors.

Mr. Bearce told the CHE members about the contests for the students and schools. Students, who participate in poster and essay contests, can earn \$529 in a College 529 Savings Plan; and a school could earn \$1000 to support college-readiness programs.

Finally, Mr. Bearce talked about metrics. He brought to the CHE Members' attention some numbers from the last year. Responding to a question from Mr. Bland about the number of 21st Century Scholars eligible for financial aid, Mr. Bearce said that cohorts vary by class, from 10 to 20 thousand. Last year 73 percent of students in the program completed FAFSA; that is the highest score that's ever been achieved. This year the goal is 80 percent. To Ms. Whitehouse's question whether it is right for the parent to help fill out the FAFSA form, Mr. Bearce responded in the affirmative.

Continuing with the subject of metrics, Mr. Bearce said that the Commission looked at the metrics from a few different levels. He spoke about engagement metrics that include short term measures for students and schools, for community and for media. Mr. Bearce also mentioned the progress metrics, which show expected increase in College 529 Savings Plan contributions; increase in FAFSA completion rates; and increase in credit completion rates. The last metrics are success metrics, and these include long-term measures, like on-time completion; lowering average student debt and lowering the percent of students with debt.

Dr. Curtis praised Mr. Bearce and the Learn More team for their great work.

F. College Completion Report Release

Mr. Fisher said that the Commission continues to strive to present a more robust picture of completion and student success in Indiana. Working in partnership with each public postsecondary institution, the staff has collected completion data for both on-time and extended time degree completion in the state, resulting in the Commission's College Completion Report.

Ms. Sarah Ancel, Associate Commissioner for Policy and Legislation, presented this report. She said that this report was a great team work; and she thanked all her colleagues at the

Commission for contributing to this report. The full report can be found at the Commission’s website at <http://www.in.gov/che/3032.htm>

The purpose of this report is to look at student success in a more full and complete way than had been done in the past. The report presents data on the Completion Dashboard and Completion Gap for two- and four-year state colleges and universities on all campuses. The report stresses the importance of full-time enrollment. It also mentions changes in the financial aid policy.

Ms. Ancel mentioned a few key takeaways in the report: 1) Traditional graduation rates do not provide a complete picture of student success; 2) A substantial number of Hoosier college grads finish at a different college than where they started; 3) On-time college completion is the exception in Indiana with the majority of students taking longer than 4 years to graduate; 4) Full-time student success rates are significantly higher than part-time student success rates; and 5) Racial/ethnic achievement gaps in college completion rates are substantial on Indiana campuses, and larger than gaps related solely to family income level.

Mr. Bland thanked the team for their great job.

Ms. Lubbers said that the staff wanted to show this report to the CHE members one more time before it is published.

Mr. Peterson seconded Mr. Bland in thanking the team.

Mr. Murphy suggested getting a data about the level of preparation of students prior to getting to college. Ms. Ancel agreed that it should be done, since preparation is one of the key elements to on-time completion. She added that the Commission has a college readiness data, so it would be a good addition to this data.

Mr. Murphy added that there are various reports, but it is necessary to have a good strong root cause analysis. Ms. Lubbers made a comment that academic preparation is a huge portion of this, as would be affordability. She added that the Commission does not want the academic preparation in itself to justify low completion rates, but they are the part of the picture, and have to be considered.

G. 2014-2015 Frank O’Bannon Award

Mr. Fisher said that each year the Commission must adopt a “grid” of student financial amounts. Ms. Mary Jane Michalak made a detailed presentation about the “grid” during the Commission’s Working Session this morning, but will provide an overview before the Commission members vote this session.

Ms. Michalak gave a brief presentation of this item.

Mr. Murphy thanked Ms. Michalak and her team for a great job. Ms. Michalak acknowledged Ms. Rabia Jermoumi from the office of the Student Financial Aid for her great input and help with the report.

R-14-01.6 RESOLVED: That the Commission for Higher Education adopts the amounts as set in the attached “financial aid menu” document, which represent an increase of four percent (4%) over the 2013-2014 base award amounts for all awards with a nine percent (9%) differential between the “full-time award” and the “on-time award” (Motion – Murphy, second – Curtis, unanimously approved)

H. Indiana College Cost Estimator License Agreement

Mr. Fisher presented this item.

R-14-01.7 RESOLVED: That the Commission for Higher Education approves a license agreement with the National Center for College Costs to support the ongoing operation of the Indiana College Costs Estimator service (Motion – Bland, second – Costas, unanimously approved)

IV. INFORMATION ITEMS

- A. Proposals for New Degree Programs, Schools, or Colleges
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action
- E. Media Coverage

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:50 P.M.

Jud Fisher, Chair

Dan Peterson, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

PUBLIC SQUARE

Accelerated Models

Background

As the Commission contemplates accelerated models in higher education, it will have the opportunity to hear presentations by Dr. William (“Bill”) Katip, President of Grace College and Seminary, Dr. Terry King, Provost and Vice President of Academic Affairs at Ball State University, and Mr. Jeff Terp, Executive Vice President and Chief Operating Officer of Ivy Tech Community College.

Supporting Documents

- (1) Dr. William Katip Bio
- (2) Dr. Terry King Bio
- (3) Mr. Jeff Terp Bio

Dr. William Katip

President

Grace College & Seminary

Dr. William (“Bill”) Katip’s numerous years of academic administrative experience have been invaluable in guiding the school through its many recent innovative changes. Dr. Katip has been working in higher education administration for five colleges and seminaries over the past 39 years, 15 at Grace College & Seminary. Relationship building with faculty, staff, students, and community members is an important part of his job as he seeks to understand and respond to the needs of Grace’s friends and family. In addition to his presidential leadership, Dr. Katip co-teaches a GOAL class.



Dr. Katip holds a B.A. in Bible and Psychology, Grace College; M.S. in Clinical Psychology, Purdue University; Ph.D. in Higher Education Administration, Michigan State University.

Bio adapted from <http://www.grace.edu/about/office-of-the-president/senior-leadership>.

Dr. Terry King

Provost and Vice President for Academic Affairs
Ball State University

The provost and vice president for academic affairs is the chief academic officer and second ranking executive officer of the university. This office provides overall leadership and direction for the academic program of the university. Reporting to the provost include the associate and assistant provosts and deans of the seven academic colleges.

Terry King came to Ball State in July 2006 after serving for nine years as dean of the College of Engineering at Kansas State University. King was chair of the Department of Chemical Engineering at Iowa State University. He began his professional career as a research engineer at Exxon Chemical Co. in Baton Rouge in 1979 and progressed to senior engineer in 1981. In 1982, he joined the faculty at Iowa State as an assistant professor, becoming an associate professor in 1986 and a full professor in 1990.



King has taught at all levels of chemical engineering, and his research interests are fundamental catalysis and surface science, application of solid state nuclear magnetic resonance (NMR) to catalyst studies, catalyst applications, surface thermodynamics and reaction engineering. King earned a bachelor of science in chemical engineering from Iowa State in 1975 and a doctorate in chemical engineering from the Massachusetts Institute of Technology in 1979.

Bio from <http://cms.bsu.edu/about/administrativeoffices/president/administration/staffdirectory/presidentscabinet/kingterry>.

Jeffrey A. Terp, APR, CFRE, CDP

Executive Vice President & Chief Operating Officer
Ivy Tech Community College

Prior to joining Ivy Tech, Jeff was the President of The Milhous Group, LLC a consulting firm specializing in public affairs, crisis management, development, market integration, public relations, and strategic planning.

Jeff began his career in the political and development profession, managing and directing political campaigns for local, state and federal campaigns and raising money for political parties and individual candidates. During the 1982 and 1983 campaigns, Jeff was the Executive Director of the Greater Indianapolis Republican Finance Committee and served as County Campaign Manager for all the Marion County/Indianapolis Republican candidates.

After Jeff left the Republican Finance Committee, he founded Creative Development Associates, Inc. and specialized in public relations, fund raising and direct marketing campaigns for not-for-profit organizations. His primary focus was colleges, universities, fraternal organizations and political campaigns. During this time, Jeff consulted with more than forty national fraternal organizations and numerous political campaigns and candidates. In 1987, Jeff was the National Finance Director for the Pete duPont for President Campaign.



From 1988 to the founding of The Milhous Group, Jeff directed the marketing, public relations, corporate affairs, asset protection and strategic planning for Naegele Outdoor Advertising, R.W. Armstrong and Associates and Ameristar. Jeff has directed public relations activities, press and media relations, government affairs, issue advocacy, strategic planning and crisis management planning and implementation.

Jeff has been selected for the Ardath Burkhart Board Training Leadership Series and the Stanley K. Lacy Leadership Series. He has been honored as a Kentucky Colonel, Outstanding Young Man in America, Special Counsel to the Attorney General, and an Honorary Marion County Sheriff. Jeff is also a Certified Fundraising Executive (CFRE), a Certified Development Professional (CDP) and an Accredited Public Relations (APR) professional.

Professionally, Jeff currently serves as a Member of the Board of Trustees and Treasurer for Rebuilding America's Middle Class and is a member of the Board of Directors for USO Indiana. Jeff received his undergraduate degree in Business from The University of Nebraska-Lincoln.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

BUSINESS ITEM A:

Academic Degree Programs on Which Staff Proposes Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following degree program, in accordance with the background information provided in this agenda item.

- Master of Art in English to be offered by the University of Southern Indiana

Background

The Academic Affairs and Quality Committee (AA&Q) reviewed this program at its February 26, 2014 meeting and concluded that the Master of Art (M.A.) in English could be placed on the March 13, 2014 agenda for action by the Commission as an expedited item.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, March 13, 2014

Academic Degree Programs on Which Staff Proposes Expedited Action
March 13, 2014

CHE 13-17 Master of Art in English to be offered by the University of Southern Indiana

Proposal received on December 13, 2013

CIP Code: Federal – 23.0101; State – 23.0101

Five Year Projected Enrollment: Headcount - 51; FTEs - 40

Five Year Projected Degrees Conferred: 19

The proposed program will prepare graduates for a variety of positions, including high school teachers (including dual credit teachers), community college faculty, university adjunct faculty, editors, technical writers, writers and authors, public relations specialists. USI currently offers a baccalaureate program in English, which enrolled 216 headcount or 151 FTE students, and graduated 53 students, in FY2013.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

BUSINESS ITEM B: Capital Projects for Which Staff Proposes Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- University of Southern Indiana: Conference Center – \$5,750,000

Background

Staff recommends the following capital project be approved in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations. If there are questions or issues requiring research or further discussion, the item could be deferred until a future Commission meeting.

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, March 13, 2013

Background Information on Capital Projects on Which Staff Proposes Expedited Action
March 13, 2013

G-0-13-1-01 University of Southern Indiana: Conference Center - \$5,750,000

The Trustees of the University of Southern Indiana request authorization to proceed with construction of a new conference center. There is a growing need on campus for additional conferencing and meeting space with convenient parking to accommodate University meetings and special events. The University plans to construct the Conference Center in an area adjacent to the core academic part of campus on a tract of land overlooking Reflection Lake and the campus. The free-standing structure will include a large conference room that can be divided into smaller rooms, ad private meeting/dining room and kitchen facilities. The project will be funded with gifts to the University (\$5,000,000) and parking and transportation funds (\$750,000).

COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

BUSINESS ITEM C: Approval of Hiring Stacy Townsley

Staff Recommendation That the Commission for Higher Education approve hiring Stacy Townsley as the Associate Commissioner for Information and Research.

Background As of October 2013, the Commission for Higher Education Bylaws require the Commission approve the employment of Associate Commissioners. Staff has selected a candidate to fill the Associate Commissioner for Information and Research position. Stacy Townsley is from Southwestern College in Winfield, Kansas, where she served in many roles and most recently as the Associate Vice President for Academic Administration. Prior to that she was the college's Registrar and has regularly taught courses, including an accelerated online course in information literacy.

Supporting Document None

COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

BUSINESS ITEMS D: Indiana Career Council and Regional Works Councils Overview

Background

In 2013, the Indiana General Assembly established two entities to aid in the alignment of Indiana's system of education and 21st Century workforce needs: the Indiana Career Council (HB1002) and the Regional Works Councils (SB 465). In August 2013, Governor Mike Pence issued an Executive Order to establish the Center for Education & Career Innovation, bringing together the staff and budgets of four state entities already under the Governor's authority. Each of these entities functions in the realm of education and workforce alignment.

Jaclyn Dowd, Special Assistant to the Governor for Career Innovation with the Center for Education and Career Innovation (CECI), will present an overview of these entities and explain what they have accomplished since establishment.

Supporting Documents

- (1) Jaclyn Dowd Bio
- (2) Center for Education and Career Innovation (CECI) Overview
- (3) Indiana Career Council Overview
- (4) Indiana Regional Works Councils Executive Summary
- (5) Indiana Regional Works Councils General Purpose and Chairs by Region

Jaclyn Dowd

Special Assistant to the Governor for Career Innovation
Office of Governor Mike Pence

Dowd is be responsible for implementing and leading the Indiana Works Councils and Indiana Career Council on behalf of Governor Pence. She currently serves as the Deputy Commissioner of Policy, Education and Training for the Indiana Department of Workforce Development. Her responsibilities include oversight of Workforce Investment Act policies, strategic alignment of youth initiatives, adult education administration, and post-secondary career and technical education. Additionally, Dowd is Executive Director to Indiana's Workforce Investment Board.



Dowd has a wealth of knowledge and experience in policy reformation and implementation; curriculum development and instruction; state-wide reform advocacy; employer outreach; and development of collaborative partnerships.

“Jaclyn Dowd has a built a career improving the quality of our state’s workforce,” said Governor Pence. “Under her guidance, Indiana will lead the nation in making career and technical education a priority in every high school in our state. As our Special Assistant for Workforce Innovation and Reform, Jaclyn will promote employer driven workforce solutions, and will improve coordination among secondary education, higher education and workforce development. I look forward to working with her on such an important and critical priority of the Pence administration.”

Dowd holds a Bachelor of Science degree from the Indiana University Kelley School of Business and an MBA from Butler University. She will start her new role as Special Assistant to the Governor for Workforce Innovation and Reform on July 1, 2013.



Overview of the Center

Indiana's economic future requires a bold vision for an integrated approach in education and workforce development, which will serve Hoosier children and adults more effectively. In August 2013, Governor Mike Pence issued an Executive Order to establish the Center for Education & Career Innovation, bringing together the staff and budgets of four state entities already under the Governor's authority.

Building on his "Roadmap" commitments to education and workforce development, Governor Pence worked with the General Assembly to implement key priorities such as the Indiana Career Council and the Indiana Works Councils—both of which received unanimous, bipartisan legislative support.

The Center's mission is to improve learning outcomes for Hoosier students and adult workers by: (1) aligning statewide efforts to connect the education and workforce training pipeline with the needs of Indiana's employers, and (2) supporting the expansion of innovative and highly effective education and career development initiatives. The Center is unique in addressing the entire spectrum of education and career preparation, from pre-kindergarten through higher education and beyond.

Through collaborations with the Department of Education, Commission for Higher Education and Department of Workforce Development, in addition to other state and external partners, the Center is part of a growing national focus by governors and legislative leadership to integrate state efforts in education and workforce to deliver significantly improved outcomes.

Why is the Center Important to Indiana's Future?

According to the Indiana Business Research Center, 65% of jobs created this decade will require post-secondary skills and credentials. Indiana needs to make substantial strides over a short period of time in order to meet this requirement. In Indiana today:

- One in six Hoosiers in Indiana's workforce lacks a high school diploma or equivalency. (BLS, American Community Survey)
- One in three lacks post-secondary skills, which are increasingly in demand. (BLS, American Community Survey)
- Only 33% of Hoosiers have a college degree. (Indiana Commission for Higher Education)
- Last year alone, more than 10,000 of our high school graduates needed remediation in college. (Indiana Commission for Higher Education)
- Only 4% of Indiana's two-year college students complete on time and only 12% graduate within three years (Indiana Commission for Higher Education, Reaching Higher, Achieving More 2012)
- An additional year of college can cost a Hoosier student nearly \$50,000 in extra tuition, lost wages and related costs. (Indiana Commission for Higher Education)
- Despite a state unemployment rate of 6.9%, good paying jobs are going unfilled due to the skills gap between employer expectations and workforce qualifications.

Equally important is how the state is deploying its existing assets and efforts. Indiana directs more than 59% of the state budget and more than 30 federal and state funding sources across five different agencies toward education and workforce training. Funding decisions are typically made by function or department, and are rarely coordinated across agencies. The Center seeks to better align these resource allocation efforts, and to support innovative solutions that will have a positive impact on our state's learning and employment outcomes.

What are the Center's Priorities?

Indiana has made strong education and career preparation gains over the past five years. High school graduation rates are up, ISTEP+ scores have increased, and Indiana ranked second among states as measured by growth in NAEP scores. In addition, Education Week ranked Indiana first in the nation for its K-12 standards, assessments and accountability system. Indiana also garners wide national attention for education innovations in K-12, higher education, adult education and workforce development.

However, despite this progress, there is much more our state must accomplish in order to ensure every child and adult is provided with the opportunity to succeed in life and in a career. The Center was created to build upon Indiana's recent successes and ensure the state coordinates its efforts more intentionally to benefit a greater number of Hoosier families and communities.

The Center provides staffing and support for the Education Roundtable, State Board of Education, Indiana Career Council and the Indiana Works Councils. Current Center-supported initiatives include strategic planning efforts across early learning, K-12, higher education and career preparation, led by the Career Council and the State Board of Education. The completion of these planning efforts by July 2014 will enable the state to adopt a coordinated strategy and set of priority objectives and metrics across the entire education pipeline.

Stakeholder input is critical to these strategic planning efforts. Input is being gathered from the 11 regional Works Councils, as well as from education, industry, non-profit, public sector and economic development leadership from around the state.

How is the Center Funded and Staffed?

Co-Directed by Claire Fiddian-Green, Special Assistant to the Governor for Education Innovation, and Jackie Dowd, Special Assistant to the Governor for Career Innovation, the Center for Education & Career Innovation has 18 staff members who are tasked with operational and policy support roles.

The Center's annual operating budget is \$4.3 million. Additional pass-through funding appropriated by the General Assembly in 2013 includes \$10 million for a STEM Teacher Recruitment Grant Fund administered by the Education Roundtable, and \$4.5 million for the Works Councils to distribute to innovative workforce training partnerships.

Newly appropriated funds originated from unspent budget dollars. No existing state programs or agency budgets were cut to fund the four entities that comprise the Center. Funds to support the State Board of Education's policymaking duties were appropriated by the General Assembly in 2013, and were placed under the Governor's authority prior to the creation of the Center.

Where Do I Find More Information?

The Center's website at www.in.gov/ceci contains information on current activities, meetings, press releases and staff contact information. You may also follow the Center on Twitter: @IndianaCECI.



Indiana Career Council

Background: The Indiana Career Council was established by I.C. 22-4.5-9 to bring together the leaders of Indiana's education, job skills training, and career training system in order to develop a strategic plan that aligns the activities and goals of partners in this system, ensuring that Indiana's workforce develops the 21st century skills needed by the state's current and prospective employer community.

The 19-member council is chaired by the Governor, and includes executive-level leaders from the Department of Education, the Department of Workforce Development, the Indiana Economic Development Corporation, the Commission for Higher Education, the Family Social Services Administration, Ivy Tech Community College, and four at-large members, representing the employer and organized labor communities. In addition to these voting members, the Council includes two members of both Chambers of the Indiana General Assembly and the presidents of the Indiana Chamber of Commerce, the Indiana Manufacturers Association, and Associated Builders and Contractors as non-voting advisory members.

The Council began holding monthly meetings in July 2013, and has developed a plan of action for completing its strategic plan, which will be presented to the Indiana General Assembly no later than July 1, 2014.

Vision, Goals, and Strategic Objectives: In order to complete its legislated duties, the Career Council established a comprehensive vision and goal statement that collectively serve as the backbone of the Council's strategic plan:

COMPREHENSIVE VISION: The Career Council will act with urgency to direct coordinated efforts among the responsible state agencies and partners to improve the education and training of Indiana's current and emerging workforce in order to close the skills and knowledge gap. Concurrently, the Council will support the growth of Indiana's economy by cultivating development of industries in Indiana that will increase the demand for STEM and bachelor's-level job opportunities.

GOAL STATEMENT: The Council will make recommendations to the Executive and Legislative branches of Indiana's state government in order to ensure that Indiana's education, job skills development, and career training system supports the aspiration and opportunities of the state's current and emerging workforce, close the skills and knowledge gap, and support the growth of Indiana's economy.

Strategic Objectives:

1. Increase coordination, data sharing, and communications among state, local, and private agencies, groups, and associations in Indiana's education, job skills development, and career training system

- ↳ Strategic Imperative - *Ensure that the State of Indiana maintains a cohesive, demand-driven education, job skills development, and career training system that focuses on developing and delivering client-centered career pathways*
2. **Address the shortage of qualified workers for current employment opportunities**
 - ↳ Strategic Imperative - *Increase the skill and education levels of Indiana's workforce in order to meet the needs of the State's employer community*
 3. **Prepare Indiana's workforce, students, and incumbent workers for high-value jobs of the future**
 - ↳ Strategic Imperative – *Increase the alignment between the education and training provided through the use of public funds with high-paying occupations and careers that are projected for growth*
 4. **Make Indiana a leader in employment opportunities related to the fields of science, technology, engineering, and math (STEM)**
 - ↳ Strategic Imperative - *Make Indiana a global leader in science, technology, engineering, and math (STEM) talent development and employment opportunities*
 5. **Address the shortage of employment opportunities for individuals with a bachelor's degree or greater educational attainment**
 - ↳ Strategic Imperative - *Increase the number of career opportunities for Hoosiers that have obtained a bachelor's degree or greater educational attainment*

Plan of Work: To effectively complete its duties, the Council has established four taskforces:

- **Program Alignment and Talent Development Taskforce**, which has been charged with developing specific objectives and tactics for strategic objectives 1, 2, 3, which are aligned around supply-side activities;
- **Employment Growth Taskforce**, which has been charged with developing specific objectives and tactics for strategic objectives 4 and 5, which are aligned around demand-side activities;
- **Community College Best Practices Taskforce**, which has reviewed and analyzed best practices that contribute to greater persistence, completion, and industry-alignment in community colleges throughout the U.S. that may be replicated and scaled at Ivy Tech and Vincennes University; and
- **Indiana Workforce Intelligence System Taskforce**, which has analyzed the current functionality of Indiana's system and has made recommendations on how the current system and its governance can be enhanced for effective use in measuring the success and alignment of Indiana's education, job skills development, and career training system.

Strategic Planning Progress Report as submitted to the General Assembly on November 27, 2013:

http://www.in.gov/icc/files/Indiana_Career_Council_Progress_Report-Final.pdf

Indiana Career Council website: www.in.gov/icc





**Indiana Regional Works Council Reports
Executive Summary - November 2013**
Complete regional reports available via
Center for Education & Career Innovation
www.in.gov/irwc

Understanding employers' needs. Many Works Councils discussed in their reports how critical it is to engage employers in the region to understand what types of skills are in demand. Some regions have already conducted extensive surveys or interview sessions, some intend to hold "listening sessions" in the coming months with key employers, and as one region stated as a next step: "Create a more systematic communication and partnership with key industry sectors and our educational community and make sure that our community buys into our new "plan A." Consider how the Works Council can take a lead in ensuring these partnerships happen."

Creating more awareness about CTE opportunities in our schools. Many Works Councils articulated the importance of ensuring students understand the career opportunities available through career and technical education. One Works Council stated the issue for advanced manufacturing clearly, saying: "For several years, school corporations have been directed to produce students that are focused on a post-secondary education with an emphasis that does not point to manufacturing."

Strategies include:

- Communicating the vision about the value of a CTE education to all stakeholders, especially parents.
- Developing better guidance tools to students on what CTE programs are available and the career pathways to which they lead.
- Providing staff development for guidance counselors about CTE programs and pathways.

Building employability skills into curriculum. Many Works Councils referenced the reality that many students are graduating without the employability (soft) skills necessary to be successful on the job. Most are interested in finding ways to embed these skills into CTE curriculum. Some suggested using existing assessments and training tools like the National Career Readiness Certificate or WIN software. One Works Council suggested using a work ethic certification model that was used in the past under the Department of Workforce Development.

Examine how well math requirements in Core 40 Diploma aligns with industry needs. Some math requirements for the Core 40 diploma may not align as well with industry needs. The Region 7 Works Council is interested in ensuring that foundational math skills for students are well developed and contextualized to meet industry needs.

Innovative Curricula. Many works councils expressed that their respective regions that they wanted to explore more deeply the innovative curriculum models that exist in CTE. Some councils talked about statewide projects like Project Lead the Way or HIRE Technology through Conexus. Others talked about regional innovations like process engineering, energy, or advanced manufacturing curriculum. All of the Works Councils articulated a desire to dig more deeply into regional offerings to determine what types of additional curriculum offerings they may want to give.



The Indiana General Assembly established in law the Indiana Regional Works Councils (P.L. 53-2013 – SEA465), a key initiative of Governor Mike Pence’s Roadmap for Indiana. These regional councils are authorized to:

- Evaluate career and technical education opportunities for high school students in the region;
- Propose alternative career and technical education curriculum for review by the Indiana State Board of Education; and,
- Organize partnerships that seek state funding to match private investments for innovative career and technical education programs.

Indiana Regional Works Councils are comprised of approximately fifteen members appointed by the Governor and include employer partners engaged directly in skills identification and talent recruitment (totaling at least 50% of the Councils’ membership), secondary and postsecondary career and technical education providers, economic and workforce development organizations, and other community partners to:

- Improve coordination among secondary education, higher education and state/federally funded workforce development programs; and
- Enhance coordination between the private sector and educators on career and technical education curriculum.



CENTER FOR EDUCATION
& CAREER INNOVATION

**Indiana Regional Works Councils
Chairs by Region**

Region 1 – Kris Emaus, NIPSCO

Region 2 – Brad Bishop, OrthoWorx

Region 3 – John Sampson
Northeast Indiana Regional Partnership

Region 4 – Sascha Harrell, Caterpillar

Region 5 – David Shane
Retired as Chief Executive Officer of LDI, Ltd. LLC

Region 6 – Mike Wickersham
Owner of Wick’s Pie’s

Region 7 – Douglas Dillion
Vigo Community School Corp.

Region 8 – David St. John, Cook Pharmica

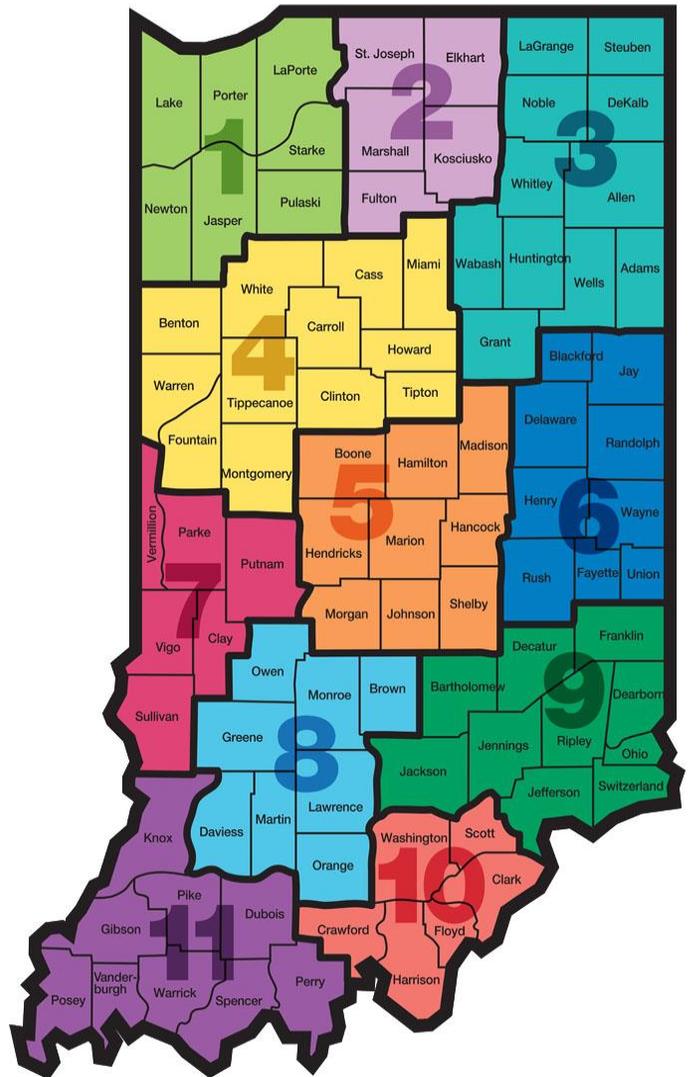
Region 9 – Chris Lowery, Hillenbrand

Region 10 – Paul Perkins, Amatrol, Inc.

Region 11 – Sue Habig, Kimball Electronics Group

**For more information, including Works Councils
meeting agendas, minutes, and Career &
Technical Education research, please visit:**

www.in.gov/irwc



COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

INFORMATION ITEM A: Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Purdue University – Multiple locations	Doctor of Nursing Practice	12/19/2013	Under Review
02	University of Southern Indiana	Master of Arts in English	12/20/2013	On the CHE agenda for action

COMMISSION FOR HIGHER EDUCATION
 Thursday, March 13, 2014

INFORMATION ITEM B: Requests for Degree Program Related Changes on Which Staff Have Taken Routine Action

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01 Indiana University – IUPUI	Certificate in Social Work (Child Abuse)	2/5/2014	Adding a new certificate/degree from existing degree program(s)
02 Indiana University – IUPUI	Graduate Certificate in International and Comparative Law	2/5/2014	Adding a new certificate/degree from existing degree program(s)
03 Indiana University – IUPUI	Graduate Certificate in Criminal Law	2/5/2014	Adding a new certificate/degree from existing degree program(s)
04 Indiana University – IUPUI	Graduate Certificate in Property Law	2/5/2014	Adding a new certificate/degree from existing degree program(s)
05 Indiana University – Bloomington	Certificate in Data Science	2/14/2014	Adding a new certificate/degree from existing degree program(s)
06 ITCC - all campuses	Technical Certificate in Library Technical Assistant	2/26/2014	Adding a new certificate/degree from existing degree program(s)
07 Indiana University East	Graduate Certificate in Composition Studies	2/26/2014	Adding distance education delivery for an existing degree program
08 Indiana University – IUPUI	Certificate in Technical Communication	2/26/2014	Adding distance education delivery for an existing degree program
09 Indiana University – IUPUI	Certificate in Information Technology	2/26/2014	Adding distance education delivery for an existing degree program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10 Indiana University – IUPUI	Certificate in Applied Computer Science	2/26/2014	Adding distance education delivery for an existing degree program
11 Indiana University – IUPUI	Certificate in Software Engineering	2/26/2014	Adding distance education delivery for an existing degree program
12 Indiana University – IUPUI	Certificate in Gerontology Studies	2/26/2014	Adding distance education delivery for an existing degree program
13 Indiana University – IUPUI	Graduate Certificate in Human Computer Interaction	2/26/2014	Adding distance education delivery for an existing degree program
14 Indiana University – IUPUI	Certificate in Medical Coding	2/26/2014	Adding distance education delivery for an existing degree program
15 Indiana University – IUPUI	Technical Certificate in Histotechnology	2/26/2014	Adding distance education delivery for an existing degree program
16 Indiana University – IUPUI	Graduate Certificate in Public Health	2/26/2014	Adding distance education delivery for an existing degree program

COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

INFORMATION ITEM C: Capital Improvement Projects on Which Staff Have Acted

In accordance with existing legislation, the Commission is expected to review and make a recommendation to the State Budget Committee for:

- (1) each project to construct buildings or facilities that has a cost greater than \$500,000;
- (2) each project to purchase or lease-purchase land, buildings, or facilities for which the principal value of which exceeds \$250,000;
- (3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds \$150,000; and
- (4) each repair and rehabilitation project if the cost of the project exceeds (a) \$750,000, if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students, and (b) \$1,000,000 if no part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students.

Projects of several types generally are acted upon by the staff and forwarded to the Director of the State Budget Agency with a recommendation of approval; these projects include most allotments of appropriated General Repair and Rehabilitation funds, most projects conducted with non-State funding, most leases, and requests for project cost increase. The Commission is informed of such actions at its next regular meeting. During the previous month, the following projects were recommended by the Commission staff for approval by the State Budget Committee.

I. REPAIR AND REHABILITATION

II. LEASES

None

III. LAND ACQUISITION

The Trustees of Vincennes University request authorization to proceed with the purchase of 1422 N. 2nd Street Vincennes Indiana, located on the corner of campus. All contiguous property is owned by the University. The purchase is donor funded (\$280,000).

COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

Staff is currently reviewing the following capital projects. Relevant comments from the Commission or others will be helpful in completing this review. Three forms of action may be taken.

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000
Submitted to the Commission on January 19, 2010

The Trustees of Indiana University request authorization to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is \$22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02 Purdue University West Lafayette
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000
Submitted to the Commission on July 9, 2007

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded

from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-13-1-07

Purdue University West Lafayette
Thermal Energy Storage Tank Installation
Project Cost: \$16,800,000
Submitted to the Commission on September 14, 2012

The Trustees of Purdue University seek authorization to proceed with the installation of a thermal energy storage tank at the West Lafayette Campus. Based on the Comprehensive Energy Master Plan and demands for chilled water in the northwest area of the campus, the thermal energy storage tank will provide additional chilled water capacity to existing and future structures on campus. The project cost is estimated at \$16.8 million and will be funded through the Facility and Administrative Cost Recovery Fund.

STATUS: The project is being held at the request of the institution.

B-2-09-1-10

Purdue University Calumet
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seek authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 13, 2014

INFORMATION ITEM E: Media Coverage

Staff has selected a compilation of media coverage from February 2014 related to the Commission for Higher Education. Please see the following pages for details.

Inside Indiana Business
Indiana part of College Completion effort
February 11, 2014

Indianapolis - Governor Mike Pence today announced that Indiana is one of only three states selected to lead a national initiative aimed at ensuring more college students graduate on time and with less debt.

“Indiana faces a serious skills gap that demands bold reforms that support Hoosiers—particularly working students and returning adults—in their efforts to complete college and succeed in their chosen careers,” said Pence. “Today we’re charting a new path forward that equips more students to finish faster with the education and training they need to thrive in a 21st century economy.”

Called “Guided Pathways to Success,” or GPS, the effort will combine highly structured degree programs, default course schedules and proactive advising practices that simplify choices for students and provide clearer paths to on-time graduation. Indiana’s work will be supported by a three-year grant valued at \$1 million in financial and technical assistance from the Lumina Foundation for Education in partnership with Complete College America.

“Keeping students on track and on time is a key factor in increasing college attainment nationwide,” said Jamie Merisotis, Lumina Foundation’s president and CEO. “That’s why we’re proud to support Complete College America as it launches the GPS program here in Indiana.”

Fewer than 5 percent of Indiana’s two-year college students graduate on time, and less than a third of the state’s four-year college students finish on time. By creating “guided pathways,” state officials believe they can help students make better choices and significantly improve their chances of graduating on time, saving students thousands of dollars in the process.

“It’s clear that too many students drift through college without a clear plan or a purposeful path to graduation, and too often leave with no degree and debt as a result,” said Indiana Higher Education Commissioner Teresa Lubbers, whose agency will coordinate the GPS effort in partnership with the Governor’s office, the Center for Education and Career Innovation, and the state’s colleges. “We are committed to working with our colleges to help close Indiana’s education attainment and skills gap through increased college completion.”

By the fall of 2016, the state anticipates that the majority of students enrolled in the largest programs of study at Indiana’s participating two- and four-year colleges will be in Guided Pathways to Success. The GPS project builds upon a related effort—also supported by a \$1 million grant from Complete College America—that is redesigning the delivery of remediation at Ivy Tech Community College through a new “co-requisite” model that will be scaled statewide.

"In our efforts to ensure more students graduate from college, Indiana has become a bold national leader," said Stan Jones, president of Complete College America. "This grant strengthens those efforts and ensures Indiana students have their own GPS, a clear and timely pathway to graduation."

The Waynedale News
Saving, preparing for college – Straight from the Senate
February 28, 2014, Senator David Long

For Hoosier high school students, college is just around the corner. More jobs today require a college degree or some type of post-secondary training, and financially planning for this next step can be daunting.

College costs remain far too high, and too many students leave college saddled with burdensome debt or fail graduate at all. State leaders are committed to making sure post-secondary education is attainable and affordable for all Hoosiers, but there are steps students and their families can take to prepare as well.

The Free Application for Federal Student Aid (FAFSA) is one of the most important documents to complete before entering college. It qualifies students to receive financial aid from colleges, the State of Indiana, the federal government and other sources. The deadline to file the FAFSA is March 10.

To complete the application, visit www.FAFSA.gov.

Here you can download a printable application or submit it online. Before you fill it out, have the following items on hand:

- Social Security number
- Driver's license number
- Most recent federal income tax returns
- Records of money earned, including W-2 forms and recent bank statements
- Records of untaxed income

Incoming freshmen as well as returning college students must fill out the FAFSA to be eligible for financial aid each year.

Financial aid can be beneficial, but Indiana offers other opportunities to help parents and students save for college on their own. Opening an Indiana College Choice 529 Savings Plan is a great way to start investing in college early. It only takes \$25 to start, and a 20-percent state tax credit is awarded for contributions to the account.

Another useful savings program is Upromise, which automatically transfers part of certain purchases from your debit or credit card to a College Choice 529 account. To learn more about these programs, visit www.collegechoicedirect.com

Future college students should also examine state and local scholarship opportunities. Indiana provides \$4,000 grants to students who graduate high school in three years or less through the Mitch Daniels Early Graduation Scholarship.

Exploring websites like www.scholarships.com and www.fastweb.com, as well as talking with school guidance counselors and visiting career centers, can be great resources.

For current college students, a good way to cut costs is to know your college plan and graduate on time. Meet with your advisor regularly, map out which courses you must take to graduate, and avoid changing your major if possible.

The Indiana Commission for Higher Education recently conducted a study that shows most college students in our state do not graduate on time. Less than one out of every 10 students finishes a two-year degree within two years, and just three out of every 10 students finish a four-year degree within four years.

Late graduation can significantly increase college costs, and is an obstacle to getting more degrees into the hands of Hoosiers.

To combat this concern, the Indiana General Assembly enacted a law last year that encourages students to excel in college by offering extra financial aid dollars to students who earn credits on pace to graduate early.

The more credits a student earns, the more financial aid they can receive each year. Additional aid can also be awarded to academic honors students. To view this new financial aid chart, visit www.in.gov/sfa and click on "2014-2015 State Financial Aid Menu."

College is a meaningful and vital experience for young Hoosiers, and planning early is key. More resources and tips for college preparation can be found at www.in.gov/learnmoreindiana.

WBIW
State Launches Annual 'Cash for College' Campaign
February 18, 2014

(UNDATED) - Hoosier students of all ages can learn how to pay for education beyond high school as part of Learn More Indiana's annual "Cash for College" campaign.

The effort kicks off statewide this month and continues through Indiana's March 10 deadline for filing the Free Application for Federal Student Aid (FAFSA), the form that qualifies students to receive financial aid from colleges, the State of Indiana, the federal government and other sources.

"Cash for College helps students prepare to pay for college, so they can graduate with minimal debt," said Teresa Lubbers, Indiana Commissioner for Higher Education. "By teaching students the values of saving for college, getting good grades, and completing the FAFSA, we help students navigate the financial aid process."

FAFSA Friday Event on Feb. 21

FAFSA Friday, the annual live webinar hosted by Learn More Indiana takes place this Friday at noon and 6 p.m. (EST). Get all your financial aid questions answered during this interactive, online presentation

airing at www.FafsaFriday.org. Financial aid experts will walk students and parents through the process of completing the form and will answer questions via phone, email, and social media. Submit your FAFSA-related questions via email (fafsa@learnmore.org), Twitter (twitter.com/learnmorein) or Facebook (facebook.com/learnmorein).

More Cash for College Resources

You can access Learn More Indiana's Cash for College website at CashForCollegeIndiana.org. The site offers a variety of helpful tips and free resources for K-12 students, current college students and returning adult students, including the Indiana College Costs Estimator. Learn how you can prepare to pay at CashForCollegeIndiana.org.

Learn More

Led by the Indiana Commission for Higher Education, Learn More Indiana is a partnership of state and local organizations working to help students of all ages succeed in school, complete college and connect to careers. In print, in person, online and on the phone, Learn More Indiana helps Hoosiers plan, prepare and pay for education and training beyond high school. Learn more at LearnMoreIndiana.org.

Inside Indiana Business Commission unveils College Completion Reports February 18, 2014

INDIANAPOLIS, Ind. - The Commission for Higher Education delivered the state's clearest and most comprehensive picture yet of college graduation rates in Indiana with the release of the first "Indiana College Completion Reports."

"Improving college completion is a complex problem, but overcoming Indiana's completion challenge begins with a clearer understanding of where we are and where we need to go," said Teresa Lubbers, Indiana Commissioner for Higher Education.

"Clearly, an on-time degree will always be the best and most affordable path to college graduation," Lubbers noted. "At the same time, we recognize that Indiana's completion picture includes not only full-time students who start and finish at the same campus but also students who attend college part-time, students who transfer between colleges, students who take longer and students who earn a different credential than the one they set out to pursue. Every graduate brings Indiana another step closer to reaching its 60 percent education attainment goal, and each student must be acknowledged and accounted for in addressing our state's completion challenge."

Key Takeaways from the Indiana College Completion Reports

Among the key findings from the Indiana Completion Reports:

-Time is the Enemy: On-time college completion is the exception in Indiana with the majority of students taking longer to graduate. Less than one out of every 10 students finishes a two-year degree within two years, and just three out of every 10 students finish a four-year degree within four years. An additional

year of college can cost a Hoosier student nearly \$50,000 in extra tuition, lost wages and related costs. Taking longer to complete not only means students pay more, but it also decreases the chances that they graduate at all.

-Full-time vs. Part-time: Full-time student success rates are significantly higher than part-time student success rates. Full-time students at Indiana colleges are nearly twice as likely to earn a two-year degree and six times more likely to graduate with a four-year degree than their part-time student peers.

-The Completion Achievement Gap: A closer look at Indiana's completion picture reveals stark disparities in graduation rates for low-income and minority Hoosier students. The gap in graduation rates for Indiana college students by race and ethnic groups is 24 percentage points at the state's two-year colleges and 31 percentage points at Indiana four-year colleges.

-Transfer Students and Degree Changers: Traditional graduation rates do not fully capture all forms of student success, including transfer students and students who earn a different degree type than what they set out to pursue (e.g., changed from a four-year degree to a two-year degree). Incorporating transfer students and degree changers increases the statewide success rate by 8 percent for two-year college entrants and by 13 percent for four-year college entrants.

-The Cost Per Completion: Indiana's two-year colleges spend an average of \$31,369 for each degree produced. Indiana's four-year colleges spend an average of \$62,208 for each degree produced.

The Completion Reports - which include both state-level and campus-specific data profiles - are part of an ongoing series of annual reports - including College Readiness Reports and Return on Investment reports - developed by the Commission to convey the progress of Hoosier students at each stage in the postsecondary pipeline. The reports are provided as companion pieces to the Commission's "Reaching Higher, Achieving More" strategic plan. Adopted in 2012, "Reaching Higher, Achieving More" calls for key reforms designed to increase college completion and education attainment in Indiana.

Read the Commission's College Completion Reports and strategic plan online at www.che.in.gov.

What People Are Saying about Indiana's College Completion Reports

"To get the biggest bang for their tuition buck, college students must complete their academic programs and earn that all-important diploma. The Indiana Commission for Higher Education's Indiana College Completion Reports starkly highlight the fact that most Indiana students don't finish what they start when they enroll in college, and so students, taxpayers and employers fail to reap the full return on their investment in higher education. The Indiana College Completion Reports offer valuable information to help students and families in their selection of a higher education program, and to inform education providers and policy makers by shining the spotlight on the critical issue of college completion with a purpose." – William D. Hansen, President and CEO, USA Funds.

"This is very impressive. These Completion Reports represent Indiana's continuing commitment to graduate more students and more of those students on time. Indiana is leading the country in providing important information to students, parents and the general public." – Stan Jones, President, Complete College America

"This report shines a bright light on the important work that Indiana's higher education stakeholders—institutions, students, policymakers, and employers—must continue. Our state will not thrive, or meet the needs of our economy, without significant improvement in college completion, and particularly without significant focus on improving completion rates for low income students and students of color. I applaud the Commission for its comprehensive approach in measuring completion, and for highlighting completion gaps among students populations." - Jamie Merisotis, President and CEO, Lumina Foundation.

Evansville Courier Press
Only 30 percent of students at Indiana four-year colleges graduate on time
February 18, 2014, by Megan Erbacher

EVANSVILLE — On time completion for college graduates varies greatly from student to student, University of Southern Indiana Provost Ronald Rochon said, because students arrive on campus with individual, complex lives and needs that may prevent them from finishing their degree in the specified number of years.

Three in 10 students enrolled at an Indiana four-year college graduate on time, and only half finish within six years, according to a report released Tuesday by the Indiana Commission for Higher Education.

And at Indiana's two-year campuses, fewer than one in 10 students finished on time, while 12 percent graduated within three years.

Through what is expected to be an ongoing series of annual reports, the state's Commission for Higher Education released Tuesday the first "Indiana College Completion Reports" aimed at taking a closer look into the progress of Indiana students at each stage in postsecondary education. The report provides data for both state-level and campus-specific two-year and four-year colleges.

For every 100 students that enrolled full-time at USI for a bachelor's degree in the fall of 2005, 22 students finished on time. Of those students, 15.3 percent finished at USI with the same degree, while 7.1 percent of those students either transferred to a different campus or changed majors but still earned their diplomas within four years.

Rochon said when he sees these types of reports, he finds them helpful in getting statewide information, further aiding him in getting a better grasp how to communicate to his colleagues the challenges USI may face. He said some students seem over prepared for higher education, while others are under prepared, so how a faculty or staff member engages students and provides support services is essential to their overall success.

"Graduating on time, I think, has always been a goal even when I was a young man going to college," Rochon said. "I think it's a wonderful goal to keep in mind for lots of different reasons, one being the economics of the family have shifted so much and changed so drastically with regard to the resources

families have for their children. And then also looking at the kinds of debt students incur year after year can be a negative in the end.”

For every 100 students enrolled full-time and working toward either a certificate or associate degree at Ivy Tech Community College in the fall of 2007, five students completed within two years. Full-time Ivy Tech students that earned their certificate or degree within two years at the same campus working toward the same degree level was 3.8 percent, while part-time students accomplishing the same was 1.4 percent.

With 25 years of experience working at a community college, Mary Ann Sellars wasn’t surprised with the results of the study because quite simply they serve a “different population.” Sellars, Ivy Tech Community College Southwest Interim Chancellor, used her personal story as an example, explaining that after graduating from high school in an accelerated program at age 16, she attempted community college but dropped out during the first semester. However, she returned in her 20s and completed her associate degree, then her bachelor’s degree and went on to earn her master’s degree and a doctorate in philosophy. Sellars was a member of Phi Kappa Phi, an honor society for the nation’s top students.

“If you look at the statistics for the community college that I attended and graduated from, I would have been a failure ... When you’re serving the community, it’s not all about completion, it’s about enhancing the skills of people that live within your borders.” Sellars said.

For every 100 students that enrolled full-time in the fall of 2005 working toward a bachelor’s degree, the study reports 53 Indiana University-Bloomington students earned their degree on time, 42 Purdue University students completed in four years, 37 Ball State University students finished and 25 Indiana State University students completed on time.

The completion gap in college graduation rates between Indiana’s student race and ethnic groups is 24 percent at two-year colleges and 31 percent at four-year colleges, according to the study.

And for each degree produced at a state two-year college, an average of \$31,369 is spent, while an average of \$62,208 is spent per degree at four-year campuses.

Earlier this month, Gov. Mike Pence announced Indiana as one of three states selected to be part of an initiative that combines structured degree programs, default course schedules and proactive advising practices with the purpose to simplify choices for students and provide clearer paths to on-time graduation. Guided Pathways to Success, or GPS, is a national initiative aimed to ensure more college students graduate on time and with less debt.

Indiana’s work will be supported by a three-year \$1 million grant in financial and technical assistance from the Lumina Foundation for Education in partnership with Complete College America.

Both USI and Ivy Tech offer multiple programs to aid students in successfully completing their degrees, including rigorous advising.

WBIW
Study: Indiana College Completion rates are low
February 19, 2014

The first study on college completion rates in Indiana tell us what we mostly already knew - the rates are low.

Only about 30-percent of students at the state's four-year public colleges and universities finish school within four years, and only half get their degree within six years according to the Indiana College Completion Reports.

"This report, unlike other reports, shows that students are completing in many different ways, but the on-time completion rates are troubling to all of us," says Teresa Lubbers, the state's Commissioner for Higher Education.

Fewer than one out of ten students at Indiana's two-year colleges get their degree in two years, according to the report.

The study does not delve into reasons for the low completion rate. Instead, Lubbers says it is a baseline report that only includes data from the state's public colleges and universities - private school data was not included.

The commission has set goals to have 45-percent of Indiana residents to hold some sort of college degree by 2018, with that number rising to 60-percent by 2025. It's around 30-percent right now.

Lubbers says their data shows that taking longer to graduate costs the students money, as well as the state.

There is also a racial and ethnic gap in graduation rates. Minorities graduate at a rate that is 24-percentage points lower at Indiana's two-year colleges and 31-percentage points lower at four-year schools.

Pharos-Tribune
Study spotlights Indiana college completion rates
February 20, 2014, by Amie Sites

A new report on college completion for students who earn a degree, regardless of the path or timeline, was released Tuesday.

The report by the Indiana Commission for Higher Education highlights the need for a post-secondary degree or credential and presents data collected from Indiana colleges through a partnership between the state's public colleges, the National Student Clearinghouse and the Indiana Commission for Higher Education.

Indiana Commissioner for Higher Education Teresa Lubbers said improving college completion begins with a clearer understanding of “where we are and where we need to go.”

Although an on-time degree is the best and most affordable option to college graduation, it is understood there are a mix of students including full-time students, part-time students, transfer students and students who change credentials or degrees, Lubbers said.

Statewide, 28.2 percent of students who attend two-year colleges complete a degree and 68.6 percent of students who attend a four-year college complete a degree.

After finding that data, the Indiana Commission for Higher Education has put a strategic plan in place to promote an increase in college completion to 60 percent of the state’s population by 2025.

To meet that challenge, colleges in the state are creating new programs to promote completion, the report said.

The report looks at college completion at Ivy Tech, Indiana University Kokomo and various other Indiana campuses, as well as what can be done to improve the graduation rate.

A DIFFERENT KIND OF CAMPUS

Susan Sciamé-Giesecke, interim chancellor at Indiana University Kokomo, said officials at Indiana University Kokomo are very aware and focused on completion rates.

Data collected from Indiana University Kokomo indicates 8.5 percent of students at the school complete their degrees on time and 16.4 percent complete late for a total campus completion rate of 24.9 percent. The number is increased by the number of students who transfer and complete a degree — 17.8 percent — for a total student completion rate of 42.6 percent.

“We’re a different kind of campus,” Sciamé-Giesecke said. “We have part-time and full-time students as well as younger students as well as adults.”

Several programs have been put in to place to encourage college completion. A few years ago a campaign called “complete in four” was started and asked students to declare a graduate date.

“We found when we asked students when they were going to graduation, many didn’t have a clear date in mind,” Sciamé-Giesecke said. “We wanted them to see the end of the light at the tunnel.”

Each student who participated got a button with their year and a card with an app that helped map out the four-year plan.

After success with that campaign, a program was created to push earning 120 credits. Each time a student reaches 30, 60, 90 and then 120 credits they receive a button that says “got 30,” “got 60,” and so on, all the way up to 120. Students also received a letter from Sciamé-Giesecke that congratulated them each step of the way.

There has also been an initiative to encourage taking 15 credit hours, a pace that allows students to graduate in four years.

“We don’t want to make someone feel like they’re a failure if they can’t complete school in four years,” Sciame-Giesecke said. “We simply want them to set a clear plan on when they’re going to graduate.”

The overall goal is completion, a challenge the state has identified, Sciame-Giesecke said.

“We will continue to set a goal each year and move that needle as best as we can,” Sciame-Giesecke said. “We have always been focused on completion and will continue to be.”

THE MOST COMPLEX STUDENT BODY

Ivy Tech is also focused on college completion. There has been an increase in graduation rates each of the last few years which result in awarding record numbers of credentials year after year, according to Jeff Fanter, vice president for student experience, communications and marketing at Ivy Tech Community College.

Some initiatives include a restructuring of the academic division. There will be four divisions in the new structure, including the University and Transfer Division, Health Division, Business and Public Services Division, and Technology and Applied Sciences Division, a press release said.

The program will better align programs with student’s career path, the release said. Students with undecided majors will be able to have meta-majors programming, where students can select a broad category to explore interests.

Another initiative includes a Math Pathways Project — which allows the mathematic curriculum to support different needs. Primary objectives for the Math Pathways Project are to help students who aren’t ready for college-level math and provide math curriculum relevant to needs in the workforce, according to a press release.

The reasoning for the data collected in the report is that Ivy Tech has “the most complex student body in all of higher education,” Fanter said.

At Ivy Tech, 3.8 percent of students complete on time and 15.7 percent of students complete late for a total campus completion rate of 19.5 percent. That number is increased by the number of students who transfer and complete a degree — 8.2 percent — for a total student completion rate of 27.7 percent.

The definition of on time for Ivy Tech students might be different than other definitions of on time, Fanter said.

“A large number of our students work, many have families and nearly 70 percent are Pell students along with just under 70 percent needing college prep courses,” Fanter said. “Factor all of this and you see the results that you see not to mention that our student advisor ratio is 1 to 1,200.”

3 in 10 students at four-year schools graduate on time 1 in 10 students finish a two-year degree on time \$31,369 -- Average spent per degree produced at two-year colleges \$62,208 -- Average spent per degree produced at four-year colleges Out of 100 full-time students at Indiana University Kokomo: • 15 complete college within four years • 34 complete within six years • 43 complete within eight years Out of 100 students at Ivy Tech: • Five students complete within two years • 20 complete within four years • 28 complete within six years

The Hechinger Report
INDIANA: 28% earn credential in 6 years
February 25, 2014, by Doug Ross

[Completion rates are low at Indiana's public two-year colleges](#), reports the state Commission for Higher Education. The six-year completion rate for students seeking certificates or degrees is 28.2 percent. That includes transfers and students who earned a lower-level credential than originally sought.

Two-year public colleges spend an average of \$31,369 for each degree produced, half the per-degree cost of four-year colleges and universities.

At [Ivy Tech](#), the state community college system, the cost per degree is \$30,120. Ivy Tech's six-year completion rate — any credential at any campus — is 27.7 percent for full-time students and 20.8 percent for part-timers.

Only 15.7 percent of blacks who start at Ivy Tech have earned a credential within six years, compared to 26.8 percent of Hispanics, 29.6 percent of whites and 35.7 percent of Asians.

At Indiana's [four-year colleges and universities, the six-year completion rate is 68.6 percent](#). That includes any degree at any campus.

Indy Star
Indiana's graduation gap is disturbing
February 28, 2014, by Teresa Lubbers

Indiana's recently published "College Completion Report" provides the most comprehensive view of college graduate rates in the nation. The report profiles each public school campus and includes all students who earn a degree, regardless of the path or timeline they took to get there.

First, it's important to stress that an on-time degree always will be the best and most affordable path to college graduation. Fewer than one out of 10 students in Indiana earns a two-year degree within two years, and just three out of 10 finish a four-year degree in four years. Delayed completion not only means students pay more — an additional \$50,000 in tuition, lost wages and related costs on average — it also decreases the likelihood they will graduate at all. And it's clear that on-time completion must become the rule, not the exception.

At the same time, we recognize that our state's completion picture includes not only full-time students who start and finish at the same campus but also students who attend college part time, transfer between colleges, take longer to graduate or earn a different credential than the one they set out to pursue. Every graduate brings Indiana another step closer to reaching its 60 percent education attainment goal and should be counted in addressing our state's completion challenge. The Indiana Commission for Higher Education's "College Completion Report" aims to account for all of these students in delivering a far clearer view of graduation rates at our public colleges and universities.

A closer look reveals both encouraging signs and cause for deeper concern. Incorporating transfer students and degree changers increases the statewide success rate by 8 percent for two-year college entrants and by 13 percent for four-year college entrants. This same data also expose alarming disparities in graduate rates for low-income and minority Hoosier students in Indiana. The graduation gap between race and ethnic groups is 24 percentage points at the state's two-year colleges and 31 percentage points at four-year colleges.

Though it's easy to become defensive, Indiana is embracing its completion challenge. Our colleges are designing innovative programs and incentives, including tuition discounts, on-time graduation bonuses and proactive advising practices that keep students on the path to success. Policymakers also have responded with a performance funding formula that rewards college completion; state financial aid incentives that encourage on-time graduation and state laws that streamline college transfer and ensure all students have a clear degree map that guides their way to graduation day. These and other reforms are helping to create the conditions to boost college completion and education attainment in Indiana.

Overcoming Indiana's completion challenge begins with a clearer understanding of where we are and a shared commitment to achieve a better result for our students and our state.

The College Completion Reports can be found at:

www.in.gov/che/files/2014_Completion_Report_Full_Report.pdf

The guide to understanding the data in the Indiana College Completion Reports can be found at:

www.in.gov/che/files/User_Guide_-_College_Completion_Reports.pdf

Lubbers is Indiana Commissioner for Higher Education.

Inside Higher Ed
First state approved for distance ed reciprocity
February 25, 2014

Indiana [has become the first state](#) to join a national initiative aimed at making it easier for distance education programs to obtain the necessary regulatory approvals when they enroll students across state lines.

Indiana's application was approved by the Midwestern Higher Education Compact, one of the four regional higher education interstate compacts that are implementing the [state reciprocity initiative](#), called the National Council for State Authorization Reciprocity Agreements. In order to join, a state has to meet [certain minimum standards](#) in how it authorizes programs and provides consumer protections for students. The goal is to streamline the state authorization process for distance providers who face a variety of different state regulations when they want to offer online courses outside the state in which they are headquartered. Marshall A. Hill, NC-SARA's executive director, last year set a goal of 20 member states by the end of 2014.

Beyond the patchwork of state laws governing distance education, the U.S. Education Department is also in the process of rewriting a regulation that would require online programs that want to participate in federal student aid programs to obtain permission from regulators in each and every state in which they enroll students. A previous version of that rule, known as the "state authorization" requirement, was [struck down](#) by a federal appeals court in 2012.

Department officials indicated last week, in kicking of the [negotiated rulemaking process](#) for the new rule, that they are interested in considering how state reciprocity agreements should be factored into the federal government's state authorization requirements.

Indy Star
State cuts red tape to offer college students more quality distance learning options
February 25, 2014

INDIANAPOLIS, IND. – Indiana is the first state in the country to join an interstate initiative designed to ensure academic quality and increase affordability for Hoosier students who complete online courses offered by colleges in other states.

Launched by the National Council for State Reciprocity Agreements (NC-SARA), the initiative will streamline the regulatory process required for colleges to enroll college students across state lines. More than twenty states are expected to be signed on by the end of 2014.

"Indiana is embracing new pathways that offer Hoosier college students more options and greater flexibility in completing education beyond high school," said Teresa Lubbers, Indiana Commissioner for Higher Education. "It is imperative that these options are aligned with our state's quality standards, and NC-SARA promotes consumer protection and reduces regulatory burdens and costs."

Lubbers noted that Indiana is well-positioned as a leader in NC-SARA since the Indiana Commission for Higher Education now oversees both in-state and out-of-state for-profit colleges through the newly created Indiana Board for Proprietary Education. In a related move, the Commission has also been granted oversight responsibilities for both out-of-state public and not-for-profit colleges offering instruction in Indiana.

Other states that wish to join NC-SARA must demonstrate that they have an effective process in place for authorizing participating higher education institutions. The process must include:

Acceptance of national or regional accreditation as evidence of academic quality for approving institutions to participate in reciprocity

Acceptance of an adequate federal financial responsibility score for participation and an effective state process for consumer protection and ongoing oversight

State authority to enter into the reciprocity agreement

In the coming weeks, Indiana colleges and universities will be invited to apply for institutional membership in SARA.

Implementing instructional models that provide Indiana students with greater flexibility and accelerated degree completion without sacrificing academic quality is a key strategy in the Indiana Commission for Higher Education's "Reaching Higher, Achieving More" strategic plan.

Learn about the Commission and its strategic priorities to increase college completion at www.che.in.gov.

Learn about the National Council for State Reciprocity Agreements at www.wiche.edu/sara

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