



REACHING HIGHER, ACHIEVING MORE

A SUCCESS AGENDA FOR HIGHER EDUCATION IN INDIANA



INDIANA *for* COMMISSION
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

About the Indiana Commission for Higher Education

MISSION

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.

MEMBERS

The Commission includes representatives from each Congressional district, three at-large members, a college faculty representative and a college student representative.

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Ken Sendelweck, Chair, 9th Congressional District

Eileen O'Neill Odum
1st Congressional District

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At-Large Member

Carol D'Amico
At-Large Member

Christopher LaMothe
At-Large Member

Kent Scheller
Faculty Representative,
University of Southern Indiana

Keith Hansen
Student Representative,
Purdue University

ADOPTION & ACKNOWLEDGEMENTS

Reaching Higher, Achieving More was adopted unanimously by the members of the Indiana Commission for Higher Education in March 2012.

The Commission wishes to thank the many individuals who contributed their time and talent to ***Reaching Higher, Achieving More***, including the co-chairs for the strategic plan's development, Gerald Bepko and Marilyn Moran-Townsend.



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WORKING TOGETHER TO ACHIEVE MORE

More Hoosiers than ever before recognize that a college credential is their passport to opportunity and prosperity.

Indiana must rise to the challenge by establishing one of the best and most student-centered higher education systems in the country.

The stakes for achieving more have never been greater. It is not an overstatement to say that Indiana's future depends on the educational attainment of its citizens.

Achieving More calls for a higher education system that is:

- **Student-centered**, recognizing the changing needs and demographics of Hoosier students and placing students at the center of each and every effort, from development to implementation.
- **Mission-driven**, recognizing Indiana's diverse landscape of public and private postsecondary education providers, each filling a distinct but integrated role within the state's higher education system.
- **Workforce-aligned**, recognizing the increasing knowledge, skills and degree attainment needed for lifetime employment and ensuring Indiana's economic competitiveness.

Achieving More requires a focus on student success by creating efficient pathways and incentives for **completion** of degrees and certificates, promoting **productivity** to safeguard affordability, and attaining a standard of academic **quality** that ensures Indiana's college credentials are universally recognized for their rigor and value.

THE REACHING HIGHER, ACHIEVING MORE CHALLENGE

1. **College Completion:** Increase on-time college graduation rates for Hoosier students to at least 50 percent at four-year campuses and 25 percent at two-year campuses by 2018.
2. **Degree Production:** Double the number of college degrees and certificates produced currently by 2025 (requires increasing annual degree production from approximately 60,000 degrees to 120,000 degrees).
3. **Education Attainment:** Increase higher education attainment of Hoosier adults to 60 percent of Indiana's population by 2025 (45 percent by 2018).

930,000 Projected Job Vacancies by 2018

506,000 for those with postsecondary credentials

328,000 for high school graduates

96,000 for high school dropouts

Source: Bureau of Labor Statistics, 2010.



Reaching Higher, Achieving More

Looking Back: Reaching Higher

Since the first *Reaching Higher* strategic plan was adopted in 2008, Indiana has accelerated momentum



to increase student access and success, to ensure college affordability for students and families, and to align the state's higher education system to meet Indiana's economic and workforce needs.

Together, we have:

- **Raised college-readiness expectations** by making Indiana's Core 40 high school diploma the standard for all students and expanding access to dual credit, Advanced Placement and other early college opportunities.
- **Reformed the state's financial aid system** by making college costs more transparent for Hoosier families, strengthening the state's Twenty-first Century Scholars program to promote student success, and targeting aid to better serve adult students.
- **Rewarded colleges for student success** through a performance-based funding formula that emphasizes completion and productivity.

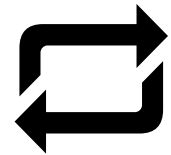
While these accomplishments and the dedication of campus leaders, faculty and students should not be overlooked, now is not the time to back off. Indiana college completion rates have remained relatively flat over the past decade and the state's education attainment ranking of 42nd in the nation has not improved.

Looking Ahead: Achieving More

To achieve a better result, Indiana and its higher education institutions must respond to changing times and growing demands, rethink traditional notions and approaches, and renew and accelerate the promises of the original *Reaching Higher*.

The strategic priorities and policy directions outlined in *Reaching Higher, Achieving More* were formed with these challenges and opportunities in mind.

Indiana ranks 40th nationally in higher education attainment and 41st in personal per capita income.



Source: U.S. Census Bureau, 2010.

Regional Recovery: Meeting Workforce Needs

Vincennes University and its corporate partners are stepping up their game to meet the rising demand for highly skilled workers, particularly in advanced manufacturing.

Vincennes and regional employers such as Sony, Toyota and Subaru are expanding their partnerships to show students, parents and educators the benefits of pursuing employment in the increasingly high-tech field of manufacturing.

Jeffrey Johnson of Toyota's human resources division recently reached out to Technology Division Dean Art Haase, telling him that the company wants to do more to recruit high school students toward technical careers. "Obviously, it behooves us to partner with educators in order to help supply the industry with the trained people that are needed," Johnson said.

Toyota is also among a number of companies providing paid summer internships, including housing, to attract more students into the field.

In 2012, Vincennes will launch an intensive 14-week summer program in precision machining that will earn participating students a bachelor's degree in three years. Innovative business partnerships and degree programs are essential for producing the highly skilled workers Indiana's economy demands.



Healthy and Wise: Improving Lives Through Innovative Investments



Dr. Richard DiMarchi worked for many years as an accomplished corporate scientist, but he says a university setting is the “preferred domain” for fostering discoveries that have tremendous potential to benefit human health.

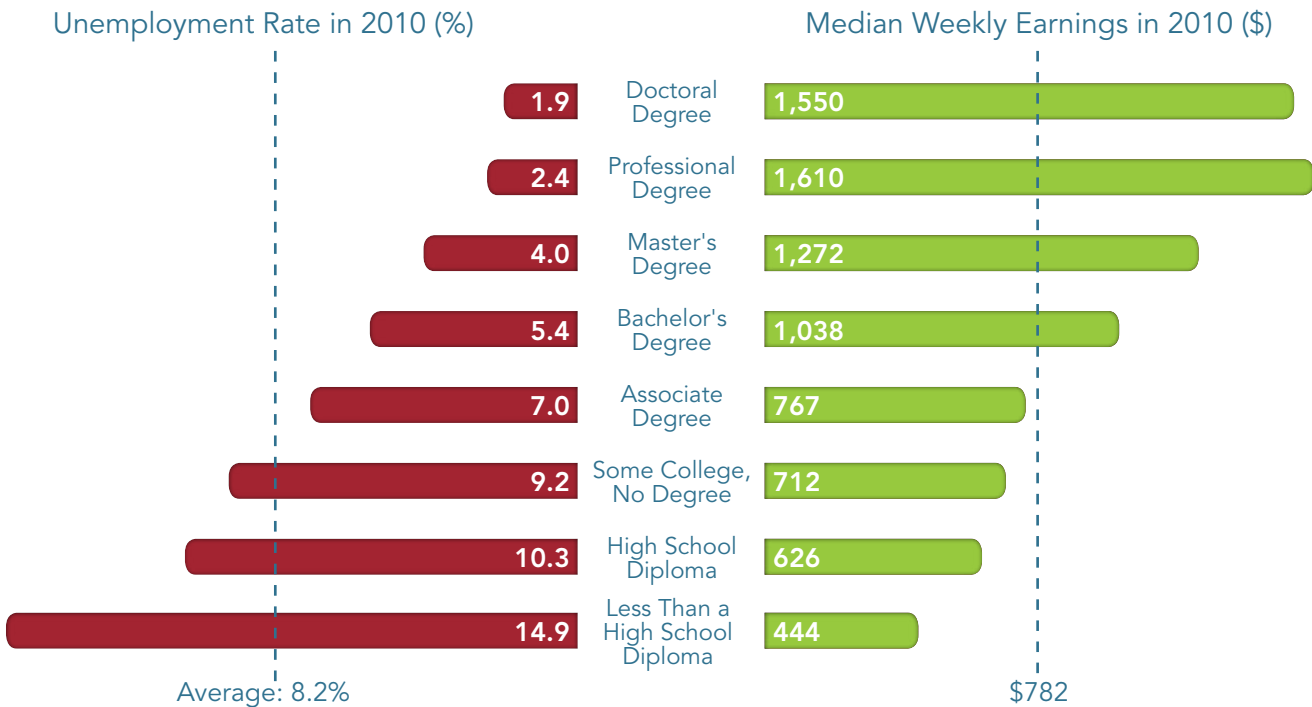
Working with students and staff in the research labs of Indiana University (IU), and with funding support from Carmel-based Marcadia Biotech, DiMarchi’s research team developed a compound for experimental diabetes medicines.

“IU stimulates creativity and an environment that encourages free thought and innovation,” says DiMarchi, who also helped found Marcadia.

When testing revealed the potential for multiple applications for this breakthrough research, including treatment of hypoglycemia, hypertension and obesity, Marcadia secured strong commercial interest in the potential of DiMarchi’s research. Marcadia was purchased in 2010 by Roche for nearly \$300 million, a clear indication of its economic potential. Roche is now working with Marcadia and the university to bring all of this promising research to market.

Fritz French, Marcadia’s former CEO, says the company’s experience with IU is “an example of what can be accomplished through collaboration and advancing scientific research and should spur other start-ups like Marcadia.”

The Growing Divide: Education Attainment and Economic Opportunity



Source: Bureau of Labor Statistics, 2010.





Completion

Students and the state are not well served by an empty promise of college access without completion.

Less than a third of Indiana's four-year college students graduate on time and just over half graduate after six years. Only 4 percent of the state's two-year college students complete on time and 12 percent graduate within three years.*

Not completing a two-year or four-year college degree has dramatic financial implications to Hoosiers and the state.

The lifetime earning potential of a student who does not complete higher education is more than **\$1 million less** than an individual with a college degree.

Indiana must increase overall completion rates and reduce the time it takes for students to complete degree programs.

This will require:

- **Increasing preparation** of K-12 students.
- **Transforming remedial education** policies and practices to ensure students successfully complete gateway college courses.
- Establishing clear, **efficient pathways** for on-time college completion.

*The Incomplete Promise: Indiana College Completion Rates**



Four-year Public Colleges:

- Four-year graduation rate: 28 percent
- Six-year graduation rate: 53 percent

Two-year Public Colleges:

- Two-year graduation rate: 4 percent
- Three-year graduation rate: 12 percent

Learn More Indiana: Creating a College-Completion Culture



Learn More Indiana, the state's one-stop resource for college and career planning and preparation, is making higher education possible for more Hoosiers. With a comprehensive website, annual campaigns and a robust mentoring program, Learn More Indiana is working with local partners across the state to break barriers to college access and success.

One such partnership is with Project Leadership, a non-profit organization serving Grant and Delaware counties. Through Learn More Indiana and Project Leadership, students participating in the state's Twenty-first Century Scholars program get help at every stage of the college preparation process. Initiatives such as family outreach events, in-school financial aid labs, college application days and more than 200 trained mentors help make college a reality for these students.

With partnerships like Learn More Indiana and Project Leadership, the state and local communities are working together to create a college-completion culture across Indiana.

*Source: Indiana Commission for Higher Education, 2011.

PREPARATION



Indiana has made significant progress in increasing the number of students pursuing and completing rigorous courses in high school. This trend is reflected by increasing numbers of students taking college entry assessments (ACT and SAT), completing Advanced Placement (AP) and dual credit courses, and earning Core 40 diplomas with Academic or Technical Honors.

*Rigorous High School Course-Taking (2006-11)**

- Increase in Core 40 and honors diplomas: 70.4 percent to 80.9 percent
- Increase in graduates passing AP exams: 7.5 percent to 14.0 percent
- Increase in Dual Credit Course-Taking: 10,000 to over 43,000 students (317 percent increase)

Creating a High School Diploma that Counts

Indiana created Core 40 to ensure that high school students are prepared for success after graduation. Building on this foundation:

- Core 40 became the **default curriculum for a high school diploma**. The Class of 2011 was the first to graduate with this requirement.
- Core 40 diploma requirements were **aligned with minimum admissions requirements** at all four-year public Indiana colleges (took effect in fall 2011).
- State **financial-aid policies are aligned with Core 40 completion**.

While these developments are noteworthy, the data reveal significant disparities in student preparation and performance. Though the number of Core 40 high school graduates has increased over time, so has the number of students requiring remediation in college. This reality underscores the need to ensure the rigor and consistency of Core 40 courses across Indiana.

Defining What it Means to be College-Ready

Each year, the Commission for Higher Education issues feedback reports showing where Indiana high school graduates go to college and whether these students are ready for college-level coursework. The data is cause for concern: at least a quarter of all first-time Indiana public college students are not college-ready when they arrive on campus.

Building on Indiana's already rigorous academic standards, the state adopted the Common Core State Standards in 2010 to provide students and educators a consistent, clear understanding of the knowledge and skills needed to be ready for college and careers. Implementation of these standards must include:

- Creating a **common definition of college and career readiness**.
- Implementing **common assessments of college and career readiness** (administered beginning at grade 11) as a primary indicator for college placement decisions.
- Developing **alternative academic courses** to accelerate the transition to college-level content, particularly for high school seniors and community college students identified for remedial education.

METRICS THAT MATTER: COMPLETION

1. **Degree Completion:** Percentage change in total degrees conferred. For two-year campuses, includes one-year certificates and associate degrees. For four-year campuses, includes bachelor's, master's and doctorate degrees.
2. **Remediation Success:** Percentage of entering undergraduate students who complete first-year, college-level English and math courses.
3. **Student Persistence:** Percentage of entering two-year college students who complete 15, 30 and 45 credit hours and entering four-year college students who complete 30 and 60 credit hours.

*Source: Indiana Department of Education, 2011.

Improving Preparation: A Shared Responsibility

Too often, higher education dismisses responsibility for student success in college based on insufficient preparation in the K-12 system.

Indiana's higher education community must engage with the K-12 system to ensure that postsecondary expectations for students are clear and that the future educators prepared by Indiana colleges are equipped to be effective teachers and administrators. It's worth noting that the state's higher education institutions trained more than 90 percent of the teachers currently working in Indiana K-12 classrooms today.

This shared responsibility—student and educator preparation—must be embraced by Indiana's K-12 and higher education communities. Specifically, the Commission will champion state and institutional policies and actions that:

- **Define what it means to be college-ready** in Indiana and align assessments between K-12 and higher education to ensure quality and consistency.
- **Connect colleges with P-20 educators, students and families** to communicate an expectation for college readiness.
- **Improve the feedback loop between high schools, colleges and employers** regarding the performance of their graduates and transfer students.
- **Reform educator preparation programs** to reflect the Common Core State Standards and ensure graduating teachers and teacher leaders are prepared to meet these expectations and to evaluate progress.
- **Share relevant data with K-12** to identify academic areas in which students most frequently lack preparation upon college entry.
- **Ensure high-quality dual credit courses** are available across the state, transfer statewide as college credit, and reduce time-to-degree for students.



One in four Indiana college students enrolled in remediation will earn a degree within six years.

Source: Complete College America, 2011.

COMPLETION METRICS

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Falling Behind: College Remediation Rates of Recent High School Graduates (2011)

General Diploma Graduates

66.4%

Core 40 Graduates

37.9%

Core 40 with Honors Graduates

7.0%

Source: Indiana Commission for Higher Education, 2011.



REMEDICATION REDESIGN

The majority of college students who enroll in remedial education never earn a degree. The data is clear: time is the enemy of completion.

Only one in four college students in remediation today will graduate within six years. Remedial education also has significant costs to students, taxpayers and institutions, with estimated **annual costs exceeding \$35 million** at Indiana's community college alone.*

Traditional remedial education models do not accurately discern between students who require minimal strengthening of certain skills and those students with significant academic deficiencies who require more intensive intervention.

This means too many students, regardless of remedial needs, are placed in a long series of coursework that does not count toward their degree. Moreover, these models often are disconnected from the credits students need to earn a degree—despite research indicating that underprepared students have the best shot at success when they move quickly into college-level courses.

Fostered by the imperative initially laid out in *Reaching Higher*, Indiana has consolidated delivery of college remediation at the state's two-year institutions. Students requiring remediation at Indiana's four-year colleges are now referred to the local community college campus.

Collective efforts must now focus on ensuring that remedial students transition quickly and successfully into college-level coursework. Indiana must both reduce the number of entering students who require remedial education and accelerate the success of those students who do. These twin goals emphasize increasing preparation for high school graduates and finding more effective approaches to deliver remedial education for returning adult students.

The Commission will champion institutional practices that **reduce the time students spend in remediation** by **customizing instruction** based on students' individual academic strengths and deficiencies. These tiered approaches to remediation will:

- Enable students to **enroll directly in college-level courses** as research shows that many remedial students can succeed in gateway college courses when given the opportunity.
- Promote **co-requisite course models** that enroll students in a college-level course along with a supplemental education experience.
- Expand **computer-assisted learning models** that individualize instruction and enable students to move into college-level courses as soon as they demonstrate proficiency.



Darniece's Story: Back on Track

Darniece Christian looks forward to graduating and earning her bachelor's degree in 2014. Her outlook wasn't so bright a few years ago when she was on probation after her first semester at Purdue University Calumet. Like many students, Darniece struggled with the transition from high school and had to juggle the demands of a job with her college courses.

As a regional campus, Purdue Calumet understands that many of today's students face tough challenges when they start college. Its Academic Recovery Program in the Center for Student Achievement supports students like Darniece. The program's Topics for Study course taught her core skills to improve studying, test taking, time management and organization.

"It was an eye-opener, especially out of high school," Darniece says. She applied new techniques, got removed from probation and was accepted into the highly competitive nursing program.

"I would have no idea how to study for college and manage my time if it were not for that class," Darniece says. Through the Academic Recovery Program's guidance and support, she is on track to meet her goal of a college degree and a career dedicated to helping people.

Source: Ivy Tech Community College, 2011.

SMARTER PATHWAYS

The majority of Indiana college students today are working, commuting to campus, and trying to balance family and job responsibilities while furthering their education.

As Indiana's college population has grown and become more diverse, the level of support students require has increased commensurately. Even students who enter college without needing remediation often struggle to complete their degrees on time or at all.

Indiana must deploy more effective structures that guide and support students toward graduation, particularly low-income and first-generation college students.

Though student choice will always play a significant factor in college completion, proactive institutional policies and practices can present students with a clear and manageable path to success.

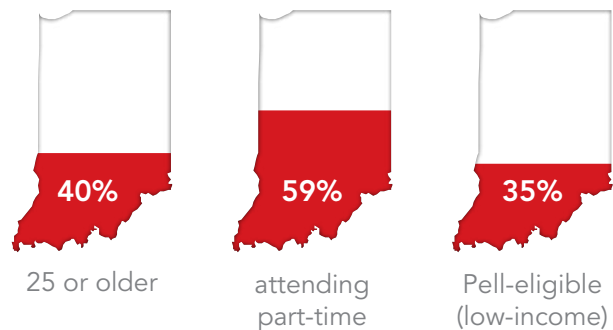
Specifically, the Commission will champion state and institutional policies and actions that:

- Expand opportunities for students to **earn one-year certificates** in high-value career fields.
- **Implement highly structured, cohort-based programs** for high-demand degrees that serve high proportions of low-income and working students.



- **Promote on-time degree maps** that articulate clear pathways for students to earn a certificate within one year, an associate degree within two years and a bachelor's degree within four years.
- **Limit total credit requirements** to 120 credit hours for bachelor's degrees and 60 credits for associate degrees, except when program accreditation or licensure requirements mandate otherwise.
- **Ensure availability and capacity of required courses** to enable students to graduate on time.
- **Institute early and ongoing career advising practices** that help students successfully set their career path and degree program decisions, thereby limiting costly credit accumulation and changes in major.

The 21st Century Indiana College Student



Source: Indiana Commission for Higher Education, 2011.

Mirjana's Story: A LAUNCH to College Completion

Being self-motivated, outgoing and organized wasn't enough to prepare Mirjana Jackson for the challenges of college life at Indiana State University (ISU). "There were plenty of things they don't teach you about college and things you just don't understand unless you've been there," says the first-generation college student.

ISU's LAUNCH program helped Mirjana stay on track. The program is designed to address the dual challenge of growing enrollment and declining retention rates by using academic advisers and peer mentors along with scholarship incentives for students who meet GPA requirements. With about 65 percent of ISU students being the first in their families to attend college, there is a clear need for the kind of support LAUNCH provides.

Mirjana says her peer mentor provided invaluable tips. "If it wasn't for the peer mentor, I would have been lost." To pay it forward, she became a peer mentor herself.

Jennifer Schriver, ISU's associate vice president for student success, reports that 40 percent of LAUNCH freshman earned at least a 2.75 GPA after two semesters—twice what they anticipated. Given its positive impact, ISU plans to enhance LAUNCH and extend the program to sophomores.





Productivity

A more productive higher education system will increase student success and safeguard college affordability.

Too many Indiana families have to borrow large sums to pay for higher education. Hoosier students borrowed an average of \$27,000 to finance a college degree in 2010.*



Hoosiers need lower cost, alternative delivery structures that provide affordable paths to quality credentials that meet their educational and career goals.

The state must foster more affordable options for students, align funding policies with completion, and make it financially attractive for students to complete their education on time.

Specifically, the Commission and Indiana institutions must:

- Sustain and enhance the state's **performance funding** formula.
- Create **student incentives** to promote on-time completion.
- Increase **cost efficiency** and resource reinvestment through business and academic efficiencies while ensuring quality.
- Exchange promising institutional business practices and find new, more efficient ways to **share services** and **avoid duplication** of programs.

Higher Education:

A Student-Centered Enterprise

In 2007, Indiana University (IU) East was struggling and facing steep budget cuts. But, a daunting challenge became an opportunity to transform into a more productive and student-centered institution.

As part of the state's performance-based funding requirements, Chancellor Nasser Paydar and his team looked at every function with a fresh eye to identify innovative models of learning and operating.

A key question guided them: "If we did this 50 years ago, do we still need to do it today? You'd be amazed at how many offices or functions existed then that no longer serve students effectively today," says Chancellor Paydar.

Obsolete functions were eliminated or replaced with improved tutorial services, more online courses, academic coaches who maximize technology and are more responsive to keep students on track, and new degree programs. IU East "outsourced" remedial and associate degree courses to Ivy Tech Community College and merged staff and services, like library, security and dining.

Four years later, IU East awarded 37 percent more bachelor's degrees and went from lowest to highest in regional retention rates. Expenditures per student fell more than 20 percent, while enrollment went up nearly 70 percent. Encouraged but not satisfied by the progress, Chancellor Paydar says, "We are continuously trying to outdo ourselves."

*Source: Project on Student Debt, 2010.

PERFORMANCE FUNDING

Sound funding methods align resources with priorities and objectives.



Given Indiana's increasing priority on college completion and student success, state appropriations should align with student persistence and graduation while incentivizing efficiency and academic quality.

Indiana's traditional funding formula for higher education successfully promoted student access by rewarding institutions for enrollment growth. Indiana's institutions responded to this incentive and made access to college a reality for greater numbers of students.

Indiana's performance funding formula was first enacted in 2003 with a research incentive. The state's formula has continued to evolve over time by integrating a variety of completion metrics, including degrees earned on time and by low-income students.

In 2010, Indiana allocated 5 percent of overall state support for institutions through a funding formula that incorporated various measures of student progress and degree completion.

The 2011-13 biennial budget sustained Indiana's commitment to performance funding, and the legislature also directed the Commission to conduct a review of performance funding models in other states, including consideration of how those models account for differences in institutional missions.

The result is a refined performance formula proposed by the Commission that will:

- **Reward effective student remediation.**
- **Promote student persistence and completion.**
- **Prioritize on-time graduation, acceleration and innovation.**
- **Capitalize on each institution's distinct mission.**



Indiana's student loan default rate has increased by 35 percent over the past three years.

Source: U.S. Department of Education, 2011.

PRODUCTIVITY METRICS



1. **On-Time Completion:** Percentage of on-time degrees earned by resident, undergraduate, first-time, full-time students. Includes associate degrees earned within two years and bachelor's degrees earned within four years.
2. **Cost Per Degree:** Total expenditures per degree conferred, as defined by the Delta Cost Project.
3. **Student Debt:** Average college debt load of undergraduate students.



Average tuition and fees at Indiana's public colleges have increased by more than 100 percent over the past decade.

Source: Indiana Commission for Higher Education, 2011.

STUDENT INCENTIVES

Research shows that financial incentives are effective motivators for students who are capable of graduating but are at risk of dropping out for financial reasons.

Hoosier students face increasing tuition rates and growing debt burdens despite a state financial aid system based on student need, significant increases in institutional and state aid and ongoing support efforts like Indiana's Twenty-first Century Scholars program.

To ensure affordability for students, Indiana must judiciously allocate student aid and promote policies that directly support the preparation, completion and on-time graduation priorities of Indiana's higher education system.

Specifically, the Commission will champion state and institutional policies and actions that:

- **Increase college cost transparency for students and families.** Total cost and expected family contribution data will be made available to students, policymakers and the public.
- **Emphasize student preparation** for college through revisions in the Twenty-first Century Scholars program to ensure degree completion and program sustainability.
- **Transform student aid programs from college access to success** through tiered incentives that increase as students persist semester-to-semester.
- **Promote on-time completion** through policies that encourage full-time students to take 30 credit hours per year and consider capping state financial aid for students who accumulate excessive credits.
- **Integrate state financial aid policies and grant distribution** through a unified higher education agency.

Fostering On-Time Completion Through Tuition Savings

With the average college debt load in Indiana rising to more than \$27,000 per graduate, students are demanding more options to keep costs down and quality and convenience up. That's why universities are getting more creative about finding solutions that meet the needs of today's students and increase completion rates.

Ball State University launched four measures aimed at breaking the financial barriers to college completion. The Completion Scholarship will award \$500 to students who graduate within four years. The university will also reduce the number of credit hours required for graduation, which could save a student up to \$2,000 over four years. Ball State will also discount summer tuition by nearly 20 percent discount and encourage online courses.

There is also increased flexibility and cost savings for students looking to take advantage of hybrid schedules that combine campus and online classes. All told, Ball State predicts that these efforts to graduate students more efficiently could mean a combined savings of up to \$10,000 for some students during their academic careers.

METRICS THAT MATTER: PRODUCTIVITY

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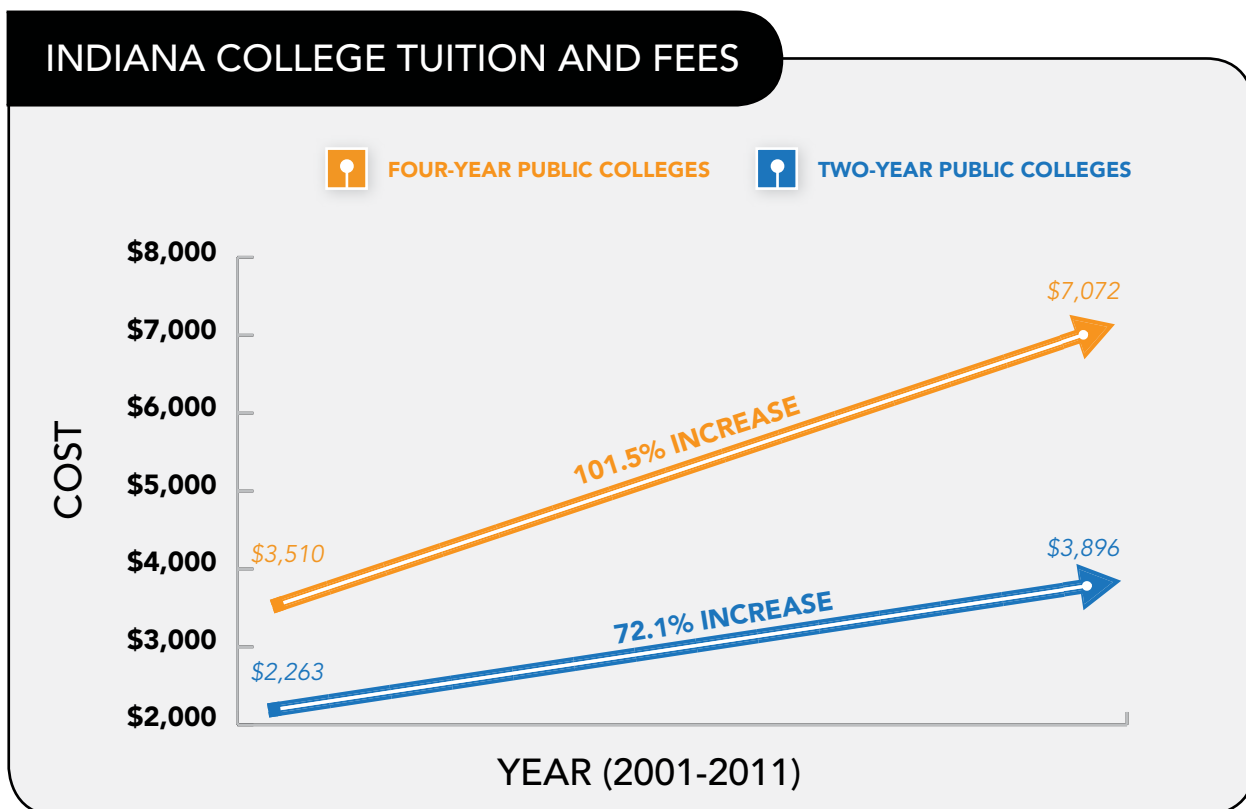
CONTINUOUS EFFICIENCY

As stewards of taxpayer and family resources, Indiana's higher education institutions should relentlessly pursue opportunities to create efficiencies.

New programs should be carefully considered for how they align with the state's priorities. Low priority or low production programs should be evaluated for elimination. Business operations and purchasing should be consolidated to realize meaningful savings. Institutional savings should be reinvested into programs that foster student success and completion.

Specifically, the Commission will champion state and institutional policies and actions that:

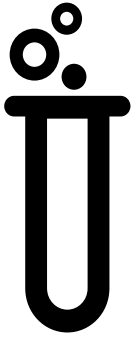
- **Emphasize high-quality instruction as the central priority** and mission of each campus and ensure that resources are aligned accordingly.
- **Promote interinstitutional collaboration** to reduce duplication of academic programs and services.
- **Prioritize and reallocate resources to high-demand academic programs** that are critical to Indiana's economy.
- **Expand statewide and interstate compacts in joint purchasing and shared services** (e.g., technology, equipment, energy, payroll, etc.). One notable example is Indiana University's *Blueprint for Student Attainment*, which outlines extensive ways to improve back-office efficiencies while improving academic quality at IU's regional campuses.
- **Review and close under-producing and duplicative degree programs.**
- **Build on efforts under way to ensure optimal efficiency and effectiveness** in employee health care and retirement plans.
- **Establish annual targets for savings, facilities optimization and reinvestment** for all institutions.



The above chart is based on nominal values of tuition and mandatory fees. Adjusted for inflation, tuition increased this decade by 62 percent at four-year institutions and by 38 percent at two-year institutions.

Source: Indiana Commission for Higher Education, 2011.

Incubating Innovation: Research and Entrepreneurship



Purdue University brings together world-class research expertise with great ideas to develop new technologies that have the potential to impact millions of lives and create hundreds of jobs.

For example, Purdue served as the incubator for Griffin Analytical Technologies, co-founded by former Purdue Ph.D. students Dennis Barket and Garth Patterson. The company

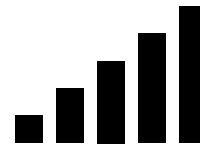
applied mass spectrometry research to develop a technology for environmental monitoring that detects dangerous chemicals in the air. Griffin's products serve homeland security, national defense and other clients.

Purdue provided space for Griffin's research and development, served as a conduit for licensing intellectual property and provided seed money.

"Purdue was key in the discovery period and as a catalyst in the start-up phase," says Barket. The company continues to develop new applications for its technology 10 years after its inception and has grown to 50 employees. It merged with another company, then was purchased in 2010 by Flir, a thermal imaging corporation.

Griffin is just one example of the vast well of great ideas waiting to be tapped and brought to market.

"There are more good ideas than seed funding," says Barket. "We need more resources to support this kind of innovation and to get more researchers interested in entrepreneurship."



Indiana college tuition and fees have outpaced Hoosier earnings growth more than 100 to 1 over the past decade.

Source: Indiana Commission for Higher Education, 2011.



Tuition Discounts: Completion Motivation

Many students have to work to pay for college, and working students are also more likely to drop out. Helping students clear this hurdle to college completion is the driving force behind Indiana University (IU) Kokomo's tuition discount incentives for on-time graduation.

"If we can replace or reduce work as priority for our students, we believe we can positively impact graduation rates," Chancellor Michael Harris said.

Chancellor Harris has made increasing graduation rates a top priority for IU Kokomo and convened a task force to pursue bold, innovative ways to make it happen. Launched as a pilot program in fall 2011 with 40 students, the tuition discounts are awarded to students who complete 30 credit hours per year, stay enrolled continuously and make sufficient academic progress.

Discounts are provided over three years, increasing each year from 20 to 40 percent, adding up to a full year's worth of tuition by the time students graduate. It's a win-win for students: cost savings and a college degree within four years.





Quality

Increasing college completion and productivity need not come at the expense of academic quality.

Reduced quality for the sake of more college graduates does not serve the needs of Indiana students or the state. The state's completion, productivity and quality goals are not, however, mutually exclusive. Indiana's ability to succeed depends on achieving all three.

Indiana's higher education system must continuously affirm the academic quality and value of all certificate and degree programs and work collectively to meet the needs of the state. Specifically, the Commission and Indiana institutions must:

- Expand the use of **quality assessments** that provide comparable measures of student learning outcomes.
- Embrace **accelerated models** with defined learning outcomes to safeguard quality.
- Increase public transparency through consistent **return on investment information** that demonstrates what Indiana graduates know and are able to do.



Rachel's Story: Flexibility Meets Quality

"With raising seven children and working full time, I thought obtaining my BSN was not going to happen," Rachel Ingram says of her journey to become a nurse. "WGU Indiana made it possible."

Rachel is exactly the kind of student Western Governors University is designed to serve.

WGU Indiana provides more than 50 online bachelor's and master's degree programs in high-demand careers like business, education, nursing and information technology.

WGU Indiana's flexibility helps students juggle the demands of work, family and school. Its competency-based model allows students to progress more quickly and graduate when they demonstrate a mastery of competencies required for a particular degree. Recognizing their prior experience means students avoid unnecessary courses and typically complete their degrees sooner.

Mentors provide students individualized support to help ensure their success. Tuition is about \$6,000 a year—far less than state and national averages—and students can use state-funded financial aid to help pay their way.

According to Gov. Mitch Daniels, WGU Indiana is "helping thousands of adult Hoosiers attain the college degrees they've wanted and needed, on a schedule they can manage, at a cost they can afford."

What's next for Rachel? She plans to earn her master's degree at WGU Indiana.

LEARNING OUTCOMES



Indiana's higher education system lacks common measures of academic quality. The result is a cluttered picture of what students know and are able to do when they first enroll in college, when they transfer to other institutions, when they graduate and when they enter the workforce.

Students often are caught in the middle as institutions trade unanswered questions about the relative quality of their courses, degree programs and graduates. Students and employers alike must rely on dubious rankings and anecdotal evidence to make determinations about which colleges provide the best education and where to focus recruiting and hiring efforts.

Indiana colleges employ a wide variety of institution-specific quality indicators, but the ongoing academic ambiguity calls for consistent standards that avoid standardization.

Specifically, the Commission and Indiana institutions must:

- **Define student learning outcomes** relative to individual degree programs and track student persistence and completion relative to each.



Quality Commitment: Voluntary System of Accountability

Indiana's higher education community understands that the measure of success is about more than graduation rates. Ensuring a quality education and effective support throughout students' academic careers is the key to success for students and the state's economic future.

That's the driving force behind Indiana's involvement in the national Voluntary System of Accountability (VSA) Initiative.

"The big thing about the VSA is the required assessment testing by universities," says Dr. Katherine Draughon of the University of Southern Indiana (USI). Her school is already a pioneer in tracking student performance over time. The VSA initiative helps inform USI's and seven other participating schools' efforts to improve the quality of their degree programs and student support services. A focus on transparency through a College Portrait website provides a user-friendly way for students, their families and the public to access and compare information among colleges and universities.

The VSA initiative is now a central part of Indiana's focus on ensuring academic quality and accountability for student success.

- **Adopt comparable assessments** that use common metrics and competencies to gauge learning. This should include all public institutions using the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or a comparable nationally recognized benchmark.
- **Align state and institutional quality measures** with those of regional accreditation bodies to ensure consistency and accountability across Indiana's higher education system.
- **Implement a common general education core curriculum** (30 credits minimum) that builds upon the efforts of Indiana's Statewide Transfer and Articulation Committee (STAC) and provides a consistent, high-quality foundation for seamless statewide transfer and degree attainment.

INNOVATIVE MODELS

Indiana's higher education system must adapt to enable students to learn at the time, place and pace that best suits their individual goals and capabilities.

Indiana has begun implementing instructional models that offer students greater flexibility and accelerated degree completion without sacrificing quality.

WGU Indiana is one example of a competency-based model that caters to working adults. The state is

deploying this approach to allow students to learn at their own pace online in targeted bachelor's and master's degree programs.

Through a partnership with the state's Ivy Tech Community College system, WGU Indiana offers community college graduates seamless transfer, an application fee waiver, and a 5 percent tuition discount.

Another accelerated approach is Ivy Tech's highly structured associate degree program that enables students to earn a two-year degree in 10 months. The accelerated program is intensive: applying rigorous interventions to address remediation needs and requiring students to be on campus 40 hours each week for coursework and group study.

Together, the Commission and Indiana's institutions must continue to advance flexible learning opportunities that meet high standards of academic quality.

Specifically, the Commission will champion state and institutional policies that:

- **Increase opportunities for flexible and accelerated learning**, including expanded use of online course delivery and scheduling options that allow students to earn an associate degree in one year and a bachelor's degree in three years.



Josh's Story: A Partnership Paves Path to Success

Josh Summey is very motivated. So when he was told in high school that he wasn't college material, Josh worked to earn 17 dual credits that were later applied to Ivy Tech's auto program.

With an AAS degree from Ivy Tech and the Dean's Award from the School of Technology under his belt, Josh seamlessly transferred 45 credit hours toward a bachelor's degree at Indiana University East. "Ivy Tech made me ready for a four-year program. I had a degree. I knew I could be successful," Josh notes.

The partnership between the two institutions helped Josh avoid duplicative course-taking and provided a clear path to a college degree. "I would not have gone to school if it were not for dual credits and the ease of transferring to a four-year institution." In 2009, Josh earned his bachelor's degree with highest distinction. And, he completed four years of college on time while working full time.

Josh is now giving back as an adjunct professor at Ivy Tech. He also served on the board of a research project reporting on college preparedness among high school students.

Pretty impressive for someone who was told he wasn't college material.

- **Give students credit for prior learning** through competency-based assessments that evaluate the knowledge and skills individuals have accumulated from work and related experiences.
- **Promote degree profiles and research-based instructional practices** that provide faculty and students with targeted assessments of how concepts and skills are being taught, acquired and applied.

QUALITY METRICS

1. **Learning Outcomes:** Comparable institution-level and degree-level reporting of student learning outcomes, as defined by the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or other comparable nationally recognized measure of student learning.
2. **Transfer:** Percentage of students who successfully transfer from a two-year college to a four-year college and earn a bachelor's degree within four years.
3. **Return on Investment:** Comparable institution-level and degree-level reporting that includes graduates' job placement rates, licensure rates and average annual earnings.



RETURN ON INVESTMENT

“How do we ensure the quality of Indiana college graduates?” Arriving at a clear answer to this question may be the most critical challenge in higher education today.

Clearly there is no single measure, data point or piece of evidence that will ever provide a satisfactory or truly representative answer to the question of quality.

An essential first step, however, is increasing the accessibility and transparency of information that is already available so students and employers can make reasoned and informed judgments and to ensure that quality is pervasive throughout Indiana’s higher education system.

Specifically, the Commission and Indiana institutions must:

- **Provide public return on investment (ROI) information** through comparable institution-level and degree-level reporting that includes job placement rates, licensure rates and average annual earnings.
- **Institute an academic “quality guarantee”** that supports seamless transfer between the state’s two-year and four-year campuses and satisfies employer expectations.
- **Monitor quality by tracking success rates** as students enter, persist, transfer and complete degrees and certificates.



Esmeralda’s Story: Accelerating Student Success

Esmeralda Sanchez knew education was her ticket to success. But like many low-income high school students, Esmeralda didn’t know exactly how to make it happen.

Ivy Tech’s Accelerated Associate Degree Program (ASAP) offers a transferable associate degree that takes only 10 months to complete.

“I don’t know where I would be now if it were not for ASAP,” Esmeralda says. With a weekly stipend that eased the pressure of juggling work and school, she was able to focus her attention where it mattered most—keeping up with her coursework.

ASAP selects students with strong prospects of succeeding in college. Close mentoring by a program counselor and support from faculty kept Esmeralda on track to get her associate degree within a year.

Esmeralda then transferred to Ball State University, where she expects to get a bachelor’s degree—a double major in business administration and marketing—at least a year ahead of her peers. “Ivy Tech’s ASAP program inspired me to work hard in school and be somebody in life. I feel blessed each time I see others taking longer to get to where I am now.”

METRICS THAT MATTER: QUALITY

1. **Learning Outcomes:** Comparable institution-level and degree-level reporting of student learning outcomes, as defined by the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or other comparable nationally recognized measure of student learning.
2. **Transfer:** Percentage of students who successfully transfer from a two-year college to a four-year college and earn a bachelor’s degree within four years.
3. **Return on Investment:** Comparable, institution-level and degree-level reporting that includes graduates’ job placement rates, licensure rates and average annual earnings.






ACHIEVING MORE FOR INDIANA

The imperative to increase Hoosiers' education level demands a bold vision and a comprehensive strategy for reinventing postsecondary education. Meeting this challenge is a shared responsibility that requires vision, leadership and a commitment to translating the words on these pages into tangible action and meaningful results.

Reaching Higher, Achieving More builds on important work underway and the shared goals of the Commission and the state's higher education institutions. Recent efforts to address affordability, streamline transfer and increase innovation are creating a more student-centered system of higher education. This work must be accelerated and expanded to maximize the value of higher education to Indiana students and our state.

Achieving more in Indiana calls for an intense and sustained focus on:

-  Creating increased opportunities and pathways for students that promote college **completion**.
-  Demonstrating an expanded commitment to **productivity** that ensures college affordability for both students and the state.
-  Producing **quality** college degrees and certificates that are valued by students and employers.

Reaching Higher, Achieving More charts a course for the work ahead, but reaching these aspirations will require even greater engagement and collaboration by Indiana's higher education institutions, policymakers, business and community leaders, as well as by students and families. Indiana's willingness to embrace this challenge with a collective sense of urgency and thoughtful innovation will determine Hoosiers' place in the 21st century and beyond.



MEETING THE CHALLENGE



COMPLETION

1. **Degree Completion:** Beginning in 2012, Indiana's colleges and universities will set and publicly report campus-specific targets for increasing overall degree completion.
2. **Remediation Success:** By 2018, Indiana high school graduates who earn a Core 40 diploma will not need postsecondary remediation. By 2018, any adult student identified for college remediation will successfully complete the subsequent gateway English or math course.
3. **Student Persistence:** Beginning in 2012, Indiana's colleges and universities will set specific targets for increasing the percentage of two-year college students who complete 15, 30 and 45 credit hours and four-year college students who complete 30 and 60 credit hours.



PRODUCTIVITY

1. **On-Time Completion:** Beginning in 2012, Indiana's colleges and universities will set campus-specific targets for increasing the percentage of undergraduate students who earn degrees on time.
2. **Cost Per Degree:** Beginning in 2012, Indiana's colleges and universities will set annual targets for improving the cost-per-degree ratio at their campuses.
3. **Student Debt:** Beginning in 2012, Indiana's colleges and universities will set annual targets for decreasing the average undergraduate student debt load at their campuses.



QUALITY

1. **Learning Outcomes:** By 2015, Indiana's colleges and universities will adopt and implement a nationally benchmarked assessment of student learning and publicly report learning gains made from the time students enroll and graduate.
2. **Transfer:** By 2013, Indiana's colleges and universities will adopt a statewide general education common core that transfers seamlessly between the state's higher education institutions.
3. **Return on Investment:** By 2013, Indiana's colleges and universities will publicly report their graduates' job placement rates, licensure rates and average annual earnings.

METRICS that MATTER



COMPLETION

1. **Degree Completion:** Percentage change in total degrees conferred. For two-year campuses, includes one-year certificates and associate degrees. For four-year campuses, includes bachelor's, master's and doctorate degrees.
2. **Remediation Success:** Percentage of entering undergraduate students who complete first-year, college-level English and math courses.
3. **Student Persistence:** Percentage of entering two-year college students who complete 15, 30 and 45 credit hours and entering four-year college students who complete 30 and 60 credit hours.



PRODUCTIVITY

1. **On-Time Completion:** Percentage of on-time degrees earned by resident, undergraduate, first-time, full-time students. Includes associate degrees earned within two years and bachelor's degrees earned within four years.
2. **Cost Per Degree:** Total expenditures per degree conferred, as defined by the Delta Cost Project.
3. **Student Debt:** Average college debt load of undergraduate students.



QUALITY

1. **Learning Outcomes:** Comparable institution-level and degree-level reporting of student learning outcomes, as defined by the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or other comparable nationally recognized measure of student learning.
2. **Transfer:** Percentage of students who successfully transfer from a two-year college to a four-year college and earn a bachelor's degree within four years.
3. **Return on Investment:** Comparable institution-level and degree-level reporting that includes graduates' job placement rates, licensure rates and average annual earnings.



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