

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 12, 2015

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, 420 University Boulevard, Indianapolis, IN 46204 with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Sarah Correll, Jud Fisher, Lisa Hershman, Allan Hubbard, Chris Murphy, John Popp, and Caren Whitehouse.

Members Absent: Jon Costas, Susana Duarte de Suarez, Dan Peterson, Chris LaMothe

CHAIR'S REPORT

Chairman Bland began his remarks with an expression of thanks to Chancellor Bantz for hosting the Commission meeting. Mr. Bland thanked Mr. Bantz for all the insights regarding the latest changes and improvements at IUPUI which you shared during lunch and wished him continued success. Mr. Bland continued by stating that the Commission along with Commissioner Lubbers and the Indiana Commission for Higher Education have a commitment to working toward the advancement of the next strategic plan and said to look forward to information coming regarding our new strategic plan. He emphasized the Commission's desires and continued efforts to build public will around culture of academic readiness and trying to build a deep aspiration throughout the state of Indiana for academics and learning and college. He reminded everyone about the upcoming State of Higher Education which we look forward to Commissioner Lubbers' remarks on February 23, 2015 at the Statehouse. He stated that he wanted to put a focus on behavior and conduct on our campuses particularly as it pertains to sexual assault and abuse but also the issue of alcoholism and student behavior. Finally, Mr. Bland expressed thanks to all the different universities for all the wonderful efforts that we read about all the great successes that are taking place on all our respective campuses.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report discussing the 2015 legislative session. She said that during the month of January, we saw an understandable increase in work associated with the 2015 legislative session. The Governor's State of the State address on January 13th and subsequent budget presentation highlighted that education issues would be front and center during the session. While many of these issues are specifically related to K-12 schools, including the school funding formula, there are many issues related to college and career readiness that impact higher education. I presented your approved budget to the Ways and Means Committee on January 12th, along with presentations that were made by the colleges and universities. When the budget bill moves to the Senate we will offer a similar presentation.

As you may recall during the last session, a bill passed that required an examination of our high school diplomas, including the types of courses and diplomas offered. I want to bring you up to date on our progress. Superintendent Ritz and I co-chair the Core 40 Subcommittee and we have been meeting on a regular basis since last June. We are required to make recommendations to the State Board of Education by the fall but hope to have our recommendations finalized earlier than that. Since it's important that any changes in high school diplomas ensure college and career readiness, it will be important for our commission to review the recommendations – which we will do at our August Commission Meeting. Among considerations will be: New Math Pathways; consideration of one high school diploma with two

pathways toward proficiency; possible elimination of the general high school diploma; how to improve the value of high school transcript; and the ways to incorporate financial literacy, career and college preparation and work-based learning.

In late January, I was invited to address a convening of three New England states – Maine, New Hampshire and Vermont – to highlight Indiana’s state attainment goal and strategic plan. While each state’s culture and leadership differ, it’s clear that every state is working to increase the educational attainment of its citizens. The hard work of this Commission in developing and implementing a strategic plan – work that started in 2008 – gives us a unique advantage in building statewide buy-in for our efforts. The Indiana Career Council’s support of the 60% attainment goal in its strategic plan was helpful as well. We will be working with you in the coming weeks and months to update the plan that will guide our work going forward, with a special focus on ensuring that students are career ready.

Last week, I had the opportunity to travel with Steve Braun, the new Department of Workforce Development Director, to announce Hoosier Hot 50, the new list of the top high-wage/high demand jobs in the state. First introduced in 2006, the list is published every two years. Highlights of the list include: 18 new jobs in the Hoosier Hot 50 since its inception; nearly 90% of the careers listed require some type of postsecondary certificate of degree; all jobs require at least a high school diploma or equivalency and on-the-job training; the majority of the jobs are in STEM related fields; manufacturing and health care professions account for nearly half of the list.

Finally, I hope several of you will be able to attend the State of Higher Education Address that will take place on Monday, February 23rd at noon at the Capitol Building. Lunch, provided by Vincennes University, will follow.

CONSIDERATION OF THE MINUTES OF THE DECEMBER, 2014 COMMISSION MEETING

R-15-02.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December, 2015 regular meeting (Motion – Whitehouse, second – Fisher, unanimously approved)

CONSIDERATION OF THE MINUTES OF THE JANUARY 16, 2015 EXECUTIVE COMMITTEE MEETING

R-15-02.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the January 16, 2015 Executive Committee meeting (Motion – Murphy, second – Fisher, unanimously approved)

II. PUBLIC SQUARE

A. Career Explorations and Preparation in K – 12

Mr. Bland began by expressing that this was the perfect timing for this Public Square given the great conversation in our working session today regarding all the efforts going toward creating more students prepared for college, excelling academically in high school so that they can go to college and persist and complete. Mr. Bland turned it over to Jason Bearce, Associate Commissioner for Strategic Communications and Student Success Initiatives, to lead the Public Square discussion.

Mr. Bearce said that we are getting ready to head into our strategic planning process for the next three years and one of the core elements of that plan is going to be around career readiness and success. This and next month, we want to spotlight educators and employers at the secondary and postsecondary level that are taking a leadership position and showing us what is possible in different contexts. Today we are fortunate to have two schools and their employer and student counterparts, a public school and a private school. Noblesville High School (NHS) has developed an internship program and Providence Cristo Rey High School

(PCRHS) has developed a corporate work study program (CWSP). He said that the principal from NHS, Mr. Bryant, did not set out to create an internship program but to see how the school could reimagine itself for the 21st century with greater relevance for students. He said that today we are here to see how we can help students make meaningful connections from the classroom, to interests, career aspirations and a successful career path. That may result in an internship, CWSP or something entirely different, but we want to make sure that we're exploring opportunities to make it possible for our students, in an intentional way, find their paths and ultimately complete a college credential and move successfully into the workforce. With that brief context, he turned to the panelists to introduce themselves and talk about their model and how it came to be.

The panelists are: Mr. Jeff Bryant, Principal of NHS, Susan Wiersema, Internship Coordinator with NHS, Sam Sigman, student and senior at NHS and intern with Helmer Scientific, Kenny Wilson representing the interning department at Helmer Scientific, Joe Heidt, President of PCRHS and Byron Cook Jr.

Mr. Bryant began by addressing what Mr. Bearce said regarding how the internship program began at NHS. The internship program is in its fourth semester at NHS and has grown during that time. He said they didn't start out to create an internship program, in 2012 they started revisioning what the high school experience needed to look like, the programming, the curriculum, instruction and overall experience of students. Throughout that discussion there was a focus on what the TransferIN application needed to look like at the high school level and the need to do more by creating opportunities to take what they're learning and apply that in different settings. NHS reached out for assistance in helping to prepare students as a first step in creating community partnerships. The Mayor of Noblesville, Mayor Ditslear, hosted CEO summits where many initial contacts were made. NHS presented what they wanted to do with the TransferIN application and preparing students for college and careers. They collected business cards and listened to what the corporations said they needed in employees and the workforce. NHS sent students out in a pilot program, 22 students and ten businesses, and within two years NHS has 175 students in 53 businesses and almost 30% of the graduates from NHS will participate in an internship program. Owners and CEOs of businesses are coming to NHS asking for students to be placed out in the field.

Ms. Wiersema overviewed the program stating that it's a non-paid internship for high school seniors. They must have a career pathway in mind and after Ms. Wiersema meets with them as juniors to discuss interests, they are registered for their senior internship. The students intern 15 hours over a two week period, every other day for three hours. She said that NHS wants the internship program to benefit both the students and businesses and feels that is being achieved based on the growth of the program.

Mr. Sigman began speaking about the typical day at his internship. Mr. Wilson gives him projects and a spreadsheet to track what he did each day, record a few positive thoughts, improvement ideas and a pro and a con about the assignment.

Mr. Wilson began by describing his role as a mentor for the NHS co-ops. He said that they are highly motivated, arrive on time to work, check emails as working adults do. They are not getting paid monetarily, but through high school credit and real world experiences. He said that he was a NHS graduate and current Purdue University student, yet to graduate, so this is very motivating for him.

Mr. Popp asked what department and projects Mr. Sigman is working on at Helmer Scientific. Mr. Wilson stated that Mr. Sigman is working in the engineering department on different projects, but his main project is the year-end project bringing instructions for equipment they manufacture up to date by converting pictures and two-dimensional sketches into a three-dimensional live model that can be utilized for marketing presentations.

Mr. Popp commented that this experience forces students to think about a career. Mr. Wilson agreed, stating that his internship is teaching him life skills, preparing him for college, learning how to write lab reports, test reports that will help with his college courses.

Mr. Heidt explained that the PCRHS is part of the Cristo Rey Network (CRN). The CRN commenced 20 years ago in Chicago with almost 30 schools across the country in 28 different cities. The design of the CWSP is an integral lynchpin to the curriculum. PCRHS students begin at the freshman level and earn 250 hours of professional internship experience. They are in class four days a week and at their Corporate Work Study (CWS) location one day a week. The design is to ensure that students have an opportunity to make connections between what they're learning in the classroom to that of what they're experiencing on a weekly basis in the CWS locations. PCRHS has 78 CWS partners across the city, and as a private school, they do invest directly in the cost of education of the students. As students get involved in the CWSP they are all on the Core 40 Academic Honors track or technical honors track. Since the first graduating class, all students have been accepted to college. College access is at 93% and persistence to degree is 75% based upon the spring conclusion of 2014. The CRN design is unique in that it serves an underserved population and is one of two schools that has a ceiling in terms of what the income level of a family can be and families provide 1-3% of the total tuition.

Mr. Cook introduced himself and said that he works at Vertellus Specialties. He clocks in every Monday at 8:15 AM and begins his daily worksheet that includes his objectives for the day. He described the variety of positions that he fills at Vertellus such as chemical laboratory, IT, engineering and administrative work. He works alongside chemists in the chemical laboratory conducting a variety of tests. In IT, he is working hands on with computers including the networking for the company. In engineering, he works alongside engineers and scans and files drawings from other plants. In administrative work, he learns basics such as filing and phone etiquette. He transferred to PCR looking for an opportunity and that there has been no better way for him to experience a career than to work hands on and in so many capacities with Vertellus. At the end of his day he completes his time schedule and checks off the completed objectives which teaches him time management and self-discipline. Next to the objectives he set out for the day, he records skills utilized such as persistence or team work. His experience at Vertellus has helped him develop skills for school, college, the workplace and life.

In response to Mr. Bearce's question, how has the variety of work at Vertellus help him decide what he wants to do after high school, Mr. Cook said it helped develop a career path and enhanced his mathematical and chemistry knowledge in school and is beginning to look more into chemical engineering. Mr. Heidt responded that Mr. Cook's experience is from just one semester, and if you consider that experience over eight semesters and one thousand hours then you have a true picture of the variety of educational experiences that integrate with academics. The breadth of career industries students can explore allows students to not only learn what their interests are, but what they thought they might be interested in but are not. Students will often return to the company but in a different capacity based on weekly feedback and semester evaluations. When the students are in school they are involved in academics as well as CWS training. In the CWS training, they are creating a career plan, college plan, resume, cover letter and engaged in interview skill set training and finally a reflection piece as it relates to the experience. PCR seniors are earning dual credit at Marion University, for example, for Business 260 as it coincides with their internship program.

Mr. Bearce asked about integrating career experiences into high school curricula and what can be expected of a 14 or 15 year old student being equipped to make those kinds of decisions? Mr. Heidt responded that as a freshman they find themselves walking into a company with peers three times their age and have not been acclimated to this type of program. It depends upon when you want them to overcome that initial experience of what is corporate America really like. PCR asks businesses in the first few days to invest as much time in with their

students to help them successfully understand the mission of the company and how it operates. Once students understand that program and their responsibilities, they can expect the employers to see a return on investment in October, but when you're only there one day a week and arrive in mid-August, the student is learning about the company and what the role will be. Maturity plays a role but believe that freshman have the capacity if prepared correctly and provided ongoing training.

Mr. Bearce asked what the unique challenges of having a high school aged student at the workplace are. Mr. Wilson responded that building confidence and communication skills are critical so they have a system in place that empowers all employees to submit forms or ideas they want to complete and forces all the co-ops to go speak to the director of engineering, a Human Resources representative, to the technical service department and question something needs to be done and interact with the employees. This forces them to interact with the employees and brings co-ops out of their comfort zones. Mr. Bryant added that he thinks students are somewhat surprised at how much independence and responsibility they are given and may not know the type of impact that might have in certain businesses. In the reflective journaling that the students complete, these experiences are documented about things they did not expect when the internship started.

In response to Mr. Bearce's question posed to the students regarding what they didn't know about the work environment going into this experience, Mr. Sigman said that one of the biggest things was that he learned what an actual job is. Mr. Wilson is an engineer, but what does that mean, what does he do, and it's a lot more than just designing and building. There are reports, paperwork, logistics and data you have to analyze. Mr. Sigman said he learned that having to communicate with people can be intimidating. He had timelines and deadlines to meet so he learned that there are responsibilities that you may not know of when you sign up for a job but you must abide by them. Mr. Cook responded that he learned how a plant functions with regard to the organization and administration of roles and where he fits in that group. He said that he also learned the importance of communication.

In response to Mr. Bearce's question about the employer engagement recruitment strategy and how it's driven, Ms. Wiersema said that she spends part of her time calling businesses and employees and finding out their needs and what kinds of students they want and the rest of her time she spends talking to students about their interests and strengths. She stated that her networking through the Chamber of Commerce meetings and through communication in the town of Noblesville, the program has grown rapidly.

In response to Mr. Bearce's question about whether a student's experience helps validate or redirect them to other fields, Ms. Wiersema said that the students complete an online class through where they read articles and write reflections. She gets information from the reflections that the majority of the students are validated in what they want to do. In cases where a student decides they aren't interested in pursuing a certain career, it often changes to something else within that field. Mr. Bryant said they are very interested to see what the data looks like regarding what field the student ultimately ends up in after they have attended college. Mr. Bryant would like to see if they continued the pathway they started in the internship program.

In response to Mr. Hubbard's question as to what percentage of students don't go on to college, Mr. Bryant said that about 82% of NHS go on to some sort of secondary education.

In response to Ms. Whitehouse's question about the logistics of how students get to and from their internships, Mr. Heidt said that PCR has a robust transportation program that includes five buses and 36 pickup points throughout the city to bring students to school and 20-25% of those students are back on those buses for the CWS sites. The entire student population takes advantage of this for CWSP.

In response to Mr. Popp's question regarding PCR and how many students go on to college, Mr. Heidt stated that 100% are accepted to college but college access is about 93%.

In response to Ms. Correll's question for NHS asking how they handle the logistics of transportation for their internship program, Ms. Wiersema said students drive themselves to their internship but they do not want that to be a limiting factor so they've organized carpools to transport students to their internships.

In response to Ms. Correll's question if these programs are scalable to a rural area or one that doesn't have as much industry going on, Mr. Bryant said yes and provided an example of Vex Hybrids in Atlanta, Indiana where an NHS student is commuting for an internship in a rural area. He said the transportation issue is more of a problem for schools in rural areas.

In response to Mr. Bearce's questions regarding changes observed at NHS since the program started, Mr. Bryant said that the program is relatively new and small changes have been made. He said NHS has gone through a revision of curriculum, instruction, assessments and the internship is one of those experiences that has changed NHS

In response to Mr. Bearce asking Mr. Wilson if he had noticed a change of having these students at his place of business, he said that this is the first semester Helmer Scientific has had high school students participate in their internship program. When he sees the youth come in, it motivates him and everyone throughout the company. It encourages them to consider going back to school as they see how smart these individuals coming into the building are. He said companies are looking for higher education and they are getting education in high school, graduating with associate degrees and could have their master's by 24 years old.

Ms. Hershman's expressed her desire to ask the students' parents what changes they've noticed in them. In response to her question how this had an impact on your school, approach and strategy, Mr. Heidt said that one thing they benefit from is being part of the PCRN as the common curriculum design is created by all of the administrators and teachers across the country with uniqueness to state standards. PCR has adjusted support roles embedded the training cut from preparation for the CWS into the school day. There is an hour where half the student body is at lunch and the other half is at CWS training. Another implementation is providing access for students to receive test preparation as it relates to being able to receive dual credit from Ivy Tech or help with preparing for the PSAT or SAT, also embedded in the time when they're not at lunch. At the end of the school day PCR is funding their teachers as tutors for 40 minutes dependent upon where assistance is needed. Half the teachers are working with the students in an area where many students are studying together, whereas the other half of the teachers are working with students in groups of five. They're with those tutors for 30 days at a time and it is continued if additional support is needed.

In response to Mr. Hubbard's question as to what percent of the 93% of students who go to college graduate, Mr. Heidt said that persistence to degree for PCR will be available in the data in June. But as of now, using National Clearinghouse data and a team that is tracking down students to stay engaged with them to see how they're performing, right now 75% of all students are still in college.

In response to Mr. Bland's question if the internship has had an impact on their academic success and progress, Mr. Cook said yes, since he is working alongside chemists his mathematical and chemistry skills have improved and has helped him to understand the lessons in class with greater ease and help other students. Mr. Sigman said that it has a great impact on his academics. He's learned to communicate better with peers in group environments and helping them in class. The risk analysis that he is required to complete involves critical thinking which has helped him think about different ways to approach problems and solutions from a different perspective.

In response to Mr. Bland's questions asking if there is any data showing correlation between internships and academic performance, Mr. Heidt said that the scores supervisors provide based on the objectives listed in the daily worksheets, a strong majority of the students are meeting or exceeding expectations. PCR can watch scores from advisors improve and track their grades improving. Students get more involved in what their career may be and recognize there is that bridge to education and their grades follow their success. Mr. Bryant added that he is interested in the data at the end of four years after these students graduate high school to see what their success rate is in college and careers. He said students gain in areas of critical thinking, communication, collaboration, creativity and confidence.

III. BUSINESS ITEMS

A. Reforming Student Financial Aid to Increase College Completion: Early Progress Resulting from Indiana House Enrolled Act 1348

Ms. Ancel presented this item.

In response to Mr. Hubbard's question seeking more of an explanation regarding banding at 60% and per credit at 30% and which schools have banded tuition, Ms. Ancel stated that the residential campuses, IU Bloomington, Purdue West Lafayette, Ball State and Indiana State University are taking more academic honors and other factors that play into those results.

Mr. Murphy made an observation that banded tuition is likely not the only factor influencing credit-taking results. Ms. Ancel responded to Mr. Murphy's comment that she agrees with his statement and where we see the banding helps is in looking at the response between the cohort that wasn't affected and the cohort that was. At the per credit hour institutions there is more improvement in that percent of students taking more credits. The numbers are showing that the disincentive is being neutralized by a financial incentive with HB 1348 and why we think we're seeing more movement at the per credit hour institutions.

B. 2015-2016 Frank O'Bannon Award

Ms. Ancel and Mr. Johnson, members of the Commission staff, presented this item and gave the staff recommendation for the 2015-2016 Frank O'Bannon Award.

Mr. Popp requested clarification on how the financial grid works. Mr. Johnson walked through how someone would determine their award based on the grid.

In response to Mr. Popp asking if behind these numbers on the grid is the qualification of the parent to determine EFC, Ms. Ancel said yes.

R-15-02.3 **RESOLVED:** That the Commission for Higher Education approves by consent the 2015-2016 Frank O'Bannon Award, in accordance with the background information provided in this agenda item:

- 2015-2016 Frank O'Bannon Award (Motion – Murphy, second – Hubbard, unanimously approved)

IV. INFORMATION ITEMS

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

V. NEW BUSINESS

There was none.

VI. OLD BUSINESS

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 2:53 PM

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary