



REACHING HIGHER, ACHIEVING MORE



# AGENDA

## MATERIALS

February 12, 2015



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HIGHER EDUCATION



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# **FEBRUARY COMMISSION MEETING AGENDA**

**Thursday, February 12, 2015**

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## **HOTEL ACCOMMODATIONS**

Courtyard Marriott  
601 West Washington Street  
Indianapolis, IN 46225

## **COMMISSION MEETING LOCATION**

Indiana University-Purdue University Indianapolis  
Campus Center (CE)  
420 University Boulevard  
Indianapolis, IN 46202

## **WORKING SESSION & BREAKFAST**

9:00 A.M. – 11:30 A.M.  
Campus Center (CE), Room 305

## **CALL IN INFORMATION:**

(605) 475-4700

**PARTICIPANT PIN:** 230295#

## **WiFi INFORMATION:**

attwifi

## **WORKING SESSION TOPICS**

- Commission Reorganization
- HEA 1388-2014: Teacher Prep Program Evaluation
- Campus Support RFP
- Legislative Update
- Metropolitan Campus Designation
- Committee Report Outs

**COMMISSION MEMBER LUNCH**

11:45 A.M. – 1:00 P.M.

Campus Center (CE), Room 308

***Lunch Guest***

Chancellor Bantz

**STAFF LUNCH**

11:45 A.M. – 1:00 P.M.

Campus Center (CE), Room 450B

**COMMISSION MEETING**

1:00 P.M. – 3:00 P.M.

Campus Center (CE), Room 450C

**CALL IN INFORMATION:**

(605) 475-4700

**PARTICIPANT PIN:** 230295#

**WiFi INFORMATION:**

attwifi

**STUDENT COMPLETION COUNCIL MEETING**

3:30 P.M. – 4:00 P.M.

Campus Center (CE), Room 405

**I. Call to Order – 1:00 P.M. (*Eastern time*)**

**Roll Call of Members and Determination of Quorum**

**Chair’s Remarks**

**Commissioner’s Report**

**Consideration of the Minutes of the December 11, 2014 Commission meeting ..... 1**

**Consideration of the Minutes of the January 16, 2015 Executive Committee meeting ..... 11**

**II. Public Square**

A. Career Exploration and Preparation in K-12..... 13

1. Noblesville High School ..... 15

- a. Jeff Bryant, Principal
- b. Susan Wiersema, Internship Coordinator
- c. Kenny Wilson, Helmer Scientific
- d. Sam Sigman, student

2. Providence Cristo Rey High School ..... 16

- a. Joe Heidt, President
- b. Patti Ray, Vertellus
- c. Byron Cook Jr., student

**III. Business Items**

- A. Reforming Student Financial Aid to Increase College Completion: Early Progress  
Resulting from Indiana House Enrolled Act 1348..... 17

**IV. Information Items**

- A. Proposals for New Degree Programs, Schools, or Colleges  
Awaiting Commission Action..... 23
- B. Requests for Degree Program Related Changes on Which  
Staff Have Taken Routine Action..... 25
- C. Capital Projects Awaiting Action..... 27
- D. Media Coverage ..... 29

**V. Old Business  
New Business**

**VI. Adjournment**

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The next meeting of the Commission will be on **March 12, 2015, in Indianapolis, Indiana.**



**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, December 11, 2014**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College Corporate College and Culinary Center, 2820 N Meridian Street, Indianapolis, IN 46208 with Chairman Dennis Bland presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Teresa Lubbers, Gerald Bepko, Dennis Bland, Sarah Correll, Jon Costas, Susana Duarte de Suarez, Allan Hubbard, and Caren Whitehouse.

*Members Calling-in:* Chris Murphy

*Members Absent:* Jud Fisher, Lisa Hershman, Dan Peterson, Chris LaMothe, John Popp

**CHAIR'S REPORT**

Chairman Bland began his remarks with an expression of thanks to Ivy Tech and to President Tom Snyder and invited him to provide welcoming remarks.

President Snyder said he appreciated the Commission meeting at Ivy Tech today and provided a brief overview of the Corporate College and Culinary Center stating the building was made possible by the Lilly Endowment Grant, before inviting Chef Bricker, Department Chair of Hospitality and Administration Program, to speak.

Chef Bricker welcomed the Commission. He went on to say that representing over 10% of Indiana's workforce are the nearly 1,000 students who are studying Hospitality at this teaching facility. He expressed enthusiasm for the facility with state of the art equipment that has provided for them an opportunity to do block scheduling. It is now possible for students to complete their associate's degree in 18 months with additional successes such as improved student retention. Mr. Bricker continued describing the Hospitality Center as the largest in the state, one of the largest in the country and in the top 10% in the number of students served in the square footage of space and conveyed pride in representing the state of Indiana in that way.

Mr. Bland thanked President Snyder and Mr. Bricker. He continued by expressing appreciation to Ms. Lubbers, Mr. Hawkins and the staff in all their presentations to the Budget Committee the previous day. He said that the 2015 Strategic Plan weighs heavily on the Commission's minds and that he hopes the Commission continues to be Strategic Plan and mission focused as it continues to work with the colleges and universities to help move the state forward with higher education attainment. He turned it over to Commissioner Lubbers for her remarks.

**COMMISSIONER'S REPORT**

Commissioner Lubbers began her report announcing that the Commission added a new staff member, Christian Hines, who will be assisting Sarah Ancel in the areas of policy and legislative matters. This position was held by Sam Snideman until last month. Christian has worked for the past two years in Management Consulting and earlier served as a Student Advisor and intern to President Michael McRobbie.

Ms. Lubbers informed the Commission that she, along with Chairman Bland and Mr. Hawkins, presented to the State Budget Committee to provide context and information on the process followed to develop the Commission's recommendations. Specifically, she said recommendations were made for Student Financial Aid and the Commission's Administrative budget. Following that testimony, presentations were made by the presidents of the colleges and universities. Next week, the higher education hearing will conclude with a presentation of the Commission's recommendations for institutional funding. Ms. Lubbers expressed that it was very helpful to have Mr. Bland speak to Commission members unanimous support for these recommendations.

Ms. Lubbers said that in 2012 and 2013, the Commission brought together the presidents and provosts of their higher education institutions to provide counsel on Reaching Higher, Achieving More and ways to accelerate completion. In the first quarter of the new year, the Commission is again convening this group seeking their advice on meaningful ways to measure academic quality and to ensure better learning outcomes. This shows the Commission's continuing efforts to partner with the institutions as together these challenging issues are tackled.

Ms. Lubbers reminded the Commission that there is no meeting in January but Commission members will be kept informed of legislative action on a weekly basis. She welcomed specific questions or concerns to be directed to Ms. Ancel or herself.

Ms. Lubbers concluded by stating that since the Commission will not meet in January, she also wanted to inform the Commission that the results of the study showing the impact of the new financial aid credit requirements and the implementation of HEA 1348-2013 will be released. She and the staff are hopeful that this policy change will show an impact on student behavior — with the result of more students completing and completing on time.

## **CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2014 COMMISSION MEETING**

**R-14-09.1      RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the November, 2014 regular meeting  
(Motion –Whitehouse, second –Bepko, unanimously approved)

## **II.      PUBLIC SQUARE**

### **A.      Student Service Members and Veterans in Higher Education**

In his introductory comments, Chairman Bland stated that in light of the critical service to our Nation and its citizens that servicemembers and Veterans provide, it is important to ensure that we are providing these students with academic and student support services that address the transition from combat to college. The panel includes Indiana experts to discuss how we can best serve our servicemembers and veterans throughout their higher education experience.

Mr. Bland introduced a special guest joining the meeting by asking Major Douglas Rapp from the Army National Guard to stand and be recognized. He introduced the panelists: from the Council for Adult and Experiential Learning (CAEL) and joining the panel via videoconference are Scott Campbell, Vice President for Higher Education and Cindy Rathunde, Manager of Veterans Initiatives and Special Projects. The Indiana panelists: Matt Schwartz, Military Education Program Director at Vincennes University; Margaret Baechtold, University Military and Veterans Services Coordinator at Indiana University; and Matt Springer, Disabilities Services Coordinator, Indiana University Southeast. Sara Appel was moderating the panel discussion.

Ms. Appel provided a brief background with statistics for Indiana stating that Indiana is the 4<sup>th</sup> largest Army National Guard state with 24,373 on active duty in all branches. Before the Post

9/11 GI Bill in 2009, Indiana had 7,809 students using all available chapter benefits to fund their education. In 2013 there was a dramatic increase to 16,075 students with 10,137 taking advantage of the Post 9/11 GI Bill. She summarized the number of students utilizing Chapter 33 at Indiana public colleges and universities ranging from 72 at Purdue University North Central to 2,089 at Ivy Tech Community College and noted that these are numbers of students using only one of seven other benefit packages available if they qualify. She turned it over to the panelists from CAEL joining via videoconference.

Mr. Campbell stated he will provide national context for the veterans in higher education and Ms. Rathunde will give examples of how different states are meeting the needs of their veterans. They will conclude with recommendations and related policy implications.

Mr. Campbell described CAEL as a non-profit organization dedicated to removing barriers to adult learning utilizing Prior Learning Assessment (PLA) best practices.

He said, in the national landscape more than 1.2 million people accessed the Post 9/11 GI Bill, 37% of which have started but not completed their higher education. At the high school and Associate level, a greater number of veterans than non-veterans have some college and Associate Degree because of the military's success in providing educational opportunities while serving and through the GI Bill as they become veterans. The number of student veterans increased 77% between 2007 and 2011. Veterans' completion rate is 51.7% and in line with, if not higher than, traditional populations - a respectable number considering all they contend with returning stateside.

Mr. Campbell said veterans are the most nontraditional of students and bring unique military experiences and positive qualities to classrooms. He discussed using PLA as a process for evaluating knowledge and skills to award college credit from experiences such as military training, shortening the time and cost of degrees. In a study CAEL conducted, students awarded PLA credit were two and a half times more likely to graduate. This strategy has such a strong impact CAEL is working to scale PLA across institutions in academically responsible ways.

Ms. Rathunde highlighted two innovative PLA models for military and servicemember populations. The State of Illinois collaborated with licensing entities and institutions' curriculum teams to look at the competencies servicemembers and veterans had from military training versus what was needed to obtain a license in that field. They created accelerated bridge programs from military to licensure. A case illustrating how the program would work showed a group of LPNs' required credit hours decreasing from 42 to 6 credit hours - ready to enter the workforce in one semester.

Ms. Rathunde explained Transferology and the Online Credit Transfer Portal that allows veterans to use an online tool and see how prior military experience counts toward degree requirements at different educational institutions in Illinois. The portal utilizes the American Council on Education (ACE) recommendations toward general degree requirements and Department of Defense (DOD) provided military curriculum toward specific degree requirements.

A PLA model in Texas, College Credit for Heroes, is administered by the Texas Workforce Commission and assesses military training for college credit at any college in Texas. Since 2011, they streamlined 76 accelerated curricula for veterans in various fields and can award up to 59% of total credits as prior learning.

Ms. Rathunde talked about Minnesota's Crosswalk, Minnesota State Colleges and Universities (MNSCU), matching military experience with related academic programs. MNSCU expanded crosswalks statewide divided by discipline and exponentially increased

the number of crosswalks on their platform. She ended with a PLA method in Minnesota, the GPS LifePlan, helping transition National Guard members back to civilian life.

Mr. Campbell addressed recommendations and potential next steps. They include the establishment of a taskforce that promotes consistency in military PLA standards and practices, inventorying current military PLA practices, training faculty and staff on the methods of military PLA and conducting marketing and outreach to veterans about military PLA.

In response to Mr. Hubbard's question, Ms. Rathunde explained it is difficult to say what percentage of veterans in our universities were in the war in Iraq or Afghanistan because of nationwide data tracking issues. Veterans are tracked inconsistently but the President's Principles of Excellence, Veterans Affairs (VA), Department of Education (DOE) and National Clearinghouse are working to improve methods so that data is available.

In response to Mr. Costas, Mr. Campbell said there is no way to be certain if the numbers of veterans in universities will increase or stabilize. He said a high percentage of veterans returning to college get a head start while enlisted, some even taking online courses overseas.

In response to Ms. Duarte de Suarez's questions about prior learning standards and practices, Mr. Campbell responded that it will be a process starting with raised awareness about prior learning assessment and a shared understanding of what quality is so that it is not perceived that education is being watered down. In response to Ms. Duarte de Suarez's question about what the compositions of effective taskforces are, Mr. Campbell said taskforces are most effective when there is sponsorship from the State Commission.

Ms. Appel introduced Margaret Baechtold. She will discuss state and federal laws and mandates regarding how students can use their GI Bill benefits and what states are required to do to meet those responsibilities.

Ms. Baechtold overviewed the landscape institutions have been working in while supporting student veterans, military members and their family members on campus. Indiana was at the forefront of this thinking. In 2008, in response to a massive Indiana National Guard deployment to Iraq and the Post 9/11 GI Bill passage, Governor Daniels and Major General Umbarger created a taskforce of representatives from institutions. A document of best practices was created for institutions to support Indiana military and veteran students in higher education addressing highly visible points of contact, programming and services, transition programming, administrating practice and policies.

Ms. Baechtold discussed the President's 2012 Executive Order 13607. It outlines principles of excellence for veteran student success and serves as a consumer protection for students who became lucrative targets of unscrupulous educational institutions because of the value of the GI Bill. It directed the Departments of Education (DOE), Defense (DOD) and VA to create complaint systems and provide information for military and veterans' informed academic decisions. In response to EO 13607 the DOE created eight Keys for Veteran Success in 2013 that is voluntarily implemented by institutions. In response to EO 13607 the DOD created a Memorandum of Understanding (MOU) for tuition assistance in 2014 that institutions must sign in order for students to use tuition assistance. The DOD's MOU assumes all students are part-time students and active duty military members. Indiana's majority is full-time students and part-time National Guard members, causing challenges from a mismatch in DOD expectations. A recent decision to restrict concurrent use of Montgomery GI Bill Selective Reserve with tuition assistance creates further strain on National Guard Supplemental Grant funds and limits the amount of money students can receive. In response to EO 13607 the VA is creating a GI Bill Comparison Tool and a set of veteran education outcomes. While the Comparison Tool will be helpful to students, the downside is that the student outcomes

reported will be based on incomplete data resulting in underreporting and inaccurate information.

The State provided three sets of legislation dealing with programmatic and direct student support, academic credit and financial support issues. SEA 115 Combat to College, SEA 177 In-State Tuition for Veterans/NG Members and SEA 331 Credit for Military Training and Prior Learning are in the process of being implemented. A new Federal Law, Public Law 113-146, requires schools to provide in-state tuition for certain non-resident beneficiaries under the Post 9/11 and Montgomery GI Bills. It is an expansion of state law and schools choosing not to implement it will lose approval for all GI Benefits for all students.

Ms. Baechtold noted this landscape is comprised of several state laws and federal programs requiring time and administrative commitment by institutions spent making sure they are in compliance. The time spent on this will increase as the laws and programs become more detailed in their implementation. Students benefit from these policies but the financial resources are better for some than others. Some education sectors are better positioned to respond to changing demands such as the MOU. The DOD policies are beginning to force excellent institutions out of military tuition assistance and will steer students to the schools EO 13607 was designed to protect them from and cause National Guard students to use state funds.

Ms. Appel introduced Matt Schwartz outlining the topics he will speak about: Vincennes University's outreach efforts, what they do for students regarding transfer of credits and how they take actual military training and experience and turn that into credit for the classroom.

Mr. Schwartz overviewed the work Vincennes does nationally. Vincennes has provided national outreach since 1986 and is currently on 42 military installations nationwide. In Indiana they offer courses leading to degree programs with the Defense Finance Accounting Service. They also developed a program for veterans throughout the state called the CNC Machinist Now Program designed for veteran and civilian adult learners to become entry-level CNC machinists with upward mobility potential. Since its inception in 2013, it has trained 33 students of which 21 were veterans and 28 of the 33 gained immediate employment.

Mr. Schwartz said Vincennes has an innovative approach to transfer credit following the guidelines on the ACE. After successful completion of one course with Vincennes University students may submit to the Military Education Program Office appropriate documentation, such as Joint Service transcripts or the Airforce Transcript and after which a complete evaluation following the ACE guidelines and give credits for lower division, freshman and sophomore courses.

Ms. Appel's introduction of Mr. Springer emphasized the importance of support that our Military receive, such as good technology and medicine. She talked about signature wounds of the war such as Traumatic Brain Injury (TBI) and Post Traumatic Stress Disorder (PTSD) and the misconception that all servicemembers come back with PTSD. She said that some students serve then return to school needing to study much harder than they did previously. This is usually attributed to TBIs through experiences at war, such as explosions. She stated that Mr. Springer would be discussing the existing support and what can be done to help servicemembers attain their educational goals.

Mr. Springer began by talking about TBI. He explained it as the sonic wave from an explosive device traveling through the skull, brain tissue and causing damage as the brain hits the other side of the skull. If in an arid climate, the barometric effect magnifies the impact on the human body as the pressure bubbles out from an explosion and drops the sinus pressure. The servicemember may not think they are wounded but when reemerged in the civilian world and in an academic setting, the damage to cognitive processes are apparent. It then falls upon the

student support services to help. He addressed the issue of an accurate source of data stream for these individuals and that his national organization, the Association of Higher Education Disability, found that the Department of Defense data was unreliable. They instead use more representative data from the Clearinghouse and the American Psychological Association. He described servicemembers' mistrust of support services that stems from their open records while on duty - activities can be restricted based upon information shared at the doctor's office. He stated that this is a barrier for students to seek out support in higher education because the assumption is followed that if they go to disability services, it will be on their file and affect them negatively. Student services and higher education have to find ways to reach out and help student veterans trust them and provide information about the resources at the university that are available, filling the niche currently not provided by the VA.

In response to Mr. Costas question about treatment options available for TBI that is affecting student veterans' ability to learn, Mr. Springer said that in a counseling setting there are neurological based assessments that can allow the individual to regain some functioning but it is a slow process. In the meantime, accommodations can be made between the disconnect from the individual and their environment such as teaching the material in a way that meets the student veterans' needs yet doesn't fundamentally alter the nature of the course or program. For PTSD, the VA will typically medicate the symptoms, but there are other modalities of therapies that exist on the forefront that can ameliorate and even cure PTSD for a large amount of individuals.

In response to Mr. Bland's question, Mr. Springer stated that there is a suicide issue for those who come back and that more Veterans are lost to suicide than in combat. He shared an example of how he recently lost a student who was being treated by the VA with the cheapest medications available, oxycodone and benzodiazepines, instead of treating the root cause. The student veteran eventually became addicted and got his dosages increased by going from doctor to doctor until he sought out other sources of opiates, including black tar heroin on the streets, and died from an overdose.

In response to Mr. Bland's question of what are some of the underlying causes that need to be addressed, Mr. Springer said that an institution of higher education has to recognize these individuals have value and must put more resources into counseling and student support services to bridge the gap between the student and the VA. If student veterans can have access to civilian health care with modern techniques, the sad statistics will disappear.

In response to Mr. Popp's question about why the VA doesn't do a better job, Mr. Springer responded that he raises a great question and stated that some VAs are better than others.

Ms. Whitehouse said that her husband is immersed in a great VA system in Evansville but understands that it is not that way across the whole spectrum, but at least in southern Indiana they are making a concerted effort with some of these issues.

Ms. Duarte de Suarez posed a follow up question on the challenges faced with the lack of connectivity and synchronicity between funding mechanisms and asked Major Rapp to provide perspective from the National Guard or student veteran's standpoint and what that experience is like.

Major Rapp introduced himself as a Veteran currently serving with the National Guard and diagnosed with PTSD. He is a professor of Military Science at IUPUI and worked intimately with veterans going back to school. He stressed the connection among veterans and how important it is to provide spaces for them to interact with each other. They feel most comfortable communicating with other veterans and that connection is imperative for sense of self. He stated these students should not be viewed as broken or incompetent, but rather a byproduct of the experience that is shared with millions of other people. If given the correct tools, signature wounds of war can be compensated for and the individual can be successful.

Part of Major Rapp's job in the National Guard on duty was completing three suicide investigations of military members and said that there is a habit of overmedicating soldiers when they exhibit symptoms of PTSD. He said the lack of continuity in medical records and care for servicemembers transitioning from active duty leads to poor treatment, such as being prescribed different medications. He said that healthcare needs to be streamlined to share information. He questioned why veteran healthcare was segregated from the rest of the population.

In response to Ms. Duarte de Suarez's request for Major Rapp to address how the Commission can help those coming back into higher education in terms of funding and access to support resources, he said for a veteran to go back to school, it is an extremely complicated and lengthy process of paperwork lacking a clear system of appeal to recover funds if a mistake is made. He stated that streamlining the process of grade reporting between the National Guard and the government to include data sharing would be helpful to soldiers.

Ms. Baechtold commented that anything we can do as a state to provide for our own National Guard members and not having to rely on the federal government for is a good thing.

Mr. Bland thanked the panelists for a very informative presentation.

### III. BUSINESS ITEMS

#### A. Resolution Recognizing the Value of Student Servicemembers and Veterans

Dr. Bepko suggested that the resolution include the proposed revision following as the new item I in the resolution: the Commission extends profound thanks to all Veterans for their important service in ensuring the security of our nation and its citizens around the world.

**R-14-09.2**      **RESOLVED:** That the Commission for Higher Education approves by consent the Resolution Recognizing the Value of Student Servicemembers and Veterans, in accordance with the background information provided in this agenda item:

- Resolution Recognizing the Value of Student Servicemembers and Veterans (Motion – Whitehouse, second – Correll, unanimously approved)

#### B. Academic Degree Programs for Expedited Action

**R-14-09.3**      **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 Science in Architectural Engineering Technology to be offered by Indiana State University (Motion –Bepko, second – Fisher, unanimously approved)

#### C. Academic Degree Programs for Full Discussion

Indiana State University representatives, Dr. Lindsey Eberman, Graduate Program Director, Dr. Jack Turman, Dean of the College of Nursing, Health and Human Services, and Susan Powers, Associate Vice President for Academic Affairs presented and were available to answer questions regarding this program.

In response to Mr. Chris Murphy's questions about how many doctoral programs ISU operates in all fields and whether they expected the majority of these students to come from out of state, Ms. Powers

stated they have recently approved doctoral programs related to the health sciences, such as the Doctor of Physical Therapy Doctor of Health Sciences, but noted that there are several others, such as the Ph.D in Biology and Ph.D in Technology Management, a consortium Ph.D with other institutions. She continued by explaining that currently there is split admissions of Indiana and non-Indiana residents with the Master's Program and they expect that to stay the same with the incorporation of the Doctor of Athletic Training (DAT).

In response to Mr. Bland's question about what demand and opportunities exist for individuals with a DAT, Dr. Eberman stated that in their region, shortage for athletic trainers is approximately 24% for the state and 37% for west central Indiana. She emphasized that 70-80% of athletic trainers seek post professional degrees, meaning that almost all are seeking a Master's level education. The DAT program will strengthen weaknesses in the discipline and provide a holistic approach with additional specialization in areas of clinical outcome measures, education and leadership and an integrated approach to health care while also giving the opportunity for students to further their specialization in the field and meet this demand for athletic trainers. In response to Mr. Hubbard, she stated the trend is expected to continue with similar numbers of individuals seeking out a Ph.D level of education in the field and meeting the demand immediately.

Dr. Eberman responded to Mr. Murphy's question on compensation information for someone with a DAT by expressing those with a post professional degree will have a higher earning potential and the doctorally trained individuals will be earning approximately \$75,000 annually.

Dr. Ken Sauer gave the staff recommendation.

- Doctor of Athletic Training (DAT) to be offered by Indiana State University  
(Motion –Costas, second –Correll, unanimously approved)

**R-14-09.4**      **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:

**D. Capital Projects for Full Discussion**

**1. Indiana University – School of Public and Environmental Affairs Renovation and Expansion**

Dr. Tom Morrison, President of SPEA IU, presented this project. There were no comments from the Commission members.

Mr. Chase gave the staff recommendation.

**R-14-09.5**      **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project:

- Indiana University – School of Public and Environmental Affairs Renovation and Expansion  
(Motion – Costas, second – Correll, unanimously approved)

**2. Indiana University – Read Hall Renovation – Phase II**

Dr. Tom Morrison, President SPEA at IU, presented this project. There were no comments from the Commission members.

Mr. Chase gave the staff recommendation.

**R-14-09.6 RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project:

- Indiana University – Read Hall Renovation – Phase II  
(Motion –Correll , 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
- E. Calendar of Upcoming Meetings of the Commission

**V. NEW BUSINESS**

There was none.

**VI. OLD BUSINESS**

There was none.

**VII. ADJOURNMENT**

The meeting was adjourned at 2:55 P.M.

\_\_\_\_\_  
Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary



**State of Indiana  
Commission for Higher Education**

**Minutes of the Executive Committee Meeting**

**Friday, January 16, 2014**

**I. CALL TO ORDER**

The Commission for Higher Education met in executive session starting at 3:05 p.m., via conference call, with Chair Dennis Bland presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Teresa Lubbers, Dennis Bland, Susana Duarte de Suarez, Dan Peterson, and John Popp

**II. WELCOMING REMARKS**

In his introductory comments, Chairman Bland reminded the Commission members that over the past several months, the Commission staff has been making strides to consolidate three office locations to down to one space for all staff. He said he was very excited to see the staff together in one location, which would increase productivity and collaboration.

Commissioner Lubbers thanked Mr. Bland for calling this important meeting. She stated that while the merger of the State Student's Assistance Commission of Indiana (SSACI), and the Board for Proprietary Education (BPE) under the Commission as one agency, was a good move for Indiana, the complete integration of these agencies requires the staff to all be in the same place. It is important that they take this opportunity to finalize this merger and move all the CHE staff to one place, so teams will work for efficiently with higher productivity.

In response to Ms. Duarte de Suarez's question regarding the financing, Mr. Shank, Financial Analyst for the Commission, provided some context regarding the financial procedures leading up to the lease development. He stated that the Commission has traditionally funded office expenses such as the lease strictly from the CHE administrative fund, but have begun to allocate the cost of the lease across several administrative funds using similar percentages to those used to allocate payroll expenses.

In response to Mr. Popp's question regarding additional funds, Commission Lubbers explained that the Commission was able to accomplish the move without additional funds, and if they might recall, recommended in its biennial budget to decrease administrative funds by 3 percent, as recommended by the State Budget Agency.

In his brief comments, Mr. Peterson, Chair of the Budget and Productivity Committee, thanked Mr. Hawkins and his team for the hard work they had put in to make this process happen and commemorated their efforts to reduce cost wherever possible.

**III. BUSINESS ITEMS**

**A. Approval of 3<sup>rd</sup> Floor Lease (9<sup>th</sup> Amendment)**

**R-15-01.1 RESOLVED:** That the Commission for Higher Education approves the 9th Amendment to the building lease, in accordance with the background information provided in this agenda item:

- Approval of 3rd Floor Lease (9th Amendment) (Motion – Duarte de Suarez, second – Peterson, unanimously approved)

**IV. NEW BUSINESS**

There was none.

**V. OLD BUSINESS**

There was none.

**VI. ADJOURNMENT**

The meeting was adjourned at 3:20 P.M.

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Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary

## **COMMISSION FOR HIGHER EDUCATION**

Thursday, February 12, 2015

### **PUBLIC SQUARE**

### **Career Exploration and Preparation in K-12**

#### **Background**

As the Commission engages in discussions related to career exploration and preparation in the K-12 system, it will have the opportunity to hear presentations by representatives Noblesville High School and Providence Cristo Rey High School. Joining us from Noblesville High School is Jeff Bryant, Principal, and Susan Wiersema, Internship Coordinator and Community Liaison. Joining us from Providence Cristo Rey High School is Joe Heidt, President.

#### **Supporting Documents**

- (1) Jeff Bryant Bio
- (2) Susan Wiersema Bio
- (3) Joe Heidt Bio



**Jeff Bryant**  
**Principal**  
**Noblesville High School**



Jeff Bryant is in his 15th year at Noblesville High School. He has held the positions of English teacher, assistant principal, and he is currently in his 4th year as principal.

Jeff received his undergraduate degree from Purdue University in 1999 and his graduate degrees from Indiana Wesleyan in 2004 and 2006. Jeff is currently leading Noblesville High School through a shift in preparing high school students for college and careers. This shift includes a change in programming, curriculum, assessment, instruction, and ultimately, a change in the high school experience for every student at NHS. Part of this change in experience has been the commitment of NHS to build partnerships with local businesses to both bring in field experts and send students into the field.

**Susan Wiersema**  
**Internship Coordinator and Community Liaison**  
**Noblesville High School**



Susan Wiersema has been in education for the past 30 years. She was a classroom teacher for many years, as well as the Department Chair for Special Education in two different districts. Susan was involved in developing both academic and vocational programs for high school students.

For the past two years she has served as Internship Coordinator and Community Liaison in Noblesville, Indiana. As part of a team with Jeff Bryant, NHS Principal, and Beth Meguschar, Assistant Principal for Curriculum and Instruction, she has developed programs to enhance workforce readiness skills and significantly increasing the school's partnerships with area businesses and training programs. Partnerships with close to 50 businesses provide internships for over 100 seniors annually.

**Joe Heidt**  
**President**  
**Providence Cristo Rey**



Joseph P. Heidt became president of Providence Cristo Rey High School on July 1, 2010. A former teacher and dean of students in San Francisco, he later became one of the top producing commercial real estate brokers in Denver, earning recognition from the Denver Metro Commercial Association of Realtors.

Since joining PCRHS in 2010, President Heidt has demonstrated a deep commitment to innovative approaches to education. As a champion of the national Cristo Rey Network educational model in Indiana, he oversees a distinctive high school that works to transform the lives of students and families with economic need. He is also an advocate for the highly regarded brand of Catholic education, with its emphasis on academic excellence and character development.

He holds a degree in business administration from the University of Colorado at Boulder, and his business acumen is ideally suited to manage the school's operations. He has a master's degree in education from Indiana University, a credential in K-12 administration from San Francisco State University, and teacher and administrator licenses from the state of Indiana; his training and experience in education offer valuable insights into curriculum development and management of a diverse and talented faculty and staff.

He brings a rare combination of experience and leadership skills to Providence Cristo Rey, and a strong desire to grow the school and further enhance the teaching ministry of the Sisters of Providence of Saint Mary-of-the-Woods and the Cristo Rey Network. Since his arrival, Providence Cristo Rey has experienced enrollment growth, financial stability, and increased partnerships with corporate and community partners. The school's distinctive Corporate Work Study Program is thriving because of commitments from organizations like AIT Laboratories, Eli Lilly, St. Vincent Health, Big Brothers Big Sisters, and United Way of Central Indiana. President Heidt is a member of Legatus, the Archdiocese of Indianapolis Catholic School Presidents Group, and the 21st Century Scholar Advisory Council. He serves on the Cristo Rey Network Presidents Council.

*“Providence Cristo Rey High School partners with prestigious Indianapolis companies to prepare students for college and career. The Corporate Work Study program pays a portion of our students' tuition, making it affordable for all families.”*

**COMMISSION FOR HIGHER EDUCATION**

Thursday, February 12, 2015

**BUSINESS ITEM A:**

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

**Staff Recommendation**

For information only

**Background**

Despite limited awareness in the pilot year, Indiana's financial aid changes are galvanizing more students to complete the credits needed to graduate within their allotted four years of state financial support. It is too early to predict the long-term impact of Indiana's recent financial aid reforms. However, given the remarkable progress achieved after only one year, an encouraging picture is emerging that foreshadows significant future improvement as further awareness and intervention efforts take hold.

**Supporting Document**

Indiana Financial Aid Reform Executive Summary



# HEA 1348

## BENCHMARKS & EXPECTATIONS

Despite limited awareness in the pilot year, Indiana's financial aid changes are galvanizing more students to complete the credits needed to graduate within their allotted four years of state financial support.

summary

## Executive Summary

# INDIANA FINANCIAL AID REFORM

It is too early to predict the long-term impact of Indiana's recent financial aid reforms. However, given the remarkable progress achieved after only one year, an encouraging picture is emerging that foreshadows significant future improvement as further awareness and intervention efforts take hold.

## CHALLENGE

Indiana is a national leader in providing low-income students with financial support for college. The resulting gains in college access, however, have not been matched with gains in college completion. One culprit is timing: students are limited to four years of financial aid, but graduating in four years is the exception, not the rule. Students facing an unfunded fifth or sixth year of college are likely to borrow more or drop out without a degree, an unfortunate outcome that offers few options and limited employment opportunities. To avoid this fate, students must complete enough credits—at least 30 per year—to graduate before their four years of state financial support run out.

## SOLUTION

In 2013, Indiana lawmakers sent a clear signal that encourages on-time college completion through student financial aid incentives and annual credit completion expectations. The law's key provi-

sion requires students to complete at least 30 credits each calendar year in order to renew their aid for the following year at the same level. (Students completing at least 24 credits receive lower levels of state aid, while those completing fewer than 24 may not renew.)

## RESPONSE

Immediately following the legislation's passage, the Indiana Commission for Higher Education and its postsecondary partners began implementing aggressive new measures to notify students of the importance of on-time completion, provide additional academic advising and resources, monitor student progress and offer new sources of funding to help students reach the critical 30-credit benchmark. Though the law's quick implementation meant that most students did not know about the reforms as they signed up for fall semester classes, by the end of the spring semester roughly 6 in 10 students were aware that their financial aid is now tied to on-time credit completion.

## OUTCOMES

Student performance showed marked improvement during the law's first year. These results are even more remarkable given the initial challenges in ensuring student awareness. Based on data provided by Indiana's public colleges, the Commission found that just one year later:

- More students are **enrolling** in 30 or more credit hours.
  - 21st Century Scholars ↑ 55% (38.6% to 60.2%)
  - Frank O'Bannon ↑ 19% (32.6% to 38.6%)
- More students are **completing** 30 or more credit hours.
  - 21st Century Scholars ↑ 56% (22.3% to 34.8%)
  - Frank O'Bannon ↑ 21% (19.1% to 23.3%)
- Students are using summer classes to preserve financial aid eligibility.
- Advanced Placement (AP) and dual credit courses are helping students stay on track.
- Banded tuition structures promote on-time enrollment and credit completion.

## LESSONS

The Commission has distilled five key lessons from the implementation of the financial aid changes:

1. Students act on the advice they are given.
2. The higher the expectation, the better the outcomes.
3. Student incentives also motivate colleges.
4. Course enrollment does not guarantee course completion.
5. Passing the law was the easy part... implementation trumps strategy every time.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, February 12, 2015

**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>
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*There are no new program proposals before the Commission awaiting action.*



**COMMISSION FOR HIGHER EDUCATION**

Thursday, February 12, 2015

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Ivy Tech Community College – Logansport	Certificate in Human Services		Adding a location to an existing program
02	Indiana University Purdue University – Columbus	Bachelor of Communications Studies		Adding a location to an existing program
03	Ball State University	Bachelor of Art and Bachelor of Science in Logistics and Supply Chain Management		Changing the name of an existing program



## COMMISSION FOR HIGHER EDUCATION

Thursday, February 12, 2015

### INFORMATION ITEM C: Capital 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-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, February 12, 2015

**INFORMATION ITEM D:            Media Coverage**

Staff has selected a compilation of recent media coverage related to the Commission for the months of December and January. Please see the following pages for details.



**NW Indiana Life**  
**Commission Spreads Holiday Cheer with Joyful News about Paying for College**  
**December 23, 2014**

The [Indiana Commission for Higher Education](#) urges families to spread a little extra holiday cheer this season with the joyful message that there is "[Cash for College](#)" available for millions of students. The Commission's annual "[Cash for College](#)" campaign kicks off this December and continues through Indiana's March 10 financial aid filing deadline.

The "[Cash for College](#)" campaign highlights the many ways students can start earning dollars for college at any age. From [529 education savings plans](#), to translating good grades into scholarships, to filing the Free Application for Federal Student Aid ([FAFSA](#)) to qualify for your share of the over \$1 billion in federal student aid available, there are good tidings for all who aspire to a college education.

The Founding Fathers and Abraham Lincoln have stepped off their currency to assist the Commission in heralding the "Cash for College" campaign. View the YouTube video [here](#).

Learn more about "[Cash for College](#)" at [CashForCollegeIndiana.org](#).

**Chalkbeat Indiana**  
**New rules push high schools to better prepare kids for college**  
**December 16, 2014**

A stubborn and costly problem for first-year students at Indiana colleges stems from a simple but frustrating fact: About 28 percent of them simply aren't fully prepared to do college work, even if they got good grades in high school.

To solve that problem, those kids are shuttled into remedial courses that they pay for but which don't result in college credit when students pass them. Many of those students fall behind and the risk grows that they will drop out of college, leaving them with student loans they will still have to pay off.

But in 2013, Indiana legislators passed a bill with a potentially game-changing idea in mind: require high schools to figure out which kids aren't on track for college level work and get them the extra help they need while they're still in high school.

"We have the tools to identify students who need remediation and the ability to address the need for remediation in high school," bill author Rep. Ed Clere, R-New Albany, said. "It's just unacceptable to tell those students they are ready for colleges and careers when in reality, they're not."

The bill also designed to reduce graduation waivers, which have come [under scrutiny from the state](#). The waivers allow students to graduate even if they've failed one of the state tests so long

as they meet other criteria. Earlier remediation should help students pass their end-of-course assessments and graduate without the need for waivers, proponents of the idea believe.

This school year, high schools will begin using a test called Accuplacer — used by colleges to determine if students need remediation — to identify kids who appear to need that extra help. It's been a challenge.

The logistics of going through student data and figuring out exactly who had to take the test has been the hardest part for Hendricks County's Plainfield schools. The district began giving the test last spring, assistant superintendent Mary Giesting said. School districts are supposed to identify students who need to take Accuplacer based on their scores from Indiana's end-of-course exams and national college placement and merit tests, like the PSAT, SAT and ACT. Not all of this data is easily accessible in one place, Giesting said, so compiling it was cumbersome.

"The problem is not as simple as some master spreadsheet that has all that information on it," Brent Schwanekamp, vice principal at Plainfield High School, said. "And even if it was, you're going line by line with 400 kids. That's a really daunting task."

### **A new strategy for kids who are behind**

The state has two main goals with the new process: Do a better job identifying students who need help before they graduate, and help them more effectively in high school so they can start college taking classes that count toward their degrees, said Jason Bearce, Indiana's associate commissioner on higher education.

"We heard these stories about students arriving on campus and that's the first time they find out they're not college-ready," Bearce said. "Which is very concerning for the individual, but it also represents a pretty significant missed opportunity. I think that's where this legislation came into play."

The state chose the Accuplacer test to determine if students are meet the state's expectations for what they should know in math and English. The test can pick out specific places where students need more help, and it is currently being used at Ivy Tech Community College, which cuts down on tests students would need to take if they enroll there later.

Indiana schools piloted the test in the 2013-14 school year for any school that wanted to give it, said Michele Walker, director of assessment for the Indiana Department of Education. This year, the testing begins in late January.

Once a district has identified the kids who need extra help, it has a few options for how to bring them back up to speed. Walker said the choice is up to the schools, not the state.

"How schools work with students is local — they know them best," Walker said. "We want to leave that to a local decision because they may have particular programs in their communities, do something after school or weave it into their curriculum."

At Plainfield, a student can take a course specifically designed to boost skills in Algebra 1 or sophomore English, the two high school courses that lead to end-of-course exams they must pass to graduate. The course helps them focus on skills they have struggled with in the past. These classes are taught by new and veteran teachers alike and are purposefully kept small with less than 20 students. Teachers work with the students to design a plan for what needs to be improved, and then they have a semester to build up those skills.

Plainfield students can also take additional classes alongside their main Algebra 1 or sophomore English classes that help reinforce the ideas from that week's lessons and give the students a chance for extra help as they go.

But this method isn't new for Plainfield, Giesting said. They've always had this support in place for students, it's the extra data analysis that's new.

Plainfield High School is almost 88 percent white and had a combined math and English ECA passing rate of about 90 percent last year, according to data from the Indiana Department of Education's website. Giesting said that while the district puts a lot of work into its remediation programs, she knows schools with more struggling students will face a tougher road to meeting the state's requirements.

"It's a thorn in our side just from a detail standpoint and practical standpoint," Giesting said. "But for some school corporations, this is a burden."

### **Remediation costs students and the state**

Almost one-third of incoming freshmen in the class of 2012 had to take remedial courses in college, costing Hoosiers about \$78 million, according to a 2012 Commission on Higher Education report about college readiness.

In Marion County, 1,510 students needed to brush up basic skills in college, about 34 percent of graduates. Most of those student needed help in math, which was also true statewide. State officials hope this new process will cause those numbers start dropping.

A high school junior who either scores less than 46 on the PSAT or fails the English or math ECA twice must take Accuplacer, under the rules. However, if a student has a [high enough ACT or SAT score](#), they can avoid it. Some students might only need to take the English version of Accuplacer, some might need math, and others, both, Walker said.

While schools will test students during junior year and then are expected to ramp up extra help, they are not required to re-test students before they graduate. So students could still enter college needing extra help. Ivy Tech has set up a type of course that offers remediation at the same time as regular instruction, Clere said, so students aren't wasting time paying for extra classes they can't use. Most Indiana students needing remediation take their classes at Ivy Tech or Vincennes University.

“Think about finishing your first semester at Ivy Tech and realizing that you’ve accomplished nothing in terms of completing your degree,” Clere said. “That can be very discouraging and it also has implications for financial aid if you’re burning up your financial aid eligibility on remediation.”

Going forward, Clere’s bill makes students who use a waiver to graduate because they could not pass state tests ineligible for some kinds of financial aid, including scholarships from the state’s 21st Century Scholars program, Bearce said. Now to even qualify for the program’s scholarships, Bearce said students must graduate with a Core 40 diploma, which has more difficult course requirements than the state’s general diploma.

“If you graduate with a waiver, you’re more likely to need remediation,” Bearce said. “We don’t want students to graduate with a false sense of readiness that has the unfortunate consequence of a dashed dream when you leave and think you’re ready and find out you aren’t.”

KaNeasha Koebecke, director of guidance in Plainfield, said it’s also hard to get the students to take the test seriously.

“It’s hard to explain to kids what it’s about and why they have to take it,” Koebecke said. “It’s hard to explain to parents what this test is. Does it prevent them from graduating? No. What does it do for my child?”

It will be a few years to find out the effects of this new approach, Bearce said. But so far, school districts have struggled to organize so much student test data to meet the law’s requirements.

“This is an example of the legislature in the room saying we need better evidence that our students are college- and career-ready, so they created this statute, which standing alone sounds really good,” Giesting said. “But I think what we all need to understand is that if we don’t walk in tandem and if different people make different rules, it just adds a lot of extra energy and resources being used not to educate, but to test.”

**Covered by IBJ December 17, 2014**

**Washington Times Herald**  
**Surge in Indiana scholarship program cost expected**  
**December 26, 2014**

INDIANAPOLIS (AP) — State officials are faced with coming up with millions of dollars to cover a big increase coming in the number of students in Indiana's 21st Century Scholars program.

The program that started in 1990 has promised low-income middle school students a full state college scholarship if they stay out of criminal trouble, don't use drugs and get acceptable grades.

The state Commission for Higher Education projects the program's cost will jump \$54 million, or 45 percent, to about \$174 million next school year. More students graduating from high school in 2015 and 2016 are eligible, in part because they may have enrolled as additional families were meeting income eligibility limits during the national recession, the Evansville Courier & Press reports.

State budget leaders were briefed on the expected rise in costs as the Commission for Higher Education, which administers the program, presented its spending requests for the new two-year state budget. Legislators must approve the budget by the end of April, and the additional costs have left some lawmakers concerned.

"No matter what we do, because of the number of people we have grandfathered in, we got a little bump coming here that's going to be a pretty severe problem," said Senate Appropriations Committee Chairman Luke Kenley, R-Noblesville.

Costs for the program, which averages about 12,000 students a year and at one time guaranteed as much as four years of full tuition at an Indiana public university, are expected to decrease as financial aid changes that legislators passed in recent years go into effect.

Those changes include raising the high school grade-point average required to become eligible for the scholarship from 2.0 to 2.5.

The state now evaluates a student's financial means each year of college to determine whether they still need the scholarship. A student must complete at least 30 credit hours per school year in college, or they are bumped down to a smaller scholarship amount.

The General Assembly also has the option to adjust the scholarship amount to the availability of state funding for students who enrolled the program after June 2011, which could affect some students in the classes of 2016 and 2017.

**\*This article or a similar version also appeared in:**

- Indy Star
- WLWT
- The Courier Journal

**Indianapolis Star**  
**Mentor can make lasting difference in student's life**  
**Bill Stanczykiewicz**  
**January 4, 2015**

Increased economic opportunity resulting in less poverty is within reach thanks to a statewide mentoring program helping low-income students stay in college.

The Indiana Commission for Higher Education is providing mentors to 21st Century Scholars, low-income students who receive state funding to go to college. Despite this significant financial assistance, only 33 percent of scholars earn an associate's degree within three years or a bachelor's degree within six years. The state average for all full-time students is 42 percent.

"Money is really important, but students need more than the financial means to be successful," said Brody Broshear, assistant vice president for academic success at the University of Southern Indiana. "The relationship piece is tremendously critical."

Broshear said this especially is true for low-income students who are the first in their families to go to college. These students often do not have family members or friends who can answer questions. This leads to a growing gap in academic attainment and greater income inequality between higher-income and lower-income students.

The Higher Education commission responded by launching Indiana College Success Mentoring, which matches mentors with 21st Century Scholars. The program, facilitated by the Indiana Youth Institute, is in the final year of a five-year pilot. For the high school class of 2012, 57 percent of mentored scholars currently are enrolled in postsecondary education. If these students graduate, their success rate will be two to four times greater than scholars who do not have a mentor and three-to-six times greater than low-income students overall.

David Jones, now a junior at Ball State, is one of those students. Jones is mentored by Courtney Crawley, a college graduate who works at a YMCA in Indianapolis. Jones said Crawley's biggest influence is encouraging him to stay strong when college life is difficult.

Last year when Jones was ill and fell behind at school, he says "Courtney gave me the 'put up or shut up' speech, and ever since then I've been picking it up. Now I'm looking forward to graduation."

Crawley said that "he was second guessing himself and was worried about his illness, but I knew he could be successful if he just pushed a little harder. I maybe sounded harsh, but I was being sincere in wanting him to strive and do well."

Jones added that Ball State “was a culture shock to me” after he graduated from a charter high school with just 27 other students. Jones said “having reassurance from a mentor like Courtney, who is a great resource to go to, helps me with my stress.”

Broshear, the USI administrator, said Jones’ experience as a first-generation, low-income student is typical.

According to Broshear, the first challenge “is really understanding collegiate culture from the language, to how to interact in the classroom, to how to speak with a faculty member, to what to do when we run into trouble academically. If you struggle on a test, it isn’t time to throw in the towel. It’s time to find the services and resources that are available to help you be successful the next time around.”

Crawley said mentors can serve as that resource. “The main thing is (students) want someone to talk to, someone to spend time with, someone who can teach them things about college they may not learn at home,” Crawley explained, adding that mentors are “people who can help students think about their future.”

January is National Mentoring Month. One adult mentoring one child for one hour at least once a week for one school year can have a profound impact on that student. Find a mentoring program near you at [www.abetterhour.org](http://www.abetterhour.org)

Stanczykiewicz is president and CEO of the Indiana Youth Institute. He can be reached at [iyi@iyi.org](mailto:iyi@iyi.org) and followed @\_billstan

**This article or a similar version also appeared in:**

- Reporter Times
- Warrick Publishing
- Kokomo Tribune

**The Statehouse File**  
**Higher ed chief says performance funding works**  
**Jess Seabolt**  
**January 7, 2015**

INDIANAPOLIS – A key higher education official told the Senate Education Committee on Wednesday that a funding system based in part on student performance is working.

Indiana Higher Education Commissioner Teresa Lubbers said lawmakers should keep requiring the state’s colleges and universities to improve – and make money the incentive.

Currently, about 4 percent of state funding for higher education is based on a performance model that emphasizes seven metrics, which are essentially different “missions” for public institutes to achieve in order to receive more funding.

The seven metrics are degree completion, at-risk student degree completion, high impact degree completion, student persistence incentives, remediation success incentives, on-time graduation rates, and an institutionally defined productivity metric.

“We wanted our performance funding formula to be about student success and student metrics,” Lubbers said.

Data distributed by the higher education commission showed that performance-based funding is working in several areas, with percentage increases in categories such as overall college completion, which increased by 101 percent.

“If you look at those numbers, it shows that performance funding is doing what we want, which is paying for what we value,” Lubbers said.

*Jess Seabolt is a reporter for TheStatehouseFile.com, a news website powered by Franklin College journalism students.*

**Indiana Public Media**  
**State scholarship program needs more money this budget season**  
**Claire McInerny**  
**January 7, 2015**

The General Assembly reconvened Tuesday, with many legislators saying education is their main focus for the 2015 session. While much of the attention will be on K-12 policies, the [21st Century Scholarship](#) program will dominate the discussion around higher education.

The 27,000 students enrolled in the program is more than double previous groups, meaning there will not be enough money for every student's scholarship needs.

The 21st Century Scholarship program is a promise scholarship of sorts, enrolling low-income students during seventh and eighth grade and guaranteeing them money for college if they maintain a 2.5 GPA and stay out of legal trouble while in high school, among other requirements.

The program's been around for more than 20 years and worked with more 54,000 students, but in the last year it has outgrown its current budget. The Commission for Higher Education presented its budget in late December, asking for an almost \$90 million increase for the next two years.

State Senator Luke Kenley, R-Noblesville, is the Chair of the Senate Appropriations Committee and says even with the other education priorities on the agenda for this budget session, funding this scholarship helps the state's goal of 60 percent of high school graduates getting some sort of postsecondary degree or certificate.

"The people who qualify for the 21st Century Scholarship programs are one of our best target groups," Kenley says. "Quite often they are the first person in their family to go to college, and that's exactly who we want to see getting these opportunities if they proven that they have the ability to make it."

Kenley says if the legislature doesn't increase new money to the program, they will have to take funds from other state funded scholarships like the [Frank O'Bannon grant](#).

"I don't want to reduce any of these assistance programs because of the importance of getting people to college and having some financial support if we can afford to do it as a state," Kenley says.

Kenley says until the legislature begins making specific decisions about funding for this session, where the money for the program will come from is not known.

**Greene County Daily World**  
**Career Success Coalition formed in Greene County**  
**January 16, 2015**

INDIANAPOLIS -- Community organizations from Greene County are invited to participate in a statewide effort designed to help Hoosier students and adults enter and succeed in college. Made possible by Indiana's Learn More Indiana partnership, the initiative is part of a comprehensive effort to increase the percentage of Hoosiers who attend post secondary education and complete a college certificate or degree within four years or enter the military service.

"College completion has a significant impact on the quality of life and future earnings for Hoosiers," said Indiana Higher Education Commissioner Teresa Lubbers. "We recognize that rallying community organizations around the common goal of college success is critical to meeting the education needs of our students and our state."

A steering team from Greene County will join teams from twenty other Indiana counties at workshops held in Indianapolis during the next few months. Each workshop will focus on one aspect of coalition development. Steering team members from Greene County include Sophie Haywood, Greene County Education Services; Beth Burcham, Greene County Literacy Coalition; Nancy Karazsia, WorkOne; Brianne Jerrels, Greene County Economic Development Corporation; Tamera Young, Ivy Tech Linton campus; Nick Karazsia, Linton Rotary, Cheryl Hamilton, Linton-Stockton Chamber of Commerce; Kevin Wrigley, Bloomfield United Methodist Church; Cam Trampke, Greene County Foundation; Rebecca Harris, White River Valley School Corporation; Phyllis Holt, Bloomfield Service Clubs and Katie Clark, Eastern Greene School Corporation.

Following each workshop, steering team members will return to Greene County to facilitate discussions with representatives of local member organizations. Members will analyze data for Greene County provided by Learn More Indiana and establish county goals for college access and success. Member organizations will also implement college access activities designed to help the county's students and adults take steps that prepare them for college success and open the door to college enrollment.

Join the College Success Coalition at [www.learnmoreindiana.org/csc](http://www.learnmoreindiana.org/csc).

Local organizations are encouraged to join the county's Career Success Coalition.

"We're looking for all sorts of coalition members," said Sophie Haywood, Activities Point Person. "Schools, faith-based organizations, youth service organizations, service clubs, businesses, government agencies, libraries and all other organizations interested in helping our community's young people get to college are encouraged to join."

Member organizations will learn about academic rigor, college opportunities, financial aid, and college access mentoring. They will also explore small and comprehensive activities that organizations can implement to help students and adults get to college. College access activities

may be as simple as a store placing flyers provided by Learn More Indiana in shopping bags or a scout troop driving through a college campus on the way to a camp outing.

College access activities may also be more comprehensive such as a service club developing a local scholarship foundation or a boys club establishing a college access mentoring program.

The member meeting will be held at Monical's Pizza in the Linton Shopping Center on Wednesday, January 21 from 5 to 6:30 p.m.

Anyone interested in the Greene County Career Success Coalition is welcome to join.

Local organizations can join the county College Success Coalition at [www.learnmore.org](http://www.learnmore.org).

**The Star Press**  
**Middle schools gets 'College GO!' grant**  
**January 18, 2015**

NEW CASTLE – New Castle Middle School was one of three Indiana schools — and the only one in East Central Indiana — to receive a \$1,000 “College GO! Week” grant from the Indiana Commission for Higher Education.

The grants were awarded to one elementary, one middle school and one high school last week in recognition of local efforts to help students prepare for college and careers during the state’s fall 2014 College GO! Week campaign. Recipients will use the grant funds to support local college and career programming activities during the next school year, according to a press release.

**This article or a similar version also appeared in:**

- Muncie Star Press
- NW Times

**Batesville Herald Tribune**  
**Campaign helps students graduate on time**  
**January 20, 2015**

The Indiana Commission for Higher Education reminds students to take 15 credit hours each semester to finish college on time.

Data show that students who do this are not only more likely to graduate on time, they also earn better grades and save money on their degrees. For Indiana's financial aid recipients, timely completion is especially important since state aid only pays for four years of college. The amount of aid the students receive from the state depends on the number of credits they complete each year. To earn the maximum amount of aid, students must progress at an on-time pace.

Based on a successful initiative developed by the University of Hawaii system which saw a 15 percent increase in the number of students taking 15 credits in its first year, Indiana's 15 to Finish campaign aims to change the longstanding perception that taking 12 credits per semester is enough to graduate on time.

There are already early signs of success that are capturing national attention, with programs enrolling students in 15 credits or more each semester. The Indiana Commission for Higher Education will release a comprehensive report later this month that will highlight recent trends in course taking for Indiana public institutions.

Learn more about the campaign at [15tofinishindiana.org](http://15tofinishindiana.org).

**Indiana Public Media**  
**More funding needed for 21st Century Scholars program**  
**Barbara Harrington**  
**January 28, 2015**

A scholarship program that helps thousands of Hoosiers attend college each year needs a big boost in funding to meet growing demand.

By some estimates, the [21<sup>st</sup> Century Scholars Program](#) needs an influx of about \$90 million to help those who are in financial need.

Legislators are supportive of the program, but must decide where they'll get the extra money to pay for larger classes of scholars over the next two years.

## **Program Makes College Affordable For Struggling Families**

A few years ago, John Obergfell never thought he'd end up here – studying at Indiana University.

“I'd probably be living at home with my parents still,” he says.

Obergfell's outlook changed when he learned about Indiana's 21<sup>st</sup> Century Scholars Program.

Students sign up in junior high and can receive up to full tuition for college if they meet all of the requirements.

“It's definitely the best thing that's ever happened to me,” Obergfell says. “I wouldn't be able to be coming to school here.”

The program is based primarily on financial need – something that's determined using the [Federal Application for Student Aid](#).

But, students also have to graduate from high school with at least a 2.5 grade point average, complete several planning activities at each grade level, and finish at least 30 credit hours during each year of college.

More than half of the 7th and 8th grade students at Scottsburg Middle School are eligible for the 21st Century Scholars program, based on financial need.

Scottsburg Middle School Counselor Jane Naugle helps students apply for the program in 7<sup>th</sup> or 8<sup>th</sup> grade.

She says more than half of the school's students are eligible, based solely on their financial need.

“We know a lot of kids, even before they enter middle school, have a mindset whether they think they can handle college or not based on mostly their family experiences,” Naugle says. “Then to have the question of whether I can financially afford it is not an issue if you're a 21<sup>st</sup> Century Scholar.”

But, with the demand for the scholarship so high in Scottsburg alone, Naugle's always worried about how the state will continue funding the program.

“A lot of people would agree that finance alone shouldn't keep a student from making that decision to go to college or not,” she says. “That said, I always wondered how they were going to fund this. And, it's so important that we worry in the future that they are going to have to phase the program out.”

## **Boost In Funding Needs Only Temporary**

Legislators don't want to phase out the program – but they will have to figure out how to deal with a large increase in the number of students using the 21<sup>st</sup> Century Scholars Program to pay for college over the next two years.

Typically, a class of students enrolled ranges from 12,000 to 15,000 scholars.

But, the Indiana Commission for Higher Education anticipates that number could jump to 27,000 this year and next.

“The program typically on an annual basis costs around \$120 million per year,” says Associate Commissioner Jason Bearce. “This increase, at its peak, will be about \$174 million a year.”

That extra cost is the result of two factors that made a larger number of students eligible for the program.

The legislature widened the eligibility pool for a brief period of time – allowing 6<sup>th</sup> graders to sign up for the scholarship.

And, the national recession caused more families to qualify for assistance.

“This is really something that they had on the horizon for a while that we knew was coming in terms of some really significantly larger class sizes than in prior years,” Bearce says.

Senate Appropriations Chair Luke Kenley says legislators are committed to funding the program.

But, they don't know where the money to cover the costs will come from.

“One of the concerns I have is we have other scholarship programs available for other people and, of course, if we have to fulfill the entitlement, it means we'll be taking it away from the Freedom of Choice awards or the Frank O'Bannon scholarships, which go to other students,” Kenley says.

Legislators passed a bill a couple of years ago that holds students who graduate high school after 2016 to higher standards than previously required.

The hope is that will limit the number of 21<sup>st</sup> Century Scholars, making the program more sustainable in the future.

“One of the problems that we were having is people were getting the scholarship but they weren't actually graduating, or finishing college, or meeting the grade requirements,” he says. “And so, we've had to ramp that up a little bit and do a little more supervision in terms of making sure people fulfill the terms of the agreement.”

As legislators consider how to fund the scholarship program, John Obergfell is thinking ahead to graduation in a couple of years.

“My dream job that I could have, I’d want to work on a wildlife preserve in Africa or something,” he says.

And, it’s a dream he says would never be realized without 21<sup>st</sup> Century Scholars.

“Education is probably one of the most important things you can give to a kid, as a society. If you have more educated people, things will get better. Any kid from some rundown neighborhood should be able to go to school, if he wants to.”

**The Statehouse File**  
**Early results show scholarship changes pushing students to graduate sooner**  
**Katie Stancombe**  
**January 28, 2015**

INDIANAPOLIS — A new study of state scholarship recipients shows more are taking and completing 30 credit hours per year, putting them on a path to graduate on time.

Indiana Higher Education Commissioner Teresa Lubbers says changes made two years ago in scholarship programs are helping kids stay on track for graduation  
. Photo by Caitlin Soard, TheStatehouseFile.com

Indiana Higher Education Commissioner Teresa Lubbers announced Wednesday that changes the legislature made in the state’s 21<sup>st</sup> Century Scholars and Frank O’ Bannon scholarship programs are keeping more students on track to finish their degrees in four years.

Lubbers, a former state senator, credited a law passed in 2013 – which she called “bold sweeping financial aid reform” – for the improvements.

“Indiana lawmakers took bold action with student-friendly legislation that promotes college completion and rewards students for staying on track to graduate on time,” Lubbers said in a statement.

The law requires students to complete at least 30 credit hours per year to maintain their financial aid amounts for the following year. Once put into practice, both 21<sup>st</sup> Century Scholars and Frank O’ Bannon programs have seen increased rates of students taking and completing the required credits.

“What we have found with this study is that, when you set high expectations and have financial incentives, both students and institutions respond to that. And they respond in a very positive way,” Lubbers said.

According to the research, enrollment rates for 21<sup>st</sup> Century Scholars improved by 55 percent and Frank O' Bannon recipients improved by 19 percent over the previous year.

Similarly, completion rates for 21<sup>st</sup> Century Scholars improved by 56 percent and Frank O' Bannon recipients improved by 21 percent.

“I think it’s rare, to be quite honest with you, in public policy where you see that kind of behavioral shift in that period of time,” said Lubbers. “We know that we need to stay on top of this, we need to continue our efforts to make sure students are aware— we think this is very encouraging.”

Other changes included increasing the number of credits considered a full course load to 15 credits from 12, allowing financial aid to be used throughout the calendar year to either catch up or work ahead, and only allow federal aid to pay for a class if it is completed.

“What we’re trying to do is make sure that more students and more colleges and universities see for their full time students, that 15 credit hours should be the default,” Lubbers said.

“If you do drop a course with 15, you could make it up in the summer and still get the maximum aid,” she said. “But if you start at 12 and drop a course, you move to part-time.”

Ultimately, a student who stays on track to graduate and takes 30 credit hours a year will be able to receive the maximum amount of money as a Frank O' Bannon recipient or remain a 21<sup>st</sup> Century Scholar.

“These early results of this study show that when students are given the right kind of advice, they listen, and they change their behaviors,” Lubbers said. “I think that’s very encouraging. It saves them money, it saves the state money, and ensures that they’re likely to be successful.”

The higher education commission and Indiana colleges and universities are striving to continue raising student awareness about the new requirements, hoping that their efforts will continue to increase enrollment and completion rates, she said.

“We think as we increase awareness in this program, it will be even more successful in the future,” said Lubbers.

*Katie Stancombe is a reporter for TheStatehouseFile.com, a news website powered by Franklin College journalism students.*

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