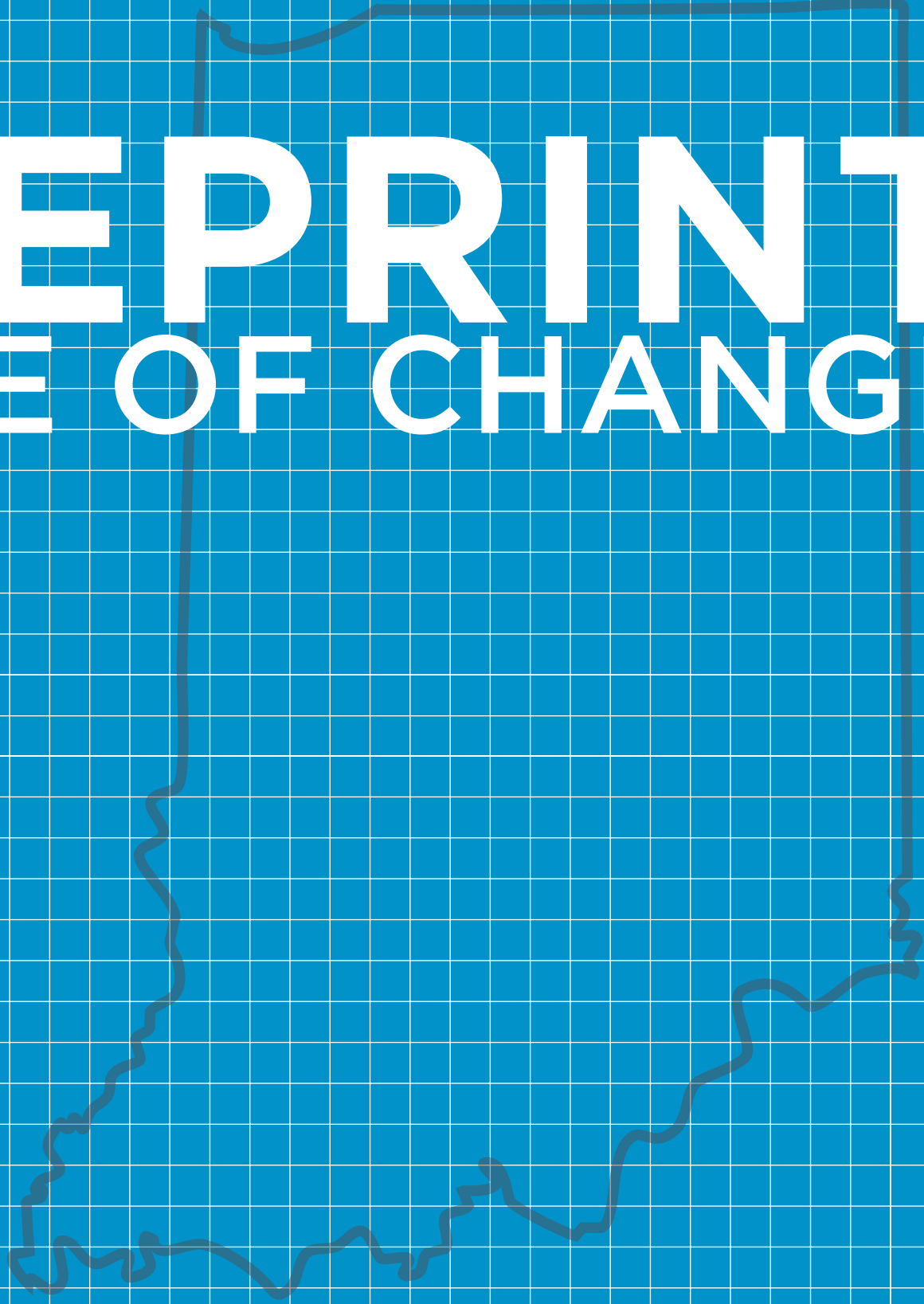


REACHING HIGHER IN A STATE OF CHANGE

Indiana's Agenda for Higher Education



A BLUEPRINT FOR A STATE OF CHANGE



The following action steps—which we consider the state’s blueprint to get us to 2025—were selected to support each of the priorities outlined for *Reaching Higher in a State of Change*: completion, equity and talent.

Our blueprint for change includes strategies and policies in the areas of: Pathways & Transitions, Affordability, Community Engagement, the Educator Pipeline, and Quality.

Additionally embedded in the subsequent pages are terms and definitions, data and resources to support the action items and the Commission’s role in advocating for these changes.



Pathways & Transitions

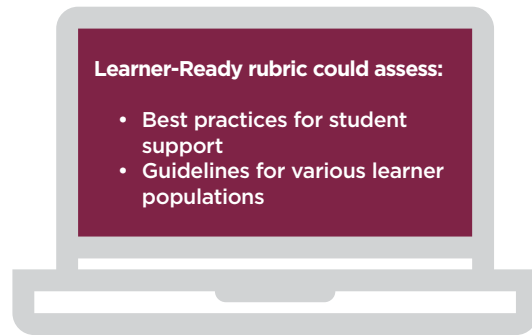
Ensure the right fit for every learner.

completion

- **Increase** the number of high school students who earn a high-value technical certificate or Statewide Transfer General Education Core (STGEC) before graduating.
- **Increase** the number of adult learners enrolling/re-enrolling in postsecondary programs by targeting populations who have exited the postsecondary pipeline or have never entered it.
- **Update** Indiana's high school diploma requirements to better align with postsecondary expectations and eliminate the general diploma.
- **Encourage** two-year institutions to reconfigure programs so learners are enrolled in, complete and are awarded certificates as they continue toward their associate degree.

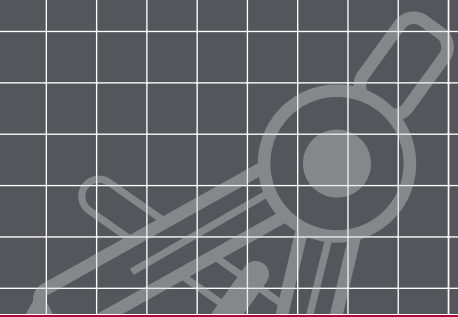
equity

- **Encourage** use of predictive analytics to identify student needs and tailor individualized support to ensure student success.
- **Increase** the number of summer bridge and other programs that help students transition from secondary to postsecondary education and combat summer melt.
- **Create** a model "Learner-Ready" rubric to help campuses assess their readiness to accommodate the needs of their unique learner populations.

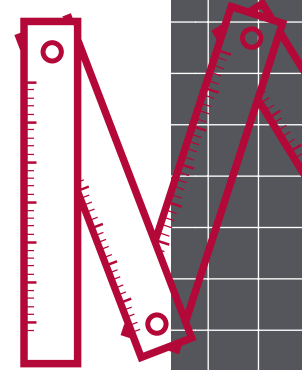


talent

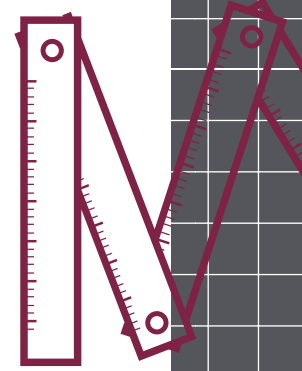
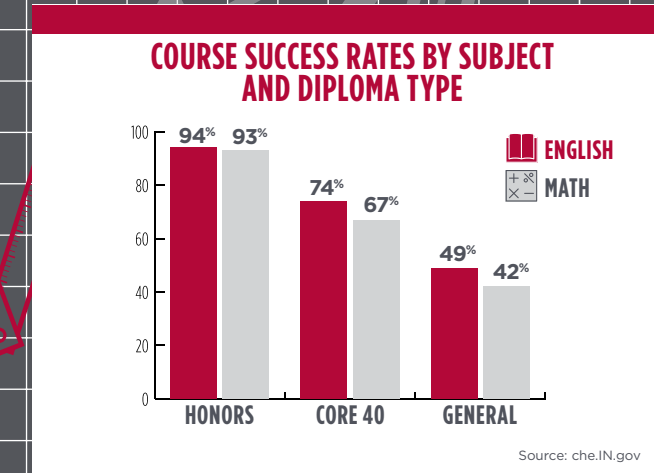
- **Develop** a digital, easily-sharable student-owned record, like a passport, that collects information about the skills and knowledge learners earn over the course of their education and careers.
- **Develop** web-based tools, built on common standards and linked, open data, to help learners easily navigate career and learning opportunities and to promote credential transparency.
- **Require** 100 percent of postsecondary programs to have an internship, work-based learning, research project or other student engagement experience that has career relevance.
- **Redesign** career services by encouraging models that support learners throughout their postsecondary experience and connect them to relevant career opportunities.



Pathways & Transitions

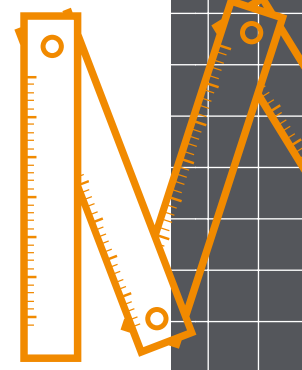


The Statewide Transfer General Education Core is a block of 30 hours of general education credit that transfers between public colleges and universities.



Predictive analytics allows for the use of data to analyze a student's past performance and predict the likelihood of success.

Summer bridge programs provide incoming students an early on-campus experience to ease the transition to college life.



A student-owned record is an indicator of a person's total accrued knowledge and skills to complement the traditional transcript.

The National Association of Colleges and Employers' Class of 2019 Student Survey found that graduating seniors who had an internship were **27% more likely to receive a job offer** than those graduating seniors without an internship.



Affordability

Decrease the cost of college and reduce reliance on debt to increase completion and promote lifelong success.

completion

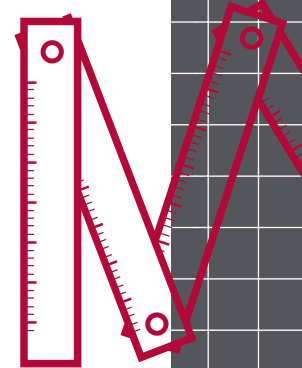
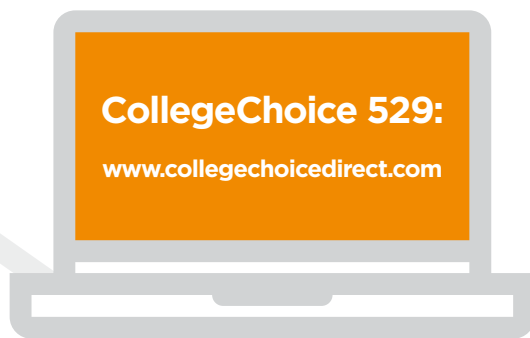
- **Increase** the number of students earning intentional dual credit in high school.
- **Increase** the number of learners completing college on-time or early.
- **Promote** policies and student financing models—income share agreements, for example—that reduce unacceptable levels of debt by linking student borrowing to projected income.
- **Reduce** the number of students who leave college without completing by providing proactive advising that redirects students to other postsecondary options.
- **Require** all high school seniors to complete a FAFSA (Free Application for Federal Student Aid) on time, with an opt-out provision included.

equity

- **Create** better alignment between state agencies to leverage opportunities and identify key populations, such as incarcerated adults and those on state public assistance.
- **Use** proactive outreach to increase the number of learners from priority populations taking advantage of existing financial aid programs created to support them.
- **Encourage** the use of Open Educational Resources wherever possible (such as online access to classroom materials) to reduce the cost for learners.
- **Advocate** that all students gain financial literacy skills to help them make informed choices about education and training beyond high school.

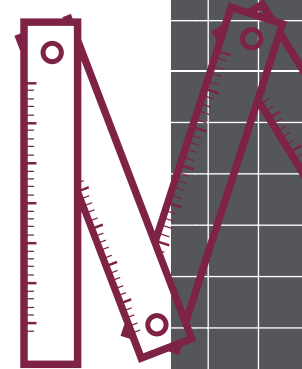
talent

- **Increase** the number of employers partnering with postsecondary providers to develop “grow your own” programs for their employees.
- **Encourage** employers to make contributions to their employees’ College 529 accounts.
- **Encourage** employers to help employees repay student loans in an effort to attract, retain and develop talent.



Dual Credit courses offer high school students the chance to earn both high school and college credits in the same course.

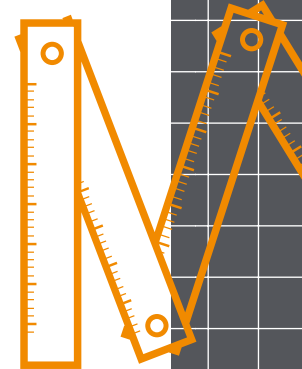
Filing the FAFSA is an important first step for all students, regardless of socioeconomic status. Many merit-based scholarships as well as federal student loans require a FAFSA on file.



Key populations include:

- low-income
- people of color
- veterans
- those with disabilities
- foster youth
- incarcerated Hoosiers
- unemployed/underemployed

Open Educational Resources refers to educational material that is open to anyone to use and share in digital format.



College 529 accounts are savings plans that offer tax and savings benefits for families to encourage saving for education costs. These plans are sponsored by states, state agencies or institutions.

Employers can help employees with tuition costs—through upfront contributions or by reimbursing employees upon completion—or by offering certifications, online learning and professional development options.

Affordability



Community Engagement

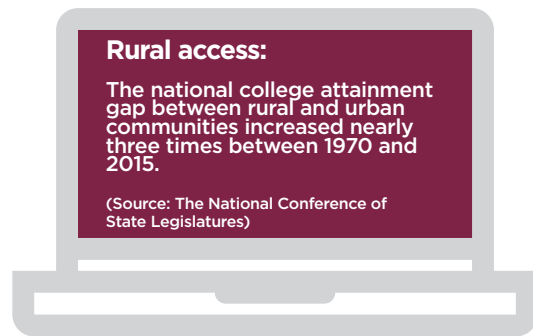
Foster a culture that values lifelong learning and develop partnerships that improve the economic health and vitality of communities.

completion

- **Increase** the number of active, structured regional efforts integrating employers, educators and community groups to drive postsecondary completion.
- **Help** communities use data on postsecondary transitions and outcomes as well as regional job demand and wage data to guide efforts that support completion and regional workforce demands.
- **Align** state agency and stakeholder messaging and communications resources around the value of education and lifelong learning.
- **Improve** the usability of the Commission's annual reports and data tools to help communities, parents, students, educators, institutions, lawmakers and employers use them to drive decision making and postsecondary completion.
- **Expand** data in Indiana's College Readiness Reports, working in partnership with the Indiana Department of Education to include additional postsecondary transitions data, such as postsecondary GPA by level of high school preparation.

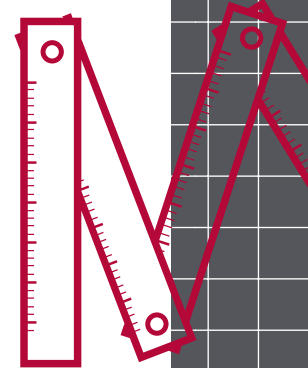
equity

- **Create** access to postsecondary opportunities in rural areas through the use of technology, broadband and innovative delivery models.
- **Leverage** opportunities for communities, institutions and employers to work together for people of color as well as rural, veteran and low-income populations.
- **Increase** awareness and utilization of non-academic campus or community programs designed to support diverse learners (focusing on hunger, childcare, transportation, mental health, etc.).



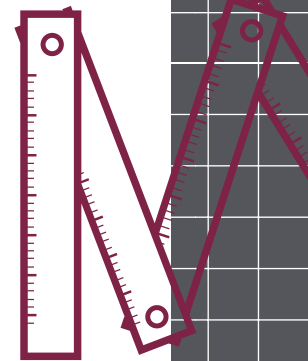
talent

- **Work** with the Indiana Economic Development Corporation and the Department of Workforce Development and other stakeholders to identify future high-potential industries in different regions of the state to help target postsecondary completion in those areas.
- **Share** data, tools, best practices and community partnerships that increase postsecondary completion and career mentorship.
- **Advocate** for co-branded, employer-driven learning models that lead to credentials in highly-dynamic industries.



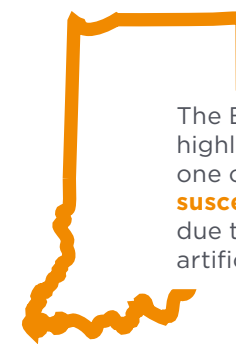
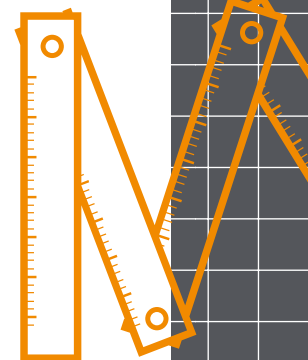
The Commission's Reports include:

- **College Readiness Reports**
- **College Completion Reports**
- **College Equity Reports**
- **College Value Report**
- **Early College Credit Report**

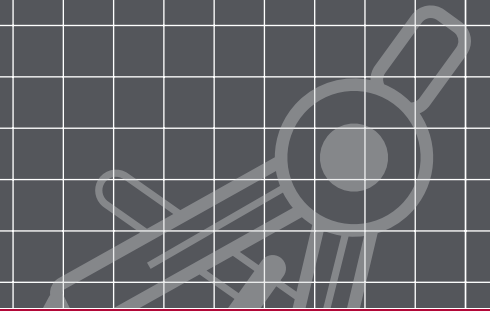


Nationally, between 2011 and 2015: 11% of households with a student in a 4-year college experienced **food insecurity**, 14% of households with a student in vocational/technical education experienced **food insecurity**; and 17% of households with a student in a community college experienced **food insecurity**.

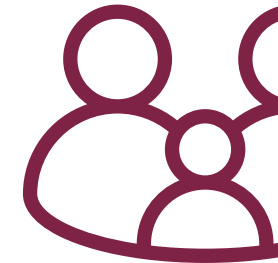
(Source: U.S. Government Accountability Office)



The Brookings Institution highlighted Indiana as one of the states **most susceptible to job loss** due to automation and artificial intelligence.



COMPLETION CONNECTIONS



Almost **five million undergraduate students**—over a quarter of the total U.S. college population—are parents of dependent children. (Source: Institute for Women's Policy Research)

"We can let the link between automation and job loss potential be a worrisome trend, or it can be an opportunity to pivot to the new economy. Indiana must adapt from the way we were, to the way we are becoming."

Indiana Commissioner for Higher Education
Teresa Lubbers

Community Engagement



The Educator Pipeline

Focus on strengthening and supporting Indiana's classroom teachers, counselors and school leaders.

completion

- **Increase** the number of Educator Preparation Program (EPP) completions, particularly in high-need subject areas and regions of the state.
- **Increase** the number of future educators in non-traditional EPPs that target adult learners and career changers, and make their transitions to the teaching profession less burdensome.
- **Ensure** career ladders for educators that encourage lifelong learning and retention in the field of teaching and provide opportunity for economic advancement.

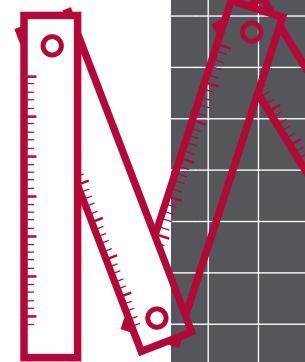
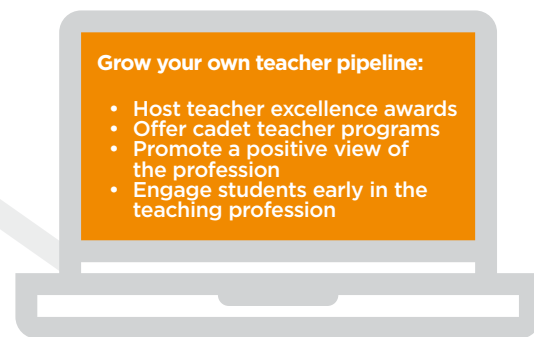


equity

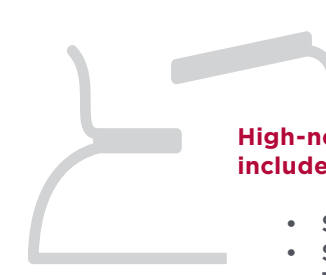
- **Increase** the number of minority learners enrolling in and completing EPPs.
- **Increase** opportunities for students in EPPs to gain experience in rural and diverse communities.
- **Create** EPP cohort and externship models that recruit and prepare teachers in key populations and communities.
- **Ensure** early college credit opportunities are available in all schools by helping more educators get the training they need to teach these courses.
- **Encourage** more people of color to utilize state scholarship funding to increase diversity in the teaching profession.

talent

- **Work** with local communities to make teacher recruitment and retention a priority with campaigns and programs that uplift the profession and encourage local K-12 students to enter the profession and stay in their communities.
- **Ensure** EPPs embed training for future teachers to offer career exploration and training for their students.

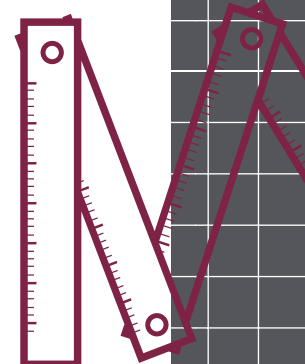



Career ladders offer teachers advancement and professional development opportunities while keeping them in the classroom.




High-need subject areas include:

- Special Education
- Science
- Technology
- Engineering
- Math



There were 71,224 teachers in Indiana during the 2016-2017 school year.



Breaking that number down by race/ethnicity:

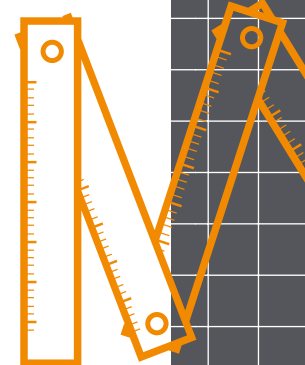
- White: 66,225 (93%)
- Black: 3,184 (4.5%)
- Hispanic: 1,039 (1.5%)
- Multiracial: 367 (0.5%)
- Asian: 299 (0.4%)

Source: doe.IN.gov



Indiana offers financial aid options for teachers:

- Earline S. Rogers Student Teaching Stipend for Minorities
- Student Teaching Stipend for High-Need Fields
- Next Generation Hoosier Educators Scholarship
- William A. Crawford Minority Teacher Scholarship



Rural communities can struggle to retain and recruit teachers. Coordinated efforts at the local level can inspire teachers to stay in or join a school in a rural community.




Exposing students at an earlier age to exciting career options helps **reinforce the value of classroom work** as fun and rewarding to their futures.

The Educator Pipeline



Quality

Emphasize excellence to ensure lifelong learner success and meet employer, economic and civic needs.

completion

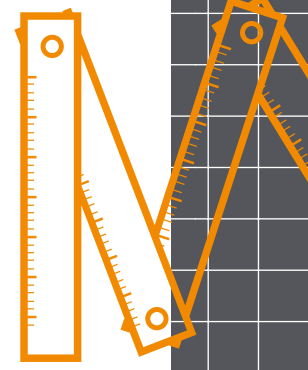
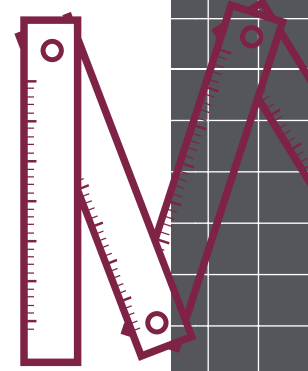
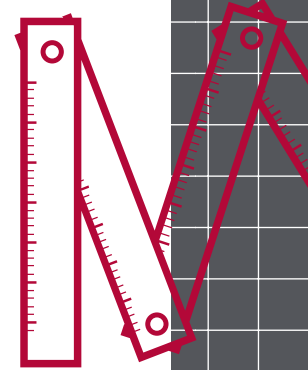
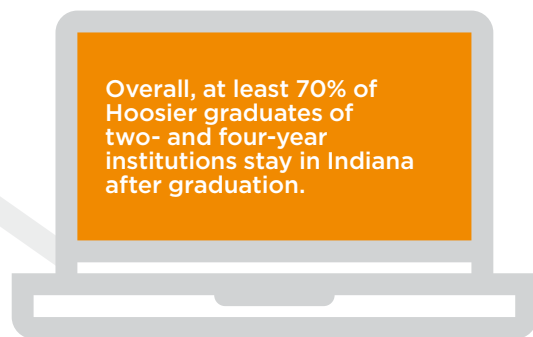
- **Develop** a more comprehensive view of completion and include a wider range of credential types in data collection—including short-term and non-credit credentials.
- **Ensure** transferability where there are gaps between institutions and between the K-12 and higher education sectors, particularly for career technical education courses.
- **Ensure** quality for non-credit credentials, such as industry certifications, and provide opportunities for non-credit credentials to be recognized and transfer.
- **Ensure** quality of all postsecondary programs by measuring outcomes for graduates and using that data to inform program-level decisions about financial aid eligibility.

equity

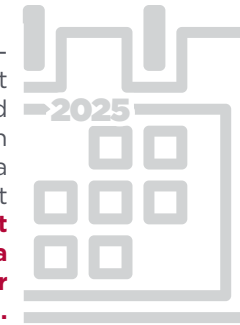
- **Monitor** early college credit and career technical education pathways in high school to routinely assess the status of opportunity and completion gaps among low-income, rural and minority populations.
- **Demonstrate** and advocate for the quality, value and benefit of dual credit courses offered to high school students.
- **Ensure** academic rigor and workforce relevance are prioritized as the Commission and institutions target programs to key populations.
- **Expand** the collection, analysis and utilization of equity data in each of the Commission’s major reports, outreach efforts and financial aid programs.

talent

- **Include** program-level return on investment data (including job placement, debt and expected wage) in annual debt letters and communications when learners apply to change their majors—showing learners the expected results of the decisions they’re making about what to study.
- **Monitor** job-placement, wages and retention by degree program to recognize institutions keeping graduates in state, especially in high-priority sectors.
- **Adopt** common language and measurements for learner skills and competencies.



A more wide-ranging look at what counts toward college completion can help Indiana reach its goal of at least **60 percent of Hoosiers with a quality degree or credential by 2025.**



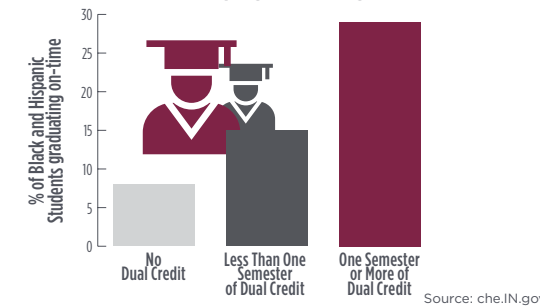
What new metrics might be included in the **attainment goal**:

- Adults age 18-24
- Long- and short-term workforce certificates
- Non-credit certificates
- Apprenticeships



GRADUATION

Black and Hispanic students who take dual credit courses in high school are more likely to graduate college on time.



“Without improved quality, there can be no meaningful equity. Without improved equity, claims for quality ring hollow.”

Lumina Foundation, *Unlocking the Nation’s Potential: A Model to Advance Quality and Equity in Education Beyond High School*

DEBT

Indiana requires colleges and universities that accept state financial aid to send a **personalized summary to students of their debt load**, including interest rates and estimated monthly payments.

TALENT TRACK



Quality



INDIANA COMMISSION *for* HIGHER EDUCATION

MISSION

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



www.che.IN.gov