

REACHING HIGHER

IN A STATE OF CHANGE

2021 REPORT CARD



INDIANA COMMISSION *for*
HIGHER EDUCATION
www.che.IN.gov

Message from the Commissioner

Since we launched the Commission's fourth strategic plan early in 2020, the consideration of higher education's value has only grown in complexity and importance. [Reaching Higher in a State of Change](#) acknowledges that higher learning provides value for individuals, employers and our state's economy and addresses ways to increase its value.

Similar to other times of economic upheaval, a stark outcome emerged in the aftermath of the COVID-19 pandemic. Hoosiers with education beyond high school fared better in the face of economic volatility and job disruption (see page 9 for more). [This reality has reinforced that talent development and affordable higher education are more critical than ever before.](#)

In diverse and innovative ways, Indiana's institutions of higher learning are stepping up to meet the challenges and taking advantage of the opportunities the new economy provides. However, the pace and degree of change demand more. As the Commission implements the strategies and action steps outlined in [Reaching Higher in a State of Change](#), it will continue to evaluate the current missions of Indiana's public institutions to ensure they are positioned to encourage innovation, collaboration and quality and in turn, highlight ways to adapt to meet new demands.

As we approach Indiana's 2025 goal—that at least 60 percent of Hoosiers have education and training beyond high school—the Commission is issuing an annual report card to track progress toward implementing its objectives. The 2021 Report Card features a deep dive on the plan's key metrics and the action items implemented or begun in 2020 that are contained within the [Blueprint for Change](#).

Recognizing the opportunity to highlight Indiana's successes, the focus of this report card is also to spotlight the areas where there are gaps.

The 21st Century Scholars program, Indiana's marquee early college promise program, is a continual bright spot as more Scholars than ever before are going to college. Shifting to adult learners, the Next Level Jobs Workforce Ready Grant program has seen significant gains in enrollment and completions over the past year, bolstered by federal funding and an emphasis on short-term training to get Hoosiers upskilled and back on their feet. These are just a few of the many positives the Commission will continue to champion while also keeping a sharp eye on the challenges and using advocacy, data and accountability to continue making progress.

We've been tested like never before, but I believe the past year has again shown us that when we work together, we can meet new challenges in ways that build a stronger education and economic pipeline.



Teresa Lubbers, Indiana's Commissioner for Higher Education



Contents

Key Metrics	6
Education Attainment	6
Career Relevance	7
Economic Impact	8
Blueprint for Change	10
Pathways & Transitions	12
Affordability	13
Community Engagement	14
The Educator Pipeline	15
Quality	16
Success Stories	17
Next Level Jobs Workforce Ready Grant	17
21st Century Scholars	17
Commission Reports	18
Letter From the Chair	19
Dr. Beverley Pitts, Commission Chair	19

The Commission for Higher Education will measure success with an ambitious goal for at least 60 percent of Hoosiers to have education and training beyond a high school diploma by 2025—a goal directly aligned to our state’s future workforce needs. Indiana will take an inclusive approach to measuring progress, considering the full range of quality credentials, from workforce certificates to associate and bachelor’s degrees.

EDUCATIONAL ATTAINMENT

21ST CENTURY WORKFORCE



need additional training to compete in the **21st Century workforce**, and there will be over 1 million job openings in Indiana due to retirements and the creation of new jobs by 2025.

(Indiana Department of Workforce Development)

The Commission for Higher Education will measure progress toward 100 percent of postsecondary programs requiring an internship, work-based learning, research project or other student engagement experience that has career relevance. Postsecondary education must provide learners with the competencies that are necessary and relevant to their careers.

CAREER RELEVANCE

CAREER RELEVANCE IN COLLEGE

61% of alumni reported having an internship or work-based learning experience as part of their program of study



(2020 Gallup-Indiana Survey)

The Commission for Higher Education will measure economic impact by looking at median household income, adjusted for cost of living. Factors beyond educational attainment levels will impact Indiana’s progress toward moving the needle on this metric, including economic and market factors, as well as population and demographic shifts over time. Using median household income instead of average per capita income ensures clarity as we track Indiana’s progress in income growth.

ECONOMIC IMPACT

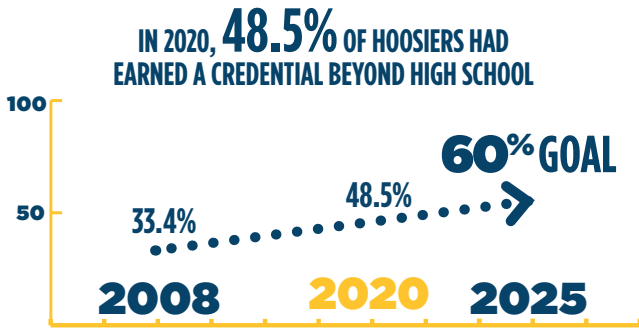
MEDIAN HOUSEHOLD INCOME



Median Household income in Indiana has increased, but still ranks **10 of 13 in the Midwest** as compared U.S. average cost of living.

(Income gains in other states were greater than Indiana between 2019 and 2020)

INDIANA'S BIG GOAL



In 2021, Indiana's attainment rate is 48.3%
(Stronger Nation, Lumina Foundation)

2020 ATTAINMENT BY CREDENTIAL TYPE



(U.S. Census Bureau, Stronger Nation, Lumina Foundation)

REQUIRED EXPERIENCE

78 PERCENT

of Indiana's public associate and baccalaureate degrees require a career relevant experience, with a goal of 100% by 2025

CAREER EXPERIENCES

Career relevant experiences give graduates what they need:

- Critical thinking
- Problem solving
- Professionalism
- Work ethic

(NACE)



CONTRIBUTIONS TO THE ECONOMY

Indiana's college graduates contribute at least

\$13 billion

in additional spending and tax revenue compared to high school diploma holders.



PANDEMIC IMPACT

The COVID-19 pandemic impacted Hoosiers in disproportionate ways.

Hoosiers with a bachelor's degree were **half as likely to be unemployed** during the pandemic than those with a high school diploma/equivalency or less.

(U.S. Census Bureau)

Educational Attainment

In 2012, Indiana set a goal that 60 percent of working-age Hoosiers will have a quality college degree or credential by the year 2025. The Commission facilitates and tracks the state’s progress by providing meaningful statistics on postsecondary education outcomes and actionable steps to increase postsecondary attainment and close equity gaps. Attainment rates have trended upward since Indiana began tracking those in 2008, but disparities remain, particularly for underrepresented races and ethnicities.

As the 2025 deadline approaches, the Commission will track and show progress toward achieving the 60 percent goal, including the college-going rate to ensure high school students transition to postsecondary institutions. The Commission will also track on-time, extended-time and part-time completion rates to ensure students persist and complete college. The Commission will analyze these metrics by race and ethnicity, age, and when possible, rural vs. non-rural status. As the Commission continues to partner with the Indiana Department of Workforce Development and the Office of Work-Based Learning and Apprenticeship, future reports will analyze the impact of apprenticeships and additional non-credit credential attainment.

Educational Attainment		
Metric	2019 Baseline	2020 Outcome
College-Going Rate (statewide):	63% (2017)	61% (2018)
White	65%	63% (2018)
Black	57%	53%
Hispanic/Latinx	53%	51%
Asian	79%	75%
Other	59%	57%
Non-Rural	64% (2017)	62% (2018)
Rural	59% (2017)	57% (2018)
On-Time Completion Rate (statewide):	41%	42%
White	15%	17%
Black	6%	6%
Hispanic/Latinx	21%	16%
Asian	9%	12%
Other	11%	14%
Traditional (18-24)	14%	16%
Adult (25+)	11%	14%
Extended Completion Rate (statewide):	62% (2018 graduation rate)	62% (2019 graduation rate)
White	65%	65%
Black	35%	35%
Hispanic/Latinx	57%	56%
Asian	70%	77%
Other	65%	66%
Adult (25+)	35%	35%
Part-Time Completion Rate (statewide):	22% (2018 graduation rate)	23% (2019 graduation rate)
Traditional (18-24)	19%	21%
Adult (25+)	26%	26%
Credential Attainment:	43%	49%
Postsecondary Certificates	5%	5%
Associate	10%	10%
Baccalaureate	19%	19%
Graduate	9%	10%

Career Relevance

Higher education is about equipping people to be successful throughout their careers. Every student deserves the opportunity to pursue a fulfilling career, and Indiana graduates should expect that the credentials they earn will prepare them for meaningful employment and career advancement. The Commission emphasizes the importance of integrated work experiences that help students apply their learning, connect with employers and develop marketable skills, which is why the Commission charged all institutions to **require a career relevant experience**—such as an internship, work-based learning, research project or other student engagement experience that has career relevance—in all postsecondary programs.

Through a collaborative effort between the Commission and Indiana’s public institutions, an action team conducted a survey of all associate and baccalaureate programs to form the baseline, for which progress toward this goal will be measured. Recognizing the importance of engaging with communities and connecting with employers, career relevant experiences can occur within traditional classroom environments, outside the classroom either on or off the campus. The survey showed that of the 1,123 associate and baccalaureate programs reviewed, nearly 90 percent of programs incorporate a student engagement experience with career relevance, while only 77.9 percent of programs require it.

Career Relevance & Preparation							
	Number of Programs	Career Relevance Incorporated			Career Relevance Required		
Associate and Baccalaureate programs at public institutions	1,123	89.9%			77.9%		
Meta Majors		Yes	Partially	No	Yes	Partially	No
Education	127	98.4%	0.8%	0.8%	93.7%	5.51%	0.79%
Arts and Humanities	237	81.0%	10.1%	8.9%	58.6%	22.4%	19.0%
Social and Behavioral Sciences and Human Services	119	93.3%	5.0%	1.7%	73.9%	16.8%	9.2%
Science, Technology, Engineering, and Math (STEM)	299	90.6%	7.7%	1.7%	77.6%	18.1%	4.3%
Business and Communication	125	88.8%	7.2%	4.0%	81.6%	9.6%	8.8%
Health	131	91.6%	6.1%	2.3%	90.1%	2.3%	7.6%
Trades	85	94.1%	3.5%	2.4%	90.6%	5.9%	1.2%

A student engagement experience with **career relevance** is one that is rooted in an authentic real-world context(1) and provides an emphasis on the development of multiple career readiness competencies(2), including:

- Critical thinking and problem solving
- Oral and written communication
- Teamwork and collaboration
- Digital technology
- Leadership and career management
- Professionalism and work ethic
- Global and intercultural fluency

Equally important is the demonstration that subject matter expertise gained in coursework is aligned with work-based experiences and career goals.

(1) The requirements of authenticity and reflection are rooted in the Eight Principles of Good Practice for All Experiential Learning Activities from the National Society for Experiential Education
 (2) The career readiness competencies are defined by the National Association of Colleges and Employers

Economic Impact

The 2020 [College Value Report](#) highlights the numerous ways income disparity is greater for those who don't have postsecondary education or training. Educational attainment is inextricably linked to higher levels of income and job security, which is why the Commission set a goal to increase median household income to at least the average of Midwestern states.

Moving the needle on this metric will not be easy, and our progress won't be reflected quickly. Many factors influence this metric other than educational attainment—including economic and market factors—as well as population and demographic shifts over time. We must focus on what we can impact.

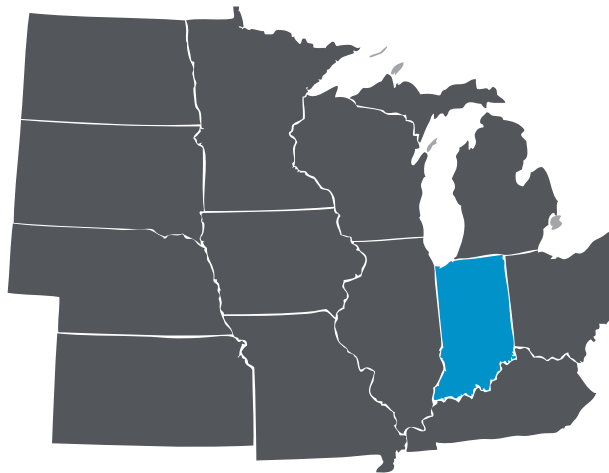
The Commission will measure economic impact compared to other Midwest states by looking at median household income, adjusted for cost of living, compared to the U.S. average.

Indiana Compared to the Midwest		
Progress toward Indiana becoming a leading Midwest state for median household income.		
Metric	2019 Baseline	2020 Outcome
Median Household Income <small>(ADJUSTED FOR U.S. COST OF LIVING; AS OF 2020)</small>	\$62,078	\$64,941
Indiana compared to the Midwest	10 out of 13	10 out of 13

MIDWEST ECONOMIC IMPACT

EDUCATIONAL ATTAINMENT RANKING (AS OF 2020):

1. Minnesota
2. Kansas
3. North Dakota
4. Illinois
5. Nebraska
6. Wisconsin
7. Iowa
8. Ohio
9. Kentucky
10. South Dakota
11. Michigan
12. **Indiana**
13. Missouri



MEDIAN HOUSEHOLD INCOME (ADJUSTED FOR U.S. COST OF LIVING; AS OF 2020):

1. Minnesota: \$76,115
 2. North Dakota: \$72,315
 3. Illinois: \$71,034
 4. Nebraska: \$70,647
 5. Wisconsin: \$69,824
 6. Kansas: \$69,604
 7. Iowa: \$69,316
 8. South Dakota: \$67,805
 9. Ohio: \$66,337
 10. **Indiana: \$64,941**
 11. Missouri: \$64,723
 12. Michigan: \$64,555
 13. Kentucky: \$59,834
- Average: \$68,235**

Economic Impact

The Commission will further measure Indiana’s median household income by viewing disparities in economic mobility via race/ethnicity. These data compare incomes within the State of Indiana and therefore are not adjusted for the U.S. average cost of living as shown on the previous page.

Indiana’s Income Equity Gaps		
	2018	2019
All Hoosiers (adjusted for Indiana cost of living)	\$55,746	\$57,603
American Indian and Alaska Native	\$49,786	\$53,077
Asian	\$61,950	\$64,046
Black or African American	\$34,290	\$36,323
Non-Hispanic White	\$59,587	\$61,054
Two or More Races	\$42,853	\$48,946
*Hispanic or Latino Origin (of any race)	\$48,109	\$48,310

COVID

The immediate and lasting impacts of the COVID-19 pandemic are not measured above. Importantly, not all Hoosiers experienced the economic fallout equally, and this is especially true when factoring various demographic data and educational attainment. Black and Hispanic Hoosiers, for example, were more likely to be unemployed over the past year. Women saw disproportionate impacts, as well.

Another disparity arises between those with different levels of education. The Bureau of Labor Statistics conducted a population study between June 2020 and May 2021 highlighting the stark contrasts in Indiana’s labor force* during the peak of the pandemic. Hoosiers with education beyond high school were less likely to be unemployed during the pandemic than those with a high school diploma or equivalency or less.

	Civilian Population	Labor Force	Unemployment Rate
Less than a High school diploma	340,000	43.9%	10.8%
High school graduates/HSE	1.496 million	55.9%	5.6%
Some college or Associate degree	1.163 million	64.7%	6.5%
Bachelor’s degree and higher	1.474 million	76.2%	2.7%

*Employment status of the civilian population 25 years and over by educational attainment, June 2020 – May 2021 (based on the Community Population Survey).
Courtesy of the Indiana Department of Workforce Development.



A BLUEPRINT FOR A STATE OF CHANGE

A BLUEPRINT FOR A STATE OF CHANGE

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

This blueprint for change includes strategies and policies in the areas of:

- **Pathways and Transitions** - Ensure the right fit for every learner.
- **Affordability** - Decrease the cost of college and reduce reliance on debt to increase completion and promote lifelong success.
- **Community Engagement** - Foster a culture that values lifelong learning and develop partnerships that improve the economic health and vitality of communities.
- **The Educator Pipeline** - Focus on strengthening and supporting Indiana’s classroom teachers, counselors and school leaders.
- **Quality** - Emphasize excellence to ensure lifelong learner success and meet employer, economic and civic needs.

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



Pathways and Transitions

Indiana must ensure its higher education system offers the right fit for every learner to increase postsecondary attainment, meets the state’s economic imperatives and provides Hoosiers with greater opportunities for lifelong success. Postsecondary achievement starts in high school, and even earlier. For example, the College Scholar Success Program provides students and families with clear guidance on how to succeed in college and make the most of the college experience. Indiana has made great progress to ensure alignment of its education system and provide targeted support to Hoosier students as they transition through the talent development pipeline.

Pathways and Transitions	
Increase the number of high school students who earn a high-value technical certificate or the Indiana College Core 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.	
Encourage use of predictive analytics to identify student needs and tailor individualized support to ensure student success.	
Create a model “Learner-Ready” rubric to help campuses assess their readiness to accommodate the needs of their unique learner populations.	
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.	

Students who need remediation in college, particularly in math, are far less likely to complete education beyond high school. When students can place directly into credit-bearing coursework, they are more likely to persist and attain a credential. Indiana has prioritized arming more graduates with a high school diploma and a workforce-ready credential with the alignment of Career and Technical Education (CTE) programs by mapping them to postsecondary courses and bolstered support and resources for the Indiana College Core (formerly the STGEC).

In 2020, Indiana...

Redesigned CTE pathways and launched [Next Level Programs of Study](#)

Rebranded the Statewide Transfer General Education Core (STGEC) to the [Indiana College Core](#)

Established the definition (NACE standards) and baseline tracking for the career relevance requirement

Launched [Your Next Step](#), targeting Hoosier adults with resources to support pandemic recovery

Offered career coaching and navigation through the Rapid Recovery for a Better Future initiative

Increased participation in the [Next Level Jobs Workforce Ready Grant](#). Since the program’s inception, over 25,000 Hoosiers have completed a high-demand certificate or credential






Further developed the [Indiana Credential Registry](#), including the inclusion of nonpublic institutions and the Education Training Provider List (ETPL) and licenses

Extended the You Can. Go Back. initiative in state statute to ensure timely, targeted communications to students exiting the postsecondary system

Affordability

Making college more affordable has long been a priority for Indiana. For Hoosiers to realize economic mobility and lifelong success, Indiana must help reduce the cost of college and the reliance on debt.

While Indiana provides generous financial aid opportunities, the state must do more. Indiana agencies and institutions must work together to leverage opportunities to better connect with key populations so they know free or affordable education opportunities are within reach. State agencies are working together to reach Indiana’s key populations of need more now than ever before. The goal is to ensure broader understanding about the cost of college with simple, thoughtfully designed tools that help students and families make informed decisions. Higher education institutions must also work together to further promote other affordability measures, such as the use of Prior Learning Assessments, seamless transfer and proactive advising.

Affordability	
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.	
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 cost for learners.	

Indiana must meet Hoosiers where they are and provide them with the information about college costs and the value of education beyond high school. College affordability starts with promoting the value of higher learning by focusing the discussion and action around driving talent (connecting education beyond high school to the notion of Hoosiers having access to good jobs, and employers having access to a talented workforce). Indiana’s economic strength depends on a better prepared workforce.

In 2020, Indiana...

Launched Rapid Recovery for a Better Future ([Your Next Step](#)) to help Hoosiers struggling financially in the wake of the COVID-19 pandemic

Engaged with more Hispanic/Latino students than ever before through the [Padres Estrellas](#) effort, connecting Hispanic/Latino Hoosiers to financial aid opportunities

Increased collaboration, integration and strategic alignment between State agencies that provide public benefit to the talent pipeline, including the [Governor’s Workforce Cabinet](#), the [Indiana Department of Workforce Development](#) and the [Indiana Department of Education](#)





Partnered with the GWC and a community organization to form an ambassador program focused on understanding barriers to postsecondary education and training within the Black community

Advocated for increased [FAFSA](#) completion through a high school graduation requirement

Bolstered You Can. Go Back. outreach efforts referring existing students to the [Workforce Ready Grant](#)

Community Engagement

Increased intentional community engagement can address the issue of educational equity, the declines of postsecondary enrollment and the changing needs of Indiana’s talent pipeline. By prioritizing regional collaboration, the benefits of quality education beyond high school can be brought to a person’s doorstep, particularly in rural areas of the state where physical access to a college campus or resources such as broadband internet can be a challenge.

Community Engagement	
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.	
Leverage opportunities for communities, institutions and employers to work together for people of color as well as rural, veteran and low-income populations.	
Share data, tools, best practices and community partnerships that increase postsecondary completion and career mentorship.	

Increasing citizens’ community and civic engagement also provides a solid foundation for overall well-being. The [Indiana College Value Report](#) shows a greater percentage (92%) of Hoosiers with a college degree rated their health status as “good or better,” compared to the rate of Hoosiers without education beyond high school who rated their health status as “fair or poor” (65%).

Indiana’s talent development agencies and partners must approach the work of closing gaps and achieving success at the community level. The key to moving the needle for more Hoosiers involves supporting students and faculty who are solving problems in their communities, preparing students for careers with work-based learning opportunities in their own backyards. Also important is promoting regional collaborations between educators, employers and community-based organizations so the needs and objectives of all stakeholders are being met in a cohesive manner.

Padres Estrellas (“Star Parents”) work with community organizations focused on empowering Hoosier Hispanic and Latino communities to provide college and career support to students and families across the state.

In 2020, Indiana...

Increased local and regional initiatives, such as the [21st Century Talent Regions](#), that encourage postsecondary completion and drive regional alignment on talent development

Conducted research on rural counties with declining enrollment and completion rates to improve the Commission’s outreach strategy to rural communities

Engaged with Hispanic and Latino communities through [Padres Estrellas](#)

Redesigned the [Commission’s annual reports](#) with user-friendly, actionable data disaggregated by race/ethnicity for targeted outreach, including recommendations to drive positive change



Developed the 2020-2021 [Educator Guide](#), a toolkit for school officials with insights and resources needed to support students’ college and career planning

Drove Hoosiers on unemployment insurance to state resources for reskilling such as the [Workforce Ready Grant](#)

Expanded language access for [21st Century Scholars](#) to nine languages through translation support from community partners

The Educator Pipeline

To have a strong education system, from pre-K through higher education and beyond, Indiana needs a strong educator pipeline. Filling the gaps in high-need areas and increasing educator diversity has never been a more pressing need. Indiana must approach this challenge by recruiting and retaining top teaching talent and increasing “outside the classroom” experience in solving real-world problems.

The Educator Pipeline	
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.	

A focus on closing equity gaps in the teaching corps as it exists today—and in the pipeline of educators coming out of college and heading into the classroom—is critical to strengthening Indiana’s education system. Today’s classrooms are more racially and ethnically diverse than ever before and students of color benefit when they have teachers of color along their educational journey.

This is against the backdrop of a rising need to elevate the teaching profession and fill growing gaps in high-need areas. We must focus on recruiting and retaining top teaching talent and increasing educator diversity. The Commission, in partnership with the Indiana Department of Education, is committed to ensuring more Hoosier students in Educator Preparation Programs and adults returning to the classroom have the support needed to make an impact on the educator pipeline.

In 2020, Indiana...

Advocated for additional support and an extended deadline for dual credit teachers to become fully credentialed, per the Higher Learning Commission requirements

Partnered with INvestEd to allocate \$3M for Teach Dual Credit Indiana for tuition for teachers pursuing dual credit credentialing

Utilized Next Generation Hoosier Educator Scholarship funds for gaps in the Minority Teacher Scholarship to support more students of color in teaching programs

Upgraded ScholarTrack to link applications for state teaching scholarships resulting in increases in applications for all state financial aid programs designed for teachers

Earline S. Rogers Student Teaching Stipend for Minorities – available for Black and Hispanic students who will participate in student teaching or a school administration internship as a part of their degree requirements.

Student Teaching Stipend for High-Need Fields – available for students who plan to teach in a high-need field (middle or high school level math, science or Special Education).




Next Generation Hoosier Educators Scholarship – available annually to 200 high-achieving high school and college students in Education Preparation Programs who agree to teach for five years at an eligible Indiana school after graduation.

William A. Crawford Minority Teacher Scholarship – available for Black and Hispanic students pursuing a course of study that would enable them to teach in an accredited school in Indiana.

Quality

Increasing college completion, ensuring equitable opportunity and producing a thriving talent pipeline is compatible with ensuring quality education. Quality learning emphasizes academic excellence, ensures lifelong success for today’s learners and meets employer, economic and civic demands. Indiana’s higher education system must provide meaningful experiences that align with students’ career of choice that results in a quality degree or credential that demonstrates what students know and are able to do.

The challenge remains the same in Indiana and across the nation—education systems lack common measures for quality. As a result, we must continuously affirm the importance and value of a postsecondary credential.

Quality	
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.	
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.	

The Commission is committed to working in partnership with Indiana’s talent development agencies to provide students with a quality education. By measuring quality, Indiana can ensure students have a meaningful experience while learning at the time and pace that best suits their individual needs and goals and provides the skills and experiences necessary to succeed in today’s economy.

Indiana is committed to measuring non-credit training provider quality outcomes that are critical to our economy, including:

- Completion rates
- Wage gains and economic mobility
- Job placement and career advancement
- Student satisfaction and support
- Acquiring necessary skills and competencies

In 2020, Indiana...

Increased educational attainment by 4.9 percentage points with the inclusion of high-value certifications in [Lumina Foundation’s Stronger Nation Report](#)

Highlighted equity gaps for dual credit earners by race/ethnicity and socioeconomic status in the [Early College Credit Report](#)

Initiated a study through Education Quality Outcome Standards (EQOS) to examine non-credit training provider quality

Expanded access of Prior Learning Assessment (PLA) through an Ivy Tech/CAEL initiative

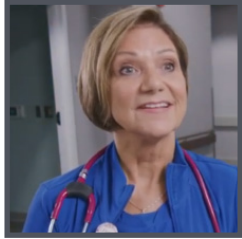
Highlighted numerous communications tools and resources in the Educator Guide to help school counselors and teachers provide guidance to students toward a quality education

Streamlined pathways for Career and Technical Education (CTE) students through the [Next Level Programs of Study](#) pilots and a redesigned K-12 Work-Based Learning Manual

Rebranded the STGEC to the [Indiana College Core](#) to streamline messaging on the benefit of quality early college credit opportunities

Success Stories

Indiana's Workforce Success Stories



Peggy Bulanda

Nurse

Peggy Bulanda was able to finish her Practical Nursing degree (LPN) with the Next Level Jobs Workforce Ready Grant.



Coming out of high school Peggy Bulanda dreamed of becoming a nurse—but like many students, life got in her way. When she went back to school in her late 50s to earn a certification as a licensed practical nurse, she received tuition assistance from the Next Level Jobs Workforce Ready Grant.

“If you’re thinking that time has passed you by, that you’re too old and it’s too late to go back to school, you can do it. Take the first step...You can achieve your dreams.”

Now in her early 60s, Bulanda said she happily works as an in-home caregiver and encourages people considering going back to school to research training opportunities offered by the state and through Ivy Tech Community College.



Leroy Medrano

Audiologist

Leroy Medrano is an Indiana 21st Century Scholar with a BA in speech, language and hearing sciences.



Leroy Medrano is a recent 2021 graduate of Purdue University. Through the 21st Century Scholars program, Leroy earned a BA in speech, language and hearing sciences.

“I was able to finish college debt-free, and during my time at Purdue University I was able to participate in different research labs, a couple of study abroad programs and learn more than I had ever known before.”

Leroy plans to enter graduate school at Purdue for audiology.

Reports

[Reaching Higher in a State of Change](#) is the Commission's fourth strategic plan. It is the guiding document for Indiana to reach the goal of at least 60 percent of Hoosiers with education and training beyond high school by 2025. With the priorities of completion, equity and talent, its "Blueprint for Change" outlines action steps to achieve Indiana's attainment goal.



The [College Value Report](#) provides a clearer picture of the returns a college degree yields after graduation and beyond, both to the individual and the state. These benefits include greater earnings, job security, enhanced social mobility, increased civic engagement, improved health and wellness, a higher quality of life and more.



The [College Readiness Reports](#) help local schools and communities understand how their students are performing in college while informing policies that increase college readiness and success.



The [College Certificate Report](#) dives deep into certificate completions and includes analysis of student demographics, certificate types and terminology. Special focus is given to the Workforce Ready Grant program results.



The [College Completion Reports](#) provide a clearer and more comprehensive picture of college completion in order to advance Indiana's collective efforts to boost educational attainment.



The [Early College Credit Report](#) offers an in-depth analysis of dual credit, Advanced Placement and the broader landscape of earning college credits in high school, showing more Hoosier students than ever are earning college credit while in high school.



The [College Equity Report](#) disaggregates demographic data from the Commission's College Readiness and Completion reports to highlight outcomes in Indiana for race and ethnicity, gender, geography and socioeconomic status. The report also tracks the state's progress in closing the educational achievement gaps in Indiana.



Letter from the Chair

Early in 2020, the Indiana Commission for Higher Education released *Reaching Higher in a State of Change*, named in tribute to the new world of postsecondary education where education providers and models are continuously changing to meet the needs of our economy and employers.

At that time, our message to Hoosiers was to future-proof their careers with upgraded skills and credentials to prepare for a changing economy. **We could not have predicted just how important that message would be as the COVID-19 pandemic made lasting impacts on our world economies.** Today, the core message of the Indiana Commission for Higher Education remains more important than ever—Hoosiers must do everything they can to keep themselves from getting left behind, and our higher education system must be prepared to support them.

In 2021, the Commission has focused on increasing engagement with employers, addressing issues of summer melt and learning loss and targeted outreach to Hoosiers to boost postsecondary completion.

As we continue to implement the strategies outlined in the **Blueprint for Change**, the Commission will remain an active and vocal advocate for lifelong learning beyond high school. We continue to call for transformative change to ensure the enduring quality, affordability and return on investment of our higher education system.

As new and emerging forces put pressure on institutions to change or expand their missions, the Commission will encourage innovation and collaboration among our postsecondary providers and partners.

We continue to measure our success through three key metrics—**educational attainment**, **career relevance** and **economic impact**. With just 48.3 percent of Hoosiers currently realizing the promise of a postsecondary credential, the Commission and our many partners have a lot of work to do to meet our 60 percent goal.

In the wake of the pandemic, our sense of urgency to achieve these goals has never been greater. It will take all of us working together to ensure all Hoosiers that seek the life-improving benefits of quality postsecondary credential have the chance to succeed.



Beverley J Pitts

Beverley Pitts, Chair

Commission Members

DR. BEVERLEY PITTS, CHAIR

At Large Member
Member since February 2017

MR. MIKE ALLEY, VICE CHAIR

At Large Member
Member since February 2018

MR. JUD FISHER, SECRETARY

6th Congressional District
Member since July 2007

MR. DENNIS BLAND

7th Congressional District
Member since July 2004

MS. ANNE BOWEN

Student Representative
Member since July 2020

HON. JON COSTAS

1st Congressional District
Member since July 2005

DR. TRENT ENGBERS

Faculty Representative
Member since July 2019

MR. ALLAN HUBBARD

At Large Member
Member since July 2013

MR. CHRIS LAMOTHE

5th Congressional District
Member since March 2011

MS. PEPPER MULHERIN

8th Congressional District
Member since June 2020

MR. CHRISTOPHER MURPHY, III

2nd Congressional District
Member since December 2003

MR. DAN PETERSON

9th Congressional District
Member since August 2012

MR. JOHN POPP

3rd Congressional District
Member since July 2013



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