



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, February 10, 2022

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**FEBRUARY COMMISSION MEETING
AGENDA**

Wednesday, February 9, 2022

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

University Tower/Hine Hall
875 West North Street
Indianapolis, IN 46202

CAMPUS TOUR

4:00 P.M. – 5:30 P.M.

Madam Walker Legacy Center
617 Indiana Ave
Indianapolis, IN 46202

Parking available in adjacent lot

RECEPTION

5:00 P.M. – 5:45 P.M.

Madam Walker Legacy Center
Grand Casino Ballroom Lobby, 4th Floor

DINNER

6:00 P.M. – 7:30 P.M.

Madam Walker Legacy Center
Grand Casino Ballroom, 4th Floor

HOTEL ACCOMMODATIONS

Courtyard Indianapolis Downtown
601 West Washington street
Indianapolis, IN 46204

****All events take place on EASTERN TIME****

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • www.che.in.gov

Thursday, February 10, 2022

COMMISSION MEETING

Indiana University-Purdue University Indianapolis
University Tower/Hine Hall
875 West North Street
Indianapolis, IN 46202

Parking available in the Tower Garage (IP) or North Street Garage (XC)

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Ballroom

WORKING SESSION TOPICS

- Legislative Update
- Next Generation Hoosier Educations Scholarship Update
- Suspended and Eliminated Programs
- Affordability Report Preview
- 2022 *Reaching Higher in a State of Change* Implementation Plan
- Committee Report Outs

****All events take place on EASTERN TIME****

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COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

President’s Room

Lunch Guest

Dr. Nasser Paydar, Chancellor

COMMISSION STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Indiana Room

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Ballroom

I. Call to Order – 1:00 P.M. (Eastern)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Consideration of the Minutes of the December 9, 2021 Commission Meeting 1

II. Public Square
A. Enhancing Student Success at IUPUI 5
 1. Dr. Nasser Paydar, Chancellor

III. Business Items
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B. Academic Degree Programs for Expedited Action 9
 1. Professional Doctorate in Philanthropic Leadership to be offered by Indiana University at Indiana University Purdue University Indianapolis
 2. Doctor of Health Science to be offered by Purdue University Global
 3. Doctor of Education in Leadership and Innovation to be offered by Purdue University Global
 4. Bachelor of Science in Education in World Languages to be offered by Indiana University at Indiana University Purdue University Indianapolis
 5. Master of Science in Musculoskeletal Health to be offered by Indiana University at Indiana University Purdue University Indianapolis
C. Capital Projects for Full Discussion Action
 1. Purdue University West Layette – Aspire at Discovery Park Lease..... 15
D. Capital Projects for Expedited Action..... 19
 1. Purdue West Lafayette – Fuse West Lafayette apartment lease
 2. Indiana University Bloomington – Morrison Hall renovation

IV. Information Items
A. Academic Degree Programs Awaiting Action..... 21
B. Academic Degree Program Actions Taken by Staff 23
C. Media Coverage..... 27

V. Old Business
New Business

VI. Adjournment

The next meeting of the Commission will be on **March 10, 2022, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, December 9, 2021

I. CALL TO ORDER

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Ed Berger, Dennis Bland, Anne Bowen, Jud Fisher, Bill Hanna, Al Hubbard, Chris LaMothe, Pepper Mulherin, Chris Murphy, Dan Peterson and Beverley Pitts

Members Absent: John Popp

CHAIR'S REPORT

Good afternoon. I would like to invite Dr. Lorenzo Esters for welcoming remarks.

Dr. Esters provided his welcome.

Thank you for those words of welcome, and many thanks to you and your staff for your hospitality and for hosting our meeting today.

Please remember that the 2021 Student Advocates Conference will be held virtually next week on December 15 and 16 and will emphasize the importance of integrated work experiences. The CHE staff have a great program planned with 33 breakout sessions and two excellent keynotes –we hope you register and plan to attend.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, we look forward to hearing from Katie Jenner, the state's secretary of education, at our Public Square today. I know you will be impressed with her passion for the role and, most importantly, for the students who are served by our schools and teachers. As we work to align our educational pipeline, it's more important that our agencies are aligned, and they are – more than ever. We're working through the GWC and our agencies to determine the most impactful metrics and predictors for success. We'll be sharing with you this integrated dashboard in the coming months. We can't do our work at the Commission without more students being prepared for education beyond high school. As our college readiness report shows, we have made progress but have more work to do to ensure the new graduation pathways are designed to address gaps. Katie is knee-deep in ensuring that this is the case.

Last week we welcomed four new Padres Estrellas to our team/work. As you know, these “Star Parents” work in their communities to promote higher education opportunities to the Latino/Hispanic community. Created in 2019 with the encouragement and guidance of former Commission Member Alfonso Vidal and funded by GEAR UP dollars, our Padres Estrellas connect with Indiana schools, neighborhoods and community partners to promote the 21st Century Scholars Program, FAFSA completion and the Workforce Ready Grant. This brings us to eight members covering the central, northeast, northwest, southeast and central regions.

I also met with Tanya McKinzie, the president of Indiana Black Expo, last week to discuss additional ways to partner with organizations like hers that are serving minority students. She shared her commitment to work to increase participation in the Scholars Program and overall college-going rates. As we continue to see disparity in these numbers for minority students, these partnerships, as well as our engagement with schools, will be essential to turning the numbers around.

As we continue to amplify our work around career relevance and as the chair highlighted, we’re looking forward to our Student Advocates Conference on December 15 and 16. Again, these efforts align with the work that is taking place in the K-12 sector around work-based learning and with our partners at the Department of Workforce Development and external partners such as the State Chamber. Increasing the value proposition of higher education depends on making our case to Hoosiers that what they’re learning is directly related to career opportunities and economic mobility. At the Student Advocates Conference, we will have the opportunity to reach hundreds of ambassadors who can help us in the efforts – building on our ongoing work with employers.

Finally, I want to call out a recent announcement by Ivy Tech to discontinue the practice held by most institutions to withhold transcripts of students who have an outstanding balance. While the balance isn’t forgiven, it will no longer be an obstacle to continue their education. This is a very important policy change that will have a very positive impact on students.

CONSIDERATION OF THE MINUTES OF THE NOVEMBER, 2021 COMMISSION MEETING

R-21-9.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the November, 2021 regular meeting. (Motion – LaMothe, second – Berger, unanimously approved)

II. PUBLIC SQUARE

A. K-12 Education in Indiana

1. Dr. Katie Jenner, Secretary of Education

The Commission’s strategic plan, *Reaching Higher in a State of Change*, emphasizes the importance of aligning our entire education pipeline while ensuring the successful passage of today’s learners through each phase of their educational journey and beyond.

The Commission will be joined by Dr. Katie Jenner, Indiana’s first Secretary of Education, for a discussion on the importance of aligning our secondary and postsecondary education system to ensure every Hoosier has an opportunity at a fulfilling career.

III. BUSINESS ITEMS

A. Board for Proprietary Education Overview

In 2012, the General Assembly eliminated the Commission on Proprietary Education (COPE), whose responsibilities were split between the Department of Workforce Development (DWD) and Board for Proprietary Education (BPE), which is administered, led, and staffed by the Commission for Higher Education. Credit-bearing, degree-granting institutions, with or seeking accreditation from a body recognized by the U.S. Department of Education, became the responsibility of BPE.

BPE currently authorizes 29 institutions with 33 campuses in Indiana. Of these 29 institutions, 20 are private, for-profit, while the remaining 9 are private, not-for-profit. Twenty-five are accredited by national, institutional, or specialized, programmatic accreditors, while four are still seeking accreditation.

BPE institutions offer programs at all levels, ranging from undergraduate certificates to doctoral programs. Most degree programs are offered in education or health-related fields.

Ross Miller and Dr. Ken Sauer presented this item.

B. Academic Degree Programs for Expedited Action

1. Master of Science in Athletic Training to be offered by Purdue University West Lafayette

R-21-9.2 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Hubbard, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Media Coverage
- D. Schedule of Upcoming Meetings of the Commission

V. OLD BUSINESS

NEW BUSINESS

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 2:51 P.M. ET

Mike Alley, Chair

Anne Bowen, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, February 10, 2022

PUBLIC SQUARE:

Enhancing Student Success at IUPUI

Background

The Commission’s strategic plan, *Reaching Higher in a State of Change*, emphasizes the importance of a higher education system that drives student success by focusing on the unique and diverse needs of individual learners. During his long-standing tenure as IUPUI Chancellor, Dr. Paydar has worked tirelessly to enhance student success, academic excellence, and community engagement while further strengthening the campus community. As he concludes his tenure as Chancellor, the Commission will have the opportunity to discuss his efforts at IUPUI to ensure student success.

Supporting Documents

Dr. Nasser H. Paydar Bio

Dr. Nasser H. Paydar

Chancellor, Indiana University-Purdue University Indianapolis

Nasser H. Paydar is chancellor of Indiana University–Purdue University Indianapolis (IUPUI) and executive vice president of Indiana University. An IU faculty member for more than 30 years, he has held various administrative and executive leadership positions at the university.

Paydar joined IUPUI in 1985 as an assistant professor of mechanical engineering in the School of Engineering and Technology. From 1989 to 2003 he held a number of positions in the school, including chair of the Department of Mechanical Engineering, associate dean for graduate programs, associate dean for academic programs, and executive associate dean. In 2004 he became vice chancellor and dean of Indiana University–Purdue University Columbus, a position he held for three years.



Paydar was appointed chancellor of Indiana University East in 2007, serving in that role until he returned to IUPUI in 2012, when he was named the campus’s executive vice chancellor and chief academic officer. He became IUPUI’s fifth chancellor in 2015, succeeding Charles R. Bantz.

Paydar earned bachelor’s, master’s, and doctoral degrees in mechanical engineering from Syracuse University in 1979, 1981, and 1985, respectively. As an IUPUI faculty member, he has served as principal and co-principal investigator on research grants from federal and state agencies and private companies, including Cummins Electronics, DePuy, the National Institutes of Health, the U.S. Army, and the U.S. Naval Air Warfare Center. His research in the area of solid mechanics, with applications in biomechanics and electronic packaging, has been published widely in scientific journals.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 10, 2022

BUSINESS ITEM A:

Indiana e-Transcript Program

Staff Recommendation

That the Commission for Higher Education adopt a resolution calling upon Indiana colleges and universities, in collaboration with the Commission and aligned with the Indiana e-Transcript Program, to move as expeditiously as possible toward exchanging transcripts electronically as data files.

Background

The Indiana e-Transcript Program, by statute administered by the Commission, traces its roots back to a Commission initiative begun in 2005. Until several years ago, the e-Transcript Program focused exclusively on sending high school transcripts electronically to colleges and universities in Indiana and other states. Today, most high school transcripts are sent as data files, with the prospect that all transcripts will soon be sent this way.

As the e-Transcript Program has matured, attention is now shifting to have all Indiana college transcripts sent electronically as data. Late last year, Ivy Tech Community College became the first Indiana institution, and one of a relatively few nationwide, to send all transcripts in this manner.

This update will provide background information on the Indiana e-Transcript Program, data on the volume and destination of transcripts being sent, the rationale, including benefits to students, for sending transcripts aligned with national technical data standards, and the case for a resolution calling for the exchange of all college transcripts as data files.

Supporting Documents

To be distributed.



INDIANA COMMISSION *for*
HIGHER EDUCATION

Resolution on the Indiana e-Transcript Program

February 10, 2022

WHEREAS, the Indiana e-Transcript Program has been highly successful over the past seventeen years in sending transcripts from virtually all high schools within the state to Indiana colleges, universities, scholarship programs, the NCAA, and other entities, as well as those throughout the nation; and

WHEREAS, well over two million high school transcripts have been sent through the Indiana e-Transcript Program since it was created by the Commission in 2005, with the current annual volume approaching 200,000; and

WHEREAS, by action of the General Assembly in 2013, the Indiana e-Transcript Program became a statutory initiative administered by the Commission for Higher Education in collaboration with the Indiana Department of Education and the postsecondary institutions; and

WHEREAS, the Indiana e-Transcript Program facilitates the admissions process by making it easy for high school students to request and receive confirmation that their transcripts were sent to and downloaded by the colleges; and

WHEREAS, state appropriations to the Commission allow the Indiana e-Transcript Program to be run without any cost to students or high schools; and

WHEREAS, approximately 75 percent of the high school transcripts are sent as data files consistent with national technical standards, which can streamline the admissions process; and

WHEREAS, the institutions and the Commission have reached consensus on a common college transcript consistent with national technical standards, and Ivy Tech is using those standards to send all transcripts as data files; and

WHEREAS, dual credit and college students could greatly benefit from extending the Indiana e-Transcript Programs to facilitate the exchange of all transcripts as data among all Indiana public institutions;

NOW THEREFORE BE IT RESOLVED that the Commission calls upon Indiana public institutions, working with the Commission and utilizing the Indiana e-Transcript Program, to move toward exchanging all transcripts as data files consistent with national technical standards.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 10, 2022

BUSINESS ITEM B:

Academic Degree Programs for Expedited Action

Staff Recommendation

That the Commission for Higher Education approve the following degree programs, in accordance with the background information provided in this agenda item:

- Professional Doctorate in Philanthropic Leadership to be offered by Indiana University at Indiana University Purdue University Indianapolis
- Doctor of Health Science to be offered by Purdue University Global
- Doctor of Education in Leadership and Innovation to be offered by Purdue University Global
- Bachelor of Science in Education in World Languages to be offered by Indiana University at Indiana University Purdue University Indianapolis
- Master of Science in Musculoskeletal Health to be offered by Indiana University at Indiana University Purdue University Indianapolis

Background

The Academic Affairs and Quality Committee discussed these programs at its January 20, 2022, meeting and concluded that the proposed programs could be placed on the February 10, 2022 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action January 20, 2022

Academic Degree Programs on Which Staff Propose Expedited Action

January 20, 2022

CHE 21-22 Professional Doctorate in Philanthropic Leadership to be offered by Indiana University at Indiana University Purdue University Indianapolis

Proposal received on October 12, 2021

CIP Code: 52.0206

Fifth Year Projected Enrollment: Headcount – 34, FTE – 16

Fifth Year Projected Degrees Conferred: 16

The proposed Professional Doctorate (PhILD) in Philanthropic Leadership will be offered online, except for a required on-campus orientation and optional in-person activities, through the IU Lilly Family School of Philanthropy at Indiana University Purdue University Indianapolis.

The roots of this program date back to 1987, when Indiana University created the Center for Philanthropy at IUPUI, and to August 1993, when the Commission approved the M.A. in Philanthropic Studies, the first program in the country “to focus specifically on philanthropy as an area of academic specialization,” as opposed to programs that focused on the management of philanthropic organizations. Other IUPUI milestones include Commission authorization of the Ph.D. in Philanthropic Studies (June 2003), the first such doctoral program in the nation, and the B.A. in Philanthropic Studies (February 2010), as well as the creation of the School of Philanthropy (2012), the first school-level academic unit in this field of study.

In FY2020, the M.A. in Philanthropic Studies enrolled 120 students and had 40 graduates, while in that same year, the Ph.D. enrolled 28 students and had three graduates. The 44 students who have graduated with a Ph.D. in Philanthropic Studies are mostly employed in university settings (26), with the majority in the U.S. (seven in Indiana).

Whereas the Ph.D. in Philanthropic Studies is a traditional doctoral program awarded for original research and scholarship, the PhILD is a “professional practice” doctorate, awarded for translating existing research, scholarship, and data into actionable insights that advance the practice of philanthropy, enabling credential holders to formulate solutions to complex problems.

Students admitted into the PhILD will be expected to have earned a master’s degree, likely in fields in public policy, social work, and non-profit management. The PhILD in Philanthropic Leadership requires 48 semester hours to complete.

CHE 21-23 Doctor of Health Science to be offered by Purdue University Global

Proposal received on October 25, 2021
CIP Code: 51.9999

Total, National Projections:
Fifth Year Projected Enrollment: Headcount – 16, FTE – 53
Fifth Year Projected Degrees Conferred: 24

Subtotal, Indiana Projections:
Fifth Year Projected Enrollment: Headcount – 2, FTE – 6
Fifth Year Projected Degrees Conferred: 3

The proposed Doctor of Health Science will be offered through the School of Health Science at Purdue University Global.

At the time that Purdue University Global became part of Indiana’s public system of postsecondary education in August 2017, the University offered three doctoral degrees, all “professional practice” doctorates: the Juris Doctor (JD), the Executive Juris Doctor (EJD), and Doctor of Nursing Practice (DNP). The two doctoral degrees on the Commission’s February 2022 meeting agenda for action, the Doctor of Health Science (DHSc) and the Doctor of Education (Ed.D.) in Leadership and Innovation, are also both professional practice doctorates and, if approved, will be the first doctoral degrees authorized by the Commission for Purdue Global since the University joined Indiana’s system of public higher education.

In discussing these programs with Commission staff, the University made clear that at the doctoral level, the Purdue Global mission only extends to professional practice doctoral degrees and not to traditional research/scholarship doctoral programs. Approval of these programs would be contingent upon this understanding of the Purdue University Global mission.

Students admitted into the DHSc will be expected to have earned a master’s degree, in health or a field closely related to health. The Doctor of Health Science requires 88 quarter credit hours or 59 semester hours to complete, although students could transfer in a maximum of 28 quarter hours from their master’s degrees. Within the 88 quarter credit hours is a 40-quarter hour Core, which consists of five required courses that all students must take, totaling 25 quarter hours, and 15-quarter hours of a doctoral project. The remaining quarters consist of elective coursework and/or a micro-credential of between 16-20 quarters hours. Three micro-credentials, Telehealth, Global Health, and Health Data Systems, are presently available, with additional ones to be added, including Epidemiology, Wellness Management, and Digital Health Technology

CHE 21-24 Doctor of Education in Leadership and Innovation to be offered by Purdue University Global

Proposal received on October 25, 2021
CIP Code: 13.0406

Total, National Projections:
Fifth Year Projected Enrollment: Headcount – 98, FTE – 22
Fifth Year Projected Degrees Conferred: 42

Subtotal, Indiana Projections:
Fifth Year Projected Enrollment: Headcount – 25, FTE – 5
Fifth Year Projected Degrees Conferred: 4

The proposed Doctor of Education (Ed.D.) in Leadership and Innovation will be offered through the College of Social and Behavioral Sciences in the Education and Communication Department at Purdue University Global.

At the time that Purdue University Global became part of Indiana’s public system of postsecondary education in August 2017, the University offered three doctoral degrees, all “professional practice” doctorates: the Juris Doctor (JD), the Executive Juris Doctor (EJD), and Doctor of Nursing Practice (DNP). The two doctoral degrees on the Commission’s February 2022 meeting agenda for action, the Doctor of Health Science (DHSc) and the Doctor of Education (Ed.D.) in Leadership and Innovation, are also both professional practice doctorates and, if approved, will be the first doctoral degrees authorized by the Commission for Purdue Global since the University joined Indiana’s system of public higher education.

In discussing these programs with Commission staff, the University made clear that at the doctoral level, the Purdue Global mission only extends to professional practice doctoral degrees and not to traditional research/scholarship doctoral programs. Approval of these programs would be contingent upon this understanding of the Purdue University Global mission.

Students admitted into the Ed.D. will be expected to have earned a master’s degree, many of them with degrees in Business, IT, and Psychology. The program is intended to serve those who are seeking or in postsecondary teaching or other leadership positions.

The Ed.D. in Leadership and Innovation requires 88-90 quarter credit hours or 59-60 semester hours to complete, although students could transfer in a maximum of 30 quarter hours from their master’s degrees. The curriculum calls for 28-30 quarter hours in a cognate area, of which there are 13 presently available, including Criminal Justice, Cybersecurity, Data Analytics, Instructional Design and Technology, Homeland Security and Emergency Management, and Public Administration.

CHE 21-26 Bachelor of Science in Education in World Languages (IU) to be offered by Indiana University at Indiana University Purdue University Indianapolis

Proposal received on December 22, 2021

CIP Code 13.1306

Fifth Year Projected Enrollment: Headcount – 60, FTE – 55

Fifth Year Projected Degrees Conferred: 11

The proposed Bachelor of Science in Education (B.S.Ed.) in World Languages (IU) will be offered through the Department of Urban Education in the School of Education at Indiana University Purdue University Indianapolis.

The proposed B.S.Ed. will prepare students to teach French, German, Spanish, and American Sign Language in secondary schools. IUPUI currently offers baccalaureate programs in French, German, and Spanish, which enroll both language majors who are not interested in teaching as well as those who want to teach. Over the last three years (FY2018-FY2020), these three programs together have averaged 89 enrollees and 25 graduates per year. In addition, IUPUI offers a B.S. in American Sign Language/English Interpreting, which enrolled 72 students and had seven graduates in FY2020.

The B.S.Ed. in World Languages requires 120 semester hours to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed degree program. However, students at Ivy Tech Community College and Vincennes University who complete the Indiana College Core can transfer 30 credit hours into the proposed degree program. Based on the student's schedule and enrollment plan at the 2-year campus, there are up to 12 credits (Ivy Tech) and 13 credits (Vincennes) available that may be taken toward the Education and track requirements. Students are encouraged to work closely with their advisor to ensure they are meeting as many course specific requirements as possible.

CHE 21-27 Master of Science in Musculoskeletal Health (IU) to be offered by Indiana University at Indiana University Purdue University Indianapolis

Proposal received on December 22, 2021

CIP Code: 51.1202

Fifth Year Projected Enrollment: Headcount – 2, FTE – 3

Fifth Year Projected Degrees Conferred: 1

The proposed Master of Science (M.S.) in Musculoskeletal Health (IU) will be offered through the Indiana Center for Musculoskeletal Health at the Indiana University School of Medicine at Indiana University Purdue University Indianapolis.

The proposed M.S. is a stop-out master's program that is intended for students who begin the Ph.D. in Musculoskeletal Health, which was approved by the Commission in August 2019, but cannot complete the doctoral program. No students will be directly admitted into the M.S., which requires 30 credit hours.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 10, 2022

BUSINESS ITEM C-1:

Purdue University West Lafayette – Aspire at Discovery Park Lease

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project:

- Purdue University West Lafayette – Aspire at Discovery Park Lease

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Purdue Aspire at Discovery Park Lease

Purdue University West Lafayette – Aspire at Discovery Park Lease

STAFF ANALYSIS

The Purdue University Board of Trustees requests authorization to proceed to lease a portion of *Aspire at Discovery Park* in the Discovery Park District. For one academic year, the University will lease 140 apartments that include 396 beds for student housing and 4 beds for residential assistances in Aspire. The lease will provide additional housing capacity to help address the increase in student enrollment on the West Lafayette campus.

Funding: The estimated cost of this project is \$5,040,000 and will be funded with Auxiliary Funds.

Additional Staff Notes: Staff recommends approval of the project.

LEASE TERM SHEET

Aspire at Discovery Park

Purdue University - West Lafayette Campus

Budget Agency Project Number: B-1-22-5-06

Project Summary and Description:

Purdue University proposes to lease a portion of *Aspire at Discovery Park*, a facility in the Discovery Park District (DPD), from Balfour Beatty-Walsh Housing, LLC. Purdue University’s lease commitment will include 140 apartments that provide 396 beds for student housing and 4 beds for residential assistants for a total of 400 beds in Aspire.

The lease will provide additional student housing capacity for the 2022-2023 academic year on the West Lafayette campus.

Lease Parties: Balfour Beatty-Walsh Housing, LLC (the “Landlord”)
Purdue University (the “Master Tenant”)

Lease Term: 12 months (August 1, 2022 to July 28, 2023)

Total Lease Commitment: \$5,040,000

Funding Sources of the Project: Auxiliary Funds—Housing/Dining

COMMISSION FOR HIGHER EDUCATION

Thursday, February 10, 2022

BUSINESS ITEM D:

Capital Projects for Expedited Action

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following projects:

- Purdue West Lafayette – Fuse West Lafayette apartment lease
- Indiana University Bloomington – Morrison Hall renovation

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations.

Supporting Document

Background Information on Capital Projects for Expedited Action, Thursday, February 10, 2022

Capital Projects for Expedited Action

Thursday, February 10, 2022

- B-1-22-5-07** **Purdue University West Lafayette – Fuse West Lafayette apartment lease**
Purdue University West Lafayette requests authorization to proceed to lease a portion of Fuse West Lafayette. For one academic year, the University will lease 32 apartments that include 124 beds for student housing and 2 beds for residential assistances at a cost of \$1,257,576. The lease will provide additional temporary housing capacity to help address the increase in student enrollment on the West Lafayette campus.
- A-1-22-04** **Indiana University Bloomington – Morrison Hall renovation**
Indiana University Board of Trustees requests authorization for the renovation of the second and third floors of Morrison Hall. Renovation of the approximately 17,415 gross square feet will provide the necessary improvements to house the newly established Irsay Family Research Institute, as well as provide research offices, conference rooms, hoteling space, and a data center. The Irsay Family Research Institute will provide direct support and development of research in health and health care, focusing on the stigma that pervades many health challenges. The project is estimated to cost \$3,000,000 and will be funded by a gift through the Indiana University Foundation.

COMMISSION FOR HIGHER EDUCATION
 Thursday, February 10, 2022

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
02	Professional Doctorate (PhID) in Philanthropic Leadership (IU)	Indiana University Purdue University Indianapolis	10/12/2021	On CHE Agenda for Action
03	Doctor of Health Science	Purdue University Global	10/25/2021	On CHE Agenda for Action
04	Doctor of Education in Leadership and Innovation	Purdue University Global	10/25/2021	On CHE Agenda for Action
05	Bachelor of Science in Education in World Languages (IU)	Indiana University Purdue University Indianapolis	12/22/2021	On CHE Agenda for Action
06	Master of Science in Musculoskeletal Health (IU)	Indiana University Purdue University Indianapolis	12/22/2021	On CHE Agenda for Action
07	Doctor of Technology	Purdue University Northwest	1/18/2022	Under Review
08	Master of Science in Applied Behavior Analysis	Purdue University Global	1/20/2022	Under Review

COMMISSION FOR HIGHER EDUCATION
Thursday, February 10, 2022

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Certificate of Program Completion in Assistive and Instructional Technology	Vincennes University	1/20/2022	Changing the name
02	Education Specialist in School Administration	Indiana State University	1/20/2022	Changing the credit hours
03	Bachelor of Arts in Philosophy	Purdue University Fort Wayne	1/20/2022	Eliminating a program
04	Bachelor of Arts/Bachelor of Science in Geology	Purdue University Fort Wayne	1/20/2022	Eliminating a program
05	Cybersecurity Core Concepts Micro-credential	Purdue University Global	1/20/2022	Adding a certificate
06	Post-Master's Certificate in Information Security	Purdue University Global	1/20/2022	Suspending a program
07	Bachelor of Science in Political Science	Purdue University Global	1/20/2022	Eliminating a program
08	Bachelor of Science in Early Childhood Development	Purdue University Global	1/20/2022	Eliminating a program
09	Master of Music	Indiana State University	1/20/2022	Suspending a program
10	Master of Urban Design	Ball State University	1/20/2022	Changing the CIP Code
11	Associate of Science in Technical Theatre	Vincennes University	1/20/2022	Eliminating a program

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
12	Associate of Science in Music Theatre	Vincennes University	1/20/2022	Eliminating a program
13	Associate of Science in Special Education	Vincennes University	1/20/2022	Eliminating a program
14	Associate of Science in Costume Construction	Vincennes University	1/20/2022	Eliminating a program
15	Associate of Science in Surveying Technology	Vincennes University	1/20/2022	Adding distance education
16	Early Childhood Education CDA Process	Ivy Tech Community College – Hamilton County	1/20/2022	Changing the name and adding a location
17	Bachelor of Arts in Philosophy	Indiana University Northwest	1/20/2022	Eliminating distance education
18	Bachelor of Arts in Political Science	Indiana University Northwest	1/20/2022	Eliminating distance education
19	Bachelor of Science in Computer Information Systems	Indiana University Northwest	1/20/2022	Eliminating distance education
20	Bachelor of Science in Nursing (Pre-Licensure)	Indiana University Northwest	1/20/2022	Eliminating distance education
21	Post-baccalaureate Certificate in Information Systems	Indiana University Kokomo	1/20/2022	Eliminating a program
22	Certificate in Themed Entertainment Design (PU)	Indiana University Purdue University Indianapolis	1/20/2022	Adding distance education
23	Graduate Certificate in Entrepreneurial Studies in Music	Ball State University	1/20/2022	Changing the credit hours

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
24	Bachelor of Arts in Media	Ball State University	1/20/2022	Changing the name
25	Master of Science in Health and Kinesiology	Purdue University West Lafayette	1/20/2022	Changing the CIP Code
26	Doctor of Philosophy in Health and Kinesiology	Purdue University West Lafayette	1/20/2022	Changing the CIP Code
27	Graduate Certificate in Vocology	Indiana University Bloomington	1/20/2022	Changing the name
28	Associate of Science in Labor Studies	Indiana University South Bend	1/20/2022	Eliminating a program

COMMISSION FOR HIGHER EDUCATION

Thursday, February 10, 2022

INFORMATION ITEM C: **Media Coverage**

Staff has selected a compilation of recent media coverage related to the Commission for the February meeting. Please see the following pages for details.

Inside Higher Ed
Perceptions of Affordability
By Elizabeth Redden
January 12, 2022

In 2012, when most students in a new study were juniors in high school, researchers asked them whether they agreed with the following statement: “Even if you get accepted to college, your family cannot afford to send you.”

Nearly a third of the students—32 percent—agreed or strongly agreed with that statement.

Three years after high school, 59 percent of this group—“the non-afforders”—had ever attended college, compared to 80 percent of their peers, “the afforders,” for whom perceived affordability was not an issue.

The study results are presented in [a new analysis](#), “College Affordability Views and College Enrollment,” being published today by the U.S. Department of Education’s National Center for Education Statistics.

“College affordability is a major concern for families, and paying for college looms large for students, particularly students who would be the first in their families to earn a degree,” NCES commissioner Peggy G. Carr said in a written statement. “This new analysis reveals that students are more likely to enroll in college if they believe their family can afford to send them. A student’s belief in their ability to afford college may have important implications for how they search for information on paying for college while in high school or whether to apply.”

The study also looked at the relationship between perceptions of affordability, parental education level and college enrollment.

The group most likely to enroll in college were students who believed they could afford college and had at least one parent with a bachelor’s or other college degree. Ninety percent of those students had ever attended college within the first three years after high school.

The group least likely to enroll in college were students who believed they could not afford college and had at least one parent with a high school diploma or less. Just 55 percent of those students had ever attended college within the first three years after high school.

Across all levels of parental education, students who perceived college to be affordable when they were high school juniors were more likely to have ever enrolled in college within three years of high school than their peers who did not, as shown on the chart below.

Sandy Baum, a nonresident senior fellow at the Urban Institute, a think tank focused on socioeconomic mobility and equity, said that in evaluating the NCES study, it would be useful to know to what degree the students’ perceptions of their inability to afford higher education correlated with their actual family circumstances. Without that, she said, “We don’t know if whether what we found out is whether it’s perceptions that matter or whether it’s actual circumstances that matter.”

Baum, who studies college finance and affordability, said she was heartened nonetheless by the fact that even among students who felt they couldn't afford college, and who came from family backgrounds where a parent did not go to college, more than half still enrolled.

"That's encouraging to the extent that it means that somehow it's possible to overcome those circumstances," Baum said. "Maybe later they learned about financial aid. Maybe they learned it's not as expensive as they thought. You can be very discouraged by the gap between the different groups, but it's not at all surprising there's such a gap. I think it's pretty encouraging so many go to college. That means we should be able to raise that number."

Terri Taylor, strategy director for innovation and discovery at the Lumina Foundation, which focuses on expanding access to higher education and other post-high school learning opportunities, said one thing the study makes clear is how early students start to develop ideas about the affordability of higher education.

"It's not necessarily if their family could actually afford it—it's if they thought they could, and it's if they thought they could when they were a junior in high school," Taylor said. "It just shows that perceptions of all of this are formed earlier than when students are filling out a FAFSA [Free Application for Federal Student Aid]. A lot of financial aid information happens senior year, but I think what this study shows is perceptions are there earlier. And if you know anything about human behavior, you know perception matters with the steps that you take later."

Joni E. Finney, a professor of practice at the University of Pennsylvania and director of the Institute for Research on Higher Education, said it's not just a matter of perception. "I don't think we have a messaging problem," she said. "We have a real cost problem on our hands."

A report Finney co-authored in 2016, "[College Affordability Diagnosis](#)," found that across states with high proportions of families earning less than \$30,000 annually, low-income families would, on average, be required to spend between 28 and 47 percent of annual family income for a member of the family to attend a public two-year college, between 41 and 73 percent of annual family income to attend a public four-year nondoctoral institution, and between 39 and 89 percent to attend a public research university.

The report also found that for families making \$30,000 or less, basic living expenditures exceed family income.

"For these families the high cost of college is not a perception but a reality that they must deal with," Finney said.

Indianapolis Recorder
Report: Half of eligible students don't enroll in 21st Century Scholars
By Tyler Fenwick
January 13, 2022

About 40% of high school graduates are financially eligible to enroll in a state program that offers up to four years of paid college tuition, but only half of eligible students enroll, according to a report from the Indiana Commission for Higher Education (CHE).

The 29-page report is a mostly glowing review of the 21st Century Scholars program. About 88% of scholars go to college, better than the rates for higher-income students (64%), the statewide average (59%) and lower-income students who aren't scholars (36%).

The on-time college-completion rate for scholars still lags behind the statewide average and higher-income students, but it nearly doubled from 20% to 37% between 2010 and 2016.

Find the full report [here](#).

Why aren't more students enrolled?

One seemingly intuitive way to boost enrollment would be to make it automatic, but CHE Commissioner Teresa Lubbers said there are a couple of challenges to that.

First, it would go against the spirit of the program. When the Indiana Legislature created the program in 1990, the idea was to make something more than just a scholarship program. Eligible students opt in during their seventh or eighth grade year and commit to upholding certain standards, including maintaining a 2.5 GPA and completing college-readiness tasks throughout high school.

Automatic enrollment would also be logistically difficult because families have to provide household size and annual income and then give consent for schools to check those numbers with revenue records.

For now, the commission and education officials from the state to local levels rely on marketing efforts to spread awareness of the program.

Other than lack of awareness, there aren't clear reasons why so few eligible students enroll. Lubbers cited an overall decline in the college-going rate, which dipped below 60% in 2019 for the first time since at least 2009, and said it could also have to do with general skepticism toward higher education.

Other findings from the report

- Students in the 21st Century Scholars program are the only group on track to close Indiana's college-going achievement gap by 2025 across all races and ethnicities.
- Sixty percent of scholars complete all requirements for the program.
- Black students, despite making up a disproportionate number of the state's low-income students, are less likely to enroll.
- Scholars are more likely than their low-income peers to graduate on time from a four-year school (37% vs. 20%, respectively, in 2016).

Recommendations

The commission's report includes a list of wide-ranging recommendations for everyone from lawmakers to local school officials.

Recommendations include making it mandatory for every high school senior to complete the Free Application for Federal Student Aid (FAFSA) — scholars are required to do the application — and for schools, counselors, businesses and community partners to make sure more eligible students enroll.

Government feels too far removed from people’s lives, Lubbers said, so messaging could be more effective if it comes from someone you already know and trust.

FOX59

21st Century Scholars Program using alums, more outreach to connect with families

By Alia Blackburn

January 14, 2022

INDIANAPOLIS — Leroy Medrano never pictured himself going to college.

“It was kind of more of a dream, maybe even a fantasy if you will,” he said.

He’s now a graduate of Purdue University, where he’s also in grad school.

“My parents didn’t finish high school, and so even that alone was an achievement for myself,” said Medrano, “and then going to university, at a place like Purdue, it really is a dream come true.”

Medrano, who is studying audiology, never imagined a path like this. Coming from a low-income household, he says money was a huge barrier, especially when it came to considering college.

“I know my mother wanted to do everything she could for me, but even with her best and beyond that, I knew that she wouldn’t be able to send me to go to university,” he said.

It wasn’t until middle school when Medrano would first hear about the [21st Century Scholars Program](#), an opportunity that would later pave the way to Purdue.

Stories, like Medrano’s, are what the Indiana Commission for Higher Education hopes will help bring more attention to the impact of being a 21st Century Scholar.

“Sometimes we’re not the right messengers,” said Indiana Commissioner for Higher Education Teresa Lubbers. “Sometimes the idea that higher education or government is delivering the message, they need someone closer to them. They need someone who is already a scholar, who said ‘I did that’. They need someone at their church to tell them ‘Hey, you can take advantage of this program’.”

It’s part of the commission’s plan to broaden the message, and who’s delivering it, to bring in more eligible families. Out of the roughly 40% of families who qualify, Lubbers says only half actually [enroll for the program](#), according to the commission’s latest report.

“You can’t reap the benefits of the 21st Century Scholars Program if you don’t sign up to be a scholar. That’s our biggest challenge,” Lubbers said, “and then I think, once we’re there, we need to make sure once they sign up that they meet all of the expectations that are there.”

The expectations start with a promise as early as 7th and 8th grade. Eligible students commit to completing a series of requirements throughout high school and college, like maintaining a 2.5 GPA, earning at least a Core 40 Diploma and fulfilling a series of scholar-specific programs.

Through these tasks, it motivates students to not only get, but keep their scholarship, which includes up to 4 years of free tuition at a participating college or university in the state.

Lubbers says once students and families know that college is affordable, it unlocks a new realm of opportunities.

“We know the big challenge and obstacle for a lot of Hoosier students and families is that they think it’s not affordable for them, and when they know it is, and when they’re prepared, they’re going,” Lubbers said.

The numbers are also reflecting that. Numbers, from the commission, show about 88% of qualifying Scholars are going to college right after high school, which is higher than the state’s average of nearly 60%.

Compared to their low-income peers, commission numbers also show Scholars are more likely to graduate college on time as completion rates are 17% higher.

“We’re really trying to work with alums of the 21st Century Scholars program, who say you know, ‘I looked a lot like you and I was a scholar, and I went on and this is what I received and this is where I am in life right now’. So that there doesn’t seem to be this disconnect, or sense of delayed gratification,” said Lubbers.

Along with tapping into alums, Lubbers says they’re working to strengthen partnerships with schools, community groups and organizations and continue with more outreach to get families on board.

Medrano, who is close to finishing up his first year of grad school, says it’s allowed him to unlock possibilities he didn’t know he had. That’s why he’s sharing his story, so other families can do the same for themselves.

“Going to school, middle school and high school, having a teacher or someone that’s older with experiences just believing in you and just taking the time to be a little bit of a mentor is a huge component,” he said.

“When I first heard about the 21st Century program, I still wasn’t even considering going to college, and it wasn’t until one teacher told my mother that she could see me going to college and I never thought that. Just that impact alone, that little conversation this teacher had with my mother, really just got me thinking like ‘oh, maybe I can go’.” he added.

Yahoo! News
Viewpoint: Community partners valuable to 21st Century Scholars program
By Teresa Lubbers
January 15, 2022

As high school seniors around the state prepare for graduation this spring, nearly one in 10 of the students who will cross the stage will be a 21st Century Scholar. Of those graduating Scholars, nearly 90 percent of them will continue their education at a college or university.

Many more students, however, could be following that path of graduating as a Scholar and heading to college with their tuition paid for by the state of Indiana.

The 21st Century Scholars program is Indiana’s early college promise program that provides income-eligible Hoosiers up to four years of paid tuition at a participating Indiana college or university. It’s a

promise to students that no matter life's circumstances or obstacles, college can be an option for everyone.

Since its creation in 1990, the 21st Century Scholars program has significantly improved Indiana's education attainment with more than 45,000 Hoosiers earning a college degree with the scholarship. In fact, Scholars are the only group to close the college-going achievement gap across all races and ethnicities. The Scholar Success Program also ensures that students are not only going to college but are prepared when they arrive.

Testimonials from Scholar alumni share how the scholarship allowed them to graduate with little to no debt, pursue advanced degrees and secure gainful employment. While the scholarship has been significant to students and families for over three decades, our biggest challenge – awareness and participation in the program – remains.

According to the 21st Century Scholars Report recently released by the Indiana Commission for Higher Education, 40 percent of middle school and high school students are financially eligible for the program. However, of that 40 percent who are eligible, only about half enroll in the program. Eligible students are leaving this life-changing scholarship on the table by missing the enrollment period during their seventh and eighth grade years.

We recognize that the commission and our eight outreach coordinators cannot reach every student on our own. We also understand that different messengers resonate with different students and families. Counselors and teachers are extremely valuable partners, but so are faith-based organizations, community organizations and business leaders.

Just as there isn't a one-size-fits-all approach when it comes to helping students find the right educational pathways, there isn't a one-size-fits-all approach when it comes promoting the 21st Century Scholars program. We must lean on the right messengers to meet our students and families where they are and help them enroll in the program.

The commission already partners with several organizations including the Starfish Initiative, Indiana Black Expo, Indiana Latino Institute, Indy Achieves, Indianapolis Urban League, Center for Leadership Development, the Community Foundation of St. Joseph County and others to reach students and families around the state. Additionally, our Padres Estrellas connect with Hispanic and Latino families to increase enrollment. But we know there is additional outreach to be done.

That's why we're calling those who are in contact with seventh or eighth grade students or their parents to inform them not only of the 21st Century Scholars program, but the benefits of education beyond high school. Higher education is one of the best ways to achieve greater economic opportunity and personal prosperity, and the 21st Century Scholarship is the state's best resource to make pursuing higher education affordable.

If you're a scholar alum, you're the program's biggest influencer. You're a testament of the power of the 21st Century Scholars program. I urge you to share your story of how the program impacted you personally and/or professionally. Your success may be what resonates with students of today and tomorrow.

While it isn't the silver bullet, 21st Century Scholars is one of Indiana's best tools in the state's quest to close equity and achievement gaps. Join us in getting more eligible seventh and eighth grade students enrolled in the program.

National College Attainment Network
NCAN Report: \$3.75 Billion in Pell Grants Goes Unclaimed for High School Class of 2021
By Stephanie Breen, Raymond AlQaisi and Bill DeBaun
January 24, 2022

Financial aid makes education after high school more affordable – but first, students have to apply for this funding. And for a variety of reasons, that does not always happen.

The high school class of 2021 left an estimated \$3.75 billion in Pell Grants on the table by not completing the Free Application for Federal Student Aid (FAFSA), according to a new National College Attainment Network (NCAN) analysis.

"The Pell Grant is one of our best, and best targeted, tools to close the equity gap in postsecondary attainment," said NCAN CEO Kim Cook. "This stunning increase in financial aid dollars 'left on the table' comes as we are battling historic declines in college enrollment. As a country, we need to work to address this disconnect systemically."

The federal government uses information provided on the FAFSA to determine whether students are eligible for, among other types of aid, the Pell Grant – a need-based award that does not need to be repaid.

Since its creation in 1972, the Pell Grant program has been the cornerstone of financial aid for students from low-income backgrounds. A crucial engine for postsecondary access and affordability, the Pell Grant program supports roughly 7 million undergraduates annually.

Congress determines the maximum Pell Grant each year, but not all students receive the full amount. The size of a student's Pell Grant is based on [many factors](#).

NCAN's research into how many federal Pell Grant dollars went unclaimed by students in 2021 updates an [analysis conducted by NerdWallet](#) in 2017. In that analysis, NerdWallet estimated that students left behind \$2.3 billion in Pell Grant funding in the 2017-18 academic year.

This means the estimated amount of unclaimed Pell Grant dollars increased 60% between the classes of 2017 and 2021. We hypothesize that two things drove this sizable jump.

First, the maximum Pell Grant increased from [\\$5,920 in 2017](#) to [\\$6,345 in 2021](#). So, every Pell Grant-eligible senior in the class of 2021 who did not complete a FAFSA left more money on the table than their peers did back in 2017.

Second, the class of 2021 had a low FAFSA completion rate. In 2017, 61% of high school graduates completed the FAFSA, according to [NCAN's data](#). In contrast, an estimated [53% of class of 2021 graduates completed the FAFSA](#) by about June 30. NCAN suggests the decreases in students' FAFSA completion rates across the country were largely driven by the COVID-19 pandemic.

In the 2020-21 academic year, more than 1.7 million high school graduates nationally did not fill out the FAFSA. Just under half of those graduates – approximately 813,000 students – were Pell Grant-eligible, according to data from the Office of Federal Student Aid. But no FAFSA means no aid.

The total amount of Pell Grant dollars these students left on the table was \$3,749,568,893. The average amount of money that would have been awarded to each student was \$4,477 nationally.

States with the largest sums of Pell dollars left on the table were, unsurprisingly, states with large populations. They include:

- California: \$561,300,185.
- Texas: \$495,973,418.
- Florida: \$304,321,657.
- New York: \$205,135,415.

States with the top FAFSA completion rates for high school graduates in the 2020-21 academic year were Tennessee (71%), Louisiana (68%), Washington, D.C. (67%), Illinois (66%), and Rhode Island (63%). Conversely, states with the lowest FAFSA completion rates in that academic year included Arizona (45%), New Mexico (45%), Oklahoma (41%), Arkansas (37%), and Utah (37%).

Why This Matters

Education after high school is associated with all manner of positive outcomes, including [financial](#), [health](#), and [civic](#), among others. Postsecondary enrollment immediately following high school graduation increases the likelihood of eventual attainment, while gap periods between high school graduation [decrease the likelihood of completing](#).

We can put postsecondary education within reach for more students by helping them access the Pell Grant dollars for which they are eligible. This is particularly true for students who face historical and structural inequities, including students of color and students experiencing poverty.

Without sufficient financial aid, students take out more loans to afford the cost of college. This burden falls most heavily on Black students, who for a variety of reasons (such as the racial wealth gap) borrow at higher rates than their peers. Student borrowers with exorbitant debt are more likely to [struggle financially](#) and have lower credit scores, lower net worth, and limited purchasing power.

The Pell Grant can provide Black and other racially minoritized students with an opportunity to rely less on loans to fund their education.

In addition, studies have revealed that many students from low-income backgrounds [stop out or withdraw from their studies](#) because of financial hardships. Pell Grant dollars can help alleviate some of the stress associated with paying for college for these students.

What States Can Do

To remedy this issue, states should actively find ways to raise their FAFSA completion rates. The good news: They do not have to start from scratch. A number of states are already making strong efforts to help more students apply for financial aid.

“NCAN urges policymakers at the federal and state levels to explore strategies like universal FAFSA, FAFSA simplification through verification relief, and building postsecondary advising capacity using ESSER funds, to address college affordability, increase Pell Grant usage, and expand students’ postsecondary options,” said NCAN’s Cook.

FAFSA Challenges

One effective way to boost FAFSA completion is through statewide challenges that incentivize schools and districts to increase the number of their seniors who submit the FAFSA. Statewide FAFSA challenges build necessary P-20 partnerships between local school districts, families, students, and states.

Through FAFSA completion challenges, school counselors and college advisers receive funding and resources to be trained effectively in financial aid counseling and the FAFSA application process. Schools host FAFSA completion events and disseminate FAFSA completion and college readiness-related resources to families, students, and practitioners with the state's support.

Some states have made thoughtful, concerted efforts to drive FAFSA completion. Although more and more states are engaging in these activities, some exemplars include:

- [Connecticut](#)
- [Georgia](#)
- [Louisiana](#)
- [Michigan](#)
- [Mississippi](#)
- [North Carolina](#)
- [Oregon](#)

FAFSA Data Sharing

Another approach states can employ to increase FAFSA completion rates is to [provide student-level data to high schools and districts](#). State agencies can work with local schools and communities to establish data-sharing practices that allow high school counselors and local college access partners to access information on which students have and have not completed the FAFSA. Through this practice, students who have not successfully submitted the FAFSA will receive the support they need to do so and ultimately receive the financial aid that is rightfully theirs.

This approach can improve school participation in FAFSA completion challenges, enhance college-going advising practices, and ensure that students obtain financial aid. Examples of states with exemplary FAFSA data-sharing procedures include Delaware, Illinois, and Mississippi.

Universal FAFSA Policies

NCAN also sees promise in states adopting "[universal](#)" [FAFSA completion policies](#) that make the federal financial aid form a requirement for high school graduation. States considering such a policy must ensure that adequate supports are provided to all involved in the process. This includes building, providing, and improving robust training for school counselors and college access advisers so that students who take this step in the postsecondary process are well supported. An effective universal FAFSA policy must also include an opt-out system for students with special circumstances.

Several states have adopted a universal FAFSA policy in recent years, and the early evidence points to clear results. In just the past year, more states have adopted this type of policy, and others continue to consider a universal FAFSA effort, especially given the [pandemic's effect on college access](#).

Encourage the Use of ESSER Funding for College and Career Readiness

In response to the COVID-19 pandemic, Congress appropriated more than \$190 billion in aid (under the heading of the Elementary and Secondary School Emergency Relief [ESSER] funds) to K-12 education to provide relief, promote recovery, and prevent learning loss. Given that the federal government spends about \$80 billion annually on elementary and secondary education, these funds represent a massive investment and commitment to students and schools.

They also represent a tremendous opportunity to provide students with support that can keep them on the pathway to postsecondary education. K-12 districts and schools are permitted to use these funds broadly, and NCAN's strong desire and sincere hope is that many local education agencies will invest these funds in college and career readiness activities.

Now is the time for districts and schools and college access programs to come together to fill in service gaps for students.

There are many allowable activities under the ESSER funds that would be inclusive of college and career readiness activities.

NCAN believes partnering with an external organization makes sense for districts and schools for a few reasons:

- College access organizations have the content (and technical) knowledge to quickly assist students and families with their most pressing milestones, and many college access organizations have been delivering these services virtually during the pandemic.
- Working with a college access organization means that a district or school does not have to hire (or train) more specialized staff of its own to deliver services. District and school administrators who are worried about the sustainability of recovery-related staffing can put that worry aside by working through a partnership.
- Time is of the essence. Students are making decisions now that will affect their potential fall matriculation. Immediate enrollment following high school graduation is associated with eventual completion. Students who fall off a postsecondary pathway now are at significant risk for never rejoining one.

What the Federal Government Can Do

In the past two years, Congress has passed two crucial new laws to improve the process of applying for federal student aid: the FUTURE Act and the FAFSA Simplification Act.

These laws, set to be implemented together for the 2024-25 academic year, achieve FAFSA simplification goals for which NCAN has long advocated. First, there will be a significant reduction in the number of questions on the FAFSA, and nearly all filers will be eligible to have their data transferred directly to the FAFSA from the IRS. Second, a new measure for Pell Grant eligibility will allow younger high school students to more easily learn whether they will qualify for need-based financial aid in the future.

Given these major changes to the FAFSA process, it is imperative that the U.S. Department of Education and Federal Student Aid work diligently to ensure a smooth and timely implementation of the laws.

Conclusion

The high school class of 2021 graduated in a time of tremendous uncertainty both for individuals and our nation. This has led to FAFSA completion and postsecondary enrollment declines that may have long-lasting reverberations through the American society and workforce.

We observe one of the initial rumbles of students' FAFSA non-completion as the Pell Grant dollars that were not claimed by eligible high school seniors. These unclaimed dollars, and the changes to college-going behavior they likely precede, need not become the norm.

Policymakers, district and school personnel, community partners, parents, and students themselves can all provide college and career readiness supports, including and especially FAFSA completion assistance to students. Those supports will likely see more eligible students claim their Pell Grant, pursue a postsecondary pathway, and, for the benefit of both individuals and the nation at large, attain a postsecondary degree or credential.

Proposed Indiana law could unlock millions in college financial aid

By Stephanie Wang

January 26, 2022

Indiana students miss out on an estimated \$65 million in free money for college, simply because many don't fill out the federal financial aid application.

But what if high schools required every student to complete the financial aid form?

That's up for discussion in the legislature for the third year in a row. And supporters say the need to help students afford a postsecondary education is becoming a more pressing problem as [Indiana faces declining college enrollment](#).

"It's a student equity issue. It's a workforce development issue. And it's ultimately an economic mobility issue," said Jason Bearce, vice president of education and workforce development for the Indiana Chamber of Commerce.

The Senate Education and Career Development Committee unanimously advanced a proposal Wednesday to require all high school seniors to file the Free Application for Federal Student Aid, known as the FAFSA. [The bill](#) would allow families to opt out of filling out the form, or principals and school counselors to waive the requirement for students in extenuating circumstances.

Indiana ranked in the bottom half of states last year for FAFSA completion, with 55.9% of seniors filing. Less than 60% of high school seniors nationally completed the FAFSA.

And there's more at stake than the \$65 million in Pell Grants that the National College Attainment Network estimates Hoosier students would have qualified for. The FAFSA also unlocks state-level financial aid, as well as scholarships offered by individual colleges.

But officials representing K-12 school associations raised concerns that mandating the FAFSA would add another burden to overtaxed educators.

"We become the FAFSA police," said Terry Spradlin, executive director of the Indiana School Boards Association.

While he wants students to be able to access financial aid, Spradlin said he is worried educators would have to spend too much time tracking down families who don't intend to seek financial aid — families who know their income is too high, or whose children who plan to enter the workforce or join the military.

Sen. Shelli Yoder, D-Bloomington, backed the bill but echoed the concern about putting more work on school staff: "Right now our school counselors are just inundated with severe mental health issues among students."

Still, supporters said they want to ensure students are choosing to not seek financial aid, rather than missing out on an opportunity they don't know about. Filling out the aid application can help dispel the notion that people cannot afford to attend college.

Tuition at Ivy Tech Community College, for example, would be easily covered by a Pell Grant, said MJ Michalak, Ivy Tech's vice president of public affairs.

"When you talk about free community college, we already have that in Indiana for the students who have the most need — if they file the FAFSA," she said.

A handful of other states, including Louisiana, Texas, and [Illinois](#), have made completing the FAFSA a graduation requirement. Louisiana, [the first state to adopt such a law](#), has the highest rate in the nation of students completing the application — 78%.

In Indiana, the proposed FAFSA mandate has passed the Senate in each of the past two years but stalled in the House. Last year, balking at the idea of a requirement, lawmakers in the House instead suggested providing a financial incentive to schools based on how many students complete the FAFSA. But the bill ultimately didn't make it through.

Bill author Sen. Jean Leising, R-Oldenburg, said she brought the proposal back this year because she thinks it's more important than ever.

"The reality is, unfortunately, our participation rate in Indiana continues to decline," she said. "We're leaving a lot of money out there that would benefit not just our four-year college-bound students, but also the two-year (college students) and even those kids that want to participate in the [Workforce Ready Grant](#)."

FAFSA filing rates are falling in particular among Black, Latino, and rural students, and those from low-income families, said Indiana Commission for Higher Education official Josh Garrison.

He believes the proposal's benefits outweigh the burden.

"It's easy to get lost in percentages and large numbers, but it's important to remember these are students who are sitting in classrooms right now, who are missing out on the opportunity for postsecondary education and the opportunity for a better life," Garrison said. "This is just not something that can wait another year."