



# INDIANA COMMISSION *for* HIGHER EDUCATION

## AGENDA

Thursday, October 13, 2022

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

[www.che.in.gov](http://www.che.in.gov)



**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

**AGENDA**

**Indiana Commission for Higher Education Meeting**

**Thursday, October 13, 2022**

Call to Order – 9:00 A.M. ET

**Purdue University**

Purdue Memorial Union

101 Grant Street

West Lafayette, IN 47906

*Parking available at the Grant Street Parking Garage*

**Join on your computer or mobile app:**

[Join Microsoft Teams Meeting](#)

-or-

**Join on your phone (audio only):**

DIAL: +1 317-552-1674

PHONE ID: 388 699 566#

<b>I.</b>	<b>Call to Order</b>	
	<b>Roll Call and Determination of Quorum</b>	
	<b>Chair’s Report</b>	
	<b>Commissioner’s Report</b>	
<b>II.</b>	<b>Consideration of the Meeting Minutes</b> .....	<b>1</b>
<b>III.</b>	<b>Discussion Items</b>	
	A. 2023-2025 Indiana Postsecondary Institution Budget Presentations .....	<b>7</b>
	1. Purdue University	
	2. Ball State University	
	3. Indiana State University	
	4. Vincennes University	
	B. Fall 2022 Enrollment Report .....	<b>9</b>
<b>IV.</b>	<b>Budget Items</b>	
	None	
<b>V.</b>	<b>Academic Affairs Items</b>	
	A. Academic Degree Programs for Expedited Action* .....	<b>11</b>
	1. Associate of Applied Science in Occupational Therapy Assistant to be offered by Ivy Tech Community College Anderson and Bloomington	

*\*Requires Commission Action*

- 2. Bachelor of Science in Economics and Quantitative Methods to be offered by Indiana University Bloomington
- 3. Master of Science in Regenerative Medicine and Technologies to be offered by Indiana University at Indiana University Purdue University Indianapolis
- B. Challenges and Opportunities in Statewide Delivery of the Indiana College Core..... 15

**VI. Student Success Items**

- A. Greater Adoption of the Indiana College Core in High Schools..... 19
- B. Expanding Opportunity for Adult Learners..... 21

**VII. Information Items**

- A. Academic Degree Programs Awaiting Action ..... 23
- B. Academic Degree Program Actions Taken by Staff..... 25
- C. Media Coverage ..... 27

**VIII. Old Business  
New Business**

**IX. Adjournment**

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The next meeting of the Commission will be on **November 10 in Evansville, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, September 8, 2022**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:00 a.m. ET at Indiana University's Indiana Memorial Union, 900 East 7th Street, Bloomington, IN 47405, with Chairman Jud Fisher presiding.

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

*Members Present:* Mike Alley, Dr. Edward Berger, Dennis Bland, Anne Bowen, Mike Daigle, Jud Fisher, Pepper Mulherin, Dan Peterson, Tom Saunders and Erika Steuterman

*Members Absent:* Bill Hanna, Al Hubbard, Nancy Jordan, Chris LaMothe

**CHAIR'S REPORT**

Good afternoon and thank you everyone for joining us today. I would like to thank President of Indiana University Dr. Pamela Whitten and her staff for your hospitality and hosting our meeting today.

We are pleased to welcome a new member to the Commission today. Mike Daigle of South Bend is the CEO and executive director of the St. Joseph County Airport Authority.

Mr. Mike Daigle introduced himself.

**COMMISSIONER'S REPORT**

Thank you, Mr. Chairman. Good morning and welcome. President Whitten and the team from Indiana University, thank you again for hosting us. I would say we've had a very nice experience the last several hours, including the last hour or so with your Provost who represented this institution extraordinarily well.

Mr. Chair, members of the Commission, I'm gonna share just a few slides this morning trying to utilize this time at each one of your meetings to set a tone, provide a quick update and hopefully keep us grounded on where we're headed.

First on the value proposition: affordability, quality and career relevance. I know you're continuing to hear us talk about those things. We are breaking this down a bit more, including in the one-pager that some of you requested last time we were together, that we hope will serve all of you as you talk about what's going on in higher education today in the key areas of which we are providing focus.

The next priorities are talking about the talent pool here in Indiana and how we develop talent. The final priority is the role of the Commission and how we are a strategic partner with the Governor, with the Indiana Economic Development Corporation and others in growing investment in Indiana organically and acquisitively.

The Governor asked recently: How are we in terms of production of engineers in Indiana? We have 16-plus institutions now offering some form of engineering degrees. The combined bachelor's, master's and doctoral degrees are nearly 5,400 conferred. Per capita, Indiana leads in the Midwest in the production of engineers at the bachelor's level. We now have it in our charge to work with IEDC and others, to work with the institutions in understanding where those highest demand areas of the economy are since we're trying to grow organically and acquisitively and understand it better. This gives all of us an opportunity to have higher education in the room, at the table when all this work is being done very early on. It makes the difference.

You were supportive of a strategic direction we took to create two new Associate Commissioner positions and we are delighted to have Michelle Ashcraft and Dr. Stacy Townsley joining us today. Michelle is our new Associate Commissioner for K-12 strategy and Stacy is our Associate Commissioner for Adult Strategy. Liz Walker is leaving the Commission to be Chief Operating Officer for the Governor's Workforce Cabinet. On a personal note, I don't know anyone who could have made my transition any easier. A substantial part of her life has been given to the work of this Commission and our State. We're grateful and delighted we get to keep working with Liz on a regular basis. As you look at the senior leadership team, one of the first that is so important to point out is that the role Sean Tierney holds is changed to Business Intelligence and Economics. Rajinder Heir will now report to me as Associate Commissioner for Business Enterprise Solutions. Charlee Beasor is Associate Commissioner for Marketing & Communications. Seth Hinshaw is Associate Commissioner for Finance and Operations. Josh Garrison is Associate Commissioner for Public Policy. We believe this sets us up to not only deliver on the mission of this Commission, but in our partnerships with our university and college partners, public and private.

Soon, we will host a meeting with the university and college presidents and we're going to try to meet three times a year. Lastly, I had the great pleasure a few weeks ago attend the announcement of the splitting of IUPUI into Indiana University Indianapolis and Purdue University at Indianapolis. It's going to be important on so many levels, including the focus on talent, the importance of research, and the priority of student engagement. It signifies one of those big long term plays not just for the two institutions but for our state. It was just a terrific moment and I think we have much to be hopeful for. Mr. Chairman, thank you.

At the conclusion of Commissioner Lowery's report, Chairman Fisher called for a vote for the three individuals recommended as new Associate Commissioners.

**R-22-5.1 RESOLVED:** That the Commission for Higher Education hereby approves the hiring of Michelle Ashcraft as the Associate Commissioner for K-12 Strategy (Motion – Bland, second – Alley, unanimously approved)

**R-22-5.2 RESOLVED:** That the Commission for Higher Education hereby approves the hiring of Dr. Stacy Townsley as the Associate Commissioner for Adult Strategy (Motion – Steuterman, second – Bland, unanimously approved)

**R-22-5.3 RESOLVED:** That the Commission for Higher Education hereby approves the promotion of Rajinder Heir to Associate Commissioner for Business Enterprise Solutions (Motion – Saunders, second – Daigle, unanimously approved)

Chairman Fisher concluded by thanking Liz Walker for her nine years of service to the Commission and wishes her well at the Governor’s Workforce Cabinet.

## **II. CONSIDERATION OF THE MEETING MINUTES**

**R-22-5.4 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the August 2022 regular meeting. (Motion – Mulherin, second – Alley, unanimously approved)

## **III. DISCUSSION ITEMS**

### **A. 2023-2025 Indiana Postsecondary Institution Budget Presentations**

Today we have the pleasure of hearing from three of our public college and university presidents as they provide their budget presentations. Those familiar with this process will recall that this is the first step in developing the budget for the next biennium.

After these presentations, and four more at our October meeting, the Commission will provide a full higher education budget recommendation to the legislature—the Commissioner will present these recommendations to the State Budget Committee prior to the start of the legislative session in January.

Dr. Pamela Whitten, President of Indiana University, presented.

Dr. Sue Ellspermann, President of Ivy Tech Community College, presented.

Dr. Ronald Rochon, President of the University of Southern Indiana, presented.

## **IV. BUDGET ITEMS**

### **A. Capital Projects for Full Discussion**

1. Purdue University West Lafayette – Max W & Maileen Brown Family Hall Renovation

Alecia Nafziger presented this item. Seth Hinshaw provided the staff recommendation.

**R-22-5.5 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 – Alley, second – Bland, unanimously approved)

**B. Capital Projects for Expedited Action**

1. Purdue University West Lafayette – Northwest Chiller Plant System Improvements
2. Purdue University West Lafayette – Vawter Hall Electrical Enhancements and Replacement

**R-22-5.6 RESOLVED:** That the Commission for Higher Education hereby approves the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Daigle, unanimously approved)

**V. ACEDMIC AFFAIRS ITEMS**

**A. Access and Communications: Indiana College Core**

Charlee Beasor presented this item.

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

1. Bachelor of Science in Actuarial Science to be offered by Indiana University East, IUPUI, Northwest, South Bend and Southeast
2. Bachelor of Science in Accounting to be offered by Indiana University East, Kokomo, Northwest, South Bend and Southeast
3. Bachelor of Science in Applied Statistics to be offered by Indiana University East, IUPUI, Northwest, South Bend and Southeast
4. Master of Science in Management to be offered by Indiana University East, Kokomo, Northwest and Southeast
5. Master of Science in Strategic Finance to be offered by Indiana University East, Kokomo, Northwest, South Bend and Southeast
6. Master of Arts for Teachers in German to be offered by Indiana University Bloomington, IUPUI, South Bend and Southeast

**R-22-5.7 RESOLVED:** That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Steuterman, unanimously approved)

**VI. STUDENT SUCCESS ITEMS**

**A. Marketing, Communications and Outreach Efforts**

Charlee Beasor presented this item.

**VII. 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

**VIII. OLD BUSINESS  
NEW BUSINESS**

There was none.

**IX. ADJOURNMENT**

The meeting was adjourned at 2:42 P.M. ET

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Maj. Gen. Erika Steuterman, Chair

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Anne Bowen, Secretary





**COMMISSION FOR HIGHER EDUCATION**

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**DISCUSSION ITEM A:**

**2023-2025 Indiana Postsecondary Institution  
Budget Presentations**

**Background**

By statute, (Indiana Code 21-18-6), the Commission for Higher Education must review the legislative budget requests for all state postsecondary educational institutions and make recommendations concerning appropriations and bonding authorizations.

As part of this review, the Commission has requested that the following institutions present their 2023-2025 budget submission during the September 2022 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Purdue University
- Ball State University
- Indiana State University
- Vincennes University



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**DISCUSSION ITEM B:**

**2022 Fall Enrollment Update**

**Staff Recommendation**

For discussion only.

**Background**

Each fall, Indiana public higher education institutions submit current-term enrollment data to the Indiana Commission for Higher Education. The enrollment information includes headcount and full-time equivalency (FTE). Institutions snapshot characteristics of the student population including student residency, student-level (graduate/undergraduate), degree-seeking status, and full-time/part-time enrollment.

While fall enrollment trends vary by institution, of special concern over the past decade has been an overall decline in enrollments – compounded in recent years by the COVID-19 pandemic. Enrollment trends at Indiana’s public postsecondary institutions only account for a portion of the complexities surrounding Indiana’s educational attainment rate, meriting future research into the factors that influence the state’s attainment level.

**Supporting Document**

To be distributed.



**COMMISSION FOR HIGHER EDUCATION**

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**ACADEMIC AFFAIRS ITEM A:**

**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:

- Associate of Applied Science in Occupational Therapy Assistant to be offered by Ivy Tech Community College Anderson and Bloomington
- Bachelor of Science in Economics and Quantitative Methods to be offered by Indiana University Bloomington
- Master of Science in Regenerative Medicine and Technologies to be offered by Indiana University at Indiana University Purdue University Indianapolis

**Background**

The Academic Affairs and Quality Committee discussed these programs at its September 26, 2022, meeting and concluded that the proposed programs could be placed on the October 13, 2022, agenda for action by the Commission as expedited action items.

**Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action September 26, 2022

**Academic Degree Programs on Which Staff Propose Expedited Action**

September 26, 2022

**CHE 22-18 Associate of Applied Science in Occupational Therapy Assistant be offered by Ivy Tech Community College Anderson and Bloomington**

Proposal received on July 22, 2022

CIP Code: 51.0803

Fifth Year Projected Enrollment: Headcount – 24, FTE – 24

Fifth Year Projected Degrees Conferred: 12

The proposed Associate of Applied Science (A.A.S) in Occupational Therapy Assistant (OTA) will be offered through the School of Health Sciences at Ivy Tech Community College. Ivy Tech did offer an associate degree in OTA in Indianapolis, which was approved by the Commission in February 1994, but was eliminated by the College in 2003. At present, the College is only planning to offer the OTA program at Anderson and Bloomington.

The College will seek accreditation of the program through the Accreditation Council for Occupational Therapy Education (ACOTE); because of limited resources from ACOTE, the program is presently on schedule to be reviewed for accreditation in Fall 2026.

Graduates of the program will be prepared to successfully take an exam from the National Board for Certification in Occupational Therapy (NBCOT) to become a Certified Occupational Therapy Assistant (COTA). In order to sit for the NBCOT exam, candidates must have graduated from an ACOTE-accredited program. Only Certified Occupational Therapist Assistants are eligible to become licensed by the State of Indiana's Occupational Therapy Committee.

High school students seeking a pathway to the OTA degree would be advised to complete the C.T. in Pre-Nursing Studies, which requires 18 credit hours of coursework. The College is also exploring the potential for an associate/master's degree bridge program with the University of Indianapolis or IUPUI.

The A.A.S. in Occupational Therapy Assistant requires 63 semester credit hours to complete, thus exceeding the standard credit hour expectation for associate degrees. The additional three credit hours were needed to meet accreditation requirements. If the College were to offer the OTA program as a fully transferable A.A.S., with the Indiana College Core imbedded in the curriculum, at least 12 additional credit hours would have to be added to the total required for the degree, bringing the total to 75 credit hours.

**CHE 22-19**

**Bachelor of Science in Economics and Quantitative Methods to be offered by Indiana University Bloomington**

Proposal received on August 22, 2022

CIP Code: 45.0603

Fifth Year Projected Enrollment: Headcount – 75, FTE – 70

Fifth Year Projected Degrees Conferred: 15

The proposed Bachelor of Science (B.S.) in Economics and Quantitative Methods will be offered through the Department of Economics in the College of Arts and Sciences at Indiana University Bloomington. The Department currently offers, and will continue to offer, a B.A. in Economics, which in FY2021 enrolled 363 students and had 117 graduates. All formal concentrations within the B.A. in Economics were recently eliminated. However, the Department of Economics wanted to break out the B.S. in Economics and Quantitative Methods as a separate degree for those students who had a special interest in advanced quantitative skills, which has received increasing emphasis in the discipline of Economics and is consistent with recent Commission actions: in October 2021, for example, the Commission approved a B.S. in Quantitative Economics at IUPUI as a companion program to the B.A. in Economics at that campus.

The core curriculum is aimed at developing essential applied econometrics skills using industry-standard computing tools such as R, Python, and other up-to-date data analysis software. Students will also have the opportunity to select elective courses emphasizing advanced skills in computing and empirical analysis, such as Analysis of Big Data, Computational Macroeconomics, and Advanced Econometrics. Most graduates of the program are expected to find employment in industries such as finance, business, management, actuarial, logistics, real estate, and health care.

The B.S. in Economics and Quantitative Methods requires 120 semester credit 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 who complete the A.S. in Liberal Arts at Ivy Tech Community College can transfer up to 58 semester hours of credit into the proposed degree program. Students at Vincennes University who complete the A.S. in Liberal Arts with an Economics Concentration can transfer all 60 semester hours of credit to the proposed program. Students are encouraged to work closely with their advisors to ensure they are meeting as many course-specific requirements as possible.



**CHE 22-20      Master of Science in Regenerative Medicine and Technologies to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Proposal received on August 22, 2022

CIP Code: 26.0401

Fifth Year Projected Enrollment: Headcount – 14, FTE – 14

Fifth Year Projected Degrees Conferred: 7

The proposed Master of Science (M.S.) in Regenerative Medicine and Technologies will be offered through the Indiana Center for Regenerative Medicine and Engineering (ICRME), Department of Surgery, Indiana University School of Medicine, at Indiana University Purdue University Indianapolis.

Regenerative medicine is a field that involves replacing or regenerating human cells, tissues, or organs to establish, restore, or enhance normal function. The institution is proposing this program to address deficits in workforce development, which have been identified as major barriers to the field's growth, including regenerative medicine-based innovations, regulatory science, and supply chain management.

The Commission previously approved the Ph.D. in Regenerative Medicine and Technologies on November 12, 2020. Students will begin being admitted into the Ph.D. program in Fall 2023, which is also when the first students will be admitted into the M.S. program, if approved by the Commission.

The M.S.in in Regenerative Medicine and Technologies requires 30 semester credit hours to complete.

**COMMISSION FOR HIGHER EDUCATION**

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**ACADEMIC AFFAIRS ITEM B:**

**Expanding Completion of the Indiana College Core in High School: Challenges and Opportunities**

**Background**

The Commission’s latest data on the college-going rate, which has plunged from 65 percent to 53 percent between 2015 and 2020, combined with Indiana’s underperforming educational attainment rate, underscore the need to take significant steps to counter these alarming trends and drags on the Indiana economy, the competitiveness of our workforce, and the well-being of Indiana residents.

One way to do this is to expand opportunities for high school students to complete the Indiana College Core, a 30-semester hour general education core that is based on competencies and that, when completed, transfers as a block of credits to all public two- and four-year institutions.

Information will be presented on the criteria for high schools to be designated as delivery sites for the Indiana College Core, which includes a signed memorandum of understanding between the high school and the primary postsecondary partner. Information will also be provided on the opportunities and challenges we face to substantially increase the number of high schools designated to offer the Core, and to do this in an equitable manner.

**Supporting Documents**

“What You Need to Know About the Indiana College Core,” from the Learn More Indiana Educator Guide, 2<sup>nd</sup> Edition

Criteria for Determining a Delivery Site for the Indiana College Core, March 3, 2021

# What You Need to Know About the Indiana College Core



## What is the Indiana College Core?

The Indiana College Core, formerly known as the Statewide Transfer General Education Core, or STGEC, is a block of 30 credit hours of general education college-level coursework that can be transferred between all Indiana public colleges and universities and some private institutions. The Indiana College Core was developed by the public institutions in Indiana in response to Senate Enrolled Act 182 in 2012. It allows a student who satisfactorily completes an approved program of general education at any public institution to transfer that coursework to another public institution as a block of 30 credit hours toward the general education core requirements.

## Why should students pursue the Indiana College Core?

The Indiana College Core helps students save time and money when pursuing higher education. Dual

credit earned in high school is significantly more affordable than earning the same credits at two- or four-year institutions. By earning the Core in high school, students are able to pursue additional opportunities in college such as adding a minor, studying abroad, immersive learning opportunities or starting graduate school earlier. Additionally, students can focus on major-specific coursework beyond typical gateway courses faster than students without credits earned in high school.

Simply put, the Indiana College Core saves students time and money, while increasing their academic confidence and the likelihood that they will complete a higher education credential.

## BENEFITS OF EARNING THE INDIANA COLLEGE CORE

- Save money – earn a year of college for \$750 or less
- Focus on major-specific courses earlier
- Pursue other opportunities in college
  - » Add a minor
  - » Study abroad
  - » Immersive learning opportunities
- Potential to graduate early
  - » Start graduate school earlier if you choose

# What is a Competency?



The Indiana College Core competencies, which were agreed upon by faculty across public institutions, are the skills and knowledge associated with the coursework considered foundational for further study in higher education. The competencies introduce students to a range of skills and disciplines. Within the Indiana College Core framework, the competencies are categorized as either Foundational Skills or Ways of Knowing.

## How can a student earn the Indiana College Core?

It's important to know that requirements for completion of the Indiana College Core vary by campus and institution. A student must fulfill the Indiana College Core requirements of the school at which a student is enrolled, with a minimum of 30 credit hours and with an Indiana College Core grade point average (GPA) no lower than 2.0. Additionally, students earning dual credit must earn at least 30 semester hours of credit and have mastered the

competencies required for the Core by the primary postsecondary dual credit provider. Each state public institution has specified how its program meets the competencies described within the [Indiana College Core framework](#).



The Indiana College Core is based on six core competencies that fall under two categories, “Foundational Intellectual Skills” and “Ways of Knowing”:

### FOUNDATIONAL INTELLECTUAL SKILLS

1. Quantitative Reasoning
2. Speaking and Listening
3. Written Communication

### WAYS OF KNOWING

4. Humanistic and Artistic
5. Scientific
6. Social and Behavioral

## **Criteria for Determining a Delivery Site for The Indiana College Core\***

**March 3, 2021**

1. A delivery site for the Indiana College Core is defined as a high school that has:
  - a. Partnered with at least one Indiana public, postsecondary institution to ensure that students at that high school can complete the Indiana College Core; and
  - b. Committed to send all current high school transcripts through Parchment as XML data files.
2. For a high school to be identified as a delivery site for the Indiana College Core, a Memorandum of Understanding must be signed between the high school and an Indiana public, primary postsecondary partner, which is the college or university that:
  - a. Will affirm that high school students who complete the Core have earned at least 30 semester hours of credit and have mastered the competencies required for the Core;
  - b. Will issue a transcript to students indicating they have completed the Core; and
  - c. May confer a postsecondary certificate to students who complete the Core.
3. The duties of the primary postsecondary partner include:
  - a. Delivering at least 15 of the 30 credit hours of coursework required to complete the Indiana College Core;
  - b. Coordinating the delivery of coursework from other postsecondary partners to avoid unnecessary course duplication and to ensure there are no gaps in the availability of courses needed for students to complete the Core;
  - c. Ensuring the availability of other methods, by which students can earn credit that applies toward the Core, such as AP examinations, courses delivered through dual enrollment, courses delivered through telecommunications, faculty sharing partnerships with other high schools/school corporations, and CLEP examinations;
  - d. Specifying the cohorts of students, by graduating classes, for whom the primary postsecondary partner commits to making available the courses and other methods needed for students to complete the Core; and
  - e. Following Commission for Higher Education instructions to ensure that the list of high schools at which students can complete the Indiana College Core is kept accurate and current on the Indiana Credential Registry.

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**STUDENT SUCCESS ITEM A: Greater Adoption of the Indiana College Core in High Schools**

**Background**

Michelle Ashcraft was announced as the inaugural Associate Commissioner for K-12 Strategy at the September 2022 Commission meeting. At that meeting, the tenth anniversary of the Indiana College Core (ICC) was celebrated, including 70 percent growth in the number of delivery sites for the ICC in the past year. Commissioner Lowery issued a challenge to pursue an audacious goal of 70 percent growth each year over the next three years to enable access to the ICC for all Indiana high school students.

Preliminary strategies will be presented regarding expanding the number of delivery sites for the ICC as well as increasing completion of the ICC at current delivery sites. Both strategies will aim to reduce racial, ethnic, and socioeconomic gaps in early college credit and the college-going rate. Information will also be provided about next steps to revise and implement the strategies with key partners, as well as considerations for ongoing communication and utilization of data.

**Supporting Documents**

To be distributed.



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**STUDENT SUCCESS ITEM B:**

**Expanding Opportunity for Adult Learners**

**Background**

Nearly two million Hoosier adults do not have a postsecondary credential, limiting opportunities for social and economic mobility. How can we improve adult educational attainment throughout the state? Dr. Stacy Townsley, who serves as ICHE's first Associate Commissioner for Adult Strategy, will share an initial framework for action, including the development of a Veteran's Educational Pathway Taskforce.

**Supporting Document**

To be distributed.





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**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	Master of Science in Ballet	Indiana University Bloomington	2/18/2022	Under Review
03	Associate of Applied Science in Occupational Therapy Assistant	Ivy Tech Community College – Anderson and Bloomington	7/22/2022	On CHE Agenda for Action
04	Bachelor of Science in Economics and Quantitative Methods	Indiana University Bloomington	8/22/2022	On CHE Agenda for Action
05	Master of Science in Regenerative Medicine and Technologies (IU)	Indiana University Purdue University Indianapolis	8/22/2022	On CHE Agenda for Action



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**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	Post-Baccalaureate Certificate in Geospatial Information Science	Purdue University West Lafayette	9/26/2022	Adding distance education
02	Post-Masters Certificate in Educational Studies	Purdue University West Lafayette	9/26/2022	Changing the name
03	Post-Masters Certificate in Curriculum and Instruction	Purdue University West Lafayette	9/26/2022	Changing the name
04	Associate of Applied Science in Entrepreneurship	Ivy Tech Community College-Lafayette	9/26/2022	Adding location
05	Certificate in Artificial Intelligence (PU)	Indiana University Purdue University Indianapolis	9/26/2022	Adding certificate
06	Master of Science in Nursing and Master of Health Care Administration Dual Degree Option	Purdue University Global	9/26/2022	Joint offering of existing degree programs
07	Master of Science in Nursing and Master of Public Health Dual Degree Option	Purdue University Global	9/26/2022	Joint offering of existing degree programs
08	Certificate in Program Completion in Emergency Medical Services/Paramedic	Vincennes University	9/26/2022	Reinstating a program

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
09	Certificate of Graduation in Emergency Medical Services/Paramedic	Vincennes University	9/26/2022	Reinstating a program
10	Certificate in Leadership	Purdue University Northwest	9/26/2022	Eliminating a program
11	Associate of Science in Computer Graphics Technology	Purdue University Polytechnic Statewide	9/26/2022	Eliminating a program
12	Master of Science in Technology Leadership and Innovation	Purdue University West Lafayette	9/26/2022	Eliminating a program
13	Post-Baccalaureate Certificate in Applied Behavioral Analysis	Purdue University Global	9/26/2022	Changing Credit Hour
14	Post-Master's Certificate in Applied Behavioral Analysis	Purdue University Global	9/26/2022	Changing Credit Hour
15	Associate in Science in Emergency Medical Services	Vincennes University	9/26/2022	Reinstating a Program

**COMMISSION FOR HIGHER EDUCATION**

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**INFORMATION ITEM C:**

**Media Coverage**

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

**Indiana Capital Chronicle**  
**More dual credit options for Indiana high schoolers could boost dismal college-going rate**  
**By Casey Smith**  
**September 12, 2022**

More Hoosier high schoolers than ever before have the option to earn college-level credit while still in secondary school — an opportunity that Indiana education officials say could boost the number of students who pursue some form of higher education.

For the 2022-23 academic year, 141 high schools and nearly a dozen postsecondary institutions will offer the Indiana College Core. The curriculum consists of a 30-credit-hour block of general education courses that transfer between all of Indiana’s public institutions and some private colleges.

Those Core credits can be earned through a combination of dual credit, Advanced Placement courses and dual enrollment classes.

Members of the Indiana Commission for Higher Education (ICHE) said during a meeting Thursday that the expansion represents a 68% increase in the number of schools participating in the transfer credit program. Before this school year, only 84 Indiana high schools — or about one in five — offered the Core.

Indiana Commissioner for Higher Education Chris Lowery maintained that students who earn College Core credits are more likely to enroll in college and go on to earn degrees or technical certificates.

That could mean a helpful boost to Indiana’s overall college-going rate — recent data indicates only half of Indiana’s 2020 high school graduates pursued some form of college education beyond high school. The drop marked the state’s lowest college-going rate in recent history.

“Dual credit is so impactful to the success of students,” Lowery said. “It means a world of difference for students ... they have a higher likelihood of matriculating, persisting and completing college on time.”

**Indiana schools expand dual credit options**

Indiana University Bloomington and all five IU regional campuses, as well as Purdue University Northwest, and Purdue University Fort Wayne will serve as postsecondary partners of the College Core. Those campuses join Ivy Tech Community College and Vincennes University, which previously offered the courses for the program.

The higher education institutions have formal agreements with partnering Indiana high schools to deliver the Core to students through early college credit opportunities.

About 2,300 Indiana high school students earned the 30-hour block of general education credits in fiscal year 2022, said Charlee Beasor, ICHE associate commissioner for marketing and communications. Since 2014, over 10,000 high school students have earned the Core certificate.

“It opens up additional opportunities for you, including once in college,” Beasor said, noting that students who complete the core are more likely to succeed in advance-level coursework after high school.

Indiana education data shows that 90% of Indiana College Core earners from the class of 2020 went on to attend college. Once at college, those students are able to focus on major-specific courses earlier than their peers and pursue additional opportunities such as adding a minor and studying abroad. Additionally, they're more likely to graduate on time or early and could pursue graduate school ahead of their peers who didn't earn the Core while in high school.

The achievement comes with "obvious" cost savings, too, Beasor continued.

By completing the Core, students earn a full year of college for little to no cost. The average cost for a year at a public institution is \$22,000, equating to a savings of nearly \$225 million for Hoosier students, according to the ICHE.

To help make the program even more accessible, Indiana University announced last month that it will waive the \$25 per-credit-hour fee typically charged to high schoolers who take dual-credit courses through university.

IU President Pamela Whitten said Thursday the decision stemmed from a desire to expose more Hoosiers to higher education and encourage them to continue those studies after high school.

"We think this will be important in allowing us to continue to meet the needs of the state, frankly, while preparing high school students for what we all want — which is to pursue education beyond high school," she said.

### **Boosting Indiana's college-going rate**

As recently as 2021, 76% of Hoosier students indicated plans to continue their higher learning after high school, said Indiana Secretary of Education Dr. Katie Jenner. An ICHE report released in June showed that only 53% are actually going on to college or technical school, however.

"We're losing about 20% of a cohort who wants to continue going to college. I think that's an important note of reference," Jenner said.

Already, about 64% of Indiana students leave high school with at least 13.5 college credits, Jenner said. With many short term credentials requiring just 15 to 18 credits, that means most juniors and seniors are within one or two classes of completing a college credential.

"This makes our opportunity to work together on this more urgent than it's ever been," Jenner said. "We think that now is the time to really rethink high school to make sure we are as intentional as possible, and the coursework we're asking students to complete includes access to a post secondary credential and a quality, work-based learning experience."

The initiative to see more students to earn college credits comes amid a larger statewide push to get all Hoosiers better educated.

Indiana's overall education attainment has yet to meet Gov. Eric Holcomb's goal of having at least 60% of adult Hoosiers with a quality degree or credential beyond high school by 2025.

Currently, that number is just over 48%, leaving a majority of Hoosier adults without a credential beyond a high school diploma.



“We’re still working to get done,” Jenner said. “But we believe that by 2030, we really can get 60% of Indiana students earning a credential by the time they even graduate high school.”

**LA School Report**  
**Teens have changed their higher ed plans – survey shows they may never go back**  
**By John Kristof and Colyn Ritter**  
**September 12, 2022**

Each of the nearly 4 million students who graduated high school this spring faces major decisions this summer. Do they want to pursue further education? If so, what do they want to study and where? How will they afford it? Will they begin working immediately? If so, are they moving out of their family home? Are they prepared for the hassles of adulthood?

According to a recent survey we at EdChoice conducted in conjunction with Morning Consult, teenagers are embracing their agency in an increasingly broad array of choices. What they told us might worry institutions of higher education — because the next generation appears less interested in the traditional college pipeline.

In March, we asked a nationally representative pool of 1,000 teenagers to compare what their post-high school graduation plans were before the COVID-19 pandemic with what their intentions were now, two years later. More than one-third (36%) reported having made changes.

Plans to enroll in a four-year college sustained the biggest blow, with a 14% drop in teens saying they currently planned to enroll at a four-year university compared to before the pandemic.

To put that number in context, spring 2022 enrollment in four-year higher education institutions was 11.7 million students. Hypothetically, if four-year college enrollment were to drop by 14%, about 1.67 million fewer young adults would be choosing higher education.

If that hypothetical became reality, it would have drastic implications for colleges and universities. The average cost of tuition and fees (after deducting grant aid) for an in-state student at a four-year public college or university is \$2,640 per year, \$14,990 at a private institution. Assuming the ratio of students attending public and private four-year colleges remained constant, those lost 1.67 million students would roughly translate to \$10.6 billion per year.

College and university administrators already are dealing with an enrollment crisis. Changing demographics mean there are fewer teenagers, reducing the pool of students colleges can recruit. The COVID-19 pandemic also dramatically affected enrollment, as many young adults decided college was not worth the cost.

Why did the teens in the EdChoice survey change their plans? Of those who provided an explanation, just 8% mentioned COVID-19. They are telling a different story than the common one that projects college enrollment will simply bounce back as the pandemic wanes.

Over a quarter (28%) of teens who explained why they changed their mind about attending college said they had matured over the last two years, learned about other options, shifted their interests or had experienced some other form of self-discovery. About one in seven (14%) of these teenagers were concerned about where they would be located, expressing greater desire to remain close to family or to live in a new area, or citing a change in life circumstances, such as a need to take care of family members.

Another quarter (28%) of this group referenced the cost of college, a preference for earning and saving money immediately or similar financial factors. Nearly one in five (19%) pointed to mental health issues or other indicators that they currently couldn't handle the burden of being a college student.

These responses indicate that there is no one-size-fits-all solution to keeping students engaged and the student body large enough for schools' long-term viability. Better financial packages will mean little to students who feel burned out and unprepared for the next stage of life at the ripe old age of 18. Offering the exact programs students are interested in won't attract them if they know they can't pay the bills.

COVID-19 forced high schoolers to re-evaluate their approach to learning, their goals and their life circumstances. If higher education wishes enrollment to look like it did before COVID-19, it also needs to adapt to this post-pandemic reality.

**Education Week**  
**Dual-Enrollment Programs Are Expanding. But Do They Reach the Students Who Need Them Most?**  
**By Sarah D. Sparks**  
**September 12, 2022**

Indiana is one of many states hoping that introducing college work to more high school students can help turn around lackluster high school graduation and college-going rates. The Hoosier State significantly expanded the schools with access to its "College Core" curriculum this fall, which the state commission on higher education says could save students more than \$20,000 in college costs.

Indiana's not alone. The Biden administration has highlighted dual-enrollment programs as a way to expand the pipeline from high school to college in response to ongoing declines in college-going. Only 63 percent of new high school graduates in 2020 immediately enrolled in college, down from 66 percent in 2019 and a high of 70 percent in 2016, according to the most recent federal data.

But experts warn that these programs may be failing to reach and entice low-income and other underserved students who could benefit most from what they have to offer. And that problem seems to have gotten worse during the pandemic.

"Dual enrollment certainly is very popular—all states now have dual-enrollment programs, most states have programs that are expanding," said Sharmila Mann, a policy researcher at the Education Commission of the States who tracks dual-enrollment programs. "But students from racially minoritized backgrounds, students from low-income backgrounds, students who are maybe the first in their family to consider college are generally not represented in the population of students who take dual enrollment."

**Eligibility requirements are shifting**

ECS found that 50 states and the District of Columbia now offer 87 different dual-enrollment programs, including 27 online. That's up from 48 states in 2019, and covers an array of different credit options, from Advanced Placement courses to career-path programs that allow students to earn a certificate or associate degree while still in high school.

More than 40 states require students to meet eligibility criteria to participate in these programs, but the specifics have shifted in the last few years. While a majority of states before the pandemic required students to meet the entry requirements for local postsecondary institutions before taking college-level courses, now the most common requirement is simply that students reach a particular grade level or

have a recommendation from a teacher before starting dual enrollment. And states like Indiana and California are strengthening policies that require colleges to accept credits earned in high school programs.

For example, Indiana's "College Core" includes 30 credits' worth of courses that students can take during high school, which can include Advanced Placement, International Baccalaureate, and College Level Examination Program courses, as well as others.

Those credits are guaranteed to transfer to all of the state's public universities as well as some private colleges, including Purdue University. More than 140 high schools opted to offer the program this year—a nearly 70 percent jump from last school year, according to the Indiana Commission on Higher Education.

The commission reported that more than 9 in 10 students who pass the full 30-credit block hours go on to enter college after graduation, at a time when little more than half of Indiana graduates are matriculating to postsecondary education. Moreover, it found students who complete the courses save, on average, more than \$22,000, which the commission said equals about a year of college tuition in the state.

However, students and parents have complained that programs like Indiana's often focus on general education courses, which may be less useful for students entering science or business degree programs.

Robert Balfanz, director of the Everyone Graduates Center at Johns Hopkins University, said even without transfer credit, exposing students to college-level coursework early can help them develop the skills needed to succeed in higher education.

"Success in a four-year degree [attainment] can be predicted as well as, and in some cases, even better than high school graduation," Balfanz said. "It comes down to having decent grades and challenging classes. ... It matters that they take in [Advanced Placement] or dual enrollment or things like that to give them a real taste of what college work looks like."

### **Money is a crucial issue in participation**

However, only 13 states cover the full cost for at least one of their dual-enrollment programs, leaving school districts and students to pick up the slack in other programs. (The ECS plans to release a follow-up analysis in November on how states pay for their dual-enrollment programs.)

"The pandemic amplified and brought into really sharp focus that college-going has become very expensive," Mann said. Under tight budget constraints, many school districts have less support to hire, or contract with, teachers from local colleges or train existing teachers as dual-enrollment instructors, or to pay testing and other fees for students.

"There just aren't enough faculty in some high-minority schools or in very rural or low-income schools that are qualified to teach dual enrollment," Mann said.

Some states have been expanding funding for dual enrollment. For example, Georgia has a dual-enrollment program that allows all eligible students to participate in dual enrollment without paying tuition fees or book costs. So everything is covered for any student in Georgia who wants to do dual enrollment.

“Participating in dual enrollment helps students get on a college pathway and complete college at higher rates. We’ve got a lot of high-quality studies that demonstrate it’s really an effective mechanism for high schools and colleges to partner to increase the outcomes of college readiness that matter to a lot of schools and colleges,” said Jason Taylor, associate professor of educational leadership and policy at the University of Utah and co-author of a recent report on research on the programs.

But he said federal and state policymakers need to do more to help school districts identify more local ways to connect students to college. “These programs sit at the intersection of secondary and postsecondary systems, [where] often their data systems are not aligned at the state level,” Taylor said.

For example, Washington state developed an online data dashboard and partnered with the Northwest Regional Education Lab to create a tool for district leaders to analyze their own data and identify local barriers to bringing more students into the programs. The move has led to more investment in dual-enrollment programs not just for students, but for their teachers, too.

IBJ

**Ronak Shah: If students want to go to college, nothing should stand in their way**

**By Ronak Shah**

**September 16, 2022**

Indiana’s college-going rate is falling off a cliff as graduating seniors face sticker shock at the rising cost of higher education. It’s a nationwide trend that has been exacerbated by the pandemic and inflation, but Indiana’s drop is steeper—a nearly 20% decline in graduates entering a two- or four-year program. The collapse is starkest among students of color. While President Biden’s student-debt relief plan will come as a welcome break to many, it doesn’t solve the underlying structural problems turning students from college in the first place.

Even though most graduating seniors want to go to college, the rising cost has widened the college-going income gap. According to the Indiana Commission for Higher Education, wealthier Indiana seniors are twice as likely to enroll in college as lower-income students. At the same time, state spending is about \$6,000 per student, compared with nearly \$9,000 in the 1980s. The result is inequity, as Hoosiers with a four-year degree have quadruple the employment rate and five times the lifetime earnings of those with just a high school diploma.

We have to do more. Luckily, Indiana has a tool to change the status quo: the 21st Century Scholars program. Students who qualify apply in middle school, and if they keep their grades up and complete college preparatory coursework, they will have their tuition and fees paid for.

21st Century Scholars attend college at a whopping rate of 81%, outpacing higher-income peers. And they finish degrees faster and more consistently. Scholars get support in finding colleges that are a good fit and are prepared with the skills to thrive at them. The program has helped nearly 50,000 non-traditional students make it to and through our state’s colleges.

However, only about half of students eligible for the 21st Century Scholars program sign up for it. One reason is that students have to apply by the end of middle school—a time when many students haven’t started thinking about college. Middle schools rarely have college counselors helping students through this process, and many middle school teachers aren’t trained to be able to communicate the program’s importance to students.

Our lawmakers can set Indiana up for a college-going rate that other states can look to as an example. First, Indiana should automatically enroll eligible students in the 21st Century Scholars program instead of requiring an application. Enrolling all eligible students in middle school ensures college stays on the table by the time they start making informed post-secondary choices.

Second, high school seniors should be required to fill out FAFSA, the federal financial aid form, and it should be part of a school's accountability framework. Indiana proposed a bill this year to require FAFSA completion unless parents opted out, but by the time Senate Bill 82 made it to the governor's desk, it was diluted to simply require schools to send information about FAFSA home to families. We must go further.

Finally, schools should be resourced, supported and held accountable for preparing all students to succeed at their best-fit colleges of choice, all the way to the finish. The scholarship is only part of the solution. Students should be prepared with the skills to immediately succeed in coursework and, ideally, with credits toward their degree.

With a few reforms, our state can set a road map that ensures all Hoosier students have equitable access to college. •

**South Bend Tribune**  
**Local program nudges 21st Century Scholars to graduate from college**  
**By: Joseph Dits**  
**September 29, 2022**

SOUTH BEND — Reagan Ayala has seen fellow 21st Century Scholars struggle to stay in one of Indiana's best deals in college education — the possibility of free tuition — because of issues such as mental illness.

Her own boyfriend had struggled with gender identity at one point, and, she said, “the strain of everything” caused him to fall behind and lose his 21st Century scholarship.

“Sometimes the world beats you down,” she said. “Things still happen to you. You don’t know if you want to stay (in the program).”

He’s still in college. So is Ayala, an Adams High School grad who’s now a junior studying communications at Indiana University South Bend and keeping up her “straight B” average.

In fact, she’s one of 20 fellows in a recent initiative from the Community Foundation of St. Joseph County that’s aimed at a long-time problem for 21st Century Scholars: students that either failed to sign up by the eighth-grade deadline or failed to stick with the program’s requirements.

Like all other 21 Century Scholars, Ayala qualified because of her family’s income. She was among seven kids at home — including five adopted siblings — while her mom was in college and her dad worked at a nonprofit.

As a fellow, she and other select 21st Century Scholars go into middle schools and high schools to encourage and mentor younger students to enroll and to stay with it. They meet students who think college is too far off, who question, “Why do I need to think about this now?”

She believes she’s getting through to them.

### **Before it's too late**

Community Foundation President Rose Meissner said it launched the initiative in 2019 because, after more than 25 years of spurring educational efforts, it realized that the community wasn't doing enough "to be sure students knew about it (21st Century Scholars) and signed up."

"Too many students don't find out about it until they're in high school," she said. "They hear about it from fellow students. By then, it's too late."

Along with the fellows program, the 21st Century Scholar Success Initiative leads a coalition of 20 local school districts, colleges, universities, youth organizations and economic development agencies to encourage and support the scholars. It launched with a \$4 million grant from the Lilly Endowment in Indiana, which now finances the initiative until June 2025. Meissner said the foundation plans to raise an endowment to sustain the initiative's work beyond that.

Since the initiative started three years ago, she said, enrollment of 21st Century Scholars in St. Joseph County has grown by 65%, from fewer than 500 eighth-graders to more than 800.

Now the Indiana Commission for Higher Education, which runs all of the state's financial aid programs, has proposed automatically enrolling all students who qualify for 21st Century Scholars by the eighth grade, rather than relying on the students to apply. That will depend on whether it also gains support from the Indiana General Assembly.

"We think auto-enroll would be terrific," Meissner said.

By eliminating this initial hurdle, she said, it would allow the local partners to focus on the "more difficult" steps of ensuring the students' success.

### **Local progress**

While in high school, students must maintain a 2.5 GPA as they avoid crime, alcohol and illicit drugs and complete 12 activities that are designed to keep them on track. Once the activities are completed, Meissner said, the state has found that 81% of students go on to enroll in college.

"That's mind boggling, given that most of them are coming from low-income and non-college families," she said. "It's also an important discussion because of the declining number of students overall who are enrolling in college, which is exacerbated by the pandemic."

And, with full-ride scholarships for many of them — as long as they complete 30 credit hours each year of college and graduate on time — she said that's noteworthy given the recent news and talk about college student debt.

It's early yet, but Meissner said that the initiative has "absolutely seen progress," citing that in St. Joseph County the number of students completing the program's 12 required activities in high school rose from 54% in 2021 to 63% in 2022.

This spring, the initiative started "success fests" — to be held twice a year — where 21st Century Scholars students come to the St. Joseph County Public Library's Community Learning Center to complete eight of the 12 activities. The next one will be Dec. 3.

Another fellow in the local initiative, Julian Garcilazo, said the activities are “really not that hard,” each taking no more than five to 10 minutes, such as watching a video, but, he said, they made a difference for him. They gave him important information — such as guidance on filing financial aid forms — that his parents couldn’t because they hadn’t graduated from college.

Like Ayala, Garcilazo made sure that he signed up for 21st Century Scholars and that he went to college. Both Ayala and Garcilazo have an older sibling in the program.

Garcilazo, a St. Joseph High School graduate who’s now a junior at Holy Cross College, said he wouldn’t have been able to afford it. Ayala said her mom probably would have helped with the cost, but it would have been a struggle.

21st Century Scholars covers up to 100% of tuition for a two- or four-year degree at one of Indiana’s public colleges or universities, or the equivalent amount at a private institution. It doesn’t cover room, board, books and certain other fees.

The foundation fellows receive an extra \$5,000 per year to help with other financial needs they have. Fellows must attend college in St. Joseph County and participate in programs to develop their skills in leadership, career exploration and networking.

“These are students that are likely to stay in the community ... and also help the community to thrive,” Meissner said.

### **The cool mentor**

Garcilazo feels like he’s connecting with younger students, who see him as cool because he’s in college while not being so old that he’d be like their parents.

“The schools we go to, you can sense from the individuals in low-income families that they don’t think college education is something they can reach,” he said. “That affects their coursework. They don’t put themselves into it.”

Like Ayala, he can relate to what it was like in eighth grade, “shutting off our minds” to college, which seemed like it was far in the future.

In return, he said, his service as a fellow and mentor immerses him in the community, where he’s made connections with professionals in and out of the schools. His major is clinical psychology.

“It’s made my skills more dominant,” he said. “Coming into my freshman year, I was more reserved. Now I’m a more talkative person. ... I’m able to make my personality known. That helps me to make a better connection with people in the various schools I go to.”

As a fellow, Ayala said, she’s discovered: “I really do want to work with students. I want to help people with their own academic success.”

Asked what the initiative could do to help students more, she said, “I wish more schools would let us in to hear what we have to say.”