

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, September 10, 2015**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. Indiana University, Kokomo, Kelley Student Center, with Chairman Dennis Bland presiding.

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

*Members Present:* Gerald Bepko, Dennis Bland, John Conant, Sarah Correll, Jud Fisher, Lisa Hershman, Allan Hubbard and Caren Whitehouse

*Members Absent:* Jon Costas, Susana Duarte De Suarez, Chris LaMothe, Chris Murphy, Dan Peterson and John Popp

**CHAIR'S REPORT**

Mr. Bland began his remarks by thanking Indiana University Kokomo leadership for their hospitality during yesterday's events and for hosting our meeting today. He said that the Commission has scheduled its annual H. Kent Weldon Conference for Higher Education for Thursday, April 14, 2016, which is the second Thursday of the month, to be held at the Indianapolis Marriott North. We will have more information about the Weldon Conference at a future meeting, but please mark your calendars for this convening next year. Also, please be reminded that next Wednesday, September 16, the Commission is hosting a Competency-Based Education Summit, and later this fall, there will be a first-of-its kind Student Advocate Conference. More information about all of these convenings may be found on the Commission's website.

**COMMISSIONER'S REPORT**

Commissioner Lubbers began her report stating that last night we celebrated a very special person and a very special occasion for the Commission. September marks Ken Sauer's 30<sup>th</sup> year as a valuable – irreplaceable member of the CHE staff. We toasted his leadership and commitment to Indiana higher education, as well as being a leading thought leader in the nation. We would like to continue this celebration in a special way with all of you today. We've asked a few people to join us, Sara Appel, Tari Lambert and your wife, Nealon Sauer. While Governor Pence was not able to be with us today he has allowed me to be a surrogate for this special ceremony and to present to you a Sagamore of the Wabash.

Let me use this opportunity to tell you more about Dr. Sauer that you may not be aware of, although some of you may. I've mentioned that Dr. Sauer has been with the Commission for Higher Education for 30 years. He has spent his life in public service, he met Nealon and started off early in life as member of Peace Corps. He served the Illinois Board of Higher Education. He

served for the National Center for Higher Education Management Systems (NCHEMS). He came to us well prepared for the work he has been doing for so long. There is nothing you could bring up about Academic Affairs that Dr. Sauer isn't leading in the nation. I kiddingly say to his trusted colleagues, Ms. Lambert and Ms. Appel, I'm not sure where Dr. Sauer is sometimes but I know he's doing important work wherever he is. That reflects very well on Indiana because he is considered a leader. How many people get an opportunity to spend three decades doing work that they care so much about and would do it with such professionalism and grace? I have never seen him lose his temper, even when he might be frustrated with some of us he is gracious and he uses that as a teaching moment for all of us, and for that we can be very grateful.

The Sagamore of the Wabash is the State of Indiana's high award that we only give to very few people who distinguish themselves in their service. Among several things stated here, it says, whereas Dr. Ken Sauer has distinguished himself by his humanity in living, his loyalty in friendship, his wisdom in council and his inspiration in leadership. And for those reasons, recognizing his greatness, and desiring to avail myself of his council, I do hereby appoint him a Chiefton, upon my staff of the rank and title, a Sagamore of the Wabash.

Dr. Bepko stated that we are all celebrating Dr. Sauer's 30<sup>th</sup> anniversary with the Commission. He noted that he started working with Dr. Sauer 29 years ago when Dr. Bepko became Chancellor of IUPUI in 1986. Dr. Sauer taught Dr. Bepko things he didn't know in 1986 and has continued through 2015. He said it has been a wonderful experience to work with Dr. Sauer with his national perspective and experience that has been helpful to the State of Indiana and one of the most important ingredients in the success of higher education in Indiana. Right now we should be very proud of our Commission for Higher Education. For as many years as Dr. Bepko and Dr. Sauer have been around to observe, this is one of the best facilitative state bodies in the country right now and a lot of the credit for that goes to Dr. Sauer. He congratulated Dr. Sauer and shook his hand.

Dr. Sauer said he was overwhelmed and touched by all of this and that he very much appreciates this great honor and kind words that were said today and last evening. The 30 years have gone by very quickly but it has been a great job for me and the reason why I've hung around for 30 years is because I work for a wonderful boss, the Commissioner, who I think is the best in the country, although I may be biased. The Commission members are great to work with as are my colleagues on staff. Also, the great friendships that have developed with my colleagues at the institutions. All of that has allowed me to make a modest contribution to higher education in Indiana. I should also point out that Nealon and I have been married 45 years this month and to the extent I have made a modest contribution here, she deserves to share in that contribution as well because she has been my support, my partner, for four and a half decades and it makes my work here possible. Dr. Sauer thanked everyone.

Mr. Bland congratulated Dr. Sauer. He said, when you look at the origin of the Sagamore it is derived from the history of individuals in Indiana getting together and saying we have to identify those rare individuals among the tribe that give us sage council and advice as to how we move forward. He said he can't think of a person who is more fitting and that we are amongst greatness.

**CONSIDERATION OF THE MINUTES OF THE AUGUST, 2015 COMMISSION MEETING**

**R-15-06.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the May, 2015 regular meeting (Motion – Hershman, second – Fisher, unanimously approved)

**II. PUBLIC SQUARE: ADVANCING A COLLEGE COMPLETION CULTURE**

**A. Progress Report: Indiana’s 21<sup>st</sup> Century Scholars Program**

Mr. Bearce began by stating that the 21<sup>st</sup> Century Scholars Program has been around for 25 years and we thought this would be a good time to reflect on the program, talk about what has worked, what challenges remain and show what we think the outlook is for moving forward well beyond the next 25 years.

He talked about the major milestones of the program. The 21<sup>st</sup> Century Scholars Program was started in 1990 and was the first of its kind anywhere in the country. Today there are at least two programs based upon it in other states. Other states and cities have modeled various programs off the 21<sup>st</sup> Century Scholars Program.

In many ways, the Scholars Program was a national leader in addressing an issue and making a bold proclamation that a family’s income should not be the difference on whether that student is able to go to college. That student made a commitment to do what was asked of him or her and Indiana would make a commitment to that individual to make it possible to attend up to four years of college.

The second milestone was about five years later when the first 21<sup>st</sup> Century Scholar enrolled in college in 1995. We can assume those students started matriculating in the late 1990s. In 2011, Indiana created the Scholar Success Program to improve college readiness.

As a state, and particularly as a Commission, we decided to improve the program by making a concerted effort to not just send students to college but to ensure that they are graduating. An initiative to provide more outreach support to Scholars in 2012 launched the ScholarCorps Program at 10 college campuses and is now on 17 campuses where we are coordinating services and partnering with our colleges and universities. In 2013, Indiana created the Credit Completion Requirements for all state financial aid recipients, including 21<sup>st</sup> Century Scholars. In 2014, Indiana deployed College Success Coaches at 25 Indiana Campuses. In 2015, the first class of Scholars was required to graduate high school with a 2.5 GPA. In 2017, the first class of high school graduates will have been required to complete Scholar Success Program requirements to earn the 21<sup>st</sup> Century Scholarship.

He continued by drawing upon some numbers about the 21<sup>st</sup> Century Scholars Program. More than 70,000 students have used a 21<sup>st</sup> Century Scholarship. At

least 30,000 low-income students have earned a college degree with a 21<sup>st</sup> Century Scholarship. More than 110,000 students are enrolled in the program today.

Indiana's 21<sup>st</sup> Century Scholars are more likely to: go to college than all Indiana students; be college ready than their low-income peers; complete college than their low-income peers.

He continued by taking a closer look at the Scholar population with regard to enrollment of Scholars relative to Indiana's 8<sup>th</sup> graders as a whole. If the program is doing what it should, we should see rough parity in enrolling the same amount of students. This is indicative of larger challenges we are seeing, in that the program actually overenrolls relative to the population among African American students. They are 12% of our 8<sup>th</sup> grade population but we are enrolling 21%. In contrast, we are under-enrolling for Hispanic students. We still have a significant challenge to help Hispanic students access college. This is where 21<sup>st</sup> Century Scholars Program could be more impactful. The white population is under-enrolled relative to the population but still reflective of our demographics of the state. The vast majority of 21<sup>st</sup> Century Scholars are white students.

He shared more compelling data that show the challenges that Scholars face compared to Indiana Financial Aid filers as a whole. Scholars are 1.4 times more likely to be the first in their family to go to college. Scholars are more than 2.5 times more likely to be raised by single parents. Scholars' family income was 75% lower than the average student who applies for financial aid.

He showed what the Scholar path to college looks like once they've enrolled in the Program. Even though we've done an incredible job as a state in getting students in this program and on the path to college, we've seen this steadily increasing trajectory of students applying but diminishing returns even before college. We are losing significant numbers of students from the time that they enroll to when they affirm. This is an area the state is trying to be more proactive about and stay in contact with those students from middle school to when they affirm in high school. He stated that the affirmation process needs to be reexamined as well to make it more of a meaningful process.

With regard to diminishing returns, Mr. Bearce brought up the issue of "Summer Melt". These scholars have met all of their obligations and have up to a four-year scholarship waiting for them and they never activate that scholarship. This speaks to using this data to inform our decision making and opportunities to stay connected with those students and keep them on track.

In response to Mr. Hubbard's question as to what the qualifying requirements are and what percentage of those students who could qualify actually apply, Mr. Bearce stated that he is uncertain of that percentage. In order to qualify for the program, historically it was free or reduced lunch, enrolled at an Indiana high school, abstaining from drugs and alcohol, not committing any crime, what was

previously a 2.0 GPA is now a 2.5 GPA and starting with the class of 2017, they now have to complete the Scholar Success Program Requirements.

In response to Mr. Hubbard's question regarding how large the tuition assistance is, Mr. Bearce responded that it is the equivalent of four years at our four-year public colleges and covers tuition and mandatory fees and does not cover room and board. Except, some of our institutions offer support to Scholars. Those that go to IU Bloomington receive what is called covenant and they get room and board. Purdue has a similar program called the Purdue Promise. But the scholarship is up to the equivalent of four years at a public institution or apply that amount to a private college.

Dr. Townsley added that for the last year of data, we know that the number of students who actually applied to the program was about 24,000. We lost a couple of thousand as they moved into the enrolled status.

Jason said the achievement gap in terms of the affirmation rates is particularly strong with African American and Hispanic students who are below average. Interestingly, some of these gaps disappear on the access end in terms of FAFSA filing and scholarship use.

Dr. Townsley said it is interesting to track the data from enrollment into scholarship use and breaking it out by race/ethnicity did highlight some opportunities we can use to help improve.

Mr. Bearce continued by saying of our 21<sup>st</sup> Century Scholars, 76% of them go to college. 86% of that number attend Indiana public colleges, 11% attend Indiana private colleges and 3% attend out-of-state colleges.

It has always been the case that the majority of Scholars are using their scholarships at a 4-year college but we have seen some momentum in the other direction in that we've seen an increasing number of Scholars who are now attending two-year colleges. Most of that change has happened since 2009.

In response to Ms. Correll's question, if she were a scholar and attending a two-year college, would she be able to transfer to a four-year institution, Mr. Bearce said yes.

Mr. Bearce showed the top ten colleges by Scholar enrollment. He stated that while Ivy Tech at 19% is number one, to be fair, that includes 23 campuses. The other nine are: Indiana State University, Indiana University Purdue University at Indianapolis, Indiana University Bloomington, Ball State University, Purdue West Lafayette, Vincennes University, Indiana University Purdue University Fort Wayne, University of Southern Indiana and Indiana University South Bend.

He moved on to talk about how Scholar performance in college and referred to the State-Level Scholar Scorecard, something the Commission started putting together in 2012. In some regards the Program has already met its obligation in

overcoming poverty, the main limiting factor in college access. We can see across every metric that Scholars outperform their low-income peers in access, performance, retention and graduation. We are not satisfied with comparing Scholars to like-income peers, we think that given the right support, incentives and expectations they could perform as well as any students in the State of Indiana.

From a completion view, a slide compared Scholars versus all low-income students, measured primarily through being Pell-eligible. We see that Scholars are outperforming their low-income peers. We are not seeing that same success in comparison to the general population.

In response to Mr. Hubbard's question, what do you have to do to qualify for a Pell Grant, Mr. Bearce stated that it is based upon poverty level.

In response to Mr. Hubbard's question if you can be both a Scholar and Pell recipient, Mr. Bearce said yes.

Mr. Bearce shared a slide that compares Scholars to all Indiana students. The Scholars' on-time completion rates are improving at both two- and four-year public colleges.

This program was always intended to be a preparation program first and a scholarship program second. It's fair to say that is not always the way it was interpreted across the state and more could be done to make it clear what it means to be a 21<sup>st</sup> Century Scholar. It is an earned benefit rather than an entitlement program. A brief summary of what we have done in that regard for high school students includes raising the minimum GPA from 2.0 to 2.5, a minimum required Core 40 diploma and the establishment of the Scholar Success Program. At the college level, we created credit completion requirements, added flexibility to use aid during the summer, expanded college transition programs and on-campus support, such as ScholarCorps and InsideTrack Coaches.

The set of expectations are intended to be fair and keep them on track for college and is not a cumulative list of things to do, but instead, a thoughtful, logical progression with annual expectations. Our goal is not for schools to segregate out and do these things with just low-income students, we are hopeful that with the right support and encouragement schools and communities will develop this sort of approach for all of their students.

We have tried to provide more direct and on-demand outreach to our Scholars. If we are going to set expectations of them, we have to have a way for them to access resources and a way for them to verify they have completed them and why we have the 21<sup>st</sup> Century Scholars website. We provide clear, accessible information every year they are in the program electronically, via print, via direct mail and through school and community partners to make sure they know what is expected every step of the way.

We are started to see progress. In the past decade, Scholars with high school GPAs of 2.5 or higher increased by 12 percentage points. During that same period, Scholars with high school GPAs of 2.0 or lower decreased by five percentage points.

We saw the early signs of success from our College Credit Completion reforms. We saw an improvement across our entire financial aid population, but the response was particularly strong and significant for 21<sup>st</sup> Century Scholars. There was a 55% one-year improvement in taking 30 or more credit hours and a 56% one-year improvement in completing 30 or more credit hours.

In 2014 we received a grant from USA Funds to provide InsideTrack Coaches to a number of our campuses, including the entire Ivy Tech Community College system. The goal was that by using these coaches, we would see a significant year-over-year increase in retention. The data hasn't completely come in yet and don't have the final retention numbers yet, but we do have the registration numbers. As of the September 9, 2015 census date, Indiana State University has an estimated +4.2 point retention improvement. Ivy Tech has an estimated retention improvement of +11.2 points. There is a lot of fluidity with retention numbers leading up to the start of classes.

We can have a significant impact on this population in a relatively short time frame if focus our attention and put the right support and expectations in place. Hopefully we can come to you a year from now with a similar type of case study with these other campuses that are looking at similar strategies that can have the same types of outcomes.

In response to Mr. Hubbard's question as to how much better do Scholars perform who historically had an average of 2.5 GPA, Ms. Lubbers said that we can get you those numbers. She said what we do know is that those between 2.0 and 2.5 were markedly less likely to be successful. We are spending so much time on this today because it is at the very core of the mission of everything we have been talking about at the Commission for Higher Education for so many years. We went to the Legislature requesting another \$93 million to cover the costs for our Scholars. We are focused on getting our students to be successful and all the numbers we are showing you today are trending in the right direction in measurable ways. Bringing all of these things together, this is a great example of how policy and the use of funding makes a difference. As Mr. Bearce clearly said, we want our Scholars to be completing at as high of a level as the population at large. This is not cause for celebration, but it is cause for encouragement.

Mr. Hubbard commented that if a student got a 2.0 on their high school record, the chance of his or her success is slim. It would be a disservice to the student to be admitted to the college because the chances of that student succeeding are very low.

Ms. Lubbers stated that it is clear different colleges have different admission requirements, but what everyone knows is the academic preparation that the student needs going into college is the big difference. The more academically rigorous your curriculum in high school, the more academically prepared you will be for college level work.

Mr. Bearce speculated that the rise in number of Scholars going to community colleges is in part a response to raised admission requirements of four-year colleges as much as it is that we have a more visible community college system than we had ten years ago.

Ms. Lubbers said we certainly don't have Scholars going to community college needing remediation there.

**B. Panel Discussion: Indiana's College & Career Success Mentoring Initiative**

1. Tracey Butler, Consultant for the Indiana Youth Institute
2. Molly Chamberlin, Ph.D., Director of the Program Evaluation at the Indiana Youth Institute
3. Timothy M. Clark, Outreach Coordinator, Central Region at the Indiana Commission for Higher Education
4. Kelly Nelson, Consultant for the Indiana Commission for Higher Education
5. Tammy Pearson, Director at Project Leadership

Mr. Bearce introduced Kelly Nelson who has been our manager for this initiative to provide history for context, provide more data from Dr. Molly Chamberlin and then quickly transition to a panel discussion.

Ms. Nelson began stating, given what Mr. Bearce shared, she feels fortunate they were able to study a microcosm of that. Ms. Nelson said that this is Indiana's College and Career Success Mentoring Initiative (ICSM), and they have been together for six years. In 2009, we applied for the College Access Challenge Grant (CACG) and it was awarded to the Indiana Commission for Higher Education. We decided we needed to get a better look at particular communities. In 2010, the Indiana Commission for Higher Education and the Indiana Youth Institute (IYI) developed a partnership to oversee the development and management of the mentoring initiative. High schools and mentoring programs were selected through RFP process.

Mr. Clark said that he came to IYI to help and manage this initiative, so when the Commission approached IYI, the Indiana Mentoring Partnership was going to be a great partnership. We were looking at how mentoring can be a part of these 21<sup>st</sup> Century Scholars lives and help them be better prepared for college and succeed.

He said when we looked at the components that we would use in the program, 21<sup>st</sup> Scholars was going to be our cohort. We then looked at mentoring programs that had already made that commitment and were knowledgeable about the 21<sup>st</sup> Century Scholars Program to see how we could enhance the



mentoring process. One thing we asked the mentoring programs to do was provide year-round mentoring. The other piece we looked at was how to increase the strength of the mentoring program's relationship with high schools in their community. We looked at the intensity of the mentoring process from the training that their staff and mentors received to the programming they're providing and the actual college visits they have students going on as well. These are all basic components that helped develop this initiative.

Ms. Nelson added that what is different about this initiative is that typically mentoring happens at K-12, but this continued postsecondary.

Mr. Clark shared the mentoring partners that helped complete the five year project. They include: Big Brothers Big Sisters of Northeast Indiana, Fort Wayne; Communities in Schools of Lake County, East Chicago; Project Leadership, Marion; Southwest Indiana College Access Network (SICAN), Evansville; Starfish Initiative, Indianapolis; Urban Reach, Gary; and YMCA of Greater Indianapolis, Indianapolis. Five of these partners were with us the entire time. The mentoring partners were a mix, intentionally chosen that way, to ensure that there were nationally recognized groups, others that were small in stature and number and others that were faith-based organizations spanning across the state.

Ms. Nelson stated that they chose both community-based partners and school-based partners so that they could look at the difference in access to being in or out of the school.

Mr. Bearce stated that something to keep in mind is that in the beginning, this project is that it was about learning. Mentoring and college and career readiness is not new, but how do we blend them together and test this in as many different environments and communities as possible to find out what works and what could work across the state. The goal was to find what works so that it could be scaled across the state.

Mr. Clark said that a requirement for the mentoring partners was to partner with a high school. Those include: Benjamin Bosse High School, Evansville; East Chicago Central High School, East Chicago; Fall Creek Academy, Indianapolis; Heritage High School, Fort Wayne; Leo High School, Fort Wayne; Marion High School, Marion; New Haven High School, Fort Wayne; Pike High School, Indianapolis; University Heights Preparatory Academy, Indianapolis; Woodlan High School, Fort Wayne; 21<sup>st</sup> Century Charter School of Gary, Gary.

Ms. Nelson said the schools were selected based on free or reduced lunch and on poverty because the goal of the grant was to work with those with the greatest poverty. This work was not just with Scholars, but those within the greatest poverty.

In response to Ms. Correll's question, that when looking at the list of schools, she doesn't see rural schools and asked if that will present some different challenges, Ms. Nelson said that they do have that population represented in

the Fort Wayne schools. It began as one school that was rural that was broken into multiple schools.

Ms. Pearson added that Marion is probably the smallest of the schools listed and we have been able with Project Leadership to take the learnings from this initiative and work with several rural schools.

Mr. Bearce said that Ms. Correll's question reveals an unfortunate truth which is we didn't want to work with new mentoring programs, but instead, established ones. There aren't that many mentoring programs in rural areas. Our goal was not to drop Ms. Pearson into rural areas and direct her to go make mentoring programs. It is better if it can come up from the community so we need to give them tools to do so.

Dr. Chamberlin said that the data that we'll see is a combination of data from the Commission as well as from the National Clearinghouse for a small percentage of kids that went to college at mostly private Indiana institutions and a few out of state institutions. We were also able to do some comparisons from the College Readiness Reports.

Dr. Chamberlin said our oldest cohort graduated from high school in 2012 and would have just finished their third year of college in 2014/2015. The class of 2012 was the highest performing when it comes to enrollment in postsecondary with about 80% immediately enrolling after high school. The rate of enrollment decreased in the class of 2013 to 67%. Why the enrollment right out of high school dropped isn't as easily revealed in the data as Ms. Pearson may be able to tell us about from the human perspective of things.

Using the Commission's data which looks at enrollment right after high school, our class of 2012 gangbusters. When comparing them with the state average, they were quite a bit higher. When comparing them with all 21<sup>st</sup> Century Scholars, they're higher. We compared them with the kids from the schools which the kids came from and they were considerably higher in enrollment. This group was about the same as 21<sup>st</sup> Century Scholars from the school they came from sitting right at about 80%. When you make the same comparison for the class of 2013, no surprise, their enrollment was a bit lower but they still outperformed the state average and graduates from the high schools they came from, but their enrollment in postsecondary right after high school was actually lower than 21<sup>st</sup> Century Scholars statewide and lower than 21<sup>st</sup> Century Scholars from within those high schools they came from.

When you look at the profile of these kids, they look a lot like 21<sup>st</sup> Century Scholars. 97% enrolled in Indiana with 87% at an Indiana public institution, 9% at an Indiana private institution (non-profit) and 1% at an Indiana for-profit institution. 68% enrolled in a four-year institution and 78% enrolled full time.

When looking at student persistence data, 84% of ICSM students who entered in 2013 persisted to 2014. Comparatively, 69% of all students entering in 2013

persisted to 2014 and 78% of Scholars entering in 2013 persisted to 2014. 67% of ICSM students who entered in 2014 persisted to 2015. However, only 49% of ICSM Scholars who entered in 2013 persisted to 2015 (comparison data not yet available).

Here is the part that was more concerning for us: the class of 2012 had an 80% enrollment rate in college right after high school, 84% of them continued on to the second year, but less than half of them have gone on to year three. As we have our discussion that is something we want to talk about in terms of the initial focus of ICSM was about getting kids to college and making sure they were prepared. And in terms of lessons learned, it cannot stop after that mentoring cannot stop after that first or second year.

In response to Ms. Lubbers question if the data was disaggregated from the second to third year by institution to see if some were doing a really good job of getting some from second to third year, Dr. Chamberlin said that they did not do that disaggregation. The N size gets fairly low the more disaggregations that you do, but that is something that I will provide to you. I will guess that it is about the same. Where we did disaggregate and see some differences is among mentoring providers. Ms. Pearson's organization is one that had some higher persistence rates.

Mr. Clark shared a video between one of the mentees, David, and his mentor, Courtney, from the YMCA. David tells his story about how he got involved in the mentoring program and succeeded at getting into college and graduating.

Mr. Bearce asked Ms. Pearson to describe her experience with Project Leadership through this initiative some of the lessons you learned that you didn't know going in and how that is changing your approach.

Ms. Pearson said while she will be sharing a number of comments today through the lens of the ICSM initiative which occurred at Marion high school, this work is also happening outside of the Marion Grant County area in Delaware County. It's happening because we've had watchful eyes on us for a number of years. The Ball Brothers Foundation has made it possible that work I'm sharing with you and the program tiers, data and stories are happening across two counties.

Project Leadership's model for college access and success began in 2007 and started with 21<sup>st</sup> Century Scholar enrollment and growing those numbers. We did that and increased numbers from one out of ten to eight out of ten and that has been Tier 1 of our program at the middle school level. The ICSM initiative has exploded three more tiers I'll share with you today. Tier 2 is our high school mentoring. Our model is one on one mentoring once a week at the high school and in the community. With Tier 3, unless we help students with bridge programming, the Tier 1 part of the model, college access, means nothing. As we shift into talking about Tier 4, in the summer when students graduate from high school we have some additional bridge programming and workshops

available for students. Tier 4 is postsecondary and Project Leadership understood when the program started that if we were going to work with students at the middle school level in college access in 21<sup>st</sup> Century Scholar enrollment, we knew we needed to be involved postsecondary. Students are followed into our higher education world and has been the most critical addition to our services.

Ms. Pearson shared some data about Project Leadership mentees who were part of the ICSM cohort. Scholars matriculated at that high school at a higher rate than those who were not. 72% of students who were served by Project Leadership enrolled in a postsecondary institution. The class of 2012 had the highest enrollment of the 3 cohorts that were followed at 81% enrollment. More 2012 Project Leadership mentees enrolled in postsecondary immediately after high school than 21<sup>st</sup> Scholars statewide and significantly more than the state average in Marion high school graduates. Most of the Marion Scholars continued into their second year of postsecondary, but only 54% continued from their first year to their third year. The same socioeconomic barriers that existed when they entered have not disappeared.

Thinking about lessons learned, if there is one thing that has made this successful is that we have worked really respected the role that relationships play and worked to engage so many community partners. Other lessons learned include that having stronger curriculum will benefit our mentoring program. We have taken what we've learned from the lab work, such as the FAFSA and college application labs, and begun the Scholars Success Program labs.

Data has been invaluable to helping Project Leadership improve. One of those is the Postsecondary Mentoring Database. We are able to measure what is happening with students but also intervene and that is the most important aspect of the Postsecondary Mentoring Database. We are able to look at current data and say what can we do now to impact that report that we pulled.

Mr. Bearce said we have talked about the relationship between the mentor and the mentee but the initiative was designed to make a more productive relationship between the mentoring organization and the educators, can you reflect on what those two sides do not understand about each other in terms of their roles and what they can learn from one another. Ms. Nelson stated that once the students reach the campus they have a hard time navigating.

Ms. Lubbers stated that doesn't explain why there is good persistence from first to second which is when you would logically think that. I think that really drives how we are using mentoring organizations to get students to self-advocate. Our challenge today is to get under those numbers and see what we need to do differently.

Ms. Butler said that they have a lot of conversations about what it means to be truly ready, not just to get into school but to persist in school. We've thought a about it along three dimensions: social preparedness, academic preparedness

and financial literacy. On the social piece, we've honed in on the concept of grit and resilience and how to train mentoring organizations and community partners on that. We talk about how to take the time that you have with those students and help them become better advocates for their future goals. There is a lot of research that indicates that grit and self-advocacy can be a greater predictor of college access and completion than things we would traditionally look at, like SATs. As we look at the legacy at ICSM that is one piece that we continue to beat that drum, self-advocacy.

Dr. Chamberlin said they shared data regarding enrollment with another Indianapolis mentoring organization and some actually called and said, I know this is wrong because I've spoken to five of these kids and I know they're on a college campus. We came back to them and said, are you sure because all of the research on "Summer Melt" says that kids don't want to let their mentors down. When the data shows 52% enrolled in class and you're saying it's 96%, you may need to deepen the conversation with your mentees.

Ms. Butler talked about how as the scaffolding of support does come down, we are seeing a second "Summer Melt". Whatever was hard about first year is even harder that second year. If they weren't truly ready and couldn't advocate for themselves then it seems to snowball.

In response to Ms. Whitehouse's question, since it sounds like the majority of those students make it through the first two years to encourage them to work through an Associate's degree so they can come out of those two years with a meaningful degree and then can go on if they chose to do so, Mr. Clark said that it really came down to a four-year college and even a two-year college is not for everyone. It really comes down to how can we help each student find their own path and the main thing we do is letting them know that you must go past getting a high school diploma to put yourself in a better situation.

### III. BUSINESS ITEMS

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

1. Ph.D. in Biology and Ph.D. in Chemistry and Chemical Biology to be offered by Purdue University at Indiana University Purdue University Indianapolis

Dr. Candiss Vibbert, Associate Provost for Special Initiatives at Purdue University, presented this item. Dr. Sauer gave the staff recommendation.

- R-15-06.2 RESOLVED:** That the Commission for Higher Education approves the consent the following Ph.D. in Biology and Ph.D. in Chemistry and Chemical Biology to be offered by Purdue University at Indiana University consistent with this agenda item. (Motion – Hubbard, second – Whitehouse, unanimously approved)

**B. Capital Projects for Expedited Action**

1. University of Southern Indiana – Welcome Center
2. Purdue University West Lafayette – McCutcheon Hall University Residences Bathroom Renovation, Phase V

**R-15-06.3**      **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Fisher, unanimously approved)

**C. Early Intervention Policy – Expedited**

1. College and Career Readiness national assessment threshold score of a 38 in Critical Reading and a 40 in Mathematics on the 10<sup>th</sup> Grade PSAT
2. ACCUPLACER threshold score of 69 in Reading and 92 in Mathematics to determine when a student requires remediation or additional instruction

**R-15-06.4**      **RESOLVED:** That the Commission for Higher Education approves by consent the following recommendations for the Early Intervention Policy, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Hubbard, unanimously approved)

**IV. INFORMATION ITEMS**

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Capital Projects Awaiting Action
- D. Media Coverage

**V. NEW BUSINESS**

There was none.

**VI. OLD BUSINESS**

There was none.

**VII. ADJOURNMENT**

The meeting was adjourned at 3:07 p.m.

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Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary