



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, August 13, 2020

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

AUGUST COMMISSION MEETING
AGENDA

Thursday, August 13, 2020

VIRTUAL COMMISSION MEETING

[Join Microsoft Teams](#)

-or-

Dial: +1 317-552-1674

Conference ID: 466 403 744#

- I. Call to Order – 1:00 P.M. (Eastern)**
Roll Call of Members and Determination of Quorum
Chair’s Remarks
2020-2021 Officer Slate
Commissioner’s Report
Committee Report Outs
Consideration of the Minutes of the June 11, 2020 Commission Meeting 1
- II. Business Items**
- A. ScholarTrack Graduation Plan 7
 - B. College Completion Report..... 9
 - C. Commission for Higher Education Fiscal Year 2021 Spending Plan 13
 - D. Academic Degree Programs for Expedited Action 15
 - 1. Master of Arts in Criminal Justice to be offered by University of Southern Indiana
 - 2. Bachelor of Science in Art Education to be offered by Indiana University Southeast
 - 3. Master of Arts in Food Studies to be offered by Indiana University Bloomington
 - 4. Education Specialist in Educational Leadership to be offered by IUPUI and the Five IU Regional Campuses (East, Kokomo, Northwest, South Bend, and Southeast)
 - 5. Doctor of Philosophy in Biomedical Engineering to be offered by Purdue University at Indiana University Purdue University Indianapolis

All events take place on Eastern Time

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III. Information Items
A. Academic Degree Programs Awaiting Action..... 19
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C. Media Coverage..... 25

IV. Old Business
New Business

V. Adjournment

The next meeting of the Commission is **September 10, 2020** and will be held virtually.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, June 11, 2020

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. virtually via Microsoft Teams videoconferencing, with Al Hubbard presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Jon Costas, Trent Engbers, Jud Fisher, Al Hubbard, Chris LaMothe, Chris Murphy, Dan Peterson, Beverley Pitts, John Popp and Alfonso Vidal

Members Absent: Coleen Gabhart

CHAIR'S REPORT

As you know, we had to change our original plans of being on Indiana State University's campus in Terre Haute today. We certainly miss the opportunity to see the campus and interact with your great staff. On behalf of the Commission, I would like to thank President Curtis and her staff for their willingness to host us this month despite our need to change plans. We look forward to our next visit to Indiana State's campus.

As you all know, we have two key members of our board departing this month. Coleen's term as our student member concludes at the end of June. She had arranged for an internship based in New York City – that has since been changed to a virtual experience amidst COVID-19, and her duties prevented her from being with us today. However, she wanted to share that she misses us all and was extremely grateful for the opportunity to serve on the Commission. Alfonso's wife Daniela was recently named the Ivy Tech Community College Evansville Campus Chancellor. He and his family are all extremely excited for her, but this means an end to his service on the Commission.

Alfonso and Coleen have both been tremendous contributors to the Commission generally and as members of the Student Success Committee, among many other contributions. We have a resolution honoring Coleen and Alfonso.

R-20-06.1 RESOLVED: That the Commission for Higher Education hereby approves the Resolution Honoring Coleen Gabhart and Resolution Honoring Alfonso Vidal. (Motion – Murphy, second – Engbers, unanimously approved)

These positions as well as our 4th district position have yet to be appointed by the Governor's Office, but we hope to have an update on this in the coming weeks.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating a new decade always seems like a time for beginnings and changes – but we got more than we bargained for this year. At the Commission – like everywhere else – we're adjusting to these changes on multiple levels – Zoom calls, remote working, budget cuts, cancelled events and, of course, not getting to meet face-to-face with you on campuses. In spite of these challenges, our productivity is strong and our spirit of innovation causing us to rethink our work in new ways.

We'll spend the majority of today's meeting providing updates on COVID-19 related work. I'll also provide an overview later of the Rapid Recovery for a Better Future work that is underway. So for my report today, I'll highlight other activities and work.

As the current chair of the National Council on State Authorization Reciprocity Agreements (NC-SARA) – the organization whose mission is to ensure quality, affordable, distance education across state borders – we just completed a new strategic plan. The backbone of NC-SARA is the states', and by extension, the four regional higher education compacts. Forty nine of the 50 states are members, California is the only outlier. Its work is more important than ever; a study in February of this year – prior to the full impact of COVID-19 – showed a continued growing demand for postsecondary distance education opportunities. According to the report, nearly 1.3 million students were enrolled exclusively in distance programs at NC-SARA participating institutions – a five percent increase. The total number of students enrolled in programs (including full online and hybrid models) exceeded 2.8 million students. Obviously, these numbers would be higher now, and it will be important to follow the trends and ensure quality offerings.

I've been having regular calls with my colleagues at State Higher Education Executive Officers (SHEEO,) the Midwestern Higher Education Compact (MHEC) and National Governor's Association (NGA) as we work through issues related to enrollments, budgets, remote learning, and re-opening plans. It's clear to me that while we're all challenged, Indiana is uniquely positioned to move forward because of the Governor's Workforce Cabinet and the strong, collegial leadership at our institutions – public and private.

I cite one good example of this spirit of collaboration as evidence. In the recent announcement between Ivy Tech and Indiana University that was effective June 1st, Ivy Tech associate-level graduates are guaranteed admission in many programs at IU regional campuses and IUPUI via a Guaranteed Admission Agreement. This means there are guaranteed admissions agreements with five IU regionals, IUPUI, Ball State, Purdue and Indiana State. These agreements eliminate the loss of credits while minimizing cost to students and ensuring they can complete their bachelor's degree on time.

Last week, I joined Secretary of Career Connections and Talent Blair Milo and leaders from Indianapolis' eastside (including the CEO of the Boner Neighborhood Center) for the announcement that they would receive the official designation as a 21st Century Talent Region – bringing this to the 6th state designation. While, of course, we were required to hold the announcement virtually, there was no shortage of enthusiasm from the partners that came together – employers, community leaders, education leaders and faith-based leaders. While I have appreciated other similar events, as someone who grew up on

Indianapolis' eastside and who recognizes the need for revitalization of its economy, I was especially honored to join in this designation.

I want to conclude my report by offering my deep thanks and appreciation to Alfonso and Coleen for their service to the Commission. One of the best parts of my role is serving along such talented, committed people. One of the hard parts is wishing them well as they leave. For both of you, I hope your service has deepened your commitment to higher education and the students we serve. Thank you. I also want to mention we have with us for the first time today our summer intern, Lauren LaMothe, who we are delighted to have with us for some of the summer months. We are not allowed to have paid interns due to budget restrictions, so Lauren is doing this for the experience and we're going to try to make it as valuable as we can for her.

CONSIDERATION OF THE MINUTES OF THE MARCH, 2020 COMMISSION MEETING

R-20-06.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the March, 2020 regular meeting. (Motion – Pitts, second – Alley, unanimously approved)

II. BUSINESS ITEMS

A. COVID-19 & Rapid Recovery Plan

As Indiana continues to monitor the evolving outbreak of the novel coronavirus, the Commission has prepared guidance, published frequently asked questions and engaged directly with individuals to ensure all Hoosier students and their families have the support they need to succeed.

As individuals and employers seek a path forward, higher education is uniquely positioned to play a key role in Indiana's recovery. Colleges and universities are responding with the sense of urgency that is required to improve lives and communities and the Commission will continue to work with them to stay up-to-date with changing statuses.

At the state level, the Commission is working to provide flexible policy changes to ensure the coronavirus poses no barrier to students entering or completing postsecondary education and students maintain their financial aid eligibility.

Liz Walker facilitated the discussion.

B. SHEEO & ESG Attainment Academy

Education Strategy Group (ESG) and the State Higher Education Executive Officers Association (SHEEO) announced in August 2019 an 18-month project that would bring together teams from seven states (California, Indiana, Louisiana, Michigan, New Jersey,

North Carolina and Tennessee) to participate in an academy focused on meaningful, industry-aligned postsecondary credential attainment.

State teams met collectively to learn from national experts, share promising practices with their peers, and engage in cross-sector strategic planning to increase their state attainment. Each state team has received tailored technical assistance from SHEEO and ESG to:

- Deepen support for attainment efforts among policymakers, institutional leadership, faculty, and other key constituents and stakeholders;
- Prioritize strategies to close equity gaps and support student success among traditionally underserved student populations;
- Strengthen alignment between higher education and workforce goals; and
- Dramatically increase postsecondary preparation, transitions, and success.

As Indiana’s Attainment Academy team continues to refine its cross-sector plan to close postsecondary attainment gaps, Commission staff will share how the action plan is aligned with the goals set forth in *Reaching Higher in a State of Change*.

Commissioner Lubbers and Liz Walker provided an update on the work of Indiana’s Attainment Academy.

C. College Readiness Report

The Commission for Higher Education’s annual College Readiness Reports provide K-12, college success coalitions and other higher education stakeholders with more information about Indiana students’ college access and performance. The goal is to collectively highlight successes in college readiness and access and be able to work collectively to tackle remaining challenges to ensure Hoosier students are prepared for the rigors of higher learning.

The 2020 Indiana College Readiness Reports show a decline over several years in the statewide college-going rate, with 61 percent of high school graduates enrolling in college within a year of graduation in 2018, compared to 65 percent in 2015.

However, students are better prepared for college today, and the percentage of students requiring remediation for college-level courses is lower than in the past, with only nine percent of students needing remediation – down from 28 percent in 2014.

Data also show college freshman grade point averages are increasing, particularly for Black and Hispanic/Latino and low-income Hoosiers. Key takeaways also include the impact of diploma type and early college credit on college-going rates.

The 2020 Indiana College Readiness Reports include interactive dashboards showing trends and comparisons for countries and regions and incorporate new data elements, such as composite readiness metrics and degree completion rates.

Charlee Beasor and Jake Burns provided an overview of the new College Readiness Report.

D. Academic Degree Programs for Expedited Action

1. Master of Science/Doctor of Philosophy in Public Health to be offered by Purdue University West Lafayette
2. Bachelor of Arts/Bachelor of Science in Criminal Justice to be offered by Purdue University Northwest
3. Bachelor of Fine Arts in Cinematic Arts to be offered by Indiana University Bloomington
4. Bachelor of Arts in Sustainability Studies to be offered by Indiana University at Indiana University Purdue University Indianapolis

R-20-06.3 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 – Murphy, second – Alley, unanimously approved)

E. Capital Projects for Full Discussion

1. Purdue University West Lafayette – Purdue Memorial Union Ground Floor Renovation
Susan Brock Williams presented this project. Alexa Deaton provided the staff recommendation.

R-20-06.4 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 – Murphy, second – Engbers, unanimously approved)

F. Capital Projects for Expedited Action

1. IUPUI – IU Innovation Center Second Floor Renovation
2. Indiana University Kokomo, Northwest, Southeast, and South Bend – Regional Campus Deferred Maintenance – Phase IV
3. Purdue University West Lafayette – Aspire at Discovery Park
4. Purdue University West Lafayette – Child Care Facility
5. Indiana State University – Demolition of Lincoln Quad Student Housing

R-20-06.5 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 – Murphy, second – Alley, unanimously approved)

III. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Actions Taken By Staff

C. Media Coverage

**IV. OLD BUSINESS
NEW BUSINESS**
There was none.

V. ADJOURNMENT

The meeting was adjourned at 3:51 P.M.

Al Hubbard, Chair

Mike Alley, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, August 13, 2020

BUSINESS ITEM A:

ScholarTrack Graduation Plan

Background

Indiana students are required to begin a graduation plan during their 6th grade year and continue updating it throughout their secondary career. The Commission staff propose converting the current graduation plan into ScholarTrack.

As we experience a shift in Indiana's graduation requirements to graduation pathways and see a shift to online education, it will be beneficial to students to have their graduation plan become a virtual living document. The current plan is paper-pencil format, making it not easily transferrable nor accessible. The plan is easily outdated, making it complicated for students.

ScholarTrack has the ability to house a statewide graduation plan for students to utilize. By creating this online graduation plan tool we will be creating a more streamlined, user friendly and accessible plan.

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM B:

2020 Indiana College Completion Report

Background

The Commission for Higher Education's annual College Completion Report provides a comprehensive picture of college completion in order to advance Indiana's efforts to reach our goal of at least 60 percent of Hoosiers with a quality degree or credential beyond a high school diploma by 2025.

The Commission's annual Completion Report measures the proportion of learners who complete their degree or certificate by campus, providing trends for each public institution and highlights progress and challenges as we continue to increase college completion in Indiana.

The state measures college completion in two ways: on-time completion (students graduate within two years for an associate degree or four years for a bachelor's degree) and extended-time completion (students graduate within six years of beginning any degree program). New data reveal upward trends for both on-time and extended-time completion rates for two- and four-year campuses in Indiana.

The 2020 Indiana College Completion Report shows over 42 percent of all Hoosier college students graduated on time in 2019, while nearly two-thirds (62 percent) of all students graduate within six years. The data show increases in both metrics over the previous year and with five-year gains of more than 13 percentage points in on-time graduation and almost six percentage points in extended completion.

Supporting Documents

Press Release: Indiana's College Completion Trends Improve, but Achievement Gaps Continue to Grow



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FOR IMMEDIATE RELEASE:

Thursday, August 6, 2020

Indiana's College Completion Trends Improve, but Achievement Gaps Continue to Grow

New state report highlights college graduation rates; challenges remain for Black and Hispanic students

(INDIANAPOLIS) – Indiana's new [2020 College Completion Report](#) from the [Indiana Commission for Higher Education](#) highlights improving college graduation rates for the state as a whole, but shows a widening on-time completion gap for Black and Hispanic students.

The state measures college completion in two ways: on-time completion (students graduate within two years for an associate degree or four years for a bachelor's degree) and extended-time completion (students graduate within six years of beginning any degree program). New data reveal upward trends for both on-time and extended-time completion rates for two- and four-year campuses in Indiana.

Over 42 percent of all Hoosier college students graduated on time in 2019, while nearly two-thirds (62 percent) of all students graduate within six years. The data show increases in both metrics over the previous year and with five-year gains of more than 13 percentage points in on-time graduation and almost six percentage points in extended completion.

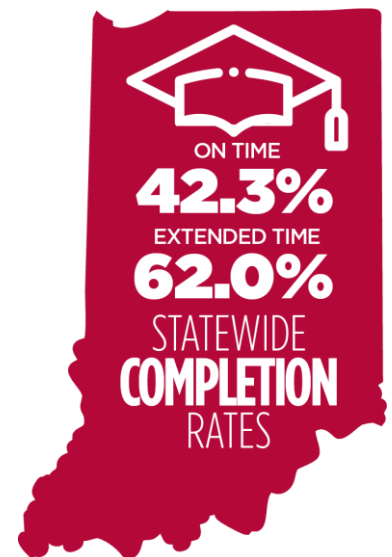
"Our best tool for gauging success in higher education is college completion; it is one of the three priority areas the Commission has outlined in our new strategic plan, *Reaching Higher in a State of Change*," said Indiana Commissioner for Higher Education Teresa Lubbers. "The data in this report serve as an important measure for how Indiana's colleges and universities are preparing and supporting students. We use data to drive change and the unfortunate reality is the data show that while we've seen improvement, we are not closing the achievement gaps for Black and Hispanic students."

Completion challenges

The overall on-time and extended-time completion rates have trended upward in Indiana for underrepresented races and ethnicities (Asian, Black, Hispanic and Latino, and Other) over the past five years.

However, despite the 11 percentage point increase in on-time completion rates for Black students over that time, the gap between Black students and the statewide average continues to grow. There was a 21 percentage point gap in on-time completion between Black students and the statewide average in 2019 – the widest gap in at least 10 years.

The on-time completion gap for Hispanic and Latino students is smaller, around 8.5 percentage points below the statewide average. While the on-time completion rate for Hispanic and Latino students increased slightly over one year



(0.3 percent), the extended-time completion rate declined more than one percentage point – the only group to experience a decline.

“We know COVID-19 has had a disproportionate impact on Black and Hispanic Hoosiers, both in terms of health outcomes and economic burden,” said Lubbers. “It is critical for Indiana to work toward educational equity and close these achievement gaps to give all Hoosier students access to the opportunities afforded by quality higher learning. We cannot reach our goal of at least 60 percent of Hoosiers with a quality degree or credential beyond a high school diploma without closing these gaps.”

Completion rates differ by campus type

Nearly half (48.4 percent) of all Hoosier students who attend a public four-year campus graduate on time. This is a slight improvement (1.1 percentage points) in the past year and a marked increase of more than 12 percentage points over a five-year period.

Campuses with the highest overall on-time completion rates in 2019 are Ball State University (54.3 percent), Indiana University Bloomington (69.4 percent) and Purdue University West Lafayette (60.8 percent). Their extended-time completion rates are the highest, too, at 75.1 percent, 83.9 percent and 85.3 percent, respectively.

At two-year campuses in Indiana, on-time completion rates have more than doubled in five years, with 15.7 percent of students at Ivy Tech Community College and Vincennes University graduating on time in 2019, a nearly 2 percentage point increase over the previous year. Almost 37 percent of students graduate from two-year campuses within six years (a 1.6 percentage point one-year increase).

21st Century Scholars continue to improve

The on-time graduation rate for students in the state’s early college promise program, [21st Century Scholars](#), has nearly doubled since 2015. There is almost no gap between Scholars and the overall on-time completion rate at four-year non-main campuses. Scholars are also more likely to graduate on-time at two-year campuses than the overall student population (21.1 percent, compared to 15.7 percent).

“The data show a great story when it comes to the performance of our 21st Century Scholars,” said Lubbers. “As we continue to look back on the 30-year history of this vital scholarship program, I applaud the Indiana General Assembly for its strong support of 21st Century Scholars, which is so critical to the state’s continued success in higher education.”

Later this summer, the Commission will release its third [Equity Report](#). This report provides a deeper analysis of the performance of Indiana’s underrepresented populations and disaggregates data by race and ethnicity, socioeconomic status, gender and location. The 2020 Equity Report will also highlight the intersectionality in the data – or how various social categorizations intersect – to show a fuller picture of disparity in education.

Data included in the report primarily come from the Indiana Commission for Higher Education Data Submission System (CHEDSS) and the National Student Clearinghouse (NSC).

Read the full report at che.in.gov/completion and all of the Commission’s reports at che.in.gov/reports. Explore resources available to help students plan, prepare and pay for college at www.LearnMoreIndiana.org.

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About the Indiana Commission for Higher Education

Created in 1971, the Indiana Commission for Higher Education plans, coordinates and defines Indiana’s postsecondary education system to align higher learning with the needs of students and the state. The Commission also administers Indiana’s financial aid programs, including the [21st Century Scholars](#) early college promise scholarship, which celebrates 30 years in 2020. Learn more about the Commission’s *Reaching Higher in a State of Change* strategic plan at www.in.gov/che.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 13, 2020

BUSINESS ITEM C:

**Commission for Higher Education Fiscal Year 2021
Spending Plan**

Staff Recommendation

That the Commission for Higher Education approve by consent the Commission for Higher Education Fiscal Year 2021 Spending Plan.

Background

Article VIII Section 1 of the Commission for Higher Education's Bylaws require the Commissioner to present a recommended budget showing anticipated revenues from all sources and expenditures for the next fiscal year no later than the first month of each fiscal year. The Commissioner has delegated this responsibility to Finance staff. Staff have developed a spending plan that reflects appropriations made by the Indiana General Assembly in addition to other sources of revenue. The annual operating budget is functionally characterized by program: administration, outreach, student financial aid, private grants and federal grants. The Budget & Productivity Committee reviewed this spending plan on July 30, 2020. Staff requests authorization to work with the State Budget Agency to implement necessary management reserves and other budget policies for Fiscal Year 2021.

Supporting Documents

Previously distributed.

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM D:

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:

- Master of Arts in Criminal Justice to be offered by University of Southern Indiana
- Bachelor of Science in Art Education to be offered by Indiana University Southeast
- Master of Arts in Food Studies to be offered by Indiana University Bloomington
- Education Specialist in Educational Leadership to be offered by IUPUI and the Five IU Regional Campuses (East, Kokomo, Northwest, South Bend, and Southeast)
- Doctor of Philosophy in Biomedical Engineering to be offered by Purdue University at Indiana University Purdue University Indianapolis

Background

The Academic Affairs and Quality Committee discussed these programs at its July 20, 2020 meeting and concluded that the proposed programs could be placed on the August 13, 2020 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action July 20, 2020

Academic Degree Programs on Which Staff Propose Expedited Action

July 20, 2020

CHE 20-02 Master of Arts in Criminal Justice to be offered by University of Southern Indiana

Proposal received on February 11, 2020

CIP Code: 43.0103

Fifth Year Projected Enrollment: Headcount – 40, FTE – 27

Fifth Year Projected Degrees Conferred: 27

The proposed Master of Arts (M.A.) in Criminal Justice will be offered through the Department of Criminal Justice in the College of Liberal Arts and will be delivered 100% online. The Commission approved a B.A./B.S. in Criminal Justice Studies for USI in November 2008; this program has enrolled over 200 students in each of the last three years (FY2017-FY2019) and graduated an average of 43 students each year during this same time period. Indiana residents comprise 83 percent of the enrollment in the bachelor's program, the same percentage of Indiana residents expected in the master's program. The M.A. is expected to draw 70 percent of its enrollees from law enforcement areas such as police, state patrol, and sheriff's departments, 20 percent from the probation and parole sector, and 10 percent from corrections. Indiana State University offers a master's degree in this area, and in June 2018, the Commission approved a collaborative online M.S. in Criminal Justice and Public Safety that involved five IU campuses: Bloomington, East, IUPUI, Kokomo, and Southeast.

The proposed M.A. in Criminal Justice requires 36 semester hours to complete.

CHE 20-06 Bachelor of Science in Art Education to be offered by Indiana University Southeast

Proposal received on April 21, 2020

CIP Code: 13.1302

Fifth Year Projected Enrollment: Headcount – 55, FTE – 50

Fifth Year Projected Degrees Conferred: 22

The proposed Bachelor of Science in Education (B.S.) in Art Education will be offered through the Department of Fine Arts in the School of Arts and Letters. IU Southeast currently offers a B.A. in Fine Arts, which enrolled 49 students and had 8 graduates in FY2019, and a Bachelor of Fine Arts, which enrolled 121 students and had 30 graduates that same year. While the enrollment and degrees conferred projections are based on anticipated interest from Indiana residents, the University also expects to draw some students from Kentucky, especially from the Louisville area.

The B.S. in Art Education requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, options exist that allow students to transfer with the STGEC and graduate with the B.S. in Art Education. The agreement with Ivy Tech Community College is an STGEC + articulation, which allows students to complete the 30 credit STGEC along with 16 additional credits in the art and education areas (46 total credits) and complete the remaining 74 credits after

transfer. The articulation agreement with Vincennes University allows students to complete the 30 block STGEC and transfer into the B.S. in Art Education degree program.

CHE 20-08 Master of Arts in Food Studies to be offered by Indiana University Bloomington

Proposal received on April 21, 2020

CIP Code: 19.0501

Fifth Year Projected Enrollment: Headcount – 16, FTE – 11

Fifth Year Projected Degrees Conferred: 14

The proposed Master of Arts (M.A.) in Food Studies will be offered through the Departments of Anthropology and Geography in the College of Arts and Sciences. The Bloomington campus has well subscribed bachelor's and Ph.D. programs in Anthropology; in FY2019, the bachelor's program had 111 enrollees and 32 graduates, while the Ph.D. enrolled 89 students and had 7 completers. The undergraduate and doctoral programs in Geography are smaller: in FY2019, the B.A./B.S. enrolled 31 students and had 8 graduates, while the Ph.D. enrolled 24 students and had two graduates.

There are Food Studies minors in both the B.A. and Ph.D. programs in Anthropology, and the Department of Anthropology supports the Food Institute, which, among other things, has a focus on the food environment, including the conditions of food production, marketing, and access, and the institutions and regulations involved in food security and safety.

Growth in small-scale farming, concerns about food security, and the need for sustainable food systems are some of the factors that led to the development of his proposal. The University indicates that graduates should be qualified for employment as food educators, food consultants, and food managers, and in nutrition-related positions in health care as well as positions related to sustainability and food security in government, NGOs, and private industry groups.

The M.A. in Food Studies requires 36 semester hours of credit to complete.

CHE 20-09 Education Specialist in Educational Leadership to be offered by IUPUI and the Five IU Regional Campuses (East, Kokomo, Northwest, South Bend, and Southeast)

Proposal received on April 21, 2020

CIP Code: 13.0401

Aggregate data for the six campuses:

Fifth Year Projected Enrollment: Headcount – 150, FTE – 90

Fifth Year Projected Degrees Conferred: 30

The proposed Education Specialist (Ed.S.) in Educational Leadership would be offered through the School of Education on each campus. It will be offered 100% online as part of a collaborative arrangement involving the IUPUI and the five IU regional campuses (East, Kokomo, Northwest, South Bend, and Southeast). Graduates of the program will be eligible to earn building- and/or district-level administrative licenses (principal and

superintendent licenses, respectively) or to fill human resource and curriculum positions. The student clientele will come from two distinct audiences: students with a bachelor's degree and two years of classroom experience; and students with a master's degree or higher. The University projects about 60 percent of the enrollment will come from Indiana and the remaining 40 percent from out of state, particularly the four contiguous states (Michigan, Ohio, Kentucky, and Illinois). Ball State University and Indiana State University also offer online Ed.S. degrees in Educational or School Administration, which graduated an annual average of 16 and 28 degrees, respectively, over the last three years.

The Ed.S. in Educational Leadership requires 60 semester hours of credit. Ed.S. degrees occupy the academic award space between master's degrees and doctoral degrees.

CHE 20-10 Doctor of Philosophy in Biomedical Engineering to be offered by Purdue University at Indiana University Purdue University Indianapolis

Proposal received on June 15, 2020

CIP Code: 14.0501

Eighth Year Projected Enrollment: Headcount – 15, FTE – 15

Eighth Year Projected Degrees Conferred: 3

The proposed Doctor of Philosophy (Ph.D.) in Biomedical Engineering would be offered through the Department of Biomedical Engineering in the Purdue School of Engineering and Technology at IUPUI. The requested approval represents the last instance, in which a Purdue doctoral opportunity at IUPUI would seek to change its status from a "joint campus" program offered with the Purdue West Lafayette campus to a "site-approved" program independently offered at IUPUI. While the details differed by program, a "joint campus" program typically meant that doctoral students at IUPUI had to fulfill some academic requirements through the West Lafayette campus.

On four previous occasions, the Commission approved a similar shift for a total of eight other Ph.D. programs at IUPUI: Biology, Chemistry and Chemical Biology (September 2015); Addiction Neuroscience, Computer Science, Mathematical Sciences, Physics (June 2016); Electrical and Computer Engineering (August 2017); and Mechanical Engineering (June 2019). In practical terms, approval of this request will result in the Ph.D. in Biomedical Engineering being listed in the Commission's Academic Program Inventory for IUPUI, with students and graduates being counted in IUPUI data instead of data for the Purdue West Lafayette Ph.D. in Biomedical Engineering, which the Commission approved in June 1996. The 1996 action included program authorization for IUPUI, but only under the "joint campus" arrangement.

Since 2005, more than 25 students have completed their Ph.D. requirements at IUPUI, including three in the past three years. Eight full-time Biomedical faculty at IUPUI with active research grants have generated just under \$9 million from federal, state, and foundation sources; almost three-quarters of this research came from the National Institutes of Health (NIH), while another 16 percent came from the National Science Foundation (NSF).

The Ph.D. in Biomedical Engineering requires 90 semester hours of credit.

COMMISSION FOR HIGHER EDUCATION
Thursday, August 13, 2020

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	07/12/2019	Under Review
02	Master of Arts in Criminal Justice	University of Southern Indiana	02/11/2020	On CHE Agenda for Action
03	Bachelor of Science in Art Education	Indiana University Southeast	04/21/2020	On CHE Agenda for Action
04	Master of Arts in Food Studies	Indiana University Bloomington	04/21/2020	On CHE Agenda for Action
05	Educational Specialist in Educational Leadership	IUPUI and the 5 IU Regional Campuses (East, Kokomo, Northwest, South Bend, and Southeast)	04/21/2020	On CHE Agenda for Action
06	Master of Science in Graduate Studies	Purdue University West Lafayette	06/15/2020	Under Review
07	Doctor of Philosophy in Biomedical Engineering (PU)	Indiana University Purdue University Indianapolis	06/15/2020	On CHE Agenda for Action
08	Bachelor of Science in Data Science	Indiana University Northwest	07/15/2020	Under Review

<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
09 Master of Arts in Teaching in French	Indiana University East and IUPUI	07/15/2020	Under Review
10 Master of Science in Occupational Therapy	Indiana University South Bend	07/15/2020	Under Review

COMMISSION FOR HIGHER EDUCATION
 Thursday, August 13, 2020

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Certificate in Global Workforce Skills	Ivy Tech Community College	07/20/2020	Adding a certificate
02	Undergraduate Certificate in Science and Technology Studies	Purdue University West Lafayette	07/20/2020	Adding a certificate
03	Undergraduate Certificate in Human Resources Management	Purdue University West Lafayette	07/20/2020	Adding a certificate
04	Undergraduate Certificate in Leadership	Purdue University West Lafayette	07/20/2020	Adding a certificate
05	Post-baccalaureate Certificate in Business Essentials	Purdue University West Lafayette	07/20/2020	Adding a certificate
06	Certificate of Program Completion in Substance Abuse	Vincennes University-Jasper	07/20/2020	Adding locations
07	Master of Science in Landscape Systems and Design	Purdue University West Lafayette	07/20/2020	Splitting a degree
08	Master of Arts/Master of Arts in Teaching in French	Indiana University Bloomington	07/20/2020	Changing the name

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
09	Undergraduate Certificate in Community Health	IUPUI-Fort Wayne	07/20/2020	Adding a certificate
10	Doctor of Philosophy in Anatomy, Cell Biology & Physiology (IU)	Indiana University Purdue University Indianapolis	07/20/2020	Changing the name
11	Master of Science in Anatomy, Cell Biology & Physiology (IU)	Indiana University Purdue University Indianapolis	07/20/2020	Changing the name
12	Post-baccalaureate Certificate in Agricultural Sciences Education, Extension and Communication	Purdue University West Lafayette	07/20/2020	Adding a certificate
13	Post-baccalaureate Certificate in Applied Statistics	Purdue University Fort Wayne	07/20/2020	Changing the name and CIP Code
14	Associate of Science in Elementary Education	Vincennes University	07/20/2020	Adding distance education
15	Associate of Science in Early Childhood Education	Vincennes University	07/20/2020	Adding distance education
16	Doctor of Education/Doctor of Philosophy in Curriculum and Instruction	Indiana University Bloomington	07/20/2020	Adding distance education
17	Master of Arts in Central Eurasian Studies	Indiana University Bloomington	07/20/2020	Adding distance education
18	Master of Arts in International Studies	Indiana University Bloomington	07/20/2020	Adding distance education

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
19	Master of Science in Healthcare Management	Indiana University Bloomington	07/20/2020	Adding distance education
20	Master of Science in Accounting	Indiana University Bloomington	07/20/2020	Changing the name
21	Psychiatric Mental Health Nurse Practitioner Postgraduate Certificate	Purdue University Global	07/20/2020	Adding a certificate

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INFORMATION ITEM C:

Media Coverage

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

Hechinger Report
Jobless college students are hired for summer jobs to mentor younger peers
July 31, 2020
By Charlotte West

With their summer jobs and internships canceled and anxiety about getting Covid-19 — or just succumbing to boredom — college students have found at least one type of work that they largely can do at home this summer: mentoring even younger students.

Several programs aimed at keeping incoming freshmen on track for college and others that provide tutoring to elementary students are scooping up jobless undergraduates as mentors in relationships that benefit everyone.

“These college coaches are the people who need this work the most, and also the most qualified to be doing this work,” said Laura Myers, associate director of college counseling initiatives at the City University of New York, whose College Bridge for All program is part of an effort to support the more than [50,000 new graduates of New York City](#) public high schools.

“These college coaches are the people who need this work the most, and also the most qualified to be doing this work.”

That takes a lot of people. College Bridge for All, which launched in 2016, has hired 80 CUNY students on top of the 120 it normally takes on in the summer, at \$17 an hour, and given many of them bigger-than-usual caseloads, Myers said. The expansion began in mid July and the coaching will continue through September.

One of the program’s principal goals is to prevent “summer melt,” an annual phenomenon in which students who enroll in college in the spring fail to show up in the fall. This summer, CUNY college coaches are helping students fill out financial aid forms, enroll in classes, cope with changing campus scenarios for the fall and, for some late deciders, apply for admission.

Ithzel Rubio, a high school student, says that if it weren’t for her summer mentor, “I wouldn’t have anyone else to turn to right now.” Credit: Ithzel Rubio

Up to [a third of high school graduates](#) who plan to pursue higher education never do, the U.S. Department of Education says. Many are low-income or their parents never finished college.

With the disruptions caused by the pandemic and the financial downturn that’s resulted, experts are predicting worse-than-ever summer melt this year.

Other programs employing college students, such as the Tennessee Tutoring Corps, are focused on the dual purpose of providing employment for college students and helping to prevent “Covid-19 slide” among kids in kindergarten through grade 6 who have been out of their classrooms since March.

Yale sophomore Jonathan Oates found himself back home in Knoxville, for example, when a study abroad trip to Spain and a job at a summer camp both got canceled.

“I had no second option lined up,” Oates said.

So he applied to the Tennessee Tutoring Corps. The program hired 600 college tutors to work with three to five elementary school kids apiece — in person, though at a social distance — at local Boys & Girls clubs.

He especially enjoys helping fourth graders with their reading, Oates said. “I’m really glad that the program exists for college students, and of course the kids are benefiting a lot from it.”

One program in New York has hired 80 college students on top of the 120 it usually takes on in the summer; it seeks to help mentor the over 50,000 new graduates of New York City public high schools.

The Indiana Commission for Higher Education used the Tennessee Tutoring Corps as a model when it gave \$135,000 to 11 higher education institutions and community partners to help curb summer melt; some of that money is going to college students to tutor incoming college freshmen.

Jarod Wilson, director of postsecondary outreach and career transitions at the commission, said the Tennessee program’s focus on reducing summer learning loss stood out. “While we were focusing on a different age group, the end result is the same — making sure that students had the support necessary to easily step into their next level of learning,” he said.

These mentoring and tutoring programs not only provide professional experience, but also income that many young people critically need right now. At CUNY’s College Bridge for All, “a lot of coaches are really key to supporting their family both financially and emotionally,” Myers said.

Nataly Toro is a junior at City University of New York who is being paid to mentor 300 New York City high school graduates this summer. “I want to make sure they know I’m here for them, and also just to check up on them and see how they are,” she says. She saves half her paycheck and uses the rest to help her family. Credit: Nataly Toro

On any given day this summer, CUNY junior Nataly Toro goes through a rotating list of around 20 of the 300 recent New York public school system graduates she is being paid to mentor.

“I’m very big on phone calls,” she said. “I want to make sure [the students] know I’m here for them, and also just to check up on them and see how they are.”

Toro said she had another job offer, but prefers the advantage of being able to work remotely. “This is one I get to do from my house and keep myself safe — as well as my family and the kids.”

She saves half her paycheck and uses the rest to help out with bills at home.

Many coaches, like Toro, are graduates of the New York City public schools and understand what their younger counterparts are up against. Advisees can be inspired by “seeing people like them go to college, succeed in college and come back and share that experience,” said Myers.

One of Toro’s advisees is Kevin, a 20-year-old from El Salvador — he asked that his last name not be used because he is undocumented — who is planning on attending a CUNY community college in September and wants to become a firefighter. Toro helped him register for classes and fill out the state financial aid application for undocumented students.

“I had never had experience with that and no one had helped me,” Kevin said in Spanish.

College senior Magdala Boco is taking a psychology class this summer at Queens College while she works 30 hours a week as a coach for College Bridge for All. Without the program, “I wouldn’t be doing anything else, other than me being in school right now,” she said.

Julieta Garcia, who will be a junior at Columbia University, is working for a nonprofit called Matriculate that pairs college students like her with low-income, high-achieving high school kids they serve as mentors.

Julieta Garcia, who will be a junior at Columbia University, is working for a nonprofit called Matriculate that pairs college students like her with low-income, high-achieving high school kids they serve as mentors. “It is super cool that I can get experience in nonprofit and education work while all of this is going on and limit my exposure by working from home,” she says. Credit: Julieta Garcia

If she wasn’t doing that, Garcia said, she would be waitressing this summer in her home state of Texas. “It is super cool that I can get experience in nonprofit and education work while all of this is going on and limit my exposure by working from home,” she said. And the money is helping her pay for college.

In the upcoming academic year, Matriculate will be increasing its roster of college student leaders from 65 to 100, each paid \$1,500 a semester, as it expands the number of high school students it advises from 2,000 to 3,000, according to Rebecca Wasserman, chief program officer. The organization is also in the process of hiring several college students to work part-time with recent grads for the rest of the summer.

Garcia said that both of the students she mentors are first-generation and come from families with low incomes, just like her. One is a high school student who is also from Texas and also Mexican American. “It’s a really good opportunity because she told me I’m the only person in her life that she feels like she can aspire to.”

“It is super cool that I can get experience in nonprofit and education work while all of this is going on and limit my exposure by working from home.”

That student is Ithzel Rubio, a rising senior at La Vega High School in Waco. Her parents didn’t finish high school, and her high school counselors are mainly focused on helping students with scheduling and addressing behavioral issues, Rubio said. “If it weren’t for Julieta, I wouldn’t have anyone else to turn to right now,” she said.

Some of these mentoring jobs are also going to people who recently graduated college but are entering the workforce in the midst of massive unemployment.

James D’Haiti is an incoming fellow at 10,000 Degrees, a college success nonprofit based in the Bay Area. D’Haiti, who recently graduated college, calls it “a great platform to start my professional career.” Credit: James D’Haiti

James D’Haiti, who finished his sociology degree at Sonoma State University in California in December, is an incoming fellow at 10,000 Degrees, a college success nonprofit based in the Bay Area. There, he said, he knows he’ll have a meaningful full-time job for at least the next two to three years, which is not the case for many of his peers in this tough job market. He’ll be a college advisor for high school students at San Francisco’s Balboa High School, where most students are Black or Hispanic.

“I’m blessed in the sense that ... I had something coming out of school,” he said. It’s “a great platform to start my professional career.”

It’s also important for high school students to see that people who look like them and come from similar backgrounds have successfully earned degrees, said D’Haiti, who is Black.

That impact of these so-called near-peer programs goes beyond the short time mentors and mentees work together.

Up to a third of high school graduates who plan to pursue higher education never do. Many are low-income or their parents didn’t go to college either.

They also help build a college-going culture, according to Myers. In a sense, she said, these newly minted coaches “will be doing college advising for the rest of their life, because they will be talking to a cousin, or a nephew or someone who wants to go to college someday and they know how to navigate the system.”

Some college students have even found a new vocation. When Nick Caracci started at the New York City College of Technology, he wanted to study construction management. Now, because of his experience as a CUNY college coach, “I changed my whole game plan,” he said. He’s switched his major to psychology and is planning to pursue a master’s degree in school counseling.

One of the high school students he mentors is 17-year-old Jessica Rodriguez, who just graduated from Queens Metropolitan High School and will be attending Queens College in September.

“I know that we’ve been on the same path, and he’s gone through what I’m constantly going through,” she said of Caracci.

Caracci’s experience with College Bridge for All has come full circle. Two years ago, he was a participant in the program.

“I wasn’t 100 percent prepared” early on, he said, but thanks to CUNY’s college coaches, “I was ready to go on my first day. And I wasn’t going to be part of the summer melt.”

Now, he said, if he has anything to do about it, neither will his mentees.

The Times of Northwest Indiana
Indiana dual credit teachers get more time to meet new credentialing standards
By Dan Carden
August 3, 2020

Hoosier educators teaching dual credit courses are getting additional time to comply with more stringent credentialing requirements due to the coronavirus pandemic.

The Higher Learning Commission, the central U.S. accrediting agency that oversees high school courses awarding college credit, has extended the deadline for teachers of dual credit courses to meet the instructor requirements first issued by HLC in 2015.

As a result, dual credit educators now have until 2023 to satisfy the HLC mandate they hold a master's degree, with at least 18 credit hours in the subject they teach, as a condition of leading a dual credit course.

The Indiana Commission for Higher Education requested the extension in May after COVID-19 shuttered all Indiana schools, forced Hoosier teachers to abandon their usual lesson plans, and made it more difficult for them to pursue their own advanced educations.

"This spring, Indiana's dual credit educators shifted their focus to providing high-quality instruction online. This extension allows our educators and institutions more time to meet the requirements to ensure equitable dual credit opportunities provided by qualified instructors," said Teresa Lubbers, Indiana's higher education commissioner.

Since 2015, the commission has spent more than \$10 million to help ensure the state's nearly 2,000 dual credit instructors, particularly in science, technology, engineering and math, remain qualified to teach courses that help Hoosier students earn college credits while still in high school.

Commission data show students who earn dual credits perform significantly better on many key indicators, including college-going rate, freshman grade point average, credit hours completed and college graduation rates.

"The quality of Indiana's dual credit instruction and outcomes have never been the question," Lubbers said. "This extension allows educators and dual credit instructors to continue to provide quality dual credit opportunities to students throughout Indiana, despite the hardships brought on by COVID-19."

WBIW
Celebrate impact of internships on Indiana Intern Day, July 30
July 23, 2020

(INDIANAPOLIS) – Indiana is celebrating the impact of internships and work-based learning opportunities on the state's workforce and the K-12 and higher education landscape during the second annual [Indiana Intern Day](#) on Thursday, July 30.

The Indiana Commission for Higher Education, in partnership with [Indiana INTERNnet](#), is encouraging employers to take to social media and other virtual mediums to celebrate and recognize interns and meaningful internship experiences.

Modeled after National Intern Day, the Commission and Indiana INTERNnet are encouraging employers, educators and intern supervisors to fill out this [pledge form](#) to recognize interns on Indiana Intern Day. A [digital media kit](#) is available for employers and educators to use to show how they are celebrating interns on social media and by using the hashtag, #INinternDay. Interns are also encouraged to take to social media and share how employers are recognizing their contributions.

"Internships provide the practical experience and professional connections that not only give students a competitive advantage in the job market, but also equip students with the confidence and know-how to excel once they're hired," said Indiana Higher Education Commissioner Teresa Lubbers.

Indiana INTERNnet, managed by the Indiana Chamber of Commerce, provides a free internship matching platform for students and employers. It also provides resources directly to employers on how to start or

enhance internship and work-based learning programs. Indiana INTERNnet and the Commission partner on the state's work-study program, [EARN Indiana](#), which provides 50 percent matching funds to employers for qualifying internships.

"So many people found their career or favorite employer through an internship experience, and strong support of interns can result in a positive impression that lasts a lifetime," said Mike Slocum, executive director of Indiana INTERNnet. "Sharing our stories online is a great way to encourage more high school and college students to find internships in the future, even as soon as this fall. Indiana Intern Day will celebrate a great 2020 summer internship season."

The Commission is focused on measuring career relevance and preparation in Indiana's postsecondary programs as it relates to the state's educational and economic goals, as outlined in its new strategic plan, [Reaching Higher in a State of Change](#).

"We know work-based learning increases student satisfaction and the likelihood of employment after graduation, as well as the retention of our talented graduates in the state of Indiana," said Lubbers. "Our most recent [Gallup-Indiana](#) survey shows almost a third of alumni were employed at a company they'd interned with or worked for during college. A 2019 national survey found graduating college seniors who had an internship are more likely to receive a job offer as those without an internship."

As of 7/22/20, a total of [90 employers and community partners](#) have taken the pledge to recognize their interns on Indiana Intern Day.

The Republic (Columbus)
State accepting applications for teaching scholarship, stipends
July 23, 2020

The Indiana Commission for Higher Education has announced scholarship and stipend opportunities for student teachers preparing for the 2020-21 school year.

Funding is available for Black and Hispanic students, as well as those who plan to teach in high-need fields, such as math, science or special education.

William A. Crawford Minority Teacher Scholarship: Open to minority students who intend to pursue, or are currently pursuing a course of study that would enable them to teach in an accredited Indiana school. Eligible students may receive up to \$4,000 annually. Application deadline: Aug. 31.

Earline S. Rogers Student Teaching Stipend for Minorities: This stipend is available for minority students who plan to participate in student teaching or a school administration internship as part of their degree requirements during the semester they receive the stipend. Application deadline: Sept. 30.

Student Teaching Stipend for High-Need Fields: The Student Teaching Stipend for High-Need Fields is available for students who plan to teach Special Education (any grade), middle school math, middle school science, high school math or high school science. Application deadline: Sept. 30.

Students who receive the scholarship or stipends agree to apply for teaching positions in Indiana and, if hired, teach in the state for at least three years.

The commission states that it has been focused on increasing diversity in the educator pipeline, specifically calling out various strategies to do so in its fourth strategic plan, Reaching Higher in a State of Change, including ensuring more people of color utilize state scholarship funding and increasing the number of minority students enrolling and completing educator preparation programs.

Currently, just 5.5 percent of educators in Indiana are Black or Hispanic. Regarding the teacher pipeline, only 11 percent of student teachers who are enrolled in Educator Preparation Programs are underrepresented minorities

Visit www.scholartrack.in.gov to apply for the scholarship and stipends, or call the Commission's Financial Aid Support Center at (888) 528-4719 for assistance.

WRTV6
New program aims to get Hoosiers back on their feet
By Tom Maccabe
July 24, 2020

INDIANAPOLIS — Governor Eric Holcomb is announcing a new initiative to help Hoosiers, communities and businesses get back to work and connected to the resources that can help people move forward during the pandemic.

It's called "Rapid Recovery for a Better Future," and is centered on helping people find jobs, assess and grow their skills, and get the support they need to get back on their feet.

"People are our state's most valuable resource and they are what define Indiana as a great place to live, work and grow. It is critical that our state is not only providing these services but actively helping people get connected so they take that next step to a better future," Holcomb said.

The Rapid Recovery initiative focuses on helping Hoosiers:

Learn about options and connect to relevant, simple and real-time job, career, skill and educational resources and funding for personal advancement. An on line hub, YourNextStepIn.org [yournextstepin.org], provides connection and one-on-one support for Hoosiers at the touch of their fingertips. A comprehensive outreach network will share the state's resources with Hoosiers from community leaders, pastors or other faith leaders and employers.

Connect to opportunities with the assistance of career coaches and navigators to empower Hoosiers to assess and develop their skills and gain better understanding of job needs and opportunities.

Take the next step and advance their careers with convenient access to accelerated programs and credentials that value prior learning and experiences, such as the Workforce Ready Grant and [Ivy Tech's](http://IvyTech's) Rapid Recovery [ivytech.edu] program—which will provide free courses and training for 10,000 Hoosiers.

Much of the initiative is funded by \$50 million from the federal government.

The Daily Reporter (Greenfield)
Grants awarded to fight COVID-era learning loss
July 28, 2020

INDIANAPOLIS — The Indiana Commission for Higher Education, in partnership with Indiana Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), awarded \$135,190 to 11 college, university and community partners to support the high school graduating students of 2020 as they transition to college

The Summer 2020 COVID-19 Learning Support Grants aim to help students who may experience learning loss due to school closures and the transition to online learning, and will support collaborative efforts that fit within summer tutoring and pre-college boot camps. Programs will be focused on students who are most vulnerable to learning loss.

Summer learning loss — known as “summer melt” or “summer slide” — is a common issue for students, particularly in the areas of reading and mathematics. Summer learning loss is expected to be even greater heading into the fall, following the impact of COVID-19 and extended school closures. One study projects students will return to school in the fall having retained up to about 70 percent of their learning gains from a typical year in reading, while only retaining up to 50 percent of their learning gains in math.

“Hoosier students need support to move forward and navigate the higher education system during such unprecedented times,” said Indiana Commissioner for Higher Education Teresa Lubbers. “Low-income and underrepresented populations in particular are facing greater challenges related to technology access and other disruptions to their traditional learning environments. It’s critical we help all Hoosiers prepare for the already-challenging transition from high school to postsecondary education.”

Summer 2020 COVID-19 Learning Support Grant recipients:

- Ball State University — \$1,620
- Coates, Inc. — \$4,700
- Goshen College — \$6,300
- Indiana University Bloomington — \$2,000
- Indiana University Kokomo — \$24,850
- Indiana University Northwest — \$8,500
- Indiana University Southeast — \$25,000
- Ivy Tech Community College — \$20,000
- Marian University — \$20,210
- Notre Dame TRIO — \$2,010
- Purdue University Northwest — \$20,000

The Commission has compiled a list of the state’s public, private and proprietary institution webpages, as well as guidance on COVID-19 and more at [in.gov/cbe](https://www.in.gov/cbe).

Lumina Foundation
Prior learning credits help students cross the finish line to earn degrees
By Wendy Sedlak
July 29, 2020

College students lucky enough to know about it are embracing the growing movement toward prior learning assessment, and many say credits earned in this way helped them complete a degree or program they otherwise would not have.

Those are among the findings in [the latest research](#) from a partnership between the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and Western Interstate Commission for Higher Education (WICHE), supported by Lumina Foundation and Strada Education Network.

The survey offers insights into the growing trend of prior learning assessment (PLA) from the perspectives of about 1,200 college students and registrars at 400 U.S. colleges. Prior learning describes what students know and can do, including skills learned on the job, in military training, through certifications or apprenticeships, and in life experiences.

Here is what the college registrars said:

Eight out of 10 U.S. institutions offer one or more PLA options to students. Of those, more than one-third have increased their PLA offerings in the past three years.

About one-third agree that institutional policies make it difficult for students to earn credit for what they've learned outside classroom walls. For instance, more than half charge a fee for processing PLA, and a majority will not accept PLA in transfers.

Here are the students' views:

Their campus experiences show many pathways for earning college-level credit for prior learning, and most who try are successful in doing so.

One-fourth of those who earned PLA credit say those credits "made it possible to complete a degree/program they otherwise would not have." This saved students both time and money.

More than 16 percent said the extra credits also benefited them in their jobs.

Individual connections appear to be the most important factor in how students learn about the opportunity to earn credit.

Essential in era of COVID-19

While these findings show the promise of PLA, they also reveal that it has been slow to catch on. About 21% of the schools surveyed don't offer this option. And with only 32% of institutions tracking PLA data, it's difficult to measure progress or identify potential equity gaps. Yet, [the research](#) shows that earned credits for prior learning can be particularly helpful for students of color, adult learners, and Pell grant recipients.

As one student told the researchers, "I want all the credit I can get without paying a ton of money."

Helping students save time and money is especially important today, in the midst of COVID-19 and its devastating impact on the economy and education. Additionally, re-skilling and up-skilling are essential during the economic recovery. Rewarding prior learning can open "on-ramps" for many.

Across the finish line

Schools eager to offer PLA are encouraged to secure buy-in from faculty, update policies and practices to support it fully, and build awareness campus-wide. They can draw upon [lessons learned and recommendations](#) that have come out of the U.S. Department of Labor's Trade Adjustment Assistance

Community College and Career Training (TAACCCT) programs, of how to establish more effective PLA programs from other schools and systems.

The benefits are clear: PLA means faster completion of degrees, reduced student debt, enhanced confidence that all learning counts, and more opportunities to learn and earn. In short, it gives students the boost they need to cross the finish line.