



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, December 9, 2021

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**DECEMBER COMMISSION MEETING
AGENDA**

Thursday, December 9, 2021

HOTEL ACCOMMODATIONS

Courtyard Indianapolis Northwest
7226 Woodland Drive at 71st Street
Indianapolis, IN 46278

COMMISSION MEETING

Ivy Tech Community College
Corporate College and Culinary Center
2820 N Meridian Street
Indianapolis, IN 46208

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Conference Center, Room 119/121

WiFi INFORMATION:

IvyGuest

WORKING SESSION TOPICS

- Indiana Chamber Employee Survey Results
 - Jason Bearce, Vice President for Education and Workforce Development
- Indiana's Education Value Campaign
 - Francesca Jarosz Brady, Senior Vice President, VOX Global
 - Joel Cooper, Director of Data Analytics and Insights, VOX Global
- Cybersecurity Survey Results
- 2022 Legislative Overview
- *Reaching Higher in a State of Change* Annual Summary
- Committee Report Outs

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

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COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Classroom 109

Lunch Guests

Dr. Sue Ellspermann, President

COMMISSION STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Conference Center, Room 119/121

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Conference Center, Room 118/120

WiFi INFORMATION:

IvyGuest

I.	Call to Order – 1:00 P.M. (<i>Eastern</i>)	
	Roll Call of Members and Determination of Quorum	
	Chair’s Remarks	
	Commissioner’s Report	
	Consideration of the Minutes of the November 18, 2021 Commission Meeting.....	1
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	1. Dr. Katie Jenner, Secretary of Education	
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V. Old Business
New Business

VI. Adjournment

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

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, November 18, 2021

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. ET at Vincennes University, 1002 N 1st Street, Vincennes, IN with Chairman Mike Alley presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

CHAIR'S REPORT

Good afternoon. Thank you to President Johnson for your hospitality last evening and for hosting our meeting today. I would like to invite President Chuck Johnson for welcoming remarks.

President Johnson provided remarks.

Chairman Alley continued his report stating, with the departure of Alexa Deaton, Commissioner Lubbers recommends Seth Hinshaw as her replacement to serve as Associate Commissioner and CFO. Seth most recently served as fiscal analyst with the Indiana Senate and touched on many issues related to the Commission's work, so he comes to us prepared for this important role.

This action requires Commission approval per our bylaws.

R-21-8.1 RESOLVED: That the Commission for Higher Education hereby approves hiring Seth Hinshaw as Associate Commissioner and Chief Financial Officer (Motion – LaMothe, second – Fisher, unanimously approved)

I want to remind you of some upcoming events of the Commission:

- The 2021 Student Advocates Conference will be held virtually on December 15th and 16th and will emphasize the importance of integrated work experiences. Submissions for breakout sessions are closed but registration is open.
- Each year Commissioner Lubbers provides the State of Higher Education Address. This event was virtual this year, but we will hold it in-person in 2022. Please mark your calendars for Tuesday, February 8th at the Indiana Statehouse. We certainly hope you will join us for this important speech.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, let me begin by providing a staff welcome to our newest commission member, Bill Hanna. I will say that your reputation for service precedes you, especially the rave review that you received from our former commission member and chair, Jon Costas.

From a staff basis, we have welcomed our new CFO and Associate Commissioner this week, and he's hit the ground running. As you know based on our working session, Seth is uniquely prepared for this role and our work, and I know you will appreciate his knowledge, attitude and commitment to public service.

There will be other opportunities for me to express my gratitude to you for your partnership during my tenure as Commissioner. Suffice it to say for today that, Bill, you are joining the best board in the state, and it is a great honor to serve with you.

Today's meeting – both morning and afternoon sessions – is unique because we are focusing on issues that have both state and higher education impact. This morning's focus on the READI grants displays a regional commitment to building talent, and a human infrastructure and higher education is increasingly important to this work. Likewise, this afternoon's focus on cybersecurity highlights an issue that has global impact – as well as a state focus. Higher education is playing its part in the development of the talent needed to meet cybersecurity needs. Clearly, this will be an ongoing discussion, and we look forward to today's panel.

In recent weeks, we have had the opportunity to shine a light on the value of career relevance as outlined as one of our three key metrics in our strategic plan. The Educator/Employer convening held on November 2nd was designed to provide a space for educators and employers to determine strategies for integrating career relevance into curriculum and valuable work-based experiences into the workplace. A few days later, I had the opportunity to moderate a panel at a convening sponsored by Lilly Endowment. The audience consisted of public and private school presidents and executive leadership teams – and the panel included key CEOs (Tom Linebarger of Cummins, Connie Bond Stuart of PNC and Jeff Harrison of Citizens Gas). I point out both of these events because they are consistent with our strategic plan but also because they display the growing alignment between these two sectors – education and employment.

As you know, we have been focused on a review of our outcomes-based funding formula, in cooperation with the General Assembly and a national higher education group, HCM Strategists. The analysis shows broad support for the principles that guide our formula and some recommendations for further consideration. They include: incorporating additional mission differentiation; mitigating sensitivity to enrollment trends, including the impact of COVID; and evaluating the range of time of data used.

Throughout this 50th anniversary year of the Commission, I have been highlighting key leaders and their contributions. I'm passing the baton to Liz Walker today who will be providing an overview of the 50 years – and let me tell you she's done a great job.

CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2021 COMMISSION MEETING

R-21-8.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the October, 2021 regular meeting. (Motion – LaMothe, second – Bland, unanimously approved)

II. PUBLIC SQUARE

A. Cybersecurity in Indiana

1. Tracy Barnes, Chief Information Officer, Indiana Office of Technology
2. Esfandiar Haghverdi, Ph.D., Associate Dean and Director of Cybersecurity and Global Policy, Indiana University
3. Jaci Lee Lederman, Associate Professor and Chair of the Information Technology Department, Vincennes University

The Commission's strategic plan, *Reaching Higher in a State of Change*, encourages new and innovative models of teaching and learning. As the Commission considers the impact of new models on virtual learning, the increased need for access to technology and new and emerging careers within the technology industry, the Commission will discuss cybersecurity in Indiana.

Dr. Ken Sauer moderated this discussion.

III. BUSINESS ITEMS

A. Academic Degree Programs for Expedited Action

1. Master of Professional Studies to be offered by Purdue University Global

R-21-8.3 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 – Bland, second – Murphy, unanimously approved)

B. Capital Projects for Full Discussion

1. Indiana University Bloomington – Wright Quad Renovation

Dr. Tom Morrison presented this item. Seth Hinshaw provided the staff recommendation.

R-21-8.4 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 – Mulherin, second – Murphy, unanimously approved)

2. Indiana University Purdue University Indianapolis – Ground Lease Agreement and Medical Education Building

Dr. Tom Morrison presented this item. Seth Hinshaw provided the staff recommendation.

- R-21-8.5 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 – Mulherin, second – Bowen, unanimously approved)

3. Ivy Tech Community College – Indianapolis Culinary and Conference Center

Dominick Chase presented this item. Seth Hinshaw provided the staff recommendation.

- R-21-8.6 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 – Peterson, unanimously approved)

C. 50 Years of the Indiana Commission for Higher Education

Created in 1971 by an act of the General Assembly and signed into law by then Governor Edgar Whitcomb, the Indiana Commission for Higher Education celebrates 50 years of service to the State of Indiana.

Charged with creating a master plan for postsecondary education in Indiana, the Commission coordinates Indiana’s system of higher education around the missions of institutions and the needs of students.

While the Commission’s responsibilities have increased in recent years, the focus remains on Hoosier students and advocating for the best, and innovative ways to serve them as they prepare for and successfully complete postsecondary education.

In celebration of 50 years of service to the State of Indiana, the Commission will hear a historical overview of the agency’s key milestones and the evolution of Indiana’s postsecondary system.

Liz Walker presented this item.

IV. INFORMATION ITEMS

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

**V. OLD BUSINESS
NEW BUSINESS**

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 2:58 P.M. ET

Mike Alley, Chair

Anne Bowen, Secretary

COMMISSION FOR HIGHER EDUCATION

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PUBLIC SQUARE:

K-12 Education in Indiana

Background

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

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

Supporting Documents

Dr. Katie Jenner Bio

Dr. Katie Jenner

Indiana Secretary of Education

Katie Jenner, Ed. D., was appointed as Indiana's first Secretary of Education by Governor Eric J. Holcomb, effective January 11, 2021. Prior to her appointment, Dr. Jenner served as Senior Education Advisor to Governor Holcomb where she provided guidance on statewide policy and initiatives for preschool, K-12, and higher education.

Dr. Jenner began her career in K-12 public education as a Career and Technical Education teacher in Kentucky. After moving to Indiana, she held various administrator roles, including assistant superintendent, for Madison Consolidated Schools. Dr. Jenner later served as the Vice President of K-12 Initiatives and Statewide Partnerships for Ivy Tech Community College where she led statewide strategies and formed partnerships between K-12 education, Career Centers, and Ivy Tech.

Dr. Jenner earned a bachelor's degree in Business from Transylvania University in Kentucky, a master's degree in Business Education from the University of Kentucky, an M.B.A. through a Woodrow Wilson Fellowship at Indiana State University, and a Doctorate in Educational Leadership from the University of Kentucky.

Dr. Jenner is committed to ensuring all students are prepared for the competitive realities of our 21st century economy. She and her IDOE team will build capacity, spark innovation and forge partnerships at all levels of Indiana's PK-12 education system to support educators and empower families.

Dr. Jenner and her husband, Joe, live in Madison with their twin fifth-grade girls who attend Madison Consolidated Schools.



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BUSINESS ITEM A:

Board for Proprietary Education Overview

Background

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

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

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

Supporting Document

To be distributed.

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BUSINESS ITEM B:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

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

Background

The Academic Affairs and Quality Committee discussed this program at its November 15, 2021 meeting and concluded that the proposed programs could be placed on the December 9, 2021 agenda for action by the Commission as an expedited action item.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action November 15, 2021

Academic Degree Programs on Which Staff Propose Expedited Action

November 15, 2021

CHE 21-25 Master of Science in Athletic Training to be offered by Purdue University West Lafayette

Proposal received on October 25, 2021

CIP Code: 51.0913

Fifth Year Projected Enrollment: Headcount – 32, FTE – 32

Fifth Year Projected Degrees Conferred: 16

The proposed Master of Science (M.S.) in Athletic Training will be offered through the Department of Health and Kinesiology in the College of Health and Human Sciences at Purdue University West Lafayette. Since the onset of the Athletic Training profession many decades ago, Purdue has offered a B.S. in Athletic Training, which over the last three years (FY2018-FY2020) has annually enrolled an average of 157 students and graduated an average of 34 students each year. Because of changes in accreditation, Purdue admitted its last class into this program in Fall 2020.

In 2015, the Commission on Accreditation of Athletic Training Education (CAATE) announced that the education degree required to sit for the national certification examination, the Board of Certification (BOC) exam, would transition from a baccalaureate to a master's degree. All states license Athletic Trainers, all states use the BOC examination as a requirement for licensure, and all states require those taking the exam to have graduated from a CAATE-accredited program.

The proposed Master of Science in Athletic Training requires 69 credit hours to complete. Purdue sampled 21 peer institutions with respect to the number of credit hours required for their master's degrees. The required credit hours ranged from 46 to 79 and averaged 60.2. Included in the group were six Indiana institutions:

Indiana University (46 credit hours)

University of Evansville (52)

Ball State University (62)

University of Indianapolis (65)

Franklin College (65)

Manchester University (67)

Purdue plans to put in place an accelerated 4+1 combined degree program for those who begin their undergraduate education at West Lafayette. Students who pursue a B.S. in Kinesiology (formerly the B.S. in Movement and Sports Sciences) would be able to count 18 graduate credit hours toward their baccalaureate electives, enabling them to complete their bachelor's in 3.5 years and complete the master's in five additional semesters, including summer study.

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INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
03	Professional Doctorate (PhID) in Philanthropic Leadership (IU)	Indiana University Purdue University Indianapolis	10/12/2021	Under Review
04	Doctor of Health Science	Purdue University Global	10/25/2021	Under Review
05	Doctor of Education in Leadership and Innovation	Purdue University Global	10/25/2021	Under Review
06	Master of Science in Athletic Training	Purdue University West Lafayette	10/25/2021	On CHE Agenda for Action

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INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Research Certificate in Psychology	Purdue University Fort Wayne	11/15/2021	Eliminating a program
02	Research Certificate in Anthropology	Purdue University Fort Wayne	11/15/2021	Eliminating a program
03	Certificate in Native American Studies	Purdue University Fort Wayne	11/15/2021	Eliminating a program
04	Master of Science in Couple and Family Therapy	Purdue University Northwest	11/15/2021	Changing the credit hours
05	Pre-Dental Hygiene [Not a Degree Program]	Indiana State University	11/15/2021	Eliminating a program
06	Master of Landscape Architecture	Ball State University	11/15/2021	Changing the CIP code
07	Bachelor of Arts/Bachelor of Science in Family and Consumer Sciences	Ball State University	11/15/2021	Eliminating a program
08	Master of Science in Dietetics	Indiana State University	11/15/2021	Suspending a program
09	Certificate in Music-Piano Pedagogy	Indiana State University	11/15/2021	Suspending a program
10	Associate of Science in Secondary Education (Biology)	Ivy Tech Community College	11/15/2021	Changing the credit hours

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
11	Undergraduate Certificate in Virtual Production (IU)	Indiana University Purdue University Indianapolis	11/15/2021	Adding a certificate
12	Master of Public Affairs	Indiana University Northwest	11/15/2021	Changing the credit hours
13	Master of Music	Indiana University South Bend	11/15/2021	Changing the name
14	Post-baccalaureate Certificate in Nonprofit Management	Purdue University Fort Wayne	11/15/2021	Adding a certificate
15	Bachelor of Science in Kinesiology	Purdue University West Lafayette	11/15/2021	Changing the name

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INFORMATION ITEM C:

Media Coverage

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

Fox59

New report shows Indiana college-going rate at lowest point in 10 years

By Jacob Burbrink

November 4, 2021

INDIANAPOLIS — As Indiana prepares for College Goal Sunday, the Indiana Commission for Higher Education says they are seeing fewer and fewer students applying to go to college.

The 2021 Indiana College Readiness Report shows in 2019, only 59% of high school graduates in Indiana went on to some form of higher learning, a drop from 61% in 2018. The commission says this is the largest year-to-year drop they have seen.

“There are reasons behind them, but nonetheless we must deal with the realities, which is we are seeing fewer Hoosiers engaging in higher education,” said Teresa Lubbers, Commissioner for Higher Education for Indiana.

While in the past, a strong economy was identified as a reason fewer Hoosiers are going to college, the report shows that an ongoing attitude that a college degree does not hold value is also a contributing factor.

“Many people see a disconnect between education and their career goals,” Lubbers said. “So we’re trying to make sure that all of our degrees and programs have embedded career relevance that they, what they’re learning is related to what they’re going to do.”

One of the largest areas that the commission is focusing on is trying to attract male students. The report shows the gap between male and female students widened by two percentage points in one year.

Lubbers says they are working on finding messengers to talk to men, as they may not listen to higher education or government representatives.

The report does not only show bad news. The report shows the state’s 21st Century Scholars program was the only group to make a positive gain in college-going rates. The commission says the 21st Century Scholars are closing the achievement gap for every low-income student by race and ethnicity.

The commission says this report will serve as a pre-pandemic baseline as they look to see how the COVID-19 pandemic has impacted higher education.

Another element that could factor into the decline in college-going rates is the cost. A recent report from Georgetown University shows the cost of college has soared 169% since 1980.

With the rising cost, Lubbers says it is a risky proposition not to complete the FAFSA.

“Even if you are uncertain about what your career plans are going to be after high school, don’t take a chance with this because you could be leaving significant amounts of money on the table when you decide when you do make that decision,” Lubbers said.

Even if people are not certain they will qualify for need-based aid, there is also merit-based aid and federal aid that is also based on completing the FAFSA.

To help make applying for aid easier, the commission is planning on making a reduction in the number of questions that will need to be answered.

For those who need someone to talk to in order to understand how to apply for aid, the Indiana Student Financial Aid Association is partnering with the commission for College Goal Sunday on November 7. Thirty-eight locations around the state will have financial aid experts available to give free FAFSA filing help to students and families.

The events take place from 2 p.m. until 4 p.m. If people are not able to attend, they can also email wwozniak@investedindiana.org and put "CGS" in the subject line to get connected with a volunteer.

The Herald-Times
Outgoing Indiana commissioner for higher education concerned by enrollment drops
By Patrick McGerr
November 17, 2021

Indiana Commissioner for Higher Education Teresa Lubbers has announced she will step down in 2022 after 13 years in the post.

Lubbers' resignation will be effective at the end of the 2022 Indiana legislative session. Before being named commissioner in 2009 she served in the Indiana Senate, representing District 30 for 17 years.

On Tuesday, Lubbers called her time as higher education commissioner "a privilege."

"How many people can say that they never dreaded a Monday?" she asked her staff. "I really feel throughout my career that I have not. Most people can't say that."

The role allowed Lubbers to work on issues related to education and economic mobility, two of her passions.

"The reason I ran for (state) Senate the very first time was because of my deep commitment to education and economic development and my belief that Indiana's economy was going to be impacted by that more in the future than ever."

A first-generation college student herself, Lubbers credited education for many of the opportunities she had. When Lubbers was growing up on the east side of Indianapolis, there were different economic realities.

"You could have an eighth-grade education or a high school diploma and certainly have a middle class life," she recalled. "The world changed from back then, and you began to see the per capita income of Hoosiers drop. That's continued to be the case."

To Lubbers, the economy is at another inflection point.

"I think we're on the cusp of an equally impactful change in the economy right now, as you move to this knowledge- and skills-based economy," she said. "We don't want to leave people behind."

Lubbers said better education is part of the answer to adapting to change and ensuring economic mobility. But educational improvements must be carried out in the right ways if everyone is to be able

to reap the benefits. "We always say that education is the great equalizer," she said. "But if not done correctly, with opportunities for all, it could be the great divider."

Lubbers has seen priorities evolve over her tenure as commissioner, though some core goals remain the same. While increasing access to and completion of college has been important throughout her time, more thought is now given to what that college completion actually means for Hoosiers.

"We've been focused on completion, and I think that, in more recent years, there's been a much more intentional focus on not completion being the goal, but completion with an eye toward what that means in terms of meaningful careers and lives."

Lubbers never anticipated a challenge like the coronavirus pandemic, which affected every aspect of higher education, from health to economic concerns. In previous economic downturns, people turned to community colleges for the affordability. According to Lubbers, this time things are different.

"In COVID, you saw the biggest declines at the community college, and we thought perhaps it was a community college phenomenon," she said. "But what we have found out as recently as this fall is enrollment declines happened every place except IU-Bloomington and Purdue-West Lafayette."

According to Lubbers, there is sentiment that college is out of reach for many and that it is impossible to go through school with out taking on massive debt. Lubbers said it is crucial for state leaders to spread the word that there are affordable, feasible higher education options for everyone.

"One of the things that we have to get the message out is Indiana ranks first in the Midwest and fourth in the nation in need-based aid," Lubbers said. "We have affordable options, but people still think that higher education is not affordable for them."

In the past five years, the state's college going rates have dropped from 65% to 59%.

She said that could affect education and students of all ages for years to come.

After Lubbers' plan to step down were announced Tuesday, she received praise from around the state.

"Indiana has been fortunate to have Commissioner Lubbers devote her time in public service to the benefit of Hoosiers with her work in higher education and workforce issues for our state for many years," said Gov. Eric Holcomb, who appointed Lubbers as chair of the Governor's Workforce Cabinet in 2019.

"For three decades, Teresa Lubbers has been one of Indiana's most visionary thought leaders in the space of education and workforce," Indiana Secretary of Education Katie Jenner said in a statement. "Over decades of service, she has worked to empower greater opportunities for every Hoosier student through quality education, ensuring all students have access and resources to pursue their next steps after high school."

Indiana University president Pamela Whitten issued a statement as well, crediting Lubbers for her welcoming attitude and student-centric approach. "All Hoosiers should be proud of what she's done to improve higher education in the state, but as her alma mater, Indiana University is especially proud," Whitten said.

Commission Vice Chair Jud Fisher will lead the Higher Education Commission's search committee for Lubbers' successor.

Inside Higher Ed
Moving From Random to Intentional Acts of Dual Credit
By Ken Sauer
November 18, 2021

Indiana's large and robust dual-credit initiative, with its supporting transfer policy and technology, aims to foster intentional course taking, thus maximizing opportunities for high school students to earn one-year postsecondary certificates by the time they graduate. It's meant to overcome a common problem: high school students randomly taking postsecondary courses that don't transfer or apply toward their degree program when they get to college, thus wasting time, energy and money.

Our state has long fully integrated course transfer and certificate/degree articulation into its dual-credit offerings: there is no daylight between the two. Likewise, we use technology to make transfer information readily accessible to students and guidance counselors. More recent technology initiatives help Indiana promote and equitably scale certificate completion options in high schools throughout the state.

A Foundation of Policies Supporting Dual Credit and Transfer

State attention on dual-credit credential completion is focused on one-year certificates instead of associate degrees for two reasons: resources and impact. Providing needed courses and qualified teachers to support one-year certificates, along with guidance/student support services and technology, is more feasible than the resources needed for associate degrees, and completing a certificate is within reach for so many more students than completing an associate degree, hence the greater impact.

Transfer policy, supported by infrastructure three decades in the making, applies statewide to all public institutions at all levels: courses, certificates and degrees. Indiana's Core Transfer Library (CTL) consists of 88 courses, almost all of which transfer and apply toward degree requirements in the same way as equivalent courses at the receiving institution (those that don't transfer as elective credit). Five independent institutions also participate in the CTL.

Two-year institutions rely heavily on the CTL to offer courses needed to complete the Indiana College Core, comprising 30 semester hours of courses that meet common, statewide competencies and learning outcomes in six areas; universities use CTL courses and many others to satisfy core requirements. Students completing the core at two-year institutions earn a certificate, in contrast to a transcript notation for those completing it at four-year institutions. The core fully transfers and applies as a block toward meeting degree requirements of virtually all associate of arts, associate of science and baccalaureate degrees offered in the public sector, as well as some independent institutions and programs.

Transfer Single Articulation Pathways (TSAPs), 2+2 associate-to-baccalaureate articulation agreements also built on common, statewide competencies, span 20 program clusters in highest-demand areas. Ivy Tech Community College of Indiana, the only statewide community college in the nation accredited as a single institution, has forged a wide and expanding range of guaranteed university program admission agreements for students completing TSAPs and other associate degrees. TSAPs, like the CTL and the

Indiana College Core, are legislatively mandated, with the Indiana Commission for Higher Education (ICHE) and public institutions responsible for their implementation.

This same emphasis on intentional course taking and credential completion has been applied to career/technical education offerings, called Next Level Programs of Study (NLPS). Led by the Governor's Workforce Cabinet, in partnership with ICHE, postsecondary competencies have been back-mapped to NLPS classes to achieve alignment with postsecondary certificates and industry certifications.

Dual Credit Growth and Outcomes

Transfer agreements apply seamlessly to all dual credit students. A 2021 ICHE study found that 64 percent of the 2018 high school graduating class had earned some postsecondary credit, a very large majority exclusively through dual credit, while most remaining students earned a combination of dual credit and credit awarded for AP exam scores. For fiscal year 2019–20, ICHE found that over 94,000 students at all secondary grade levels earned dual credit. In FY 2020–21, the two-year institutions report that 2,047 high school students earned the Indiana College Core, nearly doubling the number (1,057) who earned the core just three years ago.

Factors helping to explain this growth include: a state mandate for all high schools to offer at least two dual-credit and two AP classes, a tuition cap of \$25 per dual-credit hour (Ivy Tech charges no tuition), a tuition waiver for all students eligible for free and reduced lunch, state appropriations to institutions (\$45 per credit hour) for all dual-credit courses successfully completed, and free graduate courses to qualify secondary faculty to teach dual-credit courses, thanks to state and philanthropic support.

Dual credit has had a strong positive impact on students, especially those from underserved populations. Those earning dual credit went to and persisted in college at more than 1.5 times the rate of those who didn't earn any postsecondary credit. Comparable positive outcomes were also found for Black, Hispanic and low-income students.

Maximizing Dual Credit Through Technology

Technology plays a key role in communicating transfer pathways and dual-credit opportunities, with ICHE's TransferIN website serving as a gateway to a wealth of information on these topics, readily accessible to students, parents and counselors. TransferIN includes: interactive tables of course equivalencies for all CTL courses and of AP and CLEP (and soon Cambridge) exam scores that translate into course credit, a catalog of baccalaureate programs to which the TSAP associate degrees apply, and a list of priority liberal arts courses (those that generate state appropriations and most frequently transfer and count toward meeting the Indiana College Core).

A second statewide technology initiative, Indiana's scaling up of Credential Engine, challenges more high schools to enable their students to complete the Indiana College Core by being transparent about which ones do or do not provide these opportunities. Besides the extensive data already published to the Indiana Credential Registry (e.g., all 3,000 certificates and degrees at public institutions), ICHE, working with Ivy Tech and Vincennes University, has already published to the registry almost 100 high schools, out of a state total of 400-plus. These high schools provide sufficient college credit courses for their students to earn the core and meet state criteria for recognition as a delivery site for the core, including a memorandum of understanding with Ivy Tech or Vincennes. Being public about where the core is available creates an incentive for the remaining 300-plus high schools, in partnership with the Indiana Department of Education and ICHE, to determine how to extend the core to those schools as well.

What's Next in Indiana? Learner Agency to Choose Impactful, Aligned Dual-Credit Courses

Yet another technology project, just underway, will develop an application to help students select dual-credit courses that fit their ultimate undergraduate objective. In partnership with Ivy Tech, Credential Engine and ICHE, all liberal arts courses needed to complete the Indiana College Core, which in turn satisfy the associate degree component of the 2+2 TSAPs, are being published to the registry. A request for proposal will solicit bids for developing an app that will empower students to select courses directly applying toward the core/associate/baccalaureate degree pathway of interest to them. This would enable a student, for example, to take the right math and science courses required for a business or nursing degree, ensuring courses will apply as intended and avoiding “random” acts of dual credit. A similar effort could also benefit students earning CTE (NLPS) dual credit.

Done well, dual credit can bring the promise of college to more students, especially those from underserved populations. Intentional course taking, laser-focused on postsecondary certificate completion, buttressed by inseparably intertwined dual-credit and transfer policy, made fully transparent and accessible by technology, are the essential ingredients to deliver on this promise.

Higher Ed Dive

Update shows undergraduate enrollment decline growing to 3.5% this fall

By Natalie Schwartz

November 18, 2021

Dive Brief:

- Undergraduate enrollment sank 3.5% this fall, according to the latest data from the National Student Clearinghouse Research Center. The figures, based on almost three-fourths of institutions reporting their enrollment as of Oct. 21, are largely in line with numbers the organization released last month.
- Overall, higher education enrollment is 2.6% below last year's numbers. Graduate enrollment, which increased 2.1% year over year, helped stem some of the undergraduate losses.
- Undergraduate enrollment continued to decline across all types of institutions, though four-year for-profits and community colleges bore the brunt of the losses, with respective drops of 8.5% and 6%.

Dive Insight:

The Clearinghouse's latest figures for the fall continue to show a bleak picture for colleges, many of which are suffering from enrollment losses at the same time they're on the hook for increased expenses from the pandemic.

"Today's data are largely consistent with last month's report," Doug Shapiro, executive director of the National Student Clearinghouse Research Center, said in a statement. "And with more schools counted, the trends raise even more troubling concerns for students and institutions from the first pandemic year."

Undergraduate enrollment declined while graduate enrollment rose

Even institution types that initially saw smaller declines last year than others are seeing worrisome trends. Four-year publics saw a year-over-year undergraduate enrollment loss of 2.5% this fall — steeper than the 1.6% decline they saw last fall. Likewise, four-year for-profits saw an 8.5% drop in undergraduates this fall compared to a 2.6% decline last fall.

Undergraduate enrollment losses continue to be uneven across demographic groups. White, Black and Native American students saw the largest drops, with declines between 5% and 6%.

At least 41 states have seen declines in undergraduate enrollment. Mississippi had the largest drop, with 9.2%. Indiana and New Mexico rounded out the top three largest declines, with respective losses of 7.1% and 6.8%.

Conversely, graduate enrollment is still on the rise, with at least 40 states seeing an increase in these students. Maine, Georgia, Massachusetts and Florida saw particularly large upswings, with all four states clocking graduate enrollment increases of at least 6% this fall.

The news comes a few days after new international enrollment data showed a 15% year-over-year decline in foreign students enrolled at U.S. institutions. However, a survey of more than 860 institutions showed a small rebound this fall, with those schools reporting that their total international enrollment increased by 4%.

The Hechinger Report
More people with bachelor's degrees go back to school to learn skilled trades
By Jon Marcus
November 20, 2021

SCARBOROUGH, Maine — Putting on hazmat gear for the first time turns out to be a long-drawn-out process, so the trainees who are practicing this new skill make the time go faster with a little clowning around.

“Smile! Work it! Work it!” one shouts at a classmate as she jokingly strikes glamour poses for photos in a heavy vapor suit with rubber boots, two layers of gloves, a respirator and a 26-pound breathing tank. Another compares the get-up to the uniforms worn by the child-detection agents in the movie “Monsters, Inc.”

Spread out in a parking lot beside a fire station, these congenial twenty- and thirtysomethings are enrolled in a community college program to become firefighters.

Four of the five in this group have something else in common: They previously earned bachelor's degrees, even though they've now returned to school to prepare for a job that doesn't require one.

“I was part of that generation that was told to go to college, so that's what I did,” one, Michael Kelly, said with a shrug. “That's what we were supposed to do.”

But after getting a bachelor's degree in political science from the University of New England — for which he's still paying off his student loans — Kelly realized that what he actually wanted to do was become a firefighter; after all, he said, unlike a politician, no one is ever angry to see a firefighter show up.

“I spent a lot of money to end up doing ... this,” said Kelly, who is now 28, as his colleagues stowed the equipment before they filed back into a classroom.

A lot of other people also have invested time and money getting four-year degrees only to return for career and technical education in fields ranging from firefighting to automation to nursing, in which jobs are relatively plentiful and salaries and benefits comparatively good, but which require faster and far less costly certificates and associate degrees.

First-year nurses with associate degrees can make \$80,200 a year and up and first-year electrical and power transmission installers, who also need associate degrees, \$80,400 — more than some graduates of Harvard with not just bachelor's, but master's degrees.

One in 12 students now at community colleges — or more than 940,000 — previously earned a bachelor's degree, according to the American Association of Community Colleges. And even as college and university enrollment overall declines, some career and technical education programs are reporting growth, and anticipating more of it.

“I thought I was the only one following this road, but apparently a lot of people are,” said Noor Al-Hamdani, 26, who is getting an associate degree in nursing at Fresno City College, a community college, after having already earned a bachelor's degree in public health from California State University, Fresno.

In some cases, bachelor's degree-holders are obtaining supplementary skills — computer science majors adding certificates in cloud technology, for example.

But the trend is also exposing how many high school graduates almost reflexively go to college without entirely knowing why, pushed by parents and counselors, only to be disappointed with the way things turn out — and then start over.

“Somewhere along the line it became ingrained that in order to succeed, whether your children wanted to go to college or not, they had to go to college,” said Jane Oates, who was assistant secretary in the Obama administration's Department of Labor and now heads WorkingNation, a nonprofit that tries to better match workers with jobs.

When they do start on the route to bachelor's degrees, a third of students [change their majors at least once](#) and more than half [take longer than four years](#) to graduate, according to the National Center for Education Statistics. Some of the rest drop out. Even among those who manage to finish, [more than 40 percent of recent graduates aged 22 to 27 are underemployed](#), meaning that they're working in jobs that don't require their degree, the Federal Reserve Bank of New York reports.

That makes four-year universities and colleges “a really expensive career exploration program,” quipped Amy Loyd, vice president at the education and employment policy organization Jobs for the Future.

When Shana Tinkle was finishing high school, it was more or less “a rite of passage” to go on and get a bachelor's degree, she said — in her case, in creative writing from Brown University.

“‘You're supposed to do this. You'll get a job later,’” Tinkle, now 32, remembered being told. “It wasn't a particularly career-oriented approach.”

Since college, she has worked as a bartender on a sightseeing train in Alaska, a teacher in Canada, a crew member on a sailing ship and a union organizer before ending up here at Southern Maine Community College with the tentative goal of becoming a wildland firefighter, an occupation she points out is in extremely high demand.

Advocates for career and technical education say that, for many people, it makes more sense to start with those kinds of programs, reserving the option of continuing on to more time-consuming and expensive bachelor's degrees later, instead of vice versa.

“They’re doing college backwards,” said Dave DesRochers, a former offensive tackle for the Seattle Seahawks and now vice president of PATH2, which helps students figure out what they want to do with their lives — before they finish high school — and choose their educations accordingly.

Sebastian Valenzuela learned the hard way. He got a bachelor’s degree in jazz studies at Loyola University New Orleans and a master’s in music composition at the University of Wisconsin-Milwaukee — credentials he calls “all these pieces of what are now wallpaper.”

Now he’s getting an associate degree in cloud computing at Northern Virginia Community College.

“You can get a good job without a bachelor’s degree,” Valenzuela said. “You don’t need to go to a fancy school. You don’t need to spend a lot of money. But how would high school me know that?”

That’s Gianna Dinuzzo’s story, too. “Even deciding what I was going to major in in college, I was just going through the motions. I graduated from high school and then — what’s next? Okay, college,” said Dinuzzo, who earned a bachelor’s degree in community health from Fresno State and is now studying toward an associate degree at Fresno City College to become a dental hygienist.

Chris Drumm went to the University of Massachusetts Amherst and earned a bachelor’s degree in business administration. “I didn’t really know what I wanted to do,” he said. But “my parents were very insistent on, ‘No matter what you do, you’ve got to get an education.’”

He worked in hospitality for a while, then as a paralegal, and now is in the firefighter training course at SMCC. “I wish I knew about this program when I was coming out of high school,” said Drumm, now 25.

Drumm’s fellow trainee Matt Duhaime attended the prestigious Boston Latin School, from which almost everyone in his class went on to four-year colleges and universities. “The one that didn’t went into the Air Force. I remember the teachers and administrators wondering why he wasn’t going to college.”

Duhaime chose Plymouth State University in New Hampshire, which is within 30 miles of at least seven ski resorts, largely because “I knew I wanted to get better at snowboarding,” he said. What he didn’t know was what to do with the bachelor’s degree in marketing he ended up with. So Duhaime worked at restaurants until, now 27, he has also found himself in the firefighter training program.

“Coming out of high school there’s social pressure on you: ‘Where are you going to college?’ Then there’s social pressure on your parents: ‘Where is your son going to college?’ ” he said. “But the hardest thing is making such a finite decision about what you want to do at 18 years old.”

Nicole Buff got a bachelor’s degree in criminology and psychology at Indiana State University just as the last recession started. With jobs scarce, she ended up working in a manufacturing plant that makes brake components for cars and then as a quality technician. **Now she’s pursuing a credential in advanced automation and robotics technology at Ivy Tech Community College, a field she said she really likes.**

“There is a little resentment” about the time and money spent on her bachelor’s degree, said Buff, now 36. “I’ll never regret learning something. But I was part of that group of people who listened to their parents and their teachers and advisers who said ‘Yes, get this and you’ll be set.’ ”

She laughed. “And I did, and it ended up poorly. I don’t think when we’re 18 we’re anywhere near ready to plot out what we’re going to do.”

This not only winds up costing time and money; it contributes to a shortage of workers in skilled trades, said Robert Templin, a senior fellow at the Aspen Institute’s College Excellence Program who served as president of two community colleges.

“It was pretty frequent that we found arts and sciences students who had not considered when they started their bachelor’s degree education how they wanted to make a living,” Templin said. “Universities are still seen as places where young people go to figure out what they want to do, and that’s expensive, not only for the students and their parents but for the taxpayers who support those four-year institutions.”

The push to help students make more informed career decisions while they’re still in high school is coinciding with frustration over the high cost of college — further heightened by the fact that many institutions have continued to charge full in-person tuition for remote classes during the Covid-19 crisis — and increased public awareness of the potential for jobs at good pay in the skilled trades.

The pandemic also has intensified demand for so-called “middle skills” workers with certificates or associate degrees, such as nurses and information systems security technicians.

“If students had more awareness of other options, training opportunities or workforce demand at an earlier age they might take a different path,” said Shaun Dougherty, a professor at Vanderbilt University who studies education policy.

In Virginia, Colorado and Texas, where earnings are tracked, students with certain technically oriented credentials short of bachelor’s degrees earn an average of [from \\$2,000 to \\$11,000 a year more than bachelor’s degree-holders](#), the American Institutes for Research found.

Nationally, median pay for a [construction manager](#) is \$95,260, according to the Bureau of Labor Statistics; an [aircraft mechanic](#), \$64,310; a [web developer](#), \$73,760; and a [dental hygienist](#), \$76,220. [Plumbers](#) make a median of \$55,160, and the top 10 percent take home \$97,170; [firefighters](#), \$50,850, rising to \$92,020 for the top 10 percent.

And an analysis by the Georgetown University Center on Education and the Workforce found first-year nurses with associate degrees [making \\$80,200 a year and up](#) and first-year electrical and power transmission installers, who also need associate degrees, \$80,400 — more than some graduates of Harvard with not just bachelor’s, but master’s degrees.

Many of these kinds of jobs are coming open even as the recession cuts into employment. That’s because [more skilled tradespeople are between the ages of 45 and 64](#), and nearing retirement, than workers in other occupations, the staffing company Adecco calculates.

Graduates with bachelor’s degrees still generally [make more than people with lesser credentials](#) — about \$19,000 a year more than associate degree recipients when they’re at the peak of their respective careers, according to The Hamilton Project. (Six in 10 people who go to four-year universities or colleges also borrow to pay for their educations, and end up with [an average \\$28,950](#) in student loan debt.)

And employers [often prefer candidates with bachelor’s degrees](#), even for jobs that previously did not require them, a Harvard Business School study found. This so-called “credential inflation” [tends to peak during and after recessions](#), according to research conducted at the Federal Reserve Bank of Boston,

which found that, during the last recession, the proportion of job postings requiring a bachelor's degree or higher rose by more than 10 percentage points.

Completing career and technical education is almost always faster and less expensive than studying toward a bachelor's degree, however, and trainees can earn while they learn. That's the case for several of these future firefighters, who are already working in fire stations and getting paid to go on calls.

"It's just a better pathway for people who are not so sure they want a bachelor's degree but they know they want to go into, for example, firefighting," said Michelle Rhee Weise, author of the new book "Long Life Learning" and former senior vice president for workforce strategies at the Strada Education Network. "And that's important to know before they make their huge investment."

All of this is helping change perceptions of long-disparaged career and technical — previously called vocational — education.

"We have done a lot as far as addressing the recognition of the value of these jobs," said Chelle Travis, executive director of SkillsUSA, an association of teachers, students and industries that focus on it.

This changing awareness is already having an effect. Maine's community colleges report that the number of people signing on to short-term job training [quadrupled over the last two years](#), to 3,625 in the 12 months ending June 30. El Paso Community College in Texas is expanding those kinds of programs; its president, William Serrata — who chairs the American Association of Community Colleges — told education journalists in September that his counterparts are also preparing for an increase in demand.

Arkansas, where [a quarter of skilled tradespeople](#) are at or near retirement, [has launched a campaign](#) to nudge more people into career and technical education. And New Jersey educators [agreed this year](#) to create smoother routes for students from vocational high schools to community colleges for career and technical education.

Parents still see four-year universities as the ultimate goal, however, high schools are ranked on the basis of how many of their graduates go to one and some jobs in manufacturing and skilled trades continue to be looked down upon.

"It's not as cut-and-dry as too many students are going to four-year degree programs," said Alisha Hyslop, director of public policy for the Association for Career and Technical Education. "It's more that we need more education for students before they get to college, more career awareness and exploration opportunities to learn about careers."

There's some risk that this could end up [diverting low-income and racial and ethnic minority students](#) into training for skilled trades while their higher-income and white classmates continue to get bachelor's degrees.

"That is the big concern, and part of why people are a little reluctant to take it on," Dougherty said of the idea that high schools more proactively help students pick career paths. "It has to be done thoughtfully so that we don't go back to a tracking model [based on] the color of your skin or your ZIP code."

Still, he and others point out that higher education is already deeply stratified in these ways, with more affluent Americans going to the most prestigious universities and lower-income ones to community and for-profit colleges.

“So the question becomes,” Weise said: “How are we going to do this better?”

Sometimes the question may be more simple: What makes someone happy?

For Peter Wong, it wasn’t necessarily the bachelor’s degree in anthropology he earned at Loyola University Chicago, or even his subsequent law degree.

What Wong really wanted to do was work around food.

“I went to college because that’s what we did,” Wong said. “My mother said, ‘You’re going to get a degree if it kills me.’ I really didn’t want to go. I was just there trying to figure out what I wanted to do.”

He ended up in sales jobs and worked for a bank for a while and then for a national retailer. “It was a paycheck,” he said.

Now 52, and having moved home to Chicago to be closer to family during the pandemic, Wong is studying toward an associate degree in culinary arts at Ivy Tech Community College in Indiana.

“I don’t regret the stuff I’ve done,” he said. “But I wish I had done this 20 years ago.”

Tinkle, the aspiring wildlands firefighter with the Brown degree, said she hears that a lot.

“A lot of people I’ve met have said to me, ‘I wish I’d done what you were doing when I was your age,’ ” she said. “And I tell them: ‘Well, you should have.’ ”

COMMISSION FOR HIGHER EDUCATION

Thursday, December 9, 2021

INFORMATION ITEM D:

Upcoming Meetings of the Commission

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming schedule each six months, the previous schedule is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

February 10, 2022	IUPUI, Indianapolis
March 10, 2022	Vincennes University, MADE @Plainfield
June 9, 2022	Indiana State University, Terre Haute
August 11, 2022	Ball State University, Muncie
September 8, 2022	Indiana University, Bloomington
October 13, 2022	Purdue University, West Lafayette
November 10, 2022	University of Southern Indiana, Evansville
December 8, 2022	Ivy Tech Community College, Indianapolis

Commission meeting dates and locations are subject to change. Schedule alternations will be made available at www.che.in.gov.

The Commission for Higher Education abides by the Indiana Open Door Law (IC 5-14-1.5). All meetings are open to the public.