



INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, December 8, 2022

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Indiana Commission for Higher Education Meeting

Thursday, December 8, 2022

Call to Order – 9:00 A.M. ET

Ivy Tech Community College Indianapolis

Culinary and Conference Center

2820 North Meridian Street

Indianapolis, Indiana 46208

Parking available in adjacent lot

Join on your computer or mobile app:

[Join Microsoft Teams Meeting](#)

-or-

Join on your phone (audio only):

DIAL: +1 317-552-1674

PHONE ID: 406 836 432#

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**Requires Commission Action*

D. Upcoming Meetings of the Commission..... 45

**VI. Old Business
New Business**

VII. Adjournment

The next meeting of the Commission will be on **January 12, 2023, in Plainfield, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, November 10, 2022

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:00 a.m. CT at University of Southern Indiana, 8600 University Boulevard, Evansville, IN 47712, with Chairman Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dr. Edward Berger, Dennis Bland, Anne Bowen, Mike Daigle, Jud Fisher, Bill Hanna, Al Hubbard, Nancy Jordan, Chris LaMothe, Pepper Mulherin, Dan Peterson

CHAIR'S REPORT

Good morning, everyone. I want to thank the University of Southern Indiana's President Dr. Ronald Rochon and the USI team for being gracious hosts yesterday and today. President Rochon, I haven't been here since 2018. Your campus and the facilities here on campus are just beautiful.

Dr. Ronald Rochon, president of the University of Southern Indiana, delivered brief remarks before Chairman Fisher continued his report.

I'm pleased to report that registration is going live for the Commission's virtual Education Value Convening to be held on December 14. This convening will share our best practices and new information with our community partners and higher education practitioners.

I've received some updates on what one institution is doing to assist with the early childhood education sector. The Ivy Tech Community College statewide systems offices have received \$250,000 from the Lilly Endowment to support planning grant activities focused on addressing various workforce issues within the early childhood sector. Ivy Tech is uniquely positioned to create a surge of 10,000 workers in the early childhood sector and lead our communities in developing solutions to address early childhood at the local level. The grant will be used to develop a plan to address four areas: 1) addressing the shortage of credentialed workers, 2) address the lack of available high-quality childcare across the state, 3) address the low enrollment, as well as low degree and certificate completions in accredited early childhood postsecondary education programs, and 4) address missing local solutions.

As you know, the lack of broadly available, high-quality early childhood center openings in Indiana is placing a strain on the Hoosier economy. This strain impacts the daily activities of parents, businesses and school systems throughout our state. Ivy Tech recognizes that each

community and service area across the state has a unique set of requirements and available resources that will affect their ability to address the local early childhood gap. Because of these very conditions, there's need for convening processes that establishes a framework and goals that allow for variability in approach and resource allocation. I will keep bringing it up. This concludes my remarks. I will now turn it over to the Commissioner for his report.

COMMISSIONER'S REPORT

Thank you, Mr. Chairman. I'm struck by several things, including that it was just absolutely splendid last night hearing from employers, including Toyota and Deaconess and others, but especially in meeting your students. I felt at home. I felt a lot of hope and in that, just a joy that I can only characterize as happiness. What those employers were talking about with the students, I think they represent why we should think seriously about higher education.

I will introduce our first guest speaker more fully, but that's Jason Kloth, president and CEO of Ascend Indiana. You're the second leadership group who is going to hear from Jason, since Ascend released last Thursday a new and fascinating and sobering report on the marketplace and supply and demand challenges within our state. The first group to hear from Jason was the group of state university presidents on Monday afternoon during our very robust three-hour meeting.

A couple of updates first. We're quite pleased that our Frank O'Bannon Scholarship will be increased. The last adjustment to that was made in 2009 and it was to address the challenges of the recession and challenges with tax receipts. We build up a nice reserve there, and it will go back to 2009 rates plus adjustments for inflation. So that's good news and hats off to folks like the Governor and State Budget Director and legislative leaders who, once we assured them we would manage it prudently, were very supportive. If you see any of those folks, thank them.

Our Learning Employment Record, or LER, Ken Sauer talked about some of this. This is really quite groundbreaking. We received what was a full \$150,000 grant to really help take our state into the digital future as we think about credentials and the ability for employers to more easily access talent and for individuals to be able to take that credential with them in an electronic fashion. This is also something that Stacy Townsley is working along with Ken and the team on Credit for Prior Learning, which is going to be especially significant in playing to this learner employment record. I was with folks yesterday from Purdue Global and they shared they award fully 25% of their credits via Credit for Prior Learning. That's stunning. Among other things, it recognizes and honors adults for what they have learned outside of the classroom and makes that transferable. Now, I will turn it over to Jason Kloth.

Jason Kloth, president and CEO of Ascend Indiana, presented the report "Indiana's Evolving Labor Market: How the Pandemic has Accelerated Misalignment in Talent Supply and Demand" and discussion ensued.

II. CONSIDERATION OF THE MEETING MINUTES

R-22-7.1 RESOLVED: That the Commission for Higher Education hereby approves the

Minutes of the November 2022 regular meeting. (Motion – Hubbard, second – Jordan, unanimously approved)

III. BUDGET ITEMS

A. 2023-2025 Indiana Postsecondary Budget Recommendations

For our first item, Commissioner Lowery and Josh Garrison will provide the Commission’s recommendations for the 2023-2025 budget.

R-22-7.2 RESOLVED: That the Commission for Higher Education hereby approves the proposal by the Commission for a presentation to the State Budget Committee. (Motion – LaMothe, second – Bland, unanimously approved)

B. Capital Projects for Full Discussion

1. Purdue University West Lafayette – Libraries Study Space Renovation

Alecia Nafziger presented this item. Josh Garrison provided the staff recommendation.

R-22-7.3 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Hubbard, unanimously approved)

2. Purdue University West Lafayette – University Hall Renovation

Alecia Nafziger presented this item. Josh Garrison provided the staff recommendation.

R-22-7.4 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 – Hubbard, second – Mulherin, unanimously approved)

C. Capital Projects for Expedited Action

1. Purdue University West Lafayette – Memorial Union Second Floor Renovation
2. Purdue University West Lafayette – Fuse Lease
3. Purdue University – Regional Campus Deferred Maintenance

Alecia Nafziger presented this item. Josh Garrison provided the staff recommendation.

R-22-7.5 RESOLVED: That the Commission for Higher Education hereby approves the following capital projects, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Berger, unanimously approved)

IV. DISCUSSION ITEMS

A. New Commission meeting Cadence and Calendar for 2023 and 2024

Josh Garrison presented this item.

V. STUDENT SUCCESS ITEMS

A. Education Value Communications & Marketing Campaign

Allison Kuehr presented this item.

VI. ACEDMIC AFFAIRS ITEMS

A. NGA Learning and Employment Record

This presentation was held for the December 2022 Commission meeting.

B. Academic Degree Programs for Expedited Action*

1. Bachelor of Arts/Bachelor of Science in Management and Leadership to be offered by Ball State University

R-22-7.6 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree program, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Alley, unanimously approved)

VII. INFORMATION ITEMS

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

VIII. OLD BUSINESS

NEW BUSINESS

There was none.

IX. ADJOURNMENT

The meeting was adjourned at 2:06 P.M. CT

Jud Fisher, Chair

Anne Bowen, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, December 8, 2022

DISCUSSION ITEM A:

2023 Legislative and Policy Preview

Background

The public policy team will present the 2023 Indiana Commission for Higher Education’s legislative agenda and policy updates. The presentation outlines the timeline and plans for the upcoming legislative session.

Session began with Organization Day on November 22. The legislature will convene again on January 9 and will wrap up on or before the end of April.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 8, 2022

DISCUSSION ITEM B:

Commission Meeting Calendar for 2023 and 2024

Background

The staff will provide finalized dates and locations for the 2023 and 2024 meeting schedule.

Supporting Document

2023 and 2024 Meeting Schedules



INDIANA COMMISSION *for*
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2023 COMMISSION MEETINGS

9:00 a.m. - 3:00 p.m. - Business Meeting

DATES	CITY	LOCATION
January 12	Plainfield	MADE @Plainfield – Vincennes University, Indiana State University and Ivy Tech Community College
March 9	Kokomo	Indiana University Kokomo
May 18	Fort Wayne	Purdue University Fort Wayne
July 13	Columbus	Ivy Tech Community College Columbus
September 14	New Albany	Indiana University Southeast
November 9	Vincennes	Vincennes University

Meeting locations are subject to change. All meetings take place on local time.

Please direct questions to events@che.in.gov.



INDIANA COMMISSION *for*
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2024 COMMISSION MEETINGS

9:00 a.m. - 3:00 p.m. - Business Meeting

DATES	CITY	LOCATION
January 11	Indianapolis	Ivy Tech Community College Central
March 14	Terre Haute	Indiana State University
May 9	Evansville	University of Southern Indiana
July 25	Muncie	Ball State University
September 12	Bloomington	Indiana University Bloomington
October 10	Indianapolis	Indiana Commission for Higher Education 7th floor conference center
November 14	West Lafayette	Purdue University West Lafayette

Meeting locations are subject to change. All meetings take place on local time.

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COMMISSION FOR HIGHER EDUCATION

Thursday, December 8, 2022

DISCUSSION ITEM C:

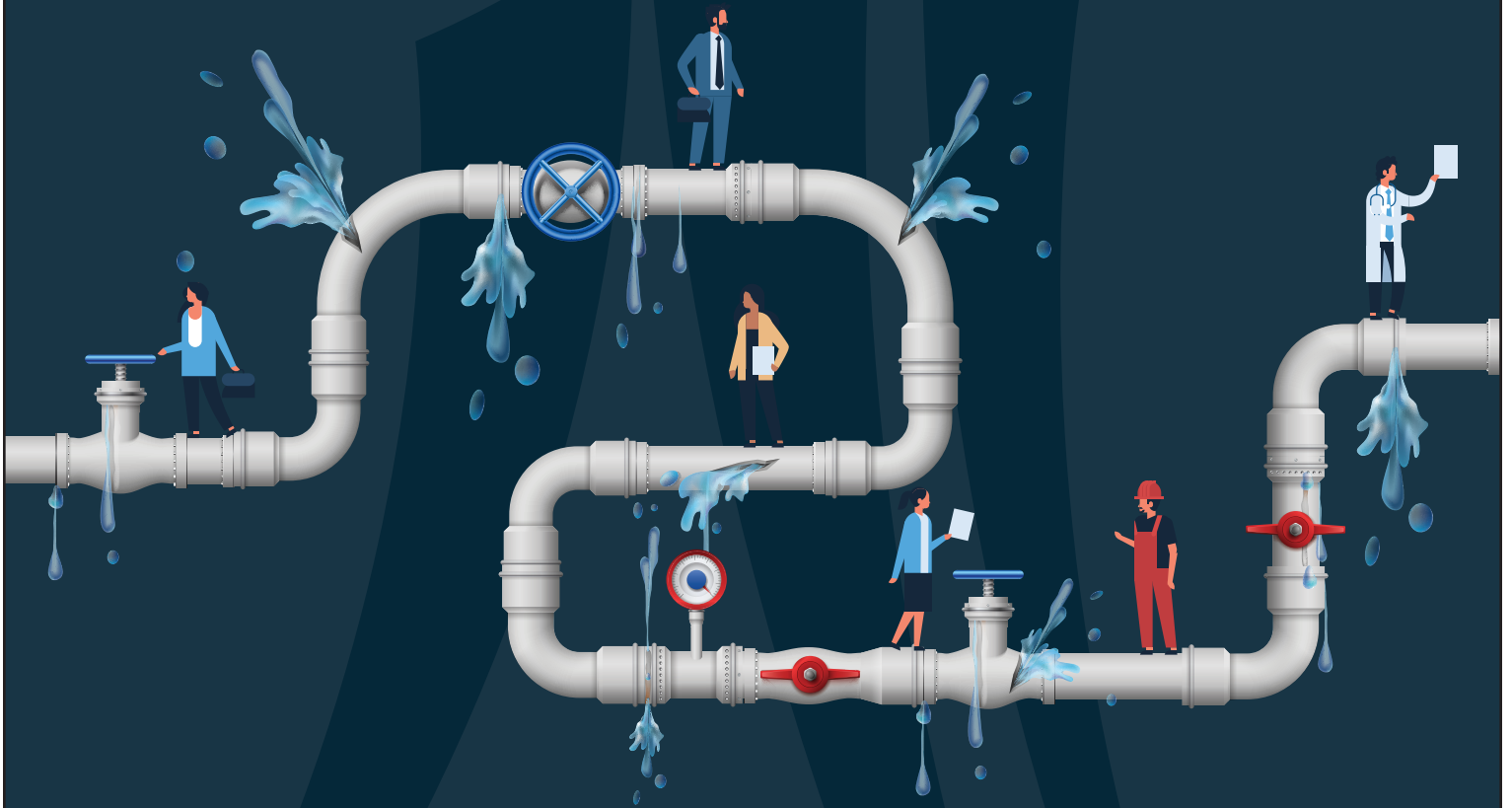
Indiana Chamber Workforce Survey and Legislative Preview

Background

The Indiana Chamber of Commerce released the results of its annual Employer and Workforce Survey in October. Results show the need for workforce talent remains the top concern in 2022 for Indiana employers by a wide margin. Jason Bearce, Indiana Chamber vice president of education and workforce development, will present on the survey results as well as the Chamber's 2023 key legislative issues.

Supporting Document

"Indiana's Leaking Talent Pipeline" white paper
Indiana Chamber's 2023 Key Legislative Issues



ACCELERATING
INDIANAVISION
2025+

INDIANA'S LEAKING TALENT PIPELINE

INDIANA'S LEAKING TALENT PIPELINE

Improving K-12 outcomes for students of all races and income levels and greatly elevating the postsecondary attainment levels of Indiana's adult workforce are the most significant challenges facing our state. In the race to develop and establish a well-skilled, well-educated workforce for the jobs of today and tomorrow, Indiana is behind its competitor states.

First-Time Postsecondary Enrollments (Per Capita)

State	Percent	State	Percent
1. California	6.99%	46. Wyoming	3.98%
2. New Jersey	6.85%	47. Arkansas	3.91%
3. Massachusetts	6.46%	48. Nevada	3.63%
4. Minnesota	6.43%	49. Alaska	3.20%
5. Kansas	6.24%	50. West Virginia	2.92%
35. Indiana4.27%	U.S. Average5.38%

Population With at Least an Associate Degree or High-Quality Credential (Certificate or Certification)

State	Percent	State	Percent
1. Massachusetts	61.6%	46. Alabama	45.1%
2. Colorado	61.0%	47. Mississippi	44.4%
3. Washington	59.4%	48. Arkansas	43.6%
4. Minnesota	59.0%	49. West Virginia	42.6%
5. Virginia	57.4%	50. Nevada	42.5%
37. Indiana	48.3%*	U.S. Average51.9%

WORKFORCE RANKINGS AND RATES

It doesn't get any better – and actually gets worse – when you look at the latest CNBC report of America's Top States for Business, released in July. In the workforce category, that research looked at “which states are most successful in attracting talent at all levels, considering the net migration of educated workers to each state on a short- and long-term basis. (And it also factored in) state worker training programs, right-to-work laws and worker productivity based on economic output per job.”

So where did Indiana end up? Near the very bottom. In 2021, Indiana ranked a dismal 43 in the workforce sector. And this year, we fell even further to 48.

It should be mentioned that Indiana's overall ranking in the America's Top States for Business report actually improved to 14. What this underscores is we have a great business climate but need a stronger and deeper talent pool to support it. Case in point: Currently, there are twice as many job openings in Indiana as there are jobseekers – while our workforce participation rate remains below pre-pandemic levels.

Unemployment Rate by Education Attainment

A breakdown of Indiana's unemployment and workforce participation rates by education level is revealing and useful for policymaking. Recall that our current overall unemployment rate is 2.4% and our workforce participation rate is 62.6%:

- Bachelor's degree or higher 0.9%
- Some college or associate degree 3.0%
- High school diploma 4.6%
- Less than high school diploma 7.2%

Workforce Participation Rate by Education Attainment

- Bachelor’s degree or higher 72.4%
- Some college or associate degree 62.8%
- High school diploma 54.3%
- Less than high school diploma 39.4%

This concerning data suggests that one of the very best ways to improve our overall workforce participation rate and fill the open jobs we have is to concentrate our policy focus and state resources on improving the educational outcomes and skills of those at the bottom end of the educational attainment scale.

These metrics demonstrate what the Indiana Chamber contends is the biggest challenge facing our state – that we have a massively leaking talent pipeline.

Our current outcomes are completely unacceptable; bold action is needed to repair our leaking talent pipeline and reverse Indiana’s workforce and economic fortunes. Indiana cannot compete effectively in a talent-driven global economy with our status quo. Jim Clifton, CEO of Gallup, made this point eminently clear 10 years ago in his book, *The Coming Jobs War*.

STUDENT LEARNING

Learning development happens very early, with 90% of a child’s brain growth happening before their fifth birthday. Getting off on the right foot is so vital because quality early learning supports positive outcomes – such as school readiness, language and literacy skills – and extend well into elementary school.

Indiana Lacks Sufficient Early Learning Opportunities

- Less than half (46%) of all early learning capacity in Indiana qualifies as high quality
- More than 75% of Indiana counties have less than 25% of the high-quality seats needed to serve children in their community
- Hoosier families contribute nearly 12% of their annual income on childcare, exceeding the U.S. affordability threshold of 7%
- More than half of Indiana childcare workers receive public assistance
- Annual median salary in Indiana is \$25,220 for pre-K teachers and \$20,279 for childcare workers
- Indiana employers cite childcare access/affordability as their top external workforce barrier

It should be noted that more than a third (35%) of Indiana households with young children are headed by a single parent who depends on reliable childcare – making that situation especially stressful.

Every dollar invested in high-quality early learning produces a \$4 return in reduced spending and additional tax revenue; we just need considerably more of it. It’s a wise investment for the citizenry that will pay off.

Consider these additional sobering and disturbing data points:

Statewide ILEARN Proficiency Overall and by Race

- 2021 Math/English – ALL 28.6%
- 2021 Math/English – White 34.7%
- 2021 Math/English – Black 8.1%
- 2021 Math/English – Hispanic 15.6%

- 2022 Math/English – ALL 30.2%
- 2022 Math/English – White 36.6%
- 2022 Math/English – Black 9.9%
- 2022 Math/English – Hispanic 17.3%



Statewide IREAD Proficiency

- Results from 2021-22 show that nearly one in five students (18%) has not mastered foundational reading skills by the end of third grade. For Black youngsters, that number increases to more than a third (36%) who are not proficient at reading.
- “Students who are poor readers at the end of third grade are likely to remain poor readers throughout their life. They even are less likely to graduate on time or may never receive their high school diploma.” – Lynn Schemel, director of assessment, Indiana Department of Education (IREAD administrator)

Statewide Graduation Rates With and Without Waivers

- 2021 Waivers included 86.7%
- 2021 Waivers excluded 78.8%
- 2021 White students with waivers included 89.0%
- 2021 Black students with waivers included 77.1%

- 2019 Waivers included 87.3%
- 2019 Waivers excluded 76.7%
- 2019 White students with waivers included 89.2%
- 2019 Black students with waivers included 78.2%

Percentage of Students Graduating With Waivers by Race

- 2019 White students 9%
- 2019 Black students 24%
- 2019 Hispanic students 19%

Nearly a third of Black students who graduated with a high school diploma did so with a waiver. Black high school graduates were nearly three times more likely than White graduates to graduate with a waiver; Hispanic students were twice as likely.

If you subtract the waiver percentages from the reported student graduation rates, the White students’ graduation rates fall to 80.2% and Black students’ graduation rate falls to just 54.2%!

Now let’s see how badly our pipeline is leaking by looking at a recent cohort of Indiana high school students and what happened to them. Note that the situation is even more dire for Black students.

ALL Students

- Total cohort of freshmen 79,359 (100%)
- High school graduates 71,123 (89.6%)
- Enrolled in college (public) 34,383 (43.3%)
- College persists year two 25,820 (32.5%)
- College completion 18,118 (22.8%)

Black Students

- Total cohort of freshmen 9,125 (100%)
- High school graduates 7,135 (78.2%)
- Enrolled in college (public) 3,380 (37.0%)
- College persists year two 2,091 (22.9%)
- College completion 966 (10.6%)



Less than half of the high school graduates entered college and barely half of those students completed college. For Black students the outcomes were even lower, with only 37% of the cohort entering college and barely 10% (less than 1,000) completing college.

UNDERUTILIZED PROGRAMS

A contributing factor to our low (and declining) college enrollment rate is that we have one of the lowest **Free Application For Student Aid (FAFSA)** completion rates in the country:

- Indiana: 43.9%
- U.S. average: 57%

The Indiana Chamber has been the leader in the effort to make filling out the FAFSA form a requirement for high school graduation. Successful 2022 legislation will ensure that families receive information about the FAFSA and its importance in accessing resources to pay for postsecondary education. However, the Legislature once again failed to enact legislation to make completing the FAFSA a default expectation for high school seniors (even with multiple opt-outs).



Indiana's 21st Century Scholars program is another area in which much needed process improvement and fulfillment needs to occur. The program provides FREE college tuition for low-income students who graduate from high school and who have completed a short list of preparatory activities. Unfortunately, the participation rate is shockingly low:

21st Century Scholars

- Less than 40% of income-eligible students enrolled in the program
- Less than 50% of enrolled students complete preparation activities required to earn the scholarship

This is unconscionable and unacceptable. If we do nothing else as a state, we must see that these eligible students – both from urban and rural counties – receive the assistance and guidance they need to successfully take advantage of this tremendous and generous opportunity provided to them by the state.



TOO MANY SCHOOL DISTRICTS

Often overlooked in the education discussion in Indiana are school districts. More precisely, there are far too many of them – 289 to be exact – which serves to only restrict student achievement.

Over half (54%) of Indiana's school districts have too few students (with enrollments under 2,000) and are too small to offer a full array of STEM (science, technology, engineering and math), dual credit, advance placement, foreign language and performing arts courses. Students in these districts are hindered academically as are their career opportunities and success.

A recent study of the correlation of Indiana school district sizes to student academic achievement produced the following key findings:

- Students attending small school corporations (enrollments under 2,000) face resource constraints that impede school performance as measured by standardized test scores and pass rates. These constraints are likely to restrict post-secondary educational opportunities and outcomes.
- School corporate size impacts every measure of school corporation performance; as school corporation enrollment increases, there is better performance across academic indicators.
- This research clearly identifies statistically significant performance differences across school corporations that are directly attributable to size – with larger districts outperforming smaller ones on every relevant metric.
- Attending small school corporations acts as a significant drag on the economic and career opportunities of students and the broader community.
- 94% of Indiana's small school corporations are adjacent to another small corporation.

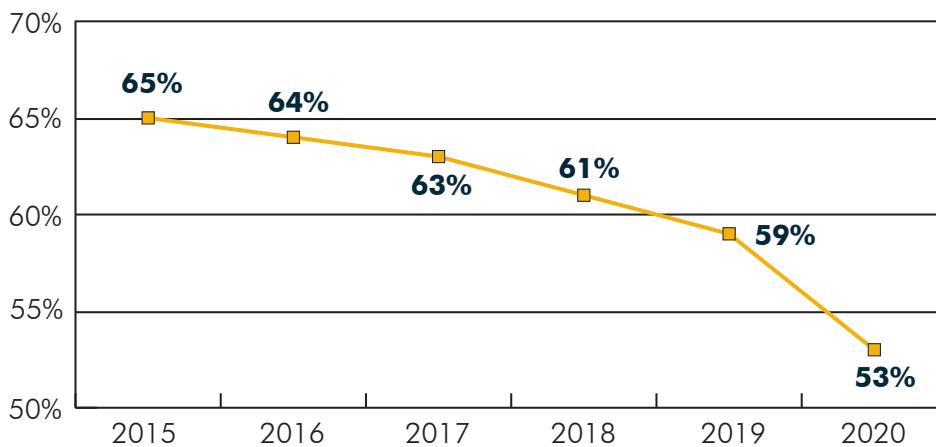
The combination of higher overhead costs per pupil and poorer outcomes for students attending small school corporations adds increased urgency for state-level policy initiatives.

The General Assembly should establish a fund to incentivize small school corporations to merge for the sake of improving student outcomes and career opportunities.

Indiana should no longer tolerate the wide disparity that exists among its smaller and larger school corporations with respect to the number and range of courses offered, especially those classes that can set students apart and prepare them for college. Students should not be limited academically solely due to where they live.

POST-SECONDARY EDUCATION + JOB OPENINGS

College-Going Rate 2015-2020



A major headwind that Indiana faces in our quest to increase the percentage of our adult population with a postsecondary degree or credential is a rapidly declining college-going rate among our high school graduates. This alarming trend confirms recent survey data that found the belief in the value of post-high school education is on the decline.

Workforce Educational Demands – Fiction vs. Fact

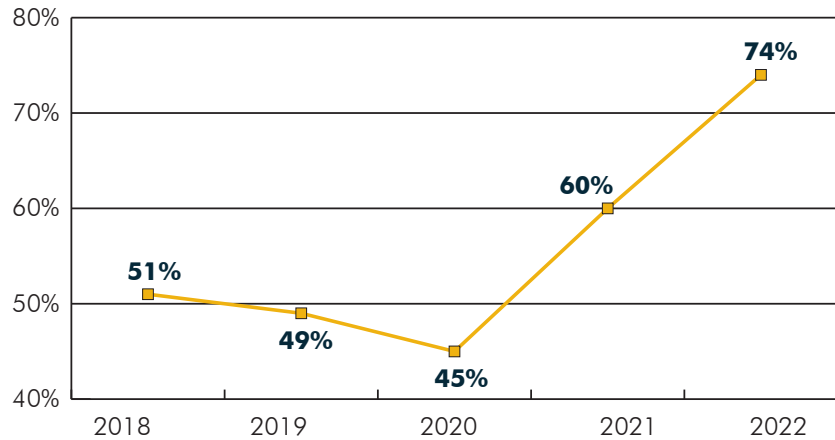
Some 60% of Hoosiers surveyed by the Indiana Commission for Higher Education in 2021 believe a college degree doesn't mean as much as it used to. Meanwhile, a third of the respondents to the Indiana Chamber's 2021 worker survey said they believe a high school diploma is all you need for a thriving career – but they are wrong! A study of new job postings nationwide in March 2021 found 916,000 jobs were added to the U.S. economy, but less than 1% – or just 7,000 jobs – were for people with only a high school diploma.

A recent column from noted economist and researcher Dr. Michael Hicks of Ball State University presented data emphasizing the importance of education and training after high school. He also demonstrated the severe mismatch between job requirements of today's economy and the number of Hoosier teens that pursue education beyond high school. His analysis presents yet another way to look at the state's leaking talent pipeline:

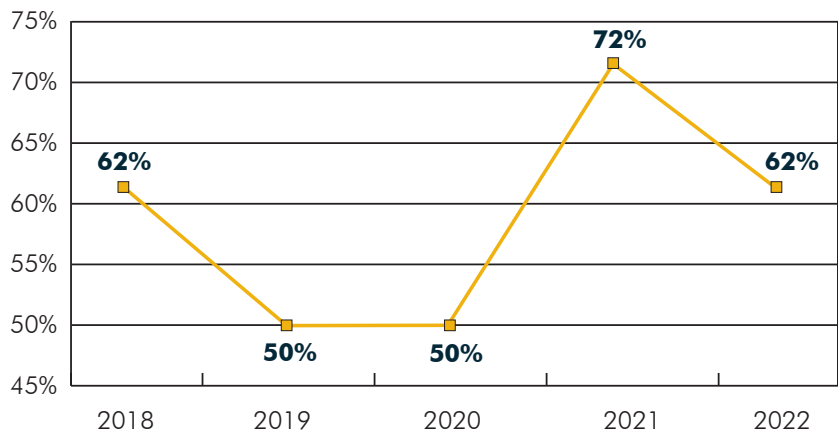
- Hoosier teens turning 18 each year 85,000
- Annual Hoosier high school graduates 75,000
- Hoosier high school graduates attending college 42,000
- Hoosier students finishing college and living in Indiana 25,000

Only 29% of our 18-year-olds finish college and stay in Indiana. Dr. Hicks argues that the achievement levels of Hoosier teens does not match the job requirements of today’s economy. Nationally, eight out of 10 net new jobs go to four-year college graduates. The remaining two in 10 jobs go to those with an associate degree or have some college or industry training. Demand for workers who haven’t been to college is limited to replacing retiring non-college workers. This is the source of the mismatch between the comparatively low skills of our workforce and the skill needs of today’s economy. This conclusion is backed up by the Indiana Chamber’s 2022 annual employer survey results:

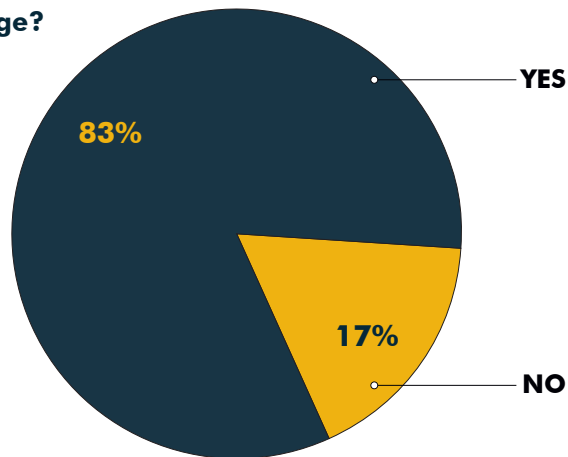
Left Jobs Open in Past Year Due to Underqualified Applicants: 74%



Supply of Qualified Applicants Does Not Meet Needs: 62%



Is Meeting Your Talent Needs a Challenge?



Dr. Hicks calculates that Indiana oversupplies the job market for non-college educated workers by about 15,000 kids per year and undersupplies college graduates by about 6,000 per year. This explains why so many Hoosiers who haven't been to college or postsecondary training don't work and why most everyone with a college degree, who wants to work, does. This earlier data bears repeating:

Workforce Participation Rate by Education Attainment

- Bachelor's degree or higher 72.4%
- Some college or associate degree 62.8%
- High school diploma 54.3%
- Less than high school diploma 39.4%

"The reality of our low educational attainment explains nearly all of the comparatively slow growth that plagues Indiana's economy ... The simplest economic argument for sending more Hoosier kids to college is that it is where the jobs of the future will be ... As long as Indiana continues to undersupply college and certificated graduates to the modern economy and oversupply those who haven't gone to college, we will slip farther and farther behind the national economic growth average." – Dr. Michael Hicks, director of the Center for Business and Economic Research at Ball State University's Miller College of Business

Workforce Progression for Public Postsecondary Graduates

Another closely related topic that has generated considerable discussion in recent years has been the brain drain of our college graduates out of the state of Indiana. The data from a recent graduating cohort of Indiana college students suggest that there is much work yet to be done to close another gaping hole in our talent pipeline:

- Postsecondary graduates 60,370
- College grads working in Indiana 1 year 37,717
- College grads working in Indiana 3 years 31,525
- College grads working in Indiana 5 years 27,137

Indiana loses nearly 40% (23,000) of the postsecondary graduates it produces each year within one year of graduation and over half (33,000) within five years. Those 23,000 lost graduates each year could go a long way towards addressing Indiana's talent shortages. Our graduate retention strategies must be enhanced and incentives for graduate retention should be seriously considered.

CONCLUSION + NEXT STEPS

The only way Indiana is going to reach its economic potential and compete effectively in this talent-driven economy is to lift up the educational attainment and workforce skills of its citizenry. The Indiana Chamber is seeking to frame this important conversation and push for transformative actions that will have the most impact. Our organization currently is developing a workforce policy priority list that we hope will serve as the basis for meaningful legislation in 2023.

CONTACTS:



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EXPLORE A NEW KIND OF ONLINE WORKFORCE CENTER



The Talent Resource Navigator is a free, web-based tool from the Indiana Chamber that offers the convenience of one-stop shopping for education and job training opportunities.

Supported by on-demand customer service and technical assistance, the Navigator intentionally guides and connects individuals and employers with a tailored set of talent development resources based on each user's identified needs.

Start your new workforce journey today!
www.talentresourcenavigator.com

**TALENT
RESOURCE
NAVIGATOR**



POWERED BY THE INDIANA CHAMBER

The Talent Resource Navigator is a program of the Institute for Workforce Excellence, a nonprofit subsidiary of the Indiana Chamber. Also available in Spanish.



Strength of **100** years of experience

Support of **50** full-time professionals

Leadership that's focused on **1** goal for members

We want to help your business thrive! Membership in the Indiana Chamber is like adding a new department to your company. The Indiana Chamber partners with 25,000 members and investors – representing over four million Hoosiers – to achieve the mission of “cultivating a world-class environment which provides economic opportunity and prosperity.” Among the many benefits at your fingertips:

- Free access to HR and other compliance helplines
- Health care and education/training savings
- Free customized data and sales leads

WE'RE HERE FOR YOU



Brock Hesler
Vice President
Membership and
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Brett Carrington
Senior Manager
Member Services



Brett Hulse
Director
Membership Strategy



Sally Shewmaker
Manager
Member Development



Ashley Williams
Manager
Member Services

To learn more about how our pro-jobs, pro-economy focus can help your company grow, contact Brock Hesler today at (317) 264-7539 or bhesler@indianachamber.com.

www.indianachamber.com



ACCELERATING
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2025+

2023 Key Legislative Issues



Our Top Priorities

ECONOMIC RECOVERY AND MODERNIZATION

- **Support** the creation of a state workforce retention/talent matching fund. This will help mitigate the projected losses to the Hoosier workforce over the next decade and bolster local efforts to attract high-wage individuals and their families.
- **Support** establishing an infrastructure matching fund. It's important to ensure state and local governments have the necessary resources to compete for one-time funds made available by the Infrastructure Investment and Jobs Act.
- **Support** a notably increased appropriation for the Indiana Destination Development Corporation that puts Indiana more in line with competitor states. This is necessary for Indiana to aggressively compete to attract and retain talent, graduates and visitors.
- **Support** measures to promote entrepreneurship in Indiana. Entrepreneurship creates job opportunities, fosters innovation, increases standard of living and improves the economy.

EDUCATION / WORKFORCE DEVELOPMENT

- **Support** efforts to enhance early childcare access and quality. This can be done through streamlining existing state regulations (not related to health and safety) and providing incentives for providers to enhance program quality. The lack of affordable, high-quality childcare across Indiana is one of the outside factors most negatively impacting attracting and retaining workers.
- **Support** targeted financial incentives that promote graduate retention and employer investment in work-based learning, employee training that results in industry-recognized credentials and overcoming systemic workforce participation barriers (i.e., childcare, housing and transportation). A majority of Indiana jobs come from small- and mid-sized businesses that need support competing for and cultivating Hoosier talent.
- **Support** strengthening college and career readiness expectations/opportunities for Indiana students. Indiana has a talent and quality worker shortage that is leaving too many positions unfilled. Two actions that would help with career prep is to automatically enroll eligible students in state's 21st Century Scholars program and create "diploma plus" funding incentives for high school graduates to earn a postsecondary credential concurrently with a diploma.

ENERGY / ENVIRONMENT

- **Support** development of a statewide energy plan. The 21st Century Energy Policy Development Task Force that was created by the Indiana General Assembly has met for the last four years and discussed many important energy topics; it's time to take action. The Indiana Chamber strongly urges the state to develop an energy plan that will enable the managed transition to reliance upon a more diverse group of energy sources, including clean coal, natural gas, nuclear, renewables, storage, biomass and North American petroleum.

HEALTH CARE

- **Support expanding the scope of practice for low-level providers that would increase access to care.** The Indiana Chamber urges an examination of the scope-of-practice laws that govern mid-level providers and determine whether policy changes could facilitate a safe increase in primary care practitioners.

TAXATION / PUBLIC FINANCE

- **Oppose shifting local government tax burdens disproportionately from residential property to other property classes.** The Tax Foundation places Indiana second in the nation for property tax structure. Property tax reform that benefits one group of taxpayers at the expense of another weakens our competitive advantage.
- **Support measures to increase affordable housing in the state.** One of the factors most negatively impacting talent attraction and retention efforts of employers is the cost of housing.
- **Support a state and local tax deduction (SALT) cap workaround to put Indiana on par with surrounding states.** Adopting elective pass-through entity level taxes to decrease or eliminate the impact of federal law restricting the SALT cap would be favorable and help maintain Indiana's attractive tax climate.

TECHNOLOGY

- **Support consumer data protection.** In the absence of federal action, the Indiana Chamber supports legislation that strikes a balance between consumers' data protection and business use. In today's data-driven economy, it is beneficial to codify expectations regarding the management of consumer data.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 8, 2022

ACADEMIC AFFAIRS ITEM A:

NGA Learning and Employment Record Grant

Background

Since April of this year, Indiana has been participating in a 12-state Skills-Driven Community of Practice sponsored by the National Governors Association (NGA). This activity provided an opportunity for participating states to hear from national experts and leading organizations doing work on skills-based education, training, and hiring, including digital wallets and Learning and Employment Records (LERs). Besides the Commission for Higher Education, the Indiana leadership team for the Community of Practice included representation from the Governor’s Office, the Indiana Departments of Education and Workforce Development, the Indiana Chamber of Commerce, and the Indiana Economic Development Corporation.

At the conclusion of the Community of Practice, and on behalf of the Indiana leadership team, the Commission for Higher Education submitted a proposal to NGA for a \$150,000 demonstration project, which has been fully funded. The NGA grant was made possible thanks to support from the Walmart Foundation. Indiana is only one of two Midwestern states, and six states overall, to receive an NGA grant (the other states are Arkansas, Colorado, North Dakota, Virginia, and Washington).

The 11-month project, which begins in December, will focus on digital wallets, LERs, and the digital credentialing infrastructure needed to support this work. Indiana has many initiatives underway that collectively provide a strong foundation upon which to build, including the Indiana Credential Registry, the Indiana e-Transcript Program, and the Indiana Achievement Wallet (IAW), which is a prototypical digital pilot. Western Governors University has led the development of the IAW and was represented as well on the Indiana leadership team for the NGA Community of Practice. Ivy Tech and Goodwill were also involved in developing the IAW wallet prototype.

Supporting Documents

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 8, 2022

ACADEMIC AFFAIRS 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:

- Bachelor of Science in Emergency Management to be offered by Purdue University Global

Background

The Academic Affairs and Quality Committee discussed this program at its November 28, 2022, meeting and concluded that the proposed program could be placed on the December 8, 2022 agenda for action by the Commission as an expedited action item.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action November 28, 2022

Academic Degree Programs on Which Staff Propose Expedited Action

November 28, 2022

CHE 22-06 Bachelor of Science in Emergency Management to be offered by Purdue University Global

Proposal received on October 18, 2022

CIP Code: 43.0302

Total, National Projections:

Fifth Year Projected Enrollment: Headcount – 92, FTE – 22

Fifth Year Projected Degrees Conferred: 7

Subtotal, Indiana Projections:

Fifth Year Projected Enrollment: Headcount – 9, FTE – 2

Fifth Year Projected Degrees Conferred: 1

The proposed Bachelor of Science in Emergency Management will be offered through the Department of Public Safety at Purdue University Global. The University currently offers two related programs, one at the baccalaureate level and another at the master's level. In FY2021, the B.S. in Fire Science and Emergency Management enrolled nationwide 377 students and had 77 graduates, while the M.S. in Homeland Security and Emergency Management had a nationwide enrollment of 272 students, with 89 students completing the program. As the name suggests, the existing B.S. is more specifically geared toward individuals with a background or interest in Fire Science, whereas the curriculum of the proposed program is designed for emergency services and disaster management personnel and addresses challenges in disaster planning, disaster response and related technology, as well as human resource and fiscal management.

If the program is approved, Purdue Global will seek a partnership with the International Association of Emergency Managers (IAEM) in connection with IAEM's Associate Emergency Manager (AEM) and Certified Emergency Manager (CEM) certification programs, which will assist graduates in earning these credentials.

The B.S. in Emergency Management requires 180 quarter credit hours, equivalent to 120 semester hours, to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed degree program. However, students who complete the A.S. or A.A.S. in Homeland Security/Public Safety, A.A.S. in Fire Science, or A.A.S. in Environmental Health and Safety at Ivy Tech Community College can transfer all 60 semester hours of credit into the proposed degree program. Students that complete the A.S. in General Studies at Vincennes University can transfer all 60 semester hours of credit into the proposed degree program.

COMMISSION FOR HIGHER EDUCATION
Thursday, November 8, 2022

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01 Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
02 Master of Science in Ballet	Indiana University Bloomington	2/18/2022	Withdrawn
03 Bachelor of Science in Emergency Management	Purdue University Global	10/18/2022	On CHE Agenda for Action

COMMISSION FOR HIGHER EDUCATION
Thursday, December 8, 2022

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Master of Science in Technology	Purdue University West Lafayette	11/28/2022	Changing the CIP Code
02	Post-Baccalaureate Certificate in Evaluation and Assessment	Indiana State University	11/28/2022	Adding a certificate
03	Certificate of Graduation in Business and Industry Skills NOW Industrial Maintenance	Vincennes University	11/28/2022	Changing the credit hours
04	Education Specialist in School Psychology	Indiana University Bloomington	11/28/2022	Adding distance education
05	Bachelor of Science in Diagnostic Sonography (IU)	IUPUI	11/28/2022	Splitting a degree
06	Undergraduate Certificate in Real Estate (IU)	IUPUI	11/28/2022	Adding a certificate
07	Associate of Science in Kinesiology	Vincennes University	11/28/2022	Suspending a program
08	Certificate in Sustainable Technology (PU)	IUPUI	11/28/2022	Adding a certificate
09	Technical Certificate in Special Education	Ivy Tech Community College – multiple campuses	11/28/2022	Adding a certificate

COMMISSION FOR HIGHER EDUCATION

Thursday, December 8, 2022

INFORMATION ITEM C:

Media Coverage

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

Indiana Capital Chronicle
'Crossing the Finish Line' helps thousands of high schoolers earn college credits, credentials
By Casey Smith
November 8, 2022

A statewide initiative funded by federal COVID-relief dollars has helped thousands of Indiana high school students finish up college credits and other high-value credentials, new data shows.

The hopeful sign comes as state leaders continue to stress a need for more Hoosiers to earn post-high school credentials, whether at two- and four-year colleges, or through attainment of technical degrees and certifications.

Crossing the Finish Line initially intended to aid highschoolers whose ability to obtain college credits was hampered by the COVID-19 pandemic. That included courses needed for the Indiana College Core or other high-value credentials.

Roughly \$6 million was earmarked to help students who were just a few credits away from completing those credentials, allowing them to take classes in the spring and summer semesters for free through Ivy Tech or Vincennes University.

When it began in 2021, the program helped 1,900 high school juniors and seniors across 275 Indiana high schools obtain credits for free over the summer, according to the Indiana Department of Education (IDOE).

So far in 2022, Crossing the Finish Line has served another 3,300 Indiana students at more than 335 high schools and career centers — a 71% increase in participation.

“We saw very clearly that there’s not only a need, but there’s a genuine interest from students and families who want to complete these credentials of value while in high school,” said Katie Jenner, Indiana’s Secretary of Education. “We know that educational attainment really matters for the individual and their quality of life, health, future wages ... These credentials of value are such that no one can ever take it away from them.”

Ongoing challenges to get Hoosiers better educated

Many students who participated in the program weren’t previously aware that they needed just a few more credits to complete a credential, Jenner said.

She pointed to the state’s most recent data showing that around 76% of seniors at Indiana high schools said they intended to continue pursuing some form of higher education after graduating.

Indiana’s college going rate shows that only 53% actually make it actually there, however.

“That’s about 23% of an Indiana graduating class who have the dream to continue learning and continuing their education, who don’t make it there right after high school,” Jenner said.

But education leaders also recognized that about 64% of Hoosier graduates left high school with college credit — the average student earned roughly 13.5 college credits. A short-term technical credential in Indiana can be earned with as few as 15 to 18 credits.

Jenner noted, too, that many other students were “inches away” from earning the 30 credits needed for the Indiana College Core. The curriculum consists of a 30-credit-hour block of general education courses that transfer between all of Indiana’s public institutions and some private colleges.

Ivy Tech estimated that some 16,000 Indiana high school students were “near-completers” in 2021.

The data made state officials hopeful that providing increased support for those high schoolers could push more “over the finish line” — and encourage them to seek even more education after graduation.

“While in high school, many of our students may not have a parent or family member with a college education, and by having the opportunity to get that in high school — I’ve seen it with my own eyes — they have a new level of hope and realize that they can absolutely get a higher education beyond a high school diploma,” Jenner said. “They even learn strategies on how to best navigate that college system when you think about affordability of college.”

Last year, 1,851 Crossing the Finish Line students completed coursework at Ivy Tech. Of those, 714 completed their studies in 2021, and another 900 wrapped up in 2022.

Rebecca Rahschulte, vice president of K-14 initiatives and statewide partnerships at Ivy Tech, said most students used the Ivy Tech courses to complete the Indiana College Core. Others who pursued technical certificates are already working, including as certified nursing assistants, welders and IT specialists.

“We’re really helping employers who have demand for students graduating with these industry-recognized certifications, and so we’re helping to produce that robust workforce that Indiana is looking for, and we are making sure that what we’re providing is aligned with the needs of industry,” Rahschulte said. “A lot of our efforts are backward design from what industry is saying that they want and need in a graduate. We’re helping local economies — we’re helping the state’s economy — by helping students earn these credentials.”

Rahschulte said the program has also meant “huge” cost-savings for students and their families. By going through Crossing the Finish Line, students saved a cumulative \$2.5 million on books and tuition fees, according to the IDOE.

The benefits of earning more credentials

Within northern Indiana’s Elkhart Community Schools, at least 20 students were able to earn associate’s degrees or complete the College Core curriculum through Crossing the Finish Line, said Gail Draper, the district’s counseling director.

“We’re a huge manufacturing town. So if you have students graduating with no credentials and no focus for the future, a lot of them just leave and work at a base level factory position,” Draper said. “We are teaching them and helping them see that even if they choose to go into the manufacturing field, there are better jobs for them if they get those credentials done.”

The same goes for students in Northwest Indiana, where Crossing the Finish Line helped dozens more students get better-equipped to work high-demand jobs closer to home, said Lauren Dado, director of the Hammond Area Career Center.

“Up here, we’re really invested in our regional workforce development. It’s so important that we re-instill regional pride and remove the desire to leave from our kids,” Dado said. “By giving them these gateways to a productive, contributing, regional citizenship, we’re retaining and bolstering our Northwest Indiana workforce, economy and culture, which is the most important thing of it all.”

Indiana Commissioner for Higher Education Chris Lowery additionally maintained it’s imperative that more Hoosier students earn college credits in high school because it makes them more likely to enroll in college and go on to earn degrees or technical certificates.

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

“I think what is so great about this program is it’s giving a lot more students that head start, that jump on starting their college education,” Lowery said. “We can be more intentional ... helping students, helping their families, understand that with increases in post secondary attainment, everything essentially improves.”

Lowery said that translates to wage and labor participation increases, decreased unemployment, higher individual net worth, life expectancy improvements and less infant mortality.

Looking ahead, as COVID dollars dwindle

But if Indiana wants to continue offering Crossing the Finish Line as a free opportunity for students, the program would have to be paid for either locally or by the state.

Jenner said education officials are still determining “what we might want to fund as a state in the future.”

She said the emphasis of future funding will be on “rethinking high school,” specifically to ensure that students have access to earn high-value credentials and participate in high-quality, work based learning experiences.

Last month, Indiana lawmakers said one of their top priorities in the 2023 legislative session will be to help more students increase their educational attainment outside of the traditional classroom. That includes ensuring high schools and colleges provide work-based learning opportunities like internships, apprenticeships, job shadowing and service-oriented experiences.

Lowery said that while work-based learning is a good focus area for the General Assembly, there should also be initiatives to better retain college graduates to stay at Indiana once they’ve completed their studies.

“Students can have the opportunity to have a work-based learning experience, and we can be intentional about it with an Indiana employer — then we are going to increase our odds of keeping that student once they’ve completed at the institution,” Lowery said. “I’m really hopeful, because the nature of what we’re talking about is real for Hoosiers. It’s real for businesses, real for the state of our economy. And we’re receiving a lot of positive feedback (from lawmakers).”

Indiana Capital Chronicle
Indiana higher education commission advances funding model, despite some pushback
By Casey Smith
November 11, 2022

Indiana's higher education officials on Thursday approved recommendations for a new approach to funding higher education that is based on school-specific goals, rather than blanket recommendations.

But some raised concerns about the prospective model, saying it still lacks clear goals for the state's public colleges and universities. Others cautioned that it could unfairly shift the burden of improving some metrics — like Indiana's dismal college-going rate — to institutions of higher education instead of K12 schools.

The state's largest public postsecondary institution is additionally pushing back, maintaining that recent progress made by the school won't be rewarded, which could mean millions of dollars are no longer guaranteed.

The proposed funding model was crafted by the Indiana Commission for Higher Education (ICHE), which the General Assembly tasked with researching a new formula to cover costs at Indiana's state colleges and universities. Thursday was the commission's monthly meeting.

Stakeholders have criticized the state's current "legacy model" funding formula for not differentiating between two-year and four-year schools or research and non-research institutions. The state's current model additionally does not allow for individualized goals at different schools.

At the heart of the current legacy model, Indiana's public higher education institutions are rewarded for growth, all based on the same five metrics. The model also uses averages over the last few recent years for various factors — such as on-time degree completion — to calculate the state's fiscal responsibility moving forward.

ICHE board members said the state seeks to move away from that type of funding approach, and the new model will instead provide flexibility for institutions to work towards more individualized growth targets.

"With the legacy model, it was time for an update," said Josh Garrison, ICHE's associate commissioner for public policy. "With where we're at .. the legacy formula ... it's not something going forward that could continue without seriously harming some of our institutions."

Ivy Tech could lose millions under new funding model

Ivy Tech Community College spoke out against the new outcomes-based funding model, however.

Mary Jane Michalak, Ivy Tech's vice president of legal and public affairs, told the commission Thursday that the school has "serious concerns about the recommendations," emphasizing that the state's community college system stands to miss out on millions of previously expected dollars if the new model takes effect.

Under the current higher education funding model, Ivy Tech stood to gain \$15-17 million more annually, mostly because of “significant” increases in the number of certificates issued by the school system. She added that much of that progress has been made possible by Indiana’s Workforce Ready Grant.

According to the new funding model, Ivy Tech currently could gain up to \$14.6 million a year in the 2024 fiscal year, but not all of that money is guaranteed. Michalak said that’s because the performance metrics for the prospective funding model still aren’t clear, leaving uncertainties about whether Ivy Tech’s recent progress will qualify for additional, deserved dollars.

“That is a significant hit to Ivy Tech at the time when we were anticipating growth in the performance funding,” Michalak said. “We have been doing what we’ve been asked to do by the General Assembly and by the commission under this (legacy) model.”

Making changes within the institution to accommodate new metrics goals will require “a little bit of lead time,” she continued.

If schools don’t know what those metrics are until May 1 — after the conclusion of the 2023 General Assembly — that leaves just two months to prepare for the next academic year, Michalak said.

“It just makes it a little bit difficult for us to make changes for the prospective funding,” she said. “Our preference would be to continue with the legacy model for two years and work out those details for prospective going forward, making sure that we all understand what those metrics are.”

Funding recommendations move forward

Despite initial confusion and hesitation by several ICHE board members, the commission voted unanimously to advance the prospective funding model to the state budget committee, where it will be up for consideration on Dec. 7.

Representatives from Ball State University and Indiana University said they were supportive of the funding changes, calling it a “forward-looking approach.”

“The legacy model of the formula has been good to our regional campuses and to IUPUI,” said Zach Smith Howard, Indiana University’s assistant director state relations. “But the rate of growth that we’re able to win back money in the formula, there would become a point where we would not be doing as well. So, this change is very much being supported by our university leadership and our board.”

Indiana State University’s executive director of government relations, Greg Goode, said the Terre Haute school is also “in 100% support” of the new model.

“It provides much greater clarity. It really does, I think, better leverage the individual strengths such as the different populations we serve,” he said. “I truly believe that while we may not have specifically identified those institutionally based outcomes right now, we go into this with good faith that we’re gonna get there with our commission and our legislative partners.”

Still, getting the new model across the finish line will be a challenge, said ICHE board member Chris LaMothe. The board’s funding proposal can’t support requests from all of the state’s universities —

especially when it comes to funding capital projects, which will be more limited until the 2025 biennium — but he said the commission will need everyone on board to ensure a green light from lawmakers.

“This really requires the universities and the commission for higher education to be in absolute lockstep as we go through the General Assembly session,” LaMothe said. “This is going to be a very challenging legislative session, partly because there is excess capital available, and partly because everybody is lined up at the trough wanting significant funding. It’s going to take a lot of work for us to move this through the House and Senate to get support for it, so it’s going to be critical that we work together through this budget-setting session.”

PR Newswire
Multiverse Survey Finds 72% Believe College Degrees Do Not Equip Adults with Everything Needed for their Careers
November 15, 2022

NEW YORK, Nov. 15, 2022 /PRNewswire/ -- In the midst of the growing conversation about the ROI of a college degree, a new report from [Multiverse](#) reveals that parental expectations push students to attend college, even though 50% of young adults believe a college degree isn't worth the cost.

The report challenges the notion that only one education pathway, a degree, can lead to high-paying and high-growth careers. Among other compelling data points, the survey revealed that while 48% of adults say they were expected to attend college, 76% would skip college if their dream job was attainable post-high school.

The new report, [Professional Apprenticeships: Defining a New Way to Train and Hire for Today's Employers](#), which published today in celebration of [National Apprenticeship Week](#), surveyed adults at the start of their careers (ages 18-26) in order to establish a holistic understanding of America's learning choices, workforce preparedness, perceived impact of a degree, and awareness of apprenticeships.

"While the majority of American adults still see a degree as necessary, they know it's not sufficient to prepare them for a great career. Given rising costs and a growing conversation about the return on investment the average student experiences, it's essential we update our assumptions about education to include a wider range of pathways for young people," said Sophie Ruddock, VP and GM of Multiverse. "There needs to be alternative career paths that prepare people for work without the debt while meeting the ever evolving needs of employers. In a world where the status quo is a college education, our research shows that young adults are hungry for real world experience that will better equip them for thriving careers in today's most in-demand skills."

Young Adults Crave Real Workforce Training as Part of their Education

The survey found that college attendees are often left wanting when it comes to preparing for the workforce and wish to have more workforce experience and opportunities for applied learning as part of their college education. 66% of degreed young adults believe that real workforce training is the most crucial element to preparing for a successful career. At the same time, this same group listed "having a clear idea of what a job is like," "real workforce training" and "quality time with industry professionals" as the top three elements *missing* from a college education. And, nearly half of those with a degree (49%) say higher-ed disregards at least some of the key skills needed for today's workforce.

Societal Expectations to Attend College

The report upholds that there is a widespread belief that post-high school success is determined by a college degree. Young adults revealed they are often influenced to attend college by parents and other family members, friends, teachers, and counselors. Nearly 8 in 10 students currently enrolled in either two- or four-year programs admit that their parents influenced their decision to attend college.

Moreover, people believe that college is the only pathway towards the most desirable industries. Three quarters of young adults considered college their top option after high school, and 63% of those with degrees went to college because they wanted to improve their ability to get a high-paying job post-graduation.

At the same time, 76% of those who did not enroll in college cite financial reasons; either wanting to earn a salary right after college or not being able to afford the cost of a degree. And one-third of those without a degree are unhappy with opportunities to work in their preferred field, calling for more alternative routes to train for today's jobs.

Apprenticeships Provide an Alternative Pathway

Real workforce training can include apprenticeships, whereby skills are learned and tested via immediate application in working scenarios. Professional apprenticeships are tuition-free and paid, and have the potential to create a true alternative to college training for the careers and roles most in demand in the US. In a survey of apprentices, 90% of apprentices are happy with their career choices, 81% are happy with their opportunities for progression and 73% rank their career prospects higher than their peers.

The report also surveyed 300 current and former Multiverse apprentices to reveal the impact of an alternative route to educating and training young adults.

Key insights from this group include:

- 87% of Multiverse apprentices at the start of their careers say they are making more now than prior to apprenticeship;
- 83% of respondents believe their apprenticeship will set them up to succeed in their career;
- And 83% of apprentices would say their career prospects are higher than those who have not done an apprenticeship

"I enrolled in college as a computer science major in 2021 to pursue my dream of working as a software engineer. However, I quickly realized that the traditional classroom format didn't feel right for me. I found out about apprenticeships and it sounded like a great opportunity to continue my education in software engineering while working full time and delivering on meaningful projects. Today, I'm working as a software developer where I build reporting and auditing tools for my company. I feel lucky to have been placed at a company that is committed to my growth and training," said Reese Gosain, Software Developer Apprentice, ConvergeOne.

This study was conducted in partnership with Vanson Bourne, an independent specialist for market research in the technology sector. To download the full report, visit [here](#).

Methodology

Multiverse commissioned Vanson Bourne, an independent market research specialist, to undertake research on learning choices and career opportunities with consumers in the US aged 18-26. 500 interviews took place online during August and September 2022 in compliance with GDPR guidelines. Rigorous quality checks were carried out to ensure that the insights are built on engaged survey responses and dependable data. These include real-time data checking and multi-factor validation across a range of metrics. In addition, a multi-level screening process ensured that only suitable candidates were given the opportunity to participate.

Multiverse also surveyed 300 UK Multiverse apprentices to establish a baseline understanding of the impact of the apprenticeship program on workforce preparedness, career progression and success and financial standing.

About Multiverse

Multiverse is a tech startup on a mission to create a diverse group of future leaders by building an outstanding alternative to university and corporate training. They offer apprenticeships to a diverse pool of young adults and those looking to reskill. Multiverse works with over 500 businesses, helping them embrace digital transformation, close skills gaps and develop a diverse talent pipeline. Apprentices benefit from individualized coaching, applied learning, and a community of social, networking and leadership opportunities. Founded in the UK in 2016, Multiverse launched in the US in January 2021.

The Republic
Editorial: Falling college numbers a failure to communicate?
By Staff Reports
November 18, 2022

It's no secret that fewer Hoosiers are going to college, but with the rate falling to near half of graduating seniors, the trend has grown troubling enough that it cannot be ignored. When the percentage of Hoosier students who go to college falls from 65% in 2015 to just 53% in 2020, something is not adding up.

At a recent panel discussion at the Columbus Learning Center hosted by IUPUC and covered by The Republic's Jana Wiersema, Sean Tierney and Jose Medina from the Indiana Commission for Higher Education gave context to these numbers and discussed what can be done to increase educational attainment rates.

There are plenty of wherefores and whys behind the decline in Hoosiers going to college. An economy offering young people never-before-seen entry-level wages may be luring greater numbers into the workforce and away from post-secondary education. And many young people have legitimate trepidation regarding the cost, and perhaps the value proposition, of a college education. The reasons a student chooses to go to college — or not — are as varied as the students' individual circumstances.

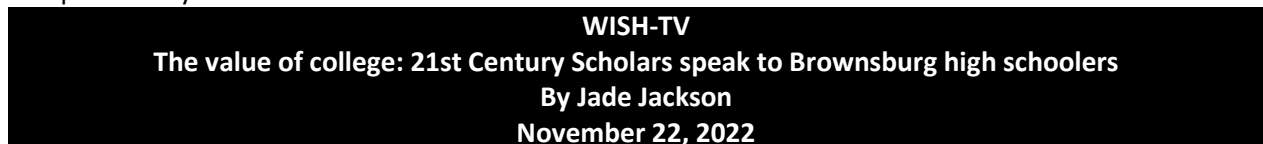
As Wiersema reported, Tierney and Medina "emphasized the need for better communication when it comes to informing students about the different post-secondary opportunities available to them and convincing them of the value of pursuing further education."

"... (W)e've really struggled, both as a state and as institutions, to really find successful ways to push back on that narrative, whether right or wrong, that college is not worth it. And we're starting to see the results of that loss in the messaging battle," Tierney said.

Young people should have all the information about their education funding options, yet they may not. Here are a few things they should know:

- Indiana’s 21st Century Scholars Program provides up to 100% of tuition at public colleges in-state and partial tuition at private colleges for students whose families are income-eligible in grades 7 and 8. Medina and Tierney would like enrollment in this program to be automatic for eligible students. We agree. Meantime, eligible students should enroll, because the program simply makes available potential college funding while fostering academic achievement.
- Indiana’s need-based Frank O’Bannon Grants help about 40,000 Hoosiers afford college each year, and the state has just bulked up these grants by 35% starting next school year to compensate for rising college costs. That means these grants will provide up to \$6,200 in annual aid for public schools or \$12,400 for private institutions.
- The Free Application for Federal Student Aid (FAFSA) opens doors to a wide range of options for funding post-secondary education. A student who doesn’t file might never know what they may be missing. There is nothing to lose by filing, and there could be much to gain.
- Speaking of funding, there is also this: \$15,000. That’s the average amount more that a Hoosier with a bachelor’s degree earns annually compared with someone with only a high school diploma, according to the Indiana Business Research Center at the Indiana University Kelley School of Business.

We can’t fail our students when it comes to helping them realize their options and opportunities so they can plan wisely for their future.



BROWNSBURG, Ind. (WISH) — Brownsburg High School hosted a 21st Century Scholars alumni event Tuesday.

[Indiana’s 21st Century Scholarship](#) pays up to 100% of tuition at public colleges in Indiana, and part of the tuition at private or independent colleges for eligible students who meet requirements.

Five Brownsburg alumni who are former 21st Century Scholars and now in college spoke with Grades 10-12 students in the scholarship program about the value of college and what they could look forward to and prepare for. Alumni answered questions about college life and life in general.

Rachel Meyer, outreach coordinator for the Indiana Committee for Higher Education, was talked at the school about how students can successfully earn their scholarships upon graduation.

Students who are eligible for the program can receive a two- or four-year scholarship as they embark on the next chapter of their lives.

One of the Brownsburg alumni, Amya Gray is a freshman at Ball State University. She graduated from Brownsburg High School in May. She remembers having one-on-one sessions through her sophomore, junior and senior years to discuss the 21st Century Scholars program and other things about college.

“It’s a new environment. You’re kind of alone. You don’t really know what to do and it’s definitely a very stressful situation because it’s just thrown at you all at once: all this information, all this schooling, all this stuff at that,” Gray said.

She believes Brownsburg High School prepared her for college. With her major in nursing, Gray hopes to be a traveling nurse so she can see the world someday while helping people. She doesn’t know whether or not she wants to come back to settle in Indiana, so she hopes to figure that out in her travels. She’s also interested in being an emergency room nurse and or an obstetrician-gynecologist.

Gray says she understands the importance having people who are more like you to convey the value of college. Since she was just in their shoes, she wanted to make sure she answered every question about college speaking in front of the high schoolers. “I think it’s definitely beneficial to have somebody talking to you because I did wish I had that last year,” Gray said.

Morgan Canada is a junior at IUPUI. She graduated from Brownsburg High School in 2021. “It’s definitely different being in college than it is hearing about college. I think people tell you a lot of stuff and you’re like, ‘Oh, whatever’ or, like, ‘Sure,’ like I’m sure a lot of the stuff I said today the students were, like, ‘Sure, right,’ but when you actually get there you see what every one’s talking about,” said Canada, “One of the first things I said was that in college, people were a lot nicer. “Everyone’s figuring it out. That’s one thing I wasn’t expecting. Like, you expect to go there and everyone’s figured it out, but even upperclassman, they’re still figuring it out.”

Canada also stressed that if students need help in their academics, they have to seek out those resources that should be there for them.

In college, if you have a bad grade, professors aren’t necessarily there to ask, “How can I help you?” Canada said students have to be the ones to take the initiative for their own undergraduate career and ask, “Hey, can you help me?” but there’s more flexibility in college than the normalized structure that comes with high school.

“Yeah, you might have to take all of these courses, but there’s a lot a fluidity to planning your schedule, and you essentially get to choose your own schedule,” Canada said.

If it wasn’t for the 21st Century Scholars program, Canada says she would have to think about other ways she’d be able to financially afford college. So, when given the opportunity to share her experience so far to other Brownsburg high schoolers she was honored.

“It’s really easy for a teacher to tell you this is how college is, but not all of them have recently been in college. So, I think it’s nice to hear from someone who’s experiencing it right now,” Canada said.

She’s studying psychology and is looking into being a guidance counselor.

She was inspired by her high school counselor, Chris Douglas, who coordinated the event. Douglas said, “My biggest goal as a guidance counselor here was to make sure we continue to provide all of our students the opportunity to be successful no matter what socio-economic background they come from or what disadvantages they were born with.”

After the panel, Douglas walked the scholars through the school as they talked about how things have changed since they've been in high school.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 8, 2022

INFORMATION ITEM D:

Upcoming Meetings of the Commission

Background

The Indiana Commission for Higher Education presents its schedule of Commission meetings. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

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

2023 Commission Meetings

Thursday, January 12, 2023
Thursday, March 9, 2023
Thursday, May 18, 2023
Thursday, July 13, 2023
Thursday, September 14, 2023
Thursday, November 9, 2023

2024 Commission Meetings

Thursday, January 11, 2024
Thursday, March 14, 2024
Thursday, May 9, 2024
Thursday, July 25, 2024
Thursday, September 12, 2024
Thursday, October 10, 2024*
Thursday, November 14, 2024

Commission meeting locations will be confirmed and made available at www.che.in.gov.

** Indiana Postsecondary Institution Budget Presentations only*

