INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, February 11, 2021

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

www.che.in.gov

INDIANA COMMISSION *for*
HIGHER EDUCATION

FEBRUARY COMMISSION MEETING
AGENDA

Thursday, February 11, 2021

VIRTUAL COMMISSION MEETING
[Join Microsoft Teams Meeting](#)
-or-
DIAL: +1 317-552-1674
ID: 928 461 095#

I. **Call to Order – 1:00 P.M. (*Eastern*)**
   Roll Call of Members and Determination of Quorum
   Chair's Remarks
   Commissioner's Report
   Committee Report Outs

III. Information Items

IV. Old Business
       New Business

V. Adjournment

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The next meeting of the Commission is **Thursday, March 11, 2021** and will be held virtually.

State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, December 10, 2020

I.   **CALL TO ORDER**

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Anne Bowen, Jon Costas, Trent Engbers, Jud Fisher, Al Hubbard, Pepper Mulherin, Chris Murphy, Dan Peterson, Beverley Pitts, and John Popp

Members Absent: Chris LaMothe

CHAIR'S REPORT

As you know, we had to change our original plans of being on Ivy Tech Community College central campus today. We certainly miss the opportunity to see the campus and interact with your great staff. Even though we cannot be on campus today, I would like to invite President Sue Ellspermann to say a few words.

President Ellspermann offered her remarks.

Thank you, President Ellspermann, for joining us and for your welcoming comments.

I wanted to draw attention to page 49 in your agenda book which outlines the dates for the 2021 Commission Meetings. I wanted to just mention that these meeting dates are set, and we encourage you to reserve these dates on your calendars, but the locations are subject to change as we continue to monitor the pandemic and our ability to gather in person. Currently, our next meeting in February will be held virtually.

Each year the Commission hosts two large annual convenings, the State of Higher Education Address and the H. Kent Weldon Conference for Higher Education, which typically take place in February and April, respectively. You can anticipate both events to be held virtually next year, with more details coming soon.

Lastly, please tune in for our annual Student Advocates Conference which begins next Monday, December 14th through Wednesday, December 16th. There are many great keynotes and breakout sessions planned for the three-day event. Please reach out to Jarod Wilson or Liz Walker on Commission staff if you have any questions about the event.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, the CHE team continues to adapt to changing work routines and needs with a focus on ensuring that the students, institutions and policymakers we serve are getting timely information. Based on the escalation in COVID cases, whenever possible, state employees are provided the option to work remotely through January 8th.

Based on the budget recommendations that you approved at our November meeting, Alexa Deaton and I presented these recommendations to the Budget Committee on November 13th. Informed by that discussion, we are preparing for our presentation to the Ways and Means Committee in January. We have also provided to the Budget Agency projections about financial aid funding. The state will be provided the official budget forecast next week, and that will impact funding requests from CHE and other agencies.

Our partnership with the Governor's Workforce Cabinet continues to provide opportunities to align educational and employment options. Recently we released an expanded version of YourNextStepIN.org site which focuses on helping Hoosiers find the right education and training opportunities. While the unemployment rate has decreased and now stands at 5%, that is still nearly twice the pre-COVID rate. For some Hoosiers who have gone back to work, their job requirements may have changed. $75 million of CARES funding was allocated to address education and training needs. The deadline for invoicing those funds is the end of the month unless Congress acts to extend the timeline – which we certainly hope will happen. A portion of the funding was set aside specifically for minority-, women- and veteran-owned businesses. $7.9 million has been spent to date for these firms.

Last Friday, I joined President Ellspermann and President Huddleston as Ivy Tech and Martin University announced a new partnership that smooths transitions from Ivy Tech to Martin. In particular, the programs of study aligned with the results of our Equity report which showed that disparities exist in the number of minorities who are prepared in STEM fields to be teachers. This partnership seeks to address both of these needs through the creation of a Cyber Entrepreneurship program designed to expand access to the IT field for minority groups. The partnership will also focus on increasing the pipeline of teachers of color by offering guaranteed admissions into Martin's School of Education and scholarship opportunities to Ivy Tech students completing associate degrees in elementary and secondary education.

While our in-person opportunities to highlight our work are limited, we have presented to many organizations about our strategic plan and equity efforts, including the Indiana Latino Institute's Education Summit; Diversity Roundtable of Central Indiana, ExcelinEd's national convening (this is Jeb Bush's group); Indiana Association of Blacks in Higher Education – to name just a few in recent weeks.

And Madame Chair, I would like to acknowledge the recent announcement by Cook to provide new employment opportunities on the east side of Indianapolis and ask if Dan Peterson would share just a few words about this new outreach.

Dan Peterson stated Cook Medical Group is very excited about this project. Like many organizations, when the George Floyd issues bubbled up and the equity and inclusion issues came front and center, they took a hard look at the organization and how they could make contributions to advancing equity and inclusion and opportunities for all. Cook already had experience working with Goodwill of Central and Southern Indiana when they brought an adult education high school Excel Center and satellite Goodwill commercial services facility into the Bloomington area. This site also provided wraparound services for the employees and families, including mental health, substance abuse treatment, housing and education advancement. Cook partnered once again with Goodwill of Central and Southern Indiana, but this time in a more expanded way. This effort led to the collaborative investment with Goodwill and other partners in the Indianapolis area to open a 100-employee site at the corner of Sheridan and 38th Street in an economically challenged area of Indianapolis composed predominately of people of color. Cook is excited about what this may do to provide gainful employment and future economic opportunity. Cook is trying to spread the word to encourage other organizations to be thoughtful in this area as an important piece of a broader puzzle of improving opportunity across the country.

CONSIDERATION OF THE MINUTES OF THE NOVEMBER, 2020 COMMISSION MEETING

R-20-12.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the November, 2020 regular meeting. (Motion – Alley, second – Murphy, unanimously approved)

II. **BUSINESS ITEMS**

A. **Legislative Overview**

The legislation and program implementation team presents the 2021 Indiana Commission for Higher Education's legislative agenda. The attached presentation outlines the timeline and plans for the upcoming Legislative Session. The plan includes adjustments to code language for the Next Generation Hoosier Educator Scholarship, closing institutions and the Indiana graduation plan.

Session began with Organization Day on November 17. The houses will convene again on January 4 and will wrap up on or before April 29, 2021.

B. **Resolution to Adopt the Indiana Attainment Academy Action Plan**

In August 2019, the State Higher Education Executive Officers Association (SHEEO) and Education Strategy Group (ESG) brought together seven state teams to participate in an academy focused on meaningful, industry-aligned, postsecondary credential attainment.

Indiana has a Big Goal of 60% of Hoosiers with a quality degree of credential beyond high school by 2025, with all equity gaps eliminated. Currently, Indiana ranks 35th in the nation with an attainment rate of 48.5%.

The Commission discussed the action plan at its June 2020 meeting, and the Student Success and Completion Committee reviewed the final version of the action plan and discussed next steps at its October 2020 meeting.

R-20-12.2   RESOLVED: That the Commission for Higher Education hereby approves the Resolution to adopt the Indiana Attainment Academy Action Plan, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Costas, unanimously approved)

C.   *Reaching Higher in a State of Change* Update

As part of its enabling statute, the Indiana Commission for Higher Education is responsible for developing and implementing a long-range plan for postsecondary education. In December 2020, the Commission adopted its fourth strategic plan**,** *Reaching Higher in a State of Change*, which builds on the state's commitment to establish one of the best and most student-focused higher education systems in the nation with clear goals and aligned metrics reflecting new realities in our changing higher education system.

Throughout, *Reaching Higher in a State of Change* acknowledges that higher learning provides value for individuals, employers and our state's economy. The Commission will continue to position itself as an active and vocal advocate for lifelong learning beyond high school, even as we call for transformative change to ensure the enduring quality, affordability and return on investment of our higher education system.

In advancing this plan, the Commission will work closely with higher education institutions to realize the 60 percent goal and track progress toward implementing the plan's objectives. As the first year of the plan concludes, the Commission will discuss 2020 implementation and the annual *Reaching Higher in a State of Change* report card currently being developed.

D.   Career Relevance Survey Results

In February 2020, the Commission publicized its fourth strategic plan, *Reaching Higher in a State of Change*, which outlined three key metrics, one of which calls for tracking "progress toward 100 percent of postsecondary programs requiring an internship, work-based learning, research project or other student engagement experience that has career relevance." Undertaking a survey of the extent to which programs currently incorporate career relevant student engagement experiences was viewed as a first step toward satisfying this metric.

To aid in the development and distribution of the survey and the collection of results, a Career Relevance Steering Group was formed. All public institutions were represented on the group, whose members included academic leaders, career development specialists, and government representatives. Many of those on the Steering Group are also members of the Statewide Transfer and Articulation Committee (STAC).

The results of the survey were shared with the Academic Affairs and Quality Committee on November 23, 2020. The presentation at this Commission meeting is intended to broaden discussion of the results and to elicit reactions to follow-up activities being considered for 2021.

E. Indiana Postsecondary Certificates Report

Over the past 10 years, Indiana has seen an over 500% increase in certificate production with more certificates being awarded than ever before. Indiana's Postsecondary Certificates Report investigates postsecondary certificates, which play an important role in helping Indiana make progress toward its attainment goal. About 5 percent of the state's educational attainment attributed to postsecondary certificates.

Though the Commission routinely reports on certificate completions, this report goes deeper into student demographics, type of certificates and other information. Special focus is given to Workforce Ready Grant-eligible certificates.

Certificate programs allow working-age Hoosiers to quickly gain new skills and earn a post-high school credential needed to succeed in the 21st century economy. Because certificate programs can be completed in a shorter timeframe than associate or bachelor's degree programs, high-demand certificates are a key tool for retraining workers during economic downturns. Almost half of certificate earners in Indiana are adults over the age of 25.

F. Academic Degree Programs for Expedited Action
1. Bachelor of Arts in Applied Theatre, Film, and Television to be offered by Indiana University at Indiana University Purdue University Indianapolis
2. Bachelor of Arts/Bachelor of Science in Artificial Intelligence to be offered by Indiana University and Purdue University at Indiana University Purdue University Indianapolis

R-20-12.3   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 – Hubbard, second – Murphy, unanimously approved)

III.   INFORMATION ITEMS

A.   Academic Degree Programs Awaiting Action

B.   Academic Degree Actions Taken By Staff

C.   Media Coverage

D.   Upcoming Meetings of the Commission

IV.   **OLD BUSINESS**
        NEW BUSINESS

There was none.

V.   **ADJOURNMENT**

The meeting was adjourned at 3:58 P.M.

                                        _____
                                        Beverley Pitts, Chair

                                        _____
                                        Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION
Thursday, February 11, 2021

BUSINESS ITEM A: <u>**Indiana Youth Institute 2021 KIDS COUNT® Data Book**</u>

Background   Published annually, the Data Book is designed to be the go-to
                                        source for the latest research and information on child well-
                                        being in Indiana. IYI's 2021 KIDS COUNT® Data Book examines
                                        the impact of the COVID-19 pandemic and continuation of racial
                                        and ethnic disparities in outcomes across all four domains –
                                        Family and Community, Economic Well-Being, Education, and
                                        Health. There are four resources associated with this year's
                                        Data Book:
                                        - [2021 KIDS COUNT® Data Book](#)
                                        - [Executive Summary](#)
                                        - [Data Book Snapshot](#) of statewide data
                                        - [County Snapshots](#) for all 92 counties

                                        The Commission will be joined by Alicia Kielmovitch,
                                        Vice President of Data, Analytics & Research, and
                                        Sarah Mihich, Data & Research Director, to discuss the
                                        2021 Data Book.

                                        More information about the Indiana Youth Institute can
                                        be found at https://www.iyi.org.

Supporting Document
                                        2021 Indiana KIDS COUNT® Data Book Executive Summary

INDIANA YOUTH INSTITUTE

Championing Kids. Strengthening Communities.

Family & Community
Health
Economic Well-Being
Education

2021 Indiana KIDS COUNT® Data Book Executive Summary
a profile of Hoosier youth

Overview

Indiana Youth Institute's 2021 KIDS COUNT Data Book examines the impact of the COVID-19 pandemic and continuation of racial and ethnic disparities in outcomes across all four domains – Family and Community, Economic Well-Being, Education, and Health. The COVID-19 pandemic has magnified the impact of systemic marginalization on children's development and exacerbated pervasive inequities in health, education, and employment across race and ethnicity, gender, income, place, and ability. The 2021 KIDS COUNT Data Book underscores the influence both of these issues have on Indiana's children and youth, and potential effects on future data and outcomes if these issues are not addressed head-on.

Indiana is home to the 15th largest population of children nationally. In 2019, more than 1.56 million children younger than 18 resided in Indiana. The child population has been declining slightly in Indiana (2.6%) in the past ten years. Over the past five years, 72 counties have seen a decrease in child population, and 20 have seen an increase.[1]

- In 2019, 51.2% of Indiana's child population was male and 48.8% was female.
- In 2019, 26.7% of Indiana's kids were under the age of five; 27.5% were ages 5 – 9; 28.5% were ages 10 – 14; and 17.3% were ages 15–17.[2]

Historically disadvantaged children and youth across Indiana face challenges associated with education, health, and economic well-being. Young people living in rural areas face a number of uniquely rural barriers, particularly concerning access to early learning opportunities, transport, healthcare, careers, employment and training support, and youth services.

- Based on Census definitions of rurality, Indiana has 43 rural counties, nearly half (46.7%) of the total counties.
- In those 43 counties, 6.2% of the total population (77,818) are 0-4 years old and 19.2% (242,153) are 5-19 years old.

Indiana's youth population continues to be more diverse than the adult population. In 2019, 30.6% (486,366) of Hoosier youth were a race or ethnicity other than White, non-Hispanic compared to 20.5% of non-White adults.

We disaggregate the data to demonstrate trends and disparities, provide insights on where vulnerable populations lag, and highlight opportunities for improvement. Despite documented gains for children of all races and income levels, the nation's and State's racial inequities are deep and stubbornly persistent. To ensure all Hoosier youth attain educational success and economic prosperity, those children and youth who have been historically marginalized or underrepresented in our society due to their background need to have their diverse strengths, abilities, interests, and perspectives understood and supported by Indiana's adults and communities.

Leaders, policymakers, youth serving professionals, and community members are encouraged to use the data showing disparities among Indiana youth to engage in advocacy, generate essential conversations, and inform policies, practices, and decision-making. Moreover, our state and local leaders are encouraged to include traditionally excluded individuals in developing and considering policies, practices, and decision-making.

Percentage of Youth Population by Race/Ethnicity, Indiana: 2019

77.3%
White

11.4%
Hispanic

11.3%
Black

5.5%
Two or more races

2.6%
Asian

0.2%
American Indian

Source: U.S. Census Bureau, ACS Table B01001B-I
*Native Hawaiian or Other Pacific Islander 0.0%

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Strong personal connections and higher academic achievement occur when children live in nurturing families and supportive communities. Family and community challenges, such as substance abuse, incarceration, lack of resources, and instability, affect children's well-being. Maltreatment, exposure to violence, and trauma can elevate children's stress levels and hinder their development. Families and children are more likely to thrive when they live in safe communities that have equitable systems, quality supports, and good schools.

Percentage of Students Suspended and/or Expelled	10.0% 2014-15	8.9% 2019-20	**Better**
Juveniles Committed to the Department of Correction	427 July 2016	335 July 2020	**Better**
Recidivism Rate for Juveniles	35.3% 2015	29.6% 2019	**Better**
Child Abuse and Neglect Rate per 1,000 Children, Ages 17 and Below	17.1 2015	15.7 2018	**Better**
Youth Living in High Poverty Areas	13% 2011-15	10% 2014-18	**Better**
Teen Births per 1,000	26 2015	22 2018	**Better**
Children in Families Where the Household Lacks a High School Diploma	12% 2015	11% 2018	**Better**
Children in Single-Parent Families	35% 2016	35% 2019	Same

Percentage of All Reports Being Substantiated Cases of Child Maltreatment, Indiana: January–September 2019–2020
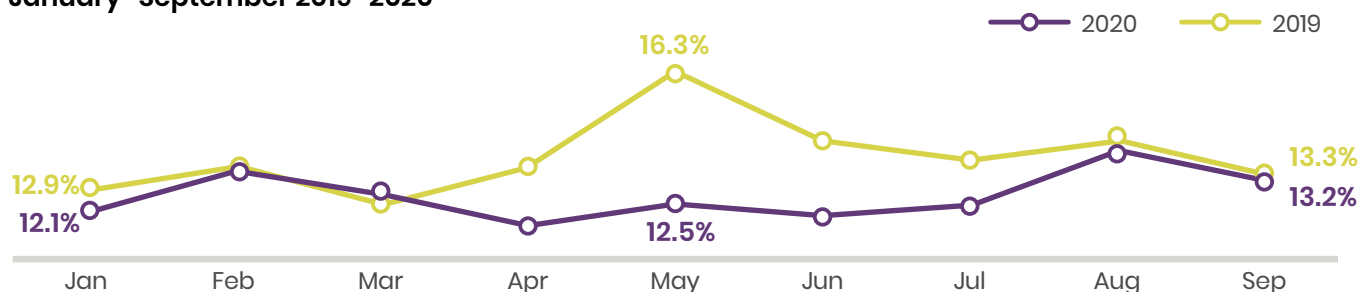
Source: Indiana Department of Child Services

SPOTLIGHT: Youth in the Justice System

As of July 2020, 335 youth in Indiana were in an Indiana Department of Correction (IDOC) juvenile correctional facility where 50.9% were committed for a violent crime (Offense Level I). This has dropped by 23.9% since July 2017, when nearly 400 juveniles were in facilities. Thirty-eight youth were on parole.[3] 29.6% of juveniles released in 2016 returned to incarceration in 2019 either as a juvenile or adult.[4] The overrepresentation of youth of color in Indiana's juvenile justice system is misaligned with the representation of youth of color in Indiana's total population. As of July 2020, 33.5% of youth in a juvenile facility was Black, while only 11.3% of the total child population in Indiana is Black.

Leveraging the Data

Locally:
- Emphasize prevention, non-exclusionary intervention strategies
- Adapt programs for at-risk youth to the detention facilities
- Facilitate re-enrollment process

Statewide:
- Increase data transparency regarding outcomes for justice-involved youth and Indiana's Superfund sites
- Align correctional educational programs with state standards and local graduation requirements to improve educational quality
- Connect exiting juvenile offenders to educational supports, such as Second Chance Pell
- Create housing-school policy initiatives and correlate housing policies with education policy

Nationally:
- End solitary confinement for youth

Percentage of Offenses by Level, Indiana: July 2020

Source: Indiana Department of Correction

Economic Well-Being
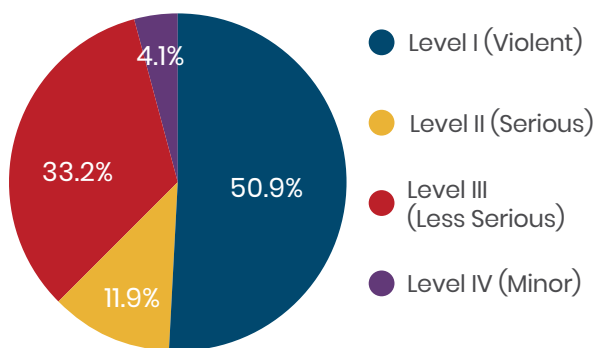
For children to thrive and grow into productive adults, parents need secure employment, family-sustaining pay, access to resources, and affordable housing. Unemployment and low earnings limit parents' abilities to invest in their children's development. Additionally, Hoosiers of color are disproportionally represented in metrics for poverty and lower incomes when compared to their representation in Indiana at large. A child's experiences of economic insecurity or poverty can extend into adulthood and have lasting effects on his/her/their overall well-being, learning, career opportunities, and economic success.

Children in Poverty	20.9% 2015	15.2% 2019	**Better**
Median Household Income	$55,725 2016	$57,603 2019	**Better**
Per Capita Income	$41,940 2015	$48,678 2019	**Better**
Children in Families Where No Parent Has Full-time, Year-Round Employment	29.0% 2012	26.0% 2018	**Better**
Teens Ages 16 to 19 Not Attending School and Not Working	6.0% 2015	7.0% 2019	**Worse**
Youth Experiencing Homelessness Public School Enrollment	15,919 2016	16,380 2019	**Worse**
Food Insecure Children	17.7% 2016	19.0% 2019	**Worse**
Children in Households that Spend More than 30% of their Income on Housing	25.0% 2015	21.0% 2019	**Better**

SPOTLIGHT: Indiana's Wealth Gap

Wealth is comprised of multiple assets and is cyclical and multigenerational. It illustrates which families have protection against economic shocks and can transfer security and social status for future generations. The wealth gap creates a more nuanced picture of the disparities of who is rich and who is poor in the United State. It captures community context and families' income, assets, property, and savings. The transferal of resources between generations contributes to a child's family's wealth and helps build their assets throughout their lives. Youth who live in families with less wealth have limited financial security, which can create stress and upheaval in their lives.[5]

Percentage of Children in Poverty by Age and Race/Ethnicity, Indiana: 2019
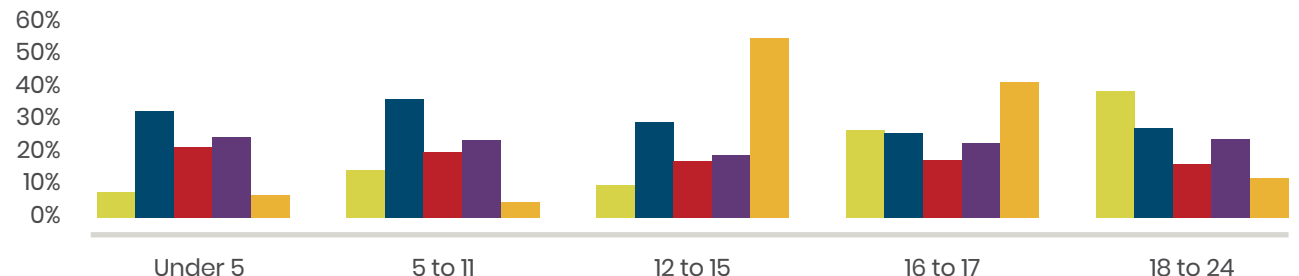
Source: U.S. Census Bureau, Tables B17001A-I
Note: American Indian data were not available

Asian • Black • Hispanic • Two or more races • White

Leveraging the Data

Locally:
- Provide financial incentives and opportunities for paid training and work
- Connect newly homeless families and children to McKinney-Vento program proactively
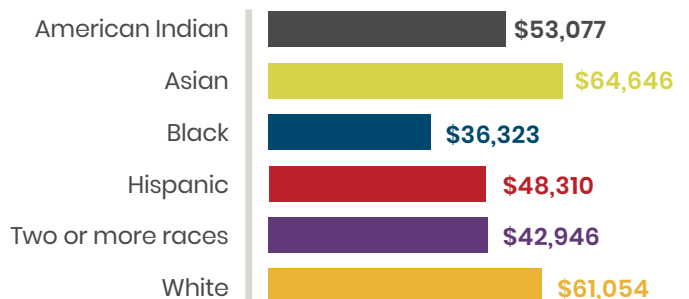- Share other social services and supports with homeless families

Statewide:
- Expand how poverty and low-income are defined in the State's funding policies
- Create structural opportunities for asset building
- Disaggregate job creation and wage growth at the community level
- Examine cash assistance level and income eligibility guidelines for TANF
- Increase use of SNAP 50/50 to help young adults with supportive services in education and training programs

Nationally:
- Expand EITC benefits to childless older youth

Median Income in the past 12 months by Race/Ethnicity, Indiana: 2019

American Indian	$53,077
Asian	$64,646
Black	$36,323
Hispanic	$48,310
Two or more races	$42,946
White	$61,054

Source: U.S. Census Bureau, Table S1903

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Access to high-quality education from preschool through grade 12 assists children and youth in achieving higher levels of educational attainment, career advancement, and increased earnings. Gaps in resources and opportunities exist for students of different races and ethnicities, places, incomes, abilities, and genders, which create disparities in educational achievement and proficiency for these youths.

Young Children in Schools, Ages 3 and 4	41.0% 2016	41.0% 2019	Same
IREAD-3, Students in 3rd Grade Passing	84.0% 2016	87.3% 2019	Better
Students Passing ISTEP+/ILEARN English/ Language Arts and Math in Grades 3-8	51.6% 2016	37.1% 2019	Worse*
High School Graduates Earning a College or Career Credential	67.4% 2017	68.3% 2018	Better
High School Graduation Rate, 4-Year Cohort	89.1% 2016	87.7% 2020	Worse
High School Graduates Enrolling in Higher Education	65% 2014	61% 2018	Worse
College Students Needing Remediation	18% 2014	9% 2018	Better
College Students Completing Degrees On-Time	44.9% 2015	42.3% 2018	Worse

SPOTLIGHT: The Importance of 3rd Grade Reading and 8th Grade Math

A child's third grade reading level and eighth grade math proficiency correlates with future educational performance. Students who are proficient readers in third grade graduated high school and attended college at higher rates than their peers who were at or below grade level. Nationally, 88% of students who failed to earn a high school diploma were struggling readers in third grade.[6] Children who have mastered eighth grade math standards have a higher likelihood of success in high school, college, and careers.[7] Disparities in proficiency and achievement in third grade and eighth grade math, vary by student subgroups, which is inextricably connected to gaps in opportunities and resources.

Proficiency in 3rd Grade Reading and 8th Grade Math by Subgroups, Indiana: 2018-2019

● Proficiency on IREAD-3   ● Proficiency on 8th Grade Math ILEARN

Source: Indiana Department of Education
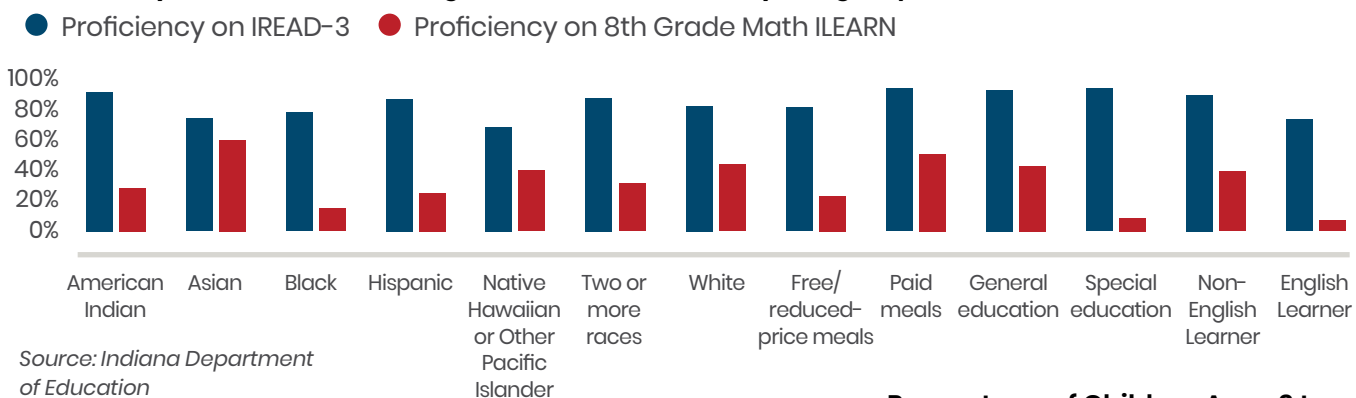
Leveraging the Data

Locally:
- Develop local initiatives and strategies to increase interventions in early childhood education
- Address the disproportionality of race and ethnicity and special education in discipline practices

Statewide:
- Implement a PreK through 3rd grade approach
- Maintain current standards and assessments
- Weigh 3rd grade reading and 8th grade math separately in school accountability model
- Implement an equitable kindergarten readiness inventory
- Examine the Complexity Index
- Reevaluate the General Diploma
- Move to one accountability system
- Decrease n-size to 10 students

Nationally:
- Support targeted dropout recovery programs for foster youth

Percentage of Children Ages 3 to 4 Enrolled in Preschool, Indiana and Neighboring States: 2019
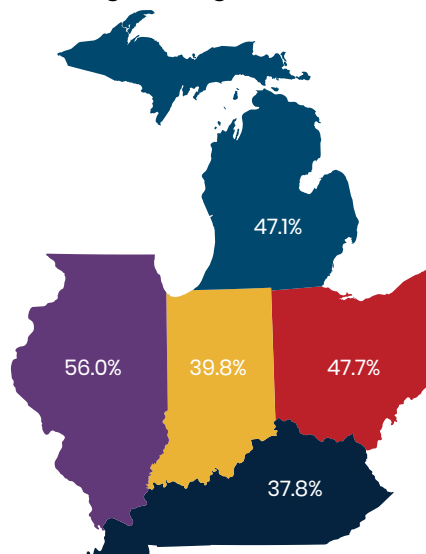
*Source: U.S. Census Bureau, Table B14003*

*Indiana's education assessment changed from ISTEP to ILEARN in 2018-2019, therefore the data cannot be compared.

Health

Health and wellness are foundational for positive child well-being. Poor health during childhood and adolescence affects other aspects of a child's life, such as school readiness, attendance, and success, and impacts future Hoosiers' health status and outcomes. Poverty, unstable housing, insufficient access to consistent and nutritious food, and other related social determinants of health influence adverse health outcomes in childhood and across the life course, negatively shaping physical health, socioemotional development, and educational achievement.

Infant Mortality Rate	7.5 2016	6.5 2019	**Better**
Babies Born with Low Birthweights	8.2% 2016	8.2% 2018	Same
Overweight or Obese Children Ages 10-17	30.0% 2016-17	32.7% 2018-19	**Worse**
Children Without Health Insurance	6.6% 2018	7.1% 2019	**Worse**
Children Ages 12-17 Who Have Received Preventive Care in Last Year	81.1% 2016	60.8% 2018	**Worse**
Ratio of Population to Mental Health Providers	730:1 2016	620:1 2019	**Better**
Child and Teen Death Rate per 100,000	31 2015	32 2018	**Worse**
Ratio of Population to Primary Care Physician	1,490:1 2014	1,510:1 2017	**Worse**

Infant Mortality Rate, United States and Indiana: 2009–2018 ○— United States ○— Indiana
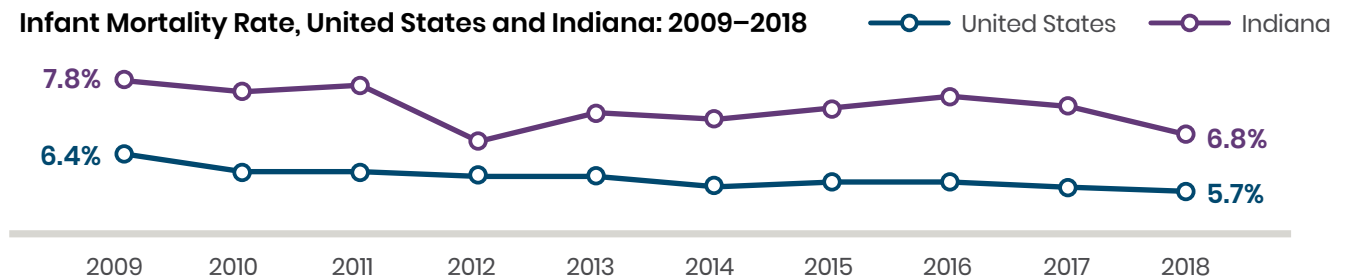
Source: Centers for Disease Control and Prevention
Note: IMR from the CDC is two years in arrears, thus 2019 data are not available.

SPOTLIGHT: Children's Access to Immunizations and Preventive Care

Childhood vaccinations and preventive care often detect and prevent conditions and diseases in their earlier, more treatable stages, significantly reducing the risk of potential illness, disability, early death, and expensive medical care. Because vaccines give children immunity to a disease without them having to get sick first, immunizing children can prevent diseases rather than treat them.[8] Preventive care shifts focus away from treating illness to maintaining wellness and good health. This type of care includes a variety of healthcare services, such as a physical examination, screenings, laboratory tests, counseling and immunizations. In 2019, 70% of Indiana infants 19-35 months old have received the full 4:3:1:3:3:1:4 vaccination series.[9] Children's preventive care access directly correlates with families' income level. Those families with greater income access preventive care at a higher rate than families of less income.[10]

Leveraging the Data

Locally:
- Increase the diversity of voices communicating the positive benefits of vaccinations and preventive care
- Increase referrals and use of mobile health for mental health in areas with limited access

Statewide:
- Expand State Plan's Performance Measures
- Increase data for subgroups
- Include maternal depression screening in well-child visits
- Remove the 90-day waiting period for youth switching from private insurance to CHIP in State regulations
- Expand quality sexual health education for youth starting at ages 12 and 13

Nationally:
- Reconcile with discriminatory health practices
- Collect quantified data regarding the impact of COVID on mental health and substance abuse

Percent of Adolescents Ages 12 to 17 With A Preventive Medical Visit by Household Income, Indiana: 2018

● 1 or more preventive medical visits   ● No preventive medical visits

0–99% FPL	37.9%	62.1%
100–199% FPL	58.8%	41.2%
200–399% FPL	69.0%	31.0%
400% FPL or greater	71.4%	28.6%
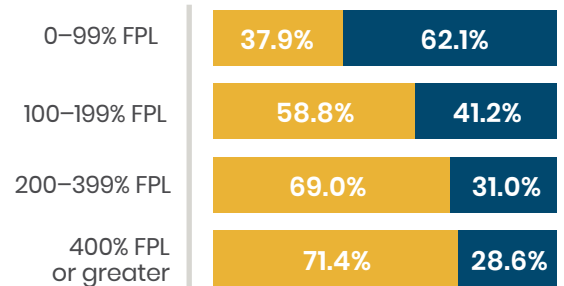
Source: National Survey of Children's Health

Note: Data represent a one year estimate from the National Survey of Children's Health, thus the sample size of the data set may be low.

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Methodology

The comprehensive collection of significant indicators in IYI's data products is done through a collaborative process with stakeholders, partners, and peers to ensure the current issues and barriers facing youth and families are addressed. IYI does not design or implement primary research, only secondary research by utilizing recent data and research from state partner agencies, peer-reviewed journals, national, state level surveys, and credible national entities. Every effort is made to ensure information is accurate, valid, and reliable; however, the accuracy of data that is supplied cannot be guaranteed, as well as agencies may publish updated data throughout the year which may conflict with what is published in IYI's data products. Due to differences on data collection and availability among agencies, readers are encouraged to check each indicator's methodology and definition from the original source.

Important Data Reminders

- Data and percentages were calculated using standard mathematical formulas.
- Data are based on different timeframes (i.e. calendar year, school year, and five-year estimates). Readers should check each indicator and data source to determine the reported time period.
- When a small number exists for a data source, data suppression may be used to protect confidentiality.
- County rankings allow for comparisons between counties, but they do not necessarily mean a county is doing well. In a similar way, changes in a ranking from year to year may be due to how data has changed in other counties.
- Data collection and methodology vary among sources and agencies. When comparing data from different sources, readers are encouraged to understand the different methodologies of each source.
- Data presented may not be comparable due to different sources employing varying methodologies and sample sizes.
- Data from different surveys or questionnaires may use different definitions for data indicators. It is advised to review the original source methodology to understand their definitions.

Acknowledgments

IYI's 2021 Indiana KIDS COUNT® Data Book could not have been produced without the help of many people and organizations who provided information and support.

- Annie E. Casey Foundation
- Division of State Court Administration, Supreme Court of Indiana
- Governor's Workforce Cabinet
- Indiana Business Research Center
- Indiana Chamber of Commerce
- Indiana Commission for Higher Education
- Indiana Department of Child Services
- Indiana Department of Correction

- Indiana Department of Education
- Indiana Department of Health
- Indiana Early Learning Advisory Council
- Indiana State Board of Education
- All of the members and contributors of the Data Advisory Committees
- And the numerous other research agencies that work on the behalf of Indiana's children

Indiana Youth Institute Team

Dr. Tami Silverman, *President & CEO*

Alicia Kielmovitch, *Vice President of Data, Analytics, and Research*

Sarah Mihich, *Director of Data and Research*

Macey Shambery, *Data and Research Manager*

Margaret Duxbury, *Marketing Manager*

Additional Data Resources

We provide resources on our website to dive deep into your local data, spark conversations, or inform solutions. Stay up to date on local and national issues, trends, and policies that affect youth and youth-workers with insights from the Indiana Youth Institute and its partners.

- County Snapshots
- Custom Data Requests
- Issue and Data Briefs
- IYI Knowledge Center

We do it for the kids.
Our statewide and local data helps you design programs and make decisions to improve the lives of youth.

We create change.
Our team develops innovative data solutions to address today's youth development issues and encourages others to join us in our effort.

We work together.
As your ally, we partner and connect with you in research and utilizing data to drive change.

We empower our partners and peers.
We provide access to critical data and resources that can be used in planning, reporting, grants, and evaluation.

We advocate for others.
We use data and research to amplify the voice of others to inspire action for measurable and positive change.

INDIANA YOUTH INSTITUTE
Championing Kids. Strengthening Communities.

We are grateful for the ongoing support of the following sponsors:

THE ANNIE E. CASEY FOUNDATION

LILLY ENDOWMENT INC

SOURCES

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Note: The data contained in this Executive Summary were captured prior to the COVID-19 pandemic and do not represent the current economic experiences of many children and youth across the State.

BUSINESS ITEM B:	***Reaching Higher in a State of Change* 2021 Implementation**

Background	As part of its enabling statute, the Indiana Commission for Higher Education is responsible for developing and implementing a long-range plan for postsecondary education. In December 2020, the Commission adopted its fourth strategic plan, *Reaching Higher in a State of Change,* which builds on the state's commitment to establish one of the best and most student-focused higher education systems in the nation with clear goals and aligned metrics reflecting new realities in our changing higher education system. In advancing this plan, the Commission will work closely with higher education institutions to realize the 60 percent goal and track progress toward implementing the plan's objectives. As the second year of the plan begins, the Commission will discuss the 2021 implementation plan.
Supporting Document	To be distributed.

COMMISSION FOR HIGHER EDUCATION
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BUSINESS ITEM C: <u>**Federal and Legislative Update**</u>

Background   The legislation and program implementation team delivers a
                                             legislative update for the 2021 session and an overview of the
                                             federal higher education changes in the Consolidated
                                             Appropriations Act.

Supporting Document   To be distributed.

COMMISSION FOR HIGHER EDUCATION
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BUSINESS ITEM D: **2021 Early College Credit Report**

Background   Indiana's 2021 Early College Credit Report, released in January,
                                  provides a look at students who earn dual credit and Advanced
                                  Placement credit in high school:
                                  • Early College Credit Report
                                  • Early College Credit Data at-a-Glance
                                  • Press Release

                                  The data show nearly two-thirds of Hoosiers earn some college
                                  credit before they even graduate high school. This can help
                                  students graduate faster. As a result, dual credit can represent a
                                  significant savings in tuition and fees. For the class of 2018
                                  alone, dual credit saved students, their families, and taxpayers
                                  up to $160 million.

                                  Despite growth in dual credit, gaps remain across the state.
                                  While 65 percent of White students earn dual credit, only 38
                                  percent of Black students and 50 percent of Hispanic/Latino
                                  students earn dual credit. Differences in dual credit vary by
                                  county. The report includes recommendations for increasing
                                  availability of and access to dual credit.

Supporting Document   Early College Credit Data-At-A-Glance

EQUITY: DUAL CREDIT

GROWTH IN DUAL CREDIT FOR LOW-INCOME, BLACK AND HISPANIC STUDENTS

Students of every race and ethnicity took more dual credit in 2018 than in 2012, as did students from low-income households.

Gaps persist, however: In the 2018 high school graduating class, 65% of White students had dual credit, while only 38% of Black students and 50% of Hispanic/Latino students had dual credit.

Legend: ■ 2012 ■ 2018

- Low-Income: 31% (2012), 49% (2018)
- Black: 22% (2012), 38% (2018)
- Hispanic or Latino: 31% (2012), 50% (2018)
- White: 42% (2012), 65% (2018)

(Y-axis: 0% – 70%)

INDIANA COLLEGE CORE

The **Indiana College Core (formerly called the Statewide Transfer General Education Core)** is a block of 30 credit hours of general education college-level coursework that transfers seamlessly among Indiana's institutions.

GROWTH IN INDIANA COLLEGE CORE CREDENTIALS AWARDED OVER TIME

More Hoosier students are earning the Indiana College Core than ever before.

- 2014: 42
- 2015: 134
- 2016: 384
- 2017: 749
- 2018: 1,200

COST SAVINGS WITH THE INDIANA COLLEGE CORE

Students can earn the Indiana College Core through dual credit in high school for thousands less than earning the same credits at a two- or four-year institution.

>$750: Indiana College Core through dual credit
$4,200-$5,700: Two-year institutions
$7,200-$10,500: Four-year institutions
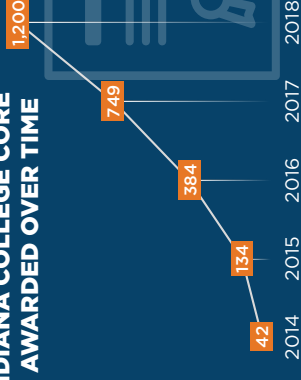
DUAL CREDIT AND OPPORTUNITY

Over one-third of all dual credit earners are low-income students. Far fewer low-income students earned Advanced Placement in 2018.

EQUITY: INCOME STATUS OF DUAL CREDIT STUDENTS

- Low-Income, 34%
- Higher Income, 66%

EQUITY: INCOME STATUS OF AP STUDENTS

- Low-Income 15%
- Higher Income 85%

DUAL CREDIT can save the state and students ALMOST $160 MILLION

Earning college credit while in high school gives Hoosier students and families the opportunity to save significant costs. Dual credit has the potential to save the State of Indiana **nearly $78 million annually** (2018 data).
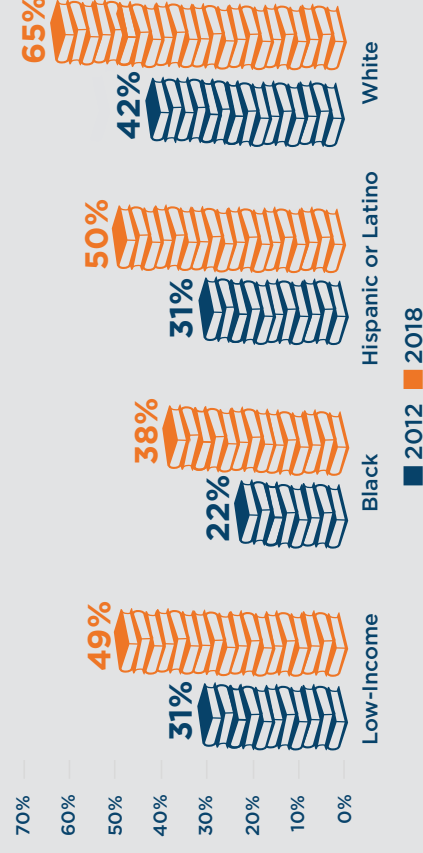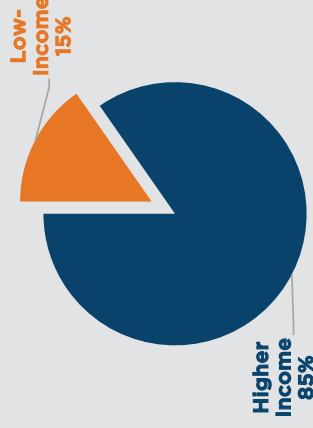
The total cost savings for students statewide who go to Indiana public college is even greater: **$81.9 million in savings.** That breaks down to roughly **$2,300 per Indiana public college student.**

Low-income students specifically see savings of **$20 million** (based on free- or reduced-lunch status) in Indiana.
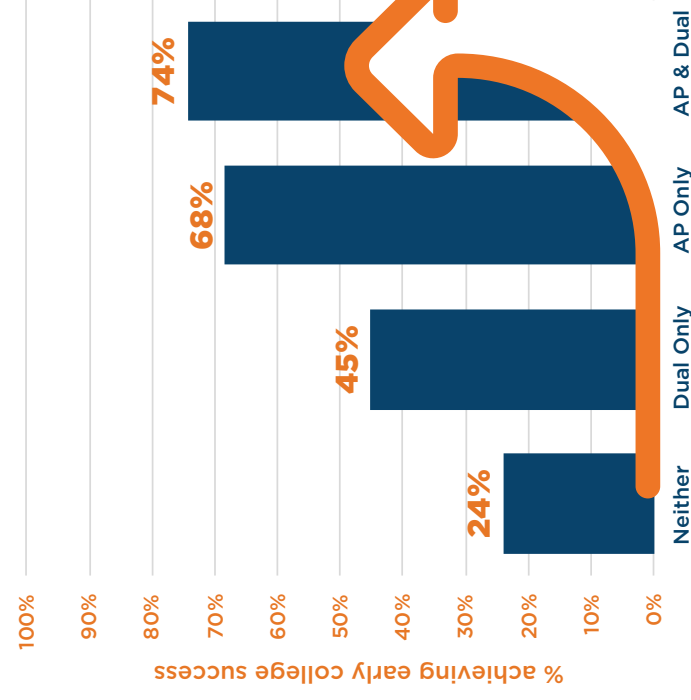
DUAL CREDIT: HIGH SCHOOL

- 64% of 2018 high school graduates earned AP, dual credit or both.
- Students in 2018 earned nearly 600,000 dual credit hours.
- Nearly 70% of students in 2018 who took dual credit enrolled in college.

% enrolling in college

- Neither: 37%
- Dual Only: 68%
- AP Only: 82%
- AP & Dual: 93%

(Y-axis: 10% – 100%)
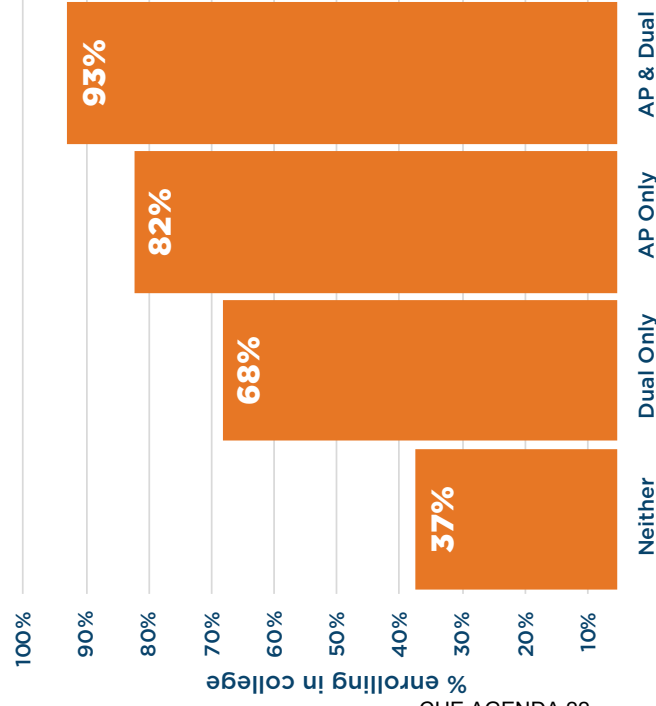
COLLEGE ACCESS AND SUCCESS

High school students who take both AP and dual credit are most likely to enroll in college (93%) and succeed when they get there (74%).

% achieving early college success

- Neither: 24%
- Dual Only: 45%
- AP Only: 68%
- AP & Dual: 74%

(Y-axis: 0% – 100%)

COMMISSION FOR HIGHER EDUCATION
Thursday, February 11, 2021

BUSINESS ITEM E: <u>**Academic Degree Programs for Expedited Action**</u>

Staff Recommendation   That the Commission for Higher Education approve the
                                 following degree programs, in accordance with the background
                                 information provided in this agenda item:
                                 • Bachelor of Science in Organizational Management to be
                                   offered by Purdue University Global
                                 • Master of Science in Data Analytics to be offered by Purdue
                                   University Global
                                 • Bachelor of Science in Organizational and Business
                                   Psychology to be offered by Indiana University Bloomington

Background   The Academic Affairs and Quality Committee discussed these
                                 programs at its January 25, 2021 meeting and concluded that
                                 the proposed programs could be placed on the February 11,
                                 2021 agenda for action by the Commission as expedited action
                                 items.

Supporting Document   Academic Degree Programs on Which Staff Propose Expedited
                                 Action January 25, 2021

Academic Degree Programs on Which Staff Propose Expedited Action
January 25, 2021

CHE 20-27   **Bachelor of Science in Organizational Management to be offered by Purdue University Global**

Proposal received on December 8, 2020
CIP Code: 52.0206
Total, National Projections:
Fifth Year Projected Enrollment: Headcount – 83, FTE – 15
Fifth Year Projected Degrees Conferred: 8
Subtotal, Indiana Projections:
Fifth Year Projected Enrollment: Headcount – 10, FTE – 4
Fifth Year Projected Degrees Conferred: 1

The proposed Bachelor of Science (B.S.) in Organizational Management will be offered through the School of Business and Information Technology at Purdue University Global and delivered 100 percent online. As an online institution primarily serving a national audience, the Commission requests Purdue Global to submit both national and Indiana projections for enrollment and degrees conferred. Since the launch of Purdue Global as a public campus within the Purdue University system in 2018, the Indiana share of Global's national enrollment has risen from three percent in 2017 to 12 percent in 2020, which is the percentage used to calculate the Indiana enrollment and degrees conferred projections for this program.

The School of Business and Information Technology already holds accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for other programs and will seek accreditation from ACBSP for the proposed program. The proposed program uses the Purdue Global assessment model, Course Level Assessment (CLA), which permits outcome-by-outcome determination of student achievement and measures progress toward learning outcomes both at the course- and program-level.

The Bachelor of Science in Organizational Management requires 180 quarter credit hours, equal to 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. Students who complete the Business Administration TSAP (Associate of Science in Business Administration) at Ivy Tech Community College can transfer all 60 semester credit hours into the proposed degree program, with 90 remaining quarter credit hours to be completed at Purdue University Global. Additionally, students who complete the Business Administration TSAP (Associate of Science in Business Administration) at Vincennes University can transfer all 60 semester credit hours into the proposed degree program, with 90 remaining quarter credit hours to be completed at Purdue University Global.

CHE 20-28   **Master of Science in Data Analytics to be offered by Purdue University Global**

Proposal received on December 11, 2020
CIP Code: 30.7101
Total, National Projections:
Fifth Year Projected Enrollment: Headcount – 221, FTE – 125
Fifth Year Projected Degrees Conferred: 103
Subtotal, Indiana Projections:
Fifth Year Projected Enrollment: Headcount – 27, FTE – 15
Fifth Year Projected Degrees Conferred: 12

The proposed Master of Science (M.S.) in Data Analytics would be offered through the School of Business and Information Technology at Purdue University Global and delivered 100% online. As an online institution primarily serving a national audience, the Commission requests Purdue Global to submit both national and Indiana projections for enrollment and degrees conferred. Since the launch of Purdue Global as a public campus within the Purdue University system in 2018, the Indiana share of Global's national enrollment has risen from three percent in 2017 to 12 percent in 2020, which is the percentage used to calculate the Indiana enrollment and degrees conferred projections for this program.

Graduates of the program will be eligible to sit for Certified Analytics Professional (CAP) examination, which is offered by the Analytics Certification Board (ACB). The vendor-neutral CAP credential is designed for analytics professionals in early- to mid-career and requires either a bachelor's degree plus five years of experience or a master's degree and three years of experience. Graduates will also be prepared to earn a variety of additional data scientist certifications issued by companies and organizations such as Amazon Web Services, Data Science Council of America, IBM, Microsoft, and Cloudera. The proposed program uses the Purdue Global assessment model, Course Level Assessment (CLA), which permits outcome-by-outcome determination of student achievement and measures progress toward learning outcomes both at the course- and program-level.

The M.S. in Data Analytics requires 52 quarter credit hours to complete.

CHE 20-30   **Bachelor of Science in Organizational and Business Psychology to be offered by Indiana University Bloomington**

Proposal received on December 21, 2020
CIP Code: 42.2804
Fifth Year Projected Enrollment: Headcount – 75, FTE – 75
Fifth Year Projected Degrees Conferred: 25

The proposed Bachelor of Science (B.S.) in Organizational and Business Psychology will be offered on campus by Department of Psychological and Brain Sciences in the College of Arts and Sciences at Indiana University Bloomington. It is aimed at the large number of

undergraduate students who are interested in two very popular majors: Business and Psychology. At IU Bloomington, the B.S. in Business enrolled just under 10,000 students in FY2020, yet nearly 49 percent of students who start out in the Kelley School of Business do not graduate with a Business degree. Bloomington's B.A./B.S. in Psychology enrolled nearly 1,500 students in FY2020, and a 2017 National Survey of College Graduates found that over 46 percent of those with an undergraduate degree in Psychology, who did not go on for graduate study, chose a career in a business-related field, including jobs as human resource managers and training and development specialists.

The Bachelor of Science in Organizational and Business Psychology requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is a Transfer Single Articulation Pathway (TSAP) that aligns with the proposed degree program at Indiana University Bloomington. Students at Ivy Tech who complete the Psychology TSAP (A.S. in Psychology) can transfer all 60 credits into the proposed degree program. Students at Vincennes University who complete the Psychology TSAP (Behavioral Sciences, Psychology Concentration A.A.) can transfer all 60 credits into the proposed degree program.

COMMISSION FOR HIGHER EDUCATION
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BUSINESS ITEM F:	<u>**Capital Projects for Expedited Action**</u>

Staff Recommendation
That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following projects:
- Ball State University – Grand Lawn Amphitheater
- Purdue University West Lafayette – Armstrong Hall Roof Repair

Background
Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations.

Supporting Document
Background Information on Capital Projects for Expedited Action, Thursday, February 11, 2021.

D-1-21-1-01   **Ball State University – Grand Lawn Amphitheater**
The Ball State University Board of Trustees request authorization for the construction of the new Grand Lawn Amphitheater. The University's Campus Master Plan recognizes the importance of open spaces on campus and the roles those spaces play in enhancing the experiences of the University and Muncie communities. Additionally, the master plan notes the need for additional space for their College of Fine Arts. The proposed Grand Lawn Amphitheater, to be constructed along the East Mall, will feature a stage, dressing rooms, green room, control room, and mixing station. The amphitheater will provide another location for their programs within the College of Fine Arts to hold classes and performances, as well as create an outdoor setting for other arts and cultural events. This project is estimated to cost $3,150,000, to be financed in full from private donations, with some initial cash flow provided on a temporary basis by existing institutional reserves.

B-1-21-2-06   **Purdue University West Lafayette – Armstrong Hall Roof Repair**
The Purdue University Board of Trustees approved the planning, financing, construction, and award of construction contracts for the Armstrong Hall Metal Panel Roof repair and Rehabilitation Project. This project includes the repair of approximately 24,000 square feet of the metal panel section of the Armstrong Hall of Engineering roof. Existing metal panels will be removed, new plywood and a membrane will be installed, and the metal panels will be reinstalled with stronger rivets and extra clips. The majority of the metal panels will be reused, and some new panels will be manufactured to replace any damaged panels. This project will address safety concerns, repair damaged areas of the roof and prevent future damage by increasing the security of the metal panels. The overall life of the roof will be extended by 20-25 years as a result. The estimated total project cost is $3,500,000, funded by Repair and Rehabilitation Appropriations.

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INFORMATION ITEM A: <u>**Academic Degree Programs Awaiting Action**</u>

	Title of Program	**Institution/Campus/Site**	**Date Received**	**Status**
01	Associate of Science in Professional Flight	Purdue University Global	07/12/2019	Under Review
02	Bachelor of Science in Organizational Management	Purdue University Global	12/08/2020	On CHE Agenda for Action
03	Master of Science in Data Analytics	Purdue University Global	12/11/2020	On CHE Agenda for Action
04	Bachelor of Science in Health Education and Promotion	Purdue University Global	12/16/2020	Under Review
05	Bachelor of Science in Organizational and Business Psychology	Indiana University Bloomington	12/21/2020	On CHE Agenda for Action

INFORMATION ITEM B: **Academic Degree Program Actions Taken By Staff**

	Title of Program	Institution/Campus/Site	Date Approved	Change
01	Associate of Science in Cyber Security	Vincennes University	01/25/2021	Changing the name
02	Certificate in Digital Marketing	Ivy Tech Community College	01/25/2021	Adding a certificate
03	Certificate in Business Information Technology	Ivy Tech Community College	01/25/2021	Adding a certificate
04	Certificate in Dental Office Administration	Ivy Tech Community College	01/25/2021	Adding a certificate
05	Associate of Science in Library Technical Assistant	Ivy Tech Community College	01/25/2021	Suspending a program
06	Certificate in Medical Scribe Professional	Ivy Tech Community College	01/25/2021	Adding a certificate
07	Certificate in CDL Plus	Ivy Tech Community College	01/25/2021	Eliminating a location
08	Graduate Certificate in Criminal Justice and Criminology	Ball State University	01/25/2021	Adding distance education
09	Post-baccalaureate Certificate in Gerontology	Purdue University West Lafayette	01/25/2021	Changing the CIP Code
10	Master of Science in Graduate Studies (Secondary STEM Education with Initial Licensure)	Purdue University West Lafayette	01/25/2021	Splitting a degree program

	Title of Program	Institution/Campus/Site	Date Approved	Change
11	Certificate in Phlebotomy Technician	Ivy Tech Community College	01/25/2021	Changing the credit hours
12	Certificate in Patient Care Technician	Ivy Tech Community College	01/25/2021	Changing the credit hours
13	Certificate in Community Paramedicine Workforce Prep	Ivy Tech Community College	01/25/2021	Adding a certificate
14	Certificate in Community Paramedicine	Ivy Tech Community College	01/25/2021	Adding a certificate
15	Certificate in CDL Plus	Ivy Tech Community College	01/25/2021	Changing the credit hours
16	Master of Science in Athletic Training	Indiana State University	01/25/2021	Reinstating a program
17	Bachelor of Arts/Bachelor of Science in Entrepreneurship and Innovation	Ball State University	01/25/2021	Changing the name
18	Bachelor of Music in Music Composition	Ball State University	01/25/2021	Suspending a program
19	Post-baccalaureate Certificate in Organizational Leadership and Learning	Indiana State University	01/25/2021	Changing the name
20	Technical Certificate in Supply Chain Management	Ivy Tech Community College - Columbus	01/25/2021	Adding locations
21	Certificate in Precision Agriculture	Ivy Tech Community College – Lafayette and Terre Haute	01/25/2021	Adding a certificate
22	Master of Laws	Indiana University Bloomington & IUPUI	01/25/2021	Adding distance education

	Title of Program	Institution/Campus/Site	Date Approved	Change
23	Master of Comparative Law	Indiana University Bloomington	01/25/2021	Adding distance education
24	Bachelor of Science in Merchandising	Indiana University Bloomington	01/25/2021	Adding distance education
25	Bachelor of Arts in Middle Eastern Languages and Cultures	Indiana University Bloomington	01/25/2021	Changing the name
26	Master of Ars in Middle Eastern Languages and Cultures	Indiana University Bloomington	01/25/2021	Changing the name
27	Doctor of Philosophy in Middle Eastern Languages and Cultures	Indiana University Bloomington	01/25/2021	Changing the name
28	Certificate in Medical Coding (IU)	Indiana University Purdue University Indianapolis	01/25/2021	Changing the credit hours
29	Undergraduate Certificate in Applied Data Science (IU)	Indiana University Purdue University Indianapolis	01/25/2021	Adding distance education
30	Certificate in Human Computer Interaction (IU)	Indiana University Purdue University Indianapolis	01/25/2021	Adding distance education
31	Master of Science in Media Arts and Science (IU)	Indiana University Purdue University Indianapolis	01/25/2021	Adding distance education
32	Master of Jurisprudence (IU)	Indiana University Purdue University Indianapolis	01/25/2021	Adding distance education
33	Bachelor of Science in Chemical Biology	Indiana University Kokomo	01/25/2021	Eliminating a program

	Title of Program	Institution/Campus/Site	Date Approved	Change
34	Post-Baccalaureate Certificate in Nursing Education	Indiana University Kokomo	01/25/2021	Adding a certificate
35	Post-Baccalaureate Certificate in Nursing Administration	Indiana University Kokomo	01/25/2021	Adding a certificate
36	Bachelor of Science in Health Information Management	Indiana University Southeast	01/25/2021	Changing the name
37	Graduate Certificate in Spanish	Indiana University – all campuses	01/25/2021	Adding a certificate
38	Graduate Certificate in Academic Advising	Indiana University Bloomington, IUPUI, Southeast	01/25/2021	Adding a certificate
39	Master of Arts/Master of Arts for Teachers in Political Science	Indiana University East, Kokomo, Northwest, South Bend, Southeast	01/25/2021	Changing the name
40	Master of Arts/Master of Arts for Teachers in History	Indiana University East, Kokomo, Northwest, South Bend, Southeast	01/25/2021	Changing the name
41	Bachelor of Science in Liberal Studies	Purdue University Global	01/25/2021	Suspending a program
42	Post-baccalaureate Certificate in Microsoft Operating Systems	Purdue University Global	01/25/2021	Changing the credit hours
43	Master of Arts in Teaching	Purdue University Global	01/25/2021	Changing the credit hours

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM C: <u>**Media Coverage**</u>

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

A new report from the Indiana Commission for Higher Education shows nearly two-thirds of high school students earn early college credit.

The commission released its biennial Early College Credit Report this week, finding that 64% of high school students who graduated in 2018 earned early college credit creating a combined potential economic impact of $160 million annually for the state and its students.

The report also found students are earning more credit than before, with students in 2018 receiving 13.5 credits on average compared to less than an average of less than 10 credits reported five years ago.

The report also shows students who earn dual credit are more likely to stay in college and graduate on time or early.

"The data continue to tell a powerful story about the value of these early college credit opportunities for Hoosier students and families," Indiana Commissioner for Higher Education Teresa Lubbers said in a news release. "Students who earn college credit in high school — through dual credit, AP or both — are more likely to pursue education and training after graduation, more likely to be successful in college, and can save thousands of dollars in tuition and fees."

However, the report also draws attention to gaps among dual credit earners.

Only 38% of Black students and 50% of Hispanic/Latino students earn dual credit compared to 65% of white students, according to the commission. Gaps also exist among socioeconomic status and regions of Indiana.

To help close these gaps, the state is offering free tuition to high school educators in its **Teach Dual Credit Indiana** and **STEM Teach Indiana** programs to help teachers earn full credentials required to teach dual credit classes, expanding opportunity to students. These programs will also help teachers meet new requirements set to take effect in September 2023, according to the Commission for Higher Education.

"While this report makes clear the reasons earning college credit in high school is a wise choice for many students and families, it also highlights the areas where we must improve," Secretary of Education Katie Jenner said in the release.

"Looking ahead, the Indiana Department of Education will be focused on supporting schools by strengthening student transitions from high school to college and careers, closing equity gaps to ensure all students have the access to and benefit of the opportunities, and giving students a head start on their goals by helping more graduation with a postsecondary credential."

State officials say the 2021 Early College Credit Report backs investments Indiana's public education institutions have made in dual credit offerings.

In 2018, the state's public institutions provided $9.4 million in waivers for students to enroll in dual credit courses for just $25 per credit hour, according to the Commission for Higher Education.

Ivy Tech Community College, which waives the $25 fee for all students, provided more than half of Indiana's dual credit in 2018, according to the commission.

Students' engagement in early credit programs saved roughly $82 million in potential tuition costs in 2018, according to the report, and helped the state save nearly $78 million in appropriations.

More information about the Indiana Commission for Higher Education's 2021 Early College Credit Report is available at **www.che.in.gov/reports**.

The Statehouse File
House Ways and Means discusses budgets for higher ed, K-12, SNAP and more
By Tabby Fitzgerald
January 27, 2021

The House Ways and Means Committee met Wednesday with officials from the Commission for Higher Education, Department of Education, and Family and Social Services Administration to discuss their budget proposals and plans for the next two years. Subjects ranged from teacher pay to the Supplemental Nutrition Assistance Program.

The Commission for Higher Education proposed a total budget of about $4.1 billion.

Teresa Lubbers, Indiana commissioner for higher education, told committee members that over the past 10 years, overall degree completion has risen by 55%. On-time graduations for associate degrees are up by 11% and for bachelor's degrees by 19%.

Lubbers said the overall goal is to have at least 60% of Hoosiers with quality education or training beyond high school by 2025, adding that the budget proposal would be a way to move the state closer to that goal.

Representing K-12 education, the Indiana Department of Education is requesting a 2% increase in tuition support, a 22% increase in Charter and Innovation Network School grants, and a 3% increase for the National School Lunch Program, which offers students free breakfast, the Summer Food Service Program, and Child and Adult Care Food Program.

Newly appointed by Gov. Eric Holcomb, secretary of education Katie Jenner testified that the Department of Education fund, which includes the superintendent's office, the Professional Standards Division, accreditation, career and technical education, the Early Intervention Program and the Reading Diagnostic Assessment, should receive the same amount of funding as in both 2019 and 2020.

Rep. Ed DeLaney, D-Indianapolis and a member of the Ways and Means Committee, noted the lack of direct funding for teacher pay increases in the department's budget proposal.

"Increasing teacher pay is a priority for Gov. (Eric) Holcomb," Jenner replied, saying the administration's budget proposal seeks to free up funding that would go toward pay raises and is working with local school officials to reach that goal.

Officials of the Indiana Family and Social Services Administration reported several successes in 2020, including telehealth services, safe recovery sites for those experiencing homelessness and Be Well Indiana, mental health help.

The Division of Family Resources processed over 1.2 million applications during 2020, with sharp increases in March with the outbreak of the coronavirus pandemic. Eighteen percent of applications were for health coverage and 74% for Temporary Assistance for Needy Families.

There were 118% more Supplemental Nutrition Assistance Program applications filed. In the last six months of 2020, there were a total of 321,804 SNAP transactions adding up to $24,876,922.07.

For 2022 and 2023, the Indiana Family and Social Services Administration is requesting $9.3 million for the Children's Health Insurance Program, an increase of $263,200 for the Indiana 211 social needs hotline and $200,986 more in Medicaid Administration appropriations.

Indianapolis Business Journal
More Hoosiers are earning post-high school certificates
By Samm Quinn
January 14, 2021

Indiana is inching closer to its goal of having at least 60% of Hoosiers with education and training beyond high school by 2025, according to a report released last month by the Indiana Commission for Higher Education.

The 2020 Certificates report shows that Indiana has gained 15 percentage points toward education attainment since 2008. Now, 48.5% of working-age adults have credentials beyond a high school diploma, according to The Lumina Foundation. Indiana moved from 38th to 35th in the nation for educational attainment earlier this year.

Overall, the number of Hoosiers earning post-secondary certificates annually has increased 500% since 2009, from 3,390 to 21,628. Those certificates include the College Ready Core, students earning dual credit while in high school, certificates through the Workforce Ready program, and certificates and technical certificates earned at Ivy Tech Community College and Vincennes University.

State officials say one program that is driving growth is Indiana's Next Level Jobs Workforce Ready Grant, which, in most cases, covers 100% of tuition costs for workforce education and training in some of the state's highest-demand industry sectors, including health and sciences, information technology, business services, advanced manufacturing, transportation and logistics, and building and construction.

Since 2017—when the program launched—nearly 18,000 Hoosiers have earned a Workforce Ready Grant-eligible certificate and more than 38,000 are currently enrolled in the program.

"The success of the Workforce Ready Grant has everything to do with Indiana's targeted approach to funding high-value certificates," said Teresa Lubbers, chairwoman of the higher education commission, in written comments.

"By focusing state resources to support the sectors and programs we know will have the greatest benefit for individual Hoosiers, in terms of job placement and earning potential, we also ensure the greatest return on investment to drive our economy forward through and far beyond the COVID-19 pandemic," she said.

Another certificate making up a significant portion of the state's certificate earners is the Statewide Transfer General Education Core, recently renamed the College Ready Core to target high school students, educators and families.

The certificate is a 30-credit-hour block of college-level, general education coursework that can be transferred from high school to college and among Indiana's higher education institutes.

In 2019, schools awarded 5,300 of those certificates, including nearly 1,300 to high school students.

Other highlights from the report include:

◗ The most popular certificate in 2019 was business administration, followed by nursing assistant, clinical specialist, electrician and medical-assisting services.

◗ Hoosiers who earn a Workforce Ready Grant certificate see an annual median wage increase of $6,800.

◗ About 11% of high school students earn certificates, including students who participate in career and technical education.

◗ Certificate earners in Indiana are slightly more diverse than associate's or bachelor's earners at public colleges in Indiana. Certificate learners are often older than 25. Women earn certificates more often than do men.

NWI Times
New survey finds Hoosiers increasingly value higher education, fear affordability during pandemic
By Carley Lanich
January 24, 2021

A new survey has found Hoosiers increasingly support continuing education after high school but fear for affordability in postsecondary study in light of the coronavirus pandemic.

In the results of the survey released last week, 89% of Hoosiers — a 2% increase from last year — reported finding value in education beyond high school, but 77% responded with concern that the affects of the pandemic has pushed affordability out of reach.

Other results of the survey found that 76% of Hoosiers are concerned about the average student loan debt, $32,000, sustained by Indiana graduates; that that 69% are worried the pandemic may result in students taking on even more debt to pay for college; and that 83% would prefer to pay for higher education used a percentage of future income, if allowed.

"As we exit the pandemic, Hoosiers are sending a clear signal they value higher education but are increasingly concerned about affordability," said Joe Wood, president and CEO of INvestEd, the financial aid literacy nonprofit which commissioned the new survey. "Our team is laser-focused on helping Hoosiers maximize financial aid and minimize debt. ... Net price and lack of assistance should never prevent education beyond high school."

The survey, published by INvestEd, was conducted online by Atomik Research among 604 Indiana residents between Dec. 7 and 10, according to an INvestEd news release.

It also found Hoosiers are overwhelmingly interested in financial resources, with 85% responding that access to financial aid literacy while preparing for college is important in the pandemic.

Additionally, 89% said it's important Hoosiers can access such resources to avoid taking on too much student loan debt and 81% said they believe more Hoosiers would pursue education after high school if they knew a free, trusted resource were available in their planning to pay for college.

"Filing the (Free Application for Federal Student Aid) is the first step to securing money for college from state and local government, as well as higher education institutions," Indiana Commissioner for Higher

Education Teresa Lubbers said in the news release. "Indiana distributes more than $350 million dollars in need-based financial aid each year, but students must complete the FAFSA to receive those dollars or other financial aid."

INvestEd, which sponsored the survey, sponsors annual events assisting families in FAFSA completion. Last school year, the nonprofit offered guidance to 50,000 students and families in 565 in-person and virtual events across Indiana, according to the news release.

The survey results also show a clear connection between higher education and workforce development.

In the survey, 79% of Hoosiers said they think Indiana communities would benefit if they did more to provide student debt assistance and 75% said companies would better attract and retain employees if they were to provide free resources for financing college.

"Talent attraction, development and connection require both a community and statewide approach," said Blair Milo, Indiana Office of Career Connections and Talent secretary.

Greenfield Reporter
Next Generation Hoosier Educators Scholarship deadline approaches
January 19, 2021

INDIANA — High-achieving students in high school or college who are planning to teach in the State of Indiana for at least five years can apply for a $7,500 scholarship per year of college (up to $30,000 total) through the Next Generation Hoosier Educators Scholarship program.

The Indiana Commission for Higher Education is encouraging students to act swiftly, as there are only 200 scholarships available and the deadline to apply is January 31. Interested students should apply at ScholarTrack.IN.gov.

To qualify for the scholarship, students must have either graduated in the top 20 percent of their high school class or earned a score in the top 20th percentile on the SAT (1220) or ACT (26). To continue earning the scholarship in college, students must earn a 3.0 cumulative grade point average and complete at least 30 credit hours per year. Current college students who apply must be able to use the scholarship for at least two full academic years.

The Commission will review all applications and notify applicants of their scholarship status via email by March 19, 2021.

Visit www.LearnMoreIndiana.org/NextTeacher for more information on how to apply and follow #NextTeacher on social media. Questions may be directed to NextTeacher@che.in.gov.

Gallup
Students continue to weigh college costs vs. career goals
By Jonathan Rothwell
February 1, 2021

WASHINGTON, D.C. -- Student retention is critical to postsecondary schools' ability to educate students and remain financially viable. It was a crucial issue before the coronavirus pandemic, and it became even more so in the fall of 2020, given declining enrollment rates at many colleges nationally. Understanding

why students drop out is a key to identifying the policies and programming that will help students persist and complete their degrees.

A recent study conducted by Lumina Foundation and Gallup explored the barriers to completion for U.S. adults who obtained some college education but did not complete their degrees. These adults cited the cost (25%), emotional stress (18%) and balancing family responsibilities (13%) as their top reasons for not completing their degree.

Reasons for Dropping Out of Postsecondary Program

These results are from the [Lumina-Gallup Student Study](#), conducted Sept. 22-Oct. 5, 2020, with 2,000 U.S. adults, aged 18 and older, who are not currently enrolled in school but have some college education and no degree. Surveys were conducted using an opt-in panel, and the sample was weighted to represent the national population of those with some college but no degree.

In addition to cost, stress and childcare, there are several other common reasons for "stopping out" of school, that is, withdrawing from classes, including getting a new job (11%), health reasons (10%) and lack of connection between the degree and personal goals (10%). Very few mentioned the difficulty of getting a degree (5%) or lack of quality of the education received so far (3%).

Additionally, fewer than one in 10 cite COVID-19 as a reason, a clear reflection of the relatively small proportion of respondents who left school in the past year; in fact, 78% have been out for five years or more.

The reasons for dropping out of college vary based on some demographic characteristics:

- Parents' top reasons for withdrawing are childcare responsibilities (47%) and cost (30%).
- Women are four times as likely as men to cite childcare, 21% vs. 5%.
- 28% of those who are caregivers for an adult say that care is the reason.
- 31% of those with annual household incomes under $48,000 attribute their decision to stop courses to the cost.
- Those who were enrolled within the past five years name emotional stress (35%) and cost (30%) as their top reasons.
- 35% of those who say they lost income during the coronavirus pandemic choose cost, more than any other reason, and 13% cite COVID-19.

Reasons for Choosing a Degree Program

Asked why they initially chose to pursue a particular degree, those stopping out of school were most likely to say their degree choice was made for career or work-related considerations. The most common reason given was "to obtain knowledge or skills" (47%), followed by the belief that the degree would help in getting "a higher-paying job" (41%) and "pursue a more fulfilling career" (39%).

Unenrolled Adults' Reasons for Getting Degree

In addition to former students, Gallup interviewed more than 6,000 currently enrolled students who are pursuing a degree or professional credential. This group also cites job-related motivations as the main reasons for enrolling, but their motivations differ from those who have left school in two ways:

- 49% of enrolled students vs. 39% of those who left school say they embarked on their education because they thought it would allow them to pursue a more fulfilling career.
- 27% of enrolled students vs. 16% of unenrolled adults cite getting a salary increase in their current job as a reason.

These patterns reinforce the concept that career aspirations serve as an important source of motivation toward program completion.

Reasons for Choosing a School

Students' motivations for choosing their particular school may also affect their likelihood of completion. A 53% majority of those who stopped before receiving a degree say being close to home was a reason they chose their institution, and 42% say it was the cost.

Unenrolled Adults' Reasons for Choosing School

While enrolled students express many of the same reasons for choosing their school, there are two noteworthy differences between them and unenrolled students:

- Proximity to the school makes less of a difference to those currently enrolled (41%)
- Those currently enrolled were more likely than those who are not enrolled to select the school's reputation (25% vs. 16%).

Implications

Higher education institutions were already struggling to retain students prior to the coronavirus pandemic, but COVID-19 presented significant challenges in the fall of 2020 when enrollment declined further. College students and their families faced a faltering economy, and at the same time, students' perceptions of quality suffered as programs designed to be fully-in person were forced to become fully-remote.

Colleges and universities are trying to retain every student. In response to these challenges, many of them are experimenting by piloting new programs and policies designed to improve student retention.

Despite all the new challenges these schools have faced this academic year, cost remains the top issue keeping students from completing their educational experience and realizing the benefits of a college degree.

Historically, student enrollment has increased during challenging economic times when there is less competition from the job market and the appetite for acquiring a competitive edge (in the form of a college degree) may be greater. Unfortunately, students who stop their education before receiving a degree are worse off than those who never began as they often have debt and no degree to show for it.

As the study shows, many challenges factor into students' decision to step away from college. Cost is a key one, but caretaker demands are another, as is the emotional stress that may come from juggling too many responsibilities and the perceived value of the education. Colleges will need to address all of these if declining enrollment is to be addressed in a meaningful way.