



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, September 9, 2021

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**SEPTEMBER COMMISSION MEETING
AGENDA**

Thursday, September 9, 2021

VIRTUAL COMMISSION MEETING

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- 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
Consideration of the Minutes of the August 12, 2021 Commission Meeting 1
- II. Business Items**
- A. Academic Degree Programs for Expedited Action 7
1. Master of Science in Education in Teaching, Learning, and Curriculum to be offered by Indiana University Bloomington, IUPUI, IUPUI-Columbus, East, Kokomo, Northwest, South Bend and Southeast
 2. Bachelor of Science in Rehabilitation Sciences to be offered by Indiana University Kokomo
 3. Associate of Applied Science in Entrepreneurship to be offered by Ivy Tech Community College

Meeting takes place on Eastern Time

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III. Information Items
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IV. Old Business
New Business

V. Adjournment

The next meeting of the Commission is **Thursday, October 14, 2021**, in Richmond, Indiana.

Meeting takes place on Eastern Time

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**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, August 12, 2021

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. CT in-person at Purdue University Northwest, Hammond, 2200 169th Street, Hammond, IN 46323, with a virtual option via Microsoft Teams videoconferencing, with Chairman Mike Alley presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Anne Bowen, Jud Fisher, Al Hubbard, Pepper Mulherin, Dan Peterson, Beverley Pitts, and John Popp

Members Absent: Chris Murphy and Chris LaMothe

CHAIR'S REPORT

I am delighted to welcome you to our meeting. It is great to see all of you. I would like to invite Chancellor Keon for welcoming remarks.

Chancellor Keon provided remarks.

Thank you, Chancellor Keon, for your welcoming remarks, and many thanks to you and the Purdue Northwest leadership for your hospitality last evening and hosting our meeting today.

I mentioned last month that the Governor's office was working on confirming our pending appointments. I am pleased to report today that Dr. Edward Berger, Professor of Engineering Education and Mechanical Engineering at Purdue University West Lafayette, has been selected as our new faculty member. The Governor's office will formally make this announcement and all other pending appointments soon, but I wanted to share this bit of good news today.

I also want to share the story of Leroy Medrano, a 21st Century Scholar and recent graduate of Purdue University. This was a personal letter sent to Commissioner Lubbers a few weeks ago, and I want to share it with you all today.

"My name is Leroy Medrano, and I was part of the 21st Century Scholars Program. I recently graduated from Purdue this year with a Bachelor's in speech, language and hearing sciences. I want to say thank you, from the bottom of my heart, for establishing and running a program like this. I had the chance no one else in my family had before, to go to university. My family and I come from nothing, and thanks to individuals like you who care about the

wellbeing and educational opportunities for other people, I was able to finish college debt-free. During my time at Purdue, I was able to participate in different research labs, a couple of study abroad programs, and to learn more than I had ever known before. I am grateful to you, and to all the individuals that are involved in this program. I cannot imagine the work and stress that you deal with, but I want you to know that for someone like me, it was worth it.”

This is just one example of how the 21st Century Scholars program impacts the lives of students and can change the course of their life. Leroy plans to attend Graduate school at Purdue University for Audiology, and we certainly wish him well.

2021-2022 Officer Slate

I would like to propose this year’s officer slate. Each year in August the Commission elects a new slate of officers. This slate was created by a nominating committee consisting of one member per class. The 2021-2022 Officer Slate includes:

- Mike Alley, Chair
- Jud Fisher, Vice Chair
- Anne Bowen, Secretary

R-21-05.1 RESOLVED: That the Commission for Higher Education hereby approves the 2021-2022 Officer Slate. (Motion – Bland, second – Peterson, unanimously approved)

Congratulations to our new officers. At this time, it is my honor to pass the gavel to our new Chair, Mike Alley.

Chairman Alley stated, thank you, Bev. It is my pleasure to serve as Chairman of the Commission.

COMMISSIONER’S REPORT

Commissioner Lubbers began her report by stating, let me begin by joining Chair Pitts and other Commission members in welcoming our newest member faculty representative, Dr. Edward Berger, who will be officially joining us in September. We’ll be providing an orientation prior to that meeting and like all the faculty members who proceeded him, we know our work will be enriched by his knowledge and experience. I especially liked one of the quotes in his statement of interest: “I have worked with three academic organizations and a federal funding agency, and each experience taught me important lessons about my priorities and how values alignment is central to my effectiveness and fulfillment.”

The Governor’s Office has informed us that due to a higher number of commission and board assignments, they are backlogged on making appointments or reappointments – but have assured us that those will be made prior to our September meeting. We look forward to announcing the names of the new members very soon.

We officially welcome President Whitten to Indiana University and look forward to meeting with her – as a commission – at one of our upcoming meetings. It's clear she's "hit the ground running," and we look forward to the partnership we enjoy with all our institutional presidents.

I want to highlight another institution – Indiana State University – who announced last week the launch of a major new initiative: The Indiana State Advantage. There are three components of the program: 1) All first-time, full-time students can apply for up to \$3,000 for an education experience outside the classroom – an internship, study abroad, research or service; 2) eligible students will be able to finish a bachelor's degree in four years, or the rest of the tuition is free; and 3) after aid is calculated, ISU will make up any difference in tuition costs for Pell Grant recipients who had a high school GPA of 3.0 and are in good academic standing. I mention this initiative because of its alignment with our strategic plan metrics, especially career relevance and affordability to ensure completion.

As you know, the Commission benefits from having both AmeriCorps Vista and ScholarCorps members helping us both in the office and as our ambassadors on college campuses. Earlier this summer, we received notification from Serve Indiana that the ScholarCorps/AmeriCorps program will be funded for the 10th year to host 25 members for the 2021-2022 fiscal year. These ScholarCorps members are placed on both public and private college campuses around the state and are tasked with providing one-on-one direct support to state financial aid recipients – especially our 21st Century Scholars. Each year the program serves 4,000 students. We know our scholarship programs make a difference. We heard Beverley Pitts read a letter in her Chair's report, and I'd like to read a short note about another scholarship program which was shared with us from a gentleman named Grant Kaufman, a recipient from Bremen, Indiana. He wrote, "I want to express my incredible gratitude for your generosity in granting the Future Hoosier Educator Scholarship in the amount of \$30,000 for four years. It will pave the way for me to live a debt-free life while making a difference in the lives I serve. I cannot wait to pursue my academic career at Purdue University where the scholarship will give me the freedom to focus on my education. Thank you again, so much." I mentioned last night in my remarks the partnership we have with the General Assembly and the deep gratitude for their continued State support for financial aid. I think both letters show in a very personal way why that is important.

In honor of the Commission's 50th anniversary, this month we're recognizing the service of Clyde Ingle, Indiana's fourth Commissioner. Dr. Ingle was appointed in December of 1983 – coming to Indiana from Minnesota Office of Higher Education – and served for nearly 12 years before retiring to North Carolina. According to Minnesota colleagues, we learned that he would relax after a board meeting by heading to the Boundary water and camping out with his family for the weekend. (I think I need a better way of unwinding after a Commission meeting!) I read a quote from him when he announced his retirement from CHE in 1995 – "As for the future of higher education in Indiana, the commission and universities need to quit maintaining the status quo. The parts need to work together to achieve one purpose." I hope we've done that better around the shared purpose of increasing student success. I would like to give Dr. Ken Sauer an opportunity, since he was the only one here who had the opportunity to serve with Clyde, to make a comment or two.

Dr. Ken Sauer began by stating, to pick up on the status quo question and Clyde's encouragement to move beyond that: thinking of transfer of credit, in the 1990s the academic affairs team did an analysis of the Indiana Vocational Technical College, now Ivy Tech, and at that point, virtually no credits transferred. It was on Clyde's watch that the Commission took the first steps toward transfer. The General Assembly passed a bill in 1992, which in a very primitive form started us down the road toward the Core Transfer Library. In addition, that was also when the first attempt at mission statements were produced. To pick up on the way Clyde relaxed, I also remember a few occasions at the end of a very difficult week, at five o'clock on a Friday afternoon, when a bottle of Jack Daniels would be produced. That was a way to end the week on a different sort of note. Clyde was a great person to work with, and he went on to help construct a house in North Carolina with his wife, Eva.

CONSIDERATION OF THE MINUTES OF THE JUNE, 2021 COMMISSION MEETING

R-21-5.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the June, 2021 regular meeting. (Motion – Fisher, second – Bland, unanimously approved)

II. PUBLIC SQUARE

A. Prior Learning Assessments

1. CAEL Standards for Assessing Learning
2. Allegra Fowler, Senior Director of Transfer & Articulation, Purdue University Global
3. Carolyn Gentle-Genitty, Assistant Vice President for University Academic Policy and Director, University Transfer Office, Indiana University
4. April Hay, Registrar, Indiana State University
5. Stacy Townsley, Vice President, Adult Strategy and Statewide Partnerships, Ivy Tech Community College

The Commission's strategic plan, *Reaching Higher in a State of Change*, emphasizes the need to increase the number of adult learners by "targeting populations who have exited the postsecondary pipeline or have never entered it." The plan also includes adult learners in calculating its key metric on educational attainment.

Adult learners who seek to continue or start their postsecondary education frequently have mastered competencies through a variety of means, including employment or military service, that are foundational to their program of study or major and are incorporated into required courses. No student wants to expend money or effort enrolling in classes whose competencies they have already mastered. Prior Learning Assessment (PLA) provides a vehicle for recognizing what a learner already knows so they can be placed into the appropriate level of coursework, thereby saving time and resources, and increasing the odds of completing a postsecondary credential.

This Public Square initiates a series of activities that will help the Commission fulfill its legislative responsibilities and contribute to a related, on-going project. More specifically, per HEA 1549-2021, the Commission, along with the Indiana Department of

Education and the Governor’s Workforce Cabinet, has been charged with publishing a “Postsecondary Prior Learning Assessment Clearinghouse” no later than July 1, 2022. In addition, the Commission is participating in on-going PLA work funded through external sources and involving the Council for Adult and experiential Learning (CAEL) as the content expert.

The Commission will be joined by: Ms. Allegra Fowler, Senior Director of Transfer and Articulation, Purdue University Global; Dr. Carolyn Gentle-Genitty, Assistant Vice President for University Academic Policy and Director, University Transfer Office, Indiana University; Dr. April Hay, Registrar, Indiana State University; and Dr. Stacy Townsley, Vice President, Adult Strategy and Statewide Partnerships, Ivy Tech Community College.

III. Business Items

A. Academic Degree Programs for Expedited Action

1. Master of Arts for Teachers in French to be offered by Indiana University Northwest and Southeast
2. Bachelor of Science in Clinical Psychological Science to be offered by Indiana University Bloomington
3. Master of Arts in American Studies to be offered by Indiana University Bloomington
4. Master of Science in Cognitive Science to be offered by Indiana University Bloomington
5. Master of Science in Education in School Psychology to be offered by Indiana University Bloomington

R-21-5.3 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 – Bowen, second – Peterson, unanimously approved)

B. Capital Projects for Full Discussion

1. Purdue University West Lafayette – Steely Street and Pierce Street Land Purchases

Anne Hazlett, Senior Director, Government Relations and Public Affairs presented this item. Alexa Deaton provided the staff recommendation.

R-21-5.4 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 – Peterson, second – Popp, unanimously approved)

2. Purdue University West Lafayette – Wade Utility Plant Chiller 7 Replacement and System Improvements

Anne Hazlett presented this item. Alexa Deaton provided the staff recommendation.

R-21-5.5 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 – Bland, second – Hubbard, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Media Coverage
- D. Upcoming Meetings of the Commission

V. OLD BUSINESS

NEW BUSINESS

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 2:45 P.M. CT

Mike Alley, Chair

Anne Bowen, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, September 9, 2021

BUSINESS ITEM A:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Master of Science in Education in Teaching, Learning, and Curriculum to be offered by Indiana University Bloomington, IUPUI, IUPUI-Columbus, East, Kokomo, Northwest, South Bend and Southeast
- Bachelor of Science in Rehabilitation Sciences to be offered by Indiana University Kokomo
- Associate of Applied Science in Entrepreneurship to be offered by Ivy Tech Community College

Background

The Academic Affairs and Quality Committee discussed these programs at its August 23, 2021 meeting and concluded that the proposed programs could be placed on the September 9, 2021 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action August 23, 2021

Academic Degree Programs on Which Staff Propose Expedited Action

August 23, 2021

CHE 21-16 Master of Science in Education in Teaching, Learning, and Curriculum to be offered by Indiana University Bloomington, East, IUPUI, IUPUI-Columbus, Kokomo, Northwest, South Bend and Southeast

Proposal received on July 9, 2021

CIP Code: 13.0301

Indiana University System Aggregate

Fifth Year Projected Enrollment: Headcount – 320, FTE – 264

Fifth Year Projected Degrees Conferred: 160

Indiana University Campuses, Average per Campus

Fifth Year Projected Enrollment: Headcount – 40, FTE – 33

Fifth Year Projected Degrees Conferred: 20

The proposed Master of Science in Education (M.S.Ed.) in Teaching, Learning, and Curriculum will be offered as a collaborative program through the Schools of Education at all campuses. No comparable master's degree currently exists within the IU system. IU Bloomington offers Ed.D./Ph.D. in Curriculum and Instruction, which enrolled an annual average of 86 students and had 10 graduates over the past three years (FY2018-FY2020).

The M.S.Ed. in Teaching, Learning, and Curriculum requires 30 semester hours of credit to complete. The curriculum consists of an 18-credit hour core, including a capstone course, and a 12-credit hour track, of which there are four: Early Childhood Care and Education, STEM and Arts Innovations, Teacher Leadership and Instructional Coaching, and Educating Diverse Learners.

This program is not designed to lead to initial licensure; rather, it is intended for educators who already have their professional license. Graduates would be qualified to apply for positions with the following titles: district- or school-level Director of Curriculum (specifically STEM or Early Childhood Education); district- or school-level Equity and Inclusion Coordinator; Instructional Coach/Specialist or Master Teacher (all levels); Director of Curriculum, Instruction, and Assessment; and Coordinator of Research and Data. In addition, the program would prepare individuals for positions in government, such as Assistant Director of English Learners and Special Populations or English Learner Specialists, or in the non-profit sector, such as Director of Curriculum Development/Education/Outreach.

CHE 21-17 Bachelor of Science in Rehabilitation Sciences to be offered by Indiana University Kokomo

Proposal received on July 9, 2021

CIP Code: 51.0803

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

Fifth Year Projected Degrees Conferred: 32

The proposed Bachelor of Science (B.S.) in Rehabilitation Sciences will be offered through the School of Nursing and Allied Health Professionals at Indiana University Kokomo.

At present, the Rehabilitation Sciences program consists of one track: Occupational Therapy Assistant (OTA). The University contemplates the possibility of adding more tracks in the future, including Rehabilitation Counselor, Recreational Therapist, Exercise Physiologist, and Physical Therapy Assistant. Each additional track would require Commission approval and would be listed separately in the Commission's Academic Program Inventory.

To become licensed as an OTA by the state's licensing board, the Occupational Therapy Committee, one must graduate from a program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), whose accreditation the University will seek. Graduates of the program will also be prepared to meet another licensing requirement: achieving a passing score on the National Certification Examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT).

Presently, only one public institution offers a program that prepares individuals to become OTAs: the University of Southern Indiana. Four institutions offer master's programs in Occupational Therapy, including IU South Bend, whose program the Commission approved in September 2020. IUPUI also offers a Doctor of Occupational Therapy, which in FY2020 enrolled 106 students and had 12 graduates.

The B.S. in Rehabilitation Sciences requires 120 semester hours of credit 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 transferring from Ivy Tech Community College and Vincennes University are encouraged to complete the Indiana College Core, which consists of 30 semester hours of credit, prior to transferring into the B.S. in Rehabilitation Sciences. With proper advising, all credits in the Core will apply toward meeting the Rehabilitation Sciences degree requirements.

CHE 21-18 Associate of Applied Science in Entrepreneurship to be offered by Ivy Tech Community College

Proposal received on July 26, 2021

CIP Code: 52.0701

Fifth Year Projected Enrollment: Headcount – 150, FTE – 42

Fifth Year Projected Degrees Conferred: 45

The proposed Associate of Applied Science (A.A.S.) in Entrepreneurship will be offered through the School of Business, Logistics, and Supply Chain/Entrepreneurship at the Bloomington, Columbus, Fort Wayne, Hamilton County, Indianapolis, Lake County and South Bend campuses of Ivy Tech Community College.

In May 2014, the Commission authorized Ivy Tech to offer a 16-semester hour Certificate in Entrepreneurship and a 30-semester hour Technical Certificate (T.C.) in Entrepreneurship on all campuses. In FY2020, the Certificate program enrolled 35 students and the Technical Certificate 80 students. Based on feedback from students who had enrolled in the Certificate and T.C. programs, the College recently re-designed coursework for the certificate programs and created an associate degree curriculum that better addressed the needs of students who were starting their own businesses.

In addition to 16 hours of General Education coursework, the A.A.S. curriculum includes 21-semester hours of common Professional and Technical coursework: “Entrepreneurial Foundations,” “Entrepreneurial Mindset,” “New Venture Launch,” and Entrepreneurial Operations.” Given the diverse nature of the businesses that students are likely to want to start, the program also includes 23 credits of elective coursework so students can select classes that most inform their business plans and prepare them to meet the needs of their customer base. Of the 23 elective credits, 3-9 hours can be in externships.

The A.A.S. in Entrepreneurship requires 60 semester hours of credit, thus meeting the standard credit hour expectation for associate degrees. Ivy Tech Community College will accept Certificates and T.C.s from their existing programs (e.g., Automotive, IT, Early Childhood and Hospitality) and apply those credits towards the A.A.S in Entrepreneurship. While there is not an articulation agreement in place, there may be opportunities to align with similar programs at the baccalaureate level in the future. Once the degree is approved, Ivy Tech Community College will work with universities on articulation agreements.

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
02	Master of Science in Education in Teaching, Learning, and Curriculum	Indiana University Bloomington, IUPUI, IUPUI-Columbus, East, Kokomo, Northwest, South Bend, and Southeast	7/9/2021	On CHE Agenda for Action
03	Bachelor of Science in Rehabilitation Sciences	Indiana University Kokomo	7/9/2021	On CHE Agenda for Action
04	Associate of Applied Science in Entrepreneurship	Ivy Tech Community College	7/26/2021	On CHE Agenda for Action

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INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Doctor of Philosophy in Clinical Pharmaceutical Sciences	Purdue University West Lafayette	8/23/2021	Splitting a degree program
02	Master of Science in Clinical Pharmaceutical Sciences	Purdue University West Lafayette	8/23/2021	Splitting a degree program
03	Health Data Systems Micro-Credential	Purdue University Global	8/23/2021	Adding a certificate
04	Bachelor of Science in Nursing (Pre-Licensure)	Purdue University Global	8/23/2021	Eliminating a program
05	Bachelor of Science in Health Administration	University of Southern Indiana	8/23/2021	Splitting a degree program
06	Undergraduate Certificate in Agricultural Leadership	Purdue University Fort Wayne	8/23/2021	Adding a certificate
07	Master of Science in Education in Educational Leadership	Purdue University Fort Wayne	8/23/2021	Adding distance education
08	Graduate Certificate in Addiction Intervention	Indiana University Bloomington	8/23/2021	Changing the CIP Code
09	Associate of Science in Computer Science	Ivy Tech Community College-Indianapolis and Lake County	8/23/2021	Adding a location

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
10	Technical Certificate in Informatics	Ivy Tech Community College	8/23/2021	Changing the credit hours
11	Bachelor of Science in Music	Purdue University Fort Wayne	8/23/2021	Changing the CIP Code
12	Master of Science in Cybersecurity and Trusted Systems (PU)	Indiana University Purdue University Indianapolis	8/23/2021	Adding distance education
13	Certificate of Graduation in Machinery Repair Assistant	Vincennes University ATC	8/23/2021	Adding a location
14	Associate of Science in Advanced Manufacturing Automation Technology	Vincennes University ATC	8/23/2021	Adding a location
15	Bachelor of Science in Organizational Leadership (PU)	Indiana University Purdue University Indianapolis	8/23/2021	Adding distance education
16	Master of Science in Education	Purdue University Global	8/23/2021	Changing the credit hours
17	Certificate of Program Completion in Dance/Theatre	Vincennes University	8/23/2021	Eliminating a program
18	Certificate of Graduation in Massage Therapy	Vincennes University	8/23/2021	Eliminating a program
19	Associate of Science in Web Development	Vincennes University	8/23/2021	Eliminating a program
20	Associate of Science in Massage Therapy	Vincennes University	8/23/2021	Eliminating a program
21	Associate of Science in Bowling Industry Management and Technology	Vincennes University	8/23/2021	Eliminating a program

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
22	Associate of Science in Business Office Management Technology	Vincennes University	8/23/2021	Eliminating a program
23	Certificate of Program Completion in Hospitality	Vincennes University	8/23/2021	Eliminating a program
24	Certificate of Program Completion in Hospitality/Culinary Arts	Vincennes University	8/23/2021	Eliminating a program

COMMISSION FOR HIGHER EDUCATION

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INFORMATION ITEM C:

Media Coverage

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

Medium
The Future of American Higher Education
By Anthony P. Carnevale
August 2, 2021

The suffering of the COVID crisis has hung over our lives for more than a year now. Beyond the staggering death toll, we can all bear witness to the sad fact that COVID is a shock to the postsecondary education and training system. In addition to fundamentally changing the way we live, work, and learn, it will result in long-term economic scarring of both individual students and postsecondary institutions in America.

But what comes next for postsecondary education? My sense is that COVID is just the beginning. As the pandemic subsides, it will open the way to demographic, economic, and policy changes that were already gaining momentum.

Much of what I have to say about the future of postsecondary education and its role in the economy starts with two facts.

First, since the 1980s, postsecondary education and training has become the most well-traveled pathway to economic and social success. The short version of the story goes like this: in the 1970s, no more than a high school diploma was required for two-thirds of jobs. Nowadays, more than two-thirds of jobs require at least some postsecondary education or training.

The second fact is more troubling. Because of its new prominence in American economic life, higher education has also become the capstone in an education system that is a primary cause of the reproduction of race and class privilege across generations.

The glass is either 70 percent empty or 30 percent full, depending on how you look at it. Our research shows that a child from a low-income family who has top test scores in kindergarten has a 31 percent chance of graduating from a four-year college and getting a good job by age 25. That's the good news. The bad news is that a child with low test scores in grade school who comes from a family in the top income quartile has a 71 percent chance of doing the same.

Simply put: today's postsecondary education and training system has become a new gearwheel, arguably the biggest gearwheel, in the American race and class inequality machine. Postsecondary education and training mimics and magnifies the inequality that it inherits from the pre-K–12 system. It then projects this inequality into labor markets, housing markets, and local school districts, guaranteeing the intergenerational transmission of race and class privilege.

The available evidence suggests that these two trends — the growing value of postsecondary education and its role in replicating race and class privilege — will continue and likely strengthen in the coming years. With those two facts as the backdrop, here is how I see demographics, technological advancement, and major policy proposals impacting higher education:

The first relatively stable card in the higher education deck is that the economic recovery between now and 2030 will only increase demand for postsecondary education. Nationally, we project about 70 percent of jobs in 2030 will require some postsecondary education. Good jobs will continue to be concentrated among workers with postsecondary education.

Another relatively predictable trend is the looming college enrollment decline among traditional-age students. The declining college-age population will lead to declining enrollments and graduations at non-selective colleges in particular. The growth in families with two parents with bachelor's degrees will increase the size of applicant pools for selective colleges, while the number of applicants to non-selective colleges will shrink.

The effect of changing technology on jobs is somewhat less predictable. Looking back, technology has not slowed job growth in America. For example, there were around 100 million jobs when the new computer-based technology arrived in force in the 1980s. Before the last recession, the number of American jobs had grown to more than 150 million.

For the most part, technology doesn't eliminate jobs so much as it changes tasks and activities within jobs. On average, 28 percent of tasks within all occupations are at risk of automation. Overall, our projections show job losses due to technology will be between 8 and 12 percent. In general, technology is good news for those with postsecondary education and bad news for those with no more than a high school diploma. At the same time, labor force growth is sputtering in America, a trend that will intensify in the coming decades. This growing decline in available labor may change the balance of power between workers and their employers.

My sense is that all of these demographic, economic, technology, and policy changes are relatively predictable. The wild cards are the shift toward free community college at the federal and state levels and the potential federal infrastructure jobs program bill, which will create millions of jobs, at least in the short term.

The extent to which accountability will penetrate higher education itself is unclear. Technology has been the signature element in the transformation of our economy since the 1980s, increasing productivity and accountability. Higher education has been one of the few industries where this has not happened yet. But networked systems driven by outcome standards will inevitably come in higher education.

The movement toward economic transparency and accountability is gradually shifting from the degree level toward the program level as well. We will almost surely end up with more transparency and accountability on completion, employment, and earnings for all postsecondary programs. We may also get some form of employment and earnings regulatory standards to go with an expansion in public support for certificates and short-term training programs and even some non-credit programs.

The movement toward transparency in labor market outcomes and graduation rates at the program level are the leading edge of that shift. Public higher education systems are much easier to reorganize across institutions at the program level because they include multiple institutions. Stand-alone private colleges are hard to reorganize: they essentially offer a relatively high-priced cafeteria model of postsecondary programs. As a result, they are limited in their ability to restructure with off-site programs, especially across multiple institutions.

With these trends in mind, I'm envisioning the postsecondary education and training system of the future: one that is less fragmented, more responsive to consumers, and better serves our local economies.

To get there, we need to break down the barriers between the siloed middle school, high school, and training and postsecondary systems, as well as between education and labor markets. These structural

changes must begin with career counseling, occupational exposure in middle school, internships and work-based learning in high school and, ideally, internships that match the field of study in the postsecondary education and training system.

At the same time, we need to be sure that these new programs that break down institutional barriers don't become a new form of tracking into less prestigious and lucrative fields by race, class, and gender. Tracking by institution and field of study has already gone too far within postsecondary education.

Our education and training system is becoming more closely intertwined with the economy, not less. Continuing to bridge the gaps between education, training, and work is essential to the recovery from the COVID recession and the future of our higher education system and the economy.

IBJ
Indiana State University launching tuition-assistance initiative
By Emily Ketterer
August 5, 2021

Indiana State University on Thursday announced a new program to help cover tuition and educational excursion expenses for qualified incoming freshman starting in 2022.

Called the Indiana State Advantage, ISU said the initiative is intended to attract more students to the Terre Haute-based public university, which saw enrollment drop from about 13,500 in fall 2016 to 10,800 in fall 2020. It will benefit incoming students with a three-prong "guarantee" to help cover expenses for those who meet certain eligibility requirements.

The three prongs:

- **Experiential guarantee:** Every first-time, full-time student on campus can apply for up to \$3,000 for an educational experience outside the classroom, such as an internship, study abroad program, research or service.
- **Tuition-free guarantee:** After financial aid is calculated, ISU will make up any difference in tuition costs for Pell Grant-eligible students from Indiana who had a high school GPA of at least 3.0 and are in good academic standing.
- **Four-year guarantee:** Eligible students will be able to finish a bachelor's degree in four years or the rest is tuition-free.

The 2021-22 maximum Pell Grant is \$6,495, an increase of \$150 from the previous academic year. All eligible students receive at least 10% of the maximum award amount for the year, depending on financial need. ISU tuition for the 2020-21 school year was \$9,466 for Indiana residents, so the university could be covering between almost \$3,000 and more than \$8,000 in tuition for Pell Grant-eligible students under the program.

The program does not cover room, board and fees, which were about \$13,400 in the 2020-21 academic year.

ISU said the program wouldn't result in more spending by the university, which plans to reallocate existing internal aid and scholarship resources.

The university launched [a website](#) with more information about the program and said it would promote the program with a “major advertising campaign.”

Teresa Lubbers, Indiana’s Commissioner for Higher Education, lauded the program in a statement issued by the university.

“This important initiative launched by Indiana State University is warmly welcomed and supported by the Indiana Commission for Higher Education,” Lubbers said in the statement. “The Indiana State Advantage aligns with the Commission’s strategic plan and focus on completion, affordability and career relevance.”

CBS4
New study highlights food and housing insecurity issues on Indiana college campuses
By Eric Graves
August 18, 2021

INDIANAPOLIS — Food and housing insecurity is a known problem on Indiana college and university campuses.

A new study done by Foster Success and the Indiana Commission of Higher Education shows that, and more.

“What we know are these basic needs: housing, food, transportation, continue to get in the way of students completing their degrees,” said Maggie Stevens, the President and CEO of Foster Success.

Foster Success works to help kids aging out of foster care.

“We really wanted to understand not only the challenges facing our young adults in foster care but the general population of college students,” Stevens said.

Part of the study showed many colleges and universities had already taken correct steps to help students struggling.

“About 3/4s of the colleges and universities that responded indicated they had some type of food pantry available for students,” she said.

IUPUI is one of our local universities with a food pantry. Shaina Lawrence, the IUPUI Associate Program Director for Student Advocacy Support, said they now have a \$100,000 budget from the university so students can come and shop once a week.

“If you’re basic needs: food, housing, clothing, if those are not met you aren’t going to be successful wherever you are at an institution,” said Lawrence.

Lawrence said in 2018 the school researched how many students struggled with food and housing security.

“Based on our sample size of students, about 43% are food insecure and 41% are housing insecure at some level,” Lawrence said.

A recent study showed this type of research isn’t common. Statewide, there’s no system to track how many students are impacted by food and housing insecurity.

Stevens is hoping their study can push a statewide conversation about tracking these numbers.

“Understanding what the full need is and what is really out there I think will help campuses hone in on providing the right resources,” she said.

You can read the [full report on food and housing security at Indiana college and university campuses at this link](#).

We reached out to other local college and universities to see what is being done on campuses to fight food and housing insecurity.

- At IU Bloomington, there is an Emergency Meals Project that took on food insecurity during the pandemic and there is also the Crimson Cupboard, an on-campus food bank.
- At Purdue, there is the [ACE Campus Food Pantry](#). It’s open Tuesday and Sunday for students and staff struggling with food insecurity. More support for Purdue students can be found [here](#).
- Student resources for things like food security and housing support for Ball State students can be found at the online [Basic Needs Hub](#).

Wane.com

Indiana education officials, lawmakers discuss potential solutions to learning loss

By Kristen Eskow

August 23, 2021

INDIANAPOLIS — During a summer study committee meeting Monday, Indiana Department of Education officials met with state lawmakers to discuss learning loss during the COVID-19 pandemic and ways to get students caught up.

“We also know that the rates of learning to recover are unprecedented,” said Charity Flores, Indiana’s chief academic officer.

During Monday’s presentation to state lawmakers, leaders from IDOE discussed some of their biggest findings regarding the pandemic’s impact on academics.

Among those findings, math was more severely impacted than English, likely requiring more than a year to get students back to pre-pandemic performance levels, Flores explained. For some students, it could take three to five years to get caught up, she added.

“We know that in order for students to grow to the level that they were pre-pandemic, we must foster new classroom environments,” Flores said.

Indiana Education Secretary Katie Jenner said it’s going to require a multi-faceted approach to get students caught up, involving families, governments and community groups, in addition to teachers.

IDOE is tracking the impact of the roughly [\\$125 million in state grant funding](#) that was awarded earlier this summer to programs focused on this effort, Jenner said.

The Mind Trust’s five-week summer program with the United Way of Central Indiana, which received a grant, improved student performance by an average of 12% in English and 17% in math, according to Brandon Brown, CEO of [The Mind Trust](#).

“We knew that the major impact that we’ve seen in schools over the past year and a half can’t just be completely solved by schools on their own,” he said.

Some other programs that were awarded grants are reporting similar progress.

“We know that statistics show that early learners that fall behind in literacy, they often don’t catch up,” said Linda Rose, academic director for [Motivate Our Minds](#) in Muncie, whose summer literacy program also received a grant. “So we were able to definitely meet a need for many students in that way.”

IDOE is also working to ensure federal funding for schools is being used effectively, Secretary Jenner said.

Meanwhile, state lawmakers say learning loss will require several years of discussion in the legislature.

“I don’t think just throwing the money at this issue is going to be effective,” said State Sen. J.D. Ford (D-Indianapolis), who serves on the interim study committee on education. “I also don’t think that testing our way out of this issue is going to be effective. So I really do think that we need take a step back, look at the holistic way of doing this.”

“We heard some testimony on accountability and transparency,” said State Sen. Jeff Raatz (R-Richmond), who serves as chair of the interim study committee on education. “While that’s part of the answer, it won’t be *the* answer. As we look off into the future, it may require additional funding.”

Another \$22 million in state grant funding will soon be available for programs that help students get caught up on their learning, Secretary Jenner said.

Journal & Courier
Some 50,000 applicants enrolled into Workforce Ready Grant, more than 3,000 from Tippecanoe County
By Noe Padilla
August 30, 2021

More than 3,000 people from Tippecanoe County have benefited from a particular state grant program that introduces them to a new line of work.

On Aug. 24, [Indiana Gov. Eric J. Holcomb](#) announced that more than 50,000 applicants had enrolled into the state's [Next Level Jobs Workforce Ready Grant \(WRG\)](#), which provides tuition-free certificates for candidates who qualify.

Since the program started back in 2017, approximately 2.7 percent or 3,105 recipients of the WRG award were from Tippecanoe County.

The program aims to give applicants an opportunity to get trained in a field of work that needs new talent, which includes health and life sciences; IT and business services; building and construction, transportation and logistics; and advanced manufacturing.

This program also aims to help Indiana achieve its goal of having at least 60 percent of its residence obtain a quality credential beyond a high school diploma by 2025. As of now, over 113,000 individuals have shown interest in the program.

“Hitting the 50,000 mark with the Governor’s Workforce Ready Grant is a remarkable achievement in just four years, and a true testament to the Hoosier work ethic,” said Department of Workforce Development Commissioner Fred Payne, in a release.

“It’s also a validation to the employers who continue to look forward in developing a robust workforce not only for today, but for tomorrow. As our economy continues to grow and more and more Hoosiers return to work, we are committed to helping working Hoosiers and employers alike get to that next level.”

In June 2020, as the pandemic was ravaging the country’s economy, Indiana leaders created the Rapid Recovery for a Better Future initiative, which temporarily increased the number of applicants that could be accepted into the Next Level Jobs program. This initiative ended up encouraging 25,000 people to apply for the program.

“Ninety-nine percent of jobs created in the last decade require education and training beyond high school,” said Indiana Commissioner for Higher Education Teresa Lubbers, in the announcement. “Achieving 50,000 enrollments through the Workforce Ready Grant is a major step toward meeting the state’s educational attainment goal and building a talent pipeline for Indiana’s high-demand jobs of today and tomorrow.”

Your stories live here.

Fuel your hometown passion and plug into the stories that define it.

For anyone interested in applying for the Next Level Jobs Workforce Ready Grant, individuals can go to www.NextLevelJobs.org and apply. Anyone who applies will be contacted by an education or training provider to help them begin the process of earning a certificate.