**Follow-up Briefing: CHE Retreat—October 2012**

**Agreement on near-term items for action**

* Review the by-laws with an eye to reducing commission need to examine operational details.
  + Teresa, Gina and Jason D. will review the by-laws and potentially suggest modifications to the commission.
* Build a broader and deeper understanding of HE issues among legislators--doing so will help accelerate the CHE’s efforts.
  + Teresa will continue to work with the General Assembly to communicate issues in higher education.
* Communicate broadly and deeply the work being done on return-on-investment.
  + The outcomes of the ROI project will be disseminated through a full communications strategy.
* Upon passage of financial-aid reforms: outreach and communication to institutions, faculty and students.
  + CHE Staff will continue to engage the institutions on financial-aid reforms throughout the legislative process and in outreach once the reforms are adopted.
* The CHE and Board of Education should meet at least twice yearly on the topic of college preparedness and success. Both groups should make presentations about topics of mutual interest.
  + Recognizing the value of CHE-BOE collaboration, yet understanding the challenges of scheduling, the staff recommends a once-yearly meeting. As DOE leadership changes in January, the CHE staff will work to define a new relationship, based on the priorities of college and career readiness.
* Use the College Readiness Reports as context for regional meetings with both the education and business communities (including school boards and local economic development professionals) about how to interpret and strategize the use of the data. Send the College Readiness Reports to all school boards.
  + Teresa and the staff will continue to integrate the Reports into regional-outreach efforts currently underway, including Town Hall visits and ongoing work with the College Completion Councils. CHE staff recommends continued work with the school districts on college preparation/transition issues and activities. The staff will work to distribute the College Readiness Reports to the school boards through district staff.
* Improve academic counseling and advising through professional development—including website, seminars, summit on advising. Bring admission-personnel and HS counselors together.
  + CHE staff will prioritize the development and dissemination of information to bolster counseling and advising practices, working in collaboration with the institutions and secondary schools.
* In partnership with the Department of Education, build a common understanding of college readiness—how the Indiana Common Core and high school assessment impact readiness—what are the implications?
  + Teresa continues to serve on the governing board of Achieve, the body developing the readiness assessment. As DOE leadership changes in January, the CHE staff will work to ensure continuity of the progress made to-date.
* Publish the successes achieved by the institutions in the spirit of recognition. Spotlight those successes in the Public Square portions of the CHE meetings.
  + The staff will work with the chair and commissioner to include information about institutional successes in their reports to the commission. The staff will explore ways to rotate the spotlight among the institutions.
* Encourage and support (with CHE staff assistance) CHE-Faculty representatives to make presentations on CHE’s efforts at faculty convenings at each institution.
  + CHE staff will work with the faculty representative on how best to achieve this goal, remaining attentive to demands on time and travel.
* Brand the CHE’s values and communicate them to a core group of partners: Faith-based organizations, community foundations, service clubs, local governments, juvenile-justice officials, prosecutors, taxpayers, families, students. Begin changing the culture by communicating the need for college-thinking well before high school. Arm the community partners with creative content so they can become champions.
  + Efforts to conduct outreach among community partners are ongoing. Partners are regularly invited to regional meetings, including Town Hall meetings and Coalition events.
* Broaden statewide the understanding of 4321 Graduate! Graduate in 4 years. Earn a 3.0 GPA. Study 2 hours for every 1 hour in class. Undertake at least 1 leadership/experiential commitment.
  + Learn More Indiana will partner with the institutions on a broad communication campaign on 4321 Graduate!
* Address the issue of alcohol-abuse on campuses.
  + Learn More Indiana will partner with the institutions to bolster communication about this significant problem.
* Address (in February) the issue of commission’s philosophy on more or fewer degree offerings.
  + CHE staff will work with the members of the Academic Affairs and Completion committee to prepare for the discussion.

**Near-term ideas requiring significant partner-involvement**

* Work with the Department of Education to move financial responsibility for remediation to the high schools that graduate unprepared students. How to address the issue of waivers.
  + The topic will be among those Teresa discusses with the new Superintendent of Public Instruction. Discussions regarding waivers are ongoing with legislators.
* Consider how best to promote more dual credit and how it is financed, incented.
  + CHE staff will shortly have data describing the efficacy of dual credit in promoting college access and completion.
* Build dialogue with the colleges of education for purposes of ensuring fuller alignment between their practice and the over-arching challenges within education broadly.
  + CHE staff will DOE to identify possible areas of focus and opportunities for potential collaboration.
* Improve alignment between employer expectations and postsecondary curricula—vetting learning outcomes with employers.
  + CHE staff will work with partners at the Department of Workforce Development and the Indiana Chamber of Commerce to advance educational alignment with the employment community.
* Scale up programs like Ivy Tech’s ASAP program.
  + Encouraging the development of similar programs is part of CHE’s advocacy for opportunities for accelerated study.
* Increase directed degree programs like the new Toyota-VU partnership.
  + Encouraging the development of similar programs is part of CHE’s advocacy for accelerated programs and workforce alignment.
* Connect postsecondary institutions and workforce development more effectively, especially with respect to low-attainment adults.
  + Improving connections between higher education and workforce development will be part of CHE’s ongoing partnership with DWD.
* Increase opportunities for internships and work-study. (Indiana InternNet)
  + The proposed legislation to reform the Work-Study Program will address this need broadly.
* Develop prior-learning assessment and credit awards; pathways to credit.
  + Ken Sauer will continue his work on prior-learning assessment for military personnel and extend it to civilian-adults.
* Increase diversity of professional ranks at the colleges.
  + While responsibility for faculty and administrative hiring lies with the institutions and their trustees, respectively, CHE staff will provide data on diversity among the public institutions.
* Develop different models for postsecondary study.
  + Work is currently underway among Indiana’s public institutions.

**Near-term ideas for further consideration**

* Improve coordination with workforce-development partners. What does this imply and how is it to be accomplished?
  + CHE staff will work with DWD colleagues to identify opportunities for fuller collaboration at the state and regional levels.
* The student debt-load metric should be replaced because it unclear how the loan money is being spent. A better metric might be: “What percentage of the institutional costs should be paid by students?” Need to consider how much of current student debt is non-academic.
  + CHE staff recommend retaining the student debt-load metric, since it is one of few inter-institutionally compatible and commonly-collected metrics pertaining to cost.
* The committee structure needs a more carefully-developed set of charges, or clarity in those charges.
  + The committee charges were reaffirmed by the chair in July. Nevertheless, the charges may evolve over time to meet changing needs.
* Scrutinize quality; need to administer objective assessments to ensure quality.
  + Quality assurance through objective assessment will be a priority for the CHE within the coming calendar year.
* Improve our understanding of the outcomes produced by the proprietary institutions.
  + CHE staff will provide data to the Board for Proprietary Education, which has statutory oversight of proprietary institutions.
* Establish a joint appointment (ex-officio) on the CHE and BOE.
  + Teresa will explore options for shared appointments with the new Superintendent after January. The time commitments involved may be an obstacle.
* Consider a community challenge similar to GeorgiaWorks program, based on key values in educational preparation and attainment (% high school graduates, % postsecondary credentials, investment in employee education, etc.)
  + CHE staff will present the idea to the new gubernatorial administration in the months ahead.
* Should regional campus metrics for degree completion change to include returning adults?
  + CHE staff will provide the commission data and recommendations on the matter.

**Ideas worthy of further exploration for the next generation RHAM**

* Academic advising needs to be improved dramatically, including pre-admission advising and advising at the secondary level.
  + Work will depend upon a full collaboration with the DOE.
* Offer new options for life-long, quality-based education that reflects individual student need.
  + Work is currently underway
* Communicate to children early-on the value of education; raise expectations. Ensue children are prepared for college.
  + Much of the work of Learn More Indiana is appropriate for middle-school students; CHE staff recommends focus on middle-school and secondary-school students.

**Ideas requiring legislative change:**

* Should legislative change be sought to bolster the CHE’s authority? CHE should take literally the charge to monitor postsecondary fully--including the proprietary institutions and independent colleges—generally, what happens to Hoosiers after they graduate from high school.
  + CHE staff does not recommend pursuing this suggestion in 2013.
* Should the commission membership be expanded or realigned to include the voices that are currently lacking? This implies reform of the current constitution by Congressional district.
  + CHE staff recommends retaining commission-constitution by Congressional district to ensure geographic diversity. The additional of other members may be an option.