REACHING HIGHER, ACHIEVING MORE

A SUCCESS AGENDA FOR HIGHER EDUCATION IN INDIANA

INDIANA COMMISSION *for* HIGHER EDUCATION

COMPLETION PRODUCTIVITY QUALITY

COMMISSION MEMBER HANDBOOK

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INDIANA COMMISSION for HIGHER EDUCATION

MEMORANDUM

To: New Commission Member

From: Teresa Lubbers

Date: July 1, 2014

Subject: Commission Procedures

Welcome! Listed below are some guidelines for Commission procedures regarding expense and travel reimbursement, scheduling and meeting attendance, and other information you may find helpful as you begin your appointment with the Commission for Higher Education.

1. Travel and Expenses. Commission members are allowed a stipend of $50 per day, or fraction thereof, for meeting attendance. Mileage to and from Commission meetings will be reimbursed at $.44 per mile. Hotel expenses will be charged to our agency charge card (maximum State rate of $87.00 per night in Indianapolis, and $89.00 per night outside of Indianapolis).

   Hotel accommodations are reserved by our office for all members each month. If you do not need a reservation, please notify Ms. Liz Walker (317-464-4400 ext. 130, or email at: lwalker@che.in.gov) 3:00 p.m. on the Monday prior to the meeting.

   Claim vouchers will be handed out at the Friday morning Commission meeting and are to be signed *(and turned in to the CHE member serving as secretary)* so they can be processed during the week following each meeting. The per diem and mileage are processed through the State Auditor's office usually within three to four weeks.

   Also, you would be paid a stipend and mileage for other official duties *(e.g. committee meetings, on-site visits to institutions, receptions, groundbreaking ceremonies, etc.)*. Prior approval by me is required for stipend claims not associated with official Commission meetings.

2. Scheduling and Meeting Attendance. The schedule of meetings is approved each June for the coming year and reviewed again in December. Meetings are based on the second Friday of each month. A Kent Weldon Conference for Higher Education is held in April in lieu of a regular Commission meeting.

No regular Commission meeting is held in January or July each year, or November of odd numbered years. One week before each meeting, Ms. Walker will contact you to ask about your attendance.

3. Agenda. The agenda for each meeting is mailed to you one week prior to the meeting. If you do not receive it at least three days prior to the meeting, please telephone me and another agenda will be sent to you via Express Mail.

4. Other Information. Our office is located at 101 W. Ohio Street, Suite 550, at the southwest corner of Illinois and Ohio streets in downtown Indianapolis. Our regular business hours are from 8:00 a.m. until 5:00 pm., Monday through Friday. Please feel free to park in the adjoining parking garage *(enter from Ohio Street)* and enter the building through the third floor garage entrance. We will provide you with a parking pass before you leave.

   If you need to call the Commission office, you may call the office collect during regular business hours.

   Additional information regarding the Commission is available on the Internet. Our Internet address is: www.che.in.gov

If you have any additional questions, please feel free to contact me or Ms. Liz Walker, our Office and Events Coordinator who handles meeting arrangements, at 317-464-4400 ext. 130.

INDIANA COMMISSION for HIGHER EDUCATION

General Description

The Indiana Commission for Higher Education is a fourteen-member public body created in 1971 to:

- Define the educational missions of public colleges and universities
- Plan and coordinate Indiana's state-supported system of postsecondary education
- Review budget requests from public institutions and the Division of Student Financial Aid
- Approve or disapprove for public institutions the establishment of new programs or expansion of campuses

The Governor appoints twelve members, nine representing a Congressional District and three at-large members, to serve terms of four years. In addition, the 1990 legislature added a student and a faculty representative who are appointed by the Governor for terms of two years. The Commission is not a governing board, but a coordinating agency that works closely with Indiana's public and independent colleges.

The Offices of the Indiana Commission for Higher Education are located at:

101 West Ohio Street, Suite 550
Indianapolis, Indiana 46204-1984
Phone: (317) 464-4400
www.in.gov/che

INDIANA COMMISSION for HIGHER EDUCATION

Members of the Indiana Commission for Higher Education

DR. GERALD BEPKO
IUPUI, Inlow Hall, 219
530 W. New York Street
Indianapolis, IN 46202
Marion County
T: (317) 278-9160
E: gbepko@iupui.edu

At Large Member

Most Recent Appointment:	07/01/14
Original Appointment Date:	07/01/06
Term Expiration Date:	06/30/18

MR. DENNIS BLAND *(Chair)*
Center for Leadership Development
2425 Dr. Martin Luther King, Jr. Street
Indianapolis, IN 46208
Marion County
T: (317) 923-8111
E: dbland@cldinc.org

7th Congressional District

Most Recent Appointment	07/01/12
Original Appointment Date	07/01/04
Term Expiration Date	06/30/16

MS. SARAH CORRELL
4692 W 1250 N
Macy, IN 46951
Miami County
T: (765) 469-0661
E: scorrell@purdue.edu

Student Representative (Purdue)

Most Recent Appointment:	07/01/14
Original Appointment Date:	07/01/14
Term Expiration Date:	06/30/16

HON. JON COSTAS
City of Valparaiso
166 Lincolnway
Valparaiso, IN 46383
T: (219) 464-4273
E: mayorcostas@valpo.us

1st Congressional District

Most Recent Appointment:	05/01/13
Original Appointment Date:	05/01/17
Term Expiration Date:	06/30/17

MRS. SUSANA DUARTE DE SUAREZ *(Secretary)*
Allegion
11487 Golden Willow Drive
Zionsville, IN 46077
Boone County
T: (317) 344-2479
E: Susana.DuartedeSuarez@allegion.com

At Large Member

Most Recent Appointment	08/13/12
Original Appointment Date	08/13/10
Term Expiration Date	06/30/17

INDIANA COMMISSION for HIGHER EDUCATION

Members of the Indiana Commission for Higher Education

MR. JUD FISHER
Ball Brothers Foundation
P.O. Box 1408
Muncie, IN 47309
Delaware County
T: (765) 741-5500
E: jud.fisher@ballfdn.org

6th Congressional District
Most Recent Appointment 03/29/11
Original Appointment Date: 07/01/07
Term Expiration Date: 06/30/15

MS. LISA HERSHMAN
The DeNovo Group
101 W. Ohio St. Ste. 770
Indianapolis, IN 46204
T: (317) 759-5370
E: lhershman@groupdenovo.com

4TH Congressional District
Most Recent Appointment: 06/17/14
Original Appointment Date: 06/17/14
Term Expiration Date: 06/30/17

MR. ALLAN HUBBARD
E & A Industries, Inc.
101 W. Ohio Street, Suite 1350
Indianapolis, IN 46204
T: (317) 681-5073
E: ahubbard@ea-companies.com

At Large Member
Most Recent Appointment: 07/01/13
Original Appointment Date: 07/01/13
Term Expiration Date: 06/30/17

MR. CHRIS LAMOTHE
Ascendanci Ventures, LLC
7950 Spring Mill Rd
Indianapolis, In 46260
T: (317) 509-5109
E: clamothe@ascendanci.com

5th Congressional District
Most Recent Appointment: 10/01/14
Original Appointment Date: 03/29/11
Term Expiration Date: 06/30/18

MR. CHRIS MURPHY, III
1st Source Bank
P.O. Box 1602
South Bend, IN 46601
St. Joseph County
T: (574) 235-2710
E: murphy-c@1stsource.com

2nd Congressional District
Most Recent Appointment: 07/01/14
Original Appointment Date: 12/01/03
Term Expiration Date: 06/30/18

INDIANA COMMISSION for HIGHER EDUCATION

Members of the Indiana Commission for Higher Education

MR. DAN PETERSON *(Vice Chair)*
Cook Group, Inc.
750 Daniels Way
P.O. Box 489
Bloomington, IN 47402
T: (812) 339-2235
E: dan.peterson@cookgroup.com

9th Congressional District
Most Recent Appointment: 08/30/12
Original Appointment Date: 08/30/12
Term Expiration Date: 06/30/16

MR. JOHN POPP
Aunt Millie's Bakeries
350 Pearl Street
Fort Wayne, IN 46814
Allen County
T: (260) 424-8245 ext. 224
E: jfpopp@auntmillies.com

3rd Congressional District
Most Recent Appointment: 07/01/13
Original Appointment Date: 07/01/13
Term Expiration Date: 06/30/17

MS. CAREN WHITEHOUSE
Vanderburgh County Medical Society
3116 E. Morgan Avenue, Suite F
Evansville, IN 47711
Warrick County
T: (812) 475-9001
E: carenwhitehouse@gmail.com

8th Congressional District
Most Recent Appointment: 11/18/13
Original Appointment Date: 11/18/13
Term Expiration Date: 06/30/17

VACANT

Faculty Representative
Most Recent Appointment:
Original Appointment Date:
Term Expiration Date:

INDIANA COMMISSION for HIGHER EDUCATION

Standing Committees and Member Assignments
2015

Budget and Productivity Committee
Mission: The Budget & Productivity Committee is charged with the development, implementation, and oversight of the Commission's fiscal policies focused on increasing postsecondary efficiency and productivity.

- Dan Peterson (Chair)
- Al Hubbard
- Chris Murphy
- John Popp
- Matt Hawkins (Staff)

Student Success and Completion Committee
Mission: The Student Success Committee will develop policy and practice initiatives to aid Hoosier postsecondary students in graduating from college on-time and without excessive debt.

- Susana Duarte de Suarez (Chair)
- Dennis Bland
- Sarah Correll
- Jon Costas
- Jud Fisher
- Jason Bearce (Staff)

Academic Affairs and Quality Committee
Mission: The primary charge of the Academic Affairs and Quality Committee is to ensure that the Commission carries out its statutory responsibilities related to matters of an academic nature and the quality of the student experience.

- Jerry Bepko (Chair)
- Lisa Hershman
- Chris LaMothe
- Caren Whitehouse
- *Faculty Member: Vacant*
- Ken Sauer (Staff)

INDIANA COMMISSION for HIGHER EDUCATION

2015 Meeting Locations
(Budget Year)

January
No meeting

February 12
IUPUI
Indianapolis

March 12
Ivy Tech Central
Indianapolis

April
Weldon Conference
Indianapolis, IN

May 14
Vincennes Jasper
Jasper

June 11
IUPUC
Columbus

July
No meeting

August 13
Purdue Calumet
Hammond

September 10
IU Kokomo
Kokomo

October 8
Ivy Tech South Bend
South Bend

November
No meeting

December 10
Ivy Tech Central
Indianapolis

COMMISSION FOR HIGHER EDUCATION
OF THE STATE OF INDIANA

BYLAWS

(Revised on December 13, 1973; September 9, 1977; July 14, 1978; January 20, 1995; June 9, 2000; May 11, 2007, and October 10, 2013)

Article I. OFFICES AND ORGANIZATION

(1) The headquarters of the Commission shall be located in Indianapolis, Indiana.
(2) The Members shall elect annually from their number a Chair, Vice Chair and Secretary to serve as Officers of the Commission for one-year terms. Prior to the first meeting of the new fiscal year, the outgoing Chair shall chair the Officer Nominating Committee and appoint one Commission member from each class (4) to the Committee. The Committee shall meet to create a slate of officers for Chair, Vice Chair, and Secretary. Any Commission member may recommend officers to the Nominating Committee. The Nominating Committee will present a slate of officers for election at the Commission's August Meeting. Any of these Officers may succeed himself or herself at the pleasure of the Commission. To provide continuity of leadership and transfer of history, the Immediate Past Chair, if holding a current appointment, also will serve as an Officer of the Commission.
(3) The Commission shall appoint a Commissioner for Higher Education as its Chief Executive Officer. The Commissioner shall serve at the pleasure of the Commission and his or her duties and compensation shall be prescribed by the Resolution of the Commission.

Article II. MEETINGS

(1) The Annual Meeting of the Commission shall be held at a public location in Indiana, and shall be the first regular meeting of the Commission in a fiscal year.
(2) Regular meetings of the Commission shall be held on such dates as the Commission shall determine.
(3) Additional meetings and special meetings may be called by the Chair of the Commission or upon the written request of a majority of the Members.
(4) Any or all members may participate in a regular or special meeting or in a committee meeting by, or through the use of, any means of communication by which all members and members of the general public participating may simultaneously hear each other during the meeting. A member participating in a meeting by this means is deemed to be participating via telephone or other electronic means.

(5) The Commission shall give notice and conduct its meetings in accordance with "The Indiana Open Door Law."
(6) Members shall be given at least seven days advance notice of regular meetings and five days advance notice of special meetings.
(7) Notice of meetings shall be given in writing or by telephone or other electronic means.
(8) A majority of the entire membership of the Commission present in person shall constitute a quorum, and official business shall be transacted only when a quorum is present in person. Approval of an action requires a majority vote of those present constituting the quorum.
(9) Official business of the Commission shall be transacted only in meetings open to the public, with the exception of those matters which may be considered in Executive Sessions authorized by "The Indiana Open Door Law."
(10) Members shall be given advance notice of the agenda of each meeting by the Commissioner.
(11) Except as otherwise provided by rule or other action of the Commission, all proceedings of the Commission shall be governed by parliamentary rules as set forth in Robert's Rules of Order.

Article III. COMMITTEES

(1) The Commission may authorize standing or special committees as it shall deem desirable from time to time and the Chair shall designate the Committee Chair and members of such committees. The Chair and Vice Chair shall serve as ex officio members of standing committees. The standing committee shall meet upon the call of the Committee Chair to consider any matter or matters which might otherwise be considered and acted upon at any regular or special meeting of the Commission. A majority of the membership of the standing committee shall constitute a quorum. Any number of committee members may participate via telephone or other electronic means so long as a majority of the committee members participate in the meeting.

(2) It shall be the practice of the Commission that the Executive Committee is comprised of current Officers and any additional members appointed by the Chair, all of whom could serve as a future Chair of the Commission. To promote orderly succession of leadership, the Chair is expected to involve the Executive Committee members in the leadership functions of the Commission. Other members may be appointed to the Executive Committee by the Chair from time to time. The members appointed by the Chair shall serve at the pleasure of the Chair but in no event beyond the term of office of the Chair. The Executive Committee shall meet upon the call of the Chair to consider and take action, if necessary, regarding any matter or matters which might otherwise be considered and acted upon at any regular or special meeting of the Commission. A majority of the membership of the Executive Committee shall constitute a quorum. Any number of committee members may participate via telephone or other electronic means so long as a majority of the committee members participate in the meeting. Approval of an action by the Executive Committee shall require a majority vote of those constituting the quorum. All actions of the Executive Committee shall be reported to the Commission at its next scheduled meeting.

Article IV. MINUTES

The Commission shall keep an official set of Minutes of all official business transacted by the Commission and these Minutes shall be authenticated by the Chair and Secretary, after approval by the Commission. Prior to each regular meeting, each member of the Commission shall receive a copy of the Minutes of the prior regular meeting or any special meetings of the Commission, which have not been previously approved.

Article V. ORDER OF BUSINESS

The following shall be the order of business for meetings of the Commission:

1. Call to Order.
2. Roll Call.
3. Determination by the Chair that a quorum is present for the conduct of business.
4. Consideration of the Minutes of the last previous regular or special meetings, not yet approved by the Commission.

5. Report of the Chair.
6. Report of the Commissioner.
7. Submission for consideration by the Commission of the agenda.
8. Consideration of items of old business not appearing on the agenda.
9. Consideration of new items of business not appearing on the agenda.
10. Adjournment.

Article VI. REPORTS

The Commission shall, at appropriate times, submit reports to the General Assembly and the Governor, and shall publish such reports, studies and recommendations of the Commission as may from time to time be deemed desirable to carry out the duties, responsibilities and authorities of the Commission, as provided by Statute. All published reports shall be made available to the Governor, the Members of the General Assembly and to the general public.

Article VII. COMMISSION AND STAFF COMPENSATION

(1) Members shall receive a salary per diem and mileage expense reimbursement for attendance at all regular or special meetings. Salary per diem and mileage expense reimbursement payments shall be rates prescribed by the State.
(2) The employment and compensation of all full-time staff members shall be determined by the Commissioner. The employment of Associate Commissioners is subject to the approval of the Commission.
(3) Staff members shall be reimbursed for travel expenses and other necessary expenses incurred in connection with their official duties.
(4) All vouchers for payment of obligations of the Commission shall be signed and approved by the Commissioner or a staff member designated by the Commissioner.

Article VIII. BUDGET AND EXPENDITURES

(1) The Commissioner shall present to the Commission a recommended budget showing anticipated revenues from all sources, and expenditures for the next fiscal

year no later than the first month of each fiscal year.
(2) The Commissioner (or a designee) shall be authorized to approve the payment of any obligations of the Commission within the approved budget.
(3) The Commissioner shall execute all contracts of behalf of the Commission. Contracts in excess of $50,000.00 shall require prior approval by the Commission.

Article IX. AMENDMENT

These Bylaws may be amended at any regular meeting of the Commission by a vote of two-thirds of the membership or by a vote of a majority of the membership at two successive regular meetings.

Article X. EFFECTIVE DATE

These Bylaws shall be effective upon adoption by a two-thirds majority of the membership of the Commission.

ICHE Meetings and Electronic Communication Policy

Proposed Policy May 9, 2013

Definitions: The following definitions are applicable throughout this Policy:

Commission Meeting – means a gathering of a majority of the current Commission members for the purpose of taking Official Action on public business.

Commission Committee Meetings – means a gathering of a majority of the current Commission members appointed by either the Commission or its presiding officer to which authority to take Official Action has been delegated.

Policy:

It is the policy of the Indiana Commission for Higher Education (ICHE) to permit members to participate by electronic means of communication (via telephone or other electronic means) during Commission Meetings and Commission Committee Meetings as authorized under IC 5-14-1.5-3.6 in which official action (as defined by IC 5-14-1.5-2(d)) is taken.

Participation

A Commission member may participate in Commission Meetings or Commission Committee Meetings if the member uses a means of communications that permits: the member, all other members participating in the meeting, all members of the public physically present at the place where the meeting is being conducted and if the meeting is conducted under an electronic communications policy adopted by the Commission, all members of the public physically present at a public location at which a member participates by means of electronic communication; to simultaneously communicate with each other during the meeting.

Each Commission member must physically attend at least one Commission meeting and at least one Commission Committee Meeting per calendar year.

The maximum number of Commission members who may participate in a meeting via electronic communications is:

- for Commission Meetings any number of members that are more than the required majority of current Commission members that must be physically present, and
- for Commission Committee Meetings any number of committee members so long as a majority of the committee members participate in the meeting.

For Commission Meetings there must be a majority of current members physically present to conduct business (CHE Bylaws). No Commission Meeting can be conducted entirely by electronic means. Before the commencement of Commission Meetings or Commission Committee Meetings the presiding officer must acknowledge those members participating in the meeting by electronic means.

Notice to ICHE Staff

A Commission member is encouraged to notify Commission staff in advance of any Commission Meeting or Commission Committee Meeting if the member will participate in the meeting by electronic means.

Records of Participation Via Electronic Communications

If, during a Commission Meeting a Commission member participates via electronic communication and any votes are taken, a roll call vote must be conducted.

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State of Indiana
Commission for Higher Education

Resolution Regarding Code of Ethics

October 13, 2006

WHEREAS effective January 1, 2006, the State of Indiana adopted a new Code of Ethics (42 IAC 1), which for the first time compiles a user-friendly list of the ethics rules from the various statutes, executive orders, and administrative rules; and

WHEREAS the Indiana Commission for Higher Education seeks for its members and employees to fully embrace the spirit and intent of these ethical rules;

NOW THEREFORE BE IT RESOLVED that the Indiana Commission for Higher Education, in respect to its members and employees,

1) Reaffirms the Ethics Rules from the Indiana Code of Ethics, and

2) Affirms that its members and employees will not accept gifts or meals from public institutions except for

a) gifts of nominal value ($25 or less)
b) refreshments at a public event or reception or meeting to which all Commission members are invited
c) nominal refreshments (value of $25 or less) while conducting state business, and

3) Affirms that each member and employee of the Commission shall annually file a general conflict of interest disclosure statement with the Commission, and

4) Affirms that the Commission is responsible for the interpretation of the Gift Rule in respect to its members and employees and the public institutions as well as the filing of the general conflict of interest disclosure statement by each of its members and employees.

As passed by the Indiana Commission for Higher Education on October 13, 2006.

ETHICS RULES

from the Indiana Code of Ethics (Effective July 1, 2012)
See www.in.gov/ig for definitions and the complete Code of Ethics (42 IAC 1-5)

42 IAC 1-5-1 Gifts; travel expenses; waivers

THE GIFT RULE:

(a) A state employee or special state appointee, or the spouse or unemancipated child of a state employee or special state appointee, shall not knowingly solicit, accept, or receive any:

(1) gift;
(2) favor;
(3) service;
(4) entertainment;
(5) food;
(6) drink;
(7) travel expenses; or
(8) registration fees;

from a person who has a business relationship with the employee's or special state appointee's agency or is seeking to influence an action by the employee or special state appointee in his or her official capacity.

EXCEPTIONS

(b) The following shall not be subject to this rule:

(1) Gifts, favors, services, entertainment, food, drink, travel expenses, or registration fees from public agencies or public institutions.

(2) Food or drink consumed at a public meeting to which at least twenty-five (25) individuals are invited. A meeting will be considered public if:

(A) the event is a reception or other gathering for public officials that is not arranged to solicit government procurement of goods or services;
(B) the employee is giving a speech or participating in a presentation in the employee's official capacity; or
(C) the meeting has a formal educational program that the employee is attending to assist him or her in performing official duties.

(3) Mementos or souvenirs of nominal value.

(4) Food or drink consumed by an employee during negotiations or other activities related to an Indiana economic development corporation economic development project.

(5) Gifts, favors, services, entertainment, food, or drinks from relatives, or a person with whom the employee or special state appointee has an ongoing social relationship, so long as:

(A) the gifts or other items of value are not deducted as a business expense; and
(B) the gift giver is not seeking to influence an action by an employee or special state appointee in that person's official capacity.

(6) Political contributions subject to IC 3-9-2 that are reported in accordance with applicable law.

(7) Nominal refreshments offered to a state employee or a special state appointee conducting official state business while the employee or special state appointee is at a workplace of a person who:

(A) has a business relationship; or
(B) seeks to influence official action;
with the employee's or special state appointee's agency.

(8) Discount and other promotional programs approved and made available to state employees and special state appointees through the state personnel department or the Indiana department of administration.

WAIVERS

(c) An employee's or special state appointee's state officer or appointing authority may waive application of subsection (a) of this rule in individual cases when consistent with the public interest. The waiver shall:

(1) be in writing; and
(2) identify the following:
(A) The employee or special state appointee.
(B)The nature and value of the gift.
(C) The donor of the gift.
(D) Why acceptance of the gift is consistent with the public interest.

(d) Written waivers must be filed with the commission within thirty (30) days of receipt of the gift. The commission may review the written waivers. An appointing authority or state officer may designate authority to the agency's ethics officer to waive application of this rule on behalf of the appointing authority or state officer. The designation shall be in writing and filed with the commission.

(e) If a person wishes to reimburse the state for any part or all of the expenses incurred by the state for appearances of a state officer, employee, or special state appointee or their official representatives on behalf of the state, the person shall remit to the treasurer of state any such amounts. The treasurer of the state shall quietus the funds into the general fund.

●

42 IAC 1-5-2 Donor Restrictions

A person who has a business relationship with an employee's or a special state appointee's agency shall not provide any:

(1) gifts;
(2) favors;
(3) services;
(4) entertainment;
(5) food;
(6) drink;
(7) travel expenses; or
(8) registration fees

to such employee or special state appointee if the employee or special state appointee would not be permitted to accept the gift, favor, service, entertainment, food, drink, travel expenses, or registration fees under this rule.

●

42 IAC 1-5-3 Honoraria

An employee shall not personally accept an honorarium for any activity that may be considered part of the state employee's official duties. However, a state employee may accept an honorarium on behalf of the state. The employee accepting the honorarium shall remit to the treasurer of state any amount received. The treasurer of state shall quietus such funds into the general fund. An employee may personally accept an honorarium for activities not done in connection with the employee's official duties and that are prepared on the employee's own time and without the use of state resources. However, in no case may an employee accept an honorarium from a person who has a business relationship or seeks to influence an official action with the employee's agency.

●

42 IAC 1-5-4 Political activity

(a) A state employee or special state appointee shall not engage in political activity including solicitation of political contributions from:

(1) another employee or special state appointee; or
(2) any other person;
when on duty or acting in an official capacity.

(b) This section does not prohibit a state employee or special state appointee from engaging in such activity when not on duty.

(c) A state employee or special state appointee shall not solicit political contributions at any time from:

(1) persons whom the employee or special state appointee knows to have a business relationship with the employee's or the special state appointee's agency; or
(2) state employees or special state appointees directly supervised by the employee or the special state appointee.

(d) The appointing authority of an agency and all employees or special state appointees with purchasing or procurement authority on behalf of the state shall not solicit political contributions on behalf of any candidate for public office, unless that individual is a candidate for public office himself or herself.

●

42 IAC 1-5-5 Moonlighting (IC 4-2-6-5.5)

(a) A current state officer, employee, or special state appointee shall not knowingly:

(1) accept other employment involving compensation of substantial value if the responsibilities of that employment are inherently incompatible with the responsibilities of public office or require the individual's recusal from matters so central or critical to the performance of the individual's official duties that the individual's ability to perform those duties would be materially impaired;
(2) accept employment or engage in business or professional activity that would require the individual to disclose confidential information that was gained in the course of state employment; or
(3) use or attempt to use the individual's official position to secure unwarranted privileges or exemptions that are:
(A) of substantial value; and
(B) not properly available to similarly situated individuals outside state government.

(b) A written advisory opinion issued by the commission or the individual's appointing authority or agency ethics officer granting approval of outside employment is conclusive proof that an individual is not in violation of subsection (a)(1) or (a)(2).

●

42 IAC 1-5-6 Conflicts of interest; decisions and voting (IC 4-2-6-9)

(a) A state officer, an employee, or a special state appointee may not participate in any decision or vote if the state officer, employee, or special state appointee has knowledge that any of the following has a financial interest in the outcome of the matter:

(1) The state officer, employee, or special state appointee.
(2) A member of the immediate family of the state officer, employee, or special state appointee.
(3) A business organization in which the state officer, employee, or special state appointee is serving as an officer, a director, a trustee, a partner, or an employee.
(4) Any person or organization with whom the state officer, employee, or special state appointee is negotiating or has an arrangement concerning prospective employment.

(b) A state officer, an employee, or a special state appointee who identifies a potential conflict of interest shall notify the person's appointing authority and seek an advisory opinion from the commission by filing a written description detailing the nature and circumstances of the particular matter and making full disclosure of any related financial interest in the matter. The commission shall:

(1) with the approval of the appointing authority, assign the particular matter to another person and implement all necessary procedures to screen the state officer, employee, or special state appointee seeking an advisory opinion from involvement in the matter; or
(2) make a written determination that the interest is not so substantial that the commission considers it likely to affect the integrity of the services that the state expects from the state officer, employee, or special state appointee.

(c) A written determination under subsection (b)(2) constitutes conclusive proof that it is not a violation for the state officer, employee, or special state appointee who sought an advisory opinion under this section to participate in the particular matter. A written determination under subsection (b)(2) shall be filed with the appointing authority.

42 IAC 1-5-7 Conflicts of interest; contracts (IC 4-2-6-10.5)

(a) Subject to subsection (b), a state officer, an employee, or a special state appointee may not knowingly have a financial interest in a contract made by an agency.

(b) The prohibition in subsection (a) does not apply to:

(1) a state officer, an employee, or a special state appointee who does not participate in or have official responsibility for any of the activities of the contracting agency, if:

(A) the contract is made after public notice or, where applicable, through competitive bidding;

(B) the state officer, employee, or special state appointee files with the commission a statement making full disclosure of all related financial interests in the contract;

(C) the contract can be performed without compromising the performance of the official duties and responsibilities of the state officer, employee, or special state appointee; and

(D) in the case of a contract for professional services, the appointing authority of the contracting agency makes and files a written certification with the commission that no other state officer, employee, or special state appointee of that agency is available to perform those services as part of the regular duties of the state officer, employee, or special state appointee; or

(2) a state officer, an employee, or a special state appointee who, acting in good faith, learns of an actual or prospective violation of the prohibition in subsection (a), if, not later than thirty (30) days after learning of the actual or prospective violation, the state officer, employee, or special state appointee:

(A) makes a full written disclosure of any financial interests to the contracting agency and the commission; and

(B) terminates or disposes of the financial interest.

●

42 IAC 1-5-8 Additional Compensation

A state officer, employee, or special state appointee shall not solicit or accept compensation for the performance of official duties other than provided for by law.

●

42 IAC 1-5-9 Bribery

A state officer, employee, or special state appointee shall not pay or offer to pay any compensation for the performance of a state officer's, employee's or special state appointee's official duties except as permitted by law.

●

42 IAC 1-5-10 Benefiting from confidential information

A state officer, employee, or special state appointee shall not benefit from, or permit any other person to benefit from, information of a confidential nature except as permitted or required by law.

●

42 IAC 1-5-11 Divulging confidential information

A state officer, employee or special state appointee shall not divulge information of a confidential nature except as permitted by law.

●

42 IAC 1-5-12 Use of state property

A state officer, employee, or special state appointee shall not make use of state materials, funds, property, personnel, facilities, or equipment for any purpose other than for official state business unless the use is expressly permitted by a general written agency, departmental, or institutional policy or regulation.

●

42 IAC 1-5-13 Ghost Employment

A state officer, employee, or special state appointee shall not engage in, or direct others to engage in, work other than the performance of official duties during working hours, except as permitted by general written agency, Departmental, or institutional policy or regulation.

●

42 IAC 1-5-14 Post-employment restrictions (IC 4-2-6-11)

(a) As used in this section, "particular matter" means:

(1) an application;
(2) a business transaction;
(3) a claim;
(4) a contract;
(5) a determination;
(6) an enforcement proceeding;
(7) an investigation;
(8) a judicial proceeding;
(9) a lawsuit;
(10) a license;
(11) an economic development project; or
(12) a public works project.

The term does not include the proposal or consideration of a legislative matter or the proposal, consideration, adoption, or implementation of a rule or an administrative policy or practice of general application.

(b) This subsection applies only to a person who served as a state officer, employee, or special state appointee after January 10, 2005. A former state officer, employee, or special state appointee may not accept employment or receive compensation:

(1) as a lobbyist;
(2) from an employer if the former state officer, employee, or special state appointee was:
(A) engaged in the negotiation or the administration of one (1) or more contracts with that employer on behalf of the state or an agency; and
(B) in a position to make a discretionary decision affecting the:
(i) outcome of the negotiation; or
(ii) nature of the administration; or
(3) from an employer if the former state officer, employee, or special state appointee made a regulatory or licensing decision that directly applied to the employer or to a parent or subsidiary of the employer; before the elapse of at least three hundred sixty-five (365) days after the date on which the former state officer, employee, or special state appointee ceases to be a state officer, employee, or special state appointee.

(c) A former state officer, employee, or special state appointee may not represent or assist a person in a particular matter involving the state if the former state officer, employee, or special state appointee personally and substantially participated in the matter as a state officer, employee, or special state appointee, even if the former state officer, employee, or special state appointee receives no compensation for the representation or assistance.

(d) A former state officer, employee, or special state appointee may not accept employment or compensation from an employer if the circumstances surrounding the employment or compensation would lead a reasonable person to believe that:

(1) employment; or
(2) compensation;

is given or had been offered for the purpose of influencing the former state officer, employee, or special state appointee in the performance of his or her duties or responsibilities while a state officer, an employee, or a special state appointee.

(e) A written advisory opinion issued by the commission certifying that:

(1) employment of;
(2) representation by; or
(3) assistance from;

the former state officer, employee, or special state appointee does not violate this section is conclusive proof that a former state officer, employee, or special state appointee is not in violation of this section.

(f) Subsection (b) does not apply to a special state appointee who serves only as a member of an advisory body.

(g) An employee's or a special state appointee's state officer or appointing authority may waive application of subsection (b) or (c) in individual cases when consistent with the public interest. Waivers must be in writing and filed with the commission. The inspector general may adopt rules under IC 4-22-2 to establish criteria for post employment waivers.

●

42 IAC 1-5-15 Nepotism (IC 4-2-6-16)

(a) This chapter does not prohibit the continuation of a job assignment that existed on July 1, 2012.

(b) As used in this section, "employed" refers to all employment, including full-time, part-time, temporary, intermittent, or hourly. The term includes service as a state officer or special state appointee.

(c) An individual employed in an agency may not hire a relative.

(d) Except as provided in subsection (e), an individual may not be employed in the same agency in which an individual's relative is the appointing authority.

(e) An individual may be employed in the same agency in which the individual's relative is the appointing authority, if the individual has been employed in the same agency for at least twelve (12) consecutive months immediately preceding the date the individual's relative becomes the appointing authority.

(f) Except as provided in subsection (e), an individual may not be placed in a relative's direct line of supervision.

(g) An individual employed in an agency may not contract with or supervise the work of a business entity of which a relative is a partner, executive officer, or sole proprietor.

(h) Any person within an agency who knowingly participates in a violation of this chapter is subject to the penalties set forth in section 12 of this chapter.

●

42 IAC 1-4-1 Training requirements

(a) All state officers, employees, and special state appointees shall be properly trained in the code of ethics as described in this article. All persons who have a business relationship with a state agency are obligated to abide by the code of ethics.

(b) Each agency's appointing authority shall do the following:

(1) Require all new employees and special state appointees to participate in ethics training within six (6) weeks of the employee's starting employment and the special state appointee's appointment date with the agency.

(2) Require all employees and special state appointees to participate in ethics training at least every two (2) years during an employee's and special state appointee's tenure with the agency.

(3) Maintain documentation to demonstrate an employee's and special state appointee's compliance with subdivisions (1) and (2).

End.

Commission for Higher Education

14 Gubernatorial Appointees
I.C. 21-18-2

INDIANA COMMISSION for HIGHER EDUCATION

Commissioner
Teresa Lubbers

Board for Proprietary Education
7 Gubernatorial Appointees, 2 Ex Officio
IC 21-18.5-5

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Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

529 Savings Plan (CollegeInvest.org): 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

Accuplacer: A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Achieve (www.achieve.org): An independent, bipartisan, non-profit education reform organization based in Washington, D.C. that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability.

ADP Network – American Diploma Project Network (www.achieve.org/adp-network): Achieve initiative of 35 network states that commit to raise the rigor of their high school standards for better alignment with postsecondary education and work

AGB – Association of Governing Boards (www.agb.org): A resource on higher education governance and leadership issues for academic governing boards, boards of institutionally related foundations, and senior-level campus administrators.

AP or Advanced Placement Classes (www.collegeboard.com/student/testing/ap/about.html): College-level courses offered in high school. Students may take an AP test at the completion of these courses, graded on a 1-5 scale, and students with high scores (generally a 3, 4, or 5) on these tests can be placed in upper-level college courses and may receive college credit for beginning-level courses.

ACTA – American Council of Trustees and Alumni (www.goacta.org): An independent, non-profit organization committed to academic freedom, excellence, and accountability at America's colleges and universities.

Appropriation: An amount of money authorized by the General Assembly for expenditure.

Articulation Agreement: An agreement between two colleges that allows course credit at one school to be accepted or transferred and applied toward a degree or certificate at another school.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

Associate's degree: A college credential that normally requires at least two years of full-time-equivalent college work.

ATD – Achieving the Dream (www.achievingthedream.org): Initiative to help more community college students succeed, particularly students of color and low-income, by focusing colleges and others on making better use of student outcome data.

Bachelor's degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least four years (or the equivalent) of full-time college-level study.

BPE – Board for Proprietary Education: The state agency charged with regulating privately owned, postsecondary vocational schools in Indiana. Institutions not subject to BPE jurisdiction are: postsecondary institutions financed from public funds; most private, non-profit colleges; schools regulated by other state agencies (e.g. cosmetology and barber colleges, real estate institutes; institutes offering religious oriented instruction; industrial training programs operated by businesses or labor unions; and schools offering motivational or self-improvement courses). No other private career schools may do business in Indiana without the Commission's approval.

CACG – College Access Challenge Grant Program (www2.ed.gov/programs/cacg): U.S. Department of Education's matching federal, state, and philanthropic grant program aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.

Campus-based programs: The following federal programs are considered campus based programs: Supplemental Education Opportunity Grant Program (SEOG), Federal College Work-Study Programs (CWSP), and the Federal Perkins Loan Program. Funds for these programs are awarded by the college's financial aid director and are based upon the school's allocation of funds.

Capital Project: A project to construct, improve, repair, or demolish a capital asset (note: there are technical accounting definitions for "capital assets". For purposes of this document, we mean buildings, land or infrastructure related thereto).

Cash for College (www.learnmoreindiana.org/cashforcollege): Annual campaign led by Learn More Indiana designed to help students with the financial preparations needed to attend college, such as understanding financial aid lingo, calculating the cost of college, finding grants and scholarships, and learning about financial aid process and forms.

CHE – Indiana Commission for Higher Education (www.che.in.gov): As the coordinating agency for the state's postsecondary education system, the mission of the Indiana Commission for Higher Education is to: define the educational missions of public colleges and universities; plan

and coordinate Indiana's state-supported system of postsecondary education; review budget requests from public institutions; and approve or disapprove for public institutions the establishment of new programs or expansion of campuses.

Classification of Instructional Programs (CIP): A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases.

CLEP- **College Level Examination Program**: Earn college credit for passing a subject specific examination. For more information, visit the College Board website.

COA: Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

College GO! Week (Collegegoweekindiana.org): Annual campaign led by Learn More Indiana designed to help students take practical steps to attend college. It is a week in the fall when every high school in Indiana is asked to prepare their students for college and careers through a variety of events and activities. Currently, goals are to have every senior in Indiana complete a college application, every junior registering for Indiana's e-Transcript, every sophomore completing the PSAT, and every freshman completing a college and career survey.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Competency-based education: The competency-based education model is based on measured learning outcomes, not credit hours. This approach allows individuals to advance in a degree program based on the pace they demonstrate mastery of essential knowledge and skills (e.g., WGU Indiana, www.indiana.wgu).

Compass: A computer-adaptive college placement test designed to evaluate incoming students' skill levels in and place them in the appropriate courses.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors (www.doe.in.gov/core40/diploma_requirements.html): Different course and credit requirements for earning an Indiana high school diploma. The Indiana General Assembly has made completion of Core 40 a graduation requirement for all students beginning with those entering high school fall 2007. The legislation includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The legislation also makes Core 40 a minimum college admission requirement for the state's public four-year universities since fall 2011.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

CTL – Core Transfer Library (www.transferin.net/CTL.aspx): List of courses that will transfer among all Indiana public college and university campuses, assuming adequate grades.

Debt Service: Funds that are used to pay the debt incurred for a capital project.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree Map: A semester-by-semester list of courses that a student should take to graduate on-time.

Degree-seeking students: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Delta Cost Project (www.deltacostproject.org): The mission of the Delta Project on Postsecondary Education Costs, Productivity, and Accountability is to help improve college affordability by controlling costs and improving productivity. The work is animated by the belief that college costs can be contained without sacrificing access or educational quality through better use of data to inform strategic decision making.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

Distance learning: An option for earning course credit at off-campus locations via cable television, Internet, satellite classes, videotapes, correspondence courses, or other means.

Doctoral degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctoral degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D. Eng. or D.E.S.). Many doctoral degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. See also First-professional degree.

Doctoral institutions: Four-year post-secondary institutions that award at least a doctoral or first-professional degree in one or more programs.

DOE – Indiana Department of Education (www.doe.in.gov): The Indiana Department of Education serves the citizens of the state by fulfilling its statutory responsibilities, implementing the policies of the Indiana State Board of Education and supporting the priorities of the State Superintendent of Public Instruction.

Dropout: The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring from a public school to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate but is called a "dropout" at the time he or she leaves school. At the time the person returns to school, he or she is called a "stopout." Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate. See also Status dropout rate.

DQC – Data Quality Campaign (www.dataqualitycampaign.org): National effort to support state policymakers to improve the availability and use of high-quality education data to improve student achievement.

Dual or Concurrent Enrollment, Dual Credit: Enrolling high-achieving high school students in college courses that may fulfill both high school and college graduation requirements. Students must gain permission from the high school principal or guidance counselor and admission to a college. College students may also dual enroll in two degree programs simultaneously.

DWD – Indiana Department of Workforce Development (www.in.gov/dwd): The Indiana Department of Workforce Development manages and implements innovative employment programs for Hoosiers, unemployment insurance systems, and facilitates regional economic growth initiatives for Indiana.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

EARN Indiana – Employment Aid Readiness Network Indiana: Launched in summer 2013 to revamp the state's work-study program, EARN Indiana provides students with financial need with access to resume-building, experiential, paid internships, while employers receive state matching funds in exchange for hiring these students.

Educational attainment: The highest level of schooling attended and completed. See also High school completion, Bachelor's degree, Master's degree, Doctoral degree, and First-professional degree.

EFC-**Expected Family Contribution**: In the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

FAFSA – Free Application for Federal Student Aid (www.fafsa.ed.gov): Required application for federal, state, and institutional financial aid. Indiana students must file the FAFSA between January 1 and March 10 of the year the student plans to attend college to receive consideration for need-based state financial aid. Corrections must be made by May 15 of the year the student plans to attend college.

Faculty: Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

Fee Replacement: State appropriates made to public postsecondary institutions to pay the debt service for certain capital projects. Public postsecondary institutions issue debt to undertake capital projects. Some of that debt is repaid by state government, and some is not. The General Assembly must authorize the issuance of the debt before fee replacement may be appropriated to a postsecondary institution. The institution actually pays the debt out of student fee revenue, and the state "replaces" the student fees through a state appropriation to that institution. Hence the name "fee replacement".

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

FERPA – Family Educational Rights and Privacy Act: Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Financial aid: Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement), and other monies (other than from relatives/friends) provided to students to help them meet expenses. This includes Title IV subsidized and unsubsidized loans made directly to students.

Financial Aid Package: Total amount of financial assistance a student receives as listed in the school's financial aid award letter. Grants, loans, and work programs are included in a student's financial aid package. Financial aid from the college or university, as well as any other outside scholarship or loan programs, are also included in the financial aid package.

First-professional degree: An award that requires completion of a degree program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work before entering the degree program; and (3) a total of at least 6 academic years of college work to complete the degree program, including previously required college work plus the work required in the professional program itself. First-professional degrees may be awarded in the following 10 fields: chiropractic (D.C. or D.C.M.), osteopathic medicine (D.O.), dentistry (D.D.S. or D.M.D.), pharmacy (Pharm.D.), law (L.L.B. or J.D.), podiatry (D.P.M., D.P., or Pod.D.), medicine (M.D.), theology (M.Div., M.H.L., B.D., or Ordination), optometry (O.D.), and veterinary medicine (D.V.M.).

Four-year postsecondary institution: A college or university that can award a bachelor's degree or higher.

Frank O'Bannon Award Program: Also known as the Higher Education Award (public and proprietary institutions) and the Freedom of Choice Award (private institutions), this grant program provides tuition and regularly assessed fee assistance to Hoosier students with financial need who are attending an eligible Indiana institution full-time.

Full-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

Full-time-equivalent (FTE) enrollment: For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equivalent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

GED certificate: This term normally refers to the tests of General Educational Development (GED), which provide an opportunity to earn a high school credential. The GED program,

sponsored by the American Council on Education, enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates.

Graduation Compact: An agreement between a student and a college or university. This agreement (sometimes called "Grad Pact") states that if a student meets certain guidelines, he/she will be able to graduate within four years, or the college will pay for the remaining education. Not all schools offer this agreement.

High School Feedback Reports (www.in.gov/che/2489.htm): A CHE initiative where Indiana high schools receive direct feedback about how their graduates are fairing in college. The customized report details the number of each school's graduates that attend public institutions in Indiana, as well as the number who require remedial math or English courses once they get there.

IHE – Institution of higher education: A term synonymous with college or university.

IB - International Baccalaureate: College level courses taken as a part of a high school program that offers advanced students the opportunity to take courses with more challenging college-level content. Students who complete courses are eligible to take the exams for college credit at most colleges and universities.

ICI – Independent Colleges of Indiana (www.icindiana.org): A nonprofit organization representing Indiana's independent colleges and universities and approximately one quarter of the state's undergraduate college students.

Independent student: To be classified as an independent student, a person must meet at least one of the following criteria:

Student is at least 24 years old.
Student is enrolled in graduate or professional school.
Student has legal dependents other than a spouse.
Student is a ward or orphan of the court.
Student is a veteran of the Armed Forces.
Student is married.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

Indiana College Success Coalition (www.learnmoreindiana.org/CommunityPartners/Coalition/Pages/Home.aspx): A state initiative led by Learn More Indiana designed to bring together local community partners together for the shared purpose of increasing college access and success and raising the educational attainment of all Hoosiers.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

Indiana e-Transcript (www.learnmoreindiana.org/e-transcript): Free service provided to Indiana students and families that sends high school transcripts electronically to colleges and universities nationwide.

Indiana's Education Roundtable (www.in.gov/edroundtable): Co-chaired by the Governor and Superintendent of Public Instruction, Indiana's Education Roundtable serves to improve educational opportunity and achievement for all Hoosier students. Composed of key leaders from education, business, community, and government, the Roundtable is charged with:

- Ensuring the state has world class academic standards for student learning
- Aligning the state's ISTEP+ assessments that measure student achievement with those standards
- Setting the passing scores for ISTEP+
- Making ongoing recommendations focused on improving student achievement to the Governor, Superintendent of Public Instruction, General Assembly, Indiana State Board of Education, and others.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements. *[Also see "Reciprocity"]*

Institutional and external funds: Endowment, alumni, or external monies for which the institution determines the recipient or the dollar amount awarded.

IPEDS – Integrated Postsecondary Education Data System (www.nces.ed.gov/ipeds): A system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

KnowHow2Go (www.knowhow2go.org): A multiyear, multimedia effort led in Indiana by Learn More Indiana, that includes television, radio, and outside public service advertisements (PSAs) that encourage 8th through 10th graders to prepare for college using four simple steps:

The Four Steps to College

- Be a pain – Let everyone know that you're going to college and need their help.
- Push yourself – Working a little harder today will make getting into college even easier.
- Find the right fit – Find out what kind of school is the best match for you and your career goals.
- Put your hands on some cash – If you think you can't afford college, think again. There's lots of aid out there.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

Learn More Indiana (www.learnmoreindiana.org): Learn More Indiana is a state-led communication and community outreach effort working to help Hoosiers succeed in school, complete college and connect to careers. In print, in person, on the phone (1-800-992-2076), and on the web, Learn More Indiana works on behalf of its state and local partners to help students of all ages plan, prepare and pay for college and career success.

Lumina Foundation for Education (www.luminafoundation.org): An Indianapolis-based, private, independent foundation that strives to help people achieve their potential by expanding access to and success in education beyond high school.

Lumina Productivity Grant (www.collegeproductivity.org): Nine million in grants to help seven states (Arizona, Indiana, Maryland, Montana, Ohio, Tennessee, and Texas) accelerate efforts to graduate more students within existing resources while ensuring quality and deliver higher education in new ways and at lower expense to students and taxpayers (formerly called Making Opportunity Affordable). States receiving productivity grants for up to four years will work on everything from crafting approaches to reward students and institutions financially for course and degree completion to developing cost-effective models for serving greater numbers of students.

Lumina's "Big Goal": Increasing the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025.

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, which includes the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and for demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program—for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, or an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree—for example, the Master of Laws (LL.M.) and Master of Science (M.S.) in various medical specializations.

MHEC – The Midwestern Higher Education Compact (www.mhec.org) is one of four statutorily-created interstate compacts founded in 1991 and serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin. MHEC contributes to the vitality of the Midwest by enhancing member states' ability to maximize higher education opportunity and performance through collaboration and resource sharing.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

MRU – Major Research University: Refers to universities in the United States that are classified as "research universities with high and very high research activity" by the Carnegie Foundation for the Advancement of Teaching classification system. The three Indiana campuses with these designations are Purdue University West Lafayette and Indiana University Bloomington (both ranked very high), as well as Indiana University-Purdue University at Indianapolis (IUPUI) (ranked high primarily on the School of Medicine).

NCES – National Center for Education Statistics (www.nces.ed.gov): The primary federal entity for collecting and analyzing data related to education. NCES is located within the U.S. Department of Education and the Institute of Education Sciences.

NCHEMS – National Center for Higher Education Management Systems (www.nchems.org): Nonprofit organization committed to bridging the gap between research and practice by placing the latest concepts and tools in the hands of higher education policy makers and administrators.

NCSL – National Conference of State Legislatures (www.ncsl.org): Bipartisan organization that serves the legislators and staffs of the nation's 50 states, its commonwealths, and territories.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

Need-based gift aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based gift aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds, or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

NGA – National Governor's Association (www.nga.org): Nonpartisan organization that provides governors and their senior staff members with services that range from representing states on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. NGA also provides management and technical assistance to both new and incumbent governors.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time enrollment: The number of students enrolled in postsecondary education courses with a total credit load of less than 75 percent of the normal full-time credit load.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Private institution: An institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government; that is usually not supported primarily by public funds; and that is not operated by publicly elected or appointed officials. Types of private institutions include:

- *Private for-profit institution (also "proprietary school"):* A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.
- *Private not-for-profit institution (also "independent college"):* A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.

Public institution: A postsecondary educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

Reaching Higher, Achieving More: A Success Agenda for Higher Education in Indiana (http://www.in.gov/che/2349.htm): The Indiana Commission for Higher Education's strategic plan for the state's postsecondary education system which outlines a series of recommendations and desired outcomes for re-designing a higher education system that is student-centered, mission-driven, and workforce-aligned.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

Remedial services: Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Does not include application fees or optional fees such as lab fees or parking fees.

R& R- Repair and Rehabilitation: R& R refers to both projects to either repair or renovate existing capital facilities, or to the state appropriation for the purposes of R&R. Repair means to correct a deficiency in the structure or usability of a facility; for example to repair a leaking roof, or replace the HVAC system. Renovation means to modify an existing space, or change its usability; for example: to convert office space to classrooms.

SHEEO – State Higher Education Executives Officers (www.sheeo.org): Nonprofit, nationwide association of the chief executive officers serving statewide coordinating boards and governing boards of postsecondary education.

Scholarships/grants from external sources: Monies received from outside (private) sources that the student brings with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

SFA – Division of Student Financial Aid (www.in.gov/ssaci): As part of CHE, the Division's mission is to: make college affordable with need-based student grants; allow choice by granting awards to students attending public, independent & proprietary colleges; and increase college preparation by giving additional grants to students graduating from high school with Core 40 and Academic Honors Diplomas and to 21st Century Scholars.

Student Teaching Stipends: Beginning as early as the 2013-2014 academic year, students with financial need may apply for and receive two student teaching stipends: one for minority students who plan to teach and one for students who plan to teach in a high-need field. The stipends are a maximum of $5,000 (if the student has a GPA of at least 3.5 on a 4.0 scale) or $4,000 (if the student has a GPA of at least 3.0 and less than 3.5 on a 4.0 scale).

Summer session: A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Key Higher Education Terms & Acronyms

(Prepared by the Indiana Commission for Higher Education)

Tuition: The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

21st Century Scholars Program (www.in.gov/ssaci/2345.htm): A state initiative to raise educational aspirations of low and moderate-income families in Indiana. The program aims to ensure that all Indiana families can afford a college education for their children. Income-eligible 6th, 7th and 8th graders who enroll in the program and fulfill a pledge of good citizenship to the state are guaranteed the cost of four years of undergraduate college tuition at any participating public college or university in Indiana. If the student attends a private institution, the state will award an amount comparable to that of a public institution. If the student attends a participating proprietary school, the state will award a tuition scholarship equal to that of Ivy Tech Community College.

Undergraduate student: Student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

University: A postsecondary institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties, and that is empowered to confer degrees in various fields of study.

VSA – Voluntary System of Accountability (www.voluntarysystem.org): Voluntary initiative developed by the higher education community to meet the following objectives: provide a useful tool for students during the college search process; assemble and disseminate information that is transparent, comparable, and understandable; demonstrate accountability and stewardship to public; and support institutions in the measurement of educational outcomes and facilitate the identification and implementation of effective practices as part of institutional improvement efforts.

VFA – Voluntary Framework of Accountability: An initiative similar to VSA for community colleges **.**

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

WICHE – Western Interstate Commission for Higher Education (www.wiche.edu): Regional organization created to facilitate resource sharing among the higher education systems of the West.

Work study and employment: Federal work study aid and any employment packaged by your institution in financial aid awards.

INDIANA COMMISSION for HIGHER EDUCATION

Public Institutions

Ball State University
2000 W. University Avenue
Muncie, Indiana 47306
Dr. Paul W. Ferguson
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Indiana State University
210 North Seventh Street
Terre Haute, Indiana 47809
Dr. Daniel Bradley
President
(812) 237-6311

Indiana University
Indiana and Kirkwood Avenues
Bloomington, Indiana 47405
Dr. Michael McRobbie
President
(812) 855-4848

Indiana University Bloomington
Indiana and Kirkwood Avenues
Bloomington, Indiana 47405
Dr. Lauren Robel
Provost & Executive Vice President
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Indiana University-Purdue University Columbus
4601 Central Avenue
Columbus, Indiana 47203-1769
Dr. Marwan Wafa
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Indiana University East
2325 Chester Boulevard
Richmond, Indiana 47374
Dr. Kathryn Cruz-Uribe
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Indiana University-Purdue University Indianapolis
355 North Lansing Street
Indianapolis, Indiana 46202
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Indiana University Kokomo
2300 South Washington Street
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Kokomo, Indiana 46904-9003
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Indiana University Northwest
3400 Broadway
Gary, Indiana 46408
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(219) 980-6500

Indiana University South Bend
P.O. Box 7111
South Bend, Indiana 46634
Dr. Terry Allison
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(574) 237-4111

Public Institutions (Cont.)

Indiana University Southeast
4201 Grant Line Road
New Albany, Indiana 47150
Dr. Barbara Bichelmeyer
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(812) 941-2000

Ivy Tech Community College of Indiana – Central Administration
50 W. Fall Creek Pkwy., N. Dr.
Indianapolis, Indiana 46208
Mr. Thomas Snyder
President
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Ivy Tech Community College of Indiana - Anderson *
104 West 53rd Street
Anderson, Indiana 46012-1502
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(765) 643-7133

Ivy Tech Community College of Indiana - Bloomington *
200 Daniels Way
Bloomington, Indiana 47404
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(812) 332-1559

Ivy Tech Community College of Indiana - Columbus *
4475 Central Avenue
Columbus, Indiana 47203
Mr. John Hogan
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(812) 372-9925

Ivy Tech Community College of Indiana - East Central *
4301 Cowan Road
P.O. Box 3100
Muncie, Indiana 47302
Dr. Andrew Bowne
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Ivy Tech Community College of Indiana – East Chicago *
De La Garza Center
410 E. Columbus Drive
East Chicago, Indiana 46312
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Ivy Tech Community College of Indiana - Elkhart *
2521 Industrial Parkway
Elkhart, Indiana 46516-5430
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Ivy Tech Community College of Indiana - Evansville *
3501 First Avenue
Evansville, Indiana 47710
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Ivy Tech Community College of Indiana - Gary *
220 Dean Johnson Blvd.
South Bend, Indiana 46601-3415
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Ivy Tech Community College of Indiana - Indianapolis *
50 W. Fall Creek Pkwy., N. Dr.
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Ivy Tech Community College of Indiana - Logansport *
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590 Ivy Tech Drive
Madison, Indiana 47250
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Ivy Tech Community College of Indiana - Marion *
261 S. Commerce Drive
Marion, Indiana 46953
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(765) 651-3100

Ivy Tech Community College of Indiana – Michigan City *
3714 Franklin Street
Michigan City, Indiana 46360
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Ivy Tech Community College of Indiana - North Central *
220 Dean Johnson Blvd.
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Ivy Tech Community College of Indiana - Northeast *
3800 N. Anthony Blvd.
Fort Wayne, IN 46805
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Sellersburg, Indiana 47172
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Ivy Tech Community College of Indiana – Valparaiso *
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Ivy Tech Community College of Indiana - Warsaw *
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Vincennes University *
1002 North First Street
Vincennes, Indiana 47591-5201
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1-800-742-9198

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850 College Avenue
Jasper, Indiana 47546
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Independent Institutions

Ancilla College *
P.O. Box 1
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(574) 936-8898

Anderson University*
1100 East Fifth Street
Anderson, Indiana 46012-3462
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(765) 649-9071

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3003 Benham Avenue
Elkhart, Indiana 46517-1999
Sara Wenger Shenk, Ed.D.
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1001 West McKinley Avenue
Mishawaka, Indiana 46545
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Richmond, IN 47374
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Butler University
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Christian Theological Seminary
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Concordia Theological Seminary
6600 North Clinton
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313 South Locust Street
Greencastle, Indiana 46135
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Grace College & Theological Seminary
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Winona Lake, Indiana 46590
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North Manchester, Indiana 46962
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Oakland City, Indiana 47660-1099
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Saint Mary's College
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Saint Mary-of-the-Woods College
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St. Mary-of-the-Woods, Indiana 47876
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Saint Meinrad School of Theology
200 Hill Drive
St. Meinrad, Indiana 47577-1030
Fr. Denis Robinson, O.S.B.
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236 W. Reade Avenue
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Associate Vice President of Government Relations:	Mr. Jeffrey Linder *
Executive Vice President, and Chancellor, IUPUI:	Dr. Charles Bantz

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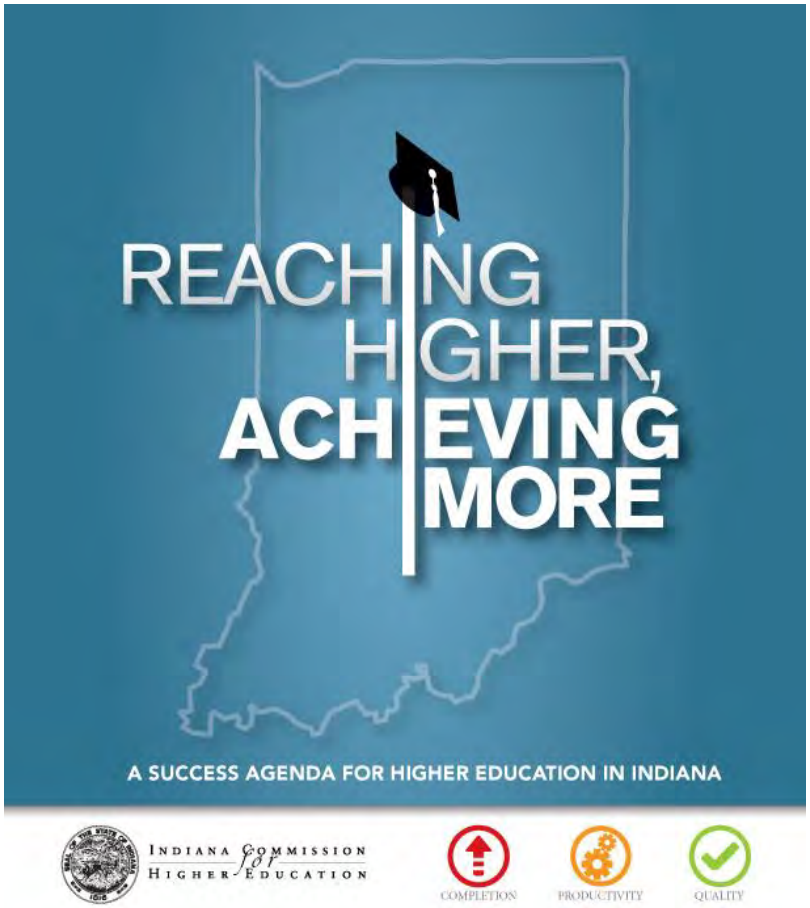
* Indicates those who regularly attend and speak at Commission meetings.

Implementation of the Indiana Commission for Higher Education's Strategic Plan



Introduction

Indiana's rate of higher education attainment leaves much room for growth. According to 2012 Census data, only 34.4 percent of working-age Hoosiers (25-64 years old) hold a two- or four-year college degree; the national average is 39.4 percent. Indiana has made the Big Goal of 60 percent higher education attainment by 2025 a centerpiece of its higher education policy, and data suggest that if Indiana does nothing, only 41 percent of Hoosiers will have a degree by 2025.[1] It is vital to address this issue, as data from the Center on Education and the Workforce at Georgetown University suggests that by 2020 over 60 percent of the expected job vacancies in Indiana will require a postsecondary credential.[2]

In 2012, the Indiana Commission for Higher Education unanimously adopted *Reaching Higher, Achieving More: A Success Agenda for Higher Education in Indiana*. *Reaching Higher, Achieving More* calls for a student-centered, mission-differentiated and workforce-aligned higher education system in Indiana. The plan calls on Indiana's postsecondary community to focus on three key factors: completion, productivity and quality. The Commission has supplemented the plan with resolutions to further refine the success agenda for Indiana's college students.

Implementation of *Reaching Higher, Achieving More*

Reaching Higher, Achieving More (*RHAM*) is organized around student success by "creating efficient pathways and incentives for completion of degrees and certificates, promoting productivity to safeguard affordability, and attaining a standard of academic quality that ensures Indiana's college credentials are universally recognized for their rigor and value."[3]

The **Completion** section of the strategic plan identifies how to raise the overall completion rates of students at Indiana's colleges and universities and to reduce the time it takes for students to complete degrees. *RHAM* advocates a three-pronged strategy: increasing the preparation of K-12 students, transforming remedial education, and establishing clear pathways for on-time completion. Key successes under the Completion section include:

- **Performance Funding.** University funding from the State is based in part on the number of degrees conferred with a premium on at-risk and high-impact degrees, the on-time completion rate, persistence and remediation success.

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[1] Data from the Lumina Foundation's *A Stronger Nation through Higher Education: Visualizing Data to Help Us Achieve a Big Goal for College Attainment* report, specifically pages 64-67. Available online at www.luminafoundation.org.

[2] *Recovery: Job Growth and Education Requirements through 2020*, Georgetown University Center on Education and the Workforce. Available online at http://cew.georgetown.edu/recovery2020/.

[3] *Reaching Higher, Achieving More*, page 4.

- **Degree Maps.** All students at public colleges and universities will be provided with a semester-by-semester list of courses called a *degree map* that will provide the path to on-time graduation effective Fall 2014. Newly-enacted law requires colleges to offer these maps and to provide guaranteed availability of courses on maps (or offer the course for free in a future semester).
- **Remediation Redesign**
    - Ivy Tech Community College developed a more effective "co-requisite model" and committed to provide all remediation through this model by the end of 2014.
    - Legislation now requires high schools to test students for college-readiness in 11th grade so that issues can be addressed before the student graduates.
    - The Commission adopted a resolution calling for the development of a new, integrated statewide system of remediation at the K-12 and higher education levels by 2015.
- **21st Century Scholars Supports.** Supported by legislation, participants in Indiana's early intervention promise program now participate in a Scholar Success Program to increase preparedness and have a network of mentors to help them through college.
- **Advising Redesign.** The Commission has conducted a study on advising and conducted a statewide convening of over 200 university officials to discuss the lessons learned and highlight national best practices for proactive advising.
- **15-to-Finish Campaign.** The Commission has partnered with Indiana's colleges and universities to launch a campaign to inform students and their parents that the best way to graduate on-time and perform better academically is by enrolling in and completing 15 credits each semester and completing key math and English requirements early.
- **Call to Close Achievement Gaps.** In March 2013, the Commission adopted a resolution calling on institutions to set targets for closing Indiana's achievement gap between underrepresented student populations and the overall student population. In the resolution, the Commission set a target to reduce the achievement gap by 50 percent by 2018 and to eliminate the achievement gap by 2025. The Commission has published achievement gap numbers in its *College Completion Report,* to be discussed in the next section.
- **Commitment to the Non-Traditional Student.** The Commission has heard from over a dozen experts on the topic of non-traditional and adult students. The Commission then adopted a resolution in May 2014 calling for institutional and employer policy changes to help students balancing work and family with their education to complete faster and at greater rates of success. Indiana has received a

private grant to take such policies to scale and will make recommendations to the General Assembly for this population for the 2014 legislative session.

- **Return to Complete Initiative.** The Commission is coordinating a statewide effort to provide encouragement, clear pathways and financial incentives to Hoosiers with some college but no degree to return and complete. Our goal is that 200,000 of these former students will graduate by 2020.

With respect to **Productivity**, far too many Hoosiers have to finance their higher education through large amounts of student debt or personal investment. In Indiana, we have calculated that an additional year of college costs $50,000 or more in tuition, lost wages and related costs. The strategic plan calls for policies and innovations to help students graduate in less time and at a lower cost. Key successes under the Productivity section include:

- **Performance Funding.** Institutions developed a mission-differentiated metric to measure their own productivity which is incorporated into the performance funding formula.
- **Credit Creep**. State law now limits credit requirements in programs to 120 credits for a bachelor's degree and 60 credits for an associate degree in most cases. Two years after enactment, Indiana colleges have flipped from 90 percent of programs exceeding this standard to 90 percent meeting it – with an annual student savings of $35 million.
- **Transfer and Articulation**
    - General Education Core of 30 credits that transfer seamlessly among Indiana's public institutions are in effect as of Fall 2013.
    - Single Articulation Pathways of 60 credits that transfer seamlessly among Indiana's public institutions will be in effect in Fall 2015.
- **Student Incentives**. Following an integration of state financial aid into the Commission, recipients of financial aid will now be required to complete 24 credits per year and will be rewarded for completing 30 or more effective Fall 2013. Students also receive additional financial aid for pursuing accelerated programs.
- **College Cost Transparency.** The Commission continues to work to improve college cost transparency through the use of Learn More Indiana's Indiana College Costs Estimator[4] and through the collection and publication of cost per degree and debt-load data from the institutions.

The Commission continues to work on issues relating to **Quality** in higher education. The worth of a higher education is not found only in the degree, but also in knowing that the knowledge and skills learned are of high quality and will be of use in the workplace. To that

[4] Available online at http://www.indianacollegecosts.org/.

end, as part of *Reaching Higher, Achieving More* the Commission and Indiana's institutions of higher education must embrace increased public transparency, innovative approaches to education (including accelerated learning) with defined learning outcomes and quality assessments. Key successes under the Quality section include:

- **Return on Investment Reports.** The Commission is publishing a multi-stage report that brings to light the investment required to attend college and the expected return with respect to more opportunities, higher earnings and greater job security.
- **Innovative Models**
    - Ivy Tech Community College's ASAP program allows students to earn accelerated associate's degrees within well-supported cohorts.
    - WGU-Indiana's online competency-based model offers another innovative approach.
    - Indiana Wesleyan's adult program is gaining national attention for its success with the non-traditional students.
- **Commitment to Competencies**
    - Through a resolution adopted by the Commission in June 2013, Indiana became a LEAP state, which will provide Indiana with established learning outcomes and degree profiles to show what a student should be mastering in higher education.[5]
    - The Commission adopted a second resolution in February 2014 endorsing recognition of competency and prior learning, calling on institutions to cultivate a culture focused on competency, examine their policies on prior learning and self-paced study and provide students with additional tools for demonstrating competency whenever possible.
    - Indiana's General Education Core and Single Articulation Pathways are both based on *competencies* instead of *courses.*
- **Experiential Learning**
    - The EARN (Employment Aid Readiness Network) Indiana provides access to resume-building, experiential, paid internships for students with financial need. EARN Indiana positions give students professional experience and networking opportunities, readying them for a career after graduation. EARN employers receive a dollar-for-dollar match to help pay for the internships. The Commission has entered a partnership with Indiana INTERNnet (Indiana Chamber of Commerce) to better match students and employers, to maximize each student's experience and to assist employers in finding the perfect fit for their team.

[5] Liberal Education and America's Promise (LEAP) is an initiative through the Association of American Colleges and Universities (AAC&U). More information on LEAP can be found at http://www.aacu.org/leap/.

Measuring Results

Step 1: Institutions submit data and set targets

In January 2014, Indiana's public institutions submitted baseline data and set targets for the following metrics:

- Degree completion
- Remediation success (defined as passing gateway course)
- Persistence
- On-time completion
- Cost per degree
- Student debt load
- Closing achievement gaps

Step 2: Commission establishes a working dashboard to track progress

The Commission developed a dashboard charting the current metrics and targets set. In future years, this dashboard will be enhanced to compare annual targets against the actual performance.

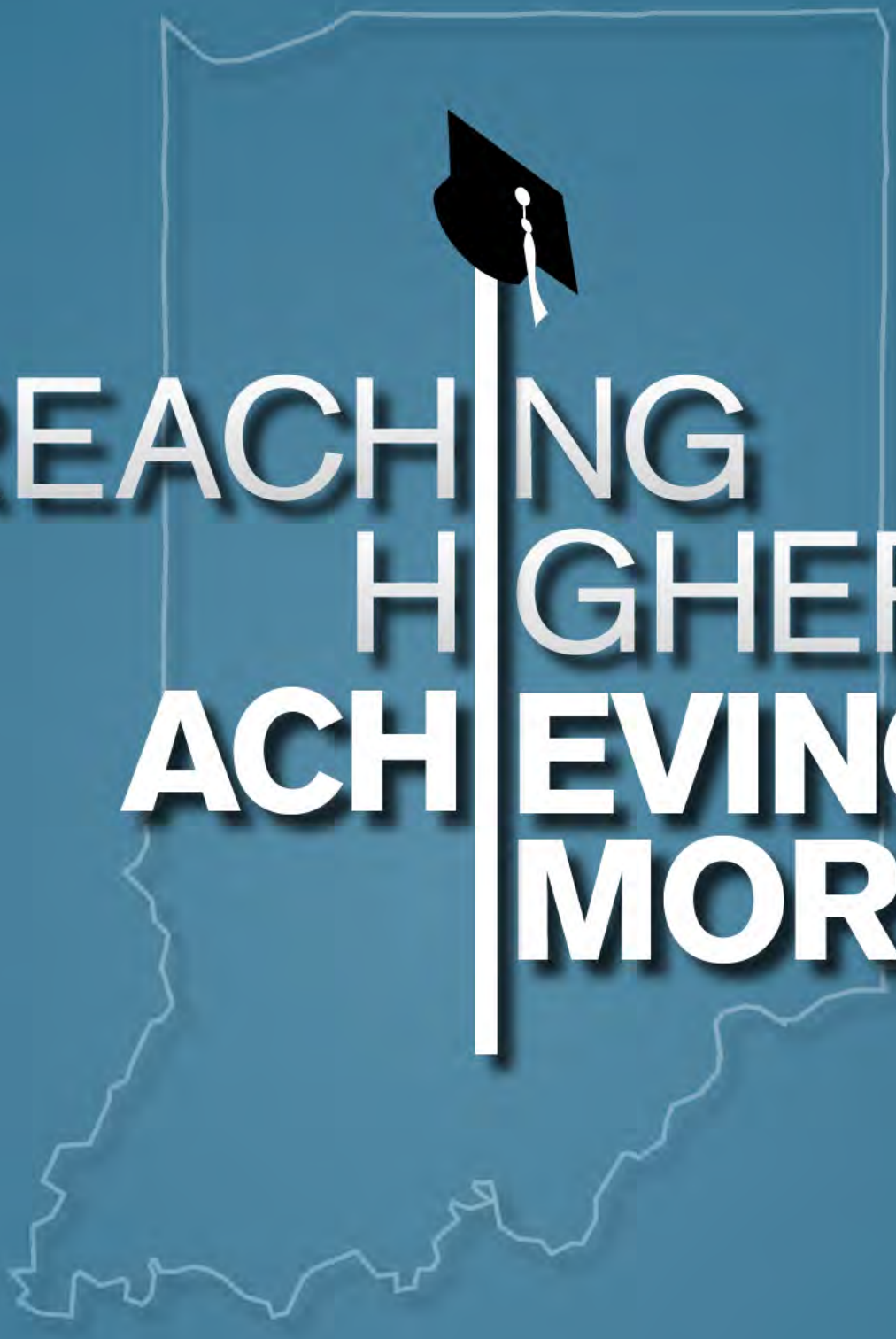
Step 3: Commission publishes the metrics with framing and context

In three public-friendly reports, the Commission shows an annual commitment to making data understandable and actionable.

- **College Readiness Reports**: show college-going rates, college-readiness rates and freshman year performance. These are broken down by various academic and socioeconomic factors, as well as by county, school district and school.
- **College Completion Reports:** show completion rates, including extended-time and transfer students, and illuminates the disparities that exist among different racial/ethnic groups and different income levels. These are available for each public institution and with statewide composites for 2-year institutions and 4-year institutions.
- **Return on Investment Reports:** show the gross and net cost of attendance and borrowing behavior of Indiana students within the context of the return on that investment – top industries of employment and average salaries 1, 5 and 10 years post-graduation. These are reported by program of study for each public institution as well as statewide composites for 2-year institutions and 4-year institutions.

Step 4: The data drive change and improvement

The purpose of measuring success is not information for information's sake. The purpose is to identify the pockets of success where numbers are moving dramatically, identify the policies or practices that caused those results, and scale those statewide.



REACHING HIGHER, ACHIEVING MORE

A SUCCESS AGENDA FOR HIGHER EDUCATION IN INDIANA

INDIANA COMMISSION *for* HIGHER EDUCATION

COMPLETION

PRODUCTIVITY

QUALITY

About the Indiana Commission for Higher Education

MISSION

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.

MEMBERS

The Commission includes representatives from each Congressional district, three at-large members, a college faculty representative and a college student representative.

Teresa Lubbers, Commissioner

Ken Sendelweck, Chair, 9th Congressional District

Eileen O'Neill Odum
1st Congressional District

Chris Murphy
2nd Congressional District

Marilyn Moran-Townsend
Vice Chair, 3rd Congressional District

Susana Duarte de Suarez
4th Congressional District

Michael Smith
5th Congressional District

Michael "Jud" Fisher, Jr.
Secretary, 6th Congressional District

Dennis Bland
7th Congressional District

George Rehnquist
8th Congressional District

Gerald Bepko
At-Large Member

Carol D'Amico
At-Large Member

Christopher LaMothe
At-Large Member

Kent Scheller
Faculty Representative, University of Southern Indiana

Keith Hansen
Student Representative, Purdue University

ADOPTION & ACKNOWLEDGEMENTS

Reaching Higher, Achieving More was adopted unanimously by the members of the Indiana Commission for Higher Education in March 2012.

The Commission wishes to thank the many individuals who contributed their time and talent to ***Reaching Higher, Achieving More***, including the co-chairs for the strategic plan's development, Gerald Bepko and Marilyn Moran-Townsend.

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WORKING TOGETHER TO ACHIEVE MORE

More Hoosiers than ever before recognize that a college credential is their passport to opportunity and prosperity.

Indiana must rise to the challenge by establishing one of the best and most student-centered higher education systems in the country.

The stakes for achieving more have never been greater. It is not an overstatement to say that Indiana's future depends on the educational attainment of its citizens.

Achieving More calls for a higher education system that is:

- **Student-centered**, recognizing the changing needs and demographics of Hoosier students and placing students at the center of each and every effort, from development to implementation.
- **Mission-driven**, recognizing Indiana's diverse landscape of public and private postsecondary education providers, each filling a distinct but integrated role within the state's higher education system.
- **Workforce-aligned**, recognizing the increasing knowledge, skills and degree attainment needed for lifetime employment and ensuring Indiana's economic competitiveness.

Achieving More requires a focus on student success

by creating efficient pathways and incentives for **completion** of degrees and certificates, promoting **productivity** to safeguard affordability, and attaining a standard of academic **quality** that ensures Indiana's college credentials are universally recognized for their rigor and value.

THE *REACHING HIGHER, ACHIEVING MORE* CHALLENGE

1. **College Completion:** Increase on-time college graduation rates for Hoosier students to at least 50 percent at four-year campuses and 25 percent at two-year campuses by 2018.
2. **Degree Production:** Double the number of college degrees and certificates produced currently by 2025 (requires increasing annual degree production from approximately 60,000 degrees to 120,000 degrees).
3. **Education Attainment:** Increase higher education attainment of Hoosier adults to 60 percent of Indiana's population by 2025 (45 percent by 2018).

930,000 Projected Job Vacancies by 2018

Source: Bureau of Labor Statistics, 2010.

Looking Back: Reaching Higher

Since the first *Reaching Higher* strategic plan was adopted in 2008, Indiana has accelerated momentum to increase student access and success, to ensure college affordability for students and families, and to align the state's higher education system to meet Indiana's economic and workforce needs.

Together, we have:

- **Raised college-readiness expectations** by making Indiana's Core 40 high school diploma the standard for all students and expanding access to dual credit, Advanced Placement and other early college opportunities.
- **Reformed the state's financial aid system** by making college costs more transparent for Hoosier families, strengthening the state's Twenty-first Century Scholars program to promote student success, and targeting aid to better serve adult students.
- **Rewarded colleges for student success** through a performance-based funding formula that emphasizes completion and productivity.

While these accomplishments and the dedication of campus leaders, faculty and students should not be overlooked, now is not the time to back off. Indiana college completion rates have remained relatively flat over the past decade and the state's education attainment ranking of 42nd in the nation has not improved.

Looking Ahead: Achieving More

To achieve a better result, Indiana and its higher education institutions must respond to changing times and growing demands, rethink traditional notions and approaches, and renew and accelerate the promises of the original *Reaching Higher*.

The strategic priorities and policy directions outlined in *Reaching Higher, Achieving More* were formed with these challenges and opportunities in mind.

Indiana ranks 40th nationally in higher education attainment and 41st in personal per capita income.

Source: U.S. Census Bureau, 2010.

Regional Recovery: Meeting Workforce Needs

Vincennes University and its corporate partners are stepping up their game to meet the rising demand for highly skilled workers, particularly in advanced manufacturing.

Vincennes and regional employers such as Sony, Toyota and Subaru are expanding their partnerships to show students, parents and educators the benefits of pursuing employment in the increasingly high-tech field of manufacturing.

Jeffrey Johnson of Toyota's human resources division recently reached out to Technology Division Dean Art Haase, telling him that the company wants to do more to recruit high school students toward technical careers. "Obviously, it behooves us to partner with educators in order to help supply the industry with the trained people that are needed," Johnson said.

Toyota is also among a number of companies providing paid summer internships, including housing, to attract more students into the field.

In 2012, Vincennes will launch an intensive 14-week summer program in precision machining that will earn participating students a bachelor's degree in three years. Innovative business partnerships and degree programs are essential for producing the highly skilled workers Indiana's economy demands.

Healthy and Wise: Improving Lives Through Innovative Investments

Dr. Richard DiMarchi worked for many years as an accomplished corporate scientist, but he says a university setting is the "preferred domain" for fostering discoveries that have tremendous potential to benefit human health.

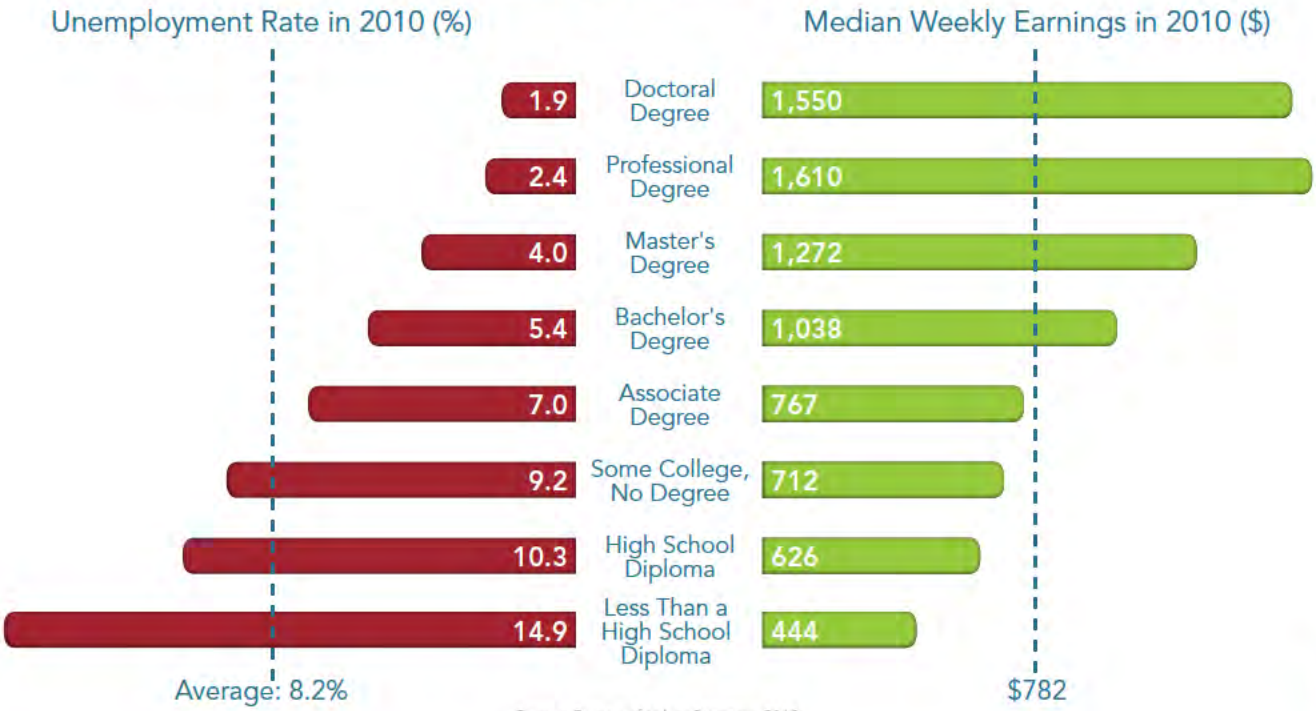
Working with students and staff in the research labs of Indiana University (IU), and with funding support from Carmel-based Marcadia Biotech, DiMarchi's research team developed a compound for experimental diabetes medicines.

"IU stimulates creativity and an environment that encourages free thought and innovation," says DiMarchi, who also helped found Marcadia.

When testing revealed the potential for multiple applications for this breakthrough research, including treatment of hypoglycemia, hypertension and obesity, Marcadia secured strong commercial interest in the potential of DiMarchi's research. Marcadia was purchased in 2010 by Roche for nearly $300 million, a clear indication of its economic potential. Roche is now working with Marcadia and the university to bring all of this promising research to market.

Fritz French, Marcadia's former CEO, says the company's experience with IU is "an example of what can be accomplished through collaboration and advancing scientific research and should spur other start-ups like Marcadia."

The Growing Divide: Education Attainment and Economic Opportunity



Source: Bureau of Labor Statistics, 2010.

Completion

Students and the state are not well served by an empty promise of college access without completion.

Less than a third of Indiana's four-year college students graduate on time and just over half graduate after six years. Only 4 percent of the state's two-year college students complete on time and 12 percent graduate within three years.*

Not completing a two-year or four-year college degree has dramatic financial implications to Hoosiers and the state.

The lifetime earning potential of a student who does not complete higher education is more than $1 million less than an individual with a college degree.

Indiana must increase overall completion rates and reduce the time it takes for students to complete degree programs. This will require:

- Increasing preparation of K-12 students.
- Transforming remedial education policies and practices to ensure students successfully complete gateway college courses.
- Establishing clear, efficient pathways for on-time college completion.

*The Incomplete Promise: Indiana College Completion Rates**

Four-year Public Colleges:

- Four-year graduation rate: 28 percent
- Six-year graduation rate: 53 percent

Two-year Public Colleges:

- Two-year graduation rate: 4 percent
- Three-year graduation rate: 12 percent

Learn More Indiana: Creating a College-Completion Culture

Learn More Indiana, the state's one-stop resource for college and career planning and preparation, is making higher education possible for more Hoosiers. With a comprehensive website, annual campaigns and a robust mentoring program, Learn More Indiana is working with local partners across the state to break barriers to college access and success.

One such partnership is with Project Leadership, a non-profit organization serving Grant and Delaware counties. Through Learn More Indiana and Project Leadership, students participating in the state's Twenty-first Century Scholars program get help at every stage of the college preparation process. Initiatives such as family outreach events, in-school financial aid labs, college application days and more than 200 trained mentors help make college a reality for these students.

With partnerships like Learn More Indiana and Project Leadership, the state and local communities are working together to create a college-completion culture across Indiana.

*Source: Indiana Commission for Higher Education, 2011.

PREPARATION

Indiana has made significant progress in increasing the number of students pursuing and completing rigorous courses in high school. This trend is reflected by increasing numbers of students taking college entry assessments (ACT and SAT), completing Advanced Placement (AP) and dual credit courses, and earning Core 40 diplomas with Academic or Technical Honors.

*Rigorous High School Course-Taking (2006-11)**

- Increase in Core 40 and honors diplomas: 70.4 percent to 80.9 percent
- Increase in graduates passing AP exams: 7.5 percent to 14.0 percent
- Increase in Dual Credit Course-Taking: 10,000 to over 43,000 students (317 percent increase)

Creating a High School Diploma that Counts

Indiana created Core 40 to ensure that high school students are prepared for success after graduation. Building on this foundation:

- Core 40 became the **default curriculum for a high school diploma.** The Class of 2011 was the first to graduate with this requirement.
- Core 40 diploma requirements were **aligned with minimum admissions requirements** at all four-year public Indiana colleges (took effect in fall 2011).
- State **financial-aid policies are aligned with Core 40 completion.**

While these developments are noteworthy, the data reveal significant disparities in student preparation and performance. Though the number of Core 40 high school graduates has increased over time, so has the number of students requiring remediation in college. This reality underscores the need to ensure the rigor and consistency of Core 40 courses across Indiana.

Defining What it Means to be College-Ready

Each year, the Commission for Higher Education issues feedback reports showing where Indiana high school graduates go to college and whether these students are ready for college-level coursework. The data is cause for concern: at least a quarter of all first-time Indiana public college students are not college-ready when they arrive on campus.

Building on Indiana's already rigorous academic standards, the state adopted the Common Core State Standards in 2010 to provide students and educators a consistent, clear understanding of the knowledge and skills needed to be ready for college and careers. Implementation of these standards must include:

- Creating a **common definition of college and career readiness.**
- Implementing **common assessments of college and career readiness** (administered beginning at grade 11) as a primary indicator for college placement decisions.
- Developing **alternative academic courses** to accelerate the transition to college-level content, particularly for high school seniors and community college students identified for remedial education.

METRICS THAT MATTER: *COMPLETION*

1. **Degree Completion:** Percentage change in total degrees conferred. For two-year campuses, includes one-year certificates and associate degrees. For four-year campuses, includes bachelor's, master's and doctorate degrees.
2. **Remediation Success:** Percentage of entering undergraduate students who complete first-year, college-level English and math courses.
3. **Student Persistence:** Percentage of entering two-year college students who complete 15, 30 and 45 credit hours and entering four-year college students who complete 30 and 60 credit hours.

*Source: Indiana Department of Education, 2011.

Improving Preparation: A Shared Responsibility

Too often, higher education dismisses responsibility for student success in college based on insufficient preparation in the K-12 system.

Indiana's higher education community must engage with the K-12 system to ensure that postsecondary expectations for students are clear and that the future educators prepared by Indiana colleges are equipped to be effective teachers and administrators. It's worth noting that the state's higher education institutions trained more than 90 percent of the teachers currently working in Indiana K-12 classrooms today.

This shared responsibility—student and educator preparation—must be embraced by Indiana's K-12 and higher education communities. Specifically, the Commission will champion state and institutional policies and actions that:

- **Define what it means to be college-ready** in Indiana and align assessments between K-12 and higher education to ensure quality and consistency.
- **Connect colleges with P-20 educators, students and families** to communicate an expectation for college readiness.
- **Improve the feedback loop between high schools, colleges and employers** regarding the performance of their graduates and transfer students.
- **Reform educator preparation programs** to reflect the Common Core State Standards and ensure graduating teachers and teacher leaders are prepared to meet these expectations and to evaluate progress.
- **Share relevant data with K-12** to identify academic areas in which students most frequently lack preparation upon college entry.
- **Ensure high-quality dual credit courses** are available across the state, transfer statewide as college credit, and reduce time-to-degree for students.

COMPLETION METRICS

1. **Degree Completion:** Percentage change in total degrees conferred. For two-year campuses, includes one-year certificates and associate degrees. For four-year campuses, includes bachelor's, master's and doctorate degrees.
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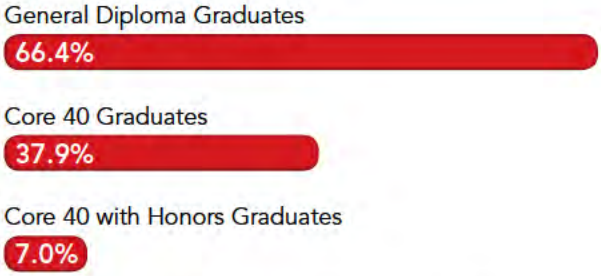
Falling Behind: College Remediation Rates of Recent High School Graduates (2011)



Source: Indiana Commission for Higher Education, 2011.

One in four Indiana college students enrolled in remediation will earn a degree within six years.

Source: Complete College America, 2011.

REMEDIATION REDESIGN

The majority of college students who enroll in remedial education never earn a degree. The data is clear: time is the enemy of completion.

Only one in four college students in remediation today will graduate within six years. Remedial education also has significant costs to students, taxpayers and institutions, with estimated **annual costs exceeding $35 million** at Indiana's community college alone.*

Traditional remedial education models do not accurately discern between students who require minimal strengthening of certain skills and those students with significant academic deficiencies who require more intensive intervention.

This means too many students, regardless of remedial needs, are placed in a long series of coursework that does not count toward their degree. Moreover, these models often are disconnected from the credits students need to earn a degree—despite research indicating that underprepared students have the best shot at success when they move quickly into college-level courses.

Fostered by the imperative initially laid out in *Reaching Higher,* Indiana has consolidated delivery of college remediation at the state's two-year institutions. Students requiring remediation at Indiana's four-year colleges are now referred to the local community college campus.

Collective efforts must now focus on ensuring that remedial students transition quickly and successfully into college-level coursework. Indiana must both reduce the number of entering students who require remedial education and accelerate the success of those students who do. These twin goals emphasize increasing preparation for high school graduates and finding more effective approaches to deliver remedial education for returning adult students.

The Commission will champion institutional practices that **reduce the time students spend in remediation** by **customizing instruction** based on students' individual academic strengths and deficiencies. These tiered approaches to remediation will:

- Enable students to **enroll directly in college-level courses** as research shows that many remedial students can succeed in gateway college courses when given the opportunity.
- Promote **co-requisite course models** that enroll students in a college-level course along with a supplemental education experience.
- Expand **computer-assisted learning models** that individualize instruction and enable students to move into college-level courses as soon as they demonstrate proficiency.

Darniece's Story: Back on Track

Darniece Christian looks forward to graduating and earning her bachelor's degree in 2014. Her outlook wasn't so bright a few years ago when she was on probation after her first semester at Purdue University Calumet. Like many students, Darniece struggled with the transition from high school and had to juggle the demands of a job with her college courses.

As a regional campus, Purdue Calumet understands that many of today's students face tough challenges when they start college. Its Academic Recovery Program in the Center for Student Achievement supports students like Darniece. The program's Topics for Study course taught her core skills to improve studying, test taking, time management and organization.

"It was an eye-opener, especially out of high school," Darniece says. She applied new techniques, got removed from probation and was accepted into the highly competitive nursing program.

"I would have no idea how to study for college and manage my time if it were not for that class," Darniece says. Through the Academic Recovery Program's guidance and support, she is on track to meet her goal of a college degree and a career dedicated to helping people.

Source: Ivy Tech Community College, 2011.

SMARTER PATHWAYS

The majority of Indiana college students today are working, commuting to campus, and trying to balance family and job responsibilities while furthering their education.

As Indiana's college population has grown and become more diverse, the level of support students require has increased commensurately. Even students who enter college without needing remediation often struggle to complete their degrees on time or at all.

Indiana must deploy more effective structures that guide and support students toward graduation, particularly low-income and first-generation college students.

Though student choice will always play a significant factor in college completion, proactive institutional policies and practices can present students with a clear and manageable path to success.

Specifically, the Commission will champion state and institutional policies and actions that:

- Expand opportunities for students to **earn one-year certificates** in high-value career fields.
- **Implement highly structured, cohort-based programs** for high-demand degrees that serve high proportions of low-income and working students.
- **Promote on-time degree maps** that articulate clear pathways for students to earn a certificate within one year, an associate degree within two years and a bachelor's degree within four years.
- **Limit total credit requirements** to 120 credit hours for bachelor's degrees and 60 credits for associate degrees, except when program accreditation or licensure requirements mandate otherwise.
- **Ensure availability and capacity of required courses** to enable students to graduate on time.
- **Institute early and ongoing career advising** practices that help students successfully set their career path and degree program decisions, thereby limiting costly credit accumulation and changes in major.

The 21st Century Indiana College Student

Source: Indiana Commission for Higher Education, 2011

Mirjana's Story: A LAUNCH to College Completion

Being self-motivated, outgoing and organized wasn't enough to prepare Mirjana Jackson for the challenges of college life at Indiana State University (ISU). "There were plenty of things they don't teach you about college and things you just don't understand unless you've been there," says the first-generation college student.

ISU's LAUNCH program helped Mirjana stay on track. The program is designed to address the dual challenge of growing enrollment and declining retention rates by using academic advisers and peer mentors along with scholarship incentives for students who meet GPA requirements. With about 65 percent of ISU students being the first in their families to attend college, there is a clear need for the kind of support LAUNCH provides.

Mirjana says her peer mentor provided invaluable tips. "If it wasn't for the peer mentor, I would have been lost." To pay it forward, she became a peer mentor herself.

Jennifer Schriver, ISU's associate vice president for student success, reports that 40 percent of LAUNCH freshman earned at least a 2.75 GPA after two semesters—twice what they anticipated. Given its positive impact, ISU plans to enhance LAUNCH and extend the program to sophomores.

Productivity

A more productive higher education system will increase student success and safeguard college affordability.

Too many Indiana families have to borrow large sums to pay for higher education. Hoosier students borrowed an average of $27,000 to finance a college degree in 2010.*

Hoosiers need lower cost, alternative delivery structures that provide affordable paths to quality credentials that meet their educational and career goals.

The state must foster more affordable options for students, align funding policies with completion, and make it financially attractive for students to complete their education on time.

Specifically, the Commission and Indiana institutions must:

- Sustain and enhance the state's performance funding formula.
- Create student incentives to promote on-time completion.
- Increase cost efficiency and resource reinvestment through business and academic efficiencies while ensuring quality.
- Exchange promising institutional business practices and find new, more efficient ways to share services and avoid duplication of programs.

Higher Education: A Student-Centered Enterprise

In 2007, Indiana University (IU) East was struggling and facing steep budget cuts. But, a daunting challenge became an opportunity to transform into a more productive and student-centered institution.

As part of the state's performance-based funding requirements, Chancellor Nasser Paydar and his team looked at every function with a fresh eye to identify innovative models of learning and operating.

A key question guided them: "If we did this 50 years ago, do we still need to do it today? You'd be amazed at how many offices or functions existed then that no longer serve students effectively today," says Chancellor Paydar.

Obsolete functions were eliminated or replaced with improved tutorial services, more online courses, academic coaches who maximize technology and are more responsive to keep students on track, and new degree programs. IU East "outsourced" remedial and associate degree courses to Ivy Tech Community College and merged staff and services, like library, security and dining.

Four years later, IU East awarded 37 percent more bachelor's degrees and went from lowest to highest in regional retention rates. Expenditures per student fell more than 20 percent, while enrollment went up nearly 70 percent. Encouraged but not satisfied by the progress, Chancellor Paydar says, "We are continuously trying to outdo ourselves."

*Source: Project on Student Debt , 2010.

PERFORMANCE FUNDING

Sound funding methods align resources with priorities and objectives.

Given Indiana's increasing priority on college completion and student success, state appropriations should align with student persistence and graduation while incentivizing efficiency and academic quality.

Indiana's traditional funding formula for higher education successfully promoted student access by rewarding institutions for enrollment growth. Indiana's institutions responded to this incentive and made access to college a reality for greater numbers of students.

Indiana's performance funding formula was first enacted in 2003 with a research incentive. The state's formula has continued to evolve over time by integrating a variety of completion metrics, including degrees earned on time and by low-income students.

In 2010, Indiana allocated 5 percent of overall state support for institutions through a funding formula that incorporated various measures of student progress and degree completion.

The 2011-13 biennial budget sustained Indiana's commitment to performance funding, and the legislature also directed the Commission to conduct a review of performance funding models in other states, including consideration of how those models account for differences in institutional missions.

The result is a refined performance formula proposed by the Commission that will:

- **Reward effective student remediation.**
- **Promote student persistence and completion.**
- **Prioritize on-time graduation, acceleration and innovation.**
- **Capitalize on each institution's distinct mission.**

PRODUCTIVITY METRICS

1. **On-Time Completion:** Percentage of on-time degrees earned by resident, undergraduate, first-time, full-time students. Includes associate degrees earned within two years and bachelor's degrees earned within four years.
2. **Cost Per Degree:** Total expenditures per degree conferred, as defined by the Delta Cost Project.
3. **Student Debt:** Average college debt load of undergraduate students.

Average tuition and fees at Indiana's public colleges have increased by more than 100 percent over the past decade.

Source: Indiana Commission for Higher Education, 2011.

Indiana's student loan default rate has increased by 35 percent over the past three years.

Source: U.S. Department of Education, 2011.

STUDENT INCENTIVES

Research shows that financial incentives are effective motivators for students who are capable of graduating but are at risk of dropping out for financial reasons.

Hoosier students face increasing tuition rates and growing debt burdens despite a state financial aid system based on student need, significant increases in institutional and state aid and ongoing support efforts like Indiana's Twenty-first Century Scholars program.

To ensure affordability for students, Indiana must judiciously allocate student aid and promote policies that directly support the preparation, completion and on-time graduation priorities of Indiana's higher education system.

Specifically, the Commission will champion state and institutional policies and actions that:

- **Increase college cost transparency for students and families.** Total cost and expected family contribution data will be made available to students, policymakers and the public.
- **Emphasize student preparation** for college through revisions in the Twenty-first Century Scholars program to ensure degree completion and program sustainability.
- **Transform student aid programs from college access to success** through tiered incentives that increase as students persist semester-to-semester.
- **Promote on-time completion** through policies that encourage full-time students to take 30 credit hours per year and consider capping state financial aid for students who accumulate excessive credits.
- **Integrate state financial aid policies and grant** distribution through a unified higher education agency.

Fostering On-Time Completion Through Tuition Savings

With the average college debt load in Indiana rising to more than $27,000 per graduate, students are demanding more options to keep costs down and quality and convenience up. That's why universities are getting more creative about finding solutions that meet the needs of today's students and increase completion rates.

Ball State University launched four measures aimed at breaking the financial barriers to college completion. The Completion Scholarship will award $500 to students who graduate within four years. The university will also reduce the number of credit hours required for graduation, which could save a student up to $2,000 over four years. Ball State will also discount summer tuition by nearly 20 percent discount and encourage online courses.

There is also increased flexibility and cost savings for students looking to take advantage of hybrid schedules that combine campus and online classes. All told, Ball State predicts that these efforts to graduate students more efficiently could mean a combined savings of up to $10,000 for some students during their academic careers.

METRICS THAT MATTER: *PRODUCTIVITY*

1. **On-time Completion:** Percentage of on-time degrees earned by resident, undergraduate, first-time, full-time students. Includes associate degrees earned within two years and bachelor's degrees earned within four years.
2. **Cost Per Degree:** Total expenditures per degree conferred, as defined by the Delta Cost Project.
3. **Student Debt:** Average college debt load of undergraduate students.

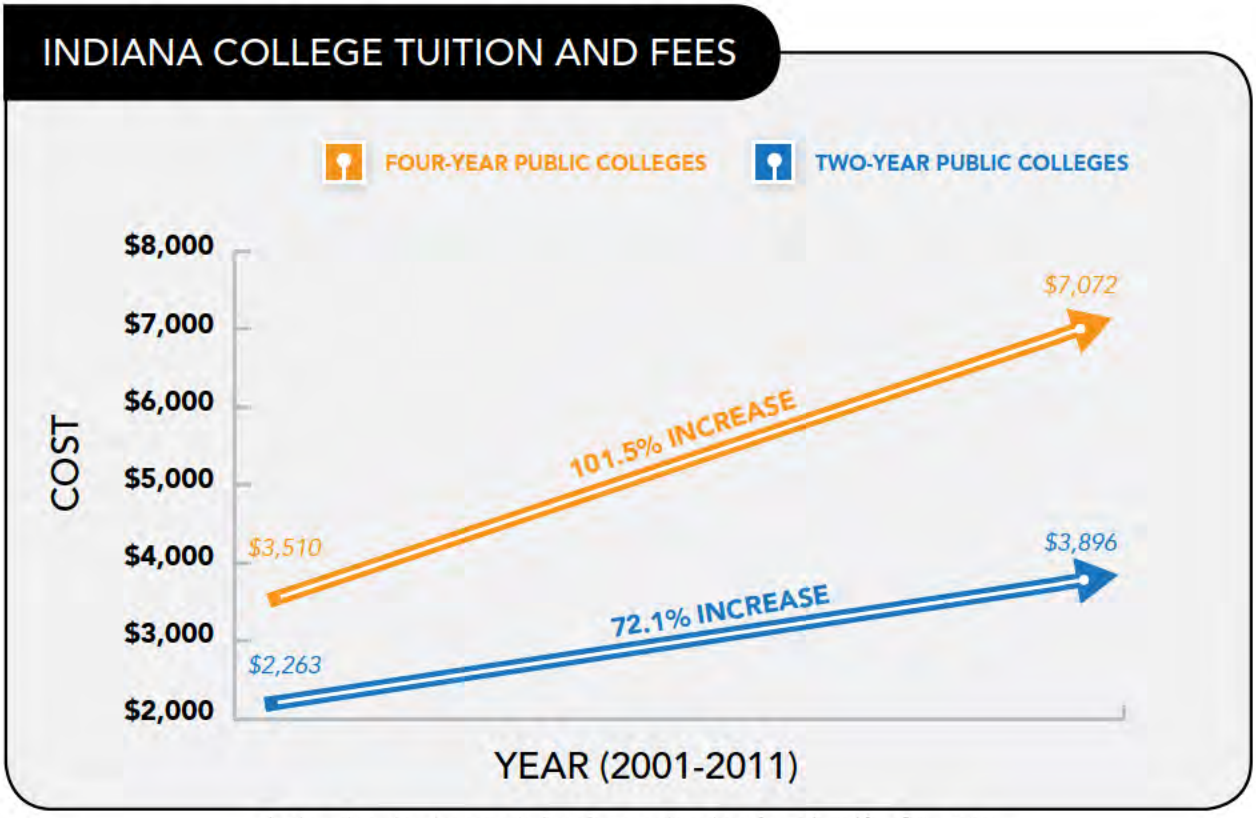
CONTINUOUS EFFICIENCY

As stewards of taxpayer and family resources, Indiana's higher education institutions should relentlessly pursue opportunities to create efficiencies.

New programs should be carefully considered for how they align with the state's priorities. Low priority or low production programs should be evaluated for elimination. Business operations and purchasing should be consolidated to realize meaningful savings. Institutional savings should be reinvested into programs that foster student success and completion.

Specifically, the Commission will champion state and institutional policies and actions that:

- **Emphasize high-quality instruction as the central priority** and mission of each campus and ensure that resources are aligned accordingly.
- **Promote interinstitutional collaboration** to reduce duplication of academic programs and services.
- **Prioritize and reallocate resources to high-demand academic programs** that are critical to Indiana's economy.
- **Expand statewide and interstate compacts in joint purchasing and shared services** (e.g., technology, equipment, energy, payroll, etc.). One notable example is Indiana University's *Blueprint for Student Attainment*, which outlines extensive ways to improve back-office efficiencies while improving academic quality at IU's regional campuses.
- **Review and close under-producing and duplicative degree programs.**
- **Build on efforts under way to ensure optimal efficiency and effectiveness** in employee health care and retirement plans.
- **Establish annual targets for savings, facilities optimization and reinvestment** for all institutions.



The above chart is based on nominal values of tuition and mandatory fees. Adjusted for inflation, tuition increased this decade by 62 percent at four-year institutions and by 38 percent at two-year institutions.

Source: Indiana Commission for Higher Education, 2011.

Incubating Innovation: Research and Entrepreneurship

Purdue University brings together world-class research expertise with great ideas to develop new technologies that have the potential to impact millions of lives and create hundreds of jobs.

For example, Purdue served as the incubator for Griffin Analytical Technologies, co-founded by former Purdue Ph.D. students Dennis Barket and Garth Patterson. The company applied mass spectrometry research to develop a technology for environmental monitoring that detects dangerous chemicals in the air. Griffin's products serve homeland security, national defense and other clients.

Purdue provided space for Griffin's research and development, served as a conduit for licensing intellectual property and provided seed money.

"Purdue was key in the discovery period and as a catalyst in the start-up phase," says Barket. The company continues to develop new applications for its technology 10 years after its inception and has grown to 50 employees. It merged with another company, then was purchased in 2010 by Flir, a thermal imaging corporation.

Griffin is just one example of the vast well of great ideas waiting to be tapped and brought to market.

"There are more good ideas than seed funding," says Barket. "We need more resources to support this kind of innovation and to get more researchers interested in entrepreneurship."

Indiana college tuition and fees have outpaced Hoosier earnings growth more than 100 to 1 over the past decade.

Source: Indiana Commission for Higher Education, 2011

Tuition Discounts: Completion Motivation

Many students have to work to pay for college, and working students are also more likely to drop out. Helping students clear this hurdle to college completion is the driving force behind Indiana University (IU) Kokomo's tuition discount incentives for on-time graduation.

"If we can replace or reduce work as priority for our students, we believe we can positively impact graduation rates," Chancellor Michael Harris said.

Chancellor Harris has made increasing graduation rates a top priority for IU Kokomo and convened a task force to pursue bold, innovative ways to make it happen. Launched as a pilot program in fall 2011 with 40 students, the tuition discounts are awarded to students who complete 30 credit hours per year, stay enrolled continuously and make sufficient academic progress.

Discounts are provided over three years, increasing each year from 20 to 40 percent, adding up to a full year's worth of tuition by the time students graduate. It's a win-win for students: cost savings and a college degree within four years.

Quality

Increasing college completion and productivity need not come at the expense of academic quality.

Reduced quality for the sake of more college graduates does not serve the needs of Indiana students or the state. The state's completion, productivity and quality goals are not, however, mutually exclusive. Indiana's ability to succeed depends on achieving all three.

Indiana's higher education system must continuously affirm the academic quality and value of all certificate and degree programs and work collectively to meet the needs of the state. Specifically, the Commission and Indiana institutions must:

- Expand the use of quality assessments that provide comparable measures of student learning outcomes.
- Embrace accelerated models with defined learning outcomes to safeguard quality.
- Increase public transparency through consistent return on investment information that demonstrates what Indiana graduates know and are able to do.

Rachel's Story: Flexibility Meets Quality

"With raising seven children and working full time, I thought obtaining my BSN was not going to happen," Rachel Ingram says of her journey to become a nurse. "WGU Indiana made it possible."

Rachel is exactly the kind of student Western Governors University is designed to serve.

WGU Indiana provides more than 50 online bachelor's and master's degree programs in high-demand careers like business, education, nursing and information technology.

WGU Indiana's flexibility helps students juggle the demands of work, family and school. Its competency-based model allows students to progress more quickly and graduate when they demonstrate a mastery of competencies required for a particular degree. Recognizing their prior experience means students avoid unnecessary courses and typically complete their degrees sooner.

Mentors provide students individualized support to help ensure their success. Tuition is about $6,000 a year—far less than state and national averages—and students can use state-funded financial aid to help pay their way.

According to Gov. Mitch Daniels, WGU Indiana is "helping thousands of adult Hoosiers attain the college degrees they've wanted and needed, on a schedule they can manage, at a cost they can afford."

What's next for Rachel? She plans to earn her master's degree at WGU Indiana.

LEARNING OUTCOMES

Indiana's higher education system lacks common measures of academic quality. The result is a cluttered picture of what students know and are able to do when they first enroll in college, when they transfer to other institutions, when they graduate and when they enter the workforce.

Students often are caught in the middle as institutions trade unanswered questions about the relative quality of their courses, degree programs and graduates. Students and employers alike must rely on dubious rankings and anecdotal evidence to make determinations about which colleges provide the best education and where to focus recruiting and hiring efforts.

Indiana colleges employ a wide variety of institution-specific quality indicators, but the ongoing academic ambiguity calls for consistent standards that avoid standardization.

Specifically, the Commission and Indiana institutions must:

- **Define student learning outcomes** relative to individual degree programs and track student persistence and completion relative to each.
- **Adopt comparable assessments** that use common metrics and competencies to gauge learning. This should include all public institutions using the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or a comparable nationally recognized benchmark.
- **Align state and institutional quality measures** with those of regional accreditation bodies to ensure consistency and accountability across Indiana's higher education system.
- **Implement a common general education core curriculum** (30 credits minimum) that builds upon the efforts of Indiana's Statewide Transfer and Articulation Committee (STAC) and provides a consistent, high-quality foundation for seamless statewide transfer and degree attainment.

INNOVATIVE MODELS

Indiana's higher education system must adapt to enable students to learn at the time, place and pace that best suits their individual goals and capabilities.

Indiana has begun implementing instructional models that offer students greater flexibility and accelerated degree completion without sacrificing quality.

WGU Indiana is one example of a competency-based model that caters to working adults. The state is

Quality Commitment: Voluntary System of Accountability

Indiana's higher education community understands that the measure of success is about more than graduation rates. Ensuring a quality education and effective support throughout students' academic careers is the key to success for students and the state's economic future.

That's the driving force behind Indiana's involvement in the national Voluntary System of Accountability (VSA) Initiative.

"The big thing about the VSA is the required assessment testing by universities," says Dr. Katherine Draughon of the University of Southern Indiana (USI). Her school is already a pioneer in tracking student performance over time. The VSA initiative helps inform USI's and seven other participating schools' efforts to improve the quality of their degree programs and student support services. A focus on transparency through a College Portrait website provides a user-friendly way for students, their families and the public to access and compare information among colleges and universities.

The VSA initiative is now a central part of Indiana's focus on ensuring academic quality and accountability for student success.

deploying this approach to allow students to learn at their own pace online in targeted bachelor's and master's degree programs.

Through a partnership with the state's Ivy Tech Community College system, WGU Indiana offers community college graduates seamless transfer, an application fee waiver, and a 5 percent tuition discount.

Another accelerated approach is Ivy Tech's highly structured associate degree program that enables students to earn a two-year degree in 10 months. The accelerated program is intensive: applying rigorous interventions to address remediation needs and requiring students to be on campus 40 hours each week for coursework and group study.

Together, the Commission and Indiana's institutions must continue to advance flexible learning opportunities that meet high standards of academic quality.

Specifically, the Commission will champion state and institutional policies that:

- **Increase opportunities for flexible and accelerated learning,** including expanded use of online course delivery and scheduling options that allow students to earn an associate degree in one year and a bachelor's degree in three years.
- **Give students credit for prior learning** through competency-based assessments that evaluate the knowledge and skills individuals have accumulated from work and related experiences.
- **Promote degree profiles and research-based instructional practices** that provide faculty and students with targeted assessments of how concepts and skills are being taught, acquired and applied.

QUALITY METRICS

1. **Learning Outcomes:** Comparable institution-level and degree-level reporting of student learning outcomes, as defined by the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or other comparable nationally recognized measure of student learning.
2. **Transfer:** Percentage of students who successfully transfer from a two-year college to a four-year college and earn a bachelor's degree within four years.
3. **Return on Investment:** Comparable institution-level and degree-level reporting that includes graduates' job placement rates, licensure rates and average annual earnings.

Josh's Story: A Partnership Paves Path to Success

Josh Summey is very motivated. So when he was told in high school that he wasn't college material, Josh worked to earn 17 dual credits that were later applied to Ivy Tech's auto program.

With an AAS degree from Ivy Tech and the Dean's Award from the School of Technology under his belt, Josh seamlessly transferred 45 credit hours toward a bachelor's degree at Indiana University East. "Ivy Tech made me ready for a four-year program. I had a degree. I knew I could be successful," Josh notes.

The partnership between the two institutions helped Josh avoid duplicative course-taking and provided a clear path to a college degree. "I would not have gone to school if it were not for dual credits and the ease of transferring to a four-year institution." In 2009, Josh earned his bachelor's degree with highest distinction. And, he completed four years of college on time while working full time.

Josh is now giving back as an adjunct professor at Ivy Tech. He also served on the board of a research project reporting on college preparedness among high school students.

Pretty impressive for someone who was told he wasn't college material.

RETURN ON INVESTMENT

"How do we ensure the quality of Indiana college graduates?" Arriving at a clear answer to this question may be the most critical challenge in higher education today.

Clearly there is no single measure, data point or piece of evidence that will ever provide a satisfactory or truly representative answer to the question of quality.

An essential first step, however, is increasing the accessibility and transparency of information that is already available so students and employers can make reasoned and informed judgments and to ensure that quality is pervasive throughout Indiana's higher education system.

Specifically, the Commission and Indiana institutions must:

- **Provide public return on investment (ROI) information** through comparable institution-level and degree-level reporting that includes job placement rates, licensure rates and average annual earnings.
- **Institute an academic "quality guarantee"** that supports seamless transfer between the state's two-year and four-year campuses and satisfies employer expectations.
- **Monitor quality by tracking success rates** as students enter, persist, transfer and complete degrees and certificates.

Esmeralda's Story: Accelerating Student Success

Esmeralda Sanchez knew education was her ticket to success. But like many low-income high school students, Esmeralda didn't know exactly how to make it happen.

Ivy Tech's Accelerated Associate Degree Program (ASAP) offers a transferable associate degree that takes only 10 months to complete.

"I don't know where I would be now if it were not for ASAP," Esmeralda says. With a weekly stipend that eased the pressure of juggling work and school, she was able to focus her attention where it mattered most—keeping up with her coursework.

ASAP selects students with strong prospects of succeeding in college. Close mentoring by a program counselor and support from faculty kept Esmeralda on track to get her associate degree within a year.

Esmeralda then transferred to Ball State University, where she expects to get a bachelor's degree—a double major in business administration and marketing—at least a year ahead of her peers. "Ivy Tech's ASAP program inspired me to work hard in school and be somebody in life. I feel blessed each time I see others taking longer to get to where I am now."

METRICS THAT MATTER: *QUALITY*

1. **Learning Outcomes:** Comparable institution-level and degree-level reporting of student learning outcomes, as defined by the Voluntary System of Accountability (VSA), Voluntary Framework of Accountability (VFA) or other comparable nationally recognized measure of student learning.
2. **Transfer:** Percentage of students who successfully transfer from a two-year college to a four-year college and earn a bachelor's degree within four years.
3. **Return on Investment:** Comparable, institution-level and degree-level reporting that includes graduates' job placement rates, licensure rates and average annual earnings.

ACHIEVING MORE FOR INDIANA

The imperative to increase Hoosiers' education level demands a bold vision and a comprehensive strategy for reinventing postsecondary education. Meeting this challenge is a shared responsibility that requires vision, leadership and a commitment to translating the words on these pages into tangible action and meaningful results.

Reaching Higher, Achieving More builds on important work underway and the shared goals of the Commission and the state's higher education institutions. Recent efforts to address affordability, streamline transfer and increase innovation are creating a more student-centered system of higher education. This work must be accelerated and expanded to maximize the value of higher education to Indiana students and our state.

Achieving more in Indiana calls for an intense and sustained focus on:

- Creating increased opportunities and pathways for students that promote college **completion**.
- Demonstrating an expanded commitment to **productivity** that ensures college affordability for both students and the state.
- Producing **quality** college degrees and certificates that are valued by students and employers.

Reaching Higher, Achieving More charts a course for the work ahead, but reaching these aspirations will require even greater engagement and collaboration by Indiana's higher education institutions, policymakers, business and community leaders, as well as by students and families. Indiana's willingness to embrace this challenge with a collective sense of urgency and thoughtful innovation will determine Hoosiers' place in the 21st century and beyond.

MEETING THE CHALLENGE

COMPLETION

1. **Degree Completion:** Beginning in 2012, Indiana's colleges and universities will set and publicly report campus-specific targets for increasing overall degree completion.
2. **Remediation Success:** By 2018, Indiana high school graduates who earn a Core 40 diploma will not need postsecondary remediation. By 2018, any adult student identified for college remediation will successfully complete the subsequent gateway English or math course.
3. **Student Persistence:** Beginning in 2012, Indiana's colleges and universities will set specific targets for increasing the percentage of two-year college students who complete 15, 30 and 45 credit hours and four-year college students who complete 30 and 60 credit hours.

PRODUCTIVITY

1. **On-Time Completion:** Beginning in 2012, Indiana's colleges and universities will set campus-specific targets for increasing the percentage of undergraduate students who earn degrees on time.
2. **Cost Per Degree:** Beginning in 2012, Indiana's colleges and universities will set annual targets for improving the cost-per-degree ratio at their campuses.
3. **Student Debt:** Beginning in 2012, Indiana's colleges and universities will set annual targets for decreasing the average undergraduate student debt load at their campuses.

QUALITY

1. **Learning Outcomes:** By 2015, Indiana's colleges and universities will adopt and implement a nationally benchmarked assessment of student learning and publicly report learning gains made from the time students enroll and graduate.
2. **Transfer:** By 2013, Indiana's colleges and universities will adopt a statewide general education common core that transfers seamlessly between the state's higher education institutions.
3. **Return on Investment:** By 2013, Indiana's colleges and universities will publicly report their graduates' job placement rates, licensure rates and average annual earnings.

METRICS that MATTER

COMPLETION

1. **Degree Completion:** Percentage change in total degrees conferred. For two-year campuses, includes one-year certificates and associate degrees. For four-year campuses, includes bachelor's, master's and doctorate degrees.
2. **Remediation Success:** Percentage of entering undergraduate students who complete first-year, college-level English and math courses.
3. **Student Persistence:** Percentage of entering two-year college students who complete 15, 30 and 45 credit hours and entering four-year college students who complete 30 and 60 credit hours.

PRODUCTIVITY

1. **On-Time Completion:** Percentage of on-time degrees earned by resident, undergraduate, first-time, full-time students. Includes associate degrees earned within two years and bachelor's degrees earned within four years.
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3. **Return on Investment:** Comparable institution-level and degree-level reporting that includes graduates' job placement rates, licensure rates and average annual earnings.

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REACHING HIGHER, ACHIEVING MORE

RETURN ON INVESTMENT

Part I: Making the Case

How Hoosiers can get more for their higher education dollars

INDIANA COMMISSION for HIGHER EDUCATION

COMPLETION PRODUCTIVITY QUALITY

THE CHALLENGE

Higher education has never been more essential, but Hoosiers aren't getting their full return on investment because...

#1: Too few students graduate on time... and many don't graduate at all.

Far too many Hoosiers start college and never finish, and most do not graduate on time. Only three in 10 Hoosiers complete a bachelor's degree on time (within four years) and less than one in 10 earns an associate degree on time (within two years).[2] An additional year of college can cost a Hoosier student nearly $50,000 in extra tuition, lost wages and related costs.[3] Taking longer to complete not only means that students pay more, but it decreases the chances that they will graduate at all. **ROI BOTTOM LINE: Delayed college completion increases the cost of higher education and minimizes Hoosiers' return on investment.**

#2: Too few degrees are earned... especially in high-demand fields.

Indiana needs more Hoosiers to complete education beyond high school at all levels, including one-year workforce certificates, two-year associate degrees, four-year bachelor's degrees and beyond. Unfortunately, Indiana isn't producing nearly enough of any of these credentials, particularly for the high-skill, high-wage jobs that Hoosier families need and the state's economy demands. **ROI BOTTOM LINE: Indiana must double the number of degrees and certificates produced annually (from 60,000 to 120,000 by 2025) with a special focus on economic growth areas, including STEM-related fields (Science, Technology, Engineering and Mathematics) and other high-need areas.**

#3: Too many students pile up debt... and many are left with debt and no degree.

College students borrow money with the expectation that the extra take-home pay their degree earns them will be more than their loan payments. Unfortunately, many students pile up debt without understanding what their total cost will be or how long it will take them to pay it off. On average, Hoosier college grads borrow more than $27,000 to finance a four-year degree,[4] and loan default rates have increased by 35 percent over the past three years alone.[5] Prospects are even bleaker for students with debt and no degree. These students lack the same job opportunities and earning potential as college graduates, making them four times more likely to default on their student loans than their degree-holding peers.[6] **ROI BOTTOM LINE: Students who take on debt without earning a degree have a near-zero return on investment and put their future at risk.**

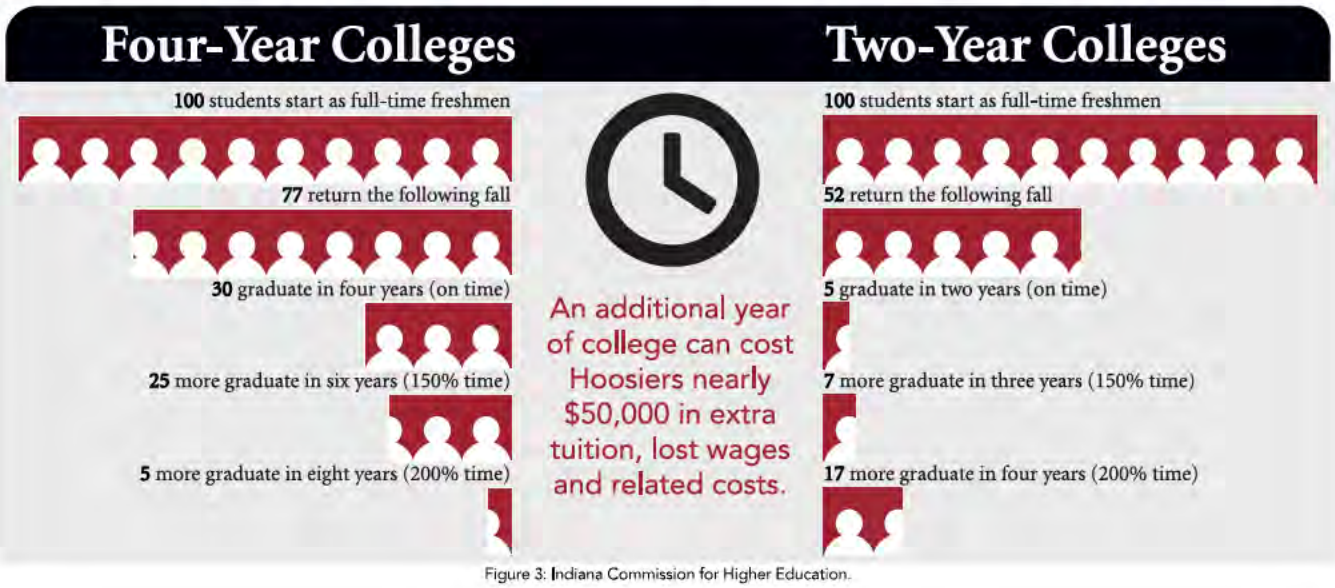


Figure 3: Indiana Commission for Higher Education.

THE RESPONSE

Maximizing Indiana's return on investment (ROI) in higher education is a shared responsibility.

The **State of Indiana** must:

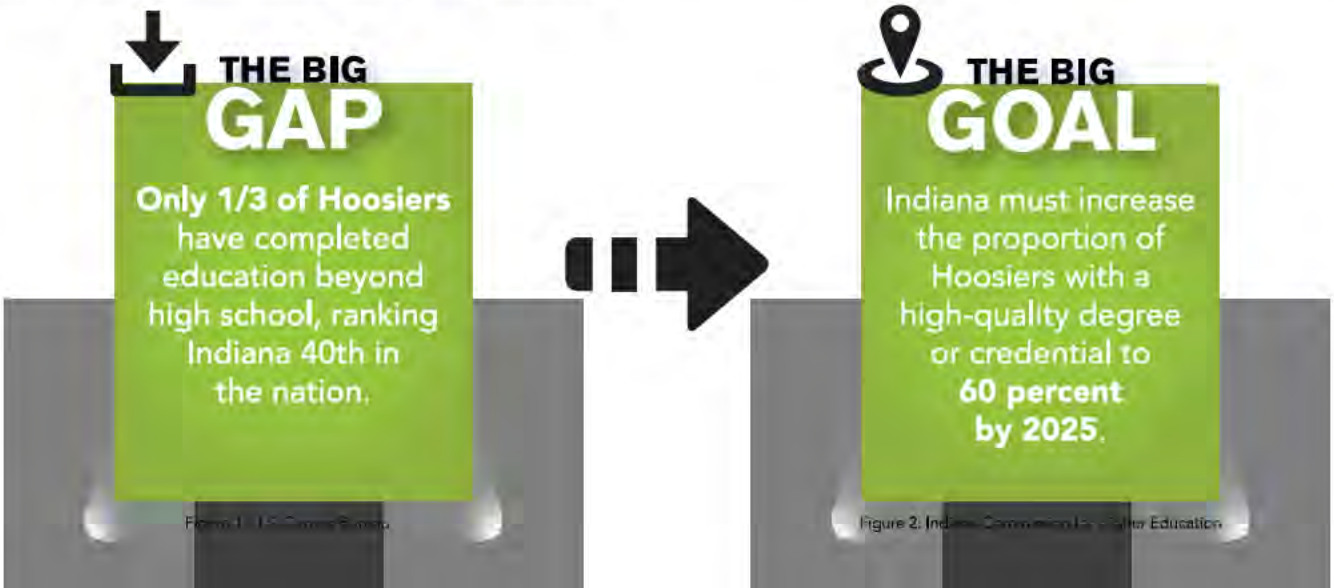
#1: Expect more through a performance-based funding formula that drives dollars to colleges that produce more quality degrees and on-time graduates.
#2: Invest more in higher education to ensure Indiana produces the college graduates demanded by the state's workforce.
#3: Promote student success through state financial aid incentives that reward college students for performing academically and graduating on time.

Indiana **colleges** must:

#1: Control college costs by holding increases in student tuition and fees at or below the rate of inflation.
#2: Encourage smarter choices through college advising practices that provide students with a clear path to graduate on time and a true sense of the job opportunities and earning potential for their degree.
#3: Promote student success through financial aid and on-time completion incentives that encourage students to graduate with minimal debt.

Hoosier **students** must:

#1: Create a graduation plan that maps out the specific courses students must complete each semester in their program of study to graduate on time.
#2: Finish faster by completing at least 15 credits each semester (or 30 credits per academic year) to stay on track to graduate on time. NOTE: Only half of Hoosiers receiving state financial aid are taking 30 or more credits per year, yet 75 percent of these students expect to graduate on time.[1]
#3: Borrow wisely and repay responsibly to minimize college debt and prevent loan defaults that damage credit and result in other long-term financial consequences. NOTE: As a general rule, college students shouldn't borrow more than their expected annual starting salary after graduation.



REACHING HIGHER, ACHIEVING MORE

THE PAYOFF FOR STUDENTS

For Hoosier students, increasing education attainment means...

#1: More opportunities.

A college degree brings more job options and a wider range of career opportunities. Nearly two-thirds of all jobs in Indiana this decade will require education beyond high school,[7] and Indiana will need at least 500,000 more Hoosiers with a college degree or credential by 2018 just to fill expected job vacancies.[8] Two-thirds of Hoosier high school graduates work in only four industries: administrative support, food service, manufacturing and retail.[9] Indiana college graduates have more options, including advanced manufacturing, education, finance, health care and STEM-related fields. **ROI BOTTOM LINE: College credentials mean greater job prospects, flexibility and opportunities for promotion now and in the future.**

#2: Higher earnings.

On average, college graduates earn an extra $20,000 per year and more than $1 million over their careers compared to non-college graduates.[10] More advanced degrees produce an even greater return over the long term. Over 10 years, average earnings for Hoosiers with a bachelor's degree increased by nearly 90 percent while those with an associate degree or certificate increased by more than 40 percent.[11] At the same time, wages of recent high school graduates who are employed have fallen by more than 11 percent over the past decade.[12] **ROI BOTTOM LINE: Completing a college credential immediately leads to higher wages and accelerated earnings in the future.**

#3: Greater job security.

Hoosiers with a college credential are better positioned during economic downturns, while non-degree-holders bear the brunt of tough job markets. Four out of five jobs lost during the recent national recession were held by individuals with a high school diploma or less.[13] In the last year alone, one in four recent high school graduates was unemployed and more than half were underemployed.[14] Meanwhile, unemployment rates for Indiana's college graduates have remained relatively low.[15]

ROI BOTTOM LINE: Not only do college graduates have more options and higher income, but far greater job security in both strong and challenging economic climates.

College graduates earn **$1 million more** than those with a high school diploma.

If a Hoosier...	the payoff is...				
	Income after 1 year*	Income after 5 years*	Income after 10 years*	Lifetime earnings**	Unemployment rate***
Earns a four-year Bachelor's Degree	$30,466	$42,395	$57,382	$3,380,060	3.2%
Earns a two-year Associate Degree	$35,026	$41,072	$50,263	$2,254,765	8.6%
Earns a one-year Certificate	$28,390	$32,494	$40,508	Not available	Not available
Earns only a High School Diploma	$11,165	$19,578	Not available	$1,767,025	10.4%

Figure 4: * Indiana Workforce Intelligence System. ** Georgetown University Center on Education and the Workforce. *** American Community Survey.

THE PAYOFF FOR THE STATE

For the State of Indiana, increasing education attainment means...

#1: A stronger economy.

Indiana's economy will grow as Hoosiers' level of education increases. Even a 1 percentage point increase in the number of people with college degrees leads to a 2 percent increase in overall economic activity.[16] College graduates earn higher incomes, which generate more state and local revenue through income, property and sales taxes.[17] College graduates also place less demand on social services like Medicaid and welfare, and they are significantly less likely to be incarcerated.[18]

ROI BOTTOM LINE: Increased college attainment leads to a stronger economy, and college graduates generate greater economic activity for Indiana and their local communities.

#2: A stronger workforce.

Higher education drives workforce development. As an increasing share of the nation's jobs demand college credentials, employers will locate and expand their businesses in states that have the best, well-educated workforce. In fact, access to highly educated and skilled workers has consistently ranked among the key factors businesses use in site selection.

ROI BOTTOM LINE: Indiana's ability to attract outside investment, create jobs and spur new innovation will depend on the education of its workforce.

#3: A stronger middle class.

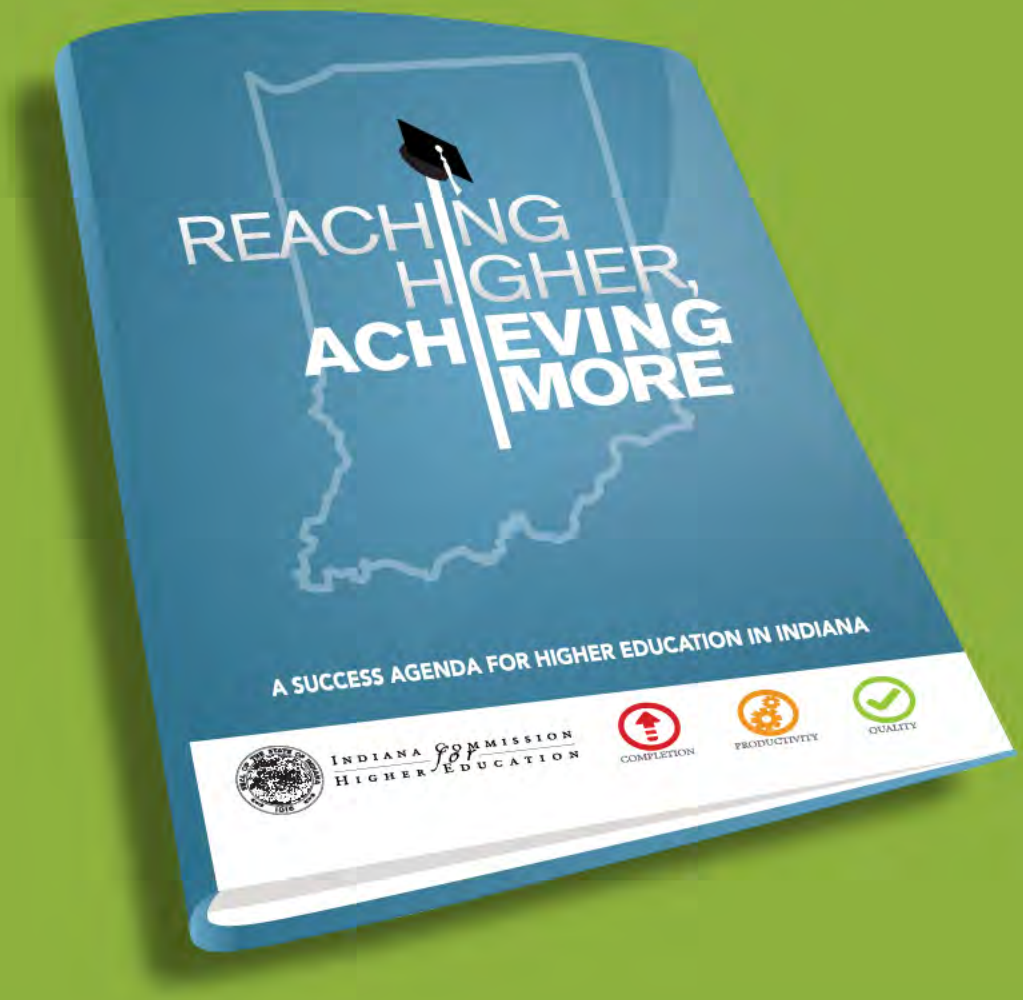
Over the past few decades, Hoosiers with a college degree have maintained or improved their economic standing while those with a high school education or less have begun to fall out of the middle class. Likewise, students from low-income families who earn a college credential are four times more likely to enter the middle class.[19] Higher education also leads to healthier families and more engaged community members. College graduates are twice as likely to have healthy children, twice as likely to volunteer and nearly twice as likely to vote as their non-college peers.[20] **ROI BOTTOM LINE: Indiana's long-term prosperity is directly linked to the size and strength of its middle class, and entrance into the middle class is increasingly connected to college completion.**

Indiana reaches **60 percent** education attainment goal.

If Indiana...	the payoff is... per capita income increases by	state revenue increases by
Adds 25 degrees per 100 students	$1,815	$1.5 billion
Adds 10 degrees per 100 students	$734	$592 million
Adds 5 degrees per 100 students	$375	$302 million
Adds 1 degree per 100 students	$87	$70 million
Does nothing	$13	$10 million

Figure 5: National Center for Higher Education Management Systems (NCHEMS), Center for Law and Social Policy (CLASP).

Read Reaching Higher, Achieving More... Indiana's higher education success agenda at www.che.in.gov.



SOURCES

[1] Indiana Commission for Higher Education
[2] Indiana Commission for Higher Education
[3] Indiana Commission for Higher Education
[4] Project on Student Debt
[5] U.S. Department of Education
[6] U.S. Department of Education
[7] Georgetown University Center on Education and the Workforce
[8] U.S. Bureau of Labor Statistics
[9] Indiana Workforce Intelligence System
[10] Georgetown University Center on Education and the Workforce
[11] Indiana Workforce Intelligence System
[12] Economic Policy Institute
[13] Georgetown University Center on Education and the Workforce
[14] Georgetown University Center on Education and the Workforce
[15] American Community Survey
[16] Federal Reserve Bank
[17] Indiana Workforce Intelligence System
[18] Center for Law and Social Policy
[19] Economic Mobility Project of the Pew Charitable Trusts
[20] The College Board

INDIANA COMMISSION FOR HIGHER EDUCATION

Resolution to Close Indiana's College Completion Achievement Gap

March 14, 2013

WHEREAS, the Indiana Commission for Higher Education ("Commission") has set a goal that 60 percent of the state's population complete education beyond high school by the year 2025;

WHEREAS, Indiana currently ranks 40th in the nation in education attainment with only a third of Hoosiers having completed education beyond high school;

WHEREAS, increasing education attainment in Indiana will provide Hoosiers with more opportunities, higher earnings and greater job security;

WHEREAS, increasing education attainment in Indiana will provide the state with a stronger economy, a stronger workforce and a stronger middle class;

WHEREAS, increasing education attainment in Indiana will require significantly increasing the state's college completion and on-time graduation rates;

WHEREAS, less than a third of Hoosier college students currently earn a four-year degree on time and just over half graduate after six years;

WHEREAS, unacceptable disparities in college completion rates exist between underrepresented student populations and Indiana's college population as a whole;

WHEREAS, Indiana's current four-year college completion rates are 40 percent for the White student population, 35 percent for the Hispanic student population and 16 percent for the Black student population;

WHEREAS, Indiana's current six-year college completion rates are 59 percent for the White student population, 53 percent for the Hispanic student population and 34 percent for the Black student population; and

WHEREAS, these persistent disparities in Indiana's college completion and education attainment rates create enduring inequities in the economic well-being and opportunities afforded to Hoosiers.

NOW THEREFORE BE IT RESOLVED,

I. The Commission hereby sets a goal that Indiana's college completion achievement gap between underrepresented student populations and the overall student population will be reduced in half by the year 2018 and eliminated by 2025;

II. The Commission calls upon Indiana's higher education institutions to publicly set targets for closing completion rate gaps for underrepresented populations; and

III. The Commission will annually publish the college completion rates for student demographic groups and highlight successful strategies for closing the achievement gap as part of the Indiana College Completion Report.

Source: Integrated Postsecondary Education Data System (IPEDS).

Resolution to Redesign Remediation in Indiana

May 9, 2013

WHEREAS, nearly a third of recent Indiana high school graduates and more than two-thirds of the state's community college require postsecondary remediation in English or mathematics;

WHEREAS, less than one in five Indiana college students in postsecondary remediation will graduate within six years;

WHEREAS, the annual cost of postsecondary remediation to Hoosier students and taxpayers is estimated to exceed $35 million at Indiana's community college alone;

WHEREAS, Indiana's K-12 and higher education systems must strengthen efforts to reduce the number of high school graduates who require postsecondary remediation through increased academic preparation and early intervention;

WHEREAS, Indiana must promote instructional practices that reduce the time college students spend in remediation and accelerate their successful transition to college-level coursework;

WHEREAS, research has shown that many students identified as needing postsecondary remediation can succeed in credit-bearing, gateway college courses when given the opportunity and additional support;

WHEREAS, Indiana's community college has shown promising success at delivering remediation through a co-requisite model that places students in college-level courses with supplemental support; and

WHEREAS, the Indiana Commission for Higher Education is committed to championing state policies and practices that increase college completion, productivity and academic quality.

NOW THEREFORE BE IT RESOLVED,

I. **Early Intervention:** The Commission endorses common college-readiness standards, assessments and supplemental instruction in high school as the optimal and preferred method of ensuring students are prepared to succeed in postsecondary education;

II. **College Remediation:** The Commission endorses the co-requisite model as a statewide best practice for postsecondary remediation and affirms Ivy Tech Community College's goal of delivering 100 percent of its remedial coursework through the co-requisite model by 2014; and

III. **Comprehensive System:** The Commission is committed to developing a well-coordinated and aligned statewide remediation strategy by 2015 in partnership with the Indiana Department of Education and Indiana Department of Workforce Development that increases student success and education attainment.

Resolution to Recognize Competency and Prior Student Learning in Indiana's System of Higher Education

February 13, 2014

WHEREAS, a quality college degree or workforce credential is the primary path to prosperity for Hoosiers of all walks of life;

WHEREAS, the best return on investment for students and taxpayers results when students find the shortest and least expensive path to completion within a program that demonstrates academic quality and workforce alignment;

WHEREAS, academic programs that focus on competency—what students know and are able to do as a result of their study—enhance academic quality and create a stronger link to employers and the workforce;

WHEREAS, a system of higher education that awards credit for demonstrated competency and prior learning rather than simply crediting seat time will provide flexibility for students to find shorter and less expensive paths to completion and increase the likelihood they will graduate;

WHEREAS, the Commission's *Reaching Higher, Achieving More* strategic plan champions state and institutional policies that give students credit for prior learning through competency-based assessments that evaluate the knowledge and skills individuals have accumulated from work and related experiences;

NOW THEREFORE BE IT RESOLVED,

I. The Commission endorses the recognition of competency and prior learning as a key strategy to provide students with increased opportunities for degree attainment, on-time completion and career success.

II. The Commission calls upon Indiana's colleges and universities to:
    a. Cultivate a culture that focuses on what students know and are able to do;
    b. Examine their policies on prior learning and self-paced study; and
    c. Provide students with additional tools for demonstrating competency and prior learning wherever possible.

III. The Commission will publicly showcase colleges and universities that make meaningful progress toward the recognition of competency.

Resolution to Improve the Access and Success of Working Adults in Indiana's System of Higher Education

May 19, 2014

WHEREAS, traditional students who enter college directly from high school and live on campus represent only 1/4 of college students today;

WHEREAS, for Indiana to meet its 60 percent attainment goal, even more working adults must return to higher education and successfully complete a degree;

WHEREAS, non-traditional students must balance family and work obligations with their higher education pursuits and often choose to attend part-time;

WHEREAS, part-time students are 6 times less likely to complete a bachelor's degree and 1.5 times less likely to complete an associate degree, even after allowing extra time;

WHEREAS, the commission's regional campus policy revised the mission of regional, commuter campuses, stating that "the goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time";

WHEREAS, Indiana colleges have created alternate calendars, block schedules and supplemental academic support that have dramatically increased success rates of adult students, but only within select programs or schools;

NOW THEREFORE BE IT RESOLVED,

I. The Commission will study the academic and financial needs of working adults pursuing higher education and publish recommendations for use of state and institutional resources in support of the success of this population by November 1, 2014.

II. The Commission calls on Indiana employers to encourage and support its employees in their higher education pursuits.

III. The Commission calls on Indiana colleges and universities, particularly those serving adult students, to implement success strategies for this population by May 9, 2014, taking these strategies to scale by 2016.

Higher Education Finance 101

Overview of Higher Education Finance

Indiana's public postsecondary institutions have various revenue sources to support the operation of their campuses. Some funds such as the general fund are substitutable and can be used for a variety of purposes. Other funds (auxiliary or dedicated funds) must be used for specific purposes or functions.

The general fund is made up mostly of tuition and fees and state appropriations on a two-year budgeting cycle (biennium). These funds typically are used for instructional costs and debt service for state-funded buildings. Changes in state funding for institutions impact other revenues in the general fund, like tuition and fees. In some cases, institutions may change tuition and fee levels based upon the action of the state in regards to the state funding for operational costs.

Other funds, such as dedicated funds or auxiliary funds, are dependent on specific revenue sources generated by users of those services. Items like residence halls, bus services and technology services typically are supported by fees that that must be used to fund those services or functions. The state does not regulate these auxiliary funds and does not provide state support in these areas. Since these funds are dedicated to specific purposes, fee revenues from these services cannot be used to fund general operating functions. Auxiliary services usually are self-sustaining and produce enough revenue to support the cost of providing the services.

State funding for higher education will total $1.9 billion during the 2014-15 fiscal year, which includes dollars to support college operations, debt service, line items and student financial aid; higher education funding accounts for about 17 percent of the state's total budget. In 2013-15 biennium, the Commission recommended allocating 6 percent ($66.5 million) of higher education funding in fiscal 2013-14 and 7 percent ($76.6 million) in fiscal 2014-15 to performance funding. The legislature ultimately passed the higher education budget with 6 percent of the higher education budget allocated to performance funding in both fiscal 2013-14 and 2014-15.

Revenue Sources

1) **Tuition and Fees –** Public colleges and universities charge tuition and fees (at various rates) to students which generates revenues for the institutions.

    - **Tuition** is considered to be the cost of instruction provided to the student by the institution. This can vary by student based on residency status, scholarship funds, institutional financial aid, academic program the student is studying.

    - **Fees** are auxiliary revenue associated with various functions provided by the institution to the student. Fees can vary from technology fees, bus fees to health fees. These fees are charged based on what services provided by the institution and support auxiliary functions throughout the campus.

2) **State Appropriations –** funds provided by the state to support higher education in Indiana

- **Operating** – Appropriation of state funds that support the overall operations of an institution. Typically placed in the institution's general fund, these state funds help support salary and benefits for faculty, staff and administrative staff, supplies and expenses, utilities and other costs associated with running a campus. NOTE*: The Performance Funding Formula impacts colleges' operating appropriations by allocating a portion of state dollars to institutions based on outcome measures that reward improvement in degree completion, completion of credit hours and productivity.*

- **Debt Service** – Also known as "fee replacement," are appropriations made to public higher education institutions to pay for state-funded buildings on various campuses. Institutions that are authorized to issue debt for state-funded buildings have payments that must be paid annually on those state-funded buildings. The debt service appropriation supports debt payments for each institution based on the current outstanding debt for state funded buildings.

- **Line Items** – Line items are specific appropriations from the state for specific programs or services that are not part of institutions' overall operating appropriation. Line items are often programs that are specific in nature and have a dedicated funding source to ensure dollars are targeted at supporting these particular programs and services. Most institutions have line items that are a part of their overall state support. Line items also include funds for the Commission for Higher Education (including student financial aid), State Budget Agency items, and leases.

- **Repair and Rehabilitation –** Funding from the state to support upkeep, repair and renovations of current buildings on state campuses. A formula is used to determine the financial need at each campus related to ongoing repair and rehabilitation. The state, along with debt service for current capital structures, provides these funds to keep existing structures up to code and in working condition.

Other forms of Revenue:

- **Grants –** Some institutions receive grant funds from outside sources to support research and operations on campus. Federal and state grants, private grants, or grants from special focus groups are often provided for specific purposes to institutions to carry out research or activities on campus; those grants also provide facilities and administrative costs to cover the expenses associated with the administration of the research or project.

- **Sales and Services –** Additional revenue to institutions related to the sales and services provided by auxiliary functions on the campus. Items like parking, residence halls, bus services, etc., are revenue that support these functions and allow them to operate outside the general fund of the institution.

- **Private Donations –** Private donations or gifts are funds provided to institutions for specific purposes or to cover general operating expenses. Very similar to grants, these funds are provided to an institution to help support specific academic programs, capital projects or for other more general purposes.

Expenditures

- **Personal Services –** Funds for personal services are used to pay the salary and benefits of faculty and staff. Included in these costs are salary, health benefits, retirement benefits, disability payments, social security, etc. Personal service costs are primarily funded from the institution's general fund with support from tuition and fees and state funds.

- **Supplies and Expenses –** These expenses include general supplies and materials for the day to day operation of the institution. Also, items like energy and utility costs are included, insurance for property and person and other expenses that would fall into this category.

- **Student Assistance –** Expenses by the institutions for this area is also called "institutional aid" which are funds used by each institution to provide financial assistance to students at the campus. Along with state financial aid, scholarships and grants, institutions can use some of their revenues to support students with institutional aid. Institutional aid is often times based on merit qualifications, which other aid (specifically the state) is based on the student's need.

- **Debt Service –** These are expenses that are paid, on behalf of the state, to cover the annual cost of state funded buildings. The debt that is owed on an annual basis is provided by the state, and then paid by the institution to the debt issuers. These are expenses that must be paid and only includes state funded buildings.

Indiana 2015-2017 Performance Funding Metrics

(Resident students only – no reciprocity)

Overall Degree Completion – (Affects all institutions)

- Calculates the change in degrees conferred over a three year period rolling average (2008 through 2013; average of 2008 - 2010 versus 2011 - 2013)
- Applies to one year certificates and associate degrees conferred at two year institutions
- Applies to bachelor, masters and doctoral degrees conferred at four year institutions
- The success rate percent as compared to the number of students enrolled is expected to increase for this metric to be employed.

At-Risk Student Degree Completion – (Affects all institutions)

- Calculates the change in degrees conferred over a three year period rolling average (2008 through 2013; average of 2008 - 2010 versus 2011 - 2013)
- Only those students who were eligible for Pell when they graduated from the institution
- Applies to one year certificates and associate degrees conferred at two year institutions
- Applies to bachelor degrees conferred at four year institutions

High Impact Degree Completion – (Affects four year research campuses: IUB, IUPUI, PUWL and BSU)

- Calculates the change in degrees conferred over a three year period rolling average (2008 through 2013; average of 2008 - 2010 versus 2011 - 2013)
- For specific degree types that are granted in STEM fields as defined by national standards
- Applies to bachelor, masters and doctoral degrees conferred by the institutions

Student Persistence – (Affects all non-research campuses)

- Calculates the change in headcount over a three year period rolling average (2008 through 2013; average of 2008 - 2010 versus 2011 - 2013)
- For two year campuses, number of students who successfully complete 15, 30 and 45 hours
- For four year non-research campuses, number of students who successfully complete 30 and 60 credit hours

Remediation Success Incentive – (Affects two year institutions)

- Calculates the change in success rate percentage over a three year period rolling average (2008 through 2013; average of 2008 - 2010 versus 2011 - 2013)
- Applies only to remedial and gateway courses in Math and English
- Student must complete both remedial courses and gateway college level courses at the same institution
- For two year institutions that provide remedial courses to students enrolled at the campus
- Applies to students who successfully complete both remedial classes and gateway college level course compared to the original cohort needing remediation for each year
- The success rate percent as compared to the number of students enrolled is expected to increase for this metric to be employed.

On-time Graduation Rates – (Affects all institutions)

- Calculates the change in FTE over a three year period rolling average (2008 through 2013; average of 2008 - 2010 versus 2011 - 2013)
- Undergraduate, first time, full time students
- Measures the graduation rate for institutions based on type of campus
- For two year institutions, the graduation rate achieved in two years
- For four year institutions, the graduation rate achieved in four years
- The success rate percent as compared to the number of students enrolled is expected to increase for this metric to be employed.

Institutionally Defined Productivity Metric - (Affects all institutions)

- Each institution will pick from three metrics defined by the institutions – two and four year affordability indexes and a staff/faculty ratio
- Productivity metric should focus on reducing cost of attendance for students

PERFORMANCE FUNDING
Paying for What we Value

Overall Degree Completion	Value 2015-17 Biennium
1 Yr Cert	$3,000
Associate	$5,000
Bachelor	$10,000
Master	$5,000
Doctoral	$3,000
On-Time Degree Completion	
Associate	$11,000
Bachelor	$22,000
At-Risk Degree Completion	
1 Yr Cert	$1,500
Associate	$3,000
Bachelor	$5,000
High Impact Degree Completion	
Bachelor	$20,000
Master	$12,000
Doctoral	$6,000
Student Persistence	
15 CH	$500
30 CH (2YR)	$1,000
30 CH (4 YR)	$1,000
45 CH	$1,250
60 CH	$1,500
Remediation Success	
Math	$800
English	$800
Math & English	$1,600

Institutionally-Defined Productivity Metric	Value 2015-17 Biennium*
0-5% Improvement	$1,500
5-10% Improvement	$2,000
10%+ Improvement	$2,500

*per 100 resident undergraduate students FTE

Higher Education Capital Project Submission and Review Process

March 2014

Capital projects submitted by state institutions of higher education (IHE) to the state go through various steps in order to be approved and authorized. The following document provides the two major ways in which higher education capital projects are submitted to that state and the path in which they follow in order to begin construction.

PROJECTS SUBMITTED THROUGH THE BIENNIAL BUDGET PROCESS

As part of the biennial budget process, IHE will provide through their budget submission documents a list of capital projects to be considered for the upcoming budget session. The projects are focused on the next two years and are primarily state funded projects. Institutions also include non-state funded projects and additional information regarding long-term capital project plans at each campus.

- **Capital Budget Submission by Institutions:**
  - IHE submit projects, in August of each *even* year, that are both state and non-state funded. Projects include new construction, special repair and rehabilitation, land acquisition, overall repair and rehabilitation, leases and lease purchases.
  - For the upcoming biennium, the IHE will list projects they wish to start during the biennium.
  - If state funding is requested for a specific project, additional information is provided which includes:
    - Description of the project, space impact, cost, cost metrics, educational value of the project, breakdown of the cost of the project, relationship to the long term capital plan and funding for the project
  - For projects in the next biennium that are non-state funded, IHE normally provides a summary description since the project will not require state funds via debt service (fee replacement).
  - The capital budget submission includes long-term capital projects (10 years) that indentify potential projects that might be started beyond the upcoming biennium. There is little description provided for long term capital projects that extend beyond the upcoming biennium.

- **CHE Staff Review and Recommendation of IHE Capital Projects for the Biennium**
  - CHE staff will review the capital project requests made by the IHE for the upcoming biennium during the budget development process in the fall of each even year.

        - Review of projects includes analysis of information provided for each project, questions back to the IHE regarding the project and priority the IHE gave to each project requested.
    - Staff normally focuses on those projects that are state funded and the impact those projects will have on the overall budget recommendation by CHE for higher education.
    - Depending on the amount of overall funding for higher education, staff will determine if recommending any new capital projects would be financially viable within the larger higher education budget.
        - Staff must also consider any previously authorized (bonded) capital projects that have yet to be funded and are pending review before the CHE or the State Budget Committee.
    - As staff reviews the capital project requests, various criteria will be used to determine if the project should be considered as part of the CHE budget recommendation.
    - If staff believes new capital projects should be included in the budget recommendation, considering any previously authorized projects, those capital projects will be included in the CHE budget recommendation for higher education.
    - During the process of preparing the capital project recommendations, staff will consult with Commission members and the Budget and Fiscal Policy Committee to seek feedback regarding staff's recommendation of projects to move forward.
    - CHE staff typically recommends only state funded projects since those projects require state authorization (bonding) or state funding. Projects without state funding have not been part of the CHE budget recommendation.

- **<u>General Assembly Action regarding Capital Projects</u>**
    - Based upon the recommendation from the CHE, the General Assembly may consider such capital projects to include in the budget either as authorization (bonding) and state funding for the project, or as a cash appropriation (very unlikely) for the project.
        - In some cases, capital projects not included in the CHE recommendation but submitted by - IHE may be included in the General Assembly's version of the budget.
        - In rare cases, the General Assembly may include in the budget a capital project that was not included in the IHE capital budget submission AND NOT ever considered by the CHE during the budget recommendation process.
    - For those projects with a state funding impact, the General Assembly may include funding. However, in previous years the General Assembly has authorized (bonded) a project but has not included state funding. In some cases funding maybe provided in future biennium for projects previously authorized by the General Assembly.

- Upon passage of the biennial budget, IHE are able to submit, through another process, projects authorized by the General Assembly for review and approval to begin construction.

PROJECTS SUBMITTED BY THE IHE VIA REVIEW REQUIREMENTS BY LAW

Outside of the biennial capital project submission process, a separate process exists that requires certain IHE capital projects to be reviewed, approved and authorized by several state/legislative groups before the project can begin. This process is set by law and includes thresholds for when different groups are required to review an IHE capital project.

- **Capital Project Submitted by Institutions:**
  - Throughout each year IHE will submit to the CHE as a starting point various capital projects to be consider for review and approval by the state. These projects could include:
    - State-funded and non-state funded projects
    - Previously authorized projects by the General Assembly
    - Previously recommended projects by the CHE
    - Projects not included in the CHE recommendation or not authorized by the General Assembly
    - Other projects the IHE wish to submit
    - Project types include: new construction, special repair and rehabilitation, annual repair and rehabilitation, leases, lease-purchases, land acquisition, etc.
  - Each IHE Board of Trustees reviews and approves projects submitted to the CHE. In addition, some IHE Boards of Trustees have established their own review thresholds based on the cost of a project and the funding source.
  - IHE can submit capital projects for review by the state (starting with the CHE) during anytime of the year.

- **CHE Review of Capital Projects**
  - CHE is the first state entity to start the review process of IHE capital projects submitted via state law.
    - State law requires CHE, Budget Committee, State Budget Agency, Indiana Finance Authority and the Governor (not all apply based on the type of project) to review and approve these projects once submitted by the IHE.
  - CHE staff receive IHE capital projects and begin reviewing and analyzing the project thoroughly.
    - Included with this document are the criteria staff uses to analyze IHE capital project requests.

- For those projects that are funded with state funds, CHE has an unlimited amount of time to review the project before action is taken. For those projects that are not state funded, the CHE must review the project within 90 days of submission.
- Internally, CHE has thresholds for projects and how they are acted upon:
  - For projects less than $2M CHE will no longer review (law as of July 1, 2014)
  - For projects with no state funding between $2M and $7.5M, the project is placed on the CHE agenda as staff expedited after staff and budget committee review and approval
  - For projects with no state funding over $7.5M, the project is placed on the full agenda for consideration
  - Any project using state funds or mandatory student fees is placed on the full agenda for consideration
- As noted earlier, some projects brought before the CHE for review may have been part of the CHE budget recommendation from previous years. Other projects could include those never considered by the CHE previously or ones not recommended by the CHE in a budget recommendation.
- CHE typically will have a presentation of the capital project during a monthly meeting and will vote to provide a favorable or unfavorable review of the project at the same meeting.
  - For those projects that are state funded or have a large financial impact, CHE may hear the project in one meeting and vote on the project in a future meeting.
  - CHE cannot vote to reject a project back to the IHE. Any action taken by the CHE on a capital project then moves the project to the next step in the review process.

- **<u>Other Review and Approvals for IHE Capital Projects</u>**
  - Once the CHE reviews a project (favorable or unfavorable), the project is then considered by other state/legislative entities for further consideration and approval.
  - Depending on the type of project, funding level and type of funding, the project will be considered by:
    - State Budget Committee – Advisory Recommendation or Approval (depending on funding)
    - Indiana Finance Authority – Recommendation for projects funded with debt
    - State Budget Agency – Recommendation or Approval (depending on the funding)
    - Governor – Approval

Tuition and Fee Increase 2013-15 Comparison

INSITUTIONAL INCREASES

		CHE Recommendation		Institution Adopted			
	2012-13 Tuition and Fees	2013-14 Target	2014-15 Target	$ for 2014	% Inc for 2014	$ for 2015	% Inc for 2015
IU - Bloomington	$10,087	0 - 2%	0 - 2%	$ 10,262	1.74%	$ 10,441	1.74%
PU - West Lafayette	$9,900	0 - 2%	0 - 2%	$ 9,992	0.93%	$ 10,002	0.10%
Ball State University	$8,980	0 - 2%	0 - 2%	$ 9,160	2.00%	$ 9,344	2.01%
University of Southern IN	$6,145	0 - 2%	0 - 2%	$ 6,418	4.45%	$ 6,697	4.34%
Indiana State University	$8,102	0 - 2%	0 - 2%	$ 8,256	1.90%	$ 8,416	1.94%
IU - Kokomo	$6,542	0 - 2%	0 - 2%	$ 6,674	2.02%	$ 6,810	2.04%
IU - Northwest	$6,627	0 - 2%	0 - 2%	$ 6,738	1.68%	$ 6,853	1.71%
IU - Southeast	$6,575	0 - 2%	0 - 2%	$ 6,699	1.89%	$ 6,827	1.91%
IU - East	$6,496	0 - 2%	0 - 2%	$ 6,639	2.20%	$ 6,787	2.22%
IU - South Bend	$6,728	0 - 2%	0 - 2%	$ 6,815	1.30%	$ 6,905	1.32%
IUPUI - General Academic	$8,605	0 - 2%	0 - 2%	$ 8,756	1.75%	$ 8,909	1.75%
PU - Calumet	$6,959	0 - 2%	0 - 2%	$ 7,098	2.00%	$ 7,241	2.01%
PU - North Central	$7,044	0 - 2%	0 - 2%	$ 7,185	2.00%	$ 7,329	2.00%
PU - IPFW	$7,640	0 - 2%	0 - 2%	$ 7,793	2.00%	$ 7,949	2.00%
Ivy Tech *(See detail)*	$3,455	0 - 2%	0 - 2%	$ 3,755	8.68%	$ 4,055	7.99%
Vincennes University	$4,882	0 - 2%	0 - 2%	$ 5,019	2.81%	$ 5,174	3.08%

Rates and rate increases only reflect resident undergraduate students who are at the base (default) tuition and mandatory fee rate.
Note: IU's regional campuses increased T&F by an average of 1.8%; Purdue West Lafayette held tuition flat, but altered fee structure

IVY TECH INCREASES BY SEMESTER

		CHE Recommendation									
	2012-13 Tuition and Fees	2013-14 Target	2014-15 Target	$ for 2013 Fall	% Inc for 2013 Fall	$ for 2014 Spring	% Inc for 2014 Spring	$ for 2014 Fall	% Inc for 2014 Fall	$ for 2015 Spring	% Inc for 2015 Spr
Ivy Tech Community College	$3,455	0 - 2%	0 - 2%	$ 3,605	4.33%	$ 3,755	4.16%	$ 3,905	4.00%	$ 4,055	3.84%

Prepared by CHE
Source: Institutions' Business and Finance Offices

Resident Undergraduate Tuition and Mandatory Fee

Previous Biennium

2009-11 Tuition and Fee Data Points		
Number of campuses above CHE's target recommendation		6
Number of campuses at CHE's target recommendation		3
Number of campuses below CHE's target recommendation		7
Average CHE target recommendation	2010	4.7%
	2011	4.7%
Average campus tuition and fee increase	2010	5.1%
	2011	4.7%

2011-13 Tuition and Fee Data Points		
Number of campuses above CHE's target recommendation		11
Number of campuses at CHE's target recommendation		5
Number of campuses below CHE's target recommendation		0
Average CHE target recommendation	2012	2.7%
	2013	2.7%
Average campus tuition and fee increase	2012	3.6%
	2013	3.7%

Upcoming Biennium

2013-15 Tuition and Fee Data Points		
Number of campuses above CHE's target recommendation		4
Number of campuses at CHE's target recommendation		5
Number of campuses below CHE's target recommendation		7
Average CHE target recommendation	2014	2.0%
	2015	2.0%
Average campus tuition and fee increase	2014	2.46%
	2015	2.39%

Indiana Commission for Higher Education

Checklist of Criteria To Be Used by the Commission in Taking Action on New Degree Programs

--- As Passed, August 10, 2012 ---

1. Characteristics of the Program
    a. Campus(es) Offering Program
    b. Scope of Delivery (Specific Sites or Statewide)
    c. Mode of Delivery (Classroom, Blended, or Online)
    d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.)
    e. Academic Unit Offering Program

2. Rationale for Program
    a. Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)
    b. State Rationale
    c. Evidence of Labor Market Need
        i. National, State, or Regional Need
        ii. Preparation for Graduate Programs or Other Benefits
        iii. Summary of Indiana DWD and/or U.S. Department of Labor Data
        iv. National, State, or Regional Studies
        v. Surveys of Employers or Students and Analyses of Job Postings
        vi. Letters of support

3. Cost of and Support for the Program
    a. Costs
        i. Faculty and Staff
        ii. Facilities
        iii. Other Capital Costs (e.g. Equipment)
    b. Support
        i. Nature of Support (New, Existing, or Reallocated)
        ii. Special Fees above Baseline Tuition

4. Similar and Related Programs
    a. List of Programs and Degrees Conferred
        i. Similar Programs at Other Institutions
        ii. Related Programs at the Proposing Institution
    b. List of Similar Programs Outside Indiana
    c. Articulation of Associate/Baccalaureate Programs
    d. Collaboration with Similar or Related Programs on Other Campuses

5. Quality and Other Aspects of the Program
    a. Credit Hours Required/Time To Completion
    b. Exceeding the Standard Expectation of Credit Hours
    c. Program Competencies or Learning Outcomes
    d. Assessment
    e. Licensure and Certification
    f. Placement of Graduates
    g. Accreditation

6. Projected Headcount and FTE Enrollment and Degrees Conferred

THE INDIANA CORE TRANSFER LIBRARY (CTL)

The Core Transfer Library (CTL)[1] is a list of undergraduate courses that will transfer among all Indiana public college and university campuses, assuming adequate grades. Additionally a significant majority of CTL courses are intended to count as one-on-one equivalents to courses taught at the receiving institution. Publication of the CTL helps students identify courses and their equivalents for specific academic years (http://www.transferin.net/ctl.aspx).

The intent of the CTL is to create as stable a reference as possible so that students can understand how coursework will transfer from one institution to another. Only on rare occasions should a course be removed from the CTL.

The Statewide Transfer and Articulation Committee (STAC) in conjunction with the Core Transfer Library Sub-Committee oversees the framework and structure of the CTL to facilitate, develop, and maintain the transferability of at least 70 courses as mandated in IC 21-42-5.[2]

Courses in the CTL:

1. Are offered by 2 and 4 year institutions alike
2. Enroll significant numbers of students at multiple institutions
3. Are a component of single articulation pathways
4. Are commonly transferred
5. Are part of an institutional general education or degree program
6. Reflect enhanced transfer from high school to college
    - Taught as dual credit
    - CTE Pathways
    - Early College High School

Additions to the CTL:

- Courses that are consistent with the above criteria may be considered for addition to the CTL
- Courses may be recommended as a result of the work of the CTL Academic Panels or as other institutional suggestions
- Consistent with HEA 182-2013[3]

Removal from the CTL

- Current CTL courses that are no longer consistent with the above criteria may be considered for removal from the CTL

[1] See http://www.in.gov/legislative/ic/code/title21/ar42/ch5.pdf for the complete legislative mandate.
[2] Ibid.
[3] See http://www.in.gov/legislative/bills/2013/PDF/SE/SE0182.1.pdf for the complete legislative mandate.

Indiana Statewide Transfer General Education Core

Preamble

In 2012 the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirements for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

A Statewide Leadership Team was created to develop a framework for the Statewide Transfer General Education Core, and to provide oversight of the implementation process. The Statewide Leadership Team agreed upon six competencies, for which student learning outcomes would be developed. Faculty representatives from each institution met to agree upon the learning outcomes for each competency.

Each state educational institution is required to offer a general education program of at least 30 credit hours, which addresses these statewide competencies and the associated learning outcomes.

After May 15, 2013, a student who satisfactorily completes the requirements of the Statewide General Education Core in an Indiana state educational institution and then subsequently transfers to another Indiana state educational institution will not be required to complete the Statewide Transfer General Education Core requirements at the institution to which the student transfers. The established framework for the Statewide Transfer General Education Core includes two categories: "Foundational Intellectual Skills" and "Ways of Knowing." Each category includes three competency areas.

The **Foundational Intellectual Skills** category includes:

- Written Communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes that relate to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

The statewide student learning outcomes for each competency are set out below.[1]

[1] The full text of the student learning outcomes is available for each competency on the website of the Indiana Commission for Higher Education. See *Statewide Transfer General Education Core*, http://www.in.gov/che/.

FOUNDATIONAL INTELLECTUAL SKILLS

1. *Written Communication*

Upon completion of the Statewide Transfer General Education Core, students will be able to:

1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.

1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.

1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.

1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.

1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

2. *Speaking and Listening*[2]

Upon completion of the Statewide Transfer General Education Core, students will be able to:

2.1. Use appropriate organization or logical sequencing to deliver an oral message.

2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.

2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.

2.4. Advance an oral argument using logical reasoning.

2.5. Provide credible and relevant evidence to support an oral argument.

[2] The written communication learning outcomes are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (http://www.aacu.org/value/rubrics/InformationLiteracy.cfm).

2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.

2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

3. ***Quantitative Reasoning***[3]

Upon completion of the Statewide Transfer General Education Core, students will be able to:

3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.

3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.

3.5. Communicate which assumptions have been made in the solution process.

3.6. Analyze mathematical results in order to determine the reasonableness of the solution.

3.7. Cite the limitations of the process where applicable.

3.8. Clearly explain the representation, solution, and interpretation of the math problem.

[3] A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.

WAYS OF KNOWING

4. *Scientific Ways of Knowing*

Upon completion of the Statewide Transfer General Education Core, students will be able to:

4.1. Explain how scientific explanations are formulated, tested, and modified or validated.

4.2 Distinguish between scientific and non-scientific evidence and explanations.

4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.

4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.

4.5 Use current models and theories to describe, explain, or predict natural phenomena.

4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

5. *Social and Behavioral Ways of Knowing*

Upon completion of the Statewide Transfer General Education Core, students will be able to:

5.1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.

5.2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.

5.3. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.

5.4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.

5.5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

5.6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

WAYS OF KNOWING (cont.)

6. ***Humanistic and Artistic Ways of Knowing***

Upon completion of the Statewide Transfer General Education Core, students will be able to:

6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.

6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.

6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.

6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Guidance on the Implementation of the Statewide Transfer General Education Core

1. Each Indiana state educational institution will develop a transfer general education program of at least 30 credit hours.

2. Each Indiana state educational institution will make public how its general education program goals and learning outcomes correspond to the Statewide Transfer General Education Core competencies and associated student learning outcomes.

3. Each Indiana state educational institution will describe to other institutions how it will assure student mastery of the outcomes in the Statewide Transfer General Education Core.

4. Each Indiana state educational institution will be required to demonstrate that students transferring with the Statewide Transfer General Education Core have met the requirements of each competency by earning at least THREE credit hours in each of the six competencies, accounting for 18 credit hours.

5. Each Indiana state educational institution may determine the distribution of the additional 12 credit hours of the Statewide Transfer General Education Core in accordance with both the competencies of the Statewide Transfer General Education Core and the curricular policies governing general education at the institution.

6. In determining whether a student has completed the requirements of the Statewide Transfer General Education Core, each state educational institution will make this determination consistent with state law in relevant areas, such as applying credit for Advanced Placement scores and approved dual credit courses.

7. Only coursework resulting in Advanced Placement credit, dual credit, and credit from regionally accredited institutions may apply to the Statewide Transfer General Education Core requirements. Institutions may accept other forms of credit according to their own existing policies, but these hours will not count towards the requirements of the Statewide Transfer General Education Core.

8. A minimum GPA of 2.0 for the 30 hours of courses within the Statewide Transfer General Education Core is required to meet the standard for satisfactory completion.

9. Once a student has satisfactorily completed the requirements of the Statewide Transfer General Education Core at an Indiana state educational institution, the institution will validate and then document that completion on the student's official transcript. If that student subsequently transfers to

another state educational institution, the receiving institution will accept that documentation as satisfying its own Statewide Transfer General Education Core requirements. Furthermore, the receiving institution will apply toward satisfying the transfer student's degree requirement of at least 30 credit hours of transfer credit.

10. Successful completion of the Statewide Transfer General Education Core requirements is not a guarantee of admission to a particular state educational institution.

11. Students matriculating after May 1, 2013, are eligible for the Statewide Transfer General Education Core. Currently enrolled students may change their catalog year to Fall 2013 to be eligible.

12. Should there be residency requirements for general education at the receiving institution, they will be waived for students who have met the requirements of the Statewide Transfer General Education Core.

13. The Statewide Transfer General Education Core does not change any requirements for a major or other degree objective. If any course within the Statewide Transfer General Education Core is a requirement for a major or other degree objective at the receiving institution and does not meet the grade requirement for the major, the receiving institution may require the student to repeat the course. It is absolutely critical that students work closely with their academic advisors to determine what relationship, if any, exists between requirements for general education and requirements for a specific major and/or other degree objective.

INDIANA COMMISSION for HIGHER EDUCATION

Policy on Dual Credit Opportunities in Indiana

Adopted February 12, 2010

Preamble

The State of Indiana regards the offering of rigorous dual credit courses as means for expanding access to postsecondary opportunities, encouraging students to pursue higher education, and increasing college completion rates.

For the purposes of this policy, dual credit courses are defined as courses taken by high school students that satisfy requirements for earning credits toward both a high school diploma and a college degree. Dual credit courses are taught by regular high school faculty or by regular or adjunct college faculty.

The principles outlined on the pages that follow are designed to promote greater clarity, quality, consistency, transparency and transferability of dual credit opportunities for the benefit of Hoosier students.

Basic Conditions

All dual credit courses shall meet the following conditions:

1) Postsecondary campuses shall take appropriate steps to ensure that dual credit courses are of identical quality and rigor to qualify for college credit; in this regard, postsecondary dual credit programs shall embody the following characteristics:

   a) All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same courses on the postsecondary campus; beyond that, the secondary school and the postsecondary campus may jointly establish additional criteria for determining how students are selected into dual credit courses;

   b) Course syllabi used for dual credit courses in liberal arts[1], professional, and career/ technical disciplines shall be identical to course syllabi used in the same courses taught on the postsecondary campus, including class assignments, laboratory experiments, examinations; and textbooks shall be comparable;

   c) Student learning outcomes expected for dual credit courses in liberal arts, professional, and career/technical disciplines shall be the same as student learning outcomes expected for the same courses taught on the postsecondary campus;

[1] *The term "liberal arts" includes English language and literature, foreign languages, history, the life sciences, mathematics, philosophy and religion, the physical sciences (such as chemistry, physics, and geology), psychology, the social sciences (such as economics, political science, and sociology), and the visual and performing arts.*

d) An academic unit on the postsecondary campus shall be responsible for monitoring, throughout the school year, the delivery and quality of dual credit instruction; such monitoring shall include visits to the secondary class;

e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses based on criteria established by the postsecondary institution. The postsecondary campus shall approve the individuals who will teach the dual credit courses in the secondary school, but the school corporation shall be responsible for hiring and compensating this personnel;

f) Approved instructors of dual credit courses shall have credentials consistent with the credentials required for on-campus faculty or a development plan approved by the postsecondary institution to satisfy this requirement;

g) The academic unit on the postsecondary campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty, who are teaching dual credit courses;

h) The postsecondary campus shall establish a mechanism for evaluating and documenting, on a regular basis, the performance of students, who complete dual credit courses; and

2) Postsecondary institutions shall generate transcripts for all students who enroll in dual credit courses.

3) All postsecondary institutions and campuses offering dual credit courses in liberal arts, professional, or career-technical disciplines shall:

a) Maintain compliance with the Commission for Higher Education's (CHE) dual credit policy;

b) Demonstrate adherence to the standards advocated by the National Alliance of Concurrent Enrollment Partnerships to the satisfaction of CHE;

c) Demonstrate ongoing adherence to this policy and NACEP standards by submitting to CHE the results from regular self-audits;

d) Be subject to state reviews conducted on a periodic (and as-needed) basis by a standing subcommittee of CHE's Statewide Transfer and Articulation Committee (STAC).

4) Since a dual credit course in a liberal arts, professional, or career/technical discipline is deemed to be academically equivalent to the same course taught on-campus by the institution offering the course (see #1 above), the dual credit course shall, consistent with the transfer policies developed by CHE's Statewide Transfer and Articulation Committee (STAC):

a) Apply toward meeting the degree requirements of the institution offering the course, in the same way as the on-campus course; and

b) Transfer to the other public postsecondary institutions in the state, in the same way as the on-campus course.

5) Wherever possible, the course syllabi for dual credit courses in the liberal arts shall also prepare students for successfully passing Advanced Placement (AP) examinations in the same academic area.

6) The Commission for Higher Education, Department of Education and the postsecondary institutions, shall ensure greater statewide consistency and transparency of the corresponding exam scores students must demonstrate in order to earn college credit for Advanced Placement and International Baccalaureate coursework.

7) The Commission for Higher Education, in partnership with the Department of Education, postsecondary institutions and local school corporations, shall prioritize state funding, expand accessibility, and build instructional capacity for student dual credit, Advanced Placement and International Baccalaureate opportunities in the following 10 core subject areas: American Government, American History, Biology, Calculus, Chemistry, Economics, English Composition, Physics, Psychology and World Languages.

INDIANA COMMISSION for HIGHER EDUCATION

Policy on Regional Campus Roles and Missions

As Approved, June 11, 2010

Preamble

The Indiana Commission for Higher Education regards the Regional Campuses of Indiana University and Purdue University as valuable contributors to the state's system of higher education. This policy document builds upon two historic documents from 1994 and 2001 that outlined the defining characteristics of Regional Campuses, but require updating due to significant changes in Indiana's system of higher education in recent years.

For the purposes of this policy, Regional Campuses shall be defined as:

- *Indiana University-East*
- *Indiana University-Kokomo*
- *Indiana University-Northwest*
- *Indiana University-South Bend*
- *Indiana University-Southeast*
- *Purdue University-Calumet*
- *Indiana University-Purdue University-Ft. Wayne*
- *Purdue University-North Central*

Between the late 1960s and late 1980s, the Regional Campuses, in addition to being regional four-year branches of Indiana University and Purdue University, effectively played the role of community colleges, offering associate's degrees and serving as the state's access institutions. In 1987, however, the Commission for Higher Education approved the first four Associate of Science (AS)/transfer oriented degree programs at the Indiana Vocational Technical College (now Ivy Tech Community College of Indiana). With increasing admissions standards at the Indiana University and Purdue University flagship campuses, and exploding enrollment at the community college level, Regional Campuses will play an increasingly important role in serving Hoosiers with high quality, low-cost baccalaureate degree programs, filling a vital niche in Indiana's system of higher education.

The Regional Campuses differ significantly from one to another. Recognizing the unique characteristics of each Regional Campus, the principles outlined on the pages that follow are designed as overarching directions that reflect a more efficient and effective role for Regional Campuses in Indiana's system of higher education.

The missions of Indiana's Regional Campuses should reflect the following defining characteristics:

1) **Profile:** Indiana's eight Regional Campuses serve both recent high school graduates and adults. While a large proportion of the regional campus student population enrolls on a part-time basis, full-time enrollment is growing.
2) **Primary Educational Responsibility:** Baccalaureate degree programs. Associate degree programs may be offered on an exceptional basis. Regional Campuses accept transfer credits

from the Core Transfer Library, earned at 2-year and 4-year institutions, and credits from Regional Campuses are transferable to 2-year and 4-year institutions.

3) **Graduate Programs:** Regional Campuses may offer selected masters programs to meet state and regional needs. Regional Campuses do not offer doctorate programs.
4) **Primary Geographic Responsibility:**
    a. IU-East – East Central Indiana/Western Ohio
    b. IU-Kokomo – Central/North Central Indiana
    c. IU Northwest – Northwest Indiana/Greater Chicago Area
    d. IU South Bend – North Central Indiana/Southern Michigan
    e. IU Southeast – Southeast Indiana/Greater Louisville (KY) Area
    f. Purdue Calumet – Northwest Indiana/Greater Chicago Area
    g. IPFW – Northeast Indiana/Greater Ft. Wayne Area/Northwest Ohio
    h. Purdue North Central – North Central Indiana/Lower Michigan
5) **Governance:** The eight Regional Campuses are governed by two institutions. Five are Regional Campuses of Indiana University, and three are Regional Campuses of Purdue University. Indiana University-Purdue University-Ft. Wayne combines academic units from both IU and Purdue, but is governed by Purdue University. The Boards of Trustees of Indiana University and Purdue University, and central university administration located at those institutions' main campuses, determine the utilization of resources at the Regional Campuses. Chancellors appointed by institutional Presidents and Trustees manage the Campuses. The central university administrations of Indiana University and Purdue University are encouraged to develop accountability measures for the Regional Campuses. Among others, these should include graduation rates, time to graduation, efficiency measures, tuition and fees as a percentage of revenue, and other such outcome indices of academic and institutional performance. Regional Campuses should be held responsible and accountable for their achievement
6) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates will be required to have a Core 40 high school diploma for admission to a Regional Campus. Students requiring remediation should take those courses at the community college.
7) **Developmental/Remedial Education:** Regional Campuses should eliminate the offering of classroom-based remediation (coursework that does not count toward any degree), shifting this responsibility to the community colleges. This does not preclude the offering of tutoring, mentoring and other programs to help students overcome skill deficiencies.
8) **Research Focus:** Scholarly activity related to faculty teaching responsibilities, research related to local and regional needs. Sponsored, peer-reviewed research is incentivized through the State's budget formula at those Indiana institutions with Carnegie classifications of "high" or "very high" research activity. Research activity at the Regional Campuses will not be incentivized in the State's budget formula.
9) **Student Residences:** Limited to 10% of enrollment, promoting affordability and reducing Campus costs.

Expectations of Regional Campuses Within Indiana's System of Higher Education

- **Degree Completion:** Regional Campuses should significantly improve completion rates to ensure that students' investments and the state's investment are worthwhile and result in high quality academic credentials.
- **Affordability:** As access institutions, Regional Campuses should place affordability at the forefront of decisions around resource allocation.

- **Synergy with Indiana's 2-Year Sector:** The success of Regional Campuses will depend on collaborative work with the 2-year sector. Successful collaborations will have the following characteristics:
    - 2-year sector is delivering all remediation
    - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by 2-year campuses in that region.
    - Regional Campuses have transfer scholarships in place and available for 2-year students and/or graduates, and seamless transfer opportunities, including passport programs and referral opportunities
    - 2-year institutions and Regional Campuses have established mechanisms which provide ongoing, systematic and regular dialogue which in turn provides opportunities to better differentiate institutional missions, integrate services, improve completion/graduation performance, and increase the effectiveness and efficiency of the campuses.
- **Synergy with Main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is both necessary and desired that Regional Campuses and their respective flagship campuses work in close collaboration, particularly in the delivery of academic programs and campus administration. It is also necessary that Regional Campuses work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies at the forefront of their success agenda.

INDIANA COMMISSION for HIGHER EDUCATION

Policy on Vincennes University's Role and Mission

As Approved, May 13, 2011

Preamble

The Indiana Commission for Higher Education is required by the Indiana General Assembly to "plan for and coordinate Indiana's state supported system of postsecondary education (I.C. 21-18-6-1)," with the authority to "develop, update, and implement a long range plan for postsecondary education (I.C. 21-18-8-1)."

In the context of that statutory charge, the Commission updated its ***Policy on Regional Campus Roles and Missions*** *(June 2010) in order to better delineate the purpose of those campuses in Indiana's state system of higher education. That policy requires the regional campuses to focus primarily on baccalaureate degrees and significantly depart from offering associate degrees and eliminate all remedial education. As such, it has become increasingly important that Vincennes University and Indiana's community college system focus their respective roles on providing high quality associate degrees and workforce credentials for Hoosiers.*

The Commission regards Vincennes University as a valuable contributor to the state's system of higher education, serving a unique and vital role to provide educational access and innovative career programming in a student-centered environment. Vincennes University is a predominantly two-year institution with a residential component that emphasizes: business and industry training, career and technical education, academic transfer, an Early College program, and dual credit courses. The university also offers a limited number of baccalaureate degrees associated with Indiana's workforce needs. Much of the institution's recent growth is coming from high school enrollments through dual credit and Early College courses.

Building on its historic mission as a two-year liberal arts and career/technical institution, Vincennes University has an opportunity to evolve its role in advancing the state's educational and economic needs. The following policy is the result of a year-long process led by the Commission's Strategic Directions committee in consultation with Vincennes University leadership to clearly articulate that institution's role in helping to create a more efficient and effective higher education system for Indiana.

Vincennes University's role and mission should reflect the following actions:

1. Expand its historic role of serving students with academic potential by assisting them to become successful graduates and transfer students.

2. Increase the number of high-quality, transferable associate degrees and certificates earned in the Vincennes/Jasper region, in alignment with regional economic interests; and elsewhere in the State as clearly indicated by Vincennes University's role and mission, economic demand, and without unnecessarily duplicating such degree offerings by other Indiana state institutions.

3. Increase the number of high-quality baccalaureate degrees earned in existing baccalaureate programs. Any proposals for additional baccalaureate degree programs must be in accordance with Vincennes University's role and mission, address state economic interests, and not unnecessarily duplicate degree offerings by other Indiana state institutions.

4. Meet the Commission's standards for an approved *Early College* model which focuses on increasing college access and success for underrepresented students in higher education.

5. Continue to provide Dual Credit courses to secondary students in Indiana that are transferable throughout the state's higher education system upon successful completion.

6. Continue to serve Hoosier residents and out-of-state students in the military with high-quality, highly-regarded degree programs funded by resident and non-resident tuition and fees.

7. Continue to offer the unique full-college, residential experience at the Vincennes campus.

8. Continue to embrace the commuting student population, which includes providing a quality educational experience at the Jasper campus that embraces traditional and non-traditional students and workforce career and technical needs.

Transfer Indiana Initiative

The *Transfer IN* initiative has three main components:

1. Transfer Indiana Central Office (TICO). TICO provides critical technical support to *TransferIN* in a number of areas, such as: assisting institutions with implementing course equivalency guides and degree audits; and helping to develop interfaces between institutional student information systems and the enhanced transfer hub *u.select* software. TICO also assists in developing marketing material to be placed on the *TransferIN* web site, including information on institutional transfer policies, the Core Transfer Library (CTL), dual credit courses, and translating AP scores and military training/occupational experience into college credit. Finally, TICO provides essential staff support for the work of the Statewide Transfer and Articulation Committee (STAC) in a variety of areas including the Statewide Transfer General Education Core and Single Articulation Pathways (new legislative mandates from SEA 182-2012 and SEA 182-2013.)

2. e-Transcript Initiative. This program allows high school students to electronically send their high school transcripts to up to five universities to which they are applying. The appropriation supports the contract with Parchment to provide that service as well as some staffing support.

3. Enhanced *u.select* software license with CollegeSource that supports the integration of university systems referenced above.

Indiana e-Transcript Initiative

The Indiana e-Transcript Initiative was developed in 2005 as a partnership between the Indiana Commission for Higher Education (ICHE) and the Indiana Department of Education (IDOE). Indiana was the first state in the Midwest to adopt e-Transcript and now at least six other states have followed their lead. HEA 1341, passed by the 2013 Indiana General Assembly, establishes the e-Transcript initiative by statue and calls for a common high school transcript to be developed by the IDOE in collaboration with ICHE. ICHE contracts with Parchment, Inc., which will deliver an electronic transcript exchange system service throughout the state. The service, made possible by an appropriation from the General Assembly, enables Indiana students to send their high school transcripts electronically at no cost to the following states:

- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Michigan
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Ohio
- South Dakota
- Wisconsin

Students can also send e-Transcripts to other states for a nominal fee.

For more information about the Indiana e-Transcript Initiative, contact the Transfer Indiana Central Office at tglambert@bsu.edu or 765-285-5810.

Benefits of e-Transcript

Benefits for Students

- Relieves student and parental anxiety by providing notification of when each transcript is sent and received
- Provides more precise information about where students are in the admissions process
- Results in quicker admissions decisions
- Allows students to order transcripts at their convenience, 24/7 online

Benefits for Colleges and Universities

- Allows institutions to handle transcripts in a much more efficient and timely manner
- Provides a legible and consistent copy to be read by and shared with admissions counselors, academic advisors, scholarship committees, etc.
- Eases the review process by providing a standard appearance to the transcript
- Allows institutions to immediately inform students when they have received the transcript
- Allows institutions to track the status of any transcript, receive various online reports, and easily request mid-year and final transcripts

Benefits for High Schools

- Reduces time, effort, and expenses in handling transcript requests
- Lets colleges to be proactive in indicating which transcripts need to be sent
- Enables complete tracking of each transcript from request to delivery
- Provides real-time, online status reports of where each student has requested transcripts to be sent

Introduction to the Division of Student Financial Aid

Indiana has a strong commitment to increasing college access through need-based financial aid with freedom of choice. Indiana ranks 6th in the nation in its per-student funding and is 1st in the Midwest. The Division of Student Financial Aid (SFA) within the Commission administers the State's financial aid programs.

Until 2012, financial aid administration resided with the State Student Assistance Commission of Indiana (SSACI). House Enrolled Act 1270, passed by the Indiana General Assembly and signed into law by Governor Mitch Daniels, dissolved SSACI as of July 1, 2012. SSACI staff members joined the Indiana Commission for Higher Education as part of SFA.

There are three parts to SFA's mission:

- To make college *affordable* with guaranteed student grants
- To allow greater *choice* by granting awards to students attending public, independent and proprietary colleges
- To increase college *preparation* by giving additional financial aid to 21st Century Scholars and to students graduating from high school with Academic and Technical Honors Diplomas

While financial aid is typically designed to address issues of college *access,* the integration of SSACI with the Commission has also allowed the Commission's goals – completion, productivity and quality – to be integrated into the state's financial aid programs as well. SFA administers the following programs, many of which have been newly created or recently reformed to align them with the Commission's strategic plan.

Basic Need-Based Programs

- *Frank O'Bannon (FOB) Award Program*, which includes the Higher Education Award (HEA) and Freedom of Choice (FOC) Award. For full-time students, it is the largest program administered by SFA. It is need-based with a component based on merit. Students with financial need are eligible to receive additional aid incentives for academic success and progress.

- *21st Century Scholars Program* is designed to support and encourage middle-school youth from lower-income families to enter college through early intervention strategies and grants. SFA administers the college scholarships that Scholars earn through their participation in the program.

- *Part-time Award* is designed to encourage degree-seeking, part-time undergraduates to complete their degrees by subsidizing part-time tuition costs.

Specialized Programs

- *Minority Teacher Scholarship Program* was created to provide renewable scholarships for African-American and Hispanic students preparing for a teaching career.

- *Student Teaching Stipend for Minorities* provides eligible African-American and Hispanic students with a stipend while the student participates in student teaching as part of the degree requirements.

- *Student Teaching Stipend for High-Needs Fields* provides students who plan to teach in a high need field (a teaching specialty that affects the economic vitality of Indiana and in which there is a shortage of candidates; currently defined as middle/high school math and science or special education) with a stipend while the student participates in student teaching as part of the degree requirements.

- *Mitch Daniels Early Graduation Scholarship* is an educational benefit for students who graduate from a publicly supported high school at least one year early.

- *EARN Indiana*, launched summer 2013, is a revamp of the state's work-study program. Students with financial need have access to resume-building, experiential, paid internships, while employers receive state matching funds in exchange for hiring these students.

- *Indiana National Guard Supplemental Grant Program (NGSG)* provides tuition assistance at public colleges to eligible members of the Indiana Air and Army National Guard. There is an extension of this scholarship (the National Guard Extension Scholarship: NGES) available to those who have used the NGSG, served on active duty overseas and have left the Guard.

- *Child of Veteran and Public Safety Officer Supplemental Grant Program (CVO)* provides tuition assistance at public colleges for eligible children of disabled Indiana veterans and certain public safety officers killed in the line of duty.

Much more detailed information about SFA programs can be found in the annual financial report (http://www.in.gov/sfa/files/Annual_Report_2012-13.pdf).

REACHING HIGHER, ACHIEVING MORE

Financial Aid Activity and Program Report For Academic Year 2012-2013

August 21, 2013

INDIANA COMMISSION for HIGHER EDUCATION

COMPLETION PRODUCTIVITY QUALITY

Activity and Program Report for Academic Year 2012-2013

Indiana Commission for Higher Education
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Commission Members

By Congressional District
As of May 2013

Commission for Higher Education

- Hon. Jon Costas
  (1st Congressional District)
- Mr. Christopher Murphy
  (2nd Congressional District)
- Ms. Marilyn Moran-Townsend
  (Chair, 3rd Congressional District)
- Mrs. Susana Duarte De Suarez
  (4th Congressional District)
- Mr. Michael Smith
  (5th Congressional District)
- Mr. Michael "Jud" Fisher, Jr.
  (Vice Chair, 6th Congressional District)
- Dennis Bland, Esq.
  (7th Congressional District)
- Mr. George Rehnquist
  (8th Congressional District)
- Mr. Dan Peterson
  (9th Congressional District)
- Vacant (At Large Member)
- Mr. Chris LaMothe
  (Secretary, At Large Member)
- Dr. Gerald Bepko
  (At Large Member)
- Dr. Kent Scheller
  (Faculty Representative – University of Southern Indiana)
- Ms. Hannah Rozow
  (Student Representative – Indiana University Bloomington)

Background

The Division of Student Financial Aid's Mission

The mission of the Indiana Commission for Higher Education's Division of Student Financial Aid (SFA) has three parts:

- To make college *affordable* with guaranteed student grants.
- To allow greater *choice* by granting awards to students attending public, independent and proprietary colleges.
- To increase *college preparation* by giving additional grants to 21st Century Scholars and to students graduating from high school with Core 40 and Academic or Technical Honors Diplomas.

SFA accomplishes its mission with:

- *Need-based* programs with merit components for full-time and part-time students.
- *Special Program* awards for nurses, working students, minority students, children of disabled veterans and others.
- *Early Intervention* programs for 21st Century Scholars.
- *Outreach Programs* to promote awareness of financial aid resources.

Current Grant and Scholarship Programs

- *Frank O'Bannon (FOB) Grant Program*, which includes the *Higher Education Award (HEA)* and *Freedom of Choice (FOC) Grant.* For full-time students, it is the largest program administered by the Indiana Commission for Higher Education (Commission). It is need-based with a component based on merit; students who earn an Academic or Technical Honors diploma receive higher levels of funding than do students who earn a Core 40 or standard high school diploma.
- *Minority Teacher and Special Education Services Scholarship Program*. This program was created to provide renewable scholarships for African-American and Hispanic students preparing for a teaching career. It also aids occupational and physical therapy students, as determined by individual institutions.
- *Nursing Fund Scholarship Program*. This program is designed to encourage students to pursue a career in nursing.
- *Mitch Daniels Early Graduation Scholarship*. The program is a benefit for students who graduate from a publicly supported high school at least one year early.
- *State Work-Study Program*. The program is designed to help students gain work experience and earn money toward their college expenses. Beginning in summer 2013, this program was revamped and became known as the EARN (Employment Aid

Readiness Network) Indiana program, which focuses on providing students with financial need access to resume-building, experiential, paid internships.

- *Part-time Grant Program*. The award is designed to encourage degree-seeking part-time undergraduates to complete their degrees by subsidizing part-time tuition costs. Its program guidelines target adult students.
- *21st Century Scholars Program*. The program is designed to support and encourage middle-school youth from lower-income families to enter college through early intervention strategies and grants.
- *Indiana National Guard Supplemental Grant Program (NGSG)*. This program provides tuition assistance at public colleges to eligible members of the Indiana Air and Army National Guard. There is an extension of this grant (the National Guard Extension Scholarship: NGES) available to those who have used the NGSG, served on active duty overseas and have left the Guard.
- *Child of Veteran and Public Safety Officer Supplemental Grant Program (CVO)*. This program provides tuition assistance at public colleges for eligible children of disabled Indiana veterans and certain public safety officers killed in the line of duty.

Please visit the Commission's website at http://www.in.gov/che/ for more details about the administration of each of these programs.

Executive Summary

The Commission funded 85,475 students with a total of $278M in awards and scholarships in Academic Year (AY) 2012-2013. According to the National Association of State Student Grant and Aid Programs (NASSGAP), Indiana is ranked sixth nationally and first in the Midwest in the amount of aid awarded to students.

- Approximately 485,031 Free Applications for Federal Student Aid (FAFSAs) were received, down from 510,000 last year.
- On-time, complete and accurate applications decreased by 5 percent from AY 2011-2012, after an increase of 7 percent the year before.
- Most of the decrease is attributable to fewer adult students who filed the FAFSA in AY 2012-2013: 292,339 FAFSA filers were independent students compared to 316,559 last year.
- There were fewer dislocated workers this year: 26,661 independent FAFSA filers were dislocated workers (down from 36,836 last year); 12,387 dependent students indicated that a parent was a dislocated worker (last year 15,344).

Maximum awards for the FOB Grant Program at public and private institutions were substantially unchanged between AY 2011-2012 and AY 2012-2013, even with a 1.6 percent increase in budgets for FOB Grants:

- 21st Century Scholar awards were up 10.4 percent at private institutions and 9.7 percent at public institutions, while appropriations for 21st Century Scholars awards remained the same:
  - The maximum awards for 21st Century Scholars increased because of increases in tuitions.
  - There were increases in the number of scholars and levels of need.
  - Increases in the number of Scholars, levels of need and tuitions, with no corresponding increase in appropriations, implies that some money was needed from other funds to cover the costs of the 21st Century Scholars Program; $31.1M from the HEA and the FOC Award were allocated to 21st Century Scholars awards, compared to $25.1M in AY 2011-2012.

- During the 2012 enrollment year, 21st Century Scholars enrollment grew by 41.4 percent from the previous year. The state enrolled 11,302 seventh and eighth graders during AY 2012-2013. Under the new 21st Century Scholars outreach model, outreach coordinators were able to engage more schools and community partners than in the previous year to assist with enrollment efforts. Additionally,

the 21st Century Scholars program developed new enrollment materials, such as promotional flyers, PowerPoint presentations, and enrollment videos that schools and community partners could use to help promote enrollment activities. In addition, an application worksheet was developed and distributed to community and school partners. This worksheet provides students and parents who did not have ready access to the internet with another method to enroll by completing a worksheet that could be submitted online by a community partner on the applicant's behalf. Lastly, the 21st Century Scholars program benefited from better collaboration and resource sharing with Learn More Indiana, which helped increase statewide awareness of the program through its publications, campaigns, college success coalitions and speaker's bureau.

- For the first time during the last four academic years, the Commission covered all billings for CVO. During AY 2011-2012, AY 2010-2011 and AY 2009-2010, the Commission received more billings for CVO than appropriated funds could cover. Commission payments are limited to the appropriation; however, the Commission was able to rely on its public college partners to cover the unpaid billings as fee remissions. Total CVO spending in AY 2012-2013 decreased by $0.2M, or 1.0 percent, over spending in the previous year.

Detailed Statistical Report for AY 2012-2013

Student Aid Applications

The FAFSA is the main application for all Commission programs. Changes in the number of applications from year to year varied widely during the past decade, ranging from a decrease of nearly five percent to an increase of 12 percent. AY 2012-2013 saw a decrease of both overall FAFSA applications and clean, on-time applications from last year. The percentage decrease in all applications was five percent; the percentage decrease in clean, on-time filing was about five percent. The number of state aid offers decreased by approximately three percent. While the Commission tracks the number of late applications, many late filers are otherwise ineligible for awards based on residency, need or other factors. Table 1 presents yearly increases in the number of people filing FAFSAs in Indiana.

Table 1: Application Status/Levels for AY 2010-2011, AY 2011-2012, and AY 2012-2013

Applications	2010-11			2011-12			2012-13		
Status	On-Time	Late	All	On-Time	Late	All	On-Time	Late	All
Applications	288,749	210,057	498,806	309,607	199,471	509,078	293,900	191,131	485,031
On-time, no errors	241,240		241,240	257,237		257,237	245,552		245,552
Not eligible*	108,109		108,109	116,664		116,664	110,397		110,397
On-time with errors**	45,018		45,018	50,793		50,793	46,985		46,985
Offers (FOB)	132,504		132,504	139,411		139,411	135,355		135,355
Used Awards (FOB)	70,699		70,699	71,936		71,936	69,181		69,181
Pct Increase All			8.69%			2.06%			-4.72%
Pct Increase On-Time, no errors			12.14%			6.63%			-4.54%
Pct Increase Offers			22.05%			5.21%			-2.91%
Pct Increase Used Awards			16.03%			1.75%			-3.83%
Pct of total apps that are late		42.11%			39.18%			39.41%	

*Not eligible for a need-based award offer; this is a subgroup of 'on-time, no errors'

**There exist duplicate applications, such that on-time, no errors, plus on-time with errors is less than the on-time total.

Demographics

The 485,031 FAFSA filers in Indiana were roughly 61 percent female, 60 percent independent students, with a median age of 24. Roughly 72 percent were single, with the other 28 percent listing marital status as married or other. About 53 percent of filers were the first generation in their families to attend college. Nearly 61 percent were eligible for federal Pell grants. Single parents represented 21 percent of filers, while 26 percent were dependent children of a single parent. In terms of academic progress, nearly half of filers were incoming freshman, with declining numbers of filers in each subsequent undergraduate academic year. The majority of filers were completing either a first bachelor's degree or an occupational or technical associate's degree (47 percent and 22 percent respectively).

Recipients of the 21st Century Scholars award and FOB Grant tended to be younger than the average filer and were more likely to be single, dependent students. This is likely

explained by the fact that those programs are offered to full-time students only, and younger, unmarried, dependent students are more likely to attend school full-time. This trend was particularly strong for the 21st Century Scholar recipients, who were 86 percent dependent, 97 percent single, with an average age of 20. This is easily explained by the legal requirement that Scholars enter college within two years of graduation to receive the scholarship.[1] CVO and Part-time Grant recipients, on the other hand, were more likely to be older, independent and married, though the majority of recipients still reported their marital status as single. Females made up a majority of all recipients, regardless of the category. Table 2a lists the general demographic data of FAFSA filers and state financial aid recipients.

Table 2a: Basic Demographic Information for FAFSA Filers, Indiana Student Aid Recipients, AY 2012-2013

	All 2012-13 FAFSA Filers	Frank O'Bannon Recipients	21st Century Scholars	Part-Time Grant Recipients	CVO Recipients
Population size	485,031	69,181	15,858	8,799	5,626
Gender (% M/F)	39% / 61%	36% / 64%	37% / 63%	25% / 75%	40% / 59%
Dep./Ind. Students (%)	40% / 60%	52% / 48%	86% / 14%	16% / 84%	50% / 50%
Age (Median/Mean)(years)	24 / 28	22 / 26	20 / 21	29 / 31	23 / 28
Stu. Marital Status Single/Married* (%)	72% / 19%	80% / 13%	97% / 3%	60% / 23%	71% / 22%

*Student Marital Status does not add up to 100% since there are other students who are divorced, widowed or separated

Since most of Indiana aid is need-based, it is not surprising that Indiana grant recipients rank higher than the general FAFSA population in economic demographics such as Pell eligibility and being in a single-parent home (either as the dependent or the parent). CVO recipients were the only group to deviate from this trend, which is to be expected because CVO is not a need-based program. Table 2b presents economic demographics of FAFSA filers and grant recipients.

Students who receive aid after filing a FAFSA are more likely to continue filing the form in future years. This trend is evident in the fact that financial aid recipient filings do not decline by academic year at the same rate as the general population filings. Financial aid recipients were more likely to be pursuing a first bachelor's degree, again reflecting the targeted eligibility of programs like the FOB Grant and 21st Century Scholars Programs toward students obtaining their first degree. Table 2c presents academic demographics of FAFSA filers and financial aid recipients.

While financial aid recipients are more likely to continue filing the FAFSA, these students are not necessarily completing degrees.

[1] Students graduating after December 31, 2011 must matriculate within one year in order to receive the scholarship, per IC 21-12-6-6 (effective July 1, 2012).

Table 2b: Economic Indicators for FAFSA Filers, Indiana Student Aid Recipients, AY 2012-2013*

	All 2012-13 FAFSA Filers	Frank O'Bannon Recipients	21st Century Scholars	Part-Time Grant Recipients	CVO Recipients
1st Generation**	52.60%	55.69%	55.79%	61.93%	39.09%
Pell Eligibility (%)	61.18%	96.54%	86.45%	99.31%	47.85%
In Legal Guardianship	0.60%	0.94%	1.25%	0.35%	0.20%
Dislocated Worker, Parent	2.55%	4.40%	6.08%	1.84%	2.93%
Dislocated Worker, Student	5.50%	4.19%	0.50%	6.63%	4.28%
Indep. Student single parent	20.59%	19.02%	5.05%	44.98%	11.82%
Parent is single parent	26.08%	23.62%	41.08%	5.96%	37.10%

*Parent data representative of dependent students only.

**First generation to complete college.

Table 2c: Academic Data for FAFSA Filers, Indiana Student Aid Recipients, AY 2012-2013

	All 2012-13 FAFSA Filers	Frank O'Bannon Recipients	21st Century Scholars	Part-Time Grant Recipients	CVO Recipients
Grade level in college:					
Freshman, some/no college	45.65%	33.59%	41.33%	31.45%	30.16%
Sophomore	20.34%	29.37%	26.73%	31.11%	26.75%
Junior	13.55%	20.98%	19.71%	21.06%	19.43%
Senior	7.70%	12.08%	11.12%	11.10%	11.45%
5th year plus undergrad	4.06%	3.25%	1.05%	5.10%	5.62%
Graduate/professional	8.70%	0.73%	0.06%	0.18%	6.59%
Degree sought:					
Graduate/Professional	8.13%	1.26%	0.60%	0.36%	5.85%
Bachelor's (first)	47.39%	65.64%	76.77%	52.70%	60.79%
Associate's: general/transfer	8.14%	7.33%	4.57%	9.91%	7.36%
Associate's: occup/techn	21.77%	18.99%	10.50%	27.99%	17.81%
Certificates	5.89%	1.75%	0.93%	3.17%	2.20%
Other*	8.68%	5.03%	6.63%	5.86%	5.99%

*Includes teaching, 2nd bachelor's, undecided, and unreported. These students received awards after they corrected their information in the FAFSA.

Utilization

Utilization indicates whether students are using the state aid offered to them. For planning and budget purposes, the Commission is particularly concerned with the dollars used as a percentage of the dollars offered. Utilization rates drop as fewer students than applied attend and as those who do use aid attend less expensive colleges or take fewer credit hours than calculated for the awards originally offered.

While utilization rates are important to the Commission because of the impact to program funding and reserves, these rates also provide insight into the student participation in the programs. Table 3 presents a comparison of the utilization rates during the past two academic years.[2] The aggregate utilization rates for the programs were essentially low in AY 2012-2013 compared to last year. Following the recession, there was a significant increase in students applying for financial aid as many families suffered the consequences of layoffs and a tough job market. In AY 2012-2013, the

[2] Appendix B Table 1 includes utilization rates for each of the last five years.

number of students bounced back as did the number of students who actually used the state aid offered to them (HEA, FOC and 21st Century Scholars award.)

Table 3: Dollar Utilization Rates for AY 2011-2012 and AY 2012-13

	2011-12			2012-13		
College Type	**HEA**	**FOC**	**21st**	**HEA**	**FOC**	**21st**
Public	60.68%		76.11%	58.98%		74.15%
Private	60.64%	60.64%	75.43%	58.73%	58.72%	75.21%
Proprietary	45.84%		55.01%	29.64%		40.10%
Out-of-state	47.12%			42.22%		
IVTCC_VU	22.35%		46.16%	23.45%		43.77%
Aggregate*	**44.04%**	**60.64%**	**72.65%**	**41.40%**	**58.72%**	**71.36%**

*This is the weighted average utilization rates by school type.

Need

Most of Indiana's financial aid awards are offered on the basis of financial need. In general, financial need is equal to the cost of attendance (tuition and fees) minus the expected contribution of the student and his or her family. House Enrolled Act (HEA) 1001-2011 requires the Commission to use the **expected family contribution** (EFC) for independent students and the **parental contribution** (PC) for dependent students when calculating need. Indiana Administrative Code specifies that the Commission shall use the federal methodology for calculating PC and EFC.[3] If the federally-determined *contribution* of a student is *low* in relation to tuition or total cost of attendance, the *need* of that student for aid is *high*, and vice versa. In general, a family with more income will be expected to pay more toward its student's education and will have a higher federally-determined contribution and lower resulting need. Please see Appendix A for more information about the federal methodology for calculating PC and EFC.

The federally-calculated contribution levels of Indiana financial aid recipients has declined over the past three years. These figures are displayed in Table 4. These declines may be explained by three separate factors:

Federal Methodology Changes. Over the past few years, federal calculations have been changing such that they lower contributions, allowing federal aid to be more generous. For example, four years ago, a family's contribution was automatically set to zero

[3] 585 IAC 1-9-6 states that "absent specific legislative language to the contrary, the commission may adjust the methodology due to budget constraints." The Commission has not chosen to make this adjustment for AY 2012-2013.

("autozeroed") if the income of the family was less than $20,000 and the family did not have to file an itemized 1040 tax form. During AY 2008-2009, that amount went up to $30,000 and was indexed to inflation; in AY 2012-2013, the amount was $32,000. Setting more and more students to $0 contribution levels pushes down the *average* contribution level of Indiana financial aid recipients.

Tuition/Award Maxima. For a student to be offered a grant, the student must have "financial need," which is calculated by formula (need = tuition - contribution). A student with a positive result to this formula will qualify for a grant. For most financial aid awards, the Commission may limit the value of tuition used in the formula to constrain the program costs to stay within available funding. (The creation of award-eligible tuition directly causes the maximum value of the award itself, which is the common understanding of what the maximum awards represent.) When the value of the eligible tuition and fees is set, the student must have a lower contribution level to qualify for the grant. For example, John has an EFC of $2,000 and the tuition and fees at his chosen university are $2,500. John has a need of $500 ($2,500 - $2,000) and qualifies for state aid. However, if the Commission were to limit award-eligible tuition at $1,800, then John would not have any need because his EFC exceeds tuition in the calculation. John would no longer be part of the group receiving aid. Since reduced tuition maxima eliminate higher-contribution students from the group of financial aid recipients, we expect to see the average contribution levels decline over time in parallel with the Commission's reductions in tuition maxima. (The next section provides more detail about budget constraints and limits of award-eligible tuition.)

In any given year, contributions are generally higher for all grant recipients than for the subset who participated in FOB Grant Program only. This is because the 21st Century Scholars Program and the National Guard awards are not based on need at the time of award, meaning that higher contribution amounts are factored into this average. Students at out-of-state colleges (in Ohio and Kentucky)[4] are not eligible for the 21st Century Scholarship or the National Guard awards, and these colleges receive no Part-time Grant aid to distribute, so the figures are the same between the two sets of recipients at these colleges. Incomes, contributions and Commission maximum awards caps are discussed further in the summer study entitled <u>The Funding of Indiana's</u>

[4] Students living in Dearborn, Franklin, Jefferson, Ohio, Ripley, or Switzerland counties in Indiana are eligible to use Frank O'Bannon Grant money at certain eligible institutions in Kentucky and Ohio. The institutions are Cincinnati State Technical and Community College, Northern Kentucky University and the University of Cincinnati.

***Scholarship Programs*, published by the Commission in summer 2010. This study is available at http://www.in.gov/ssaci/2394.htm under "Miscellaneous Reports".**

Table 4: Federally Determined Contributions of Grant Recipients; Most Recent Three Years

Academic Year	Institutional Sector	All Grant Recipients* Federally Determined Contribution		Frank O'Bannon Recipients Federally Determined Contribution	
		Dependent Students Mean/Median	Independent Students Mean/Median	Dependent Students Mean/Median	Independent Students Mean/Median
2010-11	Public	$1,651 / $0	$407 / $0	$774 / $0	$258 / $0
	Independent	$2,218 / $1,423	$639 / $0	$1,939 / $1,339	$643 / $0
	Proprietary	$597 / $0	$166 / $0	$358 / $0	$140 / $0
	Out of State**	$931 / $477	$275 / $0	$931 / $477	$275 / $0
	2 Year Public	$1,066 / $0	$213 / $0	$334 / $0	$122 / $0
	Aggregate	$1,638 / $0	$347 / $0	$957 / $0	$255 / $0
	All Students	$1,004/$0		$616/$0	
2011-12	Public	$1,669 / $0	$380 / $0	$736 / $0	$284 / $0
	Independent	$2,222 / $1,352	$672 / $0	$1,879 / $1,282	$665 / $0
	Proprietary	$666 / $0	$218 / $0	$331 / $0	$165 / $0
	Out of State**	$1,044 / $726	$331 / $0	$1,044 / $726	$331 / $0
	2 Year Public	$1,001 / $0	$172 / $0	$312 / $0	$123 / $0
	Aggregate	$1,630 / $0	$324 / $0	$898 / $0	$261 / $0
	All Students	$979/$0		$589/$0	
2012-13	Public	$1,770 / $175	$313 / $0	$759 / $0	$250 / $0
	Independent	$2,241 / $1,377	$620 / $0	$1,908 / $1,288	$622 / $0
	Proprietary	$865 / $0	$169 / $0	$406 / $0	$137 / $0
	Out of State**	$954 / $710	$326 / $0	$954 / $710	$326 / $0
	2 Year Public	$987 / $0	$144 / $0	$350 / $0	$106 / $0
	Aggregate	$1,688 / $121	$282 / $0	$919 / $0	$242 / $0
	All Students	$999/$0		$597/$0	

*Includes Frank O'Bannon, 21st, Part-time and National Guard

**FOB-eligible students living in certain southeast Indiana counties may attend Cincinnati State Technical College, University of Cincinnati, and Northern Kentucky University and still receive the benefit of state aid. Counties include Dearborn, Franklin, Jefferson, Ohio, Ripley, and Switzerland.

The mean is usually greater than the median because there are a small number of grant recipients with large contributions, while most grant recipients have very low contributions.

Table 5: Income Levels of Grant Recipients; Most Recent Three Years

Academic Year	Institutional Sector	All Grant Recipients* Adjusted Gross Income		Frank O'Bannon Recipients Adjusted Gross Income	
		Dependent Students Mean/Median	Independent Students Mean/Median	Dependent Students Mean/Median	Independent Students Mean/Median
2010-11	Public	$32,971 / $29,817	$14,108 / $10,153	$29,104 / $28,200	$12,708 / $9,184
	Independent	$39,417 / $37,856	$20,275 / $16,424	$38,500 / $37,324	$20,060 / $15,877
	Proprietary	$25,022 / $23,475	$16,304 / $13,480	$23,311 / $22,384	$16,205 / $13,387
	Out of State**	$32,188 / $30,412	$15,064 / $10,639	$32,188 / $30,412	$15,064 / $10,639
	2 Year Public	$27,484 / $24,744	$16,439 / $13,205	$23,510 / $23,041	$16,081 / $12,893
	Aggregate	$33,248 / $29,981	$16,223 / $12,492	$30,246 / $28,536	$15,594 / $11,897
	All Students	$25,384/$21,451		$23,564/$20,605	
2011-12	Public	$33,411 / $29,632	$16,439 / $12,303	$29,160 / $27,854	$15,165 / $11,180
	Independent	$39,244 / $37,528	$24,319 / $20,492	$38,182 / $37,010	$24,511 / $20,732
	Proprietary	$25,826 / $24,405	$18,094 / $15,000	$23,953 / $23,310	$17,721 / $14,741
	Out of State**	$34,783 / $32,426	$15,758 / $11,626	$34,783 / $32,426	$15,758 / $11,626
	2 Year Public	$27,506 / $24,666	$17,404 / $13,975	$23,672 / $22,967	$16,862 / $13,463
	Aggregate	$33,421 / $29,635	$18,249 / $14,259	$30,144 / $28,094	$17,613 / $13,588
	All Students	$26,296/$22,208		$24,438/$21,453	
2012-13	Public	$34,146 / $30,058	$16,748 / $12,288	$29,349 / $28,088	$15,521 / $11,300
	Independent	$40,254 / $38,165	$25,183 / $20,856	$39,064 / $37,595	$25,305 / $20,871
	Proprietary	$28,249 / $25,282	$18,494 / $15,175	$25,009 / $24,636	$18,102 / $14,874
	Out of State**	$32,068 / $31,938	$16,459 / $12,798	$32,068 / $31,938	$16,459 / $12,798
	2 Year Public	$27,836 / $24,679	$18,023 / $14,270	$24,172 / $23,083	$17,632 / $13,818
	Aggregate	$34,097 / $30,058	$18,804 / $14,374	$30,491 / $28,433	$18,239 / $13,770
	All Students	$26,998/$22,507		$24,995/$21,722	

*Includes Frank O'Bannon, 21st, part-time and National Guard.

**FOB-eligible students living in certain southeast Indiana counties may attend Cincinnati State Technical College, University of Cincinnati, and Northern Kentucky University and still receive the benefit of state aid. Counties include Dearborn, Franklin, Jefferson, Ohio, Ripley, and Switzerland.

The mean is always greater than the median because there are a small number of grant recipients with very large AGIs.

Cost of Attendance

Table 6 shows the tuitions and average tuition increases for the most recent five years at each type of college at which Commission funds students. In AY 2012-2013, tuition increases were slightly smaller for private colleges than for public colleges. The highest increases in tuition were seen among public, two-year colleges.

Tuition is one element used to calculate financial need. As discussed in the previous section, the financial need is equal to tuition minus the parent contribution (for dependent students) or expected family contribution (for independent students).

- Dependent Student Financial Need = Tuition – Parental Contribution ("PC")
- Independent Student Financial Need = Tuition – Expected Family Contribution ("EFC")

Financial aid awards fund each student's financial need. In the abstract, a tuition increase automatically increases the amount of the grant the Commission will offer to students if no budget controls are imposed or if the applicant pool remains constant and appropriation increases. Since institutions are solely responsible for setting tuition and fees, the budget impact of providing need-based grants lies partially outside of the Commission's control. The ability of the Commission to isolate the budget impact of tuition increases varies by program. The most commonly used mechanism to limit the budget impact is for the Commission to place limits on award-eligible tuition and fees for the purpose of calculating maximum awards.

FOB grants are based on prior-year tuition, so the effect of tuition increases on the budget is delayed. Additionally, the Commission is able to impose limits on award-eligible tuition and fees (which translate into maximum awards) for FOB Grants, helping control costs despite tuition increases.

Tuition increases have an immediate impact on the 21st Century Scholars Program, the National Guard Supplemental Grant and Extension Scholarship, as well as the CVO program, all of which pay amounts up to current year tuition and fees. Costs in these programs rise with tuition increases. For public school 21st Century Scholar awards, the Commission has no mechanism for controlling the program cost and historically has drawn money from the FOB Grant Program to cover any funding shortfalls in the 21st Century Scholar program.[5] There is greater budget constraint on 21st Century Scholar awards at private colleges (for which award-eligible tuition is set at current year's average tuitions for public institutions) and for all proprietary college grants (for which award-eligible tuition is equal to Ivy Tech Community College tuition levels).

Table 6 displays the annual tuition changes for each institution type. For tuition changes by institution, please see Appendix B Table 2.

[5] Per SEA 577-2011, a new mechanism has been devised to allow the Commission to cap 21st Century Scholarship awards such that "the total of all scholarships awarded…in a state fiscal year may not exceed the amount available for distribution from the fund for scholarships." If the amount distributed exceeds the amount available, awards are to be proportionally reduced based on the relative financial need of each student. See IC 21-12-6-10.3 for a full explanation of the calculation of scholarship amounts. Additionally, the 2013 biennial budget implemented "transparency in budgeting" to allow the Commission to fully fund the Scholars program from the Scholars fund.

Table 6: Indiana College Average Tuitions by Institution Type AY 2008-2009 to AY 2012-2013

Year	Independent 4 year College Tuition & Fees		Public 4 year College Tuition & Fees		Proprietary College Tuition & Fees		Public 2 year College Tuition & Fees	
	$ Amount	% Change	$ Amount	% Change	$ Amount	% Change	$ Amount	% Change
2008-09	$21,928	8.65%	$6,063	4.55%	$12,371	7.37%	$3,008	1.83%
2009-10	$22,934	4.59%	$6,401	5.57%	$12,495	1.00%	$3,167	5.29%
2010-11	$24,764	7.98%	$7,037	9.94%	$12,985	3.92%	$3,335	5.30%
2011-12	$25,194	1.74%	$7,162	1.78%	$15,078	16.12%	$3,842	2.97%
2012-13	$26,047	3.39%	$7,486	4.52%	$15,761	4.53%	$4,125	7.37%
Average Yearly Change*		5.23%		5.24%		6.47%		4.53%

*The Average Yearly Change is computed using the geometric mean.

Grant Funding

The FOB Grant Program expenditures for AY 2012-2013 is lower than the equivalent funding in any year excepting AY 2009-2010. The dollars expended increased in AY 2008-2009, decreased sharply in AY 2009-2010, grew by 9 percent in AY 2010-2011, increased (albeit at a slower pace) in AY 2011-2012 and dropped by 3.3 percent in AY 2012-2013. The number of recipients increased over each of the previous four years, but decreased by 3.8 percent in AY 2012-2013. The reduction of the number of recipients is explained by the fact that AY 2010-2011 and AY 2011-2012 saw a spike in the number of recipients due to the recession. During AY 2012-2013, the number of recipients increased relative to the pre-recession level, but at a lower rate compared to the recession rates. The growth in recipient counts outpaced the growth in available funding for FOB Grant awards. The available funding for these programs decreased in part due to the transfer of these funds to the 21st Century Scholars program to meet its obligations. The result can be seen in the average grant amount declining for the past four years. Table 7 presents the award dollars expended, number of recipients and average grant.

Table 7: Frank O'Bannon Award and Number of Recipients 2008-09 to 2012-13

Year	Frank O'Bannon Award Dollars Expended		Frank O'Bannon Student Count		Average (Mean) Frank O'Bannon Grant	
2008-09	$196,838,902	7.42%	54,554	8.01%	$3,608	-0.55%
2009-10	$170,202,947	-13.53%	60,877	11.59%	$2,796	-22.51%
2010-11	$185,963,069	9.26%	70,699	16.13%	$2,630	-5.92%
2011-12	$186,735,653	0.42%	71,936	1.75%	$2,596	-1.31%
2012-13	$180,526,159	-3.33%	69,181	-3.83%	$2,609	0.52%
Average Yearly Change		**-0.30%**		**6.49%**		**-6.38%**

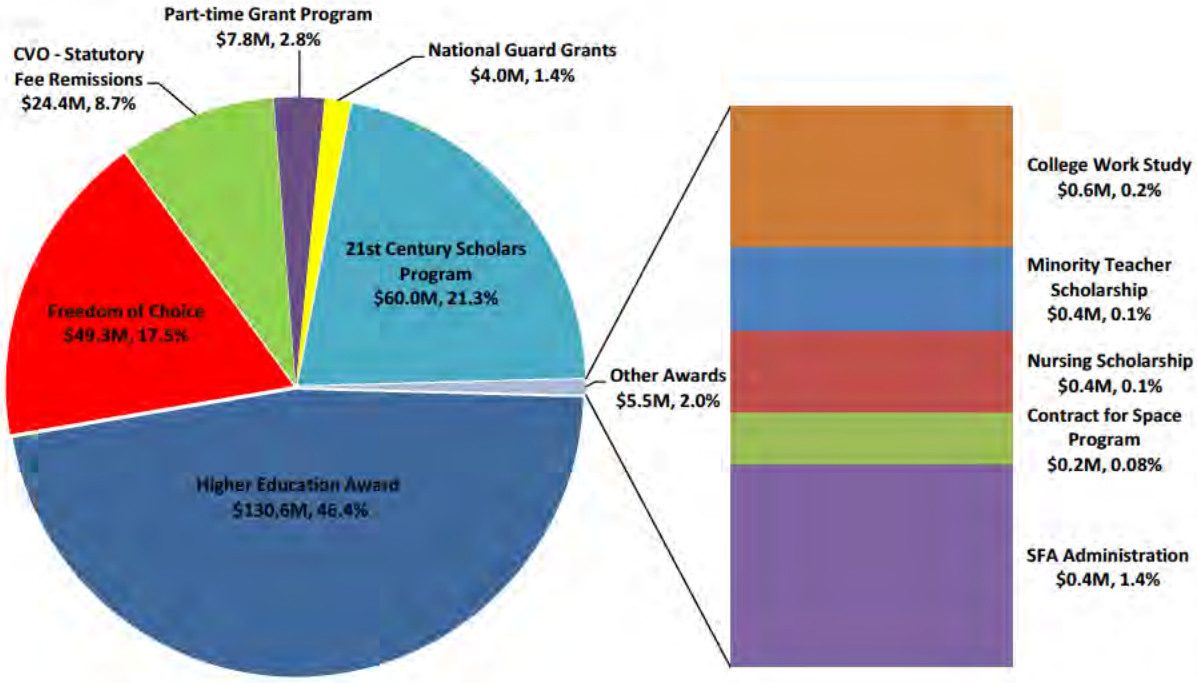
NOTE: The Frank O'Bannon Grant is calculated in part based on prior year tuition, and had maximum award levels set since 2003.

Commission Program Budgets

Overview

The HEA accounts for approximately 46.4 percent of SFA spending, while the FOC award accounts for nearly another 17.5 percent. In sum, the combined FOB Grant Program comprises roughly 63.9 percent of SFA's spending. The 21st Century Scholars program is the second largest, at 21.3 percent of SFA's total budget. Administrative expenses total 1.4 percent of the SFA's total budget. Chart 1 shows the funding levels and contribution percentages of all programs to the SFA's total budget.

Chart 1: SFA State - Funded Grants, AY 2012-13



Program-Specific Costs

The 21st Century Scholars program cost has been increasing at the fastest rate of any Commission-administered program in recent years due to increased participation and the lack of budget-constraining mechanisms for Scholars attending public schools. Any shortfall in the 21st Century fund is made up by reducing the amount of the FOB Grants.

For the first time during the last four academic years, the Commission covered all billings for CVO. During AY 2011-2012, AY 2010-2011 and AY 2009-2010, the Commission received more billings for CVO than appropriated funds could cover. Commission payments are limited to the appropriation; however, the Commission was able to rely on its public college partners to cover the unpaid billings as fee remissions. Total CVO spending in AY 2012-2013 decreased by $0.2M, or 1.0 percent, over spending in the previous year.

The National Guard Programs include the National Guard Supplemental Grant as well as the much smaller National Guard Extension Scholarship for Guard members who have returned to school after deployments. National Guard grant expenditures were greater than appropriations for the program, a trend which could continue as eligible soldiers return from deployments after draw-downs in Iraq and Afghanistan. In AY 2012-2013, an additional $101,676 was paid from the AY 2013-2014 National Guard Fund.

Table 8 lists all Commission program expenditures including federally funded programs administered by the Commission for the most recent three years. (Table 9 lists the usage, in terms of both dollars spent and in student counts, of these programs for AY 2012-2013.)

Table 8: All SFA Program Expenditures AY 2010-2011 to AY 2012-2013

Programs/Awards/Grants	**2010-11**		**2011-12**		**2012-13**	
All Programs Outside 21st Century	Expenditures	Pctg of total	Expenditures	Pctg of total	Expenditures	Pctg of total
Higher Education Award	$132,618,923	49.66%	$165,279,555	57.46%	$130,573,113	46.37%
Freedom of Choice	$53,344,146	19.97%	$25,130,877	8.74%	$49,298,336	17.51%
CVO - Statutory Fee Remissions	$20,545,304	7.69%	$24,476,590	8.51%	$24,447,663	8.68%
Part-time Grant Program	$4,548,432	1.70%	$7,617,128	2.65%	$7,812,532	2.77%
National Guard Programs*	$2,218,913	0.83%	$2,934,831	1.02%	$3,965,036	1.41%
State College Work Study	$466,333	0.17%	$779,775	0.27%	$601,567	0.21%
Rbt Byrd Scholarship (Federal)	$1,030,081	0.39%	$685,258	0.24%	$0	0.00%
Minority Teacher Scholarship	$370,150	0.14%	$344,414	0.12%	$356,747	0.13%
Nursing Scholarship Program	$335,446	0.13%	$366,077	0.13%	$350,945	0.12%
Contract for Space Program	$207,000	0.08%	$207,000	0.07%	$217,000	0.08%
Grants Sub-Total	$215,684,728	80.76%	$227,821,504	79.21%	$217,622,940	77.28%
SFA Administration	$852,348	0.32%	$877,329	0.31%	$865,496	0.31%
21st Century Scholarship	Expenditures	Pctg of total	Expenditures	Pctg of total	Expenditures	Pctg of total
21st Century Scholars Program	$46,469,583	17.40%	$54,499,182	18.95%	$60,020,290	21.31%
21st Early Intervention (State)	$1,481,126	0.55%	$953,815	0.33%	$0	0.00%
GEAR UP Summer (Federal)	$636,980	0.24%	$906,398	0.32%	$0	0.00%
GEAR UP Site Support (Federal)	$1,609,098	0.60%	$2,185,162	0.76%	$955,313	0.34%
21st Sub-Total	$48,587,689	18.19%	$56,359,395	19.59%	$60,020,290	21.31%
21st Central Office Administration	$330,550	0.12%	$385,730	0.13%	$2,143,170	0.76%
Total Grants	$265,881,515	99.56%	$284,180,899	98.80%	$277,643,230	98.59%
Total Administration**	$2,791,996	1.05%	$3,448,222	1.20%	$3,963,980	1.41%
Total Grants and Administration	**$267,064,413**	**100.00%**	**$287,629,121**	**100.00%**	**$281,607,209**	**100.00%**

*National Guard Grants includes National Guard Extension Scholarship in addition to the National Guard Supplemental Grant. In 2012-13, an additional $101,676 was paid from 2013-14 National Guard Fund.

** Total Administration expenses include: 1)SFA Administration, 2)21st Early Intervention (State portion paid to sites), and 3)21st Central Office Administration (Admin budget for SFA 21st staff).

Table 9: AY 2012-2013 Expended Awards, All Major Programs

Institution Type		All (SFA-Paid) Awards in Major Programs	Frank O'Bannon	HEA	FOC	Twenty-First	National Guard	Part-time	CVO Paid by SFA
4 Year Public	Awards	$164,218,030	$85,629,399	$85,629,399	$0	$50,964,381	$3,875,816	$3,323,987	$20,424,447
	Students	40,680	32,619	32,619	0	9,983	726	3,800	3,552
	Mean	$4,037	$2,625	$2,625	$0	$5,105	$5,339	$875	$5,750
Private	Awards	$61,545,294	$55,165,675	$5,517,204	$49,648,471	$4,594,137		$1,785,482	$0
	Students	13,999	12,807	12,807	12,807	1,779	0	1,211	0
	Mean	$4,396	$4,307	$431	$3,877	$2,582		$1,474	$0
Proprietary	Awards	$9,098,328	$8,310,373	$8,310,373	$0	$441,922		$346,033	$0
	Students	5,524	5,014	5,014	0	490	0	608	0
	Mean	$1,647	$1,657	$1,657	$0	$902		$569	$0
Out-of-state*	Awards	$277,466	$277,466	$277,466	$0	$0	$0	$0	$0
	Students	115	115	115	0	0	0	0	0
	Mean	$2,413	$2,413	$2,413	$0	$0	$0	$0	$0
2 Year Public	Awards	$41,324,487	$31,143,246	$31,143,246	$0	$3,670,606	$89,085	$2,425,297	$3,996,253
	Students	23,974	18,626	18,626	0	3,606	87	3,236	2,136
	Mean	$1,724	$1,672	$1,672	$0	$1,018	$1,024	$749	$1,871
Total	Awards	$276,980,388	$180,526,159	$130,877,688	$49,648,471	$60,176,463	$3,964,901	$7,880,799	$24,432,066
	Students	84,292	69,181	69,181	12,807	15,858	813	8,855	5,688
	Mean	$3,286	$2,609	$1,892	$3,877	$3,795	$4,877	$890	$4,295

No student is counted more than once in the first column (all awards in major programs), or within each grant. Students may receive more than one of these grants. When a student changed schools between terms, the dollars are reported at the individual college that administered the grant for the term, but the student is counted only at the most recent college attended.

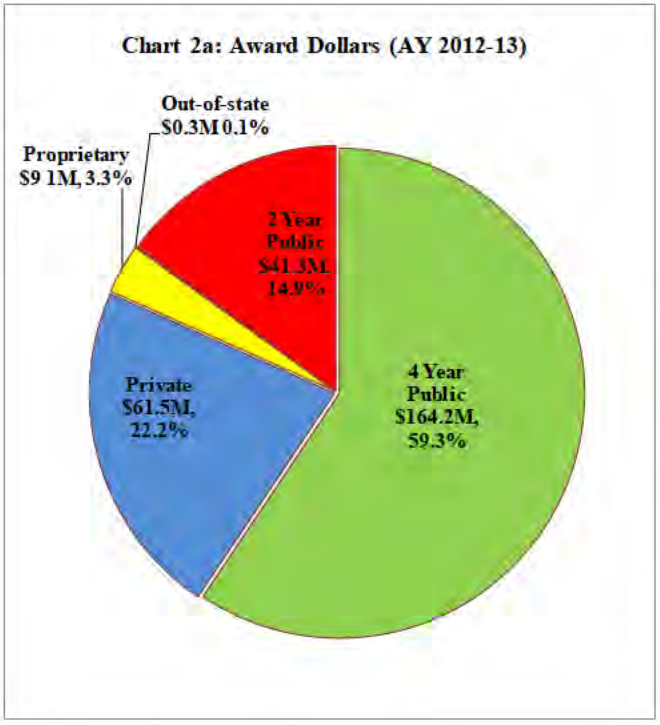
*FOB-eligible students living in certain southeast Indiana counties may attend Cincinnati State Technical College, University of Cincinnati, and Northern Kentucky University and still receive the benefit of state aid. Counties include Dearborn, Franklin, Jefferson, Ohio, Ripley, and Switzerland.

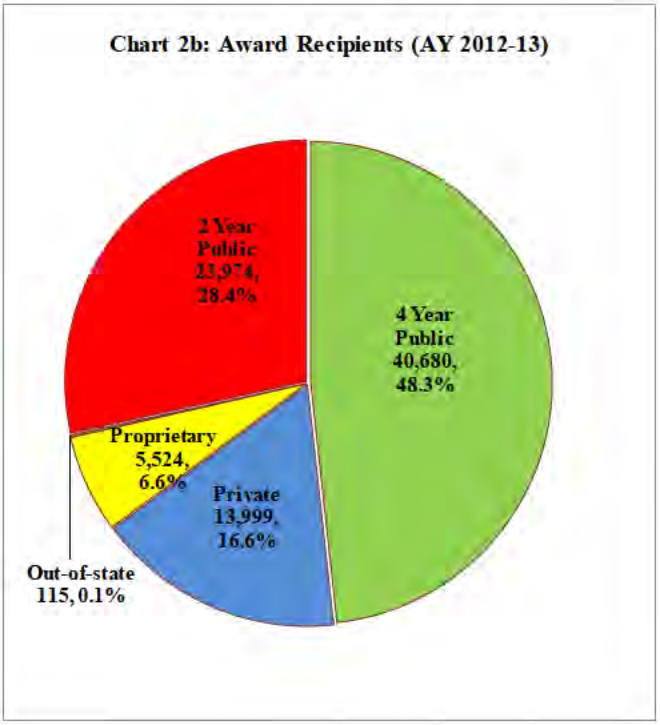
Distribution of Awards and Students by College Type

The majority of Commission award-dollars went to students attending public universities, with 59.3 percent attributed to students of four-year institutions and another 14.9 percent for students of two-year institutions. Private-university students consume 22.2 percent of the awards, with the remaining funding for students of proprietary schools and out-of-state institutions participating in reciprocity agreements.

Students attending public institutions utilize their awards at a higher rate, and comprise the majority of grant usage (48.3 percent for four-year institutions and 28.4 percent for two-year institutions). However, the four-year institutions have a larger share of dollars than students, with the opposite being true of the two-year institutions. Private institutions likewise receive funding disproportionate to their student headcount. These facts reflect the relative cost of tuition among these institution types and the tiered nature of the Commission grant-funding. (The amount of funding per student is higher for private school students due to higher tuitions at private colleges and universities.)

Charts 2a and 2b present the distribution of all grants and billed awards among the different types of colleges that are eligible to receive state funds. Chart 2a describes the dollar distribution and Chart 2b is the student count.





Conclusion

The Commission offered 135,355 FOB awards in AY 2012-2013. Of the awards offered, 69,181 were accepted with a total dollar value of $180.5 million. Another 15,858 students received $60.2 million in 21st Century Scholars awards. Commission programs also funded $24.4 million in CVO awards for 5,688 students; $7.9 million in part-time grants for 8,855 students; and $4.0 million in funding for 813 National Guard members. SFA administrative costs were $865,496, representing only 0.31 percent of the total funding.

A number of factors have affected the number of students receiving aid for AY 2012-2013, as well as the amount of aid given to each student. Even though the total number of FAFSA applications filed declined slightly from last year, the cost of the 21st Century Scholars awards again exceeded the program's appropriation, drawing funds away from the FOB Grant program. Financial need increased relative to last year. Federal methodology to calculate EFC increased the amount of need despite increasing incomes, and the tuition rose at all institutions. Overall, increased need and demand limited the ability of the financial aid awards to fully subsidize the cost of attendance. As a result, an increased amount of funding is shared by a greater number of recipients, with per-student funding declining and a larger portion of the cost of attendance falling to the student.

Appendix A: Summary of Federal Methodology for Calculating Contribution Levels

Expected Family Contribution Calculation

Expected Family Contribution (EFC) is typically calculated by the U.S. Department of Education's Central Processing System (CPS) and reported on the Student Aid Report (SAR), which is then distributed to the relevant aid agencies. While this process is automatic, it may still be helpful for aid organizations, as well as parents and other interested parties, to better understand how an EFC is calculated.

The U.S. Department of Education (ED) makes information available through their Information for Financial Aid Professionals (IFAP) website. Specific worksheets are available at: http://ifap.ed.gov/efcformulaguide/attachments/082511EFCFormulaGuide1213.pdf

There are three categories for calculating aid, depending on student dependency:

A. Dependent student
B. Independent student with no dependents (other than spouse)
C. Independent student with dependents (other than spouse)

These separate categories use separate tables for calculating EFC, as represented by A, B, and C respectively in the ED reference document found at the link above.

Auto-Zero EFC and Simplified EFC Formula Qualifications

Students filing the FAFSA may qualify for their EFC to be automatically calculated as a zero or to use a simplified formula if they meet certain requirements. The primary tax return filer (the student's parents if student is dependent or the student if the student is independent) must meet one of the following:

- Anyone included in the primary tax return filer's household size (as defined on the FAFSA) received benefits during 2011 or 2012 from any of the designated means-tested Federal benefit programs: the SSI Program, the Food Stamp Program, the Free and Reduced Price School Lunch Program, the TANF Program, and WIC; **OR**
- The primary tax return filer filed (or was/were eligible to file) a 2012 IRS Form 1040A or 1040EZ; they filed a 2012 Form 1040 or were not required to do so; or they were not required to file any income tax return; **OR**
- The primary tax return filer is a dislocated worker.

If the above qualifications are met, an automatic zero EFC is calculated when the primary tax return filer has an income of $32,000 or less and a simplified EFC formula is used for an income of less than $50,000. **Independent students with no dependents other than spouse (i.e. category C) are not eligible to receive an automatic EFC.** They are, however, eligible to use the simplified formula if they meet the above requirements and income is in the specified range.

EFC Calculation

Dependent Student

First, parents' **total income** is calculated by summing adjusted gross income (or W-2 reported income, if a tax return were not filed) with untaxed income and benefits, subtracting out certain educational credits, child support, and similar expenditures or untaxable income (FAFSA question #91a-f). Certain **allowances** are subtracted from this total income, including any applicable taxes and a scalable income protection allowance. This difference between total income and total allowances is known as **available income (AI)**.

Next, the **net worth** of assets is calculated from cash, savings, checking, investments, businesses, and investment farms, with worth of businesses and investment farms assessed at a scalable fraction of their worth. An **education savings and asset protection allowance** is subtracted from the net worth, yielding discretionary net worth (i.e. how much in assets are available to spend on education). This is multiplied by an asset conversion rate of 12 percent, yielding **contribution from assets**.

Summing together available income and contribution from assets yields **adjusted available income (AAI)**. A scalable percentage of this (depending on income) is taken as the total parents' contribution from adjusted available income. This number is then divided by the number of dependents in college to determine the individual student's **Parents' Contribution (PC)**.

Student's contribution is calculated similarly, with the exception that the income protection allowance is much smaller, there are no savings allowance taken out of contribution from assets, worth of businesses and investment farms are assessed at their reported value rather than a scaled fraction, 50 percent of student's available income is applied directly as a contribution, and the assessment rate for assets is higher at 20 percent. The sum of "Parents' Contribution", "Student's Contribution from Adjusted Income", and "Student's Contribution from Assets" together form the **Expected Family Contribution (EFC)**.

Independent Student without Dependents other than Spouse

EFC for this category is calculated in a similar fashion to the dependent student's, except:

- Spouse's income is included in the total income calculation;
- No parental data is included;
- Income protection allowance is higher than a dependent student's but lower than a dependent student's parents;
- Business and investment farm net worth is adjusted as per a dependent student's parents' business and investment farm net worth;
- Asset protection allowance is given as per a dependent student's parents;
- EFC is divided between the student and student's spouse, if student's spouse is also in college.

Independent Student with Dependents other than Spouse

EFC for this category is calculated in a similar fashion to the dependent student's, except

- Spouse's income is included in the total income calculation;
- No parental data is included;
- Income protection allowance is higher than a dependent student's and higher than a dependent student's parents;
- Business and investment farm net worth is adjusted as per a dependent student's parents' business and investment farm net worth;
- Asset protection allowance is given as per a dependent student's parents;
- Student's available income is adjusted in a similar scaling fashion as to a dependent student's parents' available income;
- EFC is divided between student and other college attendees in household.

Simplified Formulas

Students may qualify to use a simplified EFC calculation formula that excludes all contributions from assets. Qualifications are listed under the section "Auto-Zero EFC and Simplified Formula Qualifications" above.

Summary

(Taxable income) + (untaxable income) – (certain income categories) = **Total Income**

(Taxes paid) + (income protection allowance) + (employment expense allowance) = **Total Allowances**

(Total Income) – (Total Allowances) = **Available Income (AI)**

(Cash, savings & checking) + (net worth of investments) + (net worth of business and/or investment farm [optional adjustment depending on filer status]) = **Net Worth**

(Asset conversion rate [varies]) x ([Net Worth] – [asset protection allowance]) = **Contribution from Assets**

(Available Income) + (Contribution from Assets) = **Adjusted Available Income (AAI)**

(Scalable contribution rate [varies]) x (Adjusted Available Income) = **Total Contribution from AAI**

(Total Contribution from AAI) / (number of family members in college [exclude parents if dependent]) = **Contribution**

(Parents' Contribution [if dependent]) + (Student's Contribution) = **Expected Family Contribution (EFC)**

Appendix B: Detailed Statistics by Institution

The appendix includes tables that list grant dollars and student and award count, as well as billed awards, dollar, student and award counts, by college for each Commission-participating institution. There are other tables on public college tuitions, 21st Century Scholars program facts by site, details on need/no-need aid recipients, appropriations for major programs, and CVO program benefits and eligibility by sub-type.

Notes:

1) All award dollars are listed at the college to which they were paid. Major programs are those where expenditures total $1M or more: O'Bannon (the largest program), 21st Century Scholars, CVO, Part-time and National Guard.

2) Student counts are listed by the designated college. Students often change colleges between terms. A student is counted as being at only one institution during the academic year in these tables so as not to duplicate student count. The designated college for each student is the one at which s/he last claimed funds, so that if s/he attended one college in the first semester, and a different one in her/his second semester, her/his designated college is the one s/he attended second semester. For students at quarter or trimester term colleges, the student's designated college is her/his second term college; if s/he did not have a second term college, the first term college is the designated college. If no first or second term college, then the one attended in the third term or, lastly, the fourth term, was used as her/his designated college.

3) Since many students receive more than one award (e.g., 21st Century Scholars award in combination with a FOB Grant; a Part-time Grant in combination with a Nursing Scholarship), it is important to distinguish between student count and award count. **Unduplicated student counts are provided in the first column of Table 5.** The second column of this table provides an award count. The first column indicates the number of individuals served; the last column provides the number of total awards of all different types that went to students.

4) Grants are those awards over which the Commission exercises the most control. Grants are: the Frank O'Bannon Grant (FOB), the Part-time Grant, the National Guard grants and the 21st Century Scholarship. For the most part, the Commission calculates the award level on a student-by-student basis, informs the college of each student's award and prepays to each college 40 percent of what each college is expected to use each semester. The exceptions to this are the National Guard grants, which respond to information that

comes in from the National Guard Education office on a regular basis, and the Part-time Grant, in which colleges receive an allotment and decide themselves which students can best benefit from these funds.

5) Billed awards are those for which the Commission has little prior knowledge of which students should receive an award. Nursing and Minority Teacher Scholarships are administered in the same way as the Part-time Grants described above. Colleges bill the Commission by semester for students who identify themselves as CVO eligible by obtaining and presenting a valid application from the Indiana Department of Veterans Affairs. Neither the college nor the Commission know in advance of the school year which students will be eligible for the CVO program billed awards.

6) Award dollars are presented in Tables 3 and 4a, 4b; student and award counts for all billed awards and grants are presented in Table 5.

7) O'Bannon is composed of the Higher Education Award (HEA) and the Freedom of Choice Award (FOC). National Guard Grants are the National Guard Supplemental Grant (NGS) and the National Guard Extension Scholarship (NGE).

Appendix B Table 1: Dollar Utilization Rates for Most Recent Five Years

Utilization Rates	2008-09			2009-10			2010-11			2011-12			2012-13		
By College Type	HEA	FOC	21st	HEA	FOC	21st	HEA	FOC	21st	HEA	FOC	21st	HEA	FOC	21st
Public	60.96%		77.62%	66.13%		76.13%	61.05%		74.81%	60.98%		76.17%	58.98%		74.15%
Private	62.99%	62.99%	76.52%	64.08%	64.09%	79.43%	61.05%	61.04%	79.46%	61.37%	61.37%	76.77%	58.73%	58.72%	75.21%
Proprietary	35.20%		40.28%	50.18%		59.74%	41.44%		54.34%	51.67%		57.98%	29.64%		40.10%
Out-of-state	47.54%			63.27%			52.12%			46.54%			42.22%		
IVTCC+VU	27.96%		58.17%	25.33%		48.98%	23.26%		50.86%	22.49%		47.32%	23.45%		43.77%
In the Aggregate	**54.31%**	**62.99%**	**74.34%**	**50.00%**	**64.09%**	**73.33%**	**43.70%**	**61.04%**	**72.50%**	**44.31%**	**61.37%**	**73.22%**	**41.40%**	**58.72%**	**71.36%**
Percent change in HEA util. rate over prior year				**-7.94%**			**-12.60%**			**1.40%**			**-6.56%**		

Appendix B Table 2: Public Four-Year College Tuitions AY 2011-2012 and AY 2012-2013					
CHE 2011-12 Recommendation	New/Continuing Student Charges	Public Colleges	AY2011-12	AY2012-13	Pct Inc
0% - 3.0%	Continuing	Ball State University	$8,558	$8,980	4.93%
0% - 2.5%	Continuing	Indiana State University	$7,982	$8,098	1.45%
0% - 3.0%	Continuing	University of Southern Indiana	$6,002	$6,320	5.30%
0% - 3.5%	Continuing	Indiana University - Bloomington	$9,343	$9,673	3.53%
0% - 2.5%	Continuing	Indiana University East - Richmond	$6,220	$6,376	2.51%
0% - 2.5%	Continuing	IUPU - Indianapolis	$8,083	$8,285	2.50%
0% - 2.5%	Continuing	Indiana University - Kokomo	$6,263	$6,422	2.54%
0% - 2.5%	Continuing	Indiana University Northwest - Gary	$6,348	$6,507	2.50%
0% - 2.5%	Continuing	Indiana University - South Bend	$6,446	$6,608	2.51%
0% - 2.5%	Continuing	Indiana University Southeast - New Albany	$6,304	$6,455	2.40%
0% - 3.5%	Continuing	Purdue University - West Lafayette	$8,529	$8,828	3.51%
0% - 3.5%	New	Purdue University - West Lafayette	$9,075	$9,396	3.54%
0% - 2.5%	Continuing	Purdue University - North Central	$6,682	$6,926	3.65%
0% - 2.5%	Continuing	Purdue University - Calumet	$6,534	$6,696	2.48%
0% - 2.5%	Continuing	IUPU - Fort Wayne	$7,363	$7,640	3.76%
	Continuing	WGU Indiana	$5,870	$6,070	3.41%
0% - 2.5%	Continuing	IUPU - Columbus	$7,795	$7,986	2.45%
Average of all SFA approved tuitions, straight average increase			**$7,259**	**$7,486**	**3.14%**
Average of all SFA approved new student tuitions, average increase			**$7,145**	**$7,367**	**3.10%**

Appendix B Table 3: Grants Expenditures by College AY 2012-2013							
College Name	Total Expenditure	HEA	FOC	FOB	21st	PT	NGS
Ancilla College	$810,509	$69,069	$621,922	$690,991	$44,282	$75,236	$0
Anderson University	$2,083,631	$184,202	$1,657,170	$1,841,372	$185,547	$56,712	$0
Art Inst of Phoenix (prev. Art Inst Ind)	$422,329	$339,435	$0	$339,435	$58,713	$24,181	$0
Art Inst of Phoenix (prev. B Mackie FtW)	$628,853	$618,396	$0	$618,396	$10,457	$0	$0
Art Inst of Phoenix (prev. B Mackie Ind)	$791,642	$776,404	$0	$776,404	$15,238	$0	$0
Art Inst of Phoenix (prev. B Mackie Mer)	$338,392	$333,021	$0	$333,021	$5,371	$0	$0
Art Inst of Phoenix (prev. B Mackie Mic)	$285,412	$278,970	$0	$278,970	$6,442	$0	$0
Art Inst of Phoenix (prev. B Mackie SBd)	$294,938	$287,776	$0	$287,776	$7,162	$0	$0
Ball State University	$16,565,400	$9,086,957	$0	$9,086,957	$6,718,598	$84,817	$675,028
Bethel College	$2,534,525	$232,101	$2,089,097	$2,321,198	$100,605	$112,722	$0
Butler University	$2,901,449	$270,412	$2,431,514	$2,701,926	$199,221	$302	$0
Calumet College of Saint Joseph	$751,676	$55,438	$499,205	$554,643	$29,902	$167,131	$0
Cincinnati State Technical College	$48,574	$48,574	$0	$48,574	$0	$0	$0
Crossroads Bible College	$354,248	$33,664	$301,513	$335,177	$2,074	$16,997	$0
DePauw University	$922,030	$87,703	$788,392	$876,095	$45,935	$0	$0
Earlham College	$488,383	$43,907	$395,025	$438,932	$49,451	$0	$0
Fortis College	$112,563	$109,276	$0	$109,276	$283	$3,004	$0
Franklin College	$2,186,819	$190,118	$1,710,369	$1,900,487	$284,651	$1,681	$0
Goshen College	$805,392	$73,240	$658,895	$732,135	$59,703	$13,554	$0
Grace College	$1,636,303	$146,699	$1,319,962	$1,466,661	$156,933	$12,709	$0
Hanover College	$1,554,809	$140,909	$1,266,908	$1,407,817	$146,992	$0	$0
Harrison College -Anderson	$203,051	$174,738	$0	$174,738	$4,307	$24,006	$0
Harrison College -Columbus	$136,915	$114,128	$0	$114,128	$5,684	$17,103	$0
Harrison College -Elkhart	$127,673	$100,201	$0	$100,201	$350	$27,122	$0
Harrison College -Evansville	$169,539	$136,834	$0	$136,834	$12,597	$20,108	$0
Harrison College -Fort Wayne	$244,015	$217,517	$0	$217,517	$2,565	$23,933	$0
Harrison College -Indianapolis	$766,988	$678,030	$0	$678,030	$37,984	$50,974	$0
Harrison College -Indpls East	$266,779	$240,899	$0	$240,899	$10,740	$15,140	$0
Harrison College -Indpls Northwest	$91,148	$73,565	$0	$73,565	$9,033	$8,550	$0
Harrison College -Lafayette	$249,590	$216,120	$0	$216,120	$12,510	$20,960	$0
Harrison College -Muncie - INACTIVE	$154,927	$142,138	$0	$142,138	$2,678	$10,111	$0
Harrison College -Terre Haute	$249,409	$235,605	$0	$235,605	$8,371	$5,433	$0
Holy Cross College	$362,891	$34,634	$309,594	$344,228	$18,663	$0	$0
Huntington University	$1,224,618	$104,936	$944,259	$1,049,195	$149,736	$25,687	$0
Indiana Institute of Technology	$8,253,794	$798,940	$7,194,417	$7,993,357	$204,401	$56,036	$0
Indiana State University	$13,629,146	$6,786,732	$0	$6,786,732	$6,271,526	$78,437	$492,451
Indiana University - Bloomington	$25,772,677	$12,123,648	$0	$12,123,648	$13,180,143	$45,293	$423,593

Appendix B Table 3: Grants Expenditures by College AY 2012-2013							
College Name	Total Expenditure	HEA	FOC	FOB	21st	PT	NGS
Indiana University - Kokomo	$2,435,077	$1,740,459	$0	$1,740,459	$498,841	$90,181	$105,596
Indiana University - South Bend	$5,723,057	$4,239,225	$0	$4,239,225	$1,174,488	$280,397	$26,750
Indiana University East - Richmond	$2,719,923	$2,026,136	$0	$2,026,136	$643,660	$40,930	$9,197
Indiana University Northwest - Gary	$4,229,309	$3,166,665	$0	$3,166,665	$659,647	$320,014	$82,983
Indiana University Southeast -New Albany	$3,751,675	$2,624,749	$0	$2,624,749	$953,450	$153,486	$19,990
Indiana Wesleyan University	$5,972,495	$552,711	$4,973,079	$5,525,790	$299,846	$146,859	$0
International Business College -Ft Wayne	$315,082	$242,619	$0	$242,619	$54,799	$17,664	$0
International Business College -Indpls	$390,302	$338,207	$0	$338,207	$52,095	$0	$0
ITT Technical Institute - Fort Wayne	$139,331	$122,416	$0	$122,416	$5,790	$11,125	$0
ITT Technical Institute - Indianapolis	$391,495	$354,368	$0	$354,368	$9,207	$27,920	$0
ITT Technical Institute - Merrillville	$76,277	$58,334	$0	$58,334	$3,466	$14,477	$0
ITT Technical Institute - Newburgh	$97,758	$96,206	$0	$96,206	$1,552	$0	$0
ITT Technical Institute - South Bend	$102,163	$94,525	$0	$94,525	$2,047	$5,591	$0
IUPU - Columbus	$1,549,573	$998,535	$0	$998,535	$462,357	$82,475	$6,206
IUPU - Fort Wayne	$10,227,490	$6,739,149	$0	$6,739,149	$2,634,547	$447,978	$405,816
IUPU - Indianapolis	$19,784,269	$12,855,581	$0	$12,855,581	$5,617,589	$767,552	$543,547
Ivy Tech Community College	$31,592,116	$26,363,421	$0	$26,363,421	$2,827,844	$2,329,952	$70,899
Kaplan College - Hammond	$5,120	$4,945	$0	$4,945	$175	$0	$0
Kaplan College - Indianapolis South	$17,240	$17,240	$0	$17,240	$0	$0	$0
Lincoln College of Technology	$150,676	$111,674	$0	$111,674	$39,002	$0	$0
Manchester University	$2,097,054	$189,083	$1,700,462	$1,889,545	$207,509	$0	$0
Marian University	$2,844,240	$225,489	$2,029,239	$2,254,728	$347,186	$242,326	$0
Martin University	$729,422	$59,438	$535,340	$594,778	$9,070	$125,574	$0
MedTech College - Fort Wayne	$405,283	$389,537	$0	$389,537	$15,746	$0	$0
MedTech College - Greenwood	$591,929	$572,653	$0	$572,653	$19,276	$0	$0
MedTech College - Indianapolis	$800,646	$773,252	$0	$773,252	$27,394	$0	$0
National College - Indianapolis	$51,650	$34,884	$0	$34,884	$432	$16,334	$0
National College - South Bend	$29,213	$26,460	$0	$26,460	$456	$2,297	$0
Northern Kentucky University	$137,085	$137,085	$0	$137,085	$0	$0	$0
Oakland City University	$989,221	$87,632	$787,687	$875,319	$113,902	$0	$0
Purdue University - Calumet	$4,295,759	$3,074,694	$0	$3,074,694	$792,222	$396,498	$32,345
Purdue University - North Central	$3,144,140	$2,177,308	$0	$2,177,308	$704,009	$240,999	$19,926
Purdue University - West Lafayette	$20,960,842	$11,698,455	$0	$11,698,455	$8,308,405	$118,641	$832,599
Rose-Hulman Institute of Technology	$941,461	$86,174	$775,735	$861,909	$79,552	$0	$0
Saint Elizabeth's School of Nursing	$575,209	$54,938	$494,693	$549,631	$25,578	$0	$0
Saint Joseph's College	$1,039,121	$93,373	$840,245	$933,618	$100,492	$5,011	$0
Saint Mary-Of-The-Woods College	$1,189,001	$91,824	$825,509	$917,333	$110,298	$161,370	$0

Appendix B Table 3: Grants Expenditures by College AY 2012-2013							
College Name	Total Expenditure	HEA	FOC	FOB	21st	PT	NGS
Saint Mary's College	$603,304	$52,769	$474,609	$527,378	$75,926	$0	$0
Taylor University - Upland	$818,582	$67,777	$609,344	$677,121	$132,228	$9,233	$0
Trine University	$1,447,909	$129,861	$1,167,857	$1,297,718	$149,591	$600	$0
Trine University Branch	$772,365	$75,551	$690,766	$766,317	$6,048	$0	$0
University of Cincinnati	$91,807	$91,807	$0	$91,807	$0	$0	$0
University of Evansville	$2,706,403	$234,943	$2,112,819	$2,347,762	$346,010	$12,631	$0
University of Indianapolis	$5,902,089	$505,637	$4,548,987	$5,054,624	$473,576	$373,889	$0
University of Notre Dame	$287,130	$24,996	$224,606	$249,602	$37,528	$0	$0
University of Saint Francis	$3,077,415	$272,594	$2,453,068	$2,725,662	$200,127	$151,626	$0
University of Southern Indiana	$7,309,203	$4,691,886	$0	$4,691,886	$2,270,212	$176,289	$170,816
Valparaiso University	$1,835,491	$170,099	$1,529,782	$1,699,881	$118,014	$17,596	$0
Vincennes University	$6,241,535	$4,779,825	$0	$4,779,825	$1,348,179	$95,345	$18,186
Wabash College	$846,305	$76,343	$686,402	$762,745	$83,560	$0	$0
WGU Indiana	$1,702,880	$1,599,220	$0	$1,599,220	$74,687	$0	$28,973
Total	**$252,555,159**	**$130,877,688**	**$49,648,471**	**$180,526,159**	**$60,176,463**	**$7,880,799**	**$3,964,901**

Appendix B Table 4a: CVO (Billed Awards) AY 2012-2013				
College Name	All CVO Paid	Book Payments	CVO Paid by SFA	CVO Paid by Colleges
Ball State University	$2,977,957	$0	$2,977,957	$0
Indiana State University	$1,815,997	$3,118	$1,812,879	$0
University of Southern Indiana	$912,040	$748	$911,292	$0
Indiana University - Bloomington	$3,338,324	$0	$3,338,324	$0
Indiana University East - Richmond	$301,887	$0	$301,887	$0
IUPU - Indianapolis	$3,711,206	$6,300	$3,704,906	$0
Indiana University - Kokomo	$511,035	$0	$511,035	$0
Indiana University Northwest - Gary	$245,887	$0	$245,887	$0
Indiana University - South Bend	$443,722	$0	$443,722	$0
Indiana University Southeast -New Albany	$761,553	$0	$761,553	$0
Purdue University - West Lafayette	$2,994,656	$0	$2,994,656	$0
Purdue University - North Central	$260,526	$0	$260,526	$0
Purdue University - Calumet	$330,696	$0	$330,696	$0
IUPU - Fort Wayne	$1,241,441	$0	$1,241,441	$0
Vincennes University	$551,928	$1,038	$550,890	$0
Ivy Tech Community College	$3,444,325	$12,376	$3,431,949	$0
WGU Indiana	$424,985	$0	$424,985	$0
IUPU - Columbus	$163,901	$1,200	$162,701	$0
Total	**$24,432,066**	**$24,781**	**$24,407,286**	**$0**

Appendix B Table 4b: Non-CVO Billed Awards AY 2012-2013				
College Name	All Non-CVO Billed Awards SSACI Paid	Minority Teacher	Nursing	Mitch Daniels Early Graduation
Ancilla College	$2,000	$1,000	$1,000	$0
Anderson University	$5,500	$500	$1,000	$4,000
Ball State University	$76,400	$24,400	$8,000	$44,000
Bethel College	$6,000	$2,000	$4,000	$0
Butler University	$5,000	$5,000	$0	$0
Calumet College of Saint Joseph	$6,000	$6,000	$0	$0
DePauw University	$4,000	$0	$0	$4,000
Franklin College	$4,000	$0	$0	$4,000
Goshen College	$3,500	$2,000	$1,500	$0
Grace College	$6,000	$2,000	$0	$4,000
Holy Cross College	$5,000	$1,000	$0	$4,000
Huntington University	$3,000	$2,000	$1,000	$0
Indiana Institute of Technology	$5,000	$1,000	$0	$4,000
Indiana State University	$83,500	$46,000	$21,500	$16,000
Indiana University - Bloomington	$90,399	$27,899	$10,500	$52,000
Indiana University - Kokomo	$10,250	$1,000	$9,250	$0
Indiana University - South Bend	$52,469	$4,355	$8,114	$40,000
Indiana University East - Richmond	$12,000	$0	$8,000	$4,000
Indiana University Northwest - Gary	$17,025	$3,000	$6,025	$8,000
Indiana University Southeast -New Albany	$21,750	$5,000	$4,750	$12,000
Indiana Wesleyan University	$23,500	$9,000	$6,500	$8,000
International Business College -Ft Wayne	$8,000	$0	$0	$8,000
International Business College -Indpls	$4,000	$0	$0	$4,000
ITT Technical Institute - Fort Wayne	$1,500	$0	$1,500	$0
IUPU - Columbus	$12,000	$0	$0	$12,000
IUPU - Fort Wayne	$60,500	$11,000	$13,500	$36,000
IUPU - Indianapolis	$113,375	$7,500	$37,875	$68,000
Ivy Tech Community College	$253,816	$0	$37,816	$216,000
Lincoln College of Technology	$4,000	$0	$0	$4,000
Manchester University	$4,000	$0	$0	$4,000
Marian University	$15,500	$2,000	$9,500	$4,000
MedTech College - Fort Wayne	$3,000	$0	$3,000	$0
MedTech College - Greenwood	$2,500	$0	$2,500	$0
MedTech College - Indianapolis	$4,000	$0	$4,000	$0
Purdue University - Calumet	$30,000	$4,000	$14,000	$12,000
Purdue University - North Central	$13,500	$2,000	$3,500	$8,000
Purdue University - West Lafayette	$66,900	$27,900	$7,000	$32,000
Rose-Hulman Institute of Technology	$4,000	$0	$0	$4,000
Saint Elizabeth's School of Nursing	$4,000	$0	$4,000	$0
Saint Joseph's College	$1,000	$1,000	$0	$0
Saint Mary-Of-The-Woods College	$5,150	$5,150	$0	$0
Saint Mary's College	$2,000	$500	$1,500	$0
Taylor University - Upland	$17,000	$1,000	$0	$16,000
Trine University	$1,000	$1,000	$0	$0
University of Evansville	$1,073,034	$15,500	$2,500	$4,000
University of Indianapolis	$0	$6,750	$14,000	$8,000
University of Notre Dame	$0	$0	$0	$4,000
University of Saint Francis	$0	$7,000	$10,750	$4,000
University of Southern Indiana	$0	$17,000	$12,950	$12,000
Valparaiso University	$0	$1,000	$3,000	$4,000
Vincennes University	$0	$10,000	$4,500	$16,000
WGU Indiana	$0	$5,000	$2,500	$0
Total	**$2,146,068**	**$268,454**	**$281,030**	**$688,000**

Appendix B Table 5: Unduplicated Student and Award Counts for all Grant and Billed Awards, AY 2012-2013

College Name	Any Grant Award	FOB	21st Cen.	Part-time Grant	Nat. Guard	Any Billed Award	Nursing	Min. Teach.	Mitch Daniels Early Grad.	Book Pymt	Any CVO SFA Paid, Exc. Book Pymt	CVO Colleges Paid	Total Student Count*
Ancilla College	207	166	26	47	0	4	2	2	0	0	0	0	208
Anderson University	523	477	74	42	0	3	1	1	1	0	0	0	524
Art Inst of Phoenix (prev. Art Inst Ind)	276	212	59	54	0	0	0	0	0	0	0	0	276
Art Inst of Phoenix (prev. B Mackie FtW)	374	373	12	0	0	0	0	0	0	0	0	0	374
Art Inst of Phoenix (prev. B Mackie Ind)	425	423	26	0	0	0	0	0	0	0	0	0	425
Art Inst of Phoenix (prev. B Mackie Mer)	171	170	10	0	0	0	0	0	0	0	0	0	171
Art Inst of Phoenix (prev. B Mackie Mic)	145	144	7	0	0	0	0	0	0	0	0	0	145
Art Inst of Phoenix (prev. B Mackie SBd)	165	165	9	0	0	0	0	0	0	0	0	0	165
Ball State University	3,793	3,452	1,120	102	103	494	8	23	11	0	454	0	4,194
Bethel College	610	556	37	67	0	5	4	1	0	0	0	0	611
Butler University	570	561	66	1	0	5	0	5	0	0	0	0	572
Calumet College of Saint Joseph	216	128	19	107	0	2	0	2	0	0	0	0	217
Cincinnati State Technical College	23	23	0	0	0	0	0	0	0	0	0	0	23
Crossroads Bible College	112	90	2	25	0	0	0	0	0	0	0	0	112
DePauw University	189	186	16	0	0	1	0	0	1	0	0	0	189
Earlham College	93	92	16	0	0	0	0	0	0	0	0	0	93
Fortis College	69	69	1	6	0	0	0	0	0	0	0	0	69
Franklin College	426	409	108	3	0	1	0	0	1	0	0	0	427
Goshen College	181	172	25	9	0	4	2	2	0	0	0	0	182
Grace College	350	337	63	12	0	4	0	3	1	0	0	0	352
Hanover College	311	303	56	0	0	0	0	0	0	0	0	0	311
Harrison College - Anderson	134	107	5	36	0	0	0	0	0	0	0	0	134
Harrison College -Columbus	94	68	6	30	0	0	0	0	0	0	0	0	94
Harrison College -Elkhart	96	68	1	36	0	0	0	0	0	0	0	0	96
Harrison College -Evansville	122	89	14	36	0	0	0	0	0	0	0	0	122
Harrison College -Fort Wayne	167	149	7	30	0	0	0	0	0	0	0	0	167
Harrison College -Indianapolis	505	434	39	81	0	0	0	0	0	0	0	0	505
Harrison College -Indpls East	177	151	17	33	0	0	0	0	0	0	0	0	177
Harrison College -Indpls Northwest	62	47	7	14	0	0	0	0	0	0	0	0	62
Harrison College -Lafayette	156	133	13	36	0	0	0	0	0	0	0	0	156
Harrison College -Muncie	101	86	6	15	0	0	0	0	0	0	0	0	101
Harrison College -Terre Haute	135	130	14	10	0	0	0	0	0	0	0	0	135

* No student is counted more than once in this column (all awards in major programs).

Appendix B Table 5: Unduplicated Student and Award Counts for all Grant and Billed Awards, AY 2012-2013

College Name	Any Grant Award	FOB	21st Cen.	Part-time Grant	Nat. Guard	Any Billed Award	Nursing	Min. Teach.	Mitch Daniels Early Grad.	Book Pymt	Any CVO SFA Paid, Exc. Book Pymt	CVO Colleges Paid	Total Student Count*
Holy Cross College	80	79	10	0	0	2	0	1	1	0	0	0	80
Huntington University	285	266	49	19	0	2	1	1	0	0	0	0	285
Indiana Institute of Technology	1,925	1,867	115	62	0	2	0	1	1	0	0	0	1,925
Indiana State University	2,976	2,651	1,217	79	87	345	22	25	4	5	293	0	3,234
Indiana University - Bloomington	4,813	4,351	1,926	71	73	468	7	18	13	0	430	5	5,196
Indiana University - Kokomo	834	710	172	92	26	158	15	1	0	0	142	1	953
Indiana University - South Bend	1,969	1,693	412	291	10	148	11	2	10	0	125	1	2,086
Indiana University East - Richmond	905	813	212	76	3	86	4	0	1	0	81	0	981
Indiana University Northwest - Gary	1,562	1,259	250	385	24	80	5	3	2	0	70	0	1,627
Indiana University Southeast -New Albany	1,280	1,089	323	189	7	201	4	5	3	0	189	0	1,467
Indiana Wesleyan University	1,570	1,519	117	100	0	10	5	3	2	0	0	0	1,577
International Business College -Ft Wayne	166	136	46	30	0	2	0	0	2	0	0	0	167
International Business College -Indpls	187	179	43	0	0	1	0	0	1	0	0	0	187
ITT Technical Institute - Fort Wayne	107	88	8	25	0	3	3	0	0	0	0	0	110
ITT Technical Institute - Indianapolis	282	240	17	56	0	0	0	0	0	0	0	0	282
ITT Technical Institute - Merrillville	77	56	5	39	0	0	0	0	0	0	0	0	77
ITT Technical Institute - Newburgh	71	71	3	0	0	0	0	0	0	0	0	0	71
ITT Technical Institute - South Bend	63	57	3	9	0	0	0	0	0	0	0	0	63
IUPU - Columbus	519	421	114	108	2	42	0	0	3	1	41	0	551
IUPU - Fort Wayne	3,228	2,702	704	487	100	297	5	4	9	0	280	1	3,461
IUPU - Indianapolis	5,864	5,015	1,267	887	114	796	44	9	17	6	728	3	6,509
Ivy Tech Cmnty Colg - All	19,936	16,704	2,971	3,159	97	2,149	55	0	54	20	2,040	20	21,867
Kaplan College - Hammond	4	4	1	0	0	0	0	0	0	0	0	0	4
Kaplan College - Indianapolis South	13	13	0	0	0	0	0	0	0	0	0	0	13
Lincoln College of Technology	76	66	25	0	0	1	0	0	1	0	0	0	77
Manchester College	448	435	75	0	0	1	0	0	1	0	0	0	449
Marian University	641	519	125	121	0	5	2	2	1	0	0	0	642
Martin University	308	153	13	171	0	0	0	0	0	0	0	0	308
MedTech College - Fort Wayne	253	251	21	0	0	2	2	0	0	0	0	0	254
MedTech College - Greenwood	348	345	29	0	0	1	1	0	0	0	0	0	348
MedTech College - Indianapolis	482	479	37	0	0	3	3	0	0	0	0	0	483
National College - Indianapolis and Sout	40	28	1	23	0	0	0	0	0	0	0	0	40

* No student is counted more than once in this column (all awards in major programs).

Appendix B Table 5: Unduplicated Student and Award Counts for all Grant and Billed Awards, AY 2012-2013

College Name	Any Grant Award	FOB	21st Cen.	Part-time Grant	Nat. Guard	Any Billed Award	Nursing	Min. Teach.	Mitch Daniels Early Grad.	Book Pymt	Any CVO SFA Paid, Exc. Book Pymt	CVO Colleges Paid	Total Student Count*
National College - South Bend	28	24	1	6	0	0	0	0	0	0	0	0	28
Northern Kentucky University	57	57	0	0	0	0	0	0	0	0	0	0	57
Oakland City University	211	206	54	0	0	0	0	0	0	0	0	0	211
Purdue University - Calumet	1,614	1,223	258	448	9	109	12	5	3	0	89	0	1,701
Purdue University - North Central	1,101	880	203	240	6	64	4	1	2	0	57	2	1,150
Purdue University - West Lafayette	4,668	4,219	1,308	146	123	418	7	10	8	0	393	0	5,016
Rose-Hulman Institute of Technology	213	207	20	0	0	1	0	0	1	0	0	0	214
Saint Elizabeth's School of Nursing	132	132	13	0	0	4	4	0	0	0	0	0	134
Saint Joseph's College	212	206	45	5	0	1	0	1	0	0	0	0	213
Saint Mary-Of-The-Woods College	315	220	43	104	0	3	0	3	0	0	0	0	316
Saint Mary's College	126	122	27	0	0	3	2	1	0	0	0	0	127
Taylor University - Upland	168	156	47	7	0	5	0	1	4	0	0	0	173
Trine University	313	308	58	1	0	1	0	1	0	0	0	0	314
Trine University Branch	181	181	6	0	0	0	0	0	0	0	0	0	181
University of Cincinnati	36	36	0	0	0	0	0	0	0	0	0	0	36
University of Evansville	520	498	129	11	0	14	3	10	1	0	0	0	524
University of Indianapolis	1,291	1,113	193	181	0	32	28	2	2	0	0	0	1,300
University of Notre Dame	64	62	13	0	0	1	0	0	1	0	0	0	64
University of Saint Francis	744	670	82	93	0	28	24	3	1	0	0	0	745
University of Southern Indiana	2,257	1,919	674	196	44	244	13	16	3	1	212	2	2,451
Valparaiso University	393	377	49	15	0	7	5	1	1	0	0	0	397
Vincennes University	2,313	2,133	690	101	8	169	4	6	4	2	155	0	2,472
Wabash College	172	166	19	0	0	0	0	0	0	0	0	0	172
WGU Indiana	636	624	31	0	6	98	2	4	0	0	92	0	716
Total	**80,055**	**69,968**	**16,155**	**8,865**	**842**	**6,530**	**314**	**179**	**172**	**35**	**5,871**	**35**	**85,475**

* No student is counted more than once in this column (all awards in major programs).

Appendix B Table 6a: AY 2012-2013 Student Count, With and Without Frank O'Bannon Grant

↓Aid Type/Student Type→	21st	NG	CVO	Rec'd Other Aid	Frank O'Bannon	All Student Types
21st, no O'Bannon, no CVO	2,806					2,806
21st with O'Bannon, but no CVO	12,229				12,229	12,229
21st, no O'Bannon but with CVO	9		9			9
21st, with O'Bannon and CVO	17		17		17	17
NG, no O'Bannon, no CVO		485				485
NG with O'Bannon, no CVO		294			294	294
NG, no O'Bannon but with CVO		2	2			2
NG, with O'Bannon and CVO		3	3		3	3
CVO, no O'Bannon			4,902			4,902
CVO with O'Bannon			692		692	692
Other Aid Only*				6,627		6,627
O'Bannon with other aid				2,243	2,243	2,243
O'Bannon only					50,656	50,656
Total Count	**15,061**	**784**	**5,625**	**8,870**	**66,134**	**80,965**

*Other Aid: Nursing, Minority Teacher and/or Part-time Grant

Appendix B Table 6b: AY 2012-2013 Aid Dollars to Students With and Without Frank O'Bannon Grant						
↓Aid Type/Student Type→	21st	NG	CVO	O'Bannon	Other Aid	All Aid
21st, no OBannon, no CVO	$17,744,102				$28,250	$17,772,352
21st with OBannon, but no CVO	$42,323,349			$36,490,913	$256,254	$79,070,516
21st, no OBannon but with CVO	$41,211		$18,905			$60,116
21st, with OBannon and CVO	$67,801		$29,202	$46,292		$143,295
NG, no OBannon, no CVO		$2,783,767			$5,148	$2,788,915
NG with OBannon, no CVO		$1,164,458		$685,238	$3,204	$1,852,900
NG, no OBannon but with CVO		$6,287	$3,998			$10,285
NG, with OBannon and CVO		$10,781	$4,946	$7,864		$23,591
CVO, no OBannon			$21,399,291		$35,076	$21,434,367
CVO with OBannon			$2,975,724	$1,658,485	$19,408	$4,653,617
OBannon only				$137,384,054		$137,384,054
OBannon with other aid				$4,253,313	$2,001,382	$6,254,695
Other Aid Only					$6,769,561	$6,769,561
Total	$60,176,463	$3,965,293	$24,432,066	$180,526,159	$9,118,283	$278,218,264

For 21st Scholars and National Guard recipients, those who do not receive Frank O'Bannon aid are those whose contributions (and thus incomes) are too high to receive a need-based grant. Many CVO recipients do not receive O'Bannon because they do not file by the March 10th deadline to receive Frank O'Bannon.

Appendix B Table 7: Select 21st Century Scholar Data by County

County Name	All Years: Enrolled	All Years: Affirmed*	2008-2013 Cohorts: Enrolled	2008-2013 Cohorts: Affirmed	2008-2013 Cohorts: Affirmation Rate	All Years: Enrolled and Filed FAFSA	All years: Affirmed and Filed FAFSA	All Years: Affirmed and Offered an Award	All Years: Affirmed and Received at least 4 Years of Awards	All Years: Used at Least One Award	All Years: Used 8 Semesters of Aid	All Years: Total Grants Paid to 21st Scholars	All Years: 21st Dollars Paid	All Years: O'Bannon Dollars Paid to 21st Scholars
(unknown)	5,540	614	1,394	241	17.29%	1,846	556	491	154	596	48	$5,272,195	$2,168,035	$2,965,469
ADAMS	1,216	511	365	228	62.47%	638	490	462	195	376	91	$5,305,481	$2,739,131	$2,540,608
ALLEN	15,959	5,093	4,051	1,977	48.80%	8,092	4,952	4,739	2,068	4,488	929	$54,901,607	$23,084,705	$31,398,132
BARTHOLOMEW	3,184	764	696	322	46.26%	1,213	716	663	234	553	100	$6,437,381	$3,101,841	$3,302,885
BENTON	491	194	156	97	62.18%	248	187	173	61	157	28	$1,823,576	$835,727	$985,423
BLACKFORD	660	225	174	91	52.30%	308	218	205	80	178	40	$2,065,533	$1,066,250	$989,450
BOONE	951	371	248	167	67.34%	456	359	339	105	256	43	$3,086,992	$1,503,341	$1,571,082
BROWN	646	269	175	109	62.29%	329	256	240	90	187	47	$2,431,303	$1,194,914	$1,228,608
CARROLL	652	261	147	97	65.99%	339	251	234	91	188	51	$2,326,736	$1,317,640	$1,006,622
CASS	1,739	735	465	321	69.03%	917	690	642	214	507	80	$5,533,595	$2,555,782	$2,941,624
CLARK	4,646	1,569	1,042	531	50.96%	2,189	1,453	1,303	445	1,086	177	$10,277,797	$4,697,396	$5,455,173
CLAY	1,186	469	309	187	60.52%	613	458	430	181	348	80	$4,213,738	$2,243,938	$1,945,422
CLINTON	1,366	498	388	234	60.31%	613	469	444	152	364	69	$4,470,718	$2,327,229	$2,127,512
CRAWFORD	872	336	287	156	54.36%	435	306	285	109	238	34	$2,800,976	$1,201,742	$1,589,445
DAVIESS	1,592	668	381	243	63.78%	843	642	623	251	612	129	$6,865,878	$2,956,020	$3,892,978
DE KALB	1,396	478	313	209	66.77%	607	455	433	165	349	85	$4,812,306	$2,303,378	$2,488,194
DEARBORN	1,467	528	355	202	56.90%	661	487	433	169	369	74	$4,160,381	$1,760,703	$2,380,157
DECATUR	1,172	419	239	155	64.85%	511	397	370	171	304	88	$4,687,760	$1,924,954	$2,756,695
DELAWARE	7,313	2,372	1,375	750	54.55%	3,578	2,276	2,163	837	1,934	316	$19,223,325	$9,364,031	$9,723,796
DUBOIS	1,746	728	415	294	70.84%	849	689	658	295	578	167	$8,299,959	$4,036,276	$4,239,200
ELKHART	7,761	2,052	1,670	771	46.17%	3,078	1,951	1,846	744	1,596	325	$20,504,225	$8,278,401	$12,095,547
FAYETTE	1,829	488	418	206	49.28%	770	467	447	136	356	42	$3,478,235	$1,542,551	$1,891,406
FLOYD	2,010	713	509	254	49.90%	960	659	590	220	522	99	$5,448,496	$2,742,609	$2,649,169
FOUNTAIN	907	374	266	155	58.27%	463	363	328	107	267	54	$3,046,451	$1,440,465	$1,597,506
FRANKLIN	909	286	163	92	56.44%	369	270	242	93	191	51	$2,435,879	$1,172,889	$1,244,284
FULTON	1,005	352	279	160	57.35%	467	333	305	108	242	52	$3,152,320	$1,248,637	$1,888,218
GIBSON	1,294	584	363	236	65.01%	698	556	531	190	447	73	$5,116,200	$2,396,933	$2,699,427
GRANT	5,238	1,551	1,096	628	57.30%	2,233	1,474	1,362	438	1,072	160	$11,175,107	$4,698,638	$6,406,454
GREENE	1,774	728	468	294	62.82%	939	689	644	218	530	101	$5,243,325	$2,640,911	$2,570,295
HAMILTON	3,037	922	757	442	58.39%	1,206	880	834	294	630	146	$8,901,080	$4,874,951	$3,986,023
HANCOCK	1,425	445	369	207	56.10%	622	432	418	148	336	72	$4,465,843	$2,273,623	$2,173,098
HARRISON	1,666	642	397	231	58.19%	784	588	526	217	442	99	$5,024,603	$2,449,930	$2,556,373
HENDRICKS	2,981	866	609	395	64.86%	1,151	838	773	279	654	117	$8,326,780	$4,517,925	$3,742,798
HENRY	2,153	709	450	274	60.89%	950	668	627	209	513	93	$5,778,718	$2,789,884	$2,967,603
HOWARD	4,284	1,361	1,178	603	51.19%	1,909	1,283	1,163	355	890	120	$8,612,056	$3,818,227	$4,715,010
HUNTINGTON	1,084	363	273	150	54.95%	518	347	325	147	290	69	$4,087,136	$1,879,994	$2,198,586
JACKSON	2,155	738	565	320	56.64%	929	689	630	190	475	88	$5,421,771	$2,712,863	$2,693,243

*Cohorts 2013-2018 are not expected to affirm yet.

Appendix B Table 7: Select 21st Century Scholar Data by County

County Name	All Years: Enrolled	All Years: Affirmed*	2008-2013 Cohorts: Enrolled	2008-2013 Cohorts: Affirmed	2008-2013 Cohorts: Affirmation Rate	All Years: Enrolled and Filed FAFSA	All years: Affirmed and Filed FAFSA	All Years: Affirmed and Offered an Award	All Years: Affirmed and Received at least 4 Years of Awards	All Years: Used at Least One Award	All Years: Used 8 Semesters of Aid	All Years: Total Grants Paid to 21st Scholars	All Years: 21st Dollars Paid	All Years: O'Bannon Dollars Paid to 21st Scholars
JASPER	1,357	598	388	225	57.99%	725	564	532	225	462	120	$6,603,217	$3,120,474	$3,464,606
JAY	1,366	551	341	223	65.40%	689	531	486	207	394	97	$5,224,776	$2,555,574	$2,646,815
JEFFERSON	1,279	488	408	217	53.19%	645	453	414	156	353	74	$4,314,804	$1,885,022	$2,401,470
JENNINGS	2,373	813	557	346	62.12%	999	737	688	211	506	93	$5,350,104	$2,216,486	$3,098,316
JOHNSON	3,924	1,062	989	518	52.38%	1,536	1,028	975	343	801	156	$10,029,947	$4,945,550	$5,020,007
KNOX	1,597	656	399	257	64.41%	815	632	611	216	583	100	$5,714,745	$2,634,661	$3,069,337
KOSCIUSKO	2,629	839	520	263	50.58%	1,223	810	763	325	634	160	$9,502,840	$3,795,339	$5,669,446
LA PORTE	3,357	1,207	823	444	53.95%	1,808	1,173	1,109	469	1,021	223	$12,457,450	$5,742,943	$6,640,677
LAGRANGE	905	250	200	107	53.50%	327	238	216	64	158	37	$2,034,484	$886,102	$1,138,220
LAKE	27,456	9,082	5,621	2,461	43.78%	14,380	8,652	7,968	3,864	7,691	1,782	$88,130,624	$36,881,780	$50,135,114
LAWRENCE	1,967	749	522	321	61.49%	978	710	667	232	542	105	$6,407,818	$3,052,752	$3,326,412
MADISON	5,859	1,792	1,359	644	47.39%	2,723	1,706	1,599	566	1,371	246	$15,010,086	$6,781,530	$8,160,486
MARION	50,630	13,941	10,962	5,075	46.30%	23,165	13,420	12,551	4,773	11,095	1,916	$124,572,942	$53,550,405	$69,868,692
MARSHALL	2,001	796	466	282	60.52%	1,042	757	722	333	651	145	$9,207,696	$3,680,935	$5,449,169
MARTIN	720	338	197	133	67.51%	387	320	303	120	260	56	$3,119,732	$1,286,580	$1,826,773
MIAMI	1,988	703	528	290	54.92%	897	660	609	204	469	98	$5,357,412	$2,586,169	$2,741,523
MONROE	3,748	1,303	846	487	57.57%	1,846	1,245	1,162	488	1,028	256	$13,046,519	$6,799,408	$6,174,673
MONTGOMERY	1,295	529	465	266	57.20%	694	511	477	182	389	88	$5,495,492	$2,830,801	$2,649,238
MORGAN	2,636	759	602	305	50.66%	1,110	722	667	222	519	82	$5,941,342	$2,944,945	$2,969,602
NEWTON	514	192	116	74	63.79%	245	185	172	92	155	46	$2,486,241	$1,203,537	$1,275,865
NOBLE	1,910	579	352	218	61.93%	760	541	506	177	398	85	$5,182,358	$2,328,700	$2,822,458
OHIO	173	70	50	31	62.00%	82	64	56	19	42	7	$431,854	$243,457	$187,252
ORANGE	1,425	558	405	240	59.26%	650	500	463	155	382	72	$4,265,982	$1,717,775	$2,525,954
OWEN	1,460	466	400	196	49.00%	643	437	406	129	320	40	$3,357,562	$1,606,372	$1,735,759
PARKE	866	356	287	183	63.76%	432	343	325	105	274	43	$3,067,892	$1,553,838	$1,501,166
PERRY	806	344	225	146	64.89%	403	322	298	121	259	56	$3,031,175	$1,549,289	$1,474,284
PIKE	505	201	119	79	66.39%	252	196	185	75	166	35	$2,184,454	$993,443	$1,187,347
PORTER	4,022	1,395	920	518	56.30%	1,962	1,324	1,246	516	1,121	266	$13,717,387	$6,356,422	$7,233,221
POSEY	884	338	243	115	47.33%	469	312	289	112	267	52	$2,568,775	$1,309,698	$1,235,670
PULASKI	1,197	499	315	187	59.37%	602	452	432	187	362	81	$4,657,177	$2,139,918	$2,489,039
PUTNAM	1,643	610	475	282	59.37%	801	581	547	178	433	71	$5,260,217	$2,607,135	$2,645,613
RANDOLPH	1,685	647	425	283	66.59%	816	628	592	222	472	99	$5,724,974	$2,784,468	$2,916,264
RIPLEY	1,541	583	387	256	66.15%	684	548	494	192	404	106	$5,571,552	$2,648,624	$2,893,302
RUSH	864	237	164	112	68.29%	334	233	223	88	176	45	$2,391,234	$1,180,798	$1,203,259
SAINT JOSEPH	11,872	3,902	2,829	1,370	48.43%	6,081	3,752	3,575	1,533	3,276	679	$38,980,774	$16,398,422	$22,116,232
SCOTT	1,647	558	479	234	48.85%	737	496	443	128	346	41	$3,429,089	$1,431,664	$1,970,567
SHELBY	1,305	416	269	174	64.68%	543	399	384	139	312	75	$4,405,084	$2,092,857	$2,307,581

*Cohorts 2013-2018 are not expected to affirm yet.

Appendix B Table 7: Select 21st Century Scholar Data by County

County Name	All Years: Enrolled	All Years: Affirmed*	2008-2013 Cohorts: Enrolled	2008-2013 Cohorts: Affirmed	2008-2013 Cohorts: Affirmation Rate	All Years: Enrolled and Filed FAFSA	All years: Affirmed and Filed FAFSA	All Years: Affirmed and Offered an Award	All Years: Affirmed and Received at least 4 Years of Awards	All Years: Used at Least One Award	All Years: Used 8 Semesters of Aid	All Years: Total Grants Paid to 21st Scholars	All Years: 21st Dollars Paid	All Years: O'Bannon Dollars Paid to 21st Scholars
SPENCER	902	417	232	151	65.09%	487	387	352	137	286	63	$3,401,571	$1,649,044	$1,740,666
STARKE	2,023	816	578	284	49.13%	1,089	761	718	290	610	123	$7,771,051	$3,148,855	$4,549,507
STEUBEN	1,295	379	239	133	55.65%	524	356	343	125	287	55	$3,698,976	$1,454,215	$2,235,992
SULLIVAN	1,073	529	377	249	66.05%	632	501	468	163	395	60	$4,222,608	$2,046,625	$2,168,549
SWITZERLAND	484	162	115	60	52.17%	198	151	126	34	84	13	$796,972	$284,798	$507,111
TIPPECANOE	4,946	1,605	1,493	740	49.56%	2,586	1,544	1,443	499	1,261	209	$13,406,237	$6,745,670	$6,583,345
TIPTON	560	231	147	89	60.54%	276	214	199	72	159	34	$2,188,652	$1,056,503	$1,116,830
UNION	307	121	89	63	70.79%	151	118	109	36	74	12	$927,691	$474,929	$450,742
VANDERBURG	8,901	3,056	1,790	895	50.00%	4,476	2,892	2,664	986	2,402	374	$21,889,813	$8,300,500	$13,293,543
VERMILLION	939	412	279	163	58.42%	498	389	353	118	283	51	$3,216,073	$1,586,944	$1,621,947
VIGO	5,682	2,128	1,688	891	52.78%	2,917	2,003	1,857	702	1,602	291	$17,590,901	$8,569,265	$8,915,085
WABASH	1,269	397	342	189	55.26%	571	386	361	120	303	66	$3,889,987	$1,627,369	$2,249,420
WARREN	237	123	83	58	69.88%	134	111	107	27	83	9	$918,380	$552,083	$363,077
WARRICK	1,609	612	386	218	56.48%	799	577	539	205	471	89	$5,121,289	$2,532,129	$2,565,650
WASHINGTON	1,743	634	428	253	59.11%	797	578	521	183	427	72	$4,310,306	$2,057,282	$2,214,842
WAYNE	4,162	1,360	806	456	56.58%	2,025	1,298	1,216	493	1,085	202	$11,739,488	$5,279,240	$6,344,734
WELLS	856	321	224	133	59.38%	438	310	297	127	249	69	$3,721,670	$1,695,456	$2,018,295
WHITE	1,361	514	314	181	57.64%	653	485	457	169	374	76	$4,507,511	$2,223,081	$2,262,974
WHITLEY	1,067	386	274	181	66.06%	494	373	356	133	302	60	$4,079,874	$1,694,223	$2,370,517
Total	**286,128**	**92,886**	**67,342**	**34,978**	**51.94%**	**135,561**	**88,410**	**82,562**	**32,147**	**71,950**	**14,098**	**$834,850,321**	**$375,164,548**	**$453,347,748**

*Cohorts 2013-2018 are not expected to affirm yet.

Appendix B Table 8: Biennium Budgets: Appropriations for Fiscal Years 2010 through 2013				
Fund	**FY10**	**FY11**	**FY12**	**FY13**
Higher Education Award	$148,575,712	$152,886,733	$153,761,566	$156,520,749
Freedom of Choice	$50,660,522	$52,130,838	$52,429,136	$53,369,953
HEA/FOC combined	$199,236,234	$205,017,571	$206,190,702	$209,890,702
21st Century Scholarship	$28,289,852	$29,109,298	$29,109,298	$29,109,298
HEA/FOC/21st combined	$227,526,086	$234,126,869	$235,300,000	$239,000,000
Percent Increase		2.90%	0.50%	1.57%

Appendix B Table 9: Summary of CVO Program Benefits and Restrictions

	SSACI Type Code	Covered Student (Statute)	Indiana Code for Fee Remission	Education Level Allowed	Max Allowed	Other Eligibility Restrictions	Other Benefit Restrictions
54113 Side 1	1	Pupil in Soldiers' and Sailors' Children's Home [SSCH also known as Morton Memorial High School]	21-14-4-1-1	Undergrad Grad	124 CH	Requires the student be admitted to the SSCH *because* the person was related to a member of the armed forces of the United States; institution closed Spring 2009 Documentation is in letter form	Eligible to pay resident tuition rate
20234	2, 4	Child of Purple Heart recipient or wounded veteran; Child of deceased or disabled veteran	21-14-4-1-2	Undergrad Grad	124 CH	Applies to only certain war time periods Includes all service connected disability ratings from 0 percent to 100 percent	Graduate study limited to undergrad tuition levels Eligible to pay resident tuition rate
20234	3	Child of POW/MIA from Vietnam War	10-17-7-3	Undergrad	No limit	Applies only to Vietnam War	Limited to baccalaureate degree or certificate of completion
52020	5	Child of publicly employed police officer or firefighter resident in Indiana when killed in the line of duty	21-14-6-2	Undergrad Grad	8 sem	Child 23 years of age or younger at time of officer's death Safety officer must have been a resident of Indiana when killed in line of duty	Full-time enrollment Degree-seeking Graduate study limited to undergrad tuition levels
52020	6	Spouse of publicly employed police officer or firefighter resident in Indiana when killed in the line of duty	21-14-6-3	Undergrad	No limit	Safety officer must have been a resident of Indiana when killed in line of duty	Undergraduate degree-seeking
52020	7	Child of state trooper permanently disabled in the line of duty	10-12-2-11	Undergrad Grad	No limit	Trooper permanently and totally disabled and unable to work	Child less than 23 years old Full-time enrollment Degree-seeking
52020	8	Spouse of state trooper permanently disabled in the line of duty	10-12-2-11	Undergrad	No limit	Trooper permanently and totally disabled and unable to work	Undergraduate degree-seeking
52020	9	Child of a publicly employed paramedic, emergency medical technician, or advanced emergency medical technician resident in Indiana when killed in line of duty	21-14-6-2	Undergrad Grad	8 sem	Child 23 years of age or younger at time of officer's death EMT must have been resident of Indiana at time of death in line of duty	Full-time enrollment Degree-seeking Graduate study limited to undergrad tuition levels
52020	A	Spouse of a publicly employed paramedic, emergency medical technician, or advanced emergency medical technician resident in Indiana when killed in the line of duty	21-14-6-3	Undergrad	No limit	EMT must have been a resident of Indiana when killed in line of duty	Undergraduate degree-seeking
52363	D	Child of Indiana National Guard member killed while on state active duty [active military duty covered under Type Codes 2 or 4]	21-14-7-1	Undergrad Grad	124 CH	Covers state active duty only-does not cover certain federal active duty such as required training	Must be eligible to pay resident tuition rate Graduate study limited to undergrad tuition levels
52363	E	Spouse of Indiana National Guard member killed while on state active duty [active military duty covered under Type Codes 2 or 4]	21-14-7-1	Undergrad Grad	124 CH	Covers state active duty only-does not cover certain federal active duty such as required training	Must be eligible to pay resident tuition rate Graduate study limited to undergrad tuition levels
53705	**G**	Purple Heart Recipient	21-14-10	Undergrad Grad	124 CH	Must enter service for which the Purple Heart was received from a permanent home address in Indiana – "home of record;" honorably discharged	Graduate study limited to undergrad tuition levels Eligible to pay resident tuition rate

State of Indiana Financial Aid: What You Need to Know About Financial Aid

Indiana Commission for Higher Education
Division of Student Financial Aid

What is Financial Aid?

Financial aid consists of funds provided to students and families to help pay for postsecondary educational expenses.

What is Cost of Attendance (COA)?

- Direct costs
- Indirect costs
- Varies widely from college to college

What is the Expected Family Contribution (EFC)?

- Amount family can reasonably be expected to contribute
- Stays the same regardless of college
- Parent and student contribution
- Calculated according to federal formula (established by Congress) using FAFSA data

What is Financial Need?

Cost of Attendance

– Expected Family Contribution

Financial Need

Federal Financial Aid Programs

- Largest source of financial aid
- Awarded primarily on basis of financial need
- Must apply each year using the Free Application for Federal Student Aid (FAFSA)
- Includes grants, work-study, and loans

Federal Pell Grant

- Per student annual maximum award
  - 2013-2014 - $5,645
  - 2014-2015 - $5,730
- Can be used for:
  - Tuition and fees
  - Books, supplies, transportation, personal expenses
  - Living expenses (room and board)
  - Dependent care (for a student with dependents)

Undergraduate Student Loans

- Direct Loans
  - Between $5,500 - $12,500
  - Stafford Subsidized
  - Stafford Unsubsidized
- Perkins
  - Up to $5,500 per year
- PLUS
  - Remainder of student costs not covered by other financial aid

State Financial Aid

- **$278 M**: Financial Aid Budget Fiscal Year 2013 (Increase of 4.5% since 2009)
  - Sixth highest nationally
  - First in Midwest
- **85,475:** Financial Aid recipients AY 2012-2013
  - **87,187** in 2011-2012
  - **82,170** in AY 2010-2011

How Awards are Packaged

Example: Community College

- $126.15 x 15 (Fall) = $1,892.25
- $131.15 x 15 (Spring) = $1,967.25
- $120 per year (Technology fee)

Tuition and fees = $3,979.50 for 2014-2015

Per credit hour school

Example: Community College

- Student with $0 EFC; Academic Honors
- State financial aid – See Grid
  - $3,100 State Base Financial Aid
  - $800 State Incentive for Academic Honors

$3,900 Total State Financial Aid

Example: Community College

- $5,730 - 2014-2015 Pell for $0 EFC Student
- $3,900 – State Financial Aid

$9,630 – Total Grants (federal and state)

-3,979.50 – Community College 2014-2015 Tuition

$5,650.50 – Refunded to student for "other" costs

Books
Childcare
Transportation
Living expenses

Example: 4-year public

	Indiana Resident (Per Semester)
Estimated Fees and Tuition *	$5,001 *
Housing and Food Allowance	$5,015
Transportation Allowance	$105
Personal and Miscellaneous Allowance	$775
Books/Supplies Allowance	$605
TOTAL per semester	$11,501
ACADEMIC YEAR TOTAL	$23,002

* Some undergraduate programs have additional fees per semester

Example: 4-year public

Tuition and fees = $10,002 for 2014-2015

- Fall and Spring terms
- Flat-fee tuition (same for 12 credits - 18 credits)
- Includes mandatory fees (fees charged to all students)

Student with $0 EFC; Academic Honors

Example: 4-year public

- $23,002 - Cost of Attendance
- - $0 EFC
- - $4,500 State financial aid – See Grid
  - $3,700 State Base Financial Aid
  - $800 State Incentive for Academic Honors

$18,502 – Financial Need

Example: 4-year public

- $18,502 – Financial Need after State Aid
- - $5,730 - 2014-2015 Pell for $0 EFC Student

$12,772 still needed

At this point, student will need additional scholarships, institutional aid, or student loans.

Focus on Four Years

- In 2013, 75% of state financial aid recipients expected to graduate in four years, but…….
  - Only 53% were taking the necessary credits to do so.
- **Only 30%** of Frank O'Bannon recipients graduate with a bachelor's degree within four years
  - Only 20.4% same degree, same campus
- **Only 26%** of 21st Century Scholars graduate with a bachelor's degree within four years
  - Only 14.5% same degree, same campus

Credit Completion Requirements

- Students receiving O'Bannon, 21st Century Scholars or Part-Time grants must meet minimum credit completion requirements.
  - O'Bannon: 24/48/72
  - 21st: 30/60/90
  - Part-Time: 18/36/54/72/90

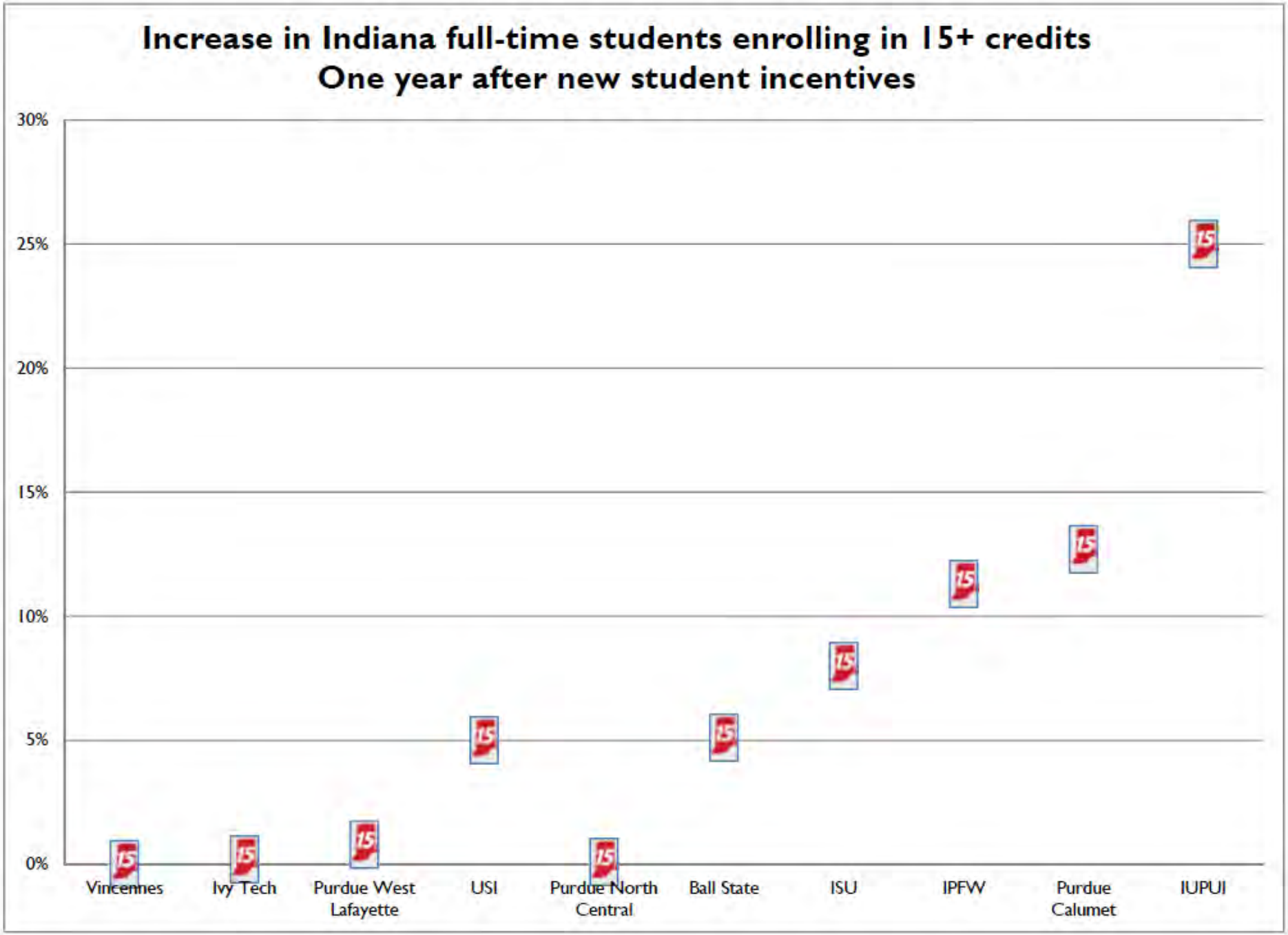
Purpose of the new requirements

- Increase college completion rates for students receiving state financial aid
- Reduce the total cost of college for students
  - Graduating in four years means students pay less for a degree, incur less debt, and get into the workforce sooner.
- Increase the State's return on investment
- Make state award creation more transparent

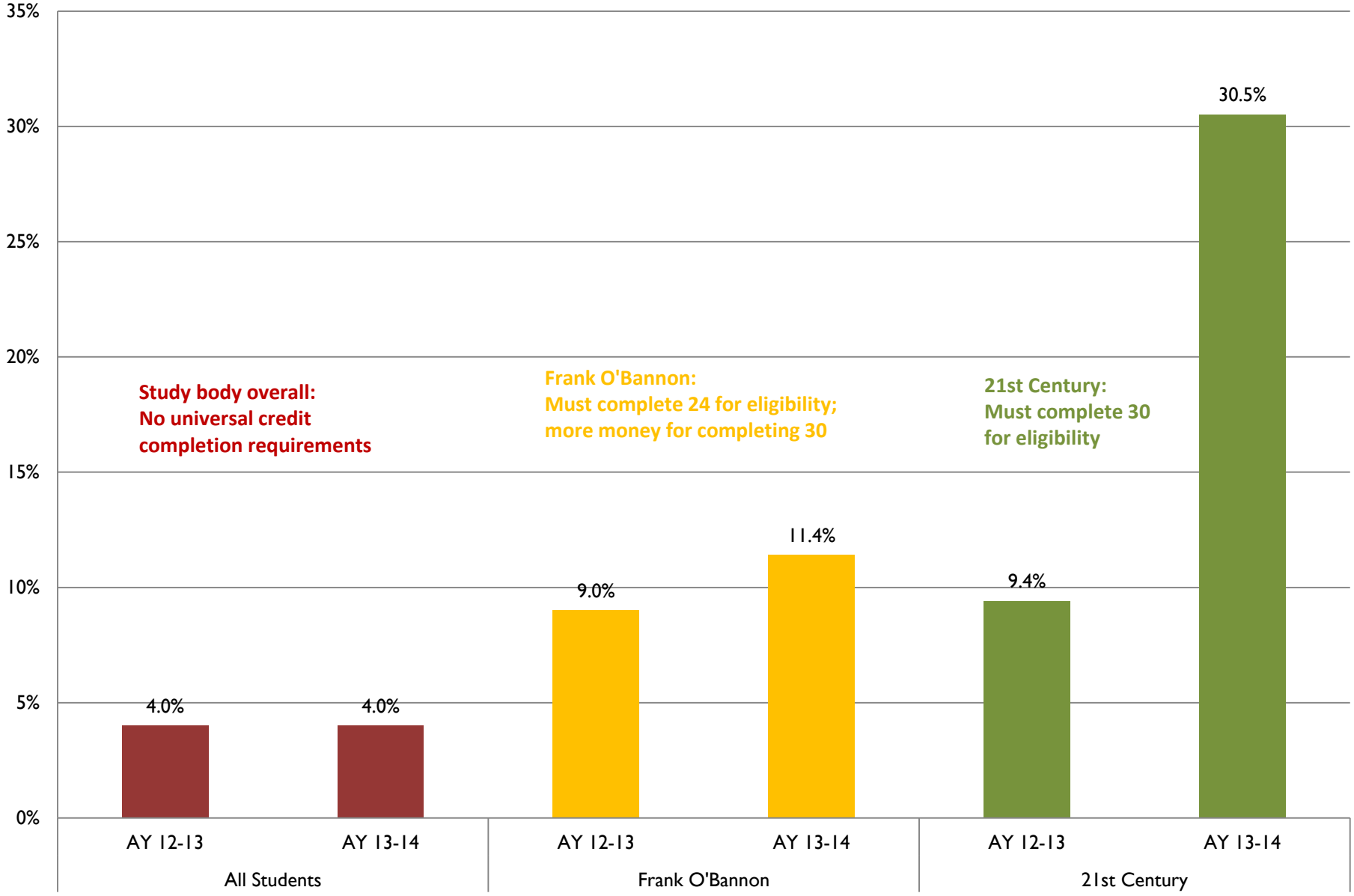
Early Results

- Increased percentage of students enrolling in 15 credits vs. 12 credits, regardless of school type (2-year/4-year)
  - Bigger difference at per-credit-hour schools than flat-fee schools
    - Many students at flat-fee schools already 15+ because additional classes “free”

	Percent of Full-Time Students Enrolling in 15+ Credits	
Campus	**AY 12-13**	**AY 13-14**
Ball State	83.4%	88.5%
IPFW	28.7%	40.0%
ISU	69.4%	77.4%
IU Bloomington	65.1%	63.7%
IU East	44.0%	48.0%
IU Kokomo	21.0%	47.0%
IU Northwest	11.0%	19.0%
IU South Bend	18.0%	38.0%
IU Southeast	25.0%	31.0%
IUPUI	27.0%	49.0%
Ivy Tech	4.0%	4.0%
Purdue Calumet	28.9%	41.6%
Purdue North Central	37.2%	37.3%
Purdue West Lafayette	76.6%	77.4%
USI	64.0%	69.0%
Vincennes	42.0%	42.0%


Increase in Indiana full-time students enrolling in 15+ credits
One year after new student incentives
30%
25%
20%
15%
10%
5%
0%
Vincennes
Ivy Tech
Purdue West Lafayette
USI
Purdue North Central
Ball State
ISU
IPFW
Purdue Calumet
IUPUI

Percent of Ivy Tech Community College students enrolling in 15+ credits by financial aid status, before and after student incentives



Student Surveys 2014

- Over 5,000 responses (both in January and June)
- Jan: 42 percent aware of credit completion
- June: increased to 76% awareness
- Jan: 38 percent planned to complete credits in summer
- June: 17 percent saying they are using summer classes

What does this mean?

- Incentives work – especially when tied to financial aid
- Students respond to signals and expectations

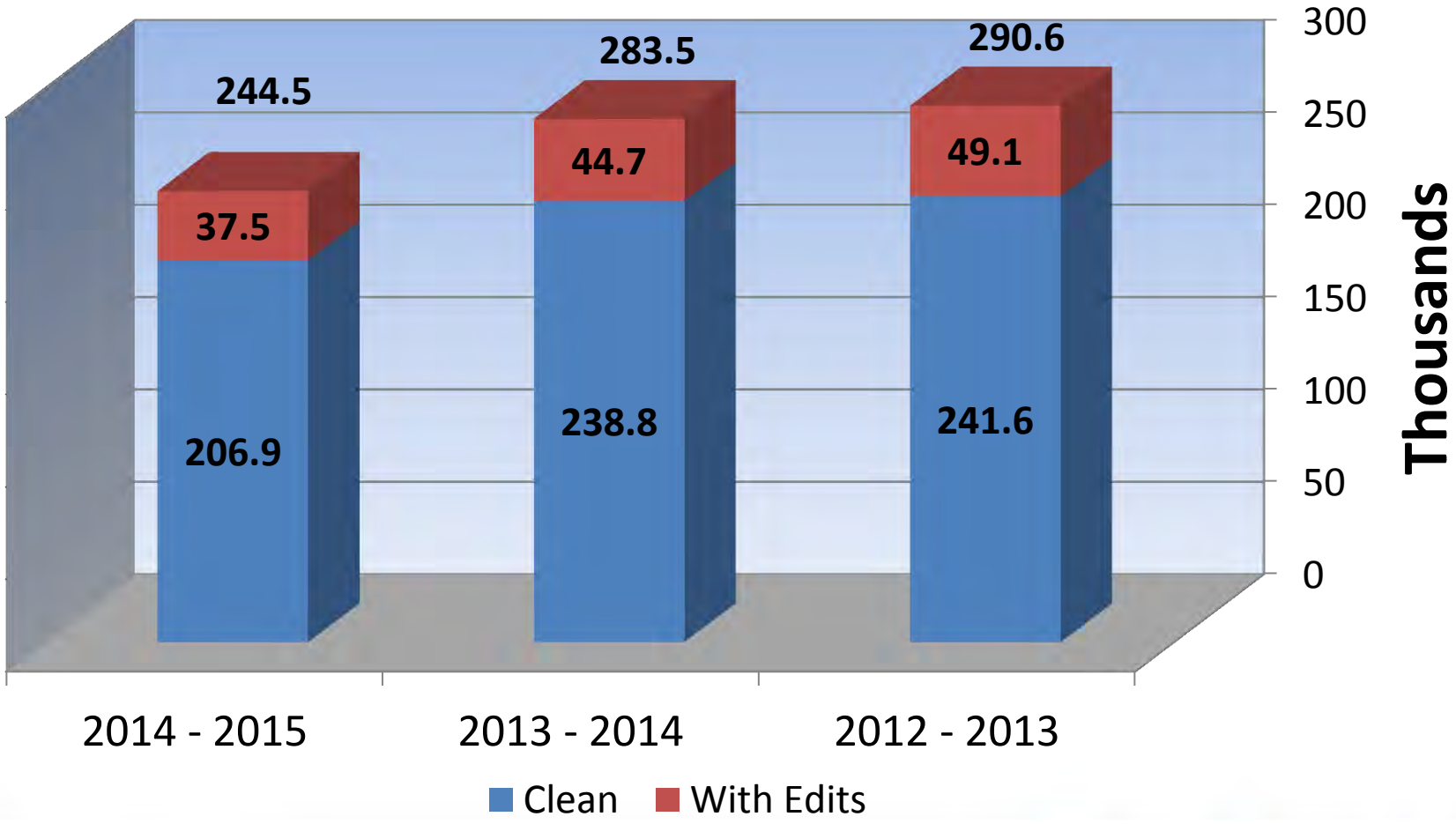
FAFSAs around the States

- Why March 10 for Indiana
  - Initially set to coincide with priority admissions deadlines at four-year institutions.
- What other states do:
  - Earlier than Indiana
    - IL, NC, VT, WA – "As soon as possible after January 1, 2014. Awards made until funds are depleted"
    - CT – Feb. 15 (for priority consideration)
    - CA – March 2 (for priority consideration)
    - MD, MI, MT, OK, OR (OSAC Private Scholarships), TN (state grant), WV (Promise) – March 1
    - OR (Opportunity Grant) – Feb 1
    - PA – May 1 and August 1

2014-2015 FAFSAs

- Total applications: 244,455
- Clean applications: 206,942
- Percent of total applications clean: 84.65

Historical Comparison



Historical Comparison

- Total applications numbers still higher than pre-recession levels
  - 2008-2009 Academic Year
    - Total applications: 197,759 (19% fewer than 2014)
    - Clean applications: 169,276 (18.2% fewer than 2014)
    - Percent of total applications clean: 85.6
  - 2007-2008 Academic Year
    - Total applications: 180,998 (26% fewer than 2014)
    - Clean applications: 151,762 (26.7 % fewer than 2014)
    - Percent of total applications clean: 83.8

LEARNMORE™
INDIANA

Learn More Indiana helps Hoosiers PLAN, PREPARE and PAY for college completion and career success.

1.800.992.2076

LearnMoreIndiana.org

Led by the **Indiana Commission for Higher Education**, Learn More Indiana is a partnership of state and local organizations working to help Hoosiers of all ages succeed in school, complete college and connect to careers.

In print, in person, online and on the phone, **Learn More Indiana** helps Hoosiers **plan**, **prepare** and **pay** for college completion and career success.

IN PRINT

Read our print resources, including College Success Campaign materials and Student Success Guides for all ages (kindergartners to adults). Learn more at **LearnMoreIndiana.org/Print**.

IN PERSON

Get in-person support through our College Success Coalitions, College Success Mentors initiative and Speakers Bureau for local outreach events. Learn more at **LearnMoreIndiana.org/Person**.

ONLINE

Check out our free online resources, including the Indiana Career Explorer, the Indiana College Costs Estimator and the Learn More Indiana Student Survey. Learn more at **LearnMoreIndiana.org**.

ON THE PHONE

Call our free helpline for answers to your college and career questions. Learn more at **1.800.992.2076**.

Indiana's College SUCCESS CAMPAIGNS

Learn More Indiana's **College Success Campaigns** launch throughout the year to guide students and families every step of the way on their path to college completion and career success.

PLAN

Learn More Indiana's fall **College GO! Week** campaign helps students plan for college and career success at any age. Beginning with the last week in September, College GO! Week kicks off a full semester of activities to help students connect their education and career interests, map out a graduation plan, navigate the college admissions process and get involved on campus.

PREPARE

Learn More Indiana's summer **KnowHow2GO** campaign helps Hoosiers prepare for the future with practical (and fun) experiences that encourage students to explore careers, gain workplace experience and stay engaged in learning all summer long. KnowHow2GO has something for all Hoosiers, whether you're a child starting school or an adult returning to school.

PAY

Learn More Indiana's winter **Cash for College** campaign kicks off each January and continues through the state's March 10th financial aid filing deadline. Cash for College helps students pay for college with tips on how to start a college savings plan, calculate college costs, find financial aid, minimize their college debt and more.

GET INVOLVED

Help send the right messages to Hoosier students and families by supporting Learn More Indiana's College Success Campaigns in your community. Learn more at **LearnMoreIndiana.org/Campaigns**.

Indiana's College SUCCESS COALITIONS

Learn More Indiana's **College Success Coalitions** are a growing statewide network of local organizations working to increase the number of Hoosiers with education and training beyond high school.

GOALS

Based on a careful analysis of student data spotlighting their community's unique challenges and opportunities, coalition member organizations design and implement targeted activities designed to increase:

1) **College Readiness:** Percentage of high school graduates who make sound choices in areas that improve their academic, financial and social preparation for college.
2) **College Access:** Percentage of high school graduates who enroll in a postsecondary institution within a year of high school graduation.
3) **College Completion:** Percentage of high school graduates who earn a postsecondary credential within four years of high school graduation.
4) **Education Attainment:** Percentage of adult residents who hold a postsecondary credential.

PARTNERS

In partnership with the American Student Achievement Institute, Learn More Indiana is supporting the development of county College Success Coalitions in all **92 Indiana counties**.

Leadership at the county level is provided by a steering team that includes representatives from K-12 and higher education; business and government; and community, faith-based and youth-serving organizations.

GET INVOLVED

Help increase college completion and student success by joining or starting a coalition in your area. Learn more at **LearnMoreIndiana.org/Coalitions**.

Indiana's College SUCCESS MENTORS

Learn More Indiana's **College Success Mentors** guide and support 21st Century Scholars (low-income and first-generation college students) through high school graduation and college completion.

GOALS

College Success Mentors provide participating **21st Century Scholars** with guidance and support designed to increase:

1) **College Readiness:** Students complete a **Scholar Success Program** that helps them **plan**, **prepare** and **pay** for college and career success.
2) **College Access:** Students enroll in a postsecondary institution within a year of high school graduation.
3) **College Completion:** Students earn a postsecondary credential within four years of high school graduation.

PARTNERS

In partnership with the Indiana Youth Institute, youth-serving organizations and local high schools, Learn More Indiana connects participating 21st Century Scholars with a mentor beginning in the student's freshman year of high school.

Learn More Indiana works closely with Indiana colleges, community organizations and other local partners to connect Scholars with resources and support through each student's chosen path of higher education.

GET INVOLVED

Adults interested in becoming a mentor can get connected with a participating mentoring organization at **LearnMoreIndiana.org/Mentors**.

Students and families who want to learn more about the 21st Century Scholars program and related resources for Scholars can visit **LearnMoreIndiana.org/Scholars** or call **1.800.992.2076**.

21st Century SCHOLARS INDIANA

The **21st Century Scholars** program is Indiana's premier college readiness and early-promise scholarship for income-eligible Hoosier students. Students who fulfill the Scholar Pledge receive up to four years of college tuition and support services that help them graduate high school and complete college.

TAKE THE PLEDGE

When students enroll as Scholars in 7th or 8th grade, they pledge to:

- ☑ Graduate from high school with at least a Core 40 diploma.
- ☑ Achieve at least a 2.5 cumulative high school Grade Point Average (GPA).
- ☑ Complete the **Scholar Success Program** that helps them **plan**, **prepare** and **pay** for college success.
- ☑ Not use illegal drugs or alcohol, or commit a crime or delinquent act.
- ☑ Apply for college admission and financial aid on time as a high school senior.

Students must meet family income guidelines and apply by **June 30** of their 8th-grade year. Learn more at **LearnMoreIndiana.org/Scholars**.

SUCCEED IN SCHOOL

Scholars understand that they have to work hard to succeed in school. By participating in the **Scholar Success Program**, Scholars learn how to **plan** their path to high school graduation, **prepare** with the skills needed to be college- and career-ready, and **pay** for college by earning scholarships and meeting financial aid requirements.

COMPLETE COLLEGE

Scholars continue to receive support in college as they make a **plan** to graduate on time, **prepare** for their careers and **pay** for college with minimal debt. Scholar upperclassmen and alumni can also give back to the program and help other Scholars be successful by becoming **Scholar Ambassadors** or joining the **Scholar Alumni Network**.

21st Century SCHOLARS INDIANA

Indiana's **Scholar Success Program** helps students **plan** their path to college, **prepare** with the skills needed to be college- and career-ready, and **pay** for college by earning scholarships and meeting financial aid requirements.

Expected of all **21st Century Scholars** as part of the Scholar Pledge, the Scholar Success Program requirements take effect beginning with Scholars who start high school in 2013. Learn more at **LearnMoreIndiana.org/Scholars**.

SCHOLAR SUCCESS PROGRAM REQUIREMENTS

PERFORM academically

Core 40 Diploma and 2.5 Grade Point Average (GPA)

Scholars must graduate from high school with at least a Core 40 diploma and a cumulative GPA of at least 2.5 on a 4.0 scale. Scholars are encouraged to pursue a Core 40 diploma with Academic Honors or Technical Honors in order to increase their academic preparation and to provide them with an even wider range of college and career options after high school graduation.

GRADE LEVEL	PLAN for College	PREPARE for college	PAY for college
9	Graduation Plan	Extra-Curricular or Service Activity	Paying for College 101
10	Career Interest Assessment	Workplace Experience	College Costs Estimator
11	College Visit	College Entrance Exam	Scholarship Search
12	College Application	College Success 101	FAFSA Filing

Graduation Plan should be updated annually to keep student on track for high school graduation and college admission.
Career Interest Assessment can be completed online via the Indiana Career Explorer at LearnMoreIndiana.org/Careers.
Workplace Experience includes job-shadowing, internship, part-time employment or related career-focused experience.
College Entrance Exam includes the ACT and/or SAT.
College Costs Estimator can be completed online via the Indiana College Costs Estimator at LearnMoreIndiana.org/Costs.
Scholarship Search can include any additional scholarship opportunity beyond the 21st Century Scholarship for which student is eligible.
FAFSA (Free Application for Federal Student Aid) must be submitted by March 10th of the student's senior year of high school.
College Success 101 and **Paying for College 101** learning modules can be completed online at LearnMoreIndiana.org/Scholars (beginning fall 2013).

Learn more at **LearnMoreIndiana.org**.

LearnMoreIndiana.org

LearnMoreIndiana.org/MobileApp

Twitter.com/LearnMoreIN

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LEARNMORE™ INDIANA

1.800.992.2076

LearnMoreIndiana.org

21st Century Scholars Outreach Regions

SCHOLARS REGIONS

1) Northwest Region (16,131)

2) West Region (8,255)

3) North Central Region (8,096)

4) Central Region (18,611)

5) Northeast Region (16,940)

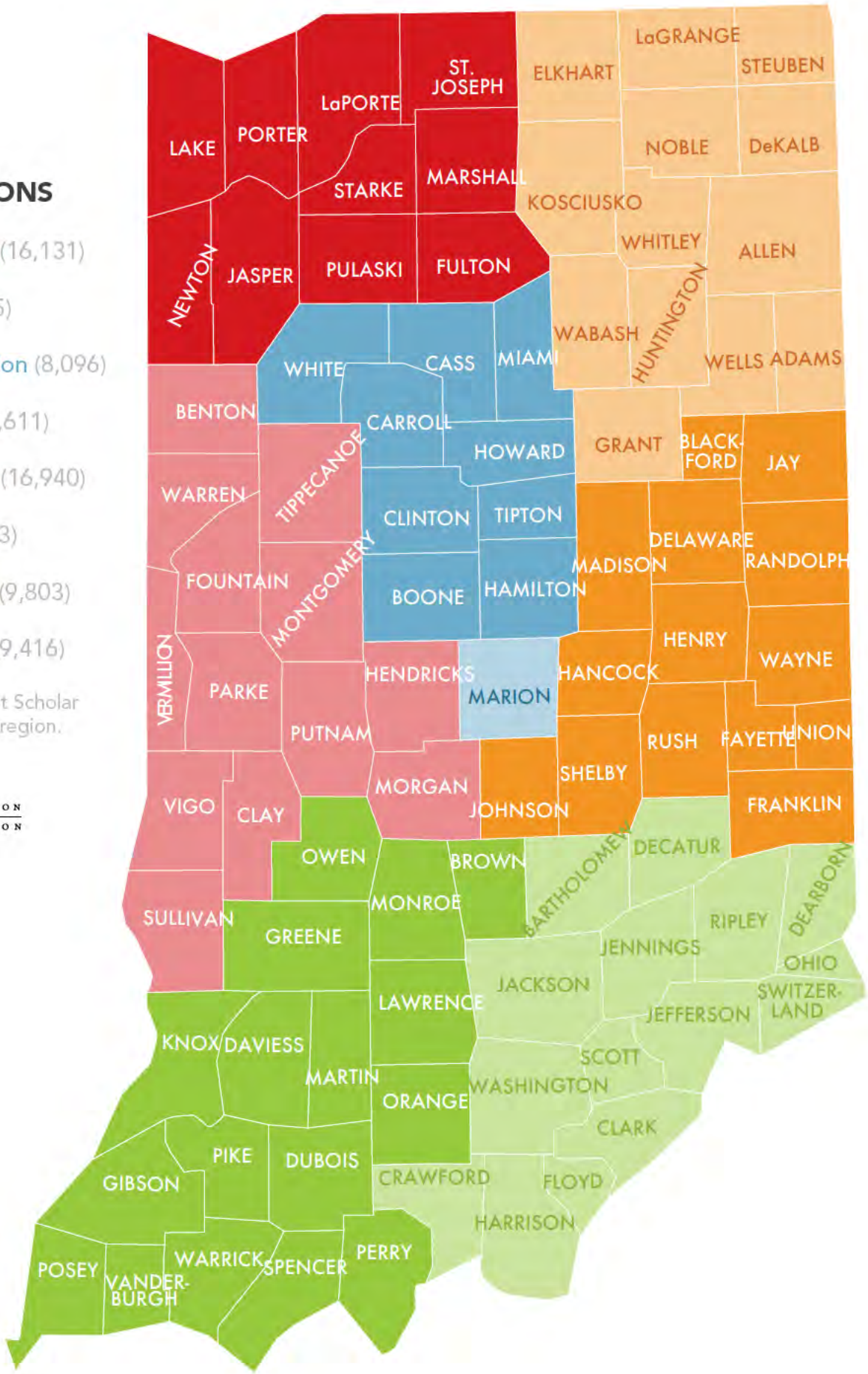
6) East Region (10,673)

7) Southwest Region (9,803)

8) Southeast Region (9,416)

* indicates current student Scholar enrollment in designated region.

Indiana Commission for Higher Education



2012 SCHOLAR SCORECARD

STATE-LEVEL

	21st Century Scholars	All Low-Income Students	All Indiana Students
College Access Indiana students entering college directly after high school	75%	50%	64%
College Readiness Indiana students not needing remediation	63%	53%	69%
College Retention Indiana students persisting from the first to the second year	73%	63%	75%
College Performance Indiana students with a cumulative GPA of 2.5	65%	67%	75%
College Completion (On-time) Indiana students who earn an associate within two years or a bachelor's degree within four years (100% time)	12%	9%	22%
College Completion (Extended-time) Indiana students who earn an associate within three years or a bachelor's degree within six years (150% time)	30%	22%	40%

College Access: Defined as 2011 Indiana high school graduates who: 1) were eligible and affirmed as 21st Century Scholars in 12th grade and 2) enrolled in postsecondary education in FY2012.

College Readiness: Defined as 2011 Indiana high school graduates who: 1) were eligible and affirmed as 21st Century Scholars in 12th grade; 2) enrolled in an Indiana public college in FY2012; and 3) were not enrolled in remedial English/Language Arts or Math courses in FY2012.

College Retention: Defined as 2010 Indiana high school graduates who 1) were eligible and affirmed as 21st Century Scholars in 12th grade; 2) enrolled in an Indiana public college in FY2011; and 3) were still enrolled in an Indiana public college in FY2012.

College Performance: Defined as students enrolled in FY2012 who 1) received the 21st Century Scholars grant in that year and 2) had a spring semester cumulative GPA of 2.5 or higher. Excludes students not enrolled in spring 2012 or with no GPA data reported for spring 2012.

College Completion (On-time): Defined as students enrolled full time in fall 2009 (for associate's) or fall 2006 (for bachelor's) who 1) received the 21st Century Scholars grant in that year and 2) completed the associate's or bachelor's degree by August 2010.

College Completion (Extended-time): Defined as students enrolled full time in fall 2009 (for associate's) or fall 2006 (for bachelor's) who 1) received the 21st Century Scholars grant in that year and 2) completed the associate's or bachelor's degree by August 2012.

INDIANA COMMISSION for HIGHER EDUCATION

2012 SCHOLAR SCORECARD

COLLEGE-LEVEL

	College Readiness	College Retention	College Performance	College Completion (On-Time)	College Completion (150% Time)
Ball State University	98%	87%	71%	22%	50%
Indiana State University	78%	78%	56%	17%	41%
Indiana University-Bloomington	91%	92%	79%	31%	60%
Indiana University-East	99%	77%	66%	5%	25%
Indiana University-Kokomo	75%	58%	64%	12%	24%
Indiana University-Northwest	35%	70%	56%	0%	17%
Indiana University-Purdue University-Fort Wayne	73%	74%	56%	3%	23%
Indiana University-Purdue University-Indianapolis	58%	77%	65%	7%	27%
Indiana University-South Bend	93%	73%	64%	4%	17%
Indiana University-Southeast	97%	65%	64%	7%	23%
Ivy Tech Community College (all campuses)	25%	53%	53%	1%	6%
Purdue University-Calumet Campus	94%	83%	69%	4%	35%
Purdue University-North Central Campus	91%	70%	68%	8%	21%
Purdue University-West Lafayette	100%	95%	76%	26%	55%
University of Southern Indiana	64%	81%	67%	12%	36%
Vincennes University	23%	64%	56%	5%	14%

86% of Scholars attend Indiana public colleges
10% of Scholars attend Indiana private colleges
3% of Scholars attend out-of-state colleges

College Access: Defined as 2011 Indiana high school graduates who: 1) were eligible and affirmed as 21st Century Scholars in 12th grade and 2) enrolled in postsecondary education in FY2012.
College Readiness: Defined as 2011 Indiana high school graduates who: 1) were eligible and affirmed as 21st Century Scholars in 12th grade; 2) enrolled in an Indiana public college in FY2012; and 3) were not enrolled in remedial English/Language Arts or Math courses in FY2012.
College Retention: Defined as 2010 Indiana high school graduates who 1) were eligible and affirmed as 21st Century Scholars in 12th grade; 2) enrolled in an Indiana public college in FY2011; and 3) were still enrolled in an Indiana public college in FY2012
College Performance: Defined as students enrolled in FY2012 who 1) received the 21st Century Scholars grant in that year and 2) had a spring semester cumulative GPA of 2.5 or higher. Excludes students not enrolled in spring 2012 or with no GPA data reported for spring 2012.
College Completion (On-time): Defined as students enrolled full time in fall 2009 (for associate's) or fall 2006 (for bachelor's) who 1) received the 21st Century Scholars grant in that year and 2) completed the associate's or bachelor's degree by August 2010.
College Completion (Extended-time): Defined as students enrolled full time in fall 2009 (for associate's) or fall 2006 (for bachelor's) who 1) received the 21st Century Scholars grant in that year and 2) completed the associate's or bachelor's degree by August 2012.

INDIANA COMMISSION for HIGHER EDUCATION
LEARNMORE INDIANA

Introduction: Indiana's College Readiness Challenge

Indiana's College Readiness Reports are produced annually to help local schools and communities understand how their students are performing in college while informing policies that increase college readiness and success.

Access to education beyond high school has never been greater in Indiana. Between the state's public and private colleges and universities, students have an impressive array of choices when it comes to what, where and how to study. That an environment like this exists is a testament to the value Hoosiers place on educational opportunity.

While most students today aspire to earn a college degree, many are not adequately prepared for success when they arrive on campus. Data confirm that about one-third of Indiana's recent high school graduates who enroll in the state's public colleges need to complete remedial education in English or mathematics before they can take college-level courses that count toward their degrees.

The Commission for Higher Education is committed to providing a clearer and more comprehensive picture of college readiness.

College remediation in Indiana is estimated to cost students and taxpayers nearly $78 million per year in tuition funding, financial aid and direct state subsidies. Remediation also extends the time it takes for students to graduate, increases the cost of their degrees and reduces the likelihood that they graduate at all. Delayed graduation is even more problematic for students relying on state financial aid, which pays for the remedial coursework but runs out after four years even if the remediation delays graduation.

The College Readiness Reports also show that high school diploma type matters. Indiana's general diploma and waiver graduates are far more likely to need remediation than Core 40 diploma earners, and Core 40 graduates are more likely to need remediation than those who finish with an Academic Honors diploma. Moreover, rigorous preparation in the form of Advanced Placement courses and related early-college coursework significantly reduces the likelihood that students will need remediation while providing them a jumpstart toward completing their college degree.

Just over a third of Indiana adults today have a college degree or workforce credential, a reality that limits individual opportunity and restrains the state's economic development. Indiana has embraced a goal of increasing the proportion of Hoosiers with quality education and training beyond high school to 60 percent of the state's population by 2025. To reach this ambitious goal, Indiana must better prepare students in the K-12 arena while offering better pathways to success for recent high school graduates and returning adults who enter higher education underprepared.

Overcoming Indiana's college-readiness challenge is a shared responsibility. No education sector is solely responsible and none can solve the problem alone. Indiana's College Readiness Reports are provided with that challenge—and that opportunity—in mind.

Indiana College Readiness Report

Key Takeaways for the Class of 2012

Who went to college?

66% of high school graduates (64% in 2011)

Where did they go college?

76% go to an Indiana public college

12% go to an Indiana private college

12% go to an out-of-state college

Were they college-ready?

93% of Academic Honors diploma graduates were college ready

62% of Core 40 graduates were college ready (59% in 2011)

22% of General Diploma graduates were college-ready (17% in 2011)

The 28% of the Class of 2012 who were not college-ready had to take remedial courses, which do not count toward their degree. The total annual cost of remediation for Hoosier students and taxpayers is estimated at

$78 million

What degrees are they pursuing?

64% pursue a bachelor's degree

32% pursue an associate degree

Others pursue shorter-term certificates.

How are they performing in college?

In their first year, students earned an average of 21 credits with a 2.6 GPA.

What are they studying?

18% Science, Technology, Engineering, Math

17% Health

15% Arts and Humanities

15% Undecided

14% Business and Communication

8% Social/Behavioral Science & Human Services

6% Education

6% Trades

Are they attending full-time?

80% of college-going graduates from the Class of 2012 are attending full time, but this number keeps dropping.

Five years ago, 90% of Indiana students attended full time.

Why does it matter?

Full-time college students are far more likely to graduate than part-time students.

Indiana College Readiness Report

Data At-a-Glance: Class of 2012

	Percent who went to college	One-year change	Percent who entered college-ready	One-year change	Average Freshman Year GPA	One-year change	Average Freshman Year Credit Hours Earned	One-year change
All Students	**66%**	↑2%	**72%**	↑3%	**2.6**	↔	**21**	↔
By High School Diploma Type								
Honors	92%	↑1%	93%	↔	3.1	↔	27	↔
Core 40	63%	↔	62%	↑3%	2.3	↔	18	↔
General	26%	↔	22%	↑5%	2.0	↔	10	↔
Graduated with Waiver	28%	↑1%	18%	↑3%	2.2	↓0.1	11	↔
By Socioeconomic Status								
Non Free or Reduced Lunch	71%	↑2%	77%	↑3%	2.7	↔	23	↑1
Free or Reduced Lunch	53%	↑3%	58%	↑5%	2.3	↑0.1	17	↔
21st Century Scholar	78%	↑3%	65%	↑2%	2.3	↔	20	↔
By Race/Ethnicity								
White	67%	↑2%	75%	↑3%	2.7	↑0.1	22	↔
Black	65%	↑3%	50%	↑5%	2.1	↑0.1	16	↔
Hispanic	52%	↑2%	64%	↑4%	2.5	↑0.1	19	↔
Asian	74%	↓1%	83%	↑2%	2.9	↔	25	↔
Other	64%	↑2%	66%	↔	2.4	↑0.1	18	↔

Percent who go to college is based on the enrollment numbers shown on page 1 of the report.

Percent who are college-ready is the *inverse* of the percent needing remediation as shown on page 2 of the report.
»For example, 7% of honors diploma recipients need remediation, so 93% (100% - 7%) are college-ready.

Average GPA and Credit Completion are shown on page 4 of the report.

Credit Completion is a blend of those enrolled full-time (80% of students) and those enrolled part-time (20% of students).

Indiana College Readiness Report

2012 High School Graduates
State of Indiana

High School Graduates Enrolling in College

Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
High School Diploma Type			
Honors	22,169	20,464	92%
Core 40	34,544	21,606	63%
General	11,809	3,078	26%
High School Graduation Waiver Status			
Graduated with Waiver	5,886	1,651	28%
Graduated without Waiver	62,636	43,497	69%
Advanced Placement Status			
Took and Passed an AP Test	10,900	9,936	91%
Took but Did Not Pass an AP Test	12,063	10,553	87%
Did Not Take an AP Test	45,559	24,659	54%
21st Century Scholar Status			
21st Century Scholar	7,943	6,205	78%
Non 21st Century Scholar	60,579	38,943	64%
Socioeconomic Status			
Free or Reduced Lunch	21,047	11,211	53%
Non Free or Reduced Lunch	47,475	33,937	71%
Race/Ethnicity			
White	54,380	36,430	67%
Black	6,566	4,241	65%
Hispanic	4,113	2,134	52%
Asian	1,238	911	74%
Other	2,225	1,432	64%
All Students	**68,522**	**45,148**	**66%**

High School Graduate Enrollment by College Type

College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	33,712	49.2%
Indiana Private College (non-profit)	5,508	8.0%
Indiana Private College (for-profit)	168	0.2%
Out-of-State Public College	2,863	4.2%
Out-of-State Private College (non-profit)	2,642	3.9%
Out-of-State Private College (for-profit)	183	0.3%
Non-degree Granting School	72	0.1%
Did Not Enroll in College	**23,374**	**34.1%**

Indiana College Readiness Report

2012 High School Graduates
State of Indiana

Indiana Public College Students Needing Remediation

Breakdown	# Enrolled in IN Public College	# Needing Remediation	% Needing Remediation	# Earning Remedial Credits	% Earning Remedial Credits
High School Diploma Type					
Honors	14,040	946	7%	863	91%
Core 40	17,119	6,552	38%	4,751	73%
General	2,553	1,987	78%	1,036	52%
High School Graduation Waiver Status					
Graduated with Waiver	1,356	1,111	82%	631	57%
Graduated without Waiver	32,356	8,374	26%	6,019	72%
Advanced Placement Status					
Took and Passed an AP Test	6,462	238	4%	209	88%
Took but Did Not Pass an AP Test	7,668	1,049	14%	861	82%
Did Not Take an AP Test	19,582	8,198	42%	5,580	68%
21st Century Scholar Status					
21st Century Scholar	5,281	1,848	35%	1,287	70%
Non 21st Century Scholar	28,431	7,637	27%	5,363	70%
Socioeconomic Status					
Free or Reduced Lunch	9,117	3,821	42%	2,389	63%
Non Free or Reduced Lunch	24,595	5,664	23%	4,261	75%
Race/Ethnicity					
White	26,934	6,739	25%	4,997	74%
Black	3,273	1,645	50%	889	54%
Hispanic	1,721	611	36%	437	72%
Asian	685	114	17%	90	79%
Other	1,099	376	34%	237	63%
All Students	**33,712**	**9,485**	**28%**	**6,650**	**70%**

Indiana Public College Remediation by Subject

Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	5,045	15%	3,831	76%
English/Language Arts Only	1,297	4%	912	70%
Both Math and English/Language Arts	3,143	9%	1,907	61%
No Remediation	**24,227**	**72%**	**--**	**--**

Indiana College Readiness Report

2012 High School Graduates
State of Indiana

Indiana Public College Enrollment by College

College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	3,030	9.0%
Indiana State University	2,026	6.0%
University of Southern Indiana	1,631	4.8%
Indiana University-Bloomington	4,551	13.5%
Indiana University-East	295	0.9%
Indiana University-Kokomo	381	1.1%
Indiana University-Northwest	592	1.8%
Indiana University-Purdue University-Indianapolis	2,839	8.4%
Indiana University-South Bend	806	2.4%
Indiana University-Southeast	637	1.9%
Indiana University-Purdue University-Fort Wayne	1,392	4.1%
Purdue University-Calumet Campus	694	2.1%
Purdue University-North Central Campus	536	1.6%
Purdue University-Statewide Technology	102	0.3%
Purdue University-West Lafayette	3,341	9.9%
Ivy Tech Community College	9,324	27.7%
Vincennes University	1,535	4.6%

Indiana Public College Enrollment by Degree Type

Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Bachelor's Degree (four-year)	21,594	64.1%
Associate Degree (two-year)	10,922	32.4%
Award of at least 1 but less than 2 academic years	238	0.7%
Award of less than 1 academic year	214	0.6%
Unclassified undergraduate	744	2.2%

Indiana Public College Enrollment by Status

Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	27,037	80%
Part-Time Students	6,675	20%

Indiana College Readiness Report

2012 High School Graduates
State of Indiana

Indiana Public College Enrollment by Program Type

Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	5,085	15%
Business and Communication	4,826	14%
Education	2,062	6%
Health	5,668	17%
Science, Technology, Engineering, and Math (STEM)	6,231	18%
Social and Behavioral Sciences and Human Services	2,726	8%
Trades	2,039	6%
Undecided	5,075	15%

Indiana Public College Student Performance

Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
High School Diploma Type			
Honors	14,040	3.1	27.30
Core 40	17,119	2.3	17.72
General	2,553	2.0	9.59
High School Graduation Waiver Status			
Graduated with Waiver	1,356	2.2	11.05
Graduated without Waiver	32,356	2.6	21.52
Advanced Placement Status			
Took and Passed an AP Test	6,462	3.2	28.14
Took but Did Not Pass an AP Test	7,668	2.7	24.44
Did Not Take an AP Test	19,582	2.3	17.46
21st Century Scholar Status			
21st Century Scholar	5,281	2.3	19.81
Non 21st Century Scholar	28,431	2.7	21.33
Socioeconomic Status			
Free or Reduced Lunch	9,117	2.3	16.84
Non Free or Reduced Lunch	24,595	2.7	22.67
Race/Ethnicity			
White	26,934	2.7	21.91
Black	3,273	2.1	15.76
Hispanic	1,721	2.5	18.53
Asian	685	2.9	25.31
Other	1,099	2.4	18.30
All Students	**33,712**	**2.6**	**21.10**

Indiana College Readiness Report

2012 High School Graduates
State of Indiana

Data sources: Commission for Higher Education, Indiana Department of Education, and National Student Clearinghouse.

NOTES

- Count of high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR report for 2012. Graduate counts are NOT cohort graduate counts. As such, graduate counts and associated disaggregations may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass.
- 21st century scholar status is based on students who were eligible for affirmation and affirmed. Students who were enrolled as scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st century scholars for this report.
- Enrollment information on page 1 represents all students enrolled in postsecondary education, regardless of institution type, as reported by the National Student Clearinghouse and Indiana public higher education institutions. A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student during the 2012-13 school year; b) s/he was enrolled for the equivalent of at least one semester during the 2012-13 school year.
- Information on pages 2-4 represents only students who enrolled in an Indiana public postsecondary institution.
- To be counted as earning remedial credits, a student needed to earn credits in the subject(s) in which s/he was identified as needing remediation. If a student was identified as needing remediation in both English and Math, the student would need to earn credits in both English and Math in order to be counted as earning remedial credits.
- Full time enrollment status is defined as enrolled in 12 or more credits in the semester of entry. Part-time enrollment status is defined as enrolled in fewer than 12 credits in the semester of entry.
- *** means data were suppressed for that cell because fewer than 10 students appeared in that cell. Also, because of complementary suppression rules, at least two cells had to be suppressed for each category and disaggregation. As a result, in some cases, cells with more than 10 students were suppressed.

REACHING HIGHER, ACHIEVING MORE

INDIANA COLLEGE COMPLETION 2014 REPORT

A clearer and more comprehensive picture of college completion in Indiana

INDIANA COMMISSION for HIGHER EDUCATION

COMPLETION PRODUCTIVITY QUALITY

Introduction: **Indiana's Completion Challenge**

Though education provides greater opportunity at all levels, it's clear that Hoosiers who complete education beyond high school are better equipped for success in the 21st Century economy. The reality is that nearly two-thirds of all new jobs in Indiana this decade will require a postsecondary credential, and those who lack higher education will have limited options for career advancement and upward mobility.

Yet, at a time when a college has never been more essential, many Hoosiers might be surprised to learn that just 3 in 10 students who enroll at an Indiana four-year campus graduate on time and only half finish within six years. The completion challenge is even more apparent at the state's two-year campuses where fewer than 1 in 10 students finish on time and only 12 percent graduate within three years.

Rallying Hoosiers around the common cause of college completion is the foundation of the Indiana Commission for Higher Education's strategic plan, Reaching Higher, Achieving More. More Hoosiers than ever before recognize that higher education separates the "haves" from the "have-nots," and Indiana's college completion agenda reflects a growing sense of urgency to increase the percentage of adults with a quality college degree or workforce credential to 60 percent of the state's population by 2025.

Meeting the Challenge

Indiana is embracing its college completion challenge at all levels. Indiana's colleges and universities are creating new innovative programs and financial incentives that promote college completion, including tuition discounts, on-time graduation bonuses, and proactive advising practices that provide the support students need to succeed.

Indiana policymakers also have responded to this call with a performance funding formula that rewards college completion, state financial aid incentives that encourage on-time graduation and new state laws that streamline college transfer and ensure all Hoosier students have a clear degree map that guides their way to graduation day.

The Commission for Higher Education is committed to providing a clearer and more comprehensive picture of college completion.

A Closer Look at Completion

An on-time degree will always be the best and most cost-effective path to college completion. At the same time, we recognize that Indiana's completion picture includes not only full-time students who start and finish at the same institution but also students who attend college part-time, students who transfer between colleges, students who take longer to graduate and students who earn a different degree type than the one they set out to pursue.

Every graduate brings Indiana another step closer to reaching its 60 percent education attainment goal, and each student must be acknowledged and accounted for in addressing the state's completion challenge.

A closer look at Indiana's completion picture also reveals stark disparities in graduation rates of low-income and minority Hoosier students. There are 20 to 30 percentage-point gaps in completion rates between the lowest-graduation and highest-graduating demographic groups at the state's two- and four-year campuses. In recognition of this challenge, the Commission passed a resolution in 2013 calling on Indiana colleges to cut this achievement gap in half by 2018 and close it by 2025.

About the Completion Report

The Commission for Higher Education is committed to providing a clearer and more comprehensive picture of college completion in order to inform and advance Indiana's collective efforts to boost education attainment.

In partnership with Indiana public colleges and the National Student Clearinghouse, the Commission has collected completion data for Hoosier students who graduate in this state and out-of-state. Each Indiana college profile shows the percentage of students who start and finish at their campus of origin as well as those who complete at another institution or with a different degree over three different time horizons. The second page of each college profile presents disaggregated completion rates to illuminate how completion patterns differ by student population based on income-level and race/ethnicity.

Improving college completion is a complex problem, but overcoming Indiana's completion challenge begins with a clearer understanding of where we are and where we need to go.

Frequently Asked Questions

What is the purpose of the College Completion Reports?

The reports show a more complete picture of postsecondary success than traditional graduation rates, including students who earn a degree after transferring to another college and those who complete a different degree type than originally sought. These students are not included in traditional graduation rates, which typically are limited to students who start and finish at the same college and with the same degree type.

By contrast, a comprehensive completion rate includes all students who earn a degree, regardless of the path or timeline they took to get there. The Completion Reports also spotlight the deeper trends behind the summary numbers, including the disparities in college completion rates among different student populations.

What are the key takeaways from this report?

1. Traditional graduation rates do not provide a complete picture of student success.
2. A substantial number of Hoosier college grads finish at a different college than where they started.
3. On-time college completion is the exception in Indiana with the majority of students taking longer to graduate.
4. Full-time student success rates are significantly higher than part-time student success rates.
5. Racial/ethnic achievement gaps in college completion rates are substantial on Indiana campuses, and larger than gaps related solely to family income level.

Why do completion rates differ so much by campus?

Indiana's college campuses have different missions and admission standards and serve students with differing levels of academic preparation. As such, each higher education institution faces different challenges in its efforts to improve completion rates and student success.

When comparing completion rates, a campus is best measured against its own improvement over past performance. In future versions of the Completion Reports, the Commission will highlight innvovative strategies taking place on Indiana college campuses that are producing results in increasing degree completion and on-time graduation.

What is the source of the data in this report?

This report relies on data submitted by Indiana colleges through the Commission's annual data collection process as well as data from the National Student Clearinghouse. It is important to understand that this report represents a snapshot in time and looks back six years for community college campuses (to the class of students entering in 2007) and eight years for the other schools (to the class of students entering in 2005). Future versions of the completion reports will include year-over-year analyses to demonstrate progress over time.

COLLEGE COMPLETION

TRENDS & TAKEAWAYS

1 OUT OF EVERY **10** STUDENTS FINISHES A TWO-YEAR DEGREE ON TIME.

3 OUT OF EVERY **10** STUDENTS FINISH A FOUR-YEAR DEGREE ON TIME.

FULL-TIME STUDENTS AT INDIANA COLLEGES ARE NEARLY TWICE AS LIKELY TO EARN A TWO-YEAR DEGREE AND 6 TIMES MORE LIKELY TO GRADUATE WITH A FOUR-YEAR DEGREE THAN PART-TIME STUDENTS.

COMPLETION **GAP**

THE GAP IN COLLEGE GRADUATION RATES BETWEEN INDIANA'S STUDENT RACE & ETHNIC GROUPS IS 24% AT TWO-YEAR COLLEGES AND 31% AT FOUR-YEAR COLLEGES.

INDIANA'S TWO-YEAR COLLEGES SPEND AN AVERAGE OF **$31,369** FOR EACH DEGREE PRODUCED.

INDIANA'S FOUR-YEAR COLLEGES SPEND AN AVERAGE OF **$62,208** FOR EACH DEGREE PRODUCED.

INDIANA COMMISSION for HIGHER EDUCATION

COMPLETION PRODUCTIVITY QUALITY

COLLEGE COMPLETION

Data At-a-Glance

Traditional college graduation rates typically include only first-time, full-time students who finish at the same college they started at and with the same degree type they originally sought. Though an on-time degree will always be the most cost-effective path to college completion, the **Total Campus Completion Rate** includes both students who graduate on-time as well as those who take longer to earn their degrees. The **Total Student Completion Rate** provides an even fuller picture of college completion by capturing all students who cross the finish line, regardless of where they complete or what degree they ultimately earn. This includes part-time as well as full-time students, transfer students and students who change to another degree type. Every graduate brings Indiana closer to reaching its 60 percent educational attainment goal, and each Hoosier student must be acknowledged and accounted for in addressing the state's completion challenge.

State-Level Completion Data

	Building a Completion Rate								The Completion GAP		
	CAMPUS Completion Rate				STUDENT Completion Rate				HIGH	LOW	GAP
STATEWIDE	Students who Complete On-Time (same campus)		Students who Complete Late (same campus)		Total Campus Completion Rate		Students who Transfer and Complete OR Complete Other Degree Type	Total Student Completion Rate	Highest-Performing Racial/Ethnic Group	Lowest-Performing Racial/Ethnic Group	Difference between Highest and Lowest Group
Two-Year Colleges	5.1%	+	15.2%	=	**20.3%**	+	7.9%	= **28.2%**	38.3%	14.2%	**24.1%**
Four-Year Colleges	29.5%	+	26.2%	=	**55.7%**	+	12.9%	= **68.6%**	74.9%	44.4%	**30.5%**

Campus-Level Completion Data

A note about campus comparisons: Each higher education institution faces different challenges in its efforts to improve completion and student success. Indiana colleges have different missions, different admission standards and different student populations with varying levels of academic preparation. When comparing completion rates, a campus is best measured by its improvement over its own past performance. In future versions of the Completion Reports, the Commission will highlight innovative strategies on Indiana college campuses that are producing results in increasing degree completion and on-time graduation.

	Building a Completion Rate								The Completion GAP		
	CAMPUS Completion Rate				STUDENT Completion Rate				HIGH	LOW	GAP
CAMPUS	Students who Complete On-Time (same campus)		Students who Complete Late (same campus)		Total Campus Completion Rate		Students who Transfer and Complete OR Complete Other Degree Type	Total Student Completion Rate	Highest-Performing Racial/Ethnic Group	Lowest-Performing Racial/Ethnic Group	Difference between Highest and Lowest Group
Ball State University	32.6%	+	24.7%	+	**57.3%**	+	14.3%	= **71.7%**	76.2%	56.3%	**19.9%**
Indiana State University	20.5%	+	24.0%	+	**44.5%**	+	14.6%	= **59.1%**	67.1%	41.7%	**25.4%**
IU Bloomington	49.7%	+	24.5%	+	**74.2%**	+	9.0%	= **83.1%**	85.4%	57.8%	**27.6%**
IU East	6.1%	+	18.6%	+	**24.7%**	+	10.4%	= **35.1%**	suppressed	suppressed	**suppressed**
IU Kokomo	8.5%	+	16.4%	+	**24.9%**	+	17.8%	= **42.6%**	suppressed	suppressed	**suppressed**
IU Northwest	8.0%	+	18.4%	+	**26.3%**	+	16.9%	= **43.2%**	48.3%	25.0%	**23.3%**
IPFW	6.5%	+	25.5%	+	**32.0%**	+	18.0%	= **50.1%**	63.6%	28.4%	**35.3%**
IUPUI	10.5%	+	27.0%	+	**37.5%**	+	14.2%	= **51.7%**	57.1%	41.7%	**15.5%**
IU South Bend	4.6%	+	23.1%	+	**27.7%**	+	14.0%	= **41.7%**	45.5%	11.4%	**34.1%**
IU Southeast	8.1%	+	24.3%	+	**32.4%**	+	16.7%	= **49.1%**	54.5%	31.6%	**23.0%**
Ivy Tech	3.8%	+	15.7%	+	**19.5%**	+	8.2%	= **27.7%**	35.7%	15.7%	**20.1%**
Purdue Calumet	6.8%	+	27.5%	+	**34.3%**	+	12.3%	= **46.6%**	63.6%	28.1%	**35.5%**
Purdue N. Central	6.3%	+	23.0%	+	**29.4%**	+	16.9%	= **46.3%**	47.4%	26.1%	**21.4%**
Purdue W. Lafayette	37.6%	+	32.3%	+	**69.9%**	+	11.6%	= **81.5%**	83.8%	61.0%	**22.7%**
Univ. of Southern Indiana	15.3%	+	21.8%	+	**37.1%**	+	18.4%	= **55.6%**	61.5%	23.8%	**37.7%**
Vincennes University	12.6%	+	12.6%	+	**25.3%**	+	6.2%	= **31.5%**	36.5%	7.5%	**29.0%**

COLLEGE COMPLETION

Public Two-Year Colleges

THE
COMPLETION DASHBOARD

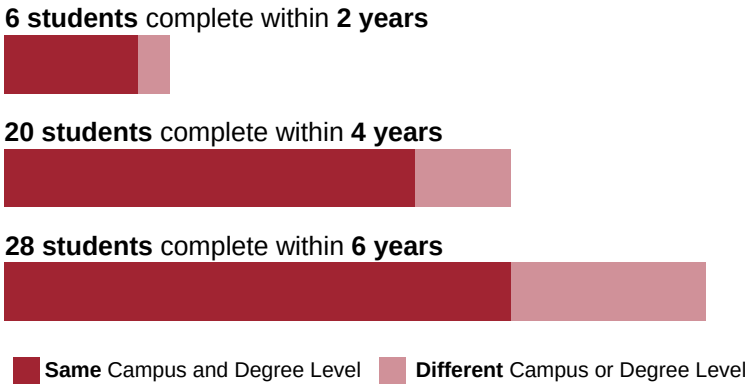
Traditional college graduation rates - which only account for students starting and finishing at the same campus - are a good indicator of a college's effectiveness. Yet, a closer look at Indiana's completion challenge reveals a more complex picture with many students taking longer to graduate, tranferring to other colleges and earning other degrees and credentials. These graduates are also an important part of Indiana's completion picture.

TIME TO COMPLETION	Same Campus and Degree Level		Different Campus or Degree Level		Total Completion	
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
Complete within **2 years**	5.1%	1.4%	1.3%	0.6%	6.4%	2.0%
Complete within **4 years**	16.4%	8.0%	3.9%	2.5%	20.3%	10.5%
Complete within **6 years**	20.3%	14.3%	7.9%	4.7%	28.2%	18.9%

Represents certificate or associate's seeking students starting in fall 2007

For every 100 students who start college as full-time students...

Full-time college (2 yr) students are **1.5 times** more likely to complete within **6 years** than part-time students



Indiana two-year colleges and universities spend $31,369 for each college degree they produce

Based on certificate or associate's seeking students starting in fall 2007

The longer it takes for students to earn a degree, the less likely they are to graduate at all. The costs add up as well. An extra year of college costs a Hoosier student nearly $50,000 in extra tuition, lost wages and related costs while also increasing the college's total expenses for each degree it produces. Getting more students through the completion pipeline faster is a key strategy toward meeting Indiana's education attainment goal.

COLLEGE COMPLETION

Public Two-Year Colleges

THE COMPLETION GAP

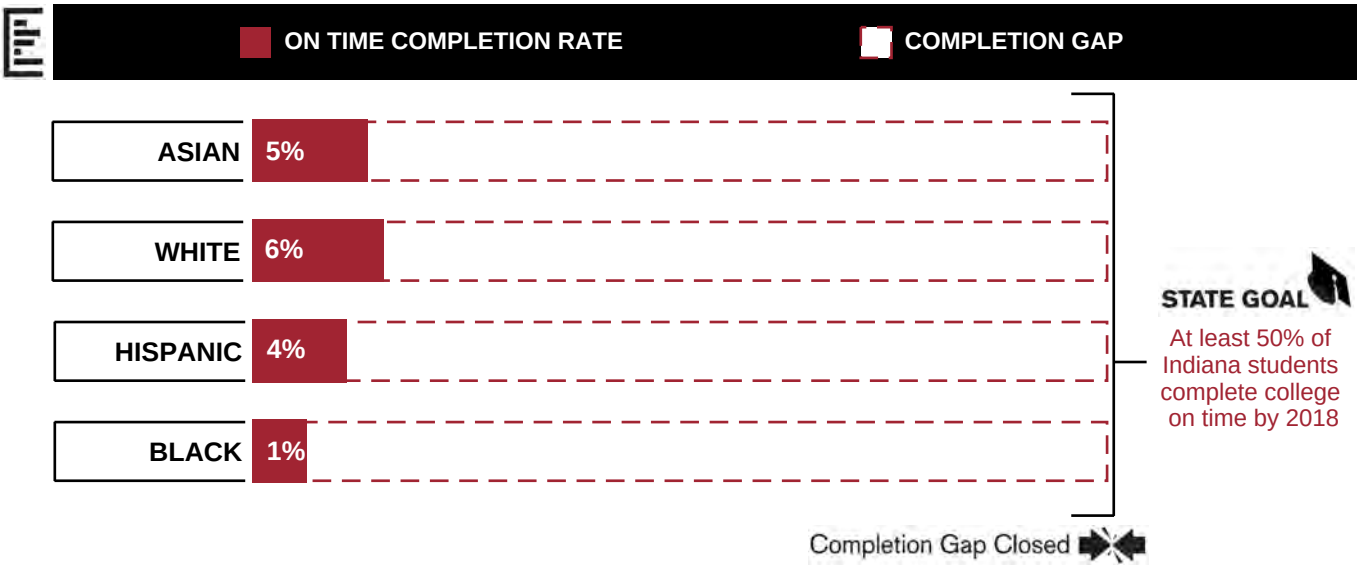
Disparities in college completion rates exist at all levels of Indiana's higher education system. Indiana's statewide two-year college on time graduation rate is 6 percent for the White students, 4 percent for the Hispanic students and 1 percent for the Black students. Overcoming this challenge is essential to offering all Hoosiers a higher quality of life and providing the state with a stronger economy and workforce.

INCOME	COMPLETION RATE: Same Campus Same Degree on time	COMPLETION RATE: Any Campus Any Degree within 6 yrs
ALL STUDENTS	5.1%	28.2%
FRANK O'BANNON	4.5%	33.8%
SCHOLARS (21st Century)	3.9%	25.8%
PELL	3.5%	23.5%
FEDERAL LOAN	5.7%	27.2%

Frank O'Bannon and 21st Century Scholars are Indiana's need-based financial aid programs.

RACE/ETHNICITY	COMPLETION RATE: Same Campus Same Degree on time	COMPLETION RATE: Any Campus Any Degree within 6 yrs
ASIAN	5.0%	38.3%
BLACK	1.2%	14.2%
HISPANIC	3.6%	25.9%
WHITE	5.9%	30.6%
OTHER	2.8%	23.0%

Other includes Native American/Alaskan Native, Native Hawiian/Pacific Islander, Multiracial, and undeclared.



The Indiana Commission for Higher Education has set a goal of cutting the state's college completion achievement gap in half by the year 2018 and eliminating it entirely by 2025. Indiana's colleges and universities also have set targets for narrowing the completion gap on their campuses and are being encouraged to share successful strategies that may be replicated and scaled by other colleges across the state.

All above disaggregations are for certificate or associate's seeking students starting in fall 2007 as full-time students

Public Four-Year Colleges

THE COMPLETION DASHBOARD

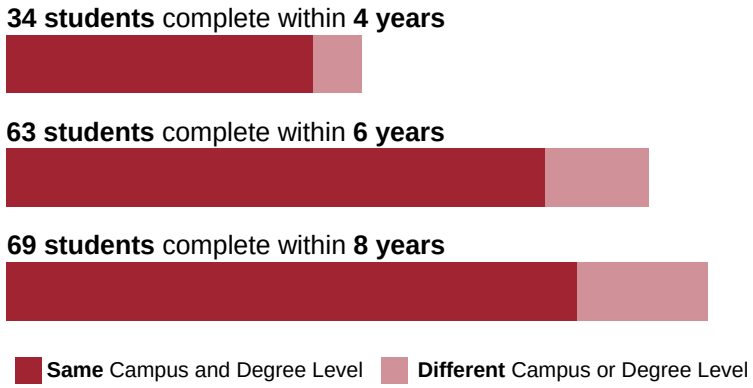
Traditional college graduation rates - which only account for students starting and finishing at the same campus - are a good indicator of a college's effectiveness. Yet, a closer look at Indiana's completion challenge reveals a more complex picture with many students taking longer to graduate, tranferring to other colleges and earning other degrees and credentials. These graduates are also an important part of Indiana's completion picture.

TIME TO COMPLETION	Same Campus and Degree Level	Different Campus or Degree Level	Total Completion
Complete within **4 years**	29.5%	4.8%	34.2%
Complete within **6 years**	52.5%	10.4%	62.9%
Complete within **8 years**	55.7%	12.9%	68.6%

Represents bachelor's seeking students starting in fall 2005 as full-time students

For every 100 students who start college as full-time students...

Full-time college (4 yr) students are **6 times** more likely to complete within **8 years** than part-time students



Indiana four-year colleges and universities spend $61,208 for each college degree they produce

Based on bachelor's seeking students starting in fall 2005

The longer it takes for students to earn a degree, the less likely they are to graduate at all. The costs add up as well. An extra year of college costs a Hoosier student nearly $50,000 in extra tuition, lost wages and related costs while also increasing the college's total expenses for each degree it produces. Getting more students through the completion pipeline faster is a key strategy toward meeting Indiana's education attainment goal.

COLLEGE COMPLETION

Public Four-Year Colleges

THE COMPLETION GAP

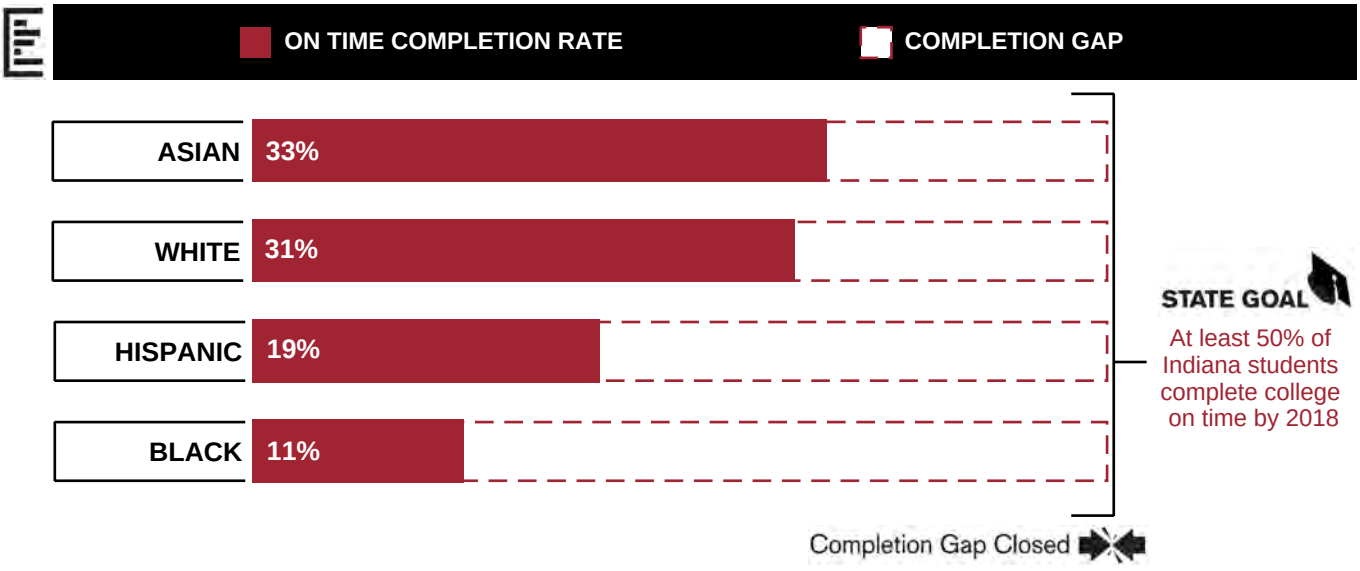
Disparities in college completion rates exist at all levels of Indiana's higher education system. Indiana's statewide four-year college on time graduation rate is 31 percent for the White students, 19 percent for the Hispanic students and 11 percent for the Black students. Overcoming this challenge is essential to offering all Hoosiers a higher quality of life and providing the state with a stronger economy and workforce.

INCOME	COMPLETION RATE: Same Campus Same Degree on time	COMPLETION RATE: Any Campus Any Degree within 8 yrs
ALL STUDENTS	29.5%	68.6%
FRANK O'BANNON	20.4%	66.5%
SCHOLARS (21st Century)	14.5%	52.2%
PELL	16.5%	53.9%
FEDERAL LOAN	25.4%	65.2%

Frank O'Bannon and 21st Century Scholars are Indiana's need-based financial aid programs.

RACE/ETHNICITY	COMPLETION RATE: Same Campus Same Degree on time	COMPLETION RATE: Any Campus Any Degree within 8 yrs
ASIAN	32.9%	74.9%
BLACK	10.8%	44.4%
HISPANIC	19.1%	59.0%
WHITE	31.0%	70.7%
OTHER	30.8%	66.2%

Other includes Native American/Alaskan Native, Native Hawiian/Pacific Islander, Multiracial, and undeclared.



The Indiana Commission for Higher Education has set a goal of cutting the state's college completion achievement gap in half by the year 2018 and eliminating it entirely by 2025. Indiana's colleges and universities also have set targets for narrowing the completion gap on their campuses and are being encouraged to share successful strategies that may be replicated and scaled by other colleges across the state.

All above disaggregations are for bachelor's seeking students starting in fall 2005 as full-time students

Public Two-Year Colleges

DATA SOURCES
Cohorts were created using data submitted by Indiana public institutions to CHE through the CHE Data Submission System (CHEDSS). Cohorts were tracked longitudinally using subsequent data submitted by public institutions through CHEDSS and further augmented by enrollment and completion data obtained from the National Student Clearinghouse.

Spending per degree production is sourced from Integrated Postsecondary Education Data System (IPEDS). Calculation methodology is from the Delta Cost Project.

DATA ELEMENT DEFINITIONS
The cohort throughout the report includes students enrolling as first-time Certificate (1 year or more) or Associate's degree-seeking students in the fall of 2007 who were enrolled for credit as of census date.

The Completion Dashboard
Full-Time: enrolled in 12 or more credit hours as of census date for fall 2007

Part-Time: enrolled in less than 12 credit hours as of census date for fall 2007

Same Campus and Degree Level: represents students in cohort who completed a degree at the same level initially sought at the same university system at which they initially enrolled.

Different Campus or Degree Level: represents students in cohort who completed a degree at a lower level than initially sought at the same university system at which they initially enrolled OR completed any degree at any other public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse.

Total Completion: represents students in cohort who completed any degree at any public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse. This is a combination/sum of the above two completion categories.

Spending Per Degree Production: represents the total expenditures for education and related expenses divided by total completions in a year. Education and related expenses is [total instruction expenditures + total student service expenditures + (education share x (total academic support expenditures + total institutional support expenditures + total instruction, research, public service, academic support, student services, and institutional support shares of operation and maintenance of plant))]. Education share is (total instruction expenditures + total student services expenditures) / (total instruction expenditures + total student services expenditures + total research expenditures + total public service expenditures). Data is from FY 2011-2012. State value is calculated using an average of all public 2 year institution values weighted by actual degree production for each institution in same FY.

Full-Time/Part-Time Comparison: for all students in state of Indiana enrolling in a 2 year public institution as first-time Certificate (1 year or more) or Associate's degree-seeking students in the fall of 2007; represents a ratio of the odds that a student starting as a full-time student (enrolled in 12 or more credit hours as of census date) completes any degree at any campus within 6 years over the odds that a student starting as a part-time student (enrolled in less than 12 credit hours as of census date) completes any degree at any campus within 6 years.

The Completion Gap
Disaggregations
Note that only cohorts having 10 or more students included are reported.

Frank O'Bannon: includes any students who were identified as receiving a Frank O'Bannon grant any time in their academic career.

Scholars: includes any students who were identified as receiving a 21st Century Scholar grant any time in their academic career.

Pell: includes any students who were identified as receiving a Pell grant in their first year of enrollment.

Federal Loan: includes any students who were identified as receiving a federal loan in their first year of enrollment.

Race/Ethnicity Categories: a student is assigned to a race/ethnicity category based on his/her race/ethnicity as reported in the first year in which the student enrolled.

Completion Rate:

Same Campus Same Degree on time: represents students in cohort who completed, within 2 years, a degree at the same level initially sought at the same university system at which they initially enrolled.

Any Campus Any Degree within 6 yrs: represents students in cohort who completed, within 6 years, any degree at any public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse.

Public Four-Year Colleges

DATA SOURCES
Cohorts were created using data submitted by Indiana public institutions to CHE through the CHE Data Submission System (CHEDSS). Cohorts were tracked longitudinally using subsequent data submitted by public institutions through CHEDSS and further augmented by enrollment and completion data obtained from the National Student Clearinghouse.

Spending per degree production is sourced from Integrated Postsecondary Education Data System (IPEDS). Calculation methodology is from the Delta Cost Project.

DATA ELEMENT DEFINITIONS
The cohort throughout the report includes students enrolling as first-time Bachelor's degree-seeking students in the fall of 2005 with full-time status (12 credit hours or more) as of census date.

The Completion Dashboard
Same Campus and Degree Level: represents students in cohort who completed a degree at the same level initially sought at the same university system at which they initially enrolled.

Different Campus or Degree Level: represents students in cohort who completed a degree at a lower level than initially sought at the same university system at which they initially enrolled OR completed any degree at any other public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse.

Total Completion: represents students in cohort who completed any degree at any public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse. This is a combination/sum of the above two completion categories.

Spending Per Degree Production: represents the total expenditures for education and related expenses divided by total completions in a year. Education and related expenses is [total instruction expenditures + total student service expenditures + (education share x (total academic support expenditures + total institutional support expenditures + total instruction, research, public service, academic support, student services, and institutional support shares of operation and maintenance of plant))]. Education share is (total instruction expenditures + total student services expenditures) / (total instruction expenditures + total student services expenditures + total research expenditures + total public service expenditures). Data is from FY 2011-2012. State value is calculated using an average of all public 4 year institution values weighted by actual degree production for each institution in same FY.

Full-Time/Part-Time Comparison: for all students in state of Indiana enrolling in a 4 year public institution as first-time Bachelor's degree-seeking students in the fall of 2005; represents a ratio of the odds that a student starting as a full-time student (enrolled in 12 or more credit hours as of census date) completes any degree at any campus within 8 years over the odds that a student starting as a part-time student (enrolled in less than 12 credit hours as of census date) completes any degree at any campus within 8 years.

The Completion Gap
Disaggregations
Note that only cohorts having 10 or more students included are reported.

Frank O'Bannon: includes any students who were identified as receiving a Frank O'Bannon grant any time in their academic career.

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Federal Loan: includes any students who were identified as receiving a federal loan in their first year of enrollment.

Race/Ethnicity Categories: a student is assigned to a race/ethnicity category based on his/her race/ethnicity as reported in the first year in which the student enrolled.

Completion Rate:

Same Campus Same Degree on time: represents students in cohort who completed, within 4 years, a degree at the same level initially sought at the same university system at which they initially enrolled.

Any Campus Any Degree within 8 yrs: represents students in cohort who completed, within 8 years, any degree at any public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse.

REACHING HIGHER, ACHIEVING MORE

INDIANA RETURN ON INVESTMENT REPORT

Part II: A Closer Look at College Value

What Hoosier students pay for college
in Indiana and what they get in return

INDIANA COMMISSION for HIGHER EDUCATION

COMPLETION PRODUCTIVITY QUALITY

Introduction: A Closer Look at College Value

An investment in higher education may be the most important purchase Hoosiers ever make. A college degree yields returns in terms of higher earnings after graduation, but higher education offers benefits that extend far beyond a financial payback. These dividends include greater job satisfaction and security, enhanced social mobility, increased civic involvement, improved health and wellness, and a higher quality of life.[1]

Indiana students and families sensibly view higher education as more than just a financial decision. However, due to the complex nature of this investment, Hoosiers must carefully consider the costs and benefits of how, where, and at what pace they pursue their higher education. Students invest their time and money to earn a college degree while governments and higher education institutions provide financial aid to support that achievement. Though the benefits of higher learning begin to accrue from the moment a student enrolls in college, the most meaningful and lasting return on investment occurs with college completion.

All learning pays dividends, but a college degree is the true currency.

The College Payoff

College graduates earn an average of a $1 million more over their lifetimes and experience half the unemployment risk of those with only a high school diploma. As a group, college degree-holders represent a better prepared workforce that increases Indiana's ability to attract outside investment, create jobs and spur new innovation. As the state's college graduates increase their standard of living, Indiana's per capita income and tax revenues grow as well, paving the way for a higher standard of living for all Hoosiers.

All learning pays dividends, but a college credential provides a passport to prosperity and opportunity. Unfortunately, far too many students in Indiana and across the nation leave college with debt and no degree. Others take out student loans without a clear understanding of what their post-graduate job earnings are likely to be or how long it will realistically take them to pay off their college debt. With students taking longer to graduate and finishing with more debt than ever before, Hoosiers' investment in higher education must be accompanied by a clear sense of the financial realities and a purposeful plan to graduate on time.

Return on Investment: Part I (State Level)

The Commission for Higher Education is committed to helping Hoosiers understand the undeniable value of college while recognizing that the outcome depends heavily on individual choice—where students go to school, what they study, how long it takes them to graduate, and how much debt they incur.

With these realities in mind, the Commission released the first part of an ongoing series of "Return on Investment" reports in January 2013. Subtitled, "Making the Case: How Hoosiers can get more for their higher education dollars," the report conveyed the compelling value of college degrees and quality workforce credentials. The report also demonstrated that college graduates have more opportunities, greater job security and higher earnings while the State of Indiana secures a stronger economy, workforce and middle class as more Hoosiers advance their education.

Part I of Indiana's Return on Investment (ROI) series presented a three-fold opportunity to further increase the payoff higher education provides to students and the state. It called on the state to invest more in higher education through performance-based funding and for colleges to control tuition costs and encourage smarter student choices through proactive advising practices. Notably, the Commission also acknowledged students' responsibility, calling on students to develop clear plans for on-time graduation and to borrow wisely in an

Indiana must empower students and families to make informed choices when investing in higher education.

effort to minimize college debt and increase their return on investment.

Return on Investment: Part II (College Level)

Released in November 2013, ROI Part II is designed to empower students and families with even more essential information as they consider their options for education beyond high school. Through institution-specific profiles for each of Indiana's public colleges and universities, the report examines the value of an individual's investment in higher education and the expected return in terms of salary and job opportunities by program area. In addition to helping college students make smarter choices, the data can be used to inform state-level policy discussions and guide the decisions of Indiana's higher education administrators.

ROI Part II features three key pieces of information. First, the report provides data on college costs (before and after financial aid), as well as average student debt. This can help students and families understand their expected investment and the importance of timely college completion.

Second, the report highlights the top three industries of employment by degree program for Hoosier graduates employed in Indiana. Students should understand which program areas offer clear career pathways following graduation versus those that may require further planning, research or advanced education to determine a career path.

Third, the report notes the average salaries for Hoosier graduates working in Indiana one, five, and ten years after graduation. This salary data is informative when considering how to pay for college and planning a post-graduation budget.

Armed with these data, it may be tempting to make decisions about a particular college or degree based solely on expected earnings. It's equally important for students to consider other factors, such as personal interest, preferred industry of employment, value to society, and potential for career growth. Ultimately, the data in this report should equip students and families to make more informed decisions about their college and career path while ensuring a greater return on investment.

Increasing Indiana's return on investment in higher education is a responsibility that must be shared jointly by the state, Indiana colleges and Hoosier students.

Acknowledgments

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[1] For more, see the College Board's report titled Education Pays 2013: The Benefit of Higher Education for Individuals and Society at http://trends.collegeboard.org/sites/default/files/education-pays-2013-full-report.pdf.

Frequently Asked Questions

Q: Why did the Commission for Higher Education create the Return on Investment reports?

A: The Commission recognizes that choosing to invest in higher education is a worthwhile but complex decision. Students and families must carefully consider the costs and benefits associated with their options for how, where, and at what pace they will pursue higher education. The value of the investment in higher education increases significantly through thoughtful planning and responsible financing.

Part II of the Return on Investment series is designed to help prospective college students and their families evaluate their ever-increasing options and make more informed choices about their investment in higher education. This same information can also be used to guide higher education administrators and state-level policy discussions.

Q: What are the key elements of the ROI report?

A: The report features three key pieces of information for each Indiana public college:

1) **Average cost of college** (before and after financial aid) and **average student debt**. These estimations show how much a student might pay for college as well as the amount of debt upon graduation. This information can help students and families better understand their expected investment and the importance of college completion.

2) **Top three industries of employment** by major one year post-graduation for Hoosier graduates who stay in Indiana. Students benefit from understanding which programs offer clear pathways to professions after graduation, versus areas that may require more research and planning to identify career pathways.

3) **Average salary one, five, and ten years post-graduation** for Hoosier graduates who stay in Indiana. Expected salary and future earnings are important information when choosing a degree program, considering how to finance a college education and planning a post-graduation budget.

Q: How should the ROI report be used?

A: The report can help students and families, educators, policymakers, and the public better understand the importance of making informed choices when investing in higher education in a number of ways. For instance, readers may be interested in reviewing the average cost of college, average debt load and percentage of graduates leaving with debt as they consider how to plan and pay for college.

Reviewing the top industries of employment for Hoosier graduates staying in Indiana indicates which majors tend to result in more direct career paths versus those that may require more planning, research or further education. Finally, reviewing salary trends for various program majors can help prospective students understand their average expected salary growth over time in comparison to the average cost of their education.

Frequently Asked Questions (continued)

Q: What should readers keep in mind when reviewing the ROI report?

A: As with nearly any report, the data have limitations when applied to individuals. First, the data points provided are averages that apply to certain types of students. Average cost of attendance before and after financial aid are average costs for first-time, full-time undergraduate students who are living on-campus (for institutions with on-campus housing) or living off-campus, not with family. A student's costs may be lower or higher than the averages reported here based on individual choices, personal circumstances and other factors. In addition, average debt upon graduation is based on graduates who started and finished at that institution. A student's debt may be more or less than the average, depending on individual choices, family income and financial planning among other considerations.

Workforce and salary data provided in the report are based on Hoosier graduates who chose to stay and work in Indiana. A college graduate's salary may, again, be more or less than the averages reported here, depending on where the individual chooses to live; the industry in which the individual chooses to work; the sector (public or private) in which individual chooses to work, among other factors. Industries of employment are based on one year post-graduation employment for Hoosier graduates staying in Indiana. Industry of employment may be heavily based on student choice, in addition to available job market, and may (and likely will) change over time.

Given these and other caveats, readers should consider the data in this report as one factor in making decisions about investing in college and determining their actual return on investment. Students and families should consider such factors as campus size and location; degree programs offered; average class size; research, internship, and study abroad opportunities; college advising and student services available, and the student's desired learning outcomes. Policymakers and members of the public should also consider a university's fidelity to its mission; the contribution of the university to the well-being of the state and regional economy; research and scholarship activities conducted by university staff; and the role of the institution in increasing the educational attainment of Hoosiers.

Q: What are the biggest takeaways from the ROI report?

A: First and foremost, a college degree matters and higher educations continues to offer a significant return on investment for both individual students and the state. This investment is even more valuable when combined with sound financial planning and a clear understanding of a student's desired outcomes. Despite recent media attention and occasional claims to the contrary, a college education continues to be a sound and worthwhile investment that pays lifetime dividends. Though increasing college costs and student debt remain legitimate concerns (especially for those who are unemployed or underemployed), the data clearly show that the investment pays off for those who complete college.

Another important takeaway is that the clarity and directness of an individual's career path may vary considerably depending on the chosen program of study. For some college majors, two-thirds or more of Hoosier graduates that stay in state go to work directly for a particular industry. For other majors, there is much greater variety in the types of fields a student enters. This means that students who choose to pursue certain majors will likely need to do more planning or pursue further education to successfully navigate their career path. These and other factors underscore the importance of proactive college advising and career counseling. **The bottom line:** Purposeful planning and college completion pay off.

RETURN ON INVESTMENT

State of Indiana: Bachelor, Master, and Doctoral

THE INVESTMENT What do Hoosier students pay?

An investment in higher education may be the most important purchase Indiana students ever make. But as with any large investment, students should make informed choices and consider the costs and benefits of the numerous available options in higher education. As they pursue a higher standard of living through a college degree, students should minimize the amount of debt they incur and know their expected monthly payment and how long it will take to pay the debt off. As a general rule, college students should not borrow more than their anticipated annual starting salary after graduation.

AVERAGE STUDENT INVESTMENT	
Annual cost of college **BEFORE** financial aid	$21,430
Annual cost of college **AFTER** financial aid	$11,091

AVERAGE STUDENT DEBT	
Average debt upon graduation (for students with debt)	$26,028
Percent of students with debt upon graduation	66%

THE RETURN What do Hoosier graduates earn?

A college degree brings more job options and a wider range of career opportunities. On average, college graduates earn an extra $20,000 per year and more than $1 million over their careers compared to non-college graduates. Though all degrees matter, some have a greater return on investment in terms of career options and earning potential. The highest-value degrees and credentials are those aligned with the needs of the workforce.

MOST POPULAR PROGRAM AREAS & Industries of Employment	Average Annual Salary in Indiana After Graduation		
	after 1 year	after 5 years	after 10 years
Business/marketing Accounting and Related Services (7%) Banking Institutions (6%) Employment Services (4%)	$35,511	$49,252	$68,470
Education K-12 Schools (71%) Day Care Services (3%) Restaurants (2%)	$28,582	$38,898	$47,771
Health professions/related progs. General Hospitals (66%) Management of Companies (6%) Doctors' Offices (3%)	$46,501	$53,471	$64,458
ALL PROGRAM AREAS	$34,161	$44,730	$58,944

State of Indiana: Bachelor, Master, and Doctoral

Bachelor's Programs: (Hoosier Graduates that Stay in State)

	Industries of Employment			Average Annual Salary After Graduation		
Program Area	**Industry 1**	**Industry 2**	**Industry 3**	**after 1 year**	**after 5 years**	**after 10 years**
Agriculture	Nondurable Goods Wholesalers (8%)	Grain Farming (8%)	Law and Garden Equipment Stores (6%)	$35,202	$48,118	$58,211
Architecture	Architectural and Engineering Services (34%)	Services to Buildings (9%)	Employment Services (5%)	$25,842	$41,118	$56,144
Biological/life sciences	Colleges and Universities (9%)	General Hospitals (9%)	Employment Services (8%)	$28,350	$50,889	$80,299
Business/marketing	Accounting and Related Services (7%)	Banking Institutions (6%)	Employment Services (4%)	$35,511	$49,252	$68,470
Communication/journalism	Restaurants (6%)	Print Publishers (6%)	Broadcasting (6%)	$28,200	$39,509	$51,470
Computer and information sciences	Computer Systems Design (22%)	Colleges and Universities (10%)	Employment Services (3%)	$44,287	$56,769	$74,365
Education	K-12 Schools (71%)	Day Care Services (3%)	Restaurants (2%)	$28,582	$38,898	$47,771
Engineering	Architectural and Engineering Services (16%)	Employment Services (6%)	Aerospace Product Manufacturing (5%)	$50,560	$66,892	$89,470
Engineering technologies	Architectural and Engineering Services (8%)	Nonresidential Building Construction (6%)	Employment Services (4%)	$45,856	$59,191	$74,375
English	K-12 Schools (25%)	Colleges and Universities (6%)	Print Publishers (5%)	$26,910	$36,547	$46,530
Family and consumer sciences	Clothing Stores (8%)	Day Care Services (7%)	K-12 Schools (6%)	$28,224	$39,766	$51,586
Foreign languages, literatures, and linguistics	K-12 Schools (24%)	Employment Services (7%)	Colleges and Universities (6%)	$28,569	$35,850	$42,093
Health professions/related progs.	General Hospitals (66%)	Management of Companies (6%)	Doctors' Offices (3%)	$46,501	$53,471	$64,458
History	Restaurants (8%)	Colleges and Universities (5%)	Employment Services (4%)	$25,636	$37,975	$47,944
Homeland Security, law enforcement, firefighting, and protective services	Government (29%)	Human Resource Prog. Administration (5%)	Justice and Safety Activities (5%)	$29,973	$40,891	$47,878
Interdisciplinary studies	K-12 Schools (11%)	Colleges and Universities (6%)	Outpatient Care Centers (5%)	$26,909	$39,246	$51,627
Liberal arts/general studies	General Hospitals (7%)	Colleges and Universities (6%)	K-12 Schools (5%)	$32,887	$41,456	$50,273
Mathematics and statistics	K-12 Schools (55%)	Insurance Carriers (6%)	Insurance Agencies (3%)	$35,269	$46,599	$57,205
Natural resources and conservation	Government (10%)	Scientific and Technical Consulting (8%)	Colleges and Universities (7%)	$28,088	$40,144	$49,426

State of Indiana: Bachelor, Master, and Doctoral

Bachelor's Programs (cont'd)

	Industries of Employment			Average Annual Salary After Graduation		
Program Area	Industry 1	Industry 2	Industry 3	after 1 year	after 5 years	after 10 years
Parks/Recreation/Leisure/Fitness	K-12 Schools (7%)	Other Recreation Industries (6%)	General Hospitals (5%)	$27,451	$43,500	$55,231
Philosophy and religious studies	Colleges and Universities (9%)	Restaurants (6%)	Employment Services (6%)	$27,755	$41,238	$56,300
Physical sciences	Employment Services (11%)	Architectural and Engineering Services (10%)	Scientific and Technical Consulting (8%)	$32,714	$48,885	$77,394
Psychology	Outpatient Care Centers (9%)	General Hospitals (5%)	Psychiatric Hospitals (5%)	$25,668	$35,418	$46,646
Public administration and social services	Human Resource Prog. Administration (10%)	Government (5%)	Family Services (4%)	$30,599	$44,015	$58,653
Social sciences	Government (9%)	K-12 Schools (9%)	Restaurants (5%)	$28,086	$38,876	$51,747
Transportation and materials moving	Scheduled Air Transportation (23%)	Air Transportation Support (18%)	Employment Services (5%)	$25,767	$48,264	$68,632
Visual and performing arts	K-12 Schools (15%)	Restaurants (8%)	Colleges and Universities (4%)	$25,266	$33,981	$42,882
ALL BACHELOR'S PROGRAMS				$34,161	$44,730	$58,944

State of Indiana: Bachelor, Master, and Doctoral

Master's Programs: (Hoosier Graduates that Stay in State)

	Industries of Employment			Average Annual Salary After Graduation		
Program Area	**Industry 1**	**Industry 2**	**Industry 3**	**after 1 year**	**after 5 years**	**after 10 years**
Biological/life sciences	Colleges and Universities (26%)	Employment Services (10%)	General Hospitals (7%)	$37,075	$58,830	$145,237
Business/marketing	Accounting and Related Services (12%)	Colleges and Universities (6%)	Engine and Transmission Equipment Manufacturing (6%)	$71,823	$93,118	$114,224
Communication/journalism	Colleges and Universities (33%)	Junior Colleges (7%)	Print Publishers (5%)	$45,862	$49,311	$60,144
Computer and information sciences	Computer Systems Design (27%)	Colleges and Universities (21%)	Communications Equipment Manufacturing (10%)	$56,768	$75,327	$79,717
Education	K-12 Schools (78%)	Colleges and Universities (7%)	Junior Colleges (2%)	$48,950	$57,542	$64,750
Engineering	Architectural and Engineering Services (14%)	Aerospace Product Manufacturing (11%)	Engine and Transmission Equipment Manufacturing (10%)	$70,310	$82,590	$115,901
English	Colleges and Universities (39%)	K-12 Schools (22%)	Junior Colleges (18%)	$38,216	$44,513	**
Health professions/related progs.	General Hospitals (33%)	Doctors' Offices (17%)	Other Health Practitioners' Offices (8%)	$68,220	$75,436	$86,200
History	Colleges and Universities (19%)	K-12 Schools (17%)	Junior Colleges (12%)	$39,779	$49,477	**
Liberal arts/general studies	Colleges and Universities (30%)	K-12 Schools (22%)	Junior Colleges (11%)	$40,498	$46,769	**
Library science	Other Information Services (32%)	K-12 Schools (23%)	Colleges and Universities (23%)	$36,117	$45,384	$53,418
Mathematics and statistics	K-12 Schools (45%)	Junior Colleges (15%)	Colleges and Universities (10%)	$49,127	$61,195	**
Parks/Recreation/Leisure/Fitness	Colleges and Universities (33%)	K-12 Schools (13%)	General Hospitals (7%)	$38,513	$48,990	$64,203
Physical sciences	K-12 Schools (19%)	Colleges and Universities (17%)	Pharmaceutical Manufacturing (16%)	$50,740	$59,756	**
Psychology	K-12 Schools (41%)	Outpatient Care Centers (10%)	Colleges and Universities (9%)	$36,025	$47,598	$49,863
Public administration and social services	General Hospitals (14%)	Family Services (12%)	Human Resource Prog. Administration (9%)	$39,743	$47,998	$53,484
Social sciences	Colleges and Universities (16%)	Government (16%)	Junior Colleges (6%)	$38,510	$47,241	$72,528
Visual and performing arts	K-12 Schools (33%)	Colleges and Universities (30%)	Junior Colleges (5%)	$36,153	$43,423	$52,479
ALL MASTER'S PROGRAMS				**$53,539**	**$63,544**	**$75,838**

State of Indiana: Bachelor, Master, and Doctoral

Doctoral/Research Programs: (Hoosier Graduates that Stay in State)

	Industries of Employment			Average Annual Salary After Graduation		
Program Area	Industry 1	Industry 2	Industry 3	after 1 year	after 5 years	after 10 years
Education	Colleges and Universities (47%)	K-12 Schools (36%)	Junior Colleges (7%)	$77,705	$86,839	$90,645
Health professions/related progs.	Colleges and Universities (45%)	Doctors' Offices (28%)	*	$61,020	$92,087	**
ALL DOCTORAL/RESEARCH PROGRAMS				$66,051	$82,242	$89,568

Doctoral/Professional Programs: (Hoosier Graduates that Stay in State)

	Industries of Employment			Average Annual Salary After Graduation		
Program Area	Industry 1	Industry 2	Industry 3	after 1 year	after 5 years	after 10 years
Health professions/related progs.	General Hospitals (32%)	Health Care Stores (18%)	Dentists' Offices (15%)	$82,022	$135,198	$194,819
Law/legal studies	Legal Services (52%)	Government (14%)	Justice and Safety Activities (7%)	$56,907	$77,332	$96,592
ALL DOCTORAL/PROFESSIONAL PROGRAMS				$70,659	$110,546	$154,778

RETURN ON INVESTMENT

State of Indiana: Certificate and Associate

THE INVESTMENT What do Hoosier students pay?

An investment in higher education may be the most important purchase Indiana students ever make. But as with any large investment, students should make informed choices and consider the costs and benefits of the numerous available options in higher education. As they pursue a higher standard of living through a college degree, students should minimize the amount of debt they incur and know their expected monthly payment and how long it will take to pay the debt off. As a general rule, college students should not borrow more than their anticipated annual starting salary after graduation.

AVERAGE STUDENT INVESTMENT	
Annual cost of college **BEFORE** financial aid	$16,223
Annual cost of college **AFTER** financial aid	$9,041

AVERAGE STUDENT DEBT	
Average debt upon graduation (for students with debt)	$17,132
Percent of students with debt upon graduation	49%

THE RETURN What do Hoosier graduates earn?

A college degree brings more job options and a wider range of career opportunities. On average, college graduates earn an extra $20,000 per year and more than $1 million over their careers compared to non-college graduates. Though all degrees matter, some have a greater return on investment in terms of career options and earning potential. The highest-value degrees and credentials are those aligned with the needs of the workforce.

MOST POPULAR PROGRAM AREAS & Industries of Employment	Average Annual Salary in Indiana After Graduation		
	after 1 year	after 5 years	after 10 years
Health professions/related progs. General Hospitals (50%) Nursing Care Facilities (10%) Doctors' Offices (8%)	$39,238	$46,163	$53,375
Business/marketing Banking Institutions (7%) General Hospitals (4%) Employment Services (4%)	$30,751	$36,926	$47,357
Liberal arts/general studies General Hospitals (7%) Colleges and Universities (6%) Restaurants (4%)	$30,716	$37,494	$46,421
ALL PROGRAM AREAS	$37,212	$43,858	$52,254

State of Indiana: Certificate and Associate

Certificate Programs: (Hoosier Graduates that Stay in State)

	Industries of Employment			Average Annual Salary After Graduation		
Program Area	**Industry 1**	**Industry 2**	**Industry 3**	**after 1 year**	**after 5 years**	**after 10 years**
Business/marketing	Employment Services (6%)	Colleges and Universities (6%)	Motor Vehicle Parts Manufacturing (5%)	$28,393	$35,747	$49,529
Computer and information sciences	Employment Services (10%)	Motor Vehicle Parts Manufacturing (9%)	*	$34,520	**	$45,563
Construction trades	Building Equipment Contractors (19%)	Building Contractors (10%)	Nonresidential Building Construction (7%)	$39,297	$48,395	**
Engineering technologies	Building Equipment Contractors (8%)	Motor Vehicle Parts Manufacturing (6%)	Employment Services (5%)	$38,298	$46,644	$55,769
Health professions/related progs.	Nursing Care Facilities (31%)	General Hospitals (17%)	Doctors' Offices (11%)	$28,657	$36,795	$42,462
Interdisciplinary studies	General Hospitals (8%)	Colleges and Universities (8%)	Legal Services (6%)	$36,369	$41,630	$59,446
Mechanic and repair technologies	Automotive Repair (17%)	Automobile Dealers (15%)	Motor Vehicle Parts Manufacturing (8%)	$27,210	$34,943	**
ALL CERTIFICATE PROGRAMS				**$30,508**	**$37,738**	**$45,175**

State of Indiana: Certificate and Associate

Associate's Programs: (Hoosier Graduates that Stay in State)

	Industries of Employment			Average Annual Salary After Graduation		
Program Area	**Industry 1**	**Industry 2**	**Industry 3**	**after 1 year**	**after 5 years**	**after 10 years**
Agriculture	Services to Buildings (19%)	Law and Garden Equipment Stores (8%)	Nondurable Goods Wholesalers (8%)	$27,922	$43,210	$41,155
Business/marketing	Banking Institutions (7%)	General Hospitals (4%)	Employment Services (4%)	$30,751	$36,926	$47,357
Computer and information sciences	Computer Systems Design (7%)	Employment Services (5%)	K-12 Schools (4%)	$32,525	$41,713	$46,165
Construction trades	Building Equipment Contractors (58%)	Nonresidential Building Construction (12%)	Building Finishing Contrators (4%)	$56,817	$60,015	$69,421
Education	Day Care Services (38%)	K-12 Schools (11%)	Family Services (6%)	$21,462	$25,706	$33,525
Engineering technologies	Architectural and Engineering Services (6%)	Building Equipment Contractors (5%)	Motor Vehicle Parts Manufacturing (5%)	$39,936	$51,923	$63,218
Family and consumer sciences	Day Care Services (46%)	*	*	**	$26,625	$28,843
Health professions/related progs.	General Hospitals (50%)	Nursing Care Facilities (10%)	Doctors' Offices (8%)	$39,238	$46,163	$53,375
Homeland Security, law enforcement, firefighting, and protective services	Government (27%)	Justice and Safety Activities (7%)	Security Services (4%)	$27,286	$38,114	$43,375
Law/legal studies	Legal Services (36%)	Government (9%)	Employment Services (8%)	$26,763	$31,528	$36,864
Liberal arts/general studies	General Hospitals (7%)	Colleges and Universities (6%)	Restaurants (4%)	$30,716	$37,494	$46,421
Mechanic and repair technologies	Automobile Dealers (19%)	Automotive Repair (10%)	Machinery Wholesalers (10%)	$31,910	$41,260	$45,384
Natural resources and conservation	Government (17%)	Employment Services (7%)	Justice and Safety Activities (7%)	$26,506	$36,293	**
Personal and culinary services	Death Care Services (47%)	Traveler Accommodation (5%)	*	$31,979	$40,972	**
Precision production	Building Equipment Contractors (26%)	Nonresidential Building Construction (21%)	Building Contractors (20%)	$54,668	$57,230	$65,726
Visual and performing arts	Printing Activities (6%)	Banking Institutions (5%)	Print Publishers (5%)	$25,469	$30,068	$37,237
ALL ASSOCIATE'S PROGRAMS				**$37,212**	**$43,858**	**$52,254**

Annual Headcount Enrollment: By Student Degree Level

	FY 2008			FY 2009			FY 2010			FY 2011			FY 2012**		
Institution Name	**Undergrad**	**Graduate**	**Total**	**Undergrad**	**Graduate**	**Total**	**Undergrad**	**Graduate**	**Total**	**Undergrad**	**Graduate**	**Total**	**Undergrad**	**Graduate**	**Total**
Ball State University	18,759	4,895	23,654	19,068	5,079	24,147	20,139	5,488	25,627	20,286	5,609	25,895	19,951	7,030	26,981
Indiana State University	11,210	3,089	14,299	10,730	3,369	14,099	10,833	3,065	13,898	12,219	3,012	15,231	12,145	2,788	14,933
Indiana University-Bloomington	32,087	10,500	42,587	33,435	10,539	43,974	34,197	11,674	45,871	34,260	11,798	46,058	38,830	11,715	50,545
Indiana University-East	2,893	151	3,044	3,182	152	3,334	3,703	178	3,881	4,166	161	4,327	4,702	209	4,911
Indiana University-Kokomo	3,290	277	3,567	3,183	257	3,440	3,530	253	3,783	3,758	208	3,966	3,986	195	4,181
Indiana University-Northwest	5,434	1,036	6,470	5,551	1,030	6,581	6,380	1,001	7,381	6,894	940	7,834	6,881	866	7,747
Indiana University-Purdue University-Indianapolis	27,255	11,368	38,623	27,490	11,672	39,162	28,056	11,044	39,100	28,100	10,086	38,186	27,637	10,031	37,668
Indiana University-South Bend	8,056	1,684	9,740	8,596	1,459	10,055	9,484	1,366	10,850	9,607	1,062	10,669	9,422	847	10,269
Indiana University-Southeast	6,628	1,391	8,019	6,922	1,503	8,425	7,303	1,417	8,720	7,749	1,252	9,001	7,491	1,220	8,711
Indiana University-Purdue University-Fort Wayne	13,552	1,397	14,949	14,203	1,292	15,495	15,671	1,410	17,081	15,878	1,265	17,143	16,061	1,088	17,149
Purdue University-Calumet Campus	10,610	1,480	12,090	10,207	1,479	11,686	10,864	1,628	12,492	10,719	1,609	12,328	11,082	1,530	12,612
Purdue University-North Central Campus	4,658	125	4,783	4,995	120	5,115	5,588	109	5,697	5,898	112	6,010	6,948	93	7,041
Purdue University-Statewide Technology*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,496	0	1,496
Purdue University-West Lafayette*	34,714	9,358	44,072	35,006	9,623	44,629	34,494	10,126	44,620	34,066	10,184	44,250	33,070	10,305	43,375
University of Southern Indiana	11,026	1,091	12,117	11,445	1,109	12,554	12,140	1,140	13,280	12,414	1,128	13,542	12,816	1,224	14,040
Ivy Tech Community College	117,723	0	117,723	130,340	0	130,340	166,537	0	166,537	174,298	0	174,298	165,698	0	165,698
Vincennes University	16,937	0	16,937	20,429	0	20,429	23,108	0	23,108	23,014	0	23,014	23,811	0	23,811

*Beginning in 2011-2012, Purdue reports Statewide Technology separately from Purdue West Lafayette. In years prior to 2012, Statewide Technology was reported with West Lafayette. As such, PUWL counts from years prior to FY2012 may not be comparable to FY2012.

Report run July 1, 2013

DATA SOURCES AND NOTES

Source: CHE Data Submission System (CHEDSS)

This report represents headcount enrollments for each fiscal year (July-June). The counts include both degree-seeking and non degree-seeking students.

Counts are unduplicated at the institution level.

Undergraduate includes: Certificate of less than 1 year; Certificate of 1 to 2 years; Associate; Bachelor; unclassified undergraduate; non degree-seeking undergraduate; and high school students

Graduate includes: Post-baccalaurate certificate; Master; Post-Master certificate; Doctoral; unclassified graduate; non degree-seeking graduate

****Special Notes for 2011-2012**

- Prior to FY2012, some institutions reported data on all students enrolled in a given fiscal year, while other ins itutions reported data only on students enrolled as of census date. Beginning in FY2012, institutions were instructed to reported data on all students, regardless of whe her the students were enrolled as of census date or not. As such, FY2012 counts may not always be comparable to prior years' counts.
- Prior to FY2012, some institutions included students who were not enrolled for credit, while other institutions excluded students who were not enrolled for credit. Beginning in FY2012, all institutions were instructed to EXCLUDE students who were not enrolled for credit. As such, FY2012 counts may not always be comparable to prior years' counts.

Headcount Enrollment at Fall Census Date By Student Degree Level and Enrollment Status

	Fall 2007						Fall 2008						Fall 2009						Fall 2010						Fall 2011**					
	Undergraduate			Graduate			Undergraduate			Graduate			Undergraduate			Graduate			Undergraduate			Graduate			Undergraduate			Graduate		
Institution Name	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Ball State University	15,487	1,413	16,900	1,131	2,040	3,171	15,766	1,303	17,069	1,102	2,309	3,411	16,550	1,449	17,999	1,288	2,350	3,638	17,030	1,392	18,422	1,459	2,370	3,829	16,209	1,378	17,587	1,444	2,940	4,384
Indiana State University	7,272	1,572	8,844	772	1,347	2,119	7,189	1,692	8,881	749	1,394	2,143	7,290	1,751	9,041	809	1,291	2,100	8,232	1,724	9,956	835	1,287	2,122	8,171	1,132	9,303	818	1,218	2,036
Indiana University-Bloomington	28,761	1,368	30,129	5,670	2,920	8,590	30,052	1,263	31,315	5,690	3,031	8,721	31,034	1,193	32,227	5,869	3,973	9,842	30,931	1,136	32,067	5,995	4,088	10,083	31,093	1,178	32,271	6,040	4,108	10,148
Indiana University-East	1,256	966	2,222	7	37	44	1,359	1,024	2,383	14	50	64	1,514	1,314	2,828	10	86	96	1,744	1,538	3,282	27	56	83	1,904	1,719	3,623	9	93	102
Indiana University-Kokomo	1,380	1,307	2,687	47	101	148	1,299	1,231	2,530	50	110	160	1,547	1,297	2,844	54	94	148	1,705	1,264	2,969	32	108	140	1,752	1,435	3,187	52	79	131
Indiana University-Northwest	2,425	1,707	4,132	146	512	658	2,579	1,586	4,165	148	479	627	3,091	1,774	4,865	162	527	689	3,408	1,887	5,295	154	517	671	3,293	2,095	5,388	146	501	647
Indiana University-Purdue University-Indianapolis	14,231	6,758	20,989	3,916	4,746	8,662	14,712	6,424	21,136	4,011	4,915	8,926	15,553	6,317	21,870	4,080	4,239	8,319	15,870	6,193	22,063	4,271	4,075	8,346	16,084	6,137	22,221	4,279	3,952	8,231
Indiana University-South Bend	3,679	2,755	6,434	234	849	1,083	3,897	2,854	6,751	209	752	961	4,324	3,159	7,483	214	696	910	4,502	3,285	7,787	186	616	802	4,321	3,418	7,739	145	501	646
Indiana University-Southeast	3,297	2,125	5,422	41	778	819	3,524	2,050	5,574	47	860	907	3,893	2,032	5,925	46	866	912	4,123	2,249	6,372	44	760	804	4,091	2,286	6,377	40	838	878
Indiana University-Purdue University-Fort Wayne	7,311	3,746	11,057	97	775	872	7,587	3,999	11,586	80	667	747	8,383	4,430	12,813	161	692	853	8,802	4,491	13,293	154	672	826	7,634	5,516	13,150	136	611	747
Purdue University-Calumet Campus	5,411	3,153	8,564	198	839	1,037	5,510	2,795	8,305	235	777	1,012	5,841	3,128	8,969	312	844	1,156	5,862	2,759	8,621	291	880	1,171	5,534	3,374	8,908	344	848	1,192
Purdue University-North Central Campus	2,314	1,500	3,814	40	50	90	2,558	1,583	4,141	0	102	102	2,761	1,618	4,379	0	84	84	2,844	1,698	4,542	0	72	72	2,532	2,485	5,017	1	71	72
Purdue University-Statewide Technology*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	669	558	1,227	0	0	0
Purdue University-West Lafayette*	30,165	2,100	32,265	5,886	1,899	7,785	30,663	2,126	32,789	6,094	2,025	8,119	30,279	1,946	32,225	6,103	2,307	8,410	30,095	1,796	31,891	6,151	2,577	8,728	29,324	1,162	30,486	5,973	2,707	8,680
University of Southern Indiana	7,524	2,098	9,622	175	622	797	7,707	2,147	9,854	152	707	859	8,076	2,322	10,398	184	747	931	8,262	2,594	10,856	183	751	934	8,185	3,159	11,344	146	829	975
Ivy Tech Community College	26,874	51,161	78,035	0	0	0	30,158	51,146	81,304	0	0	0	40,224	65,554	105,778	0	0	0	43,706	68,140	111,846	0	0	0	30,627	72,858	103,485	0	0	0
Vincennes University	5,226	6,899	12,125	0	0	0	5,579	7,892	13,471	0	0	0	6,630	9,646	16,276	0	0	0	7,125	10,557	17,682	0	0	0	5,359	10,886	16,245	0	0	0
TOTAL ALL INDIANA PUBLICS	**162,613**	**90,628**	**253,241**	**18,360**	**17,515**	**35,875**	**170,139**	**91,115**	**261,254**	**18,581**	**18,178**	**36,759**	**186,990**	**108,930**	**295,920**	**19,292**	**18,796**	**38,088**	**194,241**	**112,703**	**306,944**	**19,782**	**18,829**	**38,611**	**176,782**	**120,776**	**297,558**	**19,573**	**19,296**	**38,869**

*Beginning in 2011-2012, Purdue reports Statewide Technology separately from Purdue West Lafayette. In years prior to 2012, Statewide Technology was reported with West Lafayette. As such, PUWL counts from years prior to FY2012 may not be comparable to FY2012.

Report run on July 1, 2013

DATA SOURCES AND NOTES

Source: CHE Data Submission System (CHEDSS)

This report represents headcount enrollments as of fall institutional census date. The counts include both degree-seeking and non degree-seeking students.Students reported with 0 credit hours at fall institutional census date are excluded from this report.

Counts are unduplicated at the institution level.

Undergraduate includes: Certificate of less than 1 year; Certificate of 1 to 2 years; Associate; Bachelor; unclassified undergraduate; non degree-seeking undergraduate; and high school students

For undergraduate students, full time is defined as enrolled in 12 or more credit hours at fall institutional census date. Part time is defined as enrolled in less than 12 credit hours at fall institutional census date

Graduate includes: Post-baccalaurate certificate; Master; Post-Master certificate; Doctoral; unclassified graduate; non degree-seeking graduate

For graduate students other than doctoral-professional practice, full time is defined as enrolled in 9 or more credit hours at fall institutional census date. Part time is defined as enrolled in less than 9 credit hours at fall institutional census date. For doctoral-professional practice, full time is defined as enrolled in 12 or more credit hours at fall institutional census date, and part time is defined as enrolled in less than 12 credit hours at fall institutional census date

Special Notes for 2011-2012**

- Prior to FY2012, some institutions reported data on all students enrolled in a given fiscal year, while other institutions reported data only on students enrolled as of census date. Beginning in FY2012, institutions were instructed to report data on all students, regardless of whether the students were enrolled as of census date or not. As such, FY2012 counts may not always be comparable to prior years' counts.
- Prior to FY2012, some institutions included students who were not enrolled for credit, while other institutions excluded students who were not enrolled for credit. Beginning in FY2012, all institutions were instructed to EXCLUDE students who were not enrolled for credit. As such, FY2012 counts may not always be comparable to prior years' counts.

Graduation Rates (Resident + Non-Resident)

Full-time first-time degree-seeking undergraduate students

4-YEAR GRAD RATE (On-Time): Bachelor's Degree Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Ball State	35.4%	36.9%	35.3%	33.6%	33.5%	35.9%	37.9%
Indiana State	21.1%	20.2%	21.6%	21.6%	21.8%	23.0%	20.3%
IU-Bloomington	50.0%	51.7%	49.3%	49.3%	54.5%	57.2%	58.2%
IU-East	8.6%	8.6%	5.7%	6.1%	4.6%	8.9%	8.2%
IU-Kokomo	10.3%	9.0%	6.3%	8.5%	9.3%	7.5%	9.6%
IU-Northwest	8.4%	9.8%	6.1%	8.0%	6.4%	7.9%	8.6%
IUPUI	10.2%	10.8%	11.4%	10.9%	14.0%	15.7%	17.6%
IU-South Bend	6.4%	6.8%	5.0%	5.4%	4.7%	5.7%	6.2%
IU-Southeast	8.8%	8.2%	9.6%	8.5%	8.7%	8.9%	8.7%
IPFW	6.2%	7.7%	8.7%	7.5%	7.0%	7.9%	9.0%
PU-Calumet	5.7%	8.0%	7.2%	6.8%	7.3%	10.2%	10.4%
PU-West Lafayette	38.6%	38.6%	39.2%	35.5%	36.2%	38.3%	44.5%
PU-North Central	4.5%	8.3%	5.4%	6.5%	8.0%	9.6%	8.1%
Southern Indiana	12.8%	14.3%	14.5%	17.2%	17.7%	17.7%	16.1%
Statewide	**30.4%**	**30.9%**	**29.9%**	**29.3%**	**31.2%**	**32.1%**	**34.5%**

6-YEAR GRAD RATE (150% of Time): Bachelor's Degree Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Ball State	65.2%	65.5%	61.8%	59.4%	62.2%	n/a	n/a
Indiana State	46.7%	45.4%	47.7%	45.9%	44.9%	n/a	n/a
IU-Bloomington	72.1%	73.2%	71.5%	72.1%	75.1%	n/a	n/a
IU-East	25.7%	19.8%	20.4%	19.0%	25.8%	n/a	n/a
IU-Kokomo	30.4%	28.1%	27.9%	22.1%	24.8%	n/a	n/a
IU-Northwest	25.8%	27.5%	21.3%	24.4%	23.0%	n/a	n/a
IUPUI	33.5%	36.9%	36.1%	34.3%	40.2%	n/a	n/a
IU-South Bend	28.2%	28.3%	28.4%	24.5%	25.2%	n/a	n/a
IU-Southeast	33.2%	26.5%	28.6%	27.5%	27.0%	n/a	n/a
IPFW	27.7%	28.9%	29.3%	30.4%	29.6%	n/a	n/a
PU-Calumet	27.3%	31.3%	30.5%	30.5%	31.1%	n/a	n/a
PU-West Lafayette	73.0%	71.6%	70.4%	65.7%	65.8%	n/a	n/a
PU-North Central	25.3%	29.3%	24.0%	25.3%	29.0%	n/a	n/a
Southern Indiana	36.0%	38.3%	36.5%	39.5%	41.1%	n/a	n/a
Statewide	**56.5%**	**56.4%**	**54.8%**	**53.8%**	**55.8%**	**n/a**	**n/a**

8-YEAR GRAD RATE (200% of Time): Bachelor's Degree Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Ball State	68.2%	68.5%	64.3%	n/a	n/a	n/a	n/a
Indiana State	50.7%	48.8%	51.6%	n/a	n/a	n/a	n/a
IU-Bloomington	74.6%	75.7%	73.8%	n/a	n/a	n/a	n/a
IU-East	30.5%	25.4%	25.7%	n/a	n/a	n/a	n/a
IU-Kokomo	34.4%	30.0%	33.9%	n/a	n/a	n/a	n/a
IU-Northwest	30.2%	31.3%	27.4%	n/a	n/a	n/a	n/a
IUPUI	39.4%	41.5%	41.2%	n/a	n/a	n/a	n/a
IU-South Bend	36.3%	33.0%	34.2%	n/a	n/a	n/a	n/a
IU-Southeast	37.5%	32.1%	34.5%	n/a	n/a	n/a	n/a
IPFW	33.4%	34.6%	34.5%	n/a	n/a	n/a	n/a
PU-Calumet	33.3%	38.2%	37.0%	n/a	n/a	n/a	n/a
PU-West Lafayette	75.8%	74.4%	73.0%	n/a	n/a	n/a	n/a
PU-North Central	29.4%	33.9%	29.3%	n/a	n/a	n/a	n/a
Southern Indiana	40.0%	42.8%	40.5%	n/a	n/a	n/a	n/a
Statewide	**60.1%**	**59.9%**	**58.3%**	n/a	n/a	n/a	n/a

Graduation Rates (Resident + Non-Resident)

Full-time first-time degree-seeking undergraduate students

2-YEAR GRAD RATE (On-Time): Certificate and Associate Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ivy Tech Community College	4.8%	4.0%	3.7%	3.8%	3.4%	3.6%	2.6%
Vincennes University	10.8%	11.1%	15.4%	12.6%	13.5%	9.5%	10.0%
Statewide	**6.7%**	**6.1%**	**6.6%**	**5.1%**	**5.1%**	**4.5%**	**3.8%**

3-YEAR GRAD RATE (150% of Time): Certificate and Associate Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ivy Tech Community College	11.6%	10.3%	10.0%	11.2%	10.3%	10.6%	n/a
Vincennes University	18.9%	18.4%	24.7%	19.6%	19.9%	18.4%	n/a
Statewide	**13.9%**	**12.7%**	**13.7%**	**12.4%**	**12.0%**	**11.7%**	**n/a**

4-YEAR GRAD RATE (200% of Time): Certificate and Associate Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ivy Tech Community College	16.6%	14.9%	14.8%	16.9%	15.2%	n/a	n/a
Vincennes University	22.7%	22.8%	28.6%	23.4%	25.0%	n/a	n/a
Statewide	**18.5%**	**17.2%**	**18.2%**	**17.9%**	**16.8%**	**n/a**	**n/a**

6-YEAR GRAD RATE (300% of Time): Certificate and Associate Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ivy Tech Community College	21.8%	21.2%	20.8%	n/a	n/a	n/a	n/a
Vincennes University	27.5%	27.9%	34.3%	n/a	n/a	n/a	n/a
Statewide	**23.6%**	**23.2%**	**24.2%**	**n/a**	**n/a**	**n/a**	**n/a**

DATA SOURCES AND NOTES:

Source: CHE Data Submission System (CHEDSS)

Cohort represents first-time entry, full-time students only

Students are counted as graduates if they graduated (at the same or higher degree level as originally enrolled) from any Indiana public institution, regardless of institution of entry.This methodology differs from other graduation rate calculation methodologies, such as the methodology used by National Center for Education Statistics. As such, these graduation rates may not be the same as graduation rates published elsewhere.

Graduation Rates (Resident ONLY)

Full-time first-time degree-seeking undergraduate students

4-YEAR GRAD RATE (On-Time): Bachelor's Degree Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Ball State	35.0%	35.9%	34.3%	32.8%	32.4%	35.3%	36.5%
Indiana State	21.4%	19.5%	20.9%	21.3%	22.1%	22.3%	19.3%
IU-Bloomington	45.0%	48.0%	45.2%	45.5%	49.1%	52.3%	54.4%
IU-East	7.4%	8.9%	7.5%	5.2%	5.1%	8.8%	7.9%
IU-Kokomo	9.9%	9.1%	6.3%	8.5%	9.3%	7.5%	9.6%
IU-Northwest	8.3%	9.9%	6.2%	8.1%	6.3%	8.0%	8.7%
IUPUI	10.2%	10.9%	11.4%	10.8%	14.0%	15.8%	17.7%
IU-South Bend	6.4%	6.8%	4.8%	5.5%	4.6%	5.5%	6.0%
IU-Southeast	9.0%	8.7%	10.0%	9.3%	9.4%	9.6%	8.8%
IPFW	5.4%	7.5%	8.1%	7.0%	6.5%	7.2%	8.0%
PU-Calumet	5.0%	8.0%	7.2%	7.0%	7.3%	9.8%	8.6%
PU-West Lafayette	37.2%	37.9%	40.0%	38.8%	38.8%	41.3%	45.1%
PU-North Central	4.5%	8.1%	5.4%	6.4%	7.9%	9.1%	8.1%
Southern Indiana	12.7%	14.1%	14.2%	17.0%	17.8%	15.8%	17.9%
Statewide	**26.2%**	**27.2%**	**26.5%**	**26.6%**	**27.5%**	**28.3%**	**30.3%**

6-YEAR GRAD RATE (150% of Time): Bachelor's Degree Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Ball State	65.6%	65.7%	61.7%	59.3%	62.2%	n/a	n/a
Indiana State	47.6%	45.5%	48.1%	46.8%	46.6%	n/a	n/a
IU-Bloomington	72.2%	73.9%	71.1%	72.2%	74.9%	n/a	n/a
IU-East	24.4%	18.9%	20.0%	16.1%	26.9%	n/a	n/a
IU-Kokomo	30.1%	28.2%	27.9%	22.2%	24.9%	n/a	n/a
IU-Northwest	25.7%	27.7%	21.3%	24.7%	23.2%	n/a	n/a
IUPUI	33.7%	37.2%	36.3%	34.5%	40.4%	n/a	n/a
IU-South Bend	28.4%	28.4%	28.6%	24.3%	24.9%	n/a	n/a
IU-Southeast	34.4%	27.1%	30.3%	27.9%	27.6%	n/a	n/a
IPFW	26.9%	28.4%	28.6%	30.2%	29.1%	n/a	n/a
PU-Calumet	26.2%	31.2%	30.6%	31.8%	31.5%	n/a	n/a
PU-West Lafayette	73.1%	72.9%	73.0%	71.3%	70.8%	n/a	n/a
PU-North Central	25.3%	29.2%	24.0%	25.3%	29.0%	n/a	n/a
Southern Indiana	36.4%	38.7%	36.5%	39.5%	41.8%	n/a	n/a
Statewide	**53.4%**	**54.0%**	**52.4%**	**52.2%**	**53.8%**	**n/a**	**n/a**

8-YEAR GRAD RATE (200% of Time): Bachelor's Degree Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Ball State	68.8%	68.9%	64.2%	n/a	n/a	n/a	n/a
Indiana State	51.9%	49.2%	52.1%	n/a	n/a	n/a	n/a
IU-Bloomington	75.6%	77.2%	73.9%	n/a	n/a	n/a	n/a
IU-East	29.0%	23.7%	25.0%	n/a	n/a	n/a	n/a
IU-Kokomo	34.2%	30.1%	33.9%	n/a	n/a	n/a	n/a
IU-Northwest	30.2%	31.6%	27.5%	n/a	n/a	n/a	n/a
IUPUI	39.7%	41.9%	41.5%	n/a	n/a	n/a	n/a
IU-South Bend	36.6%	33.1%	34.6%	n/a	n/a	n/a	n/a
IU-Southeast	39.1%	32.9%	35.7%	n/a	n/a	n/a	n/a
IPFW	32.7%	34.3%	33.8%	n/a	n/a	n/a	n/a
PU-Calumet	32.4%	38.0%	37.1%	n/a	n/a	n/a	n/a
PU-West Lafayette	76.9%	76.5%	76.2%	n/a	n/a	n/a	n/a
PU-North Central	29.4%	33.7%	29.5%	n/a	n/a	n/a	n/a
Southern Indiana	40.5%	43.4%	40.6%	n/a	n/a	n/a	n/a
Statewide	**57.7%**	**58.0%**	**56.3%**	n/a	n/a	n/a	n/a

Graduation Rates (Resident ONLY)

Full-time first-time degree-seeking undergraduate students

2-YEAR GRAD RATE (On-Time): Certificate and Associate Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ivy Tech Community College	4.8%	4.0%	3.7%	3.8%	3.4%	3.5%	2.6%
Vincennes University	13.3%	12.8%	14.8%	12.4%	12.8%	8.9%	9.5%
Statewide	**7.0%**	**6.2%**	**6.3%**	**5.0%**	**4.9%**	**4.3%**	**3.6%**

3-YEAR GRAD RATE (150% of Time): Certificate and Associate Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ivy Tech Community College	11.5%	10.2%	10.0%	11.2%	10.3%	10.4%	n/a
Vincennes University	23.4%	21.7%	24.7%	19.7%	19.6%	18.1%	n/a
Statewide	**14.6%**	**13.0%**	**13.4%**	**12.4%**	**11.7%**	**11.5%**	**n/a**

4-YEAR GRAD RATE (200% of Time): Certificate and Associate Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ivy Tech Community College	16.5%	14.8%	14.8%	16.9%	15.1%	n/a	n/a
Vincennes University	28.2%	27.1%	28.8%	23.9%	25.1%	n/a	n/a
Statewide	**19.5%**	**17.8%**	**18.0%**	**17.9%**	**16.7%**	**n/a**	**n/a**

6-YEAR GRAD RATE (300% of Time): Certificate and Associate Seekers

Four-year Colleges	Cohort Entry Year						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ivy Tech Community College	21.8%	21.2%	20.8%	n/a	n/a	n/a	n/a
Vincennes University	34.5%	33.5%	34.7%	n/a	n/a	n/a	n/a
Statewide	**25.1%**	**24.2%**	**24.0%**	**n/a**	**n/a**	**n/a**	**n/a**

Report run on July 16, 2013

DATA SOURCES AND NOTES:

Source: CHE Data Submission System (CHEDSS)

Cohort represents first-time entry, full-time Indiana resident students only, as reported by the institution. Residency is based on residency status at the time of student entry.

Students are counted as graduates if they graduated (at the same or higher degree level as originally enrolled) from any Indiana public institution, regardless of institution of entry.This methodology differs from other graduation rate calculation methodologies, such as the methodology used by National Center for Education Statistics. As such, these graduation rates may not be the same as graduation rates published elsewhere.

Undergraduate Degrees Conferred: Indiana Residents Only

Bachelor's Degrees Conferred: Indiana Residents Only (Fiscal Year 2003-Fiscal Year 2012)

Four-Year Colleges	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Ball State University	2,556	2,761	2,744	3,108	2,992	2,855	2,540	2,614	2,499	2,968
Indiana State University	1,194	1,236	1,282	1,286	1,216	1,256	1,267	1,121	1,087	1,156
Indiana University-Bloomington	4,173	4,170	4,055	4,093	4,069	3,911	3,909	4,234	4,308	4,546
Indiana University-East	142	166	144	173	206	182	198	250	264	366
Indiana University-Kokomo	229	242	220	256	263	282	325	321	386	352
Indiana University-Northwest	338	360	363	361	408	376	351	402	459	437
Indiana University-Purdue University-Indianapolis	2,335	2,394	2,016	2,639	2,631	2,720	2,934	2,980	3,188	3,422
Indiana University-South Bend	514	508	542	660	493	511	629	554	569	669
Indiana University-Southeast	493	496	478	462	491	477	475	440	480	539
Indiana University-Purdue University-Fort Wayne	815	821	884	972	922	934	1,023	1,072	976	1,242
Purdue University-Calumet Campus	676	677	677	638	705	745	735	728	822	800
Purdue University-North Central Campus	217	242	238	302	320	315	305	312	370	399
Purdue University-Statewide Technology*										163
Purdue University-West Lafayette*	4,209	4,293	4,135	3,881	3,914	4,107	4,290	4,458	4,668	4,368
University of Southern Indiana	785	889	959	902	1,018	1,053	1,082	1,136	1,116	1,285
Vincennes University					26	17	55	70	75	79
Grand Total	**18,676**	**19,255**	**18,737**	**19,733**	**19,674**	**19,741**	**20,118**	**20,692**	**21,267**	**22,791**

Associate's Degrees Conferred: Indiana Residents Only (Fiscal Year 2003-Fiscal Year 2012)

Two-Year Colleges	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Ivy Tech Community College	3,543	3,811	4,302	4,765	4,902	5,225	5,439	6,414	7,581	8,512
Vincennes University	728	818	939	933	823	850	917	835	825	794
Grand Total	**4,271**	**4,629**	**5,241**	**5,698**	**5,725**	**6,075**	**6,356**	**7,249**	**8,406**	**9,306**

Certificates Conferred: Indiana Residents Only (Fiscal Year 2003-Fiscal Year 2012)

Two-Year Colleges	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Ivy Tech Community College	1,761	1,957	1,903	2,067	2,198	2,164	1,953	2,178	2,745	3,253
Vincennes University	28	54	68	57	75	71	64	66	66	37
Grand Total	**1,789**	**2,011**	**1,971**	**2,124**	**2,273**	**2,235**	**2,017**	**2,244**	**2,811**	**3,290**

*Beginning in 2011-12, Purdue reports Statewide Technology undergraduate degrees separately from Purdue West Lafayette. In years prior to 2012, Statewide Technology was reported with West Lafayette. As such, PUWL counts from years prior to FY2012 may not be comparable to FY2012.

Graduate Degrees Conferred: Indiana Residents Only

Master's Degrees Conferred: Indiana Residents Only (Fiscal Year 2003-Fiscal Year 2012)

Four-Year Institution	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Ball State University	593	666	658	751	613	637	732	866	947	1,002
Indiana State University	224	229	212	246	270	251	245	241	246	252
Indiana University-Bloomington	535	531	577	667	637	589	577	676	712	701
Indiana University-East							5	4	27	19
Indiana University-Kokomo	21	23	17	26	30	30	33	33	55	45
Indiana University-Northwest	123	121	139	143	138	127	170	144	174	141
Indiana University-Purdue University-Indianapolis	817	954	931	1,090	1,184	1,307	1,239	1,310	1,356	1,433
Indiana University-South Bend	196	239	201	234	194	201	152	176	179	170
Indiana University-Southeast	119	160	105	127	92	125	114	99	106	111
Indiana University-Purdue University-Fort Wayne	199	179	171	180	189	180	254	211	163	303
Purdue University-Calumet Campus	180	166	207	191	169	184	187	188	181	186
Purdue University-North Central Campus					9	20	25	30	29	22
Purdue University-West Lafayette	338	391	359	367	392	336	350	354	394	416
University of Southern Indiana	80	137	158	161	143	126	129	131	143	169
Grand Total	**3,425**	**3,796**	**3,735**	**4,183**	**4,060**	**4,113**	**4,212**	**4,463**	**4,712**	**4,970**

Doctoral Degrees Conferred: Indiana Residents Only (Fiscal Year 2003-Fiscal Year 2012)

Four-Year Institution	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Ball State University	30	33	32	38	29	24	36	28	43	37
Indiana State University	32	16	43	39	32	33	33	37	34	34
Indiana University-Bloomington	244	245	243	229	215	214	234	193	230	199
Indiana University-Purdue University-Indianapolis	552	565	557	563	614	592	575	598	599	638
Purdue University-West Lafayette	242	215	274	242	260	261	234	247	267	251
University of Southern Indiana									11	4
Grand Total	**1,100**	**1,074**	**1,149**	**1,111**	**1,150**	**1,124**	**1,112**	**1,103**	**1,184**	**1,163**

Report run on July 17, 2013

DATA SOURCES AND NOTES:

Source: CHE Data Submission System (CHEDSS)
This report represents degrees conferred for each fiscal year (July-June). A student is counted as many times as s/he received a degree in a fiscal year.
Certificate includes only certificates of at least 30 but less than 60 credit hours. Doctoral degrees includes both doctoral-professional practice and doctoral-research.
Undergraduate certificates of less than 30 credit hours and graduate certificates are excluded from this report.
Residency status is based on residency status at the time of degree conferral.

Indiana Network of Knowledge (INK)

Collaboration: Sharing What We Know

The backbone for our data reports is an annual data collection from public colleges. However, in many cases collaboration enhances what our data tell us. The most notable example of such collaboration is the creation of the Indiana Network of Knowledge (INK), which links different data sources across the entire education-workforce pipeline.

Our Return on Investment Reports are made possible through INK's unique ability to link labor market outcomes to higher education programs. Similarly, the College Readiness Reports rely on data matching between the Commission and the Department of Education. Following the merger of the Commission with the agency administering state financial aid, we have been able to link FAFSA and financial aid award information to data on GPA, credit completion and graduation rates, allowing us to evaluate student performance in our aid programs and make a strong data-driven case for reform.

As the sharing of information moves from ad hoc data sharing agreements to statutory, structural integration of information, we have the potential to learn much more and drive further policy change.

Overview - Indiana Board for Proprietary Education

Governance: The Indiana Board for Proprietary Education consists of seven members. Of the seven members, one is the commissioner for higher education and one is the superintendent of public instruction, or their designees. The five remaining members are appointed by the governor and must include one member with at least five years experience immediately preceding appointment in an executive or a managerial position at a postsecondary proprietary educational institution subject to authorization, one member who was an administrator of an industrial employee training program for a period of at least five years, and three members of the public at large. An associate commissioner of the Commission for Higher Education serves as executive director of the Board for Proprietary Education. The Board is administered and staffed by the Indiana Commission for Higher Education.

Purpose: The Indiana Board for Proprietary Education is charged with authorizing all accredited Indiana proprietary institutions that grant degrees, as well as all accredited proprietary degree-granting, out-of-state institutions that offer instruction in Indiana. In addition, the Board is charged with protecting and informing the public at large. These functions are carried out through a student complaint process and by providing information to the public about authorized institutions.

BPE currently regulates over 30 institutions with more than 60 campuses. These schools offer classroom and online programs in a variety of business, technical, career, and professional occupations. Credentials awarded include certificates, diplomas, associate degrees, baccalaureate degrees, and advanced degrees. Eligible Indiana students at participating campuses may participate in Indiana's student financial aid programs, including the 21st Century Scholarship Program.

Members: Mr. Lloyd Garrison (Indiana Department of Education; Designee of the Superintendent of Public Instruction); Mr. Kenneth Konesco (President Emeritus of Harrison College; Proprietary Sector Representative); Mr. Joe Pearson (Executive Director, Mid-America Science Park; Industrial Training Representative); Ms. Kimberly Perkins (Vice President, Amatrol, Inc.; Public-at-large Representative); Dr. Ken Sauer (Indiana Commission for Higher Education; Designee of Commissioner for Higher Education). One seat on the board is currently vacant.

Staff: Dr. Ken Sauer, Executive Director of BPE and Senior Associate Commissioner for Research and Academic Affairs; Mr. Ross Miller, Director of Accreditation and Regulatory Compliance

Enabling Legislation: IC 21-18.5-5

IC 21-18.5-5

Chapter 5. Board for Proprietary Education

IC 21-18.5-5-1

Establishment of board for proprietary education

Sec. 1. The board for proprietary education is established.

As added by P.L.107-2012, SEC.58.

IC 21-18.5-5-2

Member

Sec. 2. (a) The board for proprietary education consists of the following seven (7) members:

(1) The state superintendent or the superintendent's designee.

(2) The executive officer of the commission for higher education or the executive officer's designee.

(3) Five (5) members appointed by the governor.

(b) The members appointed by the governor under subsection (a) serve for a term of four (4) years.

(c) Not more than three (3) of the members appointed by the governor may be members of the same political party.

(d) Of the five (5) members appointed by the governor:

(1) one (1) must have been engaged for a period of at least five (5) years immediately preceding appointment in an executive or a managerial position in a postsecondary proprietary educational institution subject to IC 21-18.5-6;

(2) one (1) must have been engaged in administering or managing an industrial employee training program for a period of at least five (5) years immediately preceding appointment; and

(3) three (3) must be representatives of the public at large who are not representatives of the types of postsecondary credit bearing proprietary educational institutions to be authorized.

For purposes of subdivision (3), an elected or appointed state or local official or a member of a private or public school may not be appointed as a representative of the public at large.

(e) An appointment to fill a vacancy occurring on the board for proprietary education is for the unexpired term.

As added by P.L.107-2012, SEC.58. Amended by P.L.273-2013, SEC.9.

IC 21-18.5-5-3

Member salary and benefits

Sec. 3. (a) A member of the board for proprietary education who is not a state employee is entitled to the minimum salary per diem provided by IC 4-10-11-2.1(b). The member is also entitled to reimbursement for traveling expenses as provided under IC 4-13-1-4 and other expenses actually incurred in connection with the member's duties as provided in the state policies and procedures established by the Indiana department of administration and approved by the budget agency.

(b) Each member of the board for proprietary education who is a state employee is entitled to reimbursement for traveling expenses as provided under IC 4-13-1-4 and other expenses actually incurred in connection with the member's duties as provided in the state policies and procedures established by the Indiana department of administration and approved by the budget agency.

As added by P.L.107-2012, SEC.58.

IC 21-18.5-5-4

Officers; rulemaking; meetings

Sec. 4. (a) The board for proprietary education may select officers from the board for proprietary education's membership as the board for proprietary education considers necessary.

(b) The board for proprietary education may adopt reasonable rules under IC 4-22-2 to implement this chapter and IC 21-18.5-6.

(c) The board for proprietary education:

(1) may meet as necessary upon call of the chairperson; and

(2) shall meet at least four (4) times a year.

As added by P.L.107-2012, SEC.58.

IC 21-18.5-5-5

Executive director

Sec. 5. An associate commissioner of the commission (as defined in IC 21-18.5-2-7) shall serve as the executive director of the board for proprietary education.

As added by P.L.107-2012, SEC.58.

IC 21-18

ARTICLE 18. COMMISSION FOR HIGHER EDUCATION

IC 21-18-1

Chapter 1. General Provisions; Definitions

IC 21-18-1-1

Definitions

Sec. 1. The definitions in this chapter apply throughout this article.

As added by P.L.2-2007, SEC.259.

IC 21-18-1-2

"Advisory committee"

Sec. 2. "Advisory committee" refers to any advisory committee established by the commission.

As added by P.L.2-2007, SEC.259.

IC 21-18-1-3

"Commission"

Sec. 3. "Commission" refers to the commission for higher education.

As added by P.L.2-2007, SEC.259.

IC 21-18-1-4

"Long range plan"

Sec. 4. "Long range plan" refers to the long range plan for postsecondary education developed by the commission.

As added by P.L.2-2007, SEC.259.

IC 21-18-1-5

"Nominating committee"

Sec. 5. "Nominating committee" refers to the nominating committee established under IC 21-18-3-4.

As added by P.L.2-2007, SEC.259.

IC 21-18-1-6

"Statewide committee"

Sec. 6. "Statewide committee" refers to the committee on statewide transfer and articulation established by the commission under the transfer and articulation initiative, March 1, 2000.

As added by P.L.2-2007, SEC.259.

IC 21-18-1-7

"Career and technical education"

Sec. 7. "Career and technical education" means any postsecondary vocational, agricultural, occupational, manpower, employment, or technical training or retraining of less than a baccalaureate level that:

(1) is offered by a state educational institution; and

(2) enhances an individual's career potential.

As added by P.L.2-2007, SEC.259. Amended by P.L.234-2007, SEC.74.

IC 21-18-1-8

"Vocational education plan"

Sec. 8. "Vocational education plan" refers to the plan for implementing postsecondary vocational education programming developed by the commission.

As added by P.L.2-2007, SEC.259.

IC 21-18-2

Chapter 2. Creation

IC 21-18-2-1

Commission creation

Sec. 1. A commission is established as an instrumentality and an agency of the state.

As added by P.L.2-2007, SEC.259.

IC 21-18-2-2

Name of commission

Sec. 2. The commission shall be known as the "Commission for Higher Education of the State of Indiana".

As added by P.L.2-2007, SEC.259.

IC 21-18-2-3

Powers of commission

Sec. 3. The commission may sue and be sued in the name of the commission.

As added by P.L.2-2007, SEC.259.

IC 21-18-3

Chapter 3. Membership

IC 21-18-3-1

Membership

Sec. 1. The commission consists of fourteen (14) members appointed by the governor as follows:

(1) Each member must be a citizen of Indiana.

(2) Each congressional district must be represented by at least one (1) member who resides in the congressional district.

(3) One (1) member must be a student.

(4) One (1) member must be a full-time faculty member of a state educational institution.

As added by P.L.2-2007, SEC.259.

IC 21-18-3-2

Membership; restrictions

Sec. 2. Except for the one (1) full-time faculty member and the one (1) student member, a member may not:

(1) be a full-time employee of; or

(2) serve on the governing board of;

any state public or private college or university in Indiana.

As added by P.L.2-2007, SEC.259. Amended by P.L.31-2010, SEC.1.

IC 21-18-3-3

Appointments

Sec. 3. The governor shall appoint the student member and the full-time faculty member of the commission from a list that:

(1) contains at least three (3) names but not more than five (5) names for each appointment; and

(2) is submitted by a nominating committee.

As added by P.L.2-2007, SEC.259.

IC 21-18-3-4

Nominating committee; membership

Sec. 4. The chairman of the commission shall appoint a ten (10) member nominating committee as follows:

(1) Five (5) students from state educational institutions, with not more than one (1) student from any one (1) state educational institution.

(2) Five (5) full-time faculty members from state educational institutions, with not more than one (1) full-time faculty member from any one (1) educational institution.

As added by P.L.2-2007, SEC.259.

IC 21-18-3-5

Membership not public office

Sec. 5. (a) Membership on the commission does not constitute holding a public office.

(b) A commission member is not required to take and file an oath

of office before serving as a commission member.

(c) Except as provided in this chapter, a commission member:

(1) is not disqualified from holding a public office or position by reason of appointment to or membership on the commission; and

(2) does not forfeit an office, a position, or an employment by reason of an appointment to the commission.

As added by P.L.2-2007, SEC.259.

IC 21-18-3-6

Term of appointments

Sec. 6. (a) Appointments to the commission are for a term of four (4) years except:

(1) the student member; and

(2) the full-time faculty member;

who are appointed to a term of two (2) years.

(b) The governor shall promptly make appointments to fill vacancies for the duration of unexpired terms in the same manner as the original appointments.

(c) The term of a member begins on July 1 of the year of appointment and continues until a successor has been appointed.

As added by P.L.2-2007, SEC.259.

IC 21-18-3-7

Per diem; lodging; mileage; expenses reimbursement

Sec. 7. Members of the commission shall:

(1) receive per diem, lodging, and mileage for attendance at regular or special meetings; and

(2) be reimbursed for necessary expenses incurred on other official duties.

As added by P.L.2-2007, SEC.259.

IC 21-18-4
Chapter 4. Officers

IC 21-18-4-1
Organization
Sec. 1. The commission shall elect from its membership:
(1) a chairman;
(2) a vice chairman; and
(3) other necessary officers.
As added by P.L.2-2007, SEC.259.

IC 21-18-5

Chapter 5. Administration

IC 21-18-5-1

Status

Sec. 1. The commission is a public institution for purposes of IC 5-11-1 and subject to the jurisdiction of the state board of accounts as provided in IC 5-11-1.

As added by P.L.2-2007, SEC.259.

IC 21-18-5-2

Application of IC 4-13-1, IC 4-13-2, IC 4-13.6, and IC 5-22 to the commission

Sec. 2. IC 4-13-1, IC 4-13-2, IC 4-13.6, and IC 5-22 apply to the commission to the same extent these provisions apply to state educational institutions.

As added by P.L.2-2007, SEC.259.

IC 21-18-5-3

Application of section; procurement contracts; trust bid; proposal or quotation

Sec. 3. (a) This section applies whenever a contract for the procurement of property for the commission is awarded by acceptance of bids, proposals, or quotations.

(b) A bid, proposal, or quotation submitted by a trust (as defined in IC 30-4-1-1(a)) must identify each:

(1) beneficiary of the trust; and

(2) settlor empowered to revoke or modify the trust.

As added by P.L.2-2007, SEC.259.

IC 21-18-5-4

Powers of commission

Sec. 4. The commission may:

(1) designate and employ an executive officer and necessary employees;

(2) designate the titles of the executive officer and necessary employees; and

(3) fix the compensation in terms of the employment.

As added by P.L.2-2007, SEC.259.

IC 21-18-6

Chapter 6. Purposes; General Powers; Limitations

IC 21-18-6-1

Purpose

Sec. 1. The general purposes of the commission are the following:

(1) Plan for and coordinate Indiana's state supported system of postsecondary education.

(2) Review appropriation requests of state educational institutions.

(3) Make recommendations to the governor, budget agency, or the general assembly concerning postsecondary education.

(4) Perform other functions assigned by the governor or the general assembly, except those functions specifically assigned by law to the state workforce innovation council under IC 22-4.1-19.

(5) Administer state financial aid programs under IC 21-18.5-4.

(6) Provide staff and office space for the board for proprietary education established by IC 21-18.5-5-1.

As added by P.L.2-2007, SEC.259. Amended by P.L.234-2007, SEC.75; P.L.7-2011, SEC.15; P.L.107-2012, SEC.57.

IC 21-18-6-2

Designation as the agency to administer funds available for postsecondary education

Sec. 2. (a) If designated by the governor or the general assembly, the commission may serve as the agency to receive or administer funds available for postsecondary education:

(1) programs;

(2) projects; and

(3) facilities;

for any of the acts of the United States Congress if the acts of Congress require the state to designate an agency or commission.

(b) This section does not provide for the designation of the commission by the governor as the recipient of funds provided by acts of the United States Congress if the general assembly designates another agency, board, or commission to receive the funds.

As added by P.L.2-2007, SEC.259.

IC 21-18-6-3

Additional powers of the commission

Sec. 3. The commission may employ all powers properly incident to or connected with any of the purposes, powers, or duties under this article, including the power to adopt rules.

As added by P.L.2-2007, SEC.259.

IC 21-18-6-4

Management of state educational institutions

Sec. 4. The commission has no powers or authority relating to the management, operation, or financing of a state educational institution

except as expressly set forth by law. All management, operations, and financing of state educational institutions remain exclusively vested in the board of trustees or other governing boards or bodies of the state educational institutions.
As added by P.L.2-2007, SEC.259.

IC 21-18-6-5
Restrictions

Sec. 5. The commission does not have the authority to obligate any tax funds or other funds of the state except for appropriations made to the commission by the general assembly.
As added by P.L.2-2007, SEC.259.

IC 21-18-7

Chapter 7. Advisory Committees; Committee on Statewide Transfer and Articulation

IC 21-18-7-1

Advisory committees; creation

Sec. 1. The commission may create advisory committees to assist the commission in performing the duties of the commission.

As added by P.L.2-2007, SEC.259.

IC 21-18-7-2

Advisory committees; composition

Sec. 2. An advisory committee must be composed of:

(1) representatives of state educational institutions;

(2) representatives of private colleges and universities;

(3) students;

(4) faculty; and

(5) other qualified persons.

As added by P.L.2-2007, SEC.259.

IC 21-18-7-3

Commission's power to direct activities of the committee

Sec. 3. The commission may direct the activities of the statewide committee, including the activities set forth in IC 21-42-6.

As added by P.L.2-2007, SEC.259.

IC 21-18-8

Chapter 8. Long Range Planning

IC 21-18-8-1

Long range plan

Sec. 1. The commission may develop, update, and implement a long range plan for postsecondary education.

As added by P.L.2-2007, SEC.259.

IC 21-18-8-2

Long range plan; factors pertinent to the development of the plan

Sec. 2. In developing the long range plan, the commission shall take into account:

(1) the plans and interests of the state private postsecondary educational institutions;

(2) anticipated enrollments in state public and private postsecondary educational institutions;

(3) financial needs of students; and

(4) other factors pertinent to the quality of educational opportunity available to the citizens of Indiana.

As added by P.L.2-2007, SEC.259.

IC 21-18-8-3

Long range plan; educational missions and projected enrollments of state educational institutions

Sec. 3. The long range plan must define the educational missions and the projected enrollments of the various state educational institutions.

As added by P.L.2-2007, SEC.259.

IC 21-18-8-4

Powers of the commission; recommendations

Sec. 4. The commission may:

(1) make recommendations to the general assembly and the governor concerning the long range plan; and

(2) prepare and offer proposed legislation needed to implement the long range plan.

As added by P.L.2-2007, SEC.259.

IC 21-18-8-5

Coordination with state board of education and department of workforce development to develop entrepreneurship education; technology and innovation commercialization projects

Sec. 5. (a) The commission shall coordinate with the Indiana state board of education (IC 20-19-2) and the department of workforce development (IC 22-4.1-2) to develop entrepreneurship education programs for elementary and secondary education, higher education, and individuals in the work force.

(b) The commission shall require each state educational institution to expand technology and innovation commercialization programs.

As added by P.L.172-2011, SEC.127.

IC 21-18-9

Chapter 9. Educational Program Review

IC 21-18-9-1

Powers of commission; budget review; recommendations

Sec. 1. The commission may:

(1) review the legislative request budgets of all state educational institutions preceding each session of the general assembly; and

(2) make recommendations concerning appropriations and bonding authorizations to state educational institutions, including public funds for financial aid to students by any state agency.

As added by P.L.2-2007, SEC.259.

IC 21-18-9-2

Powers of commission; program review; recommendations

Sec. 2. The commission may:

(1) review all programs of any state educational institution, regardless of the source of funding; and

(2) make recommendations to the board of trustees of the state educational institution, the governor, and the general assembly concerning the funding and the disposition of the programs.

As added by P.L.2-2007, SEC.259.

IC 21-18-9-3

Request for receipts and expenditures

Sec. 3. In making a review under section 1 or 2 of this chapter, the commission may request and shall receive, in the form reasonably required by the commission, from all state educational institutions, complete information concerning all receipts and all expenditures.

As added by P.L.2-2007, SEC.259.

IC 21-18-9-4

Powers of commission; studies; recommendations

Sec. 4. The commission may:

(1) make, or cause to be made, studies of the needs for various types of postsecondary education; and

(2) make recommendations to the general assembly and the governor concerning the organization of these programs.

As added by P.L.2-2007, SEC.259.

IC 21-18-9-5

Powers of commission; approval or disapproval of branches, degrees, and programs

Sec. 5. The commission may approve or disapprove the:

(1) establishment of any new branches, regional or other campuses, or extension centers;

(2) establishment of any new college or school; or

(3) offering of any proposed or existing:

(A) associate, baccalaureate, or graduate degree; or

(B) program leading to a certificate or other indication of accomplishment.

As added by P.L.2-2007, SEC.259. Amended by P.L.169-2011, SEC.21; P.L.101-2012, SEC.1.

IC 21-18-9-6

Entrepreneurship programs

Sec. 6. (a) The commission shall inventory the entrepreneurship programs conducted by postsecondary educational institutions in Indiana. The commission shall publish the inventory on the commission's Internet web site in a form that allows students to identify the educational opportunities that are available in the field of entrepreneurship, after consulting with the department of workforce development and the Indiana economic development corporation.

(b) The commission shall report the findings under subsection (a) to the legislative council not later than November 1, 2011, in an electronic format under IC 5-14-6.

(c) This section expires June 30, 2013.

As added by P.L.114-2011, SEC.6.

IC 21-18-9-7

Common course numbering system

Sec. 7. In collaboration with the state educational institutions, the commission shall develop, implement, and maintain a common course numbering system to be used by the state educational institutions for all courses in the core transfer library (as defined in IC 21-42-1-3). The commission shall create a state course numbering system into which each state educational institution shall map the state educational institution's unique course numbers.

As added by P.L.88-2012, SEC.1.

IC 21-18-9-8

Undergraduate degree programs; number of credit hours

Sec. 8. (a) Each state educational institution shall review each undergraduate degree program offered by the state educational institution to determine the number of credit hours required for the degree and report the results to the commission. If a degree program requires more than:

(1) sixty (60) credit hours for an associate degree; or

(2) one hundred twenty (120) credit hours for a baccalaureate degree;

the state educational institution must provide justification to the commission in the report for the additional credit hours required.

(b) In providing justification under subsection (a):

(1) if the state educational institution documents that the additional credit hours are required by:

(A) specific program standards established by external accreditation bodies; or

(B) occupational certification or licensure;

the commission shall accept the justification; and

(2) if the state educational institution documents that the additional credit hours are related to:

(A) employer requirements; or

(B) enhanced program quality and content;

the commission may accept the justification.

(c) The commission shall require a review and report of the credit hours required for degree programs under this section at least every three (3) years.

(d) A proposal submitted to the commission under section 5 of this chapter must provide justification for a degree that requires more than:

(1) sixty (60) credit hours for an associate degree; or

(2) one hundred twenty (120) credit hours for a baccalaureate degree.

As added by P.L.101-2012, SEC.2.

IC 21-18-10
Repealed

(*Repealed by P.L.7-2011, SEC.26.)*

IC 21-18-11

Chapter 11. Transfer of Courses and Programs; Report

IC 21-18-11-1

Annual report

Sec. 1. The commission may submit a report to the legislative council not later than August 30 of each year on the status of the transfer of courses and programs between state educational institutions, including any initiative under IC 21-42.

As added by P.L.2-2007, SEC.259.

IC 21-18-11-2

Annual report; changes from preceding academic year

Sec. 2. The commission report under section 1 of this chapter must include any changes made during the immediately preceding academic year.

As added by P.L.2-2007, SEC.259.