



# REACHING HIGHER, DELIVERING VALUE

## COMMISSION MEMBER HANDBOOK



INDIANA COMMISSION *for*  
HIGHER EDUCATION



COMPLETION



COMPETENCY



CAREER







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INDIANA COMMISSION *for*  
HIGHER EDUCATION

## MEMORANDUM

**TO:** New Commission Member

**FROM:** Teresa Lubbers  
Commissioner

**DATE:** July 1, 2016

**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 Indiana Commission for Higher Education.

1. **Travel and Expenses.** Commission members are allowed a stipend of \$100 per day, or fraction thereof, for meeting attendance. Mileage to and from Commission meetings will be reimbursed at \$.36 per mile. Hotel expenses will be charged to our agency charge card (maximum State rate of \$89.00 per night).

Hotel accommodations are reserved by our office for all members each month. If you do not need a reservation, please notify our Office Coordinator, Joan Gabig, via email at [JGabig@che.in.gov](mailto:JGabig@che.in.gov) by 3:00 p.m. the Monday prior to the meeting.

Claim vouchers will be handed out at the Thursday morning Commission meeting and are to be signed (*and turned in to the 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 Thursday of each month. The H. Kent Weldon Conference for Higher Education is held in April in lieu of a regular Commission meeting and regular meetings are not held in January or July, nor November of years leading into a short legislative session.

No regular Commission meeting is held in January or July each year, or November of odd numbered years. One week before each meeting, you will be contacted about your attendance.

**MEMORANDUM**

July 1, 2016

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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 300, 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. Additional information regarding the Commission is available at [www.che.in.gov](http://www.che.in.gov).



## INDIANA COMMISSION *for* HIGHER EDUCATION

### DESCRIPTION OF THE INDIANA COMMISSION FOR HIGHER EDUCATION

Created in 1971 by an act of the General Assembly and signed into law by then Governor Edgar Whitcomb, the Indiana Commission for Higher Education is a fourteen-member public body created to:

- (1) plan and to coordinate Indiana's state-supported system of post-high school education, taking into account the plans and interests of independent colleges and universities;
- (2) define the educational missions of public colleges and universities;
- (3) review both operating budget and capital budget appropriation requests from public institutions;
- (4) approve or disapprove for public institutions the establishment of any new branches, campuses, extension centers, colleges or schools;
- (5) approve or disapprove for public institutions the offering of any additional associate, baccalaureate or graduate degree or certificate program of two semesters or more in duration;
- (6) review all programs of public institutions and make recommendations to the governing board of the institution, the Governor, and the General Assembly concerning the funding and the disposition of these programs; and,
- (7) distribute student financial aid from state aid programs.

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 300  
Indianapolis, Indiana 46204-4206  
Phone: (317) 464-4400  
[www.in.gov/che](http://www.in.gov/che)





INDIANA COMMISSION for  
HIGHER EDUCATION

# Members of the Indiana Commission for Higher Education

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**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](mailto: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](mailto:dbland@cldinc.org)

*7<sup>th</sup> Congressional District*

Most Recent Appointment 07/01/16  
Original Appointment Date 07/01/04  
Term Expiration Date 06/30/20

---

**DR. JOHN CONANT**

Indiana State University  
Department of Economics  
Terre Haute, IN 47809  
Vigo County  
T: (812) 237-2159  
E: [john.conant@indstate.edu](mailto:john.conant@indstate.edu)

*Faculty Representative*

Most Recent Appointment: 02/23/15  
Original Appointment Date: 02/23/15  
Term Expiration Date: 06/30/17

---

**HON. JON COSTAS**

City of Valparaiso  
166 Lincolnway  
Valparaiso, IN 46383  
T: (219) 464-4273  
E: [mayorcostas@valpo.us](mailto:mayorcostas@valpo.us)

*1<sup>st</sup> Congressional District*

Most Recent Appointment: 07/01/13  
Original Appointment Date: 07/01/09  
Term Expiration Date: 06/30/17

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**MRS. SUSANA DUARTE DE SUAREZ** *(Secretary)*

11487 Golden Willow Drive  
Zionsville, IN 46077  
Boone County  
T: (317) 344-2479  
E: [sukoduarte@gmail.com](mailto:sukoduarte@gmail.com)

*At Large Member*

Most Recent Appointment 07/01/15  
Original Appointment Date 08/13/10  
Term Expiration Date 06/30/19



INDIANA COMMISSION *for*  
HIGHER EDUCATION

# Members of the Indiana Commission for Higher Education

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**MR. JUD FISHER**

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

*6<sup>th</sup> Congressional District*

Most Recent Appointment: 07/01/15  
Original Appointment Date: 07/01/07  
Term Expiration Date: 06/30/19

---

**MS. LISA HERSHMAN**

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

*4<sup>TH</sup> 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](mailto: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](mailto:clamothe@ascendanci.com)

*5<sup>th</sup> Congressional District*

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

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**MS. MIKA MOSIER**

Ivy Tech Community College  
4475 Central Avenue  
Columbus, IN 47203  
T: (812) 764-5250  
E: [mmosier7@ivytech.edu](mailto:mmosier7@ivytech.edu)

*Student Representative*

Most Recent Appointment: 07/01/16  
Original Appointment Date: 07/01/16  
Term Expiration Date: 06/30/18



INDIANA COMMISSION *for*  
HIGHER EDUCATION

# Members of the Indiana Commission for Higher Education

**MR. CHRIS MURPHY, III**

1<sup>st</sup> Source Bank  
P.O. Box 1602  
South Bend, IN 46601  
St. Joseph County  
T: (574) 235-2710  
E: [murphy-c@1stsource.com](mailto:murphy-c@1stsource.com)

*2<sup>nd</sup> Congressional District*

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

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**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](mailto:dan.peterson@cookgroup.com)

*9<sup>th</sup> Congressional District*

Most Recent Appointment: 07/01/16  
Original Appointment Date: 08/30/12  
Term Expiration Date: 06/30/20

---

**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](mailto:jfpopp@auntmillies.com)

*3<sup>rd</sup> Congressional District*

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

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**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](mailto:carenwhitehouse@gmail.com)

*8<sup>th</sup> Congressional District*

Most Recent Appointment: 07/01/15  
Original Appointment Date: 11/18/13  
Term Expiration Date: 06/30/19





## STANDING COMMITTEES AND MEMBER ASSIGNMENTS 2016

### **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
- Jon Costas
- Jud Fisher
- Mika Mosier
- Caren Whitehouse
- 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)
- John Conant
- Lisa Hershman
- Chris LaMothe
- Ken Sauer (Staff)





**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

## 2016 Commission Meetings

9:00 a.m. - 11:30 a.m. - Working Session

11:45 a.m. - 1:00 p.m. - Lunch

1:00 p.m. - 3:00 p.m. - Business Meeting

<b>DATES</b>	<b>LOCATION</b>	<b>HOST CAMPUS</b>
January	<i>no meeting</i>	
February 11	Indianapolis	Indiana University-Purdue University Indianapolis
March 10	Indianapolis	Vincennes University Aviation Technology Center
April	<i>no meeting</i>	
May 12	<i>Indianapolis</i>	<i>--tentative meeting at Commission main office--</i>
June 9	Terre Haute	Indiana State University
July	<i>no meeting</i>	
August 11	Muncie	Ball State University
September 8	Bloomington	Indiana University
October 13	West Lafayette	Purdue University
November 10	Evansville	University of Southern Indiana
December 8	Indianapolis	Ivy Tech Community College

Updated 10/13/2015



**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

## 2017 COMMISSION MEETINGS

9:00 a.m. - 11:30 a.m. - Working Session

11:45 a.m. - 1:00 p.m. - Lunch

1:00 p.m. - 3:00 p.m. - Business Meeting

<b>DATES</b>	<b>LOCATION</b>	<b>HOST CAMPUS</b>
January	<i>no meeting</i>	
February 9	Indianapolis	Indiana University-Purdue University Indianapolis
March 9	Noblesville	Ivy Tech Community College Noblesville
April	Indianapolis	H. Kent Weldon Conference for Higher Education
May 11	Indianapolis	<i>Tentative meeting, Commission office</i>
June 8	Westville	Purdue University Northwest at PNC
July	<i>no meeting</i>	
August 10	New Albany	Indiana University Southeast
September 14	Vincennes	Vincennes University
October 12	Fort Wayne	Indiana University-Purdue University Fort Wayne
November	<i>no meeting</i>	
December 14	Indianapolis	Ivy Tech Community College Central

**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.*



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 (ICHE 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.





**Commission for Higher Education**

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

**Board for Proprietary Education**

5 Gubernatorial Appointees, 2 Ex Officio  
I.C. 21-18.5-5

**Commissioner**  
**Teresa Lubbers**

**Chief Operating Officer & CFO**  
**Matt Hawkins**

Senior Associate Commissioner and  
Chief Academic Officer,  
Executive Director, Board for Proprietary Education  
**Ken Sauer, Ph. D**

**Ross Miller**, Director of State  
Authorization and Reciprocity  
**Jillian Scholten**, Director of  
Academic Affairs  
**Vacant**, Asst Director of Academic  
Affairs  
**Noelle Wikert**, Coordinator of  
Academic Program Information

Associate Commissioner for Research  
and Analysis  
**Stacy Townsley, Ph. D**

**Jordan Allen**, Senior Data Analyst  
**Gina Deorn**, Senior Data Analyst

Associate Commissioner for Finance  
and Human Resources  
**Dominick Chase**

**Eugene Johnson**, Assistant Commissioner  
**Nick Buchanan**, Senior Applications Engineer: Finance &  
Data  
Financial Operations & Student Support Services  
**Colby Shank**, Director of Financial Operations and  
Student Support Services  
**Alexa Gibson**, Director of Accounting & Audit  
**Daniel Wagner**, Asst. Director of Financial Operations  
**Vacant**, Financial Operations Specialist  
**Jean Dugan**, Financial Operations Assistant  
**Ryan Palmore**, Asst Director of Student Support Services  
*Student Support Specialists:*  
**Yvonne Heflin**  
**Charles Garrett**  
**Dawn Clark**  
**Jessica Nejad**  
*Information Technology*  
**Michael Hawryluk**, Chief Information Officer  
**Dennis Mitchell**, IT Development Manager  
**Basu Maharjan**, MIS Manager  
**Padmaja Ayodhyala**, Senior Applications System Analyst  
**Julie Rieser**, Application Systems Analyst

Associate Commissioner for Strategic  
Planning and Policy  
**Sarah AnceI**

Policy and Legislation  
**Josh Garrison**, Director of Policy and  
Legislation  
**Zach Smith**, Policy Analyst  
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**Liz Walker**, Project and Event  
Manager  
**Joan Gabig**, Office Coordinator

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**Jason Bearce**

Communications  
**Stephanie Wilson**, Communications Director  
**Kaylee Showers**, Communications Project Manager  
**Doug Lintner**, Creative Director  
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**Chris Enstrom**, Director of Postsecondary  
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**Miranda Scully**, School and Community  
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**Tim Clark**, Central  
**Fred Jackson**, Northwest  
**Verleash Jones, Ed.D.**, Northeast  
**Barbie Martin**, Southwest  
**Rachel Meyer**, West  
**Amy Parraga**, North Central  
**Jarod Wilson**, East  
*ScholarCorps Members(20-25)*

— Supervisory  
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# Key Higher Education Terms & Acronyms

Indiana Commission for Higher Education

**21st Century Scholars Program:** 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 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.

**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.

**AAC&U (Association of American Colleges & Universities):** AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. AAC&U comprises more than 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

**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 or through a self-paced competency-based program.

**ACC (Adult College Completion) Network, <http://www.adultcollegecompletion.org/>:** The ACC Network unites organizations and agencies working to increase college completion by adults with prior college credits but no degree in a collaborative learning network. This collaboration helps members to expand their knowledge, engage with one another, and explore new ideas and promising practices to better serve this population.

**Accuplacer:** A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate a student's college readiness in math and English. Students measured as needing additional course work to be college ready will be assigned to remediation.

**Achieve ([www.achieve.org](http://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](http://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](http://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 (Advanced Placement, [www.collegeboard.com/student/testing/ap/about.html](http://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.

**API (Academic Program Inventory):** The API is a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana public universities and community colleges. The programs are listed by national Classification of Instructional Programs (CIP) fields using the CIP assigned codes.

**ACTA (American Council of Trustees and Alumni, [www.goacta.org](http://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.

**Associate degree:** A college credential that normally requires 60 college credits and can be completed in 2 years at an on-time pace.

**ATD (Achieving the Dream, [www.achievingthedream.org](http://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 120 credits that can be completed in four years at an on-time pace.

**BCSSE (Beginning College Survey of Student Engagement):** BCSSE collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year. BCSSE administration usually takes place prior to the start of fall classes and is designed to be paired with a NSSE administration at the end of the first college year, providing an in-depth understanding of first-year student engagement on your campus.

**[The] Big Goal:** Indiana's commitment to increasing the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025.

**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.

**CAEL (Council for Adult and Experiential Learning, <http://www.cael.org/>):** CAEL pursues work at all levels within the public and private sectors to enhance learning opportunities for adults around the world

**CACG (College Access Challenge Grant Program, [www2.ed.gov/programs/cacg](http://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 financial aid 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).

**Career Ready:** Annual campaign led by Learn More Indiana designed to help students discover their career interests through career fairs, interest assessments, professional speakers and more.

**Cash for College:** 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.

**CCA (Complete College America, <http://completecollege.org/>):** Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

**CHE ([Indiana] Commission for Higher Education, [www.che.in.gov](http://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.

**CIP (Classification of Instructional Programs):** 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):** One common prior learning assessment that enables students to 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, including tuition, fees, housing, books, transportation, and misc. expenses.

**College Completion Report (<http://www.in.gov/che/3032.htm>):** A CHE initiative where Indiana public colleges and universities receive direct feedback about how timely their students are completing their degrees. 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. Each profile also presents disaggregated completion rates to illuminate how completion patterns differ by student population based on income level and race/ethnicity.

**College GO! Week:** 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.

**College Goal Sunday, <http://www.collegegoalsunday.org/>:** State-based volunteer program that helps college-bound students, who qualify for undergraduate admission to a college or technical school, and their families complete the Free Application for Federal Student Aid (FAFSA).

**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.

**College Readiness Report ([www.in.gov/che/2489.htm](http://www.in.gov/che/2489.htm)):** A CHE initiative where Indiana high schools receive direct feedback about how their graduates are performing 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.

**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.

**CBE (Competency-Based Education):** The competency-based education model is based on what a student knows and is able to do, 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.

**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.

**Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors**

(<http://www.doe.in.gov/ccr/indianas-diploma-requirements>): 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 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. Bachelor's degrees typically require 120 credit hours, associate degrees 60.

**CTL (Core Transfer Library, [www.transferin.net/CTL.aspx](http://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 make payments on 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 Maps are required by law to be given to Hoosier students attending public institutions.

**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](http://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.

**Dependent Student:** Any financial aid applicant who is required to provide parent income information on the FAFSA

**Distance learning:** An option for earning course credit at off-campus locations via 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](http://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 for K-12 students.

**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."

**DQC (Data Quality Campaign, [www.dataqualitycampaign.org](http://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 school students in college courses that 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](http://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.

**EARN Indiana (Employment Aid Readiness Network):** 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. The educational attainment rate is the percent of the adult population achieving a certain educational level.

**EFC (Expected Family Contribution):** A financial aid mechanism calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information that is used to determine eligibility for amount of financial aid.

**Experiential Learning:** A process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. Experiential learning encompasses a variety of activities including internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

**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.

**FAA (Financial Aid Administrators):** FAAs help students achieve their educational potential by helping award and disburse monetary resources. With money, however, comes rules, conditions, reports, disclosures, and sometimes unrelated social agendas, the effects of which can extend well beyond the financial aid office into many other areas of an institution. The typical financial aid administrator wears many hats and is a rich resource for the institution.

**FAFSA (Free Application for Federal Student Aid, [www.fafsa.ed.gov](http://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 academic year before the student plans to enroll in college to receive consideration for need-based state financial aid. Corrections must be made by May 15 of the year the same year.

**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 appropriations 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".

**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 a student's financial aid award letter from their institution. 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:** One of the state's two large need-based financial aid programs. 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 of 12 credits or more each semester.

**FTE (Full-time-equivalent) 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.

**FOC Award (Freedom of Choice Award):** Under the Frank O'Bannon Award Program, the Freedom of Choice Award provides tuition and regularly assessed fee assistance to Hoosier students with financial need who are attending an eligible private institution in Indiana full-time.

**Gallup-Purdue Index:** Purdue University, in partnership with Gallup and Lumina Foundation, released the inaugural Gallup-Purdue Index in May 2014. It is the largest representative study of college graduates in U.S. history. The Gallup-Purdue Index measures the most important outcomes of higher education — Great Jobs, Great Lives — and provides higher education leaders with productive insights for meaningful performance improvements. The initiative aims to create a national movement toward a new set of measures, created by and for higher education, and to help foster a new level of accountability for the sector.

**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.

**GPS (Guided Pathways to Success):** GPS is one of CCA's five "game changer" strategies to increase college completion. Enabled by technology, default all students into highly structured degree plans, not individual courses. Start students in a limited number of "meta majors," which narrow into majors. Map out every semester of study for the entire program, and guarantee that milestone courses will be available when needed. Use built-in early warning systems to alert advisers when students fall behind to ensure efficient intervention.

**HBCU (Historically black college or university):** Institutions of higher education in the United States that were established before 1964 with the intention of primarily serving the African American community. They have always allowed admission to students of all races.

**HEA (Higher Education Award):** Under the Frank O'Bannon Award Program, the Higher Education Award provides tuition and regularly assessed fee assistance to Hoosier students with financial need who are attending an eligible public or proprietary institution in Indiana full-time.

**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](http://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

**Indiana Career Council:** Established by the Indiana General Assembly in 2013, the Career Council provide coordination to align the various participants in the state's education, job skills development, and career training system. It is tasked with matching the education and skills training provided by the state's education, job skills development, and career training system with the currently existing and future needs of the state's job market.

**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:** A state initiative led by Learn More Indiana designed to bring local community partners together for the shared purpose of increasing college access and success and raising the educational attainment of all Hoosiers.

**Indiana e-Transcript:** Free service provided to Indiana students and families that sends high school transcripts electronically to colleges and universities nationwide.

**Indiana General Assembly:** As one of three co-equal branches of state government, the General Assembly is responsible for enacting the laws by which the state of Indiana is governed. The two houses of the General Assembly (House and Senate) were created at the time Indiana became a state in 1816. The current makeup of the General Assembly, consisting of 100 Representatives serving 2-year terms and 50 Senators serving 4-year terms, was established in the Constitution of 1851. The General Assembly met in alternate years until 1972, when it began meeting annually.

**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.

**ISIR (Institutional Student Information Report):** ISIRs contain processed student information reported on the Free Application for Federal Student Aid (FAFSA), as well as key processing results and National Student Loan Data System (NSLDS) financial aid history information.

**IPEDES (Integrated Postsecondary Education Data System, [www.nces.ed.gov/ipeds](http://www.nces.ed.gov/ipeds)):** A system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDES 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.

**INK (Indiana Network of Knowledge, <http://www.in.gov/ink/>):** INK harnesses the power of data to improve education and livelihood for Hoosiers. INK is governed by a six-member committee and an executive director that oversee policies, data security and operations. INK is a collaboration among the Governor's Office, Indiana Department of Education, Commission for Higher Education, Department of Workforce Development and Family & Social Services Administration.

**The Interstate Passport (<http://www.wiche.edu/passport/home>):** Based at the Western Interstate Commission for Higher Education (WICHE), the Interstate Passport launched a learning-outcomes-based framework for student transfer with the goal of improving graduation rates, shortening time to degree, and saving students' money. The new framework focuses on lower-division general education, the common denominator among institutions—concentrating on it as a whole, not on individual courses—and allows for a cross-border “match” of outcomes-integrated general education for block transfer.

**Learn More Indiana ([www.learnmoreindiana.org](http://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.

**Learning outcome:** Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes. Learning outcomes should flow from a needs assessment. The needs assessment should determine the gap between an existing condition and a desired condition. Learning outcomes are statements which described a desired condition – that is, the knowledge, skills, or attitudes needed to fulfill the need. They represent the solution to the identified need or issue. Learning outcomes provide direction in the planning of a learning activity.

**Lumina Foundation for Education ([www.luminafoundation.org](http://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.

**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. There are three types of Master's degrees:

- Degrees awarded in the liberal arts and sciences fields for advanced scholarship in a subject field or discipline and for demonstrated ability to perform scholarly research, such as the M.A. of Arts or M.S. of Science.
- Degrees awarded for the completion of a professionally oriented program, such as a M.Ed. in education, an M.B.A. in business administration, M.S.W. in social work, etc.
- Degrees awarded in professional fields for study beyond the first-professional degree—for example, the Master of Laws (LL.M.) and other specializations.

**MCMC (Multi-State Collaborative on Military Credit, <http://www.mhec.org/multi-state-collaborative-on-military-credit>):** In October 2014, Lumina Foundation awarded a \$900,000 grant to MHEC to assist an interstate partnership of 13 states (Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin) to advance best practices designed to ease the transition of veterans and their families from military life to college campuses, with special reference to translating competencies acquired through military training and experiences into milestones toward completing a college degree or earning a certificate or license. The three-year project will build on the efforts of individuals, who have collaborated virtually and in person over the past 2.5 years to exchange information and share best practices in four areas: articulation of credit, licensure and certification, communications, and technology.

**MHEC (The Midwestern Higher Education Compact, [www.mhec.org](http://www.mhec.org)):** 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.

**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 four 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), and Ball State University.

**NCES (National Center for Education Statistics, [www.nces.ed.gov](http://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 System, [www.nchems.org](http://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.

**NC-SARA (National Council for State Authorization Reciprocity Agreements, <http://nc-sara.org/>):** A voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

**NCSL (National Conference of State Legislatures, [www.ncsl.org](http://www.ncsl.org)):** Bipartisan organization that serves the legislators and staffs of the nation’s 50 states, its commonwealths, and territories.

**Need-based aid:** 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 that a student does not need to repay 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](http://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.

**NSSE (National Survey of Student Engagement):** NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

**Open admission:** Admission policy under which virtually all secondary school graduates or students with GED or high school 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 fewer than 12 credit hours per semester.

**PLA (Prior Learning Assessment):** PLAs award college credit, certification or advanced standing for a student's non-academic experiences and training. Students that participate in PLA testing can use these credits as a shortcut to graduation. Most commonly, PLAs evaluate the knowledge a student has gained in high school, careers, employer training programs, military service, independent study or community service.

**Parent PLUS Loan:** A federal loan that graduate or professional students and parents of dependent undergraduate students can use to help pay for college or career school. PLUS loans can help pay for education expenses not covered by other financial aid.

**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.

**Professional Judgement:** The authority of an IHE's financial aid administrator to make adjustments to the data elements on the FAFSA and to override a student's dependency status. The school does not have the authority to change the need analysis formula itself or to make direct adjustments to the Expected Family Contribution (EFC). Instead, the IHE may make adjustments to the inputs to the formula. The changes to the inputs are dictated by the impact of the special circumstances on the family's income and assets. The standard formula is then applied to the new data elements, yielding a new EFC figure. The decision of the financial aid administrator is final. There is no appeal. By law, neither the IHE's president nor the US Department of Education can override the financial aid administrator's decision.

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

**Reaching Higher, Delivering Value: A Success Agenda for Higher Education in Indiana**

(<http://www.in.gov/che/3142.htm>): The Indiana Commission for Higher Education's strategic plan for the state's postsecondary education system which tackles issues facing higher education head on—setting a bold course between now and 2020 toward Indiana's big 2025 goal—with a vision to provide every Hoosier with clearer and more direct paths to timely college completion, quality competency-based credentials that deliver the learning outcomes students need and employers expect, and purposeful career preparation that equips graduates for fulfilling employment and lifelong learning.

**Regional Works Councils** (<http://www.in.gov/irwc/>): The Regional Works Councils were created by unanimous vote during the 2013 legislative session. Each of the 11 council are comprised of approximately 15 local education and workforce leaders from within their respective region. The Works Councils are charged with facilitating sector partnerships within their region and enhancing the career readiness of Hoosier adults and high school students through the development and support of innovative career and technical education (CTE) curricula. This is achieved by expanding new approaches toward earning industry-recognized certifications, increasing dual credits attainment, and creating both project-based learning and work-based learning opportunities designed to align curriculum with regional workforce needs.

**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.

**Resident:** For a dependent student, the determination of residency status is based on the permanent place of residence of the financial aid applicant and the parent(s) of the applicant as of December 31<sup>st</sup> of the year preceding the academic year. For an independent student, the determination of residency status is based on the permanent place of residence of the financial aid applicant as of December 31<sup>st</sup> of the year preceding the academic year. The applicant must maintain residency throughout the academic year.

**ROI (Return on Investment) Report** (<http://www.in.gov/che/3019.htm>): A CHE initiative to educate Hoosier students and families on how to get the most for their higher education dollars. The online tool allows consumers to explore college costs in Indiana, compare average student debt, and find the college degrees with the greatest employment prospects and earning potential in the state. Consumers can also compare results by college campus, degree level and years after graduation.

**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.

**SAP (Satisfactory Academic Progress)**: Used to define successful completion of coursework to maintain eligibility for student financial aid. Federal regulations require the University to establish, publish and apply standards to monitor your progress toward completion of your degree program.

**SAR (Student Aid Report)**: After an applicant submits the FAFSA, they receive a paper or electronic SAR. It that gives the applicant some basic information about their eligibility for federal student aid and summarizes the information they provided on their FAFSA.

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

**STGEC (Statewide Transfer General Education Core)**: In 2013, the Indiana General Assembly enacted Senate Enrolled Act 182, establishing the requirements for a Statewide Transfer General Education Core of at least 30 credit hours. After May 15, 2013, a student who satisfactorily completes the requirements of the STGEC in an Indiana state educational institution and then subsequently transfers to another Indiana state educational institution will not be required to complete the STGEC requirements at the institution to which the student transfers. The established framework for the STGEC includes two categories: "Foundational Intellectual Skills" and "Ways of Knowing." Each category includes three competency areas.

**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 \$4,000 for students who have earned the cumulative grade point average upon entering student teaching that is required by an eligible institution for admission to the eligible institution's school of education.

**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.

**TASC (Test Assessing Secondary Completion):** TASC is the national high school equivalency assessment. It assesses five subject areas including Reading, Writing, Mathematics, Science, and Social Studies. It measures examinees' levels of achievement relative to those of graduating high school seniors, as outlined by the College and Career Readiness standards. TASC replaced the GED (General Educational Development) certificate in 2014.

**TSAP (Transfer Single Articulation Pathways):** As a part of the Senate Enrolled Act 182-2013, each educational institution, in collaboration with CHE, was tasked with creating a single articulation pathway (known as the Transfer Single Articulation Pathway or TSAP) for each programmatic area and implement the single articulation pathways no later than May 15, 2015, for students entering state educational institutions in the fall of 2015. The areas for development had to be in those which significant numbers of students first achieve an associate of science or an associate of arts degree with the intent of obtaining a related baccalaureate degree.

**Transfer student:** A student entering an 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.

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

**UNCF (<http://www.uncf.org/>):** UNCF is the nation's largest and most effective minority education organization. Since its founding in 1944, UNCF has raised more than \$4.5 billion to help more than 400,000 students receive college degrees at UNCF-member institutions and with UNCF scholarships.

**Undergraduate student:** Student enrolled in a 4- or 5-year bachelor's degree program, an associate 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.

**National Urban League (<http://nul.iamempowered.com/>):** A historic civil rights organization dedicated to economic empowerment in order to elevate the standard of living in historically underserved urban communities. Founded in 1910 and headquartered in New York City, the National Urban League spearheads the efforts of its local affiliates through the development of programs, public policy research and advocacy. Today, the National Urban League has 95 affiliates serving 300 communities, in 35 states and the District of Columbia, providing direct services that impact and improve the lives of more than 2 million people nationwide.

**USA Funds (<http://www.usafunds.org/Pages/default.aspx>):** A nonprofit corporation that has worked since 1960 to enhance preparation for, access to and success in postsecondary education. USA Funds has served more than 22 million students and parents with more than \$250 billion in financial aid for higher education. It has also provided support for thousands of education and financial institutions nationwide. Today, USA Funds has adopted *Completion With a Purpose* as its guiding principle. While aiming to increase the percentage of students who finish what they start in college or other postsecondary programs, *Completion With a Purpose* has the additional critical goal of ensuring a smoother transition from education to employment in the 21st Century global workforce.

**VSA (Voluntary System of Accountability, [www.voluntarysystem.org](http://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. The VFA (Voluntary Framework of Accountability) is 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](http://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. Work study can also be awarded at the state level, such as Indiana's *EARN Indiana* program.

***You Can. Go Back.*** (<http://www.learnmoreindiana.org/adult-learners/>): Enacted by the 2015 Indiana General Assembly, *You Can. Go Back.* is a statewide campaign that aims to help the 750,000+ Hoosier adults with some college but no degree finish what they started. With \$7.5 million in state grants available for adult students, CHE is reaching out to Hoosiers directly and connecting them with Indiana colleges that are committed to eliminating barriers for returning adults. Many colleges are offering special programs and incentives—including flexible class schedules and online courses, college credit for work and military experience, grade- and debt-forgiveness programs — as well as scholarships and tuition discounts. State grants of \$1,000 will be available on a first come, first serve basis for qualifying students.





**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

<b>PUBLIC INSTITUTIONS</b>	<b>Address</b>	<b>City</b>	<b>State</b>	<b>Zip</b>	<b>IN County</b>	<b>Campus President</b>
Ball State University	2000 West University Ave	Muncie	IN	47306	Delaware	Interim President Terry King
Indiana State University	200 N 7th St	Terre Haute	IN	47809	Vigo	President Daniel Bradley
Indiana University-Bloomington	107 South Indiana Ave.	Bloomington	IN	47405	Monroe	President Michael McRobbie
Indiana University-East	2325 Chester Blvd	Richmond	IN	47374	Wayne	President Michael McRobbie
Indiana University-Kokomo	2300 S Washington St	Kokomo	IN	46902	Howard	President Michael McRobbie
Indiana University-Northwest	3400 Broadway	Gary	IN	46408	Lake	President Michael McRobbie
Indiana University-Purdue University-Columbus	4601 Central Ave	Columbus	IN	47203	Bartholomew	President Michael McRobbie
Indiana University-Purdue University-Fort Wayne	2101 E Coliseum Blvd	Fort Wayne	IN	46805	Allen	President Mitch Daniels
Indiana University-Purdue University-Indianapolis	420 University Blvd	Indianapolis	IN	46202	Marion	President Michael McRobbie
Indiana University-South Bend	1700 Mishawaka Ave	South Bend	IN	46634	St. Joseph	President Michael McRobbie
Indiana University-Southeast	4201 Grant Line Rd	New Albany	IN	47150	Floyd	President Michael McRobbie
Ivy Tech Community College-Bloomington	200 Daniels Way	Bloomington	IN	47404-9272	Monroe	President Sue Ellspermann
Ivy Tech Community College-Central Indiana	50 W. Fall Creek Parkway N. Drive	Indianapolis	IN	46208-5752	Marion	President Sue Ellspermann
Ivy Tech Community College-Noblesville	300 N 17th St	Noblesville	IN	46060	Hamilton	President Sue Ellspermann
Ivy Tech Community College-Columbus	4475 Central Ave	Columbus	IN	47203-1868	Bartholomew	President Sue Ellspermann
Ivy Tech Community College-Franklin	2205 McClain Drive	Franklin	IN	46131	Johnson	President Sue Ellspermann
Ivy Tech Community College-East Central	4301 S Cowan Rd	Muncie	IN	47302-9448	Delaware	President Sue Ellspermann
Ivy Tech Community College-New Castle	3325 S Memorial Dr	New Castle	IN	47362	Henry	President Sue Ellspermann
Ivy Tech Community College-East Central/Anderson	104 West 53rd	Anderson	IN	46013-1502	Madison	President Sue Ellspermann
Ivy Tech Community College-East Central/Marion	261 S. Commerce Drive	Marion	IN	46953	Grant	President Sue Ellspermann
Ivy Tech Community College-Kokomo	1815 E Morgan St	Kokomo	IN	46901-1373	Howard	President Sue Ellspermann
Ivy Tech Community College-Wabash	277 N Thorne St	Wabash	IN	46992	Wabash	President Sue Ellspermann
Ivy Tech Community College-Kokomo/Logansport	1 Ivy Tech Way	Logansport	IN	46947	Cass	President Sue Ellspermann
Ivy Tech Community College-Frankfort	251 East Clinton Street	Frankfort	IN	46041	Clinton	President Sue Ellspermann
Ivy Tech Community College-Crawfordsville	2325 Phil Ward Blvd.	Crawfordsville	IN	47933	Montgomery	President Sue Ellspermann
Ivy Tech Community College-Lafayette	3101 South Creasy Ln	Lafayette	IN	47905	Tippecanoe	President Sue Ellspermann
Ivy Tech Community College-Northcentral	220 Dean Johnson Blvd	South Bend	IN	46601-3415	St. Joseph	President Sue Ellspermann
Ivy Tech Community College-Northcentral/Elkhart	22531 Country Rd 18	Goshen	IN	46528	Elkhart	President Sue Ellspermann
Ivy Tech Community College-Northcentral/Warsaw	2545 Silveus Crossing	Warsaw	IN	46582	Kosciusko	President Sue Ellspermann
Ivy Tech Community College-Northeast	3800 N Anthony Blvd	Fort Wayne	IN	46805-1489	Allen	President Sue Ellspermann
Ivy Tech Community College-Northwest	1440 E 35th Ave	Gary	IN	46409-1499	Lake	President Sue Ellspermann
Ivy Tech Community College-Northwest/East Chicago	410 East Columbus Drive	East Chicago	IN	46312	Lake	President Sue Ellspermann
Ivy Tech Community College-Northwest/Michigan City	3714 Franklin Drive	Michigan City	IN	46360	LaPorte	President Sue Ellspermann
Ivy Tech Community College-Northwest/Valparaiso	3100 Ivy Tech Drive	Valparaiso	IN	46383	Porter	President Sue Ellspermann
Ivy Tech Community College-Connersville	717 W. 21st Street	Connersville	IN	47331	Fayette	President Sue Ellspermann

Ivy Tech Community College-Richmond	2357 Chester Blvd	Richmond	IN	47374-1298	Wayne	President Sue Ellspermann
Ivy Tech Community College-South Central	8204 Hwy 311	Sellersburg	IN	47172-1897	Clark	President Sue Ellspermann
Ivy Tech Community College-Batesville	1 Ivy Tech Drive	Batesville	IN	47006	Ripley	President Sue Ellspermann
Ivy Tech Community College-Southeast	590 Ivy Tech Dr	Madison	IN	47250-1881	Jefferson	President Sue Ellspermann
Ivy Tech Community College-Southeast/Lawrenceburg	50 Walnut Street	Lawrenceburg	IN	47025	Dearborn	President Sue Ellspermann
Ivy Tech Community College-Southwest	3501 North First Ave	Evansville	IN	47710-3398	Vanderburgh	President Sue Ellspermann
Ivy Tech Community College-Tell City	1034 31st St	Tell City	IN	47586	Perry	President Sue Ellspermann
Ivy Tech Community College-Greencastle	915 South Zinc Mill Road	Greencastle	IN	46135	Putnam	President Sue Ellspermann
Ivy Tech Community College-Wabash Valley	8000 South Education Drive	Terre Haute	IN	47802-4898	Vigo	President Sue Ellspermann
Purdue Polytechnic Anderson	2705 Enterprise Drive	Anderson	IN	46013	Madison	President Mitch Daniels
Purdue Polytechnic Columbus	4444 Kelly Street	Columbus	IN	47203	Bartholomew	President Mitch Daniels
Purdue Polytechnic Indianapolis	2175 S. Hoffman Road	Indianapolis	IN	42641	Marion	President Mitch Daniels
Purdue Polytechnic Kokomo	2300 S. Washington Street	Kokomo	IN	46904	Howard	President Mitch Daniels
Purdue Polytechnic Lafayette	5500 State Road 38E	Lafayette	IN	47905	Tippecanoe	President Mitch Daniels
Purdue Polytechnic New Albany	3000 Technology Ave.	New Albany	IN	47150	Floyd	President Mitch Daniels
Purdue Polytechnic Richmond	2325 Chester Blvd.	Richmond	IN	47374	Wayne	President Mitch Daniels
Purdue Polytechnic South Bend	1733 Northside Blvd	South Bend	IN	46634	St. Joseph	President Mitch Daniels
Purdue Polytechnic Vincennes	1002 North First Street	Vincennes	IN	47591	Knox	President Mitch Daniels
Purdue University-Calumet	2200 169th St	Hammond	IN	46323	Lake	President Mitch Daniels
Purdue University-North Central	1401 S US Hwy 421	Westville	IN	46391	LaPorte	President Mitch Daniels
Purdue University-West Lafayette	610 Purdue Mall	West Lafayette	IN	47907	Tippecanoe	President Mitch Daniels
University of Southern Indiana	8600 University Blvd	Evansville	IN	47712	Vanderburgh	President Linda Bennett
Vincennes University	1002 N First St	Vincennes	IN	47591	Knox	President Chuck Johnson
Vincennes University-ASL Program	1200 E 42nd Street	Indianapolis	IN	46205	Marion	President Chuck Johnson
Vincennes University-Aviation Technology Center	2175 S Hoffman Road	Indianapolis	IN	46241	Marion	President Chuck Johnson
Vincennes University-Jasper	850 College Ave	Jasper	IN	47546	Dubois	President Chuck Johnson

PRIVATE INSTITUTIONS	Address	City	State	Zip	IN County
Ancilla College	9601 S. Union Road	Plymouth	IN	46563	Marshall
Anderson University	1100 E 5th St	Anderson	IN	46012	Madison
Bethany Theological Seminary	615 National Rd W	Richmond	IN	47374	Wayne
Bethel College-Indiana	1001 Bethel Circle	Mishawaka	IN	46545	St. Joseph
Butler University	4600 Sunset Ave	Indianapolis	IN	46208	Marion
Calumet College of Saint Joseph	2400 New York Ave	Whiting	IN	46394	Lake
Christian Theological Seminary	1000 W 42nd St	Indianapolis	IN	46208	Marion
Concordia Theological Seminary	6600 N Clinton St	Fort Wayne	IN	46825	Allen
Crossroads Bible College	601 N Shortridge Rd	Indianapolis	IN	46219	Marion
DePauw University	313 S Locust St	Greencastle	IN	46135	Putnam
Earlham College	801 National Rd West	Richmond	IN	47374	Wayne
Franklin College	101 Branigin Blvd	Franklin	IN	46131	Johnson
Goshen College	1700 S Main St	Goshen	IN	46526	Elkhart
Grace College and Theological Seminary	200 Seminary Dr	Winona Lake	IN	46590	Kosciusko
Hanover College	484 Ball Dr	Hanover	IN	47243	Jefferson
Holy Cross College	54515 State Road 933 North	Notre Dame	IN	46556	St. Joseph
Huntington University	2303 College Ave	Huntington	IN	46750	Huntington
Indiana Institute of Technology	1600 E Washington Blvd	Fort Wayne	IN	46803	Allen
Indiana Wesleyan University	4201 S Washington St	Marion	IN	46953	Grant
Manchester University	604 E. College Ave	North Manchestre	IN	46962	Wabash
Marian University	3200 Cold Spring Rd	Indianapolis	IN	46222	Marion
Martin University	2171 Avondale Place	Indianapolis	IN	46218	Marion
Mid-America College of Funeral Service	3111 Hamburg Pike	Jeffersonville	IN	47130	Clark
Oakland City University	138 N Lucretia St	Oakland City	IN	47660	Gibson
Ottawa University-Jeffersonville	287 Quarter Master Court	Jeffersonville	IN	47130	Clark
Rose-Hulman Institute of Technology	5500 Wabash Avenue	Terre Haute	IN	47803	Vigo
Saint Elizabeth School of Nursing	1508 Tippecanoe Street	Lafayette	IN	47904	Tippecanoe
Saint Josephs College	1498 South College Avenue	Rensselaer	IN	47978	Jasper
Saint Mary-of-the-Woods College	1 St Mary of Woods Coll	Saint Mary of the IN	IN	47876	Vigo
Saint Mary's College	133 LeMans Hall	Notre Dame	IN	46556	St. Joseph
Saint Meinrad School of Theology	200 Hill Drive	St. Meinrad	IN	47577	Spencer
Taylor University	236 W Reade Ave	Upland	IN	46989	Grant
Trine University	1 University Ave	Angola	IN	46703	Steuben
Trine University-Regional/Non-Traditional Campuses	9910 Dupont Circle Drive East	Fort Wayne	IN	46825	Allen
University of Evansville	1800 Lincoln Avenue	Evansville	IN	47722	Vanderburgh
University of Indianapolis	1400 E Hanna Ave	Indianapolis	IN	46227	Marion
University of Notre Dame	400 Main Building	Notre Dame	IN	46556	St. Joseph
University of Saint Francis-Fort Wayne	2701 Spring St	Fort Wayne	IN	46808	Allen
Valparaiso University	1700 Chapel Drive	Valparaiso	IN	46383	Porter
Wabash College	301 West Wabash Avenue	Crawfordsville	IN	47933	Montgomery





**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

**KEY UNIVERSITY REPRESENTATIVES**

**BALL STATE UNIVERSITY**

Interim President	Dr. Terry King
Interim Provost	Dr. Robert Morris
Associate Provost & Dean of University College	Marilyn Buck*
Vice President for Student Affairs	Dr. Kay Bales
Executive Vice President for Finance Operations & Treasurer	Dr. Jeffery Lang
Vice President for Business Affairs & University Treasurer	Bernard Hannon
Vice President for Government Relations and Community Engagement	Julie Halbig*
Director of Governmental Relations	Sam Snideman*

**INDIANA STATE UNIVERSITY**

President	Dr. Daniel Bradley
Provost & Vice President for Academic Affairs	Dr. Richard B. "Biff" Williams
Chief Financial Officer	Diann McKee*
General Counsel & Secretary of the University	Melony Sacopulos
Executive Director of Government Relations	Greg Goode*
Associate Vice President for Academic Affairs	Dr. Susan Powers

**INDIANA UNIVERSITY**

President	Dr. Michael McRobbie
Chief of Staff	Dr. Karen Adams
Chief Academic Officer	Dr. Lauren Robel
Senior Vice President & CFO	Dr. Mary Frances McCourt
Vice President of Capital Planning & Facilities	Dr. Thomas Morrison*
Associate Vice President for University Academic Affairs	John Applegate
Associate Vice President of Government Relations	Jeffrey Linder *

\* Indicates those who regularly attend Commission meetings.

Regional Chancellors

IUPUI (Indianapolis)	Dr. Nasser Paydar
IUPUC (Columbus)	Dr. Larry Richards (Interim)
IU East (Richmond)	Dr. Kathryn Cruz-Uribe
IU Kokomo	Dr. Sue Sciame-Giesecke
IU Northwest (Gary)	Dr. William Lowe
IU South Bend	Dr. Terry L. Allison
IU Southeast (New Albany)	Dr. Ray Wallace

**IVY TECH COMMUNITY COLLEGE**

President	Thomas Snyder
Executive Vice President & COO	<i>Vacant</i>
Senior Vice President and Provost	Steve Tincher
Senior Vice President & CFO	Chris Ruhl
Vice President of Facilities Planning	Amanda Wilson

Regional Chancellors

Kokomo and Lafayette Region	Dr. David Bathe
East Central and Richmond Region	Dr. Andrew Bowne
North Central and Northwest Region	Dr. Thomas G. Coley
Columbus and Southeast Region	Dr. Chris Lowery
Central Indiana Region	Dr. Kathy Lee
Northeast Region	Jerrilee Mosier
Sellersburg Region	Rita Shourds
Bloomington Region	Jennifer A. Vaughan
Southwest and Wabash Valley Region	Jonathan Weinzapfel

Campus Presidents

Richmond/Connersville Campus	Chad Bolser
Logansport Campus	Kevin Bostic
Hamilton County Campus	Dan Clark
Columbus Campus	Dr. Steven Combs
Terre Haute Campus	Lea Anne Crooks
South Bend Campus	Dr. Janet Evelyn
Elkhart Campus	Julie Foster
East Chicago Campus	Louis Gonzalez
Lawrenceburg/Batesville Campus	Mark Graver
Franklin Campus	Tine Gross
Marion Campus	Alex Huskey
Warsaw Campus	Dr. Seelpa Keshvala
Gary Campus	Marlon Mitchell
Madison Campus	Kathleen Mote
Valparaiso Campus	Aco Sikoski
Kokomo Campus	Michelle Simmons
Michigan City Campus	Rick Soria
Anderson Campus	James Willey

\* Indicates those who regularly attend Commission meetings.

**PURDUE UNIVERSITY**

President  
Provost and Executive Vice President  
for Academic Affairs and Diversity  
Vice President for Public Affairs  
Director for State Relations and Policy  
Analysis  
Director of Government Relations  
Assistant Vice President  
for Engagement

Mitchell E. Daniels, Jr.  
Dr. Debasish (Deba) Dutta  
Dr. Julie Griffith  
Tony Hahn\*  
Susan Brock-Williams\*  
Candiss Vibbert\*

Regional Chancellors

Purdue North Central  
Purdue Calumet  
*Purdue University Northwest*  
IUPU-Fort Wayne

Dr. James Dworkin (until June 30, 2016)  
Dr. Thomas Keon (until June 30, 2016)  
*Dr. Thomas Keon (effective July 1, 2016)*  
Dr. Vicky Carwein

**UNIVERSITY OF SOUTHERN INDIANA**

President  
Provost  
Vice President, Finance & Administration  
Vice President, Governmental Relations  
& University Relations

Dr. Linda L.M. Bennett  
Dr. Ronald Rochon  
Steven Bridges  
Cynthia Brinker\*

**VINCENNES UNIVERSITY**

President  
Provost  
Vice President for Financial  
Services & Government Relations

Dr. Chuck Johnson  
Dr. Laurel Smith  
Phillip Rath\*

**INDEPENDENT COLLEGES OF INDIANA**

President  
Vice President  
Executive Director of Advancement  
Director of Policy & Research

Dr. Richard Ludwick  
Mary Ellen Hamer  
Jerry L. Alberts  
Scott Feeny\*

\* Indicates those who regularly attend Commission meetings.





# REACHING HIGHER, DELIVERING VALUE



A State Agenda to Increase the Value of Higher Education in Indiana



INDIANA COMMISSION *for*  
HIGHER EDUCATION



COMPLETION



COMPETENCY



CAREER



## MESSAGE FROM THE CHAIR



The Indiana Commission for Higher Education presents its third strategic plan, *Reaching Higher, Delivering Value*, a bold agenda focused on increasing the value of higher education for the individual and the state. This guiding document reflects our commitment to a student-focused, mission-driven and work-force-aligned system of higher education as we continue to strive toward Indiana's big goal: at least 60 percent of Hoosiers with education beyond high school by the year 2025.

The three sections of the plan—**Completion**, **Competency** and **Career**—outline specific strategies designed to ensure that all Hoosier students have a clear path to college and career success while addressing key questions related to college value in the 21<sup>st</sup> Century: How do we keep more students on track to graduate with minimal debt? What do postsecondary degrees and credentials tell us about what students have learned and are able to do? How can we ensure that Hoosier students are prepared to succeed in fulfilling careers that support a stronger Indiana?

The Commission developed this plan with input from Indiana's higher education community, business leaders and state policymakers. We appreciate their ongoing counsel and essential partnership in achieving the promise of *Reaching Higher, Delivering Value*.

A handwritten signature in black ink, appearing to read "D. Bland".

Dennis Bland, Chair

## 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

Jon Costas  
1<sup>st</sup> District

Michael "Jud" Fisher  
6<sup>th</sup> District

Allan Hubbard  
At-Large Member

Chris Murphy  
2<sup>nd</sup> District

Dennis Bland, Chair  
7<sup>th</sup> District

Susana Duarte de Suarez  
At-Large Member

John Popp  
3<sup>rd</sup> District

Caren Whitehouse  
8<sup>th</sup> District

Dr. John Conant  
Faculty Representative

Lisa Hershman  
4<sup>th</sup> District

Dan Peterson  
9<sup>th</sup> District

Sarah Correll  
Student Representative

Chris LaMothe  
5<sup>th</sup> District

Dr. Gerald Bepko  
At-Large Member

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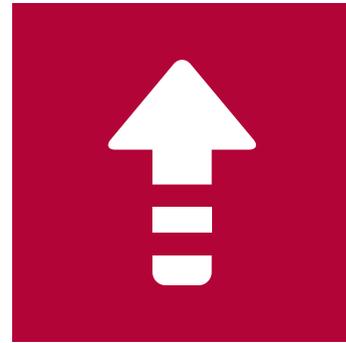
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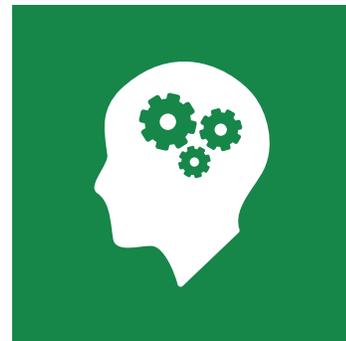
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**COMPLETION**



**COMPETENCY**



**CAREER**

# EXECUTIVE SUMMARY: Reaching Higher, Delivering Value

*Reaching Higher, Delivering Value* builds on Indiana’s commitment to establish one of the best and most student-centered higher education systems in the nation. With clear goals and aligned metrics reflecting past progress and new realities, this strategic plan charts a bold course between now and 2020 toward Indiana’s goal of: 1) **closing the college completion achievement gap** and 2) **increasing the number of Hoosiers with quality education and training beyond high school to 60 percent of the state’s population by 2025.**

	CORE Strategies	KEY Metrics
<b>COMPLETION</b> <b>GOAL:</b> By 2020, Indiana students will have clear and affordable paths to timely college completion that include purposeful planning, rigorous preparation and proactive support.	1. <b>Increase college affordability</b> through simplified saving, reduced college costs and student-friendly financial practices.	Percentage of total college costs financed through student loan debt.
	2. <b>Improve college readiness</b> through more rigorous academic preparation and student support at key transition points.	Percentage of high school graduates who are prepared for college-level coursework.
	3. <b>Strengthen student support</b> through guided pathways and proactive advising practices that keep students on track to graduate.	Percentage of students who complete college (and percent completing on time).

	CORE Strategies	KEY Metrics
<b>COMPETENCY</b> <b>GOAL:</b> By 2020, Indiana college degree programs will have clearly defined student learning outcomes, comparable measures of student learning and flexible options for accelerated completion.	1. <b>Define learning outcomes</b> for college programs in clear, consistent terms that are transparent to students and are aligned with the expectations of employers and continued education.	Percentage of graduates who say their college prepared them well for life outside of college.
	2. <b>Measure student learning</b> consistently, continuously and transparently with a multi-faceted approach that includes assessments and portfolios of student work.	Percentage of college graduates who demonstrate mastery of core competencies on comparable measures of student learning outcomes.
	3. <b>Encourage innovative competency-based approaches</b> that free colleges and students from the traditional restrictions of credit hours and academic calendars.	Percentage of college students enrolled in competency-based education programs.

	CORE Strategies	KEY Metrics
<b>CAREER</b> <b>GOAL:</b> By 2020, Indiana high school and college graduates will engage in intentional career preparation as a core component of their education experience.	1. <b>Ensure intentional career planning</b> from K-12 through college completion.	Percentage of graduates who start and finish in the same college meta-major (grouping of related college majors).
	2. <b>Integrate workplace experiences</b> in high school and college that help students apply their learning, connect with employers and develop marketable skills.	Percentage of graduates who complete an internship or related workplace experience during college.
	3. <b>Streamline job placement practices</b> that smooth college graduates’ transition to careers and advanced education.	Percentage of alumni who say their college helped them find their first job after graduation.

*Reaching Higher, Delivering Value* will be supported by the **Indiana College Value Index**—a first-in-the-nation effort designed to help Hoosiers get the best possible return on their higher education investment.

# A Decade of Reaching Higher in Indiana

## Reaching Higher

In 2008, Indiana's first *Reaching Higher* strategic plan signaled a significant shift in focus—from college access to completion. While Indiana's longtime emphasis on expanding access had proved remarkably effective at enrolling record numbers of Hoosiers in college, it had not been nearly as successful at getting students to graduate. *Reaching Higher* refocused attention on student success and accelerated momentum to align Indiana's higher education system to meet the needs of the state's economy.

## Reaching Higher, Achieving More

In 2012, Indiana built upon the strong foundation of the original plan with *Reaching Higher, Achieving More*, rallying Hoosiers around the big goal of increasing the proportion of adults with quality education and training beyond high school to 60 percent of the state's population by 2025. *Reaching Higher, Achieving More* charted a clear vision for increasing college **completion**, promoting increased **productivity** to safeguard college affordability, and ensuring academic **quality**.

## Indiana's Record of Reaching Higher

Indiana's era of reaching higher has been based on a belief in measurable results and a philosophy of shared responsibility—between the state, Indiana colleges and Hoosier students. Together, Indiana has:

- **Paid for performance** with a higher education funding formula that drives dollars to colleges that increase completion, graduate more students on time, produce in-demand degrees and close the achievement gap for at-risk students—a change that has produced thousands of additional degrees in the past five years.
- **Strengthened student financial aid** with clearer college-readiness and credit completion expectations—changes that have achieved double-digit improvements in the percentage of financial aid recipients taking and completing the minimum number of courses needed to graduate on time.
- **Removed barriers to completion** with streamlined degree requirements and clear semester-by-semester degree maps that eliminate excess credits and keep students on track to graduate—changes estimated to save students and taxpayers more than \$35 million a year.
- **Redesigned remediation** by replacing non-credit remedial courses with a “co-requisite” model that combines direct placement in college-level courses with extra academic support—a change that has nearly doubled student pass rates in first-year math and English courses.
- **Simplified college transfer** by creating a state-wide transfer core and seamless transfer pathways accepted by Indiana colleges—changes that save Hoosiers time and money and prevent students from retaking comparable courses at different campuses.
- **Controlled college costs** by holding increases in tuition and fees to their lowest levels in decades and requiring truth-in-lending disclosures—changes that have resulted in double-digit decreases in student borrowing at Indiana campuses.

# Reaching Higher, Delivering Value

During the decade since *Reaching Higher* and *Reaching Higher, Achieving More* were adopted, there has been unprecedented attention on higher education issues in Indiana, and Hoosiers have witnessed a growing momentum to establish one of the best and most student-focused higher education systems in the country.

Indiana's third strategic plan, *Reaching Higher, Delivering Value*, reflects this important progress, but it also responds to a troubling question that has been posed with increasing regularity by everyone from parents to policymakers: "Is College Still Worth It?" The indisputable answer is, yes, higher education is more important than ever, but there are ways for students and colleges to increase its value to Hoosiers and the state.

*Reaching Higher, Delivering Value* tackles these issues head on—setting a bold course between now and 2020 toward Indiana's big 2025 goal—with a vision to provide every Hoosier with clearer and more direct paths to timely college **completion**, quality **competency**-based credentials that deliver the learning outcomes students need and employers expect, and purposeful **career** preparation that equips graduates for fulfilling employment and lifelong learning.

## The Complicating Question of Value

By any meaningful measure, higher education has never been more essential—incomes are higher, job security is greater, health is better and civic engagement is stronger for college graduates.

Even with these overwhelming benefits, higher education's value proposition and the path to Indiana's 60 percent attainment goal are complicated by legitimate concerns: disparities in college graduation rates between student demographic groups, unacceptable levels of student loan debt and nagging questions about whether Indiana graduates are equipped to meet the demands of a 21<sup>st</sup> century economy.

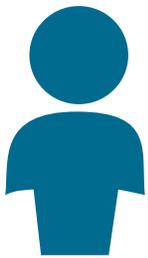


*Reaching Higher, Delivering Value* recognizes that overcoming these challenges depends on not only a strong partnership between Indiana colleges and the state but also on establishing deeper connections and more meaningful collaboration at both ends of the education continuum—the K-12 schools that prepare future college students to complete education beyond high school and the business, government and community champions that hire and inspire college graduates to live in, work in and contribute to a stronger Indiana.

# Reaching Higher, Delivering Value

## Indiana's Guiding Principles

Though much has changed in higher education, three core principles continue to guide the work of the Commission and its collaborative partnership with the state's colleges and universities today:



- 1. Student-centered**, recognizing the changing needs and demographics of Hoosier students and placing students at the center of each and every effort.



- 2. Mission-driven**, recognizing Indiana's diverse landscape of public and private postsecondary institutions, each filling a distinct but integrated role within the higher education system.



- 3. Workforce-aligned**, recognizing the increasing knowledge, skills and degree attainment needed for lifetime employment and ensuring Indiana's economic competitiveness.

# Reaching Higher, Delivering Value

## Indiana's Changing Higher Education Landscape

Throughout the Commission's 45-year history, a clear focus on mission differentiation has framed the perspective on how students are best served and how resources are best used by Indiana's higher education system. Given the rapidly changing landscape of higher education in recent years, it is important to consider: **What does mission differentiation look like in 2016?** Answering this question today requires both a reaffirmation and reconsideration of the historical missions and alignment of Indiana's colleges and universities, including:

- A statewide **community college system** that provides sub-baccalaureate degrees and other career training aligned with regional economic needs.
- A system of **regional campuses** that provides a lower-cost, close-to-home option for baccalaureate and advanced degrees for traditional, non-traditional and transfer students.
- **Comprehensive institutions** that provide strong undergraduate and graduate education in a residential campus setting.
- **Research institutions** that strengthen the state's economy through academic excellence, innovation, entrepreneurship and production of high-impact advanced degrees.

Building a stronger higher education system that delivers even greater value to Hoosiers requires:

- **Community colleges** that respond to regional labor market needs with programs that address shortage areas, graduate the majority of students and lead to gainful employment.
- **Regional campuses** that guide and support area students—with a special focus on first-generation and returning adult students—to graduation in close collaboration with regional employers and economic development needs.
- **Comprehensive institutions** with academic specialties and focused online options that draw students from within their region, across the state and beyond.
- **Research institutions** that maximize student learning and the impact of research funding through increased collaboration and leveraging each institution's sector strength.

Delivering on this promise will require unprecedented collaboration and agility across Indiana's higher education system.

# Reaching Higher, Delivering Value

## Indiana's Commitment to College Consumers

Indiana's policy agenda has been built on a commitment to using compelling data to increase transparency, inform practice and drive change for the benefit of all Hoosiers, including a series of consumer-friendly reports that spotlight progress at each stage of the postsecondary pipeline:



- **College Readiness Reports** that show where Indiana high school graduates go to college, whether they're prepared for college-level coursework and how they're performing.
- **College Completion Reports** that show how many Indiana college students graduate, how long it takes them to earn their degrees and where there are gaps in student achievement.
- **Return on Investment (ROI) Reports** that show how much college costs by campus, the average student debt, and the job prospects and earning potential associated with different degrees.

*Reaching Higher, Delivering Value* builds on this foundation with the **Indiana College Value Index**—a first-in-the-nation effort that leverages the best quantitative and qualitative data available to help Hoosiers answer the most fundamental questions in higher education today:

- **Will I graduate?**
- **Will I learn what I need to know?**
- **Will I find fulfilling employment?**

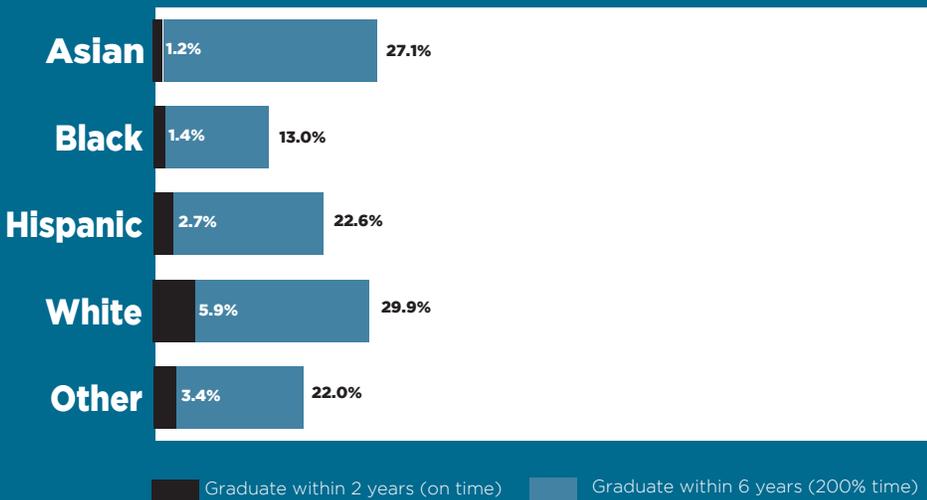
Ensuring that every Hoosier student can answer these questions with a resounding YES is the goal of *Reaching Higher, Delivering Value*.

# Closing the Completion Gap

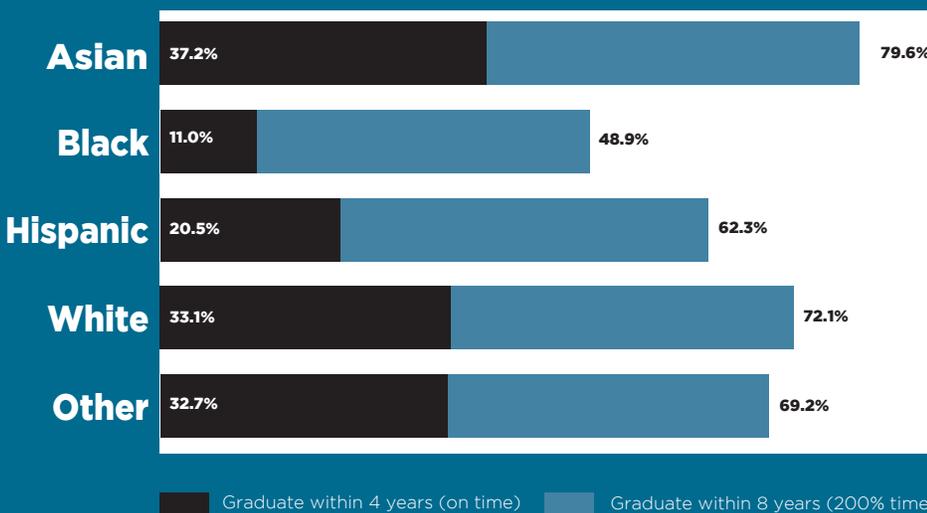
College completion rates in Indiana have shown signs of improvement in recent years across all student demographic groups, but significant achievement gaps remain between student populations by both income-level and race/ethnicity across the state’s two- and four-year campuses.

Indiana is committed to closing these unacceptable disparities in college completion that create inequities in the economic well-being and opportunities afforded to all Hoosiers.

## TWO-year colleges



## FOUR-year colleges



In 2013, the Commission sent a strong signal in this regard with a public resolution to eliminate the completion gap between Indiana’s underrepresented populations and the overall student population by 2025.

This goal was accompanied by a call for Indiana’s colleges and universities to set targets for closing the achievement gaps on their campuses and a commitment by the Commission to:

1. Publish college completion rates for all student demographic groups annually at the state and campus levels and
2. Spotlight successful strategies and practices for closing the completion gap on an ongoing basis.

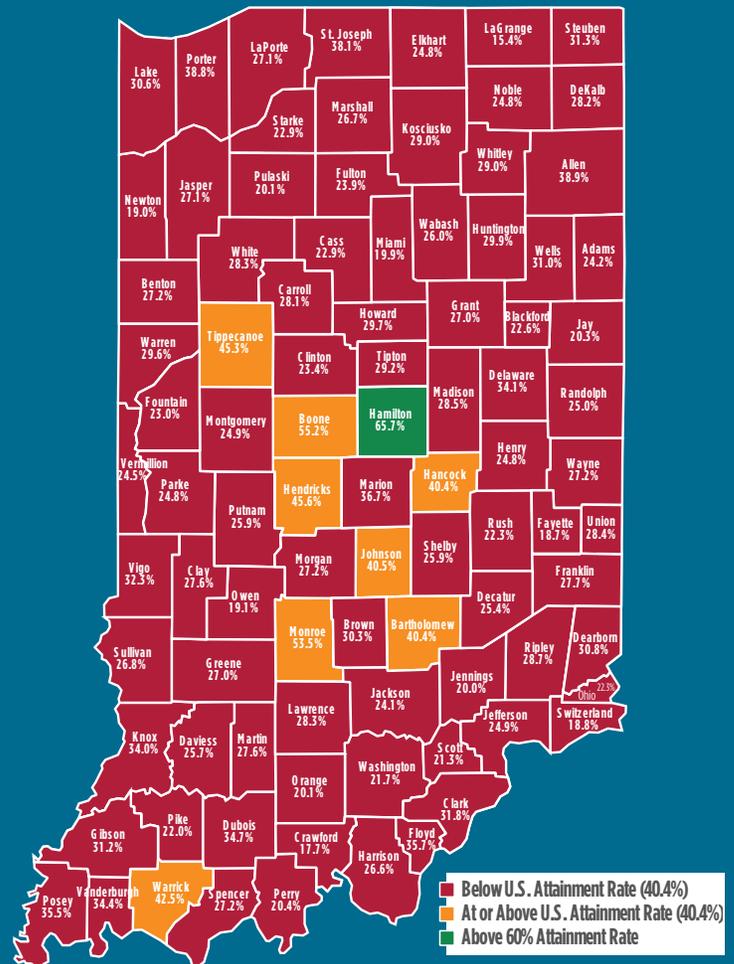
# Reaching the Big Goal

Indiana's education attainment rate remains below the national average (40.4%) with just over a third (35.9%) of Hoosiers having completed an Associate degree or higher. Despite marginal improvement in recent years, Indiana consistently ranks in the bottom 10-12 states with respect to the education level of its citizens. Even with a commitment to include quality certificates and workforce credentials that are not currently measured by U.S. Census data, a significant gap remains between where Indiana is today and where the state needs to be. Recent analysis indicates that the inclusion of certificates would increase Indiana's overall attainment rate to approximately 41%, a significant improvement but still well short of the state's big 60% attainment goal.

A closer look reveals the extent of the challenge: only one of Indiana's 92 counties has reached the 60% goal and only nine counties are above the national average. To remain competitive in a 21<sup>st</sup> century economy, Indiana must dramatically increase the rate at which Hoosiers are completing higher education.

## Rallying Communities around the Big Goal

The Commission is rallying communities around the common cause of reaching the big goal by supporting the development of College Success Coalitions in all 92 counties. More than three-quarters of Indiana counties have formed a coalition with member organizations representing local businesses, government, colleges, schools, community groups, youth-serving organizations, service clubs, community foundations, faith-based organizations and more. Collectively, these county coalitions have recruited more than 2,000 local organizations and implemented nearly 4,000 activities to help Hoosiers of all ages further their education. The collective impact of grassroots efforts such as these are a critical strategy in achieving the goals of *Reaching Higher, Delivering Value*.



# COMPLETION



**All students deserve a clear and  
affordable path to college  
completion.**

# Completion



*At a time when higher education has never been more essential, the hard truth today is that many students who start college never finish.*

Only a third of Indiana’s four-year college students graduate on time and less than two-thirds finish within six years. The challenge is even greater at Indiana two-year colleges where fewer than 1 in 10 students graduate on time and fewer than 2 in 10 finish within three years. A closer look reveals even more troubling gaps in graduation rates across all Indiana campuses among low-income, first-generation and minority students.

Indiana is by no means alone in confronting a nationwide college completion challenge. But, that provides little comfort in a state that already lags behind most states in terms of education attainment. The good news is that more Hoosier students are completing college—across all demographic groups—and more are graduating on time. In the past five years (2009-2014), Indiana four-year public colleges saw an overall increase in on-time completion of approximately 7 percentage points, while two-year campuses experienced a one percentage point gain.

Despite this progress, college completion remains at the core of Indiana’s higher education agenda and significant work lies ahead. To help more Hoosiers graduate, Indiana must double-down on its commitment to removing roadblocks that throw students off track and impede their path to completion. This requires a comprehensive approach that begins long before students set foot on campus and continues through to commencement with strategies that:

1. **Ensure college is affordable** for all Hoosier students by simplifying saving practices, reducing college costs and promoting student-friendly financial practices.
2. **Increase college readiness** by improving student preparation, smoothing key transitions and boosting statewide capacity to deliver quality college-prep programming.
3. **Strengthen student support** by scaling proven approaches that keep all students on track to graduate, with targeted support for at-risk and adult learners.

## WHY IT MATTERS

### A Student Perspective

Growing up in a low-income, single-parent home, Tonya Hall jumped at the opportunity to become a 21<sup>st</sup> Century Scholar in 7<sup>th</sup> grade. The promise of a full scholarship motivated Tonya to excel in high school and become the first in her family to go to college.

A summer bridge program at Indiana State University helped Tonya transition to college. Through the program, Tonya moved onto campus and took classes the summer before her freshman year—helping her adjust to her new surroundings and build relationships with faculty and staff. Toward the end of her freshman year, Tonya knew she wasn’t happy

**“College... teaches you the skills you need to be successful in life.”**

with her chosen major, and she relied on ISU staff to help her find a better fit and stay on track to graduate in four years.

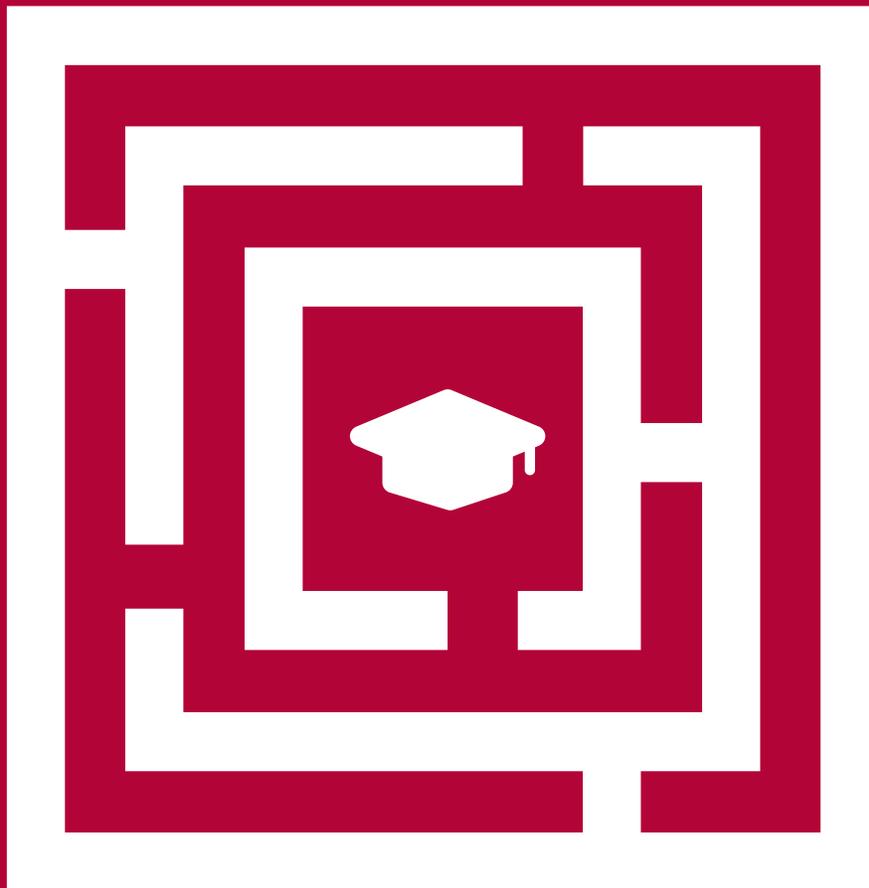
“College opened my eyes to different people and helped me become a lifelong learner,” Tonya said. “College teaches you more than just academic content; it teaches you the skills you need to be successful in life.”

Tonya graduated from ISU with a Bachelor’s degree in Communications and a Master’s degree in Student Affairs. Today Tonya uses her higher education and personal experience in her work as the Director of 21st Century Scholars Office at Marian University—helping the next generation of Scholars fulfill the promise of a college degree.

# Today's College Completion Maze

*For many Hoosier students today, the path to and through college is a confusing maze that all too often ends with debt and no degree.*

1. **College Saving:** How much should I save? Will it be enough?
2. **College Planning:** What are my interests? What are my talents? What courses should I take?
3. **College Selection:** How do I choose a college? What should I study? What credential do I need?
4. **College Transition:** How do I adjust to college? Where do I go for help?
5. **College Completion:** What major should I choose? How do I stay on track to graduate?



# What's Possible: A Guided Path to College Completion

*Hoosier students need a clear path to college completion with more purposeful planning, rigorous preparation and proactive support every step of the way.*



1. **Simplified Saving:** Parents of young children are prompted to open a college savings account and given clear guidance on how much to save based on income and academic goals.
2. **Purposeful Planning:** K-12 students learn how to plan, prepare and pay for college and careers as an integrated part of their core curriculum.
3. **Simplified Selection:** High school students explore how well potential college choices align with their interest areas and family finances as a precursor to the college application process.
4. **Seamless Transition:** First-year college students and returning adults have structured transitional support in the form of a summer bridge program, first-year experience course or related programming.
5. **On-time Completion:** Customized degree maps seamlessly integrate with guided course selection and “one click” registration and proactive advising that keeps students on track for graduation.

# Increasing College Affordability

*Many of the questions about the value of higher education today are rooted in concerns about why college costs so much and anxiety about how families can afford to pay for it.*

More than three-quarters of Americans today do not believe education beyond high school is affordable for everyone who needs it. At one time, many college students could afford to pay as they go—now most rely on borrowing. Today, nearly two-thirds of Indiana college students finish with debt; average loan debt has reached nearly \$30,000 per student and average loan amounts have increased 50 percent in the past decade alone.

Anticipating the cost of college is hard for most families to understand with unpredictable increases in tuition and fees, other less-obvious costs of attendance, and significant variations between the advertised sticker price and the “packaged prices” offered to some students. Saving for college—when it happens at all—is often sporadic and inadequate. Paying for college out of pocket, while once an option for the majority of students, is now mostly out of reach to all but the wealthiest families. Indiana is justifiably proud of its status as one of the nation’s most generous providers of

need-based financial aid, an approach that helps thousands of students from low-income families afford a college education every year. Yet, the current system does relatively little to help middle-class Hoosiers pay for college. As a result, most families resort to student loans—credit that is easy to get but is often crippling to pay off.

Daunting as the challenges may seem, the data suggest they are not insurmountable. Students with a savings account in their name are both more likely to attend college and to graduate. Recent state financial aid reforms and Indiana’s *15 to Finish* campaign are keeping more students on track to graduate on time and cutting the cost of college in the process. Greater financial literacy and increased truth-in-lending transparency by Indiana colleges has produced double-digit decreases in student borrowing at some campuses. Indiana must sustain and build upon these efforts to support more proactive college planning, informed-decision-making and responsible borrowing by Hoosier students.

**In recognition of these challenges and opportunities, the Commission will champion state policies and local practices that promote greater college affordability, including the following:**

## Increase College Saving

1. Champion state policies and local practices that encourage early and ongoing contributions to college 529 savings plans, including streamlined options for Hoosiers to dedicate state tax refunds to an Indiana college 529 savings plan.
2. Measure and publicly report student participation rates in college 529 savings plans in school reporting and the Indiana College Readiness Reports.
3. Provide greater transparency in college costs related to tuition discounting and institutional aid.

4. Explore college affordability strategies for middle-class Hoosiers, including clear benchmarks for college saving and shifting reliance on student debt.
5. Encourage more Indiana employers to offer their employees up-front tuition support, tuition reimbursement and matching contributions to college savings plans.

## Reduce College Costs

6. Promote adoption of banded tuition structures that encourage students to take 15 credits per semester.
7. Leverage technology and on-line options to bring down the cost of learning materials and instructional costs.
8. Enhance state's Return on Investment reporting to increase transparency on the elements of college costs beyond tuition and fees, including books and room and board.
9. Promote institutional analysis and action plans to address gaps in student support, e.g., affordable transportation and close-to-campus childcare.

10. Increase access to a range of accelerated, online and competency-based options that enable students to attend college full time, balance work and family obligations and graduate faster.
11. Allow state financial aid to be used on an accelerated timeline for students in accelerated and competency-based degree programs.

## Promote Student-Friendly Practices

12. Consider aligning Indiana's financial aid filing deadline with the federal tax-filing deadline, and encourage financial aid-filing assistance partnerships with tax preparers and other financial institutions.
13. Integrate financial literacy courses and instruction as required components of the core curricula for all Indiana high school and college students.
14. Increase student awareness and participation in income-based repayment and public service loan forgiveness programs for federal student loans.

**The cost of college in Indiana has increased by more than **70%** since **2000**.**

(The Institute for College Access & Success, 2015)

**Tuition and fees account for only **about half** of the total cost of college attendance.**

(The Institute for College Access & Success, 2015)

**Nearly **2/3** of Indiana college students finish with debt and average loan debt has reached nearly **\$30,000** per student.**

(The Institute for College Access & Success, 2015)

# Improving College Readiness

## *Indiana's success in increasing college access is marked by a growing recognition that "college-bound" often does not mean "college-ready."*

Hoosier high school graduation rates are at an all-time high and Indiana's college-going rate—which once lagged behind most states—is now above the national average. Yet, a closer look at Indiana's college-going data reveals serious gaps in academic preparation for recent high school graduates, particularly in mathematics. More than a quarter of Indiana's college-prep diploma graduates today require remedial coursework in college. Readiness rates are even lower for students who graduate with the state's minimum high school diploma, nearly two-thirds of whom require remediation.

Hoosiers who leave high school lacking basic math and English skills are placed at a serious disadvantage. They are far less likely to complete a college degree or workforce credential and have fewer prospects for meaningful employment and career advancement. Indiana's college-readiness challenges are not limited to academic preparation alone, however. Many Hoosiers, especially students from low-income backgrounds and those who

are the first in their families to go to college, lack adequate college planning support, struggle to navigate the college testing, financial aid and admission processes, and often make uninformed or ill-advised decisions about where they choose to continue their education, what they study and what credential they pursue.

With a statewide student-to-counselor ratio that has grown to more than 600 to 1 in Indiana high schools today, it's clear that traditional guidance models are not sufficient at a time when purposeful planning for postsecondary education has become a necessity for all students. Indiana must take a more intentional, consistent and comprehensive approach to college preparation, from integrating college-readiness concepts into core classroom subjects and diploma requirements to engaging a broader base of business and community champions who can extend college-readiness experiences beyond the school counselor's office.

**In recognition of these challenges and opportunities, the Commission will champion state policies and local practices that increase college readiness, including the following:**

## Improve Student Preparation

1. Establish a more academically rigorous high school diploma, including the completion of four years of high school math for all students.
2. Align high school math content and course sequences with the expectations of college programs of study and employers.
3. Encourage Indiana colleges to make four years of high school math an admissions requirement for recent high school graduates.
4. Incorporate a broader range of college-readiness measures into annual school performance reports and high school accountability measures, including student financial aid filing, 21<sup>st</sup> Century Scholar participation and postsecondary remediation rates.

## Smooth College-Readiness Transitions

5. Integrate Indiana's Scholar Success Program expectations for 21<sup>st</sup> Century Scholars into high school graduation requirements for all students.
6. Support more intentional college and career planning by making the state's "Preparing for College & Careers" and "Personal Financial Responsibility" courses part of the state's high school diploma.
7. Explore transitioning from current state high school assessments to national college entrance exams to simplify the testing process, reduce test administration costs and better identify students for remediation interventions and advanced college-level coursework.
8. Expand statewide access and student participation in summer bridge programs and related experiences that prepare recent high school graduates to transition to college successfully.

## Expand College-Readiness Capacity

9. Collaborate with teacher preparation programs to better integrate college and career planning content and best practices into educator and school counselor programs.
10. Address teacher shortages in high-need areas by recruiting retired educators, offering differentiated pay for current teachers and providing release time for qualified employees in non-teaching professions.
11. Expand statewide capacity for earning college credit in high school, including dual credit, Advanced Placement and career and technical education programs.
12. Encourage community engagement and investment in pre-college preparation and student support programs, including Indiana's network of College Success Coalitions and College & Career Mentoring program.



More than **1/4** of Indiana high school graduates who earn the state's college-prep diploma currently require remedial coursework in college. (Indiana Commission for Higher Education, 2016)

Nearly **2/3** of Hoosiers who graduate with the state-minimum diploma require remediation. (Indiana Commission for Higher Education, 2016)

Fewer than **1 in 10** remedial students nationwide graduate from community colleges within three years and little more than a third complete bachelor's degrees in six years. (Complete College America, 2012)

# Strengthening Student Support

*As Indiana's college-going population has become more diverse, the need for more structured support that keeps students on track for success has increased.*

Significant gaps in college graduation rates exist by student income level, race and ethnicity at campuses across Indiana. For 25 years, the 21<sup>st</sup> Century Scholars program has demonstrated the state's commitment to closing these education attainment gaps. The promise of four years of paid college tuition has helped nearly 70,000 low-income Hoosiers pursue higher education. Scholars now enroll in college at greater rates than their peers across all income levels—but far too many never graduate.

Efforts to increase Scholar success rates have ramped up in recent years, coupling financial support for college with more explicit expectations and proactive interventions. Many of the practices that are proving effective for Scholars could benefit all students—approaches that simplify choices, streamline processes and target support to students when they need it.

At the same time, some at-risk populations benefit from policies and practices that are often at odds with what traditional students want or expect. Because returning adults and commuter students must often balance school and work with family responsibilities, they need more flexible on-line options and on-campus classes condensed to as few days as possible without long breaks in between. These students also need courses offered at consistent times during the day or evening throughout the year—predictability that their families need and their employers expect.

Some practices work for all students, including: supportive faculty and mentors, clear maps to graduation, math requirements aligned with each college major and career path, and proactive advising at the first sign of trouble. Such approaches should be implemented fully at scale at each campus across the state.

**In recognition of these challenges and opportunities, the Commission will champion state policies and local practices that strengthen student support, including the following:**

## Scale Guided Pathways

1. Simplify student choice by organizing programs of study around broad groupings of related majors, or meta-majors, that help students narrow their focus to a specific major without extending their time to graduation.
2. Encourage adoption of whole programs of study that provide a default set of recommended courses each semester and link college degree maps to course registration.
3. Ensure required math courses are aligned with college students' programs of study and career paths with quantitative reasoning as the default placement for non-technical programs.

4. Implement early-warning data systems and proactive advising practices that leverage technology to monitor student progress and proactively target interventions based on individual student need.

## Support At-Risk Students

5. Extend annual Scholar Success Program expectations for 21<sup>st</sup> Century Scholars beyond high school graduation through college completion.

6. Ensure state financial aid recipients are equipped to succeed in college through consistent placement in first-year experience courses and cohort-based student learning communities.

7. Strengthen eligibility requirements and participation agreements for higher education providers that serve state financial recipients to include high-impact practices for academic advising, student-faculty engagement, financial literacy and career preparation.

8. Encourage cohort-based models and block-scheduling for degree-seeking, part-time students that ensure a more timely path to completion.

9. Encourage campuses with significant commuter-student populations to offer courses in predictable scheduling blocks that limit trips to campus, reduce down time between classes and provide greater flexibility for balancing employment and family obligations.

10. Establish a one-stop-shop model and streamlined administrative processes for returning adults, veterans and transfer students.

11. Ensure more productive college transfer by encouraging degree-seeking students to complete the general education core curriculum or an Associate degree before transferring to another college.



More than **750,000** Hoosier adults have some college but no degree. (Lumina Foundation for Education, 2015)

Only **14%** of graduates strongly agree they were supported by professors who cared, made them excited about learning and encouraged their dreams. (Gallup-Purdue Index, 2013)

Graduates who felt “supported” during college are **nearly 3 times** as likely to be thriving than those who didn’t feel supported. (Gallup-Purdue Index, 2013)



# COMPETENCY



**Competency—what students know  
and are able to do—should be the  
building block of higher education.**

# Competency



*Learning has always been the foundation of higher education, but Hoosiers need more options to show what they know and progress as they master the material.*

The traditional college degree tells society that an individual had the aptitude and perseverance required to complete a collection of credit hours and courses. Yet, what students have mastered as a result of their learning often is not particularly clear to graduates or the employers who hire them.

Competency-based approaches aim to clarify the expectations and outcomes of college credentials—while more closely aligning what employers expect with what graduates can do. Though the concept may seem simple or merely a new label for a long-standing practice, competency-based models offer new opportunities to rethink how education is designed and delivered, student learning is demonstrated and degrees are granted.

Reflecting Indiana’s commitment to a student-centered, mission-driven and workforce-aligned system of higher education, the state must:

1. **Define learning outcomes** (or competencies) for college programs in clear, consistent terms that are transparent to students and aligned with employer expectations and continued education.
2. **Measure student learning** consistently, continuously and transparently with a multi-faceted approach that includes ongoing assessment and portfolios of student work.
3. **Encourage innovative competency-based approaches** that free colleges and students from the restrictions of credit hours and traditional academic calendars.

## WHY IT MATTERS

### A Student Perspective

Purdue University professors have found a way to prepare students for ever-changing workforce demands. Students in the transdisciplinary program not only earn a degree and credits for coursework completed, they are guided by faculty mentors to become proficient in eight broad competencies, such as Effective Communication and Teamwork—skills that are desired by employers, but not always mastered in a traditional degree program.

Faculty mentors meet with students to develop individualized plans of study and then track student progress in each competency—rating them either developing, emerging or proficient. Students must show mastery of each competency

“What you do in life is who you are, and I want to show employers that I’m well rounded and prepared for the challenges of the workforce.”

to advance, either through experiences gained in the classroom or in extracurricular activities.

Upon completing their undergraduate programs, graduates will have an online portfolio containing their college transcript and a list of badges they earned for completing activities in each competency. AJ Hocker, a Purdue sophomore taking classes in Aeronautical Engineering Technology, Unmanned Aerial Systems and Psychology thinks his portfolio will help him stand out.

“I want potential employers to see everything I can do, not just what’s on my résumé,” said AJ. “What you do in life is who you are, and I want to show employers that I’m well rounded and prepared for the challenges of the workforce.”

# Credit Hours Were Not Designed to Measure Student Learning

Hoosiers might be surprised to discover that the credit-hour system upon which higher education has operated for generations was not created to measure student learning. At the turn of the 20<sup>th</sup> century, the Carnegie Unit—created by industrialist Andrew Carnegie in collaboration with Cornell University—was designed as a standard measure of college professors' full-time status required to receive a pension. The “credit-hour” of today is derived directly from the Carnegie Unit.

Over time, the credit hour became the proxy for student learning and the standardizing infrastructure of America's entire higher education system, making it possible to track and organize student and faculty work across a wide array of colleges and programs.

Some argue the credit-hour system fails to provide adequate transparency about the knowledge and skills students acquire in college. These criticisms are not without merit. Whether a student completes a course having mastered some of the material or all the material, the credits awarded

are the same. Whether a student graduates at the top or bottom of the class, the credential awarded is the same.

The credit-hour system may have its limitations, but it also provides great administrative efficiency and consistency across higher education that would be time consuming, burdensome and unrealistic to eliminate outright. For that reason, Indiana will focus its efforts on:

1. Providing clearer definitions, more explicit evidence of student learning and greater flexibility for students and colleges.
2. Moving state-level policies and institutional practices beyond the credit hour to support a more flexible and student-friendly higher education system.
3. Better measuring student learning outcomes in existing credit-hour-based programs while embracing the emergence of new competency-based programs.



**The credit hour was created as a measure of college professors' full-time status to receive a pension... rather than as a measure of student learning.**

# A Movement Toward Competency-Based Education

Colleges across the country are building innovative programs that look beyond the limitations of the credit hour—enabling students to progress as skills are mastered and ensuring that each skill is mastered before awarding a degree. These approaches have opened the door to new possibilities for safeguarding academic quality while helping students graduate faster and at a lower cost. The U.S. Department of Education’s 2013 decision that federal financial aid could be awarded to students based on the mastery of competencies as well as credit hours was the latest acknowledgment of this new period of innovation.

So, what’s the difference between credit- and competency-based programs? Here are some common distinctions:

<b>SIMILARITIES</b>	<b>Historical Approach</b>	<b>Modern Credit-Hour Approach</b>	<b>Modern Competency Approach</b>
<b>Focus on Learning</b>	Learning has always been the foundation of higher education		
<b>Assessment of Learning</b>	Faculty have always used assessments to validate learning		
<b>DIFFERENCES</b>	<b>Historical Approach</b>	<b>Modern Credit-Hour Approach</b>	<b>Modern Competency Approach</b>
<b>How Learning is Described</b>	Learning outcomes included in syllabi for some courses	Learning outcomes developed at the course level for all courses and, increasingly, at the program level	Learning outcomes developed at the program level with delivery and sequencing designed around them
<b>How Learning is Assessed</b>	More reliance on pencil-and-paper exams and assignments	Best practice: supplement traditional exams with portfolios, project-based work and alternative assessments	Consistent use of multi-faceted assessment techniques for each competency
<b>How Content is Delivered</b>	More reliance on in-person lecturing	Best practice: multiple and varying delivery methods, increased use of technology	Consistent use of multiple and varying delivery methods, increased use of technology
<b>When Students Progress</b>	When semesters conclude, if they mastered the majority of learning outcomes	When semesters conclude, if they mastered the majority of learning outcomes	When they master learning outcomes; must master 100 percent to graduate
<b>What Grades Represent</b>	Combination of portion of learning outcomes mastered and level of mastery, achieved in set period of time	Combination of portion of learning outcomes mastered and level of mastery, achieved in set period of time	If used, level of mastery the student achieved across the full range of learning outcomes, achieved within whatever timeframe the student took to master them
<b>What Faculty Do</b>	Design curriculum and deliver course content	Handle increasingly more responsibility from course content and delivery to student advising	Faculty and staff more likely to specialize: subject matter expert, coach, assessor or curriculum designer

Source: Informed by HCM Strategists, 2015.

# Defining Learning Outcomes

*As more Hoosiers pursue education beyond high school, a focus on clear competencies ensures that college credentials represent the knowledge and skills students need to succeed in their careers and in life.*

Competency must become a common currency that is universally understood by students, utilized by colleges and recognized by employers. This requires greater clarity and consistency as to how student learning outcomes are defined and conveyed, both the core competencies all Hoosier graduates need for success in the 21<sup>st</sup> century as well as those competencies that are distinct among programs and disciplines.

Traditional programs have long established learning outcomes, built at the course level then aggregated by program. An emerging practice reverses this process, first establishing program-level competencies and then building academic delivery around them. Regardless of the approach,

the benefits of Indiana colleges describing competencies consistently in terms that are easily understood by students and employers are clear.

Indiana created a strong foundation on which to build when college faculty established a statewide transfer core curriculum composed of competencies every transfer student should master within 30 credit hours. This list can serve more than just transfer students. It can become the foundation for a set of skills and abilities that all Hoosier graduates should possess. By focusing intently on the goal that all graduates acquire this core set of competencies, Indiana can clearly convey—or better yet, improve—the value of its college degrees and credentials in terms of student learning.

**To provide a common ground for institutions planning to create or expand competency-based options, the Commission will champion the following strategies:**

1. Build on foundation of statewide transfer general education core with a set of core competencies—marketable skills that all college graduates should master.
2. Develop a clear set of competencies for all courses in the state's Core Transfer Library.
3. Expand opportunities for college faculty to collaborate with employers in workplace settings to better align curriculum and instruction.
4. Engage representatives from business and industry to ensure competencies reflect employer needs and are described in terms that resonate with employers.
5. Challenge Indiana colleges to develop degree programs that are designed around competencies rather than credit hours or courses.
6. Develop a statewide strategy to ensure that students in competency-based programs can transfer seamlessly without the need to back-map completed competencies to courses and credits.
7. Boost creation of competency-based education programs by compiling resources from national thought leaders and creating a statewide network for sharing competency best practices and collaborative problem-solving.

# Measuring Student Learning

*Competency-based learning enables students to progress in their programs by demonstrating what they have learned at the pace they learn it.*

Letter grades have long served as a proxy for student learning, but it is not clear if a “C” means that a student mastered some competencies perfectly and others not at all or mastered each with average quality. Thought leaders in Indiana and across the country are tackling this challenge with important multi-state efforts, including the Degree Qualifications Profile, VALUE rubrics, and the Interstate Passport Initiative that are clarifying the competencies associated with different degree levels, creating consistent standards for assessing student learning outcomes and facilitating college transfer across states based on competencies.

In this era of new delivery models and accelerated degree options, clear measures of student learning are more important than ever in ensuring that innovation does not come at the expense of quality. College faculty overwhelmingly agree that the assessment of competency should take many forms. Meaningful measures of student learning

often use project-based assessments or portfolios of student work in addition to traditional assessments to provide a more comprehensive view of a student’s learning and abilities.

Such an approach to assessment could strengthen Indiana’s commitment to core competencies if faculty collaborate to determine the best way to assess the core and do so consistently for all students. This holds promise for students and employers as well, providing a ready, data-backed answer to the question: Will I learn marketable skills from my degree?

Measuring student learning using the building blocks of competencies must be coupled with recording progress based on them as well. A competency-based transcript and a super-charged résumé may well become one and the same, helping students articulate their learning to employers in ways never before possible.

## **The Commission will champion a statewide commitment to clear measures of student learning, including:**

1. Encourage college faculty to develop consistent mechanisms for evaluating program quality in alignment with recent nationally-recognized approaches.
2. Develop a faculty-driven assessment strategy for Indiana’s core set of competencies using a multi-faceted approach, including portable e-portfolios and related evidence of student work product.
3. Adopt a statewide approach to prior learning assessments, both in terms of student awareness and support that ensures course credit and progress to completion.
4. Explore the application of competency-based models for delivering early college credit in high school.
5. Record completed competencies on high school and college transcripts as well as in state data collections.
6. Integrate and publicly report quantitative and qualitative measures of student learning as part of the Indiana College Value Index.
7. Encourage all Indiana colleges to participate in state-coordinated surveys of alumni that inform the Indiana College Value Index.

# Encouraging Competency-Based Approaches

*Indiana should support the development of innovative, competency-based programs that are freed from the traditional limitations of credit hours and academic calendars.*

Indiana's coordinated system of higher education includes performance funding incentives for colleges and financial aid incentives for students. Each of these policies was designed to drive improvement in college completion, but both were built to fit the traditional credit-hour infrastructure.

Indiana must ensure that no state-level policy or practice is a barrier to the development of competency-based degrees that provide greater flexibility and learning opportunities for students. State performance funding metrics should reward the outcomes that competency-based education seeks to produce: enhanced academic quality, accelerated completion and stronger labor market outcomes.

Students and schools also need assurance that competency-based degrees are not incompatible with state financial aid policies and credit completion incentives.

Designing and implementing competency-based programs require colleges to invest significant time and already-stretched financial resources. The State should acknowledge these efforts and investments, and to the greatest extent possible, secure funding support to assist colleges with the start-up costs associated with developing competency-based programs. Whatever investment is made in these efforts will pay dividends for Hoosiers in terms of more efficient paths to student completion and greater quality assurance for employers.

**The Commission will champion state policies and local practices that support competency-based education, including:**

1. Consider college performance funding metrics that reward competency, including labor market outcomes, accelerated degree completion and academic quality.
2. Evaluate student progress for state financial aid as a percentage of program completed, not a specific number of credit hours.
3. Allow state financial aid dollars to pay fees associated with prior learning assessments to make the most efficient use of student time and taxpayer dollars.
4. Seek federal, state and philanthropic dollars to support the development and scaling of competency-based education programs.
5. Acknowledge innovation in development of competency-based education programs through annual recognition awards.
6. Report the progress of competency-based programs in Indiana College Completion Reports and Indiana College Value Index.



## You Can. Go Back.

Indiana's focus on competency aligns with a critical state goal: helping the 750,000+ Hoosier adults with some college but no degree come back and finish what they started.

With \$1,000 state grants available for returning adults, Indiana's *You Can. Go Back.* campaign is reaching out to Hoosiers directly and matching them with college options that fit their needs and career aspirations. Many Indiana colleges are offering special programs and incentives—including flexible class schedules and online courses, college credit for work and military experience, grade- and debt-forgiveness programs—as well as scholarships and tuition discounts to support Hoosier adults in their journey back to college.

While not exclusively beneficial to adults, the flexibility and self-paced learning opportunities provided by competency-based programs have proved particularly popular with returning adults who must balance work and family obligations with their schooling. Moreover, adults with substantial work experience can shorten their time to

degree through prior learning assessments, particularly if costs are supported by state financial aid.

A focus on completion and career is also critically important for this population. More affordable options will be necessary for adults balancing the financial priorities of their family with the cost of returning to college. Predictable schedules and limited trips to campus will make it possible for adult students to have more time with their families while maintaining the job that supports them. An enhanced connection between higher education and Indiana employers will inherently benefit those who are already or are returning to the workforce.

*You Can. Go Back.* is just the first step. To fully realize the potential of this population and reach the 60 percent goal, Indiana's colleges, employers and communities must fundamentally shift their thinking about higher education to ensure it meets the needs of returning adults.





**Career preparation should be an  
integral and intentional part  
of a student's education.**

# Career



*The balance between teaching students “how to think” and equipping students to “get a job” has long been a source of tension on college campuses. Hoosiers cannot afford a focus on academic versus applied learning to be an either/or proposition.*

Every student deserves the opportunity for a fulfilling career, and Indiana graduates expect that the credentials they earn will lead to meaningful employment and career advancement. But, just as the pathway to college success starts early in a child’s education, career exploration must be intentional from the beginning and career preparation should be integrated consistently across the education continuum.

In 2015, Indiana launched its inaugural *Career Ready* campaign as a call to action for educators and employers across the state to come together to ensure that Hoosier students have meaningful career experiences before graduating from high school and college. *Career Ready* is a visible example of a larger, ongoing effort to help Hoosiers at all levels know more about Indiana’s wide range

of career opportunities and in-demand jobs, the educational pathways that lead to employment, and the many workplace experiences—from job-shadowing to internships—that make them better prepared and more attractive to employers. This requires:

1. **Intentional career planning** that occurs early on, consistently and continuously—from K-12 through college completion.
2. **Integrated workplace experiences** in high school and college that help students apply their learning, connect with employers and develop marketable skills.
3. **Streamlined job placement** practices for all programs of study that smooth students’ transition from college to career and advanced education opportunities.

## WHY IT MATTERS

### A Student Perspective

When Salvador Espinoza’s college instructor saw the résumé he submitted for a career development assignment, she thought he lifted it from a website. It just seemed too complete and polished for an 18-year-old straight out of high school.

In the summer before his junior year of high school, Salvador had completed a six-week internship at Group Dekko, an Indiana-based manufacturing company. That led Salvador to more workplace experiences at Dekko over the next three years. Dekko’s interns gain experience in every division of the company, a process that matches students with the job roles best suited to their

“As an employer, if you’re sitting around waiting for great people to come to you, it’s just not going to happen.”

talents and helps them decide which education credential to earn after high school.

“As an employer, if you’re sitting around waiting for great people to come to you, it’s just not going to happen,” Theresa Peterson, Group Dekko Director of Human Resources, said. “We focus time and resources into building our own pool of potential employees. Investing in young people early on pays dividends long-term—in terms of employee expertise and loyalty.”

Today, Salvador is a freshman at Indiana University-Purdue University Fort Wayne studying business while working two days a week as a Group Dekko marketing intern. He’s already getting job offers from other companies, but he’s focused on finishing his degree—before starting full time at Dekko.

# Today's Cracked Career Preparation Pipeline

*Despite an increased emphasis on career readiness in recent years, for many students today career preparation is disjointed and inconsistent—if it happens at all.*



## Grades K-8

“Career Day” or related experience?  
**LIKELY**

Ongoing career exploration?  
**MAYBE**

Career-themed instruction in core academic subjects?  
**UNLIKELY**

## High School

College entrance exam?  
**LIKELY**

Career assessments inform graduation plan?  
**MAYBE**

Job shadowing, internships, etc.?  
**UNLIKELY**

## Entering College

College placement exam?  
**LIKELY**

Career assessments inform degree plan?  
**MAYBE**

Simplified program selection through meta-majors?  
**UNLIKELY**

## During College

Academic advising?  
**LIKELY**

Intentional career planning?  
**MAYBE**

Internship or related experience required for graduation?  
**UNLIKELY**

## End of College

Résumé, job search help available?  
**LIKELY**

Ongoing surveys of alumni, employer satisfaction?  
**MAYBE**

Intentional on-campus recruiting and interviewing for all majors?  
**UNLIKELY**

# What's Possible: A More Purposeful Approach to Career Preparation

*Hoosier students need intentional, consistent and continuous career preparation from K-12 through college completion.*



## **Grades K-8**

Students are systematically exposed to a full range of potential career opportunities through well-coordinated exploration activities that include regular visits by area employers, workplace tours, career interest inventories and classroom instruction that incorporates career-focused topics and concepts.

## **High School**

Students graduate with a meaningful diploma that integrates career assessment results, structured career exploration and intentional course-taking aligned with an identified career goal and postsecondary education plan.

## **Entering College**

Incoming students participate in a first-year seminar course that includes built-in career assessments and labor market data to guide program selection from a handful of broad meta-majors. Students narrow and refine their course of study and career-interest focus with ongoing in-person and online advising support.

## **During College**

Undergraduate students complete a seamless blend of academic and applied learning experiences that reflect clear competencies and result in transcripted credit. Proactive interventions occur if students deviate from their degree map or miss key career development milestones.

## **End of College**

Graduating students participate in structured bridge programming that includes professional coaching, marketable-skill training and on-campus interviewing aligned with their core competencies and program of study. Colleges' job-placement practices are informed by ongoing surveys of alumni and employers.

# Ensuring Intentional Career Planning

*There is a tendency to talk about “college and career” as if these are purely sequential steps: first go to college ... then think about a career.*

Perhaps it’s not surprising then that about half of college graduates say they would choose a different major or school if they could do it over again. The evidence suggests a range of benefits for students the earlier they identify a specific career goal or aspiration, including increased academic performance and persistence. In contrast, the cost of forgoing or even delaying intentional career planning is significant ... the added costs that result from multiple college major changes, the lost job opportunities and earning potential that come with extending time to degree, and the increased likelihood that a student leaves college with a collection of credits but no credential or career direction.

This problem is compounded for low-income and first-generation college students, who often have a narrow understanding of their career options. Without intentional exposure to the full range of possibilities, these students tend to have a limited career vocabulary that includes options like teacher and nurse but not related jobs like curriculum director and occupational therapist. It doesn’t have to be this way. All K-12 students could

be systematically exposed to a full range of career possibilities through career-themed instruction and exploration. In later grades, students could begin to narrow their interests with the help of career assessments, intentional course-taking and job-shadowing. By the end of high school, students could have a more-informed sense of their career direction when making decisions about where to continue their education and what to study. In college, academic advising could be complemented from the start with purposeful career planning supported by ongoing career assessment, exposure to labor market data and meta-majors (broad groupings of related college majors) that simplify program selection and reduce dramatic major changes that prevent on-time completion.

Many of these practices already exist at some level in schools and on campuses today, of course. The real issue is not whether the tools or approaches exist, but whether they are employed consistently and systematically as part of an integrated system that facilitates student exploration and informed choice.

**In recognition of these challenges and opportunities, the Commission will champion state policies and local practices that promote intentional career planning at all levels, including the following:**

## Promote Early Career Planning

1. Encourage school districts and teacher preparation programs to incorporate career-themed curriculum and instruction into core academic subjects.
2. Encourage high schools to organize graduation plans and course offerings around a few broad career interest areas that align with college meta-majors.

3. Build in career interest assessment “checkpoints” at key transition points during middle school, high school and college as an expectation for all students.
4. Include results from career interest assessments on students’ high school graduation plans and college degree maps. Encourage counselors and advisors to use this information to guide academic and career planning.

## Align Academic & Career Advising

5. Identify critical career preparation milestones—in addition to academic course milestones—on college degree maps that trigger advising alerts and proactive student interventions when not completed.
6. Expose college students to current labor market and return on investment data during career planning and program selection processes.
7. Embed specific learning objectives for career exploration and career plan development into colleges’ first-year experience courses, student success programming and general education courses when appropriate.

## Encourage Employer Engagement

8. Expand partnerships between local employers and K-12 schools to sponsor workplace tours, job-shadowing experiences, career professional interviews and related opportunities that broaden students’ horizons regarding the range of career possibilities.
9. Expand training and tools for school counselors and academic advisors that incorporate current labor market and Return on Investment (ROI) information to help students understand which college majors and credentials best connect to their career goals.
10. Promote partnerships wherein local employers make early commitments to hire students who earn an industry-aligned postsecondary credential within a designated time frame after high school graduation.
11. Incorporate career preparation indicators in annual state data reporting, including Indiana College Readiness Reports and Return on Investment Reports.



**50%**

**of college graduates would choose a different college major or school if they could do it over again.** (McKinsey & Co., 2013)

**50%**

**of college students say they’re prepared for the workplace.** (Harris Interactive, 2013)

# Integrating Workplace Experience

*Blending educational preparation with workplace experience must become the rule rather than the exception in Indiana.*

An internship is the #1 college experience that leads to a job, university administrators noted in a recent national survey. And yet, too few college programs expect students to complete an internship or related experience as part of earning their degrees. While most colleges have tended to emphasize a broad education experience that “teaches students how to think,” employers increasingly expect graduates to arrive knowing the specific skills required to do a job, too.

Colleges should not be expected to convert their campuses to vocational schools, but employers cannot abdicate all responsibility for training their workers either. It is clear though that graduates must be able to apply what they know outside the classroom and students benefit from relevant workplace experiences that enrich their academic learning. Unfortunately, even when college students understand the importance of relevant work experience, many face a difficult choice: take the unpaid internship aligned with their program of study or take an unrelated paid job to make ends meet now.

Many Hoosiers simply cannot afford to choose the former option. In 2013, Indiana took a small step to address this disconnect by reforming the state’s EARN Indiana work-study program to expand opportunities for paid, résumé-building internships for economically disadvantaged Hoosiers with both public and private employers. These changes, coupled with a critical partnership with the Indiana Chamber of Commerce’s INTERNnet platform, have swelled participation rates by 25% for students and nearly 350% for employers in only two years.

To make meaningful workplace experience a reality for all students, colleges must expand industry partnerships and integrate workplace experience as a graduation requirement, as part of the core curriculum or both. Employers must do their part by investing time and resources in internship programs and becoming more engaged partners in helping educators create the employees they need to succeed.

**In recognition of these challenges and opportunities, the Commission will champion state policies and local practices that expand quality work-based learning, including the following:**

## Integrated Work Experience

1. Integrate work-based learning experiences, including internships, cooperative education, service learning and community service opportunities in high school diplomas and college degree programs.
2. Support college faculty in integrating work-based, applied learning experiences and collaborations with employers within the general education core curriculum and across academic programs and majors, including the liberal arts.

3. Award college credit for approved internships and related work-based learning and ensure that these experiences are reflected on student transcripts.
4. Document and report work-based learning experiences completed by high school and college students as part of annual state data collections.
5. Encourage colleges to award career-competency certificates and industry certifications to students who complete intensive career experiences as a complement to their degree program.
6. Consider funding and/or public recognition for schools and campuses that increase the percentage of students completing meaningful work-based and applied learning experiences.
7. Promote innovative models that integrate work-based learning experiences without extending students' time to degree.

## Increase Work-and-Learn Opportunities

8. Engage employers, including small and mid-size businesses, with training, toolkits and on-demand support for offering

quality internship programs and formalizing collaborative partnerships with area high schools and colleges.

9. Expand partnerships and blended learning opportunities between colleges and employers that provide internship opportunities that run concurrently throughout the academic calendar as well as during the summer.
10. Promote a standard statewide platform—i.e., Indiana INTERNnet—for colleges and businesses to post and publicize internship opportunities by program major.
11. Expand the state's EARN Indiana program and partnership with Indiana INTERNnet to create more opportunities for high school and college students to explore careers through paid, résumé-building internships.
12. Explore opportunities for colleges and employer-collectives to devote collaborative on-campus workspace and supervision for students to complete virtual internships with employers across the state or nation.

**97% of CEOs and company executives believe colleges should expand opportunities for experiential learning.**

(Harris Interactive, 2013)

**More than 80% of employers want new hires to have completed an internship, but only 8% of students say interning in a field related to their major is something they spend a lot of time doing.**

(Harris Interactive, 2013)

**Only 29% of college graduates had an internship or job during college.**

(Gallup-Purdue Index, 2013)

# Streamlining Job Placement

*The pressure from parents to policymakers for colleges to smooth their graduates' transition into the workforce has never been more intense than it is today.*

Some students are fortunate to have an established professional network before they even enter college, whether through family and friends, adult mentors or other connections. Many more students graduate college without the contacts or networking skills needed to navigate a highly competitive job market.

In a modern world of online applications and sophisticated screening algorithms, these connections are more important than ever for recent graduates to stand out among an ocean of applications and land a face-to-face interview, let alone a job. Employers have long recognized the value of these connections. What employer wouldn't be more likely to interview and hire a candidate referred by a trusted contact than a stranger with equivalent qualifications?

Whether they realize it or not, recent college graduates do have established professional relationships with professors, advisors and other campus

leaders. When recruiting and career placement happen on college campuses, it is the college itself—not family connections or pure luck—that gives students a foot in the door. Ironically, college programs that require the least imagination on the part of employers to determine what a graduate can do—like business and engineering—often do the most to help their students secure a job while students in disciplines like the liberal arts are often on their own.

Fortunately, more colleges and employers alike are getting the message that job recruitment and placement must begin long before an applicant submits a résumé. A recent national survey of university administrators noted a more than 60 percent increase in campus discussions about job preparation for their graduates in just the past three years. The challenge now is to make sure these conversations result in more consistent job-hunting and placement support for students across all academic programs and majors.

**In recognition of these challenges and opportunities, the Commission will champion state policies and local practices that encourage and streamline job placement, including the following:**

## Job Placement Support

1. Replicate effective career placement practices across academic programs, including business school models that connect students with employers before graduation.
2. Support the expansion of a common online platform to help Hoosier undergraduate and graduate students across all disciplines connect with employers statewide.
3. Encourage employers to sponsor students' postsecondary education through tuition support and part-time employment in exchange for working for the employer for a specified time period after graduation.

4. Facilitate public/private-partnerships that provide job placement bridge programs and employability “boot camps” for undergraduates, including professional coaching, marketable-skill training, networking and on-campus interviewing.
5. Explore the expansion of structured one-year fellowship programs that connect recent graduates with new and existing Indiana companies in a supporting role based on their program discipline and area of expertise.
6. Collect and publicly report job placement and employment metrics by college and area of study.
7. Consider a performance-funding incentive that rewards in-state job placement.
8. Ensure regular state reporting of the most undersupplied high-skill and high-wage occupations to inform college program offerings, student outreach efforts and state policy.
9. Incorporate industry-recognized short-term (less than 1 year) and long-term (1-2 years) certificates granted by Indiana’s two-year colleges in state’s performance funding formula and public reporting of completion and education attainment rates.
10. Encourage colleges to survey and publicly report, including as part of Indiana College Value Index, alumni satisfaction rates by campus on an ongoing basis and to use results to inform academic, career development and student support programming.
11. Encourage colleges to conduct systematic and ongoing surveys of employer satisfaction and to use this information to improve academic programming and job placement practices.
12. Revisit approved academic programs systematically to ensure adequate completion rates, student demand, labor market outcomes and alignment with the institutional missions.

## Consumer Demand & Satisfaction



**Only 29%** of graduates “strongly agree” that college prepared them well for life outside of college. (Gallup-Purdue Index, 2014)

**3X** The odds of being engaged at work increase nearly three times for alumni who feel their college prepared them well for life outside of it. (Gallup-Purdue Index, 2014)

**ABOUT HALF** (49%) of employed college graduates are not engaged at work, and 12% are actively disengaged. (Gallup-Purdue Index, 2014)

DELIVERING  
VALUE



# Recognizing What We Value

The **Indiana College Value Index** aims to help Hoosiers answer the most fundamental questions in higher education today using the best quantitative and qualitative data available. In partnership with Indiana’s colleges and universities, the Commission is committed to providing state- and campus-level college value profiles on an ongoing basis.

	<b>COMPLETION</b>	<b>COMPETENCY</b>	<b>CAREER</b>
	Will I graduate?	Will I learn what I need to know?	Will I find fulfilling employment?
<b>What the numbers say</b>	Percent of students who complete college on time	Percent of graduates who demonstrate mastery of core learning competencies	Percent of graduates earning above state median income after 1 year
	Percent complete 150% time Percent complete 200% time		Percent above median after 5 years Percent above median after 10 years
<b>Statewide context</b>	Percent of all Indiana college students who graduate on time	No comparable statewide measure of student learning is currently available	Percent of all Indiana college graduates earning above state median income after 1 year
<b>What the graduates say</b>	Percent of alumni who say they received support outside the classroom that helped them graduate	Percent of alumni who say their college prepared them well for life outside of college	Percent of employed alumni who say they are fulfilled in their current work
<b>Statewide context</b>	Percent of all Indiana alumni who say they received support outside the classroom	Percent of all Indiana alumni who say their education prepared them for life outside college	Percent of all Indiana employed alumni who are fulfilled in their current work
<b>What the college does to help</b>	<input type="checkbox"/> Provides transition support to majority of entering students <input type="checkbox"/> Provides proactive advising support to majority of students	<input type="checkbox"/> Offers competency-based program options <input type="checkbox"/> Measures learning gains of all students	<input type="checkbox"/> Requires majority of students to gain work-place experience <input type="checkbox"/> Helps majority of students find their first job after graduation

**Bottom Line:** Percent of alumni who say they are satisfied with their college experience AND Percent of alumni who took out student loans and say their education was worth the cost

# Paying for What We Value

Indiana has demonstrated its commitment to paying for the outcomes Hoosiers value most through performance-based funding for Indiana’s public colleges and state financial aid incentives for students. Indiana is committed to building upon this strong foundation through greater alignment with the goals and strategies outlined in *Reaching Higher, Delivering Value*.

## Performance-Based Funding for Colleges

Since 2007, Indiana has continued to evolve a performance-based funding formula that drives more dollars to the state’s colleges and universities for improvement on key student success measures.

Completion	Competency	Career
<p><b>Current:</b> Indiana’s focus on increasing college completion is reflected by performance metrics, including overall degree completion, on-time completion and at-risk student completion.</p> <p><b>Future:</b> In alignment with <i>Reaching Higher, Delivering Value</i>, Indiana will consider a completion metric that rewards accelerated degree completion.</p>	<p><b>Current:</b> Indiana’s focus on improving remediation success for underprepared students emphasizes competency with a performance metric that rewards successful completion of the college-level English or math course rather than non-credit remedial courses.</p> <p><b>Future:</b> In alignment with <i>Reaching Higher, Delivering Value</i>, Indiana will consider a learning outcome metric that rewards demonstrated mastery of core competencies.</p>	<p><b>Current:</b> Indiana’s focus on producing degrees aligned with the needs of the state’s economy is reflected by a performance metric for high-impact degrees.</p> <p><b>Future:</b> In alignment with <i>Reaching Higher, Delivering Value</i>, Indiana will consider a metric that rewards key labor-market outcomes.</p>

## Financial Aid Incentives for Students

Since 2010, Indiana has instituted a series of landmark reforms to its state financial aid system that have created clear incentives to keep college students on track to completion. The Commission is committed to building upon this strong foundation through greater alignment with the essential outcomes outlined in *Reaching Higher, Delivering Value*.

Completion	Competency	Career
<p>Indiana’s Frank O’Bannon Grant and 21<sup>st</sup> Century Scholars program include annual credit completion requirements that keep students on track to graduate. Moving forward, Indiana will consider accelerated state aid for students in accelerated degree programs.</p>	<p>Indiana will consider state financial aid policy changes that support competency-based programs and allow state aid to pay fees associated with prior learning assessments.</p>	<p>Indiana currently provides financial aid support for career experience through the state’s EARN Indiana work-study program. Moving forward, Indiana will consider financial aid flexibility and incentives that support more college students in gaining relevant workplace experience.</p>

# Conclusion: A Shared Responsibility for Student Success

In the decade since Indiana's first *Reaching Higher* strategic plan was adopted, Hoosiers with education beyond high school have improved their economic standing while those with less education have experienced stagnated earnings and reduced job security.

Now, more than ever, higher education has become the dividing line between those with greater economic independence and a higher quality of life and those with fewer opportunities and limited options. Likewise, the State of Indiana benefits when more Hoosiers have the education and skills needed in the 21<sup>st</sup> century economy.

The question then is not whether Hoosiers need higher education, but rather how does Indiana deliver greater value and a fuller return on investment for students and the state. *Reaching Higher, Delivering Value* is based on the belief that success is a shared responsibility, and everyone has a part to play:

- **State policymakers** must sustain their commitment to higher education by supporting performance-based college funding, student financial aid and policies that promote college completion.
- **Colleges** must maintain their commitment to student success through proactive advising practices that keep students on track to graduate, high-quality degree programs that reflect clear learning outcomes and intentional career preparation that leads graduates to fulfilling employment.
- **Employers** must demonstrate their commitment to the workforce of the future by closely collaborating with higher education, offering more opportunities for high school and college students to gain relevant workplace experience, and encouraging their employees to complete postsecondary education and training.

**Students**, too, play a major role in maximizing the value of their college education. Even the most student-centered, flexible and responsive higher education system requires individuals who demonstrate sound judgment, exemplify a strong work ethic and stay engaged in and outside the classroom. To increase education attainment and per capita income, Indiana must set higher expectations for Hoosiers, and students must take full advantage of the opportunities to meet these expectations.

**The curiosity to seek out new knowledge. The ability to apply what has been learned. The resiliency to adapt to changing circumstances. These are the skills that college graduates need, employers expect and a 21<sup>st</sup> century world demands. This is the promise of *Reaching Higher, Delivering Value*.**



COMPLETION



COMPETENCY



CAREER



**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

[www.che.in.gov](http://www.che.in.gov)

## **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 40<sup>th</sup> 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 on Indiana Becoming a LEAP State

June 13, 2013

**WHEREAS**, *Reaching Higher, Achieving More* embraces the proposition that Indiana’s completion, productivity, and quality goals are not mutually exclusive, and that our State’s success depends on achieving all three;

**WHEREAS**, the Quality section of *Reaching Higher, Achieving More* emphasizes the need to clearly articulate the learning outcomes associated with a college education and calls for the adoption of “comparable assessments that use common metrics and competencies to gauge learning”;

**WHEREAS**, the core activities of the Association of American Colleges and Universities (AAC&U), and in particular, its LEAP States Initiative and its Quality Collaboratives project, comprise an extraordinary set of resources – including research-based best practices derived from nearly 1,300 member two- and four-year institutions – that can aid the Commission in meeting its Quality-related goals;

**WHEREAS**, AAC&U’s national 2013 survey of employers, the latest in a series commissioned since 2005, provides key insights into the competencies that employers value in college graduates;

**WHEREAS**, Indiana institutions enjoy a long history of involvement in AAC&U activities, as exemplified by IUPUI, whose Principles of Undergraduate Learning served as an important influence on the development of AAC&U’s LEAP Vision for Learning and its Essential Learning Outcomes;

**WHEREAS**, nine of Indiana’s sixteen public two- and four-year institutions and campuses, including six Indiana University and Purdue University regional campuses, as well as eight Indiana independent institutions, are presently members of the LEAP Campus Action Network;

**WHEREAS**, Indiana is one of nine states participating in AAC&U’s Quality Collaboratives project, which if focused on the Degree Qualifications Profile and authentic assessment of student learning; and

**WHEREAS**, the Indiana Commission for Higher Education is committed to promoting approaches and supporting campus practices that lead to demonstrated student mastery of the intellectual and practical skills needed for Indiana’s workforce to be innovative, entrepreneurial, and internationally competitive in the 21<sup>st</sup> Century,

### **NOW THEREFORE BE IT RESOLVED,**

- I. Best Practices:** The Commission endorses Indiana joining the Association of American Colleges and University’s LEAP States Initiative to collaborate with other states in identifying and advancing best practices that result in Indiana colleges graduating more students with the 21<sup>st</sup> Century knowledge and skills to succeed as lifelong learners and members of the workforce;
- II. System Coherence:** The Commission uses the opportunity of becoming a LEAP State to bring together Indiana’s various state-level and campus initiatives in an integrated way to reinforce one another and amplify their impact on student learning; and
- III. Transformational Change:** The Commission, the institutions, and the business community commit to a strategic, comprehensive agenda to bring to scale innovative models that enhance teaching and learning, so that all students graduate with the knowledge and skills needed to be successful participants in the 21<sup>st</sup> Century workforce.

## **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.

## COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

### **BUSINESS ITEM A:**

### **Directive to Launch Return and Complete Initiative**

#### **Staff Recommendation**

That the Commission direct staff to work with institutions to enact the proposed project plan for the Return and Complete initiative.

#### **Background**

Indiana has adopted a Big Goal that 60 percent of working-age adults hold a postsecondary degree or credential. To meet this goal, our public institutions will need to increase completion rates to 70 percent (for community colleges) and as high as 85 percent (for residential research institutions). Achieving these completion rates will only get Indiana halfway to the Big Goal. Beyond doing better with the current pipeline, we must also get 300,000 of the 737,000 Hoosiers with some college but no degree to come back and finish their degree. The strategy for the adult population must have two parts. First, there must be programs designed to meet the needs of adults. Second, these adults must be encouraged, financially and otherwise, to go back and complete their degree. The Commission and its higher education partners continue to make progress toward creating program structures to meet the needs of today's students. The "Return and Complete" project is designed for the other part – to reach out to students with some college and no degree and provide encouragement, tools, and when available, funding for the student to return to school and complete a degree.

#### **Supporting Document**

Return and Complete Overview

# Return and Complete

## PURPOSE

Indiana has adopted a Big Goal that 60 percent of working-age adults hold a postsecondary degree or credential. To meet this goal, our public institutions will need to increase completion rates to 70 percent (for community colleges) and as high as 85 percent (for residential research institutions). Achieving these completion rates will only get Indiana halfway to the Big Goal. Beyond doing better with the current pipeline, we must also get 300,000 of the 737,000 Hoosiers with some college but no degree to come back and finish their degree. The strategy for the adult population must have two parts. First, there must be programs designed to meet the needs of adults. Second, these adults must be encouraged, financially and otherwise, to go back and complete their degree. The Commission and its higher education partners continue to make progress toward creating program structures to meet the needs of today's students. The "Return and Complete" project is designed for the other part – to reach out to students with some college and no degree and provide encouragement, tools, and when available, funding for the student to return to school and complete a degree.

The State has a fiduciary interest in this population as well. The State invests nearly \$2 billion in higher education including nearly \$300 million in student financial aid each year. The return for this investment is more degrees, a stronger workforce and enhanced income mobility. For many students who do not complete, the State has already invested in their success and should take every measure to ensure that students who are able to complete do. This is particularly true of financial aid recipients, for whom the investment is even greater. As part of this project, the Commission will directly reach out to students with remaining financial aid eligibility to let them know that finishing may be easier than they think.

## GOALS

- By January 1, 2016, Hoosiers with some college, no degree who previously attended an Indiana college receive a direct communication including:
  - The importance of college completion (with statistics from the Commission's Return on Investment Reports or other workforce reports)
  - Custom messages about how close the person is to completing
  - Information about "Returning Adult" pathways – customized transfer pathways between the school most recently attended and other programs that cater to adult populations, as well as reverse articulation pathways to community colleges for associate degrees
  - Financial resources available, including any special incentives targeted to this population by the previously attended school or other schools in that geographic area as well as remaining state and federal financial aid eligibility
- By May 15, 2020, 300,000 of these Hoosiers have completed a degree.

## HOW WE MEET THESE GOALS

- The Commission conducts a survey of this population and does research to inform the messaging of the campaign by December 1, 2014
- The Commission, the Governor's office and the Indiana Career Council ask the General Assembly to consider funding completion bonuses for this population of students who return and successfully complete before May 15, 2020
- The Commission provides suggested communications strategy (templates, text, channels, etc.) based on survey and other research
- Institutions finalize their inter-campus agreements for "Returning Adult" customized pathways by October 1, 2015
- Institutions adopt financial incentives targeted to this population by October 1, 2015
- The Commission, relying on its National Student Clearinghouse contract and the Student Financial Aid database, provides each public institution with a list of students in the target population and their remaining financial aid eligibility by November 1, 2015
- Institutions, relying on the population list supplemented with their own data, send letters and launch any related media campaigns by January 1, 2016

## **Resolution Encouraging Use of Banded Tuition as a Strategy for Student Success and Completion**

August 14, 2014

**WHEREAS**, only three in 10 Hoosiers finish a four-year degree on time and only one in 10 finishes a two-year degree on time;

**WHEREAS**, an additional year of college can cost a Hoosier student more than \$50,000 in tuition, lost wages and related costs;

**WHEREAS**, students must complete a minimum of 30 credits per year to stay on track to graduate on time;

**WHEREAS**, recent state financial aid changes make it critical that students complete 30 credits each academic year to continue receiving the maximum state funding;

**WHEREAS**, long-term costs of extended time to degree are not always apparent to students but short-term tuition charges are;

**WHEREAS**, tuition charged by the credit hour creates a financial disincentives for students to take more courses in a particular semester;

**WHEREAS**, some students elect to take 12 credits per semester instead of 15 when they are charged additional tuition for the fifth course despite the long-term costs;

**WHEREAS**, seven in 10 students at Indiana public institutions that charge banded tuition take 15 credits in a semester compared to two in 10 at institutions that charge by the credit hour;

**WHEREAS**, evidence in Indiana and other states suggests that converting to banded tuition is a promising strategy for increasing student success and on-time completion;

### **NOW THEREFORE BE IT RESOLVED,**

- I. The Commission identifies banded tuition as a critical component of Indiana's on-time completion agenda.
- II. The Commission encourages Indiana's public institutions that currently charge tuition by the credit hour to consider a banded tuition structure.
- III. The Commission urges institutions that do convert to banded tuition to select a tuition rate that does not unnecessarily raise tuition for students currently taking 12 credits.

## **Resolution Recognizing the Value of Student Servicemembers and Veterans**

December 11, 2014

**WHEREAS**, student servicemembers and veterans ensure the security of our nation and continue to contribute to campuses and communities throughout their lives;

**WHEREAS**, student servicemembers and veterans are enrolling in Indiana colleges and universities in record numbers;

**WHEREAS**, Indiana colleges and universities have an opportunity to enhance and grow campus diversity by attracting and retaining more student servicemembers and veterans;

**WHEREAS**, student servicemembers and veterans enhance the classroom experience by allowing all to learn from their knowledge;

**WHEREAS**, federal and state legislators have recently enacted several new laws to meet the educational and career goals of student servicemembers and veterans;

**WHEREAS**, the Commission's *Reaching Higher, Achieving More* strategic plan champions state and institutional policies that give students credit for prior learning that evaluate the knowledge and skills individuals have accumulated from work and related experiences, a strategy which is particularly important for student servicemembers and veterans;

**WHEREAS**, veterans often bear invisible wounds from the war that affect their academic pursuits;

### **NOW THEREFORE BE IT RESOLVED,**

- I. The Commission calls upon Indiana's colleges and universities to:
  - a. Attract, retain, graduate, a significantly larger number of student servicemembers and veterans; and
  - b. Have highly visible points of contact and web pages for student servicemembers and veterans; and
  - c. Ensure academic and student support services for student servicemembers and veterans are in place that address the transition from combat to college and the impact of war wounds on academic success; and
  - d. Give specific credit for military training and experience; and
  - e. Participate in the Servicemembers Opportunity Colleges (SOC) Degree Network System as part of the recent transformation of SOC.
- II. The Commission endorses:
  - a. Participation in the Multi-State Collaborative on Military Credit which is a voluntary association of 13 states that seeks to improve the timely completion of postsecondary credentials by student servicemembers and veterans through addressing barriers to access, participation and completion; and
  - b. Creation of an Indiana Military Credit Advisory Committee which will include post-secondary education institutions, state agencies, employers, student servicemembers, veterans, and alumni, by providing the opportunity to guide and offer valuable feedback on ways the Commission can assist student service members and veterans.



## **Resolution to Adopt Indiana’s High School Diploma Requirements**

**August 13, 2015**

*WHEREAS*, the Indiana General Assembly called upon the Indiana Career Council to make recommendations regarding revisions to the state’s high school diploma requirements; and

*WHEREAS*, Indiana’s high school diploma requirements define the knowledge and skills Hoosier graduates need to succeed in college and careers; and

*WHEREAS*, the proposed revisions to Indiana’s high school diploma requirements were developed as part of a coordinated statewide effort, co-chaired by the Superintendent of Public Instruction and Commissioner for Higher Education; and

*WHEREAS*, the proposed high school diploma requirements were informed by national best-practice research and invaluable feedback from educators, employers, policymakers, community leaders, and the general public; and

*WHEREAS*, the proposed “*College & Career Ready*” and “*Workforce Ready*” diplomas build upon the strengths of Indiana’s current diplomas to ensure that Hoosier students are prepared to meet the expectations of employers and education beyond high school; and

*WHEREAS*, the proposed “*College & Career Ready*” and “*Workforce Ready*” diplomas would replace the state’s existing Core 40 and General Education diplomas, respectively, beginning with Hoosier students entering high school in 2018 (graduating class of 2022);

*NOW THEREFORE BE IT RESOLVED*, that

- I. The Indiana Commission for Higher Education approves the proposed requirements for Indiana’s “*College & Career Ready*” and “*Workforce Ready*” high school diplomas;**
- II. The Commission recommends that the Indiana State Board of Education and Indiana General Assembly adopt the proposed diploma requirements; and**
- III. The Commission commits to working with educators and employers across Indiana to ensure that local schools and communities have the capacity and support necessary to meet these expectations for the benefit of all Hoosier students.**



## **Resolution to Update Commission Policy Regarding Associate Degrees**

December 10, 2015

**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**, 750,000 Hoosiers have earned some college credit, but no postsecondary credential;

**WHEREAS**, the Commission has calculated that to meet the 60 percent goal, approximately 200,000 of these students will need to return and complete a certificate or degree;

**WHEREAS**, IC 21-18-14-2 requires the Commission in partnership with Indiana’s postsecondary education institutions to encourage students with some college, but no degree to return to complete an associate or baccalaureate degree or a technical certificate through the Return and Complete Initiative;

**WHEREAS**, the Commission recognizes many Return and Complete students with 60 or more credits earned toward a baccalaureate degree may be eligible to receive an associate degree;

**WHEREAS**, Commission policy is that four-year institutions may only offer an associate degree by exception and only if a clear workforce need exists and it has been determined the program cannot be offered at a two-year institution;

**WHEREAS**, students who did not earn at least 15 credits at a two-year institution have not established academic residency and cannot be granted an associate degree by the two-year institution without completing additional coursework;

**WHEREAS**, policy that prohibits four-year institutions from conferring associate degrees extends the time and cost of a degree for the subset of stopped-out students who have sufficient academic credits, but not academic residency, to receive an associate degree from a two-year institution;

**WHEREAS**, achieving Indiana’s 60 percent attainment goal rests on the state’s ability to offer students the most efficient and cost-effective path to graduation;

***NOW THEREFORE BE IT RESOLVED***, that:

- I. The Commission permits four-year institutions at which Return and Complete students have established academic residency to confer Associate of Art and Associate of Science general studies degrees to students who meet the following criteria:
  - Stopped out prior to 2016
  - Needed 14 or fewer credits to earn an associate degree at the time they returned

All other students pursuing associate degree programs offered by two-year institutions must do so at a two-year institution.

## Call to Action for Indiana Employers to Join the *You Can. Go Back.* Initiative

February 11, 2016

**WHEREAS**, many Indiana employers face significant education and skills gaps in filling positions;

**WHEREAS**, Indiana has adopted a Big Goal of increasing postsecondary attainment to 60 percent by 2025 that aims to bridge this gap;

**WHEREAS**, 750,000 Hoosiers have earned college credit but not completed a degree or credential;

**WHEREAS**, at least 200,000 Hoosier adults must go back and earn a degree, certificate or industry credential by 2020 to meet the state's Big Goal;

**WHEREAS**, adults often face budget constraints and must balance work and family obligations that make it difficult to further their education;

**WHEREAS**, the State of Indiana has dedicated \$7.5 million in state grants for adult students and Indiana colleges are offering special programs and incentives to eliminate barriers for returning adults;

**WHEREAS**, employers are essential partners in removing obstacles that prevent their employees from completing postsecondary education and advancing in their careers; and

**WHEREAS**, better-educated Hoosiers contribute to a stronger Indiana workforce and help Indiana attract and retain a strong employer base, contributing to its economic success;

**NOW THEREFORE BE IT RESOLVED** that the Commission calls upon Indiana employers to:

- I. **Encourage** their employees to go back and complete a degree or credential by:
  - a. Discussing the benefits of increased education in the context of professional development and periodic performance reviews;
  - b. Displaying college *Return on Investment Reports* prominently in workspace, break rooms and digital systems and distribute in appropriate internal communications materials; and/or
  - c. Increasing employees' awareness of federal, state and employer-specific funding available to help with tuition and related costs.
- II. **Support** their employees who choose to go back and complete a degree or credential by:
  - a. Assisting employees with the costs of continuing their education through upfront tuition support or tuition reimbursement;
  - b. Negotiating with nearby colleges to secure tuition discounts, defer tuition until reimbursement is received or other accommodation for their employees; and/or
  - c. Allowing employees to use company space and equipment during non-work hours to complete their degrees.
- III. Help employees **balance** work, school and family by:
  - a. Permitting employees to modify work schedules to accommodate class schedules.
  - b. Partnering with nearby colleges to offer courses or whole programs at their places of business; and/or
  - c. Adopting flexible policies that allow Paid Time Off to be used for school-related activities.

# 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 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 2016 fiscal year, which includes dollars to support college operations, debt service, line items and student financial aid; higher education funding accounts for about 12 percent of the state's total budget. In 2015-17 biennium, the Commission recommended allocating 7 percent (\$83.8 million) of higher education funding in fiscal 2016 and 8 percent (\$95.8 million) in fiscal 2017 to performance funding. The legislature ultimately passed the higher education budget with 6.5 percent of the higher education budget allocated to performance funding in fiscal 2017.

## 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 32% – (Affects all institutions)**

- Calculates the change in degrees conferred over a three year period rolling average (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 21% – (Affects all institutions)**

- Calculates the change in degrees conferred over a three year period rolling average (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 11% – (Affects four year research campuses as defined by Carnegie: IUB, IUPUI, PUWL and BSU)**

- Calculates the change in degrees conferred over a three year period rolling average (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 10% – (Affects all non-research campuses)**

- Calculates the change in headcount over a three year period rolling average (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 1% – (Affects two year institutions)**

- Calculates the change in success rate percentage over a three year period rolling average (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 21% – (Affects all institutions)**

- Calculates the change in FTE over a three year period rolling average (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

**Institution Defined Productivity Metric 4% - (Affects all institutions)**

- Each institution will provide one productivity metric linked to their strategic plan
- Productivity metric should focus on reducing cost of attendance for students

## Higher Education Capital Project Submission and Review Process

December 2015

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 identify 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.
- **General Assembly Action regarding Capital Projects**
- 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 \$10M, 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 \$10M, 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.
- **Other Review and Approvals for IHE Capital Projects**
  - 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

## FISCAL YEAR FUNDING PER FTE

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Trend
<b>Indiana University</b>																
Bloomington	\$8,018	\$8,143	\$8,082	\$8,406	\$8,482	\$8,868	\$8,697	\$8,876	\$9,097	\$9,266	\$8,697	\$8,463	\$7,830	\$7,959	\$8,332	
East	\$5,108	\$5,048	\$4,634	\$4,696	\$4,753	\$5,016	\$5,233	\$5,598	\$5,701	\$5,400	\$4,495	\$4,171	\$4,005	\$3,891	\$4,183	
Kokomo	\$6,008	\$5,957	\$5,731	\$5,412	\$5,020	\$5,054	\$5,077	\$5,323	\$5,460	\$5,944	\$5,151	\$5,017	\$5,294	\$4,945	\$4,975	
Northwest	\$5,297	\$5,629	\$5,456	\$4,918	\$4,665	\$4,626	\$4,847	\$4,863	\$5,030	\$4,867	\$4,056	\$3,765	\$3,745	\$3,887	\$4,054	
South Bend	\$4,667	\$4,772	\$4,616	\$4,492	\$4,584	\$4,635	\$4,689	\$4,798	\$4,864	\$4,755	\$4,122	\$4,033	\$4,319	\$4,513	\$4,811	
Southeast	\$4,165	\$4,554	\$4,937	\$4,920	\$5,187	\$5,395	\$5,682	\$5,647	\$5,999	\$6,033	\$5,519	\$5,315	\$5,179	\$5,470	\$5,696	
IUPUI	\$3,899	\$3,989	\$3,954	\$4,918	\$4,992	\$4,989	\$5,138	\$4,679	\$4,093	\$4,173	\$3,933	\$3,888	\$4,086	\$4,353	\$4,532	
<b>Purdue University</b>																
West Lafayette	\$8,859	\$9,224	\$9,400	\$7,491	\$7,541	\$7,796	\$7,548	\$7,719	\$7,770	\$8,335	\$7,938	\$7,884	\$7,878	\$8,196	\$8,903	
Calumet	\$4,329	\$4,596	\$4,648	\$4,682	\$4,521	\$4,524	\$4,460	\$4,555	\$4,630	\$4,796	\$4,341	\$4,488	\$4,756	\$5,099	\$4,988	
North Central	\$3,967	\$4,041	\$4,157	\$3,957	\$4,104	\$4,194	\$4,091	\$4,027	\$4,126	\$4,206	\$3,910	\$4,051	\$4,831	\$4,812	\$4,878	
IPFW	\$4,114	\$4,267	\$4,004	\$3,935	\$4,010	\$4,183	\$4,316	\$4,387	\$4,432	\$4,464	\$4,009	\$4,024	\$4,336	\$4,759	\$5,075	
Indiana State University	\$8,734	\$8,777	\$7,576	\$8,477	\$8,623	\$9,083	\$9,361	\$9,466	\$9,786	\$10,314	\$9,610	\$8,736	\$8,603	\$8,217	\$7,931	
University of Southern Indiana	\$4,400	\$4,491	\$4,265	\$4,433	\$4,440	\$4,477	\$4,500	\$4,569	\$4,916	\$5,142	\$4,792	\$4,844	\$4,954	\$5,048	\$5,785	
Ball State University	\$7,330	\$7,339	\$6,783	\$6,872	\$6,742	\$6,938	\$7,021	\$7,647	\$7,948	\$8,113	\$7,416	\$7,235	\$6,302	\$7,676	\$7,497	
Vincennes University	\$4,478	\$5,079	\$5,383	\$5,044	\$5,237	\$5,319	\$5,447	\$6,503	\$6,353	\$6,357	\$5,523	\$5,354	\$5,486	\$6,062	\$7,419	
Ivy Tech Community College	\$3,676	\$3,469	\$3,270	\$2,974	\$3,044	\$3,218	\$3,405	\$3,339	\$3,293	\$3,182	\$2,463	\$2,494	\$2,753	\$2,990	\$3,988	
<b>Overall</b>																
All Institutions	\$6,001	\$6,071	\$5,839	\$5,630	\$5,618	\$5,761	\$5,791	\$5,815	\$5,782	\$5,834	\$5,051	\$4,927	\$4,956	\$5,282	\$5,909	

FTE= Full Time Equivalency (includes resident undergraduate, graduate, and professional students as reported by institutions through BRS VIII submissions); FTE is calculated by dividing total fiscal year credit hours credit hours by 30 for undergraduate students and by 24 for graduate and professional students.



## Tuition and Fee Increase 2015-17

	2014-15 Tuition and Fees		2015-16 Tuition and Fees		2016-17 Tuition and Fees		<u>Increase</u>			
	Fees						\$ for 2015-2016	% for 2015-2016	\$ for 2016-2017	% 2016-2017
IU - Bloomington	\$10,388		\$10,388		\$10,388		\$0	0%	\$0	0%
PU - West Lafayette	\$10,002		\$10,002		\$10,002		\$0	0%	\$0	0%
Ball State University	\$9,344		\$9,498		\$9,654		\$154	1.65%	\$156	1.64%
University of Southern IN	\$6,697		\$6,898		\$7,105		\$201	3.01%	\$207	3.00%
Indiana State University	\$8,416		\$8,580		\$8,746		\$164	1.95%	\$166	1.93%
IU - Kokomo	\$6,810		\$6,941		\$7,072		\$131	1.92%	\$131	1.89%
IU - Northwest	\$6,853		\$6,962		\$7,072		\$109	1.59%	\$110	1.58%
IU - Southeast	\$6,827		\$6,949		\$7,072		\$122	1.79%	\$123	1.77%
IU - East	\$6,787		\$6,929		\$7,072		\$143	2.10%	\$143	2.06%
IU - South Bend	\$6,905		\$6,986		\$7,072		\$81	1.17%	\$87	1.24%
IUPUI - General Academic	\$8,909		\$9,056		\$9,205		\$147	1.65%	\$149	1.65%
PU - Calumet	\$7,241		\$7,359		N/A		\$119	1.64%	N/A	N/A
PU - North Central	\$7,329		\$7,358		N/A		\$29	0.39%	N/A	N/A
PU - Northwest *Combined Calumet/North Central 2017	N/A		N/A		\$7,478		N/A	N/A	N/A	1.62%
PU - IPFW	\$7,949		\$8,080		\$8,213		\$131	1.65%	\$133	1.65%
Ivy Tech	\$4,055		\$4,115		\$4,175		\$60	1.48%	\$60	1.46%
Vincennes University	\$5,174		\$5,374		\$5,574		\$200	3.86%	\$200	3.72%



**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)<sup>1</sup> 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.<sup>2</sup>

### 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<sup>3</sup>

### Removal from the CTL

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

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<sup>1</sup> See <http://www.in.gov/legislative/ic/code/title21/ar42/ch5.pdf> for the complete legislative mandate.

<sup>2</sup> Ibid.

<sup>3</sup> 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.<sup>1</sup>

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<sup>1</sup> 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*<sup>2</sup>**

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.

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<sup>2</sup> 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<sup>3</sup>**

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.

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<sup>3</sup> 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.



## Guidance on the Implementation of the Transfer Single Articulation Pathways (TSAP)

Consistent with Senate Enrolled Act 182 (2013), below is general guidance for all Transfer Single Articulation Pathways (TSAP). In some cases, additional direction may be needed for a specific pathway. That information is included with that pathway and not in this document.

TSAPs are competency-based degree tracks designed to promote seamless transfer from a public 2-year to a public 4-year degree program. However, successfully completing a public 2-year TSAP degree track is neither a guarantee of admission to a public 4-year institution nor a guarantee of admission to an aligned degree program and the public 4-year institution, since individual public 4-year degree program requirements are not covered by the TSAP agreements. Students are responsible for working with advisors of the public 4-year program into which they hope to transfer and with their public 2-year advisors in order to increase their chances for successful transfer.

A Statewide Leadership Team was created to develop a framework for the single articulation pathways and to provide oversight of the implementation process. Fields were identified in which to develop the following single articulation pathways:

- Business Administration
- Computer Science
- Criminal Justice
- Early Childhood Education
- Education, Elementary
- Education, Special
- Electrical Engineering Technology
- Information Technology and Informatics
- Mechanical Engineering
- Nursing
- Social Work

Additional TSAPs are in progress, as of June 2016:

- Biology
- Chemistry
- Human Services
- Sociology
- Psychology

1. **Working with an academic advisor is essential.** In a few cases additional expectations may need to be met at a particular public institution. Each student is responsible to review specific programs for admission requirements recognizing that many programs have competitive admission processes.

2. Each Indiana public educational institution has agreed to student learning outcomes to be met while completing an associate's degree prior to transferring to an Indiana public 4-year university.

3. Ivy Tech Community College and Vincennes University will develop associate's degrees that include the Statewide Transfer General Education Core (30 credits) and courses that will result in mastery of the identified student outcomes for each Transfer Single Articulation Pathway.

4. Each Indiana public 4-year institution with a comparable program will develop a 2-year program for completion of a bachelor's degree for a student who transfers with an associate's degree from a Transfer Single Articulation Pathway program. Students in a Transfer Single Articulation Pathway will be expected to meet the same expectations and requirements as students that start at the four-year public institution in a comparable program.

5. Only coursework resulting in Advanced Placement credit, dual credit, International Baccalaureate credit, and credit from regionally accredited institutions may apply to an associate's degree within a Transfer Single Articulation Pathway. Institutions may accept other forms of credit according to their own existing policies, but these hours will not count towards the requirements of the Transfer Single Articulation Pathway.

6. While a cumulative GPA of 2.0 meets the standard graduation requirement for an associate degree and for the 30 hours of courses within the Statewide Transfer General Education Core, which is included within the Transfer Single Articulation Pathway associate degree, a cumulative 2.0 GPA **may or may not** be enough *to gain admission into a 4-year public institution, and a cumulative 2.0 GPA most likely **will not** be enough* to enter the academic program of choice.

7. Admission applications will provide an opportunity for students to indicate that they will be transferring with a completed Transfer Single Articulation Pathway associate's degree. Successful completion of a Transfer Single Articulation Pathway associate degree is not a guarantee of admission to a particular public educational institution or a specific academic program. Students need to work with an advisor to develop a plan that leads to degree completion.

8. Once a student has satisfactorily completed the requirements of a Transfer Single Articulation Pathway associate's degree at an Indiana public educational institution, the institution will validate and then document completion on the student's official transcript. If that student subsequently transfers to another Indiana public educational institution, the receiving institution will accept that documentation as satisfying the first two years of degree requirements only if the student is accepted into the institution and into the specific program. Furthermore, the receiving institution will apply 60 credit hours of transfer credit toward satisfying the transfer student's baccalaureate degree requirement.

9. Students matriculating after May 1, 2015, are eligible for the Transfer Single Articulation Pathway program. Students who enrolled at 2-year public institutions prior to May 1, 2015, may be eligible by meeting the following conditions: 1) changing their catalog year to Fall 2015 or later, 2) completion of at least 50% of the coursework for their degree after May 1, 2015, and 3) no coursework for their degree prior to Fall 2014.

10. If the associate's degree is not completed, or a student is not admitted into their program of choice or the student changes majors, transfer evaluation will occur using an institution's usual processes and standards on a course-by-course basis.

Revised 9.9.2015





## 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<sup>1</sup>, 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;

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<sup>1</sup> 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.





## **Policy on Dual Credit Courses Taken in a High School Setting**

May 6, 2011

### ***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.*

*The following policy applies to Indiana public colleges and universities only.*

**The Indiana Commission for Higher Education's Policy on Dual Credit Taken in a High School Setting includes each of the following defining characteristics:**

- 1) A dual credit course taken in a high school setting refers to courses taken at an Indiana: public school (I.C. 20-18-2-15), charter school (I.C. 20-18-2-2.5), accredited nonpublic school (I.C. 20-18-2-12), or career and technical education center (I.C. 20-37-2-2).
- 2) State funding for dual credit shall be limited to a set of priority liberal arts courses identified by the Indiana Commission for Higher Education along with all Career and Technical Educational (CTE) courses receiving postsecondary credit identified in the Indiana Department of Education's approved career pathways.
- 3) Under the authority granted to the Indiana Commission for Higher Education (I.C. 21-43-1.5-2), the rate charged to Indiana students for the identified dual credit priority liberal arts and CTE courses shall not exceed \$25 per credit hour for courses taken each fiscal year beginning July 1, 2011 through June 30, 2013.
- 4) State support for dual credit funding to public higher education institutions shall be identified separately under a formula prescribed by the Commission.
- 5) The state should help minimize the cost of dual credit delivery by coordinating data collection, marketing and professional development on a statewide basis.





## **Policy on Dual Credit Courses Taken in a High School Setting**

May 9, 2013

### ***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.*

*The following policy applies to Indiana public colleges and universities only.*

**The Indiana Commission for Higher Education's Policy on Dual Credit Taken in a High School Setting includes each of the following defining characteristics:**

- 1) A dual credit course taken in a high school setting refers to courses taken at an Indiana: public school (I.C. 20-18-2-15), charter school (I.C. 20-18-2-2.5), accredited nonpublic school (I.C. 20-18-2-12), or career and technical education center (I.C. 20-37-2-2).
- 2) State funding for dual credit shall be limited to a set of priority liberal arts courses identified by the Indiana Commission for Higher Education along with all Career and Technical Educational (CTE) courses receiving postsecondary credit identified in the Indiana Department of Education's approved career pathways.
- 3) Under the authority granted to the Indiana Commission for Higher Education (I.C. 21-43-1.5-2), the rate charged to Indiana students for the identified dual credit priority liberal arts and CTE courses shall not exceed \$25 per credit hour for courses taken each fiscal year beginning July 1, 2013 through June 30, 2015, except as provided under IC 21-14-8-1.
- 4) State support for dual credit funding to public higher education institutions shall be identified separately under a formula prescribed by the Commission.
- 5) The state should help minimize the cost of dual credit delivery by coordinating data collection, marketing and professional development on a statewide basis.





## Policy on Regional Campus Roles and Missions

December 12, 2013

### *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. 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 in alignment with the Commission's Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity.<sup>1</sup> This version of the document has been updated to reflect changes in Indiana's system of higher education and enhanced inter-campus collaboration opportunities, especially those allowed by technology.*

*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, 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 are playing an increasingly important role serving Hoosiers with high quality, low-cost baccalaureate degree programs and limited graduate programs, filling a vital niche in Indiana's system of higher education. Research and scholarly activities related to faculty teaching responsibilities and local and regional needs are of special significance at regional campuses.*

**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 portion of the Regional Campus student population enrolls on a part-time basis, full-time enrollment is growing and now represents nearly two-thirds of the student population. A majority

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<sup>1</sup> This includes *Reaching Higher: Strategic Directions for Indiana* (2007), *Reaching Higher: Strategic Initiatives for Higher Education in Indiana* (2008), and *Reaching Higher Achieving More: A Success Agenda for Higher Education in Indiana* (2012).

of students attending Regional Campuses are either first-generation, low-income students or students balancing their education with work and family. Regional Campuses should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. 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. Effective partnerships between high schools and regional campuses can improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.

- 2) **Educational Responsibility:** The primary educational responsibility of Regional Campuses is baccalaureate degree programs. Associate degree programs may be offered on an exceptional basis if a clear workforce need exists and it has been determined that the program cannot be offered at the community colleges. Regional Campuses facilitate seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Single Articulation Pathways.
- 3) **Graduate Programs:** Regional Campuses may offer select masters programs to meet state and regional needs. Under exceptional circumstances aligned to workforce demand, a Regional Campus may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program.
- 4) **Primary Geographic Responsibility:**
  - a. Indiana University-East – East Central Indiana/Western Ohio
  - b. Indiana University-Kokomo – Central/North Central Indiana
  - c. Indiana University-Northwest – Northwest Indiana/Greater Chicago Area
  - d. Indiana University-South Bend – North Central Indiana/Southern Michigan
  - e. Indiana University-Southeast – Southeast Indiana/Greater Louisville (KY) Area
  - f. Purdue University-Calumet – Northwest Indiana/Greater Chicago Area
  - g. Indiana University-Purdue University-Ft. Wayne – Northeast Indiana/Greater Ft. Wayne Area/Northwest Ohio
  - h. Purdue University-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 Indiana University and Purdue University, but is governed by Purdue University. The Boards of Trustees of Indiana University and Purdue University, in collaboration with 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 in coordination with the Regional Campus administration and that are aligned to the Commission's strategic plan. These measures 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 are required to have a Core 40 high school diploma for admission to a Regional Campus.

- 7) **Developmental/Remedial Education:** Regional Campuses are encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. A Regional Campus may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at the Regional Campus. Regional Campuses should not offer classroom-based, stand-alone remediation (coursework that does not count toward any degree), which is the responsibility of the community colleges.
- 8) **Student Residences:** To promote affordability and reduce campus costs, Regional Campuses should limit on-campus residence to 10% of enrollment unless on-campus housing can be provided at a lower cost than off-campus housing without adding financial liability to the institution or the State.
- 9) **Finance:** The Indiana General Assembly provides direct appropriations to each Regional Campus based on recommendations from the Commission that are developed in consultation with the Main Campuses. One component of the appropriation is the State's performance funding formula, which offers Regional Campuses more direct control over their appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. Regional Campuses should actively pursue policies that improve metric outcomes to earn a larger appropriation.

#### **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. A key strategy for Regional Campuses should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace.
- **Affordability:** Institutions and their Regional Campuses should place affordability at the forefront of decisions around resource allocation.
- **Synergy with Indiana's Community Colleges:** The success of Regional Campuses will depend on collaborative work with the community colleges. Successful collaborations will have the following characteristics:
  - Community colleges are delivering all stand-alone remediation, though collaboration with a Regional Campus could be used to deliver remediation concurrent with credit-bearing courses taken at the Regional Campus.
  - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by the community college in that region.
  - Regional Campuses have transfer scholarships in place and available for community college students and/or graduates, and seamless transfer opportunities through the Statewide General Education Core and Single Articulation Pathways, as well as passport programs and referral opportunities. The Regional Campus and community colleges should develop and provide common messaging regarding transfer policies with a level of detail that enables students to accurately predict which courses will transfer and in what way.

- Community colleges and Regional Campuses should better differentiate institutional missions, integrate services, improve completion, 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 necessary that Regional Campuses and their respective Main Campuses work in close collaboration, particularly in the delivery of academic programs and campus administration.
  - Regional Campuses must 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.
  - Regional Campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students.
  - Synergies between the Main Campus and other Regional Campuses would ensure the availability and capacity of required courses to enable students to graduate on-time.
- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies and workforce needs at the forefront of their success agenda.
  - Regional Campuses should expand efforts to partner with local employers to provide college-to-work pathways.
  - Regional Campuses should accelerate options that award college credit to students for prior learning and demonstrated work experience.



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 *TransferIN* initiative has three main components:

1. Transfer Indiana Central Office (TICO). TICO provides critical support to CHE's Academic Affairs in a number of areas, such as:
  - Coordinating and maintaining the Core Transfer Library , Statewide Transfer General Education Core (SEA 182-2012), and Transfer Single Articulation Pathways (SEA 182-2013)
  - Monitoring and coordinating dual credit and the Indiana Dual Credit Review process
  - Translating Advanced Placement (AP), College Level Examination Program (CLEP), and military training/occupational experience into college credit
2. e-Transcript Initiative. This program allows high school students to electronically send their high school transcript to an unlimited number of recipients such as: colleges, universities, and scholarship programs. The appropriation supports the contract with Parchment to provide that service as well as some staffing support.
3. Monitor and promote the use of Indiana's subscription to CollegeSource's Transfer Evaluation System (TES). TES empowers users to quickly locate course descriptions; route and track the evaluation process; and store, manage, group, and publicize the resulting equivalencies.

## 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 statute 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 is made possible by an appropriation from the General Assembly.

### Benefits of e-Transcript

- Students advantages
  - They can send unlimited electronic transcripts to unlimited destinations
  - They can track their transcripts to see that they've reached their destination
  - They will receive quicker responses concerning admissions decisions
- Post-secondary institutions prefer to receive transcripts electronically
  - Faster turn-around for admissions decisions
  - Ability to capture data
  - Ability to share data with high schools, ICHE, and IDOE about student success





## INDIANA COMMISSION *for* HIGHER EDUCATION

### 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 credit-bearing, 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 21<sup>st</sup> 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





INDIANA COMMISSION *for*  
HIGHER EDUCATION

**MEMBERS OF THE BOARD FOR PROPRIETARY EDUCATION**

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**MR. ROD HAYWOOD, JR.**

*Public at Large Representative*

President & CEO  
The Indianapolis Center for  
Educational Enrichment, Inc.  
11429 Scheel Lane  
Carmel, IN 46032  
TX: 317.582.0063  
Email: [rodghaywood@gmail.com](mailto:rodghaywood@gmail.com)

Most Recent Appointment: 3/4/15  
Original Appointment Date: 3/4/15  
Term Expiration Date: 3/4/19

---

**MR. KENNETH J KONESCO**

*Proprietary Sector Representative*

President Emeritus  
Harrison College  
500 N. Meridian Street  
Indianapolis, IN 46204  
TX: 317.447.6000  
Email: [Ken.Konesco@harrison.edu](mailto:Ken.Konesco@harrison.edu)

Most Recent Appointment: 11/8/12  
Original Appointment Date: 11/8/12  
Term Expiration Date: 9/30/16

---

**MR. ERIC OGLE**

*Designee of Superintendent for Public Instruction*

Business, Information Technology, Entrepreneurship,  
and Marketing Education State Program Leader  
Literacy in Technical Subjects Specialist  
Indiana Department of Education  
115 W. Washington Street  
South Tower, Suite 600  
Indianapolis, IN 46204  
TX: 317.232.9167  
Email: [eogle@doe.in.gov](mailto:eogle@doe.in.gov)

Most Recent Appointment: 10/07/13  
Original Appointment Date: 10/07/13  
Term Expiration Date: Continuing

Or

**MR. BRUCE BLOMBERG**

Social Studies Specialist  
Indiana Department of Education  
115 W. Washington  
South Tower, Suite 600  
Indianapolis, IN 46204  
TX: 317-232-9078  
Email: [bblomberg@doe.in.gov](mailto:bblomberg@doe.in.gov)

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**MR. JOE PEARSON**

Executive Director  
Mid-America Science Park  
821 S. Lake Road  
Scottsburg, IN 47170  
TX: 812.752.9521 Ext. 1232  
Email: [Joepearson2@gmail.com](mailto:Joepearson2@gmail.com)

*Industrial Training Representative*

Most Recent Appointment 11/8/12  
Original Appointment Date: 11/8/12  
Term Expiration Date: 9/30/16

---

**DR. KEN SAUER**

Executive Director of BPE  
Indiana Commission for Higher Education  
101 W. Ohio Street, Ste. 550  
Indianapolis, IN 46204  
TX: 317.464.4400 Ext. 121  
Email: [ksauer@che.in.gov](mailto:ksauer@che.in.gov)

*Designee of Commissioner for Higher Education*

Most Recent Appointment 07/01/12  
Original Appointment Date 07/01/12  
Term Expiration Date Continuing

---

**Maia Siprashvili-Lee**

Project Manager II  
Minority & Women Business Development  
Office of the Mayor, City of Indianapolis  
200 E. Washington Street, Suite 1260  
Indianapolis, IN 46204  
TX: 317.327.5268  
Email: [maia.siprashvili-lee@indy.gov](mailto:maia.siprashvili-lee@indy.gov)

*Public at Large Representative*

Most Recent Appointment: 12/17/16  
Original Appointment Date: 12/17/16  
Term Expiration Date: 09/30/16\*

Home Address:  
7544 Jenison Drive  
Indianapolis, IN 46217

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**NAME**

Place of Employment  
Address  
Address  
TX: Phone  
Email:

*Public at Large Representative*

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

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## **STATE FINANCIAL AID OVERVIEW**

The Commission for Higher Education is dedicated to making college affordable through need-based financial aid awards and to allow choice by granting awards to those attending public, independent and proprietary colleges. Prior to July 1, 2012, state financial aid was administered by the State Student Assistance Commission of Indiana (SSACI), which merged with the Commission in 2012.

Indiana ranks seventh in the nation in the need-based grant aid per undergraduate full-time equivalent enrollment, making higher education more accessible and attainable for more Hoosiers. Indiana has two primary grant programs: The Frank O'Bannon Grant, Indiana's primary need-based financial aid program, and the 21st Century Scholarship, Indiana's early promise program where students sign up in 7th or 8th grade.

### **Credit Completion Requirements**

In 2013, Indiana lawmakers sent a clear signal that encourages on-time college completion through student financial aid incentives and annual credit completion expectations, because students who complete at least 30 credit hours per year have the best chance to graduate on time. Students who receive state financial aid for the first time during the 2013-2014 academic year or thereafter will be required to meet certain credit completion requirements to renew state financial aid awards in subsequent years.

### **Awards Notices, Eligibility and Award Use**

Award notices contain information about a student's eligibility for state of Indiana financial aid awards. Eligibility is based on the data disclosed on the student's Free Application for Federal Student Aid (FAFSA), the approved tuition and regularly assessed fees at the college the student will be attending, the type of high school diploma the student earned and the number of credit hours the student has successfully completed.

In order to use the Frank O'Bannon Grant or 21st Century Scholarship, students must be enrolled full-time at an eligible Indiana institution pursuing a first undergraduate degree. The Frank O'Bannon Grant and 21st Century Scholarship can only be applied to tuition and regularly assessed fees.

### **Resources for Students and Families**

In addition to creating State Financial Aid Awards, the Commission promotes awareness of Indiana financial assistance programs through its website, guidance counselor workshops, financial aid nights, college fairs, community forums and other statewide events such as College Goal Sunday. Resources for Students and Families are available by visiting [LearnMoreIndiana.org](http://LearnMoreIndiana.org).



## STATE FINANCIAL AID PROGRAMS

The Commission for Higher Education is dedicated to making college affordable for all students by offering both need-based and non-need based awards.

### **21st Century Scholarship**

The 21st Century Scholarship is Indiana's early promise program, offering income-eligible Hoosier students up to four years of paid tuition at an eligible Indiana institution.

### **EARN Indiana**

EARN Indiana is a need-based work-study program that gives students access to resume-building, experiential, paid internships, while employers receive state matching funds in exchange for hiring EARN students.

### **Frank O'Bannon Grant**

The Frank O'Bannon Grant is Indiana's primary need-based financial aid program, designed to provide access for Hoosier students to attend eligible postsecondary institutions.

### **Mitch Daniels Early Graduation Scholarship**

The Mitch Daniels Early Graduation Scholarship is a one-time grant for students who graduate from a publicly supported high school at least one year early.

### **Adult Student Grant**

The Adult Student Grant is Indiana's need-based financial aid program specifically designed to meet the unique needs of working adults, available in \$1,000 grants on a first come-first serve basis.

### **Child of Deceased or Disabled Veteran\***

Provides tuition and fee assistance to a student who is the child of a deceased or disabled veteran.

### **Child of Purple Heart Recipient or Wounded Veteran\***

Provides tuition and fee assistance to a student who is the child of a Purple Heart recipient or veteran wounded as the result of enemy action.

### **Children and Spouse of Indiana National Guard\***

Provides tuition and fee assistance for children and spouses of members of the Indiana National Guard killed in the line of duty.

### **Children and Spouse of Public Safety Officers\***

Provides tuition and fee assistance to children and spouses of public safety officers killed in the line of duty.

### **Indiana Purple Heart Recipient\***

Provides tuition and fee assistance to veterans who are Purple Heart recipients.

**National Guard Supplemental Grant**

The National Guard Supplemental Grant guarantees up to 100% of tuition and regularly assessed fees for eligible members of the Indiana Air and Army National Guard.

**Soldier's and Sailor's Children's Home\***

The Soldier's and Sailor's Children's Home program covers students who are former students and/or graduates of Morton Memorial High School or who are former residents of the Indiana Soldiers' and Sailors' Children's Home (ISSCH).

**William A. Crawford Minority Teacher Scholarship**

The William A. Crawford Minority Teacher Scholarship is for minority students intending to pursue, or currently pursuing, a course of study that would enable them to teach in an accredited school in Indiana for three years following graduation.

**Student Teaching Stipend for High-Needs Fields**

The Student Teaching Stipend for High-Needs Fields is for students who plan to teach in a "high-needs" field which affects the economic vitality of Indiana in which there is a shortage of candidates.

**Earline S. Rogers Student Teaching Stipend for Minorities**

The Earline S. Rogers Student Teaching Stipend for Minorities is for minority students who will engage in student teaching during the upcoming academic term.



# ScholarTrack 2.0 Update

Michael Hawryluk (How-er-luck)  
Chief Technology Officer - ICHE  
June 9, 2016



# Agenda

- **Overview**
- **System Demonstration**
- **Implementation Timeline**



# How We Got Here

- **Legacy Systems have been around for almost 20 years**
- **Technology has advanced tremendously in that time**
- **Statute has changed just as much**
- **Reporting requirements from Institutions was a big change**

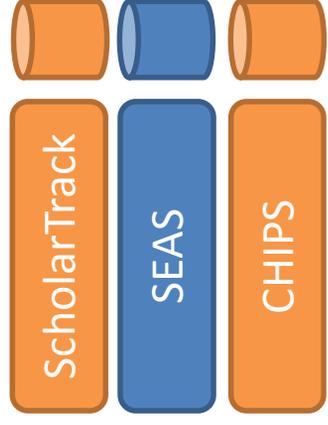
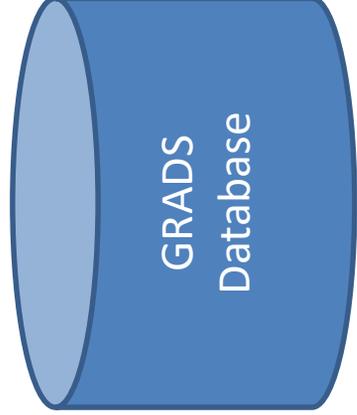
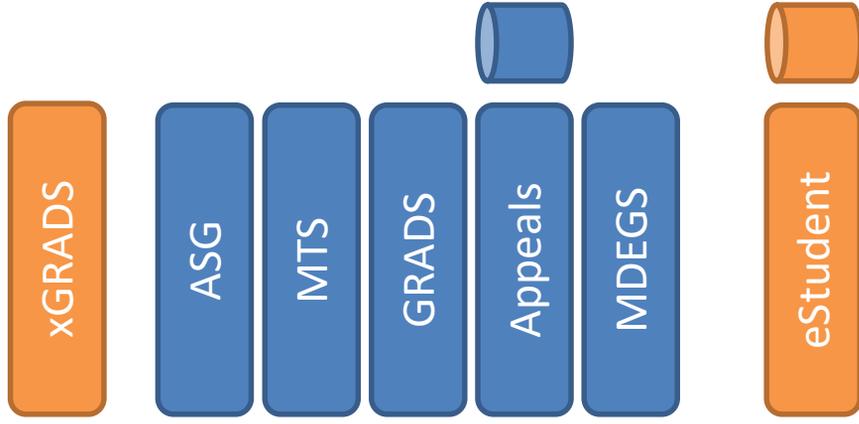


# Where We Are Going

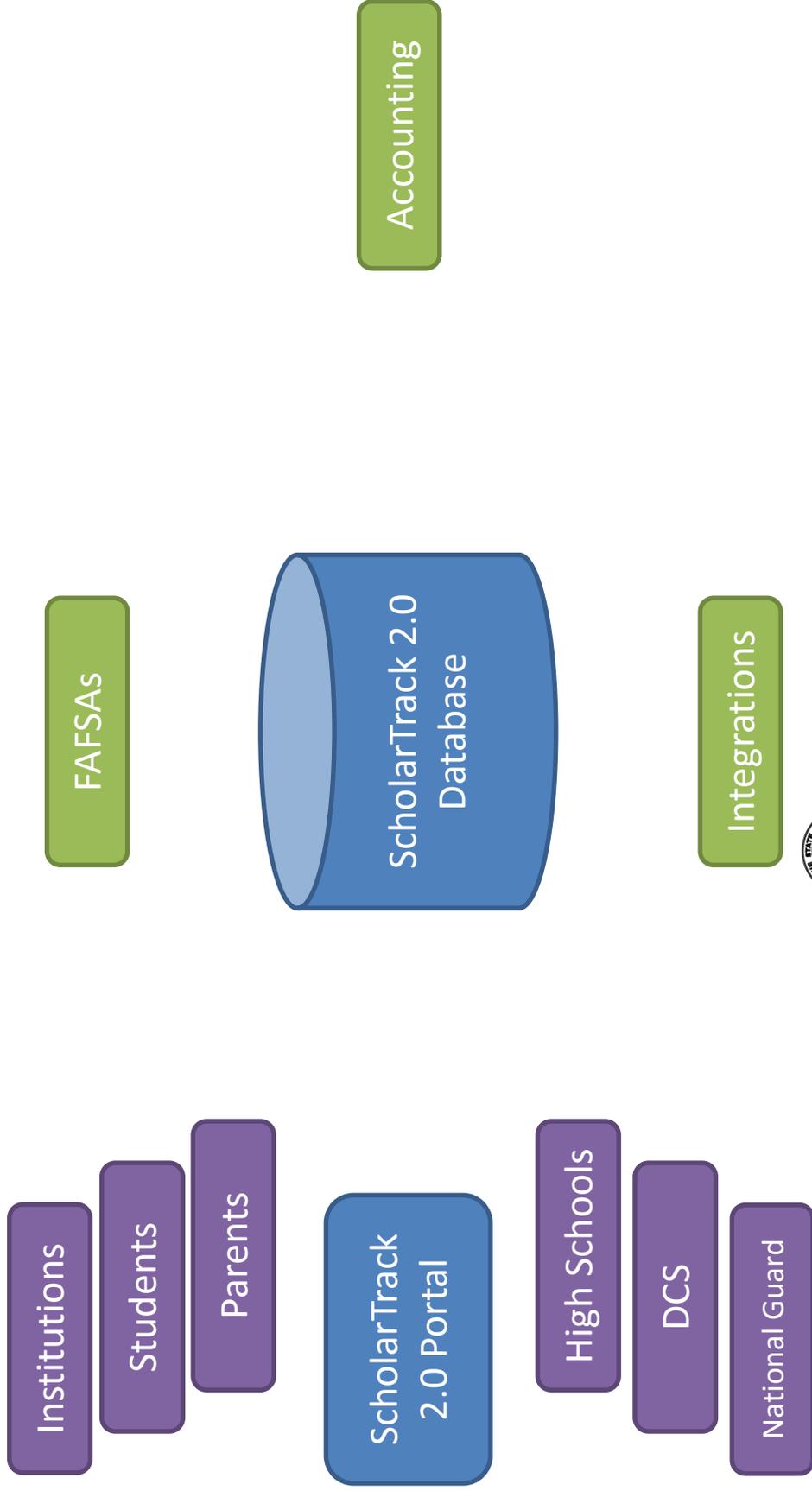
- **State of Indiana needs a new system for Student Aid**
- **Began the process of building this system almost a year ago**
- **Still have 7 months to go!**



# System Architecture (Legacy)



# System Architecture (Future)



# Our Approach

- **Collaborative**
- **Iterative**
- **Integrated**



# Student-Centered

# Apply for Awards (Legacy)

The screenshot shows a web browser window with the address bar displaying "https://studentaid.ssaci.in.gov/IMDEGS/UJ/PreQuestion.aspx". The page header includes the Indiana State Seal and the text "INDIANA COMMISSION for HIGHER EDUCATION". The main heading is "2016-2017 Mitch Daniels Early Graduation Application". A navigation bar contains links for "Application Home", "Contact Us", "CHE Home", and "FAQs/External Links".

## Welcome to the Mitch Daniels Early Graduation Scholarship online application.

**Qualifications (Please read carefully)**  
To be eligible to apply, a student must:

1. Be an Indiana resident - ([Click HERE for the definition of Indiana resident.](#))
2. Be a U.S. citizen or an eligible noncitizen - ([Click HERE for the definition of eligible non citizen](#))
3. Have attended a publicly-supported high school on a full time equivalency basis for at least the last two semesters before the student graduated;
4. Have legal settlement in Indiana for at least the last two semesters before the student graduated;
5. Have met at least the minimum requirements for granting a high school diploma by the end of grade 11, including any summer courses completed by July 1 of the year of graduation;
6. Have been awarded a high school diploma after December 31, 2012;
7. Not have been enrolled in a publicly supported high school for any part of grade 12; or the fourth year (12); and
8. Within five months of graduating from high school, become a student in good standing taking classes at a SFA-approved college in a program leading to an approved postsecondary degree or credential.

**Information Needed to Complete the Application**

1. Your Student Test Number (STN) - If you do not know your STN, please contact your high school guidance office.
2. Your high school Guidance Counselor's name and telephone number.

**Note: The state must have a copy of the 2016-2017 FAFSA on file before you may apply. It takes 5 to 7 days for the Federal Central Processing System (CPS) to process the FAFSA and for the State to download the FAFSA. Please take this time delay into consideration when applying for the scholarship.**

I have read and understand the qualifications and information necessary to apply for the Mitch Daniels Early Graduation Scholarship.

[Continue](#)



# Apply for Awards (Future)

The screenshot shows a web browser window with the URL <https://studentaidtest.che.in.gov/Portal#/application>. The page features a teal navigation bar with the ScholarTrack logo and a circular badge that says "LEARN. MORE INDIANA". The main content area has a dark green header with the text "State Financial Aid Application". Below this, a white navigation menu lists "WELCOME", "YOUR PROFILE", "ABOUT YOU", "APPLY FOR AWARDS", "FAFSA ACKNOWLEDGEMENT", and "YOUR APPLICATIONS". The "APPLY FOR AWARDS" section is active, displaying a "WELCOME, JOEL" message and a "GET STARTED" button. A message states: "We are currently accepting applications for the following state financial aid: Adult Student Grant (marked as 'Accepting until 7/1/2016') and Mitch Daniels Early Graduation Scholarship (marked as 'Period ended 10/1/2015'). The page footer includes the Indiana Commission for Higher Education logo and name.

**LEARN. MORE INDIANA**

**ScholarTrack**

MY DASHBOARD MY STUDENT AID APPLY FOR STUDENT AID HELP & SUPPORT

Search the knowledge base... Joel Doe

## State Financial Aid Application

**WELCOME**

YOUR PROFILE

ABOUT YOU

APPLY FOR AWARDS

FAFSA ACKNOWLEDGEMENT

YOUR APPLICATIONS

**WELCOME, JOEL**

FIND YOUR STATE FINANCIAL AID ELIGIBILITY

**GET STARTED**

We are currently accepting applications for the following state financial aid:

- Adult Student Grant ✓ Accepting until 7/1/2016
- Mitch Daniels Early Graduation Scholarship ✗ Period ended 10/1/2015

**INDIANA COMMISSION for HIGHER EDUCATION**

# View My Aid (Legacy)

Print Award x  
https://secure.in.gov/apps/ssaci/estudents/secure/print\_award.aspx

Michael

IN.gov

INDIANA COMMISSION for HIGHER EDUCATION

**GO** Your 2016-2017 FAFSA is currently correct and does not have any issues you need to address at this time.

Please make sure you sign the appropriate year's FAFSA with your FSA ID, and your parent's FSA ID (if you are a dependent student) each time you make changes or updates to your FAFSA.

**Welcome: SSACI Administrator**  
Enter new Student SSN  
[Logout](#)

**Award Notification** | **Change College Choice** | **Student Information** | **Award History** | **Application History**

Note: Financial Aid Award Information for the 2016-2017 school year will not be available until July 15th 2016 at the earliest.

[View and Print your Financial Aid Award Notification in PDF format](#)

These files are in PDF format. You must have Adobe Acrobat Reader to view them. You can download Adobe Acrobat Reader free of charge at Adobe's Web site.

CHE Home | Contact | FAQs



# View My Aid (Future)



Sample Child Name

## GENERAL INFO:



Date of Birth: 05/30/1990



SSN: 555-55-5555



Email Address: email@email.com



Mailing Address:

1234 Address Here

Suite 123, Fishers, IN 46038



Phone Number: (555)-555-5555



Choice Schools:

1. Ball State University

2. IUPUI

[Edit](#)

## FAFSA STATUS:



No Corrections Needed

## AWARD APPLICATIONS:

Award Year:

2015-2016

National Guard

[What does this mean?](#)

Application Complete

On: 4/26/2016

Student Teaching Stipend for Minorities

[What does this mean?](#)

Application In Progress

Last Updated: 4/26/2016

Frank O'Bannon

[What does this mean?](#)

Application In Progress

Last Updated: 4/26/2016



INDIANA COMMISSION  
for  
HIGHER EDUCATION

# Improvements for Institutions

# Reports and Reconciliation (Legacy)

External GRADS - Reconcil x

State of Indiana [US] <https://studentaiddev.ssaci.in.gov/SSACI/KGRADS/Grants/Reconcile.aspx>

File Transfers **Billed Awards** **Grants** **Reports** **My Account** **Site Administration** **Help** **Logout**

**Test.xGrads**

Professional Judgments

INDIANA COMMISSION  
for  
HIGHER EDUCATION

88 Loans in Default/Overpayment

Last updated 5/24/2016 4:02:38 AM

## Reconcile Grant

**Student Search**  
(Enter an SSN, #####)

**Year:** 2015



Full-time Account  Adult Student Grant Account



**SSN:** \_\_\_\_\_ **Year:** 2015 **Final Term:** No

**First Name:** SAMANTHA **Last Name:** \_\_\_\_\_

**DOB:** \_\_\_\_\_ **School:** Indiana University -  
Bloomington

**Award Transaction Number:** 01 **EFC:** \$907.00

**State Aid Account Total Amount:** \$2,600.00 **Amount Eligible to Reconcile:** \$0.00

**Account Amount Left:** \$0.00 **Account Expiration Date:** 07/31/2016

**Term:** - Select One -



INDIANA COMMISSION  
for  
HIGHER EDUCATION

# Reports and Reconciliation (Future)



INDIANA COMMISSION for  
HIGHER EDUCATION

Loren Harrison ▾

## Reconciliation

AWARD YEAR: 2015-2016 ▾

**\$100,000**

**\$100,000**

**120 Days**

## CLAIMS & REFUNDS

START A REFUND

START AN INDIVIDUAL CLAIM

## IMPORT A CLAIM

Import a CSV

/documents/somefilename.csv

Choose a file

Import

Upload failed! Downloading error file...

100,000 records attempted

## RECONCILIATION HISTORY

ALL HISTORY

IMPORT HISTORY

Q

Refine By ▾

FILTERING BY: Active X Active X Active X

SUBMITTED ON	SUBMITTED BY	\$ AMOUNT	STUDENT	STATUS	ACTIONS
2/10/16 19:30 AM	Jane Doe	\$90,000	John Smith	Claimed	<a href="#">View Student</a>
2/10/16 19:30 AM	Jane Doe	\$90,000	John Smith	Paid	<a href="#">View Student</a>
2/10/16 19:30 AM	Jane Doe	\$90,000	John Smith	Claimed	<a href="#">View Student</a>
2/10/16 19:30 AM	Jane Doe	\$90,000	John Smith	Claimed	<a href="#">View Student</a>
2/10/16 19:30 AM	Jane Doe	\$90,000	John Smith	Claimed	<a href="#">View Student</a>



INDIANA COMMISSION for  
HIGHER EDUCATION

# User-Centered Processes

- All files are Excel-ready
- Student-level and Batch-level Actions
- Integrated with State Accounting
- Software for Faster Payment



# Timeline

Milestone	Date
ScholarTrack 2.0 ISFAA Preview	June 10, 2016
ScholarTrack 2.0 ISFAA Beta Access	June 13-17, 2016
All File Formats Finalized	September 1, 2016
Start accepting 2017 ISIRs	October 1, 2016
Read-only ScholarTrack 2.0 Launch	January 3, 2017
xGRADS Shutdown	Friday, February 3, 2017
ScholarTrack 2.0 Full Launch	Monday, February 6, 2017







INDIANA COMMISSION *for*  
HIGHER EDUCATION

# 2015 State Financial Aid Report

## About This Report

The Indiana Commission for Higher Education is required to report data and statistics annually regarding all who received any state award per IC 21-18.5-4-3(12).

## Data Notes and Definitions

- 1) All award dollars and award amounts are listed at the institution to which they were paid.
- 2) **GRANTS** are those awards over which the Commission exercises the most control. For the most part, the Commission calculates the award level on a student-by-student basis, and informs the college of each student's award. The exceptions to this are the National Guard grants, which respond to information from the National Guard Education office on a regular basis.
- 2) **BILLED AWARDS** are those for which the Commission has little prior knowledge of which students should receive an award. Colleges determine student eligibility based on program criteria and bill the Commission for the award amount. In the case of the CVO program, for example, students apply through the Indiana Department of Veteran Affairs and present the valid application to their college which then bills the state for the award amount. Neither the college nor the Commission know in advance of the school year which students will be eligible for CVO program billed awards.
- 3) Frank O'Bannon is composed of the Higher Education Award (HEA) and the Freedom of Choice Award (FOC). National Guard grants include the National Guard Supplemental Grant (NGS) and the National Guard Extension Scholarship (NGE).

For additional information about Indiana student financial aid programs and eligibility criteria, please visit: <http://www.in.gov/che/4498.htm#>

## FAFSA DEMOGRAPHICS

2014-15

	All Filers	O'Bannon Recipients	Scholars
Population Size	450,990	46,088	19,361
Male	39%	36%	37%
Female	61%	64%	63%
Dependent	43%	47%	90%
Independent	56%	53%	10%
Single	75%	78%	98%
Married	17%	14%	2%

	All Filers	O'Bannon Recipients	Scholars
1st Generation Student	49.3%	52.1%	51.8%
Pell Eligible	59.1%	96.0%	85.2%
In Legal Guardianship	0.6%	0.7%	1.1%
Dislocated Worker, Parent	2.0%	2.5%	4.0%
Dislocated Worker, Student	3.0%	2.5%	0.2%
Independent Student Single Parent	18.5%	19.9%	3.4%
Parent is Single Parent	28.8%	21.3%	43.0%

## FAFSA DEMOGRAPHICS

### Four Year Trend

	2011	2012	2013	2014	Trend	2011	2012	2013	2014	Trend	2011	2012	2013	2014	Trend
Population Size	509,078	485,031	462,163	450,990	↔	71,941	69,181	52,363	46,088	↔	15,314	15,858	18,264	19,361	↔
Male	39%	39%	39%	39%	↔	36%	36%	37%	36%	↔	37%	37%	37%	37%	↔
Female	60%	61%	61%	61%	↔	64%	64%	63%	64%	↔	63%	63%	63%	63%	↔
Dependent	38%	40%	41%	43%	↔	52%	52%	45%	47%	↔	84%	86%	88%	90%	↔
Independent	62%	60%	59%	56%	↔	48%	48%	55%	53%	↔	16%	14%	12%	10%	↔
Single	71%	72%	73%	75%	↔	79%	80%	77%	78%	↔	96%	97%	97%	98%	↔
Married	19%	19%	18%	17%	↔	13%	13%	14%	14%	↔	3%	3%	2%	2%	↔
1st Generation Student	54.3%	52.6%	50.9%	49.3%	↔	57.3%	55.7%	54.3%	52.1%	↔	57.1%	55.8%	53.9%	51.8%	↔
Pell Eligible	62.0%	61.2%	60.5%	59.1%	↔	97.6%	96.5%	97.5%	96.0%	↔	86.2%	86.5%	86.8%	85.2%	↔
In Legal Guardianship	0.8%	0.6%	0.6%	0.6%	↔	1.0%	0.9%	0.7%	0.7%	↔	1.3%	1.3%	1.2%	1.1%	↔
Dislocated Worker, Parent	3.0%	2.6%	2.6%	2.0%	↔	5.3%	4.4%	4.4%	2.5%	↔	7.6%	6.1%	6.1%	4.0%	↔
Dislocated Worker, Student	7.2%	5.5%	4.2%	3.0%	↔	5.7%	4.2%	3.7%	2.5%	↔	0.9%	0.5%	0.3%	0.2%	↔
Independent Student Single Parent	21.1%	20.6%	19.6%	18.5%	↔	20.7%	19.0%	20.5%	19.9%	↔	5.8%	5.1%	4.0%	3.4%	↔
Parent is Single Parent	25.2%	26.1%	27.1%	28.8%	↔	23.5%	23.6%	19.4%	21.3%	↔	41.2%	41.1%	41.1%	43.0%	↔

**NOTE: Amounts in this table represent funds disbursed during FY 2015 only. In contrast, the remaining tables in this workbook represent liabilities incurred thus far during award year 2014-15, a window of time that overlaps multiple fiscal years. As such, totals in this table will differ from those in the remaining tables.**

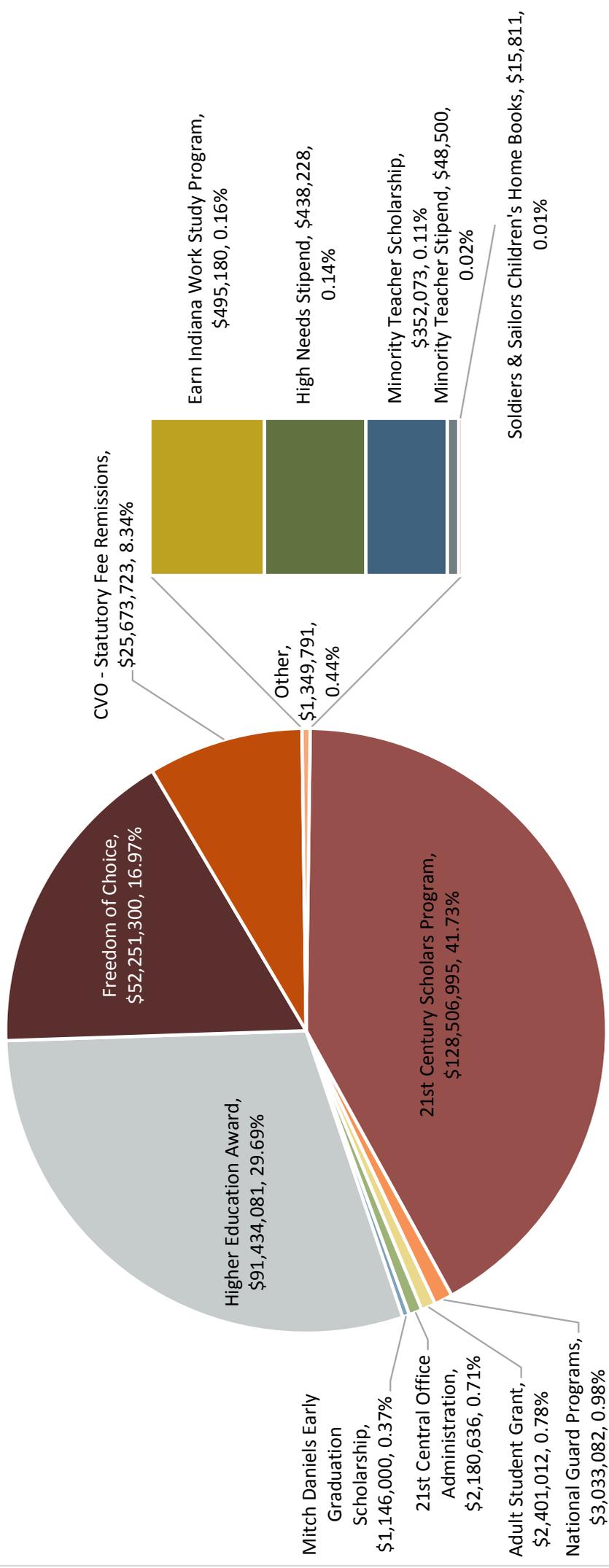
## FY 2015 Fiscal Summary

Programs/Awards/Grants	FY 2012		FY 2013		FY 2014		FY 2015	
	Expenditures	Pctg of total						
All Programs Outside 21st Century								
Higher Education Award	\$165,279,555	57.46%	\$130,573,113	46.37%	\$100,693,161	33.67%	\$91,434,081	29.69%
Freedom of Choice	\$25,130,877	8.74%	\$49,298,336	17.51%	\$48,918,974	16.36%	\$52,251,300	16.97%
CVO - Statutory Fee Remissions	\$24,476,590	8.51%	\$24,447,663	8.68%	\$24,700,803	8.26%	\$25,673,723	8.34%
Adult Student Grant	\$7,617,128	2.65%	\$7,812,532	2.77%	\$7,307,165	2.44%	\$2,401,012	0.78%
National Guard Programs	\$2,934,831	1.02%	\$3,965,036	1.41%	\$3,581,139	1.20%	\$3,033,082	0.98%
Earn Indiana Work Study Program	\$779,775	0.27%	\$601,567	0.21%	\$121,713	0.04%	\$495,180	0.16%
Rbt Byrd Scholarship (Federal)	\$685,258	0.24%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Minority Teacher Stipend	\$0	0.00%	\$0	0.00%	\$49,600	0.02%	\$48,500	0.02%
Minority Teacher Scholarship	\$344,414	0.12%	\$356,747	0.13%	\$421,400	0.14%	\$352,073	0.11%
High Needs Stipend	\$0	0.00%	\$0	0.00%	\$446,800	0.15%	\$438,228	0.14%
Soldiers & Sailors Children's Home Books	\$0	0.00%	\$0	0.00%	\$23,975	0.01%	\$15,811	0.01%
Mitch Daniels Early Graduation Scholarship	\$0	0.00%	\$0	0.00%	\$1,060,000	0.35%	\$1,146,000	0.37%
Nursing Scholarship Program	\$366,077	0.13%	\$350,945	0.12%	\$0	0.00%	\$0	0.00%
Contract for Space Program	\$207,000	0.07%	\$217,000	0.08%	\$0	0.00%	\$0	0.00%
Non-21st Program Sub-Total	\$227,821,504	79.21%	\$217,622,940	77.28%	\$187,324,730	62.64%	\$177,288,989	57.57%
SFA Administration***	\$877,329	0.31%	\$865,496	0.31%	\$66,667	0.02%	\$0	0.00%
21st Century Scholarship								
21st Century Scholars Program	\$54,499,182	18.95%	\$60,020,290	21.31%	\$109,674,050	36.67%	\$128,506,995	41.73%
21st Early Intervention (State)	\$953,815	0.33%	\$0	0.00%	\$0	0.00%	\$0	0.00%
GEAR UP Summer (Federal)	\$906,398	0.32%	\$0	0.00%	\$0	0.00%	\$0	0.00%
GEAR UP Site Support (Federal)	\$2,185,162	0.76%	\$955,313	0.34%	\$0	0.00%	\$0	0.00%
21st Sub-Total	\$56,359,395	19.59%	\$60,020,290	21.31%	\$109,674,050	36.67%	\$128,506,995	41.73%
21st Central Office Administration	\$385,730	0.13%	\$2,143,170	0.76%	\$1,979,662	0.66%	\$2,180,636	0.71%
Total Programs	\$284,180,899	98.80%	\$277,643,230	98.59%	\$296,998,780	99.32%	\$305,795,984	99.29%
Total Administration	\$3,448,222	1.20%	\$3,963,980	1.41%	\$2,046,329	0.68%	\$2,180,636	0.71%
<b>Total Programs and Administration</b>	<b>\$287,629,121</b>	<b>100.00%</b>	<b>\$281,607,209</b>	<b>100.00%</b>	<b>\$299,045,286</b>	<b>100.00%</b>	<b>\$307,976,620</b>	<b>100.00%</b>

\*\*\* As of AY 2014-15, the Division of Student Financial Aid (SFA) has been fully integrated into the Indiana Commission for Higher Education and is no longer accounted for separately

Source: Peoplesoft (State Accounting System)

## FY 2015 Financial Aid Program Expenditures



# Award Year 2014-15

GRANTS*										BILLED AWARDS**				
Institution Type	All Grants			Frank O'Bannon			21st	National Guard	Adult Student Grant	CVO	Book Payments	Mitch Daniels		Minority Teacher Scholarship
	Total	HEA(O'Bannon)	FOC(O'Bannon)	Total	HEA(O'Bannon)	FOC(O'Bannon)						Early Graduation Scholarship	Scholarship	
4 Year Public	\$166,968,045	\$61,769,257	\$61,769,257	\$101,770,109	\$3,109,531	\$319,148	\$8,601	\$708,000	\$22,830,755	\$8,601	\$708,000	\$281,839		
Students	36,995	22,463	22,463	13,653	584	468	9	177	3,851	9	177	117		
Mean	\$4,513	\$2,750	\$2,750	\$7,454	\$5,325	\$682	\$956	\$4,000	\$5,929	\$956	\$4,000	\$2,409		
2 Year Public	\$40,123,228	\$26,461,149	\$26,461,149	\$12,117,467	\$82,514	\$1,462,098	\$7,210	\$276,000	\$2,826,755	\$7,210	\$276,000	\$0		
Students	15,378	10,271	10,271	2,978	36	2,097	13	69	1,555	13	69	-		
Mean	\$2,609	\$2,576	\$2,576	\$4,069	\$2,292	\$697	\$555	\$4,000	\$1,818	\$555	\$4,000	\$0		
Private	\$71,427,830	\$53,000,631	\$53,000,631	\$18,297,994		\$129,205			\$156,000		\$156,000	\$77,100		
Students	13,135	10,375	10,375	2,598		164			39		39	31		
Mean	\$5,438	\$5,108	\$5,108	\$7,043		\$788			\$4,000		\$4,000	\$2,487		
Proprietary	\$8,157,417	\$6,935,940	\$6,935,940	\$1,204,668		\$16,809			\$12,000		\$12,000	\$0		
Students	3,589	3,159	3,159	406		26			3		3	-		
Mean	\$2,273	\$2,196	\$2,196	\$2,967		\$647			\$4,000		\$4,000	\$0		
Contract-for-Space Awards	\$324,171	\$323,756	\$323,756			\$415								
Students	123	122	122			1								
Mean	\$2,636	\$2,654	\$2,654			\$415								
Total**	\$287,000,691	\$148,490,733	\$95,490,102	\$133,390,238	\$3,192,045	\$1,927,675	\$15,811	\$1,152,000	\$25,657,510	\$15,811	\$1,152,000	\$358,939		
Students	68,642	46,090	35,827	19,361	619	2,754	22	288	5,299	22	288	148		
Mean	\$4,181	\$3,222	\$2,665	\$6,890	\$5,157	\$700	\$719	\$4,000	\$4,842	\$719	\$4,000	\$2,425		

\* The state determines who is eligible based on FAFSA data and other sources.

\*\* Institutions determine who is eligible and 'bill' the state for award amounts.

\*\*\*Student counts in the total row are unduplicated and will therefore not equal the sum of student counts by institution type.

Source: CHE Grants Reporting and Delivery System (GRADS)

Award Year 2014-15

Net Payments							
Institution	All Major Programs	Frank O'Bannon Total	HEA	FOC	21st	National Guard	Adult Student Grant
Ancilla College	\$902,660	\$640,300	\$0	\$640,300	\$257,380	\$0	\$4,980
Anderson University	\$2,536,364	\$1,863,286	\$0	\$1,863,286	\$663,950	\$0	\$9,128
Art Inst of Phoenix (prev. Art Inst Ind)	\$492,184	\$327,615	\$327,615	\$0	\$162,079	\$0	\$2,490
Art Inst of Phoenix (prev. B Mackie FtW)	\$404,843	\$373,611	\$373,611	\$0	\$31,232	\$0	\$0
Art Inst of Phoenix (prev. B Mackie Ind)	\$511,063	\$458,065	\$458,065	\$0	\$52,998	\$0	\$0
Art Inst of Phoenix (prev. B Mackie Mer)	\$295,971	\$288,163	\$288,163	\$0	\$7,808	\$0	\$0
Art Inst of Phoenix (prev. B Mackie Mic)	\$151,508	\$147,604	\$147,604	\$0	\$3,904	\$0	\$0
Art Inst of Phoenix (prev. B Mackie SBd)	\$148,661	\$126,525	\$126,525	\$0	\$22,136	\$0	\$0
Ball State University	\$20,665,278	\$6,352,477	\$6,352,477	\$0	\$13,854,755	\$451,406	\$6,640
Bethel College	\$2,552,900	\$2,051,355	\$0	\$2,051,355	\$488,265	\$0	\$13,280
Butler University	\$3,342,605	\$2,536,400	\$0	\$2,536,400	\$806,205	\$0	\$0
Calumet College of Saint Joseph	\$937,050	\$767,167	\$0	\$767,167	\$168,223	\$0	\$1,660
Chamberlain College of Nursing - Indpls	\$97,530	\$89,722	\$89,722	\$0	\$7,808	\$0	\$0
Cincinnati State Technical College	\$21,597	\$21,597	\$21,597	\$0	\$0	\$0	\$0
Crossroads Bible College	\$483,936	\$459,736	\$0	\$459,736	\$24,200	\$0	\$0
DePauw University	\$960,193	\$655,500	\$0	\$655,500	\$304,693	\$0	\$0
Earlham College	\$115,835	\$74,200	\$0	\$74,200	\$41,635	\$0	\$0
Fortis College	\$88,267	\$81,759	\$81,759	\$0	\$6,508	\$0	\$0
Franklin College	\$2,333,397	\$1,355,550	\$0	\$1,355,550	\$977,017	\$0	\$830
Goshen College	\$889,059	\$578,689	\$0	\$578,689	\$310,370	\$0	\$0
Grace College	\$2,169,923	\$1,386,013	\$0	\$1,386,013	\$783,495	\$0	\$415
Hanover College	\$1,769,682	\$1,095,850	\$0	\$1,095,850	\$673,832	\$0	\$0
Harrison College -Anderson	\$231,738	\$211,822	\$211,822	\$0	\$19,916	\$0	\$0
Harrison College -Columbus	\$208,945	\$184,870	\$184,870	\$0	\$24,075	\$0	\$0
Harrison College -Elkhart	\$36,313	\$32,409	\$32,409	\$0	\$3,904	\$0	\$0
Harrison College -Evansville	\$183,958	\$163,562	\$163,562	\$0	\$19,566	\$0	\$830
Harrison College -Fort Wayne	\$141,179	\$125,659	\$125,659	\$0	\$14,966	\$0	\$554
Harrison College -Indianapolis	\$861,413	\$765,126	\$765,126	\$0	\$95,457	\$0	\$830
Harrison College -Indpls East	\$341,544	\$300,727	\$300,727	\$0	\$40,817	\$0	\$0
Harrison College -Indpls Northwest	\$123,188	\$102,204	\$102,204	\$0	\$20,984	\$0	\$0
Harrison College -Lafayette	\$233,740	\$194,895	\$194,895	\$0	\$38,845	\$0	\$0
Harrison College -Terre Haute	\$351,903	\$318,728	\$318,728	\$0	\$33,175	\$0	\$0
Holy Cross College	\$469,285	\$351,950	\$0	\$351,950	\$117,335	\$0	\$0
Huntington University	\$1,462,607	\$1,034,800	\$0	\$1,034,800	\$427,807	\$0	\$0
Indiana Institute of Technology	\$9,821,683	\$8,895,798	\$0	\$8,895,798	\$897,250	\$0	\$28,635
Indiana State University	\$18,117,192	\$4,370,084	\$4,370,084	\$0	\$13,410,337	\$329,716	\$7,055
Indiana University - Bloomington	\$28,668,949	\$6,959,775	\$6,959,775	\$0	\$21,153,891	\$548,782	\$6,501
Indiana University - Kokomo	\$3,445,414	\$1,710,210	\$1,710,210	\$0	\$1,690,701	\$25,673	\$18,830
Indiana University - South Bend	\$5,998,086	\$3,221,976	\$3,221,976	\$0	\$2,709,544	\$20,711	\$45,855
Indiana University East - Richmond	\$3,144,610	\$1,467,518	\$1,467,518	\$0	\$1,646,367	\$12,025	\$18,700
Indiana University Northwest - Gary	\$4,203,642	\$2,564,508	\$2,564,508	\$0	\$1,585,581	\$24,918	\$28,635
Indiana University Southeast -New Albany	\$3,779,000	\$1,637,165	\$1,637,165	\$0	\$2,116,461	\$9,178	\$16,196
Indiana Wesleyan University	\$8,414,710	\$7,280,133	\$0	\$7,280,133	\$1,132,975	\$0	\$1,602
International Business College -Ft Wayne	\$524,713	\$352,080	\$352,080	\$0	\$172,633	\$0	\$0
International Business College -Indpls	\$768,768	\$552,096	\$552,096	\$0	\$216,672	\$0	\$0
ITT Technical Institute - Fort Wayne	\$49,959	\$36,650	\$36,650	\$0	\$12,688	\$0	\$621
ITT Technical Institute - Indianapolis	\$279,590	\$263,971	\$263,971	\$0	\$15,619	\$0	\$0
ITT Technical Institute - Merrillville	\$17,737	\$13,833	\$13,833	\$0	\$3,904	\$0	\$0
ITT Technical Institute - Newburgh	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ITT Technical Institute - South Bend	\$0	\$0	\$0	\$0	\$0	\$0	\$0
IUPU - Columbus	\$2,109,710	\$843,511	\$843,511	\$0	\$1,253,578	\$4,603	\$8,018
IUPU - Fort Wayne	\$9,884,887	\$3,773,271	\$3,773,271	\$0	\$5,740,203	\$320,588	\$50,825
IUPU - Indianapolis	\$26,218,234	\$11,642,427	\$11,642,427	\$0	\$14,096,706	\$423,719	\$55,382
Ivy Tech Community College	\$32,389,606	\$22,465,419	\$22,465,419	\$0	\$8,430,015	\$56,559	\$1,437,613
Kaplan College - Hammond	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Kaplan College - Indianapolis South	\$7,252	\$5,300	\$5,300	\$0	\$1,952	\$0	\$0
Lincoln College of Technology	\$116,099	\$49,850	\$49,850	\$0	\$66,249	\$0	\$0
Manchester University	\$2,629,731	\$1,615,350	\$0	\$1,615,350	\$1,014,381	\$0	\$0
Marian University	\$2,951,109	\$1,776,462	\$0	\$1,776,462	\$1,169,667	\$0	\$4,980
Martin University	\$1,054,017	\$998,947	\$0	\$998,947	\$40,390	\$0	\$14,680
MedTech College - Fort Wayne	\$420,757	\$392,468	\$392,468	\$0	\$26,351	\$0	\$1,938
MedTech College - Greenwood	\$361,963	\$329,612	\$329,612	\$0	\$32,351	\$0	\$0
MedTech College - Indianapolis	\$560,377	\$509,903	\$509,903	\$0	\$47,983	\$0	\$2,491
National College - Fort Wayne	\$27,887	\$25,812	\$25,812	\$0	\$0	\$0	\$2,075
National College - Indianapolis	\$76,848	\$71,025	\$71,025	\$0	\$2,088	\$0	\$3,735
National College - South Bend	\$41,519	\$40,274	\$40,274	\$0	\$0	\$0	\$1,245
Northern Kentucky University	\$134,449	\$134,034	\$134,034	\$0	\$0	\$0	\$415
Oakland City University	\$1,145,072	\$825,472	\$0	\$825,472	\$317,940	\$0	\$1,660
Purdue University - Calumet	\$4,431,870	\$2,648,981	\$2,648,981	\$0	\$1,678,677	\$83,542	\$20,670
Purdue University - North Central	\$3,344,481	\$1,802,765	\$1,802,765	\$0	\$1,509,594	\$15,472	\$16,650
Purdue University - West Lafayette	\$23,239,924	\$7,822,625	\$7,822,625	\$0	\$14,722,905	\$694,394	\$0
Rose-Hulman Institute of Technology	\$966,993	\$733,520	\$733,520	\$0	\$233,473	\$0	\$0
Saint Elizabeth's School of Nursing	\$623,239	\$524,829	\$0	\$524,829	\$98,410	\$0	\$0
Saint Joseph's College	\$1,244,870	\$774,500	\$0	\$774,500	\$466,970	\$0	\$3,400
Saint Mary's College	\$707,793	\$416,348	\$0	\$416,348	\$291,445	\$0	\$0
Saint Mary-Of-The-Woods College	\$1,173,813	\$642,164	\$0	\$642,164	\$525,839	\$0	\$5,810
Taylor University - Upland	\$922,903	\$516,899	\$0	\$516,899	\$406,004	\$0	\$0
Trine University	\$1,865,773	\$1,257,020	\$0	\$1,257,020	\$608,753	\$0	\$0
Trine University Branch	\$612,799	\$582,884	\$0	\$582,884	\$29,915	\$0	\$0
University of Cincinnati	\$168,125	\$168,125	\$168,125	\$0	\$0	\$0	\$0
University of Evansville	\$2,547,432	\$1,419,400	\$0	\$1,419,400	\$1,128,032	\$0	\$0
University of Indianapolis	\$6,647,761	\$4,887,341	\$0	\$4,887,341	\$1,733,860	\$0	\$26,560
University of Notre Dame	\$250,394	\$143,907	\$0	\$143,907	\$106,487	\$0	\$0
University of Saint Francis	\$3,517,470	\$2,616,206	\$0	\$2,616,206	\$889,679	\$0	\$11,585
University of Southern Indiana	\$7,553,860	\$2,954,568	\$2,954,568	\$0	\$4,463,406	\$116,695	\$19,191
Valparaiso University	\$2,330,412	\$1,559,255	\$0	\$1,559,255	\$771,157	\$0	\$0
Vincennes University	\$7,733,622	\$3,995,730	\$3,995,730	\$0	\$3,687,452	\$25,955	\$24,485
Wabash College	\$1,074,360	\$683,400	\$0	\$683,400	\$390,960	\$0	\$0
WGU Indiana	\$2,162,908	\$1,997,396	\$1,997,396	\$0	\$137,403	\$28,109	\$0

Award Year 2014-15

Students								
Institution	All Major Programs	Frank O'Bannon Total	HEA	FOC	21st	National Guard	Adult Student Grant	
Ancilla College	171	124	0	124	40	0		7
Anderson University	485	376	0	376	96	0		13
Art Inst of Phoenix (prev. Art Inst Ind)	220	165	165	0	52	0		3
Art Inst of Phoenix (prev. B Mackie FtW)	153	143	143	0	10	0		0
Art Inst of Phoenix (prev. B Mackie Ind)	205	187	187	0	18	0		0
Art Inst of Phoenix (prev. B Mackie Mer)	112	110	110	0	2	0		0
Art Inst of Phoenix (prev. B Mackie Mic)	56	55	55	0	1	0		0
Art Inst of Phoenix (prev. B Mackie SBd)	57	48	48	0	9	0		0
Ball State University	3813	2187	2187	0	1565	77		9
Bethel College	484	399	0	399	68	0		17
Butler University	559	449	0	449	110	0		0
Calumet College of Saint Joseph	165	138	0	138	25	0		2
Chamberlain College of Nursing - Indpls	45	43	43	0	2	0		0
Cincinnati State Technical College	12	12	12	0	0	0		0
Crossroads Bible College	100	96	0	96	4	0		0
DePauw University	167	125	0	125	42	0		0
Earlham College	22	14	0	14	8	0		0
Fortis College	39	36	36	0	3	0		0
Franklin College	409	271	0	271	137	0		1
Goshen College	162	116	0	116	46	0		0
Grace College	403	293	0	293	109	0		1
Hanover College	300	207	0	207	93	0		0
Harrison College -Anderson	118	109	109	0	9	0		0
Harrison College -Columbus	92	84	84	0	8	0		0
Harrison College -Elkhart	23	22	22	0	1	0		0
Harrison College -Evansville	90	80	80	0	9	0		1
Harrison College -Fort Wayne	76	69	69	0	6	0		1
Harrison College -Indianapolis	411	374	374	0	36	0		1
Harrison College -Indpls East	175	160	160	0	15	0		0
Harrison College -Indpls Northwest	61	53	53	0	8	0		0
Harrison College -Lafayette	115	101	101	0	14	0		0
Harrison College -Terre Haute	167	153	153	0	14	0		0
Holy Cross College	89	73	0	73	16	0		0
Huntington University	277	218	0	218	59	0		0
Indiana Institute of Technology	1761	1586	0	1586	140	0		35
Indiana State University	3309	1522	1522	0	1736	61		9
Indiana University - Bloomington	4615	2334	2334	0	2208	87		10
Indiana University - Kokomo	915	581	581	0	303	8		26
Indiana University - South Bend	1651	1114	1114	0	471	8		61
Indiana University East - Richmond	833	510	510	0	296	4		25
Indiana University Northwest - Gary	1198	874	874	0	275	10		44
Indiana University Southeast -New Albany	974	580	580	0	371	4		22
Indiana Wesleyan University	1740	1567	0	1567	172	0		1
International Business College -Ft Wayne	164	115	115	0	51	0		0
International Business College -Indpls	225	166	166	0	59	0		0
ITT Technical Institute - Fort Wayne	33	26	26	0	6	0		1
ITT Technical Institute - Indianapolis	143	136	136	0	7	0		0
ITT Technical Institute - Merrillville	11	9	9	0	2	0		0
ITT Technical Institute - Newburgh	0	0	0	0	0	0		0
ITT Technical Institute - South Bend	0	0	0	0	0	0		0
IUPU - Columbus	496	299	299	0	181	2		14
IUPU - Fort Wayne	2266	1308	1308	0	846	70		64
IUPU - Indianapolis	5910	3929	3929	0	1850	95		71
Ivy Tech Community College	15378	10271	10271	0	2978	36		2097
Kaplan College - Hammond	0	0	0	0	0	0		0
Kaplan College - Indianapolis South	3	2	2	0	1	0		0
Lincoln College of Technology	42	21	21	0	21	0		0
Manchester University	485	346	0	346	139	0		0
Marian University	511	347	0	347	158	0		6
Martin University	189	162	0	162	7	0		20
MedTech College - Fort Wayne	183	171	171	0	8	0		4
MedTech College - Greenwood	207	192	192	0	15	0		0
MedTech College - Indianapolis	306	280	280	0	21	0		5
National College - Fort Wayne	14	11	11	0	0	0		3
National College - Indianapolis	41	35	35	0	1	0		5
National College - South Bend	23	21	21	0	0	0		2
Northern Kentucky University	50	49	49	0	0	0		1
Oakland City University	199	154	0	154	43	0		2
Purdue University - Calumet	1261	937	937	0	281	18		29
Purdue University - North Central	893	631	631	0	241	4		18
Purdue University - West Lafayette	4176	2527	2527	0	1575	90		0
Rose-Hulman Institute of Technology	190	157	0	157	33	0		0
Saint Elizabeth's School of Nursing	118	102	0	102	16	0		0
Saint Joseph's College	232	167	0	167	65	0		1
Saint Mary's College	125	86	0	86	39	0		0
Saint Mary-Of-The-Woods College	217	129	0	129	79	0		9
Taylor University - Upland	155	98	0	98	57	0		0
Trine University	361	275	0	275	86	0		0
Trine University Branch	126	120	0	120	6	0		0
University of Cincinnati	61	61	61	0	0	0		0
University of Evansville	437	283	0	283	154	0		0
University of Indianapolis	1192	907	0	907	249	0		37
University of Notre Dame	47	32	0	32	15	0		0
University of Saint Francis	665	525	0	525	128	0		12
University of Southern Indiana	1868	1084	1084	0	729	27		31
Valparaiso University	418	309	0	309	109	0		0
Vincennes University	2302	1427	1427	0	834	10		35
Wabash College	190	137	0	137	53	0		0
WGU Indiana	733	699	699	0	29	10		0

Award Year 2014-15

Average Award							
Institution	All Major Programs	Frank O'Bannon Total	HEA	FOC	21st	National Guard	Adult Student Grant
Ancilla College	\$5,279	\$5,164	\$0	\$5,164	\$6,435	\$0	\$711
Anderson University	\$5,230	\$4,956	\$0	\$4,956	\$6,916	\$0	\$702
Art Inst of Phoenix (prev. Art Inst Ind)	\$2,237	\$1,986	\$1,986	\$0	\$3,117	\$0	\$830
Art Inst of Phoenix (prev. B Mackie FtW)	\$2,646	\$2,613	\$2,613	\$0	\$3,123	\$0	\$0
Art Inst of Phoenix (prev. B Mackie Ind)	\$2,493	\$2,450	\$2,450	\$0	\$2,944	\$0	\$0
Art Inst of Phoenix (prev. B Mackie Mer)	\$2,643	\$2,620	\$2,620	\$0	\$3,904	\$0	\$0
Art Inst of Phoenix (prev. B Mackie Mic)	\$2,706	\$2,684	\$2,684	\$0	\$3,904	\$0	\$0
Art Inst of Phoenix (prev. B Mackie SBd)	\$2,608	\$2,636	\$2,636	\$0	\$2,460	\$0	\$0
Ball State University	\$5,420	\$2,905	\$2,905	\$0	\$8,853	\$5,862	\$738
Bethel College	\$5,275	\$5,141	\$0	\$5,141	\$7,180	\$0	\$781
Butler University	\$5,980	\$5,649	\$0	\$5,649	\$7,329	\$0	\$0
Calumet College of Saint Joseph	\$5,679	\$5,559	\$0	\$5,559	\$6,729	\$0	\$830
Chamberlain College of Nursing - Indpls	\$2,167	\$2,087	\$2,087	\$0	\$3,904	\$0	\$0
Cincinnati State Technical College	\$1,800	\$1,800	\$1,800	\$0	\$0	\$0	\$0
Crossroads Bible College	\$4,839	\$4,789	\$0	\$4,789	\$6,050	\$0	\$0
DePauw University	\$5,750	\$5,244	\$0	\$5,244	\$7,255	\$0	\$0
Earlham College	\$5,265	\$5,300	\$0	\$5,300	\$5,204	\$0	\$0
Fortis College	\$2,263	\$2,271	\$2,271	\$0	\$2,169	\$0	\$0
Franklin College	\$5,705	\$5,002	\$0	\$5,002	\$7,132	\$0	\$830
Goshen College	\$5,488	\$4,989	\$0	\$4,989	\$6,747	\$0	\$0
Grace College	\$5,384	\$4,730	\$0	\$4,730	\$7,188	\$0	\$415
Hanover College	\$5,899	\$5,294	\$0	\$5,294	\$7,246	\$0	\$0
Harrison College -Anderson	\$1,964	\$1,943	\$1,943	\$0	\$2,213	\$0	\$0
Harrison College -Columbus	\$2,271	\$2,201	\$2,201	\$0	\$3,009	\$0	\$0
Harrison College -Elkhart	\$1,579	\$1,473	\$1,473	\$0	\$3,904	\$0	\$0
Harrison College -Evansville	\$2,044	\$2,045	\$2,045	\$0	\$2,174	\$0	\$830
Harrison College -Fort Wayne	\$1,858	\$1,821	\$1,821	\$0	\$2,494	\$0	\$554
Harrison College -Indianapolis	\$2,096	\$2,046	\$2,046	\$0	\$2,652	\$0	\$830
Harrison College -Indpls East	\$1,952	\$1,880	\$1,880	\$0	\$2,721	\$0	\$0
Harrison College -Indpls Northwest	\$2,019	\$1,928	\$1,928	\$0	\$2,623	\$0	\$0
Harrison College -Lafayette	\$2,033	\$1,930	\$1,930	\$0	\$2,775	\$0	\$0
Harrison College -Terre Haute	\$2,107	\$2,083	\$2,083	\$0	\$2,370	\$0	\$0
Holy Cross College	\$5,273	\$4,821	\$0	\$4,821	\$7,333	\$0	\$0
Huntington University	\$5,280	\$4,747	\$0	\$4,747	\$7,251	\$0	\$0
Indiana Institute of Technology	\$5,577	\$5,609	\$0	\$5,609	\$6,409	\$0	\$818
Indiana State University	\$5,475	\$2,871	\$2,871	\$0	\$7,725	\$5,405	\$784
Indiana University - Bloomington	\$6,212	\$2,982	\$2,982	\$0	\$9,581	\$6,308	\$650
Indiana University - Kokomo	\$3,765	\$2,944	\$2,944	\$0	\$5,580	\$3,209	\$724
Indiana University - South Bend	\$3,633	\$2,892	\$2,892	\$0	\$5,753	\$2,589	\$752
Indiana University East - Richmond	\$3,775	\$2,877	\$2,877	\$0	\$5,562	\$3,006	\$748
Indiana University Northwest - Gary	\$3,509	\$2,934	\$2,934	\$0	\$5,766	\$2,492	\$651
Indiana University Southeast -New Albany	\$3,880	\$2,823	\$2,823	\$0	\$5,705	\$2,295	\$736
Indiana Wesleyan University	\$4,836	\$4,646	\$0	\$4,646	\$6,587	\$0	\$1,602
International Business College -Ft Wayne	\$3,199	\$3,062	\$3,062	\$0	\$3,385	\$0	\$0
International Business College -Indpls	\$3,417	\$3,326	\$3,326	\$0	\$3,672	\$0	\$0
ITT Technical Institute - Fort Wayne	\$1,514	\$1,410	\$1,410	\$0	\$2,115	\$0	\$621
ITT Technical Institute - Indianapolis	\$1,955	\$1,941	\$1,941	\$0	\$2,231	\$0	\$0
ITT Technical Institute - Merrillville	\$1,612	\$1,537	\$1,537	\$0	\$1,952	\$0	\$0
ITT Technical Institute - Newburgh	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ITT Technical Institute - South Bend	\$0	\$0	\$0	\$0	\$0	\$0	\$0
IUPU - Columbus	\$4,253	\$2,821	\$2,821	\$0	\$6,926	\$2,302	\$573
IUPU - Fort Wayne	\$4,362	\$2,885	\$2,885	\$0	\$6,785	\$4,580	\$794
IUPU - Indianapolis	\$4,436	\$2,963	\$2,963	\$0	\$7,620	\$4,460	\$780
Ivy Tech Community College	\$2,106	\$2,187	\$2,187	\$0	\$2,831	\$1,571	\$686
Kaplan College - Hammond	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Kaplan College - Indianapolis South	\$2,417	\$2,650	\$2,650	\$0	\$1,952	\$0	\$0
Lincoln College of Technology	\$2,764	\$2,374	\$2,374	\$0	\$3,155	\$0	\$0
Manchester University	\$5,422	\$4,669	\$0	\$4,669	\$7,298	\$0	\$0
Marian University	\$5,775	\$5,119	\$0	\$5,119	\$7,403	\$0	\$830
Martin University	\$5,577	\$6,166	\$0	\$6,166	\$5,770	\$0	\$734
MedTech College - Fort Wayne	\$2,299	\$2,295	\$2,295	\$0	\$3,294	\$0	\$485
MedTech College - Greenwood	\$1,749	\$1,717	\$1,717	\$0	\$2,157	\$0	\$0
MedTech College - Indianapolis	\$1,831	\$1,821	\$1,821	\$0	\$2,285	\$0	\$498
National College - Fort Wayne	\$1,992	\$2,347	\$2,347	\$0	\$0	\$0	\$692
National College - Indianapolis	\$1,874	\$2,029	\$2,029	\$0	\$2,088	\$0	\$747
National College - South Bend	\$1,805	\$1,918	\$1,918	\$0	\$0	\$0	\$623
Northern Kentucky University	\$2,689	\$2,735	\$2,735	\$0	\$0	\$0	\$415
Oakland City University	\$5,754	\$5,360	\$0	\$5,360	\$7,394	\$0	\$830
Purdue University - Calumet	\$3,515	\$2,827	\$2,827	\$0	\$5,974	\$4,641	\$713
Purdue University - North Central	\$3,745	\$2,857	\$2,857	\$0	\$6,264	\$3,868	\$925
Purdue University - West Lafayette	\$5,565	\$3,096	\$3,096	\$0	\$9,348	\$7,715	\$0
Rose-Hulman Institute of Technology	\$5,089	\$4,672	\$0	\$4,672	\$7,075	\$0	\$0
Saint Elizabeth's School of Nursing	\$5,282	\$5,145	\$0	\$5,145	\$6,151	\$0	\$0
Saint Joseph's College	\$5,366	\$4,638	\$0	\$4,638	\$7,184	\$0	\$3,400
Saint Mary's College	\$5,662	\$4,841	\$0	\$4,841	\$7,473	\$0	\$0
Saint Mary-Of-The-Woods College	\$5,409	\$4,978	\$0	\$4,978	\$6,656	\$0	\$646
Taylor University - Upland	\$5,954	\$5,274	\$0	\$5,274	\$7,123	\$0	\$0
Trine University	\$5,168	\$4,571	\$0	\$4,571	\$7,079	\$0	\$0
Trine University Branch	\$4,863	\$4,857	\$0	\$4,857	\$4,986	\$0	\$0
University of Cincinnati	\$2,756	\$2,756	\$2,756	\$0	\$0	\$0	\$0
University of Evansville	\$5,829	\$5,016	\$0	\$5,016	\$7,325	\$0	\$0
University of Indianapolis	\$5,577	\$5,388	\$0	\$5,388	\$6,963	\$0	\$718
University of Notre Dame	\$5,328	\$4,497	\$0	\$4,497	\$7,099	\$0	\$0
University of Saint Francis	\$5,289	\$4,983	\$0	\$4,983	\$6,951	\$0	\$965
University of Southern Indiana	\$4,044	\$2,726	\$2,726	\$0	\$6,123	\$4,322	\$619
Valparaiso University	\$5,575	\$5,046	\$0	\$5,046	\$7,075	\$0	\$0
Vincennes University	\$3,360	\$2,800	\$2,800	\$0	\$4,421	\$2,596	\$700
Wabash College	\$5,655	\$4,988	\$0	\$4,988	\$7,377	\$0	\$0
WGU Indiana	\$2,951	\$2,858	\$2,858	\$0	\$4,738	\$2,811	\$0

## Award Year 2014-15

Net Payments					
Institution	CVO	Book Payments	Mitch Daniels Early Graduation Scholarship	Minority Teacher Scholarship	
Ancilla College		\$0	\$0	\$8,000	\$0
Anderson University		\$0	\$0	\$8,000	\$11,200
Ball State University	\$3,407,891		\$0	\$36,000	\$25,800
Bethel College		\$0	\$0	\$0	\$2,000
Butler University		\$0	\$0	\$12,000	\$19,200
Calumet College of Saint Joseph		\$0	\$0	\$4,000	\$3,700
Franklin College		\$0	\$0	\$12,000	\$0
Goshen College		\$0	\$0	\$4,000	\$6,000
Grace College		\$0	\$0	\$8,000	\$800
Holy Cross College		\$0	\$0	\$0	\$4,000
Indiana State University	\$1,898,553		\$2,064	\$48,000	\$22,700
Indiana University - Bloomington	\$4,001,683		\$0	\$64,000	\$24,400
Indiana University - Kokomo	\$598,553		\$0	\$8,000	\$5,200
Indiana University - South Bend	\$421,724	\$1,650		\$88,000	\$26,200
Indiana University East - Richmond	\$253,108	\$0	\$0	\$12,000	\$3,200
Indiana University Northwest - Gary	\$202,343	\$0	\$0	\$36,000	\$5,800
Indiana University Southeast - New Albany	\$824,115	\$0	\$0	\$28,000	\$3,200
Indiana Wesleyan University	\$0	\$0	\$0	\$8,000	\$0
International Business College - Ft Wayne	\$0	\$0	\$0	\$8,000	\$0
International Business College - Indpls	\$0	\$0	\$0	\$4,000	\$0
IUPU - Columbus	\$228,324	\$1,800		\$8,000	\$0
IUPU - Fort Wayne	\$1,220,241	\$0	\$0	\$52,000	\$11,800
IUPU - Indianapolis	\$3,968,270	\$2,400		\$124,000	\$72,000
Ivy Tech Community College	\$2,826,755	\$7,210		\$276,000	\$0
Manchester University	\$0	\$0	\$0	\$20,000	\$4,000
Marian University	\$0	\$0	\$0	\$0	\$4,000
Purdue University - Calumet	\$334,627	\$0	\$0	\$56,000	\$21,139
Purdue University - North Central	\$265,324	\$0	\$0	\$12,000	\$15,200
Purdue University - West Lafayette	\$2,807,120	\$0	\$0	\$44,000	\$26,800
Saint Joseph's College	\$0	\$0	\$0	\$8,000	\$0
Saint Mary-Of-The-Woods College	\$0	\$0	\$0	\$4,000	\$1,000
Trine University	\$0	\$0	\$0	\$8,000	\$2,000
University of Evansville	\$0	\$0	\$0	\$16,000	\$7,200
University of Indianapolis	\$0	\$0	\$0	\$12,000	\$4,000
University of Saint Francis	\$0	\$0	\$0	\$4,000	\$4,000
University of Southern Indiana	\$982,435	\$0	\$0	\$36,000	\$8,800
Valparaiso University	\$0	\$0	\$0	\$20,000	\$4,000
Vincennes University	\$752,128	\$687		\$56,000	\$0
WGU Indiana	\$664,154	\$0	\$0	\$0	\$9,600

# Award Year 2014-15

## Students

Institution	CVO	Book Payments	Mitch Daniels Early Graduation Scholarship	Minority Teacher Scholarship
Ancilla College	-	-	2	-
Anderson University	-	-	2	3
Ball State University	457	-	9	12
Bethel College	-	-	-	2
Butler University	-	-	3	6
Calumet College of Saint Joseph	-	-	1	2
Franklin College	-	-	3	-
Goshen College	-	-	1	3
Grace College	-	-	2	1
Holy Cross College	-	-	-	1
Indiana State University	316	3	12	12
Indiana University - Bloomington	499	-	16	9
Indiana University - Kokomo	151	-	2	3
Indiana University - South Bend	117	1	22	11
Indiana University East - Richmond	73	-	3	1
Indiana University Northwest - Gary	53	-	9	3
Indiana University Southeast - New Albany	194	-	7	1
Indiana Wesleyan University	-	-	2	-
International Business College - Ft Wayne	-	-	2	-
International Business College - Indpls	-	-	1	-
IUPUI - Columbus	49	2	2	-
IUPUI - Fort Wayne	257	-	13	6
IUPUI - Indianapolis	713	2	31	26
Ivy Tech Community College	1,555	13	69	-
Manchester University	-	-	5	1
Marian University	-	-	-	2
Purdue University - Calumet	75	-	14	10
Purdue University - North Central	57	-	3	4
Purdue University - West Lafayette	357	-	11	11
Saint Joseph's College	-	-	2	-
Saint Mary-Of-The-Woods College	-	-	1	1
Trine University	-	-	2	2
University of Evansville	-	-	4	2
University of Indianapolis	-	-	3	2
University of Saint Francis	-	-	1	1
University of Southern Indiana	201	-	9	5
Valparaiso University	-	-	5	2
Vincennes University	195	1	14	-
WGU Indiana	149	-	-	3

## Award Year 2014-15

Institution	CVO	Book Payments	Mitch Daniels Early Graduation Scholarship	Minority Teacher Scholarship	Average Award
Ancilla College	\$0	\$0	\$0	\$4,000	\$0
Anderson University	\$0	\$0	\$0	\$4,000	\$3,733
Ball State University	\$7,457	\$0	\$0	\$4,000	\$2,150
Bethel College	\$0	\$0	\$0	\$0	\$1,000
Butler University	\$0	\$0	\$0	\$4,000	\$3,200
Calumet College of Saint Joseph	\$0	\$0	\$0	\$4,000	\$1,850
Franklin College	\$0	\$0	\$0	\$4,000	\$0
Goshen College	\$0	\$0	\$0	\$4,000	\$2,000
Grace College	\$0	\$0	\$0	\$4,000	\$800
Holy Cross College	\$0	\$0	\$0	\$0	\$4,000
Indiana State University	\$6,008	\$688	\$4,000	\$4,000	\$1,892
Indiana University - Bloomington	\$8,019	\$0	\$4,000	\$4,000	\$2,711
Indiana University - Kokomo	\$3,964	\$0	\$4,000	\$4,000	\$1,733
Indiana University - South Bend	\$3,604	\$1,650	\$4,000	\$4,000	\$2,382
Indiana University East - Richmond	\$3,467	\$0	\$4,000	\$4,000	\$3,200
Indiana University Northwest - Gary	\$3,818	\$0	\$4,000	\$4,000	\$1,933
Indiana University Southeast - New Albany	\$4,248	\$0	\$4,000	\$4,000	\$3,200
Indiana Wesleyan University	\$0	\$0	\$4,000	\$4,000	\$0
International Business College - Ft Wayne	\$0	\$0	\$4,000	\$4,000	\$0
International Business College -Indpls	\$0	\$0	\$4,000	\$4,000	\$0
IUPU - Columbus	\$4,660	\$900	\$4,000	\$4,000	\$0
IUPU - Fort Wayne	\$4,748	\$0	\$4,000	\$4,000	\$1,967
IUPU - Indianapolis	\$5,566	\$1,200	\$4,000	\$4,000	\$2,769
Ivy Tech Community College	\$1,818	\$555	\$4,000	\$4,000	\$0
Manchester University	\$0	\$0	\$4,000	\$4,000	\$4,000
Marian University	\$0	\$0	\$0	\$0	\$2,000
Purdue University - Calumet	\$4,462	\$0	\$4,000	\$4,000	\$2,114
Purdue University - North Central	\$4,655	\$0	\$4,000	\$4,000	\$3,800
Purdue University - West Lafayette	\$7,863	\$0	\$4,000	\$4,000	\$2,436
Saint Joseph's College	\$0	\$0	\$4,000	\$4,000	\$0
Saint Mary-Of-The-Woods College	\$0	\$0	\$4,000	\$4,000	\$1,000
Trine University	\$0	\$0	\$4,000	\$4,000	\$1,000
University of Evansville	\$0	\$0	\$4,000	\$4,000	\$3,600
University of Indianapolis	\$0	\$0	\$4,000	\$4,000	\$2,000
University of Saint Francis	\$0	\$0	\$4,000	\$4,000	\$4,000
University of Southern Indiana	\$4,888	\$0	\$4,000	\$4,000	\$1,760
Valparaiso University	\$0	\$0	\$4,000	\$4,000	\$2,000
Vincennes University	\$3,857	\$687	\$4,000	\$4,000	\$0
WGU Indiana	\$4,457	\$0	\$0	\$0	\$3,200





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Learn More Indiana is a partnership of state and local organizations working to help Hoosiers of all ages complete education and training beyond high school.

## Who can enroll as a Scholar?

To be eligible for the Scholars program, students must:

- Be Indiana residents.
- Be U.S. citizens or eligible non-citizens.
- Be enrolled in the 7th or 8th grade at an Indiana school recognized by the Indiana Department of Education.
- Meet income eligibility requirements.
- Take the 21st Century Scholar Pledge.

Eligible students must enroll online before June 30th of their 8th-grade year at [Scholars.IN.gov/enroll](https://scholars.in.gov/enroll).



## 21ST CENTURY SCHOLARS CHECKLIST

- Apply online at [Scholars.IN.gov/enroll](https://scholars.in.gov/enroll) before June 30th of your 8th-grade year.
- Create a ScholarTrack account online at [Scholars.IN.gov/scholartrack](https://scholars.in.gov/scholartrack) to stay on track to earn your scholarship.
- Update your ScholarTrack account as you complete all 12 required Scholar Success Program activities throughout high school.
- Graduate high school with a minimum of a Core 40 diploma and a cumulative GPA of at least 2.5 on a 4.0 scale.
- File the Free Application for Federal Student Aid (FAFSA) by March 10th as a high school senior and each year thereafter until college graduation.
- Apply to an eligible Indiana college as a high school senior, and enroll in college as a full-time student within one year of high school graduation.
- Maintain Satisfactory Academic Progress (SAP) standards established by your college.
- Complete at least 30 credit hours each year in college to stay on track to earn your degree on time.
- Do not use illegal drugs, commit a crime or delinquent act, or consume alcohol before reaching the legal drinking age.

Updated 06-01-16



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21<sup>st</sup> Century  
**SCHOLARS**  
INDIANA

## What is 21st Century Scholars?

The 21st Century Scholars program was established in 1990 to increase students' aspirations for and access to higher education. The Scholars Program provides income-eligible students the opportunity to earn a scholarship that covers up to four years of tuition and regularly assessed fees.

21st Century Scholars supports eligible students and parents with the tools they need to prepare for college, graduate on time and begin a successful career.

The scholarship is awarded on an annual basis. Scholars are provided resources and assistance to help them plan and prepare for college and pay for expenses not covered by their scholarship. The scholarship does not cover the cost of books or room and board.



Visit [Scholars.IN.gov/eligiblecolleges](http://Scholars.IN.gov/eligiblecolleges) for a list of approved colleges.

## What are Scholars expected to do?

Students who enroll in the 21st Century Scholars program must fulfill the Scholar Pledge to earn their scholarship.

### THE SCHOLAR PLEDGE

- ✓ I will graduate with a minimum of a Core 40 diploma from a state-accredited Indiana high school.
- ✓ I will complete the Scholar Success Program that helps me stay on track for college and career success.
- ✓ I will achieve a cumulative high school GPA of at least 2.5 on a 4.0 scale.
- ✓ I will not use illegal drugs or alcohol or commit a crime or delinquent act.
- ✓ I will apply for admission to an eligible Indiana college my senior year.
- ✓ I will file the Free Application for Federal Student Aid (FAFSA) by March 10th as a high school senior and each year thereafter until college graduation.
- ✓ I will complete at least 30 credit hours each year in college to stay on track to earn my degree on time.
- ✓ I will maintain satisfactory academic progress (SAP) standards established by my college.

Students take the Scholar Pledge as part of the online enrollment process at [Scholars.IN.gov/enroll](http://Scholars.IN.gov/enroll).

## SCHOLAR SUCCESS PROGRAM REQUIREMENTS



The Scholar Success Program includes annual activities that will help students stay on track for college and career success.

GRADE	REQUIRED ACTIVITIES		
09	Create a Graduation Plan <sup>1</sup>	Participate in an Extracurricular or Service Activity	Watch "Paying for College 101"
10	Take a Career Interests Assessment	Get Workplace Experience <sup>2</sup>	Estimate the Costs of College
11	Visit a College Campus	Take a College Entrance Exam (ACT or SAT)	Search for Scholarships <sup>3</sup>
12	Submit Your College Application	Watch "College Success 101"	File Your FAFSA

1. Plan should be updated annually to keep students on track for high school graduation and college admission.
2. Includes job shadowing, internship, part-time employment, interviewing a professional or related experience linked to a student's career aspirations.
3. Includes any additional scholarship opportunities beyond the 21st Century Scholarship.

## SCHOLARTRACK

ScholarTrack is an online tool that helps students stay on track to earn their 21st Century Scholarship. Use ScholarTrack to complete the Scholar Success Program, keep your contact information updated and find helpful resources. Log in to ScholarTrack at [Scholars.IN.gov/scholartrack](http://Scholars.IN.gov/scholartrack).





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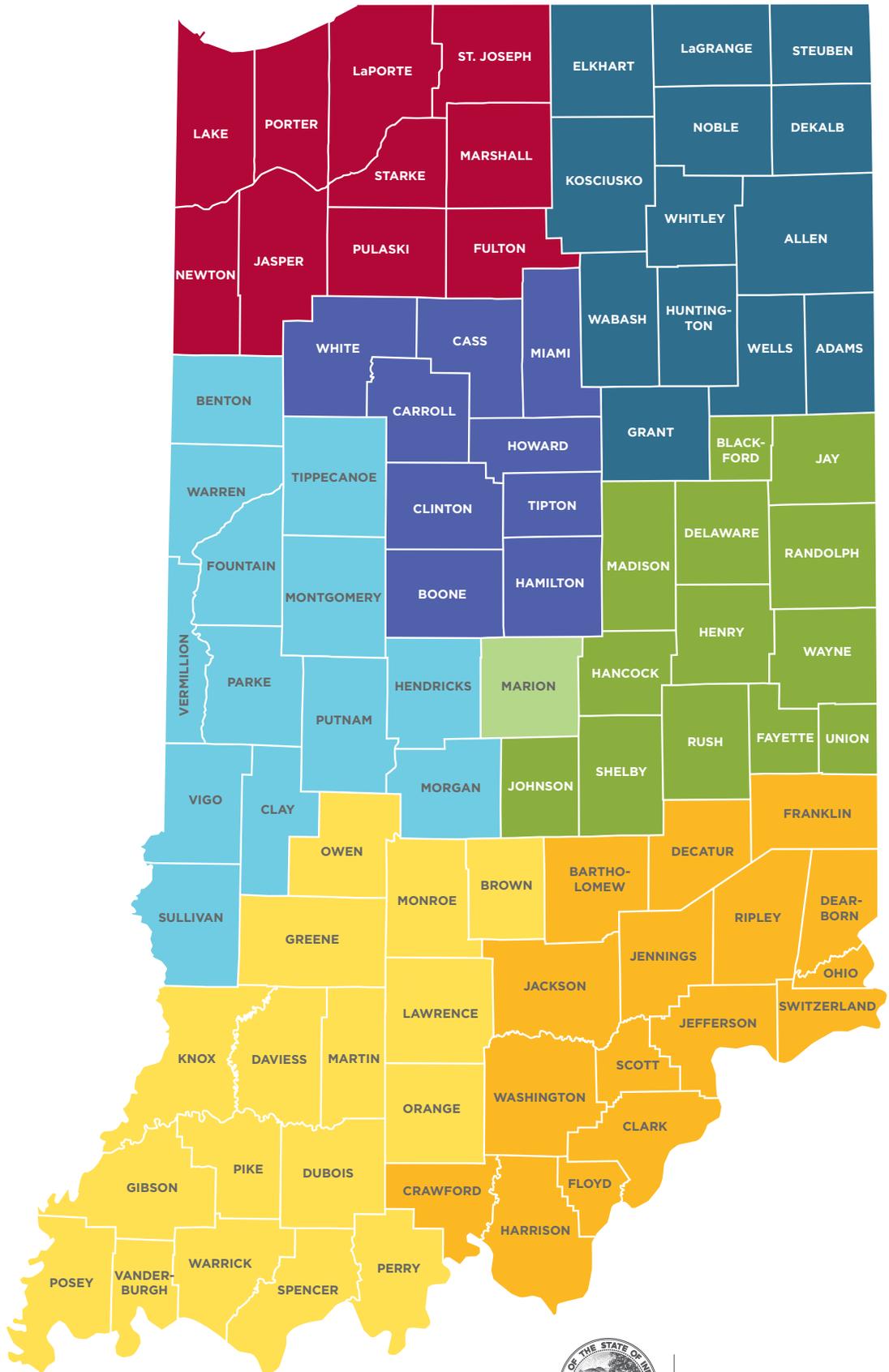
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# 21<sup>st</sup> Century Scholars 2014 STATE SCORECARD



## Entering College

	SCHOLARS	NON-SCHOLARS LOW-INCOME	ALL INDIANA STUDENTS
<b>COLLEGE ACCESS</b> Indiana students entering any college directly after high school.	76%	42%	65%
<b>COLLEGE READINESS</b> Indiana students entering college without needing remediation.	72%	61%	77%

## During College

	SCHOLARS	NON-SCHOLARS LOW-INCOME	ALL INDIANA STUDENTS
<b>COLLEGE PERFORMANCE</b> Indiana public college students who earn a cumulative Grade Point Average (GPA) of 2.5 or higher.	58%	57%	68%
<b>COLLEGE RETENTION</b> Indiana public college students who persist from the first to second year.	72%	67%	76%
<b>ON-TIME COLLEGE COMPLETION</b> Indiana public college students who earn an associate degree within 2 years or a bachelor's degree within 4 years.	20%	14%	25%
<b>EXTENDED-TIME COLLEGE COMPLETION</b> Indiana public college students who earn an associate degree within 3 years or a bachelor's degree within 6 years.	35%	24%	44%



### 2-year colleges & 4-year colleges

	SCHOLARS		NON-SCHOLARS LOW-INCOME		ALL INDIANA STUDENTS	
	4-year	2-year	4-year	2-year	4-year	2-year
COLLEGE PERFORMANCE	62%	46%	65%	43%	74%	50%
COLLEGE RETENTION	81%	54%	82%	47%	86%	54%
ON-TIME COLLEGE COMPLETION	25%	5%	21%	3%	32%	6%
EXTENDED-TIME COLLEGE COMPLETION	44%	13%	42%	10%	56%	12%

**Data Sources:** Indiana Commission for Higher Education, Indiana Department of Education, and National Student Clearinghouse.

**College Access:** Defined as 2013 Indiana high school graduates who 1) were eligible and affirmed as 21st Century Scholars in 12th grade and 2) enrolled in postsecondary education in FY2014.

**College Readiness:** Defined as 2013 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 FY2014; and 3) were not enrolled in remedial English/Language Arts or Math courses in FY2014.

**College Performance:** Defined as 2013 Indiana high school graduates 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 2013 or with no GPA data reported for spring 2013.

**College Retention:** Defined as 2012 Indiana high school graduates who 1) received the 21st Century Scholars grant in that year and 2) enrolled in an Indiana public college in FY2013; and 3) were still enrolled in an Indiana public college in FY2014.

**College Completion (On-time):** Defined as first-time resident students enrolled full time in fall 2012 (for associate) or fall 2010 (for bachelor's) who 1) received the 21st Century Scholars grant in that year and 2) completed the associate or bachelor's degree by August 2014.

**College Completion (Extended-time):** Defined as first-time resident students enrolled full time in fall 2011 (for associate) or fall 2008 (for bachelor's) who 1) received the 21st Century Scholars grant in that year and 2) completed the associate or bachelor's degree by August 2014.

**Non-Scholars Low-Income:** for 'entering college' metrics, consists of students who participated in the free or reduced lunch program who were not classified as affirmed Scholars; for 'during college' metrics, consists of students who received a federal Pell grant and did not receive the 21st Century Scholarship.

**All Indiana Students:** includes all resident Indiana students regardless of socioeconomic or financial aid status.

Scholars.IN.gov



# 21<sup>st</sup> Century Scholars 2014 COLLEGE SCORECARD



## Indiana Colleges

	COLLEGE READINESS	COLLEGE PERFORMANCE	COLLEGE RETENTION	COLLEGE COMPLETION (ON-TIME)	COLLEGE COMPLETION (150% TIME)
<b>ALL INDIANA PUBLIC COLLEGES</b>	<b>72%</b>	<b>58%</b>	<b>72%</b>	<b>20%</b>	<b>35%</b>
BALL STATE UNIVERSITY	99%	64%	85%	40%	49%
INDIANA STATE UNIVERSITY	78%	54%	77%	17%	39%
INDIANA UNIVERSITY - BLOOMINGTON	89%	74%	93%	48%	65%
INDIANA UNIVERSITY - EAST	99%	48%	78%	11%	22%
INDIANA UNIVERSITY - KOKOMO	100%	50%	63%	18%	19%
INDIANA UNIVERSITY - NORTHWEST	99%	58%	73%	4%	21%
INDIANA UNIVERSITY - PURDUE UNIVERSITY - FORT WAYNE	85%	52%	72%	5%	17%
INDIANA UNIVERSITY - PURDUE UNIVERSITY - INDIANAPOLIS	63%	59%	75%	12%	36%
INDIANA UNIVERSITY - SOUTH BEND	94%	61%	70%	7%	16%
INDIANA UNIVERSITY - SOUTHEAST	99%	52%	68%	13%	28%
IVY TECH COMMUNITY COLLEGE	45%	45%	51%	3%	8%
PURDUE UNIVERSITY - CALUMET CAMPUS	100%	61%	85%	10%	28%
PURDUE UNIVERSITY - NORTH CENTRAL CAMPUS	97%	47%	79%	2%	29%
PURDUE UNIVERSITY - WEST LAFAYETTE	100%	76%	94%	42%	74%
UNIVERSITY OF SOUTHERN INDIANA	82%	60%	79%	16%	29%
VINCENNES UNIVERSITY	25%	49%	65%	14%	25%



Of the 76% of Scholars who entered college during 2013-14...

- 86% attend Indiana public colleges
- 11% attend Indiana private colleges
- 3% attend out-of-state colleges

Scholars.IN.gov



# ANNUAL REPORT SUMMARIES

## College Readiness Reports

The Commission's annual College Readiness reports provide K-12, college success coalitions, and other higher education stakeholders with more information about Indiana students' college access and performance so that over time we can collectively highlight successes and work together to tackle remaining challenges. The reports show that access to education beyond high school continues to hold steady, with a majority (65%) of Hoosiers enrolling in college within a year of graduating high school. Encouragingly, a growing percentage of students is submitting the required Free Application for Federal Student Aid (FAFSA) on time, helping students take full advantage of state and federal financial aid opportunities. College access is marked, however, by recognition that "college-bound" often does not mean "college-ready." Even with recent improvements, approximately 20% of students entering an Indiana public college require remedial coursework, particularly in mathematics. The data show that diploma type matters regarding remediation needs, first-year performance, and persistence to sophomore year. Available online at <http://www.in.gov/che/2489.htm>.

## Completion Report

The Commission's annual Completion report shows a more comprehensive picture of postsecondary success by going beyond traditional graduation rates of students who start and finish at the same college to include those who complete at another institution or with a different degree. The report also spotlights deeper trends behind the summary numbers, including disparities in college completion rates among different student populations, in order to inform and advance Indiana's collective efforts to boost education attainment.

Encouragingly, the data show that on-time graduation rates continue to steadily improve at all Indiana public institutions and across all student populations examined, including state financial aid recipients. Intentionality regarding general path of study and level of enrollment intensity are key contributors to improving on-time graduation rates. Yet, longer-term, overall completion rates have proven more difficult to nudge, and vary considerably by campus type: approximately 8 out of 10 students initially enrolled at a main campus complete a degree within 6 years, compared to 4 out of 10 at a non-main campus and 3 out of 10 on two-year campuses. Available online at <http://www.in.gov/che/3032.htm>.

## Return on Investment (ROI) Report

The Return on Investment (ROI) reports provide a clearer picture of the returns a college degree yields after graduation, while recognizing that higher education offers benefits that extend far beyond a financial paycheck. These dividends include greater job satisfaction and security, enhanced social mobility, increased civic involvement, improved health and wellness, and higher quality of life. The Commission's first Return on Investment report, published in early 2013, provided a state-level view of the value of college measured against the cost. The second, published later the same year, provided campus- and program-specific return figures: industries of employment and salaries over a 10-year time horizon. The latest third version of these reports, published in January 2016, includes greater level of detail by specific academic majors and the inclusion of short-term as well as longer-term certificates and median wage outcomes. The data show that labor market outcomes increase over time and with each degree level and that what students study matters more than where they study, in terms of median wages within the state of Indiana. Available online at <http://www.in.gov/che/3019.htm>.



## Readiness at-a-glance

Indiana's 65 percent college-going rate—which once lagged behind most states—is now on par with the national average. More than half of these students enter their freshman year with some college credit under their belt. Earning early college credit in high school through dual credit and Advanced Placement courses increases the likelihood that students will be ready for college-level work—and reduces the cost of college by giving students a head start.

Just because students are college-bound does not mean they are college-ready. Nearly 1 in 5 students entering an Indiana public college need remediation. While the number of students requiring remediation has reduced in recent years, much of that improvement can be attributed to 2013 changes in the way Ivy Tech Community College identifies and places students in remedial programs. It is clear Indiana must do a better job preparing students for the rigor of college-level work.

Financial preparation is another important aspect of college readiness. One way students can be more financially prepared for college is to complete the Free Application for Federal Student Aid (FAFSA) on time. The FAFSA is required for any student eligible to receive financial aid, and many colleges require students to complete the FAFSA to receive scholarships from their institutions, as well. Indiana encourages every high school senior to complete the FAFSA before March 10. While more high school seniors are completing the FAFSA, more work can be done to ensure no student loses an opportunity to receive scholarships or financial aid.

Sources: Indiana Commission for Higher Education (ICHE); Indiana Department of Education (IDOE); National Student Clearinghouse (NSC). Performance measures (FT/PT enrollment, remediation, GPA, student loan debt, and persistence) apply only to Indiana high school graduates who enrolled in an Indiana public college within the year following high school graduation. Please refer to the College Readiness Data Elements and Definitions link [www.in.gov/che/2489.htm](http://www.in.gov/che/2489.htm) for more details.

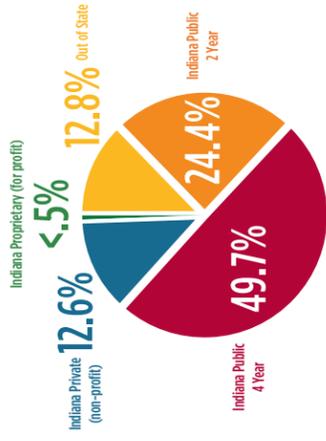
## College-Going Rate

Nearly two-thirds of Hoosier high school graduates go directly to college.



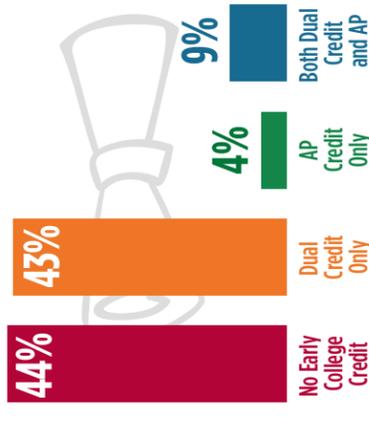
## College Enrollment By College Type

About half of Indiana's college-going high school graduates attend public, four-year colleges.



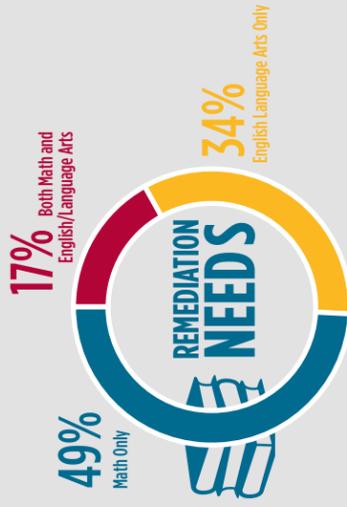
## Students Earning Early College Credit

More than half of 2014 high school graduates earned early college credit.



## College Remediation By Subject

Most Indiana high school graduates who aren't college ready need remediation in math.



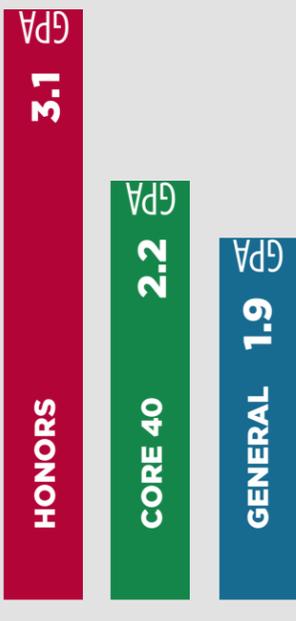
## College Remediation By Diploma Type

Indiana high school graduates who earn more rigorous diplomas are more likely to be college ready.



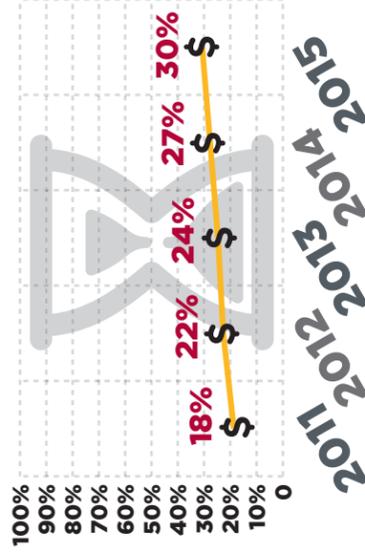
## College GPA By Diploma Type

Diploma type matters: Students with more rigorous diplomas earn better grades in college.



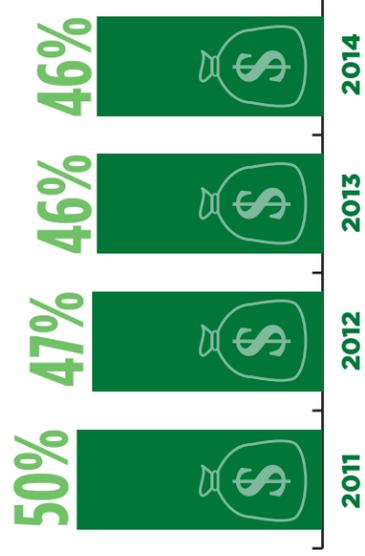
## Financial Aid Filing

More Indiana high school seniors are filing for financial aid, but less than a third file on time.



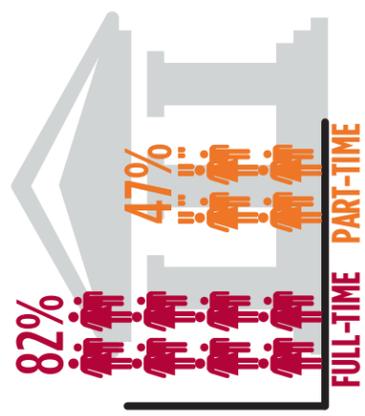
## Student Loan Debt

Since 2011, fewer Indiana college freshmen are taking out student loans.



## College Persistence

Full-time Indiana college students are almost twice as likely to return for their second year of college.





# Indiana College Readiness Reports

2014 High School Graduates  
State of Indiana



## College Going (within a year of high school graduation)



### High School Graduates Enrolling in College

Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
<b>High School Diploma Type</b>			
Honors	24,632	22,639	92%
Core 40	36,961	21,707	59%
General	10,719	2,542	24%
<b>High School Graduation Waiver Status</b>			
Graduated with Waiver	5,488	1,477	27%
Graduated without Waiver	66,824	45,411	68%
<b>Advanced Placement Status</b>			
Took and Passed an AP Test	9,250	8,471	92%
Took but Did Not Pass an AP Test	8,598	7,617	89%
Did Not Take an AP Test	54,464	30,800	57%
<b>Dual Credit Status</b>			
Earned Dual Credit from an Indiana Public College	37,421	28,451	76%
Did Not Earn Dual Credit from an Indiana Public College	34,891	18,437	53%
<b>ACT/SAT College Readiness Benchmark</b>			
Met ACT/SAT College Readiness Benchmark	30,400	26,940	89%
Did Not Meet ACT/SAT College Readiness Benchmark	16,182	12,259	76%
Did Not Take ACT/SAT	25,730	7,689	30%
<b>21st Century Scholar Status</b>			
21st Century Scholar	11,316	8,706	77%
Non 21st Century Scholar	60,996	38,182	63%
<b>Socioeconomic Status</b>			
Free or Reduced Lunch	24,236	12,852	53%
Non Free or Reduced Lunch	48,076	34,036	71%
<b>Race/Ethnicity</b>			
White	55,937	36,896	66%
Black	7,220	4,562	63%
Hispanic	5,133	2,758	54%
Asian	1,400	1,058	76%
Other	2,622	1,614	62%
<b>All Students</b>	<b>72,312</b>	<b>46,888</b>	<b>65%</b>



# Indiana College Readiness Reports

2014 High School Graduates  
State of Indiana



## High School Graduate Enrollment by College Type

College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	34,731	48.0%
Indiana Private College (non-profit)	5,888	8.1%
Indiana Private College (for-profit)	192	0.3%
Out-of-State Public College	3,086	4.3%
Out-of-State Private College (non-profit)	2,736	3.8%
Out-of-State Private College (for-profit)	186	0.3%
Non-degree Granting School	69	0.1%
<b>Did Not Enroll in College</b>	<b>25,424</b>	<b>35.2%</b>

## Indiana Public College Enrollment



## Indiana Public College Enrollment by College

College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	3,015	8.7%
Indiana State University	2,226	6.4%
University of Southern Indiana	1,424	4.1%
Indiana University-Bloomington	4,217	12.1%
Indiana University-East	335	1.0%
Indiana University-Kokomo	485	1.4%
Indiana University-Northwest	642	1.8%
Indiana University-Purdue University-Indianapolis	3,501	10.1%
Indiana University-South Bend	823	2.4%
Indiana University-Southeast	717	2.1%
Indiana University-Purdue University-Fort Wayne	1,274	3.7%
Purdue University-Calumet Campus	743	2.1%
Purdue University-North Central Campus	509	1.5%
Purdue University-Statewide Technology	115	0.3%
Purdue University-West Lafayette	3,235	9.3%
Ivy Tech Community College	9,494	27.3%
Vincennes University	1,976	5.7%



# Indiana College Readiness Reports

2014 High School Graduates  
State of Indiana



## 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)	22,089	63.6%
Associate Degree (two-year)	11,165	32.1%
Award of at least 1 but less than 2 academic years	525	1.5%
Award of less than 1 academic year	223	0.6%
Unclassified undergraduate	729	2.1%



## Indiana Public College Enrollment by Program Type

Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	5,630	16%
Business and Communication	5,439	16%
Education	2,205	6%
Health	5,923	17%
Science, Technology, Engineering, and Math (STEM)	6,706	19%
Social and Behavioral Sciences and Human Services	2,902	8%
Trades	2,178	6%
Undecided	3,748	11%



## Indiana Public College Enrollment by Status

Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	28,756	83%
Part-Time Students	5,975	17%

## Academic Preparation



## 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	3,123	9%	2,178	70%
English/Language Arts Only	2,149	6%	1,433	67%
Both Math and English/Language	1,076	3%	594	55%
<b>No Remediation</b>	<b>28,383</b>	<b>82%</b>	<b>--</b>	<b>--</b>



# Indiana College Readiness Reports

2014 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
<b>High School Diploma Type</b>					
Honors	15,422	609	4%	545	89%
Core 40	17,184	4,477	26%	3,032	68%
General	2,125	1,262	59%	628	50%
<b>High School Graduation Waiver Status</b>					
Graduated with Waiver	1,204	848	70%	476	56%
Graduated without Waiver	33,527	5,500	16%	3,729	68%
<b>Advanced Placement Status</b>					
Took and Passed an AP Test	5,453	147	3%	122	83%
Took but Did Not Pass an AP Test	5,365	373	7%	294	79%
Did Not Take an AP Test	23,913	5,828	24%	3,789	65%
<b>Dual Credit Status</b>					
Earned Dual Credit from an Indiana Public College	21,011	2,358	11%	1,710	73%
Did Not Earn Dual Credit from an Indiana Public College	13,720	3,990	29%	2,495	63%
<b>ACT/SAT College Readiness Benchmark</b>					
Met ACT/SAT College Readiness Benchmark	18,734	987	5%	750	76%
Did Not Meet ACT/SAT College Readiness Benchmark	9,796	2,854	29%	1,995	70%
Did Not Take ACT/SAT	6,201	2,507	40%	1,460	58%
<b>21st Century Scholar Status</b>					
21st Century Scholar	7,358	1,591	22%	1,035	65%
Non 21st Century Scholar	27,373	4,757	17%	3,170	67%
<b>Socioeconomic Status</b>					
Free or Reduced Lunch	10,480	3,008	29%	1,801	60%
Non Free or Reduced Lunch	24,251	3,340	14%	2,404	72%
<b>Race/Ethnicity</b>					
White	27,087	4,144	15%	2,934	71%
Black	3,483	1,354	39%	724	53%
Hispanic	2,170	490	23%	333	68%
Asian	796	100	13%	77	77%
Other	1,195	260	22%	137	53%
<b>All Students</b>	<b>34,731</b>	<b>6,348</b>	<b>18%</b>	<b>4,205</b>	<b>66%</b>



# Indiana College Readiness Reports

2014 High School Graduates  
State of Indiana



## Student Performance



### Indiana Public College Student Performance

Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
<b>High School Diploma Type</b>			
Honors	15,422	3.1	27.35
Core 40	17,184	2.2	17.33
General	2,125	1.9	9.53
<b>High School Graduation Waiver Status</b>			
Graduated with Waiver	1,204	1.9	10.70
Graduated without Waiver	33,527	2.6	21.68
<b>Advanced Placement Status</b>			
Took and Passed an AP Test	5,453	3.2	28.53
Took but Did Not Pass an AP Test	5,365	2.8	25.18
Did Not Take an AP Test	23,913	2.4	18.79
<b>Dual Credit Status</b>			
Earned Dual Credit from an Indiana Public College	21,011	2.8	23.58
Did Not Earn Dual Credit from an Indiana Public College	13,720	2.3	17.81
<b>ACT/SAT College Readiness Benchmark</b>			
Met ACT/SAT College Readiness Benchmark	18,734	2.8	25.19
Did Not Meet ACT/SAT College Readiness Benchmark	9,796	2.3	18.93
Did Not Take ACT/SAT	6,201	2.2	13.31
<b>21st Century Scholar Status</b>			
21st Century Scholar	7,358	2.4	21.05
Non 21st Century Scholar	27,373	2.6	21.37
<b>Socioeconomic Status</b>			
Free or Reduced Lunch	10,480	2.2	17.45
Non Free or Reduced Lunch	24,251	2.7	22.97
<b>Race/Ethnicity</b>			
White	27,087	2.7	22.12
Black	3,483	2.0	16.23
Hispanic	2,170	2.4	18.76
Asian	796	2.9	25.64
Other	1,195	2.3	19.24
<b>Enrollment Status</b>			
Full-Time Students	28,756	2.7	23.90
Part-Time Students	5,975	2.1	8.80
<b>All Students</b>	<b>34,731</b>	<b>2.6</b>	<b>21.30</b>



# Indiana College Readiness Reports

2014 High School Graduates  
State of Indiana



**Data Sources:** Indiana Commission for Higher Education (CHE); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC)

## NOTES:

**High School Graduates ("Students"):** Count of Indiana high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR report for 2014. Graduate counts are not IDOE cohort graduate counts and thus may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass. SOURCE: IDOE

**College Enrollment:** Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2014 high school graduates, postsecondary enrollment is counted for 2014-15 school year). A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student and b) s/he was enrolled for the equivalent of at least one semester during the school year.

SOURCES: NSC, CHE

**Indiana Public College Enrollment:** Represents students reported as enrolled in an Indiana public postsecondary institution. SOURCE: CHE

**21st Century Scholar Status:** Represents students who were eligible for affirmation and affirmed. Students who were enrolled in K-12 as Scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st Century Scholars for this report. SOURCE: CHE

**AP Participation/Passing Exam Status:** Represents students who sat for and/or passed (received score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

**College Entrance Exam Readiness Benchmark:** Represents students who passed/did not pass at least one college readiness benchmark score established by the testing agencies. The SAT benchmarks are 500 for both the Critical Reading and Mathematics sections. The ACT benchmarks are 18, 22, 22, and 23 for the English, Mathematics, Reading, and Science sections, respectively. If no SAT or ACT score was on file for student, s/he was reported as not taking a college entrance exam. Data available for 2012 high school graduate cohort onward. SOURCE: IDOE

**Dual Credit Status:** Represents students who earned/did not earn credit hours awarded by Indiana public colleges that were recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana publics. SOURCE: CHE

**Full-time/Part-time Enrollment Status:** Full-time enrollment defined as enrolled in 12 or more credits in the semester of entry at an Indiana public college. Part-time enrollment defined as enrolled in fewer than 12 credits in the semester of entry at an Indiana public college. SOURCE: CHE

**Remediation Enrollment:** Represents Indiana public college students identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/language arts and/or mathematics. Students enrolled in both credit and non-credit remedial coursework are included in remediation totals. SOURCE: CHE

**Remediation Success:** Represents Indiana public college students who successfully complete the subject(s) in which they were identified as needing remediation. Students who were identified as needing remediation in both English/language arts and math needed to successfully complete both English/language arts and math in order to be counted as earning remedial credit. SOURCE: CHE

**Freshman GPA:** Represents cumulative grade point average for the latest term of enrollment at an Indiana public college in the year following high school graduation. SOURCE: CHE

**Freshman Credit Hours Earned:** Represents average number of institutional credits earned during the year following high school graduation at an Indiana public college. SOURCE: CHE

**\*\*\*Not Applicable/Suppressed Data:** Data may be missing either because no data were available or fewer than 10 students were in a group and the data had to be suppressed for privacy reasons. In some cases, at least two groups of student data had to be suppressed because of complementary suppression rules



# INDIANA COLLEGE COMPLETION REPORT

## 2015



# COLLEGE COMPLETION REPORT



## 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 fewer than 65 percent 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 less than 2 in 10 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.

## A Closer Look at Completion

An on-time degree will always be the best and 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 Hoosier graduate brings Indiana another step closer to its larger 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 10 to 20 percentage-point gaps in completion rates between the lowest-graduating demographic group and the student average 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. The latest data show signs of improvement. On-time graduation rates have increased across all demographic groups over the last five years, and extended completion rates improved by almost 5 percentage points for the lowest-graduating group when comparing 2005 and 2006 cohorts at Indiana's four-year colleges.

## 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.

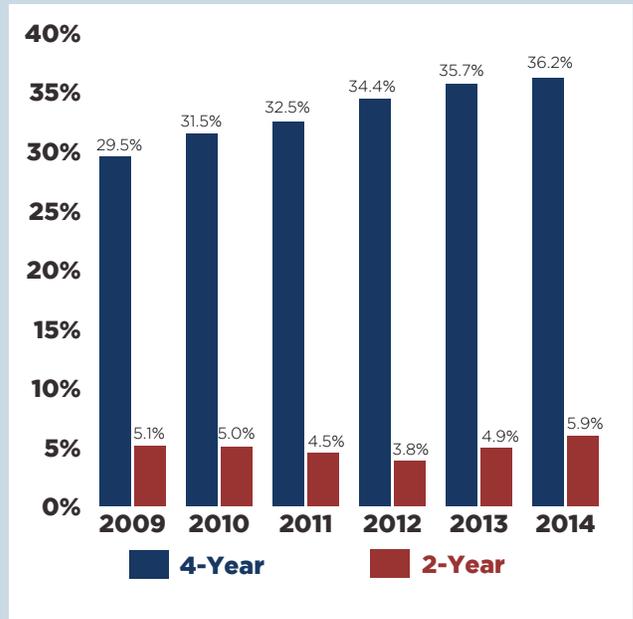
In partnership with Indiana public colleges and the National Student Clearinghouse, the Commission has collected completion data for Hoosier students who graduate in this state and out-of-state. Each Indiana college profile shows the percentage of students who start and finish at their campus of origin 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 financial need 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.

# KEY TAKEAWAYS

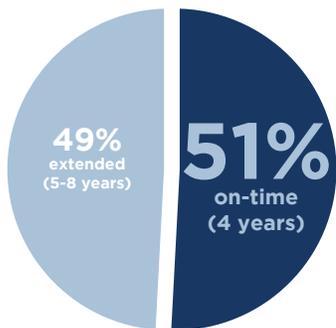
## 1 More Indiana college students are graduating on time...

The data show slight progress in on-time graduation rates for students who completed college within the last five years (2009-2014). Four-year public colleges saw an increase of approximately 7 percentage points, while two-year campuses experienced a one percentage point gain.



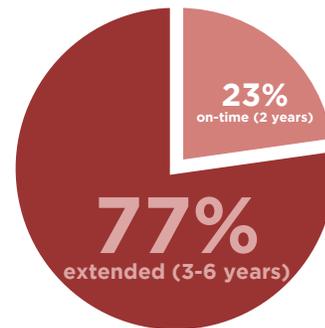
## 2 But...on-time completion remains the exception in Indiana.

Half of Indiana four-year college students who complete a bachelor's degree do so in 5-8 years.



Timeframe for Indiana Four-Year College Graduates (2006 Cohort)

Statewide, more than 75 percent of community college students who complete an associate degree do so in 3-6 years.



Timeframe for Indiana Two-Year College Graduates (2008 Cohort)

## 3 Taking longer to complete means students pay more for their degrees... and it decreases their chances of graduating at all.



An additional year of college can cost Hoosiers nearly **\$50,000** in extra tuition, lost wages and related costs.

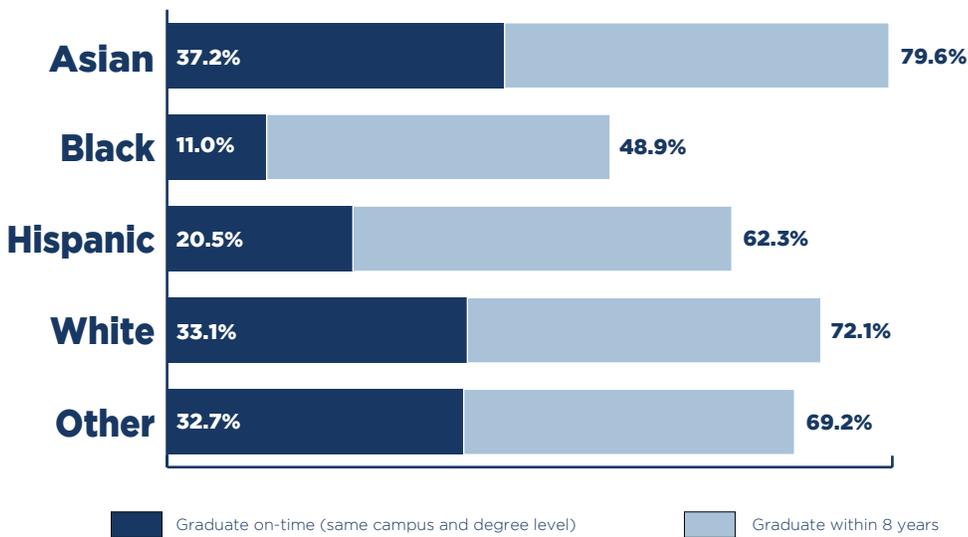
Completion rates represent first-time, full-time students seeking a bachelor's (four-year colleges) or an associate or certificate (two-year colleges).

# KEY TAKEAWAYS

**4 College completion rates are improving across all student demographic groups...**

**5 But... racial/ethnic achievement gaps are substantial on Indiana campuses.**

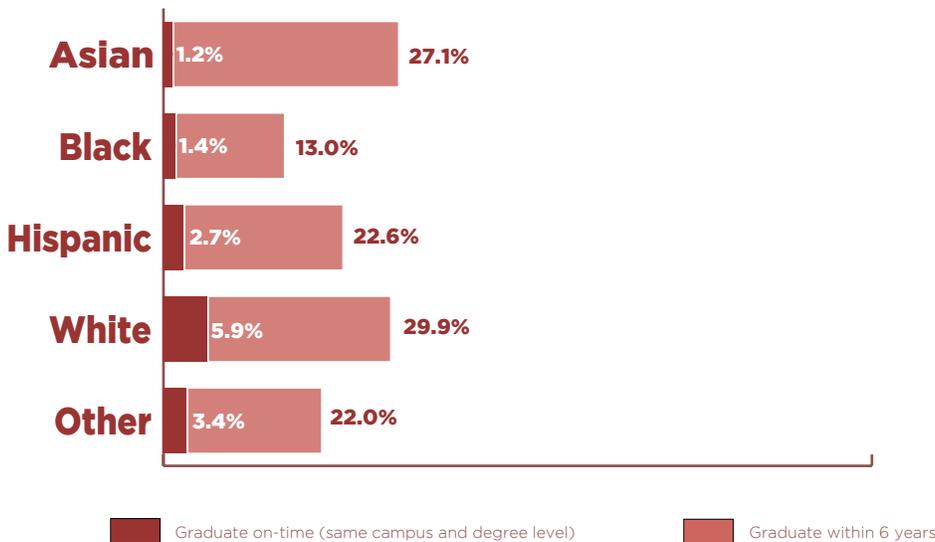
## FOUR-YEAR COLLEGES



## completion gaps

Even with a broader definition of college completion, the data highlight persistent differences in completion rates, particularly among black students, who are more than twice as likely to finish late than their peers.

## TWO-YEAR COLLEGES



Completion rates represent first-time, full-time students seeking a bachelor's starting in Fall 2006 or an associate or certificate in starting in Fall 2008.

## DATA AT-A-GLANCE

# FOUR-YEAR COLLEGES

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.

Percentage of full-time students who graduated within 4 years (on time), same campus and degree level

ON-TIME COMPLETION	COLLEGE	YEAR ENTERED COLLEGE					1-YEAR CHANGE (09-10)	5-YEAR CHANGE (05-10)
		2005	2006	2007	2008	2009		
		Ball State University	32.6%	32.5%	34.9%	36.9%	40.2%	44.7%
Indiana State University	20.5%	21.3%	22.1%	19.4%	21.6%	19.4%	-2.3	-1.1
IU-Bloomington	49.7%	54.8%	58.1%	59.4%	60.0%	59.8%	-0.2	+10.1
IU-East	6.1%	4.6%	8.9%	8.9%	14.2%	14.3%	0.0	+8.2
IU-Kokomo	8.5%	8.0%	7.2%	9.3%	12.7%	17.3%	+4.6	+8.9
IU-Northwest	8.0%	6.4%	7.5%	8.6%	9.7%	6.7%	-3.1	-1.3
IPFW	6.5%	5.5%	6.9%	9.2%	10.1%	8.6%	-1.5	+2.1
IUPUI	10.5%	13.4%	15.1%	17.4%	18.9%	18.9%	0.0	+8.4
IU-South Bend	4.6%	4.3%	5.5%	6.3%	6.3%	7.3%	+1.0	+2.7
IU-Southeast	8.1%	8.7%	8.9%	8.5%	8.4%	12.0%	+3.6	+3.9
Purdue-Calumet	6.8%	7.1%	10.6%	11.2%	12.4%	11.8%	-0.6	+5.0
Purdue-North Central	6.3%	7.9%	8.6%	7.7%	6.9%	7.2%	+0.3	+0.9
Purdue-West Lafayette	37.6%	39.0%	41.3%	44.8%	46.6%	49.1%	+2.5	+11.5
Univ of Southern Indiana	15.3%	16.2%	14.8%	16.7%	20.6%	18.7%	-1.9	+3.4
<b>Four-Year Statewide</b>	<b>29.5%</b>	<b>31.5%</b>	<b>32.5%</b>	<b>34.4%</b>	<b>35.7%</b>	<b>36.1%</b>	<b>+0.5</b>	<b>+6.7</b>

Percentage of full-time students who graduated within 6 years (150% extended time), 2006 cohort

EXTENDED-TIME COMPLETION	COLLEGE	SAME CAMPUS AND DEGREE LEVEL			DIFFERENT CAMPUS OR DEGREE LEVEL		TOTAL COMPLETION WITHIN 6 YEAR	1-YEAR CHANGE
	Ball State University	56.7%	+	11.7%	=		68.4%	+2.0
	Indiana State University	41.9%	+	9.9%	=		51.8%	-1.9
	IU-Bloomington	75.1%	+	8.0%	=		83.1%	+3.8
	IU-East	24.7%	+	9.8%	=		34.5%	+6.4
	IU-Kokomo	21.7%	+	13.3%	=		35.0%	+1.1
	IU-Northwest	21.3%	+	12.2%	=		33.5%	-3.2
	IPFW	25.4%	+	15.2%	=		40.6%	-0.7
	IUPUI	38.2%	+	10.6%	=		48.7%	+5.7
	IU-South Bend	23.1%	+	10.1%	=		33.2%	-0.1
	IU-Southeast	26.6%	+	9.0%	=		35.6%	-3.9
	Purdue-Calumet	29.4%	+	10.2%	=		39.6%	+0.6
	Purdue-North Central	26.9%	+	13.6%	=		40.5%	+3.1
	Purdue-West Lafayette	69.0%	+	8.4%	=		77.3%	+0.5
	Univ of Southern Indiana	35.5%	+	15.4%	=		50.9%	+2.0
	<b>Four-Year Statewide</b>	<b>54.7%</b>	<b>+</b>	<b>10.1%</b>	<b>=</b>		<b>64.8%</b>	<b>1.9</b>

## DATA AT-A-GLANCE

# TWO-YEAR COLLEGES

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.

Percentage of full-time students who graduated within 2 years (on time), same campus and degree level

ON-TIME COMPLETION	COLLEGE	YEAR ENTERED COLLEGE					1-YEAR CHANGE	5-YEAR CHANGE	
		2007	2008	2009	2010	2011			2012
								(11-12)	(07-12)
	Ivy Tech System	3.8%	3.3%	3.6%	2.6%	3.1%	4.0%	+0.9	+0.3
	IVT-Bloomington	5.6%	3.5%	2.2%	1.6%	0.8%	2.5%	+1.7	-3.1
	IVT-Central Indiana	2.2%	1.8%	1.6%	2.6%	4.1%	3.6%	-0.5	+1.5
	IVT-Columbus	4.8%	6.5%	4.1%	3.1%	2.7%	3.4%	+0.7	-1.4
	IVT-East Central	4.5%	2.3%	3.6%	2.1%	1.4%	1.2%	-0.3	-3.3
	IVT-Kokomo	1.9%	6.2%	6.3%	2.4%	4.3%	1.3%	-3.0	-0.6
	IVT-Lafayette	4.5%	3.6%	2.1%	2.7%	5.3%	7.2%	+1.9	+2.7
	IVT-Northcentral	3.5%	2.2%	3.4%	3.6%	1.5%	1.6%	+0.1	-1.9
	IVT-Northeast	1.9%	1.6%	4.4%	2.6%	3.7%	3.9%	+0.2	+2.0
	IVT-Northwest	3.2%	2.6%	4.4%	2.3%	4.0%	10.0%	+6.0	+6.8
	IVT-Richmond	3.8%	8.4%	7.2%	4.4%	0.8%	1.5%	+0.7	-2.3
	IVT-South Central	5.0%	6.0%	5.9%	3.2%	2.8%	3.7%	+0.9	-1.3
	IVT-Southeast	4.0%	2.4%	7.3%	4.8%	4.4%	1.6%	-2.8	-2.4
	IVT-Southwest	5.0%	4.9%	2.9%	3.1%	3.5%	6.2%	+2.7	+1.2
	IVT-Wabash Valley	3.2%	3.7%	2.7%	1.3%	2.9%	2.0%	-0.9	-1.2
	Vincennes University	12.6%	13.3%	9.4%	9.9%	12.7%	15.6%	+2.9	+3.0
	Two-Year Statewide	5.1%	5.0%	4.5%	3.8%	4.9%	5.9%	+1.0	+0.8

Percentage of full-time students who graduated within 3 years (150% extended time), 2008 cohort

EXTENDED-TIME COMPLETION	COLLEGE	SAME CAMPUS AND DEGREE LEVEL			DIFFERENT CAMPUS OR DEGREE LEVEL		TOTAL COMPLETION WITHIN 3 YEARS	1-YEAR CHANGE
	Ivy Tech System	10.0%	+	2.7%	=		12.7%	-0.7
	IVT-Bloomington	9.9%	+	2.8%	=		12.6%	-1.3
	IVT-Central Indiana	4.9%	+	1.8%	=		6.8%	-0.3
	IVT-Columbus	14.0%	+	6.5%	=		20.5%	+5.8
	IVT-East Central	8.1%	+	2.8%	=		10.9%	-5.0
	IVT-Kokomo	17.3%	+	4.2%	=		21.5%	+9.5
	IVT-Lafayette	10.6%	+	4.9%	=		15.5%	-2.1
	IVT-Northcentral	7.0%	+	1.8%	=		8.7%	-2.2
	IVT-Northeast	8.0%	+	1.9%	=		9.9%	-2.8
	IVT-Northwest	11.8%	+	1.7%	=		13.4%	+1.9
	IVT-Richmond	19.9%	+	4.9%	=		24.8%	+2.9
	IVT-South Central	17.5%	+	2.2%	=		19.7%	-1.8
	IVT-Southeast	15.2%	+	3.0%	=		18.2%	+1.4
	IVT-Southwest	12.5%	+	2.5%	=		14.9%	-0.4
	IVT-Wabash Valley	8.6%	+	1.1%	=		9.7%	-2.3
	Vincennes University	19.7%	+	1.2%	=		20.9%	+0.6
	Two-Year Statewide	11.6%	+	2.5%	=		14.1%	-0.4

# COMPLETION DASHBOARD

ALL  
4 YEAR COLLEGES

## STUDENTS WHO STARTED COLLEGE IN 2006

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, transferring to other colleges and earning other degrees and credentials.

	<u>SAME CAMPUS AND DEGREE LEVEL</u>	<u>DIFFERENT CAMPUS OR DEGREE LEVEL</u>	<u>TOTAL COMPLETION</u>	<u>1-YEAR DIFFERENCE (2005-2006 cohorts)</u>
<b>Full-Time Students</b>				
Complete within 4 years	31.5%	4.6%	36.1%	+1.8
Complete within 6 years	54.7%	10.1%	64.8%	+1.9
Complete within 8 years	57.7%	12.8%	70.5%	+1.9
<b>Part-Time Students (2.8% of reported cohort)*</b>				
Complete within 4 years	2.3%	3.8%	6.1%	-0.1
Complete within 6 years	9.8%	9.3%	19.1%	+0.4
Complete within 8 years	15.7%	12.0%	27.6%	+1.3

\* Only institutions with reported part-time data were included in the calculation.

## THE COMPLETION GAP

### FULL-TIME STUDENTS WHO STARTED AT A FOUR-YEAR COLLEGE IN 2006



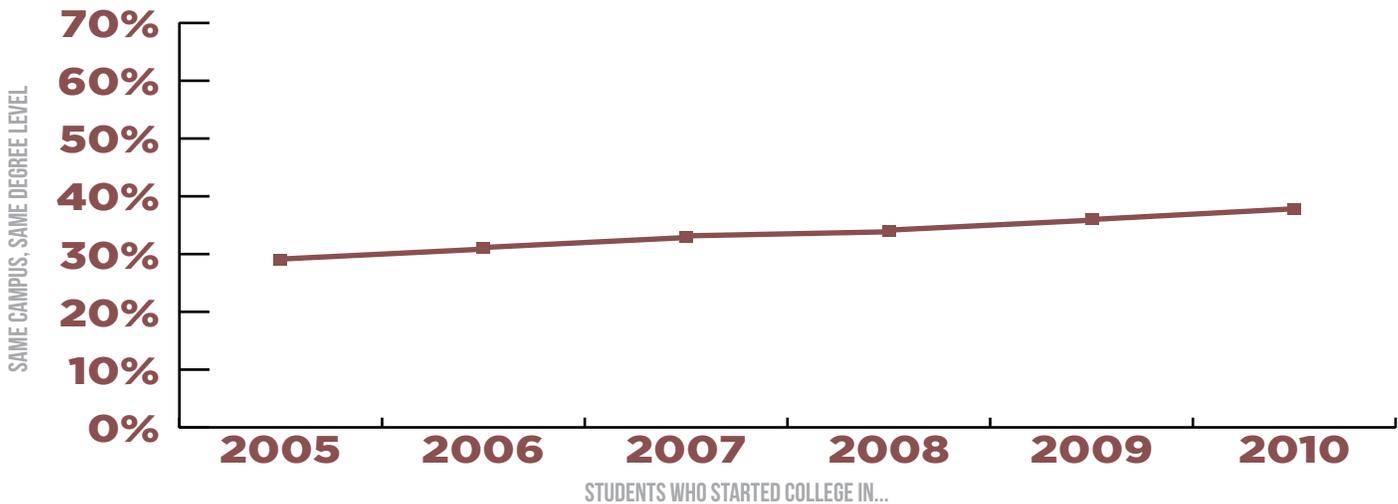
An additional year of college can cost Hoosiers nearly \$50,000 in extra tuition, lost wages and related costs.

<b>INCOME</b>	<u>ON-TIME COMPLETION (Same Campus/Degree Level)</u>	<u>TOTAL COMPLETION WITHIN 8 YEARS</u>	<u>1-YEAR DIFFERENCE (2005-2006 cohorts)</u>
All Students	31.5%	70.5%	+1.9
Frank O'Bannon	19.4%	66.1%	-0.4
21st Century Scholars	16.9%	57.6%	+5.4
Pell	17.0%	55.4%	+1.5
Federal Loan	26.3%	66.7%	+1.5
<b>RACE/ETHNICITY</b>	<u>ON-TIME COMPLETION (Same Campus/Degree Level)</u>	<u>TOTAL COMPLETION WITHIN 8 YEARS</u>	<u>1-YEAR DIFFERENCE (2005-2006 cohorts)</u>
Asian	37.2%	79.6%	+4.7
Black	11.0%	48.9%	+4.5
Hispanic	20.5%	62.3%	+3.3
White	33.1%	72.1%	+1.4
Other	32.7%	69.2%	+3.0

**Footnote:** Represents bachelor's-seeking students who started in Fall 2006. Frank O'Bannon and the 21st Century Scholars are need-based financial aid programs. Other includes Native American/Alaskan Native, Native Hawaiian/Pacific Islander, Multiracial, and undeclared. Suppressed (supp.) indicates that there were fewer than 10 students in this group and that the data had to be suppressed for privacy reasons. (\*) Indicates there were fewer than 30 students in this group, which means that the percentage is subject to fluctuation from year-to-year and the statistical power is diminished.

# ON-TIME COMPLETION TRENDS

**ALL  
4 YEAR COLLEGES**



## ON-TIME COMPLETION GAPS

ON-TIME GRADUATION RATES FOR FULL-TIME INDIANA FOUR-YEAR COLLEGE STUDENTS WHO STARTED IN...



<b>SAME CAMPUS, SAME DEGREE LEVEL</b>	2005	2010	5-YEAR CHANGE
All Students (Four-Year)	29.5%	36.1%	+6.7

For students statewide who receive **financial aid**

Frank O'Bannon	21.7%	24.4%	+2.7
21st Century Scholars	17.3%	24.8%	+7.4
Pell	21.1%	26.9%	+5.8
Federal Loans	30.2%	34.3%	+4.1

For students statewide by **race/ethnicity**

Asian	32.9%	45.7%	+12.8
Black	10.8%	15.7%	+4.9
Hispanic	19.1%	26.0%	+7.0
White	31.0%	38.0%	+7.0
Other	30.8%	38.9%	+8.2

### PERFORMANCE FUNDING FOR INDIANA COLLEGES:

Indiana is widely recognized as a national leader for a performance-based funding formula that rewards public colleges for producing more quality degrees and on-time graduates. The result: the rate of improvement in key performance metrics—including overall degree completion and degree completion for at-risk students—has more than doubled.

### CREDIT COMPLETION FOR INDIANA STUDENTS:

In 2013, Indiana passed landmark financial aid reform legislation that promotes college completion and rewards students for staying on track to graduate on time. The result: Indiana has seen double-digit improvements in the percentage of college students taking—and completing—the minimum number of courses needed to graduate on time.

**Footnote:** Represents bachelor's-seeking students starting as full-time students. Frank O'Bannon and the 21st Century Scholars are need-based financial aid programs. Other includes Native American/Alaskan Native, Native Hawaiian/Pacific Islander, Multiracial, and undeclared. Suppressed (supp.) indicates that there were fewer than 10 students in this group and that the data had to be suppressed for privacy reasons. (\*) Indicates there were fewer than 30 students in this group, which means that the percentage is subject to fluctuation from year-to-year and the statistical power is diminished.

# COMPLETION DASHBOARD

**ALL  
2 YEAR COLLEGES**

## STUDENTS WHO STARTED COLLEGE IN 2008

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, transferring to other colleges and earning other degrees and credentials.

	<u>SAME CAMPUS AND DEGREE LEVEL</u>	<u>DIFFERENT CAMPUS OR DEGREE LEVEL</u>	<u>TOTAL COMPLETION</u>	<u>1-YEAR DIFFERENCE (2007-2008 cohorts)</u>
<b>Full-Time Students</b>				
Complete within 2 years	5.0%	1.2%	6.2%	-0.1
Complete within 3 years	11.6%	2.5%	14.1%	-0.4
Complete within 6 years	18.8%	8.2%	27.0%	-1.2
<b>Part-Time Students (47.9% of combined cohorts)*</b>				
Complete within 2 years	1.5%	0.6%	2.1%	-0.1
Complete within 3 years	4.3%	1.3%	5.6%	0.6
Complete within 6 years	14.4%	4.4%	18.8%	2.3

\* Due to reporting discrepancies, part-time data represent the summation of 2007 cohort Ivy Tech data and 2008 cohort Vincennes data. The one year difference for part-time data was calculated using the following formula: (2007 cohort Ivy Tech total completion + 2008 cohort Vincennes total completion) - (2006 cohort Ivy Tech total completion + 2007 cohort Vincennes total completion)

## THE COMPLETION GAP

### FULL-TIME STUDENTS WHO STARTED AT A TWO-YEAR COLLEGE IN 2008



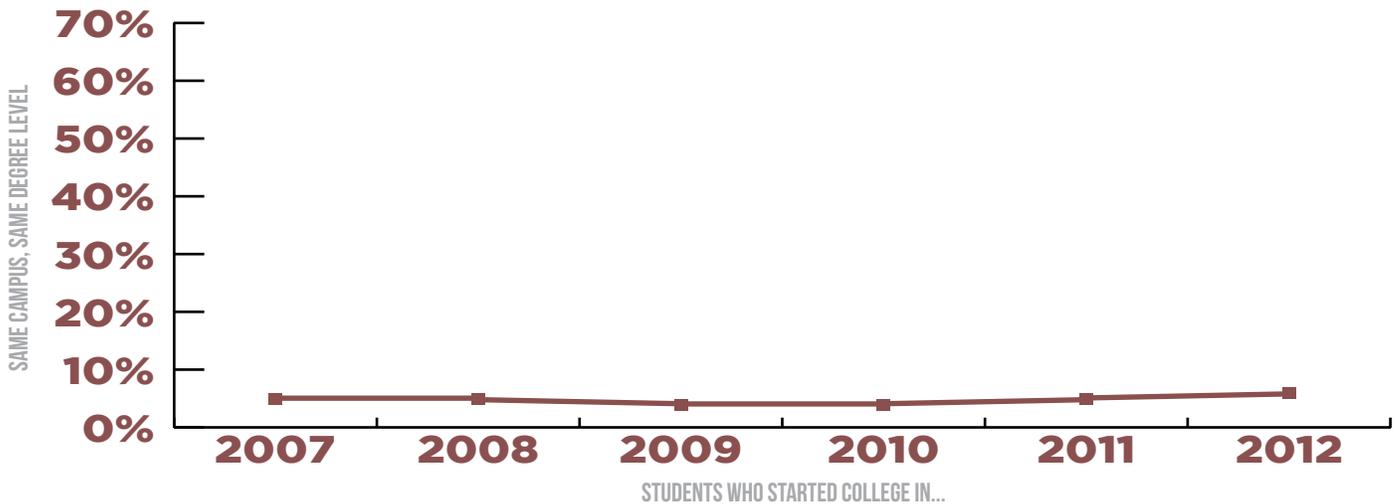
An additional year of college can cost Hoosiers nearly \$50,000 in extra tuition, lost wages and related costs.

	<u>ON-TIME COMPLETION (Same Campus/Degree Level)</u>	<u>TOTAL COMPLETION WITHIN 6 YEARS</u>	<u>1-YEAR DIFFERENCE (2007-2008 cohorts)</u>
<b>INCOME</b>			
All Students	5.0%	27.0%	-1.2
Frank O'Bannon	4.6%	33.0%	-0.8
21st Century Scholars	4.4%	28.8%	+3.0
Pell	5.3%	24.4%	+0.9
Federal Loan	7.6%	27.4%	+0.2
<b>RACE/ETHNICITY</b>			
Asian	1.2%	27.1%	-11.2
Black	1.4%	13.0%	-1.2
Hispanic	2.7%	22.6%	-3.3
White	5.9%	29.9%	-0.7
Other	3.4%	22.0%	-1.0

**Footnote:** Represents certificate and associate-seeking students who started in fall 2008. Frank O'Bannon and the 21st Century Scholars are need-based financial aid programs. Other includes Native American/Alaskan Native, Native Hawaiian/Pacific Islander, Multiracial, and undeclared. Suppressed (supp.) indicates that there were fewer than 10 students in this group and that the data had to be suppressed for privacy reasons. (\*) indicates there were fewer than 30 students in this group, which means that the percentage is subject to fluctuation from year-to-year and the statistical power is diminished.

# ON-TIME COMPLETION TRENDS

**ALL  
2 YEAR COLLEGES**



## ON-TIME COMPLETION GAPS

ON-TIME GRADUATION RATES FOR FULL-TIME INDIANA TWO-YEAR COLLEGE STUDENTS WHO STARTED IN...



<b>SAME CAMPUS, SAME DEGREE LEVEL</b>	2007	2012	5-YEAR CHANGE
All Students (Two-Year)	5.1%	5.9%	+0.8

For students statewide who receive **financial aid**

Frank O'Bannon	4.5%	4.9%	+0.5
21st Century Scholars	4.0%	5.1%	+1.1
Pell	3.5%	3.6%	+0.1
Federal Loans	5.7%	4.7%	-1.1

For students statewide by **race/ethnicity**

Asian	5.0%	5.3%	+0.3
Black	1.2%	1.9%	+0.7
Hispanic	3.6%	4.6%	+1.0
White	5.9%	6.7%	+0.8
Other	2.8%	6.7%	+3.9

### PERFORMANCE FUNDING FOR INDIANA COLLEGES:

Indiana is widely recognized as a national leader for a performance-based funding formula that rewards public colleges for producing more quality degrees and on-time graduates. The result: the rate of improvement in key performance metrics—including overall degree completion and degree completion for at-risk students—has more than doubled.

### CREDIT COMPLETION FOR INDIANA STUDENTS:

In 2013, Indiana passed landmark financial aid reform legislation that promotes college completion and rewards students for staying on track to graduate on time. The result: Indiana has seen double-digit improvements in the percentage of college students taking—and completing—the minimum number of courses needed to graduate on time.

**Footnote:** Represents certificate and associate-seeking students starting as full-time students. Frank O'Bannon and the 21st Century Scholars are need-based financial aid programs. Other includes Native American/Alaskan Native, Native Hawaiian/Pacific Islander, Multiracial, and undeclared. Suppressed (supp.) indicates that there were fewer than 10 students in this group and that the data had to be suppressed for privacy reasons. (\*) Indicates there were fewer than 30 students in this group, which means that the percentage is subject to fluctuation from year-to-year and the statistical power is diminished.

# RETURN ON INVESTMENT REPORTS 2016

Helping Hoosiers get the most for their higher education dollars



INDIANA COMMISSION *for*  
HIGHER EDUCATION



COMPLETION



COMPETENCY



CAREER

# RETURN ON INVESTMENT 101

An investment in higher education may be the smartest purchase Hoosiers ever make. The value of a college degree is undeniable... more opportunities, higher earnings and greater job security. But, the return on investment depends greatly on the choices individuals make—what they study, what credential they earn and how much debt they have to pay off.

## 1

### Higher education pays... and completion matters.

**High School Diploma or Equivalent**

\$18,359



**Some College but No Degree**

\$24,319



**College Degree**  
(Associate Degree or higher)

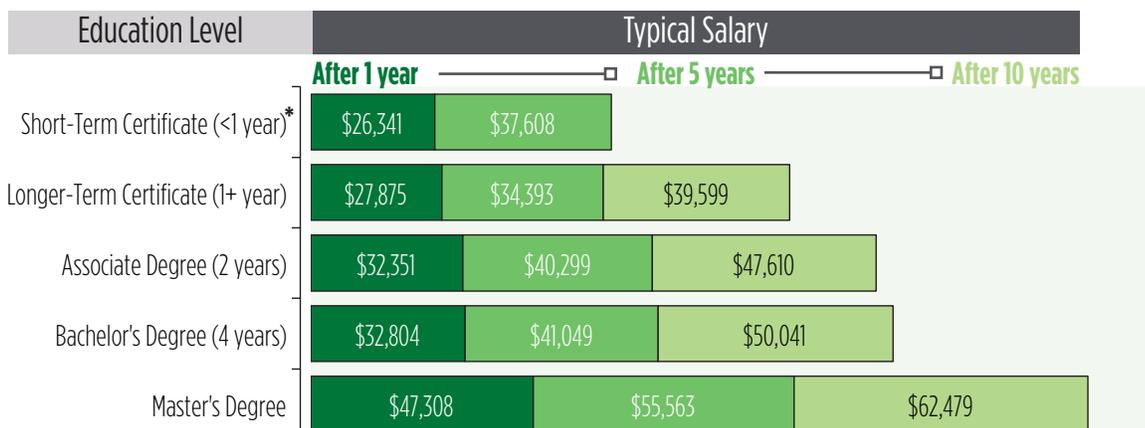
\$43,623



**BOTTOM LINE:** Any education beyond high school has value, but the real earning potential comes with completing a credential. College graduates earn more than \$1 million over their careers compared to non-college grads.

## 2

### The payoff increases over time... and at each degree level.



**BOTTOM LINE:** Indiana college grads earn nearly \$2 for every dollar spent on their degrees within only the first four years of graduation... the beginning of a lifetime return on investment. The long-term payoff is even greater at each higher education level.

## 3

### What you study matters... more than where you study.

Campus Type	Business	Nursing	Psychology
Four-Year Residential Research Campus	\$38,040	\$48,104	\$25,660
Four-Year Residential Non-Research Campus	\$30,457	\$46,956	\$23,756
Four-Year Regional Commuter Campus	\$32,025	\$46,449	\$24,900

NOTE: Though the data above are for Indiana four-year campuses, programs offered by Indiana community college campuses follow similar salary patterns by industry.

**BOTTOM LINE:** It pays to look at job market demand when choosing a college major. WHERE students go to college typically affects starting salaries by only a few thousand dollars per year, but salary differences by WHAT they study can add up to tens of thousands dollars per year.

# WHAT'S YOUR ROI?

The Indiana Commission for Higher Education has created an online estimator to help Hoosiers maximize their return on investment. At [LearnMoreIndiana.org/ROI](http://LearnMoreIndiana.org/ROI), you can see what college costs in Indiana, compare average student debt, and find the college degrees with the greatest employment prospects and earning potential in the state. Compare results by college campus, degree level and years after graduation.

- 1. Student Cost and Debt:** Find the typical cost of college and level of student debt for each Indiana public college.
- 2. Employment by Program:** See the most common areas of employment in Indiana for college graduates based on their program of study.
- 3. Salary by Program:** Compare typical annual salaries for college grads employed in Indiana based on their program of study.

**COLLEGE COSTS**

- > College Costs Estimator
- > Typical College Expenses
- > College Return on Investment
- > CHE Return on Investment Data Definitions

**Student Costs and Debt**  
Find the typical cost of college and level of student debt for each Indiana public college.

hover and click icon to sort +	Annual cost of college BEFORE financial aid	Annual cost of college AFTER financial aid	Graduates' average debt	% of graduates with debt
Ball State	\$21,490	\$13,049	\$26,529	73%
Indiana State University	\$20,226	\$11,151	\$25,948	76%
IPFW	\$24,790	\$12,335	\$30,301	78%
IU Bloomington	\$23,116	\$11,361	\$26,261	59%
IU East	\$19,924	\$7,948	\$30,077	86%
IU Kokomo	\$19,721	\$9,834	\$25,704	82%
IU Northwest	\$24,022	\$11,866	\$32,780	73%
IU South Bend	\$21,568	\$10,997	\$28,420	78%
IU Southeast	\$19,516	\$10,184	\$22,661	71%
IUPUI	\$23,941	\$12,713	\$30,811	79%
Ivy Tech	\$16,435	\$8,532	\$18,614	58%
Purdue Calumet	\$20,782	\$10,644	\$26,151	61%
Purdue North Central	\$21,072	\$7,923	\$27,764	77%
Purdue West Lafayette	\$23,468	\$13,541	\$25,683	61%
USI	\$18,977	\$13,153	\$24,561	66%
Vincennes University	\$17,228	\$9,805	\$16,526	63%

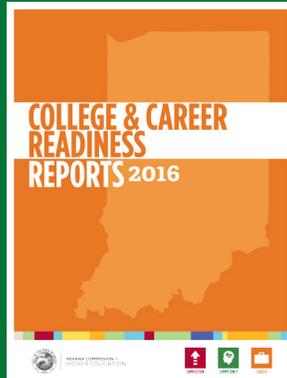
## LearnMoreIndiana.org/ROI

### DATA NOTES:

**Average Annual Salary:** 2014 Indiana Census figures. Source: IPUMS-USA, University of Minnesota, [www.ipums.org](http://www.ipums.org)  
**Typical Annual Salary:** Represents the median salary for Indiana resident students who graduated from an Indiana public college and were employed in Indiana at Years 1, 5 or 10 after graduation. Source: Indiana Workforce Intelligence System (IWIS)  
**Typical Salary by Program and Campus Type:** Represents a weighted average of Year 1 median wages for graduates in one of the identified programs of study/Campus types. Source: IWIS  
 Please refer to the CHE Return on Investment Data Elements and Definitions link ([LearnMoreIndiana.org/ROI](http://LearnMoreIndiana.org/ROI)) for more detail.  
**\*Short-Term Certificates:** Earnings data for short-term certificate holders after 10 years are not currently available.

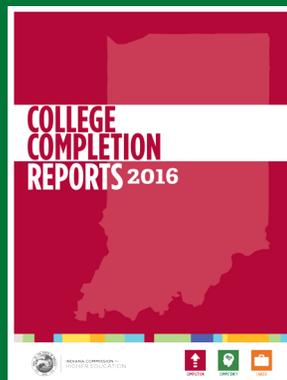
# SPOTLIGHTING STUDENT SUCCESS

Check out the Indiana Commission for Higher Education's complete annual data reporting series at [www.che.in.gov](http://www.che.in.gov).



## COLLEGE & CAREER READINESS REPORTS

Where do Indiana high school graduates go to college? Are they prepared for college-level coursework? And, how are they performing? College & Career Readiness Reports are available for every Indiana county, school corporation and high school.



## COLLEGE COMPLETION REPORTS

How many Hoosier college students graduate? How long does it take them to earn their degrees? And, where are the achievement gaps in college completion? College Completion Reports are available for every public college and university in Indiana.



## RETURN ON INVESTMENT REPORTS

How much does college cost in Indiana? What is the average student debt? And, which college degrees have the greatest job prospects and earning potential for Hoosier graduates? ROI Reports are available for every public college and university in Indiana.

COLLEGE PLANNING



CAREER SUCCESS

An initiative of the Indiana Commission for Higher Education

# ROI: DATA-AT-A-GLANCE

## Data-at-a-Glance: College Costs and Popular Program Major Outcomes

Data include Hoosier college graduates employed in Indiana. Data do NOT include Hoosier graduates employed in other states or Indiana students with debt and no degree.

STATEWIDE	The INVESTMENT				The RETURN Typical Salaries of Popular Program Majors* After Graduation		
	Annual cost of college BEFORE financial aid	Annual cost of college AFTER financial aid	Average debt upon graduation (for students with debt)	Percentage of students with debt at graduation	Year 1	Year 5	Year 10
<b>Two-Year Colleges</b> (Associate Degrees)	\$16,648	\$9,004	\$18,392	58%	\$27,420	\$35,851	\$44,818
<b>Four-Year Colleges</b> (Bachelor's Degrees)	\$21,924	\$11,146	\$27,214	68%	\$29,580	\$38,016	\$51,528

**A note about data averages and medians:** While the data are informative, Indiana college graduates will experience a wide range of employment opportunities, earnings and related returns based on program selection, academic performance, career planning and other factors. Similarly, student eligibility for financial aid, student decisions that impact time to degree completion and student debt load will cause total college costs to differ by individual.

CAMPUS LEVEL	The INVESTMENT				The RETURN Typical Salaries of Popular Program Majors* After Graduation		
	Annual cost of college BEFORE financial aid	Annual cost of college AFTER financial aid	Average debt upon graduation (for students with debt)	Percentage of students with debt at graduation	Year 1	Year 5	Year 10
Ball State University	\$21,490	\$13,049	\$26,529	73%	\$27,903	\$37,087	\$44,720
Indiana State University	\$20,226	\$11,151	\$25,948	76%	\$29,545	\$35,504	\$45,588
IU Bloomington	\$23,116	\$11,361	\$26,261	59%	\$27,504	\$38,832	\$50,123
IU East	\$19,924	\$7,948	\$30,077	86%	\$28,388	\$36,769	\$45,708
IU Kokomo	\$19,721	\$9,834	\$25,704	82%	\$28,377	\$34,249	\$42,756
IU Northwest	\$24,022	\$11,866	\$32,780	73%	\$32,176	\$36,510	\$48,853
IPFW	\$24,790	\$12,335	\$30,301	78%	\$27,965	\$38,692	\$44,687
IUPUI	\$23,941	\$12,713	\$30,811	79%	\$29,832	\$40,053	\$47,374
IU South Bend	\$21,568	\$10,997	\$28,420	78%	\$27,830	\$35,277	\$40,046
IU Southeast	\$19,516	\$10,184	\$22,661	71%	\$26,587	\$40,211	\$48,005
Ivy Tech	\$16,435	\$8,532	\$18,614	58%	\$26,324	\$32,199	\$51,703
Purdue Calumet	\$20,782	\$10,644	\$26,151	61%	\$28,419	\$37,725	\$47,745
Purdue North Central	\$21,072	\$7,923	\$27,764	77%	\$31,707	\$44,485	\$48,401
Purdue West Lafayette	\$23,468	\$13,541	\$25,683	61%	\$34,146	\$45,941	\$51,666
University of Southern Indiana	\$18,977	\$13,153	\$24,561	66%	\$27,948	\$36,269	\$43,319
Vincennes University	\$17,228	\$9,805	\$16,526	63%	\$26,633	\$38,387	\$46,559

\*Typical salaries affected by range of programs offered; typical salaries were determined by taking the median salary of the programs with the highest number of graduates (limited to maximum top 10 programs with 30 or more graduates and available wage data).



INDIANA COMMISSION for  
HIGHER EDUCATION



# ROI: DATA-AT-A-GLANCE

## Data at a Glance: Statewide Wage and Industry Outcomes by Degree Level and Top 3 Academic Majors of Study

SHORT-TERM CERTIFICATE LEVEL	Industries of Employment			Typical Annual Salary After Graduation		
	Industry 1	Industry 2	Industry 3	Year 1	Year 5	Year 10
Most Popular Program Major						
Automobile/Automotive Mechanics Technology/Technician	Automobile Dealers (7.2%)	Automotive Repair (1.7%)	NA	\$25,801	\$35,241	NA
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	Employment Services (5.8%)	Real Estate Activities (4.0%)	Restaurants (2.3%)	\$31,365	NA	NA
Accounting Technology/Technician and Bookkeeping	Restaurants (2.2%)	Banking Institutions (2.0%)	Employment Services (1.5%)	\$26,103	\$27,129	NA
All majors				\$26,341	\$37,608	NA

LONGER-TERM CERTIFICATE LEVEL	Industries of Employment			Typical Annual Salary After Graduation		
	Industry 1	Industry 2	Industry 3	Year 1	Year 5	Year 10
Most Popular Program Major						
Licensed Practical/Vocational Nurse Training	Nursing Care Facilities (29.1%)	General Hospitals (8.2%)	Doctors' Offices (6.0%)	\$32,827	\$38,322	\$40,851
Medical/Clinical Assistant	General Hospitals (5.9%)	Doctors' Offices (4.4%)	Employment Services (1.2%)	\$22,411	\$25,730	\$28,451
Business Administration and Management, General	Employment Services (2.7%)	Restaurants (2.7%)	Banking Institutions (2.4%)	\$28,655	\$30,566	\$40,210
All majors				\$27,875	\$34,393	\$39,599

ASSOCIATE DEGREE LEVEL	Industries of Employment			Typical Annual Salary After Graduation		
	Industry 1	Industry 2	Industry 3	Year 1	Year 5	Year 10
Most Popular Program Major						
Registered Nursing/Registered Nurse	General Hospitals (31.6%)	Nursing Care Facilities (8.6%)	Management of Companies (3.1%)	\$44,523	\$49,420	\$55,577
Business Administration and Management, General	Banking Institutions (3.1%)	Restaurants (1.9%)	Other General Merchandise Stores (0.9%)	\$28,355	\$33,319	\$39,674
General Studies	General Hospitals (4.4%)	Dentists' Offices (1.5%)	Employment Services (1.4%)	\$26,016	\$32,246	\$38,334
All majors				\$32,351	\$40,299	\$47,610

BACHELOR'S DEGREE LEVEL	Industries of Employment			Typical Annual Salary After Graduation		
	Industry 1	Industry 2	Industry 3	Year 1	Year 5	Year 10
Most Popular Program Major						
Business/Commerce, General	Accounting and Related Services (3.7%)	Employment Services (1.9%)	Building Material Stores (1.0%)	\$36,624	\$47,878	\$61,182
Registered Nursing/Registered Nurse	General Hospitals (52.5%)	Management of Companies (3.0%)	Nursing Care Facilities (2.1%)	\$47,609	\$51,819	\$60,521
Elementary Education and Teaching	K-12 Schools (41.8%)	Day Care Services (2.1%)	Restaurants (0.9%)	\$31,236	\$37,232	\$44,203
All majors				\$32,804	\$41,049	\$50,041

MASTER'S DEGREE LEVEL	Industries of Employment			Typical Annual Salary After Graduation		
	Industry 1	Industry 2	Industry 3	Year 1	Year 5	Year 10
Most Popular Program Major						
Business/Commerce, General	Engine and Transmission Equipment Manufacturing (4.7%)	Colleges and Universities (4.0%)	Pharmaceutical Manufacturing (3.4%)	\$71,547	\$86,244	\$100,250
Elementary Education and Teaching	K-12 Schools (21.6%)	Day Care Services (0.3%)	NA	\$45,137	\$52,066	\$58,945
Social Work	General Hospitals (11.6%)	Family Services (9.2%)	Human Resource Program Admin (6.3%)	\$55,827	\$42,402	\$46,653
All majors				\$47,308	\$55,562	\$62,479



INDIANA COMMISSION for  
HIGHER EDUCATION



COMPLETION



COMPETENCY



CAREER

# Enrollment Summary by Campus

FALL Headcount and FTE Summary (All Students)

	Fall 2012				Fall 2013				Fall 2014				Fall 2015				3 Year % Change			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE												
Ball State University	16,652	16,217	4,401	2,614	16,300	15,962	4,203	2,378	16,415	15,838	4,240	2,417	16,602	15,686	4,594	2,545	0%	-3%	4%	-3%
Indiana State University	10,076	9,140	2,038	1,142	10,268	9,512	2,180	1,259	10,876	9,932	2,302	1,341	11,253	10,219	2,327	1,356	12%	12%	14%	19%
IU Bloomington	32,371	31,519	9,762	7,495	36,862	32,828	9,955	7,597	36,419	33,035	9,997	7,483	38,364	33,924	10,150	7,467	19%	8%	4%	0%
IU East	4,052	2,559	134	78	4,326	2,644	130	74	4,430	2,751	143	69	4,562	2,766	154	77	13%	8%	15%	-1%
IU Kokomo	3,581	2,279	138	76	3,981	2,489	197	106	4,004	2,558	176	102	3,944	2,593	146	83	10%	14%	6%	9%
IU Northwest	5,636	3,870	548	290	5,904	3,951	483	274	5,661	3,794	391	226	5,486	3,654	362	200	-3%	-6%	-34%	-31%
IUPUI	22,271	17,563	8,180	6,875	22,409	18,127	8,079	6,936	22,525	18,659	8,165	7,146	21,985	18,423	8,120	7,083	-1%	5%	-1%	3%
IU South Bend	7,860	5,055	630	309	7,512	4,874	561	280	7,293	4,794	566	290	7,016	4,687	558	286	-11%	-7%	-11%	-7%
IU Southeast	6,203	4,431	701	275	6,148	4,374	585	233	5,989	4,287	453	180	5,754	4,128	419	172	-7%	-7%	-40%	-38%
Purdue Calumet	8,909	6,249	1,145	622	8,388	5,887	1,034	575	8,487	6,050	1,014	579	8,156	5,776	1,145	739	-8%	-8%	0%	19%
Purdue North Central	5,982	3,658	66	29	6,054	3,730	48	24	6,142	3,861	35	17	6,016	3,609	142	45	1%	-1%	115%	53%
Purdue West Lafayette	30,147	29,982	9,109	7,994	29,440	29,291	9,348	8,110	29,255	28,839	9,515	8,145	29,497	29,006	9,912	8,336	-2%	-3%	9%	4%
IPFW	13,088	9,018	683	357	12,899	8,700	560	296	12,650	8,416	564	306	12,137	8,084	582	315	-7%	-10%	-15%	-12%
University of Southern Indiana	9,483	8,276	984	464	8,890	7,742	1,012	473	8,394	7,344	970	478	8,120	7,189	909	479	-14%	-13%	-8%	3%
Vincennes University	17,652	9,909			18,719	10,117			19,205	10,329			18,901	10,032			7%	1%		
Ivy Tech System	102,612	59,934			98,384	56,024			91,205	49,727			81,757	45,065			-20%	-25%		
Bloomington	5,912	3,631			6,468	3,665			6,234	3,432			6,107	3,244			3%	-11%		
Central Indiana	22,139	12,709			21,934	12,406			20,870	11,341			19,104	10,241			-14%	-19%		
Columbus	4,264	2,400			4,572	2,361			3,742	1,743			2,865	1,496			-33%	-38%		
East Central	7,558	4,820			7,466	4,669			6,793	4,117			5,943	3,734			-21%	-23%		
Kokomo	4,742	2,791			3,948	2,376			3,560	2,060			2,847	1,699			-40%	-39%		
Lafayette	6,724	4,139			6,331	3,887			5,477	3,305			5,060	3,067			-25%	-26%		
Northcentral	8,179	4,468			7,181	3,938			6,108	3,361			5,253	2,956			-36%	-34%		
Northeast	10,071	5,923			9,099	5,275			8,647	4,687			7,660	4,267			-24%	-28%		
Northwest	10,150	6,066			9,935	5,716			9,197	5,119			8,166	4,665			-20%	-23%		
Richmond	3,282	1,876			2,853	1,601			3,020	1,668			2,182	1,210			-34%	-35%		
South Central	5,354	2,864			4,892	2,505			4,725	2,333			4,750	2,362			-11%	-18%		
Southwest	2,815	1,672			2,881	1,639			2,523	1,389			2,314	1,296			-18%	-22%		
Southwest	5,827	3,308			5,466	3,002			5,539	2,624			5,142	2,483			-12%	-25%		
Wabash Valley	5,595	3,269			5,358	2,984			4,770	2,550			4,364	2,346			-22%	-28%		
<b>4 Year Public Total</b>	<b>176,311</b>	<b>149,815</b>	<b>38,519</b>	<b>28,619</b>	<b>179,381</b>	<b>150,110</b>	<b>38,375</b>	<b>28,614</b>	<b>178,540</b>	<b>149,958</b>	<b>38,531</b>	<b>28,778</b>	<b>178,892</b>	<b>149,742</b>	<b>39,520</b>	<b>29,181</b>	<b>1%</b>	<b>0%</b>	<b>3%</b>	<b>2%</b>
<b>2 Year Public Total</b>	<b>120,264</b>	<b>69,843</b>	<b>-</b>	<b>-</b>	<b>117,103</b>	<b>66,141</b>	<b>-</b>	<b>-</b>	<b>110,410</b>	<b>60,056</b>	<b>-</b>	<b>-</b>	<b>100,658</b>	<b>55,097</b>	<b>-</b>	<b>-</b>	<b>-16%</b>	<b>-21%</b>	<b>-</b>	<b>-</b>
<b>All Public Total</b>	<b>296,575</b>	<b>219,659</b>	<b>38,519</b>	<b>28,619</b>	<b>296,484</b>	<b>216,251</b>	<b>38,375</b>	<b>28,614</b>	<b>288,950</b>	<b>210,014</b>	<b>38,531</b>	<b>28,778</b>	<b>279,550</b>	<b>204,839</b>	<b>39,520</b>	<b>29,181</b>	<b>-6%</b>	<b>-7%</b>	<b>3%</b>	<b>2%</b>

Source: CHEDSS Fall Census Enrollment Data 2012-2015

FTE= Full Time Equivalency; FTE is calculated by dividing total fall semester credit hours by 15 for undergraduate students and by 12 for graduate and professional students.

HC=Headcount; include all students enrolled as of institutional fall census date

Undergraduate includes high school, other non-degree-seeking undergraduate; <1 year certificate; 1-2 year certificate; Associate, Bachelor's; degree-seeking unclassified undergraduate

Graduate includes other non-degree-seeking graduate; post-baccalaureate certificate; post-Master's certificate; Master's; Doctorate; degree-seeking unclassified graduate

### FALL Headcount and FTE Summary (Indiana Residents Only)

	Fall 2012				Fall 2013				Fall 2014				Fall 2015				3 Year % Change			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE												
Ball State University	14,468	13,986	3,026	1,702	13,858	13,564	2,577	1,388	13,977	13,449	2,452	1,356	14,250	13,341	2,539	1,379	-2%	-5%	-16%	-19%
Indiana State University	8,174	7,486	1,175	653	8,132	7,597	1,295	758	8,706	7,967	1,413	815	9,072	8,272	1,537	886	11%	11%	31%	36%
IU Bloomington	20,788	20,079	2,522	1,936	24,821	20,995	2,410	1,845	23,715	20,509	2,434	1,841	25,030	20,842	2,468	1,859	20%	4%	-2%	-4%
IU East	3,281	2,076	109	63	3,286	2,060	102	59	3,316	2,115	80	45	3,424	2,126	101	55	4%	2%	-7%	-12%
IU Kokomo	3,554	2,262	133	72	3,964	2,476	162	78	3,992	2,549	135	70	3,918	2,572	113	57	10%	14%	-15%	-21%
IU Northwest	5,547	3,811	541	286	5,824	3,892	482	274	5,568	3,732	390	225	5,385	3,582	355	197	-3%	-6%	-34%	-31%
IUPUI	21,091	16,568	6,466	5,398	21,172	17,076	6,270	5,392	21,214	17,543	6,232	5,406	20,698	17,336	5,954	5,229	-2%	5%	-8%	-3%
IU South Bend	7,501	4,805	538	252	7,182	4,638	474	227	7,008	4,576	467	226	6,631	4,415	459	223	-12%	-8%	-15%	-12%
IU Southeast	4,524	3,237	294	113	4,395	3,139	217	86	4,318	3,108	165	65	4,127	2,957	168	70	-9%	-9%	-43%	-38%
Purdue Calumet	6,843	4,794	790	390	6,337	4,437	671	336	6,298	4,455	608	320	5,848	4,190	746	466	-15%	-13%	-6%	20%
Purdue North Central	5,864	3,574	65	29	5,900	3,608	42	21	6,019	3,565	28	4	5,898	3,510	136	42	1%	-2%	109%	48%
Purdue West Lafayette	17,405	17,159	2,284	2,093	16,751	16,507	2,251	2,099	16,177	15,798	2,295	2,098	15,971	15,573	2,289	2,028	-8%	-9%	0%	-3%
IPFW	12,508	8,547	636	326	12,344	8,251	518	266	12,068	7,949	496	261	11,499	7,574	494	263	-8%	-11%	-22%	-19%
University of Southern Indiana	8,242	7,271	668	322	7,727	6,802	686	326	7,311	6,458	631	326	7,062	6,311	635	348	-14%	-13%	-5%	8%
Vincennes University	16,301	9,239			17,202	9,369			17,843	9,647			17,757	9,342			9%	1%		
Ivy Tech System	99,315	58,136			94,459	54,032			86,691	47,413			77,424	42,853			-22%	-26%		
Bloomington	5,663	3,505			6,108	3,490			5,966	3,257			5,870	3,090			4%	-12%		
Central Indiana	21,711	12,470			21,410	12,118			20,270	11,026			18,325	9,857			-16%	-21%		
Columbus	4,214	2,379			4,520	2,334			3,678	1,714			2,793	1,459			-34%	-39%		
East Central	7,517	4,796			7,414	4,638			6,743	4,087			5,882	3,696			-22%	-23%		
Kokomo	4,726	2,783			3,925	2,362			3,530	2,044			2,817	1,682			-40%	-40%		
Lafayette	6,555	4,040			6,064	3,723			5,133	3,125			4,702	2,885			-28%	-29%		
Northcentral	7,943	4,348			6,934	3,809			5,856	3,224			4,986	2,805			-37%	-35%		
Northeast	9,759	5,746			8,723	5,065			8,287	4,492			7,269	4,059			-26%	-29%		
Northwest	9,976	5,968			9,735	5,609			9,031	5,032			7,980	4,569			-20%	-23%		
Richmond	3,053	1,743			2,629	1,463			2,286	1,226			1,917	1,057			-37%	-39%		
South Central	4,583	2,476			3,922	2,132			3,644	1,899			3,671	1,878			-20%	-24%		
Southeast	2,667	1,585			2,709	1,542			2,379	1,308			2,170	1,214			-19%	-23%		
Southwest	5,638	3,188			5,306	2,905			5,402	2,549			4,974	2,386			-12%	-25%		
Wabash Valley	5,310	3,111			5,060	2,844			4,486	2,429			4,068	2,218			-23%	-29%		
<b>4 Year Public Total</b>	<b>139,790</b>	<b>115,654</b>	<b>19,247</b>	<b>13,634</b>	<b>141,693</b>	<b>115,041</b>	<b>18,157</b>	<b>13,156</b>	<b>139,687</b>	<b>113,773</b>	<b>17,826</b>	<b>13,057</b>	<b>138,813</b>	<b>112,601</b>	<b>17,994</b>	<b>13,103</b>	<b>-1%</b>	<b>-3%</b>	<b>-7%</b>	<b>-4%</b>
<b>2 Year Public Total</b>	<b>115,616</b>	<b>67,375</b>	<b>-</b>	<b>-</b>	<b>111,661</b>	<b>63,401</b>	<b>-</b>	<b>-</b>	<b>104,534</b>	<b>57,060</b>	<b>-</b>	<b>-</b>	<b>95,181</b>	<b>52,195</b>	<b>-</b>	<b>-</b>	<b>-18%</b>	<b>-23%</b>	<b>-</b>	<b>-</b>
<b>All Public Total</b>	<b>255,406</b>	<b>183,029</b>	<b>19,247</b>	<b>13,634</b>	<b>253,354</b>	<b>178,442</b>	<b>18,157</b>	<b>13,156</b>	<b>244,221</b>	<b>170,832</b>	<b>17,826</b>	<b>13,057</b>	<b>233,994</b>	<b>164,796</b>	<b>17,994</b>	<b>13,103</b>	<b>-8%</b>	<b>-10%</b>	<b>-7%</b>	<b>-4%</b>

Source: CHEDSS Fall Census Enrollment Data 2012-2015

FTE= Full Time Equivalency; FTE is calculated by dividing total fall semester credit hours by 15 for undergraduate students and by 12 for graduate and professional students.

HC=Headcount; include all students enrolled as of institutional fall census date

Undergraduate includes high school, other non-degree-seeking undergraduate; <1 year certificate; 1-2 year certificate; Associate, Bachelor's; degree-seeking unclassified undergraduate

Graduate includes other non-degree-seeking graduate; post-baccalaureate certificate; post-Master's certificate; Master's; Doctorate; degree-seeking unclassified graduate

FISCAL YEAR Headcount and FTE Summary (All Students)

	2012				2013				2014				2015				3 Year % Change			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE												
Ball State University	19,951	18,509	7,030	4,180	18,340	15,965	5,834	3,114	18,231	16,679	5,610	3,083	17,890	16,324	5,739	3,137	-10%	-12%	-18%	-25%
Indiana State University	12,145	8,650	2,788	1,426	13,030	9,243	2,759	1,440	12,815	9,712	2,908	1,529	14,655	10,329	3,137	1,751	21%	19%	13%	23%
IU Bloomington	38,830	33,173	11,715	8,466	39,795	33,126	11,442	8,228	40,347	33,199	11,429	8,268	40,523	33,607	11,617	8,275	4%	1%	-1%	-2%
IU East	4,702	2,612	209	75	5,484	2,750	212	111	5,760	2,853	236	102	6,064	2,960	236	96	29%	13%	13%	29%
IU Kokomo	3,986	2,229	195	96	4,342	2,371	245	123	4,689	2,574	269	133	4,648	2,571	253	133	17%	15%	30%	39%
IU Northwest	6,881	4,092	866	399	7,063	4,048	739	359	7,204	4,080	644	328	7,015	3,894	552	272	2%	-5%	-36%	-32%
IUPUI	27,637	18,859	10,031	8,227	27,399	18,951	9,766	8,162	27,419	19,432	9,736	8,303	26,793	19,791	9,692	8,507	-3%	5%	-3%	3%
IU South Bend	9,422	5,336	847	398	9,384	5,182	782	365	9,229	5,037	697	342	8,576	4,861	715	357	-9%	-9%	-16%	-10%
IU Southeast	7,491	4,845	1,220	493	7,290	4,658	1,015	400	7,286	4,653	815	313	7,145	4,552	702	269	-5%	-6%	-42%	-45%
Purdue Calumet	11,082	6,661	1,530	763	10,596	6,570	1,523	777	10,361	6,304	1,405	708	10,430	6,390	1,324	721	-6%	-4%	-13%	-5%
Purdue North Central	6,948	3,450	93	44	7,451	3,674	90	52	7,376	3,778	69	37	7,317	3,638	57	22	5%	5%	-39%	-50%
Purdue West Lafayette	33,070	30,772	10,305	8,697	32,163	30,029	10,471	8,958	31,507	29,501	10,762	9,095	31,271	29,257	10,968	9,215	-5%	-5%	6%	6%
IPFW	16,061	9,421	1,088	446	15,507	8,799	858	385	15,079	8,540	697	324	14,803	8,202	709	340	-8%	-13%	-35%	-24%
University of Southern Indiana	12,816	9,111	1,224	596	12,700	9,067	1,203	627	11,747	8,285	1,178	602	11,262	7,945	1,084	600	-12%	-13%	-11%	1%
Vincennes University	23,811	9,306			22,171	8,607			22,953	8,743			23,866	8,644			0%	-7%		
Ivy Tech System	165,698	65,313			173,537	64,523			172,020	61,318			171,400	60,732			3%	-7%		
Bloomington	8,543	3,564			9,549	3,678			9,709	3,513			10,336	3,682			21%	3%		
Central Indiana	35,135	13,158			38,304	13,681			37,705	13,118			38,302	13,418			9%	2%		
Columbus	9,572	3,217			9,664	3,098			9,808	2,976			7,855	2,467			-18%	-23%		
East Central	11,708	5,359			11,864	5,114			11,915	4,970			12,051	4,830			3%	-10%		
Kokomo	7,435	3,226			7,740	2,994			7,139	2,657			7,140	2,502			-4%	-22%		
Lafayette	11,896	4,537			12,586	4,461			12,264	4,380			12,229	4,337			3%	-4%		
Northcentral	12,183	4,908			12,369	4,570			12,089	4,258			12,356	4,289			1%	-13%		
Northeast	15,626	6,498			15,478	6,057			15,139	5,579			15,633	5,613			0%	-14%		
Northwest	16,001	6,097			17,760	6,592			17,620	6,156			17,274	6,150			8%	1%		
Richmond	5,667	2,272			5,267	2,005			5,441	1,974			5,742	2,012			1%	-11%		
South Central	8,405	3,237			9,284	3,425			9,671	3,387			9,441	3,357			12%	4%		
Southeast	5,057	1,865			5,381	1,895			5,438	1,900			5,295	1,853			5%	-1%		
Southwest	9,749	3,815			9,552	3,566			9,376	3,249			9,726	3,273			0%	-14%		
Wabash Valley	8,721	3,560			8,739	3,388			8,706	3,200			8,020	2,950			-8%	-17%		
<b>Public 4 Year*</b>	204,811	157,720	48,341	34,305	203,586	154,431	46,185	33,100	201,773	154,627	45,784	33,167	200,144	154,322	46,099	33,693	-2%	-2%	-5%	-2%
<b>Public 2 Year*</b>	175,397	74,620	-	-	178,310	73,130	-	-	175,106	70,061	-	-	174,047	69,376	-	-	-1%	-7%	-	-
<b>All Public Total*</b>	380,208	232,339	48,341	34,305	381,896	227,561	46,185	33,100	376,879	224,688	45,784	33,167	374,191	223,698	46,099	33,693	-2%	-4%	-5%	-2%

Source: CHEDSS Enrollment Data 2012-2015

\*Headcount (HC) totals are unduplicated by sector. 'All Public Total' is duplicated for students who attended both 4 year and 2 year institutions within the same fiscal year.

FTE= Full Time Equivalency; FTE is calculated by dividing total fiscal year credit hours by 30 for undergraduates and by 24 for graduate or professional students. Because institutions are permitted to correct aggregate FTE numbers for budget purposes, the numbers presented here may differ from those presented in budget schedules.

Undergraduate includes high school, other non-degree-seeking undergraduate; <1 year certificate; 1-2 year certificate; Associate, Bachelor's; degree-seeking unclassified undergraduate

Graduate includes other non-degree-seeking graduate; post-baccalaureate certificate; post-Master's certificate; Master's; Doctorate; degree-seeking unclassified graduate

FISCAL YEAR Headcount and FTE Summary (Indiana Residents Only)

	2012		2013				2014				2015				3 Year % Change					
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Ball State University	17,411	16,029	5,139	2,966	15,852	13,675	3,970	1,986	15,512	14,161	3,459	1,810	15,498	13,991	3,306	1,803	2%	-5%	-37%	-32%
Indiana State University	10,111	7,172	1,640	796	10,711	7,487	1,642	873	10,363	7,692	1,822	966	12,016	8,217	2,027	1,140	-12%	-12%	-6%	-1%
IU Bloomington	26,239	21,488	3,288	2,258	27,476	21,536	3,104	2,126	27,590	21,262	2,943	2,052	27,167	20,967	2,932	2,043	20%	-1%	-	-
IU East	3,781	2,135	165	60	4,379	2,221	161	86	4,289	2,216	169	77	4,432	2,270	141	61	17%	16%	10%	7%
IU Kokomo	3,954	2,211	187	91	4,307	2,358	219	111	4,653	2,562	228	103	4,614	2,561	206	97	4%	-2%	-11%	-10%
IU Northwest	6,759	4,038	853	393	6,940	3,988	728	355	7,081	4,017	636	327	6,862	3,828	539	269	-4%	4%	-8%	-2%
IUPUI	26,337	17,905	8,038	6,643	25,973	17,887	7,690	6,483	25,937	18,302	7,584	6,528	25,233	18,625	7,384	6,525	-8%	-8%	-17%	-12%
IU South Bend	8,914	5,027	714	326	8,937	4,929	664	301	8,786	4,792	575	279	8,200	4,631	594	288	-6%	-8%	-48%	-48%
IU Southeast	5,396	3,512	540	206	5,272	3,379	422	165	5,165	3,321	318	115	5,082	3,245	281	107	-7%	1%	1%	18%
Purdue Calumet	8,833	5,237	1,095	507	8,006	4,909	1,064	492	8,240	5,177	1,117	558	8,176	5,273	1,105	598	5%	4%	-44%	-56%
Purdue North Central	6,835	3,380	88	40	7,295	3,582	87	50	7,196	3,648	63	33	7,148	3,532	49	18	19%	15%	24%	43%
Purdue West Lafayette	19,822	18,134	2,865	2,305	18,731	17,166	2,745	2,265	18,126	16,653	2,653	2,262	17,495	16,024	2,683	2,276	-8%	-13%	-39%	-29%
IPFW	15,365	8,924	1,028	417	14,839	8,318	796	354	14,418	8,087	642	294	14,089	7,726	628	296	-12%	-14%	-14%	0%
University of Southern Indiana	11,270	8,009	830	406	11,098	7,885	817	433	10,303	7,227	791	409	9,865	6,919	712	408	17%	6%	-15%	2%
Vincennes University	17,581	7,871			14,140	5,889			19,900	7,819			21,065	7,794			1%	-9%		
Ivy Tech System	161,280	63,645			167,552	62,488			164,032	58,802			163,663	58,078			19%	0%		
Bloomington	8,221	3,487			8,629	3,442			8,324	3,148			9,783	3,482			8%	1%		
Central Indiana	34,605	12,974			37,611	13,443			36,917	12,847			37,407	13,090			-18%	-23%		
Columbus	9,465	3,160			9,555	3,066			9,701	2,945			7,748	2,433			3%	-10%		
East Central	11,644	5,334			11,803	5,088			11,847	4,946			11,988	4,806			-4%	-23%		
Kokomo	7,412	3,218			7,709	2,984			7,102	2,643			7,087	2,484			-4%	-9%		
Lafayette	11,580	4,440			11,940	4,294			11,355	4,137			11,117	4,042			0%	-14%		
Northcentral	11,889	4,804			12,007	4,442			11,719	4,133			11,946	4,137			-1%	-15%		
Northeast	15,233	6,328			15,029	5,871			14,637	5,377			15,094	5,396			7%	0%		
Northwest	15,777	6,023			17,447	6,485			17,282	6,054			16,952	6,050			-20%	-30%		
Richmond	5,364	2,129			4,949	1,870			4,415	1,587			4,302	1,497			10%	2%		
South Central	7,417	2,869			8,231	3,038			8,300	3,008			8,173	2,925			3%	-2%		
Southwest	4,890	1,792			5,038	1,794			5,062	1,779			5,021	1,753			1%	-14%		
Southwest	9,487	3,695			9,288	3,447			9,155	3,161			9,539	3,193			-10%	-18%		
Wabash Valley	8,296	3,391			8,316	3,224			8,216	3,039			7,506	2,791			-	-		
<b>Public 4 Year*</b>	165,066	123,202	25,871	17,412	163,145	119,319	23,555	16,079	160,758	119,115	22,542	15,811	158,105	117,809	22,128	15,928	-1%	-4%	-	-
<b>Public 2 Year*</b>	165,531	71,515	-	-	166,367	68,377	-	-	166,509	66,620	-	-	165,201	65,872	-	-	-2%	-2%	-14%	-9%
<b>All Public Total*</b>	330,597	194,717	25,871	17,412	329,512	187,696	23,555	16,079	327,267	185,735	22,542	15,811	323,306	183,682	22,128	15,928	-	-	-	-

Source: CHEDSS Enrollment Data 2012-2015

\*Headcount (HC) totals are unduplicated by sector. 'All Public Total' is duplicated for students who attended both 4 year and 2 year institutions within the same fiscal year.

FTE= Full Time Equivalency; FTE is calculated by dividing total fiscal year credit hours by 30 for undergraduates and by 24 for graduate or professional students. Because institutions are permitted to correct aggregate FTE numbers for budget purposes, the numbers presented here may differ from those presented in budget schedules.

Undergraduate includes high school, other non-degree-seeking undergraduate; <1 year certificate; 1-2 year certificate; Associate Bachelor's; degree-seeking unclassified undergraduate

Graduate includes other non-degree-seeking graduate; post-baccalaureate certificate; post-Master's certificate; Master's; Doctorate; degree-seeking unclassified graduate

## Technical and High Priority Dual Credit by Fiscal Year

Credit Hours Awarded					% Change		Students				% Change	
	2012	2013	2014	2015	1 yr	3 yr	2012	2013	2014	2015	1 yr	3 yr
Ball State University	3,190	3,481	4,305	4,951	15%	55%	462	524	591	759	28%	64%
Indiana State University	2,477	2,959	3,368	3,615	7%	46%	591	681	809	870	8%	47%
IU Bloomington	16,363	22,876	26,147	24,792	-5%	52%	3,321	4,421	5,069	4,784	-6%	44%
IU East	3,491	4,434	4,056	4,216	4%	21%	621	798	729	801	10%	29%
IU Kokomo	3,871	4,233	5,892	5,710	-3%	48%	735	885	1,131	1,106	-2%	50%
IU Northwest	997	1,037	806	994	23%	0%	207	227	168	200	19%	-3%
IUPUI	-	-	-	-	-	-	-	-	-	-	-	-
IU South Bend	7,215	10,056	10,966	10,140	-8%	41%	1,294	1,674	1,967	1,790	-9%	38%
IU Southeast	977	1,417	1,522	1,333	-12%	36%	198	291	303	267	-12%	35%
Purdue Calumet	1,039	2,027	2,452	3,484	42%	235%	250	446	564	714	27%	186%
Purdue North Central	20,030	25,091	25,493	27,074	6%	35%	2,709	3,159	3,107	3,295	6%	22%
Purdue West Lafayette	-	-	-	-	-	-	-	-	-	-	-	-
IPFW	9,365	12,404	15,376	15,810	3%	69%	1,766	2,379	2,923	3,125	7%	77%
University of Southern Indiana	5,923	6,409	6,553	6,051	-8%	2%	1,260	1,387	1,494	1,386	-7%	10%
Vincennes University	40,482	55,585	62,910	66,254	5%	64%	7,151	9,234	10,056	10,864	8%	52%
Ivy Tech System	88,771	129,652	185,210	254,818	38%	187%	21,062	27,268	36,312	44,970	24%	114%
Bloomington	-	-	-	-	-	-	-	-	-	-	-	-
Central Indiana	17,157	20,635	28,845	40,658	41%	137%	4,675	5,199	6,768	8,222	21%	76%
Columbus	12,448	16,824	18,630	20,377	9%	64%	2,082	2,567	3,039	3,048	0%	46%
East Central	3,538	7,753	13,293	18,154	37%	413%	794	1,497	2,325	3,012	30%	279%
Kokomo	3,477	6,066	8,604	12,877	50%	270%	905	1,397	1,897	2,498	32%	176%
Lafayette	6,832	11,771	17,389	24,621	42%	260%	1,960	2,740	3,256	4,004	23%	104%
Northcentral	4,881	6,295	11,121	21,079	90%	332%	1,106	1,416	2,358	3,787	61%	242%
Northeast	6,993	9,799	17,055	26,554	56%	280%	1,613	2,184	3,497	4,675	34%	190%
Northwest	8,592	9,338	13,038	18,233	40%	112%	2,013	2,368	3,082	4,036	31%	100%
Richmond	2,787	4,845	5,073	7,017	38%	152%	654	992	1,079	1,237	15%	89%
South Central	8,475	19,371	25,595	28,429	11%	235%	1,669	2,653	3,287	3,524	7%	111%
Southeast	3,396	4,854	8,945	11,990	34%	253%	960	1,204	1,716	1,980	15%	106%
Southwest	5,554	5,699	8,778	14,125	61%	154%	1,402	1,491	2,015	2,799	39%	100%
Wabash Valley	4,641	6,402	8,844	10,704	21%	131%	1,229	1,560	1,993	2,148	8%	75%
<b>4 Year Public Total</b>	74,938	96,424	106,936	108,170	1%	44%	13,414	16,872	18,855	19,097	1%	42%
<b>2 Year Public Total</b>	129,253	185,237	248,120	321,072	29%	148%	28,213	36,502	46,368	55,834	20%	98%
<b>All Public Total</b>	204,191	281,661	355,056	429,242	21%	110%	41,627	53,374	65,223	74,931	15%	80%

Source: CHEDSS Credits Data 2012-2015

-Includes all reported off-campus technical and high-priority dual credit hours earned

-Students are counted at each campus where they earned dual credit within a given fiscal year

# Graduation Rates by Campus

## 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	Fall 2009	Fall 2010	Fall 2011
Ball State	34.3%	35.3%	34.2%	32.6%	32.5%	34.9%	36.9%	40.2%	44.7%	47.4%
Indiana State	20.4%	19.1%	20.5%	20.5%	21.3%	22.1%	19.4%	21.6%	19.4%	23.6%
IU-Bloomington	50.9%	52.4%	49.4%	49.7%	54.8%	58.1%	59.4%	60.0%	59.8%	62.7%
IU-East	8.6%	8.6%	5.7%	6.1%	4.6%	8.9%	8.9%	14.2%	14.3%	16.5%
IU-Kokomo	10.3%	8.7%	5.3%	8.5%	8.0%	7.2%	9.3%	12.7%	17.3%	18.1%
IU-Northwest	8.4%	9.4%	5.7%	8.0%	6.4%	7.5%	8.6%	9.7%	6.7%	8.4%
IUPUI	9.8%	10.2%	11.0%	10.5%	13.4%	15.1%	17.4%	18.9%	18.9%	21.1%
IU-South Bend	6.1%	6.5%	4.8%	4.6%	4.3%	5.5%	6.3%	6.3%	7.3%	9.2%
IU-Southeast	8.0%	8.0%	8.9%	8.1%	8.7%	8.9%	8.5%	8.4%	12.0%	13.6%
IPFW	5.3%	7.1%	7.5%	6.5%	5.5%	6.9%	9.2%	10.1%	8.6%	13.0%
PU-Calumet	5.6%	7.6%	7.0%	6.8%	7.1%	10.6%	11.2%	12.4%	11.8%	19.3%
PU-West Lafayette	37.9%	37.9%	38.4%	37.6%	39.0%	41.3%	44.8%	46.6%	49.1%	52.1%
PU-North Central	3.7%	7.9%	5.2%	6.3%	7.9%	8.6%	7.7%	6.9%	7.2%	18.2%
Southern Indiana	11.8%	13.5%	13.8%	15.3%	16.2%	14.8%	16.7%	20.6%	18.7%	20.7%
<b>Statewide</b>	<b>30.1%</b>	<b>30.5%</b>	<b>29.4%</b>	<b>29.5%</b>	<b>31.5%</b>	<b>32.5%</b>	<b>34.4%</b>	<b>35.7%</b>	<b>36.2%</b>	<b>39.6%</b>

### 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	Fall 2009	Fall 2010	Fall 2011
Ball State	60.6%	59.8%	56.9%	55.4%	56.7%	59.3%	60.3%	60.7%	n/a	n/a
Indiana State	42.7%	40.1%	43.3%	41.8%	41.9%	41.7%	38.9%	40.4%	n/a	n/a
IU-Bloomington	72.4%	73.4%	70.8%	71.7%	75.1%	76.6%	77.3%	76.7%	n/a	n/a
IU-East	24.3%	19.0%	17.4%	19.0%	24.7%	23.6%	26.8%	28.5%	n/a	n/a
IU-Kokomo	27.8%	25.5%	23.2%	20.2%	21.7%	27.0%	26.9%	28.7%	n/a	n/a
IU-Northwest	23.8%	23.0%	19.5%	22.9%	21.3%	24.3%	28.6%	24.0%	n/a	n/a
IUPUI	31.6%	34.2%	33.9%	32.3%	38.2%	41.5%	43.4%	44.3%	n/a	n/a
IU-South Bend	26.0%	26.8%	25.9%	22.1%	23.1%	25.5%	26.0%	24.3%	n/a	n/a
IU-Southeast	31.7%	25.6%	27.4%	26.4%	26.6%	30.1%	31.5%	27.9%	n/a	n/a
IPFW	23.0%	26.7%	25.7%	26.4%	25.4%	27.3%	28.2%	29.2%	n/a	n/a
PU-Calumet	24.5%	28.9%	28.7%	29.2%	29.4%	33.9%	36.1%	39.1%	n/a	n/a
PU-West Lafayette	70.8%	69.2%	68.9%	67.6%	69.0%	68.7%	72.7%	74.9%	n/a	n/a
PU-North Central	20.0%	26.4%	21.4%	22.5%	26.9%	27.7%	29.5%	28.9%	n/a	n/a
Southern Indiana	31.5%	32.6%	31.4%	33.5%	35.5%	37.3%	39.0%	41.0%	n/a	n/a
<b>Statewide</b>	<b>54.1%</b>	<b>53.8%</b>	<b>52.4%</b>	<b>52.5%</b>	<b>54.7%</b>	<b>55.1%</b>	<b>56.9%</b>	<b>57.0%</b>	<b>n/a</b>	<b>n/a</b>

### 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	Fall 2009	Fall 2010	Fall 2011
Ball State	62.8%	61.5%	58.7%	57.3%	58.7%	61.0%	n/a	n/a	n/a	n/a
Indiana State	45.4%	42.5%	45.5%	44.5%	44.4%	44.1%	n/a	n/a	n/a	n/a
IU-Bloomington	74.7%	75.8%	73.2%	74.2%	77.0%	78.7%	n/a	n/a	n/a	n/a
IU-East	28.6%	24.1%	23.0%	24.7%	28.9%	28.9%	n/a	n/a	n/a	n/a
IU-Kokomo	31.1%	27.4%	28.8%	24.9%	26.0%	32.1%	n/a	n/a	n/a	n/a
IU-Northwest	27.3%	26.1%	24.3%	26.3%	27.3%	30.2%	n/a	n/a	n/a	n/a
IUPUI	37.1%	38.3%	39.0%	37.5%	43.4%	45.8%	n/a	n/a	n/a	n/a
IU-South Bend	33.3%	30.8%	31.7%	27.7%	30.9%	31.9%	n/a	n/a	n/a	n/a
IU-Southeast	35.6%	31.1%	33.0%	32.4%	31.9%	34.6%	n/a	n/a	n/a	n/a
IPFW	28.2%	32.0%	30.3%	32.0%	30.9%	31.4%	n/a	n/a	n/a	n/a
PU-Calumet	30.0%	34.6%	34.7%	34.3%	34.6%	39.9%	n/a	n/a	n/a	n/a
PU-West Lafayette	73.0%	71.5%	71.1%	69.9%	71.2%	71.1%	n/a	n/a	n/a	n/a
PU-North Central	23.0%	30.2%	25.3%	29.4%	31.0%	31.8%	n/a	n/a	n/a	n/a
Southern Indiana	34.0%	35.3%	34.2%	37.1%	38.5%	39.5%	n/a	n/a	n/a	n/a
<b>Statewide</b>	<b>57.1%</b>	<b>56.7%</b>	<b>55.4%</b>	<b>55.7%</b>	<b>57.7%</b>	<b>58.0%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

## Graduation Rates (Resident + Non-Resident)

*Full-Time First-Time, degree-seeking undergraduate students*

### 2-Year GRAD RATE (On-Time): Certificate and Associate Degree Seekers

Two-Year Colleges	Cohort Entry Year									
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
IVT-Bloomington	1.2%	4.2%	3.2%	5.6%	3.5%	2.2%	1.6%	0.8%	2.5%	4.1%
IVT-Central Indiana	1.4%	2.3%	2.1%	2.2%	1.8%	1.6%	2.6%	4.1%	3.6%	5.5%
IVT-Columbus	6.9%	5.9%	4.5%	4.8%	6.5%	4.1%	3.1%	2.7%	3.4%	6.6%
IVT-East Central	4.5%	3.5%	4.4%	4.5%	2.3%	3.6%	2.1%	1.4%	1.2%	7.0%
IVT-Kokomo	14.1%	4.4%	2.9%	1.9%	6.2%	6.3%	2.4%	4.3%	1.3%	5.6%
IVT-Lafayette	2.3%	3.6%	2.7%	4.5%	3.6%	2.1%	2.7%	5.3%	7.2%	11.4%
IVT-Northcentral	7.4%	5.3%	4.3%	3.5%	2.2%	3.4%	3.6%	1.5%	1.6%	7.1%
IVT-Northeast	6.1%	3.6%	3.0%	1.9%	1.6%	4.4%	2.6%	3.7%	3.9%	5.1%
IVT-Northwest	3.1%	2.1%	2.6%	3.2%	2.6%	4.4%	2.3%	4.0%	10.0%	4.6%
IVT-Richmond	12.9%	8.1%	4.4%	3.8%	8.4%	7.2%	4.4%	0.8%	1.5%	2.0%
IVT-South Central	3.2%	3.6%	7.4%	5.0%	6.0%	5.9%	3.2%	2.8%	3.7%	4.6%
IVT-Southeast	8.2%	6.1%	2.9%	4.0%	2.4%	7.3%	4.8%	4.4%	1.6%	7.4%
IVT-Southwest	4.8%	3.1%	3.8%	5.0%	4.9%	2.9%	3.1%	3.5%	6.2%	7.4%
IVT-Wabash Valley	4.9%	5.5%	5.8%	3.2%	3.7%	2.7%	1.3%	2.9%	2.0%	8.7%
Ivy Tech Community College	4.8%	3.9%	3.6%	3.8%	3.3%	3.6%	2.6%	3.1%	4.0%	6.3%
Vincennes University	10.7%	11.1%	15.4%	12.6%	13.3%	9.4%	9.9%	12.7%	15.6%	16.5%
<b>Statewide</b>	<b>6.7%</b>	<b>6.0%</b>	<b>6.5%</b>	<b>5.1%</b>	<b>5.0%</b>	<b>4.5%</b>	<b>3.8%</b>	<b>4.9%</b>	<b>5.9%</b>	<b>8.2%</b>

### 3-Year GRAD RATE (150% of Time): Certificate and Associate Degree Seekers

Two-Year Colleges	Cohort Entry Year									
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
IVT-Bloomington	9.5%	14.3%	8.2%	11.8%	9.9%	7.3%	6.7%	6.0%	10.6%	n/a
IVT-Central Indiana	4.5%	5.4%	5.7%	5.9%	4.9%	6.0%	6.9%	8.7%	11.7%	n/a
IVT-Columbus	15.4%	11.2%	11.7%	11.7%	14.0%	11.6%	11.9%	11.2%	18.0%	n/a
IVT-East Central	12.1%	6.3%	11.0%	12.4%	8.1%	9.8%	8.6%	9.5%	12.5%	n/a
IVT-Kokomo	21.7%	9.1%	10.8%	9.2%	17.3%	18.2%	11.7%	11.5%	12.6%	n/a
IVT-Lafayette	8.8%	10.2%	9.2%	13.9%	10.6%	10.0%	11.3%	14.2%	22.1%	n/a
IVT-Northcentral	16.0%	10.9%	10.2%	8.9%	7.0%	11.0%	10.5%	7.4%	11.8%	n/a
IVT-Northeast	12.9%	8.4%	7.4%	10.3%	8.0%	10.5%	8.1%	10.9%	13.6%	n/a
IVT-Northwest	8.1%	8.0%	9.9%	9.6%	11.8%	9.0%	7.4%	9.6%	17.3%	n/a
IVT-Richmond	19.8%	19.6%	11.9%	14.2%	19.9%	17.1%	13.5%	9.6%	13.6%	n/a
IVT-South Central	10.0%	11.1%	16.2%	16.5%	17.5%	17.6%	13.5%	10.7%	13.9%	n/a
IVT-Southeast	16.5%	11.2%	8.7%	14.2%	15.2%	20.2%	12.4%	6.8%	12.1%	n/a
IVT-Southwest	11.8%	11.0%	15.6%	12.7%	12.5%	10.3%	12.3%	11.1%	17.6%	n/a
IVT-Wabash Valley	12.9%	15.1%	11.5%	10.5%	8.6%	8.2%	7.9%	10.7%	15.1%	n/a
Ivy Tech Community College	11.4%	9.9%	9.7%	10.9%	10.0%	10.5%	9.4%	9.9%	14.3%	n/a
Vincennes University	18.6%	18.0%	24.5%	19.5%	19.7%	18.1%	19.6%	23.9%	28.9%	n/a
<b>Statewide</b>	<b>13.7%</b>	<b>12.2%</b>	<b>13.4%</b>	<b>12.1%</b>	<b>11.6%</b>	<b>11.6%</b>	<b>11.0%</b>	<b>12.5%</b>	<b>16.7%</b>	<b>n/a</b>

## Graduation Rates (Resident + Non-Resident)

*Full-Time First-Time, degree-seeking undergraduate students*

### 4-Year GRAD RATE (200% of Time): Certificate and Associate Degree Seekers

Two-Year Colleges	Cohort Entry Year									
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
IVT-Bloomington	12.2%	18.1%	11.1%	14.6%	14.1%	11.0%	9.8%	12.2%	n/a	n/a
IVT-Central Indiana	8.3%	9.7%	8.9%	9.5%	7.4%	9.0%	11.0%	13.2%	n/a	n/a
IVT-Columbus	19.7%	17.1%	16.7%	18.6%	19.1%	15.9%	15.8%	19.2%	n/a	n/a
IVT-East Central	16.3%	8.3%	15.0%	16.3%	12.2%	14.2%	13.3%	17.0%	n/a	n/a
IVT-Kokomo	24.9%	14.5%	15.4%	15.9%	20.8%	22.2%	15.4%	16.3%	n/a	n/a
IVT-Lafayette	13.5%	14.6%	13.7%	19.7%	14.0%	14.2%	15.1%	24.2%	n/a	n/a
IVT-Northcentral	19.6%	14.4%	13.2%	12.4%	9.9%	16.0%	14.4%	10.7%	n/a	n/a
IVT-Northeast	17.4%	12.5%	13.6%	16.5%	13.8%	14.3%	12.7%	16.7%	n/a	n/a
IVT-Northwest	12.3%	10.1%	14.0%	13.0%	15.0%	12.7%	11.8%	16.8%	n/a	n/a
IVT-Richmond	25.0%	22.3%	16.3%	19.7%	23.5%	20.3%	19.3%	15.1%	n/a	n/a
IVT-South Central	20.9%	14.7%	22.6%	22.6%	23.3%	22.3%	18.6%	19.2%	n/a	n/a
IVT-Southeast	22.9%	13.4%	14.5%	20.8%	25.0%	26.8%	15.0%	15.3%	n/a	n/a
IVT-Southwest	15.5%	15.7%	20.9%	15.3%	17.2%	15.0%	15.2%	20.5%	n/a	n/a
IVT-Wabash Valley	18.3%	20.7%	15.2%	17.5%	12.5%	14.1%	13.3%	18.0%	n/a	n/a
Ivy Tech Community College	15.8%	13.9%	13.9%	15.4%	14.0%	14.6%	13.5%	16.6%	n/a	n/a
Vincennes University	21.2%	21.0%	27.6%	22.4%	23.9%	23.1%	23.5%	29.1%	n/a	n/a
<b>Statewide</b>	<b>17.5%</b>	<b>15.9%</b>	<b>17.3%</b>	<b>16.4%</b>	<b>15.7%</b>	<b>15.9%</b>	<b>15.1%</b>	<b>19.0%</b>	<b>n/a</b>	<b>n/a</b>

### 6-Year GRAD RATE (300% of Time): Certificate and Associate Degree Seekers

Two-Year Colleges	Cohort Entry Year									
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
IVT-Bloomington	15.5%	22.4%	14.6%	16.9%	17.3%	14.8%	n/a	n/a	n/a	n/a
IVT-Central Indiana	11.0%	11.7%	11.4%	15.1%	10.7%	12.7%	n/a	n/a	n/a	n/a
IVT-Columbus	21.8%	21.2%	23.4%	20.8%	23.2%	18.5%	n/a	n/a	n/a	n/a
IVT-East Central	19.1%	10.7%	17.4%	20.3%	15.0%	17.7%	n/a	n/a	n/a	n/a
IVT-Kokomo	27.0%	19.6%	20.7%	20.3%	23.5%	24.6%	n/a	n/a	n/a	n/a
IVT-Lafayette	17.1%	18.4%	18.0%	24.1%	17.2%	18.0%	n/a	n/a	n/a	n/a
IVT-Northcentral	21.4%	17.6%	15.9%	15.2%	10.9%	19.7%	n/a	n/a	n/a	n/a
IVT-Northeast	20.7%	16.8%	16.0%	20.5%	17.2%	17.1%	n/a	n/a	n/a	n/a
IVT-Northwest	14.4%	12.2%	16.6%	16.0%	18.8%	16.5%	n/a	n/a	n/a	n/a
IVT-Richmond	25.9%	23.6%	20.7%	25.1%	26.5%	23.4%	n/a	n/a	n/a	n/a
IVT-South Central	23.6%	19.1%	25.6%	26.5%	25.7%	25.7%	n/a	n/a	n/a	n/a
IVT-Southeast	25.3%	19.0%	18.6%	26.1%	28.7%	28.9%	n/a	n/a	n/a	n/a
IVT-Southwest	19.4%	18.5%	23.8%	19.1%	21.1%	18.3%	n/a	n/a	n/a	n/a
IVT-Wabash Valley	20.1%	25.0%	20.3%	22.5%	16.7%	19.1%	n/a	n/a	n/a	n/a
Ivy Tech Community College	18.5%	17.2%	17.3%	19.5%	17.3%	18.1%	n/a	n/a	n/a	n/a
Vincennes University	22.8%	22.7%	30.0%	25.3%	26.4%	25.6%	n/a	n/a	n/a	n/a
<b>Statewide</b>	<b>19.9%</b>	<b>18.8%</b>	<b>20.4%</b>	<b>20.3%</b>	<b>18.8%</b>	<b>19.2%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

#### Data Notes:

**SOURCE:** Indiana Commission for Higher Education Data Submission System (CHEDSS); National Student Clearinghouse (NSC)

**FOUR-YEAR COLLEGES:** Cohorts include students enrolling as a bachelor degree-seeking students in the fall of the year listed. These students were enrolled full-time (12 or more credit hours) as of census date. Graduating students include students in each cohort who completed a degree at the same level initially sought at the same Indiana public university system at which they initially enrolled (Same Campus and Degree Level).

**TWO-YEAR COLLEGES:** Cohorts include students enrolling as a first-time certificate (1 year or more) or associate degree-seeking students in the fall of the year listed. These students were enrolled full-time (12 or more credit hours) as of census date. Graduating students include students in each cohort who completed a degree at the same level initially sought at the same Indiana public university system at which they initially enrolled (Same Campus and Degree Level).

## 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	Fall 2009	Fall 2010	Fall 2011
Ball State	33.8%	34.3%	33.1%	31.7%	31.2%	34.1%	35.4%	39.4%	43.4%	46.6%
Indiana State	20.3%	18.1%	19.6%	20.1%	21.2%	21.2%	18.3%	20.8%	18.8%	22.1%
IU-Bloomington	44.5%	47.5%	44.7%	45.3%	48.7%	52.3%	54.8%	57.5%	58.7%	61.9%
IU-East	6.8%	8.9%	5.0%	5.2%	5.1%	8.4%	7.9%	12.6%	12.6%	14.2%
IU-Kokomo	9.9%	8.7%	5.3%	8.5%	8.1%	7.2%	9.3%	12.8%	17.1%	18.0%
IU-Northwest	8.3%	9.3%	5.8%	8.1%	6.3%	7.6%	8.7%	9.8%	6.7%	8.4%
IUPUI	9.5%	10.2%	10.8%	10.4%	13.4%	14.9%	17.2%	18.9%	18.5%	20.3%
IU-South Bend	6.1%	6.3%	4.6%	4.6%	4.2%	5.3%	5.9%	6.2%	6.9%	9.3%
IU-Southeast	8.1%	8.5%	9.2%	8.8%	9.4%	9.5%	8.6%	9.1%	14.4%	14.4%
IPFW	4.5%	6.9%	6.8%	6.0%	5.0%	6.1%	8.1%	8.9%	7.6%	12.0%
PU-Calumet	4.9%	7.5%	7.1%	7.0%	6.7%	9.4%	8.0%	8.8%	9.2%	17.0%
PU-West Lafayette	36.2%	36.9%	38.9%	38.6%	39.0%	41.7%	44.8%	44.7%	47.4%	52.6%
PU-North Central	3.7%	7.7%	5.2%	6.2%	7.8%	8.2%	7.7%	6.9%	7.0%	18.2%
Southern Indiana	11.7%	13.2%	13.4%	15.1%	16.3%	14.3%	16.4%	20.0%	17.6%	19.9%
<b>Statewide</b>	<b>25.4%</b>	<b>26.3%</b>	<b>25.7%</b>	<b>26.0%</b>	<b>26.9%</b>	<b>27.8%</b>	<b>29.8%</b>	<b>31.6%</b>	<b>32.0%</b>	<b>35.6%</b>

### 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	Fall 2009	Fall 2010	Fall 2011
Ball State	60.5%	59.6%	56.4%	54.9%	56.0%	59.1%	59.7%	60.3%	n/a	n/a
Indiana State	42.9%	39.6%	43.2%	42.3%	42.9%	40.6%	39.1%	39.9%	n/a	n/a
IU-Bloomington	69.8%	71.9%	69.0%	70.6%	73.5%	75.3%	76.7%	76.3%	n/a	n/a
IU-East	22.7%	17.9%	16.5%	16.1%	25.1%	21.9%	24.8%	26.6%	n/a	n/a
IU-Kokomo	27.6%	25.6%	23.2%	20.3%	21.8%	27.0%	26.9%	28.8%	n/a	n/a
IU-Northwest	23.7%	23.0%	19.5%	23.2%	21.5%	24.6%	28.7%	24.3%	n/a	n/a
IUPUI	31.3%	34.2%	33.8%	32.1%	37.9%	41.4%	43.2%	44.3%	n/a	n/a
IU-South Bend	25.8%	26.5%	26.0%	22.0%	22.4%	24.8%	25.9%	24.2%	n/a	n/a
IU-Southeast	32.7%	26.1%	28.8%	26.7%	27.1%	31.3%	31.6%	29.5%	n/a	n/a
IPFW	22.1%	26.1%	24.9%	26.1%	24.6%	26.5%	27.6%	28.1%	n/a	n/a
PU-Calumet	23.3%	28.7%	28.6%	30.5%	29.3%	32.2%	33.0%	35.3%	n/a	n/a
PU-West Lafayette	69.6%	69.0%	69.3%	68.8%	68.8%	69.7%	73.4%	74.1%	n/a	n/a
PU-North Central	20.1%	26.3%	21.4%	22.5%	26.9%	27.4%	29.3%	29.0%	n/a	n/a
Southern Indiana	31.6%	32.6%	31.1%	33.2%	35.9%	37.1%	38.7%	40.7%	n/a	n/a
<b>Statewide</b>	<b>49.8%</b>	<b>50.2%</b>	<b>48.9%</b>	<b>49.3%</b>	<b>50.7%</b>	<b>51.4%</b>	<b>53.3%</b>	<b>53.4%</b>	<b>n/a</b>	<b>n/a</b>

### 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	Fall 2009	Fall 2010	Fall 2011
Ball State	62.8%	61.4%	58.2%	57.1%	58.0%	60.8%	n/a	n/a	n/a	n/a
Indiana State	45.7%	42.1%	45.2%	44.9%	45.4%	43.1%	n/a	n/a	n/a	n/a
IU-Bloomington	72.8%	74.9%	71.6%	73.6%	75.6%	77.7%	n/a	n/a	n/a	n/a
IU-East	26.7%	22.1%	22.0%	22.8%	29.7%	27.4%	n/a	n/a	n/a	n/a
IU-Kokomo	30.9%	27.5%	28.8%	24.9%	26.2%	32.1%	n/a	n/a	n/a	n/a
IU-Northwest	27.3%	26.1%	24.3%	26.7%	27.6%	30.7%	n/a	n/a	n/a	n/a
IUPUI	37.0%	38.4%	39.0%	37.3%	42.9%	45.7%	n/a	n/a	n/a	n/a
IU-South Bend	33.1%	30.6%	32.0%	27.3%	30.4%	31.2%	n/a	n/a	n/a	n/a
IU-Southeast	37.0%	31.7%	33.8%	32.6%	33.0%	35.8%	n/a	n/a	n/a	n/a
IPFW	27.5%	31.6%	29.5%	31.6%	30.3%	30.6%	n/a	n/a	n/a	n/a
PU-Calumet	29.0%	34.3%	34.7%	35.7%	34.7%	38.4%	n/a	n/a	n/a	n/a
PU-West Lafayette	72.1%	71.5%	71.5%	71.0%	71.0%	71.8%	n/a	n/a	n/a	n/a
PU-North Central	23.0%	30.0%	25.5%	29.4%	31.0%	31.4%	n/a	n/a	n/a	n/a
Southern Indiana	33.9%	35.4%	34.0%	36.9%	39.0%	39.4%	n/a	n/a	n/a	n/a
<b>Statewide</b>	<b>53.2%</b>	<b>53.3%</b>	<b>52.2%</b>	<b>52.8%</b>	<b>54.1%</b>	<b>54.6%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

## Graduation Rates (Resident ONLY)

*Full-Time First-Time, degree-seeking undergraduate students*

### 2-Year GRAD RATE (On-Time): Certificate and Associate Degree Seekers

Two-Year Colleges	Cohort Entry Year									
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
IVT-Bloomington	1.2%	4.2%	3.2%	5.7%	3.5%	2.1%	1.5%	0.8%	2.4%	4.1%
IVT-Central Indiana	1.4%	2.3%	2.1%	2.1%	1.9%	1.6%	2.6%	4.2%	3.4%	5.0%
IVT-Columbus	6.9%	5.9%	4.5%	4.8%	6.5%	4.0%	2.9%	2.4%	3.1%	6.7%
IVT-East Central	4.5%	3.5%	4.4%	4.5%	2.3%	3.5%	2.0%	1.5%	1.2%	7.0%
IVT-Kokomo	14.1%	4.4%	2.9%	1.9%	6.2%	6.3%	2.4%	4.4%	1.3%	5.6%
IVT-Lafayette	2.3%	3.6%	2.8%	4.5%	3.6%	2.1%	2.6%	5.4%	7.3%	11.4%
IVT-Northcentral	7.4%	5.3%	4.3%	3.3%	2.0%	3.4%	3.7%	1.5%	1.4%	7.0%
IVT-Northeast	6.1%	3.6%	3.0%	1.9%	1.6%	4.3%	2.7%	3.5%	3.9%	5.2%
IVT-Northwest	3.2%	2.1%	2.6%	3.2%	2.6%	4.3%	2.3%	3.9%	10.0%	4.7%
IVT-Richmond	13.6%	6.8%	4.8%	4.1%	7.5%	6.4%	3.8%	0.8%	1.7%	2.3%
IVT-South Central	3.3%	3.7%	7.7%	4.6%	6.2%	5.8%	3.3%	3.0%	3.6%	4.7%
IVT-Southeast	8.5%	6.3%	3.0%	3.6%	2.4%	7.1%	4.7%	4.7%	1.7%	7.5%
IVT-Southwest	4.7%	3.2%	3.6%	4.9%	4.8%	2.9%	3.0%	3.1%	6.3%	7.6%
IVT-Wabash Valley	5.0%	5.5%	5.8%	3.3%	3.6%	2.5%	1.2%	2.8%	2.0%	9.0%
Ivy Tech Community College	4.8%	3.9%	3.6%	3.7%	3.3%	3.5%	2.5%	3.1%	4.0%	6.3%
Vincennes University	13.3%	12.8%	14.8%	12.4%	12.8%	8.8%	9.4%	11.4%	17.8%	15.5%
<b>Statewide</b>	<b>7.0%</b>	<b>6.1%</b>	<b>6.2%</b>	<b>4.9%</b>	<b>4.8%</b>	<b>4.3%</b>	<b>3.6%</b>	<b>4.6%</b>	<b>5.8%</b>	<b>8.0%</b>

### 3-Year GRAD RATE (150% of Time): Certificate and Associate Degree Seekers

Two-Year Colleges	Cohort Entry Year									
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
IVT-Bloomington	9.0%	14.4%	8.2%	11.8%	10.0%	7.1%	6.7%	6.1%	10.4%	n/a
IVT-Central Indiana	4.4%	5.4%	5.7%	5.9%	4.9%	6.1%	6.8%	8.5%	11.4%	n/a
IVT-Columbus	15.4%	11.2%	11.8%	11.7%	14.1%	11.5%	11.8%	10.7%	17.6%	n/a
IVT-East Central	12.1%	6.3%	11.0%	12.4%	8.1%	9.7%	8.5%	9.6%	12.5%	n/a
IVT-Kokomo	21.7%	9.1%	10.8%	9.2%	17.3%	18.2%	11.7%	11.5%	12.1%	n/a
IVT-Lafayette	8.8%	10.2%	9.2%	13.9%	10.7%	9.9%	11.0%	14.3%	22.5%	n/a
IVT-Northcentral	15.8%	10.9%	10.2%	8.7%	6.6%	10.8%	10.5%	7.1%	11.9%	n/a
IVT-Northeast	12.9%	8.5%	7.3%	10.4%	7.7%	10.3%	8.1%	10.7%	13.2%	n/a
IVT-Northwest	8.2%	8.0%	9.9%	9.6%	11.7%	8.9%	7.4%	9.6%	17.3%	n/a
IVT-Richmond	20.0%	18.0%	11.3%	14.5%	19.2%	16.5%	12.0%	10.0%	14.5%	n/a
IVT-South Central	10.3%	11.5%	16.4%	15.9%	18.1%	17.5%	14.3%	11.0%	13.8%	n/a
IVT-Southeast	16.4%	11.4%	8.9%	14.1%	15.2%	19.8%	12.6%	7.2%	12.1%	n/a
IVT-Southwest	11.5%	10.3%	15.5%	12.5%	12.1%	10.0%	12.2%	10.7%	17.4%	n/a
IVT-Wabash Valley	13.1%	15.1%	11.7%	10.9%	8.7%	7.9%	7.6%	11.0%	15.3%	n/a
Ivy Tech Community College	11.3%	9.8%	9.7%	10.8%	9.9%	10.3%	9.2%	9.8%	14.2%	n/a
Vincennes University	23.1%	21.1%	24.4%	19.7%	19.3%	17.8%	19.2%	23.0%	30.3%	n/a
<b>Statewide</b>	<b>14.4%</b>	<b>12.6%</b>	<b>13.1%</b>	<b>12.1%</b>	<b>11.4%</b>	<b>11.4%</b>	<b>10.8%</b>	<b>12.2%</b>	<b>16.4%</b>	<b>n/a</b>

## Graduation Rates (Resident ONLY)

*Full-Time First-Time, degree-seeking undergraduate students*

### 4-Year GRAD RATE (200% of Time): Certificate and Associate Degree Seekers

Two-Year Colleges	Cohort Entry Year									
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
IVT-Bloomington	11.7%	18.2%	11.1%	14.6%	14.3%	10.8%	9.6%	12.3%	n/a	n/a
IVT-Central Indiana	8.1%	9.8%	8.9%	9.5%	7.4%	9.1%	10.8%	12.9%	n/a	n/a
IVT-Columbus	19.7%	17.1%	16.8%	18.7%	19.3%	15.9%	15.7%	18.8%	n/a	n/a
IVT-East Central	16.3%	8.3%	15.0%	16.3%	12.2%	14.1%	13.2%	17.0%	n/a	n/a
IVT-Kokomo	24.9%	14.5%	15.4%	16.0%	20.8%	22.2%	15.4%	16.4%	n/a	n/a
IVT-Lafayette	13.5%	14.7%	13.8%	19.7%	14.1%	14.2%	14.9%	24.6%	n/a	n/a
IVT-Northcentral	19.3%	14.5%	13.2%	12.2%	9.7%	15.9%	14.3%	10.2%	n/a	n/a
IVT-Northeast	17.4%	12.3%	13.5%	16.4%	13.3%	14.1%	12.6%	16.7%	n/a	n/a
IVT-Northwest	12.4%	10.1%	14.1%	12.8%	14.9%	12.6%	11.7%	16.9%	n/a	n/a
IVT-Richmond	25.5%	20.3%	16.1%	20.3%	22.4%	19.1%	18.1%	15.1%	n/a	n/a
IVT-South Central	21.5%	14.7%	23.1%	22.3%	24.0%	22.3%	18.9%	19.7%	n/a	n/a
IVT-Southeast	22.4%	13.6%	14.8%	20.5%	25.3%	26.1%	15.3%	15.3%	n/a	n/a
IVT-Southwest	15.2%	15.1%	20.7%	15.2%	16.9%	14.9%	15.3%	19.9%	n/a	n/a
IVT-Wabash Valley	18.6%	20.7%	15.3%	17.6%	12.6%	13.7%	13.0%	18.5%	n/a	n/a
Ivy Tech Community College	15.7%	13.8%	13.9%	15.3%	14.0%	14.4%	13.4%	16.6%	n/a	n/a
Vincennes University	26.4%	24.8%	27.6%	22.8%	23.9%	22.7%	23.3%	28.3%	n/a	n/a
<b>Statewide</b>	<b>18.5%</b>	<b>16.5%</b>	<b>17.1%</b>	<b>16.4%</b>	<b>15.6%</b>	<b>15.6%</b>	<b>14.9%</b>	<b>18.7%</b>	<b>n/a</b>	<b>n/a</b>

### 6-Year GRAD RATE (300% of Time): Certificate and Associate Degree Seekers

Two-Year Colleges	Cohort Entry Year									
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
IVT-Bloomington	15.1%	22.4%	14.5%	17.0%	17.5%	14.6%	n/a	n/a	n/a	n/a
IVT-Central Indiana	10.8%	11.7%	11.4%	15.1%	10.6%	12.7%	n/a	n/a	n/a	n/a
IVT-Columbus	21.8%	21.2%	23.6%	20.9%	23.4%	18.5%	n/a	n/a	n/a	n/a
IVT-East Central	19.1%	10.7%	17.4%	20.4%	15.0%	17.6%	n/a	n/a	n/a	n/a
IVT-Kokomo	27.0%	19.6%	20.7%	20.4%	23.5%	24.7%	n/a	n/a	n/a	n/a
IVT-Lafayette	17.1%	18.6%	18.1%	24.1%	17.3%	17.8%	n/a	n/a	n/a	n/a
IVT-Northcentral	21.1%	17.8%	15.9%	15.0%	10.7%	19.3%	n/a	n/a	n/a	n/a
IVT-Northeast	20.7%	16.7%	15.8%	20.5%	16.7%	16.8%	n/a	n/a	n/a	n/a
IVT-Northwest	14.5%	12.2%	16.7%	15.8%	18.8%	16.2%	n/a	n/a	n/a	n/a
IVT-Richmond	26.4%	21.8%	21.0%	25.6%	25.2%	22.4%	n/a	n/a	n/a	n/a
IVT-South Central	24.3%	18.9%	25.9%	26.1%	26.5%	25.8%	n/a	n/a	n/a	n/a
IVT-Southeast	24.8%	19.3%	18.9%	25.5%	29.1%	28.3%	n/a	n/a	n/a	n/a
IVT-Southwest	19.3%	18.0%	23.7%	19.1%	20.8%	18.1%	n/a	n/a	n/a	n/a
IVT-Wabash Valley	20.5%	25.0%	20.5%	22.9%	16.7%	18.9%	n/a	n/a	n/a	n/a
Ivy Tech Community College	18.4%	17.1%	17.3%	19.4%	17.2%	17.9%	n/a	n/a	n/a	n/a
Vincennes University	28.5%	27.0%	30.1%	25.9%	26.3%	25.3%	n/a	n/a	n/a	n/a
<b>Statewide</b>	<b>21.0%</b>	<b>19.6%</b>	<b>20.3%</b>	<b>20.3%</b>	<b>18.6%</b>	<b>18.9%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

#### Data Notes:

**SOURCE:** Indiana Commission for Higher Education Data Submission System (CHEDSS); National Student Clearinghouse (NSC)

**FOUR-YEAR COLLEGES:** Cohorts include students enrolling as a bachelor degree-seeking students in the fall of the year listed. These students were enrolled full-time (12 or more credit hours) as of census date. Graduating students include students in each cohort who completed a degree at the same level initially sought at the same Indiana public university system at which they initially enrolled (Same Campus and Degree Level).

**TWO-YEAR COLLEGES:** Cohorts include students enrolling as a first-time certificate (1 year or more) or associate degree-seeking students in the fall of the year listed. These students were enrolled full-time (12 or more credit hours) as of census date. Graduating students include students in each cohort who completed a degree at the same level initially sought at the same Indiana public university system at which they initially enrolled (Same Campus and Degree Level).



# Degree Production Summary by Campus

**Associate, Bachelor's, Master's and Doctorate Degrees Awarded (All Students)**

	2012				2013				2014				2015				3 Year % Change			
	A	B	M	D	A	B	M	D	A	B	M	D	A	B	M	D	A	B	M	D
Ball State University	250	3,391	1,355	65	49	3,400	1,617	68	66	3,645	1,623	79	61	3,669	1,481	79	-76%	8%	9%	22%
Indiana State University	65	1,417	492	71	11	1,473	538	59	6	1,514	493	59	-	1,779	512	94	-100%	26%	4%	32%
IU Bloomington	19	7,395	2,509	748	20	7,418	2,589	767	10	6,934	2,401	752	14	7,437	2,450	793	-26%	1%	-2%	6%
IU East	-	448	21	-	-	563	26	-	-	544	54	-	-	665	45	-	-	48%	114%	-
IU Kokomo	37	355	45	-	29	395	29	-	12	470	44	-	13	555	52	-	-65%	56%	16%	-
IU Northwest	115	452	143	-	123	506	143	-	114	528	143	-	75	530	119	-	-35%	17%	-17%	-
IUPUI	201	3,633	1,753	771	160	3,660	1,484	755	137	3,674	1,599	764	125	3,818	1,493	810	-38%	5%	-15%	5%
IU South Bend	95	722	194	-	45	822	161	-	26	813	164	-	11	787	125	-	-88%	9%	-36%	-
IU Southeast	74	773	243	-	81	831	228	-	73	838	209	-	59	860	145	-	-20%	11%	-40%	-
Purdue Calumet	116	1,005	342	-	60	1,319	483	-	69	1,701	379	-	1	1,489	416	-	-99%	48%	22%	-
Purdue North Central	152	408	26	-	108	442	26	-	62	492	40	-	55	485	13	-	-64%	19%	-50%	-
Purdue West Lafayette	298	6,888	1,620	877	21	6,862	1,545	926	33	6,872	1,783	965	37	7,014	1,857	973	-88%	2%	15%	11%
IPFW	331	1,288	257	-	322	1,370	257	-	264	1,341	232	-	231	1,372	165	-	-30%	7%	-36%	-
University of Southern Indiana	83	1,493	244	14	79	1,672	418	18	87	1,582	297	17	80	1,574	285	16	-4%	5%	17%	14%
Vincennes University	1,395	108	-	-	1,684	131	-	-	2,110	119	-	-	1,701	153	-	-	22%	42%	-	-
Ivy Tech System	8,726	-	-	-	8,872	-	-	-	10,206	-	-	-	9,889	-	-	-	13%	-	-	-
Bloomington	472	-	-	-	503	-	-	-	515	-	-	-	518	-	-	-	10%	-	-	-
Central Indiana	1,411	-	-	-	1,631	-	-	-	1,861	-	-	-	1,932	-	-	-	37%	-	-	-
Columbus	418	-	-	-	375	-	-	-	501	-	-	-	368	-	-	-	-12%	-	-	-
East Central	789	-	-	-	748	-	-	-	1,014	-	-	-	885	-	-	-	12%	-	-	-
Kokomo	572	-	-	-	482	-	-	-	448	-	-	-	476	-	-	-	-17%	-	-	-
Lafayette	606	-	-	-	643	-	-	-	812	-	-	-	703	-	-	-	16%	-	-	-
Northcentral	640	-	-	-	596	-	-	-	702	-	-	-	670	-	-	-	5%	-	-	-
Northeast	830	-	-	-	847	-	-	-	894	-	-	-	844	-	-	-	2%	-	-	-
Northwest	658	-	-	-	700	-	-	-	1,009	-	-	-	949	-	-	-	44%	-	-	-
Richmond	352	-	-	-	296	-	-	-	383	-	-	-	380	-	-	-	8%	-	-	-
South Central	477	-	-	-	520	-	-	-	610	-	-	-	500	-	-	-	5%	-	-	-
Southeast	338	-	-	-	296	-	-	-	168	-	-	-	292	-	-	-	-14%	-	-	-
Southwest	624	-	-	-	662	-	-	-	675	-	-	-	744	-	-	-	19%	-	-	-
Wabash Valley	539	-	-	-	573	-	-	-	614	-	-	-	628	-	-	-	17%	-	-	-
<b>4 Year Public Total</b>	1,836	29,668	9,244	2,546	1,108	30,733	9,544	2,593	959	30,948	9,461	2,636	762	32,034	9,158	2,765	-58%	8%	-1%	9%
<b>2 Year Public Total</b>	10,121	108	-	-	10,556	131	-	-	12,316	119	-	-	11,590	153	-	-	15%	42%	-	-
<b>All Public Total</b>	11,957	29,776	9,244	2,546	11,664	30,864	9,544	2,593	13,275	31,067	9,461	2,636	12,352	32,187	9,158	2,765	3%	8%	-1%	9%

Source: CHEDSS Degrees Conferred Data 2012-2015  
A= Associate, B= Bachelor's, M= Master's, D= Doctorate  
Counts include all degrees conferred within a given fiscal year

**Associate, Bachelor's, Master's and Doctorate Degrees Awarded (Indiana Residents Only)**

	2012				2013				2014				2015				3 Year % Change			
	A	B	M	D	A	B	M	D	A	B	M	D	A	B	M	D	A	B	M	D
Ball State University	248	2,968	1,002	37	46	2,995	1,197	40	65	3,148	1,090	45	56	3,184	874	52	-77%	7%	-13%	41%
Indiana State University	63	1,156	252	34	9	1,173	266	23	6	1,213	279	33	-	1,364	267	57	-100%	18%	6%	68%
IU Bloomington	17	4,546	701	199	19	4,819	739	209	10	4,533	593	207	14	4,782	601	227	-18%	5%	-14%	14%
IU East	-	366	19	-	-	437	21	-	-	401	49	-	-	497	37	-	-	36%	95%	-
IU Kokomo	37	352	45	-	29	393	27	-	12	465	43	-	13	555	44	-	-65%	58%	-2%	-
IU Northwest	115	437	141	-	122	498	140	-	113	524	141	-	73	519	119	-	-37%	19%	-16%	-
IUPUI	181	3,422	1,433	638	152	3,440	1,200	626	134	3,519	1,217	639	120	3,598	1,140	651	-34%	5%	-20%	2%
IU South Bend	92	669	170	-	44	755	138	-	25	754	139	-	11	751	99	-	-88%	12%	-42%	-
IU Southeast	57	539	111	-	68	574	88	-	56	573	83	-	43	592	41	-	-25%	-	-63%	-
Purdue Calumet	107	800	186	-	56	904	315	-	65	1,097	297	-	1	979	347	-	-99%	22%	87%	-
Purdue North Central	151	399	22	-	104	431	25	-	60	473	38	-	51	463	9	-	-66%	16%	-59%	-
Purdue West Lafayette	233	4,368	416	251	17	4,135	390	279	31	4,097	399	253	26	4,024	470	265	-89%	-8%	13%	6%
IPFW	321	1,182	239	-	312	1,276	237	-	260	1,260	213	-	226	1,271	149	-	-30%	8%	-38%	-
University of Southern Indiana	72	1,285	169	4	68	1,412	291	9	77	1,315	225	9	75	1,318	187	10	4%	3%	11%	150%
Vincennes University	794	79	-	-	987	119	-	-	933	63	-	-	932	71	-	-	17%	-10%	-	-
Ivy Tech System	8,512	-	-	-	8,674	-	-	-	9,951	-	-	-	9,587	-	-	-	13%	-	-	-
Bloomington	467	-	-	-	499	-	-	-	510	-	-	-	512	-	-	-	10%	-	-	-
Central Indiana	1,380	-	-	-	1,600	-	-	-	1,824	-	-	-	1,876	-	-	-	36%	-	-	-
Columbus	414	-	-	-	369	-	-	-	496	-	-	-	363	-	-	-	-12%	-	-	-
East Central	785	-	-	-	744	-	-	-	1,012	-	-	-	884	-	-	-	13%	-	-	-
Kokomo	572	-	-	-	481	-	-	-	448	-	-	-	470	-	-	-	14%	-	-	-
Lafayette	602	-	-	-	639	-	-	-	805	-	-	-	689	-	-	-	-18%	-	-	-
Northcentral	632	-	-	-	588	-	-	-	683	-	-	-	654	-	-	-	3%	-	-	-
Northeast	807	-	-	-	833	-	-	-	867	-	-	-	811	-	-	-	0%	-	-	-
Northwest	648	-	-	-	688	-	-	-	1,004	-	-	-	940	-	-	-	45%	-	-	-
Richmond	327	-	-	-	275	-	-	-	355	-	-	-	340	-	-	-	4%	-	-	-
South Central	441	-	-	-	489	-	-	-	561	-	-	-	451	-	-	-	2%	-	-	-
Southeast	326	-	-	-	287	-	-	-	160	-	-	-	280	-	-	-	-14%	-	-	-
Southwest	589	-	-	-	641	-	-	-	644	-	-	-	727	-	-	-	23%	-	-	-
Wabash Valley	522	-	-	-	541	-	-	-	582	-	-	-	590	-	-	-	13%	-	-	-
<b>4 Year Public Total</b>	1,694	22,489	4,906	1,163	1,046	23,242	5,074	1,186	914	23,372	4,806	1,186	709	23,897	4,384	1,262	-58%	6%	-11%	9%
<b>2 Year Public Total</b>	9,306	79	-	-	9,661	119	-	-	10,884	63	-	-	10,519	71	-	-	13%	-10%	-	-
<b>All Public Total</b>	11,000	22,568	4,906	1,163	10,707	23,361	5,074	1,186	11,798	23,435	4,806	1,186	11,228	23,968	4,384	1,262	2%	6%	-11%	9%

Source: CHEDSS Degrees Conferred Data 2012-2015

A= Associate, B= Bachelor's, M= Master's, D= Doctorate

Counts include all degrees conferred within a given fiscal year

**Certificates Awarded (All Students)**

	2012				2013				2014				2015				3 Year % Change			
	<1 Yr	<2 Yr	Post-B	Post-M	<1 Yr	<2 Yr	Post-B	Post-M	<1 Yr	<2 Yr	Post-B	Post-M	<1 Yr	<2 Yr	Post-B	Post-M	<1 Yr	<2 Yr	Post-B	Post-M
Ball State University	-	-	81	26	3	-	114	61	8	-	185	109	3	-	270	162	-	-	233%	523%
Indiana State University	6	-	9	49	14	-	12	52	18	-	13	51	30	-	18	38	400%	-	100%	-22%
IU Bloomington	-	206	151	23	-	182	123	11	-	161	203	22	-	177	198	32	-	-14%	31%	39%
IU East	-	13	3	-	-	17	11	-	-	13	15	-	-	19	23	-	-	46%	667%	-
IU Kokomo	-	18	9	-	-	13	12	-	-	34	4	-	-	8	-	-	-	-44%	-11%	-
IU Northwest	-	30	55	-	-	37	45	-	-	26	33	-	-	13	28	-	-	-57%	-49%	-
IUPUI	-	426	198	1	-	480	178	-	-	477	158	-	-	492	182	-	-	15%	-8%	-100%
IU South Bend	-	25	7	-	-	39	13	-	-	31	13	-	-	26	7	-	-	4%	0%	-
IU Southeast	-	53	8	-	-	43	22	-	-	48	20	-	-	6	47	22	-	-11%	175%	-
Purdue Calumet	55	-	9	5	60	-	10	4	34	-	19	1	41	-	30	4	-25%	-	233%	-20%
Purdue North Central	47	-	-	-	29	-	-	-	16	-	-	-	4	-	-	-	-91%	-	-	-
Purdue West Lafayette	298	-	-	51	344	-	-	54	358	-	-	54	410	-	37	44	38%	-	-	-14%
IPFW	42	29	12	-	46	40	12	-	63	38	7	-	67	22	8	-	60%	-24%	-33%	-
University of Southern Indiana	-	19	6	-	-	20	2	-	-	22	10	-	-	12	8	-	-	-37%	33%	-
Vincennes University	64	68	-	-	79	81	-	-	118	368	-	-	666	74	-	-	941%	9%	-	-
Ivy Tech System	2,634	3,336	-	-	2,839	4,443	-	-	3,347	6,806	-	-	3,155	7,367	-	-	20%	121%	-	-
Bloomington	170	145	-	-	179	152	-	-	210	379	-	-	180	451	-	-	6%	211%	-	-
Central Indiana	292	250	-	-	480	540	-	-	284	461	-	-	409	592	-	-	40%	137%	-	-
Columbus	143	210	-	-	253	283	-	-	229	434	-	-	126	394	-	-	-12%	88%	-	-
East Central	242	278	-	-	317	425	-	-	336	826	-	-	293	518	-	-	21%	86%	-	-
Kokomo	72	124	-	-	154	222	-	-	175	343	-	-	176	495	-	-	144%	299%	-	-
Lafayette	242	405	-	-	202	398	-	-	238	337	-	-	173	598	-	-	-29%	48%	-	-
Northcentral	177	196	-	-	88	264	-	-	272	996	-	-	507	941	-	-	186%	380%	-	-
Northeast	407	494	-	-	269	388	-	-	369	420	-	-	233	351	-	-	-43%	-29%	-	-
Northwest	253	220	-	-	295	483	-	-	336	1,018	-	-	425	1,063	-	-	68%	383%	-	-
Richmond	166	147	-	-	171	198	-	-	243	327	-	-	180	284	-	-	8%	93%	-	-
South Central	100	212	-	-	107	304	-	-	172	426	-	-	87	403	-	-	-13%	90%	-	-
Southeast	100	146	-	-	148	164	-	-	70	108	-	-	101	286	-	-	1%	96%	-	-
Southwest	223	286	-	-	124	422	-	-	344	389	-	-	189	481	-	-	-15%	68%	-	-
Wabash Valley	47	223	-	-	52	200	-	-	69	342	-	-	76	510	-	-	62%	129%	-	-
<b>4 Year Public Total</b>	448	819	548	155	496	871	554	182	497	850	680	237	561	818	839	280	25%	0%	53%	81%
<b>2 Year Public Total</b>	2,698	3,404	-	-	2,918	4,524	-	-	3,465	7,174	-	-	3,821	7,441	-	-	42%	119%	-	-
<b>All Public Total</b>	3,146	4,223	548	155	3,414	5,395	554	182	3,962	8,024	680	237	4,382	8,259	839	280	39%	96%	53%	81%

Source: CHEDSS Degrees Conferred Data 2012-2015

<1 Yr= Award of less than one academic year, < 2Yr= Award of more than one but less than two academic years, Post-B= Post-baccalaureate certificate, Post-M= Post-master's certificate

Counts include all degrees conferred within a given fiscal year

**Certificates Awarded (Indiana Residents Only)**

	2012				2013				2014				2015				3 Year % Change			
	<1 Yr	<2 Yr	Post-B	Post-M	<1 Yr	<2 Yr	Post-B	Post-M	<1 Yr	<2 Yr	Post-B	Post-M	<1 Yr	<2 Yr	Post-B	Post-M	<1 Yr	<2 Yr	Post-B	Post-M
Ball State University	-	-	63	12	2	-	81	45	8	-	108	66	3	-	131	60	-	-	108%	400%
Indiana State University	6	-	3	35	13	-	10	31	15	-	9	35	27	-	4	32	350%	-	33%	-9%
IU Bloomington	-	105	12	12	-	109	10	6	-	106	7	17	-	109	30	25	-	4%	150%	108%
IU East	-	10	2	-	-	12	4	-	-	9	6	-	-	16	5	-	-	60%	150%	-
IU Kokomo	-	18	9	-	-	13	12	-	-	34	4	-	-	10	4	-	-	-44%	-56%	-
IU Northwest	-	30	54	-	-	37	45	-	-	26	33	-	-	13	28	-	-	-57%	-48%	-
IUPUI	-	373	166	1	-	416	159	-	-	426	143	-	-	457	169	-	-	23%	2%	-100%
IU South Bend	-	25	4	-	-	37	10	-	-	30	8	-	-	24	3	-	-	-4%	-25%	-
IU Southeast	-	45	4	-	-	33	12	-	-	34	11	-	-	4	37	11	-	-	175%	-
Purdue Calumet	41	-	5	3	45	-	6	1	31	-	18	1	38	-	29	3	-7%	-	480%	0%
Purdue North Central	47	-	-	-	29	-	-	-	16	-	-	-	3	-	-	-	-94%	-	-	-
Purdue West Lafayette	182	-	-	16	223	-	-	7	211	-	-	14	234	-	11	19	29%	-	-	19%
IPFW	38	28	12	-	42	40	12	-	62	37	7	-	61	22	8	-	61%	-21%	-33%	-
University of Southern Indiana	-	19	6	-	-	19	1	-	-	21	7	-	-	10	7	-	-	-47%	17%	-
Vincennes University	43	37	-	-	57	73	-	-	90	231	-	-	405	49	-	-	842%	32%	-	-
Ivy Tech System	2,590	3,253	-	-	2,789	4,334	-	-	3,274	6,664	-	-	3,086	7,152	-	-	19%	120%	-	-
Bloomington	168	142	-	-	177	148	-	-	207	375	-	-	179	437	-	-	7%	208%	-	-
Central Indiana	292	246	-	-	478	535	-	-	280	456	-	-	407	584	-	-	39%	137%	-	-
Columbus	141	208	-	-	246	280	-	-	227	428	-	-	126	386	-	-	-11%	86%	-	-
East Central	242	277	-	-	316	425	-	-	334	822	-	-	293	518	-	-	21%	87%	-	-
Kokomo	71	124	-	-	154	222	-	-	175	343	-	-	174	489	-	-	145%	294%	-	-
Lafayette	241	403	-	-	198	396	-	-	235	336	-	-	171	586	-	-	-29%	45%	-	-
Northcentral	177	193	-	-	87	260	-	-	270	972	-	-	494	919	-	-	179%	376%	-	-
Northeast	400	486	-	-	265	378	-	-	365	411	-	-	227	343	-	-	-43%	-29%	-	-
Northwest	253	220	-	-	295	472	-	-	330	1,008	-	-	423	1,057	-	-	67%	380%	-	-
Richmond	154	134	-	-	162	185	-	-	225	307	-	-	165	262	-	-	7%	96%	-	-
South Central	95	205	-	-	101	287	-	-	164	405	-	-	83	367	-	-	-13%	79%	-	-
Southeast	96	136	-	-	143	154	-	-	66	105	-	-	96	277	-	-	0%	104%	-	-
Southwest	215	273	-	-	116	414	-	-	329	374	-	-	181	464	-	-	-16%	70%	-	-
Wabash Valley	45	206	-	-	51	178	-	-	67	322	-	-	67	463	-	-	49%	125%	-	-
<b>4 Year Public Total</b>	314	653	340	79	354	716	362	90	343	723	361	133	370	698	440	139	18%	7%	29%	76%
<b>2 Year Public Total</b>	2,633	3,290	-	-	2,846	4,407	-	-	3,364	6,895	-	-	3,491	7,201	-	-	33%	119%	-	-
<b>All Public Total</b>	2,947	3,943	340	79	3,200	5,123	362	90	3,707	7,618	361	133	3,861	7,899	440	139	31%	100%	29%	76%

Source: CHEDSS Degrees Conferred Data 2012-2015

<1 Yr= Award of less than one academic year, <2 Yr= Award of more than one but less than two academic years, Post-B= Post-baccalaureate certificate, Post-M= Post-master's certificate

Counts include all degrees conferred within a given fiscal year





## **Indiana Network of Knowledge (INK) Overview**

The Indiana Network of Knowledge, or INK, was established in 2014 by the Indiana General Assembly with bipartisan support. INK replaces the Indiana Workforce Intelligence System (IWIS) as the state's education and workforce longitudinal data system. Today, partner agencies include the Indiana Commission for Higher Education, the Indiana Department of Education, the Department of Workforce Development, and the Family and Social Services Administration. INK does not replace agency data collection and administration responsibilities; rather, it serves as a clearinghouse where specific data elements are linked across the four agencies. This allows research and analysis of data over a period of time that would otherwise be impossible to achieve. More information available online at [www.in.gov/ink/2338.htm](http://www.in.gov/ink/2338.htm).