

Indiana

Indiana Commission for Higher Education

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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
Yes. Indiana’s Education Roundtable was formed in 1998 and established in code through legislation passed in 1999. The Governor and the Superintendent of Public Instruction co-chair the Roundtable and appoint its members, who include key leaders from K-12 and higher education, business, industry and labor, parents and community, and the Indiana General Assembly. The Indiana Commission for Higher Education provides staff support to the Roundtable.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes. The web site for Learn More Indiana (www.learnmoreindiana.org/) provides a wealth of information for students, parents, adult learners, and counselors. Included among these resources is a set of tools designed to help students choose a college. The tools cover topics such as college profiles, campus visits, college choice checklist, and a college fair calendar. It also provides access to the College Board’s “College MatchMaker” interactive program.
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
Yes. Beginning in Fall 2007, Indiana Core 40, which was developed in 1994 as the recommended preparation for college, becomes the mandatory high school curriculum for all entering high school students.
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
Yes. All classes offered in support of Indiana Core 40 have detailed academic standards or competencies associated with them, which are readily accessible to parents, teachers, and the general public.
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
Yes. By state law, all high schools in the state must offer at least two dual enrollment or dual credit courses, which can count for both high school and college credit. In addition, new legislation offers additional opportunities for students to take dual credit courses, and there is

a detailed policy that spells out criteria for offering dual credit courses taught in high schools by high school teachers.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own? There is not a statewide policy that governs placement or remedial courses nor a set of standard tests.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy? The short answer, for which elaboration is provided below, is “yes,” with the Indiana independent colleges participating on a voluntary basis.

In 2000, the Indiana Commission for Higher Education created the Statewide Transfer and Articulation Committee (STAC), which is the focus of activity for improving transfer and articulation options statewide and includes representation from all public institutions and the independent sector. In 2003, the General Assembly codified STAC, and during the 2005 session, mandated the establishment of a Core Transfer Library (CTL) and statewide articulation of degree programs in 12 key areas. The CTL presently consists of 73 courses, all of which transfer among all state two- and four-year campuses. The 12 statewide program articulations will be completed this October. Beyond the legislatively mandated CTL and 12 program articulations, there are large number of other course equivalencies and program articulations that have been developed.

STAC has also developed a set of principles to guide transfer and articulation in Indiana, and will shortly unveil a statewide transfer website, which include, within the year, degree audit capabilities for all public institutions and any independent institution that wants to participate.

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer? There is no statewide, transferable general education requirement. However, the CTL largely consists of courses that would typically apply toward meeting general education requirements, and this was a conscious design element in developing the CTL. The CTL consists of courses, which in 85% of the cases, have specific course equivalencies among all two- and four-year public campuses.

No specific, universal general education competencies have been developed for public institutions or campuses. By carefully reviewing what are judged to be equivalent courses, we have deliberately tried to avoid testing as a requirement for transferring courses.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

A state policy developed in 1996 requires that all associate degrees with the designation of “A.A.” or “A.S.” be transfer degrees, with all, or almost all, of the credits counting toward a related baccalaureate degree. It should be noted that, in Indiana, the A.S. designation can be used for associate degrees in technical fields, provided they have articulations with baccalaureate degrees.

There is no statewide general education core requirement. However, the CTL largely consists of courses that would typically apply toward meeting general education requirements. In addition, extensive articulation agreements have been worked out, under six general headings in the liberal arts, which would go far toward meeting the general education requirements at most four-year campuses.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

The CTL consists of courses, which in 85% of the cases, have specific, one-to-one course equivalencies among all two- and four-year public campuses. In the other 15% of instances, the CTL courses are guaranteed to count toward meeting general elective requirements or better, which means that in many cases, the course will count toward satisfying general education requirements or major requirements, depending upon the degree being sought.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

No, there are no statewide test-out or competency-based provisions that allow students to accelerate progress.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

There is no alternative public institution, per se. However, under the stewardship of the Indiana Higher Education Telecommunications System (IHETS), all public institutions, and many participating independent institutions, have created the Indiana College Network (ICN), through which the offering of distance education courses is coordinated.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

Yes. IHETS, through the ICN, publishes an online catalog of courses offered through distance education technology; see www.icn.org/courses and click on “courses.”

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

Yes. The budget just passed by the General Assembly for the 2007-2009 Biennium includes two incentives designed to increase: (1) the number of degrees produced and (2) the on-time graduation rate, i.e. the rate at which first-time, full-time degree seeking resident students complete an associate degree in two years or a baccalaureate degree in four years. This marks the first time such incentives have been funded.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

The state does not provide any direct incentives to students in these areas. There is an indirect disincentive for students, who are eligible for state student assistance programs, to complete their degrees without amassing additional credits: eligibility for state student assistance is only available for eight semesters, which must be completed over a ten year period.