ICHE Data Collection Regarding Equity in New Program Proposals
[Academic Leadership Council, November 19, 2021]

Information Collection on Equity in New Program Proposals

2.d. State Rationale: Equity-Related
1. How does this program address the Equity section of *Reaching Higher In a State of Change* (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

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Reaching Higher In a State of Change: **Focus on Equity**

Reaching Higher In a State of Change, provides a vision and a blueprint focused on pathways for student success from the recent high school graduate to the returning adult—ensuring greater economic opportunity and a stronger Indiana. With a focus on completion, equity and talent, the plan provides action steps for high schools, colleges, and universities and focused metrics to demonstrate the plan's effectiveness as we approach the 2025 goal for at least 60 percent of Hoosiers to have a quality credential.

Equity is recognizing that life's circumstances or obstacles should not dictate opportunities to succeed, and the Commission is prioritizing educational equity in this new plan.

Equity Action Steps from "A Blueprint for State of Change" in *Reaching Higher In a State of Change*

Pathways and Transitions
• **Encourage** use of predictive analytics to identify student needs and tailor
• individualized support to ensure student success.
• **Increase** the number of summer bridge and other programs that help students transition from secondary to postsecondary education and combat summer melt.
• **Create** a model "Learner-Ready" rubric to help campuses assess their readiness to accommodate the needs of their unique learner populations.

Affordability
• **Create** better alignment between state agencies to leverage opportunities and identify key populations, such as incarcerated adults and those on state public assistance.
• **Use** proactive outreach to increase the number of learners from priority populations taking advantage of existing financial aid programs created to support them.
• **Encourage** the use of Open Educational Resources wherever possible (such as online access to classroom materials) to reduce the cost for learners.
• **Advocate** that all students gain financial literacy skills to help them make informed choices about education and training beyond high school.

Community Engagement
- **Create** access to postsecondary opportunities in rural areas through the use of technology, broadband and innovative delivery models.
- **Leverage** opportunities for communities, institutions and employers to work together for people of color as well as rural, veteran and low-income populations.
- **Increase** awareness and utilization of non-academic campus or community programs designed to support diverse learners (focusing on hunger, childcare, transportation, mental health, etc.).

The Educator Pipeline
- **Increase** the number of minority learners enrolling in and completing EPPs.
- **Increase** opportunities for students in EPPs to gain experience in rural and diverse communities.
- **Create** EPP cohort and externship models that recruit and prepare teachers in key populations and communities.
- **Ensure** early college credit opportunities are available in all schools by helping more educators get the training they need to teach these courses.
- **Encourage** more people of color to utilize state scholarship funding to increase diversity in the teaching profession.

Quality
- **Monitor** early college credit and career technical education pathways in high school to routinely assess the status of opportunity and completion gaps among low-income, rural and minority populations.
- **Demonstrate** and advocate for the quality, value and benefit of dual credit courses offered to high school students.
- **Ensure** academic rigor and workforce relevance are prioritized as the Commission and institutions target programs to key populations.
- **Expand** the collection, analysis and utilization of equity data in each of the Commission's major reports, outreach efforts and financial aid programs.

The section addressing equity from *Reaching Higher In a State of Change* are copied as **Appendix A**, on the following pages.

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For additional proposal information, either new or clarified,

See Appendix B.

APPENDIX A: Equity pages from *Reaching Higher In a State of Change*

EQUITY

Life's circumstances or obstacles should not dictate opportunity to succeed.

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Equity

Equity is critical to our state's success.

Equity is often measured by observing areas where it does not exist: the gaps among learners from varying geographies, between genders, races or ethnicities, and by income level. These differences in outcomes are known as achievement gaps.

In 2013, the Indiana Commission for Higher Education passed a resolution to cut the achievement gap in half by 2018 and close the achievement gap by 2025. Over time, it became clear the Commission needed to do a deeper data dive to fully understand achievement gaps. So, in 2018, the Commission released its first College Equity Report, shining a brighter light on persistent opportunity and completion gaps for underrepresented and at-risk populations. The report showed that the achievement gap—as measured by college going, early success in college and college completion—was over halfway closed for low-income and minority learners, but significant gaps remained.

The College Equity Report was a first-of-its-kind statewide analysis of the gaps in higher education, but disaggregating and reporting data is just a first step toward closing those opportunity and achievement gaps.

Reaching Higher in a State of Change makes equity a key focus area to ensure that we're taking meaningful action to close those gaps on every campus in every community. Defining what we mean by "equity" lays the foundation for the goals that follow.
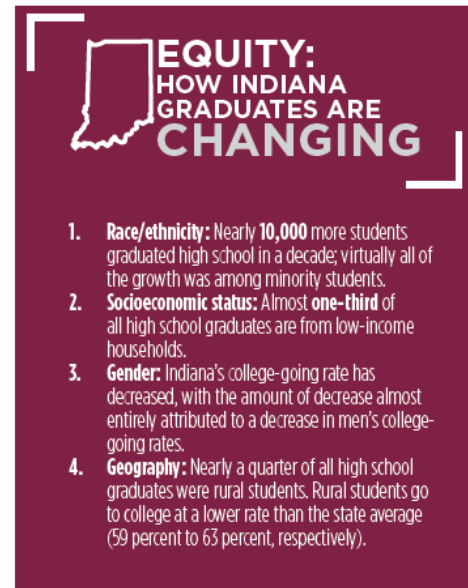
EQUITY IS INCLUSIVE. All learners deserve access to higher education opportunities and the support needed to ensure success. The Commission's focus on equity includes low-income and minority learners, but it also includes populations that reflect the demographics of our state—including age, gender, veteran status, those with disabilities, foster youth, incarcerated Hoosiers and learners from rural communities.

EQUITY: HOW INDIANA GRADUATES ARE CHANGING

1. **Race/ethnicity:** Nearly **10,000** more students graduated high school in a decade; virtually all of the growth was among minority students.
2. **Socioeconomic status:** Almost **one-third** of all high school graduates are from low-income households.
3. **Gender:** Indiana's college-going rate has decreased, with the amount of decrease almost entirely attributed to a decrease in men's college-going rates.
4. **Geography:** Nearly a quarter of all high school graduates were rural students. Rural students go to college at a lower rate than the state average (59 percent to 63 percent, respectively).
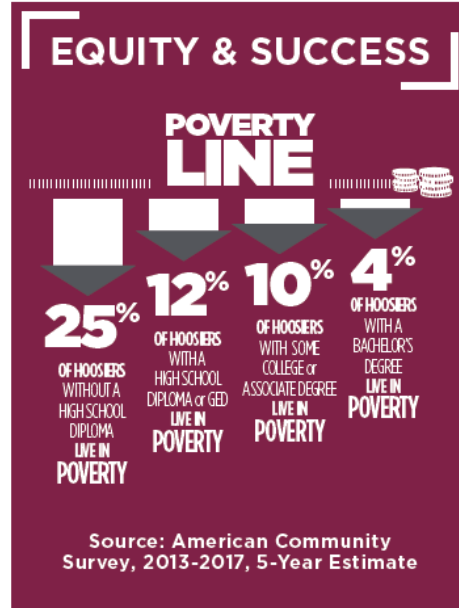
Figure D.

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EQUITY IS CRITICAL TO OUR STATE'S SUCCESS. To meet the 60 percent goal, Indiana must be sharply focused on driving completion gains for every group. Population projections indicate that Indiana will become increasingly more racially and ethnically diverse, and we're seeing increases in the number of low-income learners. These demographic shifts are already reflected in the K-12 pipeline. Additionally, as our economy diversifies and our high school population declines, the importance of engaging underrepresented populations and all regions of the state will be critical. Equally important will be reaching the diverse population of adult learners who must reskill to maintain any level of success in the future economy.

Figure E.
The risk of falling below the poverty line in Indiana is greater when Hoosiers have lower levels of education.

EQUITY & SUCCESS

POVERTY LINE

25% OF HOOSIERS WITHOUT A HIGH SCHOOL DIPLOMA LIVE IN **POVERTY**

12% OF HOOSIERS WITH A HIGH SCHOOL DIPLOMA or GED LIVE IN **POVERTY**

10% OF HOOSIERS WITH SOME COLLEGE or ASSOCIATE DEGREE LIVE IN **POVERTY**

4% OF HOOSIERS WITH A BACHELOR'S DEGREE LIVE IN **POVERTY**

Source: American Community Survey, 2013-2017, 5-Year Estimate

EQUITY REQUIRES TARGETED SUPPORTS. Particularly with low-income and first generation students, there is often a lack of exposure to the full range of job and educational opportunities available. For this reason, we must provide greater navigational supports that meet individuals where they are on their way to completion. It's not enough to give all learners access to the same tools to achieve postsecondary success. Learners come to us with different experiences, learning and resources; in turn, it's incumbent upon the state and its institutions to offer learner-focused supports and opportunities. Our approach to provide supports for educational equity must include a commitment to quality, and quality demands a commitment to equity.
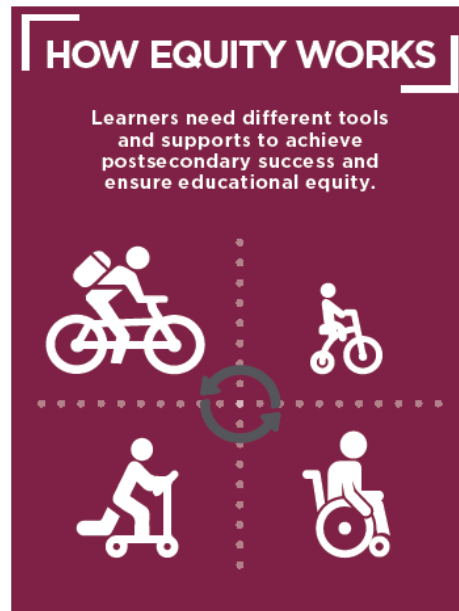

HOW EQUITY WORKS

Learners need different tools and supports to achieve postsecondary success and ensure educational equity.

Figure F.

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APPENDIX B: Additional proposal information, either new or clarified

A. In the general identifying information (item "b"): Career Relevant/Out-of-Classroom Experiences[3]:
   ([3] Co-ops, internships, clinicals, practica, capstone projects, employer critiques, study abroad)

B. Eliminates former Appendix 1, Institutional Rationale, detail. This is now included in Section 2.b.

C. 1. Program Description
   - o   a. Provide a description of the program that would be available to prospective students and other interested stakeholders and that would be included on the institution's web site and published to the Indiana Credential Registry.

D. 3.e. Letters of Support
   - o   Clarifies expectation of letters from external stakeholders.

E. 5.b. Related Programs at the Proposing Institution
   - o   Identify programs at the proposing institution that compliment, strengthen, or otherwise would be impacted by the proposed program.

F. 6. Preparation for and/or Collaboration with Other Programs
   a. Preparation for Graduate Programs
      - ▪ Does this program prepare students for one or more graduate programs? If so, please describe.
   b. Articulation of Associate/Baccalaureate Programs
      - ▪ **All institutions proposing associate or baccalaureate degrees must address program articulation pathways.**
      - ▪ For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.
        Appendix 8: Articulation of Associate/Baccalaureate Programs, Detail (This appendix should contain the actual articulation agreements relevant to the proposed program.) Prior to submitting the program proposal to the Commission, universities should work directly with Ivy Tech Community College and Vincennes University to develop articulation agreements that maximize transfer opportunities for students. Use articulation table provided at the end of this document.
   c. Collaboration with Similar or Related Programs on Other Campuses
      - ▪ Indicate any collaborative arrangements in place to support the program.

G. 7. Quality and Other Aspects of the Program
   c. Student Engagement Experiences with Career Relevance
      - ▪ The proposal should describe student engagement experiences with career relevance, which are described as ones that:
      - ▪ Are rooted in an authentic real-world context and involves students in intentional reflection on that experience;
      - ▪ Place an emphasis on the development of multiple career readiness competencies as defined by the National Association of Colleges and Employers (NACE); and
      - ▪ Occur within traditional classroom environments and beyond the classroom settings either on or off campus or in virtual/online modalities.