

**REFORMING EDUCATION IN INDIANA:
HIGH ACHIEVERS SPEAK OUT**

White Paper

**AMERITCHIEVE Forum
Marian College
Indianapolis, Indiana
March 19, 2000**

Report prepared by

Robert C. Dickeson, Ph.D.
Senior Vice President

USA Group Foundation

© 2000, USA Group, Inc. All rights reserved

REFORMING EDUCATION IN INDIANA:

HIGH ACHIEVERS SPEAK OUT

Introduction

An informal survey of 100 Central Indiana high school seniors who rank among the nation's merit scholars reveals several imperatives to reform the state's education system. Most perceive that better education is possible with the proper focus on the following elements: individual students, parental support, better teachers, and a more rigorous curriculum.

A group of Indiana educators and citizens concerned about education reform is focusing on this pool of academic superstars in hopes of learning what Indiana can do to improve the overall educational attainment of the state.

Many of Indiana's top high school graduates will leave the state to pursue educational and career opportunities elsewhere. This phenomenon is but one indicator of a much broader problem with Indiana's educational traditions. Despite progress on several fronts, Indiana still lags the nation in several important measures of educational attainment and retention of human capital.

This white paper documents the results of the 2000 survey of Central Indiana's high achievers and offers recommendations to help respond to the issues. Simply put, too many educational reform efforts lack focus, or emphasize indirect or peripheral solutions. Indiana's nationally-competitive students speak out on behalf of more direct approaches to improving education.

Background

Education reform is not a new topic of discussion in Indiana. For nearly two decades, numerous private and public groups have identified issues, debated alternative strategies, suggested reforms, and advanced policies ranging from structural changes to school vouchers to accountability systems. Government, business, education and labor organizations have weighed in on possible solutions.

The reasons behind the debate are clear enough: Indiana's education results are disappointing, and educational attainment among adults remains low. Indiana ranks 48th out of the 50 states in the percentage of its adult population with a baccalaureate degree, 50th in the percentage of its workforce in professional positions or specialty occupations, and 45th in SAT college entrance exam scores.¹ The state ranks 49th in the nation on Advanced Placement exams, and only 55 percent of Indiana's students pass both the math and language arts sections of the Indiana Statewide Testing for Educational Progress (ISTEP+) at the 10th grade level.²

Numerous reforms intended to overturn these results are in place or planned; many of them hold promise for the future and still others are showing results. New accountability and standards measurement statutes are in place.³ Governor Frank O'Bannon is providing accelerated leadership to a reconstructed and augmented Education Roundtable.⁴ Indiana is one of only six states selected in a national competition for the Baldrige in Education program to enhance the development of quality principles in Indiana's school corporations.⁵ Indiana is finally developing, over the next six years, a promising community college initiative to better serve its adult students.⁶ And the percentage of Indiana 18-to-24-year olds who complete high school is up, now at rates above the national average.

Throughout the education reform debate, however, little attention has been paid to factors directly linked to student achievement. This report offers anecdotal insight secured from meaningful feedback about reform from high-achieving students. As this summary reveals, their views about education are proximate and well-informed.

High Achievers on Education Reform: The Survey

“Student achievement” cannot be better symbolized than by the young men and women who are Indiana's Ameritchieve recipients. These most capable of Indiana high school graduates are well-qualified to speak on factors that lead to student achievement. These national scholars have unique, first-hand insights into what works (and what needs improvement) in Indiana education.

Recipients of Ameritchieve recognition are National Merit Finalists, National Achievement Finalists and National Hispanic Scholar Finalists from within a 75-mile radius of Indianapolis. While the criteria for each of the national awards vary, in general, recipients represent students who have scored at the highest levels on national PSAT examinations, have maintained outstanding academic records throughout high school, have received endorsements and recognition from their high school principals, have achieved follow-up SAT-I scores that confirm earlier qualifying test performance, and can be said to have the strongest records of accomplishment and ability among their classmates.

This current study was prompted by the planning efforts for the Ameritchieve event, a combination recognition/reception/forum honoring Central Indiana students of extraordinary distinction. The event, to be held March 19, 2000, at Marian College in Indianapolis, is sponsored by Marian College; Brebeuf Jesuit Preparatory School; USA Group Foundation; *The Indianapolis Star*; WTHR-TV; Marsh, Inc., a Marsh and McLennan Company; ARAMARK; Thomson Consumer Electronics, and the Christel De Haan Family Foundation. The event will include a forum on the topic of educational reform in Indiana, and education reform will be the subject of essays the Ameritchieve recipients will author.

These finalists represent the cream of Central Indiana's academic crop and thus have the greatest potential for success in college. Recognizing their distinction, colleges and universities across the nation compete for these students to enter their freshmen classes and, by so doing, enhance their institutional academic profiles. These individuals represent the very best products of Indiana's educational system, at least as measured by challenging nationally-normed tests, and thus represent a national intellectual elite. National achievers are highly competitive, and the national merit process is not confined by state boundaries, as it seeks excellence wherever it can find it. These students are truly competitive with the very best and brightest in the nation.

Recognition of this sort also carries substantial financial reward. The Merit, Achievement, and Scholar finalists are eligible for scholarships from the respective national organizations, and these awards may be supplemented by private and institutional scholarships, as well. Several recipients report receiving significant scholarship and financial aid benefits. Some are receiving full rides for the payment of tuition and fees, room and board, and books and supplies -- a condition not dissimilar to full rides received by blue chip athletes at athletically-competitive institutions. These academic blue chippers also represent a wide range of intellectual and career interests and are destined to achieve at a broad range of selective institutions.

Methodology

The Americhieve organizing committee (see Appendix) requested that all honorees complete an informal survey aimed at capturing their thinking about education reform in Indiana. The organizing committee designed the survey and distributed them to all honorees along with invitations to attend the Americhieve events. High schools of the respective award winners supplied the lists of qualified award recipients. Students responded to the survey in February and early March, 2000 and returned them to Americhieve for tabulation and analysis. Responses reflect current thinking about college-going and education reform. A total of 100 surveys were returned out of 244 sent, for a response rate of 41 percent. Not all respondents answered all questions. Percentage scores may not always equal 100, due to rounding.

Although no claim is made here that the sample is scientifically representative of the entire population of high-achieving students, the results of the survey provide anecdotal insight into this important group.

Results of the Survey

Of the 100 respondents, 69 will graduate from public, and 31 from private high schools in Central Indiana. While all high schools would be proud to have National Finalists among their graduating seniors, it should be noted that a disproportionate share will graduate from private schools.

Honors Program or Gifted and Talented Program

Respondents were asked if they were enrolled in an honors program or gifted and talented program in their schools. Of those who responded to this item, 75 percent indicated participation in such a program; a majority of these students attend public high schools.

Do you plan to attend college?

Not surprisingly for this group of high achievers, 99 out of 100 respondents intend to go to college. One intends to become a professional ballet dancer directly from high school.

Where do you plan to attend college?

Students were asked to identify whether the college they intended to attend was located in-state or out-of-state, and whether the intended institution was public or private. A total of 30 of the students are still undecided, an understandable situation, given the competition among institutions for these students, who enjoy the luxury of shopping around for better financial aid packages. Of those who knew where they were going, approximately 35 had opted for colleges and universities located outside Indiana. Inasmuch as many of these students could secure admission to practically any college, the proportion planning to go elsewhere does not seem unduly high.

A majority of the responding students plan to attend a private college (60 percent). Many private institutions in this country (but not all) are generally more selective than public institutions. The most selective institutions place a high priority on the academic profile of the incoming freshmen class -- an indicator of institutional quality. The respondents are precisely the types of students that selective institutions covet.

If you plan to attend an out-of-state institution, did you consider an Indiana school?

Of the 35 students who identified an out-of-state institution as their choice, only 26 students responded to this question about considering Indiana schools. Most respondents said they did consider Indiana schools in their school selection process.

Yes	22 (85%)
No	4 (15%)

List the two most important reasons that caused you to select an out-of-state school

Responses to this open-ended question cited a variety of reasons deemed important by the respondents. Aggregating the responses into like categories and listing them in rank order reveal the following:

<u>Rank</u>	<u>Reason and Number of Responses</u>
1.	The quality of the school; greater depth of courses offered in my field; getting a better education out-of-state; my program not offered in Indiana (17)
2.	Want a change in location; chance to broaden my horizons; chance to see other parts of the country (15)
3.	Name recognition of the school (Duke, Harvard, Princeton, Columbia were cited); academic reputation; reputation and prestige (11)
4.	Out-of-state schools offered better financial aid; better scholarships; better opportunities (6)
5.	Want to be on my own; be away from home (4)
6.	More dynamic, diverse student population (3)
7.	Miscellaneous reasons <i>Out-of-state schools were more aggressive in recruiting me (3)</i> <i>No reason to stay in Indiana (2)</i> <i>Tuition in-state too high (1)</i> <i>Lack of good quality programs in Indiana (1)</i>

What do you plan to study?

As could be expected from a talented cross-section of achievers, academic interests are wide-ranging and ambitious:

Intended Major Subjects of Study; Numbers Identifying Each Choice

Undecided (14)
Engineering (6)
Biology (5)
Computer Science (5)
Pre-Medicine (5)

Biochemistry (4)
Electrical Engineering (4)
Economics (3)
Literature/Creative Writing (3)
Mechanical Engineering (3)
Physics (3)
Pre-Pharmacy (3)
Astrophysics (2)
Chemical Engineering (2)
Chemistry (2)
Music (2)
Political Science (2)
Spanish (2)
Accounting (1)
Actuarial Science (1)
Aerospace Engineering (1)
Architecture (1)
Art History (1)
Biblical Literature (1)
Bioethics (1)
Biomedical Engineering (1)
Business (1)
Civil Engineering (1)
Elementary Education (1)
Film (1)
Finance (1)
German (1)
Humanities (1)
International Relations (1)
Marketing (1)
Mathematics (1)
Molecular Biology (1)
Nursing (1)
Pre-Law (1)
Public Policy (1)
Secondary English Education (1)
Theatre (1)
Zoology (1)

Do you plan to attend a graduate school?

High achievers are also long-term planners. Many of these respondents are thinking ahead to graduate

and professional school four years out. Two out of three respondents said they planned to attend graduate school.

Yes 66 (68%) No 3 (03%) Undecided 28 (29%)

At this point, what career do you plan to pursue?

A talented group of students with the capabilities represented in this population are aware of the universe of career and professional options available to them. The responses, listed in order of preference, are remarkable because of their breadth. While many students are undecided about career choice, and others will no doubt change their minds over the next four years, these students have charted courses for themselves in keeping with their multiple talents.

Career choices; numbers identifying each choice

- Undecided (16)
- Physician (10)
- Teaching (7)
- Engineer (6)
- Electrical Engineer (4)
- Lawyer (4)
- Business (3)
- Pharmacist (3)
- Finance (2)
- International Business (2)
- Mechanical Engineer (2)
- Medical Research (2)
- Physics Research (2)
- Professor (2)
- Actuary (1)
- Art Conservation (1)
- Ballet Dancer (1)
- Bioethicist (1)
- Biologist (1)
- Biomedical Engineer (1)
- Chemist (1)
- Christian Evangelism (1)
- Computer Engineer (1)
- Computer Software Designer (1)
- Design (1)
- Entrepreneur (1)
- Environmental Engineer (1)

Family Nurse Practitioner (1)
 Marketing (1)
 Medical Missions (1)
 Music (1)
 Multimedia Expert (1)
 Novelist (1)
 Piano Teacher (1)
 Psychiatrist (1)
 Research Astrophysicist (1)
 Researcher (1)
 Social Service Administrator (1)
 Sports Medicine (1)
 Telecommunications (1)
 Theatre (1)
 Theatre Director (1)
 Veterinary Medicine (1)
 Writer (1)
 Zoologist (1)

Would you prefer to work in or out-of-state after college?

Only 11 percent of respondents indicated a preference to work in-state after college. Most were undecided or were already assuming they would work out-of-state.

Work in state	10 (11%)
Work out-of-state	25 (28%)
Undecided	54 (61%)

These findings are not inconsistent with results revealed in a similar survey conducted in 1999 with a similar student population.⁷ Indiana is a net exporter of graduates with postsecondary degrees. In its 1999 graduate migration study, The Indiana Fiscal Policy Institute found that 36.2 percent of Hoosiers leave the state after graduation, and 89.2 percent of non-residents leave.⁸

Attitudes about academic standards

To secure opinions about academic standards issues currently under discussion in Indiana, respondents rated seven statements according to how well they matched their beliefs. Respondents rated their agreement or disagreement with the statements on a five-point scale designed to measure intensity of opinion (Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree). Table 1 shows the statements and the distribution of respondents' relative agreement or disagreement.

Table 1
Attitudes about Academic Standards,
in Order of Agreement

<u>Rank</u>	<u>Statement</u>	<u>Agreement/Disagreement</u>
1.	Eligibility for high school athletics should depend on academic performance and attendance	86% Agree or Strongly Agree
2.	Academic standards for athletes should be the same for all IHSAA schools	79% Agree or Strongly Agree
3.	Eligibility for other extracurricular activities should depend on academic performance and attendance	76% Agree or Strongly Agree
4.	If the state sets high school standards too high, the self-esteem of under-performing students will be destroyed	60% Disagree or Strongly Disagree
5.	High school graduation requirements should be strengthened (tougher courses, higher GPA, etc.)	54% Agree or Strongly Agree
6.	Teachers at my school don't spend enough time on teaching due to other conflicts (administrative duties, advising clubs, discipline, etc.)	71% Disagree or Strongly Disagree
7.	Standardized achievement tests (like ISTEP+) are too tough and should be eliminated	92% Disagree or Strongly Disagree

It is clear from the responses that high achievers believe in high standards. This opinion applies not only to the standards they impose on themselves, but also to the standards that should be imposed on other students.

What worked for you?

Respondents were next asked, “Clearly, you succeeded in getting a good education. What worked for you?” Responses to this open-ended question cited a wide range of traits or characteristics deemed important to the respondent’s own reasons for success. Total responses exceed the number of respondents as more than one item was often listed. Aggregating the responses into like categories and listing them in rank order reveal the following:

Rank Responses and Number of Responses

1. Positive attitude; perseverance; personal desire to learn; personal goal-setting; desire to know more; dedication; hard work; self-discipline, self-motivated (39)

Representative statement: “I never settled for being average. I have pushed myself to be the best.”

2. Parents; encouragement from parents; parents who value education; good parents to encourage me; family support and motivation (26)

Representative statement: “My parents have expected a lot out of me as well as always encouraging me and contributing time and energy to work with me.”

3. Good teachers; incredible teachers; teachers who motivated me; wonderful teachers; dedicated teachers (16)

Representative statement: “My teachers—Several incredible teachers, who’ve motivated me to reach my potential—anything less, and I would have felt like I was letting them down.”

3. Taking the toughest classes; a difficult course load; took the hardest classes available; the most challenging classes (16)

Representative statement: “When I was challenged, I did good work. When I had a class that was easy, I got lazy and didn’t do as well.”

5. Learning outside as well as inside school; reading a lot outside of class; summer learning experiences; extra reading at library (11)
6. Always did my homework; keeping current on homework (9)
7. Honors classes; Advanced Placement; honors program; gifted and talented program (8)
8. Paying attention in class; listening; good study habits (6)
8. Attending a school with high standards; a setting that catered to my needs (6)
10. Extracurricular activities/sports helped me maintain interest in schoolwork (2)
10. Budget time well (2)
10. Luck (2)

The reader should note a pattern beginning to develop in these responses. High achievers place the primary emphasis for their success on individual efforts and perseverance. The sources of their motivation come from three areas: parents, good teachers, and high standards. This pattern will be reinforced in subsequent responses.

Did you feel challenged while you were in high school?

Yes	71 (76%)
No	22 (24%)

How could your school have served you better?

This question elicited numerous responses, which exceed the number of respondents, since more than one item was sometimes listed. Aggregating the responses into like categories and listing them in rank order reveal the following:

Rank Responses and Number of Responses

1. More honors courses; more AP courses; more opportunities for academic enrichment; more challenging courses; more advanced level courses (32)

Representative statement: “More honors courses, more academic opportunities, more personalized attention, greater emphasis on learning (as opposed to athletics, activities and ‘character education’)”

2. Improve the learning environment; more encouragement to all students (15)

Representative statement: “_____ School is too impersonal: Students identified by numbers; the atmosphere is apathetic. Countless rules, lack of trust.”

3. Better teachers; higher level teachers; better evaluation of teachers; more understanding teachers (10)

Representative statement: “The level of teaching could have been a little higher. Although I had a few excellent teachers, overall, I felt as though the majority were uninspiring and non-stimulating. They tend to teach to the lowest level.”

4. Larger variety of classes; more course selections (9)

4. Nothing; my school did all it could for me (9)

6. Better guidance; better, more knowledgeable counselors; improved guidance department (8)

7. Better equipment; more advanced technology; better facilities (5)

7. Less bureaucracy; too much concern with policies; too inflexible (5)

9. Smaller classes; lower student-faculty ratio (4)

10. Recognize academic as well as athletic achievement; emphasize education over sports (3)

10. Weak science department (3)

12. Stop requiring physical education (1)

Of the students you know who didn't reach their potential, what held them back?

This open-ended question elicited several thoughtful, often poignant responses. Total responses exceeded the number of respondents, as more than one item per respondent was often cited.

Aggregating the responses into like categories and listing them in rank order reveal the following:

Rank Responses and Number of Responses

1. Lack of motivation; lack of incentive to excel; lack of initiative; lack of self-discipline; apathy (49)

Representative statement: "The students themselves were at fault. They didn't care enough to take advantage of opportunities that were available and gave up when faced with academic challenges."

2. Laziness; lack of effort; didn't really try; poor work ethic (22)

Representative statement: "Laziness—they were not challenged by family, friends and teachers. They did not work hard because they didn't care if they did well or not. They did not get to know their teachers; therefore, they did not want to please their teachers by succeeding in their classes."

3. Didn't like school; school didn't like them; didn't care enough about education; bored (19)

Representative statement: "Most lost interest in school because school wasn't interested in them. A few got addicted to drugs and really hurt their chances of succeeding."

4. Social distractions; peer pressures; too much partying; learning is not "cool" (17)

Representative statement: "They were held back by social constraints: preserving their image of being cool—studying and applying themselves didn't fit into their social agenda; their peers wouldn't let it."

5. Unsupportive family; negative environment at home; bad family life (13)

Representative statement: "The biggest influence is the encouragement of parents. Those students who did not reach their full potential often had parents who placed little or no emphasis on school."

6. Bad teachers; uninspiring teachers; teachers didn't challenge them (11)

Representative statement: "Lack of interest in their school work, poor teaching, and teachers' inability to vary teaching style to suit different types of learners."

7. Drugs; substance abuse (7)
8. Lack of expectations (2)
9. Nintendo (1)

With so much concern over the quality of education in Indiana, what's the area in greatest need of improvement?

Students were asked to rank-order, with #1 being the greatest need, #2 the next greatest, etc., seven aspects of education. Thus, the lower the average rank for an area, the greater the perceived need of improvement.

<u>Rank</u>	<u>Area in greatest need of improvement</u>	<u>Average Rank</u>
1.	The individual student	2.72
2.	The quality of teachers	3.29
3.	The family	3.30
4.	The rigor of the curriculum	3.32
5.	The school's administration	4.16
6.	The quality of school facilities	5.47
7.	The quality of equipment	6.53

Stated another way, Indiana high achievers hold the individual student most responsible for the success

of his or her education, and identify the individual as most in need of improvement. The next three areas identified—quality of teachers, the family, and rigor of the curriculum—are so closely clustered in the rankings as to provide only .03 difference among the three mean scores. Statistically, these three areas are of equal importance. Finally, administration, facilities and equipment are seen as less important.

How would you improve the quality of education in Indiana?

Responses to this final, open-ended question revealed several insights of note. Respondents offered several suggestions, thus the total numbers reported below exceed the number of respondents. Responses are aggregated into like categories and listed in rank order:

Rank Responses and Number of Responses

1. Instructional improvements; more rigorous curriculum; raise the standards for graduation; more challenging expectations of students; end social promotion (44)

Representative statements: “Students benefit when expectations are clear and coursework is challenging, but not impossible. They should understand the quality of work expected of them (which should naturally be comparable to their ability), and they should be told plainly when they fail to reach their potential and praised just as enthusiastically when they succeed.”

“Indiana schools spend too much time worrying about hurting the fragile self-esteems of underachieving students. We would all be better off if schools spent more efforts on challenging students and preparing them for the real world. Lowering standards will not help anyone.”

2. Hire better teachers; better performance of teachers; better preparation of teachers; higher standards for teachers; better evaluation of teachers (25)

Representative statements: “Performance of teachers should be more strictly evaluated and taken into higher consideration, because a teacher’s method of teaching ultimately impacts the student’s attitude toward learning and hence, academic performance.”

“Some of our teachers have been teaching for so long, they no longer care what happens to their students. The best teachers take an interest in their students. To me, when the teacher engages my mind, there is no greater motivation to succeed.”

3. Focus on the individual student; stress importance of family; focus on the value of education (21)

Representative statements: “Teachers and school administrators have to have the student’s interests and well-being as the center to the school. When schools stop trying to give students an education like they were running a factory by mass production, then maybe the students could learn something.”

“Student-teacher interaction needs improvement, struggling students need to be helped before they fail, and students should have a set time every week to meet with someone to discuss their school situation and to get help if needed”

4. Improve funding for education; lower student-faculty ratio; more advanced equipment; better facilities; improve teacher salaries (17)
5. Policy changes; charter schools; school choice; more equitable statewide funding; stop teacher tenure (12)
6. Don’t know (1)

Implications for the Future

The key findings of this study are that education reform should be focused on: (1) the individual student and enhancing the sources of positive motivation for that student; (2) the influence of the family in creating the support necessary to cause student achievement to flourish; (3) the teachers in schools who have the incredible power to turn on – or off – student potential; and (4) the need to increase the rigor of the secondary school curriculum in Indiana. From the perspective of the high achievers surveyed, all other dimensions of education reform are simply not as critical.

Policy makers and concerned citizens who care about the future of the state will want to consider the many and complex factors that bear on the multiple solutions required to reform education and thereby improve Indiana educational attainment.

From the sample of high achievers represented in this informal study, certain policy directions are indicated. Policy initiatives should be considered that might better attract bright individuals --whether from Indiana or elsewhere -- and retain them and their considerable talents as a part of Indiana’s growing human capital. Certainly the financial incentives to attend a particular college and to work in a particular place are pivotal for many of these students and others like them.

Of the top tier of universities in the nation that attract National Merit Scholars, only one institution in

Indiana—Purdue University—was able to attract a sizable number. Purdue enrolled 61 such scholars in 1998 (ranking it 30th of 46 top institutions nationwide) and 52 in 1999 (ranking it 38th of 54 top institutions).⁹

Investing in higher education results in substantial returns. For the individual, college attainment means higher earnings, better career opportunities, jobs that are less sensitive to general economic conditions, and improved quality of life. For the state, college attainment means greater productivity, increased tax revenues, reduced reliance on welfare subsidies, lower crime rates, and increased civic participation. Thus, the incentives for Indiana to focus on education reforms are significant.

Policy initiatives should also be pursued that mirror the shared wisdom of these exemplary students. By focusing more attention on the individual student, buttressed by caring teachers and parents and a more rigorous curriculum, reform strategies might work. Relatively less attention needs to be paid to peripheral issues.

Policy makers would do well to ask two key questions when considering education reform issues:

1. Is this intended to help retain human capital in Indiana?
2. Is this directly related to improving student achievement?

Many issues that consume scarce resources (changing school boundaries, reinstating sports class divisions, altering dates of school board elections, e.g.) have indirect impact at best and, more likely, are irrelevant to the real tasks at hand.

If Indiana is to improve its educational attainment, quality, and retention of its best and brightest, it must focus on the items that will inspire individuals—students, parents and teachers—to do better. They hold the keys to leading Indiana to an improved educational system that will, in turn, inspire others to want to live, study, and work in Indiana.

When it comes to educating its young people, Indiana can do better.

ENDNOTES

¹ “Community Alliances to Promote Education (CAPE),” Lilly Endowment, Indianapolis, 1999, p.2.

² “Indiana Education: On Shaky Ground,” Education Policy Center, Hudson Institute, Indianapolis, 2000, pp. 3, 14.

³ House Enrolled Act No. 1750, First Regular Session, 111th General Assembly, State of Indiana, 1999.

⁴ Senate Enrolled Act No. 235, First Regular Session, 111th General Assembly, State of Indiana, 1999.

⁵ National Alliance of Business and American Productivity and Quality Center Report, 1999.

⁶ “Why does Indiana need a community college system?” Indiana Commission for Higher Education, 1999.

⁷ “Plugging the Leaks in Indiana’s Education Pipeline: High Achievers Speak Out,” USA Group Foundation, Indianapolis, 1999.

⁸ “Graduate Migration from Indiana’s Postsecondary Institutions,” Indiana Fiscal Policy Institute, Indianapolis, March, 1999, p. iii.

⁹ The Chronicle of Higher Education.

APPENDIX

Ameritechive 2000 Committee

Dr. Robert Abene

President
Marian College

Ms. Taquoya Harris

Government Affairs
Indiana Chamber of Commerce

Ms. Yepunde (Nola) Akiwowo

National Achievement Finalist
Brebeuf Jesuit Preparatory School

Ms. Linda Hegeman

Indianapolis, IN

Dr. Edward Balog

Vice President for Academic Affairs
Marian College

Mr. Bruce K. Hetrick

Hetrick Communications, Inc.

Sr. Kathie Budesky, IHM

Principal
Brebeuf Jesuit Preparatory School

Ms. Luann John

Admissions Counselor
Marian College

Mr. Rob Bullock

Director of Annual Fund & Parents Program
Marian College

Ms. Ann W. King

Interim President
Brebeuf Jesuit Preparatory School

Mr. Steve Bushouse

Vice President for Enrollment Management
Marian College

Ms. Karen Kist

Associate Director of Enrollment Management
Marian College

Dr. Robert C. Dickeson

Senior Vice President
USA Group Foundation

Mrs. Patti Knot

Director of Catering Services
Classic Fare Catering/ARAMARK Corp.
c/o Eli Lilly & Co., Lilly Corp. Ctr.

Mrs. Carolyn Foust

Corporate and Community Affairs Director
The Indianapolis Star

Mrs. Katie McKinney

Indianapolis, IN

Mrs. Anne Gaylord
Indianapolis, IN

Mrs. Mary Ann Grogan
Indianapolis, IN

Mr. Terry Miller
National Merit Achievement Semi-Finalist
Brebeuf Jesuit Preparatory School

Mr. Jacques Natz
WTHR News Director
WTHR-TV

Ms. Young-Hee Yedinak
Special Projects Coordinator/
Community Affairs
WTHR-TV

Ms. Della Pacheco
Director of Communications
Marian College

Sr. Norma Rocklage
Senior Vice President
Mission Effectiveness & Planning
Marian College

Mr. Tom Schuman
Manager of Communication and Media
Indiana Chamber of Commerce

Mr. John Thomas
Indianapolis Monthly and Emmis Publishing

Mr. Frank (Skip) Treco, III
Managing Director
Marsh, Inc.
A Marsh & McLennan Company

Ms. Mary Treco
Indianapolis, IN

Ms. Roxanne Turner
Director of Conferences and Events
Marian College

Ms. Tamara Wolske
Mentoring in the City
Marian College

Mr. Jim Wood
Director of Institutional Advancement
Brebeuf Jesuit Preparatory School

