

Indiana Commission for Higher Education

AGENDA MATERIALS

February 14, 2013



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INDIANA COMMISSION FOR HIGHER EDUCATION
101 West Ohio Street, Suite 550
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WORKING SESSION AGENDA
Thursday, February 13, 2013
9:00 – 11:30 a.m. (Eastern Daylight Time)

Ivy Tech Community College
Corporate College and Culinary Arts Center
Conference Center Room 118, 1st Floor
2820 N. Meridian Street
Indianapolis, IN 46208

DISCUSSION TOPICS

1. Legislative Update – Sarah Ancel and Jason Dudich (60 min.)
2. Presentations:
 - Institutional Participation Agreements for Financial Aid – Mary Jane Michalak (15 min.)
3. Updates:
 - IN-KY Reciprocity Agreement – Sara Appel (15 min.)
 - Academic Probation and Dismissal Policies – Sara Appel (20 min.)
4. Committee Report Outs (15 minutes)
 - Academic Affairs and Quality – Carol D’Amico and Ken Sauer (5 min.)
 - Student Success and Completion – Dennis Bland and Jason Bearce (10 min.)
 - Presentation on Advising Study and Contract

AGENDA

Commission for Higher Education

COMMISSION MEETING

Ivy Tech Community College
Corporate College and Culinary Arts Center
Conference Center Room 118, 1st floor
2820 N. Meridian Street
Indianapolis, IN 46208

Thursday, February 14, 2013

Purpose:

Reaching Higher Achieving More calls for a system of Higher Education that is Student-Centered, Mission-Driven and Workforce-Aligned. The Commission’s work will focus on three challenges:

Completion:

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

Productivity:

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

Quality:

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

- I. Call to Order**
 - Roll Call of Members and Determination of a Quorum**
 - Chair’s Remarks**
 - Commissioner’s Report**
 - Consideration of the Minutes of the December Commission meeting 1**

- II. The Public Square – Completion**
 - A. Academic Advising - A Panel Discussion 11**
 - Ms. Jennifer Griggs, Director, Learning Resource Center,
Butler University
 - Ms. Susan Hawkins Wilding, Assistant Vice President of
Academic Advising, Ivy Tech Community College

Dr. Dale Whittaker, Vice Provost for Undergraduate
Academic Affairs, Purdue University
Dr. Rebecca Torstrick, Professor of Anthropology and
Assistant Vice President for Regional Affairs and
University Planning, Indiana University

III. Time-Sensitive Action Items

- A. Academic Degree Programs
 - 1. Bachelor of Science in Hospitality and Tourism To Be Offered by Indiana University Kokomo at Kokomo 13
 - 2. Doctor of Philosophy in Health Communication To Be Offered by Indiana University Through Its IUPUI Campus..... 33
 - 3. New Degree Program on Which Staff Proposes Expedited Action 51
 - Master of Arts in English To Be Offered by Indiana University East at Richmond
- B. Capital Projects on Which Staff Proposes Expedited Action..... 63
 - Indiana University Bloomington Campus: Read Residence Hall Renovation Phase I - \$7,000,000
 - Purdue University – West Lafayette Campus: Renewal of Lease of Space at Ross Enterprise Center - \$2,133,900

IV. Information Items

- A. Status of Active Requests for New Academic Degree Programs 65
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action 67
- C. Capital Improvement Projects on Which Staff Have Acted 69
- D. Capital Improvement Projects Awaiting Action 71

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on March 14, 2013, in Indianapolis.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, December 13, 2012

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, Illinois Fall Creek Center, Community Room, 1st Floor, 2535 N. Capitol Avenue, Indianapolis, IN 46208, with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Carol D’Amico, Susana Duarte De Suarez, Jud Fisher, Chris LaMothe, Marilyn Moran-Townsend, Dan Peterson, George Rehnquist, Kent Scheller, and Mike Smith.

Members Absent: Chris Murphy, Eileen Odum, Hannah Rozow.

CHAIR’S REPORT

Ms. Moran-Townsend said that she is very much looking forward to working with Indiana’s new Governor, who expressed in his campaign and through many public forums his strong belief in the importance of the education and higher education in particular.

COMMISSIONER’S REPORT

Ms. Teresa Lubbers, Commissioner, spoke about the regional College Success Coalition meetings around the state. Seven out of eight Regional Town Hall meetings have been completed, with one remaining in Evansville, which has been scheduled for January 10th. These meetings have provided the Commission with a great opportunity to focus attention on “Reaching Higher, Achieving More” and the goal of 60% Hoosiers holding postsecondary credentials by 2025. Equally important has been facilitating regional discussions on the challenges they face and the solutions they are implementing to increase the educational attainment of their citizens – and to link that education with workforce needs. These meetings have also provided the opportunity to highlight the changes in the 21st Century Scholars Program. This work will continue as the Commission will visit additional counties next year. There are now 34 county college success coalitions in operation and another 17 that will be operational in 2013.

Ms. Lubbers mentioned the Midwestern Higher Education Compact meeting that she attended in Cincinnati in mid-November. In addition to the annual business meeting, MHEC hosted a policy seminar on “The Relationship of Higher Education to Workforce Needs.” Charles Kolb, who was the Commission’s keynote speaker at last year’s Weldon Conference, provided a similar presentation at the conference, highlighting trends in higher education and workforce needs. Indiana continues to be actively involved in MCEC – in both their policy initiatives and their cost-savings programs. The state pays \$95,000 in annual dues to MHEC. The savings realized by Hoosier schools and local governments totaled nearly \$2.4 million for the last year, and cumulative savings (since 1996) total over \$25 million.

Ms. Lubbers said that Commission's staff members are reaching out to new and returning members of the legislature, to ensure that higher education issues receive the attention they deserve and the state needs. More than ever, these leaders understand the value of postsecondary credentials and are engaging with the Commission in these important discussions. On January 9th, the Commission will be bringing together higher education, policy and business leaders for the state's first State of Higher Education Address.

Finally, Ms. Lubbers commended all those who were listening to Senator Lugar's farewell address before the Senate yesterday.

Ms. Moran-Townsend announced that this was Ms. Rosemary Price's last meeting, since Ms. Price, Administrative Assistant and Event Manager, will be retiring from the Commission. Ms. Moran-Townsend asked Dr. Bepko to read the resolution honoring Ms. Price.

R-12-09.1 **WHEREAS** Rosemary Price has served with distinction for twenty-two years as a member of the staff of the Indiana Commission for Higher Education, including her present position of Administrative Assistant and Event Manager; and

WHEREAS since joining the Academic Affairs staff in November 1990, she has assisted in the processing of every new degree program proposal that has come to the Commission during that period; and

WHEREAS throughout this time she has played a vital role in facilitating the high volume of communications and interactions with various academic groups, such as the academic officers, STAC, and faculty panels; and

WHEREAS Rosemary has done an exceptional job in discharging her long-term responsibility for assembling and publishing the monthly agenda for the Commission; and

WHEREAS she has played a major role planning innumerable Commission events, including the monthly Commission meetings and the annual Weldon, Faculty, and Student Conferences; and

WHEREAS she has been responsible for annually assisting and convening the Faculty or Student Nominating Committees; and

WHEREAS Rosemary discharged her duties in a manner that clearly displayed a genuine commitment to higher education and to the work of the Commission;

WHEREAS her calm, pleasant, and cheerful manner will be missed by staff and Commission members alike, to say nothing of the treasure trove of information about the Commission and the institutions, which is irreplaceable;

NOW THEREFORE BE IT RESOLVED, that the Commission for Higher Education expresses its appreciation for Rosemary Price's service to the State on behalf of Indiana higher education and wishes her every happiness during her well-earned retirement (Motion – Bepko, second – Scheller, unanimously approved).

Ms. Price thanked everybody who has helped her in all these years, and said that she will miss everybody.

CONSIDERATION OF THE MINUTES OF THE NOVEMBER 2012 COMMISSION MEETING

R-12-09.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the November 2012 regular meeting (Motion – Smith, second – Fisher, unanimously approved)

II. THE PUBLIC SQUARE - PRODUCTIVITY

A. Student Financial Literacy and Borrowing – A Panel Discussion

Ms. Moran-Townsend invited Mr. Joseph Wood, President and CEO, ISM Education Loans; Ms. Denise Feser, Senior Vice President, School and Student Services, USA Funds; Mr. David Murray, President, National Center for College Costs; Dr. Neil Theobald, Senior Vice President and Chief Financial Officer, Indiana University; and Dr. DeWayne Matthews, Vice President for Policy and Strategy, Lumina Foundation for Education, for a panel discussion.

Ms. Lubbers explained that the Commission has been receiving increasing questions about financial literacy and borrowing patterns; so this panel was invited to talk about these issues.

In his introductory speech, Dr. Matthews stated that Lumina sees Indiana as a real-world laboratory for innovations that are necessary throughout higher education. He said that Indiana is a step ahead of the other states on main issues and financial literacy, as well as student debts and borrowing, which are growing issues.

Before the panel discussion began, Ms. Lubbers announced that Dr. Theobald will be leaving Indiana University to assume the position of President of Temple University. Ms. Lubbers thanked Dr. Theobald for all his work at Indiana University and wished him well in his new position.

Mr. Wood talked about ISM and explained that it is a public benefit corporation, created in 1980. It was organized exclusively for education purposes and has always been supportive of the education needs of Hoosiers.

Mr. Wood told the Commission that representatives from ISM go to high schools all over the state. They speak in front of students and their parents, trying to help them with the process of financial aid, and stressing the importance of starting the process early. Mr. Wood also mentioned ISM's website, where the students can get information they need. Over the last three years ISM has helped tens of thousands of Hoosiers.

Ms. Feser, who spoke next, said that USA Funds has been in Indianapolis since 1960, and it has been involved in student loans the entire time. USA Funds became the guarantor of student loans in 1977, when the company signed its first reinsurance agreement with the US Department of Education. Ms. Feser pointed out that in its entire history it has had a very keen interest not just in the issue of student loans and

borrowing, but also in helping students to repay these loans and manage their debts. Ms. Feser said that USA Funds is focused on higher education, preparation, access and success, but to them success is not that just completing the degree program, but also being able to pay back money borrowed for college and not suffer for the consequences of default.

Ms. Feser also explained that, as a guarantor, the USA Funds still has close to a \$62 billion portfolio of federal student loans that it manages, and it is required by US DOE to form default prevention activities, because of the impact the loan defaults has on the organization. The USA Funds looks at this as the opportunity to educate borrowers about the loan management practices, as well.

Ms. Feser talked about a financial advisory council, established several years ago, and about its curriculum, which is based on financial literacy skills, and time and money management, specifically for college and university students. It started with five modules; and eventually, it became an online program with 34 lessons, dealing not only with financial issues and repayment programs, but also managing a budget while students are in school.

Ms. Feser spoke about their other program, “Life Skills”, which is being offered free to any college and university. She added that schools that have implemented this program into academic programs in the first year have been much more successful. Ms. Feser said that the students, who took the course of financial literacy recognize the benefits of the skills they have learned.

The next speaker, Mr. Murray, talked about growing student debt-loads. In recent years, because of the increased demand for financial aid and increasing tuition, grant money was not enough to cover students costs, so students had to borrow more money for college. Mr. Murray mentioned that students and parents have very little knowledge about the real cost of college. High school students apply for financial aid in their senior year; however, Mr. Murray pointed out, it would be better if this process could begin a year earlier.

Mr. Murray presented a chart showing average Indiana salaries for various jobs and debt-to-income analysis. Mr. Murray explained that according to a federal direct student-loan program, a student can borrow \$5500 for the first year of college; \$6500 for the second year, \$7500 for junior year and \$7500 for senior year. Mr. Murray showed data on loans repayment, based on the salaries students are likely to earn after receiving their degrees.

Another reason for accruing a large debt, continued Mr. Murray, is that over half of the students nationally change their minds about majors and career plans between the time they go to college and the time they leave, so their salary expectations may change, as well. Mr. Murray said that he and his company are trying to encourage high school students to pursue an Academic or Technical Honors diploma, because with these diplomas the students could be eligible for more financial aid.

Mr. Murray also mentioned the importance to students of attending college full-time, because students get more state financial aid than part-time students. Mr. Murray also suggested using credit completion instead of grade point average as a criterion for eligibility for a state aid.

Another point brought up by Mr. Murray was family contribution. He said that the financial benchmark for the federal formula was set in 1964; these numbers are now unrealistic, especially considering low-income families. Mr. Murray mentioned parent loans that could be a heavy burden on a family. Once again, Mr. Murray stressed the importance of teaching financial-literacy classes to high school students, as well as helping parents to get this information.

Dr. Theobald spoke about some initiatives that Indiana University is implementing to reduce debt. He mentioned three categories of those initiatives. First is cost reduction, which is being achieved using several practices, such as benchmarking of the administrative costs, reforming employees' health care system, closing the school of continuing studies, etc.

The second category is a four-year completion. This can be achieved with the help of discounting summer tuition for by percent. This summer the savings for students were \$11.48 million. Beginning in the fall, students who have 60 credit hours after their sophomore year and 2.0 GPA will have their tuition frozen; the same practice applies to those after three years, who have 90 credit hours. If they reach their fourth year and have not graduated, the freeze will end.

The third category, of which Dr. Theobald spoke, was the creation of the office of financial literacy. IU invites students and parents to come to this office and talk about the options for paying for school. In the next months IU will have a financial literacy course, which will focus on smart choices about debt, budgeting, and savings for college students. Dr. Theobald mentioned that Kelly School of Business is developing an online credit bearing course on financial literacy. It will be tuition free and open to all students, and it will be required for everybody who borrows money.

Dr. Matthews summarized the two main ideas. One is the issue of financial planning, which more students will need now, and they also need it earlier than their senior year in high school. The students and their parents are getting very conflicting messages about how expensive the college is. The second idea is the incentive both for the institution and the students to graduate in four years.

In response to a question from Ms. Moran-Townsend regarding Indiana student debt and default being much higher than in other states in the country, Dr. Theobald responded that the for-profit sector has a much higher default rate than do private or public universities.

Responding to Mr. Smith's question regarding the credit score and the actual need of the borrower, Mr. Wood said that in order to take a loan against any state or federal program a student just need to apply and meet the requirements. Ms. Feser echoed this comment, saying that schools have very limited ability to deny a student a federal loan, even knowing that a student may be a high risk for a default. She added that it would be helpful if the schools had the ability to counsel students on limiting their borrowing and spending the money only on education needs.

Responding to Mr. LaMothe's question about data showing the loan amount that actually goes to college costs, Dr. Theobald responded that the university is required to refund any amount of the cost of attending IU, and they have sent refunds of \$60

million to students. Dr. Theobald also said that students need to have parental guidance to use the loan money wisely.

In response to Dr. Bepko's question regarding the new federal guidelines on loan forgiveness, Dr. Theobald explained that this is a program in which repayment amounts are limited to ten percent of a borrower's income, and as long as the payments are being made on time within 20 years (or ten for those in a public service), the remainder of the debt is forgiven.

Mr. Murray suggested integrating Kelly School of Business' free online financial literacy class as a financial literacy standard for the state. The students will receive a few credit hours from IU for this class, while at the same time they will be informed about finance in a much broader way. Mr. LaMothe added that it makes sense to teach this class to sophomores and juniors in high school.

Ms. Moran-Townsend suggested that Mr. Murray's organization collaborate with Ivy Tech Community College in order to help its students with their needs. Mr. Murray again stressed the importance of going to school full-time, since a full-time status helps the students in getting more financial aid; also, the graduation rate for full time students is much higher than that of part-time students.

Ms. Duarte De Suarez expressed her concern for young people from the minority community and first generation students, who do not know what it takes to go to college in this country, and are unaware of the financial aid available to them. To her question about reaching out to these students, Dr. Matthews responded that Lumina supported the development of "Know How 2 Go". The target of this program is the potential first generation and minority students at the 8th grade level who wanted to go to college, but do not know how to. Dr. Matthews talked about his meetings with these students and the interviews with parents, who also did not know how they could help their children.

Ms. Lubbers thanked Lumina for their commitment to the film "First Generation"; this film was shown at the conclusion of each of her visits to the communities around the state.

Dr. Theobald said that the university may try to make the course on financial literacy a requirement for admission, to make sure the students understand what loan is and that it has to be paid back.

Mr. Fisher made a comment that college mentors and school teachers could talk to children even before 8th or 9th grade about the cost of college and financial responsibility. Dr. Matthews explained that sometimes the teachers are not a reliable source of information, and it is important to get the community involved. Mr. Wood echoed this remark, adding that the counselors can also help.

Responding to a question by Ms. Lubbers about some guidance that should be provided to students and families concerning the amount of money to be borrowed, Ms. Feser said that a general guideline for a borrower is that his monthly payment should not exceed eight or ten percent of his salary. She added that USA Funds' budgeting tool can be very helpful in calculating other expenses.

Mr. Murray told the Commission members about his work with sophomores, juniors and seniors a year ago. He mentioned the College Cost Estimator that the students used to learn the amount of financial aid they were eligible for.

Mr. LaMothe suggested having more discussion on this subject in the future.

In response to Mr. Bland's questions about a specific advice to the 21st Century Scholars pertaining to finances and completion, Dr. Theobald responded that internships and various experiences would benefit these students very much.

Dr. Matthews spoke about the federal programs, which are part of the problem, because the design of these programs constricts the state and colleges' abilities to do anything in this area. In some ways, these federal programs are working contrary to the needs of students. Dr. Matthews said that some of these problems will have to be addressed soon by Congress. He added that the universities would like to have the ability to influence the loan decisions, so federal policies on this problem should change, as well. Dr. Matthews also stated that there is a need to shift away from the eligibility-based model toward the more student-centered, success-centered approach.

Ms. Moran-Townsend thanked all panelists for their participation.

III. RHAM DECISIONS AND OTHER DECISION ITEMS

There were none at this time.

IV. TIME-SENSITIVE ACTION ITEMS

A. Academic Degree Programs

1. Bachelor of Science in Dental Hygiene to be offered by Indiana University Northwest at Gary

R-12-09.3 RESOLVED: That the Commission for Higher Education approves *the Bachelor of Science in Dental Hygiene to Be Offered by Indiana University Northwest at Gary*, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Bepko, second – LaMothe, two votes against, approved by the majority of votes)

Dr. Margie Ferguson, Assistant Vice President for Statewide Academic Relations, Indiana University, presented this proposal.

In response to a question from Mr. Bland regarding the additional employment opportunities, Mr. Ed Popcheff, Director of Governmental Affairs, Indiana Dental Association, said that there is a variety of pathways in dental hygiene even at the Associate's level. He added that there is also a Bachelor's preparation in dental hygiene, which is a great foundation for a dental school.

Responding to questions from Mr. Rehnquist, Dr. Ferguson assured him that a demand in dental offices for additional students is very high, and that dental

hygienists will return to school for an advanced degree, because it will offer much better employment opportunities, as well as much higher salaries.

Dr. Pat Bankston, Associate Dean, Indiana University School of Medicine, Northwest; Dean, College of Health and Human Services, IU Northwest; Professor of Anatomy and Cell Biology, Professor of Pathology and Laboratory Medicine, supported Dr. Ferguson's response, saying that this degree is very much needed in the Northwest Indiana, and confirming that the employment opportunities are great. He also added that the direction of the health care is moving toward Bachelor's degrees and advanced Master's degrees.

Dr. D'Amico confirmed that Bureau of Labor Statistics has included dental hygienists in the top three fields in terms of growth, for Associate degree holders. However, Ms. D'Amico expressed concern that the program constricts the options for students who want to get into the workforce with an Associate degree. She also pointed out the growing trend for Master's degree requirements for the positions where an Associate degree used to be sufficient. Ms. D'Amico was concerned that this trend will lead to a rise in the cost of preventive dental care.

In response to Ms. D'Amico's comments, Mr. Popcheff said that currently public health initiatives demand more than Associate degrees. Federally qualified health centers require public health and systems management expertise. Mr. Popcheff stated that such academic training is very crucial to the entire dental team concept.

Ms. Duarte De Suarez made a comment, concurred by Mr. Rehnquist, that after having checked with several private sources, she was assured that the across the board opinion was that this program should not be approved, since practicing dentists do not see the need in Bachelor Degree in Dental Hygiene at this time.

Dr. Bepko expressed his support of the idea of controlling health care costs; however, referring to Mr. Popcheff's support of the program, Dr. Bepko pointed out that the Commission should be encouraging the universities to respond to the highest needs of their communities.

Dr. Scheller commented in support of the program, saying that the Bachelor degree will open various opportunities for the graduates.

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, gave the staff recommendation.

In response to Mr. LaMothe's comment about eliminating an Associate degree altogether and forcing people to go to a four year degree, Dr. Ferguson responded that IU Northwest is responding to the Commission's call to do away with Associate degrees. She added that IU Northwest developed a Bachelor program, which fits with the national trend. Ivy Tech offers a 79 hours program; however, since an Associate degree requires 86 hours, Ivy Tech's program is not an Associate degree. This program is not being offered in Gary.

Dr. Sauer explained that Ivy Tech offers two Associate degrees in Dental Hygiene, but not in Northwest region. He added that colleges and the universities

have reached an agreement to keep the health program in the university sector as opposed to community college.

In response to Ms. Duarte De Suarez' question, Dr. Ferguson confirmed that a current Associate degree being offered at IU Northwest will indeed be eliminated if the new program is approved.

Responding to a comment from Mr. Peterson, Dr. Bankston confirmed that the point of the new Bachelor degree program is that IU Northwest will have students being trained various skills, not only technical skills, and this is the way of the future.

B. 2013-15 Postsecondary Budget Recommendations

R-12-09.4 **RESOLVED:** That the Commission for Higher Education adopts budget recommendations for the 2013-15 biennium that are consistent with the document *2013-15 Postsecondary Education Budget Recommendations*, dated December 13, 2012 (Motion – Smith, second – Fisher, one abstained, approved by the majority of votes)

Mr. Jason Dudich, Associate Commissioner and Chief Financial Officer, presented this item.

The presentation, as well as supporting documents, can be found at the Commission's website at www.che.in.gov/fiscalaffairs.

In her comment, concurred by Mr. Bland, Ms. Moran-Townsend expressed appreciation of Mr. Dudich's hard work in putting together such a detailed presentation.

Mr. Smith noted his appreciation of the Commission's increased investment in higher education through the budget recommendation. He thanked the leadership and vision of the Commission and noted the benefit this recommendation could have on the state and Hoosiers. In addition, Mr. Smith challenged the Commission to continue the dialogue regarding mission differentiation among the public institutions and to acknowledge potential structural deficiencies and aberrations that may exist in institutional funding. Mr. Smith noted that performance funding does allow for institutions to catch up if such deficiencies exist, but reminded the Commission that the performance formula alone may not make adjustments in a timely manner.

IV. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action
- E. Calendar of Upcoming Meetings of the Commission

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

Ms. Moran-Townsend said that she had asked each Committee Chair to provide a quick update on their work since the retreat. She said that Academic Affairs and Quality Committee was going to be focusing on learning outcomes, as well as on the subject of whether it is better to have more or fewer degree programs.

Mr. Bland said that the main focus of his Committee would be on community education and communication, and second area of focus will be student advising.

XI. ADJOURNMENT

The meeting was adjourned at 3:25 P.M.

Marilyn Moran-Townsend, Chair

Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

DISCUSSION ITEM A: Academic Advising – A Panel Discussion

Background

High-quality academic advising is a key to students' postsecondary success, especially for students who are the first in their families to attend college, are undecided in their academic pathway, or encounter academic difficulties. As advising moves further from pure assistance with registration, advisors have increased opportunities to help students develop their strengths and weave curricular and co-curricular activities into a richer overall postsecondary experience. And advisors have a crucial role in student discernment of disciplinary-interest and career development. The assembled panelists, Jennifer Griggs (Butler University), Susan Hawkings-Wilder (Ivy Tech), Rebecca Torstrick (Indiana University), and Dale Whittaker (Purdue University) oversee the development, administration and continuous improvement of the academic advising programs at their respective institutions.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

DECISION ITEM A-1:

Bachelor of Science in Hospitality and Tourism To Be Offered by Indiana University Kokomo at Kokomo

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science (B.S.) in Hospitality and Tourism to be offered by Indiana University Kokomo at Kokomo, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

The Academic Affairs and Quality Committee discussed this program on December 12, 2012. In response to this discussion, the University re-submitted its proposal, which now includes economic data and job listings.

Similar Programs in Indiana. According to the Independent Colleges of Indiana (ICI) web site, there are no hospitality and tourism baccalaureate programs in the **independent** or private not-for-profit sector.

The Board for Proprietary Education (BPE) data base indicates there are two institutions in the **proprietary** or private for-profit sector (Art Institute of Indianapolis and Harrison College) that offer hospitality-related baccalaureate programs; a third institution (DeVry University) offers a Hospitality Management specialization with its B.A. in Business Administration. BPE data also indicates there are two certificate and two associate degree programs in travel and hospitality.

Within the **public** sector, there are four baccalaureate degree hospitality and tourism programs, which graduated a total of 264 students in FY2011:

<u>Campus</u>	<u>FY 2011 B.S. Graduates</u>
IUPUI	66
IPFW	25
Purdue Calumet	35
Purdue West Lafayette	138
Total	264

In addition, Ivy Tech offers an A.A.S./A.S. in Hospitality Administration on eight campuses and VU offers an

A.A.S./A.S. in Hotel and Motel Management. Together, these programs graduated at total of 122 students in FY2011.

Related Programs at IU Kokomo. Currently, IU Kokomo students have two baccalaureate options if they want to pursue a career related to hospitality and tourism at IU Kokomo – Business and Communication Arts, which together graduated a total of 46 students in FY2011. IU Kokomo also offers an MBA program.

<u>Program, Level</u>	<u>FY 2011 Graduates</u>
Communication Arts (B.A./B.S.)	5
Business (B.S.)	41
M.B.A.	18
Total	64

IWIS Analysis. Wage data were extracted from IWIS on Indiana residents who graduated in FY2011 from baccalaureate hospitality and tourism programs and who were employed in Indiana in industries included in IWIS. The average annual earnings one year after graduation for these graduates was \$29,821. Graduates at the low end of earnings averaged \$25,904 while those at the high end averaged \$32,028.

Concluding Points. Since this is a standalone degree program, it is unclear how this program fits into the Commission’s challenge to the IU and Purdue University regional campuses to provide greater access to programs through collaboration and common curricula. However, discussions with Indiana University continue regarding a comprehensive, strategic vision for the regional campuses regarding both new and existing degree programs.

Supporting Documents

Program Description – February 1, 2013

Program Description
**Bachelor of Science in Hospitality and Tourism
to be Offered by Indiana University Kokomo**

1. Characteristics of the Program

- a. Campus(es) Offering Program: Indiana University Kokomo
- b. Scope of Delivery (Specific Sites or Statewide) : IU Kokomo
- c. Mode of Delivery (Classroom, Blended, or Online): Classroom
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Internships
- e. Academic Unit Offering Program: School of Business

2. Rationale for Program

- a. Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)

Why is the institution proposing this program?

The purpose of the Bachelor Science in Hospitality and Tourism is to provide students with a targeted degree for those who desire to work in the hospitality and tourism profession. While the degree will be housed in the School of Business, for administrative purposes, it will be exempt from AACSB review since there is less than 25% business content in the program. This degree will serve existing and potential students who desire a career in the growing fields of hospitality and tourism. Today's hospitality and tourism industry needs professionally educated individuals. Graduates can find jobs in amusement parks, hotels and motels, restaurants, bed and breakfasts, travel agencies, convention centers and as meeting planners.

How is it consistent with the mission of the institution?

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of north central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs. The proposed Bachelor of Science is designed to enhance the educational and professional attainment of students who desire to work in the hospitality and tourism industry.

How does this program fit into the institution's strategic and/or academic plan?

IU Kokomo has added a variety of new degrees over the past two years. The campus has added a complement of BS degrees since we had mostly BA degrees. In addition, we have added new degree paths in Health Sciences, Applied Sociology, Biochemistry and the Masters in Nursing. The addition of the BS in Hospitality and Tourism and the Bachelor of Applied Science degrees will complete the current campus strategic initiative to provide a complete menu of needed degrees in the region. The current goal of the campus is to direct resources to build these new programs.

How does this program build upon the strengths of the institution?

IU Kokomo already offers many of the introductory business courses. We continue to receive requests for this degree from local students, who are place bound, and want to major in this subject area.

This degree is fully articulated with Ivy Tech. Articulation agreements will be worked out for similar associates' degrees at other two year institutions

b. State Rationale

How does this program address state priorities as reflected in *Reaching Higher, Achieving More?*

The Hospitality and Tourism degree provides an efficient pathway for students to complete a baccalaureate degree while remaining in their home areas. This degree is also workforce-aligned in that it will provide students with the knowledge and skills needed for employment in the hospitality and tourism field.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

The development of this program emerged primarily because many students in our service region have expressed an interest in the program because it has become one of the high growth industries. See iii below. As our students are often place-bound, this type of program was not available to them.

ii. Preparation for Graduate Programs or Other Benefits

The Bachelor of Science Degree will assist students who desire to enter graduate programs by providing a quality education featuring both a broad range of knowledge as well as depth within an area of concentration.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

The United States Department of Labor has declared Hospitality and Tourism to be a "High Growth Industry" as shown at http://www.doleta.gov/BRG/Indprof/Hospitality_profile.cfm with the data taken from the *United States Bureau of Labor Statistics* publication, the *2006-07 Career Guide to Industries*. According to this site, this industry is expected to grow 17% in terms of wages and salary employment by 2014.

The Bureau of Labor Statistics provides information on their *Industries at a Glance* web page. Hospitality and Tourism is classified as the Leisure and Hospitality Industry and the information is found at <http://www.bls.gov/iag/tgs/iag70.htm>. The industry has openings in both entry level positions as well as higher level positions that need skilled workers that understand quality customer service, and health and safety requirements.

Nationwide, the hospitality industry has been growing for the past decade and is expected to continue that trend. The hospitality industry provides necessary goods and services to travelers and can be roughly split into five sectors: 1) Lodgings (hotels, motels, etc.); 2) Transportations (planes, trains, etc.); 3) Food and Beverage Operations (restaurants, bars, etc.); 4) Retail Stores (souvenir shops, arts/crafts stores, etc.); and 5) Tourism Activities (recreation, festivals and events, etc.). In official labor statistics, these jobs are classified as Leisure and Hospitality.

Each of these five sectors has their own growth patterns and trends but overall the entire hospitality and tourism industry continued to grow in 2012 and this growth is expected to continue in 2013. All of these five sectors offer what economists call “normal” goods, meaning that as income increases, people demand more of these goods; they dine out more, they travel more, they stay in hotels more, they buy more souvenirs and so on. Since the recession of 2007-2009 (the recessions as officially defined by the Bureau of Economic Analysis at http://www.bea.gov/faq/index.cfm?faq_id=1004), incomes both nationwide and within the state of Indiana have increased, thus increasing the demand for “normal” goods.

iv. National, State, or Regional Studies

Numbers of Jobs available

Nationwide, figures from December 7, 2012 showed that “Leisure and hospitality added 23 thousand jobs for November. Amusements, gambling and recreation added 12.2 thousand jobs, leading the way over food services and restaurants with 8.6 thousand new jobs” found at (<http://americanjobmarket.blogspot.com/> citing the Bureau of Labor Statistics). An additional 23,000 jobs were added in October and November 2012. So the growth is strong and continuing. Overall, Leisure and Hospitality ranked 4th nationwide (out of the top 12 that are followed) in the number of jobs, with an estimated 10.2% of all jobs. This is up from 7th in and 1990s to 5th for the last few years (again, [citing the Bureau of Labor Statistics http://americanjobmarket.blogspot.com/](http://americanjobmarket.blogspot.com/)).

Nationwide, the medium wage for meeting, convention and event planners is \$45,260 and the percentage employment growth rate is expected to be 44% from 2010 to 2020. The wages for food preparation and serving workers is not nearly as high (\$17,950) but the number of new jobs in this area is expected to be approximately 398,000 by 2020. (<http://www.bls.gov/opub/ooq/2011/winter/winter2011ooq.pdf>)

Statewide, the Leisure and Hospitality industry account for approximately 290,000 jobs (on a seasonally adjusted basis) and the trend is also for increasing growth (<http://www.bls.gov/eag/eag.in.htm>). October 2012, the latest figures available, showed an increase in Leisure and Hospitality jobs of 5.2% (again, from <http://www.bls.gov/eag/eag.in.htm>).

Regionally IU Kokomo commissioned an economic study, the *Regional Benchmarking Study*, completed in fall 2011 by the Indiana Business Research Center. This study compared Kokomo to a number of peer MSAs (Metropolitan Statistical Areas – MSA) across the country. The study showed that the Kokomo MSA has over 4200 workers directly involved in the Leisure and Hospitality industry in 2012. This makes this one of the largest industries in the MSA. The Kokomo region has lost over 12,000 jobs since May 2000 (<http://www.ibrc.indiana.edu/ibr/2010/outlook/kokomo.html>) and hospitality and tourism both remains a bright spot economically and is growing. Many of our students have therefore, come to realize that a Hospitality and Tourism degree will provide them with the skills needed to compete in this industry. Surveys of the IUK student body indicate that many of them are place-bound while completing their degrees. This is often due to families and work. Offering them a hospitality and

tourism degree close to home will increase degree completion and help the IU Kokomo service region.

v. Surveys of Employers or Students and Analyses of Job Postings

The development of this program emerged from many students in our area expressing an interest in such a program. As our students are often place-bound, this type of program was not available to them.

Wages in Leisure and Hospitality Jobs

Nationwide, the medium wage for meeting, convention and event planners is \$45,260 and the percentage employment growth rate is expected to be 44% from 2010 to 2020. The wages for food preparation and serving workers is not nearly as high (\$17,950) but the number of new jobs in this area is expected to be approximately 398,000 by 2020. (<http://www.bls.gov/opub/ooq/2011/winter/winter2011ooq.pdf>)

Locally, a quick scan of various electronic job bulletin boards on December 11, 2012, showed that there were a number of leisure and hospitality jobs available in Kokomo and the surrounding region. These include higher level positions such as a concierge in a local hotel, and several assistant manager positions in local hotels and restaurants, and entry level positions as housekeepers or front desk agents. See Appendix A (attached) for a subset of the job listings available on December 11, 2012.

Commuting patterns (as shown in the Regional Benchmarking Survey cited above) show that workers from Howard and other regional counties often travel out of the county to jobs. Thus, hospitality and tourism jobs located in Indianapolis, Lafayette, Fort Wayne or South Bend are viewed as perfectly viable options for job seeking graduates of IU Kokomo programs. Skills necessary in the higher level Leisure and Hospitality industry jobs may be similar to those required for other management positions. These include financial and business management, marketing, human resources, communications, and public relations. These are skills that the new Hospitality and Tourism degree at IU Kokomo will develop and thus ensure that IU Kokomo students are ready for the existing jobs.

This new degree will offer IU Kokomo students the opportunity to study in a fast growing field, one with good job prospects and good possibilities for advancement.

Appendix A of this document has a listing of some of the many hospitality jobs available in the region as of December 11, 2012.

vi. Letters of support

Four letters from potential employers are included, as well as a letter from IUPUI expressing support for this program.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

Many of the required business courses and some of the elective courses are regularly offered on campus and are available in other degree programs. We will need to add

several new hospitality and tourism courses. The campus is in the process of searching for a faculty member in Hospitality and Tourism.

ii. Facilities

The library holdings are sufficient for the requirements of this program, as it currently sufficiently meets the needs of other programs at IU Kokomo. Articles and books needed by students but not housed in the IU Kokomo library (or full text database) can be acquired through interlibrary loan.

The program's laboratory, hardware, and software needs are the same as the existing degrees, and as such nothing additional is required. Therefore, this program will not negatively affect the utilization of the current library resources, laboratory, and the computer user space.

The effect of this program on other instructional programs will be minimal. Many of the required and elective courses are regularly offered on campus and are available in other degree programs. We will need to add several new courses.

iii. Other Capital Costs (e.g. Equipment)

None needed

b. Support

i. Nature of Support (New, Existing, or Reallocated)

IU Kokomo has been engaged in a deliberate and strategic effort to align resources to the academic areas that are either growing or have the best chance of growth. This has been an on-going effort and has resulted in the transfer of a number of positions.

Given the student demand, we believe that Hospitality and Tourism has the potential to be an excellent growth area and therefore we will direct resources to this growth area as needed.

d. Special Fees above Baseline Tuition

None

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions within the state

This program is very similar to the Hospitality and Tourism program at IUPUI. In fact, IU Kokomo has consulted with IUPUI during the development of this program. Purdue has a program; a Bachelor of Science degree in Hospitality and Tourism Management. Ball State has two programs; a B.A. or a B.S. in Hospitality and Food Management. IPFW has a program; Bachelor of Science in Hospitality Management. These are the three programs that are closest geographically to IU Kokomo.

ii. Related Programs at the Proposing Institution

Currently students who want to enter the Hospitality and Tourism field major in either general business or communication arts. Unfortunately, these programs do not offer courses in the area of hospitality and tourism. So although the student gains general business or communication content and skills, they are not prepared to address hospitality and tourism content.

b. List of Similar Programs Outside Indiana

Hospitality and Tourism (under a variety of similar names) is a very popular program at a number of institutions nationwide. In our surrounding states, Illinois offers bachelor's degrees at a number of 4 year profit and non-profit institutions including: DePaul University, Southern Illinois University Carbondale, Kaplan, Kendall College, Lexington College, Lincoln College, and Roosevelt University. Ohio has a similar variety of 4 year programs including Ashford University, Bowling Green State University, Kent State, Ohio State, and the University of Cincinnati. Kentucky has 4 year programs at Beckfield College, Sullivan University, University of Kentucky, and Western Kentucky University. Finally Michigan offers similar 4 year degrees at Baker College of Owosso, Central Michigan, Cleary University, Eastern Michigan, Ferris State University, Madonna University, Michigan State, and Northern Michigan University. Obviously this is a very popular degree in the Midwest with a number of schools offering similar programs.

c. Articulation of Associate/Baccalaureate Programs

This degree is fully articulated with Ivy Tech. These proposed articulations are available. A maximum of 64 credits will transfer (and count towards degree completion) from Ivy Tech.

Articulation agreements will be worked out for similar associates' degrees and other two year institutions.

d. Collaboration with Similar or Related Programs on Other Campuses

As this program will be housed within the School of Business, it will share resources and courses with the School.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

This degree requires 120 credit hours. Assuming a student takes 30 credits per year, this would result in a student graduating in four years.

The curriculum for the degree consists of 41 - 44 course hours of required campus general education. These hours are spread across the campus continuum of sciences and liberal arts. This is to develop students with a well-rounded education and to enhance critical thinking as well as problem solving abilities. Student must complete the campus's mandatory general education requirements of 41- 44 credit hours.

In total the degree consists of 120 credit hours as outlined below:

- 41 – 44 credit hours – Campus General Education (although some may be transferred in)
- Up to 60 credit hours of Hospitality and Tourism courses
- 18-19 credit hours of additional electives, for 120 total hours

(Students who have completed an A.S. in Hospitality Administration and transfer it into the program will have most or all of these elective hours satisfied within their A.S degree program.)

B. S. in Hospitality and Tourism Curriculum (120 credit hours)

IU Kokomo campus General Education Requirements

Communication Skills	9 credit hours
Critical Thinking Skills	3 credit hours
Cultural Diversity	3 credit hours
Ethics and Civic Engagement	3 credit hours
Physical and Life Sciences	8 credit hours
Humanities	6 credit hours
Social and Behavioral Sciences	6 credit hours
<u>Quantitative Literacy</u>	<u>4-6 credit hours</u>
TOTAL	41 – 44 credit hours

Required Foundation Courses – 45 credits

Unit	Number	Course Title	Status	Credit Hours
Business	A200 A201	Survey of Accounting (for non-business majors) OR Financial Accounting	Existing	3
Economics	E200* OR E201	Survey of Economics (for non-business majors) OR Microeconomics*	Existing	3
Business	M300 OR M301	Marketing (for non-business majors) OR Marketing (for business majors)	Existing	3
Business	Z300 OR Z302	Human Resources (for non- business majors) OR Human Resources (for business majors)	Existing	3
Business OR Business	L200 OR L201	Business Law (for non- business majors) OR Business Law**	Existing	3
Business	F300	Survey of Finance (for non-business majors)	Existing	3
Speech	S427*	Cross Cultural Communications	Existing	3
Speech	C380	Organizational Communication	Existing	3
Hospitality	T191	Sanitation and Health in Food Service, Lodging, and Tourism	NEW – exists within IU	3
Hospitality	T100	Introduction to Tourism Studies	NEW – exists within IU	3
Hospitality	T171	Introduction to Convention/Meeting Management	NEW – exists within IU	3
Hospitality	T210	Special Events Management	NEW – exists within IU	3
Hospitality	T401	Internship	NEW – exists within IU	6
Hospitality	T181	Lodging Industry Operations	NEW – exists within IU	3
TOTAL				45 credits

***satisfies campus General Education requirement – social studies in terms of economics, and diversity in terms of cross-cultural communications**

****the Business Law L201 course satisfies the Ethics and Civic Engagement requirement of General Education – the L200 course does not at this time**

Hospitality and Tourism elective courses – Take 5 courses out of the list below – at least three of these courses must be at the 300 or 400 level

Course	Number	Course Title	Status	Credit Hours
Hospitality	T219	Management of Sports Events	NEW – exists within the IU System	3
Hospitality	T271	Mechanics of Meeting Planning	NEW – exists within the IU System	3
Hospitality	T306	Destination Planning	NEW – exists within the IU System	3
Hospitality	T218	Wines of the World	NEW – exists within the IU System	3
Hospitality	T328	Introduction to Microbrewing	NEW – exists within the IU System	3
Hospitality	T385	Beer and Spirit Management	NEW – exists within the IU System	3
Hospitality	T334	Cultural/Heritage Tourism	NEW – exists within the IU System	3
Hospitality	T362	Tourism Economics	NEW – exists within the IU System	3
Hospitality	T310	Event Catering Management	NEW – exists within the IU System	3
Business	M415	Advertising and Promotion	Existing	3
Any 300 or 400 level Hospitality course				

Please check with advising centers for an up-to-date elective course list.

a. Exceeding the Standard Expectation of Credit Hours

This program does not exceed 120 hours

b. Program Competencies or Learning Outcomes

Students who complete this degree will have completed the IU Kokomo general education requirements and demonstrated proficiency in its 9 areas: Communications Skills; Information Literacy; Quantitative Literacy; Critical Thinking; Ethics and Civic Engagement; Social and Behavioral Sciences; Humanities and the Arts; and Physical and Life Sciences.

In addition, students who complete this degree will demonstrate proficiency in the following areas due to their courses in the B.S.:

- i. Understand the basic principles that underlie the hospitality and tourism industry
 - a. Identify and describe food and beverage operations
 - b. Be able to prepare common financial and accounting reports for the industry
 - c. Derive the different measures of costs, revenues, and profits
 - d. Develop an understanding of the interrelationships of hospitality functional areas in guest satisfaction
- ii. Demonstrate knowledge and skills in legal, ethical, social, international topics
 - a. Describe the influence of national, international and intercultural factors on the industry
 - b. Describe the various communication style differences among cultures and socio-economic classes and how these impact the industry
 - c. Describe the concept of ethics and its impact on leadership and decision-making
- iii. Demonstrate knowledge and skills in management
 - a. Evaluate human resource needs
 - b. Assess characteristics of personnel to improve organizational effectiveness
 - c. Perform a competitive analysis and assessment of the external forces affecting a business
- iv. Demonstrate knowledge and skills in marketing
 - a. Describe the 4 P's functions of marketing
 - b. Describe how to find attractive marketing opportunities
 - c. Demonstrate knowledge and skills in communication
 - d. Be able to assess communication skills
 - e. Be able to assess interpersonal communication skills
 - f. Be able to critically analyze messages
 - g. Be able to strategically apply communication message formats
 - h. Be able to draw on knowledge of methods to diagnose or analyze real-world communication problems.

e. Assessment

The Bachelors of Science in Hospitality and Tourism will be assessed using the following criteria. (The assessment criteria are listed above in c). These criteria include:

Goal	Outcome	Measurement Methodology	Success Criteria	Feedback Loop
Understand the basic principles that underlie the hospitality and tourism industry	This will be assessed using course embedded assessment tools	There are three levels of performance: Level I (excellent achievement of the outcome, Level II (acceptable achievement of the outcome, and Level III (achievement of the outcome needs work). Faculty will assess the attainment of this outcome on a class-wide basis, using percentages	Scores above 85% will be deemed to be at Level 1; Scores from 70 – 85% will be at Level 2; and Scores below 70 will be at Level 3	Student learning data regarding this goal collected during the year will be analyzed, reviewed and discussed during a departmental meeting in September. Previous years' data will be reviewed for trends. Student learning improvements will be identified and discussed, and changes will be implemented to improve student learning.

<p>Demonstrate knowledge and skills in legal, ethical, social, international topics</p>	<p>This will be assessed using course embedded assessment tools</p>	<p>There are three levels of performance: Level I (excellent achievement of the outcome, Level II (acceptable achievement of the outcome, and Level III (achievement of the outcome needs work). Faculty will assess the attainment of this outcome on a class-wide basis, using percentages</p>	<p>Scores above 85% will be deemed to be at Level 1; Scores from 70 – 85% will be at Level 2; and Scores below 70 will be at Level 3</p>	<p>Student learning data regarding this goal collected during the year will be analyzed, reviewed and discussed during a departmental meeting in September. Previous years' data will be reviewed for trends. Student learning improvements will be identified and discussed, and changes will be implemented to improve student learning.</p>
<p>Demonstrate knowledge and skills in management</p>	<p>This will be assessed using course embedded assessment tools</p>	<p>There are three levels of performance: Level I (excellent achievement of the outcome, Level II (acceptable achievement of the outcome, and Level III (achievement of the outcome needs work). Faculty will assess the attainment of this outcome on a class-wide basis, using percentages</p>	<p>Scores above 85% will be deemed to be at Level 1; Scores from 70 – 85% will be at Level 2; and Scores below 70 will be at Level 3</p>	<p>Student learning data regarding this goal collected during the year will be analyzed, reviewed and discussed during a departmental meeting in September. Previous years' data will be reviewed for trends. Student learning improvements will be identified and discussed, and changes will be implemented to improve student learning.</p>

<p>Demonstrate knowledge and skills in marketing</p>	<p>This will be assessed using course embedded assessment tools</p>	<p>There are three levels of performance: Level I (excellent achievement of the outcome, Level II (acceptable achievement of the outcome, and Level III (achievement of the outcome needs work). Faculty will assess the attainment of this outcome on a class-wide basis, using percentages</p>	<p>Scores above 85% will be deemed to be at Level 1; Scores from 70 – 85% will be at Level 2; and Scores below 70 will be at Level 3</p>	<p>Student learning data regarding this goal collected during the year will be analyzed, reviewed and discussed during a departmental meeting in September. Previous years' data will be reviewed for trends. Student learning improvements will be identified and discussed, and changes will be implemented to improve student learning.</p>
<p>Demonstrate knowledge and skills in communication</p>	<p>This will be assessed using course embedded assessment tools</p>	<p>There are three levels of performance: Level I (excellent achievement of the outcome, Level II (acceptable achievement of the outcome, and Level III (achievement of the outcome needs work). Faculty will assess the attainment of this outcome on a class-wide basis, using percentages</p>	<p>Scores above 85% will be deemed to be at Level 1; Scores from 70 – 85% will be at Level 2; and Scores below 70 will be at Level 3</p>	<p>Student learning data regarding this goal collected during the year will be analyzed, reviewed and discussed during a departmental meeting in September. Previous years' data will be reviewed for trends. Student learning improvements will be identified and discussed, and changes will be implemented to improve student learning.</p>

e. Licensure and Certification

Not applicable

f. Placement of Graduates

The B.S. degree in Hospitality and Tourism is appropriate for those students seeking work in the dynamic hospitality and tourism industry. Graduates can find jobs in amusement parks, hotels and motels, restaurants, bed and breakfasts, travel agencies, convention centers, as meeting planners and other such careers.

IU Kokomo has an active career placement center that handles both internships and job placement. We will work actively to ensure that our students have optimal internships and help in beginning their career.

g. Accreditation

There is no accreditation agency for this degree program.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

Appendix A

Hospitality and Tourism positions in Indianapolis and Kokomo on December 11, 2011

These are just a sampling of what we found for Hospitality and Tourism positions in Indianapolis and Kokomo

Hospitality Positions – Indianapolis, IN

Front Desk Manager (2nd & 3rd Shift) Sheraton Indianapolis Hotel And Suites Indianapolis

Front Office Supervisor Omni Severin Hotel Indianapolis

Front Desk Agent (part-time) First Hospitality Group Inc. Indianapolis

Front Desk Agent - 3rd Shift Omni Severin Hotel Indianapolis

General Manager Hawkeye Hotels Inc Indianapolis

Front Office Manager Omni Severin Hotel Indianapolis

Director of Revenue Management Sheraton Indianapolis Hotel And Suites Indianapolis

Software Implementation Project Manager Kronos Incorporated Indianapolis, IN

Kitchen Manager BJ's Restaurants Indianapolis, IN

Salaried Management - McDonalds

Audio Visual Manager - Kronos

Restaurant Manager Restaurant Hospitality Company Indianapolis, IN 11/9/12

Hospitality jobs - Kokomo, IN

[Dietary Aides & Cook](#) North Woods Village

[Taco Bell Shift Lead](#) Taco Bell

Pizza Hut Assistant General Manager Job

Restaurant Manager Steak 'n Shake

Assistant Manager Bob Evans

Outback Steakhouse is seeking FOH Managers

Casino Jobs in Indiana

Table Games Experienced Dealer (FT) - Horseshoe Hammond - Hammond, IN

Security Officer - Hollywood Casino Lawrenceburg - Lawrenceburg, IN

Value Manager – Horseshoe Hammond – Hammond, IN

Customer Service Representative – Horseshoe Southern Indiana – Elizabeth In

Training Supervisor – Horseshoe Hammond – Hammond, IN

Other Hospitality Jobs Statewide

Fundraising Coordinator – Muscular Dystrophy Association, Indianapolis, IN

Activities Events Coordinator – CarDon & Associates, Carmel, IN

Multicultural Event Marketing Representative – ALSAC, Carmel, IN

Multicultural Event Marketing Representative – St. Jude’s Children’s Hospital, Carmel, IN

School Site Parks Coordinator – City of Indianapolis and Marion County, (pay is 26,750 to 39,194 per year)

Office Coordinator – Romance Languages, University of Notre Dame, pay is 12.00 to 13.89 per hour

Coordinator, Donor Relations, United Way of Central Indiana, Indianapolis,

Safety and Events Coordinator, Town of Fishers, Fishers, IN (pay is 19.49 per hour)

Senior Education Manager, Kenra Professional, Indianapolis, IN

COMMISSION FOR HIGHER EDUCATION

Friday, February 14, 2012

DECISION ITEM A-2:

Doctor of Philosophy in Health Communication To Be Offered by Indiana University Through Its IUPUI Campus

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Health Communication to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

The Academic Affairs and Quality Committee discussed this program on November 12, 2012, although because of University scheduling conflicts, the program could not be placed on the Commission's agenda for action until this month. In response to the Committee discussion in November, the University has provided five letters of support for the program from industry.

Similar Programs in Indiana. According to the Independent Colleges of Indiana (ICI) web site, there are no doctoral communications programs in the **independent** or private not-for-profit sector.

The Board for Proprietary Education (BPE) data base indicates there are no institutions in the **proprietary** or private for-profit sector that offer doctoral communications programs.

Within the **public** sector, two institutions offer doctoral communications programs: Indiana University Bloomington (Ph.D. in Communication and Culture and Ph.D. in Mass Communication) and Purdue University West Lafayette (Ph.D. in Communications). Together, these programs graduated a total of 25 students in FY2011:

<u>Campus and Program</u>	<u>FY2011 Ph.D. Graduates</u>
IUB Communication and Culture	6
IUB Mass Communications	4
PWL Communications	15
Total	25

Related Programs at IUPUI. Currently, IU Kokomo students have two baccalaureate options if they want to pursue a career related to hospitality and tourism at IU Kokomo – Business and Communication Arts, which together graduated a total of 46 students in FY2011. IU Kokomo also offers an MBA program.

<u>Program Area</u>	<u>FY 2011 Graduates</u>
Dentistry	119
Medicine	296
Physical Therapy	34
<u>Nursing</u>	<u>10</u>
Subtotal	459
Law	254
Other	42
Total	755

IWIS Analysis. Because there are few doctoral programs in this area, all of which are relatively small, there was insufficient data for reporting recent earnings.

Concluding Points. If this program were a broad-based doctoral communication program, with multiple tracks or specializations in disparate areas, or resembled the programs at IU Bloomington or Purdue West Lafayette, staff would not recommend approval.

However, the proposed program is highly focused on Health Communications, and in fact, will be the only doctoral program in the country with Health Communications as its sole focus. This program is well positioned to make a significant contribution to an area of high importance to the state’s economy and to the well-being of its citizens, as reflected in the letters of support furnished by the University. Its targeted focus is also consistent with the mission and strengths of the IUPUI campus and fits well strategically into Indiana’s system of higher education.

Supporting Documents

1. *Program Description* – Ph.D. in Health Communication
2. Letters of Support

Ph.D. in Health Communication To Be Offered by IUPUI at Indianapolis, Indiana

1. Characteristics of the Program

a. Campus Offering Program: Indiana University Purdue University Indianapolis (IUPUI)

b. Scope of Delivery: IUPUI campus, including partnerships with other health-related academic units on the IUPUI campus.

c. Mode of Delivery: traditional means such as classroom seminars from communication faculty and learning that offers the ability to observe and participate in clinical experiences to understand the significance of communication issues in health care delivery.

d. Other Delivery Aspects: Students will have access to Senior Affiliate Faculty members through invitations to join research teams, interfacing with educational projects, and internships learning about communication issues through observation in clinical settings.

e. Academic Unit Offering Program: Department of Communication Studies in the IU School of Liberal Arts at IUPUI.

2. Rationale for the Program

a. Institutional Rationale: The campus of IUPUI has been designated as the Health and Life Science destination educational institution in the state of Indiana. As such, the development of programs that enhance productivity in this health-related mission stand to increase the reputation of the campus and Indiana University as a whole. This degree program fits with the mission-driven call of the *Reaching Higher, Achieving More* agenda as well as the Chancellor's mission to create 21st Century degree programs on the campus of IUPUI. (See Appendix 1: Institutional Rationale).

b. State Rationale: *Reaching Higher, Achieving More* calls for institutions to develop programs that advance the specific mission and strengths of each institution. The Ph.D. in health communication is an academic program which capitalizes on the strength of IUPUI and the work developing in Indianapolis and Indiana designating health and life sciences as a major focus for economic development. The creation of Indiana BioCrossroads as a partnership between leading research, academic, and economic development organizations in 2002 with the specific objective of making Indiana a world-class center for health and life sciences has received recognition for its progress from BIO/Battelle, naming Indiana the national leader for life sciences jobs and growth.¹

¹ Battelle/Bio. *Battelle/Bio State Bioscience Industry Development 2012*. June 2012. (accessed September 26, 2012) http://www.bio.org/sites/default/files/v3battelle-bio_2012_industry_development.pdf. Press release is located here: <http://www.biocrossroads.com/Newsroom/Indiana-leads-U-S--in-life-sciences-jobs-and-growt.aspx>.

c. Evidence of Labor Market Need

i. National, State or Regional Need

The development of this program has evolved out of inquiries from individuals in the Indianapolis community and entities in the state, interest by the health and life science research faculty with employment opportunities for qualified graduate students, health-based companies in Indianapolis, and healthcare organizations such as hospitals and clinics seeking professionals with expertise in health communication. We have also noted the considerable success other universities in the country have had with launching Ph.D. programs that include a track in health communication. Letters of support from several community organizations including Mental Health America of Indiana, the United Way, the Indiana Minority Health Coalition, and the Indiana Public Health Association are included in Appendix 2.

The increasing role of the health and life sciences in Indiana, Indianapolis and especially at IUPUI, generates a demand for people who are educated in health communication at the Ph.D. level. The demand for health communication professionals is fostered further given the surge in health care costs over the past two decades in the US, and a growing array of critical health issues around the globe. A substantial need exists for health communication specialists who can work in collaboration with physicians and other health researchers and advocates on the design and implementation of more efficient and effective health care systems, whether in government, education, not-for-profit, or health care industries. The establishment of a Ph.D. program in health communication will help to meet these needs.

The health communication Ph.D. program at IUPUI would be the only Ph.D. program in the country to focus solely on health communication issues. Purdue University, West Lafayette, is the only other Ph.D. program in the state to offer health communication as an area of emphasis (but not the sole focus of the program). While the Purdue program provides the student with the academic dimension of learning health communication issues, the proposed program at IUPUI has two distinguishing features that set it apart. First, the degree itself offers a concentration in health communication curricula, the only program in the country to do so. Second, many opportunities exist on the campus of IUPUI to interface with researchers, clinicians, and healthcare delivery systems. These hands on activities will enhance the educational experience for the students in the proposed Ph.D. program as well as their employability.

Academic job opportunities are increasing to serve the growing demand for individuals with an advanced degree in health communication issues. According to the "[Analysis of Faculty Teaching Positions Advertised 2005-2010](#)," conducted by the National Communication Association, the number of faculty teaching positions in communication overall has declined, but *health communication is one of three content areas that has witnessed an increase in the demand for academic jobs*. The need for Ph.D. degree holders arises because health communication issues are at the forefront of healthcare challenges.

ii. Preparation for Graduate Programs or Other Benefits

The demand for healthcare professionals with an expertise in health communication has grown exponentially in the last fifteen years. Examples of such demand include required competencies in

health communication for medical students and medical residency programs, the increasing emphasis on health literacy in the larger community, and skills-based educational programs in health communication.

There is a great need to make healthcare more communicatively accessible. There are many cases where communication is at the core of breakdowns in healthcare delivery. Patients misunderstand how they are to take their medicine; providers miscommunicate treatment plans. Mistakes are made in a host of situations that hinge on the ability to communicate effectively. Such failures can have dire consequences.

These developments combined speak strongly for health communication programs to train and educate professionals to fill this ever-growing need. The Indiana University School of Liberal Arts Department of Communication Studies on the campus of IUPUI, Indiana University's health sciences campus, is perfectly situated to educate the next generation of health communication specialists.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

Non-academic jobs in health careers have grown exponentially in the last 5-10 years. According to the [Bureau of Labor Statistics](#), "ten of the 20 fastest growing occupations are healthcare related;" "Healthcare will generate 3.2 million new wage and salary jobs between 2008 and 2018, more than any other industry." In Indiana, according to the [Indiana Department of Workforce Development](#), the number of health care positions is expected to increase by 22.5% by 2018. (See Appendix 3: Summary of Employment and Job Information).

iv. National, State or Regional Studies

See "evidence of labor market need" above and Appendix 3 for discussions of labor market needs. See also the letters of support in Appendix 2 which testify to the need for this program.

v. Surveys of Employers or Students and Analyses of Job Postings

The information included above and in Appendix 3 demonstrates growth in both academic and non-academic settings. There is also a need for training to produce researchers qualified to investigate critical health communication problems. In this regard, the National Institutes of Health, the National Science Foundation and the National Cancer Institute and other governmental entities fund many research projects that address critical health communication issues. In addition, private funding has grown in support of specific health communication issues such as patient adherence in taking medications. Graduates with this degree stand an excellent chance of obtaining positions both in the state of Indiana and in other areas of the country.

vi. Letters of Support

Many individuals and organizations have provided letters in support of this proposal including: 1) Schools, centers, and programs on the IUPUI campus, 2) Affiliate faculty members willing to teach in the program and offer internships, research, and clinical opportunities to students 3) Community Health Organizations, and 4) Other Indiana Ph.D. programs. (See Appendix 2).

3. Cost of and Support of the Program

a. Costs

i. Faculty and Staff

Currently, the Department of Communication Studies has 14 tenure-line faculty members. Of those 14 faculty members, six bring expertise working in Ph.D. programs at other research institutions. Each brings a unique dimension of health research expertise to the program, including medical ethics, privacy and confidentiality, provider-patient interactions, health interpersonal communication, health media campaigns, and global health issues. We have secured permission to search for two professors (open rank) in health communication who will complement the existing faculty and be in place in fall 2013. In addition, drawing on the rich resources available on the health and life science campus of IUPUI, over twenty Senior Affiliate Faculty members who are researchers in health care issues or practicing providers on the campus of IUPUI have agreed to contribute to the educational experience. (See Appendix 4).

ii. Facilities

For the most part, the proposed Ph.D. program in health communication will be facilitated by the learning and teaching resources that exist on the campus of IUPUI and in the IU School of Liberal Arts at IUPUI. Hence, minimal state investments are necessary for its implementation.

The Department of Communication Studies will require additional space for offices for graduate teaching/research assistants. Existing campus space will be used; no new facilities and no new leases will be required.

iii. Other Capital Costs (e.g. Equipment)

None.

b. Support

i. Nature of Support

New costs of the program – the faculty and staff described above, student financial support, and routine expendable equipment and supplies and expense – will be covered by tuition and fees paid by new students and by external grants.

ii. Special Fees above Baseline Tuition

No new program fee is anticipated for the program. The same tuition and other fee structure currently in place will apply to students in the proposed program.

4. Similar and Related Programs

a. Lists of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

According to the 2011 compilation of doctoral programs in communication commissioned by the National Communication Association, seventy-nine universities in the United States grant Ph.D. degrees in Communication. A comprehensive search of the web sites of each of those universities identified twenty-three with a track, specialization, or research focus in Health Communication.

Those programs range in quality according to the 2004 [Reputational Study of Doctoral Programs in Communication](#), with reputational scores ranging from 1 (distinguished) to 5 (marginal). University of Pennsylvania (1.71), Pennsylvania State University (1.71), and Michigan State University (1.73) are the top-three health communication programs in the country; only 14 programs have a reputational score of 3.0 or stronger (1.0 – 3.0), some of which are in neighboring states (Michigan, Illinois, Kentucky, and Ohio). No program focuses solely on a Ph.D. in health communication with access to a medical campus in the life sciences hub of the state. As noted above, this sets our program apart and promises to be highly attractive to prospective candidates and to increase the marketability of the degree. (See appendix 5).

ii. Related Programs at the Proposing Institution

Indiana University, Bloomington offers a Ph.D. in Communication and Culture. This program emphasizes rhetoric, public culture, performance and ethnography, film and media studies. According to the program description, there is no overlap with the proposed Ph.D. program in Health Communication and the department has written a letter of support for the proposed Ph.D. program which is included in Appendix 2.

The School of Journalism offers an MA on the Bloomington campus with an emphasis in science and health journalism among other areas. The Department of Telecommunications in Bloomington offers a PhD in Mass Communication in cooperation with the School of Journalism. Former Dean Brad Hamm of the School of Journalism has indicated support for the proposed Ph.D. program in Health Communication and his letter is included in Appendix 2.

Purdue University, West Lafayette offers a Ph.D. in Communication with a track in health communication among other areas of emphasis. Purdue has also offered a letter of support for our proposed Ph.D. program, included in Appendix 2.

b. List of Similar Programs Outside Indiana

See Appendix 5 for a list of Ph.D. programs in Communication. Those with a focus, track, or emphasis in Health Communication are noted.

c. Articulation of Associate/Baccalaureate Programs

N/A

d. Collaboration with Similar or Related Programs on Other Campuses

This Ph.D. program would be unique among those universities offering degrees related to health communication because it has significant potential to interface with a variety of health related centers, schools, and programs (e.g., IU Schools of Medicine (IUSM), Nursing, Dentistry, Health and Rehabilitations Science, Social Work, Science, and the School of Public Health). Further, engaging with enterprises in the Indianapolis community, such as the community-based program in Health Care Advocacy, also has the potential to provide a fertile ground of opportunity to learn. In addition, the School of Liberal Arts has considerable institutional resources including: Medical Anthropology, the Indiana Center for Intercultural Communication, Economics, and Sociology, as well as strong allied programs in Bioethics, Medical Humanities, and Religious Studies.

All of these areas have the potential to contribute faculty time for research and teaching purposes to the Health Communication Ph.D. program. School of Liberal Arts faculty at IUPUI in general and Communication Studies faculty members in particular, have strong research and programmatic ties with IUSM, enabling creative and innovative research collaborations for faculty and graduate students in Health Communication.

In addition, the Indiana Center for Intercultural Communication has been successful in winning grants to support research on health literacy. This Center's collaboration with the Ph.D. program offers additional avenues for students to study and learn about intercultural issues in healthcare.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

A minimum of 60 credits hours beyond the Master's degree are required for the Ph.D. in Health Communication. Students entering the program must have at least a Master's (minimum of 30 credit hours) in a related social science or health discipline, with preference given to those students with degrees from communication studies programs. Overall, the 60 credit hours beyond the Master's degree include core courses (15 credit hours), seminars in content areas focused on (but not limited to) interpersonal relationships communication, intercultural communication, mediated/campaign communication (15 credit hours), minor (9-12 credit hours), field work/research (6-9 credit hours), and dissertation credits (12 credit hours). Assuming full-time study, students can complete the program in four years. (See Appendix 6).

b. Exceeding the Standard Expectation of Credit Hours

N/A

c. Program Competencies or Learning Outcomes

The main program objectives for the proposed Ph.D. program in health communication include preparing students: (1) to teach and research in the areas of health interpersonal relationships, intercultural health, and mediated communication in healthcare including campaign development, each with significant discussion around ethical issues in health care delivery; (2) to initiate, participate, and

develop competency in research on health and medical issues; (3) to gain skills in understanding clinical problems affected by communication; (4) to develop the capabilities to translate research on communication related clinical problems into practice; (5) to secure academic jobs and/or healthcare professional positions.

d. Assessment

The Ph.D. comprehensive examination is designed to show that students have the abilities necessary to function successfully as independent scholars of health communication. Two classes of abilities are necessary for such success: (1) broad knowledge of the field and (2) specialized knowledge of a chosen area of health communication. There are three parts to this exam. Part one focuses on general knowledge about health communication. Part two focuses on testing for competence in a health communication area of expertise. Part three is the oral defense to be completed after the exam portion is graded by the Advisory Committee.

After the student has passed both the written and oral portions of the Comprehensive Examinations, then s/he will write and defend a dissertation prospectus in an area of health communication in which the student demonstrates expertise. Once the student successfully completes the oral defense, s/he will be admitted to candidacy.

The dissertation will consist of a fully documented written analysis of a problem which extends the knowledge and/or theoretical framework of the field, and reflects the student's creativity and competence in independent, interdisciplinary research using an appropriate research methodology.

e. Licensure and Certification: Doctor of Philosophy (Ph.D.) in Health Communication, Indiana University Graduate School, from the School of Liberal Arts at Indiana University Purdue University Indianapolis (IUPUI); CIP Code: 09.0905

f. Placement of Graduates

Graduates of this program will be trained as researchers and health communication practitioners. Consequently, both the academic teaching/research field and the health care industry outside of the academy (e.g., government, not-for profit, health organizations) are viable options for employment. The demand for both researchers and health specialists with a Ph.D. in health communication is great. (See Appendix 3 for more information).

g. Accreditation

N/A

6. Projected Headcount and FTE Enrollments and Degrees Conferred



February 3, 2013

Sandra Petronio, Ph.D.
Professor
IU School of Liberal Arts, Department of Communication Studies
IU School of Medicine
Campus of Indiana University-Purdue University, Indianapolis (IUPUI)
Senior Affiliate Faculty
Charles Warren Fairbanks Center for Medical Ethics,
IU Health
Founding Director, IUPUI Translating Research into Practice Initiative (TRIP)
5801 Sunset Lane
Indianapolis, Indiana 46228

Re: Proposed PhD. Degree in Health Communication, IUPUI Department of Communication Studies

Dear Dr. Petronio,

I am writing on behalf of BioCrossroads (as well as the Central Indiana Corporate Partnership, Inc.) to express our strong support for the proposed new PhD. degree in Health Communication to be offered by the Department of Communication Studies at IUPUI in the IU School of Liberal Arts. As I understand this proposal, it seeks to advance a set of skills and opportunities that are critically needed, and well timed, for the further success of Indiana's emerging status as one of the nation's premier centers for translational academic medicine, healthcare excellence and life sciences research and development.

BioCrossroads, Indiana's signature public-private collaboration of leading healthcare corporations, philanthropy and premier research universities (including, of course, Indiana University and the IU School of Medicine) has an investment agenda that is essentially both collaborative and catalytic. We seek to forge unique partnerships among leading academic, clinical and corporate talent to establish promising new opportunities, including the Indiana Health Information Exchange; the Fairbanks Institute for Healthy Communities; OrthoWorx and the Orthopedic Capital Clinic; and the Indiana Clinical and Translational Science Institute, based on a major award from the National Institutes of Health to the IU School of Medicine and advised by an External Advisory Board which I am privileged to chair. In all of these efforts, we see time and again the need for effective communication—across academic-industry barriers, between academic and clinical models, and among healthcare systems, physicians and patients—to advance and translate promising innovation into productive practice and greater community benefit.

In 2012, BioCrossroads commissioned the Battelle Technology Partnership Practice to initiate a major study of Indiana’s academic and commercial “intellectual assets” in the life sciences—an inventory, accompanied by in-depth interviews, regarding research and innovation strengths and challenges across our academic research and medical centers and our leading healthcare corporations. We undertook this year-long study—*Advancing Indiana’s Life Science Competitiveness and Strategic Collaborations Among Industry, Universities and Academic Health Centers in Targeted Areas of Opportunity*—in an effort to determine our shared next, best strategies and steps to improve the growth of our economy as well as the health of our fellow Hoosiers. Among its numerous findings, the Battelle study concluded that many of Indiana’s substantial strengths across academic-industry-clinical sectors have been limited to date because opportunities have too frequently “been largely siloed and separately pursued,” without effective communication or collaboration.

Similarly, and of potentially even greater immediate concern, we now see our state’s major healthcare systems charting new and ever-changing courses as they become (or join) accountable care organizations (ACOs) under the Patient Protection and Affordable Care Act of 2010. In this emerging ACO era for the development and delivery of healthcare—valuing efficiency and the effective use and shared understanding of clinical information as never before—the costs of ineffective and insufficient communication among academic and clinical colleagues, and from physicians to patients, will quickly become unacceptably high, both for our healthcare economy and for the better health of our citizens. A degree program such as the proposed PhD. degree in Health Communication will be an excellent way to ensure that we have, within our research university community, an important center of appropriately trained researchers readily conversant in the use of message design and information practices for the development and deployment of more effective health-related policies—and better health outcomes in this ACO environment. In fact, I can think of no new degree program more appropriate for our times, our needs and our opportunities today.

Again, we strongly support this degree proposal, and stand ready to share our enthusiasm with others. We applaud you for taking such an important step forward, and look forward to working with you in putting the high potential of this program to work in and for Indiana.

With best wishes,

Yours sincerely,



David Lawther Johnson
President and CEO
BioCrossroads

President and CEO
Central Indiana Corporate Partnership, Inc.



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Indianapolis, IN 46205

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fax 317-221-2020

www.hhcorp.org

January 24, 2013

Sandra Petronio, Ph.D.
Professor, Department of Communication Studies
Indiana University-Purdue University Indianapolis
355 Lansing St., AO 101
Indianapolis, IN 46202

Dear Dr. Petronio:

I am pleased to offer my support and recommendation for the creation of a Ph.D. program in Health Communication within the Department of Communication Studies at IUPUI in the IU School of Liberal Arts. The value of such a program would extend throughout the state and across the full range of populations and residents, from our state's care providers, medical educators and researchers, to the life sciences industry, to all of us who are patients, and family members of patients, receiving any type of medical care.

In the history of our nation, our state and our local community, few if any moments compare to the present in terms of the breadth, depth and complexity we face in delivering quality, research-based, cost-effective health care. A collection of factors, from population changes and social trends to medical advances and the availability of medical technologies and procedures unimagined in decades past, contributes to this great challenge that requires tremendous energy and attention, even with the passage of health care reform.

And in today's still changing post-reform environment, and for a foreseeable future that we know will include further change, the value of sound health research, clear communication and effective patient and provider engagement is exponentially greater than it has ever been.

At the same time, as Indiana strives to strengthen its leadership position in the critical life sciences industry, the state stands to benefit from attracting and graduating more students in fields directly related to life sciences and health care, and also in representing a leading academic environment for health and life sciences education.

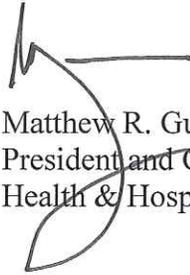
Beyond the borders of our great state, over the last decade the important role of communication in improving health outcomes has developed as an important emphasis for national organizations including the National Institutes of Health,

the Centers for Disease Control and Prevention and the Department of Health and Human Services. Likewise, new major research and outreach programs have been introduced in the past several years, a trend that emphasizes the growing centrality of health communication.

At Health and Hospital Corporation of Marion County, which operates the Marion County Public Health Department, Wishard-Eskenazi Health, Indianapolis Emergency Medical Services, and a long-term care division providing care throughout the state, we interact with patients, providers, educators and researchers across the broad health care spectrum, and as such, have a distinct understanding of the value of health-specific communication.

For all of these reasons, and undoubtedly many more, I'm pleased to offer my recommendation and support for the proposed Ph.D. degree in Health Communication in the Department of Communication Studies at IUPUI.

Sincerely,

A handwritten signature in black ink, appearing to read 'Matthew R. Gutwein', written over the typed name and title.

Matthew R. Gutwein
President and CEO
Health & Hospital Corporation of Marion County



Community Health Network

Network Administration
7330 Shadeland Station, Suite 200
Indianapolis, IN 46256
eCommunity.com

January 30, 2013

Sandra Petronio, PhD
Professor, IUPUI Department of Communication Studies
IU School of Medicine, Senior Affiliate Faculty
Charles Warren Fairbanks Center for Medical Ethics, IU Health
Adjunct Faculty, IU School of Nursing
Indiana University Purdue University at Indianapolis
420 University Boulevard
Indianapolis, IN 46202

Dear Dr. Petronio:

We support the request to the Commission on Higher Education for the proposed expansion of the current master's degree in health communication at IUPUI to establish a PhD program in health communication. As you know, health care is increasingly complex and we require a workforce of leaders who can offer skills in research, education and training for our evolving and complex health care industry in communication processes and patterns that affect health.

We understand that you are responding to the needs of the profession, the market demand, and the growth of health communication graduate programs nationally. As you know, the area of health communication is expanding rapidly, and careers for people in health communication are growing. We have applied health communication trained staff in our network, and we welcome the opportunity to allow Ph.D. students to work with our clinical and administrative personnel on projects as the program develops.

The proposed Ph.D. program offers a unique opportunity by capitalizing on the vast number of health, medical, and life science faculty and researchers both on the IUPUI campus and throughout Indianapolis. The Indianapolis health care delivery market is diverse, and community-based systems such as ours offer a laboratory that differs from an academic health center for Ph.D. training. As health care changes, such issues as doctor-patient interactions, ethical concerns, team-based care delivery, and other issues are relevant to our daily work. We recognize that there are only a few programs offering the Ph.D. in health communication, and we look forward to this step in Indiana.

Sincerely,

Bryan A. Mills
President & CEO



Indiana University Health

January 21, 2013

Sandra Petronio, Ph.D.
Professor
IU School of Liberal Arts, Department of Communication Studies
IU School of Medicine
Campus of Indiana University-Purdue University, Indianapolis (IUPUI)
Senior Affiliate Faculty
Charles Warren Fairbanks Center for Medical Ethics,
IU Health
Founding Director, IUPUI Translating Research into Practice Initiative (TRIP)

Re: Proposed Health Communication PhD program at IUPUI

Dear Dr. Petronio,

I am pleased to write a letter of support for the proposed Health Communication PhD program in the Department of Communication, IU School of Liberal Arts at IUPUI. This program promises to provide a needed workforce of trained communication researchers who will be instrumental in contributing to better healthcare delivery.

Increasingly, the trend is toward a focus on the role of communication in healthcare. Federal agencies that concentrate on health issues have spearheaded this shift and are seeking researchers with doctorates in social and communicative sciences. In addition, federal agencies have instituted new divisions and branches dedicated primarily to health communication issues. For example, the National Institutes of Health has created the Health Communication and Informatics Research Branch within the Division of Cancer Control and Population Sciences to address the growing need for communication research in healthcare settings. Likewise, the Centers for Disease Control and Prevention has established a focus on health communication and social marketing as a main area of emphasis. The National Institute for Occupational Safety and Health also has established the Health Communication Research Branch. Similarly, in 2010, the Joint Commission established a roadmap for hospitals that concentrated directly on “advancing effective communication, cultural competence, and patient and family-centered care,” outlining the way that communication should be integrated into patient care in hospitals. This map includes such areas as communication practices in admissions, treatment, end of life care and discharge.

Effective integration of communication strategies requires highly trained professionals in health communication. These professionals must be equipped with the ability to develop systems and

Daniel F. Evans, Jr.
President and Chief Executive Officer

340 West 10th Street
PO Box 1367
Indianapolis, IN 46206-1367

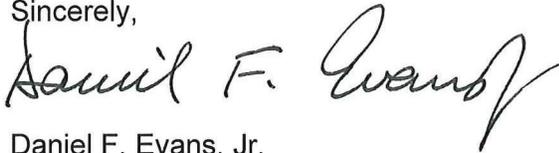
T 317.962.9601 F 317.962.2276
iuhealth.org

practices that are based in research knowledge concerning successful ways to communicate in the complex environment of a hospital. Thus, this proposed program addresses the need for skilled researchers. Moreover, given that the program is geared toward translational science, graduates will be prepared to undertake research with the aim of translating findings into useable practices that hospitals, clinics, and providers in general can utilize to deliver more cost effective patient care.

The IUPUI PhD in health communication also offers a unique feature. By taking advantage of the resources found the health and life science campus of IUPUI, students will have access to clinical practices. The result will be highly educated health communication professionals who will be equipped with an in depth understanding of the communication concerns of patients and will be able to assist physicians, nurses, medical teams, and supporting healthcare providers to offer the highest quality of care.

I give my full support to the creation of the PhD program at IUPUI.

Sincerely,

A handwritten signature in black ink that reads "Daniel F. Evans, Jr." The signature is written in a cursive, flowing style.

Daniel F. Evans, Jr.

Jim Morris
President, Pacers Sports & Entertainment
jmorris@pacers.com



125 S. Pennsylvania Street
Indianapolis, IN 46204
(317) 917-2520



PACERS
Foundation



January 28, 2013

The Indiana Commission for Higher Education

Ladies and Gentlemen:

It is my pleasure to write in support of the opportunity at IUPUI within its school of Liberal Arts to offer a Ph.D. degree in Health Communication.

This new program is so important to our state's future, and truly, I cannot imagine any university campus better prepared to offer a comprehensive program in health communication than IUPUI. It is the home of one of the largest medical schools in our country, the largest school of dentistry, and the largest nursing school. In addition, Marian University will soon open a new Osteopathic School of Medicine. Butler and Purdue have top pharmacy colleges, and the University of Indianapolis and Marian offer good nursing programs.

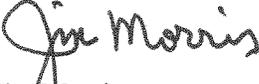
Its hospital complex is extraordinary and is brilliantly complimented by other magnificent hospital and health care systems in the state of Indiana. Health care and the life sciences are at the core of our state's economic future. What this will mean to Eli Lilly and Company, Roche, to AIT, and to so many new enterprises is extra significant. In addition to the strength in health care and life sciences research, the campus has an extraordinary skillset related to communications in all of its forms. It will also serve the national and international health care communities as well as the professional organizations headquartered in our state. In addition, there are many top nursing programs within 75 miles.

This will be a significant step forward for the state, the community, and for the health care professions. This will make a big league contribution. No place is better prepared, more eager to do this than IUPUI.

The more I think about this, the more significant the opportunity is. Thank you for your consideration and really for all of your exceptional work on behalf of Indiana higher education for so many years.

I would be pleased to visit with you if that would be helpful.

All the best, sincerely,


Jim Morris

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 14, 2013

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY						
February 14, 2013						
Institution/Location: Indiana University to be offered through its IUPUI campus						
Program: Ph.D. in Health Communication						
	Year 1 FY2013	Year 2 FY2014	Year 3 FY2015	Year 4 FY2016	Year 5 FY2017	
Enrollment Projections (Headcount)						
Full-Time	3	6	9	12	12	
Part-Time	3	6	9	12	15	
Total	6	12	18	24	27	
Enrollment Projections (FTE)						
Full-Time	2	5	7	9	9	
Part-Time	2	3	5	6	8	
Total	4	8	12	15	17	
Degree Completions Projection						
	0	0	0	3	6	
CHE Code: 12-20						
Campus Code: 1813						
County: Marion						
Degree Level: Doctorate						
CIP Code: Federal - 090905; State - 090905						

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

DECISION ITEM A-3:

New Degree Program on Which Staff Propose Expedited Action

Staff Recommendation

That the Commission for Higher Education approve the Master of Arts (M.A.) in English to be offered by Indiana University East at Richmond, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

The Academic Affairs and Quality Committee discussed this program on December 12, 2012. Both the Committee and staff feel the program could be handled through expedited action.

Similar Programs in Indiana. According to the Independent Colleges of Indiana (ICI) web site, there are four English programs at the master's level in the **independent** or private not-for-profit sector (Butler University, University of Indianapolis, University of Notre Dame, and Valparaiso University).

The Board for Proprietary Education (BPE) data base indicates there are no master's-level English programs in the **proprietary** or private for-profit sector.

Within the **public** sector, eight English master's programs graduated a total of 131 students in FY2011:

<u>Campus</u>	FY 2011 Master's <u>Graduates</u>
Ball State	11
ISU	6
IU Bloomington	15
IPFW	12
IUPUI	21
IU South Bend	7
Purdue Calumet	11
Purdue West Lafayette	24
Total	131

Related Programs at IU East. Since Fall 2010, IU East has offered a twenty semester hour graduate Certificate program in Composition Studies, which has had four graduates and will

have an additional four to six graduates by Summer 2013. IU East also has a B.A. in English, which graduated 13 students in FY2011.

IWIS Analysis. Wage data were extracted from IWIS on Indiana residents who graduated in FY2011 from master's English programs and who were employed in Indiana in industries included in IWIS. The average annual earnings one year after graduation for these graduates was \$41,289. Graduates at the low end of earnings averaged \$36,591 while those at the high end averaged \$43,779.

Concluding Points. Finally, while approving selected master's degree programs at IU and Purdue regional campuses is consistent with the Commission's strategic vision for these campuses, it is unclear how this particular program fits into the Commission's challenge to the IU and Purdue University regional campuses to provide greater access to programs through collaboration and common curricula. However, discussions with Indiana University continue regarding a comprehensive, strategic vision for the regional campuses regarding both new and existing degree programs.

Supporting Documents

Program Description – February 1, 2013

Program Description

M.A. English To Be Offered by Indiana University East at Richmond

1. Characteristics of the Program

- a. Campus Offering Program: Indiana University East
- b. Scope of Delivery (Specific Sites or Statewide): Richmond, IN
- c. Mode of Delivery (Classroom, Blended, or Online): Classroom, Blended
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Practica
- e. Academic Unit(s) Offering Program: Department of English

2. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

The degree program is compatible with the current Mission, Vision and Initiatives of Indiana University East, as endorsed by the Faculty Senate in November 2009. Indiana University East has the mission of offering bachelor's degrees and selected master's degrees. The mission statement of Indiana University East is as follows: "Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor's degrees and selected master's degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options."

Providing opportunities for advancing graduate level work in English is crucial to the Indiana University East mission. The benefits extend to area institutions like Ivy Tech Community College, which will find quality faculty for their English program in Indiana University East graduates, as well as to area secondary education institutions. An English graduate program in the region offers a practical means for ongoing professional development for area secondary teachers in English and an impetus for increasing aspirations for professional degree work in professional writing.

b. State Rationale

A primary strength is Indiana University East's location. An Indiana University East M.A. in English Degree will provide an affordable public university option to pursue a graduate degree, an option that would not have otherwise been possible for the Indiana University East region. Without an Indiana University East M.A. in English, students are deprived of a regionally accessible educational community that is engaged in research and practical learning and that has resources to support educational excellence. With an M.A. in English at Indiana University East, regional citizenry will have the option of a strong public university master's program in English where they reside.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

In the Indiana University East region, there has been a shortage of M.A.-qualified English teachers who can offer introductory level courses in the post-secondary sector. Meanwhile, the growth in enrollments at Ivy Tech Community College and Indiana University East has increased the demand for full-time and part-time teachers of English who have the minimum credential of an M.A. in English. There is also a demand in the regional high schools for

teachers prepared with master’s level coursework to offer dual credit courses.

Though it has always been difficult to find enough M.A.-qualified English teachers in Richmond and surrounding areas to staff required writing courses, the increase in enrollments has created an extremely serious shortage of qualified teachers. In his letter of support, Ronald Sloan, Vice Chancellor for Academic Affairs at Ivy Tech Community College, East Central Region, states as follows: “It is unfortunate when we are forced to turn students away because of our inability to find faculty who meet our strict credentialing standards.” The proposed M.A. in English will provide graduates with the credentials that have, to date, been scarce in the region. The following table shows the increase in headcounts at Indiana University East and Ivy Tech Community College-Richmond from 2007-08 through 2011-12. Projected future increases in enrollments indicate that the shortage will continue:

Headcount	IU East		Ivy Tech-Richmond	
	Fall	Spring	Fall	Spring
2007-08	2266	2172	2295	2241
2008-09	2447	2382	2793	3007
2009-10	2924	2769	3785	4310
2010-11	3365	2975	3914	4370
2011-12	3725	3348	3875	4243
With an estimated 5.2% Projection Increase	3920	3697		

The following tables show enrollments in required Indiana University East writing courses from 2007-08 through 2011-12. Enrollments in these courses have increased the demand for full-time and part-time teachers of English who have the minimum credential of an M.A. in English:

2007-08		Fall	Spring	
	W130	134	41	
	W131	374	206	
	W132	133	164	
	W231	51	49	
	W270	13	0	
Totals		705	460	1165

2008-09		Fall	Spring	
	W130	150	41	
	W131	410	204	
	W132	120	164	
	W231	27	42	
	W270	19	20	
Totals		726	471	1197

2009-10		Fall	Spring	
	W130	163	45	
	W131	456	282	
	W132	124	192	
	W231	45	89	
	W270	23	24	
Totals		811	632	1443

2010-11		Fall	Spring	
	W130	152	24	
	W131	555	217	
	W132	156	208	
	W231	69	73	
	W270	25	26	
Totals		957	548	1505

2011-12		Fall	Spring	
	W130	126	21	
	W131	573	198	
	W132	159	253	
	W231	96	62	
	W270	30	28	
Totals		984	562	1546

The increase in required writing course enrollments from a total of 1165 in 2007-08 to a total of 1546 in 2011-12 coincides with a continuing shortage of M.A.-qualified teachers of English in Richmond and surrounding areas. In the Southeast Indiana service region alone, approximately 40 holders of the M.A. per year are needed to cover Ivy Tech Community College courses in composition, literature and communication, and ITCC's offerings for the secondary sector. The demand for teachers with the minimum credential of an M.A. in English is projected to continue in the foreseeable future.

The demand for Advanced College Placement (ACP) instructors, who must have the M.A. or master's level coursework, also continues to increase. ACP courses in composition and literature for Indiana University East increased as follows: in 2009, 11 courses; in 2010, 16 courses; in 2011, 20 courses; and in 2012, 21 courses.

ii. Preparation for Graduate Programs or Other Benefits

Graduates with the M.A. in English from Indiana University East will be prepared to meet such goals as achieving employment as full-time or part-time instructors of English, maintaining credentials for public school teaching in English, and achieving professional status for advancement in current full-time employment. The M.A. in English will also provide a basic credential for applicants to graduate and professional programs requiring or favoring a master's degree. Students seeking further graduate education will be carefully advised about requirements, admissions standards, and necessary preparation for the programs. Because an M.A. in English provides such flexibility for employment and further graduate education, the program is a logical one for the Indiana University East campus.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

According to the United States Department of Labor Bureau of Labor Statistics, the rate of growth for employment in postsecondary teaching is 17% with nearly two million positions currently and upwards of 300,000 additional openings anticipated in the next decade. The need for a qualified workforce that is professionally prepared with graduate school training is also on

the rise nationally. The ability to communicate well and write professionally continues to be among top criteria for potential employees.

iv. National, State, or Regional Studies

Nationwide for the period 2008-2018, positions for those holding the M.A. in English were projected to increase as follows: teaching positions in community colleges were projected to increase by 15%; teaching positions in secondary schools by 13%; positions for editors by 8%; positions for writers in companies and organizations by 8%; and positions for technical writers by up to 18% according to the U.S. Bureau of Labor Statistics.¹

Nationwide, for those holding the M.A. in English in September 2012, the salary range for high school teachers holding the M.A. in English was \$28,383-\$72,002; for postsecondary school teachers in English Language/Literature, \$23,672-\$78,053; for managing editors, \$36,730-\$95,000; and for technical writers \$38,346-\$85,275.²

v. Surveys of Employers or Students and Analyses of Job Postings

The demand for the M.A. in English at Indiana University East is supported by the results of a needs assessment survey. Two hundred forty-nine respondents from among English and Humanities students, alumni, and regional public school faculty responded to the survey, administered in 2010 (see Appendix One of Full Proposal). Respondents expressed strong interest in graduate-level literary studies (44%) and creative writing (44%) as well as interest in composition and rhetoric and linguistics (12%). Respondents detailed strong preferences for a graduate program offered in close proximity to them with program flexibility to meet a variety of career development options (32%). Also expressed was the need to develop knowledge (31%) and preference for professional development in teaching (21%). Data indicates that a terminal M.A. in English is appropriate for our region.

Regional job postings include year-round advertisements for full-time and part-time positions in the teaching of English at three institutions locally, and at four institutions in surrounding Ohio counties, including Montgomery. Recent IU East searches for full-time English teachers expanded beyond local candidates due to limited availability of qualified applicants within local proximity.

vi. Letters of Support: Local and Institutional

Letters of Support in Appendix Two of the Full Proposal—Local Employers: Ronald Sloan, Vice Chancellor for Academic Affairs, Ivy Tech Community College (ITCC)-East Central Region; Joe Moore, Vice Chancellor for Academic Affairs, ITCC-Southeast Region; Cathy Carolus, Full-Time English Faculty Member, ITCC-Lawrenceburg; Craig Kinyon, President/CEO, Reid Hospital; Tim Rogers, Former President/CEO, Economic Development Corporation of Wayne County; Marilyn Watkins, Dean of the School of Education, Indiana University East; Rae Woolpy, Principal, Richmond High School; Dennis Metzger, Principal, Northeastern High School; Angie Dickman, Chair of the Board of Advisors, Indiana University East; Mary Walker, Chair of Corporate and Community Outreach Committee, Board of Advisors, Indiana University East; Joanne Passet, Former Dean of Humanities and Social Sciences, Indiana University East

Letters of Support in Appendix Three of the Full Proposal—Institutions: Hardin Asand, Chair of

the English Department, Indiana University-Purdue University Fort Wayne (IPFW); Frederick DiCamilla, Associate Professor of English, Indiana University-Purdue University Indianapolis (IUPUI); Lewis Roberts, Director of Graduate Studies, English, IPFW; Deborah Finkel, Director of Graduate Liberal Studies, Indiana University Southeast; Nancy Peterson, Head of the English Department, Purdue University; Thomas Upton, Chair of the English Department, IUPUI

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

No additional faculty or staff are required to launch the program in Fall 2014. After launching, the increase in faculty and staff needs will be covered by increases in revenues associated with new student enrollment..

The English faculty will need to increase by 1.3 FTE in the second year. If it is feasible to hire 2.0-4.0 FTEs in the fourth and fifth year, specialty areas will be determined by need. The maintenance of all current tenure lines is required.

ii. Facilities

No additional facilities required.

iii. Other Capital Costs (e.g. Equipment)

The library contains the journals, references, databases and interlibrary loan resources required by the program. In order to place current textbooks and any requested additional resources in the library, \$3000 will be dedicated to library purchases annually.

b. Support

i. Special Fees above Baseline Tuition

No special fees required above Baseline Tuition.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

Indiana University East is the only public comprehensive university in its service region. Currently, there are no graduate level options available to students seeking advanced degrees in English at a public institution in the geographic area. Most students at Indiana University East live within commuting distance of the university and depend upon the comparatively low cost and convenient location of the Indiana University East campus. IUPUI and Ball State University offer the closest existing public university in-state programs, but require minimally an hour commute, one way.

Indiana University East currently offers a Graduate Certificate in Composition Studies. An increasing number of Ivy Tech Community College faculty and others pursuing the Graduate Certificate in Composition Studies will be better served with an actual advanced degree option. The program is in its third year with about forty students enrolled.

b. List of Similar Programs Outside Indiana

The nearest out-of-state programs include Miami University, the University of Dayton and Wright State University. These institutions offer programs that would be significantly more expensive and require extensive travel time. Some students turn to low residency programs. However, through our needs assessment and interaction with potential students, we find that low residency programs are not a viable alternative for all. Our goal is to provide a viable option for graduate study to our regional students who have no other current option, graduates whose employability becomes limited as a result.

c. Articulation of Associate/Baccalaureate Programs

The students in this program will have a baccalaureate degree in English or a related field such as education, communication, or humanities. They will pursue graduate education in English Studies for career enhancement as well as intellectual and occupational advancement.

d. Collaboration with Similar or Related Programs on Other Campuses

One rationale for an M.A. in English at Indiana University East is that there is no comparable program at a state university, including other Indiana University campuses, within reasonable driving distance. Students will be taking classes at the Richmond campus. Students will be able to transfer credits according to Indiana University policies. A course taken at another institution would be transferable within the parameters of IU East's M.A. in English program.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

36 credit hours required. Two-year completion plan.

Basic Requirements

- i. Required Foundational Course: ENG L506 Introduction to Methods of Criticism and Research (4 cr.)
- ii. Elective Courses (28 credit hours)
Under the careful guidance of their advisor, students select seven courses for a total of 24 credit hours. Students develop a schedule plan upon their admission to the program in consultation with an English faculty member advisor.
- iii. Capstone course (4 credit hours)
ENG W609 Independent Writing Project

More details about the program requirements are in the Full Proposal.

b. Exceeding the Standard Expectation of Credit Hours

At 36 credit hours, the M.A. in English at Indiana University East does not exceed standard credit hours.

c. Program Competencies or Learning Outcomes

- i. Ability to demonstrate knowledge of the methods and practices of English Studies.
- ii. Ability to construct academic and/or creative writing forms and genres within English Studies.
- iii. Ability to select and to analyze a growing body of interdisciplinary knowledge within English Studies.
- iv. Ability to apply theoretical issues to a wide range of practices related to English Studies.
- v. Ability to write for future publication under the supervision of graduate faculty.

d. Assessment

The Chair of the Department of English will oversee program assessment under the supervision of the Indiana University East Dean of Humanities and Social Sciences and the Dean of Graduate Studies. The Indiana University Graduate School monitors all of its programs and periodically holds extensive program reviews in cooperation with the Office of Planning and Institutional Improvement.

Student feedback will be included in assessment as explained in the Full Proposal.

Initial quantitative measures to evaluate the success of the program will be the number of students enrolled in the M.A. in English program and the number who complete the degree. The overall goals for the M.A. in English program, course goals and objectives will be in place and will be assessed in accordance with the English Department Assessment Plan. A full program review will be completed every five years.

Assessment of Student Success: Brief Explanation

- i. Stage one: Course Related Assessment (Strategies will include writing projects, written activities, and practical demonstrations as appropriate to the specific course);
- ii. Stage two: Program Portfolio (In the semester prior to beginning the capstone course, students will submit a portfolio consisting of three sample projects from courses taken with an introductory memo for program assessment);
- iii. Stage three: Course Embedded Capstone Project (The capstone project will be a culmination of the students' program and demonstrate achievement of learning outcomes);
- iv. Stage four: Follow-Up Mentoring and Check Points (Upon completion of the program, graduate students will complete an exit survey and interview; annual alumni surveys will be completed to monitor learning outcomes, employment experience, and program effectiveness).

Faculty members will review students' work and feedback at all stages of assessment. A detailed explanation is included in the Full Proposal.

e. Licensure and Certification

Not applicable.

f. Placement of Graduates

The English Department will oversee student transition to a professional career or to further graduate education. M.A. candidates will be able to apply to serve as Writing Tutors, assist in Writing Center administration, and learn the pedagogy of teaching writing, all beneficial to future career prospects or further graduate education. The existing English Department internship initiative, the campus Office of Career Planning and Placement, and the campus Internship Program will support M.A. candidates. The Office of Career Planning and Placement will assist with placing graduates at Ivy Tech Community College, area secondary schools and other institutions seeking teachers and other professionals with the English M.A.

g. Accreditation

The proposed program will meet the requirements of Indiana University, which is accredited by the Higher Learning Commission. The curriculum follows the guidelines prepared by the National Council of Teachers of English and the Council of Writing Program Administrators.

Notes

1. "Career and Salary Info for the Masters Degree in English," *Education-Portal.com*, October 6, 2012, http://education-portal.com/articles/Career_and_Salary_Info_for_a_Masters_Degree_in_English.html

2. "Master of Arts (MA), English Degree Salary," *PayScale*, September 24, 2012, http://www.payscale.com/research/US/Degree=Master_of_Arts_%28MA%29%2c_English/Salary

6. Projected Headcount and FTE Enrollments and Degrees Conferred

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 1, 2013

Institution/Location: Indiana University East to be offered at Richmond					
Program: M.A. in English					
	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	10	20	20	20	20
Part-Time	5	10	15	20	25
Total	15	30	35	40	45
Enrollment Projections (FTE)					
Full-Time	10	15	15	15	15
Part-Time	3	4	5	6	8
Total	13	19	20	21	23
Degree Completions Projection					
	0	10	10	10	15
CHE Code: 12-12					
Campus Code: 1811					
County: Wayne					
Degree Level: Master					
CIP Code: Federal - 230101; State - 230101					

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

DECISION ITEM B: Capital Projects for Which Staff Proposes Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: Read Residence Hall Renovation Phase I - \$7,000,000
- Purdue University – West Lafayette Campus: Renewal of lease of space at Ross Enterprise Center - \$2,133,900

Background

Staff recommends the following capital project be recommended for approval in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations. If there are questions or issues requiring research or further discussion, the item could be deferred until a future Commission meeting.

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, February 14, 2013

Background Information on Capital Projects on Which Staff Proposed Expedited Action
February 14, 2013

A-1-13-2-05 Indiana University – Bloomington Campus: Read Residence Hall Renovation Phase I: \$7,000,000

The Trustees of Indiana University request authorization to proceed with the first phase of a renovation to Read Residence Hall to allow for reconfiguration of space for student support services. With the closure of the dining facility in Read and the opening of a new dining facility in the adjacent Forest Residence Hall, IU requests to reconfigure and renovation open space to better serve students living in Read. The renovation encompasses the first floor and main lobby and will create a Common Leadership Development Center, social gathering spaces and classrooms for students. In addition, current kitchen space in Read will be renovated to allow for catering operations. The project is estimated to cost \$7,000,000 and will be funded through Residential Programs and Services funds, primarily funded by students who pay on-campus housing fees.

B-1-13-5-20 Purdue University – West Lafayette Campus: Renewal of lease of space at Ross Enterprise Center: \$2,133,900

The Trustees of Purdue University request authorization to proceed with the renewal of a lease agreement for space located at the Ross Enterprise Center. Purdue has leased 30,000 square feet from the Purdue Research Foundation for the last five years and currently is on a month to month agreement. The lease renewal will continue the lease for an additional five years with two extension periods of five years each. The Office of Technology at Purdue (ITaP) is housed in the leased space and provides ongoing efforts to develop and implement system-wide modernization and integration of Purdue's administrative data systems. Rates for the leased space are comparable with other office lease rates in the West Lafayette/Lafayette area. Purdue is leasing the space in the Ross Enterprise Center to allow for space on the West Lafayette campus to be utilized for academic purposes. The initial five year lease is estimated to cost \$2,133,900 and will be funded through university general funds that support the overall operation of the West Lafayette campus.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

INFORMATION ITEM A: Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

<u>Institution/Campus/Site</u>	<u>Title of Program, School, or College</u>	<u>Date Received</u>	<u>Status</u>
1. IU East	M.A. in English	02/29/2012	On February agenda for action.
2. IU Kokomo at Kokomo	B.S. in Hospitality and Tourism	07/05/2012	On February agenda for action.
3. IU through its IUPUI campus	Ph.D. in Health Communications	07/05/2012	On February agenda for action.
4. Purdue Univ.-North Central	B.S. in Civil Engineering	12/7/2012	To be discussed at the Feb. 13 AA&Q Cmte.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

INFORMATION ITEM B: Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
1. ITCC-Fort Wayne at Fort Wayne	A.A./A.S. in Agriculture	1/30/2013	New site approved.
2. VU-Vincennes, Jasper, Vincennes Early College Sites, & Statewide via Dist. Ed. Tech.	General Education Transfer Core Certificate	2/7/2013	New program. Title changed from proposed Gen. Studies Transfer Cert. of Graduation.
3. Purdue University-West Lafayette	M.S. in Aviation and Aerospace Management M.S. in Building Construction Management M.S. in Industrial Technology M.S. in Computer and Information Technology M.S. in Computer Graphics Technology	2/7/2013	All approved to be offered statewide via distance education technology

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

INFORMATION ITEM C: Capital Improvement Projects on Which Staff Have Acted

In accordance with existing legislation, the Commission is expected to review and make a recommendation to the State Budget Committee for:

- (1) each project to construct buildings or facilities that has a cost greater than \$500,000;
- (2) each project to purchase or lease-purchase land, buildings, or facilities the principal value of which exceeds \$250,000;
- (3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds \$150,000; and
- (4) each repair and rehabilitation project if the cost of the project exceeds (a) \$750,000, if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students, and (b) \$1,000,000 if no part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students.

Projects of several types generally are acted upon by the staff and forwarded to the Director of the State Budget Agency with a recommendation of approval; these projects include most allotments of appropriated General Repair and Rehabilitation funds, most projects conducted with non-State funding, most leases, and requests for project cost increase. The Commission is informed of such actions at its next regular meeting. During the previous month, the following projects were recommended by the Commission staff for approval by the State Budget Committee.

I. REPAIR AND REHABILITATION

None.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2013

INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

Staff is currently reviewing the following capital projects. Relevant comments from the Commission or others will be helpful in completing this review. Three forms of action may be taken.

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

A-7-09-1-09 Indiana University Northwest
Tamarack Hall Replacement and Ivy Tech Community College – Northwest
Project Cost: \$45,000,000
Submitted the Commission on January 21, 2011

The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. The expected cost of the project is \$45,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000
Submitted the Commission on January 19, 2010

The Trustees of Indiana University requests authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is \$22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02 Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000
Submitted to the Commission on July 9, 2007

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-13-1-07 Purdue University
Thermal Energy Storage Tank Installation
Project Cost: \$16,800,000
Submitted to the Commission on September 14, 2012

The Trustees of Purdue University seeks authorization to proceed with the installation of a thermal energy storage tank at the West Lafayette Campus. Based on the Comprehensive Energy Master Plan and demands on chilled water in the northwest area of the campus, the thermal energy storage tank will provide additional chilled water capacity to existing and future structures on campus. The project cost is estimated at \$16.8 million and will be funded through the Facility and Administrative Cost Recovery Fund.

STATUS: The project is being held at the request of the institution.

B-2-09-1-10 Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is \$2,400,000 and would be funded from 2007

General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-4-09-1-21 Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000
Submitted to the Commission on October 29, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project was recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

C-1-07-2-01 Indiana State University
Renovation of Life Science/Chemistry Lab Phase II
Project Cost: \$4,500,000
Submitted to the Commission on March 22, 2012

The Trustees of Indiana State University seek authorization to proceed with renovation of lab space located at the Terre Haute campus. The renovation would complete the overall renovation of the Life Science/Chemistry Labs in the Science building to provide for current instructional technologies, meet laboratory safety guidelines and meet ADA standards. The expected cost of the project is \$4,500,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is currently under review by Commission staff.

D-1-05-1-02 Ball State University
Boiler Plant Project (Revised)
Project Cost: \$3,100,000
Submitted to the Commission on February 1, 2011

The Trustees of Ball State University seeks authorization to proceed with the continuation of the Boiler Plant Project (Geothermal Project) by beginning Phase II. Original General Assembly authorization (2005) for the project was \$48 million and thus far \$44.9 million has been approved by CHE and the State Budget Committee. The expected cost of the project is \$3,100,000 and would be funded from 2005 General Assembly bonding authority.

STATUS: The project is being held by the Commission until funds are identified to support the project.

STATUS: The project is being held by the Commission for further review by staff.

F-0-08-1-03

Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: \$20,350,000
Submitted to the Commission on February 12, 2011

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Bloomington campus. The expected cost of the project is \$20,350,000 and would be funded from 2009 General Assembly (\$20,000,000) and 2007 General Assembly (\$350,000) bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

F-0-12-1-02

Ivy Tech Community College of Indiana
Indianapolis Fall Creek Expansion – Phase III (Final Phase)
Project Cost: \$23,098,100
Submitted to the Commission on March 21, 2012

The Trustees of Ivy Tech Community College of Indiana seeks authorization to proceed with the final phase of the Indianapolis Fall Creek Expansion project. The final phase of the project will include: upgrade to infrastructure (HVAC, plumbing, electrical, safety and code compliance); the build out of three floors of the Ivy Tech Corporate College and Conference Center for a Center for Instructional Technology; and additional classrooms, labs, offices and student support. The expected cost of the project is \$23,980,100 and would be funded from 2007 General Assembly bonding authorization. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

III. LEASES

None.