



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

March 10, 2016

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INDIANA COMMISSION *for*
HIGHER EDUCATION

**MARCH COMMISSION MEETING
AGENDA**

Thursday, March 10, 2016

HOTEL ACCOMMODATIONS

TownePlace Suites Indianapolis Park 100
By Marriott
5802 West 71st Street
Indianapolis, Indiana 46278

COMMISSION MEETING

Vincennes University Aviation Technology Center
2175 South Hoffman Road
Indianapolis, IN 46241

WORKING SESSION & BREAKFAST

9:00 A.M. – 11:30 A.M.
Room 1079

CALL IN INFORMATION FOR MEMBERS:

DIAL: 1 (605) 475-4700
PIN: 230295#

WORKING SESSION TOPICS

- *You Can. Go Back.* Responses
- Strategic Plan
- Legislative Recap
- High School Diploma Update
- Performance Funding Metrics and Per Unit Amounts
- Preview: Dual Credit Supplement to College Readiness Reports
- Committee Report Outs

All events take place on Eastern Time

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COMMISSION MEMBER AND STAFF LUNCH

11:45 A.M. – 1:00 P.M.
Small Hangar, Room 1072

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.
Large Hangar, Room 1040

CALL IN INFORMATION FOR MEMBERS:

DIAL: 1 (605) 475-4700
PIN: 230295#

I.	Call to Order – 1:00 P.M. (Eastern)	
	Roll Call of Members and Determination of Quorum	
	Chair’s Remarks	
	Commissioner’s Report	
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	1. Purdue University West Lafayette – Life Sciences Utility Infrastructure and Site Development	
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**IV. Old Business
New Business**

V. Adjournment

The next meeting of the Commission is **June 9, 2016, in Terre Haute, Indiana**. A meeting may be scheduled for **May 12, 2016, in Indianapolis, Indiana**.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 11, 2016

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University-Purdue University Indianapolis, 420 University Boulevard, Indianapolis, IN, with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, John Conant, Sarah Correll, Jon Costas, Susana Duarte De Suarez, Jud Fisher, Lisa Hershman, Allan Hubbard, Chris LaMothe, Chris Murphy, Dan Peterson, John Popp and Caren Whitehouse.

CHAIR'S REPORT

Chairman Bland began his report stating on behalf of the Commission, I would like to thank Indiana University-Purdue University Indianapolis for hosting our meeting today.

As you know, the Commission for Higher Education has a student commission member that serves a two-year term. Sarah Correll's term will end on June 30 of this year so the Commission staff have begun the process of designating members to the 2016 Student Nominating Committee. This Committee will select student nominees from which the Governor will make an appointment to the Commission. Applications for the student commission member position will be available for applicants in the coming weeks. Any questions about the Student Nominating Committee or its processes may be directed to Liz Walker.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating that it seems like a long time since we've met – probably because there has been so much going on at the Commission.

While the legislative session has not seen as much legislation related to higher education as last year – which was a budget session – there have been some important areas that have been addressed – most notably clarifications in financial aid and issues related to teacher preparation and shortages as seen in specific subjects and geographical areas, as well as shortages in dual credit teacher because of the HLC actions. We're working with our legislative and K-12 partners to address these issues. A bill to address Ivy Tech's focus on the alignment between education/training and labor needs/outcomes is also working its way through the General Assembly.

The official kick-off for our *You Can. Go Back.* campaign is next Tuesday. I will be joined by the Governor, other agency heads, and representative employers for the

announcement. We remain very excited about the campaign’s potential to recruit former students back to college to attain their degrees. Our Colleges and universities are partnering with us to ensure the effort’s success.

Serving adult and returning students is critically important to meet state and employer needs, while improving personal prosperity for Hoosiers. In this regard, I am learning much as a newly selected board member of CAEL (Council on Adult and Experiential Learning). I attended my first board meeting a few weeks ago, and I believe there are multiple ways that CAEL’s initiatives align with ours.

In order to do all this work in the professional manner you would expect, we continue to refine the roles and responsibilities of CHE staff members. As you know, Matt Hawkins recently was named Chief Operating Officer – as well as continuing as Chief Financial Officer. Dominick Chase, who you know well, has been promoted to position of Associate Commissioner for Finance and Human Resources. When it is the case of an Associate Commissioner, by virtue of the language in our By-laws his position is the only one that the By-laws, it requires an approval by members of the Commission. Mr. Chairman, I now turn the process back over to you for consideration and approval.

R-16-01.1 RESOLVED: That the Commission for Higher Education hereby approves hiring Dominick Chase as Associate Commissioner for Finance and Human Resources (Motion – Hubbard, second – Whitehouse, unanimously approved)

CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2015 COMMISSION MEETING

R-16-01.2 RESOLVED: That the Commission for Higher Education hereby approve the Minutes of the December, 2015 regular meeting (Motion – Peterson, second – Duarte De Suarez, unanimously approved)

II. PUBLIC SQUARE

A. *You Can. Go Back.* Employer Support

1. Bradley Rhorer, Assistant Senior Manager of Human Resources, Subaru of Indiana Automotive, Inc.
2. Mark Hager, President, Specialized Printed Products and Prentice Products
3. Stephanie Krevdna, Deputy Director, Indiana State Personnel Department

Mr. Bland began the Public Square by stating that we learned in our working session this morning that *You Can. Go Back.* is a statewide campaign that aims to help to help the 750,000 plus Hoosier adults with some college but no degree finish what they started. We would like to continue this conversation but shift gears a bit to discuss the benefits of this campaign to employers. He introduced the three panelists that would help us with employer engagement. The panelists articulated the importance of employer partnership in increasing college completion in working adults.

Ms. Ancel moderated the discussion.

III. BUSINESS ITEMS

A. Resolution Encouraging Indiana's Employers to Partner on the *You Can. Go Back.* Initiative

Ms. Duarte De Suarez recommended to include language in this resolution to encourage employers to display college *Return on Investment Reports* within digital systems and distribute in appropriate internal communications materials.

R-16-01.3 RESOLVED: That the Commission for Higher Education approves by consent the following resolution, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Duarte De Suarez, unanimously approved)

B. Academic Degree Programs for Full Discussion

1. Bachelor of Science in Mechanical Engineering and Bachelor of Science in Manufacturing Engineering to be offered by the University of Southern Indiana

Dr. Zane Mitchell presented this item.

In response to Mr. Bland's question as to what are the alternative opportunities of individuals who cannot get these type of engineering programs in Evansville, Dr. Mitchell said that there are three engineering specific programs in mechanical, civil and electrical engineering but the University of Evansville is a private school and the tuition is higher and that they do not offer manufacturing engineering. In response to Mr. Bland's question as to what the differential be in the price structure and tuition, Dr. Mitchell stated that it will vary depending up on where the student comes from as a result of generous scholarships the University of Evansville offers to students of Vanderburgh County. If they accept that scholarship, the student ends up paying around \$10,000 per year. The University of Southern Indiana would be around \$6,000 per year and they draw from quite a larger range than just that county.

In response to Mr. Popp's question requesting an explanation between the difference between industrial engineering and manufacturing engineering, Dr. Mitchell stated that there would be more mechanical engineering in the manufacturing engineering degree as well as electrical and programming courses that the industrial engineers would not take. Manufacturing engineers would also take a course in robotics. Dr. Mitchell explained it as more of a harder skill set.

In response to Ms. Correll's question, recognizing Indiana's full history of public engineering programs, what is the difference if there are no new courses between getting a Bachelor of Science in engineering (BSE) that specializes in mechanical engineering and getting a Bachelor of Science in mechanical engineering (BSME), Dr. Mitchell stated that a student getting a BSE could take all the same courses and have a degree identical to what we want to call the BSME. The difference is what it's going to say on that diploma. To some employers, it is very important to them that it have that discipline specific designation.

Dr. Sauer provided the staff recommendation.

R-16-01.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following recommendations, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Conant, unanimously approved)

C. Academic Degree Programs for Expedited Action

1. Master of Science in Nursing to be offered by Indiana University Southeast
2. Bachelor of Arts in Spanish to be offered by Indiana University East
3. Bachelor of Arts and Bachelor of Science in Physics to be offered by the University of Southern Indiana

R-16-01.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Murphy, unanimously approved)

D. Capital Project for Full Discussion

1. College of Health and Human Services Renovation and Expansion – Indiana State University

Diann McKee presented this item. Mr. Hawkins presented the staff recommendation.

R-16-01.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Murphy, unanimously approved)

E. Capital Projects for Expedited Discussion

1. Ball State University – Emens Auditorium Lobby Renovation and Expansion
2. Indiana University Bloomington – Marching Hundred Hall
3. Purdue University West Lafayette – Ross Ade Lease

R-16-01.7 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Whitehouse, unanimously approved)

F. Return on Investment Report

Mr. Bland stated that the Commission has received a lot of positive attention for our Return on Investment Reports. The first, published in early 2013, provided a state-level view of the value of college measured against the cost. The second, published later the same year, provided campus- and program-specific return figures: industries of employment and salaries over a 10-year time horizon. Dr. Townsley previewed the data during our working session last month and now she will present the final report.

Dr. Townsley stated that this was our first pilot effort to use the free public version of Tableau software and this site is posted on our LearnMoreIndiana.org website where it is

much more accessible to students and parents and anticipate using similar dashboards for future reports, such as the College Readiness Report.

In response to Ms. Correll’s question whether the dataset on the page displayed, Employment by Program, was just showing one year’s graduates or total number that we’ve tracked in the state, Dr. Townsley stated that this particular dataset for this page is a composite of multiple years’ worth of graduates, 2009-2013.

Mr. Hubbard commented that there is self-selection, those who choose not to go to college are generally less motivated, less hardworking, less organized and don’t have the same soft skills as someone who goes to college, so it is not exactly a fair comparison to compare earnings of a high school graduate to the earnings of a college graduate.

Dr. Townsley stated that one of the things we could possibly do under the Indiana Network of Knowledge (INK) umbrella and expanding the type of data that we are looking at, is to be able to follow those who do graduate high school as well as those who graduate college and really look at this weighted outcome in that manner.

Ms. Lubbers said one of our challenges with this is how we can make this so that people will actually use it and make it easy for them to use is important. This is the first time we’ve had this interactive tool and we need to think about how it is actually going to be used by the people who want to use it and make it as easy for them to do that as possible. Maybe beginning with simple questions to guide people where they need to be. Such as, “what are you trying to figure out with this website” and if you are someone who is trying to write a paper you go to one place and if you’re trying to find out and compare costs because you’re a student going to college next year, you’re guided somewhere else. We need to take this great information and figure out how to make it more user-friendly.

G. 2016-2017 Frank O’Bannon Award

R-16-01.8 **RESOLVED:** That the Commission for Higher Education approves by consent the following item, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Bepko, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Media Coverage

**V. OLD BUSINESS
NEW BUSINESS**

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 3:00 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

BUSINESS ITEM A:

Reaching Higher, Delivering Value Strategic Plan

Staff Recommendation

That the Commission adopt the *Reaching Higher, Delivering Value* strategic plan and work collectively with Indiana's higher education community and other essential partners to realize the goals and strategies contained therein.

Background

As part of its enabling statute, the Indiana Commission for Higher Education is responsible for developing and implementing a long range plan for postsecondary education in Indiana. In 2008, the Commission adopted *Reaching Higher*, a strategic plan that signaled a significant shift in focus—from college access to completion. In 2012, Indiana built upon the strong foundation of the original plan with *Reaching Higher, Achieving More*—rallying Hoosiers around the big goal of increasing the proportion of adults with quality education and training beyond high school to 60 percent of the state's population by 2025. *Reaching Higher, Achieving More* outlined a clear vision for increasing college completion, promoting increased productivity to safeguard college affordability, and ensuring academic quality.

Indiana's third strategic plan, *Reaching Higher, Delivering Value*, builds on the state's commitment to establish one of the best and most student-focused higher education systems in the nation with clear goals and aligned metrics reflecting past progress and new realities. Charting a bold course between now and 2020 toward Indiana's big 2025 goal, *Reaching Higher, Delivering Value* aims to provide Hoosiers with: 1) clearer and more direct paths to timely college completion, 2) quality competency-based credentials that deliver the learning outcomes students need and employers expect, and 3) purposeful career preparation that equips graduates for fulfilling employment and lifelong learning.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

BUSINESS ITEM B:

College Readiness Report

Staff Recommendation

For discussion only.

Background

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

The 2016 College Readiness reports include interactive dashboards showing trends and county/regional comparisons, and incorporate new data elements such as FAFSA on-time completion rates, freshman year loan status, and breakdowns by dual credit status, college entrance exam readiness benchmarks, and full-time/part-time enrollment.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

BUSINESS ITEM C:

Resolution to Strengthen Student Preparation in Mathematics

Staff Recommendation

That the Commission adopt a resolution to strengthen academic preparation by requiring Indiana students to complete four years of mathematics during high school.

Background

In 2014, the Indiana General Assembly charged the Indiana Career Council with reviewing and making recommendations to strengthen the state's diploma requirements for consideration and action by the Indiana State Board of Education before December 1, 2015. Co-chaired by the Superintendent of Public Instruction and Commissioner for Higher Education, the revision process was informed by national research and input from educators, employers, policymakers, community leaders and the general public.

Approved by the Commission in August 2015 and endorsed by the Career Council, the proposed "College & Career Ready" and "Workforce Ready" diplomas would have required all college-bound high school graduates to complete four years of math courses aligned with a broad college and career pathway. Students who planned to enter directly into the workforce or pursue short-term training options also would have been expected to take math during all four years of high school, but they could graduate with three years of math credit.

In November 2015, the State Board of Education delayed approval on the diplomas to April 2016 and convened a new taskforce to re-examine various aspects of the diplomas. That taskforce has considered a number of changes to the diplomas, including lowering the math course completion requirement to three years for the majority of high school graduates. The proposed resolution aims to formally clarify the Commission's position on the importance of math requirements that equip Hoosier students for success beyond high school.

Supporting Document

Resolution to Strengthen Student Preparation in Mathematics



Resolution to Strengthen Student Preparation in Mathematics

March 10, 2016

WHEREAS, the Indiana General Assembly (I.C. 20-19-6-9) called upon the Indiana Career Council to make recommendations for strengthening the state's high school diploma requirements; and

WHEREAS, Indiana's high school diplomas define the knowledge and skills Hoosier graduates need to succeed in college and careers; and

WHEREAS, Indiana's *College Readiness Reports* reveal significant gaps in academic preparation for Hoosier high school graduates, particularly in the area of mathematics; and

WHEREAS, the data show that more than a quarter of Indiana's Core 40 Diploma graduates and nearly two-thirds of General Diploma graduates need remediation in college; and

WHEREAS, the vast majority of student remediation occurs in the subject of mathematics; and

WHEREAS, students who need remediation are far less likely to complete education beyond high school and have fewer opportunities for employment and career advancement; and

WHEREAS, Indiana currently requires Core 40 graduates to complete three years of math and General Diploma graduates to complete two years of math during high school; and

WHEREAS, Indiana colleges and employers have urged state policymakers to require students to complete four years of math during high school along with the four years of English currently required today;

NOW THEREFORE BE IT RESOLVED that the Commission recommends that

- I. **The Indiana State Board of Education and Indiana General Assembly establish a more academically rigorous diploma that requires students to complete four years of math during high school;**
- II. **The high school math content and course sequences required for Hoosier graduates be established in consultation with Indiana colleges and employers; and**
- III. **Indiana colleges establish the completion of four years of high school math as an admissions requirement for recent high school graduates.**

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

BUSINESS ITEM D:

Nursing Licensure Exam Pass Rate Data

Staff Recommendation

For discussion only.

Background

The discussion of nursing licensure exam pass rate data fits into two broad strands of Commission activity and interest: return on investment and consumer protection.

With respect to the former, the Commission has produced many reports that are intended to provide students with information about the outcomes, especially those relating to employment and earnings, a graduate of a particular program might realize, so that the prospective student can make a more informed decision about where to enroll, where to invest the time and money required to complete a degree. Since someone graduating from a nursing program must also become licensed in order to practice their profession, a discussion of how well graduates of programs fair on the nursing licensure examinations can help to inform the prospective student about their potential return on investment.

The Commission's role in protecting consumers was expanded in 2012-2013, when the General Assembly gave the Commission responsibility for carrying out the work of the separately appointed Board for Proprietary Education, which oversees Indiana and out-of-state proprietary or for-profit institutions. The recent closing of a proprietary institution that offered a nursing program provided the impetus for this broader review of pass rates on the nursing licensure exams.

The pass rate data for this discussion comes from the Indiana State Board of Nursing, which receives data on individuals who took one of two licensure examinations in Indiana: (1) the NCLEX-RN exam, which is one of the requirements to become licensed as a Registered Nurse (RN) in Indiana or (2) the NCLEX-PN exam, a requirement to become a Licensed Practical Nurse (LPN or PN, for short) in Indiana. NCLEX stands for the National Council Licensure Examination, a product of the National Council of State Boards of Nursing (NCSBN). Graduates of Associate of Science in Nursing (ASN) or Bachelor of Science in Nursing (BSN) accredited programs seeking to become RNs take exactly the same NCLEX-RN examination.

Supporting Documents

Annual Pass Rate Data for First-Time Takers of the NCLEX-RN and NCLEX-PN Licensure Exams for Indiana Nursing Programs, 2012-2015, in National Context

	2012		2013		2014		2015		Total, 2012-2015			
	Number Who Passed	Number Who Attempted	Pass Rate	Number Who Passed	Number Who Attempted	Pass Rate	Number Who Passed	Number Who Attempted	Pass Rate	Pass Rate		
<u>RN Programs - Associate</u>												
Indiana -												
Public Sector	1,351	1,481	91.2%	1,066	1,220	87.4%	995	1,173	84.8%	4,554	5,187	87.8%
Not-For-Profit Sector	259	300	86.3%	273	323	84.5%	205	257	79.8%	936	1,124	83.3%
For-Profit Sector	337	505	66.7%	354	565	62.7%	368	732	50.3%	1,370	2,349	58.3%
National - All Sectors	75,491	84,517	89.3%	70,658	86,772	81.4%	68,462	86,377	79.3%	283,802	342,045	83.0%
<u>RN Programs - Bachelor's</u>												
Indiana												
Public Sector	1,164	1,253	92.9%	1,149	1,323	86.8%	1,245	1,415	88.0%	4,863	5,419	89.7%
Not-For-Profit Sector	607	638	95.1%	675	786	85.9%	710	810	87.7%	2,762	3,081	89.6%
For-Profit Sector										27	33	81.8%
National - All Sectors	57,320	62,535	91.7%	55,713	65,406	85.2%	57,901	68,175	84.9%	232,927	266,973	87.2%
<u>LPN Programs</u>												
Indiana -												
Public Sector	558	577	96.7%	473	485	97.5%	401	412	97.3%	1,805	1,859	97.1%
For-Profit Sector	435	554	78.5%	368	468	78.6%	303	390	77.7%	1,333	1,738	76.7%
National - All Sectors	53,360	63,350	84.2%	49,571	58,574	84.6%	45,590	55,489	82.2%	190,251	228,371	83.3%

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

BUSINESS ITEM E:

Doctor of Philosophy in Nursing to be offered by Purdue University West Lafayette

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Nursing to be offered by Purdue University West Lafayette in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. This program was discussed by the Academic Affairs and Quality (AA&Q) Committee at its February 26, 2016 meeting and recommended for full discussion at the March Commission meeting.

Similar Programs in Indiana – Nursing: In the *independent* or private not-for-profit sector, there are no institutions that offer a Ph.D. in Nursing.

No institution in the *proprietary* or private for-profit sector offers such a program either.

Within the *public* sector, only one institution, Indiana University, through the IUPUI campus, offers a Ph.D. in Nursing. In FY2015, this program enrolled 59 headcount or 29 FTE students and had eight graduates.

Related Programs at Purdue West Lafayette. The West Lafayette campus offers a B.S. in Nursing, which enrolled 408 headcount or 388 FTE students in FY2015; in that same year, 92 students graduated from this program. At the graduate level, Purdue offers two programs, one of which is the M.S. in Nursing; in FY2015, this program enrolled 39 headcount or 33 FTE students and had 19 graduates.

Purdue also offers the Doctor of Nursing Practice (D.N.P.) program, which the Commission approved in December 2005, the first such program in the state. In May 2014, the Commission approved an expansion of the D.N.P. degree through a collaborative arrangement involving the West Lafayette, Calumet, and IPFW campuses. In FY2015, the West Lafayette D.N.P. enrolled 29 headcount or 11 FTE students and had three graduates. It is important to note that the D.N.P. is a professional practice doctoral program and not a research/scholarship doctorate, such as a Ph.D. The latter is the strongly preferred

credential for full-time faculty teaching in nursing programs and required at research universities.

A notable feature of the proposed Ph.D. is the array of collaborative relationships that exist between the School of Nursing and other academic units on campus, including the College of Engineering, the School of Veterinary Medicine, Regenstrief Center for Healthcare Engineering, Computer Science, the College of Science, the Department of Psychological Sciences, Health and Kinesiology, Sociology, and the College of Pharmacy. Offering the Ph.D. would enable these relationships to deepen and potentially expand to other units on campus.

Other Considerations. Indiana, like most states, is facing and will continue to face a persistent shortage of Registered Nurses (RNs). Being an RN is number one on the Hoosier Hot 50 jobs and is first in Indiana's hottest jobs in the future. Many national studies have documented the need for RNs, a need that will be exacerbated as the population ages. Faculty prepared at the Ph.D. level are essential to graduating new RNs. The Purdue program will also provide opportunities for needed research into making the health care delivery system operate more effectively and efficiently.

Supporting Documents

Program Description – Doctor of Philosophy in Nursing to be offered by Purdue University West Lafayette

Executive Summary for the Creation of the Ph.D. in Nursing Program at the Purdue West Lafayette Campus

The School of Nursing at Purdue University West Lafayette Campus proposes the creation of a PhD in Nursing. This program addresses critical state and national needs for nurse scientists. Nurses prepared at the doctoral level comprise less than one percent of the nursing workforce and the Health Resources and Services Administration predicts dire shortfalls in doctoral-educated nurses by 2020. Nurse researchers are in high demand in academe and industry to address healthcare system challenges and to improve the nation's health. Among the recommendations cited in the Institute of Medicine *Report on the Future of Nursing* (2010) is to "Double the number of nurses with a doctorate by 2020." The proposed PhD program will provide improved access to a research-based doctorate for Indiana nurses providing direct patient care and faculty members who aim for a career as a nurse scientist, as well as nurse executives who need a research-based skill-set. Current data from the American Association of Colleges of Nursing show vacancy rates of faculty positions across the country are of critical concern: 60.9% or 414 of the schools reported having full-time faculty vacancies (39 vacancies in Indiana in 2015). The number one barrier identified was the "limited pool of doctoral prepared faculty." The PhD is preferred over the Doctor of Nursing Practice for open faculty positions as identified by the Indiana Center for Nursing Workforce demand survey (2015). This is especially relevant for tenure-earning and academic leadership positions. We anticipate graduates of the program will be heavily recruited and quickly placed in the workforce.

The proposed program offers a singularly unique curriculum that is designed to prepare the nurse scientist for innovative and translational research through the use of interprofessional collaboration and teams. The curriculum is influenced by a strong foundation of existing relationships forged by School of Nursing faculty; collaborators include faculty from the College of Engineering, School of Veterinary Medicine, Regenstrief Center for Healthcare Engineering, Computer Science, College of Science, Department of Psychological Sciences, Health and Kinesiology, Sociology, Center for Aging and Life Course, College of Pharmacy, and Extension Education/Services. With the addition of the PhD, the Purdue School of Nursing will offer the full range of degrees (baccalaureate to PhD) available at all other Big 10 Schools of Nursing and will join the academic units in the College of Health and Human Sciences (HHS) who all offer research doctorates.

This will be the second PhD program for Nursing in the State of Indiana. The Purdue program differs and complements the offerings of the current PhD in Nursing offered by Indiana University. The Purdue program is campus-based in order to capitalize on the rich transdisciplinary research environment and strong engineering and healthcare systems expertise on the West Lafayette campus. The current PhD program at Indiana University on the IUPUI academic health center campus is delivered through online learning. The addition of a second PhD in Nursing fulfills a local, state, and national need for nurses prepared to conduct world-changing research. The PhD in Nursing aligns with the University, College, and School of Nursing mission statements. As one of the premier research-intensive universities in Indiana, Purdue is well positioned to develop nurse scientists who will lead transdisciplinary research resulting in innovation in patient care and healthcare delivery.

The PhD program takes an efficient approach to the plan of study by capitalizing on existing assets within the School of Nursing, the College of HHS and the University. New courses developed for the program will be open to graduate students in other disciplines. Faculty expertise and courses within the College of HHS and across the campus will maximize the quality of the program. In summary, the PhD in Nursing is in alignment the mission of Purdue and addresses a serious market demand for PhD-prepared nurse scientists. The School of Nursing stands ready to launch this program.

PROPOSAL

Doctor of Philosophy in Nursing Offered through the

School of Nursing

College of Health and Human Sciences

Purdue University West Lafayette Campus

*Jane M. Kirkpatrick, Associate Dean, College of Health and Human Sciences and
Head, School of Nursing, Purdue University, West Lafayette*

*Karen J. Foli, Director PhD Program Development, School of Nursing,
College of Health and Human Sciences, Purdue University, West Lafayette*

Doctor of Philosophy in Nursing Offered through the School of Nursing

1. Characteristics of the Program

a. Campus Offering the Program:

The proposed PhD in Nursing program will be offered through the School of Nursing, College of Health and Human Sciences, on the West Lafayette campus. As a campus that already offers graduate degrees at the master's level and the terminal degree for nursing professionals (Doctor of Nursing Practice), the infrastructure exists to support the proposed program. For example, graduate admissions and curriculum committees function to screen and update educational standards respectively. These committees will be used for the proposed program.

The program will be composed of a minimum of 90 credits with approximately 60 credits taken post-master's. That is, a student may transfer in a maximum of 30 credits from a master's and/or DNP program. The PhD in Nursing plan of study is divided into Core Nursing Courses (13 credits); Core Research Courses (a minimum of 13 credits); and Elective Courses (12 credits). The minimum coursework will be composed of the Core Nursing Courses and the Core Research Courses (total of 26 coursework hours). If an applicant has taken graduate coursework that would count toward elective coursework, then additional hours required to complete the degree would consist of research credits. For example, if an applicant holds a DNP degree and has successfully completed Elective Courses that are required for the PhD program, then that applicant could increase the number of research credits to complete the PhD.

See Appendix D for the proposed plan of study and plans of study that emphasize conceptual areas through chosen electives. The elective courses will allow individualization to create a unique plan of study that contains transdisciplinary curricular content. Students are expected to have the plan approved by their committee members by their second semester. A minimum of 22 research credits will be required for graduation, and students will follow the requirements set forth by the Purdue University Graduate School.

As previously described, in addition to the PhD in Nursing, the School of Nursing seeks to offer a dual-titled PhD (PhD in Nursing and Gerontology) through the Center on Aging and the Life Course (CALC); see Appendix D, Table D.1 for the requirements for the dual-titled PhD. Several other academic units at Purdue West Lafayette Campus participate in the dual-titled PhD with CALC. These units include Psychological Sciences, Sociology, Pharmacy Practice, Nutrition Science, and Human Development and Family Studies. The School of Nursing has several faculty who hold faculty associate designation with CALC and will act as the committee chairs for those students enrolled in the Dual PhD Nursing/Gerontology track.

b. Scope of Delivery:

The scope of delivery is the State of Indiana and region, including the Chicagoland area. Approximately 65% of Purdue nursing BSN and MS graduates reside in Indiana, and are primarily located in the northwest and central parts of the state. Students enrolled in Purdue's undergraduate program are among the top students at Purdue, making them excellent candidates to pursue advanced degrees. Indeed, when comparing several key metrics, nursing candidates and graduates of the undergraduate program exceed their peers: highest 2014 SAT scores when compared with students in the College of Health and Human Sciences and Purdue overall (1807, 1690, and 1791, respectively). Purdue BSN graduates also exceeded the 2013 national, baccalaureate average in National Council Licensure Examination passing rates (91.10% versus 85.18%). Graduates of the Pediatric and Adult Gerontology nurse practitioner programs (MS) have a 100% pass rate on the National Certification examinations.

c. Mode of Delivery:

The proposed program at Purdue will be campus based, offering some hybrid or blended courses. A primary component of the program is the intensive on-campus coursework and mentorship from the student's primary advisor (committee chair). This format will allow adult learners to benefit from distance learning as well as the intense on-site classes. At most, 25-30% of the student's courses may be online and will be composed primarily from the course electives the student integrates into their plan of study.

The student's development as a nursing research scientist will be shaped in three ways: 1) through course work, both from nursing and other disciplines. The on-site courses from other disciplines will be enriched by students enrolled in the Purdue DNP program (such as research methods and statistics courses as well as other cognate courses in various disciplines such as those offered by CALC faculty associates); 2) through research credits that will allow the student to plan and carry out a research study; and 3) through the mentorship of their primary advisor and committee members. The curriculum has been purposely designed to allow a heavy emphasis on research credits.

d. Other Delivery Aspects:

The primary goal of the PhD program is to prepare individuals who are licensed registered nurses as nursing scholars and scientists; there are no clinical hours required. Students will be encouraged to experience the role of research assistants to their advisor and, based on individual preference and the availability of funding, the role of the teaching assistant.

The program will be primarily administered by the Director of the PhD Program (see Appendix E: Director PhD Program Job Description) with oversight by the Director of the Graduate Programs and the Head of the School of Nursing (see Appendix F: School of Nursing Organizational Chart). As previously stated, standing committees within the School of Nursing

will absorb the PhD student admission and curricular activities (i.e., Graduate Admissions Committee and the Graduate Curriculum Committee).

2. Rationale for the Program

a. Institutional Rationale:

The implementation of the PhD in Nursing Program aligns with the institutional mission and strengths of Purdue University and the School of Nursing. The PhD, a research degree, logically should be administered by research-intensive universities. Purdue University and Indiana University are recognized as the premier research universities in the State of Indiana. Currently, the only Nursing PhD program in the state resides on the Indianapolis campus of the Indiana University School of Nursing. Purdue nursing leadership has been in communication with the interim leadership team that is in place at the IU School of Nursing. We believe there are multiple opportunities for collaboration by leveraging existing resources, including opportunities for students to attend coursework at both campuses. Purdue stands ready to assist in sharing the responsibilities of preparing the next generation of nurse scientists, and offers a unique program to complement the existing PhD program at Indiana University.

Building on the existing strengths of the university, the School of Nursing is strategically positioned to take a uniquely Purdue approach to the design, development, implementation of innovative health care delivery to optimize the health of patients, their families, and their communities.

Purdue University's School of Nursing has considerably expanded its research capacity in the past decade. The collective research expertise among the faculty indicates that Purdue nursing is well positioned to provide a superior doctoral training program in Nursing. The School of Nursing at Purdue University has developed a unique subspecialty focused on optimizing healthcare delivery systems and health systems research. Other research foci among our faculty include innovative care to promote wellness and reduce the burden of chronic conditions. In addition, The School's positioning in the College of Health and Human Sciences (College of HHS) creates opportunities to collaborate with academic units such as Nutrition Science, Human Development and Family Studies, Consumer Science, Health Science, Health and Kinesiology, Speech Language and Hearing Sciences, and Psychological Sciences for education and research opportunities for students pursuing a PhD in Nursing. In addition to collaborations within the College of HHS, Purdue Nursing faculty members have a long history of collaborating across colleges including Engineering, Pharmacy, Computer Science, Veterinary Science, Science, and Liberal Arts. These collaborations provide transdisciplinary experiences beyond the traditional healthcare disciplines, expertise that is vital to creating the most effective

and efficient health care delivery interventions.

b. State Rationale:

As previously stated, Indiana University, Indianapolis, is the sole PhD granting program in nursing in the State. Nurses wishing to pursue a research doctorate frequently choose other disciplines rather than nursing, or must leave the state to pursue their degree. The proposed PhD program builds on the strengths of Purdue; world-class engineering, the only Veterinary program, a Pharmacy program that is ranked in the Top Ten nationally, and the Land Grant Extension network along with a rich assortment of health-related disciplines. From this wealth of expertise, the Purdue Nursing PhD can create a unique transdisciplinary approach to the challenges faced by healthcare systems seeking to increase access to cost-effective and patient-centered, high quality care. Although there is a PhD program at the Indiana University School of Nursing, the foci of the two programs are different and complementary.

The Indiana Center for Nursing (ICN), the state's nursing workforce center and home of the Indiana Action Coalition working to move forward the initiatives of the IOM 2010 Report – *The Future of Nursing; Leading Change, Advancing Health* lists as a Strategic Priority Area to “Design Indiana’s Nursing Future: Design the nurse’s role in developing innovative transdisciplinary care delivery models.” This priority area includes the goal of “increasing the number of doctoral prepared RN’s in practice, research, and education.” The future of nursing in Indiana will be positively impacted by the creation of the proposed program at Purdue because graduates of the program will be able to influence innovation in healthcare systems and innovative care through scientific discoveries. These graduates will likely be housed in industry as well as academia; in both settings functioning to shape the next generation of nurses.

c. Evidence of Labor Market Need:

i. National, State, or Regional Need

The School of Nursing Advisory Council is composed of executive leaders in healthcare across Indiana, including chief nursing officers and chief executive officers of major healthcare systems, both non-profit and government, as well as School of Nursing professor emeriti and distinguished alumni (see Appendix G for a listing of Advisory Council members). This Council convened on April 11, 2014 and members were updated on the PhD in Nursing Working Group progress by Drs. Jane Kirkpatrick, Head of the School of Nursing, and Karen Foli, Director PhD in Nursing Program Development. Also during this meeting, Council members were asked to complete an anonymous survey related to a need for a second PhD program in the State of Indiana. Table 1 below outlines the support for the proposed program. Nine of the 13 Council members completed the needs assessment.

Table 1: Advisory Council Feedback: Needs Assessment for PhD Program

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I support the School of Nursing’s efforts to develop a PhD in Nursing Program	7	2			
There is a critical need for more PhD prepared nurses to enter into faculty and industry roles.	9				
I am confident that the faculty and leadership at the School of Nursing at Purdue University, West Lafayette campus, can develop and implement a solid PhD Program.	7	2			
I would encourage nurses, who express an interest in doctoral education, to apply to Purdue’s PhD Program in Nursing.	6	2	1		
I would welcome applicants who are PhD prepared nurses into our organization. *	6	2			

* One Council member chose “N/A” for this question.

Advisory Council members also included the following comments:

Comment #1: *It is very important that an appropriate supply and quality of Ph.D. Nursing individuals exists in the future. The need for further advances in nursing research as to best practice and the need for quality faculty to teach the next generation of nurses makes a new Ph.D. program worthy of full support. Health care enterprises of all types including health systems demand the critical thinking, evidence based research and insight that can be offered via a Ph.D. nurse executive which is further evidence for the wisdom of adding a Ph.D. degree to Purdue School of Nursing.*

Comment #2: *A critical need exists for additional nurses with PhD preparation. These nurses can fill the need for nursing faculty because the average age of the current faculty nurse is 55 years old. Within the next decade, many of these nurses will retire, leaving a large faculty gap.*

Comment #3: *There is a strong, national need for PhD in nursing. Purdue School of Nursing is uniquely ready for this level of nursing education. There is potential for grants and more importantly to help study how nurses can affect change in healthcare. We currently use PhD in Nursing for and will have a need in the future!: Infection and Prevention and Control; Quality Improvement; Performance Improvement; Leadership Roles; Clinical Informatics.*

Comment #4: *Badly needed. Only one other small program in state. Need researchers/teachers/faculty to address the health care needs of citizens of Indiana.*

Comment #5: *Would hire PhD prepared nurse. Essential to bring nursing to interprofessional table with research area. Evidence based practice- based on nursing research. PhD preparation elevates nursing profession when looking for grant funding (required). Practice based on research to measured outcomes.*

As the above comments indicate, the Advisory Council supports the PhD Program in Nursing at Purdue. Data indicate that these leaders understand the need for increased PhD-prepared faculty and scientists in academia, but also in industry to assist with funding, and rigorous methodologies in testing “best” practices.

ii. Preparation for Graduate Programs or Other Benefits

The proposed PhD program will provide improved access to a research-based doctorate for 1) master’s graduates who are practicing at the bedside and are interested in pursuing a career as a nurse scientist, 2) existing faculty members who aim for a career as a scientist and expanding existing knowledge, and 3) nurse executives who strive to grow in a skill-set that includes collecting and analyzing data. Demand for nurses with PhDs in both healthcare institutions and academia is high and growing. Many academic institutions will only allow nurses who are prepared at the PhD level to assume tenure track positions (in contrast to the DNP degree). However, according to the AACN, in 2011, students enrolled in DNP programs (N = 9,094) outnumbered students enrolled in PhD programs (N = 4,907). The proposed program will offer nurses whose interests surround discovery and research an opportunity to continue their education and pursue a career as a nurse scientist, educator, and leader.

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

The Department of Workforce Development in Indiana has not studied the labor market demand for PhD-prepared nurses. Similarly, the Bureau of Labor Statistics information applies to registered nurses and some categories of master’s degree-prepared nurses. However, the economic need for research scientists to discover innovative and cost-effective ways to deliver care is clear. A seminal work published in 2008 by Berwick and colleagues articulated the “Triple Aim” in healthcare, improving the experience of care, improving the health of populations, and reducing the costs associated with healthcare was described (Berwick, Nolan, & Whittington, 2008; Hinshaw, 2011). Berwick and colleagues further cite innovations that serve the Triple Aim and the need for patients to be remembered and cared for. Nurses and specifically, PhD-prepared nurse scientists are well-positioned to bring innovation to healthcare,

improve quality, *and* be mindful of the need for consumers/patients to have individualized, holistic, and optimum care experiences.

At the state level, the need for additional PhD-prepared nurses is just as pressing. Of 56,077 registered nurses in the State of Indiana in 2011, only 282 (0.5%) held doctoral degrees (Indiana Center for Nursing, 2013). Unfortunately, nursing faculty are retiring more quickly than they can be replaced in the job market. The average ages of doctoral prepared nurse faculty holding the ranks of professor and associate professor were 61.3, and 57.7 years, respectively. The mean age of assistant professors remained 51.5 years (Fang & Bednash, 2013). The need to graduate more PhD-prepared nurses to fill these vacancies is urgent. Further, from 2010 to 2011, enrollment in PhD programs nationwide increased by 7.9% (AACN, 2012). The IU program graduated 10 PhD's per year (AACN reports from 2009-2011). This number of PhD graduates will not address the large number of current faculty vacancies at the 48 nursing programs in the state that offer bachelor, masters or doctoral nursing degrees in Nursing. Purdue offers a unique program to complement the existing PhD program at Indiana University in order to help the State of Indiana keep pace with demand for PhD prepared nurses.

iv. National, State, or Regional Studies

On a national level, the Institute of Medicine (IOM) Report on the Future of Nursing, contained several recommendations to strengthen nursing. One of the recommendations of the IOM Report is to “Double the number of nurses with a doctorate by 2020” (IOM, 2010). In a recent publication by the Health Resources and Services Administration (HRSA; April 2013), nearly 28,000 registered nurses (RNs) were awarded a post-licensure bachelor's degree in nursing (RN-BSN) and more than 24,000 nursing master's degrees were earned. In contrast, approximately 2,200 nursing doctoral degrees were awarded in 2011. According to AACN data (2014) the trend of doctoral graduates in nursing demonstrates a dramatic growth in DNP graduates (from 44 in 2005 to 2,442 in 2013) while the growth in PhD graduates in nursing over the same time period is much more conservative (431 in 2005 to 626 in 2013). While there is growth in graduates from Doctor of Nursing Practice programs, there remains an unmet need for nurse researchers to develop new knowledge. The proposed Purdue program will assist in achieving this goal. The American Association of Colleges of Nursing faculty vacancy data (Kirschling, 2014) noted that for faculty vacancies in Baccalaureate and Graduate Programs in Nursing, 86.9% of the positions required or preferred a doctoral degree. Research intensive universities require research doctorates for tenure track faculty positions, as they are essential to generate the next generation of nurse researchers.

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

In May 2014, a local needs assessment survey was distributed to undergraduate students at the School of Nursing, Purdue University, West Lafayette campus, and St. Elizabeth School of Nursing, Lafayette, Indiana (see Table 2).

Table 2: Needs Assessment: Distribution of Undergraduate Students

Program	Total	May 2014*	Aug 2014*	Dec 2014*	May 2015*
Purdue	124	49	9	1	68
St. Elizabeth	47	12	35	0	0
Total	174	61	44	1	68

* Year of graduation

Findings indicate a significant interest in the PhD in Nursing from current and future graduates of both schools of nursing. When students were asked how likely they would be to pursue a graduate degree, 135 (77.6%) responded “likely to” or “definitely will pursue” with 128 (73.6%) indicating that they would begin graduate school immediately after graduation or within 1 to 3 years of graduation. Specific to a PhD in Nursing, 14 (8%) students personally viewed the PhD as their terminal degree. When asked, “If Purdue were to offer a PhD, how likely are you to apply in the future?” 35 (20.1%) students responded that they were “likely” or “very likely” to apply.

As described above, student interest significantly increased when Purdue University was linked with a PhD program. Purdue University’s reputation for quality education is known locally, regionally, nationally and internationally. Students have documented their interest in earning a PhD *and* earning such a degree from Purdue.

vi. Letters of support

The support for the proposed program is significant and emanates from key individuals and organizations that represent hundreds of thousands of stakeholders. Refer to Appendix C for the letters of support for the PhD Program in Nursing offered at the Purdue University West Lafayette Campus.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff:

The PhD program will take an efficient approach to building the curriculum and implementing the plan of study, which will capitalize on several assets within the School of Nursing, the College of HHS and Purdue. Several courses in the Doctor of Nursing Practice

(DNP) program will be suitable for PhD students, creating efficiencies in teaching. The current 13 tenure track faculty will serve on PhD committees. As feasible, clinical responsibilities currently assumed in the undergraduate program by tenure track faculty would be shifted to clinical faculty who have a practice focus.

The School of Nursing currently has in place many of the requisite resources for sustaining a PhD program. First, the PhD program will be integrated into the current graduate program in the Purdue University School of Nursing. Many of the faculty and some of the course work in the current Doctorate of Nursing Practice (DNP) will be common to the PhD program. The DNP degree differs from a PhD because the DNP program is focused on preparing graduates to systematically evaluate current evidence and implement that evidence into practice; it is not a research-based program. In contrast, the PhD program will be focused on preparing graduates to discover innovations in healthcare delivery and innovative care. However, there is some commonality between the DNP and PhD roles. For example, health systems and policy are both emphasized in these two programs. Therefore, the PhD students will be required to enroll in *Health Policy: From Global to Local*, which is offered as an online course and is required for DNP students. This course will also be a required core nursing course for PhD students. Further, PhD-enrolled students will also have the option of building approved electives into their plan of study from the DNP curriculum, some of which are offered online (up to 12 credits). Students selecting these electives will be able to appreciate the role of the DNP-prepared nurse and learning will be enriched by expert clinicians and evolving scientists engaged in discussions and course activities together.

Second, faculty expertise and courses within the College of Health and Human Sciences and across the campus will be leveraged to maximize the quality of the program. These courses will be taken as part of the students' individualized plans of study and comprise the elective component to the PhD curriculum. Third, research centers across the campus, such as the Regenstrief Center for Healthcare Engineering, the Ingestive Behavior Research Center, the Women's Global Health Institute, the Military Family Research Institute, and the Oncology Center are some of the research centers on campus that provide research expertise that may be integrated within the proposed PhD program.

Fourth, in the past decade, Purdue nursing faculty (e.g. Edwards, DeCrane, Foli, Yehle) have garnered funding from the Health Resource Services Administration (HRSA) to support master's education in nursing. Once the PhD program is fully approved, we can initiate proposals for the purpose of funding PhD students from HRSA as well as NIH, the Agency for Healthcare Research and Quality (AHRQ), and the Robert Wood Johnson Foundation. Fifth, faculty will continue to seek extramural funding to support research initiatives that will fund PhD students. Sixth, we will build upon existing partnerships with healthcare organizations to expand the science of innovation in health care delivery.

The American Association of Colleges of Nursing (AACN) provides guidance for universities to build and evaluate PhD programs through the Essential Components of Research–Focused Doctoral Programs in Nursing: Pathways to Excellence (Essential). Using the AACN’s *Essentials* document, we have conducted a gap analysis for the Purdue University School of Nursing to assess its strengths and challenges as it moves toward implementing a PhD in Nursing program. The document concentrates on four core areas: (1) faculty and academic leadership, (2) well-qualified students, (3) appropriate resources and infrastructure, and (4) comprehensive program evaluation. Table 3 outlines those key elements that should be present in a quality program and our map of these essential elements to those resources currently existing at the School of Nursing, along with identified resources that will help support the new program moving forward. See Appendix B for a breakdown of current resources and needed resources moving forward.

We have canvassed the academic units within the College of HHS and found that a wide variety of doctoral level statistics and research method courses are offered as well as specific courses that would meet requirements to complete a plan of study. Academic units have been approached to allow enrollment of PhD Nursing students into these courses (see Letters of Support). As well, the university continues to recruit faculty with specific expertise in advanced research and quantitative methods. With the modest PhD Nursing cohort anticipated in the next few years, and with the existing number of such courses available, we believe that this plan is feasible and will strengthen interdisciplinary exposure between advanced students. The new courses, generated to provide nursing-centered PhD content, will be open to doctoral students in other disciplines seeking to enhance their understanding of nursing science, theory, and interdisciplinary roles in healthcare delivery.

Another important aspect for success is recruiting top students to the program. During the program’s first five years, support for 6 RA positions for each of the first three cohorts of students (to cover a three year period per student) will be requested from the Provost. See non-recurring support in Table B.1 in Appendix B.

ii. Facilities:

Classroom space is available to accommodate the face-to-face classes. Office space for additional faculty members and support staff will be provided from current space inventory. Existing physical space at the School will be sufficient to house the PhD students. The graduate student lounge in the lower level of Johnson Hall has multiple computers, as well as tables and chairs to provide a gathering space for PhD students that will facilitate their socialization. Other support currently offered to the School, such as IT and library support, has been assessed as sufficient for the PhD program students and faculty. Research conducted by nursing faculty does not require large labs or major equipment or IT resources beyond those already available.

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

Appropriate computer and other technology will be provided for new faculty and support staff positions. Existing technology infrastructure and normal upgrades necessary to support existing programs should be sufficient to support this program as well. No other significant capital costs will be required.

b. Support:

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

Reallocated

ii. Special Fees above Baseline Tuition:

Fees and baseline tuition will be identical to the tuition and fees currently assessed for graduate students enrolled at Purdue University. Other fees for graduate application and continuation will be in alignment with the Purdue West Lafayette campus (e.g., PhD Dissertation Fee, Dual Credit Program Fee, etc.). See Appendix H for the customary tuition and fees for a graduate student enrolled in 8 credit hours or more (full-time student).

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

According to the website of the American Association of Colleges of Nursing (<http://www.aacn.nche.edu/research-data/doc.pdf>, retrieved on June 18, 2014) only one institution in Indiana currently offers a nursing PhD degree: Indiana University (IU) School of Nursing, Indianapolis campus.

ii. Related Programs at the Proposing Institution

The proposed PhD program will bring vital nursing and interdisciplinary expertise needed to address the multifactorial etiology of today's healthcare challenges which demand solutions that are integrative across multiple professions. School of Nursing faculty have forged productive collaborations across the College resulting in important innovations in improving health care (e.g. Foli, Richards). In addition, School of Nursing faculty are actively collaborating with researchers in the College of Pharmacy to develop innovations in health risk assessments and health care interventions (e.g. Yehle, Thorlton), and the College of Veterinary Science to examine the effects of animals in health promotion activities and supporting

individuals with neurodegenerative disorders (e.g. Edwards).

The School of Nursing at Purdue University is a leader in developing innovations in healthcare delivery that are grounded in nursing science and systems engineering. The commitment to collaborating with engineering faculty allows School of Nursing researchers to take a broader approach to innovating health care delivery systems; an approach that goes beyond the traditional medical model, a paradigm shift that includes both nursing science and systems thinking. Collaborations between Purdue University nursing faculty and Purdue University engineering faculty have resulted in the development of devices to improve risk assessment, chronic care management, and primary care delivery to vulnerable populations. An example of the long-term commitment to the School of Nursing's collaboration with the College of Engineering is the joint appointment of a faculty member in both the School of Nursing and the School of Industrial Engineering in the College of Engineering.

b. List of Similar Programs Outside of Indiana:

Fifteen (15) PhD in Nursing programs exist in the four contiguous states of Illinois, Kentucky, Michigan and Ohio. These programs tend to enroll cohorts of students that are *significantly less than needed to meet the market demand* for PhD-prepared nurses. PhD programs in the contiguous states are listed below.

- In Illinois, a total of **four** universities offer a PhD in Nursing: Illinois State University; Loyola University Chicago; Rush University; and University of Illinois at Chicago.
- In Ohio, a total of **six** universities offer a PhD in Nursing: Case Western Reserve University; Cleveland State University; Kent State University; The Ohio State University; The University of Akron; and University of Cincinnati.
- In Michigan, a total of **three** universities offer a PhD in Nursing: Michigan State University; University of Michigan; and Wayne State University.
- In Kentucky, **two** universities offer a PhD in Nursing: University of Kentucky and University of Louisville.

c. Articulation of Associate/Baccalaureate Programs

The proposed PhD program will initially be offered as a post-master's option and in the future, a post-baccalaureate option will also be available. As such, the program will not articulate directly with associate degree programs.

d. Collaboration with Similar or Related Programs on Other Campuses

The Committee on Institutional Cooperation (CIC; see <https://www.cic.net/about-cic> accessed on June 19, 2014) strives to achieve economic use of resources between member universities, "leveraging campus resources and creating innovative programming." Course

sharing and the Traveling Scholar Program will be open to students currently enrolled in the PhD in Nursing Program at Purdue. These resources are available to students of member CIC universities at no additional charge over their regular tuition. Courses that students select through the CIC will be approved by their primary advisor.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

Students admitted to the PhD program must have a master's degree; if the master's degree is in a field other than nursing, core nursing courses will need to be taken (e.g., theory in nursing). The post-master's PhD program consists of approximately 60 credit hours with a minimum of 90 graduate credit hours required to earn the PhD in Nursing. See Appendix I, for detailed admission requirements, Table I.1 for a list of the master's level courses that must be taken prior to entering the PhD program and Table I.2 for a description of the curriculum and core coursework. A maximum of 30 credits may be transferred and applied to the PhD curriculum.

A full-time student who enters the program with a master's in nursing may graduate in three (3) years, including summer enrollment. Matriculation through the program on a part-time basis will be individualized; however, completion of the nursing core must be accomplished in the first four semesters of the program.

b. Exceeding the Standard Expectation of Credit Hours

The credit hour expectation does not apply to this program because it is a graduate as opposed to an associate/baccalaureate degree program.

c. Program Competencies or Learning Outcomes

Research by School of Nursing faculty is focused on optimizing health care delivery. Two foci have emerged: innovative care and optimizing healthcare delivery systems. Examples of innovation in care include improving risk assessment and developing effective interventions. Risk assessment includes recognition of individuals at risk for poor health and disability, or face vulnerabilities during periods of stress and transition (e.g. DeCrane, Foli, Richards, Thorlton, and Yehle). Faculty members have developed innovative interventions to improve patients' ability to recognize and manage symptoms to prevent development or exacerbation of chronic disease (e.g. Ahmed, Foli, and Yehle). Innovations in systems of care delivery include recognition of system inefficiencies or failures (e.g. McComb, Aaltonen, Abrahamson) and have focused on delivery of long-term care in institutional and community settings (e.g. Abrahamson, Arling, Edwards) and delivery of primary care to vulnerable populations (e.g. frail elders). Innovative healthcare

models that reduce cost and disparities in primary care delivery are the keystone of the success of Purdue University North Central Nurse Managed Clinic system. See Appendix J for a listing of faculty courses and their areas of research expertise.

The research focus of innovative care and healthcare delivery systems is specific to the School of Nursing and is not duplicated in any other unit of the College of Health and Human Sciences. For example, although interventions to promote health may be developed by public health faculty in the Department of Health and Kinesiology, those interventions are focused on reducing burden of disease in broader populations, rather than focused on optimizing primary, acute, or long-term health care delivery. Risk assessment is broadly addressed in the College, but not specifically for the purpose of developing interventions to prevent or treat disease or disability in the healthcare setting. For example, within the School of Health Sciences, researchers are studying how exposure to environmental toxins may contribute to risk of neurologic disease, but that research is not specifically focused on optimizing health care delivery.

The faculty at the School of Nursing have approved four foundational curricular areas: research, leadership, collaboration, and communication. These core areas reflect the research priorities as forwarded by national organizations in healthcare, including the IOM, AHRQ and PCORI. Upon successful completion of the PhD in Nursing Program, the graduate will be able to:

Research: Develop new knowledge that impacts health, using theory-based, high quality scientific methods while adhering to the highest standards of scientific integrity. Synthesize research findings in the context of prior understanding of phenomena.

Leadership: Provide leadership to advance nursing, including research, theory, education, and health care delivery.

Collaboration: Apply principles of collaboration to generate scientific knowledge to improve practice, policy, and health care outcomes.

Communication: Disseminate research findings through presentation, publication, and professional discourse to a wide range of global stakeholders including the academic community, health service professionals, policy makers, and health care consumers.

Matriculation in the Program: The program is comprised of three areas of coursework (Nursing Core, Research Core and Electives), comprehensive (preliminary) examinations, and the student's dissertation (with defense of the proposed study and final defense of the completed study before their committee members). One Nursing Core course (Healthcare Policy: from Local to Global) and the DNP Course electives will be offered online. The remainder of the coursework will be presented through a face-to-face format.

There will be several thresholds or steps the students must successfully achieve in order to progress toward degree completion. First, students will be admitted in the fall with an application deadline the preceding semester. A personal interview will occur with each applicant with a faculty member whose work aligns with the student's goal statement, which is required as part of their admission dossier. The faculty member will provide feedback to the admissions committee for the final determination of admittance to the program (See Appendix I for Admission Criteria and Required Documentation).

Upon or prior to enrollment in the first semester, the student will be required to identify a chair (primary advisor) who will work closely with them throughout the program. Three additional committee members will be identified based on content and/or research methods expertise. One of these members will be from outside the School of Nursing. With their chair, the student will outline a draft plan of study and receive approval from all four committee members and the Graduate School no later than after the first two semesters of coursework has been completed. The student will then complete the required coursework and sit for a written comprehensive (preliminary) examination. The student will be offered a choice of a 6-hour on-site examination or an examination that may be taken home with 24-hours to complete. The decision on the type of examination must be approved by the student's chair. The examination questions will be agreed upon by the committee members and consist of approximately three to four questions that test materials from the core nursing and research courses, and the area of specialization (electives) that the student has chosen.

The comprehensive examination will be evaluated by the chair with consultation from committee members. After the written examination has received a positive review, an oral comprehensive examination will occur with the student and their committee. Clarifying questions and additional discussion will occur during this oral examination. The comprehensive examinations (both written and oral) must be successfully completed at least two semesters prior to the date of the final examination.

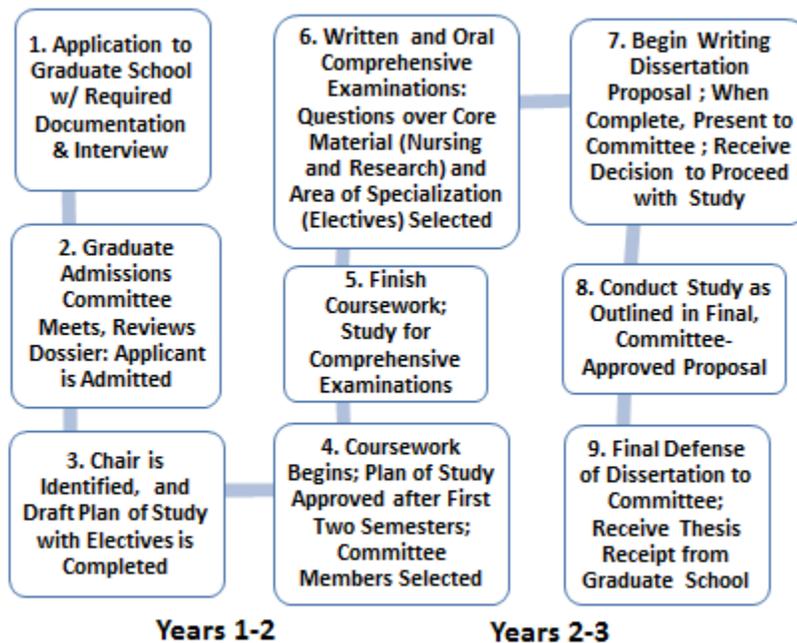
As the student progresses in the program from coursework through comprehensive examinations, they will also work with their chair on refining research questions that will transform into the study that will provide the basis for their dissertation. Once the written proposal has been refined with the counsel of their chair, the student will defend this proposal through an oral presentation to the entire committee. Feedback will be incorporated until the committee is ready to approve the proposed study.

The student will then proceed to carry out the study, abiding by the guidance outlined by the Graduate School, Institutional Review Boards, and so forth. Working with the chair, the student will document the study and present their dissertation to the committee for a final oral defense. If the student is unsuccessful, one semester must pass before they may attempt their final defense a second time. It will be the student's responsibility to follow all guidance outlined by the Graduate School for final processing and recording of the dissertation to allow for

graduation to occur on a timely basis. The student will work with their chair and committee members in seeking opportunities to disseminate their research findings through peer-reviewed journals and podium presentations.

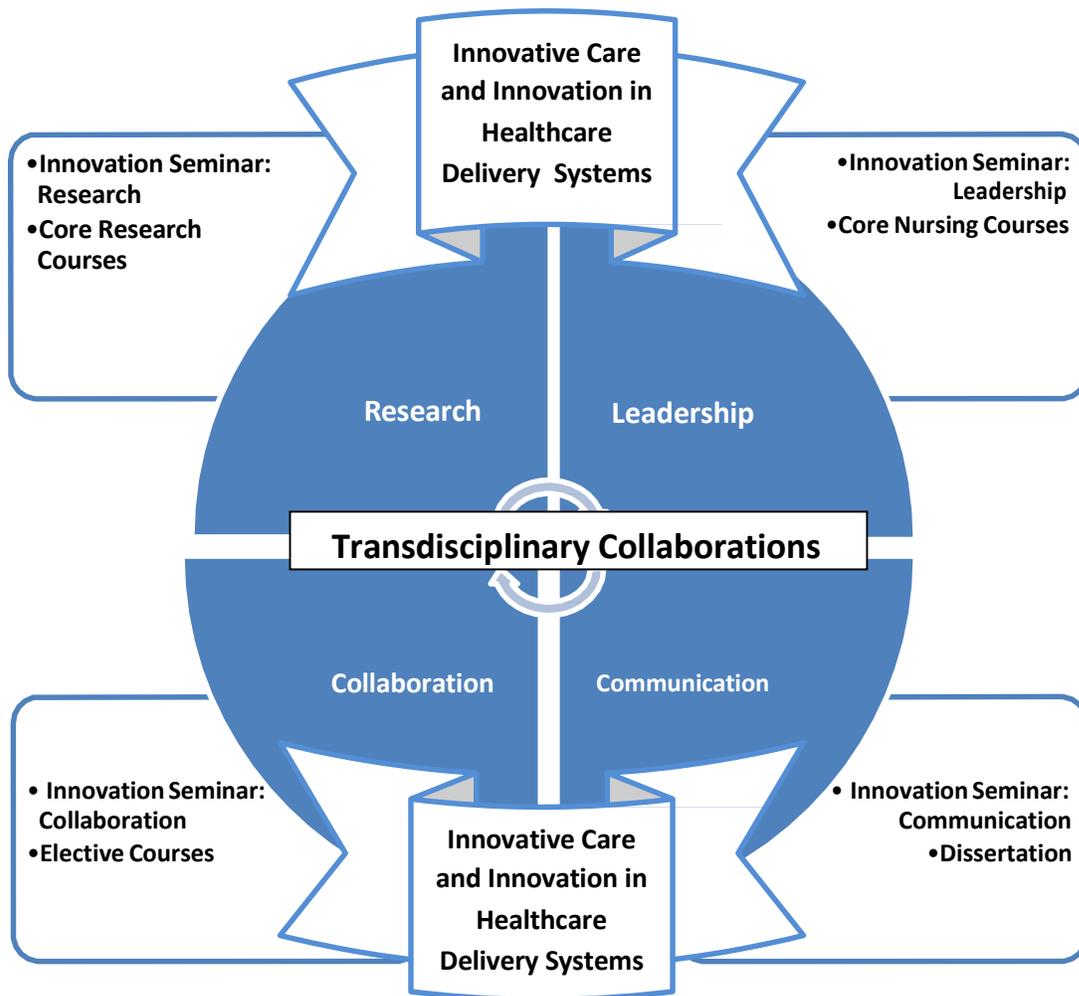
Should a student find that the sequence of events and the general timeline outlined in Figure 1 be delayed, they must work with their chair to ensure that the delay in progression is minimized. If a student does not enroll in coursework or research credits for two consecutive semesters, they will be required to reapply to the program. The University guidelines for time limits of graduate student enrollment in a doctoral program will be adhered to.

Figure 1: Sequence of Student Progression in PhD in Nursing Program



Plan of Study: The Nursing Core (13 credits) offers students four seminars, anchored by the four program competencies (Research, Leadership, Communication, and Collaboration). Figure 2 provides an overview of how the program is conceptualized within these four areas. The foci of the PhD Program are emphasized in the Nursing Core by the Innovative Care/Innovations in Healthcare Delivery course. This course will present how nurse scientists can design studies to influence and translate findings into the delivery of care in new and innovative ways. The program coursework requirements are outline in Figure 2 below.

Figure 2: Overview of PhD Program



Implementing Theory in Healthcare Research will instruct students on how to incorporate theoretical frameworks, models and theories, measure concepts as variables and discuss findings that support/do not support these frameworks. Healthcare Policy will be offered both to PhD and DNP students as this course is required in both curricula. Collaboration between DNPs and PhD prepared nurses is fundamental for professional unity, but more importantly, to achieve implementation of innovations in care (Florczak et al., 2014).

The Research Core (a minimum of 13 credits) will include a course on the ethics of conducting research, which is required by most graduate programs at Purdue. The Research Core will also reflect the individual student’s dissertation goals; the methods and statistical coursework will be built with the advisement of the student’s primary advisor/chair. Students

will be versed in quantitative as well as qualitative methods. This will enable them to design mixed methods studies (combine both quantitative and qualitative data collection techniques). Advanced coursework in methods will be based on the student research goals.

The last core area is the Electives (12 credits). The student will be able to build a plan of study, with approval from their advisor and committee members, which reflects their interests, scientific passions, and training in transdisciplinary work. One area they may follow is the DNP electives, which will allow them to take online courses with fellow Purdue DNP students. If they are seeking a Dual-Titled PhD degree with CALC, their plan of study would reflect the gerontology coursework and requirements to earn this dual degree. However, there are many options open to students to explore; conceptual areas include: Health Policy/Economics; Health Behavioral Theory/Health Behavioral Change; Gerontology/Optimal Aging; Health Promotion; Health Outcomes/Utilization; Healthy Families; and Organizational Change (See Figure 3).

Figure 3: PhD in Nursing Coursework Requirements

School of Nursing	
PhD in Nursing Plan of Study: ~60 Credits Post-Masters	
<p>Required Nursing Core: 13 Credits</p> <ul style="list-style-type: none"> • 4 Seminars (4 credits) • Innovative Care/Innovations in Healthcare Delivery (one course) • Implementing Theory in Healthcare Research • Healthcare Policy: Local to Global* <p>Electives: 12 Credits Students build "electives/ concentrations" with input from advisor:</p> <ul style="list-style-type: none"> • Health Policy/Economics • Health Behavioral Theory/Health Behavioral Change • Gerontology/Optimal Aging • Health Promotion • Health Outcomes/Utilization • Healthy Families • Organizational Change <p>Additional Options: Dual Titled Degree w/ CALC Optional Graduate Teaching Certificate</p>	<p>Required Research Core: 13 Credits</p> <ul style="list-style-type: none"> • GRAD 61200: Responsible Conduct of Research (1 credit) • Research Methods • Qualitative Methods • Advanced Quantitative Statistics • Additional Methods Seminar <p>DNP Courses (Dual Credit): May count as Elective Courses</p> <ul style="list-style-type: none"> • Ethics, History and Innovation in Healthcare Delivery Systems* • Economics and Finance for Healthcare* • Nursing Informatics* • Evidence Based Practice* • Healthcare Policy Residency • Summer Institute Courses (Systems Approaches in Healthcare Engineering; Human Factors in Healthcare Engineering; and Principles of Epidemiology) <p style="text-align: right;">* = Online Format</p>

d. Assessment

The assessment plan is holistic and will include these target areas: program, course, course delivery and technology, instructor, and individual student learning outcomes. The specific plan for evaluation of the program is outlined in Table 3 below.

Table 4: Program Evaluation Plan

PROGRAM OUTCOMES		
Outcome Measures	Frequency of Evaluation	Evaluation Methods
Program Goals	Annually	School of Nursing Program Evaluation Plan Graduate Curriculum Evaluation Plan
Curriculum	Annually	School of Nursing Program Evaluation Plan Graduate Curriculum Evaluation Plan
GRADUATE STUDENT OUTCOMES		
Outcome Measures	Frequency of Evaluation	Evaluation Methods
Program Graduation Rate	Annually	Numbers of students completing the program
Position in Area of Research	Upon graduation	New Graduate
	1, 3, 5, and 10 years	Years Post-Graduation (post-doctoral fellowships and related accomplishments)
Graduate Satisfaction with Preparation	Upon graduation	Exit Interview & Survey for Graduate Students
	1 year	1-year survey of graduates
Professional activity	1 year	Membership in professional and research organizations
	3 years	1- and 3-year survey of graduates

e. Licensure and Certification

As a post-master’s degree program, graduates will not be prepared for a nursing license or certification. All students will need to hold a valid registered nurse license as a criterion of admission. Students enrolled in the program may opt for a Graduate Teaching Certificate (see <http://www.purdue.edu/cie/certificates/gtc.html>) as part of their program of study. This certificate will enable them to gain formal recognition of their teaching skills and strengthen their ability to take on the role of nurse educator in a faculty position upon graduation.

f. Placement of Graduates

Due to the acute nursing faculty shortage, we anticipate graduates of the program will be heavily recruited by universities and colleges. In a report by the AACN: Special Survey on Vacant Faculty Positions: Academic Year 2013-2014, vacancy rates of faculty positions were of critical concern (see <http://www.aacn.nche.edu/leading-initiatives/research-data/vacancy13.pdf>, retrieved June 19, 2014). In this national survey of schools of nursing (N = 680; 90.1% AACN Member Schools), 60.9% or 414 of the schools reported having full-time faculty vacancies. The nursing faculty shortage impacts every region in the country with the Midwest reporting a 10.3% vacancy rate in schools that reported vacancies. The number one cited barrier to recruiting faculty given by 31% of the responding schools was the “limited pool of doctoral prepared faculty” (N = 680).

Given these data, we anticipate 100% employment placement for our graduates for those seeking a full-time faculty position. Graduates may also decide to enroll in a post-doctorate program, and they would be well-positioned to do so. Last, industry and hospital systems will also seek to hire nurses with PhDs either in executive leadership positions or as nurse researchers; a growing need for hospitals that seek Magnet status designation.

g. Accreditation

The PhD in Nursing program will meet accreditation standards as set by the Purdue Higher Learning Commission of the North Central Association of Colleges and Schools. Purdue University completed a rigorous 2-year, re-accreditation self-study in 2009. The completed report can be accessed at: <http://www.purdue.edu/accreditation/2010/>. The University was granted HLC NCA accreditation for an additional 10 year period.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

The PhD program in Nursing will prepare future leaders, faculty, and researchers with the knowledge and skills to meet the many challenges in healthcare delivery. It will graduate leaders with excellent training in nursing science and research methods who will have exemplary interdisciplinary research experiences. They will be skilled in identifying problems in healthcare delivery, bringing theory, existing evidence, and scientific methods to develop and evaluate innovative solutions to healthcare challenges. They will also have the opportunity to gain teaching experiences that would facilitate a move into a faculty role. It is expected that the program will initially be populated with **six to eight full-time graduate students** and a smaller cohort of one to three part-time students; this enrollment is expected to hold steady each year for the next few years. Expansion of the program will depend upon faculty census in the School of Nursing and availability of student scholarships and assistantships.

See Table 4 below for enrollment projections and projected degrees conferred for Purdue West Lafayette.

Table 5. Enrollment Projections PhD in Nursing Program

	Year #1 2015	Year #2 2016	Year #3 2017	Year #4 2018	Year #5 2019
Enrollment Projections (Full time)	6	6	8	8	8
Enrollment Projections (Part-time)		1-3	2-3	3	3
Enrollment Projections (FTE)	6	13.5	18.5	17.5	17.5
Degree Completions Projections	0	0	4-6	9-11	10-12

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

BUSINESS ITEM F:

Academic Degree Programs for Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Bachelor of Science in Neuroscience to be offered by Indiana University Southeast
- Bachelor of Science in Dental Technology to be offered by Indiana University at Indiana University-Purdue University Fort Wayne

Background

The Academic Affairs and Quality (AA&Q) Committee reviewed these proposed programs at its February 26 2016 meeting and concluded that the BS in Neuroscience to be offered by Indiana University Southeast and the BS in Dental Technology to be offered by Indiana University at Indiana University Purdue University Fort Wayne should be placed on the Commission's March 10, 2016 agenda for expedited action.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, March 10, 2016

Academic Degree Programs on Which Staff Propose Expedited Action

March 10, 2016

CHE 15-34 Bachelor of Science in Neuroscience to be offered Indiana University Southeast

Proposal received on November 9, 2015

CIP Code: 26.1501

Forth Year Projected Enrollment: Headcount –100, FTEs – 84

Forth Year Projected Degrees Conferred: 17

There are currently two baccalaureate Neuroscience programs in the public sector: IU Bloomington, which was approved in 2006, and IUPUI, approved in 2012; in FY2015, these programs together enrolled 613 headcount or 522 FTE students and had 108 graduates. In the private sector, baccalaureate programs in Neuroscience are also offered at Earlham College, the University of Evansville, and the University of Notre Dame.

Neuroscience is the study of the biological basis of behavior and is inter-disciplinary in nature, drawing from a variety of disciplines, including biology, chemistry, other natural sciences, psychology, and philosophy. The proposed baccalaureate in Neuroscience requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The University is in the process of developing an articulation agreement with Ivy Tech Community College.

CHE 15-37 Bachelor of Science in Dental Technology to be offered by Indiana University at Indiana University Purdue University Fort Wayne

Proposal received on December 16, 2015

CIP Code: 51.0603

Fifth Year Projected Enrollment: Headcount – 75, FTEs – 75

Fifth Year Projected Degrees Conferred: 25

Indiana University currently offers three degree programs in allied dental health at IPFW: the T.C. in Dental Assisting, the B.S. in Dental Hygiene, and the A.S. in Dental Laboratory Technology. In FY2015, the **T.C. in Dental Assisting** enrolled 43 headcount or 33 FTE students and graduated 22 students. In December 2013, the Commission authorized IU to offer the **B.S. in Dental Hygiene**, which replaces their associate degree in the same field. The A.S. in Dental Hygiene admitted its last class in August 2014, while the B.S. admitted its first class in August 2015 and is projected to graduate 40 students per year when fully operational.

The **proposed B.S. in Dental Technology** would replace the existing A.S. in Dental Laboratory Technology, which enrolled 36 headcount or 35 FTE students in FY2015; in that same year, the program had 18 graduates. Largely due to accreditation requirements, the existing associate degree requires 72 credit hours and typically takes three years to complete, including two full years of professional studies. Moving to the baccalaureate level would allow the curriculum to include new or advanced courses in dental implants,

small business ownership, management, and CAD/CAM. This would also open up opportunities for graduates in marketing, sales, and management positions, usually require a bachelor's degree.

The proposed baccalaureate in Dental Technology requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The University has developed a baccalaureate completion option for those students who have graduated from an associate degree in Dental Laboratory Technology program that is accredited by the Commission on Dental Accreditation (CODA) of the American Dental Association (ADA), of which there are none in Indiana, aside from the existing program at IPFW.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

BUSINESS ITEM G:

Capital Projects for Expedited Action

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following projects:

- Purdue University West Lafayette – Life Sciences Utility Infrastructure and Site Development
- Purdue University West Lafayette – Indiana Manufacturing Institute Lease

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects 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.

Supporting Document

Background Information on Capital Projects on Which Staff Proposes Expedited Action, February 11, 2016

Capital Projects for Expedited Action
March 10, 2016

- B-1-16-1-04** **Purdue University West Lafayette – Life Sciences Utility Infrastructure and Site Development**
Purdue University and its Board of Trustees request to proceed with the financing and construction of the Life Sciences Utility Infrastructure and Site Development project. This project will provide new steam and chilled water service to the Hobart and Russell Creighton Hall of Animal Sciences and the Land O’Lakes Center for Experiential Learning Complex from the Purdue University distribution system. Also included is installation of an underground utility distribution system that connects to the system serving Discovery Park. Other improvements include a service drive, concrete sidewalks/bike path, seeded lawn, lighting, storm water drains, and irrigation. The estimated cost of this project is \$6,350,000 and will be funded from Infrastructure Reserves.
- B-1-16-5-06** **Purdue University West Lafayette – Indiana Manufacturing Institute Lease**
Purdue University and its Board of Trustees request approval to proceed with a lease with the Purdue Research Foundation (PRF) and the Indiana Manufacturing Institute which will house Purdue’s Institute for Advanced Composites Manufacturing Innovations project and co-locate and expand selected next generation manufacturing research activity. PRF will construct a building to be named the “Indiana Manufacturing Institute” at the southwest corner of Challenger Avenue and Yeager Road in the Purdue Research Park, on land that is partly owned by the City of West Lafayette Redevelopment Commission and is being donated to the Purdue Research Foundation by the Commission. The facility will be 62,000 square feet. Purdue proposes to lease a portion of the facility up to 30,000 square feet, at an estimated cost of \$1.4M per year over a five-year period. The other 32,000 square feet is reserved for public or private enterprises interested in manufacturing related research collaboration with the university. The lease will be funded with F&A recovery, private gifts, Indiana Economic Development Corporation Award, and Purdue funding.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

BUSINESS ITEM H:

2017-19 Performance Funding Metrics & Per-Unit Payments

Staff Recommendation

That the Commission adopt the recommended performance funding metrics and per-unit payments for the 2017-19 biennium.

Background

These recommendations include the addition of 18-29 credit hour certificates as a performance funding metric, as well as the removal of the institutionally defined metric. Inclusion of the 18-29 credit hour certificates aligns with the Commission's Ivy Tech recommendations. All other recommended per-unit amounts remain unchanged from the 2015-17 biennium.

Supporting Document

Recommended Performance Funding Metrics & Per-Unit Payments

Per-Unit Payment Recommendations

Performance Metrics	Per-Unit Value
Overall Degree Completion	
18-29 Cert	\$1,500
1 Yr Cert	\$2,000
Associate	\$4,000
Bachelor	\$8,000
Master	\$4,000
Doctoral	\$2,000
On-Time Degree Completion	
Associate	\$11,000
Bachelor	\$23,000
At-Risk Degree Completion	
18-29 Cert	\$1,125
1 Yr Cert	\$1,500
Associate	\$3,000
Bachelor	\$6,000
High Impact Degree Completion	
Bachelor	\$20,000
Master	\$14,000
Doctoral	\$7,000
Student Persistence	
15 CH	\$300
30 CH (2YR)	\$600
30 CH (4 YR)	\$800
45 CH	\$1,200
60 CH	\$1,500
Remediation Success	
Math	\$1,300
English	\$1,300
Math & English	\$2,500

COMMISSION FOR HIGHER EDUCATION
 Thursday, March 10, 2016

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Purdue University Indianapolis	Master of Science and Ph.D. in Applied Social and Organizational Psychology (IU)	8/28/2015	Under Review
02	Indiana University Purdue University Indianapolis	Ph.D. in American Studies (IU)	8/28/2015	Under Review
03	Indiana University Purdue University Indianapolis	PhD in Music Technology (IU)	9/3/2015	Under Review
04	Indiana University Southeast	Bachelor of Science in Neuroscience	11/9/2015	On the CHE agenda for action
05	Indiana University Purdue University Fort Wayne	Bachelor of Science in Dental Technology (IU)	12/16/2015	On the CHE agenda for action
06	Purdue University West Lafayette	Ph.D. in Nursing	12/21/2015	On the CHE agenda for action

COMMISSION FOR HIGHER EDUCATION
Thursday, March 10, 2016

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Indiana University Purdue University Indianapolis	Graduate Certificate in Survey Research (IU)	2/26/2016	Eliminating an existing program
02	Purdue University North Central	Bachelor of Science in Leadership	2/26/2016	Changing the name of a program
03	Indiana State University	Bachelor of Science in Management Information Systems	2/26/2016	Adding distance education
04	Indiana State University	Bachelor of Science in Business Administration	2/26/2016	Adding distance education
05	Vincennes University	Bachelor of Science in Nursing	2/26/2016	Adding distance education
06	Indiana University Bloomington	Bachelor of Science in Public Health: Community Health	2/26/2016	Changing the name of a program
07	Indiana University Bloomington	Graduate Certificate in Music Education	2/26/2016	Adding a certificate
08	Indiana University Bloomington	Graduate Certificate in TESOL and Applied Linguistics	2/26/2016	Changing the name of a program
09	Ivy Tech Community College – Multiple Locations	Associate of Science in Building Construction Management	2/26/2016	Adding distance education
10	Indiana University Bloomington	Undergraduate Certificate in Higher Education an Student Affairs	2/26/2016	Adding a certificate

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

INFORMATION ITEM C:

Capital Projects Awaiting Action

I. NEW CONSTRUCTION

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

The Trustees of Indiana University request authorization 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 West Lafayette
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-2-09-1-10 Purdue University Calumet
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 seek 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 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.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2016

INFORMATION ITEM D: **Media Coverage**

Staff has selected a compilation of recent media coverage related to the Commission for February. Please see the following pages for details.

WPTA-TV

IPFW Joins Statewide Initiative Encouraging Completion of College Degrees

Feb. 10, 2016

IPFW has joined colleges and universities statewide in the *You Can. Go Back.* campaign targeting students to return and complete their college degrees. Specifically, IPFW is offering a scholarship program effective fall 2016. Students who qualify and maintain eligibility will receive scholarships between \$800–\$1,200 per semester until the completion of their degree.

The amount of scholarship is dependent on the number of credit hours taken each semester.

To be eligible, students must meet each of these criteria:

- Have never earned a bachelor's degree
- Have completed a minimum of 60 credit hours from an accredited institution
- Have a cumulative GPA of 2.0 or higher
- Have last registered no later than spring 2014
- Re-enroll fall 2016 for a minimum of 6 credit hours in a bachelor's program
- Be a resident of the State of Indiana

To remain eligible, students must stay continuously enrolled each fall and spring semester until graduation, complete a minimum of 6 credit hours each fall and spring semester, maintain a 2.0 or higher GPA, and maintain Indiana residence.

Students may also be eligible for an Adult Student Grant from the Indiana Commission for Higher Education. Details and how to apply can be found [here](#).

According to a recent study, 30–35 million adults nationwide have some college credit but have not earned a degree or certification. In Indiana alone, there are 750,000 adults who have college credit but no degree. To meet the statewide goal of 60% completion rate by 2025, The Indiana Commission for Higher Education estimates that 200,000 adults will need to return to college and complete their degree.

More information can be found at ipfw.edu/return.

The Journal Gazette

**Letter: State's Program to Prepare Students is Getting Results – And Notice
Commissioner Lubbers**

Feb. 10, 2016

Each year nationwide, more than a million students enter college needing remediation – courses that don't count toward a degree but cost students and states hundreds of millions of dollars. Beyond the added cost and lost time is a more troubling truth: most remedial students never graduate. For many, these may be the only “college” courses they ever take.

To achieve a better result for Hoosiers, Indiana has emerged as a national leader in embracing an approach that treats remediation as a “corequisite” rather than a “prerequisite” to student success.

Instead of a long series of non-credit, remedial courses, corequisite remediation enrolls students directly in college-level courses with extra support that gets them up to speed while working toward their degree.

The results are encouraging. At Ivy Tech Community College, corequisite courses in math and English have nearly doubled student pass rates in those subjects. Before corequisite remediation only 29 percent of students completed their introductory math courses in two years; now 64 percent complete the course in one year. In English, 55 percent of students completed their introductory course in one year, compared to 37 percent completing in two years before corequisite remediation.

Indiana's success at scaling corequisite remediation statewide at Ivy Tech is receiving national notice. A new report by Complete College America – called "Spanning the Divide" – spotlights the impressive progress in Indiana along with a handful of other leading states that are seeing similar results.

Complete College America's report also shows that successful corequisite remediation programs target the level of support students need to be successful and ensure that the math classes students are required to take are aligned with their degree program and career path. Including these elements is a proven way to bridge the gap to college success for students who require remediation.

As Indiana strives to increase the proportion of Hoosiers with education beyond high school to 60 percent of the state's population by 2025, wraparound support programs such as corequisite remediation are valuable tools to ensure that students have a clear path to college completion and the support they need to succeed.

The Courier-Times
State Helps Hoosier Students With 'Cash for College' Effort
Feb. 10, 2016

Indiana Commissioner for Higher Education Teresa Lubbers met with high school seniors Feb. 2 to kick off the state's annual Cash for College campaign. The statewide effort aims to help Hoosiers of all ages pay for education beyond high school with a series of activities leading up to Indiana's March 10 deadline for filing the Free Application for Federal Student Aid (FAFSA).

"Indiana has one of most generous need-based financial aid systems in the country, but every year thousands of Hoosiers miss out by failing to file the FAFSA by Indiana's March 10 filing deadline," said Lubbers. "With Cash for College, we're sending a clear message to students that the resources and help are there, but students and families have to take the steps to receive them."

The state is encouraging local schools and communities to host regional "FAFSA Friday" events throughout the month of February with financial aid experts who can provide step-by-step assistance on filing the FAFSA, opening College 529 Savings plans and other ways to ensure financial readiness for college. The goal of FAFSA Fridays is to make sure every high school senior and current college student completes the FAFSA.

Indiana's Cash for College activities build upon College Goal Sunday, the annual FAFSA-filing event that will take place Feb. 21 this year at 42 locations across Indiana.

New Castle High School will host a free county-wide FAFSA Workshop in the school media center from 10 a.m.-7 p.m. Thursday. The high school hosted the Indiana Secondary Market (ISM) College Planning organization in Bundy Auditorium Jan. 21.

The Knightstown High School FAFSA Completion Event is at 6:30 p.m. Feb. 22. KHS seniors and their parents are asked to bring all the necessary paperwork, including tax and income information for both students and parents, and file the 2016-2017 FAFSA on the school computers. ISM College Planning Team members will be on hand to answer questions and guide families through the process.

The Shenandoah High School College Prep/Early Awareness Event is at 5 p.m. March 15. ISM College Planning Team Members will meet with junior students and parents at Shenandoah High School to discuss the paying for college process. Picking the right major and college, scholarship search tips, types of aid, and the FAFSA are some of the topics that will be discussed throughout the evening.

The Commission is dedicated to increasing the number of students who file the FAFSA correctly and on time. Indiana schools achieved a five percent increase in 2015 in the number of students completing the FAFSA before the March 10 deadline.

This year, the Commission is partnering with 115 Indiana school corporations to drive up the numbers of on time FAFSA completion. The Commission will track FAFSA completion in these schools and send weekly reports ranking progress to encourage friendly competition around the state and help support efforts at Indiana high schools.

The Commission for Higher Education sponsors contests and grant opportunities for each of its three annual Learn More Indiana campaigns throughout the year. One student in each grade across the state will be chosen from the entries to win \$529 in an Indiana CollegeChoice 529 savings plan and schools can win \$1,000 college-readiness grants by sharing their efforts to increase students' financial preparation. See deadlines and application details at www.LearnMoreIndiana.org.

Public News Service
Effort Underway to Get More Students to Apply for Financial Aid
Veronica Carter
Feb. 10, 2016

Thousands of students miss out on the chance to go to college every year because they don't file for financial aid in time, so this year there's a big push to get them to meet the March 10 deadline for FAFSA, which stands for Free Application for Federal Student Aid.

Kaylee Showers, spokeswoman with the Commission for Higher Education, says Indiana has one of the most generous need-based financial aid systems in the country, but you have to fill out the application in order to get any money.

"You should file it no matter when you're planning on going," says Showers. "If you're a senior and you're thinking you're going in the summer you should definitely file your FAFSA. You have to have it on file basically to receive any aid, so the sooner the better."

The state is partnering with 115 school districts to try to increase the number of students filing for financial aid. Last year a similar effort brought the numbers up by five percent.

Showers says there's a lot of confusion about who qualifies for financial aid.

"Folks might think their parents make too much money, or you know that they make too much money, but you never really know until you file it," she says.

Workshops to help people fill out the FAFSA forms will held at 42 locations around the state on what's called [College Goal Sunday](#) on Feb. 21.

Schools are also being encouraged to hold on campus help workshops this month with financial aid experts who can provide step-by-step assistance on filing the FAFSA, opening savings plans and explaining other ways to ensure financial readiness for college. - See more at: <http://www.publicnewsservice.org/2016-02-10/education/effort-underway-to-get-more-students-to-apply-for-financial-aid/a50310-1#sthash.MWq0brT3.dpuf>.

Tribune-Star
State Higher Ed Agency Launching 'Go Back' Plan
Sue Loughlin
Feb. 12, 2016

Next week, state higher education officials plan to launch a new campaign targeting Hoosier adults who have earned some college credits but haven't finished their degrees.

The Commission for Higher Education campaign is called, "You Can. Go Back" and it aims to help the 750,000-plus Hoosier adults with some college, but no degree, finish what they started.

Many colleges are offering special programs and incentives — including flexible class schedules and online courses, college credit for work and military experience, grade- and debt-forgiveness programs — as well as scholarships, tuition discounts and \$1,000 in state grants for qualifying students.

The goal is to see 200,000 of those adults earn degrees by 2020, said Teresa Lubbers, state commissioner for higher education, who visited the Tribune-Star Friday to talk about the initiative. The official launch is Tuesday.

"Yes it's aspirational, but it's also achievable," she said.

At one point in their lives, these former college students had the aspiration, but perhaps life got in the way. Next week, armed with a marketing campaign, the state will reach out to these former students, Lubber said, to tell them: "There are compelling reasons why you need to come back. We're providing incentives ... so if you've ever thought about doing it, now is the time."

In terms of direct marketing, the campaign will initially focus on those most likely to return — those who have been out of school less than 10 years, Lubbers said. It will use direct mail, emails, personal phone calls and other promotional materials.

The reasons to finish what they started include higher earnings, more job opportunities and greater job security, but some also want to send a message to their families that they went back and finished, Lubbers said. "It's indisputable that they would benefit economically if they had more education than they have right now."

Going back to school also is important because "we believe 60 percent of jobs by 2025 will require education beyond high school," Lubbers said. That could mean a workforce credential, one-year certificate or degree programs. "If you have less than a high school diploma, the chances that you will live a life of poverty are greater now than ever."

The number of college graduates in Indiana also impacts the economy, which makes luring students back to school a statewide issue, according to the Indiana Business Journal.

Fewer than 35 percent of the state's nearly 3.4 million working-age adults have earned a two- or four-year college degree, which is below the national average of 40 percent, according to the Lumina Foundation's analysis of U.S Census data. That affects the state's per capita income, tax revenue and standard of living, IBJ reported.

Lubbers' office is reaching out to Hoosiers directly and hopes to connect them with the Indiana college that is right for them. The CHE has developed an interactive website to help students identify Indiana schools that match their needs. Through a quick survey, prospective students will be matched after specifying a field of study, degree, learning style (online versus on-campus) and travel distance.

The website is: youcangoback.com

The commission is working closely with Indiana colleges on the initiative, established by the 2015 Legislature.

Indiana State University, for example, is waiving application fees and offering one, free, three-credit undergraduate course, worth about \$900, according to ISU Provost Michael Licari. ISU also is offering academic credit for learning gained through military or work experience.

In addition, Licari said, it will "forgive past grades" if those returning students didn't perform well academically in their prior college experience.

According to Lubbers, "Each of the campuses is doing different things."

The state is providing a \$1,000 grant to students who qualify, and the total available pool is \$7.5 million.

Officials hope that employers will encourage their employees to go back to school, and where possible, provide tuition reimbursement. "We've been working with Chambers [of Commerce] and Regional Works Councils," Lubbers said. "We've done focus groups with employers."

State colleges also will benefit, because the more people who complete degrees from an institution, the more money they receive from the state, she said. "Ultimately, there is a financial payoff to the institution," she said.

State Impact
State Launches Campaign to Get More Adults Back to College
Becca Costello
Feb. 16, 2016

An initiative launched Tuesday hopes to encourage adults with some college credit return to school and complete a degree.

Commissioner for Higher Education Teresa Lubbers and Gov. Mike Pence, unveiled the "You Can. Go Back." program, a campaign aiming to help 200,000 Hoosier adults complete education beyond a high school diploma.

"There are many, many adults in Indiana, who at some point in their life had the aspiration to go to college," Lubbers says. "They actually enrolled and for a multitude of reasons, life got in the way and they did not conclude their college degree."

The campaign is part of Indiana's goal, set in 2010, to increase the percentage of Hoosiers with education beyond high school to 60 percent by 2025.

"Post-secondary education is absolutely imperative in the modern era to improve the quality of our workforce," Pence says. "More importantly, to expand opportunities for Hoosiers to reach their full potential."

The initiative can match adults with a college that fits their goals, and includes a number of \$1,000 scholarships from a state grant.

The Commission for High Education is reaching out directly to adults who meet the qualifications to let them know about the available benefits.

The program is also working with employers to increase benefits like tuition assistance and credit for work experience opportunities.

South Bend Tribune
Indiana Seeks to Help Adults Complete College
Feb. 17, 2016
Associated Press

State leaders today announced a new initiative designed to encourage Indiana residents with some college credit to go back and finish their degrees.

Gov. Mike Pence and Commissioner for Higher Education Teresa Lubbers kicked off the "You Can. Go Back" campaign designed to help the 750,000 Hoosier adults who attended some college but didn't graduate.

With support from state lawmakers and Indiana colleges, the Commission for Higher Education will offer a variety of programs and incentives, including \$1,000 scholarships through a \$7.5 million state grant, flexible class schedules and online courses, college credit for work and military experience, grade- and debt-forgiveness programs, and tuition discounts.

"There are 750,000 Hoosier adults who started working toward a degree or credential that will help them in their professional lives but for one reason or another, they had to put their education on hold," Pence said in a news release. "What we are doing here today is telling these Hoosiers, 'We can help. And yes, you can go back.' "

Indiana has a goal of increasing the percentage of adult residents with education beyond high school to 60 percent by 2025.

For more information, see: YouCanGoBack.org. On that website, adults will be matched to college programs based on their interests and career goals before being connected to "You Can. Go Back." campus contacts at colleges.

WorkOne and Division of Family Resources offices will provide information about the program to clients, and Indiana also will spread the word to state workers.

See: YouCanGoBack.org and www.learnmoreindiana.org.

Inside Indiana Business
State Kicks Off College Completion Campaign
Alex Brown
Feb. 17, 2016

The state of Indiana and local businesses are looking to help Hoosier adults finish their college degrees. Governor Mike Pence and Indiana Commissioner for Higher Education Teresa Lubbers, along with other business and government leaders, have kicked off the "You Can. Go Back." campaign.

The goal of the campaign is to help 750,000 adults in Indiana complete their degrees. It is part of a statewide effort to increase the percentage of Hoosiers with education beyond high school to 60 percent in 2025.

"We want to improve the quality of our workforce, and help put Hoosiers on a path to even greater success," said Pence. "To achieve this goal, it is imperative that we look beyond our K-12 pipeline. Our 'You Can. Go Back.' campaign will encourage a continuing education that helps working Hoosiers meet the qualifications of the fastest growing, high-wage jobs that will provide opportunity and improve lives."

The Commission for Higher Education is offering various special programs and incentives to help adults transition back to college. Some of those incentives include \$1,000 scholarships, flexible class schedules and online courses and tuition discounts.

"Many adults who started a degree or credential but didn't finish have a strong desire to return to college, but they don't know where to start," said Lubbers. "'You Can. Go Back.' will guide students through the process of returning to school and give them the support they need to be successful."

You can find out more about the "You Can. Go Back." campaign by [clicking here](#).

Indianapolis Business Journal
Morris: You Can Go Back (To School)
Greg Morris
Feb. 20, 2016

There's an important message being directed to the more than 750,000 Indiana residents who have some college credit but no degree. The message is, you can finish what you started and earn your degree.

Gov. Mike Pence and Indiana Higher Education Commissioner Teresa Lubbers officially announced the "You Can. Go Back." initiative on Feb. 17. IBJ government and education reporter Hayleigh Colombo gave us some background information and an advance look at this campaign in the Jan. 4 IBJ, available online at ibj.com.

Think of the power of unlocking the potential of 750,000 Hoosiers by providing greater opportunities for a college degree or certificate. At any given time, the Indiana Department of Workforce Development has 100,000 jobs open with no qualified applicants in sight. There are good jobs out there. But applicants need to sharpen their skills. And you do that with education and training. It's never too late to better yourself.

In brief, the "You Can. Go Back." effort is designed to ease the transition back to college of prospective returning adults. Before you say you're not a candidate, going back to college doesn't mean you have to quit your job and figure out how to live without any wages and pay for college at the same time. That's the whole point of the initiative. Special programs and incentives are available, including \$1,000 scholarships provided through a \$7.5 million state grant. There are flexible class schedules and online courses, college credit for work and military experience, grade- and debt-forgiveness programs, and tuition discounts.

Pence, state agencies, lawmakers, colleges and universities are working hard to send the message that you really can go back to school. You can start now and finish more quickly than you might imagine. It can be affordable. Take some time, do the research, and check out this opportunity. Get online and go to YouCanGoBack.org and follow the prompts to match your situation and interests with the colleges that have programs that fit your particular needs.

Here's a brief profile of returning college adults: 38 percent work full time, 56 percent consider themselves to be a worker first and a student second, 49 percent are enrolled part time, and 27 percent have dependents. Others are making it all work, and you can, too. The key is your desire and finding the right combination of flexible options.

Speaking of flexible options, I have to put in a plug for the great job WGU Indiana has done with nontraditional students in such a short time. Under the leadership of Chancellor Allison Barber, in less than six years, this online, competency-based university has graduated 3,000 students at an average completion time of three years. The university offers more than 50 online bachelor's and graduate degree programs and the tuition has remained at \$6,000 per year. WGU Indiana also makes the online method work well by providing personalized, one-on-one faculty support. Well done.

A universal truth is, a well-educated workforce is an essential ingredient for companies to thrive and

grow their business. In addition to our extensive reporting of these topics on a regular basis in IBJ, a separate division of our company has been helping to provide essential tools to promote quality education for many years. By partnering with the Indiana Commission for Higher Education, IBJ helps produce publications for Indiana students in grades K-10, "Next Magazine" for Indiana students in grades 11 and 12, and "Grad Magazine" targeting juniors and seniors in Indiana colleges and universities. Companion websites provide additional reach and messaging opportunities to the printed publications.

Also, IBJ partners again with the Higher Education Commission, along with the Indiana Department of Workforce Development, to produce "Career Ready Indiana," a publication and website targeting the same non-traditional adult students I've been talking about in this column. This publication is designed to provide help, support and resources for non-traditional students through information about colleges and universities, vocational education, financial aid, job search and career information.

So, we're all working hard to get Hoosiers back to college. As an employer, it's extremely important that you encourage your non-degreed workers to go back to college. By repeating this message, providing flexible work options and, if possible, upfront tuition support, everyone will benefit.

And, a final bit of encouragement to prospective returning college students—this is your time to get your degree. The ball's in your court. Seek help and guidance from the state's "You Can. Go Back." initiative, and do it now!

KPC News
Education Equals Better Employment
Amy Oberlin
Feb. 22, 2016

Education is a key to a better income, according to state statistics and national reports. In northeastern Indiana, there are a variety of opportunities to pursue higher education, from dual credit courses at the high school level to efforts to encourage working adults to go back to college.

Education equals better employment

Indiana Commissioner for Higher Education Teresa Lubbers said it is "indisputably true" that education is the key to financial success.

Achievement above a high school diploma "makes the ability to move into middle income exponentially higher," Lubbers said. On the other end of the scale, Lubbers noted, "If you don't have a high school diploma, the chances that you will end up in poverty are extremely high." Success can be tracked through degrees of educational attainment, with those holding graduate degrees making more money than their counterparts with bachelor's degrees.

"It just depends on where you are, what you're wanting to get out of it, and how far you're willing to take it in order to make a change," said Andrew Welch, executive director of marketing and communications at Ivy Tech Community College Northeast in Fort Wayne.

Tuesday afternoon (Feb. 16), Lubbers, Indiana Gov. Mike Pence, Columbus Mayor Jim Lienhoop and Comcast Indiana kicked off the You Can. Go Back. program at the Statehouse. On Feb. 11, the Indiana

Commission for Higher Education passed a resolution calling Indiana employers to encourage employees to complete degrees they started.

Indiana has made a goal of increasing postsecondary attainment to 60 percent by 2025. To that measure, the Indiana Commission for Higher Education is currently working with student, employer and employee focus groups to fine tune the You Can. Go Back. initiative. A small business owner, a large business owner and a representative for the State of Indiana — the third-largest employer in state — participated in the Feb. 11 commission meeting.

“We think we are starting to make a difference,” said Lubbers.

The resolution recognized that “adults often face budget constraints and must balance work and family obligations that make it difficult to further their education.”

Indiana has attempted to offset that burden by offering \$7.5 million in state grants for adult students.

The commission also challenged employers to encourage their employees to go back to school and help them balance work, school and family obligations by offering more flexible schedules and partnering with nearby colleges.

Statistical proof

A 2014 Pew Research Center report found that graduates out-earn people without degrees and those who attained college degrees reported they felt their efforts were worth it.

According to the Institute of Education Sciences, employment is generally higher for those with higher levels of education.

In 2014, the national employment rate for young adults ages 20-24 with a bachelor’s degree or higher was higher than the rate for young adults with some college — 88 vs. 75 percent. The employment rate for young adults with some college was higher than the rate for those who had completed high school (63 percent), which was, in turn, higher than the employment rate for those young adults who had not finished high school (47 percent).

The Pew report reflects that higher employment levels for higher education were mirrored at all age levels studied.

In addition to better employment rates for those with higher levels of education, the IES study showed employment rates were generally higher for males than females at each level of educational attainment in 2014.

Women in the gap

According to a 2010-14 American Community Survey, a man holding a bachelor’s degree and working in DeKalb County earned more than \$56,000 a year. A woman living in the same county with the same education made \$32,000.

The unfair income distribution may explain why families headed by single mothers struggle, despite women’s attempts to upgrade their skills and education.

Single people bear most of the same expenses — day-to-day living, loans, insurance, etc. — as a married couple, which often includes two incomes. To exacerbate matters, a single mother makes significantly less than her male counterpart.

Childcare, medical bills and other costs associated with raising a family could scale back a budget to the point where a woman is in a competitive career but is scraping to get by.

Competitive careers

A 10-year study by the Indiana Department of Workforce Development found that the best-ranked job in the state was network systems and data communication analyst. There are a little under 2,000 jobs in the field in Indiana with a projected growth to more than 3,000.

Ranked second is home health aides. From 2004 to 2014, the number of home health workers rose 51 percent, and the vocation is expected to continue to rise in the future, with a projected 13,450 jobs.

Other top jobs in Indiana include computer software engineers, medical assistants and dental hygienists. Growing professions include gaming surveillance and investigation, physician assistants and biomedical engineers, according to the report.

The DWD places registered nurse at the top of the Hoosier Hot 50 — the top 50 jobs for the future in the state. According to DWD claims, a registered nurse will make more than \$57,000 a year and be the most sought-after employee.

Second on the list is teacher, with a projected income of \$49,000. Truck driver came in at No. 3, with an annual income of around \$38,000.

The Hot 50 list reflects a variety of educational levels. The majority of the top 10 would require degrees, such as accountant, licensed practical nurse or manager. Others in the top 10 may require a mix of academic and vocational training, such as the No. 10 job, electrician, expected to earn about \$55,000 a year.

Finishing degrees

Enacted by the 2015 General Assembly, You Can. Go Back. is a statewide campaign that aims to help the more than 750,000 Hoosier adults with some college but no degree to finish what they started.

With \$7.5 million in state grants available for adult students, the Indiana Commission for Higher Education hopes to connect people with Indiana colleges that are committed to eliminating barriers for returning adults.

Many colleges are offering special programs and incentives — including flexible class schedules and online courses, college credit for work and military experience and grade- and debt-forgiveness programs — as well as scholarships, tuition discounts and \$1,000 in-state grants for qualifying students.

Numerous colleges — including Ivy Tech, Indiana University Purdue University campuses and Trine University in Angola — are included on a list distributed through the You Can. Go Back campaign. Incentives at Trine for returning students include transfer of up to 89 credit hours with no expiration date, accelerated eight-week sessions and online classes. WGU Indiana offers online bachelor's and masters degree programs.

Debt

College debt can cast a long-term shadow on financial solvency.

Welch noted that Ivy Tech “offers the state’s most affordable tuition, by far, and graduates earn more in their first year out of college than grads from some of the state’s most prestigious four-year schools.”

Ivy Tech offers one-year certificates, associate degrees, transfer for bachelor’s degrees and upskill training.

“This also benefits Indiana employers, giving them ready access to a workforce equipped with 21st century skills,” said Welch.

He said there are many success stories in northeastern Indiana of people who graduated from a local college and got fulfilling jobs in their communities. Welch provided examples of those in the Fort Wayne area who have excelled, including Donna Kessler (Calhoun Street Soups, Salads and Spirits), Melody Wang (Fortezza), Chuck Pastor (Chop’s), Michael Rusher (respiratory care device inventor), Olivia Fabian (O’Fabz Swimwear), Trent and Eric Ehinger (3E Industries), Kent Prosser (Plumbers and Steamfitters Local Union 166) and Babra Chakanyuka (Crime Victim Care of Allen County).

Success stories

Amanda Baldrige earned an Associate of Applied Science degree in hospitality administration from Ivy Tech.

“Finishing college was rough for me,” Baldrige said. “I am so happy I have a great job now.” Baldrige works as a full-time sales associate for Don Hall’s Guesthouse in Fort Wayne.

Keith Howard of Adams County worked in a factory for nearly 20 years. Once he was laid off for the third time in seven years, and with slim prospects of being called back to work, he decided it was time to make a career change by studying nursing at Ivy Tech Northeast.

“Given the intense nature of the nursing program, he has gone without working for three years in order to achieve his dream, and he has spent nearly all of his savings in the process,” said Welch. “He will be graduating with cum laude honors, and he is a member of Phi Theta Kappa, the national academic honor society for students attending two-year colleges.”

Howard is receiving an Associate of Science in Nursing degree.

“I now look forward to a new life where I am able to adequately provide for my daughter and myself and do not have to worry about job security,” said Howard, “and most of all, I can make my daughter proud.”

State Impact
Bill Giving Dual Credit Teachers Tuition Assistance Moves Forward
Claire McInerney
Feb. 24, 2016

The Senate moved a bill forward that would allow for school districts and institutions of higher education to give tuition breaks to some teachers completing a master's degree in their subject area. If passed these schools could give assistance to dual credit high school teachers, who teach classes where students get high school and college credit, like an AP class.

[House Bill 1370](#) was proposed after new rules from the state's federal accreditor, the Higher Learning Commission, started requiring dual credit teachers to have a master's degree in the subject they teach, or complete 18 credit hours in that field at a higher education institution.

As Indiana Public Broadcasting's [Eric Weddle reported back in November](#), this new rule affects many of these dual credit teachers in the state:

It is estimated that 71 percent of instructors teaching nearly 45,000 students in dual credit courses in liberal arts do not meet the new requirements that also include 18-credit hours in the subject area they teach.

The Higher Learning Commission, the federally backed regional accreditor for Indiana's colleges and universities, approved the increased requirements that go into effect fall 2017. But after pushback by some states, including Indiana, the commission is allowing higher education institutions to request a deadline extension to 2022.

Now that teachers must get more education or not be able to teach these classes, many will have to return to school. HB 1370 states:

"A state educational institution or school corporation may enter into an agreement with a state educational institution providing for a waiver of tuition in whole or in part as part of the dual credit course plan."

This legislation makes this kind of tuition break possible, but it doesn't put aside money or create a state funded scholarship for the purpose. Colleges and universities around the state still have to agree to such tuition breaks.

This passed the Senate today 7-0, sending it to second reading in the Senate. It has already passed the House.

WTHI-TV

"It really puts you at ease to do this." Families get help on FAFSA process

Alia Blackburn

Feb. 21, 2016

Getting your child ready for college is exciting, but also expensive. Local colleges want to make sure you're up to speed on the financial aid process.

"I was very intimidated," said Jennifer Scott, parent, "As a parent, I think everybody's nervous about how much college is going to cost."

Scott's oldest daughter is attending college in Indiana in the Fall. This is also her first time applying for financial aid.

The purpose of College Goal Sunday at Ivy Tech Community College is to ease concerns for parents and families. The Free Application for Federal Student Aid, or FAFSA, process can be challenging, especially if it's your first time.

"The first year it's kind of scary filling out those financial aid forms," said Julie Wonderlin, Director of Financial Aid at Ivy Tech, "We have professionals available to help them fill it out, one on one, sitting down at the computer so they can leave with it all completed and feel at ease about it."

Wonderlin says it's a great feeling to be on hand to help out local families with FAFSA. FAFSA is required for students to be considered for federal and state grants, scholarships and student loans at most schools nationwide.

"It's our job, it's our profession," said Wonderlin, "What we want to see is people reaching that goal of getting off to college and in the best way, getting the most money that they can to help them through that."

Wonderlin says this year's FAFSA process is a little different. Instead of PIN numbers, applicants will have to have an ID and password.

"That's causing a little bit of issues and that's something we're working through with them," said Wonderlin.

Now is the time to fill out your FAFSA application says Wonderlin. She says it's important to not delay it as missing the deadline could prevent potential financial opportunities for your child.

"If you're an Indiana student going to an Indiana school, then you could possibly get additional funding to help with your tuition costs," said Wonderlin, "Very important for 21st Century Scholars, if they don't hit that March 10th deadline, they could lose their 21st Century Scholarship Award for that year."

Indiana's FAFSA deadline is March 10, 2016.

To see the list of application deadlines, [click here](#).

If you need guidance navigating through FAFSA and financial aid, Wonderlin says Ivy Tech is willing to help. You do not have to be a student in order to receive help on the application process.

“We’ve got some computers open during the day and we can always open more,” said Wonderlin, “If you want help, come down during normal business hours and we will be there, or you can check with other local institutions.”

Ivy Tech Community College is located at 8000 Education Dr. in Terre Haute.