



REACHING HIGHER, ACHIEVING MORE



AGENDA

MATERIALS

June 12, 2014

101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984
Tele: 317.464.4400; Fax: 317.464.4410
www.che.in.gov



INDIANA *for* COMMISSION
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

JUNE COMMISSION MEETING AGENDA

Wednesday, June 11, 2014

INSTITUTION-LED SESSION

Indiana State University Campus Tour

4:00 P.M. – 5:00 P.M.

Bus Departs from Hilton Garden Inn

750 Wabash Avenue

Terre Haute, IN 47807

RECEPTION

5:30 P.M. – 6:00 P.M.

Condit House

629 Mulberry Street

Terre Haute, IN, 47809

DINNER

7:00 P.M. – 8:00 P.M.

Stables Steakhouse

939 Poplar Street

Terre Haute, IN 47807

HOTEL ACCOMMODATIONS

Hilton Garden Inn

750 Wabash Avenue

Terre Haute, IN 47807

Thursday, June 12, 2014

MEETING LOCATION

Indiana State University
Tilson Music Hall (Tirey Hall)
200 North Seventh Street
Terre Haute, IN 47809

CHAIR'S BREAKFAST

8:00 A.M. – 9:00 A.M.
Heritage Lounge

BREAKFAST GUESTS

President Daniel Bradley
Diann McKee
Greg Goode

STAFF BREAKFAST

8:00 – 8:45 A.M.
Heritage Room

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Heritage Room

CALL IN INFORMATION:

812-237-8777

PARTICIPANT PIN: *n/a*

WORKING SESSION TOPICS

- Return and Complete Initiative
- College Success Coaching for 21st Century Scholars Project
- 15 to Finish Campus Engagement Efforts
- Multi-State Collaborative on Military Credit Update
- Guided Pathways to Success Initiative Update
- Budget Timeline
- Committee Report Outs

ALL TIMES LISTED ARE IN EASTERN TIME

COMMISSION LUNCH

11:45 A.M. – 1:00 P.M.

Heritage Lounge

LUNCH GUESTS

President Daniel Bradley

Diann McKee

Greg Goode

STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Heritage Room

COMMISSION MEETING

1:00 P.M. – 3:00 P.M.

State Room

CALL IN INFORMATION

812-237-8777

PARTICIPANT PIN: *n/a*

I. Call to Order – 1:00 P.M. (Eastern time)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Consideration of the Minutes of the May 8, 2014 Commission meeting..... 1

II. Public Square
A. Return and Complete 13
1. George McClellan, Ph.D., Vice Chancellor for Student Affairs and Enrollment Management, Indiana University-Purdue University Fort Wayne..... 15
2. Patrick Lane, Senior Policy Analyst and Project Coordinator, Western Interstate Commission for Higher Education 16
3. Jason Taylor, Ph.D., Postdoctoral Research Associate, University of Illinois at Urbana-Champaign 17

III. Business Items
A. Directive to Launch Return and Complete Initiative 19
B. College Readiness Reports Release 23
C. College Success Coaching for 21st Century Scholars..... 25
D. Commission for Higher Education Fiscal Year 2014-15 Spending Plan (Contingent) 27

IV. Information Items

A. Proposals for New Degree Programs, Schools, or Colleges
Awaiting Commission Action..... 29

B. Requests for Degree Program Related Changes on Which
Staff Have Taken Routine Action..... 31

C. Capital Projects on Which Staff Have Acted 33

D. Capital Projects Awaiting Action..... 35

E. Media Coverage..... 37

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **August 14, 2014, in Muncie, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, May 8, 2014

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at University of Southern Indiana, University Center West, 8600 University Blvd., Evansville, IN 47712, with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerry Bepko (via conference call), Dennis Bland, Jud Fisher, Allan Hubbard, Chris Murphy, John Popp, and Caren Whitehouse.

Members Absent: Jon Costas, Jason Curtis, Susana Duarte De Suarez, Dan Peterson, Hannah Rozow, Mike Smith.

CHAIR'S REPORT

Mr. Fisher invited President Linda Bennett, University of Southern Indiana (USI) to give some welcoming remarks. Dr. Bennett spoke about the University's new logo that has replaced the old one that the University had had since 1985. Dr. Bennett mentioned some new construction at the campus. She welcomed members of the Commission to the campus.

Dr. Bennett invited The Honorable Lloyd Winnecke, 34th mayor of Evansville, to give some remarks. Mr. Winnecke thanked the Commission for its support in releasing \$2,000,000 for building the new Medical Education Facility that will be constructed in downtown Evansville. Mr. Winnecke said that this would be a unique opportunity for a partnership between University of Southern Indiana, University of Evansville, Ivy Tech Community College Southwest and Indiana University. Approximately 1800 – 2000 students are expected at the facility on the opening day; this will be a big part of the downtown revitalization program.

On behalf of the Commission, Mr. Fisher thanked President Bennett for hosting a reception at the University Home last night and the meeting today.

Mr. Fisher highlighted some of the Commission's most recent events. He spoke about the Student Leadership Conference, hosted by the Student Commission member Hannah Rozow on Friday, March 28th. Student leaders from around the state were discussing the importance of on-time completion and affordability of higher education. The feedback from the conference led to the creation of the Inter-Campus Student Completion Council.

Mr. Fisher talked about the Commission's annual H. Kent Weldon Conference for Higher Education on Thursday, April 10th, in Indianapolis, which was focusing on *The Value Proposition: Making Higher Education Matter...More*. The event was attended by over 130 higher education partners, including faculty, students, university representatives and policymakers. The keynote featured three speakers, who discussed the Gallup-Purdue Index, and how this new model for measuring value in postsecondary graduates will impact the future of higher education.

Mr. Fisher mentioned that throughout last year's public square discussions, the Commission wrestled with the illusiveness of a thorough benchmark measure of quality, but this new index shows a great deal of promise in this regard. During the afternoon session of the Conference, the Lt. Governor of Indiana Sue Ellspermann shared her thoughts on leadership in higher education, articulating the focus on outcomes in higher education that extend beyond the graduation. Mr. Fisher thanked the speakers, event organizers and

attendees for making this event a success and challenging the Commission to think differently about value in higher education.

Mr. Fisher announced that some unusual circumstances made several Commission members unable to attend today's meeting, which caused the lack of quorum. Mr. Fisher apologized to the institutions for this situation. He assured the attendees that the meeting will go on as scheduled, and the Commission will hear all the projects included in the Agenda. Mr. Fisher added that at a later date the Commission will have a special meeting, at which time the Commission members will take a vote on the decision items.

Mr. Fisher also recognized the ASAP Program in Ivy Tech Community College, which was conceived by the Commissioner Mr. Mike Smith. This program is being offered in four locations now and is expanding to fourteen locations. Students enrolled in this intensive program graduate within one year with an Associate Degree. Persistence in graduation rate is 86 percent, and the program has tremendous potential. Mr. Fisher added that Fisher's Foundation together with Gene Glick Foundation helped to bring this program to Ivy Tech Muncie. Mr. Fisher thanked Mr. Smith for his idea of this program. Mr. Fisher also thanked Mr. Smith and Lumina Foundation for their help with the program funding.

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by saying that on Tuesday, President of Purdue University Mitch Daniels joined Gallup CEO Jim Clifton and Lumina President Jamie Merisotis to release the initial results from the Gallup-Purdue Index. The goal of this survey was to interview 30,000 graduates about the value of their college experience in their lives – translating to both success in work and well-being in life. Some of the initial responses included the following:

- The type of school the graduates attended – public or private, small or large, very selective or less selective – was insignificant related to workplace engagement or well-being.
- Support and experiences in college, including relationships with faculty who care, were more important than college choice.
- Debt contributes to lower levels of satisfaction with the college experience.

The majority of those participated in the initial survey were graduates who held a bachelor's degree, but Gallup is committed to including more students with associate degrees and certificates in future surveys.

Ms. Lubbers said that Lumina's 2014 *A Stronger Nation* report was released in April. It shows that the percentage of Hoosiers with at least an associate degree is trending up – an increase of .6 percent to 34.4 percent from 33.8 percent. National increase was .7 percent. Indiana's ranking is 41st in the nation. Only Boone, Monroe and Hamilton Counties have attainment levels in excess of 50 percent. Staff members are considering the multiple ways to get to the 60 percent goal, including the addition of certificates and workforce credentials, increasing completion rates at all campuses, and understanding that a disproportionate number of the graduates will come from the community college and regional campuses. In addition, the focus is on the 737,000 Hoosiers, who have some college but no degree.

Ms. Lubbers highlighted two promising programs. With the new credit requirements for students receiving financial aid and the 30 credit hour requirement for 21st Century Scholars, it is known that some students will fall short. Indiana State University is offering free summer tuition and a housing discount for Scholars, who are short of meeting the credit requirement. Another promising idea, continued Ms. Lubbers, has been brought forth by Indiana University Purdue University at Fort Wayne (IPFW). Understanding that there are 737,000 adults, who have some college but no degree, IPFW announced plans to give half-price tuition to students, who return after stopping out with 60 credits or more.

Finally, Ms. Lubbers told the Commission members that multi-year Productivity Grant from Lumina has just come to a close with a capstone event last week. Indiana was highlighted as a leading state because of its efforts to refine and sustain the state's performance funding formula and also for its efforts to advocate for business and academic efficiencies. While the grant has concluded, the work continues for multiple fronts.

CONSIDERATION OF THE MINUTES OF THE MARCH, 2014 COMMISSION MEETING (vote is taken during the special meeting on May 19th, 2014)

R-14-03.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the March, 2014 regular meeting (Motion – Rozow, second – Smith, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Balancing Work, Family and School

In his introductory comments, Mr. Fisher reminded the Commission members that over the past few months, the Commission has explored some new frontiers in higher education under the broad heading of “creative solutions for non-traditional students.” The Commission will shift the topic of conversation to “overcoming hurdles to completion” with a Public Square focused on balancing work, family and school.

Mr. Fisher said that to begin this session, staff has selected some videos capturing the voices of students sharing challenges of balancing their commitments to work, family and school, and how these hurdles impact completion. The videos can be viewed via YouTube:

- [Going Back to School As An Adult Student \(Non-Traditional\)](#)
- [In My Words: Being a Non-Traditional Student](#)

After the videos, Mr. Fisher introduced three panelists, who were joining the Commission meeting: Ms. Jessica Fraser, Program Manager for the Indiana Institute for Working Families; Ms. Cheryl Orr Dixon, Senior Vice President for Complete College America, and Mr. Bradley Rhorer, Associate Development Manager with Subaru of Indiana Automotive, Inc.

Mr. Fisher explained that each panelist will be asked a few questions. First, he asked Ms. Fraser, whether the time commitment is one of the biggest impediments for working adults if they want to go back to school, especially full-time. Ms. Fraser responded that adults are more likely to have job and family commitments that are competing with their commitment to the higher education.

Ms. Fraser said that an analysis of the 2012 census data of the working students attending college showed that nearly 40 percent of adult, non-traditional students over 25 years old were working more than 30 hours a week. The data shows that 32.8 of women with children who were going to college also were working more than 30 hours a week; 90,000 women, who have children at home and no postsecondary education also were working; 46 percent of them are low-income, and 33 percent of those have children younger than six years of age. This shows a big demand for child care, and creates challenges for these women face trying to make a commitment to higher education.

Addressing Mr. Rhorer, Mr. Fisher noted that Subaru’s work in supporting its employees going back to school is commendable. Mr. Fisher asked what flexibilities the company gives the employees to enable them to fulfill their educational needs. Mr. Rhorer responded that Subaru has been working with Purdue University since 1996, and one of Purdue’s Statewide School of Technology campuses is located on Subaru’s grounds. Mr. Rhorer said that Subaru works with PU to adjust schedule, to make sure that classes start at the convenient time, so that employees could walk across the campus to the training center and take a class before or after work.

Mr. Rhorer also mentioned flexible schedule to enable employees to attend classes only once a week, doing everything in one setting. Even if a student needs to leave the country on a business trip, he can still attend his classes and contact his professors via e-mail. Currently, the campus has 200 students; the goal is to have 600 by 2016. Total number of employees at Subaru is 4000. In response to Mr. Popp's question whether there is a limited number of courses, Mr. Rhorer responded that there is a wide variety of courses, and it is possible to earn a Master's degree on Subaru's campus.

Mr. Rhorer explained that Subaru is trying to accommodate students who are already enrolled, to make sure they stay on track. They also have beginners' classes, to attract more people to come to class. Mr. Rhorer added that some other companies (Caterpillar in Wabash) are using the same campus for their employees.

Mr. Rhorer said that Subaru has been negotiating with Purdue and several other universities to defer the tuition program. Some non-traditional students can't afford to pay \$600-700 upfront to take a class; so the university would send Subaru an invoice, and if the student gets a C or better, the company pays this invoice. Subaru has a program of tuition reimbursement for a minimum of \$4,000 a year or more, depending on the student's level in the organization.

In response to Mr. Hubbard's question whether Mr. Rhorer could give an example of a student, who, after getting a degree through this program, was able to move up in the organization, Mr. Rhorer said he was such a student. He started in the company in 1992, right out of high school; was working on the production line for seven years; was the first one who started taking classes in 1996. When he received his degree, Mr. Rhorer moved up a few ranks, and now he is the HR manager over the salaried and hourly employees (over 4000 people). Mr. Rhorer explained that an employee can start with one year certificate, then go on to a two-year degree, and further on.

Responding to Mr. Hubbard's question regarding the kinds of certificates being offered through this program, Mr. Rhorer said they were certificates in Organizational Management and Supervision. Twenty seven credit hours of this Certificate could be counted toward the Associate or Bachelor's degree.

Mr. Fisher asked Ms. Orr Dixon whether the subjects being discussed at the meeting were consistent with what she hears from students and employers across the country. Mr. Fisher also asked whether there are other challenges that have not yet been addressed. Ms. Orr Dixon responded that these subjects were definitely universal. She said that she represents the national view on this issue, which has to do with time, money, academic and mental preparation, and balance. Seventy percent of students across the country meet the definition "non-traditional" students, but those who are working, balancing family and other responsibilities, and not living on campus, are becoming more and more traditional students.

Ms. Orr Dixon said that this is a critical issue to address in terms of the structure and of the ways to serve these students. Seventy percent of the working students have several jobs to be able to attend school, which makes the complexities of their daily responsibilities even greater. Ms. Orr Dixon pointed out that 40 percent of the students across the country are attending part-time, and only eight percent over eight years finish the college. In other words, part time students almost never finish; so practices on campuses that enable and encourage students to take more credit hours are very important.

Mr. Fisher asked each panelist, if they could get one wish of something that a college could do to make it easier for the non-traditional students, what that wish would be and why.

Ms. Orr Dixon said that it would be more predictability in scheduling, and a clear path. She said that Complete College America (CCA) uses the words like "structured scheduled" or "block schedules", and sometimes the institutions do not know how they can change a

schedule. The predictability in scheduling really works; and if the Community College would make these changes available for two years for its students, it would make a big difference.

Mr. Rhorer said that he would like to see deferred tuition to be spread over to other schools. If more universities offer a deferred tuition program for employers, who would provide the tuition reimbursement to their employees, there would be many more students taking classes.

Ms. Fraser added from the state level perspective that child care is one of the most challenging barriers that low-income families are facing. Ms. Fraser said that it would be most helpful if some state and federal funds could be used for education and training. She noted that at the Career Council there have been discussions about braiding the funding streams together, so that they could be used for child care, transportation, and some other challenges that low-income families face daily.

In response to Mr. Hubbard's question whether Subaru has the problem with part-time students never completing college, Mr. Rhorer said they did not have this problem. He explained that as soon as the student starts studying, he builds strong relationship with the others in the classroom, and finds studying easier than he expected. The students know that they must complete their degree in order to get promotions; they get invested into the program and work together. Every semester the students go abroad for a week or two to communicate with different students; and Subaru reimburses that expense.

Ms. Whitehouse recalled that when she was studying part-time, the support from other students was very helpful. She commended Subaru's model. Ms. Orr Dixon echoed Ms. Whitehouse's comments about the importance of the cohort's and the family support. It is also important to see the goal and do whatever it takes to reach it.

Mr. Fisher said that Complete College America (CCA) has been promoting a set of strategies called Guided Pathways to Success, or GPS, that provide structure and support for students to complete faster, with greater success rates. Mr. Fisher asked Ms. Orr Dixon to talk about these strategies and explain how they address the challenges faced by non-traditional students.

Ms. Orr Dixon said that at CCA they look at what the states and institutions can do around completion. CCA called them "the Game Changers", and in the brochure that Ms. Orr brought with her there are five of them. One is Guided Pathways to Success, or GPS. It is hard for a 17-18-year old student, or even an adult student, to figure out what classes are needed to complete a degree. CCA is thinking about a program where the students do not have to choose from a wide variety of classes.

Ms. Orr Dixon pointed out that GPS is different from Degree Maps, which Indiana has done. Students need a guidance to make the right choices. There are no guarantees from a Degree Map that the courses are available for the students when they need them. GPS is really about whole programs, guaranteed courses, milestones, triggers for early alerts. Within this is a concept called "block scheduling" or "structured scheduling." Ms. Orr Dixon explained that CCA is working across the country with eight states, including Indiana, who are committed to move forward with the GPS.

Ms. Orr Dixon talked about having received funding from Lumina for an opportunity for three states that were ready for GPS, and CCA chose Tennessee, Georgia and Indiana. Indiana was chosen because of all the work that has been done on campuses on Commission's level to create environment, making completion a priority. This is a three-year opportunity to provide support, technical and peer assistance, learning across these three states, problem-solving, bringing the experts. Ms. Orr Dixon mentioned that Indiana is the only state that has a coordinating board, as well as strong teams and the right leadership. It may be necessary to make some changes in order to take the GPS concept at a scale, which means the majority of

campuses and the majority of students; so this is a learning opportunity, with the commitment from the campuses.

Next, Mr. Fisher asked Ms. Fraser and Mr. Rhorer about their reaction to these strategies. Ms. Fraser responded that they are encouraged by the GPS, particularly where it focuses on a problem of excessive credits. When the Bachelor full-time student might take 1.15 times the amount of credits they need, and an Associate full-time student might take 1.5 times, the Certificate student takes 2.6 times more credit than he needs. The students do not know how to navigate all the options, so the GPS will be extremely helpful. Ms. Fraser expressed a concern about the support for the part-time students. She said that 47 percent of Hoosier Adults between the ages of 25 and 64 have no postsecondary education, and they still should have the part-time option.

Ms. Orr Dixon assured Ms. Fraser that the students will still have this option. The student may start part-time, but flexibility, structure and stability will help the results. CCA is trying to change the systems and structures to enable more students to go to school full-time, or take more intense credits. It is important to change the dynamics, and shorten the time in college.

Mr. Rhorer agreed that coming up with the pathways that keep students more focused is great. He added that it is also important to talk to the employer, who has to know the needs of the non-traditional students to guide them to the right place.

Mr. Bland asked Ms. Orr Dixon to talk about some other programs used throughout the country that might be beneficial to Indiana. Ms. Orr Dixon talked about Georgia State University and Florida State University that have implemented these elements of GPS simultaneously, and are getting ahead very well, eliminating the human gaps. In area of block scheduling Ms. Orr Dixon recognized the Tennessee College of Applied Technology, who serve the same population Ivy Tech does, and their completion rates are 80-90 percent.

Mr. Fisher echoed an earlier comment from Ms. Whitehouse regarding the support from the other students in the same group. He also mentioned several child care programs for part-time students in this county.

On behalf of the Commission, Mr. Fisher thanked the panelists for their remarks and participation in this discussion. He said that Indiana public institutions have been invited to participate in a grant opportunity through Lumina and CCA to take strategies, such as proactive advising and block scheduling, to scale statewide.

III. BUSINESS ITEMS

A. Resolution to Improve the Access and Success of Working Adults

Mr. Fisher said that as the panelists have clearly articulated the importance of accessibility of higher education for working adults and non-traditional students, the Commission now has the opportunity to adopt a resolution to improve the access and success of working adults.

R-14-03.02

WHEREAS, traditional students, who enter college directly from high school and live on campus represent only one in four of college students today;

WHEREAS, for Indiana to meet its 60 percent education attainment goal, even more working adults must return to higher education and successfully complete a degree;

WHEREAS, non-traditional students must balance family obligations with their higher education pursuits and often choose to attend part-time;

WHEREAS, part-time students are six times less likely to complete a bachelor's degree and 1.5 times less likely to complete an associate degree, even after allowing extra time;

WHEREAS, the Commission's regional campus policy revised the mission of regional, commuter campuses, stating that "the goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time";

WHEREAS, Indiana colleges have created alternate calendars, block schedules and supplemental academic support that have dramatically increased success rates of adult students, but only within select programs or schools;

NOW THEREFORE BE IT RESOLVED,

- I. That the Commission will study the academic and financial needs of working adults pursuing higher education and publish recommendations for use of state and institutional resources in support of the success of this population by November 1, 2014.
- II. The Commission calls on Indiana employers to encourage and support their employees in their higher education pursuits.
- III. The Commission calls on Indiana colleges and universities, particularly those serving adult students, to implement success strategies for this population by May 9, 2014, taking these strategies to scale by 2016 (Motion – Peterson, second – Rozow, unanimously approved.) (Vote is taken during the special meeting on May 19th, 2014.)

Mr. Murphy said that his company gives tuition reimbursement and encourage their employees to get their degrees. He expressed concern that as an employer he does not always know what is expected of him in terms of helping employees. Ms. Lubbers agreed that the employers should know where to start. She added that this is an important work that continues through Indiana Career Council and regional work councils, where by regions employers, educators and community leaders are coming together to discuss these issues.

B. 15 to Finish Preview

Mr. Fisher said that the Commission staff has been working on a new campaign to encourage on-time college completion in Indiana by actively engaging students in taking 15 credit hours per semester. Mr. Fisher invited Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, to present a preview of Indiana's *15 to Finish* campaign.

Mr. Bearce started his presentation by explaining that only three in ten Hoosiers earn a four-year degree on time, and one in ten earn a two-year degree on time. Mr. Bearce said that an additional year of college can cost students more than \$50,000 in extra tuition, lost wages and related costs.

Mr. Bearce noted that students who take 30 or more credits per year are more likely to graduate, earn better grades and pay less for their degrees. Mr. Bearce added that the students get more financial aid from the state for completing 30 or more credits per year, and the 21st Century Scholars must complete 30 or more credits per year to earn full scholarship. Mr. Bearce mentioned the Commission's strategic plan *Reaching Higher, Achieving More*, which encourages students to take 30 credit hours per year, focus on degree maps, and get early and ongoing advising from the institutions.

Mr. Bearce spoke about the campaign goals, that include changing perception that 12 credits per semester is enough to graduate on time; encourage more purposeful course taking; and increase on-

time completion, which will reduce cost per degree. Mr. Bearce talked about the ways to reach these goals: importance of an early awareness for prospective college students; help for current students on campus; and public engagement through media and the county College Success Coalitions. Mr. Bearce mentioned public and private colleges, the Inter-Campus Student Completion Council and Indiana Academic Advisors Network, as well as Indiana State Financial Aid Association as the Commission's partners in achieving the goals.

Mr. Bearce talked about three metrics: engagement of participating campuses; increase in course taking to 30 or more credits per year; and increase in on-time completion rates. Mr. Bearce also spoke about the resources being offered to students to help them reach the goal. These include *15-to-Finish* Academies, hosted either on-campus or online by the institutions; sharing course-taking and completion data; and disseminating campaign resources that are being developed. Mr. Bearce mentioned the new website, 15toFinishIndiana.org, which offers helpful information about the campaign. Mr. Bearce also mentioned some promotional materials to be given to the students. Mr. Bearce showed a promotional video, saying that it is already on YouTube, and it might be also shown on television.

In response to Mr. Murphy's question on how the staff makes students listen, Mr. Bearce explained that the staff is working with the institutions and directly with students. They also have a contact with social media, and rely on them for helping the Commission. Institutions also have their own videos that give more specifics about taking 15 credit hours per semester.

In response to Mr. Hubbard's question whether there has been an attempt to change the minimum of credit hours from 12 to 15 hours for Pell Grant recipients, Ms. Lubbers responded in the affirmative. She said she had a chance to testify before the Congressional Committee, and talked about this to several members of the Indiana Congressional Committee. Ms. Lubbers added that there are four Indiana representatives on the National Education Committee, who are working on this issue.

C. Indiana University Degree Maps and iGPS System

Mr. Fisher invited Dr. Becky Torstrick, Assistant Vice President for University Academic and Regional Campus Affairs, and Mr. Dennis Groth, Associate Vice Provost for Undergraduate Education, both from Indiana University, to talk about the IU's Degree Maps and the iGPS System.

Dr. Torstrick said that four years ago they began bringing all IU campuses together, to provide better guidance to students and help them succeed in their academic careers. Dr. Torstrick said that 40 percent of their students are first generation college students, who do not know how to navigate the system. Four years ago they reached out to their students to get their input on the kinds of information they would like to have.

Dr. Torstrick said they started with developing an Early Alert System, which allows the instructor, who sees that a student is in trouble with the class, to raise an alert as early as in the student's second year. The instructor identifies the issue with the student and makes a suggestion on what the student should do. Dr. Torstrick explained that this led to developing an Advising System, so that the advisors could track and watch the students in more purposeful way. After that, they have developed a number of other initiatives, like the financial literacy initiative, so that students could be aware of the cost of college, and as a result, last year the loan rates on IU campuses decreased by 11 percent.

All this led to IU's current initiative, iGPS – the Interactive Graduation Planning System. At this point, Dr. Torstrick asked Mr. Groth to talk about this initiative.

Mr. Groth talked about a Roadmap to Advising Systems and Applications. He said that it is not about computation, but about looking holistically at the entire system, how advising and record keeping work, and how students progress in the system. Mr. Groth said that part of their goal was not only to help students with their objectives, but make them aware of the opportunities on campus, and to force the students to have a plan to reach this objective. IU students always have a plan, and not only for

one or two courses, but to take them to completion. The student makes a choice, and iGPS will tell the student whether he is still on track to reach his goal. If the student chooses the class he does not need for graduation, the system lets him know. If the student changes his objective, he is told what he needs to change along the way.

Mr. Groth said that they have had the degree maps for many years, but now they have created a framework, so that they could leverage the information. Mr. Groth showed the Commission members a sample of a Degree Map. It is highly interactive, demonstrating to the students what classes he is supposed to take. The system interacts directly with infrastructure, so when the degree requirements change, the Degree Map changes automatically. Each Degree Map has a link to career planning, which is unique in each campus.

In response to Mr. Popp's question whether it is computer driven, or whether there are advisers, Mr. Groth responded that the information is entirely by computing; advisers have access to the information, to comment upon it and add suggestions, and it serves as a central focus of the discussions when they have personal communications with their advisers. This particular system is going to pre-prepare more of the advisor's time for the conversations. Mr. Groth, answering the question from Mr. Popp, said that there are 136 full-time professional advisers in Bloomington campus, one for every 250-300 students.

Responding to Mr. Murphy's question whether there is the same system of advising on all regional campuses, Dr. Torstrick said that the regional campuses vary; there are probably 55 professional advisers across five regional campuses. To make up for the difference, the regional campuses involve their faculty in advising the students. An advisor usually meets with the student once per semester.

Ms. Lubbers thanked both presenters for the information and for their work with the Commission.

D. Academic Degree Programs – Full Discussion

1. Doctor of Nursing Practice to be offered collaboratively by Purdue University West Lafayette, Purdue University Calumet and Indiana University-Purdue University Fort Wayne.

R-14-03.3 **RESOLVED:** That the Commission for Higher Education approves the Doctor of Nursing Practice to be offered collaboratively by Purdue University West Lafayette, Purdue University Calumet, and Indiana University-Purdue University Fort Wayne, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Whitehouse, second – Duarte De Suarez, unanimously approved). (Vote is taken during the special meeting on May 19th, 2014.)

Ms. Candiss Vibbert, Assistant Vice President for Engagement, Purdue University, introduced the item.

Dr. Ken Sauer, Senior Associate Commissioner and Chief Academic Officer, gave the staff recommendations.

Ms. Whitehouse, as a member of the Academic Affairs Committee, added that this program has been very thoroughly discussed by the Academic Affairs Committee, and she personally would support it.

Mr. Murphy expressed a concern that in the Agenda book there was no real data regarding the demand of the job market. Dr. Sauer responded that this program will help with teaching of undergraduate students. He said that in the Agenda book the staff tried to have the detailed program description, which explains the portions of the rationale for the program.

Dr. Jane Kirkpatrick, Head of Purdue University School of Nursing, Associate Dean, College of Health and Human Sciences, addressed Mr. Murphy's concern. She said that she serves as a Co-Chair on the Data Committee for Indiana Center for Nursing, which is a collaborative of practice partners (providers), as well as educators. This is where Indiana workforce data is generated. Dr. Kirkpatrick said that their data shows that shortfall of RNs projected for 2020 is about 17,000 nurses, if the production of nurses remains on the current level. It is based on ages of practicing nurses, who are approaching retirement.

Dr. Kirkpatrick explained that according to the research, the hospitals recommend that the nurses come with Baccalaureate degree and be certified in the general hospitalization. This is mostly associated with years of education that the nurse has, not the years of experience. Dr. Kirkpatrick said that with the change in the national health care system, almost a half of the nurses are going to be practicing in the community. The hospital jobs are being lost, partially because of the tendency to work with people at their homes as much as possible.

Dr. Kirkpatrick talked about a tremendous change in a long-term care. She pointed out the need for well-educated nurses to support Indiana's infrastructure and to bring business to Indiana. She said that part of the goal of the Doctor of Nursing Practice is to prepare the practicing nurses with skills to bring the best practices to the care environment in the efficient time frame.

Dr. Kirkpatrick noted that the Doctor of Nursing Practice graduates not only will be best practice nurses, but they will also have a command on the infinite change, on how to understand the finance and how the health system is governed. Dr. Kirkpatrick added that system learning is a large part of the Doctor of Nursing Practice, where the students are going through the improvement processes and are learning the new techniques. This is a new way of nursing; and it is important to think about how it is being infused in Indiana.

Mr. Murphy mentioned that the Commission still needs to have data or an explanation of a data as to what is real in terms of demand.

Dr. Sauer said that in the program proposal description there are two studies done in 2012. They both speak to the demand and the need for the advanced practice nurses. Dr. Sauer added that the staff should have selected some tables from these reports and included them with the program description.

Dr. Lee-Ellen Krikhorn, Professor and Chair of Nursing, PU, presented the data, pertaining to Indiana, from the report. The data was giving an overall health ranking of several cities in Indiana: Gary's health is 256 of 306, which is at the bottom of the fourth quartile for the United States; Fort Wayne's is 169, and Lafayette's is 193.6, both falling in the fourth quartile.

Dr. Krikhorn said that this data points to the need for developing a workforce with an access to care, improving systems of care and providing care to the citizens of Indiana. The Doctor of Nursing Practice graduates are uniquely equipped to address these needs. Dr. Krikhorn explained that on the date of submission of this proposal, the DWD has not provided PU with the data for the labor market demand for the Doctor of Nursing Practice graduates, but the economic need for the system-wide program is clear: Doctor of Nursing Practice graduates, including nurse practitioners, nurse specialists, and nurse executives may be employed in a variety of areas, including primary care, health care organizations, and schools.

Dr. Sauer said that he would work with the university to put together the tables and send them to the Commission members for review.

E. Academic Degree Programs for Which Staff Proposes Expedited Action

R-14-03.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item:

- Bachelor of Liberal Studies to be offered by Indiana University Bloomington
- Technical Certificate and Certificate in Entrepreneurship to be offered by Ivy Tech Community College at all campuses (Motion – Peterson, second – Rozow, unanimously approved). Vote is taken during the special meeting on May 19th, 2014.

F. Capital Projects for Which Staff Proposes Expedited Action

R-14-03.5 **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:

- Indiana University-Purdue University Indianapolis: Indiana University School of Medicine Center for Drug Discovery – Wishard/Dunlap Building Lab Renovation - \$25,000,000
- Purdue University West Lafayette – Shreve Hall Academic Support Center - \$3,900,000 (Motion – Whitehouse, second – Smith, unanimously approved). Vote is taken during the special meeting on May 19th, 2014.

G. Performance Funding Per-Unit Payments

R-14-03.6 **RESOLVED:** That the Commission for Higher Education adopts the recommended per-unit performance funding payment. These recommendations were approved unanimously by the Budget and Productivity Committee (Motion – Smith, second – Rozow, unanimously approved). Vote is taken during the special meeting on May 19th, 2014.

H. Procurement Policy

R-14-03.7 **RESOLVED:** That the Commission for Higher Education adopts the updated procurement policy as it provides safeguards with regard to daily business practices. This updated policy was reviewed by the Budget and Productivity Committee (Motion – Smith, second – Duarte De Suarez, unanimously approved). Vote is taken during the special meeting on May 19th, 2014.

I. Appeals Process for Student Financial Aid

R-14-03.8 **RESOLVED:** That the Commission for Higher Education approves by consent the new appeals process for student financial aid programs (Motion – Duarte De Suarez, second – Whitehouse, unanimously approved). Vote is taken during the special meeting on May 19th, 2014.

IV. INFORMATION ITEMS

- A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action
- E. Media Coverage

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:50 P.M.

Jud Fisher, Chair

Dan Peterson, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

PUBLIC SQUARE

Return and Complete

Background

As the Commission contemplates the challenges of completion, while recognizes the unique obstacles faced by those students returning to college after time away and completing their degree, it will have the opportunity to hear a facilitated discussion by George McClellan, Ph.D., Vice Chancellor for Student Affairs and Enrollment Management at Indiana University – Purdue University Fort Wayne, Patrick Lane, Senior Policy Analyst and Project Coordinator for WICHE, and Jason L. Taylor, Ph.D., Postdoctoral Research Associate at the University of Illinois at Urbana-Champaign.

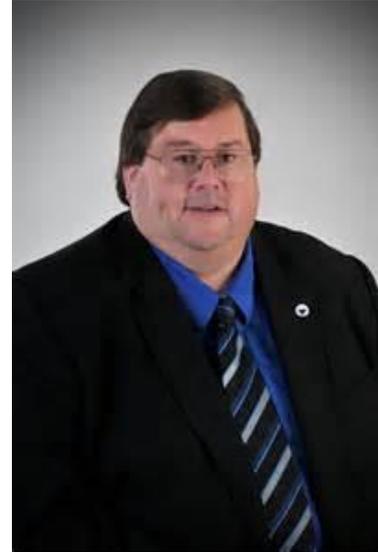
Supporting Documents

- (1) George McClellan, Ph.D. Bio
- (2) Patrick Lane Bio
- (3) Jason Taylor, Ph.D. Bio

George S. McClellan, Ph.D.

Vice Chancellor for Student Affairs and Enrollment Management
Indiana University - Purdue University Fort Wayne

George S. McClellan is vice chancellor for student affairs at Indiana University–Purdue University Fort Wayne (IPFW). Before coming to IPFW, he was vice president for student development at Dickinson State University, and served students in a variety of roles at the University of Arizona and Northwestern University. During his service at Northwestern, McClellan held a variety of professional positions, which included responsibility for graduate and professional housing, food service, and campus commons. Throughout his career he has had significant responsibility for the development and management of budgets, including auxiliary and capital budgets.



McClellan has served in a variety of leadership positions in student affairs. He is a member of the editorial board of both the *Journal of College Student Development* and the *Journal of College and Character* and was coeditor of the third edition of *The Handbook for Student Affairs Administration* (2009) with Jeremy Stringer. He was a member of the National Association of Student Personnel Administrators (NASPA) Foundation Board and a founding member of that association's Administrators in Graduate and Professional Student Services Community and its Indigenous Peoples Knowledge Community. He served as chair or co-chair of NASPA's Task Force on Gambling and its Ad Hoc Work Group on the Voluntary System of Accountability.

He received the Outstanding Contribution to Research in American Indian Higher Education award from the Native American Network of the American College Personnel Association in 2002. He was recognized by the NASPA Foundation as a Pillar of the Profession in 2010.

McClellan received his Ph.D. in higher education from the University of Arizona (2003). Both his M.S.Ed. in higher education (1998) and B.A. in English and American literature (1982) were earned from Northwestern University.

Patrick Lane

Senior Policy Analyst and Project Coordinator
Western Interstate Commission for Higher Education

Patrick Lane joined the Western Interstate Commission for Higher Education (WICHE) in 2008 as a project coordinator. He coordinates the Adult College Completion Network and worked extensively on WICHE's Non-traditional No More: Policy Solutions for Adult Learners project. Both projects focus on indentifying policy and practice solutions to help adults with prior college credit return to postsecondary education to complete their degrees. He also coordinates WICHE's College Access Challenge Grant Network.

Patrick came to WICHE having spent several years working in education policy in the Republic of the Marshall Islands. He received a master's degree from the Heller School for Social Policy and Management at Brandeis University in 2007 and is currently pursuing a Ph.D. in public administration at the University of Colorado Denver. He can be reached at 303.541.0266 or plane@wiche.edu.



Jason L. Taylor, Ph.D.

Postdoctoral Research Associate
Office of Community College Research and Leadership
University of Illinois at Urbana-Champaign

Jason L. Taylor, Ph.D. is a Postdoctoral Research Associate at the Office of Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign and will be an Assistant Professor in the Department of Educational Leadership and Policy at the University of Utah in fall 2014. He received his Ph.D. in Higher Education from the University of Illinois at Urbana-Champaign with a research specialization in evaluation methods and concentration in public policy. His broad research interests are at the intersection of community college and higher education policy, and educational and social inequality. He has conducted several quantitative and mixed methods studies related to college readiness, developmental education, adult pathways to college, dual credit and early college experiences, transfer policy and reverse transfer, and educational access and equity.



At OCCRL, Jason is currently the Project Manager for the Credit When It's Due Initiative research team, funded by the Bill and Melinda Gates Foundation, and is the lead author of the Credit When It's Due Baseline Study Report. He is also the Project Manager for the STEM College and Career Readiness evaluation team, funded by the Illinois Community College Board. Jason has authored numerous research and evaluation reports at OCCRL and has published in journals such as *American Behavioral Scientist* and the *Community College Journal of Research and Practice*. He is currently co-editing a volume of *New Directions for Community Colleges*. He serves on the Board of Directors for the Council for the Study of Community Colleges, an affiliate council of the American Association of Community Colleges.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

BUSINESS ITEM A:

Directive to Launch Return and Complete Initiative

Staff Recommendation

That the Commission direct staff to work with institutions to enact the proposed project plan for the Return and Complete initiative.

Background

Indiana has adopted a Big Goal that 60 percent of working-age adults hold a postsecondary degree or credential. To meet this goal, our public institutions will need to increase completion rates to 70 percent (for community colleges) and as high as 85 percent (for residential research institutions). Achieving these completion rates will only get Indiana halfway to the Big Goal. Beyond doing better with the current pipeline, we must also get 300,000 of the 737,000 Hoosiers with some college but no degree to come back and finish their degree. The strategy for the adult population must have two parts. First, there must be programs designed to meet the needs of adults. Second, these adults must be encouraged, financially and otherwise, to go back and complete their degree. The Commission and its higher education partners continue to make progress toward creating program structures to meet the needs of today's students. The "Return and Complete" project is designed for the other part – to reach out to students with some college and no degree and provide encouragement, tools, and when available, funding for the student to return to school and complete a degree.

Supporting Document

Return and Complete Overview

Return and Complete

PURPOSE

Indiana has adopted a Big Goal that 60 percent of working-age adults hold a postsecondary degree or credential. To meet this goal, our public institutions will need to increase completion rates to 70 percent (for community colleges) and as high as 85 percent (for residential research institutions). Achieving these completion rates will only get Indiana halfway to the Big Goal. Beyond doing better with the current pipeline, we must also get 300,000 of the 737,000 Hoosiers with some college but no degree to come back and finish their degree. The strategy for the adult population must have two parts. First, there must be programs designed to meet the needs of adults. Second, these adults must be encouraged, financially and otherwise, to go back and complete their degree. The Commission and its higher education partners continue to make progress toward creating program structures to meet the needs of today's students. The "Return and Complete" project is designed for the other part – to reach out to students with some college and no degree and provide encouragement, tools, and when available, funding for the student to return to school and complete a degree.

The State has a fiduciary interest in this population as well. The State invests nearly \$2 billion in higher education including nearly \$300 million in student financial aid each year. The return for this investment is more degrees, a stronger workforce and enhanced income mobility. For many students who do not complete, the State has already invested in their success and should take every measure to ensure that students who are able to complete do. This is particularly true of financial aid recipients, for whom the investment is even greater. As part of this project, the Commission will directly reach out to students with remaining financial aid eligibility to let them know that finishing may be easier than they think.

GOALS

- By January 1, 2016, Hoosiers with some college, no degree who previously attended an Indiana college receive a direct communication including:
 - The importance of college completion (with statistics from the Commission's Return on Investment Reports or other workforce reports)
 - Custom messages about how close the person is to completing
 - Information about "Returning Adult" pathways – customized transfer pathways between the school most recently attended and other programs that cater to adult populations, as well as reverse articulation pathways to community colleges for associate degrees
 - Financial resources available, including any special incentives targeted to this population by the previously attended school or other schools in that geographic area as well as remaining state and federal financial aid eligibility
- By May 15, 2020, 300,000 of these Hoosiers have completed a degree.

HOW WE MEET THESE GOALS

- The Commission conducts a survey of this population and does research to inform the messaging of the campaign by December 1, 2014
- The Commission, the Governor's office and the Indiana Career Council ask the General Assembly to consider funding completion bonuses for this population of students who return and successfully complete before May 15, 2020
- The Commission provides suggested communications strategy (templates, text, channels, etc.) based on survey and other research
- Institutions finalize their inter-campus agreements for "Returning Adult" customized pathways by October 1, 2015
- Institutions adopt financial incentives targeted to this population by October 1, 2015
- The Commission, relying on its National Student Clearinghouse contract and the Student Financial Aid database, provides each public institution with a list of students in the target population and their remaining financial aid eligibility by November 1, 2015
- Institutions, relying on the population list supplemented with their own data, send letters and launch any related media campaigns by January 1, 2016

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

BUSINESS ITEM B:

College Readiness Reports Release

Staff Recommendation

For discussion only.

Background

As part of its recently-developed series of reports, the Commission provides K-12 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. Although a steady majority (66%) of Hoosiers enroll in college within a year of graduating high school, many of them are not sufficiently prepared for success when they arrive on campus. With a focus on Indiana public colleges and universities—where half of the state's high school graduates attend—the data show that nearly a third of those students are required to take at least one remedial course in math and/or English Language Arts. The data also show that diploma type matters: general diploma earners are more likely to need remediation than Core 40 diploma earners, and Core 40 earners are more likely to need remediation than those who earn an Academic Honors diploma. Finally, rigorous preparation in the form of Advanced Placement courses reduces the likelihood of a student needing remediation in college.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

BUSINESS ITEM C:

College Success Coaching for 21st Century Scholars

Staff Recommendation

That the Commission for Higher Education authorize staff to enter a contract agreement with *InsideTrack*—supported by private grant funding—to provide college success coaching services to 21st Century Scholars at participating Indiana college campuses.

Background

As part of an ongoing effort to address the state's college completion challenge, the Indiana Commission for Higher Education (CHE) has embarked on a fundamental redesign of the 21st Century Scholars program. For more than two decades, this early-promise scholarship and preparation program has made it possible for thousands of low-income and first-generation Hoosiers to go to college. While the Scholars program is a national model in many respects, it has not lived up to its potential in a critical area: college completion.

A growing body of research indicates that effective college success coaching services deployed during the first-year campus experience can empower students—especially first-generation and other at-risk populations—to overcome barriers to college persistence and completion.

The Indiana Commission for Higher Education has been awarded \$2.4 million from USA Funds to provide data-driven college success coaching services to approximately 3,000 first-year 21st Century Scholars at participating Indiana campuses beginning in fall 2014. The hallmark of the proven coaching model provided by *InsideTrack* is a one-on-one relationship that helps students assess what they want out of college and equips them to map out a purposeful plan to make it happen.

The funding provided by USA Funds will cover 100 percent of the first-year costs associated with the implementation of the *InsideTrack* program at the participating Indiana colleges, after which the program would be sustained by the additional tuition and state funding resulting from improved student retention at each institution.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

BUSINESS ITEM D:

**Commission for Higher Education Fiscal Year 2014-15
Spending Plan (Contingent)**

Staff Recommendation

That the Commission for Higher Education approve by consent the Commission for Higher Education Fiscal Year 2014-15 Spending Plan, contingent upon the discussion in the morning working session and in accordance with the background information provided.

Background

Article VIII Section 1 of the Commission for Higher Education's Bylaws require the Commissioner to present a recommended budget showing anticipated revenues from all sources and expenditures for the next fiscal year no later than the first month of each fiscal year. The Commissioner has delegated this responsibility to Finance staff. Staff have developed a spending plan that reflects appropriations made by the Indiana General Assembly in addition to other sources of revenue. The annual operating budget is functionally characterized by program: administration, outreach, student financial aid, and special projects/dedicated grants. The Budget & Productivity Committee initially reviewed spending plan on May 29th, 2014. Staff requests authorization to work with State Budget Agency to implement necessary management reserves of 4.5% and other budget policies for Fiscal Year 2014-15.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University – IUPUI	Doctor of Occupational Therapy	3/3/14	Under Review
02	Indiana University South Bend	Bachelor of Art in Sustainability	4/24/14	Under Review
03	Indiana University Bloomington	Bachelor of Fine Art in Dance	4/24/14	Under Review

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

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

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01 Purdue University West Lafayette	Master of Science in Technology Leadership and Innovation		Changing the name of an existing program
02 Purdue University West Lafayette	Bachelor of Science in Computer Information Technology		Adding locations to an existing program
03 Purdue University West Lafayette	Bachelor of Science in Engineering Technology		Adding locations to an existing program
04 Ball State University	Master of Science in Educational Psychology		Changing the name of an existing program
05 Ball State University	Bachelor of Art and Bachelor of Science in Kindergarten/Preschool Education and Teaching		Changing the CIP code to an existing program(s)
06 Indiana University Bloomington	Bachelor of Art in Biotechnology		Changing the name of an existing program
07 Indiana University – IUPUI	Certificate in Tourism Planning and Development		Changing the name of an existing program
08 Purdue Calumet University	Bachelor of Science in Business		Changing the name of an existing program
09 Indiana University Bloomington	Certificate in European Studies		Adding a new certificate/degree from existing degree program(s)

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10 Indiana University Bloomington	Certificate in Dutch Studies		Adding a new certificate/degree from existing degree program(s)
11 Indiana University Bloomington	Certificate in Social Research Health and Medicine		Adding a new certificate/degree from existing degree program(s)
12 Indiana University Bloomington	Certificate in Geographic Information Systems and Remote Sensing		Adding a new certificate/degree from existing degree program(s)
13 Indiana University IUPUI	Certificate in Network Security		Adding distance education to an existing program
14 Indiana University Southeast	Bachelor of Science in Music		Changing the name of an existing program
15 Indiana University Southeast	Bachelor of Science in Sociology		Changing the name of an existing program
16 Indiana University Bloomington	Bachelor of Science in Computational Linguistics		Changing the name of an existing program

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

INFORMATION ITEM C: Capital Projects on Which Staff Have Acted

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

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

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

I. REPAIR AND REHABILITATION

Indiana State University Science Building Reroof – Project Number C-1-14-2-02 \$2,725,770

The Indiana State Board of Trustees requests approval to proceed with the replacement of the Science Building roof on the campus of Indiana State University. The existing roofing system of the Science Building spans 260,192 gross square feet with multiple penetrations for exhaust systems. The roof is in need of replacement as indicated by the core cuts showing the roof to be fully water saturated. The funds for this project will consist of a repair and rehabilitation cash appropriation of \$2,725,770 as included in HEA 1001 by the General Assembly in 2013. These funds were recommended by the Commission in its 2013-15 budget recommendation.

Purdue University – Project Number B-1-14-2-25 \$770,000

The Purdue University Board of Trustees requests approval to complete the renovation of the laboratory space of Room 201 of the Horticulture Building on the West Lafayette campus. The project was originally estimated to cost less than the threshold for Commission and State Budget Committee approval. During demolition structural issues were uncovered that required additional inspections and repairs. The funds for this project will consist of \$383,000 in University Repair and Rehabilitation funds and \$387,000 in Departmental funds.

- II. LEASES
- III. LAND ACQUISITION
- IV. OTHER

Indiana University Read Hall Renovation – Project Number A-1-13-02-05
(Reallocation of debt service)

The Trustees of Indiana University request approval to proceed with the reallocation of proceeds from the Consolidated Revenue Bonds, Series 2012Q in the amount of \$3,200,000 for the purpose of paying for a portion of the Read Hall Renovation Expansion – Phase I Project. The 2012A bonds were authorized to pay for a portion of the Residence Hall Expansion – Southeast campus project (approved by both the CHE and SBC). Subsequent to issuing the bonds the IU Southeast campus changed such that the University and the IU Southeast campus administration determined it was in the best interest of the campus to terminate the project. The bond funding will be reduced for the Southeast campus project (A-9-12-1-08) and allocated to the Read Hall Renovation Expansion project (A-1-13-2-05).

COMMISSION FOR HIGHER EDUCATION

Thursday, June 12, 2014

INFORMATION ITEM D: Capital Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

A-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.

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

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, June 12, 2014

INFORMATION ITEM E: Media Coverage

Staff has selected a compilation of recent media coverage related to the Commission's college completion and success agenda. Please see the following pages for details.

Kokomo Tribune
Now is a good time to apply
May 1, 2014

Indiana's Twenty-first Century Scholars program makes a simple promise: If you avoid drugs, stay out of trouble with the law and graduate high school with at least a 2.5 grade point average, the state will pay your college tuition.

The promise is working — for those students who apply.

The Indiana Commission for Higher Education says that in 2006, 79 percent of Twenty-first Century Scholars graduated from high school, compared to 59 percent of low-income students as a whole. These students were nearly three times as likely to go to college as other students in the same income bracket.

But just 40 percent of Hoosier students receiving free or reduced-price lunches apply for the full-tuition scholarship.

The Twenty-first Century Scholars program currently is accepting applications. If your child is in the seventh or eighth grade and qualifies for assistance in paying for school meals, log onto www.in.gov/21stcenturyscholars/ and enroll.

The deadline to apply is June 30. Don't delay. It might be easier to submit an application while schools are in session and your child's school officials can answer any questions you might have.

We all want our children to stay away from drugs, focus on their studies and chase their dreams by going to college. By making a simple pledge to remain drug-free and maintaining a GPA of 2.5, Indiana will pay your child's tuition to a state-supported college or university.

Data gathered by the Commission for Higher Education suggest our Twenty-first Century Scholars must push themselves academically and earn an honors diploma in high school. Thirty-seven percent of Howard County's scholars who enrolled in a state-supported college in 2011 required remediation their freshman year. Yet, countywide, just 5 percent of our 2011 honors graduates attending a public college needed such help.

Why is this so important? The commission has found that students who take a remedial college course have just a 1 in 4 chance of graduating.

A little more than 50 percent of Howard County students received free or reduced-price school lunches in 2013, the Indiana Youth Institute reports. Our five county school districts should endeavor to ensure each one of these students enrolls in the Twenty-first Century Scholars program before they enter high school and encourage the pursuit of an honors diploma.

Inside Indiana Business
IU East Expands Online Options
May 5, 2014

RICHMOND, Ind. - Indiana University East has received final approval for a new online Graduate Certificate in Mathematics program from the Indiana Commission for Higher Education. The certificate program will begin fall 2014.

"The Graduate Certificate is an exciting new program for Indiana University East," said Markus Pomper, chair of the Department of Mathematics. "It allows students who have a graduate degree in education or some other discipline to earn sufficient graduate credits in mathematics to meet the qualifications for teaching at the community college level."

In conjunction with a master's degree in any discipline, the Graduate Certificate in Mathematics provides the qualification for teaching introductory mathematics courses at the community college level. Additionally, the certificate provides current high school teachers who wish to teach dual credit or AP courses in mathematics with the necessary qualifications. Undergraduate students completing a Bachelor of Science in Mathematics may use the certificate to help meet admission requirements to graduate school.

Students completing the certificate will earn 18 credit hours in mathematics at the graduate level. This program is available only in an online setting.

Washington Examiner
New student database draws praise, privacy fears
May 5, 2014

INDIANAPOLIS (AP) — Indiana's plans to create a database filled with every state student's achievement test scores, college degrees and job histories is raising concerns from some parents and privacy experts, who fear the data could be stolen or misused.

A law passed in March calls for the Indiana Network of Knowledge, or INK, to track students from elementary school through college and into the workforce. The database will allow state officials to identify job and education trends so they can tailor the education system to better meet employers' needs and help close the skills gap.

Rep. Steve Braun, R-Zionsville, the bill's author, said many states are developing databases that show how students are performing and using that information to assess how well the education system is doing.

"But there's nobody currently that is looking at the future job market effectively and using that to inform the education system," he told The Indianapolis Star. "That is obviously the greatest value in terms of closing the skills gap because it really aligns the education system with the job market."

The database will link information from the Department of Education, Commission for Higher Education and the Department of Workforce Development. Officials also will try to persuade employers to share job and salary histories.

State officials say great care will be taken to remove student names and other identifying information. INK will develop a data security and safeguarding plan, as well as procedures for protecting the data in case of a breach.

"There is nothing that doesn't meet the code, standard, the law and the expectation of privacy," said Teresa Lubbers, Indiana's higher education commissioner.

Still, some privacy experts and parents question how well the data will be protected.

Fred H. Cate, director of the Center for Applied Cybersecurity Research at the IU Mauer School of Law in Bloomington, said he worries that the database could be used for unadvertised purposes. Those could include tracking down students with unpaid loans or those who might be involved in terrorist activities.

"One of the first places the FBI turned after 9/11 (terrorist attacks) was to universities," he noted.

Erin Tuttle, co-founder of Hoosiers Against Common Core, is also concerned.

"The fear that people have is that it (data) will be shared and sold," Tuttle said. "A lot of people don't want their data out there because of all the violations and all the ways that it can be manipulated. Those things get hacked all the time.

"It really is one of those Pandora's boxes."

Jackie Dowd, special assistant for career innovation to Gov. Mike Pence, said the concerns are unfounded.

State and federal privacy laws protect the data, and the new law includes a system of checks and balances to control and monitor the use of the data.

"The data is not for sale," Dowd said.

Supporters say the long-term benefits make the system worth it.

"It will allow us to see trends, to see where Hoosiers go after school," said David Galvin, spokesman for the Indiana Department of Education. "It will help with budgeting and directing course work. And it will show our strengths and weaknesses and where the state can focus its resources to help Hoosiers get the jobs they need to improve their quality of life."

Pharos-Tribune
College education a challenge locally
May 5, 2014

Cass County has the 16th lowest proportion of its residents who have completed at least an associate degree, according to data released by the Lumina Foundation.

Just over 21 percent of Cass County residents ages 25 to 64 have earned an associates degree or higher, a rate very similar to the rates in Starke, Jay, Jackson and Clinton counties — and well under the stage's overall average of 34.4 percent.

In an increasingly competitive marketplace, lagging educational achievement sets Cass County at a disadvantage when trying to recruit more companies to locate facilities in Logansport or around the county.

“We do not have a very high population of educated people. I’ve heard that since I very first came here,” said Logansport Community Development Director Chris Armstrong, who was coordinating city efforts with the Indiana Office of Community and Rural Affairs at that time.

And it hasn’t gone unnoticed.

Armstrong and a host of other local community and education leaders are in the process of forming a coalition to encourage businesses and organizations to promote college attainment.

Called the Cass County College Success Coalition, the group is a branch of the Indiana College Success Coalition run by Learn More Indiana, a project of the Indiana Commission for Higher Education.

“They’re seeing that counties are just not having the success with the number of graduates they’re getting for their counties,” said Lori Lange, director of Trine University’s Logansport site and a member of the coalition’s steering committee. “And sometimes it’s not even graduates — it’s just getting kids to go to college.”

Learn More Indiana’s goal is to help Hoosier students of any age plan, prepare and pay for a college education and later success in their chosen careers, according to the organization’s website.

The coalitions are meant to combine the efforts of local governments, businesses, agencies, schools, local media, libraries, youth service organizations, service clubs, community foundations, faith-based organizations and others. The Cass County coalition’s steering committee includes representatives of the City of Logansport, Ivy Tech-Logansport, Revolution Community Church, Logansport Community Schools, the Logansport Rotary, Trine University and the Logansport-Cass County Chamber of Commerce.

The steering committee is currently recruiting member businesses and organizations in advance of a May 29 meeting to hammer out its vision and goals for Cass County.

Eventually, Armstrong anticipates member businesses or nonprofits will take part by hosting or carrying out at least one college-promotion activity each year.

"I think one of the biggest things that I like about this is, it's not just focusing on kids getting out of high school and going on to a four-year degree," Armstrong said, "because that's not for everyone... Yes, you can get an associates, yes, you can get a certificate."

Just how the coalition intends to promote college among local high school students and others who have not earned an associates or bachelor's degree remains to be seen. The steering committee plans to solicit ideas from local business or organization representatives who attend the meeting later this month.

Armstrong said she understood the coalition structure to be having some positive effect in counties where it's been established for a while.

All the county coalitions were formed in 2010 or later. There's little data available on the statewide coalition's website to indicate the efficacy of the program, other than a sum of the number of college access activities conducted or planned by the coalitions. A Learn More Indiana representative did not immediately return a call for comment Friday.

Goshen News
IU heralds 1st doctorate in fledgling program
May 8, 2014, by MJ Slaby

BLOOMINGTON, Ind. (AP) — It's the first Ph.D. of its kind.

And when Maria Eliza Hamilton Abegunde receives her doctorate in African American and African diaspora studies from Indiana University Friday, she'll be the first person to earn a degree that's only been established since 2009.

The Ph.D. has been on the minds of faculty for decades, but work on the program really started moving in about 2005, said John McCluskey Jr., Abegunde's adviser as well as a professor emeritus of the department and an adjunct professor in English.

"It meant growing the field." he told The Herald-Times (<http://bit.ly/1oaj5gv>).

McCluskey said when academic departments are looking to grow, they look for someone with a Ph.D. in that field, so having a program meant the field would continue.

The Indiana Commission for Higher Education approved the degree in 2008, and IU is one of only seven universities in the country to offer a doctoral degree related to African American studies.

With the right mix of faculty and students, McCluskey said he hopes the IU doctoral program continues to evolve and improve. Having a graduate is one more step.

"It's a lot of responsibility on her shoulders," McCluskey said. "Our students are our best ambassadors of the department."

Soon, there will be several more, he said, adding that three students are about to finish their Ph.D.s as well.

For Abegunde, the idea of coming to a brand new program in 2009 wasn't something to shy away from. She said coming in the first year of a program gave her opportunity to think about it and assist in the development.

Plus, she said, IU's African American and African diaspora studies department didn't shy away from what she wanted to do.

"I came very specifically for this Ph.D. program because it's really one of the few that offers a creative option," she said.

Her dissertation combined creative writing with analytical essays to share the story of a female ancestor and what it was like to survive the Middle Passage — the stage when enslaved Africans were shipped to the New World — as well as discuss the ways historical traumas continue to impact the descendants of those traumas in various ways.

There are still scars that are seen through health issues and social issues, as well as the ways people look to make amends, Abegunde said.

Having a creative option was one way IU wanted to stand out from other Ph.D. programs, McCluskey said.

"The arts are another way of learning, and we have strengths here in drama, music and English," he said.

In addition, McCluskey said, IU has several centers for study that many universities can't match, and this Ph.D. program also puts a strong emphasis on student travel and ways for various areas of study to work together, which he said can be especially difficult to do in graduate work.

Knowing there are people in various departments and throughout the community who are there to support you is helpful, and something Abegunde said she's grateful for.

By having a department that's willing to work in various areas and in the community, Abegunde said, she was able to combine research, teaching and creative work.

"There is a commitment in the department to scholarship, but also to creative work. They're not separate," Abegunde said. "The articulation of the research is different, but it doesn't mean that you're not doing research, and I think that was one of the things that was important."

Indy Star
With new IUPUI incentive, students make final push to finish degree
May 9, 2014, by Stephanie Wang

Thanks to a fight he never should have gotten involved in, between people he says he shouldn't have been around, Antranik Askander landed in the hospital with a busted-up face.

Call it his transformative moment: If he had put himself in a better position in life, he told himself, he never would have been near that fight.

He was a college dropout with a good heart — too good a heart, his mother says — hanging around friends who he knew made bad decisions. That's how he ended up with a fistful of brass knuckles to his face, trying to barter peace with a bunch of bullies.

"It just really bothered me," he said. "I didn't want to end up in situations like that again."

He was a pizza deliveryman whose parents never went to college, but he wanted more for himself.

It's not that simple, though, to just decide to get a degree. First he needed to afford both the classes and the gas to get there. Then he did all the things that make education officials fret: He dropped classes and took on a lot of debt.

This fall, as he entered his sixth year of college and neared \$55,000 in student loans, Askander received an intriguing offer for a \$5,000 grant from Indiana University-Purdue University Indianapolis.

The catch: He had to finish his degree this year — or he would have to pay back the money.

Slow start

In 2005, Askander graduated from Franklin Central High School and enrolled right away at Ivy Tech Community College.

"I tried to pay for that all out of pocket. I didn't even have loans for that," he said. "I ended up dropping all my classes."

Even after he stopped going, he said he still owed \$1,800 to Ivy Tech for his failed attempt at college.

Askander got a job at Pizza Hut, joining the two-thirds of Hoosier adults who don't have an education beyond high school.

About one in five of the state's residents have tried college but didn't finish, according to the Lumina Foundation — likely still taking on debt without having a degree to show for it.

Askander, 29, says his parents never pushed him toward a degree, only wanting him to find a stable job. His mom restores art. His father was a machinist in the manufacturing industry.

But they worked quietly to keep him in a good neighborhood in Franklin Township, away from temptations of crime and drugs. His protective mom, Askander remembers, was so worried after he was hurt in the fight.

And Askander credits his dad with instilling an interest in science. That was the way they bonded, he said, talking about TV shows they watched together on the Discovery Channel.

His dad said as a child, Askander would watch weather news intently: “He would repeat it all like a little weather man,” and explain the terms to his family.

So, after the brawl, Askander got to thinking: Curious about how the world turned beneath him and how the stars moved above him, empathetic to the struggles of others — maybe as an earth sciences teacher, he could help students from teetering toward those troubles he was trying to leave behind.

Trying again

One last paycheck settled his Ivy Tech debt.

Askander quit one of his jobs as a study hall monitor at Southport High School and went back to Ivy Tech in 2008.

Oddly, he received no federal or state financial aid, even though he thought he submitted his forms on time.

“That first year was rough, just because I still had to work,” he said. He kept working at a pizza place, but by the second semester, he couldn’t afford to attend full time and dropped from four classes to two.

“I stayed as much as I could.”

His financial aid kicked in after that, and to cover his costs he cobbled together a federal Pell Grant and a state Frank O’Bannon Grant, both need-based awards. Later, he found a scholarship for science teachers.

Still, he relied on tens of thousands in loans to pay for his everyday living and commuting expenses.

Taking as many math classes as he could, Askander knocked down about 50 credits in two years at Ivy Tech – short of an associate’s degree – before transferring to IUPUI.

“It gave me a chance to mess up, if that makes any sense,” he said. “If I started at IUPUI, I would almost set myself up for failure. I wasn’t ready for a full-fledged degree program.”

But even once he arrived at IUPUI, he ran into obstacles: He dropped classes, waited too long to take some of the classes he needed and couldn’t finish two classes when his chronically ill father was hospitalized.

Last summer, after failing a chemistry class, he thought about what he wanted to do and how he wanted to finish.

He started questioning, "Is everything I'm doing worth it?"

Incentive to finish

At IUPUI, administrators this year identified a few hundred students like Askander: Good students who demonstrated financial need, were close to graduating but were taking a long time to get there.

"The longer it takes you to finish those last few credits, the more likely you become a student who never completes," said Becky Porter, IUPUI's associate vice chancellor for student services. "If we can address some of the financial need, can we incentivize the students to stayfull time and complete?"

This year, the campus quietly piloted its Home Stretch program: Using about \$700,000, it offered school loans averaging \$5,000 to about 150 "at-risk" students like Askander, to help cover gaps in financial aid.

If a student graduates by August, the school will immediately pay off the Home Stretch loan. For those who don't graduate, the students assume responsibility for the loan.

Early indicators, IUPUI officials say, show about 80 percent of program participants are on target for graduation.

Half of the students also received coaching through a personal mentor to supplement academic advising, an experiment to see how much of a difference additional support services could make, Porter said.

The program is part of an increasing recognition state- and nationwide that simply getting students to enroll in college isn't enough. Instead, colleges are steering efforts toward helping more students make it to graduation.

Some of their state funding depends on it. Indiana public colleges receive a portion of their public dollars based on completion rates, including how many at-risk students graduate and how many students graduate on-time.

To fund Home Stretch, IUPUI administrators reinvested the public money that the campus won for awarding degrees to at-risk students.

Many recent initiatives aim to put students on track early, to keep them from ever getting to the point of taking extra years and risking running out of financial aid. Still, education officials acknowledge some students will never be able to afford the luxury of full-time academics. For them, Home Stretch is a boost to reach the finish line.

"Amazingly, you hear stories of people who walked away just three credits short, or six credits short," said Stan Jones, founder of Complete College America. "I think that's a real good opportunity to really target those students, because those students have already invested so much time and energy and money."

Final push

In the fall semester, Askander reported that he received straight As.

He had accepted the Home Stretch grant, vehement about finishing college so he wouldn't add to his loans.

With Home Stretch, he didn't need to borrow more money. He didn't need to hold down a job while he studied. His family situation calmed down. He had decided: "The thing that would hold me back is myself, at this point."

His professor and geology club adviser, Kathy Licht, had watched Askander try to balance family and schoolwork.

"He usually thinks of other people first," she said. "I usually ended up encouraging him to make sure he made time for himself. While his tendency is to always give, he had to make himself a priority too."

When he was stressed, Askander also turned to his Home Stretch coach, consulting with her in person or by email.

"I'm not really big on opening up about stuff," he said. "I always feel like I'm burdening people when I talk to them about my problems. But I felt comfortable enough to talk to her. She was wonderful — super nice, super supportive, and she helped me trust her."

In the spring, he started student teaching at his alma mater, Franklin Central.

His supervising teacher, Joe Fleckenstein, says the students can sense Askander's passion for teaching.

"He's a natural," Fleckenstein said, adding that next year he wants to use the lesson plans Askander has created.

He pairs question-and-answer sessions — "When I talk about the moon's phases, what am I talking about?" — with a rap video explaining lunar phases.

"I know it's lame, but it's hilarious," Askander tells the students, who giggle but bob their heads to the beat.

Askander worries his students think he's a pushover because he's so nice. He chats with them about their jobs at Taco Bell and the TV shows and movies they like to watch.

He takes them outside to model with a colored-in softball how shadows on the moon change as the earth rotates around the sun.

As they walk back inside, a kid holds the door for him.

"Thank you, sir," Askander tells the student.

“You’re welcome, sir,” the student replies, then jokingly ribs his teacher. “Ma’am! You’re welcome, ma’am!”

“I’m gonna go cry,” Askander says to the student.

“Aw, you know we care about you, Mr. A.”

Askander still has one more class to pass this summer before he officially completes his degree. But he’s on the home stretch, and he planned to walk in an IUPUI commencement ceremony Sunday.

“Ten years ago,” he said, “I never thought I’d be graduating from college.”

Researcher Cathy Knapp contributed to this story. Call Star reporter Stephanie Wang at (317) 444-6184. Follow her on Twitter: @stephaniewang.

On-time completion rates by public university

Here’s a look at the percentage of public university students who graduate with a four-year degree in four years.

Ball State University: 37.2 percent

Indiana State University: 25.1 percent

Indiana University-Bloomington: 52.9 percent

Indiana University Purdue University-Indianapolis: 14.7 percent

Purdue University-West Lafayette: 41.8 percent

University of Southern Indiana: 22.5 percent

Here’s the rate for two-year institutions when students graduate in two years.

Ivy Tech Community College: 5.2 percent

Vincennes University: 13.3 percent

Source: Indiana Commission for Higher Education, based on students who started a four-year college in 2005 or a two-year college in 2007.

By the numbers

Percentage of residents who have an associate degree or higher.

National: 39.4 percent

Indiana: 34.4 percent

Marion County: 35.8 percent

Hamilton County: 64.4 percent

Hancock County: 37.6 percent

Shelby County: 26.8 percent

Johnson County: 38.8 percent

Morgan County: 25.5 percent

Hendricks County: 44.7 percent

Boone County: 51.1 percent

Source: 2012 data from the Lumina Foundation

WBIW
\$2M approved for IU-Evansville medical facility
May 20, 2014

(EVANSVILLE) - The Indiana Commission for Higher Education has given final approval of two million dollars to the planning of the new Indiana University medical facility in Evansville.

Commissioner Teresa Lubbers says the commission had already approved the money but it had to go through a complicated process to receive final approval. She says it's now up to the State Budget Committee to release the money, which should be voted on next month.

IU announced last month it had chosen Evansville for the new regional campus of its School of Medicine. It's a project in partnership with the University of Southern Indiana, Ivy Tech and the University of Evansville.

Lubbers says Evansville is excited about the two million dollars because it means they can begin the planning for the new facility, which is expected to cost 70-million dollars.

The campus is expected to open in 2017.

Indiana Chamber of Commerce
Report: Indiana school counseling not meeting postsecondary needs of students: Indiana Chamber proposes next steps
May 20, 2014

INDIANAPOLIS – A new report commissioned by the Indiana Chamber of Commerce Foundation finds that school counselors are not able to meet the range of postsecondary needs of students, due in large part to a stagnant system and a variety of situations often out of their control.

“What we have is a counseling issue, not an issue with the counselors,” explains Indiana Chamber of Commerce President and CEO Kevin Brinegar. “In fact, the vast majority of counselors in the survey said they would like to spend more time providing college and career guidance.”

The *Indiana School Counseling Research Review* was conducted for the Indiana Chamber Foundation to assess the current state of school counseling and to see whether the landscape had changed much the last two decades. A 1994 statewide study titled *High Hopes Long Odds* had identified disparities in the way counselors provided college and career readiness to students.

“Unfortunately, little has progressed in 20 years,” Brinegar offers. “This is such a vital tool for middle and high school students, but far too little time is being spent with students on college and career readiness despite the obvious need.”

What prompted the Indiana Chamber to seek the research is the organization’s *Indiana Vision 2025* economic development plan (www.indianachamber.com/2025), which features a focus on Outstanding Talent. Brinegar emphasizes, “One goal in the plan is to increase to 90% the proportion of Hoosier students who graduate from high school ready for college and/or career training; therefore improving the counseling aspect is critical.”

A total of 426 Indiana school counselors – 73% of them from high schools – were surveyed for the *Indiana School Counseling Research Review*.

According to the survey, 58% of respondents said that a quarter or less of their time is spent on college and career readiness activities; that number jumps to 90% of counselors when the timeframe for college/career readiness duties is placed at 50% or less. Fewer than 10% of counselors said they spent more than half their time in this key role.

The time disparity has noticeably increased in recent years. Derek Redelman, Indiana Chamber vice president of education and workforce development, notes that has much to do with “the real lack of clarity about school counselors’ roles and responsibilities that exists in many schools, with ‘tending duties’ pulling counselors in too many directions.”

Case in point: The Indiana Chamber report shows that just since 2010 the amount of time counselors are asked to devote to these non-counseling duties has more than doubled. In 2010, 18% of a counselor’s time was spent away from direct service to students; in 2013 it was 40%. (That translates to time spent on college and career guidance declining from 32% to the current 21%.)

“These other activities might include being the hall monitor, administering tests or even managing the school mascot,” Redelman states. “The bottom line is that a school counselor’s job duties include a growing catch-all list of non-related activities that takes them from their primary function. And that needs to be addressed. ... Being unable to more frequently do their essential job is the number one thing we heard about from counselors.”

Another factor at play, the report concludes, is that counselor education programs are not providing sufficient preparation in college and career counseling.

“This means counselors don’t have all the information. This and the time factor speak to the larger issue of getting the needed information to students,” Redelman begins. “The report suggests a delivery model that would expand what professionals within a building share postsecondary information with students. We’re advocating for a more team approach to help bridge the gap.”

Other key observations in the *Indiana School Counseling Research Review*:

The accusation of too much focus on four-year degree options instead of all postsecondary options is confirmed

The accountability system is a driver of the problem but can also be part of the solution

Overall challenges are too extensive to address through counselors alone. There is a clear need to engage teachers, school administrators and parents

“As policymakers, we are increasingly focused on the need for students to be college and career ready,” says Teresa Lubbers, Indiana Commissioner for Higher Education. “The problem is that too many students and families still don’t know what that means. This report highlights the need to redesign the counseling model, freeing counselors to focus more on readiness responsibilities rather than administrative tasks.”

The Indiana Chamber took the additional step of forming an advisory group to provide feedback on what efforts – programs and policies – could make the strongest impact. The advisory group included school counselors, principals, superintendents, community college partners, youth-serving organizations and government agencies.

“This group of advisors was asked to consider a range of initiatives that would have the most positive effect on student achievement, postsecondary attainment and career readiness through counseling services,” Redelman offers.

The end result was this set of Indiana Chamber goals and initiatives:

Continue to raise awareness. Consider developing a marketing campaign to expand the postsecondary opportunities made available for consideration by students.

Recognize successful programs and initiatives. Accomplished by exploring metrics and potential partners to recognize schools and/or counseling programs that have demonstrated success. Then use recognition to highlight a broad range of postsecondary success opportunities for students.

Communicate employer needs. Explore opportunities for organized employer tours for students and educators to foster deeper understanding of career opportunities. Also collaborate with partners to improve access to web-based information, including IndianaSkills.com.

Assist with data accessibility. Champion the continued development of the public user interface for Indiana’s longitudinal data system, which will make it possible for policy leaders to identify the greatest training and educational needs, and to evaluate progress in meeting those needs.

Create the right accountability incentives. Continue to work on school accountability task force.

Adds advisory group member Karin Ulerick, a counselor at Logansport High School: “Many of the topics we reviewed are ways to help counselors and students succeed. I appreciate the Indiana Chamber’s efforts surrounding how to support the work we (counselors) do each day and look forward to them getting the ball rolling on actual implementation of the initiatives.”

The *Indiana School Counseling Research Review*, which also includes comments from 11 personal interviews with key counseling leaders in the state, was produced by Matt Fleck of Fleck Education and the Partnership for College and Career Readiness.

View the executive summary and the full report at www.indianachamber.com/education.

Fort Wayne Business Weekly
Ivy Tech programs boost aviation work skills
May 30, 2014

Ivy Tech Community College Northeast will start offering certificates this coming fall in aviation technology, maintenance and manufacturing.

The technical certificate in aviation technology will prepare students to take Federal Aviation Administration licensing exams so they can enter the workforce before completing an associate degree the college offers in aviation maintenance technology.

The two-year associate degree program provides aircraft power-plant and air-frame instruction, and students who want to focus on just one of the concentrations can earn an aviation maintenance certificate in 18 months.

The aviation manufacturing certificate has been approved by the Indiana Commission for Higher Education and was funded with a \$1.5-million U.S. Labor Department grant the college received in 2012 through the National Aviation Consortium.

The college said in an announcement the aviation manufacturing certificate program can be completed in just one semester and prepares students for aviation maintenance careers “with a goal of not just graduating students, but helping them land jobs.”

Michael Clouse, who chairs the aviation maintenance technology program at the college, said it is offering the new certification programs to help anyone with an interest in aviation “who wants to get ... licensure as quick as possible and get into the job market.”

Inside Indiana Business
IPFW announces new doctorate
May 30, 2014

FORT WAYNE, Ind. - The Indiana Commission for Higher Education (ICHE) has approved the Doctor of Nursing Practice (DNP) program, the first doctoral program offered on a regional university campus in the state.

"Given the complexity of care, the growth of information and biomedical technology, and an aging and increasingly diverse population, launching the DNP program in northeast Indiana is timely and necessary," said Lee-Ellen Kirkhorn, professor and chair of nursing.

"This program directly addresses the community's need for advanced nursing practice," said Vicky Carwein, chancellor of IPFW. "It will put more nurses with the highest level of clinical education on the front lines of healthcare."

The DNP program will be offered collaboratively by Indiana University–Purdue University Fort Wayne (IPFW), Purdue University West Lafayette, and Purdue University Calumet.

The three campuses will jointly coordinate the program so that students from one campus will be able to take courses offered by the other campuses. This collaborative approach will provide students with a wide array of graduate offerings, access to extensive shared resources, and exposure to faculty expertise across all three campuses.

"It is exciting to see this innovative program come to life," said Carol Sternberger, associate vice chancellor for faculty affairs and director of graduate studies. "The DNP gives nurses the advanced scientific, leadership, and economic knowledge to plan and deliver cost-effective, evidence-based care."

Final approval of the program by the Higher Learning Commission of the North Central Association is anticipated later this year. After that, the program will begin admitting a small number of highly qualified students for the fall 2015 semester.

ICHE approved the program at its meeting on May 19, 2014.