



REACHING HIGHER, ACHIEVING MORE



AGENDA

MATERIALS

May 8, 2014

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INDIANA *for* COMMISSION
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

MAY AGENDA

WEDNESDAY, MAY 7, 2014

RECEPTION

6:00 P.M. – 8:00 P.M.
University Home
1230 McDowell Road
Evansville, Indiana 47712

HOTEL ACCOMMODATIONS

Available at 3:00 P.M.
Holiday Inn Express West
5737 Pearl Drive
Evansville, Indiana 47712

THURSDAY, MAY 8, 2014

MEETING LOCATION

University of Southern Indiana
University Center West
8600 University Boulevard
Evansville, Indiana 47712

CHAIR'S BREAKFAST

8:00 A.M. – 9:00 A.M.
Traditions Lounge

BREAKFAST GUESTS

President Linda Bennett
Ted Ziemer, Jr., Trustee, Chair
Ronald D. Romain, Trustee
Shelly Blunt
Cynthia Brinker
Mark Rozewski

STAFF BREAKFAST

8:00 A.M. – 8:45 A.M.
Holiday Inn Express West

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Carter Hall A, B, C

DISCUSSION TOPICS

- Welcome of Stacy Townsley
- Proposed Commission Meeting Structure
- K-12 College Ready Standards Update
- Proposed Performance Funding Per-Unit Payment Amounts for Next Biennium
- Procurement Policy Updates
- Budget Development
- Early Results of Financial Aid Incentives for Students
- Appeals Process for Student Financial Aid
- New Student Completion Council and Advisor's Completion Council Updates
- State Authorization Reciprocity Agreements (SARA) Update
- Committee Report Outs

ALL TIMES ARE LISTED IN CENTRAL TIME

COMMISSION LUNCH

11:45 A.M. – 1:00 P.M.
Traditions Lounge

LUNCH GUESTS

President Linda Bennett
Jeffrey L. Knight, Trustee
Shelly Blunt
Cynthia Brinker
Mark Rozewski

STAFF LUNCH

11:45 A.M. – 1:00 P.M.
Room UC2207

COMMISSION MEETING

1:00 P.M. – 4:00 P.M.
Carter Hall D

CALL IN INFORMATION:

812-461-5358

PARTICIPANT PIN: *n/a*

I. Call to Order – 1:00 P.M. (Central time)

Roll Call of Members and Determination of Quorum

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**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **June 12, 2014, in Terre Haute, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, March 13, 2014

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College Illinois Fall Creek Center, 50 W Fall Creek Pkwy North Drive, Indianapolis, with Vice Chair Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, Jon Costas, Susana Duarte De Suarez, Mark Holden, Allan Hubbard, Chris Murphy (via conference call), Dan Peterson, John Popp, Hannah Rozow, Mike Smith (via conference call), and Caren Whitehouse.

Members Absent: Gerry Bepko, Jud Fisher, Jason Curtis.

CHAIR'S REPORT

Mr. Bland invited Mr. Jeff Terp, Executive Vice President and Chief Operating Officer, Ivy Tech Community College, to give welcoming remarks. Mr. Terp welcomed Commission on campus. He said that Ivy Tech has an Executive Leadership cohort. This is a part of their "Grow Ivy Tech" campaign to grow tomorrow's leaders. Mr. Terp acknowledged five of those leaders, who were in the audience.

Mr. Bland thanked Mr. Terp for welcoming the Commission and hosting the meeting today.

Mr. Bland said that last month the Commission for Higher Education released the College Completion Reports, a novel approach to analyzing the completion and success rates of students. Staff has selected the top media coverage surrounding the Completion Reports release; it can be found starting on page 53 of the Agenda.

Mr. Bland highlighted the comment by William Hansen, President and CEO of USA Funds, saying that "The Indiana Commission for Higher Education's Indiana College Completion Reports starkly highlight the fact that most Indiana students do not finish what they start when they enroll in college, and so students, taxpayers and employers fail to reap the full return on their investment in higher education." Complete College America dubbed the reports as "the best campus completion reports we've ever seen." Stan Jones, President of Complete College America, stated that "Indiana is leading the country in providing important information to students, parents and the general public." Finally, Mr. Bland quoted the remarks from Jamie Merisotis, President and CEO of the Lumina Foundation, who said: "I applaud the Commission for its comprehensive approach in measuring completion, and for highlighting completion gaps among students' populations." Mr. Bland noted that the Commission is pleased with the feedback from these reports and is already making strides to a more comprehensive completion picture for next year's reports.

Mr. Bland mentioned that as of October 2013, the Commission bylaws require that the Commission approve the employment of Associate Commissioners. Staff has selected Dr. Stacy Townsley to fulfill the important role of Associate Commissioner for Information and Research. Stacy comes from Southwestern College in Winfield, Kansas, where she served in many roles, and most recently as the Associate Vice President for Academic Administration. Prior to that she was the college's Registrar and has regularly taught courses, including an accelerated online course in information literacy. Mr. Bland explained that members of the Commission will vote on this hiring approval later this afternoon.

In conclusion, Mr. Bland spoke about some of the Commission's events. The Commission's faculty member Dr. Jason Curtis recently hosted the Faculty Leadership Conference on Thursday, February 27th, when a dynamic group of Indiana faculty members discussed competency-based education and the redefinition of the credit hour. On March 28th the Commission's student member Hannah Rozow will host the Student Leadership Conference, discussing the importance of on-time completion and affordability of higher education. Mr. Bland also asked the attendees to save the date for Thursday, April 10th, when the Commission will host its annual Kent Weldon Conference for Higher Education, focusing on Making Higher Education Matter...More.

Mr. Bland also presented a resolution for Commission's consideration.

R-14-02-1 **WHEREAS**, The State of Indiana has been approved to participate in SARA (State Reciprocity Agreements),

NOW THEREFORE BE IT RESOLVED, that the Indiana Commission for Higher Education endorses the State of Indiana's participation in SARA, and

NOW BE IT FURTHER RESOLVED, that the Commission directs staff to move expeditiously to invite Indiana's Institutions of Higher Education to become members of SARA (Motion – Hubbard, second – Duarte De Suarez, unanimously approved).

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by saying that today concludes this year's legislative session; and as is increasingly the case when the General Assembly meets, the Commission has been given new responsibilities. These issues range from measuring teacher effectiveness to setting aside financial aid for part-time students to reviewing policies related to the granting of credit to veterans. Now, continued Ms. Lubbers, the Commission turns its efforts to developing the budget recommendations for the funding of the state public higher education institutions and financial aid for the upcoming budget session. Much of this work has been underway as the Commission refined its performance funding formula and provided clear guidance to Indiana institutions on how these recommendations will be developed.

Ms. Lubbers noted that late last month, Indiana became the first state approved to join the National Council for State Reciprocity Agreements (NC-SARA), an interstate initiative designed to ensure academic quality and increase affordability for students, who complete on-line courses offered by colleges in other states. In the coming weeks, Indiana colleges and universities will be invited to apply for institutional membership in SARA.

Ms. Lubbers mentioned that the Commission continues to receive state and national attention on its recently published College Completion Reports, the most comprehensive accounting of graduation rates in the nation. These reports provide both institutional and student measures that are useful as the Commission works to increase the educational attainment of Indiana citizens. Many of the news articles are included in the Agenda book.

Ms. Lubbers said that the important work of Indiana regional campuses continues, and she was especially pleased about a recently announced policy at Purdue North Central to encourage on-time completion. Their students will have the opportunity to reduce the cost of earning a bachelor's degree because of a policy that provides a 10 percent rate reduction for each credit hour taken beyond 12 hours per semester. The policy is designed to increase the number of students who take 15 rather than 12 credit hours a semester, ensuring on-time graduation and savings to the student and the state.

In other regional campus news, added Ms. Lubbers, Purdue Calumet and Purdue North Central announced a plan to unify the administration of the university's two campuses. The plan indicates that the two campuses will be preserved, but that administrative and academic oversight functions would be consolidated into one central office. The announcement was made jointly by Chancellor Keon of Calumet and Chancellor Dworkin of North Central.

Finally, Ms. Lubbers mentioned a New Academic Directions initiative that was announced by IU President McRobbie to “position the university to respond effectively to the demands being placed on higher education in a new century.” These recommendations included the creation of new academic schools and the merger of some existing programs, as well as the launch of IU Online and the decentralization of graduate education to campus administration.

CONSIDERATION OF THE MINUTES OF THE FEBRUARY, 2014 COMMISSION MEETING

R-14-02.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the February, 2014 regular meeting (Motion – Peterson, second – Hubbard, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Accelerated Models

In his introductory comments, Mr. Bland reminded the Commission members that at the February meeting Chairman Jud Fisher mentioned that Commission has been exploring some new frontiers in higher education under the broad heading of “creative solutions for non-traditional students.” Mr. Bland noted that the Commission finalizes this series with a public square focused on accelerated learning models.

Mr. Bland introduced Dr. William Katip, President, Grace College and Seminary; Dr. Terry King, Provost and Vice President of Academic Affairs, Ball State University; and Mr. Terp, Executive Vice President and Chief Operating Officer from Ivy Tech Community College.

Dr. Katip started his presentation by thanking the Commission for inviting him to represent 31 independent colleges in Indiana. Before beginning his presentation, Dr. Katip drew Commission’s attention to a flyer about GOAL, the Accelerated Bachelor’s Degree in Management. Dr. Katip highlighted their partnership with Ivy Tech: over a third of their adult learners, who come to this program at Grace College are former Ivy Tech students.

Dr. Katip gave a brief overview of Grace College and Seminary, which has provided ministerial preparation since 1937 and liberal arts education since 1948. Total enrollment this year is 1900 students, which include undergraduates, online students, and seminary graduates both on satellite location and on main campus. Fifty five percent of the students are from Indiana, the rest are from Michigan, Illinois, and Ohio.

Dr. Katip explained that the impetus for the accelerated three-year program included funding uncertainties; growing operational budget; increasing competition; 2009 decreases in Indiana state student financial aid, and drop in enrollment. At that time about a third of their students were PELL recipients and 60 percent of the students’ families made under \$80,000.

Dr. Katip said that in November 2009 the college established a task force to create a perspective image of Grace College in 2010 - 2014. This group had to develop a model that would reflect Grace College’s mission, provide high quality academics, and address financial concerns of families.

In January 2010 the group presented a three-year model to the faculty; in April they presented it to the Board. The basic design is a three year bachelor’s degree option in all Grace College majors/degrees. The group developed a 16-week semester with two eight-week sessions, so a student can take three credit hours every eight weeks. The limit of credit hours for bachelor’s degree is 120. Another necessary component of this program was an on-line summer school.

Dr. Katip mentioned a tuition-free component of the program, modeled after one of the Purdue campuses. If a student goes to school full-time in the fall, he gets three free credits in the summer; if he is a full-time student in the fall and in the spring, he gets six free credits.

Dr. Katip pointed out that 59 percent of their incoming freshmen said that the three-year Accelerated Degree Program played a role in their decision to come to Grace College. Fifty two percent of incoming freshmen plan on graduating in three years; 29 percent plan on staying for a fourth year to get a master's degree (there is an Accelerated Bachelor/Master's degree). Some of the factors students joined the three-year program include most importantly cost savings (60 percent of students); less time in school (26 percent); and flexibility to start career sooner (27 percent).

Dr. Katip presented the enrollment updates, which show steady increase in students starting from 2011; 442 new students in 2013, for total enrollment of 1,904. There is no decline in grade distribution; student satisfaction is up in most categories.

In conclusion, Dr. Katip showed the results in retention, comparing students in 2011 vs 2009. There is a significant increase in progress toward graduation (75 percent vs 67.4); increase in exactly three year graduates (21.3 percent vs 6.1). There is an increase in students graduating in three or fewer years (27.6 vs 11.9, including transfer students). There is a decrease in students who need more than four years to earn their bachelor's degree (1.8 vs 10.1 percent).

Mr. Bland thanked Dr. Katip for his presentation, and invited Dr. King to talk about the Accelerated programs at Ball State University (BSU).

Dr. King explained that BSU is a residential campus with 20,000 students. It is a research university, focused on the undergraduate experience. Dr. King mentioned BSU's efforts to reduce time to graduation, which include: degree maps; reduced credit hours in some degree programs; reduced price for summer classes; restructured tuition to encourage online classes (last year over 60 percent of the students took the online classes); free tutoring for all classes; credit by exam for all regular classes; career counseling starting from orientation; \$500 completion scholarship; a small penalty for students who take too many credits; and finally, a Bachelor/MD program which is being developed with IU at Muncie campus.

Dr. King said that BSU currently has 24 degrees that have Degree in Three program option. The students must declare during orientation their desire to take this option. Then they are given a three-year graduation plan and a degree map, which consists of six semesters plus two or three summer sessions. These students are allowed a priority registration to make sure they get the classes they need; they receive extra advising on how to navigate the system; and they cannot withdraw or repeat any courses, which is the hard part of this program.

Several slides, presented by Dr. King, showed majors eligible for Degree in Three program; examples of degree maps for Communication Studies, and for the Nursing Program. Dr. King noted that the university has developed a partnership with Community Health Network, and the students receive both clinical and academic experiences. Dr. King said that currently 80 students are in the program. Since 2005, fifteen students have completed in three years; six more will likely complete this year.

Dr. King spoke about \$5,000 to \$6,000 savings for the students in tuition and fees; plus students can start their employment one year earlier. There is an extra cost for the university, primarily through enhance advising. Dr. King explained that the pricing structure at Ball State is based on a credit hour model. He said that Degree in Three program will become more popular in future, when students could take advantage of dual credit, Advanced Placement and credit by exam. He mentioned some disadvantages, as well: the program is very intense; there is no opportunity for enrichment programs, or for student activities on campus; nor there is time even for a part-time employment.

Dr. King stated that in order to help with this program, the state can encourage high school graduates to be college ready, and provide financial support. State institutions mostly need help with state authorization and limit of online programs: Higher Learning Commission allows only 20 percent of BSU programs to be offered online.

Dr. King spoke about a project called BSU Achievements, which started year and a half ago, and is funded by the Bill and Melinda Gates Foundation. This is an interactive, achievement-based, mobile application for at-risk students, which encourages students to engage in tasks that improve success. Currently at Ball State there are 5,300 Pell Grant Recipients.

Mr. Bland thanked Dr. King for his presentation, and invited Mr. Terp to talk about Ivy Tech's accelerated program.

Mr. Terp talked about the ASAP program – Associate Accelerated Program. Mr. Terp said that conversations about this program began several years ago, and one of the initiators of it was former Commission's Chair Mr. Mike Smith. Ivy Tech came up with the idea of a one-year Associate Degree program, using cohort-based education; creating a learning community with a regional director and faculty. The students in this program will have classes five days a week, starting as soon after high school graduation as possible.

Mr. Terp noted that based on data Ivy Tech has gathered, these learning communities result in strong retention and completion rates state-wide. Eighty-six percent of the students in this program earn a degree or a still enrolled after 12 months – a rate five times better than the average for all Ivy Tech students.

Mr. Terp explained the requirements of the ASAP program. The ASAP students are nominated by high school guidance counselor. They have to have 2.5 high school GPA with a strong attendance record. The student has to be no older than 21 years of age, and parent/guardian must agree to provide room and board. While at this program, the students are not allowed to work; both parent and student have to agree to that. The program is designed for students from low-income families, when they are in the transition period between high school and college.

The pilot programs were first proposed in Indianapolis and Fort Wayne campuses. Lumina Foundation funded the Ivy Tech \$2,240,000; the Commission for Higher Education funded \$269,378. Lumina Foundation is now giving Ivy Tech more funding; Smith Family Foundation has given \$1 million over ten years, helping Lafayette campus; Old National Bank and Vectren have agreed to give \$250,000 each to start a program in Evansville area.

Mr. Terp showed a slide regarding the state-wide implementation timeline. He showed the retention results for 2012-2013. The year is being broken into five eight-week sessions. The retention numbers are going from 91 to 95 to 100 percent. Some students, who are unable to go on in the accelerated program, leave it, but stay in Ivy Tech and continue studying. All the credits transfer to the regular semester programs.

The 12 months degree completion rates have grown since 2010-2011: 58 percent in 2010-11 to 73 in 2012-13 in Fort Wayne, 64 percent in Indianapolis, and 75 percent in Lafayette. After graduation, 62 percent of Fort Wayne graduates, 78 percent of Indianapolis graduates, and 88 percent of Lafayette graduates are transferring to a four-year institution. Almost 90 percent of these students are first-generation students. There is almost equal number of male and female students in this program.

Mr. Terp mentioned the attention this program received from media. The Wall Street Journal published an article on this program in November, 2013, and it got attention of a donor from another state, who is planning to fund several of similar programs around the country.

Fifty percent of the students in these programs are minorities, nearly twice the percentage of all Ivy Tech's students.

Mr. Bland thanked Mr. Terp for his presentation.

In response to Mr. Hubbard's question about the 100 percent persistence, Mr. Terp said that it means the students may not have graduated yet, but they are still in the college. To another question from Mr. Hubbard regarding the number of students in the program, Mr. Terp responded that there are 25 students in each cohort; there are two cohorts in Indianapolis and one in Lafayette. Total headcount this year is 300 students. Mr. Terp also explained that there are people waiting to get into the program, as it is becoming more and more popular.

Mr. Smith echoed Mr. Terp's comment, adding that at the Lafayette campus this year there are already 68 applicants for next year's 25 slots.

In response to Mr. Popp's question about the criteria for the selection, Mr. Terp said that the guidance counselors are looking for people who have persistence.

Mr. Peterson asked all three presenters about the key things that make these programs successful. Dr. Katip responded that it is a plan that shows a total degree, as well as the support from a cohort. Dr. King added that for the Degree in Three program the students have to know exactly what they want to do when they start. Mr. Terp said that for Ivy Tech it is intrusive advising, being there for students every step of the way.

Ms. Whitehouse asked whether it is more important to have a cohort or a degree map. Dr. Katip said for Grace College it is 50/50. Dr. King said that they had one cohort program – nursing; the other programs may have only a few students. But based on the information from faculty, advisors and students, he can agree that the cohort is important. Mr. Terp echoed this comment, saying that for Ivy Tech cohort is most important.

In response to Mr. Costas' question about the degrees, Mr. Terp explained that Ivy Tech is awarding General Education, Liberal Arts and Business Administration degrees.

Responding to Mr. Holden's question about the number of students who completed four-year degree in two years after graduating from the Accelerated program, Mr. Terp said 62 percent did that.

Ms. Duarte De Suarez asked about the funding models for the program. Dr. King explained that funding comes mostly through fees; BSU does not have a partnership with any private companies at present.

Ms. Lubbers asked whether it is possible to replicate such a program for adult learners, when a person goes to school five days a week in the morning, works in the afternoon, and will earn a degree in a year. Dr. Katip responded in the affirmative, saying that Robert Morris University in Chicago has such a program, and their students get their Associate degree in 15 months. Dr. King added that some programs have nine-month Master's degree, where they have one semester of intensive course work.

Ms. Lubbers said that there is clearly an interest in trying to blend all these kinds of models, and make them an option for older students, as well. Dr. Katip pointed out that the key component for an adult program is taking fewer classes per semester.

In response to Mr. Hubbard's question regarding limit on on-line programs, Dr. King responded that this is a regional accreditation limitation. If the college has 20 percent of its programs that can be taken online, it needs a different accreditation. Dr. King said that most

of BSU courses have online elements; the entire Core curriculum is available online. Mr. Terp added that Ivy Tech also has some of their entire programs online.

Responding to Mr. Bland's question regarding feedback from those who completed these programs, Mr. Terp said that they interview all their students on regular basis and have a constant level of feedback interaction. Dr. Katip added that they hear very positive feedback from their first class that graduated in 2011. This year some of their first graduates from this program are going to a medical school. Dr. King said that they would be more interested to hear from the students who dropped out of the program.

Mr. Bland asked what advice the presenters could give to other institutions who are thinking of developing their own accelerated programs. Dr. King's response was to start with the beginning, create the program from ground zero. Dr. Katip suggested engaging the faculty early, especially the full time core faculty. Mr. Terp's advice was to find the right people committed to this program.

Mr. Bland thanked all panelists for their presentations and discussion.

III. BUSINESS ITEMS

A. Academic Degree Programs for Which Staff Proposes Expedited Action

R-14-02.3 **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:

- Master of Art in English to be offered by the University of Southern Indiana (Motion – Peterson, second – Costas, unanimously approved)

B. Capital Projects for Which Staff Proposes Expedited Action

R-14-02.4 **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:

- University of Southern Indiana: Conference Center - \$5,750,000 (Motion – Holden, second – Duarte De Suarez, unanimously approved)

C. Approval of Hiring Stacy Townsley

R-14-02.5 **RESOLVED:** That the Commission for Higher Education approves hiring Stacy Townsley as the Associate Commissioner for Information and Research (Motion – Peterson, second – Rozow, unanimously approved)

D. Indiana Career Council and Regional Works Councils Overview

Mr. Bland invited Ms. Jaclyn Dowd, Special Assistant to the Governor for Career Innovation, to present this item.

Ms. Dowd gave an overview of Indiana Career Council and Regional Works Councils.

Mr. Peterson asked Ms. Dowd to give an overview of the data system from the standpoint of its capability. Ms. Dowd said that Data Quality Campaign gives Indiana really high marks for the system, in part because all three key agencies are working together. Ms. Dowd explained that they have rich data, but they have to report it in ad hoc fashion, since they do not have

ways in which the data from each agency is linked and systematic. Ms. Dowd said that they are seeking private support to develop all necessary components.

Responding to a question from Ms. Duarte De Suarez regarding “the client”, Ms. Dowd said that “the client” is anyone, who at some point seeks an employment at the state. It is important to make sure they have the basic education and the training specific to their interests, but the center point is the self-sustaining careers and the life-long learning. It is a moving target; in 10-15 years 30 to 40 percent of current jobs will not exist.

Ms. Dowd mentioned that one in six in Indiana’s current workforce does not have a high school diploma or equivalent. It is hard to know what credentials are required by the employers, and this is one of the ways in which the data system is really important; its continuing development helps the Career Councils address some of the questions regarding supply and demand of the workforce in the new society.

In response to Mr. Popp’s question about the standards for the Common Core, Ms. Dowd noted that the standards have not been adopted by the State Board of Education, but they are planning to vote on them at their meeting at the end of April.

Mr. Hubbard made a comment that certain percent of high school students are not planning to go to college, to which Ms. Lubbers pointed out that the goal of 65 percent includes not just four-year college but any kind of education beyond high school. Mr. Hubbard asked whether these students will be able to get a credential that leads to a good career. Ms. Dowd explained that in the most recent year there were 191,000 enrollments in secondary career and technical education, and only 4,000 credentials were awarded. This is a big disconnect of opportunity; not nearly enough of the students, who are taking career and technical education, are getting to the credential level attainment.

Ms. Dowd explained the distribution of federal funds, a portion of which goes to high schools and another portion to the postsecondary education. The remaining funds, the “per pupil,” comes from the state government. Almost \$100 million received every year from General Assembly go to the schools per formula in state’s statute.

In response to Mr. Costas’ question regarding soft skills, Ms. Dowd said that if a person does not have good soft skills, technical skills do not matter. Soft skills should be a matter of regular operating business, and the most important ones are showing up for work on time and being drug-free; they also include basic math skills and comprehension.

Ms. Lubbers added that years ago soft skills alone could be enough to have a job on a middle class level in Indiana; but now it is important to have competency in some area.

Ms. Rozow asked how the Career Councils and other organizations can assure that the students in the pipeline are informed about the areas that are in demand. Ms. Dowd explained that the strategic planning is taking place at the Career Council, and the counseling is very important as well. Ms. Dowd added that the communications have to be deep across multiple agencies and the schools themselves, including the postsecondary. It is a culture shift, which has to be addressed soon, because many individuals are not prepared even for the current jobs, let alone for the jobs in the future.

In conclusion, Ms. Dowd said that Career Council continues to engage in its Strategic Planning process. They are talking with other partners about that, and welcome comments from each of the Commission members. Career Councils are engaging in \$4.3 million grant effort trying to develop a new curriculum for high schools that could better serve the needs of employers.

Mr. Blend thanked Ms. Dowd and wished her every success.

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, May 8, 2014

PUBLIC SQUARE

Balancing Work, Family and School

Background

As the Commission contemplates the challenges of balancing work, family and school, it will have the opportunity to hear selected videos of student voices and presentations by Jessica Fraser, Program Manager for the Indiana Institute for Working Families, Cheryl Orr Dixon, Senior Vice President for Complete College America, and Bradley Rhorer, Associate Development Manager for Subaru of Indiana Automotive, Inc.

Going Back To School As An Adult Student (Non traditional)

Start at minute 10:57, end at 12:00

In My Words: Being a Non-Traditional Student

Start at minute 2:18, end at 3:53

Supporting Documents

- (1) Jessica Fraser Bio
- (2) Cheryl Orr Dixon Bio
- (3) Bradley Rhorer Bio

Jessica Fraser

Program Manager, Indiana Institute for Working Families

Jessica Fraser is currently the Program Manager at the Indiana Institute for Working Families. Jessica has been with the Institute since 2008 and has previously served as a Research and Policy Analyst and a Senior Policy Analyst. Before joining the Institute she was a researcher for the Service Employees International Union, Local 3. In this position she performed research regarding a broad range of issues that affect low-income working families in Indiana.



Ms. Fraser obtained her BA in Political Science from St. Mary's College in 2003 and her MA in Political Science from Ball State University in 2006. She also serves as co-chair of the Indiana Skills2Compete Coalition and sits on the National Skills Coalition's leadership council.

Contact Jessica: jfraser@incap.org

Cheryl Orr Dixon

Senior Vice President, Complete College America

As chief of staff, Cheryl provides strategic leadership, direction and oversight for Complete College America. As a former senior associate commissioner for higher education and the staff liaison for a bi-partisan state P-16 education roundtable, she has more than 20 years of experience in public policy, advocacy, and initiatives to improve college preparation, access, and success.

In her role as senior associate commissioner, Cheryl was instrumental in the creation and launch of a new state community college system; expansion of the 21st Century Scholars Program; and the development and implementation of an aggressive state plan for improving college completion.



In providing leadership and support for a state-wide education/business roundtable co-chaired by the governor and chief state school officer, she gained extensive strategic planning, policy and programmatic experience.

Cheryl has coordinated and managed numerous state-wide initiatives to improve student learning and close achievement gaps, including collaborative projects with state departments of education, governors' offices, departments of workforce development, commissions for higher education, colleges and universities, chambers of commerce and other community organizations. Initiatives have included The American Diploma Project, Core 40, Learn More Indiana, Academic Standards, End-of-Course Assessments, P-16 Plan for Improving Student Achievement, College Goal Sunday, FAFSA Friday, College Access Challenge Grant, and State Scholars.

Contact Cheryl: Corrdixon@completecollege.org

Bradley Rhorer

Associate Development Manager, Subaru of Indiana Automotive, Inc.

Bradley Rhorer has been with Subaru of Indiana Automotive, Inc. (SIA) for over 20 years in a variety of roles; 15 years in Human Resource, currently Associate Development Manager. Bradley serves as a member of the Indiana Works Council, Region 4, and is a member of the Indiana Chamber of Commerce Workforce Development Policy Committee. He is on the Board of Directors for the Indiana Youth Institute, and on the Board of Directors for the Lafayette Breakfast Optimist. He also serves on the Lafayette Jefferson High School Engineering and Technology Advisory Council.

Bradley holds a degree in Organizational Leadership and Supervision from Purdue University.



COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

BUSINESS ITEM A:

Resolution to Improve the Access and Success of Working Adults in Indiana's System of Higher Education

Staff Recommendation

That the Commission adopt a resolution to make a stronger commitment to improving access and success of working adults in Indiana's system of higher education.

Background

The Public Square for this month focuses on balancing work, family and school. This resolution is designed to create action steps for the commission, institutions and employers to address the challenges of our working adult students.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

BUSINESS ITEM B: **15 to Finish Preview**

Staff Recommendation

For discussion only.

Background

The Indiana Commission for Higher Education is preparing to launch a statewide *15 to Finish* campaign beginning in summer/fall 2014 to help Hoosier students and families understand the importance of completing 15 credits per semester. Data shows that students who take 15-credit course loads each semester earn better grades, are more likely to graduate, pay less in tuition and living expenses, gain additional years of earnings and free up limited classroom space for other students.

Increasing the percentage of college students who complete 15 credit hours each semester could dramatically improve college completion rates in Indiana. Only half of Hoosier financial aid recipients students are taking 30 or more credits per year, yet 75 percent of those students expect to graduate on time. Moreover, a recent survey of Indiana student government leaders revealed that these students, too, were largely unaware of the importance of taking 15 to finish.

Based on a successful initiative established by the University of Hawaii system, Indiana's "15 to Finish" campaign will employ a three-tiered outreach and student engagement strategy:

- 1) **Early awareness (prospective college students):** "15 to Finish" messaging and related materials are being incorporated into the state's pre-college outreach efforts through Learn More Indiana. These resources will be supplemented by new 30-second and 2-minute "15 to Finish" videos and brochures.
- 2) **On-campus engagement (current college students):** Indiana's public colleges and universities—and many private colleges—have agreed to incorporate the "15 to Finish" messaging and materials into their student orientation and advising practices. These resources will be supplemented by a robust campus engagement plan that will leverage college students and staff to encourage more students to take 15 credits each semester.
- 3) **Statewide public engagement (parents, families and general public):** To better leverage the in-school and on-campus efforts described above, the "15 to Finish" campaign will integrate a paid media component to generate greater awareness and action on the part of students, families and community partners.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

BUSINESS ITEM C:

IU Degree Maps and iGPS System

Staff Recommendation

For discussion only.

Background

HEA 1348-2013 required all public institutions to provide students with a degree map, defined as a semester by semester list of courses that should be taken for on-time graduation. The Commission worked with colleges and universities to develop guidance for the implementation of this law. The guidance included required procedures and elements, as well as suggested supplemental procedures and elements such as proactive advising and default scheduling designed to further support students in their degree path. IU has developed a degree map and associated iGPS system that embraces several of the suggestions in the guidance and fulfills the requirements in a streamlined, student-friendly way. We would like to highlight IU's exemplary work in this area.

Supporting Documents

- (1) Rebecca Torstrick Bio
- (2) Dennis Groth Bio
- (3) IU Sample Degree Map
- (4) IU Roadmap to Advising Systems and Application

Plan: Finance (BS)

Academic School/College/Unit: Business

Start Term: Fall 2014

On-Time Graduation Date: Spring 2018

View career options for the major at [Career Services](#).

View planning options at [Financial Aid Information](#).



! **Critical courses:** are courses that students should complete by specific points during their degree or certificate program.

M **Milestones:** are conditions or activities that students should complete by specific points during their degree or certificate program.

Completing a critical course or milestone by the associated term is considered crucial to on-time graduation.

Year One

Fall		
Course	Units	Min. Grade
▶ English Composition !	3	C
▶ Finite Mathematics !	3	C
▶ Compass I: The Individual (BUS-T 175) !	1.5	C
▶ The Computer in Business !	3	C
▶ GenEd Breadth of Inquiry: Arts & Humanities	3	
Critical Course: No Course(s): General Education Arts and Humanities Course Details: Approved campus-wide General Education program. Course Note: None Required Semester of Completion: Fall of Year 1 Required Minimum Grade: In Sequence With: Not applicable		
▶ Natural Science	3	

Spring		
Course	Units	Min. Grade
▶ GenEd Breadth of Inquiry: Natural Science	3	
▶ Business Presentations !	3	C
▶ GenEd Breadth of Inquiry: Arts & Humanities	3	
▶ Microeconomics !	3	C
▼ Calculus !	3	C
Critical Course: Yes Course(s): MATH-M 119, MATH-M 211 Course Details: Complete MATH-M 118 Course Note: I-Core prerequisite; also counts for IUB GenEd Breadth of Inquiry: Natural + Mathematical Sciences Required Semester of Completion: Spring of Year 1 Required Minimum Grade: C In Sequence With: Not applicable		
▶ Basic Accounting Skills (BUS-A 100) !	1.5	C

Year Two

Fall		
Course	Units	Min. Grade
▶ Global Business Environment	1.5	C
▼ Financial Accounting !	3	C
Critical Course: Yes Course(s): BUS-A 201, BUS-A 205 Course Details: None Course Note: This is a prerequisite for BUS-A 202, and I-Core Required Semester of Completion: Fall of Year 2		

Spring		
Course	Units	Min. Grade
▶ Managerial Accounting !	3	C
▶ Legal Environment of Business !	3	C
▶ Statistics	3	C
▶ Global Business Analysis or Global Business Immersion	3 CHE AGENDA 23	C
▶ Business, Government, and Society !	3	C

Required Minimum Grade: C

In Sequence With: BUS-A 100 BUS-A 201 BUS-A 202

▶ Business Communication I	3	C
▶ GenEd Breadth of Inquiry: World Languages and Cultures	3	
▶ Compass II: The Team I	1.5	C
▶ Technology I	3	C

▼ Apply for ICore **M**

Detail: ICore applications are required to be completed prior to registration in the term before a student plans to enroll in ICore.

Year Three

Fall		
Course	Units	Min. Grade
▶ I-Core/Compass III I	13	C
▶ Ethics and the 21st Century (BUS-L 375)	2	C

Spring		
Course	Units	Min. Grade
▶ Strategic Leadership	3	
▶ Immediate Investments (BUS-F 303) I	3	C-
▶ Intermediate Corporate Finance (BUS-F 305) I	3	C-
▶ Financial Reporting	3	
▶ Elective Course	3	

Year Four

Fall		
Course	Units	Min. Grade
▶ Management Decisions and Corporate Finance (BUS-A 310) I	3	
▶ Tax Analysis	3	
▶ 300/400 Level Finance Elective	3	
▶ GenEd Breadth of Inquiry: World Languages and Cultures	3	
▶ Elective Course	3	
▶ Apply for graduation M		

Spring		
Course	Units	Min. Grade
▶ 400 Level Finance Elective	3	
▶ Cost Management (BUS-A 324)	1.5	
▶ Tax Analysis (BUS-A 327)	1.5	
▶ GenEd Breadth of Inquiry: World Languages and Cultures	3	
▶ Elective Course	3	



Completing 30 credit hours each calendar year is required for full state financial aid eligibility. Be sure to complete your FAFSA before March 10 each year.

If you follow your map and find a course unavailable, you may be eligible to take that course for free in a future semester. Click here for further information.

Indiana University is in a state of rapid transformation and adoption of enhanced systems to support students, academic and career advisors, and faculty – all aimed at addressing opportunities to enhance student success. This document provides a high level description for each of these systems, as well as an overarching architectural vision for our new iGPS – the Interactive Graduation Planning System.

iGPS – The Interactive Graduation Planning System ties together many of our newest systems, and aims to provide students and advisors with immediate feedback on whether a student’s academic plan appears to be on track for graduation, or whether the student’s plan does not appear to be on track. The architectural vision is dynamic, and is meant to convey the same level of feedback as GPS systems do when recalculating routes to a desired geographical destination – in the case of the iGPS the destination is graduation. As students make changes to their plan by adding or removing courses, or receive grades, the iGPS system will provide feedback to the student and advisor as to the status of the plan, thereby allowing for earlier detection of challenges and development of alternative plans. The diagram at the end of this document provides a high level overview for how iGPS is architected.

iGPS Degree Maps – The Degree Maps provide multi-semester degree plans with courses and milestones outlined. Maps can contain specific courses, short choice-lists of courses, or placeholders. Placeholders might refer to a list of courses defined in the Academic Advising Report (see below for details of the AAR), or even pre-built searches, such as “Any 300 Level Biology course”. In addition, critical courses, which must be completed by a certain term, or with at least a minimum grade, are clearly identified. By summer 2014, every degree program at Indiana University will have a Degree Map defined.

iGPS Planner – The Planner is a multi-semester course enrollment planning tool that allows for students to choose courses for their entire academic career. It integrates with an advanced course search that allows courses to be found based on tags, number, level, or words in the description or title. Students can import Degree Maps into their plan to provide a template to follow for degree completion. In addition, academic advisors can make suggestions and attach notes to different parts of the plan.

iGPS Schedule Builder – The Schedule Builder allows students to define scheduling constraints, such as work times, practice schedules, required meetings etc.; it then constructs suggested course schedules based on the student’s courses in the iGPS Planner. The student can choose one of the suggested schedules and customize further before enrollment occurs.

AAR – The Academic Advisement Report is used by students and advisors to check whether a student’s coursework satisfies the requirements for a degree. The AAR shows which classes and degree requirements are still to be met in order to graduate. The information is extremely detailed, down to the lists of potential courses and individual milestones remaining. Students and advisors can utilize the AAR in a “What If” mode, where a potential major change or planned but not yet completed courses can be evaluated for a student.

EAB SSC – The Education Advisory Board Student Success Collaborative provides advisors with a predictive model of student success, by calculating the likelihood of each student graduating in their currently declared major. The system compares all students to all past students (over the last 10 years) to derive its predictive model. In addition to the predictive model, academic programs can define explicit courses as success markers, which must be completed by a specific term, or with a minimum grade.

FLAGS – The Fostering Learning and Graduation Success system provides faculty with an enhanced performance roster for their classes. Faculty can identify students who are at risk, based on faculty observed outcomes, such as low grades on assignments, lack of attendance, or lack of participation or engagement. When a FLAG is entered for a student, the academic advisor for the student is notified in order to allow for an intervention, which may include suggesting the student attend a tutoring session or visit the writing center.

AdRex – This new Academic Advising Record System provides an enterprise-wide view of student and advisor interactions. Students can schedule an appointment, and advisors can track their conversations as a key part of the student record, whether the student-advisor interaction is in person, on the phone, or through email or other electronic medium. The system supports student success by making the entirety of the advising record visible to all advisors as the student progresses through the undergraduate experience.

Symplicity – The Symplicity system provides career advising tools, job search, recruitment management, and also internship management capabilities. Career centers and campuses are adopting this platform system-wide, which will provide for a common look and feel for students, career service professionals, and companies recruiting our students. The regional campuses will function as a single instance, allowing students there to see and apply for jobs throughout the state. Certain units will have separate instances of the system, which will allow for more enhanced relationship management with both students and recruiters.

Rebecca Torstrick

Assistant Vice President of University Academic and Regional Campus Affairs
Indiana University

Rebecca Torstrick is currently Assistant Vice President of University Academic and Regional Campus Affairs at Indiana University. In that role, she facilitates Regional Campus Blueprint initiatives in academic and career advising, targeted student support, degree completion programs, applied and active learning as well as facilitating meetings of the Center for Regional Campus Excellence (the regional campus EVCAA planning group) and the Regional Faculty Caucus. She co-chaired the IU-FLAGS Steering Committee, which oversaw the development of IU's early alert system as well as the Academic Roadmap Committee and is currently co-chairing IU's Degree Mapping Taskforce. She has been on the faculty of Indiana



University South Bend since 1996 and has served there as director of the Women's Studies Program (2004–2007) and as associate dean of the College of Liberal Arts and Sciences (2008–2012). Professor of Anthropology, Dr. Torstrick's research has focused on understanding how individuals and small communities crystallize their identities within broader contexts of economic, social, and political conflict, with a specific focus on the political anthropology of the Israeli-Palestinian conflict. She was a Fulbright Senior Scholar at Ben Gurion University in Israel from 2003–2004 and has been active on her campus in promoting internationalization of the curriculum and co-curriculum.

Dennis Groth

Interim Vice Provost for Undergraduate Education, Indiana University

Dennis Groth is currently Interim Vice Provost for Undergraduate Education at Indiana University Bloomington. In this role, his responsibility includes initiatives aimed at enhancing student success, faculty excellence in teaching, and programs in academic advising, undergraduate student support, engaged learning, general education assessment, and academic student support. He is Associate Professor of Informatics, with a research focus on the development of new database access and data mining techniques in support of data visualization activities, as well as understanding models of exploration in digital environments. He was the Associate Dean for Undergraduate Studies for the School of Informatics from 2008 to 2013, where he was responsible for curricular programs, student services, advising, academic operations, and career services. While Undergraduate Dean, he developed strategies and initiatives leading to sustained growth of student, more than doubling the number of student majors, along with targeted, intentional programs enhancing diversity that has led to a tripling of the number of undergraduate women majors. Simultaneous with his school leadership role, he was Associate Vice Provost for Undergraduate Education from 2009 to 2013. In this capacity, he was responsible for a variety of critical campus programs, including curricular procedures, outreach, service learning, continuing and adult education, course evaluation processes, and test administration. Prior to entering the academy, Dennis had almost 15 years of professional experience in commercial software development, primarily in the healthcare arena.



COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

BUSINESS ITEM D:

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

Staff Recommendation

That the Commission for Higher Education approve 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*.

Background

The Academic Affairs and Quality Committee discussed this program at some length at its February 26th and April 23rd meetings earlier this year and reacted quite favorably to the proposal (see Attachment 1). Given the importance of the program and the fact that this will be the first doctoral program offered on regional campuses, the Committee and staff felt it appropriate to bring the program to the Commission for action as a regular action item.

Similar Programs in Indiana. Three universities in the ***independent*** or private not-for-profit sector offer Doctor of Nursing Practice (D.N.P) programs: Indiana Wesleyan University, the University of Indianapolis, and Valparaiso University. Valparaiso University's program is accredited by the Commission on Collegiate Nursing Education (CCNE), and Indiana Wesleyan University has applied for CCNE accreditation.

No institution in the ***proprietary*** or private for-profit sector offers a D.N.P.

Within the ***public*** sector, five campuses offer D.N.P. programs. Four of these programs – those offered by Ball State University, IUPUI (an Indiana University program), Purdue University West Lafayette, and the University of Southern Indiana – are accredited by CCNE. The fifth program, offered by Indiana State University, is accredited by the Accreditation Commission for Education in Nursing (ACEN).

The first of these D.N.P. programs was approved by the Commission for the Purdue West Lafayette campus in December

2005, and the last was approved for Indiana State University in March 2010. In FY2013, these programs enrolled a total of 167 headcount or 57 FTE students; in that same year, 30 students graduated with a D.N.P.

Related Programs at Purdue University. All three participating campuses in the proposed D.N.P. offer B.S. in Nursing (B.S.N.) and M.S. in Nursing (M.S.N.) programs. In FY2013, the Calumet, Fort Wayne, and West Lafayette campuses together enrolled a total of 2,720 headcount B.S.N. students and graduated 763 B.S.N.s. For that same year, the three campuses enrolled a total of 164 headcount M.S.N. students and graduated 52 M.S.N.s.

Standard Credit Hour Expectation. There is no standard credit hour expectation for doctoral programs.

Articulation Agreement. Articulation agreements apply only to associate and baccalaureate degree programs.

Commission’s Policy on Regional Campus. It is important to note that regional campuses of Indiana University and Purdue University do not presently offer doctoral programs; their highest degree offering is at the master’s level. However, at its December 12, 2013 meeting, the Commission approved a *Policy on Regional Campus Roles and Missions* (see Attachment 2), which does permit the offering of doctoral programs by regional campuses, under certain circumstances. Two statements from that *Policy* are particularly relevant to the proposed degree program. The first of these is a general call for collaboration among campuses:

“Due to limited resources and the need for improved efficiency, it is necessary that Regional Campuses and their respective Main Campuses work in close collaboration, particularly in the delivery of academic degree programs ...”

The second statement is specific to graduate programs:

“Under exceptional circumstances aligned to workforce demand, a Regional Campus may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program.”

Three aspects of the *Policy* deserve specific attention: workforce demand, professional practice doctoral programs, and collaboration.

Workforce Demand. A number of studies have documented that because of the aging population and the number of nurses reaching retirement age, Indiana faces a significant shortage of nurses, particularly with advanced practice nurses, who can have the greatest impact on delivering primary care in a cost-effective manner. There are no opportunities for nurses to access a D.N.P. program in the northern tier of counties, which has a large number of medically underserved areas, especially in Lake County, and which, in Fort Wayne, has the second largest population in the state. It should also be noted that in addition to contributing directly to the more efficient delivery of primary care service, D.N.P.s can also serve as clinical nursing faculty in Registered Nurse (RN) programs, thereby helping to increase the pool of RNs.

Professional Practice Doctorates. Two types of doctoral programs are widely recognized: research/scholarship doctorates, such as the Ph.D., and professional practice doctorates (formerly called “first-professional programs”), such as the M.D., D.D.S., and the J.D. The D.N.P. is a professional practice doctoral program, and therefore allowable under the Commission’s *Policy*.

Collaboration. Purdue University proposes a fully collaborative program that will involve the West Lafayette campus, which already has a D.N.P., and the Calumet and IPFW campuses. Utilizing online and blended courses, the three campuses will coordinate the offering of courses, so that students from one campus will be able to take courses offered by the other campuses. (In fact, the three campuses have already offered some courses in this way in support of their M.S.N. programs.) In addition, all three campuses will follow the same curriculum, make changes to the curriculum through a single curriculum committee, coordinate admissions through a single admission committee, and work with the Higher Learning Commission and CCNE to be accredited as a single D.N.P. program.

Purdue University North Central offers a B.S.N. program, but not an M.S.N. At some point in the future, Purdue University may seek to include the North Central campus in the collaborative D.N.P.; however, this would require explicit authorization by the Commission.

Further Inter-Campus Collaboration. At the Commission’s request, the University has agreed to explore the feasibility of how the Purdue West Lafayette and Purdue regional campuses

might collaborate even further in offering the Master of Science in Nursing program, and will report the results of that feasibility study to the Commission by December 2014.

Supporting Documents

- (1) Program Description – Doctor of Nursing Practice
- (2) Policy on Regional Campus Roles and Missions
December 12, 2013

PROPOSAL

System-Wide Collaboration to Deliver the Doctor of Nursing Practice at Purdue University Calumet Campus, Hammond and Indiana University-Purdue University, Ft. Wayne

*Peggy S. Gerard, Interim Vice Chancellor for Academic Affairs and
Dean, College of Nursing, Purdue University Calumet*

*Lee-Ellen Kirkhorn, Head, Department of Nursing,
Indiana University Purdue University, Fort Wayne*

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

*Carol Sternberger, Associate Vice Chancellor for Faculty Development,
Indiana University Purdue University, Fort Wayne*

1. Characteristics of the Program

a. Campuses Offering the Program

We propose an expansion of the current DNP program offered at West Lafayette to include the Calumet and Fort Wayne campuses in order to create a system-wide program access. The collaborative approach is designed to reduce intercampus competition for students and to maximize efficient use of faculty resources across the Purdue system. Students will be admitted to a campus based on their cognate specialization preference and proximity to the campus where they will complete required on-campus intensive experiences. Because of the sustained success of our collaborative efforts for the Master of Science degrees, we are confident that the faculties and staff can continue to work together in synergy. The nursing programs at the Calumet and Fort Wayne campuses have been offering graduate nursing education since 1983 at Calumet and since 1996 at Fort Wayne. The West Lafayette campus launched the first DNP program in Indiana in 2005.

The West Lafayette faculty fully endorses increased access to Purdue DNP education as discussed in this proposal. The system-wide collaboration will provide efficiencies by using the currently accredited curriculum from West Lafayette and expanding distance access to the courses. Through their collaboration, faculty across the Purdue campuses will be able to offer core courses to more students while adding unique cognate specializations from each regional campus. These cognate specializations include: West Lafayette, Transitions and Quality Improvement; Calumet, Translation Science; and Fort Wayne, Technology in Healthcare. Thus all Purdue campuses will contribute to expanded graduate education opportunities across Indiana and surrounding regions. West Lafayette will continue to offer the full DNP program, in the model that is currently accredited but will transition the on-campus program to a primarily online delivery with limited intensive face-to-face experiences. In addition, they will support the expansion of the DNP on the regional campuses and participate in the system-wide delivery of the DNP.

West Lafayette will share the core of their accredited DNP curriculum, provide program oversight during the developmental phases of the program expansion, and share their expertise gained from experience offering the degree. The Calumet and Fort Wayne campuses will seek accreditation of their programs from the same body, the Commission on Collegiate Nursing Education, which currently accredits the West Lafayette campus. This accreditation will reflect the system collaboration for the DNP.

Faculty at the West Lafayette campus are committed to collaborate with regional campus partners to offer courses, receive students from their campuses to fully enroll West Lafayette courses, as well as to enroll their students in Calumet and Fort Wayne campuses courses. Students will be able to efficiently and seamlessly progress through the curriculum while taking advantage of the strengths of each campus.

Although this proposal requests authority for Calumet and Fort Wayne to admit and graduate students from the Purdue system DNP program, North Central has developed a plan to gradually increase their faculty's experience with graduate education in nursing with the goal of eventually becoming a full partner in this collaboration. As part of this plan, some North Central nursing faculty will begin to teach and co-teach courses in Purdue master's programs and serve as members of DNP student project committees. As their experience in graduate education increases, they will begin to co-teach some of the DNP courses.

- b. Scope of Delivery--statewide
- c. Mode of Delivery--blended
- d. Other Delivery Aspects

This degree is a practice degree, and as such, requires a minimum of 1000 clinical hours post-baccalaureate. Post-master's students with an advanced practice master's degree (nurse practitioner, clinical nurse specialist, nurse midwifery, and nurse anesthesia) will already have at a minimum 500 clinical hours completed toward the hours required.

- e. Academic Units Offering Program

The School of Nursing in West Lafayette currently offers an accredited DNP program and is seeking approval to offer courses online as part of this system-wide collaboration. As we propose, the College of Nursing at the Calumet campus and the Department of Nursing at Fort Wayne will also grant the doctoral degree program as part of this collaboration with the authority to admit, enroll, and graduate students from the DNP program at their campuses.

2. **Rationale for the Program**

- a. Institutional Rationale

Purdue University has four campuses, Indiana University-Purdue University Fort Wayne (IPFW), Purdue Calumet, Purdue North Central, and the main campus, West Lafayette. Over the past year, faculty members and administrators from all four campuses have worked together to develop a plan to improve system effectiveness and efficiency through increased cooperation among the campuses.

The plan to improve the Purdue system has multiple key goals, two of which are to build system-wide graduate programs and establish a system-wide online education organization. The collaboration to offer a DNP on three of Purdue's campuses with plans to prepare the fourth campus to be part of the degree program at the appropriate time is an excellent example of a system-wide effort that helps fulfill Purdue's mission.*See full proposal for extended discussion.

- b. State Rationale

The state priorities in *Reaching Higher, Achieving More*, are aimed primarily at undergraduate education; however, we are able to address the following priorities as they relate to a system-wide collaboration for delivery of the DNP. The program will be student-centered by broadening access to a high-demand degree throughout the state, especially the northern portion of the state where there are no public universities offering the degree. The profession of nursing has specified that the DNP is the preferred degree for advanced practice nursing. Students understand this goal and have expressed the desire to pursue the DNP. Unless DNP programs are expanded in Indiana, students will be unable to achieve their goals and Indiana will fall further behind in the number of nurses with doctoral degrees. Graduate students in nursing are typically working fulltime and need the flexibility of an online program. Our "proactive advising" insures that students receive intensive and individualized attention to stay on track to graduation while managing their busy lives. We have designed the program to meet the workforce demands of a changing healthcare landscape. Graduates of the DNP program will have the knowledge and skills sought by healthcare organizations looking for nurses with the capacity to provide care through expanded practice and the leadership skills to transform learning healthcare systems.

*For a discussion regarding how the DNP degree addresses several state goals see full proposal.

- c. Evidence of Labor Market Need

- i. *National, State, or Regional Need*

Advanced Practice Nurses (APNs) have a history of providing high quality healthcare in both outpatient and inpatient settings and have served successfully as faculty in undergraduate

programs of nursing. For many years, APNs have been educated primarily in master's degree programs. However a multitude of factors are necessitating additional preparation for APNs including the rapid expansion of knowledge underlying advanced practice; the increasing complexity of patient care and the healthcare system; national initiatives to improve the quality and safety of health care; impending shortages of nursing personnel which requires leaders who are able to design new models of care; critical shortages of doctorally-prepared nursing faculty; and increasing educational expectations for the preparation of other members of the healthcare team. The DNP degree prepares APNs to meet these challenges with the acquisition of scientific, organizational, leadership, and economic knowledge that allows for the planning and delivery of cost-effective, evidence based care. The acquisition of these skills also prepares DNPs to meet the health care needs of vulnerable populations. Less than 1% of nurses hold doctorates and the Institute of Medicine has called for doubling the number of nurses with doctorates by 2020 (Please see references page in full proposal--Kirschling, 2013).

In 2004, the member schools affiliated with the American Association of Colleges of Nursing (AACN) voted to make the preferred level of educational preparation for APNs, including nurse practitioners (NPs) and clinical nurse specialists (CNSs), the DNP instead of the Master's degree. This change was recommended to take effect by 2015. In 2010, AACN reaffirmed the call to transition all APN education from the master's to the practice doctorate by 2015. Following the 2004 vote, master's programs across the country began the process of transitioning their APN master's program to the DNP. To date, over 225 nursing programs across the country now offer DNP programs and several more reported planning to open programs (AACN <https://www.aacn.nche.edu/dnp/program-schools>, retrieved on March 22, 2013). In August of 2013, AACN announced it is launching a study to identify barriers to transitioning APN preparation programs from master's degree programs to the DNP. Results of this study will be used to facilitate the transition of **all** APN master's degree programs to the DNP. Offering the DNP program on the regional campuses of Calumet and Fort Wayne is consistent with the national AACN recommendations.

ii. *Preparation for Graduate Programs or Other Benefits*

The proposed system-wide DNP program will provide improved access to a professional doctorate for practicing nurses and recent master's graduates who are interested in advancing their careers in the healthcare industry or teaching at one of the many institutions preparing nurses for practice. Demand for nurses with professional doctorates in both academia and healthcare institutions is high and growing. Graduates of the program will have enhanced income earning potential, as DNP-prepared nurses earn salaries between 5 and 10% more than their master's prepared counterparts (AACN, <https://www.aacn.nche.edu/media-relations/fact-sheets/dnp>, retrieved on April 11, 2013). Additionally, graduates of DNP programs will be eligible to continue their education if they enroll in PhD programs.

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

The need for improvement in Hoosier health is clear. The Commonwealth fund recently released a 2012 scorecard data that allows comparisons of many health indicators by city and state. Significant health disparity exists in the northern regions of Indiana. For example, the overall ranking of Gary, Indiana's health is 256 of 306 and is in the bottom quartile of health in the United States; Fort Wayne is 169 and Lafayette is 190 of 306, both falling in the third quartile (See references page in full proposal--Radley, How, Fryer, McCarthy and C. Schoen, 2012). These data point to the need to develop a workforce that can improve access to care,

improve systems of care and provide care to the citizens of Indiana. DNP graduates are well-suited to improve these disparities.

As of the submission date for this proposal, the Department of Workforce Development in Indiana has not studied the labor market demand for DNP graduates. However, the economic need for a system-wide DNP is clear. DNP graduates, including nurse practitioners, clinical nurse specialists, and nurse executives, may be employed in a variety of areas including primary care, healthcare organizations, and schools of nursing.

Nurse practitioners have provided and continue to provide primary health care to many Indiana residents and are the second largest group of primary care clinicians in the state. However, the number of primary care providers, including nurse practitioners, is about half the recommended number of 100 per 100,000 required to provide access to primary care (please see reference page in full proposal--Lewis, Sheff, Zollinger, & Allen, 2012). In addition to the current need, an increasing number of NPs will be needed to coordinate and provide direct care to the large number of residents across the state who will soon receive healthcare benefits under the Patient Protection and Affordable Care Act.

iv. *National, State, or Regional Studies*

National Trends/Data.

With the implementation of the Patient Protection and Affordable Care Act, the Bureau of Labor Statistics projects a net job growth of almost 3 million healthcare jobs by 2020. Nurses prepared for advanced practice will most certainly play a large role in filling this gap. While master's prepared nurses will help alleviate this gap in the short term, the profession is directing that a clinical doctorate is necessary to provide the level of care necessary.

Despite the lack of national data regarding the labor market need, the American Association of Colleges of Nursing's (AACN) 2004 initiative to make the DNP degree the preferred level of educational preparation for APNs, established the need for DNP programs. In 2010, AACN reaffirmed the call to transition all APN education from the master's to the practice doctorate by 2015 although accreditation and certification bodies have not moved to enforce this requirement. Following the 2004 vote, master's programs across the country rapidly began the process of transitioning their APN master's program to the DNP. To date, over 225 nursing programs across the country now offer DNP programs more than 100 schools are considering opening DNP program (AACN <https://www.aacn.nche.edu/dnp/program-schools> accessed July 24, 2013). DNP programs reside in universities with Carnegie classifications ranging from Master's-M, Master's-L, Research-H and Research-VH. It is clear that the precedent has been set for offering DNP programs at “*Master's large” institutions similar to Purdue Calumet and Fort Wayne.

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

Purdue University Calumet

During a three-month period in the spring of 2013, faculty surveyed active students and alumni of the College of Nursing's baccalaureate (including the RN to BS program) and master's programs. The results demonstrate avid interest and an urgent need for a DNP degree at the Calumet campus. The main finding is that 292 respondents said that if Purdue Calumet were to offer the DNP degree they are very likely or likely to apply and they would apply within 6 years, with the largest portion wanting to apply within 2-4 years. The most frequent motivation is to advance their career, to meet future educational requirements to remain an advanced practice nurse and to become a nurse educator.

Indiana University-Purdue University, Fort Wayne

IPFW conducted a similar needs assessment and surveyed their RN to BS student population as well as baccalaureate and master's students and alumni. A total of 75 online respondents were very likely or likely to apply for the DNP if IPFW were to offer the degree. The largest portion would plan to apply within the next 4 years (69%) and 31% plan to apply in the next 2 years. In addition, at the graduate student orientation in August 2013 a brief survey was conducted. Of the 44 respondents completing the survey, 9 indicated they intended to pursue a DNP and 15 were unsure but may pursue the degree.

Universities near the Purdue Calumet and IPFW campuses currently offering the DNP are at maximum capacity and have long waiting lists. Offering of a system-wide DNP program would significantly increase access while providing a more affordable option for nurses living near these campuses and throughout the state of Indiana.

3. Cost of and Support for the Program

a. Costs

i. *Faculty and Staff*

We anticipate that across the three campuses a total of 11 new faculty positions and three staff positions will be needed during the first four years of the program: three faculty (one each year for the first 3 years) and one clerical staff at Fort Wayne; four faculty (one each year) and one clerical staff at Calumet; and four faculty and one clerical staff beginning the first year in West Lafayette

ii. Facilities

No new additional facilities are required.

iii. *Other Capital Costs*

No significant capital costs required.

b. Support

i. Nature of support

Purdue University Calumet

Program will share existing administrative support structure both with the College of Nursing and general university administration. Program will be supported by generated tuition and fees and initially, campus general funds.

Indiana University-Purdue University, Fort Wayne

Program will share existing administrative support structure both with the College of Nursing and general university administration. Program will be supported by generated tuition and fees and initially, campus general funds.

West Lafayette

Program will share existing administrative support structure both with the College of Nursing and general university administration. Program will be supported by generated tuition and fees and initially, campus general funds.

ii. Special Fees above Baseline Tuition

Representatives from all campus' business offices analyzed the current tuition and fees charged for other similar primarily online DNP programs in Indiana and surrounding states that were considered to be most competitive by potential students. The institutions reviewed included Ball State, Indiana University, Indiana State University, the University of Southern Indiana, the University of Illinois at Chicago, Indiana Wesleyan University, and Valparaiso University. The FY 2014 tuition and fee rates for the main competitor programs clustered around \$693 - \$777 per credit hour for resident students and \$777 - \$1,634 per credit hour for nonresident students.

The recommended per credit hour fee for the Purdue DNP program is \$725 for residents and \$950 for non-residents. Due to the labor intensive nature of residency/practica courses, particularly the cognate residencies and the two Practice Inquiry Project courses, an additional residency/practica fee of \$100 per credit hour has also been recommended. Six of the DNP program's seventeen courses will be assessed the residency/practica fee. These rates will be applied consistently by all participating Purdue campuses.

The proposed fee rates are anticipated to cover instructional and administrative costs in steady state. Pricing for this program is dynamic and fee rates will be revisited periodically to insure program sustainability. An initial investment will be required for beginning implementation and start-up costs as the program ramps up at each campus.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

According to the website of the American Association of Colleges of Nursing (<http://www.aacn.nche.edu/dnp/program-schools#IN>, retrieved on June 7, 2013) six institutions in Indiana currently offer DNP degrees: Ball State, Indiana State, IUPUI, Purdue-West Lafayette, University of Southern Indiana, and Valparaiso University. These six institutions awarded 32 DNP degrees in 2011, with 6 of those coming from Purdue-West Lafayette. Indiana Wesleyan and University of Indianapolis also offer a DNP program but were not included in the AACN list. The proposed system-wide DNP will include the current program at West Lafayette.

b. List of Similar Programs Outside Indiana

Over **34** educational institutions in the contiguous states of Illinois, Ohio and Michigan offer DNP programs that are taught primarily online with intensive on-campus sessions, similar to the proposed system-wide DNP program. These programs are listed below.

- In Illinois, a total of **9** colleges and universities offer an online DNP including Governor's State University, Kaplan University, Lewis University, Loyola University, Rush University, St. Francis Medical Center College of Nursing, Southern Illinois University Edwardsville, the University of Illinois at Chicago, and the University of St. Francis.
- **Nine** colleges and universities in Ohio currently offer an online DNP degree including Case Western Reserve University, College of Mount St. Joseph, Kent State University, the Ohio State University, the University of Cincinnati, the University of Toledo, Ursuline College, Walsh University and Wright State University.
- In Michigan, **9** colleges and universities offer the DNP degree including Grand Valley State University, Madonna University, Michigan State University, Oakland University, Saginaw Valley State University, University of Detroit Mercy, University of Michigan, University of Michigan-Flint, and Wayne State University.
- **Seven** universities in Kentucky also offer the DNP including Bellarmine University, Eastern Kentucky University, Frontier Nursing University, Murray State University, Northern Kentucky University, the University of Kentucky and Western Kentucky University.

c. Articulation of Associate/Baccalaureate Programs--Not applicable.

d. Collaboration with Similar or Related Programs on Other Campuses

A system-wide DNP program is a logical extension of the Graduate Nursing Consortium that was created in 1997 when the College of Nursing at Purdue Calumet brought their master's

in nursing program to nurses living in communities near the West Lafayette and Fort Wayne campuses. Through this consortia arrangement, the nursing programs at West Lafayette and Fort Wayne began to participate in teaching graduate courses and eventually were approved to offer their own master's degrees. Since its creation, the Purdue Graduate Nursing Consortium has significantly increased access to affordable master's education to nurses throughout the state. It has provided an efficient and effective way to use the expertise of doctorally prepared nursing faculty across the Purdue system while increasing the program options available to nursing students. The DNP collaborative effort will benefit from these past experiences by generating improvements in multiple systems across the campuses that will enhance not only the DNP student experience, but that can be applied to other units at Purdue who might endeavor to accomplish a similar collaboration.

As indicated in this document, efforts to offer the system-wide delivery of the DNP program rest upon the existing collaborative relationship among the three campuses.

For an extended discussion of collaboration, please see full proposal.

a. Credit Hours Required/Time to Completion

Students admitted to the post-master's DNP program must have a master's degree in nursing. The post-master's DNP track consists of 38 credit hours and 43 for non-advanced practice nurses

b. Exceeding the Standard Expectation of Credit Hours--Not applicable.

c. Program Competencies or Learning Outcomes

The learning outcomes for the proposed system-wide collaborative program will be consistent with the West Lafayette DNP learning outcomes. These outcomes reflect the AACN Essentials of Doctoral Education for Advanced Nursing Practice and are listed below. Upon successful completion of the DNP, the graduate will be able to:

- Evaluate systems responses to health and illness as a basis for the promotion, restoration and maintenance of health and functional abilities and the prevention of illness
- Integrate advanced knowledge of nursing theories, related sciences and humanities, and methods of inquiry in the care diverse populations
- Design quality, cost effective nursing interventions based on the knowledge of interrelationships among person, environment, health and nursing
- Measure outcomes to evaluate nursing and health systems in diverse settings
- Demonstrate role competence as a Doctor of Nursing Practice in providing care to individuals and families including rural and vulnerable populations
- Translate research to support evidenced-based practice for diverse populations
- Initiate changes in the healthcare system through the implementation and evaluation of health policies that strengthen the healthcare delivery system
- Apply systems concepts to prevent and solve complex healthcare delivery problems

d. Assessment

Assessment will be the responsibility of all participating campuses. Our assessment plan is holistic and will include these target areas: program, course, course delivery technology, instructor, and individual student learning outcomes. Data will be analyzed by each campus and the system. In addition, each campus will assess the DNP program as a whole using the current West Lafayette program evaluation plan based on the Commission on Collegiate Nursing

Education (CCNE) accreditation standards. Please see Appendix B for the specific CCNE evaluation plan to be followed.

In addition to the CCNE evaluation plan, we plan to use both formative and summative metrics to evaluate courses and online program components. Formative measurement is important to make mid-course and mid-program corrections to enable student success. Because we intend to offer this program using innovative technologies for asynchronous online delivery, we will assess the quality of the online learning environment and strategies as part of the learning process and outcomes.

Programmatically, we will continuously assess for improvement of course, instruction and learning outcomes. We will use the Sloan Consortium (Sloan-C) Quality Framework and Pillars (Moore, 2005) to assess the quality of the online program. The Sloan-C framework is appropriate for course and programmatic assessment and is organized around five pillars of quality including learning effectiveness, cost effectiveness and institutional commitment, access and faculty and student satisfaction.

We will use the Quality Matters™ (QM) assessment rubric to certify instructors for online teaching and to periodically assess individual courses. Funded through a FIPSE grant, a consortium of higher education institutions developed the QM framework and rubric after reviewing the literature of best practices. It is now a well-established approach to assessing the quality of online education (<https://www.qualitymatters.org/higher-education-program>).

e. Licensure and Certification

As a post-master's degree program, most graduates will not be prepared for a license or certification. All students will need to hold a valid registered nurse license as a criterion of admission. Applicants, who are not certified at the time of application, may be required to complete coursework leading to certification as is current practice in West Lafayette.

f. Placement of Graduates

The West Lafayette campus has graduated 32 DNP students since its first graduating class of 2007. Graduates are working in the following healthcare roles: nursing university or clinical education (14); advanced nursing practice (10); clinical director (4); executive level nursing (2); and one student is pursuing a PhD and employed at the Centers for Disease Control and Prevention. All but six alumni are employed in Indiana. We anticipate that graduates will find similar placements. Nationally, DNP prepared nurses earn between 5 and 10% more than their master's prepared counterparts (AACN, <https://www.aacn.nche.edu/media-relations/factsheets/dnp>, retrieved on April 11, 2013.)

g. Accreditation

Accreditation is a requirement of programs of nursing to ensure that graduates are eligible to be fully licensed and certified. While no certification exists for those pursuing a post-master's DNP, accreditation of all programs is nonetheless desirable, necessary and expected by potential employers. Accreditation indicates that the program has met quality standards and communicates that quality to students, the public and policy makers

The DNP program at West Lafayette is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The existing master's programs at Calumet and Fort Wayne are fully accredited by the Accreditation Commission for Nursing Education (ACEN), formerly known as the National League for Nursing Accrediting Commission. The Calumet campus was just re-accredited in 2012. To expedite initial accreditation, the Calumet and Fort Wayne programs will submit a planned substantive change to ACEN under the category of "addition of a program with a different level of credentials than previously offered"

(<http://www.acenursing.net/resources/GuidelinesSubChange.pdf>). After the first year of the program, the Calumet and Fort Wayne campuses will seek accreditation through CCNE.

5. Projected Headcount and FTE Enrollments and Degrees Conferred

See tables below for enrollment projections and projected degrees conferred for Purdue University Calumet, Indiana University Purdue University Fort Wayne, and Purdue West Lafayette as part of this collaborative system-wide DNP.

Table 6A

Institution/Location: Purdue University Calumet

Program: Collaborative System-Wide DNP

	Year #1 FY 2014	Year #2 FY 2015	Year #3 FY 2016	Year #4 FY 2017	Year #5 FY 2018
Enrollment Projections (Headcount)	15	31	50	53	55
Enrollment Projections (FTE)	6.3	15.8	21.5	22.8	23.4
Degree Completions Projections	0	0	14	15	17

Table 6B

Institution/Location: Indiana University - Purdue University Fort Wayne

Program: Collaborative System-Wide DNP

	Year #1 FY 2014	Year #2 FY 2015	Year #3 FY 2016	Year #4 FY 2017	Year #5 FY 2018
Enrollment Projections (Headcount)	10	19	28	33	37
Enrollment Projections (FTE)	4.2	8.0	11.8	13.9	15.5
Degree Completions Projections	0	0	9	9	9

Table 6C

Institution/Location: Purdue University West Lafayette

Program: Collaborative System-Wide DNP

	Year #1 FY 2014	Year #2 FY 2015	Year #3 FY 2016	Year #4 FY 2017	Year #5 FY 2018
Enrollment Projections (Headcount)	15	29	43	43	43
Enrollment Projections (FTE)	6.8	13.1	19.4	19.4	19.4
Degree Completions Projections	0	0	14	14	14

Table 6D

Summary Table

Program: Collaborative System-Wide DNP

	Year #1 FY 2014	Year #2 FY 2015	Year #3 FY 2016	Year #4 FY 2017	Year #5 FY 2018
Enrollment Projections (Headcount)	40	79	121	129	135
Enrollment Projections (FTE)	17.3	36.9	52.7	56.1	58.3
Degree Completions Projections	0	0	37	38	40
Instruction at Another Campus (FTE)	7.4	10.9	7.9	6.6	7.8



Policy on Regional Campus Roles and Missions

December 12, 2013

Preamble

The Indiana Commission for Higher Education regards the Regional Campuses of Indiana University and Purdue University as valuable contributors to the state's system of higher education. The Regional Campuses differ significantly from one to another. Recognizing the unique characteristics of each Regional Campus, the principles outlined on the pages that follow are designed as overarching directions that reflect a more efficient and effective role for Regional Campuses in Indiana's system of higher education in alignment with the Commission's Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity.¹ This version of the document has been updated to reflect changes in Indiana's system of higher education and enhanced inter-campus collaboration opportunities, especially those allowed by technology.

For the purposes of this policy, Regional Campuses shall be defined as:

- *Indiana University-East*
- *Indiana University-Kokomo*
- *Indiana University-Northwest*
- *Indiana University-South Bend*
- *Indiana University-Southeast*
- *Purdue University-Calumet*
- *Indiana University-Purdue University-Ft. Wayne*
- *Purdue University-North Central*

Between the late 1960s and late 1980s, the Regional Campuses, in addition to being regional four-year branches of Indiana University and Purdue University, effectively played the role of community colleges, offering associate's degrees and serving as the state's access institutions. In 1987, the Commission for Higher Education approved the first four Associate of Science (AS)/transfer oriented degree programs at the Indiana Vocational Technical College (now Ivy Tech Community College of Indiana). With increasing admissions standards at the Indiana University and Purdue University flagship campuses, and exploding enrollment at the community college level, Regional Campuses are playing an increasingly important role serving Hoosiers with high quality, low-cost baccalaureate degree programs and limited graduate programs, filling a vital niche in Indiana's system of higher education. Research and scholarly activities related to faculty teaching responsibilities and local and regional needs are of special significance at regional campuses.

The missions of Indiana's Regional Campuses should reflect the following defining characteristics:

- 1) **Profile:** Indiana's eight Regional Campuses serve both recent high school graduates and adults. While a portion of the Regional Campus student population enrolls on a part-time basis, full-time enrollment is growing and now represents nearly two-thirds of the student population. A majority

¹ This includes *Reaching Higher: Strategic Directions for Indiana* (2007), *Reaching Higher: Strategic Initiatives for Higher Education in Indiana* (2008), and *Reaching Higher Achieving More: A Success Agenda for Higher Education in Indiana* (2012).

of students attending Regional Campuses are either first-generation, low-income students or students balancing their education with work and family. Regional Campuses should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. 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. Effective partnerships between high schools and regional campuses can improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.

- 2) **Educational Responsibility:** The primary educational responsibility of Regional Campuses is baccalaureate degree programs. Associate degree programs may be offered on an exceptional basis if a clear workforce need exists and it has been determined that the program cannot be offered at the community colleges. Regional Campuses facilitate seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Single Articulation Pathways.
- 3) **Graduate Programs:** Regional Campuses may offer select masters programs to meet state and regional needs. Under exceptional circumstances aligned to workforce demand, a Regional Campus may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program.
- 4) **Primary Geographic Responsibility:**
 - a. Indiana University-East – East Central Indiana/Western Ohio
 - b. Indiana University-Kokomo – Central/North Central Indiana
 - c. Indiana University-Northwest – Northwest Indiana/Greater Chicago Area
 - d. Indiana University-South Bend – North Central Indiana/Southern Michigan
 - e. Indiana University-Southeast – Southeast Indiana/Greater Louisville (KY) Area
 - f. Purdue University-Calumet – Northwest Indiana/Greater Chicago Area
 - g. Indiana University-Purdue University-Ft. Wayne – Northeast Indiana/Greater Ft. Wayne Area/Northwest Ohio
 - h. Purdue University-North Central – North Central Indiana/Lower Michigan
- 5) **Governance:** The eight Regional Campuses are governed by two institutions. Five are Regional Campuses of Indiana University, and three are Regional Campuses of Purdue University. Indiana University-Purdue University-Ft. Wayne combines academic units from both Indiana University and Purdue University, but is governed by Purdue University. The Boards of Trustees of Indiana University and Purdue University, in collaboration with central university administration located at those institutions' Main Campuses, determine the utilization of resources at the Regional Campuses. Chancellors appointed by institutional Presidents and Trustees manage the Campuses. The central university administrations of Indiana University and Purdue University are encouraged to develop accountability measures for the Regional Campuses in coordination with the Regional Campus administration and that are aligned to the Commission's strategic plan. These measures should include graduation rates, time to graduation, efficiency measures, tuition and fees as a percentage of revenue, and other such outcome indices of academic and institutional performance. Regional Campuses should be held responsible and accountable for their achievement
- 6) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain

academic programs. Beginning in 2011, recent high school graduates are required to have a Core 40 high school diploma for admission to a Regional Campus.

- 7) **Developmental/Remedial Education:** Regional Campuses are encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. A Regional Campus may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at the Regional Campus. Regional Campuses should not offer classroom-based, stand-alone remediation (coursework that does not count toward any degree), which is the responsibility of the community colleges.
- 8) **Student Residences:** To promote affordability and reduce campus costs, Regional Campuses should limit on-campus residence to 10% of enrollment unless on-campus housing can be provided at a lower cost than off-campus housing without adding financial liability to the institution or the State.
- 9) **Finance:** The Indiana General Assembly provides direct appropriations to each Regional Campus based on recommendations from the Commission that are developed in consultation with the Main Campuses. One component of the appropriation is the State's performance funding formula, which offers Regional Campuses more direct control over their appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. Regional Campuses should actively pursue policies that improve metric outcomes to earn a larger appropriation.

Expectations of Regional Campuses within Indiana's System of Higher Education:

- **Degree Completion:** Regional Campuses should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for Regional Campuses should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace.
- **Affordability:** Institutions and their Regional Campuses should place affordability at the forefront of decisions around resource allocation.
- **Synergy with Indiana's Community Colleges:** The success of Regional Campuses will depend on collaborative work with the community colleges. Successful collaborations will have the following characteristics:
 - Community colleges are delivering all stand-alone remediation, though collaboration with a Regional Campus could be used to deliver remediation concurrent with credit-bearing courses taken at the Regional Campus.
 - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by the community college in that region.
 - Regional Campuses have transfer scholarships in place and available for community college students and/or graduates, and seamless transfer opportunities through the Statewide General Education Core and Single Articulation Pathways, as well as passport programs and referral opportunities. The Regional Campus and community colleges should develop and provide common messaging regarding transfer policies with a level of detail that enables students to accurately predict which courses will transfer and in what way.

- Community colleges and Regional Campuses should better differentiate institutional missions, integrate services, improve completion, and increase the effectiveness and efficiency of the campuses.
- **Synergy with Main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is necessary that Regional Campuses and their respective Main Campuses work in close collaboration, particularly in the delivery of academic programs and campus administration.
 - Regional Campuses must work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
 - Regional Campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students.
 - Synergies between the Main Campus and other Regional Campuses would ensure the availability and capacity of required courses to enable students to graduate on-time.
- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies and workforce needs at the forefront of their success agenda.
 - Regional Campuses should expand efforts to partner with local employers to provide college-to-work pathways.
 - Regional Campuses should accelerate options that award college credit to students for prior learning and demonstrated work experience.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

BUSINESS ITEM E:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of 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

Background

The Academic Affairs and Quality Committee (AA&Q) reviewed these programs at its April 23, 2014 meeting and concluded that the proposed Indiana University Bloomington Bachelor of Liberal Studies and the Ivy Tech Community College Technical Certificate and Certificate in Entrepreneurship could be placed on the May 8, 2014 agenda for action by the Commission as an expedited item.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, April 23, 2014

Academic Degree Programs on Which Staff Propose Expedited Action
April 23, 2014

CHE 14-02 Bachelor of Liberal Studies to be offered by Indiana University Bloomington

Proposal received on March 3, 2014
CIP Code: Federal – 24.0101; State – 24.0101
Five Year Projected Enrollment: Headcount – 1,056; FTEs - 868
Five Year Projected Degrees Conferred: 225

When Indiana University dissolved its School of Continuing Studies in 2012, the academic home of the Bachelor of General Studies B.G.S., which had been available to students on the Bloomington campus through Continuing Studies, was moved into the College of Arts and Sciences. As a result, the University has reshaped the B.G.S. curriculum and proposes to offer the new degree as a Bachelor of Liberal Studies (B.L.S.). What distinguishes the B.L.S. is its more flexible and interdisciplinary structure than core Bachelor of Arts and Bachelor of Science degrees in the College. While the B.L.S. curriculum continues to emphasize breadth of study over specialized study within a major, B.L.S. students will continue to take the majority of their courses through the College of Arts and Sciences. If the B.L.S. is approved, the B.G.S. will be eliminated. In FY2013, the IU Bloomington B.G.S. enrolled 679 headcount or 433 FTE students and had 238 graduates.

CHE 14-04 Technical Certificate and Certificate in Entrepreneurship to be offered at all Ivy Tech Community College campuses

Proposal received on March 4, 2014
CIP Code: Federal – 52.0701; State – 52.0701
Five Year Projected Enrollment: Headcount – 684; FTEs - 418
Five Year Projected Degrees Conferred: 167

The proposed 31-credit hour Technical Certificate and 18-credit hour Certificate in Entrepreneurship are intended to prepare graduates to apply a comprehensive set of principles toward owning and operating an independent business. The Certificate in Entrepreneurship is designed for students with knowledge in other fields of study acquired either through postsecondary education or through industry or life experience. The Technical Certificate is designed for students with an interest in Business Administration as a field of study and will specifically address advancement of entrepreneurship for Indiana's economic advancement. In FY2013, Ivy Tech awarded a total of 759 Certificates, 1,617 Technical Certificates, and 1,592 A.A.S./A.S. degrees in Business or Business-related fields of study (CIP code 51).

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

BUSINESS ITEM F:

Capital Projects for Expedited Action

Staff Recommendation

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

- Indiana University-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

Background

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

Supporting Document

Background Information on Capital Projects for Expedited Action, May 8, 2014

Background Information on Capital Projects for Expedited Action
May 8, 2014

A-2-12-1-15 Indiana University Purdue University Indianapolis: Indiana University School of Medicine Center for Drug Discovery – Wishard/Dunlap Building Lab Renovation – \$25,000,000

The Trustees of Indiana University request authorization to proceed with the renovation of the Wishard/Dunlap lab renovation. This 135,000 renovation project is located on the Indiana University School of Medicine's campus. This project consists of renovating five floors of space into a state-of-the-art facility with new lab space that will provide support/administration/collaboration space for the IU School of Medicine's Center for Drug Discovery. This will modernize its infrastructure creating up-to-date laboratory space in Wishard/Dunlap directly supporting the university's emphasis on research and its life sciences initiative. The project will be funded with \$25,000,000 from State appropriations. The project was recommended by the Commission in the 2013-15 fiscal biennium and cash funded by the General Assembly.

B-1-14-2-24 Purdue University West Lafayette – Shreve Hall Academic Support Center - \$3,900,000

The Trustees of Purdue University request authorization to proceed with the Shreve Hall Academic Support Center construction on the West Lafayette campus. The Academic Support Center is located on the first floor of Shreve Hall in the two-story center portion between the two resident towers in what was originally the Food Service and Dining area. The scope of this project is to transform the currently under-utilized area into a center for collaborative learning, as well as to provide an area for a variety of supplementary learning and teaching styles. The estimated cost of the project is \$3,900,000 and will be funded from the Housing and Food Services Department Reserves. Purdue's Housing and Food Services is a self-supporting entity that maintains its own reserves for repair and rehabilitation, routine maintenance, etc. Housing and Food Services reduced its rates by .02% for 2014-15.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

BUSINESS ITEM G:

Performance Funding Per-Unit Payments

Staff Recommendation

That the Commission adopt the recommended per-unit performance funding payment. These recommendations were approved unanimously by the Budget and Productivity Committee.

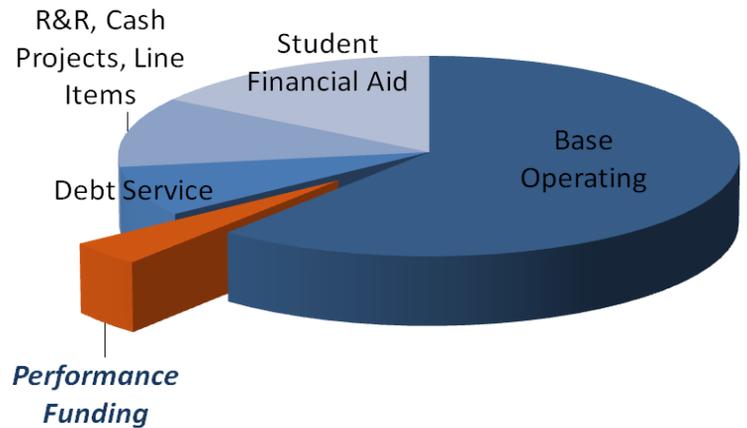
Background

In the previous biennium, the Commission employed a weighting system connected to each performance metric. This allowed for the Commission to create a baseline per-unit payment. The per-unit payments for next biennium are being recommended at the same dollar amount as the weighted amounts from the previous biennium (rounded to the nearest hundred). This allows the Commission to make the policy decision to pay for what it values before the data are finalized. This also provides the institutions with greater predictability as the payments are known earlier in the budget development process.

Supporting Document

Per-Unit Payment Recommendations

Performance Funding currently represents 3 percent of the total funding universities receive from the State of Indiana – 6 percent of operating.



PERFORMANCE FUNDING		
Paying for What we Value		
	Actual Value This Biennium	Proposed Value Next Biennium
Overall Degree Completion		
1 Yr Cert	\$1,949	\$2,000
Associate	\$3,898	\$4,000
Bachelor	\$7,795	\$8,000
Master	\$3,898	\$4,000
Doctoral	\$1,949	\$2,000
On-Time Degree Completion		
Associate	\$11,461	\$11,000
Bachelor	\$22,921	\$23,000
At-Risk Degree Completion		
1 Yr Cert	\$1,376	\$1,500
Associate	\$2,752	\$3,000
Bachelor	\$5,503	\$6,000
High Impact Degree Completion		
Bachelor	\$19,491	\$20,000
Master	\$14,033	\$14,000
Doctoral	\$6,822	\$7,000
Student Persistence		
15 CH	\$305	\$300
30 CH (2YR)	\$600	\$600
30 CH (4 YR)	\$765	\$800
45 CH	\$1,210	\$1,200
60 CH	\$1,530	\$1,500
Remediation Success		
Math	\$1,250	\$1,300
English	\$1,250	\$1,300
Math & English	\$2,500	\$2,500
Institutionally-Defined Productivity Metric		
0-5% Improvement	\$1,500	per 100 resident undergraduate students FTE
5-10% Improvement	\$2,000	
10%+ Improvement	\$2,500	

If necessary, per-unit payments may be increased or decreased by a uniform percentage to achieve desired overall budget appropriation.

PROCUREMENT POLICY

Section 1

Definitions:

1.1 Commission - Commission for Higher Education and any administrative units or subdivisions therein.

1.2 Commodity - goods that are purchased, generally tangible in nature (includes printing services).

1.3 Contract - a contract is a legally binding agreement in which the parties make promises to deliver a product or service in exchange for consideration (typically money).

1.4 Grant - a competitively-awarded distribution to a non-profit organization or agency typically for a specified time period with both expenditure limitations and reporting requirements.

1.5 Letter of Agreement (LOA) - an agreement between the Commission and a vendor to provide reimbursement for a service provided that does not exceed \$5,000 or last longer than thirty (30) days. Typically used to retain speakers and reimburse non-employees for travel; may contain provisions regarding honoraria.

1.6 Memorandum of Understanding (MOU) - an agreement between two or more state instrumentalities that codifies an arrangement for the provision of services and/or financial support.

1.7 Request for Proposal/Quote (RFP/Q) - a formal solicitation for bidding on a project or service to allow competitive awarding to occur.

1.8 Professional Services - any contract that lasts for a period longer than ninety (90) days and procures a service from a vendor or individual.

1.9 Utilities - services required for the Commission to operate such as telephone and data services.

Section 2

Policy Statement:

The Commission exercises its exemption from the State of Indiana's public purchasing requirements as permitted by IC 21-18-5 (c.f. IC 5-22-1-2). This document is intended to be the Commission's comprehensive procurement policy by which all employees shall abide.

Section 3

3.1 Procurement Tiers:

Procurement is divided into tiers based on the type of purchasing taking place. The following categories are used: Professional Services and Commodities, Grants, Travel, and Utilities. Each Tier is determined by a dollar threshold that specifies what action is to take place. Purchases may not be artificially divided to avoid the requirements of each Tier.

3.2 Professional Services and Commodities

Professional services and commodities purchases are divided into three tiers. Where applicable, Tier 2 and 3 commodities bidding shall include the Indiana Association of Rehabilitation Facilities (IN-ARF) and the Prisoner Enterprise Network (PEN) products in the minimum bid count; however, more than three bids may be solicited. The Commission will utilize Indiana Department of Administration's negotiated Quantity Purchase Agreements (QPA) when the prices for those agreements are competitive;

however, the Commission reserves the right to purchase any item at a more competitive price outside of the QPA when it is determined that the QPA is not competitive or in the Commission's best interest.

Tier 1 – less than \$5,000 – not awarded competitively. For Tier 1 professional services, a Letter of Agreement is signed by both parties to memorialize the arrangement and a purchase order is issued to encumber the funds. Procurement of Tier 1 commodities requires only a purchase order. When permissible, purchases less than \$500 will be procured using the agency credit card.

Tier 2 – \$5,000 to \$49,999 – awarded competitively through a minimum of three (3) e-mail or telephone solicitations. There is no minimum timeframe for letting bids. If there are less than three (3) vendors who offer a Tier 2 professional service or commodity, the requestor must certify the contract cannot be awarded competitively and justify the vendor selected. Sole-source contracts require a formal letter of justification from the requesting Associate Commissioner and approval in writing by the Chief Financial Officer (template letter provided by Finance). Once awarded, a contract will be created and a purchase order will be issued to encumber the funds.

Tier 3 – \$50,000 or more – awarded competitively through a formal RFP/Q (template provided by Finance). A minimum of three solicitations are required and must be in writing. The bid must be let for a minimum of seven (7) business days (excludes weekends and state holidays); the letting period should take into account the scope and cost of the project so as to give vendors adequate time to appropriately respond. Sole-source contracts require a formal letter of justification from the requesting Associate Commissioner and approval in writing by the Commissioner (template letter provided by Finance). Once awarded, a contract will be created and a purchase order will be issued to encumber the funds.

3.3 Grants (Commission as Grantor)

Grant awards are divided into two tiers:

Tier 1 – less than \$25,000 – awarded competitively through e-mail or telephone solicitations. A grant award agreement will be created and a purchase order will be issued to encumber and disburse the funds.

Tier 2 – \$25,000 or more – awarded competitively through a formal RFP. A minimum of three solicitations are required and must be in writing. The bid must be let for a minimum of fifteen (15) business days (excludes weekends and state holidays); the letting period should take into account the scope and cost of the grant so as to give applicants adequate time to appropriately create a proposal. Once competitively awarded, a grant award agreement will be created and a purchase order will be issued to encumber and disburse the funds.

3.4 Grants Cost-Sharing/Matching Funds (Commission as Grantee)

In today's competitive grant marketplace it is common for grantors to require matching funds for a grant proposal. This could be in the form of Commission match, in-kind contributions, or other non-federal sponsored resources. Each of these commitments, once agreed to in a grant agreement, require tracking to ensure accountability of the commitment. Unless there is verbiage from the grantor that indicates such cost-sharing/matching funds are required, it is the expectation that such commitments not be

made. Inclusion of cost-sharing/match absent a grantor mandate requires the written (electronic) approval of the Chief Financial Officer.

3.5 Travel

Travel purchases are governed by the Indiana Department of Administration (IDOA) and the Office of Management and Budget. Applicable policies can be located on IDOA's website and in various Financial Management Circulars. The Commission shall abide by these policies. When permissible, travel pre-purchases for transportation, lodging, and registration will be procured through the use of the agency travel credit card. No travel advances shall be provided to any Commission member or staff. Original receipts, including pre-paid lodging, are required for reimbursement.

Mileage shall not be reimbursed for intra-city travel unless approved in writing by the Commissioner or an approved designee. Out-of-state travel requests submitted less than 30 days from date of travel require written (electronic) approval by the Commissioner.

3.6 Utilities

Utilities will be procured, when possible through the use of the agency credit card or a purchase order with payment terms of Net 30 days.

Section 4

Procedures:

Commission staff are authorized to develop appropriate procedures to enforce and execute the provisions of this policy. These procedures may be updated from time to time as necessary due to technology and statutory changes.

Section 5

Contracts:

Contracts shall contain the agency's approved boilerplate language unless approved by the Office of the Attorney General or other counsel. Procurement contracts shall not be signed unless they are initiated by the Commission and its staff. Contracts may contain a vendor's contract language provided it does not violate statute or other obligations. Contracts are not fully executed until the Commissioner or an approved designee signs. One (1) original of the contract shall be maintained by the Commission and one (1) sent to the contractor. Upon completion of the contract, the Contractor shall certify that the contract is complete and all work is final. No contract or grant award agreement shall be issued without prior review and written (electronic) approval by the Chief Financial Officer or his/her designee.

Contracts should generally not exceed two (2) years in length unless specifically tied to a grant or there is a justifiable business reason to do so.

Grant award contracts where the Commission is a grantee shall use the appropriate language of the Grantor provided it does not violate statute. In instances where a conflict exists, an Addendum may be used to rectify the violation. Only the Commissioner or an approved designee can approve grant award contracts where the Commission is a grantee.

Section 6

Memoranda of Understanding:

Interagency agreements shall be formalized through Memoranda of Understanding. Any obligation of funds shall be clearly enumerated in addition to specific requirements to receive those funds. Memoranda shall follow the Office of Management and Budget's guidelines as required by various financial management circulars. Memoranda of Understanding shall be signed by respective agency heads or and the State Budget Director or their designee.

Section 7

Requisitions:

The procurement process begins with the initiation of a requisition that is ultimately approved by the Chief Financial Officer or approved designee. Upon final approval, the purchase is completed using the agency credit card or the requisition is expedited to a purchase order and dispatched. Any obligation of funds requires a purchase order. Funds shall be encumbered to ensure adequate budget exists and that funds are not overcommitted. A purchase order must be issued *prior* to any obligation of funds. For purchases which result in the acquisition of a capital asset as established by standard accounting procedures for the State of Indiana, all relevant asset information will be included with the purchase order to create a clear audit trail of activity from acquisition to payment.

Section 8

Request for Proposals/Quotes:

Requests for Proposals/Quotes shall generally follow the prescribed formats (provided by Finance). RFP/Qs shall not be written to specify a specific model or procedure unless there is sufficient business justification; comparable substitutions should always be permitted to promote competitive bids and participation. Each bid will be scored accordingly and all documentation will be retained with agency accounting and procurement files.

Section 9

Preferences:

Pursuant to IC 5-22-1-2 and 21-18-5, only the following commodity purchase preferences are applicable to state educational educations and, consequently, the Commission:

IC 5-22-15-21 – U.S. Manufactured Preference (*absolute*)

IC 5-22-15-16 – Recycled Products Preference (*price*)

IC 5-22-15-20.5 – Buy Indiana Preference (*price*)

Commission staff shall maintain policies and procedures that are consistent with this statute and subsequent revisions.

Section 10

Approval Authority:

Only the Commissioner or designee has final approval authority to obligate funds. Designee must have written authority on file. No other member of the Commission or the Commission staff may obligate funding outside of this approval route.

10.1 Expenditures in Excess of \$50,000

Any expenditure that exceeds \$50,000 must be approved by the Commission unless that expenditure was approved as a line item of the regular budget submission to the Commission. Expenditures may not be artificially divided to avoid this or any other requirement.

Section 11

Conflicts of Interest:

No Commission member or staff shall take part in the awarding of a contract or the procurement of goods and services in which there is a known conflict of interest as disclosed per Commission policies. In such instances, the person in question shall be excluded from the awarding process. No information on the status or competitive nature of other bids shall be shared with a person who is known to have a conflict of interest.

Section 12

Scope of Policy:

All sections, in their entirety, apply to all Commission members and employees.

Section 13

Policy Information and History:

Effective date: May 8, 2014

References and Authority: IC 4-13-2
IC 5-22
IC 21-18-5-2
Commission Bylaws, Article VIII

Revisions: Third – supersedes policy dated June 1, 2012 and any other guidelines not contained herein.

Approvals: 

Teresa Lubbers, *Commissioner*

Thursday May 8, 2014
Date approved by *Commission for Higher Education*

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

BUSINESS ITEM I:

Appeals Process for Student Financial Aid

Staff Recommendation

That the Commission for Higher Education approve by consent the new appeals process for student financial aid programs including the following:

- Higher Education Award under IC 21-12-13
- Freedom of Choice Award under IC 21-12-4,
- 21st Century Scholarship under 21-12-6
- Part-Time Grant Award under 21-12-8

In addition, the appeals process will cover the following circumstances:

- Late Free Application for Federal Student Aid (FAFSA) filing (FAFSA received by Federal Processor after March 10 Indiana filing deadline)
- Late edit corrections (Edits corrected after May 15 Indiana edit correction deadline)
- Residency
- 21st Century Scholars Program Eligibility
- 21st Century Scholars Income/FLRP Eligibility
- 21st Century Scholars Pledge Violation
- 21st Century Scholars Other / Hardship
- 21st Century Scholars Late Enrollment/ Missing Enrollment
- 21st Century Scholars High School Grade Point Average
- 21st Century Scholars Late Affirmation
- Unmet credit completion requirements

Background

Indiana Administrative Code outlining the Commission's appeals process expired December 31, 2013. Additionally, passage of House Enrolled Act 1348-2013 puts into statute an appeals process for students who do not meet minimum credit completion requirements for renewal of student financial aid.

Supporting Document

State Financial Aid Appeals Process Memoranda, May 8, 2014



INDIANA *for* COMMISSION
HIGHER EDUCATION

TO: Indiana Commission for Higher Education Members

FROM: Mary Jane Michalak, Associate Commissioner, Student Financial Aid

RE: State Financial Aid Appeals Process

DATE: May 8, 2014

The Indiana Commission for Higher Education's Division of Student Financial Aid and 21st Century Scholars Division (Commission) have historically provided an appeals process outlined in 500 IAC 1-1-10 (previously 585 IAC 1-9-10).

500 IAC expired as of December 31, 2013, and legislation passed in 2013 required the Commission set an appeals process for students unable to meet credit completion requirements established under House Enrolled Act 1348-2013 (IC 21-12-3-9 and 21-12-6-7). As such, this document outlines a recommended appeals process for state financial aid eligibility.

Appeal Process (Student)

All appeals must be submitted to the Commission on the appropriate appeals form (either the Division of Student Financial Aid or the 21st Century Scholars Division). Appeals can be submitted via email to Appeals@che.in.gov or via US Mail to:

Indiana Commission for Higher Education
Attention: Appeals
402 West Washington Street, W462
Indianapolis, IN 46204

A student may file up to three appeals. If the first appeal is denied, the student may file a second appeal if the student has new information or changing circumstances that were not provided in the first appeal to present to the Commission and explain why the appeal should be given second consideration. If first and second appeals are denied, a student must have new information or changing circumstances that were not provided in either of the first two appeals to submit a third appeal and explain why the appeal should be given third and final consideration. Second and third appeals that do not explain new information or changing circumstances will not be considered.

For each level of the appeal process the appellant will be notified of all decisions in writing via the email address listed on their appeal form and/or on their FAFSA.

Appeal Process (Commission)

Once received, appeals will be distributed to the appropriate Commission team member for processing. Appeals related to certain 21st Century Scholars issues will be distributed to the appropriate individual within the 21st Century Scholars Division. All other Appeals will stay with the appropriate individual within the Division of Student Financial Aid. In either case, the appropriate Commission team member will log the appeal into the appropriate database with the date the appeal was received.

Initial appeals will be reviewed by one of two panels, each with three individuals who are members of the 21st Century Scholars Division and Student Financial Aid Awards Division. The appropriate Commission team member will then notify the members of the Appeals Panel that open appeals have been loaded into the database and must be reviewed.

Complete appeals packets will be reviewed and a decision made within three (3) weeks of panel notification. The appropriate Commission team member will be responsible for following up with the Appeals Panel to ensure a decision is made within the required timeframe.

Once the Appeals Panel has reached a decision, the appropriate team member will notify the financial aid representatives at the college choice listed on the appeal form before the student is notified. This will allow the institution representatives time to prepare for contact from the student. The appropriate Commission team member will then notify the appellant, via email, of the panel's decision. Individuals will also receive a paper copy of the decision via U.S. mail.

To file a second appeal, a student must have new information or changing circumstances that were not provided in the first appeal and explain why the appeal should be given second consideration. If this is provided, the second appeal will be reviewed and a decision determined by the Associate Commissioner for the Division of Student Financial Aid or the Associate Commissioner for Strategic Communication and Outreach. The decision of the appropriate Associate Commissioner will be communicated by the appropriate Commission team member to the financial aid representatives at the college choice listed on the appeal form before the student is notified. This will allow the institution representatives time to prepare for contact from the student. The appropriate Commission team member will then notify the appellant, via email, of the panel's decision. Individuals will also receive a paper copy of the decision via U.S. mail.

If first and second appeals are denied, a student must have new information or changing circumstances that were not provided in the first or second appeal and explain why the appeal should be given third and final consideration. Third appeals will be reviewed by an Administrative Law Judge (ALJ) employed by the Office of the Attorney General through a Memorandum of Understanding between the Commission and the Office of the Attorney General.

The ALJ will review the appeal, giving both the appellant and the Commission opportunity to present information regarding the appeal. The appropriate Commission team member or the ALJ will notify the appellants of the time, date and location of the meeting during which the appeals will be heard, and will notify the appellants that they can choose to attend the meeting.

The decision of the ALJ will be considered final within the meaning of IC 4-21.5.¹

For each level of the appeal process the appellant will be notified of all decision in writing via the email address listed on their appeal form and/or on their FAFSA.

On a semi-annual basis, Commission staff will present information to the Student Success Committee on the following:

- 1) Number of appeals
- 2) Number of appeals approved/denied
- 3) Processing time of appeals
- 4) Trends seen in the types of appeals reviewed
- 5) Suggestions for changes in appeals process or policy

Effective date of new approval process

The new process will be effective upon approval by the full Indiana Commission for Higher Education.

Applicability

This recommended appeals process is applicable for students receiving the Higher Education Award (HEA) under IC 21-12-13, the Freedom of Choice Award (FOC) under IC 21-12-4, the 21st Century Scholarship (TFCS) under 21-12-6, and the Part-Time Grant Award (PT) under 21-12-8 and will cover the following circumstances:

- Late Free Application for Federal Student Aid (FAFSA) filing (FAFSA received by Federal Processor after March 10 Indiana filing deadline)²
 - Death of an immediate family member (student's spouse, child, parent, grandparent or sibling) that occurs 30 days or fewer prior to the filing deadline
 - Serious illness of the student or an immediate family member (student's spouse, child, parent, grandparent or sibling) that occurs 30 days or fewer prior to the filing deadline
 - Active duty military service by the student that prevents the student from filing by the deadline
- Late edit³ corrections (Edits corrected after May 15 Indiana edit correction deadline)⁴

¹ IC 4-21.5-1-6 "Final agency action" means: (1) the entry of an order designated as a final order under this article; or (2) any other agency action that disposes of all issues in a proceeding for all parties after the exhaustion of all available administrative remedies concerning the action.

² Late FAFSA filing appeals considered give students a 30-day window prior to the date of the FAFSA filing deadline in which a "life-event" must have occurred that impacted the student's ability to meet the required deadline. The "life-event" must directly impact the student or an immediate family member to be considered for approval.

³ "Edit" is an issue(s) with a student's FAFSA that prevent the Commission from determining eligibility for the Frank O'Bannon Award and 21st Century Scholarship

⁴ Late FAFSA edit correction appeals considered give students a 30-day window prior to the date of the FAFSA edit correction deadline in which a "life-event" must have occurred that impacted the student's ability to meet the required deadline. The "life-event" must directly impact the student or an immediate family member to be considered for approval.

- Death of an immediate family member (student's spouse, child, parent, grandparent or sibling) that occurs 30 days or fewer prior to the edit correction deadline
- Serious illness of the student or an immediate family member (student's spouse, child, parent, grandparent or sibling) that occurs 30 days or fewer prior to the edit correction deadline
- Active duty military service by the student that prevents the student from correcting edits by the deadline
- Residency
 - Student has been an Indiana resident since December 31 of the prior year and will remain an Indiana resident in the current year and throughout the academic year of the financial aid award.
 - For example, a parent of a dependent student has been an Indiana resident since December 31 of the prior year and will remain an Indiana resident in the current year and throughout the academic year of the financial aid award.
 - Residency appeals must be resolved before the edit correction deadline of May 15 unless the student also can provide supporting documentation of extenuating circumstances which prevented him or her from meeting this deadline (see above).
- 21st Century Scholars Program Eligibility
 - Student did not matriculate to college within 1 or 2 years of his or her high school graduation as required by program rules.
 - Student did not file a FAFSA each year as required by the program rules in order to remain a Scholar.
- 21st Century Scholars Income/FLRP Eligibility
 - Eligibility based on income is determined using the household's total gross income from the prior tax year based on the date the application was received. Changes in household income that occur during the current tax year will not be considered as a basis to reevaluate eligibility. However, a denied application that was submitted on or before December 31st of the enrollment year may be resubmitted after January 1st if the household income from the prior tax year would allow the student to qualify. Appeals must be received by December 31st of the enrollment year in which the application was submitted.
- 21st Century Scholars Pledge Violation
 - Appeals based on ineligibility due to a pledge violation may be considered in instances where an arrest does not result in formal adjudication resulting in a conviction or admission of guilt when the student is alleged to have:
 - illegally used a controlled substance;
 - illegally consumed alcoholic beverages; or
 - has committed a crime or delinquent act described in IC 31-37-1-2 or IC 31-37-2-2 through IC 31-37-2-5.
 - Pledge violations can be reported by a school official, parent or legal guardian, social worker, case manager, counselor, or judicial officer.
- 21st Century Scholars Other / Hardship
 - Circumstances for approving an appeal will be based on extreme, extenuating circumstances over which the student has had no control, ability to monitor, or have

reasonable knowledge of with regard to their enrollment or eligibility status. These circumstances must be documented, and the documentation provided to the 21st Century Scholars Division for a timely appeals decision. Appeals must be received by December 31 of the enrollment year in which the student was last eligible to apply.

- 21st Century Scholars Late Enrollment/ Missing Enrollment
 - Appeals based on a missed deadline will be considered for reasons related to the death of an immediate family member, serious illness or injury of student or immediate family member, or extreme, extenuating circumstances over which the student has had no control, ability to monitor, or have reasonable knowledge of that occur within thirty (30) days preceding the application deadline. These circumstances must be documented and the documentation provided to 21st Century Scholars for a timely appeal decision.
 - An appeal based on a claim that an enrollment or affirmation form was submitted but not received by the Central Office is not a sufficient basis absent supporting documentation.
 - The timeliness of the appeal is a factor considered during the review.
 - Appeals must be received by December 31st of the enrollment year in which the student was last eligible to apply.
- 21st Century Scholars High School Grade Point Average Requirement
 - An appeal based on ineligibility due to the student not achieving the required graduating high school G.P.A. requirement will only be considered where the G.P.A. has been reported in error or is later corrected by the school.
- 21st Century Scholars Late Affirmation
 - An appeal based on a late affirmation that is received within two (2) years of a student's high school graduation year will be accepted.
- Unmet credit completion requirements
 - IC 21-12-3-9 and 21-12-6-7 state "the commission **may** allow a student who is otherwise ineligible under this subdivision for an award during the next academic year to maintain eligibility for an award if the student submits a petition to the commission and the commission makes a determination that extenuating circumstances (as determined by the commission) prevented the student from meeting the requirements of this subdivision."
 - The statutory language concerning consideration of extenuating circumstances indicates that the General Assembly looks for the Commission to balance empathy towards students' life issues and situations with the goal of ensuring students meet or exceed the credit completion requirements passed into law.

Additional notes regarding the credit completion requirements

1) The "life-events" criteria for credit completion requirement approval will mirror that of the FAFSA filing and edit correction.

Students would qualify to have an appeal potentially approved if their situations fall in the following categories:

- death of an immediate family member⁵

⁵ Immediate family member is the appellant's parent or legal guardian, grandparent, spouse, sibling or child.

- illness/medical issues of self or an immediate family member
- participation in active duty military service
- natural disaster directly impacting the student or their immediate family member
- other extenuating circumstances

Acceptable documentation of life events would mirror that of FAFSA filing deadline and edit correction deadline appeals. Consideration will be given to duration of issue and other factors involved.

2) The Commission will consider “extenuating circumstances” beyond the “life-events” criteria, and will ask for documentation from an independent third-party or other individual qualified to provide feedback on student’s behalf.

As the Commission cannot directly assess each student’s situation at college, a student with circumstances that are deemed to be extenuating must provide written documentation from another party verifying that the circumstance has or will cause the student not to meet credit completion requirements for a period.

Another party could include, but is not be limited to, the following:

- Academic Advisor
- Clergy
- College faculty or administrator
- Social Worker

The Commission will look at the duration of the circumstance(s) as a criterion for making any decision on an appeal.

3) An appeal can be submitted only while enrolled in and attempting credit hour classes, or for a term in which the student enrolled in and attempted credit hours classes but withdrew/stopped attending classes.

Appeals must be submitted during a term in which a student is currently attempting, or has attempted, credit hour (or equivalent) coursework. Appeals cannot be submitted for periods prior to enrollment and attempting coursework or non-enrollment at an institution.

For example, a student enrolled in 12 credit hours for the term can appeal not meeting, or expecting not to meet, the requirements for that period. The student may appeal while enrolled in 12 credit hours, or after dropping below 12 credit hours, at which time the student is no longer a full-time student. The student cannot appeal missing a future period’s credit completion requirements that have not yet been attempted.

4) Credit completion appeals will be approved for a minimum of one (1) academic year. An appeal may be approved for the duration of a student’s eligibility to receive state financial aid at the discretion of the Commission.

An approved appeal will suspend the credit completion requirements for the academic year that is being appealed. Students will indicate for which academic year they are submitting an appeal. For example, if a student fails to earn 24 or 30 credit hours during his or her first year due to an

extenuating circumstance, the student may file an appeal to receive aid during his or her second year if the appeal is approved.

If students believe the nature of their situations will cause them to not meet the next academic year's credit completion requirements, they will need to file another appeal for that academic year. However, appeals may be approved for the duration of a student's eligibility to receive state financial aid depending on the circumstances of the appeal at the discretion of the Commission.

5) If state aid is utilized for a period in which a credit hour completion appeal is approved, that aid and any state aid usage progress will not be refunded to the student.

If a student appeals the credit hour completion requirements for a period and the appeal is approved, the student is eligible to receive state aid for the next year. However, if an institution has claimed state aid on behalf of the student for the classes enrolled in the prior year, that aid will not be refunded to the student.

For example, if a student fails to earn 24 or 30 credit hours for his or her first year, despite having been enrolled in the courses, and successfully appeals the requirement to meet the completion requirements, if state aid was claimed by and paid to their school to cover the cost of those credit hours, the waving of the credit completion requirement for the period does not mean money or state aid usage progress are refunded to the Commission. In other words, an institution may keep money claimed for a term or year, even if a credit completion waiver is given, unless the circumstance is such that a school would normally refund money to the Commission for an award-eligible student, such as when a student withdraws before the end of the refund period.

For purposes of applying these rules to non-term students, the Commission recognizes "terms" and "payment periods" interchangeably.

6) All appeals must include, at a minimum an appeal form and supporting documentation.

Acceptable documentation includes, but is not limited to, the following:

- medical records
 - must list date(s) of medical issue(s) and include explanation of how issue(s) impacted appellant's ability to meet credit completion requirements
- physician's statement
 - Must include explanation of how issue(s) impacted appellant's ability to meet credit completion requirements
- military records DD214
- death certificates
- letters of confirmation from independent third-party or other qualified individual(s)
- college transcripts

COMMISSION FOR HIGHER EDUCATION
 Thursday, May 8, 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	Purdue University – Multiple locations	Doctor of Nursing Practice	12/19/2013	On the CHE agenda for action
02	Indiana University Bloomington	Bachelor of Liberal Studies	3/3/2014	On the CHE agenda for action
03	Indiana University – IUPUI	Doctor of Occupational Therapy	3/3/2014	Under Review
04	ITCC – all locations	TC and Certificate in Entrepreneurship	3/3/2014	On the CHE agenda for action

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 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</u> <u>Approved</u>	<u>Change</u>
01 ITCC - Columbus	CT in Aviation Operations	4/23/2014	Adding a new certificate/degree from existing degree program(s)
02 Indiana University – IUPUI	Master of Science in Nursing in Psychiatric Mental Health – Nurse Practitioner Lifespan	4/23/2014	Adding distance education delivery for an existing degree program
03 ITCC - Scottsburg	Certificate in Welding Institute	4/23/2014	Adding a new certificate/degree from existing degree program(s)
04 ITCC – Bloomington, Central Indiana, Northeast/Fort Wayne	Associate Applied Science in Apprenticeship Technology – Electrical Lineman	4/23/2014	Adding locations to an existing degree program
05 ITCC – East Chicago, Evansville, Fort Wayne, Muncie, and Richmond	CT Landscape Technician	4/23/2014	Adding a new certificate/degree for an existing degree program
06 ITCC – All Locations	Java Application Development Certificate	4/23/2014	Changing the name of an existing program offered via distance education
07 ITCC – All Locations	Technical Certificate in Information Technology Support	4/23/2014	Changing the name of an existing program, adding locations and distance education

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
08 ITCC – All Locations	Associate of Applied Science in Information Technology Support	4/23/2014	Changing the name of an existing program, adding locations and distance education
09 ITCC – All Locations	Information Technology Support Certificate	4/23/2014	Changing the name of an existing program, adding locations and distance education
10 ITCC – All Locations	CT Information Technology Help Desk	4/23/2014	Adding a new certificate/degree from existing degree program(s)
11 ITCC – All Locations	Associate of Applied Science in Network Infrastructure	4/23/2014	Splitting a certificate of an existing degree program and removing distance education from the new program
12 ITCC – All Locations	CT Network Infrastructure	4/23/2014	Splitting a certificate of an existing degree program and removing distance education from the new program
13 ITCC – All Locations	Associate of Applied Science in Server Administration	4/23/2014	Splitting a certificate of an existing degree program and removing distance education from the new program
14 ITCC – All Locations	Technical Certificate in Server Administration	4/23/2014	Splitting a certificate of an existing degree program and removing distance education from the new program
15 ITCC – All Locations	CT Microsoft Administration Certificate	4/23/2014	Changing the name of an existing program
16 ITCC – All Locations	CT Linux Administration	4/23/2014	Adding a new certificate/degree from existing degree program(s)

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
17 ITCC – All Locations	Technical Certificate – Software Development Certificate	4/23/2014	Changing the name of an existing program, adding locations and distance education
18 ITCC – All Locations	Associate of Applied Science in Software Development	4/23/2014	Changing the name of an existing program, adding locations and distance education
19 ITCC- All Locations	Associate of Science in Software Development	4/23/2014	Changing the name of an existing program, adding locations and distance education
20 ITCC – All Locations	CT – Web Application Development Certificate	4/23/2014	Changing the name of an existing program, adding locations and distance education
21 ITCC – All Locations	Certificate in Visual Programming	4/23/2014	Eliminating a certificate/degree program
22 ITCC – All Locations	Technical Certificate – Database Management and Administration Certificate	4/23/2014	Splitting a certificate from existing degree program(s)
23 ITCC – All Locations	Associate of Applied Science in Database Management and Administration	4/23/2014	Splitting a certificate from existing degree program(s)
24 ITCC – All Locations	Associate of Science in Database Management and Administration	4/23/2014	Splitting a certificate from existing degree program(s)
25 ITCC – All Locations	Technical Certificate – Informatics Certificate	4/23/2014	Splitting a certificate from existing degree program(s)
26 ITCC – All Locations	Associate of Applied Science in Informatics	4/23/2014	Splitting a certificate from existing degree program(s)

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
27 ITCC – All Locations	Associate of Science in Informatics	4/23/2014	Splitting a certificate from existing degree program(s)
28 ITCC – All Locations	Technical Certificate – Cyber Security/Information Assurance Certificate	4/23/2014	Changing the name of an existing program, adding distance education
29 ITCC – All Locations	Associate of Applied Science in Cyber Security/Information Assurance	4/23/2014	Changing the name of an existing program, adding distance education
30 ITCC – All Locations	Associate of Science in Cyber Security/Information Assurance	4/23/2014	Adding a new certificate/degree from existing degree program(s)
31 ITCC – All Locations	CT - Digital Forensics Certificate	4/23/2014	Changing the name of an existing program, adding distance education
32 ITCC – All Locations	CT – Network Security Certificate	4/23/2014	Changing the name of an existing program, adding distance education
33 ITCC – All Locations	CT – Routing and Switching Certificate	4/23/2014	Adding locations to an existing program
34 ITCC – All Locations	CT – Routing and Switching Certificate	4/23/2014	Changing the number of credit hours to an existing program
35 ITCC – All Locations	Technical Certificate in Homeland Security/Public Safety	4/23/2014	Changing the name of an existing program
36 Indiana University – South Bend	Master of Science in Management Information Technology	4/23/2014	Changing the CIP code of an existing program
37 Indiana University – IUPUI	Graduate Certificate in Medical Humanities	4/23/2014	Adding a certificate from existing program(s)

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
38 Indiana University Northwest	Graduate Certificate in K-12 Online Teaching	4/23/2014	Adding a new certificate/degree from existing degree program(s)
39 Indiana University – IUPUI	Graduate Certificate in Homeland Security and Emergency Management	4/23/2014	Adding distance education delivery for an existing degree program
40 Indiana University – IUPUI	Graduate Certificate in Corporate and Commercial Law	4/23/2014	Adding a new certificate/degree from existing degree program(s)
41 Indiana University – IUPUI	Graduate Certificate in Advocacy Skills	4/23/2014	Adding a new certificate/degree from existing degree program(s)
42 ITCC – All Locations	CT in Informatics	4/23/2014	Adding a new certificate/degree from existing degree program(s)
43 ITCC – All Locations	CT in Database Administration	4/23/2014	Adding a new certificate/degree from existing degree program(s)
44 ITCC – All Locations	CT in Database Development	4/23/2014	Adding a new certificate/degree from existing degree program(s)
45 ITCC – All Locations	CT Data Analytics Certificate	4/23/2014	Changing the name of an existing program, adding distance education
46 Indiana University East	Graduate Certificate in Mathematics	4/23/2014	Adding a new certificate/degree from existing degree program(s)
47 ITCC – All Locations	ACSM Certified Personal Trainer Certificate	4/23/2014	Adding a new certificate/degree from existing degree program(s)
48 ITCC – All Locations	Central Service Technician	4/23/2014	Adding a new certificate/degree from existing degree program(s)

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u>	<u>Change</u>
49 ITCC – South Bend and Evansville	AAS Environmental Design	<u>Approved</u> 4/23/2014	Adding locations to an existing certificate/degree program
50 Indiana University – IUPUI	Certificate in Pre-Art Therapy	4/23/2014	Adding a new certificate/degree from existing degree program(s)

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2014

INFORMATION ITEM C: 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.

B-1-13-1-07

Purdue University West Lafayette
Thermal Energy Storage Tank Installation
Project Cost: \$16,800,000
Submitted to the Commission on September 14, 2012

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

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

B-2-09-1-10

Purdue University Calumet
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, May 8, 2014

INFORMATION ITEM D: 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

B-1-14-2-19 Purdue University West Lafayette
Lynn Hall Air Handling Unit
Project Cost: \$1,495,000

The Trustees of Purdue University request authorization to proceed with the replacement of the Lynn Hall Air Handling Unit ACG18 on the West Lafayette campus. The project will demolish the existing heating and ventilating unit serving the animal surgery and recovery suites and replace with a single roof mounted air handling unit capable of serving large animal treatment and surgery rooms. The new unit will bring the temperature controls and humidity controls up to meet current standards for medical facilities. The estimated cost of the project is \$1,495,000 and will be funded from bonds issued for repair and rehabilitation as recommended by the Commission and authorized by the Indian General Assembly.

B-1-14-2-20 Purdue University West Lafayette
Young Hall Electric Vault Upgrade
Project Cost: \$1,600,000

The Trustees of Purdue University request to proceed with the upgrade of electrical vault serving Young Hall. The scope includes replacement of primary

transformers and installation of arc-flash mitigation breakers. An updated arc-flash study to the main switchgear will be provided, and if funding permits, replacement of two main switchgears. This project is funded by repair and rehabilitation funds provided by the General Assembly.

B-1-14-1-21 Purdue University West Lafayette
Center for Aging Infrastructure Phase I Site Development
Project Cost: \$658,000

The Trustees of Purdue University request to proceed with the Center for Aging Infrastructure (CAI) Phase I Site Development project. This project involves the first phase site development of a national center at Purdue University focused on the needs associated with research, inspection, and asset management related to highway and railroad bridges, while preparing our future workforce to meet the needs of the aging infrastructure. The first component of the CAI will be the Steel Bridge Research, Inspection, Training and Engineering Center (S-BRITE), a multi-acre gallery which will include full-scale bridge structures, portions of complete structures, and individual components that will include a host of common and uncommon details used in steel bridges. This project is funded by the Indiana Department of Transportation.

II. LEASES

B-1-14-5-18 Purdue University West Lafayette
Renewal of Lease with INTECH Partners TEN, LLC
Project Cost: \$158,305 plus escalator per annum

The Trustees of Purdue University request to proceed with the renewal of a lease with INTECH Partners TEN, LLC for 9,046 square feet of space in the Intech Ten facility located in Intech Part in Indianapolis. The existing lease originated in July 2001, and was amended in July 2011 to extend through December 2014. The current square footage of the leased space is 7,276 and is shared between the Purdue Technical Assistance Program (TAP) and Purdue College of Pharmacy's Center for Medication Safety Advancement (CMSA) group. The will be funded by TAP and CMSA revenue; year 1 \$158,305/\$17.50 sq. ft.

III. LAND ACQUISITION

None.

IV. OTHER

A-2-14-1-15 Indiana University School of Medicine – Evansville
Indiana University School of Medicine Multi-Institutional Academic Health
Science And Research Center
Planning Cost: \$2,000,000

The Trustees of Indiana University request to proceed with the planning for new construction of the Indiana University School of Medicine Multi-Institutional Academic Health Science and Research Center. The center is to be located at the

downtown Evansville site proposed by Skanska/U.S. HealthRealty and the City of Evansville. It will consist of a five-story tower connected to a two-story wing totaling approximately 170,000 gross square feet. This two building/wing configuration will be utilized by all partner institutions with each having dedicated space and common shared space. This facility will house office/support space, research labs, wet/dry teaching labs, seminar/classrooms, and a simulation center/clinic. It will enable the partners - Indiana University School of Medicine; Ivy Tech Community College, Health Science and Nursing Programs; University of Southern Indiana, Occupational Therapy and Health Informatics; and University of Evansville, Physical Therapy and Physician's Assistant Programs to focus on a learning environment that attracts the most talented students and trains them in sophisticated simulation and clinical skills labs with the latest technologies. It will also provide a dedicated facility focusing on a common inter-professional education mission while allowing each institution to advance its students and faculty. It will develop a diverse and flexible learning environment that will encompass the next generation of learning spaces that support team-based, problem-based, and experiential learning. The planning for this project will be funded by cash appropriated by the General Assembly during the 2013-15 biennium. This project was recommended in the Commission's 2013-15 budget recommendations.

COMMISSION FOR HIGHER EDUCATION
Thursday, May 8, 2013

INFORMATION ITEM E: Media Coverage from March 2014 to April 2014

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.

Indiana Student Daily
To ease schooling, Indiana joins web education program
March 6, 2014

Indiana is the first state in the country to officially join an initiative launched by the National Council for State Reciprocity Agreements that will help connect Hoosier students with online education in other states.

Ken Sauer, senior associate commissioner for Academic Affairs with the Indiana Commission for Higher Education, said the initiative was created to remove complexities surrounding online education.

In order for a higher education institution to deliver distance learning to students in other states, the institution has to receive approval from each of those states. But Sauer said each state has its own regulations for approval, which makes the process complicated.

While some states have a lot of paperwork, others barely have any. Institutions must also pay fees to enroll students from another state, and Sauer said some rates would be so high institutions would avoid enrolling students from that state.

Under the new initiative, an institution the size of IU would only pay \$6,000 to enroll students from other states in online programs, instead of possibly hundreds of thousands.

The State Authorization Reciprocity Agreement launched this new initiative to create more consistency across states. The initiative will be an agreement between states in which an institution can easily enroll students from another state also involved with SARA.

Jennifer Parks, director of the Midwestern district of SARA, said there are multiple phases for states to become involved with SARA. The state must set up a portal agency that applies for membership in SARA.

The agency will then accept applications from institutions to become members.

In order for institutions to become members, they must be nationally or regionally accredited and have an adequate federal financial responsibility score.

Each state that becomes a member of SARA must implement an adequate system for students to file complaints about institutions in that state. States must also create a catastrophic response process in case an institution in their state shuts down, so affected students can be helped in completing their degrees.

Parks said this new legislation is important because it acknowledges the direction that technology,

society and education are heading. She said students are no longer limited to their location in gaining an education and also have the convenience to complete an online degree during their own time.

According to the Sloan Consortium, 7.1 million higher education students were enrolled in at least one online course in 2013. Sauer said the new initiative can help gather more information about online education.

“I think there’s a real opportunity to get better data on the number of students enrolled in distance education programs,” Sauer said.

Indiana is the only official member of SARA from the Midwest, but Parks received an application from North Dakota on Wednesday. Parks said this is an integral issue for those involved with higher education to embrace.

Parks said SARA hopes to have 26 states become members by the end of 2014 and 45 members by the end of 2015.

“It’s good for students because it allows more opportunity for students to take online courses and programs if they want to,” Sauer said.

Huffington Post

This college program could completely revolutionize the workforce

March 9, 2014

Tré Robinson, 20, is the son of a single mom. A year and a half ago, he made his mother proud by graduating from Indiana’s state community college, Ivy Tech, with an associate’s degree in computer networking. He finished school debt-free and landed a full-time job working in IT. “I have a health plan, and I just took a 15-day cruise to the Caribbean for vacation,” Robinson says.

Robinson is one of the success stories of the Associate Accelerated Program, known as ASAP, a radical new approach to higher education. The program puts low-income students on the path to a higher degree by enrolling them in an intensive, accelerated curriculum at Ivy Tech. ASAP students take double the normal course load and are expected to complete a two-year degree in half the time. ASAP pays the students a weekly \$100 stipend, enough to cover phone, food and gas money; students also typically qualify for a combination of state and federal loans that allow them to graduate without debt. To enroll in ASAP, students must pledge to take it seriously — they agree not to work during the school week, so they can focus on their studies full time.

The program is aimed at low-income students because, according to Mike Smith, a philanthropist and member of the Indiana Commission for Higher Education who first conceived of the idea, “I believe that the way to break the cycle of poverty in America is through education. I also believe that for America to remain relevant and competitive, we need to have a better prepared workforce.”

Robinson earned his associate's degree just a year out of high school, and the salary he's earning now helps cover expenses at the Indianapolis home he shares with his mother, who works as a paralegal. (His father died when Tré was 4 years old.) "I feel like it gave me a great head start on people my age. I have a lot of friends who went to Purdue, and they are about \$60,000 to \$70,000 in debt," Robinson says of ASAP, whose graduates are also eligible to transfer to a four-year college to pursue their bachelor's degrees.

Since ASAP launched in 2010, funded by a \$2.34 million grant from the Lumina Foundation, a nonprofit dedicated to higher education, it has graduated 139 students with associate's degrees in liberal arts, business administration and computer networking. Of the 233 students who enrolled in the program in its first three years, 69 percent finished within a year, according to ASAP. Across the United States, in comparison, just 58 percent of students who start college at a two-year public institution complete any postsecondary degree within six years, according to data from the National Student Clearinghouse Research Center.

Carrie Warick, director of partnerships and policy at the National College Access Network, notes that over the next decade, 65 percent of all jobs in the U.S. will require a degree beyond a high school diploma, so programs that help students obtain those degrees are especially critical. While Ivy Tech's highly structured, accelerated program is one promising model, there are other more accommodating programs that offer flexible class structures and provide child care on campus — such as those offered at the City University of New York — that also work well, says Warick.

Key to ASAP's success, however, is the togetherness fostered by the program's intensity. Because students take all their classes with other ASAP participants and are required to be on campus at least from 9 to 5 every weekday, they tend to develop close bonds as they work on group projects, study and hang out together. Faculty advisers meet regularly with students as well to help keep them on track. "We do whatever it takes to get them through. We put our arms around them for a year, and we love them up for a year," says Jeff Jourdan, ASAP's program chair at the Indianapolis campus, adding, "We aren't just trying to churn out graduates and say, 'See you later.' We care about the success of these students."

With a 40-plus-hour study week, ASAP participants need all the support they can get. "I didn't realize how hard it was going to be," says Carrington Murry, 19, who is currently enrolled in the liberal arts curriculum. "There's a lot of all-nighters you have to pull," he adds. But whereas in high school, he says he was earning B's and C's, he currently has a 3.6 GPA. When he first applied in high school to Ball State University in Muncie, Ind., he didn't get accepted and thought he wouldn't go to college at all. Now, after finishing ASAP, he expects to transfer to Ball State as a junior and earn his bachelor's degree with a focus on film and television broadcasting. All told, it will take him three years to get his college degree, versus the standard four-year schedule.

Ivy Tech plans to expand its accelerated program, thanks to a second, \$2.23 million grant from Lumina that the college is matching with \$3.1 million of its own. Over the next three years, the college will bring ASAP to 14 campuses across the state — up from the four it is on now — and offer it

to any student, regardless of family income, who can handle its rigorous course load. The expansion will allow an estimated 1,010 more students to enroll by 2016. But how will the program sustain itself after that? Ivy Tech President Thomas Snyder says officials are evaluating ways to keep ASAP afloat without private grants.

The Lumina Foundation's overall goal is to increase the proportion of Americans with degrees or professional certificates that will help them find jobs, from 38.7 percent today to 60 percent by 2025. In order to do so, "Indiana needs to produce 10,000 more high-quality degrees and certificates per year. My goal would be to have the Ivy Tech program produce between one-quarter and one-half of those," says Mike Smith, who is also a trustee at the nonprofit.

He says he also hopes that the ASAP program will become a model across the country, allowing a whole generation of young people to fulfill their very own American dreams.

**Inside Indiana Business
Purdue campus address affordability
March 10, 2014**

Westville - Purdue University North Central students will soon have the opportunity to reduce the cost of earning a bachelor's degree thanks to a new tuition discount plan. Beginning in the Fall 2014 semester, PNC students will receive a 10 percent rate reduction for each credit hour taken beyond 12 hours per semester. The discount plan is designed to provide financial incentives for students to increase the number of credit hours taken each semester and encourage them to graduate in four years.

Last Fall, PNC students averaged a campus record 12 credit hours for the semester. Even though average course load is trending in a positive direction, it is important for students to understand that completing 12 credit hours each semester means that they will need 10 semesters, or five years, to complete a typical 120 credit hour bachelor's degree. By comparison, a student who earns 15 credit hours each semester will complete the degree in four years, save more than \$500 under the new discount plan and enter their chosen profession sooner.

"This is a tremendous opportunity for PNC students," said Dr. James B. Dworkin, PNC chancellor. "If students take just one additional three-hour class each semester, they will not only save a significant sum of money, but they will graduate on time to enter their careers a year earlier and start earning the income that comes with earning a Purdue University degree. This tuition discount program will help to keep our PNC students on their path to success."

A recent report issued by the Indiana Commission for Higher Education noted that students who delay completing their degrees pay more tuition dollars and lose potential wages and career opportunities.

Teresa Lubbers, Indiana Commissioner for Higher Education noted, "Earning an on-time degree will always be the best and most affordable path to college graduation."

The Elkhart Truth
New degree option for IUSB students
March 11, 2014

Indiana University South Bend has a new degree option for students interested in teaching art.

A bachelor of art education was recently approved by the Indiana Commission for Higher Education for the campus, according to a statement from the school.

Jane Cera, who was hired to develop the program in 2010 and now serves as the chair of the fine arts department, said the program will help students learn how to engage a classroom full of kids who grew up with technology.

"We are talking about more than art," Cera said. "It's understanding that we live in a very visually saturated time. This generation, they learn differently and think differently."

That's what makes IUSB's new program a step ahead of the more traditional art education programs offered by other schools, she said.

Art education students will do student teaching and learn how to manage a class and write lesson plans. They will also take some general education classes and other art classes.

IUSB is spreading the word now about the new program, Cera said, and she's hoping to get students signed up for fall 2014.

Evansville Courier Press
Development agreement on medical school campus should be signed by June or July
April 17, 2014

INDIANAPOLIS — A finalized agreement with the team set to develop a regional medical school campus in Downtown Evansville should be signed by June or July, an Indiana University official said Thursday.

The next step for the project is requesting the release of \$2 million in funds allocated in the current state budget to plan the project, said Thomas Morrison, IU's vice president for capital planning and facilities. IU has requested to go before the Indiana Commission for Higher Education to start the process of releasing the funds as early as May.

A spokeswoman for the commission said the agenda for the May 8 meeting, which will be held at the University of Southern Indiana, hadn't been set as of Thursday afternoon.

From the commission, the State Budget Committee, staffed by key state lawmakers, will weigh the request, Morrison said by email Thursday. Planning the estimated \$69.5 million project will cost more than \$2 million but “this will get us started,” Morrison said.

Morrison said he expects negotiations on the development agreement to move quickly so the design process can begin. He anticipates the parties will work out the agreement in advance of the planning funding being released.

The IU Board of Trustees chose to open negotiations for the Downtown Evansville site among three other proposals Friday. The Downtown Evansville site, led by the development team of Skanska/U.S. HealthRealty, includes \$35 million in public incentives to drive down the overall cost of the project, plus an additional \$15 million for needed street improvements and parking.

Likely the biggest hurdle for the project looms in the 2015 legislative session when university partners on the project will petition the Indiana General Assembly for funding. Those partners are Indiana University, University of Southern Indiana and Ivy Tech Community College, along with input from the University of Evansville as a private institution. While the amount of the capital request hasn’t been determined, the partners could ask the state to finance about \$34 million, Morrison told the Courier & Press on Friday.

“Over the coming months, we will be working with the partner institutions and the city of Evansville on how to structure the request to the state and General Assembly for the full project funding,” in the upcoming budget, Morrison said.

Construction is set to begin in 2015, with the campus expected to open in 2017. The campus will be located within the boundaries of Locust, Cherry, Southeast Fourth and Southeast Sixth streets.

Lumina Foundation
New report shows largest year-over-year college attainment increase since 2008
April 22, 2014

INDIANAPOLIS—As the global demand for postsecondary skills and knowledge continues to increase, a new report released today by Lumina Foundation shows that America achieved its largest year-over-year increase in degree attainment since 2008. While the momentum is encouraging, other countries are still outpacing the U.S. in educational achievement, and persistent equity gaps remain that must be addressed through a redesign of America’s higher education system.

According to the report, *A Stronger Nation through Higher Education*, **39.4 percent** of working-age Americans (ages 25-64) held a two- or four-year college degree in 2012—the most recent year for which data are available. That figure is up from 2011, when the rate was 38.7 percent, and from 2008, when the rate was 37.9 percent. The 0.7 percent rise from 2011 to 2012 reflects the largest year-over-year increase since 2008.

The latest degree attainment among young adults (ages 25-34) is even more optimistic at 40.9 percent, which is three percentage points higher than 2008. If attainment continues to increase at these levels, and once better data on certificate attainment is factored in, Goal 2025—increasing the percentage of Americans with high-quality degrees and credentials to 60 percent by 2025—is within reach. Maintaining this level of increase in attainment through 2025 is a significant challenge, however, and requires that the U.S. higher education system be redesigned to focus more effectively on students and learning.

“Momentum is building around increased attainment in America, and we believe that the need—the hunger—for education beyond high school is stronger than ever before,” said Jamie P. Merisotis, president and CEO of Lumina Foundation. “Recent student-centered changes in American higher education have made this progress possible. Now, it’s time to accelerate the system redesign so that we can meet future workforce needs, strengthen our democracy and give all Americans—regardless of race, income and other socioeconomic factors—the opportunities that postsecondary attainment provides.”

Closing Attainment Gaps

The *Stronger Nation* report shows that big degree attainment gaps continue to exist by race. Asian adults (ages 25-64) lead all races with 59.35 percent degree attainment (up from 59.13 percent) and whites follow with 43.87 percent attainment (up from 43.30 percent). Black adults rank third with 27.62 percent attainment (down from 27.14 percent), Native American adults rank fourth with 23.43 percent (up from 23.07 percent), and Hispanics rank fifth with 19.81 percent attainment (up from 19.31 percent).

More encouraging is the fact that the college-going rate for blacks increased from 62.0 percent to 67.1 percent—an impressive single-year increase. And the college-going rate for Hispanics shot up even more—increasing from 59.7 percent to 66.6 percent. Yet, participation rates still differ significantly based on income. While 82.4 percent of potential students (of all races) in the top third of the income scale enroll in college, only 53.5 percent of those in the bottom third do so.

“As the nation’s population becomes increasingly diverse, we must do more to address these troubling attainment divides,” said Merisotis. “We cannot successfully meet our nation’s future economic and social needs unless educational achievement opportunities are available to all Americans. We believe that this is one of the key challenges of our time for policymakers, college and university faculty and staff, employers, strategic philanthropists and civic leaders.”

American Attainment Lags Behind Other Countries

Despite the positive momentum in America, international comparative data produced by the Organization for Economic Cooperation and Development ([OECD](#)) shows the U.S. is still lagging behind its global competitors. America now ranks a disappointing 11th in global postsecondary attainment, but the pace of attainment among younger adults is even more troubling. According to the OECD data, an astounding 64 percent of young adults (ages 25-34) in South Korea have completed education beyond

high school. Those rates in Japan and Canada are approaching 60 percent, while young adults in the U.S. are hovering just above 40 percent.

Recent data shows Americans are concerned about the country's low attainment rates and they are ready for leaders to do something about it. The latest [Gallup/Lumina poll](#) found that 90 percent of Americans believe it's important to increase the rate of college attainment in America. And 89 percent of Americans report that higher education institutions need to change to better serve the needs of today's students.

A System Redesign for Students and Learning

The redesign of higher education of America is in its early stages, and leaders at Lumina believe for the effort to be successful and sustainable, it must meet three basic requirements:

- Base postsecondary credentials, including degrees, on learning.
- Create smarter pathways for all students.
- Make higher education accessible and affordable to all who need it.

In an effort to make the results of postsecondary learning more transparent to employers, education institutions and students, Lumina has developed the Degree Qualifications Profile ([DQP](#)) which is a common framework for defining the learning outcomes of higher education across all programs, institutions and degrees. That tool, and others including alternatives to the time-based credit hour approach, are a key component of system redesign.

“This redesign won't be easy, but we applaud colleges and universities for joining in a comprehensive effort to reshape higher education in America so that it can better serve the needs of students and the complex, global society in which they live and work,” said Merisotis. “Our society and our economy have changed and we should recognize and validate learning that's obtained in settings outside of the classroom, such as the military and the workforce. In tandem, we must provide all Americans with the promise of higher education by making it more affordable and accessible. Innovative, new approaches—such as competency-based education, online education and open learning platforms—can help break this logjam, but significant regulatory and financial barriers must be addressed for these approaches to reach their full potential.”

Pendleton Times Post
Indiana higher education chief Lubbers promoting "College Success Tour"
April 22, 2014

INDIANAPOLIS — Indiana Higher Education Commissioner Teresa Lubbers is kicking off the spring portion of the state's "College Success Tour."

The tour is designed to help low-income residents find ways to attend college through scholarships and financial aid. Lubbers says roughly one third of the state's adults have education beyond the high school level.

Lubbers announced Monday her first stop on the tour will be at the Benton County Country Club in northwestern Indiana on Tuesday. She says the state's county-based "College Success Coalitions" will host later stops in Perry County in southern Indiana and central Indiana's Madison and Hancock counties.

Indianapolis Star
Giant database to track Hoosier students from school to workplace
April 26, 2014

Imagine a giant database filled with every Hoosier student's elementary and high school achievement test scores, SAT scores, college degrees and eventually job and salary history.

State officials are preparing to build it. They want it to tell them exactly what happens to students who don't finish high school or who switch majors in college. But the big payoff would be forecasting the job market and using that information to adjust the education system to deliver workers to meet the needs.

Gov. Mike Pence endorses the database, which fits nicely with his plans to narrow the gap between available high-skilled jobs and the number of properly trained Hoosiers available to fill them.

Many agree the goals are laudable, and officials say great care will be taken to strip the database of student names and other information that could identify a person.

Still, Big Brother concerns are creeping in. Some privacy advocates worry about possible security breaches and the reconnecting of personal identities to the data.

"I'm totally sympathetic with this effort," said Indiana University law professor Fred H. Cate, director of the Center for Applied Cybersecurity Research at the IU Mauer School of Law in Bloomington. "Policy-makers ought to want good data to deal with issues like the brain drain. And the state invests a lot of money into education.

“But there are a lot of problems here,” he said, after reading the law passed in March to create the giant database. “I have a lot of questions about if they are taking the necessary steps to build privacy and security into these systems from the start.”

Sights on ‘big picture’

The mega data-sharing system — dubbed the Indiana Network of Knowledge, or INK — is intended to track students from elementary school through high school and college and into the workforce, and produce “big picture” job and education trend information.

That would be accomplished by electronically linking data from the Department of Education, Commission for Higher Education and the Department of Workforce Development, while trying to persuade employers to share job and salary histories.

“A lot of states are developing longitudinal databases on how students are performing and translate that into how well the education system is doing,” said Rep. Steve Braun, R-Zionsville, author of House Enrolled Act 1003, which established INK.

“But there’s nobody currently that is looking at the future job market effectively and using that to inform the education system,” he said. “That is obviously the greatest value in terms of closing the skills gap because it really aligns the education system with the job market.”

State officials say privacy and data security are top priorities that already guide the less-structured, data-sharing system that the state currently operates, called the Indiana Workforce Intelligence System. It began in 2006, with agencies basically having to re-invent databases for each project they launched.

“It’s clear the legislation was written in such as way to make sure privacy is protected,” said Teresa Lubbers, Indiana’s higher education commissioner. “You have to be concerned about privacy issues. There is nothing that doesn’t meet the code, standard, the law and the expectation of privacy.”

The law calls for INK to develop and implement a detailed data security and safeguarding plan. That plan would set access by authenticated users, and establish privacy compliance standards and procedures to protect system data if a breach occurs.

Yet some privacy experts and parent activists have serious questions about how well this data will be protected from misuse and from allowing personally identifiable information to be discovered.

A number of states and the federal government have been building databases with more granular data, about specific students, to find out what types of initiatives are effective and to track individual student’s paths through schooling and the workforce.

History suggests, Cate said, that almost nobody designs these types of data systems to offer adequate privacy protection. “It’s not that hard, it’s just not done very often.”

Parent activists like Erin Tuttle, an Indianapolis Catholic school parent and co-founder of Hoosiers Against Common Core, is equally concerned.

“The fear that people have is that it (data) will be shared and sold,” said Tuttle. “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.”

She realizes state officials say INK data won’t include personally identifiable information, such as names or Social Security numbers. But she said “re-identification” is possible by matching up several data points from different data bases.

“I don’t think people should be tracked all the way through the workforce,” she said. “I think it’s very dangerous. It really is one of those Pandora’s boxes.”

Cate said some fear such data systems also could be used for unadvertised purposes such as tracking down students with unpaid loans or who might be involved in terrorist activities.

“That fear is not totally an imaginary fear,” he said. “One of the first places the FBI turned after 9/11 (terrorist attacks) was to universities.”

Federal protections

The federal law protecting access to student information, known as FERPA, doesn’t allow the FBI to just call and ask for the data, he said. But one of the biggest concerns that make privacy advocates like him nervous, he said, is imagining the government already having access to such data without having to get legal permission to use it.

Those types of concerns, say state officials and other supporters of INK, are unfounded.

Under the new law, the data is protected under state and federal privacy laws, including FERPA, which the agencies involved have to follow. They say checks and balances are designed into the law through a five-member committee that will control and monitor the use of the data, decide what research will be done and who will conduct it.

Jackie Dowd, the governor’s special assistant for career innovation, has heard the privacy concerns. But she says the new law sets up the best structure to control data use and to ensure agencies are following strict privacy policies under state and federal laws.

“Each agency has responsibility for and maintains control of its own data,” she said. “The data is not for sale.”

While the data-sharing system allows researchers to track a certain person, Dowd said, it’s not possible to identify that person. The longitudinal data system won’t hold a person’s Social Security number or student access number used by the education department, nor will it hold medical or criminal records. In addition, she said, data sets with small numbers of individuals — which would allow for easier identification — won’t be used.

“The law sets up the governance structure that we know to be a really good practice for purposes of security of the data and use of the data and putting together public reports,” said Dowd.

But Cate doesn't like how the governance system is set up.

"I don't want decisions on how all of this data is going to be used to be handled by a five-person committee," he said. He'd rather put those decisions in the hands of the legislature or attorney general's office.

While the privacy protection of FERPA is good, he said, it may not be good enough in this circumstance. The law has been changed to allow more authorized users of student data, he noted. Also, educational institutions that violate the law can be penalized by the U.S. Department of Education withdrawing federal aid, but he questions who is going to enforce FERPA violations against this state database.

Based on reading the law, Cate also said he didn't see enough evidence of what he calls "privacy by design" — designing privacy into the system, rather than adding it later. "You really want rules, to build a system so it's appropriately protective, with policies and procedures in place to prevent wrongdoing and to detect it if it occurs."

The perfect example of what can go wrong is what Edward Snowden was able to do, he said. The former Central Intelligence Agency employee and former contractor for the National Security Agency disclosed thousands of classified documents to media outlets.

"The government didn't seem to notice he was collecting 1 million documents," said Cate. "If the NSA didn't notice, what steps is the state of Indiana taking to detect somebody who is collecting or using the data inappropriately?"

State precautions

Molly Chamberlin says many provisions exist under FERPA, the state's new law and existing practices to keep data protected and out of the wrong hands. She is now chief assessment and accountability officer with the Center for Education and Career Innovation, and she's also worked in top data positions for the state education department and higher education commission.

"FERPA states who has legitimate interests to access identifiable data," she said. "There are very few individuals. It is still fairly limited on how and when and for what purposes data can be shared."

Provisions exist, Chamberlin said, that allow data to be shared to entities working on behalf of those with a legitimate educational interest in the data, but those entities have to sign data-sharing agreements, destroy data when it's no longer used and are susceptible to penalties.

She stopped short of saying privacy breaches could never happen.

"I wouldn't say there's never a risk of identifying information (being released)," she said. "Despite everything that's put in place, information can be misused."

Seeing the benefits

To many involved in supplying or using the data, the overall and long-term benefits to the state and to students make the data-sharing 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.”

Jeff Terp, executive vice president and chief operating officer of Ivy Tech Community College, doesn't see a down side – only benefits.

Does he have privacy concerns? “None whatsoever. We share data now with others and there are no privacy issues.”

When this data-sharing system is fully in place, Terp said Indiana will be competitive with states like Florida and Texas, who are national leaders in tracking educational and workforce data.

Now, colleges like Ivy Tech can tell students what their entry level jobs will pay, based on the job market, he said. What he can't track is how well students in a certain field do after graduation and exactly what jobs they take.

“It's almost theoretical versus actual data,” he said.

The “big picture” information about educational and job trends will be invaluable to state lawmakers, government officials and policy-makers deciding how to spend taxpayer dollars and develop educational and job programs, Terp and others agree.

“It will allow the state to track the return on investment – the number of people trained, the better jobs they get and how much more revenue they generate for the state,” he said.

Call Star reporter Barb Berggoetz at (317) 444-6294. Follow her on Twitter @barbberg.

Who would oversee the database?

The oversight committee would include:

- State superintendent of public instruction
- Chief of the Commission on Higher Education
- Commissioner of the Department of Workforce Development
- A representative of private colleges and universities
- A business community representative

The governor can also appoint other committee members and must name an executive director of the database initiative by July 15.