



REACHING HIGHER, ACHIEVING MORE



AGENDA

MATERIALS

August 14, 2014



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INDIANA *for* COMMISSION
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

AUGUST COMMISSION MEETING AGENDA

Wednesday, August 13, 2014

STUDENT SUCCESS & COMPLETION COMMITTEE MEETING

Ball State University
Alumni Center
2800 West Bethel Avenue
Muncie, IN 47304

INSTITUTION-LED SESSION | CAMPUS TOUR

3:45 P.M. – 5:45 P.M.
Bus Departs from Fairfield Inn
4011 West Bethel Avenue
Muncie, IN 47304

MUSEUM TOUR & RECEPTION

6:00 P.M. – 8:00 P.M.
David Owsley Museum of Art
Fine Arts Building
2021 West Riverside Avenue
Muncie, IN 47306

HOTEL ACCOMMODATIONS

Fairfield Inn
4011 West Bethel Avenue
Muncie, IN 47304

Thursday, August 14, 2014

COMMISSION MEETING LOCATION

Ball State University
Alumni Center
2800 West Bethel Avenue
Muncie, IN 47304

CHAIR'S BREAKFAST

8:00 A.M. – 9:00 A.M.
Alumni Center Board Room

BREAKFAST GUEST

President Paul Ferguson

STAFF BREAKFAST

8:00 – 8:45 A.M.
Alumni Center Foyer | Meeting Room 1

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Alumni Center Assembly Hall

CALL IN INFORMATION:

765-285-9993

PARTICIPANT PIN: 765285

WiFi INFORMATION:

bsuguest

WORKING SESSION TOPICS

- Performance Funding Presentation
- 15 to Finish Update
- Financial Aid Survey Results
- Single Articulation Pathways Update
- Committee Report Outs

ALL TIMES LISTED ARE IN EASTERN TIME

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Alumni Center Library

LUNCH GUEST

President Paul Ferguson

STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Alumni Center Foyer | Meeting Room 1

COMMISSION MEETING

1:00 P.M. – 3:00 P.M.

Alumni Center Assembly Hall

CALL IN INFORMATION:

765-285-9993

PARTICIPANT PIN: 765285

WiFi INFORMATION:

bsuguest

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

Roll Call of Members and Determination of Quorum

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VI. Adjournment

The next meeting of the Commission will be on **September 11, 2014, in Bloomington, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, June 12, 2014

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana State University, 200 North Seventh St., Terre Haute, IN 47809, with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerry Bepko, Dennis Bland, Jon Costas, Jason Curtis, Jud Fisher, Allan Hubbard, Chris Murphy, Dan Peterson, John Popp, Michael Smith, and Caren Whitehouse.

Members Absent: Susana Duarte De Suarez, Hannah Rozow.

CHAIR'S REPORT

Mr. Fisher invited President Daniel Bradley, Indiana State University (ISU) to give some welcoming remarks. Dr. Bradley welcomed members of the Commission to the campus.

On behalf of the Commission, Mr. Fisher thanked President Bradley and campus leadership for the guided tour of the ISU campus yesterday, and for hosting a reception at the Condit House and dinner last night and the meeting today.

Mr. Fisher recognized Ms. Sarah Correll in the audience, and announced that she has been recently appointed as the new Student member on the Commission. Sarah is a student from Purdue University, a double major, working on obtaining a Bachelor of Science in Agricultural Education and Agricultural Economics. Sarah is joining the Commission on July 1st.

Mr. Fisher highlighted another important appointment in higher education. Ball State University announced that Paul W. Ferguson was named as their fifteenth President on May 22nd, 2014. Dr. Ferguson has served as President of the University of Maine since July 2011. He is highly regarded on campus for his commitment to engagement, inclusivity and quality. Mr. Fisher added that a few weeks ago he and Mr. Bland attended an event at Ball State honoring President JoAnn Gora, former President of Ball State.

Mr. Fisher said that the Commission had two resolutions honoring two Commission members, who are concluding their service: Dr. Curtis, the Faculty Member, and Ms. Hannah Rozow, the Student Member.

Mr. Fisher asked Dr. Bepko to read a resolution honoring Dr. Curtis.

R-14-04.1 **WHEREAS**, Dr. Jason Curtis provided strong faculty representation to the Commission for Higher Education since his appointment in 2013; and

WHEREAS, during this time Dr. Curtis discharged his duties with exceptional energy and wisdom and was an impartial advocate for the needs of students and faculty at Indiana's public institutions of higher education; and

WHEREAS, he successfully planned and hosted a well-attended faculty leadership conference in February, showing his capacity for leadership and standing among faculty; and

WHEREAS, Professor Curtis participated in the Weldon Conference for Higher Education and the Signature Assignment Workshop, both of which were held earlier this year; and

WHEREAS, Jason has been a conscientious and faithful member of the Academic Affairs and Quality Committee who carefully read all program proposals and was particularly noted for his thoughtful questions and comments. He did not hesitate to critique or applaud innovation and his comments consistently enlightened and influenced me and other members of the Committee;

NOW THEREFORE BE IT RESOLVED,

That the Indiana Commission for Higher Education expresses its deep appreciation to Jason Curtis for his year of dedicated service as the Faculty Representative to the Commission for Higher Education and to the State of Indiana, and wishes him well as he returns to his alma mater, Cuesta College, in San Luis Obispo, California, as Dean of Academic Affairs for Sciences and Mathematics. Those of us who have been to San Luis Obispo, and know of its congenial weather, its natural beauty, and its local intellectual communities in science and engineering, also understand that it will be very difficult to recruit Jason back to Indiana. (Motion – Bepko, second – Peterson, unanimously approved. Updated June 18, 2014)

Mr. Fisher invited Dr. Curtis to give some comments. Dr. Curtis thanked the Commissioners for their support. He said when he first joined the Commission he was not sure what to expect, and everybody made him feel welcome. Dr. Curtis said that it has been a really interesting experience, and it helped him greatly.

Mr. Fisher invited Mr. Bland to read a resolution honoring Hannah Rozow.

R-14-04.2 **WHEREAS**, Hannah Rozow served with distinction on the Indiana Commission for Higher Education since her appointment as student representative in 2012; and

WHEREAS, she successfully planned and hosted the 2014 Student Leadership Conference and facilitated the breakout discussion on College Students at the 2013 H. Kent Weldon Conference on Higher Education; and

WHEREAS, Hannah was actively involved in the development of the Commission's 2013-2015 Biennial Budget recommendation; and

WHEREAS, Hannah made valuable contributions during her service on the Student Success and Completion Committee; and

WHEREAS, she was fully engaged in advancing the work of the Commission through her insightful questions and analytical comments on a range of topics; and

WHEREAS, Hannah has been a forceful advocate for a variety of measures relating to student success; and

WHEREAS, Hannah has consistently and passionately emphasized that student success was a shared responsibility, depending not only upon state policies and institutional practices, but also upon student engagement, a sentiment perfectly expressed by the Inter-Campus Student Completion Council, which she created earlier this year;

NOW THEREFORE BE IT RESOLVED,

That the Commission for Higher Education expresses its heartfelt appreciation for Hannah Rozow's service to the State on behalf of Indiana higher education, including its institutions and students, and wishes her every success during her serve in Teach for America (Motion – Bland, second – Peterson, unanimously approved.)

Mr. Fisher mentioned that within next few weeks the Commission will hold a few nominating committee meetings electronically. He added that, together with Ms. Whitehouse and Mayor Costas, he will be discussing the slate of officers, and at the Commission's August meeting Mr. Bland will become the new Chair of the Commission.

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by joining Commission members in expressing deep gratitude to both Jason Curtis and Hannah Rozow. She said that the Commission has benefited greatly by their participation and counsel, and wishes them well in the exciting new chapters in their lives.

Commissioner Lubbers said it was important to acknowledge achievement, and there were several items worth noting today. First, she congratulated Mr. Smith who last weekend received DePauw University's prestigious Old Gold Goblet. This award is given only to one alum each year for "eminence in life's work and service to alma mater."

Another noteworthy accomplishment was achieved by students in Ivy Tech's practical nursing program for achieving a 99.9 percent pass rate on the National Council Licensure Examination for Practical Nursing. This far surpasses the national average of 84.5 percent, as well as Indiana's pass rate standard of 80 percent.

Commissioner Lubbers mentioned that the Commission had a noteworthy month, too, as evidenced by the awards displayed in the meeting room. At the Midwestern Higher Education Compact meeting last month, Dr. Ken Sauer and State Senator Carlin Yoder accepted an award honoring Indiana for being the first state in the nation to join the State Authorization Reciprocity Agreement (SARA) for online education.

In addition, the Commission's 21st Century Scholars and ScholarTrack websites received the Award of Excellence, the highest honor available in The Communicator Awards. Both websites were chosen out of over 6,000 entries for their innovative design and meaningful communication of content. Commissioner Lubbers urged the Commission members to review these websites, if they have not done so yet. She gave special credits to Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Student Success Initiatives, for his innovative style, and to Mr. Doug Lintner, Digital Media and Design Manager, for his work on these websites. Commissioner Lubbers reminded the Commission members that last year Learn More Indiana was honored with three Davey Awards for educational websites.

Next, Ms. Lubbers mentioned some good news for the state. On Wednesday, June 11th, Conexus Indiana, together with Ball State University's Center for Business and Economic Research and the IBJ released the 2014 Manufacturing and Logistics Report for the State and Nation. Indiana continued to remain strong with an A grade in the manufacturing industry, sharing that position with only four other states. Likewise, Indiana's 2014 A grade in logistics was only shared by four other states. Of special importance to the Commission and the work it does was the human capital ranking. Indiana's grade improved from a D to a C-, showing an improvement in first year retention rates for degree and certificate seeking students. The challenge remains: Indiana is still among the bottom ten states in educational attainment.

In conclusion, Commissioner Lubbers expressed hope that some of the Commission members read or heard the coverage of Indiana College Success Coalition celebration that was held in the Statehouse earlier this week. Fifteen new counties, who have committed to being a College Success County, were brought together. With these counties the number of college success counties reached 62. Commissioner Lubbers said it was the Commission's goal to partner with all 92 counties in efforts to create a culture of learning for Hoosiers.

CONSIDERATION OF THE MINUTES OF THE MAY, 2014 COMMISSION MEETING

Mr. Murphy requested that the following changes were made in the Minutes.

In Business Item A (page 7 of the Agenda book), after the resolution, Mr. Murphy asked to include the following paragraph after the words "...in terms of helping employees": "There is not much guidance as to

what ought to be encouraged or what might be done to accelerate degree completion for employees. There are no suggestions on resources that an employer knows of that help the company help the employee.”

In Business Item D (page 9 of the Agenda book), in the fourth paragraph of the discussion, Mr. Murphy asked the following paragraph to be added after the words “...rationale for the program”: “Mr. Murphy emphasized that the Commission had previously stated it wanted to look at hard data as to job needs and opportunities when asked to approve new programs or majors.”

R-14-04.3 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the May, 2014 regular meeting with the above additions (Motion – Hubbard, second – Smith, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Balancing Work, Family and School

In his introductory comments, Mr. Fisher reminded the Commission members that last month the Commission began a conversation about “overcoming hurdles to completion.” The Commission continues this discussion with a Public Square focused on the Return and Complete initiative.

Mr. Fisher introduced three panelists joining the Commission meeting: Dr. George McClellan, Vice Chancellor for Student Affairs and Enrollment Management, Indiana University – Purdue University Fort Wayne (IPFW); Mr. Patrick Lane, Senior Policy Analyst and Project Coordinator with the Western Interstate Commission for Higher Education; and Dr. Jason Taylor, Postdoctoral Research Associate, University of Illinois at Urbana-Champaign. Ms. Sarah Ancel, Associate Commissioner for Policy and Legislation, was coordinating the panel discussion.

Ms. Ancel said that this morning the Commission was discussing a plan on how to reach out to students in Indiana who have some college but no degree, and encourage them to pursue higher education and earn the degree or credential. Ms. Ancel explained that this panel is designed to help the Commission to navigate this process by looking at various hurdles for this population and strategies for overcoming them.

Ms. Ancel asked all three panelists what they believe is the biggest hurdle for former students thinking about returning: is it (1) not being encouraged/seeing a reason to do so; (2) not having money to do so; (3) not having the time to do so; or (4) other or all of the above?

Dr. McClellan said that all these hurdles are important, but confidence is another very important factor. People who left a long time ago do not feel confident that they will fit on campus. Another important reason is the perception of the cost of return.

Mr. Lane echoed Dr. McClellan’s opinion. He said that some research shows that the financial barriers or the perception of them are on the top of the list. Another factor is the time management, having an additional commitment to already busy lives. Mr. Lane said that it is time to start talking about policy approaches and consider both the financial aspect and the ways to make it as easy as possible logistically for adults. Mr. Lane said that some for-profit institutions are enrolling a large number of adults; and they are trying to provide a customer service approach. Mr. Lane said Indiana should try this approach, as well.

Dr. Taylor agreed with both panelists, and added that there are not many good theoretical models on the reasons why the students come back, while there is a lot of research on the reasons why students enroll in college, and why they leave. Dr. Taylor said that it is important to work on some policies and programs that states are now pursuing to provide better data. Referring to Mr. Lane’s previous comment, Dr. Taylor added that for-profit

institutions structure classes to allow students on the graduate level, who work during the day, take classes in the evening, to finish their degree.

Ms. Ancel asked Mr. Lane to talk about the ways other states and universities encourage students to return. Mr. Lane began by explaining that Western Interstate Commission for Higher Education (WICHE) manages the College Completion Network. This Lumina funded project is designed to bring together those working on adult completion programs: other states governments, cities, institutions, Workforce Boards, local governments, and stakeholders.

Mr. Lane talked about two main approaches that states and institutions are pursuing. First is based on data mining to identify former students who left a state institution, and to encourage them through direct contact to come back. It is possible to identify these students through National Clearing House; or to use the third party data aggregators to get current contact information. These are crucial steps; tens of thousands of students may be eligible for either receiving Associate's Degree or finishing their degree quickly.

Mr. Lane pointed out that not all students in Indiana with some college but no degree are in the state data system, so a broader outreach effort might be needed to reach them. Some states use traditional television and billboard marketing campaign. A less expensive marketing outreach is building a coalition that will focus on creating and spreading a message about going back to college. Louisville, KY has a program called "Fifty Thousand Degrees". It is being championed by the Major, and is supported by business and community leaders, and Chamber of Commerce.

Mr. Lane talked about Workforce Boards and agencies as crucial places to find a number of adults with some college but no degree. Rutgers University and National Association of Workforce Boards found training materials and check-lists for these places, to help them identify these students and try to bring them back to college to earn a degree or a certificate.

Mr. Lane pointed out that even though the outreach efforts are necessary, having policies and practices to back them up is even more important. The colleges should be able to value the students' prior learning; make the college more affordable; have flexible schedules, as well as night and weekend student services.

Mr. Lane also mentioned financial options as a part of the marketing. He talked about some states (Oklahoma, Connecticut, and Arkansas) that offered financial aid in various forms. There are various steps that states and institutions can take to reduce the financial burden; this includes ensuring that adults get tax credits they are eligible for. Some states came up with payment plans for the students instead of requiring them to pay lump sums.

Speaking about open educational resources, Mr. Lane mentioned a Gates funded project, which shows some data about students not passing classes because of the cost of textbooks; while where there are open educational resources, the success rates can be increased without sacrificing quality. Reducing the number of courses without sacrificing quality could also alleviate some of the financial concerns.

Finally, Mr. Lane mentioned that Tennessee offers 40 percent waiving bonus for adult students who come back and finish. There are resources within different potential collaborators throughout Indiana, like DWD and Chamber of Commerce; and they also have abilities to conduct outreach. Research on collaborative efforts shows that to make this effort successful it is important to have a strong coordinating body, and the Commission can play this role, as well as develop relationships with employers who can adopt education-friendly policies and tuition assistance.

Ms. Ancel said that some Indiana public institutions reach out to students who stopped out and encourage them to come back. She asked Dr. McClellan to highlight the "Come Back" Initiative at IPFW.

Dr. McClellan said that the mission of IPFW is to play a leadership role in serving higher education needs in Northeast Indiana, and a part of it is serving adult learners. On average, their students are getting younger, and more of them are going to school full-time; but the university is concerned that they are not paying enough attention to adult learners.

Dr. McClellan explained that in the summer of 2013 IPFW came up with the idea of a financial support for students who left the college with no degree. Dr. McClellan said that they decided to use “in-house” scholarships. IPFW pledged the idea out in the fall of 2013, and got an approval for implementation in spring of 2014. The university has opened the upper division courses now, so they do not have to hire extra faculty.

Dr. McClellan said that the university wanted to draw the adult students back and keep them until they complete their degree. This led to a scholarship that equals 50 percent of tuition. As long as a student would come back in the fall of 2014 and remains enrolled continuously through degree completion, this scholarship is available. The student has to have at least a 2.0 GPA, be an Indiana resident, and this will have to be his/her first Bachelor’s degree. A student has to be registered for the fall of 2014 semester to get the discount.

Dr. McClellan said that IPFW came up with 2500 people who were eligible. The university sent letters and then post cards to these people. There were several walk-ins, as well. Based on a pilot program done a couple of years ago, Dr. McClellan believes the university could get 75 people in this program. He added that if this could be done on a state level, hundreds of people will benefit from this plan.

Dr. McClellan explained that the university’s goal is to make sure the return students succeed. Each of the university’s academic colleges has the lead person, who will help the students throughout the time they are on campus. So far IPFW had 180 inquiries from qualified candidates; 53 of these have already applied and been accepted. A third of these people are coming back for general studies, but two thirds are coming to other colleges. IPFW’s adult learner category is 29.8 percent higher this year, due to the returning students.

Ms. Ancel invited Dr. Taylor to talk about the “Credit When It’s Due” (CWID) initiative.

Dr. Taylor explained that this initiative was launched in 2012, and five foundations funded 12 states to develop transcript policies. In 2014, three more states were funded. Dr. Taylor explained that reverse transfer refers to policies and programs designed to confer associate’s degrees to help students meet the requisite requirements for the degree. This involves the transfer of the university credits back to the Community College, for the purpose of awarding a degree.

Dr. Taylor said even though the purpose of this meeting is to consider programs and policies that encourage students to return to college, this is not the focus of reverse transfer of CWID initiative; the focus is on students transferring from two- to four-year institution.

Dr. Taylor talked about some data points related to the need and rationale for this transfer. According to the data from the Beginning Postsecondary Students Longitudinal Study and the more recent study by the National Student Clearing House, only 20 percent of students who transfer from a two- to a four-year institution do so with an Associate’s degree.

Dr. Taylor said that the CWID Baseline Study with the 12 states identified transfer students without an associate’s degree. They followed the students transferring from two- to four-year institutions for four years after transfer. About 50 percent of students had no Bachelor’s degree four years after transfer, despite the fact that about 67 percent of them transferred with 45 or more credits. Reverse transfer can reduce the need for students to complete their associate’s degree; they may earn it en route to the Bachelor’s degree.

Another possible hypothesis is that students who receive Associate's degrees after transfer may be more likely to persist through a Bachelor's degree. The reverse transfer is very new, and CWID is working with these 15 states, following students for years after they receive their Associate's degree, looking at longitudinal enrollment and completion data and potentially employment data.

Dr. Taylor said that even though these grants were awarded in late 2012, programs and policies are still being tested, evolving, and changing. CWID identified five major processes associated with reverse transfer: student identification, consent process, transcript exchange, degree audit, and degree conferral.

The first process is for the states and institutions to establish the students' eligibility criteria for this program. Across all states the minimum criteria are that the students meet residency requirements at a community college, which is 15-20 credits; and that they do not have an Associate's degree.

The second is the consent process; it refers to the ways institutions and states reach out to students to obtain their consent to participate in reverse transfer. The primary impetus is the federal legislation; many universities do not have the legal authority to send transcripts to community colleges without the student's consent. Most institutions have adopted an "opt-in" policy, when the student has to consent actively how his transcript should be sent or degree conferred. But some institutions have "opt-out" policy, whereby if the student does not actively deny consent, then the consent is assumed, and the student's degree is conferred. CWID's research shows that the student consent ranges from 20 to 50 percent.

The third process is transcript exchange. State and institution's technology capacity is critical to the exchange of transcripts. Some states have centralized systems where student transcript level information among public institutions is being moved electronically.

Related to this is the fourth process, which is degree audit; it is also depending on technology and capacity within the institution and state, as well as state's course equivalency tables. In some states, a system houses the first level information, so the state could see who is close to the degree, and this information is being sent to the universities and colleges.

The final process is degree conferral, when the states are investigating their near-completers and informing them what they need to do to complete the degree.

In conclusion, Dr. Taylor talked about marketing and communication and mixed approaches to this in these states. As of March 2014, across the 12 states that started in 2012 about 3000 Associate's degrees have been conferred so far.

Ms. Ancel asked all three panelists what can be done in Indiana that would be in the best interest and at the lowest cost for a student who has most recently attended a four-year institution and has 60+ credits that could earn him an Associate's degree.

Dr. Taylor responded that they have not seen any students who only have credits from the university. There are three states where the universities had the authority to confer the Associate's degrees (Arkansas, Minnesota and Florida); and these universities are awarding Associate's degrees to these students. As to the residency requirements, the Higher Learning Commission has recently changed their policy. It used to be that the student needed to earn the certain portion of the credits from the last institution they attended that will be awarding the degree. The new policy states that "typically the institutions will require that a minimum of 30 of the last of 120 credits for Bachelor's degree, and 15 of the 60 credits for the Associate's degree will be credits at that institution itself."

Dr. McClellan noted that, in his opinion, students should not be encouraged to earn an Associate's degree, because the value of an Associate degree varies by discipline. Dr.

McClellan said he could see the value of a reversed transfer for students who go to college part-time, for whom an Associate's degree is a milestone; but this should not be a universal goal.

Ms. Ancel noted that an Associate's degree is one pathway for adults returning to college and seeking Bachelor's degree. She invited the panelists to talk about other paths that would be most friendly and most successful for adults return to college with some credits.

Mr. Lane said that adult learners who are earning some degree are a very diverse group, and it is important to develop as many different tools and pathways for these people as possible. There are schools that have done away with the residency requirements. There are ways to fairly award credit to a degree that will not require 15 to 20 credits. It is important to check the needs of employers and to see what credentials are required for some career progressions. Mr. Lane added that National Manufacturers Association has worked in Indiana to identify credentials that would lead to an Associate's or even Bachelor's degree in the health field.

Dr. McClellan said that credentials should be given for experience, and Indiana could play a leadership role for its citizens and in the country to pioneer a credential that would be attractive for adult learners. This will require meetings with the employers, universities and students.

Mr. Taylor said that it is important to identify the barriers that prevent students from getting their degree, and some analysis might be conducted to create the pathways to help students.

Mr. Murphy noted that all three panelists mentioned the financial hurdle as being the most serious. He said that in his company they have a program that pays their employees to continue their education and get a degree; and yet the employees give various reasons for not doing this. Mr. Murphy asked how employers could motivate their employees.

Dr. McClellan responded that motivation can't be manufactured. It is important to talk to people about non-market benefits of a degree, like health, quality of life, and other.

Mr. Lane said that some data on veterans' completion shows that even though veterans have great financial benefits to pay for tuition, the completion rates were not as high as expected. Some people think that a college is only for 19-year olds; so it is important to send some marketing messages with ideas that college is a place for adults, as well. It is also helpful if college could be linked to career advancement and personal fulfillment.

Dr. McLellan added that it is important to keep the return students and value their life experience. Such students are more likely to complete.

Mr. Lane mentioned that some companies have had success offering on site classes, and institutions and companies have to be willing to show some flexibility.

Dr. Taylor pointed out that several factors affect students' choice to go to college, and they include peer influences, the communities, the families, and the companies they are working for. It is important to engage local communities and families to discuss the value of college.

Commissioner Lubbers said that there are many people who are not happy in their jobs, and they are looking for improvement. It is necessary to send the message to this diverse adult population, people ages 30 and 40, who have twenty or more years to work and need something better for themselves and their families.

Mr. Lane added that the population of 50+ is a huge group, especially because of the recession. They now have to stay in the workforce a lot longer than they were planning, and they need a new career quickly, which means a huge market for Certificates.

On behalf of the Commission, Mr. Fisher thanked the panelists for their remarks and participation in this discussion.

III. BUSINESS ITEMS

A. Directive to Launch Return and Complete Initiative

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

R-14-04.4 **RESOLVED:** That the Commission adopts a directive to launch the Return and Complete Initiative (Motion – Bepko, second – Hubbard, unanimously approved)

B. College Readiness Report Release

Mr. Fisher said that as part of its recently developed series of reports, the Commission provided K-12 and other higher education stakeholders with more information about Indiana student's college access and performance, so that overtime it would be possible to highlight successes and work together to tackle remaining challenges. Mr. Fisher said that the Commission is ready to release the next set of College Readiness Reports, and he invited Dr. Stacy Townsley, Associate Commissioner for Information and Research, to present the findings.

Dr. Townsley said that the number of messages and phone calls regarding the availability of the current data indicates that these reports provide valuable service to education stakeholders of Indiana. Dr. Townsley said that she would provide an overview the purpose and scope of college readiness reports and will report areas/statewide findings and trends; then Mr. Sam Snideman, Director of Alignment and Readiness, will talk about policy initiative tie-ins.

First, Dr. Townsley explained that the purposes of these reports are: to examine students' college-going and college readiness with demographic, geographic, and academic breakdowns; to focus attention on the alignment between K-12 and postsecondary education in Indiana; and to identify pathways to success.

Dr. Townsley said that the reports look at high school graduates who enrolled in post-secondary institution in a school year immediately following high school graduation. A student must be pursuing a certificate or a diploma on an Associate's or Bachelor's level, and be enrolled for an equivalent of at least one semester.

For the most recent reports 2012 high school graduation data was provided by the IDOE. It was combined with the data provided by public institutions for 2012-13 school year. Data from the National Student Clearing House was used for students at private, proprietary, and out-of-state colleges. College-going rate is 66 percent, and this is a key indicator that is being tracked with the college readiness reports. This is slightly up from the previous year. Approximately half of Indiana high school graduates attend public institutions, and 15-17 percent attend other institutions, almost half of which are Indiana private non-profit institutions.

The next slide shows the breakdown of an overall enrollment goal into various demographic and academic subgroups, such as high school diploma type or 21st Century Scholar status. Dr. Townsley said she was focusing on additional key indicators that include college preparation, program and enrollment detail, and freshman year performance. This data was submitted to the Commission by Indiana public colleges. For the next year's report Dr. Townsley hopes to include data from the private institutions.

Dr. Townsley talked about college preparation and remediation requirements, identified by the public colleges. Almost one third of Indiana high school graduates attending Indiana public colleges and

universities require remediation, and the cost of remediation overall is around \$78 million per year in tuition funding and state subsidies.

In response to Mr. Bland's question whether a study has ever been done of non-Indiana residents who come to Indiana colleges and need remediation, Dr. Townsley said that she was unaware of that.

Next slide showed that remediation needs declined in 2010-12 for all race/ethnicity subpopulations. Dr. Townsley pointed out that diploma type also matters; considerably fewer students with Core 40 diploma needed remediation.

Dr. Townsley noted that math continues to be the biggest challenge: for each diploma type at least 80 percent of remedial students had to take math. The College Readiness Report also covers a degree program and enrollment status of students: full-time students are those who take 12 or more credit hours their entry semester; part-time students take fewer than 12. Dr. Townsley mentioned that the number of part-time students attending Indiana public colleges has doubled since 2008, and there are more part-time students at Associate's and Bachelor's levels.

Final key indicator of the reports is freshman year performance. Most degree programs require 60 or 120 credit hours, so it is recommended that students take at least 15 credit hours in each semester for on-time completion. The cumulative GPA is another indicator, which shows that students with higher freshman year GPA are more likely to persist to sophomore year. The data show that students earn fewer than the recommended 30 hours per semester in their freshmen year.

Dr. Townsley summarized that data for 2008-2012 high school graduates show that college-going rates and college enrollment are holding steady overall; college preparation levels are improving: remedial needs have decreased slightly for all race/ethnicity subgroups and high school diploma types; more students attend part-time; and academic performance (GPA) is improving slightly.

Mr. Snideman began by speaking about policy initiative in the State and the Commission with respect of readiness. He mentioned the new College Ready Standards that Indiana adopted in April. Mr. Snideman said that the State Board of Education and Education Roundtable are working on the development of an aligned assessment to these new standards, and it is expected that these standards and assessments will improve readiness of the students when they go to college or enter the workplace.

Mr. Snideman explained that House Enrolled Act 1005 from 2013 requires the Commission, the Education Roundtable, DWD and DOE to work on identifying remedial needs of students while they are still in high school, and this will lower the cost of remediation to the state. Mr. Snideman mentioned that Commissioner Lubbers is co-chairing a panel of Indiana Career Council, focused on studying Indiana's Core 40 Diploma and other high school diploma types, with the expectation of the recent recommendations to State Board of Education to make some modifications to Core 40.

Mr. Snideman said that the Commission's continued implementation of Ivy Tech and Vincennes co-requisite remediation and the new math pathways, including extending into the fourth year of high school, should prove fruitful for preparing students on the math side for college.

Dr. Townsley added that this is the second year the Commission has done more extensive college readiness reports and posted them on the Commission's website. The Commission has plans in the future for expanding the scope of the reports and including more data for public availability.

In response to Mr. Murphy's question whether there is information broken down by the colleges, and whether the information pertains only to Indiana public schools, Dr. Townsley said that beyond the college going rate which is highlighted in the first few slides, everything else is focused on Indiana colleges. In response to Mr. Murphy's question regarding information on the percentage of students needing remediation in Indiana private colleges, as well as information on the level of performance of the ethnic groups, Dr. Townsley said that the Commission hopes to have this data next year.

Dr. Bepko asked whether it is possible to have data that will show any increase or decrease in the overall college going rate in relationship to the size of the population. Dr. Townsley responded that the report is based on data provided by the DOE. Dr. Bepko explained that there is an assumption that the college going rate is going up; however, the enrollment at the first year of college staggers. Dr. Townsley said that there might be a way to look at data in this sense.

In response to Dr. Bepko's comments, Commissioner Lubbers said that this year's report is much better than the one last year; and last year's report was better than the one a year before. There are many opportunities for the Commission to draw information regarding state population, high school graduates, and other factors. Around 2009 many people were going to college, but had to quit and return to work due to the change in economy. Commissioner Lubbers said this is the best opportunity to work with K-12 partners. The superintendents and principals get this information by the schools, and are using it to make curriculum decisions. Commissioner Lubbers thanked Dr. Townsley for her great job on this report.

In request from Mr. Hubbard to see the information broken down by schools, Commissioner Lubbers said that the Commission does not provide this information by high school or statewide, because some of the areas are suppressed and the numbers are too small to be identified. Dr. Townsley added that if the bottom line population is less than ten, any calculation is going to be suppressed; the data for smaller corporations and schools is on the Commission's website with an asterisk in different cells.

Mr. Murphy referred to a schedule on page 3 that shows total enrollment in public colleges. He said it would be interesting to put the data after that, to see the remediation by the school, in order to see the graduation rates or persistence rates later on. Dr. Townsley said that the Commission provides this data to institutions, but they are hesitant to put data side by side. Mr. Murphy said that if it is impossible to see the discriminate data, it is hard to see what is happening.

Mr. Smith echoed Mr. Murphy's comment, adding that this is particularly true in the context of the conversation with President Bradley, who talked about the ISU's incoming class. Mr. Smith pointed out that it would be helpful to appreciate the extent of this challenge. Commissioner Lubbers said the staff will ask the institutions to show the number of students needing remediation on their campuses.

Mr. Popp said that schools keep changing the ways of teaching math, which makes it difficult for students. Commissioner Lubbers agreed that math pathways are a focus for K-12 and higher education.

In response to Mr. Bland's question regarding the areas of high interest for her as she was looking at this data, Dr. Townsley said that she realized that a lot of changes have taken place in recent years in K-12 arena, with shift away from general to Core 40, and it would be interesting to see how many trends and policy initiatives were affected by this.

C. College Success Coaching for 21st Century Scholars

Mr. Fisher said that on Tuesday the Commission added a voting item to the agenda to authorize staff to enter a contract agreement with Inside Track, supported by private grant funding, to provide college success coaching services to 21st Century Scholars at participating Indiana college campuses. This was discussed in the working session this morning.

R-14-04.5 **RESOLVED:** That the Commission for Higher Education authorizes staff to enter a contract agreement with Inside Track, supported by private grant funding, to provide college success coaching services to 21st Century Scholars at participating Indiana College campuses (Motion – Curtis, second – Costas, unanimously approved)

D. Commission for Higher Education Fiscal Year 2014-15 Spending

Mr. Fisher said that the Commission also discussed the FY14-15 spending plan in the working session and added it to today's agenda for approval.

R-14-04.6 **RESOLVED:** That the Commission for Higher Education adopts the Fiscal Year 2014-15 Spending Plan (Motion – Murphy, second – Bland, unanimously approved).

Mr. Fisher again thanked Dr. Curtis and Ms. Rozow for their service at the Commission and wished them both best of luck. He once more congratulated Mr. Smith on his award, and again welcomed Ms. Correll on board.

Mr. Fisher reminded the Commission members that the next Commission meeting will take place on August 14th in Muncie, IN., with events scheduled in the afternoon and evening of the 13th, as well. Mr. Fisher mentioned the Commission members that the Commission will be operating under a new schedule, in which activities begin on Wednesday afternoon, but the meeting concludes an hour earlier on Thursday. Mr. Fisher also reminded the Commission that there is no July meeting.

Mr. Bland wanted to stress out that the reward that Mr. Smith received is a remarkable honor, and he wanted to put it into perspective as a tremendous accomplishment.

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 3:15 P.M.

Jud Fisher, Chair

Dan Peterson, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

PUBLIC SQUARE

Financial Barriers to Completion

Background

As the Commission contemplates financial barriers to completion in higher education, it will have the opportunity to hear a presentation by Dr. John R. Laws, Vice Chancellor for Student Affairs at Ivy Tech Community College, Paul McGuinness, Vice Chancellor for Enrollment Management and Dr. Karen Schmid, Vice Chancellor for Academic Affairs, both from Purdue University North Central.

Supporting Documents

- (1) Dr. John R. Laws Bio
- (2) Paul McGuinness Bio
- (3) Dr. Karen Schmid Bio

Dr. John R. Laws

Vice Chancellor for Student Affairs
Ivy Tech Community College

Dr. John Laws is the Vice Chancellor for Ivy Tech Community College, Lafayette Indiana. In his 15th year at Ivy Tech, Dr. Laws is the Chief Student Affairs Officer and oversees all aspects of enrollment management, student life, academic advising, conduct, career services, disability support services campus security and more.

Dr. Laws has worked in various aspects of Student Affairs for 35 years at four-year public and private institutions in addition to his current community college role. Dr. Laws has also served the National Association of Student Personnel Administrators (NASPA) as both a Board Member and the Community College Division Chair. He has presented at many conferences and has had several articles published throughout his career. He was also the 2012 recipient of the NASPA IV-East Community College Professional Award and the 2013 NASPA National Community College Professional Award.



Dr. Laws completed his Bachelor's and Master's Degrees at Southern Illinois University (Carbondale) and his Doctorate at Indiana University (Bloomington).

Paul McGuinness

Vice Chancellor for Enrollment Management
Purdue University North Central

Paul McGuinness started at Purdue on July 1, 1996. He has over 27 years of higher education experience, 18 of these years have been with the Purdue system. During his years of experience, he has overseen many areas within higher education: Recruitment, Admissions, Transfer Credit, Financial Aid, Enrollment Management, Concurrent Enrollment/Dual Credit, Academic Advising, Dean of Students, Counseling, Library, Institutional Research, Student Activities, Student Athletics, Veteran Affairs and TRIO grant programs.

Paul currently serves on three committees with the Indiana Commission for Higher Education: Statewide Articulation Committee (STAC), Core Transfer Library (CTL), and Transfer Indiana Center Office Committee (TICO).

Paul has obtained several accomplishments throughout his career, including assisting with implementing/building Concurrent Enrollment and Dual Credit Programs on two Purdue campuses and establishing an earlier enrollment cycle through the use of yearlong schedule of classes, early aid awarding and continuous enrollment. Paul is an eight time presenter at Ellucian's Annual Summit and received the Outstanding Administrator of the Year Award.

Paul holds an M.A. in Political Science from Governors State University and a B.A. in History from Saint Joseph's College.



Dr. Karen Schmid

Vice Chancellor for Academic Affairs
Purdue University North Central

Karen Schmid has served as Vice Chancellor for Academic Affairs at Purdue North Central (PNC) for six years. Under Schmid's leadership PNC has added new degree programs, which are critical to increasing retention and degree completion.

Also under her leadership PNC has greatly increased online courses, implemented student success initiatives including supplemental instruction, expanded the first-year experience course, developed the first University Honors Program, and reorganization and revitalized Graduate and Extended Learning and Career Development. PNC is one of 92 colleges and universities in the U.S. accredited by the National Association of Concurrent Enrollment Partnerships. PNC is known for service learning. Four PNC students have been recognized as Newman Civic Fellows by Campus Compact. PNC has been awarded the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.



Schmid is a peer reviewer for the Higher Learning Commission and is responsible for institutional accreditation at PNC. Schmid serves on the Board of Trustees of St. Mary-of-the-Woods College and as an officer of the Board of Directors of United Way of LaPorte County.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

BUSINESS ITEM A:

Resolution Encouraging Use of Banded Tuition as a Strategy for Student Success and Completion

Staff Recommendation

That the Commission adopt a resolution to encouraging institution to consider the use of banded or “flat rate” tuition as a student success strategy to improve completion.

Background

The Public Square for this month focuses on financial barriers to completion. This resolution is designed to create action steps for institutions to address the challenges of students with financial barriers that hinder completion.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

BUSINESS ITEM B:

Indiana Chamber of Commerce Employer Survey

Background

The Indiana Chamber of Commerce recently released the results of its annual Employer Survey. The Commission will have the opportunity to hear a presentation on these results by Amy Marsh, Director of College & Career Readiness Initiatives with Ready Indiana, part of the Indiana Chamber of Commerce.

Supporting Documents

- (1) Amy Marsh Bio
- (2) [Employer Survey Summary](#)
- (3) [Employer Survey Results](#)

Amy Marsh

Director of College & Career Readiness Initiatives
Ready Indiana, Indiana Chamber of Commerce

Amy's work with the Indiana Chamber of Commerce focuses on connecting students with the skills needed to successfully perform while in college and throughout their career.

Previously, Amy served as an independent consultant focusing on career pathways, school counseling, career and technical education, and curriculum development. She has worked for the College Board as a senior educational manager in the K-12 division. Prior to that, she worked for the Indiana Department of Education as the state coordinator for advanced placement, international baccalaureate and dual credit, and as the assistant director of college and career readiness.

Amy has also been a school teacher, school counselor and director of high school counseling – all at Indianapolis schools





2014 Employer Survey

INTRODUCTION

The skills gap has become an inescapable wrinkle in Indiana's labor market and economy, and it has caused employers statewide to speak up.

Workforce development is a priority at the state level, evidenced by the creation of the Indiana Career Council and regional Indiana Works Councils. There is increased focus on STEM (science, technology, engineering and mathematics) education and CTE (career and technical education) at the K-12 level. There are strong efforts to support college completion, experiential learning and talent retention in Indiana.

But high school graduation rates, post-secondary attainment data, unemployment and under-employment figures and a host of other workforce health indicators show that there is still work to be done.

ABOUT THIS REPORT

For seven years, the Ready Indiana Employer Survey has provided baseline indicators to the Indiana Chamber of Commerce of employer and workforce needs. In 2014, the Indiana Chamber surveyed 532 Indiana employers, asking questions concerning their recruiting practices, training and continuing education offerings, skills needs in their workforce, engagement with educational institutions in their region and knowledge of existing resources designed for their benefit.

The responses spark the development of new programs and initiatives and inform the direction of existing support services to member companies and organizations. Information gained from the employer survey also serves to advise adult education programs that assist more than 900,000 working-age adults in need of education and training (*National Center for Higher Education Management Systems, 2009*). Information gained about academic and soft skill development should also serve curriculum and instructional development teams in K-12 educational settings.

Indiana Vision 2025, the Indiana Chamber’s long-range economic development plan, outlines specific goals and strategies in K-12 education, higher education and workforce development to accomplish the plan’s mission: “Indiana will be a global leader in innovation and economic opportunity where enterprises and citizens prosper.” This plan outlines the Indiana Chamber’s goals in this arena; the results of the employer survey illustrate where the needs are and will help guide how the organization will focus its efforts.

BACKGROUND: READY INDIANA AND INDIANA SKILLS

Ready Indiana is the Indiana Chamber’s workforce education arm. The focus of its initiatives is on helping employers navigate the state’s workforce needs, publicizing current labor market data on IndianaSkills.com to inform post-secondary education pathways and advocating for policies to improve educational attainment in Indiana. The goal is a stronger workforce for a stronger Indiana.

IndianaSkills.com is focused on career and training opportunities associated with short-term training programs of two years and less — certificates, certifications and associate degrees. It is a tool that makes current labor market data publically available to help students and job seekers understand the current landscape of Indiana’s workforce. It is a product developed because employers expressed concern in previous Ready Indiana employer surveys that Indiana’s workforce demands are largely misunderstood.

CONTACT

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www.ReadyIndiana.org
www.IndianaSkills.com
www.indianachamber.com/education

EXECUTIVE SUMMARY

The Indiana Chamber is committed to supporting the development of the incumbent and emerging workforce. In the 2014 publication, *State of America's Schools: The Path to Winning Again in Education*, Gallup® indicates that U.S. employers are concerned "that schools in America are not adequately equipping students with 21st Century skills – real world problem-solving, critical thinking and skilled communications."

In order to develop a comprehensive strategy to support the future workforce, and address the well-documented skills gap, the Indiana Chamber asked businesses statewide to comment on their workforce needs, training and school-based partnerships that may enhance workforce development.

Some of the most important survey findings include:

The 'Skills Gap' Effect on Workforce

- In response to what education level is required for their unfilled jobs, two-thirds (67%) indicated beyond a high school degree, with 38% saying middle skills (certificates, certification or associate's degree) and 29% a bachelor's degree or higher.
- The most often cited occupations in need of good applicants were those in the skilled trades, such as an electrician or plumber, and in engineering (from technician to design).

The 'Skills Gap' Impact

- More than 70% of respondents (72%) said that filling their workforce was challenging, with nearly 20% labeling it the single biggest challenge they faced.
- An overwhelming 96% of the respondents said they expected the size of their workforce to increase or stay the same over the next 1-2 years. The majority – at 57% – are actually looking to add more employees during that time, making it all the more critical qualified applicants are available for employers to hire.

'Soft Skill' Deficit

- More than half of all respondents (55%) indicated that work ethic is the most challenging skill to find among applicants and new hires. This is consistent across a number of skills that are not traditionally assessed in the educational setting, often referred to as "soft skills."
- Other soft skills indicated as challenging to find are attendance/punctuality, communication and problem solving – all at 42-43%. Each of these soft skills were indicated as far more challenging to find among applicants than academic skills such as reading, writing and math.

- Only 10% of the respondents said they had no challenges finding the skills they needed.

Employers and Education

- Over half of employers (242 of 447) reported having tuition reimbursement programs. Yet, 65% of those respondents (156 of 242) stated the programs were seldom used by their employees and 5% said they were never used. Only 31% of employers reported that their tuition reimbursement programs were used frequently.
- Employers also expressed interest in working with the education community to a greater extent. Two-thirds of respondents (67% of 458) said they felt businesses should be more involved in reviewing high school diploma and college degree requirements. And 90% felt employers should be more involved in the design of career and technical education (CTE) programs to make sure they were on target.
- Over half of employers (56% of 458) reported that they are currently involved with local schools, including internships (35%), classroom presentations (18%), job shadowing (16%) and more.

Awareness, Use and Success of State's Workforce Resources

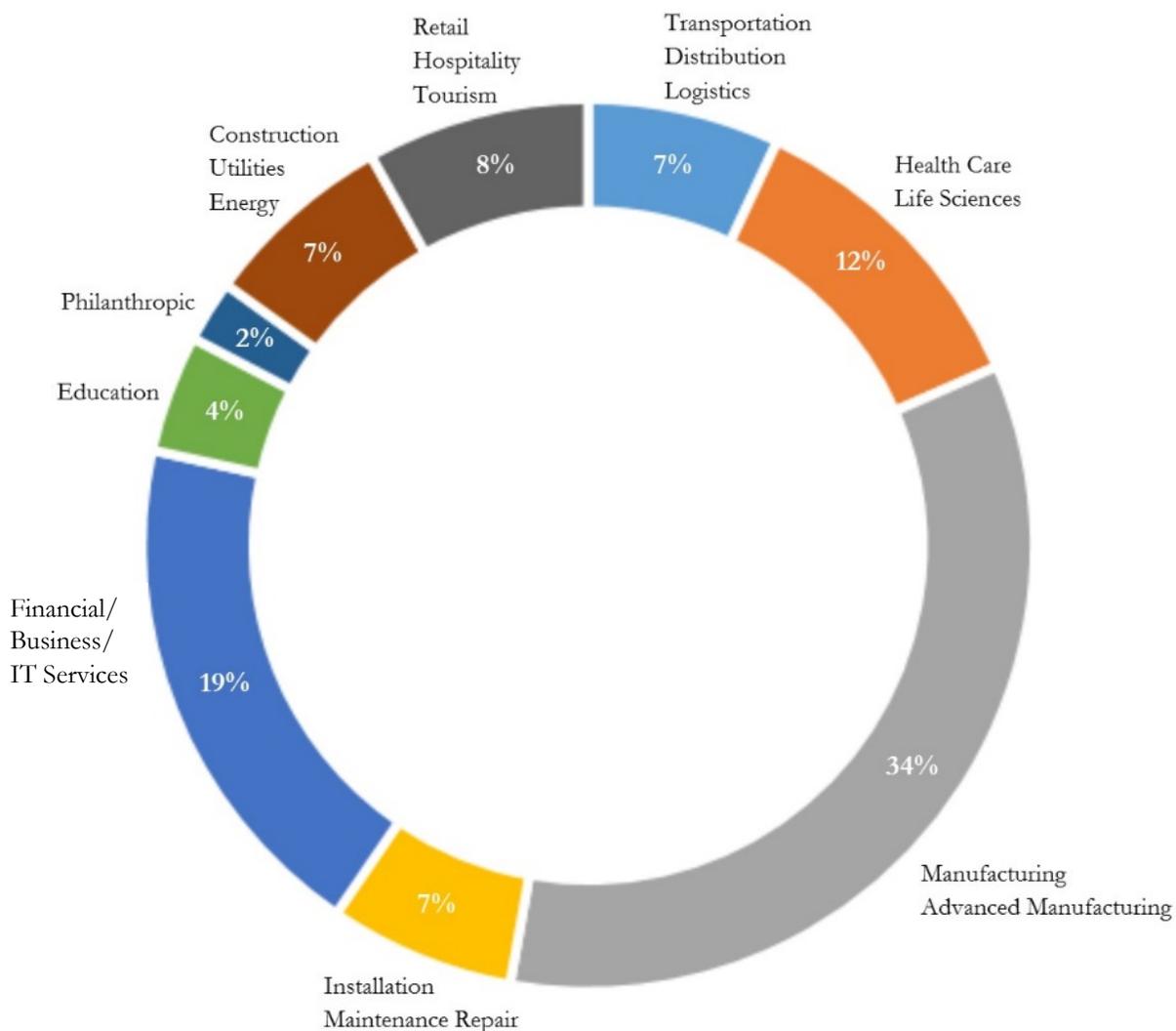
- Consistent with last year's results, over two-thirds of employers (72% of 508) said they were getting little to no support from Indiana's workforce development system.
- Some 36% reported knowing about WorkOne but never having had any contact; 25% accessed the system but were not finding the services helpful; and 11% had no knowledge of these services.
- Only 19% of employers reported success in hiring applicants using WorkOne recruiters or the Indiana Career Connect job matching system.

DEMOGRAPHIC INFORMATION: WHO COMPLETED THE SURVEY

Some 532 employers throughout the state of Indiana in different industries and sectors took part in the survey. We reached out to the leaders of those businesses and those with human resources titles.

Most respondents identified with the for-profit sector (79%), while 17% were in the not-for-profit sector and 4% were in Government & Public Service.

More than 40% of the survey participants had under 50 employees and just over one-third represents manufacturing or advanced manufacturing industries (see below for actual input across industries).

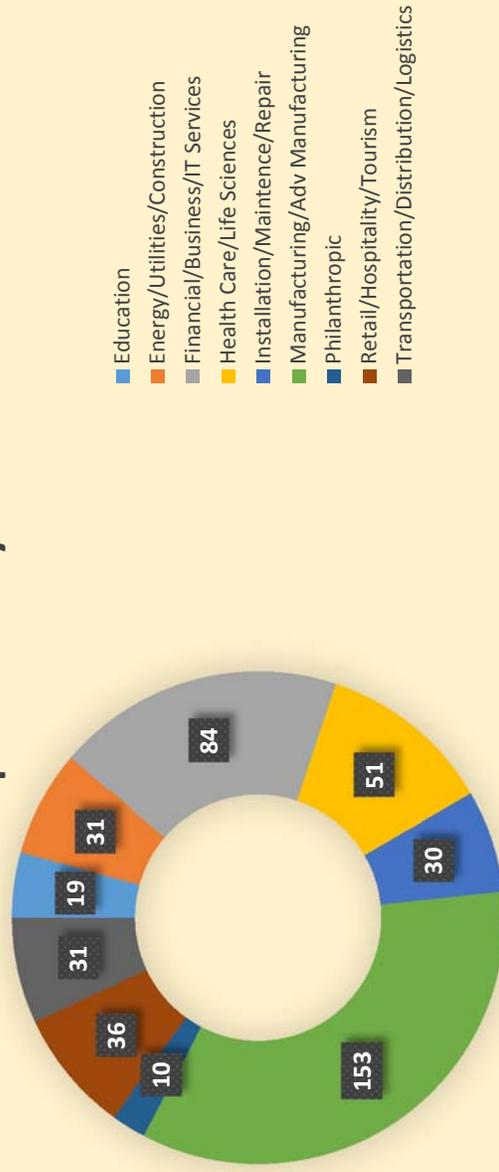




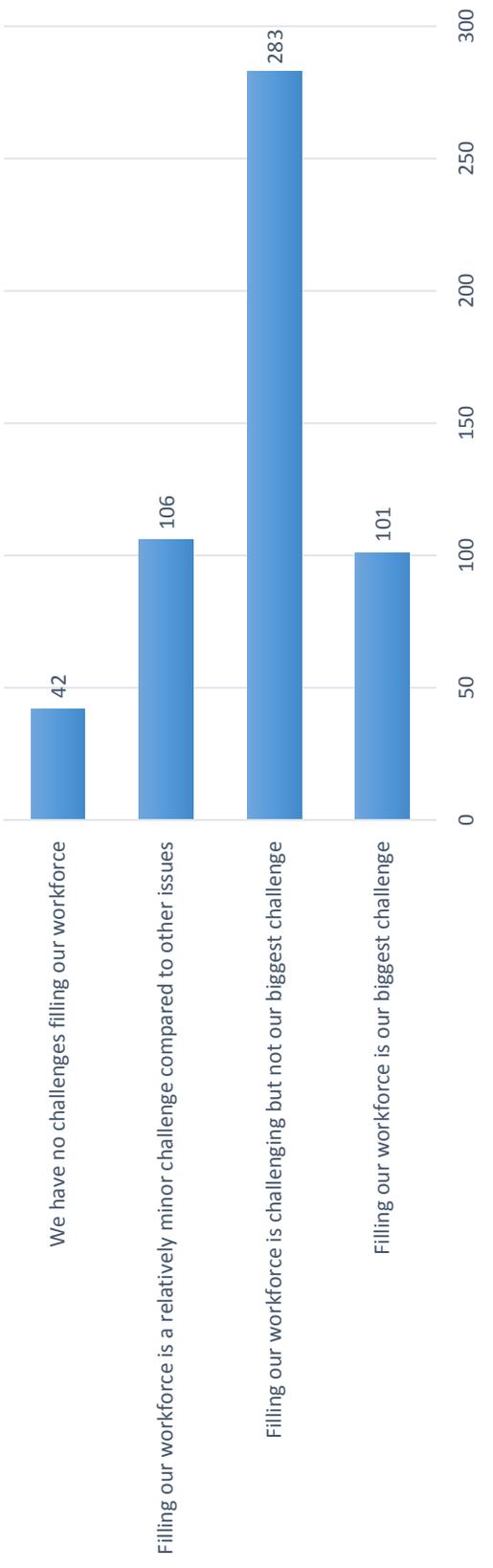
2014 Employer Survey Results

532 Respondents: 79% For-Profit, 17% Not For Profit, 4% Government
 44% < 50 employees | 57% > 100 employees (including 12% with 500+ employees)

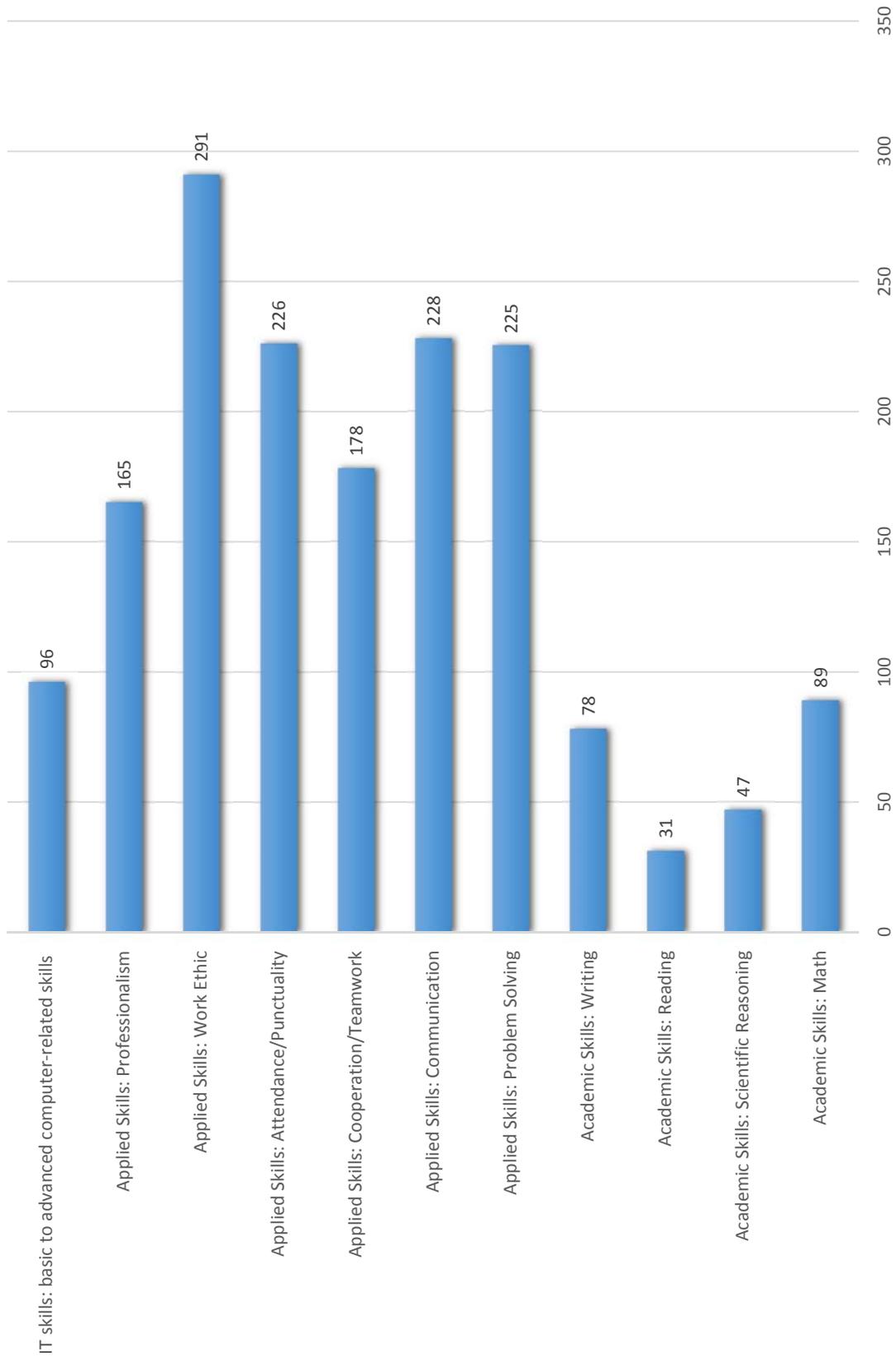
Distribution of Respondents by Sector



Relative to other issues your company faces, please rate the challenge of fulfilling your workforce.



Which of the following skills are the most challenging to find among your job applicants and new hires (choose all that apply)?



In the past year has your company left any job(s) unfilled due to under-qualified applicants?

No – 61%

Yes – 39%

What is the skill level necessary for employees to fill these jobs?

High Skills – 30%

Middle Skills – 38%

Low Skills – 32%

In the past five years what types of jobs have you left unfilled due to underqualified applicants?

A sample listing:

Facility manager	Outside sales
Aircraft technician	Sales and business development
Engineers, hydro-geologists, administrative assistants, executive managers, proposal coordinators	Licensed mortgage loan officers
Automotive technicians, automotive service writers/managers	Skilled field laborers with experience in concrete and masonry restoration
Automotive technicians, body shop technicians	Truck drivers
Development/fundraising	Licensed plumbers and experienced HVAC tech
Sales and marketing	Podiatrist (DPO)
Environmental technician	Machinists, welders, CAD/CAM programmers
Construction scheduler, mechanical engineer, carpenter	IT professionals
Project estimating	Actuarial analyst, Java programmer

Drafter/engineer and lead finisher

Highly technical positions

Consultants

Customer service, sales rep

Paralegal; secretary; legal associate

Process control instrumentation technician

Certified MIG welder, electrostatic wet coat painter

Management

In the next 12 to 24 months, do you expect the size of your workforce to?

Increase – 57%

Stay About the Same – 39%

Decrease – 4%

Is your company or organization familiar with your region's Works Council?

No – 60%

Yes – 40%

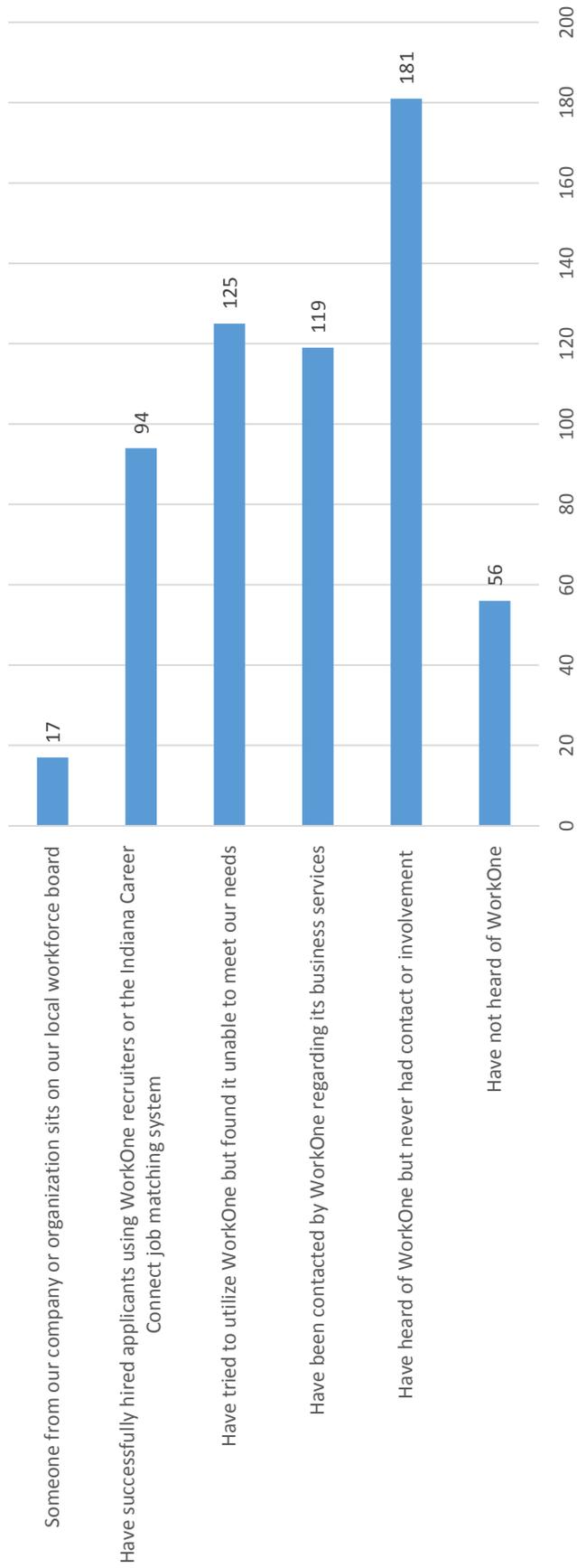
(Of 40% "Yes" Respondents) Is your region's Works Council engaging in activities that will help you meet your workforce needs?

Yes – 32%

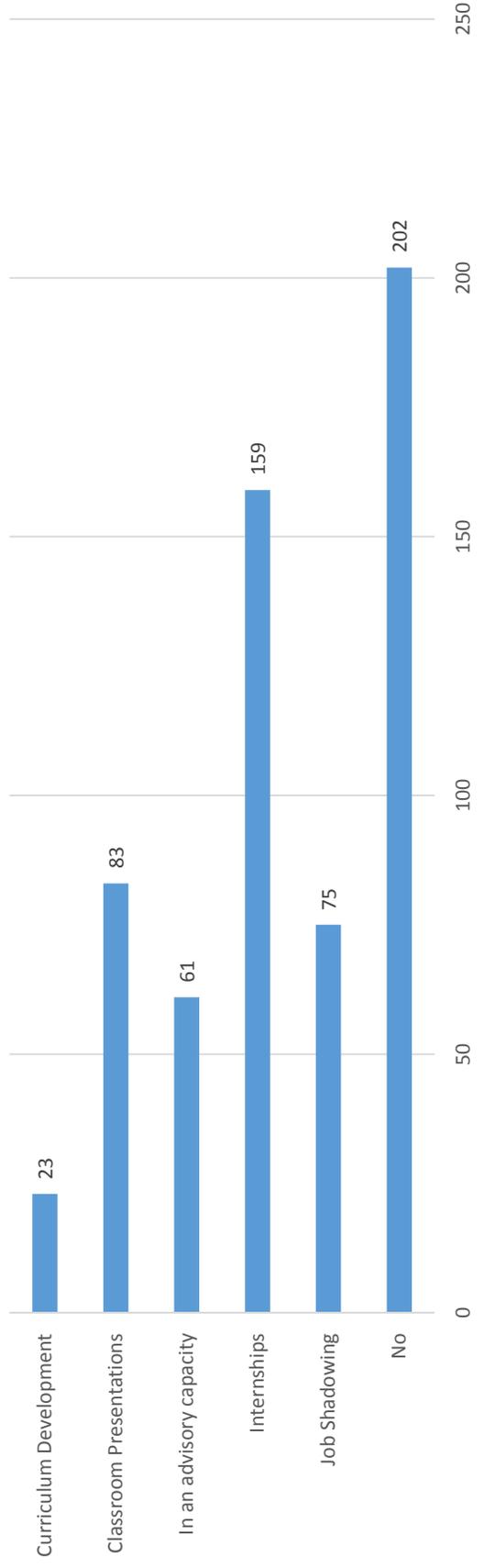
No – 9%

Not Sure – 59%

Describe the level of involvement your company or organization has had with the public workforce system, WorkOne (choose all that apply).



Is your company or organization involved with your local schools (high school or community college) (choose all that apply)?



Should businesses be more involved in reviewing high school diploma and college degree requirements?

No – 33%
 Yes – 67%

Should employers be more involved in the design of career and technical education (CTE) programs?

No – 10%
 Yes – 90%

Do you use WorkKeys® or other assessments in your hiring process?

Yes (WorkKeys®) – 4%

No – 90%

Other – 6%

The state is considering the re-establishment of a "Work Ethic Certificate" to be issued by high schools based on a student's demonstrated commitment to attendance, discipline, team work and other "soft skills." Would your company value such a credential in the hiring process?

Yes, we definitely would – 47%

Probably, but would like to learn more – 40%

Probably not – 13%

If there was a common high school or college transcript, would this be beneficial to you?

Yes – 20%

No – 80%

Do you have a tuition assistance or tuition reimbursement program?

No – 46%

Yes – 54%

How often are your tuition assistance programs used by employees?

Frequently – 31%

Seldom – 64%

Never – 5%

How much do you spend annually on in-house or contracted training for your current employees?

293 respondents of 532

Average: \$29,572

Sum: \$3,667,050

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

BUSINESS ITEM C:

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 Art in Sustainability to be offered by Indiana University South Bend

Background

The Academic Affairs and Quality Committee (AA&Q) reviewed the program at its July 28, 2014 meeting and concluded that the proposed Indiana University South Bend Bachelor of Art in Sustainability could be placed on the August 14, 2014 agenda for action by the Commission as an expedited item.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, July 28, 2014

Academic Degree Programs on Which Staff Propose Expedited Action
July 28, 2014

CHE 14-06 Bachelor of Art in Sustainability to be offered by Indiana University South Bend

Proposal received on April 24, 2014

CIP Code: Federal – 03.0103; State – 03.0103

Five Year Projected Enrollment: Headcount – 78 FTEs - 42

Five Year Projected Degrees Conferred: 18

In addition to preparing students to assess the impact of a proposed project on the environment, the program will also prepare students to assess the economic and social impact of a project on the community. IU South Bend currently offers a minor in Sustainability, which 17 students have completed and in which another 45 are presently enrolled. Because Ivy Tech Community College does not offer a closely related associate degree program, no articulation agreement for the proposed program has been developed. The proposed program meets the standard credit hour expectation for baccalaureate programs of 120 credit hours.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

BUSINESS ITEM D:

Doctor of Occupational Therapy to be offered by Indiana University at Indiana University-Purdue University Indianapolis

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Occupational Therapy to be offered by Indiana University at Indiana University-Purdue University Indianapolis 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 its July 28, 2014 meeting and reacted quite favorably to the proposal (see Attachment 1).

Similar Programs in Indiana. At present, no university in the *independent* or private not-for-profit sector offers an accredited doctoral degree in Occupational Therapy, and only one institution, the University of Indianapolis, offers an accredited master's degree in this field. The professional accrediting body in this field is the Accreditation Council for Occupational Therapy Education (ACOTE).

However, two independent universities – Huntington University and Indiana Wesleyan University – are moving to offer entry-level Occupational Therapy doctoral degrees (they have completed the first step in the accreditation process and have achieved Candidacy Status with ACOTE). The University of Indianapolis is also planning to offer an entry-level doctoral degree in Occupational Therapy; however, the University has not yet completed the first step in accreditation and therefore simply has Applicant Status with ACOTE.

No institution in the *proprietary* or private for-profit sector offers a master's or doctoral degree in Occupational Therapy.

Within the *public* sector, no institution offers a doctoral degree in Occupational Therapy. Both IUPUI and the University of Southern Indiana offer accredited M.S. in Occupational Therapy programs, which were approved by the Commission for Higher Education in September 2004 and March 2001, respectively. In June 2011, the Commission approved an M.S. in Occupational Therapy for Indiana State University, which currently has Applicant Status with ACOTE.

Related Programs at Indiana University. As the primary locus of health care education in the state, the IUPUI medical center has an extraordinary array of professional and research/scholarship doctoral programs in health-related fields, including medicine, dentistry, nursing, and public health. In FY2013, the IUPUI M.S. in Occupational Therapy, which is located in the School of Health and Rehabilitation Sciences, enrolled 107 headcount or 110 FTE students and produced 34 graduates.

Demand/Rationale for the Program. The proposed program is a post-professional program: students who enroll must have a master's degree and must be licensed as an Occupational Therapist. It is intended to meet the demand for better prepared advanced clinical practitioners and doctorally prepared faculty.

The need for *advanced practitioners* stems from the increased demand for occupational therapy services and for the increasingly complex nature of the services provided.

At the national level, the Bureau of Labor Statistics reports that the number of Occupational Therapists is expected to grow by 29 percent between 2012 and 2022, much faster than average. In Indiana, occupational therapy is listed as 20th among the Hoosier Hot 50 Jobs List, which also projects an annual 3.6 percent increase in the demand for Occupational Therapists in the state. The University reports that between 2011 and 2014, the number of Occupational Therapists licensed in Indiana grew from 2,828 to 3,162, an increase of 11.8 percent.

The demand for occupational therapy services stems from the aging population and from the fact that better medical care has led to higher survival rates. For example, trauma surgeons, both military and civilian, are able to save more people with serious injuries; these patients require more and higher levels of post-discharge care. In addition, advances in therapy have led to higher expectations regarding the level of post-trauma functionality that can be restored.

Providers of rehabilitation services recognize that advanced practitioners with doctoral preparation can provide the leadership skills needed in the "management of complex cases" and the provision of "evidence-based care" (see Appendix 2, letters from the Rehabilitation Hospital of Indiana and Paragon Rehabilitation).

The need for *doctorally prepared faculty* stems from the changes in accreditation standards and from the expansion of programs to prepare Occupational Therapists, which in turn is a

response to market demand for occupational therapy services. ACOTE now requires that half of the faculty in master's degree programs must be doctorally prepared, and all full-time faculty in doctoral level programs must have doctorates. As indicated previously, the number of programs that prepare Occupational Therapists has increased, and this is fueling a need for more doctorally prepared faculty (see Appendix 2, letters of support from Huntington University and Indiana Wesleyan University).

Supporting Documents

- (1) Program Description – Doctor of Occupational Therapy
- (2) Selected Letters of Support

Description: Doctorate in Occupational Therapy (OTD) To Be Offered by Indiana University at Indianapolis

November 18, 2013

1. Characteristics of the Program

- a. Campus Offering Program: Indiana University-Purdue University Indianapolis
- b. Scope of Delivery: Statewide
- c. Mode of Delivery: Blended
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):
Practica
- e. Academic Unit(s) Offering Program: School of Health and Rehabilitation Sciences,
Department of Occupational Therapy
Curricular detail will appear in [Appendix 10](#)

2. Rationale for the Program

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)
 - Why is the institution proposing this program?

There are several national trends that support the need for this program.

1. The American Occupational Therapy Association and the Accreditation Council for Occupational Therapy Education (ACOTE) 2012 require that at least half of the faculty of master's degree level educational programs in occupational therapy have doctorally prepared faculty, and all full time faculty in doctoral- degree level educational programs in occupational therapy have doctorally prepared faculty. Despite this requirement, only 69% of full-time core faculty; 49% of part-time core faculty; and 21 % of adjunct faculty are doctorally prepared (*Academic programs annual data report: Academic year 2011-2012*. Bethesda, MD: AOTA).
2. According to the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, employment of occupational therapists is expected to increase by 33 percent between 2010 to 2020, a much faster than the average for all occupations." Occupational therapy schools are being challenged to meet this demand for occupational therapy practitioners. A significant part of that challenge is the growing need for doctorally prepared faculty.
As the demand for licensed occupational therapists grows, the demand for doctorally prepared practitioners and faculty will grow as well. This proposed

program will help fill the need for doctorally prepared faculty and will also help prepare current occupational therapist for specialty areas of occupational therapy practice, administrative positions, and applied translational research positions.

- How is it consistent with the mission of the institution?

As a health and life sciences program, the Post-professional Doctorate in Occupational Therapy Program promotes IUPUI's mission "...to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, *professional*, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity." <http://www.iupui.edu/about/core.html>

Furthermore, the proposed program will meet the mission of the School of Health and Rehabilitation Sciences (SHRS) which is: "to develop and maintain a scholarly and competent faculty who will provide excellence in (a) the teaching/learning process for programs in fields related to health professions; (b) the advancement of knowledge through research, scholarship and creative activity, and (c) the development of lifelong commitment to civic engagement locally, nationally and globally." http://shrs.iupui.edu/about/vision_mission.html

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

The proposed program directly supports a strategy of IUPUI's strategic plan to: "*Facilitate the development of new graduate degree and post-baccalaureate certificate programs to meet local, national, and global needs.*" <http://strategicplan.iupui.edu/>

The proposed program directly supports Goal #1a of the School of Health and Rehabilitation Sciences Strategic Plan which states: "Obtain internal and external approvals to establish the Advanced Occupational Therapy Doctoral (OTD) degree.

See [**Appendix 12 : SHRS Strategic Plan**](#) for additional detail.

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

Established in 1958, the IU program is the longest continually accredited Occupational Therapy program in Indiana. Our history of graduating talented practitioners makes us well known in the Occupational Therapy community locally, regionally, and nationally. In fact, U.S. News & World Report ranked the IU OT program to be number 39 among the top 100 OT programs in the country in 2008. In 2012 our ranking improved to 21 among the top OT programs in the country. Our

program is the highest ranked OT program in Indiana.

Our state-of-the-art laboratory space and classrooms in historic Coleman Hall are conveniently located near downtown Indianapolis and the Indiana University Medical Center.

http://www.iupui.edu/degrees/degree_info.php?degree=occupational%20therapy

Another significant strength of this program is its proximity and strong partnership with regional health care institutions including: 1) Eskenazi Health; 2) Roudebush VA Medical Center; 3) Riley Hospital for Children; 4) Indiana University Hospital; 5) Indiana University Cancer Center; 6) Methodist Hospital; 7) St. Vincent Hospital; and 8) The Rehabilitation Hospital of Indiana. The Indiana University Health (Riley Hospital for Children, IU Hospitals, and Methodist Hospital) supports IUPUI's mission of advancing education, research, and patient care in many ways. IU Health currently records 1 million patient visits per year. Eskenazi Health and Roudebush together handle another 1 million patient visits per year. This enormous patient base provides a broad range of superb practica and other clinical educational opportunities for students in the OTD program.

<https://archives.iupui.edu/bitstream/handle/2450/6639/Excellence%20Through%20Collaboration%20and%20Innovation%20%202012%20Self%20Study%20Report.pdf?sequence=1>

Related to research, as stated in the IUPUI Strategic Research Roadmap, one of IUPUI's goals is to “promote alignment and optimization of graduate programs with respect to the strategic research clusters, including through development of distinctive doctoral programs, and to expand research opportunities and resources that attract and support a robust number of postdoctoral fellows”. Students will have opportunities to participate in applied and translational research activities supported by the School and University. <http://research.iupui.edu/ovcr/mission.html>

Related to teaching and service, as articulated in the IUPUI, 2012, Self-Study Report for Reaffirmation of Accreditation, “Excellence through Collaboration and Innovation”, IUPUI promotes the “...highest standards of teaching scholarship and service,..” (p. 11). One of the goals of the university in the area of teaching and learning is to “Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows” (p. 11). With the many IUPUI resources such as the Center for Teaching and Learning, the new Center for Interprofessional Health Education and Practice, <http://www.shrs.iupui.edu/news/5940/New-Center-To-Transform-Health-Care-Education-Practice>, the Center for Service and Learning, <http://csl.iupui.edu/>, and venues such as the Indiana University Student Outreach Clinic, students in the OTD program will have access to a variety of leading edge teaching resources and opportunities for applied and translational research experience.

[*See Appendix 1: Institutional Rationale for additional detail*](#)

b. State Rationale

- How does this program address state priorities as reflected in [*Reaching Higher, Achieving More?*](#)

The program will contribute to the Reaching Higher, Achieving More vision by implementing a high quality doctoral degree that meets the needs of occupational therapy education programs and healthcare service delivery systems.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

According to the Bureau of Labor Statistics Occupation Outlook Handbook 2010-2011 Edition, the demand for occupational therapists is expected to increase by 33 percent between 2010 and 2020. This trend is expected to continue because of the growing aging population, longer life expectancies, and emerging treatments and technologies. Occupational therapy educational programs will not be able to meet the demand for licensed OT without an adequate supply of qualified faculty.

The American Occupational Therapy Association has stipulated that all full-time faculty members must hold a doctorate degree (American Occupational Therapy Association. (2012). Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. Bethesda MD: Author). The critical shortage of doctoral degree credentialed faculty has handicapped the ability of programs to meet this stipulation. According to a 2010-2011 AOTA report, only 69% of full-time core faculty; 49% of part-time core faculty; and 21 % of adjunct faculty are doctorally-prepared (*Academic programs annual data report: Academic year 2011-2012*. Bethesda, MD: AOTA).

Graduates of the proposed program will have the knowledge and skills to secure teaching positions in occupational therapy programs and advanced clinical practice positions health care systems.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

The Post Professional Doctorate in Occupational Therapy (OTD) is a graduate degree program. Graduates of the program will not need additional preparation

to assume faculty, senior management, or clinical research positions or in specialty areas of occupational therapy practice.

- iii. Summary of Indiana DWD and/or U.S. Department of Labor Data
<http://www.bls.gov/ooh/healthcare/occupational-therapists.htm#tab-6>

See [Appendix 2: Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data](#) for additional detail.

- iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

The need for occupational therapists:

“Employment of occupational therapists is expected to increase by 33 percent between 2010 to 2020, a rate higher than the average for all occupations.

Job opportunities for licensed occupational therapists in all settings, particularly in acute hospital, rehabilitation, and orthopedic settings is expected to continue because of the growing aging population, longer life expectancies, and emerging treatments and technologies.

Occupational therapists with specialized knowledge in a treatment area also will have increased job prospects.”

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Occupational Therapists, on the Internet at <http://www.bls.gov/ooh/healthcare/occupational-therapists.htm> (visited January 11, 2013).

The need for faculty positions in occupational therapy education programs:

OT Program Faculty Highest Degree (2010-2011)

	Full-Time Faculty	Part-Time Faculty	Adjunct Faculty
Other	5	1	2
Associates	0	0	4
Bachelors	2	10	60
Masters	347	69	243
Doctorate	787 (69%)	77 (49%)	80 (21%)
Total	1141	157	389

Source: The 2010-2011 AOTA Academic Programs Annual Data Report, (Harvison, 2012).

“Employment of postsecondary teachers is expected to grow by 17 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected as enrollments at postsecondary institutions continue to rise.”

“The number of people attending postsecondary institutions is expected to grow from 2010 to 2020. These students will seek higher education to gain the additional education and skills they need to meet their career goals. As more people enter colleges and universities, more postsecondary teachers will be needed to serve these additional students.”

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Postsecondary Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm> (visited January 11, 2013).

The AOTA Accreditation Council for Occupational Therapy Education (ACOTE) 2012 requires that at least half of the faculty of master’s degree level educational programs in occupational therapy have doctorally prepared faculty, and all full time faculty in doctoral-degree level educational programs in occupational therapy have doctorally prepared faculty. See [Appendix 3: National, State, or Regional Studies](#) for additional detail.

According to a 2010-2011 AOTA report, only 69% of full-time core faculty; 49% of part-time core faculty; and 21 % of adjunct faculty are doctorally-prepared (*Academic programs annual data report: Academic year 2011-2012*. Bethesda, MD: AOTA). The critical shortage of doctoral degree credentialed faculty has handicapped the ability of programs to meet this stipulation. Graduates of the proposed program will have the knowledge and skills to secure teaching positions in occupational therapy programs and advanced clinical practice positions health care systems.

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

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

Planning for the Advanced OTD began in 2006 during a Department of Occupational Therapy Strategic Planning meeting. In 2008, the faculty agreed to explore the feasibility of developing the program. Two state-wide surveys were conducted in 2009 and 2012 to ascertain interest level among occupational therapy practitioners in Indiana.

The 2009 survey involved the use of survey monkey software to seek feedback from 867 baccalaureate and master’s prepared occupational therapists, and students. The focus of the survey was to determine their level of interest in

pursuing a doctorate degree, preferred plan of study (i.e., full-time or part-time), preferred method of course delivery (i.e., online weekend, evening, face-to-face) and preferred area of specialty). A total of 337 surveys were returned (39%) with 5% indicating that they are definitely interested, 54% asking for more information to make an informed decision, and 41% reporting no interest. In terms of mode of instruction, 33% would prefer mixed mode of instruction (i.e., online with occasional face-to-face meeting on weekend and majority (97%) would take classes on a part-time basis. Similar results were obtained from the 2012 survey. Of the 348 surveys sent to baccalaureate and master's prepared occupational therapists, a total of 116 surveys were returned (33%) with 6.1% indicating that they are definitely interested, 45.9% asking for more information to make an informed decision, and 47.9% reporting no interest. In terms of mode of instruction, 44.3% would prefer mixed mode of instruction (i.e., online with occasional face-to-face meeting on weekend and majority (94%) would take classes on a part-time basis. Results of the surveys were presented to the Department of Occupational Therapy Advisory Board and Faculty for review and discussion. Based on the results of the needs assessment and approval from the Department of Occupational Therapy Advisory Committee and the SHRS Faculty, the Department developed a program proposal.

See [Appendix 4: Surveys of Employers or Students and Analyses of Job Postings](#) for additional detail.

- vi. Letters of Support
 - Summarize, by source, the letters received in support of the program.

See [Appendix 5 for Dean of the School of Health and Rehabilitation Sciences Letter of Support.](#)

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?
 - We will need a part-time program director, half-time staff, and additional faculty will be brought in as admissions grow.

[Appendix 6: Faculty and Staff](#) for additional detail.

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

We do not anticipate the need for additional learning resources.

See [Appendix 7: Facilities](#) for additional detail.

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

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

There are no capital costs associated with this program.

See [Appendix 8: Other Capital Costs](#) for additional detail.

b. Support

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

- Summarize what reallocation of resources has taken place to support this program.

None

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

None

ii. Special Fees above Baseline Tuition

- Summarize any special fees above baseline tuition that are needed to support this program.

Not applicable

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar: Currently there are no occupational therapy programs that award the OTD degree in the State of Indiana. The University of Indianapolis offers a Doctor of Health Sciences degree and a number of students enrolled in the program are occupational therapists.

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.

CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, Midwest Higher Exchange Compact states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

According to the American Occupational Therapy Association report dated November 2012, there are 22 universities offering what AOTA calls doctoral level post-professional programs in occupational therapy. The following is a list of universities offering that degree in Midwestern States:

1. Creighton University
2. Eastern Kentucky University
3. Governors State University
4. St. Catherine University
5. University of Indianapolis
6. University of Illinois at Chicago
7. University of Kansas Medical Center
8. Washington University

c. Articulation of Associate/Baccalaureate Programs

- For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

Not applicable

See [Appendix 9: Articulation of Associate/Baccalaureate Programs](#) for additional detail.

d. Collaboration with Similar or Related Programs on Other Campuses

- Indicate any collaborative arrangements in place to support the program.

Not applicable

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

- Credit hours required for the program and how long a full-time student will need to complete the program.

Candidates are required to complete 30 credit hours for the OTD degree. Full-time students can complete the program in three semesters.

See [Appendix 10: Credit Hours Required/Time to Completion](#) for additional detail.

b. Exceeding the Standard Expectation of Credit Hours

- If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.

Not applicable.

- If the program will not exceed 120 credits, add

The program will not exceed 120 semester credit hours.

See [Appendix 11: Exceeding the Standard Expectation of Credit Hours](#) for additional detail.

c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

Students accepted into the OTD program will have acquired an expertise in occupational therapy at or beyond the baccalaureate level. Graduates of the program will:

Courses	Competencies/Learning Outcomes
Advancements in Occupational Science	Will be able to anticipate, analyze, and address occupational needs and apply occupation-based interventions for persons, organizations, and populations.
Evidence-Based Practice in Occupational Therapy	Will be able to analyze, synthesize and apply research findings to inform practice.
Leadership and Administration in Occupational Therapy	Will be able to demonstrate effective administration and leadership skills in professional organizations and practice.
Teaching in Health and Rehabilitation Sciences	Will be able to demonstrate effective teaching and learning methods.
Professional Doctoral Seminar	Will be mindful, reflective, ethical and critical-thinking advanced practitioners, administrators, and/or educators.
Applied Translational Research in Occupational Therapy	Will be knowledgeable consumers of research, scholarship and creative activities.
Occupational Science Practicum in Practice, Education, or Leadership and Administration	Will be able to advocate, communicate and contribute to our discipline through their chosen practicum in existing and emerging practice areas.
Advanced Practice Capstone Project Proposal	Will be able to apply their advanced knowledge and skills to educate occupational therapy students, advance occupational therapy practice, serve as effective administrators, and/or participate in scholarly projects or applied or translational research.
Advanced Practice Capstone Project Completion and Presentation	Will be able to apply their advanced knowledge and skills to educate occupational therapy students, advance occupational therapy practice, serve as effective administrators, and/or participate in scholarly projects or applied or translational research.

- *Describe how the learning outcomes incorporate IUPUI's Principles of Undergraduate Learning. Similarly, include any ways in which the program will support IUPUI's RISE initiative.*

Graduate program; not applicable.

- *Describe how the learning outcomes incorporate IUPUI's Principles of Graduate and Professional Learning.*

<http://academicaffairs.iupui.edu/PlansInitiatives/Plans/Principles-of-Graduate-and-Professional-Learning>

Graduate students in the OTD program on the IUPUI campus, in addition to the above competency and learning outcomes, will demonstrate the following abilities:

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree.
- Communicate effectively with their peers, their clientele, and the general public.
- Meet all ethical standards established for the discipline.

Even though the OTD is a professional degree, not a research degree (PhD or ScD, for example), participation in applied or translational research is key to meeting disciplinary standards of performance in occupational therapy. Consequently, graduate students earning the OTD from Indiana University on the IUPUI campus will demonstrate the following abilities related to the applied or translational research:

- **Demonstrate the knowledge and skills necessary to be knowledgeable consumers of original research.**
 - Method of acquisition: Didactic course work, journal clubs, attendance at research seminars, direct mentoring by faculty, studying grant proposals
 - Assessment of learning: Grades in course work.
- **Communicate effectively high level information in occupational therapy.**
 - Method of acquisition: Attendance required at seminars by faculty and peers, and presentation at informal and at formal seminars.
 - Assessment of learning: Grades on formal seminar presentations based on outcomes rubrics, publication of manuscripts, awarding of grants
- **Think critically and creatively to solve problems in occupational therapy.**
 - Method of acquisition: Attendance required at seminars by faculty and peers, and presentation at informal and formal seminars.
 - Assessment of learning: Grades on formal seminar presentations based on outcomes rubric.

The graduate faculty of the Department of Occupational Therapy will conduct a yearly review of the progress of students through the program to determine if the program is meeting its goals to prepare students in each of these areas. Changes that might be made include replacing faculty in certain courses,

adopting new methods to present material, or offering additional options for training (e.g., making a writing consultant available).

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

The following matrices illustrate the components of the program assessment plan in the areas of Mission/Policies and Procedures; Resources; and Student/Graduate Outcomes.

Each of the goals listed has been identified as critical to the mission and success of the OTD program. While attainment of most of the goals can be assessed when students are enrolled in the program, some goals are best assessed by determining what students do after graduation, such as accept positions in academia or administration, presentation and/or publication of their scholarly projects. These goals are best assessed through graduate and employer surveys.

Many of the goals should be assessed annually, especially those related to policies and procedures and availability of necessary resources. Other more complex goals, as well as the primary focus of the OTD degree, may be best assessed in a review format such as a five year review that would include reviewers both internal and external to the IUPUI campus.

Mission/Policies and Procedures

Program Goals and Related Outcomes	Review Period	Responsible Person/Office	Assessment Method(s) / Tools	Documents Referenced	Measurement Criteria / Benchmarks
Program congruent with IU mission	Annually	Program director	Compare program mission with IU mission	Program mission statement IU mission statement	All documents congruent
Program congruent with SHRS mission	Annually	Program director	Compare program mission with SHRS mission	Program mission statement SHRS mission statement	All documents congruent
Program information disseminated is accurate	On-going	Program director, SHRS associate dean	Review of all dissemination material	SHRS website all written program materials	All materials accurate
Admissions requirements are correlated with program success	Bi-annually once first cohort has graduated	Program director, Academic Studies and Research Development (ASRD) Committee	Correlate admissions requirements with student success	Admissions requirements student academic progress and graduation data	All students who meet admissions requirements and are accepted into the program remain in good academic standing and graduate from the program
Students progress through the program in a timely manner	Bi-annually	Program director	Track student progress	Student plan of study Student transcripts	All students demonstrate timely progress

Resources

Program Goals and Related Outcomes	Review Period	Responsible Person/Office	Assessment Method(s) / Tools	Documents Referenced	Measurement Criteria / Benchmarks
Qualified faculty are available	Bi-annually	Program director ASRD Committee	Review faculty availability to participate in OTD program	Faculty lists	Each student has an identified faculty mentor Each student has a faculty advisor
Required courses are available	Bi-annually	Program director ASRD Committee	Review course offerings	Course listings	Courses are offered when they are advertised to be offered
Teaching opportunities are available	Bi-annually	SHRS W672 course instructor & T### OT Education Practicum course instructor	Review teaching opportunities available	Teaching opportunities	All students have a teaching opportunity in an area of interest

Student Outcomes Graduates of the program will:	Measurement Criteria	Assessment Tools	Review Period	Review Process Who analyzes and reviews data
Anticipate, analyze, and address the occupational needs (occupation-based interventions) of persons, organizations, and populations.	80%	Doctoral Seminar Questions/ Discussions	At completion of Doctoral Seminar Course	Course Instructor
Demonstrate effective teaching and learning methods.	80%	Assessments, Teaching Performance	At completion W672 Course	Course Instructor
Be mindful, reflective, ethical and critical thinking (reasoning) advanced practitioners, administrators, educators, and/or researchers.	80%	Doctoral Seminar Questions/Dis-cussions	At completion of Doctoral Seminar Course	Course Instructor

Advocate and contribute to our discipline in existing and emerging practice areas.	80%	Alumni Survey	Annual (one year after graduation)	Assistant to the Chair collects data, analyzes, and presents to faculty.
Demonstrate effective administration and leadership skills in professional organizations and practice.	80%	Alumni Survey	Annual (one year after graduation)	Assistant to the Chair collects data, analyzes, and presents to faculty.
Analyze, synthesize and apply research findings to inform practice.	80%	Course Assignments.	At completion of EBP, Research, & other applicable courses.	Course Instructors
Participate in research, scholarship and creative activities.	80%	T### & T### Grades	At completion of OTD Proposal and OTD Project Completion Courses.	OTD Project Advisor

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- NA

Indiana Professional Licensing Agency—Occupational Therapy Committee

- National Professional Certifications (including the bodies issuing the certification): The National Board of Occupational Therapy Certification (NBCOT) is the certification body for entry-level occupational therapists. To practice, all therapists must successfully pass the NBCOT Examination. Once the practitioner has passed the initial examination, whether the practitioners maintain their certification is dependent on individual State Licensing laws. Indiana requires that practitioners successfully complete the NBCOT Examination, but does not require ongoing NBCOT certification.

All applicants to the program will need to be eligible for, or have a current Indiana license.

This degree does not prepare graduates for a license or certification.

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

Majority of the graduates will seek faculty positions in Occupational Therapy programs. Given the high number of vacancies and aging of OT faculty, it is anticipated that graduates will be able to secure faculty appointments upon graduation. Graduates will also be able to secure appointments in schools and early intervention health care settings. Schools and early intervention settings followed by hospitals account for nearly 53 percent of the settings in which occupational therapists work. Long-Term-Care or skilled-nursing facilities account for 17 percent and freestanding outpatient settings account for a little over 10 percent of the occupational therapy work settings. The remaining 20 percent is made up of academic, mental health, home health, and community settings (American Occupational Therapy Association, 2006).

(American Occupational Therapy Association (2006). *Occupational therapy workforce and compensation report*. Bethesda, MD: Author).

See links to resources in [Appendix 2](#)

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Not Applicable

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

The approval of the Accreditation Council for Occupational Therapy Education (ACOTE) will not be necessary because students enrolled in the program are licensed occupational therapists. ACOTE is the accrediting body for occupational therapy. However, post-professional doctoral programs in occupational therapy do not require accreditation from the ACOT. The Department of Occupational Therapy is currently accredited by ACOTE until Academic year 2021-22.

- Reason for seeking accreditation.

Not applicable

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

The number of students in the Post-professional Doctorate in Occupational Therapy (OTD) program is expected initially to be small to ensure that adequate resources and student funding opportunities are available to support development of a quality program. There is the expectation that steady growth in student numbers will occur as the program matures and funding increases.

- a. Students per cohort
 - i. Six students in Year one
 - 1. All Full time residents
 - ii. Eight students in Year Two
 - 1. Four full time residents
 - 2. Two full time non-residents
 - iii. Ten students in Year Three
 - 1. Eight full time residents
 - 2. Two full time non-residents

- Report a table for each campus or off-campus location at which the program will be offered

Not Applicable

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

Not Applicable

- Round the FTE enrollments to the nearest whole number

Not Applicable

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Not Applicable

Provide the above in narrative form. The table below will be prepared by the Office of University Regional Affairs, Planning, and Policy.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY						
Institution/Location:	Indiana University-Purdue University Indianapolis					
Program:	Doctorate in Occupational Therapy					
Proposed CIP Code:	51.2306					
Base Budget Year:	2013-14					
	Year 1	Year 2	Year 3	Year 4	Year 5	
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	
Enrollment Projections (Headcount)						
<i>Full-time Students</i>	6	12	16	20	20	20
<i>Part-time Students</i>	--	--	--	--	--	--
	6	12	16	20	20	20
Enrollment Projections (FTE)						
<i>Full-time Students</i>	3	8	9	13	13	13
<i>Part-time Students</i>	--	--	--	--	--	--
	3	8	9	13	13	13
Degree Completion Projection						
		6	6	10	10	10
<i>CHE Code:</i>						
<i>Campus Code:</i>						
<i>County Code:</i>						
<i>Degree Level:</i>						
<i>CIP Code:</i>						

Selected Letters of Support
Doctor of Occupational Therapy



Rehabilitation
Hospital of
Indiana

July 30, 2015

RHI (Main Hospital)
4141 Shore Drive
Indianapolis, IN 46254-2607
(317) 329-2000

RHI Neuro Rehab Center
9531 Valparaiso Court
Indianapolis, IN 46268
(317) 879-8940

RHI - Carmel
12425 Old Meridian St., Suite B
Carmel, IN 46032
(317) 566-3422

Dear Commission of Higher Education Members:

This letter is written in support of the proposal for the post-professional doctor of occupational therapy degree (OTD) program, a proposal prepared and submitted by the faculty in the Department of Occupational Therapy, Indiana University School of Health and Rehabilitation Sciences.

The purpose of the proposed post-professional doctor of occupational therapy is to prepare occupational therapy practitioners with the knowledge and skills for positions as advanced practitioners. As the Chief Executive Officer of the Rehabilitation Hospital of Indiana (RHI), I believe that the OTD program is aligned with our mission to provide "personalized, compassionate care that enables individuals to regain hope and independence after life-changing injury or illness". Graduates of this program will have a higher level of expertise and leadership skills to make valuable contributions to the management of complex cases and provide evidence-based care.

We have a strong working relationship with the School of Health and Rehabilitation Sciences and we intend to support their efforts to establish the proposed program. I strongly endorse this proposal without any reservation or hesitation. Please feel free to contact me at 317-329-5103 if you have any questions.

Sincerely,

Daniel B. Woloszyn, Psy.D.

Chief Executive Officer

Rehabilitation Hospital of Indiana

RHI is a community collaboration between Indiana University Health and St. Vincent Health

June 23, 2014

To Whom in May Concern,

This is to inform you that Paragon Rehabilitation supports the development of the proposed Occupational Therapy Doctoral program at IUPUI. Paragon Rehab employs >1500 therapists and provides services in 10 states. We have been providing rehab contracting services for over 20 years and we take great pride in believing that having the right employees in the right position is a key to our success. Our employee retention rate is 97% with our full time staff. Our benefits include our commitment to continued education and includes tuition reimbursement. I'm confident we will have OTs that will pursue this degree.

Personally, as an Occupational Therapist and an alumni of IUPUI program, I have strong support and committment for continued education in our field and the development of the doctorate program so that the OT industry can remain competitive with other rehab related disciplines and our field continues to be recognized for the valuable services that we provide.

As our industry continues to become more and more complicated with increased regulation and legislation, higher level leadership and expertise will continue to be required to provide patients with higher standards of care while also ensuring reimbursement.

Paragon Rehabilitation will benefit from Doctoral prepared Occupation Therapists from IUPUI not only in Indiana but throughout our organization.

Sincerely,



Mindy Lankenau, OTR
Vice President Clinical Services
Paragon Rehabilitation



July 28, 2014

Dr. Thomas Fisher
Indiana University
School of Health & Rehabilitation Sciences
1140 W. Michigan Street CF 311
Indianapolis, Indiana 46202-5199

To Whom It May Concern:

I am writing in full support of the development of a post- professional doctor of occupational therapy degree at Indiana University to meet the demand for higher qualifications for serving clients and academic programs. Health care continues to demand greater levels of knowledge and clinical research expertise in order to serve our clients and societal demands. The emphasis on evidence based practice to achieve better client outcomes requires that occupational therapists have the higher level of critical inquiry and research background to bring science to the fore front in health care. The shortage of qualified, doctoral prepared occupational therapists is felt nationwide limiting the fulfillment of faculty demands for our professional programs. The profession is making the transition from the master degree generalist to an entry level doctorate degree in occupational therapy, so faculty will need to have doctorates. To have a doctorate in the discipline leverages those graduates to undertake academic appointments which we desperately need. I know at my institution I am concerned with recruiting enough qualified academics to fill my faculty compliment with occupational therapists with doctoral degrees.

The American Occupational Therapy Association's white paper (2014) states the need for transitioning the entry level of the profession going to the doctoral level. This will incentivize many currently practicing therapists to return for a post professional degree for educational currency in practice. Indiana University will be best positioned to help address this professional need for a post professional doctorate.

Sincerely,

A handwritten signature in cursive script that reads 'Ruth Ford'.

Dr. Ruth Ford
OTD Program Director
Huntington University

19 June 2014

Thomas F. Fisher, PhD, OTR, CCM, FAOTA
Department of Occupational Therapy
IU School of Health & Rehabilitation Sciences
Indiana University - Purdue University at Indianapolis Campus
1140 W. Michigan Street CF 311
Indianapolis, Indiana 46202-5199

To Whom This May Concern:

It has been brought to my attention that Indiana University has been given university approval to offer a post-professional Occupational Therapy Doctorate (OTD) degree program. I find this to be a very attractive move on Indiana University's part as they will influence the future of occupational therapy practice by providing this degree. Graduates of this program will be advocates for the profession, influence policies that affect accessibility to occupational therapy services and, perhaps most critical, produce educators for university programs that offer graduate degrees in occupational therapy. The anticipated demand for the profession of occupational therapy is projected by the Bureau of Labor Statistics to grow 29% by 2022. This will place a considerable strain on existing education programs and will provide the rationale, in part, to expand existing programs or for universities to start new programs.

Indiana Wesleyan University is currently developing an occupational therapy graduate program. There is a serious need for occupational therapy faculty not just for our program but for programs across the region and the United States. I would not hesitate to consider a graduate from Indiana University's post-professional OTD program for a faculty position at IWU. I applaud Indiana University's forward thinking on this decision.

Sincerely,



Scott D. McPhee, DrPH, OT, FAOTA

Dean

School of Health Sciences

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

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

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

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 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	Vincennes University	Associate of Science in Information Technology Support and Security Specialist	7/28/2014	Changing the name of an existing program; and changing the number of credit hours
02	Vincennes University	Associate of Science in Product Design and Production Processes	7/28/2014	Changing the name of an existing program; and changing the number of credit hours
03	Vincennes University	Certificate of Program Completion in Introduction to Food Service Certificate	7/28/2014	Suspending a certificate/degree program
04	Ivy Tech Community College – Central Indiana/Indianapolis	Associate of Science in Building Construction Management	6/19/2014	Adding a location to an existing program
05	Ivy Tech Community College – Central Indiana/Indianapolis	Associate of Applied Science in Building Construction Management	6/19/2014	Adding a location to an existing program
06	Ivy Tech Community College – Hamilton County (Noblesville)	Associate of Applied Science in Construction Technology	6/19/2014	Adding a location to an existing program
07	Ivy Tech Community College – Hamilton County (Noblesville)	Technical Certificate in Construction Technology	6/19/2014	Adding a location to an existing program
08	Ivy Tech Community College – Multiple Locations	Technical Certificate in Automation and Robotics Technology	6/19/2014	Changing the name of an existing program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
09 Ivy Tech Community College – Multiple Locations	Associate of Applied Science in Advanced Automation and Robotics Technology	6/19/2014	Changing the name of an existing program
10 Ivy Tech Community College – Multiple Locations	Associate of Applied Science in Machine Tool Technology	6/19/2014	Adding a location to an existing program
11 Ivy Tech Community College – Multiple LocationsAA	Technical Certificate in Machine Tool Technology	6/19/2014	Adding a location to an existing program
12 Ivy Tech Community College – Multiple Locations	Certificate in Machine Tool Technology	6/19/2014	Adding a location to an existing program
13 Indiana State University	Master of Science in Special Education	6/19/2014	Adding distance education to an existing program
14 Indiana State University	Bachelor of Science in Liberal Studies	6/19/2014	Adding distance education to an existing program
15 Ivy Tech Community College – Indianapolis and Fort Wayne	Certificate in Aviation Manufacturing – Electrical Assembly	7/28/2014	Adding a new certificate/degree from existing degree program(s)
16 Purdue University West Lafayette	Certificate in Biotechnology Quality and Regulatory Compliance	6/30/2014	Adding a new certificate/degree from existing degree program(s)
17 Ivy Tech Community College – Connersville	Associate in General Studies	7/28/2014	Adding a location to an existing program
18 Indiana State University	Bachelor of Science/Bachelor of Art in Psychology	7/02/2014	Adding distance education to an existing program
19 Indiana State University	Master of Science in Educational Technology	7/02/2014	Adding distance education to an existing program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
20 Indiana State University	Bachelor of Art/Bachelor of Science in General Studies	7/02/2014	Changing the name of an existing program
21 Ivy Tech Community College – Multiple Locations	Certificate in Auto Body Technology	7/18/2014	Adding a new certificate/degree from existing degree program(s)
22 Ivy Tech Community College – Multiple Locations	Certificate in Motorsports Technology	7/28/2014	Adding a new certificate/degree from existing degree program(s)
23 Indiana University Purdue University Fort Wayne	Master of Science in Nursing - Executive (PU)	7/28/2014	Changing the name of an existing program
24 Ivy Tech Community College – Multiple Locations	Certificate in Maintenance and Light Repair	7/28/2014	Adding a new certificate/degree from existing degree program(s)
25 Ivy Tech Community College – Multiple Locations	Certificate in Industrial Mechanical	7/28/2014	Adding a new certificate/degree from existing degree program(s)
26 Indiana University Bloomington	Bachelor of Fine Arts in Dance	7/28/2014	Adding a new certificate/degree from existing degree program(s)
27 Ivy Tech Community College - Connersville	Certificate in Fundamental Payroll	7/28/2014	Adding a location to an existing program
28 Ivy Tech Community College – Connersville	Technical Certificate in Accounting	7/28/2014	Adding a location to an existing program
29 Ivy Tech Community College – Connersville	Bookkeeper Certificate	7/28/2014	Adding a location to an existing program

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

INFORMATION ITEM C: Capital Projects on Which Staff Have Acted

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

- (1) each project to construct buildings or facilities that has a cost greater than \$2,000,000;
- (2) each project to purchase or lease-purchase land, buildings, or facilities for which the principal value of which exceeds \$2,000,000;
- (3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds \$500,000; and
- (4) each repair and rehabilitation project if the cost of the project exceeds (a) \$2,000,000, 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) \$2,000,000 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. NEW CONSTRUCTION

F-0-14-1-03 Ivy Tech Community College of Indiana
Lawrenceburg Advanced Manufacturing Facility
Project Cost: \$6,000,000

The Trustees of Ivy Tech Community College request to proceed with the new construction of the Lawrenceburg Advanced Manufacturing Facility - project number F-0-14-1-03. The project is the construction of an addition to the existing Lawrenceburg campus in order to add six labs dedicated to Welding, CNC, Industrial Maintenance, Advanced Manufacturing, Machining and Economic Development usage. The facility will provide students access to manufacturing and advanced manufacturing programs. The project involves renovating the existing building and new construction of a 12,500 square foot addition. The project will be funded by Gaming Tax Revenue Sharing Funds and the City of Lawrenceburg.

II. LEASES

F-0-14-5-04 Ivy Tech Community College of Indiana
Academic Learning Center in Crown Point
Project Cost: \$602,356 per annum

The Trustees of Ivy Tech Community College request to proceed with the Lease of the Purdue Academic Learning Center in Crown Point from the Purdue Research

Foundation; lease includes an option to purchase the building in the future - project number F-0-14-5-04. The space is needed primarily for the growing Health Care Division, which includes education in Nursing, Medical Assisting, Physical Therapist Assisting, Respiratory Care, and Health Care Support. The annual lease payment is \$602,356 and will be paid by Regional Reserves and Operating Funds.

III. LAND ACQUISITION

IV. OTHER

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

INFORMATION ITEM D: Capital Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

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

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

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

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

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded

from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

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

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, August 14, 2014

INFORMATION ITEM E: Media Coverage

Staff has selected a compilation of recent media coverage related to the Commission's college completion and success agenda for the months of June and July 2014. Please see the following pages for details.

Pendleton Times-Post

**Indiana Higher Education Commission recognizes 15 as College Success Counties
June 10, 2014**

INDIANAPOLIS — Indiana's Higher Education Commission is recognizing 15 more of the state's counties for their efforts to boost the number of residents completing a post-secondary education program.

The latest counties to be named College Success Counties are Benton, Blackford, DeKalb, Dubois, Elkhart, Fayette, Hamilton, Hancock, Harrison, Miami, Montgomery, Pike, Porter, Steuben and Wabash.

The designations are part of Indiana's effort to boost the number of Hoosiers with an education beyond high school to 60 percent by 2025. Higher education commissioner Teresa Lubbers tells WIBC-FM (<http://bit.ly/1oOxVXe>) there's option besides four-year baccalaureate degrees. She says "there are great career pathways for people who have two-year degrees, one-year certificates and quality workforce credentials."

Sixty-two of Indiana's 92 counties have now been designated College Success Counties.

Chalkbeat

**Report shows connection between diploma type and college success
June 10, 2014**

"Far too many of Hoosier students continue to need remediation, which extends the time it takes them to graduate, increases the cost of their degrees and reduces the likelihood that they graduate at all."—
INDIANA COMMISSIONER FOR HIGHER EDUCATION TERESA LUBBERS

Two-thirds of Indiana graduating seniors went to college in 2012, according to a report out today from the Commission on Higher Education, but about four in 10 of them were not ready for college-level work and needed remedial classes.

The percentage of students who went to college was up slightly — the figure was two points lower at 64 percent in 2011.

It made a big difference what sort of diploma students received. Nearly all of those who earned academic honors diplomas — 93 percent — arrived at college without needing any remediation, while only 62 percent of those with Core 40 diplomas and 22 percent of those with general diplomas managed to avoid remedial classes.

"Far too many of Hoosier students continue to need remediation, which extends the time it takes them to graduate, increases the cost of their degrees and reduces the likelihood that they graduate at all," Indiana Commissioner for Higher Education Teresa Lubbers said in a statement.

The good news is college readiness was growing some for the Core 40 (up 3 points) and general (up 4 points) diplomas.

Still, the Commission estimates remedial courses for the class of 2012 cost taxpayers \$78 million. And students struggle in their first year, completing an average of just 21 credits with an average grade point average of 2.6.

In Marion County, about 25 percent of 2012 graduates earned honors diplomas, while 59 percent earned Core 40 and 26 percent earned general diplomas.

Washington Township has the highest percentage of graduates with honors diplomas at 41.6 percent, followed by Speedway (39.4 percent), Lawrence Township (30.4 percent), Franklin Township (26.7 percent) and Wayne Township (26.3 percent). IPS has the fewest at 14 percent.

Perry Township gave the most general diplomas, about 24 percent of the 2012 class, followed by Warren Township (22 percent) and Pike Township (21.8 percent). At 15 percent with general diplomas, IPS was middle of the pack in Marion County.

The number of full-time college students from the class of 2012 is also lower than in prior years at 80 percent, down 10 points from 2007. Full-time students are more likely to graduate college.

The push for students to study science, technology, engineering and math may be having an impact, as those fields accounted for 18 percent of the college majors of the class of 2012, the top area of student focus. Health (17 percent), arts and humanities (15 percent) and undecided (15 percent) were the next most popular majors. At 6 percent, education was among the least popular fields of study, tied with trades.

Indiana has moved in recent years to require students complete the Core 40 diploma. In order to opt for a general diploma, students must demonstrate that they are following an alternative graduation plan that meets all the state's requirements in basic subjects.

With courses required in subjects like chemistry, physics, economics and Algebra II, Core 40 is considered more rigorous than the general diploma.

A 2012 study by IUPUI found even a Core 40 may not be enough to guarantee a student succeeds in college. Marion County graduates in the study significantly increased their chances of going to, and graduating, from college if they completed the honors diploma. There was little difference in college attainment and completion for students who earned a Core 40 vs. a general diploma.

**Northwest Indiana Times
Lumina, Ready NWI to partner on workforce education
June 10, 2014**

Roughly one out of every five Northwest Indiana residents has a bachelor's degree, and the region lags both the state and the nation.

But a new partnership between the Lumina Foundation and the Ready NWI workforce development initiative aims to help more Northwest Indiana residents further their education.

The Lumina Foundation picked 35 communities nationwide, including Northwest Indiana, to participate in the second cohort of its community-based postsecondary education attainment strategy. The private foundation, which is based out of Indianapolis, aims to dramatically boost postsecondary degrees nationwide by offering funding, technical and planning assistance, data tools and customized attainment plans.

"Research shows a direct correlation between thriving cities and education beyond high school," said Lumina president and CEO Jamie Merisotis. "Increased attainment delivers stronger local economies, greater individual earning power and better quality of life. Every community in America wants that, and we've designed this work to give civic leaders the tools they need to be successful."

Lumina plans to invest \$5.6 million into the cohort, and over the \$13 million directly into the communities over the course of the program. Each stands to get up to \$160,000 over the next 2 1/2 years, depending on how much progress they make toward their goals.

Northwest Indiana could receive as much as \$20,000 initially for planning and identifying metrics, said Linda Woloshansky, president and CEO of the Valparaiso-based Center of Workforce Innovations.

Ready NWI, which was founded in 2010 to help more high school students pursue higher education either full-time or while working a job, applied for the funding and technical assistance. Northwest Indiana was the only region to be chosen for the second cohort; all the other recipients were cities.

"Having Ready NWI be selected as a partner by Lumina, to help deliver a message and implement our plan for students moving successfully from high school to post-secondary education to good jobs, is an incredible opportunity for our region," said Don Babcock, NIPSCO's Director of Economic Development and a Ready NWI board member.

Through the partnership, Ready NWI will be able to learn from best practices from around the country, compile statistics and learn data-driven processes for raising education credentials, Woloshansky said.

The hope is to make sure employers are able to find qualified applicants to fill positions, and local colleges are aligned with the workforce education that is needed. The organization has expanded its focus to include helping adults who might already have families get back on track and finish their educations so they can move on with their lives.

After its plans were first implemented last year, Ready NWI already has made some progress toward improving education attainment, but hopes to accelerate it further through the Lumina Foundation partnership, Woloshansky said. Northwest Indiana residents will need to earn an estimated 220,000 additional certificates, degrees and credentials so the region's labor force can stay competitive.

Indy Star
Report: More Hoosier students ready for college
June 11, 2014

About two-thirds of Hoosier high school graduates are pursuing college degrees — a rate that is slowly creeping higher, according to a new education report released Monday.

The latest Indiana College Readiness Report analyzed 2012 high school graduates. It showed little fluctuation during the last year, but tiny increases in some areas could indicate the state is a bit closer to its goal of 60 percent of Hoosier adults having degrees.

In 2012, the raw number of high school graduates dipped slightly. But a greater percentage of them were enrolling in college: 66 percent, up from 64 percent in 2011.

In Indiana's public colleges:

- Not as many students needed remediation: 28 percent, down from 31 percent in 2011. The cost of remediation was estimated at \$78 million.
- More honors students and those getting free or reduced-cost lunch enrolled.
- Enrollments also increased among 21st Century Scholars, who qualify for state financial aid grants based on need and academic performance.
- More students had passed an Advanced Placement test.
- Health-related degrees became more popular, jumping by more than 1,000 students and accounting for 17 percent of all students.

The health field came in second only to science, technology, engineering and math , or STEM, which accounts for 18 percent of all students. In 2012, health edged out arts and humanities, business and communication and undecided majors.

With only two years of data processed in this format by the Indiana Commission for Higher Education, it's likely impossible to say that the slight upticks are revealing positive trends.

"While we are encouraged that the numbers are moving in the right direction, we must maintain our sense of urgency to ensure that every Indiana student finishes high school with a diploma that equips them for college and career success," Teresa Lubbers, Indiana Commissioner for Higher Education, said in a news release.

Lubbers noted that too many students still need remediation, which costs both them and the state money. Students who need remediation also take longer to get a degree and are less likely to graduate.

In part to close a work force skills gap, Indiana is aiming to improve about 34 percent of Hoosier adults with a college degree to 60 percent by 2025.

Northwest Indiana Times
More Indiana high school grads attend college, even if not college-ready
June 11, 2014

INDIANAPOLIS | Nearly 66 percent of 2012 Indiana high school graduates went directly to college, up 2 percent from the Class of 2011. But 28 percent of them were not fully prepared and required remedial college coursework, according to a state study released Tuesday.

The College Readiness Report, compiled by the Indiana Commission for Higher Education and the Indiana Department of Education, tracks high school graduation rates, college enrollment and college preparation by individual schools, school corporations, counties and for the state as a whole.

Across Indiana, students who earned an honors diploma in high school (92 percent) and students who passed an Advanced Placement exam to earn college credit while in high school (91 percent) were most likely to attend college. They also required the least remediation.

Among the 63 percent of Core 40 graduates who went to college, only 62 percent were found to be college-ready. That's up from 59 percent in 2011, but still too high, said Higher Education Commissioner Teresa Lubbers.

"Far too many Hoosier students continue to need remediation, which extends the time it takes them to graduate, increases the cost of their degrees and reduces the likelihood that they graduate at all," Lubbers said. "The cost of college remediation is significant for Indiana students and taxpayers, at nearly \$78 million per year in tuition funding, financial aid and direct state subsidies."

The high school students least likely to attend college graduated with a general diploma (26 percent) or with a waiver after failing to pass the state's graduation exams (28 percent).

Just 18 percent of waiver graduates and 22 percent of general graduates attending college were deemed college-ready.

In Lake County, 65 percent of the 5,373 high school graduates in 2012 went directly to college, with 24 percent of them requiring remedial courses in English, math or both subjects.

Seventy percent of Porter County's 1,907 graduates attended college and 21 percent needed remediation, the study found.

The most popular colleges for region graduates were Purdue University Calumet and North Central, Ivy Tech Community College and Indiana University Northwest.

Fort Wayne Journal Gazette
In county, 1 in 3 not in college
June 11, 2014

Nearly one-third of 2012 Allen County graduates opted not to attend college, and many of those who did are among the thousands of Hoosier students deemed not “college ready,” according to a report released Tuesday.

Statewide, 34.1 percent of 2012 graduating students did not enroll in college, down slightly from the class of 2011, when 36.3 percent of graduates did not enroll.

Of the 2012 Hoosier graduates who continued into public or private universities, 28 percent reported needing some form of remediation.

The Indiana College Readiness Report shows where Hoosier students who graduated in 2012 chose to attend college and how many needed remediation, and it breaks down the data by race, socioeconomic status, advanced placement and other categories. The report is prepared by the Indiana Commission for Higher Education.

But at least one local superintendent said he isn’t sure the report accurately reflects where students are headed after they graduate or their success once they arrive at college.

“It’s a very complex issue, and I think we have a group of people wanting to make it very simplified,” said Chris Himsel, Northwest Allen County Schools superintendent.

“They want to narrow it down and blame the K-12 districts, and I’m not saying we don’t have issues in some instances, but it’s not as widespread as some are making it out to be.”

According to the report, about 25 percent of NACS students did not attend college, a number that Himsel says is likely inaccurate. Himsel said more questions need to be answered before the data can be considered accurate.

In Allen County, 32.2 percent of 2012 graduates did not enroll in college, compared with 32.7 percent from the class of 2011.

Fort Wayne Community Schools and East Allen County Schools reported a larger percentage of students who did not enroll in college, while Northwest and Southwest Allen county schools reported a smaller percent of students who did not enroll.

For SACS students who want to pursue higher education, the district offers advance placement and honors classes and is in the process of expanding dual-credit opportunities, said Philip Downs, SACS associate superintendent.

About 23 percent of 2012 SACS graduates did not attend college.

“We also spend a lot of time talking to colleges and universities ... and we talk with our (graduates) who come back to visit about what we did right and what we did wrong so we can tweak what we’re doing to make sure we prepare kids for what they are going into,” Downs said.

Krista Stockman, FWCS spokeswoman, said the district’s 41 percent of students who opted not to attend college is not unusual.

“We want any student who wants to have a career that needs a college degree to be ready to go to college, but we don’t just operate under the assumption that every single one of our students will follow that path,” Stockman said. “We focus on our students being college and career ready.”

Other students might wait a year or two before heading off to school, said EACS spokeswoman Tamyra Kelly. EACS had about 36 percent of 2012 graduates who did not attend college.

“It can sometimes come down to cost,” Kelly said. “I was talking to a student just the other day who said he planned to work and get some dollars under his belt, and after a year or so he would enroll in college.”

Many students are also deciding to stay local as they begin their college careers, she added.

Remediation

Monday’s report also outlined where most 2012 graduates from local schools attended their first year of college.

About 31 percent of FWCS graduates from the class of 2012 began at IPFW, according to the report. The proportion of 2012 graduates who went on to IPFW was similar for other districts: about 43 percent of NACS graduates, 31 percent of SACS graduates and 34 percent of EACS graduates began their college careers at the Fort Wayne campus.

The report also outlined the percentage of students who needed remediation as they entered their first year of college.

In Allen County, 28 percent of 2012 public school graduates who chose to attend college needed remediation, compared with the previous year’s 30 percent.

Kelly said EACS administrators have noticed the trend of more students needing remediation and have adjusted rigor to meet higher standards.

“Our teachers are always looking for instructional strategies and ways to help those students who need additional assistance,” Kelly said.

Stockman said another challenge is that Hoosier school districts have curriculum standards through a student’s senior year, but beyond that, there’s not much alignment with what colleges expect.

“Students might start in one college and need remediation, but then go to another college and not need remediation,” she said. “There isn’t necessarily a lot of consistency there.”

Yet, teachers and administrators do the best they can to offer students the support they need to succeed outside the walls of high school, Stockman explained.

“We start early talking to students about what they need to do to be successful in college or their careers,” she said.

Downs of SACS and Himsel of NACS said they frequently meet with former students to talk about their success in college.

Both Downs and Himsel said students report feeling prepared for higher education and praise the districts for their work in making sure they are college ready.

“We try to build those relationships with all of our kids and give them the best advice and education we can to help get them ready for the future,” Downs said.

Indianapolis Recorder
Indiana works to prepare students for future student loan debt
June 12, 2014

Whether one majored in mathematics or modern dance; whether one completed their post secondary education in four years or made a victory lap or two, there’s one thing many college students have in common – student loans.

The good news is that there is hope. With an objective to alleviate the burden of student loan debt, President Barack Obama recently expanded a program that lets borrowers pay no more than 10 percent of their income every month.

For example, a college graduate earning \$39,000 a year but carrying \$26,500 in loan debt, would have monthly repayments reduced by \$126 per month and \$1,500 a year.

Obama recently signed a presidential memorandum on this measure that could help an estimated 5 million student loan borrowers lower their monthly payments.

“I’m only here because this country gave me a chance at higher education,” Obama said, who was able to attend college with help in the form of loans, grants and scholarships. “This is why I feel so strongly about this.”

An existing repayment plan Obama announced in 2010 lets borrowers pay no more than 10 percent of their monthly income in payments, but was only available for those who began borrowing after October 2007. Obama’s updated memo expands that program by opening it to those who borrowed anytime in the past.

The plan is expected to be in place by December 2015, after the Education Department puts the change into effect through the regulatory process.

The Senate is expected to debate the legislation soon, but faces significant opposition from Republicans, who disagree with the Democrats' lack of a plan for how to pay for it.

"Today's much-hyped loophole closure does nothing to reduce the cost of pursuing a higher education, or improve access to federal student loans – nor will it help millions of recent graduates struggling to find jobs in the Obama economy," House Speaker John Boehner said in a statement.

Many hope a sound resolution is found soon, especially all of the Hoosiers who will inevitably have student loan debt.

According to a report by the Indiana Commission for Higher Education, the rate of high school graduates in Indiana that are going to college is rising. Some Indiana colleges have added financial literacy to its course studies in efforts to educate students on what to expect after graduation. The commission is working to educate students earlier.

"Learn More Indiana has three campaigns one of which is called Cash for College with messages going all the way to kindergarten. Among the messages is saving for college, scholarships, programs like 21st Century Scholars, understanding financial aid, responsible borrowing and timely repayment of your student loan," said Jason Bearce, associate commissioner for strategic communications and initiatives and director of Learn More Indiana for the Indiana Commission for Higher Education.

For students who are considering a post secondary education, Bearce said students should find a healthy balance between majoring in their subject of choice despite cost and practicing healthy borrowing. He adds that a student should borrow no more than their expected annual earnings once they finish college. The commission offers information on earning expectations to give students a guide on projected income.

Once students choose a strategic and cost effective way for paying for college, Bearce said the next goal is to actually complete college. Students don't want student loan debt and no college degree to show for it.

The commission is also working with Indiana's workforce to create jobs for college graduates, however students also have a responsibility in securing a job.

"Students should make connections with employers before they graduate through internships, work study experiences, part time jobs – there's a number of ways," said Bearce. "Then once they graduate, they're better prepared for the workforce."

South Bend Tribune
OUR OPINION: Better college preparation everyone's concern
June 13, 2014

A college readiness report released Tuesday by the Indiana Commission for Higher Education [\[link\]](#) shows one-third of Hoosier students enrolled in public colleges need remediation in math and English.

Statewide, 38 percent of the Class of 2012 was not college-ready.

And those who are ill-prepared create a significant economic impact on Hoosier taxpayers.

The total annual cost of remediation for Hoosier students and taxpayers is estimated at \$78 million, including tuition funding, financial aid and state subsidies.

The latest available numbers, which are for 2012 graduates, are better in the local school districts of South Bend, Mishawaka and Penn-Harris-Madison.

Of all students graduating in 2012 from a South Bend high school and enrolled in a state public college, 32 percent needed remedial work.

In Mishawaka, 18 percent of students needed remediation while 14 percent in the Penn-Harris-Madison school district needed extra help.

Though the numbers may be better, more must be done to ensure that high school seniors who choose to pursue a college degree are adequately prepared when they get there.

The first duty of state-supported schools is to educate the college-ready student. College is not the time to be teaching lessons that should have been learned before high school graduation.

Preparing students for college is not just a problem here, it's a national issue. A January editorial in the Kokomo Tribune said more than 1.7 million college freshmen across the U.S. take remedial courses each year.

There also are ways to address the remediation burden under which colleges have struggled. One is to toughen high school standards.

Our communities cannot afford for smart kids to fail in college just because they aren't ready. School systems need to offer more rigorous college prep courses and make good use of public university support. We can't afford to fail.

Northwest Indiana Times
Pence sets big goals for Hoosier skills achievement
June 16, 2014

INDIANAPOLIS | Gov. Mike Pence has vowed to take whatever actions are needed to ensure that by 2025 at least 60 percent of Hoosier workers have earned college degrees or other post-high school credentials sought by Indiana employers.

The Republican leader of the Indiana Career Council committed to changing the state's education and workforce training programs to meet that goal, unanimously adopted Monday as the focus of the council's strategic plan.

"If this feels a little blue sky, if this feels very aggressive, if it makes you a little uncomfortable -- that's intentional," Pence said. "Because our objective here is ... to be transformative."

The 67-page plan, set to be presented Tuesday to members of the General Assembly, details dozens of strategies aimed at boosting the state's post-secondary attainment rate above the current 34 percent.

They center on creating a seamless transition from education to work by teaching job skills in schools, better preparing students for in-demand career choices and integrating internships and other workplace experiences into the classroom.

Pence said nothing less than a complete reshaping of Indiana's values to prioritize lifelong learning and ongoing skills training will be necessary to meet the 60 percent goal.

"That is easily our greatest challenge here -- to raise the bar in our culture for continuous education and continuous aspiration," Pence said.

The governor said figuring out how to do that is the next task for the bipartisan Career Council, which was established by a 2013 state law to align the various participants in Indiana's education, job skills development and career training systems.

"This is not the end. It's the end of the beginning," Pence said. "Now the real work starts."

State Sen. Frank Mrvan, D-Hammond, an advisory member of the Career Council, said he believes the goal is attainable so long as the governor and state lawmakers keep politics out of it and make sure all Hoosiers know about it.

"It will be a long process," Mrvan said. "But it's a step forward."

Hechinger Report/Time
There is a fast track through college
June 18, 2014

The longer it takes a student to graduate, the lower the chances that they ever will.

Like many friends from her graduating class, Daranie Ounchaidee attended a community college not far from their Indianapolis high school. In the corridors, the classmates often stopped to commiserate about the twists, turns, and missteps they had already taken on their paths to associate's degrees.

Many work part time, prolonging their time in school. Others have changed majors or dropped courses. Most, whose parents never went to college, struggle with the red tape of registering, paying, and applying for financial aid. For them, Ounchaidee says, "it's like there's no ending."

But Ounchaidee is no longer among them. As part of a select group of 40 students from low-income families in which they were the first to go to college, Ounchaidee just received her two-year associate's degree from Ivy Tech Community College in only 11 months.

These students are among the pioneers of a new movement to speed up the ever-slowng pace at which students get through college, from two years to one for associate's degrees and four years to three for bachelor's degrees, saving them and taxpayers money and improving low graduation rates. That's because the longer it takes students to reach the finish line, the less likely they ever will.

Only 4 percent of community college students complete an associate's degree within two years, and 36 percent of students at public universities earn a bachelor's degree in four, according to the advocacy organization Complete College America. The National Student Clearinghouse reports that 60 percent of community college and more than 40 percent of university students are still flailing toward those credentials after even six years.

Among the reasons: Students right out of highly regimented high schools find themselves lost in college, need academic help but don't know where to find it or are hesitant to ask, or work so many hours to afford tuition and life expenses such as gas and rent that they crawl through their required coursework.

The inability to devote complete attention to school seems to be a particular hurdle. Fewer than half of community college students attend full-time. Of those who are in school full-time, a fifth have full-time jobs and 40 percent have part-time jobs, according to the American Association of Community Colleges.

In order to qualify for the Associate Accelerated Program, or ASAP, at Ivy Tech, attendees needed high school grade-point averages of at least 2.5, and had to pledge to attend school full-time, not work, and continue living with their parents or guardians to forestall having to contend with real-world expenses such as rent and food.

They also had no choices of what courses to take or scheduling flexibility. ASAP classes began days after high school graduation and included 60 hours a week of rigidly proscribed classes and outside assignments.

"We have their curriculum laid out from Day One," says Jon Arbuckle, one of the instructors. "Without these guidelines, students bounce around. They'll take a handful of classes, then some life event occurs, they take a semester off, and they're lost."

At the sprawling Ivy Tech, ASAP occupies its own small warren of offices and classrooms in a single building, where counselors and advisors are never farther away than across the hall.

"We give them all the support they need — often more than they need," says Jeff Jourdan, a psychologist and former Arena Football League player who serves as the program's coordinator and the students' de facto coach. "They're not an island. They have people they can go to."

In their first week, students get the sorts of basic lessons about contending with the college's bureaucracy that can be easy to take for granted— who and what the registrar or bursar are, for

instance. Colleges, Arbuckle says, “assume students coming in already know how to navigate the higher-education waters. But they don’t necessarily know that. Even the physical environment, just how it’s scattered—you’re taking a class in one building and another class in another building and your advisor is in another building.”

New students, Jourdan says, “put off the vibe of, ‘I can handle this. I’m cool.’ But underneath they’re scared, they’re nervous. This is something no one in their families has ever done.”

When the meetings shrink to one on one, these anxieties finally surface.

“We go through a lot of Kleenex,” Jordan says, tapping a box of it on his desk.

The students in ASAP say they appreciate the structure.

“That’s a good thing,” says Carrington Murry, who also just graduated with a degree in one year. “It feels like a continuation of high school. Otherwise it would have been hard to stay focused.”

Yawning at the start of an early morning course in archaeology just a few weeks shy of getting their degrees, the ASAP students lugged heavy backpacks to their seats, asked perceptive questions, and filled in latecomers about the assignments. The other classes they had to take included English composition, American history, critical thinking, ethics, algebra, earth science, sociology, interpersonal communication, psychology, and economics.

All the students agree the program wasn’t easy, and some say their parents were skeptical at the outset. Ounchaidee says her parents, who are Thai and Laotian, were reluctant to let her go to college because they rely on her to help them communicate in English. They came around when she convinced them of the opportunity. “They told me that if I wanted a better life, they’d give it a chance,” she says.

ASAP is part of a wave of programs, many with similarly catchy acronyms, to fast-track college students. They include the Accelerated Higher Education Associate Degree, or AHEAD, at Pellissippi State Community College in Knoxville, and the Accelerated Study in Associate Program, also called ASAP, at the City University of New York.

Since 2009, about 20 private four-year colleges and universities, most recently Wesleyan in Connecticut, have started offering three-year bachelor’s degrees, according to the National Association of Independent Colleges and Universities. So have public universities including the University of Massachusetts at Amherst, Mississippi State University, Miami University of Ohio, and some campuses of the State University of New York.

Eighty-six percent of Ivy Tech’s ASAP students earn their degrees on time, or at least remain enrolled, the college says. That’s a rate five times higher than for their counterparts in the standard program. The condensed time frame also saves the students money: the one-year degree costs \$7,119, most of which can be covered by federal Pell grants and state financial aid. That fast-track approach also reduces the cost per degree for taxpayers, since students who graduate on time don’t continue to use

taxpayer subsidies while they slog through additional years in public colleges and universities, according to a Columbia University study of the CUNY program.

ASAP began in 2010, and Ivy Tech doesn't have reliable data to know how graduates have done since finishing the program, but some are majoring at four-year universities in fields including engineering, business, graphic design, and architecture.

"These are amazingly bright kids," says Jourdan. "Imagine what they could have done with the resources other kids have."

Ounchaidee has been accepted to study biomedical engineering at Indiana University-Purdue University Indianapolis, where she will begin August.

"It's a good thing," she says of her speeded-up associate's degree. "Without it, I would probably just be working. It gives me plans and hope."

Terre Haute Tribune Star
College degree initiative worthy
June 19, 2014

Of all of the educational initiatives paraded before Indiana residents in recent years — some ideas worthy, others flops — none seems more timely or more on point than one approved by the Indiana Commission for Higher Education last week.

The program is called Return and Complete — which is also a shorthand description of what it entails: Citizens who have started but not completed their college degrees return to classes and complete their degrees. The result is that those citizens can gain higher earning potentials and see their career opportunities widen. Plus, those who can return to finish their degrees can simply feel a greater sense of accomplishment, of reaching a goal, of beating the odds. That unquantifiable spirit is a powerful incentive.

In approving that program when it met at Indiana State University for its monthly meeting, the commission opened the door, for at least a limited time, for the 750,000 people in Indiana who have done some work toward a degree but who still need to finish.

For some reason — or combination of reasons — those people quit their pursuit of degrees. It could have been lack of funds, the wrong major, lack of readiness, disillusionment about the worth of a degree, family problems or complications from balancing college with work. Or more than one of the above.

Whatever the cause, many of those people would appreciate a do-over. Many are now more motivated, more aware of the value of the four-year degree, not only in dollars but in the sense of becoming employed at a level matching their brain power.

To its credit, Indiana University-Purdue University at Fort Wayne, a burgeoning branch campus of IUPUI, is ahead of the game. Those who return to classes and meet requirements can get half off on tuition while they stay in school and make progress toward a degree.

Other campuses — including the Wabash Valley's two state institutions, ISU and Ivy Tech — would do well to emulate IPFW's initiative and offer discounted tuition and fees to entice these students back to their classes.

It is exactly the kind of community outreach that would enhance any university's résumé.

Much has been made in recent months about the skills gap — that margin between the education of Indiana's workforce and the needs of employers in an increasingly technical and specialized world of work.

This idea also offers a way to cut that gap by supplying thousands more Hoosiers with four-year degrees and the knowledge and skill sets that go with them.

By Oct. 1, 2015, Indiana's colleges and universities are to have worked agreements among each other on such issues of transfer of credits and to develop financial incentives.

Then, by the beginning of January 2016, lapsed students who meet the program's criteria will be contacted.

And not long after that, we hope, students can begin to return, and then to complete.

-- (Terre Haute) Tribune-Star

Indianapolis Star / USA Today
Indiana debates free tuition for community college
July 6, 2014

INDIANAPOLIS — In Tennessee — one of the few states less educated than Indiana — a big move looks to raise college expectations and bolster enrollment:

Free community college tuition.

It's a buzz-worthy plan that experts expect to change Tennessee's culture of higher education. Tennessee faces struggles similar to Indiana's in closing gaps in postsecondary attainment levels — and, consequently, gaps in in-demand workforce skills.

In both states, according to the Lumina Foundation, about two out of every three people don't have any kind of college degree.

As Indiana looks to reverse that statistic, one of the primary challenges comes from the state's calculations that small annual increases in college attainment won't be enough to meet employer demand over the next decade.

By 2025, the state estimates, about half a million additional Hoosiers will need to graduate with certificates or associate degrees.

So the push in Tennessee — No. 42 to Indiana's No. 41 in the country in college degrees — naturally raises the question: Should Hoosier students get a free ride to the state's two-year colleges?

"Think how we'd change the state," said Jeff Terp, Ivy Tech Community College chief operating officer. "We'd have one of the most educated workforces in the country."

It's a discussion that neither state education officials nor lawmakers have ever had, said the Indiana Commission for Higher Education. And it's likely to bubble up in the upcoming budget-setting legislative session.

The obvious question centers on where the state would find public dollars to finance free tuition. The Tennessee Promise, as it's called, is expected to cost \$34 million a year in lottery funds.

But education experts say fundamental questions need to be asked first about how such an initiative would play out in Indiana. Which students would benefit? How much would free tuition help students be successful at Ivy Tech or Vincennes University, the state's public two-year colleges? And would Indiana leaders get behind the idea?

1. Who would benefit?

What's unclear, state commissioner for higher education Teresa Lubbers says, is whether a free community college tuition plan would boost the students facing the most obstacles to earning degrees.

Of particular concern are low-income students and "nontraditional" students, students who are older adults with families and jobs to balance.

Low-income students now are eligible for a lot of financial aid in Indiana.

Many low-income students can attend Ivy Tech, Indiana's statewide system, free through a combination of state and federal financial aid grants that don't need to be repaid — with state dollars left over for books and other college-related expenses. The Tennessee Promise does not provide money for books.

A free tuition plan for all approach, on the other hand, would primarily benefit students whose families can afford some or all of a two-year college tuition, Lubbers said.

"Do we," she said, "believe that, regardless of need, two years of college should be free?"

There are some caveats under Indiana's financial aid system, which can affect nontraditional students, too.

About a third of Indiana community college applicants last year, about 58,000 people, had no chance of receiving any state financial aid. Why? Because they missed the state's March deadline for filing financial aid paperwork. Many didn't end up enrolling.

Who that hurts the most, Terp has said, are "the poorest of the poor." Nontraditional and low-income students may not be sure that far in advance that they can afford college. Workers may lose their jobs and decide last-minute to pursue credentials to help employment prospects.

Tennessee also requires filing the Free Application for Federal Student Aid by a similar deadline.

Another catch with free college under both the Tennessee Promise and Indiana's current financial aid offerings: Students must attend full time.

Most of the students at Ivy Tech don't. Many have families to support and jobs to keep.

The Tennessee Promise, which mainly applies to graduating high school seniors, requires full-time enrollment over consecutive semesters.

There's a reason for the full-time emphasis: Data show the longer students take in college, the less likely they are to ever graduate.

So whether in Indiana or Tennessee, some of the students in most need of help don't get the financial incentives they need.

Still, one of the most influential anticipated effects of the Tennessee Promise isn't just the final count of new degrees. It's setting a college-going precedent for the next generation.

With cost out of the question, college becomes more accessible — maybe even a given. And down the line, perhaps the state ends up with fewer adults who bypassed or didn't make it through college.

That is a drastic attitude change that experts say Indiana desperately needs.

"What you're doing is you're really showing people that it's possible and they can go," said Cheryl Orr Dixon, senior vice president and chief of staff for Complete College America, a nonprofit that works with states to increase graduation rates.

2. Would students succeed?

Free tuition would not cure all of Indiana's higher education woes. Chief among them: low graduation rates.

"If you do the free tuition to create more affordability and more access," Dixon said, "we really need to make sure the system that (students) go into is set up so they all finish. These students at community colleges have complicated lives."

Free tuition might give students the ticket to enter college. But then what?

Just 4 percent of Ivy Tech's first-time, full-time students graduate in two years, mirroring a national trend among community colleges.

Ivy Tech reports its students take on average more than five years to finish a two-year degree — if they finish at all. The drop-out rate for all Ivy Tech students hovers around 50 percent six years after enrolling.

Even among the half of students who didn't drop out, not all earned degrees.

Ivy Tech is testing innovative strategies aimed at improving student success. If it can scale them across its statewide system, officials have said they hope the changes will result in dramatic improvements in graduation rates.

"The significant game-changer for community colleges is overhauling the way that programs are offered," Dixon said, "so we don't have pockets of excellence — we have a completely different structure."

3. Would a plan have support?

The Tennessee Promise is one element of a larger effort to raise the rate of college-educated adults in the state from 32 percent to 55 percent by 2025.

Tennessee Gov. Bill Haslam is "a governor who has made higher education his top priority," said Lumina Foundation President Jamie Merisotis. The Lumina Foundation, a private organization, has spearheaded the movement across the country to significantly raise college attainment levels by 2025.

"While higher education has been an important priority for Indiana," Merisotis added, "I don't believe it's been the No. 1 priority — for the last several governors — like it has been in Tennessee."

He wondered aloud: Is there enough political will in Indiana to push necessary improvements in higher education?

Would Indiana leaders commit to driving big changes like a free tuition proposal? Would they be willing to find the funds?

Indiana Gov. Mike Pence has undertaken raising education levels as part of his aim to close the workforce skills gap in career and technical fields that demand some higher education, such as in advanced manufacturing.

The Career Council that Pence formed and led recently released a strategic plan to "cast a vision" for better preparing the workforce, as a press release from his office put it.

Jackie Dowd, the governor's special assistant for career innovation, said an upcoming focus will be providing an incentive for adults to return to college to finish degrees. It's too early to tell what that might look like, but she said it's likely some kind of state-funded program will be created.

Another indicator of lawmakers' commitment to higher education will show through the crafting of the biennial budget, when they set funding levels for public colleges and financial aid.

Still, simply asking the question itself — should two-year degrees be free in Indiana? — has the potential, the education leaders agreed, to sharpen policymakers' sights on how the state can reach its higher education goals.

"Indiana is focused on all the right things," Complete College's Dixon said, "and leadership is focused on the right things. But it takes bold leadership to make significant kinds of moves that are hard."

**Fort Wayne Journal Gazette
Ivy Tech top college choice for state grads
July 4, 2014**

Upon graduating from high school, Keyara Mere wanted to get college done and behind her as soon as possible.

But the Adams Central alum had a specific list of what she wanted in a school: Small classes, a fast pace, affordable.

"I wanted to get my career started," Mere said.

While she spent a year working, she eventually — much like many of her 2012 classmates — enrolled at Ivy Tech.

The school — Indiana's largest public postsecondary institution — touted its numbers last month after the release of a state report showing that Indiana public high school graduates in 2012 chose Ivy Tech more than any other public university or college.

The report, released by the Indiana Commission for Higher Education, showed that graduates chose the community college by a ratio of 2-to-1 over any other public institution.

According to the report, nearly 28 percent of those graduates chose Ivy Tech, a 3 percent increase over last year, based on data from the previous year's report.

Indiana University in Bloomington was the next closest, with 13.5 percent of public high school grads choosing to go there.

Locally, Ivy Tech was the No. 1 choice among 2012 graduates at 13 of 35 public high schools in the region. The school was the No. 2 choice at 13 more of those schools.

"There are a number of reasons for that," said Cathy Maxwell, vice chancellor of academic affairs at Ivy Tech Community College-Northeast.

"We are by far the most affordable choice for students seeking a higher education and we have the core curriculum that is transferable to four-year schools across the state," she continued.

Maxwell also said some students are getting exposure to the school while still in high school. They're taking classes for college credit while finishing high school, making it easy for them to continue their college career there.

And some of those students are beginning even earlier. Through an early college program, high school freshman can begin earning college credits.

If they stick with the program through four years, they can almost have an associate degree by high school graduation, Maxwell said.

The Fort Wayne campus's early college program had its first class of graduates come out of Bellmont High School in Decatur this past year. Next year, 30 students at Wayne High School will begin the program, according to Maxwell.

But easily, a big part of the attractiveness for Ivy Tech has been the price, according to school officials.

"With the way tuition has skyrocketed across the country, there's no doubt people are looking more and more to an alternative that's more affordable and that's not going to leave students in debt," Maxwell said.

Maxwell also touted the local campus's instructors, who she said have a passion for teaching and are not faculty members to "conduct research or to manage other things."

And obtaining an associate degree at the local campus can be quick, thanks to the Associate Accelerated Program, or ASAP, which aims at getting students to look at college as a job. It also gets them through in a year instead of two.

That worked for Mere, who graduated from the school in May. She earned a degree in business administration and works at Key Exteriors.

She's not moving on to IPFW to earn her bachelor's degree and has her eyes on someday owning her own business.

And she's well on her way, she says, because of how quickly she was able to finish at Ivy Tech.

"I like to work my own pace," she says. That pace ended up being fast – with no debt.

Bloomberg
How students at a U.S. university borrowed \$31 million less
July 5, 2014

A simple letter from Indiana University led its students to reduce borrowing by far more than the national average.

Amid the furor over the \$1.2 trillion in U.S. student debt, the seven-campus system decided to tell students annually before they take out loans for the next year what their monthly payment would be after graduation.

Federal undergraduate Stafford loan disbursements at the public university dropped 11 percent, or \$31 million, in the nine months that ended March 31 from a year earlier, according to Education Department data. That's more than fivefold the 2 percent decline in outlays to four-year public schools nationally.

"We are having more contact with the student where they can say 'I don't want this,' or 'I want less,'" said Jim Kennedy, associate vice president and director of financial aid at the Indiana system. "If they know at all times their debt, and the repayment, it helps with a lot of planning."

Studies have shown that many students, some as young as 17 when they first borrow, fail to understand loan terms and find themselves in financial straits when they are expected to begin repaying years later. A Federal Reserve Bank of New York report last month found that fewer than half of survey respondents with student debt had high "loan literacy." Federal law requires colleges to provide counseling to borrowers only at the beginning and end of their studies.

Source: Indiana University via Bloomberg

In the first full school year since the seven-campus Indiana University began blasting...[Read More](#)

Natalie Cahill, 22, who is about to start her final year in nursing at Indiana's flagship Bloomington campus, said that after receiving her debt letter she decided to search for more scholarships.

Loan ‘Perspective’

“When you take out loans for the year, you just see a smaller number than the grand total,” Cahill said. “Seeing the letter definitely put things into perspective.”

Cahill, who said she has taken out about \$22,600, plans to borrow less for this year and will use earnings from a summer hospital job to help cover costs.

The level of outstanding education debt in the U.S. surpassed that of credit card debt four years ago. The most recent federal default rate, for the first three years that students are required to make payments, is 14.7 percent. That compares with 5.4 percent a decade ago, when the rate was measured over two years.

Rising default rates at Indiana also sounded the alarms among the university’s leaders, Kennedy said. The most recent rate for Bloomington for students required to start repayment in 2010 was 6.4 percent, up from 3.4 percent a year earlier, according to Education Department data.

Debt Literacy

The letters, which Indiana began sending in the 2012-2013 academic year, are part of an effort to expand students’ financial-aid literacy. The schools, which have a combined 95,000 undergraduates, also started a personal finance course, peer-to-peer advising and added more information to the website. The letters are sent out mostly by e-mail before students take loans for the next year, Kennedy said.

“I’m not surprised it drives down the borrowing once you know the consequences,” Kennedy said.

Undergraduate borrowing at Indiana through the Stafford program, the most popular federal loan product, dropped to \$249 million in the nine months through March from \$279.6 million a year earlier, according to Education Department data.

‘Eye Opening’

Seeing the cumulative amount of debt he’s acquired made Rigo Hernandez hesitant to borrow more. The 21-year-old chemistry major at Bloomington said he’s cutting expenses, avoiding purchases such as a new mobile phone, and contributing more to tuition from his summer job. He’s taken out \$5,535, and would pay \$2,091 more in interest under a 10-year term, according to his letter.

“When I saw the grand total, it was eye opening as to how much I borrowed and eventually I’ll have to pay that,” Hernandez said.

By the 2012-2013 school year, all seven campuses also began requiring that returning students confirm they want to take out loans on their school’s website, rather than just passively by filling out an online federal form for student financial aid. Indiana’s undergraduate Stafford loan disbursements dropped 8 percent that year.

“We added more stopping points in the process,” Kennedy said. Students “have to step back and really understand how much loan debt they’re taking on.”

Enrollment Constant

Indiana’s loan volume dropped even as enrollment and financial-aid needs remained constant, Kennedy said. Tuition and fees in Bloomington increased 1.8 percent for in-state students and 2.8 percent for those from outside Indiana.

Declining enrollment is partly behind the 2 percent drop in borrowing nationally, according to Ben Miller, a senior policy analyst at the New America Foundation in Washington who analyzed Education Department loan data.

Undergraduate Stafford borrowing at Purdue University, a separate public school in Indiana, declined by 12 percent in the first three quarters on its main campus in West Lafayette, according to Education Department data. The campus also added financial-literacy programs, including small-group meetings and online scavenger hunts about loans where students can win \$50 gift cards to Amazon.com.

The Hechinger Report Indiana debates free tuition July 7, 2014

Indiana is debating free tuition for community college students, reports the *Indianapolis Star*.

Nearby Tennessee has promised a free community college education in hopes of improving job skills.

“Think how we’d change the state,” said Jeff Terp, Ivy Tech Community College chief operating officer. “We’d have one of the most educated workforces in the country.”

However, Teresa Lubbers, state commissioner for higher education, fears eliminating tuition would do little for low-income students, who already are eligible for state and federal aid. Many attend IvyTech for free and have grant money left over to pay for books and expenses, she said.

Most of the benefits of free tuition would flow to students whose families can afford to pay community college tuition, Lubbers said.

Indianapolis Star Ivy Tech partners with McDonald’s “Hamburger U.” July 10, 2014

INDIANAPOLIS, IND. - A new partnership will let McDonald’s employees from across the country count their management training toward an associate degree or technical certificate from Ivy Tech Community College.

Ivy Tech will accept course credits from Hamburger University, the fast-food giant's training center, according to a news release. Managers, assistant managers and shift managers in McDonald's management development program can finish their degrees through Ivy Tech's online offerings. Each student also will be assigned an Ivy Tech adviser.

The agreement allows up to 21 credits to be transferred toward an associate degree or 15 credits for a technical certificate.

McDonald's maintains partnerships with several other institutions that accept Hamburger University credits.

Indianapolis Star
Emily Hunt finds her passion in fashion
July 13, 2014

INDIANAPOLIS, IND. - When Emily Hunt was just a little kid, her name and pixie face became achingly familiar to Central Indiana, as folks throughout the area pulled for her first to live, then to cope with an injury that fundamentally changed her life.

Hunt was 4 years old in August 1996 when she was with her grandparents, siblings and a bunch of cousins at an amusement park.

A seemingly benign "kiddie train" derailed, and Hunt suffered a broken neck. She was paralyzed from the chest down. Her grandmother, Nancy Jones, was killed.

There were lawsuits — Old Indiana Fun Park near Thorntown ended up closing, so there was little financial compensation there. But the family also sued the state, liable because of inspections that missed numerous safety issues at the park. In 1997, Gov. Frank O'Bannon and the Hunt family reached an agreement for about \$1.5 million from the state's tort claims fund to pay most of Hunt's medical bills.

As a little girl after the park accident, Hunt was often in the news. There were occasional public appearances, including one with actor Christopher Reeve, who became a crusader for spinal cord injury research after he was paralyzed; participation in a ballet performed in Greenwood; and occasional charity and educational events.

As the years went by, she appeared less frequently, and the stories focused on her life moving forward and her family's determination to advocate for spinal cord injury research and to educate people that disability doesn't mean invisibility.

A normal life

She plugged away at school, graduating in 2011 from Brownsburg High School. But Hunt was shy, never completely comfortable in the spotlight. As she grew up, she lived a mostly private life.

"I was just a normal kid," Hunt said, then turned self-deprecating: "I was kind of a dork."

A normal life and a normal family — that's precisely what Hunt's parents, Mike and Amy Hunt, created for their three daughters, said Bud Jones, Amy's father and Emily's grandfather.

Emily always hung in there with her twin sister, Nikki, and their older sister, Sarah, Jones said, and her sisters grew up instinctively knowing to watch out for Emily.

Hunt has specific needs — someone gets her in and out of bed, for instance. But in major ways, she pushed to simply be herself, to be part of her family, to forge a life — like anyone else, Jones said.

"Emily puts expectations on herself," her grandfather said. "A lot of the things she does — she just challenges herself to be one of the group."

In high school, Hunt found the passion that she now wants to pursue in life: fashion. **She turned 22 last month and has just finished her junior year at Ball State University.** She's still shy but anything but cowed by the world.

"I've always loved clothes," Hunt said. "And I'm super girly — I love pinks and purples."

Hunt also is practical and has a business vision: owning her own boutique.

This summer she is doing an internship at Boomerang BTQ, 845 Massachusetts Ave., where she's learning the ropes from owner Felicia Kiesel, 27. The eclectic boutique features trendy and retro clothes and accessories.

Boomerang, which Kiesel opened last November, seemed the perfect fit from Hunt's perspective. Kiesel received about 40 emailed applications and inquiries about the internship.

Kiesel first chose another student, but when that didn't work out, she offered the internship to Hunt. Kiesel said she didn't recognize the name but said she chose Hunt because she had the qualifications and specifically said her goal was to own a boutique someday.

They had a telephone interview first, and Kiesel picked up on the trait Hunt's grandfather described.

"She was very knowledgeable about the industry, about fashion, about trends," Kiesel said. "She just had a lot of drive."

After Kiesel picked Hunt for the internship, they chatted by phone again to arrange a first in-person meeting. That's when Hunt mentioned one thing she hadn't included in her resume or cover letter.

"Oh, by the way," she told Kiesel. "I'm in a wheelchair."

Kiesel said she did have to think about how she might adapt her intern's duties a bit. Hunt wouldn't be stocking the top shelves, for instance.

But there's not much else Hunt can't handle. She works alongside Kiesel, greeting customers and answering questions about merchandise. She is helping shop for new items — online, just as Kiesel normally does — and learning the business end of the business.

Her favorite part?

"Shopping," Hunt says.

Following dreams

Hunt hopes to finish her degree, then move toward owning her own boutique and, maybe, designing her own line of clothing. Watching Kiesel, she said, has been an eye-opener.

"I am definitely seeing all the hats that Felicia has to wear," Hunt said. And she'll definitely want some help with things like accounting and marketing. "I don't think I can be a one-woman show."

But none of the limitations Hunt describes herself as having has anything to do with her wheelchair. That's a part of her life, but it doesn't define it. Hunt is finding the definition of her life.

"I can't wait to apply all the stuff I'm learning when I have my own boutique."

Inside Indiana Business Purdue takes next step in combined campuses July 18, 2014

West Lafayette, Ind. -- Purdue trustees on Friday (July 18) approved the 2015-2017 legislative request for line items, which, among other items, includes funding for two new initiatives that support the university's Purdue Moves.

The two new line-item requests are for strategic growth in the College of Engineering and expansion of summer course offerings. Both requests are key components of Purdue Moves, a range of initiatives introduced by Purdue President Mitch Daniels to broaden the university's global impact and enhance educational opportunities for students.

The Board of Trustees also reviewed performance funding metrics prescribed by the Indiana Commission for Higher Education, which will be used to determine the university's request for operating funds for the upcoming biennium. Actual operating appropriations will not be known until the 2015 legislative session has been completed.

The university's legislative request will be submitted to the Indiana Commission for Higher Education in September. After review, ICHE will then forward the request as a recommendation to the General Assembly for consideration during its legislative session.

"Our request includes two new line items that are directly tied to enhancing our educational, teaching and research capacity," said James Almond, Purdue senior vice president for business services and assistant treasurer.

"Beyond those requests, we are seeking only a modest 3 percent inflationary increase for the other recurring line items, all of which are in strategic areas that provide tremendous benefit to people throughout the state."

Purdue is requesting \$5 million to support summer expansion in order to increase summer course offerings and provide students additional flexibility to incorporate internships, study abroad and undergraduate research into their Purdue experience, both during the summer and the academic year. The requested recurring line item would help enhance this student-focused initiative with funds supporting summer financial aid, facilitating student employment opportunities, and expanding and enhancing summer programming.

Purdue is requesting \$6 million as part of a recurring line item to partially support the hiring of additional engineering faculty in the 2015-2017 biennium. In April 2012, the College of Engineering began a plan to grow student enrollment and the number of faculty, which would make it one of the nation's largest colleges of engineering. The growth plan is tied to a national call to graduate 10,000 more engineers per year in order to increase the state and national capacity for innovation, economic development and job creation. The strategic growth initiative has already helped enhance the college's reputation, making the university even more competitive, both in attracting top-quality students and faculty and in competing for research funds. The state's funds will be leveraged through university dollars and external funding.

The university also is requesting 3 percent inflationary increases for its recurring line items. These requests include:

Statewide Technology. The Purdue College of Technology's statewide educational delivery system is a partnership among regional/community education, industry and government. Formally created in 1983, Statewide Technology helps meet the state's needs for trained technologists and technicians and provides a method of updating those currently employed in state-of-the-art technology and practices. The system also helps meet the needs of recent high school graduates who can't attend the West Lafayette or regional campuses. Funding requested: \$6.9 million, up \$202,000.

Agricultural Research and Extension (Crossroads). This supports applied research and education for problems and emerging issues specific to Indiana agriculture. Crossroads, an investment in the College of Agriculture begun in 1991, has helped position the college as a national leader in agricultural sciences and bolstered the college's support for the state's agriculture and agricultural sciences industries. Funding requested: \$8.75 million, up \$256,000.

County Extension educators. Extension educators provide Hoosiers with unbiased research-based knowledge. Because educators are located in every Indiana county, this information is rapidly delivered to communities in a timely, relevant and valuable way. Funding requested: \$7.7 million, up \$226,000.

Technical Assistance Program (TAP). The program was established in 1986 with the mission of advancing the state's economic prosperity, health and quality of life. Funding requested: \$2 million, up \$58,000.

Indiana Next Generation Manufacturing Competitiveness (IN-Mac). A partnership among the educational institutions of Purdue, Ivy Tech and Vincennes, IN-Mac is a resource to attract, retain and grow high-value manufacturing industries in the state. The center acts as a statewide resource for businesses and industries relying on access to current knowledge and practice in manufacturing

processes, metrology, materials, systems and information sciences. Funding requested: \$2.6 million, up \$76,000.

Center for Paralysis Research. Founded in 1987 and based in the College of Veterinary Medicine, the center has been engaged in discoveries in the area of traumatic neurological injury and subsequent treatment. Funding requested: \$538,000, up \$16,000.

Trustees also approved the state budget funding request from the Animal Disease Diagnostic Laboratory (ADDL). In order to meet the state's needs and client service expectations, and to ensure timeliness of service, cross training, development of new tests and to provide needed surge capacity, the lab is requesting funds for additional staffing in the 2015-2017 biennium. This request reflects a need for investment after a reduction of 12 positions since 1999 and follows funding for state-of-the-art instruments in the current biennium.

The ADDL total budget request is \$4 million in the first year of the biennium and \$4.1 million in the second. The ADDL at Purdue, established in 1945, operates under the aegis of the State Board of Animal Health. The lab's mission is to aid in the prevention, control and eradication of animal diseases; provide diagnostic services; and work with local, state, federal and international partners to improve animal health.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 14, 2014

INFORMATION ITEM F: Calendar of Upcoming Meetings of the Commission

Staff Recommendation

For information only.

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming calendar each six months, the previous calendar is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

This item reaffirms this portion of the schedule presented last December:

September 11, 2014	IU - Bloomington
October 9, 2014	Purdue – West Lafayette
November 13, 2014	IUPUI – Indianapolis
December 11, 2014	Ivy Tech - Indianapolis

The following six-month schedule has been added:

January 2015	<i>(No meeting)</i>
February 12, 2015	IUPUI - Indianapolis
March 12, 2015	Ivy Tech - Indianapolis
April 2015	<i>(Weldon Conference)</i>
May 14, 2015	Vincennes Jasper - Jasper
June 11, 2015	IUPUC- Columbus