



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, June 11, 2020

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

www.che.in.gov



**INDIANA COMMISSION *for*
HIGHER EDUCATION**

**JUNE COMMISSION MEETING
AGENDA**

Thursday, June 11, 2020

VIRTUAL COMMISSION MEETING

[Join Microsoft Teams](#)

-or-

Dial: +1 317-552-1674

Conference ID: 497 098 331#

- I. Call to Order – 1:00 P.M. (Eastern)**
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Committee Reports
Consideration of the Minutes of the March 12, 2019 Commission Meeting 1
- II. Business Items**
- A. COVID-19 & Rapid Recovery Plan 5
 - B. Attainment Academy Plan 9
 - C. College Readiness Report 11
 - D. Academic Degree Programs for Expedited Action 19
 - 1. Master of Science/Doctor of Philosophy in Public Health to be offered by
Purdue University West Lafayette
 - 2. Bachelor of Arts/Bachelor of Science in Criminal Justice to be offered by
Purdue University Northwest
 - 3. Bachelor of Fine Arts in Cinematic Arts to be offered by Indiana University Bloomington
 - 4. Bachelor of Arts in Sustainability Studies to be offered by Indiana University at
Indiana University Purdue University Indianapolis

All events take place on Eastern Time

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- E. Capital Projects for Full Discussion
 - 1. Purdue University West Lafayette – Purdue Memorial Union Ground Floor Renovation..... 23
- F. Capital Projects for Expedited Action 31
 - 1. Vincennes University – Advanced Manufacturing Renovation project
 - 2. Purdue University West Lafayette – Land Purchase at N 375 W

III. Information Items

- A. Academic Degree Programs Awaiting Action..... 33
- B. Academic Degree Program Actions Taken by Staff 35
- C. Media Coverage..... 43

**IV. Old Business
New Business**

V. Adjournment

The next meeting of the Commission is **August 13, 2020, in Muncie, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, March 12, 2020

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Purdue University at Indianapolis, 875 N. West Street, Indianapolis, IN 46201, with Al Hubbard presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Trent Engbers, Jud Fisher, Coleen Gabhart, Chris LaMothe, Dan Peterson, John Popp and Alfonso Vidal

On the Phone: Chris Murphy and Beverley Pitts

Members Absent: Jon Costas

CHAIR'S REPORT

On behalf of the Commission, I would like to thank Chancellor Nasser Paydar and the Indiana University staff for your hospitality and hosting our meeting today.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating during this morning's meeting, we provided updates on several important Commission activities, including the legislative session (that finished last night), the recent release of the 2020 College Value Report, and efforts underway to communicate our strategic plan with the media and those groups that are essential to its success. All of these activities are ongoing: implementation of new legislation and preparation for the upcoming budget session; refining the College Value Report; and working on year one agenda items in the strategic plan.

One issue not in the strategic plan and that we didn't plan for was the impact of the coronavirus on our colleges and universities. The Commission has been working as the intermediary between the Indiana State Department of Health and appropriate contact at our public, private and proprietary schools – providing updated information and recommendations. It's clear that each institution is taking responsible steps to address the current situation and plan for the future. Initially, the response has been focused around travel but also includes heightened cleaning protocols, establishing relationships with health professionals, and planning for online learning options. Earlier this week, I sat in on a call in the Governor's Office together with our Governor and many others from throughout the country with Vice President Pence and his team to get a status report and ways the federal government can assist states from both a safety and financial standpoint.

Based on concerns and as a cautionary measure, we did cancel interviews scheduled for this Saturday for the Next Generation Hoosier Educator Scholarship. Between those being interviewed, interviewers, and family members, we would have had about 600 people at the Ivy Tech Indianapolis campus. There were concerns raised by family members and others. Knowing that some would not participate made it difficult to have others interviewed and ensure a “fair” process. The good news is that we had made it clear that if weather conditions or other issues required us to cancel, the decisions would revert to the earlier application score. We notified all involved on Tuesday.

On February 25th, I attended Lilly Endowment’s “Charting the Future for Indiana’s Colleges and Universities.” It was a well-attended event, including two dozen public and private college presidents. The Endowment has allocated up to \$108 million for the initiative, which has three phases: a planning phase in which all schools receive funding; an implementation phase and an invitational phase for large scale proposals. In acknowledgement of the financial stress faced by many institutions and the likely closure or merger of some, the Endowment is looking for leaders and innovative policies that will make schools more relevant, effective and sustainable. McKinsey and Company facilitated the meeting and provided information on topics ranging from: the future of work; innovative models for differentiating your value proposition to cooperative models in higher education.

It’s definitely worth noting that Purdue University recently announced that it will freeze tuition for the 9th straight year, holding it at 2012 levels through 2021-2022. According to the university, 59% of Purdue West Lafayette students graduated debt free in 2018, compared to 43% nationally.

Lastly, I wanted to provide a big picture overview of the work of the Governor’s Workforce Cabinet, especially as it aligns with our strategic plan. I have provided you with copies of the summary of the new combined WIOA plan that focuses on an agenda for talent development for all Hoosiers. Doug and Stephanie worked with the GWC staff to develop “A Better Future for Every Hoosier.” Like CHE’s plan, it includes measuring progress toward the 60% goal, improvement in the median household income, and student engagement and career preparation (including all postsecondary programs having career relevance).

CONSIDERATION OF THE BYLAWS AMENDMENT

R-20-03.1 RESOLVED: That the Commission for Higher Education hereby approves the Bylaws amendment in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Fisher, unanimously approved)

CONSIDERATION OF THE MINUTES OF THE FEBRUARY, 2020 COMMISSION MEETING

R-20-03.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the February, 2020 meeting. (Motion – Fisher, second – Alley, unanimously approved)

II. PUBLIC SQUARE

A. Increasing Completion Through Coordinated Student Support

1. Dr. Tim Renick, Senior Vice President for Student Success and Professor of Religious Studies, Georgia State University

As the Commission continues to implement the charges of *Reaching Higher in a State of Change*, it will have the opportunity to discuss how coordinated student success strategies help increase college completion.

III. BUSINESS ITEMS

A. 2020-2021 Frank O’Bannon Grant Schedule of Awards

R-20-03.3 RESOLVED: That the Commission for Higher Education hereby approves the 2020-2021 Frank O’Bannon Grant Schedule of Awards, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Vidal, unanimously approved)

B. Performance Funding Per-Unit Payments

R-20-03.4 RESOLVED: That the Commission for Higher Education hereby approves the Performance Funding Per-Unit Payments, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Vidal, unanimously approved)

C. Academic Degree Programs for Expedited Action

1. Master of Science in Data Science to be offered by Ball State University

R-20-03.5 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree program, in accordance with the background information provided in this agenda item. (Motion – Vidal, second – Bland, unanimously approved)

D. Capital Projects for Expedited Action

1. Ball State University – STEM and Health Professions Phase III

R-20-02.6 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Bland, second – Vidal, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action

B. Academic Degree Actions Taken By Staff

C. Media Coverage

V. OLD BUSINESS

NEW BUSINESS

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 2:36 P.M.

Al Hubbard, Chair

Mike Alley, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, June 11, 2020

BUSINESS ITEM A:

COVID-19 & Rapid Recovery Plan

Background

As Indiana continues to monitor the evolving outbreak of the novel coronavirus and COVID-19, the Commission has prepared guidance, published frequently asked questions and engaged directly with individuals to ensure all Hoosier students and their families have the support they need to succeed.

As individuals and employers seek a path forward, higher education is uniquely positioned to play a key role in Indiana's recovery. Colleges and universities are responding with the sense of urgency that is required to improve lives and communities and the Commission will continue to work with them to stay up-to-date with changing statuses.

At the state level, the Commission is working to provide flexible policy changes to ensure the coronavirus poses no barrier to students entering or completing postsecondary education and students maintain their financial aid eligibility.

More information about how higher education is responding to COVID-19 can be found online at in.gov/che/covid-19

Supporting Document

COVID-19 Response and Recovery: Efforts by Indiana's Higher Education Institutions

As individuals and employers seek a path forward, higher education is uniquely positioned to play a key role in Indiana's recovery. Colleges and universities are responding with the sense of urgency that is required to improve lives and communities.

SUPPORTING STUDENTS

Indiana's institutions are stepping up to help students who are unsure of their next steps and may be struggling through personal hardships.

- Online and virtual counseling resources have been made available to students.
- Colleges and universities are connecting students with organizations that provide food and housing assistance, transportation, financial resources and other support services.
- Many campuses are offering grants and other supports, such as providing free laptops to students who need help transitioning to online-only coursework.
- Institutions are focused on ensuring academic rigor and quality online instruction so students are fully prepared to continue their education in the fall.
- Many campuses are offering grading flexibility, including extending the option to withdraw and offering pass/fail grades and ensuring students are aware of any implications of choosing these options – particularly for selective admissions programs.
- Graduating seniors are receiving graduation boxes with tassels, cords and more so any virtual commencement is a special experience.

LOCAL AND STATE IMPACT

Indiana's institutions are doing their part to keep their local communities and the state moving forward.

- Institutions are opening their medical facility space or equipment to area hospitals, donating medical supplies and providing empty dorm rooms to medical workers to rest or safely quarantine.
- Chancellors and Cabinet members are serving on local boards and committees to discuss the impact of COVID-19 on communities and find solutions to move forward.
- Institutions are supporting local businesses by offering assistance on how to adapt to technological changes or by providing free services and resources.
- Colleges and universities are offering free internet access to the community in their parking lots to provide a safe way to stay connected.
- Campus career centers are offering guidance for students who are entering the job market during the pandemic and for alumni who have become unemployed.

Indiana State University is waiving graduation requirements for students unable to complete required hours for their internship.

Purdue University called every student that hadn't logged into their online course platform after one week to find out how they needed support.

University of Southern Indiana is offering wellness workshops through the counseling center to help students cope with stress to ensure mental and physical wellness during the pandemic.

Ivy Tech Community College in collaboration with the Office of CTE and Vincennes University are offering a Summer Completion Institute to ensure that dual credit students in Career and Technical Education disciplines are able to complete remaining hands-on course requirements, allowing for the successful completion of their dual credit course.

Vincennes University's office of career services has been providing advice and support to the public seeking employment during the pandemic.



INSTITUTIONAL AND INDIVIDUAL CONTRIBUTIONS

Indiana's institutions, including students and faculty, are at the forefront of some of the most innovative and important scientific discoveries and breakthroughs.

- Indiana's research universities are involved with scientists around the nation and the world, investigating various treatments for COVID-19, potential tools for testing, tracing and understanding the spread of the virus, as well as aspects of patient recovery.
- Students at many institutions are using campus 3D printers to make materials for face shields or other protective equipment for local health care systems.
- Faculty at many institutions are actively working in hospitals to support full-time hospital staff.
- Fourth-year and pharmacy doctorate students graduated early to begin practicing and contributing to the state's health care response.
- Institutions are internally documenting their responses to this crisis and creating new templates and action plans for the future.

COMMISSION FOR HIGHER EDUCATION EFFORTS

- The Commission is working to provide flexible policy changes to ensure the coronavirus poses no barrier to students entering or completing a postsecondary education, and continues to advocate for regulatory flexibility and emergency relief to meet emerging needs.
- The Commission extended the state's April 15 FAFSA deadline for students seeking the **21st Century Scholarship** and **Frank O'Bannon Grant**. The deadline extension to April 27 allowed for 6,048 additional Indiana residents to submit the FAFSA for award consideration.
- The Commission is supporting financial aid recipients by waiving up to 15 credit hours for students who use either the **21st Century Scholarship**, **Frank O'Bannon Grant** or **Next Generation Hoosier Educators Scholarship** during spring 2020. These waived hours will be added to the Credit Bank once spring 2020 credit completion data is reported. Students will not need to submit an appeal to receive the waived hours.
- The Commission mailed paper FAFSA forms to senior 21st Century Scholars and continues to provide 21st Century Scholars with resources to complete their required Scholar Success Program (SSP) activities virtually.
- For current senior 21st Century Scholars (cohort 2020) the Commission will waive the SAT/ACT entrance exam Scholar Success Program (SSP) requirement. In addition, high schools may report the greater of (1) the cumulative GPA at the time of graduation OR (2) the cumulative GPA at the end of fall 2019 to satisfy the GPA requirement.

Indiana University students in the Amolt Center for Investigative Journalism at the Media School led the creation of the first nationwide county-by-county coronavirus tracker.

Ball State University's Department of Theatre and Dance, with the help of retirees, current employees, students and other community members, has donated several hundred masks to the local medical community.

In collaboration with the **Indiana Department of Education**, the Commission is surveying high school seniors to provide targeted support and guidance for their postsecondary plans.

No student who is unable to complete a **Scholar Success Program** activity due to COVID-19 illness or disruption will be denied the 21st Century Scholarship.

Have questions? Contact us.

info@che.IN.gov
Scholars@che.IN.gov

Visit our website for more information:

www.che.IN.gov



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BUSINESS ITEM B:

SHEEO-ESG Attainment Academy

Background

Education Strategy Group (ESG) and the State Higher Education Executive Officers Association (SHEEO) announced in August 2019 an 18-month project that would bring together teams from seven states (California, Indiana, Louisiana, Michigan, New Jersey, North Carolina and Tennessee) to participate in an academy focused on meaningful, industry-aligned postsecondary credential attainment.

State teams met collectively to learn from national experts, share promising practices with their peers, and engage in cross-sector strategic planning to increase their state attainment. Each state team has received tailored technical assistance from SHEEO and ESG to:

- Deepen support for attainment efforts among policymakers, institutional leadership, faculty, and other key constituents and stakeholders;
- Prioritize strategies to close equity gaps and support student success among traditionally underserved student populations;
- Strengthen alignment between higher education and workforce goals; and
- Dramatically increase postsecondary preparation, transitions, and success.

As Indiana's Attainment Academy team continues to refine its cross-sector plan to close postsecondary attainment gaps, Commission staff will share how the action plan is aligned with the goals set forth in *Reaching Higher in a State of Change*. More information is available in the [Press Release](#).

COMMISSION FOR HIGHER EDUCATION

Thursday, June 11, 2020

BUSINESS ITEM C:

2020 Indiana College Readiness Reports

Background

The Commission for Higher Education’s annual College Readiness Reports provide K-12, college success coalitions and other higher education stakeholders with more information about Indiana students’ college access and performance. The goal is to collectively highlight successes in college readiness and access and be able to work collectively to tackle remaining challenges to ensure Hoosier students are prepared for the rigors of higher learning.

The 2020 Indiana College Readiness Reports show a decline over several years in the statewide college-going rate, with 61 percent of high school graduates enrolling in college within a year of graduation in 2018, compared to 65 percent in 2015.

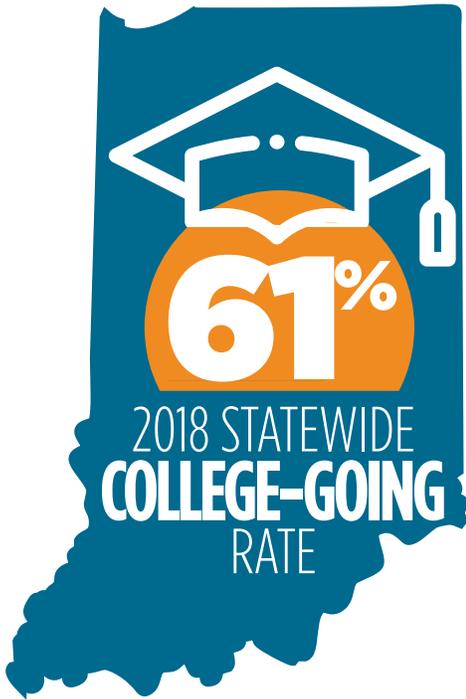
However, students are better prepared for college today and the percentage of students requiring remediation for college-level courses is lower than in the past, with only 9 percent of students needing remediation – down from 28 percent in 2014.

Data also show college freshman grade point averages are increasing, particularly for Black and Hispanic/Latino and low-income Hoosiers. Key takeaways also include the impact of diploma type and early college credit on college-going rates.

The 2020 Indiana College Readiness Reports include interactive dashboards showing trends and comparisons for counties and regions and incorporate new data elements, such as composite readiness metrics and degree completion rates.

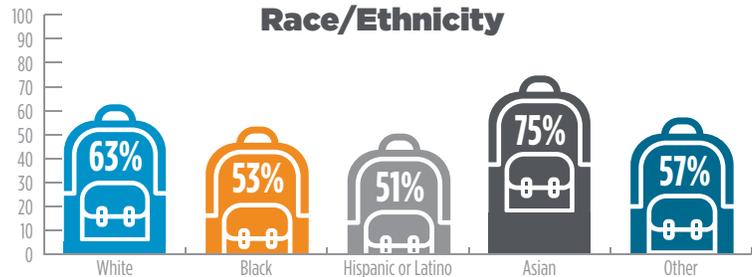
Supporting Document

2020 Indiana College Readiness Report



COLLEGE-GOING GAP

Asian and White Hoosier high school graduates are more likely to go to college than Black or Hispanic Hoosiers.



Socioeconomic Status



21st Century Scholars are more likely to attend college than their peers.



TRANSFERRING TO COLLEGE

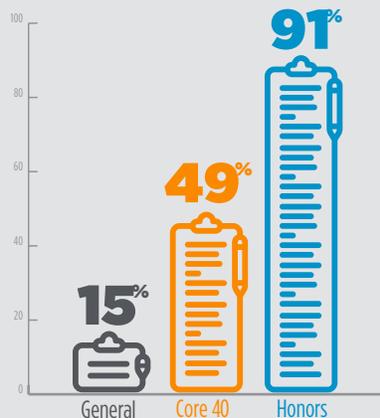


94% of students who earn a transferable block of 30 credit hours (Statewide Transfer General Education Core or STGEC) enroll in college. Most of them stay in the state of Indiana.

HIGH SCHOOL DIPLOMA TYPE

Indiana high school graduates who earn more rigorous diplomas are more likely to go to college.

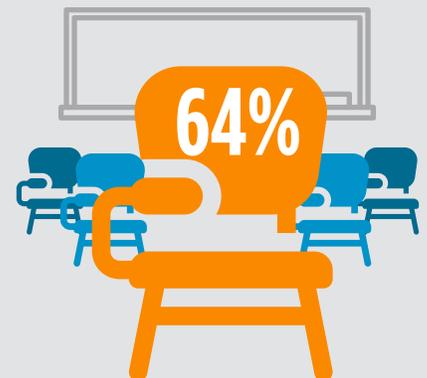
% of Diploma Earners Who Enroll in College



EARLY COLLEGE CREDIT

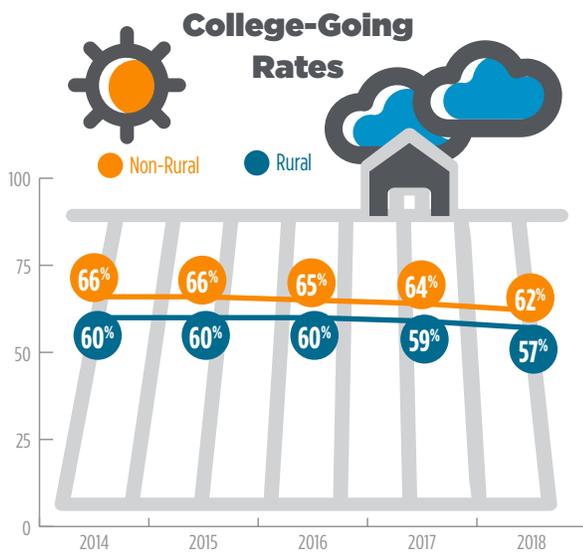
Most Hoosiers earn college credit while in high school.

% of High School Graduates Earning AP or Dual Credit



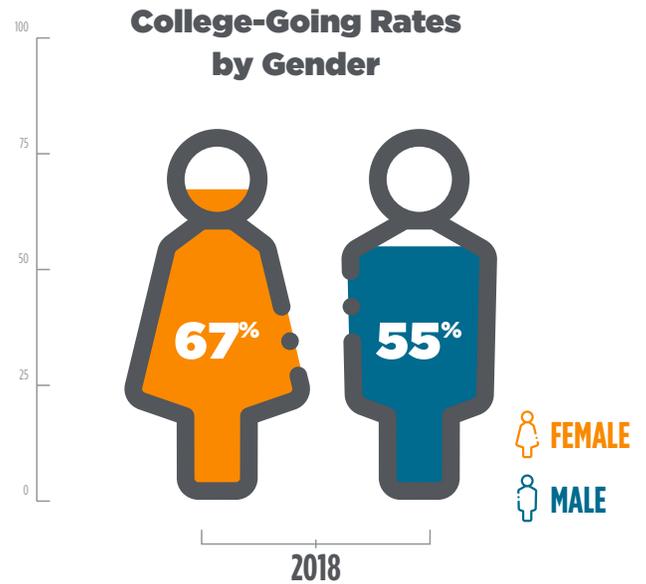
GEOGRAPHY GAP

Fewer high school graduates from rural areas go straight to college than in the past. Rural students attend college at a lower rate than their non-rural peers.



GENDER GAP

Male students are less likely to attend college than female students.



PERSISTENCE

Students Persisting to Second Year

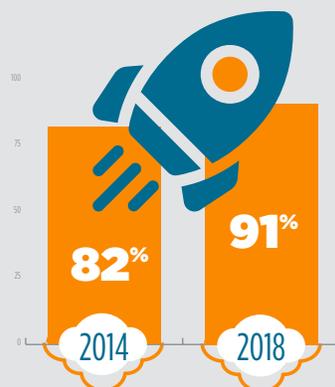


75% of Hoosier high school graduates persist to their second year of college.

REMEDiation

Students across Indiana continue to require less remediation than ever before.

% of College-Age Students Enrolling in IN Public Colleges Who Do NOT Need Remediation



COMPLETING ALL COURSEWORK



54% of 2017 high school graduates completed all coursework attempted in their first year of college.

COLLEGE GOING (within a year of high school graduation)

 High School Graduates Enrolling in College			
Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
High School Diploma Type			
Honors	27,319	24,867	91%
Core 40	39,243	19,220	49%
General	7,397	1,134	15%
High School Graduation Waiver Status			
Graduated with Waiver	6,777	1,518	22%
Graduated without Waiver	67,182	43,703	65%
Advanced Placement Status			
Took and Passed an AP Test	14,148	12,602	89%
Took but Did Not Pass an AP Test	12,495	10,479	84%
Did Not Take an AP Test	47,316	22,140	47%
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	44,185	32,864	74%
Did Not Earn Dual Credit from an Indiana Public College	29,774	12,357	42%
21st Century Scholars Status			
21st Century Scholar	7,518	6,463	86%
Non 21st Century Scholar	66,441	38,758	58%
Socioeconomic Status			
Free or Reduced Lunch	26,694	12,552	47%
Non Free or Reduced Lunch	47,265	32,669	69%
Race/Ethnicity			
White	54,180	34,347	63%
Black	7,912	4,156	53%
Hispanic or Latino	6,932	3,563	51%
Asian	1,820	1,364	75%
Other	3,115	1,791	57%
All Students	73,959	45,221	61%

 High School Graduates Enrollment by College Type		
College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	32,242	43.6%
Indiana Private College (non-profit)	6,618	8.9%
Indiana Private College (for-profit)	311	0.4%
Out-of-State Public College	3,246	4.4%
Out-of-State Private College (non-profit)	2,690	3.6%
Out-of-State Private College (for-profit)	111	0.2%
Non-degree Granting School	2	0.0%
Indiana State-Affiliated Public	1	0.0%
Did Not Enroll in College	28,738	38.9%

INDIANA PUBLIC COLLEGE ENROLLMENT

 Indiana Public College Enrollment by College		
College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	3,049	9.5%
Indiana State University	1,772	5.5%
University of Southern Indiana	1,322	4.1%
Indiana University-Bloomington	4,379	13.6%
Indiana University-East	311	1.0%
Indiana University-Kokomo	596	1.8%
Indiana University-Northwest	565	1.8%
Indiana University-Purdue University-Indianapolis	3,503	10.9%
Indiana University-South Bend	795	2.5%
Indiana University-Southeast	644	2.0%
Purdue University-Fort Wayne	1,288	4.0%
Purdue University-Northwest	907	2.8%
Purdue University-Polytechnic Statewide	117	0.4%
Purdue University-West Lafayette	4,022	12.5%
Ivy Tech Community College	7,771	24.1%
Vincennes University	1,201	3.7%

 Indiana Public College Enrollment by Degree Type		
Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Bachelor's Degree (four-year)	22,933	71.1%
Associate Degree (two-year)	8,375	26.0%
Award of at least 1 but less than 2 academic years	497	1.5%
Award of less than 1 academic year	207	0.6%
Unclassified undergraduate	230	0.7%

 Indiana Public College Enrollment by Program Type		
Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	4,819	15%
Business and Communication	5,180	16%
Education	2,051	6%
Health	5,409	17%
Science, Technology, Engineering, and Math (STEM)	7,413	23%
Social and Behavioral Sciences and Human Services	3,048	9%
Trades	1,885	6%
Undecided	2,437	8%

 Indiana Public College Enrollment by Status		
Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	27,357	85%
Part-Time Students	4,885	15%

ACADEMIC PREPARATION

 Indiana Public College Remediation by Subject				
Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	1,648	5%	1,138	69%
English/Language Arts Only	992	3%	621	63%
Both Math and English/Language	328	1%	240	73%
No Remediation	29,274	91%	--	--

 Indiana Public College Students Needing Remediation					
Breakdown	# Enrolled in IN Public College	# Needing Remediation	% Needing Remediation	# Earning Remedial Credits	% Earning Remedial Credits
High School Diploma Type					
Honors	16,879	344	2%	298	87%
Core 40	14,482	2,264	16%	1,492	66%
General	881	360	41%	209	58%
High School Graduation Waiver Status					
Graduated with Waiver	1,124	493	44%	305	62%
Graduated without Waiver	31,118	2,475	8%	1,694	68%
Advanced Placement Status					
Took and Passed an AP Test	8,399	115	1%	102	89%
Took but Did Not Pass an AP Test	7,392	338	5%	260	77%
Did Not Take an AP Test	16,451	2,515	15%	1,637	65%
Dual Credit Status					
Earned Dual Credit from an Indiana Public College	23,779	1,391	6%	1,001	72%
Did Not Earn Dual Credit from an Indiana Public College	8,463	1,577	19%	998	63%
21st Century Scholars Status					
21st Century Scholar	5,203	432	8%	301	70%
Non 21st Century Scholar	27,039	2,536	9%	1,698	67%
Socioeconomic Status					
Free or Reduced Lunch	9,569	1,459	15%	919	63%
Non Free or Reduced Lunch	22,673	1,509	7%	1,080	72%
Race/Ethnicity					
White	24,330	1,787	7%	1,297	73%
Black	2,862	665	23%	375	56%
Hispanic or Latino	2,747	313	11%	202	65%
Asian	1,043	54	5%	36	67%
Other	1,260	149	12%	89	60%
All Students	32,242	2,968	9%	1,999	67%

STUDENT PERFORMANCE

 Indiana Public College Student Performance			
Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
High School Diploma Type			
Honors	16,879	3.1	27.32
Core 40	14,482	2.2	17.26
General	881	2.0	9.29
High School Graduation Waiver Status			
Graduated with Waiver	1,124	2.0	12.12
Graduated without Waiver	31,118	2.7	22.68
Advanced Placement Status			
Took and Passed an AP Test	8,399	3.2	28.18
Took but Did Not Pass an AP Test	7,392	2.7	24.24
Did Not Take an AP Test	16,451	2.4	18.45
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	23,779	2.8	23.89
Did Not Earn Dual Credit from an Indiana Public College	8,463	2.3	17.87
21st Century Scholars Status			
21st Century Scholar	5,203	2.5	22.94
Non 21st Century Scholar	27,039	2.7	22.19
Socioeconomic Status			
Free or Reduced Lunch	9,569	2.4	18.97
Non Free or Reduced Lunch	22,673	2.8	23.72
Race/Ethnicity			
White	24,330	2.7	23.05
Black	2,862	2.2	17.4
Hispanic or Latino	2,747	2.5	19.92
Asian	1,043	3.0	26.8
Other	1,260	2.5	20.64
Enrollment Status			
Full-Time Students	27,357	2.7	24.77
Part-Time Students	4,885	2.2	8.54
All Students	32,242	2.7	22.31

COMMISSION FOR HIGHER EDUCATION

Thursday, June 11, 2020

BUSINESS ITEM D:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Master of Science/Doctor of Philosophy in Public Health to be offered by Purdue University West Lafayette
- Bachelor of Arts/Bachelor of Science in Criminal Justice to be offered by Purdue University Northwest
- Bachelor of Fine Arts in Cinematic Arts to be offered by Indiana University Bloomington
- Bachelor of Arts in Sustainability Studies to be offered by Indiana University at Indiana University Purdue University Indianapolis

Background

The Academic Affairs and Quality Committee discussed these programs at its May 26, 2020 meeting and concluded that the proposed programs could be placed on the June 11, 2020 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action May 26, 2020

Academic Degree Programs on Which Staff Propose Expedited Action

May 26, 2020

CHE 20-03, 04 Master of Science/Doctor of Philosophy in Public Health to be offered by Purdue University West Lafayette

Proposal received on April 3, 2020

CIP Code: 51.2201

Master of Science

Sixth Year Projected Enrollment: Headcount –9, FTE –9

Sixth Year Projected Degrees Conferred: 6

Doctor of Philosophy

Sixth Year Projected Enrollment: Headcount –36, FTE –36

Sixth Year Projected Degrees Conferred: 7

The proposed Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) programs in Public Health will be offered through the Department of Public Health in the College of Health and Human Sciences. Purdue West Lafayette offers Public Health degrees at both the baccalaureate and master's levels. In FY2019, the B.S. in Public Health enrolled 241 headcount or 218 FTE students and had 48 graduates; in that same year, the Master of Public Health enrolled 75 headcount or 42 FTE students and graduated 12 students. The Purdue program proposal includes letters of support from Indiana State Health Commissioner Kristina Box as well as from Dean David Allison of the IU School of Health-Bloomington and Dean Paul Halverson of the IUPUI Richard M. Fairbanks School of Public Health. Purdue University West Lafayette has indicated that while it will seek accreditation of the proposed programs from the Council on Education for Public Health (CEPH), it has no plans to develop a CEPH-accredited School of Public Health, which would require additional resource commitments. Once the M.S. and Ph.D. programs are accredited, graduates would be eligible to take the exam for the Certified in Public Health certification issued by the National Board of Public Health Examiners.

The proposed M.S program, requires 34 semester hours to complete, while the proposed Ph.D. program will require 90 credit hours.

CHE 20-05 Bachelor of Arts/Bachelor of Science in Criminal Justice to be offered by Purdue University Northwest

Proposal received on April 3, 2020

CIP Code: 43.0107

Fifth Year Projected Enrollment: Headcount –160, FTE –143

Fifth Year Projected Degrees Conferred: 27

The proposed Bachelor of Arts (B.A.)/Bachelor of Science (B.S.) in Criminal Justice will be offered through the Department of Behavioral Sciences in the College of Humanities, Education, and Social Sciences. Purdue Northwest offers a B.A. in Sociology, which enrolled 201 headcount or 152 FTE students and had 39 graduates in FY2019. The

bachelor's in Sociology includes a Criminal Justice concentration, which enrolls the vast majority of students: 142 or 71 percent of the 201 students in FY2019. A three-credit hour field experience is required in both the B.A. and B.S. options. Purdue Northwest will be seeking accreditation from the Academy of Criminal Justice Sciences, which will make the Purdue program the only university program so accredited in Indiana. Students completing the program may be eligible to earn non-clinical level certifications from the National Association of Forensic Counselors, such as Criminal Justice Specialist, Domestic Violence Counselor, and Juvenile Treatment Specialist.

The B.A./B.S. in Criminal Justice requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The Transfer Single Articulation Pathway (TSAP) in Criminal Justice will provide opportunities for the graduates of the Ivy Tech Community College A.S. in Criminal Justice and the Vincennes University A.S. in Law Enforcement to transfer and apply all of their credit to the B.S. in Criminal Justice.

CHE 20-07 Bachelor of Fine Arts in Cinematic Arts to be offered by Indiana University Bloomington

Proposal received on April 21, 2020

CIP Code: 50.0602

Fifth Year Projected Enrollment: Headcount –56, FTE –56

Fifth Year Projected Degrees Conferred: 32

The proposed Bachelor of Fine Arts (B.F.A.) in Cinematic Arts will be offered through the Media School in the College of Arts and Sciences. IU Bloomington currently offers a B.A. in Media, which enrolled 1,980 headcount or 1,759 FTE students and had 431 graduates in FY2019. The B.A. in Media has seven concentrations, the second largest of which is Cinema and Media Arts, a concentration that combines both television production and filmmaking. The B.F.A. would separate the two forms of production and would allow for needed strengthening of the filmmaking option. The Bloomington campus has three cinematic archives, including the Moving Image Archive and the Black Film Center Archive. The B.F.A. in Cinematic Arts builds on other fine arts-related strengths of the campus, including the renowned Jacobs School of Music for film scoring.

The B.F.A. in Cinematic Arts requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, Ivy Tech Community College and Vincennes University have agreed to a 1+3 articulation for the 30-credit hour Statewide Transfer General Education Core (STGEC). Prior to transfer, students would be advised to complete the STGEC, which would apply toward meeting the B.F.A. in Cinematic Arts degree requirements.

CHE 20-10 Bachelor of Arts in Sustainability Studies to be offered by Indiana University at Indiana University Purdue University Indianapolis

Proposal received on April 21, 2020

CIP Code: 30.3301

Eighth Year Projected Enrollment: Headcount –23, FTE –16

Eighth Year Projected Degrees Conferred: 14

The proposed Bachelor of Arts (B.A.) in Sustainability Studies would be offered through the IUPUI School of Liberal Arts. It will be offered 100% online as part of the existing collaborative arrangement involving four of the five IU regional campuses (East, Kokomo, South Bend, and Southeast), which the Commission authorized in December 2019. Graduates of the program will have critical thinking and research skills to develop and implement sustainable innovations, practices, and technologies in communities, businesses, and educational institutions, resulting in, among other things, more efficient operations and cost savings.

The B.A. in Sustainability Studies requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, Indiana University has developed articulation agreements resulting in all credits in the Ivy Tech A.A. in Liberal Arts and the Vincennes University A.S. in Natural Resources and Environmental Science applying to the proposed B.A. in Sustainability Studies.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 11, 2020

BUSINESS ITEM E-1:

**Purdue University West Lafayette – Purdue Memorial Union
Ground Floor Renovation**

Staff Recommendation

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

- Purdue University West Lafayette – Purdue Memorial Union Ground Floor Renovation

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Purdue University West Lafayette – Purdue Memorial Union Ground Floor Renovation

Purdue University West Lafayette – Purdue Memorial Union Ground Floor Renovation

STAFF ANALYSIS

The Trustees of Purdue University request authorization to proceed with the planning, financing, construction, and award of construction contracts for the Purdue Memorial Union Ground Floor Renovation. This project will improve the retail dining space within the union and will include the renovation of approximately 67,600 GSF of space, including 63,700 GSF in the union and 3,900 GSF in Stewart Center. The project will also include the construction of two exterior terraces totaling approximately 11,600 GSF that will be located on the south end of the Purdue Memorial Union. This renovation will provide enhanced space for high quality dining options and increased seating capacity at a key destination on the West Lafayette campus.

Funding: The estimated total project cost is \$47,300,000. This includes \$37,300,000 in Auxiliary Funds-Housing and Dining and \$10,000,000 in Operating Funds.

Additional Staff Notes: Staff recommends approval of the project.



Office of the Chief Financial Officer and Treasurer

May 14, 2020

The Honorable Eric J. Holcomb
Governor of the State of Indiana
Statehouse
Indianapolis, IN 46204

Dear Governor Holcomb:

At its meeting on April 2, 2020, the Purdue University Board of Trustees approved the planning, financing, construction and award of construction contracts for the Purdue Memorial Union Ground Floor Renovation.

This project will improve the retail dining space within the union and will include the renovation of approximately 67,600 GSF of space, including 63,700 GSF in the union and 3,900 GSF in Stewart Center.

The project will also include the construction of two exterior terraces totaling approximately 11,600 GSF that will be located on the south end of the Purdue Memorial Union. This renovation will provide enhanced space for high quality dining options and increased seating capacity at a key destination on the West Lafayette campus.

The estimated total project cost is \$47,300,000. This includes \$37,300,000 in Auxiliary Funds-Housing/Dining and \$10,000,000 in Operating Funds.

Subject to review by the Commission for Higher Education and recommendation by the State Budget Committee and the Budget Agency, we request your approval to proceed with this project. Attached are the completed forms that the Commission has prescribed for its review of such projects. We will be happy to answer any questions you or your staff may have or to provide any additional information that is needed.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Ruhl', written over a white background.

Christopher A. Ruhl
Chief Financial Officer and Treasurer

Attachments

c: Alexa Deaton, Chief Financial Officer, Indiana Commission for Higher Education
Jasmine Williams, Director of Finance, Indiana Commission for Higher Education
Zachary Jackson, Director, Indiana State Budget Agency
Andy Cummings, Assistant Director, Indiana State Budget
Kathleen Thomason, Comptroller, Purdue University
Susan Brock Williams, Director, Government Relations, Purdue University

PROJECT COST SUMMARY
Purdue Memorial Union Ground Floor Renovation

Institution:	Purdue University	Budget Agency Project No.:	B-1-20-2-16
Campus:	West Lafayette	Institutional Priority:	N/A
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Size: 67,600 GSF (1) 67,600 ASF (2) 1 ASF/GSF

Net change in overall campus space: 0 GSF 0 ASF

Total cost of the project (3):	\$ 47,300,000	Cost per ASF/GSF:	\$700 GSF
Total cost of the demolition:	\$ -		\$700 ASF

Funding Source(s) for project (4):	Amount	Type
	\$ 37,300,000	Auxiliary Funds - Housing/Dining
	\$ 10,000,000	Operating Funds

Estimated annual debt payment (6): N/A

Are all funds for the project secured: Yes

Project Funding:

[Redacted Project Funding Information]

Project Cost Justification

The cost per GSF is high for this project due to the basement infrastructure work (mechanical, electrical and plumbing) included in the scope of the project.

Estimated annual change in cost of building operations based on the project: N/A

Estimated annual repair and rehabilitation investment (5): N/A

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

Purdue Memorial Union Ground Floor Renovation

Institution:	Purdue University	Budget Agency Project No.:	B-1-20-2-16
Campus:	West Lafayette	Institutional Priority:	N/A

Description of Project

This project includes the renovation of approximately 67,600 GSF in order to improve retail dining space within the Purdue Memorial Union (PMU). Approximately 3,900 GSF of that space is located in Stewart Center (STEW) and is being renovated in order to allow a non-dining retail operation to move from the ground floor of the Union to the main floor of STEW. In addition to the renovation work, two new, exterior terraces totaling approximately 11,600 GSF will be constructed on the south end of the Union.

Need and Purpose of the Program

Through a separate, competitive Request for Proposals (RFP) process, a third party campus retail partner will be selected to manage 37 retail locations on the West Lafayette campus. The Purdue Memorial Union retail dining locations included in the scope of the renovation are among the identified locations the third party operator will manage.

The current retail dining area was last renovated in 2006. Upon completion, the building operations will be improved due to better kitchen efficiencies and new mechanical and plumbing systems. The new design will result in more natural light through improved windows and the addition of the terraces. Current seating capacity for the PMU dining area is 870, and upon completion of the project, seating capacity will be 1253.

The Purdue Memorial Union is a key destination on the West Lafayette campus, and this project will enhance the facility and allow for high quality dining options. Additionally this project aligns with the 2018 Giant Leaps Master Plan and will help further enhance the Union in conjunction with Union Club Hotel renovations.

Space Utilization

There will be a loss of 257 ASF as the result of repurposing a former General Use space (assignable space) into a mechanical room (non-assignable space).

Comparable Projects

- Purdue Memorial Union Club Hotel Renovation
 - o 89,600 GSF
 - o \$35,000,000
 - o This project included the renovation of hotel guest rooms and lobby space and the creation of a new restaurant and bar
 - o The ground floor renovation includes additional, adjacent mechanical, electrical and plumbing infrastructure work

Background Materials

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Purdue Memorial Union Ground Floor Renovation

(INSERT PROJECT TITLE AND SBA No.)	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	
A. OVERALL SPACE IN ASF						
Classroom (110 & 115)	330,369	3,119	-	333,488		333,488
Class Lab (210,215,220,225,230,235)	624,324	122,381	25,636	772,341		772,341
Non-class Lab (250 & 255)	1,580,078	10,213	3,900	1,594,191		1,594,191
Office Facilities (300)	2,252,320	46,400	(57,596)	2,241,124	1,923	2,239,201
Study Facilities (400)	381,012	17,396	832	399,240		399,240
Special Use Facilities (500)	1,247,377	-	(579)	1,246,798		1,246,798
General Use Facilities (600)	945,106	46,100	15,293	1,006,499		1,008,165
Support Facilities (700)	2,940,123	(499)	255	2,939,879		2,939,879
Health Care Facilities (800)	116,291	89,901	-	206,192		206,192
Resident Facilities (900)	2,459,515	175,550	-	2,635,065		2,635,065
Unclassified (000)	295,004	-	-	295,004		295,004
B. OTHER FACILITIES						
(Please list major categories)						
TOTAL SPACE	13,171,518	510,561	(12,259)	13,669,820	1,923	13,669,563

Notes:

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

Space under construction includes: Chaney-Hale Hall of Science (formerly called STEM Teaching Lab Facility), ABE Renovation/Addition, Meredith South, Griffin Residence Hall North (formerly Third Street North), Vet Med Teaching Hospital, and Gateway Complex

Space planned and funded includes: Data Science, Hagle Hall (formerly Purdue Bands & Orchestra), 2550 Northwestern, and Child Care Center

Space to be terminated includes 1,923 decrease in total Office Facilities (300) in PMU

(2) New Space in Capital Request includes 1,666 increase in General Use Facilities (600) in PMU

CAPITAL PROJECT COST DETAILS

Purdue Memorial Union Ground Floor Renovation

Institution:	Purdue University	Budget Agency Project No.:	B-1-20-2-16
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	Aug.	2020
Start Construction	Aug.	2020
Occupancy (End Date)	Dec.	2021

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<u>Planning Costs</u>			
a. Engineering	\$ 2,500,000		\$ 2,500,000
b. Architectural	\$ 1,900,000		\$ 1,900,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 16,400,000		\$ 16,400,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 14,100,000		\$ 14,100,000
c. Electrical	\$ 7,600,000		\$ 7,600,000
<u>Movable Equipment</u>	\$ 900,000		\$ 900,000
<u>Fixed Equipment</u>	\$ 1,700,000		\$ 1,700,000
<u>Site Development/Land Acquisition</u>			\$ -
<u>Other (PM fee, contingencies)</u>	\$ 2,200,000		\$ 2,200,000
TOTAL ESTIMATED PROJECT COST	\$ 47,300,000	\$ -	\$ 47,300,000

CAPITAL PROJECT OPERATING COST DETAILS

Purdue Memorial Union Ground Floor Renovation

Institution:	Purdue University	Budget Agency Project No.:	B-1-20-2-16
Campus:	West Lafayette	Institutional Priority:	N/A

	GSF OF AREA AFFECTED BY PROJECT			
ANNUAL OPERATING COST/SAVINGS (1)				67,600
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations		\$ -		
2. Maintenance	#DIV/0!	\$ -		
3. Fuel	#DIV/0!	\$ -		
4. Utilities	#DIV/0!	\$ -		
5. Other	#DIV/0!	\$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	N/A	N/A	N/A	N/A

Description of any unusual factors affecting operating and maintenance costs/savings.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 11, 2020

BUSINESS ITEM F:

Capital Projects for Expedited Action

Staff Recommendation

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

- Vincennes University – Advanced Manufacturing Renovation project
- Purdue University West Lafayette – Land Purchase at N 375 W

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations.

Supporting Document

Background Information on Capital Projects for Expedited Action, Thursday, June 11, 2020.

Capital Projects for Expedited Action

Thursday, June 11, 2020

- E-1-19-2-03 Vincennes University – Advanced Manufacturing Renovation Project**
Vincennes University requests authorization to proceed with the Advanced Manufacturing Renovation project. This project will enhance and expand training labs located in the Vincennes University Technology Center and the Indiana Center for Applied Technology. With renovations to over 18,000 square feet of teaching lab space, this project will allow Vincennes University to increase offerings in the Product Design program. This growing program prepares students for careers in additive manufacturing, designing both consumer products and manufacturing tooling. Additionally, this project will upgrade the space, ventilation and lighting of the University's HURCO Computer Numeric Control (CNC) training lab. This lab serves both the Precision Machining and the Advanced CNC programs. These programs are a critical component for many of Indiana's growing industries. Graduates of these programs have a nearly 100% job placement rate and often multiple employment offers. The estimated cost of this project is \$4,000,000 and will be entirely funded by the appropriation from HEA 1001.
- B-1-20-3-15 Purdue University West Lafayette – Land Purchase at N 375 W**
Purdue University requests authorization to proceed with the purchase of 225 acres of land at N 375 W, West Lafayette from McKinnis Farm Corporation. The farm land being purchased is located immediately east of the Agronomy Center for Research and Education (ACRE) and the Animal Sciences Research and Education Center (ASREC). This purchase will expand ACRE and ASREC from 2,900 acres to 3,125 acres, an overall increase of approximately 8%. The total cost of this purchase is \$3,000,000. The funding sources include \$1,839,445 of Gift Funds, \$660,555 of Operating Funds-Reserves, and \$500,000 of Operating Funds.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 11, 2020

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Purdue University Global	Associate of Science in Professional Flight	07/12/2019	Under Review
02	University of Southern Indiana	Master of Arts in Criminal Justice	02/11/2020	Under Review
03	Purdue University West Lafayette	Master of Science in Public Health	04/03/2020	On CHE Agenda for Action
04	Purdue University West Lafayette	Doctor of Philosophy in Public Health	04/03/2020	On CHE Agenda for Action
05	Purdue University Northwest	Bachelor of Arts/Bachelor of Science in Criminal Justice	04/03/2020	On CHE Agenda for Action
06	Indiana University Southeast	Bachelor of Science in Education in Art Education	04/21/2020	Under Review
07	Indiana University Bloomington	Bachelor of Fine Arts in Cinematic Arts	04/21/2020	On CHE Agenda for Action
08	Indiana University Bloomington	Master of Arts in Food Studies	04/21/2020	Under Review

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
09	Indiana University Purdue University Indianapolis, Indiana University South Bend, and Indiana University Southeast	Educational Specialist in Educational Leadership	04/21/2020	Under Review
10	Indiana University Purdue University Indianapolis	Bachelor of Arts in Sustainability Studies	04/21/2020	On CHE Agenda for Action

COMMISSION FOR HIGHER EDUCATION
 Thursday, June 11, 2020

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Ivy Tech Community College	Certificate in Hospitality Management	04/27/2020	Changing the credit hours
02	Ivy Tech Community College	Certificate in Computed Tomography Scan Prep	04/27/2020	Changing the credit hours
03	Ivy Tech Community College	Associate of Applied Science in Dental Assisting	04/27/2020	Changing the credit hours
04	Ivy Tech Community College	Associate of Science in Physical Therapist Assistant	04/27/2020	Changing the credit hours
05	Ivy Tech Community College- Madison	Certificate in Agribusiness Management	04/27/2020	Adding locations
06	Ivy Tech Community College- Lafayette	Certificate in Horticulture/Landscape Management	04/27/2020	Adding locations
07	Ivy Tech Community College- Fort Wayne	Certificate in Hydroculture	04/27/2020	Adding locations
08	Ivy Tech Community College- Lafayette	Certificate in Food Science	04/27/2020	Adding locations

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
09	Ivy Tech Community College	Technical Certificate in Controlled Environment Agriculture	04/27/2020	Adding a certificate
10	Ivy Tech Community College	Technical Certificate in General Agriculture	04/27/2020	Adding a certificate
11	Ivy Tech Community College	Associate of Science in Nursing	04/27/2020	Changing the credit hours
12	Purdue University West Lafayette	Doctor of Philosophy in Health Sciences	04/27/2020	Changing the name
13	Purdue University West Lafayette	Master of Science in Health Sciences	04/27/2020	Changing the name
14	Purdue University West Lafayette	Certificate in Teaching Secondary Education Computational Thinking	04/27/2020	Adding a certificate
15	Indiana University Kokomo	Associate of Liberal Studies/Associate of Arts/Associate of Science in Liberal Studies	04/27/2020	Changing the name
16	Purdue University West Lafayette	Bachelor of Science in Public Health	04/27/2020	Changing the CIP code
17	Vincennes University-Jasper	Certificate of Graduation in Cyber Security and Network Operations	04/27/2020	Adding locations
18	Vincennes University-Jasper	Certificate of Program Completion in Accounting	04/27/2020	Adding locations
19	Vincennes University-Jasper	Certificate of Program Completion in Entrepreneurship	04/27/2020	Adding locations

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
20	Vincennes University	Certificate of Program Completion in Pharmacy Technology	04/27/2020	Reinstating a program
21	Vincennes University	Bachelor of Science in Health Care Services Administration	04/27/2020	Reinstating a program
22	Vincennes University	Associate of Science in Cosmetology Management	04/27/2020	Changing the name
23	Purdue University West Lafayette	Bachelor of Science in Radiological Health Science	04/27/2020	Splitting a program
24	Purdue University West Lafayette	Bachelor of Science in Occupational and Environmental Health Sciences	04/27/2020	Splitting a program
25	Purdue University West Lafayette	Bachelor of Science in Health Science	04/27/2020	Splitting a program
26	Indiana University Southeast	Master of Science in Education in Elementary Education	04/27/2020	Changing the credit hours
27	Indiana University Southeast	Master of Science in Education in Secondary Education	04/27/2020	Changing the credit hours
28	Purdue University West Lafayette	Master of Science in Civil Engineering	04/27/2020	Adding distance education
29	Ball State University	Master of Arts in Social Psychology and Clinical Mental Health Counseling	04/27/2020	Splitting a degree
30	Ball State University	Bachelor of Arts/Bachelor of Science in Computer Science	04/27/2020	Changing the CIP Code

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
31	Ball State University	Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and Linguistics	04/27/2020	Merging degree programs
32	Ball State University	Aquatics Certificate: Aquatic Instruction	04/27/2020	Eliminating a program
33	Ball State University	Aquatics Certificate: Aquatic Operations	04/27/2020	Eliminating a program
34	Ball State University	Aquatics Certificate: Scuba Leadership	04/27/2020	Eliminating a program
35	Purdue University Northwest	Certificate in Event and Meeting Management	04/27/2020	Adding a certificate
36	Purdue University Fort Wayne	Certificate in Death Education	04/27/2020	Adding a certificate
37	Purdue University Fort Wayne	Certificate in Music Performance	04/27/2020	Adding a certificate
38	Purdue University Northwest	Post-baccalaureate Certificate in Cyber Security	04/27/2020	Adding a certificate
39	Purdue University West Lafayette	Post-baccalaureate Certificate in Advanced Methodologies in the Behavioral Social and Health Sciences	04/27/2020	Adding a certificate
40	Vincennes University - Jasper	Certificate of Graduation in Health Care Professional Pre-Nursing CNA Track	05/26/2020	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
41	Purdue University West Lafayette	Bachelor of Science in Integrated Business and Engineering	05/26/2020	Changing the name & CIP Code
42	Purdue University West Lafayette	Bachelor of Science in Medical Laboratory Sciences	05/26/2020	Changing the name
43	Ball State University	Certificate in American Sign Language and Deaf Studies	05/26/2020	Adding a certificate
44	Ball State University	Certificate in Business Administration	05/26/2020	Adding a certificate
45	Ball State University	Certificate in Business Analytics	05/26/2020	Adding a certificate
46	Ball State University	Certificate in Finance	05/26/2020	Adding a certificate
47	Ball State University	Certificate in Healthcare Administration	05/26/2020	Adding a certificate
48	Ball State University	Certificate in High-Performance Building Design	05/26/2020	Adding a certificate
49	Ball State University	Certificate in Logistics & Supply Chain Management	05/26/2020	Adding a certificate
50	Ball State University	Bachelor of Arts in Music	05/26/2020	Changing the name & CIP Code
51	Ball State University	Bachelor of Music in Jazz Studies	05/26/2020	Splitting a degree

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
52	Ball State University	Mater of Science in Geography	05/26/2020	Suspending a program
53	Ball State University	Master of Arts in Clinical Psychology	05/26/2020	Changing the credit hours
54	Ball State University	Master of Arts in Public Relations	05/26/2020	Changing the credit hours
55	Indiana University Bloomington	Certificate in Public and Nonprofit Evaluation	05/26/2020	Adding a certificate
56	Indiana University Bloomington	Master of Science in Accounting with Data and Analytics	05/26/2020	Changing the name
57	Indiana University Purdue University Indianapolis	Graduate Certificate in Archives Management (IU)	05/26/2020	Adding a certificate
58	Indiana University Purdue University Indianapolis	Master of Health Administration (IU)	05/26/2020	Adding distance education
59	Indiana University Kokomo	Bachelor of Science in Early Childhood Education	05/26/2020	Eliminating a program
60	Indiana University Kokomo	Master of Science in Education in Education	05/26/2020	Eliminating a program
61	Indiana University Kokomo	Post-baccalaureate Certificate in Clinical Lab Science	05/26/2020	Eliminating a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
62	Indiana University South Bend	Graduate Certificate in Alcohol and Drug Counseling	05/26/2020	Suspending a program
63	Indiana University South Bend	Master of Science in Nursing Administration	05/26/2020	Splitting a degree
64	Indiana University South Bend	Master of Science in Nursing Education	05/26/2020	Splitting a degree
65	Purdue University West Lafayette	Master of Science in Human Resource Management	05/26/2020	Splitting a degree
66	Indiana University Bloomington	Bachelor of Science in Interior Design	05/26/2020	Changing the CIP code
67	Indiana University Purdue University Indianapolis	Graduate Certificate in Medical Management (IU)	05/26/2020	Adding distance education
68	Purdue University West Lafayette	Master of Science in Management with major: Global Supply Chain Management	05/26/2020	Adding distance education
69	Indiana State University	Certificate in Emerging Energy Technology	05/26/2020	Adding a certificate
70	Ivy Tech Community College	Certificate in Therapeutic Massage	05/26/2020	Changing the credit hours & Removing locations

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
71	Purdue University Northwest	Certificate in Human Resources	05/26/2020	Suspending a program
72	Purdue University Northwest	Certificate in Leadership	05/26/2020	Suspending a program
73	Purdue University Northwest	Certificate in Organizational Leadership and Supervision	05/26/2020	Suspending a program

COMMISSION FOR HIGHER EDUCATION

Thursday, June 11, 2020

INFORMATION ITEM C: Media Coverage

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

Indy Star
Op-ed: Higher education plays role in Indiana's coronavirus recovery plan
May 3, 2020
By Teresa Lubbers

The coronavirus has upended the world in just a few weeks' time. Like all enterprises, higher education is being challenged in unanticipated ways that require rapid change.

Ensuring health and safety for Hoosiers is absolutely necessary in attacking this crisis — and so is addressing the jolt to our state's economic well being and personal livelihoods. Individuals and employers are seeking a path forward, and higher education is uniquely positioned to play a key role in recovery. In multiple ways, Indiana's colleges are responding with the sense of urgency that is required to improve lives and communities.

Resources and research

Institutions are providing empty dorm rooms and medical facility space or equipment to area hospitals. Ball State University's new Health Professions building, for example, has 30,000 square feet of simulation space available to IU Ball Memorial Hospital. Indiana University Bloomington is making dorm rooms available to medical workers to rest or safely quarantine away from family.

Students at many institutions — including Indiana State University, Ivy Tech Community College, Purdue University Northwest and Purdue University Fort Wayne — are using campus 3D printers to make pieces for face shields or other protective equipment for local health care systems.

Faculty from Indiana University, Purdue University, the University of Southern Indiana and others are actively working in hospitals to support full-time hospital staff. Fourth-year students from the IU School of Medicine, along with pharmacy doctorate students from Purdue University, graduated early to begin practicing and are contributing to the state's health care response.

And Indiana's research universities are involved with scientists around the nation and the world, investigating various treatments for COVID-19, potential tools for testing, tracing and understanding the spread of the virus, as well as aspects of patient recovery. As always, Indiana's institutions are at the forefront of some of the most innovative and important scientific discoveries and breakthroughs.

Student support

All institutions are stepping up to help students who are unsure of their next steps and may be struggling through personal hardships and/or a lack of resources.

Online and virtual counseling resources have been made available to students. Purdue University called every student that hadn't logged into its online course platform after one week to find out how students needed support. Ivy Tech Community College's IvyAssist website connects students with organizations that provide food and housing assistance, transportation, financial resources and other support services. Indiana State University is providing graduate boxes to graduating seniors, filled with the appropriate tassels, cords and more to make sure the virtual commencement is a special experience.

Academic quality is crucial during this time of upheaval. Institutions are focused on ensuring academic rigor and quality online instruction so students are fully prepared to continue their education in the fall.

Backing businesses

Within their local communities, institutions are also reaching out to businesses to offer assistance on how to adapt to technological changes or by providing free services and resources. Ivy Tech Kokomo is assisting the local General Motors plant to recruit 1,800 full-and part-time staff to produce ventilators.

Vincennes University's director of career services has been providing advice for those seeking employment during the pandemic. Indiana State University's Career Center is offering a program for students who are entering the job market during the pandemic and for alumni who have become unemployed.

Our private colleges are also supporting their students, local communities and the state in similar and meaningful ways, providing everything from regular phone call check-ins and touch points with students, to offering resources for local hospitals, businesses and the broader community.

For our part, the Commission for Higher Education is working to provide common-sense and flexible policy changes to ensure the coronavirus poses no barrier to students entering or completing a postsecondary education. We're also partnering with state and federal leaders to advocate for regulatory flexibility and emergency relief to meet emerging needs.

While there is much we don't know about COVID-19, we do know this: The Hoosier spirit is strong enough to overcome the challenges we are facing. Higher education is prepared to play its part in a recovery that accelerates a stronger economy and personal opportunity for years to come.

Teresa Lubbers is the Indiana Commissioner for Higher Education.

Terre Haute Tribune-Star
Pandemic throws higher ed funding into uncharted waters
By Sue Loughlin
May 22, 2020

Indiana State University's 2020-21 operating budget, which takes effect July 1, is already down about \$10 million from where it was two years ago, primarily the result of fewer students and less tuition revenue.

The university says it has focused on admitting those more likely to graduate.

But at a time when ISU hoped to stabilize and again grow its numbers, the COVID-19 pandemic has created uncertainty and the potential for fewer students, reduced revenue and more cuts.

The recently approved, \$185 million budget is based on information from late February, prior to major campus changes that occurred because of the COVID-19 pandemic.

"All of us recognize those [2020-21] budget assumptions undoubtedly may change in the coming weeks as more information becomes available regarding state funding and enrollment," ISU President Deborah Curtis told trustees earlier this month. "Any material reductions in revenue ... will likely result in reduced expenditures as well."

To balance the budget for next year, ISU had to make \$6.3 million in internal reallocations that included eliminating 51 vacant staff positions. While no one lost a job, if further cuts become necessary, those decisions "get more and more difficult to make," Curtis said in a subsequent interview.

Higher education in some other states has already experienced cuts in state funding, she said.

Curtis acknowledges the next two years "are going to be incredibly intense years," as the pandemic continues to take its toll. "Our goal is not only to weather this ... but to come out on the other side stable, healthy and moving forward."

While there are many unknowns, Curtis is adamant about a few things. "We will be opening our doors this fall ... the question is what that looks like."

At the same time, "We will meet our financial obligations. We're not going to get into deficit spending. We will meet our budget, which means we craft a budget that fits our revenue," she said.

Statewide, public colleges face uncertainty

Teresa Lubbers, Indiana's commissioner for higher education, says the pandemic has created much uncertainty and "the need to do contingency planning for lots of different scenarios ... As I've talk to college presidents and key members of their leadership team, they are stepping into this without a complete understanding of where this is going to take them."

The discussion quickly turns to enrollments and budgets. Public colleges and universities are funded primarily through tuition and state appropriation.

Nationally, speculation is that higher education could experience between a 15 to 25 percent enrollment decline in the fall. "We don't know for sure, but we're getting all kinds of stories about whether this uncertainty is leading to people making different decisions about their fall plans," she said.

Colleges have to plan for best- and worst-case scenarios, Lubbers said.

With the state showing serious revenue shortfalls, public colleges and universities need to plan for potential cuts that could occur with the next fiscal year starting July 1 and the next biennial budget.

Lubbers suggested it's "highly likely" an adjustment could occur for 2020-21.

She pointed to the state's recent announcement that revenues for April were \$1 billion below projections, much of it attributed to postponed income tax deadlines. "It's hard to imagine that scenario changing rapidly enough that we wouldn't have to be looking at some restraints on budgets," she said.

With the economic downturn and high unemployment, some students and families may be concerned about whether they can afford college.

The Commission for Higher Education "is working hard to make sure we can preserve financial aid for our students," Lubbers said. Indiana provides a significant amount of financial aid. "We are hoping we won't see cuts in financial aid at time when the need is going to be greater than ever."

Uncharted territory

Perhaps Terry Hartle, a senior vice president with the American Council on Education, sums it up best.

The COVID-19 pandemic and its ramifications have created "the most uncertain and ambiguous environment for higher education in my career ... and in living memory," Hartle said. "We've never encountered anything like it. "

ACE represents 1,700 institutions — public and private — and related organizations and associations.

The country is in the midst of an enormous economic downturn that is already reducing funding for higher education, and the pandemic itself presents major health and safety concerns, he said.

Usually when there is an economic downturn, college enrollments go up, with people going to school to gain skills to improve their prospects in the job market, Hartle said.

In fall 2009, the first year after the great recession, college enrollments went up by 1 million students nationwide, with many attending community colleges that focus on skill-oriented training.

Two things are different this time, he said. One is the suddenness and severity of the economic downturn. "This happened in March, April and May, just as families were finalizing college plans," Hartle said. Now, in many families, one or both parents have lost a job — and maybe even the student as well.

"It changes their financial picture considerably," Hartle said. Some will evaluate whether they can afford college in the fall.

Also different, in 2009, when college enrollment soared, "People didn't worry about whether it was safe to send their kids to a residence hall," Hartle said. Now, with the pandemic, families are worried about students' health.

Hartle noted other immediate impacts of the pandemic: Colleges and universities are facing an immediate cash flow crisis, because many schools have had to refund room-and-board charges for students for part of spring term. "Nationwide, we estimate refunds of room-and-board charges alone are \$8 billion," he said.

Federal stimulus funding to institutions could be used to help cover that cost.

In addition, the institutions face increased expenses in responding to the pandemic — for deep cleaning, increased security on empty campuses and increased services in such areas as mental health counseling.

The institutions also "have seen their auxiliary revenue dry up," he said. That might include summer camps, book store sales, facility rental and even parking lot revenue.

ACE recently surveyed college and university presidents nationwide to get a better understanding of how much revenue institutions have lost in the current year. "Based on the responses we received, we think schools have lost at least \$45 billion in revenue this year alone," Hartle said.

That amount does not include increased costs, such as the costs associated with moving to fully online learning. Nor does it include revenue losses in the coming academic year.

"Eighty-two percent of presidents project deeper cuts in revenue next year than they have absorbed this year," he said.

Now, the big question residential institutions face is, "Will we be able to open on time and on schedule in the fall? And the answer to that is — nobody knows for sure," Hartle said. "All colleges and universities would like to very much, but it's not clear whether the public health situation will permit it."

Changes inevitable

Michael Hicks, director of Ball State University's Center for Business and Economic Research, expects to see "highly modified operations" across many universities this fall.

"We will all likely put large classes online, and try to craft schedules for students who cannot safely return to school because of high risk. We will also have to accommodate faculty and staff who are at high risk of COVID. So, there will be a lot of online classes, which may be a great outcome in the long run," Hicks said.

But, he added, students taking online classes remotely don't eat in the dining facilities, pay rent to residence halls or attend athletic events. "This will place challenges before every university," he said.

He foresees every college or university in the U.S. will face and implement some cutbacks. "I expect closures, and I expect many schools to trim both non-academic offerings, such as athletics, as well as programs that do not attract students," he said.

While there are many uncertainties, a college education will continue to be of growing importance to prepare students for the better-paying, high-demand jobs of today and tomorrow, Hicks said.

Ivy Tech to resume in-person instruction for fall, with options

Ivy Tech Community College, Indiana's statewide two-year system, has announced its plans to resume in-person instruction for the fall semester, beginning on Aug. 24. But the system also will offer virtual and online course options to students.

"The focus for the college will continue to be on flexibility and safety for students, employees, and its communities. Should new guidelines from the governor or federal regulations be released prior to the August start date, then adjustments will be made accordingly," Ivy Tech stated in a May 19 news release.

Northwest Indiana Times
Virtual event to answer questions about 21st Century Scholars program
By Carley Lanich
May 18, 2020

The Indiana Commission for Higher Education will have a virtual help session this week for 21st Century Scholars.

The commission's Scholar Success Program event will provide will give advice to students looking to stay on track to meet requirements needed to receive the state's 21st Century Scholarship.

Students eligible for Indiana's 21st Century Scholarship must complete a series of required activities throughout high school to receive their scholarship — four years of undergraduate tuition at a participating Indiana college or university.

Activities making up the Scholar Success Program include, among other requirements, completing community service or extracurricular events, visiting a college campus and filing the Free Application for Federal Student Aid.

The commission's virtual event this week will provide guidance for staying on track with these and other activities required for the 21st Century Scholarship.

The online event will be 1-2 p.m. Region time on Wednesday. Questions will be answered live on the commission's Learn More Indiana Instagram account [@LearnMoreIndiana](#) and available as well on Facebook via facebook.com/LearnMoreIN and Twitter via [@LearnMoreIN](#).

Participants are encouraged to follow the conversation using the hashtag #ScholarsSSP.

Questions can also be submitted by text or phone call to 317-617-0362 for those seeking help in the Northwest Indiana region.

More information about the 21st Century Scholars program is available online at learnmoreindiana.org/scholars/.

Northwest Indiana Times
Fewer Indiana high school graduates are attending college, state report finds
By Carley Lanich
May 16, 2020

The downward trend of Indiana students attending college continues, according to a new state report.

The Indiana Commission for Higher Education released its annual Indiana College Readiness Report on Wednesday revealing only 61% of Hoosier students are going into college after high school, compared to 65% of students four years ago.

The commission's annual report pulls data collected by the ICHE, the Indiana Department of Education and the National Student Clearinghouse. Data in this year's report are based on 2018 high school graduates and those entering college in the 2018-19 school year.

Indiana Commissioner for Higher Education Teresa Lubbers attributes the continuing decline of Indiana's college-going rate to a once-strong economy leading more students to enter the workforce directly, rather than continue their education.

"We have been keeping a sharp eye on this slow decline for several years," Lubbers said in a commission news release. "It is too early to tell if that trend will continue due to the coronavirus-related downturn. However, for many Hoosiers who are out of work or considering a new career path, this is the time to re-skill or enhance their options with advanced education."

The 2020 College Readiness Report provides statewide, county-level and school-specific data.

Porter County records the highest college-going rate in Northwest Indiana at 67%, followed by Lake County at 61%, Jasper County at 60%, Newton County at 54% and LaPorte County at 48%.

The 2020 report also details students' academic interests, high school diploma type and early college education.

Other data in the report show that while the state college-going rate continues to decline, a majority of Indiana students are receiving college credit while still in high school.

The report shows 64% of high school graduates earn early college credit through Advanced Placement or dual-credit programs.

Of those students earning early college credit through an Indiana public college, nearly 75% enroll in higher education after high school and 89% who took Advanced Placement exams enrolled in college.

Grade point averages for students in their first year of college are showing an increase, especially among minority students, according to the report, while the need for remediation among high school graduates is decreasing.

The percentage of high school graduates who need remediation has dropped from 28% in 2014 to just 9% with those graduating in 2018, according to the report.

Statewide, 75% of Hoosier high school graduates persist to their second year of college.

"It is more crucial than ever to emphasize the value of higher education," Lubbers said. "That includes ensuring students connect with the most appropriate options for their futures, so that they persist and complete and are able to fully utilize the opportunities that come along with higher learning — whatever form it takes."

To read the full report or find school-specific data, see the Indiana Commission for Higher Education's website at in.gov/che/2489.htm.

Indianapolis Recorder
Marian University to offer 50 more scholarships to 21st Century Scholars students
By Tyler Fenwick
May 11, 2020

Marian University will offer an additional 50 full-tuition scholarships to students in the 21st Century Scholars program for the upcoming school year.

The private Roman Catholic university usually offers 25 such scholarships to each class but is looking to expand that effort as families deal with the harsh economic consequences of the global COVID-19 pandemic and a subsequent recession.

Marian University President Daniel Elsener said the heaviest burden is "being heaved onto middle- and lower-income folks."

Those are the same families who stand to benefit from the state's [21st Century Scholars program](#), which offers up to four years of undergraduate tuition at in-state public schools and a comparable amount for private schools.

Marian is raising the extra money required to give students a full-tuition scholarship. Not all 21st Century Scholars students at Marian get their full tuition covered.

Students need to apply to attend Marian and apply for the scholarship. Eligible students should contact the university at 317-955-6000 or admissions@marian.edu. Scholarships will be awarded on a first-come, first-served basis. Elsener said scholarships could run out as early as the end of May.

The plan is for the scholarships to be good for four years.

“We’re out on a limb, but it’s a good limb,” Elsener said. “That’s where things get done in life.”

Students’ families already need to meet an income requirement in order to enroll in the 21st Century Scholars program, but Marian is opening up the additional 50 scholarships with the intention of finding those students whose families have been heavily impacted by the current economic downturn.

Ken Britt, senior vice president and dean of the Klipsch Educators College, said the school will work with organizations such as Center for Leadership Development and Indianapolis Urban League, as well as individual high schools, to identify those students.

“They made a commitment,” Britt said of scholars. “They followed a pathway from middle school all the way through high school. These are leaders, and these are the ones that we really want to focus on.”

Students qualify for the 21st Century Scholars program based on household income in seventh or eighth grade. The deadline to enroll is June 30 of the student’s eighth grade year.

It’s difficult to get a clear picture of exactly how many Black students are eligible for the program because that data isn’t broken down by race.

According to a [2019 equity report from the Indiana Commission for Higher Education](#), which included data up to the 2017 cohort, 69% of Black high schoolers in the state are considered low-income, the largest percentage among racial groups.

Students and families self-report race on the application for the scholarship in middle school, so race is unknown for 40% of students in the 2022 cohort, according to data provided by the commission.

In that cohort, 12% of scholars are Black. Excluding unknowns, Black students make up 21% of scholars.

The reasons Black students don’t appear to enroll in the program at the rate they could vary from parents who aren’t comfortable sharing personal information to a simple lack of awareness that the program exists.

Indy Achieves, which helps get students signed up, usually goes into schools to encourage students to apply, but it has made its operation virtual since that’s no longer possible.

The organization will instead promote a digital application and is asking the community to help raise awareness about the program before the June 30 deadline.

Families can visit Indy Achieves [online](#) or text “college” or “universidad” to 404-58 to begin filing the application in English or Spanish.

Contact staff writer Tyler Fenwick at 317-762-7853. Follow him on Twitter [@Ty_Fenwick](#).

21ST CENTURY SCHOLARS OPPORTUNITIES

Indy Achieves is still helping seventh and eighth graders apply for the state’s 21st Century Scholars program, which offers up to four years of undergraduate tuition at in-state public schools and a comparable amount for private schools. Visit [online](#) or text “college” or “universidad” to 404-58 to begin filing the application in English or Spanish.

Marian University will award 50 additional full-tuition scholarships to 21st Century Scholar students. Eligible students should contact the university at 317-955-6000 or admissions@marian.edu.

Education Strategy Group
Accelerate Recovery: Double Down on FAFSA Completion
By Lauren Norton
May 6, 2020

With families facing deep financial hardship due to the COVID-19 crisis, completing the Free Application for Federal Student Aid (FAFSA) is more important than ever. We know that, particularly during an economic downturn, a postsecondary degree or credential is key to opening the door to economic opportunity. Yet, faced with uncertainty of what the future might hold, many students are [reconsidering their postsecondary plans](#), choosing to go to a college that is less expensive or closer to home, or deciding to defer their college plans entirely.

According to [recent data](#) from the National College Attainment Network (NCAN), more than 55,000 fewer students have completed the FAFSA compared to this time last year. Nationally, this equates to a 2.8 percentage point decrease, with only California, Nevada, and Texas seeing improvements from the previous year. This impact is felt particularly deeply by communities that serve low-income and first-generation students – the students who stand to benefit most from financial aid.

Earlier this year, ESG released [Fast Track FAFSA Completion](#), a report on the highest impact strategies for increasing FAFSA completion. Building on the lessons from this report, today we are releasing a series of [five case studies](#) that highlight the impressive efforts of local communities across the country to support students and families in completing the FAFSA.

When we initially conducted research for these publications, we could not have predicted that a global pandemic would fundamentally change every facet of the education system as we knew it. Despite the monumental challenges they face, state agencies, local school districts, higher education institutions, and community organizations across the country have quickly pivoted to providing support virtually. In addition to the strategies we have outlined in the case studies, here are a few of the creative and effective approaches we have seen emerge since the start of the outbreak.

- Provide virtual support to students and families
- Prioritize targeted communication to build and maintain engagement
- Launch short-term competitions and incentives
- Refine institutional policies for admissions, enrollment, and financial aid

Provide virtual support to students and families

As we outlined in [Fast Track FAFSA Completion](#), there is no replacement for providing individualized support to students and families in completing the FAFSA. In the absence of being able to meet in person, many providers have pivoted to a virtual advising model since the outbreak. At the state level,

agencies have been staffing phone banks and recruiting volunteers to hold virtual, one-on-one office hours. For example, [Indiana](#) hosted an all-day virtual FAFSA Frenzy event, with students and families able to text or call one of eight regional phone lines for personalized assistance and agency staff answering the most commonly asked questions on Facebook, Twitter, and Instagram.

[Tennessee](#) and [Louisiana](#), which have held on to the top two spots in the national rankings for FAFSA completion, are offering similar models of support.

Other providers have launched innovative, technology-embedded solutions to widen their reach. The College Board partnered with the Benefits Data Trust to develop [Penny](#), a text messaging chat bot that uses machine learning to answer student questions about completing the FAFSA. The CommonApp collaborated with AdmitHub and the College Advising Corps to integrate a free chatbot named [Oli](#) that is targeted specifically towards the nation's 200,000 first-generation and low-income applicants. Each week, Oli sends students guidance on key college enrollment milestones – including filling out the FAFSA and applying for scholarships – and sends responses to their questions. If a student would prefer to correspond with a human, Oli connects them with staff from the College Advising Corps.

Prioritize targeted communication to build and maintain engagement

To spread the message about the importance of the FAFSA and the supports that are available to students and families, many states and districts have doubled down on their communications efforts. For example, as part of their [FAFSA Now campaign](#), the Louisiana Office of Student Financial Aid (LOSFA) hosted a financial aid webinar, developed a press kit with sample social media posts, and hosted a Twitter chat with Louisiana GEAR UP to address some of the most common misconceptions about the FAFSA.

Additionally, leading national organizations such as the [National College Attainment Network \(NCAN\)](#) and [uAspire](#) have built out their repositories of resources for students, families, and educators, with financial aid checklists, award letter review tools, sample appeal letters, and video tutorials for completing the FAFSA, to name just a few.

Launch short-term competitions and incentives

To drive improvement at the local level, many states and districts have turned to hosting FAFSA completion challenges over the past several years. By harnessing the competitive spirit among schools, these challenges often provide incentives for schools with the highest completion rates or which demonstrate the most significant year-to-year growth. While many of this year's FAFSA completion challenges have concluded, some sites have launched new, short-term competitions since the start of the outbreak. [College Goal Arizona](#), an initiative of the Arizona Commission for Postsecondary Education, launched a 21-day virtual FAFSA challenge from April 11th to May 1st. The high schools with the highest increase in FAFSA completion won a laptop to award to a senior of their choice who has completed the FAFSA. [Chiefs for Change](#), a national network of state and district education leaders, has partnered with former Secretary of Education Arne Duncan to extend their FAFSA Fast Break competition among the 20 districts led by their members.

Refine institutional policies for admissions, enrollment, and financial aid

Institutions must ensure they have clear appeals processes for financial aid. Since students are unable to revise or resubmit the FAFSA – even if their family experiences job loss or a significant change in income

after submitting the form – their only option for having their award letters reconsidered is to submit an appeal directly to their selected college’s financial aid office. To support students with navigating this unfamiliar process, FormSwift and the Seldin/Haring-Smith Foundation have launched [SwiftStudent](#), a free, online platform that guides students through the financial aid appeals process and provides customizable templates for students to send a request to their school’s financial aid office.

In addition, on top of the financial difficulties their families may be facing, many students understandably are struggling to commit to attending an institution they may have never visited in person. While many admissions offices have embraced virtual open houses and prospective student events, over [325 higher education institutions](#) across the country have chosen to extend their decision deadlines to June 1st or later to give students additional time to weigh their postsecondary options. Likewise, several states, including [Pennsylvania](#), [New Jersey](#), and [West Virginia](#), have extended their deadlines to apply for state financial aid programs.

With the clock ticking for students to decide on their plans for the fall, now is the time for education leaders across K-12 and higher education to ensure that students have completed the FAFSA. In doing so, they can help students see that, even during this challenging time, their college dreams can be an affordable reality.

Inside INdiana Business
Indiana schools receive teacher residency grants
By Reed Parker
April 9, 2020

(INDIANAPOLIS) - Sixteen Indiana schools have been selected to receive \$400,000 in grants through the Teacher Residency Grant Pilot Program for the 2020-2021 academic year. The Indiana Commission for Higher Education says the program is modeled after medical residency and apprenticeship programs.

The teacher residency programs are full-year, paid teaching experiences for student educators.

“These resident teachers are going to have an immersive experience and learn the true day-to-day workings of a classroom and a school under the guide of a mentor teacher,” said Indiana Commissioner for Higher Education Teresa Lubbers. “It is encouraging to see a mix of school types and district sizes throughout Indiana with the partnership and participation of a number of public and private higher education partners represented in this program.”

Ten schools were awarded the residency grants, which will support 26 teachers at \$15,000 per teacher residency.

Grant recipients include:

- Community Montessori, New Albany - \$30,000
- Community Schools of Frankfort, Frankfort - \$60,000
- Frontier School Corporation, Chalmers - \$15,000
- KIPP Indy, Indianapolis - \$45,000
- Lafayette Community Schools, Lafayette - \$60,00
- Maconaquah School Corporation, Bunker Hill - \$15,000
- Metropolitan School District of Decatur Township, Indianapolis - \$45,000

- New Albany Floyd County Schools, New Albany - \$30,000
- Perry Township Schools, Indianapolis - \$60,000
- The Project School, Bloomington - \$30,000

Six public schools were also chosen to receive \$1,000 Residency Program Planning Grants to help devise residency programs. Those schools include:

- Elkhart Community Schools
- Garrett-Keyser-Butler Community School District
- Griffith Public Schools
- Indianapolis Public Schools
- Tippecanoe Valley School Corporation
- Warsaw Community School