



INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, March 12, 2020

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**MARCH COMMISSION MEETING
AGENDA**

Thursday, March 12, 2020

HOTEL ACCOMMODATIONS

Hyatt House Indianapolis Downtown
130 South Pennsylvania Street
Indianapolis, IN 46204

COMMISSION MEETING

Indiana University-Purdue University Indianapolis
University Tower/Hine Hall
875 W. North Street, Indianapolis, IN 46202

*Parking available in the Tower Garage (IP)
or North Street Garage (XC)*

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Ballroom

WiFi INFORMATION:

IU Guest

WORKING SESSION TOPICS

- 2020-2021 Frank O'Bannon Schedule of Awards
- College Value Report
- Outreach Coordinator Profiles
- Performance Funding Per-Unit Payments
- Legislative Update
- Committee Report Outs

****All events take place on EASTERN TIME****

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • www.che.in.gov

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

President’s Room

Lunch Guest

Nasser Paydar

Chancellor

COMMISSION STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Indiana Room

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Ballroom

WiFi INFORMATION:

IU Guest

I. Call to Order – 1:00 P.M. (Eastern)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Consideration of the Minutes of the February 13, 2020 Commission Meeting 1

II. Public Square
A. Increasing Completion Through Coordinated Student Support..... 7
 1. Dr. Tim Renick, Senior Vice President for Student Success and Professor of
 Religious Studies, Georgia State University

III. Business Items
A. 2020-2021 Frank O’Bannon Grant Schedule of Awards..... 9
B. Performance Funding Per-Unit Payments..... 11
C. Academic Degree Programs for Expedited Action 13
 1. Master of Science in Data Science to be offered by Ball State University
D. Capital Projects for Expedited Action..... 15
 1. Ball State University – STEM and Health Professions Phase III

IV. Information Items

A. Academic Degree Programs Awaiting Action 17
B. Academic Degree Program Actions Taken by Staff 19
C. Media Coverage 25

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **Thursday, June 11, 2020 in Terre Haute, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 13, 2020

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Vincennes University Aviation Technology Center, 2175 South Hoffman Road, Indianapolis, IN 46241, with Mike Alley presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

On the Phone: Chris Murphy, Beverley Pitts and John Popp

Members Absent: Jon Costas and Al Hubbard

CHAIR'S REPORT

On behalf of the Commission, I would like to thank Mike Gehrich and the Vincennes University staff for your hospitality hosting our meeting today.

As you all know, Lisa Hershman was recently appointed the Chief Management Officer of the U.S. Department of Defense. Our state and our country will be better served by her leadership in this role. Unfortunately for us, this means she must step down from the Commission as our 4th Congressional District representative.

Lisa has been a tremendous contributor to the Commission, serving as our Secretary and Vice Chair and on two committees, and among many other contributions. We have a resolution honoring Lisa for her service. I would like to ask Jud Fisher to read it.

R-20-02.1 RESOLVED: That the Commission for Higher Education hereby approves the Resolution Honoring Lisa Hershman. (Motion – Fisher, second – Peterson, unanimously approved)

Lisa's replacement has yet to be appointed by the Governor's office but we hope to have an update on this by our next meeting.

Also, be sure to mark your calendars if you have not done so already for two other events coming up this year:

The Kent Weldon Conference for Higher Education will be held on Tuesday, April 7th this year. It will focus on the new strategic plan, Reaching Higher in a State of Change, and the

issue of the future of work and innovation. We are honored to have John Simpkins, Vice President of the Aspen Global Leadership Network with The Aspen Institute and Governor Eric Holcomb serving as our keynotes for the conference.

On Thursday, June 4th, the Commission will host the 21st Century Scholars 30th Anniversary Celebration in the afternoon at the Biltwell Event Center in Indianapolis. This event will begin with an awards ceremony honoring Indiana high schools with exemplary FAFSA and Scholar Success Program completion success. Then, the Commission will host a reception and short program celebrating 21st Century Scholars, with remarks by the Commissioner and a panel of distinguished alumni. This is a special event taking place this year in celebration of the 30th anniversary, and is possible by the generous support of the Lumina Foundation.

We can expect to hear more about these events in the coming months.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating on behalf of the staff, acknowledging our deep support to Lisa Hershman for the council she has provided through these years. It's been a pure delight to have her with us on a personal level. On a professional level her strategic thinking has helped us so many times and one of the reasons the Department of Defense is so grateful to have her as the highest ranking woman ever confirmed by the US Senate for this position – and a Hoosier as well. Monday, Lisa Hershman was sworn in by Vice President Pence as Chief Management Officer at the Department of Defense.

I'd like to thank those of you who were able to attend the State of Higher Education address on Tuesday. We were pleased that the audience represented a broad cross section of our stakeholders – college and university leaders, policymakers, students and community and philanthropic leaders. Since this was our official launch of *Reaching Higher in a State of Change* it was important to have those who helped in the development of the plan present for its launch. Of course, special thanks go to each of you on the commission for your engagement throughout the past year. I hope you appreciate that my strongest words of appreciation are reserved for the key staff members who worked so hard to deliver a quality product – in particular, Stephanie, Liz, Charlee and Doug.

Tuesday was also a special day as we kicked off the 30th Anniversary of the 21st Century Scholars Program. More than 100 scholars were present throughout the day, meeting with legislators and sharing their stories of why the program was life-changing for them. President Pro Tempore Rod Bray and Speaker of the House Brian Bosma introduced resolutions in support of the Scholars Program.

I've provided the executive summary of the State of Indiana's draft of our Combined Plan under the Workforce Innovation and Opportunity Act (WIOA). This is important for us, too, since the plan was developed by the Governor's Workforce Cabinet and will serve as the state plan for the next four years – focused on aligning early childhood education through careers and lifelong learning. Public comment is being accepted through March 9.

A new report was recently released by the Georgetown Center on Education and the Workforce – expanding on the federal College Scoreboard to rank 4500 colleges and universities by return on investment. Entitled: A First Try at ROI: Ranking 4500 Colleges. Key findings:

- Bachelor’s degrees from private colleges, on average, have higher returns on investment decades out
- Colleges that primarily award associate degrees have the highest short-term return
- In the long term (ten years after enrollment) – bachelor’s degrees surpass most two-year credentials
- Public colleges, where tuition is lower and students have less debt, lead to better returns than private colleges at the 10 year mark.

The report states that while these findings hold true for many schools, there are notable exceptions.

CONSIDERATION OF THE MINUTES OF THE DECEMBER, 2019 COMMISSION MEETING

R-20-02.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December, 2019 regular meeting. (Motion – Fisher, second – Peterson, unanimously approved)

II. PUBLIC SQUARE

A. Addressing Equity through Affordability

1. Joe Wood, President & CEO, INvestEd
2. Bill Wozniak, Vice President of Marketing, INvestEd

As the Commission continues to implement the charges of *Reaching Higher in a State of Change*, it will have the opportunity to discuss how affordability strategies help address educational equity. The Commission will be joined by INvestEd’s President and CEO, Joe Wood, and Vice President of Marketing, Bill Wozniak.

Colby Shank facilitated the discussion.

III. Business Items

A. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Education in Counseling and Student Services to be offered by Indiana University Bloomington
2. Doctor of Philosophy in Aviation Technology and Management to be offered by Purdue University West Lafayette
3. Master of Science in Defense Engineering and Technology to be offered by Purdue University West Lafayette

R-20-02.3 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – LaMothe, unanimously approved)

B. Capital Projects for Full Discussion

1. Indiana University Bloomington – Lease of Space – The Avenue on College

Dr. Tom Morrison presented this project. Alexa Deaton provided the staff recommendation.

R-20-02.4 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 – Vidal, second – Hershman, unanimously approved)

2. Purdue University West Lafayette – 2550 Northwestern Avenue Renovation

Susan Brock-Williams presented this project. Alexa Deaton provided the staff recommendation.

R-20-02.5 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)

3. Purdue University West Lafayette – Bands and Orchestras Building

Susan Brock-Williams presented this project. Alexa Deaton provided the staff recommendation.

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 – LaMothe, second – Vidal, unanimously approved)

4. Purdue University West Lafayette – Data Science Building

Susan Brock-Williams presented this project. Alexa Deaton provided the staff recommendation.

R-20-02.7 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 – Gabhart, second – Vidal, unanimously approved)

C. Capital Projects for Expedited Action

1. IUPUI – IU Innovation Center Second Floor Renovation
2. Indiana University Kokomo, Northwest, Southeast, and South Bend – Regional Campus Deferred Maintenance – Phase IV
3. Purdue University West Lafayette – Aspire at Discovery Park
4. Purdue University West Lafayette – Child Care Facility
5. Indiana State University – Demolition of Lincoln Quad Student Housing

R-20-02.8 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 – Peterson, second – Fisher, unanimously approved)

III. INFORMATION ITEMS

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

IV. OLD BUSINESS

There was none.

NEW BUSINESS

Mr. Fisher provided an update on Ball Brothers Foundation and one of their partnerships, an initiative known as Optimus Primary, created through collaborative efforts in the Muncie community. The physician training program is the largest in the state outside of Indianapolis. Prior to Optimus Primary starting, on average five medical education students were choosing Muncie as their primary place to go. In the past year, 90 medical education students requested Muncie as their campus of choice. Optimus Primary seeks to: help foster an even stronger team culture within the local healthcare cluster; recruit the best medical professionals to train--and stay--in our community, and; make Muncie widely known as a center of excellence in healthcare training. Since the effort began in 2016 in collaboration with the IU School of Medicine-Muncie and IU Health Ball Memorial Hospital, the Optimus Primary effort has gained strong momentum, attracting additional collaborative university partners, health delivery partners, and community college partners. In that same period, Ball Brothers Foundation has awarded over \$1.7 million to support local projects aimed at supporting the objectives listed above.

Mr. Fisher stated he is grateful for Rick Hall’s chairmanship of Ball State University’s Board of Trustees, yet is excited to work with Renae Conley as the new chair.

V. ADJOURNMENT

The meeting was adjourned at 2:39 P.M.

Al Hubbard, Chair

Mike Alley, Secretary

COMMISSION FOR HIGHER EDUCATION

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PUBLIC SQUARE:

Increasing Completion Through Coordinated Student Support

Background

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. The Commission will be joined by Dr. Timothy M. Renick, Senior Vice President for Student Success and Professor of Religious Studies at Georgia State University.

Supporting Documents

Dr. Timothy M. Renick Bio

Dr. Timothy M. Renick

**Senior Vice President for Student Success and Professor of Religious Studies
Georgia State University**

At Georgia State, he has served as Chair of the Department of Religious Studies and Director of the Honors Program. Since 2008, he has directed the student success and enrollment efforts of the university, overseeing among the fastest improving graduation rates in the nation and the elimination of all achievement gaps based on students' race, ethnicity or income level.

Dr. Renick has testified on strategies for helping university students succeed before the United States Senate and has twice been invited to speak at the White House. His work has been covered by the New York Times, the Wall Street Journal, Time, and CNN and cited by President Obama. He was named one of 2016's Most Innovative People in Higher Education by Washington Monthly, was the recipient of the 2015-16 Award for National Leadership in Student Success Innovation, and was awarded the 2018 McGraw Prize in Higher Education.



He currently is principal investigator for a \$9 million U.S. Department of Education grant to study the impact of predictive-analytics-based advisement on ten-thousand low-income and first-generation students nationally. A summa cum laude graduate of Dartmouth College, Dr. Renick holds his M.A. and Ph.D. in Religion from Princeton University.

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM A:

2020-2021 Frank O’Bannon Grant Schedule of Awards

Staff Recommendation

Adopt the amounts included in the attached 2020-2021 Frank O’Bannon Grant Schedule of Awards.

Background

IC 21-12-1.7-3(a) requires the Commission to annually adopt a schedule of award amounts for the Higher Education Award (HEA) and Freedom of Choice grant (FOC) – together known as the Frank O’Bannon Grant. The schedule must provide award amounts on the basis of the student’s Expected Family Contribution (EFC) and the type of institution the student is attending. Per IC 21-12-1.7-3(c), when renewing HEA or FOC, a student earning at least 30 credit hours or the equivalent in the year the student last used aid must receive a larger award. This larger award is referred to as the “On-Time” amount. First-time recipients are initially eligible for the larger award. Students earning less than 30 credit hours, but more than 24 credit hours are eligible for a reduced amount. The reduced award is referred to as the “Full-Time” amount.

Supporting Document

2020-2021 Frank O’Bannon Grant Schedule of Awards (DRAFT)

2020-2021 FRANK O'BANNON GRANTS

Updated February 24, 2020

The **Frank O'Bannon Grant**, which includes the Higher Education Award and the Freedom of Choice Award, is Indiana's primary need-based financial aid program. Eligibility is based on a student's FAFSA, and the grant may be used toward tuition and regularly assessed fees.

BASE AWARD

INSTITUTION TYPE	EXPECTED FAMILY CONTRIBUTION (EFC)																			
	\$0	\$1-\$500	\$501-\$1,000	\$1,001-\$1,500	\$1,501-\$2,000	\$2,001-\$2,500	\$2,501-\$3,000	\$3,001-\$3,500	\$3,501-\$4,000	\$4,001-\$4,500	\$4,501-\$5,000	\$5,001-\$5,500	\$5,501-\$6,000	\$6,001-\$6,500	\$6,501-\$7,000	\$7,001-\$7,500	\$7,501-\$8,000	\$8,001-\$9,000	\$9,001-\$9,500	
Private	On-Time	\$9,400	\$9,150	\$8,650	\$8,150	\$7,650	\$6,650	\$6,150	\$5,650	\$5,150	\$4,650	\$4,150	\$3,650	\$3,150	\$2,650	\$2,150	\$1,650	\$1,150	\$650	\$0
	Full-Time	\$7,400	\$7,150	\$6,650	\$6,150	\$5,650	\$4,650	\$4,150	\$3,650	\$3,150	\$2,650	\$2,150	\$1,650	\$1,150	\$650	\$0	\$0	\$0	\$0	\$0
Public	On-Time	\$4,700	\$4,450	\$3,950	\$3,450	\$2,950	\$1,950	\$1,450	\$950	\$0	\$0	\$0	Not Eligible for Frank O'Bannon Grant							
	Full-Time	\$3,700	\$3,450	\$2,950	\$2,450	\$1,950	\$950	\$0	\$0	\$0	Not Eligible for Frank O'Bannon Grant									
Proprietary or Ivy Tech	On-Time	\$3,600	\$3,350	\$2,850	\$2,350	\$1,850	\$850	\$0	\$0	Not Eligible for Frank O'Bannon Grant										
	Full-Time	\$2,900	\$2,650	\$2,150	\$1,650	\$650	\$0	\$0	\$0	Not Eligible for Frank O'Bannon Grant										

- Students in their **first award year** will receive the **on-time** award amount.
- To renew an **on-time** award, students must complete at least **30 credit hours*** during their 12-month award year.
- Students failing to complete **30 credits hours*** during their 12-month award year, but completing at least **24 credit hours*** may receive a **full-time** amount.
- Credit hours earned in excess of 30 during an award year may be counted toward future credit completion requirements. Students may also use international baccalaureate, advanced placement or dual credit hours to meet credit completion requirements.

*or the equivalent.

STUDENT PERFORMANCE INCENTIVES

✓ ACADEMIC HONORS \$1,000

First Award Year Only:
Graduate high school with Academic or Technical Honors diploma.

Second, Third, Fourth Award Years: Earn at least a 3.0 cumulative GPA through end of previous award year.

✓ ASSOCIATE DEGREE \$1,000

First, Second, Third, Fourth Award Years: Earn an associate degree before enrolling in bachelor's degree program.

✓ ACCELERATED SCHEDULE \$1,500

Second, Third Award Years: Complete at least 39 credit hours during the last award year.

✓ FAST TRACK 25%, 50% or 100% more aid for current award year

First, Second, Third Award Years: Complete 30 credits in current award year and then attempt at least 6 more credits, or enroll in a highly accelerated degree program.

Student with financial need may earn student performance incentives even if his or her base award is \$0.

BASE AWARD + STUDENT PERFORMANCE INCENTIVE(S) = TOTAL STATE FINANCIAL AID AWARD



INDIANA COMMISSION for HIGHER EDUCATION

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM B:

Performance Funding Per-Unit Payments

Staff Recommendation

That the Commission adopt the recommended per-unit performance funding payments. These recommendations were approved by the Budget and Productivity Committee on February 27, 2020.

Background

Performance funding metric outputs are multiplied by the per-unit payments to determine the operating dollars awarded in each metric. The per-unit payments will be adjusted proportionately depending on the total dollars available in the performance funding pool.

Supporting Document

Per-Unit Payment Recommendations

Performance Funding Per-Unit Payments

	"AS PASSED FY 2020-2021"	"PROPOSED FY 2022-2023"
	Per Unit Value	Per Unit Value
Overall Degree Completion Metric		
18-29 Cr Cert	\$ 1,875.00	\$ 1,875.00
1 Yr Cert	\$ 2,500.00	\$ 2,500.00
Associate	\$ 5,000.00	\$ 5,000.00
Bachelor	\$ 10,000.00	\$ 10,000.00
Master	\$ 5,000.00	\$ 5,000.00
Doctoral	\$ 2,500.00	\$ 2,500.00
At-Risk Degree Completion Metric		
18-29 Cr Cert	\$ 1,875.00	\$ 2,344.00
1 Yr Cert	\$ 2,500.00	\$ 3,125.00
Associate	\$ 5,000.00	\$ 6,250.00
Bachelor	\$ 10,000.00	\$ 12,500.00
STEM Degree Completion Metric		
18-29 Cr Cert	\$ 1,875.00	\$ 1,875.00
1 Yr Cert	\$ 2,500.00	\$ 2,500.00
Associate	\$ 5,000.00	\$ 5,000.00
Non-Research Institution Bachelor	\$ 10,000.00	\$ 10,000.00
Non-Research Institution Master	\$ 5,000.00	\$ 5,000.00
Non-Research Institution Doctoral	\$ 2,500.00	\$ 2,500.00
Research Institution Bachelor	\$ 25,000.00	\$ 25,000.00
Research Institution Master	\$ 12,500.00	\$ 12,500.00
Research Institution Doctoral	\$ 6,250.00	\$ 6,250.00
Student Persistence Metric		
15 CH	\$ 250.00	\$ 250.00
30 CH (2 YR)	\$ 500.00	\$ 500.00
30 CH (4 YR)	\$ 500.00	\$ 500.00
45 CH	\$ 1,000.00	\$ 1,000.00
60 CH	\$ 1,000.00	\$ 1,000.00
90 CH	\$ 2,000.00	\$ 2,000.00
On-Time Graduation Rate Metric		
2 Year	\$ 12,500.00	\$ 12,500.00
4 Year	\$ 25,000.00	\$ 25,000.00

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM C:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

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

Background

The Academic Affairs and Quality Committee discussed this program at its February 24, 2020 meeting and concluded that the proposed program could be placed on the March 12, 2020 agenda for action by the Commission as an expedited action item.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action February 24, 2020

Academic Degree Programs on Which Staff Propose Expedited Action

February 24, 2020

CHE 20-01 Master of Science in Data Science to be offered by Ball State University

Proposal received on January 16, 2020

CIP Code: 30.3001

Fifth Year Projected Enrollment: Headcount –35, FTE –27

Fifth Year Projected Degrees Conferred: 14

The proposed Master of Science (M.S.) in Data Science will be offered through the College of Sciences and Humanities and College of Communication, Information, and Media. Ball State currently offers a B.A./B.S. in Business Analytics, which the Commission approved in August 2015 and which enrolled 60 headcount students and had six graduates in FY2019. The M.S. will focus on essential analytical and predictive modeling tools to visualize, analyze, and interpret data efficiently from a variety of data acquisition platforms. Graduates from the program may be prepared to earn relevant industry certifications, such as those offered by SAS Institute, Inc., an analytics company over 40 years old and in 140+ countries. A companion undergraduate program, the B.S. in Data Analytics, should be proposed for approval by the Commission in the coming months.

The proposed M.S program, cohort-based and to be offered exclusively online, requires 32 semester hours to complete.

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM D:

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:

- Ball State University – STEM and Health Professions Phase III

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, March 12, 2020.

Capital Projects for Expedited Action

Thursday, March 12, 2020

D-1-19-2-01 Ball State University – STEM and Health Professions Phase III

Ball State University requests authorization to proceed with Phase III of the STEM and Health Professions project. Phase III will address long-standing needs in the Cooper Science Complex. The project will include replacement of most of the building utility systems, bringing the building in compliance with current safety, accessibility, and energy code standards, and reconfiguration of interior spaces to fit current needs. The project will also include the demolition of approximately 45% of the existing structure which will right-size the building for campus needs. With the completed relocation of the Nursing program and the pending relocation of Chemistry and Biology, Cooper will house the remaining science departments including Physics & Astronomy, Geography, and Environment, Geology, and Natural Resources. Phase III of the STEM and Health Professions project was presented as the University's highest capital project priority for the 2019-21 biennium. The 2019 General Assembly approved \$59,900,000 in bonding authority to provide funding for this project. During the 2020 session, the passage of House Bill 1007 changed funding for the project to a cash appropriation in lieu of bonding, saving the State of Indiana a projected \$27 million in interest costs.

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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	Ball State University	Master of Science in Data Science	01/16/2020	On CHE Agenda for Action
03	University of Southern Indiana	Master of Arts in Criminal Justice	02/11/2020	Under Review

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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	Indiana University Bloomington	Master of Business Administration (STEM Majors)	02/24/2020	Splitting a degree
02	Indiana University Bloomington, IUPUI, Northwest, South Bend, & Southeast	Associate of Liberal Studies/Associate of Science in Liberal Studies	02/24/2020	Changing the name
03	Ivy Tech Community College- Muncie & Richmond	Associate of Science in Respiratory Therapy	02/24/2020	Eliminating a program
04	Purdue University Northwest	Master of Science/Master of Arts in Teaching in Mathematics	02/24/2020	Suspending a program
05	Indiana State University	Bachelor of Arts/Bachelor of Science in Communication Sciences and Disorders	02/24/2020	Changing the name
06	Purdue University West Lafayette	Certificate in Sports Studies and Production	02/24/2020	Adding a certificate
07	Purdue University Northwest	Master of Arts in English	02/24/2020	Suspending a program
08	Purdue University West Lafayette	Master of Science in Imaging Sciences	02/24/2020	Splitting a degree
09	Purdue University West Lafayette	Master of Science in Toxicology	02/24/2020	Splitting a degree

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10	Purdue University West Lafayette	Master of Science in Medical Physics	02/24/2020	Splitting a degree
11	Purdue University West Lafayette	Doctor of Philosophy in Toxicology	02/24/2020	Splitting a degree
12	Purdue University West Lafayette	Doctor of Philosophy in Imaging Sciences	02/24/2020	Splitting a degree
13	Purdue University West Lafayette	Doctor of Philosophy in Medical Physics	02/24/2020	Splitting a degree
14	Purdue University West Lafayette	Master of Science in Education in Gifted Education	02/24/2020	Eliminating a program
15	Purdue University West Lafayette	Doctor of Philosophy in Gifted Education	02/24/2020	Eliminating a program
16	Purdue University West Lafayette	Master of Science/Master of Science in Education in Counseling and Guidance	02/24/2020	Eliminating a program
17	Purdue University West Lafayette	Doctor of Philosophy in Counseling and Guidance	02/24/2020	Eliminating a program
18	Purdue University West Lafayette	Master of Science/Master of Arts in Teaching/ Master of Science in Education in Elementary Education	02/24/2020	Eliminating a program
19	Purdue University West Lafayette	Master of Science in Mathematics Teacher Education	02/24/2020	Eliminating a program
20	Purdue University West Lafayette	Doctor of Philosophy in Mathematics Teacher Education	02/24/2020	Eliminating a program
21	Purdue University West Lafayette	Master of Science in Science Teacher Education	02/24/2020	Eliminating a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
22	Purdue University West Lafayette	Doctor of Philosophy in Science Teacher Education	02/24/2020	Eliminating a program
23	Purdue University West Lafayette	Master of Science in Social Studies Teacher Education	02/24/2020	Eliminating a program
24	Purdue University West Lafayette	Doctor of Philosophy in Social Studies Teacher Education	02/24/2020	Eliminating a program
25	Purdue University West Lafayette	Master of Science in Biology Teacher Education	02/24/2020	Eliminating a program
26	Purdue University West Lafayette	Doctor of Philosophy in Biology Teacher Education	02/24/2020	Eliminating a program
27	Purdue University West Lafayette	Master of Science in Education, Other	02/24/2020	Eliminating a program
28	Purdue University West Lafayette	Doctor of Philosophy in Education, Other	02/24/2020	Eliminating a program
29	Purdue University West Lafayette	Post-baccalaureate Certificate in Applied Heat Transfer	02/24/2020	Adding distance education
30	Purdue University West Lafayette	Post-baccalaureate Certificate in Digital Signal Processing	02/24/2020	Adding distance education
31	Purdue University West Lafayette	Post-baccalaureate Certificate in Noise Control Engineering	02/24/2020	Adding distance education
32	Purdue University West Lafayette	Post-baccalaureate Certificate in Gifted Creative and Talented Education	02/24/2020	Adding distance education
33	Purdue University West Lafayette	Master of Science/Master of Science in Engineering in Interdisciplinary Engineering	02/24/2020	Adding distance education

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
34	Purdue University West Lafayette	Master of Science in Construction Management Technology	02/24/2020	Adding distance education
35	Purdue University West Lafayette	Post-baccalaureate Certificate in Executive Construction Management Technology	02/24/2020	Adding distance education
36	Purdue University West Lafayette	Post-baccalaureate Certificate in Biotechnology Quality and Regulatory Compliance	02/24/2020	Adding distance education
37	Purdue University West Lafayette	Master of Science in Management (Business Analytics, Information Management, Marketing, Finance)	02/24/2020	Adding distance education
38	Ivy Tech Community College	Associate of Science in Respiratory Therapy	02/24/2020	Changing the credit hours
39	Ivy Tech Community College	Associate of Applied Science in Medical Laboratory Technology	02/24/2020	Changing the credit hours
40	Ivy Tech Community College	Associate of Science/Associate of Applied Science in Surgical Technology	02/24/2020	Changing the credit hours
41	Ivy Tech Community College	Associate of Science/Associate of Applied Science in Paramedic Science	02/24/2020	Changing the credit hours
42	Ivy Tech Community College	Associate of Applied Science in Medical Imaging	02/24/2020	Changing the credit hours
43	Purdue University West Lafayette	Doctor of Philosophy in Curriculum and Instruction	02/24/2020	Splitting a degree
44	Purdue University West Lafayette	Doctor of Philosophy in Educational Studies	02/24/2020	Changing the name
45	Purdue University West Lafayette	Master of Science/Master of Science in Education in Educational Studies	02/24/2020	Changing the name

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
46	Purdue University West Lafayette	Master of Science/Master of Science in Education in Curriculum and Instruction	02/24/2020	Splitting a degree
47	Purdue University Northwest	Master of Science/Master of Science in Education in Counseling and Human Services	02/24/2020	Eliminating a program
48	Purdue University West Lafayette	Post-baccalaureate Certificate in Communication and Leadership	02/24/2020	Adding a certificate
49	Purdue University West Lafayette	Post-baccalaureate Certificate in Applied Helping Skills	02/24/2020	Adding a certificate
50	Purdue University West Lafayette	Post-baccalaureate Certificate in Inclusive Excellence	02/24/2020	Adding a certificate
51	Purdue University Northwest	Bachelor of Science in Business in Business Information and Analytics	02/24/2020	Changing the name
52	Purdue University Northwest	Bachelor of Science in Business in Information Systems	02/24/2020	Suspending a program
53	University of Southern Indiana	Bachelor of Arts in World Languages and Cultures	02/24/2020	Merging degree programs
54	University of Southern Indiana	Bachelor of Arts in World Languages and Cultures Teaching	02/24/2020	Splitting a degree

COMMISSION FOR HIGHER EDUCATION

Thursday, March 12, 2020

INFORMATION ITEM C:

Media Coverage

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

Inside INdiana Business
(I) On Education: State of Higher Education
March 2, 2020

(INDIANAPOLIS) – The Indiana Commission for Higher Education has unveiled its fourth strategic plan. During her State of Higher Education Commissioner Teresa Lubbers said the plan, Reaching Higher in a State of Change, provides the vision for the state to achieve its goal of having at least 60% of Hoosiers with quality credentials beyond a high school diploma by 2025. She explains why it is critical to growing Indiana’s economy. (VIDEO)

Chicago Tribune
Alumni, Current 21st Century Scholars Talk Benefits of Program, Mark 30th Anniversary
By Hanna Reed Quinn
February 21, 2020

When Tom Gubbins, was in the seventh grade, a guidance counselor pulled him out of class and told him to sign a form — it was a small action, but it was one that changed his life.

The form Gubbins, now 40 and living in Crown Point, signed made him applicable to be part of the 21st Century Scholars Program, which provides up to four years of undergraduate tuition to income eligible students at participating universities and colleges in Indiana.

Without the program, Gubbins said, though he was a very motivated student, he likely wouldn’t have been able to attend college at all, much less a four-year university like Ball State, where he graduated from in 2002.

“To be able to get the full traditional university experience, it probably wouldn’t have happened otherwise for me,” Gubbins said. “It was a life changer.”

The program, which requires students to apply while in seventh or eighth grade, was created in 1990 and marks its 30th anniversary throughout 2020.

The program provides paid tuition, but was not designed to only be a scholarship program. It also aims to prepare high school students for success after graduation by setting expectations for students participating in the program to follow a Scholars pledge.

To follow the pledge, students must maintain a 2.5 GPA, graduate with a Core 40 diploma from an Indiana high school, pledge to remain drug- and alcohol-free and participate in college and career readiness measures through the Scholars Success Program.

“The point, really, of getting these students to apply when they’re in seventh and eighth grade — we call it an aspiration preparation scholarship — is to ensuring they know at an early age that if they do the things that are in the scholars pledge ... they know that if they work hard and do those things, the state will make sure they can afford to go to college,” said Charlee Beasor, the Communications Director at the Indiana Commission for Higher Education.

Ny’kkiale Tillman, a sophomore majoring in Fine Arts at Indiana University Northwest in Gary, said her sister signed her up for the program when she was in seventh grade, but the meaning of the scholarship didn’t fully set it for her until later.

“In middle school I really didn’t take it for much, because at that moment I’m maybe 10 or 12, so I’m really not acknowledging the importance of the scholarship,” Tillman said. “But once I got to high school, like maybe sophomore year, they started having the meetings, and they started telling you information about the scholarship and it kind of made me understand fully, because I did want to go to college.”

While the outcome of participation in the program is paid tuition, some students, such as Tillman, find more than just tuition benefits in being a 21st Century Scholar.

“The 21st century advisers (at IUN) — they kind of check up on you to make sure you’re OK, and see how you’re doing in classes, like if you’re stressed or anything you can come to them,” Tillman said. “It kind of gives me like an extra person while I’m at school to vent to, instead of just my regular adviser.”

Omar Diaz, a Purdue Northwest graduate and a current doctoral student at the Chicago School of Professional Psychology, said being part of the 21st Century Scholars Program not only helped him get his degree, but it shaped his career path.

Diaz, of Hammond, worked as an adviser for 21st Century Scholars, and said through his work he discovered the need to serve scholars mental health needs.

“That helped motivate me into moving into mental health and furthering my career that way,” Diaz said.

Diaz, who now has an externship at the PNW Counseling Center, was signed up for the program by his parents in the seventh grade, and said knowing he was a scholar and having the promise of paid tuition helped keep him on track with his studies and kept him out of trouble, too.

“What I do think is that without 21st century scholars I’d have much more debt,” Diaz said. “It has allowed me to even make it this far in my education.”

The Indiana Commission for Higher Education will have several events throughout the year to highlight the successes of the program and to recognize Scholar alumni and current Scholars, such as a celebration in June and a conference in December.

Nearly 100,000 students are enrolled in the 21st Century Scholars program today, ranging from seventh grade to seniors in college — and 40,000 students have earned a college degree with the scholarship.

“I think it’s a tremendous program for kids that need a chance, I think that’s the biggest thing and it was tremendous for me,” Gubbins said. “I hope the program continues for years to come.”

The Herald-Bulletin (Anderson)
Their View: Jobs Require College-Prep Education
Editorial Board
February 21, 2020

Indiana spends \$8.7 billion a year on K-12 schools and claims to be a pioneer in education reform. Yet thousands of its high school students are graduating without the basic math, reading and writing skills needed to succeed in college.

That’s what a series of reports from the Indiana Commission for Higher Education have shown since the state started tracking data on the college-readiness of its students 13 years ago.

And that's a problem. Ninety-nine percent of jobs created since the Great Recession of 2008 have gone to workers with at least some college, says Indiana Commissioner for Higher Education Teresa Lubbers.

Lubbers unveiled a new state agenda for the agency she leads during her eighth annual State of Higher Education Address on Feb. 11. Dubbed "Reaching Higher in a State of Change," Lubbers set a goal of at least 60% of Hoosiers having a four-year degree, two-year degree or an earned credential by 2025. Today, just 43.4% of Indiana residents have education and training past high school.

The "Reaching Higher" initiative will focus on post-secondary degree completion, equity among ethnic groups, talent and measurable change. But we believe college-readiness should remain a primary focus.

Neither Indiana's "college preparatory" diploma, known as Core 40, nor the General Diploma are rigorous enough to properly prepare Hoosier high-schoolers for a post-secondary education.

Though there has been impressive statewide improvement since 2012 in the number of students who graduated from public high schools and entered college without needing remediation, 20% who graduated with a Core 40 degree had to take at least one remedial course after enrolling at one of Indiana's state-supported colleges.

College preparedness is a national problem. More than 1.7 million college freshmen across the U.S. take remedial courses each year. The annual cost of remediation to states, schools and students is close to \$7 billion, according to a 2012 report by the National Bureau of Economic Research.

Much of that money seems wasted: Fewer than 50% of students enrolled in remedial courses complete them. Two-thirds of students in four-year colleges needing remediation fail to earn their degrees within six years. Fewer than 8% of students in two-year colleges earn their degrees within four years.

Information shared by Commissioner Lubbers indicates that prior emphasis on college-readiness has paid off. Since 2012, 15% fewer Hoosiers required college remediation. However, in 2016, a whopping 48% of students earning a General Diploma, and 3% of Honors Diploma earners, needed remedial coursework in college.

The key to economic stability in today's world economy is a post-secondary education, be it a four-year bachelor degree, two-year associate degree or training in a trade. And Indiana's Core 40 and General diplomas are not making the grade.

**News and Tribune (CNHI)
Free Tuition? State Program is Opening Doors for Local Students
By Tara Schmelz
February 15, 2020**

(SOUTHERN INDIANA) — With just a few months left until graduation, Kayla Howard has her eyes set on the future.

The Charlestown High School senior wants to become a teacher, focusing on consumer and family sciences.

"I want to help people have the skills that they need in life. I want to advocate for it. I also really have always loved helping others," Howard said. "I want to change the world. I want to change someone's world."

Getting to that point comes at a cost — college tuition, fees, books and board.

“I always knew that I would have to pay for college myself, because, like, I don’t come from the richest background,” Howard said. “I never really knew how expensive it was until I was in high school and I was looking for that type of stuff.”

She doesn’t want to be one to later be burdened with debt, especially while making a teacher’s salary, she said. Howard, who has been accepted to Purdue University, found out that much of her college will be paid for thanks to the 21st Century Scholarship program. The state-funded initiative offers income-eligible Hoosiers up to four years of up to 100% tuition at participating colleges and universities in Indiana.

“I thought I was just going to have to take out loans and spend the rest of my life trying to pay back these student loans, because that’s all I could really do. Of course, I figured that I would get some scholarships, but scholarships only cover so much,” Howard said. “I’m overjoyed. I’m so excited to start this next chapter in my life and not have to worry about all of this debt that I could potentially be going into if I wasn’t given this opportunity.”

The program, now celebrating its 30th year, has helped 40,000 students achieve their dream of earning a college degree, according to Indiana Commission for Higher Education.

Throughout the history of the program, 21st Century Scholars has garnered strong bipartisan support in the state Legislature. Previous Indiana Commissioner for Higher Education and past state representative Stan Jones co-authored the legislation, which was signed into law under then-Gov. Evan Bayh.

“When we championed this program more than 30 years ago, the results we see today are exactly what we were working toward at the time,” said Bayh. “The 21st Century Scholars program continues to offer all of us the opportunity to come together and celebrate the hard work and dedication of young Hoosiers who aspire to go to college.”

“Giving all Hoosier students the opportunity to achieve their dreams with an affordable option for college is one of the best ways for Indiana to keep driving our economic momentum,” Gov. Eric Holcomb said.

Students enrolled in the program must maintain at least a 2.5 GPA, graduate high school with a Core 40 diploma or better, pledge to remain drug- and alcohol-free and participate in college and career readiness measures.

The GPA is no problem for Howard, who has a 4.6 weighted GPA.

“I’m a perfectionist,” she explained. “I like to do well in everything.”

As long as she keeps on track, she will avoid falling into debt with college loans. In 2019, the average personal student loan debt had risen to \$35,620, up from 2009’s figure of \$20,560, according to Experian, a consumer credit reporting agency. In the U.S., student loan debt rose by \$20 billion, reaching a new total of \$1.5 trillion in the third quarter of 2019, according to the Federal Reserve Bank of New York.

“As [school] counselors, we are relieved for our students who qualify for the program and have the assurance that college is within their financial reach if they are willing to work and prepare

academically,” said Lori Stinson, coordinator of counseling services for Greater Clark County Schools. “The financial barriers that discouraged so many from setting their sights on higher education prior to this program are relieved. [The] 21st Century Scholars program offers hope and encouragement to a group of students who may not otherwise have much hope.”

For more information on 21st Century Scholars, go to learnmoreindiana.org/scholars.

Tribune-Star (Terre Haute)
Tribune-Star Editorial: 30 Years of Vital Service
Editorial Board
February 14, 2020

21st Century Scholars delivers on its higher education mission

The 30th anniversary of a highly successful educational program brought Indiana State University into the public spotlight this week.

The 21st Century Scholars program in its three decades has carried the mission of providing access to college for low-income Hoosiers by engaging them during middle school and awarding scholarships for good grades and good behavior in high school. Students in the program get four years of paid college tuition and fees as long they continue to get good grades and stay out of trouble.

ISU has long embraced the program and made a significant commitment to it. What’s more, the program was created in 1990, during the administration of Gov. Evan Bayh, who was born in Vigo County and has deep roots here. Bayh’s support of the program was crucial for its passage in the Legislature.

Statistics from the Indiana Commission for Higher Education show that in 2018 ISU had the heaviest concentration of 21st Century Scholars among the state’s largest four-year campuses. Thirty-one percent of ISU’s in-state undergraduate students were in the program, topping numbers from Ball State, IUPUI, Indiana University-Bloomington, and Purdue University in West Lafayette.

A significant number — 1,832 students — of ISU’s 2018 student body were 21st Century Scholars that year.

This year, ISU officials report there are 1,347 students in the program.

The program’s anniversary was celebrated on Tuesday in both chambers of the Indiana General Assembly. ISU President Deborah Curtis attended the observance and was accompanied by ISU grads who were 21st Century Scholars. Indiana higher education officials praised the university for its longtime commitment to the program and for making it part of its educational mission.

It was encouraging to see such a program that changes lives for the better being celebrated for its success and longevity.

At a time when so much of what government does is viewed unfairly through a negative lens, 21st Century Scholars can be appropriately touted as an effective program that delivers a vital public service.

Diverse Issues in Education
College Completion Rates Rise Across State Lines But Racial Gaps Persist
By Sara Weissman
March 2, 2020

A [new study](#) shows cause for optimism about college completion trends, though racial gaps persist.

According to a report from the National Student Clearinghouse Research Center, completion rates rose in 43 states. The study analyzed state-level data from the last five cohort years in 45 states, echoing national trends from a report in December.

The executive director of the National Student Clearinghouse Research Center, Dr. Doug Shapiro, said two major factors account for the rise: students are getting younger and enrollment is growing leaner.

The report notes that adult learners, ages 25 and over, make up only 11.5% of the latest cohort, a percentage point below the class before. These students tend to have “more complex lives” with more responsibilities – jobs and families – and leave school at higher rates. So, a younger student body means more students stay, Shapiro said.

Simultaneously, as enrollment rates decrease across the country, “rather than go out and try and find new students ... many colleges are finding that it makes more sense to expend more effort trying to hold on to the students that they have,” he added. “That’s actually good for students. Colleges are doing more to help them succeed.”

In the study, some states saw more success than others. Only Alabama and New Hampshire faced declining completion rates, while a group of eight states boasted the highest increases in these rates, a jump of about nine percentage points on average: Ohio, Georgia, Michigan, New York, California, Utah, Iowa, Nevada and North Carolina.

The data also shows some promising completion trends for non-traditional students. Adult learners, especially older Hispanic women, had higher completion rates than students in the traditional age group.

This is, in part, because the center includes a wide variety of students in its calculations – students at four-year and two-year institutions, transfer students and students who finish their degrees elsewhere after stopping out.

“We want to make sure those students don’t fall through the cracks when we measure success just because they didn’t finish where they started,” he said.

The study offers a few hopeful data points for minority students as well. Overall completion rates rose for Black and Latinx students in the latest cohort compared to increases for White and Asian students. And for Black men who started at public four-year colleges, the completion rate overtook the stop out rate, which dropped more than four percentage points.

The report points to North Carolina and Texas as the states that showed the most improvement in African American and Hispanic completion rates in the last cohort year. In North Carolina – where Black and Latinx students made up over a quarter of the most recent cohort – completion rates rose four percentage points to 77% of Hispanic students and two percentage points to 63% of Black students.

Texas saw a rise of three percentage points in completion rates for both groups, 49% for African Americans and 59% for Hispanics.

But for Dr. Andrew Nichols, the fact that the report only highlights two states shows that most of the country is “still lagging behind,” he said.

As senior director of higher education research and data analytics at The Education Trust, Nichols can appreciate the “positivity” of rising completion rates, but he thinks the real story is that states “need to try to think through carefully what they need to do to close those persistent gaps,” Nichols added.

He’s right – the report also revealed stubborn racial and gender disparities, both in terms of graduation rates and what kinds of degrees students attained. Black students, for example, were 40% less likely to graduate within six years compared to White and Asian peers. For White and Asian students at four-year colleges, engineering was the third most popular major. For Black students, it was in 12th place.

“Across most states, there are still very large and very discouraging gaps,” Shapiro said.

In terms of gender, engineering was the second most popular major for men, while only 4% of women graduated with a degree in engineering. Meanwhile, computer information sciences and support services were the fourth most common major for men and the 18th for women.

Given these disparities, research like this offers “important benchmarks,” said Dr. Julie Ajinkya, vice president of applied research at the Institute for Higher Education Policy, but the next step is to “dig a little bit deeper” and ask why some states are graduating underrepresented students more successfully than others – and how those strategies can be replicated.

“What we don’t want to see is an increase in completion that’s not helping our historically underserved populations,” she said, “because that would actually be increasing equity gaps.”

Nichols suggested that the key to increasing completion rates for minority students is implementing “race-conscious policy” at the state and university levels, resources explicitly designed to help students of color, not only low-income students. For example, he advised that states invest in schools where underrepresented students are overrepresented – like community colleges, historically Black colleges and minority serving institutions. Meanwhile, universities should offer support services specifically for students of color and work to ensure a welcoming campus climate that’ll encourage them to stay.

People can be “uncomfortable discussing race, so they default to income which is oftentimes a more comfortable conversation and less emotionally charged,” he said. But “states are going to have to start focusing specifically on race if they’re going to see any significant movement in completion rates.”