



# INDIANA COMMISSION *for* HIGHER EDUCATION

## AGENDA

May 14, 2015

101 West Ohio Street, Suite 300  
Indianapolis, IN 46204-1984  
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[www.che.in.gov](http://www.che.in.gov)



# **MAY COMMISSION MEETING AGENDA**

**Wednesday, May 13, 2015**

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## **STUDENT SUCCESS & COMPLETION COMMITTEE MEETING**

2:00 P.M. – 3:15 P.M.

Vincennes University – Jasper

Center for Technology, Innovation & Manufacturing

Room 226/227

961 College Avenue, Jasper, IN 47546

Conference Number: 812.888.2040

*Parking is available in the adjacent lot*

## **RECEPTION**

4:00 P.M. – 5:30 P.M.

Sultan's Run Golf Club

1490 N Meridian Rd, Jasper, IN 47546

*Bus Departs from Holiday Inn Express and Suites at 3:45 P.M.*

## **DINNER**

6:00 P.M. – 8:00 P.M.

Schnitzelbank Restaurant

409 Third Avenue, Jasper, IN 47546

*Bus Returns to Holiday Inn Express and Suites at 8:00 P.M.*

## **HOTEL ACCOMMODATIONS**

Holiday Inn Express and Suites

2000 Hospitality Drive, Jasper, IN 47546

**Thursday, May 14, 2015**

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**COMMISSION MEETING LOCATION**

Vincennes University – Jasper  
Center for Technology, Innovation & Manufacturing  
Room 226/227  
961 College Avenue, Jasper, IN 47546  
*Parking is available in the adjacent lot*

**COMMISSION MEMBER BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Center for Technology, Innovation & Manufacturing  
Room 230

***Breakfast Guests***

Dick Helton, President | Phil Rath, Vice President  
Chuck Johnson, Provost | Alan Johnson, Dean

**STAFF BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Holiday Inn Express and Suites

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
Center for Technology, Innovation & Manufacturing  
Room 226/227

**CALL IN INFORMATION:**

812.888.2040

**WiFi INFORMATION:**

VU-apple  
Password: 111111111

**WORKING SESSION TOPICS**

- Legislative / Budget Recap
- Tuition Targets
- College Completion Reports
- Financial Aid Appeals Process
- Core 40 Diploma
- NCSARA Update
- Committee Report Outs

ALL TIMES LISTED ARE IN EASTERN TIME

**COMMISSION MEMBERS & STAFF LUNCH**

11:45 A.M. – 12:45 P.M.

Center for Technology, Innovation & Manufacturing  
Room 230

**COMMISSION MEETING**

1:00 P.M. – 3:00 P.M.

Center for Technology, Innovation & Manufacturing  
Room 226/227

**CALL IN INFORMATION:**

812.888.2040

**WiFi INFORMATION:**

VU-apple

Password: 111111111

- I. Call to Order – 1:00 P.M. (Eastern time)**
  - Roll Call of Members and Determination of Quorum**
  - Chair’s Remarks**
  - Commissioner’s Report**
  - Consideration of the Minutes of the March 12, 2015 Commission Meeting..... 1**
  
- II. Public Square**
  - A. Competency Based Education: *What it is and what it is not* ..... 13
    - 1. Alison Kadlec..... 15
    - 2. Resolution to Recognize Competency and Prior Student Learning in Indiana’s System of Higher Education – Adopted February 12, 2014 ..... 17
  
- III. Business Items**
  - A. Career Ready Campaign Update ..... 19
  - B. Non-Binding Tuition and Mandatory Fee Targets for 2015-16 and 2016-17 ..... 21
  - C. Capital Projects for Full Discussion
    - 1. Purdue University West Lafayette Innovation Design Center – Student Projects Facility ..... 27
    - 2. Purdue University West Lafayette Centennial Mall Sightscape and Utility Tunnel Repair ..... 31
  - D. Academic Degree Programs for Expedited Action ..... 35
    - 1. Associate of Applied Science in Precision Agriculture Equipment Technology
      - a. Technical Certificate in Agriculture Equipment Service Technician
      - b. Technical Certificate in Precision Agriculture Specialist
      - c. Technical Certificate in Precision Agriculture Technician
    - 2. Master of Science in Genetic Counseling to be offered by Indiana State University

3. Master of Science in Education in Educational Leadership to be offered by  
Indiana University South Bend
4. Bachelor of Science in Health Sciences to be offered by Indiana University South Bend
5. Bachelor of Arts in Law in Liberal Arts to be offered by Indiana University  
Purdue University

**IV. Information Items**

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B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Action.....	43
C. Capital Projects Awaiting Action.....	47
D. Media Coverage .....	49

**V. Old Business  
New Business**

**VI. Adjournment**

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The next meeting of the Commission will be on **June 11, 2015, in Columbus, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, March 12, 2015**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, Corporate College and Culinary Center, 2820 N Meridian Street, Indianapolis, IN 46208 with Chairman Dennis Bland presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Gerald Bepko, Dennis Bland, John Conant, Sarah Correll, Jon CostasJud Fisher, Lisa Hershman, Allan Hubbard, Chris LaMothe, Chris Murphy, Dan Peterson, John Popp and Caren Whitehouse.

*Members Absent:* Susana Duarte de Suarez

**CHAIR'S REPORT**

Chairman Bland began his remarks recognizing Ivy Tech Community College's President Tom Snyder with an expression of thanks for hosting the Commission meeting. He congratulated President Tom Snyder on hosting President Obama a few weeks ago. Mr. Bland continued his report by welcoming the newest Commission Member, John Conant, who will be serving as the faculty representative and is the Professor and Chair of the Department of Economics at Indiana State University. Dr. Conant also serves as the Director for the Center of Economic Education. Mr. Bland welcomed him to the Indiana Commission for Higher Education. Mr. Bland continued his Chair's Report by reflecting on the state of higher education and the wonderful address that was presented Monday, February 23, 2015 at the Statehouse. This address was an opportunity to bring together Indiana's advocates for higher education to reflect on Indiana's recent progress and work on our mutual goals and highlight the contribution of institutional and legislative departments to our state's successes and to articulate a path forward for the coming year. This year our Commissioner spoke eloquently about the need to demonstrate value in higher education and the promise that can be seen through Gallup/Purdue Index approach which looks beyond salary and placement rates to measure the lifelong success of alumni. The event, for those who were not there, was well attended and certainly challenged those of us in attendance to think differently about our work and examine the ways in which Indiana can be a leading state on the quest to measure college value. Mr. Bland also reminded everyone that next month, in lieu of a Commission meeting, you are strongly encouraged to attend the annual Kent Weldon Conference which will be held on April 12, 2015 at the Marriott North in Indianapolis at Keystone at the Crossing. If you've ever attended the Weldon Conference you know how wonderfully packed it is with information, how insightful it is. This will be an exciting opportunity, unlike past conferences, that will connect educators and employers in a very deliberate manner to build connections necessary to integrate career experience into academic degree programs. He said that he hoped to see everyone there and encouraged everyone to extend the invitation to those within professional and community networks that might benefit from attending.

**COMMISSIONER'S REPORT**

Commissioner Lubbers began her report by stating that if you have noticed recently an increase in media stories about the Commission for Higher Education, it is because of the addition of Stephanie Wilson to our staff. Having served in previous positions with the state – both at the Indiana House of Representatives and the Department of Education – and more recently with the City of Indianapolis, she has the skills and experience needed to take our communications efforts to a higher level, and we're delighted that she's

joined the team. Most recently, she was successful in placing multiple stories about our College Readiness Reports and the deadline for filing the Free Application for Federal Student Aid.

On March 4, we brought together members of the Indiana Completion Council for a discussion about a new Indiana College Value Index that would complement our Return on Investment Reports. Represented in the room were public and private college presidents, provosts and other administrative leaders. Sarah Ancel provided an overview of current value metrics, most related to the economic value of degrees to the individual and to the state. Jason Bearce posed five critical questions related to value and offered data points and data sources that would be useful in measuring value. Much of the conversation focused on how to build on the Gallup/Purdue Index to determine the satisfaction of a graduate's college experience. We have successfully negotiated with Gallup a discounted rate for Indiana schools that sign on to use the survey before July 30<sup>th</sup> of this year. We're also working to secure additional funding from USA Funds, with the hope that 50% of the cost of implementing a Gallup/Indiana type index would be subsidized. Ultimately, the goal is to provide a more complete picture of the value of college than can be determined by income alone. This will be part of our continuing work in the coming months.

Last week we hosted the Indiana Multi-State Collaborative on Military Credit Advisory Committee's first meeting. The group's purpose is to provide counsel to this initiative and compose a state plan that will maximize opportunities for servicemembers and veterans to complete postsecondary credentials at Indiana colleges. The plan will focus on five key areas, including: articulation of academic credit; data, technology and systems; licensure and certification; communication and outreach; and financial aid. These efforts will be implemented over the next three years through a generous grant from Lumina Foundation.

You will recall that last month I provided background information about Indiana University Purdue University Fort Wayne and President Daniels' letter regarding a "metropolitan university" status for the campus. Later in the month and at the invitation of the Ft. Wayne business community, I met with many of the key leaders who are engaged on the issue. This was a helpful way for me to learn more about their concerns and aspirations. It is our hope to continue this discussion with you in May. If any of you have information requests please let me know.

In an ongoing effort to increase our involvement with Indiana's Latino population, I was Susana's guest at the 2015 Indiana Latino Legislative Breakfast on February 17, 2015. As we consider ways to meet our 60% goal and close the achievement gap, it's critical that we increase the college-going rate of this demographic group – another reason why our 21<sup>st</sup> Century Scholars Program is so important.

Finally, in our continuing efforts to increase completion rates for low-income students and with the support of our College Access Challenge Grant, we notified 12 colleges this week that they would receive a portion of \$1.8 million in federal funding. Specifically, the money will fund the creation or expansion of programs that support students who receive state financial aid through either the 21<sup>st</sup> Century Scholars of Frank O'Bannon program. Each school was required to provide four key services, including: a first year transition to college program; proactive advising and mentoring; career interest assessments and internships; and financial literacy training. Nine public school campuses and three private colleges received funding.

## **CONSIDERATION OF THE MINUTES OF THE FEBRUARY, 2015 COMMISSION MEETING**

**R-15-03.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the December, 2015 regular meeting (Motion – Correll, second – Fisher, unanimously approved)

## **II. PUBLIC SQUARE**

### **A. Career Explorations and Preparation in College**

Mr. Bland began the Public Square stating that as we work toward making greater connections between college and careers, we have the opportunity to hear from four panelists today who will share some information about their immersive learning programs and the

importance of educator/employer connections. He introduced the panel, Janet Boston, Executive Director of Indiana INTERNnet; Jennifer Blackmer, Director of Immersive Learning, Ball State University; Rajesh Bellani, Ed.D, Dean of Experiential Learning and Career Planning, Hubbard Center for Student Engagement, DePauw University; and Jason Blume, Executive Director, Innovation One, Trine University.

Ms. Boston stated that she will provide a brief history of Indiana INTERNnet, share some national statistics and studies supporting the value of internships to employers, students and colleges and universities, describe models of internships that we're seeing in the state and describe some of Indiana INTERNnet partners and resources.

Indiana INTERNnet began in 2001 after a research study conducted by the Indiana Chamber of Commerce showed that we were educating our students at our colleges and universities and they were leaving the state for jobs. It was an initiative by the University of Indianapolis, Indiana University Purdue University at Indianapolis (IUPUI) in conjunction with the Indianapolis Chamber of Commerce. In 2004, it was granted tax exemption and moved to the Indiana Chamber of Commerce with a focus on the greater statewide initiatives.

National statistics that enforce the value of internships include a 2014 report from the National Association of Colleges and Employers that showed employers made full-time offers to 64.8% of their interns in 2013. They found that the retention rates, once employed, is higher at one and five-year marks. The Gallup-Purdue University Index Report showcases the importance of internships to the engagement in post-collegiate employment. The Battelle study identified internships as a tool for developing our workforce. Rutgers did a five year study and found that graduates who had internships experienced annual salaries \$6,500 more than those who did not.

At the state level, the Indiana Career Council recently developed a strategic plan to elevate the importance of work-and-learn models and set a goal to existing employers to add 10,000 new work-and-learn experiences in the state to retain skilled talent in Indiana. Ms. Boston continued by talking about the Indiana Commission for Higher Education's Career Ready campaign. Funds from USAFunds helped to partner with Gallup-Purdue Index to have Indiana-specific survey results. She said Indiana INTERNnet is proud to have partnered with Indiana Commission for Higher Education to implement the EARN Indiana Program, a program matching funds to employers who hire interns who have been offered state financial aid.

She discussed the numerous models of the work-and-learn experiences, all with the goal of preparing our students for relevant careers and meeting employers' workforce needs. She said there is no comprehensive compilation of these models for metrics or the outcomes. Some models include education-employer partnerships, curriculum-based, employer driven, industry driven and national internship websites. Indiana INTERNnet is the only Indiana exclusive website and resource devoted to internships in Indiana.

She talked about how Indiana INTERNnet accomplishes their mission. She said they are basically a free internship-matching program linking individuals seeking internships, Indiana employers, Indiana high schools, colleges and universities. They do this through high-touch and high-tech services. High touch services include employer assistance, resource guides, career fairs, a hotline/feedback button on their website, annual IMPACT Awards that celebrate excellence in internships and, finally, community engagement. High tech services includes a comprehensive website she describes as similar to a match-making website except for internships.

Ms. Blackmer described her path as a student at the University of Evansville stating that when she was in high school, she was decidedly going to be an actor or astronomer and base that decision on what college would accept her first. She pointed out that as an artist, her interest

in science and technology never waned as anticipated but, instead, intensified. One of the opportunities that presented itself at Ball State University (BSU) was the Virginia B. Ball Center for Creative Inquiry (VBC) to which she applied in 2006 and was accepted on a fellowship. She worked with 15 students writing a play about genetic engineering in partnership with Indiana Repertoire Theatre. Many of the students were not artists yet got a professional experience creating art and presented in front of an audience. She saw the transformative effect that this experience had on the students and began seeking opportunities for immersive learning. In cooperation with the administration, they found a way to create this experience across campus and thus began the immersive learning initiative at BSU.

She is now serving on the Strategic Planning Committee at BSU. They are currently refreshing their strategic plan and one of the ideas that has come out of the discussion is the idea of a “Centennial Commitment”, BSU aspires to be the model of the most student-centered and community-engaged of the 21<sup>st</sup> century public research universities, transforming entrepreneurial learners into impactful leaders– committed to improving the quality of life for all. She is very interested in how this mission is going to impact the project-based, experiential learning on campus.

She discussed entrepreneurial learning at BSU based on a concept that comes from the author, John Seely Brown, as the point where thinking about ideas and interests meets making, meaning you can only talk about something for so long before you actually have to do it. She defined entrepreneurial learners as students who search for expressive voice, explore new ways to learn and serve and embrace learning as a continuous, life-long experience beyond the classroom. One of the ideas that has also emerged in this discussion is that this applies to faculty and educators as well in that they are committed to scaling up innovation and practice and giving over the position as “sage on the stage” and take the risk of stepping aside and letting students find the answers themselves. She said that is the context they are looking for with the entrepreneurial learning initiatives. She described these learners as ones that build their lives with the tools they learn in college, active rather than passive, interdisciplinary, self-assembled, learn through collaboration, digitally savvy, connected to the broader world and are interested in the relationships between process and product.

Some of the basic ideas they’ve experimented with in a basic context with the concept of immersive learning is how to move these notions into the fundamental curriculum so it is not restricted to a project, but something students will experience from the moment they set foot on campus. They took the three tiers of their core curriculum and are finding ways to integrate it into the concept of entrepreneurial learning. The first tier, Experience to Information to Knowledge, will cover the skills a student needs to work on these projects in the future and are the soft skills that employers want such as writing, collaboration, time-management, research, cross-cultural and global awareness, big-picture thinking and reasoning. The second tier, Knowledge to Judgement, includes skills such as analysis, storytelling, critical thinking and cultural/historical interpretation. The third tier, Judgement to Action, includes undergraduate research and field studies, internships, community engagement projects, showcases within the departments and finally, BSU’s hallmark, immersive learning. What will distinguish immersive learning as the notion of entrepreneurial learning is developed is that it combines the best aspects of classroom teaching with experiential learning.

Immersive learning is a project-based, outcome-focused experience where faculty and students collaborate with each other and a community partner to solve a real-world problem. Immersive learning started at the VBC in 1999 and the model BSU developed came from this 1999 experiment. The collaborative project seminars that feature a partnership with a community organization came from that model. What is unique about the VBC is that a faculty member wins a fellowship and reside at the VBC for an entire semester as the only thing they teach with the opportunity to recruit up to 15 students who receive 15 credit hours to work on that project. The challenge has been to take this very intense experience and scale

it across campus, but the hope is that the notion of entrepreneurial learning will help accomplish that goal.

She discussed three aspects that distinguish immersive learning. It is “real life” learning in that each project has a beginning, middle and end. Much like a corporation working together, that is how the model works at the university level so it solves a problem. It is important for the projects to be there because it raises the stakes, something essential for learning, in that you have to present your ideas in front of your community partner and changes the learning experience. The students are responsible for driving the knowledge and making the choices.

Immersive learning is collaborative in that students work in interdisciplinary groups to achieve goals, faculty work alongside the students and often don’t know the outcome and students, faculty and partners embrace risk, expect failure and nurture success. Community partners find themselves participating in the learning process and their needs overlap with student learning objectives. They provide post-project professional connections and additional high-impact experiences.

Raj Bellani stated that four years ago, DePauw University wanted to redesign the outcome of liberal arts education. They pulled different offices together to support students’ advisement and lifes’ purpose and cross-trained the staff to create life coaches for students as their faculty advisors and teachers. The Kathryn F. Hubbard Center for Student Engagement was then created. They looked at the scaffolding model and how they can add different experiences to create a life of direction, purpose and accomplishment which comes about by scaffolding what they are doing in the classroom with an internship, study abroad experience or award or national fellowship.

DePauw has good metrics, about 92-93% of their student body upon their graduation is doing something of great value for their job, graduate school, professional school or national scholarship and is ranked in the top five in the country for Fulbright scholars for small schools. They are leveraging these strengths to life coaches and help students develop their goals from the first year. Part of that is developing a four year plan for students and get them started in the summer before they come to campus so they are reflective thinkers. Students come up with ideas that change daily, which is fine because they want them to grow, think and get inspired by liberal arts and understand that one’s major does not equal one’s future but is a way to develop skills to leverage them for their passions.

In the four year plan, the first year includes alumni engagement and mentoring programs starting from the second day of orientation. They move on to basic skill development of resume writing and how to secure the internship or professional interview. Sophomore year all students are brought together at the Sophomore Institute. They are told that half of their academic career is over, an important scare tactic to get them to start thinking about the first summer internship. DePauw has a fund to pay their students a living wage to partner with non-profits and governmental institutions for internships so that they may get that organizational literacy on their resume. Junior year consists of graduate and professional school preparatory work. Senior year focuses on financial literacy in terms of the meaning of earning salary, paying taxes, to be a citizen in your community.

The four year plan uses three code words from which students create their own sentences with personal meaning for them. The words are discover, prepare and connect. DePauw changed their curriculum last year and created extended studies where students apply their learning opportunities, such as a student who takes an art history class and then travels to Paris with a faculty member to study. The faculty is very supportive of this approach to curriculum in that what happens inside and out of the classroom has to be integrated and they believe in the results of the Kathryn F. Hubbard Center for Student Engagement and where DePauw is moving forward with it.

Mr. Blume stated that he is new to higher education and only began his involvement when Trine University reached out to him to lead this new concept of Innovation One. Innovation One is more than internships and cooperatives, it is experiential learning and career readiness. Innovation One is a point of contact for industry to partner with Trine University to cultivate a great opportunity for students.

There are three focus areas, project partnership, career service and professional development. Project partnerships are experiential learning on campus such as capstone projects, curriculum enhancement projects, project based learning or on-campus internships in which students work for outside clients or on an internship within a department at Trine. Projects are not case studies, they have a real world scenario with real customers and tangible problems and timelines. The students interact directly with the customer and visit the host company to define the project and scope. The customers attend the students' project presentations and then at the end of the year there is a public expo. He highlighted a project, the Haffner Hands-Free Shower System. Mr. Haffner was a Fort Wayne resident born with no arms and small, moderately working legs. Trine School of Business and Engineering and the Biomedical Engineering Department worked together with him and the students to develop a complete hands-free operating shower system. It is operated by pedals with an active loofah wall, scrubbing helmet, three showerheads and a drying unit. This innovation enabled Mr. Haffner to be fully independent. Student spent hours studying his range of motion, designing the shower, installing and modifying it.

Mr. Blume discussed the two types of on-campus internships, Innovation One Internships in which outside clients and companies work through Innovation One to complete projects with student interns and Department Internships that utilize interns for Major-related project work.

Mr. Blume described the career services at Trine University to include internships, cooperative education programs, major-related career nights, on-campus interviews and career fairs. Additionally, career services at Trine include image and impression guidance, interview readiness skills involving speed and mock interviews, resume preparation, job fair workshops and one-on-one career coaching. The data driven analysis Trine looks at factor in enrollment and forecasting to see what companies they need to bring in to help students with internships and experiential learning so that when they graduate they have the right opportunities and connections.

Professional development doesn't outwardly connect directly with the academic growth of a student. Trine is trying to use resources to develop programming for companies and incumbent employees. Trine's professional advisory boards consist of five to ten career professionals in their industry and every department has a board that guides curriculum and assists in developing learning opportunities. Trine strives to engage their faculty. With industry on campus, they make sure they are present for every on-campus visit. Trine's focus is return on investment as students spend time and money on an education with the end goal of a career path and job.

Mr. Bearce opened the panel discussion for questions. In response to Ms. Correll's question as to how the panelists recruit students and make sure they reach the entire student population and not just the high achievers, Ms. Blackmer responded that this is one of their challenges on a large campus. She said that roughly 25% of their students have an immersive learning experience which means to them that everyone has access, but the difficulty is seeing how this interdisciplinary work can get into a very strict curriculum requirements. They are trying to resolve this by asking each of the colleges on campus to define what the most beneficial capstone experiences are and how that intersects with the concept of immersive learning. Ultimately, BSU will give each of the colleges more ownership of what their culminating experience is. Their core curriculum has tier three that includes experiential learning. She said that tracking those successes is important, not just anecdotally. Mr. Blume responded that Trine can be very nimble because they are a small school and he has all summer to leverage

industrial partners to get a perfect match across all spectrums, in addition to targeting lower tiered students. Mr. Bellani responded that through peer education programs, peer advisors go out and are proactive. They are realizing that the best approach is utilizing the alumni base and corporate partners as influence and incentive. Another approach is through using social forums as outreach to students in multiple forms and mediums to get them to see the information. Ms. Boston responded that their program is available to everyone, but the challenge is to raise awareness about the program.

Mr. Peterson acknowledged the frustrating challenge, why can't programs such as the ones the panelists are discussing today spread further faster across the board and how it is part of the Commission's role is to help raise awareness. He continued to say how the project based, immersive type of engaged collaboration is not just for one group. It is transformative and enhances kids' ability and their desire to. The challenge is how do you spread that across an entire school and multiple disciplines. You must have fidelity to the program because if you try and intermix it with more traditional settings, it drifts. In response to Mr. Peterson's question for Ms. Blackmer regarding how to take immersive learning further and faster, she said that is part of the issue in that it requires a seat change in your thinking about education as an entity. She pointed out that some faculty are enthusiastic about these projects while others are nervous because these projects are risky. Even compared to five years ago, students today are different in the ways they process knowledge, communicate to each other and learn. This idea of this new culture of learning is something we need to embrace and with these students especially, you don't have to give them breadth first, these students can just go out and do it. She is very interested in the tier model because what it requires is faculty committed to first year experiences finding ways to get students to engage right away. Through these active experiences and building this framework so that when they get the opportunity to do an immersive learning project, they are prepared.

In response to Ms. Whitehouse's question regarding how do you measure that each person is engaged, getting what they need and are able to apply it, Ms. Blackmer said they encourage faculty member to be very clear about what those student learning outcomes are and they keep records on what those outcomes are and evidence of it. She said the problem they face with immersive learning is that when a faculty member becomes a collaborator it becomes more difficult to evaluate students objectively. However, because the faculty is an expert, the faculty knows when a project is successful and the level the student is committed to getting better enabling a more interactive experience with the student's growth. They are training the faculty to be clear about the criteria that the students will be evaluated on in addition to the key learning outcomes.

Mr. Fisher stated that he will be meeting with his 960<sup>th</sup> student from that program in two weeks and he asks the same questions to these students, is this easier and they say no this is hard but I feel like I am accomplishing something. You ask the student why and they say because they had to knock on doors in the community, get a passport, write letters to people, pay bills and buy materials, for examples. Across the board it is an incredible experience for the students and because of what they have on their resume, they are immediately getting jobs.

In response to Ms. Hershman's question if these universities have had to coach the organizations they work for on new ways of managing these interns or future employees to continue to excite them and leverage their talents, Mr. Blume said in one situation the company did not fully understand that the students had to attend class. Mr. Blume brought the company in for a coaching session on the balance between academics and the internship.

Mr. Bland closed the panel in the interest of time.

### III. BUSINESS ITEMS

#### A. Capital Projects for Full Discussion

##### 1. Ball State University – Schmidt/Wilson Residence Hall Renovation

Mr. Bernard Hannon, Vice President for Business Affairs and Treasurer, and, Dr. Alan Hargrave, Associate Vice President for Student Affairs and Director of Housing and Residence Life from Ball State University presented this project and were available for questions.

In response to Mr. Murphy's question regarding how it will be funded and what part will be a debt service to revenues, Mr. Hannon stated that they are funding this out of the Housing and Dining System Revenue Bonds and the University's revenues are approximately \$450 million and the debt is \$200 million, a good ratio.

Mr. LaMothe stated that he was in support of this project but moving forward, it might be more instructive to compare costs per square on an Indiana or Midwest basis versus nationally that would be more comparable so we can better capture how we are managing the cost of a project. Mr. Hannon said that in the future, they would be happy to talk with their peers to see what they are paying, but the best available data was in the national survey. Mr. Murphy suggested that if the Commission collected the data for various projects we would have better data. Mr. Hannon stated that Ball State University's housing and dining costs are well below the Midwestern average.

Mr. Hannon responded to Mr. Popp request for clarification about whether the \$450 million revenues were from the entire school or from the Housing and Dining revenues by stating that it was the entire school's revenue and the Housing and Dining revenues are approximately \$80 million.

In response to Dr. Conant's request for a brief definition of the balance they maintain between the growing pressure to attract students with great facilities and the need to keep costs down to put students in residential life, Dr. Hargrave said they based the long-term housing plan upon a marketing study they had conducted. They wanted to know what students want and what they are willing to pay for it. Students wanted more privacy in the bathrooms and they are saving in the design by having all of the plumbing down the core of the building with the added utility of being able to clean those without having to go to different suites and enter student rooms. That is an example of how they provide what students want but in an economical manner.

In response to Dr. Conant's question about the spread of costs on campus between the premier residence halls and the rest, Dr. Hargrave said that the new buildings were designed for upperclassman and is about \$10,200 for the year including their meal plan down to \$9,800 for a 1960s style residence hall with community restrooms and showers. Dr. Conant noted there is not much spread to which Mr. Hannon responded they did not want students to live in good or bad neighborhoods with fairly consistent pricing, but they have a large disparity in meal plans and the price differential can be quite substantial there.

In response to Ms. Correll's question as to how many beds they will lose by creating the studio space, Dr. Hargrave said they will actually be able to add 50 beds to this project.

In response to Mr. Hubbard's questions regarding the percent of undergraduates who live on campus and what the difference in pricing for those who live on or off campus, Dr. Hargrave said that 93% of freshman live on campus with residency requirements that those students live on campus or at home with their parents. 55% of sophomores decide to live on campus and much smaller numbers of juniors and seniors. In terms of comparing prices, students may think they can live off campus more cheaply until they begin to pay the auxiliary bills that go along with renting an apartment. The residence halls add the most impact to the educational experience of freshmen and sophomores and that influences how they've been designing them.

Mr. Chase gave the staff recommendation.

**R-15-03.2**      **RESOLVED:** That the Commission for Higher Education approves by consent the Ball State University – Schmidt/Wilson Residence Hall Renovation, in accordance with the background information provided in this agenda item:

- Ball State University – Schmidt/Wilson Residence Hall Renovation (Motion – Murphy, second – Hubbard, unanimously approved)

**2. Purdue University West Lafayette – Flex Lab Facility Project**

Mr. Kevin Green, Assistant Director of Capital Planning, presented this item.

In response to Dr. Conant’s question regarding the amount of federal overhead dollars and how much they project to generate out of the facility, Mr. Green stated that they have allocated a baseline amount out of their Facility and Administrative recovery of about two million dollars to help support the debt services of this facility. He said they generate approximately \$60 million per year in that facility in administrative cost recovery.

In response to Mr. Popp’s question if the \$60 million they were government and private fees paid for the research in that facility, Mr. Green said that is correct.

Mr. Chase gave the staff recommendation.

**R-15-03.3**      **RESOLVED:** That the Commission for Higher Education approves by consent the Purdue University West Lafayette – Flex Lab Facility Project, in accordance with the background information provided in this agenda item:

- Purdue University West Lafayette – Flex Lab Facility Project (Motion – Murphy, second – Hubbard, unanimously approved)

**B. Capital Projects for Expedited Action**

1. Purdue University – Zucrow High Pressure Research Lab Test Cells Construction and Control Center Renovation and Addition
2. University of Southern Indiana – Physical Activities Center (PAC) Renovation and Expansion Project

**R-15-03.4**      **RESOLVED:** That the Commission for Higher Education approves by consent the following projects in accordance with the background information provided:

- Purdue University – Zucrow High Pressure Research Lab Test Cells Construction and Control Center Renovation and Addition Award
- University of Southern Indiana – Physical Activities Center (PAC) Renovation and Expansion Project (Motion – Peterson, second – Whitehouse, unanimously approved)

**C. College Readiness Reports Release**

Dr. Townsley presented this item.

Mr. Murphy noted that in the graph providing college-going rate trends for various subgroups of students, the percentage of Core 40 and General Diploma earners enrolling in college decreased and that the only other decreases in enrollment were in the “black” and “other” race/ethnicity subgroups and those who graduated high school with a waiver, and he wanted to know what is causing this

reduction. Ms. Lubbers drew attention to the increase in high school academic honors students' enrollment. Mr. Murphy stated that he saw that subgroup was up but that the others were down substantially and wanted to know where those numbers came from since there doesn't appear to be enough in the "black" and "other" subgroups to account for the decrease in the noted high school diploma type subgroups. Dr. Townsley responded that part of the shift might have to do with the fact that more students are graduating with honors diplomas and that we'll see that as we look at the breakdown of the incoming class. Dr. Townsley agreed with Mr. Murphy in response to his statement that the number of students represented in the 91% figure is larger in 2013 than in 2011. She drew attention to the previous slide that showed the number of high school graduates increasing from 68,522 in 2012 to 71,123. Mr. Murphy said that the 92.3% of the 68,522 students is a smaller number than the 91.8% of the 71,123 students, which clarified the breakdown.

Mr. Hubbard asked for a brief description of the diploma subgroups, Honors, Core 40 and General. Ms. Lubbers responded that Academic Honors Diploma can be academic or technical honors which means there are more credits and a higher core math requirement. She said that if you look at the research institutions talked about earlier, many require Academic Honors Diplomas to be accepted. Nearly all of Indiana's four-year institutions are moving toward at least requiring a Core 40 Diploma so students graduating with a General Diploma or with a waiver are most likely to be the least prepared for college. In terms of those who had a Core 40 Diploma, there was a decrease in those who were not ready for college. This report shows 33% of Core 40 Diploma students were not ready for college, whereas before, it was 40%.

Mr. Hubbard said, with respect to 8% decline in remediation needs over three years, the numbers are so exciting it makes you question them. Dr. Townsley stated there are several factors involved in the decline, and identified them in her presentation. Ms. Lubbers added that more students are being placed in credit-bearing courses instead of remediation, but those students who are still going into remediation have a greater level of need so the percentage of them who are not completing a gateway course is higher. Ms. Lubbers continued stating that some of the changes put in place would still not be reflected in the data but the overall trend is that we have a statistically significant number of students who are not identified as needing remediation when they enter college. There are multiple ways to identify students in high school, provide background services in college, complete the degree map among other things she hopes will contribute to more students leaving high school ready to do college work. Mr. Hubbard responded that the best test would be whether their success in college is as high as those who did need remediation in the past.

In response to Dr. Townsley's final points on remediation trends and that math continues to be the biggest challenge, Dr. Conant asked if his perception was accurate in that math remediation is tested by an exam and that language arts is tested by a transcript. Dr. Townsley used the changes at Ivy Tech as an example, stating that they look at SAT and ACT scores as well as looking at transcripts and introducing Accuplacer. She said that institutions do things in different ways.

Ms. Lubbers asked for Dr. Townsley to make available the data specifically for the full-time students' performance trends who still earn less than 25 hours per semester. Dr. Townsley stated she would make certain that data would be made available.

In response to Mr. Popp's question, what is a waiver, Ms. Lubbers stated that a student could have not have passed the course exam but have done the course work and the individual teacher in high school with grant the waiver and meant to be exercised very conservatively and after some comparisons, some school districts were granting waivers far beyond what we would have thought it would be so we are shining a light on that and the number of students graduating with waivers.

Dr. Townsley stated she would happily pass along the numbers Mr. Hubbard requested to see to show Indiana's summary numbers versus the national average.

Dr. Townsley responded affirmatively to Mr. Bland's question if there was a way to breakdown the numbers of those who do or do not need remediation even further by racial background.

Dr. Townsley stated the Completion Reports should be coming out in May, 2015.

**D. Indiana's Career Ready Campaign**

In the interest of time, this item was tabled for discussion at the 2015 H. Kent Weldon Conference.

**IV. INFORMATION ITEMS**

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

**V. NEW BUSINESS**

There was none.

**VI. OLD BUSINESS**

There was none.

**VII. ADJOURNMENT**

The meeting was adjourned at 3:30 P.M.

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Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary



## COMMISSION FOR HIGHER EDUCATION

Thursday, May 14, 2015

### PUBLIC SQUARE

### Competency-Based Education

#### Background

As the Commission engages in discussions related to competency that will guide the development of the 2015 Strategic Plan, it will have the opportunity to hear from our partners from Public Agenda as a three-part series. The first of these sessions is with Alison Kadlec, Ph.D., Senior Vice President & Director of Higher Education & Workforce Programs. Alison leads the design and implementation of Public Agenda's higher education and workforce development research and stakeholder engagement work. She and her team have worked with dozens of colleges and universities across the country to support the capacity of institutional leaders and faculty at every level to effectively engage members of their communities as constructive partners in the hard work of change on behalf of student success.

#### Supporting Documents

- (1) Alison Kadlec, Ph.D. Bio
- (2) Resolution to Recognize Competency and Prior Student Learning in Indiana's System of Higher Education – Adopted February 12, 2014



## **Alison Kadlec, Ph.D.**

Senior Vice President & Director of Higher Education & Workforce Programs  
Public Agenda

Alison Kadlec leads the design and implementation of Public Agenda's higher education and workforce development research and stakeholder engagement work. She and her team have worked with dozens of colleges and universities across the country to support the capacity of institutional leaders and faculty at every level to effectively engage members of their communities as constructive partners in the hard work of change on behalf of student success. Alison and her team also work with the U.S. Department of Education, state policymakers and system leaders in more than half the states in the U.S. to help improve the quality of policy development and implementation around higher education and workforce issues. Before joining Public Agenda in 2005, Alison was a visiting professor in the political science department at Macalester College and an adjunct professor in the political science departments at the University of Minnesota, Baruch College and Hunter College. Alison is the author of a book on the democratic theory of John Dewey, *Dewey's Critical Pragmatism*. She is also the author or co-author of a number of articles on subjects related to stakeholder engagement and public deliberation both within and outside of higher education including: "Putting it All Together: Strengthening Pathways Between Comprehensives and Community Colleges"; "Deliberative Democracy and the Problem of Power"; "Changing the Conversation About Productivity"; and "Play and Public Life." She holds a Ph.D. in political science from the University of Minnesota and BAs from Michigan State University in Political Theory, Constitutional Democracy and English Literature.



**Areas of expertise:** Public and stakeholder engagement, qualitative research, issue framing, deliberative democracy, conversation/convening design and facilitation, strategic communications, community engagement, change leadership/management, higher education reform

<http://www.publicagenda.org/pages/kadlec>



## **Resolution to Recognize Competency and Prior Student Learning in Indiana's System of Higher Education**

February 13, 2014

**WHEREAS**, a quality college degree or workforce credential is the primary path to prosperity for Hoosiers of all walks of life;

**WHEREAS**, the best return on investment for students and taxpayers results when students find the shortest and least expensive path to completion within a program that demonstrates academic quality and workforce alignment;

**WHEREAS**, academic programs that focus on competency—what students know and are able to do as a result of their study—enhance academic quality and create a stronger link to employers and the workforce;

**WHEREAS**, a system of higher education that awards credit for demonstrated competency and prior learning rather than simply crediting seat time will provide flexibility for students to find shorter and less expensive paths to completion and increase the likelihood they will graduate;

**WHEREAS**, the Commission's *Reaching Higher, Achieving More* strategic plan champions state and institutional policies that give students credit for prior learning through competency-based assessments that evaluate the knowledge and skills individuals have accumulated from work and related experiences;

### **NOW THEREFORE BE IT RESOLVED,**

- I. The Commission endorses the recognition of competency and prior learning as a key strategy to provide students with increased opportunities for degree attainment, on-time completion and career success.
- II. The Commission calls upon Indiana's colleges and universities to:
  - a. Cultivate a culture that focuses on what students know and are able to do;
  - b. Examine their policies on prior learning and self-paced study; and
  - c. Provide students with additional tools for demonstrating competency and prior learning wherever possible.
- III. The Commission will publicly showcase colleges and universities that make meaningful progress toward the recognition of competency.







## COMMISSION FOR HIGHER EDUCATION

Thursday, May 14, 2015

### **BUSINESS ITEM B:**

#### **Non-Binding Tuition and Mandatory Fee Targets for 2015-16 and 2016-17**

#### **Staff Recommendation**

That the Commission for Higher Education adopt the recommendation of non-binding tuition and mandatory fee increase targets for each of Indiana's public postsecondary institutions for 2015-16 and 2016-17 consistent with this agenda item.

#### **Background**

By statute (I.C. 21-14-2-12.5) the Indiana Commission for Higher Education is charged with recommending "non-binding tuition and mandatory fee increase targets for each state educational institution." The Commission shall make recommendations no later than 30 days after the enactment of a state budget.

State educational institutions must set tuition and fee rates no later than 60 days after the enactment of the state budget. Institutions must hold a public hearing no later than 30 days after the Commission sets non-binding tuition and fee targets. In addition, institutions must submit to the State Budget Committee a report outlining the financial and budgetary factors considered by the board of trustees in determining the amount of the increase. Tuition and fee rates are to be set by the institutions for the next two academic years.

The State Budget Committee, upon review of the Commission's non-binding tuition and fee targets and reports submitted by the state educational institutions regarding tuition and fee rates, may request that an institution appear at a public meeting of the State Budget Committee concerning the report.

#### **Supporting Document**

Non-Binding Tuition and Mandatory Fee Increase Targets for Indiana's public postsecondary institutions for 2015-16 and 2016-17, May 14, 2015.





## INDIANA COMMISSION *for* HIGHER EDUCATION

### NON-BINDING TUITION AND MANDATORY FEE TARGETS FOR INDIANA'S PUBLIC POSTSECONDARY INSTITUTIONS FOR 2015-16 AND 2016-17

*May 14, 2015*

#### ***Introduction***

By statute (I.C. 21-14-2-12.5) the Commission for Higher Education shall recommend “non-binding tuition and mandatory fee increase targets” for Indiana’s public postsecondary institutions. The Commission is to make this recommendation no later than 30 days after the enactment of a state budget.

#### ***Considerations***

##### **Inflation**

Economists have shown the demand for higher education does not respond strongly to fluctuations in price.<sup>1</sup> That is, students and families will continue to purchase this good at relatively similar rates despite increases in tuition and related costs. This observation comes as no surprise given the increasingly vital role higher education plays in a global, knowledge-based economy. It also helps to explain why higher education costs have outpaced those in healthcare and other industries. Universities’ reliance on state support is at times cited as a factor in the determination of tuition and fees, particularly when increases are described as a necessary step to neutralize changes in direct state support.

##### **Student Debt**

Students and families may be less sensitive to tuition changes in part because many choose to defer these costs by financing education through student loans. At four-year institutions two out of three Hoosiers graduate with debt averaging \$26,028, while at two-year institutions half of graduates were indebted at an average level of \$17,132.<sup>2</sup> Student loan debt in the United States

<sup>1</sup> See Stange, Kevin M., “Differential Pricing in Undergraduate Education: Effects on Degree Production by Field,” National Bureau of Economic Research Working Paper 19183, June 2013: <http://www.nber.org/papers/w19183.pdf>; and Kane, Thomas J., “Public Intervention in Post-Secondary Education” in *Handbook of the Economics of Education*, v. 2, 2006: <http://www.sciencedirect.com/science/article/pii/S157406920602023X>.

<sup>2</sup> Indiana Return on Investment Report, Commission for Higher Education: <http://www.in.gov/che/files/FullROIReport.pdf>

has swelled to \$1.2 trillion<sup>3</sup> (surpassing credit card debt), and the federal student loan default rate is 13.7 percent, up from 5.4 percent a decade ago.<sup>4</sup>

Tuition increases further burden students and families relying on loans to finance college. Moreover, financial aid formulas often sustain this pattern by automatically increasing the amount of loans students may take out when tuition and other costs rise until they reach their borrowing limit. Keeping tuition, fees and other costs restrained will help control the increases in student debt and defaults.

### **State Fiscal Liability**

The State of Indiana provides over \$300 million per year to support the cost of tuition and fees for Hoosier students. State and federal government each constitute block-purchasers of higher education services by providing grant dollars to institutions on behalf of students with financial need. Federal Pell Grants and state Frank O'Bannon grants are fixed, so they do not automatically increase to accommodate higher tuition and fees, though policymakers are concerned with ensuring that these grants keep pace with tuition increases. The 21<sup>st</sup> Century scholars program differs in that taxpayers fund 100 percent of tuition and fees at public institutions. Additionally, because 21<sup>st</sup> Century Scholars at private institutions receive a grant tied to the average of tuition and fees at public institutions, increases at the latter drive up liability at the former. With expanding cohorts of 21<sup>st</sup> Century Scholars entering college over the next biennium, the state has a strong fiscal interest in tuition staying as low as possible.

### **State Appropriations**

The 2015-2017 state biennial budget adds \$187.2 million to higher education funding. While we often see tuition increases in periods of reduced state support, the increased state financial commitment to higher education this biennium should limit the need for such tuition increases. This budget includes nearly \$1.3 billion per year in operating, nearly \$32 million per year in repair and rehabilitation, and funding for nearly \$321.2 million in capital projects. In addition, the legislature increased funding for financial aid by 12.8 percent, which is nearly \$94 million over the biennium.

### **Tuition Structure and Student Success**

The Commission staff has explored different ways in which universities charge tuition and identified models that promote on-time completion. One such model, banded tuition, works as follows. Beyond a certain credit-hour threshold, usually 12 credit hours, a student may enroll in additional credit hours at no additional charge (there is also a ceiling, usually 18 credit hours, beyond which the student *will* be charged). Ball State University, Indiana University Bloomington,

<sup>3</sup> "Record Student-Loan Debt Prompts Treasury Push to Stem Defaults," Bloomberg Business, July 2014: <http://www.bloomberg.com/news/articles/2014-07-24/record-student-loan-debt-prompts-treasury-push-to-stem-defaults>

<sup>4</sup> "How Students at a U.S. University Borrowed \$31 Million Less," Bloomberg Business, July 2014: <http://www.bloomberg.com/news/articles/2014-07-03/here-s-how-indiana-university-students-borrowed-31-million-less>

Purdue University West Lafayette, and Indiana State University are the four public institutions in the state that currently use a banded tuition structure. All other public institutions charge by the credit hour.

Under a banded tuition structure, it costs no additional money to take additional courses; there is, however, a long-term cost of taking *fewer* courses. Students who complete fewer than 15 credits per semester or 30 per year have taken themselves off an on-time path and will likely pay tuition for another semester or more to complete. On the other hand, campuses that charge tuition by the credit hour provide students with very different short-term incentives. Financial aid and out-of-pocket dollars stretch further in the short-term when students take *fewer* courses. In the long run, the cost of the degree inflates as time to degree expands, but many financial aid recipients do not have the luxury of long-term planning.

In other states and within certain campuses in Indiana, efforts to eliminate the marginal cost of additional credit hours have resulted in significant increases in the number of students taking and completing 15 credits per semester and staying on track to graduate on-time. Since the state's financial aid programs have established 30 credits per year as the standard for full renewal, it is critical that the state align tuition incentives with financial aid requirements.

### ***Staff Recommendation Regarding Level of Tuition and Fees***

**Guiding Principle: Tuition and fees should be held at the current levels or adjusted by no more than inflation.**

To keep the price of higher education flat relative to other types of goods and services, it must be constrained by an overall price index, not a higher education inflation index. Using the index measuring inflation of all goods and services in the Midwest region of the country is a reasonable methodology to ensure that we meet this objective. Therefore, we recommend that in nominal dollars, base tuition and mandatory fees not exceed a maximum of 1.65 percent per year in each year of the biennium (3.3% cumulative), which is based on the three year compound annual growth rate in the consumer price index for all goods and services for the Midwest. The baseline for this recommendation is the 2015 resident undergraduate base tuition and mandatory fee rates submitted to the Commission in June of 2013.

### ***Further Considerations Regarding Structure of Tuition and Fees***

The Commission urges campuses currently charging tuition per credit hour to consider conversion to a banded tuition structure for full-time students. This will remove a key cost barrier that prevents full-time students from taking enough credits to complete on-time. Banded tuition would also empower state aid recipients to maximize their aid and graduate within the four years the state finances.



**COMMISSION FOR HIGHER EDUCATION**

Thursday May 14, 2015

**BUSINESS ITEM C-1:**

**Purdue University West Lafayette – Innovation Design Center  
– Student Projects Facility - \$18,500,000**

**Staff Recommendation**

That the Commission for Higher Education discuss the following project: Purdue University West Lafayette – Innovation Design Center – Student Projects Facility

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$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.

The Trustees of Purdue University request approval to proceed with the financing and construction of the Innovation Design Center – Student Projects Facility project. The project will construct a multidisciplinary, curricular and extracurricular facility for undergraduate student projects.

**Supporting Document**

Purdue University West Lafayette – Innovation Design Center – Student Projects Facility

**Purdue University West Lafayette – Innovation Design Center – Student Projects Facility**

**STAFF ANALYSIS**

The total cost of the project is estimated to be \$18.5 million. The university plans to fund the construction of the project with industrial grant and gift funds. The gift funds are part of the \$40M grant from the Lilly Endowment Inc., accounted in February. The operating costs will be covered by university general funds. The building was purchased by the Purdue Research Foundation for \$1.54M in 2006. The acquisition price for the university is \$1.84M.

Staff recommends approval of the project.

April 10, 2015

The Honorable Michael R. Pence  
Governor of the State of Indiana  
State House  
Indianapolis, IN 46204

Dear Governor Pence:

At its meeting on April 10, 2015, the Purdue University Board of Trustees approved the financing and construction of the project, "Innovation Design Center – Student Projects Facility" on the Purdue University West Lafayette Campus.

This project will construct a multidisciplinary, curricular and extracurricular facility for undergraduate student projects. The facility will support students from the College of Engineering and the College of Technology while engaging students across the campus.

The estimated cost of this project is \$18,500,000, to be funded from Industrial Grant Funds (\$13,000,000) and Gift Funds (\$5,500,000).

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 which 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 you may wish.

Sincerely,



William. E. Sullivan  
Treasurer and Chief Financial Officer

/bjm

Attachments

c: Matt Hawkins, Associate Commissioner and Chief Financial Officer  
Brian Bailey, State Budget Director  
Kendra Cooks, Comptroller  
Kevin Green, Assistant Director of Capital Planning



**COMMISSION FOR HIGHER EDUCATION**

Thursday May 14, 2015

**BUSINESS ITEM C-2:**

**Purdue University West Lafayette – Centennial Mall  
Sitescape and Utility Tunnel Repair - \$14,600,000**

**Staff Recommendation**

That the Commission for Higher Education discuss the following project: Purdue University West Lafayette – Centennial Mall Sitescape and Utility Tunnel Repair

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$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.

The Trustees of Purdue University request approval to proceed with the Centennial Mall Sitescape and Utility Tunnel Repair. The project will repair and replace over 1,000 linear feet of deteriorated utility tunnel throughout Centennial Mall and Central drive, followed by new sitescape and landscaping in the same area.

**Supporting Document**

Purdue University West Lafayette – Centennial Mall  
Sitescape and Utility Tunnel Repair

## **Purdue University West Lafayette – Centennial Mall Sitescape and Utility Tunnel Repair**

### **STAFF ANALYSIS**

The total cost of the project is estimated to be \$14.6 million. The university plans to fund the construction of the project with university central reserves derived from general fund reversions/savings and infrastructure reserves resulting from the savings over time from the comprehensive energy master plan. The useful life of the infrastructure is estimated to be 75 years – the Purdue tunnels date back to the 1920's. This project will minimize the traffic interaction points improving pedestrian safety. Curbing as well as different surface materials and colors will be used to differentiate between the pedestrian, bicycle and vehicles paths. The increase in operating expenses is due to building and grounds maintenance.

Staff recommends approval of the project.

April 10, 2015

The Honorable Michael R. Pence  
Governor of the State of Indiana  
State House  
Indianapolis, IN 46204

Dear Governor Pence:

At its meeting on April 10, 2015, the Purdue University Board of Trustees approved the financing and construction of the project, "Centennial Mall Sitescape and Utility Tunnel Repair" on the Purdue University West Lafayette Campus.

This project will repair and replace over 1,000 linear feet of deteriorated utility tunnel throughout Centennial Mall and Central Drive, followed by new sitescape and landscaping in the same area. The utility tunnels in this area of campus are circa 1920's and due for repair and rehabilitation. New sitescape and landscape development is necessary to cover over the tunnel repair work, more effectively handle high volume of student traffic flow, and improve overall campus safety and security by providing distinct pedestrian, bicycle, and vehicular pathways.

The estimated cost of this project is \$14,600,000, to be funded from University Central Reserves.

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 which 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 you may wish.

Sincerely,



William. E. Sullivan  
Treasurer and Chief Financial Officer

/bjm

Attachments

c: Matt Hawkins, Associate Commissioner and Chief Financial Officer  
Brian Bailey, State Budget Director  
Kendra Cooks, Comptroller  
Kevin Green, Assistant Director of Capital Planning



## COMMISSION FOR HIGHER EDUCATION

Thursday, May 14, 2015

### **BUSINESS ITEM D:** Academic Degree Programs for Expedited Action

#### **Staff Recommendation**

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

- Associate of Applied Science in Precision Agriculture Equipment Technology to be offered by Ivy Tech Community College Terre Haute
  - Technical Certificate in Agriculture Equipment Service Technician to be offered by Ivy Tech Community College Terre Haute
  - Technical Certificate in Precision Agriculture Specialist to be offered by Ivy Tech Community College Terre Haute
  - Technical Certificate in Precision Agriculture Technician to be offered by Ivy Tech Community College Terre Haute
- Master of Science in Genetic Counseling offered by Indiana State University Terre Haute
- Master of Science in Education in Educational Leadership to be offered by Indiana University South Bend
- Bachelor of Science in Health Sciences to be offered by Indiana University South Bend
- Bachelor of Arts in Law in Liberal Arts to be offered by Indiana University Purdue University

#### **Background**

The Academic Affairs and Quality Committee (AA&Q) reviewed this program at its April 23, 2015 meeting and concluded that the proposed AAS In Precision Agriculture Equipment Technology, Technical Certificate in Agriculture Equipment Service Technician, Technical Certificate in Precision Agriculture Specialist, the Technical Certificate in Precision Agriculture Technician all to be offered by Ivy Tech Community College, the M.S. in Genetic counseling to be offered by Indiana State University, the M.S. in in Education in Educational Leadership, the B.S. in Health Science to both be offered by Indiana University South Bend, and the B.A. in Law in Liberal Arts to be offered by Indiana University Purdue University could be placed on the May 14, 2015 agenda for action by the Commission as expedited action items.

#### **Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action, May 14, 2015.



**Academic Degree Programs on Which Staff Propose Expedited Action**  
**May 14, 2015**

**CHE 15-02 Associate of Applied Science in Precision Agriculture Equipment Technology  
Technical Certificate in Agriculture Equipment Service Technician  
Technical Certificate in Precision Agriculture Specialist  
Technical Certificate in Precision Agriculture Technician  
to be offered by Ivy Tech Community College Terre Haute**

Proposal received on February 17, 2015

CIP Codes:

A.A.S. in Precision Agriculture Equipment Technology – 01.0201

T.C. in Agriculture Equipment Service Technician – 01.0205

T.C. in Precision Agriculture Specialist – 01.0201

T.C. in Precision Agriculture Technician – 01.0299

Fifth Year Projected Enrollment: Headcount (all programs) – 42, FTEs – 34.74

Fifth Year Projected Degrees Conferred (all programs): 20

The proposed program is designed to prepare students to utilize geographic positioning equipment and software to pinpoint the location of a piece of agricultural equipment while it plants, spreads, sprays, or harvests. Precision agriculture requires technicians to know aspects of agronomy (crops and soils), computer technology, GPS systems, cloud computing, GIS mapping systems, and how these systems integrate into agricultural equipment. Ivy Tech is requesting authorization to offer an Associate of Applied Science (A.A.S.) and three Technical Certificates, whose courses also apply toward meeting the degree requirements of the A.A.S. The College anticipates that most of the students will complete the A.A.S. rather than stopping their education at the T.C. level.

The College presently offers the an A.A.S./A.S. in Agriculture at seven locations. In FY2014, these programs enrolled a total of 578 headcount or 329 FTE students and had a total of 104 graduates. At a later point, Ivy Tech anticipates offering the proposed Precision Agricultural programs at two or three locations in addition to Terre Haute.

The A.A.S. curriculum consists of 60 hours of coursework and is not designed to articulate with a related baccalaureate degree; however, graduates of the proposed program, who want to continue their education, would be able to transfer and apply their credits toward the Indiana State University Bachelor of Applied Science in Health Services and Technology, which the Commission approved in December 2013.

**CHE 15-04 Master of Science in Genetic Counseling offered by Indiana State University Terre Haute**

Proposal received on February 24, 2015

CIP Code: 26.0101

Fifth Year Projected Enrollment: Headcount – 27, FTEs – 36

Fifth Year Projected Degrees Conferred: 12

The proposed program is designed to prepare individuals for the relatively new profession of genetic counseling. Genetic Counselors provide a critical service to families and individuals undergoing genetic testing by helping them identify their risks for certain disorders. The curriculum of the program is interdisciplinary in nature and draws on courses from two colleges (Arts and Sciences, Bayh College of Education) and four departments (Biology, Counseling, Philosophy, and Psychology). The University offers doctoral degrees in three of these areas: Ph.D. in Guidance and Psychological Service, Ph.D. in Biology, and a Psy.D. in Clinical Psychology.

As a result of a *Program Prioritization* exercise, which was launched in 2005 and discussed at the Commission's June 2008 meeting, the University eliminated a number of programs and reallocated resources to higher priority programs. Part of this strategic re-positioning resulted in investing time, energy, and resources in developing health-related programs, many of which include an emphasis on serving rural populations. The proposed M.S. in Genetic Counseling has its roots in this strategic direction. Since 2009, the Commission has approved eight ISU master's or doctoral degrees that are health-related.

**CHE 15-03 Master of Science in Education in Educational Leadership offered by Indiana University South Bend**

Proposal received on February 17, 2015

CIP Code: 13.0401

Fifth Year Projected Enrollment: Headcount – 58, FTEs – 34

Fifth Year Projected Degrees Conferred: 24

The proposed program is designed to prepare individuals, most of whom would be principals, for school leadership positions. Previously, individuals seeking principal licensure in Indiana enrolled in either a Master of Science in Education with either a major in Elementary Education or Secondary Education and took additional coursework beyond those degrees to obtain their principal licensure. Given the state has changed its principal license to P-12, the previous approach is no longer viable. Since regional superintendents prefer candidates with a master's degree, and since candidates are currently required to have a master's degree to obtain their administrative license, meeting those needs has become problematic, especially in light of a large number of retirements that are anticipated.

**CHE 15-09 Bachelor of Science in Health Sciences offered by Indiana University of South Bend**

Proposal received on 03/03/2015

CIP Code: 51.1001

Fifth Year Projected Enrollment: Headcount –300, FTEs – 260

Fifth Year Projected Degrees Conferred: 65

The proposed program is has two purposes. First, it is designed to serve as a kind of meta-major for students who are interested in health-related fields. IU South Bend offers health-related programs in a number of fields (Dental Hygiene, Radiologic Technology, Medical Imaging Technology, Nursing), and all students who wish to enroll in one of these

programs will automatically enrolled in the Health Sciences program; they may wish to specify their specific interest (if they have one), but all students initially take the same courses as beginning students in the Health Sciences program. This will be particularly helpful for students who have not made up their minds or change their minds as they begin to discover other health-relation options available to them, as well as students who do not gain entry into a more competitive field, such as radiology or nursing, but still have an interest in working in a health care.

The second purpose of the program is to prepare individuals who have an interest in health promotion, sports and exercise science, or health care systems leadership. Students who graduate from the Health Sciences program are prepared for employment in ambulatory care facilities, assisted living centers, retirement centers, wellness centers, insurance companies, human resource departments, and fitness centers. IU Kokomo offers a similar program in Health Sciences, which the Commission approved in 2011; that program enrolled 146 students in FY2014.

The B.S. curriculum consists of 120 hours of coursework and is designed to articulate with Ivy Tech.

**CHE 15-07 Bachelor of Arts in Law in Liberal Arts offered by Indiana University Purdue University**

Proposal received on March 3, 2015

CIP Code: 22.0302

Fifth Year Projected Enrollment: Headcount – 28, FTEs – 24

Fifth Year Projected Degrees Conferred: 6

The proposed program prepares individuals to be paralegals and will provide students with practical legal skills, as well as a background in legal concepts, so that graduates can immediately find employment upon graduation, mostly in law firms, but also in government, businesses, and non-profit organizations.

The program is offered through the Department of Political Science in the School of Liberal Arts. Graduates of the program will also be prepared to apply for graduate studies in a number of fields, including the liberal arts and criminal justice. Graduates will also be prepared to apply to law school; IUPUI reports that the top major for law school is Political Science, which is the same department through which this program will be offered.

The B.S. curriculum consists of 120 hours of coursework and fully articulates with the Ivy Tech A.S. in Paralegal Studies program.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, May 14, 2015

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

	<b><u>Institution/Campus/Site</u></b>	<b><u>Title of Program</u></b>	<b><u>Date Received</u></b>	<b><u>Status</u></b>
01	Ivy Tech Community College – Terre Haute	Associate of Applied Science in Precision Agriculture Equipment Technology Technical Certificate in Agriculture Equipment Service Technician Technical Certificate in Precision Agriculture Specialist Technical Certificate in Precision Agriculture Technician	02/17/2015	On the CHE agenda for action
02	Indiana University South Bend	Master of Science in Education in Educational Leadership	02/17/2015	On the CHE agenda for action
03	Indiana State University – Terre Haute	Master of Science in Genetic Counseling	2/24/2015	On the CHE agenda for action
04	Indiana University Bloomington	Bachelor of Science in Game Design	3/3/2015	Under CHE review
05	Indiana University Bloomington	Bachelor of Arts in Media	3/3/2015	Under CHE review
06	Indiana University Purdue University Indianapolis (IU)	Bachelor of Arts in Law in Liberal Arts	3/3/2015	On the CHE agenda for action
07	Indiana University Purdue University Indianapolis (IU)	Master of Science in Informatics	3/3/2015	Under CHE review

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
08 Indiana University South Bend	Bachelor of Science in Health Sciences	3/3/2015	On the CHE agenda for action
09 Indiana State University	Bachelor of Science in Unmanned Systems	3/9/2015	Under CHE review
10 Purdue University West Lafayette	Master of Science in Environmental and Ecological Engineering Ph.D. in Environmental and Ecological Engineering	4/13/2015	Under CHE review
11 Purdue University West Lafayette	Bachelor of Science in Transdisciplinary Studies	4/17/2015	Under CHE review
12 Indiana University Bloomington	Bachelor of Science in Engineering Ph.D. in Engineering	4/17/2015	Under CHE review
13 University of Southern Indiana	Master of Science in Sport Management	4/20/2015	Under CHE review

**COMMISSION FOR HIGHER EDUCATION**

Thursday, May 14, 2015

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Purdue University West Lafayette Statewide Technology – New Albany	Bachelor of Science in Engineering Technology		Adding a location to an existing degree program
02	Purdue University West Lafayette Statewide Technology – Columbus	Bachelor of Science in Engineering Technology		Adding a location to an existing degree program
03	Vincennes University – Gibson Center	Associate of Science in Mining Technology		Adding a location to an existing program
04	Ivy Tech Community College – Bloomington	Certificate in Regulatory Affairs		Adding a new certificate and adding distance education
05	Ivy Tech Community College – Bloomington and Indianapolis	Certificate in Biopharmaceutical Manufacturing		Adding a new certificate
06	Indiana University Purdue University (IU)	Post-Baccalaureate Certificate in Civil and Human Rights		Adding a new certificate
07	Indiana University Bloomington	Post-Baccalaureate Certificate in Student Affairs and Higher Education Fundraising Development		Adding a new certificate

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
08 Indiana University Bloomington	Undergraduate Certificate in Business German		Adding a new certificate
09 Indiana University Bloomington	Undergraduate Certificate in Global Service and Peace Corps Preparation		Adding a new certificate
10 Indiana University Bloomington	Undergraduate Certificate in Global French		Adding a new certificate
11 Indiana University East	Graduate Certificate in Early Childhood Education		Adding a new certificate
12 Purdue University Calumet	Post-Baccalaureate Certificate in Business Analytics		Adding a new certificate
13 Indiana University South Bend	Bachelor of Fine Arts in Integrated new Media Studies		Changing the CIP code of an existing program
14 Indiana University Purdue University Indianapolis (IU)	Bachelor of Art in Communication Studies		Changing the CIP code for an existing program
15 Purdue West Lafayette Statewide Technology – Indianapolis	Bachelor of Science in Aviation Technology/Aviation Operations Technology		Changing the name of an existing program
16 Purdue West Lafayette Statewide Technology – Indianapolis	Bachelor of Science in Aviation Technology/Aviation Management		Changing the name of an existing program
17 Ivy Tech Community College – All Locations	Certificate in Health Care Specialist		Changing the name of an existing program
18 Ivy Tech Community College - All Locations	Technical Certificate in Health Care Specialist		Changing the name of an existing program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
19 Ivy Tech Community College – All Locations	Associate of Applied Science in Health Care Specialist		Changing the name of an existing program
20 Indiana University Bloomington	Ph.D. in Media Arts and Sciences		Changing the name of an existing program
21 Vincennes University	Associate of Science in Advanced Manufacturing Automation Technology		Changing the name of an existing program
22 Vincennes University	Associate of Art/Associate of Science in Theatre Arts/Acting		Changing the name of an existing program
23 Vincennes University	Associate of Science in Funeral Service Education		Changing the number of credit hours of an existing program
24 Vincennes University	Associate of Science in Radiography		Changing the number of credit hours of an existing program
25 Vincennes University	Associate of Science in Emergency Management and Planning		Suspending an existing degree program
26 Vincennes University	Associate of Science in Loss Prevention and Safety		Suspending an existing degree program
27 Vincennes University	Associate of Science in Bowling Industry Management and Technology		Suspending an existing degree program
28 Purdue West Lafayette Statewide Technology – Indianapolis	Associate of Science in Aviation Technology/Aviation Administration		Eliminating an existing program.
29 Purdue University West Lafayette	Bachelor of Fine Arts in Integrated Studio Arts		Adding a B.F.A.

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u>	<u>Change</u>
30 Purdue University West Lafayette	Bachelor of Fine Arts in Interior Design	<u>Approved</u>	Adding a B.F.A.
31 Purdue University West Lafayette	Bachelor of Fine Arts in Industrial Design		Adding a B.F.A.
32 Purdue University West Lafayette	Bachelor of Fine Arts in Visual Communications Design		Adding a B.F.A.

## COMMISSION FOR HIGHER EDUCATION

Thursday, May 14, 2015

### INFORMATION ITEM C: Capital Projects Awaiting Action

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

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

#### I. NEW CONSTRUCTION

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

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

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

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

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

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

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

B-2-09-1-10

Purdue University Calumet  
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)  
Project Cost: \$2,400,000  
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seek authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

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

## **II. REPAIR AND REHABILITATION**

None.

## **III. LEASES**

None.

**COMMISSION FOR HIGHER EDUCATION**  
Thursday, May 14, 2015

**INFORMATION ITEM D:            Media Coverage**

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



**The Brazil Times**  
**Time is running out to file for financial aid for college**  
**March 5, 2015**

Nearly \$300 million in state financial aid for college is available this year for Indiana students who qualify. To receive financial aid, students must complete the Free Application for Federal Student Aid--or the FAFSA--by March 10.

Unfortunately, too many students fail to complete the FAFSA--either because they don't know they should, they don't know how or they just miss the deadline.

"With the FAFSA deadline less than one week away, we're encouraging high schools, parents and communities to help spread the word and make sure current and potential students complete the form now," Indiana Commissioner for Higher Education Teresa Lubbers said.

Every high school senior--whether they believe they qualify for needs-based funding or not--should complete the FAFSA. Beyond determining state and federal financial aid, colleges use information from the FAFSA to determine their scholarship awards.

**2015 FAFSA Facts**

- 46 percent of all Indiana high school seniors have completed the FAFSA so far this year.
- 64 percent of high school seniors completed the FAFSA in 2014.
- At 16 Indiana high schools, at least 90 percent of students have completed the FAFSA.
- 21st Century Scholars must complete the FAFSA by the March 10 deadline to activate their college scholarships and annually to maintain their Scholar status.
- So far, 45 percent of 21st Century Scholars who are seniors have completed the FAFSA.

Students, parents and educators can submit FAFSA-related questions via phone (800-992-2076), email (fafsa@learnmore.org), Twitter (@learnmorein) or Facebook (facebook.com/learnmorein).

For more helpful information on the FAFSA and other financial aid resources and tips, access Learn More Indiana's Cash for College website at [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org). The site offers a free tools and advice for K-12 students, current college students and returning adult students--including the Indiana College Costs Estimator. Learn how you can prepare to pay at [CashForCollegeIndiana.org](http://CashForCollegeIndiana.org).

**Wabash Valley News**  
**FAFSA Deadline Quickly Approaching**  
**March 5, 2015**

The deadline is approaching fast for students who need to sign up for financial aid.

Less than half of high school seniors in Indiana have completed the FAFSA and those who haven't, could lose out on some money.

Time is definitely ticking for students. They have until March 10th, which is only 5 days away to complete the free application for federal student aid.

Educators say every high school student senior, whether they believe they qualify or not, should complete the form.

These forms not only determine state and federal financial aid, but colleges also use the information to decide their scholarship awards.

"It is the main application for applying for financial aid. So even if they are still going to need student loans to get through, which that's what their there for, to help with the cost, they still need to file the financial aid application. The FAFSA," says Julie Wonderlin.

If you are a student and still need to register, you can do so at [www.FAFSA.gov](http://www.FAFSA.gov).

The .gov is really important to remember because it is free to sign up for FAFSA and other sites ask for you to pay money after you are done plugging in all that information.

**WTHR, Indy Channel 13**  
**FAFSA Deadline Looms for High School Seniors, College Students**  
**March 6, 2015**

There is nearly \$300 million available in state financial aid for college, but not even half of the state's high school seniors have taken steps to secure the funds.

With the deadline looming to receive financial aid, parents and their high school age children may want to plan on doing some homework this weekend.

The Free Application for Federal Student Aid — or FAFSA — application is due March 10, which leaves only a few days to fill out the necessary forms to receive state or federal assistance for college tuition.

"We're encouraging high schools, parents and communities to help spread the word and make sure current and potential students complete the form now," said Indiana Commissioner for Higher Education Teresa Lubbers.

Any current or potential college student must complete the FAFSA form to receive financial aid, whether or not they think they qualify.

Beyond determining financial aid, the FAFSA is used by colleges and universities to determine scholarships.

Knowing college costs in Indiana may be an incentive to fill out the form. According to the College Cost Calculator, costs for schools like Ball State, Indiana University, Purdue University, Franklin College and Butler University range from \$21,774 to \$50,772.

[Click here](#) for more information about FAFSA and about paying for college.

**Goshen News**  
**Many Local Student Opt Not to Attend College**  
**Julie Crothers**  
**March 7, 2015**

GOSHEN — More than 40 percent of 2013 Elkhart County graduates opted not to attend college and many of those who did are among the thousands of Hoosier students deemed not “college ready,” according to a report released earlier this week.

The annual Indiana College Readiness Report outlines data related to a statewide push to ensure all Hoosier students are college and career ready by the time they graduate high school. The new set of academic standards Indiana adopted in 2014 requires that all high school students graduate college and career ready.

The report, prepared by the Indiana Commission for Higher Education, shows where Hoosier schools who graduated in 2013 chose to attend college and how many needed remediation. It also breaks down the data by race, socioeconomic status, advanced placement status, graduation waivers and several other categories.

According to the data, 71,123 students graduated from Hoosier high schools in 2013. Of those graduates, 35.4 percent of students did not enroll in college.

Of the 2013 Hoosier graduates who continued into Indiana public or private universities, 23 percent reported needing remediation in math, Language arts or both.

Local data

Several local educators say teachers and administrators are doing more each year to support students who want to go to college — and find other opportunities for those who don’t.

In Elkhart County, 41.5 percent of 2013 graduates did not enroll in college, compared to 41.9 percent from the class of 2012.

Of the county’s 1,281 graduates, 822 enrolled in Indiana public colleges or universities and of those students, 19 percent reported needing remediation in math, English/language arts or both,

The report tracks college readiness data only for students who enroll in public higher education institutions in Indiana. It does not include those students who enroll in public private colleges or out-of-state colleges and universities.

Remedial courses are required when high school graduates lack the academic skills they need to be successful in college-level classes. The courses don’t count toward a college degree.

Among local schools, the percentage of students from the class of 2013 who entered an Indiana public college needing at least one remedial course ranged from six percent of NorthWood High School graduates up to 28 percent of West Noble High School graduates.

About 18 percent of the 118 Goshen High School graduates from 2013 who attended Indiana public colleges needed remedial courses, according to the report.

“Yes, it’s a concern of ours, but I will also tell you that’s symptomatic of what’s going on all over the place,” Goshen principal Barry Younghans said. “... It’s troubling to me, but what’s more troubling to me is the 14 percent of our kids who struggle to graduate from high school.”

Younghans also said that many college officials have said they are far less concerned about students' grades than they are about the rigor of the coursework that students are taking.

"A 'B' grade in a really hard class trumps an 'A' grade in an easy class. It's as simple as that," he said, adding that students would do well to have International Baccalaureate, Early College, Advanced Placement and similar classes listed on their transcript.

At Concord schools, educators have "ramped up" AP classes in recent years and now offer at least a dozen courses in various topics.

"Obviously we know that students who take AP classes are more likely to be ready for college, even if they don't pass the test," said Renee' Cocanower, Concord's director of secondary curriculum.

Of the 134 Concord graduates who went on to attend a public higher education institution, 22 percent needed remediation, according to the report.

At the high school level, educators are also intentional about pairing students with courses that will help them obtain sought-after degrees or certification, even if they decide not to go to college, she said.

And like college-bound students, those pursuing certifications for careers after high school are expected to have skills in math, writing and reading, she added.

"The idea of not needing additional education or having a job that doesn't need some kind of training... it's just not out there," she said. "We want to make sure students are prepared to do the jobs that are available and know what's necessary to do those jobs."

#### 'Changing the culture'

With the help of Horizon Education Alliance's Early College High School program, Fairfield Jr./Sr. High School is moving forward with a concentrated effort to help students prepare for college or careers, Fairfield principal Amy Bertram said.

Of the 38 Fairfield graduates from 2013 who chose to attend state public schools, 16 percent needed remediation, according to the report.

At the start of next school year, Fairfield will fully implement the Early College program, which involves reaching out to students before they enter high school to have conversations about their futures. The school already offers a variety of dual-credit and advanced placement courses.

School officials expect the Early College program will result in students who are more prepared for the future — be it college or career.

"We're very much working on changing the culture of our school, but also of our community," Bertram said. "Our students can do it and we have awesome support from our families and amazing support from our staff."

HEA's Early College High School program targets students — many who would be the first of their families to attend college or who come from low-income families — who have been identified by high school counselors, teachers and others and encourages them to get a jump-start on college credits. The program has been implemented in Elkhart Central, Elkhart Memorial, Goshen, Northridge, Fairfield Jr./Sr., Concord and Jimtown high schools.

Jim Kirkton serves as Horizon Education Alliance's coordinator for college/career readiness and success. "This is going to be a long process," Kirkton said. "... What we are seriously exploring with Elkhart County schools involves changing approaches to delivering curriculum and we're only on the edge of that at this point."

By 2019, the district's goal is for every student to graduate having completed at least one college class or a vocational certificate.

Before being admitted into dual-credit or vocational classes, students will take diagnostic tests to assess their math, reading and writing skills, Bertram said.

"If they have command of those basic skills, they can apply that to various content areas," she said. In time, Bertram said she believes colleges may begin to experience a new type of freshman class.

"It's going to be a whole different level of kids who not only are they not going to need remediation, but they might have enough credits to move right into their second year," she said. "... It's college and career ready to a level we've never done before."

**WBIW**  
**FAFSA Deadline on Tuesday**  
**March 9, 2015**

A helpful reminder to parents and college students alike, if you or your child haven't filed your FAFSA yet, you should get it done--now.

The deadline to file your Free application for Federal Student aid is Tuesday and if you or your child plan on accepting any financial aid the form has to be completed.

Indiana Commissioner for Higher Education Teresa Lubbers says not filing out the application means your risk getting any financial aid, period. That includes aid from the federal government, the state, schools, and private entities.

Anyone that is in college or going to college must complete the form, even if you have completed it in years past.

The website to file is [fafsa.ed.gov](http://fafsa.ed.gov).

**South Bend Tribune**  
**IUSB receives \$125K grant to aid low-income students**  
**March 10, 2015**

Indiana University South Bend will receive a \$124,657 grant to expand programs designed to help more low-income students graduate from college, the Indiana Commission for Higher Education announced today.

The grant is among \$1.8 million awarded to 12 Indiana colleges to develop or expand programs to help low-income students.

The money will fund programs that support students who receive state financial aid for college through either the 21st Century Scholars or Frank O'Bannon Scholars program—a diverse group of low-income students, many who are the first in their families to attend college.

The colleges that received the grants have committed to providing the following services to all state financial aid recipients: offering a program to help first-year students transition to college; help new students acclimate to their college community with additional academic and social support; provide first-year students career development experiences aligned to their area of study; and provide financial literacy training.

IU South Bend plans to expand its existing program to better support students in the summer before they begin their first year of classes.

Ivy Tech Community College also was awarded \$179,296 through the program. The money comes from Indiana's College Access Challenge Grant, a federally funded grant program.

**Inside Indiana Business  
Indiana Colleges Land Federal Funding  
March 10, 2015**

The Indiana Commission for Higher Education (ICHE) today announced that 12 Indiana colleges will receive a portion of \$1.8 million to fund the development or expansion of programs that help more low-income students graduate from college.

Specifically, the money will fund programs that support students who receive state financial aid for college through either the 21st Century Scholars or Frank O'Bannon Scholars program—a diverse group of low-income students, many who are the first in their families to attend college.

"Indiana has shifted its focus from making sure more students enroll in college to making sure students graduate with a degree that prepares them for a good job and life," Commissioner for Higher Education Teresa Lubbers said. "We're pleased to provide this financial assistance for colleges that are committed to supporting students who need it most, when they need it most: early in their college experience."

Selected colleges committed to provide the following services for all state financial aid recipients:

1. Establish a program to help first-year students transition to college, such as first-year seminars or summer bridge programs.
2. Help new students acclimate to their college community with additional academic and social support, including proactive advising and mentoring.
3. Give first-year students career development experiences aligned to their area of study, such as career interest assessments and internships.
4. Provide financial literacy training to help first-year students understand their options and the short- and long-term consequences of their fiscal decisions.

12 Colleges Receiving Funds to Support Student Graduation

Calumet College of St. Joseph - \$115,776  
Indiana State University - \$127,264

Indiana University Bloomington - \$173,828  
Indiana University East - \$54,508  
Indiana University Kokomo - \$134,052  
Indiana University – Purdue University Indianapolis - \$206,573  
Indiana University South Bend - \$124,657  
Indiana University South East - \$212,487  
Ivy Tech - \$179,296  
Purdue University Northwest - \$209,449  
Valparaiso University - \$149,109  
Wabash College - \$143,090

The \$1.8 million used to support these colleges comes from Indiana's College Access Challenge Grant, a federally funded grant program designed to increase the number of low income students who are prepared to enter and succeed in post-secondary education.

The College Access Challenge Grant also helps support Indiana's College Success Coalitions, student-focused awareness campaigns and mentoring programs—all focused on achieving ICHE's goal for 60 percent of all Hoosiers to have a quality degree or credential by 2025.

#### 21st Century Scholars

Indiana's 21st Century Scholars is a needs- and performance-based program that provides students the opportunity to earn up to a four-year scholarship at an Indiana college or university. Hoosier students who meet income criteria can enroll during their 7th- or 8th-grade year of middle school. Students commit to maintaining academic success, remaining drug and alcohol free, and completing college-preparation activities.

#### Frank O'Bannon Grant Program

The Frank O'Bannon grants, targeted to tuition and regularly assessed fees, are "need-based" and do not require repayment. The Indiana General Assembly appropriates money for the program. Due to variations in appropriations, the number of filers and the "need" of the filer base, the dollar value of state grants will vary from year to year. Learn more about the grants [here](#).

**StateImpact**  
**Unpacking What College and Career Ready Really Means**  
**March 11, 2015**  
**Rachel Morello**

Think about what it might mean to “get ready.”

When you prepare to leave the house in the morning, you might take a shower or pour yourself a cup of coffee. If you're gearing up for a job interview, you might dry clean your suit or update your resume.

What you do depends on which situation you're preparing for – which is part of the issue with the phrase “college and career ready.”

It's one of the most common expressions in modern-day education lexicon. Most states – including Indiana – boast **“college and career ready” academic standards**, and emphasize preparation for both pathways as the end goal of a student's K-12 education.

But what does the term mean, exactly? How a student “gets ready” for college could be very different from how they prepare to go directly into the workforce – is it possible to be ready for both at the end of one’s K-12 experience, or are those objectives at odds with one another?

## A VOCABULARY LESSON

To better understand the phrase, let’s break it down – or rather, let’s see how **state** and **national** education leaders define it.

Among the **fifty states’ definitions**, the **College & Career Readiness & Success Center** at the American Institutes for Research finds the following common components:

- Academic knowledge
- Critical thinking and/or problem solving
- Social and emotional learning, collaboration, and/or communication
- Grit/resilience/perseverance
- Citizenship and/or community involvement

Indiana’s **Commissioner for Higher Education** Teresa Lubbers says the closest the state comes to defining college ready is to say that a student starts college without need for **remediation**. And she says that’s happening more these days – the latest **College Readiness Report** found more than three-quarters of Indiana high school graduates are **prepared for college-level coursework**.

However, Lubbers points out that preparedness can be different for each student, each K-12 school and each college and university.

“Are they prepared to do college-level work at some place? And then, are they prepared to do the kind of college-level work at the specific school they want to attend?” Lubbers explains. “Admissions requirements will continue to be determined by the colleges and universities, and what’s important for us is to make sure that students understand early what they need to do to match where they want to go with what their preparation is.”

The term “career ready” is equally complicated and it’s a favorite of Indiana **Governor Mike Pence**, a **staunch advocate** for **career and technical education** in the state’s high schools.

“We’re talking about career training pathways in our high schools that would give people the kind of training to enter entry-level positions in healthcare, entry-level positions in advanced manufacturing, and in agriculture,” Pence **told a national Senate committee** in Washington last month.

Pence recently **announced a goal** to graduate 100,000 more students with an industry-recognized certification by the year 2020.

### **AN AND/OR DICHOTOMY?**

Is it possible to be ready for *both* college and career at the end of high school, or do these goals work against one another?

“I don’t think they’re at odds, but I do think you have to explain to people what I would call ‘career pathways,’” Commissioner Lubbers says. “What you want is to make sure that students have the opportunity, based on their own aspirations and hard work, to continue in a career pathway, so that no matter where you enter into a career, you have the opportunity for economic advancement.”

When senators asked Gov. Pence whether his goal of defining career pathways through expanding vocational education comes at the expense of academics, he said he didn’t see it that way.

“I’m not talking about a Plan A and a Plan B – I’m talking about two ‘Plan A’s’ in our schools,” Pence said. “I’m talking about making sure that every student has the opportunity to get that foundational course if they’re ready to go off to college, but also to have the opportunity to get the kind of education if they want to prepare to begin on their own pathway of success in their career.”

“I’m someone who believes that our schools should work for all of our kids regardless of where they want to start in life,” Pence says. “If they want to head off to college at one of our great public universities or private colleges, we want every student to be ready and know those doors are open. But what we’re doing is really trying to say we want schools to work [for] kids that want to get a job.”

This has been the mission of Indiana’s eleven **Regional Works Councils**, groups the governor assembled after he took office to bring the state’s educators and employers together.

### **‘IT DOESN’T LOOK THE SAME FOR ALL KIDS’**

Individual schools and districts have taken it upon themselves to establish connections with the workforce, as well – and they say it’s a good way to help students make choices concerning college and career.

The **Vigo County School Corporation** recently partnered with an international robotics company to **help the local high school start its own robotics program** in 2015. The company will offer an industry certification that district career and technical education director Doug Dillion says students can carry with them to either college or the workforce.

“It’s kind of funny, everybody says college and career ready, but even college ready should be career ready,” Dillion remarks. “Every kid’s eventual goal should be to have a career, because eventually everybody needs to make a living.”

At **Noblesville High School**, juniors and seniors have the opportunity to intern with local businesses – something principal Jeff Bryant says helps students identify where their future lies. And ultimately, he says, that goes hand in hand with the primary goal of school – preparing kids to be productive employees and members of society.

“We [used to think] that if we had the goal that all kids were going to go to college, they were going to be successful. Now schools are starting to go away from that,” Bryant says. “We’re not looking that all kids are going to go to college, we’re saying that all kids are going to be successful after high school, and it doesn’t look the same for all kids.”

Bryant adds that exposing students to the workforce can help them identify what path they intend to take. For example, Noblesville senior George Wright says before starting his internship with a local electric company, he hadn’t planned on going to college – but the experience changed his mind.

“I wanted to be an electrician. Then I started doing the internship, and I was like maybe this isn’t for me,” Wright says. “If you’re like me – you take the internship and decide it isn’t the way to go – you did minimal damage.”

## **APPLICATIONS FOR YOUNGER STUDENTS?**

What about the kids who aren’t immediately ready to go into college or a career? Does the focus of the standards apply to them?

JT Kohlmeyer, a middle school literature & language arts teacher in South Gibson County, says the focus is too much beyond the scope of what his students are working toward – *their* next step, which is high school.

“I think at the high school level there is that interest in looking at college and looking at different jobs, different careers you can get into. But when you’re at the middle school level, they’re still kids,” Kohlmeyer says. “High schoolers are looking at the bigger picture. Seventh and eighth graders focus on the now.”

Instead of using the phrase “college and career ready,” Kohlmeyer says he refers to content standards as “learning targets.”

While college or career might not be the next step, Commissioner Lubbers says it is the end goal, which is why it's important to start talking about pathways at an early age. This process begins as an exploratory phase in elementary school, when teachers can begin exposing them to what kinds of jobs exist. This allows students, as they progress through middle and high school, to become more focused on specific subjects they find interesting.

In fact, Hoosier students are becoming more focused on specific fields at an earlier stage. The recent **Indiana College Readiness Reports** also show a decrease in the number of students entering college in an exploratory way.

### **COORDINATING READINESS**

***“We are dependent on what comes to us from the K-12 sector.”***  
*—Teresa Lubbers, Indiana Commissioner for Higher Education*

Commissioner Lubbers says Indiana's biggest challenge, is helping students identify an economically viable pathway to make a living whether they're coming out of high school or college.

“Our challenge of course is a high school diploma was adequate for even most of the second half of the 20th Century, and that was based on our state's economy,” Lubbers says. “I would say that Indiana ranks in the top ten of innovative strategies aligned to student success, in particular I'm thinking student success at the higher level, but we are dependent on what comes to us from the K-12 sector.”

And what comes out of the state's K-12 sector is **rapidly changing**. This is the first year Hoosier schools have used the new **Indiana Academic Standards** – so it will still be a few years before we know how successful they are in preparing kids for the next stage in life.

And colleges may need to adjust as more evidence about students' preparation becomes available.

This **isn't only an issue in Indiana** – a **recent report from POLITICO** found that colleges across the country have done little to align their curricula or educational policies with new standards taking hold in a number of states:

*Experts warn that the inertia could make for a bumpy transition for high school students moving on to higher education. [...]*

*“It's not just that people don't agree on what 'ready' means,” said David T. Conley, a University of Oregon education professor who has researched both Common Core and college readiness. “It's that most of the definitions of 'ready' are far too narrow, and we don't gather data in many key areas where students could improve their readiness if they knew they needed to do so.” [...]*

*“Higher-ed folks are definitely motivated to try and figure out how they can make requirements more clear to the K-12 sector,” said Julie Ajinkya, director of community partnerships at the Institute for Higher Education Policy. “There are just a number of complications.”*

The first class of high school graduates to go onto college with at least four years of the new Indiana Academic Standards under their belts will be the Class of 2018.

**Kokomo Tribune Opinion  
Indiana Opinion: Not Ready  
March 12, 2015**

Indiana spends about \$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 eight years ago.

The state commission released 2013 data last week. Though there was statewide improvement of 5 percentage points in the number of students who graduated from public high schools and entered college without needing remediation, 33 percent who graduated with the state’s required “college preparatory” diploma, known as Core 40, had to take at least one remedial course after enrolling at one of Indiana’s state-supported colleges.

Twenty-six percent of Howard County’s 2013 graduates with Core 40 diplomas required remedial help. 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 percent of students enrolled in remedial courses complete them. Those who do find their path to graduation delayed or derailed. Two-thirds of students in four-year colleges needing remediation fail to earn their degrees within six years. Fewer than 8 percent of students in two-year colleges earn their degrees within four years.

Over the last decade, Indiana’s college attainment rate has dropped to 41st in the nation. During the same time, Indiana has fallen into the bottom third among states for percentage of residents living in poverty and to 40th in the nation for per capita personal income.

Gov. Mike Pence made college readiness one of his top priorities when taking office in 2013.

And the Indiana College Readiness Report suggests Pence’s call for stiffer high school standards could increase college graduations. The state must act. And it can start by raising high school graduation standards.

**The Paper of Montgomery County**  
**Wabash one of 12 schools tabbed to improve programs, support network**  
**March 11, 2015**

Wabash College is one of 12 Indiana colleges selected to share in \$1.8 million from the Indiana Commission for Higher Education to develop or expand programs to help more low-income students graduate from college.

The college received more than \$143,000 to fund programs that support students who receive state financial aid for college through the 21st Century Scholars or Frank O'Bannon Scholars programs. This diverse group of low-income students are often the first in their families to attend college.

"Wabash College is a leader in providing young men access to transformative educational opportunities and we are thrilled to partner with the Indiana Commission for Higher Education in our efforts to ensure that these students graduate on time," said Dr. Scott E. Feller, Dean of the College. "With their support, we will implement new programming to ease the transition to college by educating students and their families on the extensive support network available at Wabash."

Wabash and the 11 other institutions have committed to establish programs to help first-year students transition to college, such as Wabash's First-Year Experience or a summer bridge program. The institutions will aid in the acclimation to the collegiate community with additional academic and social support, including proactive advising and mentoring.

Further, this grant seeks to provide career development experiences aligned to individual areas of study, like career interest assessments and internships. Financial literacy training will be provided to assist first-year students in understanding short- and long-term consequences of their financial decisions.

"Indiana has shifted its focus from making sure more students enroll in college to making sure students graduate with a degree that prepares them for a good job and life," Commissioner for Higher Education Teresa Lubbers said. "We're pleased to provide this financial assistance for colleges that are committed to supporting students who need it most, when they need it most: early in their college experience."

The support comes from Indiana's College Access Challenge Grant, a federally funded grant program designed to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. The College Access Challenge Grant also helps support Indiana's College Success Coalitions, student-focused awareness campaigns and mentoring programs—all focused on achieving ICHE's goal for 60 percent of all Hoosiers to have a quality degree or credential by 2025.

**Associated Press: Statewide**  
**12 Indiana Colleges Share in \$2M to Aid Low-Income Students**  
**March 11, 2015**

INDIANAPOLIS (AP) – A dozen Indiana colleges are sharing in nearly \$2 million in state funding aimed at boosting the number of low-income college students who graduate with a degree.

The Indiana Commission for Higher Education says the \$1.8 million will help the schools develop or expand programs that assist low-income students.

Programs that assist students who receive state financial aid either through the 21st Century Scholars or Frank O'Bannon Scholars programs will receive the funding.

Higher Education Commissioner Teresa Lubbers says Indiana is shifting "its focus from making sure more students enroll in college to making sure students graduate with a degree that prepares them for a good job and life."

Indiana's low-income college students are diverse, many of whom are the first in their families to attend college.

**Indiana State University**  
**Commission for Higher Education Contract Aims to Help More Students Succeed**  
**March 11, 2015**

Indiana State University will expand efforts to help low-income and first generation students stay in college and complete their degrees thanks to a \$127,000 contract with the Indiana Commission for Higher Education.

Since 2010, Indiana State has put activities and programs in place for incoming freshmen that have boosted retention rates by 7.1 percent for 21st Century Scholars, by 7.7 percent for students receiving federal Pell grants and by 12.5 percent for African-American students.

The two-year contract will allow Indiana State to build on and expand those programs by creating a 21st Century and O'Bannon Scholar Corps. 21st Century Scholars and Frank O'Bannon Grant recipients, two groups of students receiving need-based state aid, accounted for more than 1,150 of Indiana State's 2,735 new freshmen last fall.

"We're going to do more exciting things for these students," said Josh Powers, associate vice president for student success. Activities for eligible students this fall will include:

- An expanded summer bridge program to help with the transition to college for students with a high school grade point average of 2.5 to 3.0
  
- A first-year initiative program that will bring curriculum into students' residence halls via living/learning communities
  
- Mentorship by 21st Century Scholar and Frank O'Bannon Grant upperclassmen
  
- Financial aid and financial literacy training and guidance
  
- Career ready certificate opportunities
  
- Textbook scholarship for the fall semester

"We are already doing these things and we know they work," said Linda Maule, dean of University College. "We're now able to pull all of these things together and encourage students who want to be recognized as participating in the Scholar Corps to do all of them, or at least require some of them."

The ultimate goal, Maule said, is to not only help more freshmen return as sophomores but stay in college and complete a bachelor's degree.

The career-read certificate is especially exciting, Maule said, because "it will get scholars to thinking not only about how to be successful in their major but to also find a career that they are passionate about and can be successful in."

The textbook scholarship will be an experiment with 370 recipients selected at random, Maule explained.

"We want to see if a book scholarship will help the students persist," she said. "21st Century Scholarships and Frank O'Bannon Awards don't cover everything and certainly don't cover books. If students can't pay for their books, that creates a problem for them."

The Commission for Higher Education contract that will allow creation of the 21st Century and O'Bannon Scholar Corps will complement a "First in the World" grant Indiana State received last fall from the U.S. Department of Education, Powers said.

Both are aimed at helping students stay in college and complete a four-year degree.

"The First in the World grant focuses on academic mindset in math," Powers said. "We will be embedding aspects of social belonging and growth mindset into the 21st Century and O'Bannon Scholar Corps."

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**News and Tribune**  
**Ivy Tech and IU Southeast get grant money to help grad rates**  
**March 13, 2015**

Indiana University Southeast and Ivy Tech statewide will see some benefit from \$1.8 million awarded to colleges across the state to help increase graduation rates.

According to a release from the Indiana Commission for Higher Education, 12 Indiana colleges will get a portion of the money to help develop or expand their offerings for either 21st Century Scholars or Frank O'Bannon Scholars programs, both of which are geared toward low-income students.

In the release, commissioner for higher education Teresa Lubbers said she hopes the money will give students a leg up on those who want to attain a college degree.

“Indiana has shifted its focus from making sure more students enroll in college to making sure students graduate with a degree that prepares them for a good job and life,” Lubbers said. “We’re pleased to provide this financial assistance for colleges that are committed to supporting students who need it most, when they need it most: Early in their college experience.”

IU Southeast will get \$212,487 — the highest of any on the list — and Ivy Tech’s system-wide award is \$179,296.

According to the release, the money comes from Indiana’s College Access Challenge grant, which is federally funded and orchestrated to get more low-income students who are ready for college set up to succeed in their undergraduate work.

**Richmond Palladium Item**  
**IU East gets grant to help low-income students**  
**March 13, 2015**

Indiana University East will beef up its efforts to help low-income students graduate with a \$55,500 grant from the Indiana Commission for Higher Education.

The money funds programs that support students who receive state aid through the 21st Century Scholars and Frank O’Bannon Scholars programs, both of which are based in part on financial need.

According to IU East’s application for the grant, there were a total of 178 incoming first-year students in the two programs in the fall of 2014 — 126 in the 21st Century Scholars program and 52 Frank O’Bannon Scholars.

Only 78.6 percent of those students continued to be enrolled in the spring semester, compared to 82.6 percent for the freshman class as a whole. In addition, 32.7 percent of the Frank O’Bannon grant recipients were on academic probation at the end of the first semester.

The university plans to use the grant funds to create two new programs and expand two existing programs designed to keep students on track to graduate in four years.

In July, IU East will launch a Summer Bridge Program for first-years.

Students will stay in the new apartment complex adjacent to campus and participate in intensive academic and career planning. The four-day event will be required for, but not limited to, participants in the scholars programs.

Carrie Reisner, executive director of University College and writer of the grant proposal, is excited about the possible impact of the Summer Bridge Program.

“I think the students will have a better idea of what four years of college will look like,” she said. “We’re helping them to just be prepared for that transition.”

Students will be introduced to success strategies such as time management and study skills. Assessments in math, writing and college textbook reading will be used to link students with campus support services

they might need. And students will meet with peer mentors who will be available to guide them through their freshman year.

The peer mentor program has been in place for six years, but the summer program will make it possible for students and mentors to meet before the school year begins.

“When they get here, they have someone to ask a question to,” said Reisner. “If they can find just one person on campus they can ask ... that can make a world of difference.”

Grant funds also will be used to create a workplace experience program with informational interviews, job shadowing and facility tours, as well as the expansion of a financial literacy workshop series to help students develop budgeting skills.

Jessica Baker, who works with 21st Century Scholars on the Richmond campus, said extra support can make a big difference.

Students often come to her first when they encounter problems, Baker said. “They say, ‘I’m not doing well in the course and I don’t know where to go.’”

Once Baker personally connects the students with support services on campus, they usually continue to take advantage of it.

“You can’t tell students these things too early or too often,” said Reisner.

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### **More information about scholar programs**

•**21st Century Scholars:** [www.in.gov/21stcenturyscholars](http://www.in.gov/21stcenturyscholars)

•**Frank O’Bannon Scholars:** [www.in.gov/sfa/2346.htm](http://www.in.gov/sfa/2346.htm)

**Northwest Indiana Times  
College Readiness in Northwest Indiana Improving  
Carmen McCollum  
March 14, 2015**

The Indiana Commission for Higher Education says more Northwest Indiana high school graduates are prepared for college-level coursework.

That's in line with what's happening statewide, showing a 5 percent improvement in the number of Hoosier students who entered college directly from high school without needing remedial coursework before earning credits toward a degree.

Remedial courses, which don't count toward a college degree, are required when high school graduates lack the academic skills they need to be successful in college-level classes.

The commission's new College Readiness Reports said 77 Indiana counties saw improvements in the percentage of students who were college-ready. Of that number, 24 of those counties saw increases of 10 or more percentage points.

Indiana Commissioner for Higher Education Teresa Lubbers said college readiness is a key measure predicting student success and degree affordability.

"When students leave our K-12 system college-ready, they spend less on costly remedial courses and are more likely to graduate on time. Too many students still need remediation when they begin college, but the gains illustrated in our new report show real momentum for continued improvement," she said.

Purdue University Calumet Chancellor Thomas L. Keon said there is no question that more first-time students who are better prepared to succeed and persist to graduation are enrolling at Purdue Calumet.

"Telling indicators are the high school test scores, grade point average and class rank of our entering students, as well as an increase in full time freshman enrollees," he said. "Additionally, our adoption of a more strategic, student-centered recruitment and enrollment management approach that includes greater proactivity and follow-up by academic advisers and others has been effective connecting with and moving our students along the path of success.

"Also especially revealing is our improved freshman-to-sophomore year retention rate announced last fall, which jumped to 73.5 percent from 68.8 percent. With retention an important factor in graduation persistence, we are pleased, not only that a growing number of better prepared students are attending Purdue Calumet, but also that more of our students are advancing toward graduation," he said.

The report also said the average white student earned 22.27 credits per semester while the average black student trailed Hispanics, earning 16.5 credits per semester with Hispanics earning 19.37 credit per semester. On average, white students entered college with a grade point average of 2.7, while Hispanics had 2.5 and blacks had 2.1.

The College Readiness Reports follow high school graduating classes through their first year of college. The report says 622 high school graduates from the class of 2013 enrolled at PUC immediately after graduating, while 562 high school graduates from the class of 2013 enrolled at Purdue North Central immediately after graduating. Altogether, 9,458 high school graduates from the class of 2013 enrolled at an Ivy Tech campus after graduating.

According to the report:

- Too many students still are not college ready. Even with recent improvements, nearly one-quarter of students entering college require remedial coursework.
- Diploma type matters. The type of high school diploma students earn is a strong indicator of their likelihood to enroll, be ready for and succeed in college. For example, 5 percent of students with honors diplomas needed remediation in 2013 —compared to 33 percent for those with core 40 diplomas and 67 percent for those with general diplomas.
- Too few college freshmen are on track to complete their degrees on time. In 2013, college freshmen earned an average of 21.5 credits their first academic year. To graduate on time, students need to take 15 credit hours per semester — or 30 credits per year.

The 21st Century Scholars program was established to do the following:

- \* Increase the number of students moving on to postsecondary educational institutions.
- \* Increase the number of students who are prepared to enter the workforce upon graduation.
- \* Decrease the high school drop-out rate.
- \* Decrease drug and alcohol abuse among middle and high school students by encouraging higher educational pursuits.
- \* Improve individual economic productivity and the quality of life for all Indiana residents.
- \* Reduce the financial burden on the eligible students and their families.

The first step to receiving the 21st Century Scholars Scholarship is for parents and students to apply on-line at [www.Scholars.in.gov](http://www.Scholars.in.gov). The website is user friendly as well as providing additional links for both parents and students. The application process takes about 20 minutes if you have your social security numbers for parent and student plus tax information.

Once the application process is completed, you will receive an electronic or written confirmation of your enrollment status within 120 days of the completion and submission of your enrollment application. Your child's school counselor is also able to help you through the application process.

Twenty-first Century scholars receive the support they need to perform academically, and plan, prepare, and pay for college and career success. Be sure and sign up today the only requirements the student must fulfill is they stay drug free and maintain a 2.5 grade point average on a 4.0 Scale.

**Indianapolis Business Journal**  
**Indiana Making Strides in Education Attainment**  
**Higher Education Commissioner Teresa Lubbers**  
**April 4, 2015**

The March 23 [article](#) titled “Indiana’s Higher Education Achievement Results Mixed” highlights Indiana’s efforts to increase the number of Hoosiers with education beyond high school. J.K. Wall’s analysis also makes clear the need for sustained urgency if we hope to reach the goal of 60 percent of all Hoosiers with a quality college degree or credential.

Indiana has tremendous ground to cover to meet this goal. About 34 percent of adult Hoosiers hold a two- or four-year degree. Our state ranks 40th in educational attainment beyond high school.

Yet, Indiana’s efforts to improve these numbers—such as performance funding for colleges and student financial aid incentives—are paying off by nearly every measure. We are seeing steady improvements in overall degree completion, on-time degree completion, college readiness and at-risk degree completion.

At the Commission for Higher Education, we are focused on increasing success rates of all Indiana college students, from recent high school graduates to returning adults. For that reason, it’s important to provide additional context on the young adult age group highlighted in the article.

In its 2014 “A Stronger Nation” report, Lumina Foundation found that higher education attainment among 25- to 34-year-olds was 38.3 percent in 2012, which is greater than Indiana’s adult population as a whole. In fact, Indiana’s young adult age group is closer to their national peers than our overall adult population.

Further, a three-year look at educational attainment for this young adult group, a more stable and accurate depiction than single-year changes, shows sustained growth. This group achieved a 4.7-percent increase in degree attainment from 2009-2011 to 2011-2013.

Much work remains to ensure more Hoosiers are prepared to grow and drive our future economy, but we are making impressive gains toward meeting our goals. If we maintain our momentum, we will achieve a better future for all students and employers—and better standing nationally.

**The Indy Channel: WRTV 6 TV**  
**Ivy Tech Welcomes 21<sup>st</sup> Century Scholars at College Readiness Even**  
**April 11, 2015**

INDIANAPOLIS -- For the past 25 years, Indiana's 21<sup>st</sup> Century Scholars Program has been preparing low-income kids for college – and even paying for it.

Ivy Tech hosted scholars, parents and alumni on Saturday for a panel on how to be ready for college.

More than 100,000 students from across the state are 21<sup>st</sup> Century Scholars. Those students can get a free ride to an Indiana college of their choice in exchange for good grades and staying away from drugs and alcohol.

"Students from the 21<sup>st</sup> Century Scholars program actually graduate from high school at a higher rate than Hoosiers as a whole, which is impressive considering that they're low-income families," said Chris Enstrom, of the Indiana Commission for Higher Education. "They go to college higher than Hoosiers at a whole."

Enstrom said that there is still work to be done. While scholars do go to college at a higher rate than the general population, they still don't graduate at the level the commission would like to see.

**South Bend Tribune**  
**Fewer Students Require Remediation In College**  
**Kim Kilbride**  
**April 12, 2015**

More Indiana students who head to college right after high school these days are ready to tackle the course work there. But the state's higher education chief says there's still much more work to be done in preparing students for the rigors of postsecondary academics.

A new report put out by the Indiana Commission for Higher Education says 77 percent of members of the class of 2013 who went to college didn't require remedial classes once they got there.

That's 5 percent better than the class of 2012, which posted a 72 percent rate.

But, Teresa Lubbers, Indiana's Commissioner for Higher Education, said "I'm in no way celebrating this as 'we can check this off our list and move on to another issue,' because that's not the case."

The new numbers posted by Hoosier high schoolers mirror a three-year trend that shows more students are going to college. And more are prepared to do so, Lubbers said during a phone interview last week.

In St. Joseph County, 84 percent of students going to college did so without remediation. And Marshall County had the highest college readiness levels in the state, with only 10 percent of students needing to take developmental classes in college prior to enrolling in for-credit course work.

For students who go to college, being ready for postsecondary work is important for many reasons, Lubbers said.

For one, financial aid is available for only four years. The time spent in remedial courses reduces the amount of aid available to cover credit-bearing courses later.

The likelihood of graduating also goes down dramatically for students who begin college in remedial courses, she said. And even for those who do stick it out, it takes longer to finish.

### **Why is readiness ticking up?**

A new law passed here in 2013 requires high schools to identify students at risk of needing remediation in college. And, to provide it before they get there.

While Lubbers said it's too early to know the precise impact of that legislation, it's a step in the right direction.

"The signal that it sends," she said, is a positive one. "That we need to make sure that if students are not prepared (for college), to the degree possible, we'd like to take care of that in the K-12 sector."

In Plymouth schools, where 90 percent of students going to college do so without needing remedial courses there, the assistance students are getting in high school seems to be paying off.

Aimee Portteus, director of guidance at Plymouth High School, said students who are deemed to be at risk for needing college remediation are now tested, receive extra help if they need it and then retested to see if they learned the material.

As for the types of remediation available at Plymouth, Portteus said, "the state's mandate on what remediation looks like is pretty broad, so it's locally determined ... We've played around with some different things, but we're still not completely comfortable with where we want to be."

Most recently, remediation has been provided by math and English teachers during "resource time," which some students use for studying or enrichment opportunities.

As to what she attributes the high college readiness numbers at Plymouth, Portteus said it's difficult to quantify.

"We look at test results," she said, "but we also look backward and say, 'if our kids aren't doing well in English, what standards are we not meeting?' We look at all of those dominoes that fall and see how we can improve beyond another test score or another remediation opportunity."

In South Bend, one of the largest school corporations in the state, 25 percent of college-bound students in 2013 required remedial courses in college. That's close to the state average of 23 percent, but higher than the overall rate of students requiring remediation in college in St. Joseph County, which is 16 percent.

In an emailed statement, Superintendent Carole Schmidt wrote she's pleased to see that more high school students in South Bend and across the state are graduating ready for college.

"One of the goals of our strategic plan is to 'prepare every student for postsecondary success,' " she wrote." We have been very intentional about starting conversations with students before they enter high school about their four-year plan of study, and their choice of a career pathway."

### **Colleges are also responding**

At Indiana University South Bend, Chancellor Terry Allison says many students are unprepared for the rigors of higher education.

Recognizing the uphill battle students face when they require remediation after high school, Allison said, IU South Bend is among area colleges that are changing the way they help students get it.

Students who need developmental education, Allison said, are referred to Ivy Tech Community College, but for those who need slightly less help, IU South Bend has a variety of options, from a "summer bridge" program to supplemental education in freshmen classes.

"There are a combination of strategies we use," Allison said. "Depending on their GPAs, test scores. We might say, 'we recognize you aren't right where you should be, so we're going to put you in a class and give you extra hours with an adjunct (instructor) or peer tutor.' "

Freshmen who leave before their sophomore year, he said, tend to share in common a lack of academic preparation and a lack of financial aid.

But the biggest indicator of college success, he said, is a family's income.

"This is an issue that as a society, we know, but don't really want to know," he said. "Where we have wealthier families, students are doing better. Their test scores are higher from the beginning."

While the state is generous with aid dollars, Allison said, for poor students, there are added costs to attending college, from transportation to the ability -- time -- to maintain jobs to support their families.

Responding to that, IU South Bend is trying to boost the private support it can offer students. As to the issue of college readiness, Allison said, as a society, there is a shared responsibility to ensure students obtain the knowledge and skills they need in high school.

"Everyone needs to work together," he said. "I don't want to cast blame on public schools, private schools, charter schools ... We need to raise our expectations, have students reading more, writing more, engaged in math more."

Other ways IU South Bend, along with Ivy Tech Community College, is working to increase the readiness of students for college, as well as graduation rates, is by partnering with area K-12 schools.

Ivy Tech also has some new initiatives aimed at providing students who need it remediation while also allowing them to sidestep the drawbacks of taking developmental courses.

Ivy Tech President Thomas Snyder said by phone last week, concurrent remediation is offered for many subjects. Students enroll in college-level courses and take prep classes in the subject at the same time.

Snyder also said that several of the college's technology certificate programs now require "career math," which is basic math, as opposed to college math. This allows students to avoid unnecessary remediation, he said.

With some 65 percent of high school seniors across the state going to college, Snyder said, part of Ivy Tech's focus has to be on the 35 percent who could potentially seek six-month or 12-month certificates that could enhance their earning power.

As for the Indiana Commission for Higher Education's recent college readiness report, he said it doesn't address adult college students, which Ivy Tech is the dominant state provider for.

"So, if we're going to close the gap," Snyder said, "we need more of that 35 percent to go. And, we don't want to forget about the adults."

**Indy Star, South Bend Tribune, Northwest Indiana Times, Journal Gazette, Herald Tribune  
Career Ready campaign gives students an edge  
Higher Education Commissioner Teresa Lubbers  
April 16 - 21, 2015**

When it comes to whether or not today's students are leaving school prepared for careers — employers and educators often don't see eye to eye: One recent national study by Gallup and the Lumina Foundation found that while 96 percent of colleges are confident in their ability to prepare students for jobs, only 11 percent of employers agree colleges are meeting the demand.

With this disconnect in mind, the Indiana Commission for Higher Education brought together more than 200 college and business leaders for a discussion about career preparation at the 2015 Weldon Conference on Higher Education.

A survey of the day's participants provided important insight to guide our efforts into the future — including two key points on which both higher education institutions and employers overwhelmingly agree: Students benefit from career experiences in college and they gain skills that cannot be learned in the classroom. This is encouraging common ground, and it means both groups should be motivated to increase the number of students who have these opportunities.

Indiana is on the right track thanks to the leadership of Indiana's Career Council, comprised of policymakers, employers and educators. The council's strategic plan calls for 10,000 new internships or work-based experiences. Even more, the state's 11 regional Works Councils have begun the important work of bringing together key business and education leaders around the cause of career readiness.

On Monday, April 20, the Commission will launch Indiana's inaugural Career Ready campaign to build increased momentum around statewide and regional efforts that better prepare Hoosier students for the jobs of today and tomorrow.

The campaign will highlight the need for career preparation experiences for every student at the K-12 and post-secondary level. It will recognize successful efforts already underway. And, Career Ready will provide tools and resources for schools or businesses that want to create career experiences for students but don't know where to start.

Fortunately, there are many examples of effective career ready programs throughout Indiana.

Conexus Indiana's Dream It. Do It. program brings together more than 100 Champion schools statewide with advanced manufacturing and logistics employers to provide students career opportunities. Some of Indiana's largest manufacturing companies, like Subaru in Lafayette and Cummins in Columbus, are engaged with local K-12 schools and colleges. Regionally, efforts like Ready NWI in the northwest part of the state and Employ Indy in Central Indiana are doing important work around career readiness.

But, career ready efforts don't have to be large-scale or coordinated to provide meaningful experiences for students. Small businesses can partner with local schools to offer short career presentations one classroom at a time. They can give student tours of their facilities, participate in career fairs, and offer job shadowing or internship opportunities. They can simply sit down with local educators for a conversation about their mutual needs and how they can help each other.

These career-focused efforts and conversations don't just help prepare students for success and help employers fill job vacancies — they keep local economies strong. They keep Hoosier graduates in Indiana.

The Career Ready Indiana campaign kicks off April 20 and lasts through July 31. We're asking every school and employer to step up to the challenge and provide quality work-based experiences that benefit Indiana's students and economy. Learn how you can help at [CareerReadyIndiana.org](http://CareerReadyIndiana.org).

*Teresa Lubbers is the Indiana Commissioner for Higher Education*

**Indiana Public Media: State Impact  
Campaign Aims to Give College Students Intern Experience  
Brandon Smith  
April 20, 2015**

A national survey of college students and hiring managers shows 80 percent of employers want new hires to have completed an internship – but only eight percent of students say they've invested time in those opportunities.

The Commission for Higher Education launched an initiative Monday aimed at improving Indiana's talent pipeline.

In the new campaign – dubbed Career Ready Indiana – the Commission will act as a link between businesses, schools and students looking to establish or boost internship and so-called “work-and-learn experiences.” Commissioner for Higher Education Teresa Lubbers says ensuring more high school and college students get time in the workplace can help stem a growing problem.

“We know – and recent surveys show – that about 50 percent of college graduates would actually have a different degree if they were going back to college now,” Lubbers says.

Nick Hoagland is the Chief Operating Officer of the Indianapolis logistics firm Backhaul Direct. His company has spent the last three years investing in an internship program and he says it helps the business as much as the student.

“We not only get to view their skills in action but we also get to immerse them in our culture, which is key to fitting the person with the business,” Hoagland says.

Lubbers says the state also helps financial aid students by giving companies money to provide paid internships.

**Fox 59**  
**Education Leaders Launch New “Career Ready” Campaign**  
**Jillian Deam**  
**April 20, 2015**

INDIANAPOLIS — There’s a new statewide push to help more Hoosiers get ready for the work force. Indiana’s first “Career Ready Campaign” just launched on Monday.

Indiana Commissioner for Higher Education Teresa Lubbers and Lt. Gov. Sue Ellspermann announced the effort together at the statehouse.

The campaign is designed to help students find valuable work-based experience while they’re still in school through internships and job shadowing opportunities. The career council’s plan calls for an additional 10,000 work-learn opportunities to be made available for Indiana students. Commissioner Lubbers says it’s about giving young people the opportunity to explore their interests and get more work world exposure.

“We know many students end up with a major—that if they were going to do it over again—they would’ve changed that major, as many as 50% in fact. That’s a fairly shocking number,” Lubbers said.

“So we want to make sure that students actually have work-based experience earlier. We think the benefit to the state is huge, including keeping those students in Indiana,” Lubbers said.

Lubbers says about two-thirds of the jobs in Indiana are going to require some sort of degree or credential beyond high school and they want to prepare students to fill those positions in the future.

Career Ready Indiana runs now through July 31<sup>st</sup>. For more information, [click here](#).

**Inside Indiana Business**  
**Campaign Targets Work Force ‘Surprises’**  
**Andy Ober**  
**April 20, 2015**

Indiana Commissioner for Higher Education Teresa Lubbers wants the state’s first Career Ready campaign to result in a “blurring of the lines” between the state’s business and education sectors. The effort aims to connect “every Hoosier student” with work-based experiences before graduating high school and college. Lubbers says the campaign will help keep graduates in Indiana and prevent their chosen careers from being “a surprise” when they enter the workforce.

**WIBC and Network Indiana**  
**Low Ivy Tech Graduation Rates Linked to Remediation Needs**  
**Eric Berman**  
**April 20, 2015**

Indiana's higher education commissioner says Ivy Tech's anemic on-time graduation rates are partly a case of growing pains.

Just 4% of Ivy Tech students earn their degrees on time. Even after six years, the figure is just 28%, well below the figures for community colleges in other states.

Commissioner Teresa Lubbers notes Ivy Tech evolved from a vocational school to a state community college network just 10 years ago. And she says the school receives a higher percentage of students who need remedial work on basic skills. She says Ivy Tech has already moved to reduce the effect of remediation on graduation rates by allowing students to receive credit for remedial coursework, so they're still able to make progress toward their degree.

The Senate version of the budget calls on the C-H-E to study the issue. Lubbers says the commission is ready to do so if that study remains in the final bill. And she says the agency is already talking with Ivy Tech about ways to improve completion rates. One possibility: dividing the class schedule into morning, midday and evening curricula, to create more consistency for students trying to balance school, jobs and family.

**Bedford Times-Mail**  
**Our Opinion: A worthwhile job readiness initiative**  
**Times-Mail Editorial Board**  
**April 27, 2015**

Education, community and business leaders in Indiana, on Monday, kicked off a promising initiative that should help Indiana move forward in effectively preparing the state's young people for careers.

In what the Indiana Commission for Higher Education is calling its "inaugural Career Ready Indiana campaign," the state is touting that steps can be taken to help Hoosier students be positioned for success in the workplace.

Career Ready Indiana is described by the commission as "a public awareness campaign that runs through July 31 and will focus on making sure every Hoosier student has a work-based learning experience ... before graduating from high school and college." Those experiences typically would take the form of internships or job shadowing opportunities.

Time spent in actual workplace settings can, without doubt, result in students gaining a better understanding of employer expectations than those students can learn in a classroom. As Teresa Lubbers, Indiana's commissioner for higher education said Monday, "We know that when students have meaningful career experiences throughout their education, they are more likely to find and prepare for a career path that matches both their interests and aptitude."

Lubbers pointed to another benefit that can result if the Career Ready message indeed becomes widely known and accepted. She said, "These work-based opportunities help ensure our students remain in Indiana and are equipped to meet the demands of our rapidly changing workforce and economy."

Lt. Gov. Sue Ellspermann is vice-chairwoman of the Indiana Career Council and also participated in Monday's event. She praised the initiative, pointing to its role in complementing other efforts to prepare young people for jobs.

“This campaign aligns with the Career Council’s strategic plan goal of adding 10,000 new work-and-learn experiences (with Hoosier employers).”

As the three-month campaign continues, Career Ready Indiana will seek to gather and highlight successful and statewide regional efforts; connect schools and businesses in every county; and share best practices and tools for career experiences through [CareerReadyIndiana.org](http://CareerReadyIndiana.org).

Employers and students from Lawrence County and its environs are encouraged to turn to the Career Ready Indiana campaign to explore ways the initiative can bring local benefits.

**Lafayette WLFI TV Ch. 18  
Ivy Tech Hosts Junior Jump Start to Benefit 21<sup>st</sup> Century Scholars  
Paul Zink  
April 28, 2015**

LAFAYETTE, Ind. (WLFI) – Ivy Tech Community College hosted Junior Jump Start Tuesday evening to help educate 21st Century Scholars on financial aid.

Junior Jump Start gives high school juniors a chance to tour a college and see what requirements they need to meet in order to receive the 21st Century Scholars scholarship.

Last year, more than 3,000 students attended a Junior Jump Start program statewide. Organizers hope the program minimizes confusion.

“We are holding over 40 of these across the state at Ivy Techs, at the four-year institutions, at private schools, at proprietary schools to let the students know and learn about what they need to do to make sure that they can earn the scholarship,” said Josh Garrison, the senior policy analyst for the Indiana Commission for Higher Education.

If you would like to find out more about Junior Jump Start programs throughout Indiana, including Purdue, or other 21st Century Scholar requirements and activities, [visit here](#).

**Northwest Indiana Business Quarterly  
Higher Education Roundup of 2015 Legislative Session  
May 4, 2015**

Several bills related to Indiana higher education were successful in this year’s legislative session, including many aligned to the Indiana Commission for Higher Education’s goals for increased college completion, academic quality and return on investment.

The following key higher education policies have been signed into law or await the Governor’s signature:

2016-2017 State Budget (House Enrolled Act 1001)

- **Return and Complete:** The budget includes language requiring the Commission for Higher Education and Indiana’s colleges to reach out directly to adult Hoosiers who have completed some college but have not completed a degree, share with them existing opportunities and aid, and work to ease their transition back to college so they can earn a quality degree or credential.

- **21<sup>st</sup> Century Scholars:** The budget fully funds the estimated cost of the [21<sup>st</sup> Century Scholars](#) program for 2016 and 2017. Since 1990, the 21<sup>st</sup> Century Scholar program has provided up to four years of full-tuition scholarships for low-income Hoosiers.
- **Performance Funding:** The General Assembly maintains its commitment to Indiana's [nationally-recognized](#) performance funding incentives for public colleges by dedicating money for performance at the level of 4 percent of schools' total state funding in 2016 and 6.5 percent in 2017.
- **Total State Funding:** \$1.9 billion, or more than 12 percent of the state's total budget for 2016 and 2017, is allocated to Indiana colleges.

#### College Financial Aid Reform

- **Adult Student Grant (SEA 509):** This law changes the state's [part time financial aid program](#) to meet the needs of returning adults—who make up the bulk of Indiana's part time students—by allowing these students to access aid from the grant even if they attend some semesters full-time.
- **Expanded Access to Career Ready Funds (HEA 1333):** The state's [EARN Indiana](#) program that provides funding to encourage more internships for low-income students will expand to allow more students to participate.
- **National Guard Scholarships (HEA 1333):** This bill ensures that any member of the Hoosier National Guard qualifies for the [state's National Guard scholarship](#) regardless of his or her state of residence. The bill also requires recipients of this scholarship to use federal financial aid before using the state National Guard scholarship.
- **Truth in Borrowing (HEA 1042):** This law will require Indiana's public and private colleges to send specific disclosure information about college loans to students who have college loan debt.

Once signed by Gov. Mike Pence, all of these laws will be effective July 1, 2015.