



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, October 13, 2016

101 West Ohio Street, Suite 300
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INDIANA COMMISSION *for*
HIGHER EDUCATION

**OCTOBER COMMISSION MEETING
AGENDA**

Wednesday, October 12, 2016

PURDUE UNIVERSITY

128 Memorial Mall
West Lafayette, IN 47907

STUDENT SUCCESS AND COMPLETION COMMITTEE

2:00 P.M. – 3:30 P.M.
Stewart Center
Room 206

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700
PIN: 230295#

CAMPUS TOUR

3:45 P.M. – 5:45 P.M.
Polytechnic Class, Knoy Hall
Bus Tour of Campus

RECEPTION AND DINNER

6:30 P.M. – 8:00 P.M.
Westwood
Home of President Daniels
Shuttle departs from Union Club Hotel at 6:20 P.M.

HOTEL ACCOMMODATIONS

Purdue Memorial Union
Union Club Hotel
101 North Grant Street,
West Lafayette, IN 47906
Parking available in the Grant Street Garage

All events take place on Eastern Time

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

Thursday, October 13, 2016

COMMISSION MEETING

Purdue University
Stewart Center
128 Memorial Mall
West Lafayette, IN 47907

COMMISSION MEMBER BREAKFAST

8:00 A.M. – 9:00 A.M.
Purdue Memorial Union
Anniversary Drawing Room

Breakfast Guests

Purdue University Board of Trustees

STAFF BREAKFAST

8:00 A.M. – 9:00 A.M.
Stewart Center
Room 206

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Stewart Center
Room 214

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WiFi INFORMATION:

attwifi

WORKING SESSION TOPICS

- Fall Enrollment Presentation
- College Value Index
- GEAR UP Grant Update
- Adult Student Grant Update
- ITT Tech Update
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Stewart Center

Room 204

Lunch Guests

Debasish "Deba" Dutta

Provost

STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Stewart Center

Room 206

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Stewart Center

Room 214

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WiFi INFORMATION:

attwifi

- I. **Call to Order – 1:00 P.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum**
 - Chair’s Remarks**
 - Commissioner’s Report**
 - Consideration of the Minutes of the September 8, 2016 Commission Meeting..... 1**

- II. **Business Items**
 - A. 2017-2019 Indiana Postsecondary Institution Budget Presentations..... 9
 - 1. Purdue University
 - 2. Ball State University
 - 3. Ivy Tech Community College
 - B. Academic Degree Programs for Expedited Action 11
 - 1. Masters of Science in Medical Biophysics, Certificate in Medical Physics, and Masters of Science in Health Physics offered by Indiana University Bloomington
 - 2. Technical Certificate in Aviation Technology – Flight Technical, Technical Certificate in Aviation Technology Management, and Associate of Applied Science in Aviation Technology Management offered by Ivy Tech Community College Columbus

- 3. Bachelor of Science in Public Health in Fitness and Wellness offered by Indiana University Bloomington
- 4. Masters of Science in Cybersecurity Risk Management offered by Indiana University Bloomington
- 5. Bachelor of Arts in International Studies offered by Indiana University East
- 6. Bachelor of Arts and Bachelor of Science in Biochemistry offered by Indiana University Northwest
- 7. Master of Arts in Teaching English to Speakers of Other Languages offered by Indiana University at Indiana University Purdue-University Indianapolis
- C. Capital Projects for Expedited Action 17
 - 1. Wood Street Utility & Tunnel Infrastructure Repairs – Purdue University
 - 2. Owen Hall East Entrance ADA Accessibility Renovation – Purdue University
 - 3. Feldun Agricultural Center Shop Facility – Purdue University
 - 4. Earhart Hall University Residences Bathroom Renovations Phase VI – Purdue University
 - 5. Calumet Bioscience Innovation Building Planning Funds – Purdue University

III. Information Items

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- B. Academic Degree Program Actions Taken by Staff 23
- C. Capital Projects Awaiting Action 25
- D. Media Coverage 27

IV. Old Business

New Business

VI. Adjournment

The next meeting of the Commission will be on **November 10, 2016, in Evansville, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, September 8, 2016

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Bloomington, 900 East 7th Street, Bloomington, IN University, with Vice Chair Susana Duarte De Suarez presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, John Conant, Susana Duarte De Suarez, Jud Fisher, Lisa Hershman, Chris LaMothe, Mika Mosier, and Caren Whitehouse.

Members Absent: Jon Costas, Allan Hubbard, Chris Murphy, Dan Peterson, and John Popp

CHAIR'S REPORT

Vice Chair Duarte De Suarez began her report stating on behalf of the Commission, I would like to thank Indiana University for providing us with a tour of campus and your hospitality last evening, and for hosting our meeting today.

I wanted to pass along Chairman Peterson's regrets to the Commission Members and institutional leaders here today that he was unable to attend this meeting due to a long standing prior engagement.

We have several updates on Commission-related events, so please mark your calendars for these upcoming events.

Later this month the Commission will host a Quantitative Reasoning Faculty Workshop to complement the Commission's participation in the Building Math Pathways project. A statewide group of faculty will have the opportunity to hear from Eric Gaze, Director of the Quantitative Reasoning Program at Bowdoin College in Maine on the importance and relevance of Quantitative Reasoning. That workshop will be held on September 27th and faculty from all disciplines are welcome to attend.

The Commission is pleased to announce that with sponsorship from USA Funds that the Student Advocates Conference will take place again this year on December 1-2 in Indianapolis. You may recall that last year the inaugural conference had over 350 participants from all areas of student success including advisors, mentors and other advocates in higher education.

Finally, our Faculty Commission Member, Dr. John Conant, will host a Faculty Leadership Conference in February 2017, focusing on integrating career ready skills into lower level course curriculum. More details about this event will be made available this fall.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating, I hope you're feeling a growing momentum around issues related to higher education. Maybe part of this is because school is "back in session." I think more importantly it's because higher education is taking a place of greater importance to Hoosiers – not just higher education leaders, employers and policymakers – but more broadly the Hoosiers who are seeking to improve their lives through increasing their preparation. In recent days, I read editorials by Vince Bertram, President and CEO of Project Lead the Way, and Michael Hicks, the Director of the Center for Business and Economic Research at Ball State University. Each addresses in specific ways the answer to the question of college value. According to Vince Bertram, "Here is what we know: The real college debate should not be "whether," but rather what type of postsecondary education one should pursue. The decision properly requires taking the long view. Think of the cost of post-secondary education as investing in the future, with the extra earnings as the "return on investment."

Mike Hicks makes his case by discussing employment changes by both occupation and education attainment. "The most startling labor market fact is that for the past quarter century total employment has declined for workers with a high school diploma or less. While total employment between 2007 and 2015 has risen by 3.2 percent of 4 million jobs, employment for workers without a college credential has declined by 7.2 percent, or more than 5.1 million jobs over the same period. It is important to say plainly that these jobs aren't coming back."

Adding to this dynamic is a report by the Georgetown Center on Education and Workforce entitled "America's Divided Recovery: College Haves and Have Nots." These findings show that while some jobs are back, they are not concentrated in the same occupations that lost jobs during the recession. "The Great Recession crushed low-skill blue-collar and clerical jobs, while the recovery added many high-skill managerial and professional jobs. Workers with at least some postsecondary education now make up 65 percent of total employment."

It is against this backdrop of value and employment needs that the Commission will release our Indiana College Value Index on September 21st. We discussed this at the morning working session, too.

The beginning of the academic calendar is also a good time to consider trends that are likely to impact higher education policy, schools and students. Some trends cited by the Education Commission of the States and others:

1. The free community college movement and related cost discussions.
2. Getting serious about adult students.
3. Sexual violence prevention and response fueled by high-profile cases.
4. Remote learning and its impact on institutions and students.
5. Ways to measure learning and the alignment with job needs.

In each of these areas, Indiana and our institutions are responding and our strategic plan is guiding the Commission's efforts.

CONSIDERATION OF THE MINUTES OF THE AUGUST, 2016 COMMISSION MEETING

R-16-06.1 RESOLVED: That the Commission for Higher Education hereby approve the Minutes of the August 2016 regular meeting (Motion – Fisher, second – Bland, unanimously approved)

II. BUSINESS ITEMS

A. 2017-2019 Indiana Postsecondary Institution Budget Presentations

1. Indiana University

President Michael McRobbie presented this item.

Mr. LaMothe remarked that he is continually impressed that President McRobbie and his peers, in differing sizes, are running an incredibly complex, very sophisticated and enormous operation: a billion dollar corporation called a university. Mr. LaMothe is impressed with what Indiana University is doing. He read through the strategic vision and saw significant improvements in some of the key metrics that we've been looking at, including the rate of tuition increases. He stated that one of the great challenges that President McRobbie and his peers have is growing and responding to the educational requirements and opportunities, while also trying to manage cost and finding sources of revenue to fuel it.

Mr. LaMothe stated that he will be asking this same question to each of the institutions. He said the one thing he does not hear often are the efforts that the university is doing to manage costs to look for efficiencies and to drive out obsolete costs or practices and asked President McRobbie to talk about what IU is doing.

In response to Mr. LaMothe, President McRobbie stated that IU has a similar strategic or intense focus on operational improvements, driving costs out of the system and trying to drive efficiency. On the academic side, when you're in an environment where the bulk of your employees are tenure track or tenured employees in the university, in order to respond to need, you cannot do it in terms of how people do it in a business design. IU's approach has really been a progressive transformation of the university. The School of Health, Physical Education, and Recreation (HPER) is a classic example. While it was a school that was highly relevant and contemporary when it started it was becoming less so in recent years. The goal was to transform it into a school that was going to be focused on the professions of the future. The point being, how can we best utilize resources we already have by transforming an institution that maybe had less relevance today than it had into one that is very relevant and professionally focused. All of the seven programs you have seen are focused on how IU can transform the core academic mission of the institution to focus on where the professional needs and demands are coming from our students.

President McRobbie stated, on the administrative side, decide what can be done centrally and what can rightly be done at the level of the individual schools or campuses. IU has progressively and systematically worked on the centralization of services where that makes sense across the university. The most recent example is under the extremely able direction of John Whelan, Associate Vice President of Human Resources, a new strategic plan was implemented to bring together all our disparate human resources organizations and point them all in one direction. This is a way of better utilizing the resources IU already has and can lead to a greater leverage of those resources in economies of scale. These are among the kinds of effective strategies you can put in place because they're strategies with a purpose, people can understand why you're doing them and although they can be disruptive there's a clear goal in mind for why you're doing it.

There is no shortage of other programs that we have put in place to reduce costs across the university. He said Dr. Morrison could speak extensively about energy costs and how all new buildings will be at least LEED silver certified and renovated buildings will be LEED silver certified. That alone results in tens of millions of dollars to the institution. In the long version of the strategic plan, the very last priority is focused exactly on the whole question of efficiency and greater effectiveness.

2. Indiana State University

President Daniel Bradley presented this item.

Mr. LaMothe stated that it is clear President Bradley is very focused on many of the key initiatives of the Commission and applauds their performance over the last several years. He said you have been focused on the necessity of cutting cost and driving efficiency.

In response to Mr. LaMothe's question about how they've done so well in cutting costs, President Bradley said he thinks if 65-70 % is personnel, they must be the focus. ISU has done a number of things in other areas such as outsourcing some activities. ISU works very hard in remodels to make sure light and thermal insulation is improved at the same time so that utility costs are controlled. The price of those utilities is going up fast enough so that even though usage is going down, cost is rising. ISU outsources things someone else can do better. For instance, the dining operation is outsourced because Sodexo, with a worldwide reach, can run a better dining operation than ISU. ISU has very few vehicles and use Enterprise Rental Car for most of the vehicles used. Efficiency must increase 1-2% per year over the next decade in order to balance the books. ISU has made their classrooms large and there is a limit to that. There is a limit to how much utilization you can get from your buildings. We've retired about 100,000 square feet of academic administrative space in the last decade at the same time that we've increased our student body. ISU has greatly increased the efficiency that they're getting from their buildings.

Mr. Bland asked President Bradley to comment on a graph in a slide regarding ISU's operating appropriations and trends and state appropriations. President Bradley said that the left hand side coincides with the great recession. Everyone lost a significant

amount of dollars at that time, but we have not been a winner in the performance funding process and we have just continued to atrim our state appropriations.

Mr. Bland requested clarification on the next graph as well. President Bradley said the first graph is simply state appropriation and it has declined from 77 million to 66 million in the period of 2009 to 2017. The second graph reflects that decline as well as about a 30% increase in enrollment. It is more complex because there are two variables taking place at once. Some institutions whose graphs stays flat or goes up, it doesn't necessarily mean that they got more money, it could be that they have fewer students or some combination. It is about two thirds student enrollment and one third decline in appropriation.

Ms. Lubbers commented, in defense of President Bradley, in terms of the time President Bradley came and the numbers during that time. He came at a point with the chart we show you that ISU, based on their enrollment and appropriation, was at a very high level compared to other four year institutions. He has been building the enrollment up and as he's indicated, a lot of this has to do with appropriation per FTE and the relationship with your enrollment during that time. You have to look at both pictures in context, the economic situations and the enrollment changes during that time. We have every reason to believe that these numbers based on performance and economic improvement during this time that we could see some upward ticking of that as well. It's a contextual picture that tells a story but it has a lot of nuances to it as well.

3. University of Southern Indiana

President Linda Bennett presented this item.

Ms. Whitehouse commented that the name Physical Activity Center Classroom does not adequately describe what this building does or is. She hopes when the Commission visits USI in November there will be an opportunity to see it. It is a very multipurpose building and very heavily used by all students at one point or another. It is not just an avenue for commencement or basketball games, but a powerful building with a lot of connections throughout the campus. The name really belies what it does.

Mr. LaMothe said that each university is having to look at cost and efficiencies. He asked President Bennett to discuss what USI is doing and if it involves the board or if it is more focused among the administrative team.

President Bennett stated that USI has always been focused on efficiency because it was a need. She said they've always had a very low tuition coupled with a very low state appropriation, they have had to make sure they're making the most out of every dollar. At every board meeting, members of the board and the finance committee monitors very closely and presses in terms of what are you doing to stop some things in order to take on new things. USI has public budget hearings on campus that are launched by saying, these are the revenues and here's how they've been spent. Guidelines for the Vice Presidents and the Deans are that if you want to do something new, tell us what you are going to stop doing and do it through reallocation. Campus wide, if we want to do something, how do we find existing monies to make that possible. When she

interviewed at USI to become Provost 13 years ago, she walked in during her interview to the open budget hearing process. That was a tradition at USI of being very open with budget, very realistic and asking the hard questions in terms of why are you asking for these new monies and is there a way through reallocation to accomplish that. In 2010 when the Commission asked the National Center for Higher Education Management Systems (NCHEMS) to do a study of efficiency across the campuses, USI was found to be highly efficient. USI was congratulated for producing more degrees than resources would have dictated USI would be able to do. NCHEMS even questioned their own measures because they felt that just couldn't be true.

In response to Mr. Bland's request to provide insight into something that would be helpful for the Commission to know as you think about your budget, President Bennett stated that she has always felt that the Commission recognizes the uniqueness of USI. She has been very gratified as she goes into Indianapolis, legislators outside of their region have begun to talk to them and recognize they represent something of a different model. USI is not a research university 'wannabe' but are still multipurpose. USI takes at a high value the impact they have on students. The engagement model was part of USI's founding. Think of USI as a modern day land grant. If you went back and looked at the land grants in the late 19th century going into the early 20th century, you would see a lot of parallels in their development and the development of USI. USI was developed for the same reason as the 1862 Act established a lot of the land grants. USI was put there deliberately to develop and enhance that region. When USI became a statewide public institution in 1985, one third of high school graduates in the region went on to postsecondary education. Now, more than 80% do. That is our impact.

4. Vincennes University

President Chuck Johnson presented this item.

Mr. LaMothe stated that he knows for years Vincennes University has had to work with less, and in particular in the last few years it is remarkable to see what VU is doing. He asked President Johnson to discuss some of the strategies or focuses of VU on this area of drive efficiency and cost out of the system.

President Johnson stated that he worked for four higher education institutions in his career and this is the most thinly staffed, administratively, organizations he's been involved in. Where other organizations might have four people to do something, VU has a quarter of a full time person who does it. VU is very conscious of the overhead costs of having too much administration. VU has a very cost sensitive approach and are very conscious of the value offered. Quality has to be matched with the cost of what is being delivered. One of the most recent initiatives launched is under the health care plan. VU is self-insured so every time costs go up, VU bears the direct cost. Two years ago, they approached the board and said they would like to develop their own clinic, manage their own wellness program and run their costs through this clinic. VU would hire the staff and it would be for all of VU employees. Side by side with that, would be two other initiatives. First, all staff would be put through wellness screenings so that there is opportunity to anticipate and identify long term and critical problems that people are facing. In the first year of this, VU has identified some individuals, unbeknownst to

them, some very serious health issues and have been able to get them the care needed in a way that not only preserved their health but also preserved some of the costs incurred with later diagnoses. Second, faculty and staff are given the resource to identify the best provider for their need at the best cost. VU has seen tremendous savings and have kept health care premiums flat for employees and VU for about four years. They have identified about one million dollars in savings by running their own clinics.

He continued saying like other institutions, VU has limited control over energy costs, however with the support of the state and others, a significant steam line replacement that is saving thousands of gallons of water and a lot of money to try to develop the heating on the campus. VU has created more efficient buildings on campus and part of VU's capital request is to continue to build on that. Their board is a very engaged with helping maintain VU as a very cost effective and value driven organization. VU has done a lot to take a look at whether academic and administrative programs need to be reorganized. VU is fortunate to have industrial partners that help in the curriculum in ways that otherwise they would not have the resources to do.

Ms. Duarte De Suarez stated that President Bradley talked about the Guided Pathways to Completion and talk about the incorporation of some of these programs to the 15 high schools. She asked him to explain what kind of setups or agreements are needed to get into the curriculum of the high schools. President Bradley said in many cases these are places that VU already had dual credit relationships, so this was taking it to a different level. VU goes in and identifies what kind of programs based on their industry and regional workforce needs that they would be able to develop. The main thing is taking a VU curriculum and standards and delivering it at the high school level, wherever possible, using the high school faculty member who is credentialed to teach at the college level.

B. Academic Degree Program for Expedited Action

1. Ph.D. in Data Science offered by Indiana University at Indiana University-Purdue University Indianapolis
2. Doctor of Public Health in Global Health Leadership offered by Indiana University at Indiana University Purdue University Indianapolis
3. Associate of Applied Science in Optometric Technology to be offered Ivy Tech Community College in Bloomington

R-16-06.2 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – LaMothe, unanimously approved)

C. Capital Projects for Full Discussion

1. Indiana State University – Rhoads Hall Renovation

Diann McKee presented this item.

Dominick Chase provided the staff recommendation.

R-16-06.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Fisher, unanimously approved)

C. Capital Projects for Expedited Action

1. Ball State University – Health Professions Building

R-16-06.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Whitehouse, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Capital Projects Awaiting Action
- D. Media Coverage

**V. OLD BUSINESS
NEW BUSINESS**

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 3:45 P.M.

Dan Peterson, Chair

Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, October 13, 2016

BUSINESS ITEM A:

**2017-2019 Indiana Postsecondary Institution
Budget Presentations**

Background

By statute, (Indiana Code 21-18-6), the Commission for Higher Education must review the legislative budget requests for all state postsecondary educational institutions and make recommendations concerning appropriations and bonding authorizations.

As part of this review, the Commission has requested that the following institutions present their 2017-19 budget submission during the October 2016 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Purdue University
- Ball State University
- Ivy Tech Community College

COMMISSION FOR HIGHER EDUCATION

Thursday, October 13, 2016

BUSINESS ITEM B:

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:

- Masters of Science in Medical Biophysics, Certificate in Medical Physics, and Masters of Science in Health Physics offered by Indiana University Bloomington
- Technical Certificate in Aviation Technology – Flight Technical, Technical Certificate in Aviation Technology Management, and Associate of Applied Science in Aviation Technology Management offered by Ivy Tech Community College Columbus
- Bachelor of Science in Public Health in Fitness and Wellness offered by Indiana University Bloomington
- Masters of Science in Cybersecurity Risk Management offered by Indiana University Bloomington
- Bachelor of Arts in International Studies offered by Indiana University East
- Bachelor of Arts and Bachelor of Science in Biochemistry offered by Indiana University Northwest
- Master of Arts in Teaching English to Speakers of Other Languages offered by Indiana University at Indiana University Purdue University Indianapolis

Background

The Academic Affairs and Quality (AA&Q) Committee reviewed these proposed programs at its September 26, 2016 meeting and concluded that the M.S. in Medical Biophysics offered by Indiana University Bloomington, T.C. in Aviation Technology – Flight Technical, T.C. in Aviation Technology Management, and A.A.S. in Aviation Technology Management offered by Ivy Tech Community College Columbus, M.S. in Health Physics offered by Indiana University Bloomington, B.S.P.H. in Fitness and Wellness offered by Indiana University Bloomington, M.S. in Cybersecurity Risk Management offered by Indiana University Bloomington, B.A. in International Studies offered by Indiana University East, B.A./B.S. in Biochemistry offered by Indiana University Northwest, and the M.A. in Teaching English to Speakers of Other Languages offered by Indiana University at Indiana University Purdue University Indianapolis should be

placed on the Commission's October 13, 2016 agenda for expedited action.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, October 13, 2016.

Academic Degree Programs on Which Staff Propose Expedited Action

October 13, 2016

CHE 16-11 Masters of Science in Medical Biophysics and Certificate in Medical Physics to be offered by Indiana University Bloomington

Proposal received on May 3, 2016

CIP Code: 26.0299

Fifth Year Projected Enrollment: Headcount – 10, FTE – 8

Fifth Year Projected Degrees Conferred: 5

CHE 16-22 Masters of Science in Health Physics to be offered by Indiana University Bloomington

Proposal received on August 22, 2016

CIP Code: 26.0203

Fifth Year Projected Enrollment: Headcount – 5, FTE – 6

Fifth Year Projected Degrees Conferred: 5

Both of these master's programs, as well as the certificate, will be offered through Department of Physics in the College of Arts and Sciences. In addition to baccalaureate and master's degrees in Physics, the Department offers a Ph.D. in Physics, which enrolled 82 headcount or 62 FTE students and had 16 graduates in FY2015. The Department also offers a small, highly specialized M.S. in Medical Physics, which requires a clinical rotation that is coordinated through IUPUI and that is needed for the program to be accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP).

The addition of two other small master's programs, which do not require the clinical rotations needed for CAMPEP accreditation, enables the Department to attract students in all three of the significant ways in which physics is applied to medicine: Medical Biophysics, CAMPEP Medical Physics, and Health Physics. All three degrees share core courses but are distinguished by the amount of coursework in Physics, Biophysics, Nuclear Chemistry, and electives. Each degree presents a pathway to a unique set of career opportunities.

The Certificate in Medical Physics will enable someone who already has a Ph.D. in Physics to obtain a position that requires graduation from a CAMPEP-accredited program.

CHE 16-20 Technical Certificate in Aviation Technology – Flight Technical, Technical Certificate in Aviation Management, and Associate of Applied Science in Aviation Technology Management to be offered by Ivy Tech Community College Columbus

Proposal received on August 3, 2016

CIP Code: 49.0104

Fifth Year Projected Enrollment: Headcount – 21.6, FTE – 35

Fifth Year Projected Degrees Conferred: 8

Ivy Tech Community College currently offers an A.A.S. in Aviation Maintenance Technology, which enrolled 68 headcount or 48 FTE students in FY2015; in that same year, this program had seven graduates. In 2014, the Commission also authorized Ivy Tech to offer Certificate programs in Aviation Operations, Aviation Maintenance – General, and Aviation Manufacturing – Electrical Assembly.

The program prepares graduates to be Airfield Operations Specialists, whose duties range from airport security and emergency planning, airport infrastructure (guiding planes, refueling, logistics), baggage processing, scheduling, and human resources. Required courses in the A.A.S. curriculum include: Introduction to Aviation Technology; Aviation Operations, Emergency Planning, and Weather Services; Airport Management; Air Carrier Operations; Financial and Managerial Accounting; Principles of Management; and Business Law. The proposed A.A.S. in Aviation Technology Management requires 60 semester hours of credit, thus meeting the standard credit hour expectation for associate degrees. Ivy Tech has designed this degree as an A.A.S. because there are no closely related degrees in Aviation Technology Management at the baccalaureate level.

CHE 16-23 Bachelor of Science in Public Health in Fitness and Wellness to be offered by Indiana University Bloomington

Proposal received on August 22, 2016
CIP Code: 31.0501
Fifth Year Projected Enrollment: Headcount – 60, FTE – 60
Fifth Year Projected Degrees Conferred: 15

Indiana University Bloomington is the home of one of two Schools of Public Health (the other is at IUPUI), which are both accredited by the Council on Education for Public Health (CEPH). The Bloomington campus is now expanding the scope of its undergraduate programming in order to help fulfill the mission of the School, a direction consistent with emerging national trends in this field. To that end, the Commission approved a B.S.P.H. in Environmental Health and a B.S.P.H. in Epidemiology for the Bloomington campus earlier this year.

IU Bloomington currently offers a B.S. in Kinesiology, which enrolled 1,999 headcount or 1,771 FTE students in FY2015 and graduated 388 students that same year. The Kinesiology baccalaureate includes a major in Health Fitness Specialist, which the University intends to split out and which provides a foundation for the proposed B.S.P.H. in Fitness and Wellness.

The proposed B.S.P.H. in Fitness and Wellness requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The University does not have a signed articulation agreement with Ivy Tech Community College; however, in addition to transferring the Statewide General Education Core, the University has informed the Commission that a number of Ivy Tech courses can apply toward meeting basic courses required for the proposed B.S.P.H.

CHE 16-24 Masters of Science in Cybersecurity Risk Management to be offered by Indiana University Bloomington

Proposal received on August 22, 2016
CIP Code: 11.1003
Fifth Year Projected Enrollment: Headcount – 50, FTE – 31
Fifth Year Projected Degrees Conferred: 24

The proposed M.S. in Cybersecurity Risk Management will be housed in the University Graduate School and will draw upon faculty and coursework from three academic units at IU Bloomington: the School of Informatics and Computing, the Kelley School of Business, and the Maurer School of Law. In September 2015, the Bloomington campus received approval from the Commission to offer a Graduate Certificate through each of the schools collaborating on the master's degree: Cybersecurity, Cybersecurity Management, and Cybersecurity Law and Policy, respectively.

IU Bloomington has extraordinary resources to support the offering of this program, as signified by its status as a certified Center of Academic Excellence (CAE) in both Information Assurance Research and Information Assurance Education from the U.S. National Security Agency/Department of Homeland Security. Fields in which the University has nationally recognized strengths in state-of-the-art research and instruction include cryptography, systems security, enterprise risk management, and cybersecurity law and policy. Its Center for Applied Cybersecurity Research (CACR), founded in 2003, provides opportunities for students to engage with real-world problems, such as those facing government cybersecurity leaders and their organizations.

CHE 16-25 Bachelor of Arts in International Studies to be offered by Indiana University East

Proposal received on August 22, 2016
CIP Code: 45.0901
Fifth Year Projected Enrollment: Headcount – 48, FTE – 48
Fifth Year Projected Degrees Conferred: 12

Within the Indiana University system, IU Bloomington, IUPUI, and IU Southeast also offer baccalaureate degrees in International Studies. In FY2015, the International Studies program on the Southeast campus enrolled 45 headcount or 27 FTE students and graduated seven students. The program proposed by IU East requires a study abroad experience in order to graduate, and students enrolling in this program will be able to satisfy this requirement through the study-abroad opportunities available on any of the other IU campuses. The most popular way of meeting this requirement is through a summer abroad program, typically lasting about six weeks.

The proposed B.A. in International Studies requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The Commission understands that the University is pursuing an articulation agreement for this program with the Ivy Tech Liberal Arts associate degree.

CHE 16-26/27 Bachelor of Arts and Bachelor of Science in Biochemistry to be offered by Indiana University Northwest

Proposal received on August 22, 2016

CIP Code: 26.0202

Fifth Year Projected Enrollment: Headcount – 16/28, FTE – 15/28

Fifth Year Projected Degrees Conferred: 4/7

Three other Indiana University campuses (East, Kokomo, and South Bend) presently offer baccalaureate degrees Biochemistry. Together, these programs enrolled 126 headcount or 94 FTE students in FY2015 and had 11 students graduate that same year. IU Northwest also offers a B.A./B.S. in Biology (273 headcount enrollees and ten graduates in FY2015) and a B.A./B.S. in Biochemistry (53 headcount enrollees and seven graduates in FY2015). Relative to the proposed Bachelor of Science in Biochemistry, the Bachelor of Arts in Biochemistry requires 30 fewer credit hours Chemistry, Biology, Mathematics, Physics, and other science electives, and 30 more credit hours in general education and general elective courses.

The proposed B.A./B.S. in Biochemistry requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. At this time, no specific articulation with a related associate degree is expected for the proposed Biochemistry degree. However, the Commission expects that when the Transfer Single Articulation Pathways (TSAPs) are finalized for Biology and Chemistry, the Biochemistry degree can be reviewed in the context of these TSAPs to maximize transferability.

CHE 16-29 Master of Arts in Teaching English to Speakers of Other Languages to be offered by Indiana University at Indiana University Purdue University Indianapolis

Proposal received on August 22, 2016

CIP Code: 13.1401

Fifth Year Projected Enrollment: Headcount – 60, FTE – 35

Fifth Year Projected Degrees Conferred: 25

Indiana University currently offers a Graduate Certificate in Teaching English as a Second Language (TESOL) at IUPUI that enrolled 15 headcount or seven FTE students and had three graduates in FY2015. The University also offers a TESOL concentration within the M.A. in English, which will provide a foundation for the proposed M.A. in TESOL. IUPUI currently has a number of programs in applied linguistics and TESOL that provide support for non-native English speakers, including: English for Academic Purposes (EAP) for undergraduate and graduate students; the International Center for Intercultural Communication (ICIC), which has offered English for Specific Purposes (ESP) language and cultural training programs for students, faculty, and postdoctoral researchers, as well as international visitors to campus and members of the local community; and the Program for Intensive English (PIE), which offers non-credit intensive English courses from beginning to advanced levels for full-time, non-matriculated students.

COMMISSION FOR HIGHER EDUCATION

Thursday, October 13, 2016

BUSINESS ITEM C:

Capital Projects for Expedited Action

Staff Recommendation

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

Purdue University

- Wood Street Utility & Tunnel Infrastructure Repairs
- Owen Hall East Entrance ADA Accessibility Renovation
- Feldun Agricultural Center Shop Facility
- Earhart Hall University Residences Bathroom Renovations Phase VI
- Calumet Bioscience Innovation Building Planning Funds

Background

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

Supporting Document

Background Information on Capital Projects for Expedited Action, October 13, 2016

Capital Projects for Expedited Action
October 13, 2016

B-1-17-2-06 **Purdue University – Wood Street Utility and Tunnel Infrastructure Repairs**
Purdue University and its Board of Trustees request to proceed with the planning, financing and construction of the Wood Street Utility and Tunnel Infrastructure Repairs. The proposed project will provide essential structural repairs to the utility infrastructure in the southeast area of the West Lafayette campus.

The estimated cost of this project is \$2,490,000 and will be funded from Infrastructure Reserve funds.

B-1-17-2-05 **Purdue University – Owen Hall East Entrance ADA Accessibility Renovation**
Purdue University and its Board of Trustees request to proceed with the financing and construction of the Owen Hall East Entrance ADA Accessibility Renovation on the West Lafayette Campus. The proposed project will provide ADA accommodations at Owen Hall, including construction of a grade-level entrance, creation of ADA-accessible public restrooms, and an elevator to provide access to both floors of the central building.

The estimated cost of this project is \$2,200,000 and will be funded from Departmental Funds.

B-1-17-1-04 **Purdue University – Feldun Agricultural Center Shop Facility**
Purdue University and its Board of Trustees request to proceed with the planning, financing and construction of the Feldun Agricultural Center Shop Facility project in Lawrence County. This project will provide needed improvements to the Feldun Purdue Agricultural Center in Bedford, Indiana. The agricultural center is located on a rural site with over 880 acres and is home to the agricultural farm and research facility that grows corn, soybeans, wheat, hay, and raises cattle. The project includes construction of a shop and office facility, a hoop structure for manure storage, and improvements to the agricultural center utility infrastructure.

The estimated cost of this project is \$2,300,000 and will be funded by Departmental Funds.

B-1-17-2-03 **Purdue University – Earhart Hall University Residences Bathroom Renovation Phase VI**
Purdue University and its Board of Trustees request to proceed with the planning, financing and construction of the Earhart Hall University Residences Bathroom Renovation Phase VI on the West Lafayette Campus. This proposed project will reconfigure and renovate the bathrooms on floors one to eight of the west tower in Earhart Residence Hall to provide ADA accessibility enhancements, greater privacy, an updated appearance, and improved marketability. The project will also replace the original aged plumbing infrastructure.

The estimated cost of this project is \$5,000,000 and will be funded from Departmental Funds.

B-2-05-1-05P Purdue University – Calumet Bioscience Innovation Building Planning Funds

Purdue University and its Board of Trustees request to proceed with the financing and planning of the Calumet Bioscience Innovation Building. The Bioscience Innovation Building will be the home for the College of Nursing, the Department of Biological Sciences, and the Center for Educational Learning and Testing. It will also house other shared instructional spaces, address outdated laboratory facilities and prepare students for 21st century careers in nursing and life sciences.

The project was to be funded from the Indiana General Assembly's appropriation of 2007 Fee Replacement Bond Proceeds (\$2,400,000). Due to economic challenges following the 2007 Legislative Session, the 2007 Fee Replacement Bonds were not issued, and the project approval has been awaiting action with the Commission. During the 2015 Legislative Session, the General Assembly appropriated \$2,400,000 for the planning of the project.

COMMISSION FOR HIGHER EDUCATION
Thursday, October 13, 2016

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Bloomington	Masters of Science in Medical Biophysics and Certificate in Medical Physics	5/3/2016	On the CHE agenda for action
02	Indiana University Bloomington	Masters of Architecture	6/28/2016	Under Review
03	Ivy Tech Community College – Columbus	Technical Certificate in Aviation Technology – Flight Technical; Technical Certificate in Aviation Technology Management; and Associate of Applied Science in Aviation Technology Management	8/3/2016	On the CHE agenda for action
04	Indiana University Bloomington	Masters of Science in Health Physics	8/22/2016	On the CHE agenda for action
05	Indiana University Bloomington	Bachelor of Science in Public Health Fitness and Wellness	8/22/2016	On the CHE agenda for action
06	Indiana University Bloomington	Masters of Science in Cybersecurity Risk Management	8/22/2016	On the CHE agenda for action
07	Indiana University East	Bachelor of Art in International Studies	8/22/2016	On the CHE agenda for action
08	Indiana University Northwest	Bachelor of Arts and Bachelor of Science in Biochemistry	8/22/2016	On the CHE agenda for action
09	Indiana University Northwest	Bachelor of Science in Medical Imaging Technology	8/22/2016	Under Review

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
10	Indiana University Purdue University Indianapolis	Masters of Arts in Teaching English to Speakers of Other Languages (IU)	8/22/2016	On the CHE agenda for action
11	Indiana University South Bend	Bachelor of Science in Clinical Laboratory Science	8/22/2016	Under Review
12	Indiana University – Multiple Locations	Bachelor of Science in Applied Health Science	8/22/2016	Under Review

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM B: Academic Degree Program Actions Taken by Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Indiana University Purdue University Indianapolis	Bachelor of Science in Computer and Information Technology (PU)	09/26/2016	Changing the CIP code
02	Indiana University Purdue University Indianapolis	Graduate Certificate in Disaster Health Management (IU)	09/26/2016	Changing the program level
03	Indiana University Purdue University Indianapolis	Graduate Certificate in Teaching English to Speakers of Other Languages (IU)	09/26/2016	Changing the name of a program
04	Indiana University Purdue University Indianapolis	Master of Arts in Philanthropic Studies (IU)	09/26/2016	Adding distance education
05	Indiana University Purdue University Indianapolis	Graduate Certificate in Philanthropic Studies (IU)	09/26/2016	Adding distance education
06	Vincennes University	Associate of Science in Legal Studies	09/26/2016	Changing the name of a program
07	Indiana University East	Associate of Arts in General Studies	09/26/2016	Eliminating a program
08	Indiana University Purdue University Fort Wayne	Bachelor of Applied Science (IU)	09/26/2016	Changing the CIP code
09	Purdue University West Lafayette	Master of Science in Hospitality and Tourism Management	09/26/2016	Adding distance education

COMMISSION FOR HIGHER EDUCATION

Thursday, October 13, 2016

INFORMATION ITEM C:

Capital Projects Awaiting Action

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, October 13, 2016

INFORMATION ITEM D: **Media Coverage**

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

WBOW
Search for minority teachers ramps up in Indiana
Veronica Carter
September 2, 2016

Two scholarship deadlines are approaching for minority students in Indiana who want to become teachers.

The William A. Crawford Minority Teacher Scholarship and Earline S. Rogers Student Teaching Stipend for Minorities offer financial aid for minority students who meet academic requirements and commit to teaching at least three years after earning a college degree.

Stephanie Wilson, communications director for the Indiana Commission for Higher Education, says minorities are under-represented in Hoosier classrooms.

"It's so important for kids to see adult professionals who look like them, who understand where they come from, who understand their culture, and teachers spend more time with students often than their own families," she states.

Applications for the minority teacher scholarship will be accepted through Sept. 4th. For the teaching stipend, applications are accepted according to when students plan to student teach.

Wilson says the [Indiana Commission for Higher Education](#) wants to help high school students who want to go to college to study education, but there's also a financial need for students already enrolled in the program.

"When students are at the end of their teacher education programs, they have to do a student teaching program, and often in those programs they're spending hundreds of hours in the classroom, during which time they obviously can't afford to have a full time or even a part-time job," she points out.

The [Center for American Progress](#) did a state-by-state analysis and came up with a diversity index that compares the percentage of nonwhite students to nonwhite teachers.

The national average is a gap of 30 percentage points. Indiana's score is better, coming in at 20.

The Gary Crusader
State offers \$500K to help 21st Century Scholars
September 8, 2016

Grants aim to sustain rapid gains in Scholars on track to receive scholarships. The Indiana Commission for Higher Education is asking high schools and community organizations to apply for a portion of \$500,000 in grant funds available to ensure students in Indiana's 21st Century Scholars program complete new scholarship requirements.

Approximately one third of Scholars in the graduating Class of 2017 are currently on track to earn the state scholarship that pays for up to four years of college tuition.

Schools and community organizations must apply online for the grants at scholars.in.gov/grants by September 30, 2016. Grant applicants are eligible for \$25 per senior Scholar (Class of 2017), who completes the Scholar Success Program requirements. Funding is available for all Indiana high schools with senior Scholars.

Schools and organizations that do not take advantage of this grant opportunity are forfeiting hundreds—and even thousands—of dollars designed to support local program development and student support efforts.

For 26 years, Indiana’s 21st Century Scholars program has provided up to four years of full tuition scholarships for low-income students who meet certain academic and preparation requirements. In an effort to help more Scholars prepare for the rigors of college and successfully earn a degree, the Indiana General Assembly tasked the Commission with developing a student success program in 2011.

Developed by an advisory group of educators, community leaders and business stakeholders in 2012, the Scholar Success Program includes 12 activities 21st Century Scholars must complete in high school to earn their scholarships. Activities are designed to be completed in specific years but can be completed until spring of the graduating year.

The activities are required for all enrolled Scholars, beginning with the high school graduating Class of 2017.

Indianapolis Business Journal
ITT is gone, but challenges facing for-profit schools live on
Greg Andrews
September 10, 2016

Expect the turmoil to continue in for-profit education following the demise of one of its biggest players, Carmel-based ITT Educational Services Inc., which had been in business 50 years and had 40,000 students.

The company shut down its 130 ITT Technical Institutes in 38 states on Sept. 5—driven under by federal sanctions, including a prohibition against providing financial aid to new students. The government said it tightened the screws because it had “significant concerns about ITT’s administrative capacity, organizational integrity, financial viability and ability to serve students.”

In short, ITT was under unprecedented scrutiny over whether its expensive diplomas (a two-year associate’s degree ran some \$45,000) were leaving students awash in debt while failing to properly prepare them for gainful employment.

That question will continue to hang over other players in the for-profit industry, including Indianapolis-based Harrison College, which has 3,000 students at 11 Indiana and Ohio campuses, as well as out-of-

state operators with significant operations here. Those include Pittsburgh-based Education Management Corp., which operates Brown Mackie College and the Art Institute of Indianapolis.

The most immediate threat: The primary accreditor for for-profit schools, the Washington, D.C.-based American Council of Independent Colleges, is under scrutiny by the Obama administration for lax oversight and is fighting to avoid shutdown.

Even without that looming threat, the for-profit education companies had plenty to fret over, including tumbling enrollment driven in part by increasing concern among students about their value proposition. ITT had shed more than 30,000 students since 2011.

Those declines have come against a backdrop of falling enrollment in higher education overall. Total enrollment has fallen every year since 2010, leaving nearly 1 million fewer students on college campuses.

In the scramble for students, for-profit schools have seen one of their key differentiators disappear, higher education observers said.

“Part of the reason proprietary schools have flourished—it’s come with a price tag—but they have been willing to rearrange their schedules to accommodate the complicated schedules of adult learners,” said Teresa Lubbers, Indiana’s commissioner for higher education.

Lubbers said community colleges like Ivy Tech and private universities like Indiana Wesleyan now do a better job serving those students.

Brad Safalow, CEO of PAA Research and one of the first analysts to foresee ITT’s collapse, said for-profit schools are feeling pressure from all sides.

“I think when you look at the higher education space overall, there’s weakness in demand for ALL institutions. Students have grown incredibly leery about taking on debt and, as a result, demand has declined and there’s significant tuition price deflation,” he said in an email.

“Now you have a situation where there’s extensive excess capacity in the system and traditional higher education institutions can offer similar programs (particularly online) at lower price points with better outcomes. It’s a simple case of supply and demand, really, and the for-profit education industry in many respects is collateral damage.”

Another challenge for for-profit schools is avoiding getting swept up in the negative headlines, which can cause consumers to paint the entire industry with a negative brush.

While many schools are expensive and have high dropout rates—a combination that can leave students with few job prospects and devastating debt—some do offer strong programs that serve students well.

A case in point is Harrison College’s associate’s degree nursing program, which boasted a licensure pass rate of 94.3 percent over the past four years. That’s better than any other for-profit school in Indiana and substantially higher than the average for public institutions (87.8 percent) and not-for-profit schools (83.3 percent).

The same could not be said for ITT, which in recent months had been winding down nursing programs at three campuses. ITT nursing students accumulated passing rates of 52 percent in Merrillville, 57 percent in South Bend and 71 percent in Indianapolis from 2012 to 2015.

IndyStar

Here's what some Indiana colleges are offering to former ITT Tech students

James Briggs

September 14, 2016

Several Indiana colleges and universities are offering incentives to attract students who were displaced by ITT Technical Institute's failure.

But their disparate policies on accepting transfer credits highlight the tough choices that former ITT students will face when deciding which school to attend, or whether to pursue more education at all.

Ivy Tech Community College is among the schools hoping to lure some of the 1,000-plus Indiana students who were attending ITT when it [closed](#) Sept. 6. As a matter of policy, Ivy Tech won't accept transfer credits from ITT. To make itself more attractive, though, the college is planning to waive test-out fees for ITT students and offer loan forgiveness to ITT students who previously attended Ivy Tech.

Ivy Tech Community College Southwest will host an information session from 3-6 p.m. Sept. 19 in room 107 at the Evansville campus. At the meeting, students will have the opportunity to investigate their options, and will receive personal help with applications.

"We are Indiana's community college system, and we're committed to reaching out and assisting those students in achieving their education goals," [Ivy Tech President Sue Ellspermann](#) said.

The outreach by Ivy Tech and other schools comes as state agencies are scrambling to assist students who were stranded when Carmel-based ITT Educational Services Inc. [collapsed under the weight of government sanctions](#). The for-profit college had six campuses and employed 662 people in Indiana. The Indiana Commission for Higher Education held a news conference Tuesday during which colleges described their plans for helping ITT's former students.

Even if transferring were easy, it wouldn't be a simple choice for students. The U.S. Department of Education has said former ITT students can qualify to have their federal loans forgiven. But students who transfer to another school could forfeit that opportunity. And the students who are committed to transferring might find that they have to start over in a new program.

For-profit ITT was on the verge of losing its accreditation before it closed, making it difficult for other colleges and universities to accept credits from the disgraced school. Most large private and nonprofit schools don't take ITT credits.

"We're accredited, as are the other institutions, and we're held accountable to that accreditation," Ellspermann said regarding Ivy Tech's policy on ITT credits.

Although Ivy Tech isn't offering straight-up transfer credits for students, Ellspermann said the college will try to offer at least some credit for certificates and life experience.

"We will look through the prior learning assessments," Ellspermann said. "Absolutely, we expect that students will receive some credit. We can't commit to each one of them, one for one, being accepted."

A few colleges are offering more straightforward transfer options, though. Harrison College, Oakland City University, Indiana Wesleyan University and Western Governors University Indiana each have said they would accept transfer credits on a case-by-case basis.

James Hutton, the CEO of for-profit Harrison College, is offering an especially clear welcome to former ITT students. Harrison offers programs similar to ITT in information technology, business, nursing and criminal justice.

"We've had seven applications from ITT students to start September 26, and we will take their credits," Hutton said.

WGU, a nonprofit school that offers online classes, is planning to waive more than \$200 in fees for former ITT students in addition to accepting some transfer credits. Indiana Wesleyan, a private college in Marion, will transfer up to 90 credits and offer 10 percent tuition scholarships for ITT students.

"We've used a portfolio review process where our faculty members review the syllabi and the instruction that ITT students have received," Indiana Wesleyan President David Wright said. "This has been reviewed by our regional accreditor (the Higher Learning Commission) several times and has met with their approval."

Oakland City University, a private school in Oakland City, also will accept transfer credits on a case-by-case basis. The school is especially able to accommodate ITT students who studied business, criminal justice and accounting.

Teresa Lubbers, Indiana's higher education commissioner, noted that transfers might not be the best option for students who stand to get thousands of dollars in federal loans discharged. Even students with federal loans who graduated from or dropped out of ITT before it closed [can submit claims to get their federal loans forgiven](#), though the Education Department has offered little guidance on how it will act on those requests.

"That is a decision that will have to be entered into very thoughtfully, and we want to help them do that," Lubbers said.

Ivy Tech is planning to host statewide events, along with representatives from several colleges, to provide information to former ITT students. The first event will be Sept. 28 at Ivy Tech's Indianapolis campus. Ivy Tech has [created a webpage](#) with more details.

Lubbers and other college administrators encouraged displaced ITT students to continue pursuing education if they didn't finish their programs before ITT closed.

"Learning is never worthless," WGU Chancellor Allison Barber said. "So their current credits might not be as marketable as they want it to be, but to the individual Hoosier who has chosen to go to school and learn, that's not worthless. So now, they need to figure out a university that will accept their credits or work with them to find their pathway so they can leverage what they've learned to be successful in the future."

WXIN
State teams up with Indiana colleges to relocate 1,000 former ITT Tech students
James Gherardi
September 13, 2016

Help is on the way for more than 1,000 ITT Tech students in Indiana that were left in the dust after the school [unexpectedly closed last week](#).

Five Indiana colleges are offering their assistance to ITT Tech students. Some are even reducing the cost of tuition in an effort to make sure those students get the degrees they set out to earn.

"These are valuable people who have a lot to offer to our communities and we want to help them in every way that we can," said Dr. David Wright, President of Indiana Wesleyan University.

More than 1,000 Hoosier ITT Tech students are getting major assistance from the state in seeking re-enrollment at other Indiana institutions.

"We can actually look at them and say we can help with the forgiveness of loans through the federal government discharge program. If you have credits, we're going to have to on a case by case basis, make sure that the academic rigor and quality of those credits are recognized by the schools who receive them," said Teresa Lubbers the Commissioner of the Indiana Commission for Higher Education.

ITT Tech abruptly closed this month, with no warning, leaving hundreds of Hoosiers out thousands of dollars and scrambling to find another college willing to accept their credits.

"Their current credits may not be as marketable as they want them to be, but to the individual Hoosier who has chosen to go to school and to learn, that's not worthless. So now they need to figure out a university that will accept their credits or work with them to find a pathway," said Allison Barber, Chancellor of WGU Indiana.

Five area colleges are now stepping up. Many are eliminating application and enrollment fees. Indiana Wesleyan is even reducing tuition by ten percent for students enrolling from ITT Tech.

The state is pledging assistance in obtaining loan forgiveness for students that qualify. The state Department of Veterans Affairs is also asking the federal government to allow re-enrollment for veterans through the GI Bill, which in its current version does not allow for re-enrollment.

The work will begin at an event hosted by Ivy Tech Community College where all former ITT Tech students are invited to begin the next chapter in their education.

“Our higher-ed institutions really are going to work together to make sure that those students know all of the options available to them,” said Sue Ellspermann, the President of Ivy Tech Community College.

Ellspermann announced Ivy Tech’s efforts and partnership with Indiana colleges to host statewide events at Ivy Tech campuses where ITT Technical Institute students can come and meet with representatives from all participating colleges to explore opportunities for continuing their degrees. The first of these events will be held 4-7 p.m. on Wednesday, Sept. 28, at the Ivy Tech Community College Indianapolis campus. [Details are available here.](#)

WTHR
State outlines plan to help those affected by ITT Tech closure
Rich Van Wyk
September 14, 2016

Former students of the closed ITT Technical Institute are getting some new hope and help.

The state and several colleges are offering discounts and incentives to get them back in school and give them credit for what they've already learned.

These are students who feared they spent thousands of dollars and put in years of work for nothing.

Former ITT students are already enrolling in Ivy Tech, one of the five colleges and universities offering incentives. Their stories are probably similar to Larissa Day's.

"I went from nine months away from graduating," she said. "I have to do another 22 months in school."

Larissa was earning a nursing degree at Medtech, another private school that recently announced it is closing.

"Put six months of my life into just college," the 22-year-old explained. "Quit everything, focused on that. It was all for nothing."

Maybe not, insist state education leaders and college administrators.

Allison Barber is the chancellor of WGU Indiana.

"Learning is never worthless," she told reporters Tuesday. "Their current credits might not be as marketable as they want it to be, but to the individual Hoosier who has chosen to go to school, that is not worthless."

Ivy Tech Community College, WGU Indiana, Indiana Wesleyan University, Harrison College, and Oakland City University are all promising students they will make the most of the time and thousands of dollars already spent on closed schools.

Some are offering discounts, or waving admission and other fees. Although most do not accept ITT class credits, students who take assessment tests may be given credit for what they have learned and may not have to repeat classes.

"These are valuable people who have a lot to offer our communities," said Dr. David Wright, president of Indiana Wesleyan University.

Students may need a lot more help. Larissa has already accumulated \$9,000 in student loans. She's got a job and will have to work as she tries to get back to work on that nursing degree.

"First time I put all my hard work into something. I don't quit," she said. "I'm trying to see it completely through and it's taken right out from underneath me."

Getting back on top will be difficult. Enrolling, earning credit for classes already taken, and qualifying for a government loan forgiveness program is complicated stuff.

Students may also want to consider getting their [federal loans forgiven](#). That process is conducted on an individual basis.

Several representatives from Indiana colleges and universities attended the news conference, including Sue Ellspermann, President of Ivy Tech Community College; Allison Barber, Chancellor at WGU Indiana; Dr. David Wright, President of Indiana Wesleyan University and Dr. Jim Hutton, President and Chief Executive Officer of Harrison College and Elisabet Sena-Martin, Assistant Provost of Oakland City University.

Resources for students:

Visit www.che.in.gov to access all resources and information in one location.

Transcripts: Students who have been affected by the ITT closure may access unofficial transcripts and records [through ITT's website](#) and should [submit a formal request](#) for their official transcript through the Indiana Archives and Records Administration.

Loan Forgiveness: Some ITT students may be eligible to have their federal loans discharged. Students should go directly to the [US Department of Education website](#) to learn about eligibility and steps required to apply for a closed-school loan discharge.

Adult Scholarships and Resources: For adult learners, Indiana's [You Can. Go Back. initiative](#) provides \$1,000 scholarships and a college-match app to help adult Hoosiers find the right program for their unique needs and aspirations. Learn more at YouCanGoBack.org.

Learn More Indiana: Students should explore their options carefully before deciding to enroll and invest in a postsecondary program. There are many resources available to help Hoosiers make the best decisions aligned to their personal goals, financial situations and scheduling

needs. LearnMoreIndiana.org is a State-sponsored online resource for Hoosier students to learn about different college programs and potential return on investment one, five and ten years after graduating.

Inside Indiana Business
State launches College Value Index
Alex Brown
September 21, 2016

The Indiana Commission for Higher Education, along with Indianapolis-based USA Funds and the Indiana Youth Institute, have launched what they're calling the nation's first comprehensive measure of college value. The Indiana College Value Index features profiles for all of Indiana's public colleges and universities.

The state says each institution's profile focuses on three main areas: completion, competency and career. The index includes data from the commission's College Completion Report and Return on Investment Report, as well as information gathered from the Gallup-Indiana Alumni Survey and information provided by the colleges.

"We are the first state to measure college value in a way that goes beyond the numbers to show not just how well our campuses are doing but also how they can do better," said Indiana Commissioner for Higher Education Teresa Lubbers. "The Indiana College Value Index does this by bringing together both quantitative and qualitative information, providing a more complete view of higher education performance and value."

USA Funds Executive Vice President Carol D'Amico says it is vital for students to have access to the necessary information in order to make well-informed decisions about where they want to go to college.

Some metrics are still under development and some campus value profiles do not include information on graduate satisfaction and experiences due to some colleges not participating in the Gallup-Indiana Survey. The commission says its goal is to have complete information for all campuses and partner over the next year with the Indiana Youth institute to gain input about the index in order to improve it.

You can learn more about the Indiana College Value Index by [clicking here](#).

WTHI
Indiana College Value Index unveiled on Wednesday
September 21, 2016

On Wednesday the Indiana College Value Index was unveiled.

The index is a statewide and campus-by-campus measure of the benefits and outcomes of post-secondary education.

“We are the first state to measure college value in a way that goes beyond the numbers to show not just how well our campuses are doing but also how they can do better,” Indiana Commissioner for Higher Education Teresa Lubbers said. “The Indiana College Value Index does this by bringing together both quantitative and qualitative information, providing a more complete view of higher education performance and value.”

The Indiana College Value Index provides college value profiles for all Indiana public college campuses, focusing on three areas aligned to the state’s strategic plan for higher education, called Reaching Higher, Delivering Value: Completion, Competency and Career. The index combines quantitative data from the Commission’s College Completion Report and Return on Investment Report with qualitative information from the Gallup-Indiana Alumni Survey as well as examples provided by the colleges.

Statewide Highlights

- Indiana outperforms and outpaces the nation on key measures of college value. Indiana college graduates report higher levels of well-being compared to national averages in all surveyed categories. Indiana outperforms the national average for on-time completion by over two percentage points as well as for extended (six-year) completion by nearly five percentage points. Finally, Indiana college students are less likely to take out student loans than their peers (61 percent in Indiana compared to 69 percent nationally).
- College pays financially and increases overall well-being. Within five years, graduates from over 85 percent of degree programs typically earn salaries that exceed the state median (\$32,500). Furthermore, more than half of Indiana college graduates indicate they are “thriving” in four out of five measures of well-being: purpose, community, financial and social. (Physical well-being tested the lowest, with over half of graduates indicating they were “struggling.”)
- Student choices and engagement matter more than where they attend college. Regardless of where students go to college, the data show that short-term and long-term satisfaction and return on investment are more closely tied to what students choose to study, course load, and use of campus resources.
- Students who receive support on campus are almost twice as likely to say strongly agree that their higher education was worth the cost—even if they have student loan debt. This is a clear area for potential improvement on Indiana campuses. Less than half of Indiana graduates report having support outside the classroom to graduate or to find an internship or job. Only 22 percent report having a professor or mentor who cared about them, made them excited about learning, and encouraged them to pursue their goals.

For more information, check out this [link](#).

Northwest Indiana Times
State launches new online tool to help Hoosiers make informed college choice
Dan Carden
September 21, 2016

Prospective college students, and their parents, have a new tool to gauge the best value among Indiana public universities.

The Indiana Commission for Higher Education on Wednesday launched its College Value Index, which makes comparative data on completion rates, student debt, academic effectiveness and career satisfaction available at the click of a mouse.

"We think that at a time when we're telling Hoosiers that education beyond high school is more important than ever, we need to make sure that we provide the right kind of information to help them make good decisions about where they go to college and what they study," Commissioner Teresa Lubbers said.

Lubbers said the free tool — available online at in.gov/che — uses state data and college alumni survey responses to answer three key questions all prospective students have: Will I learn what I need to know? Will I graduate? Will I find fulfilling employment?

The index does not rank schools based on their results, she said. Rather, it gathers typically disparate data and presents it in a single format and in one place to guide students toward an informed college choice.

"We are the first state to measure college value in a way that goes beyond the numbers to show not just how well our campuses are doing but also how they can do better," Lubbers said.

Region schools listed on the index include Purdue University Northwest, with separate entries for its former Calumet and North Central campuses; Indiana University Northwest and Ivy Tech Community College.

The data show that while the on-time and extended-time graduation rates of those schools are below the state average and student debt is nearly at or above other state universities, almost every student who graduates from PNW, IUN or Ivy Tech will earn more than the state's median salary within a decade.

Lubbers said she hopes to add private universities and for-profit institutions operating in Indiana to the index in coming years.

Indiana Public Media
New Indiana College Value Index intends to help students, families
Eric Weddle
September 22, 2016

The state's Commission for Higher Education and polling organization Gallup released a new website Wednesday that explains the value of attending an Indiana college.

The [Indiana College Value Index](#) doesn't rank the 16 state-funded college and university campuses. Instead, the website's purpose is to help students and their families answer questions about choosing a college, says Higher Education Commissioner Teresa Lubbers.

"We know there are other rankings out there, U.S. News and World Report and Princeton Review, but we think for Hoosier students this provides much more information," Lubbers says.

Information includes how long it takes to graduate at each school and survey results from students and alumni about their degree and overall experience.

Indiana's private and non-public schools are not included, but that could change by next year.

WOWO
Commission for Higher Education releases College Value Index
Saige Driver
September 21, 2016

A new database on Indiana's public universities is making it easier for high school students to learn about potential colleges.

[The Commission for Higher Education](#) posted a "College Value Index." The index has data on Indiana's state schools, including breakouts of Indiana University and Purdue University campuses.

The numbers include objective measures like cost and graduation rates. It also has surveys asking alumni whether they feel they got enough help at school and if they feel fulfilled now.

Just three of the 16 campuses listed have on-time graduation rates above the national average. You can see the full report below.

WANE
Indiana launches college value website
September 21, 2016

A website has been launched that's intended to help people make informed decisions about pursuing higher education in Indiana.

The [Indiana College Value Index](#) provides information compiled from all Indiana public college campuses with measurements of the benefits and outcomes of pursuing a degree at each institution.

“We are the first state to measure college value in a way that goes beyond the numbers to show not just how well our campuses are doing but also how they can do better,” Indiana Commissioner for Higher Education Teresa Lubbers said. “The Indiana College Value Index does this by bringing together both quantitative and qualitative information, providing a more complete view of higher education performance and value.”

The Indiana College Value Index focuses on three areas aligned to the state’s strategic plan for higher education, called Reaching Higher, Delivering Value: Completion, Competency and Career. The index combines quantitative data from the Commission’s College Completion Report and Return on Investment Report with qualitative information from the Gallup-Indiana Alumni Survey as well as examples provided by the colleges.

Some of the takeaways of the initiative were highlighted in a press release issued Wednesday:

Indiana outperforms and outpaces the nation on key measures of college value. Indiana college graduates report higher levels of well-being compared to national averages in all surveyed categories. Indiana outperforms the national average for on-time completion by over two percentage points as well as for extended (six-year) completion by nearly five percentage points. Finally, Indiana college students are less likely to take out student loans than their peers (61 percent in Indiana compared to 69 percent nationally).

College pays financially and increases overall well-being. Within five years, graduates from over 85 percent of degree programs typically earn salaries that exceed the state median (\$32,500). Furthermore, more than half of Indiana college graduates indicate they are “thriving” in four out of five measures of well-being: purpose, community, financial and social. (Physical well-being tested the lowest, with over half of graduates indicating they were “struggling.”)

Student choices and engagement matter more than where they attend college. Regardless of where students go to college, the data show that short-term and long-term satisfaction and return on investment are more closely tied to what students choose to study, course load, and use of campus resources.

Students who receive support on campus are almost twice as likely to say strongly agree that their higher education was worth the cost—even if they have student loan debt. This is a clear area for potential improvement on Indiana campuses. Less than half of Indiana graduates report having support outside the classroom to graduate or to find an internship or job. Only 22 percent report having a professor or mentor who cared about them, made them excited about learning, and encouraged them to pursue their goals.

In this first year, the Indiana College Value Index does not include extensive Competency metrics for the statewide interactive dashboard or the value profile, as these measures are still under development. Additionally, some campus value profiles do not include information on graduate satisfaction and experiences, because not all colleges chose to participate in the Gallup-Indiana Survey. In the years ahead, the Commission aims to have complete information for all campuses.

The Commission will partner with the Indiana Youth Institute to begin a year-long effort to gain input from education, community, business and policy stakeholders to identify ways to improve, share and use the Indiana College Value Index as a critical tool in postsecondary planning.

“Anyone working toward the college experience may be overwhelmed with questions surrounding the process,” says Tami Silverman, president and CEO of the Indiana Youth Institute. “The Indiana College Value Index examines three of the biggest questions families, students and counselors may face: how likely is a student to graduate? Will that student learn what he or she needs to know while at that college? And how likely is a student to find fulfilling employment after graduation? After all, the goal of any college degree is to find a meaningful career, while also providing a good return on your investment.”

The Commission will use the Indiana College Value Index to measure the state’s progress achieving the goals outlined in Reaching Higher, Delivering Value, Indiana’s updated strategic plan for higher education. Learn more about the plan and the Indiana College Value Index at <http://www.che.in.gov>.

Post-Tribune
College decision time looming for high schoolers
September 16, 2016

Hundreds of students packed [Purdue University](#) Northwest's annual College Fair peppering college representatives with questions, but Hammond resident Eliana Sanchez wasn't daunted.

Armed with a notebook filled with research at the event Tuesday, Sanchez knew which schools she was going to approach and what questions she wanted to ask.

Sanchez wants to pursue a degree in criminal justice or psychology with an eye toward working with jail inmates as a counselor.

"I'm interested in a lot of places right now, so I'm trying to narrow down the schools," said the Gavit High School junior.

Her dad, Marcos, said his daughter has been doing research on where she could get the best training.

"I asked her, 'Why don't we stop at this table,' and she said, 'They don't have the programs I'm looking for,'" Marcos Sanchez said. "So she's been doing her homework for awhile."

His only concern for his daughter is the cost of college and the necessity of an ample financial aid package.

"It's not cheap even in state," Marcos Sanchez said.

Several schools and organizations are hosting college fairs this month to give students a taste of the college opportunities, but the process of researching and picking a college is starting earlier for students and the financial aid process can be dizzying.

The Urban League is hosting its 10th annual scholarship fair starting at 9 a.m. Thursday at Chateau Banquet and Catering, at 530 W. 61st Ave., Merrillville. Urban League President and CEO Vanessa Allen said the event will feature representatives from more than 50 colleges and the Armed Forces.

Last year, more than 900 students attended, with some being accepted and awarded scholarships on the spot, the organization said.

Guidance counselors say there's more information out there for students and parents to access, but affordability is a challenge.

Leah Hogan, assistant principal at Thea Bowman Leadership Academy in Gary, said it's sometimes an overwhelming prospect for students starting a college search.

"What we try to do with our children is to provide all avenues that are possible," Hogan said. "For example, we really push the 21st Century Scholars Program because why make a bill if you don't have to."

Indiana's 21st Century Scholars Program awards four years of in-state tuition to students who maintain a 2.5 GPA through their high school years. To qualify, students must meet income guidelines and register for the program during their eighth grade year. For more information, check out scholars.in.gov.

Hogan said that she's still paying off her own college loans and she aims to help

Thea Bowman senior Jordan Mitchell and his mom Christina focused their interest some of the larger colleges, such as the [University of Michigan](http://www.umich.edu), as Jordan eventually wants to pursue a degree in Business Administration.

Jordan Mitchell, who lives in East Chicago, went on a tour of the Historically Black Colleges and Universities this summer and Florida A&M University perked his interest.

"My mom is really supportive of what I want to do," he said. "I know that I just need to keep my grades up and I can get into any college I want."

Mitchell said he's even started the essay process, by applying for scholarships through groups like the Lilly Foundation.

Christina Mitchell said that she's been on this journey before with her older son, Jonathan, who attends Davenport University in Michigan.

"You really need to start early, especially applying for financial aid and scholarships because you never know what financial issues might crop up," she said.

Tracy Johnson, the college and career readiness coach at Thea Bowman, said college fairs often have very helpful sessions on financial aid to help students and parents realize all of the funding options available.

"I think our scholars are well on their way to navigating the process," she said.

For students who haven't settled on a course of study, the size and setting of a college can influence their decisions.

Munster junior Sarah Wanicki is just starting the process. She thinks that she might want to study marketing and graphic design, but she's not sure yet.

"I'd like to go to a larger school, like ([Indiana University](#))," she said.

Beth Wanicki, Sarah's mom, said it's a contrast from her older son.

"My son knew where he wanted to go and what he wanted to do, so it was a matter of having the qualifications to be admitted (to Purdue)," Beth Wanicki said.

Events like Munster High School's College Night provide students and parents with good roadmap. Counselors speak to students in their junior years, so they can register for ACT/SAT testing, start applying for scholarships and grants, schedule college visits and do job shadowing or internships to select a major.

For parents, it can be a delicate balance of merging your child's dreams with financial reality.

Bishop Noll Institute junior Sophia Duran is looking at psychology programs at Notre Dame, Northwestern and Loyola University in Chicago.

"I want to go to a school with a great academic reputation," Duran said.

Her mom, Maria, said that her daughter has helped lay the groundwork for getting into her dream schools by taking all Advanced Placement and dual credit classes.

"I tell her to stay focused because you really have to have great scores to get an opportunity to win a scholarship," Maria Duran said. "But I also say that there's nothing wrong with local schools, either."

Rushville Republican
College GO! Week – Free College Applications
Kate Thurston
September 20, 2016

College GO week is right around the corner. Rushville Consolidated High School is preparing to help students with the college process as much as possible.

There will be many activities throughout the week of Sept. 26 including:

- Daily morning announcements with trivia quiz questions for students to answer. We will have a box in the main office for students to submit their answers. Prizes will be awarded.
- Literature will be handed out during lunch to students including: Learn More Indiana, names of Indiana colleges who are waiving their application fees during College GO Week, Indiana Hot 50 Jobs and [Fastweb.com](#) resources for degree and scholarship searches.

- Daily interviews will be aired on RUSH TV with representatives from various colleges in Indiana, such as, Purdue University, Indiana State University, Ball State University, Anderson University, Hanover College, and Franklin College.
- The senior bulletin board updated outside the guidance office to reflect the post -secondary educational plans of the class of 2017. Also, on our second guidance bulletin board, we have several announcements posted, such as, scholarships available to seniors, dates of when Indiana colleges are waiving their application fees, and tips on how to write an essay for one's college applications.
- Rushville High School has already had several college representatives from Purdue University, Hanover College, Anderson University, Ball State University, and Franklin College, Indiana State University and Ivy Tech, to speak with interested juniors and seniors. However, more college reps will be coming during 2 SRT's this week to meet with interested students. University of Cincinnati will be here on Tuesday, and Marian University will be here on Thursday; along with other representatives visiting and talking with interested juniors and seniors throughout the 2016-2017 school year.
- In addition, representatives from various branches of the military come regularly to set up displays during lunches for interested students to pick up information.
- A college fair, with over 50 representatives from colleges, trade schools and branches of the military, is being hosted on September 26th from 6:30 to 8 p.m. at the Miller Building in Robert's Park in Connersville.

Listed are colleges with free applications:

Indiana State University – Waived their application fee for the month of September

Saint Mary of the Woods – Offers a free application on their website all the time. (They are now accepting women and men)

Manchester University – Offers a free application on their website all the time.

IUPUC will be offering free applications this week. They can apply online at www.IUPUC.edu. Once they get to the submit payment part, they save the application and exit. They then would call us at 812-348-7390 & give us their full name We can then submit & waive the fee. I'm sorry this is complicated, but our online application is administered through a central IU office & the fee waiver option has been removed. Students can also fill out a paper application, and as long as it is postmarked by Friday, we will waive the fee.

University of Indianapolis has free applications all year long.

Sullivan College of Technology and Design in Louisville will waive their \$50 application fee during the whole month of November

Purdue Polytechnic Richmond will be offering FREE applications to seniors who attend our Purdue Tailgate on Thursday, September 24 from 4:30 – 6:30pm.

Seniors who attend Day In College on Friday, October 16 can apply for FREE, as well. I'll be getting Day In College nomination forms out by Monday. So stay tuned. Our application fee is \$60, so this is a great savings to students interested in our degree programs/campus.

Marian University application is always free online at www.marian.edu/apply. The app takes about 15 minutes and there aren't any essays.

Franklin College – Free application all year long

- For students who are on free or reduced lunch, college application fee waivers are always available. Please see your counselor for this waiver.
- For students on free or reduced lunch or who are 21st century scholars can also get a fee waiver to take the SAT or ACT. Please see your counselor for this waiver.

In October, there will be a Financial Aid Night at the high school. More information will be available at a later date.

IndyStar
Power struggle heightens over new ISTEP
Chelsea Schneider
September 16, 2016

State education leaders are headed toward a showdown over the type of exam that should replace Indiana's controversial ISTEP student test.

Indiana Superintendent of Public Instruction Glenda Ritz dug in her heels this week, saying she'll push for a new testing system that uses computer adaptive exams. In those tests, questions become harder or easier based on a student's performance, and supporters say they provide a better gauge of where a student stands.

But a top lawmaker on education issues, Rep. Robert Behning, argues Ritz has arrived at a decision before "any data has even been brought to the table as to where things should go."

Debate over the test represents another power struggle between Ritz, a Democrat who is running for reelection, and Republican legislative leaders, who hold more influence over what testing system will ultimately go into law. Talks surrounding the new test are once again flaring tensions between the prominent Democrat and Republicans. Those fights have come to define decisions regarding education policy in the state since Ritz's surprise win over a GOP incumbent in 2012.

Ritz said she is frustrated by the slow progress of a panel responsible for picking a replacement for ISTEP after computer malfunctions, scoring delays and other administrative issues prompted lawmakers to kill

the test. Months into the panel's meetings, members have not come close to deciding on a new standardized test that students will take beginning in the 2017-18 school year.

Opponents of adaptive testing worry that schools don't have the technology to successfully give that type of exam. But advocates of the approach say it would provide a clearer picture of a student's knowledge, while also assessing whether students know what they should for their grade level.

"Under this approach, families, educators and students will finally have access to reliable data on how a student is performing as well as how they have grown during a school year," Ritz said.

Ritz's agency was short on other details of her proposal. The department said it would trim overall testing time by an estimated eight hours, by eliminating tests not required by the federal government — though the department wouldn't specifically say what tests it wanted to cut. Federal law requires testing in Grades 3-8 and once in high school in subjects such as math, language arts and science. In Indiana, students take other standardized tests as well, such as a reading exam in Grade 3.

"We are examining every aspect of our assessment to cut testing time and reduce costs for the taxpayer while focusing on the needs of students and educators," Ritz spokeswoman Samantha Hart said.

"Additional details on this initiative will be released after conducting further meetings with stakeholders."

Jennifer McCormick, Ritz's Republican opponent in the Nov. 8 election, said online testing should be a goal for the state, but the department needs to make sure districts can implement the plan. Under ISTEP, schools currently give the multiple choice portion online, but some districts have had to ask for a paper/pencil format because of technology issues.

"Some districts are not in a position to offer the sole option of online testing, so accessibility for all must be a part of the solution," said McCormick, superintendent of Yorktown Community Schools, in a statement. "Consideration must also be given surrounding districts' immediate readiness as it relates to the sole option of online testing. Device availability and broadband capacity are just two considerations surrounding this mode of testing."

Behning, an Indianapolis Republican, said he thinks House Speaker Brian Bosma and Senate President Pro Tem David Long want guidance from the panel. Lawmakers won't go as far to write a specific vendor into state law, Behning said. But he said any legislation will follow a "prescriptive format" to ensure the will of the 23-member panel is recognized. Right now, for example, law requires the standardized test to include short answer or essay questions.

One panel member, Steve Baker, principal of Bluffton High School, said he wants to learn more about how computer adaptive testing would function statewide. At his school, they have the technology to handle it, but Baker said he wants to understand the capabilities of other districts.

"Computer anything (and) you get results back quicker," Baker said. "I think it's more efficient, more cost-effective. What I've seen of it, it can really zero in on a student's strengths and weaknesses better than everybody getting exactly the same questions."

The panel, chaired by a Gov. Mike Pence appointee, will meet again next month. It's required to make a recommendation on a testing system by Dec. 1.

Journal Review
Imagining Opportunities – North, South schools gear up for College GO! Week initiative
Christina Franks
September 29, 2016

College may be quite a few years away for many Montgomery County students, but their schools are making sure they spend time focusing on their futures.

From the elementaries to the high schools, North Montgomery and South Montgomery school corporations are taking part in a statewide initiative called College Go Week.

"We want kids to start thinking about the future," Southmont Junior High Guidance Counselor Mary Scheidler said. We want them to start thinking about life after high school, We want kids to think that, yes, a four-year college is great, maybe it's going to a technical school or maybe it's a two-year school. This is to just get them thinking about what they're interested in."

The schools planned several different kinds of activities throughout the week.

Wednesday was "Wear Your Favorite College Gear" day at many of the schools, but other days are focused on career goals, such as "Dress for Your Future Career" day and other days were just fun, like "Mismatch Day."

Some teachers have decorated their rooms and discussed their alma mater with students. Students have experienced virtual tours of colleges and universities, studied local schools and had some fun learning about different types of mascots.

Sugar Creek Elementary has gone all out for College Go Week, incorporating higher education into almost everything they have done and will do this week. One third grade class spent time researching careers students might be interested in and then finding a school that provides that education.

"We believe that if we want students to have the best chance at higher education, we have to start encouraging it a very early age," Sugar Creek Principal Cris McCoy said. "That's why it's even talked about to our kindergarten students."

McCoy said that even though a lot of students do not understand everything about higher education, they want them to realize there are a lot of great things that come along with college, like extra-curricular activities. Even still, every Sugar Creek student spent time this week entering a contest from Learn More Indiana, which gives them a chance to win money for college.

For high school seniors who want to pursue a four-year degree, College Go Week encourages them to submit at least one college application by Friday. This is the perfect timing for many of these students because they think about it every day at school and many colleges' admission deadline is Nov. 1.

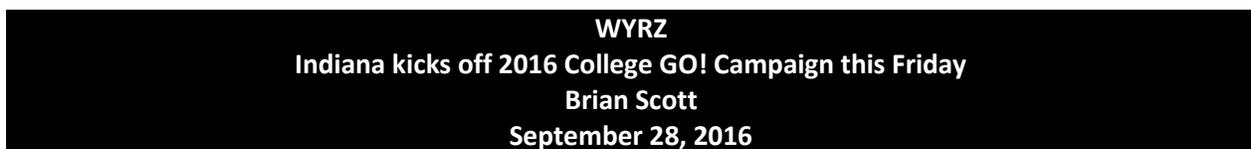
However, schools are really emphasizing during this year's initiative that a degree from a four-year institution is not always necessary.

"In fact," North Montgomery Superintendent Colleen Moran said, "in our current students' future, more than half of the available jobs will not require a four-year degree. College Go Week has morphed into more than only promoting four-year colleges and universities. Some students may leave our high schools with industry certifications that will allow them to join the workforce right after graduation. Others may choose to attend a trade or technical school, like Ivy Tech, after they graduate. We will still need our teachers, engineers, doctors and other professionals to earn those bachelor and master level programs, but certainly not everyone."

This does not mean that students are encouraged to not pursue a four-year degree if they want to or if they're capable. Instead, schools are recognizing that all students are different, as are their futures.

"We want our students to understand the need to self-explore to learn their personal interests, talents and skills and then determine the avenue necessary to meet their dreams and aspirations," South Montgomery Superintendent Shawn Greiner agreed. "At South, we embrace individualism. This requires self-reflection on behalf of students, which is why you see us embracing College Go week in all our buildings. Additionally, an individualized approach to meeting all of our students' needs is essential. This is why you find that today there is more to College Go Week than simply pushing the message that college is important."

College Go Week activities will continue in schools through Friday.



Indiana Commissioner for Higher Education Teresa Lubbers will join communities and schools across the state in celebrating Indiana's College GO! campaign this Friday, September 30. Starting the last full week in September and continuing through November, the annual campaign kicks off a full semester of efforts designed to help Hoosiers of all ages plan for education beyond high school.

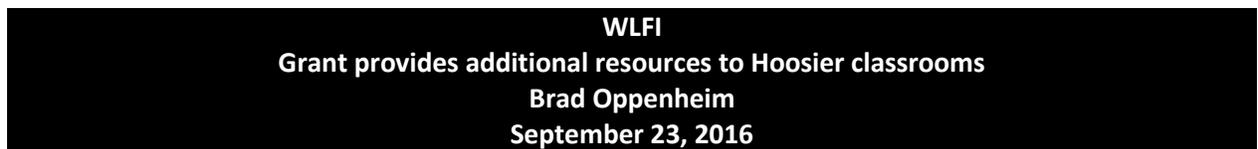
"College GO! gives Hoosiers the information and support they need to not only go to college, but to prepare them to complete college," said Lubbers. "Whether you're a high school student or an adult planning to return to college, there are specific steps you should be taking now to be on the path to college and career success."

The campaign kick-off event will take place in the Lawrence North High School Theater on Friday Sept. 30 at 9 a.m. EDT. Seventy senior 21st Century Scholars will hear opening remarks from Commissioner Lubbers about the importance of preparing for college and view a presentation about the Scholar Success Program. Volunteers from the Commission for Higher Education will be on site to help students register and begin tracking their progress through the Scholar Success Program.

The Scholar Success Program outlines a series of 12 activities all Scholars, beginning with the high school graduating Class of 2017, must complete to earn their scholarships. The activities were designed by an advisory group of educators, community leaders and business stakeholders in 2012 to help prepare Scholars with the skills and experiences they need to be successful in college and complete a degree or credential.

College GO! encourages students to complete practical college-readiness activities at each grade level, including creating a graduation plan, visiting college campuses and applying to college. Many Indiana colleges are waiving application fees during College GO!.

Students and families can learn more about fee waivers, grade-specific activities and related college-planning resources at www.LearnMoreIndiana.org/campaigns.



Some Hoosier students will have the upper hand when it comes to staying on track in the classroom, all thanks to a multimillion dollar grant.

Resources will soon hit several Hoosier classrooms, preparing students for the future.

“In a lot of classrooms, kids don’t have the opportunity to get a lot of one-on-one support,” said Carla Johnson, Purdue’s associate dean for engagement and global partnerships. “So this program’s really going to enhance opportunities and the abilities for schools to be able to do this.”

Purdue University and the Indiana Commission for Higher Education was awarded a \$24.5 million dollar GEAR-UP grant from the U.S. Department of Education.

The project is aimed at keeping students on track academically throughout both middle and high school.

The resources will focus on academic support, college preparation and career guidance.

Johnson led the process in applying for the grant.

“The great thing about this project is that we’re providing additional teachers in the school and additional tutors and mentors to work with students,” Johnson said.

The project will provide resources to students starting in seventh grade and will run all the way up through senior year.

The Lafayette School Corporation is one of the 10 districts taking part in the project.

“I think that guidance, and those opportunities and that support are gonna be a great advantage for our students here in Lafayette,” LSC Superintendent Les Huddle said.

Johnson said she hopes to see the project fully implemented by December or January.

“Our goal is really to increase the number of kids doing well,” she said.

Huddle said, “It opens up a lot of doors for our students here in the future to be able to get exposed to the college life, get exposed to some career opportunities.”

Along with LSC, Community Schools of Frankfort and the Kokomo School Corporation will also receive resources.

Evansville Courier and Press
Commentary: Value of higher education
Teresa Lubbers and Carol D’Amico
September 28, 2016

Higher education is among the most significant investments individuals make over the course of their lives—and an increasingly important one. In Indiana alone, it’s estimated that by 2025 two-thirds of all jobs will require some form of education beyond high school.

To fulfill this need, we must ensure Hoosier students have the best tools to make informed decisions about how and where to invest their time and money. This information is essential to achieving “completion with a purpose” for higher education consumers.

The Indiana College Value Index, a first-in-the-nation effort to comprehensively measure college value, aims to do just that. The Index is designed to give Hoosiers a look at both the hard numbers behind college performance—degree completion, tuition and fees, expected salary and debt—and qualitative value and benefits of college that matter just as much—graduate satisfaction, financial and physical well-being, and adequate preparation for life outside of college.

Presented in partnership with USA Funds, the Indiana College Value Index illustrates how well our campuses and alumni are doing and where there is room for improvement—important information for parents and students as well our state’s leaders and policymakers.

The results are telling.

Indiana outperforms and outpaces the nation on key measures of college value, including on-time and extended-time college completion as well as graduate satisfaction and well-being. Indiana college students also are less likely to take out student loans than their peers nationally (61 percent compared to 69 percent nationwide).

At the same time, less than one-quarter of alumni report receiving high levels of support in college, and only about one-third report having an internship. These are practices we know have a tremendous impact on students’ likelihood to complete college and should be norm for every college student—not the exception.

We encourage Hoosier students, parents, educators and community stakeholders to explore Indiana's College Value Index, which can be found at LearnMoreIndiana.org/CollegeValueIndex. It includes campus profiles for every public college in the state as well as a statewide dashboard to see how the colleges stack up in different areas.

The Index will evolve in the years ahead. Working with the Indiana Youth Institute and USA Funds, the Commission for Higher Education will engage in a year-long input gathering process to identify ways to improve the tool's usefulness, accessibility and presentation.

Additionally, the Commission will work to ensure Indiana's for-profit and private institutions are incorporated in the Indiana College Value Index in future editions. Historically, the state has not gathered and presented data from non-public colleges; however, efforts to secure this information are already underway in both the for-profit and private sectors.

Providing information on all colleges that receive state financial aid support—public, private and for-profit—is a matter of consumer protection and public transparency. Hoosiers deserve to have the critical insights they need to choose the educational path that affords them opportunity in career and in life. Participating institutions will benefit by gaining and retaining more-informed students.

One thing is certain. The vast majority, 81%, of Indiana alumni report that their higher education was worth the cost—four percent higher than the national data. Clearly, college is worth it for Hoosiers, but there are identifiable ways to increase its value.

It is our responsibility to clearly show the complete picture of college value and provide the information students need to make the best possible choices about their higher education. The Indiana College Value Index is an important step toward ensuring Hoosiers realize the benefits of their investment.

ChalkBeat
Indiana Schools have 48 hours if they want grant money to help push kids toward college
Shaina Cavazos
September 28, 2016

Just two days before the deadline, only a tiny fraction of Indiana schools have claimed state funds for helping poor students get college scholarships.

More than 700 high schools have seniors who are working to finish the 21st Century Scholars program, which gives scholarships to students who complete college preparatory activities. But only 29 have applied to get the \$25 per student that the state would give them for each scholar — and the deadline is Friday.

“The dollars are ... to reward work schools are already doing,” Stephanie Wilson, spokeswoman for the Commission for Higher Education, said in an email. “Schools that don't apply are just leaving money on the table.”

It might not sound like much, but it could mean hundreds or thousands of dollars in funding for schools. In Indianapolis Public Schools, 156 scholars are in the class of 2017 — that’s a total of \$3,900 that could go to support students if the district’s high schools apply for the grant. Countywide, 3,611 students are enrolled in the scholars program, and if they complete required online activities, it could bring their schools \$90,275 in extra funds.

So far in Marion County, just a handful of high schools have applied: Northwest High School in IPS, Ben Davis High School in Wayne Township, and Charles A. Tindley Accelerated charter school.

The scholarships are open to kids from families who meet certain income levels. For example, a family of four must earn less than \$44,863 annually, as well as meet other criteria.

[Chalkbeat reported in May](#) that just 20 percent of Indiana students in the class of 2017 who entered the program in eighth grade had completed requirements so far for the program. That meant more than 14,000 needy students were behind. In Marion County prospects were even grimmer: Only 13 percent of students had completed program requirements.

The problem stemmed from changes to the 26-year-old program that were mandated in 2011 when the Indiana General Assembly heaped on extra requirements and raised the GPA threshold from 2.0 to 2.5. Lawmakers wanted to ensure that students awarded the scholarships were prepared for college. This year’s high school seniors are the first graduating class that will be held to the new standards, which also include a checklist of activities during their four years of high school.

But since then, students have made some progress. Now, about one-third of seniors are on-track to earn scholarships. Countywide, it’s up to 25 percent.

[According to state data](#), students who complete the program and go on to college are less likely to need remediation — 21 percent of scholars vs. 34 percent of low-income students not in the program. They’re also more likely to stay after the first year and complete college on time.

Schools can [apply for grants here](#).

The Courier-Times
Ivy Tech, IU East compared to other state schools
Travis Weik
September 29, 2016

Henry County high schoolers and working adults have a new tool available for them as they look ahead to continuing their educations.

The Indiana Commission for Higher Education recently teamed up with the Indiana Youth Institute to unveil the Indiana College Value Index, a statewide and campus-by-campus measure of the benefits and outcomes of post-secondary education.

“Anyone working toward the college experience may be overwhelmed with questions surrounding the process,” said Indiana Youth Institute President and CEO Tami Silverman.

The Indiana College Value Index examines three of the biggest questions families, students and counselors may face: How likely is a student to graduate? Will that student learn what he or she needs to know while at that college? And how likely is a student to find fulfilling employment after graduation?

“After all, the goal of any college degree is to find a meaningful career, while also providing a good return on your investment,” Silverman said.

Ivy Tech Community College and Indiana University – East (IU East) both have campus locations in New Castle.

Ivy Tech, the only community college in the state, showed the lowest percentages for “On Time” and “Extended Time” program completion among Indiana’s 16 public colleges.

“A completion is defined by someone earning a credential, and both “on time” and “extended time” evaluations are difficult for a fair comparison between two year and four year institutions,” said Ivy Tech spokesperson Kelsey Batten. “On time completion at a community college is considered within two years. However, we know that 60 percent of the student population at Ivy Tech, during Fall 2016, attends part-time, which makes on time completion not possible.”

Batten said Ivy Tech’s student body is a fair split between traditional and non-traditional students, who may be attending college while working, caring for a family and/or facing other life scenarios that impede them from attending full-time.

“Our extended time numbers are better, but there is another factor that needs to be considered,” Batten said. “The College’s data indicates more than 31,000 students transferred statewide last year, meaning, they transferred their earned credits to another university, likely to continue toward their bachelor’s degree. A majority of these students transfer before earning a credential and that does not count toward Ivy Tech’s completion numbers.”

Batten said Ivy Tech is working statewide to encourage students to complete their credential before transferring. The school offers smaller class sizes, online classes, daytime and evening schedules and additional support service that can allow students to balance the demands of home and school, which also lends to assisting them with balancing home and career after graduation, she said.

The New Castle Career Center became an Ivy Tech Early College Site in January.

The distinction affords NCCC students the opportunity to graduate high school with an industry certification from the accredited college.

As part of the agreement, Ivy Tech Career & Technical Education (CTE) Coordinator Kristen Isch has a part-time office in the NCCC facility and serves as direct link between the community college and the

career center. New Castle Career Center is one of only a handful of similar facilities with an Ivy Tech rep on site.

The Career Center also offers college credit through Vincennes University.

According to the Indiana College Value Index, higher percentages of recent Ivy Tech, IU East and Vincennes students reported “fulfillment” with their jobs than did students from the other state schools.

The Index also found that Indiana alumni indicated a higher level of support in college than their national peers “in such areas as having caring professors who made them excited about learning and mentors who encouraged them to pursue their goals.”

Representatives from IU East did not immediately respond to The Courier-Times request for comment regarding this article.

Side-by-side comparisons of the Indiana public colleges are available at www.learnmoreindiana.org/indiana-college-value-index/.

The Journal Gazette
Staying on track
Stan Jones
October 3, 2016

Too often, college students get bad advice. Relatives, friends, college advisers and professors mean well, but some ignore important facts, especially when it comes to how long it should take to graduate. Some say to take as long as you want in college, extending time on campus by years. All that matters, they say, is that you ultimately graduate. The trouble is: Very few students ever do, and slowing down doesn't help. For example, only 43 percent of full-time students at IPFW graduate with a four-year degree – eight years after starting. For part-timers, it's worse: Only 19 percent have graduated after eight years.

Many advisers don't know you personally. They aren't able to advise you based on your talent or determination. They will look at things like whether your parents went to college, whether you receive financial aid or you have a family to support. They may encourage part-time attendance in these cases, ignoring the fact that part-time students almost never graduate.

Bad advice like this is also expensive. Everybody wants college to be more affordable, but too few recommend the most obvious way to save a lot of money: graduate on time or close to it. It doesn't take a mathematician to realize that a two-year degree earned in two years is cheaper than one earned in four, five or six. In fact, each additional year of college costs another \$150,000 in tuition, missed income and savings.

So with graduation prospects like these – and money in short supply – it's long past time to level with college students. We must replace low expectations and bad advice with this straightforward truth: the

longer college takes, the more life gets in the way, the more expensive it is and the less likely you'll ever see graduation day.

It all boils down to this: To significantly increase your chances of graduating and saving a lot of money, you need to do your best to earn 30 college credits each year, including summers.

Higher Education Commissioner Teresa Lubbers readily admits that this isn't easy and not every student can do it. But Indiana's "15 to Finish" efforts are rooted in the idea that many, many more of you can, especially if you get good advice. People who encourage you to slow down to ensure your success aren't just ignoring the campaign – they are ignoring the facts.

You will make many important choices about college. Even more important than whether you attend IPFW, Ivy Tech or an out-of-town school is how many courses you finish and how many credits you earn each year – and whether it puts you on track to graduate. Keep this in mind when anyone gives you advice about college.

WBIW
Recruiting the next generation of Hoosier educators
October 3, 2016

House Speaker Brian C. Bosma (R-Indianapolis) says the single most important factor in student success is an outstanding teacher in the classroom. That's why our schools need a strong hiring pool of high-quality teachers to ensure Hoosier students have the best chance of success.

To help attract and retain top talent, I authored a new law this year establishing the Next Generation Hoosier Educators Scholarship. This program, which received bipartisan support, is designed to incentivize our best and brightest high school graduates to pursue degrees in teaching and work in Indiana's classrooms.

Beginning Nov. 1, both incoming and current college students studying education can apply for the scholarship, which awards \$7,500 per year toward college costs to those who commit to teaching in Indiana's public or private schools for five years after graduating.

The scholarship is available to 200 students statewide each year who either graduate in the top 20 percent of their class or earn a score in the top 20th percentile on the SAT or ACT. While in college, students must maintain a 3.0 cumulative GPA and complete at least 30 credit hours per year to continue receiving the grant. Graduates must obtain their teaching license and teach in Indiana for five consecutive years. The commission can make special exceptions for life's unexpected circumstances on a case-by-case basis.

Students interested in applying must be nominated by a teacher and submit their nomination form to the Indiana Commission for Higher Education. Students are encouraged to complete the nomination form before the application period opens.

I applaud the work of the Indiana Commission for Higher Education and Commissioner Teresa Lubbers in implementing this new program and launching a promotional campaign to spread the word about this great opportunity. Students can visit LearnMoreIndiana.org/NextTeacher for information and to submit an application before the Dec. 31 deadline. The commission is also expected to launch TV, radio and digital advertisements this month.

Indiana's new scholarship program represents a bipartisan effort with input and broad-based support from lawmakers, teachers and education organizations, including the Indiana Department of Education, Indiana Chamber of Commerce, a coalition of Indiana colleges and universities, the Indiana State Teachers Association, the Indiana Catholic Conference and Stand for Children.

This new program will help our schools attract and retain highly qualified teachers - especially for subjects like STEM and special education. Hoosier students hold the keys to Indiana's future, and we will continue to work together to strengthen our commitment to students, teachers and schools.

WSCH
Scholarship program aims to attract more teachers, end statewide shortage
Travis Thayer
October 3, 2016

With a need for more quality educators, a new scholarship program is being implemented to garner more interest in the teaching profession.

The Commission for Higher Education announced Monday that the brand new Next Generation Hoosier Educators Scholarship Program will offer up to \$7,500 each year of college for students who commit to teaching in Indiana for five years after earning their degrees.

“Our goal with this scholarship is to attract Hoosiers who will become engaged and effective teachers, not only through monetary reward, but by elevating the teaching profession.” said Teresa Lubbers, Indiana Commissioner for Higher Education.

The new scholarship opportunity could also help improve Indiana’s current teacher shortage.

According to an Indiana State University survey, 162 out of 176 superintendents responding reported teacher shortages this year. That number is more than half of the state’s 290 school districts.

The greatest shortages were reported in special education, followed by science, math and English.

The scholarship authored by Indiana House Speaker Brian Bosma (R-Indianapolis) during the 2016 legislative session is available to 200 students across the state who either graduate in the highest 20 percent of their class or earn a score in the top 20th percentile on the SAT or ACT.

Students must also earn a 3.0 cumulative GPA and complete at least 30 credit hours per year to continue earning the scholarship in college.

“We strongly believe that the most important factor in a child’s education is a great teacher in the classroom, Bosma said. “This scholarship encourages our best and brightest to enter the teaching profession, which will strengthen Indiana’s talent pipeline and improve the overall quality of education in our state.”

Applications for the Next Generation Teacher Scholarship open November 1 and will be accepted through December 31, 2016. Students interested in applying need to be nominated by a teacher and submit the nomination to the Indiana Commission for Higher Education.

For more information, visit LearnMoreIndiana.org/NextTeacher.