



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, October 10, 2019

101 West Ohio Street, Suite 300
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www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**OCTOBER COMMISSION MEETING
AGENDA**

Wednesday, October 9, 2019

IVY TECH COMMUNITY COLLEGE KOKOMO

Building 2: Health Professions Center
1815 E Morgan Street
Kokomo, IN 46901

[Parking in adjacent lots A or B](#)

CAMPUS TOUR

4:10 P.M. – 5:00 P.M.
Begins in Building 2

RECEPTION

5:00 P.M. – 5:45 P.M.
Remarks at 5:15 P.M.

Building 2: Health Professions Center

DINNER

6:30 P.M. – 8:00 P.M.

[The Hobson](#)

110 N Washington Street
Kokomo, IN 46901

HOTEL ACCOMMODATIONS

Courtyard by Marriott
411 Kentucky Drive
Kokomo, IN 46902

[Google Maps](#)

*****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 10, 2019

COMMISSION MEETING

Ivy Tech Community College Kokomo

Building 1: Main

1815 E Morgan Street

Kokomo, IN 46901

[Parking in adjacent lot C](#)

OPEN BREAKFAST

8:00 A.M. – 9:00 A.M.

Building 1: Main

M400B

WORKING SESSION

9:00 A.M. – 11:30 A.M.

Building 1: Main

M400

WIFI INFORMATION:

Ivy Guest

WORKING SESSION TOPICS

- Strategic Plan Update
- American Workforce Policy Advisory Board
 - PJ McGrew, Executive Director, Governor's Workforce Cabinet
- Measures of Financial Sustainability for Non-Public Institutions
- 21st Century Scholars 30th Anniversary Plan
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Building 1: Main
M403

Lunch Guests

Sue Ellspermann, Ph.D., President
Dean McCurdy, Ph.D., Chancellor
Ethan Heicher, Vice Chancellor for Academic Affairs
Theresa Murphy, Vice Chancellor for Student Success

STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Building 1: Main
M400B

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Building 1: Main
M400

WIFI INFORMATION:

Ivy Guest

I. Call to Order – 1:00 P.M. (Eastern)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Consideration of the Minutes of the September 12, 2019 Commission Meeting..... 1

II. Public Square
A. The Role of the States in Quality Assurance..... 7
 1. Dr. David Tandberg, Vice President of Policy Research and Strategic Initiatives
 State Higher Education Executive Officers Association

III. Business Items
A. 2019 Fall Enrollment Update..... 9
B. Academic Degree Programs for Expedited Action 11
 1. Bachelor of Science in Data Science to be offered by Indiana University East,
 Indiana University Purdue University Indianapolis, Kokomo, South Bend, and Southeast

- 2. Master of Science in Global Health and Sustainable Development to be offered by Indiana University Purdue University Indianapolis
- 3. Bachelor of Science in Cybersecurity and Global Policy to be offered by Indiana University Bloomington
- 4. Bachelor of Arts/Bachelor of Science in Informatics and Interactive Media Arts to be offered by Indiana University South Bend
- C. Capital Projects for Expedited Action 15
 - 1. University of Southern Indiana – Health Professions Classroom Renovation and Expansion

IV. Information Items

- A. Academic Degree Programs Awaiting Action..... 17
- B. Academic Degree Program Actions Taken by Staff 19
- C. Media Coverage..... 21

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **December 12, 2019, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, September 12, 2019

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Vincennes University Jasper, 850 College Avenue, Jasper, IN 47546 with Al Hubbard presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Trent Engbers, Jud Fisher, Al Hubbard, Dan Peterson, Beverley Pitts, John Popp

On the Phone: Chris LaMothe

Members Absent: Jon Costas, Coleen Gabhart, Lisa Hershman, Chris Murphy, Alfonso Vidal

CHAIR'S REPORT

On behalf of the Commission, I would like to thank the Dean and the Vincennes Jasper leadership for your hospitality last evening and hosting our meeting today.

In July of this year, Indiana's higher education community lost a tremendous leader and advocate, Phil Rath. His legacy of service to Vincennes University will live on through his countless lives he touched and the lasting impressions he made in his community. The Commission has prepared a resolution to honor his service, and I will ask Dan Peterson if he would offer the resolution.

R-19-06.1 RESOLVED: That the Commission for Higher Education hereby approves the Resolution Honoring Phil Rath. (Motion – Fisher, second – Alley, unanimously approved)

Finally, I want to draw your attention to the Save the Date handout at your place setting. The Commission has a number of events coming up for the next several months:

- On Saturday, October 12 the Commission is holding the 21st Century College Scholars Next Steps Conference for current Scholars students and Alumni.
- On November 18 through 20 the MHEC Annual Commission Meeting and Policy Forum will be held in Indianapolis. Dr. Ken Sauer currently serves as Chair of this multi-state collaboration.
- On December 16 and 17 the Commission will host its annual Student Advocates Conference which brings together college advisors, mentors and other advocates to share best practices.

- On Wednesday, February 12, 2020, the Commission will host the State of Higher Education Address. The Commissioner’s speech will be focused on the new strategic plan, *Reaching Higher in a State of Change*.
- On Tuesday, April 7, 2020, the Commission will host the H. Kent Weldon Conference for Higher Education, which will also be focused on the new strategic plan.

COMMISSIONER’S REPORT

Commissioner Lubbers began her report stating I would like to add words of tribute on behalf of the staff to acknowledge the decades of service by Phil Rath. It’s hard to grasp the significance of this loss unless you have been a part of the higher education and legislative extended family. He challenged us. He made us better. He was a presence – and he will surely be missed.

As you can tell by the Chair’s remarks there are server key higher education events/convenings coming up in the weeks and months ahead. To the degree possible, the presence of commission members is welcomed and appreciated. This provides another opportunity for me to thank each of you for the time you commit to the Commission and our work. I especially want to say thanks for the ways you’re working with us on the new strategic plan – which will be voted on in our December meeting.

I want to take a moment to acknowledge the ongoing service provided by the Center for Leadership Development and Dennis Bland. Last Saturday, CLD hosted its College Prep Conference and College Fair at the Indianapolis Convention Center. Approximately 1500 parents and students gathered to learn about financial aid, the college application process and other relevant topics. Dennis unveiled to the students the “Code 4 Excellence.” 2 hours of studying per night; 15 minutes of reading per day; 177 days of attendance; 0 days of suspension or expulsion. The number of students there and the number of public and private colleges that participate really speak to Dennis’ vision and dedication to lifting up minority youth in Indiana. It’s the same dedication he brings to the Commission, and is a good reminder that much of the work we do here wouldn’t be as successful as it is without partners like CLD.

I’m happy to report that the National Science Foundation announced yesterday that Credential Engine in partnership with the Commission for Higher Education has been granted a Phase I grant. The \$400,000 grant will focus solely on Indiana and will bring together the full spectrum of educational and training providers in an effort to align the competencies sought by employers with instructional programs. If successful, this Phase I grant will position Indiana to be part of a much large Phase II grant that would start next year. As you recall, Indiana was the first state to begin scaling up Credential Engine in 2017; there are now 14 states scaling up Credential Engine, including Ohio, Michigan, Kansas and Minnesota.

Lastly I would like to bring you up to date on internal staff changes – whenever there are changes, it provides the opportunity for staff advancement and realignment. While we are certainly sorry to see members of our CHE team leave, it’s encouraging that many of them choose to continue their careers in higher education.

Alecia Nafziger will be departing later this month to join Indiana University’s staff. Our current Director of Accounting, Alexa Deaton, will become our CFO and Associate Commissioner. Alexa has been with CHE for several years and has a thorough knowledge of our financial operations. Moving into Alexa’s role is Jasmine Williams, who will be coming to CHE from the State Budget Agency where she worked on many of CHE’s programs and funding requests. In addition, I have moved Colby Shank into the role of Associate Commissioner for Student Financial Aid. We actually had this position when CHE assumed SSACI but didn’t refill it when Mary Jane Michalak left the Commission. Both of these positions – as Associate Commissioners – Alexa Deaton as CFO and Colby Shank as Associate Commissioner for Student Financial Aid – need to be approved by action of the Commission.

R-19-06.2 RESOLVED: That the Commission for Higher Education hereby approves the employment of Associate Commissioners (Motion – Fisher, second – Peterson, unanimously approved)

CONSIDERATION OF THE MINUTES OF THE AUGUST, 2019 COMMISSION MEETING

R-19-06.3 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the August, 2019 regular meeting. (Motion – Alley, second – Fisher, unanimously approved)

II. PUBLIC SQUARE

A. Early College High School Models

1. Dr. Janet Boyle, Executive Director, Center of Excellence in Leadership of Learning
2. Sue Auffenberg, Director of School Counseling, Greensburg High School
3. Dr. Drew Findlay, Dean of CTE Early College, Vincennes University

As the Commission continues to develop our next strategic plan, which has an intentional focus of an aligned K-12 to postsecondary education system, we have the opportunity today to hear about early college programs and how they allow students to further their postsecondary education.

Tari Lambert facilitated this session.

III. Business Items

A. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Professional Flight to be offered by Purdue University Global
2. Master of Arts for Teachers in Biology to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast
3. Master of Arts for Teachers in Chemistry to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast
4. Master of Arts for Teachers in History to be offered by Indiana University Bloomington, East, IUPUI, Kokomo, Northwest, South Bend, and Southeast
5. Master of Arts for Teachers in Mathematics to be offered by Indiana University East, Kokomo, Northwest, South Bend, and Southeast

6. Master of Arts for Teachers in Political Science to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast

R-19-06.4 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Peterson, unanimously approved)

B. Capital Projects for Full Discussion

1. Indiana University Bloomington – Mies van der Rohe Building

Dr. Tom Morrison presented this project. Josh Garrison provided the staff recommendation.

R-19-06.5 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Popp, second – Fisher, unanimously approved)

2. Ivy Tech Community College – Indianapolis Automotive Technology Center

Mary Jane Michalak presented this project. Josh Garrison provided the staff recommendation.

R-19-06.6 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Alley, second – Fisher, unanimously approved)

3. Purdue University West Lafayette – South End Zone Video Board

Tony Hahn presented this project. Josh Garrison provided the staff recommendation.

R-19-06.7 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Popp, unanimously approved)

C. Capital Projects for Expedited Action

1. Indiana State University – Dreiser Hall
2. Ivy Tech Community College – Elkhart Flex Lab
3. Indiana University – Bicentennial Repair and Rehabilitation Plan
4. Purdue University West Lafayette – Airport HVAC Replacement, Window Replacement and Overhead Door Repair Project

5. Purdue University West Lafayette – Classroom and Restroom Renovations
6. Purdue University West Lafayette – Hillenbrand Residence Hall Sewer Replacement and Bathroom Repair Phases III-IV
7. Purdue University West Lafayette – Southeast Campus Water Line Replacement
8. Purdue University West Lafayette – Stewart Center Window and Stage Lift Replacements and Elevator Repair
9. Purdue University West Lafayette – University Residences Bathroom Renovation Phase IX – Shreve Residence Hall

R-19-06.8 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Alley, unanimously approved)

III. INFORMATION ITEMS

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

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:40 P.M.

Al Hubbard, Chair

Mike Alley, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2019

PUBLIC SQUARE:

The Role of the States in Quality Assurance

Background

As the Commission continues to develop our next strategic plan, it will have the opportunity to discuss the role of the states in quality assurance in higher education, as well as how we define and measure quality credential attainment in a changing higher education landscape. The Commission will be joined by Dr. David Tandberg, Vice President of Policy Research and Strategic Initiatives for State Higher Education Executive Officers Association (SHEEO).

Supporting Documents

Dr. David Tandberg Bio
Quality Assurance and Improvement In Higher Education: The Role of the States, Dr. David Tandberg (previously distributed)

Dr. David Tandberg

**Vice President of Policy Research and Strategic Initiatives
State Higher Education Executive Officers Association (SHEEO)**

David Tandberg joined SHEEO in July 2016. He serves as vice president for policy research and strategic initiatives. In this role, Dr. Tandberg leads SHEEO's policy evaluation and research initiatives and SHEEO's efforts to connect empirical research to state practice and policy. He also helps lead SHEEO's strategic direction and partnerships. He is the lead editor of a book dedicated to the investigation of the state higher education executive officer that was published July 2018 by Teachers College Press.

Previously, Dr. Tandberg served as an associate professor of higher education and an associate director of the Center for Postsecondary Success at Florida State University. As an academic researcher, his research was published in numerous peer-reviewed outlets. Before joining Florida State University, Tandberg served as a special assistant to the secretary of education in the Pennsylvania Department of Education, focused on postsecondary policy development and implementation.

Dr. Tandberg earned a B.A. in history and government and secondary education/social studies from Adams State College, and a master's in political science and a Ph.D. in higher education from Penn State University.



COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2019

BUSINESS ITEM A:

2019 Fall Enrollment Update

Staff Recommendation

For discussion only.

Background

Each fall, in the context of the Commission for Higher Education Data Submission System (CHEDSS) collection cycle, Indiana public higher education institutions submit fall enrollment data to the Indiana Commission for Higher Education. The data collection details current-term aggregate enrollment statistics for each institution, including headcount and full-time equivalency (FTE) enrollment. Institutions snapshot characteristics of the student population as of institutional census date. Some characteristics include student residency, student-level (graduate/undergraduate), degree-seeking status, and full-time/part-time enrollment intensity.

While fall enrollment trends vary by institution, statewide data show recent declines, mirroring postsecondary enrollment trends at the national level. Enrollment figures for Fall 2019 indicate that enrollment is leveling off after a rapid increase and then decline driven by economic and demographic factors. Enrollment trends at Indiana's public postsecondary institutions only account for a portion of the complexities surrounding Indiana's educational attainment rate, meriting future research into the factors that influence the state's attainment level.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2019

BUSINESS ITEM B:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Science in Data Science to be offered by Indiana University East, Indiana University Purdue University Indianapolis, Kokomo, South Bend, and Southeast
- Master of Science in Global Health and Sustainable Development to be offered by Indiana University Purdue University Indianapolis
- Bachelor of Science in Cybersecurity and Global Policy to be offered by Indiana University Bloomington
- Bachelor of Arts/Bachelor of Science in Informatics and Interactive Media Arts to be offered by Indiana University South Bend

Background

The Academic Affairs and Quality Committee discussed these programs at its September 30, 2019 meeting and concluded that the proposed programs could be placed on the October 10, 2019 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action September 30, 2019

Academic Degree Program on Which Staff Propose Expedited Action

September 30, 2019

CHE 19-26 Bachelor of Science in Data Science to be offered by Indiana University East, Indiana University Purdue University Indianapolis, Kokomo, South Bend, and Southeast

Proposal received on August 16, 2019

CIP Code: 30.3001

Fifth Year Projected Enrollment: Headcount – 240, FTE – 225

Fifth Year Projected Degrees Conferred: 48

The proposed Bachelor of Science (B.S.) in Data Science would be offered 100% online through a collaborative arrangement involving IUPUI and four of the five IU regional campuses (East, Kokomo, South Bend, and Southeast). The academic units participating in the program vary by campus: IUPUI (School of Informatics and Computing), East (School of Business and Economics), Kokomo (School of Humanities and Social Sciences), South Bend (College of Liberal Arts and Sciences), and Southeast (School of Natural Sciences). Graduates of the program would qualify for positions such as geospatial information scientists and technologists, database architects, database administrators, data warehousing specialists, and business intelligence analysts.

At present, the Northwest campus is not prepared to participate in this collaborative offering. At its August 2019 meeting, the Commission approved a B.S. in Data Science for the Bloomington campus. However, the Bloomington program is more oriented to Informatics and Computer Science, whereas the collaborative program is more oriented to Informatics and Library and Information Science. In addition, IU Bloomington does not offer baccalaureate programs that are fully online.

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

CHE 19-27 Master of Science in Global Health and Sustainable Development to be offered by Indiana University Purdue University Indianapolis

Proposal received on August 16, 2019

CIP Code: 51.2210

Fifth Year Projected Enrollment: Headcount – 18, FTE – 7

Fifth Year Projected Degrees Conferred: 12

The proposed Master of Science (M.S.) in Global Health and Sustainable Development will be offered by the Department of Environmental Health Science in the Richard M.

Fairbanks School of Public Health. The content for the program will be offered online asynchronously with no face-to-face component. This new M.S. is aimed at helping address health issues around the world, which have the potential to impact the health of the U.S. population, e.g. infectious disease epidemics. The IUPUI program reflects the growing knowledge and programmatic offerings in this field, as evidenced by the now 145-member Consortium of Universities for Global Health and the Association of Schools and Programs of Public Health, which has developed a global health competency model for graduate academic programs, such as the proposed program.

In September 2016, the Commission approved a Dr.P.H. in Global Health Leadership, which enrolled its first cohort of 12 students in August 2018; a second cohort of 12 students was admitted this fall. The proposed M.S. program requires 30 semester hours to complete.

CHE 19-28 Bachelor of Science in Cybersecurity and Global Policy to be offered by Indiana University Bloomington

Proposal received on August 16, 2019

CIP Code: 29.0207

Fifth Year Projected Enrollment: Headcount – 150, FTE – 150

Fifth Year Projected Degrees Conferred: 60

The proposed program will be offered by the School of Informatics, Computing, and Engineering and the Hamilton Lugar School of Global and International Studies in the College of Arts and Sciences. Indiana University has been designated by the federal government as a National Center of Academic Excellence in Information Assurance Research and Information Assurance Education. In addition, the campus-wide IU Center for Applied Cybersecurity Research has undertaken one of the most broad-based examinations of this field of any university center in the nation.

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

CHE 19-29 Bachelor of Arts/Bachelor of Science in Informatics and Interactive Media Arts to be offered by Indiana University South Bend

Proposal received on August 16, 2019

CIP Code: 11.0801

Fifth Year Projected Enrollment: Headcount – 50, FTE – 48

Fifth Year Projected Degrees Conferred: 38

The proposed program will be offered by the Department of Computer and Information Science in the College of Liberal Arts and Sciences and the Department of Integrated New Media Studies in the Ernestine M. Raclin School of the Arts. IU South Bend also offers three related, well subscribed programs (FY2018 headcount enrollment and degrees conferred): B.F.A. in Integrated New Media Studies (126 headcount and 27 degrees), B.S. in Informatics (41 headcount and 5 degrees), and B.S. in Computer Science (182 headcount and 25 degrees). The B.A./B.S. in Informatics and Interactive Media Arts was developed to help meet the growing demand for IT professional in Northern Indiana, which some in the region are calling "Silicon Prairie."

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

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2019

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 project:

- University of Southern Indiana – Health Professions Classroom Renovation and Expansion

Background

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

Supporting Document

Background Information on Capital Projects for Expedited Action, Thursday, October 10, 2019

Capital Projects for Expedited Action

Thursday, October 10, 2019

G-0-19-2-01 University of Southern Indiana – Health Professions Classroom Renovation and Expansion

The University of Southern Indiana requests authorization to proceed with the Health Professions Classroom Renovation and Expansion project. The project includes the renovation of three floors of the Health Professions Building to update and expand general classrooms, instructional laboratories, student study space and technology infrastructure for students enrolled in Health Professions degree programs. In addition, existing space in the University Home will be re-purposed for general offices and administrative space. The project will also construct an additional radiology laboratory alongside the current 1990s laboratory, and a new facility to replace the temporary building that currently houses Creative and Pint Services. The Student Health Center will be relocated to a new facility for University Health Services, Counseling and Wellness, and the 30-year-old HVAC tempered water tower will be relocated as well. The current mechanical, electrical and plumbing systems will be replaced with new, updated systems which will reduce the campus utility and maintenance costs.

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Purdue University Global	Associate of Science in Professional Flight	07/12/2019	Under Review
02	Indiana University East, Kokomo, Northwest, South Bend, and Southeast	Bachelor of Arts in Sustainability Studies	08/16/2019	Under Review
03	Indiana University East, Indiana University Purdue University Indianapolis, Kokomo, South Bend, and Southeast	Bachelor of Science in Data Science	08/16/2019	On CHE Agenda for Action
04	Indiana University Purdue University Indianapolis	Master of Science in Global Health and Sustainable Development (IU)	08/16/2019	On CHE Agenda for Action
05	Indiana University Bloomington	Bachelor of Science in Cybersecurity and Global Policy	08/16/2019	On CHE Agenda for Action
06	Indiana University South Bend	Bachelor of Art/Bachelor of Science in Informatics and Interactive Media Arts	08/16/2019	On CHE Agenda for Action

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 Approved</u>	<u>Change</u>
01	Indiana University Bloomington	Doctor of Philosophy in Biology	9/30/2019	Eliminating a program
02	Indiana University Bloomington	Doctor of Philosophy in Genetics	9/30/2019	Eliminating a program
03	Indiana University Bloomington	Doctor of Philosophy in Plant Sciences	9/30/2019	Eliminating a program
04	Indiana University Bloomington	Doctor of Philosophy in Zoology	9/30/2019	Eliminating a program
05	Indiana University Bloomington	Master of Science in Plant Sciences	9/30/2019	Eliminating a program
06	Indiana University Bloomington	Master of Science in Zoology	9/30/2019	Eliminating a program
07	University of Southern Indiana	Master of Science in Education in Elementary Education	9/30/2019	Changing the CIP Code
08	University of Southern Indiana	Master of Science in Education in Secondary Mathematics Education	9/30/2019	Changing the name
09	Indiana University Purdue University Indianapolis	Post-baccalaureate Certificate in Power and Energy Processing (PU)	9/30/2019	Adding a certificate
10	Indiana University Purdue University Indianapolis	Master of Science/Master of Science in Engineering in Engineering (PU)	9/30/2019	Changing the name

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
11	Purdue University Fort Wayne	Certificate in Health Communication	9/30/2019	Adding a certificate
12	IUPUI-Fort Wayne	Certificate in Global Health and Rehabilitation Studies	9/30/2019	Eliminating a program
13	Indiana University South Bend	Bachelor of Science in Music and an Outside Field	9/30/2019	Eliminating a program
14	Indiana University East	Master of Liberal Studies	9/30/2019	Changing the credit hours
15	IUPUI-Fort Wayne	Bachelor of Science in Dental Technology	9/30/2019	Eliminating distance education
16	Purdue University West Lafayette	Certificate in K-12 Integrated STEM Education	9/30/2019	Adding a certificate

COMMISSION FOR HIGHER EDUCATION

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INFORMATION ITEM C:

Media Coverage

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

South Bend Tribune
Viewpoint: 21st Century Scholars is the Answer to Educational Equity
By Teresa Lubbers
September 28, 2019

Educational equity means that a person's life circumstances or obstacles shouldn't dictate their opportunity to succeed. With that ideal in mind, the Indiana Commission for Higher Education passed a resolution in 2013 to close the achievement gaps for Indiana's learners by 2025.

To help us shine a brighter light on meeting that goal, the commission released its first College Equity Report in 2018. The report takes an in-depth look at the gaps in learner achievement based on race/ethnicity, socioeconomic status, gender and geography.

The new 2019 College Equity Report was released in late August, and it shows that some progress is being made but unacceptable gaps remain. It also identifies our strongest tool to close those gaps: 21st Century Scholars, Indiana's early college promise program for low-income students.

As of today, 21st Century Scholars are the only group on track to close the achievement gap by 2025.

Here are more highlights from the report:

- Indiana's learners are more diverse and more economically challenged now than they were 10 years ago.
- Students in the 21st Century Scholars program are outperforming their low-income peers in all metrics and exceeding the overall college-going rate for the state. The scholars program is helping close achievement gaps among demographic groups identified in the equity report.
- Students perform better in postsecondary work and achievement gaps are smaller when a high school diploma is more rigorous, with the highest level of success associated with the high school academic honors diploma.

Indiana's students are becoming more diverse and learners also face greater income challenges: About one-third of Hoosiers were from low-income households in 2017. That's up about 8 percentage points from 2010.

While the state's college-going rate has decreased slightly over the past few years (not a surprising outcome during a strong state and national economy), some groups in Indiana face much larger declines in enrollment.

Black Hoosiers have experienced an enrollment decrease of 8 percentage points over the last five years.

Another concerning point: The one-year decline in the state's overall college-going rates can be almost entirely attributed to a decrease among young men.

What do we do about these concerning trends in enrollment?

The data show the 21st Century Scholars program can ensure equity.

21st Century Scholars are enrolling in college 86% of the time — far above any other demographic highlighted in the equity report and above the statewide average of 63%. The program is also closing the college-going achievement gaps among racial and ethnic groups.

It seems we have part of the answer to the question of what to do about the concerning trends.

The 21st Century Scholars program is not a silver bullet, but it's as close as we've come in Indiana to solving the most pressing issues around educational equity.

Zionsville Times Sentinel
Teresa Lubbers: Broad Partnership Needed
By Teresa Lubbers
September 23, 2019

In the past a high school diploma was good enough for a job and a secure middle-class life. That is no longer the case. Ninety-nine percent of the jobs created since the Great Recession went to individuals with education and training beyond high school.

That's some context as to why the state adopted a big goal of 60% of Hoosiers with a postsecondary degree or quality credential by 2025. We're currently at just over 43%. We must act with urgency to help our students graduate with the practical ability to apply what they've learned in school to their futures.

Graduation pathways, passed by the State Board of Education in 2017, will require students to attain the necessary requirements for a high school diploma, demonstrate readiness for life after high school and complete a work- or service-based project.

The Legislature's interim study committee on education recently held a meeting to discuss the demands facing schools and counselors, with a focus on the state's graduation pathways. These graduation pathways have not gone into effect yet – the first students that will graduate with the new requirements have just now entered high school and are set to graduate in 2023.

What the graduation pathways provide is a clear framework and structure so that counselors can provide the support that students need to not only graduate with a high school diploma, but graduate with the experience and readiness to succeed in college or career choices. Strengthening our workforce by supporting students and emphasizing lifelong learning for Hoosiers should not rest on counselors alone, but rather is a responsibility we all share.

The time that school counselors have been able to devote to college and career counseling duties has declined for decades, as shown by a 2014 report commissioned by the Indiana Chamber of Commerce Foundation. And that report updated a 1994 study that showed similar concerns for school counselors. I said at the time in 2014: the Chamber Foundation's report highlighted the need to redesign the counseling model and free up counselors to focus on the students and their needs.

The Governor's Workforce Cabinet, which I have the privilege to chair, recently awarded nearly \$1 million in 14 grants that will help create partnerships among K-12 schools, higher education institutions, employers and community-based organizations to build or plan a comprehensive career coaching system at the local level.

Graduation pathways will provide the opportunity to align our systems and do things differently for our students and our state. But it will take all of us moving in the same direction to make these changes meaningful and lasting.

WFYI
Report: Achievement Gaps in Hoosier High Schools Translate to Higher Education
By Jeanie Lindsay
September 26, 2019

Students equipped with more advanced high school diplomas [perform better in college](#), according to a new report highlighting the need for schools to offer more support for low-income students and students of color.

The Commission for Higher Education’s annual equity report says college achievement gaps are smaller among students with more challenging high school diplomas, but only 16 percent of black students and 25 percent of Hispanic students earn those diplomas.

Commissioner Teresa Lubbers says fewer black students are enrolling in college at all.

“We’ve seen in our African-American community, over the last five years, an 8 percent decline in those who are actually entering college,” she says.

The report also shows graduating classes from Indiana high schools are becoming more diverse. Lubbers says the state has seen a dramatic increase in high school graduates since 2007 – mostly from low-income households, or communities of color.

“We have 10,000 more high school graduates in 2017 and nearly all of those are from underrepresented populations,” she says.

But graduates still face financial pressure; about one-third of graduates in 2017 came from low-income households.

Indianapolis Star
You Can Apply to These 15 Indiana Colleges For Free Next Week
By Elizabeth DePompei
September 18, 2019

In recognition of National College Application Week, 15 Indiana colleges and universities will waive application fees from Sept. 23 to 27.

This is the first time the free application window will last a full week, [according to the Indiana Commission for Higher Education](#). That makes it Indiana's biggest such celebration since joining the American College Application Campaign in 2013. Past years have spanned only one day.

“We are encouraged to see more high schools and colleges participating than ever before,” Indiana Commissioner for Higher Education Teresa Lubbers said in a news release.

Colleges waiving application fees

The following colleges and universities will waive application fees next Monday through Friday:

- Goshen College
- Huntington University
- Indiana State University
- Indiana University East

- Indiana University Fort Wayne
- Indiana University Kokomo
- Indiana University Northwest
- Indiana University South Bend
- Indiana University Southeast
- Indiana University-Purdue University Columbus (IUPUC)
- Purdue University Fort Wayne
- Purdue University Northwest
- University of Southern Indiana
- Vincennes University
- Wabash College

Colleges with free application year-round

Another 17 Indiana colleges and universities have free applications year-round. They are:

- Anderson University
- Bethel University
- DePauw University
- Earlham College
- Franklin College
- Grace College
- Hanover College
- Indiana Tech
- Indiana Wesleyan University
- Ivy Tech Community College
- Manchester University
- Marian University
- Saint Mary's College
- Trine University
- University of Evansville
- University of Indianapolis
- Valparaiso University

College Application Week is sponsored by the Indiana Commission for Higher Education and the [American College Application Campaign](#). It aims to increase the number of first-generation and low-income students who pursue education after high school.

The Times of Northwest Indiana
Want To Be a Teacher? This Indiana Educators Scholarship May Be For You
By Carley Lanich
September 16, 2019

Calling all aspiring teachers.

The Indiana Commission for Higher Education is seeking applications for its Next Generation Hoosier Educators Scholarship.

The scholarship, entering its fourth year, offers up to \$30,000 in financial aid per recipient for top performing Hoosier students who commit to teaching in Indiana for five or more years after earning their degrees.

Scholarships are awarded based on academic achievement, teacher nomination and an interview process, according to a commission news release.

Students are eligible if they graduate in the highest 20% of their high school class or earn a score in the top 20th percentile on the SAT or ACT, according to the release.

To continue receiving the scholarship — awarded in installments of up to \$7,500 each year — students must maintain a cumulative 3.0 GPA and complete 30 credit hours per year.

“Hoosier students deserve motivated, quality teachers, and this scholarship is designed to attract just that,” Indiana Commissioner for Higher Education Teresa Lubbers said. “We continue to be encouraged by the commitment of these future educators and look forward to the positive impact they’ll have on their students.”

The scholarship will be awarded to 200 students. Last year, nearly 400 students representing 212 high schools from 82 of Indiana’s 92 counties applied.

College freshmen and sophomores attending Indiana schools are eligible for the Next Generation scholarship. Though, priority will be given to high school applicants, according to the release.

High schools students must be a senior committed to attending an eligible Indiana institution.

Finalists will be selected by Jan. 10, interviewed in Indianapolis on March 14 and notified by April 3.

The scholarship grew from legislation passed with bipartisan support in the 2016 session and comes as an incentive for students to enter the education field as Indiana continues to feel the effects of [a statewide teacher shortage](#).

The majority of the inaugural class of Next Generation Hoosier Educators are on track to graduate in May 2021, according to the CHE. Though, 40 have already become licensed teachers.

The CHE is accepting applicants through Nov. 30, 2019. Interested students can apply by visiting scholartrack.in.gov.

The Jasper Herald
Commission Highlights Early College High Schools
By Leann Burke
September 13, 2019

The Indiana Commission for Higher Education brought education leaders from the state level to town when it met Thursday at Vincennes University Jasper Campus.

The commission guides postsecondary education in the state by defining the missions for Indiana’s colleges and universities, planning and coordinating the state’s postsecondary education system and ensuring that Indiana’s higher education system is aligned to meet the needs of students and the state.

At Thursday's meeting, the commission discussed the early college model of high school education, which allows students to earn up to a year of college credits while in high school. The closest schools with early college high school programs are Perry Central Junior-Senior High School and Tell City Junior-Senior High School, both in Perry County.

Dr. Janet Boyle, executive director of the Center of Excellence in Leadership of Learning — CELL — at the University of Indianapolis, Dr. Drew Findlay, dean of career and technical education at Vincennes University and Director of Counseling Sue Auffenberg from Greensburg High School spoke about early college models across the state, with Auffenberg focusing on the program at Greensburg.

Unlike honors programs, early college high school programs focus on providing students with a complete year of college credit that they can take with them after graduation, and the programs are not reserved for the highest performing students.

To be an early college high school, programs must have eight core principles that are outlined by CELL. The principles are: a targeted student population, usually made up of students such as first generation college attendees who may be underserved in terms of college readiness; a curriculum and plan of study; a college-going culture that makes the high school feel like a college campus; college level rigor; support systems for student success; higher education partnerships and community collaboration; leadership and qualified staffing; and data collection and analysis.

Boyle said a key component that separates dual credit classes from early college schools is the partnership with higher education. Schools can offer general dual credit courses without a partnership with a specific college — and all Dubois County high schools do offer dual credit — but the early college high school model requires a specific partnership.

Another hallmark of the model is that students graduate with a complete year of specific college credits that are applicable toward a two- or four-year degree at the partner college. The programs are also designed to be stackable, meaning that a student can take the credits they earn in high school and apply them to an associate's degree. Then, they can apply that associate's degree toward a bachelor's degree.

For Dubois County students, a similar program is the new Automation and Robotics Academy, a dual credit program made possible by grant money from the Regional Opportunity Initiatives' Ready Schools Initiative.

The program, which is housed at VUJC, launched this year and allows students to graduate with a certification in industrial technology from Vincennes University, which is the equivalent of the first year of a two-year associate's degree or a four-year bachelor's degree.

Dubois County students also have access to a multitude of dual credit, Advanced Placement and career and technical education courses through individual schools and the Patoka Valley Career and Technical Education Cooperative.

EdSurge
There are 700K+ Credentials – And Counting. Which Ones Are ‘Quality’?
By Rebecca Koenig
September 24 2019

In 2016, Credential Engine set out to tally all the [badges](#), degrees, certificates, licenses and diplomas available to denote educational attainment.

They’re still counting.

So far, the Washington, D.C.-based nonprofit has found [738,428 unique credentials](#) in the U.S., according to a new report published Wednesday. Almost half are offered by non-academic organizations.

What may sound like a meditative exercise in patience does have a practical purpose. Credential Engine hopes its database will eventually help people discern which credentials offer the most value for personal learning and employment opportunities.

Yet the nonprofit is not in the business of measuring the quality of credentials, says Scott Cheney, executive director of Credential Engine. For that sort of judgment, students, workers and policymakers will have to turn elsewhere for now.

Perhaps to another nonprofit, the National Skills Coalition, which published its own report this week focused explicitly on establishing a definition of [what counts as a quality non-degree credential](#). Its answer: one that offers evidence of competencies and corresponds clearly with positive employment outcomes in fields that have substantial job opportunities.

NSC argues that starting with a clear definition will help policymakers and employers discern whether any of these thousands of credentials are, well, credible.

Crunching Credentials Data

Why expend all this effort researching credentials? Both reports note that most jobs available today require some education or training beyond a high school diploma, and that on average, workers who have post-secondary credentials earn more than those who don’t. Because of this, state governments and organizations like the Lumina Foundation have set goals to [increase the proportion of Americans who earn additional certifications](#).

Yet the data available on non-degree programs is scant. Some states track licensure and apprenticeship programs, but even among those that do, not all share information with entities like the U.S. Department of Labor Registered Apprenticeship Partners Information Data System or State Wage Interchange System, according to NSC.

To help people make better decisions about which of the many education and workforce training programs to use, both reports call for the creation of better consumer information tools.

“If you’re a 17-year-old or 25-year-old or returning veteran who wants to go into the IT field in Indianapolis, there had not been a way until we began doing our work to let that person understand the relative differences between pathways,” Cheney says.

But the studies differ in their approaches to analyzing the myriad options.

Credential Engine is surveying the landscape first, trying to develop a comprehensive dataset before coming to any particular conclusions.

“We haven’t had the ability to look across all credentials to allow us to have some sense of how to make the best determination of quality,” Cheney says. “We’re not here to say which is a better choice, we’re just here to say this information is available.”

Using information from sources including the U.S. Department of Education, Class Central and international certification associations, the Counting Credentials report splits credentials into 17 categories—including microcredentials, course completion certificates, occupational licenses, military certifications and digital badges—offered by four types of institutions: secondary schools, MOOC providers, post-secondary schools and non-academic organizations.

To organize its findings, the nonprofit has built a [searchable credential registry](#) that uses common language and linked data to make information easier to find and compare.

Meanwhile, National Skills Coalition is looking first at quality assurance to help workers save time and money, employers find skilled labor, schools learn about market needs and officials feel confident throwing support behind non-degree options, such as making them eligible for public financial aid.

The nonprofit worked with officials from 12 states to define a quality non-degree credential as “one that provides individuals with the means to equitably achieve their informed employment and educational goals. There must be valid, reliable, and transparent evidence that the credential satisfies the criteria that constitute quality,” according to the report.

The report breaks this down into more detail, calling for credentials associated with evidence of “substantial job opportunities” and employment and earnings outcomes.

One reason NSC seeks to emphasize quality from the outset is that people who participate in non-degree credential programs tend to be more vulnerable members of the labor force: older adults, people of color and people with less earning power.

“A well-designed quality assurance system can help individuals identify the right program and credential for their circumstances while avoiding low-quality or ineffective options, protecting students from being the victims of fraud and abuse,” the report says. “It can also help overcome the negative associations that employers may have regarding individuals with NDCs [non-degree credentials], making it easier for disadvantaged worker populations to enter and advance in employment.”