



# INDIANA COMMISSION *for* HIGHER EDUCATION

## AGENDA

October 8, 2015

101 West Ohio Street, Suite 300  
Indianapolis, IN 46204-4206  
Phone: 317-464-4400 | Fax: 317-464-4410  
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**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

**OCTOBER COMMISSION MEETING  
AGENDA**

**Wednesday, October 7, 2015**

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**IVY TECH COMMUNITY COLLEGE NORTHWEST**

220 Dean Johnson Blvd  
South Bend, IN 46601

**STUDENT SUCCESS AND COMPLETION COMMITTEE**

2:00 P.M. – 3:30 P.M.  
Room 3123

**CALL IN INFORMATION:**

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

**COMMUNITY FORUM**

4:00 P.M. – 5:45 P.M.  
Ivy Tech/Green Sense Farms Forum  
Room 1121

**RECEPTION**

6:00 P.M. – 7:30 P.M.  
Ivy Café  
Hosted by Chancellor Thomas G. Coley  
and Campus President Janet J. Evelyn

**DINNER**

7:15 P.M. – 8:30 P.M.  
The Home of Carmi and Chris Murphy  
1237 E Jefferson Blvd  
South Bend, IN 46617

**HOTEL ACCOMMODATIONS**

Ivy Court Inn and Suites  
1404 Ivy Court  
South Bend, IN 46637  
*Check-in available at 3:00 P.M.*

***All events take place on Eastern Time***

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • [www.che.in.gov](http://www.che.in.gov)

**Thursday, October 8, 2015**

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**COMMISSION MEETING**

Ivy Tech Community College Northwest  
220 Dean Johnson Blvd  
South Bend, IN 46601

**BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Ivy Café

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
Room 1121/1222

**CALL IN INFORMATION:**

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

**WiFi INFORMATION:**

IvyGuest

**WORKING SESSION TOPICS**

- Higher Learning Commission / Dual Credit
- Multi-State Collaborative To Advance Learning Outcomes Assessment
- Return and Complete
- Gallup & College Value Index
- Fall Enrollment
- Committee Report Outs

**LUNCH**

11:45 A.M. – 1:00 P.M.  
Ivy Café

**BUSINESS MEETING**

1:00 P.M. – 3:00 P.M.  
Room 1121/1222

**CALL IN INFORMATION:**

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

**WiFi INFORMATION:**

IvyGuest

<b>I.</b>	<b>Call to Order – 1:00 P.M. (Eastern)</b>	
	<b>Roll Call of Members and Determination of Quorum</b>	
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1. Regional Campuses – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance – Purdue North Central, Calumet, and IPFW
2. Indiana University Purdue University – Indianapolis - Neuroscience Research Building – Renovate First Floor for Research Lab

**IV. Information Items**

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**V. Old Business  
New Business**

**VI. Adjournment**

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The next meeting of the Commission will be on **December 10, 2015, in Indianapolis, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, September 10, 2015**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. Indiana University, Kokomo, Kelley Student Center, with Chairman Dennis Bland presiding.

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

*Members Present:* Gerald Bepko, Dennis Bland, John Conant, Sarah Correll, Jud Fisher, Lisa Hershman, Allan Hubbard and Caren Whitehouse

*Members Absent:* Jon Costas, Susana Duarte De Suarez, Chris LaMothe, Chris Murphy, Dan Peterson and John Popp

**CHAIR'S REPORT**

Mr. Bland began his remarks by thanking Indiana University Kokomo leadership for their hospitality during yesterday's events and for hosting our meeting today. He said that the Commission has scheduled its annual H. Kent Weldon Conference for Higher Education for Thursday, April 14, 2016, which is the second Thursday of the month, to be held at the Indianapolis Marriott North. We will have more information about the Weldon Conference at a future meeting, but please mark your calendars for this convening next year. Also, please be reminded that next Wednesday, September 16, the Commission is hosting a Competency-Based Education Summit, and later this fall, there will be a first-of-its kind Student Advocate Conference. More information about all of these convenings may be found on the Commission's website.

**COMMISSIONER'S REPORT**

Commissioner Lubbers began her report stating that last night we celebrated a very special person and a very special occasion for the Commission. September marks Ken Sauer's 30<sup>th</sup> year as a valuable – irreplaceable member of the CHE staff. We toasted his leadership and commitment to Indiana higher education, as well as being a leading thought leader in the nation. We would like to continue this celebration in a special way with all of you today. We've asked a few people to join us, Sara Appel, Tari Lambert and your wife, Nealon Sauer. While Governor Pence was not able to be with us today he has allowed me to be a surrogate for this special ceremony and to present to you a Sagamore of the Wabash.

Let me use this opportunity to tell you more about Dr. Sauer that you may not be aware of, although some of you may. I've mentioned that Dr. Sauer has been with the Commission for Higher Education for 30 years. He has spent his life in public service, he met Nealon and started off early in life as member of Peace Corps. He served the Illinois Board of Higher Education. He

served for the National Center for Higher Education Management Systems (NCHEMS). He came to us well prepared for the work he has been doing for so long. There is nothing you could bring up about Academic Affairs that Dr. Sauer isn't leading in the nation. I kiddingly say to his trusted colleagues, Ms. Lambert and Ms. Appel, I'm not sure where Dr. Sauer is sometimes but I know he's doing important work wherever he is. That reflects very well on Indiana because he is considered a leader. How many people get an opportunity to spend three decades doing work that they care so much about and would do it with such professionalism and grace? I have never seen him lose his temper, even when he might be frustrated with some of us he is gracious and he uses that as a teaching moment for all of us, and for that we can be very grateful.

The Sagamore of the Wabash is the State of Indiana's high award that we only give to very few people who distinguish themselves in their service. Among several things stated here, it says, whereas Dr. Ken Sauer has distinguished himself by his humanity in living, his loyalty in friendship, his wisdom in council and his inspiration in leadership. And for those reasons, recognizing his greatness, and desiring to avail myself of his council, I do hereby appoint him a Chiefton, upon my staff of the rank and title, a Sagamore of the Wabash.

Dr. Bepko stated that we are all celebrating Dr. Sauer's 30<sup>th</sup> anniversary with the Commission. He noted that he started working with Dr. Sauer 29 years ago when Dr. Bepko became Chancellor of IUPUI in 1986. Dr. Sauer taught Dr. Bepko things he didn't know in 1986 and has continued through 2015. He said it has been a wonderful experience to work with Dr. Sauer with his national perspective and experience that has been helpful to the State of Indiana and one of the most important ingredients in the success of higher education in Indiana. Right now we should be very proud of our Commission for Higher Education. For as many years as Dr. Bepko and Dr. Sauer have been around to observe, this is one of the best facilitative state bodies in the country right now and a lot of the credit for that goes to Dr. Sauer. He congratulated Dr. Sauer and shook his hand.

Dr. Sauer said he was overwhelmed and touched by all of this and that he very much appreciates this great honor and kind words that were said today and last evening. The 30 years have gone by very quickly but it has been a great job for me and the reason why I've hung around for 30 years is because I work for a wonderful boss, the Commissioner, who I think is the best in the country, although I may be biased. The Commission members are great to work with as are my colleagues on staff. Also, the great friendships that have developed with my colleagues at the institutions. All of that has allowed me to make a modest contribution to higher education in Indiana. I should also point out that Nealon and I have been married 45 years this month and to the extent I have made a modest contribution here, she deserves to share in that contribution as well because she has been my support, my partner, for four and a half decades and it makes my work here possible. Dr. Sauer thanked everyone.

Mr. Bland congratulated Dr. Sauer. He said, when you look at the origin of the Sagamore it is derived from the history of individuals in Indiana getting together and saying we have to identify those rare individuals among the tribe that give us sage council and advice as to how we move forward. He said he can't think of a person who is more fitting and that we are amongst greatness.

**CONSIDERATION OF THE MINUTES OF THE AUGUST, 2015 COMMISSION MEETING**

**R-15-06.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the May, 2015 regular meeting (Motion – Hershman, second – Fisher, unanimously approved)

**II. PUBLIC SQUARE: ADVANCING A COLLEGE COMPLETION CULTURE**

**A. Progress Report: Indiana’s 21<sup>st</sup> Century Scholars Program**

Mr. Bearce began by stating that the 21<sup>st</sup> Century Scholars Program has been around for 25 years and we thought this would be a good time to reflect on the program, talk about what has worked, what challenges remain and show what we think the outlook is for moving forward well beyond the next 25 years.

He talked about the major milestones of the program. The 21<sup>st</sup> Century Scholars Program was started in 1990 and was the first of its kind anywhere in the country. Today there are at least two programs based upon it in other states. Other states and cities have modeled various programs off the 21<sup>st</sup> Century Scholars Program.

In many ways, the Scholars Program was a national leader in addressing an issue and making a bold proclamation that a family’s income should not be the difference on whether that student is able to go to college. That student made a commitment to do what was asked of him or her and Indiana would make a commitment to that individual to make it possible to attend up to four years of college.

The second milestone was about five years later when the first 21<sup>st</sup> Century Scholar enrolled in college in 1995. We can assume those students started matriculating in the late 1990s. In 2011, Indiana created the Scholar Success Program to improve college readiness.

As a state, and particularly as a Commission, we decided to improve the program by making a concerted effort to not just send students to college but to ensure that they are graduating. An initiative to provide more outreach support to Scholars in 2012 launched the ScholarCorps Program at 10 college campuses and is now on 17 campuses where we are coordinating services and partnering with our colleges and universities. In 2013, Indiana created the Credit Completion Requirements for all state financial aid recipients, including 21<sup>st</sup> Century Scholars. In 2014, Indiana deployed College Success Coaches at 25 Indiana Campuses. In 2015, the first class of Scholars was required to graduate high school with a 2.5 GPA. In 2017, the first class of high school graduates will have been required to complete Scholar Success Program requirements to earn the 21<sup>st</sup> Century Scholarship.

He continued by drawing upon some numbers about the 21<sup>st</sup> Century Scholars Program. More than 70,000 students have used a 21<sup>st</sup> Century Scholarship. At

least 30,000 low-income students have earned a college degree with a 21<sup>st</sup> Century Scholarship. More than 110,000 students are enrolled in the program today.

Indiana's 21<sup>st</sup> Century Scholars are more likely to: go to college than all Indiana students; be college ready than their low-income peers; complete college than their low-income peers.

He continued by taking a closer look at the Scholar population with regard to enrollment of Scholars relative to Indiana's 8<sup>th</sup> graders as a whole. If the program is doing what it should, we should see rough parity in enrolling the same amount of students. This is indicative of larger challenges we are seeing, in that the program actually overenrolls relative to the population among African American students. They are 12% of our 8<sup>th</sup> grade population but we are enrolling 21%. In contrast, we are under-enrolling for Hispanic students. We still have a significant challenge to help Hispanic students access college. This is where 21<sup>st</sup> Century Scholars Program could be more impactful. The white population is under-enrolled relative to the population but still reflective of our demographics of the state. The vast majority of 21<sup>st</sup> Century Scholars are white students.

He shared more compelling data that show the challenges that Scholars face compared to Indiana Financial Aid filers as a whole. Scholars are 1.4 times more likely to be the first in their family to go to college. Scholars are more than 2.5 times more likely to be raised by single parents. Scholars' family income was 75% lower than the average student who applies for financial aid.

He showed what the Scholar path to college looks like once they've enrolled in the Program. Even though we've done an incredible job as a state in getting students in this program and on the path to college, we've seen this steadily increasing trajectory of students applying but diminishing returns even before college. We are losing significant numbers of students from the time that they enroll to when they affirm. This is an area the state is trying to be more proactive about and stay in contact with those students from middle school to when they affirm in high school. He stated that the affirmation process needs to be reexamined as well to make it more of a meaningful process.

With regard to diminishing returns, Mr. Bearce brought up the issue of "Summer Melt". These scholars have met all of their obligations and have up to a four-year scholarship waiting for them and they never activate that scholarship. This speaks to using this data to inform our decision making and opportunities to stay connected with those students and keep them on track.

In response to Mr. Hubbard's question as to what the qualifying requirements are and what percentage of those students who could qualify actually apply, Mr. Bearce stated that he is uncertain of that percentage. In order to qualify for the program, historically it was free or reduced lunch, enrolled at an Indiana high school, abstaining from drugs and alcohol, not committing any crime, what was

previously a 2.0 GPA is now a 2.5 GPA and starting with the class of 2017, they now have to complete the Scholar Success Program Requirements.

In response to Mr. Hubbard's question regarding how large the tuition assistance is, Mr. Bearce responded that it is the equivalent of four years at our four-year public colleges and covers tuition and mandatory fees and does not cover room and board. Except, some of our institutions offer support to Scholars. Those that go to IU Bloomington receive what is called covenant and they get room and board. Purdue has a similar program called the Purdue Promise. But the scholarship is up to the equivalent of four years at a public institution or apply that amount to a private college.

Dr. Townsley added that for the last year of data, we know that the number of students who actually applied to the program was about 24,000. We lost a couple of thousand as they moved into the enrolled status.

Jason said the achievement gap in terms of the affirmation rates is particularly strong with African American and Hispanic students who are below average. Interestingly, some of these gaps disappear on the access end in terms of FAFSA filing and scholarship use.

Dr. Townsley said it is interesting to track the data from enrollment into scholarship use and breaking it out by race/ethnicity did highlight some opportunities we can use to help improve.

Mr. Bearce continued by saying of our 21<sup>st</sup> Century Scholars, 76% of them go to college. 86% of that number attend Indiana public colleges, 11% attend Indiana private colleges and 3% attend out-of-state colleges.

It has always been the case that the majority of Scholars are using their scholarships at a 4-year college but we have seen some momentum in the other direction in that we've seen an increasing number of Scholars who are now attending two-year colleges. Most of that change has happened since 2009.

In response to Ms. Correll's question, if she were a scholar and attending a two-year college, would she be able to transfer to a four-year institution, Mr. Bearce said yes.

Mr. Bearce showed the top ten colleges by Scholar enrollment. He stated that while Ivy Tech at 19% is number one, to be fair, that includes 23 campuses. The other nine are: Indiana State University, Indiana University Purdue University at Indianapolis, Indiana University Bloomington, Ball State University, Purdue West Lafayette, Vincennes University, Indiana University Purdue University Fort Wayne, University of Southern Indiana and Indiana University South Bend.

He moved on to talk about how Scholar performance in college and referred to the State-Level Scholar Scorecard, something the Commission started putting together in 2012. In some regards the Program has already met its obligation in

overcoming poverty, the main limiting factor in college access. We can see across every metric that Scholars outperform their low-income peers in access, performance, retention and graduation. We are not satisfied with comparing Scholars to like-income peers, we think that given the right support, incentives and expectations they could perform as well as any students in the State of Indiana.

From a completion view, a slide compared Scholars versus all low-income students, measured primarily through being Pell-eligible. We see that Scholars are outperforming their low-income peers. We are not seeing that same success in comparison to the general population.

In response to Mr. Hubbard's question, what do you have to do to qualify for a Pell Grant, Mr. Bearce stated that it is based upon poverty level.

In response to Mr. Hubbard's question if you can be both a Scholar and Pell recipient, Mr. Bearce said yes.

Mr. Bearce shared a slide that compares Scholars to all Indiana students. The Scholars' on-time completion rates are improving at both two- and four-year public colleges.

This program was always intended to be a preparation program first and a scholarship program second. It's fair to say that is not always the way it was interpreted across the state and more could be done to make it clear what it means to be a 21<sup>st</sup> Century Scholar. It is an earned benefit rather than an entitlement program. A brief summary of what we have done in that regard for high school students includes raising the minimum GPA from 2.0 to 2.5, a minimum required Core 40 diploma and the establishment of the Scholar Success Program. At the college level, we created credit completion requirements, added flexibility to use aid during the summer, expanded college transition programs and on-campus support, such as ScholarCorps and InsideTrack Coaches.

The set of expectations are intended to be fair and keep them on track for college and is not a cumulative list of things to do, but instead, a thoughtful, logical progression with annual expectations. Our goal is not for schools to segregate out and do these things with just low-income students, we are hopeful that with the right support and encouragement schools and communities will develop this sort of approach for all of their students.

We have tried to provide more direct and on-demand outreach to our Scholars. If we are going to set expectations of them, we have to have a way for them to access resources and a way for them to verify they have completed them and why we have the 21<sup>st</sup> Century Scholars website. We provide clear, accessible information every year they are in the program electronically, via print, via direct mail and through school and community partners to make sure they know what is expected every step of the way.

We are started to see progress. In the past decade, Scholars with high school GPAs of 2.5 or higher increased by 12 percentage points. During that same period, Scholars with high school GPAs of 2.0 or lower decreased by five percentage points.

We saw the early signs of success from our College Credit Completion reforms. We saw an improvement across our entire financial aid population, but the response was particularly strong and significant for 21<sup>st</sup> Century Scholars. There was a 55% one-year improvement in taking 30 or more credit hours and a 56% one-year improvement in completing 30 or more credit hours.

In 2014 we received a grant from USA Funds to provide InsideTrack Coaches to a number of our campuses, including the entire Ivy Tech Community College system. The goal was that by using these coaches, we would see a significant year-over-year increase in retention. The data hasn't completely come in yet and don't have the final retention numbers yet, but we do have the registration numbers. As of the September 9, 2015 census date, Indiana State University has an estimated +4.2 point retention improvement. Ivy Tech has an estimated retention improvement of +11.2 points. There is a lot of fluidity with retention numbers leading up to the start of classes.

We can have a significant impact on this population in a relatively short time frame if focus our attention and put the right support and expectations in place. Hopefully we can come to you a year from now with a similar type of case study with these other campuses that are looking at similar strategies that can have the same types of outcomes.

In response to Mr. Hubbard's question as to how much better do Scholars perform who historically had an average of 2.5 GPA, Ms. Lubbers said that we can get you those numbers. She said what we do know is that those between 2.0 and 2.5 were markedly less likely to be successful. We are spending so much time on this today because it is at the very core of the mission of everything we have been talking about at the Commission for Higher Education for so many years. We went to the Legislature requesting another \$93 million to cover the costs for our Scholars. We are focused on getting our students to be successful and all the numbers we are showing you today are trending in the right direction in measurable ways. Bringing all of these things together, this is a great example of how policy and the use of funding makes a difference. As Mr. Bearce clearly said, we want our Scholars to be completing at as high of a level as the population at large. This is not cause for celebration, but it is cause for encouragement.

Mr. Hubbard commented that if a student got a 2.0 on their high school record, the chance of his or her success is slim. It would be a disservice to the student to be admitted to the college because the chances of that student succeeding are very low.

Ms. Lubbers stated that it is clear different colleges have different admission requirements, but what everyone knows is the academic preparation that the student needs going into college is the big difference. The more academically rigorous your curriculum in high school, the more academically prepared you will be for college level work.

Mr. Bearce speculated that the rise in number of Scholars going to community colleges is in part a response to raised admission requirements of four-year colleges as much as it is that we have a more visible community college system than we had ten years ago.

Ms. Lubbers said we certainly don't have Scholars going to community college needing remediation there.

**B. Panel Discussion: Indiana's College & Career Success Mentoring Initiative**

1. Tracey Butler, Consultant for the Indiana Youth Institute
2. Molly Chamberlin, Ph.D., Director of the Program Evaluation at the Indiana Youth Institute
3. Timothy M. Clark, Outreach Coordinator, Central Region at the Indiana Commission for Higher Education
4. Kelly Nelson, Consultant for the Indiana Commission for Higher Education
5. Tammy Pearson, Director at Project Leadership

Mr. Bearce introduced Kelly Nelson who has been our manager for this initiative to provide history for context, provide more data from Dr. Molly Chamberlin and then quickly transition to a panel discussion.

Ms. Nelson began stating, given what Mr. Bearce shared, she feels fortunate they were able to study a microcosm of that. Ms. Nelson said that this is Indiana's College and Career Success Mentoring Initiative (ICSM), and they have been together for six years. In 2009, we applied for the College Access Challenge Grant (CACG) and it was awarded to the Indiana Commission for Higher Education. We decided we needed to get a better look at particular communities. In 2010, the Indiana Commission for Higher Education and the Indiana Youth Institute (IYI) developed a partnership to oversee the development and management of the mentoring initiative. High schools and mentoring programs were selected through RFP process.

Mr. Clark said that he came to IYI to help and manage this initiative, so when the Commission approached IYI, the Indiana Mentoring Partnership was going to be a great partnership. We were looking at how mentoring can be a part of these 21<sup>st</sup> Century Scholars lives and help them be better prepared for college and succeed.

He said when we looked at the components that we would use in the program, 21<sup>st</sup> Scholars was going to be our cohort. We then looked at mentoring programs that had already made that commitment and were knowledgeable about the 21<sup>st</sup> Century Scholars Program to see how we could enhance the

mentoring process. One thing we asked the mentoring programs to do was provide year-round mentoring. The other piece we looked at was how to increase the strength of the mentoring program's relationship with high schools in their community. We looked at the intensity of the mentoring process from the training that their staff and mentors received to the programming they're providing and the actual college visits they have students going on as well. These are all basic components that helped develop this initiative.

Ms. Nelson added that what is different about this initiative is that typically mentoring happens at K-12, but this continued postsecondary.

Mr. Clark shared the mentoring partners that helped complete the five year project. They include: Big Brothers Big Sisters of Northeast Indiana, Fort Wayne; Communities in Schools of Lake County, East Chicago; Project Leadership, Marion; Southwest Indiana College Access Network (SICAN), Evansville; Starfish Initiative, Indianapolis; Urban Reach, Gary; and YMCA of Greater Indianapolis, Indianapolis. Five of these partners were with us the entire time. The mentoring partners were a mix, intentionally chosen that way, to ensure that there were nationally recognized groups, others that were small in stature and number and others that were faith-based organizations spanning across the state.

Ms. Nelson stated that they chose both community-based partners and school-based partners so that they could look at the difference in access to being in or out of the school.

Mr. Bearce stated that something to keep in mind is that in the beginning, this project is that it was about learning. Mentoring and college and career readiness is not new, but how do we blend them together and test this in as many different environments and communities as possible to find out what works and what could work across the state. The goal was to find what works so that it could be scaled across the state.

Mr. Clark said that a requirement for the mentoring partners was to partner with a high school. Those include: Benjamin Bosse High School, Evansville; East Chicago Central High School, East Chicago; Fall Creek Academy, Indianapolis; Heritage High School, Fort Wayne; Leo High School, Fort Wayne; Marion High School, Marion; New Haven High School, Fort Wayne; Pike High School, Indianapolis; University Heights Preparatory Academy, Indianapolis; Woodlan High School, Fort Wayne; 21<sup>st</sup> Century Charter School of Gary, Gary.

Ms. Nelson said the schools were selected based on free or reduced lunch and on poverty because the goal of the grant was to work with those with the greatest poverty. This work was not just with Scholars, but those within the greatest poverty.

In response to Ms. Correll's question, that when looking at the list of schools, she doesn't see rural schools and asked if that will present some different challenges, Ms. Nelson said that they do have that population represented in

the Fort Wayne schools. It began as one school that was rural that was broken into multiple schools.

Ms. Pearson added that Marion is probably the smallest of the schools listed and we have been able with Project Leadership to take the learnings from this initiative and work with several rural schools.

Mr. Bearce said that Ms. Correll's question reveals an unfortunate truth which is we didn't want to work with new mentoring programs, but instead, established ones. There aren't that many mentoring programs in rural areas. Our goal was not to drop Ms. Pearson into rural areas and direct her to go make mentoring programs. It is better if it can come up from the community so we need to give them tools to do so.

Dr. Chamberlin said that the data that we'll see is a combination of data from the Commission as well as from the National Clearinghouse for a small percentage of kids that went to college at mostly private Indiana institutions and a few out of state institutions. We were also able to do some comparisons from the College Readiness Reports.

Dr. Chamberlin said our oldest cohort graduated from high school in 2012 and would have just finished their third year of college in 2014/2015. The class of 2012 was the highest performing when it comes to enrollment in postsecondary with about 80% immediately enrolling after high school. The rate of enrollment decreased in the class of 2013 to 67%. Why the enrollment right out of high school dropped isn't as easily revealed in the data as Ms. Pearson may be able to tell us about from the human perspective of things.

Using the Commission's data which looks at enrollment right after high school, our class of 2012 gangbusters. When comparing them with the state average, they were quite a bit higher. When comparing them with all 21<sup>st</sup> Century Scholars, they're higher. We compared them with the kids from the schools which the kids came from and they were considerably higher in enrollment. This group was about the same as 21<sup>st</sup> Century Scholars from the school they came from sitting right at about 80%. When you make the same comparison for the class of 2013, no surprise, their enrollment was a bit lower but they still outperformed the state average and graduates from the high schools they came from, but their enrollment in postsecondary right after high school was actually lower than 21<sup>st</sup> Century Scholars statewide and lower than 21<sup>st</sup> Century Scholars from within those high schools they came from.

When you look at the profile of these kids, they look a lot like 21<sup>st</sup> Century Scholars. 97% enrolled in Indiana with 87% at an Indiana public institution, 9% at an Indiana private institution (non-profit) and 1% at an Indiana for-profit institution. 68% enrolled in a four-year institution and 78% enrolled full time.

When looking at student persistence data, 84% of ICSM students who entered in 2013 persisted to 2014. Comparatively, 69% of all students entering in 2013

persisted to 2014 and 78% of Scholars entering in 2013 persisted to 2014. 67% of ICSM students who entered in 2014 persisted to 2015. However, only 49% of ICSM Scholars who entered in 2013 persisted to 2015 (comparison data not yet available).

Here is the part that was more concerning for us: the class of 2012 had an 80% enrollment rate in college right after high school, 84% of them continued on to the second year, but less than half of them have gone on to year three. As we have our discussion that is something we want to talk about in terms of the initial focus of ICSM was about getting kids to college and making sure they were prepared. And in terms of lessons learned, it cannot stop after that mentoring cannot stop after that first or second year.

In response to Ms. Lubbers question if the data was disaggregated from the second to third year by institution to see if some were doing a really good job of getting some from second to third year, Dr. Chamberlin said that they did not do that disaggregation. The N size gets fairly low the more disaggregations that you do, but that is something that I will provide to you. I will guess that it is about the same. Where we did disaggregate and see some differences is among mentoring providers. Ms. Pearson's organization is one that had some higher persistence rates.

Mr. Clark shared a video between one of the mentees, David, and his mentor, Courtney, from the YMCA. David tells his story about how he got involved in the mentoring program and succeeded at getting into college and graduating.

Mr. Bearce asked Ms. Pearson to describe her experience with Project Leadership through this initiative some of the lessons you learned that you didn't know going in and how that is changing your approach.

Ms. Pearson said while she will be sharing a number of comments today through the lens of the ICSM initiative which occurred at Marion high school, this work is also happening outside of the Marion Grant County area in Delaware County. It's happening because we've had watchful eyes on us for a number of years. The Ball Brothers Foundation has made it possible that work I'm sharing with you and the program tiers, data and stories are happening across two counties.

Project Leadership's model for college access and success began in 2007 and started with 21<sup>st</sup> Century Scholar enrollment and growing those numbers. We did that and increased numbers from one out of ten to eight out of ten and that has been Tier 1 of our program at the middle school level. The ICSM initiative has exploded three more tiers I'll share with you today. Tier 2 is our high school mentoring. Our model is one on one mentoring once a week at the high school and in the community. With Tier 3, unless we help students with bridge programming, the Tier 1 part of the model, college access, means nothing. As we shift into talking about Tier 4, in the summer when students graduate from high school we have some additional bridge programming and workshops

available for students. Tier 4 is postsecondary and Project Leadership understood when the program started that if we were going to work with students at the middle school level in college access in 21<sup>st</sup> Century Scholar enrollment, we knew we needed to be involved postsecondary. Students are followed into our higher education world and has been the most critical addition to our services.

Ms. Pearson shared some data about Project Leadership mentees who were part of the ICSM cohort. Scholars matriculated at that high school at a higher rate than those who were not. 72% of students who were served by Project Leadership enrolled in a postsecondary institution. The class of 2012 had the highest enrollment of the 3 cohorts that were followed at 81% enrollment. More 2012 Project Leadership mentees enrolled in postsecondary immediately after high school than 21<sup>st</sup> Scholars statewide and significantly more than the state average in Marion high school graduates. Most of the Marion Scholars continued into their second year of postsecondary, but only 54% continued from their first year to their third year. The same socioeconomic barriers that existed when they entered have not disappeared.

Thinking about lessons learned, if there is one thing that has made this successful is that we have worked really respected the role that relationships play and worked to engage so many community partners. Other lessons learned include that having stronger curriculum will benefit our mentoring program. We have taken what we've learned from the lab work, such as the FAFSA and college application labs, and begun the Scholars Success Program labs.

Data has been invaluable to helping Project Leadership improve. One of those is the Postsecondary Mentoring Database. We are able to measure what is happening with students but also intervene and that is the most important aspect of the Postsecondary Mentoring Database. We are able to look at current data and say what can we do now to impact that report that we pulled.

Mr. Bearce said we have talked about the relationship between the mentor and the mentee but the initiative was designed to make a more productive relationship between the mentoring organization and the educators, can you reflect on what those two sides do not understand about each other in terms of their roles and what they can learn from one another. Ms. Nelson stated that once the students reach the campus they have a hard time navigating.

Ms. Lubbers stated that doesn't explain why there is good persistence from first to second which is when you would logically think that. I think that really drives how we are using mentoring organizations to get students to self-advocate. Our challenge today is to get under those numbers and see what we need to do differently.

Ms. Butler said that they have a lot of conversations about what it means to be truly ready, not just to get into school but to persist in school. We've thought a about it along three dimensions: social preparedness, academic preparedness

and financial literacy. On the social piece, we've honed in on the concept of grit and resilience and how to train mentoring organizations and community partners on that. We talk about how to take the time that you have with those students and help them become better advocates for their future goals. There is a lot of research that indicates that grit and self-advocacy can be a greater predictor of college access and completion than things we would traditionally look at, like SATs. As we look at the legacy at ICSM that is one piece that we continue to beat that drum, self-advocacy.

Dr. Chamberlin said they shared data regarding enrollment with another Indianapolis mentoring organization and some actually called and said, I know this is wrong because I've spoken to five of these kids and I know they're on a college campus. We came back to them and said, are you sure because all of the research on "Summer Melt" says that kids don't want to let their mentors down. When the data shows 52% enrolled in class and you're saying it's 96%, you may need to deepen the conversation with your mentees.

Ms. Butler talked about how as the scaffolding of support does come down, we are seeing a second "Summer Melt". Whatever was hard about first year is even harder that second year. If they weren't truly ready and couldn't advocate for themselves then it seems to snowball.

In response to Ms. Whitehouse's question, since it sounds like the majority of those students make it through the first two years to encourage them to work through an Associate's degree so they can come out of those two years with a meaningful degree and then can go on if they chose to do so, Mr. Clark said that it really came down to a four-year college and even a two-year college is not for everyone. It really comes down to how can we help each student find their own path and the main thing we do is letting them know that you must go past getting a high school diploma to put yourself in a better situation.

### III. BUSINESS ITEMS

#### A. Academic Degree Programs for Full Discussion

1. Ph.D. in Biology and Ph.D. in Chemistry and Chemical Biology to be offered by Purdue University at Indiana University Purdue University Indianapolis

Dr. Candiss Vibbert, Associate Provost for Special Initiatives at Purdue University, presented this item. Dr. Sauer gave the staff recommendation.

- R-15-06.2 RESOLVED:** That the Commission for Higher Education approves the consent the following Ph.D. in Biology and Ph.D. in Chemistry and Chemical Biology to be offered by Purdue University at Indiana University consistent with this agenda item. (Motion – Hubbard, second – Whitehouse, unanimously approved)

**B. Capital Projects for Expedited Action**

1. University of Southern Indiana – Welcome Center
2. Purdue University West Lafayette – McCutcheon Hall University Residences Bathroom Renovation, Phase V

**R-15-06.3**      **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Fisher, unanimously approved)

**C. Early Intervention Policy – Expedited**

1. College and Career Readiness national assessment threshold score of a 38 in Critical Reading and a 40 in Mathematics on the 10<sup>th</sup> Grade PSAT
2. ACCUPLACER threshold score of 69 in Reading and 92 in Mathematics to determine when a student requires remediation or additional instruction

**R-15-06.4**      **RESOLVED:** That the Commission for Higher Education approves by consent the following recommendations for the Early Intervention Policy, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Hubbard, 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. NEW BUSINESS**

There was none.

**VI. OLD BUSINESS**

There was none.

**VII. ADJOURNMENT**

The meeting was adjourned at 3:07 p.m.

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Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary

## COMMISSION FOR HIGHER EDUCATION

Thursday, October 8, 2015

### PUBLIC SQUARE

### Best Practices of Community Colleges

#### Background

During the 2015 Legislative Session, the General Assembly tasked the Commission to conduct a review of Ivy Tech Community College programs with low graduation rates and adopt recommendations for the discontinuation or restructuring of these programs. As the Commission engages in discussions related to best practices of community colleges around the country, it will have the opportunity to hear from three experts in the field; Tristian Denley, Ph.D., Vice Chancellor for Academic Affairs, Tennessee Board of Regents; Stan Jones, President of Complete College America; and Dhanfu Elston, Ph.D., Vice President at Complete College America. The Commission will have an opportunity to adopt its final review and recommendations at the December 10, 2015 Commission meeting.

#### Supporting Documents

- (1) Tristian Denley, Ph.D. Bio
- (2) Stan Jones Bio
- (3) Dhanfu Elston, Ph.D. Bio



## **Tristian Denley, Ph.D.**

**Vice Chancellor for Academic Affairs  
Tennessee Board of Regents**

Dr. Tristan Denley has served as Vice Chancellor for Academic Affairs at the Tennessee Board of Regents since August 2013. Before moving to the system office he was Provost and Vice President for Academic Affairs at Austin Peay State University from January 2009. Originally from Penzance, England, Dr. Denley earned his PhD in Mathematics from Trinity College Cambridge, and held positions in Sweden, Canada, and the University of Mississippi before coming to Tennessee. At Ole Miss he served as Chair of Mathematics, and Senior Fellow of the Residential College program.



Throughout his career, he has taken a hands-on approach in a variety of initiatives impacting student success. In 2007, he was chosen as a Redesign Scholar by the National Center for Academic Transformation for his work in rethinking the teaching of freshmen mathematics classes. He is presently involved in implementing a wide variety of initiatives surrounding college completion stretching from education redesign in a variety of disciplines and institutional transformation, to the role of predictive analytics and data mining in higher education.

His most recent work at APSU has created Degree Compass, a course recommendation system that successfully pairs current students with the courses that best fit their talents and program of study for upcoming semesters. This system, which combines hundreds of thousands of past students' grades with each particular student's transcript, to take individualized recommendations for current students was an IMS Global Learning Impact Awards winner and has received recognition from Educause, Complete College America, the Bill and Melinda Gates Foundation and President Obama.

## **Stan Jones**

**President**

**Complete College America**

Following three decades successfully reforming higher education in Indiana as Commissioner of Higher Education, state legislator, and senior advisor to the governor, Stan Jones founded Complete College America in order to build a network of states committed to substantially increasing the number of Americans with a postsecondary credential.

Jones began his longstanding commitment to education in 1974, when, at the age of 24, he was elected to the Indiana House of Representatives. As a member of both the House Education and State Budget committees, he developed expertise in higher education and higher-education finance. Stan served 16 years in the Indiana State Legislature and more than five years as a senior advisor to Governor Evan Bayh. His service as Indiana Commissioner for Higher Education spanned 12 years and the tenure of four different governors from both political parties. As Commissioner, he was credited as a primary architect of several landmark education policy initiatives in Indiana. These initiatives include the 21st Century Scholars program, an early promise scholarship program aimed at increasing the number of low-income students attending and completing a postsecondary education; the development of Indiana's new community college system; the creation of Indiana's Education Roundtable; and the implementation of Core 40, a college prep curriculum that has contributed to a significant increase in high school seniors going to college.



## **Dhanfu Elston, Ph.D.**

**Vice President**

**Complete College America**

Dr. Dhanfu E. Elston (pronounced: dah-nee-foo) serves as Vice President for Complete College America. Over two decades of his higher education career in academic and student affairs, Elston has created and implemented comprehensive success and retention programs that have garnered national attention. He has been recognized as an expert in college completion policy initiatives at institutions that educate highly diverse and underrepresented student populations.

Prior to his current role, Dr. Elston held the position of Executive Director of Student Success and Transition at Purdue University Calumet. Under Elston's leadership, Purdue Calumet launched many of CCA's "Game Changers" strategies and experienced gains in first-year retention, graduation rates, and enrolled credit hours. In addition, enhancements made to campus-wide advisement processes led to the receipt of the Education Advisory Board's inaugural Data-Driven Impact Award for utilization of predictive analytics.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 8, 2015

**BUSINESS ITEM A:**

**Master of Arts in Communication Studies to be offered by Indiana University South Bend**

**Staff Recommendation**

That the Commission for Higher Education approve the M.A. in Communication Studies to be offered by Indiana University South Bend in accordance with the background discussion in this agenda item and the Program Description.

**Background**

**Review Process.** This program was discussed by the Academic Affairs and Quality (AA&Q) Committee at its September 21, 2015 meeting.

**Similar Programs in Indiana.** In the *independent* or private not-for-profit sector, only Valparaiso University offers a master's degree in this field, at least in the immediate area. (This conclusion is reached based on the IU South Bend proposal, since academic program inventory data has not yet been supplied to the Commission for inclusion in the CHE data warehouse or CHEDSS.)

No institution in the *proprietary* or private for-profit sector offers a master's program in Communications.

Within the *public* sector, seven institutions (Indiana State University, IU Bloomington, IUPUI, IPFW, Purdue Calumet, Purdue West Lafayette, and USI) offer master's programs in Communications. In FY2014, these programs enrolled a total of 191 headcount or 100 FTE students and had 69 graduates.

**Related Programs at IU South Bend.** The University offers a number of related programs that are supportive of and/or will be a source of students for the proposed program, including, but not limited to, the B.F.A. in Integrated New Media Studies, which the Commission approved in 2007, the B.A. in Mass Communications, and the B.A. in Communication Studies. Together, these programs enrolled a total of 433 headcount or 290 FTE students and had a total of 50 graduates in FY2014.

**Concentrations and Faculty.** The 36-hour curriculum includes 15 graduate semester hours that students must take in one of four concentrations: Health Communication, Interaction and Social Processes, Media Studies, and Strategic Communication. The University reports that nine current, full-time faculty will staff the proposed program, and at least one more full-time, tenure-track

faculty member in Health Communications will be added to the current program faculty. In addition, the University indicates that 16 current adjunct faculty are also available to staff the program. One point of discussion at the AA&Q Committee was the extent to which sufficient faculty were in place to support four concentrations within the program.

**Supporting Documents**

Program Description – M.A. in Communications Studies

## **M.A. IN COMMUNICATION STUDIES TO BE OFFERED BY INDIANA UNIVERSITY SOUTH BEND**

### **CHARACTERISTICS OF THE PROGRAM**

- Campus Offering Program: IU South Bend
- Scope of Delivery: IU South Bend campus
- Mode of Delivery: Classroom, face-to-face
- Other Delivery Aspects: coursework, thesis/capstone option
- Academic Unit Offering Program: Communication Studies

### **RATIONALE FOR THE PROGRAM**

The Communication Studies program is proposing a new graduate degree on the IU South Bend campus: Master of Arts in Communication Studies. The 36 credit hour curriculum has four components:

1. A core set of required classes that focus on an introduction to graduate studies, relevant research methods, and communication theory (12 credit hours).
2. A specific concentration in one of four areas: health communication, interaction and social processes, media studies, or strategic communication (15 credit hours).
3. An outside concentration of two graduate classes (6 credit hours).
4. A capstone or thesis project (3 credit hours).

See Appendix A for a detailed outline of the course curriculum.

The genesis for the degree comes from continual feedback and high demand from alumni of the department as well as current majors. Through informal discussions, the department found that graduates would be highly interested in a graduate degree in communication. Most students are embedded community members looking to advance their professional careers, and thus this would act as their terminal degree.

Similarly, with no graduate degree in communication in the immediate vicinity (see next section for specifics), we run the risk of losing graduates to businesses and academic institutions outside of the Michiana community. For instance, a 2010 graduate went to Texas State University for his graduate degree and then found a position in Houston, Texas rather than return to the area.

This proposed new degree would fill a niche that not only expands the graduate degrees offered by the IU South Bend campus, but also helps retain residents in the Michiana community.

#### Institutional Rationale

IU South Bend is proposing this program to fit a growing need in the community. Currently there is no Master of Arts in Communication Studies degree within the immediate vicinity of South Bend, IN. Area institutions like The University of Notre Dame, Saint Mary's College, Holy Cross College, Bethel College, and the like offer either just a selection of communication classes or a full bachelor degree in communication. However, none of them offer a graduate degree. The closest institutions that offer a graduate degree are:

- *Andrews University* in Berrien Springs, MI (31 miles away)
- *Valparaiso University* in Valparaiso, IN (58 miles away)
- *Indiana University-Purdue University Fort Wayne* in Fort Wayne, IN (87 miles away)
- *Western Michigan University* in Kalamazoo, MI (74 miles away)
- *Purdue University* in West Lafayette, IN (109 miles away)

Offering the proposed degree would be filling a much-needed, and long-awaited, niche in the community.

The Mission of IU South Bend is as follows: “Indiana University South Bend is the comprehensive undergraduate and postgraduate campus that serves North Central Indiana and is a regional campus of Indiana University. The campus values excellence in teaching, student-faculty interaction, research and creative activity, diversity and inclusivity, a global perspective, and collaboration in life-long learning. IU South Bend develops engaged citizens prepared to build strong communities.”

As such, our proposed program will fit into the institution’s mission:

- Serves the immediate geographical population which is our main constituency
- Extends the university’s undergraduate mission to undergraduate students
- Has the potential to attract international students to our program
- Extends the university’s physical boundaries, pulling from larger geographical region in northern Indiana and southern Michigan
- Offers global perspectives at the third largest campus in the Indiana University system
- Offers students the ability to collaborate with faculty on important research projects

This newly proposed program builds upon the strengths of IU South Bend in three key ways, including: community, lifelong learning, and research.

### *Community*

For many years, members of the Michiana community have expressed an interest in a regional communication graduate program that is affordable, available to community members, and addresses local issues of importance. This newly proposed program would be accessible to community members and be a affordable option to private institutions of higher learning. Likewise, it will help retain educated and qualified industry leaders in the Michiana area.

In an October 2013 article from the South Bend Tribune, author Jeff Rea, President and CEO of the St. Joseph County Chamber of Commerce, noted the need for qualified talent to be retained in Michiana: “Companies want to ensure that an adequate talent pool exists in our area before making a significant investment. The need for quality employees has never been greater, and ultimately those communities that differentiate themselves with a loaded talent pipeline will be the economic winners in the competition for new jobs and capital investments.” (source: [http://www.southbendtribune.com/news/business/article\\_58d9e172-3000-11e3-b268-0019bb30f31a.html](http://www.southbendtribune.com/news/business/article_58d9e172-3000-11e3-b268-0019bb30f31a.html)) This newly proposed degree would do just that.

### *Lifelong Learning*

This proposed graduate degree would be an avenue for those professionals in the Michiana community who want to continue their training and advancement in their

chosen profession. The degree would enhance their ability to think critically and upgrade the skills necessary to succeeding in a 21<sup>st</sup> century workforce.

### *Research*

The research that is produced by the graduate program would inevitably be adding to the body of knowledge that exists in communication studies. More specifically, it would serve those communities in the area by helping local organizations and communities with community problems and issues that are important to them. Given the plethora of data that is available, our program would also help peoples' ability to create and use that information for the community's benefit.

## State Rationale

The three key attributes found in *Reaching Higher, Achieving More* are apparent in our proposed graduate degree: completion, productivity, and quality.

### *Completion*

The newly proposed degree is designed in such a way that it can be completed in a timely manner. We have designed it so if a student completes 18 credits the first year and 18 credits the second year, they will graduate at the end of the summer session in their second year. To do this, we will be offering classes on a rotating basis in the fall, spring, and summer sessions.

We will also be admitting students via cohorts. Doing this will help build relationships with other students in the same degree tracks as well as give us a way to make sure students are progressing through the degree in a timely fashion. Although our research has shown that currently it is evenly split between full- and part-time attendance, we feel more students will inevitably gravitate towards full-time status since we will be offering classes in the evening and during summer sessions.

### *Productivity*

Given that ICHE is trying to help students complete their undergraduate degree within four years, this will help prepare students to be read for their work in the M.A. program. Our program is not a duplicate of our existing B.A. degree, nor any other M.A. program in the area. It would actually be the only M.A. program in Communication Studies within the immediate vicinity. And inter-institutional collaboration can be achieved if students complete the M.A. at IU South Bend and then transfer to IUPUI or Bloomington for their Ph.D.

### *Quality*

Our proposed program would offer a rigorous curriculum that would be competitive with other graduate programs at IU South Bend and in the region. Our instructors have both theoretical and practical knowledge that will be an advantage to the students. The required thesis or capstone option will then provide an opportunity to demonstrate their excellence in the program. Finally, graduates would also potentially increase the economic competitiveness of the area and help guide industry forward through an ever-changing workforce.

## Evidence of Labor Market Need

The proposed program is serving a regional labor need. It is proposed that the majority of the students who would enroll in this program would come from within the vicinity of South Bend, Indiana, the same students that are being served currently by IU South Bend.

The proposed graduate degree is designed to serve two bodies of students: those who would like to pursue graduate education beyond the Master's level (e.g., Ph.D., J.D., Ed.D., etc.), and those business professionals needing a terminal degree for their career.

In a survey of college graduates, respondents expressed an interest in the four concentrations of the new degree:

- Strategic Communication – 43%
- Media Studies – 36%
- Health Communication – 11%
- Interaction & Social Processes – 10%

The proposed degree would also draw applications from both alumni of the Communication Studies program and those holding degrees outside of our department. For instance, graduates outside of Communication include those with:

- Bachelor of Fine Arts
- Bachelor of General Studies
- Bachelor of Music Education
- Bachelor of Arts in Telecommunications
- Master of Arts in English
- Master of Library Sciences

Letters of support from community leaders are included in Appendix C.

## **COST AND SUPPORT FOR PROGRAM**

Full- and part-time faculty members in the department will staff the proposed program:

### *Full-time Faculty:*

- Larry Lambert, Ph.D. – Associate Professor
- Yuri Obata, Ph.D. – Associate Professor
- Samantha Joyce, Ph.D. – Assistant Professor
- Kari Wilson, Ph.D. – Assistant Professor
- Kevin Gillen, M.A. – Senior Lecturer
- Alec R. Hosterman, Ph.D. – Senior Lecturer and Chair of the Department
- Rachael Sylvester, M.A. – Senior Lecturer
- Tami Martinez, M.A. – Lecturer, Coordinator of the S121 Public Speaking Program
- Kimberly McInerney – Lecturer

*Adjunct Faculty:*

- Ken Baierl
- Kristin Bien
- Sara Curtis
- David Dufour
- Thomas Joachim
- Ken Klimek
- Adam Kotanko
- Jason Overholt
- Heidi Prescott
- Inez Reyes
- John Thompson
- Leah Westfall
- Yonika Willis
- Jolene Brimage-Prosper
- Kristine Walker-Fraser
- Lori Sigety

In order to bring the program to fruition, we will need to add at least one other tenure-track faculty member at the rank of Assistant Professor with an expertise in Health Communication. The costs of the additional faculty will be paid for by the incremental revenue associated with the new students in the program.

To keep current with the field, our Bachelor of Arts in Mass Communication and Bachelor of Arts in Speech Communication are currently being consolidated into a single Bachelor of Arts in Communication Studies. Doing this will help prepare students to apply for the proposed Master of Arts in Communication Studies degree.

In terms of facilities, our current classrooms are sufficient to support this proposed program. Likewise, no projected capital costs, outside the normal parameters of hiring an additional faculty member, will be needed to support this proposed program. Similarly, no special fees above baseline tuition will be needed to support this proposed program.

## **SIMILAR AND RELATED PROGRAMS**

Other degrees offered at IU South Bend that could collaborate with our proposed program include:

- M.B.A. Master of Business Administration
- M.A. in English
- M.A. in Public Affairs
- M.L.S. Master of Liberal Studies

As mentioned in the second section, the closest institutions granting a Masters degree in Communication are:

### *Andrews University*

Title: Master of Arts in Communication Interdisciplinary Studies

Credit hours: 40-43

Specializations: Advancement Communication, Communication Management, International Communication, and Media Studies

Thesis option: Thesis or project option

### *Indiana University-Purdue University Fort Wayne*

Title: Master of Arts or Master of Science in Professional Communication

Credit hours: 36

Specializations: Interpersonal and Organizational Communication Theory, Media Criticism History and Theory, and Rhetorical Criticism and Theory

Thesis option: Synthesis paper and comprehensive exams

*Purdue University*

Title: Master of Arts or Master of Science in Communication (titles are customizable based upon research interests)

Credit hours: 36

Specializations: Health Communication, Interpersonal Communication, Media Technology and Society, Organizational Communication, and Public Relations

Additional Information: PU offers an online Master of Science in Communication

Thesis option: thesis or comprehensive exams

*Valparaiso University*

Name of the degree: Master of Science in Digital Media

Credit hours: 37

Specializations: n/a

Thesis option: two major projects utilizing major digital media presented to faculty and staff

*Western Michigan University*

Name of the degree: Master of Arts in Communication

Credit hours: 30 plus thesis or comps or professional project

Specializations: normal or accelerated degree (combined with undergraduate degree)

Thesis option: thesis, comprehensive exams, or professional project

Other regional institutions that offer relevant programs:

*Michigan*

- Eastern Michigan University: MA in Communication, Media, and Theater Arts
- Grand Valley State University: MS in Communication
- Michigan State University: MA in Communication; PhD in Communication
- University of Michigan: PhD in Communication
- Wayne State University: MA in Communication; MA in Dispute Resolution; PhD in Communication

*Illinois*

- DePaul University: MA in Communication
- Illinois State University: MA in Communication
- Loyola University: Masters in Communication (MC) Digital Media and Storytelling
- Northern Illinois University: MA in Communication
- Northwestern University: MS in Communication; PhD in Communication Studies with a concentration in Rhetoric/Public Culture or Interaction and Social Influence
- Southern Illinois University: MA in Communication Studies; PhD in Communication Studies
- University of Illinois: MA in Communication; online MS in Health Communication; PhD in Communication
- University of Illinois–Chicago: MA in Communication; PhD in Communication
- University of Illinois–Springfield: MA in Communication

*Ohio*

- Bowling Green University: MA in Communication, PhD in Communication
- Cleveland State University: MA in Applied Communication Theory and Methodology

- Kent State University: MA in Communication; PhD in Communication
- Ohio State University: MA in Communication; PhD in Communication
- Ohio University: MA in Communication; PhD in Communication
- University of Akron: MA in Communication
- University of Cincinnati: MA in Communication
- University of Dayton: MA in Communication; MA in Communication

### *Kentucky*

- University of Kentucky: MA in Communication; PhD in Communication
- University of Louisville: MA in Communication

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## **QUALITY AND OTHER ASPECTS OF THE PROGRAM**

The proposed degree is a total of 36 credit hours total and can be completed in two full years (fall, spring, and summer semesters). See Appendix B for a detailed schedule of completion.

The learning outcomes for the Master of Arts in Communication Studies include:

- To develop active researchers, future scholars, and/or communication professionals
- To research and advance the art of communication in both theory and practice
- To enhance critical inquiry and problem solving skills in the student's concentration
- To equip students with research skills to better understand and implement the resources of an evolving, mediated society
- To promote ethical leadership in the communication discipline
- To foster an appreciation for global issues related to cultural diversity, bridging differences, and creating common ground

The Department of Communication Studies plans on assessing students, in respect to mastery of program competencies / learning outcomes, in the following ways:

- Successfully complete coursework
- No course with a grade lower than a B- (2.7 gpa) is counted towards the degree
- Maintain a minimum overall GPA of 3.0
- Demonstrate mastery of degree requirements by successfully completing, under faculty guidance, either:
  - Thesis
  - Capstone project

Principle occupations and industries where graduates expect to find employment include:

- Public relations organizations
- Advertising agencies
- Marketing and communication agencies
- Market research firms
- News and media outlets
- Human resources offices
- Non-profit agencies
- Hospitals and healthcare organizations
- Health research institutions

- Consulting
- Federal, state, and local government agencies
- Advancement and development offices
- Sales management
- Higher education teaching
- Academic administration
- Mediation

In addition, the graduate program could feed advanced graduate degrees at other Indiana University campuses and Indiana universities, including:

*Bloomington PhD Programs:*

- Communication and Culture
- Health Behavior
- Human Resource Management
- Journalism
- Marketing
- Mass Communication
- Organizational Behavior and Resource Management
- Public Affairs
- Telecommunications

*IUPUI PhD Programs:*

- Health Informatics
- Health Communication
- Health Policy and Management

*Purdue University PhD Programs:*

- Health Communication
- Interpersonal Communication
- Media Technology and Society
- Organizational Communication
- Public Relations

*Ball State University PhD Programs:*

- Higher Education Administration

*Indiana State University:*

- Technology Management

Communication does not have an accrediting body, thus none will be sought for this degree.

## **PROJECTED HEADCOUNT**

The new degree is projected to accept no more than 40 students per cohort. Cohorts will begin in the fall semester of each year.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

Institution/Location: Indiana University South Bend  
 Program: Master of Arts in Communication Studies  
 Proposed CIP  
 Code: 09.0102  
 Base Budget Year: 2014-15

	Year 1	Year 2	Year 3	Year 4	Year 5
	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Enrollment Projections (Headcount)					
Full-time					
Students	8	24	32	32	32
Part-time					
Students	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>8</u>
	10	28	38	40	40
Enrollment Projections (FTE)					
Full-time					
Students	6	18	24	24	24
Part-time					
Students	<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>
	7	20	26	27	27
Degree Completion					
Projection	-	8	16	16	18

CHE Code:  
 Campus Code:  
 County Code:  
 Degree Level:  
 CIP Code:

**APPENDIX A: MASTER OF ARTS IN COMMUNICAITON STUDIES CURRICULUM**

I. Required Core Courses (12 credit hours)

COMM-C 501	Applied Quantitative Research Methods in Communication Studies
COMM-C 502	Applied Qualitative Research Methods in Communication Studies
SPCH-S 500	Introduction to Graduate Study and Research
SPCH-S 502	Introduction to Communication Theory

II. Concentration (15 credit hours)

Students will declare one of four concentrations (noted below) and take 15 credit hours (5 classes) in that area.

*Health Communication*

COMM-C 510	Health Provider-Consumer Communication
COMM-C 592	Advanced Health Communication
TEL-R 642	Communication Campaigns
COMM-C 528	Group Communication and Organizations
JOUR-J 514	International Communication

*Interaction and Social Processes*

COMM-C 520	Advanced Public Communication
COMM-C 544	Advanced Relational Communication
JOUR-J 510	Media and Society Seminar
JOUR-J 514	International Communication
SPCH-S 523	Theories and Research in Persuasion

*Media Studies*

COMM-C 531	Media Theory and Criticism
JOUR-J 510	Media and Society Seminar
JOUR-J 574	Gender and Media
JOUR-J 614	Globalization, Media, and Social Change
JOUR-J 672	Topics in Communication Law

*Strategic Communication*

COMM-C 528	Group Communication and Organizations
COMM-C 594	Communication and Conflict in Organizations
JOUR-J 510	Media and Society Seminar
JOUR-J 514	International Communication
JOUR-J 529	Public Relations Campaigns

III. Outside Concentration (6 credit hours)

Students will take two graduate-level courses outside of their declared concentration. Those courses will be chosen in consultation with the student’s advisor.

IV. Capstone or Thesis Option (3 credit hours)

Students will complete one of the following options:

SPCH-S 800	MA Thesis (scholarly research project)
JOUR-J 560	Topics Colloquium (comprehensive application of knowledge)

## **APPENDIX B: TIMELINE TO COMPLETION**

The proposed Master of Arts in Communication Studies can be completed within two full years, as illustrated by this outline:

### Year 1

- Fall Semester: 2 core classes (6 credit hours)
- Spring Semester: 2 core classes and 1 concentration class (9 credit hours)
- Summer Semester: 1 concentration class (3 credit hours)

### Year 2

- Fall Semester: 1 outside concentration class and 1 concentration class (6 credit hours)
- Spring Semester: 3 concentration classes (9 credit hours)
- Summer Semester: Thesis or Capstone Course (3 credit hours)

## APPENDIX C: LETTERS OF SUPPORT

2-28-14

Dear Indiana Commission on Higher Education,

I write to you today to voice my support for a Master of Arts degree in Communication Studies at Indiana University South Bend.

In order to remain competitive as a community, South Bend must offer employers a wide range of talent that is able to fit the demands of a 21<sup>st</sup> Century marketplace. It is essential that South Bend have a wealth of human capital to attract and retain employers in the city. This versatile degree will allow students to flourish in a number of different roles in business, government, education, etc... following graduation and ultimately meet the demands of local employers.

In addition, this degree will continue to enhance South Bend's reputation as a world class city to obtain a higher education degree. By diversifying the community's education programs and providing local options that fit students' needs, South Bend will have the best chance to attract students to the city for their education and give the city an improved opportunity to retain these students after graduation.

Thank you for your consideration,



Gavin Ferlic  
South Bend Common Council  
Vice President of Corporate Affairs, Burkhart Advertising



March 12, 2014

State of Indiana  
Commission for Higher Education  
101 West Ohio Street, Suite 550  
Indianapolis, Indiana 46204-1984

TO WHOM IT MAY CONCERN:

This letter is being provided in support of Indiana University South Bend's proposal to offer a new degree program: Master of Arts in Communication Studies.

For more than 30 years, IU South Bend has been providing the basic training necessary to enable hundreds of program graduates to begin careers in corporate communications, media, business and public relations. While these graduates have contributed significantly to the success of many of our local companies and organizations, there is only so much that can be learned through the advanced school of hard knocks that we employers are able to provide on the job.

A career in the broad field of communications can be compared to pursuing a career in education. Once freshly minted teachers are hired by schools to teach our children, it isn't long before they are required to return to pursue a master's degree in order to advance their skills and even further --- to retain their jobs. Similarly, there is only so much that bachelors-trained communications professionals can contribute to an organization before the time comes for them to return to school to learn more. While MBA programs do a good job of preparing business school graduates for increased responsibilities, they don't necessarily work well for liberal arts-trained professionals desiring to contribute more to their organizations and create opportunities for their own professional advancement.

Since most IU South Bend alumni continue to live and work within the community, the establishment of such a program would serve to fill a tremendous educational void that exists within our region and can do so at a cost that's within reach of most prospective students. Furthermore, I believe that many of our larger area employers would be willing to provide tuition assistance that would enable appropriate staff to pursue this advanced degree program.

Please feel free to contact me directly in the event you'd like to learn more about why I feel so strongly about this new degree program. Thank you for your time and attention.

Sincerely,

A handwritten signature in blue ink that reads "Michael J. Wargo".

Michael J. Wargo  
Chief Operating Officer

501 Comfort Place • Mishawaka, Indiana 46545 • 574-243-3100 • [foundationforhospice.org](http://foundationforhospice.org)

Supporting Center for Hospice Care



# City of South Bend Common Council

441 County-City Building • 227 W. Jefferson Blvd  
South Bend, Indiana 46601-1830

(574) 235-9321  
Fax (574) 235-9173  
<http://www.southbendin.gov>

Oliver J. Davis  
President

Derek D. Dieter  
Vice-President

Valerie Schey  
Chairperson, Committee  
of the Whole

Tim Scott  
First District

Henry Davis, Jr.  
Second District

Valerie Schey  
Third District

Fred Ferlic  
Fourth District

David Varner  
Fifth District

Oliver J. Davis  
Sixth District

Derek D. Dieter  
At Large

Gavin Ferlic  
At Large

Karen L. White  
At Large

March 13, 2014

Dr. Alec R. Hosterman  
Chair of Communication Studies  
Indiana University South Bend  
1700 Mishawaka Ave  
P.O. Box 7111  
South Bend, Indiana 46615

Dear Dr. Hosterman,

Greetings. It is an honor and a delight to submit a letter of support to help your efforts to offer a new Master of Arts Degree in Communication Studies at Indiana University South Bend. I concur with you that having this advanced degree with help provide our South Bend Community with communication professionals that have advanced skills ready for corporate communications, media, business, public relations, or government relations.

With respect to government relations, as the President of the South Bend Common Council, it is vital for us to have communication professionals who are uniquely trained to accurately disseminate the diverse actions of our Common Council to the people and the business who reside in the South Bend area. This is a key market that helps to ignite the entire Michiana area, not only in the state of Indiana, but

also in the southwest region area of the State of Michigan. Thus, it is my desire that having professionals who have advanced degrees in Communication will help stimulate more local talent to become interested in municipal affairs, especially since they would have a unique perspective of viewing the problems and challenges that we face since many of the IU South Bend students are from this region of the state of Indiana.

Henceforth, I wholeheartedly support your efforts to offer a new Master of Arts Degree in Communication Studies and I look forward to interacting with your faculty, staff and students as we work together to education the people in the City of South Bend regarding the ways in which their government works for them on a daily basis.

Sincerely,

A handwritten signature in black ink that reads "Oliver J. Davis". The signature is written in a cursive style with a large, prominent initial "O".

Oliver J. Davis  
President – South Bend Common Council & 6<sup>th</sup>  
District Councilman (D)



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 8, 2015

**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:

- Master of Arts in International Studies to be offered by Indiana University Bloomington
- Bachelor of Arts in Physics to be offered by Indiana University Southeast
- Master of Arts and Ph.D. in Law and Democracy to be offered by Indiana University Bloomington

**Background**

The Academic Affairs and Quality Committee (AA&Q) reviewed this program at its September 21, 2015 meeting and concluded that the proposed M.A. in International Studies to be offered by Indiana University Bloomington, B.A. in Physics to be offered by Indiana University Southeast, and the M.A. and Ph.D. in Law and Democracy to be offered by Indiana University of Bloomington could be placed on the October 8, 2015 agenda for expedited action by the Commission.

**Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action, October 8, 2015.



**Academic Degree Programs on Which Staff Propose Expedited Action**  
**October 8, 2015**

**CHE 15-21    Master of Arts in International Studies to be offered by Indiana University Bloomington**

Proposal received on August 28, 2015  
CIP Code: 45.0999  
Fifth Year Projected Enrollment: Headcount – 78, FTEs – 42  
Fifth Year Projected Degrees Conferred: 18

The proposed program will be offered through the relatively new School of Global and International Studies, which is housed within the College of Arts and Sciences. In November 2002, the Commission authorized the Bloomington campus to offer a B.A./B.S. in International Studies, which enrolled 202 headcount or 219 FTE students and had 48 graduates in FY2014. The M.A. in International Studies will also draw upon the resources of many other programs in the College of Arts and Sciences, including instruction in 70 world languages and a range of undergraduate and/or graduate area studies programs, including European Studies, Russian and East European Studies, Central Eurasian Studies, India Studies, East Asian Studies, African Studies, and Latin American Studies.

**CHE 15-25    Bachelor of Arts in Physics to be offered by Indiana University Southeast**

Proposal received on August 28, 2015  
CIP Code: 40.0801  
Fifth Year Projected Enrollment: Headcount – 32, FTEs – 23  
Fifth Year Projected Degrees Conferred: 5

The proposed program is builds upon existing strengths of the IU Southeast campus in the sciences and related fields, including baccalaureate programs in the following areas: Informatics (16 graduates in FY2014), Computer Science (18 graduates), Biology (27), Mathematics (8), Chemistry (20), and Geosciences (16). Statewide, eight public universities offer baccalaureate Physics programs, including IPFW and the Purdue Calumet and IU South Bend regional campuses. The proposed B.A. requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The University has developed an articulation agreement with Ivy Tech.

**CHE 15-27/28 Master of Arts and Ph.D. in Law and Democracy to be offered by Indiana University  
Bloomington**

Proposal received on September 3, 2015

CIP Code (each program): 22.0203

Fifth Year Projected Enrollment (M.A./Ph.D.): Headcount – 1/10 , FTEs – 1/8

Fifth Year Projected Degrees Conferred (M.A./Ph.D.): 1/2

The proposed programs will be offered through the Maurer School of Law and will draw on an exceptional range of other graduate programs available through the College of Arts and Sciences and other units on campus. In FY2014, the Doctor of Jurisprudence (J.D.) enrolled 667 headcount or 752 FTE students and had 220 graduates. The Bloomington campus also offers other related graduate programs in legal studies, including a Master of Laws, a Master of Comparative Law, and a doctoral program in Law and Social Science/Juridical Science. Together, these programs enrolled 127 headcount or 91 FTE students in FY2014; in that same year, these programs graduated 72 students. The Ph.D. in Law and Social Science presently offers a track in Law and Democracy. A key resource in the offering of this program is the Center for Constitutional Democracy (CCD). The University reports that the CCD is the only center in the world specializing in the academic study and practical applications of constitutional design, an emerging discipline that provides an in-depth understanding of how law contributes to democratic institutions, democratic practices, and democratic cultural evolution.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 8, 2015

**BUSINESS ITEM C-1:**

**Cromwell Hall Renovation – Indiana State University,  
Terre Haute**

**Staff Recommendation**

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: Cromwell Hall Renovation – Indiana State University, Terre Haute

**Background**

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

**Supporting Document**

Cromwell Hall Renovation – Indiana State University, Terre Haute, Project Summary and Description



## Cromwell Hall Renovation – Indiana State University, Terre Haute

### STAFF ANALYSIS

This project will renovate Cromwell Hall on the campus of Indiana State University, one of four 12-story buildings in the Sycamore Towers complex. This renovation is part of ISU's campus master plan calling for the renewal of several existing residential facilities that have had no major renovation in over 40 years. Built between 1962 and 1963, each building of the Sycamore Towers complex houses over 400 students as currently configured. The buildings are constructed using cast-in-place concrete frames with precast double tees at the exterior bays on some levels. The current room configuration will remain. New lighting, doors and hardware and new mechanical systems are required. The project also includes the installation of air conditioning and fire suppression systems. The renovation will provide a total of 366 beds.

This renovation will allow students the ability to stay connected to campus through activities that foster educational, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds and lifestyles.

**Comparable Projects:** The cost per bed for this project is estimated to be \$62,841. The costs of comparable projects are as follows: Indiana State North Campus Residence Hall 2012 \$68,000 per bed; Indiana State Erickson Hall 2011 \$38,500 per bed; Ball State University Johnson Hall renovation 2012 \$60,500 per bed; Indiana State Mills Residence renovation 2012 \$60,109 per bed; Indiana State Blumberg Resident hall 2014 \$60,109 per bed; Ball State University Schmidt Wilson Residence Hall \$80,200 per bed.

**Funding:** The total cost for the project is estimated at \$23 million. Funds for the project will be provided from the University's residence hall dedicated fund and tax-exempt borrowing to be repaid from the University residency hall system operating budgets. A 3.5% yearly escalator is included. Indiana Code 21-35-3 and 21-35-5 authorizes the bonding authority.

### **Additional Staff Notes:**

- This project will result in no additional rate increases outside of Indiana State's current financial model which is inclusive of this renovation.
- The renovation of Cromwell Hall is the third of four planned renovations to the Sycamore Towers complex.
- Indiana State will fund repair and rehabilitation for Cromwell Hall from the housing and dining budget or capital reserves. It does not blend academic repair and rehabilitation funds with housing and dining renovation funds.



**PROJECT SUMMARY AND DESCRIPTION  
FOR: SYCAMORE TOWERS - PHASE III CROMWELL HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-16-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	
<b>Previously approved by General Assembly:</b>	N/A	<b>Previously recommended by CHE:</b>	No
<b>Part of the Institution's Long-term Capital Plan:</b>	Yes		

**Project Summary Description:**  
Sycamore Towers consists of four 12 story residence halls built between 1962 and 1963 housing 1,600 students. Each similarly constructed residence hall, using a cast-in-place concrete frame with precast double tees at the exterior bays on some levels, houses approximately 400 students. Over the past forty years only minor renovations or upgrades have occurred to these facilities. This project is part of a four year renewal plan to renovate each of the residence halls that are a part of the Sycamore Towers complex. Phase III of the project is the renovation of Cromwell Hall. Renovation is scheduled to begin during the summer 2016 for occupancy in fall 2017.

**Summary of the impact on the educational attainment of students at the institution:**  
Phase III of the Sycamore Towers project is integral to the University's long-term plan for the renovation of existing facilities to provide attractive housing for students and create an atmosphere conducive to living and learning. Renovation of this facility will provide approximately 366 beds within reconfigured floor space.

<b>Project Size:</b>	100,468 GSF	61,968 ASF	61.7% ASF/GSF
<b>Net change in overall campus space:</b>			

<b>Total cost of the project (1):</b>	\$ 23,000,000	<b>Cost per ASF/GSF:</b>	\$ 228.93 GSF	\$ 371.16 ASF
<b>Funding Source(s) for project (2):</b>	\$ 18,400,000	- IC-21-35-3 as supplemented by IC 21-35-5		
	\$ 4,600,000	- Housing and Dining Reserves		
		- List amount and note the fund source/bonding authority here		
		- List amount and note the fund source/bonding authority here		
<b>Estimated annual debt payment (4):</b>	\$ 1,476,464			
<b>Are all funds for the project secured:</b>	Yes			
<b>Estimated annual change cost of building operations based on the project:</b>	\$ -			
<b>Estimated annual repair and rehabilitation investment (3):</b>	\$ 279,450			

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)  
(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)  
(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.  
(4) If issuing debt, determine annual payment based on 20 years at 5.00% interest rate.  
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION  
FOR: SYCAMORE TOWERS - PHASE III CROMWELL HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-16-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	

**Description of Project**

The renovation of Sycamore Towers is a part of the long-term renewal plan for residence hall facilities on the campus of Indiana State University. Phase III of this project is the renovation of Cromwell Hall and includes the installation of air conditioning and fire protection to the facility, replacement of the heating system, windows, power and data systems, fire alarm systems, and individual temperature controls. Project will be financed using a combination of cash reserves within the Housing and Dining System and the issuance of long-term debt. There is no expected change in net operating costs of the facility upon renovation. The additional cost of chilled water for air conditioning is projected to offset energy efficiencies gained through window and heating system replacements. Funds of the Housing and Dining System would be used to support future R&R needs for the project. Total project cost is estimated at \$23,000,000 based on April 2015 bids received for Phase II (Blumberg Hall) renovation. An annual 3.5% escalation factor has been used in the estimated project cost to bid date.

**Need and Purpose of the Program**

Many of Indiana State's housing options are antiquated and in need of major refurbishment. The Campus Master Plan, adopted in 2009, calls for the renovation of several existing residential facilities that have had no major renovation in over 40 years and do not meet existing building codes required of new construction, including fire safety and current ADA compliance. The renovation of Cromwell Hall with double occupancy rooms and appropriate lounge/study space creates an environment that is attractive to students and conducive to living and learning. Indiana State University believes campus housing provides students with many benefits including living in an academically supported environment with academic peer advisors and learning communities. It also allows students the ability to stay connected to campus through activities that foster educational, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds, and lifestyles.

**Space Utilization**

The renovation of existing student housing does not anticipate any additional square footage beyond what is currently in place and previously approved. Renovations of existing housing structures normally result in a reduction of the number of beds available to provide for improved facilities and meet current building codes and standards. It is the desire of the University to maintain or only slightly increase the existing overall bed count currently in place to meet the housing demand of first time freshman.

**Comparable Projects**

Comparable on-campus housing projects approved by the Commission include:(1) Indiana State University North Campus Residence Hall approved March 2012, \$24 million new building with 352 beds at a size of 139,000 gross square feet (\$68,000 per bed, \$172 per gross square foot);(2) Indiana State University Erickson Hall approved December 2011, \$10 million renovation with 260 beds at a size of 78,690 gross square feet (\$38,500 per bed, \$143 per gross square foot); (3) Ball State Johnson A Residence Hall approved June 2012, \$35.7 million renovation with 590 beds at a size of 178,400 gross square feet (\$60,500 per bed, \$200 per gross square foot); (4) Indiana State University Mills Residence Hall approved December 2012 with 366 beds, \$22 million at a size of 99,953 gross square feet (\$60,109 per bed, \$220 per gross square foot); (5) Indiana State University Blumberg Residence Hall approved September 2014 with 366 beds, \$22 million at a size of 100,468 gross square feet (\$60,109 per bed, \$219 per gross square foot) and (6) Ball State Schmidt/Wilson Residence Hall approved March 2015, \$40.1 million renovation with approx. 500 beds at a size of 153,564 gross square feet (approx. \$80,200 per bed, \$261 per gross square foot)

**Background Materials**

The long-term plan for student housing, including Sycamore Towers, has been shared with Indiana State University Board of Trustees. The renovation of Cromwell Hall was approved by the Board of Trustees in June 2015. A combination of Housing and Dining Reserves and Bonding Authority under IC 21-35-3 as supplemented by IC 21-35-5 would be used to fund the renovation.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR SYCAMORE TOWERS RENOVATION - PHASE III**

Sycamore Towers Renovation - Phase III Cromwell Hall	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
<b>A. OVERALL SPACE IN ASF</b>							
Classroom (110 & 115)	103,010		10,100	113,110			113,110
Class Lab (210,215,220,225,230,235)	218,268		1,800	220,068			220,068
Nonclass Lab (250 & 255)	53,277		1,510	54,787			54,787
Office Facilities (300)	434,064		30,739	464,803			464,803
Study Facilities (400)	165,324			165,324			165,324
Special Use Facilities (500)	257,642			257,642			257,642
General Use Facilities (600)	335,834		5,851	341,685			341,685
Support Facilities (700)	187,669			187,669			187,669
Health Care Facilities (800)	13,746			13,746			13,746
Resident Facilities (900)	845,710			845,710			845,710
Unclassified (000)	14,951			14,951			14,951
<b>B. OTHER FACILITIES</b> (Please list major categories)							
<b>TOTAL SPACE</b>	<b>2,629,495</b>	<b>-</b>	<b>50,000</b>	<b>2,679,495</b>	<b>-</b>	<b>-</b>	<b>2,679,495</b>

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects. Space planned and funded includes the renovation/expansion of the College of Nursing, Health, and Human Services facility as approved by the 2015 session of the Indiana General Assembly.

(2) Should include capital projects requested by the institution based on 2015-17 Capital Request Summary

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

**CAPITAL PROJECT COST DETAILS**  
**FOR: SYCAMORE TOWERS RENOVATION - PHASE III CROMWELL HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-16-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date</b>	April	2016
<b>Start Construction</b>	May	2016
<b>Occupancy (End Date)</b>	July	2017

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b><u>Planning Costs</u></b>			
a. Architectural & Engineering	\$ 1,192,134	\$ 41,725	\$ 1,233,859
b. Permitting, Testing, Surveys, etc.	\$ 308,031	\$ 10,781	\$ 318,812
c. Consulting			\$ -
<b><u>Construction</u></b>			
a. Structure	\$ 10,523,090	\$ 368,308	\$ 10,891,398
b. Mechanical (HVAC, plumbing, etc.)	\$ 4,168,342	\$ 145,892	\$ 4,314,234
c. Electrical	\$ 2,185,591	\$ 76,496	\$ 2,262,087
<b><u>Movable Equipment</u></b>	\$ 1,399,193	\$ 48,972	\$ 1,448,165
<b><u>Fixed Equipment (Technology)</u></b>	\$ 313,252	\$ 10,964	\$ 324,216
<b><u>Site Development/Land Acquisition</u></b>	\$ 417,670	\$ 14,618	\$ 432,288
<b><u>Other (Contingency)</u></b>	\$ 1,714,919	\$ 60,022	\$ 1,774,941
<b>TOTAL ESTIMATED PROJECT COST</b>	\$ 22,222,222	\$ 777,778	\$ 23,000,000

(1) Cost Basis is based on current cost prevailing as of April 2015 bid received for Phase II (Blumberg Hall).

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

**CAPITAL PROJECT OPERATING COST DETAILS**  
**FOR: SYCAMORE TOWERS RENOVATION - PHASE III CROMWELL HALL**

<b>Institution:</b>	<b>Indiana State University</b>	<b>Budget Agency Project No.:</b>	<b>C-1-16-2-01</b>
<b>Campus:</b>		<b>Institutional Priority:</b>	
			<b>GSF OF AREA AFFECTED BY PROJECT</b> <b>100,468</b>
<b>ANNUAL OPERATING COST/SAVINGS (1)</b>			
	<b>Cost per GSF</b>	<b>Total Operating Cost</b>	<b>Personal Services</b> <b>Supplies and Expenses</b>
1. Operations		\$ -	
2. Maintenance		\$ -	
3. Fuel (Steam)			
4. Utilities			
5. Other (Chilled Water)			
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>		<b>\$ -</b>	<b>\$ -</b> <b>\$ -</b>
<b>Description of any unusual factors affecting operating and maintenance costs/savings.</b>			
There is no expected change in net operating costs of the facility upon renovation. The additional cost of chilled water for air conditioning is projected to offset energy efficiencies gained through window and heating system replacements.			

(1) Based on figures from "Individual Cap Proj Desc" schedule

**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 8, 2015

**BUSINESS ITEM C-2:**

**Addition to the School of Dentistry - IUPUI campus,  
Indiana University**

**Staff Recommendation**

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: construction of an addition to the School of Dentistry on the IUPUI campus.

**Background**

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

**Supporting Document**

Addition to the School of Dentistry on the IUPUI Campus,  
Project Summary and Description



## Addition to the School of Dentistry – Indiana University, IUPUI Campus

### STAFF ANALYSIS

The addition to the School of Dentistry will create an addition to the building on the IUPUI campus. Each floor will contain approximately 60 operatories. Also included will be wet labs, administrative and faculty offices, and patient reception/waiting areas, as well as support areas. The addition will require a new mechanical system and related utility connections as the systems in the current facility are not sufficient to serve this new space. New gross square footage added will be approximately 45,692. This project will construct new, up-to-date teaching and clinical facilities with appropriate and modern technology. As the IU School of Dentistry is the only dental school within the State of Indiana, it is essential that the program be a leader in excellence in teaching facilities and technologies to provide in-state educational opportunities and clinical services for the state's citizens.

**Comparable Projects:** This project is estimated to cost \$473 per gross square feet (gsf). The Dental School Clinical Simulation Laboratory Renovation (15,452 gsf) at IUPUI was estimated at \$235 per gsf. Construction of the Neurosciences Research Building (146,416 gsf) at IUPUI was estimated at \$307 per gsf, and construction of the Science and Engineering Laboratory Building (81,500 gsf) at IUPUI was estimated at \$307 per gsf.

**Funding:** The total cost for the project is estimated at \$21.6 million. Funds for the project will be provided from Dental School Capital Funds (\$8,741,354), Indirect Cost Recovery (\$9,815,849), and gifts through the IU Foundation (\$3,042,767).

#### **Additional Staff Notes:**

- The price per gsf on this project is higher than comparable projects because it is similar in design to a research laboratory. It has a high degree of heating ventilation and air conditioning for research and an inordinate amount of plumbing for individual dental chairs. This cost per square foot is on the low end for research laboratories.
- Future repair and rehabilitation will be funded from a mix of state R&R funds and university funds.
- Operating costs for research space are typically higher due to the intensity of use. The utility rates in Indianapolis are higher than other campuses.
- The gifts have been secured – the campaign remains ongoing.



**PROJECT SUMMARY AND DESCRIPTION**  
**DENTAL SCHOOL ADDITION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-15-1-26
<b>Campus:</b>	Indianapolis	<b>Institutional Priority:</b>	
<b>Previously approved by General Assembly:</b>	No	<b>Previously recommended by CHE:</b>	No
<b>Part of the Institution's Long-term Capital Plan:</b>	No		

20151459

**Project Summary Description:**

This project will construct an addition to the School of Dentistry on the IUPUI campus. New space will include operatories/exam rooms, wet labs, administrative and faculty offices, and client reception/waiting areas, as well as mechanical and other support areas. New gross square footage added will be approximately 45,692.

**Summary of the impact on the educational attainment of students at the institution:**

This project will construct new, up-to-date teaching and clinical facilities with appropriate and modern technology. As the IU School of Dentistry is the only dental school within the State of Indiana, it is essential that the program be a leader in excellence in teaching facilities and technologies to provide in-state educational opportunities and clinical services for the state's citizens.

<b>Project Size:</b>	45,692 GSF	29,700 ASF	65% ASF/GSF
<b>Net change in overall campus space:</b>	45,692 GSF	29,700 ASF	

<b>Total cost of the project (1):</b>	\$ 21,600,000	<b>Cost per ASF/GSF:</b>	\$ 473 GSF
			\$ 727 ASF

<b>Funding Source(s) for project (2):</b>	\$ 8,241,354	Dental School Capital Funds
	\$ 500,000	Auxiliary Services Revenue
	\$ 9,815,849	Indirect Cost Recovery
	\$ 3,042,767	Gifts through the IU Foundation

**Estimated annual debt payment (4):** 0

**Are all funds for the project secured:** Yes

**Estimated annual change in cost of building operations based on the project:** \$ 737,470

**Estimated annual repair and rehabilitation investment (3):** \$ 197,625

- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
- (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
- (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
- (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION**  
**DENTAL SCHOOL ADDITION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-15-1-26
<b>Campus:</b>	Indianapolis	<b>Institutional Priority:</b>	

20151459

**Description of Project**

This project will create a three-story addition to the School of Dentistry building on the IUPUI campus. Each floor will contain approximately 60 operatories. Also included will be wet labs, administrative and faculty offices, and patient reception/waiting areas, as well as support areas. The addition will require a new mechanical system and related utility connections as the systems in the current facility are not sufficient to serve this new space. New gross square footage added will be approximately 45,692.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

Historical Significance: Indiana University does not consider any buildings or structures affected by this project to be historically significant.

Alternatives Considered: Due to the nature of this project and the desire to keep all Dentistry facilities in one location, no other alternatives were considered.

Relationship to Long-Term Capital Plan for Indiana University: This project is consistent with the mission of the IU School of Dentistry and the IUPUI campus.

**Need and Purpose of the Program**

This project will create additional clinical space to be used primarily by third and fourth-year students to see patients for comprehensive care, but also may be utilized by graduate students and faculty. The space will help meet current needs while allowing for consideration of new curriculum options and services, including flexibility in addressing enrollment and other programming such as staggered patient scheduling. As the IU School of Dentistry is the only dental school within the State of Indiana, it is essential that the program be a leader in excellence in teaching facilities and technologies to attract both in- and out-of-state students as well as serve the state's citizens. With this project, the School will be able to continue to provide appropriate and modern educational opportunities and clinical services that cannot be found elsewhere within Indiana. This project will not affect the cost of attendance to students.

Relationship to Strategic Plan for Indiana University: This project is consistent with the Bicentennial Strategic Plan, which calls for the renovation and modernization of major teaching and research laboratories and facilities.

**Space Utilization**

This project will create new space, including comprehensive care operatories/exam rooms, wet labs, storage/dispensaries, consultation rooms, reception/waiting areas, offices, and related support areas.

**Comparable Projects**

The Dental School Clinical Simulation Laboratory Renovation (15,452 gsf) at IUPUI was estimated at \$235 per gsf. Construction of the Neurosciences Research Building (146,416 gsf) at IUPUI was estimated at \$307 per gsf, and construction of the Science and Engineering Laboratory Building (81,500 gsf) at IUPUI was estimated at \$307 per gsf.

**Background Materials**

This project will be funded through Dental School Capital Funds (current cash balance: \$10,095,340), Auxiliary Services Revenue (current cash balance: \$542,485), Indirect Cost Recovery (current cash balance: \$9,815,849), and Gifts through the IU Foundation. The IU Board of Trustees approved this project at the August 2015 meeting.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR DENTAL SCHOOL ADDITION**

<b>DENTAL SCHOOL ADDITION - A-2-15-1-26</b>	<b>Current Space in Use</b>	<b>Space Under Construction (1)</b>	<b>Space Planned and Funded</b>	<b>Subtotal Current and Future Space</b>	<b>Space to be Terminated</b>	<b>New Space in Capital Request (2)</b>	<b>Net Future Space</b>
<b><u>A. OVERALL SPACE IN ASF</u></b>							
Classroom (110 & 115)	277,618	5,400		283,018			283,018
Class Lab (210,215,220,225,230,235)	250,250			250,250			250,250
Non-class Lab (250 & 255)	674,962			674,962			674,962
Office Facilities (300)	2,014,799			2,014,799		9,900	2,024,699
Study Facilities (400)	315,818			315,818			315,818
Special Use Facilities (500)	521,263			521,263			521,263
General Use Facilities (600)	418,581			418,581		2,000	420,581
Support Facilities (700)	2,402,028			2,402,028			2,402,028
Health Care Facilities (800)	990,331			990,331		17,800	1,008,131
Resident Facilities (900)	460,639	99,600		560,239			560,239
Unclassified (000)	184,274			184,274			184,274
<b><u>B. OTHER FACILITIES</u></b> (Please list major categories)	n/a			-			-
<b>TOTAL SPACE</b>	<b>8,510,563</b>	<b>105,000</b>	<b>-</b>	<b>8,615,563</b>	<b>-</b>	<b>29,700</b>	<b>8,645,263</b>

Notes:

(1) Includes Campus Housing Expansion (North Hall)

(2) Includes Dental School Addition

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

**CAPITAL PROJECT COST DETAILS**  
**DENTAL SCHOOL ADDITION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-15-1-26
<b>Campus:</b>	Indianapolis	<b>Institutional Priority:</b>	

20151459

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date</b>	June	2016
<b>Start Construction</b>	August	2016
<b>Occupancy (End Date)</b>	December	2017

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b><u>Planning Costs</u></b>			
a. Engineering			\$ -
b. Architectural	\$ 930,000		\$ 930,000
c. Consulting			\$ -
<b><u>Construction</u></b>			
a. Structure	\$ 7,440,000		\$ 7,440,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 5,580,000		\$ 5,580,000
c. Electrical	\$ 2,790,000		\$ 2,790,000
<b><u>Movable Equipment</u></b>	\$ 3,000,000		\$ 3,000,000
<b><u>Fixed Equipment</u></b>			\$ -
<b><u>Site Development/Land Acquisition</u></b>	\$ 744,000		\$ 744,000
<b><u>Other (Contingency, Legal Fees, etc.)</u></b>	\$ 1,116,000		\$ 1,116,000
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 21,600,000</b>	<b>\$ -</b>	<b>\$ 21,600,000</b>

(1) Cost Basis is based on current cost prevailing as of: (August 2015)

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

**CAPITAL PROJECT OPERATING COST DETAILS  
FOR: DENTAL SCHOOL ADDITION**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-15-1-26
<b>Campus:</b>	Indianapolis	<b>Institutional Priority:</b>	

20151459

**GSF OF AREA AFFECTED BY PROJECT** 45692

**ANNUAL OPERATING COST/SAVINGS (1)**

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ 3.30	\$ 150,700	\$ 135,630	\$ 15,070
2. Maintenance	\$ 4.34	\$ 198,360	\$ -	\$ 198,360
3. Fuel	\$ 7.65	\$ 349,569	\$ -	\$ 349,569
4. Utilities	\$ 0.85	\$ 38,841	\$ -	\$ 38,841
5. Other	\$ -	\$ -	\$ -	\$ -
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>16.1400245</b>	<b>\$ 737,470</b>	<b>\$ 135,630</b>	<b>\$ 601,840</b>

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

**Based on Projected Costs inflated 3% per year.**

(1) Based on figures from "Individual Cap Proj Desc" schedule



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 8, 2015

**BUSINESS ITEM D:**

**Capital Projects for Expedited Action**

**Staff Recommendation**

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

- Regional Campuses – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance – Purdue North Central, Calumet, and IPFW
- Indiana University Purdue University – Indianapolis - Neuroscience Research Building – Renovate First Floor for Research Lab

**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**

Capital Projects for Expedited Action, October 8, 2015



**Capital Projects for Expedited Action**  
**October 8, 2015**

**B-5-16-2-02 Regional Campuses – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance – Purdue North Central, Calumet, and IPFW - \$12,500,000**

The Trustees of Purdue University request authorization to address major renovation and rehabilitation issues currently affecting four regional campuses: PU Calumet, PU North Central, and IPFW. This project is estimated to cost \$12,500,000 and will be funded by State Appropriations.

These projects are replacements/repairs of building exteriors, replacements/repairs of campus and building systems, classroom upgrades and renovations, and code updates for accessibility and campus safety.

**A-2-15-2-25 Indiana University Purdue University - Indianapolis – Neurosciences Research Building- Renovate First Floor for Research Lab - \$3,000,000**

The Board of Trustees of Indiana University requests to proceed with the renovation of 9,933 gsf of shell space located on the first floor of the Neuroscience Research Building on the IUPUI campus. The project will enable the completion of laboratory space planned with the construction of the Neurosciences Research Building in 2014. The build-out will consist of biomedical laboratory space with lab support, animal housing, and offices.

The estimated cost is \$3,000,000 and will be funded through Gifts through the Indiana University Foundation. The cost per gsf is \$302, which is in line with similar projects.

This project was reviewed and approved by the Commission's Budget and Productivity Committee, September 2015.



**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, October 8, 2015

**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	Master of Arts in International Studies	8/28/2015	On the CHE agenda for action
02	Indiana University Purdue University Indianapolis	Master of Science and Ph.D. in Applied Social and Organizational Psychology (IU)	8/28/2015	Under Review
03	Indiana University Purdue University Indianapolis	Ph.D. in American Studies (IU)	8/28/2015	Under Review
04	Indiana University South Bend	Master of Arts in Communication Studies	8/28/2015	On the CHE agenda for action
05	Indiana University Southeast	Bachelor of Arts in Physics	8/28/2015	On the CHE agenda for action
06	Indiana University Purdue University Indianapolis	PhD in Music Technology	9/3/2015	Under Review
07	Indiana University Bloomington	Master of Arts and PhD in Law and Democracy	9/3/2015	On the CHE agenda for action



**COMMISSION FOR HIGHER EDUCATION**  
Thursday, October 8, 2015

**INFORMATION ITEM B: Academic Degree Program Actions Taken by Staff**

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Ivy Tech Community College – All Locations	Environmental Certificate	9/21/2015	Adding a certificate
02	Ivy Tech Community College – All Locations	Fire Fighter Certificate	9/21/2015	Adding a certificate
03	Ivy Tech Community College – All Locations	Certificate in Homeland Security	9/21/2015	Adding a certificate
04	Ivy Tech Community College – All Locations	Certificate in Public Safety	9/21/2015	Adding a certificate
05	Ivy Tech Community College – All Locations	Certificate in Web Foundations	9/21/2015	Adding a certificate
06	Indiana University Bloomington	Graduate Certificate in Cybersecurity Law	9/21/2015	Adding a certificate
07	Indiana University Bloomington	Graduate Certificate in Cybersecurity Management	9/21/2015	Adding a certificate
08	Indiana University Bloomington	Graduate Certificate in Cybersecurity	9/21/2015	Adding a certificate
09	Indiana University Bloomington	Graduate Certificate in Intellectual Property Law	9/21/2015	Adding a certificate
10	Indiana University Bloomington	Graduate Certificate in Rule of Law and Constitutional Design	9/21/2015	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
11	Indiana University Bloomington	Graduate Certificate in Information Privacy Law and Policy	9/21/2015	Adding a certificate
12	Ivy Tech Community College – All Locations	Indiana Public Librarian Certificate	9/21/2015	Changing the number of credit hours
13	Ivy Tech Community College – All Locations	Certificate in Hazardous Materials	9/21/2015	Changing the number of credit hours
14	Ivy Tech Community College – All Locations	Certificate in Fire Services Administration	9/21/2015	Changing the number of credit hours
15	Ivy Tech Community College – All Locations	Certificate in Java Application Development	9/21/2015	Changing the number of credit hours
16	Ivy Tech Community College – All Locations	Certificate in Criminal Justice	9/21/2015	Changing the number of credit hours
17	Ivy Tech Community College – All Locations	Certificate in Routing and Switching	9/21/2015	Changing the number of credit hours
18	Ivy Tech Community College – All Locations	Certificate in Web Application Development	9/21/2015	Changing the number of credit hours
19	Ivy Tech Community College – All Locations	Certificate in Dietary Management	9/21/2015	Changing the number of credit hours
20	Ivy Tech Community College – All Locations	Certificate in Indiana Youth Development	9/21/2015	Changing the number of credit hours
21	Vincennes University	Bachelor of Science in Technology	9/21/2015	Adding distance education
22	Vincennes University	Associate of Science in Family and Consumer Sciences	9/21/2015	Adding distance education

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
23	Ivy Tech Community College – All Locations	Certificate in Supply Chain Management	9/21/2015	Adding distance education
24	Ivy Tech Community College – Columbus	Associate of Science in Pre-Engineering	9/21/2015	Adding a location to an existing program



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 8, 2015

**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 8, 2015

**INFORMATION ITEM D:**                      **Media Coverage**

Staff has selected a compilation of recent media coverage related to the Commission for September 2 - 29. Please see the following pages for details.



**The Chronicle of Higher Education**  
**Just half of graduates say their college education was worth the cost**  
**Goldie Blumenstyk**  
**Sept. 29, 2015**

Only half of 30,000 college alumni polled for the Gallup-Purdue Index strongly agreed that their higher education was worth the cost, according to the results of the second annual national survey, being published on Tuesday.

Among recent graduates, the proportion who were unequivocally positive was even lower: only 38 percent of those graduating from 2006 through 2015.

The overall results did not differ widely depending on the kind of institution attended — except when it came to alumni of for-profit colleges. Only 26 percent of those alumni strongly agreed that their postsecondary education was worth the cost. And 13 percent strongly disagreed that it was worth it, a proportion that was notably higher than the national average of 4 percent.

Perhaps not surprisingly, younger alumni carrying student-loan debt were more negative than those without debt. Among those with debt, only one in three strongly agreed that their college education was worth the cost.

The [2015 findings](#) highlight a continuing challenge for colleges, said Brandon Busteed, Gallup's executive director for education and work-force development. "If we don't figure out how to improve that value proposition," he said in an interview, "the great tidal wave of demand for higher education in the U.S. could easily come crashing down on us."

*Role of Student-Loan Debt*

For the 2015 poll, Gallup interviewed a nationally representative sample of more than 30,000 college alumni.

Debt concerns are affecting more than alumni's attitudes about their undergraduate experience. Nearly half of recent graduates with student-loan debt said they had delayed postgraduate education because of it. Their levels of debt mattered too: 40 percent of those with student debt below \$25,000 said they had delayed going back to school, but for those with debt in excess of that amount, the proportion was 56 percent.

Student debt also had other effects. Of recent alumni with more than \$25,000 in student debt, 43 percent said it had caused them to delay buying a home, 40 percent said it had delayed their purchase of a car, 27 percent said it had delayed their moving out of their parents' home, 25 percent said it had delayed their starting their own business, 19 percent said it had delayed their getting married, and 26 percent said it had delayed their having children.

The 2015 poll builds on the findings of [last year's survey](#), which sought to identify educational practices that correlate with graduates' later satisfaction with their careers and overall level of well-being. The new poll found that alumni were more likely to believe their education was worth the cost if they had taken part in experiences like an internship relevant to their studies or a long-term project. But another kind of experience — a research project with a professor — was irrelevant to their opinion about the worth of their college education. That means, in some cases, the research opportunities may be perfunctory and "not the highest quality of experience that they should be," said Mr. Busteded.

#### *College-Specific Surveys*

Along with its national poll, Gallup has begun selling individual polling services to colleges. At a price of about \$30,000 for a very basic survey to around \$200,000 for a fuller range of services, the individualized surveys allow colleges to compare results from their own alumni and students to the national sample.

Next to the costs of alumni surveys, which can run about \$20,000 to \$30,000, according to one consultant, or to the less-expensive individualized reports from groups like the National Survey of Student Engagement, the price tag for the Gallup product can be hard for some colleges to swallow.

A year and half ago, Gallup said that about [50 colleges had expressed interest](#).

On Monday, Mr. Busteded said about 40 colleges had contracted for the individual surveys. Results for several of those institutions have already been published online, including [Arizona State University](#), [Purdue University](#), the Universities of [New Hampshire](#) and [Virginia, Virginia Tech](#), and [Western Governors University](#).

Under Gallup rules, colleges may keep those reports private, but if they choose to make any of the information public, they must publish the report in its entirety. That ensures they don't cherry-pick which results to publicize.

For some institutions that may be an attraction or a concern. At New Hampshire, one of the most recent to publish a report, it was "a little bit of both," said Mark W. Huddleston, the president. "You can't game it."

New Hampshire paid for the high-end level of services, he said, and believes it was worth it. Colleges have been "somewhat at loose ends" when it comes to describing their value, he said, and the survey helps to quantify that "what we do makes a difference." He said he also planned to use the findings to help guide future projects that would more intentionally involve alumni in mentoring programs for students.

Gallup's business got an additional boost in July, when the Indiana Commission for Higher Education [agreed to subsidize](#) the cost for public and private colleges in the state to take part in the survey. Purdue and the Lumina Foundation, both of which played a role in creating the Gallup-Purdue Index, are based in Indiana.

For the commission, Gallup offered a special price and the loan-guarantee company USA Funds also [provided a sizable subsidy](#). A spokeswoman for the commission said six institutions would take part under that plan: Ball State University, Indiana University (the spokeswoman was unable to immediately say whether it was the Bloomington flagship or a regional campus), Indiana University-Purdue University at Fort Wayne, the Ivy Tech Community College System, Purdue University Northwest (beginning after the merger of the Purdue Calumet and Purdue Northwest campuses), and Western Governors University-Indiana.

**Kokomo Tribune**  
**IUK, Ivy Tech explore new ways to help students graduate on time**  
**Lauren Slagter**  
**Sept. 28, 2015**

With the state's focus on helping more Hoosiers complete degrees, local colleges and universities are coming up with new ways to streamline that process.

Indiana University Kokomo and Ivy Tech Community College's Kokomo campus implemented a new ABC program this academic year to assist students in making a seamless transfer between institutions for those who want to complete an associate degree and then pursue a bachelor's.

"Some of our most successful students come to us as transfer students from Ivy Tech," said Todd Gambill, IU Kokomo vice chancellor for student affairs and enrollment management, in a press release.

“We are excited about partnering with our friends at Ivy Tech to create success plans for students interested in earning bachelor’s degrees.”

The ABC program, which stands for Associate + Bachelor’s = College, Completion and Careers, hinges on a dual degree specialist, a new position filled by Kayla Miller in June. Miller works with students to provide academic assistance as students map out their plan for transferring.

Each student in the ABC program will participate in a summer bridge program at IU Kokomo after completing his or her first year at Ivy Tech, and then receive a partial scholarship to IU Kokomo after completing the associate degree. Students are invited to apply for the program after completing their first full-time semester at Ivy Tech.

A three-year, \$450,000 grant from the Kresge Foundation to IU Kokomo, IU South Bend and IU North makes the new initiative possible, and that’s just one of several ways both local higher education institutes are working to accommodate students’ unique needs. Completing a degree on time reduces the expense to students and allows graduates to start working sooner, plus enrolling in college full-time increases students’ likelihood of graduating at all.

IU Kokomo provides every incoming student with a four-year plan that outlines the course load required to graduate in four years, the university discounts summer tuition to encourage students to earn credits year-round, and IUK received a state grant this spring to expand its summer bridge program, which offers additional academic advising, career preparation and financial planning resources for students who receive state scholarships based on financial need.

Ivy Tech’s Kokomo campus launched a new ASAP program this past spring that allows a small group of students to complete an associate’s degree in 11 months so they can transfer to a bachelor’s program more quickly. The Kokomo campus also unveiled a new Express Enrollment Center this summer that centralizes services for new and current students, and starting this fall, students are able to lock in the current tuition rate for subsequent terms as long as they are enrolled in the required number of credit hours and attend consecutive terms.

Improving the statewide college completion rate is one goal of the Indiana Commission for Higher Education’s “Reaching Higher, Achieving More” plan. The CHE has set a goal of having 60 percent of the state’s population earn a college degree or workforce credential by 2025. Currently, only 34.7 percent of adults in Indiana have completed a degree or certification beyond high school.

The CHE released its second annual college completion report on July 15 summarizing how many students at each higher education institution are graduating on time. The number of Hoosiers earning bachelor’s degrees in four years has increased by nearly 7 percentage points in the past five years, the report shows.

At IUK, only 17.3 percent of students who enrolled at the university in 2010 graduated four years later from the same campus, compared to the statewide average of 36.1 percent of students who completed a bachelor’s degree in four years. Still, IUK’s four-year graduation rate for the 2010 cohort improved by 4.6 percentage points compared to the previous group of students, according to the college completion report. Over the past five years, the percentage of IUK students graduating on time improved by 8.9 percentage points, the largest gains among Indiana’s four-year universities.

Of the full-time students who enrolled in the Ivy Tech Kokomo region in 2012, only 1.3 percent graduated two years later, which was a 3 percentage point drop compared to the 2011 cohort, according to the college completion report. But 21.5 percent of full-time Ivy Tech students who enrolled in the Kokomo region in 2008 had completed their associate's degrees within three years, which was greatest improvement (9.5 percentage points) among two-year colleges compared to the 2007 cohort.

Ivy Tech and IUK both tend to attract non-traditional college students who may be working to put themselves through college or raising families while attending school, which could make it more difficult for them to take a full class load. Students are considered full-time when they take at least 12 credit hours, but they need to earn 15 credits each semester in order to finish an associate's degree in two years or a bachelor's degree in four.

"We're really just trying to change the conversation about college completion," IUK chancellor Susan Sciame-Giesecke previously said, adding that completing a bachelor's degree in four years is simply not possible for some students. "That's going to be a cultural shift because a lot of students think, 'I need to take it slow. I don't want to do too much so I can keep my grades up.'"

Michelle Simmons, Ivy Tech's Kokomo campus president, agrees that taking a full credit load isn't feasible for all students, and she emphasized that taking longer to graduate should not be seen as a failure.

"We want our students to be academically successful while leading a balanced life, even if it takes them longer than two years to complete their degree," Simmons previously said. "The college does not consider a student's inability to complete on time a failure. We encourage and urge student success and provide support services to help them move as quickly as is reasonable to completion."

**Indianapolis Business Journal**  
**The Interview Issue: Teresa Lubbers**  
**Jared Council**  
**Sept. 26, 2015**

***Teresa Lubbers, 64, left the Indiana Senate in 2009 to lead the Indiana Commission for Higher Education, which advises and supports the state's college system but has little oversight or governing authority.***

***The commission provides universities and policymakers data about college readiness and completion, and workforce preparation. It's worked with the General Assembly to develop a performance funding model that lets lawmakers allocate more money to colleges that are retaining more students and graduating them quickly.***

*Lubbers, on workforce readiness:*

The jobs of the 21st century are going to require some sort of education and training beyond high school. I'm not saying that everyone needs a four-year degree, but they'll need some sort of a quality

degree or credential beyond high school. So, we've set this 60-percent goal—as a lot of states have—that 60 percent of Hoosiers would have those kinds of credentials. We're at 34.7 percent.

Keep in mind, this is not a graduation rate; this is an attainment level. It's what percentage of your adult population ... [has] associate's degrees and higher. But what we are carving out now will include one-year workforce certificates and other workforce credentials that are aligned to labor outcomes.

*On what's working in higher education in Indiana:*

Well, I do a State of Higher Education address in January or February of every year, and I said if I were to give Indiana a grade right now, I'd give us an "incomplete." And the reason is because we have in place very promising—and some already realized—changes in the way we conduct the business of higher education.

One area is performance funding. We've had financial aid reform that is beginning to show that more students are becoming full-time students whenever possible and their on-time completion rates are improving. And that has been an incredibly difficult number to move in the past. We've done a great job improving transfers [among colleges] in Indiana. I don't hear stories anymore about losing time and credits. We're finding ways to make sure that, when students enter college, they know exactly what they need to do. So every student has a degree map now.

*On what still needs improving:*

We still have a significant achievement gap in Indiana. And we passed a resolution that said we were going to close the achievement gap by 2025 and cut it in half by 2018. And I was just meeting with the College Board looking at our numbers and we still have a significant achievement gap of students coming out [of high school] prepared to do college-level work. We can't meet the 60-percent goal without all areas of the state and all populations doing better.

*On trying to bring down college costs:*

The 200-percent increases that you saw in tuition over the past two decades is just not a sustainable model. If you're telling people that education beyond high school is more important than ever, then you need to make sure that families can afford it.

Indiana is a pretty generous state when it comes to need-based financial aid. We actually rank first in the Midwest and seventh in the nation. So we have said to students, through programs like our 21st Century Scholars program, "If you make sure that you're academically prepared for education beyond high school, we'll make sure that you can afford it."

Another area is: What does it actually cost? What are the universities actually charging? A few years ago, the Legislature gave the commission a new charge, which we had never been involved with: the setting of tuition at public institutions. Trustees still set those tuitions, but the Legislature called upon us to set non-binding targets for tuition for mandatory fees.

We asked the institutions to be flat or to raise their tuition no more than the rate of inflation and we calculated that at 1.65 percent. Nearly all of our public institutions came in at that level.

*On why costs were rising:*

Some would say that, over the course of the last decade, you saw huge infusions of technology related to institutions that came with a cost. Some might cite the cost of retirement systems or issues related to the operations of the institutions—not that other enterprises didn't have the same issues as well. You did see higher increases in higher education than you saw in health care or energy costs or a lot of other costs.

And you saw a huge infusion of students who were entering higher education, many of whom had higher-level needs than [colleges] had seen before in terms of [students' insufficient] academic preparation.

But at some point, we hit the wall where we were questioning the value of higher education and leaving with debt that couldn't be discharged in bankruptcy. So I think you saw public pressure.

**Chicago Tribune**  
**Scholars program built on rewarding the straight and narrow**  
**Nancy Webster**  
**Sept. 18, 2015**

Omar Diaz, a Morton High School and Purdue University graduate, had a few teachers who pushed him along the way to success. He also found inspiration in his father's struggle to balance college and support his family.

"My father attended Purdue Calumet for about a semester for computer engineering," said Diaz. "He didn't finish his bachelor's and went to work in the mills. I remember seeing that and knowing that I need to continue and finish."

Diaz, now a graduate student at Purdue University Calumet in Hammond, was able to achieve his goal with the assistance of Indiana's 21st Century Scholars, a state college tuition program.

Now in its 25th year, the program provides four years of full-time tuition and fees at an Indiana college or university to eligible students.

There's just one catch: Eligible students must enroll no later than June 30 of their eighth grade year.

All seventh and eighth grade students in public, charter or other accredited schools who receive free and reduced lunch can enroll in the 21st Century Scholars Program, which is funded by the state. In 2016, the Legislature earmarked \$174 million for the program. For 2017, the funding is \$159.6 million, according to the Commission on Higher Learning.

"Indiana has made a huge investment," said Teresa Lubbers, Indiana Commissioner for Higher Education

Once the students throw open the door to the scholarship opportunity at the middle school level, they make a pledge to complete specific goals at each grade level. The tasks are designed to help them plan, prepare and pay for college. They also pledge to graduate with a minimum of a 2.5 grade point average and a Core 40 diploma from a state-accredited high school. They promise they will not use drugs, commit a crime or delinquent acts or drink underage.

Among the goal-oriented tasks: freshmen must create a graduation plan and participate in extra-curricular or service activities; sophomores must do a career assessment, gain some work experience and complete a college-cost estimator; juniors must visit a college campus and take the PSAT, SAT or ACT.

Seniors who will graduate in May 2016 also take a final pledge — called "the affirmation," which confirms they have adhered to the pledge they made in eighth grade.

The affirmation may be done online, but there are three public affirmation programs set to take place on Oct. 6 at Lowell High School, Oct. 7 at Ivy Tech Valparaiso in the auditorium and on Oct. 22 at Purdue Calumet. Any 21st Century Scholar may attend any of the programs, or fulfill the affirmation online.

Diaz recalled the affirmation process.

"I remember going to Crown Point and having a judge walk us through the affirmation. I knew then that I needed to go to college and I wanted to go to college. It was always the voice in the back of my head to (tell me to) do the right thing," said Diaz. "One mistake can cost you thousands of dollars in tuition. I wasn't a bad kid by any means, but it was good to have that additional reinforcement."

For Jones, the affirmation session is about outreach.

"The advantage of coming to the affirmation meeting is that I pass out all the documentation and talk to them very seriously," said Dr. Verleish Jones, 21st Century Scholars Outreach Coordinator for the Indiana Commission on Higher Education. "I answer questions. Parents (attend and) can ask questions and that helps out a lot. There will be students talking about life on campus. Financial aid people will be there."

According to Lubbers, Lake County is second only to Marion County in terms of the numbers of 21st Century Scholars. She estimated that there are currently more than 100,000 students enrolled in the program across the state.

"I think you have a high penetration of the eligible market in Lake County," Lubbers said. "I'm sure they haven't captured 100 percent."

But the statistics show making it through the program isn't easy.

The Indiana Commission on Higher Education estimates that 30,000 Indiana students have earned a college degree through the 21st Century Scholars program. That estimate is based on college completion numbers going back to 2001.

There were 3,021 seventh grade students eligible for free and reduced lunch in 2014-15 in Lake County public schools, 1,089 in Porter County public schools and 458 in Lake County charter schools, according to data from the Indiana Department of Education's Compass.

An estimated 1,024 seniors enrolled as 21st Century Scholars are expected to graduate in 2016 from Lake County public, private and charter schools and 329 from Porter County schools, according to data from the Commission on Higher Education.

In May 2015, the commission said Lake County had 1,191 graduating seniors enrolled as 21st Century Scholars and Porter County counted 336.

However, in Lake County alone, the free and reduced lunch count for 2014-15 public school seniors was nearly double the number of those who left high school as 21st Century scholars: about 2,294. Charter schools added another 270.

"What we don't know is whether they were eligible for free and reduced lunch in seventh or eighth grade," said Jones. "It could be they didn't qualify and then as time passed, their financial situation changed. Even if their income changes they (can't sign up after eighth grade). But let's say some of them did qualify but did not sign up — we want to know why."

Jones works with middle school guidance counselors throughout nine northern Indiana counties and visits schools to speak with the seventh and eighth graders. She doesn't just call for the students in free and reduced lunch when she makes presentations.

"I'm meeting with all the seventh and eighth graders. I don't need to know who is on free and reduced lunches and there may be people who are not, that still qualify," Jones said.

Jones said the word is getting out to families about the 21st Century Scholars program.

Diaz, who majored in interdisciplinary sciences with a physics concentration at Purdue is now a graduate student and considering a doctorate in counseling and development. He has come full circle with the 21st Century Scholars and is the program coordinator, a paid staff position on the Purdue Calumet campus.

"Part of my position is to help students when they get on campus to make sure they know it is their campus and this is a place where they can succeed and have support," Diaz said.

He spends time with students and helps them review their priorities. He also connects them with tutoring services.

Scholars are required to take a minimum of 30 credit hours per school year in college, or risk losing their scholarship.

"The push is to make sure the student finishes in four years," Diaz said. "It is easy to get down on oneself when you know you have a lot riding on it. That's where I try come in and help someone stay calm."

**Northwest Indiana Times**  
**Students urged to find career path early on**  
**Melanie Csepiga**  
**Sept 23, 2015**

Raising her hand, a fifth-grader asked student support advisor Christa Werling what she wanted to be growing up.

Werling, the College Go! Week organizer at Three Creeks Elementary School that began Monday, said, "I always knew I wanted to work with children."

She said that took her first toward pediatrics, then on to child psychologist and, then, social worker, the degree which brought her into their classroom.

It was a perfect example for the youngsters who are spending the week learning about careers, college and why they should be thinking of such things now.

"There's really a push right now in Indiana to prepare students toward career paths," Werling said. While the career and college readiness curriculum is being introduced into all Tri-Creek elementary schools, they are not all doing it at the same time, or, necessarily, in the same way, she said.

Teacher Rebecca Niermeyer said, "I feel it's a good idea. Finding their interests will help them explore classes. They'll be going to the middle school. ... We need to plant the seed."

She said she will be reinforcing Werling's lessons in the classroom. Her students will do a writing piece in which they will express what they are interested in doing as a career and the skills they can bring to that.

One fifth-grader said she thinks talking about it all now will make it easier in the future. She and her classmates laughed and talked excitedly as they completed a personality test given by Werling to learn a bit about themselves and in what career cluster they might be a good fit.

"I'm a lion," one student announced, not quite roaring.

"We have a lot of golden retrievers in this school," Werling said as the test results, which positioned the students in golden retriever (innovative), beaver (analytic), lion (common sense) and otter (dynamic) categories. Each category suggested career paths that would fit each. For example, a golden retriever would lean toward jobs with a lot of people contact such as teachers, writers, counselors and receptionists.

Werling emphasized each person has a bit of all four animals in them, but different ones are predominant in different people.

"What children want to be when they grow up has changed. Today, I had a pro soccer player, a few veterinarians and an astronaut," Werling said.

Niermeyer said she sees great value in the program for children that are not particularly outgoing and may not have an interest in the careers that always leap out. "There are lots of jobs, chefs, for instance," she said, adding Werling's program brings that information forward.

The kids at Three Creeks kicked off College Go! Week Monday by sporting attire from their favorite college or university. On Tuesday, they had "Career Glam Day," dressing in what they feel their future work outfit will be based on their career interest. They had "Honor a Career Day" Wednesday by dressing to honor someone they respect and admire in a chosen career. The PJs come out for "Dreams Can Come True Day" Thursday, and Friday wraps it up with "TC Spirit Wear Day," and Three Creeks logo clothing to show education today, in their school, prepares them for college or their career.

College Go! Week is a celebration of college and career readiness with three goals, Werling said.

It will show elementary school students that education continues throughout a lifetime as well as introduce them to different types of occupations. A personality inventory for upper age elementary kids will match them with career clusters.

The College Go! Week program was developed through Learn More Indiana, an Indiana Commission for Higher Education initiative aimed at assisting all Hoosier students in completing their education beyond high school. Its programs target kindergarteners to adults and run the gamut from career guidance lessons to mentoring and college coalitions. To learn more about this partnership between the state and local organizations, visit [www.in.gov/learnmoreindiana](http://www.in.gov/learnmoreindiana).

"I think it's great to get them thinking about goals," Werling said. "Even coming from a small town, the possibilities can be endless."

**Kokomo Tribune**  
**Grant awarded to Notre Dame will benefit KHS AP teachers**  
**Lauren Slagter**  
**Sept. 22, 2015**

Students taking advanced placement classes at Kokomo High School and their teachers will benefit from a grant Notre Dame received from the Indiana Commission for Higher Education to improve teacher quality.

The University of Notre Dame is one of three universities that will split nearly \$1 million in Improving Teacher Quality Partnership grants announced Tuesday. KHS is among 15 schools in Notre Dame's Advanced Placement Training and Incentive Program (AP-TIP) that will benefit from the grant; AP-TIP offers additional support and financial rewards for students who take and pass AP exams and the staff who work with them.

Indiana University will receive \$283,095 from the federally-funded Improving Teacher Quality Grant program, Purdue University will receive \$442,956 and Notre Dame will get \$267,314. Teachers in 18 K-12 school corporations from across the state will receive professional development support from the three winning universities.

"These three Indiana colleges presented teacher-quality programs that are very different but all show great potential to positively affect both educator quality and students' academic achievement," said Teresa Lubbers, the state's commissioner for higher education, in a press release. "This financial support will leverage the strength of Indiana's colleges to support teacher recruitment, development and retention."

Notre Dame is using its award to support the extensive professional development it provides teachers involved in AP-TIP. Teachers are given materials and a network of support to help them better teach AP classes and prepare students to pass the exams.

KHS joined the program in the 2013-14 school year, and Wildkat students and staff received a total of \$31,800 for their AP test results that year. The school's 40 percent pass rate that year for AP exams in math, science and English equated to 139 passing scores. In the 2012-13 school year, KHS students passed 79 AP exams.

To earn the incentive money, students must score a 3, 4 or 5 on an AP exam in math, science or English – 5 being the highest possible score. Teachers receive a stipend for their extra effort and they also get bonuses based on the number of their students who score well on the exams.

Teachers hold weekly tutoring sessions outside of school for students, and AP-TIP also offers three Saturday sessions where students can spend additional time studying subject areas of their choice. AP-TIP is offered in several states with support from the National Math and Science Initiative.

**Banner Graphic**  
**What do you want to do when you grow up?**  
**Mark Evans**  
**Sept. 20, 2015**

Many youth will go through 50 or more career decisions in year while growing up. This week it may be a policeman, next week a fireman, the next a wildlife biologist, etc.

Considering careers is good. However a more important decision is to plan and make the decision for educational determination! In other words, make college or post-secondary education decisions in kindergarten and the career decisions will follow and can come much later.

For many with kids, the word "college" invokes fear of pain in the wallet or a sea of information to wade through. The thought about college is also put off until high school and sadly for some thought to be out of reach. Take heart, Sept. 21-25 is College Go Week. Learn More Indiana is led by the Indiana Commission for Higher Education and is a partnership of state and local organizations working to help Hoosiers of all ages succeed in school, complete college and connect to careers. Several organizations, including Purdue Extension Putnam County participate in Putnam County's own College Success Coalition group locally.

The truth is there are many means of assistance and hard work with planning still pays rewards. Get started early and start now with [www.CollegeGoWeekIndiana.org](http://www.CollegeGoWeekIndiana.org) tools and planning.

Get started in kindergarten. Make the decision to go to school, do well in school, complete high school and complete some sort of post high school education. Regardless of past, one can still make the correct decisions moving forward if one missed making the decision early. Additionally, post high school education is not necessarily a four year college degree at some distant location.

After making such decisions, it is important to have a plan. Plans of action that will help one accomplish the goals that are set forth for educational commitments. The website provides links to tools and resources to accomplish these tasks. Go visit this week to not only be eligible for prizes but to more importantly have a plan that will impact your destiny in life!

It is certainly true 4-H plays a huge role in developing life skills in youth. Merely the workshop, competition and project experiences in 4-H provide hands on opportunities to learn and meet those who practice in various professions. Two years ago, a new 4-H project entitled "Career Exploration" was available to youth locally in Putnam County. It will start with making decisions, preparing education plans while also incorporating development of job seeking skills towards the upper grade levels. It is an exciting project option and a dream I have is for youth to obtain a job or position as a result of work in the project.

Many 4-H project disciplines provide life and job skills to youth. Recently, Putnam County had three robotics teams compete for the first time at a state competition. Beyond building a robot, these youth learned decision making and teamwork skills in addition to the problem solving skills to solve a challenge with a robot the youth designed and programmed.

Visit [www.extension.purdue.edu/putnam](http://www.extension.purdue.edu/putnam) or you can contact the local Purdue Extension Office by calling 653-8411 for more information regarding this week's column topic or to RSVP for upcoming events. It is always best to call first to assure items are ready when you arrive and to RSVP for programs. While many publications are free, some do have a fee.

#### Upcoming events

Sept. 21-25 -- College Go Week.

Sept. 21-26 -- Poverty Awareness Week.

Sept. 22 -- All In: Building Positive Communities Forum 2: Film screening., Greencastle High School Auditorium, 6 p.m.

Sept. 24 -- Arthritis and Agriculture webinar, noon, call for registration information.

Sept. 24 -- Master Gardener Roundtable, 6 p.m., Wabash Valley Fairgrounds.

Sept. 24 -- IEHA Achievement Night, 7 p.m., Putnam County Fairgrounds.

Sept. 24 -- Putnam County Extension Board meeting.

Oct. 6 -- Putnam County Master Gardener Association Education Program and meeting.

Nov. 1 -- Putnam 4-H Member Achievement and Volunteer Recognition program, 2 p.m., Fairgrounds.

### **WBIW Radio**

#### **State Launches Annual Campaign with New College-Planning Resource**

**Sept. 29, 2015**

The Indiana Commission for Higher Education is kicking off the state's annual "College GO!" campaign this month with a new-and-improved resource to guide Hoosier families through every step of the college and career planning process.

The new Learn More Indiana website ([LearnMoreIndiana.org](http://LearnMoreIndiana.org)) includes practical college- and career-readiness activities, tools to explore career interests and college options, and information on financial aid and paying for college. Educators can access College GO! materials and classrooms activities at [LearnMoreIndiana.org/classroom-materials](http://LearnMoreIndiana.org/classroom-materials).

#### **Highlights of New Learn More Indiana Website**

**Interactive College Map:** Explore Indiana's public, private, and for-profit colleges with an interactive map featuring colleges' tuition rates, student-to-faculty ratios, application fees and direct website links. Students and families can also explore degree programs offered at Indiana's public colleges here.

**Career Exploration Tools:** Research different careers and their educational requirements, take quizzes and surveys to identify the right careers for you, and find tips for career success.

**Student Checklists for All Ages:** Find specific steps Hoosiers of all ages should take to prepare for college.

**Paying for College 101:** [LearnMoreIndiana.org](http://LearnMoreIndiana.org) brings together a variety of tools and resources designed to help Hoosiers pay for college in one place--including information on state and federal financial aid and how to qualify, the College Costs Estimator, and tips on how to save for college and avoid overwhelming debt.

**College Transfer Information:** Learn how college credits transfer from one college to another, how to move seamlessly from one school or degree to another, and how to progress through college as efficiently and affordably as possible to achieve your career goals.

Returning Adults and Military Veterans: The new Learn More Indiana website includes resources focused to assist returning adults and Indiana's military service men and women as they explore and plan for college.

### **2015 College GO! Campaign Highlights**

Student Contests: Students can enter to win \$529 for a College 529 Plan to help pay for college. Entries must be submitted by 5 p.m. (EDT) Nov. 20.

School Grants: Three Indiana schools--one elementary school, one middle school and one high school--will have the chance to win a \$1,000 grant to support their local college readiness efforts. Entries must be submitted by 5 p.m. (EDT) Nov. 20.

College Application Day: High schools across the state will be hosting College Application Day on Oct. 23 to help seniors complete and submit at least one college application. Students will be able to work directly with counselors to walk through the application process step-by-step and will also be encouraged to start their financial aid forms.

### **Get involved**

Tell us what you're doing to celebrate College GO! this year at Facebook.com/LearnMoreIN, Twitter @LearnMoreIN (#collegewoek) or via email at info@learnmore.org.

**Northwest Indiana Times**  
**The ins and outs of selecting a college major**  
**Mark Loehrke**  
**Sept. 18, 2015**

For lucky students that are already committed to a particular career goal such as health care, many colleges and universities offer similarly streamlined educational pathways. For example, those who are interested in becoming a health care professional can choose a variety of focused courses of study from University of St. Francis in Crown Point, from Associate of Science-Medical Laboratory Technician and Associate of Science in Nursing, to Applied Science and Certified Nurse Aide (CNA) programs.

But the reality is that it's not so unusual for an 18-year-old incoming freshman to have actual, legitimate doubts about what major he or she may want to pursue as a life's calling. "Students get a lot of pressure from people at high school or in their family to have a major in mind, and the thought of saying 'I don't know' or 'I'm undecided' can be really tough," says Linda Atkinson-Pettee, the interim director of Student Success and Transition in the Center for Learning and Academic Success at Purdue University

Calumet. “But I think it’s OK to be undecided. Students at 18 or 19 don’t always have everything figured out as far as what they want to do, and they shouldn’t feel like they have to.”

### **Getting Started**

Even as there’s no need to panic, however, Atkinson-Pettee says that the university nevertheless strongly encourages the 40 percent of its incoming freshmen without majors in mind to take advantage of the many resources available in order to begin narrowing things down as early as possible.

“A big piece of this conversation really centers on the Indiana Commission of Higher Education regulations that we have an eight-semester degree map for every major on campus that essentially lays out what each student needs to take each semester that they’re with us in order to be able to graduate in four years,” she explains. “Because of this, there’s more of a push for students to have a major in mind when they join us, but the reality is that we know many of our students aren’t quite ready to decide. So it’s definitely something that we’d like to see them consider early by doing some assessments or exploration or job shadowing to at least get a feel for the fields in which they might be interested. Having some of that discovery happening in high school is really valuable for a student.”

Once on the Hammond campus, Purdue Cal students generally enroll in a Freshman Seminar of five basic classes that can be used in just about every degree on campus, giving them that first semester to start to figure out what they want. Atkinson-Pettee says students also have a wide array of assessment tools available to help them decide which academic path best suits them, and the fall semester also features a number of departmental recruitment receptions wherein current faculty and current and former students help present first-person information about potential majors and the careers associated with those majors.

The support system is similarly comprehensive at Valparaiso University, where assistant dean of the College of Arts and Sciences Nancy Scannell says students have access to a variety of self-assessments, a first-semester Exploratory Studies course and a phalanx of counselors, academic advisors and faculty mentors at the ready. The goal, she says, is to get students on a defined path sooner rather than later—ideally by the end of their first semester—as a number of popular majors such as engineering and music entail set sequences of courses that can be difficult to join further down the road.

“All faculty and staff at Valpo are committed to helping students connect with helpful professors, field experts, alumni, civic leaders and businesspeople who can help inform their decisions,” Scannell explains.

### **Shifting Gears**

Of course, no decision is permanent, especially for a young person staring down his or her future. Both Atkinson-Pettee and Scannell agree that while changing majors is not necessarily a common occurrence, nor an ideal one, it’s bound to happen. The key, they say, is for less-certain students to pursue a path

that leaves them with a number of options in order to avoid taking unnecessary classes or inordinately extending their campus careers.

“The obvious benefit to changing a major is finding something that best fits your interests, where you’re not struggling with the material and the courses are very interesting,” Atkinson-Pettee says. “The downside, of course, is that not all courses that a student has completed are going to be able to be used in the new major, which can extend the time needed to complete a degree.”

At Valpo, Scannell says students are encouraged to move between the various colleges in order to craft an experience that best suits their needs.

“The movement of students between colleges happens very often, and many students declare a major in one college and minor in a discipline in another college,” Scannell says. “A history major may complete a business minor just as easily as a nursing major may minor in Spanish. Valpo embraces students’ changing interests and recognizes that this is part of the discernment process in identifying one’s calling.”

The ultimate goal at both Purdue Calumet and Valpo is to match each student with a major that fits his or her interests, abilities and goals. Because as Atkinson-Pettee and Scannell both know, it’s always better to be undecided when coming into one’s college career than when leaving it.

**Indianapolis Star**  
**Teacher shortage looms for dual high school-college courses**  
**Chelsea Schneider**  
**September 24, 2015**

Over the years, Indiana policymakers have pushed for the expansion of a program that allows students to receive both high school and college credit for completing the same course.

But some Indiana school districts and colleges are facing what they describe as a serious challenge to not only growing, but maintaining, their current level of dual credit offerings.

The cause: The Higher Learning Commission that accredits colleges in the state, which in turn approve teachers for dual credit courses, has clarified the academic requirements it wants those instructors to meet.

In many cases, the policy shift would require teachers to take more graduate courses. That leaves those involved in the delivery of dual credit worried that they'll see a drop in the number of teachers who are qualified to teach the classes.

Ivy Tech Community College anticipates 600 of the high school teachers it currently works with would no longer be qualified to teach dual credit. The Metropolitan School District of Warren Township estimates its number of qualified instructors would be cut in half.

This comes as dual credit has grown across the state – from about 12,000 students taking courses in 2011 to nearly 30,000 in 2014, according to data provided by the Commission for Higher Education for Indiana's public colleges. Often college-bound high school graduates have taken either dual credit, Advanced Placement or International Baccalaureate courses.

The changes would require a high school teacher to hold a master's degree to teach a dual credit course – a threshold many of those teachers already meet. But complicating the issue, education officials say, is the requirement for instructors to earn 18 credit hours in master's-level courses in the subject matter they plan to teach.

An Ivy Tech official said the clarification by the commission would have a huge impact on its dual credit partnerships throughout the state.

"There are going to be a lot of teachers that will be so far away from the benchmark and don't feel they have enough of an incentive to go back to school and do what's necessary. I'm afraid we're going to lose a lot," said John Newby, the college's assistant vice president of K-12 initiatives.

Supporters of dual credit say it's an opportunity to raise expectations for students, while lowering the cost of attaining a post-secondary degree. They worry the policy shift by the Higher Learning Commission could have a chilling effect on a program where the state has heavily invested.

The commission argues it's implementing what has been a "longstanding expectation."

"The requirement ensures that students, including dual enrollment students, have a faculty member who has college-level expertise in the subject matter of the class. An expert faculty member is a critical element in ensuring that dual enrollment students have a college experience that is as rigorous as the college experience they would have had by taking the same class on campus from a college faculty member," according to a statement from the commission.

Colleges and high schools would need to start following the policy in September 2017.

Despite the looming shortage, doing away with dual credit courses isn't an option for Indiana school districts. State law requires high schools to offer at least two dual credit courses. Dual credit courses also play a factor in A-F accountability grades.

Warren Township is working to get its dual credit teachers up to those requirements. But teachers aren't required to get a master's degree in Indiana, so fewer teachers are going back to do so, said Lou Anne Schwenn, assistant to the superintendent for secondary education at Warren Township.

"If they do, they get a master's degree in counseling or administration – not in their content area – because they want more options as they increase their careers," Schwenn said.

Every institution uses its own credentialing standards for dual credit, Ivy Tech's Newby said. At Ivy Tech, the college uses guidance provided by Indiana teacher licensing standards that speak to dual credit teachers needing 36 credit hours in a content area or a related field – however a critical difference to the commission's policy is that those hours could be obtained at either the undergraduate or graduate level.

Newby stressed Ivy Tech has implemented safeguards to ensure a quality program, including partnering high school teachers with a faculty member.

"We felt it was important for us to do as much as we could to get high schools to a place where they could offer dual credit," he said.

At Vincennes University, the college's approval process for traditional faculty members matches the commission's expectations. However, the approval process often used for adjunct faculty that teach lower-level courses gives consideration for equivalent experience or expertise outside of the traditional credentialing requirements, said Heather Moffat, director of the school's dual credit program.

Maintaining an alternative process for credentialing qualified teachers for the purposes of instructing dual credit is vital, Moffat said in an email to The Star.

"We have some dynamic teachers with an appropriate level of content expertise, who engage students and achieve course outcomes equivalent to those of the on-campus course, yet they do not have credentials consistent with the traditional faculty approval requirements," Moffat said.

Indiana State Board of Education members also are raising concerns.

Vince Bertram, a state board member, questions if the decision by the commission was based on any evidence to support the notion that students perform better in higher education if they had a dual credit course taught by someone with a master's degree. Bertram, who is CEO of Project Lead the Way, said the policy will have a disproportionate effect on low-income students and students in rural schools.

"For me, it's just making sure we don't have an arbitrary policy that restricts access to opportunity," he said.

State officials hope to get further clarification from the commission next month. They've already learned that career and technical education courses are exempt from the requirement, which Indiana Commissioner for Higher Education Teresa Lubbers said will help.

Lubbers said the schools she's talked to are already requiring a master's degree to teach dual credit. But it might not be a master's degree in a content area. The state needs to work to ensure more students leave teacher preparation programs prepared to teach dual credit, she said.

To overcome the challenge, Lubbers said, the state could consider including dual credit teachers in a loan forgiveness program if they go back for additional training. She said her office would be hard-pressed to get new state funding during the upcoming legislative session, but they could expand the eligibility criteria of the existing loan forgiveness program.