



REACHING HIGHER, ACHIEVING MORE



AGENDA

MATERIALS

October 9, 2014

101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984
Tele: 317.464.4400; Fax: 317.464.4410
www.che.in.gov



INDIANA *for* COMMISSION
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

OCTOBER COMMISSION MEETING AGENDA

Wednesday, October 8, 2014

STUDENT SUCCESS & COMPLETION COMMITTEE MEETING

2:00 P.M. – 3:00 P.M.

Purdue University

Stewart Center, Room 206

128 Memorial Mall

West Lafayette, IN 47907

PRESIDENT'S OFFICE PRESENTATION

4:00 P.M. – 5:00 P.M.

Stewart Center, Room 206

RECEPTION

5:15 P.M. – 6:15 P.M.

Stewart Center, Room 135

Swaim Conference Area

PRESIDENT'S LECTURE SERIES

6:30 P.M. – 7:30 P.M.

Stewart Center, Loeb Theater

DINNER

7:45 P.M. – 9:00 P.M.

Westwood Estate, Home of President Daniels

Bus Departs from Stewart Center at 7:30 P.M.

Bus Returns to Union Club Hotel at 9:00 P.M.

HOTEL | PARKING ACCOMMODATIONS

Union Club Hotel

101 North Grant Street,

West Lafayette, IN 47906

Parking available in Grant Street Garage

Thursday, October 9, 2014

COMMISSION MEETING LOCATION

Purdue University
Stewart Center, Room 214
128 Memorial Mall
West Lafayette, IN 47907

COMMISSION MEMBER BREAKFAST

8:00 A.M. – 9:00 A.M.
Anniversary Drawing Room
Purdue Memorial Union, Room 304

Breakfast Guests

Board of Trustees Members:

Tom Spurgeon, Chair
Mike Berghoff, Vice Chair

STAFF BREAKFAST

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

WORKING SESSION

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

CALL IN INFORMATION:

(605) 475-4700

PARTICIPANT PIN: 230295#

WiFi INFORMATION:

attwifi

WORKING SESSION TOPICS

- Career Council Update
- Legislative Agenda
- Fall Enrollment Numbers
- Math Pathways Grant Update
- Engaging Community Partners in College Success
- Committee Report Outs

ALL TIMES LISTED ARE IN EASTERN TIME

COMMISSION MEMBER LUNCH

11:45 A.M. – 12:45 P.M.
Stewart Center, Room 204

Lunch Guest

Debasish (Deba) Dutta
Provost

STAFF LUNCH

11:45 A.M. – 12:45 P.M.
Stewart Center, Room 206

COMMISSION MEETING

1:00 P.M. – 3:00 P.M.
Stewart Center, Room 214

CALL IN INFORMATION:

(605) 475-4700

PARTICIPANT PIN: 230295#

WiFi INFORMATION:

attwifi

I. Call to Order – 1:00 P.M. (*Eastern time*)

Roll Call of Members and Determination of Quorum

Chair’s Remarks

Commissioner’s Report

Consideration of the Minutes of the September 11, 2014 Commission meeting 1

II. Business Items

A. 2015-2017 Indiana Postsecondary Institution Budget Presentations 9

- 1. Purdue University
- 2. Ball State University
- 3. Ivy Tech Community College
- 4. Vincennes University
- 5. University of Southern Indiana

B. Capital Projects for Full Discussion

1. Purdue University Honors College and Residences..... 11

C. Capital Projects for Expedited Action..... 15

- 1. Agronomy Center Automated Phenotyping and Seed Processing Laboratory - Purdue University West Lafayette
- 2. Krannert Building Multiple Air Handling Units Replacement – Purdue University West Lafayette
- 3. Forney Hall East Wing Renovation - Purdue University West Lafayette

D. Academic Degree Programs for Expedited Action	19
1. Master of Science in Data Science to be offered by Indiana University Bloomington	
2. Bachelor of Science in Medical Imaging to be offered by Indiana University-Purdue University Fort Wayne (IU)	

IV. Information Items

A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action.....	23
B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Action.....	25
C. Capital Projects Awaiting Action.....	27
D. Media Coverage	29

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **November 13, 2014, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, September 11, 2014

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Bloomington, Indiana Memorial Union, 900 East 7th Street, Bloomington, IN 47405, with Chair Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerry Bepko, Dennis Bland, Sarah Correll, Susana Duarte De Suarez, Jud Fisher, Allan Hubbard, Chris Murphy, Dan Peterson, John Popp, and Caren Whitehouse.

Members Absent: Jon Costas, Lisa Hershman.

CHAIR'S REPORT

Mr. Bland asked the audience to have a moment of silence in remembrance of the September 11, 2001.

Mr. Bland invited Dr. Michael McRobbie, President of Indiana University to give welcoming remarks. Dr. McRobbie welcomed members of the Commission to the campus. He thanked members of the Commission, State Budget Agency, Governor Pence, state legislation, and others who were involved in helping the universities craft their budgets. Dr. McRobbie said that during the last seven years of his presidency he has had numerous opportunities to witness the deep commitment to the higher education and to the future of the state that is shared by all Indiana public officials.

Dr. McRobbie said that the Commission works together with Indiana universities to make them more efficient, affordable, and accessible, and preserve and enhance the quality, while being good stewards of the state resources. Dr. McRobbie pointed out that the importance of Indiana higher education institutions for the long term vitality of the economics of the State is immense.

On behalf of the Commission, Mr. Bland thanked President and campus leadership for the guided tour of the IU Bloomington campus yesterday; for hosting a reception and dinner last night, and for hosting the meeting today.

Mr. Bland announced that the Indiana Student Completion Council will have its first meeting today after the Commission meeting activities conclude. Mr. Bland thanked the students for taking time out of their day to serve on the Council, and said that the Commission is looking forward to working with them as they strive to move the needle of college completion and enhance student success in Indiana.

Mr. Bland drew the Commission members' attention to a handout given to them. He said that Commissioner Lubbers and Stan Jones, President of Complete College America, recently published an OP ED in Indiana's *15 to Finish* Campaign. Bland said this clearly articulates the importance of the campaign and addresses the concerns the Commission has faced as the staff has taken this message to the campuses.

Mr. Bland highlighted some of the work the Student Success and Completion Committee was doing to address the issues of quality of life on campus. At their meeting on IU Bloomington's campus yesterday, the committee was joined by Leslie Fasone, Assistant Dean for Women's and Gender Affairs, and Rachel Martinez, Student and Co-Chair, Culture of Care Steering Committee, to hear a presentation on Indiana University's Culture of Care Initiative. Mr. Bland said that the Commission will address the issues of

quality of life on campus in the coming months. Mr. Bland also mentioned that at the meeting yesterday Ms. Martinez said that they are trying to change the culture. To his question about the kind of culture, she responded that she meant “the culture of assault on the campus.” Mr. Bland mentioned that this subject is getting a lot of attention nationwide. On behalf of the Commission, Mr. Bland commended the work of IU and other universities on this important issue.

Mr. Bland invited Commissioner Lubbers to give her report.

COMMISSIONER’S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by saying that after summer months it was great to see so many students on campus. Commissioner Lubbers noted that in October Stacy Townsley, Associate Commissioner for Information and Research, will be providing a full report on the fall enrollment; but since this meeting was being held on Bloomington campus, Commissioner Lubbers had some numbers to share with the Commission members.

IU Bloomington has a record size freshman class, with 7,708 first time students, whose GPA is up slightly from last year (3.73 from 3.72). The class represents a higher number of racial or ethnic minorities, with 1,000 first time students. Commissioner Lubbers pointed out that this is especially important to the Commission considering its work with the 21st Century Scholars Program. Almost ten percent of IU’s first time students are 21st Century Scholars; and across the IU System there are 2500 21st Century Scholars. The incoming class at IUPUI is the largest and most academically prepared in campus history with 3,927 freshmen enrolled, up 6.5 percent from last year.

Commissioner Lubbers mentioned a brochure about *Advanced Internship in Manufacturing (AIM) Program*. She explained that on August 28th she had the opportunity to participate in a news conference at Subaru of Indiana Automotive in Lafayette. Commissioner Lubbers said that it was one of the best examples of the linkage between education, workforce development, and employers. Subaru is partnering with both Vincennes and Purdue in launching a new internship leadership program aimed at bridging the gap between post-secondary education and the need for highly skilled employees.

Students are selected from local high schools and begin classroom work at Vincennes where they learn cutting edge advanced manufacturing technologies. Beginning with the second semester, students work (at \$17.00 per hour) at Subaru three days a week and attend classes at Purdue University’s College of Technology two days a week. Upon completion, they will have an Associate Degree and will qualify for a full time position; and after six months employment can continue education at the School of Technology and earn a Purdue Bachelor’s Degree in Engineering Technology, paid for by Subaru. Commissioner Lubbers said that this is exactly the type of partnership between education and industry that promises to reinvent Indiana’s economy and ensure career pathways for more Hoosiers.

Commissioner Lubbers mentioned some of the activities that the Commission is sponsoring. One is College Go Week, which is always scheduled the last week in September, so it will be on September 22-26 with activities taking place in high schools throughout the state. Also, added Commissioner Lubbers, the Commission is in the process of recruiting additional Indiana counties to form College Success Coalitions. Currently there are 59 county coalitions that are operational, and it is the Commission’s goal to reach all 92 counties this year. These efforts are critically important to reach the 60 percent goal.

In conclusion, Commissioner Lubbers highlighted the latest *Education at a Glance* report that is annually issued by the Organization for Economic Cooperation and Development (OECD). Our country’s challenge is made clear in this report, which shows fewer young Americans getting more education than their parents compared to the other countries with the postsecondary attainment rate increasing faster in other countries.

Commissioner Lubbers said that the work the Commission is doing, especially among the first generation students is increasingly important. In the US only one out of 20 students, whose parents did not graduate from high school, will have a college degree. For the rest of the OECD countries this number was one out of four. Commissioner Lubbers said that more analysis of this report will be done in the upcoming months.

CONSIDERATION OF THE MINUTES OF THE SEPTEMBER, 2014 COMMISSION MEETING

R-14-06.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the September, 2014 regular meeting (Motion – Whitehouse, second – Correll, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Indiana Bicentennial

Mr. Bland introduced Mr. Perry T. Hammock, CFRE, Executive Director of the Indiana Bicentennial Commission, and invited him to discuss the ways Indiana colleges and universities are honoring the Bicentennial and what they could do to make this memorable.

Mr. Hammock said that he has been with Bicentennial just for a few months, having spent almost his entire career with higher education. He was grateful for the chance to speak with the members of the Commission and college presidents.

Mr. Hammock said that the Bicentennial Commission was created in 2011. A group of 16 individuals serve on the Commission, and they represent the best in public, private and non-profit organizations in the state. Mr. Hammock gave a brief overview of the Indiana 2016 Bicentennial Commission, its activities and projects.

Mr. Hammock also spoke about some things that colleges and universities are already doing to get involved. He mentioned that his purpose for being here is to encourage the Commission to be supportive of the university Presidents as they find ways to make the bicentennial big on their campuses for the instate students and teach out-of-state students about Indiana.

On behalf of the Commission, Mr. Bland thanked Mr. Hammock for his presentation.

III. BUSINESS ITEMS

A. 2015-2017 Indiana Postsecondary Institution Budget Presentation

1. Indiana University

Before President McRobbie began his presentation, Commissioner Lubbers thanked Matt Hawkins, Nick Buchanan, Dominick Chase and Colby Shank for their efforts to streamline and standardize the Commission's processes for collecting the data from the institutions and for providing much greater clarity. On behalf of the Commission, Commissioner Lubbers thanked the Finance Division and Matt Hawkins for his leadership.

President McRobbie noted that Indiana University will have its 200th celebration in 2020, so the University decided that the year of the celebration will be the academic year 2019-2020. President McRobbie presented Indiana University budget. The link to the budget presentation is on the Commission's website. <http://www.in.gov/che/2427.htm>

In response to Ms. Correll's question regarding the issues and changes in Indiana that IU plans on making sustainable on such a small investment, President McRobbie confirmed that this is a relatively small amount, but they believe that this investment, appropriately utilized throughout the various places in the state, leverages some of the real strengths that IU has in informatics, information technology and in sciences.

Mr. Hubbard referred to a recent article in *Chicago Tribune* about Purdue University, in which it was pointed out that Purdue's non-teaching staff has grown over 70 percent over the last 18 years.

Mr. Hubbard asked about the growth of teaching and non-teaching staff during the last thirty years, relative to the number of students. President McRobbie responded that number of non-teaching research staff has grown due to the significant increase in funding that the university received for these purposes.

As to non-research staff, Ms. MaryFrances McCourt, Vice President and CFO, responded that at IU there has not been an increase in the administrative staff in the past decade. Ms. McCourt said that IU wants to make sure the focus is on the academic. In response to Mr. Hubbard's request to share the details, Ms. McCourt assured him that she would be glad to do this.

Responding to Ms. Duarte De Suarez' question regarding the Clinical Translational Science Institute, its partners and sharing of the costs, President McRobbie said that there are four main academic partners: IUPUI School of Medicine, Chemistry and Biology on this campus (Bloomington), Purdue, and Notre Dame University, with IU School of Medicine being a dominant partner, because it is medical science-based. The funding has come in portions and was pre-agreed by all these institutions, and four partners are also contributing resources. The grant is \$25 million for five years; the partners are committed in access of \$25 million to support this particular program.

In response to Dr. Bepko's question whether there is any private funding that would support the biomedical research, President McRobbie said that Lilly Endowment funded Physicians/Scientists Initiative with \$60 million. President McRobbie added that this initiative is attracting new faculty to the institution, and some of them become contributors to this project.

Responding to Mr. Murphy's question whether the funding request that comes from IU encompasses everything that IU does, President McRobbie confirmed that it includes the whole university system, including the regional campuses. President McRobbie added that he would be glad to send Mr. Murphy base numbers for three increases in their metrics.

Then Mr. Murphy had a question regarding the whole cost of attendance, whether this was an IU number, or a number reported by the US DOE. President McRobbie responded that this number was used as an independent validation. Mr. Murphy quoted the budget request where it said that the cost of one year at IU Bloomington is \$23,116, and that was reported by the US Department of Education. Mr. Murphy asked whether this was an average cost per year, to which President McRobbie responded in the affirmative. Mr. Murphy then asked whether the average net price for a student at IU Bloomington is \$11,361, and President McRobbie confirmed that it is, and that it takes into account the financial assistance that student might be eligible for.

Ms. Lubbers explained that the way the net cost of attendance comes in is dictated by US DOE, and it takes into account the cost of living, whether a student is a residential or a non-residential. The cost of attendance beyond tuition is determined primarily on housing.

Mr. Murphy said that these numbers are confusing, and for the purpose of the Commission it is important to understand what is included in these numbers and how the net price gets determined. Ms. McCourt explained that the total cost of attendance is based on the cost of living, and they both include housing. This is one of the single largest contributors to the student debt issue.

Mr. Hubbard concurred with Mr. Murphy's opinion that these numbers need more explanation. President McRobbie agreed, and said that the details will be sent to the Commission members.

In response to Mr. Popp's request to talk about the R&R formula, President McRobbie explained that the formula was created by the legislation some time ago. IU is requesting 50 percent of this formula that is applied to the capital stock of investment, as opposed to 25 percent, which IU asked last time. President McRobbie also explained the difference between their request two years ago and the current one. He said that their total defers maintenance of all university projects, and

with R&R funding at this level the university will be able to eliminate the smallest of these projects before the bicentennial of the university, while the bigger projects will take longer time.

2. Indiana State University

President Daniel Bradley presented Indiana State University budget. The link to the budget presentation is on the Commission's website <http://www.in.gov/che/2427.htm>

In response to a question from Mr. Hubbard about the reason for the decline in ISU's enrollment during the recession, President Bradley said that it was a period from 2004-2009, and continued into the recession for a couple of years. President Bradley explained that he could not give an exact reason since he arrived in the fall of 2008. After this, things became to change in the fall of 2009; then enrollment had a dramatic increase in 2010, and it continued up through this fall.

Responding to another question from Mr. Hubbard regarding the rise and decline of the FTE, President Bradley said that the state of Indiana has never funded a campus on a strict FTE formula basis. He confirmed that their appropriation was not reduced when their enrollment went down, and there have been occasional increases to the base funding through institution's student enrollment growth. President Bradley noted that in some states the appropriation would not be determined until January enrollment for the current fiscal year was available. In Indiana, however, the legislature made its decision regarding the appropriation, and it was not based on FTE.

Mr. Murphy made a comment that approximately ten years ago, Indiana State was the highest per capita funded in the state because enrollments have gone up so much, and for a long period of time that determined the funding. Mr. Murphy added that then it dropped into the phase going forward, so those who dropped in the funding got the benefit in the base of the money they got in the prior biennial.

Commissioner Lubbers said that it is similar to what is happening with K-12. She added that President Bradley is correct that primarily Indiana was an enrollment state based on the number that appeared in September, and then inflation index would be considered, as well as equity adjustments. Commissioner Lubbers noted that these last two years ISU was third in the appropriation per FTE. Commissioner Lubbers said that President Bradley had a very challenging task, which he has managed to handle, while still tackling really tough students, and the Commission is very aware of that.

Commissioner Lubbers said that the great news is that ISU is growing that population, so it is a challenge in terms of what period of time ISU will use for this. Commissioner Lubbers said that some institutions would like to use the performance funding formula based on their performance ten years ago; some would like to go back one year. Commissioner Lubbers commended ISU for taking on InsideTrack and doing it for the 21st Century Scholars. She expressed hope that \$2.4 million that Commission was able to draw down to pay for that will be helpful. She added that ISU still has an ongoing commitment to the students with whom they started.

President Bradley pointed out that the university has to match the Commission's money, though not for the first year. Commissioner Lubbers said that next year the only reason the institutions would have chosen to do so is to assist with the \$2.4 million that the Commission received, and that USA Funds pays for the first year with their commitment that the second year it pays for itself. That is the commitment from InsideTrack; it is a statement of faith on part of the school that chose to do that. Commissioner Lubbers said that a huge commitment that the university would like to see the state make to the building is really at focal point of ISU's presentation today, in terms of what it means to the school going forward.

President Bradley confirmed that it is very important to the university. He said that they need their R&R funding for other buildings; they have made major commitments from institutional funds from R&R, but R&R is a major task. President Bradley explained that the university has

over two million square feet, and in order to make their buildings last over forty, fifty and more years between major renovations, the university needs to continue using R&R money for these buildings. President Bradley requested going forward, if possible, to break the performance funding formula into a couple of pieces, to check the progress in a semi-quantitative, instead of a wholly quantitative manner.

B. Capital Project for Full Discussion

1. Indiana State University Renovation of Blumberg Hall

Ms. Diann McKee, Vice President for Business Affairs, Finance, and University Treasurer presented this project.

In response to Mr. Popp's question whether this is a co-ed structure, Ms. Diann McKee responded in the affirmative. She explained that when the Sagamore Towers was constructed in the 1960s, it was constructed in such a way that two towers would house male students, and the two others would house female students. In the 70s the change was going on at all campuses around the country, so they all became co-ed; however, each has one floor for men, another for women, and so on. Mr. Popp expressed concern regarding the safety of students in co-ed housings. Ms. McKee said that students have to have access cards to get to their floors.

Mr. Popp said that he noticed that annual debt payment is about \$1.6 million, which is about \$4,300 per student. Mr. Popp asked whether this becomes a cost of at least the major portion across the residential housing to the students. Ms. McKee explained that the room and board raise are determined upon the system, and they have approximately 11 facilities within ISU's housing system. The number that Mr. Popp referred to is based on 20-year debt at 5.57 percent; however, the anticipated annual debt service would be significantly lower this year.

Mr. Matt Hawkins, Associate Commissioner and CFO, Commission for Higher Education, gave the staff recommendation.

R-14-06.2 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Renovation of Blumberg Hall – Indiana State University* (Motion – Peterson, second – Fisher, unanimously approved)

2. Indiana University Bloomington – Assembly Hall Renovation

Dr. Thomas Morrison, Vice President, Capital Planning and Facilities, IU, presented this project.

In response to Ms. Duarte De Suarez's question regarding an impact on students' tuition and fees, Dr. Morrison assured her that there will be no impact at all.

Mr. Hawkins gave the staff recommendation.

R-14-06.3 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Assembly Hall Renovation – Indiana University* (Motion – Murphy, second – Bepko, unanimously approved)

3. Indiana University Purdue University Indianapolis – IU Natatorium Renovation

Dr. Morrison presented this project.

Mr. Hawkins gave the staff recommendation.

R-14-06.4 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *IU Natatorium Renovation – Indiana University Purdue University Indianapolis* (Motion – Duarte De Suarez, second – Hubbard, unanimously approved)

4. **Indiana University Purdue University Indianapolis – Campus Housing Expansion**

Dr. Morrison presented this project.

Mr. Hawkins gave the staff recommendation.

Mr. Murphy asked whether Mr. Hawkins did any research regarding the effect of the residential housing on education. Mr. Hawkins confirmed that he did, but did not have the results with him. He promised to send this information to the Commission members.

In response to Mr. Popp’s question whether there is a state law requiring the usage of the prevailing wages for these constructions, Dr. Morrison confirmed that there is a long-standing state law that says that the university has to use the prevailing wages, called the “common wage” on all of their construction projects. Those wages are determined by hearings in local communities, and this is where IU has to hold public hearings.

R-14-06.5 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Campus Housing Expansion – Indiana University Purdue University Indianapolis* (Motion – Correll, second – Hubbard, unanimously approved)

C. **Capital Projects for Expedited Action**

R-14-06.6 **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:

- North Woodlawn Avenue Roadway Renovation and Improvements – IU Bloomington
- Purdue University West Lafayette – Horticulture Building Power and Lighting Sub-Distribution Switchboard
- Purdue University West Lafayette – Biochemistry Building Annex Third Floor Space Renovation
- Purdue University West Lafayette – Physics Building Switchgear Replacement (Motion – Murphy, second – Whitehouse, unanimously approved)

D. **Academic Degree Programs for Expedited Action**

R-14-06.7 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Master of Science in Electrical and Computer engineering to be offered by Purdue University Calumet
- Master of Science in Mechanical Engineering to be offered by Purdue University Calumet

- Master of Science in Engineering Technology to be offered by Purdue University West Lafayette (Motion – Murphy, second – Duarte De Suarez, unanimously approved)

IV. INFORMATION ITEMS

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

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:40 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, October 9, 2014

BUSINESS ITEM A:

2015-2017 Indiana Postsecondary Institution Budget Presentations

Background

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

As part of this review, the Commission has requested that the following institutions present their 2015-17 budget submission during the October 2014 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Purdue University
- Ball State University
- Ivy Tech Community College
- Vincennes University
- University of Southern Indiana

COMMISSION FOR HIGHER EDUCATION

Thursday, October 9, 2014

BUSINESS ITEM B:

Purdue University Honors College and Residences

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: Purdue University Honors College and Residences.

Background

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

The Trustees of Purdue University request approval to proceed with the construction of the Honors College and Residences project. The project will construct a new living learning community residence hall facility for the Honors College. This physical space launches a new model that integrates living and learning with a goal of enhancing student academic success. It is the first project to truly integrate residential and academic life and will serve as a model for such future integration. This will be a low-cost option for high ability Indiana students as compared to private and out-of-state alternatives.

Supporting Document

Purdue University Honors College and Residences

Purdue University Honors College and Residences

STAFF ANALYSIS

This project will construct a new residence hall facility for the Honors College that integrates living and learning space. The project will add a minimum of 800 beds and 40,000 square feet of academic space. The facility will offer multiple housing options, classrooms, and academic offices. This facility will tie programmatically with Third Street Suites which also will house Honors students. Honors students are retained in residence hall housing at twice the rate of the overall campus and have a four year graduation rate of nearly twice the University average.

The total estimated cost of this project is \$90,000,000. The project will be funded by Revenue Bond Proceeds issued by Housing and Food Services totaling \$75,000,000 and \$15,000,000 in Gift Funds. The estimated annual debt payment will be \$6,406,762. Annual operating costs for this facility are estimated at \$440,047. Costs include demolition of the Brownstone Apartments located on the proposed construction site. Brownstone Apartments were constructed in 1982. The Brownstone site was chosen due to its location between the academic campus and the residential campus and thus provides easy access to both for faculty and student interaction. Construction is slated to begin in January, and the University may utilize its existing tax-exempt commercial paper program to fund expenditures on an interim basis until such time that a permanent debt financing can be issued. There should be little or no impact on student cost of attendance at Purdue.

Staff recommends approval of the project.

COMMISSION FOR HIGHER EDUCATION

Thursday, October 9, 2014

BUSINESS ITEM C:

Capital Projects for Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Agronomy Center Automated Phenotyping and Seed Processing Laboratory - Purdue University West Lafayette
- Krannert Building Multiple Air Handling Units Replacement – Purdue University West Lafayette
- Forney Hall East Wing Renovation - Purdue University West Lafayette

Background

Staff recommends the following capital project be approved 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. If there are questions or issues requiring research or further discussion, the item could be deferred until a future Commission meeting.

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action

Background Information on Capital Projects on Which Staff Proposes Expedited Action

**B-1-15-1-05 Purdue University West Lafayette
Agronomy Center Automated Phenotyping and Seed Processing Laboratory
\$10,000,000**

The Purdue University Board of Trustees request approval to proceed with the Agronomy Center Automated Phenotyping and Seed Processing Laboratory near the West Lafayette Campus. This project will construct a new Automated Field Phenotyping Laboratory, Innovation Lab, and Plant Sample Processing facility at the Agronomy Center for Research and Education. The estimated cost of the project is \$10,000,000 to be funded from Institutional Facilities and Administrative Cost Reserves. Facility and administrative costs represents costs not directly charged to research project for the support by an institution to undertake research projects, such as physical space, utilities provided, central university staff support, etc. These expenses are then charged to funders based on a pre-negotiated rate. The gross square feet expense is lower than comparable projects as Purdue is using pre-engineered product; this project is \$400 per GSF whereas other labs are nearer \$700 e.g., the Beck Center Classrooms.

**B-1-15-2-14 Purdue University West Lafayette
Krannert Building Multiple Air Handling Units Replacement
\$4,706,500**

The Purdue University Board of Trustees request approval to proceed with the Krannert Building Multiple Air Handling Units Replacement. The project will replace and rezone major air handling units for the entire Krannert building. The estimated cost of the project is to be funded from Bond Proceeds – Repair and Rehabilitation Financing Programs. The University intends to utilize its existing tax-exempt commercial paper and long-term debt program to fund these expenditures. In 2006 Purdue received statutory authority under IC 21-34-10-8 to issue up to \$60M in bonds for repair and rehabilitation projects. The current schedule of projects leaves an available balance of \$8,701,500 from that original total. Purdue views this issuance of debt as ongoing as there is no new bonding authority. The building is over 50 years old – having been constructed in 1963.

**B-1-15-2-15 Purdue University West Lafayette
Forney Hall East Wing Renovation
\$6,820,000**

The Purdue University Board of Trustees request approval to proceed with the Forney Hall East Wing Renovation project. The project will renovate lab space for the College of Engineering in the east wing of Forney Hall. The renovation will include casework modifications and additions, replacement of existing fume hoods, installation of new fume hoods, and upgrades to room finishes. The project also includes the installation of new snorkel exhaust systems, electrical and lighting upgrades, HVAC upgrades, and the installation of new make-up air units and a manifold exhaust. The HVAC upgrades will also require a new penthouse addition. \$6,020,000 of the project will be funded with Rehabilitation American Recovery and Reinvestment Act of 2009 (ARRA) Funds. The remaining \$800,000 will be funded with Departmental Gift Funds. The building was constructed in 1940 and the East Wing is the last space that has not been updated.

COMMISSION FOR HIGHER EDUCATION

Thursday, October 9, 2014

BUSINESS ITEM D:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Master of Science in Data Science to be offered by Indiana University Bloomington
- Bachelor of Science in Medical Imaging to be offered by Indiana University-Purdue University Fort Wayne (IU)

Background

The Academic Affairs and Quality Committee (AA&Q) reviewed these programs at its September 24, 2014 meeting and concluded that the proposed M.S. in Data Science to be offered by Indiana University Bloomington, as well as the proposed B.S. in Medical Imaging to be offered by Indiana University Purdue University Fort Wayne (IU), could be placed on the October 9, 2014 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, September 24, 2014

Academic Degree Programs on Which Staff Propose Expedited Action
September 24, 2014

CHE 14-13 Master of Science in Data Science to be offered by Indiana University Bloomington

Proposal received on August 8, 2014
CIP Code: Federal –30.3001; State – 30.3001
Five Year Projected Enrollment: Headcount – 120, FTEs - 90
Five Year Projected Degrees Conferred: 65

Indiana University Bloomington currently offers a post-baccalaureate Certificate in Data Science, in which 79 students have been enrolled. The M.S. program will be interdisciplinary in nature, involving two departments from the School of Informatics and Computing (Information and Library Science, Informatics and Computing) and one from the College of Arts and Sciences (Statistics). Although the IU Bloomington campus also offers an M.S. in Informatics (as well as a Ph.D. in Informatics), the proposed program in Data Science sufficiently differs from the Informatics program in its emphasis on “Big Data,” which might be succinctly described as trying to uncover patterns in massive data sets. The Data Science program will prepare graduates as specialists who can work with these massive data sets and manage Big Data projects. Graduates of the program are expected to have opportunities for employment in a wide variety of industry settings, since Big Data applications are pervasive and range from retail to scientific/technical fields to public health.

CHE 14-14 Bachelor of Science in Medical Imaging to be offered by Indiana University Purdue University Fort Wayne (IU)

Proposal received on August 8, 2014
CIP Code: Federal – 51.0907; State – 51.0907
Five Year Projected Enrollment: Headcount – 70, FTEs – 65
Five Year Projected Degrees Conferred: 25

Indiana University presently offers an A.S. in Radiography at the IPFW campus, which over the past three years (FY2011-FY2013) has averaged an annual enrollment of 227 headcount or 122 FTE students and an annual number of 22 graduates. The current A.S. curriculum consists of 80 semester credit hours, including 23 credit hours of prerequisite courses and 57 hours of required professional courses, completion of which prepares a graduate for successful completion of the American Registry on Radiologic Technology (ARRT) examination, a requirement for primary certification by ARRT and licensure in Radiologic Technology or Radiography through the Indiana State Department of Health.

The proposed B.S. would allow the full Statewide Transfer General Education Core to be included in the curriculum and would permit students to earn an advanced, post-primary ARRT certification in a specific special imaging area, such as Computed Tomography (CT), Magnetic Resonance Imaging (MRI), or Quality Management (QM). Advanced certification is needed for reimbursement of services, which would make graduates of the program more attractive to prospective employers. Should the B.S. in Medical Imaging be approved, the A.S. in Radiography would be phased out. The B.S. curriculum consists of 120 hours of coursework and would also serve as a completion option for A.S. graduates, who would be able to apply their credits toward the baccalaureate degree requirements.

COMMISSION FOR HIGHER EDUCATION
 Thursday, October 9, 2014

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University – Bloomington	Master of Science in Data Science	8/8/2014	On the CHE agenda for action
02	Indiana University – IPFW	Bachelor of Science in Medical Imaging	8/8/2014	On the CHE agenda for action
03	Indiana State University	Doctor of Athletic Training	8/29/2014	Under Review
04	Ball State University	Master of Art in Emerging Media Design and Development	9/9/2014	Under Review
05	Indiana University – IUPUI	Ph.D. in Informatics	9/17/2014	Under Review

COMMISSION FOR HIGHER EDUCATION

Thursday, October 9, 2014

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Ball State University	Certificate in Geographic Information Science		Adding a new program from an existing program
02	Ball State University	Certificate in Professional Meteorology and Climatology		Adding a new program from an existing program
03	Ball State University	Certificate in Instructional Design and Assessment		Adding a new program from an existing program
04	Ball State University	Certificate in Athletic Coaching Education		Adding a new program from an existing program
05	Ball State University	Certificate in Adult Education		Adding a new program from an existing program
06	Ball State University	Aquatics Certificate: Aquatic Instruction		Adding a new program from an existing program
07	Ball State University	Aquatics Certificate: Aquatic Operations		Adding a new program from an existing program
08	Ball State University	Aquatics Certificate: Scuba Leadership		Adding a new program from an existing program
09	Ball State University	Certificate in Community Education		Adding a new program from an existing program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
10 Ball State University	Bachelor of Art and Bachelor of Science in Physical Education		Merging two certificate/degree programs; Eliminating the Bachelor of Art and Bachelor of Science in School Health Education
11 Ball State University	Bachelor of Art and Bachelor of Science in Supply Chain Management		Changing the name of an existing program

COMMISSION FOR HIGHER EDUCATION

Thursday, October 9, 2014

INFORMATION ITEM C: Capital Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

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

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

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

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

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

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

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

B-2-09-1-10

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

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

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

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION
Thursday, October 9, 2014

INFORMATION ITEM D: **Media Coverage**

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

New Castle Courier Times
Local participation in the 21st Century Scholars triples
September 2, 2014

The number of New Castle High School students enrolled in the 21st Century Scholars program more than tripled from 2014 to 2015.

21st Century Scholars is a program that provides four years of college tuition at an Indiana state school for students who qualify financially and pledge to stay drug and crime-free. Typically, prior to entering the eighth grade, students promise that they will steer clear of illegal substances and maintain at least a C average, New Castle Middle School Principal Jaci Hadsell said.

Students must qualify for the free or reduced lunch program in order to apply. Currently, 66 percent of NCMS students are on free or reduced lunches, Hadsell said.

Fifty 21st Century New Castle scholars received tuition scholarships with the Class of 2014, counselor Nancy Conway said Tuesday.

“We have 160 of 278 members of the class of 2015 who initially applied for the 21st Century Scholarship when they were in middle school,” New Castle High School guidance counselor Nancy Conway said Tuesday. “Participation has increased as families have become more aware of the program, and also due to increased financial hardship in our community. These students will have to fulfill the pledge and other requirements before they can claim their scholarship.”

In August, 21st Century Scholars received news that nearly 2,500 college freshmen at Indiana State University, IUPUI and Ivy Tech Community College will be connected with new coaches to help turn those high school graduates into college graduates.

The new “College Success Coach” program will be funded by a \$2.4 million grant from USA Funds to the State Commission for Higher Education.

The new college coaching initiative is the latest step in a fundamental redesign of the 21st Century Scholars program led by the Indiana Commission for Higher Education. ICHE assumed responsibility for the program in 2012.

“For more than two decades, Indiana’s 21st Century Scholars program has made it possible for thousands of Hoosiers to afford a college education,” Teresa Lubbers, Indiana Commissioner for Higher Education, said in a press release. “However, too many Scholars never make it to graduation day – leaving them with the dashed dreams and diminished career opportunities.”

**Fort Wayne Journal Gazette
Ivy Tech gets NASA grant
September 3, 2014**

Four Ivy Tech Community College regions will share a \$200,000 grant from NASA as part of the Indiana Community College Partnership with Vincennes University and the Indiana Space Grant Consortium.

The grant is one of 35 awards through the National Space Grant and Fellowship Program, aimed at increasing participation in STEM (science, technology, engineering, mathematics) programs at community colleges and technical schools.

Six Indiana college campuses will participate in the INSGC Community College Partnership, including four Ivy Tech campuses and two Vincennes University campuses.

The partnership was created based on gaps identified by the Indiana Commission on Higher Education in Indiana's STEM workforce preparation and its higher-education programs. Ivy Tech will divide its \$200,000 share of the grant among its northeast Indiana campus and sites in central Indiana, Lafayette and Wabash Valley.

The grant will focus on student recruitment, retention and mentoring, leading to the completion of an associate degree in a STEM field. The grant will fund scholarships for 10 students per region per year; students in the program will work with coordinators in their region who help with career planning and industry connections.

Additionally, students who receive the scholarship will obtain local, industry-based summer internships to help determine a career path.

**Lafayette Journal and Courier
Clinton Prairie serious about College GO! Week
September 4, 2014**

A sign that reads "College begins in kindergarten" hangs in the hallway at Clinton Prairie Elementary School. Pennants from colleges throughout the state line the walls to encourage students to think about higher education years before high school graduation.

"They need to know it's an option," said Stephanie Kozuch, a counselor at the school near Frankfort.

The decorations are part of College GO! Week, a five-day event sponsored by Learn More Indiana. Each September, schools throughout the state participate in activities to encourage students from kindergarten to 12th grade to consider continuing their education.

This year, schools will celebrate Sept. 22-26.

But Clinton Prairie takes it a step further and celebrates all month. For six years, Kozuch has been involved with decorating the school and starting conversations with students about why college is important.

Students get an introduction to higher education and learn what their options are — two- or four-year schools, technical programs, apprenticeships, the military, etc. They learn what a major is and about living in a dorm or off campus. They are reminded that to get into college requires being a good student.

[Learn More Indiana](#) encourages elementary students to form good habits, such as turning in homework, studying for tests and listening to instructors.

Decorations and a monthlong trivia contest help stoke interest, Kozuch said. Signs on classroom doors tell students the year they will graduate from high school, and a map of Indiana marked with every college and university in the state — there are several dozen — hangs in the hall.

"I also have a sign on every classroom door that says, 'A college graduate teaches in this room. Where are you going to go to college?' " she said.

Kozuch makes an appearance during morning announcements to ask a trivia question related to college. Students may need to know the difference between a master's degree and a bachelor's degree, or the mascot of Butler University. Answers can be found on signs throughout the school.

After the question is asked, students discuss it with their teacher. Whichever class emails Kozuch with the correct answer the quickest wins a prize. Colleges and universities have supplied pencils, stickers and lunch bags with logos, she said.

Though the school tries to gear the month toward elementary students, Kozuch said she hopes to send the message that education after high school is an option for everyone. "We want to encourage students to start thinking about college early and in a way that they will understand and get excited about it," she said.

Franklin Daily Journal
Time to re-interpret "full-time" in college
September 15, 2014

As the current and former commissioners for Indiana's higher education system, we agree that on-time college graduation must become the standard rather than the exception it is today. Less than 1 in 10 full-time community college students complete an associate degree within two years and just 3 in 10 full-time students pursuing a bachelor's degree finish in four years.

If these students are attending college full-time and not part-time, why are so few graduating on time? One frustratingly simple reason is that many students just aren't taking enough credits each semester. This is the unintended consequence of flawed federal policy combined with misconceptions about what's in the best interest of students.

Since the federal government defines full-time enrollment as 12 credits per semester for financial aid purposes, students often mistake their “full-time” status with a guarantee for on-time graduation. In actuality, full-time students must take at least 15 credits per semester, or 30 credits per year, to earn their degrees on time. This disconnect costs students, families and taxpayers millions of dollars in extra tuition fees, loan debt and lost wages for each additional semester.

Equally troubling is the fact that students—especially low-income and first-generation college students—often are discouraged from taking more than 12 credits a semester. This well-intentioned but ultimately counterproductive advice is based on the conventional wisdom that students who “ease in” to college by taking fewer credits have a greater chance for success. The data tell a different story.

A recent report by the Community College Research Center adds to the evidence of what we’ve found to be true in Indiana and at institutions across the country: students who take 15 or more credits per semester earn better grades, are more likely to stay enrolled in school, and most important of all, they are far more likely to graduate.

With the launch of a statewide “15 to Finish” campaign this year, Indiana has joined a national movement led by Complete College America that aims to increase college completion by redefining full-time as 15 credits. In response, our colleges have incorporated the “15 to Finish” message into their academic and financial aid advising practices and students are becoming empowered as advocates for their own success.

Though most have embraced the “15 to Finish” campaign and the student-centered policies that support it, some critics have questioned whether this message is right for all students. The fact is many more students can benefit from increasing their credit accumulation. Indiana’s “15 to Finish” campaign is squarely focused on the nearly 40 percent of full-time Hoosier college students who are missing the mark of on-time graduation by only a couple courses each year.

We remain committed to advancing policies and practices that help all students, including part-time and returning adults, reap the rewards of a college credential sooner. We have all been inspired by the stories of students who finally earned their degrees after years of struggle. At the same time, we can’t help but wonder: If given a choice, would these students have wanted it to take so long?

**The Chronicle for Higher Education
In quest for success, colleges ask: What’s working?
September 15, 2014**

With the pressure on for higher graduation rates, better retention, and more-engaged students, colleges are deploying a variety of tactics in their pursuit of student success. But whether they’re offering a first-year experience or a flipped classroom, how do they know if the programs are working?

For some colleges, the urgency to better understand how their programs affect students stems from state appropriations that are contingent on retention and completion rates. For others, tight budgets

have prompted calls for evidence that programs are cost-effective and worthwhile. Still other colleges have campus leaders fond of data-driven development and analysis of campus programs.

Many of the so-called high-impact practices that colleges embrace, like learning communities and undergraduate research, are widely accepted as approaches that—if done well—have a positive impact on students. Still, campus officials increasingly want to know how effective those programs and policies actually are, and whether they need to be refined.

The California State University system, for instance, is in the early stages of an examination of programs designed to improve student success. Until recently, "a lot of the understanding of the efficacy of these practices has been anecdotal," says Ken O'Donnell, senior director of student engagement and academic initiatives and partnerships.

Previously, he says, it was enough to defer to the expertise of staff and administrators in student affairs and academic affairs. Now the system requires campus-based programs like peer mentoring, first-year experience, and learning communities to develop system wide definitions and goals. Within the next year or two, Mr. O'Donnell says, those "taxonomies," as system officials call them, will be paired with a "student-success dashboard" of campus-specific federal data on graduation and retention rates.

The resulting picture, he hopes, will provide Cal State officials with detailed information on which of their programs are working, and for whom. If all goes as planned, it will work like this: Instead of wondering how chemistry majors are faring, or African-American students, or those who take part in learning communities, officials will be able to zero in on, say, the retention and graduation rates of African-American chemistry majors who participate in learning communities.

Regardless of their circumstances or the way they carry out their evaluations, most colleges consider several factors when assessing their programs. Vincent Tinto, a professor emeritus at Syracuse University who has done extensive research on student success, sums up the central questions like this: If a program has a positive impact, does it justify the cost? If there's no positive impact, then why do we do it? How do we judge new programs? What about those that have been in place for years? And finally: How are we doing—and what can we do better?

Unlike in a controlled experiment, it can be hard for colleges to pinpoint the root cause of any changes, good or bad, in a student's performance. Student-centered programs rarely operate in isolation, and few institutions are comfortable designating a "control group" of students to receive little or no support.

"You would be hard-pressed to find a school in the country that says, 'We've identified these 10 things that are supposed to improve retention, and we're going to try them one at a time,'" says Alexander C. McCormick, director of the National Survey of Student Engagement. "You have a lot of things going on at once."

Dave Jarrat, vice president for marketing at InsideTrack, a company that works with colleges to improve student success (see related article, Page B10), says the absence of any methodology to track the effectiveness of multiple initiatives simultaneously makes it hard for colleges to figure out what works.

What's more, he says, most institutions don't think about measurement when they're starting a new support program.

"It takes so much effort to get the program through the political process and get it up and running that often measuring the success of it is an afterthought," Mr. Jarrat says. He thinks colleges should embark on new ventures with a spirit of "lean experimentation and constant measurement."

A lack of reliable data complicates matters further, he says. Federal graduation rates reflect the experiences of only a small slice of students: those who are experiencing college full time, and for the first time. So if colleges can't track the progress of those students relative to that of their peers on basic student-success outcomes, he says, it's hard for colleges to know whether they're on the right path with their support programs.

Indeed, to know what works, colleges need "real, solid data" about what happens with their students, says Kay McClenney, who recently retired as director of the Center for Community College Student Engagement at the University of Texas at Austin. And colleges that tend to shy away from closing ineffective programs need to shift from a culture of anecdotes, she says, to a culture of evidence.

"Confronting campuses with that information is a continuing act of courage on the part of a president or a dean," she says. "But that's what we see going on increasingly around the country."

In one measure-as-you-go exercise, Indiana State University is in the midst of evaluating a new campus policy aimed at helping low-income students stay on track to graduate. A new state requirement calls for Indiana's 21st Century Scholars—financially needy students who receive four-year scholarships from the state—to complete 30 credit hours by the end of their first year.

So Indiana State officials decided to try an experiment this past academic year that would help those scholars reach the 30-hour benchmark by the end of the summer. They allowed students who'd completed 24 to 29 credit hours by May the option to stay on campus for the summer term to finish as many as six free credit hours of courses. Those students were also eligible for a 50-percent discount on campus housing. Of the university's 650 freshman scholars, says Joshua Powers, associate vice president for student success, 125 were eligible. More than two-thirds of them opted to finish up the final credit hours.

In late August, officials crunched the numbers. "Is it the right kind of incentive?" Mr. Powers had wondered. "How did it work?"

They found that 70 percent of the scholars who had stuck around to finish those last few credits succeeded. Mr. Powers credits the experiment with a 2-percent increase in the retention rate of Indiana State's freshman 21st Century Scholars.

Sinclair Community College, in Dayton, Ohio, also leans heavily on data to inform its decisions about student-support programs. The college has isolated three cohorts of students, who were enrolled in

1998, 2003, and 2008, and followed all 17,000 for five years. The college also looked at which student-success efforts were in place at the time.

"There is a bump right around the time we started these innovative programs," says Kathleen Cleary, associate provost for student completion. More students were graduating or transferring into four-year institutions; fewer were dropping out. While it would be difficult to attribute positive gains to any one venture, she says, "I feel fairly confident that the programs line up."

The data suggested that Sinclair's student-success ventures, like the creation of resource centers at area high schools to help students become college-ready, and a "boot camp" of one-week refresher courses begun in 2010 for students who aren't ready for college-level math and English, were helping. But while the metrics were moving in the right direction, the analysis also revealed a lack of coordination among programs and offices, Ms. Cleary says.

This fall Sinclair will roll out a new, holistic approach to student success that is directly shaped by those findings. The program, known as Career Communities, will document and coordinate the advice that students receive on academic, career, personal, and financial matters. It will also involve constant evaluation: How many students reached milestones of 12 credit hours, or 24, or 36? How many earned certificates, or degrees? And for students, it will include surveys featuring a key question: Is this helping you?

Constant measurement is essential, Ms. Cleary says. The average community-college student takes five years to complete his or her two-year degree, she notes. "We can't wait five years to see if our changes are working."

Indiana Education Insight
A la carte or buffet style tuition?
September 15, 2014

Everyone understands that completing a bachelor's degree in four years is cheaper than taking five years or six. But only three in 10 Hoosiers finish a four-year degree on time, according to the Indiana Commission for Higher Education.

Each additional year costs about \$65,000 in tuition and fees and opportunity costs in the form of foregone earnings, according to new data from the Federal Reserve Bank of New York.

Twelve credit hours might be considered full-time, but it doesn't help students graduate on time. Anyone taking 12 credits per semester has effectively committed to a five-year graduation plan.

The typical college student focuses on the short term — worrying about the current semester's tuition bill or how to scrounge up beer money — rather than the long-term costs associated with an extended time to degree. Tuition policies that charge by the credit hour exacerbate this youthful proclivity by providing a disincentive to enroll in 15 credits. Some students opt to take 12 credits per semester

instead of 15 when they are charged additional tuition for the fifth course...despite the negative long-term financial consequences.

At Indiana public schools that charge by the credit hour, only two in 10 students enroll in 15 credits per semester compared to seven in 10 students at schools without per-credit hour tuition rates, according to ICHE.

To nudge more students toward taking 15 credits per semester, ICHE is encouraging all institutions to adopt “banded tuition” policies, and backing the program with a “15 to Finish” advertising campaign with the help of and Complete College America (CCA). CCA has designated tuition banding as a key strategy for incentivizing students to graduate college on time. Colleges are also being asked to incorporate the “15 to Finish” message into their academic and financial aid advising practices.

Under this structure, taking 15 credit hours would cost no more than taking 12 credit hours. Students are charged at a single rate for enrolling within the 12 - 18 credit hour band.

Put another way, students taking 11 credits or less would pay tuition on each credit, while students enrolled in 12-18 credits would pay for just the first 12.

The rationale is that students who would otherwise enroll in only 12 credit hours would go ahead and add an extra class to their schedule since they are functionally paying for it anyway.

Another plus: Institutions could even advertise the extra credits as “free”! From a budgetary perspective, the implementation of banded tuition would very likely require increasing the cost per credit hour (not counting a tuition hike). Moreover, due to potentially increased course loads, institutions might need to hire additional instructors to offer more classes, which could also impact space considerations.

Banded tuition is not without controversy. Opponents argue that students should only pay for the education they receive.

Although many students would benefit from tuition banding by taking more classes and graduating sooner, part-time and non-traditional students (today’s college majority) don’t have the ability to shoulder a heavier course load due to family and work obligations.

The “Resolution Encouraging Use of Banded Tuition as a Strategy for Student Success and Completion” adopted by ICHE in August urged institutions that do convert to banded tuition “to select a tuition rate that does not unnecessarily raise tuition for students currently taking 12 credits.”

At Ivy Tech Community College, which charges tuition by the credit hour, about three percent of students take 15 credits per semester.

Most of the Indiana University and Purdue University regional campuses, as well as the University of Southern Indiana and Vincennes University, also charge by the credit hour.

Credit completion trends vary greatly by campus, and while ICHE receives national accolades for transparency, the agency does not break out “enrollment intensity” by campus or institution.

Given that three in 10 Hoosiers complete a four-year degree on time, you should be able to easily deduce that a majority of students enroll in fewer than 15 credits per semester.

On a statewide basis, the average student from the high school graduating class of 2012 who earned a Core 40 diploma completed a measly 18 credits during the freshman year, according to ICHE.

Indianapolis Star
Tuition discount hopes to lure Hoosiers back to college
September 15, 2014

When you're 30, the first day of school can feel a lot like every other day.

You still have to worry about work, because you still have to pay bills. Those adult responsibilities age you beyond the teenagers and 20-somethings that fill the seats in your class.

Sometimes, those adult responsibilities will actually give you an advantage, a little extra focus. But they'll also work against you.

On this day, they fuel your first-day-of-school jitters more than anything else: How will you juggle it all?

"I'm just going to do it," says 30-year-old human services worker Ryan Morrolf in a half-answer, half-self-affirmation.

For years, she has thought about returning to school to get her bachelor's degree. This year, a timely offer from Indiana University-Purdue University Fort Wayne cinched her decision:

If you come back, we'll give you half off your college education.

Could slashing costs be just the right lure to hook the 737,000 Hoosier adults who once aspired to college credentials but never reached the degree?

State officials think so. Even if just a fraction of those adults with some college and no degree went back to school, it could help push Indiana's low college attainment rates up, squeeze down the widening workforce skills gap and prepare people for better-paying careers.

But for people who decided to start families early, who needed to jump right into work, who just might not have been sure how college fit into their life plans, that decision is not always so simple.

'Not as easy as it sounds'

What makes IPFW's incentive so attractive, and what could inspire another discount program across the state: Affording tuition can be tricky for people who have already dabbled in college.

"What we're trying to do," said IPFW vice chancellor for student affairs George McClellan, "is create a real incentive for people to come back. So here's your chance. If you can come back, we'll give you this amazing price."

Many adults have to pay for college out-of-pocket. They likely have already tapped into — and perhaps tapped out — their eligibility for financial aid.

Look at Morrolf: After serving in the military, she said she exhausted her GI Bill benefits in more than a year at Brown Mackie College.

None of her credits transferred. She decided to start over at IPFW. After one semester, she moved to Ivy Tech Community College in Bloomington for about a year, and then bounced to Ivy Tech in Fort Wayne.

Job searches and a family member's illness stalled her quest.

Despite receiving federal and state aid, she has already collected about \$20,000 in student loan debt. She needed that, she said, so she could afford to attend full-time without working.

When she goes back to IPFW this semester, she has at least one year of a federal Pell grant to cover tuition, with some cash left over — but she doesn't know if that aid will run out before she earns her bachelor's degree.

The IPFW incentive, she said, was "perfect timing."

"It means a lot," she said. "I haven't had to take out any more student loans. That's another reason I put off school. Until this past April, I wasn't finding any employment. I didn't see any point in continuing my degree path, because social work doesn't pay much, and I already had all these student loans."

Morrolf is distinct from the 737,000 "some college, no degree" population because she obtained her associate degree, but as an adult learner she faces many of the same challenges on her way to a bachelor's.

For this semester only, IPFW extended the half-off offer to about 3,000 of its former students who were at least halfway to bachelor's degrees but had taken at least a year off. They also had to be Indiana residents who had maintained good grades.

The offer touted a potential savings of \$7,800. About 100 students enrolled with the comeback program, IPFW reported.

"It's not as easy as it sounds," McClellan said. "The longer you're out of school, the more comfortable you become. You learn to build a life without a degree."

The state's Commission for Higher Education is working to create a database of former college students who never graduated. That's one in five out of all Hoosier adults.

The database will identify how many credits they have collected, and how much financial aid eligibility they have left, said Sarah Ancel, associate commissioner for policy and legislation.

In partnership with public and private colleges, the state hopes to reach out to those adults by January 2016. The goal: to graduate 200,000 of those returning students.

"That's very ambitious," Ancel said, "but that's driven by what the state needs."

It's such a critical population that state higher education chief Teresa Lubbers is hoping to pitch lawmakers to reward returning adults with a bonus if they go back and finish college.

She said she envisions a completion grant, perhaps by forgiving some of those returning students' tuition costs once they earn degrees.

"It's not something that's a quick fix," said Christine Marson, strategy officer at the Lumina Foundation, an education nonprofit. "But it's certainly doable. It's something Indiana can do if they have the resources and the will to do it."

'You've started, it's time to finish'

But Marson points out that success among returning adult learners is not as easy as just sending a letter and getting them back for one class.

It's hard to say how many college dropouts ever return to school, how many earn degrees and how long it might take them on average.

In a 2012 push to encourage students to re-enroll, Ivy Tech sent out more than 50,000 postcards, emails and letters and left more than 6,000 voicemails for former students. About 8,000 came back.

Similar efforts in other states such as Georgia and Minnesota have reached out to masses of students and enticed small but significant percentages to re-enroll, Marson said. In Georgia, the data showed the recruiting efforts resulted in exponentially larger re-enrollment rates.

Graduation rates of those, however, remained very small in two years of data in Minnesota.

"A college degree. What's it worth to you?" the marketing materials say. "Your degree may be closer than it appears. The more you learn, the more you earn. You've started, it's time to finish."

A key piece of Indiana's push toward bringing former students back to school: Catering to the various and diverse needs of adult learners.

Schools can't stop family and work conflicts from arising, but experts say they can smooth the path to a degree.

That means offering more online classes, giving credits for what students already know and creating accelerated degrees for adults to finish as quickly as possible.

"They want to see the application of, how is this going to help my career?" said David Rose, vice president of nonresidential enrollment management and marketing at Indiana Wesleyan University, which caters to nontraditional students. "It's not just education for the sake of education."

It will also require tweaks to make student services, like advisers and the bookstore, open at night or on weekends.

"The school has to be flexible in order to make these students feel comfortable," said Kathy Lee, chancellor of Ivy Tech's Central Indiana region. "When they do come back, they need to feel at home on campus. It's OK to come back, no matter what age you are. We'll accommodate that you're not 18."

At Ivy Tech, re-entry students have to take a one-credit orientation-type "101" class, on topics such as personal finance, problem-solving, calculating your GPA, tracking your financial aid and interacting with professors.

Returning students might also need help catching up academically if they've been out of school for long periods.

But just coming back, many say, shows proof of persistence. And that drive to return to college often motivates adult students to work through life challenges to finally reach their degrees.

Morrolf, the social worker going back to IPFW for her bachelor's degree, is counting on that to carry her through the rest of her college career while she continues to hold down her job.

She can schedule her clients around her classes and on weekends, writing up case notes at night. If she can get to her degree in two or three years, she said it will bump up her current salary and open up more employment opportunities.

"I'm kind of, you know, apprehensive," she said. "Just because it's going to be a lot of work, with working full-time. But I'm excited. I need to do this for myself, even if I don't want to."

Northwest Indiana Times
Educators push college completion
September 19, 2014

A number of initiatives have been put in place to make college completion a reality, in line with the goal of the Indiana Commission for Higher Education that 60 percent of Hoosiers obtain credentials or degrees beyond high school by 2025.

To meet that goal, Indiana Commissioner for Higher Education Teresa Lubbers said more high school students must continue their education after graduation and more working adults need to go back to school. But that aspiration is not enough. For every 10 students who enter the doors of an Indiana college, only five will graduate. Only half of those who do graduate finish on time. This low completion rate represents a huge missed opportunity for the state, she said. To meet that goal, Lubbers said

Indiana must pursue every option to help students who aspire to a college degree graduate, and do so in a shorter time and at a lower cost.

Most recently, college leaders announced that nearly 2,500 college freshmen at Indiana State University, Indiana University Purdue University in Indianapolis and Ivy Tech Community College will be connected with a trained “College Success Coach” this fall through a new state initiative designed to increase graduation rates by up to 15 percent for students enrolled in the state’s 21st Century Scholars program. Supported by a \$2.4 million grant from USA Funds to the Indiana Commission for Higher Education, the coaching initiative is part of a larger redesign of Indiana’s early-promise scholarship program that emphasizes clearer expectations for students and proactive support at all levels.

Lubbers said, “We firmly believe that all scholars can be successful, and a growing body of research indicates that an effective college coach can empower students to overcome the barriers that all too often prevent them from completing college and reaching their full potential.”

The hallmark of college coaching is a one-on-one relationship that helps students to decide what they want out of college and then map out a plan to make it happen. During regular meetings, coaches encourage students to identify obstacles, create contingency plans, connect with on-campus resources and link their short-term actions to their long-term goals. Scholars will learn to balance work, personal commitments and financial challenges with a demanding academic load while developing time management and problem-solving skills that are critical to long-term success in college, their career path and in life.

Purdue University North Central Chancellor James B. Dworkin said there is a direct relationship between educational attainment and economic development. He said college graduates have access to better jobs with higher salaries, as compared to those individuals without college degrees.

“We can look at evidence from across the country that shows the states with the highest rates of college graduates have the highest per capita incomes. For example, Maryland ranks second nationally with 36.9 percent of its residents holding college degrees, and it has the highest median household income. Indiana ranks 40th nationally in higher education attainment and 41st in personal per capita income,” he said quoting from the U.S. Census Bureau.

Dworkin said a college degree increases one’s earning potential. During a 40-year full-time working life, the median earnings of bachelor’s degree recipients without an advanced degree are 65 percent higher than the median earnings of high school graduates, he said. People with disposable income help to stimulate the economy with their disposal income. And statistics show that these higher incomes produce more tax revenue that is invested into the community’s schools, library, public safety and infrastructure,” Dworkin said.

The Bureau of Labor Statistics shows that the most recent unemployment rate for those with a high school degree is 6.1 percent, compared with the unemployment rate for those with a bachelor’s degree or higher at 3.1 percent.

That is why the Indiana Commission for Higher Education has set the goal of increasing the education attainment of Hoosier adults so that 60 percent of Indiana's adult population holds bachelor's degrees by 2025, Dworkin said.

"As Purdue University North Central and Purdue Calumet move through the unification process we are mindful of our students and work hard to see to it that all of our decisions help ensure their academic success. We are both following the guidelines of Indiana's 15 to Finish initiative that encourages students to take at least 15 credit hours a semester to help them graduate in four years."

Dworkin said at PNC, there is a successful concurrent enrollment program that allows qualifying high school students to earn college credits or dual credits as they earn their high school diplomas. "This will give them a head start on their college degrees and many of these students will graduate in less than four years. They'll not only enter their career fields a year early, but they will graduate with significantly less debt," he said.

Ivy Tech Community College has been a leader in saving students and their families millions of dollars with the dual credit program which has allowed high school students to earn college credit while simultaneously earning their high school diploma.

Chancellor Thomas Coley, who oversees the Ivy Tech Community College Northwest and North Central, said there are two issues -- pushing for completion and making sure students are accountable and complete the credential.

"Sometimes students may take up to six years completing a program because they are going part time," he said. "We see numbers that say our completion rate is lower because students don't complete the associate degree in two years. They must take 15 hours per semester but most aren't doing that. It's hard for them to take a full schedule when they are also working 30 to 40 hours per week. Dual credit helps toward reducing the costs for students."

Coley said the college is offering a new program called the Associate Accelerated Program (ASAP), already operating on other Ivy Tech campuses, which provides recent high school graduates with the opportunity to earn an associate's degree in one year. He said that program will be offered at the Gary campus beginning in January. He said it has a high success rate of 90 percent student completion.

Linda Woloshansky, President and CEO of the Valparaiso-based Center for Workforce Innovations, said it is imperative that high school students understand the reality that their entry and successful completion of post-secondary education has a solid return on investment. "It is important that you have a plan on how you will use that post-secondary degree or credential for your own self-sufficiency," she said.

Banner Graphic
What do you want to do when you grow up?
September 21, 2014

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 children, 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. 22-26 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 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.

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 and project experiences in 4-H provide hands on opportunities to learn and meet those who practice in various professions.

Additionally this past year, a new 4-H project titled "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 toward 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.

Visit our homepage at 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.

WIBC
College GO! Week: Getting students to think about life after high school
September 22, 2014

This week is College Go Week, as the state's Higher Education Commission tries to get students and parents to think about what happens after high school.

Just about every school in the state has activities planned for the week, "to make sure that students and families know what they need to do to be prepared for college," said Teresa Lubbers, Indiana's Higher Education Commissioner. That doesn't mean only high schools - many middle and elementary schools are taking part. "As you might imagine, we think it's never too early to start thinking about college."

Colleges and universities are also involved, with many of them setting aside application fees for a period of time, with a statewide college application day planned for October 28th. "We encourage (students) to participate in campaigns that would allow them to win 529 plans or for schools to win \$1,000 for college prep activities. We basically circle them with as much information as we can to get them ready for college," Lubbers said.

College Go Week is part of Indiana's effort to raise the state's college completion rate. Right now, less than 40-percent of the state's residents have a degree or post-secondary certificate. Indiana is trying to raise that to 60-percent. "We have a big goal. We have a big gap, and a week like this gives us a chance to really focus on it and to change the culture, so that Hoosiers understand the value of education beyond high school."

Indianapolis Star
6 ways to avoid college application fees
September 22, 2014

It's not just the costs of tuition and textbooks that add up for college students — you often have to shell out \$20 to \$60 just to apply to certain colleges.

But for Indiana public and private colleges, here are a few tricks for sidestepping those nonrefundable fees:

- **Some colleges waive application fees in September:**

Indiana State University, Indiana University-Purdue University Columbus, Indiana University-Purdue University Fort Wayne, and Vincennes University all waive their usual application fees in September for College GO! Week, a statewide campaign to promote college enrollment. Apply for free Friday to IU-South Bend at its on-campus event.

- **Some colleges have no application fee at all:**

Those include Butler University, DePauw University and several other private Indiana colleges. Check the state's list of fees and deadlines: in.gov/collegeweek/2471.htm.

Ivy Tech Community College is always free to apply.

- **Ask your guidance counselor to submit a waiver:**

High school guidance counselors can submit fee waiver request forms for students with financial hardships with this form from the National Association for College Admission Counseling. This includes students receiving free or reduced lunch. If you used a waiver to pay for taking the SAT, you also automatically receive four college application fee waivers through the College Board.

- **Apply online and make your deadlines:**

At Franklin College, for example, submitting an application online is always free, said spokeswoman Deidra Baumgardner. It's free to submit a paper application, too, until Dec. 1. After that, a paper application carries a \$40 fee.

- **Maintain your scholarship status:**

Students in the state's 21st Century Scholars program automatically have fees waived at some Indiana colleges. Students with financial needs can qualify for the Scholars program in 7th or 8th grade, and they must maintain academic performance and college readiness benchmarks through high school.

- **Just ask:**

According to the Indiana Commission for Higher Education, some colleges offer college application fee waivers if you visit campus, or if you are a veteran or child of a veteran. Colleges may also waive fees at their discretion for students with financial need, or foster children or orphans.

For more information on Indiana college admissions, go to LearnMoreIndiana.org.

**Chicago Post-Tribune
Contest for College GO! Week starts now
September 23, 2014**

INDIANAPOLIS — Teresa Lubbers, Indiana Commissioner for Higher Education, kicked off "College Go! Week" with schools across the state by announcing a fun way to help students in all grades plan for their education beyond high school.

"College GO! Week is all about giving Hoosiers the information and support they need to not only go to college, but to complete college," Lubbers said. "Whether you're a child starting school or an adult planning to return to school, there are specific steps you should be taking now to be on the path to college and career success."

Schools are challenged to help students in all grade levels to complete what Lubbers calls practical college-readiness activities.

This will include creating a graduation plan geared to each grade level.

It also includes high school students visiting college campuses and seniors actually applying to college, now.

Lubbers said, "Many Indiana colleges are waiving application fees in support of College GO! Week." For more information about fee waivers, grade-specific checklists and other related college-planning resources go to the College GO! Week website at: www.CollegeGoWeekIndiana.org.

The last day for contest entries for both the student contests and school contests is Nov. 21.

Student Contests will see one student at each grade level from kindergarten through grade 12 from throughout the entire state will win \$529 for their College Choice 529 Savings Plan.

Elementary Students in grades K-5th will complete a poster activity and middle and high school students from 6-12 will write an essay explaining how \$529 will help them prepare for college.

Entries must be submitted by 5 p.m. Indianapolis Time or Eastern Standard Time (EST) Nov. 21. To find out what you have to do go to www.LearnMoreIndiana.org/contests.

This is also a contest for the schools. Lubbers said that three Indiana schools from the entire state, one elementary school, one middle school and one high school, will win a \$1,000 grant to support their local college readiness efforts. The Deadline is 5 p.m. (EST) Nov 21. Go to www.LearnMoreIndiana.org/contests

According to Ali Curtis, communications and Media Relations Manager for the Indiana Commission for High Education said that high schools across the state will be hosting College Application Day on October 28th to help seniors complete and submit at least one college application.

School counselors will work directly with the seniors to walk through the application process step-by-step and students will also be encouraged to start their financial aid forms.

For more information go to: www.LearnMoreIndiana.org/events.

Brenda Wolski, Crown Point High School Counselor — Grades 10-12 said, "We have 4 counselors that are 10-12 counselors who will be on hand."

They will be helping senior's fill out the applications for the October 28th College Application Day. That is something that the CPHS counselors do on a regular basis.