

INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

December 10, 2015

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INDIANA COMMISSION *for*
HIGHER EDUCATION

**DECEMBER COMMISSION MEETING
AGENDA**

Thursday, December 10, 2015

HOTEL ACCOMMODATIONS

TownePlace Suites Indianapolis Park 100
By Marriott
5802 West 71st Street
Indianapolis, Indiana 46278

COMMISSION MEETING

Ivy Tech Community College
Corporate College and Culinary Center
2820 N Meridian Street, Indianapolis, IN 46208

WORKING SESSION & BREAKFAST

9:00 A.M. – 11:30 A.M.
Conference Center, Room 119/121

CALL IN INFORMATION:

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

WiFi INFORMATION:

IvyGuest

WORKING SESSION TOPICS

- Ivy Tech: Background and Summary of Recommendations
- Dual Credit and the Higher Learning Commission
- Return on Investment Report, Third Generation
- Legislative Agenda
- Committee Report Outs

All events take place on Eastern Time

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

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Room 108-1

Lunch Guest

Tom Snyder, President

COMMISSION STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Conference Center, Room 119/121

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Conference Center, Room 118/120

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WiFi INFORMATION:

IvyGuest

I. Call to Order – 1:00 P.M. (Eastern)
Roll Call of Members and Determination of Quorum
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New Business**

VI. Adjournment

The next meeting of the Commission will be on **February 11, 2016, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, October 8, 2015

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College Northwest, 220 Dean Johnson Blvd, South Bend, IN, with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Sarah Correll, Jon Costas, Jud Fisher, Allan Hubbard, Chris LaMothe, Chris Murphy, Dan Peterson, and Caren Whitehouse. *On the phone:* Susana Duarte de Suarez.

Members Absent: John Conant, Lisa Hershman, and John Popp.

CHAIR'S REPORT

Chairman Bland began his report thanking, on behalf of the Commission, Ivy Tech Northwest's leadership for their hospitality during yesterday's events and for hosting our meeting today.

Mr. Bland requested a moment of silence in recognition of the victims of the Umpqua Community College shooting in Roseburg, Oregon.

Mr. Bland asked that we mark our calendars for the Student Advocates Conference, a first-of-its-kind opportunity for mentors, advisors and student support staff to share best practices and learn about state policies and initiatives. More information can be found on the Commission's website.

Mr. Bland closed his remarks thanking Chris Murphy, South Bend resident and longest standing Commission member, for his hospitality to the Commission and staff while in South Bend for this meeting.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report bringing to attention news about Fred Bauer, a longtime past member of the Commission for Higher Education, in fact, the longest serving member of the Commission. He served from 1973, two years after the Commission was formed, until 2005. Mr. Bauer passed away on Tuesday. He was an attorney in Terre Haute and also a member of the Indiana House of Representatives. In addition to being on the Commission for 32 years, he served two distinct two-year terms as Chair of the Commission. Ms. Lubbers thanked Diane McKee for letting us know about this.

Ms. Lubbers shared a report entitled, “Recommit to Sustaining the Momentum for College Degrees”, and said you can read it at your leisure but pointed out a couple data points worth mentioning. It starts with a mention of the U.S. Census Bureau’s Annual American Community Service Survey and it indicates that Indiana grew by 1.5 percentage points in our attainment level, measured by associate degrees and higher, in the last two years. The other data point to mention is that Indiana moved from 41st to 38th in the United States and hopes that it is the beginning of a trend and it is important to acknowledge when we are moving the numbers in the right direction.

Our sixth annual College Go Campaign kicked off with an event at Crispus Attucks High School on September 25th and will run throughout the semester. I encourage you to visit LearnMoreIndiana.org to view our new and improved resource to guide Hoosier families through every step of the college and career planning process. Students can explore all our colleges with an interactive map that features a broad range of information about schools by campus. October 23rd is College Application Day. High schools across the state will be helping seniors complete and submit applications and many of our colleges and many universities are waiving the application fee. The new website also includes resources focused to assist returning adults and Indiana’s military service men and women. This will help in building momentum for our Return and Complete Campaign that is designed to reach the 750,000 Hoosiers who have some college but no degree.

Obviously, a part of being ready for college is being financially prepared. For many students that means applying for state and federal financial aid. IN recent days, the U.S. Department of Education announced that it will be easier for students to apply for aid. First, the Free Application for Student Financial Aid (FAFSA) will open earlier on October 1st so that students can file the FAFSA at the same time they are starting to apply for college. Second, it announced that the “prior prior” tax year data will be used to calculate need. This change will give students three additional months within which to file the FAFSA, will allow nearly all families to take advantage of the IRS lookup tool that allows families with a click of a button to import all tax data from the IRS database to the FAFSA form and dramatically shorten the time it takes to complete it. It also will reduce the number of students that must go through the verification process. This is a change that states have been recommending for a long time and it’s good that the federal government has responded accordingly.

On Tuesday, we reconvened the Dual Credit Advisory Committee that was established in 2009 to ensure more opportunity for quality dual credit offerings throughout the state. Recent action by our accrediting agency, the Higher Learning Commission (HLC), and the impact on school and students throughout the state was the impetus behind bringing this group back together. Most members are new and I am co-chairing the group with Superintendent of Public Instruction, Glenda Ritz. Our goals are to gather and communicate concerns with HLC and to focus on solutions that can ensure dual-credit opportunity, equity and quality. The changes approved in June 2015 and guidelines issued a few days ago require dual credit teachers to have master’s degrees and at least 18 credit hours in the subject area they teach. Indiana’s policy, which was ranked second among the 19 states HLC accredits, states that teachers must have credentials consistent with those required for on-campus faculty or a development plan approved by the college to satisfy that requirement. Regardless of the HLC policy, it’s clear that we need to address a shortage of dual credit teachers in the state. The work of the Dual Credit Advisory Council will guide our work.

CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2015 COMMISSION MEETING

R-15-07.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the September, 2015 regular meeting (Motion – Fisher, second – Murphy, unanimously approved)

II. PUBLIC SQUARE

A. Best Practices of Community Colleges

1. Tristan Denley, Ph.D., Vice Chancellor for Academic Affairs
Tennessee Board of Regents
2. Stan Jones, President, Complete College America
3. Dhanfu Elston, Ph.D., Vice President, Complete College America
4. Dr. Seelpa Keshvala, Campus President, Ivy Tech Warsaw

Dr. Tristan Denley, presenting via video conference, began by stating that he would provide a brief overview of what is going on in Tennessee and then be available for questions.

He stated that at the Tennessee Board of Regents, there are 13 community colleges in the overall system. As part of the system, there are six four-year schools and 26 colleges of applied technology which offer one-year programs. Back in 2010 in Tennessee, the Legislature passed the Complete College Tennessee Act and changed the focus of the system to recognize ways and initiatives that we can help students and arrange the structure of our program so that increasing proportions of students succeed and finish with a credential. That was dovetailed with the Governor's initiative, Drive to 55, where the aim is by 2025 more than 55% of Tennessee's populous will have a post-secondary credential. We've created a new strategic plan around that to get us to that goal, graduate by graduate. We want them to have meaningful credentials that will work for them in the workplace.

The strategic plan includes helping students recognize the direction they're going in and having students arrive on campus and choose a degree program or academic focus. They may no longer be undeclared and we have counselors available to help them. We created guided pathways that include sequenced curriculum that enables students to graduate in a timely fashion.

The strategic plan includes the Tennessee Transfer Pathways, a 52 subject-driven two-year curriculum in which the student follows the course structure and graduate with an associate degree. That degree seamlessly transfers into any of the public four-year schools and the majority of the four-year private schools in the state.

We are recognizing places where students get stuck. We've been partners in work with Ivy Tech Community College (ITCC) pioneering this Corequisite

Remediation structure that is fully implemented in our system and has shown remarkable improvements in the success rates of students in those initial math, reading and writing classes. We are working on course redesign initiatives across that initial gateway structure. What we see once the predictive analytics work is that the students' success in those initial courses has an enormous effect on the likelihood of that they will succeed throughout the rest of their curriculum and go on to graduate.

All of that is dovetailed to a commitment to both rigor and currency in the workplace. All programs go through a five-year review, an academic audit, where the curricular structure, success of students and the fit with potential employers is reviewed. We collect placement and employment data for students who graduate from community colleges and, in the future, universities. We survey our students and employers to find graduates and see to what degree they are actually employed in their field to see whether that degree dovetails into work. We also look at the proportion of graduates who are employed to give us an understanding of how marketable our graduates are.

Mr. Bland introduced Stan Jones, present via conference phone. Mr. Jones stated that Dr. Dhanfu Elston, at the meeting in person, will present a collaborative presentation on behalf of Complete College of America (CCA). Mr. Jones stated that he will remain on the phone in order to be available for any questions.

Dr. Elston stated he would like to share some exciting things that are happening throughout the country related to college completion. Some of the work that CCA has included work with Dr. Denley, ITCC and the Commission.

At CCA we have to deal with the bitter truths and determine how bold we can be in restructuring and changing institutions so the vast majority of students ultimately persist and graduate. Dr. Elston shared slides showing what CCA sees throughout the country as well as some future directions.

He said if we could have one large conversation about everything we could do to help students, we would have an exhaustive list. CCA honed in on five key "game changers", strategies where we have seen significant returns on investment. These include: Corequisite Remediation, Math Pathways, Full Time is Fifteen, GPS Direct Route and Structured Schedules.

Dr. Elston discussed Corequisite Remediation stating that too many community college students start in remediation, currently 60%, out of which very few ever end up passing a gateway course. 7% of students placed into remedial math fail to enroll in a gateway course within two academic years. Corequisite Remediation provides academic support as a corequisite and not as a prerequisite. This strategy provides help for students when they need it.

At ITCC, Corequisite Remediation has been implemented. Before that, 25% of students were passing an English course in three semesters. Now, over 50%

complete in one semester. Previously, 9% of students in remediation were passing math in three semesters. Now over 55% of those students complete in one semester.

Dr. Elston discussed Math Pathways and said that college algebra is a pre-cursor to calculus and important for STEM programs, but perhaps not for Liberal Arts or Business majors. Another strategy is looking at different pathways for a student to be able to pursue a degree in a math course better aligned with the ultimate workforce demands and has a more clearly defined pathway.

ITCC has been putting some of that together and combined Corequisite Remediation, Math Pathways and making certain that placement is looking at those students in the middle range. Indiana Math Pathways is doing ground-breaking work. A state-wide working group has been organized by the Indiana Commission for Higher Education and single articulation Pathways are in the process of being created.

The next strategy has been Fifteen to Finish, or Full Time is Fifteen. Students who don't complete 30 credit hours in their first year are less likely to graduate. Students who take more credit hours and are on a track for a two-year degree graduate at faster rates than those who don't. Only 29% of students nationally at two-year institutions are taking 15 credit hours per semester.

Dr. Elston shared a graph that showed the difference in credit hours attempted and completed among Indiana University Purdue University's (IUPUI) students once IUPUI started their Fifteen to Finish effort. There was a dramatic shift in students taking 15 credit hours per semester.

Another strategy is GPS Direct Route. At most of our institutions, there is no clear path. GPS is about putting students on a direct route that they can really understand what it's going to take for them to graduate. CCA looks at it in a very behavioral type of way. Many students not only accept, but welcome a default schedule designed by informed professionals. Students don't "discover" the right path; after choosing a major, the academic map is the default schedule. Georgia State University (GSU) has done a great deal of work in implementing GPS and helped bridge the equity gap utilizing degree maps and intrusive advising, raising graduates rates 20% in the past ten years.

Indiana has been at the forefront of GPS work. All Indiana institutions have implemented degree maps. They are now developing e-advising systems and Indiana University and ITCC are strengthening transfer pathways.

Dr. Elston talked about the next strategy, Structured Schedules, a block schedule of classes in which students choose programs or majors and not courses. Students know what block of time they will be in class so that they may schedule their family and work obligations in a more seamless way. By implementing Structured Schedules, Guttman Community College in New York City has seen doubled graduation rates. At Tennessee Colleges of Applied

Technology, 75% of students graduate with Structured Schedules. With the ITCC ASAP program, students can earn an associate degree in 12 months in a 12 month, 5 day a week, all day intensive program. The program has 59% of students graduating on time in 12 months and 66.3% on-time plus one semester.

Compelling facts lead us to compelling thinking. When we assess the data, it provides us with a direction we can go with community colleges and colleges around the country. 30% of full time students complete a certificate or degree at community colleges within six years when they are on a two-year plan. 70% of full time students do not complete a degree or certificate. Our community colleges are under resourced, they serve commuter students, adult learners and lower income students and need a highly structured environment for their students to be successful.

There are a number of recommendations and concepts that we have been thinking about particularly related to community college students. One concept is the Full Time Student Concept in which full time students would default into a block schedule of courses. They would choose a morning or afternoon block to organize their schedule allowing them to work or have time for family obligations and improve completion rates from 55 to 80% compared to the national average of 30%.

We also know that part time is essentially a bridge to nowhere for most of these students. 90% of part time students will not get a degree or certificate within six years. The Part Time Student Concept has part time students in a career program complete a certificate of economic value in the workplace before pursuing an associate degree. The courses and schedule are preset for students to finish in two years or less. The time could be reduced with blended and competency based courses (CBE). The 90% failure rate is so high these students need a shorter term objective of value within a specific time.

The Priority Registration Concept would offer priority registration to students on track to graduate in two and three years, students with full time block schedules, full time students and part time students in the certificate option. This is incentive for students to pursue the best path.

Dr. Elston turned the presentation back to Mr. Jones. Mr. Jones stated that with these concepts, you must think about what we are really trying to accomplish. If you look at colleges throughout the country, they are not remarkably different in terms of completion rates. If I were from Chicago, Philadelphia, Washington, D.C. or San Antonio, the graduation rates for all the community colleges are about 10-12%. This is not as much about ITCC as it is about community colleges generally and it has to do with the structure of how they are organized. As Dr. Elston said, they are under resourced and never have the number of advisors and full time faculty that the universities have.

All the examples show that students who go to block schedules do remarkably better, whether in technical or liberal arts colleges. Block scheduling is the first recommendation and should be the default starting with incoming freshman. The second recommendation is for part-time students in career programs to first get a certificate before pursuing an associate degree so at least they would have a certificate of value in the workplace if they left. The final recommendation is to have early registration and priority registration for those students who are on-path.

Ms. Lubbers asked Dr. Denley to speak a little bit about the process used in Tennessee in terms of enrollment, completion rates, demand, labor-market outcomes to determine what they are auditing and what the results of audits might be. Dr. Denley stated that it was a combination of all of those things. They have been trying to find ways in which there is more alignment across all of the programs and schools. The transfer pathways standardize curriculum which is then delivered across the state. We look at programs that are low-producing, for example those with less than ten graduates a year over a five-year period and ask why that is the case. We determine if it is a situation of low demand, and if so, is that a result of the program no longer being relevant or is it because students are not finding the program. They use analytical techniques to see where it is people are getting stuck if there is a healthy enrollment but not many people finishing it. So understanding why, what's happening and if there are curricular barriers is important. We also make sure that the qualification the student receives is the qualification the employer would expect.

In response to Ms. Lubbers' question if they use those labor outcomes as a performance funding mechanism, Dr. Denley said they use a funding formula completely focused on outcomes. One of those outcomes is graduate placement rate.

Mr. Hubbard stated that it is his understanding that the results of your outcomes focus have been exceptional in getting graduates placed in good jobs. In response to Mr. Hubbard's question if Dr. Denley has statistics regarding the phenomenal results at Tennessee in job placement and those graduates being successful, Dr. Denley said that they are focused on helping students to graduate. He said we they are developing partnerships with industries to see how they can reposition degree programs to see how they can be more meaningful and have seen very significant changes. To meet our 55% goal by 2025, we have to have a 2-3% increase annually and we are on track.

In response to Mr. Hubbard's question whether his understanding is true if they inventory what jobs are open today and projected in the future and tailor course offerings to prepare your students for those jobs, and reward schools on how effective they are on getting graduates into these jobs, Dr. Denley said yes.

Mr. Bland introduced Dr. Seelva Keshvala as the final panelist.

Dr. Keshvala said we are making great progress in Indiana in providing students from low-income backgrounds increased access to higher education. A great example of this is our state's 21st Century Scholars program offering income-eligible Hoosier students up to four years of paid tuition to attend select Indiana colleges and universities once they graduate from high school if they meet certain expectations and guidelines.

Despite this effort to increase access for this demographic, we are falling short in a key area of college completion. Despite scholars attending college at a higher rate than their counterparts, they are not persisting at the same level. In 2013, only 1 in 10 Scholars were graduating on time and less than a third earn a degree in less than six years.

Access without support is not opportunity. We have to couple access with the right kinds of support so that students can be successful once they enter onto our campuses.

We were able to create and design a program geared specifically to the success of 21st Century Scholars students, thanks to Chancellor Coley and President Snyder securing new monies to implement the comprehensive program. We are calling this program Ivy 21st Century Scholars Program. The program was launched on the Warsaw Campus in fall of 2014 and the preliminary results are excellent. The program is scaled across the other six campuses in the bi-region.

Dr. Keshvala said the national Educational Opportunity Program model is the framework we are using for the program's implementation with two-fold objectives to: develop, deliver and manage a comprehensive program to support the persistence, degree completion and transfer of currently enrolled 21st Century Scholars; and to recruit new 21st Century Scholars to the Warsaw campus by working collaboratively with high school partners to ensure a seamless transition.

Before its implementation in 2014, there were only 14 identified active Scholars on campus and no process for handling state aid cases or advising Scholars on program requirements. The persistence rate was less than 20% between Fall 2013 and Spring 2014. There was no campus participation in 21st Century Scholar outreach efforts. By 2015 the number of Scholars on Warsaw campus grew from 14 to 60. The persistence rate grew to 91% between Fall 2014 and Spring 2015 and 71% between Fall 2014 to Fall 2015. Between Spring 2015 to Fall 2015 74% of Scholars earned a 2.5 cumulative GPA or higher. Between Spring 2015 to Fall 2015, 45 21st Century Scholars matriculated to Ivy Tech thus far for 2015. All of these efforts and results clearly show that access with support equals opportunity and success.

Mr. Murphy stated that in terms of transitions, we have been fighting the problem of trying to increase our outcomes funding. In response to his question for Dr. Denley regarding what led to the decision to go 100% performance-based funding and how did you manage through that transition, Dr. Denley said

it was an initiative the former Governor got behind toward the end of his second term. The creation of this new formula was part of the Complete College Tennessee Act and all of the funds would be based on outcome, not enrollment. They calibrated the initial settings of the formula in such a way that it produced exactly the same outcomes as the old formula in year one and that was the way the transition was made so there wouldn't be any immediate jarring of finances. After that, outcomes gradually changed to reflect performance. The formula works on a three year rolling average. It is as important for this formula to be stable and predictable as it is important for there to be an ongoing adjustment to make sure it's working properly.

Mr. Costas requested Dr. Denley's comments on the three recommendations from Mr. Jones and Dr. Elston on block scheduling with rigid pathways, requiring part-time students to get certificates before pursuing associate degree and the concept of priority registration for students on a pathway to graduate on time. In response, Dr. Denley said that it is wise advice and exactly the kinds of things we've seen success with and they are still in the throes of implementing that.

Ms. Lubbers said much of what we have talked about regarding changes in practices, particularly advising, might come with some upfront costs. In response to her question, has CCA been able to think through what the long-term financial payout might be in terms of retention, graduation or on-time graduation as a counter to what would be upfront costs, Mr. Jones said that there may be some upfront costs, but Georgia State University has a good model for implementing the changes while managing the upfront costs. With increased revenues from higher retention rates with the success of incorporating these changes, that will more than enough pay for these costs.

In response to Mr. Bland's question related to her emphasis on advising as the hallmark to success, how are they using advising and how can we as a state use some of these support systems before students arrive on campus, Dr. Keshvala explained how they are trying a case-load concept. Whenever they have a 21st Scholar come to campus, their 21st advisor takes personal accountability for their success. In terms of priority registration, this advisor has the students registered well before they go on break for the following term. Prior to this model, it was a very transactional advising concept where students would come in the door needing something specific done and the advisors would take care of that request but there was no ownership of that student belonging to that advisor and helping that student navigate the system. This person is also playing the role of an outreach coordinator and going into the high schools as well.

III. BUSINESS ITEMS

A. Academic Degree Programs for Full Discussion

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

Dr. Margie Ferguson presented this item.

Mr. Murphy referenced an earlier conversation regarding the employability of communications graduates and expressed concern that this program is not rigorous and quantitative enough. In his business experience, communications graduates lack a strong math background including statistical capabilities and managing data. In the field today it is necessary to understand data. They are not facile in multiple-channel communications and aligning communications among multiple channels. In some cases they are good about surveying but terrible about an observation. He stated that he would be interested in what we are doing in South Bend and what we may do with this program to become more rigorous in the hard side of communications as opposed to some of the theories and the softer side. In response to Mr. Murphy's comments, Dr. Ferguson said the core of the program involves research methods and part of that is quantitative methods.

Dr. Ferguson invited Ms. Martinez to respond more in depth to Mr. Murphy's concerns. She said that math is not something communication professionals like to talk about but it is absolutely important and specifically with regard to a master's level program. She said they have one particular faculty member who is gifted in quantitative research methods and we want to build rigorous quantitative research as well as qualitative critical studies, rhetorical analysis and all of the things that are important to a strong research base required for a master's level program. Ms. Martinez stated that in a recent search for a new faculty member, they posted that they are looking for someone with qualitative and/or quantitative research method skills. The ability to recognize, understand, qualify and quantify numbers and data and to be able to communicate that effectively is important. It is something that we have underscored in our undergraduate degree and would translate to the master's level program.

Dr. Bepko stated that he thinks there would be a demand for the people educated in the way Ms. Martinez is describing and asked more about employment opportunities for these individuals. In response, Ms. Martinez said that some of these tracks lend very well to going on to Ph.D. programs or individuals who may be very interested in remaining in higher education and contributing to the pool of knowledge and scholarship within a profession of understanding this wonderful thing about communication. But there are other very tangible ways that their degrees could be put into place. For instance, strategic communication, organizational communication, interpersonal communication, media studies, understanding the technology relevant to communication and if we are using social media in a way that is effective. Communication professionals are in dire need in those particular arenas and within the business world today. They are also in need in crisis communication and public relations organizations. It is the communications professionals that have to craft the messages and to communicate effectively to the audiences to spur, maintain and sometimes repair relationships. All of these are areas where our graduates are employable.

Mr. Costas commented that in public service, the proliferation of social media makes this a real science and it is more complicated than in the past and he sees the benefit of such a degree.

Ms. Lubbers stated that she has read that a lot of individuals in other areas of study, such as engineering, recognize they need the ability to communicate in these fields. In response to Ms. Lubbers' question as to whether people with an undergraduate in some other area would get a graduate degree in this, Ms. Martinez said most definitely and that the strategic

communication track would be helpful for them. When advertising the program, we would invite not just those who have an undergraduate degree in communication studies, but degrees that would further their skills in the area by learning interpersonal skills and communication.

Dr. Sauer gave the staff recommendation.

Mr. Murphy offered a final comment. He stated that we ask for proposers to give us some insight into the market with more quantitative analysis about what the jobs are, how many there are and who is hiring. There were some letters attached to this item which did not include insight from businesses. In future applications, I think we want to have good information about why the program is being developed and what it means to the marketplace and communities we are serving. The more complete that data is, the better it will be for us to make decisions.

R-15-07.2 RESOLVED: That the Commission for Higher Education approves by consent the Master of Arts in Communication Studies to be offered by Indiana University South Bend, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Hubbard, unanimously approved)

B. Academic Degree Programs for Expedited Action

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

R-15-07.3 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Correll, unanimously approved)

C. Capital Projects for Full Discussion

1. Cromwell Hall Renovation – Indiana State University, Terre Haute

Diann McKee presented this item. Mr. Hawkins presented the staff recommendation.

R-15-07.4 RESOLVED: That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Whitehouse, second – Costas, unanimously approved)

2. Addition to the School of Dentistry – IUPUI campus, Indiana University

Dr. Tom Morrison presented this project.

In response to Ms. Whitehouse’s question if the clinic will be expanded in any way by moving it into the addition, Dr. Morrison stated yes.

In response to Mr. Hubbard, Dr. Morrison said that they have been gradually increasing the number of dental students over the last few years and are at a plateau, but he emphasized that the demand is high.

Mr. Hawkins gave the staff recommendation.

R-15-07.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Bepko, unanimously approved)

D. Capital Projects for Expedited Action

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

R-15-07.6 **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. (Motion – Fisher, second – Bepko, unanimously approved)

IV. INFORMATION ITEMS

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

V. NEW BUSINESS

There was none.

VI. OLD BUSINESS

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 2:49 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2015

PUBLIC SQUARE

**Building Math Pathways to Programs of Study: An Overview
of the Indiana Math Innovation Council Recommendations**

Background

As the Commission engages in discussions related to Building Math Pathways to Programs of Study, it will have the opportunity to hear presentations by members of the Math Innovation Council. Joining us from Jeffrey X. Watt, Ph.D., Associate Dean for Student Affairs and Outreach at IUPUI, Catherine Murphy, Ph.D., Professor and Head of Department of Mathematics, Computer Science and Statistics at Purdue University Calumet, and Liz Brown, Ph.D., Professor and Chairperson, Department of Mathematics and Computer Science at Indiana State University.

Supporting Documents

- (1) Jeffrey X. Watt, Ph.D. Bio
- (2) Catherine Murphy, Ph.D Bio
- (3) Liz Brown, Ph.D. Bio

Jeffrey X. Watt, Ph.D.

**The Marvin L. Bittinger Chair of Mathematics Education
Associate Dean for Student Affairs and Outreach
Indiana University-Purdue University Indianapolis**

Jeffrey X. Watt holds a Ph.D. in Mathematics Education from Indiana University. He is a tenured professor at Indiana University-Purdue University Indianapolis (IUPUI). Beginning his career at IUPUI in 1990, Watt has been acknowledged for his commitment to higher education through various honors and awards, most recently recognized as the US Professor of the Year Award for Indiana by the Carnegie Foundation - CASE (2010). He is the co-author of more than ten publications in STEM education and in 2013 was recognized as the Marvin L. Bittinger Chair of Mathematics Education. He currently serves as the Associate Chair of the Department of Mathematical Sciences and Associate Dean for Undergraduate Students and Outreach at IUPUI. He is also a University College Founding Faculty Member.



Previously, Watt served as President for University College Faculty and Vice-President for the IUPUI Faculty Council among other roles.

Catherine M. Murphy, Ph.D.

**Professor of Mathematics
Head, Department of Mathematics, Computer Science, and Statistics
Purdue University Calumet**

Catherine M. Murphy served as Interim Dean of the College of Engineering, Mathematics and Science in 2006-2007 and again in 2012. She received the Purdue University Calumet Service Award in 2003. She has served as both vice-chair and Chair of the Indiana Section of MAA and received the Indiana Section Distinguished Service Award in 1997. She has been the Indiana representative on the Board of Governors of the Mathematical Association of America. In addition to serving on many MAA committees, she has been the Organizer of a professional development session for Chairs of Mathematics departments, the MAA Session for Chairs, at the annual Joint Mathematics Meetings since 1998. She is also a member of a number of professional organizations: The Mathematical Association of America, The American Mathematical Society, Sigma Xi, and the Indiana Section of the Mathematical Association of America.



Catherine received her M.A. and Ph.D. in Mathematics from the Catholic University of America, Washington, D.C. and her A.B., Mathematics, Regis College, Weston, MA.

Liz Brown, Ph.D.

**Professor and Chairperson, Department of Mathematics and Computer Science
Indiana State University**

Dr. Elizabeth Brown is a Professor and Chairperson of the Department of Mathematics and Computer Science at Indiana State University. She earned a B.S. in Applied Mathematics from San Diego State University, an M.S. in Mathematics from the University of Utah, and a Ph.D. in Teaching and Learning with an emphasis in Mathematics Education from the University of Utah.

She has been a faculty member at ISU since 2000. She is interested in mathematics teacher preparation and professional development as well as mathematics curriculum development.

Dr. Brown is a 2011 recipient of the Caleb Mills Distinguished Teaching Award and serves on the Board of the Indiana Council of Teachers of Mathematics.



COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2015

BUSINESS ITEM A:

Presentation: Indiana higher education policies against the national backdrop, presented by Education Commission for the States

Staff Recommendation

For discussion only

Background

Commissioners have recently inquired about how Indiana compares to other states in terms of higher education policies. ECS has created a tool that is well equipped to answer this question. Its Blueprint for College Readiness identifies the most critical 10 policies within high school, college, and “bridge” between the two. Sarah Pingel from ECS will join us to discuss how Indiana’s policies stack up against other states across the country.

Supporting Document

Blueprint for College Readiness State Profile – Indiana

To read the full report, visit:

<http://int.ecs.org/docs/ECSBlueprint.pdf>

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



INDIANA



Indiana has addressed all 10 Blueprint policies to improve college readiness in the state. It requires each high school to provide at least two dual credit and two Advanced Placement (AP) courses. The Postsecondary Enrollment Program prohibits colleges from turning away otherwise eligible dual enrollment students when the student is not required to be in attendance in the school district.

Indiana has addressed all four college anchor benchmarks. It is one of 19 states that has developed a comprehensive system by setting attainment goals and including attainment or completion goals in its master plan. In addition, the state has adopted a performance-based funding model that incorporates measures of student and institutional success. Both bridge policies are addressed, including a P-20 data pipeline.

POLICY REVIEW	INDIANA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - AP and dual enrollment course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES , State developed/contracted	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	YES	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	YES Statewide High school coursework	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Partial	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes Yes, Remedial course completion; Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	10 out of 10	

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2015

BUSINESS ITEM B:

**Strengthening Indiana's Community College System:
A Report in Response to House Enrolled Act 1001-2015**

Staff Recommendation

That the Commission adopt the recommendations developed in response to HEA 1001-2015.

Background

The 2015 budget bill instructed the Commission to evaluate programs offered by Ivy Tech, identify underperforming programs and either (1) eliminate the program, (2) restructure the program based on other programs which are successful, or (3) take no action. The report and recommendations for adoption today identify key metrics for evaluating whether programs have adequate student and employer demand as well as effectiveness in terms of graduation and productive transfer. It makes recommendations for systemwide restructuring of students support resources and processes. Finally, it identifies a framework for better data reporting and accountability for the community college system.

Supporting Document

The report has been sent via email to commission members. A final printed version will be provided on the day of the meeting.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2015

BUSINESS ITEM C:

Update to Commission Policy Regarding Associate Degrees

Staff Recommendation

That the Commission adopt an update to its policy on associate degree production

Background

Commission policy has shifted associate degree production to the community colleges, away from the four-year institutions. While the Commission remains committed to this policy, discussions about the Return and Complete project have identified a narrow modification to this policy that would be in the interest of students who completed a substantial amount of credit toward a baccalaureate degree at a four-year institution but now intend to receive an associate degree instead.

Supporting Document

EXCERPT from *Return and Complete Guidance for Indiana's Public Colleges and Universities*, published August 1, 2015 (associate degree portion)

Resolution to update Commission policy regarding associate degrees

EXCERPT from *Return and Complete Guidance for Indiana's Public Colleges and Universities*, published August 1, 2015 (associate degree portion)

Getting adult students through the door is only the beginning. To make Return and Complete a success, it is equally important to establish policies and resources that enable adult students to be successful once they have returned to college.

- **Offer associate degree and certificate options.** Students with 60 or more credits earned toward a baccalaureate degree may in fact be eligible to receive an associate degree or certificate and should be made aware of that opportunity. In Indiana, Hoosiers with 60 or more credits who wish to receive an associate degree fit into two categories:
 - **Students who earned at least 15 credits at a two-year institution before transferring to a four-year institution.** These students, if they have met all the degree requirements for an associate degree, can in most cases be granted an associate degree by the two-year institution they previously attended without taking any additional coursework. These students simply need to provide their transcript to the two-year institution and ask for a degree audit. For those close to achieving an associate degree, additional coursework needed would be identified as part of the degree audit. Each two-year institution should provide a point of contact to the Commission for assistance with credit transfer and the degree audit.
 - **Students who did not earn at least 15 credits at a two-year institution.** This group poses additional challenges. To establish academic residency to receive an associate degree from a two-year institution, these students would need to take 15 credits at the two-year institution even if the student does not need those credits to meet degree requirements. However, four-year institutions at which the student has established academic residency have limited or no approved associate degrees to confer. The Commission, by means of this guidance, signals that it will permit A.A. and A.S. degrees (with the potential to add concentrations) to be conferred by four-year institutions under very limited circumstances. Institutions with these programs still in place but “off-books” per Commission guidance may utilize those programs. Institutions without such programs may bring new A.A. and A.S. programs before the Commission for approval. Conferral of A.A. and A.S. degrees should be limited to students who meet all of the following criteria:
 - Already stopped out or has indicated an intent to stop out
 - Has 14 or fewer credits earned from a community college
 - Needs 14 or fewer credits to earn an associate degree

Students not meeting all three of the above criteria should be referred to a two-year institution to pursue an associate degree.



Resolution to Update Commission Policy Regarding Associate Degrees

December 10, 2015

WHEREAS, the Indiana Commission for Higher Education (“Commission”) has set a goal that 60 percent of the state’s population complete education beyond high school by the year 2025;

WHEREAS, 750,000 Hoosiers have earned some college credit, but no postsecondary credential;

WHEREAS, the Commission has calculated that to meet the 60 percent goal, approximately 200,000 of these students will need to return and complete a certificate or degree;

WHEREAS, IC 21-18-14-2 requires the Commission in partnership with Indiana’s postsecondary education institutions to encourage students with some college, but no degree to return to complete an associate or baccalaureate degree or a technical certificate through the Return and Complete Initiative;

WHEREAS, the Commission recognizes many Return and Complete students with 60 or more credits earned toward a baccalaureate degree may be eligible to receive an associate degree;

WHEREAS, Commission policy is that four-year institutions may only offer an associate degree by exception and only if a clear workforce need exists and it has been determined the program cannot be offered at a two-year institution;

WHEREAS, students who did not earn at least 15 credits at a two-year institution have not established academic residency and cannot be granted an associate degree by the two-year institution without completing additional coursework;

WHEREAS, policy that prohibits four-year institutions from conferring associate degrees extends the time and cost of a degree for the subset of stopped-out students who have sufficient academic credits, but not academic residency, to receive an associate degree from a two-year institution;

WHEREAS, achieving Indiana’s 60 percent attainment goal rests on the state’s ability to offer students the most efficient and cost-effective path to graduation;

NOW THEREFORE BE IT RESOLVED, that:

- I. The Commission permits four-year institutions at which Return and Complete students have established academic residency to confer Associate of Art and Associate of Science general studies degrees to students who meet the following criteria:
 - Stopped out prior to 2016
 - Needed 14 or fewer credits to earn an associate degree at the time they returned

All other students pursuing associate degree programs offered by two-year institutions must do so at a two-year institution.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2015

BUSINESS ITEM D:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Arts and Bachelor of Science in Astronomy to be offered by Ball State University
- Master of Arts in Post-Secondary Foundational Mathematics Teaching to be offered by Ball State University

Background

The Academic Affairs and Quality (AA&Q) Committee reviewed both of these proposed Ball State programs at its November 18, 2015 meeting and concluded that the B.A./B.S. in Astronomy and the M.A. in Post-Secondary Foundational Mathematics Teaching should be placed on the Commission's December 10, 2015 agenda for expedited action.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, December 10, 2015.

Academic Degree Programs on Which Staff Propose Expedited Action
December 10, 2015

CHE 15-29 Bachelor of Arts and Bachelor of Science in Astronomy to be offered by Ball State University

Proposal received on October 1, 2015
CIP Code: 40.0201
Fifth Year Projected Enrollment: Headcount – 24, FTEs – 17
Fifth Year Projected Degrees Conferred: 4

The proposed program will be offered through the Department of Physics and Astronomy, which offers a B.A./B.S. in Physics that, over the past three years (FY2012-FY2014), annually enrolled an average of 35 headcount or 28 FTE students and had an average of four graduates each year. Ball State is home to the Charles W. Brown Planetarium, the state's largest; in addition, students and faculty have access to three remote telescopes in Arizona, Chile, and the Canary Islands through membership in the Southeastern Association for Research in Astronomy, whose member institutions include two other Indiana universities (Butler and Valparaiso). IU Bloomington is the only public institution presently offering Astronomy degrees (B.S., M.A., and Ph.D.) The proposed baccalaureate in Astronomy requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The University has developed an articulation agreement with Ivy Tech Community College.

CHE 15-32 Master of Arts in Post-Secondary Foundational Mathematics Teaching to be offered by Ball State University

Proposal received on October 1, 2015
CIP Code: 27.0101
Fifth Year Projected Enrollment: Headcount – 18, FTEs – 15
Fifth Year Projected Degrees Conferred: 12

The proposed program is specifically aimed at community college instructors of mathematics and was developed in collaboration with Ivy Tech Community College. For this reason, the 30-semester hour curriculum emphasizes foundational or general education mathematics and includes courses in pedagogy; while the latter is important for all instructors, it is particularly important for individuals with strong applied mathematical skills who want to transition into teaching. The program will be offered only in an online format and all students are expected to be enrolled part-time, with students being able to complete the entire program in 2 ½ or three years. While community college instructors in Indiana are the primary audience for this program, the University expects the program to also be attractive to out-of-state community college faculty, which will help to provide a sustainable business model. Ball State currently offers a M.A./M.S. in Mathematics, which enrolled 41 headcount students and had 11 graduates in FY2014, and earlier this year, the Commission authorized the University to offer a Graduate Certificate in Foundational Mathematics Teaching in the Community College. The new Graduate Certificate and the proposed master's program are expected to help address the Higher

Learning Commission's latest guidelines on faculty qualifications, especially as it affects dual credit instructors.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2015

BUSINESS ITEM E: Hodge Hall, Kelley School of Business Career Services Addition –Indiana University, Bloomington

Staff Recommendation That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: Hodge Hall, Kelley School of Business Career Services Addition – Indiana University, Bloomington

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

Supporting Document Hodge Hall, Kelley School of Business Career Services Addition – Indiana University, Bloomington

**Hodge Hall, Kelley School of Business Career Services Addition -
Indiana University, Bloomington**

STAFF ANALYSIS

Indiana University proposes to construct a 30,559-gross square foot addition to the north side of Hodge Hall on the Bloomington campus. This facility will create new space for career services to the Kelley School of Business students as well as other colleges, supporting functions such as receptions, interviews, counseling, and job fairs. The addition will house a large reception space, multiple smaller-scale meeting and conference spaces, and offices to assist students with career planning and employment searches. The project also will create a new north entry to the school. As a result, some remodeling of the existing structure will be necessary to connect with the new addition, as well as reconfiguration of the service and receiving area. The site's street elevation is more than ten feet lower than the existing first floor, so the addition will need a tall first floor to accommodate accessibility entry and to match the second level. At the same time, the exterior of the addition must coordinate with the carved limestone architecture of the existing structure. A new mechanical system will be required as the system in the current facility is not sufficient to serve this new space. Nearby underground utilities also will need to be relocated. This project continues the phased expansion and renovation of the Kelley School of Business complex. Indiana University does not consider any buildings or structures affected by this project to be historically significant.

Comparable Projects: This project is estimated to cost \$458 per gsf. The IUB Kelley School of Business Hodge Hall Renovation and Expansion - Phase I was estimated at \$292/gsf (126,613 gsf). The IUB School of Public and Environmental Affairs Renovation and Expansion was estimated at \$346/gsf (34,700 gsf).

Funding: This project is estimated to cost \$14,000,000 and will be funded through Gifts through the Indiana University Foundation.

Additional Staff Notes:

The cost per gsf is high with regard to comparables. IU has major steam lines that traverse the northern edge of the site and the topography is challenging. IU is hopeful this project will come in under budget, but is carrying a higher number until the utility and site impact are known.

PROJECT SUMMARY AND DESCRIPTION
KELLEY SCHOOL OF BUSINESS CAREER SERVICES ADDITION

Institution:	<input type="text" value="Indiana University"/>	Budget Agency Project No.:	<input type="text" value="A-1-16-1-02"/>
Campus:	<input type="text" value="Bloomington"/>	Institutional Priority:	<input type="text"/>
Previously approved by General Assembly:	<input type="text" value="No"/>	Previously recommended by CHE:	<input type="text" value="No"/>
Part of the Institution's Long-term Capital Plan:	<input type="text" value="Yes"/>		

20152027

Project Summary Description:

Indiana University proposes to construct a 30,559-gross square foot addition to the north side of Hodge Hall on the Bloomington campus. This facility will create new space for career services to Kelley School of Business students, supporting functions such as receptions, interviews, counseling, and job fairs. The addition will house a large reception space, multiple smaller-scale meeting and conference spaces, and offices to assist students with career planning and employment searches.

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

Over the last 10 years, the Kelley School of Business Undergraduate Career Services Office has seen the number of students it serves almost double. With the expansion of Hodge Hall and an increase in student admissions, the decades-old current career services facilities are unable to meet demand.

Project Size:	<input type="text" value="30,559"/> GSF	<input type="text" value="20,780"/> ASF	<input type="text" value="68%"/> ASF/GSF
Net change in overall campus space:	<input type="text" value="30,559"/> GSF	<input type="text" value="20,780"/> ASF	

Total cost of the project (1):	<input type="text" value="\$ 14,000,000"/>	Cost per ASF/GSF:	<input type="text" value="458"/> GSF
			<input type="text" value="674"/> ASF

Funding Source(s) for project (2):	<input type="text" value="\$ 14,000,000"/> Gifts through the Indiana University Foundation
	<input type="text"/>
	<input type="text"/>

Estimated annual debt payment (4):	<input type="text" value="0"/>
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Are all funds for the project secured:	<input type="text" value="Yes"/>
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Estimated annual change in cost of building operations based on the project:	<input type="text" value="\$ 183,355"/>
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Estimated annual repair and rehabilitation investment (3):	<input type="text" value="\$ 175,000"/>
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(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
KELLEY SCHOOL OF BUSINESS CAREER SERVICES ADDITION

Institution: Indiana University
Campus: Bloomington

Budget Agency Project No.: A-1-16-1-02
Institutional Priority:

20152027

Description of Project

Indiana University proposes to construct a 30,559-gross square foot addition to the north side of Hodge Hall on the Bloomington campus. This facility will create new space for career services to Kelley School of Business students, supporting functions such as receptions, interviews, counseling, and job fairs. The addition will house a large reception space, multiple smaller-scale meeting and conference spaces, and offices to assist students with career planning and employment searches. The project also will create a new north entry to the School. As a result, some remodeling of the existing structure will be necessary to connect with the new addition, as well as reconfiguration of the service and receiving area. The site's street elevation is more than ten feet lower than the existing first floor, so the addition will need a tall first floor to accommodate accessibility entry and to match the second level. At the same time, the exterior of the addition must coordinate with the carved limestone architecture of the existing structure. A new mechanical system will be required as the system in the current facility is not sufficient to serve this new space. Nearby underground utilities also will need to be relocated.

Relationship to Other Capital Improvement Projects: This project continues the phased expansion and renovation of the Kelley School of Business complex.

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

Alternatives Considered: Due to the nature of this project no other alternatives were considered.

Relationship to Long-Term Capital Plan for Indiana University: This project is part of the plan for the expansion and renovation of the Kelley School of Business complex.

Need and Purpose of the Program

Over the last 10 years, the Kelley School of Business Undergraduate Career Services Office has seen the number of students it serves almost double. Today the School serves both business school majors and students who minor in business while majoring in other units/departments on campus. With the expansion of Hodge Hall and an increase in student admissions, the decades-old current career services facilities, which are not part of the current renovation, are unable to meet demand. In addition, these older facilities are have not kept pace with the interviewing practices used by today's recruiters – practices which include rooms that can accommodate more than one interviewer and/or small groups of student interviewees. The facilities also would benefit from space to accommodate video interviewing, especially for multinational firms that recruit from outside the US. Furthermore, new, expanded facilities are needed for IU to continue to receive "A+" grades and top recruiter rankings nationwide (e.g., #1 rank for the past 3 years). This rank is valued by prospective students, parents and new recruiters the School seeks to attract. The new facilities will accommodate future growth as well.

Relationship to Strategic Plan for Indiana University: This project follows the Bicentennial Strategic Plan by providing the best possible environment for learning and student success via improved and expanded facilities.

Space Utilization

This project will add office and general use space including conference rooms.

Comparable Projects

The IUB Kelley School of Business Hodge Hall Renovation and Expansion - Phase I was estimated at \$292/gsf (126,613 gsf). The IUB School of Public and Environmental Affairs Renovation and Expansion was estimated at \$346/gsf (34,700 gsf).

Background Materials

This project will be funded through gifts through the IU Foundation. The IU Board of Trustees approved this project at the October 2015 meeting.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR KELLY SCHOOL OF BUSINESS CAREER SERVICES ADDITION

KELLY SCHOOL OF BUSINESS CAREER SERVICES ADDITION A-1-16-1-02	Current Space in Use (1)	Space Under Construction	Space Planned and Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	423,492			423,492			423,492
Class Lab (210,215,220,225,230,235)	454,371			454,371			454,371
Non-class Lab (250 & 255)	542,089			542,089			542,089
Office Facilities (300)	2,082,588			2,082,588		18,780	2,101,368
Study Facilities (400)	620,905			620,905			620,905
Special Use Facilities (500)	767,507			767,507			767,507
General Use Facilities (600)	1,308,678			1,308,678		2,000	1,310,678
Support Facilities (700)	1,176,655			1,176,655			1,176,655
Health Care Facilities (800)	27,087			27,087			27,087
Resident Facilities (900)	2,935,605			2,935,605			2,935,605
Unclassified (000)	315,164			315,164			315,164
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	10,654,141	-	-	10,654,141	-	20,780	10,674,921

Notes:

(1) Figures include assignable square feet (asf)

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

CAPITAL PROJECT COST DETAILS
KELLEY SCHOOL OF BUSINESS CAREER SERVICES ADDITION

Institution: Indiana University
Campus: Bloomington

Budget Agency Project No.: A-1-16-1-02
Institutional Priority:

20152027

ANTICIPATED CONSTRUCTION SCHEDULE

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

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 874,063		\$ 874,063
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 6,860,000		\$ 6,860,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 2,240,000		\$ 2,240,000
c. Electrical	\$ 1,540,000		\$ 1,540,000
<u>Movable Equipment</u>	\$ 324,000		\$ 324,000
<u>Fixed Equipment</u>			\$ -
<u>Site Development/Land Acquisition</u>	\$ 1,120,000		\$ 1,120,000
<u>Other (Contingency, Admin & Legal Fees)</u>	\$ 1,041,937		\$ 1,041,937
TOTAL ESTIMATED PROJECT COST	\$ 14,000,000	\$ -	\$ 14,000,000

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

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

CAPITAL PROJECT OPERATING COST DETAILS
FOR: KELLEY SCHOOL OF BUSINESS CAREER SERVICES ADDITION

Institution: Indiana University
Campus: Bloomington

Budget Agency Project No.: A-1-16-1-02
Institutional Priority:

20152027

GSF OF AREA AFFECTED BY PROJECT 30559

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$2.13	\$65,091		
2. Maintenance	\$0.93	\$28,420		
3. Fuel	\$0.00	\$0		
4. Utilities	\$2.29	\$69,981		
5. Other	\$0.65	\$19,863		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$6.00	\$183,355	\$ -	\$ -

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

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

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2015

BUSINESS ITEM F:

Capital Projects for Expedited Action

Staff Recommendation

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

- Indiana University – South Bend, Administrative Building and Riverside Hall Renovations
- Purdue University – West Lafayette, Marsteller Street Parking Garage Demolition and Parking Lot Installation

Background

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

Supporting Document

Background Information on Capital Projects for Expedited Action, December 10, 2015

Capital Projects for Expedited Action
December 10, 2015

A-8-16-2-01 Indiana University - South Bend, Renovation of Administration Building and Riverside Hall- \$7,000,000

The renovation of the Administration Building and Riverside Hall on the South Bend campus is estimated to cost \$7,000,000. This project will be funded through institutional Campus Renovation Funds, Auxiliary Services Revenues, Gifts through the Indiana University Foundation, and 2013-15 Regional Campus Special Repair and Rehabilitation for Deferred Maintenance. Gift funds for this project are to the IU Foundation but dedicated to IUSB for this purpose. The \$715,000 from special R&R was part of the project list recently approved by CHE/SBC, thus a portion of this project has already been approved. This project will have no effect on the state's R&R calculation, since there will not be any addition to either structure. Auxiliary services revenue is IUSB specific. \$560,000 site development relates to site/parking lot work at the Riverside Hall to accept more traffic.

The determining factor with regard to new windows and doors in Riverside will be based on the windows reaching the end of their useful life. IU will design future windows to match existing architecture but with a respect for energy efficiency.

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

B-1-16-1-03 Purdue University – West Lafayette, Marsteller Street Parking Garage Demolition and Parking Lot Installation

This project will demolish the Marsteller Street Parking Garage and install a new asphalt parking lot. The Marsteller Street Parking Garage was constructed in 1976. This project will eliminate the risk associated with the deteriorated condition of the parking garage. This project is estimated to cost \$2,200,000 and will be funded with institutional Parking Facilities funds.

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

COMMISSION FOR HIGHER EDUCATION
Thursday, December 10, 2015

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Purdue University Indianapolis	Master of Science and Ph.D. in Applied Social and Organizational Psychology (IU)	8/28/2015	Under Review
02	Indiana University Purdue University Indianapolis	Ph.D. in American Studies (IU)	8/28/2015	Under Review
03	Indiana University Purdue University Indianapolis	PhD in Music Technology (IU)	9/3/2015	Under Review
04	Ball State University	Bachelor of Arts and Bachelor of Science in Astronomy	10/1/2015	On the CHE agenda for action
05	University of Southern Indiana	Bachelor of Science in Manufacturing Engineering	10/2/2015	Under Review
06	University of Southern Indiana	Bachelor of Science in Mechanical Engineering	10/2/2015	Under Review
07	Ball State University	Master of Art in Post-Secondary Foundational Mathematics Teaching	10/1/2015	On the CHE agenda for action

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INFORMATION ITEM B: Academic Degree Program Actions Taken by Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Indiana University Purdue University Fort Wayne	Post-Baccalaureate Certificate in Accounting (IU)	11/18/2015	Changing the name and CIP code of a program
02	Purdue University Calumet	Bachelor of Science in Computer Information Technology	11/18/2015	Changing the CIP code of a program
03	Ball State University	College of Health	11/18/2015	Adding a new school
04	Purdue West Lafayette	Certificate in Quantitative Research, Assessment and Evaluation	11/18/2015	Adding a certificate
05	Purdue West Lafayette	Teaching and Learning in Engineering Certificate	11/18/2015	Adding a certificate
06	Purdue West Lafayette	Bachelor of Science in Manufacturing Engineering Technology	11/18/2015	Changing the name of a program
07	Purdue West Lafayette Statewide Technology – Multiple Locations	Bachelor of Science in Manufacturing Engineering Technology	11/18/2015	Adding locations
08	Ivy Tech Community College – Fort Wayne and Indianapolis	Technical Certificate in Diesel Heavy Truck Technology	11/18/2015	Adding locations
09	Indiana University Bloomington	Master of Arts in Media Arts and Sciences	11/18/2015	Changing the name and CIP code of a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10	Indiana University Southeast	Graduate Certificate in Interdisciplinary Studies	11/18/2015	Adding a certificate
11	Indiana University Bloomington	Graduate Certificate in Intellectual Property Law	11/18/2015	Adding distance education to an existing program
12	Indiana State University	Master of Arts and Master of Science in Mathematics	11/18/2015	Adding distance education to an existing program
13	Indiana University Bloomington	Associate of Science in Safety Management	11/18/2015	Eliminating an existing program
14	Indiana University Bloomington	Director of Recreation	11/18/2015	Eliminating an existing program
15	Indiana University Bloomington	Master of Science in Chemical Informatics	11/18/2015	Eliminating an existing program
16	Indiana University Northwest	B.S. Ed in French Education	11/18/2015	Eliminating an existing program
17	Indiana University Northwest	B.S. Ed in Spanish Education	11/18/2015	Eliminating an existing program
18	Indiana University Purdue University Indianapolis	Associate of Science in Criminal Justice (IU)	11/18/2015	Eliminating an existing program
19	Indiana University Purdue University Columbus	Associate of Science in Nursing (IU)	11/18/2015	Eliminating an existing program
20	Indiana University Purdue University Indianapolis	Associate of Science in Nursing (IU)	11/18/2015	Eliminating an existing program
21	Indiana University Purdue University Indianapolis	Associate of Science in Public Affairs (IU)	11/18/2015	Eliminating an existing program
22	Indiana University Purdue University Indianapolis	B.S. Ed in French (IU)	11/18/2015	Eliminating an existing program
23	Indiana University Purdue University Indianapolis	B.S. Ed in German (IU)	11/18/2015	Eliminating an existing program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
24	Indiana University Purdue University Indianapolis	B.S. Ed in Secondary Education (IU)	11/18/2015	Eliminating an existing program
25	Indiana University Purdue University Indianapolis	Graduate Certificate in Clinical Pediatric Nutrition (IU)	11/18/2015	Eliminating an existing program
26	Indiana University Purdue University Indianapolis	Master of Physical Therapy (IU)	11/18/2015	Eliminating an existing program
27	Indiana University Purdue University Indianapolis	Master of Science in Therapeutic Outcomes Research (IU)	11/18/2015	Eliminating an existing program
28	Indiana University Purdue University Indianapolis	M.S.N in Community Health Nursing (IU)	11/18/2015	Eliminating an existing program
29	Indiana University Purdue University Indianapolis	M.S.N. in Women's Health (IU)	11/18/2015	Eliminating an existing program
30	Indiana University Purdue University Columbus	Associate of Science in Chemistry (PU)	11/18/2015	Eliminating an existing program
31	Indiana University Purdue University Indianapolis	Associate of Science in Applied Biotechnologies (PU)	11/18/2015	Eliminating an existing program
32	Indiana University Purdue University Indianapolis	Associate of Chemistry (PU)	11/18/2015	Eliminating an existing program
33	Indiana University Purdue University Indianapolis	Associate of Science in Architectural Technology (PU)	11/18/2015	Eliminating an existing program
34	Indiana University Purdue University Indianapolis	Associate of Science in Civil Engineering Technology (PU)	11/18/2015	Eliminating an existing program
35	Indiana University Purdue University Indianapolis	Associate of Science in Computer Engineering Technology (PU)	11/18/2015	Eliminating an existing program
36	Indiana University Purdue University Indianapolis	Associate of Science in Computer Graphics Technology (PU)	11/18/2015	Eliminating an existing program
37	Indiana University Purdue University Indianapolis	Associate of Science in Computer Integrated Manufacturing Technology (PU)	11/18/2015	Eliminating an existing program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
38	Indiana University Purdue University Indianapolis	Associate in Science Computer Technology (PU)	11/18/2015	Eliminating an existing program
39	Indiana University Purdue University Indianapolis	Associate in Science in Electrical Engineering Technology (PU)	11/18/2015	Eliminating an existing program
40	Indiana University Purdue University Indianapolis	Associate of Science in Mechanical Engineering Technology (PU)	11/18/2015	Eliminating an existing program
41	Indiana University Purdue University Indianapolis	Associate of Science in Organizational Leadership Supervision (PU)	11/18/2015	Eliminating an existing program
42	Indiana University Purdue University Indianapolis	Graduate Certificate in Biotechnology (IU)	11/18/2015	Eliminating an existing program
43	Indiana University Bloomington	Graduate Certificate in Cybersecurity Law and Policy	11/18/2015	Changing the name of an existing program
44	Indiana University Purdue University Indianapolis	Bachelor of Science in Early Childhood Education (IU)	11/18/2015	Eliminating an existing program
45	Indiana University Bloomington	Master of Arts in International Studies	11/18/2015	Changing the CIP code of a program
46	Indiana University Bloomington	Bachelor of Science in Game Design	11/18/2015	Changing the CIP code of a program
47	Purdue University Calumet	Graduate Certificate of Addictions Counseling	11/18/2015	Adding a certificate
48	Ball State University	Social and Environmental Justice Certificate	11/18/2015	Adding a certificate
49	Indiana University Bloomington	Master of Science in International Studies	11/18/2015	Adding a degree program to an existing program
50	Indiana University Purdue University Indianapolis	Certificate in Fundamentals of Data Analytics (PU)	11/18/2015	Adding a certificate

COMMISSION FOR HIGHER EDUCATION

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INFORMATION ITEM C: Capital Projects Awaiting Action

I. NEW CONSTRUCTION

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

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

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

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

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

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

B-2-09-1-10 Purdue University Calumet
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000
Submitted to the Commission on August 21, 2008

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

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

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, Dec. 10, 2015

INFORMATION ITEM D: **Media Coverage**

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

Chalkbeat Indiana

Educators warn dual credit courses could dry up after rule change for teachers

Shaina Cavazos

Oct. 1, 2015

A glimpse at Bluffton High School's course schedule shows just how seriously it is taking a mandate to prepare students for college. Students can choose from 18 college courses to take during the school day, and those courses enroll dozens of students at the small school just south of Fort Wayne.

But new rules could knock those course offerings down to just one: precalculus.

The rule change is meant to bolster the quality of teaching in "dual-credit" courses, which can count for both high school and college credit, by restricting who can teach them. But it could have serious unintended consequences in Bluffton and across Indiana.

"We were told, 'Push for dual credit, push for dual credit, we need to be doing more,'" said Bluffton Principal Steve Baker. "We feel like the rug is being pulled from underneath us."

Indiana law requires high schools to offer dual-credit courses as a way to ensure that graduates are prepared for college, and high schools partner with local colleges to design the courses and decide who can teach them. Last year, 2,908 teachers — with a range of credentials — taught nearly 3,500 dual credit courses in high schools across the state.

But in Indiana and 19 other states, a third-party group called the Higher Learning Commission governs many elements of the courses. That group recently announced that starting in 2017, dual-credit teachers will have to have master's degrees in the subjects they teach or have extensive training in those subjects and a master's degree in another area.

The decision to raise the bar for dual-credit teachers comes at a time when Indiana has veered away from pushing teachers to earn master's degrees — and when some districts say they are having trouble finding enough teachers at all.

"If it happens and it stays that way, it would just be one of the biggest mistakes and most harm we've done to our students in quite some time," Baker said about the rule change.

Baker is not alone in his distress, according to Todd Bess, executive director of the Indiana Association of School Principals. He said school leaders across the state had told him the change would hurt their ability to offer the college-level courses.

“Every — literally every — principal I’ve talked to, and in some cases superintendent, has said we’ll have a very, very limited amount of teachers able to teach dual credit,” Bess said.

The Higher Learning Commission, one of six organizations that accredit American colleges and universities, said in a statement that the rule change is meant to ensure that college courses are challenging no matter where they are taken.

“An expert faculty member is a critical element in ensuring that dual enrollment students have a college experience that is as rigorous as the college experience they would have had by taking the same class on campus from a college faculty member,” the statement said. “A college or university must assure [sic] that faculty members teaching dual credit courses hold the same minimal qualifications as the faculty teaching on its own campus.”

Indeed, concerns about quality control in dual-credit courses have grown as states have expanded the courses rapidly, inspired by a growing body of research showing that they benefit all kinds of students, including those who might not seem ready for college-level work.

But Janet Boyle, executive director of the Center of Excellence in Leadership of Learning at the University of Indianapolis, said the commission’s focus on teachers’ credentials is not the best way to ensure consistent high quality.

“Does having a master’s make you automatically a better teacher? There’s not a lot of proof on that one,” she said. “But at the same time, more education is always good. It’s kind of a double-edged sword.”

A better approach, Boyle said, is one that many schools operating dual credit programs in the state already take: collaborating vigilantly with university partners on teacher training, curriculum, final exams and even textbooks for their classes.

Boyle said university officials across the state are as concerned as high school principals about the potential impact of the Higher Learning Commission’s rule change. But she said it’s hard to come up with a local solution to a problem introduced by an outside organization.

The Higher Learning Commission responded to questions about why the rule change occurred in a statement. It delivered additional guidance to states today, but Boyle said it wasn’t as clear-cut as she was hoping. Mainly, the updated guidelines reaffirmed the commission’s stance on faculty qualifications.

“There’s still some holes in things,” Boyle said. “This is the begining of Indiana’s discussion ... so what do we do about this? Do we push it any more? Do we let it stand?”

If the rule stands, Boyle said another solution could be for legislators to reinstate incentives for teachers to pursue master’s degrees, which they removed in 2011 as part of a broader overhaul of how Indiana teachers are paid. Universities could also develop short-term courses to give teachers with master’s degrees the credentials they need to teach dual-credit courses in their subject, she said.

“I think it’s going to take a coalition of both the (Indiana) Commission on Higher Education and (Indiana) Department of Education and universities and high schools to hammer some of this out,” Boyle said. “There needs to be a leadership group on this to make sure there are policy changes, if we need to go to the General Assembly. I think you’re going to see people pulling together on this.”

Boyle is scheduled to speak to legislators about the issue on Oct. 19, but Indiana’s Commission on Higher Education is expected to hold a meeting of its Dual Credit Advisory Council to discuss the issue further with state Superintendent Glenda Ritz on Tuesday from 2 p.m. to 4 p.m.

For now, Baker and other principals are starting to figure out what it would take to get their dual-credit teachers to meet the new standards. Many of them share a feeling of resentment toward the Higher Learning Commission, which they believe failed to consider students, teachers, and families when setting the new rule.

“This is a faceless organization that has handed down some very unfair rules, and now we’re left scrambling on how to deal with it,” Baker said. “I’m not really sure people understand how much this has dealt a blow to high schools who have worked really hard to get here.”

Kokomo Tribune

Fraction of eligible students enroll in 21st Century Scholars program

Lauren Slagter

Oct. 1, 2015

Northwestern High School senior Matt Jaeger plans to study agricultural economics in college, and thanks to a decision he made in eighth grade, he’ll receive a scholarship to cover his tuition at any state university.

Jaeger is a 21st Century Scholar, which means he’s part of a state-funded scholarship program open to seventh and eighth graders who meet certain income requirements. For a student like Jaeger – who has been involved in multiple school sports and clubs while maintaining a perfect GPA – meeting the requirements of the scholarship program came easily.

“It’s just don’t do anything stupid is really all it is,” Jaeger said of the 21st Century Scholar pledge middle school students sign when they first enroll. “The requirements weren’t a problem.”

Going to college was assumed in Jaeger's family. His mother, Cindy Harshbarger, is a teacher at Northwestern High School, and she helped him enroll in the 21st Century Scholar program. If Jaeger gets into his first-choice college, Purdue University, he will be a fourth-generation Boilermaker.

"It makes it a lot easier knowing I can go to any college I want, as long as I get in," Jaeger said. "[College] was no doubt in my mind. Academics has always been top in my family."

But that's not the case for every family, which may explain why such a small fraction of eligible students actually take advantage of the state-funded scholarship program.

About 146 Howard County eighth graders enrolled last school year in the 21st Century Scholar program. Unfortunately, that's only 28.4 percent of the 514 students who were eligible to sign up, and now their window of opportunity has passed.

Indiana's 21st Century Scholar program has reached its 25th anniversary this year, and more than 70,000 students have received the state-funded scholarships since the program began. Currently, more than 110,000 students from eighth grade through college are enrolled.

Still, that's only a fraction of the students who are eligible for the scholarship based on their families' income levels. Statewide, just one-third of eligible eighth graders in the 2014-15 school year enrolled in the program.

21st Century Scholars take a pledge in eighth grade saying they will complete the Scholar Success Program, which includes various college-readiness activities throughout students' high school careers; they will graduate high school with at least a Core 40 diploma and GPA of 2.5; they will not use illegal drugs, commit a crime or delinquent act or consume alcohol before reaching the legal drinking age; they will file the FAFSA their senior year of high school and apply to college; and then they will maintain satisfactory academic progress in college.

Parents need to enroll their students as scholars when they are in seventh grade or by June 30 of their eighth grade year. Students who successfully fulfill the requirements of the pledge receive up to four years' worth of tuition at eligible colleges and universities.

Indiana Commissioner for Higher Education Teresa Lubbers thinks one reason families don't pursue the 21st Century Scholar option when it's available is that they don't see higher education as a necessity.

"A lot of what we talk about at the Commission in partnership with our colleges and universities is about changing a mindset – a culture of a state – to get them to understand that education beyond high school is more important than ever," Lubbers said previously. "Families need to understand that what was their story is not the story of the 21st century."

In past generations, people could maintain a middle class standard of living, complete with a pension and health care, without education beyond high school, Lubbers noted. That's not the case anymore, so students need to start planning early for their post-secondary education.

Amy Parraga, 21st Century Scholars outreach coordinator for the North Central region, said the uncertainty surrounding the whole process of applying to, paying for and succeeding in college may be overwhelming for parents who don't have personal experience in the world of higher education. That can deter them from pursuing the 21st Century Scholar program for their children.

"The uncertainty of how to go about post-secondary education, if I am a parent having never done it myself, ... might make me hesitant to even pursue it," Parraga said.

The CHE reviewed a 21st Century Scholar progress report at its September meeting at Indiana University Kokomo, which found Scholars are 1.4 times more likely to be the first in their family to attend college than the general population of Indiana students who apply for financial aid.

There are a variety of options for education after high school, including two-year degrees, four-year degrees and technical certifications, and Parraga said families need to realize high school graduation is not the finish line.

"You hear that a lot, 'If I can just get to graduation,'" she added. "But high school graduation really is just the beginning."

At Northwestern School Corp., students are first introduced to the 21st Century Scholar program in sixth grade, when guidance counselor Kelsey Schueler has every student take a pledge to graduate from high school. They discuss the goal and then students fill out a pledge online, where they also have access to career surveys and other information on post-secondary plans.

In middle school, guidance counselor Heather Racine sends information about the scholarship opportunity home with students, and a link to the 21st Century Scholar website is on the school's page. "Mostly, parents just do it themselves [online]," Racine said, adding parents also are welcome to come to the school if they want assistance with the form. "For the most part, it's a fairly simple process."

Lubbers says a community-wide commitment to increasing awareness of the scholarship program is necessary to get more eligible students to enroll. But enrolling is just the first step, Lubbers added. Communities should commit to not only getting their students access to college, but then helping them succeed once they get there.

"The places where we're most successful at getting people to sign up are where you have schools, community leaders, churches, everybody sort of taking this on as a part of their commitment," she said. "As hard as [getting eligible students enrolled] is and as important as that is, ... that is still the easier part of it. The harder part of it is getting them to ... use that time in high school to make sure they're prepared [for college] and then to complete once they get there."

Fox 28 TV South Bend
Students can say good-bye to application fees on National College Application Day
Mario Gonzalez
Oct. 20, 2015

INDIANA - For any high school senior looking to get those applications out for college and continue their education, some help is coming their way with National College Application Day taking place on Friday, October 23rd.

On this day, many schools throughout Indiana waive application fees. Students throughout the Hoosier state are being encouraged to take part by the sponsors of the event which are Learn More Indiana and the National American College Application Campaign.

"We're telling students that education beyond high school is more important than ever, so we need to do everything we can to make sure they're prepared," Indiana Commissioner for Higher Education Teresa Lubbers said. "College Application Day highlights the importance of higher education and provides information for navigating the application process."

Area schools like Holy Cross College, Goshen College, and IUSB are all waiving their fees on Friday. To see a complete list of all schools taking part or to find out more on National College Application Day visit the [Learn More Indiana website](#).

Richmond Palladium-Item
It's not too late to consider college
Louise Ronald
Oct. 21, 2015

Friday is National College Application Day.

For high school seniors — or their families — who haven't given much thought to higher education, that might cause a moment of panic.

But school counselors recommend taking a deep breath.

"It's never too late to start thinking about it," said Amy Olinger of Hagerstown High School.

Sally Porter at Richmond High School added a note of caution. "We need to get working, but it's not too late," she said.

Amy Jarecki, assistant director of financial aid and scholarships at Indiana University East, agreed.

"There's time," she said, "but let's get it on your radar."

Both Olinger and Porter suggest that families sit down with students and help them narrow down their interests so they can start making a list of possible colleges. Do they like the idea of a big university or

would they rather attend a smaller school? How far away from home do they want to be? Do they have any ideas about what they want to study?

Another decision involves more than the senior alone. What about tuition and other costs? How much can the family afford? What kinds of scholarships might be available?

With answers to those questions, counselors can help the student get to work. "We get online and we start researching colleges," Olinger said.

A lot of seniors — even those who have been thinking about college for some time — still aren't certain about what they will be doing next year. Olinger recommended against ordering procrastinators to start the process. "They'll just rebel," she said.

Instead, she suggests starting a conversation by asking, "Where have you applied?" or "Where are you thinking of applying?" A question like this from grandparents or other relatives, neighbors or friends might prompt a student to get on the ball. "It can happen at any time," said Olinger.

Unlike in the past, many colleges now have rolling admissions, so applications are accepted throughout the year, Porter said. Still, she tells students to get in their applications as soon as they are ready. "The sooner you apply, the sooner you know," she said.

Olinger agreed that's the ideal, but she has had students apply for college as late as the spring and still get fall admission. "Apply, apply, apply," is her advice.

For students hoping for financial aid, there is an advantage to early applications, however.

Jarecki said many college scholarships have a December deadline. But that's not the only kind of financial aid available. Websites such as fastweb.com and LearnMoreIndiana.org offer free scholarship searches and alerts. Local organizations offer a wide variety of scholarships of all sizes. The application period for those resources usually begins in February, Porter said.

Jarecki said it's not unusual for students to procrastinate about scholarship applications. "They don't do it unless the parent physically sits there and watches them," she warned.

Parents or guardians also can help get ready for the Free Application for Federal Student Aid or FAFSA — which Porter recommends all students fill out — and other forms by filing their taxes early. Jarecki suggests starting a savings account now to build up some cash for the first semester of college.

"If the student has \$500 or \$600 at the beginning of the semester for books, it helps them start on a good footing," she said. It's not unusual for scholarship or other aid checks to be delayed, causing a lot of stress if the student is unable to buy textbooks and other class materials.

But what if a senior isn't ready to think about any of these things? What if he or she thinks college might be an option, but isn't sure?

Linda Przybysz, director of admissions at Ivy Tech Community College in Richmond, said local students are fortunate to have an option close to home. A lot of jobs require more than a high school diploma but

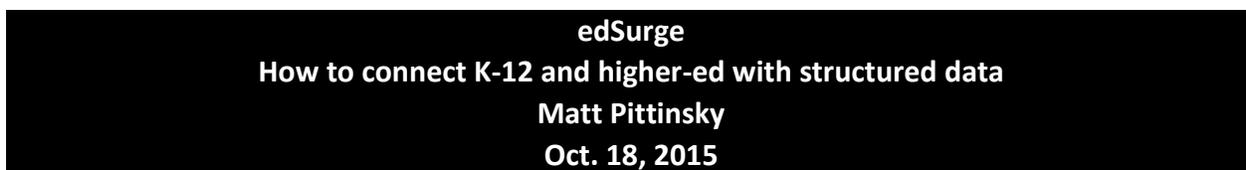
less than a bachelor's degree, she said. Ivy Tech has programs to prepare for those jobs. If students decide she or he wants to go on to further study, Ivy Tech credits are transferable.

"Each student has different needs when it comes to their plans beyond high school," Przybysz said.

For some, the decision can be difficult, but options — and help — are out there.

Learn more online:

- Explore local college options at earlham.edu, iue.edu, ivytech.edu/richmond/ and polytechnic.purdue.edu/richmond.
- Information about Indiana's public, private and for-profit colleges is available at LearnMoreIndiana.org. The website also has career exploration tools, college transfer information and links to resources to help pay for college.



Indiana high school seniors will have a significant advantage when they apply for college this year. Nearly every high school in Indiana is now prepared to deliver transcripts as structured data files, not plain old paper, to the majority of the state's colleges for admissions.

Sound boring? In reality, it's a big idea. And Indiana is first in the nation.

Sponsored by the Indiana Department of Education and the Indiana Commission for Higher Education (ICHE), the Indiana Common Transcript Initiative data transcript initiative enables a statewide electronic exchange of standards-compliant data. More than 360 high schools will be participating in the initiative. Twelve of the 14 public universities are participating in some capacity.

Accredited non-public universities can opt into the program. Stakeholders, among which were the Department of Education, colleges, Parchment, the Indiana Commission for Higher Education (ICHE) and high schools, worked together to define the common data elements and formats required by colleges and universities. They then coordinated integration with 15 student information systems and set up colleges to be able to receive that structured data. The result: more information, more automation and streamlined admissions.

Because technology adoption in higher education tends to move slowly and instrumentally, Indiana's achievement is years in the making with a number of milestones along the way. In fact, the first white paper outlining the benefits of electronic transcript was published in 1997. At first, educational organizations moved slowly from paper to digital, preferring to send PDF images of transcripts rather than machine-readable data. Now, in Indiana and elsewhere, the shift to data is accelerating, opening up a number of doors in the process.

Two years ago, Reid Hoffman, Silicon Valley entrepreneur and founder of LinkedIn, laid out a vision for the future of academic credentials. At the heart of that vision was the availability of credentials as machine-readable data, the key to his conception of a “certification platform.” Here, students, educators and employers can connect and share a more robust, updatable record of a learner’s skills and competencies.

Kevin Carey, higher education analyst and director of the Education Policy Program at the New America Foundation, concurs that information technology is poised to transform college degrees. He envisions a system of standardized, verifiable digital credentials issued by any number of organizations, not just traditional academia, that provide more information to employers and postsecondary schools. Cases in point: Mozilla’s Open Badges project and Coursera, a for-profit MOOC platform.

Today, with Indiana’s statewide collaboration, we can begin to imagine the world that Hoffman, Carey and education policymakers like the ICHE’s Ken Sauer have outlined. While the near-term benefits relate to efficiency in admissions, it’s the future implications that make this idea big. With the delivery of structured data, I see two broader implications for the long term, as its adoption becomes a more national phenomenon: enhancing inter-institutional communication and empowering the learner.

First, as high schools and postsecondary institutions nationwide work together to determine common data points, there is potential to spark a discussion about what data is available and what data is needed. This is vital not just to evaluate admissions but to advise students more successfully through their postsecondary degree pathway.

With a paper transcript, often limited to a few pages, one size must fit all. But once we are talking about structured data, the possibilities expand. Take, for example, how freshmen are placed into first-year courses. It’s as if we forgot all the data collected in admissions and we treat students as strangers, requiring them to take a placement exam. , these exams, however, are only one measure.

With data—years of math taken, math level, and math achievement—we know more about the student, all of which can result in better placement. Data also enables high schools to extend their transcripts to report extracurricular and other key activities. These paint a broader picture of a student’s experience, including study abroad, internships and research programs.

In response, colleges can communicate back to high schools on how students performed in college courses, based on the high school courses they took and how they performed in them. So, now high schools will have new intelligence about what courses students need to be successful at a university.

Structured data is all about empowering the learner, providing information in a more effective and useful format. Many consumers take for granted the ability to download their credit card statement as data, or their bank account records. More commonly, we can count on various websites to speak to each other behind the scenes – for example, enabling Mint to draw data from Chase Bank, enabling additional personal finance tools and insights. In a world of apps and Web services, the ability to access portable data is critical.

Similarly, learners in Indiana now can imagine taking greater control of their records and using their academic data to access new apps and Web services. For example, an app might help high school

students better understand the relationship between courses taken, achievements in those courses and admissions outcomes at institutions. Or, as Hoffman suggests, to augment a student's LinkedIn profile.

While we all too often knock education for not embracing technology fast enough, we also have to take stock when we do make progress. The advances in Indiana compel us to work toward a time in the future where every state and every student has the benefit of structured data. Although the timescale of change in academia should not be underestimated, I can hope that if it took us from 1997 to 2015 to get to this point, it will take half the time for other states to begin to follow, bringing these and many other applications to light.

Chicago Tribune
PNC, state commission seeking solution to looming dual-credit problem
Nancy Coltun Webster
Oct. 24, 2015

As many high school dual-credit instructors without an appropriate master's degree may wonder what they'll do after a state requirement changes in 2017, Purdue North Central has an online option while a state committee also addresses the issue.

Purdue North Central, one of the seven Indiana institutions accredited by the National Alliance for Concurrent Enrollment Partnerships, is offering an online graduate program for high school teachers at its 50 partner high schools.

PNC's online graduate program is funded by a \$245,000 Improving Teacher Quality Grant through the Indiana Commission on Higher Education. The master's program has 120 enrolled teachers in English, history, political science, Spanish, mathematics, biology, chemistry and physics, according to Dr. Patrick Cannon, academic coordinator of concurrent programs, clinical assistant professor of social sciences and CEP.

PNC works with more than 300 high school educators teaching courses and more than 3,000 students taking classes at 50 partner high schools, he said.

"Those (subject are) areas where we have the highest number of teachers teaching concurrent classes that would be affected by this ruling. We are trying to address the need of teachers who don't have the proper credentials in advance of the new policy going into effect," Cannon said. "It offers nine graduate hours, not 18 graduate hours. We are looking to get additional funding to add an additional nine credit hours to each one of those eight areas. We will be writing grant applications."

Cannon points out it is not an easy path. Some teachers initially enrolled and then dropped out because the courses are demanding and it was difficult to manage with their teaching workloads.

Dual-credit teachers in study hall with new rule

"The issue of inadequate supply of dual-credit teachers has been on everybody's radar for a long time," said Teresa Lubbers, Indiana Commissioner for Higher Education. "The sense of urgency and acceleration has added a new and significant dimension to the discussion that is troublesome to us."

Lubbers testified Monday to the state's Interim Study Committee on Education in Indianapolis, as did Ritz. The nearly eight hours of testimony served to underscore the concerns of overall K-12 teacher shortages and compensation throughout the state. The committee will reconvene at 1:30 p.m., Monday, Oct. 26 for adoption of recommendations for its final report.

Separately, The Dual Credit Advisory Council, co-chaired by Lubbers and Ritz, will meet Nov. 23 to discuss the issue.

"We have re-formed the council to talk about working with the Higher Learning Commission, to have them be less prescriptive and increase flexibility — but we also have to work on a solution," said Ritz. "We have members of the legislature who are serving on the advisory council. It is not a program we want to jeopardize."

The council includes representatives from higher education, K-12 education, the Indiana State Teachers Association, as well as Rep. Robert Behning, chairman of the House Education Committee, Sen. Dennis Kruse, chairman of the Senate Education Committee, Rep. Greg Porter of the House Ways & Means Committee and Sen. Earline Rogers, a member of the Senate Education Committee.

"The goal of that council is to get all of the heads in one spot and identify what the gaps are. It is too early for me to draw too many conclusions, except that it is something that we have to be focused on right now and we can't wait," said Mike Beam, director of the Advance College Project and advisory council member.

Indiana Public Media: State Impact Indiana
State Board discusses changes to Indiana diploma requirements
Claire McInerney
Oct. 28, 2015

The State Board of Education met Wednesday for a special meeting to discuss the proposed **changes to Indiana’s high school diploma requirements.**

The board did not take action during the meeting. Members must take a vote regarding the proposed changes by Dec. 1.

Representatives from the state’s Commission for Higher Education presented the new diplomas and reasoning behind the changes before the board heard public testimony. The proposed changes reduce the number of diplomas a student may receive from four to three and increases the overall number of credits it takes to graduate.

Another notable change is the requirement of more math credits. All diplomas require students to take eight credits of math, essentially making students take a math class every year of school. A new requirement included in “College and Career Ready” electives is a financial literacy class, which the ICHE said has been met with strong public support.

One of the more controversial changes that much of the public comment focused on had to do with the lack of fine arts requirements in the diplomas. The current **Core 40 and Honors Core 40 diplomas** require world languages and fine arts classes in some capacity, whereas the new diplomas suggest these classes only for students who want to go on to a four-year college.

Many of those who testified say fine arts should be required, not suggested. But board member Cari Whicker says approving these diplomas is a balance between what is necessary to require and school capacity to fulfill those requirements. Teresa Lubbers, Indiana’s Commissioner for Higher Education, agrees.

“We could have a diploma of 58 credits and a diploma with everything we think would be helpful and we’d have capacity issues to deal with,” Lubbers says.

Special education is another area where there is concern, and many parents of special education students testified that fewer diploma options will make it harder for their children to graduate.

The reasoning behind this sentiment comes from the requirements of the current General Diploma that would go away if these new diplomas are passed. The Workforce Ready diploma – which in theory

replaces the the General Diploma – requires more credits, which some say could be a barrier to special education students receiving a diploma.

But state Superintendent Glenda Ritz says this was considered when crafting the new diplomas, and that the requirements won't hurt these students.

"We don't have special diplomas for those who have special education needs, we have diplomas for all students," Ritz says. "We really feel that the proposed diplomas are going to be able to be accessible to all students."

There is currently a "certificate of completion" a special education student can receive, but it is not considered a diploma.

Ritz says the board plans to vote to pass the diplomas at its regularly schedule meeting Nov. 4.

Associated Press
Indiana State Board of Education delays diploma overhaul
Nov. 5, 2015

The State Board of Education voted Wednesday to delay adoption of stricter new diploma standards amid worries from parents and educators that the overhaul could limit the career potential of students who are struggling to find their way in the world.

"We're talking about 14- and 15 years-olds and not kids that are wizened and have a great career path set in front of them," said Todd Bess of the Indiana Association of School Principals.

The proposed standards would have eliminated a fine arts requirement while beefing up math requirements for some. Meanwhile, the number of diplomas offered would have been narrowed, including the elimination of a "general" high school diploma in favor of a "workforce ready" diploma.

Members of the board showed concern about a number of the proposed changes. But in particular they balked at the idea of eliminating the general high school diploma.

"I'm thinking we just need to take a step back and make sure that what we're doing is best for kids in the classroom," said Steve Yager, a former school district superintendent from the Fort Wayne area who also proposed the delay.

School principals also complained that new math standards would require hiring additional teachers. The state is currently facing a teacher shortage, especially in the math and science fields.

For months, Democratic state schools Superintendent Glenda Ritz and state higher education Commissioner Teresa Lubbers had worked on developing the diploma changes after the General Assembly ordered a review in 2014, said board spokesman Marc Lotter.

Ritz said she "wrestled" with many of the same issues that were raised Wednesday.

“They are not new topics,” Ritz said. “We’re just going to do further refinement, making sure we have clarity.”

A resolution approved by the board Wednesday calls for reinstatement of the general diploma while also requesting that others be renamed in ways that won’t “label or limit” the “future educational and career options” of students. The board also requested an analysis of how much the new standards will cost schools.

Diploma standards weren’t the only matter addressed by the board Wednesday. Students who took the 2015 ISTEP test using a computer will also be cut a small break after a review found the computerized test was more difficult than the written version.

Eligible students will receive between one and nine bonus points on their test, officials said. The disparity between testing methods was just the latest trouble that has plagued the ISTEP this year. Test scores — usually released in early fall — have still not been distributed.

And Ritz for months has warned that many more students will fail the 2015 ISTEP exam because of more difficult state standards, which were created after Republican legislators and Pence withdrew Indiana from national Common Core standards last year. She has called for teachers and schools to not be penalized for low scores, which are a factor used to determine school ratings and teacher pay.

South Bend Tribune

Potential Reprieve for Dual Credit Programs at Indiana High Schools

Kim Kilbride

Nov. 19, 2015

Indiana high school teachers of core dual credit courses who don’t yet have master’s degrees and 18 graduate credit hours in the subjects they teach — requirements coming down the pike — may have more time to obtain them.

After receiving push-back from Indiana schools Superintendent Glenda Ritz and others, the agency that accredits colleges and universities in Indiana is offering a reprieve from its September 2017 timeline.

John Hausaman, spokesman for the Higher Learning Commission, said the agency’s board has decided to allow either individual credit-granting institutions, such as Ivy Tech Community College, or the state’s Commission for Higher Education, to apply for an extension to the credentialing requirements for dual credit high school teachers.

A panel, Hausaman said, will review applications, which are due in September, and consider granting extensions up to September 2022.

Stephanie Wilson, a spokeswoman with the Indiana Commission for Higher Education, said that organization plans to apply for a five-year extension on behalf of the dual credit-granting institutions in the state, taking into consideration input from each. The commission also expects more guidance from the HLC, she said, as the application process moves forward.

Currently, it's estimated that 88 percent of Ivy Tech's dual credit teachers — those who teach core courses for both high school and college credit — in this region do not have the credentials the HLC is asking for by September 2017.

So, the opportunity for an extension is welcome news to John Newby, assistant vice president of K-12 Initiatives with Ivy Tech.

"It's hopeful," Newby said. "I think we can certainly feel better about things ... It gives us a little breathing room."

However, he said, there are no assurances that an extension request will be granted for the full five years, or at all.

And "long term," Newby said, "there are still some big issues to deal with. We just have more time to deal with them."

Penn High School Principal Steve Hope said he's appreciative of the extra time the HLC has afforded schools.

Of Penn's 28 teachers of core dual credit classes, only one meets the revised credentialing requirements.

"Penn students and parents expect these dual-credit opportunities," he said, "and we will continue working with our post-secondary partners so that we can offer these classes."

John Ross, assistant principal at Mishawaka High School, said many of the schools' 10 dual credit teachers of core courses will be able to make the 2017 cut-off to become credentialed under the new guidelines.

"The rest can easily make it by 2022," he said, "especially if IU and other dual credit sponsors provide programs for teachers to meet the credentialing requirements at little or no cost to the dual credit teacher."

Amy Foley, a dual credit math and physics teacher at Mishawaka High School, who is one of the nine there who does not meet the HLC's revised credentialing requirements, said the opportunity for an extension is a welcome new development.

However, she's still concerned about the availability of the graduate coursework she needs, as well as the cost.

"Can I get the courses I need while still teaching full time, or are they offered at times that conflict with my work schedule?" she said. "Will the university offering the dual credit, or the corporation offering the course, help offset the tuition cost? ... Most teachers don't receive extra compensation for teaching these courses, so tuition would be out of pocket as it stands."

Foley, who has taught at Mishawaka for 18 years, said she's also concerned about juggling rigorous graduate coursework with the demands of her students and her family.

“I don't want to be a less effective teacher or mother because I am being stretched too thin,” she said. “However, having five years to work with instead of 18 months means that perhaps I can chip away at courses one at a time rather than needing to take three or four courses in a single year.”

Montgomery County Paper
Indiana helps veterans earn college degree
Nov. 7, 2015

This Veterans Day, the Indiana Commission for Higher Education wants Hoosier veterans to know there are resources to help them plan, prepare, and pay for college. Data from the U.S. Department of Veterans Affairs show the number of Indiana military veterans using educational benefits has more than doubled in five years—from 7,809 veterans in 2010 to 16,075 veterans in 2013. Despite growth, there is much room for improvement. Indiana’s Gulf War veterans alone total more than 139,000 men and women.

“Indiana is committed to working with national and state partners to grow resources that help more military veterans successfully transition to quality degree or certification programs,” Indiana Commissioner for Higher Education Teresa Lubbers said. “In today’s economy, education beyond high school is critical to achieving greater financial security and success, and it’s something we should aim to provide all the men and women who serve our country.”

College Resources for Indiana Veterans and Military Members

- Student Checklist for Veterans and Service Members: Click here for a step-by-step guide on exploring, preparing and paying for college.
- College Veteran Support Services Offices: Click here for a list of Indiana colleges with links to on-campus veteran support services offices.
- Military Financial Aid Options: Learn more about federal funding dedicated to higher education opportunities for veterans and current members of the military here.
- The State of Indiana provides scholarships for members of the National Guard as well as for the children of disabled veterans and those killed in the line of duty.
- College Credit for Military Service: For some Hoosier veterans, experience in the military may translate into college credit.

Learn more about Indiana’s Veteran education programs at: LearnMoreIndiana.org/military.

Northwest Indiana Times
Lubbers: Indiana Focused on Career Readiness
Nov. 7, 2015

Educators in Indiana need to change a culture that grew up around manufacturing, where good paying jobs could be obtained with little education, Indiana Commissioner for Higher Education Teresa Lubbers said Friday.

Today, that's not true for the high-quality jobs available in manufacturing and it's not true for any of the other jobs people want in the 21st century, Lubbers told about 180 educators at the Graduate to Success in Northwest Indiana summit at the Avalon Manor.

"We believe as a rule more students in high school and college should have more exposure to the real world of work," Lubbers said.

That change in culture is also why the Commission for Higher Education continues to work with local organizations like Ready NWI to boost the number of Hoosiers with post-high school certificates or degrees to 60 percent or higher, she said.

That aspiration was listed as the "big goal" of Friday's summit, but there are even bigger achievements it will lead to, said Linda Woloshansky, CEO of the Center of Workforce Innovations, when she opened the summit.

"We want to make Northwest Indiana a magnet for companies with high-paying and good paying jobs," she said.

Today's Graduate to Success in Northwest Indiana summit was different from such gatherings in previous years, in that it was one of 100 taking place across the nation through 2016 enjoying a partnership with GradNation of America's Promise Alliance.

America's Promise Alliance, an organization whose founding chairman was U.S. Army Gen. Colin Powell, is the nation's largest multisector alliance focused on the well-being of young people. GradNation has as its goal boosting high school graduation rates to 90 percent or higher nationwide.

Schools and organizations like Ready NWI have had success in reaching that goal in recent years, with high school graduation rates in Northwest Indiana increasing to greater than 90 percent overall as compared to about 83 percent just five years ago.

The Graduate to Success summit also featured brainstorming sessions of educators and other attendees. Members of a high-school students' perspective panel delivered the recommendations for action plans from each session.

Gary Middle College senior Jessica Hughes said her session group definitely felt there is more need for workplace internships and other real-world experiences for students.

"How can you go into a field if you've never even done it?" she asked. "Learning about something and actually doing it are two different things."

Miriam Soriano, a senior at Morton High School, said her group found schools are hampered by a lack of clarification on funding and other matters from the state.

"When schools are strained it puts strains on students ... so we need clarification if they want us to produce better students and better workers," she said.

Times Publisher Chris White closed the event with a call to action, noting the day's action plan matched up with what Northwest Indiana residents said they wanted in a recent Nielsen-Harris poll put out by One Region.

"What we learned is there is a strong sense of regional identity, but we want it to be even stronger," White said. "We learned people want to share resources and work together."

White challenged educators to increase educational attainment levels and employers to work directly with schools and students to show them the great jobs they have available.

"The challenge to us individually and collectively is to increase the 'wow' factor in Northwest Indiana," White said.

Indianapolis Star
Indiana teachers may get more time to meet new rules for dual credit courses
Chelsea Schneider
Nov. 23, 2015

Indiana school districts likely no longer face as sharp of a drop in the number of teachers credentialed to instruct dual credit courses as once feared.

State education leaders learned this month that the Higher Learning Commission, a national organization that accredits colleges in the state, is allowing colleges and universities to apply for an extension of up to five years on new requirements it has set for those instructors.

The Indiana Commission for Higher Education announced plans Monday to seek an extension. The request means instructors of the classes, in which students simultaneously earn high school and college credit, could have until 2022 to meet the new coursework standards.

"We are encouraged by this opportunity to apply for an extension to meet these new requirements for dual credit teachers," Indiana Commissioner for Higher Education Teresa Lubbers said in a statement. "That said, this in no way means our work is done. As a state, we remain focused on expanding quality dual credit options for all students."

What's clear, education leaders say, is that although the Higher Learning Commission appears willing to budge on the implementation timeline, it is steadfast on eventually requiring dual credit teachers to complete more graduate-level coursework.

The challenge: Approximately 70 percent of the state's dual credit teachers don't comply. The percentage reflects teachers who instruct in subject areas affected by the new requirements.

The state has to follow the new requirements, or colleges risk losing their accreditations, which are required for them to seek federal financial aid.

A Republican lawmaker plans to file a resolution during the upcoming legislative session "condemning" the Higher Learning Commission for enacting the new requirements. Under the changes, dual credit teachers would need to have a master's degree as well as 18 credit hours in master's-level courses in the subject matter they plan to teach.

"Our teachers don't have any problems with accountability. Our teachers don't have any problems with being asked to do above and beyond," state Rep. Wendy McNamara said. "What I think our biggest problem is basically having an entity that is inflexible and not understanding of what's best for a sovereign state."

McNamara, R-Mount Vernon, announced her plans to offer the resolution Monday as a group of state education leaders and K-12 school officials met to begin exploring potential solutions to get more of the state's dual credit teachers meeting the new requirements.

Lubbers said the state wants the Higher Learning Commission to explore establishing an exception to its new criteria based on measurements of teacher quality. Potential considerations could be the performance of students in classes or whether a teacher has earned professional awards.

Other ideas being weighed involve financial incentives, such as paying teachers a stipend for dual credit courses or offering assistance to cover the cost of graduate-level courses. Some districts offer as high as \$2,000 for each dual credit course a teacher instructs.

"There has to be some financial benefit to doing that," Lubbers said.

Indiana Superintendent of Public Instruction Glenda Ritz said she thinks "push back" on the Higher Learning Commission is appropriate. As policy discussions continue, Ritz said, she's worried about equity.

"Do all teachers have an opportunity to teach dual credit? Can all teachers that want to get the master's degree and utilize some monies, will they have opportunity to do that?" Ritz said.

Indianapolis Business Journal
Defining value: Colleges partner with Gallup to learn more about grads
Hayleigh Colombo
Nov. 28, 2015

Thriving in the higher education world these days is all about proving value.

Rising college costs and student debt levels have triggered a national debate about whether the investment is worth it. So now, higher education institutions are seeking better ways to differentiate themselves from the pack through accelerated degree programs, tuition freezes and other cost-saving strategies.

They're also trying to answer a key question from prospective students: How will a degree from your institution shape my future?

Indiana Higher Education Commissioner Teresa Lubbers is trying to help the state's public and private colleges answer that question through a new partnership with national polling group Gallup.

The Indiana College Value Index, set to launch next spring, will seek to provide a clearer picture of the success of Indiana college graduates by asking them probing questions about their learning in college, career opportunities and long-term life satisfaction after graduation.

The project is about "measuring satisfaction in a comprehensive way," Lubbers said. That includes giving colleges actionable feedback they can use to improve their academic programs and arming prospective students with better information.

"We think it's indisputable that attending college has value," Lubbers said. "There are some ways we can make it a more valuable experience. We think that kind of information is important to put in the hands of the consumers."

Both public and private colleges are participating in the Gallup survey. On the list are Ball State University, Ivy Tech Community College, two Indiana University regional campuses, Purdue University's regional campuses, Grace College, Taylor University, Manchester University, Calumet College of St. Joseph and WGU Indiana.

Lubbers said she hopes to grow that list.

"It's conceptual in some ways," she said. "They're buying into the idea of doing this."

The state's initiative is in part inspired by Purdue University's work with Gallup through its Gallup-Purdue Index, an effort former Gov. Mitch Daniels has championed during his time as Purdue's president. Among that survey's 2015 findings is that graduates with student loan debt are postponing additional education and home purchases as well as putting off decisions to start a business.

The Gallup-Purdue Index "continues to highlight deficiencies on which we in higher education should be focused," Daniels said in a statement earlier this fall. "This year's results serve as another reminder that student loan debt can be a significant obstacle to a student's future success—and, in some cases, a long-

term handicap.”

Lubbers said Daniels’ “willingness to use his national exposure on issues related to value and affordability and return on investment has been very important to the national discussion.”

For schools participating in the Indiana College Value Index, survey results will eventually be melded with existing economic data on colleges through the commission’s Return on Investment reports.

Among the possible survey questions: Did you receive support outside the classroom that helped you graduate? Did you graduate with the skills and knowledge you need to succeed at work? Do you find work fulfilling?

Anne Valentine, Ivy Tech’s vice president for student experience and customer service, said questions like that will give colleges better insight into how their alumni are doing out in the real world—and how their college contributed to that—compared to a school’s typical annual survey that asks whether graduates are employed and what their incomes are.

“When you run into someone you went to college with, this is more what that conversation really is,” Valentine said. “Like, ‘How are you doing?’ This is a way for us to quantify that for our alumni.”

Ball State’s prime interest in working with Gallup is having more data to drive decision-making around student services offerings, said Sam Snideman, the college’s director of government relations.

“One of the things we think we do well and certainly can do better at is preparing students for life after college,” Snideman said. “If we’re not doing as well as we hope, this will help us drive programming in ways that will remedy those deficits.”

The survey could also provide a better picture of how Indiana colleges are meeting the state’s workforce-development needs.

“Marrying personal aspiration and the need for economic opportunity with a state’s economy and employers’ needs—perhaps it’s a new way of thinking, but it’s an appropriate way to think,” Lubbers said.

That’s why online university WGU Indiana wanted to participate, said the school’s president, Allison Barber. She said it’s an appropriate time to “stress-test the model” in a collaborative way.

“Students should be really happy about that if they’re going to invest the money and time to go to college,” Barber said.

USA Funds, the Fishers-based not-for-profit that guarantees federally funded student loans, is supporting the higher education commission’s work by substantially subsidizing the costs for colleges that participate. It’s part of USA Funds’ new focus on return-on-investment work.

“We’ve been talking about accountability in K-12 education for decades and now we’re starting to get serious about accountability in higher education,” said Derek Redelman, a senior program director for the group. “We hope the higher ed [sector] will pay attention to this, and where there are gaps, they’ll try to address them.”

A few colleges said USA Funds' willingness to subsidize the effort made the difference in their decision to participate.

Public colleges can sign up for the Gallup survey for a cost of \$63,500 over three years. For private colleges, the three-year rate will be about \$37,500 for a scaled-back report. USA Funds will pay roughly half the cost for each college.

Grace College, a private Christian college of about 1,750 students in Winona Lake, has been trying on its own to answer the question about value for prospective students. Drew Flamm, the college's vice president of advancement, said USA Funds' contribution brought that effort "into the realm of affordable and doable."

Over the last few years, the college has launched three-year degree programs, reduced tuition 9 percent, started giving students free book rentals, and has awarded students a retention bonus of \$500 for each year they return to school.

The college also started an applied learning program to make sure students have meaningful out-of-class learning experiences.

Now, Grace officials say they're working with Gallup to make sure they're on the right course.

"We feel like Grace has done something unique in the higher education space to get at affordability, value and career-readiness," Flamm said. "Now we have the opportunity to validate that externally."

COMMISSION FOR HIGHER EDUCATION

Thursday, December 10, 2015

INFORMATION ITEM E:

Schedule of Upcoming Meetings of the Commission

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming schedule each six months, the previous schedule is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

This item reaffirms this portion of the schedule presented last June:

January 2016	<i>(No meeting)</i>
February 11, 2016	IUPUI
March 10, 2016	Vincennes University Aviation Technology Center, Indianapolis
April 2016	<i>(Weldon Conference)</i>
May 12, 2016	<i>(Tentative meeting at the Commission office)</i>
June 9, 2016	Indiana State University, Terre Haute

The following six-month schedule has been added:

July 2016	<i>(No meeting)</i>
August 11, 2016	Ball State University
September 8, 2016	Indiana University, Bloomington
October 13, 2016	Purdue University, West Lafayette
November 12, 2016	IUPUI
December 8, 2016	Ivy Tech Community College, Indianapolis