INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, June 13, 2019

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

JUNE COMMISSION MEETING
AGENDA

Wednesday, June 12, 2019

PURDUE UNIVERSITY FORT WAYNE
Steel Dynamics Keith E. Busse Mastodon Alumni Center
1528 East California Road
Fort Wayne, IN 46825

RECEPTION AND DINNER
5:45 P.M. – 8:00 P.M.
Baker Street Steakhouse
4820 North Clinton Street
Fort Wayne, IN 46825

HOTEL ACCOMMODATIONS
Holiday Inn at Purdue Fort Wayne
4111 Paul Shaffer Drive
Fort Wayne, IN 46825

All events take place on EASTERN TIME

Thursday, June 13, 2019

COMMISSION MEETING
Purdue University Fort Wayne
Steel Dynamics Keith E. Busse Mastodon Alumni Center
1528 East California Road
Fort Wayne, IN 46825

COMMISSION MEMBER BREAKFAST
8:00 A.M. – 9:00 A.M.
Holiday Inn at Purdue Fort Wayne
Ballroom A

Guest
Chancellor Ronald L. Elsenbaumer

STAFF BREAKFAST
8:00 A.M. – 9:00 A.M.
Alumni Center
Foyer

WORKING SESSION
9:00 A.M. – 11:30 A.M.
Alumni Center
Meeting Rooms A-B

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

WORKING SESSION TOPICS

- 2019 Legislative Session Recap
- Next Generation Hoosier Educators Scholarship Update
- Commission Spending Plan
- College Completion Report Preview
- Policies on the Regional Campuses and Purdue University Fort Wayne
- Indiana–Ohio Reciprocity Agreement
- Committee Report Outs

COMMISSION MEMBER TOUR & LUNCH
11:45 A.M. – 1:00 P.M.
Park 3000 Building
Coliseum Boulevard
Shuttle transportation provided

STAFF LUNCH
11:45 A.M. – 1:00 P.M.
Alumni Center
Foyer

BUSINESS MEETING
1:00 P.M. – 3:00 P.M.
Alumni Center
Meeting Rooms A-B

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

I. Call to Order – 1:00 P.M. ***(Eastern)***
Roll Call of Members and Determination of Quorum
Chair's Remarks
Commissioner's Report
Consideration of the Minutes of the May 6, 2019 Commission Meeting..... 1

II. Public Square

A. Teacher Preparation in the 21st Century 7
   1. Scott Bogan, Director of Higher Education and Educator Preparation Programs, Indiana Department of Education
   2. Kenith C. Britt, Ph.D., Senior Vice President and Dean, Fred S. Klipsch Educators College, Marian University
   3. Jesse Mendez, Ph.D., Dean and Professor, Indiana University School of Education at IUPUI

III. Business Items

A. Commission for Higher Education Fiscal Year 2020 Spending Plan 11
B. Policies on the Regional Campuses and Purdue University Fort Wayne..... 13
   1. Policy on Regional Campus Roles and Missions
   2. Policy on Purdue University Fort Wayne
C. Bilateral Reciprocity Agreement: Indiana - Ohio 21
D. Academic Degree Programs for Expedited Action 33
   1. Bachelor of Science in Atmospheric Science to be offered by Indiana University Bloomington

2. Master of Science in Speech-Language Pathology to be offered by Indiana University South Bend
3. Doctor of Philosophy in Mechanical Engineering to be offered by Purdue University at Indiana University Purdue University Indianapolis
4. Bachelor of Science in Analytics to be offered by Purdue University Global

IV. Information Items

A. Academic Degree Programs Awaiting Action 37
B. Academic Degree Program Actions Taken by Staff 39
C. Media Coverage 45
D. Schedule of Upcoming Meetings of the Commission 51

V. Old Business

New Business

VI. Adjournment

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The next meeting of the Commission will be on **August 8, 2019, in Gary, Indiana.**

State of Indiana
Commission for Higher Education

Minutes of Meeting

Monday, May 6, 2019

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at the Indiana Commission for Higher Education Offices, 101 W. Ohio St., Indianapolis, IN 46204 with Lisa Hershman presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Jud Fisher, Coleen Gabhart, Lisa Hershman, Al Hubbard, Chris Murphy, Kathy Parkison, Beverley Pitts and John Popp
On the Phone: Jon Costas, Dan Peterson and Alfonso Vidal

Members Absent: Chris LaMothe

CHAIR'S REPORT

On behalf of the Commission, I would like to thank you all for participating in a "special" meeting today outside of our normal schedule. It is important that we come together in May after the budget session to set our recommendations on tuition targets, which is the primary focus of this meeting though we do have a couple of other items on our agenda today. Thank you for taking the time to be here.

Additionally, remember to save the date for our strategic planning retreat next month, for Commission members and the Commission's executive staff. More information will be distributed to us about this meeting by the end of week.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating there are a couple things I would like to bring to your attention starting with a release that just came out within the last hour or so from the Governor's Office announcing that on an interim basis I am going to be serving as chair of the Governor's Workforce Cabinet. Danny Lopez who has been doing that job since it was created in statute is leaving to take the chief of staff and senior vice president role at Strada, it's a great fit for him. When the Governor talked to me about doing this I wanted to make it clear that there would be nothing about this that would make this change anything about my current role at the Commission, and it won't, so all my responsibilities here stay as they have been and we are talking about this on an interim basis. I think they would like this to be as seamless as possible so keeping people engaged who have been involved with this before makes sense. Certainly when the Governor asks you to do something and you think you are going to be helpful, you say yes. I think it will be important to continue to have the Commission front and center with this work on

the Governor's Workforce Cabinet. The role of chair will be broader than the Commission's charge itself.

Last Friday, the Faculty Nominating Committee met to consider who the new faculty commission member will be. I'm sure it will be great for the new person, but sadly for us, it means that Kathy Parkison's last meeting will be June and we will have an opportunity to talk about that next month. Her contribution has been extraordinary during the time she has been here and trust we will find ways to keep her engaged even after she leaves as an official member of the Commission. We have submitted three names the Faculty Nominating Committee came up with and sent to the Governor's Office and we should hopefully know by the end of June so by our August meeting our new faculty member will be with us and we will have had some time to do some onboarding for them and engage Kathy's help to try to smooth that transition.

Additionally, last week we tried to start contacting the graduates of 21st Century Scholars Program. This has been something that I have really pursued for several months now that we have all these students who have graduated as 21st Century Scholars, next year we will be celebrating the 30th anniversary of the program. The legislature made a clear commitment to this program by the financial support they provided. I think it is incumbent upon us to try and engage with these folks as best we can. We've been able to do that, hit or miss, but we did reach out with an email to about 21,000 individuals and in a matter of days we heard back from over 1,000. I think there is clearly an appreciation on the part of those graduates and a willingness to try to be engaged. One of the ways that we might want to think about doing this is through the new Scholars Program we've created for students in college and it' especially focused on career alignment for Scholars and it seems to me that a lot of these Scholars could be very helpful in that space as they've moved on. To give you an idea of the ones we've heard from, nine percent have completed an associate's degree, 54.5% have completed a bachelor's degree, 30.8% have completed a master's degree, 1.3% a Ph.D., a tenth of a percent an M.D. or D.O and 1.7% have completed a J.D. You can see they are out there populating our sectors and because you have all been so supportive of the program I wanted to give you that first snippet of response and we will stay with it as best we can.

Finally, in anticipation of next month's meeting and to bring you up to date on the Strategic Plan. We have completed the audit of where we've been on the last Strategic Plans, we started thinking about the different sections of the new Strategic Plan and finally said let's start by writing a tentative preamble to this. Maybe by writing the preamble it will get clearer to us where we need to go as opposed to starting with all the sections of the Strategic Plan. We're sharing with you today this very basic document. We've looked a lot at the titles, in the past we've had Reaching Higher; Reaching Higher, Achieving More; Reaching Higher, Delivering Value. Someone said, dare you do something without a comma in it and we may actually try to do that so these are the three titles that we are looking at and we think Reaching Higher in the State of Change makes sense not just because it's a state of change we're dealing with, but we are a State of change and so much of what we are going to be talking about is innovation and the changes in higher education. I reached out to Mike Marriner, you may recall that Mike is who we worked with on Roadtrip Nation and Roadtrip Indiana and it was actually called, A State of Change, so I wanted to make sure they would be okay if we did choose to use this. He was thrilled and there would be no problem at all. We do not have to settle on that but I want you to live with these ideas as we all have and give you a chance to read through the preamble. The

last item I would like to discuss is if you look at the back of the document provided, you recall we have had the same three guiding principles for the last two Strategic Plans and it was to build a student-centered, mission-driven, workforce-aligned system of higher education. We are looking at building on that in an evolutionary way but trying to update it and so we've been looking at learner-centered, talent-driven, future-focused, as ideas for that. This is a draft, there is nothing about this other than a way to introduce to you the topics that we're thinking about. We'll also bring to you in June ideas for sections in the plan. We are trying to balance the right amount of giving you enough to consider while also giving you plenty of chance to put your fingerprints on this plan. We can discuss this in greater detail between now and June and certainly at the meeting in June.

CONSIDERATION OF THE MINUTES OF THE MARCH, 2019 COMMISSION MEETING

R-19-04.1 **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the February, 2019 regular meeting. (Motion – Fisher, second – Alley, unanimously approved)

II. BUSINESS ITEMS

A. Non-Binding Tuition and Mandatory Fee Targets for 2019-20 and 2020-21

Each biennium the Commission must set Non-Binding Tuition and Mandatory Fee Targets. The Budget and Productivity committee has prepared their recommendation.

Alecia Nafziger and Jon Costas presented this item.

R-19-04.2 **RESOLVED:** That the Commission for Higher Education hereby approves the following targets, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Hubbard, unanimously approved)

B. 2019-2020 Frank O'Bannon Schedule of Awards

The Commission is charged with approving the student financial aid award amounts for the following academic year.

Colby Shank presented this item.

R-19-04.3 **RESOLVED:** That the Commission for Higher Education hereby approves the following schedule, in accordance with the background information provided in this agenda item. (Motion – Parkison, second – Hubbard, unanimously approved)

C. Academic Degree Programs for Expedited Action

1. Master of Science in Computational Data Science to be offered by Purdue University at Indiana University Purdue University Indianapolis

2. Bachelor of Arts/Bachelor of Science in Neuroscience to be offered by Indiana University Northwest
3. Master of Science in Athletic Training to be offered by Ball State University
4. Bachelor of Science in Civil Engineering to be offered by University of Southern Indiana
5. Bachelor of Science in Applied Data and Information Science to be offered by Indiana University at Indiana University Purdue University Indianapolis

R-19-04.4 **RESOLVED:** That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Popp, unanimously approved)

D. Capital Projects for Full Discussion

1. Purdue University West Lafayette – Aspire at Discovery Park Lease

R-19-04.5 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Hubbard unanimously approved)

Tony Hahn presented this project. Alecia Nafziger provided the staff recommendation.

2. Indiana University Bloomington – Data Center Electrical sand Cooling Infrastructure Upgrades

Tom Morrison presented this project. Alecia Nafziger provided the staff recommendation.

R-19-04.6 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Murphy, unanimously approved)

A. Capital Projects for Expedited Action

1. Purdue University West Lafayette – State Farm Building Purchase
2. Purdue University West Lafayette – Ground Lease to Duke Energy
3. Purdue University West Lafayette – Wade Utility Plan Connection

R-19-04.7 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Parkison, second – Alley, unanimously approved)

III. INFORMATION ITEMS

A. Academic Degree Programs Awaiting Action

B. Academic Degree Actions Taken By Staff

C. Media Coverage

IV. OLD BUSINESS
NEW BUSINESS

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:00 P.M.

_____
Chris LaMothe, Chair

_____
Al Hubbard, Secretary

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2019

PUBLIC SQUARE: **Teacher Preparation in the 21st Century**

Background

As the Commission continues to engage in conversations about helping student navigate through college and careers, it will have the opportunity to discuss issues of teacher preparation with Scott Bogan, Director of Higher Education and Ed. Prep. Programs at the Indiana Department of Education, Dr. Kenith Britt, Senior VP and Dean, Fred S. Klipsch Educators College at Marian University, and Dr. Jesse Mendez, Dean of the Indiana University School of Education at IUPUI.

Supporting Documents

Scott Bogan Bio
Kenith Britt, Ph.D. Bio
Jesse Mendez, Ph.D. Bio

Scott J. Bogan

Director of Higher Education and Educator Preparation Programs
Indiana Department of Education

Scott Bogan serves as the Director of Higher Education and Educator Preparation Programs at the Indiana Department of Education (IDOE). Scott oversees program reviews, new program approval, and teacher preparation program improvement and accountability. Scott works closely with teacher preparation program leaders and licensing advisors in order to ensure program alignment to both state and national educator standards. Scott coordinates accreditation reviews and serves as a state consultant during national review team visits.

Scott has been with the IDOE since January 2014. Prior to his current role, he served for nearly seven years as a licensing advisor in the College of Education, Office of Professional Preparation and Licensure at Purdue University, West Lafayette. Before his time at Purdue, Scott was a middle school teacher for over 15 years.

Scott holds a Bachelor of Science in Social Studies Education and a Master of Science in Education from Purdue University.

Kenith C. Britt, Ph.D.

Senior Vice President and Dean
Fred S. Klipsch Educators College

Kenith Britt has been a visionary in educational circles for nearly two decades. He was named an Impact Academy Fellow for Deans for Impact and received the prestigious Indy's Best and Brightest Award for his work to help transform teacher preparation.

Dr. Britt is the founding dean of the Fred S. Klipsch Educators College at Marian University – an innovative new program designed to recruit and prepare a more talented, diverse education workforce to drive improvement in schools. Prior to joining Marian University, Dr. Britt served for 10 years as a principal and president of K-12 Catholic Schools.

He holds a Ph.D. in leadership from The Catholic University of America in Washington, DC and is married to his wife, Jessica, where they enjoy the hectic (but wonderful) lifestyle of raising four children.

Jesse Mendez, Ph.D.

Dean and Professor
Indiana University School of Education at IUPUI

Dr. Jesse Perez Mendez is the Dean and Professor of the Indiana University School of Education at IUPUI. Prior to that, he was an Associate Dean of Academic Affairs and a Professor at the University of Central Florida (UCF) within the College of Education and Human Performance. Before his years at UCF, he served as the Head of the School of Educational Studies at the College of Education at Oklahoma State University from 2012-2016 and as a governor-appointed regent at a public community college, Northern Oklahoma College from 2007-2012 in Tonkawa, Oklahoma.

Mendez's research explores the dynamics of postsecondary access and campus safety issues in higher education and has been published in such outlets as the *Community College Review, Journal of Diversity in Higher Education, NASPA Journal on Women in Higher Education*, and *Journal of American Indians in Education* and a recently completed book, entitled *Hispanic Serving Institutions in American Higher Education: A Comprehensive Overview*. He also was a recipient of College of Education Leadership and Service Award in 2010 at Oklahoma State University, held the Donnie and John A. Brock Professorship of Education Leadership and Policy at OSU as an associate professor, and served on the Foundation Board of Northern Oklahoma College from 2012-2016. Mendez is a former fellow of the American Council on Education (ACE) where he worked under the Office of the Provost at the University of Wisconsin Madison during the 2015- 2016 academic year.

He earned his Ph.D. in Higher Education and J.D. from the Maurer School of Law at Indiana University. Mendez also holds a master's degree in Political Science from Texas Tech University and a Bachelor of Arts from Midwestern State University.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2019

BUSINESS ITEM A:	**Commission for Higher Education Fiscal Year 2020 Spending Plan**
Staff Recommendation	That the Commission for Higher Education approve by consent the Commission for Higher Education Fiscal Year 2020 Spending Plan.
Background	Article VIII Section 1 of the Commission for Higher Education's Bylaws require the Commissioner to present a recommended budget showing anticipated revenues from all sources and expenditures for the next fiscal year no later than the first month of each fiscal year. The Commissioner has delegated this responsibility to Finance staff. Staff have developed a spending plan that reflects appropriations made by the Indiana General Assembly in addition to other sources of revenue. The annual operating budget is functionally characterized by program: administration, outreach, student financial aid, private grants and federal grants. The Budget & Productivity Committee reviewed this spending plan on May 23, 2019. Staff requests authorization to work with the State Budget Agency to implement necessary management reserves and other budget policies for Fiscal Year 2020.
Supporting Documents	Previously distributed.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2019

BUSINESS ITEM B: **Policies on the Regional Campuses and Purdue University Fort Wayne**

Staff Recommendation That the Commission for Higher Education approve the two updated policies in accordance with the supporting background information.

Background The attached policies reflect two types of changes: (1) editorial changes, which mostly apply to the regional campuses and which largely reflect governance-related changes, and (2) modification of the circumstances that would permit professional practice doctoral programs could be offered, which would also bring the two policies into alignment.

Editorial Changes**.** The Policy on Regional Campus Roles and Missions has not been modified since June 11, 2015, when changes were made to reflect action by the General Assembly to designate what was then Indiana University Purdue University Fort Wayne (IPFW) as a multi-system metropolitan university. Since then, the Purdue University Northwest was formed from the merger of the Purdue University Calumet and Purdue University North Central campuses. The governance-related changes call for an update of the Regional Campus Policy. In addition, both the Regional Campus Policy and the Fort Wayne Policy should also reflect the re-designation of the Transfer Single Articulation Pathways (TSAPs).

Professional Practice Doctoral Modifications. Both the Regional Campus and Fort Wayne Policies did permit professional practice doctoral programs (but not research-scholarship doctoral programs, such as the Ph.D.) to be solely "offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program." The proposed modification would have the following identical language incorporated into the two Policies:

"Under appropriate circumstances aligned to workforce demand, [Purdue University Fort Wayne or a Regional Campus] may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already

	authorized to offer such a program or, under exceptional circumstances, independently by [Purdue University Fort Wayne or the Regional Campuses].
Supporting Document	Policy on Regional Campus Roles and Missions Policy on Purdue University Fort Wayne

INDIANA COMMISSION *for*
HIGHER EDUCATION

Policy on Regional Campus Roles and Missions

June 13, 2019

Preamble

The Indiana Commission for Higher Education regards the Regional Campuses of Indiana University and Purdue University as valuable contributors to the state's system of higher education. The Regional Campuses differ significantly from one to another. Recognizing the unique characteristics of each Regional Campus, the principles outlined on the pages that follow are designed as overarching directions that reflect a more efficient and effective role for Regional Campuses in Indiana's system of higher education in alignment with the Commission's Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity.[1]This version of the document has been updated to reflect changes in Indiana's system of higher education and enhanced inter-campus collaboration opportunities, especially those allowed by technology.

For the purposes of this policy, Regional Campuses shall be defined as:

- *Indiana University-East*
- *Indiana University-Kokomo*
- *Indiana University-Northwest*
- *Indiana University-South Bend*
- *Indiana University-Southeast*
- *Purdue University-Northwest*

Between the late 1960s and late 1980s, the Regional Campuses, in addition to being regional four-year branches of Indiana University and Purdue University, effectively played the role of community colleges, offering associate's degrees and serving as the state's access institutions. In 1987, the Commission for Higher Education approved the first four Associate of Science (AS)/transfer oriented degree programs at the Indiana Vocational Technical College (now Ivy Tech Community College of Indiana). With increasing admissions standards at the Indiana University and Purdue University flagship campuses, and exploding enrollment at the community college level, Regional Campuses are playing an increasingly important role serving Hoosiers with high quality, low-cost baccalaureate degree programs and limited graduate programs, filling a vital niche in Indiana's system of higher education. Research and scholarly activities related to faculty teaching responsibilities and local and regional needs are of special significance at regional campuses.

The missions of Indiana's Regional Campuses should reflect the following defining characteristics:

1) **Profile:** Indiana's six Regional Campuses serve both recent high school graduates and adults. While a portion of the Regional Campus student population enrolls on a part-time basis, full-time enrollment is growing and now represents nearly two-thirds of the student population. A majority of students attending Regional Campuses are either first-generation, low-income

[1] This includes *Reaching Higher: Strategic Directions for Indiana (2007), Reaching Higher: Strategic Initiatives for Higher Education in Indiana (2008),* and *Reaching Higher Achieving More: A Success Agenda for Higher Education in Indiana (2012)*.

students or students balancing their education with work and family. Regional Campuses should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time. Effective partnerships between high schools and regional campuses can improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.

2) **Educational Responsibility:** The primary educational responsibility of Regional Campuses is to offer baccalaureate degree programs. Associate degree programs may be offered on an exceptional basis if a clear workforce need exists and it has been determined that the program cannot be offered at the community colleges. Regional Campuses facilitate seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Transfer Single Articulation Pathways.

3) **Graduate Programs:** Regional Campuses may offer select masters programs to meet state and regional needs. Under appropriate circumstances aligned to workforce demand, a Regional Campus may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program or, under exceptional circumstances, independently by the Regional Campus.

4) **Primary Geographic Responsibility:**
    a. Indiana University-East – East Central Indiana/Western Ohio
    b. Indiana University-Kokomo – Central/North Central Indiana
    c. Indiana University-Northwest – Northwest Indiana/Greater Chicago Area
    d. Indiana University-South Bend – North Central Indiana/Southern Michigan
    e. Indiana University-Southeast – Southeast Indiana/Greater Louisville (KY) Area
    f. Purdue University-Northwest – Northwest Indiana/Greater Chicago Area

5) **Governance:** The six Regional Campuses are governed by two institutions. Five are Regional Campuses of Indiana University, and one is a Regional Campus of Purdue University. The Boards of Trustees of Indiana University and Purdue University, in collaboration with central university administration located at those institutions' Main Campuses, determine the utilization of resources at the Regional Campuses. **Chancellors appointed by institutional Presidents and Trustees manage the Campuses.** The central university administrations of Indiana University and Purdue University are encouraged to develop accountability measures for the Regional Campuses in coordination with the Regional Campus administration and that are aligned to the Commission's strategic plan. These measures should include graduation rates, time to graduation, efficiency measures, tuition and fees as a percentage of revenue, and other such outcome indices of academic and institutional performance. Regional Campuses should be held responsible and accountable for their achievement

6) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates are required to have a Core 40 high school diploma for admission to a Regional Campus.

7) **Developmental/Remedial Education:** Regional Campuses are encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. A Regional Campus may

partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at the Regional Campus. Regional Campuses should not offer classroom-based, stand-alone remediation, which is the responsibility of the community colleges.

8) **Student Residences:** To promote affordability and reduce campus costs, Regional Campuses should limit on-campus residence to 10% of enrollment unless on-campus housing can be provided at a lower cost than off-campus housing without adding financial liability to the institution or the State.

9) **Finance:** The Indiana General Assembly provides direct appropriations to each Regional Campus based on recommendations from the Commission that are developed in consultation with the Main Campuses. One component of the appropriation is the State's performance funding formula, which offers Regional Campuses more direct control over their appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. Regional Campuses should actively pursue policies that improve metric outcomes to earn a larger appropriation.

Expectations of Regional Campuses within Indiana's System of Higher Education:

- **Degree Completion:** Regional Campuses should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for Regional Campuses should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace.

- **Affordability:** Institutions and their Regional Campuses should place affordability at the forefront of decisions around resource allocation.

- **Synergy with Indiana's Community Colleges:** The success of Regional Campuses will depend on collaborative work with the community colleges. Successful collaborations will have the following characteristics:
    - Community colleges are delivering all stand-alone remediation, though collaboration with a Regional Campus could be used to deliver remediation concurrent with credit-bearing courses taken at the Regional Campus.
    - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by the community college in that region.
    - Regional Campuses have transfer scholarships in place and available for community college students and/or graduates, and seamless transfer opportunities through the Statewide General Education Core and Single Articulation Pathways, as well as passport programs and referral opportunities. The Regional Campus and community colleges should develop and provide common messaging regarding transfer policies with a level of detail that enables students to accurately predict which courses will transfer and in what way.
    - Community colleges and Regional Campuses should better differentiate institutional missions, integrate services, improve completion, and increase the effectiveness and efficiency of the campuses.

- **Synergy with Main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is necessary that Regional Campuses and their respective Main Campuses work in close collaboration, particularly in the delivery of academic programs and campus administration.
    - Regional Campuses must work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
    - Regional Campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students.
    - Synergies between the Main Campus and other Regional Campuses would ensure the availability and capacity of required courses to enable students to graduate on-time.

- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies and workforce needs at the forefront of their success agenda.
    - Regional Campuses should expand efforts to partner with local employers to provide college-to-work pathways.
    - Regional Campuses should accelerate options that award college credit to students for prior learning and demonstrated work experience.

INDIANA COMMISSION *for* HIGHER EDUCATION

Policy on Purdue University Fort Wayne

June 13, 2019

Preamble

Purdue University Fort Wayne serves the second largest city in the state with a significant presence of business and industry. This campus is charged to carry out all of higher education's traditional values in teaching, research, and professional service. Purdue University Fort Wayne is Indiana's Flagship Comprehensive Campus for the Fort Wayne Metropolitan Region serving a distinctive role to provide leadership to the region by using its resources to improve the region's quality of life. It does so in alignment with the Commission's Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity. As such, it has been designated a Metropolitan University.

The mission of Purdue University Fort Wayne should reflect the following defining characteristics:

1) **Profile:** Purdue University Fort Wayne serves a diverse student body including both recent high school graduates and adults, many of whom are first generation students, low income students, or other students balancing their education with work and family obligations. Purdue University Fort Wayne should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time. Effective partnerships between high schools and Purdue University Fort Wayne can improve both completion and on- time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.

2) **Educational Responsibility:** The primary educational responsibility of Purdue University Fort Wayne is to offer baccalaureate degree programs as well as an array of master's degrees. Under appropriate circumstances aligned to workforce demand, Purdue University Fort Wayne may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program or, under exceptional circumstances, independently by Purdue University Fort Wayne. Purdue University Fort Wayne facilitates seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Transfer Single Articulation Pathways.

3) **Governance:** In accordance with the Realignment Agreement, and except as described in Article II, Section F of the Program Transfer Agreement specifying the management of IU Medical School, Purdue shall be the University with the full power, authority and responsibility to manage and operate the Fort Wayne Campus and do all things necessary and proper for such purpose.

4) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates were required to have a Core 40 high school diploma for admission to Purdue University Fort Wayne.

5) **Developmental/Remedial Education:** Purdue University Fort Wayne is encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. Purdue University Fort Wayne may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at Purdue University Fort Wayne. Purdue University Fort Wayne should not offer classroom-based, stand-alone remediation, which is the responsibility of the community colleges.

6) **Student Residences:** To promote affordability and reduce campus costs, Purdue University Fort Wayne may offer sufficient on-campus housing to meet the student demand for such housing, subject to the existing approval requirements for any new capital requests including Commission and State Budget Committee review.

7) **Finance:** The Indiana General Assembly provides direct appropriations to Purdue University Fort Wayne based on recommendations from the Commission that are developed in consultation with Purdue University. One component of the appropriation is the State's performance funding formula, which offers Purdue University Fort Wayne more direct control over its appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. The Commission shall ensure the performance funding formula metrics are appropriate for the characteristics of the student body enrolled full-time and part-time at Purdue University Fort Wayne.

8) **Research:** Purdue University Fort Wayne facilitates both basic and applied research primarily but not limited exclusively to research having the potential to advance the quality of life in the region in which Purdue University Fort Wayne is located and the competitiveness and recognition of the region's individuals, businesses, and other entities in global commerce and affairs.

9) **Degree Completion:** Purdue University Fort Wayne should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for Purdue University Fort Wayne should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace

10) **Affordability:** Purdue University Fort Wayne should place affordability at the forefront of decisions around resource allocation.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2019

BUSINESS ITEM C: **Bilateral Reciprocity Agreement: Indiana - Ohio**

Staff Recommendation

That the Commission for Higher Education approve the following reciprocity agreement, in accordance with the background information provided in this agenda item: *Tuition Reciprocity Agreement between Indiana and Ohio Agencies and Institutions 2019-2021*; and

Background

Since 2004, Indiana and Ohio have had agreements to provide reciprocal in-state tuition for residents from specified border counties who attend specified postsecondary institutions in the other state.

The rationale for entering into reciprocal agreements is to expand affordable access to degree programs, which in some cases, a student would otherwise not have access to. From the state's perspective, reciprocity agreements expand student access to degree programs without further state investment in stand-alone programs which may attract a limited number of students.

Eleven more Indiana students attended Ohio institutions than Ohio students attended Indiana institutions in fiscal year 2017 (1,052 vs. 1,041, respectively). Two more Indiana students attended Ohio institutions than Ohio students attended Indiana institutions in fiscal year 2018 (1,063 vs. 1,061, respectively).

Biannually the Commission and the Ohio Department of Higher Education have approved various changes to the reciprocity agreements. Some notable changes are:

- Inclusion of Indiana institutions: Indiana University – Purdue University Fort Wayne, Ivy Tech Community College Marion and New Castle; and
- Inclusion of the Ohio institution: Central State University; and
- Technical changes: the University of Cincinnati Raymond Walters College renamed the University of Cincinnati Blue Ash College; and
- The inclusion of three Indiana counties: DeKalb, Noble, and Steuben; and

- The inclusion of eight Ohio counties: Allen, Auglaize, Defiance, Fulton, Henry, Paulding, Putnam, and Williams.

The attached agreement reflects two institutional additions and one institutional deletion from the previous agreement:

- Ball State University has withdrawn from the reciprocity agreement; and
- Ivy Tech Community College at Fort Wayne, Lawrenceburg, and Richmond could draw students from Ohio; and
- Bowling Green State University could draw students from Indiana.

Supporting Document

Headcount Enrollment at Participating Institutions
Indiana – Ohio Reciprocity Agreement Maps, 2019-2021
Tuition Reciprocity Agreement between Indiana and Ohio Agencies and Institutions, 2019-2021

Indiana - Ohio Reciprocity Agreement:

Fiscal Year Headcount Enrollment at Participating Institutions

Indiana Students Attending Ohio Institutions

Ohio Institutions	FY 2017 Under-graduate	FY 2017 Graduate	FY 2017 Total	FY 2018 Under-graduate	FY 2018 Graduate	FY 2018 Total	Grand Total FY 2017 + FY 2018
Central State University	13		13	20		20	33
Cincinnati State Technical and Community College	182		182	202		202	384
Clark State Community College							
Edison State Community College	6		6	9		9	15
Miami University Hamilton	24		24	34	3	37	61
Miami University Middletown	9		9	13		13	22
Northwest State Community College	7		7	7		7	14
Ohio State University Lima Campus			0	1		1	1
Owens Community College	14		14	11		11	25
Rhodes State College							
Sinclair Community College	34		34	34		34	68
Sinclair Community College Warren County Campus							
University of Cincinnati	459	75	534	474	61	535	1,069
University of Cincinnati Blue Ash College	80		80	67		67	147
University of Cincinnati Clermont College	104		104	97	1	98	202
Wright State University Lake Campus	12		12	7	1	8	20
Wright State University Main Campus	27	6	33	17	4	21	54
	971	81	1,052	993	70	1,063	2,115

Ohio Students Attending Indiana Institutions

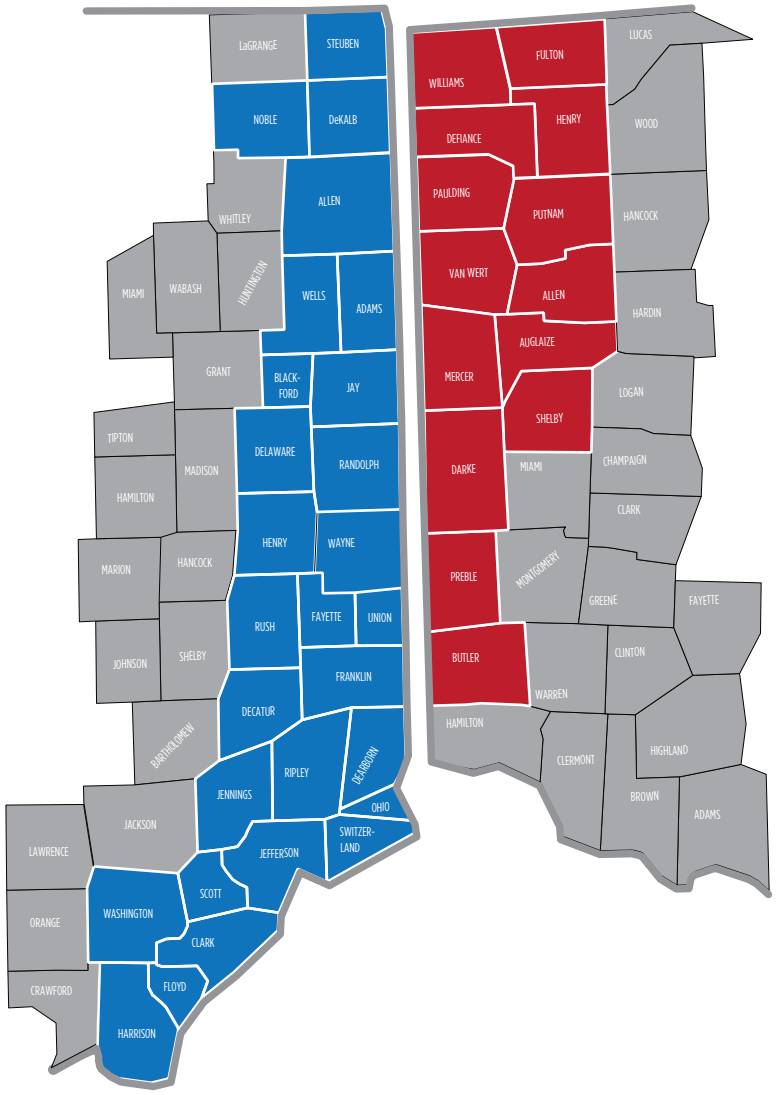
Indiana Institutions	FY 2017 Under-Graduate	FY 2017 Graduate	FY 2017 Total	FY 2018 Under-Graduate	FY 2018 Graduate	FY 2018 Total	Grand Total FY 2017+ FY 2018
Ball State University	407	56	463	423	60	483	946
Indiana University East	354	7	361	333	9	342	703
Indiana University - Purdue University Fort Wayne	205	5	210	225	3	228	438
Purdue University Polytechnic Statewide/Richmond	7		7	8		8	15
	973	68	1,041	989	72	1,061	2,102

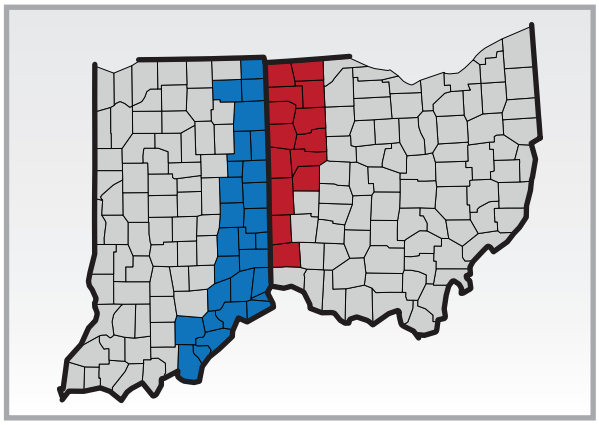
INDIANA - OHIO

INTERSTATE RECIPROCITY AGREEMENT, 2019-2021

PARTICIPATING COUNTIES

Students from shaded counties can attend institutions in other states in all programs, with a few exceptions.





INDIANA INSTITUTIONS	COUNTY
Indiana University East	Wayne
IUPUI Fort Wayne	Allen
Ivy Tech Community College Fort Wayne	Allen
Ivy Tech Community College Lawrenceburg	Dearborn
Ivy Tech Community College Richmond	Wayne
Purdue Polytechnic Statewide Richmond	Wayne
Purdue University Fort Wayne	Allen

OHIO INSTITUTIONS	COUNTY
Bowling Green State University	Wood
Central State University	Greene
Cincinnati State Technical & Community College	Hamilton
Clark State Community College	Clark
Edison Community College	Miami
Miami University Hamilton	Hamilton, Butler
Miami University Middleton	Butler
Northwest State Community College	Henry
Ohio State University Lima Campus	Allen
Owens Community College	Lucas
Rhodes State College	Allen
Sinclair Community College	Montgomery
Sinclair Community College	Warren
University of Cincinnati	Hamilton
University of Cincinnati Clermont College	Clermont
University of Cincinnati Blue Ash College	Hamilton
Wright State University Main Campus	Greene
Wright State University Lake Campus	Mercer

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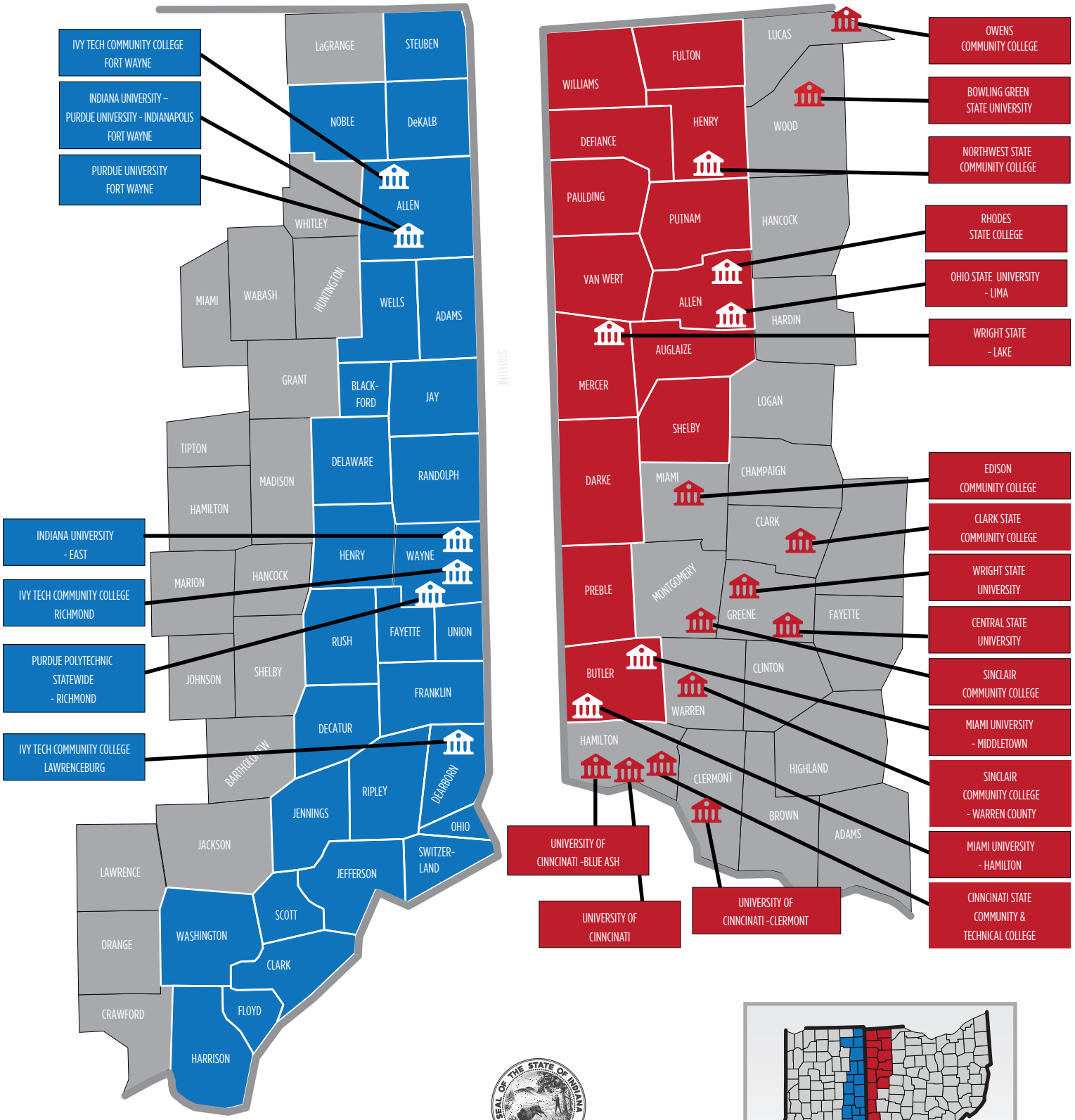
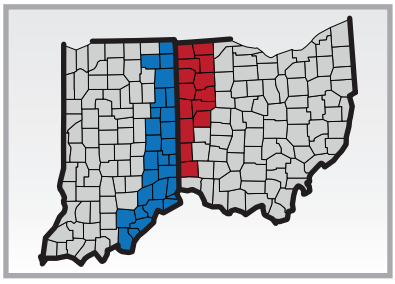
INDIANA - OHIO

INTERSTATE RECIPROCITY AGREEMENT, 2019-2021

PARTICIPATING INSTITUTIONS

Students from shaded counties can attend institutions in other states in all programs, with a few exceptions.





INDIANA COMMISSION for HIGHER EDUCATION
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CHE AGENDA 25
06-03-19

TUITION RECIPROCITY AGREEMENT BETWEEN
INDIANA AND OHIO AGENCIES AND INSTITUTIONS
2019-2021

Bowling Green State University
Central State University
Cincinnati State Technical & Community College
Clark State Community College
Edison State Community College
Miami University Hamilton
Miami University Middletown
Northwest State Community College
Ohio State University Lima Campus
Owens Community College
Rhodes State College
Sinclair Community College
Sinclair Community College Warren County Campus
University of Cincinnati
University of Cincinnati Blue Ash College
University of Cincinnati Clermont College
Wright State University Main Campus
Wright State University Lake Campus
and
Indiana University East
IUPUI Fort Wayne
Ivy Tech Community College Fort Wayne
Ivy Tech Community College Lawrenceburg
Ivy Tech Community College Richmond
Purdue Polytechnic Statewide Richmond
Purdue University Fort Wayne

This Tuition Reciprocity Agreement is entered into between (i) the Ohio Department of Higher Education and Bowling Green State University, Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison State Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Blue Ash College, University of Cincinnati Clermont College, Wright State University Main Campus, and Wright State University Lake Campus, pursuant to the provisions of Section 3333.17 of the Ohio Revised Code (the "Ohio Parties"); and (ii) the Indiana Commission for Higher Education and, Indiana University East, IUPUI Fort Wayne, Ivy Tech Community College Fort Wayne, Ivy Tech Community College Lawrenceburg, Ivy Tech Community College Richmond, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne (the "Indiana Parties," and with the Ohio Parties, collectively the "Parties"), in compliance with rules and procedures of such Indiana Parties.

I. PURPOSE

The general purpose of this Tuition Reciprocity Agreement is to expand postsecondary educational opportunities across the Ohio and Indiana border while limiting the cost of such expansion to the taxpayers of Ohio and Indiana through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of Ohio and Indiana border counties without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources, i.e. it is the mutual intent of the higher education agencies and institutions entering into these agreements to achieve a rough parity in terms of the costs and benefits of the student exchange.

II. TERMS

1. Duration and Termination

The Agreement shall be effective from July 1, 2019 through June 30, 2021 and may be renewed prior to June 30, 2021 by mutual consent of all of the Parties. Any such renewal of this Agreement shall be for a term of two years commencing no sooner than July 1, 2021 and expiring no later than June 30, 2023 in order to allow such renewal term to coincide with the biennial budget of the State of Ohio.

a. All parties agree to meet regularly to, at a minimum, discuss and provide updates on efforts and progress made to market the program to Indiana and Ohio residents. Regular meetings for that purpose will be coordinated by the Ohio Department of Higher Education and the Indiana Commission for Higher Education.

b. The Indiana Commission for Higher Education may condition its consent to renew this Agreement on the adoption of an Amendment to expand residents' eligibility in both Ohio and Indiana to add counties extending up to the northern border of each state in a manner that maintains parity.

   Except with respect to exclusion or inclusion of programs, the Agreement may be amended through mutual consent of all Parties, providing the amendment is in writing and signed by all Parties to the Agreement prior to the effective date of the amendment.

c. The Parties may amend the Agreement in the following manner. Amendments must be presented to each of the Parties of this Agreement for their consideration. Each Party of this Agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all Parties in the Agreement. After sixty (60) days, if all Parties approve of the proposed amendment, the Agreement will be amended. If all Parties do not approve, the Agreement will not be amended.

A review of this Agreement may occur from time to time at the request of any Party hereto, provided all Parties to this Agreement are served with written notice of such request at least ninety (90) days prior to said review.

Any participating institution may modify the list of programs that it is making available through this agreement by providing at least ninety (90) days prior written notice to all other parties to the agreement. If the change involves the exclusion of a previously included program, the change will not apply to students already enrolled in the program, either with respect to the students' eligibility for the benefits of tuition reciprocity or with respect to the state's treatment of the enrollment of such students, for state funding or other purposes.

This Agreement may be terminated by any of the participating institutions, the Ohio Department of Higher Education, or the Indiana Commission for Higher Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the Parties to this Agreement.

2. Indiana Residents' Eligibility for Ohio Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates, any resident of Adams, Allen, Blackford, Clark, DeKalb, Dearborn, Decatur, Delaware, Fayette, Floyd, Franklin, Harrison, Henry, Jay, Jefferson, Jennings, Noble, Ohio, Randolph, Ripley, Rush, Scott, Steuben, Switzerland, Union, Washington, Wayne, and Wells Counties of Indiana who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought) at Bowling Green State University, Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison State Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Blue Ash College, University of Cincinnati Clermont College, Wright State University Main Campus, and Wright State University Lake Campus in the courses or programs not specifically excluded from this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

Majors and/or programs at Clark State Community College which are excluded from this Agreement are the following programs otherwise offered at Clark State Community College:

1. Associate Degree Nursing Program
2. Licensed Practical Nursing Certificate Program
3. LPN to RN Transition Program

Majors and/or programs at Cincinnati State Technical & Community College which are excluded from this Agreement are the following programs otherwise offered at Cincinnati State Technical & Community College:

1. Nursing programs

Majors and/or programs at Rhodes State College which are excluded from this Agreement are the following programs otherwise offered at Rhodes State College:

1. Associate Degree Nursing Program
2. Licensed Practical Nursing Certificate Program
3. LPN to ADN Transition Program

Majors and/or programs at Sinclair Community College which are excluded from this Agreement are the following programs otherwise offered at Sinclair Community College:

1. Allied health programs in dental hygiene, health information management, nursing, radiologic technology, and surgical technology.

Majors and/or programs at Sinclair Community College Warren County Campus which are excluded from this Agreement are the following programs otherwise offered at Sinclair Community College Warren County Campus:

1. Allied health programs in dental hygiene, health information management, nursing, radiologic technology, and surgical technology.

Majors and/or programs at the University of Cincinnati which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati:

1. Nursing programs.
2. Pharmacy programs

Majors and/or programs at the University of Cincinnati Blue Ash College which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati Blue Ash College:

1. Nursing programs.
2. Pharmacy programs.

Majors and/or programs at the University of Cincinnati Clermont College which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati Clermont College:

1. Nursing programs.
2. Pharmacy programs.

Owens Community College agrees to accept at Ohio resident tuition rates, any resident of Indiana who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Owens Community College in the John Deere Agricultural Technician Option and Caterpillar Dealer Service Technician programs. All other courses or programs are excluded.

3. Ohio Residents' Eligibility for Indiana Programs

The participating Indiana institutions agree to accept at Indiana resident tuition rates, any resident of Allen, Auglaize, Butler, Darke, Defiance, Fulton, Henry, Mercer, Paulding, Preble, Putnam, Shelby, Van Wert, and Williams Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought), Indiana University East, IUPUI Fort Wayne, Ivy Tech Community College Fort Wayne, Ivy Tech Community College Lawrenceburg, Ivy Tech Community College Richmond, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne, in the courses or programs not specifically excluded from this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

4. New Program Eligibility

Any new course or program may be included in this Agreement upon notice, as described above. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

5. Resident Status

a. During the period of the Agreement, the Ohio Department of Higher Education will consider residents of Adams, Allen, Blackford, Clark, DeKalb, Dearborn, Decatur, Delaware, Fayette, Floyd, Franklin, Harrison, Henry, Jay, Jefferson, Jennings, Noble, Ohio, Randolph, Ripley, Rush, Scott, Steuben, Switzerland, Union, Washington, Wayne, and Wells Counties of Indiana who attend Bowling Green State University, Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison State Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Blue Ash College, University of Cincinnati Clermont College, Wright State University Main Campus, and Wright State University Lake Campus under this Agreement as qualifying for Ohio resident tuition rates, and as Ohio

residents for the purpose of allocating funds to Bowling Green State University, Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison State Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Blue Ash College, University of Cincinnati Clermont College, Wright State University Main Campus, and Wright State University Lake Campus.

6. b. During the period of this Agreement, the Indiana Commission for Higher Education will consider residents of Allen, Auglaize, Butler, Darke, Defiance, Fulton, Henry, Mercer, Paulding, Preble, Putnam, Shelby, Van Wert, and Williams Counties of Ohio who attend Indiana University East, IUPUI Fort Wayne, Ivy Tech Community College Fort Wayne, Ivy Tech Community College Lawrenceburg, Ivy Tech Community College Richmond, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne under this Agreement as qualifying for Indiana resident tuition rates. Continued Eligibility

Once a reciprocity student submits an application to a participating institution and enrolls within twelve (12) months of the application, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution, will continue to receive reciprocity benefits under this Agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the Agreement is terminated, each participating institution may decide at that time to continue tuition reciprocity for students appropriately enrolled in eligible courses or programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Bowling Green State University, Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison State Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Blue Ash College, University of Cincinnati Clermont College, Wright State University Main Campus, and Wright State University Lake Campus and Indiana University East, IUPUI Fort Wayne, Ivy Tech Community College Fort Wayne, Ivy Tech Community College Lawrenceburg, Ivy Tech Community College Richmond, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each

institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year Bowling Green State University, Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison State Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Blue Ash College, University of Cincinnati Clermont College, Wright State University Main Campus, and Wright State University Lake Campus and Indiana University East, IUPUI Fort Wayne, Ivy Tech Community College Fort Wayne, Ivy Tech Community College Lawrenceburg, Ivy Tech Community College Richmond, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne agree to provide annual reports on the enrollment and fiscal implications of the Agreement to the Indiana Commission for Higher Education and the Ohio Department of Higher Education. Specific forms for the annual report may be prescribed by the state agencies.

III. OHIO DEPARTMENT OF HIGHER EDUCATION APPROVAL

This Agreement is not effective unless and until approved by the Ohio Department of Higher Education pursuant to Section 3333.17 of the Ohio Revised Code.

IV. INDIANA COMMISSION FOR HIGHER EDUCATION APPROVAL

This Agreement is not effective unless and until approved by the Indiana Commission for Higher Education.

V. COUNTERPARTS; ENTIRE AGREEMENT

This Agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

This Agreement contains the entire understanding of the Parties with respect to the subject matter of this Agreement and supersedes all prior agreements and understandings among the Parties with respect thereto.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2019

BUSINESS ITEM D: **Academic Degree Programs for Expedited Action**

Staff Recommendation

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

- Bachelor of Science in Atmospheric Science to be offered by Indiana University Bloomington
- Master of Science in Speech-Language Pathology to be offered by Indiana University South Bend
- Doctor of Philosophy in Mechanical Engineering to be offered by Purdue University at Indiana University Purdue University Indianapolis
- Bachelor of Science in Analytics to be offered by Purdue University Global

Background

The Academic Affairs and Quality Committee discussed these programs at its May 28, 2019 meeting and concluded that the proposed programs could be placed on the June 13, 2019 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action May 28, 2019

Academic Degree Program on Which Staff Propose Expedited Action
May 28, 2019

CHE 19-06 Bachelor of Science in Atmospheric Science to be offered by Indiana University Bloomington

Proposal received on April 9, 2019
CIP Code: 40.0401
Fifth Year Projected Enrollment: Headcount – 72, FTE – 48
Fifth Year Projected Degrees Conferred: 18

The proposed B.S. in Atmospheric Sciences would be offered by the Department of Earth and Atmospheric Sciences in the College of Arts and Sciences and is intended for students seeking professional employment or graduate school in atmospheric sciences. It is also designed to meet the federal civil service requirements for meteorologist positions. The Department also offers a B.S. in Earth Science, which is intended for students who want to become professional geologists and which enrolled 75 headcount or 65 FTE students in FY2018 and produced 16 graduates that same year.

The B.S. in Atmospheric Science requires 120 semesters hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is not a TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, articulation agreements have been developed with Ivy Tech Community College and Vincennes University. Students who complete the A.S. in Liberal Arts at Ivy Tech and the A.S. in Liberal Arts at Vincennes are eligible for full transfer into the B.S. in Atmospheric Science degree.

CHE 19-08 Master of Science in Speech-Language Pathology to be offered by Indiana University South Bend

Proposal received on April 9, 2019
CIP Code: 51.0203
Fifth Year Projected Enrollment: Headcount – 44, FTE – 63
Fifth Year Projected Degrees Conferred: 20

The proposed M.S. Speech-Language Pathology would be offered through the School of Rehabilitation Sciences in the Vera Z. Dwyer College of Health Sciences. Accreditation for this program will be sought from the Council on Academic Accreditation through the American Speech and Hearing Association (ASHA), which is essential for a graduate to obtain the Certificate of Clinical Competence-Speech-Language Pathology (CCC-SLP) awarded by ASHA. In Indiana, one must have the CCC-SLP to be licensed and practice as a Speech-Language Pathologist.

The M.S. in Speech-Language Pathology requires 67 semester hours of credit.

CHE 19-09 Doctor of Philosophy in Mechanical Engineering to be offered by Purdue University at Indiana University Purdue University Indianapolis

Proposal received on April 15, 2019
CIP Code: 14.1901
Fifth Year Projected Enrollment: Headcount – 44, FTE – 41
Fifth Year Projected Degrees Conferred: 10

The proposed Ph.D. in Mechanical Engineering is to be offered through the Department of Mechanical and Energy Engineering in the School of Engineering and Technology. This program is currently available to students at IUPUI, but only through a cooperative agreement with the School of Mechanical Engineering at Purdue University West Lafayette that was approved in 2004. Under this cooperative agreement, IUPUI students must take four courses on the West Lafayette campus and must have two West Lafayette faculty members on each Ph.D. advisory committee. Purdue University wishes to make a transition from its current cooperative agreement with West Lafayette to a site-approved program, which would allow students to complete all their degree requirements at IUPUI.

Approval of the Ph.D. in Mechanical Engineering would mark the end of a gradual shift of Purdue doctoral programs at IUPUI from cooperative to site-approved programs. On three previous occasions, the Commission approved a similar shift for a total of seven other Ph.D. programs at IUPUI: Biology, Chemistry and Chemical Biology (September 2015); Addiction Neuroscience, Computer Science, Mathematical Sciences, and Physics (June 2016); and Electrical and Computer Engineering (August 2017). There is one remaining Purdue Ph.D. program at IUPUI (Biomedical Engineering) that is offered through a cooperative arrangement with the West Lafayette campus, but there is no desire to transition that program to site-approved status.

The Ph.D. in Mechanical Engineering requires 90 semester hours of credit.

CHE 19-10 Bachelor of Science in Analytics to be offered by Purdue University Global

Proposal received on April 15, 2019
CIP Code: 11.0401
Total, National Projections:
Fifth Year Projected Enrollment: Headcount – 181, FTE – 91
Fifth Year Projected Degrees Conferred: 45
Subtotal, Indiana Projections:
Fifth Year Projected Enrollment: Headcount – 26, FTE – 13
Fifth Year Projected Degrees Conferred: 6

The proposed B.S. in Analytics would be offered through the School of Business Information Technology. The B.S. in Analytics would prepare graduates for a variety of business intelligence analyst positions in organizations of all sizes in all industries that require the collection, storage, manipulation, and analysis of data. Graduates of the program would also be prepared to earn a number of certifications, including the

Certified Analytics Professional (CAP) certification as well as certifications issued by Microsoft, Amazon, and Cloudera.

The B.S. in Analytics requires 180 quarter credit hours (the equivalent to 120 semester hours of credit), thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, articulation agreements have been developed with Ivy Tech Community College and Vincennes University. Students who complete the A.S. in Database Management and Administration at Ivy Tech and the A.S. in Information Technology at Vincennes University are eligible for full transfer into the B.S. in Analytics, thereby completing the remaining 90 quarter credit hours (the equivalent of 60 semester hours of credit).

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2019

INFORMATION ITEM A: **Academic Degree Programs Awaiting Action**

	Institution/Campus/Site	Title of Program	Date Received	Status
01	Indiana University Bloomington	Bachelor of Science in Atmospheric Science	4/09/2019	On CHE Agenda for Action
02	Indiana University South Bend	Master of Science in Speech-Language Pathology	4/09/2019	On CHE Agenda for Action
03	Indiana University Purdue University Indianapolis	Doctor of Philosophy in Mechanical Engineering (PU)	04/15/2019	On CHE Agenda for Action
04	Purdue University Global	Bachelor of Science in Analytics	04/15/2019	On CHE Agenda for Action

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2019

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

	Institution/Campus/Site	Title of Program	Date Approved	Change
01	Purdue University West Lafayette	Certificate in Applications in Data Science	05/28/2019	Adding a certificate
02	Indiana University Bloomington	Graduate Certificate in Political Science	05/28/2019	Adding a certificate
03	Indiana University Purdue University Indianapolis	Graduate Certificate in Urban and Regional Governance (IU)	05/28/2019	Adding a certificate
04	Indiana University Purdue University Indianapolis	Graduate Certificate in Analytics in Public Affairs (IU)	05/28/2019	Adding a certificate
05	Indiana University Purdue University Indianapolis	Graduate Certificate in Policy Analysis (IU)	05/28/2019	Adding a certificate
06	Ball State University	Master of Architecture	05/28/2019	Changing the credit hours
07	Ball State University	Bachelor of Landscape Architecture	05/28/2019	Changing the credit hours
08	Ball State University	Bachelor of Arts/Bachelor of Science in Elementary Education-Special Education, Exceptional Needs	05/28/2019	Changing the credit hours
09	Ball State University	Master of Arts/Master of Science in Statistics	05/28/2019	Changing the credit hours
10	Ball State University	Graduate Certificate in Sustainability	05/28/2019	Adding a certificate

	Institution/Campus/Site	Title of Program	Date Approved	Change
11	Ball State University	Graduate Certificate in Criminal Justice and Criminology	05/28/2019	Adding a certificate
12	Ball State University	Doctor of Education in Adult and Community Education	05/28/2019	Changing the name
13	Ball State University	Bachelor of Music Education	05/28/2019	Changing the name
14	Ball State University	Master of Science in Geology and Natural Resources	05/28/2019	Changing the name
15	Ball State University	Certificate in Entrepreneurial Studies in Music	05/28/2019	Changing the name
16	Ball State University	Graduate Certificate in Entrepreneurial Studies in Music	05/28/2019	Changing the name
17	Ball State University	Master of Science in Nutrition and Dietetics	05/28/2019	Changing the name
18	Ball State University	Master of Arts in Environmental Geoscience	05/28/2019	Splitting a program
19	Ball State University	Doctor of Education in Higher Education	05/28/2019	Splitting a program
20	Ball State University	Certificate in Literary Journalism	05/28/2019	Adding distance education
21	Ball State University	Certificate in Emerging Media and Visual Reporting	05/28/2019	Adding distance education
22	Ball State University	Associate of Arts in Criminal Justice and Criminology	05/28/2019	Adding distance education
23	Ball State University	Bachelor of Science in Technical Teacher Education	05/28/2019	Suspending a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
24	Ball State University	Bachelor of Arts/Bachelor of Science in Chinese Teaching	05/28/2019	Suspending a program
25	Ball State University	Bachelor of Arts/Bachelor of Science in Family and Consumer Sciences	05/28/2019	Suspending a program
26	Ball State University	Master of Science in Computer Science	05/28/2019	Suspending a program
27	Ball State University	Master of Science in Software Engineering	05/28/2019	Suspending a program
28	Ball State University	Master of Arts in Technology Education	05/28/2019	Suspending a program
29	Ball State University	Master of Arts/Master of Science in Fashion	05/28/2019	Suspending a program
30	Ball State University	Master of Arts in Anthropology	05/28/2019	Suspending a program
31	Ball State University	Master of Arts/Master of Science in Residential Property Management	05/28/2019	Suspending a program
32	Ball State University	Certificate in Journalistic Visual Presentation	05/28/2019	Eliminating a program
33	Ball State University	Graduate Certificate in Middle School Mathematics Education	05/28/2019	Eliminating a program
34	Ball State University	Master of Fine Arts in Visual Arts/Animation	05/28/2019	Eliminating a program
35	Indiana State University	Bachelor of Science in Applied Medicine	05/28/2019	Changing the name
36	Indiana State University	Master of Science in Athletic Training	05/28/2019	Suspending a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
37	Purdue University Northwest	Master of Nursing in Nursing	05/28/2019	Changing the name
38	Indiana State University	Bachelor of Science in Recreation Management and Youth Leadership	05/28/2019	Changing the name
39	Indiana State University	Language Studies Certificate	05/28/2019	Changing the name
40	Vincennes University	Certificate of Graduation in Cyber Security and Network Operations	05/28/2019	Changing the CIP Code
41	Ball State University	Master of Science in Architecture	05/28/2019	Splitting a program
42	Indiana University Bloomington	Graduate Certificate in Digital Business Enterprise	05/28/2019	Adding a certificate
43	Indiana University Bloomington	Graduate Certificate in Rural Arts Administration	05/28/2019	Adding a certificate
44	Indiana University Bloomington	Master of Science in Education in International and Comparative Education	05/28/2019	Adding distance education
45	Indiana University Bloomington	Doctor of Philosophy in Neuroscience	05/28/2019	Changing the name
46	Indiana University Northwest	Graduate Certificate in Public Management	05/28/2019	Changing the name
47	Indiana University Northwest	Graduate Certificate in Environmental Affairs	05/28/2019	Adding a certificate
48	Indiana University Northwest	Graduate Certificate in Nonprofit Management	05/28/2019	Adding a certificate
49	Purdue University West Lafayette	Graduate Certificate in Information Security Policy	05/28/2019	Eliminating a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
50	Purdue University West Lafayette	Post-baccalaureate Certificate in Information Assurance Education	05/28/2019	Adding a certificate
51	Purdue University West Lafayette	Post-baccalaureate Certificate in Dual Language Bilingual Education	05/28/2019	Adding a certificate
52	Purdue University Global	Post-Master's Certificate in Applied Behavior Analysis	05/28/2019	Changing the credit hours
53	Purdue University Global	Post-baccalaureate Certificate in Applied Behavior Analysis	05/28/2019	Changing the credit hours
54	Vincennes University	Certificate of Program Completion in Advanced Cyber Security and Information Assurance	05/28/2019	Adding a certificate
55	Vincennes University	Certificate of Graduation in Technology Apprenticeship	05/28/2019	Adding a certificate
56	Vincennes University	Associate of Science in Radiography	05/28/2019	Suspending a program
57	Vincennes University	Certificate of Graduation in Diesel Service and Maintenance	05/28/2019	Suspending a program
58	Ivy Tech Community College	Certificate in Health Care Specialist	05/28/2019	Suspending a program
59	Vincennes University	Certificate of Program Completion in Substance Abuse	05/28/2019	Changing the credit hours

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM D: **Media Coverage**

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

Inside Indiana Business
State Awards Scholarships to Future Indiana Teachers
Merritt McLaughlin
March 8, 2019

The Indiana Commission for Higher Education has announced the winners of the 2019 Next Generation Hoosier Educators Scholarship. The commission awarded 200 scholarships of $7,500 annually to recipients who are committed to teach in Indiana for five years after graduating college.

Applications for the scholarship represented 212 high schools in 82 of the state's 92 counties. In total, 393 students applied for the 2019-20 Next Generation Hoosier Educators Scholarship.

“We are encouraged to see so many driven and prepared students applying for the Next Generation Hoosier Educators Scholarship,” said Indiana Commissioner for Higher Education Teresa Lubbers in a news release. “We look forward to the positive impact they will have in classrooms and school communities across Indiana.”

14 News
Tech jobs growing drastically in Indiana
Chellsie Brown
May 16, 2019

Governor Eric Holcomb said the tech jobs are growing twice as fast in the Hoosier state as the national average. It’s called the “silver tsunami,” and it’s happening in the tech field across Indiana.

“The folks that were there and had been working there since they were teenagers are now at the age where they are retiring,” Joseph Binkley, Ivy Tech Director of Admissions, explains.

Right now across Indiana there is a need to fill two types of technology jobs.

Applied technology jobs are one of the more traditional jobs. They include welding and automotive jobs.

Many workers are now retiring out of that field.

“It’s all because they see in the long term, in the next few years, how much demand, how much need there’s going to be,” said Binkley.

The other type of tech job is information technology.

“Information technology is when we think about computer systems and servers and doing the technical work on computer systems,” says Binkley.

Several of these tech jobs require some sort of certification or training that is offered through Ivy Tech. Thanks to Next Level Jobs, a state program, much of that training is free through the college.

This allows the college to help even more people achieve their goals.

“We’re doing things that not all schools do, because the jobs that need filled don’t always require a bachelors degree," Binkley says. "We try to really focus in. What does our community need. So let’s do those things, let’s provide the opportunities, the certifications and trainings to accomplish that.”

Indianapolis Business Journal
Why we should all be a little more like Sen. Lugar
Abdul-Hakim Shabazz
May 10, 2019

The last time I saw former U.S. Sen. Dick Lugar was at Marian University. He was doing one of the many things he did well—inspiring the next generation of public servants.

During his break, we did one of our regular interviews, this time about the passing of former President George H.W. Bush and Bush’s impact on American foreign policy. The senator was his usual charming and intelligent self.

However, had I known that was going to be the last time I saw him, I would have told him, “Thank you.”

I would have thanked him not only for his service to his country as a U.S. senator and former Navy officer, but also for his impact here in Indianapolis.

I don’t think a lot of people really appreciate the legacy Lugar left behind.

Even before he was mayor of Indianapolis, he served on the IPS school board and convinced his colleagues to do something that was anathema to them—participate in the federal school lunch program so poor kids could get a nutritious meal.

One could argue his biggest achievement as mayor was Unigov, but I submit it was the staff of people he either brought with him or hired along the way who were so crucial to Indianapolis’ growth: former governor and Purdue University President Mitch Daniels, Indiana Pacers CEO Jim Morris, Higher Education Commissioner Teresa Lubbers, you name it. All these individuals have gone on to shape the course and future of this state and now their proteges are stepping up to assume the mantle of power and move the city and state forward. Heck, even former staffer Todd Young went on to become a U.S. senator.

And it’s not just Indianapolis and Indiana that owe Lugar a debt of gratitude—it is the entire world. Lugar worked with then-Democratic Sen. Sam Nunn to secure and dismantle weapons of mass destruction in the former Soviet Union.

Even when Lugar ran for president in late 1995 and early 1996, when my family lived in Iowa, I remember as clear as day a campaign ad that warned of weapons of mass destruction ending up in the hands of terrorists and rogue nations.

But for me, the senator’s greatest quality was his thoughtfulness and sense of bipartisanship when it came to problem-solving. Much to the dismay of the more ideologically extreme elements of the Republican Party, former President Barack Obama called Lugar “his favorite Republican.” Unfortunately,

that thoughtfulness was not appreciated in the 2012 primary. But even after being ousted from office, the senator continued his work to make the world a much safer place.

And he also kept inspiring the next generations of leadership, be it the Richard G. Lugar Excellence in Public Service Series that encourages women to get involved in local, state and federal politics, or his annual symposium where hundreds of high school students from across Indiana gather at the University of Indianapolis to learn about government (which, by the way, my Saturday morning business law graduate students always appreciated because they knew we would have to take a short break so I could go downstairs and interview him).

I will definitely miss this statesman who was the epitome of public service. I really liked Lugar and truly believe this world would be a better place if we were all a little bit more like him.•

Inside Indiana Business
Lubbers: Hoosier Employees Must Prepare for Higher Ed
Merritt McLaughlin
May 26, 2019

Indiana's Commission for Higher Education has released its State of Higher Education Address and its College Readiness Report. Commissioner Teresa Lubbers says the organization will use the information to develop a strategic plan for Indiana's higher education system. In her recent State of Higher Education Address, Lubbers said higher learning must become more affordable and applicable for every kind of student, and employ multiple approaches rather than a one-size-fits-all model.

The commission says the plan will address issues including demographic and enrollment patterns, financial pressures, and workforce needs, while being mindful of a return on investment for students and the state.

Lubbers says educational pathways are important for every student, whether they are a high school graduate or a returning learner.

In an interview on Inside INdiana Business with Gerry Dick, Lubbers says Hoosiers must be ready for more demanding higher education requirements from employers.

"We are in the process of changing the culture of a state where you could get a good job without education beyond high school. That is increasingly not the case. 99 percent of the new jobs that have been created since the recession require some sort of education beyond high school. That doesn't mean a four year degree for everybody, but some sort of a quality credential or training beyond high school. We need to make sure that Hoosiers throughout the state understand that and are prepared."

Market Watch
Why fewer students are enrolling in college
June 2, 2019

Most of the headlines surrounding higher education would have you believe that students are competing for a limited number of spots at our nation's colleges. But a new report adds to a growing body of evidence that in many cases, colleges are actually in search of students.

The number of students enrolled in college in the spring dropped 1.7% from last year, continuing a spate of declines over the past several years, according to a report released Thursday by the National Student Clearinghouse, which tracks college enrollment and degrees.

In the years since the Great Recession and slow economic recovery, much of the decline in college enrollment has been driven largely by a decrease in the number of adults returning to school.

In the years since the Great Recession and slow economic recovery, much of the decline in college enrollment has been driven largely by a decrease in the number of adults returning to school, said Doug Shapiro, the executive research director at the National Student Clearinghouse.

That pattern is typical of economic downturns when adults are more likely to shelter from a bad economy by going to college and learning new skills, and recoveries when they may feel more comfortable staying in the workforce.

But the report released Thursday indicates that the number of 18- to 24-year-olds attending college is now also dropping more precipitously, Shapiro said. The number of these so-called "traditionally aged" students declined 2.4% from last year. Between Spring 2017 and 2018, that number increased by 0.4%; between Spring 2017 and 2016, it dropped 0.7%.

"That's new this year that we're seeing those big declines," Shapiro said.
This pattern is typical of economic downturns when adults are more likely to shelter in college and learn new skills, and recoveries when they may feel more comfortable staying in the workforce.

The likely culprit: Demographic changes. The population of high-school graduates from which colleges can pull students is shrinking. It's also possible that the strong economy is luring even younger students into the workforce instead of towards higher education, Shapiro said.

Though the higher education population is declining overall, there are some groups of students whose numbers are increasing, the report indicates: The number of graduate students rose by 2% since last Spring.

In addition, the number of students under 18 enrolled in college increased by 1.6% from last Spring, and at community colleges their ranks grew by 3.8%.

Over the past several years, the number of high-school students taking college courses, known as dual-enrollment, has skyrocketed amid concerns about rising college costs and growing student debt.

Indiana Public Media
Higher Ed Commission Recommends Less Than 2 Percent Tuition Hike
Emma Atkinson
May 9, 2019

The Indiana Commission for Higher Education is recommending raising public college tuition and fees by no more than 1.65 percent each year until 2021.

The commission met earlier this week to set new targets for the increases.

Commission member John Popp suggested adding a performance funding incentive for schools that don’t raise their tuition and fees. Performance funding is a formula the state uses to measure degree completion and progress statistics to determine how much state funding schools receive.

"The more affordable our colleges are, the more chance we have of getting students, and that’s our goal," Popp says.

Secretary Allan Hubbard echoed the suggestion. He asked Commissioner for Higher Education Teresa Lubbers to look into it, adding that he wondered if universities would be more receptive to a monetary incentive than just a commission recommendation.

"I think we oughta ask you and your staff to look at whether we could put some sort of financial incentive in to encourage universities to pay more attention to their increases," he says.

In-state tuition and fees at public, four-year colleges and universities in Indiana have increased by only 1.4 percent since 2009, compared to a national rate of 3.1 percent.

Schools are not required to follow the Commission’s recommendations. They have until June 28 to set their tuition and fees for the next biennium.

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INFORMATION ITEM D: **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:

July 2019	*No meeting*
August 8, 2019	Indiana University Northwest, Gary
September 12, 2019	Vincennes University, Jasper
October 10, 2019	Ivy Tech Community College, Kokomo
November 2019	*No meeting*
December 12, 2019	Ivy Tech Community College, Indianapolis

The following six-month schedule has been added:

January 2020	*No meeting*
February 13, 2020	Vincennes Aviation Center, Indianapolis
March 12, 2020	IUPUI, Indianapolis
April 2020	State of Higher Education Address & H. Kent Weldon Conference
May 2020	*No meeting*
June 11, 2020	Indiana State University, Terre Haute