



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

June 9, 2016

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 8, 2016

INDIANA STATE UNIVERSITY

200 North 7th Street
Terre Haute, IN 47809

Parking available in the Cherry Street Garage

STUDENT SUCCESS AND COMPLETION COMMITTEE

2:00 P.M. – 3:30 P.M.

Scott College of Business in Federal Hall
Magna Carta Room

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

CAMPUS TOUR

4:00 P.M. – 5:00 P.M.

Tour Begins at Federal Hall

RECEPTION

5:15 P.M. – 6:30 P.M.

Normal Hall

Center for Student Success

Shuttle provided from Normal Hall to Stables Steakhouse

DINNER

7:00 P.M. – 8:30 P.M.

Stables Steakhouse

939 Poplar Street

Terre Haute, IN 47807

Shuttle provided from Stables Steakhouse to Cherry Street Garage

HOTEL ACCOMMODATIONS

Hampton Inn Terre Haute

3325 U.S. 41 South

Terre Haute, IN 47802

All events take place on Eastern Time

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

Thursday, June 9, 2016

COMMISSION MEETING

Indiana State University
200 North 7th Street
Terre Haute, IN 47809
Tirey Hall

COMMISSION MEMBER BREAKFAST

8:00 A.M. – 9:00 A.M.
Heritage Lounge

Breakfast Guest

President Daniel Bradley

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Heritage Ballroom

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WORKING SESSION TOPICS

- Update on the New ICHE Financial Aid Portal
- Financial Aid Rulemaking
- Scholar Success Program Update
- Multi-State Collaborative on Military Credit Update
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.
Heritage Lounge

Lunch Guest

President Daniel Bradley

STAFF LUNCH

11:45 A.M. – 1:00 P.M.
Heritage Ballroom

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.
State Room

CALL IN INFORMATION:

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

I.	Call to Order – 1:00 P.M. (<i>Eastern</i>)	
	Roll Call of Members and Determination of Quorum	
	Chair’s Remarks	
	Commissioner’s Report	
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	A. Gallup-Indiana Survey Results: Year One	9
	1. Stephanie Marken, Methodologist, Gallup	
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	Indiana University-Purdue University Indianapolis	
	C. Academic Degree Programs for Expedited Action	59
	1. Bachelor of Art and Bachelor of Science in Chinese and in Chinese Teaching,	
	both to be offered by Ball State University	
	2. Bachelor of Science in Public Health: Epidemiology to be offered by	
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	D. Fiscal Year 2017 Spending Plan	63

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- C. Media Coverage..... 69
- D. Schedule of Upcoming Meetings of the Commission 101

V. Old Business
New Business

VI. Adjournment

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

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, March 10, 2016

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Vincennes University Aviation Technology Center, 2175 South Hoffman Road, Indianapolis, IN 46241, with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, John Conant, Sarah Correll, Jon Costas, Susana Duarte De Suarez, Allan Hubbard, Chris LaMothe, Dan Peterson, John Popp and Caren Whitehouse. *On the Phone:* Gerald Bepko

Members Absent: Jud Fisher, Lisa Hershman, Chris Murphy

CHAIR'S REPORT

Chairman Bland began his report stating on behalf of the Commission, I would like to thank Vincennes University for hosting our meeting today.

The Commission will host a number of events this coming April. The Next Steps College Conference will take place on Saturday, April 2nd at Ivy Tech Community College. Over 100 current 21st Century Scholars students will participate in interactive and engaging workshops that will not only promote academic success, but the overall well-being of Scholars as they pursue their academic endeavors.

Also, in lieu of a regular commission meeting, you are invited to and strongly encouraged to attend a two-part discussion on our new strategic plan, *Reaching Higher, Delivering Value* at our annual State of Higher Education Address and the H. Kent Weldon Conference for Higher Education. The Address will take place on April 13th at 4:00 pm at the Statehouse. The Weldon Conference will take place on April 14th at 9:00 am at the Indianapolis Marriott North and feature remarks by Governor Mike Pence and a keynote address by Kevin Carey, a national thought leader on higher education issues and acclaimed author. Both plenary sessions and breakout sessions later in the day will delve deeper into issues related to college value. I hope to see each of you there, and would also encourage you to extend the invitation to any of those in your professional or community networks that might benefit from attending. Please direct all questions and inquiries about the Commission's upcoming events to events@che.in.gov.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating as noted in our working session, the legislative session, which concludes this week, addressed many issues of teacher capacity and quality. During the development of *Reacher Higher, Delivering Value*, the staff considered our previous two plans. A major focus in *Reacher Higher* was the need for high-quality teachers and school leaders to improve student success. Now, eight years later, we will have legislative directives to consider ways to accelerate the recruitment of teachers, especially in the high need/shortage areas. Noting the progressive nature of the 2008 document, it also “promoted teaching as a profession that is valued, finding meaningful ways to lift up classroom teaching as a highly respected and appreciated career path.”

During the month February, I traveled the state to meet with our university presidents about the new strategic plan and any other issues they wanted to discuss. This is an important way for the commission to align our efforts with those at the institutional level. It was encouraging to see how many elements of their strategic plans align for ours – as we are all focused on increasing student success. Just last week, the University of Southern Indiana’s board of trustees adopted their new five year strategic plan. According to President Bennett, the new plan is designed to “shape the future through learning and innovation” and will frame the strategies and metrics. This is certainly consistent with the Strategies in *Reaching Higher, Delivering Value*. As a final meeting, I met with Richard Ludwick who leads the Independent Colleges of Indiana on Monday of this week.

On March, 4, the Higher Learning Commission, the agency that accredits 19 middle states (including Indiana), approved the creation of Purdue University Northwest. The unification of Purdue University Calumet in Hammond and Purdue University North Central in Westville has been in the works since Purdue trustees approved the merger in July 2014. As you probably know, Purdue Calumet Chancellor Thomas Keon was named the chancellor of Purdue Northwest. The merger makes Northwest the state’s fifth largest public university with more than 15,000 students and about 1,500 faculty and staff members.

As you know, one of three central sections in the strategic plan focuses on career alignment and the need to increase work and learn experiences for more students. In partnership with the Department of Workforce Development, an application was made to the National Governor’s Association to participate in their Policy Academy on Work Based Learning. Indiana was one of six states selected by NGA. This is a good opportunity for us to work with our state partners, to learn more about models of success and to integrate the work into the implementation of the career section of our strategic plan.

Finally, our outreach/communications efforts in March will focus on *You Can. Go Back.* as well as building interest in our spring success coalition summits and our new strategic plan.

Today, March 10th, is the FAFSA deadline.

CONSIDERATION OF THE MINUTES OF THE FEBRUARY, 2016 COMMISSION MEETING

R-16-02.1 **RESOLVED:** That the Commission for Higher Education hereby approve the Minutes of the February, 2016 regular meeting (Motion – Costas, second – Hubbard, unanimously approved)

II. BUSINESS ITEMS

A. *Reaching Higher, Delivering Value Strategic Plan*

R-16-02.2 **RESOLVED:** That the Commission for Higher Education approves by consent the following plan, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Whitehouse, approved by majority) Mr. Popp abstained from voting.

B. College Readiness Reports

Indiana's College Readiness Reports are produced annually to help local schools and communities understand how their students are performing in college while informing policies that increase college readiness and success. The Commission recently published the results from the high school graduating class of 2014. Dr. Townsley gave an overview of the results.

In response to Mr. Hubbard's comment regarding the remediation numbers dropping in half in just three years, Dr. Townsley stated that the drop we are seeing statewide coincides with the changes at Ivy Tech which is the state's largest provider of remediation. She said it is fair to say that there are other things happening, perhaps in the K-12 environment.

Ms. Lubbers added that Mr. Hubbard raised a good point that we need to identify what part of it is attributable to students leaving high school better prepared and what part is attributable to a change in how we identify and deliver remediation. Ivy Tech uses a corequisite model now for remediation, so instead of students being placed in standalone remediation, they get placed in a course where they get credit and have wraparound services that they might need. They are using new ways to identify students who may need remediation, for example a grade point average as well as other measures. They have new math pathways that they're putting students in that are appropriate for them as well, so it would be safe to say in response to Mr. Hubbard's question, that this isn't an apples to apples comparison but it is indicative that we are moving in the right direction by both identifying students in high school who are not prepared and trying to change the curriculum they receive in high school, and, to better identify and deliver remediation for those who do enter a two-year institution needing it.

In response to Ms. Duarte De Suarez's question if we are redefining remediation, Dr. Townsley stated, no, we track it by identifying students who enroll in remedial level coursework. It has always been and remains up to the institution to define that.

Dr. Tincher, Interim Provost at Ivy Tech Community College, spoke in response to what Ms. Lubbers stated with regard to Ivy Tech's Math Pathways. Ivy Tech created a quantitative reasoning math pathways for programs that did not require a STEM math pathway. In the fall of 2015, over 12,000 students were placed into a math pathway, 8,500 of which took a quantitative reasoning pathway. That is a significant change to entrance, placement and math requirements with regard to remediation.

Dr. Johnson, President of Vincennes University, discussed math remediation at Vincennes University. He stated that the measures we were using before may not have been completely accurate. We question whether we were placing students in remediation who actually need remediation or if we were applying a standard that perhaps placed them falsely in remediation. Moving forward, we are coming up with better measures and approaches.

Ms. Lubbers stated that we are doing this with math pathways that were not available before. We have had everyone on the same math pathway regardless of whether they were going into a STEM, a Calculus or a Liberal Arts field. Would STEM or Calculus math be the appropriate math for everyone or is there another math that is rigorous and aligned with what that individual needs. What we have discovered is that math became not a pathway to a career and success, but became an absolute obstacle to college completion for a significant number of students. We need math pathways that have academic rigor in the math pathway aligned to what the student needs.

C. Resolution to Strengthen Student Preparation in Mathematics

R-16-02.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following resolution, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Hubbard, unanimously approved)

D. Nursing Licensure Exam Pass Rate Data

As part of its ongoing commitment to return on investment and consumer protection, The Commission, in coordination with the State Board of Nursing, has conducted an examination of Indiana's nursing licensure exam pass rate data. Dr. Sauer led the discussion, joined by Ross Miller, Director of State Authorization with the Commission, and Toni Herron, Education Compliance Officer with the Indiana State Board of Nursing.

E. Academic Degree Programs for Full Discussion

1. Doctor of Philosophy in Nursing to be offered by Purdue University West Lafayette

Dr. Vibbert, Ms. Kirkpatrick and Dr. Karen Foli presented this item.

Ms. Duarte De Suarez appreciates their challenge and still has concerns about the low numbers graduating from the program the Commission approved two years ago.

Dr. Sauer provided the staff recommendation.

R-16-02.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Hubbard, approved by majority) Ms. Duarte De Suarez abstained from voting.

F. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Neuroscience to be offered by Indiana University Southeast
2. Bachelor of Science in Dental Technology to be offered by Indiana University at Indiana University-Purdue University Fort Wayne

R-16-02.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Duarte De Suarez, second – Hubbard, unanimously approved)

G. Capital Projects for Expedited Action

1. Purdue University-West Lafayette – Life Sciences Utility Infrastructure and Site Development
2. Purdue University-West Lafayette – Indiana Manufacturing Institute Lease

R-16-02.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Correll, second – Hubbard, unanimously approved)

H. 2017-19 Performance Funding Metrics & Per-Unit Payments

R-16-02.7 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Correll, second – Duarte De Suarez, unanimously approved)

III. INFORMATION ITEMS

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

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 3:27 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, April 14, 2016

I. CALL TO ORDER

The Commission for Higher Education met in special session starting at 10:50 a.m. at the Indianapolis Marriott North, 3645 River Crossing Parkway, Indianapolis, IN, with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, John Conant, Sarah Correll, Jon Costas, Susana Duarte De Suarez, Jud Fisher, Lisa Hershman, Chris LaMothe, Chris Murphy, Dan Peterson and Caren Whitehouse.

Members Absent: Gerald Bepko, Allan Hubbard and John Popp

II. BUSINESS ITEMS

A. Academic Degree Programs for Expedited Action

1. Master of Science and Doctor of Philosophy in Applied Social and Organizational Psychology to be offered by Indiana University at Indiana University-Purdue University Indianapolis
2. Doctor of Philosophy in Music Technology to be offered by Indiana University at Indiana University-Purdue University Indianapolis
3. Bachelor of Science in Comprehensive Design to be offered by Indiana University Bloomington
4. Bachelor of Science in Public Health in Environmental Health to be offered by Indiana University Bloomington

R-16-03.1 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Correll, approved by majority)

B. Capital Projects for Expedited Action

1. Purdue University West Lafayette – Controlled Environment Phenotyping Facility

R-16-03.2 RESOLVED: That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Hershman, second – Fisher, unanimously approved)

III. INFORMATION ITEMS

A. Academic Degree Programs Awaiting Action

B. Academic Degree Program Actions Taken by Staff

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 11:05 A.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, June 9, 2016

PUBLIC SQUARE:

Gallup-Indiana Survey Results: Year One

Background

Fifteen Indiana public and private college campuses participated in the first year of a statewide survey of alumni experiences and outcomes. The colleges volunteered to take part in the Gallup-Indiana Survey with support from USA Funds, Gallup and the Commission.

Participating Indiana Colleges:

- Ball State University
- Indiana University East
- Indiana University Kokomo
- Indiana University-Purdue University Fort Wayne
- Ivy Tech Community College
- Purdue University West Lafayette
- Purdue Northwest (Following merger of Purdue Calumet and Purdue North Central)
- Vincennes University
- Western Governors University Indiana
- Butler University
- Calumet College of St. Joseph
- Grace College and Theological Seminary
- Manchester University
- Marian University
- Taylor University

The Gallup-Indiana data gathered through the surveys will be incorporated into a comprehensive Indiana College Value Index by fall of 2016, which will combine graduate satisfaction data with related return on investment information—including college completion, career placement, student debt and student learning outcomes.

The Gallup-Indiana Survey was inspired by Gallup-Purdue Index. This partnership between Gallup and Purdue University surveyed more than 30,000 college graduates to measure the relationship between a college degree and long-term graduate well-being and workplace engagement.

Supporting Documents

- (1) Stephanie Marken Bio

GALLUP®

Stephanie Marken

Methodologist

Stephanie Marken is Chief Methodologist of the Gallup Daily Poll and the sampling architect for Gallup's largest public release education projects including the Gallup-Purdue Index. Stephanie assists clients by recommending appropriate research methodology, designing data collection instruments, conducting qualitative research such as cognitive interviews and focus groups, and reporting findings from qualitative and quantitative studies.

Stephanie's expertise includes moderating focus groups, cognitive interviewing, survey design and methodology, and qualitative and quantitative data analysis. She designs data collection instruments to gather information about media consumption and use in developing countries, including in-depth interview guides and focus group guides. She also analyzes and reports on research data. Her research interests include sampling hard-to-reach populations and coverage concerns with sampling at the local level.

Prior to joining Gallup, Stephanie was a research analyst for a research and statistical survey organization, where she worked on large-scale research studies for the National Center for Education Statistics at the Department of Education. She conducted cognitive interviews and analyzed qualitative data to refine data collection instruments and conducted focus groups and analyzed data to inform the evaluation of education initiatives.

Stephanie received her bachelor's degree in political science from Elon University and her master's degree in survey research from the University of Connecticut. She has earned additional certifications in Web survey design and designing mixed-mode surveys.

Clifton StrengthsFinder Top Five: Input | Individualization | Strategic | Achiever | Analytical

Contact Information:

Stephanie Marken

Methodologist

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www.gallup.com

COMMISSION FOR HIGHER EDUCATION

Thursday, June 9, 2016

BUSINESS ITEM A:

Completion Report Preview

Staff Recommendation

For discussion only.

Background

The Commission for Higher Education’s annual Completion report shows a more comprehensive picture of postsecondary success by going beyond traditional graduation rates of students who start and finish at the same college to include those who complete at another institution or with a different degree. The report also spotlights deeper trends behind the summary numbers, including disparities in college completion rates among different student populations, in order to inform and advance Indiana’s collective efforts to boost education attainment.

Encouragingly, the data show that on-time graduation rates continue to steadily improve at all Indiana public institutions and across all student populations examined, including state financial aid recipients. Intentionality regarding general path of study and level of enrollment intensity are key contributors to improving on-time graduation rates. Yet, longer-term, overall completion rates have proven more difficult to nudge, and vary considerably by campus type: approximately 8 out of 10 students initially enrolled at a main campus complete a degree within 6 years, compared to 4 out of 10 at a non-main campus and 3 out of 10 on two-year campuses.

The 2016 Completion report includes interactive dashboards showing trends by campus type and institution and incorporates new data elements such as enrollment demographics and completion trends by broad academic program areas (meta-majors).

COMMISSION FOR HIGHER EDUCATION

Thursday, June 9, 2016

BUSINESS ITEM B-1:

Ph.D. in Addiction Neuroscience, Ph.D. in Computer Science, Ph.D. in Mathematical Sciences, and Ph.D. in Physics to be offered by Purdue University at Indiana University-Purdue University Indianapolis

Staff Recommendation

That the Commission for Higher Education approve the Ph.D. in Addiction Neuroscience, Ph.D. in Computer Science, Ph.D. in Mathematical Sciences, and Ph.D. Physics, all to be offered by Purdue University at Indiana University Purdue University Indianapolis in accordance with the background discussion in this agenda item and the Program Descriptions.

Background

Review Process. These programs were discussed by the Academic Affairs and Quality (AA&Q) Committee at its May 23, 2016 meeting.

Similar Programs in Indiana. In the *independent* or private not-for-profit sector, only the University of Notre Dame offers related research/scholarship doctoral degree programs in Computer Science and Engineering, Mathematics, and Physics. The University of Notre Dame also offers a Ph.D. in Psychology, but does not have an emphasis related to Addiction Neuroscience.

No institution in the *proprietary* or private for-profit sector offers research/scholarship doctoral programs related to the four programs proposed by Purdue University.

Within the *public* sector, IU Bloomington and Purdue West Lafayette each offer related research/scholarship doctoral programs in all four areas. IUPUI offers a research/scholarship doctoral program related to Addiction Neuroscience, and while Indiana State offers a Psy.D. in Clinical Psychology, there is no special emphasis on Addiction Neuroscience within that program.

Addiction Neuroscience

There are five research/scholarship doctoral programs that on the surface might be seen to potentially overlap with the proposed Ph.D. in Addiction Neuroscience: the Purdue University West Lafayette Ph.D. in Psychology and the Ph.D. in

Neurobiology and Physiology; the IU Bloomington Ph.D. in Psychology and Ph.D. in Neural Sciences; and the IU Ph.D. in Medical Neuroscience at IUPUI. However, on closer inspection, none of these programs specifically and solely focuses on Addiction Neuroscience, with an emphasis on the developmental, genetic, neural and behavioral underpinnings of addiction, as does the IUPUI program proposed by Purdue University. It should also be noted that Addiction Neuroscience at IUPUI emphasizes alcohol addiction as opposed to addiction to opioids.

Computer Science

In FY2015, the IU Bloomington Ph.D. in Computer Science enrolled 131 headcount or 78 FTE students and graduated 10, while the Purdue West Lafayette Ph.D. in Computer Science enrolled 213 headcount or 195 FTE students and graduated 31.

Mathematical Sciences

In FY2015, the IU Bloomington Ph.D. in Mathematics enrolled 119 headcount or 91 FTE students and graduated 13, while the Purdue West Lafayette Ph.D. in Mathematics enrolled 165 headcount or 150 FTE students and graduated 26.

Physics

In FY2015, the IU Bloomington Ph.D. in Physics enrolled 82 headcount or 62 FTE students and graduated 16, while the Purdue West Lafayette Ph.D. in Physics enrolled 143 headcount or 165 FTE students and graduated 22.

Related Programs at IUPUI. Students at IUPUI are currently able to take all of the coursework and do all of the research needed to complete a Ph.D. in Addiction Neuroscience, Computer Science, Mathematical Sciences, or Physics in Indianapolis. This has essentially been the case for some time, ranging from a little over a decade (Computer Science) to two and one-half decades (Physics), depending upon the program.

However, because the IUPUI programs were not considered to be “independent” of the related programs at West Lafayette, the enrollments were reported to the Commission for IUPUI, but not the graduates, who were counted in the totals for the West Lafayette programs. In FY2015, the following enrollments were reported for the four proposed Purdue Ph.D. programs at IUPUI:

	<u>Head- Count</u>	<u>FTE</u>
Addiction Neuroscience	13	9
Computer Science	43	27
Mathematical Sciences	35	21
Physics	20	10

Purdue University now proposes that the IUPUI programs be recognized as being “independent” of the related West Lafayette programs and “site approved” for IUPUI, and that all Ph.D. graduates in these four programs henceforth be reported for IUPUI. An “independent” status would also mean that certain current restrictions would be relaxed, for example, having a Purdue West Lafayette faculty member on the Addiction Neuroscience qualifying exam and dissertation committees. This would eliminate what amounts to inconveniences for faculty in both the West Lafayette and IUPUI departments and for students enrolled at IUPUI.

Other Programs. In September 2015, the Commission authorized the Purdue Ph.D. in Biology and the Ph.D. in Chemistry and Chemical Biology for IUPUI, as the first two research/scholarship doctoral programs needing “site approval” for IUPUI. At the time of those approvals, the Commission was informed that Purdue was in the process of reviewing four additional research/scholarship doctoral degree programs, which could be brought forward for approval. The four programs referenced last September are the four Ph.D.s in this agenda item.

It is important to note there are no other Purdue research/scholarship doctoral programs at IUPUI that need site approval.

Supporting Documents

- (1) Executive Summary and Enrollment/Degree Projections – Ph.D. in Addiction Neuroscience
- (2) Executive Summary and Enrollment/Degree Projections – Ph.D. in Computer Science
- (3) Executive Summary and Enrollment/Degree Projections – Ph.D. in Mathematical Sciences
- (4) Executive Summary and Enrollment/Degree Projections – Ph.D. in Physics

Executive Summary and Enrollment/Degree Projections –
Ph.D. in Addiction Neuroscience

Executive Summary

A Proposal to Convert the Current Stewarded Psychology Ph.D. Program at the IUPUI Purdue School of Science, Department of Psychology, Addiction Neuroscience Area, to a Site-Approved Ph.D. Program in Addiction Neuroscience

The primary objective of this proposal is to convert the existing Purdue Ph.D. program in Addiction Neuroscience in the Psychology Department, which is entirely delivered on the Indianapolis campus but is currently credited to Purdue University-West Lafayette, to a Purdue Ph.D. program in Addiction Neuroscience that is site-approved for Indianapolis (IUPUI). The IUPUI Department of Psychology has been training Ph.D. students for over twenty years. The program, which was originally called "Psychobiology of Addictions", admitted its first students in 1994 and graduated the first Ph.D. in 1998. Twenty-three individuals have earned a Purdue University Ph.D. in Psychology, with the vast majority going on to successful careers in science. A second objective of the proposed degree is to make it more efficient to train new researchers that can contribute to the advancement of science as well as the economic development of Indiana and beyond. A final objective of this research-focused Purdue Ph.D. program in Addiction Neuroscience at IUPUI is to empower our research faculty to drive increased research collaboration across campus to make IUPUI more competitive for external funding.

The proposed Ph.D. program in Addiction Neuroscience will provide a nexus for scientific exchange and training that will be unique and much needed to support the local and central Indiana life sciences economy. Currently, there are no other Ph.D. programs in addiction neuroscience in metropolitan Indianapolis. It is also clear that local Ph.D.-training opportunities in addiction neuroscience, particularly in the strength areas of neuropsychopharmacology and neurobehavioral genetics, are desired by local employers such as Eli Lilly and Covance. The creation of a site-approved Ph.D. in Addiction Neuroscience will also serve the goals of the university by increasing graduate research and training with a focus of expertise that aligns and synergizes with the ongoing life-sciences activities on campus, e.g., activities within the IU School of Medicine at IUPUI. Aside from the obvious impact of the planned degree program on the local economy, nationally, the labor market for graduates with doctoral degrees in the neurosciences remains quite strong.

The primary goal of the Addiction Neuroscience program is to train students interested in the behavioral and brain sciences who seek research-based careers in behavioral neuroscience and psychopharmacology. The graduate training is designed to promote a comprehensive understanding of the neural bases of behavior, with an emphasis on the behavioral neurobiology of drugs of abuse. Students are expected to gain expertise in integrative neuroscience, and learn to apply current methods in molecular, cellular and systems neuroscience to key problems of drug abuse and addiction. The program is intended to prepare students for careers in traditional academic institutions, in medical neuroscience research environments, or in pharmaceutical industry or government research settings. To acknowledge our program's unique emphasis on addiction and in keeping with the modern taxonomy of neuroscience, the historical program name was changed from "Psychobiology of Addictions" to "Addiction Neuroscience" in 2013. This name and our degree emphasis reflect well the stated focus of IUPUI as the "life and health sciences" campus of IU. In this way, Addiction Neuroscience has also minimized overlap and redundancy with existing Ph.D. programs, such as those of the Department of Psychological and Brain Sciences at IU-Bloomington and Psychological Sciences at PUWL, as letters from heads of both those programs attest to (see attached support letters). As is described by this proposal, the course of work, both in the classroom and in the laboratory-based thesis research, will remain programmatically identical to and as rigorous as it has been for the past 21 years. Furthermore, as this proposal is, in effect, a petition to site-approve a 21-year ongoing activity, no new resources are necessary to implement it; the necessary faculty, staff, library resources, and laboratory resources are all currently in place, and have been effectively supporting the described Addiction Neuroscience Ph.D. program for over two decades now.

Table 2

Projected Headcount and FTE Enrollments and Degrees Conferred

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University-Purdue University Indianapolis
Program: Ph. D. in Addiction Neuroscience
Proposed CIP Code: 42.2706
Base Budget Year: 2015-16

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Enrollment Projections (Headcount)					
PhD Program	4	8	12	16	20
Master of Arts Program	-	-	-	-	-
	<u>4</u>	<u>8</u>	<u>12</u>	<u>16</u>	<u>20</u>
Enrollment Projections (FTE)					
PhD Program	3	7	10	13	15
Master of Arts Program	-	-	-	-	-
	<u>3</u>	<u>7</u>	<u>10</u>	<u>13</u>	<u>15</u>
Degree Completion Projection	-	-	-	-	4

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

**Executive Summary and Enrollment/Degree Projections –
Ph.D. in Computer Science**

Executive Summary

The Purdue School of Science at Indiana University-Purdue University Indianapolis (IUPUI) seeks to convert its currently “stewarded” Ph.D. program in Computer Science offered within the Department of Computer and Information Science (“CIS Department”) to a site-approved Ph.D. degree program. The CIS Department has been actively involved in Ph.D. training for over 10 years under the “stewardship” of the Department of Computer Science at PUWL. Although the Ph.D. program started slowly after the inception of the “stewardship” agreement in 2002, it has grown into a highly successful program in recent years -- as highlighted by the achievements of the faculty and the graduate students of the CIS Department. Given the experience and maturity of the CIS Department, the current “stewarded” arrangement is bureaucratically cumbersome and unnecessary. In its current form, it lacks the flexibility to be customized for local training needs and emerging opportunities. Also, it does not correctly attribute the degrees to the Indianapolis campus even when all course- and thesis-work is currently performed at IUPUI. Hence, the Purdue School of Science at IUPUI now seeks to convert its ongoing Ph.D. training program to a degree program that is site-approved for Indianapolis.

The proposed Ph.D. program in Computer Science at IUPUI will provide a focal point for scientific exchange and training that will be unique and much needed to support the local and central Indiana economy. Currently, there are no other Ph.D. programs in Computer Science in the metropolitan Indianapolis area. It is also clear that local Ph.D. training opportunities in Computer Science are desired by local employers, such as Interactive Intelligence, Salesforce Marketing Cloud, Dow AgroSciences, Anthem, Angie’s List, and Eli Lilly. The creation of a site-approved Ph.D. in Computer Science will serve also the goals of IUPUI by increasing the graduate research and training efforts with a focus that aligns and synergizes with the health science-oriented characteristics of the IUPUI campus. Aside from the obvious impact of the planned degree program on the local economy, nationally, the labor market for graduates with doctoral degrees in Computer Science is expected to grow 17.1% according to the U.S. Bureau of Labor Statistics projections and the proposed program will help IUPUI to exploit this new opportunity.

The CIS Department has a strong research program that is capable of supporting the proposed Ph.D. program. The CIS Department currently has 15 full time tenure-track faculty members who are committed to high quality research and teaching, with research foci on data mining, imaging/visualization, high performance and distributed computing, software engineering, and networking/network security. Faculty research efforts, in recent past, have been well funded by various agencies such as the NSF (including several CAREER awards in recent years), NIH, NASA, NIJ, DHS, and DoD.

6) Projected Headcount and FTE Enrollment and Degrees Conferred

Institution/Location: Indiana University-Purdue University Indianapolis
 Program: Ph. D. in Computer Science
 Proposed CIP Code: 11.0701
 Base Budget Year: 2014-15

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Enrollment Projections (Headcount)					
PhD Program	8	16	24	32	40
Master of Arts Program	-	-	-	-	-
	8	16	24	32	40
Enrollment Projections (FTE)					
PhD Program	6	12	18	24	30
Master of Arts Program	-	-	-	-	-
	6	12	18	24	30
Degree Completion Projection	-				8

**Executive Summary and Enrollment/Degree Projections –
Ph.D. in Mathematical Sciences**

**Executive Summary for an Independent Ph.D. Program in
the Mathematical Sciences
on the Indiana University-Purdue University Indianapolis Campus in
the Department of Mathematical Sciences**

The Department of Mathematical Sciences at IUPUI is proposing the establishment of a site-approved, independent Ph.D. program in the Mathematical Sciences. The current Ph.D. program has operated successfully for many years under a Memorandum of Understanding with Purdue University West Lafayette (PUWL). The new program will complement the vigorous research program in the Department of Mathematical Sciences on the IUPUI campus and will strengthen the ability of the Department to compete nationally for the best faculty and students. The Department has strong research groups among its faculty in pure mathematics, applied mathematics, and statistics and biostatistics, that in a number of ways closely aligns it with the IUPUI campus emphasis on biomathematics and biomedical sciences, and with the IUPUI designation as the “Life and Health Sciences Campus” within the Indiana University System. Increasing the number of Ph.D. graduates is a central goal of the IUPUI strategic plan, adopted in 2013. There is also a clear alignment of this proposal with the State of Indiana’s economic development priorities related to the need for professionals trained in the mathematical sciences both as researchers and as teachers.

As stated above, the proposed program does not represent a new training program, but rather a new, independent status for an existing training program that has operated successfully for 22 years. Moreover, this program has operated with a considerable degree of autonomy for the last decade under the Memorandum of Understanding (MOU) between the Department of Mathematical Sciences at IUPUI and the Department of Mathematics at PUWL. Currently, students take all coursework and qualifying examination, Advanced Topics, and Preliminary Examinations in Indianapolis, and conduct their research with IUPUI faculty mentors and advisors. Furthermore, the current MOU has the admission, termination and Plan of Study decisions made by the Department of Mathematical Sciences at IUPUI. The proposed new program structure follows the current structure for graduate student education in the Department of Mathematical Sciences and the School of Science at IUPUI as a whole, using the academic standards of the Purdue University Graduate School. The proposal for an independent Ph.D. program in the mathematical sciences will allow the Ph.D. program in the Department of Mathematical Sciences at IUPUI to grow in ways that best support student success and allow it to be tailored appropriately over time to the particular research strengths of its faculty members.

Since this proposal is, in effect, a petition to rename and site-approve a 22-year ongoing activity, no new resources are needed to implement it: the faculty and staff necessary to conduct this degree program are already in place.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University-Purdue University Indianapolis
 Program: Ph. D. in Mathematical Sciences
 Proposed CIP Code: 27.0101
 Base Budget Year: 2014-15

	Year 1 <u>2016-17</u>	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Enrollment Projections (Headcount)					
PhD Program	11	22	33	44	55
Master of Arts Program					
	<hr/> 11	<hr/> 22	<hr/> 33	<hr/> 44	<hr/> 55
Enrollment Projections (FTE)					
PhD Program	8	17	25	33	41
Master of Arts Program					
					<hr/> 8
					<hr/> 17
					<hr/> 25
					<hr/> 33
Degree Completion Projection					

C1748_PhDmathscience(Purdue).xlsx
 Enrollment table

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

41

11

6/24/2015

**Executive Summary and Enrollment/Degree Projections –
Ph.D. in Physics**

Executive Summary

A Proposal to Convert the Current Supervised Ph.D. in Physics Program at the IUPUI Purdue School of Science, Department of Physics, to a Site-Approved Ph.D. Program in Physics

The Purdue School of Science at IUPUI seeks to convert its current “supervised” Physics Ph.D. training program within the Department of Physics to a site-approved Ph.D. degree program in Physics. The Department of Physics at IUPUI has been actively involved in Ph.D. training for over 25 years under the supervision of the Department of Physics and Astronomy at Purdue University West Lafayette (PUWL). During this time, the Department of Physics at IUPUI has evolved in experience and maturity to a point where the existing arrangement has become cumbersome and unnecessary. It is now an inconvenience for both departments, rather than a necessary support. It lacks flexibility, and does not properly attribute the degrees to the Indianapolis campus where students complete all course work and research. Accordingly, the Purdue School of Science at IUPUI now seeks to convert its ongoing Ph.D. training program to a degree program that is site-approved for Indianapolis.

The supervisory arrangement has evolved from fairly tight constraint to occasional oversight. Initially, IUPUI Ph.D. students took qualifying exams written at the West Lafayette campus, and drove there to complete a portion of their course work. At present, the supervision is limited to the condition that one member of each IUPUI Ph.D. Committee has to be from the Department of Physics and Astronomy at PUWL. This constraint produces an increasing burden on faculty at both campuses. When IUPUI graduated a Ph.D. student only once every few years, it was not difficult. Recently IUPUI has typically awarded three Ph.D.’s in physics each year, and it has become increasingly difficult to find adequate numbers of PUWL faculty willing to commit to serve on the required committees.

The new degree program (culminating in a Ph.D. in physics) will reflect the intrinsic nature of the studies performed at Indianapolis, where traditional sub-disciplines in physics are complemented by an unusually strong emphasis on biophysics, in accordance with the IUPUI campus mission. Currently there are no other Ph.D. programs in physics in the greater Indianapolis metropolitan area. The proposed Ph.D. program in physics will empower the degree recipients’ with tools sought by many academic and industrial sectors at the local, state and national level. Aside from the obvious impact of the planned degree program on the local economy, the national labor market for graduates with doctoral degrees in physics is strong; employment growth for traditional fields of physics through 2022 is projected to be around 6% in Indiana. This number increases to 19% for the field of biophysics. The 2012 median pay for Ph.D. holders in physics was \$60,000 above the median annual wage for all workers.

As described in this proposal, the site-approved Ph.D. degree sought will better reflect the activities that take place at IUPUI. It will enhance the Physics Department’s ability to attract talented professors into its ranks. The course of work within the new program, both in the classroom and in laboratory-based thesis research, will remain programmatically identical to and as rigorous as it has been for over 25 years.

Since this proposal is a petition to rename and site-approve an ongoing activity, no new resources are necessary to implement it: the faculty, staff, library resources, and laboratory resources necessary to conduct this degree program are all currently in place.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

Institution/Location: Indiana University-Purdue University Indianapolis Program:
 Doctor of Philosophy in Physics
 Proposed CIP Code: 40.0801
 Base Budget Year: 2015-16

Table 2

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Enrollment Projections (Headcount)					
Full-time	5	10	15	20	25
Part-time	-	-	-	-	-
	5	10	15	20	25
Enrollment Projections (FTE)					
Full-time	4	8	11	15	19
Part-time	-	-	-	-	-
	4	8	11	15	19
Degree Completion Projection	-	-	-	-	5

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

COMMISSION FOR HIGHER EDUCATION

Thursday, June 9, 2016

BUSINESS ITEM B-2:

Ph.D. in American Studies to be offered by the Indiana University at Indiana University Purdue University Indianapolis

Staff Recommendation

That the Commission for Higher Education approve the Ph.D. in American Studies to be offered by Indiana University at the Indiana University-Purdue University Indianapolis campus in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. This program was discussed by the Academic Affairs and Quality (AA&Q) Committee at its May 23, 2016 meeting.

Similar Programs in Indiana. In the *independent* or private not-for-profit sector, no institution offers a doctoral program in American Studies.

No institution in the *proprietary* or private for-profit sector offers a doctoral program in American Studies.

Within the *public* sector, IU Bloomington offers a Ph.D. in American Studies, which enrolled 13 headcount or 10 FTE students in FY2015 and had no graduates that same year. This program only became a standalone program in Fall 2011; previous to that, the Ph.D. was only available when combined with other Ph.D. programs. Purdue University West Lafayette also offers a Ph.D. in American Studies, which enrolled 45 headcount or 28 FTE students and had four graduates in FY2015.

Related Programs at IUPUI. Given the interdisciplinary nature of the proposed program, many departments across a number of schools at IUPUI could potentially be considered to offer related programs, although departments within the School of Liberal Arts would likely contribute faculty expertise in support of most students who would likely enroll in the program.

Notable Program Features. From a staff perspective, there are two notable, unique features of the proposed program.

First, the program intends that the vast majority of its graduates (at least 75 percent, as cited in discussions with staff and the AA&Q Committee) would find employment outside of colleges and universities. As a corollary to this, the individualized programs of study that students will pursue will be applied in nature and designed to hone skills most useful to graduates who will find employment in settings other than the academy.

Second, the program faculty intend to work closely with partner community organizations that have articulated problems they are seeking to address and that have developed internship experiences for doctoral students, which are specifically designed to garner the help they need to address the problems they have identified. Developing a suitable match between the problems identified by the partnering organizations, and their related internships, and the interests of in-coming students will be critical to the success of the program.

The approach of matching student and partner organization interests, and developing relevant internships, has drawn inspiration from a similar, successful approach followed by the American Council of Learned Societies Public Fellows program.

Ph.D.s in Specific Liberal Arts Disciplines. The proposed Ph.D. in American Studies is an interdisciplinary program offered through the School of Liberal Arts, and as such can potentially draw upon faculty expertise in all departments within the School, as well as from departments in other schools.

In discussing the mission of the IUPUI campus in the context of the proposed program, staff asked whether the Ph.D. in American Studies was in any way a precursor to developing standalone, discipline-specific programs in departments within the School of Liberal Arts, and the University clearly indicated, to both staff and the AA&Q Committee, that it was not. The only department within the School that offers a Ph.D. is Economics; the other departments (Anthropology, Geography, History, Journalism and Public Relations, Philosophy, Political Science, Sociology, and World

Languages and Cultures) do not. Offering selected, applied, interdisciplinary doctoral programs in the liberal arts, instead of an array of traditional, discipline-specific research/scholarship doctoral programs, is consistent with the IUPUI mission.

Supporting Documents

- (1) Program Description – Ph.D. in American Studies

INSTITUTION: **IUPUI**
SCHOOL: **Liberal Arts**
DEGREE PROGRAM TITLE: **Ph.D. in American Studies**
FORM OF RECOGNITION TO
BE AWARDED/DEGREE CODE: **Doctor of Philosophy**
SUGGESTED CIP CODE: 05.102
LOCATION OF PROGRAM/ CAMPUS CODE: **IUPUI**
Projected Date of Implementation: **August 2016**

DATE PROPOSAL WAS APPROVED BY INSTITUTIONAL BOARD OF TRUSTEES:

SIGNATURE OF AUTHORIZING INSTITUTIONAL OFFICER

DATE

DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION

COMMISSION ACTION (DATE)

I. Characteristics of the Program

Title of Degree: Ph.D. in American Studies
 IUPUI School of Liberal Arts

- a. Campus Offering Program: Indiana University-Indianapolis
- b. Scope of Delivery (Specific Sites or Statewide): IUPUI and centers for American Studies abroad
- c. Mode of Delivery (Classroom, Blended, or Online): Classroom
- d. Other Delivery Aspects: Internship required
- e. Academic Unit(s) Offering Program: American Studies (School of Liberal Arts)
- f. Anticipated starting semester: August 2016

II. Rationale for the Program

A. Institutional Rationale

Why is the institution proposing this program?

In 1975, a group of faculty representing a variety of fields within the liberal arts at IUPUI collaborated on the creation of the Center for American Studies. The founding members of this center included many who would become the most distinguished faculty in the school, including Jan Shipps, Rowland (Tony) Sherrill, Miriam Langsam, Ralph Gray, James Smurl, Paul Nagy, Bernard Friedman, and Samuel Roberson. The center served as an incubator for ideas that grew into significant academic endeavors, including, the Center for the Study of Religion and American Culture, the POLIS Center, the Institute for American Thought, and the School for Philanthropy. From its beginning at IUPUI, American Studies sought to unite disciplines for the benefit of the campus. Below is an excerpt from a proposal to name a director of American Studies that captures the original vision for the center.

The Center for American Studies is located in the School of Liberal Arts at IUPUI. According to its formal statement of purpose,

the Center offers a point of convergence and interchange for members of that large and diverse academic community whose intellectual concerns focus on some dimension of the American experience. It seeks, through the sponsorship of symposia and conferences and the support of research and publication, to encourage reflection on all significant aspects of American life; to foster interdisciplinary studies; to stimulate a sense of intellectual community [within and beyond the boundaries of the school]; and to provide occasions for the consideration of matters of broad cultural moment.

The proposal to launch an applied doctoral program in American studies builds upon the legacy established by the original Center by proposing an interdisciplinary doctoral program that leverages the capacity of faculty primarily housed in the School of Liberal Arts to teach and mentor Ph.D. students for careers outside of academic teaching. IUPUI and its School of Liberal Arts have the faculty, research interests, practical experience, and capacity to operate a successful and nationally recognized program. Furthermore, this proposal addresses directly problems in liberal arts graduate training by reframing a debate over the question of relevance. Michael Bérubé recently suggested what is often missing from this debate: “We need to remake our programs from the ground up to produce teachers and researchers and something else, but since it is not clear what those something else might be, we haven’t begun to rethink the graduate curriculum accordingly.”¹ The proposed Ph.D. in American studies addresses those “something else” by bringing together the experience and vision of IUPUI’s scholars, centers, and community partners.

The foundation of this proposal rests on the considerable expertise in the School of Liberal Arts to study America, broadly defined. A majority of the departments and programs contained in the school have clear connections to the study of American life and a large percentage of faculty research and teaching covers areas related to the United States. If one uses the IU research profile system called [Pivot](#), over 406 profiles across the IUPUI campus include either “United States” or “American,” and of those, sixty-seven are in the social sciences and forty-two are in the humanities. In short, IUPUI has a vast and substantial pool of research faculty who are invested in the study of America. This proposed program incorporates such expertise to teach foundational or methods courses, to lead doctoral students through Ph.D. minor concentrations, to serve on dissertation committees, and to help students identify doctoral internships.

The intentionality of the program as non-traditional is its signature characteristic. First, this doctoral program does not exist solely in a single department but rather seeks to recruit students who are interested in exploring issues through a multi-disciplinary approach. Second, this program draws on courses already being offered across the many disciplines included in the School of Liberal Arts for use as both methods courses and as

¹ Michael Berube, “Humanities Unraveled,” *Chronicle of Higher Education* (February 18, 2013), <http://chronicle.com/article/Humanities-Unraveled/137291/>.

areas of concentration. Third, the program promotes the application of academic scholarship outside of the academy by requiring an internship of at least a year and using that experience as an opportunity to conduct research for a student's dissertation. The intellectual breadth and flexibility of the field of American Studies makes it a suitable choice for students who wish to incorporate a variety of disciplines in pursuit of an applied research degree.

The recruiting and training students for an applied American Studies Ph.D. distinguishes IUPUI's program from the doctoral programs at Indiana University-Bloomington and Purdue University—both of which operate from within departments of American Studies that expect their graduates to teach, write, and eventually obtain employment in the academy. In short, the American studies Ph.D. program at IUPUI does not pull from the same pool of students as IUB or Purdue and does not produce students who will compete for jobs with graduates from these universities.

What will completing this program prepare students to do?

This program responds to a wave of studies that, over the last decade or so, have suggested ways to reform doctoral education in order to prepare students in the liberal arts for a broad range of professions outside of academic teaching. Those studies encouraged creating direct connections between research training gained at the doctoral level to skills required by professions outside of the academy. For example, a series of studies from 2003 to 2011 coordinated through the University of Virginia's Scholarly Communication Institute produced a final report that provided specific recommendations for reforming graduate education in light of data analyzed from surveys of graduate students and employers. Among the recommendations are items deliberately incorporated into the core of IUPUI's proposed AMST doctoral program, including: restructuring methods courses to include digital and quantitative/qualitative coursework; forming partnerships with organizations outside the home university; expanding the understanding of scholarship to include digital, collaborative, and works beyond a single-authored monograph; and much more deliberate assistance in mentoring graduate students and tracking and connecting graduates with current students in the program.²

To illustrate the potential professions and careers of such graduates, consider the American Council of Learned Societies Public Fellows program that places twenty recent Ph.D. graduates from the liberal arts in two-year staff positions in governmental and non-profit organizations. The ACLS has placed fellows with human rights organizations, museums and public heritage institutions, the United Negro College Fund, the U.S. Department of Health and Human Services, public radio stations, conservation organizations, social media companies, public theaters, think tanks, historical institutions, micro-lending companies, journalistic watch-dog organizations, and other publicly-oriented institutions.³ IUPUI's proposed Ph.D. in American Studies would place students with organizations in Indianapolis that have profiles similar to the ACLS partners to

² See: <http://libra.virginia.edu/catalog/libra-oa:3266>

³ See <http://www.acls.org/news/01-22-2014/>

complete internships that develop valuable research skills, advance research on dissertations, and provide experience for future careers. We expect graduates from the program to work in areas that reflect the variety of expertise represented in the School of Liberal Arts and the wider campus—from the social and ethical analysis of healthcare to the social and ethical analysis of the digital world. An example of the kind of practical work this program will encourage is the recent digital report created by the [Detroit Free Press](#) evaluating the historical and cultural development of Detroit’s bankruptcy.

How is it consistent with the mission of the institution and of the school/department?

The program is consistent with the mission of the School of Liberal Arts by promoting a productive exchange of knowledge regarding the human experience. As a field that uses various academic disciplines to understand and address contemporary society in the United States, American Studies also advances the mission of the School by contributing to civic engagement. Moreover, American Studies seeks to draw on high-impact practices in liberal education⁴ by integrating methodologies from the humanities and the social sciences to build applied, international, and collaborative research experiences. The program also promotes the spirit of the initiative known by its acronym R.I.S.E. (research, international study, service learning, and experiential learning) at the graduate level. Below are four key areas promoted by this program that align with the mission of the School and the campus.

Collaborative

At IUPUI, students who enter its doctoral program in American studies will work within research centers and external internship sites in addition to choosing courses from departments and programs across the campus. In their pursuit to research their own individual questions about the United States, students will also collaborate as a group within a digital commons; congregate within the offices of the IUPUI Arts and Humanities Institute (IAHI); and participate in scholarly talks both on and off campus.

Interdisciplinary

Thus, this Ph.D. in American studies (1) relies on the expertise of faculty from a variety of departments and programs; (2) welcomes and indeed solicits non-traditional students; (3) integrates the digital humanities and public scholarship into its work; (4) allows students to tailor their doctoral programs to focus as much on a problem as a field; and (5) expects its graduates to continue their careers in their chosen non-academic field and to find work in a variety of professions.

Applied

Many faculty in the School of Liberal Arts also work in research centers at the IUPUI campus and thus can provide further structure to student research programs and, just as significant, connections to community partners. For example, the service and learning report from the Dean of the School of Liberal Arts for 2012-2013 provides ample

⁴ See the AACU’s literature on high impact practices, <http://www.aacu.org/leap/hip.cfm>.

evidence of the hundreds of hours (many at the graduate level) IUPUI students complete annually with a diverse group of community partners.⁵ The plan for this program is to develop longer term and more expansive internship opportunities for doctoral students who will help community partners expand existing projects and develop new areas of interest, while building their own expertise through research and fieldwork. The proposal seeks to leverage the capacity that already exists by being more deliberate about research for both the students and the community partners.

International

Unlike almost any other academic field, American Studies has had from its inception in the postwar era an international structure. Around the world, a constellation of organizations exist that link scholars and students to each other in the study and teaching of American studies. These organizations include: [American Studies Association](#), [Association for Asian American Studies \(AAAS\)](#), [Australian and New Zealand American Studies Association \(ANZASA\)](#), [British Association for American Studies \(BAAS\)](#), [European Association for American Studies \(EAAS\)](#), [Nordic Association for American Studies \(NAAS\)](#), [The American Studies Association of Turkey](#), and the [US-China Education Trust](#). That network can be helpful to the American Studies program at IUPUI by providing potential international students for short-term and longer-term exchanges and an option for U.S. students to complete everything from a few courses to an M.A. abroad. This program, then, can be thoroughly transnational in its design, relying on relationships with American studies programs, centers, and faculty around the world to provide meaningful exchanges. The point of such opportunities is to encourage students to build more expansive intellectual and cultural vocabularies when engaging issues with transnational relevance.⁶

How does this program fit into the institution's strategic and/or academic plan?

This proposal aligns directly and deliberately with the strategic plan for both IUPUI⁷ and the School of Liberal Arts in an effort to: (1) bolster offerings at the doctoral level, (2) leverage existing research centers, and (3) internationalize curriculum and the campus.

- **GOAL 1, Campus Strategic Plan:** Collaboration among faculty, programs, departments, schools, and research centers at IUPUI to offer courses, research clusters, and mentors.
- **GOAL 1 and 7, Campus Strategic Plan:** Collaboration between IUPUI and partners outside the university in a variety of fields and industries, who will help recruit students for the program by working with IUPUI to create doctoral internships that will shape dissertation research. These partners will also serve on a board of advisors for the program and on dissertation committees for doctoral candidates.

⁵ See: <http://csl.iupui.edu/doc/deans/liba-dean2012-13.pdf>

⁶ For an international list of center of American Studies and their associations see appendix 1.

⁷ “Our Commitment to Indiana and Beyond,” IUPUI Strategic Plan, August 2, 2014, p. 12-14.

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- **GOAL 6, Campus Strategic Plan:** Collaboration between academia and the world outside to demonstrate how doctoral research prepares graduates for professions that analyze contemporary issues.
 - **GOAL 6, Campus Strategic Plan:** Collaboration between the humanities and social sciences to demonstrate interdisciplinary academic training across campus.
 - **GOAL 8, Campus Strategic Plan:** Collaboration between American Studies at IUPUI and centers for American Studies in countries around the world to bring international students to Indianapolis and to send American students abroad.

How does this program build upon the strengths of the institution?

This program builds upon three key strengths of the School of Liberal Arts and the campus in general: research centers, international programs at IUPUI, and the capacity to create clusters of courses that can serve as concentrations or, in more traditional terms, Ph.D. minors.

Centers

This proposal uses existing structures and programs to recruit, train, and place students. For example, it will leverage scholarship housed in research centers across the university, providing both structure for potential research projects and faculty to serve as research mentors for doctoral students. These centers also provide application for clusters of courses. For example, the Center for Study of Religion and American Culture can provide guidance to students who are recruited to research the relationship between professional obligations as leaders of faith communities and the wider social and cultural context in which religious officials work. The Center for Urban and Multicultural Education offers students high-level engagement with both theories shaping education and the politics pervading it. The Polis Center has, for many years, been the exemplar at IUPUI of integrating academic research and careers outside of academia. The key point is that the American Studies doctoral program traverses institutional boundaries by offering students a way to draw on the great resources of research and knowledge across IUPUI's many schools and research centers.

Study Abroad Programs

The American Studies Ph.D. program can use the many study abroad programs already established on campus. For example, the Euroculture program directed by John McCormick, Jean Monet Professor of European Union Politics in Political Science, links IUPUI students to eight European universities through an exchange program open to graduate (as well as undergraduate) students and faculty. This program holds the prospect of a consistent exchange of graduate students each year.⁸

Similar programs include an exchange with Newcastle University in the United Kingdom, a program directed at IUPUI by Jason Kelly, director of the IAHI and an associate professor of history; a program in religious studies with the University of Jordan, directed by Edwards Curtis, Millennium Chair of Liberal Arts and Professor of

⁸See: <https://iabroad.iu.edu/istart/controllers/inquiry/Flyer.cfm?programID=220>

Religious Studies; a summer abroad program in Communication Studies led by John Parrish-Sprowl to Poland; a program with the University of Derby directed by Martin Coleman in Philosophy; as well as other programs currently under development in Germany, Denmark, Australia, and China.⁹

As part of the IU system, IUPUI graduate students also have a great variety of study abroad opportunities available to them. In short, the ability to identify places for overseas study will not require reinventing exchanges, but rather linking up with universities that have active programs in American Studies.¹⁰

Ph.D. Minors and Concentrations

The program also takes advantage of well-organized Ph.D. minors that have proscribed courses of study and that expand the research capacity and skill sets of American Studies students. For example, students enrolled in the Ph.D. minor offered by the School for Informatics in [Human-Computer Interaction](#) can bring their training in HCI to research centers in the School of Liberal Arts or take their interest in areas such as culture, politics, and development to ongoing projects directed by faculty in the School of Informatics. Furthermore, several departments in the School of Liberal Arts either offer Ph.D. minors or can create a cluster of graduate courses that could serve as an area of concentration for doctoral students. The School of Public and Environmental Affairs has developed a number of doctoral minors that will be attractive to students in the AMST Ph.D. program. The key is that the American Studies Ph.D. program offers cross-discipline training and research in order to help students develop research projects that can be studied as part of their internships.

Describe the student population to be served

1. Students with advanced professional degrees, such as MAs, MBAs, JDs, and EdDs, and veterans and active military who have achieved a rank commensurate with graduate training who want to pursue a research project not possible within their current position or who see the achievement of an applied doctoral program as a way to move into leadership positions
2. Students from under-represented groups, including Latino students and those enrolled at the historically black colleges and universities who wish to combine academic training with applied experience for the improvement and advancement of civic culture
3. Students who want to pursue careers outside of academia but who appreciate the broad-based theoretical training offered in the humanities
4. Students trained at American Studies centers abroad who need time to do research in the United States and who want internship experience in fields outside of academia but within the United States.

B. State Rationale

⁹ See: http://liberalarts.iupui.edu/index.php/international/study_abroad

¹⁰ See: <http://www.iupui.edu/academics/study-abroad.html>.

The state report, *Reaching Higher, Achieving More* notes that the area with the greatest growth will be for those people who hold post-secondary degrees. This program provides work-aligned, post-secondary degrees for students who will have both international experiences and a commitment to the state and its capital city. IUPUI has traditionally trained graduates who have remained active, engaged residents of the state rather than moving out of the state.

C. Evidence of Labor Market Need

i. National, State, or Regional Need

This program is based on the understanding that the labor market loses when students are deterred from pursuing advanced degrees in liberal arts disciplines. To gauge interest in this type of program from communities outside of IUPUI, the Solution Center sponsored an event attended by a variety of organizations—non-profit to for profit companies—who provided evaluation and recommendations for this proposal.¹¹

The rationale for requiring methods courses from different disciplines reflects evidence gathered from a survey of employers. A 2013 study of employers conducted by Hart Associates for the AACU entitled “It Takes More Than a Major,” found that a “candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important” than a particular major.¹² Furthermore, employers expressed the necessity of certain educational practices that this Ph.D. program specifically features in its curriculum. These practices include requiring students to: “a) conduct research and use evidence-based analysis; b) gain in-depth knowledge in the major and analytic, problem solving, and communication skills; and c) apply their knowledge in real-world settings.”¹³ According to employers, they favor those graduates who have the ability to apply and adapt discrete fields of knowledge to situations that are both local as well as international. This Ph.D. program meets such needs by integrating applied knowledge within a broad liberal arts based curriculum.

Thus, graduates of this program will be able to investigate a wide variety of questions that relate to many different professional tracks. Moreover, through such questions—or the framing of problems—many present-day and future career tracks will be made apparent. For example, student research might delve into the integration of living, commuting, and working in developing urban areas; the

¹¹ For more on this aspect, see also the work undertaken by IUPUI’s Solution Center and its commitment to linking university programs to organizations and employers outside of academia: <http://www.iupui.edu/~solctr/community-venture-fund/>

¹² Hart Research Associates, for the Association of American Colleges and Universities, “It Takes More Than a Major: Employer Priorities for College Learning and Student Success,” (April 10, 2013), 1.

¹³ Ibid.

ethical implications of technological transformation of healthcare; the implications of changing perceptions and prevailing opinions of race and gender for commerce and culture; and memorialization of communities whose identities are changing because of trends in labor, marriage, and education.

Likewise, IUPUI has research centers that can be used as sites for internships. The Center for the Study of Religion and American Culture publishes a scholarly journal that ranks among the best in the field. The center has consistent need for the type of editorial support that a doctoral candidate in American Studies could provide. The Institute for American Thought researches and produces scholarly editions of major American thinkers and artists and could serve as a site for a doctoral intern interested in scholarly and digital editing.

These programs represent a sample of the kind of research that will shape the identity of the program. Thus, the Ph.D. in American Studies emphasizes the fact it is a research degree with a focus on studying America in all its diversity and complexity. This program produces graduates who can go to work in fields such as healthcare, urban planning, advertising, marketing, strategic planning, and community/civic administration, to name just a few.

ii. Preparation for Graduate Programs or Other Benefits

This is a terminal PhD degree that prepares students to go into the labor market.

See Appendix 1: Institutional Rationale for additional detail.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

According to the Employment Projections Program of the U.S. Bureau of Labor Statistics, the fastest area of job growth over the next decade will be for jobs requiring at least a master's degree. Moreover, those graduates who have had opportunities to participate in apprenticeships or internships are more likely than their peers with comparable degrees to be prepared for jobs and to land jobs. Additionally, employers who hire graduates with degrees above the bachelors level prefer graduates have a "global" perspective and, if possible, actual international experience.

See Appendix 2: Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data for additional detail.

iv. National, State, or Regional Studies

The Humanities Commission issued a substantial report sponsored by four members of the United States Congress emphasizing the need to support humanities research and to consider how best to leverage training in humanities disciplines. The commission's report accepted the understanding that training in the humanities makes the nation a better, safer, more advanced, and more creative

place. But in order for the humanities to make this case, students must be trained: first, to share their knowledge and skills broadly and digitally among the public; connect with communities both outside of academia and overseas; and demonstrate the courage to address the “grand challenges” of our time. This report makes clear that the nation cannot rely on innovation in technical skills and products; the program proposed here seeks to make progress comprehensible in a civil and ethical way. Serious engagement with the humanities serves not merely to check the excesses of American life, but to preserve that life, to bequeath the diversity of that life and be a wellspring for change that *must come*.

Likewise, in a comprehensive two-part study entitled “The Responsive Ph.D.: Innovations in Doctoral Education,” the Woodrow Wilson National Fellowship Foundation advanced very specific recommendations regarding doctoral work in the humanities and social sciences. First, disciplines and the students trained within them must collaborate and demonstrate productive interdisciplinary research. Second, because research is the heart of doctoral programs and doctoral programs are the soul of universities, such research must be open to the world in order to “engage social challenges more generously.” Third, the Woodrow Wilson report emphasized that doctoral programs must enlist the population that represents America—Americans of color (Latinos and African-Americans, especially) who will soon comprise over one-third of graduate-school-age Americans. Fourth, doctoral education must take responsibility for its outcomes; doctoral programs cannot merely prize their ability to attract and accept candidates, they must demonstrate strength through graduate placement in career paths commensurate with the degree students earn and the ability to link alumni to each other and new cohorts of students.¹⁴

See Appendix 3: National, State, or Regional Studies for additional detail.

v. Surveys of Employers or Students and Analyses of Job Postings

Employer surveys indicate that there are four categories of student learning outcomes that are most significant: knowledge of human cultures and the physical and natural world; intellectual and practical skills; personal and social responsibility; and integrative and applied learning. Among these categories, the most significant learning outcomes, with over 80% of employers in agreement, are broad knowledge of the liberal arts and sciences; critical thinking and analytical reasoning; complex problem solving; problem solving in diverse settings; ethical issues/public debates important in their field; civil knowledge; and direct experience with community problem solving. In sum, employers ask for graduates with classical liberal arts and sciences training, who can think and

¹⁴ See: <http://woodrow.org/news/publications/responsive-phd/>

communicate well, and who have practical experience solving problems within communities.¹⁵

This proposal also relies on interviews with the program coordinator and alumni of the successful American Council of Learned Societies (ACLS) Public Fellows program. According to the program director, the ACLS receives “hundreds of applications for twenty internship positions” each year. The main goal is to get full-time employment outside of university teaching for recent Ph.D.s in the humanities. Alumni of the program confirm that the ACLS has so far met this goal, but that many participants wish they would have had a chance to take courses or acquire skills specific to the jobs they eventually took.

See Appendix 4: Surveys of Employers or Students and Analyses of Job Postings for additional detail.

vi. Letters of Support

A. University Faculty and Administrators

Deborah Cohn, Chair, Department of American Studies, IU-Bloomington
William Blomquist, Dean, School of Liberal Arts
Janice Blum, Dean, Associate Vice Chancellor for Graduate Education, IUPUI
David Bodenhamer, Professor of History, Executive Director of Polis Center, IUPUI
Jason Kelly, Director, IUPUI Arts and Humanities Institute
Patricia Rogan, Executive Associate Dean, School of Education
Davide Bolchini, Chair, Department of Human Centered Computing, School of Informatics
Eva Roberts, Chair, Department Visual Communication, Herron School of Art and Design
Philip K. Goff, Executive Director, Center for the Study of Religion and American Culture
Sheila Suess Kennedy, Director, IU Center for Civic Literacy
Marianne Wokeck, Director, Institute for American Thought
David King, Director, Lake Institute on Faith and Giving
Karen Roesch, Director of Max Kade German-American Research and Resource Center

B. Community Members

Bob Neary, Staff Geographer and Project Manager, Keep Indianapolis Beautiful
Mark Sontag, Manager, Advisory Services, KPMG
Keira Amstutz, President and CEO, Indiana Humanities
Jaree Ervin, Vice President of Development, Indianapolis Urban League
Regina Marsh, Chief Executive Officer, Forest Manor Multi-Service Center
John A. Herbst, President and CEO, Indiana Historical Society
Janet Boston, Executive Director, Indiana Intern.net

¹⁵ Hart Research Associates, for the Association of American Colleges and Universities, “It Takes More Than a Major,” op.cit.

C. International Faculty and Administrators

Dr. Wilfried Mausbach, Executive Director of the Heidelberg Center for American Studies,
Heidelberg University

Heike Bungert, Prof. Dr., Westfälische Wilhelms-Universität, University of Muenster,
History

Jurgen Overhoff, Prof. Dr. Westfälische Wilhelms-Universität, University of Muenster,
Director of Center for German-American Education History

*See Appendix 5 for **Letters of Support**.*

III. Cost of and Support for the Program

A. Costs

i. Faculty and Staff

- All courses will be taught by faculty already housed in departments and research centers
- Contingent faculty: Except for two new courses in American Studies, all courses offered as part of the program are currently offered in other departments and programs.
- The School of Liberal Arts, in which the majority of faculty for this program teach, has policies and procedures for compensating faculty who serve as chairs or members of dissertations committees. The school has two doctoral programs in operation at present and a number of active master degree programs that can provide guidance for how to manage and reward faculty time for mentoring and training graduate students.
- Support staff housed within the Institute for American Thought (IAT) will provide administrative assistance to the program

*See Appendix 6: **Faculty and Staff** for additional detail.*

ii. Facilities

- The program intends to collaborate with the IUPUI Arts and Humanities Institute (IAHI) by using its space in the campus library as hub for some of the digital aspects of the program and as a central location for presentations by invited guests, campus faculty, and students.
- The director's office is expected to be in Cavanaugh Hall to be close to faculty who will serve as directors of dissertation committees and who will teach the courses that comprise the foundation for the program.
- The program will require no new space.

*See Appendix 7: **Facilities** for additional detail.*

iii. Other Capital Costs

- The program will use existing web-based portals and course management systems to help students create digital environments for communication, presentation, and collaboration. The construction of this component requires the allocation of computers, server space, hardware and software support. There is support staff at the IAT who work with the American Studies program at present.

*See Appendix 8: **Other Capital Costs** for additional detail.*

B. Support

i. Nature of Support

- The program will fund graduate student stipends through external grants generated by research centers. These centers will help train students through the grants and help identify internship sites that will also provide funding for graduate students.
- The program will use external partners to help fund the internship experience. External partners will employ doctoral interns and thus contribute to the salary for these interns. The external sites will also provide a significant source for research and/or a way to apply research students are conducting. Such partners include state and city agencies; non-profit organizations and institutions; and corporations.
- The program will recruit international students who have financial support from their home countries typically in the form of either corporate scholarships or state-sponsored fellowships
- The program anticipates receiving funding from the Graduate School at IUPUI for the funding of possibly one graduate student each year
- The program will apply for funding graduate students from under-represented groups

ii. Special Fees above Baseline Tuition

No special fee shall be assessed to students enrolled in this program.

IV. Similar and Related Programs

A. List of Programs and Degrees Conferred

- Indiana University-Bloomington, American Studies, Ph.D.

- Purdue University, American Studies, Ph.D.
- University of Michigan, American Culture, Ph.D.
- Bowling Green State University, American Cultural Studies, Ph.D.
- University of North Carolina, Chapel Hill, American Studies, Ph.D.
- Emory University, Graduate Institute of the Liberal Arts, Ph.D.
- Georgetown University¹⁶

B. Related Programs at the Proposing Institution

- Urban Education Studies, Ph.D., School of Education
- Health Communication, Ph.D., School of Liberal Arts
- Economics, Ph.D. (a. Health or b. Nonprofit/Philanthropic), School of Liberal Arts
- Philanthropy, Ph.D., School of Philanthropic Studies

V. Quality and Other Aspects of the Program

A. Credit Hours Required/Time To Completion

The Ph.D. degree requires completion of at least 90 credit hours of an advanced course of study of which up to 30 credit hours will be considered for transfer if students have earned a Masters degree. The Ph.D. is awarded in recognition of a candidate's command of a broad field of knowledge and accomplishment in that field through an original contribution of meaningful knowledge and ideas.

The Director of the American Studies program is responsible for monitoring student progress toward the degree and for making recommendations to the University Graduate School regarding the nomination to candidacy, the appointment of a research committee, the defense of the dissertation, and the conferring of the degree.

Core and Methods courses (24 credit hours + 0 credit hour doctoral seminar)

The Ph.D. shall require at least 24 hours in courses that will comprise the core curriculum of the American Studies Ph.D. These courses include: AMST 601 American Studies in Theory, AMST 602 American Studies in Practice, a zero credit Doctoral Seminar that students will enroll every semester of residency up to their internship, and at least six courses in methods from across three categories: analytical, digital, and

¹⁶ See: <http://www.thehoya.com/career-based-english-phd-proposed/> and <https://www.insidehighered.com/views/2014/10/03/humanities-phd-calling-not-vocational-training-essay> Georgetown University's English Department announced in the fall of 2014 that it would begin to offer a Ph.D. in English that seeks to train students for careers outside of academia, to graduate students in fewer than six years, that provides coursework credit for internships, will cap the total number of students at 12-15 total, and that revises the dissertation requirement to allow digital, collaborative, and alternatives to the single-author monograph.

quantitative/qualitative. Students will choose methods courses in consultation with the chair of their graduate committee. Courses can come from any school on campus, but will most likely be offered in the School of Liberal Arts and the School for Public and Environmental Affairs.

Every student will take the doctoral seminar in American Studies until they begin their internship and will be invited to events in the program as long as they are in residency. The doctoral seminar will be coordinated by the Director of American Studies and serves as a venue for the presentation and discussion of the current state of the field, open problems and emerging trends, with lectures given by visiting faculty and experts, school faculty, and graduate students.

Ph.D. Minor Concentration Area (12 credit hours)

The student will select at least one minor concentration area that is linked directly to the research center and internship (or practical experience) chosen in consultation with the student's doctoral advisor and/or director of the American Studies Program. Concentrations can be either a proscribed minor in a specific department or school (most likely in the School of Liberal Arts – e.g., Sociology, Communication studies); a minor housed in another school such as those designed by the School of Public and Environmental Affairs (SPEA); or an interdepartmental minor that satisfies a theme or field within American Studies (e.g., Urban Development, Health, Illness and Medicine in the US, Religion in the Midwest).

Please see Appendix 9 for sample programs that include possible combinations of doctoral minors, research centers, and doctoral internship sites.

The Ph.D. concentration serves as a research focus for the individual's program. The determination of the minimum requirements and examination procedure (if any) for the minor is entirely at the discretion of either the minor department, program or the designated director of an interdepartmental minor.

Concentrations shall be selected with the student's advisor's recommendation. The selected concentration should align with a student's work in both a research center and internship and therefore might require additional course work beyond the 12 credit hour requirement.

Electives (24 credit hours)

Because of the interdisciplinary nature of this Ph.D., the student will choose elective courses that compliment this applied doctoral program. The student will work with her/his faculty committee to identify those courses that best complement the research questions of the Ph.D. concentration and that supplement the theories and areas of cultural study within American Studies. Electives can also be satisfied by coursework already completed prior to acceptance in the doctoral program such as a Masters degree or other applicable graduate level work.

Qualifying Exam—Written

All students shall take a written qualifying examination that aims to assess the student knowledge and readiness to carry out successful research. The examination shall be set by a group of faculty who are familiar with the content of core courses and courses in the concentration. Individual specializations may have additional requirements, such as the preparation of a research paper or proposal. Examinations shall be offered before students enter their internships. A retake examination shall be offered within one month to those who have failed to pass at 80% in all subject areas. Students who do not successfully complete the examination can only retake the exam one time.

Internship and Applied Dissertation (at least 30 credit hours)

Internship

Among the chief aims of the program is to provide doctoral students in the humanities and social sciences with opportunities to train for careers outside of academia. The doctoral internship required of this program places interns in non-profit, for-profit, and government agencies where they participate full-time in the substantive work of an organization. The AMST program works with the external organization to cover costs associated with graduate training. The doctoral internship serves as part of the research for student dissertations and therefore must be guided by the student's research committee.

*See appendix 12 for an **Internship Questionnaire** for potential internship hosts.*

Dissertation

The American Studies doctoral program requires a student to integrate scholarship with the internship; therefore, the final product will be an applied dissertation. This applied dissertation will contribute to the literature in a student's area of concentration. The dissertation must be an original contribution to the knowledge of that field. The dissertation is written under the supervision of a research director and a research committee and **cannot** be a collection of unrelated published papers. There must be a logical connection between all components of the dissertation. It is the responsibility of the student's research committee to determine the kind and amount of published material that may be included in a dissertation.

Research committee and proposal (From the campus bulletin)

The research proposal for the dissertation must be approved by the student's research committee. To initiate research for the dissertation, the student chooses a faculty member who will agree to direct the dissertation. The director of American Studies shall then recommend to the dean for approval a research committee composed of the chosen director (who will also normally serve as chairperson of the committee), and two or more additional faculty members selected from the graduate faculty who are best qualified to assist the student in conducting the research for the dissertation. The committee has the

responsibility of supervising the research, reading the dissertation, and conducting the final examination.

All chairpersons of research committees and directors of research must be members of the graduate faculty with the endorsement to direct doctoral dissertations. If, however, special expertise in an area is held by a member of the graduate faculty who does not have the endorsement, the director of American Studies may request that the dean approve such an individual as research committee chairperson or director of the dissertation research.

After consultation with and approval by the dissertation director and research committee, the student will submit to the University Graduate School a one- or two-page prospectus of the dissertation research.

Estimated Time to Completion Rates

Full-time without previous graduate credits = 90 hrs./5 years

Full-time with up to 30 graduate credits = 60 hrs./4 years

Part-time without previous graduate credit = 90 hrs./7 years

Part-time with up to 30 graduate credits = 60 hrs./6 years

B. Exceeding the Standard Expectation of Credit Hours

Not Applicable

C. Program Competencies or Learning Outcomes

- Demonstrate logical problem solving by integrating philosophical and scientific methods
- Summarize literature in a particular field or concentration
- Integrate philosophical and scientific methods in a research design
- Summarize and critique assumptions that prevail in the study of the United States and its institutions
- Analyze and compare different case studies
- Coordinate a project and interact with a team within a non-academic environment as part of an internship
- Produce a project design that integrates web-based material within an interactive environment.
- Contrast institutional differences between the United States and other countries through experiences made possible by study in international centers of American Studies
- Demonstrate applicability of project design
- Test and evaluate research project with a team of experts
- Defend and refine research project

D. Assessment of Graduate Student Learning:

- Graded course work based on learning rubric
- Successful defense of research design
- Construction and maintenance of a digital research portfolio
- Integration of internship into a dissertation

Student Outcomes	Where will students learn this knowledge or skill?	How will student achievement of the outcome be assessed?	Relationship to Mission, PGLs, and RISE?	In what setting will the assessment take place?
Outcome 1: Summarize and analyze major theories in the field of American Studies in various geographic, ideological, and political contexts	601: American Studies in Theory	Written work, group discussion	In course assignments, instructor evaluated, part of on-line portfolio maintained by each student.	AMST 601
Outcome 2: Analyze series of case studies, contrasting origins, distinguishing different levels of change over time, and appraise actions taken to address each case	602: American Studies in Practice	Written work, group discussion	In course assignments, instructor evaluated, part of on-line portfolio.	AMST 602
Outcome 3: Apply grounded research study using statistical methods including regression	Quantitative /Qualitative Methods	Written work, applied work	In course assignments, instructor evaluated, part of on-line portfolio	Required Courses
Outcome 4: Create a web-based interactive environment that integrates media; Demonstrate theoretical arguments.	Digital Methods	Web-based work	In course assignments, instructor evaluated, part of on-line portfolio	Required Courses
Outcome 5: Identify problems and the methods necessary to address them. Organize research plan and literature relevant to problem. Share knowledge and progress with cohort.	Doctoral Seminar	Collaborative project with cohort, most likely a blog/website for the AMST program	Program director monitors participation in on-line forum. Students will discuss issues through a program blog for student work. This blog will act as a digital workshop and serve as a location for student collaboration and peer critique.	On-line
Outcome 6: Summarize and analyze literature in American Studies methods and one minor concentration	Coursework in programs/ departments	Qualifying Exam	In course assignments, instructor evaluation of written work and discussion participation, digital portfolio and on-line collaboration with cohort	In courses, through digital portfolio, and as part of digital workshop

Student Outcome	Where will students learn this knowledge or skill?	How will student achievement of the outcome be assessed?	Relationship to Mission, PULs, and RISE?	In what setting will the assessment take place?
Outcome 7: Apply core and field knowledge bases to settings outside of the classroom	Internship	Digital portfolio	Research mentor and internship mentor evaluate work submitted to digital portfolio. Metrics established as part of work undertaken in internship	In a practice setting
Outcome 8: Evaluate research topic in a transnational and comparative framework.	International experience	Written work, group discussion	Research mentor, external mentor, and mentor on-site at international center	In class and international site
Outcome 9: Compile data, summarize findings based on research design, write research-based manuscript	Dissertation	Research project based on digital portfolio	Committee comprised of research mentor, external mentor, international mentor	Web-based portfolio
Outcome 10: Analyze job openings in area of interest and expertise	Digital Workshop	Digital portfolio	Committee comprised of program director, research mentor, representative from program of visitors	Web-based portfolio
Outcome 11: Develop professional portfolio for use in job search	Digital workshop	Digital portfolio	Committee comprised of program director, research mentor, representative from program board of visitors	Web-based portfolio
Summative Outcomes				
Outcome 1: Achieve 80% employment in first year	Digital workshop	Student self-reporting	Committee comprised of program director, program board of advisors	Annual report
Outcome 2: Achieve 95% employer satisfaction	Digital workshop	Employer self-reporting	Committee comprised of program director, program board of advisors	Annual report
Outcome 3: Achieve 90% alumni involvement	Digital workshop	Alumni self-reporting	Committee comprised of program director, program board of advisors	Annual report
Outcome 4: Track publication record of students	Program website	Program director oversight	Program director and program board of advisors	Program website

E. Licensure and Certification -- Not Applicable.

F. Placement of Graduates

Data compiled for over two decades illustrates that graduates with doctorates in American Studies are able to achieve successful careers outside of academia. However, few students in such programs intended such careers. The innovation of this program is to train graduates for positions in a variety of fields outside of academic teaching. That expectation is made more feasible and realistic by requiring an internship at the center of the program and a dissertation that reflects that applied nature of this academic program. Thus we expect this doctoral program to place students in fields associated with their internship sites. Those fields include but are not limited to, urban and suburban development, religious leadership and administration, professional and digital editing, social and community development and management, strategic consultants and managers, non-profit executives, managers at heritage organizations, administrators of arts and historical institutions, and public health and social service consultants and managers.

G. Accreditation -- Not Applicable.

VI. Projected Headcount, FTE Enrollments and Degrees Conferred

Enrollment Projections (Headcount)

Estimate for the total number of students below are contingent on funding from multiple sources. Therefore, the total number of students admitted each year will be determined by the ability to secure funding through research centers and internship sites, in addition to any funding that the university can provide. The proposal considers it possible to enroll 3 full-time and 2 part-time students each year for the first five years. Because the program allows the transfer of up to 30 credits, the expectation is that by the end of year five, 3 full-time students will graduate. In year six, another 3 full-time students will graduate and 2 part-time students will graduate. By year seven, another 3 full-time students will graduate and another 2 part-time students will graduate.

Annual enrollment (headcount):

Year 1 headcount = 3FT + 2PT

Year 2 headcount = 6 FT + 4PT

Year 3 headcount = 9 FT + 6 PT

Year 4 headcount = 12 FT + 8 PT

Year 5 headcount = 15 FT + 10 PT

Year 6 headcount = 15 FT + 12 PT (3 FT degrees conferred)

Year 7 headcount = 15 + 12 PT (5 FT and PT degrees conferred)

COMMISSION FOR HIGHER EDUCATION

Thursday, June 9, 2016

BUSINESS ITEM C:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Art and Bachelor of Science in Chinese and in Chinese Teaching, both to be offered by Ball State University
- Bachelor of Science in Public Health: Epidemiology to be offered by Indiana University Bloomington

Background

The Academic Affairs and Quality (AA&Q) Committee reviewed these proposed programs at its May 23, 2016 meeting and concluded that the B.A./B.S. in Chinese and B.A./B.S. in Chinese Teaching, both to be offered by Ball State University, and the B.S.P.H. in Epidemiology to be offered by Indiana University Bloomington, should be placed on the Commission's June 9, 2016 agenda for expedited action.

Supporting Document

- (1) Academic Degree Programs on Which Staff Propose Expedited Action, June 9, 2016.

Academic Degree Programs on Which Staff Propose Expedited Action
June 9, 2016

**CHE 16-07 Bachelor of Art and Bachelor of Science in Chinese and in Chinese Teaching to be
And 16-09 offered at Ball State University**

Proposals received on March 18, 2016

CIP Code: 05.0123 (BA/BS in Chinese)

Fifth Year Projected Enrollments: Headcount –40, FTE – 34

Fifth Year Projected Degrees Conferred: 10

CIP Code: 16.0301 (BS/BS in Chinese Teaching)

Fifth Year Projected Enrollments: Headcount –15, FTE – 9

Fifth Year Projected Degrees Conferred: 6

Within the public sector, IU Bloomington offers a baccalaureate program in East Asian Studies, in which students can major in Chinese; in FY2015, that program enrolled 14 headcount or 11 FTE students and had 10 graduates. There are no programs in Chinese Teaching at the K12 level, although several institutions provide opportunities for teachers to become licensed to teach Chinese.

In October 1993, the Commission authorized Ball State to offer a B.A./B.S. in Japanese, which has become quite successful. In FY2015, the Japanese program enrolled 65 headcount or 57 FTE students and had 21 graduates, which exceeded the combined total for the Ball State baccalaureate programs in German and French (36 headcount or 29 FTE enrollees and 17 graduates). The proposed bachelor's programs in Chinese and Chinese Teaching each requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. Since Chinese is not offered at the associate degree level, no articulation agreements for these programs have been developed.

**CHE 16-12 Bachelor of Science in Public Health: Epidemiology to be offered at Indiana University
Bloomington**

Proposal received on May 3, 2016

CIP Code: 26.1309

Fifth Year Projected Enrollment: Headcount – 40, FTE – 40

Fifth Year Projected Degrees Conferred: 10

IU Bloomington offers the only baccalaureate programs in Public Health in Indiana: the B.S.P.H. in Community Health and the B.S.P.H. in Environmental Health, which the Commission approved in April of this year. At the time the latter was reviewed by the AA&Q Committee, the University indicated that one additional B.S.P.H. (Epidemiology) would be proposed in the very near future, and that additional baccalaureate Public

Health programs were being considered for development, as part of the IUB School of Public Health's plans to expand the scope of its undergraduate programming, a direction consistent with emerging national trends in this field.

The proposed B.S.P.H. in Epidemiology requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. While Ivy Tech Community College does not offer a closely related associate degree program, the University and the College are working together to maximize the number of credits that an Ivy Tech student could transfer into the program based on existing course equivalencies.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 9, 2016

BUSINESS ITEM D:

**Commission for Higher Education Fiscal Year 2017
Spending Plan**

Staff Recommendation

That the Commission for Higher Education approve by consent the Commission for Higher Education Fiscal Year 2017 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, and special projects/dedicated grants. The Budget & Productivity Committee reviewed and approved this spending plan on May 26th, 2016. Staff requests authorization to work with State Budget Agency to implement necessary management reserves and other budget policies for Fiscal Year 2017.

Supporting Document

Previously distributed.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 9, 2016

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Purdue University Indianapolis	Ph.D. in American Studies (IU)	8/28/2015	On the CHE agenda for action
02	Indiana University Purdue University Indianapolis	Ph.D. in Addiction Neuroscience (PU)	3/7/2016	On the CHE agenda for action
03	Indiana University Purdue University Indianapolis	Ph.D. in Computer Science (PU)	3/7/2016	On the CHE agenda for action
04	Indiana University Purdue University Indianapolis	Ph.D. in Mathematical Sciences (PU)	3/7/2016	On the CHE agenda for action
05	Indiana University Purdue University Indianapolis	Ph.D. in Physics (PU)	3/7/2016	On the CHE agenda for action
06	Ball State University	Bachelor of Arts and Bachelor of Science in Chinese	3/21/2016	On the CHE agenda for action
07	Ball State University	Bachelor of Art and Bachelor of Science in Chinese Teaching	3/21/2016	On the CHE agenda for action
08	Purdue University – Polytechnic Statewide	Bachelor of Science in Multidisciplinary Technology	4/11/2016	Under Review
09	Indiana University Bloomington	Master of Science and Ph.D. in Cell, Molecular and Cancer Biology	5/3/2016	Under Review
10	Indiana University Bloomington	Master of Science in Biophysics	5/3/2016	Under Review

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
11	Indiana University Bloomington	Bachelor of Science in Public Health in Epidemiology	5/3/2016	On the CHE agenda for action
12	Indiana University Purdue University Indianapolis	Ph.D. in Data Science (IU)	5/3/2016	Under Review
13	Indiana University Purdue University Indianapolis	Master of Science in Product Stewardship (IU)	5/3/2016	Under Review
14	Indiana University Purdue University Indianapolis	Bachelor of Science in Dental Hygiene (IU)	5/3/2016	Under Review
15	Indiana University Purdue University Fort Wayne	Bachelor of Applied Science	5/3/2016	Under Review

COMMISSION FOR HIGHER EDUCATION
 Thursday, June 9, 2016

INFORMATION ITEM B: Academic Degree Program Actions Taken by Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Indiana State University	Master of Education in Curriculum and Instruction	5/23/2016	Adding distance education
02	Vincennes University	Certificate of Graduation in Right Skills NOW CNC Machining	5/23/2016	Adding a certificate
03	Vincennes University	Certificate of Graduation in Metalworking Technology	5/23/2016	Adding a certificate
04	Indiana University Purdue University Indianapolis	Master of Science in Industrial Organizational Psychology (PU)	5/23/2016	Name and CIP code change
05	Purdue University West Lafayette	Graduate Certificate in African American Studies	5/23/2016	Adding a certificate
06	Purdue University West Lafayette	Post-Masters Primary Care Pediatric Nurse Practitioner Certificate	5/23/2016	Name change of a program
07	Purdue University West Lafayette	Graduate Certificate in Gerontology	5/23/2016	Name change of a program
08	Indiana University Southeast	Undergraduate Certificate in Multimedia Production	5/23/2016	Adding a certificate
09	Indiana University Purdue University Fort Wayne	Undergraduate Certificate in Professional Sales (IU)	5/23/2016	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
10	Indiana University Bloomington	Bachelor of Art and Bachelor of Science in Astronomy and Astrophysics	5/23/2016	Adding a program
11	Purdue University West Lafayette	Graduate Certificate in Adult Gerontology Primary Care Nurse Practitioner	5/23/2016	Adding a certificate
12	Purdue University West Lafayette	Master of Science in Business Analytics and Info Management	5/23/2016	Splitting a program
13	Indiana State University	Health Analytics Certificate	5/23/2016	Adding a certificate
14	Purdue University West Lafayette	Certificate in Industrial Selling	5/23/2016	Adding a certificate

COMMISSION FOR HIGHER EDUCATION

Thursday, June 9, 2016

INFORMATION ITEM C: Media Coverage

Staff has selected a compilation of recent media coverage related to the Commission for March, April and May. Please see the following pages for details.

**Tribune-Star
Back to the Future
Mark Bennett
March 6, 2016**

A young adult, working just to make ends meet in the Wabash Valley, knows quite well that this isn't 2006.

If they'd heard the term "The Great Recession" back then, they probably figured it was some hip-hop band. But after living through that crushing economic downturn, the millennial generation understands how the recession steepened the education-marriage-home ownership-family path to the American dream. Yes, this is 2016, and they get that.

Thousands of 20- and 30-something Hoosiers started college in the past decade and then put those hopes aside.

"They left for a host of reasons," said Teresa Lubbers, commissioner of the Indiana Commission for Higher Education. "They left to have a family, or they went to work. And all of a sudden, they've hit the wall. They can't go any farther in their job. They don't like their job. They don't have a job. They have a family. Their expenses are higher than they ever were before, and they're looking down the road."

Now, there's a promising road sign on that horizon. It says, "You can. Go back." Any young adult who fell off the American dream path during college can pick up where they left off under a new initiative by a coalition of Indiana colleges and universities, the Higher Ed commission and, hopefully, Hoosier employers.

People in that situation would be wise not to brush off this opportunity with a quick, "Nope, that ship has sailed." At the least, they should go to the program's website, YouCanGoBack.org, punch in the details of their college background and the degree they envision, and find out which of the seven public colleges and 22 private colleges participating in the initiative best match that person's goal. Today would be ideal for them to complete that online inquiry, and then fill out the crucial Free Application for Federal Student Aid form, also online.

The match through YouCanGoBack.org might be a single university or several. Schools are offering a variety of enticements for Hoosiers to go back and finish college — flexible course schedules, online classes, credits for work or military service, forgiveness of smaller college debts and bad grades from the past, scholarships, discounts on tuition and \$1,000 state grants for qualifying students. "We've asked schools to deal with issues like transportation and child care," Lubbers explained on a visit to Terre Haute last month for the program's launch.

"There are compelling reasons why you need to come back," Lubbers said in a rhetorical call-out to Indiana millennials. "We're providing incentives for you do so. So, if you've ever thought about doing it, now's the time."

Since they left college, “even if it’s less than 10 years [ago], a lot has changed,” Lubbers said.

The state begins the project with a \$7.5 million pool to fund those \$1,000 grants. It’s a good start, though the state should bolster that funding as the effort continues toward two lofty goals — to have 200,000 of Indiana’s 750,000 residents in the some-college-but-no-degree demographic earn a degree or a training certification by 2020; and have 60 percent of Indiana adults possessing a post-high-school degree by 2025.

State politicians boast about Indiana’s fiscal status, \$2 billion-plus budget surplus and business-friendly climate, but incomes lag other states. If nearly two-thirds of Hoosier adults carried college degrees by 2025, incomes would rise, under-employment would lessen, graduates would stay in Indiana, and the state’s economy truly would be the envy of the nation. Right now, only 35 percent of adults hold a two- or four-year degree, well under the national average of 40 percent, according to compilations by the Lumina Foundation. That affects living standards, as well as paychecks.

Thus, Indiana benefits from an investment in helping its citizens reclaim their spot on the American dream path.

So, of course, do returning students. American adults with a bachelor’s degree earn an average weekly wage of \$1,101, compared to \$741 for folks with some college but no degree, according to the U.S. Bureau of Labor Statistics. The likelihood of experiencing poverty, addictions, incarceration and other social ills decrease for degree holders. It’s no guarantee or golden ticket, but prospects improve.

With Tuesday’s FAFSA deadline nearing, and the “You can. Go back” campaign reaching out to young Hoosiers through social media and direct mailings, a total of 1,775 of them had completed the online process, as of Wednesday, according to Higher Ed commission figures. Those web forms go straight to the best-match colleges, and those schools contact prospective students within days. Here in Terre Haute, Indiana State University received 276 “adult student leads” before Wednesday.

There are thousands more folks, all with real-life reasons for their unfulfilled college aspirations, in all corners of the state. Lubbers made an impassioned pitch for them to consider some real-life reasons to go back.

“Let’s say you’re 30 years old; you’re going to live to be 90,” she said. “Do you want to live the way you’re living now? Or do you want to do something to change the trajectory of your life? Will it require some sacrifice? Yes. Are [state colleges and the commission] going to do everything we can to make it easier and remove some of the obstacles now, so that you can do that? Yes.”

Check out YouCanGoBack.org, then fill out a FAFSA at fafsa.ed.gov. The Great Recession might just fade in the distance of your life’s rear-view mirror.

KPC News
New Program Helps Hoosier Adults Earn College Degrees
Dennis Kruse
March 9, 2016

In Indiana, there are over 750,000 adults with some form of higher education, but without a degree. When starting a family or having to work is more important, many adults chose to either drop out of college or not attend at all.

Currently, the cost of college deters many adults from going back and earning a degree. Additionally, adults with a job and a family often are uncomfortable taking classes due to conflicts with work schedules and family obligations.

With the help of my fellow lawmakers and Indiana colleges, the Indiana Commission for Higher Education (CHE) is reaching out to directly support adults looking to return to college through an initiative called "You Can. Go Back."

The initiative will help make the transition back to college easier by offering a variety of special programs and incentives, including \$1,000 scholarships through a \$7.5 million state grant. The program also offers flexible class schedules and online courses, college credit for work and military experience, grade- and debt-forgiveness programs, along with tuition discounts.

Recently, Gov. Mike Pence and CHE commissioner Teresa Lubbers launched the campaign to encourage adults to finish a post-secondary degree or credential. The goal is to increase the percentage of Hoosiers with education beyond high school to 60 percent by 2025.

To learn more about this important campaign, visit learnmoreindiana.org/adults.

This initiative is intended to motivate Hoosiers with a passion to further their education. Not only will this campaign boost our state's economy, it will give each family an opportunity for economic growth and success.

I hope that anyone in our area who has been thinking about going back to school to finish a degree will take a serious look at this program. I believe it has the potential to provide a life-changing opportunity for those who take advantage of it.

WTTV
Indiana Legislature Passes Bill that Will Help Get Minority Teachers Into Classrooms
Kylee Wierks
March 10, 2016

The Indiana legislature passed a bill on Thursday that will help get more minority teachers into classrooms.

[House Bill 1179](#) will provide financial assistance for minority students who wish to pursue education as a career. The bill is now headed to the governor's desk for consideration.

Stand for Children Indiana's Executive Director Justin Ohlemiller released the following statement on today's final passage of House Bill 1179. "It's critical that our educators reflect the communities in which they teach. That's why we applaud the legislature for its efforts to increase the number of minority teachers in the classroom," Ohlemiller said.

Ohlemiller pointed to 2014 data from the Indiana Department of Education that showed that more than half of Marion County/Indianapolis students represented minority populations, yet nearly 86 percent of teachers in the county were white.

"We need to incent talented minority students to consider the education field, especially teaching. This stipend program is a positive step in that direction," Ohlemiller said.

According to [Indiana State Representative Donna Harris](#), students who qualify for the stipend can receive up to \$5,000 if they have a grade point average of 3.5 to 4.0, and up to \$4,000 for a GPA of 3.0 to 3.5.

South Bend Tribune
Following ISTEP, A Test for Lawmakers
March 16, 2016

Indiana lawmakers took a critical step in their vote last week to abolish ISTEP.

Now they must not fall into a familiar trap in determining what comes next.

On the final day of this year's session, the House voted to do away with the controversial standardized test and replace it with a new test, starting with the 2017-18 school year. A 23-member panel will recommend a new test to the governor and the General Assembly by Dec. 1. All this hinges on the bill being signed by Gov. Mike Pence.

ISTEP's demise is good news for anyone who is concerned about education in the Hoosier state. Intended to measure the performance of students, teachers and schools, ISTEP is a flawed, unreliable and costly system that unfairly labels everyone — from individuals to entire school corporations.

As if that isn't harmful enough, ISTEP has become a political football, with the sort of bad results you might expect when people who are disconnected from the classroom craft education policy while disregarding those who are actually on the ground in schools. The political infighting, most recently pitting Gov. Mike Pence and his Department of Education Board allies against state Superintendent of Public Instruction Glenda Ritz, has only exacerbated the situation.

It's natural to hope that lawmakers have learned from the ISTEP fiasco, and will seek a wide array of perspectives as they try to develop a replacement test to fairly assess students across the state. All while putting aside partisan considerations, of course.

But already there are troubling signs: The bill's final conference report effectively bars any Democratic legislators from making appointments to the panel that will recommend ISTEP's replacement. This is because Democrats are in the minority and don't hold leadership positions.

Rep. Dale Devon, R-Granger, expressed confidence that both parties' views will be heard.

We certainly hope so. And the best way to make sure that happens is for Democratic and Republican lawmakers to appoint members to the committee that will help determine a key component of the Indiana's future. The recent history of the soon-departed ISTEP has shown us there's no place for politics in deciding what's best for Hoosier schools.

News-Sentinel
State Education Board Moves Ahead on A-F Grades for Schools
Associated Press
March 17, 2016

The Indiana State Board of Education moved forward on Wednesday on a new A-F grading formula for Indiana schools that and will take a final vote in mid-April.

The new grading formula would factor in each student's improvement on the ISTEP test. Current grades for schools depend on the percentage of students who pass the ISTEP.

The board also put aside a measure that would have changed course requirements for high school diplomas. Critics said the measure was premature since the state recently changed requirements and has yet to gain data on its effect.

But the vice chairwoman said a recent review of Indiana's troubled standardized student exam was not a subject of the board meeting Wednesday even though a summary of the independent report was found to have edits from a state employee.

Though the review on the validity of the 2015 ISTEP exam was deemed independent, The Associated Press found that the summary of the report contained alterations from State Board of Education executive director John Snethen, who was hired by Gov. Mike Pence. The board's

agenda Wednesday included the review which was commissioned last year, but that did not come up.

"From my standpoint, I do not have any questions," Vice Chairwoman Sarah O'Brien said. "We've been in the loop and following the conversations."

Samantha Hart, press secretary for State Schools Superintendent Glenda Ritz, also said the board did not seem to have any follow-up since the validity of the report findings had not been altered.

But what was changed was language in the summary that had reflected poorly on Pence and GOP lawmakers' decision to drop national Common Core standards and adopt last year's test with new state standards. The revamped test had tougher standards and produced dismal grades. Democrats criticized the new exam, saying it was hastily rolled out.

The Republican-controlled Legislature has voted to scrap the ISTEP test beginning in 2017 in favor of creating a panel to find an alternative test. The bill is still on its way to Pence's desk.

Courier and Press
Community Comment: Not Too Late To Go Back and Get, Finish Degree
Lloyd Winnecke and Teresa Lubbers
March 24, 2016

In the next few weeks thousands of students across Southwest Indiana will graduate from high school. Their paths will lead many to college while others will seek full-time employment as they make the transition to adulthood.

More than ever a high school diploma will not be enough for these graduates to earn a good living and support a family. We know that by 2025, two-thirds of all Indiana jobs will require a credential beyond high school. To meet that demand, Indiana has set a big goal for 60 percent of all Hoosiers to have a quality credential or degree by 2025.

In Evansville and Vanderburgh County, 31.5 percent of adults have earned credentials beyond a high school diploma, ranging from Associate degrees to Doctorates, according to the U.S. Census Bureau.

Nearly 30 percent have some college but no degree.

That is a concern since our region is expected to see a growth in demand for skilled employees in the next decade — particularly in computer systems and software development occupations, according to WorkOne Southwest.

To reach our goal and fill that need here in Evansville, and across the state, we have to look beyond the current pipeline of K-12 students to include the 750,000 Hoosier adults who started a college degree but, for whatever reason, weren't able to finish.

That's why the state of Indiana, state and private colleges, employers and community groups are partnering to encourage adults to go back to school and complete a degree or credential.

The campaign, called You Can Go Back, is reaching out to these adults directly with traditional mail, email and phone calls to share new resources and support designed to help Hoosiers make the transition back to college.

There's even a website to help identify and connect adults with the best college matches for their goals and lifestyle: www.YouCanGoBack.org.

For many the biggest obstacles to returning to school are cost and time. To help ease the financial burden, the state is offering \$7.5 million in \$1,000 state grants for qualifying adults to put toward their journey to completing a postsecondary credential.

Additionally, many of Indiana's public and private colleges are offering special programs and incentives — including flexible class schedules and online courses, college credit for work and military experience, grade- and debt-forgiveness programs — as well as scholarships and tuition discounts.

Here in Evansville, we are committed to encouraging and supporting our regional employers and colleges in their efforts to help more adults in our community achieve education beyond high school.

We applaud the Evansville Vanderburgh School Corporation for launching a CollegeChoice 529 automatic payroll deduction program for its employees. The savings plan provides a tax credit for saving up to \$1,000 a year for higher education that employees may use for themselves, a child or grandchild.

With all of us working together, we are confident we can ensure better preparation for our graduating high school student and also reach the 750,000 Hoosier adults with some college and no degree, empower them to go back to school, and guide them through to a degree or credential that will prepare them for the jobs of the future.

Stamford Advocate
Purdue's First Competency-based Program Receives Final Approval
March 29, 2016

The Higher Learning Commission, a regional accreditation organization, approved Purdue University's degree in Transdisciplinary Studies in Technology. It is the first competency-based degree at Purdue.

Competency-based education gives students direct measurable learning objectives. Purdue's program allows students to develop skills in an individualized program of study based on their interests.

Jeff Evans, interim associate dean for undergraduate programs, said the program emphasizes creation, application and transfer of knowledge through hands-on learning. Overall, learning is the constant through this program, not time.

"We believe that transdisciplinary studies in technology at Purdue Polytechnic is the first program which combines individualized plans of study, close faculty mentoring of students and a competency-based approach for traditional learners at a public research university," Evans said.

Purdue President Mitch Daniels said competency-based education is a key step in the Purdue Moves initiative, which is designed to broaden the university's global impact and enhance education opportunities for all students.

"This degree creates a study plan around the student rather than an academic schedule," Daniels said. "Students take work at their own pace through the program and, in the end, come away with a proven skill set that is meaningful to employers in today's business world."

Competency-based education shifts the focus away from traditional credit hours and instead measures student progress on demonstrated capabilities. The learning is organized around themes and driven by problems rather than seat time in a classroom.

In the Purdue program, faculty offer one-on-one mentorship to students during their skill development.

Purdue Polytechnic Institute Dean Gary Bertoline calls competency-based education the future, and credited faculty for leading the effort.

"This is a significant accomplishment and is a great example of Purdue and the Purdue Polytechnic Institute being a leader in higher education transformation," he said.

A student must demonstrate expertise in eight broadly defined primary competencies in order to graduate. The primary competencies include design thinking, effective communication, social interaction on a team, ethical reasoning, and innovation and creativity. Each of the competencies is split into five sub-competencies.

However, the competency-based education angle works to incorporate a higher level of integration among technical, scientific and humanities disciplines.

Through the program, achieved competencies will be accounted for while an e-portfolio will showcase them and be added to the students' academic records.

Bertoline said competency-based education answers the call from industry leaders looking for a different type of higher education graduate.

"They are looking for well-rounded graduates that not only have deep technical knowledge and skills but very broad capabilities for open-ended problem solving, greater creativity, ability to work in diverse teams and better communications skills," he said.

"We believe the best way to prepare graduates that meet the needs of industry is through competency-based education programs."

Purdue began work on the program in 2013. Purdue Polytechnic Institute faculty spent a year creating the proposed degree, examining all aspects of higher education and incorporating the latest research about human learning and motivation.

Purdue students from different majors, but primarily from the Purdue Polytechnic Institute, began participating in the pilot program a year later.

The Indiana Commission for Higher Education approved the new program last year after the Purdue Board of Trustees voted in favor of it in April. The HLC vote provided final accreditation.

Inside Indiana Business
Study: More Students on Pace to Graduate on Time
Alex Brown
March 30, 2016

A report from the Indiana Commission for Higher Education says more Hoosier college students with financial need are staying on track to graduate on time. The number of 21st Century Scholars completing 30 credit hours per year has increased by 23.4 percent at four-year colleges, and 24.2 percent at two-year institutions.

The report, *Reforming Student Financial Aid to Increase College Completion*, features the second-year results from legislation passed in 2013 which created financial incentives for students to complete degrees on time.

Under the reforms, students must complete 30 credit hours per academic year to remain eligible for financial aid. Students receiving the Frank O'Bannon Grant, would receive lower financial aid if they fail to meet the 30 credit hour mark.

"Students who complete at least 15 credits a semester save money, are more likely to graduate, and enter the workforce sooner," said Indiana Commissioner for Higher Education Teresa Lubbers. "Double-digit gains in the numbers of students meeting the 30-credit-hour benchmark for on-time completion demonstrate the ongoing positive results of 2013's financial aid reform as well as the benefit of aligning state funding to Indiana's goals for higher education attainment."

Lubbers says one of the main challenges is on the community college level where many students are balancing jobs, families and school. She says those students have an understandable perception that completing school will take longer, and they'll do better because of it.

"We're trying to change that mindset to say that even though in the short run, it might be a little harder, you will benefit from your education earlier," said Lubbers. "We also know that students who actually are taking those extra number of credits are more likely to complete, period."

The Indiana General Assembly passed additional financial aid reforms this year, which the commission says "creates a smoother path back to financial aid eligibility for students who fail to meet the 30-credit-hour requirement for one year but work to get back on track the next."

The commission estimates a cost of at least \$50,000 in tuition, fees and lost wages for each additional year students spend in college.

Kokomo Tribune
Editorial: Save Money; Finish Faster
March 31, 2016

The percentage of adults with college degrees in Indiana has dropped over the last decade. The Hoosier State's college attainment rate is 42nd in the nation.

There is an urgency to raise the completion rates of two-year and four-year college degrees, as well as workforce credentials. And in 2014, the state took significant steps to help more students graduate on time.

The Indiana Commission for Higher Education launched an initiative to keep college students on track for graduation. Called "15 to Finish," it encourages students to take at least 15 credit hours each semester.

To graduate on time, students need to complete a minimum of 30 credits per year, or 15 per semester. But just 33 percent of students attending Indiana's public colleges were doing so at the time. At Indiana University Kokomo, that percentage was 14 percent.

Gov. Mike Pence signed House Enrolled Act 1348 in 2014, as well. It requires students to complete at least 30 credit hours each year in order to renew their financial aid at the same level the following school year. The majority of state aid is distributed through the Frank O'Bannon education grant and 21st Century Scholars program.

Tuesday, the Commission for Higher Education reported more college students with financial need were on track for on-time graduation at the state's publicly funded institutions. Statewide, 30-credit-hour course-completion among 21st Century Scholars improved 23.2 percent over the prior year at four-year colleges and 24.2 percent at two-year colleges.

It was the second straight year of double-digit improvement. IU Kokomo was singled out as one of the most improved state schools last year. Thirty-nine percent more 21st Century Scholars enrolled in at least 30 credit hours in 2013-14 than in the previous academic year — a significant achievement.

Each additional year of college costs students \$50,000 in tuition, lost wages and related costs, according to the commission. Worse, state financial aid runs out for students after four years, increasing the probability they will drop out.

Students, take 15 credit hours each semester at college. You'll be more likely to graduate and save money.

WFYI

Indiana Students on State Financial Aid Keep Pace with Stricter Eligibility Requirements

Peter Balonon-Rosen

March 31, 2016

A rising number of Hoosier college students with financial need are on track to graduate in four years, according to a report from the Indiana Commission for Higher Education.

Indiana's 21st Century Scholar program offers income-eligible Hoosier students up to four years of full tuition at certain Indiana colleges. In 2014-2015 school year, the number of 21st Century Scholars taking and completing 30 credit hours per year increased by 23 percent at four-year colleges and 24 percent at two-year colleges.

The increase in students taking and completing 30 credit hours comes two years after legislation went into effect with tougher requirements. Under the law, to keep financial aid at the maximum amount, students must complete 30 credits by the end of their freshman year and in each additional year.

Commissioner of Higher Education Teresa Lubbers said there's only so much state financial aid money available.

"You always have limited state dollars, so you want to spread those as broadly as you can to benefit the largest number of students," Lubbers said.

That means requiring that students who get aid take 30 credit hours, an average 5 classes a semester, or lose that money. Lubbers said it keeps students on track to graduate in four years.

State law says that after four years, students are no longer eligible for state aid.

"You're on your own," Lubbers said. "I always say it's a little bit of tough love, but at the end of the day, it's love."

Lubbers dismisses critics who say that the requirements don't give low-income students dependent on aid the same time or flexibility that wealthier peers may have.

"The best answer to that is that their money is going to run out," Lubbers said. "If they're taking more than the 4 years to graduate they will get no financial aid. That is not helpful for a poor student at all."

For students outside of the program, the average debt of graduates in Indiana is \$29,222, according to [The Institute for College Access & Success](#). The Indiana Commission for Higher Education estimates every additional year students spend in college costs them at least \$50,000 in tuition, fees and lost wages.

StateImpact
State of Higher Education Address Focuses on Internships and Jobs
Claire McInerney
April 13, 2016

Commissioner for Higher Education Teresa Lubbers delivered the fourth annual State of Higher Education Address Wednesday, highlighting the goals for the Commission for the next year.

Lubbers says higher education is more important than ever for Hoosiers and says the Commission's focus remains on making sure more Hoosiers receive credentials past high school, and making sure those credentials are meaningful.

The Commission's goal is to get 60 percent of Hoosiers to earn some sort of credential past high school by 2025. Currently, that number sits at 36 percent, 41 percent if you count certifications.

Lubbers says going into the next year, the Commission will focus on making sure a degree or credentials earned from an Indiana institution has value.

She says rather than earning a degree based on credits, the Commission wants to work with employers to make sure credits earned also means earned knowledge about practical job skills. To do this, she says universities must make a bigger effort to help students get internships while in school.

"We know that internships are the number one college experience that leads to a job. And one of the best and most effective ways to reduce Indiana's brain drain," Lubbers said. "Yet too too few college programs include an internship as part of earning a degree."

Lubbers also shared early findings from the Gallup-Indiana survey, a college graduate satisfaction survey, a new poll looking at the satisfaction of public Indiana universities.

The survey asked alumni from Indiana's private and public universities about their experience at these schools, with what Lubbers calls "well being" questions.

Early results of 8,000 alums show overall satisfaction with their experience, but Lubbers wants to address areas like finding jobs and internships for those that were unsatisfied.

"It shows that the value to a graduate in Indiana is higher than the national average," Lubbers says. "We're going to align the Gallup results with our strategic plan."

Full results from this report are not yet available.

WIBC
Higher Ed Commissioner Seeks Closer Ties between Schools, Businesses
Eric Berman
April 14, 2016

Indiana's commissioner for higher education says a push for more closer partnerships between schools and businesses still needs to go further.

Teresa Lubbers applauds efforts to help students learn job skills while still in school. But she told an annual conference of educators and community leaders that offering more internships would help students test-drive careers.

Lubbers wants 60-percent of Hoosiers to have college degrees by 2025. But she says the state is also looking for ways to give employers assurances beyond a college diploma about what students have learned.

Daily News
New Toolkit for Programs to help Students Succeed After High School
April 27, 2016

The Indiana Youth Institute (IYI) is releasing a new toolkit for youth-serving programs that help students achieve postsecondary success. The College and Career Success Mentoring Toolkit provides a roadmap for organizations looking to develop a successful mentoring program that will support students after they graduate high school, whether they move into a college setting, opt for an apprenticeship or decide to enter the workforce.

“Hoosier students have many options when it comes to their post-high school plans. IYI wants to help students succeed by providing critical resources to organizations that are involved in helping them transition into their adult lives,” says Tami Silverman, CEO for the Indiana Youth Institute. “This toolkit will help youth-serving organizations around the state support students and keep them moving toward success, regardless of their path.”

The Indiana Commission for Higher Education and thirteen organizations from around the state contributed to the development of this Toolkit. It consists of lessons from the field that will help organizations create a program that works, select and prepare the right mentors to partner with students, and engage the community in the program. In addition, it provides practical steps to guide organizations through the process.

“Students need guidance, and knowing they have a mentor who cares and supports them eases the challenges they face day-to-day,” Indiana Commissioner for Higher Education Teresa

Lubbers said. "Providing mentoring resources to youth-serving organizations is critically important to the development of effective mentors in our communities."

This toolkit will provide a better understanding of what does and does not work when it comes to developing a postsecondary mentoring program for young people. It also will work seamlessly with the upcoming student version created by Project Leadership, a program based in Grant and Delaware counties that helps students access and succeed in college.

IYI will host a webinar on May 16 from 1 – 2:30 p.m. (EDT) to help program members better understand how both Toolkits can assist their organizations and ultimately students. IYI also will feature the Toolkit during the Postsecondary Counseling Institute (PCI) presented by Kroger on June 16 and 17 in Indianapolis. To register for the webinar or PCI, visit the calendar section of www.iyi.org.

The Toolkit is available for download under the College & Career Counseling section of www.iyi.org, as well as through the Indiana Mentoring Partnership website at www.abetterhour.org.

The Indiana Youth Institute promotes the healthy development of Indiana children and youth by serving the people, institutions and communities that impact their well-being.

Tribune-Star
Republican Pence renames 21st Century Scholars program for Democrat Bayh
Nick Hendrick
May 5, 2016

It was a rare moment of political bipartisanship: A Republican governor extending a gesture of goodwill toward a Democratic counterpart, while reaffirming a commitment to helping low-income Hoosiers pay for college.

Gov. Mike Pence and one of his predecessors, former Sen. Evan Bayh, shared a stage at Indiana State University Thursday evening as Pence issued an executive order renaming the 21st Century Scholars Program to honor Bayh, who signed the program into law in 1990.

In remarks, Bayh alluded to the support the program enjoys from both parties in the General Assembly.

"I think it speaks very well of our state that we can gather here today, without politics, to do right by the children of the state of Indiana," Bayh said. "And, Mike, I want to thank you for that."

Before picking up the pen, Pence said he was there to pay a debt of honor and gratitude. He praised Bayh's vision for the program, even quoting from Bayh's 1990 State of the State address.

“You know, as we celebrate our bicentennial year, we like to think about landmark moments in the life of our state,” Pence said. “And there are many through those two centuries. But I truly do believe that that moment now 26 years ago was such a moment.”

The campus was an appropriate setting for two reasons. The event was held at the theater in University Hall, home of the Bayh College of Education. And ISU has the largest number and percentage of 21st Century Scholars among Indiana colleges and universities.

There were 1,844 scholars on campus as of last fall, according to ISU Communications and Marketing. Of those, 819 were freshmen.

Sixteen percent of undergraduates are scholars. Roughly a third of incoming freshmen have received scholarships through the program.

About 50 current and former scholars from ISU were on stage as Pence signed the order. Among them was Erika Smallwood, who had the opportunity to meet Bayh at the ceremony.

“I said I was thankful for him starting the 21st century scholarship because I probably wouldn’t have [gone] to college right away,” she told the Tribune-Star. “I would probably still be in retail, and I really appreciate him letting me go to school because I want to be a teacher.”

Pence and Bayh were flanked by former State Representative Stan Jones, who wrote the bill creating the program. Bayh’s wife, Susan, also sat on the stage.

The event drew a number of Wabash Valley dignitaries — including state representatives — and ISU faculty and staff members. Pence’s staff billed the ceremony as a “major announcement,” but did not publicize its nature in advance.

More than 70,000 Hoosier students have received scholarships through the program, according to Pence’s office. Most were the first in their families to attend college.

Students can apply for the scholarship in seventh or eighth grade. Recipients must pledge to maintain a 2.5 GPA on a 4.0 scale, remain drug and alcohol free and promise not to commit criminal activity.

In 2013, Pence signed into law an additional prerequisite mandating that students take at least 30 credit hours of courses per academic year in college.

Since then, more 21st Century Scholars are on track to graduate on time, according to the Indiana Commission of Higher Education.

The number of scholars completing at least 30 credit hours per year increased by more than 20 percent at both four-year and two-year institutions. Pence’s administration has also more than doubled the program’s funding.

An ISU alumna from 2006, Chantelle Hendry, who introduced Pence, credited 21st Century Scholars for her college education. Hendry is manager of administration for 100 Black Men of Indianapolis, a youth development organization.

"The vast majority of us today call Indiana home, and we are an important part of the taxpaying citizen leadership who are just now beginning the significant impact on our respective communities," she said. "Some might call that a strong return on investment; we call it a duty and honor to simply give back."

ISU President Dan Bradley said the mission of the scholarship program is intertwined with the university's.

"We expect continued enrollment growth, and it is 21st Century Scholars and it's the 21st Century Scholars program that will make college possible for the next generation of Indiana's leaders," Bradley said.

Joshua Swetland is part of that next generation. After graduating from Terre Haute South Vigo High School this spring, the 18-year-old plans to study culinary arts at Vincennes University.

From there, he aspires to be a chef and eventually open his own restaurant. The credit, he said, goes to the program.

"It's the reason I'm even going to college, and [it] made it possible," he said.

Inside Indiana Business
Study: Indiana College Readiness Improves
Alex Brown
May 6, 2016

The Indiana Commission for Higher Education says more than 80 percent of high school students in Indiana who graduated in 2014 were prepared for college, a five percent improvement from the previous year. Indiana's latest College Readiness Reports say only 18 percent of students needed remediation heading into college.

Of all the students who required remediation, 49 percent of them needed remediation in mathematics, 34 percent needed English and language arts remediation, and 17 percent needed both.

"When students leave our K-12 system college-ready, they spend less on costly remedial courses and are more likely to graduate on time," said Indiana Commissioner for Higher Education Teresa Lubbers. "Gains in recent years are encouraging, but much work remains to increase academic preparation for Indiana's high school graduates, especially in math."

The College Readiness Reports are released each year for every Indiana high school, school district and county. The commission says the number of high school graduates who go directly to college is on par with the national average at 65 percent. More than half of students earn college credit before graduating high school.

South Bend Tribune
Viewpoint: Yes, “You Can. Go Back.” for that Degree
Kevin Brinegar and Allison Barber
May 7, 2016

Postsecondary education is no longer a luxury in Indiana’s workforce. Due to the constant evolution of our economy, a college degree or credential is a necessity in a growing number of careers. The agricultural and manufacturing jobs that once employed millions of Hoosiers now represent a dwindling portion of our state’s workforce, and for better or worse, the high-wage jobs of the 21st century require additional schooling. Indiana’s educational attainment certainly has room to grow compared with the rest of the country, but it has never been easier to start or finish your degree.

This month the Lumina Foundation published “A Stronger Nation 2016,” its annual report on higher education in the United States. Sadly, Indiana ranked among the bottom 10 states nationwide in the percentage of adults with a college degree or certificate, trailing each of our neighboring states. While the number of Indiana residents with some postsecondary degree has increased significantly over the last eight years, we continue to lag behind the national average in many key areas, including the most important indicator of economic success: the percentage of working adults with a bachelor’s degree.

Less than 18 percent of all Hoosiers — ages 25 to 64 — have received a bachelor’s degree. When companies are looking to expand and add high-wage jobs in the Midwest, Indiana simply has fewer qualified candidates per capita than our neighbors. The state of Indiana has tackled unemployment better than most; perhaps no other state in the country has rebounded as strongly from the deep economic recession of the last decade. Yet, wages are stagnant for many working families because hundreds of thousands of Hoosiers have not had the means or the opportunity to earn their bachelor’s degree or seek further training.

Fortunately, Gov. Mike Pence and Commissioner for Higher Education Teresa Lubbers have begun implementing a new program this spring to address the problem. “You Can. Go Back.” is an initiative aimed at helping more than 750,000 Hoosiers who have earned some college credit return to school to complete their degree. Employers and nonprofit partners such as the Indiana Chamber of Commerce have joined the state to provide tuition reimbursement and logistical support.

The goal of “You Can. Go Back.” is to give Hoosier adults the opportunities they might have missed out on years ago. In the relatively recent past it might have seemed too daunting to return to college as a working adult, but in 2016 there are dozens of options to fit anyone’s

lifestyle. One can even “go back” to school online and complete his or her bachelor’s degree in an accelerated timeline. Indiana citizens and businesses can learn more about the initiative at YouCanGoBack.org.

Increasing the educational attainment in Indiana is as critical to our overall economic output as it is to each and every individual pursuing advanced learning. Every year that Indiana lags behind our neighbors is another year we miss the boat on thousands of high-wage jobs for the 21st century. Our elected officials are doing their part to expand opportunities for adults to finish their degrees; now it’s up to all of us to follow through.

Indianapolis Business Journal
Schools, State Trying to Boost College Affordability
Hayleigh Colombo
May 7, 2016

There’s been no shortage of tactics deployed at Indiana public colleges recently to attack the problem of rising student debt—from years of tuition freezes at Purdue University to Indiana University’s practice of sending letters to borrowers with sometimes jarring information about future monthly loan payments.

But has Indiana made any progress in tackling student debt since students started racking it up in higher quantities through the Great Recession?

The answer is somewhat complicated, higher education finance experts say. Indiana public university students overall are still facing higher debt burdens—but the share of students borrowing is on its way down.

Here’s the bad news: The median federal debt of undergraduate borrowers who graduated from Indiana’s public two- and four-year universities rose steadily from 2006 to 2013, according to the U.S. Department of Education, and doesn’t show any signs of coming back down.

Indiana also ranks fourth in the country for student loan defaults, with 14.7 percent of borrowers in repayment defaulting within three years. The national rate is 11.8 percent.

But the good news is that the percentage of freshmen with debt at Indiana’s public universities decreased slightly, from 48 percent in 2008-2009 to 46 percent in 2013-2014, according to the Integrated Postsecondary Education Data System.

And clearly, Indiana’s higher education institutions have made college affordability a much higher priority than it used to be. That’s apparent to higher education finance experts nationwide.

“Indiana is doing more than most states,” said Seton Hall University professor Robert Kelchen, who teaches in the Department of Education Leadership, Management and Policy. And he said

Indiana's student debt picture "seems broadly similar to the rest of the nation."

"Seeing what the two flagships—IU and Purdue—are doing is really interesting," Kelchen said. "IU is trying to really affect how much students are borrowing, and Purdue's taking a slightly different path trying to just limit tuition. They seem committed to doing this and giving time for the plans to follow through."

But Kelchen said the fruits of those labors likely won't be known for years.

"It will take a while to see the debt go down," he said. "It's too early to draw full conclusions."

Freezes and letters

Higher education officials say the moves are already showing promise.

"This is not claiming victory at all," said Teresa Lubbers, the state's higher education commissioner. "It's a trend that's in the right direction."

Perhaps the most highly publicized step is Purdue University's tuition freeze, which the West Lafayette university has just extended a fifth time through the 2017-2018 year. Resident students will pay \$10,002 each year—the same as they paid in 2012.

Purdue says it has saved students \$134 million over the first three years of the freeze by not raising tuition by the average national rate each year.

The school is also launching an income-share agreement program next year that allows students to receive money for college upfront by committing to pay a fixed percentage of their income for a fixed number of years.

IU has seen success in decreasing undergraduate student borrowing—nearly 16 percent over two years as reported by the university in 2015. That's \$44 million in savings.

The public, flagship university in Bloomington started sending out annual debt letters to all its borrowers in 2012—spelling out the future monthly payment of each student's specific loans.

All the state's public universities started the practice after IU inspired a 2015 law.

The result has been that "students and families are being more responsible in their borrowing," said Marvin Smith, director of student financial services at IUPUI.

Colleges also hope a new focus on on-time graduation will help students graduate with less overall debt. Each extra year of school can cost students \$50,000 in tuition, lost wages and other costs, according to the state.

The Indiana Commission for Higher Education says only about half of Indiana college students are taking enough credits per year to graduate on time, though about 75 percent of these students expect to. In 2013, the state started requiring scholarship recipients to take full schedules. Data released by the state two years later showed more scholarship recipients completing on time.

In addition, IUPUI and IU's other regional institutions are moving to "banded tuition" next year, meaning students will pay the same amount of tuition if they take 12 credits to 18 credits, like at most four-year schools.

To help students adjust, IUPUI is also on track to double to \$8 million the amount of need-based student aid it offers and pair that with "student support programming."

"This is something we needed to do," Smith said, "because we did not compare favorably. If you pair money with support, you're going to be more successful than just throwing a grant at a student."

'A better situation'

Nationally, students are borrowing less in aggregate, but Kelchen said that might be because there are fewer college students than there were at the height of the recession.

But he said at least part of the reason is a slowly improving national economy.

Loans taken out by students and parents to pay for college amassed \$106 billion in 2014-2015, a 6 percent drop from the previous year, according to the College Board. The peak was \$124 billion borrowed in 2010-2011.

However, students who borrow are leaving college with a national average of \$35,000 in federal and private debt. The Wall Street Journal declared the Class of 2015 as "the most indebted class ever, a title they'll hold exclusively for all of about 12 months if current trends hold."

While it could take some time to see meaningful progress in reducing student debt, some Indiana financial aid experts also worry about an overcorrection.

Students loans are not "evil," Smith said. He said he's worried that the "hysteria" of the student loan crisis might discourage students from borrowing at all—which could be potentially disastrous for students who otherwise couldn't afford to pay for college.

"I'm not a proponent of student debt, but I'm a proponent of students going to college," Smith said.

Purdue University's Pamela Horne, vice provost of enrollment management, stressed that

college degrees are still a “heck of a good investment.” But she said it’s an investment to be made wisely.

For Indiana students who think Purdue is their dream school, “we can almost always make that possible,” Horne said. But she said out-of-state students should strongly consider more affordable options in their home states before any of their relatives “cash in their retirements.”

“I had a parent email me last week saying, ‘If we borrow from Grandma and sell the car, we’ll have enough for one year,’” Horne said. “I came so close to saying, ‘Don’t come.’”

And it’s possible that the presidential election conversation about tuition-free or debt-free college might ignite similar policy debates in the Statehouse, Lubbers said.

Indiana policymakers have in the past tossed around the idea of making community college tuition-free, but it hasn’t translated into action.

Lubbers said state scholarships are mostly able to take care of the students who demonstrate the most financial need, but the question now is whether states should extend that to middle-income or lower-middle-income students.

“When college costs become a major discussion in a presidential election, you know it’s on people’s minds,” Lubbers said. “Everyone needs to look in the context of their own state. How could we help provide more predictability and affordability to middle-income families?”

Indianapolis Star
Head of ISTEP Review Panel Says Test is ‘Just Too Long’
Chelsea Schneider
May 10, 2016

The Indiana Commission for Higher Education says more than 80 percent of high school students in Indiana who graduated in 2014 were prepared for college, a five percent improvement from the previous year. Indiana's latest College Readiness Reports say only 18 percent of students needed remediation heading into college.

Of all the students who required remediation, 49 percent of them needed remediation in mathematics, 34 percent needed English and language arts remediation, and 17 percent needed both.

"When students leave our K-12 system college-ready, they spend less on costly remedial courses and are more likely to graduate on time," said Indiana Commissioner for Higher Education Teresa Lubbers. "Gains in recent years are encouraging, but much work remains to increase academic preparation for Indiana’s high school graduates, especially in math."

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Journal and Courier
Purdue's 'Back a Boiler' Fires up for Fall
Meghan Holden
May 10, 2016

Purdue University President Mitch Daniels didn't expect so much national attention when he mentioned an alternative to student loans he called "Bet on a Boiler" to members of Congress last year.

After a bit of a media frenzy and working through the details — and renaming the program "Back a Boiler" — his plan is in full swing, and future juniors and seniors now are able to apply for the income share agreements for this fall.

"It may never go anywhere," Daniels said, "but people are interested."

Purdue became the first major research university in the nation to offer an income share agreement as an alternative to Parent Plus federal and private student loans when it officially launched the program last month.

The announcement seemed to garner a good amount of interest, Daniels said, because 12 students had already applied within the first few hours of the application going live Monday.

Additionally, he said more than 5,200 people have used the [online tool that allows users to compare](#) an ISA with other financial aid options based on their major and anticipated graduation date. Daniels, however, joked he wasn't sure how many users were journalists.

Still, Daniels isn't promising Back a Boiler will take off just yet.

"This is experimental," he said. "There's no way of knowing whether it will be of great interest, minor interest or no interest."

Here's how the agreements work:

Through the Purdue Research Foundation program, students will receive funding in exchange for a percentage of their income after graduation over a set number of years. The Back a Boiler-ISA Fund payback period is set at nine years or less. ISAs don't have a principal balance or interest, so payments adjust with a student's income throughout the term of the contract.

Students don't have to start making payments until they're employed and receiving a salary above a minimum that's been agreed upon. Payments stop after the contract is up, so some students could end up paying back less money than they received.

The agreements also have a cap for those who earn a substantial amount of money post-graduation.

Whether an ISA would be better than a private or PLUS loan depends on the student's major, but Daniels said a majority of scenarios on the comparison tool favor the ISA.

[There was some skepticism early on that the program favors those in STEM fields](#) because they're more likely to earn higher salaries right out of college.

The market will set the rates as the program progresses, Daniels noted.

Purdue Student Government President Geri Denger, who is a sales major, said she wouldn't enter into a Back a Boiler agreement because her field is too unpredictable.

"I could be making a little bit of money or a lot," she said.

But Denger said a lot of people are buzzing about it and are intrigued with the program.

She has heard a few negative comments, though. Some people argue it preys on low-income students who have no other financial option, Denger said, and others are simply confused by the concept.

"It's hard for the average student to understand," she said, adding that interested students should use the comparison tool and do their research before applying for an ISA.

Indiana Commissioner for Higher Education Teresa Lubbers applauded the program, calling it innovative and a potential money saver.

Purdue students who graduated with debt in 2015 had an average of \$27,711 in debt, according to the university. The national average is about \$35,000.

Lubbers said an ISA is another way to address the issue of college affordability.

"This kind of innovation is welcome," she said.

When asked if he'd back a Boiler himself, Daniels said "sure," noting their high success rate post-graduation.

Daily Journal
Schools Improve College-Ready Data
Abby Armbruster
May 16, 2016

Fewer Johnson County students need to take extra math or English classes to be ready for college-level courses once they graduate, according to a new state report.

About 18 percent of high school students needed to take remedial courses in English or math when starting college in 2014, the most recent year available, which is down from 25 percent in 2013 and 34 percent in 2012. The numbers come from an annual report on college readiness from the Indiana Commission for Higher Education.

Within the last five years, local school districts have made an effort to offer more upper-level courses in their high schools, as a way to prepare students for college, local school officials said.

For example, eight college-level courses were added this school year at Whiteland Community High School, and officials want each student to earn at least nine college credits before they graduate.

Franklin Community High School will be revamping their Advanced Placement classes this fall so the courses stay as competitive as a traditional college class. Officials have been trying to create more partnerships with local colleges or organizations that offer AP or dual-credit classes so more students are able to take the more rigorous courses, said Franklin Community High School assistant principal Scott Martin.

Offering those higher-level courses is part of an effort to make sure students are prepared for the class expectations and increased rigor that college will demand once they graduate, school officials said.

“Our big focus is on dual-credit courses. We lean heavily toward dual-credit because it’s money in the bank for students,” said Greenwood Community High School director of guidance Bill Ronk said.

“The majority of our seniors will take at least one dual-credit course in their high school career.”

By offering dual-credit or Advanced Placement courses, students can take one or two college-level courses while balancing the rest of their schedule with traditional high school classes, Ronk said. Students can spend more time focusing on one or two tougher subjects during the school year, instead of waiting until college and then being overloaded by the amount of homework and studying needed in each class, Ronk said.

And by getting those college courses done while still in high school, it won't be as overwhelming to continue to get a two- or four-year degree, he said.

Franklin educators have been seeing an improvement in student achievement through teaching the classes differently, Martin said.

For example, if a student is not understanding the content, or they are struggling with a concept in the class, teachers can turn to other staff members to find other ways to make the students understand the course material, he said.

"We've done that for years now, and I think it's really paying dividends," Martin said.

Chalkbeat
Thousands of low-income Indiana High School Students are in Danger of Losing Their College Scholarships
Shaina Cavazos
May 26, 2016

Thousands of low-income Indiana high school students who are eligible for a lucrative college scholarship are in danger of losing out on four years of paid tuition if they don't meet a host of new requirements.

New data from Indiana Commission for Higher Education show that just 20 percent of eligible students in the Class of 2017 have completed requirements so far for the state's 21st Century Scholar program, such as registering online and watching a video about paying for college. That means that more than 14,000 needy students might have trouble catching up in time to use the scholarship after they graduate.

The problem is even more severe in Marion County, where only 13 percent of high school juniors in the program are where they should be in meeting the new requirements.

The problem stems from changes to the 25 year-old program that were mandated in 2011 when the Indiana General Assembly heaped on requirements and raised the GPA threshold from 2.0 to 2.5. Lawmakers wanted to ensure that students awarded the scholarships were prepared for college. This year's high school juniors are the first graduating class that will be held to the new standards, which include a checklist of activities during their four years of high school.

"The first class is always the tough class," said Jason Bearce, associate commissioner for higher education. "We are really significantly changing what the expectation is for students. We don't just want students to go to college, we want them to graduate."

There are 12 activities total that students are responsible for completing and tracking. To finish the program, students also must earn the state's default Core 40 diploma, stay away from

drugs, alcohol and crime and commit to taking 15 college credit hours per semester once they enroll in college.

The activities range in difficulty: Freshmen must sign up to use the state's information tracking website and watch a "Paying for College 101" video, while seniors must report that they've submitted college applications and filed for federal student aid.

The scholarship goes to kids from families who meet certain income levels. For example, a family of four must earn less than \$44,863 annually, as well as meeting other criteria.

Stephanie Wilson, the commission's spokeswoman, said it's likely that many kids might have completed the required tasks but just haven't updated the state on their progress.

"A lot of these are things that we kind of have an inkling that students have done or schools have coordinated, but people don't know they actually have to go in and affirm these activities," Wilson said.

Part of the problem is a breakdown in communication, said LaMont Rascoe, a guidance counselor in charge of the 21st Century Program at Perry Township's Southport High School.

Rascoe said his school takes on the bulk of the work pushing students to keep up with the 21st Century Scholar activities because they know parents at home aren't always able to. Parents might not know what's required. They might not have access to a computer. At Southport, more than 90 percent of juniors are on-track to graduate with their scholarships according to state data.

"We make the kids take ownership over the program," said Rascoe, who's been working with 21st Century Scholars for about a decade. "We don't want any kid to not have an opportunity based on something we didn't do."

The state expects that once kids and schools are alerted to the fact that there is work they need to do, more students will get on-track. Wilson said she's seen the percentage of juniors who have completed their requirements jump from 8 percent to 20 percent in just the last few weeks.

Almost 18,000 students are expected to graduate in the scholarship program in 2017. The program began in 1990 said Teresa Lubbers, the Commissioner for Higher Education, and the Class of 1992 was the first to use the funds.

Lubbers said the program has changed lives.

The scholarship "changed the culture and the mindset of a population who, for the most part, thought college was out of reach for them," Lubbers said. "We think it has the potential to actually be the biggest contributor to closing the achievement gap."

Kokomo Tribune
Teresa Lubbers: Higher Education Critical to Career
May 30, 2016

When college affordability proposals are being debated during a presidential election, it's clear that higher education is on the minds of many Americans. Here in Indiana, our state has placed an unprecedented focus on increasing the number of Hoosiers with education beyond high school, and we set a big goal for 60 percent of adults to have a quality degree or workforce credential by 2025.

With statewide consensus that higher education is critical to career success in Indiana's transformed economy, the Indiana Commission for Higher Education is sharply focused on making sure all Hoosiers can afford it — without taking on unreasonable debt. Equally important is making sure those degrees and credentials lead to better career opportunities and better lives for the Hoosiers who invest in them.

Indiana recently released its new strategic plan for higher education, "Reaching Higher, Delivering Value." This plan is sharply focused on increasing and demonstrating the value of higher education. It takes an all-hands-on-deck approach — targeting Hoosiers of all ages and backgrounds and engaging the K-12, higher education and employer communities.

"Reaching Higher, Delivering Value" builds upon recent gains. More Hoosiers than ever have an associate or bachelor's degree, about 36 percent, and, for the first time, we can include certificate earners in our measurement of postsecondary attainment. According to new data from the Lumina Foundation, workforce certificates add about 5 percentage points to Indiana's higher education attainment rate, bringing the state to about 41 percent.

While a focus on traditional college students will always be important, Indiana cannot meet current or future workforce demand for skilled, educated employees without convincing large numbers of Hoosier adults to return and complete the degrees they started but did not finish.

Employers are critical to reaching this adult population. A recent Lumina Foundation study of Cigna Corp.'s employee tuition reimbursement program found that every dollar invested in employees' higher education is returned and generates an additional \$1.29 in savings.

This study echoes Indiana's "You Can. Go Back." campaign — a statewide effort to send adult Hoosiers back to school to finish a college degree or workforce credential. Since the effort launched in February, nearly 15,000 Hoosier adults have responded and 4,000 have been matched with Indiana colleges that could meet their educational needs.

Indiana is also working to make sure young Hoosiers are prepared to succeed in college when they graduate from high school. With much credit due to Indiana's K-12 educators, the number of high school graduates entering college without needing costly remedial coursework is increasing. However, the Commission's latest College Readiness Report showed too many high school graduates still are not academically prepared for college-level work. About 42 percent of high school graduates who enter a two-year college — our state's primary providers of remedial coursework — are not ready for college.

All of these efforts are helping to increase higher education value in Indiana. To measure our progress, the Commission's new strategic plan introduces a first-in-the-nation, comprehensive measure of college value: the Indiana College Value Index. Presented in partnership with USA Funds, the Indiana College Value Index will merge existing data on college readiness, completion, return-on-investment and job placement with new data on college graduate satisfaction and success.

With statewide consensus that higher education is more critical to career, Indiana can be encouraged by recent gains and its current position as a national leader in efforts to increase and measure college value.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 9, 2016

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 2016	<i>No meeting</i>
August 11, 2016	Ball State University, Muncie
September 8, 2016	Indiana University, Bloomington
October 13, 2016	Purdue University, West Lafayette
November 10, 2016	University of Southern Indiana, Evansville
December 8, 2016	Ivy Tech Community College, Indianapolis

The following six-month schedule has been added:

January 2017	<i>No meeting</i>
February 9, 2017	IUPUI, Indianapolis
March 10, 2017	Ivy Tech Community College, Noblesville
April 2016	<i>Weldon Conference</i>
May 11, 2017	<i>Tentative meeting, Commission office</i>
June 8, 2017	Purdue University Northwest, North Central