



**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

# AGENDA

Thursday, March 14, 2019

101 West Ohio Street, Suite 300  
Indianapolis, IN 46204-4206  
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**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

**MARCH COMMISSION MEETING  
AGENDA**

**Thursday, March 14, 2019**

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**HOTEL ACCOMMODATIONS**

Hilton Indianapolis Hotel & Suites  
120 West Market Street  
Indianapolis IN 46204

**COMMISSION MEETING**

Indiana University-Purdue University Indianapolis  
University Tower/Hine Hall  
875 W. North Street, Indianapolis, IN 46202  
*Parking available in the Tower Garage (IP) or North Street Garage (XC)*

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
Ballroom

**CALL IN INFORMATION:**

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

**WiFi INFORMATION:**

attwifi

**WORKING SESSION TOPICS**

- Making College More Affordable
- Legislative Update
- College Readiness Report Preview
- Dual Credit Update
- Committee Report Outs

**\*\*All events take place on EASTERN TIME\*\***

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**COMMISSION MEMBER LUNCH**

11:45 A.M. – 1:00 P.M.

President’s Room

***Lunch Guest***

Nasser Paydar

Chancellor

**COMMISSION STAFF LUNCH**

11:45 A.M. – 1:00 P.M.

Indiana Room

**BUSINESS MEETING**

1:00 P.M. – 3:00 P.M.

Ballroom

**CALL IN INFORMATION:**

**DIAL:** 1 (605) 475-4700

**PIN:** 230295#

**WiFi INFORMATION:**

attwifi

**I. Call to Order – 1:00 P.M. (Eastern)**  
**Roll Call of Members and Determination of Quorum**  
**Chair’s Remarks**  
**Commissioner’s Report**  
**Consideration of the Minutes of the February 14, 2019 Commission Meeting ..... 1**

**II. Public Square**  
A. Navigating College and Careers..... 7  
    1. Jennifer Sattem, Vice President for Policy & Research, Achieve

**III. Business Items**  
A. Academic Degree Programs for Expedited Action ..... 9  
    1. Master of Science in Speech-Language Pathology to be offered by Purdue University Fort Wayne  
B. Capital Projects for Full Discussion  
    1. Purdue University West Lafayette – Purdue Union Club Hotel Renovation ..... 11  
C. Capital Projects for Expedited Action ..... 19  
    1. Purdue University West Lafayette – University Church Purchase  
    2. Purdue University Fort Wayne – Park 3000 Purchase

**IV. Information Items**  
A. Academic Degree Programs Awaiting Action ..... 21  
B. Academic Degree Program Actions Taken by Staff ..... 23  
C. Media Coverage ..... 31

**V. Old Business**  
**New Business**

**VI. Adjournment**

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The next meeting of the Commission will be on **Monday, May 6, 2019 in Indianapolis, Indiana.**



**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, February 14, 2019**

**I. CALL TO ORDER**

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

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

*Members Present:* Mike Alley, Dennis Bland, Jud Fisher, Coleen Gabhart, Al Hubbard, Chris LaMothe, Kathy Parkison, Dan Peterson, Beverley Pitts, John Popp and Alfonso Vidal

*On the Phone:* Jon Costas

*Members Absent:* Lisa Hershman and Chris Murphy

**CHAIR'S REPORT**

On behalf of the Commission, I would like to thank Vincennes University for your hospitality and for hosting our meeting today.

As Kathy mentioned this morning, the Commission will host the Faculty Leadership Conference tomorrow at the Ivy Tech campus downtown. This conference will focus on community engagement and is sure to lead to informative discussions. At the conference the winner of the inaugural Gerald Bepko Faculty Community Engagement Award will also be announced. We will be announcing that publically and will be sure that you all receive a copy of that announcement.

Be sure to mark your calendars if you have not done so already for the Commission's two annual policy events, the State of Higher Education Address and the Kent Weldon Conference for Higher Education, which will be held on April 8 and 9 this year. The events will focus on the transition from high school to college and careers; and we are honored to have Matt Gandal with Education Strategy Group and Governor Eric Holcomb serving as our keynotes for the conference. We can expect to hear more about these events in the coming months.

**COMMISSIONER'S REPORT**

Commissioner Lubbers began her report stating with the legislative session underway, we're obviously focused on what's happening at the General Assembly. Josh reminded me the other day that there are 36 bills that have called out the Commission in some way, many which will require us to spend time in developing and implementing new ideas. This

compares to about 15 last year. The good news is we have an opportunity to frame more policies and ensure that the higher education perspective is understood and included.

On the national front, U.S. Senator Lamar Alexander who chairs the Health, Education, Labor and Pensions Committee, has indicated that reauthorization of the federal Higher Education Act is well overdue and should be tackled – it's been a decade. It appears there are some bipartisan areas of agreement. Three key areas he cited that need to be addressed are: Simplification of the FAFSA form that all students receiving aid must complete. He says he would like to condense the form from more than 100 questions to between 15 and 25. Alexander also recommended "taking a scalpel" to the federal system of loan repayment. The details are still being worked out. A more controversial element of his proposal would implement a new accountability system for schools based on things such as the loan repayment rates of their students and what students learn rather than length of study. It also embraces reinstating Pell eligibility for those who are incarcerated – a proposal that is supported by Governor Holcomb and our Department of Corrections. While Sen. Alexander's bill shows progress, it's a long way to the finish line – if we get there.

Speaking of Washington, I want to take this opportunity to call out the work that is being shepherded by our own Commission member, Lisa Hershman. Serving as the Department of Defense's Acting Chief Management officer and its third ranking civilian official, Lisa is overseeing efforts to cut costs and increase efficiency. Bottom line: it's resulted in \$4.7 billion saved over the last two years. Her office is focused on creating efficiencies in areas such as IT, health care, and contract management and acquisitions. In Lisa's words: "We want to create a culture of thinking in terms of improvement in modernization and creating value." Goes to show – when you need a job done right – send in a Hoosier – even better a Hoosier woman!

Recently I attended the kick-off for the 50th anniversary celebration for IUPUI. Mayor Hogsett and all living Indianapolis mayors joined Chancellor Nasser Paydar in talking about the history and ongoing value of the school to central Indiana.

As a part of IU's Bicentennial which is officially marked on January 20, 2020, "voices from the bicentennial" are being captured by historians and researchers. Last week, someone shared with me the story of Esther Bray and since she was a member of the Indiana Commission for Higher Education under three governors and is grandmother to current Sen. Pro Tempore Rodric Bray, I wanted to share a couple insights about her role in Indiana's history. Named Woman of the Century in 1999 by the Herald Times, she was certainly a legend in Martinsville and beyond. Most of you know her husband was Congressman Bill Bray, her son was State Senator Richard Bray, and, as I said her grandson currently serves in the State Senate. He contends that the political legacy of his family would not have existed without the persistence of his grandmother. Esther was committed to helping young women; she was an associate professor, a grandmother, a political strategist and a trailblazer. "She broke the mold for what it meant to be a female who was both interested in politics and involved in academia." We don't often cite the contributions of past Commission members but at this moment in time I thought it was worth remembering Esther Bray who was named to the Commission in 1971 as a founding member and continued to serve until 1992.



This story reminds me of the gratitude we should express for those who have and are serving and guiding the work of the Commission.

Finally, we learned on Tuesday that ScholarTrack, the Commission’s one stop shop for guiding students and families through the process of planning for, applying and maintaining their financial aid, has been named a Mira Award nominee in the Innovation of the Year category by TechPoint – another significant validation of the value of the platform and acknowledgement of the great work by our IT and financial aid teams.

## **CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2018 COMMISSION MEETING**

**R-19-02.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the October, 2018 regular meeting. (Motion – Peterson, second – Alley, unanimously approved)

## **II. PUBLIC SQUARE**

### **A. Identifying and Supporting At-Risk Students**

1. Ball State University – Ro-Anne Royer Engle, Interim Vice President for Student Affairs
2. Indiana State University – Dr. Mike Licari, Provost and Vice President for Academic Affairs
3. Indiana University – Rebecca Torstrick Senior Assistant VP, University Academic Affairs Director, Completion & Student Success Office
4. Ivy Tech Community College – Dr. Cory Claseman-Ryan, Assistant VP for Student Success
5. Purdue University – Frank Dooley, Ph.D., Senior Vice Provost for Teaching and Learning
6. University of Southern Indiana – Shelly Blunt, Ph.D., Associate Provost for Academic Affairs
7. Vincennes University – John Livers, Student Success Center Coordinator

As the Commission continues to monitor progress toward Indiana’s Big Goal of 60 percent postsecondary attainment by 2025, Commission Members have indicated an interest in knowing more about institutional efforts to identify and support students who are most vulnerable to not succeeding in college, including initial identification of an “at-risk” student, support programs designed for this population and any interventions and support provided when they exit. The Commission will have the opportunity to hear from each public institutions today as they summarize their efforts in this area.

Commissioner Lubbers moderated this session.

### III. Business Items

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

1. Doctor in Nutrition and Dietetics to be offered by Indiana University at Indiana University Purdue University Indianapolis

Dr. Rafael Bahmonde presented this program. Dr. Ken Sauer provided the staff recommendation.

**R-19-02.2 RESOLVED:** That the Commission for Higher Education hereby approves the academic degree program, in accordance with the background information provided in this agenda item. (Motion – Vidal, second – Alley, unanimously approved)

#### B. Academic Degree Programs for Expedited Action

1. Master of Science in Nursing to be offered by Indiana University Bloomington
2. Associate of Science in Computer Science to be offered by Vincennes University

**R-19-02.3 RESOLVED:** That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Fisher, unanimously approved)

#### C. Capital Projects for Full Discussion

1. Indiana University Bloomington – Renovation of Foster and McNutt Quadrangles and Lease of Space

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

**R-19-02.4 RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Fisher, unanimously approved)

#### D. Capital Projects for Expedited Action

1. Indiana University Bloomington – Armstrong Stadium North Grandstand Replacement
2. Ball State University – New Multicultural Center

**R-19-02.5 RESOLVED:** That the Commission for Higher Education hereby approves the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Vidal, approved by majority)

### III. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Actions Taken By Staff
- C. Media Coverage

**IV. OLD BUSINESS  
NEW BUSINESS**

There was none.

**V. ADJOURNMENT**

The meeting was adjourned at 4:14 P.M.

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Chris LaMothe, Chair

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Al Hubbard, Secretary



## COMMISSION FOR HIGHER EDUCATION

Thursday, March 14, 2019

### PUBLIC SQUARE:

### Navigating College and Careers

#### Background

As the Commission continues to engage in conversations about helping student navigate through college and careers, it will have the opportunity to hear from Jennifer Sattem, Vice President for Policy & Research at Achieve.

**Achieve** is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Created in 1996 by a bipartisan group of governors and business leaders, Achieve has spent two decades leading the effort to help states make college and career readiness a priority for all students by developing solutions to common challenges for education leaders from across the country.

#### Supporting Documents

Jennifer Sattem Bio

## **Jennifer Sattem**

**Vice President for Policy & Research  
Achieve**

Jennifer Sattem is Vice President for Policy and Research at Achieve. Jennifer oversees Achieve's strategy to support states in developing, enacting and sustaining college- and career-ready policies and initiatives. Jennifer has an extensive background in college- and career-ready policies at the local, state, and national levels in the areas of assessment, accountability, reporting, and postsecondary engagement.

Most recently, Jennifer served as a Senior Policy Advisor at the U.S. Department of Education. Prior to her work at the Department, Jennifer was a Fellow for Multiple Pathways and Postsecondary Engagement for the Regents Research Fund at the New York State Education Department. In this role, she led the development of statewide initiatives to offer multiple pathways to graduation and postsecondary readiness' implemented a strategic engagement effort with New York State's postsecondary institutions to establish new policies for supporting the alignment of college- and career-ready standards, assessments, and placement policies; and led the state's transition to computer-based testing. She started her career at an elementary school in central Texas.



Jennifer holds a Bachelor's degree in Liberal Studies and a Master's degree in Public Policy from Oregon State University.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 14, 2019

**BUSINESS ITEM A:**

**Academic Degree Programs for Expedited Action**

**Staff Recommendation**

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

- Master of Science in Speech-Language Pathology to be offered by Purdue University Fort Wayne

**Background**

The Academic Affairs and Quality Committee discussed this program at its February 25, 2019 meeting and concluded that the proposed program could be placed on the March 14, 2019 agenda for action by the Commission as an expedited action item.

**Supporting Document**

Academic Degree Program on Which Staff Propose Expedited Action February 25, 2019

**Academic Degree Program on Which Staff Propose Expedited Action**

February 25, 2019

**CHE 19-01 Master of Science in Speech-Language Pathology to be offered by Purdue University Fort Wayne**

Proposal received on February 8, 2019

CIP Code: 51.0203

Fifth Year Projected Enrollment: Headcount – 30, FTE – 30

Fifth Year Projected Degrees Conferred: 15

In August 2007, the Commission approved an M.A. in Speech-Language Pathology for Purdue University Fort Wayne (then IPFW). However, the program was never implemented because the resources to hire the faculty needed to launch the program were not forthcoming. Three attempts were made between 2009-2016, to secure the needed resources, but none was successful, so the program was eventually eliminated. Under new University leadership, a commitment has been made to hire two additional faculty for the 2020-2021 Academic Year and a third faculty member in the 2021-22 Academic Year, should the program be approved.

The proposed program is to be offered through the Department of Communication Sciences and Disorders in the College of Arts and Sciences, which operates a Communication Disorders Clinic that currently serves about 15 clients per semester, a number that would increase significantly with the master's program in place. Accreditation for the program will be sought from the Council on Academic Accreditation in Audiology and Speech-Language Pathology, which is essential, as graduation from an accredited program is necessary for professionals to become nationally certified in this field. Upon completing the proposed program, graduates would be eligible to become Clinical Fellows of the American Speech-Language-Hearing Association (ASHA). Graduates from the program would then need to complete a nine-month clinical fellowship and pass the Praxis exam to earn the national Certificate of Clinical Competence – Speech-Language Pathology (CCC-SLP) from ASHA and to become licensed by the State to practice as Speech-Language Pathologists.

It is estimated that about one-half of the M.S. graduates will practice in a school setting and the other half in health-related settings. The University offers a B.S. in Communication Sciences and Disorders, which enrolled 94 headcount or 75 FTE students and had 25 graduates in FY2018. About 70 percent of the students who complete the Department's baccalaureate program go on to graduate school, and all recent graduates who applied to graduate school have been accepted.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 14, 2019

**BUSINESS ITEM B-1:**

**Purdue University West Lafayette – Renovation of the Purdue Union Club Hotel**

**Staff Recommendation**

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

- Purdue University West Lafayette – Purdue Union Club Hotel Renovation

**Background**

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

**Supporting Document**

Purdue University Memorial Union Club Hotel Renovation

## Purdue University West Lafayette – Renovation of the Purdue Union Club Hotel

### **STAFF ANALYSIS**

The Trustees of Purdue University request authorization to proceed with the renovation of the Purdue Memorial Union Club Hotel which was built in phases from 1929-1953 and has had no significant upgrades in recent years. The renovation will include 89,600 GSF of hotel guest rooms and lobby space and a renovation of 8,500 GSF to create a new restaurant and bar. Additionally, the existing ballrooms and adjacent bathrooms will receive finish upgrades.

**Funding:** The estimated cost of this project is \$35,000,000 and will be funded with Gift Funds.

**Additional Staff Notes:** Staff recommends approval of the project.

**PROJECT COST SUMMARY**  
Purdue Memorial Union Club Hotel Renovation

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-19-2-13
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A
<b>Previously approved by General Assembly:</b>	No	<b>Previously recommended by CHE:</b>	No
<b>Part of the Institution's Long-term Capital Plan:</b>	Yes		

**Project Size:** 133,781 GSF (1)    87,886 ASF (2)    0.656939326 ASF/GSF

**Net change in overall campus space:** 0 GSF    0 ASF

<b>Total cost of the project (3):</b>	\$ 35,000,000	<b>Cost per ASF/GSF:</b>	261.62161 GSF
<b>Total cost of the demolition:</b>	\$ -		398.24318 ASF

<b>Funding Source(s) for project (4):</b>	Amount	Type
	\$ 35,000,000	Gift Funds

**Estimated annual debt payment (6):** N/A

**Are all funds for the project secured:** No

**Project Funding:**

This project will be supported with \$35,000,000 in gift funds.

- \$15,000,000 provided by Mr. Bruce White and Mrs. Elizabeth White
- \$15,000,000 provided by the Dean & Barbara White Family Foundation Inc.
- \$5,000,000 to be back-stopped by Operating Funds-Reserves, if necessary

The Purdue Board of Trustees passed a resolution to accept the \$30,000,000 in gift funds from Mr. Bruce White, Mrs. Elizabeth White and the Dean and Barbara White Family Foundation in December 2018. As noted above, the additional \$5,000,000 in gift funds, which have yet to be raised, are back-stopped by Operating Funds-Reserves if needed.

**Project Cost Justification**

The project cost is consistent with the project noted in the Comparable Projects section.

**Estimated annual change in cost of building operations based on the project:** N/A

**Estimated annual repair and rehabilitation investment (5):** \$ 52,000

## PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

### Purdue Memorial Union Club Hotel Renovation

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-19-2-13
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

#### Description of Project

This project will be located on the existing Purdue Memorial Union Club Hotel site on the West Lafayette Campus. The hotel was built in phases from 1929-1953 and has not had significant upgrades in recent years. This project will include the renovation of 89,600 GSF of hotel guest rooms and lobby space and the renovation of 8,500 GSF to create a new restaurant and bar.

The entry to the hotel will be dramatically changed to include a grand entrance and atrium that will capture the spirit of Purdue's innovations and to celebrate alumni who have had an impact around the world.

There are currently 194 guest rooms in the hotel, and at the end of the project, there will be 182. This reduction in overall rooms is a result of the creation of more suite-style rooms and the creation of the upgraded lobby.

The existing ballrooms and adjacent bathrooms (approximately 35,600 GSF) on the main floor of the Purdue Memorial Union will receive finish upgrades and other cosmetic improvements.

#### Need and Purpose of the Program

The hotel has not had significant upgrades in recent years, and this project will provide more attractive facilities with modern hotel amenities.

Once completed, the hotel, restaurant and bar will act as a living laboratory learning environment for Hospitality and Tourism Management students.

#### Space Utilization

This project will not provide additional gross square feet, but it will change the purpose of some of the existing space. Some offices in the Purdue Memorial Union will be relocated to other facilities on campus to create the new restaurant and bar.

#### Comparable Projects

- Brees Student-Athlete Academic Center First Floor Renovation (2017)
  - o Type: academic support space (classrooms, advising space, study hall, restrooms, etc.)
  - o Cost: \$2,700,000
  - o Size: 10,300 GSF
  - o Cost per GSF: \$262

Though smaller and differing in scope, this project had a similar cost per GSF.

#### Background Materials

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR Purdue Memorial Union Club Hotel Renovation**

	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Space to be Terminated (1)	New Space in Capital Request (2)	
<b>Union Club Hotel Renovations</b>						
<b>A. OVERALL SPACE IN ASF</b>						
Classroom (110 & 115)	331,337	4,851		336,188		336,188
Class Lab (210,215,220,225,230,235)	620,242	70,945		691,187		691,187
Non-class Lab (250 & 255)	1,579,867	46,865		1,626,732		1,626,732
Office Facilities (300)	2,244,975	14,064		2,259,039	(4,051)	2,254,988
Study Facilities (400)	398,123	8,218		406,341		406,341
Special Use Facilities (500)	1,217,327	7,111		1,224,438		1,224,438
General Use Facilities (600)	925,620	36,320		961,940	3,622	965,562
Support Facilities (700)	3,009,757	3,786		3,013,543		3,013,543
Health Care Facilities (800)	108,631			108,631		108,631
Resident Facilities (900)	2,520,909	191,443		2,712,352	429	2,712,781
Unclassified (000)	26,774			26,774		26,774
<b>B. OTHER FACILITIES</b> (Please list major categories)						
<b>TOTAL SPACE</b>	<b>12,983,562</b>	<b>383,603</b>	<b>-</b>	<b>13,367,165</b>	<b>-</b>	<b>13,367,165</b>

**CAPITAL PROJECT COST DETAILS**  
**Purdue Memorial Union Club Hotel Renovation**

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-19-2-13
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date</b>	April	2019
<b>Start Construction</b>	June	2019
<b>Occupancy (End Date)</b>	August	2020

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b><u>Planning Costs</u></b>			
a. Engineering	\$ 634,000		\$ 634,000
b. Architectural	\$ 1,102,500		\$ 1,102,500
c. Consulting	\$ 190,000		\$ 190,000
<b><u>Construction</u></b>			
a. Structure	\$ 23,300,000		\$ 23,300,000
b. Mechanical (HVAC, plumbing, etc.)			\$ -
c. Electrical			\$ -
<b><u>Movable Equipment</u></b>			
	\$ 3,986,000		\$ 3,986,000
<b><u>Fixed Equipment</u></b>			
			\$ -
<b><u>Site Development/Land Acquisition</u></b>			
			\$ -
<b><u>Other (contingency, PM fee, insurance, etc.)</u></b>	\$ 5,787,500		\$ 5,787,500
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 35,000,000</b>	<b>\$ -</b>	<b>\$ 35,000,000</b>

**CAPITAL PROJECT OPERATING COST DETAILS**  
Purdue Memorial Union Club Hotel Renovation

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-19-2-13
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

				<b>GSF OF AREA AFFECTED BY PROJECT</b>	133,781	
<b>ANNUAL OPERATING COST/SAVINGS (1)</b>						
	<b>Cost per GSF</b>	<b>Total Operating Cost</b>	<b>Personal Services</b>	<b>Supplies and Expenses</b>		
1. Operations		\$ -				
2. Maintenance	#DIV/0!	\$ -				
3. Fuel	#DIV/0!	\$ -				
4. Utilities	#DIV/0!	\$ -				
5. Other	#DIV/0!	\$ -				
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>		\$ -	\$ -	\$ -		

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





**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 14, 2019

**BUSINESS ITEM C:**

**Capital Projects for Expedited Action**

**Staff Recommendation**

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

- Purdue University West Lafayette – University Church Purchase
- Purdue University Fort Wayne – Park 3000 Purchase

**Background**

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

**Supporting Document**

Background Information on Capital Projects for Expedited Action, Thursday, March 14, 2019

**Capital Projects for Expedited Action**  
**Thursday, March 14, 2019**

**B-1-19-3-12     Purdue University West Lafayette – University Church Purchase**

The Trustees of Purdue University request authorization to proceed with the purchase of University Church located at 320 North Street, West Lafayette, Indiana. The property is an important strategic location in alignment with the 2018 Purdue University Giant Leaps Campus Master Plan. The location is identified as a long-term “potential new building.” In the short-term, it provides potential space for future academic and administrative projects.

**B-3-19-3-10     Purdue University Fort Wayne – Park 3000 Purchase**

The Trustees of Purdue University request authorization to proceed with the purchase of the Park 3000 building located at 3000 Coliseum Boulevard East, Fort Wayne, Indiana. The building will provide approximately 76,700 GSF for a larger, more visible space for the Doermer School of Business. It will also address the expansion and relocation of a number of other departments and service providers which are being analyzed and prioritized to determine the best fit.

**COMMISSION FOR HIGHER EDUCATION**  
Thursday, March 14, 2019

**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	Purdue University Fort Wayne	Master of Science in Speech-Language Pathology	2/8/2019	On CHE Agenda for Action
02	Indiana University Purdue University Indianapolis	Master of Science in Computational Data Science (PU)	2/8/2019	Under Review
03	Indiana University Northwest	Bachelor of Arts/Bachelor of Science in Neuroscience	2/19/2019	Under Review



**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, March 14, 2019

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Ivy Tech Community College	Certificate in Mechatronics	2/25/2019	Changing the name
02	Ivy Tech Community College	Certificate in Alternative Fuels	2/25/2019	Eliminating a program
03	Ivy Tech Community College	Certificate in Electric and Hybrid Vehicle	2/25/2019	Changing the credit hours
04	Purdue University West Lafayette	Teaching and Learning in Engineering Certificate	2/25/2019	Adding a certificate
05	Indiana University-all campuses	Graduate Certificate in Biology	2/25/2019	Adding a certificate
06	Indiana University Bloomington, East, Kokomo, Northwest, South Bend, Southeast	Graduate Certificate in Chemistry	2/25/2019	Adding a certificate
07	Indiana University-all campuses	Graduate Certificate in History	2/25/2019	Adding a certificate
08	Indiana University East, Kokomo, Northwest, South Bend, Southeast	Graduate Certificate in Political Science	2/25/2019	Adding a certificate
09	IUPUI Fort Wayne	Bachelor of Science in Health Data Science	2/25/2019	Adding locations

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10	IUPUI Fort Wayne	Bachelor of Science in Public Health	2/25/2019	Adding locations
11	IUPUI Fort Wayne	Bachelor of Science in Health Services Management	2/25/2019	Adding locations
12	Ball State University	Associate of Science in Radiography	2/25/2019	Adding distance education
13	Ball State University	Bachelor of Arts/Bachelor of Science in Early Childhood Education	2/25/2019	Adding distance education
14	Ball State University	Doctor of Education in Adult, Higher, and Community Education	2/25/2019	Adding distance education
15	Ball State University	Doctor of Education in Special Education	2/25/2019	Adding distance education
16	Ball State University	Graduate Certificate in College and University Teaching	2/25/2019	Adding distance education
17	Ball State University	Certificate in Community College Leadership	2/25/2019	Adding distance education
18	Ball State University	Graduate Certificate in Planning Design of Healthcare Environments	2/25/2019	Adding distance education
19	Ball State University	Certificate in Public Administration	2/25/2019	Adding distance education
20	Ball State University	Graduate Certificate in Real Estate Development	2/25/2019	Adding distance education
21	Ball State University	Master of Arts in Adult and Community Education	2/25/2019	Adding distance education

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
22 Ball State University	Master of Arts in Emerging Media Design and Development	2/25/2019	Adding distance education
23 Ball State University	Master of Arts in Journalism	2/25/2019	Adding distance education
24 Ball State University	Master of Science in Quantitative Psychology	2/25/2019	Adding distance education
25 Ball State University	Post-Baccalaureate Certificate in Response to Intervention	2/25/2019	Adding distance education
26 Ivy Tech Community College	Technical Certificate in Entrepreneurship	2/25/2019	Eliminating locations
27 Ivy Tech Community College	Associate of Applied Science in Apprenticeship Technology- Floorlayers	2/25/2019	Changing the CIP code
28 Ivy Tech Community College	Technical Certificate in Apprenticeship Technology- Floorlayers	2/25/2019	Changing the CIP code
29 Purdue University West Lafayette	Post-Baccalaureate Certificate in Psychological Statistics	2/25/2019	Changing the name
30 Purdue University West Lafayette	Post-Baccalaureate Certificate in Environmental Policy	2/25/2019	Adding a certificate
31 Purdue University West Lafayette	Post-Baccalaureate Certificate in K-12 Technology Integration	2/25/2019	Changing the name
32 Purdue University West Lafayette	Post-Baccalaureate Certificate in Strategic Communication Management	2/25/2019	Adding a certificate
33 Indiana University Bloomington	Graduate Certificate in Public Budgeting and Financial Management	2/25/2019	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
34	Indiana University Bloomington	Associate of Arts in General Studies	2/25/2019	Eliminating distance education
35	Indiana University Bloomington	Graduate Certificate in Public Management	2/25/2019	Adding distance education
36	Indiana University Bloomington	Graduate Certificate in TESOL and Applied Linguistics	2/25/2019	Adding distance education
37	Vincennes University	Certificate of Program Completion in American Sign Language and Deaf Studies	2/25/2019	Adding a certificate
38	Vincennes University	Certificate of Graduation in Cyber Security and Network Operations	2/25/2019	Adding a certificate
39	Vincennes University	Certificate of Program Completion in Horticulture Science	2/25/2019	Adding a certificate
40	Vincennes University	Certificate of Graduation in Diesel Service Technology	2/25/2019	Adding a certificate
41	Vincennes University	Certificate of Graduation in Emergency Medical Services/Paramedic	2/25/2019	Suspending a program
42	Vincennes University	Associate of Science in Kinesiology and Sport	2/25/2019	Changing the name
43	Vincennes University	Certificate of Graduation in Computer Networking Fundamentals	2/25/2019	Changing the credit hours
44	Vincennes University	Associate of Science in Education/Mathematics Concentration	2/25/2019	Changing the credit hours
45	Vincennes University	Associate of Science in Cosmetology	2/25/2019	Adding distance education



	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
46	Vincennes University	Certificate of Program Completion in Management Training	2/25/2019	Adding distance education
47	Vincennes University	Certificate of Program Completion in Business Management Direct Supervision	2/25/2019	Adding distance education
48	Vincennes University	Certificate of Graduation in Business Management Direct Supervision	2/25/2019	Adding distance education
49	Indiana University Purdue University Indianapolis	Undergraduate Certificate in Applied Data Science (IU)	2/25/2019	Adding a certificate
50	Indiana University Purdue University Indianapolis	Undergraduate Certificate in Applied Information Science (IU)	2/25/2019	Adding a certificate
51	Purdue University Fort Wayne	Certificate in Behavior Analysis and Techniques	2/25/2019	Adding a certificate
52	Purdue University West Lafayette	Master of Science/ Master of Science in Engineering in Engineering	2/25/2019	Changing the name
53	Ball State University	Aquatics Certificate: Aquatic Instruction	2/25/2019	Changing the CIP code
54	Ball State University	Master of Arts in Applied Behavior Analysis	2/25/2019	Changing the CIP code
55	Ball State University	Bachelor of Science in Music Media Production	2/25/2019	Splitting a degree
56	Ball State University	Bachelor of Arts/Bachelor of Science in Teaching Major in English/Language Arts	2/25/2019	Splitting a degree
57	Ball State University	Bachelor of Arts/Bachelor of Science in Foreign Language Teacher Education: Japanese	2/25/2019	Splitting a degree

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
58	Ball State University	Bachelor of Arts/Bachelor of Science in Foreign Language Teacher Education: French	2/25/2019	Splitting a degree
59	Ball State University	Bachelor of Arts/Bachelor of Science in Foreign Language Teacher Education: German	2/25/2019	Splitting a degree
60	Ball State University	Bachelor of Arts/Bachelor of Science in Foreign Language Teacher Education: Spanish	2/25/2019	Splitting a degree
61	Ball State University	Bachelor of Arts/Bachelor of Science in Classical Cultures	2/25/2019	Changing the name
62	Ball State University	Bachelor of Music in Music Composition	2/25/2019	Splitting a degree
63	Ball State University	Bachelor of Music in Music Performance	2/25/2019	Changing the name
64	Ball State University	Bachelor of Arts/Bachelor of Science in Art Education	2/25/2019	Splitting a degree
65	Ball State University	Bachelor of Arts/Bachelor of Science in Teaching Major in Mathematics	2/25/2019	Splitting a degree
66	Ball State University	Bachelor of Arts/Bachelor of Science in Teaching Major in Journalism	2/25/2019	Splitting a degree
67	Ball State University	Bachelor of Arts/Bachelor of Science in Pre-Audiology	2/25/2019	Splitting a degree
68	Ball State University	Bachelor of Arts/Bachelor of Science in Women's and Gender Studies	2/25/2019	Changing the name
69	Ball State University	Graduate Certificate in Curriculum Development and Leadership	2/25/2019	Changing the name

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
70	Ball State University	Graduate Certificate in Identity Leadership	2/25/2019	Changing the name
71	Ball State University	Master of Arts in Visual Art Studio/Animation/Glass	2/25/2019	Eliminating a program
72	Ball State University	Master of Arts/Master of Science in Educational Psychology	2/25/2019	Changing the name
73	Ball State University	Graduate Certificate in School Psychology	2/25/2019	Changing the name
74	Ball State University	Undergraduate Certificate in Apartment Management	2/25/2019	Adding distance education
75	Ball State University	Graduate Certificate in Clinical Neuropsychology	2/25/2019	Adding distance education



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 14, 2019

**INFORMATION ITEM C:**

**Media Coverage**

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

**The Journal Gazette**  
**Early college credit leads to success, savings for students and the state**  
**Teresa Lubbers**  
**February 18, 2019**

Education and training beyond high school are critical not only to our state's economic success but also to help Hoosiers reach their aspirations and live fulfilling lives.

That's why Indiana adopted a goal for 60 percent of all working-age adults to have a quality credential beyond a high school diploma by 2025. Currently, 43.4 percent of Hoosiers have achieved that goal.

To continue growing that number, we must focus on students at every stage in the education pipeline – from our K-12 students to our current college students and returning adults looking to improve their lives.

It is our job to meet Hoosiers where they are and identify pathways for success.

For high school students, early college credit is one way to increase preparation and ensure post-secondary success.

Our recent data show that more Hoosier high school students are earning college credit through advanced placement and dual-credit courses than ever before – nearly two-thirds are graduating with early college credit.

This trend leads to higher success rates and cost savings for students and the state. We have also seen evidence that dual-credit participation and exposure to college coursework in high school can play a crucial role in closing achievement gaps for low-income and minority students.

Hoosier students who earn early college credit are more likely to enroll directly in college, achieve early success in college and graduate on time or early.

When it comes to dual-credit students, roughly three-quarters of them enroll directly in college after high school, compared to fewer than half of students with no pre-college credit. Dual-credit earners also require less remediation than their peers when they get to college.

In addition to academic gains, early college credit offers Hoosier students significant cost-saving opportunities. Specifically, dual-credit courses save Hoosier students an estimated \$69 million in tuition costs, equivalent to roughly \$1,600 per student over the course of his or her postsecondary education.

Dual credit also has the potential to save the state millions of dollars each year.

The state appropriates \$50 per dual-credit hour, which is significantly less than the amount appropriated per credit at a college campus. When Hoosier students utilize dual-credit opportunities wisely, it can save the state more than \$62 million annually.

In 2013, the commission passed a resolution to close the state's achievement gap for low-income and minority students by 2025. While this is a very ambitious goal, we are encouraged to see that exposure to college coursework in high school can play a role in closing these gaps.

Dual credit offers low-income students the opportunity to experience and earn college credit in high school at no cost.

Fortunately, our data indicate that more low-income students are taking advantage of this opportunity than ever.

Nearly a third of all dual-credit earners in Indiana qualify for free and reduced lunch, and dual-credit completion rates have increased by double digits for students of all racial, ethnic and socioeconomic backgrounds.

Our data show that black and Hispanic students who take dual-credit courses in high school are more than twice as likely to graduate college on time than their peers who do not have any early college credit.

From the postsecondary institutions that offer dual-credit opportunities to state legislators who have supported making these opportunities accessible, the evidence shows that our statewide efforts are paying off for students and our state.

**Inside Indiana Business**  
**Higher Ed Commission Announces Grant Recipients**  
**Merritt McLaughlin**  
**February 20, 2019**

The Indiana Commission for Higher Education has announced the recipients of 2018 School and Community Partnership Grants. The fund was designed to support organizations who are helping Hoosier students attain higher education and training.

The Commission awarded more than \$130,000 to 21 local organizations including K-12 schools, postsecondary institutions, employers and community partners.

“The School and Community Partnership Grant aims to bring together different organizations within the community with a shared goal: to equip Hoosiers with the tools needed to complete education and training beyond high school,” said Indiana Commissioner for Higher Education Teresa Lubbers in a news release. “We’re pleased to provide this financial incentive to organizations that are committed to supporting all students through various college and career readiness initiatives.”

The School and Community Partnership Grant recipients are:

- Indiana University Bloomington - 21st Century Scholars Program (Bloomington)
- Big Brothers Big Sisters of Central Indiana (Indianapolis)
- Cascade High School (Clayton)
- Clay Community Schools (Brazil)
- Community Foundation DeKalb County (Auburn)

- EmployIndy - Indy Achieves (Indianapolis)
- Indiana Association of Blacks in Higher Education (Statewide)
- Indiana University – Purdue University (Indianapolis)
- Indiana University Southeast (New Albany)
- Longfellow Middle School (Indianapolis)
- Marian University (Indianapolis)
- Metropolitan School District of Shakamak (Jasonville)
- North Knox Junior Senior High School (Bicknell)
- Project Leadership - Delaware County (Muncie)
- Project Leadership - Grant County (Marion)
- Purdue Polytechnic Institute (Anderson)
- Putnam County School Districts - EDGE 21 (Greencastle)
- Starfish Initiative (Indianapolis)
- Sustainable Muncie (Muncie)
- Vincennes University - Early College Programs (Fort Wayne)
- YMCA of Greater Fort Wayne Metropolitan Office (Fort Wayne)

**WBIW**  
**Number of AP Exams Offered, Taken, And Passed Increases**  
**February 23, 2019**

In partnership with the College Board and the Indiana Commission for Higher Education (ICHE), the Indiana Department of Education (IDOE) announced Thursday another year of increases in the number of Advanced Placement (AP) exams offered, as well as the number of students taking and passing AP exams.

"Preparing students for future workforce success has always been a priority for Indiana's education K-12 system," said Dr. Jennifer McCormick, Indiana Superintendent of Public Instruction. "With the increase in the number of school offering AP exams, and the number of students making AP courses their class of choice, Indiana is once again paving a way for students who are better prepared for the rigors of post-secondary experiences. I congratulate and thank the teachers and administrators whose work has made this possible."

AP is a research-based method to facilitate student participation and success through delivery of college-level courses and corresponding exams in the high school setting, to qualified high school students. Research suggests students who perform well in AP courses are predicted to not only outperform their peers, but have greater college success. For the 2016-2017 school year, Indiana reported the following increases:

For the 2017 graduating class, 24,671 Indiana public school students took an AP exam, compared to 24,141 in the class of 2016.

Since 2007, the percentage of graduates taking an AP exam during high school increased from 18.9 percent to 38.9 percent.

In the past 10 years, the number of Indiana public school students scoring 3 or better on at least one AP exam has increased from 5,786 to 12,546.



"In increasing numbers, Hoosier students are graduating high school with college credit," said Indiana Commissioner for Higher Education, Teresa Lubbers, "and we know students who take rigorous high school courses are more likely to go to college and graduate."

**Indiana University Southeast**  
**New recruits fill grant-funded STEM program for teachers of today and tomorrow**  
**Steven Krolak**  
**February 25, 2019**

In last year's "Hoosier Hot 50" job rankings, 12 of the top 25 jobs involved STEM. Coming in at number two was education.

That was good news for IU Southeast, which received a grant of \$240,000 from the Indiana Commission for Higher Education (ICHE) to enhance recruitment, preparation and education of STEM teachers in Indiana school corporations.

The result was the Growing Tomorrow's STEM Teachers (GTST) program, which celebrated its first anniversary with a reception at the Graduate Center last week.

The event—part celebration and part orientation—brought together 20 current and new grant recipients with IU Southeast leaders and faculty members involved in the GTST program.

Candidates in the Growing Tomorrow's STEM Teachers program assembled at the Graduate Center for a reception and orientation.

Candidates in the Growing Tomorrow's STEM Teachers program assembled at the Graduate Center for a reception and orientation.

The program recruits post-baccalaureate candidates into an initial teaching license in secondary education STEM areas through a three-semester Advance to Teaching (A2T) licensure pathway.

It also updates current and develops future dual-credit STEM high school teachers to meet Indiana's requirement that they earn 18 credit hours of graduate-level courses in STEM content areas.

Candidates earn 12 credits for free in a STEM area, and may access funds for travel, conferences, release, materials and dependent care.

Crucially, they can obtain their master's or initial teaching license while still working.

Supporting IU Southeast in the GTST program are West Clark Community Schools, Greater Clark County Schools, Lanesville Community School Corporation, New Albany-Floyd County Consolidated School Corporation and South Harrison Community School Corporation.

Partners in the business community include SAMTEC, Maker 13, Floyd County Soil & Water Conservation, Amatrol and Johnson & Johnson.

While the program helps educators gain specialized subject matter knowledge, it also helps those with advanced expertise in their STEM fields acquire pedagogical skills needed to teach at the middle and high school level.

Tasman Wrock is currently teaching geometry at New Albany High School. She graduated with honors with a dual major in physics and astronomy, and a minor in mathematics from IU Bloomington.

But as she told the GTST gathering, that didn't keep her from being stumped by a 7th grade math problem.

"The GTST program has been a huge help," Wrock said. "Not only has it helped financially but it has also helped in professional development and in connecting me to other people in my field."

Wrock, whose passion for learning was ignited by her father, and who has followed that impetus to great heights, sees teaching as a way to inspire others.

"Teachers have to help students get the drive to learn about STEM," Wrock said. "We need to show them that it's interesting and fun and achievable."

**NFIB**  
**Addressing the Problem of Finding Qualified Workers in Indiana**  
**Barbara Quandt**  
**February 25, 2019**

Addressing the #1 Problem for Small Businesses in Indiana—Finding Qualified Workers

Indiana's 3.6 percent unemployment rate is what economists call "full employment" because just about every adult who can work and isn't retired, is working right now in the state. That has created a major headache for small businesses that can't find qualified employees to fill open jobs at a time when businesses are expanding.

The owner of a company called FullStack in Indianapolis, which provides human resources services like payroll and benefits to other companies, says he would like to add a handful of new workers right now at that company if he could only find people with the needed skills and experience. He isn't alone—it's a problem we are seeing across the country.

The latest NFIB Jobs Report shows more than half of the small businesses surveyed were hiring or trying to hire, but 88 percent of them found few, or no qualified applicants. You might say, that's a good problem to have, but if it's not solved it will slow the robust economic growth we've seen recently in Indiana.

Governor Eric Holcomb's Next Level Jobs initiative shows much promise as a solution. That program offers to help people who want to get employment training pay for it in the fields of IT, healthcare, advanced manufacturing, construction, and transportation and logistics. Employers, in turn, receive a grant if they make a commitment to train and hire them in those high-demand fields.

At Fleece Performance in Brownsburg where they manufacture diesel performance products, ten new jobs were added in the last year. The company took part in the Next Level Jobs program, training three people at the manufacturing facility and then hiring them. The operations manager says it worked out very well and all three were great employees.

Traditionally small business owners are wary of government spending and programs, because they can result in higher taxes and offer little benefit. But in this case the Holcomb administration says all the funds for Next Level Jobs were shifted from elsewhere in the existing Workforce budget. The website is simple and the responses fast for employers and those seeking skills and a job. Already 7000 trainees are working at 450 businesses and 14,000 new enrollees are entering the pipeline. Those are impressive numbers.

This year the Governor wants to expand the program by allowing local high schools to build relationships directly with local employers by cutting red tape and offering a roadmap for how carry that out successfully. For small businesses, that is an appealing proposition.

### **Education Dive**

#### **College-ready high schoolers need more early pathway options**

With the rising cost of college, gaining as many credits as possible in high school is a smart way to cut down on higher education expenses and debt. AP classes offer one way to accomplish this, though access to these courses are often limited in some areas. Dual-enrollment courses offer another avenue to college credit and often do not require an additional instructor at the K-12 level because the courses can be taken at the local community college or online. However, states treat these programs inconsistently. Early college high schools, another model, typically allow students to earn an associate degree for free while in high school.

As K-12 public schools increase their collaboration with community colleges, these options tend to grow. North Carolina offers a College and Career Promise program that allows qualified students to take dual-enrollment courses for free during their junior and senior years, and in some cases, their sophomore year. Because students are still enrolled in school, districts benefit because they still receive state funding for those students, and community colleges benefit because they are receiving funding for more students at a time when community college enrollment is generally decreasing. In addition, because the average cost of a college credit at a community college is only \$135, school districts can come out ahead under these plans. States and students can also come out ahead under models that promote earning of early college credit as well, former Indiana state Senator Teresa Lubbers said in a recent column.

Some educators and policymakers promote the idea of a K-16 education model rather than a K-12 one as it will more easily address these transitions. It makes sense for the two entities to be more closely linked, and some states, such as Idaho and Pennsylvania, have combined K-12 and higher education policymakers in their state boards of education. Such a model makes creating college pathways easier. As states endeavor to find consistent ways to address credits earned through dual enrollment and AP classes, and funding methods are found to make these pathways more accessible to all students who qualify, the road to college will become easier to travel.