INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, October 11, 2018

101 West Ohio Street, Suite 300
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![Seal of the State of Indiana 1816] **INDIANA COMMISSION** *for* **HIGHER EDUCATION**

OCTOBER COMMISSION MEETING
AGENDA

Wednesday, October 10, 2018

PURDUE UNIVERSITY
101 North Grant Street,
West Lafayette, IN 47906
Parking available in the Grant Street Garage

CAMPUS TOUR
5:00 P.M. – 6:00 P.M.
Wilmeth Active Learning Center (WALC)
340 Centennial Mall Drive
Dr. Frank Dooley, Senior Vice Provost for Teaching and Learning
Dr. David Nelson, Associate Director, Center for Instructional Excellence
Depart (walking) from Union Club Hotel at 5:00 P.M.

COMMISSION MEMBER DINNER
6:30 P.M. – 8:00 P.M.
Westwood
500 McCormick Road
West Lafayette, IN 47906
Shuttle provided from campus tour

HOTEL ACCOMMODATIONS
Purdue Memorial Union
Union Club Hotel
101 North Grant Street
West Lafayette, IN 47906
Parking available in the Grant Street Garage

COMMISSION MEETING
Purdue University
Stewart Center
128 Memorial Mall
West Lafayette, IN 47907

BREAKFAST
8:00 A.M. – 9:00 A.M.
Stewart Center
Room 214

Breakfast Presentation
"From Student to Professional: How Purdue Provides Support
and Advising as Students Transition to the Workforce"
Tim Luzader, Executive Director, Career Success
Professor Eric Nauman, Director of the Office of Professional Practice

WORKING SESSION
9:00 A.M. – 11:30 A.M.
Stewart Center
Room 218

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

WiFi INFORMATION:
attwifi

WORKING SESSION TOPICS

- Financial Aid Update
- Next Level Jobs Update
- Fall Enrollment Update
- College Go! Campaign Results
- Harrison College Closure
- Committee Report Outs

COMMISSION MEMBER LUNCH
11:45 A.M. – 1:00 P.M.
Stewart Center
Room 214

Lunch Guests
Dr. Jay Akridge, Provost and Executive Vice President
for Academic Affairs and Diversity
Chris Ruhl, Senior Vice President, Strategic Initiatives
in the Office of the Treasurer

STAFF LUNCH
11:45 A.M. – 1:00 P.M.
Stewart Center
Room 206

BUSINESS MEETING
1:00 P.M. – 3:00 P.M.
Stewart Center
Room 218

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

WiFi INFORMATION:
attwifi

III. Information Items

IV. Old Business

 New Business

VI. Adjournment

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The next meeting of the Commission will be on **November 8, 2018, in Evansville, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, September 13, 2018

I.   **CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University, 900 East 7th Street, Bloomington, IN 47405 with Chairman Chris LaMothe presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Jon Costas, Jud Fisher, Coleen Gabhart, Lisa Hershman, Chris LaMothe, Chris Murphy, Kathy Parkison, Dan Peterson, and Beverley Pitts

Members Absent: Allan Hubbard, John Popp and Alfonso Vidal

CHAIR'S REPORT

Chairman LaMothe began his report asking for a moment of silence for Representative Tim Brown who was involved in a serious car accident. On behalf of the Commission, I would like to thank Indiana University for providing us with a tour of campus and your hospitality last evening, and for hosting our meeting today.

I wanted to make you aware of several events coming up over the next several months: The 21st Century College Scholars Next Steps College Conference promotes persistence and on-time completion of college Scholars through workshops, networking events and information on life after college. This event will be held on Saturday, September 22, 2018 at Ivy Tech here in Indianapolis. Students are able to register until early next week.

I also have the privilege to announce the dates of three of the Commission's annual events for the first time today. The Student Advocates Conference is designed for front-line Indiana college advisors, mentors, student leaders and other advocates to discover innovative practices and learn about state policies and initiatives impacting college completion and student success. As in previous years, this two-day conference is supported by Strada Education Network and will be held on December 17-18, 2018 in Indianapolis.

Next April, the Commission will host its two annual policy events, the State of Higher Education Address and the H. Kent Weldon Conference for Higher Education. These events bring together students, educators and business, community and government leaders to share and discuss ideas that impact higher education and workforce development. These events will be held again on back-to-back days, April 8th and 9th, 2019 in Indianapolis.

Formal save-the-dates and additional details about these events will be distributed soon— questions may be directed to Jarod Wilson or Liz Walker on the Commission staff.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating, I don't normally provide an update on Congressional actions, but since August 14th marked ten years since Congress reauthorized the Higher Education Act, it seemed timely to do so. The current Congressional effort to reform higher education through changing the Higher Education Act is known as PROSPER (Promoting Real Opportunity, Success, and Prosperity through Education Reform) seems to have little chance of passage for this year. While the decade old Act is still on the books, I thought I would highlight ten trends over this period of time that were compiled by EdSurge and that are changing higher education, with many impacting the Commission's agenda.

1. Performance Focus – It's clear that Indiana has been a leader in this space with our performance funding formula nearly 15 years old. The focus on outcomes is now embedded in most higher education discussions.
2. Data matter – The collection and analysis of data drive our Commission work, with more intentional focus on providing transparent information to students and families on costs and labor outcomes.
3. Alternative providers – Technology is changing the higher education delivery system and has spawned new providers and methods of delivery. Indiana saw the first branding with WGU Indiana. IU On-line and Purdue Global join providers who seek to serve broader audiences.
4. Short term skills training and bootcamps offer shorter, workforce focused programs – and align with the state's efforts to skill-up Hoosiers for the new economy.
5. Free College – With $1.5 trillion in student loan debt, states are looking at ways to ensure that college is accessible and "free" concepts have taken hold. In Indiana, our 21st Century Scholars Program, now in its 28th year, together with the Workforce Ready Grant, addresses the financial challenges of college costs.
6. Pell for all Seasons – Year round Pell was eliminated in 2011 but restored in 2017. This has been critically important in Indiana where we are increasingly tying financial aid eligibility to the calendar year rather than two academic semesters.
7. The rise of apprenticeships – Apprenticeships are getting a fresh look in national and state policy conversations and, again, Indiana is out front with the recent creation of the Office of Work-Based Learning and Apprenticeships through the Department of Workforce Development. There has been a 20% increase in apprentices since 2008 and we should expect the number to increase as we are aligning what students study with what they want to do.
8. Gainful Employment Rules – Gainful employment was established to hold institutions, especially for-profit and technical colleges accountable for employment and earnings of their graduates. These regulations are currently on hold.
9. Skin in the Game – Efforts to hold institutions responsible for a portion of student borrowing, especially related to defaults and have been the subject of Congressional discussions but not passage.
10. Indiana through Purdue's Back a Boiler Program is an example of income-share agreements. Income driven repayment is not new but the interest has intensified and the federal government is trying to simplify the regulation/processes.

It's worth noting that the Pioneer Institute, a Boston-based think tank, recently selected Purdue's Back a Boiler income share agreement as its winner of the 27th annual Better Government Competition.

I spent the time going over these trends of the last ten years to highlight Indiana's leading and strategic thinking – and the progressive agendas of our three strategic plans.

CONSIDERATION OF THE MINUTES OF THE MARCH, 2018 COMMISSION MEETING

R-18-05.1   RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the June, 2018 regular meeting. (Motion – Alley, second – Fisher, unanimously approved)

II.   **BUSINESS ITEMS**
   A. **2019-2021 Indiana Postsecondary Institution Budget Presentations**
       1. Indiana University
       2. Ivy Tech Community College
       3. University of Southern Indiana
       4. Indiana State University

   B. **Academic Degree Programs for Full Discussion**
       1. Bachelor of Science in Cloud Computing and Solutions at Purdue University Global

       Michael Lorenz presented this program. Dr. Ken Sauer provided the staff recommendation.

R-18-05.2   RESOLVED: That the Commission for Higher Education hereby approves the following degree program, in accordance with the background information provided in this agenda item. (Motion – Costas, second – Peterson, unanimously approved)

   C. **Academic Degree Programs for Expedited Action**
       1.   Bachelor of Science in Criminal Justice at Indiana University at IUPUI Columbus

R-18-05.3   RESOLVED: That the Commission for Higher Education hereby approves the following degree program, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Murphy, unanimously approved)

   D. **Capital Projects for Full Discussion**
       1.   Purdue University West Lafayette – Residence Hall Public-Private Partnership

       Mr. Tony Hahn presented the project. Ms. Alecia Nafziger provided the staff recommendation.

R-18-05.4   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 – Murphy, second – Costas, unanimously approved)

2. Indiana University Bloomington – IMU Dining Renovation

Mr. Tom Morrison presented the project. Ms. Alecia Nafziger provided the staff recommendation.

R-18-05.5   RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Peterson, unanimously approved)

3. Indiana University Bloomington – International Center

Mr. Tom Morrison presented the project. Ms. Alecia Nafziger provided the staff recommendation.

R-18-05.6   RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Costas, unanimously approved)

4. Indiana University Purdue University Indianapolis – Ball Residence Hall Renovation

Mr. Tom Morrison presented the project. Ms. Alecia Nafziger provided the staff recommendation.

R-18-05.7   RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Costas, unanimously approved)

E. Capital Projects for Expedited Action
   1. Purdue University West Lafayette – Hillenbrand Residence Hall Bathroom Renovation & Sewer Replacement Phase II
   2. Purdue University West Lafayette – Fiber-Optic Network Cable Installation
   3. Purdue University West Lafayette – Heine Pharmacy Building HVAC Renovation
   4. Purdue University West Lafayette – Physics Building HVAC Renovation
   5. Purdue University West Lafayette – University Residences Bathroom Renovation Phase VIII Shreve Residence Hall
   6. Purdue University West Lafayette – Wetherill Laboratory of Chemistry Exhaust Hood Replacement
   7. Indiana University Purdue University Indianapolis – ICTC Information Technology Renovation
   8. Indiana University Bloomington – Wells Library Ground Floor Renovation and Accessibility Upgrades

R-18-05.8 **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 – Costas, second – Parkison, unanimously approved)

III. INFORMATION ITEMS

A. Academic Degree Programs Awaiting Action

B. Academic Degree Actions Taken By Staff

C. Media Coverage

IV. OLD BUSINESS
NEW BUSINESS

There was none.

V. ADJOURNMENT

The meeting was adjourned at 4:31 P.M.

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Chris LaMothe, Chair

_____
Al Hubbard, Secretary

COMMISSION FOR HIGHER EDUCATION
Thursday, October 11, 2018

BUSINESS ITEM A: **2019-2021 Indiana Postsecondary Institution**
                                        Budget Presentations

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

                                        As part of this review, the Commission has requested that the
                                        following institutions present their 2019-2021 budget
                                        submission during the October 2018 Commission meeting and
                                        be prepared to answer questions that will assist the Commission
                                        in its review:

                                        - Purdue University
                                        - Ball State University
                                        - Vincennes University

COMMISSION FOR HIGHER EDUCATION
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BUSINESS ITEM B: <u>**Academic Degree Programs for Expedited Action**</u>

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

                                    • Doctor of Technology at Purdue University West Lafayette

Background   The Academic Affairs and Quality Committee discussed this
                                    program at its September 17, 2018 meeting and concluded that
                                    the proposed program could be placed on the October 11, 2018
                                    agenda for action by the Commission as an expedited action
                                    item.

Supporting Document   Academic Degree Program on Which Staff Propose Expedited
                                    Action September 17, 2018

CHE 18-14   **Doctor of Technology at Purdue University West Lafayette**

Proposal received on June 18, 2018
CIP Code: 15.9999
Fifth Year Projected Enrollment: Headcount – 20, FTE – 58
Fifth Year Projected Degrees Conferred: 18

The proposed Doctor of Technology (D.Tech.) would be offered by Purdue University West Lafayette's Polytechnic Institute through its Department of Technology Leadership and Innovation. The program will be offered only in a hybrid distance education format, meaning it is intended to serve working professionals, many in mid-career, rather than students who can pursue the program full-time, in residence at West Lafayette. Initially, up to two-thirds of the curriculum will be available through distance education, with students coming to campus on weekends three times a semester. Once the program is launched, the portion of the curriculum offered through distance education will shift to more than 80 percent.

The Doctor of Technology, classified as a professional practice doctoral program, requires 90 semester hours of credit, of which up to 30 credits can be satisfied by someone who already has a relevant master's program. The remaining 60 hours consist of a 21-credit core curriculum, 15 hours of dissertation credit, and a 24-credit hour specialization, examples of which include Construction Management Technology, Engineering Technology, Aviation Technology, Computer Graphics Technology, Computer and Information Technology, Technology Management, and Technology Leadership and Innovation. The Polytechnic Institute also offers a research/scholarship doctoral program, the Ph.D. in Technology, which in FY2017 enrolled 146 headcount or 97 FTE students and had 25 graduates. Indiana State University also offers a Ph.D. in Technology Management, which enrolled 85 headcount students and had 12 graduates in FY2017.

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

	Institution/Campus/Site	Title of Program	Date Received	Status
01	Indiana University Kokomo	Bachelor of Arts in Philosophy	01/16/2018	Withdrawn on 9/17/2018
02	Purdue University West Lafayette	Doctor of Technology	6/18/2018	On CHE Agenda for Action
03	Indiana University Purdue University Indianapolis	Professional Doctorate in Dietetics (IU)	6/27/2018	Awaiting additional information from IUPUI

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

	Institution/Campus/Site	Title of Program	Date Approved	Change
01	Indiana University Kokomo	Bachelor of Science in Labor Studies	9/17/2018	Eliminating a program
02	Vincennes University	Associate of Science in IT Support and Cyber Security	9/17/2018	Adding distance education
03	Vincennes University	Associate of Science in Public Relations and Communication	9/17/2018	Adding distance education
04	Ivy Tech Community College	Certificate in Certified Nursing Aide	9/17/2018	Changing the name
05	Indiana University Bloomington	Undergraduate Certificate in Music Scoring in Visual Media	9/17/2018	Adding a certificate
06	Indiana University Bloomington	Graduate Certificate in Music Scoring in Visual Media	9/17/2018	Adding a certificate
07	Indiana University Purdue University Indianapolis	Master of Science in Economics	9/17/2018	Adding a degree designation
08	Indiana State University	Bachelor of Arts in Spanish	9/17/2018	Eliminating a program
09	Indiana State University	Master of Arts in Spanish	9/17/2018	Eliminating a program
10	Indiana State University	Bachelor of Arts in French	9/17/2018	Eliminating a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
11	Indiana State University	Master of Arts in French	9/17/2018	Eliminating a program
12	Indiana State University	Bachelor of Arts/Bachelor of Science in Sociology	9/17/2018	Eliminating a program
13	Indiana State University	Master of Arts/Master of Science in Sociology	9/17/2018	Eliminating a program
14	Indiana State University	Bachelor of Arts in German	9/17/2018	Eliminating a program
15	Indiana State University	Master of Arts/Master of Science in Economics	9/17/2018	Eliminating a program
16	Indiana State University	Bachelor of Science in Information Design and End User Computing	9/17/2018	Eliminating a program
17	Indiana State University	Bachelor of Fine Arts in Interior Architecture Design	9/17/2018	Changing the name
18	Ball State University	Master of Arts/Master of Arts in Education in Secondary Education	9/17/2018	Changing the credit hours
19	Vincennes University	Associate of Science in Pre-Art Therapy	9/17/2018	Eliminating a program
20	Vincennes University	Associate of Science in Business Finance	9/17/2018	Eliminating a program
21	Vincennes University	Certificate of Graduation in Abstracting	9/17/2018	Eliminating a program
22	Vincennes University	Certificate of Program Completion in Introduction to Food Service	9/17/2018	Eliminating a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
23	Vincennes University	Certificate of Program Completion in General Studies	9/17/2018	Eliminating a program
24	Vincennes University	Certificate of Program Completion in Collegiate Studies	9/17/2018	Eliminating a program
25	Vincennes University	Associate of Science in Mechanical Engineering Technology	9/17/2018	Eliminating a program

COMMISSION FOR HIGHER EDUCATION
Thursday, October 11, 2018

INFORMATION ITEM C: **Policy on Purdue University Fort Wayne**

Background   The realignment of the Fort Wayne campus, from Indiana
                                        University Purdue University Fort Wayne (IPFW) to Purdue
                                        University Fort Wayne (PFW), officially took place on July 1,
                                        2018.

                                        In conjunction with a related, subsequent visit to the PFW
                                        campus by the Higher Learning Commission (HLC) on September
                                        10th, PFW Chancellor Ronald Elsenbaumer requested an
                                        updated *Policy* statement for his campus, the most recent
                                        version of which was approved by the Commission on June 11,
                                        2015 (*Policy on Indiana University Purdue University Fort
                                        Wayne*). Chancellor Elsenbaumer supplied a proposed revision
                                        to the Policy, which made no substantive changes whatsoever
                                        and only reflected the changes resulting from the realignment
                                        of IPFW to PFW. To facilitate the HLC visit, the Commission staff
                                        accepted these editorial changes as routine staff actions and
                                        dated the document to correspond to the official date of the
                                        realignment. Attached is the updated *Policy* statement.

Supporting Document   Policy on Purdue University Fort Wayne, July 1, 2018

INDIANA COMMISSION *for*
HIGHER EDUCATION

Policy on Purdue University Fort Wayne

July 1, 2018

Preamble

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

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

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

2) **Educational Responsibility:** The primary educational responsibility of Purdue University Fort Wayne is baccalaureate degree programs as well as an array of master's degrees and professional doctoral degrees that are offered in disciplines needed in the metropolitan area. Professional practice doctoral programs are offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program. Purdue University Fort Wayne facilitates seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Single Articulation Pathways.

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

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

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

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

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

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

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

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

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM D: <u>**Media Coverage**</u>

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

Documentary to Feature Hoosier Students' Future-Shaping Journey
Dan McGowan
September 5, 2018

A new documentary that follows the journey of three Indiana students interviewing professionals in some of Indiana's signature industries debuts Thursday. "State of Change" was produced in partnership with Roadtrip Nation, a national organization focused on career exploration. Some of the companies featured in interviews by the students include Scott Farms in Carroll and Cass counties, GE Aviation in Lafayette and Salesforce.com Inc. in Indianapolis.

One of the subjects was Dengke Wang, a Purdue University student, who told Inside INdiana Business Reporter Mary-Rachel Redman the documentary helped clarify his career path.

The Indiana Commission for Higher Learning supported the production. Commissioner Teresa Lubbers says the message of the documentary and the mission of Roadtrip Nation aligns with the state's push for intentional career exploration and work-based learning opportunities. "This collaborative, statewide effort brought together educators and employers with government and philanthropy leaders to help Hoosier students understand the changing landscape of Indiana's economy," Lubbers said.

Interview subjects include:

- Salesforce Lead Solutions Developer Lindsay Siovaila
- GE Aviation Maintenance, Repair, & Overhaul Technician Joshua Cowan
- Scott Farms Inc. Owner & Operator Brian Scott
- Zimmer Biomet Director of Sports Medicine Research & Development Hallie Brinkerhuff
- Dow AgroSciences (now Corteva Agriscience) Regional Corn Breeding Leader David Uhr
- Recovery Force Director of Research & Human Performance Polina Feldman
- Emplify Chief Executive Officer Santiago Jaramillo

You can connect to a trailer for the documentary and view it Thursday when it's released by clicking here. The documentary will air Thursday, September 6 at 9 p.m. on WFYI-TV in Indianapolis, a flagship station of Inside INdiana Business with Gerry Dick. The students covered 829 miles in 14 days.

Inside Indiana Business
Lubbers Weighs In on Future of 'Higher Learning'
Andy Ober
September 6, 2018

Indiana's commissioner for higher education says many colleges and universities are reporting higher enrollment, despite the current period of near-full employment when many people choose the workforce over school. However, Teresa Lubbers expects much of the future growth to come in "higher learning spaces," like apprenticeships and coding academies, rather than traditional colleges and universities. She says those programs tend to be "much more resilient to the changes in the economy."

During an interview with Inside INdiana Business Reporter Mary-Rachel Redman, she said the commission is focusing on telling adults they can work and complete their credentials at the same time.

In May, Purdue University said it was expecting an [incoming freshman class](#) of 8,300, the largest in school history. At the time, the school said that total is fueled in part by an increase in out-of-state students. Indiana University is also reporting its [largest freshman class](#) in its nearly 200-year history, with an all-time high of 15,909 freshman students on IU campuses.

"We've seen some of our private schools that have seen surprising increases," adds Lubbers, "at a time when people didn't expect that."

Lubbers spoke with Inside INdiana Business while attending a viewing event for ["State of Change,"](#)the documentary showing three Indiana students touring the state and interviewing executives in various industries.

> **Inside Higher Ed**
> **Reports: Free College Programs Don't Benefit Low-Income Students**
> **Ashley Smith**
> **September 6, 2018**

Tuition-free college programs enjoy wide public and political support, and their popularity is growing. But two new reports released today indicate that some programs do not guarantee the no-cost education promised to low-income students.

[One report, from the Institute of Higher Education Policy](#), examines tuition-free programs in [New York](#) and [Tennessee](#). Both programs have been widely heralded for attempting to make college more affordable, and Tennessee's program was the basis for the Obama administration's America's College Promise initiative. But as last-dollar programs -- which only cover remaining tuition after other forms of federal and state aid have been used -- they often don't cover the needs of the poorest students, who don't have to pay tuition and fees but have housing, transportation, textbook and other college costs.

"We find in Tennessee and New York low-income students have an immense unmet need," said Mamie Voight, director of policy research at IHEP. "While the lowest-income students have the greatest financial need, they are not receiving financial benefits through Tennessee Promise or New York's promise."

The second report, [from the Education Trust, creates a framework](#) for how voters, families and policy makers can examine statewide free college programs to determine whether they make college more affordable for low-income families and students of color.

"We're happy people want to invest in opportunities," said Tiffany Jones, director of higher education policy for Ed Trust and a co-author on the report. "But people assume free college means free, and they're not understanding that too often these policies don't cover the costs of attendance."

Advocates of these tuition-free programs strongly disagree and say both reports don't fully capture the benefits these initiatives and others in the respective states provide to low-income students.

Examining Tennessee and New York

The IHEP report examines the Tennessee and New York programs from the perspective of three types of students. One is a high-income student who is dependent on parental support. The two others are low-income students, but one is dependent on parental support and the other is financially independent.

The researchers found that before Tennessee Promise was established, low-income students at the state's two- and four-year institutions had more than $7,000 in unmet need, even after grants and scholarships. But even with the free college program, the low-income students' financial needs remained unmet, while the high-income student got an additional $1,500 in state support.

"The low-income independent and dependent student receives no money because it's last dollar," Voight said. "Their Pell Grant and other aid is already covering tuition … where they really face a notable financial hurdle is in living expenses."

A [Tennessee Board of Regents report](#) from earlier this year found that 43.6 percent of Promise students received no funding from the program, even though nearly 98 percent of those students were Pell recipients.

Mike Krause, executive director of the Tennessee Higher Education Commission, disagreed with the findings of the reports. He said measuring the success of the state program on low-income students goes beyond finances. For example, in 2014, the year before the Promise program started, 45 percent of low-income students attended college. The following year, when the program was implemented, the college-going rate increased to about 54 percent. About 1,700 more low-income students have enrolled in college per year in the three years since the program started, he said.

"If the sole measure of success is how much money is awarded to students, I would question that as the most important policy question," he said. "In Tennessee, our important policy question is, are we creating optimal access for students?"

He said many of these low-income students would not have even considered going to college if not for the existence of the Promise program.

"We welcome the conversation about serving underserved students and thank Ed Trust in the work they're doing in this space," Krause said. "I think we all need to have a clear conversation about the cost of college that extends beyond tuition, but a state stepping up to make sure tuition is met is commendable."

Prior to New York's Excelsior program, low-income students at the state's colleges and universities had between $3,000 and $14,000 of unmet financial need. That need remains the same even with the program up and running, according to the IHEP report.

One good thing about New York's program, however, is that there is an income cap that prevents high-income students from benefiting, Voight said.

A spokesperson in New York governor Andrew Cuomo's office said both the Ed Trust and IHEP reports miss the full scope of the state's aid programs.

"These reports are frankly uninformed and fundamentally flawed in that they ignore the totality of New York's robust financial aid programs and instead attempt to analyze one program, the Excelsior Scholarship, in a vacuum without understanding how it interacts with the rest of the state's free tuition financial aid system," Don Kaplan, deputy communications director in the governor's office, said in an email.

Kaplan pointed to New York's Tuition Assistance Program, which provides about $1 billion in need-based aid to low-income students.

"Many, if not most of the students receiving TAP, have no need for the Excelsior Scholarship," he said. "The bottom line is that New York is expanding college access and making it affordable for thousands of students who otherwise would be denied this life-changing opportunity to reach their full potential."

But Voight said TAP has lost purchasing power in much the same way as the Pell Grant. The state has failed to increase the maximum TAP award for about 15 years, she said. Depending on the year a student enrolls, the maximum award can be up to about $5,000.

The state does provide a "tap-gap" tuition credit that covers tuition expenses above the maximum TAP for low-income students.

Measuring Tuition-Free Programs

An online poll conducted in June by Penn Schoen Berland, a market research firm, on behalf of the Campaign for Free College Tuition found 78 percent of respondents supported making college tuition free for anyone who is academically capable. That level of popularity is just one reason why candidates running for governor in Arizona, California, Florida, Maryland, Michigan and Minnesota have pitched tuition-free programs as part of their campaigns.

"Free is a message that works and is gaining traction, and it's why we're seeing so many of these programs pop up," Voight said. "But the details of the programs really matter, and we want to make sure the way they're designed is targeted in the best way possible so they're truly free and making a difference for the students that need it."

Officials at Ed Trust believe voters and students can better demand that these programs help low-income people if they have the tools to evaluate these initiatives.

Ed Trust researchers examined 15 existing statewide programs and 16 proposed programs that are designed to cover the cost of tuition, are entirely state funded and don't require students to pursue specific areas of study. They then asked each program to meet eight different criteria to determine if they helped students financially and were racially equitable.

Those criteria included if the program covered living costs for low-income students, fees and at least four years of college and tuition at four-year universities and colleges. They also examined whether the programs were offered to adult and returning students, students with a 2.0 grade point average and part-time students, and whether the program converted to a loan at any point.

"Public voters can ask more critical questions of these policies to ensure they're pushing policy makers to design a more affordable college for themselves and low-income students," Jones said.

Of the 15 existing programs Ed Trust examined, only one met seven of the eight criteria -- the College Bound Scholarship in Washington State. It failed in only one area -- the scholarship does not cover adult and returning students.

Ed Trust also examined the states that include income caps and found that they tend to have more diverse beneficiaries and more closely mirror the demography of their state, said Katie Berger, a senior policy analyst at Ed Trust.

For instance, Indiana's 21st Century Scholars Program, which has an income cap, has a 15 percent black and 10 percent Hispanic participation rate. The state's population is 10 percent black and 7 percent Hispanic.

But in states that don't restrict their free college programs, low-income students were less likely to benefit. In Delaware's program, 82 percent of free college students were middle or upper income, compared to 18 percent who were low income or Pell Grant recipients.

Meanwhile, there are other groups that policy makers should be cognizant of such as adult and returning students, Berger said, adding that 40 percent of college students today are over age 25.

National Public Radio
If 'Free College' Sounds Too Good To Be True, That's Because It Often Is
Cory Turner
September 12, 2018

To millions of parents and students, they're magical words: free college.

But is the idea pure fantasy?

More than a dozen states now offer grants, often called scholarships, promising to help qualifying students pay for some or all of their college education. In fact, that word, "promise," shows up again and again in these programs' official names: Nevada Promise, Oklahoma's Promise, Oregon Promise, Tennessee Promise ... you get the idea.

Sometimes referred to as "free college" programs, most are relatively new, sparked by the relentless rise in college costs and by a desire among state leaders to improve college access, especially for low-income students. Hundreds more free college programs have popped up at the local level, too. But a new review of 15 of these statewide programs, conducted by The Education Trust, finds that states vary wildly in how they define both "free" and "college."

"I mean, I get paid to do this," laughs Katie Berger, a senior analyst at the nonprofit advocacy group, "and it was very challenging for me to understand the nuances in a lot of these programs. ... And if it's hard for me to understand, I can't imagine how challenging it is for low-income students and first-generation students to wrap their heads around this."

To help measure and make sense of states' free college efforts, Berger and The Education Trust used eight criteria, with a particular focus on equity. None of the programs managed a perfect score. Only one, in Washington, met seven of the criteria. Berger says that's because every free college program is a complex balance of priorities and costs. "All of these choices represent trade-offs. There is no truly universal, college-is-completely-free-for-everyone-ever [program]."

Here's what The Education Trust was looking for:

- **Covers at least four years of tuition** and **covers a bachelor's degree at a four-year institution:** These first two criteria are close cousins. The idea behind both is that when a state only covers tuition for two years of schooling — or excludes traditional, four-year institutions — it often ends up channeling students into lower-quality programs that have lower graduation rates and offer limited job prospects.
- **Helps low-income students cover living expenses** and **covers fees in addition to tuition:** "[Students] have to eat. They have to have shelter. They have to buy books," says Tiffany Jones, director of higher education policy at The Education Trust. "If a politician is selling a program saying, 'I'm making college free,' and they're not dealing with any of that stuff except for tuition, that can be really problematic."
- **Includes adults and returning students:** More than a third of students currently enrolled in a higher education program are 25 or older. Yet The Education Trust found that just two free college programs, in Hawaii and Tennessee, currently include older or returning students.
- **No college G.P.A requirement above 2.0, or a C-average**
- **Allows students to enroll half-time:** This is a big one for low-income or older students who want or need to work while they're in school. More than half of current free college programs prohibit this kind of part-time enrollment.
- **Grant does not convert to a loan if criteria isn't met**

To see these programs side-by-side, we've put together a handy chart at the end of this story. But first, a closer look at two programs that make very different promises.

In Indiana, an early promise

While many states are new to free college, Hoosiers have been at it for years. The state's 21st Century Scholars program is nearly three decades old, and is one of the top-rated programs on The Education Trust's list, meeting six of eight criteria.

21st Century Scholars can attend any participating two- or four-year institution, public or private, and the program covers four years of tuition and fees. Also, students won't receive less help from the state if they get other grants that can be used to cover non-tuition costs. The only knocks against the program, when measured against The Education Trust's rubric, are that it is not available to adult and returning students and participants cannot enroll part-time.

But what really sets Indiana's program apart is when it kicks in: *seventh grade*.

"It's an *early* promise program," says Teresa Lubbers, Indiana's commissioner for higher education.

Any seventh- or eighth-grader who qualifies for free or reduced price lunch can apply. In return for promising to pay their way through college, the state asks participants to meet 12 requirements in high school, the toughest of which is maintaining a B-average. Other requirements include visiting a college campus, taking a career interests assessment and filing a Free Application for Federal Student Aid, or FAFSA.

The program has grown over the years. Lubbers says roughly 20,000 participants are now in college with another 80,000 working their way through middle and high school. Other states may blanch at the sticker price: Last year alone, Lubbers says, the program awarded more than $160 million in financial aid. But Lubbers believes that price will drop with the state's unemployment rate and that there's still bipartisan support for the program.

"We're about changing the culture of a state that did not need education beyond high school to have a middle-class lifestyle," Lubbers says. "The world has shifted, and we are committed to make sure Hoosiers are not left behind."

In Oregon, a need-blind promise

The [Oregon Promise program](#) is much newer to the free college scene than Indiana's. Now in its third year, it's also smaller and, in many ways, more restrictive. Oregon Promise does not cover school fees or four-year institutions. It is a two-year grant (meaning it covers a maximum of 90 credits), and it is applicable only at community colleges.

Not surprisingly, Oregon Promise costs the state far less each year than Indiana's program. Instead of $160 million, Oregon's program costs the state $20-25 million a year, according to Ben Cannon, the executive director of the Oregon Higher Education Coordinating Commission.

Perhaps the biggest difference, though, is *who* benefits. Again, Indiana restricts its free college program to low-income students. Oregon does not.

This is why, in the first year of Oregon's program, fewer than half of all participants qualified for a federal Pell Grant (a common measure of low-income status). The state does have a separate, larger program — the Oregon Opportunity Grant — that is targeted to low-income students, but it has been [badly underfunded](#). In short, when it comes to the promise of free college, Oregon has chosen to pick up the tab for many students who don't need help.

This question of who should benefit from a free college program has stirred fierce debate. The problem with need-blind access, says Tiffany Jones at The Education Trust, is that it often results in more money going to students who don't need it than to low-income participants. That's because some programs scale back state aid to students who get additional help from, say, a federal Pell Grant.

"We just want to be careful," says Jones, "that we aren't buying into the idea [of free college] but in reality spending a lot of money on wealthy students — not necessarily these students who struggle — and then, when the money is running out and 10, 15 years from now we look back, and we're saying 'OK, let's do something for low-income students.'"

The review also found that the programs with income caps often fared better in enrolling students of color. For example, in Indiana, African-Americans account for roughly 10 percent of the state population but 15 percent of 21st Century Scholars. It's a similar story for Latino students. In the case of Oregon's program, black students are underrepresented, though Latino students are not.

Oregon official Ben Cannon argues the decision to provide need-blind access may actually drive *more* low-income students into college.

"Simplicity in messaging is really, really important for these programs. They are, more than anything, marketing programs," Cannon says. "They succeed because they convince students and their families that college is accessible."

Need-blind access, Cannon argues, makes it easier for teachers to promote the program in their classrooms and may reduce the stigma some low-income students feel participating in a strictly means-tested aid program.

But Cannon also acknowledges the risk: Every dollar Oregon spends on more affluent students, is one dollar less it has to spend on vulnerable students.

"Whether that is a price worth paying," Cannon says, "given the fact we're funding students who don't need the financial help, is, I think, one we need more time and more research to better ascertain."

No doubt, the many states that haven't yet committed to free college are watching and taking notes.

WBIW
Next Generation Hoosier Educators Scholarship Continues To Build Education Pipeline
September 20, 2018

The Next Generation Hoosier Educators Scholarship provides 200 high-achieving high school and college students interested in pursuing a career in education the opportunity to earn a renewable scholarship of up to $7,500 each year for four academic years.

In exchange, students agree to teach for five years at an eligible Indiana school or repay the corresponding, prorated amount of the scholarship.

PROGRAM REQUIREMENTS

- Must be an Indiana resident
- Must be a U.S. citizen or eligible non-citizen
- Must be a current high school senior or college student in Indiana
- Must have graduated or will graduate from an Indiana accredited high school or non-accredited nonpublic high school
- Must be able to utilize the scholarship for at least two full academic years (effective for Fall 2017-2018 applicants)
- Must rank in the top 20% of high school graduating class or have a top 20% ACT or SAT score
- Must currently attend or plan to attend an eligible Indiana institution as a full-time student

- In some cases, degree-seeking students may use the scholarship during the summer while enrolled part-time. Refer to the specific guidelines for using the scholarship during summer terms.
- Must pursue or intend to pursue a course of study that would enable the student to teach at an eligible Indiana school after college graduation
- Must obtain a license to teach in Indiana and serve as a teacher in an eligible Indiana school for five consecutive years after college graduation
- Must maintain a 3.0/4.0 GPA, complete 30 credit hours per year or their equivalent and meet all other requirements established by their program to renew the scholarship
- Must file a Free Application for Federal Student Aid (FAFSA) each year
- Must not be in overpayment or default on a federal student loan or grant
- Must complete the service requirement or have all funds provided converted to a loan that must be repaid

**Priority will be given to students graduating high school although current college students are eligible to apply.

HOW TO APPLY

The 2019-2020 application will be available in ScholarTrack beginning September 1, 2018, and will close on November 30, 2018.

Review the 2019-2020 Application Procedures and Requirements prior to applying

Complete the Nomination Form
Submit a complete application in ScholarTrack
Submit a complete and clean FAFSA (please allow 5-7 business days for processing)

WHAT HAPPENS AFTER YOU APPLY

After the November 30 deadline passes, the Commission will review all applications and notify all applicants of their scholarship status via email by January 4, 2019. Finalists must participate in regional interviews on one of the following dates:
Saturday, March 2, 2019 (Indianapolis, Bedford)
Saturday, March 9, 2019 (Indianapolis, South Bend)
After the interviews, the Commission will notify all finalists of their scholarship status by April 5, 2019. Recipients and waitlisted finalists will be provided further instructions via email at that time.

FINALIST INTERVIEWS

All Next Generation Hoosier Educator Scholarship finalists must participate in regional interviews. Finalists will be offered a pre-selected interview date, time and location and will only be allowed to change this for circumstances beyond their control. The 2019-2020 interview dates and locations are provided below.

High school seniors can apply to 32 Hoosier colleges for free on Sept. 28

According to the Indiana Commission for Higher Education, 17 colleges will waive college application fees Sept. 28 in recognition of College Application Day. Another 15 colleges have reported free applications year-round.

In addition, more than 90 high schools across the state will host College Application Day events to help high school seniors navigate the admissions process- making this Indiana's biggest College Application Day since joining the national initiative in 2013.

"Every year we are encouraged to see more high schools and colleges participating in College Application Day," said Indiana Commissioner for Higher Education Teresa Lubbers.

On Sept. 28, Indiana high school seniors can apply to the following Hoosier colleges for free.

Waiving fee
Goshen College, Huntington University, Indiana State University, Indiana University East, Indiana University Fort Wayne, Indiana University Kokomo, Indiana University Northwest, Indiana University South Bend, Indiana University Southeast, Indiana University-Purdue University Columbus (IUPUC), Indiana Wesleyan University, Purdue University Fort Wayne, Purdue University Northwest, University of Southern Indiana, Vincennes University and Wabash College.

No application fees
Anderson University, Bethel College, DePauw University, Franklin College, Grace College, Hanover College, Indiana Tech, Ivy Tech Community College, Manchester University, Marian University, Saint Mary's College, Trine University, University of Evansville, University of Indianapolis and Valparaiso University.

The Indiana Commission for Higher Education announced Monday that the Free Application for Federal Student Aid is open for the 2019-20 school year. With over $300 million available in state financial aid — as well as billions of dollars in federal aid — it is more important than ever for Hoosiers to file the FAFSA on time by April 15, 2019.

This year, changes to the FAFSA will give students even more flexibility when filing for financial aid. The U.S. Department of Education recently revealed a new option for filing the FAFSA — a smartphone application. The myStudentAid app, available for iOS and Android devices, was designed to make it easier for the nearly 19 million students who file a FAFSA every year. Specifically, the app will benefit students who do not have a computer or high-speed internet at home.

It is important for all students to file the FAFSA regardless of family income. In addition to determining eligibility for state and federal financial aid, many colleges require a completed FAFSA to award merit and need-based scholarships. Filing the FAFSA is particularly important for Indiana's 21st Century Scholars who must file on time to earn the state scholarship that pays for up to four years of college tuition.

Filing the FAFSA

Students can file the FAFSA online at FAFSA.gov or using the myStudentAid app. The first step for students who have never filed the FAFSA is to create a Federal Student Aid ID. Then, each student will need:

- Social Security Number
- Alien Registration Number (for non-U.S. citizens)
- Federal income tax returns, W-2s, and other records of money earned
- Bank statements and records of investments (if applicable)
- Records of untaxed income (if applicable)

The U.S. Department of Education provides email and live chat assistance for FAFSA filers as well as a helpline at 800-4FED-AID. Hoosier families can also find FAFSA help through INvestEd Indiana at www.investedindiana.org. For questions about state financial aid, students can contact the Indiana Commission for Higher Education by phone at 888-528-4719 or via email at awards@che.in.gov.

> **Inside Indiana Business**
> **Centric Names Indiana Innovation Award Winners**
> **Reed Parker**
> **October 2, 2018**

Indianapolis-based Centric Inc. has announced the winners of the 2017 Indiana Innovation Awards. The honors go to individuals and organizations "who are successfully leading the innovation charge in our state," according to the think tank.

An executive panel of judges picked ten of the state's best new innovations from 56 finalists. The official 2018 Indiana Innovation Award winning innovations are:

- SmartCore – AgNext (West Lafayette) The SmartCore by AgNext is an industrial-grade, autonomous robot that performs soil sampling and collection, and returns to its launch point, all without human assistance.
- The Big App – Big Brothers Big Sisters of Central Indiana, Counterpart, Crafted (Indianapolis, IN) The Big App equips Big Brothers Big Sisters matches with activities and experiences that intentionally foster and work toward positive youth outcomes-accessible any time.
- Traffic Cloud™ – DemandJump (Indianapolis) DemandJump's Traffic Cloud™ customer acquisition platform helps marketers and executives find more customers, allowing for quantifiable measurement and cross-channel reporting.
- FLIR Griffin™ G510 – FLIR® Systems (West Lafayette) The FLIR Griffin™ G510 person- portable Gas Chromatograph-Mass Spectrometer (GC-MS) is the first to provide laboratory-quality Gas Chromatograph/Mass Spectrometry (GC/MS) capability in a truly person- portable format.

- GroPod™ – Heliponix™ (Evansville) The Heliponix™ GroPod™ is an aeroponic appliance that can yield a full head of leafy greens on a daily basis, or sizable harvests of dwarf varieties of larger plants.
- ScholarTrack – Indiana Commission for Higher Education (Indianapolis) ScholarTrack is a comprehensive application and communication system that guides students and families through the process of planning for, applying and maintaining their state financial aid.
- TheMadOptimist.com – The Mad Optimist (Bloomington) The world's first online, customized soap making studio. All-natural, vegan, halal, gluten-free custom soap.
- Food Grade Water Soluble Film – MonoSol (Merrillville) MonoSol's food grade water soluble film is a transparent, odorless and tasteless film composed of a proprietary blend of food grade ingredients. The film is used to package a single dose of consumer use protein powder.
- Socio Platform – Socio Labs (West Lafayette and Indianapolis) Socio is a SaaS product that helps organizers optimize their events & boost ROI for their organization, attendees, sponsors and exhibitors.
- SnapShyft Platform – SnapShyft (Indianapolis) SnapShyft's gig-staffing platform instantly connects food and beverage, and hospitality venues with reliable, qualified workers when short-staffed.

Martha Hoover, Founder and President of Patachou, Inc., has been named the 2018 Excellence in Innovation Award winner. Hoover was chosen by Centric's Board of Directors. Hoover, and the other winners, will be celebrated at Centric's Day of Innovation conference October 11 at Butler University. Learn more by clicking here.