



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, October 8, 2020

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**OCTOBER COMMISSION MEETING
AGENDA**

Thursday, October 8, 2020

VIRTUAL COMMISSION MEETING

[Join Microsoft Teams Meeting](#)

-or-

DIAL: +1 317-552-1674

ID: 990 866 382#

- I. Call to Order – 1:00 P.M. (Eastern)**
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Committee Report Outs
Consideration of the Minutes of the September 10, 2020 Commission Meeting..... 1
- II. Business Items**
- A. 2021-2023 Indiana Postsecondary Institution Budget Presentations..... 5
1. Purdue University
 2. Vincennes University
 3. Ball State University
- B. 2020 Fall Enrollment Update 7
- C. Academic Degree Programs for Expedited Action 9
1. Master of Arts for Teachers in French to be offered by Indiana University East and IUPUI
 2. Master of Science in Quantum Information Science to be offered by Indiana University Bloomington
 3. Master of International Affairs to be offered by Indiana University Bloomington
 4. Master of Science and Doctor of Philosophy in Biostatistics to be offered by Indiana University Bloomington
 5. Bachelor of Science in Accounting to be offered by Indiana University East

All events take place on Eastern Time

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III. Information Items
A. Academic Degree Programs Awaiting Action..... 15
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C. Media Coverage..... 21

IV. Old Business
New Business

V. Adjournment

The next meeting of the Commission is **November 12, 2020** and will be held virtually.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, September 10, 2020

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. virtually via Microsoft Teams videoconferencing, with Beverley Pitts presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Anne Bowen, Jon Costas, Trent Engbers, Jud Fisher, Al Hubbard, Chris LaMothe, Pepper Mulherin, Chris Murphy, Dan Peterson, Beverley Pitts, and John Popp

CHAIR'S REPORT

As you know, we had to change our original plans of being on Indiana University's campus in Bloomington today. We certainly miss the opportunity to see the campus and interact with your great staff. On behalf of the Commission, I would like to thank President McRobbie for his willingness to host us this month despite our need to change plans. We look forward to our next visit to Indiana University's campus. Even though we cannot be on campus today, I would like to invite President McRobbie to say a few words.

President McRobbie offered his remarks.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, Commissioner Lubbers began her report by stating, I not only want to thank President McRobbie for his warm welcome, but also take the opportunity to express the Commission's gratitude – and my personal appreciation – for your service and leadership. There will be many opportunities to highlight the impact of your presidency, but I didn't want to miss this one to thank you for your partnership with the Commission. We look forward to continuing this partnership as together we navigate through tough challenges and new opportunities.

Speaking of new challenges – there are many. I'm sure the presidents who present their budget requests today will highlight many of them. While we were facing enrollment challenges prior to COVID-19, it's clear that these challenges have been exacerbated. While our final numbers will be reported next month, we know that all but two of our public campuses have seen enrollment declines this fall, ranging from double digit declines to less than 1%. Together with a smaller number of recent high school graduates enrolling in college (down to 61%), it speaks to the need to ensure that more Hoosiers understand why higher education is more important than ever and our need to show in tangible ways the value proposition of higher education.

As institutions have dealt with COVID-19, the costs incurred for ensuring student and faculty/staff safety have been in the millions. The federal CARES dollars (around \$235 million to Indiana colleges and universities) have helped, but the costs keep escalating. It is believed that additional federal funding will be allocated to the institutions, but those negotiations are still underway.

To assist in the movement toward e-learning, Governor Holcomb announced last month that \$61 million in federal grants would be allocated to K-12 schools and higher education to improve connectivity and increase devices. Twelve higher education institutions will receive more than \$11 million to fund specialized training and provide targeted professional development. These resource will be made available at no cost to Indiana K-12 teachers.

A promising COVID related announcement was made last week by Indiana University. The IU School of Medicine was selected as a site for COVID-19 vaccine clinical trial. President McRobbie will likely provide more details.

The last item I want to highlight today is the work of the Attainment Academy, a multi-state, multi-year effort to increase postsecondary attainment. As you well know, our current strategic plan is focused on the 2025 goal of increasing our state's attainment to 60% by that year. While we have made significant improvements from the 33% number of 2008 to our current 48.5% number, we know that getting to our goal will require doubling down on our efforts. Indiana was one of seven states selected for the attainment academy. Our five strategies are outlined in the document you're seeing on the screen – ranging from high school to college transition.

1. Increase the number of postsecondary quality credentials awarded to high school students.
2. Increase FAFSA filing statewide.
3. Increase the number of postsecondary credential awarded by two- and four-year institutions.
4. Increase the number of adult workers pursuing and earning a postsecondary credential through targeted outreach.
5. Ensure equitable and quality offerings for online teaching instruction.

There are multiple other efforts underway, but know that today's agenda is full so that completes my report.

CONSIDERATION OF THE MINUTES OF THE AUGUST, 2020 COMMISSION MEETING

R-20-09.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the August, 2020 regular meeting. (Motion – Murphy, second – Fisher, unanimously approved)

II. BUSINESS ITEMS

A. 2021-2023 Indiana Postsecondary Institution Budget Presentations

1. Indiana University
2. Indiana State University
3. University of Southern Indiana
4. Ivy Tech Community College

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 2021-2023 budget submission during the September 2020 Commission meeting and be prepared to answer questions that will assist the Commission in its review: Indiana University, Indiana State University, University of Southern Indiana and Ivy Tech Community College.

B. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Data Science to be offered by Indiana University Northwest
2. Master of Science in Occupational Therapy to be offered by Indiana University South Bend

R-20-09.2 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 – LaMothe, second – Murphy, unanimously approved)

C. Capital Projects for Expedited Action

1. Purdue University-Fort Wayne and Northwest – Deferred Maintenance Repair and Rehabilitation

R-20-09.3 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 – Murphy, second – Hubbard unanimously approved)

III. INFORMATION ITEMS

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

IV. OLD BUSINESS NEW BUSINESS

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:57P.M.

Beverley Pitts, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, October 8, 2020

BUSINESS ITEM A:

**2021-2023 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 2021-2023 budget submission during the October 2020 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Purdue University
- Vincennes University
- Ball State University

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BUSINESS ITEM B:

2020 Fall Enrollment Update

Staff Recommendation

For discussion only.

Background

Each fall, in the context of the Commission for Higher Education Data Submission System (CHEDSS) collection cycle, Indiana public higher education institutions submit fall enrollment data to the Indiana Commission for Higher Education. The data collection details current-term aggregate enrollment statistics for each institution, including headcount and full-time equivalency (FTE) enrollment. Institutions snapshot characteristics of the student population as of institutional census date. Some characteristics include student residency, student-level (graduate/undergraduate), degree-seeking status, and full-time/part-time enrollment intensity.

While fall enrollment trends vary by institution, of special concern this fall are how the COVID-19 pandemic and economic downturn might affect enrollment. Though no definitive conclusions can be drawn at this point, it is likely that these twin crises influenced students' enrollment decisions in ways both expected and unexpected. Enrollment trends at Indiana's public postsecondary institutions only account for a portion of the complexities surrounding Indiana's educational attainment rate, meriting future research into the factors that influence the state's attainment level.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM C:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Master of Arts for Teachers in French to be offered by Indiana University East and IUPUI
- Master of Science in Quantum Information Science to be offered by Indiana University Bloomington
- Master of International Affairs to be offered by Indiana University Bloomington
- Master of Science and Doctor of Philosophy in Biostatistics to be offered by Indiana University Bloomington
- Bachelor of Science in Accounting to be offered by Indiana University East

Background

The Academic Affairs and Quality Committee discussed these programs at its September 21, 2020 meeting and concluded that the proposed programs could be placed on the October 8, 2020 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action September 21, 2020

Academic Degree Programs on Which Staff Propose Expedited Action

September 21, 2020

CHE 20-14 Master of Arts for Teachers in French to be offered by Indiana University East and IUPUI

Proposal received on July 15, 2020

CIP Code: 16.0901

IU East

Fifth Year Projected Enrollment: Headcount – 8, FTE – 4

Fifth Year Projected Degrees Conferred: 8

IUPUI

Fifth Year Projected Enrollment: Headcount – 8, FTE – 4

Fifth Year Projected Degrees Conferred: 8

The proposed Master of Arts for Teachers (M.A.T) in French will be offered through the School of Humanities and Social Sciences at IU East and the School of Liberal Arts at IUPUI and will be delivered 100% online. The M.A.T. in French will be offered as a collaborative program by IU East, IUPUI, and IU Bloomington; in July 2020, the Commission authorized the Bloomington campus to add an M.A.T. to their M.A. in French and to offer the M.A.T. through distance education. At least two other IU campuses, Northwest and Southeast, are likely to seek participation in the collaborative program by spring 2021.

The program is primarily aimed at helping Indiana high school French faculty meet Higher Learning Commission faculty qualifications guidelines so they can teach French classes for dual credit. However, as the program matures, the University estimates that as many as 40 percent of the enrollees may come from other states.

The M.A.T in French requires 30 semester hours of credit to complete.

CHE 20-16 Master of Science in Quantum Information Science to be offered by Indiana University Bloomington

Proposal received on August 19, 2020

CIP Code: 14.0901

Fourth Year Projected Enrollment: Headcount – 30, FTE – 25

Fourth Year Projected Degrees Conferred: 15

The proposed Master of Science (M.S.) in Quantum Information Science will be offered through the College of Arts and Sciences, the Luddy School of Informatics, Computing, and Engineering, and the Kelley School of Business. The program will be housed in the Office of Multidisciplinary Graduate Programs within the University Graduate School. Most of the faculty teaching in this program will have appointments to the newly established IU Quantum Science and Engineering Center.

The program is an intensive, one-year multi-disciplinary degree with three tracks that draw upon courses in Physics, Chemistry, Mathematics, Computer Science, Engineering, and Business: (1) Quantum Information and Simulation, (2) Quantum Materials and Sensing, and (3) Quantum Applications and Operations. The M.S. seeks to take advantage of emerging opportunities and applications that derive from the growing availability of quantum computers, which are based on “qubits” or “quantum bits” (also “qbits”) instead of bits, the basis of classical computers. Qubits, which are characterized by quantum superpositioning and entanglement, allow for exponentially greater computational capacity than computers based on bits.

The M.S. in Quantum Information Science requires 30 semester hours of credit to complete.

CHE 20-17 Master of International Affairs to be offered by Indiana University Bloomington

Proposal received on August 19, 2020

CIP Code: 30.2001

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

Fourth Year Projected Degrees Conferred: 10

The proposed Master of International Affairs will be offered jointly offered by the O’Neill School of Public and Environmental Affairs (SPEA) and the Department of International Studies within the Hamilton-Lugar School of Global and International Studies (HLS). The curriculum core consists of four courses (two each from SPEA and HLS) plus a practicum in international policy analysis or an internship abroad. Three concentrations are available to students: Security, Diplomacy, and Governance; Finance and Trade; and Global Development, Environment, and Sustainability. IU Bloomington will eventually seek accreditation from the Association of Professional Schools of International Affairs (APSIA).

Over the past four years, HLS has received \$18.8 million in U.S. Department of Education grants for National Resource/National Language Resource Centers and \$4.3 million for Department of Defense Language Flagship Programs in Arabic, Mandarin, and Russian (the only university to host three Flagship Programs). HLS also received \$3.1 million in 2019-20 from the Department of Defense to train U.S. military personnel in Special Operations Command and the Indiana National Guard. The University estimates that as many as 25 percent of the program enrollees would have military backgrounds.

The Master of International Affairs requires 36 semester hours of credit to complete.

CHE 20-18, 19 Master of Science and Doctor of Philosophy in Biostatistics to be offered by Indiana University Bloomington

Proposals received on August 19, 2020

CIP Code: 26.1102

M.S.

Fourth Year Projected Enrollment: Headcount – 39, FTE – 27

Fourth Year Projected Degrees Conferred: 13

Ph.D.

Seventh Year Projected Enrollment: Headcount – 24, FTE – 17

Seventh Year Projected Degrees Conferred: 6

The proposed Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Biostatistics will be offered through the Department of Epidemiology and Biostatistics in the School of Public Health at Indiana University Bloomington, which was created in 2011 from what was formerly the School of Health, Physical Education, and Recreation (HPER). In June 2015, the School of Public Health-Bloomington, which currently offers five doctoral programs (Environmental Health, Epidemiology, Health Behavior, Human Performance, and Leisure Behavior) that awarded a total of 25 Ph.D.s in FY2019, received full accreditation from Council on Education for Public Health (CEPH). Graduates with either an M.S. or a Ph.D. in Biostatistics may sit for the Certified in Public Health examination, the only voluntary core credential for public health professionals, offered by the National Board of Public Health Examiners.

Between FY2014 and FY2019, the annual, aggregate research funding awarded to faculty at the School of Public Health-Bloomington has ranged from \$8 million to \$12.5 million. In FY2020, this number jumped to just under \$22.4 million. The addition of the graduate Biostatistics degree programs is expected to increase the statistics-related research funding, especially from the National Institutes of Health (NIH).

The Master of Science requires 36 semester hours of credit to complete, while the Ph.D. requires 90 credit hours.

CHE 20-21 Bachelor of Science in Accounting to be offered by Indiana University East

Proposal received on August 19, 2020

CIP Code: 52.0301

Fifth Year Projected Enrollment: Headcount – 60, FTE – 55

Fifth Year Projected Degrees Conferred: 19

The proposed Bachelor of Science (B.S.) in Accounting will be offered through the School of Business and Economics at Indiana University East. The University offers a B.S. in Business Administration, which enrolled 1,000 headcount or 646 FTE students and had 196 degrees conferred in FY2019; the B.S. includes a concentration in Accounting, which has attracted annually more than 90 students over the past several years. Graduates of the proposed B.S. in Accounting will be eligible to take exams required to become a Certified Management Accountant or a Certified Public Account; in Indiana, CPAs are licensed through the Indiana Board of Accountancy. The IU East Business Administration program is presently accredited by the Accreditation Council for Business Schools and Programs (ACBSP); however, the University is moving to become accredited by the Association to Advance Collegiate Schools of Business (AACSB), which accredits all other business programs within the IU system.

The B.S. in Accounting requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, Indiana University East has developed 2+2 articulation agreements with Ivy Tech Community College and Vincennes University. Graduates of the Ivy Tech Community College A.S. in Accounting and the Vincennes University A.S. in General Studies-Business Studies can transfer and apply all their credits into the proposed program.

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INFORMATION ITEM A: Academic Degree Programs Awaiting Action

| | <u>Title of Program</u> | <u>Institution/Campus/Site</u> | <u>Date Received</u> | <u>Status</u> |
|----|--|---|----------------------|--------------------------|
| 01 | Associate of Science in Professional Flight | Purdue University Global | 07/12/2019 | Under Review |
| 02 | Master of Science in Graduate Studies | Purdue University West Lafayette | 06/15/2020 | Under Review |
| 03 | Master of Arts for Teachers in French | Indiana University East and IUPUI | 07/15/2020 | On CHE Agenda for Action |
| 04 | Master of Science in Quantum Information Science | Indiana University Bloomington | 08/19/2020 | On CHE Agenda for Action |
| 05 | Master of International Affairs | Indiana University Bloomington | 08/19/2020 | On CHE Agenda for Action |
| 06 | Master of Science in Biostatistics | Indiana University Bloomington | 08/19/2020 | On CHE Agenda for Action |
| 07 | Doctor of Philosophy in Biostatistics | Indiana University Bloomington | 08/19/2020 | On CHE Agenda for Action |
| 08 | Bachelor of Arts in Theatre, Film, and Television (IU) | Indiana University Purdue University Indianapolis | 08/19/2020 | Under Review |
| 09 | Bachelor of Science in Accounting | Indiana University East | 08/19/2020 | On CHE Agenda for Action |

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INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

| | <u>Title of Program</u> | <u>Institution/Campus/Site</u> | <u>Date Approved</u> | <u>Change</u> |
|----|---|---|----------------------|---------------------------|
| 01 | Bachelor of Science in Engineering Technology | Indiana State University | 09/21/2020 | Adding distance education |
| 02 | Associate of Applied Science in Optician and Eye Care | Ivy Tech Community College | 09/21/2020 | Changing the name |
| 03 | Technical Certificate in Optician and Eye Care | Ivy Tech Community College | 09/21/2020 | Changing the name |
| 04 | Associate of Science in Secondary Education (Chemistry) | Ivy Tech Community College | 09/21/2020 | Splitting a degree |
| 05 | Associate of Science in Secondary Education (Mathematics) | Ivy Tech Community College | 09/21/2020 | Splitting a degree |
| 06 | Associate of Science in Secondary Education (Biology) | Ivy Tech Community College | 09/21/2020 | Splitting a degree |
| 07 | Post-baccalaureate Certificate in Business and Economics Data Analytics | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |
| 08 | Bachelor of Science in Technical Communication (PU) | Indiana University Purdue University Indianapolis | 09/21/2020 | Adding distance education |
| 09 | Certificate in Themed Entertainment Design (PU) | Indiana University Purdue University Indianapolis | 09/21/2020 | Adding a certificate |

| | <u>Title of Program</u> | <u>Institution/Campus/Site</u> | <u>Date Approved</u> | <u>Change</u> |
|----|---|----------------------------------|----------------------|---------------------------|
| 10 | Bachelor of Science in Engineering in General Engineering | Purdue University Northwest | 09/21/2020 | Suspending a program |
| 11 | Master of Science in Occupational and Environmental Health Sciences | Purdue University West Lafayette | 09/21/2020 | Splitting a degree |
| 12 | Doctor of Philosophy in Occupational and Environmental Health Sciences | Purdue University West Lafayette | 09/21/2020 | Splitting a degree |
| 13 | Post-baccalaureate Certificate in Aviation Financial Management | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |
| 14 | Graduate Certificate in EFL/ESL Teaching | Indiana University Bloomington | 09/21/2020 | Adding a certificate |
| 15 | Certificate of Graduation in Diesel Service Technology | Vincennes University | 09/21/2020 | Changing the credit hours |
| 16 | Post-baccalaureate Certificate in Global Supply Chain Management | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |
| 17 | Post-baccalaureate Certificate in Innovation and Technology Commercialization | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |
| 18 | Post-baccalaureate Certificate in Public Economics and Policy | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |
| 19 | Post-baccalaureate Certificate in Financial Economics | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |
| 20 | Post-baccalaureate Certificate in Business Analytics | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |
| 21 | Post-baccalaureate Certificate in Leadership, Change Management, and Negotiations | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |

| <u>Title of Program</u> | <u>Institution/Campus/Site</u> | <u>Date Approved</u> | <u>Change</u> |
|--|----------------------------------|----------------------|----------------------|
| 22 Post-baccalaureate Certificate in Fundamentals of Human Resources | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |
| 23 Post-baccalaureate Certificate in Digital Humanities | Purdue University West Lafayette | 09/21/2020 | Adding a certificate |

COMMISSION FOR HIGHER EDUCATION

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INFORMATION ITEM C:

Media Coverage

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

Kokomo Tribune
Teresa Lubbers: More have education beyond HS
September 11, 2020
By Teresa Lubbers

Two new data reports inform Indiana's efforts of having at least 60% of Hoosiers with quality education and training beyond high school by 2025.

The Indiana Commission for Higher Education's latest College Completion Report shows an increase in the state's college completion rates from the previous year and increasing trends over the past five years. At four-year public institutions, 7 out of 10 students graduate within six years and completion rates continue to climb at the state's two-year institutions.

Additionally, the Lumina Foundation recently updated its A Stronger Nation report, measuring educational attainment across the nation. The inclusion of industry-recognized credentials for working-age adults now brings Indiana's educational attainment rate to 48.5% (it was previously 43.6% and was 33.4% when tracking began in 2008).

Taken together, the data show almost half of all Hoosiers have education and training beyond high school and more students are graduating from college than ever before.

These are, of course, positive results. Yet, when we peel back the top layer and look deeper, there are persistent challenges. For example, the Completion report shows that while more Hoosier students are graduating, achievement gaps – particularly for Black, Hispanic and rural Hoosiers – are getting wider.

Indiana has risen in state rankings for educational attainment (from 38th to 35th out of 50 states), but the state still trails the national average (51.3%). Holding Indiana back in the ranking is that only three Hoosier counties are at or above 60% currently (Hamilton, Boone and Monroe), and only a few more are within striking distance.

Despite this progress, Indiana cannot reach its 60% goal without closing these gaps.

Gov. Eric J. Holcomb recently announced a number of measures to target these disparities, including adjusting workforce programs to help create opportunities for people of color. The Commission is prepared to continue our long-standing work around educational equity alongside Gov. Holcomb, the Governor's Workforce Cabinet, the Department of Workforce Development, and other state leaders.

Our focus was on these issues before COVID-19 descended upon Indiana, using tools such as Indiana's participation in a multi-state postsecondary attainment academy, the state's successful financial aid programs and increased investment in the Next Level Jobs Workforce Ready Grant. More than 15,000 Hoosiers have earned a free short-term certificate – with a median annual wage increase of \$6,400 – and the number of Hoosiers enrolling grows weekly.

The pandemic and economic realities have accelerated the urgency behind these efforts and many more.

Through Indiana's Rapid Recovery for a Better Future initiative, Indiana has \$50 million in federal CARES Act funding to scale up the Next Level Jobs program and reach even more Hoosiers with the message that education beyond high school has value and is necessary for Hoosiers to live prosperous lives and to meet the job needs of employers.

Hoosiers can explore for themselves what Indiana has to offer for education and training, employment opportunities and support services by visiting the online hub for Rapid Recovery at YourNextStepIN.org.

Community-based, faith-based, philanthropic organizations and employers can also fill out an online form to get connected to the Rapid Recovery outreach network and help spread these vital messages within their own local communities.

Delivering this message at the local and regional level and across all communities is essential to Indiana's continued progress toward the 60% educational attainment goal and Indiana's future.

Fort Wayne Journal Gazette
Minority teaching gap seen in study; Higher ed leader sees need for diversity
By Ashley Sloboda
September 25, 2020

Indiana must increase diversity in its teaching pipeline, which is predominantly white, according to a study released Thursday by the Indiana Commission for Higher Education.

The 2020 College Equity Report found less than 15% of students preparing to become teachers are nonwhite. This is less diverse than those pursuing careers in science, technology, engineering, math and health care, the study found, noting about 25% of Indiana graduates in those fields aren't white.

Diversifying school staffs can contribute to minority students' academic success, said Teresa Lubbers, Indiana commissioner for Higher Education.

"We must encourage more minority students to consider teaching as a career," Lubbers said in a statement. "Research shows students of color are more successful in their education journey when they have the opportunity to be in the classroom with a teacher of color."

The findings of the 2020 study – the third iteration of the equity report – are clear: racial disparities in college readiness and completion exist, along with gender and socioeconomic gaps.

For instance, the study found, 39% of Black students and 53% of Hispanic and Latino students earn early college credit compared with 64% statewide through programs including dual credit and Advanced Placement classes.

Students in these minority groups also are less likely than the statewide average to enroll in college, and are less likely to complete their degree on time, the report found. Statewide, 48% of students complete four-year programs on time compared with 27% of Black students and 37% of Hispanic and Latino students.

Poverty directly impacts college-going rates, with only 38% of low-income high school graduates attending college compared with the statewide average of 61%, the study found.

Women are more likely to attend college than men – 67% to 55% – and gender disparity tracks among all ethnicities, the study found.

"These outcomes demonstrate why it is critical for the state of Indiana to focus on equity and student success for all Hoosiers," Lubbers said. "We cannot reach Indiana's 2025 goal of at least 60% of Hoosiers with quality education and training beyond high school without closing the state's educational achievement and opportunity gaps."

As it did last year, the equity report found the state's early college promise program is effective at closing achievement gaps; it is the only group on track to close college-going achievement gaps by 2025. About 86% of 21st Century Scholars go to college compared with the statewide average of 61%.

Recommendations in the equity report include improving outreach and awareness of the financial aid programs among minority students, calling for sustained and adequate funding for dual credit programs and increasing diversity in the teaching profession.

Lubbers noted Indiana has scholarships and stipends for Black and Hispanic students studying education: "Growing the awareness of these existing programs is one goal of the commission to make real progress for educational equity."

South Bend Tribune
Enrollment dips at local colleges not as bad as expected amid COVID-19 pandemic
By Allie Kirkman
September 27, 2020

Several higher education institutions in St. Joseph County saw a drop in student enrollment this fall, but not nearly as significant as administrators feared months ago.

Officials at many universities and colleges across the country had worried that students — particularly incoming freshmen — would take gap years or enroll in online courses at community colleges rather than move into dorms in the midst of the coronavirus pandemic.

But local figures show steady or higher-than-target enrollments.

At Indiana University South Bend, administrators were expecting a 20% decrease in student enrollment, but ended up only with a 2.9% drop compared to last year. The University of Notre Dame saw "healthy enrollment outcomes," with its full-time, degree-seeking undergraduate and graduate populations increasing by 1%.

School leaders and experts point to campuses providing flexibility and opportunities for both face-to-face instruction and remote learning as key reasons why enrollment dips haven't been as severe as anticipated. They also say financial aid and safety protocols — such as daily health screenings, mask mandates, physical distancing and regular testing — have helped families feel more at ease.

Jake Docking, director of policy and research at Independent Colleges of Indiana, said complete fall enrollment numbers will not be collected until later this month but that early figures are promising. ICI represents 30 private, regionally-accredited schools, including Bethel University, Holy Cross College, Saint Mary's College and Notre Dame.

The organization gathered freshman admissions data every two weeks from April 15 to Sept. 1. Twenty total institutions participated, and of those, 12 (60%) had surpassed their previous year's freshman net enrollment deposit.

Docking said the data was a "pleasant surprise, given the uncertainty" many felt in the spring when schools were forced to shut down campuses and transition to online learning.

Although the numbers may not be as bad as feared, Teresa Lubbers, Indiana Commissioner for Higher Education, said schools are still struggling as fewer students decide to pursue an education beyond high school.

About 60% of Indiana's high school graduates in 2018 enrolled in post-secondary education, at the certificate, two-year and four-year degree levels, according to ICHE's 2020 College Readiness Report. The figure was 65% in 2015.

Lubbers attributes the decline to a once-strong economy leading more students to enter the workforce rather than continue their education.

"The enrollment declines were a reality before COVID," she said, "and are sources for concern more so now about what the next few years will look like."

Enrollment outcomes

A total of 4,942 students, including undergraduates, graduates and non-degrees, have enrolled at IU South Bend this fall compared to 5,092 last year.

"We were obviously really excited to have such strong numbers," IU South Bend Chancellor Susan Elrod said. "The trend is still down, but we were thrilled to be able to have that many students express an interest in starting and continuing during this pandemic."

A total of 90,090 IU students were enrolled on eight campuses as of the Aug. 31 deadline for recording university enrollment.

IU Kokomo was the only campus that didn't see a drop in the number of students enrolled, with a 2% increase from 2019. IU Bloomington and IUPUI saw a decrease of 0.5%, and IU Southeast's enrollment dropped by 4.2%.

"If you look at IU South Bend, since 2016, they've continued each year after that to see a decline by 2%, 4%, almost 3% this year," Lubbers said. "That's significant enough out of a population of around 5,000 students that (financial) adjustments have to be made."

Many institutions made budget cuts earlier this year to prepare for a potential fallout from the coronavirus. At IU South Bend, the cuts included reducing next year's general fund budget by 5%, canceling salary increases, extending a hiring freeze and delaying some construction projects.

"We still need to make some budget reductions, but our strong enrollment showing prevents us from making even deeper cuts that we might have," Elrod said. "We are in the process right now of evaluating the financial situation that we're in based on the enrollment numbers that have come in. And we are hopeful that we'll be in an OK place."

Bethel University in Mishawaka also saw a drop in enrollment this fall, with 1,362 students compared to 1,450 in 2019.

University spokeswoman Lissa Diaz said the COVID-19 pandemic reduced Bethel's freshman class by 15%, but retention rates of sophomores through seniors was higher.

"Our major decline area came from non-traditional, on-ground students (adult and graduate students). We were told, anecdotally, that these were 'wait and see' students," Diaz said. "For some of these adult learners, they didn't come back because a spouse lost a job or they had to prioritize teaching their students at home."

At Saint Mary's College, a total of 1,555 students enrolled this fall compared to 1,548 total students last year.

Holy Cross College's enrollment for undergraduate degree-seeking students dropped this fall, but not by much. This year, 416 students are attending the private four-year college, compared to 421 in 2019.

Don Bishop, Notre Dame's associate vice president for undergraduate enrollment, said the university expected a lower rate of enrollment to offers of admission due to COVID-19.

But between full-time, degree-seeking undergraduate and graduate students, total enrollment is actually up by 1%, to 12,472.

Bishop noted that Notre Dame's first-year fall class, the Class of 2024, is larger than last year's by 142 students, and new transfers increased by 44 students.

"If our gap year requests had followed similar trends experienced by our peers, we would have reached our enrollment goals but not exceeded them," Bishop said. "Many of the Top 20 private schools are reporting substantially higher gap year numbers — between 8% and 20% the size of their first-year classes. We normally approve 1% of our first-year students for a gap year. This year, we approved 3% for a gap year."

More scholarships were awarded to students who qualified for financial aid and the university raised more than \$8.3 million this summer to help families with expenses caused by COVID-19.

"We will continue to add funding as needs arise," Bishop said. "We expect this situation will influence the next few years, not just this year."

'Exacerbating' equity issues

Enrollment usually rises at community colleges during an economic downturn, as students turn to affordable schools to enhance their skills or build new ones as they pursue careers.

But that has not been the case during the coronavirus pandemic, Lubbers said. ICHE has seen the biggest enrollment declines — double digit declines — at community colleges around the state.

"Those who have been most adversely impacted by COVID-19 and the downturn in the economy seem to be expressing the greatest reservation or concerns about continuing," Lubbers said. "This has not been typical with recessions before. In the past recession (in 2008 and 2009), you actually saw a huge increase at the community colleges."

Fewer students have enrolled at Ivy Tech Community College South Bend–Elkhart this fall. Currently, 3,264 students are enrolled, compared to 4,098 last year.

Lisa Wenzel, the local campus' director of special projects, said the college is still enrolling students for 2020.

"We have an additional starting point in October, which is consistent to 2019 and before with fewer offerings," Wenzel said. "We do anticipate growth from the current number, but it would be a stretch to meet last year's numbers."

Dave Jarrat, senior vice president for strategic engagement and growth at InsideTrack, which works with universities to coach students in careers, said the pandemic has disproportionately affected higher education plans for people of color and those from low-income households.

"The pandemic is exacerbating the equity issues that already existed," Jarrat said. "You have a disproportionate impact on rural and low-income communities due to internet access. And you have low-income, first-generation and minority students dropping out at higher rates."

A Strada Education Network survey released in June found that Black and Latino students are more likely than white students to have changed or canceled their education plans because of COVID-19. Half of Latino students and 42% of Black students reported having changed or canceled their plans, compared to 26% of white students.

Also, a National Bureau of Economic Research study by researchers from Arizona State University found that first-generation college students are 50% more likely to have delayed graduation than students who have college-educated parents.

“When you talk to a prospective or current students, you have to accept that they may not currently be in a place where they’re ready to start talking transactionally about their enrollment choices,” Jarrat said. “They may be facing housing and food insecurity, mental health issues or other things they need to deal with first. So it’s important to just acknowledge that up front, address those issues and then move on to the more practical issues of enrolling.”

Inside INdiana Business
State receives \$25M to continue Workforce Ready programs
By Wes Mills
September 24, 2020

INDIANAPOLIS - The Indiana Commission for Higher Education says the state has received another \$25 million in CARES Act funding to continue efforts to upskill more Hoosiers through expanded Next Level Jobs programs.

The money is used to help provide training to people who lost their jobs during the pandemic. It can also be used to steer Hoosiers towards better-paying jobs.

“We were able to use that money to expand the number of tuition-free, high-quality certificates, as well as the number of Hoosiers who were eligible to access those short-term education and training opportunities,” said ICHE Commissioner Teresa Lubbers.

The commission says the second round of funding follows an initial \$50 million the [state received in June](#) as part of the Rapid Recovery for a Better Future Initiative.

Lubbers, who is a member of the Governor’s Workforce Cabinet, says the state’s Workforce Ready Grant and Employer Training Grant programs are showing success in helping unemployed or underemployed people.

“Since June alone, over 5,500 Hoosiers have used the Workforce Ready Grant to enroll in classes or training. More than 2,800 Hoosiers have completed the program, getting them a certificate during this three-month period,” said Lubbers.

Lubbers said 7,000 employees have received additional training through the Employer Training Grant, which reimburses employers who train, hire, and retain new or incumbent workers to fill in-demand positions within six priority job fields.

“This includes over 3,000 new hires as well as hiring people to do new skills. At the same time, the individuals are being trained to fill high demand jobs with an average wage of over \$20 an hour,” said Lubbers.

Lubbers says the additional federal funding is set to expire on December 30 and warns there may not be a new round of grants. She is encouraging Hoosiers to take advantage of free training opportunities.

"We're seeing positive results from these workforce and economic efforts," said Lubbers. "But there are still thousands of more Hoosiers who need access to affordable education and training to get them the jobs that they need.

[Click here](#) to learn more.

Inside Higher Ed
Community college enrollments drop this fall
By Elizabeth Redden
September 24, 2020

Undergraduate enrollments are down 2.5 percent compared to last fall, with the biggest losses being at community colleges, where enrollments declined by 7.5 percent, according to [preliminary data on fall enrollments from the National Student Clearinghouse Research Center](#).

Although the enrollment declines were steepest at community colleges, undergraduate enrollment fell at all types of colleges, including private nonprofit four-year colleges (-3.8 percent) and private for-profit four-year colleges (-1.9 percent). The decline was more modest at public four-year colleges (-0.4 percent), although there were differences across public four-year institutions according to location, with rural institutions seeing the biggest decline (-4 percent) and urban institutions seeing slight gains (+0.5 percent).

The first glimpse of fall enrollment data during the COVID-19 pandemic and economic recession shows that undergraduate enrollment fell for students of all ethnicities. There were sizable declines in international enrollments at both the undergraduate (-11.2 percent) and graduate (-5 percent) levels (though it is worth noting that the clearinghouse's data are not as complete for international students as they are for other student groups).

Total graduate enrollment increased by 3.9 percent.

The data reflect enrollment trends as of Sept. 10, with about 22 percent of participating colleges -- 629 individual institutions -- reporting their numbers.

Doug Shapiro, executive director of the National Student Clearinghouse Research Center, said that while the overall undergraduate enrollment decline was lower than many had projected during the pandemic, the results are extremely concerning for community colleges and the many low-income students they serve.

"I would say that the overall decline of 2.5 percent for undergraduates is not as bad as many feared, and if it stays that low as more data come in for the fall, I think there would be a big sigh of relief," Shapiro said. "But I think even within that overall average, there are a lot of students and institutions that are already in great need, so I would say it would be very bad indeed if the enrollments stay this low later in the term for community colleges, where we have 7.5 percent decline from last year at this point. And it's not much better for the four-year private nonprofits. Those are both institutional categories that were already operating on very thin margins even before the pandemic, so it's not good for the institutions, but even more seriously, it's very concerning for the students."

Shapiro said he was surprised that community colleges aren't seeing any areas of growth at all.

"I think many people thought by now, six months into the recession, we should start seeing enrollment growth by unemployed students looking to upskill. Those students in a typical recession should be flowing into community colleges en masse; we're not seeing any of that. The enrollment decline in

community colleges is among all age groups. Many people thought students would transfer to community colleges to be closer to home; we're not seeing any evidence of that in today's data."

Terry W. Hartle, senior vice president of government relations for the American Council on Education, echoed the concerns about community college enrollments, which normally would be expected to grow during a recession.

"Higher education enrollment is countercyclical; when the economy struggles, people go to college to boost their economic prospects. In the fall of 2009, the year after the Great Recession began, enrollment in higher education went up by one million students and enrollment increases at that time were particularly pronounced at the community college level. That's clearly different than what we are seeing this time."

Across institutional types, undergraduate enrollment fell across almost all age categories, with the single exception being increases in the number of high school-aged students enrolled in dual-enrollment programs.

At community colleges the number of traditional-aged learners declined more sharply than did the number of adult learners: the number of 18- to 20-year-olds and 21- to 24-year-olds declined by 9.5 and 8.7 percent, respectively, while the number of 25- to 29-year-old students and those age 30 or over declined by 6.3 and 7.3 percent, respectively.

For the most part, undergraduate enrollments declined for both full-time and part-time students. At private nonprofit colleges, the number of full-time students declined by 3.7 percent, and the number of part-time students declined by 5 percent. At community colleges, full-time student numbers fell by 7 percent and part-time student numbers by 7.8 percent.

Consistent with the fact that the biggest enrollment losses were seen at community colleges, the biggest enrollment drops by program type were also seen at the undergraduate certificate (-9.7 percent) and associate degree (-7.5 percent) levels. Enrollments in bachelor's degree programs decreased by 0.5 percent, while enrollments increased for postbaccalaureate certificate programs (up by a substantial 24.2 percent), master's (+6 percent) and doctoral programs (+2.1 percent), as well as graduate certificate programs (+3.1 percent). Enrollments in first professional degree programs, such as law and medicine, declined by 1.9 percent.

Graduate enrollments grew for domestic students across all racial and ethnic groups, with the biggest gains seen in enrollments of Hispanic (+14.2 percent), American Indian/Native American (+10.2 percent) and Asian (+9.3 percent) students. The number of Black students enrolled in graduate programs increased by 8.4 percent.

Graduate enrollments increased by 9.1 percent at private for-profit colleges, 4.7 percent at public four-year colleges and 0.6 percent at private nonprofit four-year institutions.

Shapiro said the clearinghouse will continue to collect data on enrollments monthly throughout the fall.

"In fact, the second release will be in just three weeks, on Oct. 15, when we expect to have closer to 50 or maybe even 60 percent of the data in place, so we'll have a better picture then," he said.