



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, February 14, 2019

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

**FEBRUARY COMMISSION MEETING
AGENDA**

Thursday, February 14, 2019

HOTEL ACCOMMODATIONS

Holiday Inn Indianapolis Airport
8555 Stansted Drive
Indianapolis, IN 46241

COMMISSION MEETING

Vincennes University Aviation Technology Center
2175 South Hoffman Road
Indianapolis, IN 46241

WORKING SESSION & BREAKFAST

9:00 A.M. – 11:30 A.M.
Room 1079

CALL IN INFORMATION FOR MEMBERS:

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

WORKING SESSION TOPICS

- Legislative Update
- Strategic Planning and Audit Results
- MHEC Update
- Data Collection and Reporting Timeline
- Committee Report Outs

All events take place on Eastern Time

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COMISSION MEMBER AND STAFF LUNCH

11:30 A.M. – 1:00 P.M.

Small Hangar

Room 1072

Presentation

President Chuck Johnson

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Large Hangar, Room 1040

CALL IN INFORMATION FOR MEMBERS:

DIAL: 1 (605) 475-4700

PIN: 230295#

I. Call to Order – 1:00 P.M. (Eastern)
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**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission is **March 14, 2019, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, December 13, 2018

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College Corporate College and Culinary Center, 2820 N Meridian Street, Indianapolis, IN 46208 with Secretary Al Hubbard presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Jon Costas, Jud Fisher, Al Hubbard, Chris Murphy, Kathy Parkison, and John Popp

On the Phone: Beverley Pitts and Alfonso Vidal

Members Absent: Coleen Gabhart, Lisa Hershman, Chris LaMothe and Dan Peterson

CHAIR'S REPORT

On behalf of the Commission, I would like to thank Ivy Tech Community College Corporate College and Culinary Center for hosting our meeting today. We are going to do things a little out of order today. In order to accommodate Mike's early departure and still ensure we are able to take action on the items on our agenda today, we are going to go ahead and vote on the minutes and two expedited business items on our agenda.

CONSIDERATION OF THE MINUTES OF THE NOVEMBER, 2018 COMMISSION MEETING

R-18-08.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the November, 2018 regular meeting. (Motion – Murphy, second – Alley, unanimously approved)

A. Academic Degree Programs for Expedited Action

1. Master of Health Administration to be offered by Purdue University West Lafayette

R-18-08.2 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree program, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Fisher, unanimously approved)

B. Capital Projects for Expedited Action

1. Vincennes University – Godare Residence Hall Rehabilitation

R-18-08.3 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 – Fisher, unanimously approved)

CHAIR'S REPORT CONT.

Recently, Governor Holcomb recognized a number of individuals as they celebrated significant milestones as state employees, and we wanted to do the same today for a few members of the Commission staff. Earlier this year, the Commission staff recognized Yvonne Heflin at an internal meeting as she celebrated 40 years as a state employee. She has supported Indiana students and families on matters related to state financial aid throughout her tenure with the state. In August, Ross Miller celebrated 20 years as a state employee. Ross has been a key staff member for the Board for Proprietary Education, offering experience and guidance on matters related to state authorization and reciprocity. Finally, in November, Eugene Johnson celebrated 10 years as a state employee. Eugene has overseen a variety of important functions with the Commission including the administration of state financial aid, STEM Grants and the facilitation and management of the Graduate Medical Education Board.

I know Commissioner Lubbers would agree that the wisdom and experience that comes from many years of service only strengthens the state and provides even greater support to its citizens. Please join me in thanking Yvonne, Ross and Eugene for their service to the State of Indiana.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating we spent time this morning highlighting the issues related to the upcoming legislative session and the ways we're preparing to advocate for our budget requests and more clarity in our financial aid programs. These efforts underscore our continuing commitment to show in compelling ways the return on investment for state investment in higher education.

On Monday, I had the opportunity moderate a higher education panel for the Economic Club Luncheon with the presidents of Ivy Tech, Anderson College and Wabash College. It built on this theme of higher education value but also pivoted to a discussion about the future of higher education in a time of dynamic change. We considered this future against the backdrop of five areas: new expectations, changing demographics, technology, workforce needs and new providers. Bottom line: institutions are dealing with these issues but the need to do so is intensifying.

Yesterday, I participated in a panel for an event sponsored by the National Conference of State Legislators on the topic of Empowered Educators and Teacher Preparation Programs. I began by reflecting on the Commission's 2008 strategic plan which specifically called out the need to recruit and retain quality teachers and to evaluate teacher quality through the lens of student learning. Legislation that passed in 2014 required the Commission to join with the State Board of Education, the Department of Education, Independent Colleges of Indiana and teacher preparation programs in developing a matrix rating system to evaluate the outcomes of teacher prep programs. We are then required to work with any teacher

prep programs that haven't met the minimum cut scores on an improvement plan and clear performance goals.

We have just completed the performance review process for each member of the staff and the information was provided to the Office of State Personnel. We will know early in the year the Governor's decision for pay increases. No doubt this and all other funding issues will be impacted by the State's Budget Forecast which comes out on Monday.

Indiana's higher education efforts and initiatives were recently highlighted at meetings of Complete College America, Lumina, The Foundation of Excellence in Education, Teach for America and Credential Engine – among many others. We also received a \$205,000 grant from Lumina to build our data capacity to provide personalized credential pathways and financial aid information to adults in Indiana.

Finally, Superintendent McCormick and I co-authored an op-ed about the work we're doing to ensure smoother transitions from high school to postsecondary education. You will recall you voted on a resolution covering three specific recommendations and the State Board of Education endorsed the same recommendations at their meeting yesterday.

II. PUBLIC SQUARE

A. Equity and the Attainment Gap

1. Gregory S. Fehribach, J.D., Counselor at Law, Doninger Tuohy & Bailey LLP
2. Courtney Brown, Ph.D, Vice President of Strategic Impact, Lumina Foundation

As the Commission continues to monitor progress toward Indiana's Big Goal of 60 percent postsecondary attainment by 2025, we have the opportunity today to hear from Gregory S. Fehribach and Courtney Brown on issues related to equity and the attainment gap.

Sean Tierney provided context and an overview of Indiana's current attainment numbers and moderated this discussion.

III. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Actions Taken By Staff
- C. Media Coverage
- D. Schedule of Upcoming Meetings of the Commission

IV. OLD BUSINESS NEW BUSINESS

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:33 P.M.

Chris LaMothe, Chair

Al Hubbard, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2019

PUBLIC SQUARE:

Identifying and Supporting At-Risk Students

Background

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

- Ball State University – Ro-Anne Royer Engle
Interim Vice President for Student Affairs
- Indiana State University – Mike Licari, Ph.D.
Provost and Vice President for Academic Affairs
- Indiana University – Rebecca Torstrick
Senior Assistant Vice President, University Academic Affairs
Director, Completion & Student Success Office
- Ivy Tech Community College – Cory Claseman-Ryan, Ph.D.
Assistant Vice President for Student Success
- Purdue University – Frank Dooley, Ph.D.,
Senior Vice Provost for Teaching and Learning
- University of Southern Indiana – Mohammad Khayum, Ph.D.
Provost
- Vincennes University – John Livers
Student Success Center Coordinator

Supporting Documents

Identifying and Supporting At-Risk Students Survey Questions

Identifying and Supporting At-Risk Students

Survey Questions

Identifying and Admitting At-Risk Students

- How does your institution define and classify a student as “at-risk” prior to admission?
 - Is it determined by academic records at the time of application to the college?
 - Do you take conditional admit students? What does that mean?
 - How long are students classified in this way?

Supporting and Monitoring All Students

- How is your institution supporting ALL students to ensure they succeed?
 - Are predictive analytics used?
 - What programs are currently utilized (i.e. summer bridge, early orientation and extended advisor sessions for select students)?
 - How do you measure successes and failures of these efforts?
- How is your institution monitoring how ALL students are doing?
 - Is proactive advising used?
- When you identify that a student is not succeeding, what interventions are implemented?
 - Does your institution have a system-wide alert for faculty and advisors when a student is academically at risk?

Despite these efforts, many students still experience issues with meeting satisfactory academic progress and must drop out due to this or other life or financial reasons.

- At what point does student performance indicate a need to terminate enrollment with your institution?
 - How is this process handled? How is the student notified?
 - What interventions are in place to support students faced with this situation?
 - What is the exit process (interview, advisor session and other interventions)?
 - If the student wanted to come back after an academic/(SAP) issue, what steps do they need to take with your institution to re-enroll?
 - How do you counsel students on next steps?
- How can the Commission and the state encourage or incentivize your institution to counsel students toward an alternative path or provider that would ensure long-term success?
 - At what point will you refer students to the Workforce Ready Grant?
- What steps does your institution take to ensure more students that exit early do so without debt?
- What lessons learned can you share?

Financial Literacy Training

- How is your institution providing training on financial literacy and debt support to ALL students?
- How are students counseled on making financial decisions with your institution (accepting loans, financial aid, etc.)?
- What information do you have concerning debt levels of students?
 - What adjustments can be made to the higher education system to more accurately capture this information and to better support students?

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2019

BUSINESS ITEM A-1:

Doctor of Nutrition and Dietetics to be offered by Indiana University at Indiana University Purdue University Indianapolis

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Nutrition and Dietetics to be offered by Indiana University at Indiana University Purdue University Indianapolis in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. The Academic Affairs and Quality Committee discussed this program at its January 28, 2019 meeting and reacted favorably to the proposal.

Similar Programs in Indiana. In the *independent* or private, non-profit sector, no institution offers a professional practice doctoral program in nutrition/dietetics.

In the *proprietary* or private, for-profit sector, no institution offers a professional practice doctoral program in nutrition/dietetics.

Within the *public* sector, no institution offers a professional practice doctoral program in nutrition/dietetics.

Related programs at Indiana University Purdue University Indianapolis. Indiana University at its Indianapolis campus presently does not offer any program that prepares someone for licensure as a Registered Dietitian, although two post-licensure programs available (see “Current Offerings” section below for additional information).

AA&Q Committee Review. This program was discussed at the November 19, 2018 AA&Q Committee meeting and again at its January 28, 2019 meeting. Following its initial discussion, additional information was requested and subsequently reviewed by the Committee on several topics, including how dietitians prepared at the doctoral level can contribute to cost savings in delivering health care services, more evidence of support from health care employers, and whether graduates of this professional practice program can fill faculty positions at universities.

More specifically, three studies furnished by the University documented how greater attention to disease-related malnutrition and obesity could result in cost-savings to health care providers through better patient outcomes, reduced length of stay in hospitals, and more appropriate coding of Risk Assessment Factors, leading to increased reimbursement for services delivered. In addition, letters from Franciscan Health and Hendricks Regional Health cited better care for patients and cost savings as reasons for supporting the program proposal.

Discussions with the University also resulted in the name of the proposed program being changed from “Professional Doctorate in Dietetics” to “Doctor of Nutrition and Dietetics.”

General Background. This program would be offered through the Department of Nutrition and Dietetics in the School of Health and Rehabilitation Sciences. While there is no state licensure of dietitians, a dietitian is expected to be a Registered Dietitian to practice.

To become a Registered Dietitian, one must first graduate from a program accredited by the Accreditation Council on Education in Nutrition and Dietetics (ACEND) and complete a given number of supervised clinical or practice hours, which may or may not be included in the ACEND-accredited program (if they’re not, the graduate must complete the supervised clinical hours in a structured internship, not unlike, for example, how MDs must complete a residency programs after they graduate from a school of medicine). After completing the academic and clinical preparation, the graduate sits for the national Registration Examination for Dietitians, which is overseen by the Commission on Dietetic Registration.

Beginning January 1, 2024, the minimum, entry-level academic preparation for becoming a Registered Dietitian will move from the baccalaureate to the master’s level, which, as is the case at present, may or may not include the required supervised clinical hours; if they’re not, the graduate would have to find an appropriate supervised internship. The proposed Doctor of Dietetics would require one addition year of work beyond the combined minimum academic and clinical hours to become a Registered Dietitian, and is structured as an entry-level professional, doctoral program for students who wish to become Registered Dietitians; it would be the first such program in the country.

Current Offerings. IUPUI currently offers an M.S. in Nutrition and Dietetics, which was approved in August 2000 and which

enrolled seven students and had one graduate in FY2017. The M.S. only admits students who are already Registered Dietitians. IUPUI also offers a post-baccalaureate Dietetic Internship Professional Certificate, which was approved in July 2015 and which enrolled 16 students in FY2017; this Certificate is intended for students who completed a baccalaureate program that did not include the required clinical hours and who need the supervised clinical internship before they can sit for the national Registration Examination for Dietitians.

In Indiana's public sector, four institutions offer ACEND-accredited degree programs (a fifth, IU Bloomington, offers Dietetics concentration in the B.S. in Applied Health Science). Ball State and Indiana State Universities offer both bachelor's and master's degrees accredited by ACEND, while Purdue West Lafayette and USI offer baccalaureate ACEND-accredited programs.

Supporting Document

Program Description – Professional Doctorate in Dietetics (PDD) to be offered by IUPUI at Indianapolis [the proposed program has been renamed to Doctor of Nutrition and Dietetics]

Program Description

Doctorate in Dietetics (PDD) to Be Offered by IUPUI at Indianapolis

1. Characteristics of the Program

- a. Campus Offering the Program:
The proposed PDD will be offered at IUPUI.
- b. Scope of Delivery (Specific Sites or Statewide):
The proposed PDD will be offered only at IUPUI campus.
- c. Mode of Delivery (Classroom, Blended or Online):
Depending on the course, PDD content may be delivered by online courses, by hybrid courses or will be offered face to face in classroom setting.
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, and Practica):
Track 1 of the proposed PDD includes 1,288 supervised practice hours in hospitals, clinics, schools and health care related institutions. Track 2 of the proposed PDD includes no supervised practice hours and is designed for registered dietitian/nutritionists.
- e. Academic Unit(s) Offering Program:
The proposed PDD will be offered by the Department of Nutrition & Dietetics in the School of Health & Human Sciences.

2. Rationale for the Program

a. Institutional Rationale

Why is the institution proposing this program? Academic preparation for registered dietitian/nutritionists is changing. The original and most common academic model for dietetic education dates from the 1920s and used medical education as its inspiration. Students complete academic preparation (baccalaureate degree referred to as a didactic program in dietetics) at a college or university and then apply for a supervised practice program (dietetic internship) at a medical center or other healthcare institution. To become a registered dietitian/nutritionist, following successful completion of the academic preparation and supervised practice, students sit for the national Registration Examination for Dietitians, overseen by the Commission on Dietetic Registration (CDR).

In the early 1970s, the idea of combining the academic preparation and supervised practice into one program resulted in the development of the “coordinated” dietetic education program. Coordinated programs are available at both the undergraduate and graduate level. Students are admitted to coordinated programs if they have completed the program prerequisites. Coordinated dietetic education programs represent 21% of the dietetic education programs excluding the dietetic internship programs.

Dietetic internship programs provide a minimum of 1200 clock hours of supervised practice. Internships may be free standing, include some graduate course work or might be combined with a graduate program. Admission to a dietetic internship program requires applicants to present evidence (Verification Form) that they have completed the undergraduate academic course work from an Accreditation Council on Education in Nutrition and Dietetics (ACEND) accredited academic program. Over time, it became increasingly difficult for dietetic students to find internship placements. The last year that the number of graduating

dietetic students roughly equaled the number of dietetic internship positions available was 1968.

Following an intensive review process begun in 2012, the Accreditation Council on Education in Nutrition and Dietetics (ACEND) made the decision to shift the minimum academic preparation of dietitians to the graduate level (minimum Master degree). <http://www.eatrightpro.org/~media/eatrightpro%20files/acend/futureeducationmodel/finalrationale.ashx>.

The ACEND recognized the need for a greater depth in the knowledge base required for registered dietitian/nutritionist and sought to address the significant access issues imposed by the separation between the academic preparation and the supervised practice (the internship). The new academic requirements mandate that entry-level graduate degree programs, which prepare dietitians must be coordinated programs i.e. include a supervised practice component.

The Commission on Dietetic Registration (CDR) set the timeline for the change to master degree level preparation. After December 31, 2023, baccalaureate prepared students will no longer be permitted to sit for the Registration Examination for Dietitians. At that point, students who wish to move beyond the dietetic technician level (BS degree) will be required to complete a master degree program prior to sitting for the Registration Examination for Dietitians. It is anticipated that the requirement for a master degree level preparation will add roughly one to two years to the time required for professional preparation. Master degree programs combined with internships are usually two years in length.

The proposed PDD program requires one additional year of preparation compared to the master degree + internship programs. The PDD will advance dietetic education to the level achieved by other health care professions such as physical therapy and occupational therapy. Based on focus groups and student-dietitian surveys, we think that the Professional Doctorate in Dietetics will be attractive to students.

We briefly considered combining the Master of Science in Nutrition & Dietetics with the Dietetic Internship Program. Three factors contributed to our decision to move forward with the PDD. First, we observed that other health care professions moved relatively quickly from master to the doctoral level of professional preparation. This path would require the expenditure of time and resources to develop the master's level curriculum + internship and achieve accreditation, only to be followed in relatively short time frame with a replication of the process at the doctoral level of professional preparation given the emerging level of professional demands on registered dietitian/nutritionists.

Second, the feedback received from our focus groups, many of whom are master level prepared registered dietitian/nutritionists, clearly indicated that doctoral level preparation was preferred. The ongoing national conversation regarding the level of dietetic professional preparation provided the third contributing factor. This is best summed up by sharing a comment from the Nutrition and Dietetic Educators and Preceptors (NDEP) daily online

newsletter. NDEP is a national level group representing members of the Academy of Nutrition and Dietetics who are dietetic educators or preceptors.

“I am not an educator but am a clinician. I am finding most often that the preparation for my job (critical care) requires a masters or even higher degree. I have been encouraged to seek my doctorate by the teams I work with.”

The writer goes on to say, “What I see in education does not seem to translate to the practice. More and more complex patients are hitting our hospitals. More and more are malnourished. More and more the nutrition team is being looked at to guide the care for the malnourished patient. We must continue to advance our education and practice to continue to rise to the top and be viewed as the experts we are.”

The Department of Nutrition & Dietetics is uniquely poised to meet the new academic and practice requirements for the preparation of registered dietitian/nutritionists. The Department of Nutrition & Dietetics provides the post-baccalaureate Dietetic Internship Professional Certificate Program, which is the final step in traditional preparation of registered dietitian/nutritionists. Through this 100-year-old dietetic internship program, the department has a unique relationship with the healthcare and health related institutions and community services in central Indiana. It is a reciprocal relationship, which benefits all partners. Dietetic internship preceptors provide a window into the professional challenges faced by dietitians and to the changing face of healthcare in Indiana. The Dietetic Internship Program acts as a source of up-to-date nutrition care information and provides talented entry-level practitioners.

The Department of Nutrition & Dietetic faculty members are academic doctorate level registered dietitian/nutritionists with significant teaching experience at the undergraduate/graduate level in both online, blended and traditional classroom formats.

The proposed PDD is unique in dietetic education. No comparable education programs in dietetics currently exist. We anticipate that the proposed PDD program will be popular with students interested in nutrition and dietetics who wish to enter the profession of dietetics literally “on the cutting edge”.

The anticipated PDD cohort size for individuals who are not registered dietitian/nutritionists is 20 due to the limitations in the clinical placements sites. The proposed PDD will replace the current Dietetic Internship Professional Certificate Program, which enrolls 16 dietetic interns annually.

Based on input from focus group discussions with individuals involved as clinical preceptors and employers, there is a need for a “bridge” program for individuals who are registered dietitian/nutritionists and wish to enroll in the PDD course work. Track 2 of the PDD is similar to the Post-Professional Doctorate in Occupational Therapy currently offered within SHHS. We anticipate an additional five to ten individuals who are registered dietitian/nutritionists will enroll annually in the part-time Track 2 of the PDD.

How is the program consistent with the mission of IUPUI?

IUPUI is Indiana’s academic health sciences campus. The campus provides a distinctive range of degrees and certificate programs to promote the educational, cultural and economic development of central Indiana and beyond through innovative collaborations and external partnerships.

The proposed Professional Doctorate in Dietetics fits into the IUPUI Strategic Plan objective to Increase Capacity for Graduate Education. The PDD is consistent with the IUPUI goal of meeting the state and national “growing need for professionals with doctoral preparation to innovate, develop new knowledge, and translate research into practice.”

<https://strategicplan.iupui.edu/WhatMatters>

Specialized library and other resources on the IUPUI campus facilitate delivery of the proposed Professional Doctorate in Dietetics. The PDD will be supported by the resources currently utilized for the Dietetic Internship Professional Certificate Program and the MS in Nutrition and Dietetics.

The proposed PDD meets the School of Health & Human Sciences (SHHS) trifold mission statement, which includes education in fields related to the health professions.

<https://shrs.iupui.edu/about/vision-mission.html>. The SHHS is home to the Professional Doctorate in Physical Therapy and the Entry Level Occupational Therapy Professional Doctorate. The proposed PDD benefits from the SHHS experience with professional doctoral education. Faculty from both the Professional Doctorate in Physical Therapy and the Entry Level Occupational Therapy Professional Doctorate provided assistance and advice during the development of the PDD.

See **Appendix 1: Institutional Rationale** for additional detail

b. State Rationale http://www.in.gov/che/files/77185_2016_RHDV_Report_Master.pdf

The proposed PDD addresses the state priorities reflected in *Reaching Higher, Delivering Value* through enhancing the preparation of registered dietitian/nutritionists in the State of Indiana in a way that meets the goals of this report. The proposed PDD builds on already existing resources within the Department of Nutrition & Dietetics, the SHHS and IUPUI.

The PDD is designed to make wise use of the education resources in Indiana and will not duplicate specialized facilities. The selection of prerequisite courses required for admission into the PDD program builds on specialized resources that exist in Indiana’s pool of education resources. In addition to science prerequisites, the PDD requires courses in food science, food production, and purchasing. These courses are available at the undergraduate nutrition and dietetic programs, hospitality programs in Indiana and in Indianapolis at Ivy Tech Community College through the Hospitality Administration Program. By utilizing existing course work and facilities at other campuses, the PDD builds on the specialized

facilities that exist on Indiana's campuses enhancing the use of Indiana's educational resources.

The PDD is student centered. As a coordinated program, it provides both the academic requirements and the supervised practice component required for the preparation of registered dietitian/nutritionists. In contrast, the baccalaureate degree followed by a separate internship program prevented many students from realizing their goal of becoming a registered dietitian/nutritionist, as nationally just 50% of the students who applied for a dietetic internship were successful. The coordinated nature of the PDD program provides a dedicated, supervised practice experience. Once accepted into the PDD, the successful student has a guaranteed supervised practice experience.

As a post baccalaureate program, the PDD will be open to students from multiple backgrounds. As with the programs in Occupational Therapy, Physical Therapy and Physician Assistant Program, successful completion of prerequisite courses will be required for admission to the PDD. Graduates from baccalaureate programs including but not limited to nutrition and dietetics, exercise science, health sciences, chemistry or biology will be eligible for admission into the PDD. As noted in the *Reaching Higher, Delivery Value* document, roughly 50% of college graduates would choose a different major if they had it to do over again. Establishing a prerequisite course list, which could be completed within many undergraduate majors, provides an option for students who decide late in their academic career that dietetics is their preferred future.

Graduates of the PDD will be highly employable as documented by the Indiana Department of Work Force Planning. PDD graduates will help Indiana address the significant nutrition related health care challenges facing the state. In 2016, the five leading causes of death in Indiana were heart disease (22% of all deaths), cancer (21.1% of all deaths), chronic respiratory diseases, accidents and stroke. Diabetes mellitus was the fourth leading cause of death for black residents and the 7th overall cause for Indiana residents. Nutrition plays an important role in the prevention, treatment or rehabilitation of several of these conditions. <http://www.in.gov/isdh/reports/mortality/2016/highlights.html>

c. Evidence of Labor Market Need National, State, or Regional Need

At the national, state and regional level, there is an increased awareness of the value of nutrition services in patient care and increased demand for registered dietitian/nutritionists in the community. This awareness is reflected in the labor forecasts issued by the 2016 *US Department of Labor Statistics Occupational Handbook* and the Indiana Department of Workforce Development (DWD).

Largely, recognition of the importance of nutrition is due to the provisions of the Affordable Care Act and subsequent efforts on the part of healthcare to meet the new standards. The Affordable Care Act changed how hospitals and other healthcare institutions are reimbursed. The Centers for Medicare and Medicaid (CMS) set the drivers that governed reimbursement for provided care. The CMS performance standards include length of stay, patient mortality and complication rates. Readmissions that occurred within 30 days of

discharge for the same condition are no longer reimbursed. Healthcare institutions who failed to meet CMS performance standards faced significant financial penalties.

The Mortality Index is a measure of quality of care based on expected death rates for the patient diagnosis and severity of illness. Under the Affordable Care Act, recognition of malnutrition increased the acuity rating for patient conditions and thus enhances reimbursement rates and improves the Mortality Index for hospitals and physicians. Nutrition assessment and medical nutrition therapy play a significant role in reducing patient length of stay, mortality and morbidity rates and readmissions. Identification and treatment of patient malnutrition increases patient acuity level and thus increases the CMS permitted length of stay and changes the performance standards expected for a patient's therapy.

The CMS standards set the stage for implementation of new nutrition protocols such as the Perioperative Wellness and Enhanced Recovery (PWER) Program at Indiana University Healthcare. The PWER protocols reduced patient length of stay by days and saved millions of dollars within a short period. The letter of support provided by Dr. William Wooden Director of Operative Services, IU Health addresses the role of registered dietitian/nutritionists in health care at IU Health and is well-worth reading. See Appendix 5

Preparation for Graduate Programs or Other Benefits

With the exception of the supervised practice course, the courses that form the PDD will be submitted for approval by the Graduate School as graduate courses. Approval as graduate courses, will allow the PDD course work to be included in study plans for students in programs such as the Doctorate in Public Health. The majority of the PDD courses will be open to graduate students from other majors provided that they meet the course prerequisites. At the present time, graduate students from other majors successfully complete graduate courses in nutrition when they have previously completed a biochemistry course and a nutrition course (usually, SHRS N 500 Nutrition).

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

The 2016 US Bureau of Labor Statistics *Health Occupation Handbook* forecasts a 14% growth rate for dietitians/nutritionists (compared to 7% average for all professions) between 2016 and 2026. They go on to state,

“According to the Centers for Disease Control, more than one-third of US adults are obese. Many diseases, such as diabetes and heart disease are associated with obesity. The importance of diet in preventing and treating illnesses is now well known. More dietitians and nutritionists will be needed to provide care for people with these conditions.

Moreover, as the baby-boom generation grows older and looks for ways to stay healthy, there will be more demand for dietetic and nutrition services. In addition, there will be demand for dietitians and nutritionists in grocery stores to help consumers make healthy food choices. Dietitians and nutritionist who earn advanced degrees or certification may enjoy better job prospects”. <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm>

The Indiana DWD predicts a 16.3% growth in demand (11,000 new positions) over ten years (2014-2024) in addition to 5,000 replacement positions for registered dietitian/nutritionists at the national level. The DWD further predicts that 71.4% of these positions will require advanced degree preparation beyond the baccalaureate.

For Indiana, the DWD predicts a 22.3% growth in demand for registered dietitian/nutritionists by 2024. Almost 72% (71.5%) of these positions will require advanced degree preparation beyond the baccalaureate level.

<http://www.hoosierdata.in.gov/FD/overview.aspx>

See Appendix 2: US Department of Labor/ Indiana Department of Work Force Development Data for additional details

National, State, or Regional Studies

The *Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners* authored by the Accreditation Council for Education in Nutrition and Dietetics in 2015 with updates in 2017 is the most comprehensive study of dietetic education available. In addition to a comprehensive literature review that examined industry trends and the changing health care and business environments, the *Rationale* included four different data collection projects that gathered information from various stakeholder groups (employers, practitioners, educators, administrators, professionals working with nutrition and dietetics practitioners and students).

The *Rationale* concluded that “The environmental scan, stakeholder and employer interviews, focus groups and survey data documented the need for increased knowledge, more complex decision making and a broader array of skills for future practice in nutrition and dietetics.”

Of particular interest are the following themes drawn from the structured stakeholder interviews and questionnaires: *Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners* authored by the Accreditation Council for Education in Nutrition and Dietetics in 2015 p. 41

- Entry level dietitians will be expected to participate in inter-professional and interdisciplinary teams. Training programs need to incorporate teams as a critical component of education.
- The ability to read, interpret and apply scientific knowledge is an increasingly essential component of nutrition and dietetics at the bachelor level, but many are not adequately prepared.
- Credible advanced practice credentials remain important in raising the competency level of dietitians, and to address the increasing rate of chronic and complex disease.
- Employers expect strong organized leadership and project management skills especially at higher education levels.
- A master’s degree is viewed as the ideal at a minimum by many private sector and health care employers.

The proposed PDD is designed to address these themes by enhancing the strength of the foundation knowledge, promoting the inclusion of other professions in PDD courses or by participating in courses with other professions. For example, the SHRS K 818 Principles of Medical Pharmacology for Physician Assistants includes pharmacy students and physician assistant students. To address the leadership and project management functions, the PDD requires several courses from the Fairbanks School of Public Health, which address health care management and financial issues.

The decision to offer a professional doctorate rather than a master level program was based on three factors. Factor one, feedback from our focus groups and from dietetic practitioner and student surveys. These results indicated a strong interest in doctoral level preparation. Secondly, other departments in SHHS, Physical Therapy and Occupational Therapy, now offer professional doctorates. The professional doctorate is the cutting edge advanced practice credential in healthcare. Factor three, information from the continuing national conversation regarding the decision to move to the graduate level, which indicate that master level preparation may be insufficient.

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

Surveys of Employers or Students and Analyses of Job Postings

As part of the development of the PDD, we held four focus groups to discuss the curriculum, format and issues related to the PDD. To determine potential interest in the entry-level cohort PDD (Track 1), we surveyed undergraduate students. We also surveyed registered dietitian/nutritionists to determine potential interest in a bridge program (Track 2) that would allow already registered dietitian/nutritionists to move up to the PDD.

Focus Groups

The four focus groups met in June 2017. Focus group participants included registered dietitian/nutritionists (both bachelor, master and PhD level) employed in central Indiana in all areas of dietetics (acute care hospitals, community hospitals, outpatient clinics, diabetic clinics, pediatric specialists, obesity programs, food service management, school food service, residential care, public health programs including representatives from the WIC (Women, Infants and Children) program and corporate dietitians). Time in the profession varied from less than five years to dietitians nearing retirement. Several non-dietitian directors of hospital food service departments and one physician participated. We received additional notes from a second physician.

Several themes became apparent through the focus group discussions:

- Importance of including course work that addresses counseling and education skills and the skill set for production of electronic demonstrations etc. that would be available to clients.
- Participants approved of enhanced preparation in sciences and nutrition foundations
- Participants encouraged us to open the courses to other disciplines
- Participants demonstrated confusion regarding the difference between the academic PhD (research focused) and a professional doctorate (practice focused).

- RDN Participants were most interested in Track 2 for themselves. Participants from community, acute care hospitals and clinics felt that the professional doctorate would be desirable because it puts them on educational parity with other health care professionals.
- Participants from industry also believed that the additional management strengths and professional foundation would be rewarded by industry as enhancing professional competence.
- Participants from extended care, school food service and public health did not think that the PDD would be essential to them. Further discussion indicated that for those who are firmly committed to public health or administrative dietetics and are already registered dietitian/nutritionists, the MPH or MBA would be a better fit for them than Track 2.
- Concern about program cost
- Need for careful marketing to employers to share the strengths of the PDD graduate.

We found the focus group information helped us refine the curriculum, confirmed our thinking about the need for a professional doctoral in dietetics and alerted us to potential issues such as the confusion between the professional doctorates and PhD degrees.

Survey I – Undergraduate Students

In early October 2017, we opened a six-question survey on Survey Monkey to gauge student interest in the PDD. The link was distributed to IUPUI students in the School of Science, School of Physical Education and Tourism Management, Fairbanks School of Public Health, Department of Health Sciences and to students advised through the IUPUI University College, Health and Life Sciences Advising Center. The survey link was distributed to all the undergraduate dietetic education programs in Indiana, Kentucky, Illinois, Michigan and Ohio.

A total of 125 students completed the survey. Sixty-two percent of the respondents were majoring in dietetics/nutrition, followed by 15% in health science and 8% in exercise physiology. The “other category” (14.5%) included fitness management/personal training, exercise science, kinesiology, chemistry, biology, neuroscience, computer science and pre-physician assistant.

A total of 104 (83%) were interested in becoming a nutrition/dietetic professional. We asked the group if the PDD accepted students from many majors provided that a list of prerequisite course work (sciences, nutrition, food systems management and accounting) were completed would this encourage them to enroll in the program. Ninety-one students (73.4%) answered “yes”. We asked the students if being an educational peer with health care providers such as the Professional Doctorate in Physical Therapy and the Occupational Therapy Doctorate was important to them. Ninety-one students (72.8%) answered “yes”. We asked the students how likely they would be to apply for admission into the PDD. Eighty-seven students said that they would be “very likely” (24%) or “somewhat likely” (45.6%) to apply for admission into the PDD.

A total of 26 comments were received from students who completed the survey. Twelve students wanted to enroll and several provided contact information. Five students requested more information regarding the prerequisite list.

The student survey clearly demonstrated the level of student interest in the cohort entry-level PDD (Track 1) program. The survey had an unexpected side effect. A number of students seemed to think that the PDD already exists. The Department of Nutrition & Dietetics received a student visitor who made a special trip to request PDD program information. Academic advisors who were asked by students what they should do to enroll or prepare for enrollment in the PDD program also contacted us.

Survey II- Registered Dietitian/Nutritionists

In late September 2017, we distributed a link to an eight-question survey on Survey Monkey to gauge the interest among registered dietitian/nutritionists in a “bridge” program that would allow them to enhance their professional preparation. We were interested in the level of professional preparation (BS, MS, PhD) among practitioners and the range of specialized education certifications that exist among registered dietitian/nutritionists who were interested in the PDD.

The survey link was sent to our Dietetic Internship Program graduates for the years 2008-2017 (~150), and to all our current and recent preceptors (~200). We asked them to share the link as widely as possible.

A total of 116 registered dietitian/nutritionists completed the survey. The majority of survey respondents (70%) have been registered dietitian/nutritionists for under 10 years (37%, less than five years and 33% for five to 10 years).

Over half of those who responded had earned a master degree. The most common master degree earned was the MS in Nutrition & Dietetics (40.52%) followed by the Master in Business Administration (4.5%) and the Master of Public Health (2.59%). Just over 9% of the respondents earned master degrees in exercise physiology, behavior neuroscience, education, healthcare administration, adult education, adult and community education and health leadership. Just over 43% of the respondents were bachelor level educated.

We asked the survey participants if they had earned special practice certifications. Almost 74% answered “no”. Among those who earned special certifications, the nutrition support certification was the most common (n=11), followed by certified diabetes educator (n=5) and certified specialist in sports dietetics (n=4). Certifications in weight management, pediatric nutrition, functional nutrition and lactation specialist rounded out the list.

The largest group of respondents were employed in adult clinical dietetics (28.45%) and community dietetics (25.86%) with roughly the same number employed in clinical pediatric nutrition (10.34%) and food systems management dietetics (10.34%). Twenty-five percent of the respondents listed “other” in terms of employment. “Other” included the following: private practice (n=12), long-term care (n=2), management – clinical,

healthcare (n=4), outpatient, health education or health coaching (n=4), corporate wellness (n=2) performance nutrition (n=2), medical sales (n=1) and homecare (n=1).

We asked the registered dietitian/nutritionists if being an educational peer with health care providers such as the Professional Doctorate in Physical Therapy and the Occupational Therapy Doctorate was important to them. The majority (59.65%) responded “yes”; 21% said “no” and 19.3% responded “not sure”. This response level is in line with what the focus groups indicated. The focus groups said that they thought the importance of peer education level would be affected by area of dietetic practice. The focus groups felt that for registered dietitian/nutritionists in public health, community dietetics and food systems management, the issue of peer education would not be as important to them as it would be for registered dietitian/nutritionists in healthcare.

When asked if a part-time online/hybrid “bridge” program (Track 2) would meet their needs, 81.74% responded “yes”. Fifty percent of the respondents indicated that they would be “very likely” (18.97%) or “somewhat likely” (31.03%) to apply for admission into Track 2 of the PDD.

A total of 40 comments were received from registered dietitian/nutritionists. Several themes emerge from the comments.

- In general, the majority of respondents liked the idea of the degree and thought it was a great opportunity.
- Respondents are interested in further information regarding the requirements for the PDD Track 2.
- Several respondents noted that given their current area of practice, they were not sure if the PDD would be important for them.
- Respondents confused the research based PhD with the practice based professional doctorate.
- Respondents are concerned about potential number of credit hours required and the cost of the program.

Serious interest in a “bridge” program exists. After the first focus group, we received five email contacts from registered dietitian/nutritionists asking to be kept informed as to PDD approval as they intended to enroll. The information from the focus groups and from the survey of registered dietitian/nutritionists helped us formulate the structure for the PDD “bridge program” (Track 2).

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

Letters of Support

The following provided letters of support for the Professional Doctorate in Dietetics:

- Brent L. Arnold PhD, ATC, FNATA (requested)
Professor and Chair

Department of Health Sciences
SHRS
IUPUI

- Rafael Bahamonde, PhD, FACSM, FISBS
Professor of Kinesiology
Interim Dean of School of PETM
IUPUI
- Simon Rhodes, PhD
Dean, School of Science
IUPUI
- Beth G. Roberts, MS, RDN,CD
Clinical Nutrition Services Manager
Nutrition Services
Academic Health Center
Indiana University Health
- William Wooden, MD
Director of Operative Services, Indiana University Health
Professor, Indiana University
Division of Plastic Surgery
Vice Chairman for Clinical Affairs/Department of Surgery

The letters of support document the desirability and importance of the proposed Professional Doctorate in Dietetics to the State of Indiana and nationally. Dr. Wooden says it best, “We do not have the current dietary or nutritional professionals to help fill the needs and these gaps in care. I strongly believe that this doctoral program will help us do exactly that and provide us a foundation that will be able to improve nutrition and have a global impact on population health, as well as the health and well-being of our outpatient and inpatient population.”

Several letters comment favorably on the strength of the curriculum, level of student interest and the opportunity for students outside the undergraduate programs in nutrition and dietetics to become dietetic professionals.

The letter from Beth Roberts was written on behalf of IU Health and specifically addresses employment. “Graduates of the Practice Doctorate in Dietetics program will be uniquely positioned to provide the advanced level of practice and critical thinking that are demanded by employers in a complex, dynamic healthcare environment.”

See Appendix 5: Letters of Support for additional details

3. Cost of and Support for the Program

a. Costs

Faculty and Staff

We anticipate three new faculty hires will be necessary for the proposed PDD. The hires will occur sequentially during the implementation of the curriculum as the number of cohorts increases. To deliver the PDD, the department will hire a PhD, RDN (Registered Dietitian/Nutritionist) with expertise in food science and food systems management, a PhD, RDN with expertise in human nutrition, nutrition education and counseling and a third PhD, RDN with expertise normal and pediatric nutrition and pediatric medical nutrition therapy. These hires will supplement existing expertise in nutrition biochemistry, nutrition pathophysiology, integrated adult nutrition, research methodology and normal nutrition requirements.

The new faculty hires would supplement the two faculty engaged with the dietetic internship program which enrolls 16 interns/year. When the PDD is fully mounted, it will enroll 60 students across three years. Department faculty teaching assignments currently embrace three programs—the Dietetic Internship Program, the MS in Nutrition and Dietetics and our rapidly growing undergraduate Nutrition Certificate. We expect that PDD faculty teaching assignments will cut across all department programs.

The SHHS Fiscal Officer modeled the cost of the proposed PDD prior to the submission of the preproposal for the PDD, and found that the program was financially sound and could be supported by the Department of Nutrition & Dietetics.

See Appendix 6: Faculty and Staff for additional details

Facilities

No new facilities will be required.

Other Capital Costs (e.g. Equipment)

No new capital costs are anticipated

b. Support

Nature of Support (New, Existing, or Reallocated)

The Dietetic Internship Program will continue through the first two years of the proposed PDD. The last internship class will graduate at the end of year two of the PDD. The PDD students will then utilize the dietetic internship resources.

Special Fees above Baseline Tuition

The proposed tuition will be at the same level as the tuition for the professional Doctorate in Physical Therapy (DPT) and the Occupational Therapy Doctorate (OTD). For AY 17-18, the resident tuition rate is \$553.57/credit hour and the nonresident tuition rate is \$966.60/credit hour.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

Indiana is home to ACEND accredited dietetic education programs at Ball State University in Muncie, Indiana State University in Terre Haute, Purdue University at West Lafayette, the University of Southern Indiana at Evansville, St. Francis University at Fort Wayne and the Indiana University at Bloomington. All internships and coordinated dietetic education programs provide a minimum of 1200 supervised practice clock hours. Dietetic/nutrition education in Indiana is highly variable as indicated in Table 1.

Table 1 ACEND Accredited Dietetic Education Programs in Indiana

Institution	Education Programs Offered	Comments
Ball State University, Muncie	DPD*, Internship, MS + Internship	DPD enrollment: 53 Jr/Sr 36 cr MS, Internship enrolls 24 students/yr; MS + Internship requires DPD verification
Indiana State University, Terra Haute	BS or MS Coordinated Dietetics Program**	MS coordinated program requires 64 credits Enrolls 16 students/yr
Indiana University Bloomington	DPD ISPP***	DPD enrollment 69 Jr/Sr ISPP accepts only IUB students who fail to place with an internship offered through a different institution. Very small program
Purdue University, West Lafayette	DPD Coordinated BS Program	DPD enrollment 92 Jr/Sr Coordinated program enrolls 20 students/yr
St. Francis University Fort Wayne	Coordinated BS Program	Candidate for Accreditation Enrolls 7 students/yr
University of Southern Indiana, Evansville	DPD	DPD enrollment 28 Jr/Sr

*DPD are four-year undergraduate education programs that require an internship for completion

**Includes both academic courses and internship component.

*** Individual Supervised Practice Program, ACEND provides the framework and suggested activities to assist students and practice sites. Students locate their own practice sites.

In addition to ACEND accredited programs, Purdue University offers a 30-credit MS degree and a 90 credit PhD in Nutrition. Neither degree is focused on medical nutrition therapy. The doctorate offered at Purdue University is the sole doctoral level program in nutrition available in Indiana. Ball State University, Indiana State University and Indiana University at Bloomington also offer master level degrees in nutrition that are separate from the ACEND accredited programs.

Students who complete the undergraduate dietetic education programs offered in Indiana may be admitted to the entry-level cohort PDD (Track 1), if they meet admission requirements. Similarly

graduates of the coordinated master or bachelor level programs who are registered dietitian/nutritionists may enroll in Track 2 of the PDD.

The proposed PDD is academically more rigorous than the coordinated master level dietetic education programs offered in Indiana. The PDD requires graduate level physiology and biochemistry courses beyond those required in undergraduate dietetics programs. These science requirements provide a strong background for an in depth discussion of the science of nutrition which will provide the foundation necessary for critical analysis and continued professional growth following program completion.

Related Programs at the Proposing Institution

The students in the proposed PDD (Track 1 and Track 2) will enroll in graduate courses from the School of Science, Richard M. Fairbanks School of Public Health, School of Education and School of Medicine Department of Biochemistry and Molecular Biology and the SHHS Physician Assistant Program. All the participating schools and departments have agreed to accept PDD students and are looking forward to participating in the PDD program.

We hope that graduate students from these schools and other schools will find the graduate nutrition courses that form the core of the PDD (Track 2) of interest and will include this course work in their plans of study. Graduate students from other majors may enroll in many PDD courses provided that they complete the following prerequisites: biochemistry and a nutrition course. We suggest SHRS N 500 Nutrition (3 cr).

Students with majors in health science, science, exercise physiology, wellness, kinesiology and public health will be eligible for admission into entry-level cohort PDD (Track 1) if they complete the prerequisite course work.

b. List of Similar Programs Outside Indiana

A complete listing of ACEND accredited entry level coordinated dietetics programs may be found at <http://www.eatrightpro.org/resources/acend/accredited-programs/coordinated-programs-in-dietetics>. The majority of these programs result in either a master level degree or a baccalaureate degree. Two programs which list the PhD as an option, University of Washington and the Loma Linda University, California programs, are coordinated entry level programs which accept students without the DPD verification. The University of Washington allows students to earn either a masters or PhD while completing their dietetic internship component. At Loma Linda University, the coordinated dietetics program results in a master level degree. Like the University of Illinois Chicago, Loma Linda will accept graduates from their coordinated programs into doctoral level degree programs.

The surrounding states Illinois, Michigan, Ohio and Kentucky were surveyed to determine the availability of entry level coordinated dietetics education programs at the doctoral level. As shown in Table 2, no similar programs exist. The most common entry level coordinated programs (academic courses + supervised practice) are at the baccalaureate or less commonly the master level. Entry-level programs accept students from many majors provided that required prerequisite course work is completed. In addition to entry level coordinated programs, there are

master programs combined with dietetic internships. These programs require the completion of an undergraduate ACEND accredited program in dietetics (DPD).

Table 2 List of Similar Accredited Dietetic Education Programs in Neighboring States

State	Institution	Program Type	Admission Requirements	Comments
Kentucky	University of Kentucky at Lexington	Coordinated* BS in Dietetics	Admission in Junior year	
Illinois	Dominican University, Forest Park	Coordinated BS in Dietetics	Admission in Junior year	
	Northern Illinois University at De Kalb	Combined MS + Internship	Requires DPD** verification	
	Rush University Chicago	Combined MS + Internship	Requires DPD verification	
	Southern Illinois University at Carbondale	Combined MS + Internship	Requires DPD verification	
	University of Illinois at Chicago	Coordinated BS in dietetics.	Admission in Junior year,	MS and PhD available that will accept grads from coordinated BS
Michigan	Eastern Michigan State, Ypsilanti	Coordinated BS in dietetics Coordinated MS in dietetics	Admission in Junior year Entry level with extensive prerequisites	
	Grand Valley State University, Grand Rapids	Coordinated MS program in dietetics	Entry level with extensive prerequisites	
Michigan	Wayne State University, Detroit	Coordinated BS in dietetics	Admission in Junior year	

State	Institution	Program Type	Admission Requirements	Comments
Ohio	The Ohio State University	Coordinated BS in dietetics	Admission in Junior year	
		Coordinated MS in dietetics	Entry level with science prerequisites	
		Combined MS + Internship	Requires DPD verification	
	University of Akron	Coordinated BS in dietetics	Admission in Junior year	
	University of Cincinnati	Coordinated BS in dietetics	Admission in Junior year	
	Youngstown State University	Coordinated BS in dietetics	Admission in Junior year	

*Includes both academic courses and internship component.

**DPD are four-year undergraduate education programs that require an internship for completion

c. Articulation of Associate/Baccalaureate Programs

The proposed PDD is a post baccalaureate professional program. Articulation agreements with associate or baccalaureate programs are not required.

d. Collaboration with Similar or Related Programs on Other Campuses

Undergraduate dietetic education programs exist at a number of campuses in Indiana. Students from these programs will be eligible to apply for admission to the PDD if they complete the required prerequisite course work and meet the required academic standards.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

The Track 1, the entry-level cohort of the PDD, requires 108 credit hours, which includes 1288 supervised practice hours in hospitals, clinics, schools and other health related organizations. The proposed PDD will require 3 years (including 2.5 summer semesters) to complete. The program credit number and time to completion is similar to the Professional Doctorate in Physical Therapy (110 credit hours) and the Occupational Therapy Doctorate (102 credit hours).

Track 2, the “bridge” of the PDD for already registered dietitian/nutritionists will require 90 credit hours. Master level registered dietitian/nutritionists may bring in up to 30 credit hours with the approval of the department and the Graduate School. The credit hour requirement for

Track 2 is identical to the credit hour requirement for PhD programs at IUPUI. Assuming that a Track 2 students (bachelor level) enroll in 12 credits/semester and 6 credits during the summers, they would graduate at the conclusion of the third summer session. Part-time enrolled Track 2 students would take longer to graduation.

See Appendix 10: Credit Hours Required/Time to Completion for additional detail

b. Exceeding the Standard Expectation of Credit Hours

The Track 1, the entry-level cohort of the PDD, includes 18 credit hours of supervised practice. Without the supervised practice credit hours, the PDD requires 90 credit hours. Ninety credit hours is required for doctoral degrees at IUPUI.

c. Program Competencies or Learning Outcomes

Entry Level Coordinated PDD (Track 1) Program

The entry level coordinated PDD (Track 1) will meet the following required core knowledge and competencies required by the *ACEND 2017 Standards for Coordinated Programs* at the successful completion of the program.

Domain I Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

1. Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
2. Use current information technologies to locate and apply evidence –based guidelines and protocols.
3. Apply critical thinking skills.
4. Select indicators of program quality and/or customer service and measure achievement of objectives.
5. Apply evidence-based guidelines, systematic reviews and scientific literature.
6. Justify programs, products, services and care using appropriate evidence or data.
7. Evaluate emerging research for application in nutrition and dietetics practice.
8. Conduct projects using appropriate research methods, ethical procedures and data analysis.
9. Incorporate critical-thinking skills in overall practice.

Domain 2 Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

1. Demonstrate effective and professional oral and written communication and documentation.
2. Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics and describe interprofessional relationships in various practice settings.
3. Assess the impact of a public policy position on nutrition and dietetics practice.
4. Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

5. Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian/nutritionist collaborates in the delivery of food and nutrition services.
6. Demonstrate an understanding of cultural competence/sensitivity.
7. Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues that affect the nutrition and dietetics profession.
8. Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.
9. Practice in compliance with current federal regulations and state statutes and rules as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
10. Demonstrate Professional writing skills in preparing professional communications.
11. Function as a member of interprofessional teams.
12. Assign duties to nutrition dietetic technicians registered and/or support personnel as appropriate.
13. Refer clients and patient to other professionals and services when needs are beyond individual scope of practice.
14. Apply leadership skills to achieve desired outcomes.
15. Demonstrate negotiation skills.
16. Participate in professional and community organizations.
17. Demonstrate professional attributes in all areas of practice.
18. Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
19. Perform self-assessment and develop goals for self-improvement throughout the program.
20. Prepare a plan for professional development according to Commission on Dietetic Registration Guidelines.
21. Demonstrate advocacy on local, state or national legislative and regulatory issue or policies that affect the nutrition and dietetics profession.
22. Practice and/or role-play mentoring and precepting others.

Domain 3 Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.

1. Use the Nutrition Care Process to make decisions, identify nutrition-related problems, and determine and evaluate nutrition interventions.
2. Develop an educational session or program/educational strategy for a target population.
3. Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse population groups.
4. Explain the processes involved in delivering quality food and nutrition services.
5. Describe basic concepts of nutritional genomics.
6. Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups, and populations of differing ages and health status in a variety of settings.
7. Conduct nutrition focused physical exams.
8. Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.
9. Design, implement and evaluate presentations to a target audience.

10. Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
11. Use effective education and counseling skills to facilitate behavior change.
12. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
13. Deliver respectful, science-based answers to client questions concerning emerging trends.
14. Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
15. Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

Domain 4 Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

1. Apply management theories to the development of programs or services.
2. Evaluate a budget and interpret financial data.
3. Describe the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtained.
4. Apply the principles of human resource management to different situations.
5. Describe safety principles related to food, personnel and consumers.
6. Analyze data for assessment and evaluate data to be used in decision making for continuous quality improvement.
7. Participate in management of human resources.
8. Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
9. Conduct clinical and customer service quality management activities.
10. Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
11. Analyze quality, financial and productivity data for use in planning.
12. Propose and use procedures appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
13. Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.
14. Develop a plan to provide or develop a product, program or service that includes budget, staffing needs, equipment and supplies.
15. Explain the process for coding and billing for nutrition and dietetic services to obtain reimbursement from public or private payers, fee for service and value-based payment systems.
16. Analyze risk in nutrition and dietetic practice.

Competencies or Learning Outcome: “Bridge” Program for Registered dietitian/nutritionists (Track 2)

Registered dietitian/nutritionists (RDNs) who wish to enhance their education preparation will be admitted to the PDD through Track 2. Track 2 is a 90-credit program that does not include the supervised practice hours and some of the methods courses required by the entry level cohort

PDD (Track 1). Master level prepared RDNs may transfer up to 30 credit hours from their master degrees if approved by their advisory committee and the University Graduate School.

For the baccalaureate prepared RDN, Track 2 may prove challenging due to the number of credit hours required. The current University Graduate School approved Master of Science degree (36 credit hours) may provide a convenient stopping point for those who need one. Track 2 of the PDD was designed to facilitate transfer from the MS in Nutrition and Dietetics to the PDD and to assist students in the PDD who need a convenient stopping point. The relationship between Track 2 of the PDD and the MS in Nutrition and Dietetics is outlined in Appendix 10.

Competencies or Learning Outcomes for the PDD Track 2

1. Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.
2. Formulates a professional opinion based on research findings, evidence based practice and experiential learning.
3. Critically examines and interprets current research and evidence based practice findings to assess the validity, reliability and credibility of evidence.
4. Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.
5. Analyzes the usefulness and limitations of epidemiologic study designs and identifies trends in diet and disease.
6. Applies an understanding of environmental and genetic factors and food in the development and management of disease.
7. Integrates knowledge of anatomy and physiology to make decisions related to nutrition care.
8. Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development when making modifications to food.
9. Evaluates the effects of food production and processing methods on nutrient composition of food products including the use of food additives and genetically modified foods.
10. Recognizes the roles of various players in the US Food Market Place including food producers, processors, vendors and food brokers.
11. Integrates knowledge of patho-physiology and biochemical functionality and their relationships in assessment of health and disease.
12. Applies knowledge of social, psychological and environmental aspects of eating and food.
13. Identifies and implements strategies to address the challenges that arise when different cultures, values, beliefs and experiences exist between client/patients and nutrition and dietetic professionals.
14. Applies knowledge of pharmacology and integrative and functional nutrition to recommend, prescribe and administer medical nutrition therapy.
15. Develops and converts recipes, menus and ingredients based on client preferences and nutrient needs ensuring that foods are aesthetically pleasing, appealing and tasteful.
16. Integrates knowledge of nutrition and physical activity in the provision of nutrition care at all stages of the life cycle.
17. Applies knowledge of nutrition health promotion and disease prevention for individuals, groups and populations.
18. Identifies environmental and public health hazards that impact nutrition and participates in or coordinates the management of the situation.

19. Recommends strategies and coordinates programs for preventing or minimizing nutrition and food safety issues.
20. Collects, understands and analyzes financial data to support fiscally responsible decision-making.
21. Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities
22. Leads quality improvement activities to measure, evaluate and improve program services, products or initiatives.

d. Assessment

Entry Level Cohort PDD (Track 1)

In addition to assessment of individual student performance, the ACEND *2017 Standards for Coordinated Programs* require that all coordinated dietetic education programs develop the following program mission specific goals. These goals relate to program completion rate, employment, passing rate on the Registration Examination for Dietitians and employer satisfaction. The minimum ACEND acceptable percentages are 80%. The following goals were written based on our experience with the dietetic internship program.

Goal 1: At least 90% of program students complete the program/degree requirements within 150% of program length.

Goal 2: Of program graduates who seek employment, 100% are employed in nutrition and dietetics or related fields within 12 months of graduation.

Goal 3: 100% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of graduation.

Goal 4: The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 90%.

Goal 5: At least 90% of employers who respond to an employer satisfaction survey within one year of graduation are satisfied with the graduate's preparation.

Assessment of individual student learning includes two components. The first component is the academic, foundational knowledge represented by the graduate level courses primarily in years one and two. The academic knowledge base will be evaluated by quizzes, projects and assignments.

The second component is the SHRS N 890 Supervised Practice. The SHRS N 890 includes 1288 clock hours of supervised practice experience in year three. In addition to the supervised practice hours, SHRS N 890 includes a weekly course meeting and attendance at local and state professional meetings. During the weekly meeting, supervised practice issues are discussed. Weekly meetings provide opportunities for relevant speakers and practice related activities.

Year three is modeled closely on our present dietetic internship program. The most recent syllabus for SHRS N 590 Dietetic Internship is included in Appendix 10.

In year three, students will be assigned to practice sites for 32 hours/week. Students will complete carefully structured experiences designed to put theory into practice. The SHRS N 890 provides the opportunity for interns to refine professional behaviors in the different areas of dietetic practice. Many behaviors occur in virtually all rotation experiences e.g. practicing in compliance with current federal regulations and state statutes.

In the program assessment plan, we identified a particular supervised practice rotation and experience that lends itself to outcome assessment as mandated by ACEND accreditation requirements. As noted in Table 2, often the chosen supervised practice rotation is the Food Systems Core. The Food Systems Core (9 weeks in length) is the longest rotation in the supervised practice component and lends itself to assessment.

ACEND divides outcome competencies in two categories: knowledge and practice. We bolded the competencies that ACEND regards as primarily academic. The practice competencies (un-bolded) depend on the knowledge base developed in the first two years of the program. The best place to assess the practice competencies is in year three of the PDD.

e. Licensure and Certification

The Track 1, the entry-level cohort of the proposed PDD will be submitted to the Accreditation Council on Education in Nutrition and Dietetics (ACEND) for accreditation as an entry level coordinated graduate dietetic education program. Graduates of the ACEND accredited PDD will be eligible to sit for the Registration Examination for Dietitians administered by the Commission on Dietetic Registration (CDR). Graduates of this program will meet the 2024 eligibility requirements mandated by the CDR.

f. Placement of Graduates

The Indiana Department of Workforce Development and the US Department of Labor Statistics both predict faster than average growth in demand for registered dietitian/nutritionists. For Indiana, the DWD predicts a 22.3% growth in demand for registered dietitian/nutritionists/nutritionist from 2014 to 2024. Almost 72% (71.5%) of these positions will require advanced degree preparation beyond the baccalaureate level. The 2016 US Bureau of Labor Statistics *Health Occupation Handbook* forecasts a 14% growth rate for dietitians/nutritionists (compared to 7% average for all professions) between 2016 and 2026.

This increase in demand for registered dietitian/nutritionists is sparked by the increasing interest in health and nutrition, an aging population and the increase in incidence of chronic diseases such as diabetes, which have a strong nutrition component.

We anticipate that graduates of the PDD will be very attractive to employers. We anticipate that hospitals and health care institutions (state, local and private) will be major employers of PDD. Additional opportunities for PDD graduates will be found in government programs, outpatient care centers, corporate wellness facilities, physician practices, acute care nursing facilities, residential care facilities and private practice.

g. Accreditation

Track 1 of the proposed PDD will be submitted to the Accreditation Council on Education in Nutrition and Dietetics (ACEND) for accreditation as an entry level coordinated graduate dietetic education program. ACEND accreditation will allow PDD graduates to sit for the Registration Examination for Dietitians administered by the Commission on Dietetic Registration.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

We will enroll 20 students in the full-time coordinated PDD (Track 1). We expect to enroll roughly five students in the “Bridge” Program PDD (Track 2) year 1 and then roughly 3-5 each year following. We estimate that the Track 2 students may take up to 6 years to finish if they begin with baccalaureate preparation. We will continue to enroll 16 interns into the dietetic internship for the first two years of the existence of the PDD. The final group of dietetic interns will graduate in first summer session of year 2 of the PDD.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/ Location: Indiana University-Purdue University Indianapolis
 Program: Professional Doctorate in Dietetics
 Proposed CIP Code: 51.3101
 Base Budget Year: 2017-18

	Year I <u>2018-19</u>	Year 2 <u>2019-20</u>	Year 3 <u>2020-21</u>	Year 4 <u>2021-22</u>	Year 6 <u>2022-23</u>
Enrollment Projections (Headcount)					
Full-time Students		40	60	60	60
Part-time Students		10	15	20	30
	25	50	75	80	90
Enrollment Projections (FTE)*					
Full-time Students		67	90	90	90
Part-time Students		6	9	13	19
	37	73	99	103	109
* Sum of rounded detail may not equal rounded totals.					
Degree Completion Projection			20	20	25

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

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2019

BUSINESS ITEM B:

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 Science in Nursing to be offered by Indiana University Bloomington
- Associate of Science in Computer Science to be offered by Vincennes University

Background

The Academic Affairs and Quality Committee discussed these programs at its January 28, 2019 meeting and concluded that the proposed programs could be placed on the February 14, 2019 agenda for action by the Commission as expedited action items.

Supporting Document

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

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

CHE 18-19 Master of Science in Nursing to be offered by Indiana University Bloomington

Proposal received on November 13, 2018
CIP Code: 51.3801
Fifth Year Projected Enrollment: Headcount – 31, FTE – 18
Fifth Year Projected Degrees Conferred: 20

The proposed M.S.N. would be offered by the School of Nursing, which is designated as a “core school” consisting of the IUPUI campus, including programs offered in Ft. Wayne, and the Bloomington campus. The proposed program requires 42 semester hours of credit and will be available to students through distance education, although students will be required to complete 150 practicum hours in a clinical setting. IU Bloomington offers a B.S. in Nursing (both Pre-Licensure and Post-Licensure); these programs together enrolled 243 headcount or 210 FTE students and had 77 graduates in FY2018. The M.S.N. would be the first graduate Nursing program to be offered at Bloomington and would initially consist of a single track: Nursing Education, which would prepare a graduate to earn certification through the National League for Nursing (NLN) as a Certified Nurse Educator. Once the program is established, other tracks are contemplated, for example Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner.

The AA&Q Committee used consideration of this request as an occasion to examine the availability of MSN specialties throughout the IU system, as well as potential gaps in preparing advanced practice nurses, who play a critical role in delivering health care services. The University is preparing a response to this examination, which will be reviewed by the AA&Q Committee no later than its May meeting.

CHE 18-20 Associate of Science in Computer Science to be offered by Vincennes University

Proposal received on December 11, 2018
CIP Code: 11.0701
Fifth Year Projected Enrollment: Headcount – 38, FTE – 34
Fifth Year Projected Degrees Conferred: 22

The proposed A.S. in Computer Science would be offered by the College of Business and Public Services and the College of Science, Engineering, and Mathematics. It requires 60 semester hours of credit, thus meeting the standard credit hour expectation for associate degrees. The Computer Science Transfer Single Articulation Pathway (TSAP) was included in the first-round of TSAPs to be developed and first became available to students in Fall 2015. Faculty panels from Ivy Tech Community College and four-year institutions worked to develop the competencies in this area. At the time, Vincennes University did not participate in TSAP development of the competencies, as they did not offer a corresponding degree program. The proposed A.S. in Computer Science fully articulates

with baccalaureate programs at all public universities with related degrees and will apply to students enrolling in Fall 2019.

TSAPs, mandated by legislation passed in 2013, are based on competencies and student learning outcomes identified by faculty panels co-chaired by a faculty member from either Ivy Tech or VU and one from a four-year institution. They are currently in place for 19 programs: Business Administration, Computer Science, Criminal Justice, Education (Early Childhood, Elementary, Special), Electrical Engineering Technology, Human Services-Social Work, Information Technology and Informatics, Mechanical Engineering, Mechanical Engineering Technology, Nursing, Biology, Chemistry, Human Services, Psychology, Sociology, Secondary Education Biology, and Secondary Education Math.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2019

BUSINESS ITEM C-1:

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

Staff Recommendation

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

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

Background

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

Supporting Document

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

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

STAFF ANALYSIS

The Trustees of Indiana University request authorization to proceed with the renovation of the five residence hall buildings of Foster Quadrangle and the two residence hall buildings of McNutt Quadrangle. Each student residence room will have the heating, ventilating and air-conditioning systems replaced as well as installation of new fresh air ducts to deliver fresh air directly to each room. The chilled water, building heating distribution systems, fire suppression and fire alarm systems will be replaced, and additional renovations of Foster Quad will include new roofs, windows and electrical systems.

As a result of these renovations, all seven residence hall buildings will be vacated for the 2019-2020 academic year. Thus, the Trustees also request authorization to enter into temporary housing leases to provide student housing at a site convenient to campus.

Funding: The estimated cost of this project is \$56,000,000 and will be funded through Auxiliary Housing and Dining Funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY
RENOVATION OF FOSTER AND MCNUTT QUADRANGLES

Institution:	Indiana University	Budget Agency Project No.:	A-1-19-2-13
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:		Previously recommended by CHE:	
Part of the Institution's Long-term Capital Plan:			

20181962

Project Size:	544,685 GSF(1)	351,589 ASF(2)	65% ASF/GSF
Net change in overall campus space:	- GSF	- ASF	

Total cost of the project (3):	\$ 56,000,000	Cost per ASF/GSF:	\$ 103 GSF
			\$ 159 ASF

Funding Source(s) for project (4):	Amount	Type
	\$ 56,000,000	Non-Fee Replaced Debt - Auxiliary Housing/Dining

Estimated annual debt payment (6)*:	\$ 4,398,826	*Several scenarios for debt structure being analyzed. Final structure and annual debt payment may change.
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Are all funds for the project secured:	No
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Project Funding:

The project will be funded by consolidated revenue bonds which will be repaid with Residential Programs and Services funds.

Project Cost Justification

Comparable projects include IUB Read Hall Renovation - Phase II (estimated \$56/gsf in 2014 dollars), IUB Forest Quad Renovation (estimated \$68/gsf in 2016 dollars) and IUB Teter Quad Mechanical Systems Replacement and Renovations (estimated at \$59/gsf in 2017 dollars). All three projects included infrastructure and accessibility updates necessary for buildings of this age. Read Hall opened in 1955, Forest Quad in 1965, and Teter Quad in 1957, with Foster Quad opening in 1962. Forest Quad did not include student room mechanical system updates which were completed in a previous project. The Foster and McNutt project is a higher cost per GSF due to additional scope that includes new roofing, new windows, converting group restrooms to private, as well as installation of a new elevator and flooring. No significant change in the cost of building operations will occur. Foster Quadrangle is included in the state's R&R formula at 2% academic space (2,612 asf of 171,482 total building asf).

Estimated annual change in cost of building operations based on the project:	\$ -
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Estimated annual repair and rehabilitation investment (5):	\$ -
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(1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.

(2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.

(3) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(4) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(5) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost

(6) If issuing debt, determine annual payment based on 20 years at 4.75% interest rate

- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
RENOVATION OF FOSTER AND MCNUTT QUADRANGLES

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No.:</u>	A-1-19-2-13
<u>Campus:</u>	Bloomington	<u>Institutional Priority:</u>	

Description of Project

This project will renovate the five residence hall buildings of Foster Quadrangle and the two residence hall buildings of McNutt Quadrangle on the Bloomington campus. The project schedule anticipates completing all work in the 2019-20 academic year, requiring all seven residence buildings to be vacated for the length of the project.

Foster Quad opened in 1962, and consists of Harper, Jenkinson, Shea, Martin, and Magee Halls, totaling 262,178 gross square feet and 1,210 beds. McNutt South opened in 1963 and McNutt North opened in 1964, with a total of 282,507 gross square feet and 1,327 beds. The McNutt Central building, which contains dining and other administrative facilities, as well as the Gresham Hall dining facility at Foster Quad, will not be included in this project. In each residence building, the chilled water and building heating distribution systems will be replaced with a central system. New direct digital controls will be provided for better temperature regulation.

In each student residence room, the heating, ventilating, and air-conditioning systems will be replaced by exchanging the existing fan coil units with new vertical fan coil units and all associated piping, as well as installation of new fresh air duct to deliver fresh air directly to each student room. A card reader security access system will be installed at all stairwells and student rooms, as well as new data systems and domestic water heating systems. Corridor and student room finishes will be updated, including hard-surface flooring in student rooms.

Additionally, at Foster Quad, all five buildings will receive new roofs, windows, and electrical systems. Group restrooms will be converted to private restrooms, and resident assistant rooms will be updated. Harper Hall also will receive an accessible elevator, accessible restrooms and other accessibility upgrades.

At both Foster and McNutt Quads, an emergency generator and new fire suppression systems, including sprinklers with piping, heads, and fire pump, as well as fire alarm systems, will be installed.

Relationship to Other Capital Improvement Projects: This project will be under construction concurrently with the IUB North Housing Addition project. The North Housing project will construct a dining addition to the McNutt Central building, and a new housing facility west of the McNutt housing complex.

Historical Significance: No historically significant buildings or structures will be affected by this project.

Alternatives Considered: The University decided this renovation option best met the needs of students and the campus as opposed to new construction.

Need and Purpose of the Program

The Department of Residential Programs and Services seeks to keep facilities in proper operating condition, foster retention/recruitment of students, and provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington. This project will improve student living conditions and safety by updating mechanical, fire protection, and building access systems. This project also is included in the Bloomington Campus Long-Term Housing Plan and the Bicentennial Strategic Plan.

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
RENOVATION OF FOSTER AND MCNUTT QUADRANGLES

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No.:</u>	A-1-19-2-13
<u>Campus:</u>	Bloomington	<u>Institutional Priority:</u>	

Space Utilization

This project will renovate existing space.

Comparable Projects

Comparable projects include IUB Read Hall Renovation - Phase II (estimated \$56/gsf in 2014 dollars), IUB Forest Quad Renovation (estimated \$68/gsf in 2016 dollars) and IUB Teter Quad Mechanical Systems Replacement and Renovations (estimated at \$59/gsf in 2017 dollars). All three projects included infrastructure and accessibility updates necessary for buildings of this age. Read Hall opened in 1955, Forest Quad in 1965, and Teter Quad in 1957, with Foster Quad opening in 1962. Forest Quad did not include student room mechanical system updates which were completed in a previous project. The Foster and McNutt project is a higher cost per GSF due to additional scope that includes new roofing, new windows, converting group restrooms to private, as well as installation of a new elevator and flooring. No significant change in the cost of building operations will occur. Foster Quadrangle is included in the state's R&R formula at 2% academic space (2,612 asf of 171,482 total building asf).

Background Materials

This project was approved by the Indiana University Board of Trustees at the December 2018 meeting. The project will be funded by consolidated revenue bonds which will be repaid with Residential Programs and Services funds.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR RENOVATION OF FOSTER AND MCNUTT QUADRANGLES

RENOVATION OF FOSTER AND MCNUTT QUADRANGLES A-1-19-2-13	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded (3)	Subtotal Current and Future Space	Space to be Terminated	
A. OVERALL SPACE IN ASF						
Classroom (110 & 115)	450,715	17,797	1,600	470,112		471,642
Class Lab (210,215,220,225,230,235)	492,590	7,195	-	499,785		499,785
Non-class Lab (250 & 255)	526,066	4,192	-	530,258		530,258
Office Facilities (300)	2,188,895	34,195	1,400	2,224,490		2,229,009
Study Facilities (400)	629,580	24,021	-	653,601		655,988
Special Use Facilities (500)	769,800	51,958	-	821,758		821,758
General Use Facilities (600)	1,295,237	28,902	32,500	1,356,639		1,393,711
Support Facilities (700)	1,173,776	1,677	-	1,175,453		1,175,453
Health Care Facilities (800)	26,837	10,808	-	37,645		37,645
Resident Facilities (900)	2,644,898	-	146,500	2,791,398		3,097,479
Unclassified (000)	170,198	-	-	170,198		170,198
B. OTHER FACILITIES (Please list major categories)						
TOTAL SPACE	10,368,592	180,745	182,000	10,731,337	-	11,082,926

Notes:

- (1) Figures reflect IUB total assignable sf (less McNutt North and South Buildings, Harper, Shea, Martin, Magee and Jenkinson Halls)
 - (2) Figures include Golf Course, 3551 asf; and Regional Academic Health Center, 69,003 asf
 - (3) Figures include North Housing Addition, 182,000 asf; International Center, 24,646 asf; Indiana Memorial Union Dining Renovation, 25,632 asf
 - (4) Figures include McNutt North and South Buildings, Harper, Shea, Martin, Magee and Jenkinson Halls
- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS
RENOVATION OF FOSTER AND MCNUTT QUADRANGLES

Institution:	Indiana University	Budget Agency Project No.:	A-1-19-2-13
Campus:	Bloomington	Institutional Priority:	

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	March	2019
Start Construction	May	2019
Occupancy (End Date)	July	2020

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering	\$ 2,000,000		\$ 2,000,000
b. Architectural	\$ 660,000		\$ 660,000
c. Consulting	\$ -		\$ -
Construction			
a. Structure	\$ 15,000,000		\$ 15,000,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 28,740,000		\$ 28,740,000
c. Electrical	\$ 3,700,000		\$ 3,700,000
Movable Equipment	\$ -		\$ -
Fixed Equipment	\$ -		\$ -
Site Development/Land Acquisition	\$ -		\$ -
Other (Contingency, Admin. & Legal Fees)	\$ 5,900,000		\$ 5,900,000
TOTAL ESTIMATED PROJECT COST	\$ 56,000,000	\$ -	\$ 56,000,000

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: FOSTER QUADRANGLE RENOVATION**

Institution:	Indiana University	Budget Agency Project No.:	A-1-19-2-13
Campus:	Bloomington	Institutional Priority:	

			GSF OF AREA AFFECTED BY PROJECT	544,685
<u>ANNUAL OPERATING COST/SAVINGS (1)</u>				
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ -	\$ -	\$ -	\$ -
2. Maintenance	\$ -	\$ -	\$ -	\$ -
3. Fuel	\$ -	\$ -	\$ -	\$ -
4. Utilities	\$ -	\$ -	\$ -	\$ -
5. Other	\$ -	\$ -	\$ -	\$ -
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ -	\$ -	\$ -	\$ -

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

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2019

BUSINESS ITEM D:

Capital Projects for Expedited Action

Staff Recommendation

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

- Indiana University Bloomington – Armstrong Stadium North Grandstand Replacement
- Ball State University – New Multicultural Center

Background

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

Supporting Document

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

Capital Projects for Expedited Action
Thursday, February 14, 2019

- A-1-19-1-11** **Indiana University Bloomington – Armstrong Stadium North Grandstand Replacement**
The Trustees of Indiana University request authorization to proceed with replacement of the north grandstand facility at Bill Armstrong Stadium. The existing facility, which opened in 1983 and is in need of extensive renovation, will be demolished to construct a new, two-story structure to be utilized by the men’s and women’s varsity soccer teams, as well as the event support space for the Little 500 bicycle race. This approximately 21,000 gross square foot building will update team areas and provide universally-accessible public restrooms and new event and support spaces.
- D-1-19-1-02** **Ball State University – New Multicultural Center**
The Ball State University Board of Trustees request authorization to proceed with the construction of a new Multicultural Center. The University’s Multicultural Center engages around different identities and backgrounds such as gender, race and ethnicity. The Center is currently in a former residential structure on the southeast edge of campus. At approximately 4,000 square feet, the Center is too small to serve the needs of a culturally diverse student population. The proposed 10,500 square foot new facility would be constructed in the heart of campus giving the Center the space and prominence that it deserves. The Center will also include a small coffee shop or café.

COMMISSION FOR HIGHER EDUCATION
Thursday, February 14, 2019

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Purdue University Indianapolis	Doctor of Nutrition and Dietetics (IU)	6/27/2018	On CHE Agenda for Action
02	Indiana University Bloomington	Master of Science in Nursing	11/13/2018	On CHE Agenda for Action
03	Vincennes University	Associate of Science in Computer Science	12/11/2018	On CHE Agenda for Action

COMMISSION FOR HIGHER EDUCATION
 Thursday, February 14, 2019

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Purdue University West Lafayette	Bachelor of Science in Athletic Training	1/28/2019	Changing the name
02	Purdue University West Lafayette	Master of Science in Health and Kinesiology	1/28/2019	Changing the name
03	Purdue University West Lafayette	Doctor of Philosophy in Health and Kinesiology	1/28/2019	Changing the name
04	Purdue University West Lafayette	Master of Science in Anthropology	1/28/2019	Changing the name
05	Purdue University West Lafayette	Master of Science in Technology Leadership and Innovation	1/28/2019	Changing the name
06	Purdue University West Lafayette	Master of Science in Psychological Sciences	1/28/2019	Changing the name
07	Purdue University West Lafayette	Doctor of Philosophy in Consumer Science	1/28/2019	Changing the name
08	Indiana State University	Master of Science in Sport Management	1/28/2019	Changing the name
09	Indiana State University	Lean Six Sigma Certificate	1/28/2019	Adding distance education
10	Indiana State University	Post-Master's Certificate in Nursing Education	1/28/2019	Adding distance education

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
11	Indiana State University	Master of Public Health	1/28/2019	Changing the name
12	Indiana State University	Bachelor of Public Health	1/28/2019	Changing the name
13	Indiana State University	Bachelor of Science in Sport Management	1/28/2019	Splitting a degree
14	Purdue West Lafayette	Systems Graduate Certificate	1/28/2019	Adding distance education
15	Ball State University	Bachelor of Arts/Bachelor of Science in Chinese	1/28/2019	Suspending a program
16	Ball State University	Master of Arts in Science Education	1/28/2019	Eliminating a program
17	Ball State University	Bachelor of Arts/Bachelor of Science in Entrepreneurial Management	1/28/2019	Changing the name
18	Ball State University	Bachelor of Arts/Bachelor of Science in Teaching Major in a Foreign Language: Latin	1/28/2019	Changing the name
19	Ball State University	Bachelor of Arts/Bachelor of Science in Family and Consumer Sciences	1/28/2019	Changing the name
20	Ball State University	Bachelor of Arts/Bachelor of Fine Arts in Art	1/28/2019	Changing the name
21	Ball State University	Bachelor of Arts/Bachelor of Science in Professional Selling	1/28/2019	Changing the name
22	Ball State University	Graduate Certificate in Digital Fabrication	1/28/2019	Changing the name

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
23	Ball State University	Certificate in P-12 Administration	1/28/2019	Changing the name
24	Ball State University	Certificate in Infant and Toddler Specialization	1/28/2019	Changing the name
25	Ball State University	Graduate Certificate in Education Communications	1/28/2019	Changing the name
26	Ball State University	Master of Arts in Journalism	1/28/2019	Changing the name
27	Ball State University	Master of Arts in Mathematics Education	1/28/2019	Changing the name
28	Ball State University	Master of Science in Biomechanics	1/28/2019	Changing the name
29	Ball State University	Master of Arts in Music	1/28/2019	Changing the name
30	Ball State University	Master of Arts/Master of Science in Nutrition and Dietetics	1/28/2019	Changing the name
31	Ball State University	Master of Arts in Special Education	1/28/2019	Changing the name
32	Ball State University	Associate of Science in Radiography	1/28/2019	Changing the CIP code
33	Ball State University	Bachelor of Arts/Bachelor Science in Pre-Engineering	1/28/2019	Changing the CIP code
34	Ball State University	Bachelor Science in Mathematical Economics	1/28/2019	Changing the CIP code

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
35 Ball State University	Bachelor of Arts/Bachelor Science in Economics	1/28/2019	Changing the CIP code
36 Ball State University	Social and Environmental Justice Certificate	1/28/2019	Changing the CIP code
37 Ball State University	Doctor of Philosophy in Bioenergetics	1/28/2019	Changing the CIP code
38 Ball State University	Graduate Certificate in Corporate Communications	1/28/2019	Changing the CIP code
39 Ball State University	Master of Arts in Communication Studies	1/28/2019	Splitting a program
40 Ball State University	Certificate in Journalistic Visual Presentation	1/28/2019	Adding a certificate
41 Ball State University	Undergraduate Certificate in Biotechnology	1/28/2019	Adding a certificate
42 Ball State University	Bachelor of Arts/Bachelor of Science in Exceptional Needs: Hearing Impaired/Deaf	1/28/2019	Splitting a program
43 Ball State University	Bachelor of Arts/Bachelor of Science in Exceptional Needs: Early Childhood Special Education	1/28/2019	Splitting a program
44 Ball State University	Bachelor of Arts/Bachelor of Science in Theater Education	1/28/2019	Splitting a program
45 Ball State University	Master of Arts/Master of Science in Athletic Coaching Education	1/28/2019	Splitting a program
46 Ball State University	Bachelor of Arts/Bachelor of Science in Aquatics	1/28/2019	Splitting a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
47	Ball State University	Certificate in Literary Journalism	1/28/2019	Adding a certificate
48	Ball State University	Graduate Certificate in Emerging Media and Visual Reporting	1/28/2019	Adding a certificate
49	Ball State University	Graduate Certificate in Statistical Modeling	1/28/2019	Adding a certificate
50	Purdue University Fort Wayne	Bachelor of Science in Organizational Leadership	1/28/2019	Changing the name
51	Purdue University Fort Wayne	Master of Science in Organizational Leadership	1/28/2019	Changing the name
52	Indiana University Bloomington	Graduate Certificate in Addiction Intervention	1/28/2019	Adding a certificate
53	Indiana University Purdue University Indianapolis	Graduate Certificate in eSocial Work Practice (IU)	1/28/2019	Adding a certificate
54	Ivy Tech Community College	Technical Certificate in Supply Chain Management	1/28/2019	Changing the credit hours
55	Purdue University Fort Wayne	Associate of Arts in Women's Studies	1/28/2019	Eliminating a program
56	Purdue University Fort Wayne	Associate of General Studies	1/28/2019	Eliminating a program
57	Purdue University Fort Wayne	Technical Certificate in General Studies < 30 Hours	1/28/2019	Eliminating a program
58	Purdue University Fort Wayne	Graduate Certificate in Public Management	1/28/2019	Eliminating a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
59	Purdue University Fort Wayne	Bachelor of Science in Medical Technology	1/28/2019	Eliminating a program
60	Purdue University Fort Wayne	Certificate in History < 30 Hours	1/28/2019	Eliminating a program
61	Purdue University Fort Wayne	Graduate Certificate in Special Education	1/28/2019	Changing the name
62	Ivy Tech Community College	Associate of Applied Science in Mortuary Science	1/28/2019	Changing the credit hours
63	Ball State University	Graduate Certificate in Community and Economic Development	1/28/2019	Correcting Institutional Error
64	Ball State University	Master of Arts in Applied Gerontology	1/28/2019	Correcting Institutional Error
65	Ball State University	Master of Science in Wellness Management	1/28/2019	Correcting Institutional Error

COMMISSION FOR HIGHER EDUCATION

Thursday, February 14, 2019

INFORMATION ITEM C:

Media Coverage

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

WBIW
Deadline extended to apply for student teaching stipends
January 4, 2019

Hoosier students participating in a student teaching or school administration internship now have until Jan. 31, 2019, to apply for the Earline S. Rogers Student Teaching Stipend for Minorities and the Student Teaching Stipend for High-Need Fields. Each stipend provides up to \$4,000 during the semester in which the student teachers or interns.

"We know that quality teacher preparation is crucial to student success, and student teaching is one of the best ways for aspiring teachers to get hands-on experience in a classroom," said Indiana Commissioner for Higher Education Teresa Lubbers. "By alleviating some of the financial stress that comes with balancing work, school and the student teaching requirements, we hope to attract and retain more teachers of color and teachers specializing in high-need fields."

To qualify for the Earline S. Rogers Student Teaching Stipend for Minorities, students must be a minority - Black or Hispanic - participating in a student teaching or school administration internship. In addition, students must maintain a cumulative GPA upon entering student teaching that is required by their institution and agree in writing to apply for a teaching position at an accredited school in Indiana following graduation and, if hired, teach for at least three years.

To qualify for the Student Teaching Stipend for High-Need Fields, students must be enrolled in a course of study that would enable the student to teach in a "high-need" field--special education or middle or high school level math or science. Participating students must also agree in writing to apply for a teaching position at an accredited school in Indiana following graduation and, if hired, teach for at least three years.

Interested students should submit a complete and corrected FAFSA as well as an online application at ScholarTrack.IN.gov by Jan. 31, 2019.

Visit www.in.gov/che/4498.htm for more information and to apply.

Journal Review
Indiana's 'silver tsunami' and, well, just doing it
January 7, 2019

Indiana Manufacturers Association President Brian Burton dropped an alarming statistic: 45 percent of the Hoosier workforce will be retiring in the next decade as the Baby Boom generation heads into the sunset.

Gov. Eric Holcomb calls it the "silver tsunami," with 10,000 American Baby Boomers retiring each week. Indiana will need to be filling a million jobs in the next 10 years. If you think finding nursing home employees or a good plumber is tough now, just wait.

It's compounded by a dramatic fall in teen birth rates (a good thing), as well as those of Latinos and Asian Americans, and President Trump's decision to clamp down on immigration, even those who seek to come here legally. The American experience, as many of your family elders can relate, has historically be fueled by waves of immigrants.

"This is a major issue and will be for a long time," Burton told me. "We have two problems, skills and population. Our population is remaining flat. We are going to have to convince people to move to Indiana."

Indiana gained only 31,000 people last year. According to National Public Radio, more than 3.8 million babies were born in the United States last year. But last year's drop in the nation's birth rate, about 2 percent overall, was the largest drop in a single year since 2010.

It reminded me of a story related to the unfolding Russian demographic crisis, where the population is expected to decline from 146 million to somewhere between 80 and 200 million by 2050. Ulyanovsk Gov. Sergei Morozov declared a "Day of Conception" on Sept. 12, 2007. Those who had babies on June 12 of the following year won prizes.

It puts a whole new emphasis on Nike's famed slogan, "Just do it."

What I couldn't find out is whether Gov. Morozov's strategy worked, but I asked Holcomb about it in December. Had he thought about a Hoosier Day of Conception? The winner could get a grand prize of a Chevy Silverado, a Jeep Grand Cherokee, a Subaru Outback, or, Holcomb's preference, a Toyota Tundra (all made in Indiana). Or, perhaps, four years of free college tuition.

"You need to look at the birth rate and death rate of any county," Holcomb said. "Pick a county and look at birth rate and death rate. Howard County's birth rate/death rate is like plus 12. Or pick out Rush County and do the same or pick out the projections and people get giddy or happy when it's plus four. People! Not percent, people! This is part of the challenge."

We are not alone. Other states are feeling the demographic clamp as well. Vermont is now offering \$10,000 to folks who move there, payable over two years.

While we had a laugh about optimizing the Nike slogan in Hoosier nests across the cities and prairies, Holcomb is preparing to invest in workforce and quality of life here in the state. Holcomb's agenda includes things like enrolling 11,000 into a Workforce Ready Grant program, and career pathway courses for every high school student.

As for a specific ask for Gov. Holcomb and the General Assembly, Burton will be advocating an expansion of the state's training grants from \$10 million to \$20 million.

"We would like to see a relocation incentive," he said. "We do a lot of economic incentives for companies, but not workers." He proposes eliminating the state income tax for imported workers for five years, saying that these new workers would still be paying property and sales taxes. "It's a net positive," he said.

Holcomb is also aiming at investments in rural broadband, which would allow many Hoosiers to work from anywhere in the state, and \$90 million to expand the state's bike trail network. These are the amenities that many younger people are looking for, including more in mass transit. I got my driver's license on the first day eligible, but my sons were in no hurry.

Matt Greller of Accelerating Indiana Municipalities is advocating regional incentive hubs and combined taxation. Other states are investing in these quality of life aspects. Legislation he is advocating would allow regions to raise food/beverage, sales and income taxes to build such amenities. If we don't do it here, North Carolina, Texas and Tennessee will.

"Our infrastructure is all about quality of life and place," Holcomb said. "It's not that sexy a topic when you're talking about connecting, but when you're talking about 400,000 Hoosiers are living in an Internet darkness who are not connected, who are unserved in 2018, (that's) unacceptable."

Holcomb calls it "stitching together communities like never before," with broadband access and bike trails, saying, "these are all factors that feed off themselves."

"When businesses are looking, or people are looking at where do they want to live" the state has to "have its act together in terms of community development. Because people want to move to vibrant growing areas that offer in your backyard or Mass Avenue, or in Brown County in the middle of the woods in a cabin" connectivity, be it via trails or broadband.

Yes, yes. Stitching communities. More broadband. And, of course, telling your legislators and your grown kids and grandkids to ... well ... just do it.

Indiana Public Broadcasting
New state report reveals more high schoolers earn college credits early
Jeanie Lindsay
January 15, 2019

Nearly two-thirds of Indiana’s high schoolers earn college credit before they graduate, and the state’s Commission for Higher Education (CHE) sees it as a key step toward closing achievement gaps for low-income and minority students.

According to a new report from the commission, the rate of students earning college credit in high school increased by 15 percentage points over the past four years, and currently sits at 62 percent.

CHE communications director Kate Stuard says more students enrolling in dual credit courses could save the state millions – because college courses cost more than dual credit high school classes.

“When students are utilizing dual credit in high school the difference will save the state all of that \$62 million annually,” Stuard says.

But the report highlights several trends among early college credit earners. It shows low-income students make up about one third of all dual credit earners, and increased rates of dual-credit earning for low-income students, and across racial and ethnic groups.

In 2013 the commission set a goal to close [the state’s achievement gap](#) for low-income and minority students by 2025. Stuard says more early credit earners can help the commission meet that goal, because it increases a student’s likelihood of attending college, doing well, and [graduating on time](#).

“We’re actually seeing that their early college success is higher than that of their peers who do not participate in early college credit,” Stuard says.

Stuard says the commission plans to study and share a report on the transferability of college credits sometime in the next year.

The Courier-Times
Saving money, gaining success through early college
January 16, 2019

The Indiana Commission for Higher Education announced Monday that nearly two-thirds (62 percent) of all Hoosier students earn college credit while in high school through dual credit courses and/or Advanced Placement (AP). The data represent an increase of 15 percentage points in four years.

“Our most recent data indicate that high school students are not only earning more early college credit than ever, but the credit they earn in high school is actually leading to higher success rates and cost savings for students and the state,” said Indiana Commissioner for Higher Education Teresa Lubbers. “We have also seen evidence that dual credit participation can play a crucial role in closing achievement gaps for low-income and minority students.”

Henry County students can earn college credit through their local high schools or by participating in courses at the New Castle Career Center.

According to the Indiana Commission for Higher Education, Hoosier students who earn early college credit in high school outperform their peers when it comes to enrollment, early college success and graduation.

College Enrollment: Roughly three-fourths (70 percent) of all dual credit earners enroll directly in college after high school compared to less than half (44 percent) of students with no pre-college credit. Overall, 93 percent of students who earned both dual credit and AP in high school enroll directly in college.

Progress: Dual credit earners are more likely to experience early success in college compared to their peers. Nearly half (47 percent) of all dual credit earners in Indiana met all three areas of early college success—no remediation, persistence to their second year and completing all credits attempted—compared to only one-fourth (26 percent) of students without AP or dual credit. Overall, 74 percent of students who earned both dual credit and AP in high school experienced early success in college. In addition, dual credit earners require less remediation in college (10 percent) than students with no pre-college credit (27 percent).

On-Time Graduation: Dual credit earners are more likely to graduate on time or early than their high school peers who don’t earn college credit. Data also indicate that the more dual credit a student earns in high school, the more likely he or she will graduate on time or early from college.

Early college credit also plays a crucial role in closing achievement gaps, the report showed.

In 2013, the Indiana Commission for Higher Education passed a resolution to close the state’s achievement gap for low-income and minority students by 2025. According to recent data, exposure to early college credit in high school can contribute to closing these gaps.

Growth: Since 2012, dual credit earning rates have increased by double digits for students of all racial, ethnic and socioeconomic backgrounds.

Opportunity: Nearly one-third (32 percent) of all dual credit earners are low-income students who qualify for free and reduced lunch. Dual credit courses offer these students the opportunity to earn college credit in high school at no cost.

Graduation: Black and Hispanic students who take dual credit courses in high school are more than twice as likely to graduate college on time as minority students who do not have any dual credit.

Early college credit offers significant cost savings for students and the state.

In addition to academic gains, earning college credit while in high school offers Hoosier students and their families significant cost saving opportunities, and more students are taking advantage than ever.

Low-Income Students: Dual credit offers low-income students the opportunity to earn college credit in high school at no cost, saving an average of \$18.7 million over the course of their postsecondary education.

Students Statewide: Dual credit saves Hoosier students an estimated total of \$69 million in tuition costs, which is equivalent to roughly \$1,600 per student over the course of his or her postsecondary education.

Inside Indiana Business

Lawmakers want to pay teachers more, but struggle over how to do it

Lindsey Erdody

January 18, 2019

Democrats and Republicans agree—teachers need higher pay.

But there is little to no agreement about how much higher or how to get dollars directly to teachers, so the issue is shaping up to be one of the major education debates in the Indiana General Assembly this year.

Gov. Eric Holcomb's proposed two-year, \$33.8 billion budget calls for an additional 2 percent in K-12 funding per year. And at his State of the State speech on Jan. 15, Holcomb said the state will pay off some teacher pension liability that will free up \$70 million in each of the next two years for schools.

"I believe local school districts should allocate 100 percent of the \$140 million to increasing teacher paychecks," Holcomb said.

House Speaker Brian Bosma has suggested lawmakers could increase the base amount of funding going to schools even more. "We hope to find additional funding," he said.

The Indiana State Teachers Association—the state's largest teachers union—wants to see a lot more funding, but officials couldn't specify how much.

“The governor’s budget was a beginning place, but that’s not enough,” ISTA President Teresa Meredith said. “It’s going to have to be significant so every teacher in the state sees some kind of increase in their take-home pay.”

Even if stakeholders agreed on an amount, there’s no consensus about how to guarantee that extra funding for K-12 education would result in higher paychecks for teachers. Republican legislators argue it’s up to the local districts to use the money to increase salaries, while education advocates say that’s a risky strategy.

“Everybody wants teachers to make more, but nobody wants to take responsibility for making it happen,” Meredith said.

The issue has become a top priority for lawmakers and Holcomb, as the state continues to suffer from a teacher shortage. Low pay is believed to be a major reason; the state ranks 35th in the country for average teacher salaries, according to data from the National Education Association.

“People are jumping ship,” said Democratic Rep. Tonya Pfaff, a teacher from Terre Haute who serves on the House Education Committee. “We just can’t find qualified teachers because of the shortage.”

Not that teachers in other states are rolling in money. Teachers’ nationwide salary levels are seen as a factor in declining enrollment in colleges of education, meaning fewer students are studying to become teachers. A study from the American Association of Colleges for Teacher Education found the number of bachelor’s degrees awarded in education dropped 15 percent from 2006 to 2015.

And even many of those who do receive education degrees aren’t staying in the profession for long. The same study found that fewer than half the students who said they planned to teach were still in classrooms four years after graduating.

“Teaching is a calling,” Pfaff said. “We know going in we’re not going to make a whole lot of money, but there’s no reason that anyone coming into this profession should have to work two or three jobs to do something they love.”

More pay, but how?

A bill authored by Republican Reps. Dale DeVon from Granger and Todd Huston from Fishers would encourage school corporations to spend 85 percent of their state funding on instruction-related costs, including teacher salaries, and only 15 percent on operational costs, including administration, transportation and food services.

Essentially, the bill recommends school districts re-evaluate spending priorities and shift existing funding resources, which some education leaders argue would not be easy.

“We do the best we can with our allocated amount from the state as it is,” Pfaff said. “From being in the classroom for 25 years, I can’t see how we can redistribute the same money in a better, more efficient way.”

Republican members of the House Education Committee say some schools are already exceeding the bill's standard—the statewide average is 83 percent—but others are spending only about 60 percent of their budgets in the classroom.

Dennis Costerison, executive director of the Indiana Association of School Business Officials, told the House committee a survey of superintendents found 40 percent of school districts spend 15 percent or less on operations, while 60 percent spend more.

DeVon said if schools redistributed 5 percent of funding from operations to the classroom, they would have \$350 million more for teacher pay. Even if schools redistributed just 1 percent, DeVon said, that would mean an extra \$70 million directed to classrooms.

House Education Chairman Robert Behning, R-Indianapolis, said schools could trim transportation costs by partnering with nearby districts that are likely overlapping paths, anyway, or districts with fewer than 500 students could combine administrative services.

"I think there's a lot of places we really could drive some efficiency," Behning said.

But the bill would not require schools to reallocate savings into teacher salaries, which is a sticking point for some Democratic lawmakers and education leaders. And in a district that is already hitting the 85 percent threshold, there might be no extra money for teachers.

"So, there is no real correlation between this bill and teacher pay?" Rep. Ed DeLaney, D-Indianapolis, asked at a recent House Education Committee meeting.

"But that's the bottom line—to encourage more funding into the classroom than it would be in operations," DeVon replied.

So far, the bill's authors and other Republican education leaders aren't interested in asserting more control over local school districts. For example, setting a minimum salary requirement doesn't seem like an idea that will go far.

"If we put a minimum salary in place, it makes it very difficult for those local decisions," Behning said. "I don't think we want to be a state-level school board."

And GOP leaders have stressed that the 85 percent mark is not a requirement.

"If you're not at 85 percent, it's not a penalty," Huston said.

But a school that did not meet the 85 percent threshold would be required to publicly discuss the fact at the next school board meeting and publish a notice on the district's website indicating that it did not meet the standard. Plus, the school would have to explain its spending decisions to the state.

Not just more pay

Education advocates say higher pay would help the teacher-shortage problem, but not solve it alone.

“It really needs to be a comprehensive look forward: How do we increase pay now and how do we keep doing that so that teachers stay and that teachers begin to see it as a profession?” Meredith said.

House Republicans have two other bills designed to address pay and professionalism long term. House Bill 1008, authored by Behning and former teacher Sheila Klinker, D-Lafayette, would create what’s being called “career ladders.”

The proposal would allow teachers to assume leadership roles and earn higher pay without going into administrative positions. The bill would appropriate \$5 million to provide up to 30 school districts with three-year grants for initiatives that outline sustainable and competitive pay systems, encourage mentoring, and fund professional-development training.

“If you’re really great at teaching, maybe you’d be better off staying in the classroom or staying in direct student services, rather than being an administrator,” Behning said.

DeVon has introduced House Bill 1009, which would create a teacher residency pilot program to be overseen by the Indiana Commission for Higher Education.

That program would allow school districts to partner with colleges and universities to give students an opportunity to work for a full school year in a classroom. The bill would appropriate \$1 million to provide a stipend for the student and for the teacher whose classroom the student works in.

Behning said most education-college students participate in some sort of student teaching program, but it’s often during the second semester—after the teacher has established a classroom culture and relationships with the kids. By starting at the beginning of the school year, he said, student teachers could have a better understanding of what to expect.

Meredith said the career-development bills could be helpful, because they put an emphasis on mentoring and training.

“We know that pay is really important and I would say behind that is professional support,” Meredith said.

All three of the education bills passed the committee and are headed to the Ways and Means Committee, which considers all bills with a financial impact. But GOP leaders have stressed the bills are still in their beginning stages, and teacher pay will likely continue into future budget debates.

“We know it’s not going to be easy,” Behning said. “But we know it’s an issue that definitely deserves a lot of attention.”

The Journal Gazette
In high school, a jump on college
Ashley Sloboda
January 20, 2019

By taking advantage of dual-credit and Advanced Placement classes offered at Homestead High School, senior Diya John has steadily earned college credit since her freshman year.

Depending on her AP test scores this spring, she could leave the Southwest Allen County school with nearly 60 college credits.

John's not alone in using high school to get a jump-start on college. The Indiana Commission for Higher Education last week announced that option is gaining popularity statewide.

About 62 percent of Indiana high school students – or nearly 45,000 – earned college credit through dual-credit and AP courses in 2016 compared with 47 percent in 2012, the agency reported.

“Our most recent data indicate that high school students are not only earning more early college credit than ever, but the credit they earn in high school is actually leading to higher success rates and cost savings for students and the state,” Indiana Commissioner for Higher Education Teresa Lubbers said in a statement.

Dual-credit courses are classes that let students earn high school and college credits simultaneously. They can be taught at high schools or colleges.

AP classes are a College Board program. Students scoring three or higher on AP exams may receive credit or skip the equivalent college course at many institutions.

State law requires high schools offer at least two dual-credit courses and two AP classes.

Thousands of Allen County students are taking advantage of the opportunity.

More than 1,500 students have taken dual-credit courses annually at Fort Wayne Community Schools since at least 2016-17, when 1,717 students took such a course. This year, the district has 1,676 dual-credit students, according to spokeswoman Krista Stockman. The number of students in AP classes has increased from 695 in 2016-17 to 916 students this year.

Carroll High School's participation in dual-credit courses nearly doubled between 2016-17 and 2017-18, from 426 students earning 731 credits to 811 students earning 967 credits. AP classes experienced smaller gains: 440 students taking 696 courses in 2016-17 compared with 479 students taking 798 courses the following year.

At Homestead High School, participation in dual-credit courses has increased significantly since 2012. At that time, fewer than 300 students accounted for about 400 enrollments; in the 2017-18 year, more than 2,000 students accounted for more than 4,000 enrollments, according to information provided by Assistant Principal Susan Summers. AP enrollments are usually around 1,000.

Homestead students also have more dual-credit options than in 2012, when eight courses were offered. In 2017-18, more than 50 were available, Summers said. The school has nearly 20 Advanced Placement courses.

Overall, Summers said, many Homestead students graduate with one to four semesters of college credit, but private and out-of-state colleges don't always accept the hours.

Homestead has had great results, Summers said. One student was accepted at a private in-state college and took 38 credits with her, she said, and another took 53 credits.

Participation in classes generating college credit varies among East Allen County Schools' five high schools, with East Allen University leading the way, according to information provided by spokeswoman Tamyra Kelly. At EAU, every student is taking dual-credit courses. Meanwhile, 136 students at New Haven High School last year earned about 1,230 college credits, and the popularity of AP and dual-credit courses has increased at Leo Junior-Senior High School in recent years. There, about 54 percent of 2018 graduates received college credit compared with about 42 percent in 2016. Leo officials expect the trend will continue.

Entering college with a "significant amount of dual credit" could make it easier for students to pursue double majors or minors, said Carl Drummond, vice chancellor for academic affairs and enrollment management at Purdue University Fort Wayne.

"There's value to the student if they use that opportunity to get a richer college experience," Drummond said.

Along with seeing higher percentages of students entering college with college credit, he said, Purdue Fort Wayne has noticed an increase in the number of credit hours students bring. Now, it's common for students to start their freshman year with close to a semester's worth of credit. Several years ago, three hours of credit – or one class – was typical, he said.

The type of student earning pre-college credit has expanded to include good students – not just the strongest academically, Drummond said.

"That's where the growth has been," he said.

At Purdue Fort Wayne, most dual-credit students take those classes at their high schools, Drummond said. Depending on the class, students receive a 60 to 90 percent discount from the on-campus tuition rate. Rates vary by college, he said, noting fees may be waived for students qualifying for free or reduced-priced lunch.

Homestead estimates earning college credit in high school annually saves its graduates more than \$3 million in tuition based on current enrollments and an average tuition fee of \$225 per credit hour if the course was taken at a public university.

Statewide, the Commission for Higher Education reported dual credit saves students an estimated \$69 million in tuition, or about \$1,600 per student “over the course of his or her postsecondary education.”

Data show students with dual credits are more likely to graduate from college early or on time, the agency found. Chances of collegiate success are even greater for students who earned credits from both AP and dual-credit classes.

Drummond noted growth in dual-credit programs might be stymied by a shortage of dual-credit teachers, who must have a master's degree in the discipline or 18 hours of graduate credit in the discipline.

Fort Wayne Community Schools is offering incentives to teachers pursuing dual-credit credentials. Under renegotiated contract terms approved in November, teachers may receive a one-time stipend of \$3,500 for completing the coursework necessary to teach a dual-credit course.

Although dual-credit courses can help students reduce college costs and delve into classes related to their major sooner, Drummond said the high school setting doesn't provide the same learning environment as colleges. On campus, he said, themes and concepts would likely be covered in a more mature way, with students of varying ages and life experiences contributing to the discussion.

“From a purely academic standpoint,” Drummond said, “there are some things you can't replicate in a high school setting.”

Southwest Allen officials, meanwhile, noted dual-credit classes let students earn college credit with the support system of a high school and in classrooms more intimate than a university lecture hall.

John, who hopes to pursue engineering, recommends high school students take dual-credit classes.

“It will definitely help you in the long run,” she said.

Indianapolis Business Journal
Holcomb hits some workforce goals, still faces hurdles on others
Lindsey Erdody
January 25, 2019

Gov. Eric Holcomb has made workforce development a priority since taking office in 2017—but while he’s made progress, the issue appears overshadowed by bigger priorities in this year’s legislative session.

In 2018, Holcomb boldly outlined specific goals: Re-enroll 25,000 Hoosiers in college-degree programs, double the number of students in apprenticeships from 12,500 to 25,000, and see 1,000 prison inmates earn certificates every year, to name a few.

One year later, Holcomb has exceeded some targets, like getting 400 businesses to apply for employee training grants in 2018, when the goal was only 250.

But he hasn’t met other goals. For example, he fell 11 percent short on his 2018 target for job commitments.

Holcomb’s administration doesn’t deny there is still work to do. The issue remains on his legislative agenda and is included in the priorities for Indiana House and Senate Republicans.

But hype around the topic has died down as legislative priorities like funding the Indiana Department of Child Services and increasing teacher pay have taken center stage.

“There are some other pressing issues that have emerged,” said Indiana Chamber President Kevin Brinegar. “It has maybe in terms of immediate attention fallen to the back burner, but from what I’ve observed, it’s no less important than it was when Gov. Holcomb first took office.”

Danny Lopez, chairman of the Governor’s Workforce Cabinet—the 21-member board created last year to oversee the state’s job-training programs—said the governor’s focus hasn’t wavered.

But many of Holcomb’s legislative changes proposed this year aren’t exactly “sexy” or “controversial,” Lopez said. Instead, the proposals would shift dollars around and continue to evaluate what’s working and what’s not.

“I wouldn’t mistake the sort of lack of sexiness for lack of impact,” he said. “This is only year one. We know we’ve got a ways to go.”

Grading the goals

Of seven goals Holcomb set in 2018, he’s met three, still has time to go on two, and is short on two (although one of those depends a little on how you measure the results).

First, the successes:

Holcomb sought to get 30,000 individuals without high school diplomas in a program to obtain skills they need for a better job—and more than 33,000 enrolled in adult education programs last year.

The governor also pushed to have 1,000 prison inmates earning job-skill certificates every year by 2020, and the state is already at that level—with more than 1,100 inmates earning a certificate in 2018.

The Next Level Jobs Employer Training Grant Program, which gives companies up to \$5,000 per employee (with a total maximum award of \$50,000) to train new workers, may have seen the most success.

Holcomb set a goal of persuading 250 companies to participate. But about 400 received grants in 2018, training 6,440 employees.

Recognizing that interest, Holcomb's proposed budget would double the funding for the program to \$20 million. A bill authored by state Rep. Holli Sullivan, R-Evansville, would require that the training result in either a credential attainment or wage increase in order to be eligible.

Brinegar said he expects participation in that program to increase further as more employers hear about it.

On the two goals Holcomb still has time to meet, his administration has made some progress:

The governor sought to add 250 Jobs for America's Graduates programs by 2023. Last year, only 29 new programs launched, while another 36 sit on a waiting list pending funding. But the governor still has four years to meet the goal.

"I'm confident we're going to get there," Lopez said.

Another area with a lot of work yet to do and less time to do it is increasing the number of individuals with apprenticeships.

Holcomb's goal is to double the number of individuals with work-based learning opportunities from 12,500 to 25,000 by the end of 2019. Slightly fewer than 5,000 people have been added to programs so far, but Lopez said that's because the Office of Work-Based Learning and Apprenticeship is less than a year old.

He said the idea is to get employers, who often complain that schools aren't producing the talent they need, to work with educational institutions to invest in students before they leave school.

"This is going to require a lot of legwork because this is a different way of looking at this problem," Lopez said. "Getting companies who are desperate for skilled talent to understand that they've gotta cultivate the pipeline for themselves, working alongside schools, is a mindset shift that has to happen."

Holcomb's two-year budget includes \$1.8 million in funding for that office.

Brinegar said the chamber sees promise in the apprenticeship program and has reached out to the office to help with it.

Holcomb fell short of two goals, one outright and one on a technicality:

The state saw about 31,000 job commitments in 2018, but Holcomb's clear-cut goal was 35,000.

The fuzzier numbers are in his goal to re-enroll 25,000 Hoosiers in college-degree programs—only 17,000 individuals re-enrolled from fall 2017 to fall 2018.

But nearly 9,000 people have enrolled in Workforce Ready programs, which provide financial aid to adults in 18-credit-hour technical certificate programs for high-demand industries at Ivy Tech Community College and Vincennes University or in an industry-specific certificate program that meets certain requirements. And those credits can count toward a college degree.

Holcomb's proposed budget would increase funding for Workforce Ready from \$2 million annually to \$4 million annually, and Sullivan's bill would open the program up to other colleges and universities.

Reaction, so far

Overall, Republicans say, the governor's efforts are improving the workforce, slowly but surely.

"We are definitely making a difference in workforce development," Sullivan said. "I think our employers would agree. Are we moving as fast as the business environment? No, we're government. That just doesn't happen to be realistic."

But Democrats aren't impressed. State Rep. Ed DeLaney, D-Indianapolis, described the investments as "small potatoes" and criticized Republican leaders for creating a bunch of small grant programs to solve a larger problem.

"I'm very dubious that any of these programs are going to take us anywhere. There's just not enough money," DeLaney said. "I don't take any of them seriously, because if they were serious, they'd have a lot of money in them, and none of them do."

Brinegar agreed the programs should have more funding, especially the workforce training programs that don't necessarily lead to a four-year college degree but go beyond high school education.

"There's still by far a bigger need than the funding that is available," he said.

But Brinegar has been pleased with the attention Holcomb has given this issue.

"We're happy that they're focusing this much time and attention on what is, from our members' perspective, the most important issue facing our state today," he said.

Michael Hicks, director of the Center for Business and Economic Research at Ball State University, said state officials are looking at the problem the wrong way. Instead of pumping money into remedial programs, they should be putting more dollars into K-12 education to cut off the problem earlier.

"Reading coaches in second grade—those are cheap compared to a welding certificate," Hicks said.

Plus, he added, the training programs are preparing Hoosiers for jobs available today versus jobs of the future.

“It doesn’t bother me that we offer training,” Hicks said. “What bothers me is that we’re telling young people, ‘Hey, you can have a great life and you can be an economic contributor and raise a family; all you have to do is get one of our in-demand jobs, and you’ll be fine.’ And that is a mesmerizing fiction.”

Hicks said he doesn’t blame businesses, which are simply trying to create and fill jobs, but wants public officials to evaluate those needs based on data.

“Workforce development is hard, but there’s a real, real risk that we are actually creating a treadmill of workers who are going to be displaced by automation,” Hicks said.

DeLaney also had concerns about tailoring training to specific jobs, because the economy changes so rapidly. For example, he said, if someone had told him 10 years ago that coding would be a high-demand skill, he would have been confused.

“We don’t know what the future holds for jobs. We have no way of knowing,” he said. “I think we need to stop pretending that we can predict the future.”

But Lopez said state officials are confident the programs are teaching individuals the critical skills they need to be lifelong learners.

“You could point to a lot of things and say, ‘That’s going to be obsolete in 10 years,’” he said. “Well, we don’t really know that.”

Work to be done

While Holcomb’s administration isn’t proposing dramatic changes to workforce development this year, tweaks are still being recommended.

For example, Skill Up Indiana won’t be returning. That initiative awarded grants to community partnerships that had created training and education programs that aligned with employer needs. Instead, that funding is being directed to the popular employee training grants.

“We’re being strategic about the investments that we’re making,” Lopez said.

Sullivan’s workforce development bill also includes a variety of updates recommended by the Workforce Cabinet; one of the major topics covered is career and technical education.

Sullivan said the goals are to better align CTE courses with credential or degree programs that someone could later enroll in and to make sure Hoosiers are getting some kind of post-high-school training, albeit not necessarily a four-year degree.

“We’re trying to blend those lines between K-12 and post-secondary and your employment,” she said.

The bill would require students in either ninth or 10th grade to take a CTE course or a course designed to prepare for college or a career.

It also shifts responsibility for the federal CTE dollars the state receives from the Department of Education to the Workforce Cabinet. The funding would still go directly to CTE centers throughout the state, but the cabinet would be responsible for creating a plan to spend the funding and submitting that to the federal government.

The bill also creates the Career Coaching Grant Program and Fund, which would receive \$2 million per year, and increases the maximum grant amounts in the Work Indiana program from \$500 to \$1,000.

Work Indiana supports businesses that hire individuals without a high school degree and allow them to take classes to obtain their diploma while still working.

The bill has been passed out of the House Ways and Means Committee and will head to the full House. The Indiana Chamber is supportive of the legislation.

“We’re proud of the progress that we’ve made,” Lopez said. “But there’s a lot more to do.”

WTCA
State helps Hoosiers get 'Cash for College'
Kathy Bottorff
January 27, 2019

The [Indiana Commission for Higher Education](#) launched its 2019 Cash for College campaign Friday to encourage Indiana students to take steps that will help them pay for education and training after high school—including filing the Free Application for Federal Student Aid ([FAFSA](#)) by the state's April 15 deadline.

"Indiana has one of the most generous state financial aid systems in the country, ranking fourth in the nation and first in the midwest for need-based financial aid," said Indiana Commissioner for Higher Education Teresa Lubbers. "Although we distribute more than \$300 million in state aid each year, too many Hoosiers miss out by failing to research their options and file the FAFSA. With Cash for College, we hope to send a clear message to students and families that education beyond high school is within the reach of all Hoosiers if they prepare."

The Indiana Commission for Higher Education continues to partner with Indiana school corporations to drive up the number of high school seniors filing a FAFSA on time. Whether they are seeking federal or state financial aid or pursuing academic scholarships—completing a FAFSA is a critical step in securing financial support for college.

Throughout the next few months, the state is also encouraging schools and communities to host regional events with financial aid experts to help students learn about the costs of college, open a CollegeChoice 529 Direct Savings Plan, apply for Indiana's [21st Century Scholars](#) program, search for scholarships and file the FAFSA.

This morning, the Commission hosted a Cash for College launch event at Purdue Polytechnic High School in Indianapolis. Commissioner Lubbers spoke to the students about keeping college affordable for Hoosier families and shared some best practices for preparing for education beyond high school. Students participated in a virtual "paying for college" simulation and a raffle to win a \$100 [CollegeChoice 529 Direct Savings Plan](#).