

INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, June 8, 2017

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Tele: 317-464-4400 | Fax: 317-464-4410

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INDIANA COMMISSION *for*
HIGHER EDUCATION

**JUNE COMMISSION MEETING
AGENDA**

Wednesday, June 7, 2017

PURDUE UNIVERSITY NORTHWEST

Dworkin Student Services and Activities Complex (DSAC)
1404 South U.S. 421
Westville, IN 46391

STUDENT SUCCESS AND COMPLETION COMMITTEE

2:00 P.M. – 3:30 P.M. CT
DSAC, Great Hall C
Parking available in Lot #7

CALL IN INFORMATION:

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

CAMPUS TOUR

4:00 P.M. – 5:00 P.M. CT
Facilitated by Steve Turner, Vice Chancellor
Depart from DSAC Building Great Hall

RECEPTION AND DINNER

5:00 P.M. – 8:00 P.M. CT
DSAC, Great Halls A & B

HOTEL ACCOMMODATIONS

Best Western Indian Oak
558 Indian Boundary Road
Chesterton, IN 46304

All events take place on CENTRAL TIME

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

Thursday, June 8, 2017

COMMISSION MEETING

Purdue University Northwest
Dworkin Student Services and Activities Complex (DSAC)
1404 South U.S. 421
Westville, IN 46391
Parking available in Lot #7

COMMISSION MEMBER BREAKFAST

8:00 A.M. – 9:00 A.M. CT
DSAC, Great Hall C

Breakfast Guests

Dr. Thomas Keon, Chancellor
Purdue University Board of Trustees
Campus Senior Leadership and Deans

STAFF BREAKFAST

8:00 A.M. – 9:00 A.M. CT
DSAC, Great Hall B

WORKING SESSION

9:00 A.M. – 11:30 A.M. CT
DSAC, Great Hall A

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WORKING SESSION TOPICS

- Bilateral Reciprocity Agreements
- Commission Spending Plan
- Purdue New U
- Committee Report Outs

COMMISSION MEMBER LUNCH
11:45 A.M. – 1:00 P.M. CT
Library Student Faculty Building (LSF)
Room 144

Lunch Guests
Mitch Daniels, President

STAFF LUNCH
11:45 A.M. – 1:00 P.M. CT
DSAC, Great Hall C

BUSINESS MEETING
1:00 P.M. – 3:00 P.M. CT
DSAC, Great Hall A

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

I.	Call to Order – 1:00 P.M. (CENTRAL TIME)	
	Roll Call of Members and Determination of Quorum	
	Chair’s Remarks	
	Welcome and Remarks by President Mitch Daniels	
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**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **August 10, 2017, in New Albany, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, May 11, 2017

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at the Indiana Commission for Higher Education – 101 W. Ohio Street, Indianapolis, IN, with Chairman Dan Peterson presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, John Conant, Jon Costas, Jud Fisher, Chris LaMothe, Mika Mosier, Chris Murphy, Dan Peterson, Beverley Pitts, John Popp, Alfonso Vidal, and Caren Whitehouse

Members Absent: Lisa Hershman and Allan Hubbard

CHAIR'S REPORT

Chairman Peterson began his report stating I wanted to take a moment to thank you all for attending this meeting. This meeting was originally scheduled as tentative and we did not think we would need to have it, but later determined that we need to set our recommendations for tuition targets, which could not have been done at a previous meeting. Thank you for taking the time to be here today.

I also wanted to thank the Commission staff, particularly Josh and Dom for their hard work during the legislative budget session, which ended on Saturday, April 22nd in the early morning hours. Of the 1245 bills introduced, 271 moved on for the Governor's signature. We will hear from Josh and Dom on the main takeaways from session and the bills, including the budget, that impact higher education.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating today you'll be hearing more about the conclusion of the legislative session and how it impacts the Commission's work. We're already establishing timelines and strategizing about next steps and will keep you engaged in this work, too. As I often say, the good news about more work required by the General Assembly is that policymakers recognize that education beyond high school is more important than ever.

Last week the seven members of the 2017 Faculty Nominating Committee met to consider the applicants for the Faculty member position on the Commission. The group was chaired by our former faculty member, Kent Scheller. Four names have been submitted to the Governor for his consideration. While we're excited about the quality

of applicants, we are sobered by the reality that we're going to see John Conant step down after next month's meeting.

A big announcement took place on May 2 when the Governor joined with the chief executive officer of Infosys in announcing plans to increase operations by establishing four new state-of-the-art technology and innovation hubs in the United States, with the first one in Indiana. Infosys plans to create up to 2,000 new high-skilled jobs in central Indiana by 2021. I mention this because it was obvious that part of this decision centered on the state's first rate higher education institutions and the company's desire to partner with them to ensure that the state's workforce is prepared. The tech industry in central Indiana grew at a rate of 27.9 percent between 2013-2015, which is more than double the U.S. average.

We continue to talk about ways to increase the value of higher education to students and the state as a part of our strategic plan. Universities are finding new ways to save money and increase efficiencies. I wanted to note an example of this today. Indiana University's eTextinitiative began as a pilot in 2009 with the goal to ensure that all students have access to textbooks. This initiative allows the university to negotiate discounted prices. More than 40,000 students (about one-third of the university's total enrollment) got at least one textbook through this program. The estimated cost savings for IU students for this academic year was \$3.5 million.

CONSIDERATION OF THE MINUTES OF THE MARCH, 2017 COMMISSION MEETING

R-17-03.1 **RESOLVED:** That the Commission for Higher Education hereby approve the Minutes of the February, 2017 regular meeting (Motion – Costas, second – LaMothe, unanimously approved)

II. BUSINESS ITEMS

A. 2017 Legislative Session Recap

Mr. Chase and Mr. Garrison presented this item.

B. Dual Credit Performance Report

Dr. Townsley presented this report.

C. Non-Binding Tuition and Mandatory Fee Targets for 2017-18 and 2018-19

R-17-03.2 **RESOLVED:** That the Commission for Higher Education approves by consent the FEE TARGETS, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – LaMothe, unanimously approved)

D. Procurement Policy

R-17-03.3 **RESOLVED:** That the Commission for Higher Education approves by consent the procurement policy, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Whitehouse, unanimously approved)

E. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Actuarial Science to be offered by Purdue University at Indiana University Purdue University Fort Wayne
2. Bachelor of Science in Data Science and Applied Statistics to be offered by Purdue University at Indiana University Purdue University Fort Wayne

R-17-03.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Costas, second – Fisher, unanimously approved)

3. Bachelor of Arts and Bachelor of Science in Sustainability and Regeneration to be offered by Indiana University Southeast

Mr. Popp expressed interest in voting on this expedited degree program as separate item.

R-17-03.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Whitehouse, approved by majority)

F. Capital Projects for Expedited Discussion

1. Purdue University West Lafayette – Hampton Hall Ground Floor and Basement Renovation

R-17-03.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Bland, second – Whitehouse, unanimously approved)

III. INFORMATION ITEMS

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

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:10 P.M.

Dan Peterson, Chair

Caren Whitehouse, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

PUBLIC SQUARE:

**Paying for What We Value: Performance-Based Funding
in Indiana**

Background

As the Commission continues to implement the recommendations of its strategic plan, *Reaching Higher, Delivering Value*, and as we begin our study of performance funding as required by the General Assembly, it will have the opportunity to hear from Martha Snyder, Director at HCM Strategists on current national models that support performance-based funding.

Supporting Documents

Martha Snyder Bio

Martha J. Snyder

Director, HCM Strategists

Martha Snyder is an education policy specialist with high-level experience supporting federal and state policymakers. She provides policy expertise and strategic counsel on the issues of accountability, college readiness and common core implementation for Achieve, the Bush Institute and the College Board. She also is a Policy Lead for Lumina Foundation's Strategy Labs, where she provides nonpartisan expertise and facilitation on outcomes-based funding and other finance policies to improve higher education attainment.

A believer in the link between higher education and economic success, Martha has worked both personally and professionally to improve educational outcomes for disadvantaged students. While at Villanova University earning her bachelor's degree, Martha tutored inner-city students and witnessed the education system challenges that allowed many students to fall through the cracks. Martha later graduated from Syracuse University with a master's degree in public administration and, inspired by a graduate professor, pursued a career in education policy to help expand educational opportunities for students.

Before her tenure at HCM, Martha worked as a senior policy advisor at the U.S. Department of Education, focusing on K-12 accountability, high school reform and special education. She also served as an associate director for the White House Domestic Policy Council, developing budget priorities and providing analysis and counsel on all federal education issues. Her legislative branch experience includes a stint as a legislative assistant to Rep. Jim Gerlach of Pennsylvania.

Living in a state capital, Martha has a strong understanding of the role state-level leadership plays in advancing strong policies that lead to growth and innovation. This perspective has been an important foundation to Martha's work with state policy makers. Specifically in Indiana and West Virginia, Martha has worked with state leaders, including state legislators and higher education policy officials, to facilitate the development, grounded in research-based expertise, of performance-based funding recommendations and related strategic higher education policies.

Martha lives with her husband and three children in Albany, New York, where she has put her passion for creative educational approaches to work on the board of directors for two local charter schools. A 13-time marathon finisher, Martha is an enthusiastic runner and dedicated fan of the Buffalo Bills.



COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

BUSINESS ITEM A:

College Completion Report Preview

Staff Recommendation

For discussion only.

Background

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

Encouragingly, the data show that on-time graduation rates continue to steadily improve at all Indiana public institutions and across all student populations examined, including state financial aid recipients. Additionally, progress has been made toward achieving degree completion equity between minority students and their peers, although improvement must accelerate to close the achievement gap by 2025. The percentage of students completing 30 or more credits during their first year—an early indicator of maintaining an “on-time” pace toward a degree—also has increased, particularly for 21st Century Scholars, whose state aid is tied to credit completion requirements. Despite such positive trends, the percentage of students continuing enrollment into the fall of their second year has remained relatively stagnant, with minorities (particularly black students) less likely to persist compared to their peers (67% vs. 78%, respectively). A closer look at the data suggests those who do not persist likely do so because of poor academic performance, underscoring the importance of comprehensive student supports in overcoming a key barrier to college completion.

The 2017 Completion Report includes interactive dashboards showing trends by campus type and institution and incorporates the new data elements of first-year credit completion and combined 2-year and 4-year institution summary statistics.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

BUSINESS ITEM B-1:

Bachelor of Science in Engineering in Engineering to be offered by Indiana State University

Staff Recommendation

That the Commission for Higher Education approve the B.S.E. in Engineering to be offered by Indiana State University in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. This program was discussed by the Academic Affairs and Quality Committee (AA&Q) at its May 17, 2017 meeting.

Similar Programs in Indiana. In the *independent* or private not-for-profit sector, a dozen institutions offer baccalaureate programs in a variety of engineering disciplines: Anderson University, Bethel College, Butler University, Indiana Institute of Technology, Manchester University, Rose-Hulman Institute of Technology, Taylor University, Trine University, University of Evansville, University of Indianapolis, University of Notre Dame, and Valparaiso University. These institutions conferred a total of 782 engineering degrees in FY2016.

No institution in the proprietary or private for-profit sector offers a bachelor's degree program in engineering.

Within the *public* sector, Purdue baccalaureate programs in a range of engineering disciplines are available on the Fort Wayne, IUPUI, Northwest, and West Lafayette campuses. Baccalaureate engineering programs are also available at USI and, more recently, at IU Bloomington, whose B.S. in Intelligent Systems Engineering was approved by the Commission in August 2015. There were a total of 1,975 baccalaureate engineering degrees conferred by public institutions in FY2016:

Purdue West Lafayette	1,548	or	78.4%
IUPUI	69		
Purdue Northwest	108		
IPFW	212		
Subtotal, Purdue degrees for these 3 campuses	389	or	19.7%
USI	38	or	1.9%
Total	1,975	or	100.0%

Related Programs at Indiana State. The proposed program would be offered through the Department of Applied Engineering and Technology Management in the College of Technology. The University offers a range of technology or engineering technology baccalaureate programs, including:

- Computer Information Systems Technology
- Computer Graphics Technology
- Engineering Technology
- Electrical Engineering Technology Engineering Technology
- Civil Engineering Technology
- Electronics Engineering Technology
- Automation and Control Engineering
- Technology Management
- Advanced Manufacturing Management
- Safety Management
- Automotive Engineering Technology
- Mechanical Engineering Technology
- Computer Engineering Technology
- Packaging Engineering

In FY2016, these baccalaureate programs enrolled a total of 1,116 headcount or 947 FTE students and had 179 graduates.

Discussion. Per Commission guidance with respect to new program proposals in disciplines that have been assigned to the missions of a relatively small number of institutions, Indiana State consulted early with Purdue University West Lafayette and the University of Southern Indiana about the proposed program. Neither of these institutions raised any objection about the proposal. In fact, in both cases constructive comments were offered to ISU.

The University is seeking authorization for a general engineering program, not a program in a specific engineering discipline. This is similar to the approach taken by USI when the Commission approved its initial engineering program in May 2002. ISU does not anticipate offering programs in specific engineering programs for quite some time. In the case of USI, which may provide some guidance in this area, it took more than a decade for the program to have matured to the point where the University sought approvals for programs in specific engineering disciplines.

The extensive Indiana State offerings in engineering technology provide a strong foundation in terms of faculty, equipment, and facilities, upon which the University can build out its B.S.E. in

Engineering. The University has presented strong evidence for an increasing demand for engineers, which is consistent with the extensive analysis done when the IU Bloomington engineering programs were considered by the Commission.

The proposed B.S.E. in Engineering requires 120 semester hours of credit, thus meeting the standard credit hour expectations for baccalaureate degrees. The existing Transfer Single Articulation Pathways (TSAPs) in Pre-Engineering and Mechanical Engineering both will provide an opportunity for Ivy Tech associate degree graduates to transfer into the proposed program.

Supporting Documents

Program Description – B.S.E. in Engineering

Program Description
Bachelor of Science in Engineering in Engineering to be offered by Indiana State University

1. Characteristics of the Program
 - a. Campus(es) Offering Program: Indiana State University
 - b. Scope of Delivery (Specific Sites or Statewide): Terre Haute
 - c. Mode of Delivery (Classroom, Blended, or Online): Classroom
 - d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):
Co-ops and Internships
 - e. Academic Unit Offering Program: Department of Applied Engineering and Technology
Management in the College of Technology

2. Rationale for Program
 - a. Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)

Why is the institution proposing this program?

Our state, region, and nation have become much more dependent upon engineering professionals, particularly in the areas of manufacturing and aviation/aerospace. Simultaneously, a new breed of engineer is needed who will meet global challenges, expand disciplinary boundaries, and facilitate rapid technological innovation. Generalists are needed who possess not only technical fundamentals but also expertise in broad areas such as strong problem-solving skills, entrepreneurship, innovation, and collaboration. The state needs engineers who have had access to authentic, practice-based engineering experiences and are ready to meet the needs of industry. Perhaps this was best stated at the Aviation and Aerospace Symposium (14 April 2016) in Indianapolis by Freddie Sarhan, vice president of Praxair Surface Technologies, who said, "I think where we fall short is the jack-of-all-trades engineer. In a manufacturing environment, an engineer that has a toolbox and gets their hands dirty on the shop floor is critical to the success of the manufacturing industry."

We are proposing a Bachelor of Science in Engineering (BSE) degree. The program will serve as a niche area for generalists, which would in turn serve those operations that, in many cases, have a small staff and need broadly trained, flexible employees. Also, given our current University demographics and recent growth, we expect to recruit, enroll, and graduate significant numbers of underrepresented students such as African Americans, Hispanics, and women, which would increase the diversity of graduates working in this field.

The BSE consists of a core set of classes. In addition students will select a concentration area in which to complete additional coursework for developing technical depth to complement the overall generalist nature of the degree. The three concentrations are: industrial

How is it consistent with the mission of the institution?

The BSE is firmly rooted in the ISU mission, which states, "Indiana State is dedicated to teaching and the creation of knowledge while maintaining its longstanding commitment to inclusiveness, community and public service, and access to higher education. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning

environment to prepare productive citizens of the world.” (Indiana State University, 2016)

The mission of the BSE is to support human capital development for the twenty-first century in the engineering field, with an emphasis on community and public service. This specific mission will allow students to enter the workforce as leaders in the areas of engineering where they can apply their knowledge and skills to many areas of societal need, e.g., emerging technologies, manufacturing, autonomous systems, etc. This program will prepare students to join the workforce as entry-level professionals with the necessary knowledge and skills to be successful in today’s competitive environment.

The addition of general engineering is aligned with the University’s mission to help meet the workforce needs of the state through the preparation of career-ready graduates. If Indiana is to maintain its central roles in manufacturing and logistics, it needs more engineers who want careers in Indiana and a desire to work in operations as opposed to research and development.

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

The University’s strategic plan, *There’s More to Blue*, has a central focus on preparing students for the workforce and meeting the workforce needs of Indiana. We are choosing to add degree programs in areas with strong demand for graduates and that pay above-average salaries. We are dedicated to the preparation of students for professional employment.

A primary goal of the ISU Strategic Plan is to “Advance Experiential Learning and Career Readiness” (Goal 2). A primary strategy associated with Goal 2 is to increase internships and co-ops. A number of small manufacturing organizations and businesses in the area/region have expressed a need for “engineering generalists.” Currently, active student chapters of the American Society of Mechanical Engineers (ASME) and the Society of Automotive Engineers (SAE International) provide numerous experiential learning opportunities. Student competitions such as the Shell Eco-marathon (a high-mileage competition), the American Society of Civil Engineers Concrete Canoe Competition, and the American Institute of Aeronautics and Astronautics Student Design/Build/Fly Competition also provide excellent experiential learning opportunities. These practical experiences are built into and central to the academic programming.

Many active student organizations such as Females in Technology (FiT), Team Sycamore Racing (TSR), and student chapters of National Society of Black Engineers (NSBE), and Society of Manufacturing (SME) as well as student competitions will provide robust opportunities to support engineering students in practicing their skills and interacting in a team environment.

ISU has a strategic focus on recruiting low-income and first generation students. The University also has a long history of attracting and promoting diversity, and its new strategic plan includes a focus on increasing the diversity of graduates in business and STEM fields. Not only is there a tremendous need for engineers in the state of Indiana, but there is also a growing understanding that to meet this need we will need to increase the number of women and minorities in the field. The relatively small fraction of women and minority groups such as African Americans and Hispanics in the engineering profession has remained constant at about 13–15% over the last thirty years. Despite significant efforts by government, industry, and academia to increase the attractiveness of the engineering field

to these groups, engineering programs are not attracting and retaining enough women and minorities. As the minority populations continue to grow through mid-century, the number of incoming students who are members of underrepresented groups will increase. ISU has developed effective strategies to attract a diverse student body and is helping those students succeed.

The most recent data from College Results Online of Education Trust¹ indicates that ISU has the highest percentage of underrepresented minorities of any public institution in the state, with 22.2%. By comparison, Indiana University–Bloomington has 8.5%; Purdue University–West Lafayette, 7.3%; and University of Southern Indiana, 5.6%. Over the last four years, the ISU College of Technology (COT) has increased our efforts to attract minorities and females. Presently, 23% of our students are females; 13%, African American; and 4%, Hispanic.

Through our student organizations and activities, we will continue to work to increase our recruitment and the success of underrepresented students. Last year, a student chapter of the NSBE was started with the purpose of increasing attraction to and success in STEM fields. This group works to help accomplish the mission of attracting and ensuring the successful graduation of its members. A primary purpose of the organization is to influence cultural change within its community by invigorating members' spirits and energizing their minds. The organization prepares its members to complete their STEM education, make a cultural impact in their communities, and gain the knowledge and skills to succeed professionally. Strategic dollars have been reallocated to make them successful.

The COT has also made significant headway in efforts to increase the number of female students. Bev Bitzegaio, Cheryl Roberson (an alum and Rolls Royce project engineering manager), and Mary McGuire (an alum and retired engineer) have worked hard to attract and ensure successful graduation of females. They have encouraged females to join the student organization Females in Technology (FiT), participate in Women & Hi Tech of Indianapolis networking events, attend a special event for college women on career development and mentoring, and interface with the FiT Advisory Council for mentoring and professional development. FiT students host an annual conference for about 150 high school females, FiT for the Future. FiT members also regularly present at a variety of events and locations around the state, including Passport to High Tech at Connor Prairie, the Women in Technology Workshop at Carmel High School, the Girl Scouts Slumber at the Speedway, the Terre Haute Children's Museum, and regional high schools seeking to develop their own FiT groups.

In addition, Mary McGuire has been working with female students attending Pike High School and Westfield High School in preparation to increase our student base. We will also work with the Center for Leadership Development in Indianapolis and University of Chicago Chapter Schools (Michael Lackenbach). COT has reallocated internal dollars to provide support and resources for these efforts.

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

¹ Data from 2014 aggregated from <http://www.collegeresults.org/default.aspx>

ISU has a strong foundation in engineering technology, offering programs in architecture, automation, automotive, civil, computer, electrical, engineering technology management, manufacturing, mechanical, and packaging. Several faculty who are already steeped in the engineering technology realm have credentials, expertise, and a desire to extend their teaching into the engineering courses. Students in the ISU engineering degree program will benefit from the hands-on-education orientation of these highly qualified faculty.

In the past six years the College of Technology has doubled in student enrollment and developed six new academic programs. The driving force for these changes has been a focus on understanding the needs of the workforce within the state and developing academic programs that meet this need. This focus has been our mantra for this initiative as well. Workforce development statistics reveal the tremendous need for graduates of general engineering programs at the state, regional, and national levels. There is a growing necessity to reinvest in areas such as manufacturing, infrastructure, and aviation/aerospace.

Innovation requires leadership. Indiana State University has community engagement and the development of civic responsibility as a pillar of its strategic plan. This strategic initiative complements the traditional engineering curriculum and will help our graduates take leadership roles in their companies and their communities. The days when engineers lived isolated professional lives are in the past. Engineers must work with politicians, lawyers, and business executives to address our societal needs. Engineers must take leadership roles, not only on technical projects but also in society more generally. Engineers must help lead their communities, state, and federal governments, and help lead society to economic and workforce development.

b. State Rationale

How does this program address state priorities as reflected in *Reaching Higher, Achieving More?*

This program will support state priorities by:

- giving students the opportunity to complete a degree that is highly valued in the marketplace with an innovative approach;
- providing a more diverse set of graduates to meet industry needs;
- creating a degree that presents varied opportunities for the student and fulfills multifaceted needs in business;
- establishing an extensive support system to ensure student success;
- offering a degree with a clear path to employment;
- providing a degree that builds upon existing infrastructure and minimizes the need for new resources;
- increasing the percentage of underrepresented populations in the engineering profession; and
- providing additional support to ensure student success in areas of the curriculum that are very demanding.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

The proposed Bachelor of Science in Engineering will meet workforce needs at all three levels. However, the focus will be to meet the needs of the state of Indiana. College of Technology faculty members and administrators continue to elicit the advice of industry partners to maintain degree relevance. These partners hold executive/management positions in state government and private industry. The letters of support (see item vi. in this section and Appendix 5 below) document their need to draw from a diverse and wide pool of candidates, and retain such employees once hired. This degree will increase that pool and focus on recruiting students from Indiana who are more likely to be anchored in the state based on familial ties and their existing social support system in addition to many other reasons.

The collected data documents an unmet need at each level. This degree will prepare each student to fill a wide variety of engineering specialties. National, state, and regional needs can be reviewed in items iii. and iv. in this section (see below).

Preparation for Graduate Programs or Other Benefits

Students who complete this degree will be qualified to pursue graduate education opportunities

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

State Data

Recent data from the Indiana Department of Workforce Development (2012 to 2022) shows the following:

Mechanical Engineers (SOC Code 17-2141)

- Base employment of 9,781 jobs
- Growth of 652 jobs (6.67%)
- 65 annual growth openings
- Job Orders: 4,468
- Median Wage: \$71,580 per year

Civil Engineers (SOC Code 17-2051)

- Base employment of 2,779 jobs
- Growth of 408 jobs (14.68%)
- 41 annual growth openings
- Job Orders: 1,373
- Median Wage: \$71,470 per year

Industrial Engineers (SOC Code 17-2112)

- Base employment of 8,042 jobs
- Growth of 521 jobs (6.48%)
- 52 annual growth openings
- Job Orders: 2,707
- Median Wage: \$69,830 per year

National Data

Recent data from the U.S. Bureau of Labor Statistics (2014 to 2024) shows the following:

Mechanical Engineers

The national job outlook for mechanical engineers is anticipated to grow by approximately 5% from the years 2014 to 2024, which is considered to be an average level of growth by the U.S. Bureau of Labor Statistics. This average growth will cause an increase of approximately 14,600 mechanical engineering jobs. Nationally, there were 277,500 total mechanical engineering positions reported in 2014. In May 2015, the median pay for mechanical engineers was \$83,590 per year, or \$40.19 per hour.

Civil Engineers

The national job outlook for civil engineers is expected to grow by approximately 8% from the years 2014 to 2024, with an increase of approximately 23,600 additional jobs. This increase is on target with other occupations and is due to aging infrastructures and the need to manage various civil engineering projects that occur both in government and the private sector. Nationally, there were 281,400 total civil engineering positions reported in 2014. In May 2015, the median pay for civil engineers was \$82,220 per year, or \$39.53 per hour.

Industrial Engineers

A large change in the need for industrial engineering positions is not anticipated in the next ten years. Nationally, there were 241,100 industrial engineering positions reported in 2014. From 2014 to 2024, it is estimated that the job outlook will grow by 1%, which would add approximately 2,100 jobs. In May 2015, the median pay for industrial engineers was \$83,470 per year, or \$40.13 per hour.

It is well reported in the media that the infrastructure in Indiana and throughout the United States requires billions of dollars of improvements to maintain the system. The American Society of Civil Engineers 2013 report card for America's infrastructure estimated the need to invest \$3.6 trillion by 2020. The demand for engineers will follow the dollars that flow into these projects. This financial investment will place an increased demand for more engineers. The BSE will assist in meeting this demand.

iii. National, State, or Regional Studies

Data collected to support this new program predicts steady employment for existing engineers as well as an increased need regionally. Projections provided by Region 7 of WorkOne anticipates growth over the next decade for civil engineers (12.5%), mechanical engineers (8.8%), and industrial engineers (10.6%). Indiana Workforce Development concurs with this prediction, showing growth for civil engineers (14.68%) and industrial engineers (6.48%).

Projected job-openings data from the Region 7 Workforce Development (Lisa Lee) for the time period ending 2022 shows: (1) Mechanical Engineers (SOC Code 17-2141), 271 employed, 10 average openings, and 100 jobs; (2) Civil Engineers (SOC Code 17-2051), 81 employed, 3 average openings, and 30 jobs; and (3) Industrial Engineers (SOC Code 17-2112), 260 employed, 9 average openings, and 90 jobs.

- iv. Surveys of Employers or Students and Analyses of Job Postings
According to the Indiana Department of Workforce Development, the job market is strong when considering job orders that were placed in the last 12 months. The data points to a healthy industry need for engineers, with civil engineers (SOC Code 17-2051) at 1,373, industrial engineers (SOC code 17-2112) at 2,707, and mechanical engineers (SOC code 17-2141) at 4,468.
- v. Letters of support
Letters of support have been received from various industries, all expressing the need to diversify and increase the overall engineering candidacy pool. Additionally, support was given regarding seeking out underrepresented groups such as minorities and women. Others were excited about the opportunity to hire interns who could, after degree completion, become employees. See Appendix 5.

The proposal has received letters of support from the following:

- Tri Aerospace LLC, 1055 South Hunt St., Terre Haute, IN 47803
- IEA, 2647 Waterfront Parkway E. Dr., Indianapolis, IN 46214
- Garmong, 3050 Poplar St., Terre Haute, IN 47803
- Endress & Hauser, 2350 Endress Place, Greenwood, IN 46143
- FedEx, 3131 Democrat Rd., Suite C-119, Memphis, TN 38118
- Institute of Transportation Engineers—Indiana Section, www.indianaite.org
- CH2M Hill, 200 W. Madison St., Suite 2000, Chicago, IL 60606
- Pillow Logistics, 4105 Vincennes Rd., Indianapolis, IN 46268
- Duke Energy, 301 Home Ave., Terre Haute, IN 47803
- Frontier, 8001 W. Jefferson Blvd., Fort Wayne, IN 46804
- State Representative Bob Heaton, Indiana House of Representatives District 46
- HURCO, One Technology Way, P.O. Box 68180, Indianapolis, IN 46268
- National Center for Complex Operations, 2902 N. Meridian Street Indianapolis, IN 46208
- Indiana Manufacturers Association, 101 W. Washington St., Suite 1050 E, Indianapolis, IN 46204
- State Senator Jon Ford, Indiana Senate District 38
- State Representative Clyde Kersey, Indiana House of Representatives District 43
- State Representative Alan Morrison, Indiana House of Representatives District 42
- ZF TRW Automotive Electronics, 902 South 2nd St., Marshall, IL 62441

- Thompson Distribution, 2225 N. College Avenue, Indianapolis, IN 46205

3. Cost of and Support for the Program

a. Costs

Faculty and Staff

- A total of **6.0 FTE additional faculty** and **2.0 FTE additional staff** will be required to fully implement this program across the University.
- In the College of Technology, there are presently nine full-time, tenured or tenure-track faculty members who are qualified to teach engineering topics in the proposed engineering program. These faculty are fully deployed in teaching their respective areas in engineering technology. A reassignment of courses will allow the engineering program to begin without adding new faculty. As enrollment projections are met, new faculty will be added in accordance with the following:
 - Delivering the 17 total courses (50 total credits) annually of engineering topics, factoring in a cumulative 80% completion rate, will produce approximately 2,880 Student Credit Hours (SCH) (192 student FTE per year) for the department. With minimal additional capacity available, adding 4.0 FTE tenure-track faculty members over three years from the time of program approval will maintain the University target student-to-faculty ratio. Taking into consideration the initial rollouts of courses and the number of students expected, we will search for two tenure-track faculty members in the first year of approval and two additional tenure-track faculty members in the following year to begin teaching in the program's second and third year, respectively.
 - With enrollment growth, an administrative assistant and a student services professional would also be added.
 - For the three science courses, the current faculty are qualified and capable of absorbing the additional students through rearranging the course offerings within the department. No new science faculty are required.
 - For the five courses in Mathematics, there will be a need for 2.0 FTE additional faculty as the program grows to the expected intake of 60 incoming freshmen per year. With the current staffing and qualifications of Math faculty, the department will request one tenure-track faculty in the fall of the year the program is approved. As the program increases in number of majors, the department will require a second tenure-track faculty member. When operating at the expected intake of 60

freshmen per year, the Mathematics Department will be delivering approximately 1,100 SCH in direct support of the program.

i. Facilities

The COT has robust engineering technology programs, with numerous laboratories already available. Because of our reputation, the COT has received in-kind gifts from industry partners such as Siemens (\$9.6 million) and Hurco (\$500K). These continuing donations and industry engagement activities allow our students to have great experiences that will help them be contributing members of the workforce.

- Minor remodeling of spaces is required to accommodate additional faculty and retool classrooms to accommodate required pedagogy.
- Costs are currently estimated at under \$500,000 spread over the first three years of the program.
- See Appendix 7: Facilities, Detail.

ii. Other Capital Costs (e.g. equipment)

- While significant equipment exists due to the existing engineering technology programs, it is expected that new and/or updated equipment in support of research and courses will be requested not only for the engineering program but also for existing engineering technology programs. As the laboratories and classrooms are utilized in multiple engineering and engineering technology programs, the usage of the equipment becomes inextricably intertwined.
- A combination of additional or reallocated resources totaling \$750,000 is expected, with costs spread over the first four years of the program. The equipment will be utilized in other courses as well, thereby impacting 600-plus students on an annual basis.
- See Appendix 8: Other Capital Costs, Detail.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

Support for this program will come through reallocation of existing faculty lines, with the possibility of new faculty lines being added if program growth warrants such additions. Additional money/support from the state is not being requested.

No programs are being downsized or eliminated as a direct result of this program, but the University continuously evaluates the effectiveness, need, and affordability of all of its programs. No programs in the College of Technology have been eliminated in the past five years.

- ii. Special Fees above Baseline Tuition
Course fees of \$30 per student are anticipated to replace consumables for new laboratory courses.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions Within the State

University	Degree Name	Delivery Mode
University of Southern Indiana	BS in Engineering	Campus
Taylor University	BS in Engineering	Campus
Valparaiso University	BS in Engineering	Campus

The University of Southern Indiana (USI) is the only public university in the state of Indiana that offers a similar degree to our proposed BS in Engineering degree.

The proposed ISU program will create educational opportunities for underrepresented and at-risk students who may not be able to obtain an engineering degree through one of the existing universities in Indiana. ISU will implement multiple student-success supports for these at-risk students through university collaboration, mentoring, and curriculum design for differential equations and other higher-level STEM curriculum. It is ISU’s goal to make these students successful not only while at ISU, but also in the growing job market.

ISU is unique from USI in many notable areas, such as with regard to the socioeconomic status of our students, as depicted in the following table.

	Indiana State University	University of Southern Indiana
Size (Undergrad FTE)	9,510	7,888
% Pell Recipients among Freshmen	56.1%	35.3%
% Underrepresented Minorities	22.2%	5.6%
Total Cost for In-State, On-Campus	\$20,619	\$19,568
Average Net Price after Grants	\$11,525	\$12,925
% of 21st Century Scholars	16%	8%

ii. Related Programs at the Proposing Institution

There are no engineering programs at ISU. However, there is a strong presence of engineering technology programs that will provide the necessary resources of laboratories and well-qualified faculty. These engineering technology programs will each be stronger because of the presence of the engineering program.

b. List of Similar Programs Outside Indiana

University	Degree Name	Delivery Mode
Olivet Nazarene University	BS in Engineering	Campus
University of Illinois at Urbana-Champaign	BS in General Engineering	Campus
Western Illinois University	BS in Engineering	Campus
Andrews University	BSE Engineering	Campus
Calvin College	BSE Engineering	Campus
Hope College	BS Engineering	Campus
Michigan Technological University	BS Engineering	Campus

c. Articulation of Associate/Baccalaureate Programs

The proposed engineering program articulates well with the Ivy Tech Community College AS in Pre-Engineering Generalist degree program. A virtually seamless transfer program will allow students to complete the two-year degree at Ivy Tech and finish the BS in Engineering program at ISU in 120 credit hours. The complete articulation agreement is included in Appendix 9 below.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

120 credit hours / 4 years

b. Program Competencies or Learning Outcomes

Program Educational Objectives: Graduates two to three years into their careers should have the foundation to:

1. Apply disciplinary reasoning, critical thinking, and hands-on skills to identify, analyze, and solve problems. (**Engineering**)
2. Communicate effectively in both oral and written form to articulate technical knowledge, ideas, and proposals. (**Communication**)
3. Consider professional, ethical, and social responsibility of engineering practices. (**Global Responsibility**)
4. Perform effectively, think independently, and work collaboratively in a team environment in a membership or leadership role. (**Management and/or Teamwork**)

5. Actively participate in professional development, including continuous self-improvement and lifelong learning. (**Lifelong Learning**)

Student Outcomes: Students at the time of graduation are prepared to demonstrate:

- 1.1 An ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.
- 1.2 An ability to apply both analysis and synthesis in the engineering design process, resulting in designs that meet desired needs.
- 1.3 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- 2.1 An ability to communicate effectively with a range of audiences.
- 3.1 An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- 4.1 An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.
- 5.1 An ability to recognize the ongoing need for additional knowledge and locate, evaluate, integrate, and apply this knowledge appropriately.

Student Competencies: Students will be assessed on their abilities in the following areas:

Mathematics and Advanced Engineering Mathematics

- Analytic geometry and trigonometry
- Calculus
- Differential equations (e.g., homogeneous, nonhomogeneous, Laplace transforms)
- Numerical methods (e.g., algebraic equations, roots of equations, approximations, precision limits)
- Linear algebra (e.g., matrix operations)

Probability and Statistics

- Measures of central tendencies and dispersions (e.g., mean, mode, variance, standard deviation)
- Probability distributions (e.g., discrete, continuous, normal, binomial)
- Estimation (e.g., point, confidence intervals)
- Expected value (weighted average) in decision making
- Sample distributions and sizes
- Goodness of fit (e.g., correlation coefficient, least squares)

Chemistry

- Periodic table (e.g., nomenclature, metals and nonmetals, atomic structure of matter)
- Oxidation and reduction
- Acids and bases
- Equations (e.g., stoichiometry, equilibrium)
- Gas laws (e.g., Boyle's and Charles' Laws, molar volume)

Instrumentation and Data Acquisition

- Sensors (e.g., temperature, pressure, motion, pH, chemical constituents)
- Data acquisition (e.g., logging, sampling rate, sampling range, filtering, amplification, signal interface)
- Data processing (e.g., flow charts, loops, branches)

Ethics and Professional Practice

- Codes of ethics
- NCEES *Model Law* and *Model Rules*
- Public protection issues (e.g., licensing boards)

Safety, Health, and Environment

- Industrial hygiene (e.g., carcinogens, toxicology, MSDS, lower exposure limits)
- Basic safety equipment (e.g., pressure relief valves, emergency shut-offs, fire prevention and control, personal protective equipment)
- Gas detection and monitoring (e.g., O₂, CO, CO₂, CH₄, H₂S, radon)
- Electrical safety

Engineering Economics

- Time value of money (e.g., present worth, annual worth, future worth, rate of return)
- Cost (e.g., incremental, average, sunk, estimating)
- Economic analyses (e.g., breakeven, benefit-cost, optimal economic life)
- Uncertainty (e.g., expected value and risk)
- Project selection (e.g., comparison of unequal life projects, lease/buy/make, depreciation, discounted cash flow)

Statics

- Resultants of force systems and vector analysis
- Concurrent force systems
- Force couple systems
- Equilibrium of rigid bodies
- Frames and trusses
- Area properties (e.g., centroids, moments of inertia, radius of gyration)
- Static friction

Dynamics

- Kinematics
- Linear motion (e.g., force, mass, acceleration)
- Angular motion (e.g., torque, inertia, acceleration)
- Mass moment of inertia
- Impulse and momentum (linear and angular)
- Work, energy, and power
- Dynamic friction
- Vibrations

Strength of Materials

- Stress types (e.g., normal, shear, bending, torsion)

- Combined stresses
- Stress and strain caused by axial loads, bending loads, torsion, or shear
- Shear and moment diagrams
- Analysis of beams, trusses, frames, and columns
- Deflection and deformations (e.g., axial, bending, torsion)
- Elastic and plastic deformation
- Failure theory and analysis (e.g., static/dynamic, creep, fatigue, fracture, buckling)

Materials Science

- Physical, mechanical, chemical, and electrical properties of ferrous metals
- Physical, mechanical, chemical, and electrical properties of nonferrous metals
- Physical, mechanical, chemical, and electrical properties of engineered materials (e.g., polymers, concrete, composites)
- Corrosion mechanisms and control

Fluid Mechanics and Dynamics of Liquids

- Fluid properties (e.g., Newtonian, non-Newtonian)
- Dimensionless numbers (e.g., Reynolds number, Froude number)
- Laminar and turbulent flow
- Fluid statics
- Energy, impulse, and momentum equations (e.g., Bernoulli equation)
- Pipe flow and friction losses (e.g., pipes, valves, fittings, Darcy-Weisbach equation, Hazen-Williams equation)
- Open-channel flow (e.g., Manning equation, drag)
- Fluid transport systems (e.g., series and parallel operations)
- Flow measurement
- Turbomachinery (e.g., pumps, turbines)

Fluid Mechanics and Dynamics of Gases

- Fluid properties (e.g., ideal and non-ideal gases)
- Dimensionless numbers (e.g., Reynolds number, Mach number)
- Laminar and turbulent flow
- Fluid statics
- Energy, impulse, and momentum equations
- Duct and pipe flow and friction losses
- Fluid transport systems (e.g., series and parallel operations)
- Flow measurement
- Turbomachinery (e.g., fans, compressors, turbines)

Electricity, Power, and Magnetism

- Electrical fundamentals (e.g., charge, current, voltage, resistance, power, energy)
- Current and voltage laws (Kirchhoff, Ohm)
- DC circuits
- Equivalent circuits (e.g., series, parallel, Norton's theorem)
- Capacitance and inductance

- AC circuits (e.g., real and imaginary components, complex numbers, power factor, reactance and impedance)
- Measuring devices (e.g., voltmeter, ammeter, wattmeter)

Heat, Mass, and Energy Transfer

- Energy, heat, and work
- Thermodynamic laws (e.g., 1st law, 2nd law)
- Thermodynamic equilibrium
- Thermodynamic properties (e.g., entropy, enthalpy, heat capacity)
- Thermodynamic processes (e.g., isothermal, adiabatic, reversible, irreversible)
- Mixtures of nonreactive gases
- Heat transfer (e.g., conduction, convection, and radiation)
- Mass and energy balances
- Property and phase diagrams (e.g., T-s, P-h)
- Phase equilibrium and phase change
- Combustion and combustion products (e.g., CO, CO₂, NO_x, ash, particulates)
- Psychometrics (e.g., relative humidity, wet-bulb)

c. Assessment

Assessment will be developed to meet Engineering Accreditation Commission (EAC) requirements of Accreditation Board of Engineering and Technology (ABET).

BS in Engineering Program—Process for evaluating Program Educational Objectives

Identifying Program Constituencies

We identify the following stakeholders and clientele to be the constituencies with respect to the Engineering Program Educational Objectives:

- **Industrial Advisory Committee (IAC).** This selective and highly involved group of individuals expects to see the program yield quality graduates that meet current and future industry needs. An Industrial Advisory Committee is composed of program faculty, employers, and past graduates, and may include faculty from relevant two-year community colleges. This committee will be specifically formed for the BS in Engineering degree.
- **Faculty.** The faculty will fulfill their educational responsibility in leading the students in the learning process, periodically evaluating and adjusting, if necessary, the teaching pedagogy pertinent to achieving the educational objectives.
- **Alumni.** The alumni expect a continued high-quality educational program, as their careers and reputations are associated with the quality of their alma mater.
- **Employers of graduates.** This group expects to hire employees who are globally responsible, technically competent, productive, self-motivated learners, team members, and good communicators.

Process

The Engineering faculty, in concert with the department, college, and University faculty, have primary authority over the curriculum, student outcomes, and program

educational objectives. The faculty must involve and seek input from the program constituencies to ensure the program maintains relevancy with the needs of the constituents.

Program Educational Objectives (PEOs) will receive input from the constituencies on a three-year cycle. The input will be documented and reviewed. The resulting faculty recommendations will be documented and implemented as appropriate.

- Faculty present PEOs to IAC in a three-year cycle for discussion, revision, adjustment, and approval.
- Feedback from IAC is assimilated into the PEOs.
- PEOs presented to graduates by means of electronic survey administered annually.
- Data collected annually, combined in a rolling three-year cycle, analyzed and acted upon by faculty, and presented to IAC along with existing PEOs for discussion, revision, adjustment, and approval (complete cycle).

2016 Review Cycle

1. Faculty action: 2015
 - a. The current list of five PEOs were created during the calendar year 2014 and approved by the AETM Department faculty in December 2014. Previous minutes of advisory committees were consulted during this process.
2. Input from constituencies: 2016
 - a. The AETM Department entire advisory committee reviewed, discussed, and gave input to the list of PEOs.
3. Action: 2017
 - a. Form a specific Industrial Advisory Committee
 - b. Provide feedback to IAC regarding program development
 - c. Collect information and feedback from IAC
4. Follow-up status: 2018
 - a. Provide detailed results of action plan
 - b. Establish annual data collection
 - c. Review in next cycle

2019 Review Cycle

1. Faculty action:
 - a. Analyze previous-cycle data, actions, results, and status
 - b. Use analysis to review program educational objectives
2. Input from constituencies:
 - a. The Industrial Advisory Committee will review and discuss the relevancy of the program educational objectives.
 - b. Survey alumni, if any exist (program would be just two years old)
 - c. Collect data annually
3. Action:
 - a. Analyze data and develop action plan
 - b. Provide feedback to IAC
 - c. Implement plans
4. Follow-up status:

- a. Provide detailed results of action plan
- b. Continue annual data collection
- c. Merge collected data with results for review in next cycle

B.S. in Engineering
Assessment Plan: Fall 2020/Spring 2021

Student Learning Outcome 1.1

Upon graduation, the student will have an ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.

Applies to Program Educational Objective 1.

Within three to five years from graduation, the graduate will be able to demonstrate technical proficiency by applying disciplinary reasoning and critical thinking to identify, analyze, and solve problems in the design, manufacture, and maintenance of major subsystems and technologies (Engineering).

Measures:

Measure 1: The practice exam for the Fundamentals of Engineering Other Disciplines exam

Measure 2: A senior survey will be administered that will address this student outcome.

Details/Description: The data will be collected in ENGR 409. The entire FE exam is pertinent to this outcome, so the entire exam results will be analyzed. The senior exit exam will be administered in ENGR 409. Data specifically addressing this competency will be analyzed.

Target:

Since the exam selected corresponds to the curriculum, the target is initially set at passing the exam. The target for the senior exit survey will be established upon an analysis of the results.

Data Collection Time: Spring 2021

Responsible Individual(s): The program coordinator, department chair, and faculty teaching ENGR 409 will be responsible for the process of this outcome.

Analyze and Review Findings: (Fall 2021) Include the data collected, minutes of the review, and discussion points of Industrial Advisory Committee; previous cycles of the process should be included and become an ongoing part of the process.

Create and Implement Action Plan: (Spring 2022) Give a detailed action plan with a timeline.

Follow-up with Latest Status: (Spring 2023) Give details regarding follow-up.

Review Cycle Begins Again: Fall 2023

Student Learning Outcome 1.2

Upon graduation, the student will have an ability to apply both analysis and synthesis in the engineering design process, resulting in designs that meet desired needs.

Applies to Program Educational Objective 1.

Within three to five years from graduation, the graduate will be able to demonstrate technical proficiency by applying disciplinary reasoning and critical thinking to identify, analyze, and solve problems in the design, manufacture, and maintenance of major subsystems and technologies (Engineering).

Measures:

Measure 1: The practice exam for the Fundamentals of Engineering Other Disciplines exam

Measure 2: A senior survey will be administered that will address this student outcome.

Details/Description: The data will be collected in ENGR 409. The entire FE exam is pertinent to this outcome, so the entire exam results will be analyzed. The senior exit exam will be administered in ENGR 409. Data specifically addressing this competency will be analyzed.

Target:

Since the exam selected corresponds to the curriculum, the target is initially set at passing the exam. The target for the senior exit survey will be established upon an analysis of the results.

Data Collection Time: Spring 2021

Responsible Individual(s): The program coordinator, department chair, and faculty teaching ENGR 409 will be responsible for the process of this outcome.

Analyze and Review Findings: (Fall 2021) Include the data collected, minutes of the review, and discussion points of Industrial Advisory Committee; previous cycles of the process should be included and become an ongoing part of the process.

Create and Implement Action Plan: (Spring 2022) Give a detailed action plan with a timeline.

Follow-up with Latest Status: (Spring 2023) Give details regarding follow-up.

Review Cycle Begins Again: Fall 2023

Student Learning Outcome 1.3

Upon graduation, the student will have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Applies to Program Educational Objective 1.

Within three to five years from graduation, the graduate will be able to demonstrate technical proficiency by applying disciplinary reasoning and critical thinking to identify, analyze, and solve problems in the design, manufacture, and maintenance of major subsystems and technologies (Engineering).

Measures:

Measure 1: The practice exam for the Fundamentals of Engineering Other Disciplines exam

Measure 2: A senior survey will be administered that will address this student outcome.

Details/Description: The data will be collected in ENGR 409. The entire FE exam is pertinent to this outcome so the entire exam results will be analyzed. The senior exit exam will be administered in ENGR 409. Data specifically addressing this competency will be analyzed.

Target:

Since the exam selected corresponds to the curriculum, the target is initially set at passing the exam. The target for the senior exit survey will be established upon an analysis of the results.

Data Collection Time: Spring 2021

Responsible Individual(s): The program coordinator, department chair, and faculty teaching ENGR 409 will be responsible for the process of this outcome.

Analyze and Review Findings: (Fall 2021) Include the data collected, minutes of the review, and discussion points of Industrial Advisory Committee; previous cycles of the process should be included and become an ongoing part of the process.

Create and Implement Action Plan: (Spring 2022) Give a detailed action plan with a timeline.

Follow-up with Latest Status: (Spring 2023) Give details regarding follow-up.

Review Cycle Begins Again: Fall 2023

6. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- *State License:*

Professional Engineer (PE)

- *National Professional Certifications (including the bodies issuing the certification):*

National Society of Professional Engineers—Professional Engineer

7. Placement of Graduates

Members of the Industrial Advisory Board of the Applied Engineering Technology Management Department have stated that they would be interested in hiring graduates of this program to fill their needs in mechanical, civil, and industrial engineering. Additionally, data supplied by the Indiana Department of Workforce Development also supports the need for graduates with this general engineering degree who can be molded to address a variety of engineering specialties.

Students who complete the program will be qualified to continue their education by pursuing graduate degrees in the field of technology, education, or business as well as in many other disciplines.

8. Accreditation

Accreditation Board for Engineering and Technology – (ABET) Engineering Accreditation Commission – (EAC)

ABET is the premier accreditation body for engineering programs. It will be sought to validate the quality of the program and to maintain the strength of the program once established. Additionally, prospective students use this accreditation as a determinant when they evaluate engineering programs. Having this accreditation will increase the competitive advantage of graduates in the marketplace.

9. Projected Headcount and FTE Enrollment and Degrees Conferred

Institution/Location: Indiana State University at Terre Haute
 Program: BS in Engineering

	Year ¹ FY2018	Year ² FY2019	Year ³ FY2020	Year ⁴ FY2021	Year ⁵ FY2022
Enrollment Projections (Headcount)					
Full-Time	25	59	106	148	176
Part-Time	0	0	0	0	0
Total	25	59	106	148	176
Enrollment Projections (FTE)					
Full-Time	25	59	106	148	176
Part-Time	0	0	0	0	0
Total	25	59	106	148	176
Degrees Conferred Projections	0	0	0	20	32

CHE Code: 1807
 Campus Code: 01
 County: 84
 Degree Level: Baccalaureate
 CIP Code: Federal 14.0101 State 14.0101

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

BUSINESS ITEM C:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Architecture to be offered by Ball State University
- Bachelor of Arts and Bachelor of Science in Applied Behavior Analysis (Autism) to be offered by Ball State University
- Bachelor of Arts in Management and Human Organization to be offered by Indiana University Bloomington

Background

The Academic Affairs and Quality Committee discussed these programs at its May 17, 2017 meeting and concluded that the proposed programs could be placed on the June 8, 2017 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, May 17, 2017.

Academic Degree Programs on Which Staff Propose Expedited Action
May 17, 2017

CHE 17-08 Bachelor of Architecture to be offered by Ball State University

Proposal received on April 25, 2017

CIP Code: 04.0201

Fifth Year Projected Enrollment: Headcount – 64, FTE – 47

Twelfth Year Projected enrollment: Headcount -- 96, FTE – 72

Fifth Year Projected Degrees Conferred: -- 30

Twelfth Year Projected Degrees Conferred: -- 48

The proposed Bachelor of Architecture (B.Arch.) would be offered through the College of Architecture and Planning (CAP). Beginning with the October 24, 2016 AA&Q Committee meeting, the Commission discussed the proposed Indiana University Bloomington Master of Architecture on five separate occasions, including the March 9, 2017 Commission meeting, at which the program was approved. On each of these occasions, extensive input was provided by Ball State University about the programs offered through CAP, so that by the time the IU Bloomington program was approved, the Commission had fully anticipated the Ball State B.Arch., including how this proposed program would address Indiana's shortage of licensed architects.

The Bachelor of Architecture requires 154 semester hours of credit and five years to completion. There is currently no Transfer Single Articulation Pathway (TSAP) or individual articulation agreement developed for Architecture, which is a five-year professional program.

CHE 17-09 Bachelor of Arts and Bachelor of Science in Applied Behavior Analysis (Autism) to be offered by Ball State University

Proposal received on April 25, 2017

CIP Code: 42.2814

Fifth Year Projected Enrollment: Headcount – 165, FTE – 165

Fifth Year Projected Degrees Conferred: -- 35

The proposed Bachelor of Arts and Bachelor of Science in Applied Behavior Analysis (Autism) would be offered through the Department of Special Education in Teachers College and delivered entirely online. The proposed program would be specifically focused on Autism or, by its full name, Autism Spectrum Disorder. Graduates of the program would be prepared to become a Board Certified Assistant Behavior Analyst (BCaBA), which provides an additional rung on the career ladder in this field. At present, individuals need a master's degree to be a Board Certified Behavior Analyst (BCBA) or a high school education to be a Registered Behavior Technician (RBT). Ball State currently offers a 15-semester hour minor in Autism, which 108 students were pursuing last year.

The Bachelor of Arts and Bachelor of Science in Applied Behavior Analysis (Autism) requires 120 semester hours of credit, thus meeting the standard credit hour expectation

for baccalaureate degrees. There is currently no Transfer Single Articulation Pathway (TSAP) developed for Applied Behavior Analysis and neither the Special Education nor the Human Services TSAP is a good fit with the proposed program.

CHE 17-10 Bachelor of Arts in Management and Human Organization to be offered by Indiana University Bloomington

Proposal received on April 26, 2017

CIP Code: 52.1003

Fifth Year Projected Enrollment: Headcount – 120, FTE – 120

Fifth Year Projected Degrees Conferred: 30

The proposed Bachelor of Arts in Management and Human Organization would be offered through the College of Arts and Sciences as an alternative to programs available through the Kelley School of Business, such as the Operation Management major. Drawing on the writings and inspiration of Peter Drucker, the founder of modern management, as well as other initiatives that bring into business education the signature strength of a liberal arts education, the program is a broad-based, interdisciplinary, liberal-arts degree that incorporates training in a core set of competencies relevant to business and professional work.

The B.A. in Management and Human Organization requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. While there is no Transfer Single Articulation Pathway (TSAP) in Management and Human Organization, the program will fully articulate with the Ivy Tech A.A. in Liberal Arts, due to the liberal arts orientation of the curriculum.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

BUSINESS ITEM D-1:

Indiana University Bloomington – Volleyball/Wrestling Indoor Arena

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: Volleyball/Wrestling Indoor Arena– Indiana University Bloomington.

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 – Volleyball/Wrestling Indoor Arena

Indiana University Bloomington – Volleyball/Wrestling Indoor Arena

STAFF ANALYSIS

Indiana University, through its Board of Trustees, requests approval to proceed with the construction of a new 45,000-gsf Volleyball/Wrestling Indoor Arena on the Bloomington campus. The arena will have between 2,500 and 3,000 seats to host both volleyball and wrestling events, while doubling as a practice court for the volleyball program. The project also includes new spectator amenities, player locker rooms, and visitor locker rooms. The completed facility will bring the volleyball and wrestling programs onto the existing Athletics campus for better access to student athlete and campus services.

The project is a part of the university's Bicentennial Strategic Plan, Athletics Master Plan, and the ten year plan. The project will also allow for potential further development of the Technology Park as called for in the Bloomington Campus Master Plan. Both the volleyball and wrestling teams currently utilize the University Gymnasium, which is located in the midst of the Technology Park, and away from the athletics campus and student housing.

Comparable Projects: Comparable projects include the Indiana University-Bloomington Memorial Stadium North End Zone Facility at \$380/gsf and the Excellence Academy at \$417/GSF.

Funding: This project is estimated to cost \$17,000,000 (\$378/gsf) and will be funded with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation under IC 21-33-3-5, which would be repaid from Athletics Department Revenues and gifts through the Indiana University Foundation.

Additional Staff Notes:

Staff recommends approval of the project.



April 24, 2017

THE PRESIDENT

The Honorable Eric J. Holcomb
Governor, State of Indiana
206 State House
Indianapolis, Indiana 46204

RE: Volleyball/Wrestling Indoor Arena
Indiana University Bloomington
A-1-17-1-11

Dear Governor Holcomb:

The Trustees of Indiana University and I respectfully request authorization to proceed with construction of a new 45,000-gsf Volleyball/Wrestling Indoor Arena to be located east of Cook Hall, along Fee Lane, on the Bloomington campus. This project is estimated to cost \$17,000,000 and will be funded through Athletics Department Revenues and gifts through the Indiana University Foundation.

The university expects to fund the construction of the project with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5, which would be repaid from gifts or other Athletics revenues. The principal amount of such borrowing would not exceed the sum of (i) \$17,000,000 for costs of construction, renovation, equipment and other related project components and, (ii) any amounts required to fund a debt service fund, interest rate swap agreements, credit facilities or bond insurance premiums, (iii) costs of issuing the debt, capitalized costs, short term or interim financing instruments, and such other expenses as may be ordinary and necessary or incidental to such financing, and (iv) underwriters' and original issue discount within the limits prescribed by law.

This project will construct a new, 45,000-gsf competition venue with between 2,500 and 3,000 seats to host both volleyball and wrestling events, while doubling as a practice court for the volleyball program. New spectator amenities, player locker rooms, and visitor locker rooms will be included. This facility also will bring the volleyball and wrestling programs onto the existing Athletics campus for better access to student athlete and campus services.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Michael A. McRobbie".

Michael A. McRobbie
President

Submitted through the Indiana Commission for Higher Education and the State Budget Agency.

Bryan Hall 200
107 S. Indiana Avenue
Bloomington, Indiana
47405-7000
812-855-4613
Fax: 812-855-9586

University Hall
301 University Blvd.,
Suite 5035
Indianapolis, Indiana
46202-5146
317-274-3571
Fax: 317-274-5098

iupres@iu.edu
www.iu.edu/~pres

20170031

The Honorable Eric J. Holcomb
April 24, 2017
Page 2

RE: Volleyball/Wrestling Indoor Arena
Indiana University Bloomington
A-1-17-1-11

cc: Indiana Commission for Higher Education
State Budget Agency

Representative Tim Brown
Senator Luke Kenley
Representative Terry Goodin
Senator Karen Tallian
Mr. Jason Dudich
Representative Robert Cherry
Senator Ryan Mishler
Senator Greg Taylor
Representative Greg Porter
Ms. Teresa Lubbers
Mr. Andy Cummings
Mr. Dominick Chase

PROJECT SUMMARY AND DESCRIPTION
VOLLEYBALL/WRESTLING INDOOR ARENA

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-11
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:		Previously recommended by CHE:	
Part of the Institution's Long-term Capital Plan:	Yes		

20170031

Project Summary Description:

This project will construct a new, 45,000-gsf competition venue on the Bloomington campus with between 2,500 and 3,000 seats to host both volleyball and wrestling events, while doubling as a practice court for the volleyball program. New spectator amenities, player locker rooms, and visitor locker rooms will be included. This facility also will bring the volleyball and wrestling programs onto the existing Athletics campus for better access to student athlete and campus services.

Summary of the impact on the educational attainment of students at the institution:

This project will move the venue for volleyball and wrestling onto the Athletics campus, as called for in the Athletics Master Plan. Bringing these programs onto the Athletics campus will enhance student life by locating practice and competition facilities near student housing and the under-construction Excellence Academy, which will contain student athlete services. The wrestling team also will be able to compete closer to their practice space in Simon Skjodt Assembly Hall. Furthermore, this new facility will create a family-friendly and community environment for volleyball and wrestling similar to other recently-constructed facilities such as Bart Kaufman Field and Andy Mohr Field.

Project Size: 45000 GSF 35045 ASF 78% ASF/GSF

Net change in overall campus space: 45000 GSF 35045 ASF

Total cost of the project (1): \$ 17,000,000 **Cost per ASF/GSF:** \$ 378 GSF
\$ 485 ASF

Funding Source(s) for project (2): \$ 17,000,000 Capital lease-purchase obligations (IC 21-33-3-5)
funded by Athletics Department Revenues and
Gifts through the Indiana University Foundation

Estimated annual debt payment (4): \$ 1,298,429

Are all funds for the project secured:

Estimated annual change in cost of building operations based on the project: \$ 93,092

Estimated annual repair and rehabilitation investment (3):

- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 - (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 - (3) 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
 - (4) If issuing debt, determine annual payment based on 20 years at 5.75% 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
VOLLEYBALL/WRESTLING INDOOR ARENA

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-11
Campus:	Bloomington	Institutional Priority:	

20170031

Description of Project

This project will construct a new, 45,000-gsf competition venue on the Bloomington campus with between 2,500 and 3,000 seats to host both volleyball and wrestling events, while doubling as a practice court for the volleyball program. New spectator amenities, player locker rooms, and visitor locker rooms will be included. This facility also will bring the volleyball and wrestling programs onto the existing Athletics campus for better access to student athlete and campus services.

Relationship to Other Capital Improvement Projects: This project will allow for potential further development of the Technology Park as called for in the Bloomington Campus Master Plan. Both teams currently utilize the University Gymnasium (also known as the Intercollegiate Athletics Gymnasium), which is located in the midst of the Technology Park, and away from the Athletics campus and student housing. This space in the Technology Park would be better utilized to support technology transfer as well as research and economic development, which are the foci of this campus neighborhood.

Historical Significance: Indiana University does not consider any of the buildings or structures affected by this project to be historically significant.

Alternatives Considered: No alternatives were considered as moving the volleyball and wrestling programs to the Athletics campus is called for in the Athletics Master Plan.

Relationship to Long-Term Capital Plan for Indiana University: This project is part of the university's Bicentennial Strategic Plan, Athletics Master Plan, and the ten year plan.

Need and Purpose of the Program

This project will move the venue for volleyball and wrestling onto the Athletics campus, as called for in the Athletics Master Plan. Bringing these programs onto the Athletics campus will enhance student life by locating practice and competition facilities near student housing and the under-construction Excellence Academy, which will contain student athlete services. The wrestling team also will be able to compete closer to their practice space in Simon Skjodt Assembly Hall. Furthermore, this new facility will create a family-friendly and community environment for volleyball and wrestling similar to other recently-constructed facilities such as Bart Kaufman Field and Andy Mohr Field.

Relationship to Strategic Plan for Indiana University: This project is part of the Bloomington Campus Athletics Master Plan, completion of which is called for in the university's Bicentennial Strategic Plan.

Space Utilization

This project will not change the overall use of space.

Comparable Projects

The IUB Memorial Stadium North End Zone Facility was estimated at \$380/GSF and the Excellence Academy at \$417/GSF.

Background Materials

The IU Board of Trustees approved this project at the April 2017 meeting. Project construction will be funded with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5. The cost of the lease will be \$17,000,000, with annual payments of \$1,298,429.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR VOLLEYBALL/WRESTLING INDOOR ARENA

VOLLEYBALL/WRESTLING INDOOR ARENA A-1-17-1-11	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	411,099	29,690		440,789			440,789
Class Lab (210,215,220,225,230,235)	449,011	13,850		462,861			462,861
Non-class Lab (250 & 255)	549,422	580		550,002			550,002
Office Facilities (300)	1,833,674	64,278		1,897,952		1,124	1,899,076
Study Facilities (400)	583,662	1,976		585,638			585,638
Special Use Facilities (500)	369,375	16,717		386,092		33,921	420,013
General Use Facilities (600)	479,291	40,784		520,075			520,075
Support Facilities (700)	287,475	1,633		289,108			289,108
Health Care Facilities (800)	23,719	0		23,719			23,719
Resident Facilities (900)	54,734	0		54,734			54,734
Unclassified (000)	202,040	11,750		213,790			213,790
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	5,243,502	181,258	-	5,424,760	-	35,045	5,459,805

Notes:

(1) Figures reflect IUB campus academic asf

(2) Represents Luddy Hall School of Informatics & Computing 81,250 asf; Kelley School of Business Career Services 20,780 asf; Memorial Stadium Excellence Academy 49,590 asf; Wells Quad-Goodbody Addition, 7,758 asf; and Marching 100 Hall, 21,880 asf.

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

**CAPITAL PROJECT COST DETAILS
VOLLEYBALL/WRESTLING INDOOR ARENA**

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-11
Campus:	Bloomington	Institutional Priority:	

20170031

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	August	2017
Start Construction	September	2017
Occupancy (End Date)	September	2018

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 1,460,000		\$ 1,460,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 7,800,000		\$ 7,800,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 3,000,000		\$ 3,000,000
c. Electrical	\$ 2,500,000		\$ 2,500,000
<u>Movable Equipment</u>	\$ 290,000		\$ 290,000
<u>Fixed Equipment</u>	\$ 750,000		\$ 750,000
<u>Site Development/Land Acquisition</u>	\$ 500,000		\$ 500,000
<u>Other (Please list)</u>	\$ 700,000		\$ 700,000
TOTAL ESTIMATED PROJECT COST	\$ 17,000,000	\$ -	\$ 17,000,000

(1) Cost Basis is based on current cost prevailing as of: March 2017

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: VOLLEYBALL/WRESTLING INDOOR ARENA**

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-11
Campus:	Bloomington	Institutional Priority:	

20170031

GSF OF AREA AFFECTED BY PROJECT 45,000

<u>ANNUAL OPERATING COST/SAVINGS (1)</u>	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ -	\$ -		
2. Maintenance	\$ 0.39	\$ 17,651		
3. Fuel	\$ -	\$ -		
4. Utilities	\$ 1.39	\$ 62,664		
5. Other	\$ 0.28	\$ 12,777		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	2.07	\$ 93,092	\$ -	\$ -

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

(1) Based on figures from "Individual Cap Proj Desc" schedule

From: [Morrison, Thomas](#)
To: [Chase, Dominick \(CHE\)](#)
Cc: [Deom, Gina \(CHE\)](#)
Subject: RE: Capital Questions
Date: Thursday, April 27, 2017 3:13:34 PM

Dom, please see my answers below in CAPS. As always, please follow up as needed. Thanks,
Tom

From: Chase, Dominick (CHE) [mailto:DChase@che.in.gov]
Sent: Wednesday, April 26, 2017 2:05 PM
To: Morrison, Thomas <morrisot@indiana.edu>
Cc: Deom, Gina (CHE) <GDeom@che.in.gov>
Subject: Capital Questions

Tom,

A few questions about the pending capital projects are below. Thank you for any information you are able to provide.

Dom

A-1-17-1-11

- 1.) What is the plan for the existing facility until its use in the Technology Park can be determined? Will the building ultimately be demolished and replaced or repurposed? THE EXISTING UNIVERSITY GYMNASIUM WOULD REMAIN IN USE AS A GYMNASIUM/RECREATIONAL FITNESS CENTER FOR STUDENTS AND FACULTY IN THE AREA UNTIL THE SITE IS REQUIRED FOR FUTURE DEVELOPMENT. AT PRESENT, THE MASTER PLAN FOR THE AREA HAS THE SITE DESIGNATED FOR THE LOCATION OF A PARKING GARAGE AMONG THE SURROUNDING BUILDINGS.
- 2.) What is the seating capacity in the current facility, and is there demand for 2,500-3000 seats? APPROXIMATELY 2,200 SEATS ARE IN THE CURRENT FACILITY. THUS THE NEW FACILITY IS ONLY SLIGHTLY LARGER. THE PROGRAMS VALUE A MORE INTIMATE SETTING AND REGULARLY ARE NEAR CAPACITY FOR MATCHES AND MEETS.
- 3.) Were the gift funds donated for this specific project or to be used at the discretion of the University? THE GIFT FUNDS ARE DONATED TO THE ATHLETICS CAPITAL CAMPAIGN FOR USE FOR ATHLETIC DEVELOPMENT OR SPECIFICALLY DESIGNATED FOR THIS FACILITY.
- 4.) Are these programs primarily supported by other athletic revenues? YES
- 5.) What are the remaining projects called for under the Bloomington Campus Athletics Master Plan? THIS PROJECT IS THE LAST NEW CONSTRUCTION DEVELOPMENT IN THE MASTER PLAN. HOWEVER, RENOVATIONS ARE ANTICIPATED IN THE COMING YEARS FOR THE UNIVERSITY GOLF COURSE, SOCCER STADIUM, AND REGULAR R&R ON EXISTING ATHLETIC FACILITIES.

A-1-17-2-12

- 1.) What is the vendor selection process for this project? I assume due to the unique nature of the project there are only a handful of vendors with the skills necessary for this project? CORRECT. WE ANTICIPATE THAT THE BELLS WILL HAVE TO BE SOURCED AND REFURBISHED IN EUROPE. THE ORIGINAL BELLS CAME FROM A COMPANY IN THE NETHERLANDS. A CARILLONEUR WILL BE ENGAGED TO CONSULT ON THIS PROJECT (A PERSON WHO SPECIALIZES IN CARILLONS!)
- 2.) Does IU offer a credential associated with this instrument? How many students are credentialed related to this instrument? How many skilled faculty are employed related to this instrument? THE MAJORS OF ORGAN AND SACRED MUSIC UTILIZE THIS INSTRUMENT.

THERE ARE SIX FACULTY IN THIS AREA AND FOCUSED ON PRIMARILY GRADUATE STUDY, BUT THERE ARE UNDERGRADUATE PROGRAMS. WE HAVE ONE OF THE FINEST ORGAN PROGRAMS IN THE WORLD. THIS IS HOW PEOPLE LEARN TO PLAY CHURCH ORGANS AND BELLS. VISITING FACULTY WOULD UTILIZE THIS INSTRUMENT AND CONCERT/RECITALS ARE AN ATTRACTION.

- 3.) The old structure is to be demolished, are there any changes to the new tower that may slow down deterioration? What is the height of the old and new structure? THE OLD STRUCTURE IS 91 FEET. THE NEW STRUCUTRE HAS YET TO BE DESIGNED BUT IS LIKELY TO BE TALLER. AND YES, WE WILL REQUIRE A DESIGN BETTER EQUIPPED TO HANDLE DECADES OF MOISTURE AND WEATHER.
- 4.) Were the gift funds donated for this specific project or to be used at the discretion of the University? THE GIFTS FUNDS ARE DESIGNATED FOR THIS PROJECT AND ARE FROM THE SAME FOUNDATION/ENDOWMENT THAT CONTRIBUTED THE ORIGINAL GIFT. ALUM DR. ARTHUR METZ CONTRIBUTED AN ENDOWMENT BEFORE HIS DEATH IN 1963 THAT COULD BE USED TO CONSTRUCT AND MAINTAIN THE METZ CAILLON AND OTHER PURPOSES. WE ARE FORTUNATE THE ENDOWMENT GREW TO CAPACITY TO REPLACE THE ORIGINAL STRUCTURE.
- 5.) How were the bells originally acquired? SEE #6.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

BUSINESS ITEM E:

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 – Metz Carillon Renovation and Relocation
- Ivy Tech Community College – Terre Haute Precision Agriculture

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

Capital Projects for Expedited Action, June 8, 2017

Capital Projects for Expedited Action

June 8, 2017

- A-1-17-2-12** **Indiana University Bloomington – Metz Carillon Renovation and Relocation**
Indiana University and its Board of Trustees request to proceed with the renovation and relocation of the Metz Carillon bells and related musical facilities to a new carillon structure on the Bloomington campus. The project will consist of refurbishing and reusing key elements of the 47-year-old Metz Carillon while adding four more bells to bring the total to 65 bells, making it a grand carillon. The project also consists of moving the structure to the Arboretum, a more centrally-located, audience-friendly location. The new carillon will provide students in the Jacobs School of Music with an upgraded, high-quality instrument for educational activities and performances. The estimated cost of this project is \$7,000,000 and will be funded through gifts from the Indiana University Foundation.
- F-0-17-1-06** **Ivy Tech Community College – Terre Haute Precision Agriculture**
Ivy Tech Community College and its Board of Trustees request to proceed with the renovation and conversion of an existing, unused warehouse space into a usable classroom and lab space that will allow for the formal creation of the Precision Agriculture Equipment Technology (Center of Excellence) on the Terre Haute campus. The project includes the creation of two classrooms and a twelve-bay learning lab. The project also consists of updates to the building (HVAC system, exhaust removal system, etc.) to make the building fully functional. The launch of the Center will create a new learning space for students enrolled in the Precision Agriculture Equipment Technology degree program. The estimated cost of this project is \$2,952,000 and will be funded through an Economic Development Administration matching grant (\$1,181,047) from the US Department of Commerce, donor funds, and various administrative funds.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

BUSINESS ITEM F-1:

Bilateral Reciprocity Agreement: Indiana - Kentucky

Staff Recommendation

That the Commission for Higher Education approve the following reciprocity agreement, in accordance with the background information provided in this agenda item: *Memorandum of Understanding between Indiana and Kentucky Regarding Tuition Reciprocity 2017-2021*; and

That the Commission direct staff to work with the Kentucky Council on Postsecondary Education over the coming year to more clearly articulate the principles to guide the renewal or modification of the agreement in future years.

Background

In 1991, Indiana and Kentucky entered into a limited agreement to provide reciprocal in-state tuition for residents from specified counties who attend specified postsecondary institutions in the other state.

From the student perspective, the rationale for the reciprocity agreement is to improve affordable access to degree programs, which in some cases, a student would otherwise not have access to. From the state perspective, the rationale for the reciprocity agreement is expanding student access to degree programs without having to invest state resources into developing standalone new programs at Indiana institutions, which in some cases may only appeal to a limited number of students.

In Academic Year 2015-16, 993, or 23 percent, more Indiana students attended Kentucky institutions than Kentucky students attended Indiana institutions (4,314 vs. 3,321, respectively); these figures are slightly less than those for AY 2014-15 (4,843 vs. 3,431, respectively).

The 2013 reciprocity agreement approved by the Commission and the Kentucky Council on Postsecondary Education included the following changes, which are reflected in the attached *Memorandum of Understanding*:

- The term covered by the agreement was reduced from six to four years;

- Ivy Tech Community College Madison could draw students from eight additional counties in the Commonwealth of Kentucky; and
- Western Kentucky University-Owensboro could draw students (junior level and above) from eight additional counties in Indiana.

The attached agreement reflects the status quo and does not include numerous changes requested by Indiana and Kentucky institutions to add new campuses and new counties to the agreement. Reflecting on the proposed changes caused the Commission staff to raise a number of questions about what fundamental policies have been guiding, and should be in the reciprocity agreement. Thus, the unchanged current Indiana and Kentucky agreement is recommended for approval, with the understanding that the two states would review a range of issues over the next year, including:

- The rationale for including counties in Indiana and Kentucky, especially those that are not directly border counties;
- The rationale for including institutions in Indiana and Kentucky, especially those that are not located in border counties; and
- The number of students attending institutions through reciprocity as residential or commuting students.

Supporting Document

Headcount Enrollment at Participating Institutions
 Indiana – Kentucky Reciprocity Agreement Maps, 2017-2021
*Memorandum of Understanding between Indiana and
 Kentucky Regarding Tuition Reciprocity 2017-2021*

**Indiana - Kentucky Reciprocity Agreement:
Academic Year Headcount Enrollment at Participating Institutions**

Indiana Students Attending Kentucky Institutions

	AY* 2015		AY* 2016		Grand Total AY 2015 + AY 2016
	Under-graduate	Graduate	Under-graduate	Graduate	
Kentucky Institutions					
Gateway Community and Technical College	41	0	30	0	71
Henderson Community College	428	0	263	0	691
Jefferson Community and Technical College	935	0	619	0	1,554
Owensboro Community and Technical College	228	0	157	0	385
Northern Kentucky University	744	1	760	0	1,505
University of Louisville	2,010	448	2,042	422	4,922
Western Kentucky University	8	0	19	2	29
	<u>4,394</u>	<u>449</u>	<u>3,890</u>	<u>424</u>	<u>4,314</u>

Kentucky Students Attending Indiana Institutions

	AY* 2015		AY* 2016		Grand Total AY 2015 + AY 2016
	Under-Graduate	Graduate	Under-Graduate	Graduate	
Indiana Institutions					
Indiana University Southeast	1,795	330	1,763	295	4,176
Ivy Tech Community College (Batesville, Lawrenceburg and Madison)	99	0	89	0	188
Ivy Tech Community College (Evansville)	96	0	97	0	193
Ivy Tech Community College (Sellersburg)	641	0	643	0	1,284
Purdue Polytechnic Statewide	32	0	23	0	55
University of Southern Indiana (Evansville)	374	64	371	47	856
	<u>3,037</u>	<u>394</u>	<u>2,986</u>	<u>342</u>	<u>6,752</u>

*Academic Year

INDIANA - KENTUCKY RECIPROCIITY AGREEMENT 2017-2021

INDIANA INSTITUTIONS & KENTUCKY COUNTIES

IU Southeast - Floyd County

(incl. Purdue Polytechnic)

- Bullitt County
- Jefferson County
- Meade County
- Oldham County
- Shelby County
- Spencer County
- Trimble County

Ivy Tech

(Batesville - Ripley County

Lawrenceburg - Dearborn County

Madison - Jefferson County)

- Boone County
- Bracken County
- Campbell County
- Carrroll County
- Gallatin County
- Grant County
- Henry County
- Kenton County
- Oldham County
- Owen County
- Pendleton County
- Trimble County

Ivy Tech

(Evansville - Vanderburgh County)

- Daviess County
- Hancock County
- Henderson County
- Union County

Ivy Tech

(Sellersburg - Clark County)

- Bullitt County
- Meade County
- Jefferson County
- Oldham County

University of Southern

Indiana - Vanderburgh

County

- Daviess County
- Hancock County
- Henderson County
- Union County

KENTUCKY INSTITUTIONS & INDIANA COUNTIES

Gateway Community

& Technical College

- Kenton County

- Dearborn County
- Franklin County
- Jefferson County
- Ohio County
- Ripley County
- Switzerland County

Henderson

Community College

- Henderson County

- Dubois County
- Gibson County
- Perry County
- Pike County
- Posey County
- Spencer County
- Vanderburgh County
- Warrick County

Jefferson Community

& Technical College

- Jefferson County

- Clark County
- Crawford County
- Dearborn County
- Floyd County
- Franklin County
- Harrison County
- Jefferson County
- Ohio County
- Ripley County
- Scott County
- Switzerland County
- Washington County

Northern Kentucky

University

- Campbell County

- Dearborn County
- Franklin County
- Jefferson County
- Ohio County
- Ripley County
- Switzerland County

Owensboro Community

& Technical College

- Daviess County

- Dubois County
- Gibson County
- Perry County
- Pike County
- Posey County
- Spencer County
- Vanderburgh County

University of Louisville

- Jefferson County

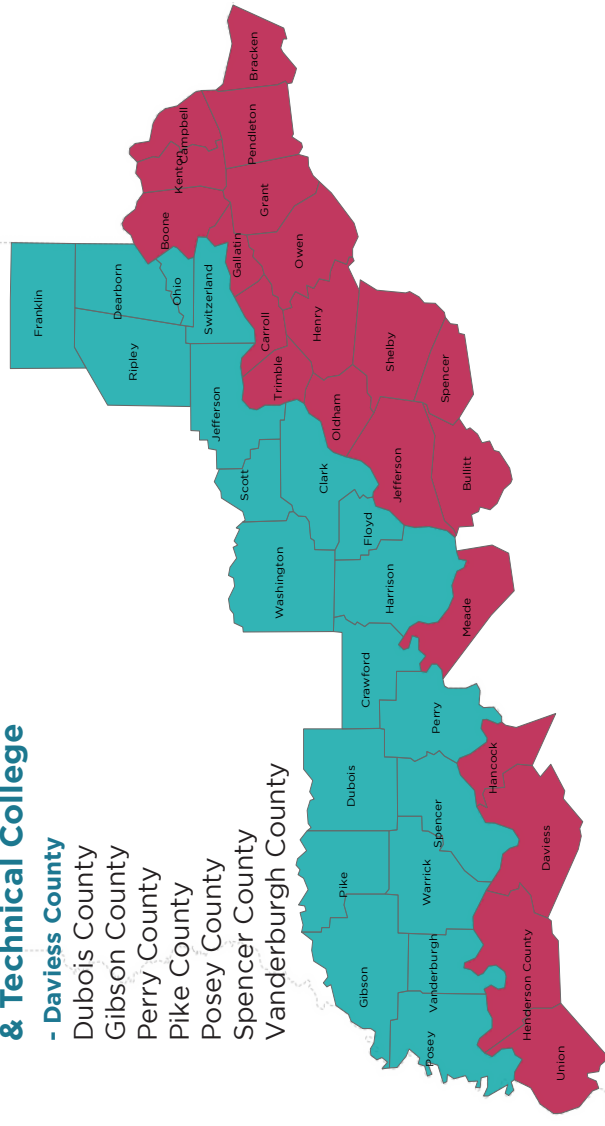
- Clark County
- Crawford County
- Floyd County
- Harrison County
- Perry County
- Scott County
- Washington County

Western Kentucky University

(Owensboro campus only junior level and above)

- Daviess County

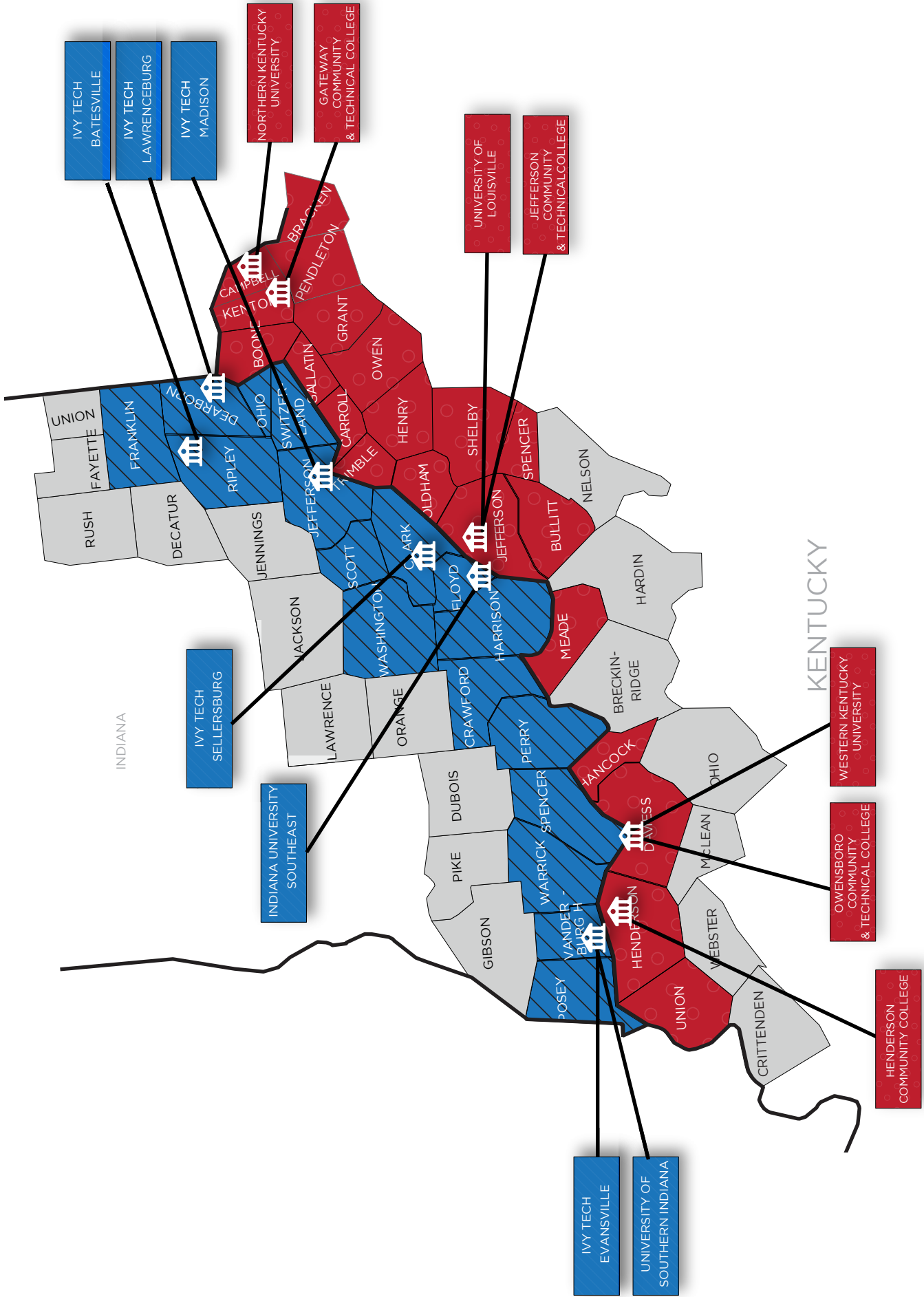
- Dubois County
- Gibson County
- Perry County
- Pike County
- Posey County
- Spencer County
- Vanderburgh County
- Warrick County





INDIANA - KENTUCKY RECIPROcity AGREEMENT, 2017-2021

Students from shaded counties can attend institutions in other states in all programs, with a few exceptions.



**MEMORANDUM OF UNDERSTANDING
BETWEEN INDIANA AND KENTUCKY
REGARDING TUITION RECIPROCITY**

2017-2021

Parties

For Indiana: Indiana Commission for Higher Education, University of Southern Indiana, Ivy Tech Community College Batesville, Evansville, Lawrenceburg, Madison, and Sellersburg, Indiana University Southeast, and Purdue Polytechnic Statewide

For Kentucky: Kentucky Council on Postsecondary Education, Henderson Community College, Owensboro Community and Technical College, Jefferson Community and Technical College, Gateway Community and Technical College, University of Louisville, Western Kentucky University – Owensboro campus, and Northern Kentucky University

Purpose

The states of Indiana and Kentucky desire to provide postsecondary opportunities for the residents of designated counties in both states. Under this agreement, eligible students will be assessed tuition and fees at the enrolling institutions' resident rate, unless otherwise stated in this agreement.

This agreement describes how both states will provide such opportunities.

Period Covered By Agreement

July 1, 2017– June 30, 2021

Eligible Students

- A. To be eligible under the terms of this agreement, students must (1) be legal residents of one of the counties designated by both states as an eligible county, (2) be accepted by an eligible institution identified as accepting students from that county as outlined in Appendix A, and (3) enroll at that institution.
- B. Eligible students may enroll in any undergraduate or graduate degree program offered by the eligible institution with these exceptions: Dental, Medical, and Law programs.
- C. Eligible students may enroll on a full-time or part-time basis.
- D. Eligible students shall be subject to the same general or selective program admission standards as resident students.

- E. Part-time students enrolled exclusively in online courses are not eligible to participate under reciprocity.
- F. Under this agreement, eligible students shall be assessed tuition and fees at the enrolling institutions' resident rate.

Terms Of Agreement

- A. The states of Indiana and Kentucky agree:
 - 1. For the duration of this agreement, eligible counties shall consist of those counties listed in Appendix A.
 - 2. That the public postsecondary institutions that will participate in this agreement are those listed in Appendix A. Each state will publicize the other state's eligible institutions.
 - 3. To treat reciprocity students as resident students when determining appropriations for higher education.
 - 4. That, in the event that this agreement is not renewed, enrolled reciprocity students may complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.
 - 5. To jointly monitor cross-border student flows under this agreement.
 - 6. To confer annually to discuss the agreement and its impact and to recommend changes as might be appropriate and mutually agreed upon under conditions of Section VI. A. below.
- B. Each participating institution will:
 - 1. Treat eligible students as resident students for admission and placement purposes.
 - 2. Treat eligible students as resident students with respect to registration, refunds, student records, and academic advising.
 - 3. Report eligible student headcount, FTE, and credit hours in each academic term to its state agency for higher education.
 - 4. Report eligible students as separately identifiable out-of-state students when reporting enrollment data to its state agency for higher education.
 - 5. Periodically assess the progress of this agreement and to consider changes as might be appropriate.

Amendment, Renewal Or Termination Of Agreement

- A. The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.
- B. The parties may amend the agreement in the following manner:
 - 1. Amendments must be presented to each of the parties of this agreement for their consideration.
 - 2. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement.
 - 3. The responses will be sent to all parties in the agreement.
 - 4. After 60 days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.
- C. Discussions regarding the renewal of this agreement should begin roughly one year prior to its expiration.
- D. This agreement may be terminated by any of the participating institutions, by the Indiana Commission for Higher Education, or by the Kentucky Council on Postsecondary Education, as of June 30th of any year, provided that the party electing to terminate has delivered written notice of such intention to terminate to the other parties by the preceding January 1st. In the case of such a termination by the Indiana Commission on Higher Education or the Kentucky Council on Postsecondary Education, any such election to terminate shall have the effect of terminating the agreement as to it and all other parties hereto. In the case of a participating institution, any such election to terminate shall have the effect of terminating the agreement only as to itself and its participation in the reciprocity program.

- E. In the event of termination, all enrolled reciprocity students will be allowed to complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.

VII. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

Appendix A
ELIGIBLE INSTITUTIONS AND COUNTIES

Indiana Institutions and Kentucky Counties

Indiana University-Southeast including
Purdue Polytechnic Statewide
Bullitt County
Jefferson County
Meade County
Oldham County
Shelby County
Spencer County
Trimble County

Ivy Tech Community College
(Batesville, Lawrenceburg and Madison)*
Boone County
Bracken County
Campbell County
Carroll County
Gallatin County
Grant County
Henry County
Kenton County
Oldham County
Owen County
Pendleton County
Trimble County

Ivy Tech Community College
(Evansville)
Daviess County
Hancock County
Henderson County
Union County

Ivy Tech Community College
(Sellersburg)
Bullitt County
Meade County
Jefferson County
Oldham County

University of Southern Indiana
(Evansville)
Daviess County
Hancock County
Henderson County
Union County

Kentucky Institutions and Indiana Counties

Gateway Community and Technical College
Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

Henderson Community College
Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

Jefferson Community and Technical College
Clark County
Crawford County
Dearborn County
Floyd County
Franklin County
Harrison County
Jefferson County
Ohio County
Ripley County
Scott County
Switzerland County
Washington County

Northern Kentucky University
Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

*Includes the two-plus-two completion program in Business offered by Ivy Tech Community College and

Indiana University East on the Ivy Tech Community College campus.

Owensboro Community and Technical College

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

University of Louisville

Clark County
Crawford County
Floyd County
Harrison County
Perry County
Scott County
Washington County

Western Kentucky University - Owensboro
Campus only (Junior level and above)

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

BUSINESS ITEM F-2:

Bilateral Reciprocity Agreement: Indiana - Ohio

Staff Recommendation

That the Commission for Higher Education approve the following reciprocity agreement, in accordance with the background information provided in this agenda item: *Tuition Reciprocity Agreement between Indiana and Ohio Agencies and Institutions 2017-2019*; and

That the Commission direct staff to work with the Ohio Board of Regents over the coming year to more clearly articulate the principles to guide the renewal or modification of the agreement in future years.

Background

In 2004, Indiana and Ohio entered into a limited agreement to provide reciprocal in-state tuition for residents from specified counties who attend specified postsecondary institutions in the other state.

From the student perspective, the rationale for the reciprocity agreement is to improve affordable access to degree programs, which in some cases, a student would otherwise not have access to. From the state perspective, the rationale for the reciprocity agreement is expanding student access to degree programs without having to invest state resources into developing standalone new programs at Indiana institutions, which in some cases may only appeal to a limited number of students.

In Fiscal Year 2016, 57, or 6 percent, more Ohio students attended Indiana institutions than Indiana students attended Ohio institutions (1,022 vs. 965, respectively); these figures are slightly more than those for FY 2015 (937 vs. 885, respectively).

The 2013 reciprocity agreement was approved with the following changes:

- Central State University could draw students from Indiana;
- Indiana University – Purdue University Fort Wayne could draw students from Ohio; and

- Ivy Tech Community College Marion and New Castle could draw students from Ohio.

The 2015 reciprocity agreement approved by the Commission and the Ohio Board of Regents included the following changes, which are reflected in the attached *Memorandum of Understanding*:

- A technical change from the University of Cincinnati Raymond Walters College to the University of Cincinnati Blue Ash College;
- Ohio institutions could draw students from eight additional counties; and
- Indiana institutions could draw students from three additional counties.

The attached agreement reflects the status quo, with one exception, Ohio State University Lima Campus (which was inadvertently omitted in the previous reciprocity agreement), and does not include numerous changes requested by Indiana and Kentucky institutions to add new campuses and new counties to the agreement. Reflecting on the proposed changes caused the Commission staff to raise a number of questions about what fundamental policies have been guiding, and should be in the reciprocity agreement. Thus, the unchanged current Indiana and Ohio agreement is recommended for approval, with the understanding that the two states would review a range of issues over the next year, including:

- The rationale for including counties in Indiana and Ohio, especially those that are not directly border counties;
- The rationale for including institutions in Indiana and Ohio, especially those that are not located in border counties; and
- The number of students attending institutions through reciprocity as residential or commuting students.

Supporting Document

Headcount Enrollment at Participating Institutions
 Indiana – Ohio Reciprocity Agreement Maps, 2017-2019
*Tuition Reciprocity Agreement between Indiana and Ohio
 Agencies and Institutions, 2017-2019*

**Indiana - Ohio Reciprocity Agreement:
Fiscal Year Headcount Enrollment at Participating Institutions**

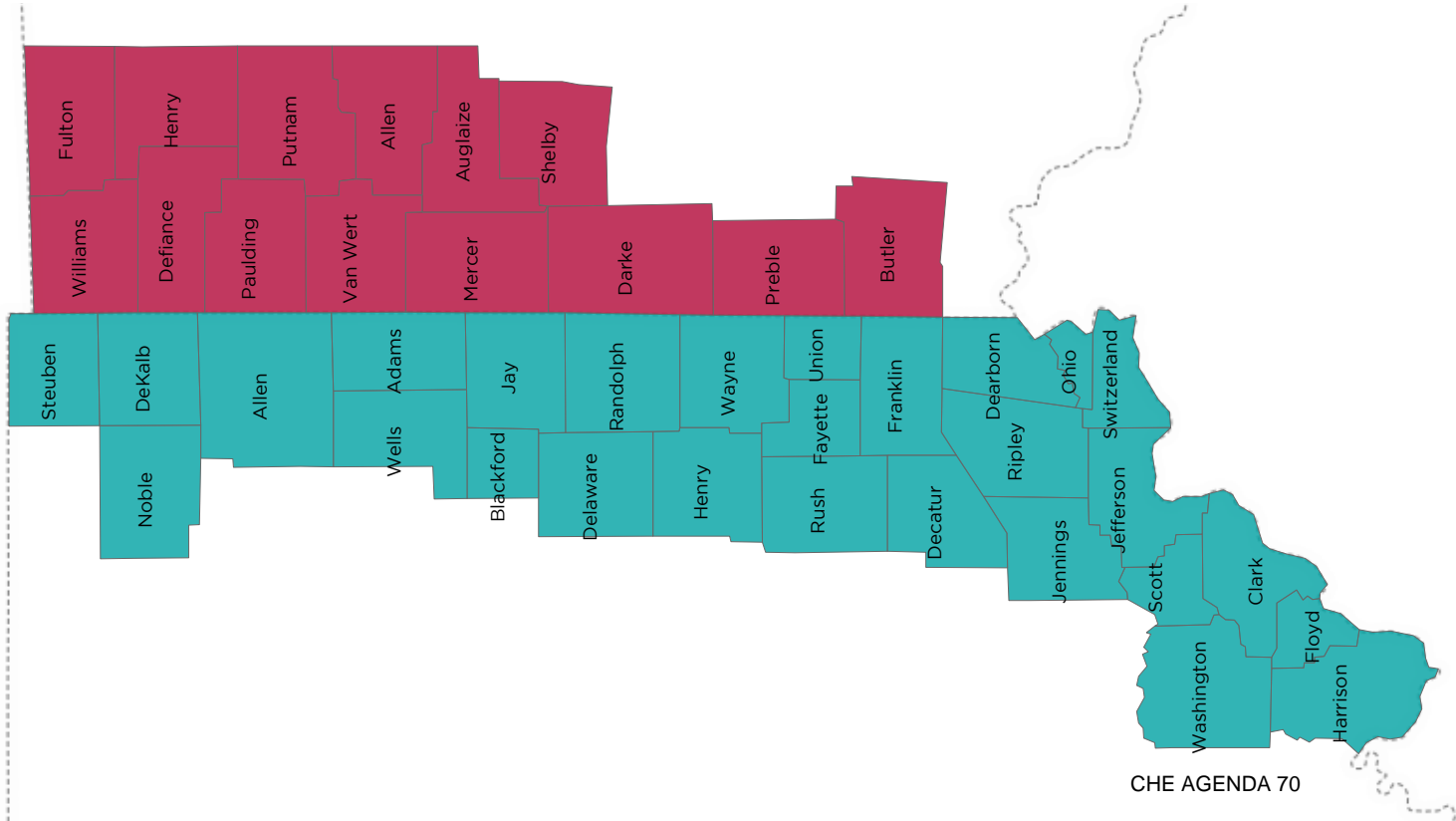
Indiana Students Attending Ohio Institutions

	FY 2015			FY 2016			Grand Total FY 2015 + FY 2016
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	
Ohio Institutions							
Central State	11	0	11	23	0	23	34
Cincinnati State Technical and Community College	209	0	209	198	0	198	407
Edison Community College	10	0	10	9	0	9	19
Miami University	28	0	28	25	0	25	53
Northwest State Community College	0	0	0	6	0	6	6
Owens Community College	5	0	5	9	0	9	14
Rhodes State Community College	6	0	6	5	0	5	11
Sinclair Community College	37	0	37	26	0	26	63
University of Cincinnati	510	39	549	576	47	623	1,172
Wright State University	27	3	30	35	6	41	71
	843	42	885	912	53	965	1,850

Ohio Students Attending Indiana Institutions

	FY 2015			FY 2016			Grand Total FY 2015 + FY 2016
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	
Indiana Institutions							
Ball State University	408	53	461	387	54	441	902
Indiana University East	388	9	397	395	7	402	799
Indiana University-Purdue University-Fort Wayne	63	4	67	167	4	171	238
Purdue University-Polytechnic Statewide/Richmond	12	0	12	8	0	8	20
	871	66	937	957	65	1,022	1,959

INDIANA - OHIO RECIPROcity AGREEMENT 2017-2019



INDIANA INSTITUTIONS

- Ball State University** - Delaware County
- Indiana University East** - Wayne County
- Indiana University Fort Wayne** - Allen County
- Purdue Polytechnic Statewide Richmond** - Wayne County
- Purdue University Fort Wayne** - Allen County

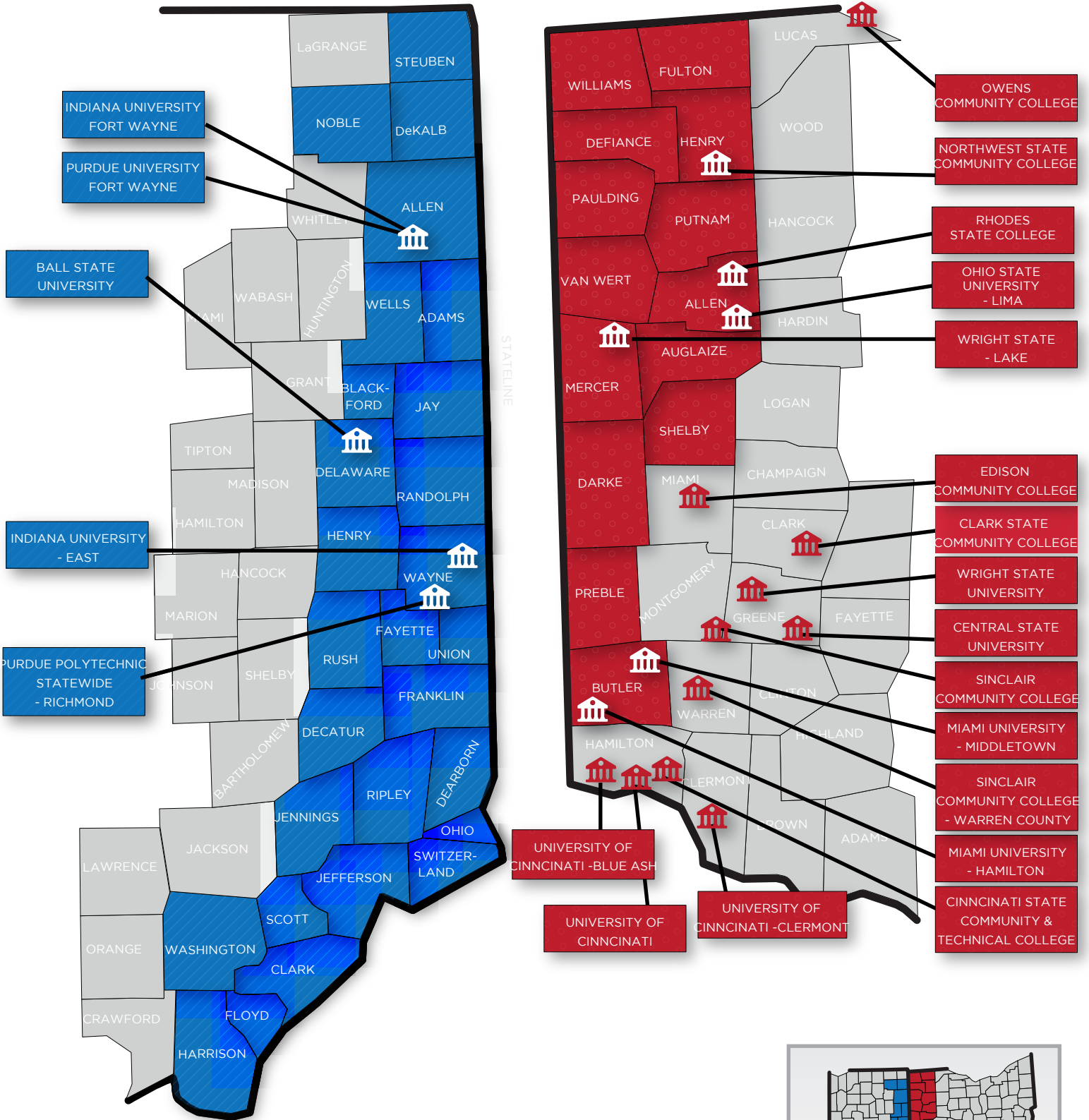
OHIO INSTITUTIONS

- Central State University** - Greene County
- Cincinnati State Technical & Community College** - Hamilton County
- Clark State Community College** - Clark County
- Edison Community College** - Miami County
- Miami University Hamilton** - Hamilton City, Butler County
- Miami University Middletown** - Butler County
- Northwest State Community College** - Henry County
- Ohio State University Lima Campus** - Allen County
- Owens Community College** - Lucas County
- Rhodes State College** - Allen County
- Sinclair Community College** - Montgomery County
- Sinclair Community College** - Warren County
- University of Cincinnati** - Hamilton County
- University of Cincinnati Clermont College** - Clermont County
- University of Cincinnati Blue Ash College** - Hamilton County
- Wright State University Main Campus** - Greene County
- Wright State University Lake Campus** - Mercer County

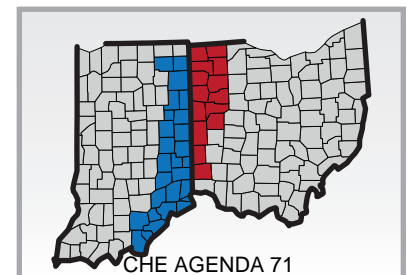


INDIANA - OHIO RECIPROcity AGREEMENT, 2017-2019

Students from shaded counties can attend institutions in other states in all programs, with a few exceptions.



INDIANA COMMISSION for HIGHER EDUCATION



**TUITION RECIPROCITY AGREEMENT BETWEEN
INDIANA AND OHIO AGENCIES AND INSTITUTIONS
2017-2019**

Central State University
Cincinnati State Technical & Community College
Clark State Community College
Edison Community College
Miami University Hamilton
Miami University Middletown
Northwest State Community College
Ohio State University Lima Campus
Owens Community College
Rhodes State College
Sinclair Community College
Sinclair Community College Warren County Campus
University of Cincinnati
University of Cincinnati Clermont College
University of Cincinnati Blue Ash College
Wright State University Main Campus
Wright State University Lake Campus
and
Ball State University
Indiana University East
Indiana University Fort Wayne
Purdue Polytechnic Statewide Richmond
Purdue University Fort Wayne

This Tuition Reciprocity Agreement is entered into between (i) the Chancellor of the Ohio Board of Regents and Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Blue Ash College, Wright State University Main Campus, and Wright State University Lake Campus, pursuant to the provisions of Section 3333.17 of the Ohio Revised Code (the “Ohio Parties”); and (ii) the Indiana Commission for Higher Education and Ball State University, Indiana University East, Indiana University Fort Wayne, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne (the “Indiana Parties,” and with the Ohio Parties, collectively the “Parties”), in compliance with rules and procedures of such Indiana Parties.

I. PURPOSE

The general purpose of this Tuition Reciprocity Agreement is to expand postsecondary educational opportunities across the Ohio and Indiana border while limiting the cost of such expansion to the taxpayers of Ohio and Indiana through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of Ohio and Indiana border counties without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources, i.e. it is the mutual intent of the higher education agencies and institutions entering into these agreements to achieve a rough parity in terms of the costs and benefits of the student exchange.

II. TERMS

1. Duration and Termination

The Agreement shall be effective from July 1, 2017 through June 30, 2019 and may be renewed prior to June 30, 2019 by mutual consent of all of the Parties. Any such renewal of this Agreement shall be for a term of two years commencing no sooner than July 1, 2019 and expiring no later than June 30, 2021 in order to allow such renewal term to coincide with the biennial budget of the State of Ohio.

- a. All parties agree to meet regularly to, at a minimum, discuss and provide updates on efforts and progress made to market the program to Indiana and Ohio residents. Regular meetings for that purpose will be coordinated by the Ohio Board of Regents and the Indiana Commission for Higher Education.
- b. The Indiana Commission for Higher Education may condition its consent to renew this Agreement on the adoption of an Amendment to expand residents' eligibility in both Ohio and Indiana to add counties extending up to the northern border of each state in a manner that maintains parity.

Except with respect to exclusion or inclusion of programs, the Agreement may be amended through mutual consent of all Parties, providing the amendment is in writing and signed by all Parties to the Agreement prior to the effective date of the amendment.

- c. The Parties may amend the Agreement in the following manner. Amendments must be presented to each of the Parties of this Agreement for their consideration. Each Party of this Agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all Parties in the Agreement. After sixty (60) days, if all Parties approve of the proposed amendment, the Agreement will be amended. If all Parties do not approve, the Agreement will not be amended.

A review of this Agreement may occur from time to time at the request of any Party hereto, provided all Parties to this Agreement are served with written notice of such request at least ninety (90) days prior to said review.

Any participating institution may modify the list of programs that it is making available through this agreement by providing at least ninety (90) days prior written notice to all other parties to the agreement. If the change involves the exclusion of a previously included program, the change will not apply to students already enrolled in the program, either with respect to the students' eligibility for the benefits of tuition reciprocity or with respect to the state's treatment of the enrollment of such students, for state funding or other purposes.

This Agreement may be terminated by any of the participating institutions, the Chancellor of the Ohio Board of Regents, or the Indiana Commission for Higher Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the Parties to this Agreement.

2. Indiana Residents' Eligibility for Ohio Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates, any resident of Adams, Allen, Blackford, Clark, DeKalb, Dearborn, Decatur, Delaware, Fayette, Floyd, Franklin, Harrison, Henry, Jay, Jefferson, Jennings, Noble, Ohio, Randolph, Ripley, Rush, Scott, Steuben, Switzerland, Union, Washington, Wayne, and Wells Counties of Indiana who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought) at Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Blue Ash College, Wright State University Main Campus, and Wright State University Lake Campus in the courses or programs not specifically excluded from this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

Majors and/or programs at Clark State Community College which are excluded from this Agreement are the following programs otherwise offered at Clark State Community College:

1. Associate Degree Nursing Program
2. Licensed Practical Nursing Certificate Program
3. LPN to RN Transition Program

Majors and/or programs at Cincinnati State Technical & Community College which are excluded from this Agreement are the following programs otherwise offered at Cincinnati State Technical & Community College:

1. Nursing programs

Majors and/or programs at Rhodes State College which are excluded from this Agreement are the following programs otherwise offered at Rhodes State College:

1. Associate Degree Nursing Program
2. Licensed Practical Nursing Certificate Program
3. LPN to ADN Transition Program

Majors and/or programs at Sinclair Community College which are excluded from this Agreement are the following programs otherwise offered at Sinclair Community College:

1. Allied health programs in dental hygiene, health information management, nursing, radiologic technology, and surgical technology.

Majors and/or programs at Sinclair Community College Warren County Campus which are excluded from this Agreement are the following programs otherwise offered at Sinclair Community College Warren County Campus:

1. Allied health programs in dental hygiene, health information management, nursing, radiologic technology, and surgical technology.

Majors and/or programs at the University of Cincinnati which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati:

1. Nursing programs.
2. Pharmacy programs

Majors and/or programs at the University of Cincinnati Clermont College which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati Clermont Campus:

1. Nursing programs.
2. Pharmacy programs.

Majors and/or programs at the University of Cincinnati Blue Ash College which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati Blue Ash College:

1. Nursing programs.
2. Pharmacy programs.

Owens Community College agrees to accept at Ohio resident tuition rates, any resident of Indiana who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Owens Community College in the John Deere Agricultural Technician Option and Caterpillar Dealer Service Technician programs.

3. Ohio Residents' Eligibility for Indiana Programs

The participating Indiana institutions agree to accept at Indiana resident tuition rates, any resident of Allen, Auglaize, Butler, Darke, Defiance, Fulton, Henry, Mercer, Paulding, Preble, Putnam, Shelby, Van Wert, and Williams Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought) at Ball State University, Indiana University East, Indiana University Fort Wayne, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne, in the courses or programs not specifically excluded from this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

Majors and/or programs at Ball State University which are excluded from this Agreement are the following programs otherwise offered at Ball State University:

1. Bachelor of Arts or Science in Architecture
2. Master of Architecture

4. New Program Eligibility

Any new course or program may be included in this Agreement upon notice, as described above. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

5. Resident Status

- a. During the period of the Agreement, the Chancellor of the Ohio Board of Regents will consider residents of Adams, Allen, Blackford, Clark, DeKalb, Dearborn, Decatur, Delaware, Fayette, Floyd, Franklin, Harrison, Henry, Jay, Jefferson, Jennings, Noble, Ohio, Randolph, Ripley, Rush, Scott, Steuben, Switzerland, Union, Washington, Wayne, and Wells Counties of Indiana who attend Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Blue Ash College, Wright State University Main Campus, and Wright State University Lake Campus under this Agreement as qualifying for Ohio resident tuition rates, and as Ohio

residents for the purpose of allocating funds Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Blue Ash College, Wright State University Main Campus, and Wright State University Lake Campus.

b. During the period of this Agreement, the Indiana Commission for Higher Education will consider residents of Allen, Auglaize, Butler, Darke, Defiance, Fulton, Henry, Mercer, Paulding, Preble, Putnam, Shelby, Van Wert, and Williams Counties of Ohio who attend Ball State University, Indiana University East, Indiana University Fort Wayne, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne under this Agreement as qualifying for Indiana resident tuition rates. When determining appropriations for higher education institutions participating in this agreement, funding for the purposes of enrollment growth will be capped at the following levels for Ohio Reciprocity Students:

- Ball State University: 509 Headcount/507 FTE
- Indiana University-East: 335 Headcount/236 FTE

6. Continued Eligibility

Once a reciprocity student submits an application to a participating institution and enrolls within twelve (12) months of the application, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution, will continue to receive reciprocity benefits under this Agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the Agreement is terminated, each participating institution may decide at that time to continue tuition reciprocity for students appropriately enrolled in eligible courses or programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Blue Ash College, Wright State University Main Campus, and Wright State University Lake Campus and Ball State

University, Indiana University East, Indiana University Fort Wayne, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Northwest State Community College, Ohio State University Lima Campus, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Blue Ash College, Wright State University Main Campus, and Wright State University Lake Campus and Ball State University, Indiana University East, Indiana University Fort Wayne, Purdue Polytechnic Statewide Richmond, and Purdue University Fort Wayne agree to provide annual reports on the enrollment and fiscal implications of the Agreement to the Indiana Commission for Higher Education and the Chancellor of the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

III. CHANCELLOR OF THE OHIO BOARD OF REGENTS APPROVAL

This Agreement is not effective unless and until approved by the Chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code.

IV. INDIANA COMMISSION FOR HIGHER EDUCATION APPROVAL

This Agreement is not effective unless and until approved by the Indiana Commission for Higher Education.

V. COUNTERPARTS; ENTIRE AGREEMENT

This Agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

This Agreement contains the entire understanding of the Parties with respect to the subject matter of this Agreement and supersedes all prior agreements and understandings among the Parties

with respect thereto.

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

STATE AGENCIES

Indiana

Teresa Lubbers, Commissioner
Indiana Commission for Higher Education

Signed: _____

Date: _____

Ohio

John Carey, Chancellor
Ohio Board of Regents

Signed: _____

Date: _____

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

INDIANA INSTITUTIONS

Geoffrey S. Mearns, President
Ball State University

Signed: _____

Date: _____

Michael A. McRobbie, President
Indiana University

Signed: _____

Date: _____

Mitchell E. Daniels, Jr., President
Purdue University

Signed: _____

Date: _____

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

OHIO INSTITUTIONS

Cynthia Jackson-Hammond, President
Central State University

Signed: _____

Date: _____

O'Dell M. Owens, President
Cincinnati State Technical & Community College

Signed: _____

Date: _____

Jo Alice Blondin, President
Clark State Community College

Signed: _____

Date: _____

Cristobal Valdez, President
Edison Community College

Signed: _____

Date: _____

David Charles Hodge, President
Miami University

Signed: _____

Date: _____

Thomas Stuckey, President
Northwest State Community College

Signed: _____

Date: _____

Mike Bower, President
Owens Community College

Signed: _____

Date: _____

Debra L. McCurdy, President
Rhodes State College

Signed: _____

Date: _____

Steven Lee Johnson, President
Sinclair Community College

Signed: _____

Date: _____

Michael V. Drake, President
The Ohio State University

Signed: _____

Date: _____

Santa J. Ono, President
University of Cincinnati

Signed: _____

Date: _____

David R. Hopkins, President
Wright State University

Signed: _____

Date: _____

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

BUSINESS ITEM G:

**Commission for Higher Education Fiscal Year 2018
Spending Plan**

Staff Recommendation

That the Commission for Higher Education approve by consent the Commission for Higher Education Fiscal Year 2018 Spending Plan.

Background

Article VIII Section 1 of the Commission for Higher Education's Bylaws require the Commissioner to present a recommended budget showing anticipated revenues from all sources and expenditures for the next fiscal year no later than the first month of each fiscal year. The Commissioner has delegated this responsibility to Finance staff. Staff have developed a spending plan that reflects appropriations made by the Indiana General Assembly in addition to other sources of revenue. The annual operating budget is functionally characterized by program: administration, outreach, student financial aid, and special projects/dedicated grants. The Budget & Productivity Committee reviewed this spending plan on May 25, 2017. Staff requests authorization to work with the State Budget Agency to implement necessary management reserves and other budget policies for Fiscal Year 2018.

Supporting Documents

Previously distributed.

COMMISSION FOR HIGHER EDUCATION
 Thursday, June 8, 2017

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 State University	Bachelor of Science in Engineering in Engineering	2/10/2017	On CHE Agenda for Action
02	University of Southern Indiana	Doctor of Education in Educational Leadership	3/7/2017	Under Review
03	Indiana University Purdue University Indianapolis	Doctor of Philosophy in Electrical and Computer Engineering (Purdue University)	4/24/2017	Under Review
04	Ball State University	Bachelor of Architecture	4/25/2017	On CHE Agenda for Action
05	Ball State University	Bachelor of Arts/Bachelor of Science in Applied Behavior Analysis with an Emphasis in Autism	4/25/2017	On CHE Agenda for Action
06	Indiana University Bloomington	Bachelor of Arts in Management and Human Organization	4/26/2017	On CHE Agenda for Action
07	Indiana University East	Executive Master of Public Administration	4/26/2017	Under Review
08	Indiana University-East, Kokomo, and Southeast	Master of Arts in Mental Health Counseling	4/26/2017	Under Review
09	Indiana University Kokomo	Bachelor of Science in Sport and Recreation Management	4/26/2017	Under Review

COMMISSION FOR HIGHER EDUCATION
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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	Ball State University	Master of Arts in School Counseling	5/17/2017	Splitting a degree
02	Ivy Tech Community College-Sellersburg	Technical Certificate in Dental Assisting	5/17/2017	Adding locations
03	Ivy Tech Community College-Sellersburg	Associate of Applied Science in Dental Assisting	5/17/2017	Adding locations
04	Ivy Tech Community College-Multiple Locations	Certificate in Magnetic Resonance Imaging	5/17/2017	Adding a certificate
05	Ivy Tech Community College	Certificate in Direct Support Professional	5/17/2017	Eliminating a program
06	Ivy Tech Community College	Technical Certificate in Direct Support Professional	5/17/2017	Eliminating a program
07	Ivy Tech Community College	Associate of Applied Science in Patient Care Technician	5/17/2017	Splitting a degree
08	Ivy Tech Community College	Technical Certificate in Patient Care Technician	5/17/2017	Adding a certificate
09	Ivy Tech Community College	Certificate in Patient Care	5/17/2017	Adding a certificate
10	Ivy Tech Community College-Multiple Locations	Associate of Applied Science in Fire Science	5/17/2017	Splitting a degree
11	Ivy Tech Community College-Multiple Locations	Associate of Applied Science in Environmental Health and Safety	5/17/2017	Splitting a degree

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
12	Ivy Tech Community College- Richmond	Associate of Applied Science in Human Services	5/17/2017	Adding locations
13	Purdue University West Lafayette	Certificate in Environmental and Sustainability Studies	5/17/2017	Adding a certificate
14	Purdue University West Lafayette	Cornerstone: Integrated Liberal Arts Certificate	5/17/2017	Adding a certificate
15	Ivy Tech Community College- Indianapolis	Certificate in Industrial Coatings and Finishes	5/17/2017	Adding a certificate
16	Ivy Tech Community College- Fort Wayne/Wabash	Certificate in Materials Technology	5/17/2017	Adding a certificate
17	Ivy Tech Community College- Fort Wayne/Wabash	Technical Certificate in Materials Technology	5/17/2017	Adding a certificate
18	Ball State University	Bachelor of Arts/Bachelor of Science in Architecture	5/17/2017	Changing the CIP code
19	Ball State University	Bachelor of Arts/Bachelor of Science Logistics and Supply Chain Management	5/17/2017	Adding distance education
20	Ball State University	Graduate Certificate Program in Teaching Writing	5/17/2017	Adding a certificate
21	Ball State University	Certificate in Emotional and Behavioral Disorders	5/17/2017	Adding a certificate
22	Ball State University	Graduate Certificate in Historic Preservation	5/17/2017	Adding a certificate
23	Ball State University	Graduate Certificate in Planning Design of Healthcare Environments	5/17/2017	Adding a certificate
24	Ball State University	Certificate in Corrections	5/17/2017	Eliminating a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
25	Ball State University	Bachelor of Arts/Bachelor of Science (Integrated Studies)	5/17/2017	Eliminating a program
26	Ball State University	Certificate in Science and Entrepreneurship	5/17/2017	Eliminating a program
27	Indiana State University	Bachelor of Science in Manufacturing Engineering Technology	5/17/2017	Changing the name of a program
28	Indiana State University	Bachelor of Science in Engineering Technology Management	5/17/2017	Changing the name of a program
29	Ivy Tech Community College-East Central/Muncie	Technical Certificate in Process Operations Technology	5/17/2017	Adding locations
30	Ivy Tech Community College-Multiple Locations	Technical Certificate in Welding Technology	5/17/2017	Adding locations
31	Ivy Tech Community College-Multiple Locations	Industrial Mechanical Certificate	5/17/2017	Adding locations
32	Ivy Tech Community College-Multiple Locations	Technical Certificate in Industrial Mechanical Technology	5/17/2017	Adding a certificate
33	Ivy Tech Community College-Multiple Locations	Industrial Electrical Certificate	5/17/2017	Changing the name of a program
34	Ivy Tech Community College-Multiple Locations	Technical Certificate in Industrial Electrical Technology	5/17/2017	Changing the name of a program
35	Ivy Tech Community College-Multiple Locations	Associate of Applied Science in Diesel Technology	5/17/2017	Splitting a degree
36	Indiana University Bloomington	Graduate Certificate in Biostatistics	5/17/2017	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
37	Indiana University Northwest	Bachelor of Science in Health Information Administration	5/17/2017	Adding distance education
38	Indiana University Southeast	Undergraduate Certificate in Entrepreneurship	5/17/2017	Adding a certificate
39	Purdue University Northwest-Calumet	Bachelor of Science in Business in Sports Management	5/17/2017	Splitting a degree
40	Ball State University	Certificate in Behavioral Studies	5/17/2017	Adding a certificate
41	Vincennes University	Associate of Science in Nursing	5/17/2017	Changing the number of credit hours
42	Vincennes University	Certificate of Graduation in Practice Nursing	5/17/2017	Changing the number of credit hours
43	Vincennes University	Certificate of Program Completion in Tractor-Trailer Driver Training	5/17/2017	Changing the number of credit hours

COMMISSION FOR HIGHER EDUCATION

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INFORMATION ITEM C: **Media Coverage**

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

Huffington Post
Why Some States Are Making Short-Term Training Free
Sophie Quinton
May 3, 2017

Community colleges are known for their associate degree programs. But these days, many community colleges award more certificates than degrees. Certificates typically take less than two years to complete and promise to prepare students for entry-level jobs in fields such as medical insurance coding or welding.

Now Kentucky and Indiana have created scholarships that would make some certificates tuition-free. The new grants draw inspiration from the free college idea pushed by Democrats like former President Barack Obama and embraced by Oregon, Tennessee and New York. But they're less focused on reducing [soaring tuition prices](#) and more focused on training students for jobs that are sitting open.

"We need to do a better job making sure employers can find people who actually have the skills," said Teresa Lubbers, the Indiana commissioner for higher education, who pushed for the scholarship program Indiana's Republican Gov. Eric Holcomb signed into law last week.

States are stepping in to cut the cost of job training as employers complain that they [can't find the workers they need](#). Reducing the cost of certificates helps students, but also helps employers save money on tuition assistance for their workers.

Arkansas recently put its own twist on free college with [a grant](#) that makes two-year degrees free for students of high-demand subjects, such as computer science.

Critics of the free certificate programs warn that they could have a limited impact. Many students already get enough federal and state aid to cover tuition. And while a few months of training leads to earnings gains, studies suggest that certificates lead to less earnings growth over time than degrees do.

"Free certificate programs have broad appeal. They're directly linked to available jobs in the workforce and have a relatively small price tag in the state budget," said Tom Harnisch, director of state relations and policy analysis for the American Association of Colleges and Universities.

But regulators will need to work closely with economic development experts to make sure certificates that get funding really do lead to good jobs, Harnisch said. And the Indiana and Kentucky programs include so many eligibility requirements that it's unclear how many students will benefit.

A More Career-Focused Credential

Certificates are the fastest-growing college credential that the federal government tracks. Between 2000 and 2010, [the number of certificates awarded almost doubled](#), to more than a million, according to a consulting firm's analysis for the National Center for Education Statistics.

At Indiana's Ivy Tech Community College, which has 32 campuses across the state, certificates now make up over half of awards given for the completion of academic programs. The college has been

adding more certificates to respond to the needs of employers, said Chris Lowery, senior vice president for workforce alignment at Ivy Tech.

Ivy Tech's certificate programs include a one-year course that trains students to become phlebotomy technicians — people who draw blood from patients in doctors offices, hospitals and labs — and an 18-month program that introduces students to carpentry.

But not all Ivy Tech certificates are tailored to a specific occupation. The business administration technical certificate, for instance, is for a one-year crash course in everything from management and marketing to Microsoft Office.

And the certificate the college awarded most last year was a [liberal arts and sciences credential](#) that's embedded in an associate degree program. Students earn the certificate when they finish their general education requirements. They can then transfer those credits easily to one of six partner universities.

National studies show that earning a certificate [pays off, albeit modestly](#). Certificates increase men's earnings by about \$2,000 a year on average and women's earnings by almost \$3,000 a year, according to a review of current research published in March by the Center for Analysis of Postsecondary Education and Employment (CAPSEE), a research group funded by the U.S. Department of Education.

But the earnings gains vary by state, CAPSEE found, which could be due to differences in certificates or in the local economy. In Virginia, for instance, researchers found no statistically significant increase in earnings for certificate holders. In Arkansas, one study showed, men who earned certificates actually earned less than men who hadn't gone to college at all.

Associate degrees deliver a bigger increase in earnings, CAPSEE found: \$4,600 a year for men and \$7,160 for women. They also seem to set students up for more career advancement.

In a separate study of Ohio graduates, CAPSEE researchers found a divergence between the earnings of people who received an associate degree and people who earned a certificate that took almost as long to complete. Both sets of graduates experienced a similar payoff right after graduation. But associate degree holders started to pull ahead after about a year, and [10 years later had higher incomes](#).

"The crucial difference between certificates and degrees is that while certificates give you a short-term bump in your earnings, [your earnings] don't continue to grow," said Thomas Bailey, director of CAPSEE and the Community College Research Center at the Teachers College of Columbia University.

Bailey said students may leave degree programs with a deeper understanding of the subject matter and more general skills, such as how to think critically and work in teams, allowing them to better adapt to changes in their field. Certificates are a better option for adults who need to quickly upgrade their skills than for young people coming out of high school, he said.

In some cases, a certificate is a stepping stone to higher education. About one in four students who earn a certificate [go on to earn an associate or a bachelor's degree](#) within six years, according to the National

Student Clearinghouse Research Center. But that number may be inflated, because some certificates — like Ivy Tech’s liberal arts certificate — are embedded in degree programs.

The Scholarship Proposals

Kentucky’s Legislature last year passed a bill to make community college tuition-free. When it reached Republican Gov. Matt Bevin’s desk, however, [he vetoed it](#), saying the proposal didn’t “permit funding to be targeted based on true need and ... may leave behind those students with the greatest need.”

Instead, Bevin used the money lawmakers had appropriated to create a certificate scholarship.

Eligible students must be state residents without a college degree. They must be enrolled in [certificate programs the state has identified](#) across five industries: health care, advanced manufacturing, transportation and logistics, business services and information technology, and construction. The grant money will pay any remaining tuition charges students face after federal and state aid kicks in.

The grant will likely go to working adults and middle- and upper-income students who don’t qualify for much other aid, said Rebecca Gilpatrick, director of student aid services at the Kentucky Higher Education Assistance Authority. Her office estimates that with \$15.9 million dollars to spend, it will award scholarships to about 8,000 people.

In Indiana, lawmakers have allocated \$4 million over two years [to pay for grants](#) structured like Kentucky’s — as “last dollar” scholarships for students in training programs that regulators will identify. The Indiana scholarships will only be open to students who aren’t financially dependent on their parents or eligible for other state financial aid. “This is designed for adults,” Lubbers, the Indiana commissioner, said.

And Indiana has gone a step further, instructing its Department of Workforce Development to explore creating a similar grant for students in non-credit training programs at community colleges and elsewhere — for instance, courses that prepare students for the commercial [driver’s license exam](#). Students can’t get federal financial aid for non-credit programs, although they may be eligible for other workforce training grants.

Indiana won’t be the first state to offer grants for students in non-credit programs. Virginia last year created a grant program for students in training programs that range from industry certifications in fields like IT security to continuing education for medical assistants and industrial maintenance workers.

States that want to make certificates free have to grapple with the range of non-degree programs that community colleges offer. Not only is the terminology confusing, but short-term training ranges from a weekend course in leadership development or a three- or four-week class to obtain a commercial driver’s license to an 18-month immersion in auto mechanics that could count toward an associate degree.

“We have to simplify the complexity of this,” said Martha Kanter, a former undersecretary of the U.S. Department of Education and director of the College Promise Campaign, a nonprofit initiative that advocates for making community college free.

States need to make sure they’re guiding students into certificate programs that lead to multiple jobs, not just one job, and act as a stepping stone to higher education, Kanter said. Training to earn a commercial driver’s license and become a trucker, for instance, might not lead to a long-term career. “In 10 years, we’re going to have driverless trucks,” she said.

Greensburg Daily News
State calls on students to take a ‘Roadtrip’ to career success
May 10, 2017

Higher Education Commissioner Teresa Lubbers recently announced a new initiative, “Roadtrip Indiana,” that aims to help Hoosier students make more informed decisions about their futures through intentional career exploration and direct engagement with employers across the state.

“Our goal with ‘Roadtrip Indiana’ is two-fold: empowering our students to find their career paths while showcasing the dynamic range of job opportunities right here in Indiana,” said Lubbers. The effort is being launched as part of the state’s annual “Career Ready” campaign that promotes greater career exploration and work-based learning opportunities for Hoosier students.

Developed as part of the long-running Public Television program Roadtrip Nation, the Roadtrip Indiana spin-off will follow three Hoosier students on a journey across Indiana as they explore their career interests through interviews with employers in a variety of high-growth sectors. The Roadtrip Indiana initiative will also include classroom resources for schools and a Roadtrip Nation “Share Your Road” platform to engage more employers in sharing their stories.

Calling All Indiana Road-trippers: Apply by May 22

Students interested in joining the Indiana Roadtrip can apply online at rtn.is/indiana through May 22. Applicants must be at least 18 years old and pursuing—or planning to pursue—some form of education or training beyond high school (two- or four-year college, vocational school, trade school, etc.). Applicants must be available to commit to two weeks of travel in August 2017. All travel expenses, plus a daily stipend for food, are paid for by Roadtrip Nation.

Indiana road-trippers will be selected in July 2017, and the two-week trip across Indiana in Roadtrip Nation’s iconic, green RV will take place in August. The documentary will air on public television in 2018, with footage also appearing on other video platforms. The state will begin engaging Indiana employers to contribute to the online “Share Your Road” platform this coming fall, with the classroom resources available to local schools beginning in 2018.

Roadtrip Indiana Partners

Led by the Indiana Commission for Higher Education, Roadtrip Indiana is made possible with business, government and philanthropic support. Roadtrip Indiana partners include the Strada Education Network, Cummins, First Source Bank, TechPoint, EmployIndy, the Indiana Department of Education, the Indiana Department of Workforce Development and the Indiana Chamber of Commerce.

About the Career Ready Campaign

Career Ready is annual public awareness campaign that kick offs each spring to engage Hoosier students in meaningful career exploration activities and work-based learning experiences—like internships—that help them prepare for the future. Educators, local businesses and community partners can take advantage of the free Career Ready resources available at LearnMoreIndiana.org/Career.

About Roadtrip Nation

Roadtrip Nation, known for its New York Times best-selling career guide, award-winning television series, extensive online content archive, and innovative classroom curriculum, is a career exploration organization that empowers people to define their own roads in life. Combining self-reflection with real-world exposure, Roadtrip Nation’s tools enable individuals to connect their interests to compatible life pathways and find meaningful work. Learn more at RoadtripNation.com and RoadtripNation.org.

The Republic New State Program Helps Students Discover Future Career May 12, 2017

Indiana, like much of the Midwest, is a state in transition. High-paying jobs that only require a high school diploma are rapidly being replaced due to advances in technology and automation. Education and training beyond high school has become the new ticket for admission to the middle-class and a good job.

Studies predict that by 2020, nearly two-thirds of all new jobs will require higher education and training. Over the next decade, Indiana will need about 1 million new skilled workers to replace retiring baby boomers and fill the jobs being created. Many of these jobs will require a two- or four-year degree, but many others will require a certificate or other quality credential.

Indiana is meeting this need head-on with the state’s new Workforce Ready Grant. It represents a bold promise to working-age Hoosiers: If you enroll in a high-demand certificate program from Ivy Tech, Vincennes University or other approved training provider, Indiana will make sure your costs are covered.

Created by the Indiana General Assembly with the support of Gov. Eric Holcomb, the Workforce Ready Grant is designed for the nearly 2 million working-age Hoosiers with only a high school diploma or some college but no credential. Investing in these residents is crucial to both their personal well-being and Indiana’s economic growth, but we can’t stop there.

Indiana must also prepare our younger students for the careers of the future. Our state's workforce is changing rapidly, but many Hoosiers still have a limited understanding about the diverse range of high-growth, high-demand opportunities available to those with the right education and the work ethic to match.

That's why we're launching, "Roadtrip Indiana," a new state-led initiative that aims to help Hoosier students find their future career paths through more intentional exploration and direct engagement with employers across the state.

Based on the long-running PBS program, "Roadtrip Nation," the first-in-the-nation, state spin-off will follow Hoosier students on a journey across Indiana as they explore their career interests through interviews with a variety of Indiana employers. "Roadtrip Indiana" will also provide classroom resources for schools and a platform to engage more employers in sharing their career stories.

Taken together, the Workforce Ready Grant and "Roadtrip Indiana" demonstrate a strong commitment to supporting Hoosiers at both ends of the state's talent pipeline. Our best hope for the future is taking steps now to build the human capital for a dynamic economy and changing workforce needs.

Teresa Lubbers was appointed in 2009 to serve as commissioner of the Indiana's Commission for Higher Education, the agency charged with ensuring the state's post-secondary education system is aligned to meet the needs of students and the state.

Eagle Country Online
Area Students Selected As Next Generation Hoosier Educator Scholarship Recipients
Travis Thayer
May 12, 2017

Six future teachers from southeastern Indiana have received financial aid for committing to teach in Indiana after college graduation.

The Indiana Commission for Higher Education announced Friday the 200 Next Generation Hoosier Educators Scholarship recipients.

The scholarships pay up to \$7,500 annually and up to \$30,000 total for students who commit to teaching in Indiana for five years after college graduation.

Local scholarship recipients include:

Dearborn County

- Maggie Caldwell, East Central High School, Indiana University Bloomington
- Trenton Moorhead, South Ripley High School, Indiana University Bloomington
- Julia Robben, East Central High School, Ball State University

Franklin County

- Austin Glaub, Batesville High School, Ball State University

Ripley County

- Hannah Cox, Batesville High School, Indiana University Bloomington
- Brooklynn Weisenbach, Batesville High School, Indiana University Bloomington

“This scholarship reflects the appreciation we have for those pursuing a career in teaching – a critical and unique profession impacting the lives of every young Hoosier,” said House Speaker Brian Bosma (R-Indianapolis), author of the legislation creating the scholarship.

“Congratulations to all of these recipients, and it is our hope your talent and passion for teaching inspires others to follow.”

More than 600 students from 274 high schools applied for Next Generation Hoosier Educators Scholarships.

To qualify, students had to either graduate in the highest 20 percent of their high school class, or earn a score in the top 20th percentile on the SAT or ACT. To continue earning the scholarship, students must earn at least a 3.0 cumulative GPA and complete at least 30 credit hours per year.

Inside Indiana Business
Gear Up For Summer Interns
Janet Boston
May 12, 2017

May is the month of graduations, racing and internship beginnings. With summer being the most popular season for internships, most interns are ready to start contributing to your organizations this month or in early June.

“One of the keys to a premier internship program is a thorough and honest interview process, followed by a well-planned and informative onboarding process,” explained Nicole Bieker, vice president of operations at [Milliner & Associates](#). “I do everything I can to warmly welcome our interns into our work family. My goal is to make it impossible for any guests to distinguish between the interns and the full-time employees.”

Planning is vital for internship onboarding. The following tips are to help guide you through the process.

Before arrival

- Set up the intern’s workspace and ensure they have access to necessary technology, software and supplies
- Establish an orientation schedule with staff meetings and welcome lunch
- Send the intern’s bio and information to relevant staff members
- Develop a work plan and tailor the intern’s responsibilities to match their skill set and goals
- Set performance expectations and criteria for evaluations
- Communicate the arrival time, dress code, parking and other information needed for their first day

Day of arrival

Start with an office tour highlighting important areas of the building (break room, restrooms, supply room, etc.). Be sure to go over technology operations, computer/software login information and lunch options. Next, you should go over the organization information, human resources materials and the intern’s role in the workplace.

Organization information

- History, mission, values and objectives
- Office hierarchy illustrated through organizational chart
- Brief overview of each department
- Specific objectives of intern's department and how they may contribute
- Specific industry jargon
- Company reading materials such as newsletters, annual reports, memos and blogs

Human resources materials

- Written policies and procedures
- Protocols for appropriate behavior, correspondence and work-space maintenance
- Security and confidentiality policies
- Safety regulations
- Human resources paperwork and internship agreement
- Paperwork for academic credit (if needed)

Work information

- Introduce the intern to staff members and include how the intern will be interacting with each of them
- Review the intern's work plan
 - Have your intern determine their goals and how they plan on completing those goals
 - You may decide to adjust the work plan to tailor it to what the intern wants to learn or develop
- Review the calendar
 - Confirm the intern's work schedule
 - Go over details of the master calendar and inform them of any important work-related events
 - Resolve any scheduling conflicts that may arise
 - Ask the intern if they have any questions regarding the organization or its calendar

Hattie Hynes, human resources marketing and employee engagement intern at Milliner & Associates, is starting her second internship with the organization this summer. In a recent interview, Hynes described her onboarding experience with the organization.

"Nicole Bieker (mentor) had me write my own internship objectives, or what I wanted to accomplish by the time I completed the program. That made me feel like I was truly a part of the team," Hynes explained. "It wasn't at all about what I could give to the company, rather what the company could give to me. Things like that have truly invested me in the success of our company."

If your organization is looking to start an internship program, or if you're looking for assistance with improving an existing one, Indiana INTERNnet is here to help. We provide a web site to facilitate student-employer matches at no cost and we also have instructional resources to help you build a stand-out internship program.

Employers can also apply for [EARN Indiana funds](#), a program through the [Indiana Commission for Higher Education](#), and receive reimbursement for up to 50% of an eligible intern's wages. Students registered on [IndianaINTERN.net](#) can fill out a simple form to find out if they are eligible for EARN Indiana.

To register for our free services, visit www.IndianaINTERN.net, or call (317) 264-6852 to speak with our staff about your internship program.

Indy Star
Abdul: It's never too late to go back to school
Abdul-Hakim Shabazz
May 13, 2017

Over the course of the next couple of weeks, many of us will be celebrating our loved one's graduations, whether it's high school, college, technical school or graduate/professional school. I have three graduations to contend with, my niece, my brother and my wife. My youngest niece is graduating high school and on her way to Ohio State University. She's a very smart kid who inherited her uncle's smart mouth, so no one is questioning whether she will do well.

My wife and my brother are a different matter. While we expect younger kids to go on to some post secondary education when they finish high school, it's not always that easy for adults.

Both my brother and my wife started down the traditional college path back in the mid-1990s, but real life took them on a detour -- military service, kids, jobs -- events that happen to a lot of us.

For my wife, however, she decided about six years ago that although she was a licensed massage therapist, she wanted to get her college degree so she decided to start taking classes at Ivy Tech. She was worried about how school would impact her job, and whether she could keep up in a classroom setting with 20-something students.

I am happy to report that she did.

Not only did she keep up, but she will graduate with honors. And she managed to do it despite a major car accident which required surgery (she never missed a day of school) and the biggest challenge of all, being married to me. She's getting an associate's degree as a Physical Therapy Assistant from the University of Indianapolis. Okay, I admit I am bragging a bit. But her story, as well as my brother's (who graduates from Western Governor's University) show that a lot of older adults in Indiana can share this graduation season.

And if you're someone who has been thinking about going back, it's never too late.

Like the campaign slogan at the Indiana Commission for Higher Education says, "You can go back." Right now there are more than 750,000 Hoosiers who started college but didn't finish.

There's \$7.5 million in state grants available to help you go back. And the days of simply sitting in a classroom or lecture hall as the only way to get your degree are so 20th century. There is flexible scheduling, online classes and you will find satellite and extension campuses all over the place.

if you are worried that you won't quite fit in when it comes to life in a classroom, don't be. As someone who has taught college level classes for close to 15 years, I can say with certainty some of my best students are my older students. They come prepared, focused and on a mission. They are not trying to find themselves, per se. They know who they are and what they want to do in the world. The degree they are pursuing is a means to an end, which is why I enjoy helping them get there.

Now, of course, going back to school is work. It requires a student, regardless of age, to be organized, flexible and to keep a positive attitude. I also remind my students that it's not just them going back to

school, but also their families. The more you can make the experience a family one, the easier it is for the entire group, and it helps lower the stress level.

I once had a University of Indianapolis MBA student tell me her kids were crucial in helping her prepare for her my business law final because they helped her with note cards and quiz her at the dinner table and when they were running errands.

But that's just another example that it's never too late to complete your education. You can go back. And if it's something you've been thinking about for a while, stop thinking and be like my wife and brother and get it done. You'll be glad you did.

Fox 59
Indiana offers \$10M in grants for teachers in STEM subjects
Associated Press
May 28, 2017

Indiana is offering nonprofit groups nearly \$10 million in grants to help recruit teachers with expertise in the high-demand science, technology, engineering and math fields.

Indiana lawmakers created the grant program in 2013 for nonprofits working to recruit and prepare teachers in schools facing a shortage of teachers with training and expertise in the so-called STEM fields.

The Indiana Commission for Higher Education will accept applications for the grants until June 30.

Commissioner for Higher Education Teresa Lubbers says the grants are helping Indiana ensure that more students are prepared for careers in the high-paying technical fields of science, technology, engineering and math.

Teachers receiving support through the grant program must seek employment in an eligible Indiana public school.

The Flyer Group
Indiana eyes more paths to high school graduation
Sue Loughlin
May 25, 2017

Under a new Indiana law, Indiana high school students would have multiple "pathways" to meet graduation requirements, rather than just a single test.

House Bill 1003 calls for the State Board of Education to establish graduation pathway requirements, creating more options for students to show they are ready to exit high school. The law moves from relying on one measure to multiple measures for the high school exit requirement.

The pathways "are yet to be determined by the state," said Michael Brown, director of legislative affairs with the Indiana Department of Education. "Now that the bill has passed, those talks have started."

The pathways could include passing end-of-course assessments, achieving a certain score on a college entrance exam like the SAT or ACT, passing international baccalaureate or advanced placement exams or receiving industry certifications.

Other pathway options include the Armed Services Vocational Aptitude test, assessments necessary to receive college credit for dual credit courses and any other pathway approved by the state.

The new requirement would take effect after June 30, 2018. The state board would establish the pathways in consultation with the Department of Workforce Development and the Commission for Higher Education.

"Not everyone is college-bound," says state Rep. Bob Behning, R-Indianapolis, the bill's author. "We recognize for some students it makes more sense to be CTE [career-technology education] focused. Let's establish a CTE pathway or credential for them."

The Legislature "gave the state board wide authority to create those pathways" required for graduation, Behning said.

Also "very supportive" is Jennifer McCormick, the state superintendent of public instruction. "From the beginning, we said there has to be more than one way to get a diploma. I think it will help with some of the concerns employers are telling us that they need more students who have workforce credentials."

For other students, it will provide additional options to demonstrate they are college ready. Karen Goeller, Vigo County School Corp. deputy superintendent, views the change as a positive one. "That will be a welcome change. Instead of just one test, there will be other ways to demonstrate proficiency for moving into higher education or careers," she said.

Dave Chapman, South Vermillion School Corp. superintendent, sees benefits, but needs more details. "We're not factories. We don't produce the same type of product with every kid. What pathways will allow us to do is find that path for success for all the kids," he said.

Now, there is one option, and everyone must take the same test, whether they are high ability, middle of the road or a high functioning special education student, Chapman said. "We've been saying for years that's not fair," he said.

Replacing ISTEP-plus

Graduation pathways are just one component of House Bill 1003, a new statewide assessment program that replaces the current ISTEP-plus test. The new assessment system, called ILEARN, takes effect for the 2018-19 school year; ILEARN will be administered starting in spring 2019.

The test framework, in terms of grade levels tested, will be very similar, Goeller said. There will be advantages in that test results will get back to schools and families sooner, and the test involves a single testing window at the end of the school year.

Currently, there are two testing windows, one in late winter and another in spring.

Other components of the law:

- Math and English/language arts will be tested yearly in grades 3 through 8 and one time in grades 9 through 12. Science will be tested one time in grades 3 through 5; one time in grades 6 through 9 and one time in grades 10-12. U.S. history or U.S. government must be tested at least once in grades 5 or 8.

- IDOE must establish procedures that encourage Indiana teachers to score open-ended writing assessments (but not in their own school district).
- For 2017-18, schools will have more flexibility to determine how to include ISTEP results in teacher evaluations.
- The law also requests a summer study committee concerning teacher evaluations.

For elementary and middle school students, ILEARN could be “computer-adaptive,” and adjust difficulty based on students’ answers. Educators say such an exam can more precisely determine how students are doing in school and offers more useful feedback for adjusting classroom instruction, according to Chalkbeat.

McCormick favors making those tests computer-adaptive because they provide a better indication of how students are doing in school.

Overall, she said, the department is pleased with the outcome for grade 3 to 8 testing and the greater flexibility the law provides. "We were very involved in the bill to the degree we could be, providing input and sharing our agreement and concerns," she said. "We were welcomed to the table [by legislators]. She is disappointed the high school test will go back to end-of-course assessments in English, Algebra 1 and science, something the state had gotten away from last year and this year. She believes ECAs are too course specific and had hoped for an assessment that "meets the letter of the law but allows for more flexibility in content."

While students will have to take ECAs, if they don't pass them, they will still have other "pathways" under the new law to show they are ready to exit high school and meet graduation requirements. The legislation also requires that scores be returned to the State Board not later than Aug. 14 for the 2018-19 test, and July 1 thereafter.

A high priority is to reduce testing time, Behning said. "We want it shorter ... so kids can focus more on learning as opposed to testing."

'Now the work begins'

Commenting on the new ILEARN legislation, state Rep. Clyde Kersey, D-Terre Haute, believes "it's a good thing we will be getting rid of ISTEP, but we don't know what the new test will look like ... it's not really clear what will replace it."

Kersey said he's concerned that not enough time will be spent developing the new test, if it is to begin in the 2018-19 academic year.

"I think we are rushing into something before we've really studied it. I voted against it for that reason," Kersey said. "We need to spend more time studying it for the sake of teachers who must teach the new curriculum and students who must adapt to it."

He also believes funds need to be invested in preparing teachers and students for the new test. The new law urges the general assembly to form a summer study committee to examine teacher evaluations; in recent years, student test scores have been a factor in those evaluations. "That has been a bone of contention," Kersey said. "It's not fair to evaluate teachers based on [state testing] because there is such great variation" when comparing wealthier school districts to low income and rural districts, he said.

State Sen. Jon Ford, R-Terre Haute, said "It's not a perfect bill, but it is an improvement." He supports the creation of the graduation pathways as well as a summer study committee to review teacher evaluations. He does not believe standardized testing should be used in teacher evaluations.

McCormick says state mandated tests "were never designed to evaluate teachers," and she believes there are better ways to achieve classroom accountability.

In terms of overall changes in HB 1003, Chapman, South Vermillion superintendent, said he's reached out to different professional organizations to learn more. He's learned from experience that when something is changed, "Don't rush to judgment ... now the work begins."

He believes the legislative intent is good, "better than we've seen in the past, but we just need to see how the pieces will fit now."

Inside Higher Ed
Fine Print and Tough Questions for the Purdue-Kaplan Deal
Paul Fain
May 30, 2017

Calling Purdue University's acquisition of Kaplan University bold might have been underselling. Depending whom you ask, the deal is either an exciting evolutionary step for public higher education or a dangerous threat to it.

Experts agree, however, that the outcome of Purdue's big bet on online credentials through the purchase of a for-profit institution could set precedents that will reverberate far beyond Indiana.

"It's a real crossroads moment for higher education," said Peter Smith, an endowed professor at the University of Maryland University College and a former U.S. representative whose long career in the academy includes stints at public and private institutions as well as a recent role at Kaplan.

Smith compares the possible influence of the Purdue news, which [first broke](#) last month, to the MOOC craze of five years ago -- specifically the shift in how selective institutions view online courses -- and to the employee education partnerships forged by Arizona State University with Starbucks and by Southern New Hampshire University's competency-based College for America with its participating employers.

Yet before the new Purdue online institution can begin making its mark, federal and state regulators and the Higher Learning Commission will have to review the arrangement struck by the land-grant university to acquire Kaplan University and its 32,000 students, 15 campus locations and 3,000 employees.

The trickiest part, a broad range of observers said, will be the scrutiny by HLC, which is the regional accreditor for both Purdue and Kaplan.

That belief is based in part on the clout wielded at the state level by Purdue and its president, Mitch Daniels, a former Republican governor of the state and a national political figure. Indiana's government already passed language in a budget bill to lay the statutory groundwork for the new public institution. And the state's higher education commissioner has spoken positively about Purdue's move.

As a result, most expect smooth sailing during Indiana's consideration of the deal. Predicting how reviews by the accreditor and the feds might go down is more difficult. Several key aspects of the university's structure have not been publicly disclosed and probably will stay private. Likewise, some of what is known crosses into new territory, particularly that the as-yet unnamed university combines enviable competitive characteristics of both public and private nonprofit universities, with a 30-year contractual service relationship with a for-profit that will no longer offer federal aid-eligible credentials.

On the federal side, however, the political zeitgeist is a major factor, observers said. The Trump White House is unlikely to pump the brakes on Daniels's gambit, many said, given its stated interest in alternatives to the traditional four-year degree and about displaced workers in the Midwest who might attend Purdue's new online programs.

"They'll be framed legally and in regulatory terms, but they'll be primarily political," Smith said of the reviews. "The future for both parties is bright."

Even so, the Higher Learning Commission faces a challenging task as it kicks the tires of the new institution.

Faculty members at Purdue have [raised a broad range of concerns](#) about the deal, including complaints about shared governance for the new university and not being notified about the negotiations with Kaplan until an hour before the news went public.

In addition to weighing faculty concerns, HLC has been ground zero for [contentious fights](#) over [sector-crossing partnerships](#) and [attempts by for-profit institutions](#) to convert into nonprofits, both of which could relate to the accreditor's review of the new university.

"Any way you look at it, this is going to trigger a very careful review," said Judith Eaton, president of the Council for Higher Education Accreditation.

HLC at times has been tugged in two directions, perhaps more so than other regional accreditors. The commission [has been criticized](#) for allegedly [not doing enough](#) to crack down on bad-actor for-profits as well for [failing to adequately support](#) innovation.

"They're in a position where they feel very vulnerable and they're working with these anomalous institutions that nobody had in mind when regional accreditation was put together," said Sally Johnstone, president of the National Center for Higher Education Management and a former vice president for academic advancement at Western Governors University.

Russ Poulin agreed. As the director of policy and analysis for the Western Interstate Commission for Higher Education, Poulin said the HLC review will be where critics of the deal make their stand.

"They're going to be under tremendous pressure from both sides on this. I wouldn't want to be in their shoes," he said. "No answer is the right answer for them. Somebody's going to be upset."

Quasi-Public?

A focus area for regulators and the accreditor in their scrutiny of the new university will be its public character, which is a twist on the traditional public institution in ways that are both controversial and clever, experts said.

The [budget](#) Indiana's governor signed -- on the day Purdue and Kaplan announced their deal and had it approved by the university's governing board -- included language that established the new university as a public institution, but with unusual exemptions that will allow it to operate like a nonprofit corporation.

The university will be a type of public benefit corporation, a nonprofit business that values societal returns -- in this case educating students, many of them low income -- as well as revenue.

The new institution will not, however, be a 501(c)(3) organization, Purdue said. That means the new university won't have to publicly disclose information that most private colleges do. For example, it appears that the former Kaplan University will not be required to file the annual Form 990 tax form with the U.S. Internal Revenue Service, which includes information about a university's compensation, revenue and expenses.

If the feds confirm the new university's public status, Purdue said, "it will not be required to obtain recognition as [a] tax-exempt 501(c)(3) entity."

Likewise, the budget language exempts the new university from a few public-record and open-meeting laws, because it is not technically a public agency, as the *Lafayette Journal & Courier* [first reported](#). The institution, however, will be obligated to provide information about finances, academic programs and student outcomes to the state's higher education commission, upon request.

Despite these changes to the typical regulatory requirements for a public university, the new state law also says the university will be "considered to be a governmental entity equivalent to the state for purposes of U.S. Department of Education regulations."

Purdue submitted written answers to questions about the regulatory and accreditation reviews, [available in full here](#).

In [unveiling the deal](#) last month, Purdue said it was creating a "new global public university." The institution will not receive state funding, Purdue said, with its revenue instead coming solely from tuition and fund-raising. (The university's students could receive financial aid from the state and the federal government.)

Mitch Daniels announces Purdue's purchase of Kaplan.

Daniels, in a [presentation](#) to the university's trustees, said the new institution would pose "virtually no financial risk," presumably meaning to Purdue or the state. He has reinforced that message in conversations with faculty members.

Yet the federal government places less financial scrutiny on public institutions because states are considered to be their fiscal backers. This commonly cited legal concept means the "full faith and credit" of a government entity is on the hook to cover a public agency's debt and other monetary obligations.

For example, the federal [borrower-defense rule](#) that goes into effect soon is more lax with its [fiscal requirements](#) for public institutions, such as not requiring them to take out letters of credit due to perceived financial vulnerability or in response to allegations of misconduct. Private nonprofit and for-

profit institutions are subject to those requirements, however, as a hedge against taxpayers eating the costs of forgiving student debt or other expenditures when a college shuts down. In addition, the new university will take on Kaplan's student loan portfolio, according to former department officials, as well as that liability, which could carry some risk.

The new Purdue institution's degree programs also will not be subject to the federal government's gainful-employment regulation, which only applies to nondegree programs at public and nonprofit institutions. Kaplan has shut down five programs that would have run afoul of that rule. Likewise, the new university will not be required to get at least 10 percent of its revenue from nonfederal sources, as for-profits must.

Purdue said the new university, which it has temporarily dubbed New University, will be classified as a public institution by the federal government.

"We're not going to get out in front of our regulatory process, but we believe the state enabling legislation and a fair reading of the federal regulations provide a solid basis for treating NewU as a public institution for Title IV purposes," the university said in a written statement, in reference to the federal law that governs financial aid. "Purdue is a state instrumentality, but it generates and manages financial resources other than state appropriations. The legislation makes clear that only these other nonpublic resources (called 'eligible property' in the statute) may be used if Purdue is ever called upon to provide a financial backstop."

'Existential Threat'

Bob Shireman is a senior fellow at the Century Foundation who, in his time as an Education Department official during the Obama administration, helped lead a crackdown on for-profit institutions. Recently he's [been critical](#) of the conversion of some for-profits into nonprofits, saying the colleges merely changed tax status while continuing to enrich company officials.

The new Purdue institution poses an "existential threat to public education," Shireman [told National Public Radio](#) shortly after the deal was announced. His [criticism of the deal](#) drew the ire of Daniels, who called out Shireman personally during a meeting with faculty members.

Shireman hasn't backed down from his assessment. In fact, he says he's more concerned after having a month to review some of the deal's fine lines.

How can the department consider this new institution to be a public university, Shireman asks, if it's structured as a limited liability corporation that poses virtually no financial risk to the state?

Some faculty members share Shireman's concerns.

"This isn't going to be a public university," said David Sanders, an associate professor in the university's department of biological sciences who is the chair of the University Senate, which earlier this month [passed a resolution](#) that called on the university's Board of Trustees to rescind any decisions about the new university.

"The faculty doesn't see it as being to the benefit of faculty, students, the university or the state of Indiana," Sanders said.

HLC tends to focus heavily on faculty concerns, experts said, particularly with regard to academic offerings. This reflects the traditional view that, under shared governance, faculty members play an essential role in the quality control of the programs a college offers.

Another possible issue is that Kaplan will run a large portion of the university's nonacademic functions for the foreseeable future. While Kaplan and Purdue describe the for-profit education company's role with the new university as being of the "back office" variety, those contractual services include marketing and advertising, admissions support, financial aid administration, technology and human resources support, accounting, and facilities management, according to an 111-page financial document Kaplan's publicly traded holding company [filed last month](#) with the U.S. Securities and Exchange Commission.

The broad partnership with a for-profit education company and the lack of adequate assurances that the new university will put academic quality before revenue is a dangerous combination, Shireman said. "It undermines the core of what a public institution is."

Purdue compared the oversight of the new institution to that of the university's regional campuses, Purdue Northwest and Indiana University-Purdue University Fort Wayne.

"The Purdue University Board of Trustees will provide an additional layer of oversight by receiving regular reports on NewU's activities and results -- in much the same manner as this board currently receives regular information from Purdue's regional campuses," the university said.

Reading the Fine Lines

Purdue did not pay for Kaplan University up front.

According to a simplified description of the [terms of the complex deal](#), Kaplan could be reimbursed for the costs of its support services and also get a 12.5 percent cut of the new university's annual revenue, but only after the university's operating costs are covered.

The university will be overseen by a five-member governing board, Purdue has said, with four members coming from Purdue's board and one from Kaplan University's.

Shireman and other critics worry that Kaplan will be able to exert control over the new institution's decision making, an assertion that both Kaplan and Purdue vigorously contest.

Likewise, some fear the university's nonexclusive operations deal with Kaplan means prospective students could be directed to other institutions that Kaplan might contract with as a type of online program management company.

Part of the concern about control relates to documents about the deal that have not been made public, specifically various appendices listed in the SEC filing. Given the new university's unusual public benefit corporation status, it's not clear that those documents will be released. But HLC should get them as part of its review, accreditation experts said.

If the new university maintains the record of its actions, rather than Purdue, it likely would not need to comply with public-records requests, said Zachary Baiel, a West Lafayette resident who is the president of the Indiana Coalition for Open Government.

"We're going to have an unaccountable nonprofit organization run an arm of Purdue University," Baiel said. "If the public can't understand what's going on, how can that be public?"

Purdue said it would not release the agreements.

"Most of the appendices to the agreements governing the transaction, which is itself a unique and novel concept, contain trade secret information," the university said. "Purdue is not allowed to disclose that information under Indiana's Access to Public Records Act."

To some, a separate nonprofit with operations outside its parent public university is a promising innovation. That's because public universities tend to move slower than for-profits and private colleges with the creation of academic programs or in reacting to student demand -- both of which are drags on an online institution.

Kaplan's corporate filing includes references to the new university's "key academic and operating policy guide," which is listed as an appendix. The filing said the guide includes mutually agreed upon rules for admissions standards, enrollment requirements and student advancement or academic term structures.

If the new university makes any "material departure" from the policy guide, according to the filing, such a change could "change the assumptions on which the parties based the economic terms in this agreement." In such a scenario, Kaplan could determine that it would experience a "significant adverse impact," which would trigger an evaluation process that's described in another nonpublic document.

If Kaplan believes such an impact will decrease current or future revenues by \$5 million or more, the evaluation process could lead to Kaplan being compensated for that adverse impact. (See image from filing, below.)

(e) **Material Departures from NU Policy Guide.** Actions taken by New University which are outside the parameters of the NU Policy Guide (whether by amendment to the NU Policy Guide or otherwise) could change the assumptions on which the Parties based the economic terms in this Agreement and cause Contributor material financial harm. Accordingly, if New University, or the New University Board of Trustees, uses its authority to: (i) materially change the NU Policy Guide; or (ii) take an action that is, or allow an omission that results in being, outside of the parameters the NU Policy Guide as described in Part B of Exhibit D (NU Policy Guide Departures), in each case, in a manner not previously agreed by Contributor, and Contributor believes that there is, or is likely to be, a Significant Adverse Impact, then the Parties shall follow the evaluation process set forth in set forth in Part C of Exhibit D (the "**Evaluation Process**") to determine whether such action or omission has had, or is likely to have, a Significant Adverse Impact and, if so, whether and to what extent Contributor is to be compensated for such Significant Adverse Impact. "**Significant Adverse Impact**" means the effect of an act or omission that Contributor believes in good faith has, or is likely to have, the effect of decreasing either or both of then-current and/or future Revenues by \$5 Million or more.

Shireman said it appears that an academic decision by the new university, such as to tighten admissions requirements for a program, could result in such a payment to Kaplan. As a result, he said, Purdue would have a financial incentive to hold off on making potential improvements to the formerly Kaplan-controlled academic programs.

Purdue described the arrangement as being a reasonable approach, given how the deal is structured.

"The NewU Board of Trustees will be responsible for the conduct and management of the institution and have ultimate authority over its operations, including its policies. It may make any policy change at any time it sees fit. Now, it is true that Kaplan may in limited circumstances be compensated for a lost portion of its fee if it is foregone as a result of certain policy changes. But this is a reasonable approach when one considers the nature of Kaplan's fee, a portion of which is essentially an earn-out of the substantial investment it has made in KU's academic operations and parted with for one dollar," the university said. "It's also essential to bear in mind that this fee is deeply subordinated in NewU's

financial structure (i.e., it is paid only after NewU receives its own compensation and recovers its expenses). As we have stated, this structure is very protective of Purdue and NewU and will not hinder the Board of Trustees from taking whatever actions it believes are necessary, appropriate and in the best interests of NewU, its faculty and its students."

Purdue said that it began communicating with HLC about the deal in February, just a few months after the first discussion between Purdue and Kaplan about the acquisition, which occurred in mid-November. In addition, Purdue said it anticipates that the transaction will be viewed as a change of control, which triggers a specific type of review by the accreditor.

"We have commenced the HLC change of control process and anticipate that the matter will be considered by the HLC Board of Directors at its November meeting," the university said. Kaplan last August received a [10-year renewal](#) from HLC, after a comprehensive accreditation review company officials said generated positive findings. (HLC does not publicly release most of its review documentation.)

"This is a change of control and not a change in the institution itself, and we do not have any plans to change the programmatic mix initially," Purdue said in a [written statement](#) it released when the deal was announced. "Like any university, the programming mix will evolve over time as we evaluate which programs are best suited to meet the needs of our students and the communities we serve. We believe there are areas of expertise within Purdue that will be helpful as new programmatic areas are considered."

Bob Shireman said HLC should look hard at whether Purdue will have appropriate control over the new institution's academic programs. Kaplan and Purdue, however, have said Purdue will have total control. And if the new university makes changes that lead to a material departure payment, a Kaplan official said that would just change the timing of how the company gets paid for the sale of its university chain, with those fees being part of a gradual payoff rather than a buyout, which is possible after six years, according to the agreement.

Similar questions of control have tanked other partnerships between nonprofit and for-profit institutions, most notably HLC's 2013 [decision to essentially close](#) Ivy Bridge College, a partnership between Ohio's Tiffin University, a private institution, and Altius Education.

Some critics of that decision said it was influenced by politics, specifically the desire by the Obama administration and congressional Democrats to go after for-profits. Altius, which subsequently shut down, [sued HLC](#), and that lawsuit remains active.

Experts said HLC will need to tread carefully around its Ivy Bridge decision if it approves the Purdue-Kaplan deal. Likewise, the [failed bid](#) by Grand Canyon University to [become a nonprofit](#) could be a factor. HLC last year rejected the for-profit's application, in part because the accreditor said the new nonprofit entity would cede too much control to a separate for-profit services division.

Setting Precedents

The deal's first step toward approval by the federal government will be the filing of a pre-acquisition review form with the Education Department, Purdue said. That should happen within a few weeks.

The U.S. Department of the Treasury and the IRS may not have to conduct a review of Kaplan University's changing corporate or tax status, experts said, if the state's definition of the new university as a public benefit corporation is accepted.

Next up would be the Indiana Commission for Higher Education, which is slated to review the university's creation this summer. HLC's review will follow. It's unclear how long that might take, and a spokesman for the accreditor said the agency does not know enough about Purdue's intent at this point to discuss the potential process.

"I hope HLC recognizes the precedent-setting aspect of this deal," said Ben Miller, senior director for postsecondary education at the Center for American Progress and a former Education Department official.

It's a safe bet that many across higher education see the potential impact of Purdue's move. Greg Ferenbach and Mike Goldstein are two Washington-based lawyers who have been at the forefront of working with colleges on public-private partnerships and nonprofit conversions. In a [blog post](#) for their firm, Cooley, they said Purdue's "full-throated entry" into online education will encourage other, similar institutions to follow suit.

"The political winds appear to have shifted from a hostile regulatory environment to one that may be more favorable to such partnerships. And, given the considerable stature of the parties, we give this one better odds to close than other recent efforts despite the already emerging efforts to derail it," Ferenbach and Goldstein wrote, adding that "we expect it will go through in the end, and when it does (and perhaps before, if the ringing of the phone is any indication) others will surely follow."

That's exciting news to many observers, including some Purdue faculty members, who like that the university appears to be sincere about affixing its brand to an open-access online institution aimed at working adults -- Kaplan's average student is 34 years old, compared to the 20-year-old who is the typical student at Purdue's residential campus in West Lafayette.

Michael Poliakoff, president of the American Council of Trustees and Alumni and a former member of the federal panel that oversees accrediting agencies, said he hopes HLC has internalized the bipartisan message that accreditors should be open-minded about new models.

"This is something that we should embrace," he said. "This really is exactly what we want colleges to do."

COMMISSION FOR HIGHER EDUCATION

Thursday, June 8, 2017

INFORMATION ITEM D:

Schedule of Upcoming Meetings of the Commission

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming schedule each six months, the previous schedule is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

This item reaffirms this portion of the schedule presented last June:

July 2017	<i>No meeting</i>
August 10, 2017	IU Southeast, New Albany
September 14, 2017	Vincennes University, Vincennes
October 12, 2017	IPFW, Fort Wayne
November 2017	<i>No meeting</i>
December 14, 2017	Ivy Tech Community College, Indianapolis

The following six-month schedule has been added:

January 2018	<i>No meeting</i>
February 8, 2018	Vincennes Aviation Center, Indianapolis
March 8, 2018	IUPUI, Indianapolis
April 10, 2018	<i>H. Kent Weldon Conference</i>
May 10, 2018	<i>Tentative meeting</i>
June 14, 2018	Indiana State University, Terre Haute