



INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, March 10, 2022

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**MARCH COMMISSION MEETING
AGENDA**

Thursday, March 10, 2022

HOTEL ACCOMMODATIONS

Homewood Suites by Hilton Indianapolis-Airport/Plainfield
2264 East Perry Road
Plainfield IN 46168

COMMISSION MEETING

MADE @Plainfield
1610 Reeves Road
Plainfield, IN 46168

WORKING SESSION

9:30 A.M. – 11:15 A.M.
Community Rooms 130A-B (1st Floor)

WiFi INFORMATION:

MADE@Public

VIRTUAL PARTICIPANTS:

[Join on Microsoft Teams](#)

or join on your phone (audio only)

DIAL: +1 317-552-1674

ID: 540 337 01#

WORKING SESSION TOPICS

- Legislative Update
- Institutional Mission Statements
- Outcomes-Based Funding
- Committee Reports Outs

All events take place on EASTERN TIME

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

BUILDING TOUR

11:15 A.M. – 12:00 P.M.

Depart from 1st Floor

Brandy Wethington Perrill, Executive Director
Hendricks College Network

LUNCH

12:00 P.M. – 1:00 P.M.

Classroom 234 A&B (2nd Floor)

Lunch Guests

Dr. Chuck Johnson, President
Vincennes University

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Community Rooms 130A-B (1st Floor)

WiFi INFORMATION:

MADE@Public

VIRTUAL PARTICIPANTS:

[Join on Microsoft Teams](#)

or join on your phone (audio only)

DIAL: +1 317-552-1674

ID: 540 337 01#

- I. **Call to Order – 1:00 P.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum**
 - Chair’s Remarks**
 - Commissioner’s Report**
 - Consideration of the Minutes of the December 9, 2021 Commission Meeting..... 1**

- II. **Public Square**
 - A. Innovation in Industry: MADE @Plainfield Project 5
 - 1. Andrew Klinger, Plainfield Town Manager
 - 2. Scott Olinger, Superintendent of Plainfield Schools
 - 3. Dave Tucker, Tucker, Vice President of Workforce Development/Community Services, Vincennes University
 - 4. Lori Handy, Vice Chancellor and Campus Operating Officer, Ivy Tech Community College

III.	Business Items	
	A. Academic Degree Programs for Expedited Action	9
	B. Capital Projects for Full Discussion	
	1. Purdue University West Lafayette – Life Science Ranges Phenotyping Greenhouse Building.....	11
	C. Indiana Commissioner for Higher Education.....	19
IV.	Information Items	
	A. Academic Degree Programs Awaiting Action.....	21
	B. Academic Degree Program Actions Taken by Staff	23
	C. Media Coverage.....	29
V.	Old Business	
	New Business	
VI.	Adjournment	

The next meeting of the Commission will be on **June 9, 2022, in Terre Haute, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 10, 2022

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. ET at Indiana University – Purdue University Indianapolis, 875 West North Street, Indianapolis, IN with Chairman Mike Alley presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Ed Berger, Dennis Bland, Anne Bowen, Jud Fisher, Chris LaMothe, Pepper Mulherin, Chris Murphy, and Beverley Pitts

Members Absent: Bill Hanna, Al Hubbard, Dan Peterson and John Popp

CHAIR'S REPORT

Good afternoon. I was delighted to introduce Commissioner Lubbers at her final State of Higher Education Address on Tuesday evening. It was a fantastic speech that gave the State of Indiana a renewed focus on the importance of transforming higher education to meet diverse needs of learners and a changing economy. Many thanks to the staff who helped ensure the success of that event.

I am also pleased to announce the date of the Commission's annual H. Kent Weldon Conference for Higher Education, which will be held in person on April 12th this year and will continue the discussions that began at our event last fall on career relevance. The save the date and means to register will circulate by the end of the week.

I also want to provide an update on the activities of the Compensation Committee which reviews the performance of the Commissioner. The committee is chaired by Beverley Pitts and also includes Mike Alley and Jud Fisher. They met on January 19 to review Commissioner Lubbers' performance over the last year. The committee concluded she provided exceptional leadership to the Commission over the last year and recognized that. Consistent with provisions of the State Personnel Department, the committee recommended a pay increase on her exemplary job in 2021.

Finally, I want to share the search for the next Commissioner continues, with interviews of top candidates taking place throughout the month of February. We are ensuring throughout this process that those individuals remain confidential, but we are enthusiastic about the candidates thus far.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, I want to join the Chair and other Commission Members in thanking IU, President Whitten and Chancellor Paydar for a lovely evening and your gracious hospitality. I personally wanted to express gratitude for the President's Medal awarded to me. Last week I joined the virtual gathering for Chancellor Paydar's final report to the community and state. As always, it highlighted the significant progress that has been made at IUPUI under his leadership. He joined IUPUI in 1985 as an assistant professor of mechanical engineering and later became the chair of the Department of Engineering, associate dean for graduate programs and later academic programs. In 2004, he became vice chancellor and dean of Indiana University-Purdue University Columbus. In 2007, Nasser was appointed chancellor IU East – transforming that campus and its integration with the community and Ivy Tech. For the past six years, he has served with distinction and vision as IUPUI's fifth chancellor. There are so many other accomplishments I could cite about his leadership. In particular, I want to acknowledge his partnership with the Commission and his clear focus on student success. Our work has been informed and improved by his counsel and experience. Today we want to extend our thanks for your exemplary service and best wishes for your next chapter.

As Josh and Greg highlighted this morning, we are in the middle of an active legislative session. Education has been a main focus of the bills that are moving forward, providing us the opportunity to highlight the importance of higher education in meeting state needs. As we continue to build champions for a higher education agenda, it will be important to show both the challenges – as they were highlighted in my State of Higher Education Address – and the progress we're making to address them. Indiana is a national leader in aligning higher education with personal and state needs and we'll be doubling down on efforts to get that message across by working with other state agencies, institutions, employers and community leaders.

I want to highlight again one of the highly successful programs we're running and that is focused on meeting a specific workforce need – the recruitment, preparation and retention of teachers. In 2016, the General Assembly established the Next Generation Educator Scholarship to provide \$7500 each year for up to four years for high-achieving students who commit to teaching for at least five years in Indiana Schools. And it's working. 200 scholarships are available each year and this year 626 applications were submitted which represents a 43 percent increase compared to last year. Of the applications submitted, students of color submitted 57 which is a 50 percent increase for this population compared to last year. When I say it's working, what does that mean in terms of outcomes. For the first cohort (2017-18) 90 percent of the students are licensed teachers or pursuing additional education. Even though a relatively new program, today there are more than 210 educators currently teaching who have used the scholarship. At a time when we're dealing with teacher retirements and shortages this is a program that is working. The staff is in the process of interviewing the applicants. Those who are chosen to receive the scholarship will be notified on March 18th.

Internally, we have recently completed the performance review process for staff members. This provides a great opportunity for me to share with Commission Members that CHE is fortunate to have talented, committed employees who care about the job they do and the

mission we serve. When you have the opportunity please join me in thanking them for outstanding service.

CONSIDERATION OF THE MINUTES OF THE DECEMBER, 2021 COMMISSION MEETING

R-22-1.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December, 2021 regular meeting. (Motion – Murphy, second – LaMothe, unanimously approved)

II. PUBLIC SQUARE

A. Enhancing Student Success at IUPUI

1. Dr. Nasser Paydar, Chancellor

The Commission’s strategic plan, *Reaching Higher in a State of Change*, emphasizes the importance of a higher education system that drives student success by focusing on the unique and diverse needs of individual learners. During his long-standing tenure as IUPUI Chancellor, Dr. Paydar has worked tirelessly to enhance student success, academic excellence, and community engagement while further strengthening the campus community. As he concludes his tenure as Chancellor, the Commission had the opportunity to discuss his efforts IUPUI to ensure student success.

III. BUSINESS ITEMS

A. Indiana e-Transcript Program

Dr. Ken Sauer and Tari Lambert provided an update and background information on the Indiana e-Transcript Program, data on the volume and destination of transcripts being sent, the rationale, including benefits to students, for sending transcripts aligned with national technical data standards, and the case for a resolution calling for the exchange of all college transcripts as data files.

R-22-1.2 RESOLVED: That the Commission for Higher Education hereby approves the following resolution, in accordance with the background information provided in this agenda item. (Motion – Mulherin, second – Fisher, unanimously approved)

B. Academic Degree Programs for Expedited Action

1. Professional Doctorate in Philanthropic Leadership to be offered by Indiana University at Indiana University Purdue University Indianapolis
2. Doctor of Health Science to be offered by Purdue University Global
3. Doctor of Education in Leadership and Innovation to be offered by Purdue University Global
4. Bachelor of Science in Education in World Languages to be offered by Indiana University at Indiana University Purdue University Indianapolis
5. Master of Science in Musculoskeletal Health to be offered by Indiana University at Indiana University Purdue University Indianapolis

R-22-1.3 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Fisher, unanimously approved)

C. Capital Projects for Full Discussion

1. Purdue University West Lafayette – Aspire at Discovery Park Lease

Alecia Nafziger presented this item. Seth Hinshaw provided the staff recommendation.

R-22-1.4 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Steuterman, second – Berger, unanimously approved)

D. Capital Projects for Expedited Action

1. Purdue University West Lafayette – Fuse West Lafayette Apartment Lease
2. Indiana University Bloomington Morrison Hall Renovation

R-22-1.5 RESOLVED: That the Commission for Higher Education hereby approves the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Bland, unanimously approved)

IV. INFORMATION ITEMS

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

V. OLD BUSINESS

NEW BUSINESS
There was none.

VI. ADJOURNMENT

The meeting was adjourned at 2:48 P.M. ET

Mike Alley, Chair

Anne Bowen, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2022

PUBLIC SQUARE:

Innovation in Industry: MADE@Plainfield Project

Background



The Commission’s strategic plan, *Reaching Higher in a State of Change*, calls for Indiana’s higher education system to foster a culture that values lifelong learning and develop partnerships that improve the economic health and vitality of communities.

MADE@Plainfield is a partnership that includes Plainfield Community School Corporation, the Town of Plainfield, Ivy Tech Community College and Vincennes University, WorkOne and Hendricks College Network among others. These entities have been working together to address the need for regional-based adult education, vocational education, occupational education and other training and certification programs for individuals throughout Central Indiana.

MADE@Plainfield offers a variety of training opportunities intended to prepare individuals for local and regional talent needs, offering college-level courses, job certifications and job training to meet the needs of students.

After a guided building tour, the Commission will have the opportunity to discuss MADE@Plainfield with representatives from the Plainfield Community School Corporation, the Town of Plainfield, Ivy Tech Community College and Vincennes University.

Supporting Documents

- Andrew Klinger Bio
- Scott Olinger Bio
- Dave Tucker Bio
- Lori Handy, Ph.D. Bio

Andrew Klinger

Manager, Town of Plainfield

Andrew Klinger brings substantial experience to the Town of Plainfield with more than twenty years of service in local and state government. Andrew possesses particular expertise in economic development. He began his career in public service as an economic development specialist for Allen County, Indiana and later worked for the Indiana Economic Development Council. He has guided communities across Indiana through strategic planning processes focused on economic development.



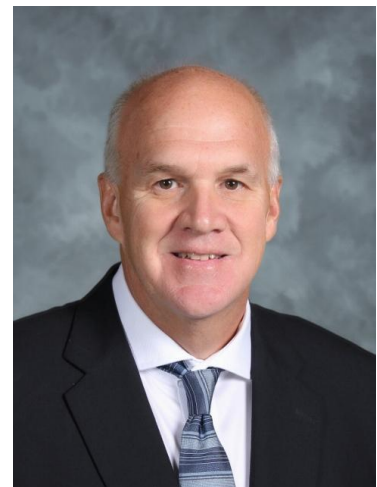
Andrew returned to local government as the Town Manager for Cumberland, Indiana, so he could pursue the community building efforts that he enjoyed as an economic developer. Now serving as the Town Manager in Plainfield, Andrew works to efficiently manage town services, build community pride, and foster value-added development and infrastructure improvements for the Town.

Andrew holds three degrees from Indiana University (B.A. in Political Science and Economics, Master of Public Affairs, and Doctor of Jurisprudence) and is an avid Indiana University fan. Upon receiving his law degree, Andrew served as the Deputy General Counsel for the Indiana Gaming Commission and as General Counsel for the Indiana State Lottery Commission (aka Hoosier Lottery).

Scott Olinger

Superintendent, Plainfield Schools

After completing a nationwide search that included candidates from Indiana and other states, the Plainfield School Board in 2008 selected Plainfield High School Principal Scott Olinger as the Corporation's next Superintendent of Schools.



With Bachelor's and Masters degrees from Butler University, most of Scott's teaching career took place in Central Indiana. In 2002, he was named Principal of Batesville High School. Before moving to Plainfield High School in 2005, Scott was named District 10 Principal of the Year. Scott earned his Education Specialist degree from Indiana State University in 2005.

Plainfield stakeholders were asked for their input into the selection of the superintendent, and recommendations included someone who was a community-minded leader, focused on and committed to students. In addition, having a vision, being an excellent communicator and an outstanding role model topped the list.

Dave Tucker

Vice President of Workforce Development/Community Services, Vincennes University

A native of Vincennes, Tucker has been practicing law in Indianapolis since 1989, most recently as a partner with Easter & Cavosie. He brings to the VU position knowledge of workforce development programs gained through his experiences representing the construction industry. While previously serving as general counsel for Collision Team of America, Indianapolis, his company maintained a close working relationship with the Area Nine Apprenticeship Program. Tucker also implemented a cooperative program with VU's Automotive Collision Repair Department that provided VU students with work experience, the opportunity to earn college credit, and consideration for permanent employment upon graduation.

Tucker has been a regular presenter at legal seminars, including a statewide series of presentations for the Associated Builders and Contractors Association. He also serves on the boards of directors of two non-profit community groups in Indianapolis, one supporting park facilities and programs and the other providing life skills and job training programs for at-risk African American men.

Tucker holds a law degree from Indiana University and a bachelor's degree in political science from DePauw University. While attending college, he worked and traveled in Europe, teaching Urban Studies to American college students in the Netherlands, Great Britain, and the former Yugoslavia.



Lori Handy, Ph.D.

Vice Chancellor and Campus Operating Officer, Ivy Tech Community College

Dr. Lori Handy currently serves as Vice Chancellor for Sponsored Programs and Campus Sites for Ivy Tech Community College Indianapolis Campus. She provides leadership for the Indianapolis campus service area, which covers three counties and includes three locations. During her fifteen years with the College, Handy served in a variety of previous roles including Vice Chancellor of Campus Operations, Dean of the School of Business and Director of Financial Aid. Before working in higher education, Handy spent nine years in the manufacturing industry, as both a supervisor and quality engineer for Cummins Inc.

Handy is active in the Indianapolis community, serving on numerous community committees, including MADE @ Plainfield Advisory Board, Indy Achieves Promise Program, and The Children's Museum Neighborhood Working Group. Additionally she serves as a Commissioner on Student Success with the American Association of Community Colleges.

Handy is a lifelong resident of Indiana. She holds a Ph.D. from Indiana State University in Educational Leadership, a Masters of Business Administration from Indiana University, and a Bachelor of Science in Operations Management, Marketing, and Distribution from Indiana University.



COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2022

BUSINESS ITEM A:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Master of Science in Applied Behavior Analysis to be offered by Purdue University Global

Background

The Academic Affairs and Quality Committee discussed this program at its February 21, 2022, meeting and concluded that the proposed program could be placed on the March 10, 2022 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action February 21, 2022

Academic Degree Programs on Which Staff Propose Expedited Action

February 21, 2022

CHE 22-02 Master of Science in Applied Behavior Analysis to be offered by Purdue University Global

Proposal received on January 20, 2022

CIP Code: 42.2814

Total, National Projections:

Fifth Year Projected Enrollment: Headcount – 530, FTE – 146

Fifth Year Projected Degrees Conferred: 190

Subtotal, Indiana Projections:

Fifth Year Projected Enrollment: Headcount – 59, FTE – 16

Fifth Year Projected Degrees Conferred: 21

The proposed Master of Science (M.S.) in Applied Behavior Analysis will be offered through the College of Social and Behavioral Sciences at Purdue University Global. The University offers a B.S. in Applied Behavior Analysis, which had a national enrollment of 2,691 students and had 223 graduates in FY2020. Purdue Global also offers Post-Baccalaureate and Post-Master’s Certificates in Applied Behavior Analysis.

The 2021 session of the General Assembly resulted in legislation (HEA 1516) establishing the Behavior Analyst Committee of the Medical Licensing Board of Indiana. When fully operational, expected to be later this year, the Committee will oversee the licensing of Behavior Analysts and Assistant Behavior Analysts. A requirement for these licenses is passing the relevant exam given by the Behavior Analyst Certification Board, Inc., which has an educational eligibility requirement for sitting for the exams.

For the Behavior Analyst exam, one must have completed a graduate-level Verified Course Sequence (VCS) that has been validated by the Association for Behavior Analysis International (ABAI) as meeting specific coursework requirements, content hours, and faculty standards. An individual who passes this exam becomes a Board-Certified Behavior Analyst (BCBA).

BCBAs employ Applied Behavior Analysis, a therapy based on the science of learning and behavior, which is the leading evidence-based approach for use with clients that fall along the autism spectrum. BCBAs supervise baccalaureate-prepared Board-Certified Assistant Behavior Analysts (BCaBAs) and high school-prepared Registered Behavior Technicians (RBTs).

The M.S. in Applied Behavior Analysis requires 45 quarter credit hours equivalent to 30 semester hours to complete.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2022

BUSINESS ITEM B-1:

Purdue University West Lafayette – Phenotyping Greenhouse

Staff Recommendation

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

- Purdue University West Lafayette – Life Science Ranges Phenotyping Greenhouse Building

Background

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

Supporting Document

Purdue University West Lafayette – Life Science Ranges Phenotyping Greenhouse Building

Purdue University West Lafayette – Life Science Ranges Phenotyping Greenhouse Building

Thursday, March 10, 2022

B-1-22-1-08 Purdue University West Lafayette – Phenotyping Greenhouse

The Purdue University Board of Trustees requests authorization to proceed with the construction of the Life Science Ranges Phenotyping Greenhouse on the West Lafayette campus. This project includes the construction of a new 20,000 square foot greenhouse facility and the demolition of two existing Life Science Ranges on the West Lafayette campus. This project directly supports Purdue’s Next Moves Plant Sciences 2.0 initiative, which aims to bring value driven innovation and disruption to the agriculture and food ecosystem.

Funding: This estimated cost of this project is \$20,000,000 and will be funded with Operating Fund reserves.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY
Life Science Ranges Phenotyping Greenhouse Building

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-1-08
Campus:	West Lafayette	Institutional Priority:	N/A
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Size:	20,000 GSF (1)	13,285 ASF (2)	0.66425 ASF/GSF
Net change in overall campus space:	8,960 GSF	3,913 ASF	

Total cost of the project (3):	\$ 20,000,000	Cost per ASF/GSF:	1000 GSF
Total cost of the demolition:	\$ -		1505 ASF
Funding Source(s) for project (4):	Amount	Type	
	\$ 20,000,000	Operating Funds - Reserves	
Estimated annual debt payment (6):	N/A		
Are all funds for the project secured:	Yes		

Project Funding:
This project is funded by Operating Funds-Reserves, and all funds are secured.

Project Cost Justification
The project cost is higher than the project listed in the Comparable Project section. Justification for the price difference is included in the Comparable Project section.

Estimated annual change in cost of building operations based on the project:	\$ 32,123
Estimated annual repair and rehabilitation investment (5):	\$ 199,500

(1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.
(2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.
(3) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
(4) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
(5) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
(6) If issuing debt, determine annual payment based on 20 years at 4.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
Life Science Ranges Phenotyping Greenhouse Building

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-1-08
Campus:	West Lafayette	Institutional Priority:	N/A

Description of Project

This project will construct a new, approximately 20,000 GSF greenhouse facility. The building will be located on the West Lafayette campus south of Lilly Hall of Life Sciences and joined to the existing Ag Alumni Seed Controlled Environment Phenotyping Facility (AAPF) on South Russell Street. The greenhouse will be equipped with conveyors that are connected to AAPF, allowing for the automated movement of plants through both facilities.

AAPF is a controlled environment plant imaging facility that supports the University’s phenotypic analysis of field traits and allows highly uniform growth conditions for precise control and replication of experimental variables that cannot be easily controlled in the field.

The construction of the new greenhouse expands phenotyping capabilities and requires the demolition of two 1950s era Life Science Ranges (ranges 4 and 6) immediately south of AAPF.

Need and Purpose of the Program

This project will expand phenotyping capabilities and capacity while improving plant growing conditions. This project will allow the College of Agriculture to maximize the previous Plant Science investment in the AAPF camera capabilities and will provide space to add advanced instrumentation for measuring attributes such as water, carbon and nitrogen cycling to minimize greenhouse gas emissions for plants and small trees.

Construction of the new greenhouse directly supports Purdue’s Next Moves Plant Sciences 2.0 initiative. Additionally, the 2018 Giants Leaps Master Plan identified the project location as suitable for new greenhouses.

Space Utilization

The proposed Life Science Ranges Phenotyping Greenhouse Building will provide greenhouse space that totals 13,285 ASF. With the demolition of the existing Life Science Ranges 4 and 6, the net increase in campus space is 3,913 ASF.

Comparable Projects

- Ag Alumni Seed Controlled Environment Phenotyping Facility (AAPF) (2016)
 - o 10,210 GSF
 - o \$6,250,000
 - o \$612/GSF
 - o AAPF allows for phenotypic analysis of field traits and the addition of two large growth chambers.
 - o The following accounts for the differences in cost/GSF between the two projects:
 - AAPF was a slab construction, and the new proposed greenhouse will have a partial basement to house the mechanical, electrical and plumbing (MEP) infrastructure.
 - The proposed greenhouse project includes more research components and conveyors.
 - Additionally, the greenhouse industry has experienced cost increases in the last few years.
 - o The proposed project is nearly double the size of the comparable project and will add 5,000 square feet of plant growth space to a key phenotyping and greenhouse location south of Lilly Hall.

Background Materials

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Life Science Ranges Phenotyping Greenhouse Building

(INSERT PROJECT TITLE AND SBA No.)	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	
A. OVERALL SPACE IN ASF						
Classroom (110 & 115)	340,043	-	-	340,043		340,043
Class Lab (210,215,220,225,230,235)	746,058	82,254	4,425	832,737		832,737
Non-class Lab (250 & 255)	1,654,516	20,816	(1,157)	1,674,175		1,674,175
Office Facilities (300)	2,369,230	33,780	(11,319)	2,391,691		2,391,691
Study Facilities (400)	390,855	7,003	8,166	406,024		406,024
Special Use Facilities (500)	1,220,406	-	-	1,220,406	9,372	1,224,319
General Use Facilities (600)	992,645	12,327	3,135	1,008,107		1,008,107
Support Facilities (700)	2,867,250	64	(726)	2,866,588		2,866,588
Health Care Facilities (800)	111,766	89,901	-	201,667		201,667
Resident Facilities (900)	2,698,334	-	-	2,698,334		2,698,334
Unclassified (000)	21,002	-	-	21,002		21,002
B. OTHER FACILITIES						
(Please list major categories)						
TOTAL SPACE	13,412,104	246,145	2,524	13,660,773	9,372	13,285
						13,664,686

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

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

Space under construction includes:

- Vet Med Teaching Hospital
- Gateway Complex
- Purdue Bands & Orchestra Building
- Hypersonics Building
- Secure Data Research Project
- Child Care Center Building

Space planned and funded includes:

- Schleman/Stewart Renovation
- Whistler Mechanical Project

(2) Space added as part of this project includes special use (specifically greenhouse) spaces.

CAPITAL PROJECT COST DETAILS
Life Science Ranges Phenotyping Greenhouse Building

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-1-08
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date (GMP delivery)	September	2022
Start Construction	November	2022
Occupancy (End Date)	August	2024

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	\$ 750,000		\$ 750,000
b. Architectural	\$ 750,000		\$ 750,000
c. Consulting	\$ 500,000		\$ 500,000
<u>Construction</u>			
a. Structure	\$ 4,600,000		\$ 4,600,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 4,600,000		\$ 4,600,000
c. Electrical	\$ 4,100,000		\$ 4,100,000
<u>Movable Equipment</u>			\$ -
<u>Fixed Equipment</u>	\$ 400,000		\$ 400,000
<u>Site Development/Land Acquisition</u>	\$ 500,000		\$ 500,000
<u>Other (PM fees, contingencies)</u>	\$ 3,800,000		\$ 3,800,000
TOTAL ESTIMATED PROJECT COST	\$ 20,000,000	\$ -	\$ 20,000,000

(1) Cost Basis is based on current cost prevailing as of: (INSERT MONTH AND YEAR)

(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

Life Science Ranges Phenotyping Greenhouse Building

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-1-08
Campus:	West Lafayette	Institutional Priority:	N/A

<u>ANNUAL OPERATING COST/SAVINGS (1)</u>	<u>GSF OF AREA AFFECTED BY PROJECT</u>			
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0.63	\$ 12,500	10,000	2,500
2. Maintenance	0.66	\$ 13,168	10,407	2,761
3. Fuel		\$ -		
4. Utilities	2.30	\$ 46,058	6,098	39,960
5. Other		\$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	3.59	\$ 71,726	\$ 26,505	\$ 45,221

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

The total annual operating cost for the new greenhouse is \$71,726. The demolition of two existing ranges results in a net increase in space and a net annual operating cost increase of \$32,123.

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

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2022

BUSINESS ITEM C:

Indiana Commissioner for Higher Education

Background

After more than 12 years of service, Indiana Commissioner for Higher Education Teresa Lubbers announced in November 2021 her plan to leave her current role at the conclusion of the 2022 legislative session. Currently the nation's longest serving State Higher Education Executive Officer (SHEEO), she has dedicated nearly three decades to supporting and working on behalf of Indiana's students, schools, and economic and workforce needs.

Following her announcement, the Commission in December began a comprehensive search for candidates in pursuit of Indiana's next higher education commissioner.

Pursuant to IC 21-18-5-4, the Indiana Commission for Higher Education is the authorized body to approve and appoint the Indiana Commissioner for Higher Education as its Chief Executive Officer.

The search committee, consisting of six long-serving Commission members – Jud Fisher (Search Committee Chair), Dan Peterson, Chris Murphy, Chris LaMothe, Dennis Bland and Mike Alley (Commission Chair), was charged with identifying, reviewing and evaluating candidates for the Commissioner position and making recommendations to the 14-member Commission for their consideration. The Search Committee unanimously recommends approval of the chosen candidate.

COMMISSION FOR HIGHER EDUCATION
 Thursday, March 10, 2022

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
02	Doctor of Technology	Purdue University Northwest	1/18/2022	Under Review
03	Master of Science in Applied Behavior Analysis	Purdue University Global	1/20/2022	On CHE Agenda for Action
04	Master of Science in Applied Geospatial Analytics	Purdue University West Lafayette	2/4/2022	Under Review
05	Doctor of Philosophy in Computer and Information Technology	Purdue University West Lafayette	2/4/2022	Under Review
06	Master of Science in Ballet	Indiana University Bloomington	2/18/2022	Under Review
07	Doctor of Philosophy in Translational Cancer Biology	Indiana University Purdue University Indianapolis	2/18/2022	Under Review

COMMISSION FOR HIGHER EDUCATION
Thursday, March 10, 2022

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Public Safety Leadership Micro-credential	Purdue University Global	2/21/2022	Adding a certificate
02	Certificate in Computed Tomography Scan	Ivy Tech Community College	2/21/2022	Eliminating a program
03	Bachelor of Science in Psychology	Purdue University Global	2/21/2022	Reinstating a program
04	Bachelor of Science in Human Services	Purdue University Global	2/21/2022	Reinstating a program
05	Bachelor of Science in Nutrition	Indiana State University	2/21/2022	Suspending a program
06	Bachelor of Science in Recreation Management and Youth Leadership	Indiana State University	2/21/2022	Suspending a program
07	Professional Focus + Google Data Analytics Certificate	Purdue University Global	2/21/2022	Adding a certificate
08	Professional Focus + Google Project Management Certificate	Purdue University Global	2/21/2022	Adding a certificate
09	Certificate in Entrepreneurship	Ball State University	2/21/2022	Suspending a program
10	Certificate in Selling and Sales Management	Ball State University	2/21/2022	Suspending a program
11	Associate of Science in Organizational Leadership and Supervision	Purdue University Polytechnic Statewide	2/21/2022	Suspending a program

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
12	Bachelor of Science in Organizational Leadership and Supervision	Purdue University Polytechnic Statewide	2/21/2022	Suspending a program
13	Undergraduate Certificate in Leadership	Purdue University West Lafayette	2/21/2022	Eliminating a program
14	Undergraduate Certificate in Leadership	Purdue University Polytechnic Statewide	2/21/2022	Adding a certificate
15	Associate of Science in Electrical Engineering Technology	Purdue University Polytechnic Statewide	2/21/2022	Eliminating a program
16	Associate of Science in Computer and Information Technology	Purdue University Polytechnic Statewide	2/21/2022	Eliminating a program
17	Bachelor of Science/Bachelor of Science Industrial Education in Industrial Arts Vocational and Technical Education	Purdue University Polytechnic Statewide	2/21/2022	Eliminating a program
18	Associate of Science in Mechanical Engineering Technology	Purdue University West Lafayette	2/21/2022	Eliminating a program
19	Certificate in Accounting	Purdue University West Lafayette	2/21/2022	Eliminating a program
20	Associate of Applied Science in Veterinary Nurse	Purdue University West Lafayette	2/21/2022	Changing the name
21	Bachelor of Science in Pharmacy	Purdue University West Lafayette	2/21/2022	Changing the name
22	Bachelor of Science in Construction Engineering	Purdue University West Lafayette	2/21/2022	Changing the name
23	Bachelor of Science Industrial Engineering in Industrial Engineering	Purdue University West Lafayette	2/21/2022	Changing the name

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
24	Bachelor of Arts in General Education	Purdue University West Lafayette	2/21/2022	Changing the name
25	Bachelor of Arts in Women, Gender & Sexuality Studies	Purdue University West Lafayette	2/21/2022	Changing the name
26	Master of Science in Statistics	Purdue University West Lafayette	2/21/2022	Adding distance education
27	Graduate Certificate in Applied Statistics	Purdue University West Lafayette	2/21/2022	Adding distance education
28	Bachelor of Science in Veterinary Nursing	Purdue University West Lafayette	2/21/2022	Changing the name
29	Certificate in Department of Defense Logistics	Ivy Tech Community College	2/21/2022	Adding a certificate
30	Technical Certificate in Secondary STEM Education	Ivy Tech Community College	2/21/2022	Adding a certificate
31	Master of Science in Medical Biophysics	Indiana University Bloomington	2/21/2022	Eliminating a program
32	Master of Science in Health Physics	Indiana University Bloomington	2/21/2022	Eliminating a program
33	Master of Science in Medical Physics	Indiana University Bloomington	2/21/2022	Eliminating a program
34	Graduate Certificate in Medical Physics	Indiana University Bloomington	2/21/2022	Eliminating a program
35	Associate of Science in Horticulture and Landscape Design	Vincennes University	2/21/2022	Changing the name
36	Doctor of Philosophy in Health Physics	Purdue University West Lafayette	2/21/2022	Splitting a degree
37	Bachelor of Arts/Bachelor of Science in History	Indiana University East	2/21/2022	Changing the name

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
38	Associate of Science in Nursing	Ivy Tech Community College-Hamilton County	2/21/2022	Adding a location
39	Master of Science in Agricultural Economics	Purdue University West Lafayette	2/21/2022	Adding distance education
40	Post-Baccalaureate Certificate in Social Policy	Purdue University West Lafayette	2/21/2022	Adding a certificate
41	Post-Master's Certificate in Nursing Education	Indiana State University	2/21/2022	Changing the credit hours
42	Master of Science in Nursing in Nursing	Indiana State University	2/21/2022	Changing the credit hours
43	Bachelor of Science in Organizational Leadership and Supervision	Indiana State University	2/21/2022	Changing the CIP Code
44	Master of Arts in Geography	Indiana State University	2/21/2022	Changing the CIP Code
45	Doctor of Philosophy in Geography	Indiana State University	2/21/2022	Changing the CIP Code
46	Bachelor of Science in Geography and Sustainability	Indiana State University	2/21/2022	Changing the CIP Code
47	Bachelor of Science in Anthropology	Indiana State University	2/21/2022	Splitting a degree
48	Bachelor of Arts/Bachelor of Science in Geology	Indiana State University	2/21/2022	Changing the name
49	Bachelor of Arts in Theatre Acting	Purdue University West Lafayette	2/21/2022	Eliminating a program
50	Master of Science in Consumer Science	Purdue University West Lafayette	2/21/2022	Changing the name
51	Master of Science in Nutrition Science	Purdue University West Lafayette	2/21/2022	Changing the name

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
52	Doctor of Philosophy in Languages and Cultures	Purdue University West Lafayette	2/21/2022	Changing the name
53	Doctor of Philosophy in Agricultural Sciences Education & Communication	Purdue University West Lafayette	2/21/2022	Changing the name
54	Master of Arts in Languages and Cultures	Purdue University West Lafayette	2/21/2022	Changing the name
55	M.S./M.S.E./MSABE in Agricultural and Biological Engineering	Purdue University West Lafayette	2/21/2022	Changing the name
56	MSBME in Biomedical Engineering	Purdue University West Lafayette	2/21/2022	Changing the name
57	M.S./M.S.E./M.S.E.C.E. in Electrical Engineering	Purdue University West Lafayette	2/21/2022	Changing the name
58	M.S./M.S.E./M.S.M.S.E. in Materials Science Engineering	Purdue University West Lafayette	2/21/2022	Changing the name
59	Master of Science in Mathematics	Purdue University West Lafayette	2/21/2022	Changing the name
60	Master of Science in Sociology	Purdue University West Lafayette	2/21/2022	Changing the name
61	MSIE in Industrial Engineering	Purdue University West Lafayette	2/21/2022	Changing the name

COMMISSION FOR HIGHER EDUCATION

Thursday, March 10, 2022

INFORMATION ITEM C:

Media Coverage

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

Higher Ed Dive
College completion rates inch up to 62.2%, their highest level yet
By Natalie Schwartz
February 3, 2022

Dive Brief:

- The six-year completion rate for undergraduate students who started college in 2015 reached 62.2%, a 1.2 percentage point increase over the prior year's cohort, according to a new report from the National Student Clearinghouse Research Center.
- All starting institution types showed increases in their completion rates, though public colleges saw larger jumps than private ones. Students starting at community colleges had the largest increase, at 1.5 percentage points, followed by those starting at public four-year colleges, with an increase of 1 percentage point.
- Completion rates rose for White, Latinx and Black students, with the 1.9 percentage point increase for Black students the largest gain of all racial and ethnic groups tracked. The completion rate for Asian students remained virtually the same as last year's figures.

Dive Insight:

[The new report](#) delivers good news to the higher ed sector, and especially for community colleges, which have been battered by pandemic-related costs and enrollment challenges since the health crisis began. It comes two weeks after a separate Clearinghouse report found [transfer enrollment appears to have steadied](#) in fall 2021 after plummeting the year before. It also marks the third straight year that six-year completion rates have exceeded 60%.

"Students who started college six years ago have been completing degrees and certificates at higher rates in recent years," Doug Shapiro, executive director of the National Student Clearinghouse Research Center, said in a statement. "This broad measure of performance for higher education as a nationwide system, including transfers among two- and four-year schools of all kinds, shows long-term improvements for students and colleges alike."

However, Shapiro added a dash of uncertainty about whether the observed gains will continue by pointing out they largely took hold before the pandemic broke out.

Completion rates for the 2015 cohort diverged depending on the institution type. Four-year private nonprofits had the highest completion rate, at 78.3%, followed by four-year public colleges, at 69%. Despite posting the biggest year-to-year gains, community colleges had the lowest completion rate, 42.2%, while four-year for-profits had a slightly better rate of 46.4%.

Of 46 states with sufficient data for reporting, 32 had a gain of at least 1 percentage point in their six-year completion rates. Last year, only 12 states saw that level of increase.

Similarly, completion rates dropped by 1 percentage point in only three states for the 2015 cohort, compared to eight states the previous year.

Adult students, which the report considers aged 24 and older, saw particularly large increases. The 2015 cohort for that age group had a completion rate of 50.5%, 2.5 percentage points higher than the year before. However, this group of students comprises only 8.6% of the 2015 cohort.

Completion rates also grew for traditional-age students, which the report defines as learners aged 20 and younger when they first start college. The 2015 cohort's completion rate was 64.1%, which was 0.9 percentage points higher than the year before.

Delayed entry students, or those who were 21 to 24 when they began college, saw completion rates rise from 52.8% for the 2014 cohort to 54.2% the next year.

The report covers undergraduates who entered college in fall 2015 and completed their credentials by June 2021.

Chalkbeat Indiana
It's time for colleges to prove their value, Indiana leader says
By Stephanie Wang
February 9, 2022

Through 13 years on the job, Indiana's higher education leader has sought to assuage the unrelenting skepticism of whether college is worth it.

As she approaches retirement, Commissioner Teresa Lubbers put the question back on colleges Tuesday in her final state of higher education address at the Statehouse.

It's up to colleges to prove their value, Lubbers said — to bring costs down, to be more flexible for nontraditional students, to show how a degree or certificate matters in the workforce.

At a time when the future of higher education is uncertain, she said, the colleges that will survive “will resist the temptation for incremental change, but rather embrace the reality that students — young and older — will expect a dramatically different system of learning and ways of showing their competence.”

The college-going rate among Indiana's high school graduates has fallen to 59%, down from 65% five years ago. Enrollment is particularly dropping among men and students of color.

Despite the perception of higher education institutions being slow to change, Lubbers said the pandemic has shown they can quickly adapt.

College officials acknowledge the challenges ahead. At IUPUI, for example, Executive Vice Chancellor and Chief Academic Officer Kathy Johnson is thinking about how to reach more working adults once the pandemic subsides and emphasizes the need for work-based learning opportunities.

“COVID has forced us to come to a turning point perhaps faster than we otherwise would,” she said. “The ways of doing our work have shifted. That can be to the benefit of students.”

The Hechinger Report
More students are dropping out of college during Covid — and it could get worse
By Matt Krupnick
February 10, 2022

College took a back seat the moment Izzy B. called the suicide hotline.

Izzy, 18, had spent her senior year of high school online. Then she'd gone straight to online summer school at a local community college near Denver. When in-person classes there started this past fall, she was glad to be back in the classroom and finally experiencing some real college life.

But after Omicron forced classes back online late in the semester, Izzy, who was living with her parents, felt overwhelmed by loneliness; she struggled to focus on her schoolwork and enjoy life.

“We’re at this age where we’re supposed to be hanging out with our friends and socializing,” she said. “It definitely affected my mental health.”

Izzy, whose full name has been withheld to protect her privacy, said she had always earned straight A’s, so the B she received in one class this fall was a sign something was wrong. As she seriously considered suicide, Izzy sought help and moved into her grandparents’ home in Wyoming to be closer to her extended family. And she stopped attending school.

Thousands of other students around the country are leaving college — some because of mental health issues, others for financial or family reasons — and educators worry that many have left for good.

“There is a very significant mental health crisis. Students just are not OK. Students feeling lost, students feeling depressed, students feeling anxious — it’s weighing really heavily on them,” Sara Goldrick-Rab, professor of sociology and medicine, Temple University.

Of the 2.6 million students who started college in fall 2019, 26.1 percent, or roughly 679,000, didn’t come back the next year, according to the National Student Clearinghouse Research Center. That was an increase of 2 percentage points over the previous year, and the highest share of students not returning for their sophomore year since 2012. The dropout spike was even more startling for community college students like Izzy, an increase of about 3.5 percentage points.

Researchers usually look at how many college freshmen become sophomores because if a student is going to drop out, that’s when it’s most likely to happen.

While national figures on dropping out of college have not yet been compiled for the current school year, the omicron surge and the continued uncertainty around the virus are elevating concerns that the numbers of students abandoning college could continue to grow.

The rising dropout rate on college campuses has consequences for individual students, their families and the economy. People who leave college before finishing are more [likely to face unemployment](#) and earn less than those who complete bachelor’s degrees, and they are about [three times as likely](#) to [default on their student loans](#). With fewer college-educated workers to fill skilled jobs, the economy could also suffer in terms of lost business productivity and lower GDP.

“People are worried the shadow this casts will be quite a bit longer than the pandemic itself,” said David Hawkins, chief education and policy officer for the National Association for College Admission Counseling. “This pandemic has really made an impact on a lot of students’ ability to free up time to attend school.”

The wave of students dropping out of college has hit schools of all sizes and characteristics around the country, but in different ways and for different reasons.

Nassau Community College on New York’s Long Island has seen a sharp drop in returning students for the spring semester. College leaders believe some students are tired of online classes, said David Follick, dean of admissions and an assistant vice president.

Even though spring classes are evenly split between online and in-person, demand for the latter is outpacing that for online classes by at least a 2-1 ratio, Follick said. The school is trying to get students to stick around regardless of how they attend classes, he said.

“We’re looking for the silver bullet,” he said.

At private Ohio Wesleyan University, with an enrollment of just over 1,300, a few dozen students decided not to return this fall because the school required vaccinations, said Stefanie Niles, vice president for enrollment and communications.

“I think a lot fewer people are going to graduate from college,” Maggie Callow, student, Pomona College.

And while most students have returned to Michigan State University this year, officials are alarmed by a loss of lower-income students and those who were the first in their families to attend college, said Mark Largent, the associate provost for undergraduate education and dean of undergraduate studies. Even though freshman retention is up overall, to 91.7 percent, the share of returning students eligible for Pell Grants (federal aid for low-income students) has dropped more than a percentage point, to 86.3 percent, and the share of first-generation college students has fallen by 1.4 percentage points, also to 86.3 percent.

Those students often have financial burdens forcing them to drop out.

“For one student it might be a car repair, for another student it might be child care,” said Marjorie Hass, a former college president and now president of the Council of Independent Colleges, a 765-member coalition of nonprofit colleges and universities. Congress could help, she said, by dramatically increasing the amount available in a Pell Grant.

Largent said Michigan State has provided additional financial help to the highest-need students, and has also been digging through data to figure out which students might benefit most from some human contact. The school recently emailed about 1,000 students who had yet to register for the spring semester; about 25 percent responded.

Largent worries about the other 75 percent.

“The students I engage with and the students who come back, we can learn what they need,” he said. “But what we really need to study are the students who don’t come back. The students who stop out sort of fall out of communication with us.”

Colleges and universities have good reason to be worried about uncommunicative students, said Sara Goldrick-Rab, a professor of sociology and medicine at Temple University who studies college students’ basic needs.

Out of the country’s 2.6 million students who started college in fall 2019, 26.1 percent, or roughly 679,000, didn’t come back the next year, according to the National Student Clearinghouse Research Center. That was an increase of 2 percentage points over the previous year’s level, and the highest share of students not returning for their sophomore year since 2012.

“There is a very significant mental health crisis,” she said. “Students just are not OK. Students feeling lost, students feeling depressed, students feeling anxious — it’s weighing really heavily on them.”

Staff members at Cal Poly Pomona have been so overwhelmed by students' needs in recent years that they created a chatbot to help answer questions.* If a student mentions certain key words, including suicide, the message is passed on to a counselor, who reaches out personally.

"Students have told us they are leaving because they lost both their parents," said Cecilia Santiago-González, the assistant vice president for strategic initiatives for student success. "There's definitely a lot of mental health concerns that have been brought up."

Several college officials mentioned students are taking fewer credits than before, or registering for a full load of classes and then withdrawing from some of them. Both are possible precursors to failing to graduate.

About 81 percent of students who [attend college full time graduate within six years](#), according to the National Student Clearinghouse Research Center, while just 21 percent of part-time students graduate within six years. Students who mix full-time and part-time attendance complete degrees at a 44 percent rate.

Often, all it takes to keep a student from dropping out of college is some personal attention.

Leaders at California State University, San Bernardino, alarmed by the pandemic's effect on student retention, recently hired re-enrollment coaches to help students who had fallen off the grid. About a quarter of those students registered for classes within three days of being contacted by the coaches, said Lesley Davidson-Boyd, the interim associate vice president and dean of undergraduate studies.

"It's a lot of hand-holding," she said. "Students have said things like, 'Wow, it's like somebody actually cared.'"

Izzy B. said she did not receive that kind of support from her Colorado college. She said she called her advisers repeatedly but never reached anyone. In California, Victoria Castro-Chavez had a different experience — and it made all the difference.

Castro-Chavez had about nine classes left to go at California State University, Stanislaus, in fall 2020 when she felt pushed past her limits. Covid was devastating her family, she was working full time moving trucks at a logistics company, and she was driving more than an hour to sit in a classroom fearing for her life. When her college classes went virtual midsemester, she struggled to learn from a computer screen.

"I was having a really difficult time passing classes and was really burned out," said Castro-Chavez, 23, a communications studies major who hopes to become a public school teacher. "And I've lost four family members to Covid now. It hit me pretty hard."

As that fall semester wrapped up, Castro-Chavez, who had recently tested positive for Covid herself after losing her aunt and cousins, told her adviser she wasn't sure she'd be back. The adviser encouraged her to take a short break and then return to school slowly, maybe just taking a couple of classes to start.

The pep talk worked. Castro-Chavez took the spring semester off and focused on her trucking company job. But this past August she re-enrolled, first with a course load of two classes, and then, this semester, three.

It can be challenging getting any student back on track after time off. Just 2 percent of 2020 high school graduates who [did not immediately enroll in college](#) showed up in fall 2021, according to the National Student Clearinghouse Research Center. The center also found that 30,600 [fewer transfer students](#) who took time off from college returned this past fall, a drop of 5.8 percent from the year before.

Maggie Callow, 19, bucked those national trends but said it was tough to get into the college mindset after taking a pandemic-induced gap year last year. Having struggled with online classes her final two months of high school in 2020, she just couldn't fathom spending her first year of college online. So she spent the year at home in Bozeman, Montana, working in a pizza shop, hiking and taking a French class at Montana State University.

Now halfway through her freshman year at Pomona College in Southern California, Callow was deeply disappointed when the college announced the first two weeks of the spring semester would be online. A lot of her classmates are having trouble, she said.

"I think a lot fewer people are going to graduate from college," she said.

Izzy B., the 18-year-old from Colorado, said she wants to return to college eventually, to become a therapist. But for now, she's working on her mental well-being.

"We just don't take mental health seriously," said Izzy. "It wasn't until I was thinking, 'Oh, I'm going to kill myself,'" she said, that she realized she needed to take action to care for herself. "That was a very concrete point."

Tulsa World
The Wage Gap Between College and High School Grads Just Hit a Record High
By Adam Hardy
February 14, 2022

Typical young workers with college degrees now outearn their high-school-graduate counterparts by a record-high \$22,000 per year.

According to new data from the Federal Reserve Bank of New York, the median annual wage for a full-time worker ages 22 to 27 with a high school diploma is \$30,000. For a full-time worker with a bachelor's degree, it's \$52,000.

The difference marks a pay gap of \$22,000 — the highest on record with the New York Fed, which tracks earnings going back to 1990.

The findings are part of the [new report](#) on recent college graduates. The report also looks at unemployment, underemployment and wages for workers with different college majors.

In terms of median wages, every major analyzed by the New York Fed outearned the high school diploma. Of course, there are always exceptions, and some whose educations stopped after high school wind up making more money than college grads. A Georgetown University study found that 16% of workers with [only a high school diploma earn more](#) than half of workers with bachelor's degrees.

Overall, though, the return on investment for a college degree is substantial — worth upwards of [\\$800,000 or more in increased earnings](#) over a lifetime.

Perhaps unsurprisingly, the new report shows that some college majors — like those in the STEM fields — fare much better than others in terms of earnings. The difference in earnings among majors highlights a massive income gap of its own.

Highest-paying college majors

The New York Fed compiled data on earnings by major for recent grads and for mid-career grads. Recent grads are defined as 22 to 27 years old, and mid-career grads are between 35 and 45.

For both recent and mid-career grads, engineering majors dominate the top earning positions.

Highest-paying majors for recent grads:

- Computer engineering: \$74,000
- Chemical engineering: \$70,000
- Aerospace engineering: \$70,000
- Electrical engineering: \$70,000
- Computer science: \$70,000

Unsurprisingly, the further along someone is in their career, the more they earn.

Highest-paying majors for mid-career grads:

- Chemical engineering: \$111,000
- Computer engineering: \$110,000
- Aerospace engineering: \$110,000
- Electrical engineering: \$107,000
- Mechanical engineering: \$104,000

Lowest-paying college majors

On the other hand, college graduates with certain majors barely earn more than people with only a high school diploma. Here's a look at the lowest-paying majors, according to the report. Liberal arts majors dominate this list.

Lowest-paying majors for recent grads:

- Family and consumer sciences: \$32,000
- General social sciences: \$34,000
- Performing arts: \$34,000
- Social services: \$35,000
- Anthropology: \$36,000

Lowest-paying majors for mid-career grads:

- Early childhood education: \$43,700
- Elementary education: \$45,400
- Social services: \$50,000
- General education: \$50,000
- Family and consumer sciences: \$51,000

Employment by college major

The Fed's report also dives into the unemployment and underemployment rates. The underemployment rate shows which majors are likely to result in recent grads taking "non-college" jobs. The Fed defines the term as positions that generally do not require a college degree.

The majors with the lowest unemployment rates — and several are below 2% — highlight the subject areas that are currently in highest demand.

Here are the majors with lowest unemployment rates for recent grads:

- Medical technicians: 0.7%
- Early childhood education: 1.4%
- Construction services: 1.6%
- Elementary education: 1.7%
- Biochemistry 1.7%

Curiously, several majors with low unemployment rates are among the ones that pay the recent grads the least.

The majors with the highest underemployment rates for recent grads include:

- Criminal justice: 71.1%
- Performing arts: 70.2%
- Anthropology: 61.3%
- Leisure and hospitality: 59%
- Miscellaneous technology: 59%

Overall, median wages for early grads range from \$32,000 to \$74,000, for another income gap of \$42,000. This pay-gap-by-major far exceeds the difference in earnings between college and high school grads.

The gap only widens over time: Mid-career bachelor's degree holders earn between \$43,700 and \$111,000.

The \$67,300 question then becomes not only will you go to college — but what major will you choose?

WFYI
FAFSA requirement rolled back by House committee as legislative deadlines loom
By Jeanie Lindsay
February 22, 2022

Indiana lawmakers want more students to file the Free Application for Federal Student Aid, or FAFSA, but can't agree how to get there. A committee changed a bill Monday that would have required students to file, after critics raised concerns about it adding more work for schools.

It's the third [year in a row](#) that Sen. Jean Leising (R-Oldenburg) has [filed a bill](#) to require that Hoosier high schoolers fill out the FAFSA. The Senate-approved version would have required students to fill it out or have a parent, school principal or counselor sign a waiver, but the House Education Committee took that part out.

Now, [Senate Bill 82](#) requires a notice about the form and its importance be posted online by the Commission for Higher Education, and that schools send families notice too. Families would be able to respond to that notice indicating whether or not they plan to file the FAFSA and if they want help with it.

Leising said she's OK with the change – for now.

"I prefer the bill as it was originally passed by the Senate, but whatever it takes to keep the bill moving," she said.

Indiana's FAFSA filing rate has [lagged in recent years](#) – something supporters of the bill said contributes to workforce shortages, declining enrollment in [higher education](#), and business opportunities being offered to Indiana's [neighbors](#).

Josh Garrison with the Indiana Commission for Higher Education said data shows major drops in filing rates during the pandemic.

"When we look at our FAFSA filing rates here in Indiana over the last two years it is decreased by 18 percent," he said. "It's decreased 12 percent for high school seniors and 20 percent for renewing students."

Garrison cited a report indicating that 2021 Hoosier graduates missed out on \$65 million in Pell Grant funding because of it, resulting in them taking out more loans, paying for school themselves or not going at all. He said the filing rate decline has hit students in rural areas, Black and Brown students, and students from low-income families the hardest.

"If you look at a high school's free and reduced lunch rate, you can almost predict their FAFSA filing rate," he said.

Inside INdiana Business
Chamber Honors Interns and Supporting Companies
By Wes Mills
February 22, 2022

INDIANAPOLIS - The Indiana Chamber of Commerce has announced the winners of the 16th Annual Indiana IMPACT Awards, which honors student interns and the employers that support internship

programs. The program is presented by Work and Learn Indiana, a program of the Indiana Chamber of Commerce.

In an interview with Inside INdiana Business host Gerry Dick, who served as emcee, Institute for Workforce Excellence Executive Director Todd Hurst said in light of current workforce challenges, internships are revealing value like never before.

“When you look at the opportunities afforded through work-based learning, to build on the job skills, to develop relationships, open doors to otherwise weren’t there, certainly creates an opportunity for students to see the value of their work and see a place for them in the Indiana economy,” said Hurst.

Work and Learn Indiana is a program of the Indiana Institute for Workforce Excellence, a subsidiary of the Indiana Chamber. Formerly known as Indiana INTERNnet, the program cultivates the creation and expansion of high-quality experiential learning opportunities within the state.

“The ongoing partnerships between employers and high schools and higher education institutions should be a point of pride for the state and it’s exciting to see,” said Hurst.

The awards program offers nine categories and saw 80-plus nominees. Below is the list of winners:

- College Intern of the Year: Jenna Burow, Purdue University (Fishers)
- High School Intern of the Year: Shelby Rosenberger, Franklin County High School (Brookville)
- Non-Traditional Intern of the Year: Dana Perez, The Children’s Museum (Indianapolis)
- College Career Development Professional of the Year: Kathy Kassissieh, Rose-Hulman Institute of Technology (Terre Haute)
- High School Career Development Professional of the Year: Eric Feller, Oldenburg Academy (Oldenburg)
- Intern Supervisor of the Year: Kameron Utter, Quest Safety Products Inc. (Indianapolis)
- Employer of the Year (For-Profit): Corteva Agriscience (Indianapolis)
- Employer of the Year (Non-Profit): Indiana Park and Recreation Association (Noblesville)
- David R. McKinnis Community Partner Award: Teresa Lubbers, Indiana Commission for Higher Education (Indianapolis)

[Click here](#) to learn more about the program.