



# INDIANA COMMISSION *for* HIGHER EDUCATION

## AGENDA

Thursday, March 9, 2023

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

[www.che.in.gov](http://www.che.in.gov)





**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

**AGENDA**

**Indiana Commission for Higher Education Meeting**

**Thursday, March 9, 2023**  
Call to Order – 9:00 A.M. ET

**Indiana University Kokomo**  
2300 S. Washington St.  
Kokomo, IN 46902

**Join on your computer or mobile app:**

[Join Microsoft Teams Meeting](#)

-or-

**Join on your phone (audio only):**

DIAL: +1 317-552-1674

PHONE ID: 607 773 404#

- I. Call to Order**  
Roll Call and Determination of Quorum  
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Commissioner’s Report
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*\*Requires Commission Action*

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**VIII. Old Business**  
**New Business**

**IX. Adjournment**

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The next meeting of the Commission will be on **May 18, 2023, in Fort Wayne, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, January 12, 2023**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:00 a.m. ET at MADE@Plainfield, 1610 Reeves Road, Plainfield, Indiana, 46168, with Chairman Jud Fisher presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Mike Alley, Ed Berger, Dennis Bland, Anne Bowen, Mike Daigle, Jud Fisher, Bill Hanna, Nancy Jordan, Chris LaMothe, Pepper Mulherin, Dan Peterson, Tom Saunders and Gen. Erika Steuterman

**CHAIR'S REPORT**

Good morning. Thanks for joining us today. I call this meeting to order.

We're pleased to be here at MADE@Plainfield this morning and be cohosted by both Vincennes University and Ivy Tech Community College. I would like to thank both of our institution partners for hosting us today.

I've got a few items to share this morning with you all, including some remarks about Governor Holcomb's 2023 Next Level Agenda. The Governor introduced his latest agenda last week and included strong support for K through 12 and higher education, including several of the important priorities that the Commission has been pursuing this year. Specific examples would be simplifying the enrollment process for 21st Century Scholars and intentionally focusing on increasing graduate retention in Indiana.

I'm pleased to mention a video I recently viewed that our partners at Ball State University put together about graduate retention video features Commissioner Lowery, the Governor, Indiana Economic Development Corporation, Indiana destination Development Corporation and Ball State President Geoff Mearns. Ball State is focused on graduate retention and that has led to an increase of 7 percentage points since 2021, from 71% to 78%.

Next, as I have in past meetings, I want to talk about the importance of childcare and early learning in the context of the increased efforts by all sectors working in partnership with our state's future successes. I'll just recite a line from a 2014 article by Ball State economist Michael Hicks. He said, "Here in Indiana, I have heard policymakers reluctant to consider early childhood education investment as a critical part of local and economic development.

A few last items to know for you all. The 2023 Faculty Leadership Conference will be Friday, February 24. The dates for the H. Kent Weldon conference will be Monday, April 3, and the

State of Higher Education Address is going to be Tuesday, April 4. I want to give Dr. Berger just a quick chance to talk about the Faculty Leadership Conference on February 24.

**Ed Berger addressed the Commission.**

This concludes my mark remarks for the day and now I'm going to ask Brandy Perrill, Executive Director of Hendricks College Network and MADE to provide an overview of how the partnership here help create MADE and the facility we're in today.

**Brandy Perrill addressed the Commission, along with representatives from Vincennes University and Ivy Tech Community College.**

**COMMISSIONER'S REPORT**

Thank you. Good morning, colleagues. Friends, it's great to be here today in Plainfield.

What we're approaching is really encouraging. I think Commission Members know this. Our team at the Commission talking about 3 keys. What can we do around policies, programs and partnerships? Some of you may have either attended or listened in all the Ways and Means Committee hearing the other day.

Yeah, yeah, we were first was the first committee hearing at the legislature and the and the Ways and Means was the first meeting. Well, Steve was the first from whom they heard, and I think it's fair to say that it went pretty well. They were kind to us. And, you know, during that one of the things we talked about was that we're trying to be frequently pleased and rarely satisfied and I think that is appropriate as we think about where we are today, several things about which should be pleased, but we shouldn't be satisfied. We still have a way to go.

By the way. I think the governor also reflected that and his comments the other day and I'll share a slight learning moment and say a few more things about that. But this is just a reminder to Commission members that the rest of the fellow Hoosiers that we all serve of, where our priorities are, and you all know in the pipeline that we've been discussing, how can we get more people in the front end of that, you know the declining college going rate you know about that.

Almost 2,000,000 Hoosier adults who need something beyond the high school diploma, the part of what we're trying to make sure we share with all of you is that the work that's being done, not just, for example, around the budget, which we all hear about a lot, but that there is a great intentionality and hopefully something that's very complementary to that work.

But you know, just wanting to remind everyone and we did this essentially with the Ways and Means Committee the other day that there are other things besides that policy work that's going to go on at the statehouse that are complementary to this work. So on the front end of this, you'll supported the forming of our associate Commissioners for K12 and all strategy. Or if you're from them this afternoon, they have been moving at a fast pace. Some of you have been directly involved in some of their work.

Simplifying the 21st century scholars enrollment. Whatever term you might apply to that.

That these one of two different standing ovations, I believe the governor received on Tuesday night related to higher education meant support. Of course, the Frank O'Bannon grant that increases the expansion of the college core. You know, I look out Michelle Ashcraft. She's still with us, with a lot of people's Fourth day on the job that you may remember. We set that goal with the Workforce Ready grant funding and of course, the incredible work states during our credit card money. But all of those things very intentionally meant to build around these key areas to fortify the pipeline.

The chairman made a comment and I'll find it here in a little bit, but yeah, you know the comments and maybe the governor said to see the night too. But I'm just gonna steal it. That bringing folks into the pipeline, helping them be more successful than what they've been by keeping the gas on the completion side of it. But then on the college graduate retention helping to make those students who have found something special here with our institutions forever boosters and I've got copyrighted that as chairman, but.

This is very appropriate. You know on completions not letting up the gas course you all know from the funding formula we're talking about, that's gonna be the most significant area where we still keep focused. But knowing that really good progress has been made. But again, we're pleased at this point and we shouldn't be satisfied frankly that should I think we shouldn't be satisfied on any of these until we are done. National model in each of them. But we'll probably talk about that more later in the spring with the state of the higher the state of higher education address. And then you know from the economic side of it we talked about this, you know that the partnerships that we've been strengthening, they've been there all along, but just instances of some of these organizations, whether it's Indiana Development Corporation Destination at all corporation to the Chamber, the Pentagon that we're putting together of leaders across the state.

You know these are are things that I think policymakers and thought leaders around the state are seeing fit together as we improve on the talent pipeline, improve on economic outcomes through Hoosiers and now you know frankly, strengthen our the fabric of our communities.

You know, I'll just wrap up my words, Mr. Chairman, with a couple of thoughts. I think to say it was gratifying that, governor Holcomb made the agenda proposals, the policies, programs and partnerships a central part of his agenda that he announced last week from, is an understatement.

The agenda and what you all have supported and adopted so far? It just got 100% adopted by our governor and he, he's taking the lead. He was very clear and I think our futures are going to benefit from this. And frankly, folks, as we go into the future, you know what they are.

You know, he is specifically called out the way we're approaching the pipeline that I just went through in the last three slides, the 184,000,000 by the way, that doesn't count. The other things that are in there. You know several correct me if I'm wrong. I think the whole thing adds up to 220 or \$30 million.

Yeah, it's just gratifying to see that our governor has leaned into this, and I want to make sure we acknowledge that.

One of the things that you talked about that it hadn't been part of the agenda coming out of this Commission, but I know that I'll try to paraphrase what he said last week from his head and his heart is support marching university in Indianapolis and special role they play, and we want to acknowledge that forward momentum at this point.

That's my report, Mr. Chair.

## **II. CONSIDERATION OF THE MEETING MINUTES**

**R-23-2.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the December 2022 regular meeting. (Motion – Daigle, second – Peterson, unanimously approved)

## **III. ACADEMIC AFFAIRS ITEMS**

### **A. Update on Board for Proprietary Education Activities**

Dr. Ken Sauer and Ross Miller presented this item.

### **B. Update on Dual Credit Faculty Qualifications**

Dr. Ken Sauer and Tari Lambert presented this item.

## **IV. DISCUSSION ITEMS**

### **A. Adult Learner Report Preview**

Lee Rathbun and Dr. Stacy Townsley presented this item.

### **B. Indiana Department of Education GPS Dashboard Update**

Dr. Katie Jenner presented this item.

## **V. BUDGET ITEMS**

### **A. 2023-2025 Budget Update**

Seth Hinshaw presented this item.



**B. 2023-2025 Outcomes-Based Performance Funding Metrics\***

Seth Hinshaw presented this item.

**R-23-2.2 RESOLVED:** That the Commission for Higher Education hereby approves the 2023-2025 Outcomes-Based Performance Funding metrics as presented. (Motion – Peterson, second – Jordan, unanimously approved)

**C. Capital Projects for Full Discussion\***

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

**R-23-2.3 RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Daigle, second – Jordan, unanimously approved)

**VI. STUDENT SUCCESS ITEMS**

**A. Goals for K-12 and Adult Learners**

Michelle Ashcraft and Dr. Stacy Townsley presented this item.

**VII. INFORMATION ITEMS**

A. Media Coverage

**VIII. OLD BUSINESS  
NEW BUSINESS**

There was none.

**IX. ADJOURNMENT**

The meeting was adjourned at 3:00 P.M. ET

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Jud Fisher, Chair

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Anne Bowen, Secretary



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**BUDGET ITEM A:** **2023-2025 Budget Update**

**Background** Seth Hinshaw will share highlights and takeaways from the House 2023-2025 budget.

**Supporting Document** To be distributed.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**BUDGET ITEM B:**

**2023-2025 Outcomes-Based Performance Funding**

**Background**

Seth Hinshaw will share updates on outcomes-based performance funding following Budget and Productivity Committee discussion, legislative feedback and the House 2023-2025 budget.

**Supporting Document**

To be distributed.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**BUDGET ITEM C:**

**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 Purdue University Indianapolis – Nursing Skills and Simulation Laboratory Renovations

**Background**

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

**Supporting Document**

Background Information on Capital Projects for Expedited Action, Thursday, March 9, 2023.

## **Capital Projects for Expedited Action**

Thursday, March 9, 2023

- A-2-23-2-06**    **Indiana University Purdue University – Nursing Skills and Simulation Lab Renovations**  
The Indiana University Board of Trustees requests authorization to proceed with the renovation of 31,000 gross square feet of the first, second, and third floors of the Nursing building located on the IUPUI campus. The project includes additional lab space, four simulation rooms, ten debrief rooms, and seven practice exam rooms. This project will double existing teaching and simulation capacity and allow IU to grow undergraduate nursing enrollment. The total cost of this project is \$7,700,000 and will be paid for using \$5,200,000 from gifts and \$2,500,000 from operating reserves.





February 3, 2023

THE PRESIDENT

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

RE: Nursing Skills and Simulation Laboratory Renovations  
Indiana University Purdue University Indianapolis  
A-2-23-2-06

Dear Governor Holcomb:

The Trustees of Indiana University and I respectfully request authorization to proceed with the renovation of approximately 31,000 gross square feet of space on the first, second and third floors of the Nursing building located on the IUPUI campus. This project is estimated to cost \$7,700,000 and will be funded by Indiana University Health and School of Nursing Operating Funds.

The renovation will focus primarily on the third floor of the building, adding one skills lab, four simulation rooms, ten debrief rooms, and seven practice exam rooms to supplement existing facilities, which are currently at capacity. The size of the existing teaching lab will be doubled via relocation and support areas will be created including a student locker and changing room, patient locker and changing room, and storage, along with restroom renovations. Improvements to the second and first floors will include new office spaces, corridor updates, refurbishment of an existing student informal learning space, and creation of new informal learning and group study spaces. Instructional equipment for these spaces also is part of the project.

The School of Nursing at IUPUI has targeted undergraduate enrollment growth of 50% over the next two years in response to the current nursing shortage. The school has been educating nurses for 108 years, and the undergraduate program is ranked in the top 25 Best Colleges by *U.S. News and World Report*. This project will roughly double existing teaching and simulation (SIM) capacity while providing an enhanced student experience, thus enabling the school to continue providing highly-trained health care professionals to the state of Indiana and beyond.

Sincerely,

A handwritten signature in cursive script that reads "Pamela Whitten".

Pamela Whitten  
President

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

cc: Indiana Commission for Higher Education  
State Budget Agency

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The Honorable Eric J. Holcomb  
February 3, 2023  
Page 2

RE: Nursing Skills and Simulation Laboratory Renovations  
Indiana University Purdue University Indianapolis  
A-2-23-2-06

Senator Ryan Mishler  
Representative Jeff Thompson  
Representative Greg Porter  
Senator Eddie Melton  
Mr. Zachary Jackson  
Representative Bob Cherry  
Senator Chris Garten  
Representative Edward DeLaney  
Senator Fady Qaddoura  
Mr. Chris Lowery  
Mr. Seth Hinshaw  
Ms. Jasmine Williams  
Ms. Anna Elliott

**PROJECT COST SUMMARY**  
**NURSING SKILLS AND SIMULATION LABORATORY RENOVATIONS**

<b>Institution:</b>	<u>Indiana University</u>	<b>Budget Agency Project No.:</b>	<u>A-2-23-2-06</u>
<b>Campus:</b>	<u>IUPUI</u>	<b>Institutional Priority:</b>	
<b>Previously approved by General Assembly:</b>	<u>No</u>	<b>Previously recommended by CHE:</b>	<u>No</u>
<b>Part of the Institution's Long-term Capital Plan:</b>			

20222888

<b>Project Size:</b>	<u>30,793</u> GSF(1)	<u>20,107</u> ASF(2)	<u>65%</u> ASF/GSF
<b>Net change in overall campus space:</b>	<u>-</u> GSF	<u>-</u> ASF	

<b>Total cost of the project (3):</b>	<u>\$ 7,700,000</u>	<b>Cost per ASF/GSF:</b>	<u>\$ 250</u> GSF
			<u>\$ 383</u> ASF

<b>Funding Source(s) for project (4):</b>	Amount	Type	
	<u>\$ 5,200,000</u>	<u>Gift Funds</u>	IU Health
	<u>\$ 2,500,000</u>	<u>Operating Funds - Reserves</u>	School of Nursing

**Estimated annual debt payment (6):**

**Are all funds for the project secured:**

**Project Funding:**

The project will be funded by \$5.2 million from Indiana University Health and \$2.5 million in operating funds from the School of Nursing.

**Project Cost Justification**

Comparable projects include IU School of Medicine South Bend Harper Hall Lower Level Research Support Space and Infrastructure (estimated at \$248/gsf in 2019 dollars), a build-out of shell space to install infrastructure and research support space; IUB Renovation of Morrison Hall Second and Third Floors for the Irsay Family Research Institute (estimated at \$172/gsf in 2021 dollars), a renovation to create administrative space and a secured data center along with infrastructure improvements; and IUSB Parkside Hall Renovation for Nursing Simulation and Health Sciences Education Center (estimated at \$401/gsf in 2022 dollars), a renovation to create simulation spaces, a skills lab, classrooms and related support spaces along with infrastructure improvements.

**Estimated annual change in cost of building operations based on the project:** \$ -

**Estimated annual repair and rehabilitation investment (5):** \$ -

- (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**  
**NURSING SKILLS AND SIMULATION LABORATORY RENOVATIONS**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-23-2-06
<b>Campus:</b>	IUPUI	<b>Institutional Priority:</b>	

**Description of Project**

This project will renovate portions of the first, second and third floors of the Nursing building on the IUPUI campus, totaling approximately 31,000 gross square feet, to increase instructional capacity in support of planned enrollment growth. The School of Nursing has targeted undergraduate enrollment growth of 50% over the next two years in response to the current nursing shortage. This project will roughly double existing teaching and simulation (SIM) capacity while providing an enhanced student experience, thus enabling the school to continue providing highly-trained health care professionals to the state of Indiana and beyond.

The renovation will focus primarily on the third floor of the building, adding one skills lab, four simulation rooms, ten debrief rooms, and seven practice exam rooms to supplement existing facilities, which are currently at capacity. The size of the existing teaching lab will be doubled via relocation and support areas will be created including a student locker and changing room, patient locker and changing room, and storage, along with restroom renovations. Improvements to the second and first floors will include new office spaces, corridor updates, refurbishment of an existing student informal learning space, and creation of new informal learning and group study spaces. Instructional equipment for these spaces also is part of the project.

**Relationship to Other Capital Improvement Projects:** This project does not affect any other capital improvement projects.

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

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

**Relationship to Long-Term Capital Plan for Indiana University:** This project will continue Indiana University's commitment to providing highly-trained health care professionals to serve the residents of the state of Indiana and beyond.

**Need and Purpose of the Program**

The School of Nursing at IUPUI has targeted undergraduate enrollment growth of 50% over the next two years in response to the current nursing shortage. This project will roughly double existing teaching and simulation (SIM) capacity while providing an enhanced student experience, thus enabling the school to continue providing highly-trained health care professionals to the state of Indiana and beyond. The School of Nursing has been educating nurses for 108 years, and is the only school in the state with two centers of excellence in nursing education as designated by the National League for Nursing. The undergraduate program is ranked in the top 25 Best Colleges by *U.S. News and World Report*, and the school is ranked no. 6 among Big Ten and no. 1 in Indiana in National Institutes of Health funding. This project will support additional facilities needs caused by increasing enrollments and enhance student success by providing opportunities to gain experience in real world situations.

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION**  
**NURSING SKILLS AND SIMULATION LABORATORY RENOVATIONS**

<b>Institution:</b>	<u>Indiana University</u>	<b>Budget Agency Project No.:</b>	<u>A-2-23-2-06</u>
<b>Campus:</b>	<u>IUPUI</u>	<b>Institutional Priority:</b>	

**Space Utilization**

This project will create class lab, study, support, and office space.

**Comparable Projects**

Comparable projects include IU School of Medicine South Bend Harper Hall Lower Level Research Support Space and Infrastructure (estimated at \$248/gsf in 2019 dollars), a build-out of shell space to install infrastructure and research support space; IUB Renovation of Morrison Hall Second and Third Floors for the Irsay Family Research Institute (estimated at \$172/gsf in 2021 dollars), a renovation to create administrative space and a secured data center along with infrastructure improvements; and IUSB Parkside Hall Renovation for Nursing Simulation and Health Sciences Education Center (estimated at \$401/gsf in 2022 dollars), a renovation to create simulation spaces, a skills lab, classrooms and related support spaces along with infrastructure improvements.

**Background Materials**

This project was approved by the Indiana University Board of Trustees at the February 2023 meeting. The project will be funded by \$5.2 million from Indiana University Health and \$2.5 million in operating funds from the School of Nursing.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR NURSING SKILLS AND SIMULATION LABORATORY RENOVATIONS**

NURSING SKILLS AND SIMULATION LABORATORY RENOVATIONS A-2-23-2-06	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded (3)	Space to be Terminated (4)	New Space in Capital Request	
Classroom (110 & 115)	313,686	38,445	-	-	-	352,131
Class Lab (210,215,220,225,230,235)	261,378	30,602	-	-	9,695	301,675
Non-class Lab (250 & 255)	597,260	-	-	-	-	597,260
Office Facilities (300)	1,513,191	32,212	-	-	5,772	1,551,175
Study Facilities (400)	329,763	4,237	-	-	1,931	335,931
Special Use Facilities (500)	299,307	16,238	-	-	-	315,545
General Use Facilities (600)	274,852	3,555	-	-	-	278,407
Support Facilities (700)	2,351,447	2,350	-	-	-	2,353,797
Health Care Facilities (800)	186,609	-	-	-	-	186,609
Resident Facilities (900)	534,209	-	-	-	-	534,209
Unclassified (000)	110,298	46,182	-	-	2,709	159,189
<b>B. OTHER FACILITIES</b> (Please list major categories)						
<b>TOTAL SPACE</b>	<b>6,772,000</b>	<b>173,821</b>	<b>-</b>	<b>-</b>	<b>20,107</b>	<b>6,965,928</b>

Notes:

(1) Figures reflect IUPUI total assignable sf\*

(2) Figures include IU School of Medicine Medical Education Building

(3) n/a

(4) n/a

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

\*IUPUI Total ASF includes IU owned on campus buildings including Parking Garages, facility based buildings. Excludes Rentals, CO campus and (HO) Hospital spaces.

**CAPITAL PROJECT COST DETAILS**  
**NURSING SKILLS AND SIMULATION LABORATORY RENOVATIONS**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-2-23-2-06
<b>Campus:</b>	IUPUI	<b>Institutional Priority:</b>	

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date</b>	October	2023
<b>Start Construction</b>	January	2024
<b>Occupancy (End Date)</b>	December	2024

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b><u>Planning Costs</u></b>			
a. Engineering			\$ -
b. Architectural	\$ 358,500		\$ 358,500
c. Consulting	\$ 82,500		\$ 82,500
<b><u>Construction</u></b>			
a. Structure	\$ 1,451,000		\$ 1,451,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 2,600,000		\$ 2,600,000
c. Electrical	\$ 1,351,000		\$ 1,351,000
<b><u>Movable Equipment</u></b>	\$ 200,000		\$ 200,000
<b><u>Fixed Equipment</u></b>	\$ 1,300,000		\$ 1,300,000
<b><u>Site Development/Land Acquisition</u></b>			\$ -
<b><u>Other (Contingency, Admin. &amp; Legal Fees)</u></b>	\$ 357,000		\$ 357,000
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 7,700,000</b>	<b>\$ -</b>	<b>\$ 7,700,000</b>

(1) Cost Basis is based on current cost prevailing as of: (January 2023)

(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**  
**NURSING SKILLS AND SIMULATION LABORATORY RENOVATIONS**

**Institution:** Indiana University  
**Campus:** IUPUI

**Budget Agency Project No.:** A-2-23-2-06  
**Institutional Priority:**

<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	\$ -	\$ -	\$ -	\$ -	
2. Maintenance	\$ -	\$ -	\$ -	\$ -	
3. Fuel	\$ -	\$ -	\$ -	\$ -	
4. Utilities	\$ -	\$ -	\$ -	\$ -	
5. Other	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

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



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**DISCUSSION ITEM A:**

**Legislative Update**

**Background**

The legislation and program implementation team will discuss outcomes of the first half of legislative session, bills that survived, and what is to come during the second half.

**Supporting Document**

To be distributed.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**DISCUSSION ITEM B:**

**Partnership Pentagon and the Hunt Institute Update**

**Background**

The Indiana Commission for Higher Education Partnership Pentagon Collaborative is an upcoming forum for state leaders to inform strategies that will enable the Indiana Commission for Higher Education (CHE) to advance priorities and goals for Indiana higher education.

The Commission, with support from The Hunt Institute, will convene this independent collaborative over the next couple of years. The collaborative’s work will build upon the state’s higher education strategic plan, focused on improving economic and social outcomes for individuals and building a sustainable and robust talent pipeline for employers, all of which will ultimately lead to a strengthened civil society. While progress has been made around postsecondary educational attainment in Indiana on some fronts, much work remains. The goal for this group, with support from the Hunt Institute, will help the Commission think of where our strategy for higher education can be in the coming years.

Commissioner Chris Lowery and Assistant Commissioner of Strategic Partnerships and Events, Madison Prillwitz, will update the Commission on the Partnership Pentagon sectors, the Scope of Work, and the overall timeline of the collaborative.

**Supporting Documents**

The Indiana Partnership Pentagon Collaborative Overview and Scope of Work



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**ACADEMIC AFFAIRS ITEM A:**

**Indiana College Core Course Planning Tool**

**Staff Recommendation**

None.

**Background**

The primary purpose of the Indiana College Core interactive course planning tool, which will be demonstrated at the Commission meeting and which has been branded as **My College Core**, is to help students be intentional about the dual credit courses they take, not only to complete the 30-semester hour Indiana College Core, but to complete it in a way that best aligns with their associate and/or baccalaureate degree completion goals. Degree programs vary, for example, with respect to what math and science courses they require. My College Core enables students to see what courses in these disciplines they would need to take if they wanted to pursue a Biology degree as opposed to a degree in Business Administration or Nursing.

While My College Core engages students to think about their career goals and the educational pathway to realize them, the tool also invites them to save and then share their plans with their parents, counselors, and others, who can help students make their plans a reality. My College Core is a planning tool, not a tool to enroll in courses, so students would need to work with high school and college advisors to complete their class schedule each semester.

In the coming weeks, My College Core will be rolled out in a soft launch, initially only available at a subset of high schools that have Ivy Tech as their primary postsecondary partner. Soon afterward, the Commission will work with Vincennes University and the four-year institutions to deploy the tool to other high schools that have these institutions as primary postsecondary partners.

Work conceptualizing a course planning tool for the Indiana College Core began more than 18 months ago (see attached *Inside Higher Ed* blog from November 18, 2021) and use of My College Core has now been incorporated into the Criteria for Determining Delivery Sites for the Indiana College Core (see attached Criteria dated December 12, 2022). Future refinements to My College Core will include explanations,

geared to general audiences, of what the Indiana College Core is, and links to tools such as Career Explorer and School Finder, which can assist students with thinking through career options and educational pathways. These features can be incorporated into “plug and play” materials that can be incorporated into high school web sites, thereby providing continuity in how the Indiana College Core is explained to lay audiences.

Notable features of My College Core include: (1) incorporating which Advanced Placement (AP) classes are available at each high school and how scores on these AP exams translate into credit for courses that can count toward the Indiana College Core, a result of a unique partnership between Indiana and the College Board; (2) displaying how College-Level Examination Program (CLEP) test scores can also translate into credit for courses that apply to the Indiana College Core, along with links to free online instructional materials available from Modern States, which students can use to better prepare for taking the CLEP exams; and (3) analytics that can be utilized by the Commission, and made available to institutions and high schools, that can provide valuable insights regarding course-taking patterns and selected educational pathways.

My College Core has the potential to have a significant impact on the number of high school students who think about completing, actually pursue, and successfully earn the Indiana College Core. This tool could also affect the number of high schools that aspire to offer the Indiana College Core in partnership with our institutions, and how fast they do so, by making transparent gaps in courses and exams that need to be filled to designation as a delivery site.

### **Supporting Documents**

- (1) “Criteria for Determining Delivery Sites for the Indiana College Core for the Academic Year 2023-24 and Beyond,” December 13, 2022.
- (2) “Moving from Random to Intentional Acts of Dual Credit,” *Inside Higher Ed* blog, Ken Sauer, November 18, 2021.



## **Criteria for Determining Delivery Sites for the Indiana College Core for the Academic Year 2023-24 and Beyond**

**December 13, 2022**

1. A delivery site for the Indiana College Core is defined as a high school that:
  - a. Has partnered with only one Indiana public, postsecondary institution that is designated as the primary postsecondary partner institution;
  - b. May partner, in collaboration with the primary postsecondary partner institution, with other Indiana public, postsecondary institutions to supplement courses that can apply toward completing the Indiana College Core; and
  - c. Is committed to utilizing the Commission's communication and marketing materials, and My College Core planning tool to assist students and families in understanding the benefits of the Indiana College Core and in selecting courses that can complete the Indiana College Core as well as align with subsequent degree plans, as these become available and as complements to the institution's own communication and marketing materials.
  - d. Is committed to working with the Commission's outreach coordinators and with representatives of the primary postsecondary partner to increase understanding of state and federal financial aid programs and to maximize the number of students who file FAFSAs.
2. For a high school to be identified as a delivery site for the Indiana College Core, a Memorandum of Understanding must be signed between the high school and an Indiana public, primary postsecondary partner, which is the college or university that:
  - a. Will affirm that high school students who complete the Indiana College Core have earned at least 30 semester hours of credit and have mastered the competencies required for the Indiana College Core;
  - b. Will issue a transcript to students indicating they have completed the Indiana College Core; and
  - c. Will confer a postsecondary certificate to students who complete the Indiana College Core.
3. The duties of the primary postsecondary partner include:
  - a. Is committed to sending all current college transcripts through Parchment as XML data files;
  - b. Delivering at least 15 of the 30 credit hours of coursework required to complete the Indiana College Core;



- c. Coordinating the delivery of coursework from other postsecondary partners to avoid unnecessary course duplication and to ensure there are no gaps in the availability of courses needed for students to complete the Indiana College Core;
- d. Ensuring the availability of other methods, by which students can earn credit that applies toward the Indiana College Core, such as AP examinations, courses delivered through dual enrollment, courses delivered through telecommunications, faculty sharing partnerships with other high schools/school corporations, and CLEP examinations;
- e. Specifying the cohorts of students, by graduating classes, for whom the primary postsecondary partner commits to making available the courses and other methods needed for students to complete the Indiana College Core;
- f. Providing data as requested by the Commission for purposes of program improvement, equity, and effectiveness;
- g. Following Commission for Higher Education instructions to ensure that the list of high schools at which students can complete the Indiana College Core is kept accurate and current on the Indiana Credential Registry;
- h. Submitting to the Commission for Higher Education, in accordance with a schedule specified by the Commission, a list for each high school delivery site of all postsecondary courses, including courses delivered by the primary postsecondary partner and all other postsecondary institutions, as well as other relevant information, in a format specified by the Commission for use in the My College Core course planning tool; and
- i. Utilizing the Commission's communication and marketing materials, and My College Core planning tool to assist students and families in understanding the benefits of the Indiana College Core and in selecting courses that can complete the Indiana College Core as well as align with subsequent degree plans, as these become available and as complements to the institution's own communication and marketing materials.





Published on *Inside Higher Ed*  
(<https://www.insidehighered.com>)

[Home](#) > [Moving From Random to Intentional Acts of Dual Credit](#)

## Moving From Random to Intentional Acts of Dual Credit

Submitted by Ken Sauer on November 18, 2021 - 3:00am

**Blog:** [Tackling Transfer](#) <sup>[1]</sup>

Indiana's large and robust dual-credit initiative, with its supporting transfer policy and technology, aims to foster intentional course taking, thus maximizing opportunities for high school students to earn one-year postsecondary certificates by the time they graduate. It's meant to overcome a common problem: high school students randomly taking postsecondary courses that don't transfer or apply toward their degree program when they get to college, thus wasting time, energy and money.

Our state has long fully integrated course transfer and certificate/degree articulation into its dual-credit offerings: there is no daylight between the two. Likewise, we use technology to make transfer information readily accessible to students and guidance counselors. More recent technology initiatives help Indiana promote and equitably scale certificate completion options in high schools throughout the state.

### **A Foundation of Policies Supporting Dual Credit and Transfer**

State attention on dual-credit credential completion is focused on one-year certificates instead of associate degrees for two reasons: resources and impact. Providing needed courses and qualified teachers to support one-year certificates, along with guidance/student support services and technology, is more feasible than the resources needed for associate degrees, and completing a certificate is within reach for so many more students than completing an associate degree, hence the greater impact.

Transfer policy, supported by infrastructure three decades in the making, applies statewide to all public institutions at all levels: courses, certificates and degrees. Indiana's Core Transfer Library <sup>[2]</sup> (CTL) consists of 88 courses, almost all of which transfer and apply toward degree requirements in the same way as equivalent courses at the receiving institution (those that don't transfer as elective credit). Five independent institutions also participate in the CTL.

Two-year institutions rely heavily on the CTL to offer courses needed to complete the Indiana College Core <sup>[3]</sup>, comprising 30 semester hours of courses that meet common, statewide competencies and learning outcomes in six areas; universities use CTL courses and many others to satisfy core requirements. Students completing the core at two-year institutions earn a certificate, in contrast to a transcript notation for those completing it at four-year institutions. The core fully transfers and applies as a block toward meeting degree requirements of virtually all associate of arts, associate of science and baccalaureate degrees offered in the public sector, as well as some independent institutions and programs.

Transfer Single Articulation Pathways <sup>[4]</sup> (TSAPs), 2+2 associate-to-baccalaureate articulation agreements also built on common, statewide competencies, span 20 program clusters in highest-demand areas. Ivy Tech Community College of Indiana, the only statewide community college in the nation accredited as a single institution, has forged a wide and expanding range of guaranteed university program admission agreements for students completing TSAPs and other associate degrees. TSAPs, like the CTL and the Indiana College Core, are legislatively mandated, with the Indiana Commission for Higher Education (ICHE) and public institutions responsible for their implementation.

This same emphasis on intentional course taking and credential completion has been applied to career/technical education offerings, called Next Level Programs of Study <sup>[5]</sup> (NLPS). Led by the Governor's Workforce Cabinet, in partnership with ICHE, postsecondary competencies have been back-mapped to NLPS classes to achieve alignment with postsecondary certificates and industry certifications.

## Dual Credit Growth and Outcomes

Transfer agreements apply seamlessly to all dual credit students. A [2021 ICHE study](#),<sup>[6]</sup> found that 64 percent of the 2018 high school graduating class had earned some postsecondary credit, a very large majority exclusively through dual credit, while most remaining students earned a combination of dual credit and credit awarded for AP exam scores. For fiscal year 2019–20, ICHE found that over 94,000 students at all secondary grade levels earned dual credit. In FY 2020–21, the two-year institutions report that 2,047 high school students earned the Indiana College Core, nearly doubling the number (1,057) who earned the core just three years ago.

Factors helping to explain this growth include: a state mandate for all high schools to offer at least two dual-credit and two AP classes, a tuition cap of \$25 per dual-credit hour (Ivy Tech charges no tuition), a tuition waiver for all students eligible for free and reduced lunch, state appropriations to institutions (\$45 per credit hour) for all dual-credit courses successfully completed, and free graduate courses to qualify secondary faculty to teach dual-credit courses, thanks to state and philanthropic support.

Dual credit has had a strong positive impact on students, especially those from underserved populations. Those earning dual credit went to and persisted in college at more than 1.5 times the rate of those who didn't earn any postsecondary credit. Comparable positive outcomes were also found for Black, Hispanic and low-income students.

## Maximizing Dual Credit Through Technology

Technology plays a key role in communicating transfer pathways and dual-credit opportunities, with ICHE's [TransferIN](#)<sup>[7]</sup> website serving as a gateway to a wealth of information on these topics, readily accessible to students, parents and counselors. TransferIN includes: interactive tables of course equivalencies for all CTL courses and of AP and CLEP (and soon Cambridge) exam scores that translate into course credit, a catalog of baccalaureate programs to which the TSAP associate degrees apply, and a list of priority liberal arts courses (those that generate state appropriations and most frequently transfer and count toward meeting the Indiana College Core).

A second statewide technology initiative, Indiana's scaling up <sup>[8]</sup> of Credential Engine <sup>[9]</sup>, challenges more high schools to enable their students to complete the Indiana College Core by being transparent about which ones do or do not provide these opportunities. Besides the extensive data already published to the Indiana Credential Registry <sup>[10]</sup> (e.g., all 3,000 certificates and degrees at public institutions), ICHE, working with Ivy Tech and Vincennes University, has already published to the registry almost 100 high schools, out of a state total of 400-plus. These high schools provide sufficient college credit courses for their students to earn the core and meet state criteria for recognition as a delivery site for the core, including a memorandum of understanding with Ivy Tech or Vincennes. Being public about where the core is available creates an incentive for the remaining 300-plus high schools, in partnership with the Indiana Department of Education and ICHE, to determine how to extend the core to those schools as well.

### **What's Next in Indiana? Learner Agency to Choose Impactful, Aligned Dual-Credit Courses**

Yet another technology project, just underway, will develop an application to help students select dual-credit courses that fit their ultimate undergraduate objective. In partnership with Ivy Tech, Credential Engine and ICHE, all liberal arts courses needed to complete the Indiana College Core, which in turn satisfy the associate degree component of the 2+2 TSAPs, are being published to the registry. A request for proposal will solicit bids for developing an app that will empower students to select courses directly applying toward the core/associate/baccalaureate degree pathway of interest to them. This would enable a student, for example, to take the right math and science courses required for a business or nursing degree, ensuring courses will apply as intended and avoiding "random" acts of dual credit. A similar effort could also benefit students earning CTE (NLPS) dual credit.

Done well, dual credit can bring the promise of college to more students, especially those from underserved populations. Intentional course taking, laser-focused on postsecondary certificate completion, buttressed by inseparably intertwined dual-credit and transfer policy, made fully transparent

and accessible by technology, are the essential ingredients to deliver on this promise.

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*Ken Sauer is senior associate commissioner and chief academic officer at the Indiana Commission for Higher Education.*

**Source URL:** <https://www.insidehighered.com/blogs/tackling-transfer/moving-random-intentional-acts-dual-credit>

#### **Links**

- [1] <https://www.insidehighered.com/blogs/tackling-transfer>
- [2] <https://transferin.net/earned-credits/core-transfer-library/>
- [3] <https://transferin.net/ways-to-earn-credit/statewide-transfer-general-education-core-stgec/>
- [4] <https://transferin.net/ways-to-earn-credit/transfer-pathways/>
- [5] <https://www.in.gov/gwc/cte/career-pathways-programs-of-study/>
- [6] [https://www.in.gov/che/files/2021\\_Early\\_College\\_Credit\\_Report\\_02\\_16.pdf](https://www.in.gov/che/files/2021_Early_College_Credit_Report_02_16.pdf)
- [7] <https://transferin.net/>
- [8] <https://wcefntiers.org/2021/07/16/credential-transparency-informed-decision-making-in-indiana/>
- [9] <https://credentialfinder.org/>
- [10] <https://transferin.net/transfer-resources/search/>



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**ACADEMIC AFFAIRS ITEM B:**

**Progress Report on Indiana e-Transcript Program**

**Staff Recommendation**

None.

**Background**

The Indiana e-Transcript Program, by statute administered by the Commission for Higher Education, traces its roots back to a Commission initiative begun in 2005. Initially, the e-Transcript Program focused on sending high school transcripts electronically to colleges and universities in Indiana and other states. Today, the Program also embraces sending and receiving college transcripts.

At its February 2022 meeting, the Commission passed a resolution calling for all college transcripts within the public sector to be exchanged as data files utilizing the Indiana e-Transcript Program (see attachment). To mark the one-year anniversary of this resolution, Commission staff surveyed all institutions on the status of plans and current practices for sending and consuming transcripts as data files, the results of which will be presented at the Commission meeting.

The benefits of exchanging all high school and college transcripts as data files are many, including: cost savings to students; more timely consideration in the admissions process and in transferring credit; administrative efficiencies for institutions; and a richer data base for conducting institutional research on student persistence and completion. Universal e-transcript exchange as data has the potential to enhance the Commission's ability to administer state financial aid programs and to conduct state-level research.

**Supporting Documents**

Resolution on the Indiana e-Transcript Program, February 10, 2022.

## Resolution on the Indiana e-Transcript Program

February 10, 2022

**WHEREAS**, the Indiana e-Transcript Program has been highly successful over the past seventeen years in sending transcripts from virtually all high schools within the state to Indiana colleges, universities, scholarship programs, the NCAA, and other entities, as well as those throughout the nation; and

**WHEREAS**, well over two million high school transcripts have been sent through the Indiana e-Transcript Program since it was created by the Commission in 2005, with the current annual volume approaching 200,000; and

**WHEREAS**, by action of the General Assembly in 2013, the Indiana e-Transcript Program became a statutory initiative administered by the Commission for Higher Education in collaboration with the Indiana Department of Education and the postsecondary institutions; and

**WHEREAS**, the Indiana e-Transcript Program facilitates the admissions process by making it easy for high school students to request and receive confirmation that their transcripts were sent to and downloaded by the colleges; and

**WHEREAS**, state appropriations to the Commission allow the Indiana e-Transcript Program to be run without any cost to students or high schools; and

**WHEREAS**, approximately 75 percent of the high school transcripts are sent as data files consistent with national technical standards, which can streamline the admissions process; and

**WHEREAS**, the institutions and the Commission have reached consensus on a common college transcript consistent with national technical standards, and Ivy Tech is using those standards to send all transcripts as data files; and

**WHEREAS**, dual credit and college students could greatly benefit from extending the Indiana e-Transcript Programs to facilitate the exchange of all transcripts as data among all Indiana public institutions;

**NOW THEREFORE BE IT RESOLVED** that the Commission calls upon Indiana public institutions, working with the Commission and utilizing the Indiana e-Transcript Program, to move toward exchanging all transcripts as data files consistent with national technical standards.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**ACADEMIC AFFAIRS 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:

- Education Specialist in School Psychology to be offered by Indiana University East, Indiana University Kokomo, and Indiana University South Bend
- Bachelor of Science in Forensic Sciences to be offered by Indiana University Northwest
- Bachelor of Science in Data Science to be offered by Indiana State University

**Background**

The Academic Affairs and Quality Committee discussed these programs at its January 23<sup>rd</sup> and February 20<sup>th</sup>, 2023, meeting and concluded that the proposed programs could be placed on the March 9<sup>th</sup>, 2023, agenda for action by the Commission as an expedited action item.

**Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action January 23<sup>rd</sup> and February 20<sup>th</sup>, 2023

**Academic Degree Programs on Which Staff Propose Expedited Action**

January 23 and February 20, 2023

**CHE 23-01 Educational Specialist in School Psychology to be Offered by Indiana University East, Indiana University Kokomo, and Indiana University South Bend**

Proposal received on December 13, 2022

CIP Code: 42.2805

Four Campus Aggregate (IUB, IUK, IUE, IUSB)

Fifth Year Projected Enrollment: Headcount – 100, FTE – 60

Fifth Year Projected Degrees Conferred: 36

Indiana University Bloomington

Fifth Year Projected Enrollment: Headcount – 25, FTE – 25

Fifth Year Projected Degrees Conferred: 9

Indiana University East

Fifth Year Projected Enrollment: Headcount – 25, FTE – 25

Fifth Year Projected Degrees Conferred: 9

Indiana University Kokomo

Fifth Year Projected Enrollment: Headcount – 25, FTE – 25

Fifth Year Projected Degrees Conferred: 9

Indiana University South Bend

Fifth Year Projected Enrollment: Headcount – 25, FTE – 25

Fifth Year Projected Degrees Conferred: 9

The proposed Education Specialist (Ed.S.) in School Psychology will be offered collaboratively through the IU Schools of Education. Indiana University Bloomington currently offers the Ed.S. in School Psychology, which had 8 graduates in FY2022. IU Bloomington, which the Commission authorized to deliver the Ed.S. via distance education in November of 2022, also offers an M.S.Ed. and a Ph.D. in School Psychology.

To become licensed as a School Psychologist in Indiana, the candidate must have graduated from an institution that has been recognized by the Indiana Department of Education as having a curriculum that has incorporated the standards of the National Association of School Psychologists (NASP), although the institution's program itself does not necessarily have to be accredited by NASP. Only four Indiana institutions have NASP-accredited School Psychology programs: Ball State, Indiana State, IU Bloomington, and Valparaiso University. While the three regional campuses participating in this program will not seek accreditation from NASP, their graduates will be able to say they have graduated from a NASP-accredited program because of the involvement of the Bloomington campus in the delivery of this program.

**CHE 23-02 Bachelor of Science in Forensic Sciences to be offered by Indiana University Northwest**

Proposal received on December 12, 2022

CIP Code: 43.0406

Fifth Year Projected Enrollment: Headcount – 72, FTE – 48

Fifth Year Projected Degrees Conferred: 12

The proposed Bachelor of Science in Forensic Sciences will be offered through the School of Public and Environmental Affairs in collaboration with the Chemistry, Biology, and Anthropology Departments. Three tracks or concentrations will be available to students: Forensic Chemistry, Forensic Biology, and Criminalistics.

Once implemented, the program will become the second Indiana program accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC), which is affiliated with the American Academy of Forensic Sciences. The IU Northwest program is modeled after the FEPAC-accredited program at IUPUI, and the B.S. in Forensic and Investigative Science, a Purdue program that enrolled 304 students in FY2022 and had 39 graduates. Graduates of programs accredited by FEPAC, which awarded its first accreditation in February 2004, are sought by state forensics labs and police departments. The Indiana State Police Laboratory Division operates facilities in four locations around the State, one of which is in Lowell in northwestern Indiana.

The B.S. in Forensic Sciences requires 120 semester hours of credit to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed degree program. However, students transferring from Ivy Tech Community College and Vincennes University are encouraged to complete the Indiana College Core, which consists of 30 semester hours of credit, prior to transferring into the B.S. in Forensic Sciences. With proper advising, all credits in the Core will apply toward meeting the B.S. in Forensic Sciences degree requirements. There are additional credits beyond the Indiana College Core that may transfer into the B.S. in Forensic Sciences. Both Ivy Tech and Vincennes students are encouraged to work with their academic advisors to identify those additional possibilities.

**CHE 23-03 Bachelor of Science in Data Science to be offered by Indiana State University**

Proposal received on December 13, 2022

CIP Code: 30.7001

Fifth Year Projected Enrollment: Headcount – 46, FTE – 46

Fifth Year Projected Degrees Conferred: 10

The proposed Bachelor of Science in Data Science will be offered through the Mathematics and Computer Science department in the College of Arts and Sciences. While the curriculum for this program has at its core mathematics, statistics, and computer science, students also have the option to specialize in one of four concentrations: computer science, geographic information systems (GIS), business analytics, or bioinformatics, leading to further collaboration with other academic units, such as the Scott College of Business, the Center for Genomic Advocacy (and the Department of Biology), and Department of Earth and Genomic Advocacy. ISU currently offers a minor Data Science which began in Fall of 2019 and has 23 students enrolled as of 2022.

Both national and state sources predict significant job growth for data scientists and mathematical science occupations, which is seen to occur virtually across all industries. What fuels much of this growth is the need in individual fields to marry field-specific knowledge with the ability to process, analyze, and present findings from large data sets, i.e., there is a high demand for job applicants who have knowledge and skills in big data and data analytics.

The B.S. in Data Science requires 120 semester hours of credit to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed degree program. However, students at Ivy Tech Community College who complete the A.S. in Engineering can transfer 60 credit hours into the proposed degree program. Students at Vincennes University who complete the A.A. in Engineering Science (Actuarial Science and Mathematics Concentration) can transfer 64 credit hours into the proposed degree program. Students are encouraged to work with an advisor to ensure that they take the appropriate preparatory mathematics prior to transfer.

While the Bloomington campus will be teaching the majority of courses, IU Kokomo, followed by IU South Bend and IU East will also contribute courses to the offering of the program. Because of resource considerations, the IU Northwest and IU Southeast campuses do not wish to participate in the offering of this collaborative program. However, students in the northwestern and southeastern parts of the state would be able to enroll in this program and earn their Ed.S. degrees from one of the four participating campuses.

Graduates of the program would be eligible to earn national certifications from NASP: the Proficient Practitioner License, initially after graduation, and the Accomplished Practitioner License, after five years of experience as a school psychologist.

The Education Specialist in School Psychology requires students to complete at least 65 graduate semester credit hours or equivalent, with at least 54 hours of exclusive credit for the supervised specialist-level internship experience. Students must also complete an internship that includes a minimum of 1200 clock hours, at least 600 of which must be in a school setting.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**STUDENT SUCCESS ITEM A:**

**Student Success, Marketing and Outreach Updates**

**Background**

Indiana’s students must be able to be successful in their pursuit of higher education, which requires clear and consistent communication, marketing and outreach to students, families and schools about the state programs and scholarships that are available.

The Associate Commissioners for Marketing and Communications and K-12 Strategy will update the Commission on several items related to supporting student success through marketing and outreach efforts, including:

- Student Success Series
- Crossing the Finish Line
- Learn More Indiana and USI marketing student collaboration
- Communications timelines for upcoming initiatives
- Update to the K-12 Strategy and Outreach team structure

**Supporting Documents**

To be distributed.



# CROSSING the Finish Line


**Crossing the Finish Line** covers the cost of **tuition, fees, books** and the cost of obtaining transcripts and any required College Level Examination Program (CLEP) tests at **Ivy Tech Community College** or **Vincennes University** for students who are just a few credits away from completing a high-quality credential, technical certificate, or another short- or longer-term credential. Crossing the Finish Line is funded through federal COVID relief dollars.

An estimated **16,000** Indiana high school students were close to earning a credential in 2021.



## 2021 Program Outcomes:

- Saved students and families over **\$1.4 million** in tuition, fees and textbook costs
- Over 700 completions awarded
- More than 480 Indiana College Core certificates awarded
- Nearly 1,900 students served from over 275 Indiana high schools



**62%**  
of 2020 high school graduates earned some form of early college credit – the average student earned roughly **13.7 credits**

## 2022 Program Outcomes:


- Saved students and families over **\$2.5 million** in tuition, fees and textbook costs
- Nearly 1,400 completions awarded
- 888 Indiana College Core certificates awarded
- 3,300 students served from over 335 Indiana high schools – a **71% increase from 2021**

“The Crossing the Finish Line initiative is a financial blessing to our students and families as it gives students the opportunity to complete the Indiana College Core without the financial burden of college. Several of our graduates have reported back that by obtaining the College Core they have been able to double major/minor without adding a fifth year of college and (are) even completing their degree programs in less than four years.”

Jamie Rosfeld, East Central High School Assistant Principal

A short-term technical credential in Indiana can be earned with as few as

**15 to 18 credits**



“(Crossing the Finish Line) definitely saved me a lot of time and money. I am so thankful for it because I had no idea what to expect when I went to college, like the transition from high school to college.”

Hannah Messer, Indiana University student

Find out more about **CROSSING the Finish Line** at



SCAN QR CODE



<https://www.in.gov/doe/students/crossing-the-finish-line/>



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**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	Bachelor of Science in Forensic Sciences	Indiana University Northwest	12/12/2022	On CHE Agenda for Action
03	Education Specialist in School Psychology	Indiana University Kokomo, Indiana University East, Indiana University South Bend	12/12/2022	On CHE Agenda for Action
04	Bachelor of Science in Data Science	Indiana State University	12/13/2022	On CHE Agenda for Action



**COMMISSION FOR HIGHER EDUCATION**

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

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Master of Arts in Anthropology	Ball State University	1/23/2023	Eliminating program
02	Master of Arts in Political Science	Ball State University	1/23/2023	Suspending program
03	Bachelor of Arts/Bachelor of Science in Business Information Systems	Ball State University	1/23/2023	Changing the name
04	B.S. in Medical Laboratory Science	Indiana University South Bend	1/23/2023	Changing the name
05	Graduate Certificate for District Level Administrators in Urban Settings	Indiana University South Bend	1/23/2023	Adding certificate
06	Graduate Certificate for District Level Administrators in Urban Settings (IU)	Indiana University Purdue University Indianapolis	1/23/2023	Adding certificate
07	Graduate Certificate in Dental Informatics (IU)	Indiana University Purdue University Indianapolis	1/23/2023	Adding certificate
08	Graduate Certificate for District Level Administrators in Urban Settings	Indiana University Southeast	1/23/2023	Adding certificate
09	Graduate Certificate for District Level Administrators in Urban Settings	Indiana University Northwest	1/23/2023	Adding certificate
10	Graduate Certificate for District Level Administrators in Urban Settings	Indiana University East	1/23/2023	Adding certificate

	<b><u>Title of Program</u></b>	<b><u>Institution/Campus/Site</u></b>	<b><u>Date Approved</u></b>	<b><u>Change</u></b>
11	Indiana College Core	Indiana University Bloomington	1/23/2023	Adding certificate
12	Certificate in Corrections	Purdue University Global	1/23/2023	Eliminating certificate
13	Post-Baccalaureate Certificate in Autism Spectrum Disorder	Purdue University Global	1/23/2023	Suspending certificate
14	Peer Recovery Support Specialist Micro-credential	Purdue University Global	1/23/2023	Adding a certificate
15	Certificate in Private Security	Purdue University Global	1/23/2023	Eliminating certificate
16	Bachelor of Science in Manufacturing Engineering Technology	Purdue University Polytechnic Statewide	1/23/2023	Suspending program
17	Post-Baccalaureate Certificate in Applied Behavior Analysis	Purdue University West Lafayette	1/23/2023	Changing the name
18	Post Baccalaureate Certificate in Aviation Sustainability	Purdue University West Lafayette	1/23/2023	Changing the name
19	Post-Baccalaureate Certificate in Intercultural Competence Mentorship	Purdue University West Lafayette	1/23/2023	Adding distance education
20	Master of Science in Finance	Indiana University Bloomington	1/23/2023	Changing the number of credit hours
21	Bachelor of Science in Cytotechnology (IU)	Indiana University Purdue University Indianapolis	1/23/2023	Adding distance education
22	Master of Science in Education in Counseling and Counselor Education (IU)	Indiana University Purdue University Indianapolis	1/23/2023	Changing the number of credit hours
23	Bachelor of Arts in Design and Production	Purdue University West Lafayette	1/23/2023	Suspending program

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
24	Post-Baccalaureate Certificate in Digital Health Leader Micro-credential	Purdue University Global	1/23/2023	Adding certificate
25	Certified Professional Coder in Medical Coding	Vincennes University	1/23/2023	Adding certificate
26	Technical Certificate in Entrepreneurship	Ivy Tech Community College	1/23/2023	Adding location
27	Master of Arts/Master of Science in Mathematics	Ball State University	1/23/2023	Change credit hour
28	Master of Arts/Master of Science in Statistics	Ball State University	1/23/2023	Change credit hour
29	Master of Arts in Communication Studies	Ball State University	1/23/2023	Changing CIP code
30	Global Scholar Micro-credential	Purdue University Global	1/23/2023	Adding certificate
31	Community Organization and Advocacy Micro-credential	Purdue University Global	1/23/2023	Adding certificate
32	Security and Risk Certificate	Indiana State University	2/20/2023	Adding certificate
33	Digital Forensics Certificate	Indiana State University	2/22/2023	Adding certificate
34	Certificate in Gerontology	Indiana State University	2/20/2023	Adding distance education
35	Ph.D. in Plant Genetics	Purdue University West Lafayette	2/20/2023	Eliminating program
36	Master of Science/Master of Science in Education in Curriculum and Instruction	Purdue University West Lafayette	2/20/2023	Adding distance education
37	Post-baccalaureate Certificate in Strategic Communication Management	Purdue University West Lafayette	2/20/2023	Adding distance education

	<b><u>Title of Program</u></b>	<b><u>Institution/Campus/Site</u></b>	<b><u>Date Approved</u></b>	<b><u>Change</u></b>
38	Bachelor of Science in Nursing (IU)	Indiana University Purdue University Indianapolis	2/20/2023	Eliminating distance education
39	Technical Certificate in Land Title Fundamentals	Ivy Tech Community College	2/20/2023	Adding certificate
40	Ph.D. in Human Development and Family Science	Purdue University West Lafayette	2/20/2023	Changing the name
41	Bachelor of Science in Human Development and Family Science	Purdue University West Lafayette	2/20/2023	Changing the name
42	Master of Science in Human Development and Family Science	Purdue University West Lafayette	2/20/2023	Changing the name
43	Doctor of Veterinary Medicine	Purdue West Lafayette	2/20/2023	Changing credit hour
44	Bachelor of Science in Engineering Technology	Indiana State University	2/20/2023	Suspending Program
45	Virtual Instruction Certificate	Indiana State University	2/20/2023	Eliminating program
46	Bachelor of Science in Recreation Therapy	Indiana State University	2/20/2023	Suspending program
47	Post-Baccalaureate Certificate in Instructional Design	Indiana State University	2/20/2023	Eliminating program
48	Master of Science in Educational Technology	Indiana State University	2/20/2023	Eliminating program
49	Bachelor of Arts/Bachelor of Science in Theater	Indiana State University	2/20/2023	Changing the name
50	Master of Arts/ Master of Science in Political Science	Indiana State University	2/20/2023	Eliminating program
51	Ph.D. in Spatial and Earth Science	Indiana State University	2/20/2023	Changing the name
52	Bachelor of Arts/Bachelor of Science in Communication	Indiana State University	2/20/2023	Changing the name
53	Master of Arts in Communication	Indiana State University	2/20/2023	Changing the name

	<b><u>Title of Program</u></b>	<b><u>Institution/Campus/Site</u></b>	<b><u>Date Approved</u></b>	<b><u>Change</u></b>
54	Healthcare Analytics Certificate	Indiana State University	2/20/2023	Changing the name
55	Master of Science in Science Education	Indiana State University	2/20/2023	Eliminating program
56	Construction Management Micro-credential	Purdue University Global	2/20/2023	Adding credential
57	Bachelor of Arts/Bachelor of Science in Public Health	Ball State University	2/20/2023	Changing the name
58	Certificate in Teaching English to Speakers of Other Languages	Ball State University	2/20/2023	Adding certificate
59	Master of Science/Master of Science in Engineering/MSABE in Agricultural and Biological Engineering	Purdue University West Lafayette	2/20/2023	Adding distance education
60	Ph.D. in Interdisciplinary Engineering	Purdue University West Lafayette	2/20/2023	Eliminating program
61	Master of Science in Environmental Engineering in Civil Engineering	Purdue University West Lafayette	2/20/2023	Changing the name
62	Post-Baccalaureate Certificate in Instructional Design	Purdue University West Lafayette	2/20/2023	Adding distance education
63	Associates of Science/Associate of Applied Science in Paramedic Sciences	Ivy Tech Community College	2/20/2023	Changing number of credit hours
64	Master of Science in Modeling, Visualization, and Simulation	Purdue University Northwest	2/20/2023	Eliminating program
65	Bachelor of Science in Economics	Purdue University Northwest	2/20/2023	Eliminating program
66	Master of Arts in English	Purdue University Northwest	2/20/2023	Eliminating program
67	Technical Certificate in Addiction Studies	Ivy Tech Community College	2/20/2023	Changing the name

	<b><u>Title of Program</u></b>	<b><u>Institution/Campus/Site</u></b>	<b><u>Date Approved</u></b>	<b><u>Change</u></b>
68	Graduate Certificate in Criminal Justice Leadership and Management	Indiana University Northwest	2/20/2023	Adding certificate
69	Graduate Certificate in Criminal Justice Leadership and Management	Indiana University East	2/2/2023	Adding certificate
70	Graduate Certificate in Criminal Justice Leadership and Management (IU)	Indiana University Purdue University Indianapolis	2/20/2023	Adding certificate
71	Graduate Certificate in Criminal Justice Leadership and Management	Indiana University Kokomo	2/20/2023	Adding certificate
72	Graduate Certificate in Criminal Justice Leadership and Management	Indiana University Southeast	2/20/2023	Adding certificate
73	Undergraduate Certificate in Interdisciplinary Studies	Purdue University West Lafayette	2/20/2023	Changing the name
74	Associate in Science in Horticulture and Landscape Design	Vincennes University	2/20/2023	Suspending program
75	C.P.C in Horticulture Science	Vincennes University	2/20/2023	Changing credit hour
76	Patient Care Technician	Ivy Tech Community College	2/20/2023	Adding location



**COMMISSION FOR HIGHER EDUCATION**

Thursday, March 9, 2023

**INFORMATION ITEM C:**

**Media Coverage**

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

## Chalkbeat Indiana

### Indiana education groups seek school funding increase, expanded preschool access from lawmakers

By Aleksandra Appleton

January 6, 2023

As Indiana lawmakers prepare to create the state's next biennial budget, education advocates have coalesced around a few key issues that they say will best support Hoosier students and families.

They see expanding access to both early learning and higher education as critical to the state's economic health. And they hope to see another historic funding bump for K-12 education in order to help alleviate rising operating costs and school staffing shortages.

They have support from Gov. Eric Holcomb, who shares at least a few of the advocates' priorities.

It's not yet clear how responsive legislators will be to these requests, though advocates say they're hopeful. As of Friday, the education bills filed ahead of Indiana's legislative session include another attempt to make school board elections partisan, and curriculum-focused bills to mandate teaching cursive, sex education, and internet safety.

Here's what advocacy groups say should be on the legislature's radar in 2023.

#### **Increased funding for schools sought**

Education watchers expected to see an increase in school funding as the state heads into a budget year with a surplus on the books.

Holcomb on Wednesday proposed a nearly \$1.2 billion increase in K-12 tuition support, which funds both public schools and the state voucher program. Holcomb also said he supported continuing the state's work to raise teacher salaries to an average of \$60,000.

The Indiana State Teachers Association said increased funding is key to addressing teacher shortages and meeting the state's salary goals.

"Without at least meeting inflation, services for students will continue to suffer," the union said in its list of policy priorities. "Simply repeating Indiana's historic commitment from its last budget would not meet today's impact of inflation."

The governor's proposal represents a 6% increase in funding for the first year of the budget — a figure that's in line with the Indiana School Boards Association's recommendation to help schools meet increased operating costs. Terry Spradlin, the group's executive director, said inflation has affected everything from food service to busing.

The final increase will likely be dependent on spring budget forecasts, said Denny Costerison of the Indiana Association of School Business Officials. He pointed out that in the 2021 budget, schools received more than expected after a positive economic outlook.

But requests for more funding aren't confined to the tuition support formula.

Many education advocates support the Department of Education's request to increase funding for students who are learning English, which is allocated outside of the formula. Groups have also called for more funding for special education services, especially those that are considered unusual or relatively expensive, like out-of-state schooling.

Holcomb's budget proposal includes increasing funding for English learners to \$50 million a year, in line with the education department's request.

Without the increases, district officials say they will have to continue using funds meant for students from low-income backgrounds to cover English learner and special education costs.

"In talking to legislators, no one is saying that's not needed or we're not looking at it," Costerison said of the additional funding.

### **More for preschool and child care**

Expanding access to preschool and child care has been a near-universal call this year from education groups, the Indiana Chamber of Commerce, and Holcomb. It's too early to tell if lawmakers will acquiesce — one bill filed ahead of the session would seek to double the number of preschool grants awarded in Marion County.

The state has made strides in this area over the past decade, said Samuel Snideman, vice president of government relations at United Way of Central Indiana, including by funding all-day kindergarten and establishing the On My Way PreK assistance program for low-income families.

Still, there's room to grow, he said, as well as a need to challenge the notion that early education is solely a parent's responsibility.

"We think that making high quality early childhood education possible for as many families — especially families in poverty — as possible is worth the state's investment," Snideman said.

"There are lots of families where every parent available in the house has to work, and even then, they can't afford childcare."

United Way is calling for the state to expand eligibility for its two child care programs by raising income limits to 185% of the federal poverty level — a higher threshold than the 138% limit Holcomb has proposed.

The Indiana School Boards Association would like to see that threshold raised even higher to 300% of the federal poverty limit, which would match the income requirements for the state's K-12 voucher program.

Spradlin said research has shown that every dollar spent on high-quality early learning provides at least a \$4 return on the investment.

“There’s been hardly any pushback,” Spradlin said of talking to legislators about early learning. “It’s that there are so many priorities, we’ll see what we can fund.”

Other proposals include establishing a universal preschool program, incentivizing employers to create child care programs, and funding overall wage increases for child care employees.

Apart from funding, several groups have zeroed in on loosening regulations unrelated to health and safety in order to allow more child care programs to open.

Snideman said the state could streamline the inspection process to help established high-quality providers open additional locations in other parts of the state.

### **Auto-enrolling students in 21st Century Scholars**

Another popular proposal this year is to automatically enroll all eligible students in the 21st Century Scholars program, which pays for college tuition costs.

The program is open to seventh and eighth grade students in Indiana who come from low-income backgrounds, and has been linked to increased college enrollment and completion rates.

But advocates would like to see greater participation. The state’s Commission on Higher Education in December found that fewer than half of all eligible students enroll.

According to the Indiana Youth Institute, while 69% of Black Hoosier students are eligible for the 21st Century Scholars program, only 17% are enrolled.

The higher education commission recommended in December a streamlined enrollment process using Indiana Department of Education and Department of Revenue data to mark students eligible.

“It’s an easy key to turn,” said Snideman of United Way.

### **Proposals focus on school staffing, retention**

Groups have also put forward legislative proposals to address staffing and retention challenges in Indiana schools.

Both the Indiana State Teachers Association and the school boards association have called for more funding to increase the number of psychologists, counselors, and nurses in schools, saying that Indiana’s ratios far exceed recommendations.

For example, while the recommended ratio of students to psychologists is 500-to-1, Indiana has just one counselor for every 1,674 students, said Spradlin of the school boards association.

“We want to free up teachers to teach in the classroom, and not have their efforts diminished by focusing on wellness issues or health issues or behavioral issues,” Spradlin said.

The school boards association would also like to see the state re-establish a mentorship program that paid veteran teachers a stipend to support new teachers. At a cost of \$1,000 per mentor, the program would cost an estimated \$3 million a year, Spradlin said.

The teachers association, meanwhile, has renewed its call to restore teachers' rights to collectively bargain their working conditions, and asked for paid parental leave for teachers.

Current laws, according to the association, "are another source of workplace frustration particularly when new parents are forced to return to the classroom before they are ready and/or effectively take a pay cut to have a child."

**Indy Star**  
**Tuition-free: Indiana's 21st Century Scholars program could double this year**  
**By Arika Herron**  
**January 27, 2023**

At its heart, the goal of [Indiana's 21<sup>st</sup> Century Scholars Program](#) is to lift kids out of poverty through the power of education – to help them reach opportunities that will put them on a new trajectory for their adult lives.

For those who enroll in the program data shows it has been largely successful. Every year, though, thousands of eligible students miss the window to sign up and lock themselves out of an opportunity to have their college tuition covered. Many end up not seeking any kind of post-secondary education, which is something Indiana just can't afford right now, state leaders say.

So, state leaders are pushing for a change that would give all eligible students the chance to complete the program, which started in 1990, and earn a tuition-free college education.

### **Success story**

If there were a perfect example of what the 21st Century Scholars Program aspires to, Zac Jackson might be it.

Kids from low-income families who complete the program – maintaining good grades, keeping out of trouble and doing activities designed to prepare kids for college, like visiting a campus and taking a career assessment – will get up to four years of tuition and mandatory fees at one of the state's public colleges or universities covered.

Students show they can succeed in college if they have the means to get there. In exchange, the state covers their tuition, hoping for an eventual return on that investment through a better quality of life for those Hoosiers, higher educational attainment rates and more tax dollars from the higher-paying jobs that data shows come with a college degree.

Jackson joked recently, while presenting Gov. Eric Holcomb's proposed budget to a committee of the Indiana General Assembly, that he's probably the highest-ranking 21st Century Scholar in state government. In 2019, Holcomb appointed Jackson to be his state budget director.

This year's budget proposal includes the recommendation to automatically enroll all eligible students in the 21<sup>st</sup> Century Scholars Program – a policy priority of Holcomb's that could double the number of students who benefit from the program that changed the trajectory of Jackson's life three decades ago.

"I do take a lot of pride in the program and how it really worked for me," Jackson said in an interview with IndyStar. "So, it is a special opportunity to be a part of the expansion."

Jackson grew up in southwest Indiana, the child of a single mom. When he was young they moved around a lot, but eventually settled in Bicknell, a city of a few thousand people in Knox County, living in a rental home owned by his uncle.

"When you wanted to do shopping you either drove an hour and 15 minutes south to Evansville or an hour north to Terre Haute," he said.

Bicknell was a small town with small schools, but Jackson was practically in the backyard of Vincennes University, the largely two-year public school. Thirty years later, he doesn't exactly remember enrolling in the 21<sup>st</sup> Century Scholars Program but he does remember that Vincennes did a good job of checking in on local kids who were part of it throughout their high school years.

### **'Ticket out of poverty'**

After Jackson graduated from North Knox High School, it was an easy choice to start at Vincennes.

"I knew for a long time that my personal ticket out of poverty was going to be an education," he said. "And still I think for so many people, education is their ticket out of poverty."

After three semesters, he earned an associate degree and transferred to the University of Southern Indiana in Evansville. He commuted for the first semester and then moved there for the last two years.

He graduated in 2001 with a bachelor's degree, about \$10,000 in student loan debt to cover costs that the program doesn't – living expenses, textbooks and other supplies – and a graduate fellowship in state government. He eventually earned a Master of Public Affairs from IUPUI and, later, an MBA from Butler University.

Jackson says he remembers thinking – probably around the time he was in middle school and qualifying for 21<sup>st</sup> Century Scholars - "man, if I can ever make \$30,000, I will have it made."

When he started at the state budget agency in 2005, his salary was \$41,000. Over the intervening 18 years, Jackson worked his way to the top of the agency. Now, he makes more than \$165,000, according to state records.

By all measures, the program worked for Jackson. He has a successful career, a well-paying job and 529 college savings plans for his two children, a fourth-grader and a seventh-grader. Opportunities for success will be easier for his kids than they were for him, Jackson said.

Each year, though, there are thousands of kids who miss out on the opportunities that the 21<sup>st</sup> Century Scholars program could provide. Right now, the program requires that eligible families – those that qualify for free or reduced-price meals based on household income – enroll their kids by the end of eighth grade.

Fewer than half of those eligible students actually enroll.

Changing the policy to automatically enroll all eligible students could change the lives of thousands more students, said Chris Lowery, Indiana's commissioner for higher education. Each year, there are between 15,000 and 20,000 eligible eighth-graders enrolled in Indiana's public and accredited private schools.

Students would still have to complete all elements of the program throughout high school in order to have their tuition covered. Right now, approximately two-thirds of participants complete the program, Lowery said.

With the expected increase in participants, the Commission for Higher Education estimates it would cost the state an additional \$150 million for each cohort of students, though that cost wouldn't be felt for several years – until this year's eighth graders begin enrolling in college.

That's not the number Lowery wants to talk about, though. Or at least not the only one.

"To me, the real impact on the state is on economic and social mobility for these students," Lowery said.

The Commission estimates that the return on investment for the state would be more than covered by the expected increase in tax revenues thousands more college-educated Hoosiers. Beyond that, though, Lowery says there will be savings in public health and other assistance programs. The upside, he said, could be as high as 10 times the original investment.

The 21<sup>st</sup> Century Scholars program has been a bright spot in an otherwise gloomy higher education landscape in Indiana. While the state has plenty of well-respected colleges, universities and other post-secondary education programs, far too few Hoosiers choose them. Last summer, the Commission reported that the state's college-going rate had dropped to its lowest point in recent history.

In five years, the rate declined a total of 12 percentage points, falling from 65% in 2015 to just 53% in 2020. The latest data shows an acceleration in the already incremental decline in the percentage of students going directly from high school to some form of college – everything from less than one-year certificates up through four-year degrees.

The drop poses an enormous challenge for the state, which was already behind on educational attainment goals. Several years ago, Holcomb charged the state to equip at least 60% of its adults with some level of post-secondary education. Currently, that number is just over 48%.

So it shouldn't be surprising, then, to see Holcomb back the 21<sup>st</sup> Century expansion – one of the solutions that the Commission and Lowery started pitching on the same day the disastrous college-going report was released. Kids who participate in 21<sup>st</sup> Century go to college at higher rates than their low-income peers who aren't in the program and are more likely to persist through to college graduation.

Still, Lowery said it was an exciting moment when he heard that Holcomb would back the idea in his legislative agenda, budget and annual State of the State address. And the person who made the call to tell him?

It was Jackson.

"I literally could tell you where I was standing," Lowery said. "It was very special to get that call from him."

The business community is on board, too. The Indiana Chamber included the proposal in their legislative priorities for the year. Democrats in the Statehouse have filed bills to codify the change and Republican leaders have signaled support.

"The \$150 million price tag, like everything else, you got to roll that into the budget and see where we get to at the end of the year," Senate President Pro Tempore Rodric Bray, R-Martinsville, said during a press availability Thursday, "but the idea is really nice."

There are three months left in the legislative session, but Lowery said he's confident there is enough momentum and support that the new enrollment process could begin as soon as this year, for current eighth-grade students.

**WRTV**  
**Indiana House passes bill that would expand 21<sup>st</sup> Century Scholars program**  
**By Meredith Hackler**  
**February 16, 2023**

INDIANAPOLIS — There was a rare moment of bipartisanship Thursday at the statehouse.

A bill passed out of the house unanimously that would require schools to notify students of their eligibility to enroll in the 21st Century Scholars program. The program makes college a financial possibility for many students.

Lawmakers from both sides of aisle have repeatedly said the fewer Hoosiers are pursuing a college education after high school, which is why House Bill 1449 has bipartisan support.

This legislation would automatically enroll students who qualify into the 21st Century Scholars program. Eligible students who meet requirements receive a two- or four-year scholarship that pays up to 100% of a student's tuition at an eligible Indiana college or university.

Currently, families must fill out extensive paperwork while a child is in middle school to qualify. The bill would make the process simpler.

The bipartisan bill is something both sides say will help Indiana's workforce and lawmakers feel it will encourage more kids to go to college.

"It expands it not just for two- and four-year colleges, but for certifications and credentials. It's a good bill," Speaker of the House Todd Huston said. "We want to give kids as many options as possible. We want to give kids the pathways they can lean in to for their careers. "

"A well-trained workforce, an educated workforce, you know these are things we have to do to make sure that our students have and if they want to they will be able to have access to college and 4 year degree," State Rep. Phil GiaQuinta, House Democratic Leader, said. "Those are the type of things I hear companies around the state asking for. "

This bill is something that has support from the Governor and even the Indiana Chamber of Commerce. Both made it part of their 2023 legislative priorities.



This expansion is something they feel will help keep Hoosier college graduates here in Indiana.

**IU Kokomo**  
**Senior serves as role model in the Latinx community**  
**Friday, February 17, 2023**

KOKOMO, Ind. — Anahi Santos knows the struggles facing first-generation college students, especially those from Hispanic families.

As a Padre Estrella with the Indiana Commission for Higher Education (ICHE), the Indiana University Kokomo senior set an example with her perseverance, and showed it's possible to overcome obstacles and earn a degree.

"I was viewed as a 'spotlight' among the Padres Estrellas because I'm close to their age," she said. "As high school students, we may not always know what we want in the future, and I introduced them to programs that could help them succeed."

Santos, who graduates with degrees in criminal justice and psychology in May, was appointed as a Padre Estrella – or Star Parent – in December 2021, and completed her term in January 2023. The goal is to encourage higher education for Hispanic and Latino students, specifically introducing them to the 21<sup>st</sup> Century Scholars program, which provides tuition to an eligible Indiana college or university, and Indiana Next Level Jobs, which locates resources to find a job, explore new careers, or get career advice.

José Medina, director of business and community engagement for ICHE, said Santos partnered with Juntos 4-H in Clinton County to increase the number of Latinx students enrolled in the 21<sup>st</sup> Century Scholars program, educate them about the Free Application for Federal Student Aid (FAFSA), and the Workforce Ready Grant.

"Anahi collaborated with valuable community partners in and around Clinton County, such as schools, nonprofit organizations, and other stakeholders, to specifically engage with and help drive interest and enrollment in postsecondary institutions among Latinx families," he said.

Santos, who is a 21<sup>st</sup> Century Scholar, assisted parents as they applied for the program, and helped enrolled students complete the activities required of them from middle school through high school to receive the scholarship.

She also serves as role model by sharing her own story — which includes leadership in student government and serving as a cadet for the IU Police Department at Kokomo. But she can also share how she overcame challenges that nearly derailed her plans.

As a freshman during the early days of the COVID-19 pandemic, she doubted she would graduate. She struggled with online classes and was devastated when travel restrictions prevented her from attending her grandmother's funeral in Mexico.

A letter warning her she'd been placed on academic probation was the wake-up call she needed, motivating her to focus and to ask for help. Relationships with faculty members in both of her degree

programs and in her Spanish minor, and with colleagues in the campus police department and staff made a difference.

“My professors didn’t hold my hand, but they were there beside me every step of the way,” she said. “The police department became a family and is very supportive and motivating. The ladies at the Welcome Center are so cheerful, they brighten my day every time I see them. It’s those relationships that help.”

As Santos prepares for graduation, she looks forward to the next step toward her goal of becoming a police officer: attending the Indiana Police Academy at IU Bloomington, which is one of the benefits of being a cadet on campus.

She’s set herself up for success in that program with regular workouts, and her cadet work, which teaches her the basics of police work, and gives her on-the-job mentoring.

Santos looks forward to Commencement in May, when the sacrifices her parents have made on her behalf pay off.

“I thank them every day for what they’ve done to provide a better future not just for me, but for my brother and sister,” she said. “I’m glad the finish line is just around the corner. I feel like it’s another goal achieved, and something I can feel proud of. It gives me motivation to set new goals to reach.”