



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, May 11, 2017

101 West Ohio Street, Suite 300
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INDIANA COMMISSION *for*
HIGHER EDUCATION

**MAY COMMISSION MEETING
AGENDA**

Thursday, May 11, 2017

LOCATION

Indiana Commission for Higher Education
101 West Ohio Street, Suite 700
Indianapolis, IN 46204
Parking available in the attached garage

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.
7th Floor Conference Room

CALL IN INFORMATION:

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

- I. Call to Order – 1:00 P.M. (Eastern)**
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Consideration of the Minutes of the March 9, 2017 Commission Meeting 1
- II. Business Items**
- A. 2017 Legislative Session Recap 5
 - B. Dual Credit Performance Report 7
 - C. Non-Binding Tuition and Mandatory Fee Targets for 2017-18 and 2018-19 29
 - D. Procurement Policy 39
 - E. Academic Degree Programs for Expedited Action..... 47
 - 1. Bachelor of Science in Actuarial Science to be offered by Purdue University at Indiana University Purdue University Fort Wayne
 - 2. Bachelor of Science in Data Science and Applied Statistics to be offered by Purdue University at Indiana University Purdue University Fort Wayne
 - 3. Bachelor of Arts and Bachelor of Science in Sustainability and Regeneration to be offered by Indiana University Southeast

****Meeting takes place on EASTERN TIME****

F. Capital Projects for Expedited Action 51
1. Purdue University West Lafayette – Hampton Hall Ground Floor and Basement
Renovation

III. Information Items

A. Academic Degree Programs Awaiting Action 53
B. Academic Degree Program Actions Taken by Staff 55
C. Capital Projects Awaiting Action..... 61
D. Media Coverage 63

**IV. Old Business
New Business**

V. Adjournment

The next meeting of the Commission will be on **June 8, 2017, in Westville, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, March 9, 2017

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College - Noblesville, 300 North 17th Street, Noblesville, IN, with Chairman Dan Peterson presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, John Conant, Lisa Hershman, Allan Hubbard, Chris LaMothe, Mika Mosier, Dan Peterson, John Popp and Caren Whitehouse.

Members Absent: Jon Costas, Jud Fisher and Chris Murphy

CHAIR'S REPORT

Chairman Peterson began his report stating on behalf of the Commission, Ivy Tech Noblesville for hosting our meeting today.

As you know, the Commission for Higher Education has a faculty commission member that serves a two-year term. John Conant's term will end on June 30 of this year so the Commission staff have begun the process of designating members to the 2017 Faculty Nominating Committee. This Committee will select faculty nominees from which the Governor will make an appointment to the Commission. Applications for the faculty commission member position will be available for applicants in the coming weeks. Any questions about the Faculty Nominating Committee or its processes may be directed to Liz Walker.

Commissioner Lubbers informed us last week that in order to better align with the Commission's increasing workload, particularly the growing portfolio of work required by the General Assembly and management of programs initiated by the agency, staff has created a new Associate Commissioner position. I would like to call for a vote to approve Josh Garrison as the new Associate Commissioner for Legislation and Program Implementation.

R-17-02.1 RESOLVED: That the Commission for Higher Education hereby approves hiring Josh Garrison as Associate Commissioner for Legislation and Program Implementation (Motion – Conant, second – Hubbard, unanimously approved)

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating the Education Commission of the States highlighted in its March newsletter the top education issues that were highlighted by governors in their State of the State Addresses. Not surprisingly, many of them focused

on K-12 education, but as we know the issues between K-12 and higher education are blurring around the topic of college and career readiness. There were a few of the priorities that are worth noting. 24 governors, including Governor Holcomb, cited a priority of “fostering state economic growth by providing adequate training and education for the workforce.” Indiana’s Workforce Ready Grant that the Commission is championing was noted. Recruiting, retaining and aligning compensation models for teachers was a focus for at least 17 governors. Again, CHE is at the center of Indiana efforts to promote quality and ongoing preparation for teachers. The STEM Teacher Grant Program, a \$10 million program focused on quality STEM instruction, is a part of our portfolio of work and has been supported in budget discussions under consideration by the General Assembly. At least 15 governors included a priority of ensuring that students are able to afford a postsecondary education. In this regard, Indiana is working to manage tuition rates and ensure financial aid. For all governors, including eight newly elected including Indiana, increased flexibilities under the Every Student Succeeds Act will frame the states’ vision and priorities.

I mentioned Indiana’s efforts to ensure affordability and financial aid while also ensuring academic quality. While this is one student’s story it is worth noting. We learned last month that Truman Bennett, a 21st Century Scholar from Marion High School, received a perfect score on the Advanced Placement Calculus exam – joining an elite group of only 18 students in the world. I sent him a congratulatory note and within hours heard back from him with this message: “the 21st Century Scholarship Program has been a blessing for my family and me. Thank you very much.” Pretty good return on investment!

Academic preparation is central to all we do and you’ll be hearing more about this later in the meeting when Stacy presents the College Readiness Report. What we clearly know is that taking rigorous courses in high school means not only are students more likely to go to college but also to graduate. More students in Indiana are better prepared through dual credit and in the most recent College Board report we see that the 2016 graduation class had more Hoosier students taking Advance Placement classes and scoring better on the AP exams. The good news for higher education is that academic rigor in high school ensures that fewer students need remediation, saving time and money. Again, Stacy’s report will show a continued decrease in Hoosier students needing remediation.

As we move into the Public Square part of today’s meeting, I wanted to stress the importance of partnerships in all we do – with our college partners, state leaders, employers, foundations and other states. In particular, when you hear from Mike Krause from Tennessee and Scott Jenkins from Lumina I believe you will understand more fully the value of learning from others who share our commitment to “Reaching Higher, Delivering Value.” Like Indiana, Tennessee has a bold agenda for lifting the attainment level of its citizens, and Lumina continues to provide the vision and support needed to implement change. So, thanks to both of you for joining us.

CONSIDERATION OF THE MINUTES OF THE FEBRUARY, 2017 COMMISSION MEETING

R-17-02.2 **RESOLVED:** That the Commission for Higher Education hereby approve the Minutes of the February, 2017 regular meeting (Motion – Whitehouse, second – Hubbard, unanimously approved)

II. PUBLIC SQUARE

A. Identifying and Learning from Other States' Experiences and Emerging Best Practices

1. Mike Krause, Executive Director, Tennessee Higher Education Commission
2. Scott Jenkins, Strategy Director, Lumina Foundation

Mr. Tierney moderated the discussion.

III. BUSINESS ITEMS

A. College Readiness Report

Dr. Townsley presented this item.

B. Academic Degree Programs for Full Discussion

1. Bachelor of Science in Mechanical Engineering and Bachelor of Science in Manufacturing Engineering to be offered by the University of Southern Indiana

Provost Robel presented this item.

Dr. Sauer provided the staff recommendation.

R-17-02.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following recommendations, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Bland, unanimously approved)

C. Academic Degree Programs for Expedited Action

1. Bachelor of Interdisciplinary Studies in Arts and Humanities to be offered by Indiana University Southeast
2. Bachelor of Science in Health Informatics and Information Management to be offered by University of Southern Indiana

R-17-02.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Conant, second – Whitehouse, unanimously approved)

D. Capital Project for Full Discussion

1. Parking Garage / Office Building – Indiana University

Dr. Morrison presented this item.

Mr. Chase presented the staff recommendation.

R-17-02.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Hershman, unanimously approved)

E. Capital Projects for Expedited Discussion

1. Indiana University Southeast – Housing Lodge
2. Vincennes University – Vigo Residence Hall

R-17-02.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Hershman, unanimously approved)

F. 2017-2018 Frank O’Bannon Schedule of Awards

R-17-02.7 **RESOLVED:** That the Commission for Higher Education approves by consent the following item, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Hubbard, unanimously approved)

IV. INFORMATION ITEMS

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

**V. OLD BUSINESS
NEW BUSINESS**

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 3:03 P.M.

Dan Peterson, Chair

Caren Whitehouse, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, May 11, 2017

BUSINESS ITEM A:

2017 Legislative Session Recap

Staff Recommendation

For discussion only.

Background

On Saturday, April 22nd, the Indiana General Assembly adjourned “Sine Die” signifying the end of the 2017 Legislative Session. This marked the end of four months of work which saw 271 of the 1245 introduced bills make it to Governor Holcomb’s desk. Several of these bills, including the 2017-2019 biennial budget, impact the Commission and higher education generally. Associate Commissioner Josh Garrison will discuss the new legislation and the impact on the Commission. CFO Dominick Chase will discuss the higher education funding in the 2017-2019 budget.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 11, 2017

BUSINESS ITEM B:

Dual Credit Performance Report

Staff Recommendation

For discussion only.

Background

A supplement to the Commission for Higher Education’s annual College Readiness Report, the 2017 Dual Credit Performance Report provides stakeholders with more information about dual credit earners and the link between dual credit and college access, performance, and completion. Dual credit remains the most popular form of pre-college credit in Indiana, and its growth continues to outpace Advanced Placement (AP) exam credit across the state, with over half (55%) of all high school graduates earning dual credit and about 20% earning AP credit. Among the report findings:

- On average, dual credit students earn about 9 to 12 credit hours prior to high school graduation.
- Available data suggest that dual credit is positively associated with higher levels of college going, credit taking, and on-time or accelerated degree completion.
- Furthermore, while there are a number of differences among students earning “priority” liberal arts or career and “technical” dual credit—with priority credit earners demonstrating higher levels of academic achievement—both dual credit groups outperform students who did not earn any form of pre-college credit (AP or dual credit).

Supporting Document

College Readiness Report Supplement: Dual Credit Taking and College Performance Trends



INDIANA COMMISSION *for*
HIGHER EDUCATION

College Readiness Report Supplement:
Dual Credit Taking and College
Performance Trends

April 2017

What is Dual Credit?

Dual credit courses offer high school students the opportunity to earn both high school and college credits in the same course. Indiana law requires each Indiana high school to offer a minimum of two dual credit courses (as well as two Advanced Placement (AP) courses) to expand opportunities for students to gain college-level experience while still in high school. Dual credit courses typically are taught at the high school by high school personnel, although dual credit courses also are delivered on some college campuses. Additionally, some specialized Early College High Schools use dual credit courses to enable students to earn postsecondary credentials along with their high school diplomas.

Dual credit is offered by both public and independent (private, regionally accredited) colleges and universities. For Indiana public colleges, the state subsidizes certain types of dual credit identified as priority liberal arts (“priority”) or career and technical (“technical”). Most priority and some technical dual credit courses are included in the state’s Core Transfer Library.

Examples of dual credit courses include:

- Priority: Advanced English, Math, Science, History, and World Languages
- Technical: Computer Science, Business, Manufacturing, and Education

Priority and technical dual credit courses meet the general education or free elective requirements of undergraduate degree programs across the state and are offered at no cost to qualified lower-income students. The state also subsidizes the cost of AP exams in math, science, and English for all 11th and 12th graders, with additional AP subject exams available to qualified lower-income students at no cost.

Student eligibility to enroll in a dual credit course is determined by any minimum preparation and/or other entry requirements established by the awarding college. High schools or colleges also may limit the number of credits a student can earn. Additionally, under Indiana law, a student must achieve at least the equivalent of a 2.0 on a 4.0 grading scale (a letter grade of “C” or better) to enroll in subsequent related dual credit coursework in the same subject area.

For more information, see www.doe.in.gov/ccr/dual-credit

About the Data

Dual credit calculations presented in the Commission’s College Readiness Reports and this supplemental study only include credit hours awarded by Indiana public colleges. “Earned” status does not necessarily reflect receipt of a grade of “C” or better, the typical minimum required for college transfer and/or graduation.

“Pre-college” credit refers to Advanced Placement (AP) exam credit and/or dual credit awarded by Indiana public colleges. Other types of credit, such as non-public dual credit, ACE, CLEP, and DSST test credits, are not included. Disaggregations by dual credit type are available for 2015 high school graduates who earned dual credit in FY 2015 or FY 2016 only.

College performance measures are limited to students who enrolled in Indiana publics the year following high school graduation.

Sources: Indiana Commission for Higher Education; Indiana Department of Education; National Student Clearinghouse. For more information, see <http://www.in.gov/che/files/2015%20CHE%20College%20Readiness%20Data%20Notes.pdf>

DUAL CREDIT BY THE NUMBERS

Credit Taking

- **55%** of 2015 high school graduates earned dual credit, up from 39% in 2012
- **60%** of 2015 high school graduates earned dual credit and/or AP exam credit
 - **42%** earned only dual credit
 - **13%** earned both AP and dual credit
 - **5%** earned only AP credit
- **56%** of dual credit students earned “priority” liberal arts credit
 - **49%** earned career and “technical” dual credit
 - **6%** earned both priority and technical dual credit
- Almost **40%** of dual credit students earned at least one semester of credit
 - **10%** earned the equivalent of two semesters or more

College Going and Performance

- About **70%** of dual credit-only students went directly to college,
 - Compared to about **50%** of students with no AP or dual credit
- About **40%** of dual credit-only students earned a freshman GPA of 3.0 or higher
 - Compared to about **30%** of students with no AP or dual credit
- About **80%** of dual credit-only students persisted to sophomore year
 - Compared to about **60%** of students with no AP or dual credit
- **93%** of students earning both AP and dual credit enrolled and persisted in college, the highest of all comparison groups

Completion and Time-To-Degree

- Almost **45%** of bachelor’s seekers with dual credit graduated on time (vs. **32%** of peers) and were about **2x** as likely to graduate at least one semester early
- About **10%** of associate or longer-term certificate seekers with dual credit graduated on time (vs. **4%** of peers) and were about **6x** as likely to graduate at least one semester early

Priority vs. Technical Credit

- Priority-only students were over **4x** as likely to pass an AP test and about **3x** as likely to earn an Honors diploma
- About **90%** of students who earned only priority dual credit went directly to college
 - Compared to **55%** of students with only technical dual credit
- About **45%** of technical-only dual credit students pursued an associate or certificate
 - Compared to **12%** of priority-only dual credit students
- About **5%** of students who earned only priority dual credit needed remediation
 - Compared to **20%** of students with only technical dual credit

KEY TAKEAWAYS

- **Dual Credit Continues to Grow.** Dual credit continues to expand postsecondary opportunities across the state, with its growth significantly outpacing credit earned from Advanced Placement (AP) exams. Over half (39,702 of 72,187, or 55%) of 2015 high school graduates earned dual credit, while about 20% (12,994 of 72,187) passed an AP exam. A greater share of dual credit students earned “priority” liberal arts credit compared to career and “technical” credit (56% vs. 49%), and about two-thirds of the total number of technical or priority dual credits awarded falls under the priority category.
- **Dual Credit Appears to Serve More as a First-year Boost than Cushion.** Many dual credit students enter college with a significant amount of pre-college credit under their belts, with over 40% having earned the equivalent of at least one semester of credit and 10% having earned at least two semesters of credit. These students tend to take and earn more credits during their first year of college and are less likely to enroll in gateway courses (initial courses required for the completion of a major or degree). Such trends suggest dual credit helps many students transition sooner to advanced coursework, serving more as an early college ‘boost’ toward graduation than a ‘cushion’ encouraging students to take fewer courses while maintaining minimum full-time status.
- **Dual Credit Linked to Degree Completion.** Available data also show that dual credit students have higher on-time completion rates than their peers and that they are significantly more likely to graduate at least one semester early. Among bachelor’s seekers, almost 45% of dual credit holders graduated within four years compared to about 32% of non-dual credit students, and were about twice as likely to graduate at least one semester early. Similarly, associate seekers who earned dual credit were about three times as likely as non-dual credit students to graduate on-time and six times as likely to graduate early.
- **Student Outcomes Vary Based on Type of Pre-College Credit Earned.** Dual credit students who also passed an AP exam maintain the highest levels of postsecondary achievement, while dual credit-only earners continue to outperform students without any kind of pre-college credit in terms of college going, readiness, and performance rates. Among dual credit earners, priority-only students outperform technical-only students.
- **Students Differ by Type of Dual Credit.** Similar numbers of students earn priority or technical credit, but each type of credit tends to serve different types of students and to facilitate different college-going pathways. Compared to students with priority dual credit, for example, students who earn only technical dual credit are significantly more likely to pursue sub-baccalaureate credentials and trades-related programs, and their demographics, levels of academic achievement, and postsecondary outcomes tend to mirror those of other students at two-year institutions.

INTRODUCTION

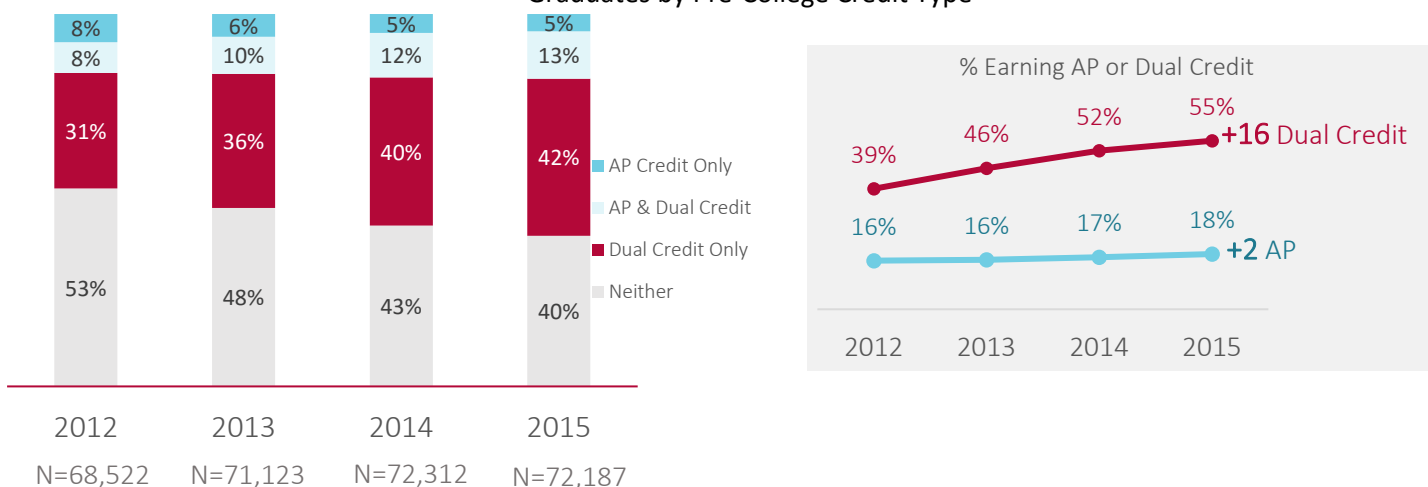
The Commission’s May 2016 dual credit study¹ confirmed that more students than ever before are earning college-level credit while still in high school, with dual credit in particular expanding opportunities for a wider range of high school students. Using the latest data, this year’s study seeks to shed light on pressing questions about the link between dual credit and college degree completion and takes a closer look at the characteristics and performance of 2015 high school graduates by the type of dual credit awarded. New questions addressed include:

- What patterns are apparent in dual credit taking?
- How do dual credit-only students compare to other students in terms of time-to-degree and overall completion?
- How do the characteristics of technical and priority dual credit holders differ, and what is the relationship between dual credit type and college performance?

Dual Credit Growth Continues to Outpace AP Across the State

The number of Hoosiers earning pre-college credit continues to increase. **Statewide, nearly two-thirds (60%) of 2015 high school graduates earned Advanced Placement (AP) exam credit and/or dual credit awarded by an Indiana public college,** representing an increase of three percentage points from the previous year and a 13 percentage point increase over 2012 graduates. And, while Indiana has seen recent gains in the total number of high school students taking and passing an AP exam,² **dual credit continues to account for most pre-college credit completion for high school graduates, growing at a faster pace than AP (see Figure 1).**

Figure 1: Percentage of High School Graduates by Pre-College Credit Type



¹http://www.in.gov/che/files/College_Readiness_Report_Supplement_A_Closer_Look_at_Dual_Credit_Students.pdf

² <http://www.doe.in.gov/news/more-indiana-students-better-prepared-college-state-once-again-increases-number-ap-exams>

High pre-college credit participation rates also continue to be widespread across Indiana counties, with at least half of 2015 high school graduates in 86 of 92 counties earning AP or dual credit. Dual credit was particularly popular in the southeastern counties of Jennings, Bartholomew, Decatur, and Ripley, which saw participation rates of about 80% to 90% (see Figure 2).

- Top dual credit counties tend to have a small share of students earning only AP exam credit compared to other counties across the state; strong ties among area high schools with local postsecondary campuses likely contribute to a heightened dual credit focus.

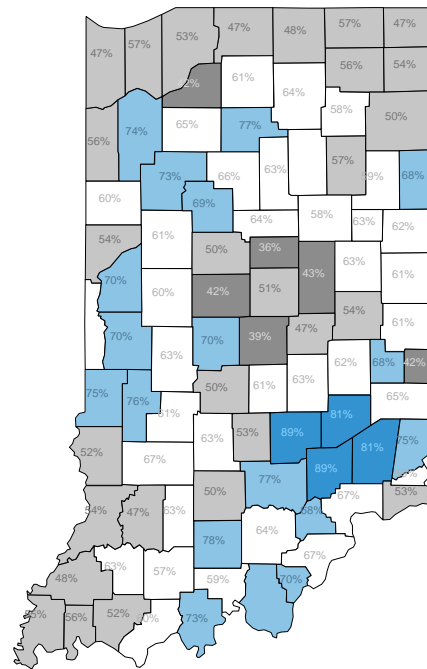


Figure 2: Percentage of 2015 High School Graduates Earning Dual Credit by County

DUAL CREDIT TAKING PATTERNS

Earning a Semester or More of Credit Not Uncommon

On average, dual credit students earn about 9 to 12 credit hours prior to graduation. About 40% of dual credit students who graduated high school in 2015 earned the equivalent of at least one semester of credit (12 to 23 credits), while about 10% earned two semesters or more of credit (more than 23 credits). See Figure 3.

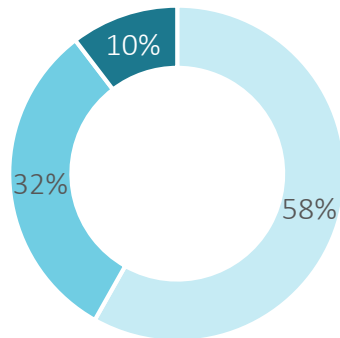


Figure 3: Share of Dual Credit Earners by Number of Dual Credits Earned (2015 cohort)

- Less Than One Semester (1 to 11 credits)
- More than One, Less Than Two Semesters (12 to 23 credits)
- Two Semesters or More (>23 credits)

The data suggest that a majority of dual credit students take and earn dual credit during their junior and/or senior years of high school. About half of dual credit students who graduated from high school in 2015 only took and earned dual credit courses during a single year of high school (see Figures 4 and 5).

Figure 4: Percentage of Dual Credit Students by Class Year in Which Credit Was Earned (2015 cohort)

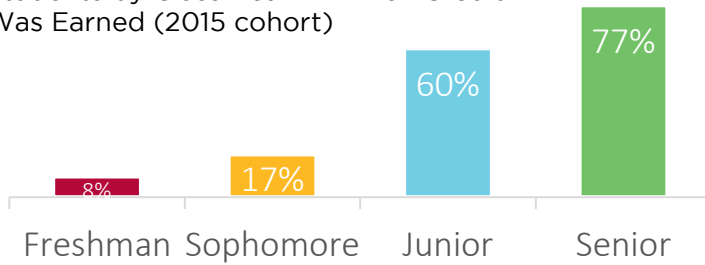
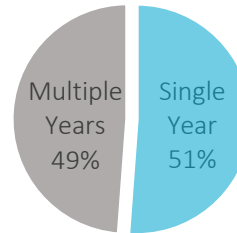


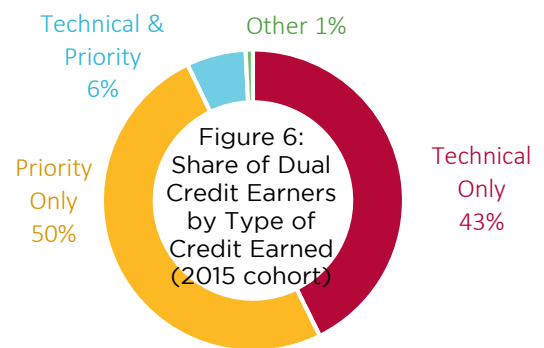
Figure 5: Share of Dual Credit Students Earning All Dual Credit During a Single Year (2015 cohort)



Priority Dual Credit More Popular Among Students

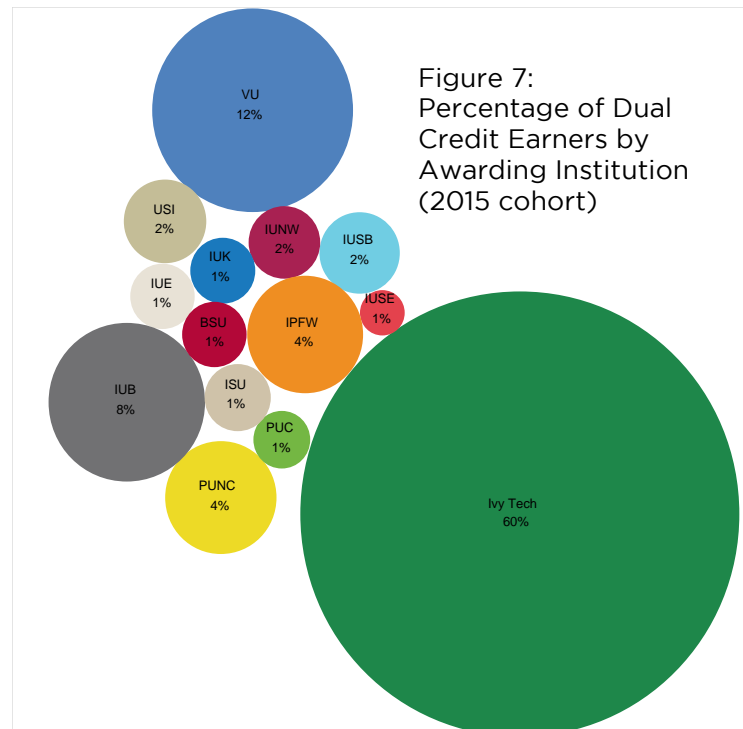
Half of 2015 high school graduates with dual credit earned “priority” liberal arts dual credit only, with an additional six percent earning both priority and career and “technical” dual credit (see Figure 6)

- Furthermore, most dual credit awarded for this cohort was in the priority category, with nearly double the number of credits compared to the technical category.



Ivy Tech and Vincennes University are the largest providers of dual credit statewide, with Ivy Tech having awarded credit to nearly two-thirds of all dual credit earners graduating high school in 2015 (see Figure 7). The two-year institutions award more technical than priority dual credit (60% vs. 40%), while dual credit awarded by four-year institutions such as Indiana University Bloomington falls almost exclusively under the category of priority liberal arts.

- The data suggest that students who earn dual credit from four-year institutions do so with higher levels of affiliation with the awarding college, as students who earn dual credit from four-year institutions are up to three times as likely as those earning credit from two-year institutions to matriculate as freshmen at the same institution awarding the dual credit (see Appendix A).
- Notably, few technical dual credit courses are included in the state’s Core Transfer Library, potentially limiting the range of institutions where such credit would be accepted.



COLLEGE GOING AND PERFORMANCE

As highlighted in the 2016 report, dual credit students overall demonstrate positive college outcomes. Indeed, numerous studies nationwide indicate that participation in dual credit programs is positively associated with higher rates of college enrollment, credit accumulation, and degree attainment.³ Moreover, the Commission’s data show that, despite performance and outcome differences by type of credit earned, dual credit students in general continue to outperform their non-pre-college credit peers, often by significant margins.

Dual Credit Students Outperform Peers without Pre-College Credit

Dual Credit earners continue to outperform students with no pre-college credit (AP or dual credit) in terms of college going, readiness, and first year performance rates. Dual credit students who also passed an AP exam maintain the highest levels of achievement among all of the comparison groups.

- About three-quarters (71%) of dual credit-only earners enrolled in college, compared to about half (47%) of students with no AP exam or dual credit. In contrast, AP students’ college going rates exceed those of dual credit students by at least 15 percentage points (see Figure 8).
- Only about 10% of dual credit-only students enrolling in Indiana publics require remediation, compared to about a fourth (26%) of students with no pre-college credit, and only about 4% of AP only students. Notably, remediation rates at two-year public institutions—where the vast majority of remedial coursework is provided—are considerably higher than the public average, regardless of pre-college credit type (see Figure 9).

Figure 8: **COLLEGE GOING:** Percentage of High School Graduates Enrolling in College (2015 cohort)

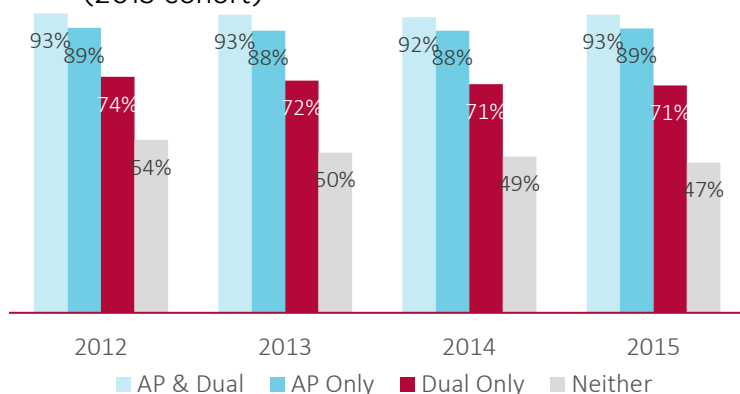


Figure 9: **REMEDIATION:** Percentage of High School Graduates Needing Remediation (2015 cohort)

	AP & Dual	AP Only	Dual Only	Neither
Public 2 Year	6.4%	16.8%	23.6%	40.4%
Public 4 Year	2.3%	2.4%	5.7%	9.8%
Public Average	2.5%	3.6%	10.9%	26.1%

³ See, for example, Institute of Education Sciences. (2017). Dual enrollment programs. *What Works Clearinghouse Intervention Report*. Washington, DC: U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/interventionreport/671>; Shapiro, D., Dunder, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2016). Time to degree: A national view of the time enrolled and elapsed for associate and bachelor’s degree earners (*Signature Report No. 11*). Herndon, VA: National Student Clearinghouse Research Center. Retrieved from <https://nscresearchcenter.org/signaturereport11/>

- Dual credit students tend to have higher first-year GPAs and are more likely to persist than non-credit students, with over 40% of dual credit-only students having earned a 3.0 or above and over three-quarters (77%) having persisted to their sophomore year. In comparison, less than one-third (27%) of non-credit students earned a 3.0 or higher, and only about two-thirds (59%) persisted. AP students, in contrast, were up to almost three times as likely to have earned a 3.0 or higher compared to non-credit students, and about 90% of them persisted (see Figures 10 and 11).

Figure 10: **FRESHMAN GPA:** Percentage of Indiana Public Enrollees Earning a 3.0 or Above During their First Year of College (2015 cohort)

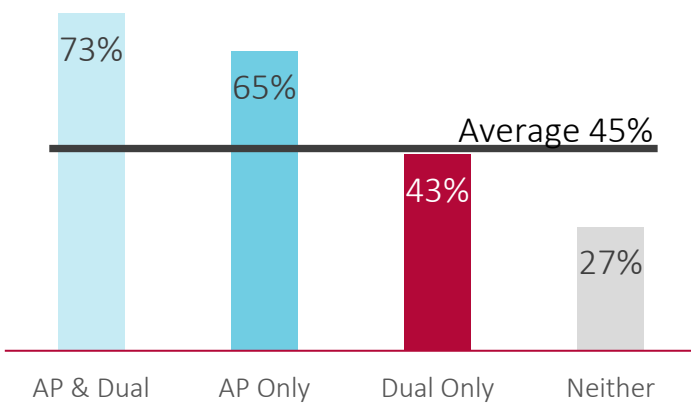
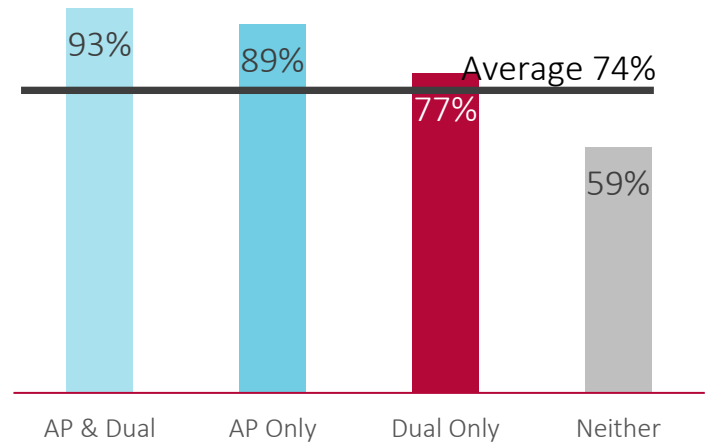


Figure 11: **PERSISTENCE:** Percentage of Indiana Public Enrollees Persisting to Sophomore Year (2014 cohort)



TIME TO DEGREE

The impact of dual credit varies from student to student—depending on courses taken, institutions’ policies, and each student’s level of preparation and academic choices— but **available data show that dual credit is positively associated with higher levels of credit earning during freshman year, higher degree completion rates, and accelerated time-to-degree.**

Dual Credit Provides Early College Boost

Students with higher levels of dual credit tend to take and earn more credit hours during their first year of college, counteracting the notion that a majority of students rely on pre-college credit as a ‘cushion’ to take fewer courses while maintaining full-time enrollment status during their freshman year.

- According to the most recent data, one-third (33%) of students with less than a semester of dual credit (1 to 11 credits) earned at least the 30 credits recommended to complete their degree on time, compared to 40% of students with the equivalent of at least one semester (12 to 13 credits), and 43% of students with two or more semesters of dual credit (more than 23

credits). In contrast, only about a fourth (24%) of non-dual credit holders⁴ earned 30 or more credits during their freshman year (see Figure 12).

- While students with high amounts of dual credit (12+) were most likely to earn 30 credits, they also were more likely than would be expected (when compared to the overall cohort) to earn between 24-29 credits. Additionally, students who earned dual credit— especially those who earned large amounts of dual credit—were less likely than expected to fall short of 24 credits in their freshman year, further suggesting that these students are not using dual credit as a cushion.
- Of students who did not earn any dual credit, a disproportionate number (compared to all students) earned more than 30 credits in their freshman year, suggesting that these students might, in part, be trying to “catch up” to their dual credit-holding peers.

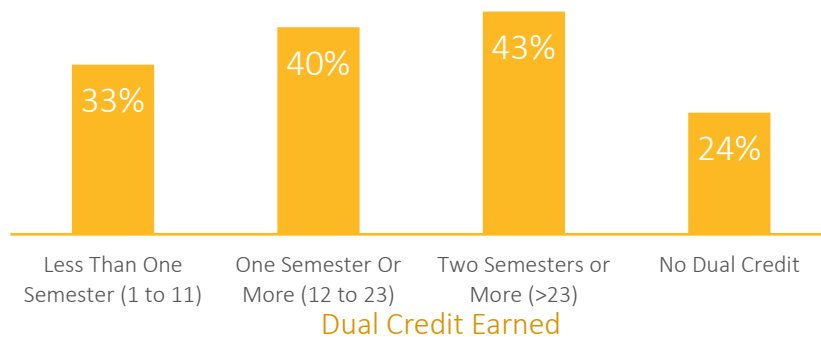


Figure 12: Percentage of Dual Credit Earners **Completing at Least 30 Credits Their First Year of College**, by Amount of Dual Credit Earned (2015 cohort)

Students who enter college with higher levels of dual credit under their belts are also less likely to enroll in gateway courses, potentially enabling them to begin pursuing more advanced major-related coursework earlier than their peers and making it easier for them to graduate early.

- About 60% of students with the highest levels of dual credit (equivalent to two semesters or more) did not take a gateway math or English course, compared to 83% of non-dual credit students. Students with less than one semester of dual credit, however, are about as likely as non-dual credit students to enroll in gateway courses, suggesting that the potential benefits of dual credit are more significant for students with at least one semester of dual credit (see Figure 13).
- Indiana public institutions accept all dual credit courses included in the state’s Core Transfer Library (which mostly consists of priority dual credit courses), credit that can be used to fulfill general education requirements and

⁴ Dual credit categories for Figures 22 and 23 include dual credit earners who also earned AP. High achieving students may also have earned other types of credit, such as CLEP tests, that could also influence their time to degree.

prerequisites. As such, it is unsurprising that dual credit is more likely to serve as an early college ‘boost’ than a ‘cushion’.

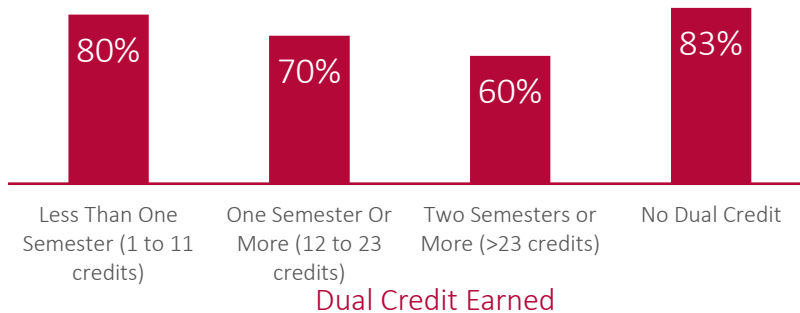


Figure 13: Percentage of Dual Credit Earners **Enrolling in a Gateway Course Their First Year of College**, by Amount of Dual Credit Earned (2015 cohort)

Dual Credit Holders More Likely to Graduate On-Time or Early

Though we cannot conclude with certainty that dual credit shortens students’ time to degree, initial results show that **dual credit holders are more likely to graduate on-time and are also more likely than their peers to graduate at least one semester early**⁵.

- For students who sought bachelor’s degrees from four-year institutions, 44% of dual credit holders completed at the same campus and degree level within four years, compared to 32% of non-dual credit holders (see Figure 14).
- Dual credit students at two-year institutions also outperform their peers, although completion rates still significantly lag those of bachelor’s seekers. For students who sought an associate or longer-term certificate, dual credit earners were about three times as likely to earn their credential within two years (11% of dual credit earners compared to 4% of students who did not earn dual credit) (see Figure 14).
- Associate and bachelor’s-seekers who enter college with dual credit are more likely to graduate early compared to their peers, providing evidence of an accelerating effect for some students. About 16% of bachelor’s-seekers graduated in less than four years (compared to 7% of non-dual credit students), and about 6% of associate-seekers graduated in less than two years (compared to 1% of non-dual credit students) (see Figure 15).

⁵Completion rates are limited to first-time, full-time, degree-seeking students who initially enrolled in Indiana public institutions and completed at the same campus and degree level. For longer-term certificate or associate-seeking students attending two-year institutions, the latest available on-time completion rates represent 2014 high school graduates. Only 2012 cohort data is currently available for four-year institution completion rates.

Figure 14: Percentage of Dual Credit Students Completing On-Time, Same Campus and Degree Level

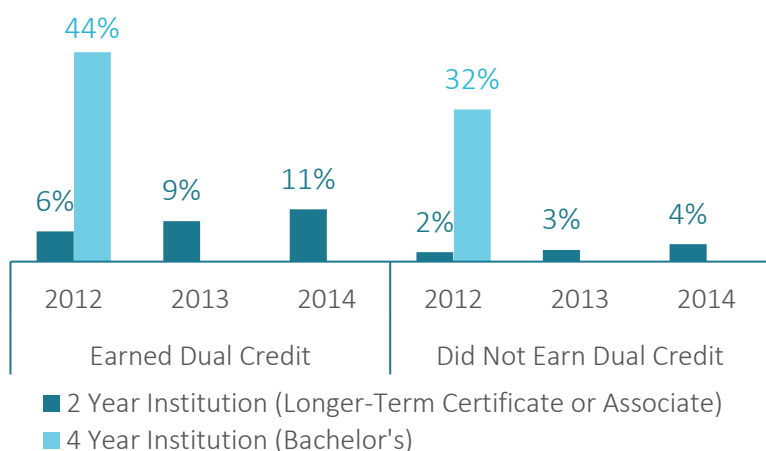
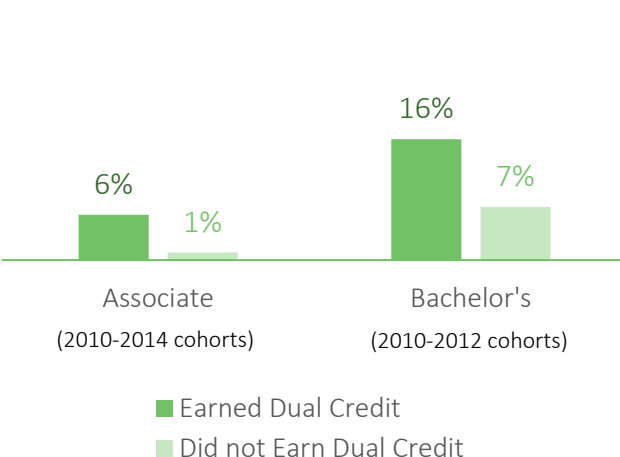


Figure 15: Percentage of Dual Credit Students Graduating At Least One Semester Early



OUTCOMES BY DUAL CREDIT TYPE

Different Student Characteristics, Different Pathways

Although we do not know which specific technical or priority dual credit courses students are taking, or their reasons for taking them, **the available data point to notable differences between technical-only earners and priority-only earners in terms of student characteristics and postsecondary pathways.** Compared to students who earn priority dual credit for example:

- **Higher percentages of technical-only dual credit students are low-income and higher percentages identify as underrepresented minorities**—bearing similarities to the demographics of other students who attend two-year public colleges (see Figures 16 and 17).⁶

⁶ Figures 16-25 reference the 2015 cohort

Figure 16: Percentage of Dual Credit Earners by **Race/Ethnicity**

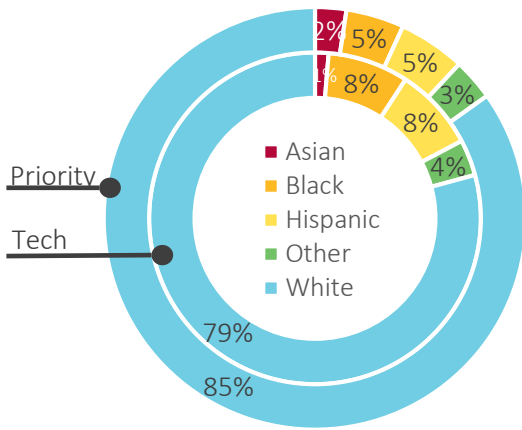
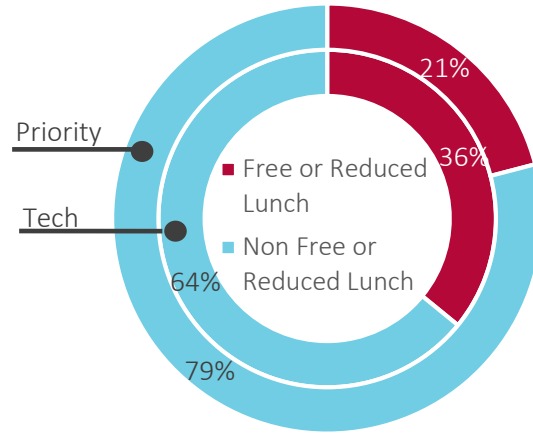


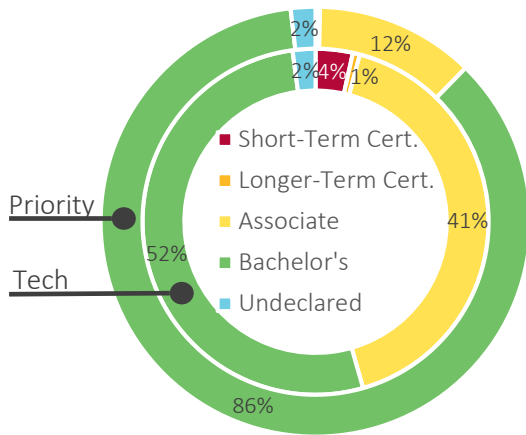
Figure 17: Percentage of Dual Credit Earners by **Socioeconomic Status**



Students who earn technical but not priority dual credit likely do so with different goals in mind.

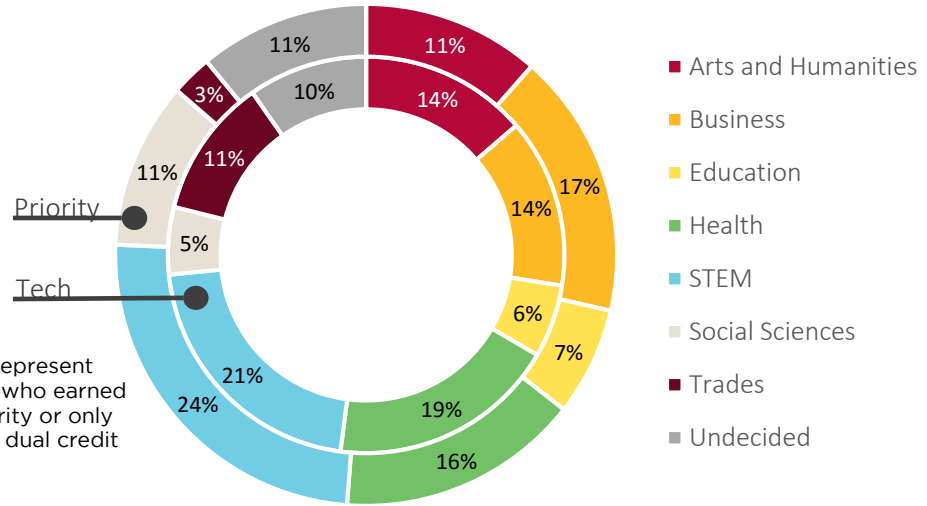
- **Technical-only earners have a lower likelihood of directly enrolling in college** (55% vs. 88% of priority earners) and if they do enroll, they have a higher likelihood of pursuing certain types of sub-baccalaureate credentials at two-year public colleges compared to their priority-only peers.
- **Technical-only students are more likely to choose programs in trade-related fields**, again reflecting a connection to two-year institutions, which are also the state's largest providers of technical dual credit. Notably, however, we see greater similarities between technical and priority students in other areas of study (see Figures 18 and 19).

Figure 18: Percentage of Dual Credit Students Enrolling in Indiana Publics by Initial Degree Level



*figures represent students who earned only priority or only technical dual credit

Figure 19: Percentage of Dual Credit Students Enrolling in Indiana Publics by Initial Program Area



Priority-only dual credit students are higher academic achievers compared to their technical-only peers. Priority and technical-only dual credit students differ across various high school measures related to college success, providing further context for the postsecondary credentials and programs that students ultimately choose to pursue. Compared to technical-only students, students who earn only priority dual credit:

- are over four times as likely to have passed an AP test (see Figure 20),
- tend to have higher SAT scores (see Figure 21),
- and are more than twice as likely to earn an honors diploma (see Figure 22).

Figure 20: Percentage of Dual Credit Earners by AP Status

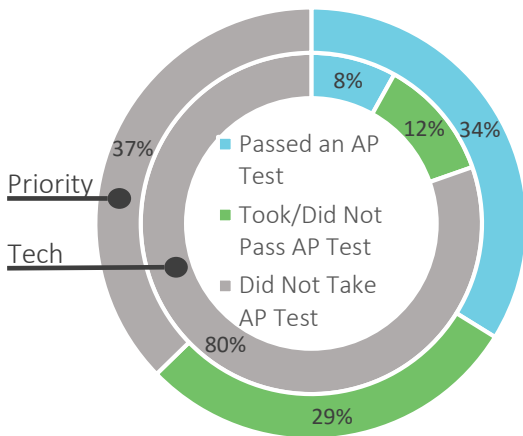


Figure 21: Percentage of Dual Credit Earners by SAT Score

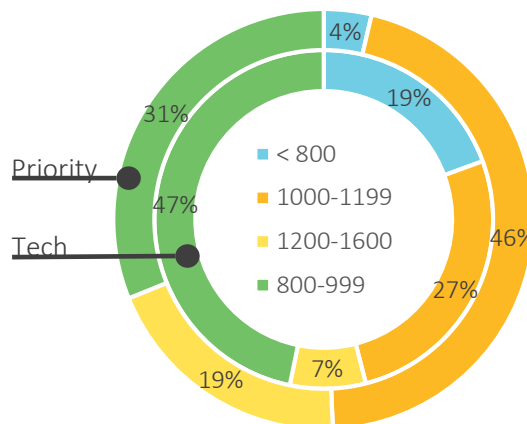
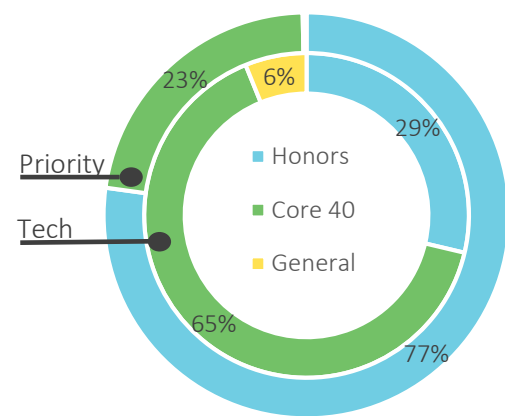


Figure 22: Percentage of Dual Credit Earners by Diploma Type



Priority Dual Credit Associated with Stronger Postsecondary Outcomes

The data also illustrate marked disparities between technical-only and priority-only earners in college readiness and freshman year outcomes. As previously noted, students earning only technical dual credit tend to have different characteristics, different college enrollment patterns, and lower levels of academic preparation in high school. Unsurprisingly, similar patterns emerge in students' postsecondary outcomes in terms of college-going, remediation, and freshman GPA.

- AP-only students still tend to outperform dual credit-only students overall, but disparities between priority dual credit and AP students are much less pronounced.
- Similarly, differences fade away for the relatively small group of students who earned both technical and priority dual credit.

As shown in Figures 23-25, the data indicate that:

- Priority dual credit and AP students have almost identical college-going rates (88% compared to 89%). In contrast, only about half (55%) of technical-only dual credit students enroll in college (see Figure 23).
- Few AP or priority dual credit students need remediation—4% to 6%, compared to about 20% of technical-only dual credit students (again reflecting the characteristics, achievement levels, and college pathways of technical-only dual credit students) (see Figure 24).
- In contrast to other measures, fewer priority dual credit students earn GPAs of 3.0 or above during their freshman year compared to AP students (51% compared to 64%), suggesting that while AP and priority dual credit students are equally as likely to enroll in college, AP students may be better prepared academically. In comparison, only one-third (33%) of technical-only dual credit students earned a GPA of 3.0 or higher (see Figure 25).

Figure 23: Percentage of Pre-College Credit Earners **Enrolling in**

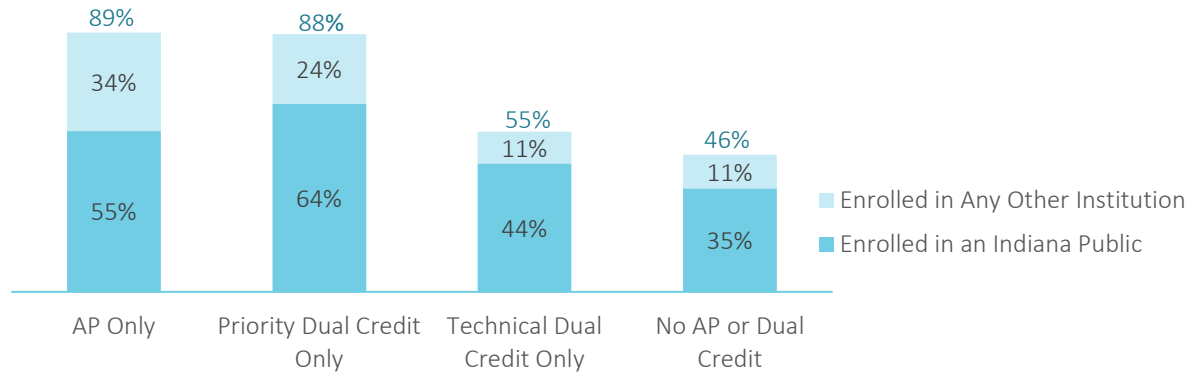


Figure 24: Percentage of Pre-College Credit Earners **Needing Remediation**

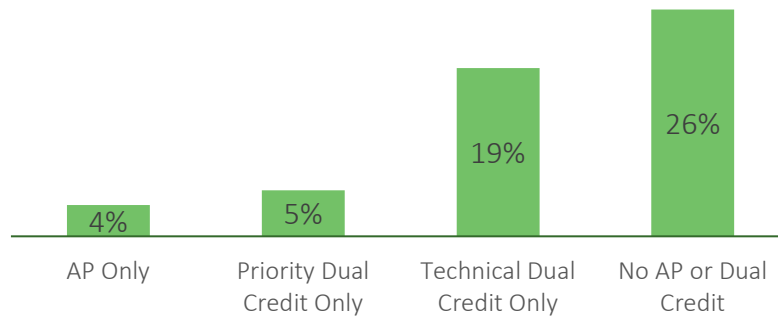
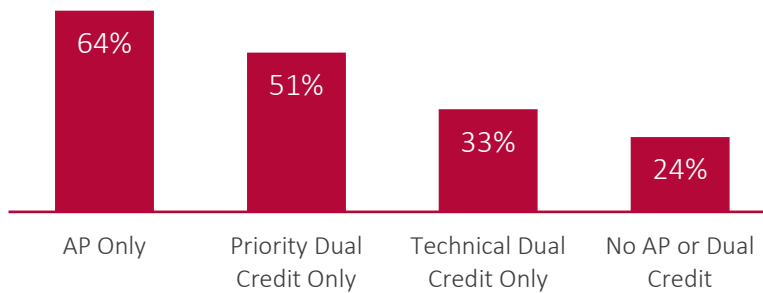


Figure 25: Percentage of Pre-College Credit Earners with **Freshman GPAs of 3.0 or Higher**





CONCLUSION

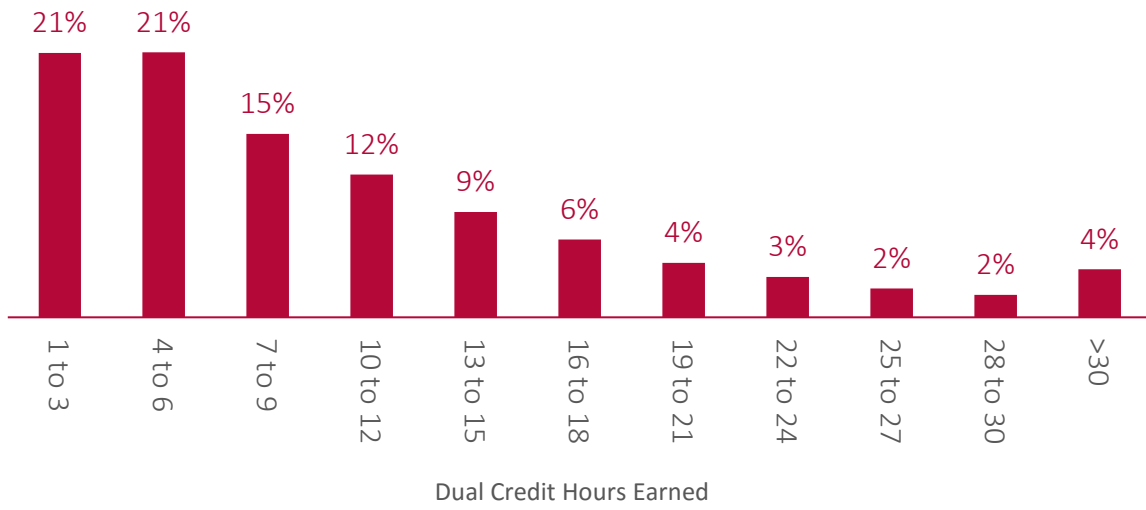
Dual credit continues to provide an increasing number of Hoosier students with the opportunity to experience college-level coursework while still in high school, and the postsecondary outcomes related to such growth appear strong. Available data suggest that dual credit is positively associated with higher levels of college going, credit taking and on-time or accelerated degree completion. Furthermore, while we see a number of differences among students earning priority or technical dual credit—with priority credit earners demonstrating higher levels of academic achievement—both dual credit groups outperform students who did not earn any kind of pre-college credit (AP or dual credit).

Given these initial positive findings on dual credit's relationship with postsecondary outcomes, an important consideration would be how to encourage ongoing development of pre-college credit opportunities, with an eye toward maintaining or enhancing quality. In particular, it would be useful to gain a better understanding of how dual credit is promoted to students and of the supports in place to assist students in deciding which courses best align with their postsecondary goals. The Commission is committed to further examining these issues and dual credit-related outcomes as additional data become available.

APPENDIX A: Postsecondary Enrollment Patterns of Dual Credit Students (2012-2015 HS Graduates)

Institution Awarding Dual Credit to HS Students	Student N	Enrolled in Dual Credit Institution		Enrolled at Another IN Public Institution		Enrolled at Other (Non-Indiana Public) Institution		Did Not Enroll In College	
		Count	%	Count	%	Count	%	Count	%
Ball State University	2,172	391	18%	1,037	48%	534	25%	210	10%
Indiana State University	2,630	917	35%	961	37%	469	18%	283	11%
Indiana University-Bloomington	16,192	4,202	26%	6,757	42%	4,049	25%	1,184	7%
Indiana University-East	2,108	257	12%	1,081	51%	582	28%	188	9%
Indiana University-Kokomo	3,176	350	11%	1,780	56%	736	23%	310	10%
Indiana University-Northwest	2,439	282	12%	1,402	57%	549	23%	206	8%
Indiana University-Purdue University-Fort Wayne	8,705	1,806	21%	3,598	41%	2,346	27%	955	11%
Indiana University-Purdue University-Indianapolis	139	32	23%	53	38%	38	27%	16	12%
Indiana University-South Bend	5,741	695	12%	2,562	45%	1,837	32%	647	11%
Indiana University-Southeast	992	162	16%	400	40%	317	32%	113	11%
Ivy Tech Community College	77,733	10,083	13%	32,287	42%	13,961	18%	21,402	28%
Purdue University-Calumet Campus	2,169	382	18%	1,159	53%	401	18%	227	10%
Purdue University-North Central Campus	7,915	744	9%	4,644	59%	1,931	24%	596	8%
Purdue University-West Lafayette	1,809	377	21%	767	42%	277	15%	388	21%
University of Southern Indiana	4,963	1,589	32%	1,848	37%	1,180	24%	346	7%
Vincennes University	24,941	1,494	6%	11,790	47%	4,102	16%	7,555	30%

**APPENDIX B: Share of Dual Credit Earners by Number of Credits Earned
(2015 HS Graduates)**



COMMISSION FOR HIGHER EDUCATION

Thursday, May 11, 2017

BUSINESS ITEM C:

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

Staff Recommendation

That the Commission for Higher Education adopt the recommendation of non-binding tuition and mandatory fee increase targets for each of Indiana’s public postsecondary institutions for 2017-18 and 2018-19, consistent with this agenda item.

Background

By statute (I.C. 21-14-2-12.5), the Indiana Commission for Higher Education is charged with recommending “non-binding tuition and mandatory fee increase targets for each state educational institution.” The Commission shall make recommendations no later than 30 days after the enactment of a state budget.

State educational institutions must set tuition and fee rates no later than 60 days after the enactment of the state budget. Institutions must hold a public hearing no later than 30 days after the Commission sets non-binding tuition and fee targets. In addition, institutions must submit to the State Budget Committee a report outlining the financial and budgetary factors considered by the board of trustees in determining the amount of the increase. Tuition and fee rates are to be set by the institutions for the next two academic years.

The State Budget Committee, upon review of the Commission’s non-binding tuition and fee targets and reports submitted by the state educational institutions regarding tuition and fee rates, may request that an institution appear at a public meeting of the state budget committee concerning the report.

Supporting Document

Non-Binding Tuition and Mandatory Fee Increase Targets for Indiana’s Public Postsecondary Institutions for 2017-18 and 2018-19, May 11, 2017



NON-BINDING TUITION AND MANDATORY FEE TARGETS FOR INDIANA'S PUBLIC POSTSECONDARY INSTITUTIONS FOR 2017-18 AND 2018-19

May 11, 2017

Introduction

The Commission for Higher Education is required under statute (I.C. 21-14-2-12.5) to recommend “non-binding tuition and mandatory fee increase targets” for Indiana’s public postsecondary institutions. This recommendation must be made no later than 30 days after the enactment of a state budget.

The official statutory authority to set tuition and mandatory fees lies with the board of trustees of each Indiana public postsecondary institution. Institutions must hold a public hearing no later than 30 days after the Commission sets non-binding tuition and mandatory fee targets. Tuition and mandatory fee rates for the next two academic years must be set by the institutions no later than 60 days after the enactment of the state budget.

The Commission’s recommended tuition and mandatory fee targets reflect the coordinated effort among members of the Commission, representatives from Indiana’s colleges and universities, and state policy-makers to strike a balance between understanding the operational realities of the institutions and the need to ensure affordable access to college for Hoosier families. Aligning with the Commission’s goal of having 60% of Hoosiers with education beyond high school by 2025, the Commission focuses its recommendation to tuition and mandatory fee rate increases for resident undergraduate students.

Indiana and the National Landscape: Tuition and Mandatory Fees

Indiana’s recent tuition increases are the lowest in more than 25 years and are among the lowest in the nation. At Indiana’s public four-year colleges, in-state tuition and mandatory fee rates grew by an average of 1.8% each year from 2006-07 to 2016-17 compared to public four-year institutions nationally at 3.5%. This placed Indiana’s public four-year institutions as 6th in the nation for the lowest average one year increase in tuition and mandatory fee rates over the ten year period. In-state tuition and mandatory fee rates at Indiana’s public two-year colleges also increased below national averages over the same time period: 2.6% compared to 2.8% nationally (state ranking of 18).¹

Strong leadership at Indiana’s public institutions has been instrumental in setting a high bar for college affordability. Purdue University-West Lafayette and Indiana University-Bloomington have frozen tuition and mandatory fees for several consecutive years, and Indiana’s public institutions have shown

¹ College Board, Annual Survey of Colleges. State-level data: <https://trends.collegeboard.org/college-pricing/figures-tables/tuition-fees-sector-state-over-time> . National-level data: <https://trends.collegeboard.org/college-pricing/figures-tables/average-rates-growth-published-charges-decade>.



strong commitments to the Commission's tuition and mandatory fee recommendations. Over half (9 out of 16) of Indiana's public institutions met the Commission's 1.65% per year recommendation in the last biennium.

Commitment to College Affordability

Even though Indiana has shown significant progress in keeping tuition and fee rate increases low, the State must maintain its focus on increasing college affordability if it is to reach the 60% attainment goal by 2025. College tuition represents a large investment for Hoosier families with tuition and mandatory fees at Indiana's public institutions representing approximately 20% of Indiana per capita income. At Indiana's public four-year institutions in particular, tuition and mandatory fees can represent up to 25% of personal per capita income in the state. Considering that tuition and mandatory fees only make up a portion of the total cost of attendance, it is no surprise that many students believe that an education beyond high school is out of reach financially.

Keeping the cost of college down is essential to eliminating barriers to college access and completion, especially for low-income Hoosiers. College completion can be a gateway to economic opportunity. On average, Hoosiers with a college degree earn approximately 38% more than those with only a high school diploma (\$43,623 versus \$18,359 in average annual salary).² In addition, wage outcome data of Indiana public college graduates show that the payoff of a college degree increases over time and at each degree level.³ The correlation between educational attainment and income is also present at the statewide level; an analysis of state-level attainment and income data suggest that for each one percentage point increase in a state's attainment rate, the per capita income of a state increases by roughly \$1,000.⁴ The benefits of a college degree can go beyond the income premium with college graduates also contributing higher levels of fiscal support, philanthropic participation, and civic engagement in their communities.⁵ College affordability is a key component in the effort to increase educational attainment levels and create a greater well-being for all Hoosiers.

Considerations for ICHE Tuition and Mandatory Fee Recommendation

The Commission considered several factors in the process of establishing non-binding tuition and mandatory fee targets for Indiana's public postsecondary institutions for academic years 2017-18

² 2014 average annual wages for Indiana residents ages 25 or older: IPUMS-USA, University of Minnesota, www.ipums.org

³ 2016 Return on Investment Report, Indiana Commission for Higher Education: http://www.learnmoreindiana.org/wp-content/uploads/2015/12/2016_2015_ROI_Report_01-15-16.pdf.

⁴ Estimated based on a linear regression model predicting 2015 state per capita income (Bureau of Economic Analysis: <https://bea.gov/>) from the percentage of residents ages 25-64 with an associate degree or higher in 2015 (US Census, American Community Survey: <https://www.census.gov/programs-surveys/acs/>).

⁵ "Beyond the College Earnings Premium. Way Beyond," The Chronicle for Higher Education, January 29, 2017: <http://www.chronicle.com/article/Beyond-the-College-Earnings/239013>.



and 2018-19. The status of the 2017-19 higher education budget, current student debt levels, and trends in inflationary costs experienced by both Hoosier consumers and Indiana institutions all factored into the Commission's recommendation.

State Appropriations

The State maintained a strong commitment to higher education throughout the 2017-19 budget development process. The Governor, House, and Senate all recommended increases to higher education funding through additional operating, line item, and repair and rehabilitation dollars. The 2017-19 biennial budget that was signed by Governor Holcomb on April 27, 2017 includes approximately \$2.7 billion in operating funding, \$452 million in new capital projects, and over \$881 million in line item and financial aid funding over the biennium. The State's increased financial commitment to higher education this biennium shows the continued partnership between the State and its higher education institutions.

State Fiscal Liability and Student Need

The State of Indiana provides approximately \$350 million per year in need-based student financial aid dollars to cover the cost of tuition and mandatory fees for Hoosier students. The 21st Century Scholars program, one of the state's largest financial aid programs, funds 100% of tuition and mandatory fees at Indiana public institutions. In the case of 21st Century Scholars, state expenditures are directly tied to tuition and mandatory fee rates at Indiana public institutions. Additionally, 21st Century Scholar grant amounts at Indiana private institutions represent the average tuition and mandatory fee rates at public institutions; thus, increases in tuition and mandatory fee rates at public institutions increase state expenditures at Indiana private institutions. The State has strong fiscal interest in limiting tuition increases to stay within allotted appropriation levels over the biennium.

Unlike the 21st Century Scholarship, the Frank O'Bannon grant amounts are fixed based on a student's demonstrated financial need and school choice. These grant amounts do not automatically increase to accommodate higher tuition and mandatory fees. In March 2017, the Commission approved base award amounts that reach approximately 90% of pre-recession award levels, which will result in additional grant dollars being distributed to students. Increases in tuition and mandatory fees limit how far these award dollars can go to cover higher education expenses for Hoosier students.

Student Debt

At Indiana's public four-year institutions, over two-thirds (68%) of graduates had student loan debt with an average loan balance of \$27,214. This compares to over half (58%) of graduates at



Indiana's public two-year institutions who accumulated an average of \$18,392 in student loans.⁶ National student loan debt estimates are not available exclusively for public college graduates for comparison; however, recent data for four-year public and private colleges indicate that Indiana ranks 23rd in the nation for the proportion of graduates with debt at 61% and 21st in the nation for the average level of debt at \$29,022.⁷ Tuition increases further burden Hoosier students and families relying on loans to finance college. Restraining tuition and mandatory fee increases is one mechanism to help control student debt levels and default rates.

Inflation Indicators

Historically, the Commission has tied its tuition and mandatory fee target recommendation to inflationary increases. The Commission staff selected various inflation indices as part of the tuition and mandatory fee target setting process during the 2017-19 budget development. The inflation indices include data collected from the Bureau of Labor Statistics and the State Higher Education Executive Officers (SHEEO). The analysis focuses on the latest four years of available data, 2013 through 2016, to provide the most recent snapshot of price changes for the recommendation process.

The inflation indices used in the analysis are:

- Consumer Price Index - Urban
- Consumer Price Index - Urban (Less Food and Energy)
- Consumer Price Index - Education and Communications
- Consumer Price Index - Midwest Region
- Higher Education Price Index (HEPI)
- Higher Education Cost Adjustment (HECA)

The four CPI indices provide a view of cost changes from the perspective of the consumer, particularly Hoosier students and their families. The CPI indices measure the change in price of goods and services over time, and each individual CPI index allows a unique view of price changes. The CPI-Urban and CPI-Midwest indices focus on the cost of overall goods and services. This compares to the CPI (Less Food and Energy) and the CPI (Education and Communication) indices that provide a specific focus on a set of goods and services more aligned with the cost of education.

The HEPI and HECA indices provide an alternative view of cost changes that is more contoured to higher education costs from the perspective of the institutions. Colleges and universities predominately spend money on staff salaries and benefits with a smaller amount on non-

⁶ 2016 Return on Investment Report: Data-At-A-Glance, Indiana Commission for Higher Education: <http://in.gov/che/3155.htm>.

⁷ Project on Student Debt, The Institute for College Access and Success: http://ticas.org/posd/map-state-data#overlay=posd/state_data/2016/in.



personnel costs such as utilities and supplies. Staff salaries continue to be the greatest expense for colleges and universities, making up roughly 75% of total expenditures.⁸ In the competitive market of staffing highly educated individuals, salaries can be a high driver of cost increases at institutions. The HEPI index is based on tracking changes in a market basket of expenditures for colleges and universities, with trends in faculty and staff salaries making up the core component of the index. The HECA index is based on tracking changes in a market basket of personnel costs and non-personnel costs, measured through the Employment Cost Index (ECI) and the Gross Domestic Product Implicit Price Deflator (GDP IPD).⁹

As with any statistical measure, each index has its advantages and disadvantages. According to the Bureau of Labor Statistics, CPI area indices such as the CPI-Midwest allow price changes to be examined at a more local level; however, because they only include portions of the CPI sample, they are subject to substantially greater sampling error. Additionally, the CPI-Urban and CPI-Midwest indices provide a measure of overall price changes, but also include food and energy goods and services, which are highly volatile in price; for this reason, the CPI (Less Food and Energy) index is frequently used and is typically referred to as the “Core CPI.”¹⁰ Compared to the HECA index, the HEPI index incorporates personnel costs more specific to higher education (faculty and staff salaries); however, the HECA index is generally more up-to-date and measures inflation costs more in line with the broader U.S. economy.¹¹

For the recommendation process, Commission staff focused on the three year compound annual growth rate (CAGR) percentage change for the six indices. The three year CAGR incorporates longer-term historical data in the percentage change estimates (in comparison to one year percentage changes that only include the latest two years of data). It also measures the average yearly growth rate, which provides a useful interpretation for higher education stakeholders who typically make decisions on an academic year basis (compared to two year and three year percentage changes that summarize changes across multiple years). The three year CAGR percentage changes for the six indices are summarized below:

⁸ Higher Education Cost Adjustment: A Proposed Tool for Assessing Inflation in Higher Education Costs, State Higher Education Executive Officers Association

(SHEEO): http://www.sheeo.org/sites/default/files/SHEF_FY15_Technical_Paper_A_HECA.pdf

⁹ Higher Education Cost Adjustment: A Proposed Tool for Assessing Inflation in Higher Education Costs, State Higher Education Executive Officers Association

(SHEEO): http://www.sheeo.org/sites/default/files/SHEF_FY15_Technical_Paper_A_HECA.pdf

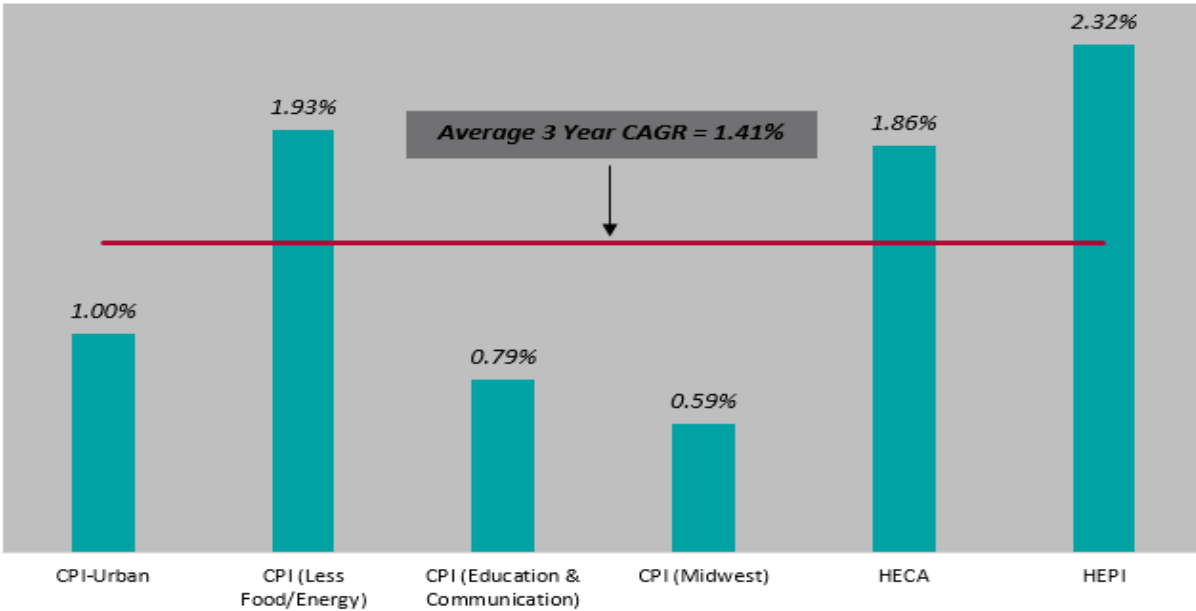
¹⁰ The Consumer Price Index, Bureau of Labor Statistics: <https://www.bls.gov/opub/hom/pdf/homch17.pdf> .

¹¹ Higher Education Cost Adjustment: A Proposed Tool for Assessing Inflation in Higher Education Costs, State Higher Education Executive Officers Association

(SHEEO): http://www.sheeo.org/sites/default/files/SHEF_FY15_Technical_Paper_A_HECA.pdf



3 Year Compound Annual Growth Rate (Base Year = 2013)



The three year CAGR results for the CPI indices varied, ranging from 0.59% (CPI-Midwest) to 1.93% (CPI – Less Food and Energy). Comparisons of the three year CAGR values across the four CPI indices provide insights into the different inflationary cost changes experienced by Hoosier students and their families from 2013 to 2016. For example, the three year CAGR for CPI (Less Food and Energy) was considerably higher than the other CPI indices suggesting that Hoosier consumers faced larger yearly increases in costs outside of food and energy such as housing, medical care, and education over the three year time period. The CPI-Midwest index was lower than the CPI-Urban index suggesting that Hoosier consumers may have faced lower yearly price increases for similar goods and services compared to consumers nationally from 2013 to 2016. The three year CAGR averaged 1.1% over the four CPI indices. When excluding the CPI-Urban and CPI-Midwest indices which contain the highly volatile costs of food and energy, the three year CPI CAGR averaged 1.4%.

The three year CAGR percent changes for the HECA and HEPI indices which provide insights into the cost changes from the institutional perspective were 1.86% and 2.32%, respectively. Comparing the three year CAGRs for HECA and the CPI (Education and Communication), which are related in concentration, suggest that the education costs from the perspective of the institution may have increased at a higher rate than that of the education costs from the perspective of the Hoosier consumer. However, when comparing the HECA to the CPI(Less Food and Energy) index, which encompasses a broader picture of the cost changes experienced by Hoosier consumers, the cost changes were roughly the same from both perspectives.



Collectively, Hoosier consumers and Indiana institutions experienced an average yearly growth rate in prices of 1.4% from 2013 to 2016 as measured by the average three year CAGR across the six CPI and SHEEO inflation indicators. As a note, Hoosier per capita income (adjusted for inflation) grew by a similar rate of 1.6% using the three year CAGR calculation.¹²

Staff Recommendation

Consistent with historical recommendations, Commission staff ties its tuition and fees target setting process to inflationary increases. Commission staff recommends that base tuition and mandatory fees for resident undergraduate students be held at current levels or adjusted by no more than 1.4% per year in each year of the biennium. The 1.4% maximum is based on the average three year compound annual growth rate across six CPI and SHEEO inflation indicators examined through a staff analysis. The baseline for this recommendation is the 2016-17 resident undergraduate base tuition and mandatory fee rates previously submitted to the Commission during the 2015-17 biennium. The Commission's non-binding tuition and mandatory fee targets for 2017-18 and 2018-19 for each institution are included in Table 1.

In addition to providing a recommendation on tuition and fee target rates, the Commission provides further considerations regarding:

- Promoting the adoption of banded tuition structures that encourage students to take 15 credits per semester.
- Encouraging higher education stakeholders and university partners to strengthen conversations with Indiana employers to offer their employees up-front tuition support, tuition reimbursement, and matching contributions to college savings plans.

¹² Indiana per capita income data were sourced through the Bureau of Economic Analysis: <https://bea.gov/>. The 3 year CAGR calculation includes per capital income data from 2012 through 2015. Per capita income data for 2016 were preliminary at the time this report was created. Updates to 2016 per capita income will not be provided by the Bureau of Economic Analysis until September 26, 2017.



Table 1. Non-Binding Tuition and Mandatory Fee Targets for 2017-18 and 2018-19

Institution	2016-17 Tuition and Fees	CHE Recommendation		Impact	
		2017-18 Target	2018-19 Target	\$ for 2018	\$ for 2019
INDIANA STATE UNIVERSITY	\$8,746	0-1.4%	0-1.4%	\$8,868	\$8,993
UNIV OF SOUTHERN INDIANA	\$7,105	0-1.4%	0-1.4%	\$7,204	\$7,305
BALL STATE UNIVERSITY	\$9,654	0-1.4%	0-1.4%	\$9,789	\$9,926
VINCENNES UNIVERSITY	\$5,574	0-1.4%	0-1.4%	\$5,652	\$5,731
ITCCI	\$4,175	0-1.4%	0-1.4%	\$4,233	\$4,292
INDIANA UNIVERSITY SYSTEM					
Bloomington	\$10,388	0-1.4%	0-1.4%	\$10,533	\$10,680
East	\$7,072	0-1.4%	0-1.4%	\$7,171	\$7,272
Kokomo	\$7,072	0-1.4%	0-1.4%	\$7,171	\$7,272
Northwest	\$7,072	0-1.4%	0-1.4%	\$7,171	\$7,272
South Bend	\$7,072	0-1.4%	0-1.4%	\$7,171	\$7,272
Southeast	\$7,072	0-1.4%	0-1.4%	\$7,171	\$7,272
IUPUI	\$9,205	0-1.4%	0-1.4%	\$9,334	\$9,465
PURDUE UNIVERSITY SYSTEM					
West Lafayette	\$10,002	0-1.4%	0-1.4%	\$10,142	\$10,284
Northwest	\$7,478	0-1.4%	0-1.4%	\$7,582	\$7,688
IUPU-Fort Wayne	\$8,213	0-1.4%	0-1.4%	\$8,330	\$8,450

Source: 2016-17 tuition and mandatory fee rates were sourced through the Indiana Commission for Higher Education Tuition and Mandatory Fees Survey

Note: Above tuition and mandatory fee totals are based on a 30 credit hour course load for resident undergraduate students

COMMISSION FOR HIGHER EDUCATION

Thursday, May 11, 2017

BUSINESS ITEM D:

Procurement Policy

Staff Recommendation

That the Commission for Higher Education adopt the procurement policy outlined in this agenda item.

Background

The Commission exercises its exemption from the State of Indiana's public purchasing requirements as permitted by I.C. 21-18-5 (cf I.C. 5-22-1-2). The Commission's procurement policy outlines the purchasing requirements by which all employees shall abide.

Supporting Document

Procurement Policy

PROCUREMENT POLICY

Section 1

Definitions:

1.1 Commission - Commission for Higher Education and any administrative units or subdivisions therein.

1.2 Commodity - goods that are purchased, generally tangible in nature (includes printing services).

1.3 Contract - a contract is a legally binding agreement in which the parties make promises to deliver a product or service in exchange for consideration (typically money).

1.4 Grant - a competitively-awarded distribution to a non-profit organization or agency typically for a specified time period with both expenditure limitations and reporting requirements.

1.5 Letter of Agreement (LOA) - an agreement between the Commission and a vendor to provide reimbursement for a service provided that does not exceed \$5,000 or last longer than thirty (30) days. Typically used to retain speakers and reimburse non-employees for travel; may contain provisions regarding honoraria.

1.6 Memorandum of Understanding (MOU) - an agreement between two or more state instrumentalities that codifies an arrangement for the provision of services and/or financial support.

1.7 Request for Proposal/Quote (RFP/Q) - a formal solicitation for bidding on a project or service to allow competitive awarding to occur.

1.8 Professional Services - any contract that lasts for a period longer than thirty (30) days and procures a service from a vendor or individual.

1.9 Utilities - services required for the Commission to operate such as telephone and data services.

Section 2

Policy Statement:

The Commission exercises its exemption from the State of Indiana's public purchasing requirements as permitted by IC 21-18-5 (cf IC 5-22-1-2). This document is intended to be the Commission's comprehensive procurement policy by which all employees shall abide.

Section 3

3.1 Procurement Tiers:

Procurement is divided into tiers based on the type of purchasing taking place. The following categories are used: Professional Services and Commodities, Grants, Travel, and Utilities. Each Tier is determined by a dollar threshold that specifies what action is to take place. Purchases may not be artificially divided to avoid the requirements of each Tier.

3.2 Professional Services and Commodities

Professional services and commodities purchases are divided into three tiers. Where applicable, Tier 2 and 3 commodities bidding shall include Ability Indiana and the Prisoner Enterprise Network (PEN) products in the minimum bid count; however, more than three bids may be solicited. The Commission will utilize Indiana Department of Administration's negotiated Quantity Purchase Agreements (QPA) when the prices for those agreements are competitive; however, the Commission reserves the right to

purchase any item at a more competitive price outside of the QPA when it is determined that the QPA is not competitive or in the Commission's best interest.

Tier 1 – less than \$5,000 – may not be awarded competitively. For Tier 1 professional services, a Letter of Agreement or a contract is signed by both parties to memorialize the arrangement and a purchase order is issued to encumber the funds. Procurement of Tier 1 commodities requires only a purchase order. When permissible, purchases less than \$500 will be procured using the agency credit card.

Tier 2 – \$5,000 to \$49,999 – awarded competitively through a minimum of three (3) e-mail solicitations. There is no minimum timeframe for letting bids. If there are fewer than three (3) vendors who offer a Tier 2 professional service or commodity, the requestor must certify the contract cannot be awarded competitively and justify the vendor selected. Sole-source contracts require a formal letter of justification from the requesting Associate Commissioner and approval in writing by the Chief Financial Officer (template letter provided by Finance). Once awarded, a contract will be created and a purchase order will be issued to encumber the funds.

Tier 3 – \$50,000 or more – awarded competitively through a formal RFP/Q (template provided by Finance). The RFP/Q must be posted to the Commission's website. A minimum of three (3) solicitations are required and must be in writing. If there are fewer than three (3) vendors who offer a Tier 3 professional service or commodity, the requestor must certify the contract cannot be awarded competitively and justify the vendor selected. The bid must be let for a minimum of five (5) business days (excludes weekends and state holidays); the letting period should take into account the scope and cost of the project so as to give vendors adequate time to appropriately respond. Sole-source contracts require a formal letter of justification from the requesting Associate Commissioner and approval in writing by the Commissioner (template letter provided by Finance). Once awarded, a contract will be created and a purchase order will be issued to encumber the funds.

3.3 Grants (Commission as Grantor)

Grant awards are divided into two tiers:

Tier 1 – less than \$25,000 – awarded competitively through e-mail solicitations. A grant award agreement will be created and a purchase order will be issued to encumber and disburse the funds.

Tier 2 – \$25,000 or more – awarded competitively through a formal RFP. The RFP must be posted to the commission's website. A minimum of three (3) solicitations are required and must be in writing. If there are fewer than three (3) vendors who offer a Tier 2 grant, the requestor must certify the grant cannot be awarded competitively and justify the grantee selected. The bid must be let for a minimum of fifteen (15) business days (excludes weekends and state holidays); the letting period should take into account the scope and cost of the grant so as to give applicants adequate time to appropriately create a proposal. Once competitively awarded, a grant award agreement will be created and a purchase order will be issued to encumber and disburse the funds.

3.4 Grants Cost-Sharing/Matching Funds (Commission as Grantee)

In today's competitive grant marketplace it is common for grantors to require matching funds for a grant proposal. This could be in the form of Commission match, in-kind contributions, or other non-federal sponsored resources. Each of these commitments, once agreed to in a grant agreement, require tracking to ensure accountability of the commitment. Unless there is verbiage from the grantor that indicates such cost-sharing/matching funds are required, it is the expectation that such commitments not be made. Inclusion of cost-sharing/match absent a grantor mandate requires the written (electronic) approval of the Chief Financial Officer.

3.5 Travel

Travel purchases are governed by the Indiana Department of Administration (IDOA) and the Office of Management and Budget. Applicable policies can be located on IDOA's website and in various Financial Management Circulars. The Commission shall abide by these policies. When permissible, travel pre-purchases for transportation, lodging, and registration will be procured through the use of the agency travel credit card. No travel advances shall be provided to any Commission member or staff.

Out-of-state travel requests submitted less than 30 days from date of travel require written (electronic) approval by the Commissioner.

3.6 Utilities

Utilities will be procured, when possible, through the use of the agency credit card or a purchase order with payment terms of Net 30 days.

Section 4

Procedures:

Commission staff are authorized to develop appropriate procedures to enforce and execute the provisions of this policy. These procedures may be updated from time to time as necessary due to technology and statutory changes.

Section 5

Contracts:

Contracts shall contain the agency's approved standard contractual language unless other language has been approved by the Office of the Attorney General or other counsel. Procurement contracts shall not be signed unless they are initiated by the Commission and its staff. Contracts may contain a vendor's contract language provided it does not violate statute or other obligations. Only the Commissioner or designee may execute contracts. One (1) original contract will be digitally executed and stored in the PeopleSoft SCM module and one (1) copy sent to the contractor. No contract or grant award agreement shall be issued without prior review and written (electronic) approval by the Chief Financial Officer or his/her designee. The Commission may use the SCM module or their own Boilerplate.

Grant award contracts where the Commission is a grantee shall use the appropriate language of the Grantor provided it does not violate statute. Only the Commissioner or an approved designee can approve grant award agreements where the Commission is a grantee.

Section 6

Memoranda of Understanding:

Interagency agreements shall be formalized through Memoranda of Understanding. Any obligation of funds shall be clearly enumerated in addition to specific requirements to receive those funds. Memoranda shall follow the Office of Management and Budget's guidelines as required by various financial management circulars. Memoranda of Understanding shall be signed by respective agency heads and/or the State Budget Director or their designee.

Section 7

Requisitions:

The procurement process of an amount in excess of \$500 begins with the initiation of a requisition that is ultimately approved by the Chief Financial Officer or approved designee. Upon final approval, the requisition is expedited to a purchase order and dispatched. Funds shall be encumbered to ensure an adequate budget exists. A purchase order must be issued *prior* to any obligation of funds. For purchases which result in the acquisition of a capital asset as established by standard accounting procedures for the State of Indiana, all relevant asset information will be included with the purchase order.

Section 8

Request for Proposals/Quotes:

Requests for Proposals/Quotes shall generally follow the prescribed formats (provided by Finance). RFP/Qs shall not be written to specify a specific model or procedure unless there is sufficient business justification; comparable substitutions should always be permitted to promote competitive bids and participation. Each bid will be scored accordingly and all documentation will be retained with agency accounting and procurement files.

Section 9

Preferences:

Pursuant to IC 5-22-1-2 and 21-18-5, only the following commodity purchase preferences are applicable to state educational educations and, consequently, the Commission:

IC 5-22-15-21 – U.S. Manufactured Preference (*absolute*)

IC 5-22-15-16 – Recycled Products Preference (*price*)

IC 5-22-15-20.5 – Buy Indiana Preference (*price*)

Commission staff shall maintain policies and procedures that are consistent with these statutes and any subsequent revisions.

Section 10

Approval Authority:

Only the Commissioner or designee has final approval authority to obligate funds. A designee must have written authority on file.

10.1 Expenditures in Excess of \$50,000

Any expenditure that exceeds \$50,000 must be approved by the Commission unless that expenditure was approved as a line item of the regular budget submission to the Commission.

Section 11

Conflicts of Interest:

No Commission member or staff shall take part in the awarding of a contract or the procurement of goods and services where there is a known conflict of interest as disclosed per Commission policies. In such instances, the person in question shall be excluded from the awarding process. No information on the status or competitive nature of other bids shall be shared with a person who is known to have a conflict of interest.

Section 12

Scope of Policy:

All sections, in their entirety, apply to all Commission members and employees.

Section 13

Policy Information and History:

Effective date: May 11, 2017

References
and Authority: IC 4-13-2
IC 5-22
IC 21-18-5-2
Commission Bylaws, Article VIII

Revisions: Fourth – supersedes policy dated May 8, 2014 and any other guidelines not contained herein.

Approvals:

Teresa Lubbers, *Commissioner*

Date approved by *Commission for Higher Education*

COMMISSION FOR HIGHER EDUCATION

Thursday, May 11, 2017

BUSINESS ITEM E:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Science in Actuarial Science to be offered by Purdue University at Indiana University Purdue University Fort Wayne
- Bachelor of Science in Data Science and Applied Statistics to be offered by Purdue University at Indiana University Purdue University Fort Wayne
- Bachelor of Arts and Bachelor of Science in Sustainability and Regeneration to be offered by Indiana University Southeast

Background

The Academic Affairs and Quality (AA&Q) Committee reviewed these proposed programs at its April 18, 2017 meeting and concluded that the Bachelor of Science in Actuarial Science to be offered by Purdue University at Indiana University Purdue University Fort Wayne, the Bachelor of Science in Data Science and Applied Statistics to be offered by Purdue University at Indiana University Purdue University Fort Wayne, and the Bachelor of Arts and Bachelor of Science in Sustainability and Regeneration to be offered by Indiana University Southeast should be placed on the Commission's May 11, 2017 agenda for expedited action.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, May 11, 2017.

Academic Degree Programs on Which Staff Propose Expedited Action

May 11, 2017

CHE 17-03 Bachelor of Science in Actuarial Science to be offered by Purdue University at Indiana University Purdue University Fort Wayne

Proposal received on February 27, 2017

CIP Code: 52.1304

Fifth Year Projected Enrollment: Headcount – 70, FTE – 63

Fifth Year Projected Degrees Conferred: 15

The proposed Bachelor of Science in Actuarial Science would be offered through the Department of Mathematical Sciences in the College of Arts and Sciences. The University has designed the curriculum so that students will be prepared to successfully complete three exams available from the Society of Actuaries (SOA): Financial Mathematics, Models for Financial Economics, and Probability, which are generally required for students to qualify for internships and entry-level positions. Three additional courses meet SOA Validation by Educational Experience (VEE) requirements, which together with the SOA examinations mentioned earlier, are important milestones toward earning the ASA (Associate of the Society of Actuaries) designation.

The Bachelor of Science in Actuarial Science requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is currently no Transfer Single Articulation Pathway (TSAP) developed for Actuarial Science. However, beyond the 30-semester hour Statewide Transfer General Education Core, the University has identified 24 additional semester hours of Ivy Tech Calculus and Business courses that would transfer and count toward the proposed Actuarial Science degree.

CHE 17-04 Bachelor of Science in Data Science and Applied Statistics to be offered by Purdue University at Indiana University Purdue University Fort Wayne

Proposal received on February 27, 2017

CIP Code: 27.0501

Fifth Year Projected Enrollment: Headcount – 27, FTE – 24

Fifth Year Projected Degrees Conferred: 8

The proposed Bachelor of Science in Data Science and Applied Statistics will be offered through the Department of Mathematical Sciences in the College of Arts and Sciences. The proposed Data Science and Applied Statistics degree actually draws from three options presently available in the existing B.S. in Mathematics: business, computing, and statistics. Should the program be approved by the Commission, the University would eliminate these three options. The Bureau of Labor Statistics reports that careers in statistics rank ninth on the national list of fastest growing occupations.

The Bachelor of Science in Data Science and Applied Statistics requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate

degrees. However, beyond the 30-semester hour Statewide Transfer General Education Core, the University has identified 20 additional semester hours of Ivy Tech Calculus and Business courses that would transfer and count toward the proposed Data Science and Applied Statistics degree.

CHE 17-05 Bachelor of Arts and Bachelor of Science in Sustainability and Regeneration to be offered by Indiana University Southeast

Proposal received on February 27, 2017

CIP Code: 03.0103

Eighth* Year Projected Enrollment: Headcount – 104, FTE – 64

Eighth* Year Projected Degrees Conferred: 16

*The program is projected to take eight years to reach steady state.

The proposed Bachelor of Science in Sustainability and Regeneration is a multi-disciplinary program, whose academic home would be the School of Natural Sciences, but which would draw faculty and courses from the Schools of Arts and Letters, Business, Education, and Social Sciences. In November 2014, the Commission approved a 26-semester hour Certificate in Sustainability for IU Southeast. One other IU regional campus, South Bend, offers a program, a B.A. in Sustainability, related to the proposed program.

The Bachelor of Science in Sustainability and Regeneration requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is currently no Transfer Single Articulation Pathway (TSAP) developed for Sustainability and Regeneration. However, beyond the 30-semester hour Statewide Transfer General Education Core, the University has indicated that 15 additional semester hours of Ivy Tech courses could be applied to the science core and another 15 hours of electives would transfer and count toward the proposed Sustainability and Regeneration degree.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 11, 2017

BUSINESS ITEM F:

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 project:

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

Background

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

Supporting Document

Capital Projects for Expedited Action, May 11, 2017

Capital Projects for Expedited Action
May 11, 2017

B-1-17-2-09 **Purdue University West Lafayette – Hampton Hall Ground Floor and Basement Renovation**

Purdue University and its Board of Trustees request to proceed with the renovation of Hampton Hall on the West Lafayette campus. This project will consist of a renovation to portions of the ground and basement floors of the building. The project will also reconfigure space to provide a new ADA compliant entry into the building and the construction of new teaching labs. The new teaching labs for the School of Civil Engineering will provide students with hands-on, experiential learning experiences and will support teamwork and collaboration. The estimated cost of this project is \$5,050,000 and will be funded through private gifts (\$4,920,000) and ADA Funds (\$130,000).

COMMISSION FOR HIGHER EDUCATION
 Thursday, May 11, 2017

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana State University	Bachelor of Science in Engineering in Engineering	2/10/2017	Under Review
02	Indiana University Purdue University Fort Wayne	Bachelor of Science in Actuarial Science (Purdue University)	2/27/2017	On CHE Agenda for Action
03	Indiana University Purdue University Fort Wayne	Bachelor of Science in Data Science and Applied Statistics (Purdue University)	2/27/2017	On CHE Agenda for Action
04	Indiana University Southeast	Bachelor of Arts/Bachelor of Science in Sustainability and Regeneration	2/28/2017	On CHE Agenda for Action
05	University of Southern Indiana	Doctor of Education in Educational Leadership	3/7/2017	Under Review

COMMISSION FOR HIGHER EDUCATION
 Thursday, May 11, 2017

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Indiana University Purdue University Fort Wayne	B.S.Ed. in French (IU)	4/18/2017	Suspending the program
02	Indiana University Purdue University Fort Wayne	B.A./B.S. in Geology (IU)	4/18/2017	Suspending the program
03	Indiana University Purdue University Fort Wayne	B.A. in German (IU)	4/18/2017	Suspending the program
04	Indiana University Purdue University Fort Wayne	B.A. in French (IU)	4/18/2017	Suspending the program
05	Indiana University Purdue University Fort Wayne	B.S.Ed. in German (IU)	4/18/2017	Suspending the program
06	Indiana University Purdue University Fort Wayne	B.A. in Philosophy (PU)	4/18/2017	Suspending the program
07	Ivy Tech Community College- Multiple Locations	CT. in CNC Production Machinist	4/18/2017	Adding locations
08	Ivy Tech Community College- Multiple Locations	T.C. in CNC Production Machinist	4/18/2017	Adding locations
09	Ivy Tech Community College- Multiple Locations	CT. in Machine Tool Technology	4/18/2017	Adding locations

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10	Ivy Tech Community College- Multiple Locations	T.C. in Machine Tool Technology	4/18/2017	Adding locations
11	Ivy Tech Community College- Multiple Locations	CT. in Landscape Technician	4/18/2017	Adding locations
12	Vincennes University	C.P.C. in Pharmacy Technician	4/18/2017	Suspending the program
13	Vincennes University	C.G. in Pharmacy Technology	4/18/2017	Adding a certificate
14	Vincennes University	C.G. in Law Enforcement	4/18/2017	Adding a certificate
15	Vincennes University	A.A. in World Languages	4/18/2017	Changing the name of a program
16	Vincennes University	C.P.C. in Emergency Medical Services/Paramedic	4/18/2017	Suspending the program
17	Vincennes University	C.G. in Emergency Medical Services/Paramedic	4/18/2017	Adding a certificate
18	Vincennes University	A.S. in Business Office Management Technology	4/18/2017	Changing the name of a program
19	Indiana University-IUPUI	Undergraduate Certificate in Nutrition-Online	4/18/2017	Adding a certificate
20	Indiana University-Southeast	Graduate Certificate in Digital Media	4/18/2017	Adding a certificate
21	Indiana University-Southeast	Graduate Certificate in Modern World History	4/18/2017	Adding a certificate
22	Indiana University-Southeast	Graduate Certificate in Organizational Leadership and Communication	4/18/2017	Adding a certificate
23	Indiana University-Southeast	Undergraduate Certificate in Web Programming	4/18/2017	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
24	Indiana University-Southeast	Undergraduate Certificate in Network Technology	4/18/2017	Adding a certificate
25	Indiana State University	B.S. in Safety Management	4/18/2017	Adding distance education
26	Indiana University Purdue University Fort Wayne	Bio-Mechanical Engineering Certificate (PU)	4/18/2017	Adding a certificate
27	Ivy Tech Community College-Multiple Locations	T.C. in Design Technology	4/18/2017	Changing the number of credit hours
28	Ivy Tech Community College-Multiple Locations	CT. in Electrocardiography Technician	4/18/2017	Changing the number of credit hours
29	Indiana University Bloomington	A.S. in Audio Engineering and Sound Production	4/18/2017	Changing the name of the program
30	Indiana University Bloomington	B.S. in Audio Engineering and Sound Production	4/18/2017	Changing the name of the program
31	Ivy Tech Community College-Multiple Locations	CT. in Pre-Nursing Studies	4/18/2017	Adding a certificate
32	Vincennes University	C.G. in Surveying Technology	4/18/2017	Adding a certificate
33	Vincennes University	C.G. in Business and Industry Skills NOW Industrial Maintenance	4/18/2017	Adding a certificate
34	Vincennes University	C.P.C. in Business and Industry Skills NOW Industrial Maintenance	4/18/2017	Adding a certificate
35	Vincennes University	A.S. in Accounting	4/18/2017	Suspending a program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
36 Vincennes University	A.A. in American Sign Language and Deaf Studies	4/18/2017	Changing the name of the program
37 Purdue University Polytechnic Statewide	Certificate in Industrial Engineering Technology	4/18/2017	Changing the name of the certificate
38 Ivy Tech Community College-Bloomington	CT. in Medical Device Quality	4/18/2017	Adding a certificate
39 Vincennes University-multiple locations	C.P.C. in Supply Chain and Logistics	4/18/2017	Adding distance education
40 Indiana University-IUPUI	Graduate Certificate in Design Thinking for Collaborative Innovation	4/18/2017	Adding a certificate
41 Purdue University West Lafayette	B.S. in Finance	4/18/2017	Splitting a degree program
42 Purdue University West Lafayette	B.S. in Marketing	4/18/2017	Splitting a degree program
43 Purdue University Northwest-Hammond	B.S. in Business	4/18/2017	Eliminating a program
44 Purdue University Northwest-Hammond	B.S.A. in Accounting	4/18/2017	Changing the name of the program
45 Purdue University Northwest-Hammond	B.S.B. in Business Analytics	4/18/2017	Splitting a degree program
46 Purdue University Northwest-Hammond	B.S.B. in Entrepreneurship	4/18/2017	Splitting a degree program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
47	Purdue University Northwest-Hammond	B.S.B. in Finance	4/18/2017	Splitting a degree program
48	Purdue University Northwest-Hammond	B.S.B. in Human Resource Management	4/18/2017	Splitting a degree program
49	Purdue University Northwest-Hammond	B.S.B. in Information Systems	4/18/2017	Changing the name of a program and change the CIP code
50	Purdue University Northwest-Hammond	B.S.B. in Marketing	4/18/2017	Splitting a degree program
51	Purdue University Northwest-Westville	B.S.A. in Accounting	4/18/2017	Splitting a degree program
52	Purdue University Northwest-Westville	B.S.B. in Human Resource Management	4/18/2017	Changing the name of the program
53	Purdue University Northwest-Westville	B.S.B. in Marketing	4/18/2017	Splitting a degree program
54	Purdue University Northwest-Westville	B.S.B. in Management	4/18/2017	Changing the name of the program and change the CIP code
55	Purdue University Northwest-Westville	B.S.B. in Leadership	4/18/2017	Changing the name of the program and change the CIP code

COMMISSION FOR HIGHER EDUCATION

Thursday, May 11, 2017

INFORMATION ITEM C:

Capital Projects Awaiting Action

I. NEW CONSTRUCTION

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000
Submitted to the Commission on January 19, 2010

The Trustees of Indiana University request authorization to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is \$22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02 Purdue University West Lafayette
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000
Submitted to the Commission on July 9, 2007

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 11, 2017

INFORMATION ITEM D: **Media Coverage**

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

The Republic
Many Hoosiers stuck in the middle
February 24, 2017

Across Indiana, employers are reporting the same problem: not enough qualified candidates to meet workforce demands. Gone are the days of high-paying jobs with only a high school diploma. To thrive in today's dynamic economy, Hoosiers need a quality degree or workforce credential.

Over half of Indiana's jobs are middle-skill — requiring education and training beyond high school but less than a four-year degree. There are 1.4 million working-age adults in Indiana who have a high school education or less, and 750,000 more with some college but no degree or certificate. That's 59 percent of our state's workforce.

On average, Hoosiers lacking these requisite skills have seen their wages decline and their employment prospects shrink. Today their situation is more dire than ever.

They have bills to pay. They have people depending on them. They don't have the luxury of time.

At the Commission for Higher Education, we understand that a two- or four-year degree is not the best fit for everyone. Many Hoosiers need a shorter-term credential to get ahead. With that in mind, we're partnering with Gov. Eric Holcomb, the Department of Workforce Development and the Indiana General Assembly on a new program designed specifically for working-age adults: the Workforce Ready Grant.

Currently under consideration as part of House Bill 1008, the Workforce Ready Grant will be a first-of-its-kind opportunity with a clear message for Hoosiers: If you enroll in a high-demand certificate program, Indiana will make sure your costs are covered.

Last year, Indiana launched the "You Can. Go Back." campaign to encourage more adults to skill-up through direct outreach from the Commission, support from Indiana colleges and the assistance of \$1,000 Adult Student Grants. The result: more than 9,000 Hoosier adults already have re-enrolled in school.

The Workforce Ready Grant builds on this momentum — helping more Hoosiers earn short-term credentials that can change their lives and that of their loved ones.

We cannot afford to be complacent at a time when rapid economic, social and technological changes are disrupting entire industries and radically shifting what workers must know and be able to do. The skills needed for most jobs today likely won't be enough tomorrow. For many, success will require stacking several of these credentials over the course of their careers.

The Workforce Ready Grant reflects Indiana's commitment to creating education options and a state economy that works for everyone—now and in the future.

The Republic
Master's program in architecture approved for IU Center for Art + Design Columbus
Kirk Johannesen
March 10, 2017

Columbus' architectural legacy is adding a new chapter.

The Indiana Commission for Higher Education has unanimously approved Indiana University's proposed master's program for architecture, which involves the classes being taught at the IU Center for Art + Design Columbus.

The program is expected to start in the fall of 2018 with about 20 graduate students, and as many as 40 enrolled in subsequent years, said Lauren Robel, IU provost and executive vice president.

Students will utilize in their studies the city's more than 65 examples of Modern architecture that include the works of renowned architects such as I.M. Pei, Eiel Saarinen, Eero Saarinen, Kevin Roche and Harry Weese. Their works have brought international recognition to the city and are popular tourist attractions.

Approval came Thursday during the education commission's meeting at the Ivy Tech Community College campus in Noblesville.

"This will be an excellent and innovative program that will be wonderful for our students and also wonderful for our partnership with Columbus," Robel said.

Columbus education and government leaders were pleased with the decision and the ability for the program to move forward.

"I'm excited and grateful — grateful because so many people worked so hard to make this happen," said John Burnett, president and CEO of the Columbus-based Community Education Coalition.

Tribune Star
Indiana extending financial aid filing deadline to April 15
March 16, 2017

Indiana Commissioner for Higher Education Teresa Lubbers announced today that the state's March 10th financial aid filing deadline would be extended to April 15th this year in response to recent issues with a federal data retrieval tool that complicated the process for families attempting to submit the Free Application for Federal Student Aid (FAFSA).

"This is an excellent opportunity for Hoosiers who missed last Friday's deadline to complete the FAFSA and qualify for financial aid that makes college more affordable," Lubbers said. "All prospective college students—whether they're a high school senior, a current college student or a returning adult—should complete the FAFSA as soon as possible."

Beyond determining eligibility for state and federal financial aid, colleges use information from the FAFSA to determine their scholarship awards. Filing the FAFSA is particularly important for Indiana's 21st

Century Scholars who will not receive their scholarship that pays for up to four years of college tuition without completing the FAFSA.

The Indiana Commission for Higher Education is committed to continued outreach in partnership with local high schools, colleges and community organizations to alert students of the extension and provide assistance to students who still need to file.

Filing the FAFSA

The fastest and easiest way to file the FAFSA is online at www.fafsa.gov. To complete the FAFSA, you will need: 1) Your Social Security Number; 2) Your 2015 federal income tax returns, W-2s, and other records of money earned; and 3) An FSA ID to sign electronically. NOTE: Dependent students need this same information for their parent(s). The U.S. Department of Education provides email and live chat assistance for FAFSA filers as well as a helpline at 1-800-4FED-AID.

More FAFSA Help for Hoosiers

Hoosier families can find FAFSA-related help via phone at 1-888-528-4719, email (awards@che.in.gov), Twitter (twitter.com/learnmorein), Facebook (facebook.com/learnmorein) or online at LearnMoreIndiana.org/cost.

WBIW Four Indiana colleges, nine school districts receive teacher support grants March 14, 2017

The Indiana Commission for Higher Education has awarded more than \$900,000 to four Indiana colleges and nine school corporations as part of the federal Improving Teacher Quality Partnership program.

The competitive two year grant matches colleges with high-need school districts to support teacher professional development in an effort to increase student academic achievement.

"Having an engaged and effective teacher in the classroom is one of the strongest factors in ensuring our students are successful in school and in life," said Teresa Lubbers, Indiana Commissioner for Higher Education. "This grant gives current Indiana teachers the opportunity to work closely with our colleges to expand their skill set and bring new and innovative practices into the classroom."

Of the eight Indiana colleges that applied, four were selected to receive the grant for the 2017-18 school year: Ball State University, Butler University, Indiana University and the University of Notre Dame.

The colleges will partner with nine school districts: Brown County Schools, Edinburgh Community School Corporation, Indianapolis Public Schools, Marion Community Schools, Michigan City Area Schools, Muncie Community Schools, Randolph Central School Corporation, South Bend Community School Corporation and Yorktown Community Schools. See program descriptions below for details.

"Great and effective teachers in the classroom produce strong and successful students," said Dr. Jennifer McCormick, Indiana Superintendent of Public Instruction. "This partnership between higher education

institutions and local school districts will create valuable opportunities and I am excited to see the product of their hard work."

Indiana University

Indiana University will work with the Edinburgh Community School Corporation and Brown County Schools to support teachers as they use literacy to foster students' scientific reasoning abilities. The Science the "Write" Way project will extend the development and mobilization of a comprehensive support network of teachers, science education experts, literacy experts, and local rural community resources to aid teachers in making necessary curricular changes to meet the new Indiana Academic Science Standards.

Ball State University

Ball State University will partner with Randolph Central School Corporation and Yorktown Community Schools to increase scientifically-based reading instruction and strengthen its alignment to Indiana's Academic Standards in English, Language Arts and Social Studies. They will also help teachers improve student achievement in these content areas by supporting assessment-driven instruction and an online assessment resource portal that will be available to all teachers. Finally, they will develop methods to help teachers measure and document the quality of their instruction.

Butler University

The Butler University Reading, Writing and Mathematics Workshop Project will support K - 8 classroom teachers in Indianapolis Public Schools (IPS) with a focus on improving student achievement in English, Language Arts and Mathematics. Butler's College of Education and English Department, along with the Indiana Partnership for Young Writers, will collaborate to create continuous professional development opportunities based on the Teachers Colleges Reading and Writing Project model at Columbia University. This program places a priority on the professional development of pre-service and early to mid-career minority teachers.

University of Notre Dame

The University of Notre Dame will provide support to schools who are growing their Advanced Placement (AP) Math, Science and English programs. The program will focus on four high-need school districts; Marion Community Schools, Michigan City Area Schools, Muncie Community Schools and South Bend Community School Corporation. Professional development events and mentors will aid teachers in honing their content knowledge of AP Math, Science and English courses.

For more information about the Commission's grant programs visit www.che.in.gov.

Inside Higher Ed
The free certificate movement
Ashley Smith
March 24, 2017

When people talk about free community college, they're most likely thinking about tuition-free programs like those in Tennessee or the one proposed by President Obama, which focus on getting students to an associate degree with as little debt as possible.

But in Indiana, a new proposal -- the Workforce Ready Grant -- would instead offer free community college to those students who want a certificate in a high-demand field. While the certificates would vary by program, they typically take anywhere from 18 to 34 credit hours to complete or at most one year for a full-time student.

"We're aware of what's happening in Tennessee and other states, but we wanted to send a message to Hoosiers that if you come back and get a certificate in a high value area ... then we will pay for it," said Teresa Lubbers, Indiana's commissioner for higher education.

Indiana projects that by 2025 the state will have about one million job openings due to retirements and new positions. But there are approximately 1.4 million working-age Hoosiers with a high school education or less. About 750,000 of the state's residents have some college, but no associate degree or higher, and, of that population, about 170,000 have some kind of certificate.

The [focus](#) on college as a means not only for a degree but work force development is one the Trump administration and some academics seem to agree on.

The state has determined that a high-value certificate is one that has "high job placement, high completion rate, high wage and high demand." Some of those potential certificates would be in the following fields: automation and robotics technology, medical office administration, supply chain management logistics, certified nursing assistant, welding, or commercial driver's license.

Indiana only has two public institutions that provide two-year degrees and certificates -- Ivy Tech Community College and Vincennes University.

The Workforce Ready Grant would be a last-dollar program, where students would first use federal and state aid to cover the cost of college before using the grant aid, but the state plans to award the grant to all adults regardless of financial need. The Legislature and governor's office are considering paying \$2 million a year for the grant program. The state would only cover up to two years, and the cost of certificates is determined by the college's tuition per credit hour. For instance, Indiana residents at Ivy Tech paid \$135.15 per credit hour last year.

Lubbers said there is a separate adult student grant paid for with existing money, and with the last-dollar component, the state is convinced it will be able to cover the costs.

And because the initiative could be appealing to working adults, there's an opportunity for employers to provide tuition assistance.

"We used to hear employers say that if they trained and educated [employees] they would leave, but we don't hear that anymore," Lubbers said. "Now we hear that if we don't train or scale them up, we can't produce a product or services."

Indiana has been trying to encourage more adults to go back to school. Last year the state launched the You Can Go Back initiative, which provides \$1,000 in assistance to adult students. So far, more than 9,000 people have re-enrolled in college through that program.

The state has already seen an increase in the number of Indiana residents earning certificates. Since 2012, the state has increased certificates awarded by 32 percent, from 12,910 to 17,046. And 55 percent of the state's certificate earners have gone on to complete an associate degree, while 25 percent have earned multiple certificates in the same year.

That growth in certificates is reflective of a nationwide trend to move toward quick credentials as they become more popular.

"Certificates are the fastest-growing award in postsecondary education, and that's because the skill requirements at entry-level positions for what used to be high school jobs have increased, in part because they've shifted from manufacturing into service functions," said Anthony Carnevale, a research professor and director of Georgetown University's Center on Education and the Workforce. "What Indiana is doing makes a good deal of sense, and it's powerful. It breaks away from the American fascination with the high-school-to-Harvard pathway as the only pathway available to students."

Lubbers said it's common to hear adult students, in particular, complain that the barrier to pursuing a degree is the general education requirements that often come attached to programs that lead to a career.

But there are some areas of concern that students should be aware of before they pursue a certificate.

For instance, certificates tend to hold more value for men than they do for women, because the more valuable certificates tend to be in male-dominated industries, Carnevale said.

And if students want to pursue degrees or stack the certificates so they're adding additional skills to their repertoire, they will be able to do that with the certificates Indiana awards, Lubbers said.

"Even the credits from a stackable certificate will often not be transfer worthy after a few years," said Mary Alice McCarthy, director of the Center on Education and Skills for New America. "That's one reason why certificates that lead to occupational licenses or industry certifications can be more valuable than just stand-alone certificates, even if they are for credit."

Meanwhile, Ivy Tech officials are looking forward to seeing more students in its system embracing certificates. The system expects that it may have to increase health-care programs in order to meet the demand, as well, said Mary Jane Michalak, vice president of government relations at Ivy Tech.

"A work force certification and work force training and certificates are just as important and can be just as lucrative as bachelor's degrees, and in some cases, students who graduate with a certificate will come out of college immediately making more than those pursuing a bachelor's degree," she said. "We need individuals at all levels, and it's important we connect adults to the jobs that are available."

Inside Indiana Business
Reports show improvements in college readiness
March 22, 2017

The Indiana Commission for Higher Education says while improvements have been made, nearly one-fifth of Hoosier high school graduates are not academically prepared for college. Indiana's 2017 College Readiness Reports show half of general diploma recipients required remediation in college.

The commission says, overall, the trend toward college readiness is positive, but disparities remain. About one-fifth of Core 40 diploma recipients required remediation, while only 3 percent of honors graduates needed remediation, according to the reports.

"Students who finish high school academically prepared are more likely to complete college, graduate on time and spend less on their degrees," said Indiana Commissioner for Higher Education Teresa Lubbers. "The overall trend is encouraging, but more must be done to align Indiana's high school diploma standards with the expectations of colleges and employers."

Lubbers says recent efforts by Ivy Tech Community College have largely contributed to the change in remediation rates. The commissions says math is one of the main subjects requiring remediation and Ivy Tech's new math pathways have helped remedial students complete their college-level courses.

The Indiana College Readiness Reports are made for every high school, school district and county in the state and includes data on students who graduated from public and private high schools in Indiana in 2015 and immediately entered college for the 2015-2016 academic year.

The Herald
Indiana boasts lowest veteran unemployment
March 30, 2017

Indiana has the nation's lowest unemployment rate for veterans, according to a U.S. Bureau of Labor Statistics 2016 report on the employment situation of former military members.

The report found that just 1.8 percent of Hoosier veterans were unemployed on average during 2016. The highest unemployment rate for veterans was 7.6 percent in Washington, D.C.

"Hoosier veterans bring tremendous skill and experience to Indiana's workforce and we should use every tool at our disposal to honor and support them when they retire," Gov. Eric Holcomb said. "That's why I'm proposing income tax exemptions for military pensions — just as many other states across the nation have already done."

The Indiana Department of Workforce Development and its WorkOne Career Centers located in communities statewide say they offer comprehensive veteran placement services. Some veterans services include free vocational training, occupational skills assessments, direct job referrals, resume review and interview preparation.

"In 2016, the Indiana Department of Workforce Development and our WorkOne partners assisted more than 10,000 Hoosier veterans and more than 1,000 veterans were placed into employment opportunities via DWD veterans services," said Workforce Development Commissioner Steven J. Braun.

Braun said Indiana's workforce development community is committed to assisting those who have served by providing veterans with quality service when they are transitioning from the military to the civilian workforce.

"These latest numbers are very exciting and affirm what we have known for some time — Indiana is leading the way when it comes to the employment of our veterans," said Director James M. Brown of the Indiana Department of Veterans Affairs. "We have wonderful training and transition programs for veterans and we know from the data that word is getting out."

Even more, to help Hoosier veterans gain the education they need to secure good jobs after serving our country, multiple state agencies including the Indiana Commission for Higher Education, IDVA and DWD partnered to offer a one-stop-shop for Hoosier veterans seeking information on transitioning from the military to college or careers. You can get more information on the partnership at LearnMoreIndiana.org/military.

Information for the 2016 report on the employment situation of veterans was obtained from the U.S. Bureau of Labor Statistics' Current Population Survey, a monthly sample survey of about 60,000 households that provides data on employment and unemployment in the United States.

The Journal Gazette
2 bills address state workforce development
Niki Kelly
March 26, 2017

Flying under the radar this session is an attempt to tackle workforce development in Indiana.

And it's not the first time. State officials have worked at least the last five years to address a skills gap between what workers bring and what employers need. But the answer seems to be elusive.

"We've counceled and studied and committed this thing to death and that hasn't gotten us very far," conceded Rep. Todd Huston, R-Pendleton.

Legislative leaders and Gov. Eric Holcomb agree it's a top priority in 2017 and are working on two bills to address the matter.

The fate of a grant pushed by the administration to aid workers is up in the air; a tax credit for employers has been nixed and a major overhaul of K-12 career-and-technical education dollars seems out.

"We're having discussions," House Speaker Brian Bosma said. "That is another issue that will be in flux until we get to the very end here."

Huston said Indiana spends about \$1 billion annually on workforce development across 30 programs in nine agencies. That breadth of the issue is part of the problem with trying to focus in one direction.

"We have a lot of different people pulling a lot of different levers," he said. "We need to get somebody that sees the continuum of workforce from high school to college and higher education and adult programs. That is what Governor Holcomb has the vision to do."

There are generally two tracks of discussion regarding workforce development. The first is making sure K-12 and higher education programs provide the skills and career paths students need. The second is to retrain the existing workforce in areas of need.

Steve Braun, commissioner of the Department of Workforce Development, said the state has 1 million new jobs to fill over the next 10 years, with 700,000 of those caused by retirement.

Between 270,000 and 300,000 of those jobs can be attained with something between a high school degree and a four-year college degree – specifically industry credentials or certifications.

Workforce Development has spent the last several years building a data tool that can show down to the county level what local business markets need in terms of skills and training. It also profiles high-demand, high-wage occupations.

What are some of those occupations? Welding, information technology, health care, logistics and aviation mechanics.

All the information flows into a career explorer program lawmakers are considering mandating in high school.

"We recognized we have real disconnect between what was happening in the academic community and what was needed in the workforce side of the equation," Braun said.

He said all that work will now be used to inform academic choices all along the spectrum.

Huston has authored House Bill 1008, which includes a number of key initiatives:

The first is the Workforce Ready Grant – a big legislative agenda item for Holcomb, designed to help Indiana workers obtain high-value but short-term credentials.

It would be a last-dollar program – meaning it would pay whatever costs are left after the worker receives other available state and federal funding.

The Indiana Commission for Higher Education would run the program and prioritize high-demand jobs. It would cover 18- to 29-credit hour certificates.

The House included \$2 million a year for the program but higher education commissioner Teresa Lubbers said the commission also has more than \$8 million in reserves to spend. Between the two funding options, the state can also develop an extensive promotional campaign.

"We still have people with no quality education at all or (who) need to be skilled up," she said. "There is a premium for these jobs and it will help employers."

But the Senate Appropriations Committee on Thursday removed the grant from the bill with no explanation – much to the surprise of the governor’s office, Huston and Lubbers.

Lubbers gave it a spirited defense, calling it a triple win for the state. And Sen. Karen Tallian, D-Portage, questioned the grant’s removal. No clear answer was given.

"This is ‘trust-me-day, Sen. Tallian,’ " said Appropriations Chairman Luke Kenley, R-Noblesville.

Fort Wayne Sen. Liz Brown questioned whether those receiving the certificates would actually have to get a job.

Lubbers acknowledged some might want the workers to have "skin in the game" but said this program isn’t the free community college that other states have tried.

"The commitment is to come back in an area where the state needs to fill those positions," she said.

Earlier in the year, a tax credit for employers to provide training was removed after concerns from some Republicans that businesses would essentially be getting a new tax break for something they are already doing.

The bill also eliminates Indiana’s works councils, a component created by former Gov. Mike Pence. The Indiana Career Council would also go away in 2018.

"We’re not going to solve this problem through councils," Huston said.

And yet the amendment added to House Bill 1008 last week also created a governor’s advisory commission on workforce development to send recommendations to the legislature every year.

Another component of House Bill 1008 or Senate Bill 198 – which sometimes have contained the same elements – includes doubling funding to \$5 million annually for a Workforce Development training program focusing on non-credit-bearing post-secondary education, such as getting a commercial driver’s license.

There is also \$250,000 in the state budget for Holcomb to develop a plan to better align workforce programs throughout state agencies.

And there is a lot of language about career and technical education in high schools.

Schools get extra funding based on students participating in these classes. The formula will be simplified.

Initially the proposal was to move all the money for CTE from the Indiana Department of Education to Workforce Development, but that has since been dropped.

Tribune Star
Governor: College bound students may need more STEM classes
Scott Miley
April 5, 2017

Additional courses in science, math and engineering may be one way to better prepare high school graduates for college, according to Gov. Eric Holcomb.

The Indiana Department of Education began developing a statewide plan for K-12 programs in science, technology, education and mathematics in 2012.

Last month, however, Indiana Commissioner for Higher Education Teresa Lubbers announced that while more Hoosiers are graduating from high school prepared for college-level classwork, nearly 20 percent of recent high school graduates were not academically prepared to take courses that counted toward their majors, particularly in math.

While 3 percent of Honors Diploma graduates required remediation in college, the rate for remediation increased to 20 percent for Core 40 Diploma students and to 50 percent of General Diploma graduates.

In one response, the Commission for Higher Education developed a gauge to determine if college-bound students are on track to complete their degrees. Factors include completing all credits, staying into their second year of college and enrolling in only non-remedial courses. To that end, 93 percent of all Hoosier students met one of the factors but 44 percent met all three.

On Tuesday, about 200 educators gathered at the Indianapolis Marriott North to discuss ways to chart student progress from education into employment. Holcomb and Lubbers spoke to attendees after lunch.

Following the talk, Holcomb said he was pleased that the numbers, while realistic, show the need to tackle the issue.

Holcomb said he was encouraged by a growing statewide emphasis to implement STEM programs.

“We know that we absolutely have to, not just hone in, but develop a more robust STEM program. So we’re going to continue, from the governor’s office throughout state government, we’ll continue to shine a light on the need for our students to be able to excel in science, technology, engineering and math.”

Lubbers touted the state’s Workforce Ready, grant which is being considered as part of House Bill 1008. The state established a goal in which 60 percent of Hoosiers will have a quality degree or credential beyond high school by 2025.

Currently about 21 percent of Indiana’s workforce has some college but no degree.

The grant would pay for adults to earn a certificate in high-demand areas.

“Obviously, we’re trying to make sure more students are prepared when they go to college so they don’t need remediation,” Lubbers said.

Of the grant, she said the state would work with employers to determine the high-demand areas. “We want to make sure people come back to those areas.”

The Journal Gazette
Campaign encourages adults to finish education
Ashley Sloboda
April 2, 2017

For many adults, the time between thinking about returning to school and actually enrolling isn't measured in days, weeks or months.

The yardstick is years, often three, said Jason Bearce, an associate commissioner with the Indiana Commission for Higher Education.

“Life has a tendency to get in the way,” he said.

The commission is trying to accelerate that process as Indiana works toward increasing the percentage of residents with quality degrees or credentials beyond high school to 60 percent by 2025. The current rate is about 41 percent.

Recent high school graduates can't close the gap alone, Bearce said, so the commission in February 2016 launched the “You Can. Go Back.” campaign, encouraging the approximately 750,000 Hoosiers with some college experience but no degree to finish what they started.

Indiana's economic health is at stake. For employees, campaign organizers say a college degree can provide opportunities for career advancement, better protection against shifts in the economy, higher earnings and greater job security. Organizers also believe a better educated workforce provides employers larger recruitment pools and strengthens the economy and middle class.

The first year netted encouraging results Bearce said, as more than 9,000 recipients of the targeted outreach re-enrolled in school.

More than two dozen colleges and universities statewide – including Indiana Tech, Ivy Tech Community College, and Indiana and Purdue universities – participated as “You Can. Go Back.” partners. The commission coordinated with the schools to identify and promote available programs and incentives, such as online courses, night and weekend classes, and academic credit for work or military experience.

“Indiana Tech is a university for learners of all ages, but, without question, we pride ourselves on being a place that rallies adult learners and gives them the resources to help them finish degree work they may have begun earlier in life,” Matt Bair, marketing and communication director, said in a statement.

“For many of these returning students,” he continued, “the decision to go back to school can be difficult and scary. Many are busy with jobs, children and obligations, and they don't know if they will have the time to commit to school.”

Fort Wayne resident Jill Zwick can attest to how intimidating and overwhelming returning to college can be.

Zwick said she enrolled in IPFW soon after graduating from Wayne High School in 2003 but dropped out after getting married and having triplets. She returned to school twice – first at Indiana Wesleyan University when her children were infants, then at Indiana Tech when they were toddlers – but said a degree remained elusive.

Now, Zwick said, she is a single mother of 11-year-old fifth-graders, and she juggles work with 13 credit hours at IPFW; she returned in spring 2015.

“I always told myself I was going to get my degree,” she said. “I set that goal, and that’s the goal that has to be met.”

Through a focus group, Bearce said, the Indiana Commission for Higher Education learned adults who left college early felt bad about failing to earn a degree.

While various methods – including direct mailings, phone calls and social media – were used to contact the campaign’s intended population, Bearce said, the underlying message was the same: this time would be different and they would have the support to be successful.

“A lot has changed since you left college,” promotional items stated. “Like you, for instance.”

The initiative is supported by \$7.5 million in state aid through the new adult student grant, which is distributed in \$1,000 increments on a first-come, first-served basis. More than 5,300 such grants have been awarded so far, the commission reported.

Additionally, the commission reported more than 4,900 students have been connected with participating colleges through its college match website. A Grace College official described it as the beauty of the campaign.

“It really was a service to us and a service to students in helping us find one another,” said Cindy Sisson, Grace College vice president of enrollment management and marketing.

She said it’s difficult to say how “You Can. Go Back.” affected Grace’s enrollment because students don’t always remember where they learned about the college.

Grace did, however, experience a “big jump” in enrollment for the online degree completion program, Sisson said. She said fall 2016 enrollment was 29.2 percent higher than fall 2015.

Huntington University has experienced greater success with its own efforts to re-enroll students who left without completing their degree, Daniel Solms wrote in an email. He is the university’s vice president of enrollment management and marketing.

The student success team stays in contact with those students, Solms wrote. The university wishes them well when they’re working toward a degree elsewhere, he wrote, and it encourages the others to complete their degree and investigate options with Huntington.

“Each year we get two to three students who return to finish requirements and earn their degree,” Solms wrote. “Sometimes the students have already found success in a career and their degree is more symbolic, while for others it's part of them finding a career.”

A career change motivated Warsaw resident Crystal Barden, 33, to enroll in the massage therapy program at Ivy Tech Community College Northeast. The hours she worked as a restaurant manager weren't conducive to family life. Her children are 10 and 11.

“It was time to make a career change so I could spend more time with my kids,” she said.

Barden, who attended one semester of college after high school graduation, said it was scary to return. She stopped working full time, she said, and she was spending more but making less.

“It's an investment, going back to school,” she said. “ ... But I'm very glad I did it.”

She and others who have returned to school said adults considering the option should go for it.

College officials offered more specific advice.

James Cashdollar, the assistant director of online and credit programs at IPFW, said adults should talk with an adviser about options and understand that online courses are just as challenging as being in the classroom.

Chris Cathcart, the vice chancellor for student affairs at Ivy Tech Northeast, said returning students should be honest about their needs and the support they have at home and at school.

Zwick said she couldn't balance work, family and school without her parents' help with her triplets.

“I have a support system there,” she said.

Time management is also key, Zwick said. She does homework after her children's bedtime, sometimes working on it at her sons' baseball practice.

“In the long run,” she said, “they know I'm doing it for the betterment of all four of us.”

Maria Gerber, the University of Saint Francis' director of undergraduate admissions, said adult students tend to be stronger in the classroom because they are motivated by their circumstances or what it means for them and their family.

Although the “You Can. Go Back.” campaign initially targeted adults with college experience, Bearce said the commission is expanding its focus to include students like Alisa Hess, who didn't have that experience.

The 38-year-old Fort Wayne resident said a fear of failure prevented her from attending college, but she decided to enroll at Ivy Tech Northeast after her mother died. Life was too short not to pursue her desire to become a massage therapist, she said.

Hess earned her technical certificate last May and is finishing her associate degree this semester. She said it took her longer to complete the two-year program because work and family prevented her from attending full time.

"I feel like they really want you to succeed here," Hess said.

Greensburg Daily News
Study: Better educated workers tied into higher wages
Scott Miley
April 17, 2017

Better educated workers tend to live in the same communities, according to a Ball State University researcher's study.

That analysis might reaffirm a common perception among Hoosier homeowners but the author of the study, graduate research assistant Nathan Law, says the findings may be of interest to business and industry.

"It's both the matter of individuals earning higher incomes and the matter of businesses being interested in locating in areas with work forces that already match their needs," Law said.

"Businesses are looking for populations that can meet their workforce needs and generally more educated populations have the potential to have trained individuals who fill hiring needs," he said.

In 2014, five of Indiana's top 10 highest earning counties also had the most educated population.

At the top, Hamilton County had a per capita income of \$40,012, the highest in the state. Hamilton County also had the highest education levels; more than half of its population ages 25 and older (55.6 percent) held a bachelor's degree or higher, Law found.

Switzerland County had the lowest percentage of people with bachelor's degree or higher at 8.7 percent while Crawford County had the lowest per capita income at \$19,002.

The study, titled "The Relationship Between Educational Attainment and Wages," was conducted through Ball State's Center for Business and Economic Research.

The study notes that there is an expectation that by 2020, 65 percent of all American jobs will require a post-secondary degree.

Along those lines, the Indiana Commission for Higher Education is urging the Indiana General Assembly to consider a jobs retraining grant system for adults by which the ICHE can, in part, reach its 2025 goal of having 60 percent of all Hoosiers obtain an education beyond high school.

Law encouraged economic development agencies to consider the ripple effect of workers obtaining additional education.

"The more educated a county is, the more new job growth there will be, which leads to more overall job opportunities in the county," he said. "More jobs and more employment are associated with higher wages. Wage increases may be triggered by the need to attract and retain highly skilled workers who may seek out other job opportunities in the region."

Law's study also found that Indiana counties with lower levels of educational attainment also had significantly lower levels of income. The 10 Indiana counties with the lowest educational attainment (averaging 10.2 percent of residents with a bachelor's degree or higher) have an average per capita income of \$20,660. By comparison, the 10 Indiana counties with the highest educational attainment (averaging 34.7 percent) have an average per capita income of \$28,973.

Educational attainment and wages

Hamilton County ranked No. 1 in the state for having the highest percentage (55.6 percent) of its population age 25 and older with a bachelor's degree or higher; it also ranked No. 1 in per capita income (\$40,012). Boone County ranked third in education and second in per capita income (\$38,024).

Lower on the list: Switzerland County ranked 92nd with 8.7 percent of its population having a bachelor's degree or higher; it ranked 90th for per capita income (\$19,255). The county with the lowest per capita income was Crawford (\$19,002) which ranked 84th in percentage with a bachelor's degrees or better (10.7 percent).

Tribune Star
Done the work? Then accept the degree
Sue Loughlin
April 22, 2017

After graduating high school, Kelly Pierce attended Ivy Tech for about three years, mostly as a full-time student, and she also worked two part-time jobs.

At a certain point, "I got burned out," she said. While she was close to an associate degree, she never completed it. That was around 2001. In hindsight, she wishes she would have finished her degree. "I was younger ... and at a different point in life," she reflected.

Several years later, she began pursuing her bachelor's at Indiana State University — where she also worked — and through "reverse transfer," she also obtained that Ivy Tech associate degree in general studies.

"I put in the work," she said, and she wanted that two-year credential.

Pierce, 38, who works as a scholarship coordinator at ISU, now better understands the importance of the two year-degree as far as job promotion and increased pay.

And in her present work, she sees transfer students miss scholarship opportunities because they didn't complete an associate degree. "Any time you have a certification or degree, an employer always looks at that," Pierce said.

She obtained her bachelor's degree from ISU in 2012.

At a time when Indiana is pushing hard to increase the number of adults with a college degree or credential, Ivy Tech Community College president Sue Ellspermann is advocating for more "reverse transfer," which would benefit students who have transferred to a four-year college before earning an Ivy Tech associate's.

Just as its name suggests, "reverse transfer" is the transfer of credits from a four-year institution back to a two-year college a student first attended.

If a student is eligible for the associate, credits are combined from the two-year and four-year colleges.

At Ivy Tech, students must have at least 15 credit hours from the community college to qualify.

Ivy Tech officials say there are several why reverse transfer makes sense:

- The student has earned it.
- Bachelor degree completion rates were 10 to 20 percent higher for transfer students who receive an associate degree, according to Lumina Foundation research.
- If "life happens," and a student can't continue at a four-year college, the associate degree gives the graduate an advantage in the job market.
- It would significantly increase Indiana's educational attainment.
- For part-time, working students, the associate degree could lead to a higher wage job while the student pursues a bachelor's.

Often, Ivy Tech students intending to pursue a bachelor's degree transfer to a four-year college without obtaining an associate's first.

"They don't feel it's critical they finish the associate's," Ellspermann said. But if for some reason they don't finish the bachelor's, "They'll end up with nothing."

That's something she'd like to see rectified with reverse transfer. Currently, Ivy Tech reverse transfer degrees are granted, but usually less than 100 per year statewide. "Our high water mark is 100 in one year," she said.

Each year, Ivy Tech has about 25,000 students statewide who transfer to four-year institutions.

"It would cost the student zero. It would cost the state zero," she said. She suggests it could generate as many as 10,000 associate degrees per year, when looking at Ivy Tech and Vincennes University combined.

And that fits in with the state — and Lumina Foundation — goal of 60 percent of adult Hoosiers having a postsecondary degree or credential by 2025.

About 750,000 Hoosiers have had some college, but never obtained a degree or certificate.

The issue is important because an associate's degree could pave the way for a pay raise or promotion, Ellspermann said. Someone might be able to go from an entry level job to a manager's job, even as they pursue the bachelor's.

Also, she said, research indicates 10 percent more of those students will complete a four-year degrees because they have an associate's degree. "It motivates them to keep going," she said.

She's aware of two major concerns of some our-year partners.

One relates to the state's use of performance funding, which financially rewards state colleges for graduation/degree completion based on a formula. If, all of a sudden, Ivy Tech and Vincennes awarded 10,000 more associate degrees each year, it could shift the pie on what institutions received, with Ivy Tech receiving more, and other four-year institutions receiving less.

Ellspermann said she's spoken to the Commission for Higher Education and suggested, "Let's hold four-year colleges harmless. We [Ivy Tech] don't have to get more money," she said. "We know they are doing probably half the work and we did half the work. We would either split it or take it out of the formula."

A second concern relates to student privacy issues through FERPA, the Family Educational Rights and Privacy Act, a federal law designed to protect the privacy of student education records. Ellspermann believes that concern can be addressed so that information and transcripts can be shared.

Ivy Tech would benefit from reverse transfer because it would improve its graduation/degree completion rates. Its two-year graduation rate is about 6 percent, while its three-year rate is about 13 percent.

Reverse transfer also is receiving attention from the Commission for Higher Education.

House Bill 1281, approved by both the Indiana House and Senate this session, requires the commission to study and make recommendations regarding the benefits of a reverse transfer policy for Indiana students. By Nov. 1, the commission must submit a report to the state budget agency and legislative council.

"I think a reverse transfer program can have a significant benefit for students," said Teresa Lubbers, commissioner for higher education. The commission has discussed it for a few years and looked at other places across the country that do it.

The commission wants to "design a program that has clear student benefits. That should dominate the discussion," Lubbers said.

One of the big concerns is the impact on performance funding and "who gets credit," since the associate degrees combine coursework from two institutions, she said.

"I think there are indications there is support for reverse transfer policy, but we want to make sure we do it the right way," one that considers implications for other institutions involved, Lubbers said.

Also, “We don’t want to create incentive for students not to pursue a bachelor’s,” Lubbers said.

Regardless of the potential role of the Commission and Legislature, colleges can continue to work out individual reverse transfer agreements. Ivy Tech has agreements with four-year colleges that include ISU, University of Southern Indiana , Trine, Purdue and Saint Mary-of-the-Woods College.

Indiana State has had a statewide agreement with Ivy Tech since March 2015, and prior to that, it had an agreement with the Wabash Valley campus, said Ken Brauchle, ISU dean of extended learning. To be eligible, current ISU students must have 75 credit hours, with at least 15 of those from Ivy Tech.

Also, students must have maintained a 2.0 GPA at Ivy Tech. The Ivy Tech associate degree could be in a specific program area, liberal arts or general studies.

So far, just 22 ISU students have completed an Ivy Tech associate’s through reverse transfer since 2015, Brauchle said. ISU has a similar agreement with Vincennes.

Each semester, ISU determines what students might qualify and asks whether they want to opt in or opt out.

“We need their permission to send transcripts to Ivy Tech,” Brauchle said. If a student opts out, there is no further communication.

“It’s a little of an administrative burden for us, but not huge,” Brauchle said. “We’re doing it because it’s in students’ best interest. Quite often, students who come from Ivy Tech have other life roles, and they stop in and out ... It’s not a nice, neat four-year path to a bachelor’s degree.”

ISU President Dan Bradley said he is “very supportive of reverse transfer as a service to students. It is somewhat cumbersome, but it is the only option since ISU does not generally award associate degrees in various disciplines. We have been doing [reverse transfer] for many years.”

Vincennes University has reverse transfer agreements with Purdue and ISU. “It’s a relatively new concept,” said VU president Chuck Johnson. Vincennes also is not seeing a lot of participation.

Asked why more eligible students don’t pursue it, Johnson said, “I don’t think we’ve done a good enough job selling students on the benefits of getting an associate degree along the way,” Johnson said. “I think we need to do a better job of letting students know why it makes sense, especially if it doesn’t cost them additional money.”

According to Ellspermann, the Lumina Foundation — a private foundation focused on higher education — “is super excited about us pursuing this” and has encouraged states across the country to take advantage of reverse transfer.

Reverse transfer “is the right thing to do by the student, and it’s right for the taxpayer,” Ellspermann said. “It’s good all the way around.”

Indianapolis Business Journal
Purdue's decision to acquire Kaplan a 'high-risk', high-reward' move
Hayleigh Colombo
April 27, 2017

Purdue University's [decision to acquire](#) online education giant Kaplan University reverberated Thursday throughout the higher education world—with reaction ranging from praise of Purdue's boldness to fear of how the deal would affect its reputation long term.

Observers said the deal is unprecedented for a public research university and leaves several unanswered questions about how others in the sector will respond.

"It's very surprising," said Robert Kelchen, an assistant professor of higher education at Seton Hall University. "I think it's a fairly high-risk, high-reward strategy."

"Purdue gets essentially all of Kaplan's students," Kelchen said. "They get a lot of national attention and they get a ready-made online or adult student infrastructure that they didn't really have. The question then becomes, was it better for them to essentially acquire Kaplan, or start something on their own?"

Lumina Foundation CEO Jamie Merisotis said the deal is interesting because it bucks a trend of for-profit universities acquiring not-for-profit, private colleges.

"We've never seen a major land-grant university like Purdue acquire a private, for-profit institution," said Merisotis, whose organization's mission is to increase the percentage of Americans with education and training beyond high school. "This positions Purdue as sort of a major national online player."

Merisotis said Purdue's big jump into online is a bit of a coming-of-age moment for adults in higher education and a "big signal about the market."

"One of the things I really appreciate about this is that it puts it in the field of view the fact that adults are a very important part of the equation," Merisotis said. "There's a lot of opportunity here to grow and help build the American workforce by targeting that population of workers."

Jason Kloth, CEO of Ascend Indiana, a group that connects employers with qualified workers, said one of the top issues facing Indiana companies is increasing its supply of degreed, credentialed workers.

"Purdue's efforts to find a mechanism to deliver education to larger groups of people, including nontraditional students, will have a significant positive impact on educational attainment that leads to better paying jobs," Kloth said.

Indiana Senate President Pro Tem David Long said the move positions Purdue as major player in online education.

"You're either in the game or you're not," Long said. "For a university as prestigious as Purdue to be engaged at this level is great for the university and great for the state. It will be an opportunity for them to take their brand outside of our state."

President Mitch Daniels said extending Purdue's reach to online students was part of a focus on increasing college attainment rates and Purdue's "land-grant mission to expand higher education beyond the wealthy and elites of society."

"We cannot honor our land-grant mission in the 21st century without reaching out to the 36 million working adults, 750,000 of them in our state, who started but did not complete a college degree, and to the 56 million Americans with no college credit at all," Daniels said in a statement.

However, concerns about brand management bubbled up Thursday, with many skeptics wondering whether the acquisition would diminish the stature of a Purdue diploma or being a Purdue faculty member.

"What feeds the online education industry is the concept of doing things faster and cheaper," said David Sanders, chairman of Purdue's Senate and associate professor of biological sciences. "I'm concerned, in particular, with Purdue's faculty brand. What are people going to think of our faculty going forward? Those are unanswered questions."

A potential positive aspect of the deal, Sanders said, is that it could become a money-maker for Purdue in the long run. He said it also eliminates a major player in for-profit education—a sector he is skeptical about.

"I'm willing to wait and see," Sanders said. "That doesn't mean I don't have concerns and questions I have in public. I'm pleased there's going to be one fewer for-profit college going forward because it will now be a state institution."

Merisotis said Daniels' reputation has "helped carry this because he's demonstrated a willingness to take risks, and frankly, [he's] delivering on that."

It could pay off if Purdue demonstrates that it can increase the academic success of Kaplan students, Merisotis said, though it carries risk because it opens the door to people who have lower academic success rates.

"The bet they're making is that Purdue's high-quality delivery model will serve that population of students better," Merisotis said.

How other peer universities—and the rest of the struggling for-profit sector—will react to the news is another question. Will this signal the beginning of an era of mergers and acquisitions in higher education?

Arizona State University is currently the biggest player in online education among universities that have a large physical presence and history as a public school.

"It will be interesting to see if other colleges try to do this sort of partnership as well, and if regulators allow it," Kelchen said. "They'll probably wait and see for a couple of years. It has the potential for some institutions to consider it."

Purdue cut the deal at a time the overall-for profit industry is in flux.

Enrollment has dropped and the sector has drawn increased scrutiny from federal regulators in recent years—although Kelchen said “those pressures have probably gone down a little bit” under new U.S. Secretary of Education Betsy DeVos.

“I think it’s possible that regulators would scrutinize this, in part because it’s unprecedented,” Merisotis said. “The regulatory structure for for-profits is different than it is for not-for-profits. That’s going to give the Department of Education some work to do here.”

State approvals could be an easier sell.

Indiana's top lawmakers received advance word on the proposal and quietly slipped enabling legislation into the state’s budget.

Senate Appropriations Chairman Luke Kenley said he was “pretty comfortable” putting the enabling legislation in the budget because higher education Commissioner Teresa Lubbers “vetted” it.

Lubbers said in a statement released to IBJ that the Indiana Commission for Higher Education “looks forward to working with Purdue University to develop the procedures for authorization of this new state education-affiliation institution.”

“As higher education evolves to serve more students in innovative ways,” Lubbers said, “we will seek to ensure that new models enhance access, affordability and academic quality for students.”

Indy Star
Bangert: Questions start for Purdue’s Kaplan deal
Dave Bangert
April 28, 2017

As Purdue University closed in on a secret deal shrouded in non-disclosure agreements and stealth meetings since November, President Mitch Daniels called faculty members of the University Senate, deans and a handful of academic administrators to Fowler Hall Thursday morning.

There, Daniels offered the courtesy of a one-hour heads up, outlining for professors how Purdue trustees were about to agree to take over Kaplan University, a for-profit, nationwide college aimed at distance learning.

The move, Daniels promised, would transform the university’s role in higher education by reaching a much different student than the ones who typically roam the West Lafayette campus and who wouldn’t otherwise be able to earn a degree bearing the Purdue name.

By all accounts, when Daniels was done, no hands went up.

“Silent,” said David Sanders, University Senate chairman. “Not one question. Well ... so many questions. But right then? None. I mean, where do you start?”

And there are a ton of unanswered questions, asked out loud or not – starting with something this basic: What’s this Purdue/Kaplan hybrid going to be called? “TBD,” Daniels said. For now, Purdue is referring to it as New University.

But on Thursday morning, as faculty and others were trying to sort questions they didn’t think they’d know they’d need to ask until just then, trustees were meeting at the Dauch Alumni Center to vote during a special meeting. They hailed their own foresight and good fortune, saying the university’s due diligence, done with business-grade confidentiality, had turned up no reason to say no. “Squeaky clean,” as Trustee Michael Klipsch put it.

Pending further review from the Indiana Commission for Higher Education and others, Purdue will pick up Kaplan University for a dollar, convert it from for-profit to nonprofit, and brand it as a public institution that is self-sustaining and without need of state support. The Purdue/Kaplan blend would take its place in a Purdue hierarchy that is topped by the main campus in West Lafayette and flanked by regional campuses, Purdue Fort Wayne and Purdue Northwest.

That’s how it plays out on paper.

“It is a lot to take in,” Daniels admitted, as he recounted the question-less intro he’d given to faculty. (He likely was thinking about how the silence probably wouldn’t last forever. The university gave faculty a question and suggestions address – NewUniversity@purdue.edu – understanding that might be the case.)

“In a faculty of 20-some-hundred, there will be some natural questions,” Daniels said. “But my sense is the ethos with which we’re approaching this is shared broadly – and I’m talking about the land grant spirit.”

Daniels did all he could Thursday to make a land grant case in an online era, pitching Purdue’s move to pick up Kaplan University, its 32,000 students, 2,462 faculty members and 15 campuses as a natural fit with the university’s original mission. Trustees used “Code Word: Morrill” to keep negotiations under wraps. That was a reference to the Morrill Act of 1862, which cleared the way for a slew of public, land grant universities, including Purdue.

Daniels’ case: The original, 19th century land-grant obligation – take higher education to the people – in the 21st century means heading online to meet students who aren’t going to make it to Purdue’s flagship in West Lafayette or any of its regional campuses.

“We needed a third level of Purdue for our third century,” Daniels said, referring to expanding into Kaplan University’s demographic of older students, already into working lives and families, and looking for online course work.

“We faced up to the fact that we couldn’t build that ourselves,” Daniels said. “We’re not constructed to do it here. Too slow. Too process oriented. And too far behind, frankly.”

But beyond the land grant benevolence touted during his presentation to trustees, Daniels later confided that the Kaplan deal could help Purdue’s more traditional campus down the line.

That sort of chess move should look familiar to anyone paying attention to Daniels' tenure at Purdue.

Daniels walked on campus in January 2013, hours after finishing his second term as Indiana governor, warning that universities couldn't stand pat on tradition as the higher education market shifted. He's been tipping his hand about this sort of deal since he arrived.

In 2014, in an annual open letter to campus, Daniels talked about "The Pajamas Test." His point: If Purdue ignored offering its students things they couldn't get by rolling out of bed and logging onto a computer, the university's residential campus wouldn't be around much longer.

Doesn't diving head-first into distance learning signal Purdue's packing it in, even a little bit? Daniels wasn't buying it, saying that the Pajamas Test remains "our constant challenge, ... our stay-awake-at-night issue."

"I'm thinking about what's beyond today on this deal, as well," Daniels said. "What if we're able to say not just, 'Here's four years and see you at a football game,' but instead tell one of our graduates, 'You're signed up for Purdue for life. We're still here when you need us.' ... Once we have the capability – once we have this (online) vehicle – we can start thinking, 'What else can we do with it?'"

He said that could translate into more global degrees that play to Purdue's ingrained strengths – agriculture in Africa, for example.

What Kaplan could offer in the way of a Purdue education beyond a fresh Purdue brand wasn't immediately clear. Betty Vandebosch, Kaplan University president and incoming chancellor of Purdue's New University, said classes, faculty, degree paths offered and current pricing structures would remain the same, for now.

"The decision today determines a direction. This is a starting point," said Frank Dooley, Purdue's vice provost for teaching and learning. "People are trying to digest, if you would."

How much of that start will include the residue of distrust on campus for the for-profit higher education model remains to be seen. (Don Graham, chairman of Graham Holdings Co., parent company of Kaplan, acknowledged the criticism of a for-profit sector, which gets grilled for leaving students with high debt loads and unfulfilled educations. Graham contended that Kaplan University "always believed that we're doing a good job for our particular students.")

Sanders hasn't been shy when it comes to piling on for-profit universities. "A carbuncle on the body of higher education," is his go-to line. He's delivered it to University Senate, during Purdue Trustees meetings and even at the microphone during a Q&A session when Daniels hosted Arne Duncan, Barack Obama's secretary of education, in 2015.

Interestingly enough, Sanders and Daniels separately came to the same conclusion on that front. As Daniels said: "For those who have some theological block about for-profit colleges, I say, you should be happy. There's one less out there, as of today."

Still, Sanders said faculty members were humming about the news Thursday.

“I’m not uniformly opposed to it,” Sanders said. “I’m willing to wait and learn. I haven’t had a chance to research Kaplan to say much about them. ... But there are so many questions.”

He started the list:

- Will the New University faculty – fewer than half of which have doctorate degrees, according to Purdue’s figures – be considered part of Purdue’s faculty?
- Either way, what does that mean for the current Purdue faculty’s brand?
- How will promotion and tenure work? Does Kaplan have the same sort of academic freedom and free speech policies as Purdue?

An expanded inventory started floating around campus Thursday afternoon:

- Will all Purdue degrees be equal, no matter what the location or format?
- Will a rebranded Kaplan University water down a diploma earned at one of Purdue’s campuses?
- How will credits transfer from New University to Purdue?
- How will Purdue handle overlap between Kaplan’s lineup of degrees – education, business, nursing, social and behavior sciences, law and health sciences – with ones offered at Purdue? (And if they’re the same, why not opt for pajamas – provided you’re not that big into football games and nights at Harry’s Chocolate Shop?)
- And this: Would Purdue’s squeaky clean, no-upfront-investment deal turn up some unsavory surprises later?

Answers weren’t there right away. But to hear Daniels tell it Thursday, those weren’t stay-awake-at-night problems. At least, not on par with the sort Purdue might have someday if it did nothing.

Trustees called the day historic. Whether that’s historically great or historically questionable, time will tell.

Indiana Public Media

No quick fix: Workforce training bill aims for long-term overhaul

Annie Ropeik

April 29, 2017

Indiana’s manufacturing sector is regrouping after a legislative session they’d hoped would focus on workforce development.

While some advocates applaud the reform that did pass – geared toward using the career and technical education system to fix labor shortages – others say there’s a lot more work to be done.

Indiana is the most manufacturing-dependent state in the country, with an industry worth \$100 billion, and it ranks high on a lot of business-friendly metrics – low taxes, a central location, and plans for upgrading roads and infrastructure that just passed the state legislature.

But state Rep. Mike Braun (R-Dubois County), who also owns a logistics company, says this self-styled “state that works” lags in one key area: training enough workers to fill open jobs.

“It’s kind of reached a boiling point where industry may have to consider actually relocating outside the state if, in fact, they can’t get a trained workforce to fill these jobs,” he says.

With a low unemployment rate, the state’s \$1 billion in annual spending on programs to solve that problem isn’t making much of a dent for the manufacturing sector. It has thousands of high-paying openings.

“It’s between a billion and a billion-and-a-half dollars’ worth of income that we’re not realizing,” Braun says. “That would actually move the needle a little bit on economic growth.”

So he and his colleagues in the legislature went back to the drawing board, and passed a bill that aims to align all those programs with what employers need.

It asks the Department of Workforce Development to figure out which business sectors have the most openings and the best wages, what kind of training those open jobs require, and what existing training programs will help fill them. They’ll look across high schools, college courses for credit and private certificate programs.

The final touch is a “workforce-ready” grant program to help Hoosiers of all ages and backgrounds enroll in those programs and get hired, says state higher education commissioner Teresa Lubbers.

“If you come back and get a certificate in an area that we know will improve your ability to get a good job and meet the employer needs, we’ll make sure that you can afford to do that,” Lubbers says.

The bill asks state agencies to update their workforce development data every two years, and to keep track of how many good jobs the programs are helping to fill.

Lubbers says their efforts need to keep pace with the economy, and help people build upward in their careers.

“The world of work is changing so dramatically that it is highly likely, with automation and artificial intelligence and robotics, that many of these jobs will change and we’ll have to continue to give people the opportunity to skill up,” she says.

Employers know this too, says Indiana Manufacturers Association lobbyist Andrew Berger. That’s why he says the industry wanted to gain more of a voice through this year’s reforms.

On that front – and on the timeline of these reforms – he says they’re disappointed.

“We had hoped for some steps that would have an immediate effect, or at least start changing the system to more of an employer-driven delivery mechanism,” Berger says. “But that’s not what happened.”

The IMA's immediate solution was a tax credit for businesses that train new workers, which did not make it into the final version of the bill.

For the long-term, though, Berger says they're pleased with these education reforms – as long as the state does enough to involve the industry in identifying high-value jobs and training programs.

"We want it to be as nimble as possible, because what an employer in Lafayette needs is going to be different than what an employer in New Albany needs," he says.

And the longer it takes to funnel money and then trained workers through high school, college and private STEM education programs into open jobs, the worse Berger says things will get.

He says about 20 percent of the average factory's workforce could retire today if they wanted to. That means Indiana will have 15,000 jobs to fill every year for the next decade in manufacturing alone.

"That's when it really becomes a crisis, is when the workforce is not just unable to expand, but is actively shrinking," Berger says.

The state will take a couple of steps to plug the gap by the end of this year, under the new legislation.

In October, the governor's office will put out a master plan for re-aligning the state's many workforce development efforts. Then, in December, the DWD will release its first round of data about where open jobs are, and what training programs can fill them.