

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

# AGENDA

Thursday, September 8, 2016

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

**SEPTEMBER COMMISSION MEETING  
AGENDA**

**Wednesday, September 7, 2016**

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**INDIANA UNIVERSITY**  
900 East 7th Street  
Bloomington, IN 47405

**STUDENT SUCCESS AND COMPLETION COMMITTEE**

2:00 P.M. – 3:30 P.M.  
Indiana Memorial Union  
State Room West

**CAMPUS TOUR**

3:45 P.M. – 5:30 P.M.  
*Shuttle departs from Indiana Memorial Union*

**RECEPTION**

6:15 P.M. – 7:00 P.M.  
Indiana Memorial Union  
Solarium

**DINNER**

7:00 P.M. – 8:30 P.M.  
Indiana Memorial Union  
Solarium

**HOTEL ACCOMMODATIONS**

Indiana University  
Biddle Hotel and Conference Center  
Indiana Memorial Union  
900 East 7th Street  
Bloomington, IN 47405

*All events take place on Eastern Time*

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • [www.che.in.gov](http://www.che.in.gov)

Thursday, September 8, 2016

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**COMMISSION MEETING**

Indiana University  
Indiana Memorial Union  
900 East 7th Street  
Bloomington, IN 47405

**COMMISSION MEMBER BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Federal Room

***Breakfast Guests***

President Michael McRobbie

**STAFF BREAKFAST**

8:00 A.M. – 9:00 A.M.  
State Room

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
Frangipani Room

**CALL IN INFORMATION:**

**DIAL:** 1 (605) 475-4700

**PIN:** 230295#

**WiFi INFORMATION:**

attwifi

**WORKING SESSION TOPICS**

- Indiana Network of Knowledge (INK) Update
- Graduate Medical Education Board Update
- College Value Index Preview
- College GO! Update
- ITT and MedTech Update
- Committee Report Outs

**COMMISSION MEMBER LUNCH**

11:45 A.M. – 1:00 P.M.

Federal Room

***Lunch Guests***

John Applegate

Executive Vice President for University Academic Affairs

**STAFF LUNCH**

11:45 A.M. – 1:00 P.M.

State Room East

**BUSINESS MEETING**

1:00 P.M. – 3:00 P.M.

Frangipani Room

**CALL IN INFORMATION:**

**DIAL:** 1 (605) 475-4700

**PIN:** 230295#

**WiFi INFORMATION:**

attwifi

- 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 August 11, 2016 Commission Meeting ..... 1**
  
- II. **Business Items**
  - A. 2017-2019 Indiana Postsecondary Institution Budget Presentations..... 9
    - 1. Indiana University
    - 2. Indiana State University
    - 3. University of Southern Indiana
    - 4. Vincennes University
  - B. Academic Degree Programs for Expedited Action ..... 11
    - 1. Ph.D. in Data Science offered by Indiana University at Indiana University-Purdue University Indianapolis
    - 2. Doctor of Public Health in Global Health Leadership offered by Indiana University at Indiana University Purdue University Indianapolis
    - 3. Associate of Applied Science in Optometric Technology to be offered Ivy Tech Community College in Bloomington

- C. Capital Projects for Full Discussion
  - 1. Indiana State University – Rhoads Hall Renovation ..... 15
- D. Capital Projects for Expedited Action..... 25
  - 1. Ball State University – Health Professions Building

**III. Information Items**

- A. Academic Degree Programs Awaiting Action..... 29
- B. Academic Degree Program Actions Taken by Staff ..... 31
- C. Capital Projects Awaiting Action ..... 33
- D. Media Coverage ..... 35

**IV. Old Business  
New Business**

**V. Adjournment**

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The next meeting of the Commission will be on **October 13, 2016, in West Lafayette, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, August 11, 2016**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ball State University, 2000 West University Avenue, Muncie, IN with Chairman Dennis Bland presiding.

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

*Members Present:* Gerald Bepko, Dennis Bland, John Conant, Jon Costas, Susana Duarte De Suarez, Jud Fisher, Chris LaMothe, Mika Mosier, Chris Murphy, Dan Peterson, John Popp and Caren Whitehouse.

*Members Absent:* Lisa Hershman and Allan Hubbard

**CHAIR'S REPORT**

Chairman Bland began his report stating on behalf of the Commission, I would like to thank Ball State University for providing us with a tour of Ball State's campus, your hospitality last evening and for hosting our meeting today.

I have the privilege of introducing you to our newest Commission member and student representative, Mika Mosier. Ms. Mosier is a student at Ivy Tech Community College in Columbus. She is involved in many activities and groups on campus, including serving as the past Treasurer and incoming President of the Student Government Association (SGA) and as a member of the Student Budget Committee. We are very excited to gain Mika's perspectives on our Commission for the next two years.

As you know we have a new Officer Slate for 2016 and 2017, before I present that slate I want to say thank you so very much for the honor of allowing me to serve as Chair of the last two years. I thank you for the trust and the support you provided to colleges and universities. It has been an honor and privilege to serve and the Commission has been wonderfully supportive. I am honored to have had an opportunity to serve in this role and to serve with you.

Before we continue with our regular meeting items, I would like to propose the Officer Slate for 2016-2017 to the Commission. This slate was created by the nominating committee consisting of one member per class. The slate includes: Dan Peterson, Chair; Susana Duarte De Suarez, Vice Chair; Chris LaMothe, Secretary.

**R-16-05.1      RESOLVED:** That the Commission for Higher Education hereby approves the 2016-2017 Officer Slate (Motion – Murphy, second – Costas, unanimously approved)

The Officer Slate for 2016-2017 is adopted. Congratulations to our new officers, and at this time it is my honor to pass the gavel to our new Chair, Mr. Dan Peterson.

Mr. Bland passed the gavel to Mr. Peterson.

Mr. Peterson said when we take on new responsibilities and have to follow someone, the common thought is to say thank you, of course which we all have said and will continue to say to Dennis for a long time forward. It is also common to say, I have big shoes to fill. I can tell you that I really feel that in this role. Dennis has been tremendous in so many ways, as have others who have participated in other leadership roles on the Commission. It is such a great group of people and Dennis has exemplified everything that I would hope we would all want to be: thoughtful, articulate, caring, thinking about the big picture, thinking about the students, their families as well as the institutions. Know that we are very appreciative and thankful of the great job you have done and represented all of us so well.

Mr. Peterson said we talked earlier today that this is a complicated industry, if you will. For those of us who come in from outside of dealing with higher education on a day to day basis, it takes a while. I'm looking at Ms. Mosier, and even though she's immersed in it as a student, it takes time to understand and learn the nuances and complexities of all of this. I will encourage, as I talked about earlier this morning as it relates to the budgetary process, the importance of helping all of us as well as trustees and other members of the higher education community understand these issues as deeply as we can. We do not want to micromanage but we need to understand them enough to be helpful. I encourage everyone to study and think about these issues and also be reflective on where higher education is changing in so many ways due to significant macro and micro-pressures. We are not going to be experts on everything but we need to keep our eye on how the world is changing around us globally. Our new strategic plan is well-aligned to lead us forward and I know we will all work hard to stay true to that.

In front of everyone is a new list of committee assignments for this coming year that have changes in both who is leading them as well as membership of those committees with the attempt to try and rotate to get more experience in different parts of all of our good work.

### **COMMISSIONER'S REPORT**

Commissioner Lubbers began her report stating, I think the first and most important responsibility I have today is to join you in extending the thanks on behalf of the staff to Dennis and his extraordinary leadership throughout the last two years. I think you know and do not need to tell you how many ways we have benefitted from his wise counsel throughout the last couple years and his clear commitment to the students we serve every day. It was my pleasure to honor him recently by presenting a Sagamore of the Wabash Award. This is Indiana's top award but even that falls short of adequately acknowledging his contributions. But please know that we are deeply grateful and thankful that you will continue to be an important part of our team and the work we do.

And now, in the passing of the baton and on behalf of the staff, I welcome Dan Peterson as our new chair. During Dan's tenure on the Commission, he has been a thoughtful and visionary member. He understands higher education and its potential to change lives and build the State's economy. His business acumen, communication skills and deep



commitment to students will guide us in critically important ways as we continue to implement our strategic plan. We look forward to working with Dan in this expanded role as well as Susana and Chris and our committee chairs.

These acknowledgements remind me of how fortunate I am to serve at this pleasure of this Commission. To a person, you are committed, smart and generous with your time and experience. Because of you, I am always more confident in our work product and contributions to students and the State. As the Commissioner, thank you for your continued leadership. Mika, you should know that you are joining the hardest working, most talented board in state government. I think you will find that this will be challenging, exciting, fun and important every day.

I also have the pleasure today to introduce to you our newest staff member, Sean Tierney, who will be serving as our Associate Commissioner for Strategic Planning and Policy. Sean comes to us from the Lumina Foundation where he advanced state-level policy. Prior to be at Lumina, Sean served in research and policy roles at the Maryland Higher Education Commission, the Tennessee Higher Education Commission and Vanderbilt University - which is also where he received his undergraduate and graduate degrees.

At this time, I would like to provide brief updates on two important initiatives: our *You Can. Go Back.* campaign and our 21<sup>st</sup> Century Scholars Success Program.

There is a great deal for excitement and hope for the *You Can. Go Back.* campaign from the Governor's Office, legislators, employers, schools and students, and around the nation. You have in front of you a copy of the op-ed that ran a couple weeks ago that outlines the support of employers in this effort. They understand, and certainly our chair's employer, Cook, exemplifies this thinking, that an investment in their people is an investment in their bottom line. We also provided a one page fact sheet about the program that has been shared widely with others. It shows that 17,000 plus Hoosier adults have visited the website; 8,000 plus adult student grant applications have been received; and 4,000 plus students have been connected with participating colleges. The primary colleges that they are visiting are IUPUI, Ivy Tech, WGU-Indiana and Indiana Wesleyan. We are currently seeking grant support to expand our expanded efforts.

Finally, you may have seen the media coverage about the success of our 21<sup>st</sup> Century Scholars to complete the requirements of receiving the grant. These are activates that must be completed in high school. The graduating class of 2017 will be the first one to be required to do so. In the spring only around 10% of the scholars were on target to meet the expectations. With focused efforts these numbers have increased threefold and continue to move in the right direction. I am convinced that these are the right expectations and that no scholar is unaware of them. Now, we must double down our efforts – in partnership with schools, community organizations and leaders to ensure that no student loses a scholarship next spring. We will keep you posted of our progress.

## CONSIDERATION OF THE MINUTES OF THE JUNE, 2016 COMMISSION MEETING

**R-16-05.2 RESOLVED:** That the Commission for Higher Education hereby approve the Minutes of the June, 2016 regular meeting (Motion – Whitehouse, second – Bepko, unanimously approved)

### II. PUBLIC SQUARE

#### A. Integrating Workplace Experiences

1. Dr. Linda Bachman, Director Office of University Experiential Learning, University of Georgia
2. Ellen Whitt, Executive Director, *The Exchange*, Marian University
3. Chris Flook, Lecturer, Telecommunications, Ball State University

At our last Commission meeting we began discussing new components of our new strategic plan, *Reaching Higher, Delivering Value*. As the Commission staff begins implementing the work set forth in our strategic plan, the public square topics in the coming months we will focus on one of the three pillars each month. Last month we focused on Completion with a preview of the College Value Index, and today we will focus on the Career section, specifically integrating workplace experiences into college curriculum. Our panelists for the public square discussion are: Dr. Linda Bachman, Director, Office of University Experiential Learning, University of Georgia; Ellen Whitt, Executive Director, *The Exchange*, Marian University; Chris Flook, Lecturer, Telecommunications, Ball State University.

Josh Garrison facilitated the public square discussion.

### III. BUSINESS ITEMS

#### A. Academic Degree Program for Full Discussion

1. Bachelor of Science in Multidisciplinary Technology to be offered by Purdue University West Lafayette through Purdue Polytechnic Statewide

Dr. Vibbert and Mr. Schaffer presented this item.

Dr. Bepko commented this is a recommendation from the Academic Affairs and Quality Committee as well.

In response to Mr. LaMothe's request for clarification about how many hours of this 120 hour degree would be core versus hours in other subject areas you have interest in, Mr. Shaffer stated that 75 hours are customizable by an industry partner. There is a provision that those are packaged into primary and secondary focus areas because we did not want it to be a hodgepodge of credits. They will meet all college requirements in math, speech, communication, English and so forth. The primary and secondary areas will be built around things that you need to accompany for an industry.

Ms. Mosier asked for clarification regarding how the degree would be offered through Purdue PolyTechnic with a company partnership arranged with Ivy Tech and Vincennes University. IN

response, Mr. Schaffer stated they would work with someone with zero credits who wanted to do everything through one of the Purdue statewide locations. If a company is already working with Ivy Tech or Vincennes, they are able to develop appropriate courses to address different employee workforce development needs.

Dr. Sauer added clarification, it is the Commission's policy that articulation agreements be developed if at all possible. Some programs are very unique and just don't lend themselves to it. It is the obligation of a university that is proposing a baccalaureate degree to also have articulation opportunities. It is not just a burden that we place on two year institutions but four year institution and this case, because it is such a customized curriculum, it doesn't really lend itself to standard articulation agreement.

Mr. LaMothe stated that it appears in the development of the writing that it is really targeted for partnerships with companies that are looking to encourage their workforce to go on to a degree. In response to Mr. LaMothe's question if it is also available to any student whether they are involved in a partnership or not, Mr. Schaffer stated that the intention at this time is to have it be a workforce degree.

Ms. Duarte De Suarez expressed concern about the degree program as it is a degree for a group of individuals within an existing company and without company sponsorship, you are using taxpayer dollars to train a corporate workforce. She stated that this set of skills may not be transferrable to other companies. Mr. Schaffer said that it is packaged out of existing courses. Mr. Schaffer said if a company said they needed someone who had both mechanical and electrical engineering backgrounds, we would like to build this program to have mechanical as the primary and electrical as the secondary, those would be courses they are already offering and those students would sit in courses that we've already scheduled. Regarding transferability, students who will be in these programs are in the workforce and would get this degree for a promotion or career track opportunity. They would continue to gain experience and that would make them marketable and those skills transferrable to other industries.

Mr. Popp stated that you could have a situation where someone would say, I'd like to take that course that my friend is taking who works at this company, you wouldn't turn him down but you might say that's highly specialized and ask do you really want to do that or would you want to take the traditional course. Mr. Schaffer the degree program would not be only available to someone from a particular company, but we would be very careful to say it's a focused type of study.

Mr. Schaffer spoke more to the point of funding, he couldn't speak on behalf of companies but I can tell you from experience, the vast majority of our non-traditional students from our State-wide locations are on tuition support from the employer.

Mr. Conant stated he appreciated the level of detail put into this by using already existing courses and faculty. In response to his request for explanation how this is better than the alternative of reducing your core and expanding your electives, Dr. Vibbert said that it is a planned selection of coursework based upon their needs. It forces them to talk with their supervisor and work with the faculty to create a plan of existing courses that makes sense.

Dr. Sauer provided the staff recommendation.

**R-16-05.3**      **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Whitehouse, unanimously approved)

**B. Approval of Sean Tierney**

**R-16-05.4**      **RESOLVED:** That the Commission for Higher Education hereby approves hiring Sean Tierney as Associate Commissioner for Strategic Planning and Policy (Motion – Bland, second – Duarte De Suarez, unanimously approved)

**C. Academic Degree Programs for Expedited Action**

1. Master of Science and Ph.D. in Cell, Molecular and Cancer Biology to be offered by Indiana University Bloomington
2. Master of Science in Product Stewardship to be offered by Indiana University at Indiana University-Purdue University Indianapolis
3. Bachelor of Science in Dental Hygiene offered by Indiana University at Indiana University -Purdue University Indianapolis
4. Bachelor of Applied Science to be offered by Indiana University at Indiana University -Purdue University Fort Wayne

**R-16-05.5**      **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Bepko, unanimously approved)

**C. Capital Projects for Full Discussion**

1. Indiana University Bloomington – Memorial Stadium Excellence Academy and Related Stadium Renovations

**R-16-04.6**      **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 – Conant, second – Duarte De Suarez, 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.

**VI. ADJOURNMENT**

The meeting was adjourned at 3:12 P.M.

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Dan Peterson, Chair

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Chris LaMothe, Secretary



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 8, 2016

**BUSINESS ITEM A:**

**2017-2019 Indiana Postsecondary Institution  
Budget Presentations**

**Background**

By statute, (Indiana Code 21-18-6), the Commission for Higher Education must review the legislative budget requests for all state postsecondary educational institutions and make recommendations concerning appropriations and bonding authorizations.

As part of this review, the Commission has requested that the following institutions present their 2017-19 budget submission during the September 2016 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Indiana University
- Indiana State University
- University of Southern Indiana
- Vincennes University





**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 8, 2016

**BUSINESS ITEM B:**

**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:

- Ph.D. in Data Science offered by Indiana University at Indiana University Purdue University Indianapolis
- Doctor of Public Health in Global Health Leadership offered by Indiana University at Indiana University Purdue University Indianapolis
- Associate of Applied Science in Optometric Technology to be offered Ivy Tech Community College in Bloomington

**Background**

The Academic Affairs and Quality (AA&Q) Committee reviewed these proposed programs at its August 24, 2016 meeting and concluded that the Ph.D. in Data Science to be offered by Indiana University at Indiana University Purdue University Indianapolis, Dr.P.H. in Global Health Leadership to be offered by Indiana University at Indiana University Purdue University Indianapolis, and the A.A.S. in Optometric Technology to be offered by Ivy Tech Community College in Bloomington should be placed on the Commission's September 8, 2016 agenda for expedited action.

**Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action, September 8, 2016.



**Academic Degree Programs on Which Staff Propose Expedited Action**  
**September 8, 2016**

**CHE 16-13 Ph.D. in Data Science to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Proposal received on May 3, 2016

CIP Code: 30.3001

Seventh Year Projected Enrollment: Headcount – 31, FTE – 19

Seventh Year Projected Degrees Conferred: 5

This program will be offered through the Department of Human Centered Computing in the School of Informatics and Computing, although faculty from other departments will be involved, most notably the Department of BioHealth Informatics and the Department of Library and Information Science. The proposed Ph.D. will advance the boundaries of big data science and its application in academic and public and private sector settings; NSF defines “big data” as “large, diverse, complex, longitudinal and/or distributed data sets generated from instruments, sensors, Internet transactions, email, video, click streams, and/or all other digital sources available today and in the future”.

While the Data Science program will not be constrained in its applications, it will take full advantage of the extraordinary strengths of the IUPUI campus in health care and medicine, including those resources represented by the Department of Biostatistics in the Fairbanks School of Public Health, the Department of Statistics in the School of Science, the School of Medicine, and the Regenstrief Institute. Another asset available to the program is the Indiana Health Information Exchange, a statewide resource that is the largest and one of the oldest health information exchanges in the nation.

**CHE 16-18 Doctor of Public Health in Global Health Leadership to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Proposal received on June 28, 2016

CIP Code: 51.2210

Fifth Year Projected Enrollment: Headcount – 45, FTE – 28

Fifth Year Projected Degrees Conferred: 15

The Doctor of Public Health (Dr.P.H.) in Global Health Leadership will be offered through the Department of Health Policy and Management in the Fairbanks School of Public Health. It prepares mid-career professionals for senior-level positions in organizations working to improve public health, such as domestic and international government agencies, non-profit organizations, NGOs, foundations, healthcare service providers, and pharmaceutical companies. As demonstrated by the rapid spread of viruses such as Zika, Ebola, and H7N9, threats to global health can arise on any continent and can be spread from any quarter, including developed countries. By stressing international awareness, knowledge sharing, and collaboration, this program is aimed at preventing or minimizing the spread of deadly or debilitating diseases.

The Dr.P.H. is a three-year, cohort-based program, in which slightly more than 80 percent of the program will be offered through distance education, with six, in-person meetings required during the first two years. Approximately one-third of the courses will be taught or co-taught using faculty from other countries. Given the applied nature of the curriculum and dissertation, the Dr.P.H. will be classified as a doctoral-professional practice program.

**CHE 16-21 Associate of Applied Science in Optometric Technology to be offered by Ivy Tech Community College Bloomington**

Proposal received on August 8, 2016

CIP Code: 51.0602

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

Fifth Year Projected Degrees Conferred: 11

Indiana University Bloomington, which has the only School of Optometry in the state, until recently also offered the only associate degree program related to this field, the A.S. in Optometric Technology/Opticianry. The University decided to close the A.S. program, which was not heavily subscribed, as it was not fully consistent with the mission of the Bloomington campus. IU fully supports Ivy Tech developing a program in this area, and will provide access by Ivy Tech students to its clinical space and equipment.

The proposed A.A.S. in Optometric Technology requires 60 semester hours of credit, thus meeting the standard credit hour expectation for associate degrees. Ivy Tech has designed this degree as an A.A.S. because there are no closely related degrees in Optometry at the baccalaureate level.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 8, 2016

**BUSINESS ITEM C:**

**Indiana State University – Rhoads Hall Renovation**

**Staff Recommendation**

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: College of Health and Human Services Renovation and Expansion – Indiana State University.

**Background**

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

**Supporting Document**

Indiana State University – Rhoads Hall Renovation



## Indiana State University – Rhoads Hall Renovation

### STAFF ANALYSIS

Indiana State University, through its Board of Trustees, requests approval to proceed with the renovation of Rhoads Hall. The project is part of the Campus Master Plan calling for the renewal of several existing residential facilities that have had no major renovation in over 40 years. The Rhoads Hall renovation is the final phase of this four year renewal plan. The current configuration of shared double occupancy rooms will generally remain intact; however, new lighting, doors and hardware, and new mechanical systems are required. This project also includes the installation of air conditioning and fire suppression systems. The renovation will provide a total of approximately 360 beds. Renovation is scheduled to begin during the summer 2017 for occupancy in fall 2018.

**Comparable Projects:** Comparable on-campus housing projects approved by the Commission include Indiana State University Mills Residence Hall approved in December 2012 with 366 beds at a cost of \$22 million and 99,953 gross square feet (GSF) (\$60,109 per bed, \$220 per GSF), Indiana State University Blumberg Residence Hall approved in September 2014 with 366 beds at a cost of \$22 million and 100,468 GSF (\$60,109 per bed, \$219 per GSF), Ball State Schmidt/Wilson Residence Hall renovation approved March 2015 with 500 beds at a cost of \$40.1 million and 153,564 GSF (approx. \$80,200 per bed, \$261 per GSF), and Indiana State University Cromwell Residence Hall approved October 2015 with 366 beds at a cost of \$23 million and 100,468 GSF (\$62,841 per bed, \$229 per GSF).

**Funding:** This project is estimated to cost \$23,000,000 and will be funded from the University's Residence Hall Reserves and tax-exempt borrowing to be repaid from the University's Residence Hall System Operating Budgets.

### **Additional Staff Notes:**

Staff recommends approval of the project.





**PROJECT SUMMARY AND DESCRIPTION  
FOR: SYCAMORE TOWERS - PHASE IV RHOADS HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-17-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	
<b>Previously approved by General Assembly:</b>	N/A	<b>Previously recommended by CHE:</b>	No
<b>Part of the Institution's Long-term Capital Plan:</b>	Yes		

**Project Summary Description:**  
Sycamore Towers consists of four 12 story residence halls built between 1962 and 1963 housing 1,600 students. Each similarly constructed residence hall, using a cast-in-place concrete frame with precast double tees at the exterior bays on some levels, houses approximately 400 students. Over the past forty years only minor renovations or upgrades have occurred to these facilities. This project is the final phase of a four year renewal plan to renovate each of the residence halls that are a part of the Sycamore Towers complex. Phase IV of the project is the renovation of Rhoads Hall. Renovation is scheduled to begin during the summer 2017 for occupancy in fall 2018.

**Summary of the impact on the educational attainment of students at the institution:**  
Phase IV of the Sycamore Towers project is integral to the University's long-term plan for the renovation of existing facilities to provide attractive housing for students and create an atmosphere conducive to living and learning. Renovation of this facility will provide approximately 360 beds within reconfigured floor space.

<b>Project Size:</b>	99,953 GSF	62,970 ASF	63.0% ASF/GSF
<b>Net change in overall campus space:</b>			

<b>Total cost of the project (1):</b>	\$ 23,000,000	<b>Cost per ASF/GSF:</b>	\$ 230.11 GSF	\$ 365.25 ASF
<b>Funding Source(s) for project (2):</b>	\$ 18,400,000	- IC-21-35-3 as supplemented by IC 21-35-5		
	\$ 4,600,000	- Housing and Dining Reserves		
		- List amount and note the fund source/bonding authority here		
		- List amount and note the fund source/bonding authority here		
<b>Estimated annual debt payment (4):</b>	\$ 1,476,464			
<b>Are all funds for the project secured:</b>	Yes			
<b>Estimated annual change cost of building operations based on the project:</b>	\$ -			
<b>Estimated annual repair and rehabilitation investment (3):</b>	\$ 279,450			

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)  
(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)  
(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.  
(4) If issuing debt, determine annual payment based on 20 years at 5.00% interest rate.  
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION  
FOR: SYCAMORE TOWERS - PHASE IV RHOADS HALL**

**Institution:**

Indiana State University

**Budget Agency Project No.:**

C-1-17-2-01

**Campus:**

**Institutional Priority:**

**Description of Project**

The renovation of Sycamore Towers is a part of the long-term renewal plan for residence hall facilities on the campus of Indiana State University. Phase IV of this project is the renovation of Rhoads Hall and includes the installation of air conditioning and fire protection to the facility, replacement of the heating system, windows, power and data systems, fire alarm systems, and individual temperature controls. Project will be financed using a combination of cash reserves within the Housing and Dining System and the issuance of long-term debt. There is no expected change in net operating costs of the facility upon renovation. The additional cost of chilled water for air conditioning is projected to offset energy efficiencies gained through window and heating system replacements. Funds of the Housing and Dining System would be used to support future R&R needs for the project. Total project cost is estimated not to exceed \$23,000,000.

**Need and Purpose of the Program**

Many of Indiana State's housing options are antiquated and in need of major refurbishment. The Campus Master Plan, adopted in 2009, calls for the renovation of several existing residential facilities that have had no major renovation in over 40 years and do not meet existing building codes required of new construction, including fire safety and current ADA compliance. The renovation of Rhoads Hall with double occupancy rooms and appropriate lounge/study space creates an environment that is attractive to students and conducive to living and learning. Indiana State University believes campus housing provides students with many benefits including living in an academically supported environment with academic peer advisors and learning communities. It also allows students the ability to stay connected to campus through activities that foster educational, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds, and lifestyles.

**Space Utilization**

The renovation of existing student housing does not anticipate any additional square footage beyond what is currently in place and previously approved. Renovations of existing housing structures normally result in a reduction of the number of beds available to provide for improved facilities and meet current building codes and standards. It is the desire of the University to maintain or only slightly increase the existing overall bed count currently in place to meet the housing demand of first time freshman.

**Comparable Projects**

Comparable on-campus housing projects approved by the Commission include:(1) Indiana State University Mills Residence Hall approved December 2012 with 366 beds, \$22 million at a size of 99,953 gross square feet (\$60,109 per bed, \$220 per gross square feet); (2) Indiana State University Blumberg Residence Hall approved September 2014 with 366 beds, \$22 million at a size of 100,468 gross square feet (\$60,109 per bed, \$219 per gross square feet); (3) Ball State Schmidt/Wilson Residence Hall approved March 2015, \$40.1 million renovation with approx. 500 beds at a size of 153,564 gross square feet (approx. \$80,200 per bed, \$261 per gross square feet) and (4) Indiana State University Cromwell Residence Hall approved October 2015 with 366 beds, \$23 million at a size of 100,468 gross square feet (\$62,841 per bed, \$229 per gross square feet)

**Background Materials**

The long-term plan for student housing, including Sycamore Towers, has been shared with Indiana State University Board of Trustees. The renovation of Rhoads Hall was approved by the Board of Trustees in May 2016. A combination of Housing and Dining Reserves and Bonding Authority under IC 21-35-3 as supplemented by IC 21-35-5 would be used to fund the renovation.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR SYCAMORE TOWERS RENOVATION - PHASE IV**

Sycamore Towers Renovation - Phase IV Rhoads Hall	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
<b>A. OVERALL SPACE IN ASF</b>							
Classroom (110 & 115)	110,312	10,100		120,412			120,412
Class Lab (210,215,220,225,230,235)	217,240	1,800		219,040			219,040
Nonclass Lab (250 & 255)	51,078	1,510		52,588			52,588
Office Facilities (300)	449,023	30,739		479,762			479,762
Study Facilities (400)	170,784			170,784			170,784
Special Use Facilities (500)	272,481			272,481			272,481
General Use Facilities (600)	349,724	5,851		355,575			355,575
Support Facilities (700)	188,610			188,610			188,610
Health Care Facilities (800)	15,562			15,562			15,562
Resident Facilities (900)	857,155			857,155			857,155
Unclassified (000)	9,345			9,345			9,345
<b>B. OTHER FACILITIES</b> (Please list major categories)							
<b>TOTAL SPACE</b>	<b>2,691,314</b>	<b>50,000</b>	<b>-</b>	<b>2,741,314</b>	<b>-</b>	<b>-</b>	<b>2,741,314</b>

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects.  
Space under construction includes the renovation/expansion of the College of Nursing, Health, and Human Services facility as approved by the 2015 session of the Indiana General Assembly.

(2) Should include capital projects requested by the institution based on 2015-17 Capital Request Summary

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

**CAPITAL PROJECT COST DETAILS**  
**FOR: SYCAMORE TOWERS RENOVATION - PHASE IV RHOADS HALL**

<b>Institution:</b>	Indiana State University	<b>Budget Agency Project No.:</b>	C-1-17-2-01
<b>Campus:</b>		<b>Institutional Priority:</b>	

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date</b>	April	2017
<b>Start Construction</b>	May	2017
<b>Occupancy (End Date)</b>	July	2018

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b><u>Planning Costs</u></b>			
a. Architectural & Engineering			\$ 1,233,859
b. Permitting, Testing, Surveys, etc.			\$ 318,812
c. Consulting			\$ -
<b><u>Construction</u></b>			
a. Structure			\$ 10,891,398
b. Mechanical (HVAC, plumbing, etc.)			\$ 4,314,234
c. Electrical			\$ 2,262,087
<b><u>Movable Equipment</u></b>			\$ 1,448,165
<b><u>Fixed Equipment (Technology)</u></b>			\$ 324,216
<b><u>Site Development/Land Acquisition</u></b>			\$ 432,288
<b><u>Other (Contingency)</u></b>			\$ 1,774,941
<b>TOTAL ESTIMATED PROJECT COST</b>	\$ -	\$ -	\$ 23,000,000

(1) Cost Basis is based on prior cost of previous Phases of the Sycamore Towers project.

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

**CAPITAL PROJECT OPERATING COST DETAILS**  
**FOR: SYCAMORE TOWERS RENOVATION - PHASE IV RHOADS HALL**

<b>Institution:</b>	<u>Indiana State University</u>	<b>Budget Agency Project No.:</b>	<u>C-1-17-2-01</u>
<b>Campus:</b>		<b>Institutional Priority:</b>	

<b>ANNUAL OPERATING COST/SAVINGS (1)</b>	<b>GSF OF AREA AFFECTED BY PROJECT</b>	<b>99,953</b>	
	<b>Cost per GSF</b>	<b>Total Operating Cost</b>	
		<b>Personal Services</b>	
		<b>Supplies and Expenses</b>	
1. Operations	\$ -		
2. Maintenance	\$ -		
3. Fuel (Steam)			
4. Utilities			
5. Other (Chilled Water)			
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

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

There is no expected change in net operating costs of the facility upon renovation. The additional cost of chilled water for air conditioning is projected to offset energy efficiencies gained through window and heating system replacements.

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

**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 8, 2016

**BUSINESS ITEM D:**

**Capital Projects for Expedited Action**

**Staff Recommendation**

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

- Ball State University – Health Professions Building

**Background**

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

**Supporting Document**

Background Information on Capital Projects on Which Staff Proposes Expedited Action, September 8, 2016





**Capital Projects for Expedited Action**  
**September 8, 2016**

**D-1-13-2-04     **Ball State University – Health Professions Building****

Ball State University and its Board of Trustees request to proceed with the financing and construction of the Health Professions Building. This project will consolidate many of the programs in the new College of Health. The building will house clinics and serve the local community.

This project was Ball State's priority one capital request in the 2015-17 biennium. The project was included for funding in the Commission's 2015-17 budget recommendation, and funded by the General Assembly.

The estimated cost of this project is \$62,500,000 and will be funded by state debt service.



**COMMISSION FOR HIGHER EDUCATION**  
Thursday, September 8, 2016

**INFORMATION ITEM A: Academic Degree Programs Awaiting Action**

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Bloomington	Master of Science in Medical Biophysics	5/3/2016	Under Review
02	Indiana University Purdue University Indianapolis	Ph.D. in Data Science (IU)	5/3/2016	On the CHE agenda for action
03	Indiana University Bloomington	Master of Architecture	6/28/2016	Under Review
04	Indiana University Purdue University Indianapolis	Doctor of Public Health in Global Health Leadership (IU)	6/28/2016	On the CHE agenda for action
05	Ivy Tech Community College – Columbus	Technical Certificate in Aviation Technology – Flight Technical; Technical Certificate in Aviation Technology Management; and Associate of Applied Science in Aviation Technology Management	8/3/2016	Under Review
06	Ivy Tech Community College – Bloomington	Associate of Applied Science in Optometric Technology	8/8/2016	On the CHE agenda for action
07	Indiana University Bloomington	Master of Science in Health Physics	8/22/2016	Under Review
08	Indiana University Bloomington	Bachelor of Science in Public Health Fitness and Wellness	8/22/2016	Under Review
09	Indiana University Bloomington	Master of Science in Cybersecurity Risk Management	8/22/2016	Under Review

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
10	Indiana University East	Bachelor of Science in International Studies	8/22/2016	Under Review
11	Indiana University Northwest	Bachelor of Arts and Bachelor of Science in Biochemistry	8/22/2016	Under Review
12	Indiana University Northwest	Bachelor of Science in Medical Imaging Technology	8/22/2016	Under Review
13	Indiana University Purdue University Indianapolis	Master of Arts in Teaching English to Speakers of Other Languages (IU)	8/22/2016	Under Review
14	Indiana University South Bend	Bachelor of Science in Clinical Laboratory Science	8/22/2016	Under Review

**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, September 8, 2016

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u>	<u>Change</u>
01	Indiana State University	Bachelor of Science in Coordinated Dietetics	<u>Approved</u>	Splitting a program
02	Indiana State University	Master of Science in Dietetics		Name and CIP code change
03	Vincennes University – Jasper	Bachelor of Science in Education – Special Education, Mild Intervention		Suspending a program
04	Vincennes University – Jasper	Associate of Science in Special Education		Suspending a program
05	Vincennes University – Jasper	Associate of Science in Elementary Education		Suspending a program
06	Ivy Tech Community College – Multiple Locations	Technical Certificate in Quality Assurance Technology		Adding locations
07	Vincennes University	Associate of Science in Legal Studies		Changing the name of a program



**COMMISSION FOR HIGHER EDUCATION**

Thursday, September 8, 2016

**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.

B-2-09-1-10      Purdue University Calumet  
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)  
Project Cost: \$2,400,000  
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seek authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning the project is \$2,400,000 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, September 8, 2016

**INFORMATION ITEM D:**                      **Media Coverage**

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



**Journal Gazette**  
**Boosting Scholars program benefits all Hoosiers**  
**Editorial Staff**  
**August 4, 2016**

In a state that continues to lag in college attainment, the Evan Bayh 21st Century Scholars Program is an important tool in helping low-income students earn a degree. About 30,000 students graduated with scholarship assistance in the program's first 25 years; another 40,000 earned college credits through the program. There are nearly 21,000 Scholars now enrolled in college and on track to earn a degree.

But new requirements placed on the high school students enrolled in the needs-based program could make many ineligible for the scholarship next year.

The Indiana Youth Institute's Tami Silverman raised the alarm in an article published on these pages Monday, pointing to Indiana Commission for Higher Education figures showing just 8 percent of Scholars are on track to meet the requirements heading into their senior year of high school.

"With a spring 2017 compliance deadline looming, we must coordinate efforts among state and local agencies, parents and schools to reach our most at-risk students," the institute's president and CEO wrote.

Martin Murphy, college and career readiness coordinator for Fort Wayne Community Schools, oversees the 21st Century Scholars programs for the district, with more than 2,500 students currently enrolled in grades 8 through 12. He's not worried about compliance with the new requirements, as it will be an emphasis as students head back to school.

"I think a big part of this is getting the parents involved," said Murphy, who spent 10 years as a regional outreach coordinator for the statewide program. "I will be going to all of our ninth-grade orientations and speaking to the parents, helping them get this done. We're looking at a lot of different things to help make students aware of what the requirements are. We've got a lot of work to do."

Requirements for a college visit and for work experience – which can include job-shadowing or even writing a report about a career – are the areas where most of the FWCS Scholars are lagging, he said. In total, however, there are just 29 seniors in the district who have fallen behind in meeting the requirements, which are self-reported.

The program began during Gov. Evan Bayh's administration as a way to ensure students from low-income families would have access to college. For a family of four, the income limit is \$44,955. Students enroll in seventh or eighth grade, pledging to avoid drugs and alcohol and to

not commit a crime. They must graduate from a state-accredited high school with a grade-point average of at least 2.5 on a 4.0 scale. They then qualify for up to four years of paid tuition at an eligible Indiana college or university.

The program differs from other states' promise scholarships because it includes support before college enrollment and after.

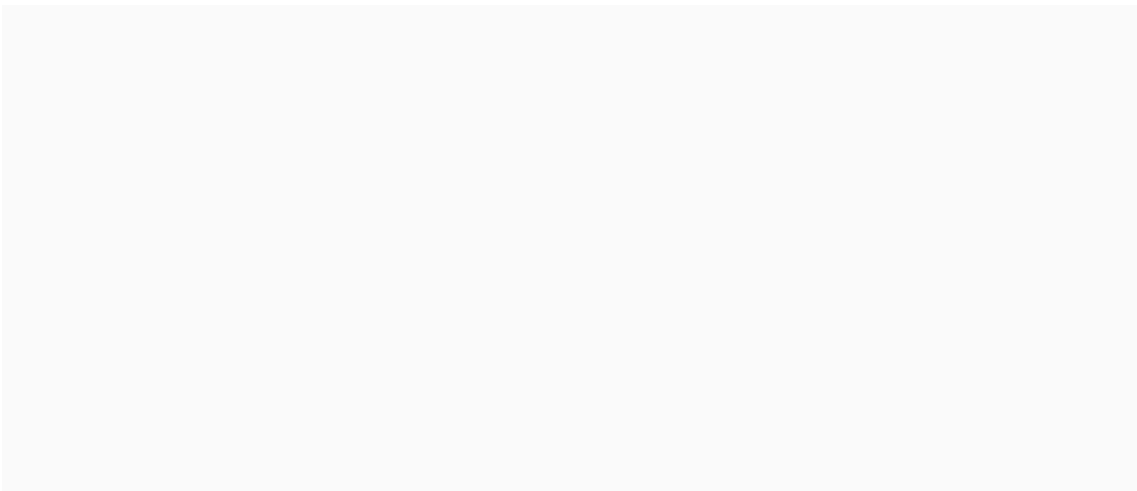
The state's approach has changed – it formerly operated regional support sites but now depends on partnerships with school districts, community organizations and groups like the Indiana Youth Institute.

The requirements that go into effect with the class of 2017 are reasonable tasks for college-bound students. Work experience, for example, can be as simple as holding a babysitting job or interviewing someone about a career field. But they are perhaps more important in ensuring that students succeed once they begin college.

Stephanie Miller, communications director for the Indiana Commission for Higher Education, said Scholars are 1 1/2 times as likely to be first-generation college students; 2 1/2 times more likely to be raised by a single parent. Their families earn 75 percent less than the average student applying for financial aid.

"As we've tracked these scholarships, we've found getting them (to college) is the first hurdle, but what they don't have are those models to teach them what it looks like to succeed in college," she said.

The time-tested program helps students first, but it helps Indiana as well. Finding ways to help 21st Century Scholars succeed should be a goal for all Hoosiers.



**Pal-Item**  
**Other view: Save money; finish faster**  
**Kokomo Tribune Editorial Boards**  
**August 3, 2016**

The percentage of adults with college degrees in Indiana has dropped over the last decade. The Hoosier State's college attainment rate is 42nd in the nation.

There is an urgency to raise the completion rates of two-year and four-year college degrees, as well as workforce credentials. And in 2014, the state took significant steps to help more students graduate on time.

The Indiana Commission for Higher Education launched an initiative to keep college students on track for graduation. Called "15 to Finish," it encourages students to take at least 15 credit hours each semester.

To graduate on time, students need to complete a minimum of 30 credits per year, or 15 per semester. But just 33 percent of students attending Indiana's public colleges were doing so at the time. At Indiana University Kokomo, that percentage was 14 percent.

Gov. Mike Pence signed House Enrolled Act 1348 in 2014, as well. It requires students to complete at least 30 credit hours each year in order to renew their financial aid at the same level the following school year. The majority of state aid is distributed through the Frank O'Bannon education grant and 21st Century Scholars program.

Last March, the Commission for Higher Education reported more college students with financial need were on track for on-time graduation at the state's publicly funded institutions. Statewide, 30-credit-hour course-completion among 21st Century Scholars improved 23.2 percent over the prior year at four-year colleges and 24.2 percent at two-year colleges.

It was the second straight year of double-digit improvement. IU Kokomo was singled out as one of the most improved state schools last year. Thirty-nine percent more 21st Century Scholars enrolled in at least 30 credit hours in 2013-14 than in the previous academic year — a significant achievement.

Each additional year of college costs students \$50,000 in tuition, lost wages and related costs, according to the commission. Worse, state financial aid runs out for students after four years, increasing the probability they will drop out.

Students, sign up for 15 credit hours each semester at college. You'll be more likely to graduate and save money.

**Greensburg Daily News**  
**More Hoosiers completing college**  
**August 9, 2016**

By nearly every measure, more Indiana students are graduating from college, according to the 2016 College Completion Report released by the Indiana Commission for Higher Education today. Between 2012 and 2015, the number of students earning a bachelor's degree in four years improved by more than 5 percentage points—reaching 39.6 percent. Students earning associate degrees in two years increased by 4.4 percentage points over the same period, reaching 8.2 percent total.

Extended-time (six-year) degree completion has also improved across campus types, reaching 66.5 percent at four-year and 29.3 percent at two-year colleges.

“It’s encouraging to see Indiana move the needle on college completion,” Indiana Commissioner for Higher Education Teresa Lubbers said. “These gains coincide with significant efforts at the state and campus level to boost student support and reduce the time it takes students to complete degrees. With this momentum, Indiana must not relent in advancing state policies and campus-level practices that help students plan for and navigate their degree programs successfully.”

While on-time completion for minority students is improving at both four-year and two-year campuses, new achievement gap measures show significant progress is needed to reach equity. Overall, completion remains a challenge, even when accounting for students who take longer to graduate, attend part-time, transfer and change degree type.

#### More Students are Graduating On-time and Within Six Years

- Highest On-Time and Extended Completion: Indiana University Bloomington
- Largest Three-Year Extended Completion Gain: Purdue Calumet

Black and Hispanic students are about half as likely as White students to graduate on time

Between the Black and Hispanic minority student populations, Hispanic students are about twice as likely to graduate on time as Black students. Given additional time to complete, however, Black students graduate in higher numbers that outpace the Hispanic student population.

Statewide achievement gap analyses for on-time completion show, on average, all campus types are making some progress in closing the achievement gap for Black students, while only two-year campuses are making progress toward closing the gap for Hispanic students.

- Closest to Closing the Minority Achievement Gap: Ball State University
- Largest Gains in Closing the Minority Achievement Gap: Indiana University South Bend

Students who remain enrolled in college full-time are at least twice as likely to graduate as their peers who switch to part time

While full-time enrollment is not an option for all students, the data show it gives students the best chance of completing their degree programs—at all campus types, but especially at four-year non-main campuses and two-year colleges.

Students who stay within a general area of study — even if they switch majors — graduate faster

Intentional planning for college saves students time and money.

That's why even if students aren't sure of their precise career goals, it pays to stick to a general area of study (or group of similar college majors).

**Inside Indiana Business**  
**EARN Indiana expanding internship funding eligibility**  
**Janet Boston**  
**August 8, 2016**

For more than three years, employers across the state have taken advantage of the EARN Indiana program and received state matching funds to supplement the cost of their interns' salaries. If you haven't explored how your business or organization can save money with EARN

Indiana, the process is simple and the number of students eligible for these dollars will increase beginning this fall.

EARN Indiana is the state's work-study program for college students with financial need. The program serves Hoosier students, giving them more access to resume-building, experiential, paid internships.

All EARN Indiana employer-student matches are made on Indiana INTERNnet's web site. Employers post their experiential internship opportunities that meet qualification requirements and eligible students apply directly on the web site. As the employer submits the intern's hours, employers will be reimbursed up to 50% of their interns' salaries.

To be eligible for the EARN program, college students must demonstrate financial need through their family's expected contribution to their college education. Expected Family Contribution is calculated when students file the FAFSA each year. Starting this fall, the expected family contribution required for EARN Indiana will increase from \$7,500 or less to \$24,808 or less – opening up more paid internship opportunities to thousands more Hoosier college students.

In addition to opening the program to more full-time college students, some of Indiana's returning adult students are now also eligible for EARN Indiana. Hoosiers who are eligible for the Adult Student Grant may now participate in the program. This expansion will give adults taking advantage of the Commission for Higher Education's You Can. Go Back. program the opportunity to gain work experience and meet employers in their field of study. You Can. Go Back. encourages Hoosiers with some college and no degree to go back to school and earn their degree.

Additional changes include merging the fall and spring funding waves to streamline the application process for employers who offer longer-term internship opportunities. If you are an employer who uses Indiana INTERNnet, you will receive details on how these and other changes impact your internships once the web site is updated.

"The Indiana Commission for Higher Education is committed to continued collaboration with Indiana INTERNnet to build upon EARN Indiana's success," remarks Teresa Lubbers, Indiana Commissioner for Higher Education. "The changes coming to the program this fall will make hiring EARN Indiana interns easier for employers and give more Hoosier college students the opportunity to gain meaningful workplace experience."

Hundreds of students have found meaningful internships through Indiana INTERNnet and the EARN Indiana program, and employers throughout the state have benefited from the students' talents and the state's funding.

"This program allowed us to have an additional three interns for the summer," notes Denise Harding, director of HR and employee services at Kimball Electronics, Inc. "The additional resources enabled us to focus on some projects that would otherwise still be waiting in the wings. We believe that we will have more than one future employee come from the 13 interns we employed this summer. This program is a great way to assist in controlling costs for



organizations and to get our next generation real-world work experience before they graduate.”

“If it hadn’t been for the EARN Indiana program, our company would not have had the opportunity to work with such amazing students,” indicates Mohammed Mahdi, co-founder of Soapy Soap Company. “We were rewarded with the chance to watch our interns grow professionally, and we as a company were able to grow simultaneously with them, since their experiences with us have proven to be substantially helpful.”

If your company is wanting to start an internship program, or if you’re looking for assistance with improving an existing one, Indiana INTERNnet exists to help. We provide a web site to facilitate student-employer matches at no cost, and we have instructional resources to help you build a first-class internship program. You can also apply for EARN Indiana matching funds and see if your internship is eligible to receive reimbursement for your intern’s pay.

**Vincennes Sun-Commercial**  
**Partnership works to improve access to college**  
**Amy Smelser**  
**August 14, 2016**

The number of Hoosiers completing two- and four-year college degrees is increasing, according to the Indiana Commission for Higher Education.

Between 2012 and 2015, the number of students earning a bachelor’s degree in four years improved by more than 5 percentage points — reaching 39.6 percent.

“It’s encouraging to see Indiana move the needle on college completion,” Indiana Commissioner for Higher Education Teresa Lubbers said in a statement released July 27. “These gains coincide with significant efforts at the state and campus level to boost student support and reduce the time it takes students to complete degrees.”

That momentum, she added, must be used to provide more assistance to Indiana’s students plan and achieve their post-secondary goals.

And Grant County has a plan.

“We’re living in a time of big change as far as the post-secondary world goes,” Project Leadership’s Director of Content Steve Gibson said. “Jobs don’t necessarily require a four-year degree. That becomes especially important to think about.”

He said that finding areas of study that meet students’ skills and interests is key to helping them find individual success. But even then, the transition into post-secondary education can be

daunting, he said, so Project Leadership is expanding its mentoring program to include post-secondary students.

“There are a lot of pitfalls in the bridge time between high school and college,” Gibson said. “Having someone on your side who is helping support you through the process into the post-secondary world is a pretty big thing.”

A partnership between the Community Foundation of Grant County, Project Leadership and Ivy Tech Community College, the Sanborn Scholars Program, helps alleviate another challenge of post-secondary education — finances.

The program is named for the Sanborn family, and the funds are funneled through the Community Foundation.

“When you look at Ivy Tech as a college, we have a unique opportunity because we attract students from all backgrounds and all educational levels,” Marion Campus president Alex Huskey said. “They need access to affordable post-secondary credentials.”

The program allows students to choose one of three certification programs to complete: a business certificate focusing on supply chain management and logistics, a certificate in elder care and a certificate in culinary arts.

All three certification programs, Huskey said, represent industry needs in Grant County. The Grant County Economic Growth Council has helped develop the program with the goal of creating qualified, educated workers for the area’s employers. Students applying to the program complete the traditional financial aid process.

Gibson said that the program is designed to help people obtain skills for immediate employment. They can choose, though, to continue their education by pursuing two- or four-year degrees.

**The Star Press**  
**Number of on-track 21<sup>st</sup> Century Scholars starts to improve**  
**Emma Kate Fittes**  
**August 17, 2016**

Area school districts are already showing improvement in the number of students who are on track to earn their 21st Century Scholarship, which is designed to help low-income Hoosiers afford college.

Back in June, The Star Press reported worrisome percentages. At the time only 8 percent of qualifying, high school seniors in Delaware County were up to date, one of the lowest percentages in the state. Statewide, more than 14,000 students were behind.

By Aug. 1, 16 percent of seniors in Delaware County were considered on track, and although there's still a long way to go, officials expect the start of school to further help lagging students.

"I have every reason to believe that when school starts again, and (students) have contacts, that you will see the numbers going up." said Teresa Lubbers, Indiana Commissioner for Higher Education.

The class of 2017 is the first group of students that must complete 12 tasks, three per year, including creating a graduation plan, visiting a college campus and participating in a service activity. The tasks are meant to prepare students for college, and students can receive up to four years college tuition in return.

"Whenever you make a change that has to do with changing behaviors, you know that it's going to take some time," Lubbers said. "Everything that we are asking the scholars to do, really any student who is thinking about college should be doing. I think we have the right set of expectations."

Lubbers said the commission has increased its efforts to communicate with scholars, including sending 99,000 texts, making 69,000 phone calls and sending 189,000 emails.

Students can finish the required activities any time, even outside of the recommended year, so Lubbers said many should be able to catch up by the end of the year. The quick jump in percentages seems to suggest that students completed the activities, but had yet to officially enter them in the system.

Delta High School saw a large change in the two months, from having 8 percent of students on track to 24 percent. While school counselor Cindy Kunda will work with seniors throughout the year, principal Chris Conley also attributed the improvement to the school's volunteer teacher mentor program. For the past three years, students who are falling behind met regularly with a teacher mentor in their junior year.

"It takes a village," Conley said. "It takes a whole school for us to help some of these students to achieve."

Daleville Jr/Sr High School still has the lowest number of students considered on track, at 4 percent. Director of Guidance Doug Hadley said the district will hold workshops and he will meet individually with the 28 eligible seniors.

"I was really taken aback," he said. "It was embarrassingly low."

Hadley will also schedule time for every single scholar in grades 7-12 to update their profiles in the computer lab. Because Daleville does not have a 1:1 student to device ratio, one reason for the low percentage could be access to a computer, he said.

The 21st Century Scholars program has never had 100 percent of the eligible students — who meet federal poverty guidelines — follow through to receive the award. In 2014, 76 percent of scholars went to college directly after high school, and only 25 percent completed college in four years. Lubbers said the bigger goal is to increase the number of scholars who complete college.

"I think the important thing is to not think of the Scholar Success Program... as an obstacle to getting to college, but rather as a facilitator to college success," Lubbers said. "And that the students are more likely to be successful once they get there."

**Ball State Daily**  
**Students struggle to meet new 21<sup>st</sup> Century Scholarship requirements**  
**Allie Kirkman**  
**August 25, 2016**

Due to new program requirements set forth by the Indiana Commission for Higher Education (ICHE), a vast majority of incoming high school seniors are at risk of losing one of the state's most influential scholarships designed to help low-income students.

According to released State data, about 80 percent — or more than 14,000 students — are behind in meeting new requirements for the state's 21st Century Scholars program in the state.

Indiana's 21<sup>st</sup> Century Scholars program guarantees a student will receive up to four years of undergraduate tuition at any participating public college or university or award a comparable amount to that of a four-year public college to students who chose to go to a private institute in Indiana.

Due to poor college competition rates, lawmakers decided to kick start the Scholar Success Program, which now requires 21<sup>st</sup> century scholars to complete 12 tasks, including creating a graduation plan, visiting a college campus, getting a job and searching for other scholarships before high school graduation.

In addition to the 12 tasks, which were born out of legislation passed in 2011, lawmakers also raised the high school GPA to become eligible for the program to 2.5 from 2.0.

Students also must complete at least 30 credit hours each school year — a course load the state considers full time — or receive a lesser scholarship amount.

The Class of 2017 will be the first group of students to go through the new program.

As of July 25, two months after announcing the new program, the percentage of students on track grew from 20 percent to 26 percent, according to ICHE.

While the percentage of those falling behind is worrisome, the state is working diligently to make members of the Class of 2017 aware of the new requirements by conducting meetings to connect with potential scholarship recipients, sending out emails and letters in the mail.

Students are also able to track their individual achievements in the Scholar Success Program through an online portal, which aims to increase students' independence, letting them update their progress at their own pace and on their own time.

Indiana Commissioner for Higher Education Teresa Lubbers said it is important to understand the actual scholarship program in order to understand the benefits of the new requirements.

"The expectations were put in place to make sure that the students were not only receiving their money after graduation but that they were actually prepared to succeed once they get into college," Lubbers said. "Keep in mind the scholarship was never designed simply as a scholarship program. It was designed to get kids inspired to go to college starting in middle school and then to use those years in high school to prepare them and then to provide the scholarship. It won't be because of these requirements that students won't go to college. I believe the likelihood that students will go to college will actually increase with this program because they are the right expectations."

Lubbers believes the new expectations are ones that all students should be working toward accomplishing even if they are not 21<sup>st</sup> century scholars.

"These are expectations that we have that, in fact, all students who plan to go to college should be thinking about themselves," Lubbers said. "You should have a graduation plan, come up with some sort of career interest, visit a college campus. ... We are convinced that these expectations that we have created are not in any way difficult to meet as a student."

Self-advocacy is also important for scholars to develop throughout high school and college to be academically successful, she said.

"I think it is important for students to learn to be self-advocates, but I think that is not done at one point in time. It happens during a period of time, and it doesn't always happen for the right student at the right time," Lubbers said. "Understanding college and that culture may be easier for someone who comes from a family who actually has college experience and they can ask questions to. For first-generation students, that may be a heavier responsibility. It's just important at some point for it to take place."

However, she also believes the support throughout school, especially in college, is also important.

"I think the idea that when scholars get to campus we just cut them free and they sink or swim on their own is not really the best way to do it," Lubbers said. "We don't want them to be

anonymous when they get there. We want them to be a part of learning communities, and we want them to have someone to see are they going to class — not hand holding, but at some point during that time in college, they become a stronger self-advocate and they are successful and graduate.”

Similar to high school, there are still requirements that scholars have to accomplish in order to continue receiving the 21<sup>st</sup> century scholarship, which includes filing out the Free Application for Federal Student Aid (FAFSA) every year, maintaining at least a 2.5 GPA and completing at least 30 credits each academic year.

To help, the university offers multiple resources to 21<sup>st</sup> Century scholars.

“Ball State offers an application fee waiver, summer bridge programs, a ScholarCorps member on campus, and two Retention and Graduation Specialists [for 21<sup>st</sup> century scholars],” Dillon Wyatt, retention and graduation specialist, said. “We do make a special effort to contact and assist 21<sup>st</sup> Century Scholars.”

At this time, there are approximately 650 first-time freshmen who are 21<sup>st</sup> century scholars, according to Wyatt.

“The scholarship enables students to attend college. It pays for up to four years of tuition,” Wyatt said. “This has a huge impact on students, enabling them to gain a college education when that education may have been out of reach without the scholarship.”

The numbers may be low but “whenever you require a behavioral change, it takes some time for people to know about that” so Lubbers and the ICHE will continue working toward getting students to college and graduation.

“We will continue to double down on our efforts to help students,” she said.

**Washington Times Herald**  
**Our View: Students, it's all worth it**  
**Washington Times Herald Editorial Board**  
**August 26, 2016**

If former Indiana Governor Evan Bayh would remind Hoosiers in his campaign ads for Senate this fall that he was the founder of Indiana's 21st Century Scholarship program back in 1990, he would undoubtedly gain several more voters. The Scholars program is one of the state's best.

With Indiana facing a big drug epidemic and not enough high school students going on to college, it was a win-win for Indiana families back when it was founded. And, it still is an outstanding program in our eyes more than 25 years later.

The program pays tuition for qualifying students, valued now at more than \$20,000 each, and some state schools even offer to pick up the tab for room and board.

But now, through the years, as the program has grown in popularity and of course, become more costly, the rules and regulations for qualifying students have gotten more stringent. But the prize is so worth it, that we want to remind parents who fall in the middle- to low-income level to at least consider what the program could mean for their children.

A college diploma without debt...one can't ask for much more than that?

The rules have changed over the years so that family income is first checked in junior high, and then again when students apply for college. We believe that is how it should be. There are too many ways around tax laws to show lower income for one tax year; we believe that change to the legislation was a move in the right direction. Also, raising the grade-point-average requirement from 2.0 to 2.5 was a good idea. Qualifying students should have enough incentive to maintain a 2.5 GPA if they want a tax-supported free ride from fellow Hoosiers.

And, we understand there is a lot of paperwork to keep up the scholarship monies coming year after year. That's just another life lesson for these youngsters --- everything worth doing usually takes effort and hard work....but again, it also ultimately pays dividends (or paychecks).

Guidance counselors at Daviess County's two rural schools say 20 to 30 percent of their students are taking advantage of the full-tuition rides to Indiana public colleges...and keeping up with the extensive required rules. We applaud their efforts! Students, keep your eyes on the prize!

**ChalkBeat**  
**Another year of low ACT scores for black and Hispanic students prompts calls for change**  
**Shaina Cavzos**  
**August 24, 2016**

Year after year, ACT scores in Indiana look pretty much same: Hoosier high school students usually score slightly better than their peers across the nation on the college admissions exam — but black and Hispanic students still lag behind their white peers.

Since 2007, black students have scored several points lower, on average, than every other ethnic group in the state, according to state data.

And the problem hasn't gone unnoticed. Teresa Lubbers, Indiana's Commissioner for Higher Education, said the differences show that reporting scores isn't enough — the state must be more involved if there's to be any improvement.

"If we are serious about closing the achievement gap, we must do more than simply gather and disaggregate student data by race and ethnicity," Lubbers said. "We must also use that information to advance policies that give all students the support they need be successful in college and their careers."

The commission already has programs in place to make sure kids are on track in high school, as well its 21st Century Scholars program where kids can earn four years of college tuition. The state is also in the process of updating its high school diplomas in an effort to increase expectations and rigor.

Compared to last year, Indiana high school graduates who took the ACT in 2016 did slightly better, and their average score is the same as where the state stood in 2010, 2011 and 2012. And while black and hispanic students scored lower on average, their scores, too, have remained consistent for years.

ACT breaks down student scores based on high school coursework. For students who earned Indiana's more rigorous Core 40 diploma, average scores were 18 out of a possible 36 points for black students. The average score for Hispanic students was , 20.6 and for white students, the average score was 23.5.

Students who earned Indiana's less rigorous general diploma, average scores were 17.1 for black students, 19.3 for Hispanic students and 22 for white students. Average scores for all students increased by 0.2 points to 22.3 from 22.1, which is above the national average of 20.8.

For 2016, 27,268 students took the college entrance exam, fewer than half of all high school graduates in the state that year and 147 fewer than in 2015.

But because so few students take the test, it can be difficult to use the scores to compare Indiana to other states.



Read more about how Indiana students did on the ACT in this 2016 summary and the more detailed state score profile.

**Pal-Item**  
**College goal: 15 credits a semester**  
**Teresa Lubbers**  
**August 28, 2016**

As Indiana's college students head back to campus, it's a good time to remind them, and future college-going Hoosiers, that enrolling *full-time* does not guarantee graduating *on time*.

While 12 credit hours are enough to qualify as full-time for federal aid purposes, to graduate on time — four years for a bachelor's degree or two years for an associate degree — students need to complete at least 15 credits per semester.

The benefits of staying on track for timely degree completion include financial savings: an extra year of college costs more than \$50,000 in tuition and delayed earnings. While it may seem surprising, research also shows students who complete 15 credits per semester earn better grades and significantly increase the likelihood they will earn a degree at all.

Put simply, time is the enemy of college completion.

We've all heard stories of working adults who take a class at a time for eight or more years and finally earn a degree — graduating through sheer will and determination. These students are inspiring, but they are the exception. Juggling the difficulties of life and attending college, they often are forced to further delay their education.

For traditional and non-traditional students alike, Indiana is helping more Hoosiers complete their degrees more quickly and at a lower cost.

We put an end to a widespread phenomenon called "credit creep," in which the number of credits required to earn degrees steadily increased over the years.

Next, we made clear degree maps a requirement for every college student. These maps give students a guide outlining the courses they should take each semester to graduate on time, and colleges reinforce the message with proactive student advising.

Furthermore, Indiana created financial incentives for students and colleges to encourage timely completion. Today, students must earn 30 credits per year to earn the maximum possible state

financial aid. If a student drops a course during fall or spring semester, they can use the summer semester to stay on track.

Just two years after implementing these requirements, we've seen double-digit improvements in Frank O'Bannon and 21st Century Scholarship recipients taking 30 credits per year.

For public colleges, on-time degree completion is one component of Indiana's performance-based funding formula, and our institutions have responded with programs and incentives of their own to encourage students to take 15 credits per semester.

To meet the needs of the working adult population, some Indiana colleges now offer programs that provide predictable, structured schedules to help these students better plan and balance the responsibilities of a full-time job with a college workload. Consequently, these adult students have the support they need to earn degrees faster.

The results of these efforts have been dramatic and encouraging. Indiana's most recent College Completion Report shows four-year colleges have improved on-time completion by 8.1 percentage points and two-year colleges by 3.2 percentage points over a five-year period.

Despite these improvements, recent data show the number of students on track for timely completion varies greatly at Indiana's colleges — ranging from 2.6 percent to 60.4 percent. The good news is 62.5 percent of Hoosier college students already take 24 credits per year; this means it will not take a big lift to make a significant difference for thousands of students.

You can help by spreading the word to current and future college students in your life. The message is clear: Take 15 to Finish your degree on time.

**Greenfield Daily Reporter**  
**Getting the job done together: Business-education effort worth supporting**  
**Kim Kile**  
**August 23, 2016**

Hancock County is one of 62 counties in Indiana that has created a College Success Coalition. Administered by the Commission for Higher Education and Learn More Indiana, these coalitions are designed to help counties create plans for improving high school and college graduation rates as well as employment opportunities in their communities through certifications and job training.

Ideally, the coalitions build partnerships among schools, government agencies and community businesses to meet graduation rate and employment goals.

I have been a member of our coalition since its beginning and have enjoyed developing networks that benefit our students, but after each meeting I leave with a sense of frustration.

On paper, our coalition looks good. If you review the list of companies and agencies listed as members, you would think we have a great distribution of manufacturers, businesses, schools and government officials engaged in important discussions about the future of Hancock County.

In reality, however, only about 10 to 12 of these organizations take the time to attend meetings and actively participate in moving Hancock County forward in our educational and employment goals — and most of those represented are educational agencies.

One of the biggest events the coalition sponsors is Manufacturing Day in October. This experience is designed to get high school freshmen into Hancock County factories, businesses and agriculture experiences to see what real careers look like today in our community. We then try to tie educational opportunities to what they have seen so they know how to plan the next four years of school.

Every year, Retta Livengood, a coalition member and president of the Greenfield Area Chamber of Commerce, begs companies, businesses and factories to take groups of students for 20- to 30-minute tours of their facilities one morning. And, every year, we've ended up short of the number of sites we need to share this opportunity with students from every school corporation.

I know the concerns the businesses have when asked to participate.

They wonder if it will be safe and if the students will behave. They are hesitant to have an interruption to half of their work day by providing the tours and discussions.

They are also not convinced this activity will make a difference to the students in the long run.

What we have discovered, though, is that both the businesses who choose to participate and the students who tour learn great things about each other.

For example, our students realize that today's factories are clean and digitally driven, while the company representatives notice our students are engaged and willing to listen about career pathways from people in the field.

In fact, our students are more likely to believe what they learn from the tours than what we share with them at school. Our teachers who chaperone are impressed not only by the facilities Greenfield companies have to offer but also by what opportunities are out there for any type of student who is willing to learn a skill, trade or profession.

This year, I am hoping that Hancock County's businesses will agree to not only open their doors to our high school freshmen for one morning in October but also realize that continuing to have educational and employment discussions as active and vibrant coalition members will make all of us better in the long run.

It's time that the partnerships we have on paper become a reality for our community so we can move forward together to reach our common goals — better graduation rates and a more prepared workforce for our local businesses.

**IndyStar**  
**Ellspermann kicks off first school year at Ivy Tech**  
**Chelsea Schneider**  
**August 29, 2016**

Within the next two weeks, Ivy Tech Community College students who enrolled this semester but are not active in their classes will receive personal outreach by a campus staff member.

The college's new president, former Lt. Gov. Sue Ellspermann, calls it "Project Early Success." And it's one way she's trying to move the dial on troubling statistics that have long plagued the statewide community college system, where just 5 percent of its full-time students complete a degree within two years.

Ellspermann, who kicked off her first semester at the college last week, is using new data to track student success. And one predictor is pretty simple. The college has found students who have not logged onto Blackboard, Ivy Tech's online system for course materials, within the first weeks of school are less likely to succeed.

She estimates that could be upward of 9,000 students across the college's 32 campuses.

"What I've asked is that every one of those students receive an intervention which means somebody reaching out very deliberately — not just an email," Ellspermann said. "They actually receive a one-on-one contact, and we try to figure out what their challenge is."

Ellspermann said the practice will help identify new support services the college can offer students.

"We are doing a lot of things. Until we touch each one of those 9,000 students, we won't know what else we need to be doing," Ellspermann said.

Ellspermann comes into the job with a lengthy to-do list: increase the college's enrollment, award more degrees and credentials to meet workforce demands and retool some of the college's course offerings to better reflect jobs available in the surrounding community.

The college has to grow, Ellspermann said, to meet one of its primary goals. Right now, it gives out 20,000 certificates and degrees each year, but those numbers need to increase upward of 50,000 to fulfill Indiana's needs for middle-skill, high-wage jobs.

As of the first day of school, enrollment is down 7 percent compared to last year with 77,600 students system wide. Despite those numbers, the college is seeing pockets of growth in new first-time students and former students returning to campus, according to Ivy Tech spokesman Jeff Fanter.

"Now that the economy has come back, we have not figured out how to recruit and keep the students coming back. And that's the new normal. In a good economy, we need to figure out how we help pull those workers who are earning \$10 or \$12 an hour," Ellspermann said. "How do we encourage those people to come back and invest their time and energy to get a degree or credential that will allow them to go out and get that \$20 an hour job."

The enrollment numbers are concerning, but not unexpected, said Teresa Lubbers, Indiana's commissioner for higher education.

"Our challenge of course is always when the economy gets stronger people tend to go back to work and often don't complete studies that they began," Lubbers said.

A key budget writer, state Sen. Luke Kenley, said he's committed to supporting Ellspermann and her work at Ivy Tech, which began in July when she was hired to replace former President Tom Snyder. He said part of that work is a better evaluation of facility needs as lawmakers prepare to write a new, two-year state budget.

"I'm certainly going to be working to make Ivy Tech a strong institution," said Kenley, a Noblesville Republican, "and intend to produce the type of budget support that will produce that."

Next month, Ellspermann will recommend the college hire a senior vice president of workforce alignment, a new position required by Kenley and other lawmakers concerned about the school's progress. That administrator will be responsible for unpacking new data by the Department of Workforce Development that show projections for 800 jobs in the state, including anticipated retirement rates and the wages and skills required for those jobs.

With that data, the college will work to align and right-size their programs based on where skilled workers for certain jobs are needed in the state, she said. She anticipates the process will take one to two years.

As that work gets underway, a metric is being developed to determine whether students complete school within their "expected timeframe." It's a new measurement that could present a more accurate picture of the school's performance than two-year and four-year graduation rates.

Amid the changes, Ellspermann said a key challenge remains — designing the higher education experience not just for 18 year olds but for 40 year olds, single moms and those who left the workforce during the recession and never returned.

"I think we will be partnering very closely with employers," she said, "who have this tremendous demand out there and if we don't fill it they will have to fill those jobs. My fear: they will go out and recruit from Illinois, Michigan and Alabama and other states instead of moving up Hoosiers from those entry-level jobs into those higher-wage jobs."