



INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, March 11, 2021

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

www.che.in.gov



MARCH COMMISSION MEETING AGENDA

Thursday, March 11, 2021

VIRTUAL COMMISSION MEETING

[Join Microsoft Teams](#)

-or-

DIAL: +1 317-552-1674

ID: 791 042 334#

- I. **Call to Order – 1:00 P.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum
 - Chair’s Remarks
 - Commissioner’s Report
 - Committee Report Outs
 - Consideration of the Minutes of the February 11, 2021 Commission Meeting 1

- II. **Business Items**
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 - C. State Financial Aid Overview 11
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 - E. Academic Degree Programs for Expedited Action..... 15
 - 1. Bachelor of Science in Health Education and Promotion to be offered by Purdue University Global
 - 2. Master of Music Therapy to be offered by Purdue University Fort Wayne
 - 3. Bachelor of Science in Criminal Justice to be offered by Purdue University Fort Wayne
 - 4. Bachelor of Science in French to be offered by Indiana University East, Northwest, South Bend and Southeast
 - 5. Bachelor of Science in German to be offered by Indiana University East, South Bend and Southeast
 - 6. Bachelor of Science in Spanish to be offered by Indiana University East, IUPUI, Kokomo, Northwest, South Bend and Southeast
 - F. Capital Projects for Expedited Action 21
 - 1. Ivy Tech Community College – Muncie Campus Fisher Building Rebuild

Meeting takes place on Eastern Time

III. Information Items
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C. Media Coverage..... 27

IV. Old Business
New Business

V. Adjournment

The next meeting of the Commission is **Thursday, May 13, 2021**, in Indianapolis, Indiana.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 11, 2021

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. virtually via Microsoft Teams videoconferencing, with Beverley Pitts presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Anne Bowen, Trent Engbers, Jud Fisher, Al Hubbard, Chris LaMothe, Pepper Mulherin, Chris Murphy, Dan Peterson, Beverley Pitts, and John Popp

Members Absent: Jon Costas

CHAIR'S REPORT

As you know, we had to change our original plans of being on IUPUI campus today. We certainly miss the opportunity to see the campus and interact with your great staff. Even though we cannot be on campus today, I would like to invite Chancellor Paydar to say a few words.

Chancellor Paydar offered his remarks.

Thank you, Chancellor Paydar, for joining us and for your welcoming comments. I want to remind everyone of two upcoming Commission events:

- The Faculty Leadership Conference will be held virtually next Friday, February 19 and is now hosted by our very own Dr. Trent Engbers. Indiana faculty and academic leaders will be discussing adult education – registration will be open through next week, and those interested are still encouraged to register.
- The H. Kent Weldon Conference for Higher Education will be held on Friday, April 9. It also will be hosted virtually. Please save this date and more details are coming soon.

I also want to share that, unfortunately, Trent's term as our faculty member will end this June. Applications for the faculty position will be available on the Commission's website by the end of this month. A committee of institutional representatives will review those applications and make recommendations to the Governor for appointment. Trent, we are sorry to see you go. Any questions about these events or the faculty nomination process can be directed to Liz Walker.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, we are nearly halfway through the legislative session and, as usual and right, education policies and funding are front and center. It provides the opportunity for us to highlight the higher education value proposition in our budget recommendations, our support for strong financial aid, and our focus on our attainment goal and strategic plan. Our weekly legislative updates provide the most up to date information but, as you know, much happens in a week at the General Assembly. At this point, we're encouraged by the response to CHE bills and our budget recommendations.

Among the issues that have been exposed throughout 2020/COVID has been the learning loss that has taken place – both with K-12 students and those transitioning to higher education. We're pleased to see that the legislature and the Governor have highlighted this problem and are committed to funding strategies, including summer bridge programs, mentoring and student supports. These losses, like so many other things, have resulted in greater disparities by income and race. Our progress in closing achievement gaps has stalled at a minimal, and we have to accelerate our efforts with the additional funding.

On February 2, the Indiana Chamber of Commerce held the first Advisory Committee meeting for their new Institute for Workforce Excellence. "The Institute is dedicated to helping Indiana attract, develop and retain the Hoosier talent needed to drive a highly skilled and equitable workforce." Indiana INTERNnet, which is our partner for our Earn program that provides funding for internships, is now called Work and Learn Indiana and is housed in the Institute. We look forward to new ways to partner with the Institute and the Chamber in talent development, education and training.

Another structural change that impacts our work is the move for Blair Milo, the Secretary for Career Connections and Talent, and her team to the Indiana Economic Development Corporation. The goal is to align business recruitment with talent development, providing another opportunity for us to align our work and the work of the Governor's Workforce Cabinet.

This work at the GWC continues to be recognized nationally for the vision and results of the Next Level Jobs program, including the completion of over 20,000 high demand certificates, with another 40,000 enrollments. Our goal is to double the number of completions this year.

Finally, I wanted to bring to your attention that 2021 is the 50th anniversary of the statutory creation of the Indiana Commission for Higher Education – with operations beginning on July 1, 1971. Until that time no formal, legally established system of coordination existed. The question of coordination had occurred in 1967 at the urging of Governor Branigan; the legislature established the State Policy Commission on Post High School Education to make recommendations to the 1969 session. This Commission actually brought in a proposal to establish a Board of Regents with strong governing powers to preside over the existing trustees. This recommendation obviously did not pass. Instead, the 1969 General Assembly established another study committee which proposed one piece of legislation which passed in 1971 – the creation of our Commission as a coordinating board. No institution could offer a new degree, establish a new school or college, or open a new campus without Commission

approval. Other powers included making recommendations on legislative appropriations and carrying out studies to support the recommendations. The Commission was to be composed of non-educators and to have a professional staff. Later this changed, and I'll highlight that and other changes and milestones throughout this year. Dr. James Kessler served as the first executive officer of the Commission. Previously, he was assistant to Governor Whitcomb who was governor when the Commission was created. Dr. Kessler had been a political science professor at Indiana University and was awarded the Sagamore of the Wabash by five different governors. He died in 2009 and left an impressive legacy of public service and higher education leadership.

CONSIDERATION OF THE MINUTES OF THE DECEMBER, 2020 COMMISSION MEETING

R-21-1.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December, 2020 regular meeting. (Motion – Hubbard, second – LaMothe, unanimously approved)

II. BUSINESS ITEMS

A. Indiana Youth Institute 2021 KIDS COUNT® Data Book

Published annually, the Data Book is designed to be the go-to source for the latest research and information on child well-being in Indiana. IYI's 2021 KIDS COUNT® Data Book examines the impact of the COVID-19 pandemic and continuation of racial and ethnic disparities in outcomes across all four domains – Family and Community, Economic Well-Being, Education, and Health.

The Commission was joined by Alicia Kielmovitch, Vice President of Data, Analytics and Research, and Sarah Mihich, Data and Research Director, to discuss the 2021 Data Book.

B. *Reaching Higher in a State of Change* 2021 Implementation

As part of its enabling statute, the Indiana Commission for Higher Education is responsible for developing and implementing a long-range plan for postsecondary education. In December 2020, the Commission adopted its fourth strategic plan, *Reaching Higher in a State of Change*, which builds on the state's commitment to establish one of the best and most student-focused higher education systems in the nation with clear goals and aligned metrics reflecting new realities in our changing higher education system.

In advancing this plan, the Commission will work closely with higher education institutions to realize the 60 percent goal and track progress toward implementing the plan's objectives. As the second year of the plan begins, the Commission will discuss the 2021 implementation plan.

C. Federal and Legislative Update

The legislation and program implantation team delivers a legislative update for the 2021 session and an overview of the federal higher education changes in the Consolidated Appropriations Act.

D. 2021 Early College Credit Report

Indiana’s 2021 Early College Credit Report, released in January, provides a look at students who earn dual credit and Advance Placement credit in high school. The data show nearly two-thirds of Hoosiers earn some college credit before they even graduate high school. This can help students graduate faster. As a result, dual credit can represent a significant savings in tuition and fees. For the class of 2018 alone, dual credit saved students, their families, and taxpayers up to \$160 million.

Despite growth in dual credit, gaps remain across the state. While 65 percent of White students earn dual credit, only 38 percent of Black students and 50 percent of Hispanic/Latino students earn dual credit. Differences in dual credit vary by county. The report includes recommendations for increasing availability of and access to dual credit.

E. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Organizational Management to be offered by Purdue University Global
2. Master of Science in Data Analytics to be offered by Purdue University Global
3. Bachelor of Science in Organizational and Business Psychology to be offered by Indiana University Bloomington

R-21-1.2 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Engbers, unanimously approved)

F. Capital Projects for Expedited Action

1. Ball State University – Grand Lawn Amphitheater
2. Purdue University West Lafayette – Armstrong Hall Roof Repair

R-21-1.3 RESOLVED: That the Commission for Higher Education hereby approves the following capital projects, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Fisher, unanimously approved)

III. INFORMATION ITEMS

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

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 3:59 P.M.

Beverley Pitts, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, March 11, 2021

BUSINESS ITEM A:

Legislative Update

Background

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

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM B:

Census Bureau Household Pulse Survey

Background

Shortly after the COVID-19 pandemic upended Americans' lives, the U.S. Census Bureau, in collaboration with other federal agencies, created the Household Pulse Survey. The survey takes stock of how the pandemic has affected areas like employment, housing, healthcare, and education.

One year into the pandemic, the survey results shed light onto the educational and employment struggles that Hoosiers have faced, how their postsecondary plans have changed, and where Indiana might go from here.

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BUSINESS ITEM C:

State Financial Aid Overview

Background

As part of its enabling statute, the Indiana Commission for Higher Education is responsible for the administration of Indiana's state financial aid programs. Each year the Commission awards over \$350 million in financial aid across 18 programs to more than 70,000 Hoosier students. The Commission staff will provide an overview of the 19-20 administration of Indiana's state financial aid programs.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM D:

Outreach Team Overview

Background

The Commission has a team of 12 outreach professionals, comprised of four central-office staff and eight regionally-based coordinators who live and work in the communities they serve. With a dual emphasis on K-12 postsecondary preparation and college and career transitions, the Outreach Team supports students as they transition through the education pipeline, working in K-12 schools and college campuses and collaborating with community partners to boost student success.

The Commission will hear directly from members of the Commission’s Outreach Team with an overview of their work, their response to the pandemic, and upcoming opportunities to engage students and stakeholders.

Supporting Document

Outreach Coordinator Regions Map



Outreach Coordinator Regions

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West Region
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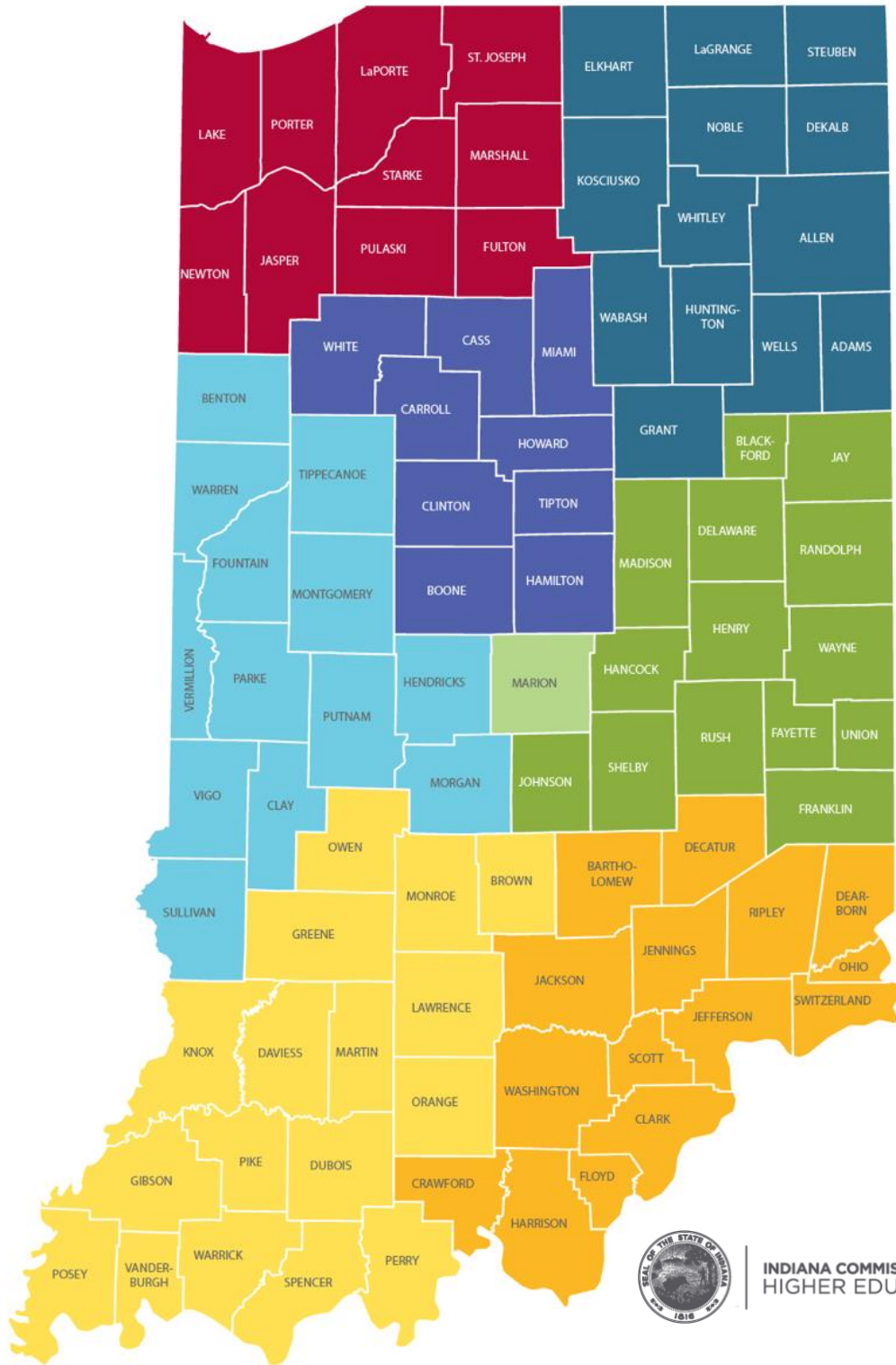
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INDIANA COMMISSION for HIGHER EDUCATION

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COMMISSION FOR HIGHER EDUCATION

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BUSINESS ITEM E:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Science in Health Education and Promotion to be offered by Purdue University Global
- Master of Music Therapy to be offered by Purdue University Fort Wayne
- Bachelor of Science in Criminal Justice to be offered by Purdue University Fort Wayne
- Bachelor of Science in French to be offered by Indiana University East, Northwest, South Bend and Southeast
- Bachelor of Science in German to be offered by Indiana University East, South Bend and Southeast
- Bachelor of Science in Spanish to be offered by Indiana University East, IUPUI, Kokomo, Northwest, South Bend and Southeast

Background

The Academic Affairs and Quality Committee discussed these programs at its February 22, 2021 meeting and concluded that the proposed programs could be placed on the March 11, 2021 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action February 22, 2021

Academic Degree Programs on Which Staff Propose Expedited Action

February 22, 2021

CHE 20-29 Bachelor of Science in Health Education and Promotion to be offered by Purdue University Global

Proposal received on December 16, 2020

CIP Code: 51.2207

Total, National Projections:

Fifth Year Projected Enrollment: Headcount – 155, FTE – 78

Fifth Year Projected Degrees Conferred: 13

Subtotal, Indiana Projections:

Fifth Year Projected Enrollment: Headcount – 19, FTE – 6

Fifth Year Projected Degrees Conferred: 1

The proposed Bachelor of Science (B.S.) in Health Education and Promotion will be offered through the School of Health Science at Purdue University Global and delivered 100 percent online. Graduates of the program will be eligible to sit for the examination to become a Certified Health Education Specialist (CHES), which is offered through the National Commission for Health Education Credentialing.

The B.S. in Health Education and Promotion requires 180 quarter credit hours, equal to 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There are two Transfer Single Articulation Pathways (TSAPs) that apply to the proposed degree program. Students at Ivy Tech who complete the Biology TSAP (Associate of Science in Biology) or the Psychology TSAP (Associate of Science in Psychology) can transfer all 60 semester hours of credit, with 90 remaining quarter credit hours to be completed at Purdue University Global. Moreover, Ivy Tech students who complete the A.S. in Physical Therapist Assistant (69.5 credits/5 semesters) or the AAS in Healthcare Specialist (60 credits) can transfer all their credits into the proposed degree program.

Students at Vincennes University who complete the Biology TSAP (A.S. in Biological, Biomedical, Biology Concentration) or the Psychology TSAP (A.S. in Behavioral Sciences, Psychology Concentration) can transfer all 60 semester hours of credits into the proposed degree program, with 90 remaining quarter credit hours to be completed at Purdue University Global. Additionally, students who complete the A.S. in Education – Health Promotion/Health Education Concentration Grades 7-12 or the A.S. in Biological, Medical Sciences, Exercise Science Concentration can transfer all 60 semester hours of credit into the proposed degree program.

Transfer opportunities exist outside of the identified TSAPs and two associate degrees as most degree completions from Ivy Tech Community College or Vincennes University would transfer as a 2+2 into an aligned Purdue Global bachelor's degree.

CHE 21-01 Master of Music Therapy to be offered by Purdue University Fort Wayne

Proposal received on February 8, 2021

CIP Code: 51.2305

Fifth Year Projected Enrollment: Headcount – 30, FTE – 27

Fifth Year Projected Degrees Conferred: 10

The proposed Master of Music Therapy will be offered through the School of Music in the College of Visual and Performing Arts at Purdue University Fort Wayne, which currently offers a B.S. in Music Therapy, and has done so since the 1960s, that enrolled an average of 60 students and had an average of six graduates per year between FY2018-FY2020. The proposed program has two tracks: (1) Music Therapy and Integrative Medicine and (2) Music Therapy with Infants, Children, and Adolescents.

The State of Indiana does not license Music Therapists. However, almost all employers require individuals who practice in this field to be professionally certified. Upon completion of an approved program, graduates are eligible to sit for the national, professional, certification exam to obtain the credential “Music Therapist – Board Certified” (MT-BC), which is issued through the Certification Board for Music Therapists (CBMT). Between 2012 and 2018, the Purdue Fort Wayne first-time pass rate for graduates taking the CBMT exam was 96 percent, considerably higher than the national first-time pass rate of 70 percent.

In 2017, a study committee of the American Music Therapy Association (AMTA) recommended that the profession move to requiring a master’s degree as the entry-level requirement over the next ten years, but this was rejected by the leadership of the organization. However, many baccalaureate prepared music therapists are seeking master’s degrees and an increasing number of employers are seeking master’s prepared candidates for jobs. Nationally, 44 percent of MT-BCs have a graduate degree as opposed to 12 percent in Indiana. The University estimates that about two-thirds of the students enrolling in the program will already be Board Certified.

The Master of Music Therapy requires 32 to 40 credit hours.

CHE 21-02 Bachelor of Science in Criminal Justice to be offered by Purdue University Fort Wayne

Proposal received on February 8, 2021

CIP Code: 43.0104

Fifth Year Projected Enrollment: Headcount – 266, FTE – 238

Fifth Year Projected Degrees Conferred: 54

The proposed Bachelor of Science (B.S.) in Criminal Justice will be offered through the

Department of Criminal Justice and Public Administration (CJPA) in the College of Professional Studies at Purdue University Fort Wayne. The University had previously offered a B.S. in Criminal Justice, but that program was eliminated and instead, Purdue Fort Wayne developed a concentration within the B.S. in Public Affairs. In 2020, students majoring in the Criminal Justice concentration constituted more than 80 percent of all students enrolled in Public Affairs. If the B.S. in Criminal Justice is approved, the University will eliminate the B.S. in Public Affairs. With one or two exceptions, every public four-year institution offers a baccalaureate degree in Criminal Justice.

The B.S. in Criminal Justice requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is a Transfer Single Articulation Pathway (TSAP) that aligns with the proposed degree program at Purdue University Fort Wayne. At present, students that graduate from Ivy Tech Community College or Vincennes University with the Criminal Justice TSAP transfer into the Bachelor of Science in Public Affairs with the Criminal Justice concentration at Purdue Fort Wayne. Going forward, students at Ivy Tech who complete the Criminal Justice TSAP (A.S. in Criminal Justice) can transfer all 60 semester hours of credit into the proposed degree program. Additionally, students who complete the Criminal Justice TSAP (A.S. in Law Enforcement) at Vincennes University can transfer all 60 semester hours of credit into the proposed degree program.

CHE 21-03, -04, -05 Three Collaborative IU Online Bachelor of Science in French, German, and Spanish

Three IU campuses (East, South Bend, and Southeast) will be participating in the offering of all three of these programs. Northwest will participate in two programs, while Kokomo and IUPUI will participate in one program (see table below for a summary of the three programs and participating campuses). In each of the programs, all but one of the participating institutions presently offer the program on campus: East does not offer B.S. degrees in French and German and Kokomo does not offer a B.S. in Spanish.

Degree	Participating Campuses						
	Bloomington	East	IUPUI	Kokomo	Northwest	South Bend	Southeast
B.S. in French							
B.S. in German							
B.S. in Spanish							

Legend: Shading indicates the campus will be participating in the offering of the collaborative online program

Proposals received on February 10, 2021

B.S. in French

CIP Code: 16.0901

Fifth Year Projected Enrollment: Headcount – 60, FTE – 50

Fifth Year Projected Degrees Conferred: 12

B.S. in German

CIP Code: 16.0501

Fifth Year Projected Enrollment: Headcount – 45, FTE – 38

Fifth Year Projected Degrees Conferred: 9

B.S. in Spanish

CIP Code: 16.0905

Fifth Year Projected Enrollment: Headcount – 180, FTE – 150

Fifth Year Projected Degrees Conferred: 36

The academic units participating in the programs vary by campus: East (School of Humanities and Social Sciences), IUPUI (School of Liberal Arts), Kokomo (School of Humanities and Social Sciences), Northwest (College of Arts and Sciences), South Bend (College of Liberal Arts and Sciences), and Southeast (School of Arts and Letters).

The offering of these collaborative programs is consistent with the Commission's invitation¹ to have Indiana University regional campuses leverage the availability of faculty across campuses to maximize degree completion opportunities for students while at the same time utilizing their collective resources as efficiently as possible. Without this collaborative approach, it is unlikely that some of these existing programs could be sustained or that new programs could be added.

As appropriate, introductory and intermediate courses offered through distance education would be taught asynchronously, while more advanced courses would be offered in a synchronous manner. Internships would be available to students in all three programs and study abroad options would be available to student studying French and German. With respect to the latter, the IU Office of Online Education would coordinate study abroad options, both short- (some as few as three weeks) and long-term, at the system level but in partnership with the international offices or units on each campus.

The B.S. in French, German, and Spanish each require 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed programs. However, students who complete the A.A. in Liberal Arts at Ivy Tech Community College can transfer all 60 semester hours of credit into the proposed degree programs to one of the identified IU regional campuses. Additionally, students who complete the A.A. in Liberal Arts at Vincennes University can transfer all 60 semester hours of credit into the proposed degree programs at one of the identified IU regional campuses.

¹CHE *Policy on Regional Campus Roles and Missions*, June 13, 2019: "Regional Campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students."

COMMISSION FOR HIGHER EDUCATION

Thursday, March 11, 2021

BUSINESS ITEM F:

Capital Projects for Expedited Action

Staff Recommendation

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

- Ivy Tech Community College – Muncie Campus Fisher Building Rebuild

Background

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

Supporting Document

Background Information on Capital Projects for Expedited Action, Thursday, March 11, 2021.

Capital Projects for Expedited Action

Thursday, March 11, 2021

F-0-21-2-03

Ivy Tech Community College – Muncie Campus Fisher Building Rebuild

The Trustees of Ivy Tech Community College have authorized the procurement of necessary services to reconstruct and repair the Muncie Campus Fisher building. During the prior biennium, the Muncie campus received bonding authority for a \$43 million capital improvement project which included new construction and renovations on Cowan Rd and downtown Muncie. On November 24, 2020 the building sustained a significant electrical explosion in the newly renovated switchgear room, which damaged all newly renovated space in the Fisher building lower level from the resulting shockwave and a secondary explosion immediately after. Repairs are necessary to restore the building to pre-incident condition and serve the students with the necessary hands-on lab training that simply cannot be substituted in a virtual setting. The Sciences are vital to the completion of several programs that lead to high demand, high wage jobs for Hoosiers. The estimated total project cost is \$5,000,000, funded by student tuition dollars.

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INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
02	Bachelor of Science in Health Education and Promotion	Purdue University Global	12/16/2020	On CHE Agenda for Action
03	Master of Music Therapy	Purdue University Fort Wayne	2/8/2021	On CHE Agenda for Action
04	Bachelor of Science in Criminal Justice	Purdue University Fort Wayne	2/8/2021	On CHE Agenda for Action
05	Bachelor of Science in French	Indiana University East, Northwest, South Bend and Southeast	2/10/2021	On CHE Agenda for Action
06	Bachelor of Science in German	Indiana University East, South Bend and Southeast	2/10/2021	On CHE Agenda for Action
07	Bachelor of Science in Spanish	Indiana University East, Kokomo, Northwest, IUPUI, South Bend and Southeast	2/10/2021	On CHE Agenda for Action
08	Bachelor of Science in Digital Media and Storytelling	Indiana University East, Kokomo, Northwest, IUPUI and Southeast	2/10/2021	Under Review
09	Bachelor of Science in Environmental Geoscience	Indiana University Bloomington	2/10/2021	Under Review
10	Bachelor of Science in Data Analytics	Ball State University	2/18/2021	Under Review

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INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Bachelor of Arts/Bachelor of Science in Psychological Sciences	Ball State University	2/22/2021	Changing the name
02	Bachelor of Arts/Bachelor of Science in Mathematical Sciences	Ball State University	2/22/2021	Changing the name
03	Graduate Certificate in Public Budgeting and Financial Management	Indiana University Bloomington	2/22/2021	Changing the credit hours
04	Master of Science in Health Physics	Purdue University West Lafayette	2/22/2021	Splitting a degree program
05	Associate of Science in Education/Chemistry Concentration	Vincennes University	2/22/2021	Changing the credit hours
06	Cisco Networks Postbaccalaureate Certificate	Purdue University Global	2/22/2021	Changing the credit hours
07	Master of Arts/Master of Science in Technology Education	Indiana State University	2/22/2021	Eliminating a program
08	Certificate of Program Completion in Clerical – General	Vincennes University	2/22/2021	Changing the credit hours

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
09	Master of Science/Master of Science Nuclear Engineering in Nuclear Engineering	Purdue University West Lafayette	2/22/2021	Adding distance education
10	Bachelor of Arts/Bachelor of Science in Family and Consumer Science Education	Indiana State University	2/22/2021	Eliminating a program
11	Health Information Management Micro-credential	Purdue University Global	2/22/2021	Changing the credit hours
12	Bachelor of Science in Public Affairs	Purdue University Fort Wayne	2/22/2021	Eliminating a program
13	Graduate Certificate in Alcohol and Drug Counseling	Indiana University Bloomington, IUPUI-Columbus, Kokomo, and South Bend	2/22/2021	Adding a certificate
14	Associate of Applied Science in Criminal Justice and Criminology	Purdue University Global	2/22/2021	Suspending a program
15	Associate of Applied Science in Public Safety and Security	Purdue University Global	2/22/2021	Suspending a program
16	Certificate in Private Security	Purdue University Global	2/22/2021	Suspending a program
17	Bachelor of Science in Corrections	Purdue University Global	2/22/2021	Suspending a program
18	Certificate in Corrections	Purdue University Global	2/22/2021	Suspending a program
19	Business Start-up Fundamentals Micro-Credential	Purdue University Global	2/22/2021	Changing the name

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INFORMATION ITEM C:

Media Coverage

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

Indy Star
Indiana higher-ed chief: Here's how we'll get 60% of Hoosiers a post-high school education
By Teresa Lubbers
February 10, 2021

Indiana's historically strong fiscal health gives us an advantage over many states, including the ability to maintain a forward-looking viewpoint even as we encounter challenges no one saw coming.

When it comes to funding higher education, Indiana has adopted a similarly future-focused approach.

For nearly two decades, state policymakers have prioritized paying for what Indiana values most by utilizing a portion of the state's higher education budget for outcomes-based funding. For the current year, that's 7% of the \$1.2 billion that makes up the operating budgets of all Indiana public institutions of higher learning.

This funding model has evolved over time, emphasizing the results that higher education must provide to its students and that the state ensure personal prosperity, economic mobility and the talented workforce Indiana needs to keep up with a rapidly changing economy.

These priorities include helping more students persist through their post-secondary education and complete it on time, ensuring low-income students complete their degrees and encouraging more high-value degrees in science, technology, engineering and math (STEM) fields.

Time is of the essence. We are just four years away from 2025 — the deadline for reaching Indiana's goal of having at least 60 percent of Hoosiers attain quality education and training beyond high school. [At 48.5 percent educational attainment currently](#), we have our work cut out for us.

By every measure, [the Indiana Commission for Higher Education reported in late 2020](#), outcomes-based funding is helping us get there:

Overall degree completion at Indiana's state institutions increased by 55 percent from 2009 to 2019.

On-time graduation rates have also increased over time: 11 percentage points for two-year degrees and 19 percentage points for four-year degrees. All of Indiana's campuses have seen an increase in the number of students graduating on time.

The story for at-risk students is also impressive: More than 10,000 additional students who are identified as "at-risk" (low-income) completed a degree in 2019 than did in 2009.

Indiana nearly doubled the number of STEM degrees conferred in this same 10-year period.

More students today are persisting through college and meeting key success markers along the way.

The state's funding formula is part of the story. Indiana's institutions have been working hard to provide quality and affordable higher education options and improve student outcomes throughout this same timeframe.

[According to a 2020 state higher education commission report on college value](#), Indiana's tuition increases are at historic lows and come in below the national average for both two- and four-year institutions.

Most states have an outcomes-based or performance-funding model, and some tie a much greater amount of money to this model than Indiana does at 7 percent. It's also not a panacea for all our current challenges. But it is the right focus for a state that is planning ahead.

Indiana's strategic plan for higher education, Reaching Higher in a State of Change, highlights three key areas to help strengthen the state's future: educational attainment, career relevance and economic impact.

Underpinning it all is an eye to ensuring Hoosiers are ready to take on whatever is coming their way and able to build a prosperous future for themselves and their families.

State leaders are committed to walking alongside Hoosiers, and Indiana will continue to pay for what it values and invest in the future.

Teresa Lubbers is the Indiana commissioner for higher education and chair of the Governor's Workforce Cabinet.

The Statehouse File
Commentary: Hoosiers must take advantage of financial aid for education and training
By Teresa Lubbers
February 4, 2021

Compared to most of the nation, fewer Hoosiers believe they need education beyond high school to get ahead in life, according to a recent [report](#) from the American Enterprise Institute—even if the facts don't support this belief. Hoosiers also value a four-year degree less than other regions in the country, as outlined in the report. As Indiana's economy is being transformed by technology, automation and higher skill requirements, it's critical that we embrace postsecondary education and training as the dominant pathway to a good job and economic mobility.

Teresa Lubbers is Indiana Commissioner for Higher Education.

The idea that a high school diploma is enough is reflected in Indiana's declining college-going rate, which has dropped four percentage points in three years (65 percent to 61 percent). Clearly, we must do more to prove to Hoosiers the [value](#) of more education and training.

For many years, the [Indiana Commission for Higher Education](#) has focused on expanding the definition of "college" to include multiple postsecondary pathways, including high-value certificates and certifications as well as two-year, four-year and graduate degrees. At the same time, we have worked to increase affordability to ensure that Hoosiers can access and earn a credential.

Since the Commission began setting tuition targets for the state's institutions in 2009 our tuition increases have been among the lowest in the nation. Another opportunity to increase value to Hoosiers is Indiana's [Next Level Jobs](#) program, which provides free training in high-demand industries.

In total, Indiana offers about \$350 million each year in need-based aid, ranking us first in the Midwest and fourth in the nation. We must do everything we can to get that support to the Hoosiers who can use it to improve their lives and the strength of our state's economy.

But the state can't do it alone. Hoosier families and students must take action to ensure their next steps after high school are as affordable as possible. **One of the best ways to do that is by completing the Free Application for Federal Student Aid (FAFSA).**

Filing the FAFSA is a critical step for high school seniors, those currently in college and adult students. A completed FAFSA is required to receive income-based state and federal financial aid, as well as merit-based scholarships, student loans and other financial support. Unfortunately, the number of students filing the FAFSA is down substantially right now. By the end of 2020, just over [28 percent](#) of Indiana's high school class of 2021 had completed a FAFSA, a drop of nearly 11 percent since the same point the year prior.

The decline in filings means Hoosier families and students are not taking full advantage of the financial aid assistance that is available. The economic impact to Hoosiers is great: Education Strategy Group in 2020 [estimated](#) students and families in Indiana were missing out on \$71.4 million in federal aid.

Most disturbing, we know students with financial need are the least likely to file a FAFSA. For example, FAFSA filings for Hoosiers eligible for federal need-based financial aid are down by more than 22 percentage points compared to last year at this time. We have time to improve these numbers, and we must if we want more Hoosiers to choose college.

There is good news, too: Congress recently approved changes to make the FAFSA form shorter and easier for students and families to complete. The changes were included in the latest federal coronavirus relief package and will take effect in 2023.

In the meantime, Hoosiers can use their mobile phones to file the FAFSA, which can be pre-populated with information pulled from existing federal resources (such as tax information from the Internal Revenue Service). If families need help filing, numerous organizations provide free resources and assistance, including the [Indiana Commission for Higher Education](#), as well as our trusted partner [INvestEd](#).

Of course, none of the benefits filing a FAFSA can be realized if it is not completed on time. Indiana's deadline for the FAFSA is April 15, 2021.

But don't wait and risk missing out on the funding that is available: File online today at [FAFSA.gov](#).

Teresa Lubbers is the Indiana Commissioner for Higher Education and chair of the Governor's Workforce Cabinet.

Lakeshore Public Media
Lakeshore Public Media to broadcast the State of Education and the Workforce 2021 in March
February 17, 2021

Lakeshore Public Media announced today it will be broadcasting the upcoming joint State of Education and the Workforce 2021 address in March on Lakeshore PBS and Lakeshore Public Radio.

State leaders will discuss Indiana's talent pipeline, focusing on the future of learning, the future of work and the future of Indiana. The conversation will feature Indiana Commissioner for Higher Education Teresa Lubbers, Indiana Department of Workforce Development Commissioner Fred Payne and Indiana Secretary of Education Dr. Katie Jenner.

The 2021 State of Education and the Workforce address will air on Thursday, March 11 at 7pm on Lakeshore PBS and Tuesday, March 16 at 6pm on Lakeshore Public Radio.

“Lakeshore strives to bring programming that engages our audience – especially those in Northwest Indiana – where we were created to serve,” said James A. Muhammad, President and CEO of Lakeshore Public Media. “With the new year upon us, this is a great opportunity to educate viewers and listeners as to what is going on with our state government.”

Teresa Lubbers was appointed in 2009 to serve as Commissioner for Indiana’s Commission for Higher Education, the coordinating agency charged with ensuring the state’s postsecondary education system is aligned to meet the needs of students and the state. Prior to joining the Commission, Lubbers served in the Indiana State Senate for 17 years, leading on education and economic development issues as Chair of the Senate Education and Career Development Committee.

Fred Payne joined the Indiana Department of Workforce Development in December 2017, as Commissioner and Chief Executive. Appointed by Governor Eric Holcomb, Payne was formerly the Chief Administrator of the Business Division for Honda Manufacturing of Indiana.

Katie Jenner, Ed. D., was appointed as Indiana’s first Secretary of Education by Governor Eric J. Holcomb, effective January 11, 2021. Prior to her appointment, Dr. Jenner served as Senior Education Advisor to Governor Holcomb where she provided guidance on statewide policy and initiatives for preschool, K-12, and higher education.

Earlier this year, Lakeshore PBS and Lakeshore Public Radio aired Indiana Governor Eric Holcomb’s 2021 State of the State address to its Northwest Indiana audiences.

Serving Indiana’s second largest urban area through their Lakeshore PBS and Lakeshore Public Radio service, Lakeshore Public Media is a community-license public media organization that is the Northwest Indiana member of the Indiana Public Broadcasting Stations. All IPBS stations will air the State of Education and the Workforce 2021 address either live or on tape delay across the state.

Lakeshore PBS broadcasts its main channel over the air on 56, on Comcast on 17 or 21 (HD Channel 239), on Dish Network HD Channel 6320, AT&T U-verse HD Channel 1056 and DirecTV on 56, and online at lakeshorepbs.org. Lakeshore Public Radio can be heard on 89.1 FM and streaming online at lakeshorepublicradio.org.

Inside INdiana Business
Indiana Commission for Higher Education names award winner
By Reed Parker
February 22, 2021

The Indiana Commission for Higher Education has awarded the 2021 Gerald Bepko Faculty Community Engagement Award to Angela Coppola. The annual award is given to faculty members who contribute to the greater good and furthering the core principles of Indiana's higher education system. She is an assistant professor of health sciences and director of the Applied and Community Research Center at IU Kokomo. Coppola holds a bachelor's degree from Hofstra University, master's degree from Miami University and Ph.D. from the University of Alberta.

WBIW
FAFSA deadline April 15
February 16, 2021

Hoosier students and families are encouraged to file the [Free Application for Federal Student Aid](#) (FAFSA). The deadline is April 15, 2021.

With more than \$350 million in state financial aid available, as well as billions of dollars in federal aid, the [Indiana Commission for Higher Education](#) reminds Hoosiers that filing the FAFSA by April 15th is imperative for securing money for college.

“We encourage all Hoosiers with an interest in pursuing education and training to file the FAFSA because we know that paying for college is one of the most common barriers to attending,” said Indiana Commissioner for Higher Education Teresa Lubbers. “We also know that recent unemployment data show Hoosiers without education beyond high school are more likely to be unemployed, so the value of pursuing higher education has never been greater.”

If you need help filling out your Free FAFSA you can attend a virtual College Goal Sunday event on March 7, 2021. Financial aid experts will be available to provide free FAFSA filing help from 2 p.m. until 4 p.m. (ET). Find all the details at [CollegeGoalSunday.org](#).

But if you want to get started on the paperwork today.

INvestEd will help any Hoosier family fill out the FAFSA completely free of charge. Contact INvestEd at 317-715-9007 or email outreach@investedindiana.org.

Or you can visit [LearnMoreIndiana.org/cost](#) for FAFSA resources, scholarships, and state financial aid information.

“Many Hoosiers fail to file the FAFSA by the deadline because they assume they don’t qualify for any state or federal financial aid. The reality is that there is considerable funding available, especially for those that demonstrate financial need,” said Lubbers. “Filing the FAFSA on time is a surefire way to be considered for both state and federal aid opportunities, but you’d be surprised at how much aid is left on the table each year.”

Inside Higher Ed
Aid application data portend dip in low-income, minority students
By Doug Lederman
February 16, 2021

Last spring, as college and university officials fretted about how the global pandemic and associated recession might affect enrollment in the fall, [troubling news emerged](#) in the form of data about declines in the number of current college students who had resubmitted their Free Application for Federal Student Aid. As of May, renewals were down by about 5 percent -- higher among minority students and those from low-income backgrounds, suggesting that the most traditionally vulnerable students were far likelier to be deterred from continuing their educations.

That is indeed what happened. As the National Student Clearinghouse Research Center [began releasing reports](#) on fall enrollments [in the final months of 2020](#), they showed modest declines in overall

enrollment and sharper drops for underrepresented minority groups and community college students, among others.

If data on FAFSA completion are a canary in the coal mine for eventual college attendance, especially for higher education's neediest students, early statistics from the 2020-21 cycle portend that fall 2021 could be another tough one for colleges and universities -- especially when it comes to first-year enrollment.

According to [an analysis](#) by the National College Attainment Network, which focuses on reducing equity gaps in postsecondary access and success, the early data on FAFSA renewals by current college and university students are actually pretty good (with one notable caveat).

Through December, the number of continuing students who had submitted applications to renew their federal financial aid was running well ahead of this time last year (which was pre-pandemic), by more than 9 percent.

Bill DeBaun, director of data and evaluation at NCAN, said the "healthy" picture for renewals was heartening and suggests that colleges and students together have muddled through the current academic year well enough so far that many students seem willing to continue. "It's hard to read it as anything other than a vote of confidence in continued enrollment," DeBaun said.

One important qualification about the renewal numbers available so far, though: they don't allow for breakdowns by demographic groups. That's crucial, because while the troubling renewal numbers last May improved by the end of the 2019-20 cycle (renewals ended up down only 1 percent last August, compared to May's 5 percent), the renewal rate was down 3.3 percent for students who were eligible for Pell Grants and 5.4 percent for those from families earning \$25,000 or less.

"So we'll want to see the data by income or Pell eligibility" before celebrating the renewal data too much, DeBaun said. (The FAFSA renewal data break the rates down by state, as well, showing students in states such as Alaska, Georgia, Nevada and New York renewing at higher-than-average rates and those in Illinois, Kansas, Kentucky and Vermont renewing at lower proportions than they did last year.)

Worries About New Students

Heartened as he is by the renewal numbers, DeBaun and his colleagues are concerned about how many students are (or, more accurately, are not) filing first-time applications for federal financial aid so far this year.

Through Jan. 29, about 1.375 million students due to graduate high school this spring, or about 36 percent of the total pool, had completed a FAFSA form. That is 9.7 percent, or 148,000 students, fewer than had done so by the same point last year.

The data are worse for those concerned about equitable access to higher education, as seen in the charts below.

Students from high schools that qualify for federal aid because they enroll large numbers of low-income students are significantly less likely than their peers to have applied for aid to attend college, and students from high schools with large minority populations are almost three times less likely to have applied. Suburban students are significantly likelier than their urban or rural peers to have applied.

The one bright spot on this particular horizon is that the numbers at the end of January looked better than they did in the fall. Back in late October and November, the application gap between the current 2020-21 cycle and last year was over 15 percent, so after falling "into a big pit, we've been clawing our way back," DeBaun said. By contrast, in the three previous years he's been tracking these data, FAFSA completions have started out well ahead of the previous year's total, with those increases slowly shrinking through the winter and spring.

What is driving the decline in FAFSA completions? In a word, COVID-19, DeBaun said.

Normally FAFSA completion is almost a group affair: high schools or community organizations hold "financial aid nights" or attach FAFSA completion workshops to college fairs or other events for students who might be headed for college. And many high schools embed financial aid counseling and other forms of postsecondary readiness support into their broader advising activities, most of which happens in person during the school day.

Now, with many schools operating partially or entirely remotely and most in-person events canceled, "the FAFSA completion process is much more individualized," DeBaun said, with outreach to students or families on Zoom, sometimes one on one.

"We're estimating that the process of getting a student signed up for FAFSA is three times longer than normal," he added.

Beyond those practical impediments, experts on financial aid and disadvantaged students cite evidence that some of them are deprioritizing college-going amid competing demands to work or take care of family members, and that "even in a normal year, those students are going to need more support and encouragement to navigate the college-going process" than their wealthier peers do, said DeBaun.

"When we disconnect students not just from tactical supports, but moral supports, it's not surprising that we see those students falling off," he added.

What can be done about it? There aren't easy answers beyond "work harder," DeBaun said.

For high schools, "I'd start by looking at my FAFSA data, seeing what students have and haven't completed, and use that as a first step to triage your supports." Unfortunately, he added, "there's no way to do that at scale right now."

If they aren't already doing so, schools and community groups should be conducting virtual college visits and having financial aid counselors conduct virtual seminars. "Now is the time," DeBaun said.

And given how many colleges and universities are feeling the enrollment pinch more than ever right now, it's incumbent on them to ramp up their outreach efforts in their big high school feeder districts to encourage FAFSA completion.

Here are some recent examples of state, local and institutional initiatives to increase FAFSA filing:

Education groups in Kentucky [launched a promotional campaign called FAFSA February](#), citing a year-over-year decline in the number of high school seniors filling out the form.

State officials in [Connecticut](#) and [Indiana](#) are contemplating requiring high school seniors to fill out the federal financial aid form to graduate. In Connecticut, a [new state database](#) shows what proportion of students at each high school have completed the form.

A community foundation in Michigan is [holding virtual seminars](#) to encourage students to fill out the FAFSA and apply for the community's college scholarships.

"Every student we get to college in the fall," DeBaun said, "will be hard won."