



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

# AGENDA

Thursday, August 11, 2016

101 West Ohio Street, Suite 300  
Indianapolis, IN 46204-4206  
Tele: 317-464-4400 | Fax: 317-464-4410

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

**AUGUST COMMISSION MEETING  
AGENDA**

**Wednesday, August 10, 2016**

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**BALL STATE UNIVERSITY**

2000 West University Avenue  
Muncie, IN 47306

**STUDENT SUCCESS & COMPLETION COMMITTEE**

2:00 P.M. – 3:30 P.M.

Burkhardt Building, Room 109

*Parking available in the McKinley Ave Garage*

**ERSKINE GREEN TRAINING INSTITUTE TOUR**

4:00 P.M. – 4:30 P.M.

*Depart from Courtyard Muncie Lobby*

**CAMPUS TOUR**

4:30 P.M. – 6:00 P.M.

College of Architecture and Planning Building

Ball Communications Building, Art and Journalism Building

*Shuttle departs from Courtyard Muncie*

**RECEPTION & DINNER**

6:15 P.M. – 8:30 P.M.

Mueller Lobby and Sursa Hall

1809 West Riverside Avenue

Muncie, IN 47306

**HOTEL ACCOMMODATIONS**

Courtyard Muncie at Horizon Convention Center

601 South High Street

Muncie, IN 47305

***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, August 11, 2016

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**COMMISSION MEETING**

Ball State University  
Alumni Center  
2000 West University Avenue  
Muncie, IN 47306

**COMMISSION MEMBER BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Alumni Center Board Room

***Breakfast Guests***

President Terry King  
Acting Provost Robert Morris  
Bernie Hannon, Vice President for Business Affairs  
Julie Halbig, Vice President for Government  
Relations and Community Engagement  
Jim Lowe, Associate Vice President for  
Facilities Management  
Mitch Whaley, Dean of College of Health

Marilyn Buck, Associate Provost and  
Dean of University College  
Jennifer Blacker, Associate Provost for  
Entrepreneurial Learning  
Kay Bales, Vice President for Student Affairs  
Roger Lavery, Dean of the College of  
Communications, Information, and Media.

**STAFF BREAKFAST**

8:00 A.M. – 9:00 A.M.  
Meeting Room 1

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
Alumni Center Assembly Hall

**CALL IN INFORMATION:**

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

**WiFi INFORMATION:**

bsuguest

**WORKING SESSION TOPICS**

- Welcome of Mika Mosier
- Welcome of Sean Tierney
- HEA 1002 Report
- Accreditation Update
- Performance Funding
- Committee Report Outs

**COMMISSION MEMBER LUNCH**

11:45 A.M. – 1:00 P.M.

Alumni Center Library

**Lunch Guests**

President Terry King

Acting Provost Robert Morris

Bernie Hannon, Vice President for Business Affairs

Julie Halbig, Vice President for Government

Relations and Community Engagement

Marilyn Buck, Associate Provost and

Dean of University College

Kay Bales, Vice President for Student Affairs

Jim McAtee, Director of the Career Center

**STAFF LUNCH**

11:45 A.M. – 1:00 P.M.

Alumni Center Foyer | Meeting Room 1

**BUSINESS MEETING**

1:00 P.M. – 3:00 P.M.

Alumni Center Assembly Hall

**CALL IN INFORMATION:**

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

**PIN:** 230295#

**WiFi INFORMATION:**

bsuguest

- I. **Call to Order – 1:00 P.M. (Eastern)**
  - Roll Call of Members and Determination of Quorum**
  - Chair’s Remarks**
  - Officer Slate for 2016-2017**
  - Commissioner’s Report**
  - Consideration of the Minutes of the June 9, 2016 Commission Meeting ..... 1**
  
- II. **Public Square**
  - A. Integrating Workplace Experiences..... 7
    - 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
  
- III. **Business Items**
  - A. Academic Degree Program for Full Discussion..... 15
    - 1. Bachelor of Science in Multidisciplinary Technology to be offered by  
Purdue University West Lafayette through Purdue Polytechnic Statewide

- B. Academic Degree Programs for Expedited Action ..... 49
  - 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
- C. Capital Projects for Full Discussion ..... 53
  - 1. Indiana University Bloomington – Memorial Stadium Excellence Academy and Related Stadium Renovations

**IV. Information Items**

- A. Academic Degree Programs Awaiting Action ..... 61
- B. Academic Degree Program Actions Taken by Staff ..... 63
- C. Capital Projects Awaiting Action ..... 67
- D. Media Coverage ..... 69

**V. Old Business  
New Business**

**VI. Adjournment**

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The next meeting of the Commission will be on **September 8, 2016, in Bloomington, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, June 9, 2016**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana State University, 200 North 7<sup>th</sup> Street, Terre Haute, IN, with Chairman Dennis Bland presiding.

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

*Members Present:* Gerald Bepko, Dennis Bland, John Conant, Sarah Correll, Jud Fisher, Lisa Hershman, Chris LaMothe, Chris Murphy, Dan Peterson, John Popp and Caren Whitehouse.  
*On the Phone:* Susana Duarte De Suarez

*Members Absent:* Jon Costas and Allan Hubbard

**CHAIR'S REPORT**

Chairman Bland began his report stating on behalf of the Commission, I would like to thank Indiana State University for your hospitality last evening and for hosting our meeting today.

Mr. Bland stated that as Sarah Correll's term on the Commission comes to a close, he wants to make a few comments about her service to the Commission.

Sarah has been a tremendous contribution to the Commission, and we have a resolution honoring Sarah for her service. Mr. Bland said how much he has learned from her and how much he has been inspired by her presence. Her passion for students, learning, higher education, insight into issues that seem to be well beyond her years, has all been a tremendous asset to the Commission and source of inspiration to Mr. Bland. He stated that everything bodes well for our community as long as we have individuals like Sarah Correll who represent the future of our city, state and nation. He said that it has been an honor serving with you on the Commission.

**R-16-04.1 RESOLVED:** That the Commission for Higher Education hereby approve the Resolution Honoring Sarah Correll (Motion – LaMothe, second – Whitehouse, unanimously approved)

In response, Ms. Correll reflected on her term with the Commission and thanked the Commission members for how welcoming they have been.

Mr. Bland continued his Chair's Report saying that the new student Commission member will begin their term in July and will attend their first meeting in August.

Additionally, Officers for the positions of Chair, Vice Chair and Secretary of the Commission are voted in each year in August. I have established a Nominating Committee of Commission members to meet and propose a Slate of Officers at our August meeting. More information about reappointments and the student member appointment will be shared soon.

### **COMMISSIONER'S REPORT**

Commissioner Lubbers began her report stating, I would like to begin my report by highlighting news related to members of our staff and Commission. First, on behalf of the staff I join Commission members in offering our genuine gratitude to Sarah Correll for her outstanding contributions as our student member. As was already mentioned, Sarah has been an articulate voice for Hoosier students, but also in every way a full contributor to the issues we've considered during her tenure. She will surely be missed. Names have been submitted to the Governor for consideration and we look forward to welcoming the new member at our August meeting.

On the appointment front, we were notified by the Governor's Office that both Dennis Bland and Dan Peterson have been reappointed to new four year terms. We are delighted. Speaking of Dennis, it was my pleasure on behalf of the Governor to present Dennis with a Sagamore of the Wabash at the State of Higher Education Address. As you might imagine, Dennis was his typical gracious recipient – sharing the honor with his family, in particular, his father.

Also, please join me in congratulating Caren Whitehouse who was named on Monday as the Director of Development of the Evansville Vanderburgh School District. The good news for us is that her service to the Commission will continue.

As President Bradley mentioned, part of our strategic plan we have talked about internships and getting more students the opportunity to be interns. We take that seriously at the Commission and we have three interns this summer. One of our interns Meghan Collyer is here with us today. She's joined us this summer with a couple of other students and we find that the work they are doing is important to us and they remind us of why we do the work we are doing.

Today, as most of you know is Sarah Ancel's last official day with the Commission. She has accepted the position of Vice President of State Policy for Complete College America. While she is moving on, she will retain Indiana as a part of her portfolio of work and we will continue to rely on her for counsel and support.

Ms. Lubbers asked the Commission members if they would like to share any comments. Mr. Murphy stated that he appreciated the good work that she has done over the years. She was energized, fun, substantive, professional, and made some complicated issues simple for those of us that needed simplification. More importantly, she was effective in everything she did representing this Commission. He stated that he will miss her and is pleased she is staying in education. Ms. Whitehouse added that the Commission threw some hard questions at Ms. Ancel and that she was unflappable. She stated that she appreciates her calm demeanor and ability to help us find solutions. Dr. Bepko stated



that the Ancel family is well-known, particularly among lawyers, and the member of the Ancel family that we've had with us is a great representative of that wonderful family. Ms. Ancel reflected on her time with the Commission and expressed her gratitude.

Ms. Lubbers continued her report with a few updates on other efforts that are underway. An update on *You Can. Go Back.* continues to draw adults in with approximately 16,000 unique visits on the website and around 4,000 adults who have provided information for the college match. In order for this program to be successful, we will step up our efforts with these prospective students to remind them of the value of coming back.

The Commission is engaged and fully at the table in ongoing discussions about two important issues that came from the last legislative session. One is the implementation of HB 1002 which was the bill that had to do with recruiting high quality students from high school into the field of education. We've really been charged with looking at this in a comprehensive way and that is well underway. We are fully engaged with what we are going to do with the high school assessment program with ISTEP. I'm a member of the ISTEP advisory group, we have met once and will be continuing to meet. Any good thoughts you have on statewide assessment, I am open to your ideas.

Finally, I want to put in one more plug for the work that is underway to ensure that 2017 21<sup>st</sup> Century Scholars are on target to meet the requirements to receive the scholarship upon graduation. We heard in detail about our efforts this morning, and it's important that we use every method available to communicate this important message.

#### **CONSIDERATION OF THE MINUTES OF THE MARCH, 2016 COMMISSION MEETING AND APRIL, 2016 SPECIAL MEETING**

**R-16-04.2      RESOLVED:** That the Commission for Higher Education hereby approve the Minutes of the March, 2016 regular meeting and April, 2016 special meeting (Motion – Peterson, second – Fisher, unanimously approved)

## **II. PUBLIC SQUARE**

### **A. Gallup-Indiana Survey Results: Year One**

1. Stephanie Marken, Methodologist, Gallup

Mr. Bland began the Public Square stating that our new strategic plan, *Reaching Higher, Delivering Value*, strives to address the question of college value. The Public Square discussion today will focus on the early results of the Gallup-Indiana Year One survey results. The Gallup-Indiana data gathered through the surveys will be incorporated into a comprehensive Indiana College Value Index report available this fall which will combine graduate satisfaction data with related return on investment information – including college completion, career placement, student debt and student learning outcomes.

### III. BUSINESS ITEMS

#### A. College Completion Report Review

Indiana's College Completion Reports are produced annually to provide a clearer and more comprehensive picture of college completion in order to advance Indiana's collective efforts to boost education attainment. Dr. Stacy Townsley is gave a preview of the 2016 report.

#### B. Academic Degree Programs for Full Discussion

1. Ph.D. in Addiction Neuroscience, Ph.D. in Computer Science, Ph.D. in Mathematical Sciences, and Ph.D. in Physics to be offered by Purdue University at Indiana University-Purdue University Indianapolis

Dr. Vibbert presented these items.

Dr. Bepko asked Dean Rhodes to describe the volume of funded research that now comes into these programs in Indianapolis with the encouragement and oversight of faculty at West Lafayette and said that those in Indianapolis are attracting a lot of income on their own. In response, Dr. Rhodes stated that they have had record years for funding the last two years in the School of Science at IUPUI in the \$12 million range. There are numerous reasons for us to be in support of this transition, I would emphasize to you today is student success for the graduate students involved in these programs. They would be able to pick the right committees that have the right composition to support their research and advise them correctly, but it will also be people who are willing and able to do that and keep them on a better track in order to finish in a more timely fashion. Dr. Rhodes said that the second aspect of student success is the involvement of undergraduates in our research and this transition will continue to enrich the research emphasis and that environment that is available to those undergraduates.

Dr. Sauer provided the staff recommendation.

**R-16-04.3 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 – LaMothe, second – Murphy, unanimously approved)

2. Ph.D. in American Studies to be offered by the Indiana University at Indiana University-Purdue University Indianapolis

Dr. Rushton presented this item.

In response to Mr. Popp's question why it is not called a doctorate in Liberal Arts, Dr. Haberski stated that the field of American Studies is better defined in the proposal than by Liberal Arts. It is about the United States, American life, culture and ideas. Liberal Arts does not do that as it

includes Classics, Language and disciplines that are not part of the purview of this particular program but will use the expertise of those within the School of Liberal Arts.

In response to Mr. Murphy's question to explain more about on the quantitative skills that are required for someone for this degree, Dr. Haberski stated that the degree will cover three basic research methods: qualitative, quantitative and digital. So students who come in with a master's with quantitative skill will have to do more in the qualitative area, or vice versa and have all three methods areas before they move on.

In response to Mr. Popp's question for a better understanding of digital research methods, Dr. Haberski said that primarily these days it means using everything from high level video creation to website design to data mining and bringing digital presentation skills to bear on the type of work that they want to do.

Dr. Sauer provided the staff recommendation.

**R-16-04.4**      **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 – Fisher, unanimously approved)

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

1. Bachelor of Art and Bachelor of Science in Chinese and in Chinese Teaching, both to be offered by Ball State University
2. Bachelor of Science in Public Health: epidemiology to be offered by Indiana University Bloomington

**R-16-04.5**      **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 – Correll, second – Bepko, unanimously approved)

**D. Fiscal Year 2017 Spending Plan**

Each fiscal year the Commission sets a spending plan for the following fiscal year. Staff has prepared this spending plan for approval and it has been distributed to members in advance.

**R-16-04.6**      **RESOLVED:** That the Commission for Higher Education approves by consent the following spending plan, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Hershman, unanimously approved)

**IV. INFORMATION ITEMS**

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Media Coverage
- D. Schedule of Upcoming Meetings of the Commission

**V. OLD BUSINESS  
NEW BUSINESS**

There was none.

**VI. ADJOURNMENT**

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

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Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary

**COMMISSION FOR HIGHER EDUCATION**

Thursday, August 11, 2016

**PUBLIC SQUARE:**

**Integrating Workplace Experiences**

**Background**

As the Commission engages in discussions related to the Career section of its strategic plan, *Reaching Higher, Delivering Value*, it will have the opportunity to hear from Dr. Linda Bachman, Director of the Office of University Experiential Learning at the University of Georgia, Ellen Whitt, Executive Director of *The Exchange* at Marian University, and Chris Flook, Lecturer in the Telecommunications department at Ball State University

**Supporting Documents**

Dr. Linda Bachman Bio  
Ellen Whitt Bio  
End Note – Ellen Whitt/*The Exchange* – Summer, 2015  
Chris Flook Bio



**Dr. Linda Bachman**  
**Director, Office of University Experiential Learning**  
**University of Georgia**

Dr. Linda Bachman, director of university experiential learning, is charged with identifying and proposing innovative ways to advance experiential learning across the University of Georgia's diverse undergraduate programs. In partnership with faculty members, experiential program directors, and other UGA leaders, Dr. Bachman is directing the implementation of UGA's new experiential learning requirement. She also facilitates campus-wide conversations and partnerships to ensure that the initiative goes beyond the requirement, building bridges among academic and non-academic units on and off campus, and leading the development of an experiential transcript that will recognize and help integrate the full range of experiential opportunities UGA affords its undergraduate students.

Prior to taking on this role, Dr. Bachman had served as assistant dean of UGA's Franklin College of Arts and Sciences since 2006. Her doctorate is in higher education administration from the University of Georgia, and she holds a masters degree in English from the University of Michigan and an AB in English and History from Bryn Mawr College.



## **Ellen Whitt**

**Executive Director, *The Exchange*  
Marian University**

Ellen Whitt joined Marian University in 2014 as executive director of a new initiative called “The Exchange.” In this role, she develops experiential learning opportunities for Marian students with businesses and community organizations throughout central Indiana.

Ellen has spent most of her career in public service, including more than twenty years in leadership positions with three elected officeholders at the federal and state level (U.S. Senator Richard Lugar, Indiana Secretary of State Sue Anne Gilroy, and Indiana Governor Mitch Daniels). Ellen’s work with Governor Daniels focused primarily on policies and programs aimed at improving health. She was responsible for creation of *INShape Indiana* (a governor’s initiative for better nutrition, increased physical activity and tobacco cessation), the development of a 10-year statewide obesity prevention plan funded by the Centers for Disease Control and Prevention (CDC), and the statewide expansion and connection of hiking and biking trails funded through federal, state and private contributions.



Ellen earned her undergraduate degree in political science and English at Augustana College (Rock Island, IL), and her law degree from the George Washington University National Law Center. She is admitted to practice law in both Indiana and Illinois. Her professional experience also includes time in the not-for-profit sector leading the Women’s Fund of Central Indiana, in higher education as director of pre-law studies at Butler University, and in politics as a manager of several statewide campaigns.



## End Note – Ellen Whitt/The Exchange – Summer, 2015

My “freshman” year on the Marian University campus is drawing to a close. I joined the Exchange team last summer as executive director. In the intervening months, I have periodically thought about my own undergraduate experience decades ago at another small, liberal arts, Midwestern school. Like so many of our young people at Marian University, I was a student-athlete balancing academics and co-curricular activities. I was fortunate, as our students are, to have faculty and staff who cared deeply about my development. I also had an extraordinary internship experience that brought my coursework to life and ultimately led to graduate study and a fulfilling career in public service.

My story is similar in many respects, but differs in some, to those of my colleagues in the Exchange. One team member is the mother of a current Marian University senior and is completing her own degree as part of the Marian Adult Program (MAP). Two others are Marian University alumni – one graduated from the Byrum School of Business and one from the School of Liberal Arts, where they studied with professors who were invested in their success, and had internships that paved the way to full-time employment. Both are in the final stages of earning Master’s degrees. Collectively we have worked in a variety of other settings – not-for-profit agencies, large corporations, parochial schools, various levels of government, and other institutions of higher learning – and consequently have a wealth of “real world” experience and connections to share with our students.

We greet students in the Exchange from their first day on campus and seek to assist them on an ongoing basis throughout their four years at the university. Ideally, they will learn about our resources when they visit as prospective students, they will hear from us again in their First Year Seminar, and continue to encounter us through sponsored events like the Etiquette Dinner and “Networking Knights.” They will have a chance to take assessments, to conduct informational interviews both on and off campus, to engage in community service, perhaps to study abroad, and to intern locally or elsewhere: all as a part of learning where their gifts and talents can best be applied to make a positive difference in the world.

Our work in the Exchange centers on promoting *Experience that Matters*: connecting students to experiential learning opportunities of all types (internships, applied research, special projects) to help them hone their communication, problem-solving, teambuilding, and leadership skills. These are the skills that study after study, and many conversations with employers, point to as vitally needed in today’s workplace. By focusing on development in these key areas and on effectively translating their own activities and achievements that demonstrate these abilities, our students are well-positioned to advance their professional goals.

Marian University students are fortunate to be attending school in the heart of Indianapolis, where opportunities abound to connect with the larger community from their freshman year forward. Indy boasts world-class museums and attractions; national sports organizations; corporate headquarters; local, state and federal governmental entities; leading health care facilities and biotechnology; innovative opportunities in education; a multiplicity of not-for-profit agencies; and a vibrant entrepreneurial sector. There are Marian University alumni associated with many of these organizations who host interns, participate in career-related programming, and actively recruit graduates for full-time employment.

With a generous grant from Lilly Endowment Inc., we have been able to increase the Exchange staff and operating budget in the past year, allowing us to provide more individualized attention along with new and more frequent programming. Currently, we are creating an enhanced website to act as a “clearinghouse” for students to access myriad resources available to them for self-discovery, career exploration and planning, and identification of post-graduate job opportunities or continued study. The site also allows employers to link directly to these students. Alumni who may be contemplating a career change themselves should know that we welcome their use of both our on-line resources and in-person career counseling.

The Lilly grant also funded design and construction of cutting-edge office space centrally located on the first floor of the Hackelmeier Memorial Library, with adaptable furnishings and technology to facilitate many different important uses. It has quickly become the hub of activity that we envisioned, with dozens of classes, student groups, community-focused initiatives, alumni and employers utilizing it for various career-focused purposes.

Marian University students have parlayed the resources and opportunities made available to them into transformative work and service experiences. The pages of this publication are filled with data and personal stories reflecting the many meaningful paths our students and soon-to-be graduates have chosen to pursue. The Exchange exists to help them bridge this connection.

What a distinct privilege it is for me to be a part of the Marian University Exchange. My position puts me squarely at the center of campus and community life. Each day I am inspired by the talented young people who make up our student body and by the committed faculty and staff who make the student experience here so special. As a “rising sophomore” I see no “slump” in sight – only big plans for working together to help every student gain *Experience that Matters* in his or her own educational journey and for the community at-large.

## **Chris Flook**

**Lecturer, Telecommunications  
Ball State University**

Chris Flook is a lecturer of Telecommunications at Ball State University. He teaches motion graphics, video production, documentary filmmaking, web design, and often advises immersive learning projects. He is also a professional web designer, photographer, and video producer - having worked for professional and non-profit clients across the Midwest.

Prior to teaching at Ball State, he was a media coordinator at the Indiana Academy for Science, Mathematics, and Humanities and a producer with Indiana Films. He is the vice president of the Delaware County Historical Society and recently completed a book entitled, *Native Americans of East-Central Indiana*. Flook is a lifelong resident of Muncie. Examples of his professional work are available at: <http://chrisflook.org/>.





**COMMISSION FOR HIGHER EDUCATION**

Thursday, August 11, 2016

**BUSINESS ITEM A:**

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

**Staff Recommendation**

That the Commission for Higher Education approve the B.S. in Multidisciplinary Technology to be offered by Purdue University West Lafayette through Purdue Polytechnic Statewide in accordance with the background discussion in this agenda item and the Program Description.

**Background**

**Review Process.** This program was discussed by the Academic Affairs and Quality (AA&Q) Committee at its July 25, 2016 meeting.

**Similar Programs in Indiana.** In the *independent* or private not-for-profit sector, no institution offers a baccalaureate program similar to the proposed program.

No institution in the *proprietary* or private for-profit sector offers a program that closely resembles the proposed program. Embry-Riddle Aeronautical University, which only offers technology-related programs, offers a B.S. in Interdisciplinary Studies, but this program is tailored to meet the individual interests of students.

Within the *public* sector, no public institution offers a baccalaureate program that closely resembles the proposed B.S. in Multidisciplinary Technology.

**Related Programs at Purdue West Lafayette.** Purdue University West Lafayette currently offers a number of baccalaureate programs at various locations around the state though Purdue Polytechnic Statewide, until recently known as Purdue Statewide Technology, a branding that had been in place for about three decades. More specifically, baccalaureate programs offered through Purdue Polytechnic Statewide include B.S. degrees in:

- Computer Information Systems Technology
- Computer Graphics Technology
- Engineering Technology
- Electrical Engineering Technology

- Manufacturing Engineering Technology
- Industrial Technology
- Mechanical Engineering Technology
- Organizational Leadership and Supervision

In FY2015, these baccalaureate programs enrolled a total of 975 headcount or 658 FTE students and had 166 graduates.

**Notable Program Features.** The proposed B.S. in Multidisciplinary Technology program would allow faculty to approve a curriculum that meets the specific needs of an industry partner, which could propose up to 75 semester credit hours of coursework. While faculty and staff at Purdue Polytechnic Statewide locations could work with local industry partners to develop a customized curriculum, final approval of that curriculum would be made by faculty at the Polytechnic Institute in West Lafayette.

It is anticipated that most courses in the customized curriculum would be drawn from the existing inventory of University courses. The University estimates that the vast majority of industry needs can be met through existing Purdue Polytechnic Statewide programs, while the curricular flexibility available through the B.S. in Multidisciplinary Technology would only be needed in 15-18 percent of the cases. The customized curriculum of the Multidisciplinary Technology program is not expected to require any special approval by the Higher Learning Commission.

The proposed B.S. in Multidisciplinary Technology requires 120 semester hours of credit, thus meeting the standard credit hour expectations for baccalaureate degrees. While the customized nature of the curriculum does not lend itself to standard articulation agreements, Purdue has indicated that it will accommodate as much as possible industry employees who have earned associate degrees from Ivy Tech Community College or Vincennes University, especially in instances where the industry partner has looked to Ivy Tech and VU for assistance in training its employees.

## Supporting Documents

Program Description – B.S. in Multidisciplinary Technology

## **Bachelor of Science in Multidisciplinary Technology to be Offered by Purdue University, Polytechnic Institute, through Polytechnic Statewide**

### **Executive Summary**

Based on conversations with the leadership of key Indiana companies, the Purdue Polytechnic Institute, Statewide, proposes a flexible degree plan of study through which industry partners may have a significant influence on its customization. This degree option would be appropriate in the approximately 15% to 18% of cases where specific industry-requested education and skill needs would be better served by more flexibility than is offered in current Polytechnic degree programs.

The plan(s) of study for this flexible degree would be developed with industry partners, and the traditional Polytechnic Statewide faculty curriculum committee would assume the additional role of working with industry partners to identify needs and suggest appropriate courses. Faculty maintain curricular control and must approve each industry influenced set of courses for the degree. One company could potentially have multiple plans of study to address different employee workforce development needs. To ensure depth and rigor, primary and secondary Polytechnic focus areas must be identified and included in the degree plan. This element distinguishes the degree from other Polytechnic degrees.

This proposed new degree has been discussed with the leaders of Statewide's industry partners and is of immediate interest to them. Support comes from diverse companies across the State including but not limited to Chrysler, Cummins, Red Gold, and the architectural firm Lockett & Farley.

To the end of quick implementation, this proposal requests that Purdue and the Indiana CHE expedite approval of this new, "BS in Multidisciplinary Technology" (BS-MDT) and Polytechnic Statewide would begin to immediately offer these customized industry degrees as flexible concentrations within the new BS-MDT degree.

The only strict course requirements for the B.S. would be Purdue's required University Core Curriculum and Polytechnic requirements; up to 75 credit hours would be submitted for approval by the industry partner to the faculty advisory committee, and 8 credit hours are allowed for student free electives. To meet Polytechnic B.S. degree requirements, at least 21 credits will be Purdue Polytechnic courses at junior or higher level, with a total of at least 32 Purdue University credit hours at the junior or senior level. To ensure depth and rigor, primary and secondary technology focus areas must be included in the plan, and all course prerequisites must be followed.

Industry may choose to create stackable credentials within the degree, such as non-Purdue transcribed, company-awarded "certificates of completion", that are presented after completion of defined sets of for-credit courses within the degree.

Program Description  
**Bachelor of Science in Multidisciplinary Technology to be Offered by Purdue University, Polytechnic Institute, through Polytechnic Statewide**

1. Characteristics of the Program
  - a. Campus(es) Offering Program: Purdue Polytechnic Statewide
  - b. Scope of Delivery (Specific Sites or Statewide): At the nine current, and any future, Purdue Statewide Locations and their extensions – Anderson, Columbus, Indianapolis, Kokomo, Lafayette (SIA), New Albany, Richmond, South Bend, and Vincennes
  - c. Mode of Delivery (Classroom, Blended, or Online): Blended and Online
  - d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Internships strongly encouraged, but not required at this time
  - e. Academic Unit Offering Program: Purdue University Polytechnic Institute Statewide
  
2. Rationale for Program
  - a. Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)

Why is the institution proposing this program?

Based on ongoing discussions with numerous industry partners at key companies across Indiana, and coupled with the implementation of the Purdue Polytechnic Initiative, the Polytechnic Statewide proposes a flexible degree plan of study through which industry partners can suggest and influence, with faculty oversight and final approval, their own customized degree plans to meet unique and evolving workforce education requirements. This degree option would be appropriate **only** in cases where the required courses in current Purdue degrees do not meet specific, industry-defined education/skill needs. Current estimates indicate 15% to 18% of Statewide students would pursue this degree option.

This proposal requests approval to:

- (1) create a new B.S. degree in “Multidisciplinary Technology” (MDT),
- (2) allow the MDT plan of study to be flexible and developed in partnership with company/industry collaborators to meet specific industry educational needs, with the possibility of the student earning non-Purdue transcribed, company-awarded “stackable certificates of completion” comprised of for-credit courses, in route to earning the B.S. degree, and
- (3) offer the MDT degree at all nine of the current Polytechnic Statewide Locations/extensions, and any future Locations/extensions. Current Polytechnic Statewide Locations are: Anderson, Columbus, Kokomo, Indianapolis, Lafayette (SIA), New Albany, Richmond, South Bend, and Vincennes.

There exists strong industry support for the MDT degree with a very flexible curriculum to support industry partners across all regions of the state.



Why is the Purdue Polytechnic proposing a “workforce” degree?

The proposed B.S. degree in Multidisciplinary Technology is workforce oriented and in response to industry requests.

Over the past three years several key Indiana companies including SIA, Red Gold, Chrysler, and Cummins have approached the Polytechnic’s Statewide Locations about providing non-credit training, certificate programs, and associate of science degrees for their employees. The Purdue Statewide staff or faculty contacted by those companies referred them to Ivy Tech, and the response received has been that the company would prefer to work with Purdue Polytechnic for some specific subject matter areas where the Polytechnic has extensive course offerings.

Companies have requested this type of degree, with stackable embedded credentials such as non-transcripted, company-awarded “certificates of completion”, comprised of for-credit courses, because they use the completion of such credentials as a requirement for many positions/promotions and also as a metric for the employee-student to take on additional work responsibilities. In addition, the companies recognize the intrinsic value, and student retention benefit, of nontraditional part-time students earning these certificates of completion along the long path to a B.S. degree. The courses required for these certificates of completion would be courses taken in the plan of study for the B.S. degree. Since the proposed B.S. degree is targeted at the workforce, accommodating industry requests seems prudent.

Students earning certificates of completion as they work toward completion of the B.S. MDT will have no impact on the college’s articulation agreements, and such certificates do not eliminate additional partnerships with the State’s two-year institutions; the proposed B.S. MDT may be set up as a 2 + 2 with Ivy Tech and/or Vincennes University, *in accordance with the industry partners’ needs and preferences, and satisfactory fulfillment of Purdue prerequisites*. Purdue Polytechnic welcomes and encourages Ivy Tech and Vincennes A.S. graduates with the appropriate preparation to continue their education at Purdue Statewide.

How is it consistent with the mission of the institution?

Purdue Polytechnic’s Statewide is a unique partnership between education, industry, and government. It was created in 1984 to help meet Indiana’s need for additional graduates across the state in the STEM disciplines.

The Statewide programs allow Purdue to meet the educational needs of those students (traditional and nontraditional) who desire a Purdue education, but cannot attend the West Lafayette campus or a Purdue Regional Campus for a variety of reasons.

Because of the close partnership between the nine current Statewide Locations and the industry base in their service regions, industry input into the curricula in

Multidisciplinary Technology is a natural extension of the Polytechnic's and Statewide's missions, as well as Purdue University's land grant mission, and the State of Indiana's well-publicized need for enhanced workforce education programs.

How does this program fit into the institution's strategic and/or academic plan?

The current strategic plan for the Polytechnic and its Statewide programs includes increased enrollment, enhanced engagement with Indiana businesses and industries, and innovative curricula to drive the education of the 21<sup>st</sup> century technologist. The proposed B.S. degree in Multidisciplinary Technology supports all three of these strategic initiatives.

While this degree would be housed in Purdue's Polytechnic, where most of the degree programs are ABET accredited, due to the flexible and customizable curricula of this new degree the MDT degree would not be appropriate for ABET accreditation.

How does this program build upon the strengths of the institution?

Purdue Polytechnic Statewide already offers a large portfolio of many of the engineering technology courses desired by business and industry. Although Indiana's businesses are very supportive of Statewide and hire a significant percentage of graduates from the college's existing degree programs, in many cases businesses also need a "course package" different from those present in our existing degree programs. We are receiving requests for this type of "flexible" degree from companies and industry groups that are significant players in Indiana's economy.

Appropriate to Purdue's land grant mission, the flexible curriculum that the Multidisciplinary Technology degree provides will meet the diverse workforce educational needs of individual companies across Indiana, exposing students to a wide variety of technologies – requested by industry partners and approved by Polytechnic faculty – and enabling graduates to be vital contributors to the economic engine of the State of Indiana. The students in this program will take courses at their home campus, as well as courses from faculty from across Purdue University and the Purdue Polytechnic via distance delivery.

The Polytechnic already has in place several articulation agreements with Indiana's two-year institutions. When requested by industry, and academically appropriate, this degree also will be articulated with other institutions including, but not limited to, Ivy Tech Community College and/or Vincennes University. Articulation agreements will be developed as the businesses work with Purdue to develop their plans of study.

b. State Rationale

How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?

The Multidisciplinary Technology degree provides a fully **workforce-aligned** plan of study because the degree offers a customizable course plan for specific industry educational needs and provides students with the knowledge and skills needed for employment at companies in their home region of Indiana. Because they will be offered in nine or more regions across the state, this degree will offer an **efficient pathway** for students to complete a Purdue baccalaureate degree in their home region of the state.

**Admission requirements** and the anticipated student clientele for this degree fully support *Reaching Higher, Achieving More*. Because this is a workforce degree option, not necessarily suited to most “traditional” college students, the admission standards for this program need to be flexible; Purdue’s holistic admissions review process allows for this, as admission requirements for this degree will be based on Purdue’s Regional Campus Technology program standards – not main campus admission requirements. Also, in keeping with alignment with workforce needs, SAT scores will not be required for admission for nontraditional students.

In cases where some remedial courses in English and/or math are required by the student, then the Statewide Location would make arrangements to offer these classes in house as non-credit workshops, or allow them to be taken at any college including Ivy Tech or Vincennes University. No prerequisite work experience or degrees are required for entry into the program, unless requested by the industry partner and approved by the faculty.

The MDT degree program seeks to serve a broader student clientele from across the State who desire and/or require specific skills and credentials for a specific company or industry sector.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

The development of this degree program emerged from two primary sources. First, companies from diverse industries across the state have expressed a strong interest in such a degree option from Purdue’s Polytechnic Statewide at the B.S. level. Second, many students graduate with an Associate’s Degree in manufacturing and related areas and the B.S. MDT degree option would allow them to complete a baccalaureate degree relevant for a specific industry and thus benefit from the employment benefits and promotion opportunities commensurate with a Purdue Bachelor’s degree. One example is Cummins’ request for a degree program with a primary coursework focus area in Metrology.

- ii. Preparation for Graduate Programs or Other Benefits  
This Bachelor of Science Degree will prepare some students who desire to enter graduate programs by providing a broad range of knowledge as well as depth within concentration area(s) suggested by industry. The appropriate field of study at the graduate level would vary depending on the focus area of the B.S. degree as developed by faculty and the industry partner.
- iii. Summary of Indiana DWD and/or U.S. Department of Labor Data  
Given the significance of advanced manufacturing to Indiana's economy, it is anticipated that advanced manufacturing firms will be key industry partners for the Multidisciplinary Technology degree. According to the U.S. Bureau of Economic Analysis, in 2013 manufacturers in Indiana accounted for 30% of the total output in the State and employed 16.8% of the workforce, with an average annual compensation of \$73,485. Many of the industry partners who have approached the College about MDT are major automotive manufacturers; firms crucial to Indiana's economic growth and providers of high wage jobs:
- Chrysler, Kokomo and Tipton
  - Cummins, Columbus and Seymour
  - Subaru Indiana Automotive, Lafayette
  - Toyota, Princeton

The United States Department of Labor has declared Advanced Manufacturing to be a "High Growth Industry" as shown at [http://www.doleta.gov/BRG/Indprof/Manufacturing\\_profile.cfm](http://www.doleta.gov/BRG/Indprof/Manufacturing_profile.cfm) and initiatives to support advanced manufacturing education are key. From the DOL website:

*High Growth Industry Profile: Advanced Manufacturing*

- The manufacturing sector continues to account for 14 percent of U.S. GDP and 11 percent of total U.S. employment. Moreover, manufacturing firms fund 60 percent of the \$193 billion that the U.S. private sector invests annually in R&D. (U.S. Department of Commerce)
- Manufacturing salaries and benefits average \$65,000, higher than the average for the total private sector. Two factors in particular attract workers to manufacturing: higher pay and benefits and opportunities for advanced education and training. (National Association of Manufacturers)
- A 2005 survey of U.S. manufacturing employers found that 80 percent of respondents said that they had a serious problem finding qualified candidates for the highly technical world of modern manufacturing. ([https://www.doleta.gov/wired/files/us\\_mfg\\_talent\\_management.pdf](https://www.doleta.gov/wired/files/us_mfg_talent_management.pdf)) (National Association of Manufacturers)

This data remains unchanged as of 2011 when the Manufacturing Institute surveyed over 1,100 U.S. manufacturers and found that 83% of companies reported moderate-to-serious shortages in skilled positions.

For production engineers, 60% reported a moderate-to-serious shortage followed by product designers at 50%.

<http://www.themanufacturinginstitute.org/Research/Skills-Gap-in-Manufacturing/2011-Skills-Gap-Report/Selected-Charts/Selected-Charts.aspx> (Manufacturing Institute)

#### *Training for Innovation*

- The capacity for innovation is the primary competitive advantage for U.S. manufacturers in the global marketplace. Therefore, manufacturers need workers who are continually focused on innovating products and services, as well as production and business processes. Workers need the basic academic, workplace and technical skills that will enable them to support the innovation requirements of an advanced manufacturing environment.

#### *Pipeline*

- Too few young people consider the possibility of manufacturing careers and do not know what skills they need to succeed. Similarly, students do not always graduate from high school equipped with the necessary skills or are knowledgeable about manufacturing career opportunities.

#### *Capacity Building*

- Education providers need the curriculum, equipment, qualified instructors and other tools necessary to train the highly skilled workforce that advanced manufacturers need. *Educators need to define the specific competencies and implement the career ladder and lattice models that will enable workers to continually enhance their skills.*

(National Association of Manufacturers)

Also supported at: <http://www.nam.org/MFGWorkforce/>

#### iv. National, State, or Regional Studies

The Multidisciplinary Technology degree supports educational initiatives linked to Governor Pence's *2014 Roadmap for Jobs and the Economy*:

<http://www.imaweb.com/2014-pence-jobs-economy-agenda/>

That report notes that Indiana spends nearly \$115 million on secondary career and technical education (CTE), yet few students enroll in courses that lead to high-wage, high-demand jobs, and none of the top seven CTE courses (measured by enrollment) lead to high-wage, high-demand jobs.

The Governor also proposes to create performance-based programs to equip under-skilled adults for today's jobs. The training will help adults with a high school degree or equivalency attain the certifications necessary to find a high-wage, high-demand job in their region. The program will use performance-based contracts and give priority to providers that assist with job placement. Additionally, the Georgetown University Center on Education and Workforce estimates in 2018, 55 percent of all Indiana jobs will require some postsecondary training beyond high school.

Finally, the Indiana "Skills2Compete Coalition" found that 54 percent of jobs in Indiana are middle-skilled positions, but only 47 percent of Hoosiers have the necessary skills and credentials.

- v. Surveys of Employers or Students and Analyses of Job Postings  
Purdue-sponsored industry focus groups held across the state for IN-MaC and other purposes in 2012 and 2013 have documented high demand for, and very limited supply of, technical personnel with manufacturing and related non-analytic skills.

As previously stated, many key Indiana employers have requested that Purdue work with them to create a flexible degree plan of study at both the Certificate and Baccalaureate level. The nine current Statewide Locations are well connected with companies in their region and this degree would offer a critical pipeline from which those companies could fill crucial employment shortages in crucial engineering technologist positions.

MDT will provide Indiana employers with a previously-unavailable amount of flexibility to influence and match in-house certificate of completion and Purdue B.S. degree plans of study to their current workforce needs in order to rapidly address critical education and skill shortages. It will provide graduates for existing and emerging jobs and careers in a variety of engineering technologist and related technology positions. Graduates will be prepared to support existing and future manufacturing and technology workforce needs in Indiana, as well as the engineering and service companies that support those employers.

Typically, graduates from all of the Statewide Locations stay and work in the State of Indiana, making this delivery mechanism an important factor in reversing “brain drain” and helping with the economic development of the state. Graduates from this program are expected to have excellent placement success and high initial salaries.

- vi. Letters of support  
Please see the Appendix for letters of support from companies, alumni, and chambers of commerce from across the state, including:
- Chrysler, Kokomo
  - Red Gold, Elwood
  - Cummins, Columbus
  - Electronics, Inc., Mishawaka
  - Lockett & Farley Architects, Jeffersonville
  - Indiana Automotive Council, Indianapolis
  - Kokomo, Wayne and Knox County Chambers of Commerce

### 3. Cost of and Support for the Program

#### a. Costs

##### i. Faculty and Staff

All of the currently required and selective courses are regularly offered across the Statewide Locations and are currently available to support existing degree programs. Industry partners would suggest their plans of study from the portfolio of existing courses and thus there should be little or no initial need for new courses.

Statewide is finalizing a faculty hiring plan to address some subject matter areas that need to be delivered by full time faculty instead of adjuncts. That hiring plan, and current staff, is sufficient for this new program's initial needs. New courses may be developed, as needed, to support industry education needs not already addressed in existing courses. Additional future funding for creating and improving the quality of delivery for this new program at multiple Statewide Locations may be requested, if and as needed.

##### ii. Facilities

The various Statewide Locations' classrooms, laboratories, and library support are sufficient for the requirements of this program, as they currently sufficiently meet the needs of other programs across the Locations. The effect of this program on other instructional programs will be negligible. Many of the required and elective courses are regularly offered on campus and are available to students in other degree programs. Students in this new MDT program would join in courses that are already offered for other degree programs.

##### iii. Other Capital Costs (e.g. equipment)

While current classroom and laboratory facilities are in place to support the required courses, laboratories and lab equipment for all engineering technology-type courses and programs require periodic upgrades to keep current with state-of-practice in academia and industry. Such upgrades would be paid from funding sources such as additional state appropriation to upgrade facilities, donor support, and as a last resort, increases in student technology and/or lab fees.

#### b. Support

##### i. Nature of Support (New, Existing, or Reallocated)

The program will generate, through new students' tuition income, sufficient resources to cover the incremental costs of new faculty. Given the anticipated student demand and industry support, we believe that Multidisciplinary Technology will generate significant enrollment growth and therefore it is appropriate to allocate existing faculty, staff, and laboratory resources to this program.

*In addition, many industry partners, including SIA and Red Gold, have indicated that they plan to use a company-paid tuition benefit to support these students, so the cost of education is borne by the company and students will not need student loans, etc., to pay for their education.*

- ii. Special Fees above Baseline Tuition  
No new program fee is anticipated for the program. The same tuition and other fee structure currently in place will apply to students in the proposed program.

#### 4. Similar and Related Programs

##### a. List of Programs and Degrees Conferred

- i. Similar Programs at Other Institutions Within the State  
A review of the various “career ready” degrees offered across Indiana at both the A.S. and the B.S. level finds no degrees offering industry partners the level of potential customization available in Multidisciplinary Technology.
- ii. Related Programs at the Proposing Institution  
The existing Purdue B.S. degree in Engineering Technology currently offered in Statewide offers students an opportunity to customize about 18 credit hours of a 120 credit degree, but there is no provision to partner with industry to flex up to 75 credit hours, and there is no stackable certificate of completion option.

##### b. List of Similar Programs Outside Indiana

Flexible and somewhat customizable degree programs (under a variety of names) can be found at the graduate level nationwide, but rarely are offered at the undergraduate level. With the notable exception of MIT, no undergraduate university program could be found with significant industry input into a flexible, technical curriculum. (<http://engineering.mit.edu/programs/flexible>)

##### c. Articulation of Associate/Baccalaureate Programs

This degree could be articulated with Ivy Tech and/or Vincennes University as appropriate to, and requested by, industry partners. A maximum of 60 credits would transfer (and fully count towards B.S. degree completion) from appropriate two-year degrees, as suggested by industry partners and approved by faculty. Purdue University’s “reverse transfer” agreements also would apply.

##### d. Collaboration with Similar or Related Programs on Other Campuses

There are no similar programs at Purdue’s main campus or its Regional Campuses. As this program will be housed within the Polytechnic, it will share resources across all Statewide Locations. Courses for this program are also required for other existing degree programs and, as is currently the case, some courses will be offered via distance to students at all Statewide Locations.



## 5. Quality and Other Aspects of the Program

### a. Credit Hours Required/Time To Completion

The B.S. degree requires 120 credit hours. Assuming a student takes 30 credits per year, this would result in a student graduating in four years for the B.S. However, it is anticipated that a majority of the students in these programs will be nontraditional, working adults who will be part time students. Thus, their time to completion will be influenced by the number of credits they can mesh with their work schedules and other life responsibilities.

Additionally, if any company or industry group would desire to run a model where they select students to attend full time in a cohort for an accelerated 3-year B.S. degree program, courses could be scheduled and arranged to include a twelve-month academic schedule. Thus, students would take 15 credit hours each fall/spring semester for three academic years, and 15 credit hours each of the two summers they are in the program.

The curriculum has the following program objectives. It will serve both students and industry clients by employing technical knowledge, problem-solving techniques, and applied engineering and technology skills in traditional and emerging areas that are specific to individual company and/or industry trade group needs. Graduates will be prepared to take on roles of increasing professional responsibility, in response to emerging technologies and technical systems unique to Indiana's varied and diverse industries.

Graduates of the Multidisciplinary Technology degree program will be able to work effectively to complete projects as members of multidisciplinary teams and work within the accepted standards of professional integrity and conduct. In order to complete these program objectives, our industry partners will propose up to 75 credit hours, of the B.S. degree's curriculum:

- Purdue University's Core Curriculum and Polytechnic requirements – minimum 37 credit hours
- Industry partner-identified and faculty approved technical selective courses, plus student selected free electives – up to 83 credit hours

To earn the B.S. degree, at least 21 credits must be Polytechnic courses from 3xxx-level courses or above, with a total of at least 32 Purdue upper-division credits to meet Purdue degree requirements. A 27 credit hour, minimum, primary focus area and a 12 credit hour, minimum, secondary focus area must be identified.

The curriculum is multidisciplinary in nature, taking into account the current faculty expertise at the Statewide Locations. The core requirement for the B.S. degree is up to 75 credit hours of industry-suggested and faculty-approved courses, primarily from the Polytechnic, which may include courses in Aviation, Construction Management, Computer and Information Technology, Computer Graphics Technology, Electrical and Computer Engineering Technology,

Engineering Technology, Industrial Engineering Technology, Mechanical Engineering Technology, Organizational Leadership, and/or Supply Chain Management Technology as well as majors such as Robotics, Mechatronics, and Manufacturing.

Curriculum for the MDT degree will be influenced by industry partners with the traditional faculty curriculum committee serving in an advisory role. An MDT faculty curriculum advisory committee will be created with at least one faculty represented from each Polytechnic degree program offered in Statewide and at least one faculty member from each Statewide Location, and all curriculum decisions ultimately rest with the faculty. The MDT degree will be housed in the Polytechnic to support workforce education, thus, to guarantee timely response to our industry partner's educational needs, curriculum approval will rest with the faculty curriculum advisory committee within Statewide, and plans of study will be placed on file with the Polytechnic Institute and University Registrar.

The MDT faculty curriculum advisory committee also will work with industry partners to apply transfer courses and/or degree programs from the U.S. Armed Forces, Vincennes University, Ivy Tech, and/or other institutions, as appropriate.

Procedure for Building a Plan of Study in MDT:

A "Multidisciplinary Technology (MDT) Curriculum Advisory Committee" will be formed. Initial membership is proposed to be the faculty whose names are on the initial curriculum document. This Committee would always be composed of at least one faculty from each degree offered in Statewide, and at least one faculty member from each Statewide Location.

Process:

- Company or industry representative contacts the Statewide Location or is solicited by faculty or staff from the Statewide Location
- Statewide Location Director arranges an initial meeting to discuss specific educational outcomes and knowledge and skill proficiencies needed by the company
- If these outcomes describe an existing Polytechnic or other Purdue degree, then the MDT degree is not warranted
- If unique educational needs are identified, then the Location Director arranges a second meeting between the company and appropriate faculty members who represent the Polytechnic subject areas of interest to the company

- Faculty match the company's desired educational outcomes with appropriate University, Polytechnic, and other courses. Faculty also ensure that a primary and secondary focus area is identified and all course prerequisites and other Purdue University B.S. degree requirements are met in the proposed plan of study
- Upon completion of the proposed plan of study, that draft plan is submitted to the MDT Curriculum Advisory Committee for review, audit of requirements, and a vote to approve the plan for the company -- or to revise and resubmit
- The MDT Curriculum Advisory Committee will meet on an as-needed basis, and may convene via distance (Polycom, Skype, WebEx, etc.) due to the geographic distance between the Statewide Locations
- Another matter under the authority of the MDT Curriculum Advisory Committee would be transfer credits and programs. Many Indiana companies have relationships with two-year colleges, especially Vincennes University's manufacturing-oriented A.S. degrees, and applying transfer credit and assurance of prerequisites would be the purview of this Advisory Committee

The next page presents a summary of the course requirements in a sample eight semester plan of study:

Table 1: Sample Eight Semester Plan of Study

<b>Semester 1</b>	<b>Cr</b>	<b>Semester 2</b>	<b>Cr</b>
COM 11400 Fundamentals of Speech Communication* (Core: Oral Comm)	3	Lab Science Foundation Selective* (Core: Science)	4
MA 15800 Pre-calculus* (Core: Math)	3	Mathematics/Statistics Foundation Selective* (Polytechnic Rqmt)	3
TECH 12000 Design Thinking in Technology* (Core: Info Literacy and Science, Tech, Society)	3	Written Communication Selective* (Core: Written Comm)	3
Humanities Foundation Selective* (Core: Humanities)	3	Primary Focus Area Course	3
Primary Focus Area Course	3	Secondary Focus Area Course	3
TOTAL	15	TOTAL	16
<b>Semester 3</b>	<b>Cr</b>	<b>Semester 4</b>	<b>Cr</b>
Science Foundation Selective* (Core: Science)	3	PSY 12000 Elementary Psychology* or SOC 10000 Introductory Sociology* (Core: Behavioral/Social Sciences)	3
Primary Focus Area Course	3	Primary Focus Area Course	3
Secondary Focus Area Course	3	Secondary Focus Area Course	3
Focus Area Selective	3	Focus Area Selective	3
Multidisciplinary Selective	3	Multidisciplinary Selective	3
TOTAL	15	TOTAL	15
<b>Semester 5</b>	<b>Cr</b>	<b>Semester 6</b>	<b>Cr</b>
TECH 32000 Tech and the Organization* (Polytechnic Rqmt)	3	TECH 33000 Tech and the Global Society* (Polytechnic Rqmt)	3
Primary Focus Area Course	3	Advanced Communication Selective* (Polytechnic Rqmt)	3
Secondary Focus Area Course	3	Primary Focus Area Course	3
Focus Area Selective	3	Focus Area Selective	3
Multidisciplinary Selective	3	Free Elective	3
TOTAL	15	TOTAL	15
<b>Semester 7</b>	<b>Cr</b>	<b>Semester 8</b>	<b>Cr</b>
Primary Focus Area Course	3	Primary Focus Area Course	3
Multidisciplinary Selective	3	Primary Focus Area Course	3
Multidisciplinary Selective	3	Multidisciplinary Selective	3
Multidisciplinary Selective	3	Multidisciplinary Selective	3
Free Elective	3	Free Elective	2
TOTAL	15	TOTAL	14

\* These courses satisfy the Purdue University Core and Polytechnic Curriculum

To earn the B.S. degree, at least 21 credits must be Polytechnic courses from 3xxx-level courses or above, with a total of at least 32 Purdue upper-division credits to meet Purdue degree requirements. A 27 credit hour, minimum, primary focus area and a 12 credit hour, minimum, secondary focus area must be identified in the plan. Any and all prerequisite courses must be included in the developed plan of study and those courses must count toward the 120 credit hour total.

The Multidisciplinary Technology degree program is designed with a flexible curriculum to meet the needs of the Indiana workforce and industry partners. The approval processes for this degree's courses and plan of study will be developed to provide maximum input from industry partners. The degree will provide graduates with a solid foundation in industry-determined technology principles, while giving flexibility for different Statewide Locations to concentrate their coursework to the needs of the local industrial community.

Industry partners may also define non-Purdue transcribed, company-awarded certificates of completion, comprised of for-credit courses, that a company or industry professional organization could present "en-route" to the B.S. degree. These certificates would be stackable credentials (all courses would apply toward the B.S. degree requirements) that would demonstrate to the employer that a student has completed identified blocks of for-credit courses that indicate a certain skill level or competency. These "certificates" may allow employment or promotion opportunities for some students before completion of the entire B.S. degree.

b. Exceeding the Standard Expectation of Credit Hours

This program does not exceed 120 credit hours for the B.S.

c. Program Competencies or Learning Outcomes

*Bachelor of Science in Multidisciplinary Technology, Program Educational Objectives*

After completing the degree and working in the profession, the graduate of the MDT program should be able to, within the bounds of the industry associated with the partner company or companies:

- Employ industry-appropriate technical knowledge, problem-solving techniques, and applied engineering and technology skills
- Participate actively in ongoing professional development, professional growth, and increasing professional responsibility
- Document and present industry-appropriate technical information in written and oral form to technical and non-technical people
- Work effectively to complete projects as a leader and/or member of multidisciplinary teams
- Act within the accepted standards of professional integrity and conduct

*Bachelor of Science in Multidisciplinary Technology, Program Outcomes*

Upon graduation, each student will demonstrate:

- Effective communication in oral, written, and visual modes
- An ability to collaborate in teams to achieve a common goal
- Competency with the foundations of the industry-appropriate technology discipline
- An ethical and professional foundation of cultural issues, individual diversity, and responsibility to our global society
- An ability to apply pertinent, industry-relevant knowledge and innovation in identifying and solving problems with a commitment to quality, timeliness, and continuous improvement

d. Assessment

The Bachelor of Science in Multidisciplinary Technology will be assessed on each of the above criteria. Specific assessment criteria and measurements will be established and agreed to with the industry partner as the curriculum is developed.

In addition, the following methods will be utilized for the ongoing evaluation of the Multidisciplinary Technology degrees at all Locations:

- Data will be maintained on placement of graduates by the Statewide Location
- All alumni will have the opportunity to be part of follow-up studies
- Data will be kept on the number of students in the program and numbers of graduates from the program
- Industry and/or corporate partners at each Location will meet as needed with faculty and Polytechnic Statewide administration to develop, oversee, and modify the program and make recommendations based on dynamic industry needs and factors

Program quality will be evaluated by industry partners in cooperation with Statewide faculty. Evaluation will be based on retention, placement, career advancement of graduates, and employer satisfaction data.

This degree will not be submitted for ABET accreditation because industry partners are influencing the plans of study and, in effect, are serving as the external evaluator of degree objectives and outcomes. A flexible and customizable degree plan such as this will not easily fit ABET criteria as the degree plans will evolve and change with industry needs, and there will not be a consistent pipeline of graduates to evaluate from a single plan of study.

e. Licensure and Certification

Not applicable, unless an industry partner ties the curriculum to a relevant industry certification program or exam.

f. Placement of Graduates

The Multidisciplinary Technology degree will be developed in partnership with individual employers and/or industry groups to educate and develop existing employees for additional responsibilities, and also to use as a “corporate university” platform from which to hire new employees. As such, the placement rate for graduates should be at or near 100%.

Due to curricular flexibility, the Multidisciplinary Technology degree program will provide a broad array of position titles at the discretion of our industry partners. Because the curriculum is flexible to the needs of the workforce, possibilities for students should also be varied. With an earned MDT degree, graduates can expect to see increased opportunities for employment and/or advancement.

The Multidisciplinary Technology degree also may be appropriate for those students seeking work or advancement within certain industries where this degree has a customized plan of study. Although the degree would not limit graduates to employment within a specific company, potential students would be informed that a particular MDT plan of study is customized to fit specific industry groups or companies. Students who desire a degree with more flexible employment options upon graduation would be advised to enroll in one of the Polytechnic’s traditional degree programs, which are also offered in Statewide.

g. Accreditation

There is no accreditation agency for this degree program.

## 6. Projected Headcount and FTE Enrollment and Degrees Conferred

Table 2: Projected Headcount

Institution/Location: Purdue Polytechnic Statewide						
Program: Bachelor of Science Multidisciplinary Technology						
CIP Code:						
Base Budget Year: 2016-17						
		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Enrollment Projections (Headcount)						
Full-time Students		10	20	25	30	35
Part-time Students		35	60	85	110	135
		45	80	110	140	170
Enrollment Projections (FTE)						
Full-time Students		10	20	25	30	35
Part-time Students		17	30	42	55	67
		27	50	67	85	102
B. S. Degree Completion Projection					10	25
CHE Code:						
Campus Code:						
County Code:						
Degree Level:						
CIP Code:						



## Appendix 1: Letters of Support

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May 5, 2014

Jeffrey A. Griffin Director Purdue College of Technology, Kokomo  
2300 South Washington Street Kokomo, IN 46904

Dear Jeff,

This correspondence is to offer support of the “Technology Integration” (TI) degree program proposed for the Purdue College of Technology location in Kokomo. Chrysler has a strong history in the region and is looking forward to continued growth, but access to a well-educated workforce is needed to be competitive in global manufacturing. The TI degree that provides the ability for Chrysler to customize both an Associate’s and Bachelor’s degree to meet the education needs of the employees and company at the same time is very appealing because it will advance the educational level of our workforce.

Many graduates from the degree programs at the Purdue College of Technology Kokomo currently work in the Chrysler plants, but having another tool address the specific developmental needs would be a tremendous asset. The choice of degrees being offered, as well as, the proposed is appropriate and forward thinking.

I am pleased to support the proposed Technology Integration degree program that includes a customizable associate’s and bachelor’s degrees.

If I can be of assistance, please do not hesitate to contact me.

James E. Woolf, Ph.D. Chrysler Group LLC Community Outreach  
and Educational Engagement

Chrysler Group LLC | 2401 S Reed Rd | Kokomo, IN | 46902



Dr. Joe Fuehne Director Purdue College of Technology 4444 Kelly Street Columbus, IN 47203

Dear Dr. Fuehne:

February 27, 2014

As Director of Measurement Excellence for Cummins, Inc., I enthusiastically support the “Build Your Own Degree” program proposed for the Purdue College of Technology location in Columbus, Indiana. Every company, including Cummins, has unique needs for their employees and we as a company spend a great deal of time and money training new employees in disciplines and skills they have not previously acquired. In my specific area this has included skills and knowledge in dimensional metrology, calibration procedures, geometric dimensioning and tolerancing, measurement systems analysis, and measurements of form to validate product design. Classes in these topics have been created at the Columbus location but it would be valuable to mix and match these classes with other classes in the organizational leadership and supervision, industrial technology, and mechanical engineering technology programs to create a single (or maybe several) customized programs that would address the specific needs of Cummins employees in Columbus.

This concept of “Build Your Own Degree” program being proposed would be of tremendous value to Cummins. In particular, the ability to define a specific program and not have to wait several semesters or years for approval is especially appealing. Again, I enthusiastically support the proposal and would be happy to further discuss the potential for this idea if necessary.

Sincerely,

Steven Stahley Director Measurement Excellence

Cummins Inc. Street Address, MC 92630 Columbus, IN, 47201 USA Phone 1 812 377 2094 E-Mail: [steven.r.stahley@cummins.com](mailto:steven.r.stahley@cummins.com) [cummins.com](http://cummins.com)

A handwritten signature in black ink, appearing to read 'St Stahley', written over a light blue horizontal line.



February 19, 2014

Corey Sharp  
Director  
Purdue College of Technology, Anderson  
2705 Enterprise Drive  
Anderson, IN. 46013

Dear Corey,

I support the Technology Integration “Build Your Own Degree” program proposed for the Purdue College of Technology location in Anderson, Indiana. Every company, including Red Gold, has unique needs for their employees and we as a company spend a great deal of time and money training new employees in disciplines and skills they have not previously acquired. The successful ten year Red Gold partnership with Purdue COT, Anderson has developed over 20 Supervisors skilled in managing processes and people. In addition to the Organizational Leadership and Supervision program it would be valuable for Red Gold to supplement the OLS program with additional classes offered in industrial technology and engineering technology. The ability to create a customized program will further our ability to address the specific developmental needs of Red Gold employees in Madison County.

This concept of “Build Your Own Degree” program being proposed as an associate’s or bachelor’s degree would be of tremendous value to Red Gold. In particular, the ability to define a specific program and not have to wait several semesters or years for approval is especially appealing. Again, I support the proposal and would be happy to further discuss the potential for this idea if necessary.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Ingle", is written over the word "Sincerely,".

Tim Ingle  
Vice President  
Human Resources and Corporate Strategy  
Red Gold  
1500 Tomato County Way  
Elwood, IN, 46036  
Phone: 765-557-5500  
E-Mail: tingle@redgold.com



**Remy International, Inc.**  
600 Corporation Drive, Pendleton, IN 46064 USA

765-778-5565  
Fax 765-221-7365

May 21, 2014

Steve Shelby  
Director  
Purdue College of Technology Lafayette  
5500 State Road 38 East  
Lafayette, IN 47905

Dear Steve:

Remy International, Inc. enthusiastically supports the new Technology Integration degree proposed for the Purdue College of Technology Statewide program. The Indiana automotive industry has benefitted from hiring graduates from the College of Technology in the past. However, we are especially excited about the Technology Integration degree, as it allows manufacturers like Remy International to hire graduates unique to their individual needs, providing greater flexibility and specialization. Remy International spends a great deal of time and money training new employees in disciplines and skills they have not previously acquired. This program will provide Indiana employers new flexibility to match a degree to their current needs to address critical education and skill shortages. We feel these graduates will be better prepared to support existing and future manufacturing and technology workforce needs in Indiana, as well as the engineering and service companies that support those employers.

The flexible curriculum that the proposed Technology Integration degree provides should meet the diverse needs of individual companies across Indiana, enabling new graduates to be vital contributors to the economic engine of the State of Indiana. Hiring graduates with an Associate's or Bachelor's degree in Technology Integration would be of great value to Remy International. We support the proposal and look forward to the degree receiving official approval and being offered as soon as possible.

Sincerely,

John J. Pittas  
President and Chief Executive Officer



May 23, 2014

Steve Shelby  
Director  
Purdue College of Technology Lafayette  
5500 State Road 38 East  
Lafayette, IN 47905

Dear Steve:

The Indiana Automotive Council enthusiastically supports the new Technology Integration degree proposed for the Purdue College of Technology Statewide program. The Indiana automotive industry has benefitted from hiring graduates from the College of Technology in the past. However, we are especially excited about the Technology Integration degree, as it allows each automotive manufacturer to hire graduates unique to their individual needs, providing greater flexibility and specialization. Member companies of the Indiana Automotive Council spend a great deal of time and money training new employees in disciplines and skills they have not previously acquired. This program will provide Indiana employers new flexibility to match a degree to their current needs to address critical education and skill shortages. We feel these graduates will be better prepared to support existing and future manufacturing and technology workforce needs in Indiana, as well as the engineering and service companies that support those employers.

The flexible curriculum that the proposed Technology Integration degree provides should meet the diverse needs of individual companies across Indiana, enabling new graduates to be vital contributors to the economic engine of the State of Indiana. Hiring graduates with an Associate's or Bachelor's degree in Technology Integration would be of great value to the members of the Indiana Automotive Council. We support the proposal and look forward to the degree receiving official approval and being offered as soon as possible.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Matthew Conrad', written over a horizontal line.

Matthew Conrad  
Director



April 8, 2014

Ralph Andrew Schaffer, Associate Dean  
Purdue University College of Technology – Statewide Technology  
3000 Technology Avenue, Suite 100  
New Albany, Indiana 47150

Dear Associate Dean Schaffer,

I recently attended a meeting of the Board of Directors of the Purdue Alumni Club of St. Joseph Valley. At that meeting Mike Sanders, director of the College of Technology location in South Bend, gave a brief overview some of the changes planned within the College.

I am writing today to express my support for the Purdue Polytechnic Institute and for the new Associate and Bachelor degree in Technology Integration. This new degree program, as it was explained, would be a flexible degree program through which industry partners could design a plan of study which would meet the unique needs of that industry. Further it would blend courses from several disciplines with the goal of producing graduates with skills in more than one specialty. This “design your own degree,” program is a perfect solution for many industries when traditional degree programs don’t quite meet their unique needs.

I look forward, as I’m sure other industries in the Michiana area will, to working with our local Purdue College of Technology to design a degree programs that will serve the unique needs of my company.

Sincerely,

A handwritten signature in blue ink that reads 'Jack Champaigne'.

Jack Champaigne, President

56790 Magnetic Drive  
Mishawaka, Indiana 46545 USA  
Phone 1-574-256-5001 • 1-800-832-5653  
Fax 1-574-256-5222  
Web [www.electronics-inc.com](http://www.electronics-inc.com)



March 9, 2014

To Whom It May Concern Indiana Commission for Higher Education  
101 W Ohio St. Ste. 550 Room CHE Indianapolis, IN 46204

Subject: Need for a New Degree Program

Dear ICHE Commissioner.

As President of a manufacturing company with 97 employees, I am concerned about the possible changes within the School of Technology Degree programs. If the move of the Engineering Technology BS program from the Technology Leadership and Innovation Department to the School of Engineering Technology means that the program will become more of a mechanical-electrical advanced manufacturing degree and less of a multidisciplinary degree program then a replacement degree needs to be developed.

In this challenging economy, smaller manufacturing firms have been forced to reduce staff to match reduced business levels. This had resulted in an increasing need for employees who can "wear more than one hat". A flexible technical degree program is even more important for these smaller firms. A degree that is customizable to meet the individual needs of each specialized business is an essential component of the current programs to support the Indiana economic recovery.

I am confident that companies with a need for multi-talented employees will be able to justify spending scarce resources to sponsor students participating in such a program. A rapid development and approval process would be beneficial to all.

Sincerely,

Tom Hilkert President BSME Purdue 1964



Edward C. Jerdonek, Architect  
President, CEO  
LEED™ Accredited Professional

April 28, 2014

Ms. Teresa Lubbers, Commissioner  
Indiana Commission for Higher Education (ICHE)  
101 W. Ohio Street  
Indianapolis, IN 46204

Dear Ms. Lubbers:

Purdue University's College of Technology continues to have a positive impact on the quality of life in the Greater Louisville Region, through their New Albany location. The College is impacting our communities due to the quality of their STEM graduates.

As the College grows, I believe a critical step for them is to consider how they can increase their impact on business and industry through their degrees and overall training. Our business and industry needs in the marketplace are highly competitive, and we value Purdue University graduates.

The College's proposed AS and BS degrees in Technology Integration is a positive step in the right direction. With these degrees allowing the College to develop customized plans of study within technology for companies, I feel business and industry would have a key tool in order for them to be more successful. If such degrees became a reality, I would encourage companies to send current employees to this program for education and career development. I would consider doing the same.

As a resident of Indiana with contacts at Indiana University as well, I believe our state is making important strides towards leading the Midwest in higher education. Thank you for your leadership and, also, for the ICHE's consideration of this important workforce degree. I think this is an important step forward.

Sincerely,

LUCKETT & FARLEY

Edward C. Jerdonek, AIA, LEED AP  
President & CEO

737 South Third Street, Louisville, Kentucky 40202-2100  
502-585-4181 502-587-0488 Fax www.lockett-farley.com

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700 East Firmin Street, Suite 200  
Kokomo, IN 46902  
P 765.457.2000  
F 765.854.0481

325 North Main Street  
Kokomo, IN 46901  
P 765.457.5301  
F 765.452.4564

May 2, 2014

Jeffrey A. Griffin  
Director  
Purdue College of Technology, Kokomo  
2300 South Washington Street  
Kokomo, IN 46904

Dear Jeff,

I am excited to learn of the potential for the development of a Technology Integration degree program at the Purdue College of Technology location in Kokomo. The program fits well with Kokomo's employer base and its reputation for technological innovation and advanced manufacturing.

The program would provide local employers with a practical and attractive opportunity to improve employee skills in an area of importance to their competitive success. A skilled and educated workforce is a key component for the continued growth in manufacturing leadership and for being competitive in a global economy.

The fact that the proposed Technology Integration degree would include both Associate and Bachelor degree offerings, along with the customization option, would provide employers with a unique and flexible way to meet workforce education requirements.

Thank you for making me aware of this opportunity and please make me aware of anything I can do to support efforts to bring this program to Kokomo.

Best regards,

Charles E. Sparks  
President/CEO





March 12, 2014

Dr. Andy Schaffer  
Associate Dean  
Purdue University College of Technology  
West Lafayette, IN 47907

Dear Dr. Schaffer:

Please accept this letter of correspondence as an expression of our appreciation for the discussions surrounding the Technology Integration degree program and the "create your own degree" program offerings and their transferability with Ivy Tech. We at the Chamber support education and training for our citizens and value the opportunities presented at our Purdue University College of Technology.

These kinds of programs are exactly what we need to help prepare students, citizens and employees for modern day technology. These degrees can help not only the employers in our region to create skill sets that are unique to their business needs but also help attract new employers to our area. We know that businesses look for communities that have tools in place to potentially help train their people.

Associate and Bachelor degrees are needed in our area to serve both entry-level and long-term credential needs. It is important to have solutions for people at all places on the training curve.

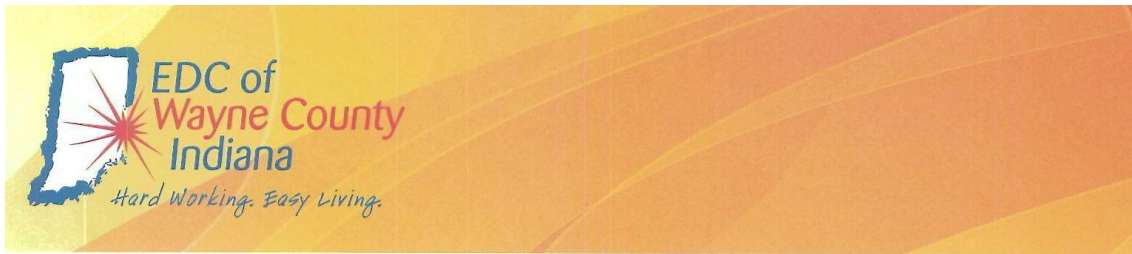
Thank you for interest in expanding and growing your programs in our community.

Sincerely,

A handwritten signature in cursive script that reads "Amy Oler Holthouse".

Amy Oler Holthouse  
President/ CEO

33 South 7<sup>th</sup> Street · Richmond, IN 47374 · Phone 765-962-1511 · Fax 765-966-0882 · [www.wcareachamber.org](http://www.wcareachamber.org)



March 10, 2014

Andy Schaffer  
Associate Dean  
Purdue University of Technology

Dear Mr. Schaffer,

On behalf of the Economic Development Corporation of Wayne County I would like to express my strong support for the addition of the Associate and Bachelor of Science Degrees of Technology Integration currently being proposed by the Purdue University College of Technology in Richmond. Our future as a region requires individuals who can adapt and compete in a rapidly changing and globally competitive business environment. The continued development of the educational opportunities for our workforce is critical to the ongoing development of business in our region. Our ability to attract and retain companies in our region is enhanced by our ability to have a high quality and highly skilled workforce.

From an economic development standpoint the training opportunities that already exist in Wayne County are a great asset. However, to be able to show clients that there is the availability of a customizable degree option based on the unique training needs of a company or an industry would be incredibly valuable to our efforts to market Wayne County to prospects.

In addition, there is a demonstrable value in earning a degree that is customized to our employer's needs. Students who are able to take advantage of a degree program they know will be valued by employers will be more willing to seek higher education opportunities leading to increased degree attainment and the increased skill level of our workforce. Further, advanced skills will lead to increased wages and improvement in the quality of life of Wayne County residents.

The proposed degree program at the Purdue University College of Technology in Richmond can be an important tool in our efforts to increase the skill level of our workforce and increase our ability to be competitive in attracting and retaining businesses. Please give consideration to the request by the Purdue College of Technology to add the Associate and Bachelor's Degrees of Technology Integration to curriculum at the Richmond campus. Thank you for your time and attention.

Sincerely,

A handwritten signature in cursive script that reads 'Valerie Shaffer'.

Valerie Shaffer  
President

March 5, 2014

Mr. Andy Schaffer  
Associate Dean  
Purdue University, College of Technology

Dear Mr. Schaffer:

There are several reasons I am proud to be on the Advisory Board at Purdue Richmond. The most important for me is that the regional campuses allow students that, for one reason or another, cannot go to Lafayette, the ability to get a Purdue education.

Another important reason is that the degree programs can be tailored to the needs of the regional employers and allow the students to obtain skills needed in the area. The Technology Integration Degree allows the flexibility needed to customize the curriculum to meet local needs and still allows the student to obtain a valuable Purdue degree. Many employers, as mine did, will reimburse the students the cost of classes they believe will improve their skills and job performance. This is a win-win for students and employers.

I encourage Purdue to develop the Technology Integration degree programs that meet the above important criteria.

Sincerely,



Jon Odom



Dr. Andy Shaffer  
Purdue University  
West Lafayette, Indiana

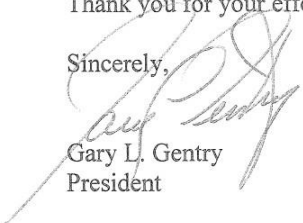
Dr. Shaffer:

As president of the Knox County Development Corporation, I am very excited and pleased to learn of Purdue University's efforts to offer the new Technology Integration degree at Vincennes University. Through daily contact with local industry employers, I am made aware of the critical need to match our education offering to existing industry needs. The component of the Technology Integration degree that does just that will be very well received by not only industries in Knox County, but throughout southwest Indiana and beyond.

Please keep me informed as to progress, and how the Knox County Development Corporation might assist in making this much needed degree a reality.

Thank you for your efforts.

Sincerely,



Gary L. Gentry  
President

GLG/bl



**COMMISSION FOR HIGHER EDUCATION**

Thursday, August 11, 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:

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

**Background**

The Academic Affairs and Quality (AA&Q) Committee reviewed these proposed programs at its July 25, 2016 meeting and concluded that the M.S. and Ph.D. in Cell, Molecular and Cancer Biology to be offered by Indiana University Bloomington, M.S. in Product Stewardship to be offered by Indiana University at Indiana University Purdue University Indianapolis, B.S. in Dental Hygiene to be offered by Indiana University at Indiana University Purdue University Indianapolis, and the Bachelor of Applied Science to be offered by Indiana University at Indiana University Purdue University Fort Wayne should be placed on the Commission's August 11, 2016 agenda for expedited action.

**Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action, August 11, 2016





**Academic Degree Programs on Which Staff Propose Expedited Action**  
**August 11, 2016**

**CHE 16-10 Master of Science and Ph.D. in Cell, Molecular and Cancer Biology to be offered at Indiana University Bloomington**

Proposal received on May 3, 2016  
CIP Code: 26.0403  
Forth Year Projected Enrollment: Headcount – 18, FTE – 17  
Forth Year Projected Degrees Conferred: 1

These programs will be offered through the Medical Sciences Program of the Indiana University School of Medicine at IU Bloomington. In addition to drawing faculty from the School of Medicine, faculty from the College of Arts and Sciences, most notably from the Department of Molecular and Cellular Biochemistry and the Department of Biology.

IU Bloomington offers an array of master's and doctoral programs in the life sciences, including: Biology; Biochemistry; Molecular, Cellular, and Developmental Biology; Anatomy; Microbiology; Genetics; Physiology; Pathology; Pharmacology; and Neural Sciences. In FY2015, doctoral programs in the life sciences at IU Bloomington enrolled a total of 289 headcount or 228 FTE students and had 42 graduates.

**CHE 16-14 Master of Science in Product Stewardship to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Proposal received on May 3, 2016  
CIP Code: 51.2299  
Fifth Year Projected Enrollment: Headcount – 40, FTE – 25  
Fifth Year Projected Degrees Conferred: 20

Product Stewardship is an emerging field that has its roots in what has traditionally been called Industrial Hygiene, as well as Environmental Science. While these fields have a more narrow focus, e.g. on the environmental/safety issues related to the manufacture or use of consumer products, Product Stewardship examines the full impact of products through their complete life cycle: extraction of raw materials used to manufacture the product, the manufacturing process itself, use by consumers, and disposal of the product after it becomes obsolete. If approved by the Commission, this would be the first such program in the United States, although Harvard University is also developing a program in this field.

The proposed M.S. in Product Stewardship will be offered by the Department of Environmental Health Science at the Fairbanks School of Public Health at IUPUI. This Department currently offers the Bachelor of Science in Public Health (B.S.P.H.) and the Master of Public Health (M.P.H.). In FY2015, the B.S.P.H. enrolled 160 headcount or 116 FTE students and had 15 graduates; that same year, the M.P.H. enrolled 210 headcount or 120 FTE students and had 61 graduates. IUPUI also offers a B.S. in Environmental Science, which is an interdisciplinary program offered through the School of Science in partnership with the School of Public Health and the School of Liberal Arts.

**CHE 16-15 Bachelor of Science in Dental Hygiene to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Proposal received on May 3, 2016

CIP Code: 51.0602

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

Fifth Year Projected Degrees Conferred: 20

Four public universities offer baccalaureate programs in Dental Hygiene: Indiana University Northwest, Indiana University South Bend, IPFW (an IU program), and the University of Southern Indiana. The two most recent Commission approvals of B.S. in Dental Hygiene programs occurred in December 2012 and December 2013 at the IU Northwest and IPFW campuses, respectively. In FY2015, these four baccalaureate programs enrolled a total of 606 headcount or 467 FTE students and had 80 graduates. Ivy Tech Community College also offers an A.S. in Dental Hygiene in two regions; these programs graduated a total of 27 students in FY2015.

The proposed baccalaureate in Dental Hygiene requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The program has a completion option for students with an associate degree in Dental Hygiene and the University has an articulation agreement with Ivy Tech.

**CHE 16-16 Bachelor of Applied Science to be offered by Indiana University at Indiana University Purdue University Fort Wayne**

Proposal received on May 3, 2016

CIP Code: 52.0213

Fifth Year Projected Enrollment: Headcount – 50, FTE – 30

Fifth Year Projected Degrees Conferred: 15

The Commission first authorized Bachelor of Applied Science (B.A.S.) programs in April 2014 for all but one of the Indiana University regional campuses (IU Southeast was not included) and for Indiana State University. IU reports that for Spring 2016, the regional campuses, which follow the same basic curriculum, enrolled a total of 147 students in the B.A.S., 52 of whom chose the Health Care Management option while 95 students chose the Individualized option. The IU program at IPFW will have three options: Small Business Management, Organizational Leadership and Supervision, and Interdisciplinary.

The proposed Bachelor of Applied Science requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. By design, the Bachelor of Applied Science is intended to provide degree completion opportunities for all graduates of Associate of Applied Science programs, irrespective of the programmatic focus of the A.A.S.; thus, no specific articulation agreements need to be established. Ivy Tech Community College graduates with an A.A.S. can apply 60-64 semester credit hours toward the B.A.S.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, August 11, 2016

**BUSINESS ITEM C:**

**Indiana University Bloomington – Memorial Stadium  
Excellence Academy and Related Stadium Renovations**

**Staff Recommendation**

That the Commission for Higher Education discuss the following project: *Indiana University Bloomington – Memorial Stadium Excellence Academy and Related Stadium Renovations*

**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 University Bloomington – Memorial Stadium Excellence Academy and Related Stadium Renovations



**Indiana University Bloomington – Memorial Stadium Excellence Academy  
and Related Stadium Renovations**

**STAFF ANALYSIS**

Indiana University is requesting to proceed with construction of an addition to and related renovations of Memorial Stadium located on the Bloomington campus. This project will construct a new building addition with the associated exterior concourse connection to the existing Memorial Stadium. This space will provide guest services including the Excellence Academy, student athlete development program, as well as a new Hoosier Room, kitchen, server, and event terrace. The Excellence Academy will consolidate services to varsity student athletes including leadership and life skills, health and wellness, sports nutrition and sports psychology.

**Comparable Projects:**

- The Indiana University Bloomington Memorial Stadium North End Zone Facility estimated at \$380 per gross square foot.
- IU experience with other medical or research facilities can exceed \$600 per gross square feet.

**Funding:**

- This project is estimated to cost \$53,000,000 and will be funded by Athletics Department revenues and gifts through the Indiana University Foundation.
- The University will fund the project using debt financing in the form of a lease-purchase agreement via the Indiana University Building Corporation (IUBC). The IUBC is a related non-profit organization designed solely for capital financing of certain university projects. These include projects that fall outside of those eligible for state funding.
- The yearly debt service payment is based on the Indiana Finance Authority's recommended rate of 5.75% interest for 20 years. The University expects the debt to be financed for closer to 3%.
- The estimated annual change in operations of \$708,893 will be covered by Athletic Department Revenue.

**Additional Staff Notes:**

- The Budget & Productivity Committee asked of Indiana University questions relating to:
  - Debt default – the University responded that the State of Indiana is not in the equation. If the University were to default on debt relating to this project, the debt obligation would fall to all available University funds which would include research revenue, auxiliaries, and possibly tuition.
  - Work related to the Americans with Disabilities Act will happen irrespective of this particular project, as the University is continually addressing improvements to older buildings.
  - The high percent of unassignable space in this project results in an increase in cost per square foot. Unassignable does not equal unusable. The unassignable square feet relate but are not limited to concourses, large team shower rooms, mechanical rooms and storage.
  - The funding of athletic facilities is distinctly and totally separate from the academic operations of the University.

**PROJECT SUMMARY AND DESCRIPTION**  
**MEMORIAL STADIUM EXCELLENCE ACADEMY AND RELATED STADIUM RENOVATIONS**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-1-16-1-04
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	
<b>Previously approved by General Assembly:</b>	No	<b>Previously recommended by CHE:</b>	No
<b>Part of the Institution's Long-term Capital Plan:</b>	Yes		

20152627

**Project Summary Description:**

This project will construct a new 99,424 gross square foot building addition with associated exterior concourse connections to the existing Memorial Stadium. The addition will provide an array of student athlete and guest services, including the Excellence Academy, Indiana University's student athlete development program, as well as a new Hoosier Room (multipurpose event suite), kitchen, servery, and event terrace. Renovations to the existing facility will refurbish the current Hoosier Room and sports medicine areas to include expanded and updated locker room and sports medicine facilities. Other related improvements to the existing stadium will include various ADA accessibility upgrades such as seating platforms, concessions, and restrooms. Renovated space will total 27,813 gsf.

**Summary of the impact on the educational attainment of students at the institution:**

The new addition will house the Excellence Academy, consolidating services to varsity student athletes including leadership and life skills, health and wellness, sports nutrition, and sport psychology. The Excellence Academy is unique in its integration of athletic department and University resources to assess, measure and ensure student athlete progress toward achieving academic, athletic performance, and personal development goals.

**Project Size:\*** 127,237 GSF      67,668 ASF      53% ASF/GSF

**Net change in overall campus space:** 127,237 GSF      67,668 ASF

\*Includes 99,424 gsf/49,590 asf new construction and 27,813 gsf/18,078 asf renovation.

**Total cost of the project (1):** \$ 53,000,000      **Cost per ASF/GSF:** \$ 416.55 GSF  
 \$ 783.24 ASF

**Funding Source(s) for project (2):**  
 \$ 35,605,000 Athletics Department Revenues  
 \$ 17,395,000 Gifts through the Indiana University Foundation

**Estimated annual debt payment (4):** \$4,527,445

**Are all funds for the project secured:** N/A

**Estimated annual change in cost of building operations based on the project:** \$ 708,893

**Estimated annual repair and rehabilitation investment (3):** \$ -

(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 5.75% interest rate  
 - If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION**  
**MEMORIAL STADIUM EXCELLENCE ACADEMY AND RELATED STADIUM RENOVATIONS**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-1-16-1-04
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	

20152627

**Description of Project**

This project will construct a new addition to the south end zone of Memorial Stadium and make related renovations to the current facility. The 99,424 gross square foot addition will expand student athletics facilities in Memorial Stadium and provide a consolidated rehabilitation and treatment center. The Excellence Academy on the lower field level will house rehabilitation, hydrotherapy, the wellness center medical suite, sports science research, and leadership and life skills services. The concourse level will include a new Hoosier Room (multipurpose event suite) with kitchen and servery. The roof of the addition will host a large event terrace. Approximately 19,000 square feet of the existing Hoosier Room and locker/sports medicine area on the west field level will be renovated to provide the football team with an expanded, upgraded locker room and sports medicine facility. Also included will be various ADA accessibility upgrades to the existing facility such as seating platforms, concessions, and restrooms. Construction costs include connecting the addition to the current structure and existing underground utilities (chilled water, domestic water, natural gas). These utilities serving the east and west zones of the stadium will need to be relocated and new connections made to include the addition in these services. The addition also includes areas with specialized construction needs such as commercial kitchen and food preparation areas, and hydrotherapy and sports medicine.

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

Historical Significance: Indiana University does not consider any of the buildings or structures affected by this project to be historically significant.

Alternatives Considered: Due to the nature of this project and the desire to create unified student athlete services in one facility, no other alternatives were considered.

Relationship to Long-Term Capital Plan for Indiana University: This project is part of the university's Bicentennial Strategic Plan as well as the ten year plan.

**Need and Purpose of the Program**

The new addition will house the Excellence Academy, consolidating services for varsity student athletes including assessment, strength and conditioning, leadership and life skills, health and wellness, sports nutrition, and sport psychology. The Excellence Academy is unique in its integration of athletic department and University resources to assess, measure and ensure student athlete progress toward achieving academic, athletic performance and personal development goals.

Relationship to Strategic Plan for Indiana University: This project is part of the Bloomington campus Athletics Master Plan, completion of which is called for in the university's Bicentennial Strategic Plan.

**Space Utilization**

This project will renovate existing space and create new space including office, dining/event, and wellness and sports medicine.

**Comparable Projects**

The IUB Memorial Stadium North End Zone Facility was estimated at \$380/GSF.

**Background Materials**

The IU Board of Trustees approved this project at the June 2016 meeting. Project construction will be funded with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5. The cost of the lease will be \$53,000,000, with annual payments of \$4,527,445.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR MEMORIAL STADIUM EXCELLENCE ACADEMY AND RELATED STADIUM RENOVATIONS**

<b>MEMORIAL STADIUM EXCELLENCE ACADEMY A-1-16-1-04</b>	<b>Current Space in Use (1)</b>	<b>Space Under Construction (2)</b>	<b>Space Planned and Funded</b>	<b>Subtotal Current and Future Space</b>	<b>Space to be Terminated</b>	<b>New Space in Capital Request</b>	<b>Net Future Space</b>
<b>A. OVERALL SPACE IN ASF</b>							
Classroom (110 & 115)	400,417	19,672		420,089			420,089
Class Lab (210,215,220,225,230,235)	449,011	13,850		462,861			462,861
Non-class Lab (250 & 255)	549,422	0		549,422			549,422
Office Facilities (300)	1,829,022	44,572		1,873,594		5,278	1,878,872
Study Facilities (400)	580,762	4,740		585,502		136	585,638
Special Use Facilities (500)	369,375	0		369,375		16,417	385,792
General Use Facilities (600)	479,291	4,300		483,591		27,535	511,126
Support Facilities (700)	286,312	1,763		288,075		224	288,299
Health Care Facilities (800)	23,719	0		23,719			23,719
Resident Facilities (900)	54,734	0		54,734			54,734
Unclassified (000)	202,040	11,750		213,790			213,790
<b>B. OTHER FACILITIES (Please list major categories)</b>							
<b>TOTAL SPACE</b>	<b>5,224,105</b>	<b>100,647</b>	<b>-</b>	<b>5,324,752</b>	<b>-</b>	<b>49,590</b>	<b>5,374,342</b>

Notes:

(1) Figures reflect IUB campus academic asf

(2) Represents Luddy Hall School of Informatics & Computing 81,250 asf, and new space in SPEA Renovation and Expansion 19,397asf.

Supplemental Space not included above are 236,578 asf renovation in Read Hall and 6,421 asf new space in Assembly Hall.

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



**CAPITAL PROJECT COST DETAILS**  
**MEMORIAL STADIUM EXCELLENCE ACADEMY AND RELATED STADIUM RENOVATIONS**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-1-16-1-04
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	

20152627

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date</b>	December	2016
<b>Start Construction</b>	January	2017
<b>Occupancy (End Date)</b>	August	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. Engineering			\$ -
b. Architectural	\$ 3,180,000		\$ 3,180,000
c. Consulting			\$ -
<b><u>Construction</u></b>			
a. Structure	\$ 25,970,000		\$ 25,970,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 9,010,000		\$ 9,010,000
c. Electrical	\$ 6,360,000		\$ 6,360,000
<b><u>Movable Equipment</u></b>			
			\$ -
<b><u>Fixed Equipment</u></b>			
			\$ -
<b><u>Site Development/Land Acquisition</u></b>			
	\$ 3,180,000		\$ 3,180,000
<b><u>Other</u> (Contingency, Admin &amp; Legal Fees)</b>			
	\$ 5,300,000		\$ 5,300,000
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 53,000,000</b>	<b>\$ -</b>	<b>\$ 53,000,000</b>

(1) Cost Basis is based on current cost prevailing as of: (June 2016)

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

Project construction will be funded with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5. The cost of the lease will be \$53,000,000, with annual payments of \$4,527,445.

**CAPITAL PROJECT OPERATING COST DETAILS**  
**MEMORIAL STADIUM EXCELLENCE ACADEMY AND RELATED STADIUM RENOVATIONS**

<b>Institution:</b>	Indiana University	<b>Budget Agency Project No.:</b>	A-1-16-1-04
<b>Campus:</b>	Bloomington	<b>Institutional Priority:</b>	

20152627

	<b>GSF OF AREA AFFECTED BY PROJECT*</b>			99,424
<b>ANNUAL OPERATING COST/SAVINGS (1)</b>				
	<b>Cost per GSF</b>	<b>Total Operating Cost</b>	<b>Personal Services</b>	<b>Supplies and Expenses</b>
1. Operations	\$ 2.13	\$ 211,773		
2. Maintenance	\$ 0.93	\$ 92,464		
3. Fuel	\$ 0.65	\$ 64,626		
4. Utilities	\$ 2.90	\$ 288,330		
5. Other	\$ 0.52	\$ 51,700		
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>\$ 7.13</b>	<b>\$ 708,893</b>	<b>\$ -</b>	<b>\$ -</b>

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

(1) Based on figures from "Individual Cap Proj Desc" schedule  
 \*Only the new space (99,424 gsf) will affect the annual operation cost

**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, August 11, 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	Purdue University – Polytechnic Statewide	Bachelor of Science in Multidisciplinary Technology	4/11/2016	On the CHE agenda for action
02	Indiana University Bloomington	Master of Science and Ph.D. in Cell, Molecular and Cancer Biology	5/3/2016	On the CHE agenda for action
03	Indiana University Bloomington	Master of Science in Medical Biophysics	5/3/2016	Under Review
04	Indiana University Purdue University Indianapolis	Ph.D. in Data Science (IU)	5/3/2016	Under Review
05	Indiana University Purdue University Indianapolis	Master of Science in Product Stewardship (IU)	5/3/2016	On the CHE agenda for action
06	Indiana University Purdue University Indianapolis	Bachelor of Science in Dental Hygiene (IU)	5/3/2016	On the CHE agenda for action
07	Indiana University Purdue University Fort Wayne	Bachelor of Applied Science (IU)	5/3/2016	On the CHE agenda for action
08	Indiana University Bloomington	Master of Architecture	6/28/2016	Under Review
09	Indiana University Purdue University Indianapolis	Doctor in Public Health in Global Health Leadership (IU)	6/28/2016	Under Review



**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, August 11, 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>Approved</u>	<u>Change</u>
01	Indiana University Purdue University	Doctor of Occupational Therapy (IU)	7/25/2016	Adding distance education
02	Ball State University	Certificate in Teaching English to Speakers of Other Languages (TESOL)	7/25/2016	Adding a certificate
03	Ball State University	Certificate in Data Analytics	7/25/2016	Adding a certificate
04	Ball State University	Certificate in Humanities and Entrepreneurship	7/25/2016	Adding a certificate
05	Ball State University	Certificate in Social Sciences and Entrepreneurship	7/25/2016	Adding a certificate
06	Indiana University Bloomington	Master of Science in Education in Mental Health Counseling and Counselor Education	7/25/2016	Changing the name of a program
07	Indiana University Bloomington	Master of Science in Secure Computing	7/25/2016	Changing the name of a program
08	Ball State University	Certificate in Web Software Development	7/25/2016	Adding a certificate
09	Ball State University	Graduate Certificate in Public Health Education	7/25/2016	Suspending a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
10	Purdue University Northwest Calumet	Certificate in Architectural Engineering Technology	7/25/2016	Changing the program level
11	Purdue University Northwest Calumet	Certificate in Organizational Leadership and Supervision	7/25/2016	Changing the program level
12	Purdue University Northwest Calumet	Certificate in Child Development and Family Studies	7/25/2016	Changing the program level
13	Purdue University West Lafayette	Graduate Certificate in Primary Care Family Nurse Practitioner	7/25/2016	Adding a certificate
14	Ball State University	Master of Urban Design	7/25/2016	Changing locations
15	Indiana University Bloomington	Master of Arts in Art History	7/25/2016	Changing the name of a program
16	Indiana University Bloomington	Ph.D. in Art History	7/25/2016	Changing the name of a program
17	Indiana University Bloomington	Undergraduate Certificate in Higher Education and Student Affairs	7/25/2016	Adding distance education
18	Indiana University East	Bachelor of Science in Informatics	7/25/2016	Adding distance education
19	Indiana University Kokomo	Bachelor of Science in Informatics	7/25/2016	Adding distance education
20	Indiana University Kokomo	Post-Baccalaureate Certificate in Advanced Medical Imaging Technology	7/25/2016	Adding a certificate
21	Indiana University Northwest	Bachelor of Science in Informatics	7/25/2016	Adding distance education

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
22 Indiana University Purdue University Indianapolis	Bachelor of Science in Informatics (IU)	7/25/2016	Adding distance education
23 Indiana University Southeast	Bachelor of Arts and Bachelor of Science in History	7/25/2016	Adding a program
24 Indiana University Southeast	Bachelor of Science in Informatics	7/25/2016	Adding distance education
25 Indiana University South Bend	Bachelor of Science in Informatics	7/25/2016	Adding distance education
26 Vincennes University	Certificate of Graduation in Electronic Fundamentals	7/25/2016	Adding a location
27 University of Southern Indiana	Certificate in Teaching English to Speakers of Other Languages (TESOL)	7/25/2016	Changing the name of a program
28 Purdue University Northwest Calumet	Bachelor of Science in Medical Laboratory Science	7/25/2016	Changing the name of a program
29 Indiana University Purdue University Indianapolis	Graduate Certificate in Disaster Health Management (IU)	7/25/2016	Adding a certificate
30 Indiana University Purdue University Indianapolis	Graduate Certificate in Homeland Security and Emergency Management (IU)	7/25/2016	Changing the CIP code of a program
31 Indiana University Bloomington	Bachelor of Arts in Art History	7/25/2016	Changing the name of a program
32 Ivy Tech Community College - Lafayette	Technical Certificate in Agriculture Equipment Service Technician	7/25/2016	Adding a location
33 All Purdue Statewide Technology Programs and Sites	Purdue Polytechnic Statewide	7/25/2016	Changing the name of a program and location





**COMMISSION FOR HIGHER EDUCATION**

Thursday, August 11, 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, August 11, 2016

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

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



**IndyStar**  
**Most 21<sup>st</sup> Century Scholars not on track to receive state money**  
**Chelsea Schneider**  
**June 5, 2016**

The vast majority of incoming high school seniors who could qualify for a state-funded scholarship are running the risk of losing out on the assistance that covers up to four years of college tuition, according to newly released state data.

About 80 percent, or more than 14,000 students, are behind on meeting new requirements for the state's 21st Century Scholars program, which is designed to help low-income Hoosiers afford college. In Marion County alone, nearly 3,300 students aren't on track.

Faced with a large number of students falling behind on the program's mandates, state officials are working to make members of the Class of 2017 aware of the new requirements, including conducting meetings throughout the summer to connect with potential scholarship recipients.

Next year's graduating class is the first group of students that must complete 12 tasks, including creating a graduation plan, visiting a college campus and participating in a service activity. In exchange, those students can receive as much as four years of tuition at an Indiana public university, or a comparable amount to what a public school costs to attend a private school.

The scholarships, which started under then-Gov. Evan Bayh, reward financial assistance to low-income students who meet certain academic requirements and stay out of trouble. Even before the newest round of conditions, state data showed on average about half of students who could qualify for a 21st Century scholarship were meeting requirements to receive the assistance.

Lawmakers added new requirements after becoming concerned about poor college completion rates of the program's students, said Sen. Luke Kenley, a Noblesville Republican. State data show lagging but improving graduation rates, with about 20 percent of scholarship recipients going on to complete college on time, according to an analysis of the 2014 graduating class. That's up from about 15 percent of program participants who graduated on time in 2013.

The state established a "more rigorous program" to turn around student performance, said Kenley, the General Assembly's leading budget architect.

"I'm not too surprised to see we're still struggling with this," Kenley said. "It's going to take some time to turn this around."

School officials who administer the program say they plan to work with their seniors to ensure they finish the activities and qualify for the scholarships. They expect that students have already completed many of the tasks but have yet to notify the state of their progress.

In meeting that goal, administrators are confronted with daunting statistics.

In Marion County, just 13 percent of incoming senior scholarship candidates are up to date on completing the requirements, data show. Only about half of those potential recipients have taken the first step in the process — registering with the state website ScholarTrack to log completed activities.

Decatur Township Schools officials are planning an immediate effort to help seniors who haven't logged on to the state website once they return from summer break, said Chris Duzenberg, the district's director of college and career readiness. The district's students cover most of the activities required by the 21st Century Scholar program through a course they already take in school, he said. But state data indicate just under 10 percent of potential Class of 2017 scholarship recipients from Decatur Central High School have completed all requirements for Grades 9-11.

"We have made a significant dent in being able to get these kids on track and get them caught up," Duzenberg said. "I believe (the requirements) are appropriate because they all are aligned with college- and career-readiness skills and experiences students need to be able to have before they graduate."

A counseling director for Indianapolis Public Schools said the district's 21st Century Scholar students are completing the activities, but they do so with a program separate from the one created by the state.

"It helps us as a district continue to create opportunity for our students to have rigor, rigorous courses to make sure that not only are they completing them but are able to have a great retention rate when they do get to college," said Tracy Pruitt, coordinator of student support services.

Typically, about 12,000 to 15,000 new 21st Century Scholar recipients enter college each year. But during the recession, the state saw as many as 30,000 students enter college qualifying for assistance — which caused its costs to skyrocket. The state budgeted \$174 million for the past school year and nearly \$160 million for the upcoming school year to cover the scholarships.

Indiana Commissioner for Higher Education Teresa Lubbers said the program was never designed to distribute financial aid to students at the end of their senior year "in hopes they

would be successful in college.” The program’s aim is to make sure students succeed once they arrive on campus, she said.

The new requirements, which were born out of legislation passed in 2011, cap a string of changes to the program, in part to ensure that students are prepared for college and to rein in costs to the state. First, lawmakers 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.

### **Student progress**

Here’s a sampling of where incoming seniors stand in completing required tasks for the 21st Century Scholars program. Data reflect the percentage of those students who are up to date in meeting the requirements:

- Ben Davis High School: 4 percent
- Broad Ripple High School: 7 percent
- Decatur Central High School: 9 percent
- Franklin Central High School: 27 percent
- John Marshall Community High School: 5 percent
- Lawrence Central High School: 5 percent
- Lawrence North High School: 14 percent
- North Central High School: 8 percent
- Perry Meridian High School: 8 percent
- Pike High School: 10 percent
- Tech High School: 5 percent

WTHI

**“They believe college is worth the investment.” Informing Hoosiers, students and policy makers the value of higher education**

**June 9, 2016**

Taking a look at the future of higher education. The question up for discussion, is a college education paying off in the long run?

The Indiana Higher Education Commission was in Terre Haute Thursday afternoon talking about that topic plus graduate success.

Now, do you believe your college education was worth it? Thoughts may vary, however the Indiana Commission of Higher Education wants to ensure all graduates can agree.

“Yes, they believe college is worth the investment, but they believe there’s things colleges and universities can do to increase the value,” said Teresa Lubbers, the Commissioner of the Indiana Commission for Higher Education.

The commission met at Indiana State University to tour the campus. While there President, Daniel Bradley highlighted efforts underway. “Trying to understand what their challenges are when they leave and what can we do to help them,” said Bradley.

The overall goal is to help sycamores grow years after they receive their diploma.

Bradley added, “They’ll know how to keep a job, they’ll know how to keep a job, they’ll know how to interview for a job as well as all of the skills they will need to do the job professionally.”

Lubbers says the state is focusing on a [Gallup-Indiana survey](#), interviewing graduates one-on-one. “How do people feel about the value of their college experience? The way you can figure that out is to talk to people that have graduated.”

Proving to Hoosiers, students and policy makers that the value of education is top priority.

“What part about your experience was valuable? Asked lubbers, “what could have been done better? We’re using that to really drive a change in policies at the colleges and universities.”

The survey shows 80 percent of graduates do believe their college experience was worth it. But, for the commission that number needs to hit 100.

“We need to make sure people can afford it and they can complete what they can begin,” said Lubbers.



President Daniel Bradley also spoke to the commission. He discussed how the university has seen a 30 percent enrollment growth, plus the recent upgrades to several facilities.

Lubbers says, Indiana State University is moving in the right direction.

**Indianapolis Business Journal**  
**Don't lower scholarship hurdles**  
**IBJ Editorial Board**  
**March 10, 2016**

The 21st Century Scholars program is a key part of a larger state strategy to boost the number of people in Indiana with a college degree. More than 70,000 students have taken advantage of the 25-year-old program, which provides four years of full-tuition scholarships to low-income students who meet academic and behavioral requirements.

But changes in the program have raised concerns about whether fewer students will complete all the requirements necessary to qualify for aid. Those modifications—among them requirements that students visit a college campus and take a career-interest assessment—are meant to ensure students are better prepared for college.

According to a report from the Indiana Commission for Higher Education, only about 20 percent of the 17,782 students signed up for the 21st Century Scholars program in the class of 2017 are on track to complete the requirements needed to earn the assistance. And in Marion County, only about 15 percent of students are on track.

State officials now are rallying to boost those numbers. The commission plans educational events on 30 college campuses, has mailed reminder cards to students, and has granted \$34,000 to schools and community partners to help students complete the requirements.

IBJ commends state officials for taking decisive steps to help students qualify for aid, without which many graduates will not be able to attend college. Schools and especially parents also must be involved in encouraging students to complete the requirements. And, of course, students must be accountable for their futures.

Most important, with pressure mounting, state officials must resist doing away with these new requirements—even if fewer students qualify for the scholarships. That doesn't mean the state can't be generous in trying to help students in the class of 2017, who are the first to deal with the changes. There may be reasons to move deadlines, for example. But those accommodations should be modest and temporary.

IBJ supports the overall changes to 21st Century Scholars. They are common-sense measures that should help students choose the best college, select an appropriate major, and graduate with as little debt as possible.

And they are necessary.

Consider that only about one-third of Indiana college students complete their degrees on time, which means four years for a bachelor's degree. For 21st Century Scholars, the percentage is roughly half that: Only about 17 percent of students who receive that state aid finish college on time and only about 60 percent of 21st Century Scholars finish a four-year degree within eight years.

The state owes scholarship recipients and taxpayers—who spend \$175 million annually on the program—their best attempt at ensuring students succeed once they get to college. The recent changes should help accomplish that, and Indiana should stick with them.

**South Bend Tribune**  
**Our Opinion: A scholar program worth the cost**  
**June 14, 2016**

Considering the cost of a college education today, you would think any help a student can get in paying tuition would be well received.

But that's not the case in Indiana.

According to an Indianapolis Star report, 80 percent — more than 14,000 students — who could qualify for a state-funded 21st Century scholarship, are behind on meeting the new requirements for the program. Those students are running the risk of leaving money on the table at a time when families can ill afford to miss out on financial assistance.

The 21st Century Scholars program was created to help low-income Hoosiers afford college. Through the program, students can get as much as four years' tuition at a state public university or a comparable amount to go on to a private school. But students are lagging in meeting the program's mandates.

Lawmakers decided to add new requirements to the program after becoming concerned about the poor college completion rates of students in the program. Students graduating next year will be the first to have to complete 12 tasks, including coming up with a graduation plan, making a college campus visit and taking part in a service program. The goal is to give students a more rigorous program and hold them accountable.

The scholarships were started under then-Gov. Evan Bayh and gave financial assistance to low-income students who meet certain academic requirements and stay out of trouble.

Indiana's 21st Century Scholars program has been a success and the recent changes are intended to maintain that success. Higher education is a necessary component, not only of individual success, but also is critical in helping to advance Indiana's future economic health.

It's important those students stay committed and on track. There are resources available to help students succeed, many of which can be found at [scholars.in.gov](http://scholars.in.gov).

**Inside Indiana Business**  
**College value survey results released**  
**Andy Ober**  
**June 14, 2016**

The Indiana Commission for Higher Education has released new research that shows more than 80 percent of Indiana college graduates surveyed think their education was worth the cost. The commission says findings from the Gallup survey will help form its new College Value Index, to be unveiled this fall.

The survey involved more than 22,000 college graduates from 13 Indiana public and private colleges. According to the report, 81 percent of alumni surveyed believe their higher education was worth the cost. More than three-quarters of respondents with student loans believe college was worth it. In addition, the commission says Indiana college graduates reported higher levels of well-being and consistent levels of work fulfillment compared to the national averages.

The report also shed some light on potential areas for improvement. According to the survey, only 37 percent of respondents strongly agree that they were well-prepared for life outside of college, and less than half say they received support outside the classroom to help them graduate.

The statewide study was inspired by the [Purdue-Gallup Index](#), which was announced in December 2013. The participants in the pilot survey were Ball State University, Butler University, Calumet College of St. Joseph, Grace College, Indiana University East, Indiana University Kokomo, IPFW, Ivy Tech Community College, Manchester University, Marian University, Taylor University, Vincennes University and WGU Indiana.

You can see school-by-school results by [clicking here](#).

**Inside Indiana Business**  
**Comcast partnership aims to help employees**  
**Alex Brown**  
**June 15, 2016**

Comcast is partnering with WGU Indiana, Ivy Tech Community College and Indiana Wesleyan University to assist its employees in returning to college. The partnership allows the employees to attend one of the three colleges while deferring the up-front tuition expenses until after completion.

Comcast says it identified the three colleges as partners with help from the Indiana Commission for Higher Education. The company says they are best equipped to meet the needs of its employees as they return to school.

"Employers are in a great position to encourage Hoosiers to complete or continue their education," said Dennis Bland, chairman of the Indiana Commission for Higher Education. "We need more companies, like Comcast, to forge college partnerships that benefit employees. That's why the State is offering an employer-match website and other tools through its You Can. Go Back. program to help more employers connect with Indiana colleges and explore potential partnerships and opportunities."

The commission's employer-match website was unveiled Wednesday that allows companies to do the same as Comcast and connect with colleges and universities for similar potential partnerships. It is the next phase in the You Can. Go Back. campaign, which the commission launched in February.



Indiana's education and workforce leaders say the state's making progress in lining up what students study in school with where the best jobs will be when they're through.

Workforce Development Commissioner Steven Braun says his department has projections for what the demand will be for different jobs for the next 10 years, not just statewide but county by county. State school superintendent Glenda Ritz says high schoolers often don't know what's out there -- she says students don't need to decide as teenagers what they want to do for a living as adults, but they do need to begin thinking about it. Often, she says, they don't realize some professions are available, or which ones are expected to do the most hiring.

Higher education commissioner Teresa Lubbers says she still wants to see more school-business partnerships on internships that will give students an early sense of whether a given career is right for them. She says the career-education push goes hand-in-hand with her office's drive to get more Hoosiers to earn college degrees so they can get hired more easily.

And Ritz predicts a side benefit from replacing ISTEP. She predicts it will free up career-advising time for high school counselors, who often are the staffers in charge of testing.

**The Star Press**  
**What percent of BSU alumni feel loved?**  
**Seth Slabaugh**  
**June 21, 2016**

Unlike Indiana University-Purdue University Indianapolis, Indiana University-Bloomington and Indiana State University, Ball State University participated in a state-supported Gallup survey to measure alumni satisfaction and the lifelong dividends their degrees produced.

The graduates were asked more than 50 questions, including, "Do you have strong and supportive relationships and love in your life?" and "On which step of the ladder representing the best possible life for you would you say you personally feel you stand at this time?"

Teresa Lubbers, Indiana commissioner for higher education, commended BSU and the dozen other "trailblazing colleges that stepped up" to be the first to take part in the survey, the results of which will "provide insights we can use to improve the postsecondary experience for Hoosier students."

The survey will be an important part of Indiana's College Value Index, to be released this fall, which aims to help Hoosiers answer the most fundamental questions in higher education today:

- What the numbers say (including percent of students who complete college on time).
- What the graduates say (including percent of alumni who say their college prepared them well for life after college).
- What the college does to help (including helping students find their first job after graduation).
- The bottom line (percent of alumni who say they are satisfied with their college experience and percent of alumni who took out student loans and say their education was worth the cost).

On the positive side:

- 84 percent of Ball State alumni said their education was worth the cost, and 80 percent of those who took out student loans said their education was worth the cost.
- Fifty percent or more of BSU graduates said they are thriving when it comes to having love in their life, liking what they do each day, finances, and liking where they live, while 38 percent said they enjoy good health. All of those percentages exceeded the national average for college graduates. The average BSU graduate feels he or she

is standing on about the eighth rung of a 10-rung ladder. The top of the ladder represents the best possible life. One percent feel they are on the third rung.

- Forty-eight percent of Ball State alumni said they are deeply interested in the work they do (the national average is 42 percent).

Opportunities for improvement included:

- Just 31 percent of Ball State graduates strongly agreed that their alma mater prepared them well for life outside of college.
- Only 17 percent of BSU alumni said someone at the university helped them find a job after graduation.
- Nearly one-quarter of BSU graduates said their undergraduate degree was not at all related to their current work.
- Thirty-six percent of BSU alumni are struggling financially and 13 percent said they were suffering financially, while 54 percent of alumni are struggling when it comes to having good health and energy (another 7 percent are suffering).

Information about the college experience and outcomes is invaluable for prospective students and their families planning for college, says Carol D'Amico, an official at USA Funds, a nonprofit organization that helped finance the survey.

The College Value Index will include quantitative data — such as percent of graduates earning above state median income after one year, after five years and after 10 years — for all public universities and colleges in Indiana. But schools that didn't participate in the survey "will not have any qualitative data to round out the quantitative pieces," Indiana Commission for Higher Education spokeswoman Stephanie Wilson told The Star Press. "The Gallup survey will be one component in kind of a bigger picture."

The list of schools not participating also included IU Northwest, IU South Bend, IU Southeast, Indiana University-Purdue University Columbus, and University of Southern Indiana.

"I think some schools do satisfaction surveys of their own," Wilson said. "That could be one reason they didn't participate. Another could be cost, although the cost was pretty minimal (\$8,000 per year for three years of Gallup services)."

More than 4,200 BSU undergraduate degree alumni who received their degrees from 1970 to 2014 were surveyed.

"We're eager to dive deeper into the results to determine ... what successes we can build upon and what opportunities exist for continued growth and development," said BSU Vice President for Student Affairs Kay Bales.

Besides Ball State, participating schools were Butler University, Calumet College of St. Joseph, Grace College and Theological Seminary, Indiana University East, Indiana University Kokomo, Indiana University-Purdue University Fort Wayne, Manchester University, Marian University, Taylor University and Western Governors University Indiana as well as Ivy Tech Community College and Vincennes University.

While Purdue University did not participate in the Gallup-Indiana Survey pilot, Purdue did launch a partnership with Gallup to create a national index, which is what inspired the Indiana initiative, said Purdue spokesman Brian Zink. Purdue's data will be plugged into the College Value Index.

**The Republic**  
**Student named to state education commission**  
**June 21, 2016**

An Ivy Tech Community College Columbus student has been appointed to a two-year term on the Indiana Commission for Higher Education.

Gov. Mike Pence appointed Mika Mosier, of Jonesville, who will serve from July 1 through June 30, 2018. She is only the second Ivy Tech student chosen to serve since 1990, when the state added a student and a faculty representative to the commission.

Mosier, a 1997 Columbus East High School graduate, plans to earn her associate degree in accounting from Ivy Tech and then transfer to IUPUI to pursue a bachelor's degree in business with a minor in forensic accounting. Eventually, she hopes to obtain a position within the FBI's Forensic Accountant Support Team.

The commission is a coordinating agency that works closely with Indiana's public and independent colleges. Mosier will serve on the commission's Student Success and Completion committee, in addition to serving on the full board.

**The Journal Press**  
**Dearborn County recognized for commitment to higher education**  
**June 28, 2016**

Eleven Indiana counties received College Success County distinctions today for their work to increase the percentage of Hoosiers with education and training beyond high school. Indiana Commissioner for Higher Education Teresa Lubbers presented the awards during a special

ceremony held at the Indiana Statehouse.

A member of Dearborn County's College Success Coalition traveled to Indianapolis to accept the award: Andrea Ewan, Attorney-at-Law at Law Office and Dearborn Title Insurance, Inc. Manager and Kimberly Elliott, Family Development Specialist at SIEOC. Representatives from eleven counties attended the ceremony to accept the award on behalf of their county's College Success Coalitions. Brown, Dearborn, Greene, Huntington, Johnson, LaGrange, Marshall, Martin, Randolph, Starke and Warrick counties were recognized.

"We are incredibly grateful for the work local leaders from Dearborn County are doing to advocate for our students and the future of Indiana," said Lubbers. "Indiana's College Success Coalitions are increasing access to college and postsecondary training and student success which will make Indiana stronger for years to come."

These partnerships build on Indiana's commitment to establish one of the best and most student-centered higher education systems in the nation and go hand in hand with the commission's strategic plan, Reaching Higher, Delivering Value.

The Indiana College Success County award is presented to counties that establish a College Success Coalition of community organizations that work together to increase college access and success. Today there are coalitions in 72 Indiana counties that have recruited more than 2,000 member organizations, including local schools, community groups and businesses. Indiana's College Success Coalitions have documented nearly 4,000 activities ranging from facilitating college visits and experiences and informing families about the opportunities for their children to go to college.

Dearborn County College Success Coalition Steering Team Members include:

Sally Bender, High School Counseling Director

Kimberly Elliott, Family Development

Andrea Ewan, Chamber of Commerce / Economic Development

Tonya Mathis, College Admissions Representative

Brent Stocksdale, Early College

To earn the Indiana College Success County award, these 11 organizations created data-driven strategic plans and documented activities that aim to increase the percentage of high school graduates and returning adults who earn a postsecondary credential including certificates as well as two- and four-year college degrees.

Recognized counties receive a road sign proclaiming the county an Indiana College Success County.

Local organizations are encouraged to join their county's College Success Coalition and help create a college-going culture in Indiana. These County Coalitions envision that all citizens will have access to people who know how to plan, prepare and pay for education beyond high school.



Local organizations can join the College Success Coalition at [LearnMoreIndiana.org/Coalitions](http://LearnMoreIndiana.org/Coalitions).

**IndyStar**  
**Hoosier companies must invest in education**  
**Teresa Lubbers**  
**July 17, 2016**

The Indiana Chamber of Commerce's ninth annual survey of more than 600 employers found both good and troubling news: More than half of those surveyed expect business to grow in the next two years, but an increasing number — 45 percent — also expect to leave positions unfilled due to lack of qualified applicants.

Indiana cannot wait for the next generation of Hoosier employees to leave the K-12 and post-secondary education systems. Our state's workforce needs are immediate. That's why it is so important to engage adult Hoosiers already in the workforce, particularly the more than 700,000 with some post-secondary credit but no degree or credential.

Indiana's You Can. Go Back. initiative is a statewide effort to reach these adults, and employers are the most powerful partners we have in getting Hoosiers the training and education they need to improve their lives and meet workforce demands.

Many of our state's employers already make significant investments in employee education and training. For example, 48 percent of the Indiana Chamber's surveyed employers provide tuition reimbursement programs. The benefits of these types of programs can be dramatic. A recent Lumina Foundation study of Cigna Corp.'s tuition reimbursement benefit found that for every dollar the company invested in sending employees to college — they realized a \$1.29 return.

There are examples of businesses in every sector to highlight the different ways employers can recruit, retain and develop skilled, loyal employees by investing in post-secondary education. In the technology sector, companies like Salesforce and Interactive Intelligence offer tuition reimbursement and assistance for their employees and promote these benefits as a way to attract top talent.

Subaru and Allison Transmission also offer tuition reimbursement, and both have negotiated special programs and training with Indiana colleges to meet the unique needs of a modern manufacturing company.

In June, Comcast Indiana announced a partnership with WGU Indiana, Ivy Tech Indianapolis and Indiana Wesleyan that will allow them to eliminate one of the largest barriers employees face in returning to college: the out-of-pocket expense.

Comcast negotiated deferred payment plans with all three colleges, so that employees do not need to pay up-front tuition costs and wait for reimbursement. It's a simple change with the potential to encourage more Comcast employees to return to college.

Most recently, Cook Group — a top Indiana biomedical company based in Bloomington — publicly announced an impressive and comprehensive plan to develop a strong local workforce.

Partnering with Ivy Tech and Monroe County Consolidated Schools, the program helps adults in the Bloomington community who dropped out of high school complete their high school equivalency and earn a specialized certificate or degree — all while working at Cook. The program also helps current employees go back to school and earn career-aligned post-secondary credentials. This innovative program not only helps Cook fill its workforce needs, it also helps build a stronger community.

These types of partnerships between employers and colleges have tremendous potential to help Indiana close the skills gap and build stronger local economies. The Indiana Commission for Higher Education is encouraging Indiana employers to visit [YouCanGoBack.org/employer](http://YouCanGoBack.org/employer) and take a quick online survey that will help the Commission connect them with the best resources and colleges to build, improve or expand their employee education programs.

Along with our K-12 and post-secondary educators, Indiana is counting on employers — big and small — to be an active part of the solution to increase educational attainment in our state. Partnering with Indiana colleges is a powerful option more companies should explore to meet workforce need and improve the lives of Hoosiers.

**Inside Indiana Business**  
**IN work-study program expands**  
**Mary-Rachel Redman**  
**July 21, 2016**

The state's work-study program for college students is expanding. EARN Indiana says new salary guidelines mean thousands of additional paid internship opportunities.

Beginning this fall, the Expected Family Contribution to qualify for EARN Indiana will increase from \$7,500 or less to \$24,808 or less. The program is now also open to returning adult students taking advantage of the state's Commission for Higher Education's You Can. Go Back. campaign.

The goal of these changes is to make hiring EARN Indiana interns easier for employers.

EARN Indiana is the state's revamped work-study program that launched in 2013. It allows Hoosier students in financial need to participate in a paid internship while also rewarding Indiana employers who hire these students by allocating state matching funds.

**StateImpact**  
**Two-thirds of Indiana college students graduate within six years**  
**Peter Balonon-Rosen**  
**July 28, 2016**

By nearly every measure, more Hoosiers are completing college than ever before.

However, black and Hispanic students are half as likely than white students to graduate on time, according to a **new report** from the Indiana Commission of Higher Education.

Across the board, about two-thirds of Indiana college students now receive a bachelor's degree within six years of starting college.

"More students are graduating on time which saves them considerable amount of money," said Teresa Lubbers, commissioner of higher education. "We calculated that an extra year of college costs about 50,000 dollars a year."

But, she says, the graduation rate plummets when looking at Black and Hispanic students.

"We still see a significant achievement gap," Lubbers said. "Black and Hispanic students are about half as likely white students to graduate on time."

According to the department, most campuses have measures to help Black students graduate on time. Far fewer specifically focus on Hispanic students.

See the full report **here**.

**Inside Indiana Business**  
**College report shows progress, challenges**  
**Andy Ober**  
**July 28, 2016**

More Indiana students are graduating from college, but a new report from the Indiana Commission for Higher Education suggests there is still work to do. The commission's third annual College Completion Report shows on-time graduation in Indiana increased by more than

five percent between 2012 and 2015, which Commissioner Teresa Lubbers says is "not an easy number to move." However, she says the state is still "nowhere close to where we need to be" in closing the achievement gap for minority students.

The report says, between 2012 and 2015, the number of students earning a bachelor's degree in four years reached 39.6 percent. The number of students earning associate degrees in two years increased by 4.4 percent over the same period. In a release, Lubbers said the 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."

The bad news, says the commission, is that achievement gap measures show "significant progress" is needed to reach state goals. The report shows, while black students graduate in higher numbers than the Hispanic student population, Hispanic students are twice as likely to graduate on time. The commission measures achievement campus-by-campus. It reports that Ball State University is the closest to closing the minority achievement gap, while Indiana University South Bend made the largest gains between 2012 and 2015.

You can find more information and link to the full reports by [clicking here](#).

Lubbers says the commission continues to put a focus on aligning college offerings with work force needs.

**Journal Gazette**  
**Scholars require a guiding hand to stay on track**  
**Tami Silverman**  
**August 1, 2016**

Indiana's highly acclaimed Evan Bayh 21st Century Scholars Program has a problem – vast numbers of eligible low-income students are struggling to complete new requirements, putting them at risk of losing their valuable scholarships. In Allen County, 67 percent of Class of 2017 Scholars and 75 percent statewide may not receive the funding they need to pursue a potentially life-changing education after 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.

In the past 25 years, the 21st Century Scholars Program has helped at least 30,000 low-income students earn a college degree. The Indiana Commission for Higher Education reports that more than 110,000 students are enrolled in the program. In 2013, ICHE introduced the Scholar Success Program, which includes activities that help prepare students for college, such as visiting campuses and getting workplace experience. The Class of 2017 is the first required to complete these activities to earn their scholarships. Yet in May, the commission discovered that only 8 percent of eligible students were on track to complete the activities.

There is some good news: Through outreach efforts that often included partners in higher education, school corporations and community organizations, ICHE helped triple the number of

on-track students in less than two months. Indiana Commissioner for Higher Education Teresa Lubbers is encouraged by the increase but states, “With much work remaining to ensure Indiana’s scholars meet all requirements, we will continue our outreach and reporting efforts to keep this positive momentum going as we begin a new school year.”

Unfortunately, this still means three-quarters of our state’s high-potential, low-income students remain at risk of losing their scholarships. Among Allen County’s school districts, Fort Wayne Community Schools has the highest percentage (71 percent) of 2017 scholars who fall into that category.

Given the fast-approaching deadline, how can we ensure that every scholar has the necessary information and support to complete the program? Schools are the obvious choice for outreach. Lubbers has asked principals to prioritize assisting students with completing the requirements. Meetings with the Indiana Association of Public School Superintendents and the Indiana Association of School Principals included information about grants available to help schools offset the costs of increased awareness and coaching. According to Lubbers, both associations were highly supportive.

Youth-serving organizations also have been long-standing partners of the 21st Century Scholars program. Community-based programs focus not only on enrolling seventh and eighth graders but also on assisting those students through high school and beyond. Scholar Success Labs, which provide access to computer labs and program assistance, are another way community organizations can work with schools to increase enrollment and activity completion.

Finally, families and the students themselves must be encouraged to increase completion rates. For many of Indiana’s 21st Century Scholars, the obstacles to degree completion are high. These students are more likely to be the first in their family to go to college and to be raised in single-parent households. Direct mail, one-to-one mentoring and access to online tools aim to assist students and families through the program.

From the start, 21st Century Scholars has transformed the lives of individuals and families, and examples of resounding student achievement abound. It will take coordinated, intentional efforts to close the gap on the new Scholar Success requirements. The work must happen quickly and throughout the state. Yet the potential payoff is enormous. By ensuring that each eligible student moves into compliance, we can not only improve the individual economic opportunities of those students but also increase the quality of life for all Hoosiers,

**Northwest Indiana Times**  
**Indiana working with businesses to improve employee education levels**  
**Dan Carden**  
**August 1, 2016**

State universities are eager to partner with Indiana businesses to improve their employees' education levels and get closer to having 60 percent of Hoosiers holding a postsecondary degree or credential by 2025.

"This 60-percent goal is tied directly to Indiana's future," said Dennis Bland, chairman of the Indiana Commission for Higher Education.

"It's the level of education that Hoosiers will need in order to secure good jobs and quality of life for their families."

Currently, about 750,000 out of 5 million adult Hoosiers have attended "some college," but did not complete their degree or earn an industry-recognized credential.

Bland said getting those individuals, many who are gainfully employed, back in the classroom or learning online would significantly increase the state's 41 percent postsecondary completion rate and help Indiana meet its goal.

"Employers are in a tremendous position to encourage and help Hoosiers to complete or continue their education," Bland said.

He urged business owners and managers to visit the commission's "You Can. Go Back." website [atyoucangoback.org/employer](http://atyoucangoback.org/employer) to make connections with schools or programs that can help their employees.

Cable TV company Comcast, for instance, recently worked through the commission to improve its employee tuition benefit in a new partnership with Ivy Tech Community College, Western Governors University and Indiana Wesleyan University.

Previously, Comcast would reimburse its 2,500 Indiana employees, including Chicago-region workers who live in Northwest Indiana, up to \$5,000 a year for tuition costs, paid at the end of each semester.

But that forced the employee/student to come up with tuition money upfront to attend classes, which not every employee could afford to do.

Going forward, Comcast's Indiana employees who enroll at any of the three partner universities won't be billed for tuition until the end of the semester — roughly at the same time the employee gets his or her reimbursement check from the company. The reimbursement also was increased to a maximum of \$5,750 a year.

"We wanted to help remove any barriers that would prevent Comcast employees from growing within the company," said Mike Wilson, Comcast Indiana director of public relations.

"In this case, that meant taking away financial constraints associated with college."

Western Governors University Chancellor Allison Barber, a Gary native, said the online Indiana university was excited to work with Comcast to make it more affordable for its employees to achieve their educational dreams.

"WGU Indiana is a natural partner in the campaign to improve the accessibility of higher education in our state, and to improve the capacity of our workforce," Barber said.

"Tuition reimbursement works. It's as simple as that."

She pointed to a recent case study by Indianapolis-based Lumina Foundation that found the insurance company Cigna got a 130 percent return on investment through its employee tuition-reimbursement program.

Many Region employers already offer some level of tuition reimbursement, including Northwest Indiana hospitals, but none is known to have arranged to delay employee tuition payments as Comcast has.

Indiana Higher Education Commissioner Teresa Lubbers said colleges and universities are ready to work with businesses to make similar partnerships that ultimately benefit students, schools, businesses and the state.

"Degree attainment is perhaps the most important single contributor to the long-term economic success of our state," Lubbers said.

"Innovative partnerships like this one (with Comcast) will ensure Indiana's continuing growth in a competitive global marketplace."