INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, August 9, 2018

INDIANA COMMISSION *for*
HIGHER EDUCATION

AUGUST COMMISSION MEETING
AGENDA

Wednesday, August 8, 2018

BALL STATE UNIVERSITY
2000 West University Avenue
Muncie, IN 47306

CAMPUS TOUR
4:00 P.M. – 6:00 P.M.
New North Residential Neighborhood
Ball Communications Building
Shuttle departs from Hampton Inn & Suites Lobby

RECEPTION & DINNER
6:00 P.M. – 8:30 P.M.
John R. Emens College-Community Auditorium
1800 W Riverside Avenue
Muncie, IN 47306
Parking available in the McKinley Avenue garage

HOTEL ACCOMMODATIONS
Hampton Inn & Suites Muncie
4220 West Bethel Avenue
Muncie, IN 47304

COMMISSION MEETING
Ball State University
Alumni Center
2800 W. Bethel Avenue
Muncie, IN 47306

STUDENT SUCCESS & COMPLETION COMMITTEE & BREAKFAST
8:00 A.M. – 9:00 A.M.
Alumni Center
Assembly Hall

Skills Infusion Initiative
Jim McAtee, Director of the Career Center
Jennifer Wies, Chairperson of the Department of Anthropology

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 Coleen Gabhart
- College-Level Scholar Success Program
- Education and Workforce Initiatives
- Gallup Indiana Alumni Survey Year 2 Results
- Performance Funding Per-Unit Payments
- Committee Report Outs

COMMISSION MEMBER LUNCH
11:45 A.M. – 1:00 P.M.
Alumni Center
Board Room

Lunch Guest
President G. Mearns

STAFF LUNCH
11:45 A.M. – 1:00 P.M.
Alumni Center
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

V.   **Old Business**
        New Business

VI.   **Adjournment**

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The next meeting of the Commission will be on **September 13, 2018, in Bloomington, Indiana.**

State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, June 14, 2018

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 7th Street, Terre Haute, IN 46809 with Chairman Chris LaMothe presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Jud Fisher, Lisa Hershman, Chris LaMothe, Chris Murphy, Kathy Parkison, Dan Peterson, Beverley Pitts, John Popp and Alfonso Vidal

Members Absent: Dennis Bland, Jon Costas and Allan Hubbard

CHAIR'S REPORT

On behalf of the Commission, I would like to thank President Curtis and the rest of the Indiana State staff for your hospitality yesterday and hosting our meeting today.

The Commission is committed to offering quality internships for students. The Commission is pleased to have five summer interns in the audience today:
- Joana Ayala
- Tim Foster
- Tyler Frantom
- Alison Partee

Also, we mentioned this morning that another new staff member joining us for the first time is Kate Stuard, Communications Director.

As you all know, Mika Mosier announced at the Weldon Conference that she needed to step down from her role on the Commission to focus on her health as she prepared for an upcoming surgery. I am happy to report that her procedure went well and she is well on her way to recovery. We will continue to keep her and her family in our thoughts. Although she cannot be with us here today, I would like to ask Kathy Parkison to read a Resolution, honoring her contributions to the Commission.

R-18-03.1   RESOLVED: That the Commission for Higher Education hereby approves the Resolution honoring Mika Mosier (Motion – Murphy, second – Popp, unanimously approved)

I would also like to take moment to honor someone else for their tremendous contributions not only to her University but the greater Evansville area and that is Cindy Brinker.

After dedicating nearly 40 years to students, faculty and the community of Evansville, Cindy announced her plans to retire from the University of Southern Indiana. She will serve her last six months on sabbatical with her last official day at the University being June 30.

Cindy began working for USI in May 1979 as the Director of Human Relations and transitioned through various university governmental positions into the role in which we all know her best, Vice President for Government and University Relations. For the last 14 years, Cindy has represented the University's interests at the federal, state, and local levels by working closely with members of the Indiana General Assembly and many state agencies, including us at the Commission, on issues pertaining to higher education. She has worked closely with our office on preparing biennial operation and capital budget requests in addition to her other responsibilities. On top of her administrative duties, Cindy is always a gracious host for our campus visits. Cindy is known for her warm demeanor and witty humor. We will miss her greatly and wish her and husband all the best on their upcoming travels.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating, this month's report is a little longer than usual. Sometimes people ask us if our workload slows down during the summer months. The answer is no, especially in the months leading up to a budget session and with the new requirements that came out of the last session, including the responsibilities associated with the creation of the Governor's Workforce Cabinet. Summer months are also the time for national higher education meetings and our Commission is regularly asked to present at nearly all of these convenings.

Regarding the Governor's Workforce Cabinet, while the full 21 member cabinet has only met once (we will be meeting every other month), I am a part of a smaller working group that meets weekly or bi-weekly and three committees have been organized around College and Career Funding (Dominick Chase is serving); Career Coaching and Navigation (Jason Bearce is serving); and Career and Technical Education Jason Bearce is serving). Other members of the staff are assisting in the work, too. The most immediate task is to meet the legislative mandates around career counseling and an audit of all workforce programs.

To assist the Governor in these and other education/workforce issues, he recently appointed Dr. Lee Ann Kwiatkowski as his senior education advisor. Previously she served as the chief of staff for Superintendent Jennifer McCormick and as the assistant superintendent of the Warren Township School district. Many of us had the chance to work with Lee Ann and welcome the opportunity to continue doing so in her new role.

All of us are using every opportunity we have to promote the Workforce Ready Grant and the expansion of the program to provide free job training for working age adults. It will now be extended to all high school graduates, including graduates of the class of 2018. We believe this program that pays for tuition-free certificates for careers in Indiana's fastest growing industries will grow in impact with this legislative change. But it requires new branding and communications, and we're working with other state agencies to marketing firms to get the word out.

Mayor Hogsett announced Indy Achieves this spring – it will bring together existing resources including state financial aid dollars to send the message that whether a recent high school graduate or an adult hoping to move ahead in a career, there will be a new opportunity for

Marion county residents to receive the skills needed in a 21st century economy. Modeled on the Tennessee Achieves program and based on the recommendations of the Indianapolis Promise Task Force, Indy Achieves will administer the Indy Promise scholarship beginning in 2019; administer an Indy Achieves Completion grant; and raise private and philanthropic funds to provide wrap around services. Both Ivy Tech and IUPUI are partnering with Indy Achieves. Indy Achieves will be housed within Employ Indy as a standalone organization. The city has committed $560,000 and will be seeking additional funding from the City County council.

There's another exciting partnership that I would like to highlight today. Ivy Tech and Vincennes have announced a new partnership which will begin in the fall 2018 semester that will provide students new pathways in high demand careers. Students who complete an associate degree at Ivy Tech can then earn a bachelor's degree at Vincennes University in Homeland Security and Public Safety. According to President Ellspermann, "this pilot agreement represents a new era of cooperation between Ivy Tech and Vincennes to meet workforce needs. Students will transfer with junior status and continue their studies at eth Ivy Tech Indianapolis campus which will be utilized by Vincennes for instruction in the final two years of the program. When students pursue the full-time track, they can complete a degree in the Homeland Security and Public Safety programs in four years at an Ivy Tech camp8us. President Chuck Johnson touts the benefits, saying "Students will benefit by making VU's highly regarded bachelor's degree program in Homeland Security more accessible."

Finally, I want to share a few sentences from a letter that was prepared by ISFAA's president and governmental relations commissioner. ISFAA is the organization comprised of college and university financial aid officers. Since many of you have been a part of the revamping of changing the eligibility requirements and processes around the distribution of financial aid, you know this has been a challenge. "CHE worked very closely with the Indiana Student Financial Aid Association to resolve issues (problems) and to find a way to serve students better. Still, when CHE stated they would be creating a new system and it would solve the problems, financial aid administrators were skeptical. Quite frankly, confidence in CHE's ability to correct the problems was low. CHE and a consulting firm took the time to travel to our state conference to hold listening session – financial aid officers were brutally honest; notes were taken and promises were made. When it was time to go live with ScholarTrack (the new system), it lived up to the hype. Aid administrators were well trained; the system is very logical; the data are complete and thorough; students and schools can see the exact same data; and schools can provide updates to the system that actually work. It revolutionized state financial aid in Indiana for students and financial aid administrators." All of our staff worked hard to make this happen, but special thanks must go to Colby Shank and Michael Hawryluk.

CONSIDERATION OF THE MINUTES OF THE MARCH, 2018 COMMISSION MEETING

R-18-03.2   **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the March, 2018 regular meeting. (Motion – Fisher, second – Murphy, unanimously approved)

II.   PUBLIC SQAURE

A. Recent College Readiness and Completion Efforts
1.   Dr. Katie Mote, Vice President of Operations, Southern Indiana, Ivy Tech Community College
2.   Dr. Katie Jenner, Assistant Superintendent, Madison Consolidated Schools
3.   Dr. Linda Maule, Dean of University College, Indiana State University
4.   Dr. Josh Powers, Associate Vice President for Student Success, Indiana State University

The publication of two of the Commission's annual reports, College Readiness and College Completion, provides an opportunity to discuss efforts to help students prepare for and succeed in college. Our discussion today will focus on ways our schools are using college readiness and completion data to ensure successful student transitions between secondary and postsecondary education.

Sean Tierney will begin our discussion with key takeaways from both reports and Commissioner Lubbers will moderate the discussion.

III.   BUSINESS ITEMS

A. Academic Degree Programs for Full Discussion
1.   Associate of Science in Secondary Education (Mathematics, Biology) to be offered by Ivy Tech Community College

Dr. Russ Baker presented this item. Dr. Ken Sauer provided the staff recommendation.

R-18-03.3   RESOLVED: That the Commission for Higher Education hereby approves the following degree program, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Murphy, unanimously approved)

B. Academic Degree Programs for Expedited Action
1.   Master of Science in Healthcare Management to be offered by Indiana University Bloomington
2.   Bachelor of Arts in Sociology (IU) to be offered by Indiana University-Purdue University Columbus
3.   Bachelor of Arts/Bachelor of Science in Statistics to be offered by University of Southern Indiana
4.   Master of Science in Nursing to be offered by Indiana University Purdue-University Columbus (Three Collaborative Online Master's Programs)
5.   Master of Arts in English to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast

6. Master of Science in Criminal Justice and Public Safety to be offered by Indiana University Bloomington, East, Indiana University Purdue University Indianapolis, Kokomo, and Southeast

7. Master of Liberal Studies to be offered by Indiana University East, Kokomo, Northwest, South Bend, and Southeast

R-18-03.4 **RESOLVED:** That the Commission for Higher Education hereby approves the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Vidal, unanimously approved)

C. Capital Projects for Full Discussion
1. Ball State University – New York Avenue Parking Structure

Ms. Becca Polcz presented the project. Commissioner Lubbers provided the staff recommendation.

R-18-03.5 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Murphy, second Hershman, unanimously approved)

2. Indiana University-Purdue University Indianapolis – Madam Walker Theater Center

Dr. Tom Morrison presented this project. Commissioner Lubbers provided the staff recommendation.

R-18-03.6 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Murphy, unanimously approved)

3. Indiana University Bloomington – North Housing Addition

Dr. Tom Morrison presented this project. Commissioner Lubbers provided the staff recommendation.

R-18-03.7 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Lubbers, second – Murphy, unanimously approved)

D. Capital Projects for Expedited Action
1. Indiana University Kokomo – Student Activities & Events Center
2. Indiana University Northwest – Anderson Library/Conference Center Mechanical and Interior Renovations
3. Purdue University West Lafayette – Brees Student-Athlete Academic Center

4. Purdue University West Lafayette – Convergence Building Lease

R-18-03.8   **RESOLVED:** That the Commission for Higher Education hereby approves the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Fisher, unanimously approved)

E. Performance Funding Per-Unit Payments

This item was tabled until the August 9, 2018 Commission Meeting

F. Commission for Higher Education Fiscal Year 2019 Spending Plan

R-18-03.9   **RESOLVED:** That the Commission for Higher Education hereby approves the following Fiscal Year 2019 Spending Plan, in accordance with the background information provided in this agenda item. (Motion – Popp, second – Vidal, unanimously approved)

IV.   INFORMATION ITEMS

A. Academic Degree Programs Awaiting Action

B. Academic Degree 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 2:59 P.M.

_____
Chris LaMothe, Chair

_____
Al Hubbard, Secretary

COMMISSION FOR HIGHER EDUCATION
Thursday, August 9, 2018

PUBLIC SQUARE: <u>**Alignment of State and Federal Policies in Higher Education**</u>

Background   As the Commission continues to address elements in its
                                 strategic plan, *Reaching Higher, Delivering Value*, it will have the
                                 opportunity to hear from U.S. Senator Todd Young on issues
                                 related to higher education reauthorization, federal pell
                                 requirements and increased employment outcomes of
                                 graduates.

Supporting Documents   Senator Todd Young

Senator Todd Young

Senator Todd Young represents Hoosiers in the United States Senate. He currently serves on the Senate Committees on Foreign Relations; Health, Education, Labor & Pensions; Commerce, Science & Transportation; and Small Business and Entrepreneurship. Previously, in the House, he served on the House Armed Services Committee, the House Budget Committee, and most recently the House Ways and Means Committee.

A fifth generation Hoosier and the second of three children of Bruce and Nancy Young, Todd grew up watching his parents work hard in order to support the family. From a young age, Bruce and Nancy instilled Midwestern family values, personal responsibility and a strong work ethic in their children. Todd's first jobs were delivering newspapers, mowing lawns, and providing janitorial services at the family business.

After graduating from high school, Todd enlisted in the U.S. Navy with the goal of attending the United States Naval Academy in Annapolis, Maryland. A year later, he received an appointment from the Secretary of the Navy and was admitted to Annapolis, where he participated in varsity athletics and was elected a class officer. Todd graduated with honors in 1995 and accepted a commission in the U.S. Marine Corps. After training as a rifle platoon commander and service as an intelligence officer, Todd was then assigned to lead a recruiting effort in Chicago and northwest Indiana. During this time, he put himself through night school at the University of Chicago, where he earned his MBA with a concentration in economics.

After serving a decade in the military, in 2000 Todd was honorably discharged as a Captain. He then spent a year in England, where he wrote a thesis on the economic history of Midwestern agriculture and earned an MA from the School of Advanced Study in London. Upon returning to the United States, he accepted a position at The Heritage Foundation and later worked as a legislative assistant in the U.S. Senate.

In 2003, Todd returned home to Indiana. He worked several years as a management consultant, advising public and private organizations how they could implement business practices to provide their constituents and customers with more value, often by investing fewer resources. Soon after returning to Indiana, Todd met his future wife, Jenny, and he again put himself through night school, this time earning his JD from Indiana University. They married in 2005, and then worked together at a small law firm in Paoli, Indiana, that was started by Jenny's great-grandfather in 1933. Todd and Jenny currently live in Bloomington, Indiana, and have four young children: a son, Tucker, and three daughters, Annalise, Abigail and Ava.

COMMISSION FOR HIGHER EDUCATION
Thursday, August 9, 2018

BUSINESS ITEM A: <u>**College Equity Report**</u>

Staff Recommendation   For discussion only.

Background   On March 14, 2013, the Commission for Higher Education passed a resolution setting a goal to cut the state's race/ethnicity achievement gap in half by 2018 and to eliminate it by 2025. The Commission's new College Equity Report measures progress toward these goals by providing information on achievement gaps. In addition to race/ethnicity, this report looks at gaps based on gender, socioeconomic status, and rural/non-rural status. The report shows that, although gaps remain, they are half-closed as of 2018 and many are on pace to fully close by 2025. The 21st Century Scholars program, in particular, appears to play a significant role in closing gaps between low-income students and higher-income students.

The 2018 College Equity Report incorporates data elements such as pre-college success, college-going rates, early success in college and on-time and extended-time degree completion rates.

COMMISSION FOR HIGHER EDUCATION
Thursday, August 9, 2018

BUSINESS ITEM B: <u>**Academic Degree Programs for Expedited Action**</u>

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

- Bachelor of Science in Community Health Advocacy to be offered by Indiana University at IUPUI Columbus
- Bachelor of Arts/Bachelor of Science in Social Sciences to be offered by Indiana University Southeast

Background   The Academic Affairs and Quality Committee discussed these programs at its July 9, 2018 meeting and concluded that the proposed programs could be placed on the August 9, 2018 agenda for action by the Commission as expedited action items.

Supporting Document   Academic Degree Programs on Which Staff Propose Expedited Action July 9, 2018.

CHE 18-11   **Bachelor of Science in Community Health Advocacy to be offered by Indiana University at IUPUI Columbus**

Proposal received on April 17, 2018
CIP Code: 51.1504
Fifth Year Projected Enrollment: Headcount – 40, FTE – 40
Fifth Year Projected Degrees Conferred: 10

This program would be offered through the IUPUI Columbus Divisions of Nursing and Education, with the Nursing Division being the primary unit offering the degree. The University reports that the program was developed as a result of being approached by seven regional hospitals. Graduates of the program are prepared to lead and supervise community health workers, many of whom are prepared at the associate degree or less. The Governor's Health Workforce Council has created a Community Health Worker Workgroup that is aimed at forging a consensus around issues such as the educational preparation of entry-level community health workers, what their roles are, and whether they should be certified. The co-chairs of the Workgroup were involved in the review of the proposed program and were comfortable with the proposal going forward.

The B.S. in Community Health Advocacy requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. While there is not a Transfer Single Articulation Pathway (TSAP) in Community Health Advocacy, Indiana University Purdue University Columbus, Ivy Tech Community College, and Vincennes University have developed a clear, seamless articulation pathway to the proposed baccalaureate degree for students at Ivy Tech and Vincennes who earn an A.S. in General Studies.

CHE 18-12   **Bachelor of Arts/Bachelor of Science in Social Sciences to be offered by Indiana University Southeast**

Proposal received on April 17, 2018
CIP Code: 45.0101
Eighth Year Projected Enrollment: Headcount – 32, FTE – 24
Eighth Year Projected Degrees Conferred: 6

This program would be housed in the School of Social Sciences and offered in collaboration with various departments in the School and by the Department of Economics in the School of Business. In March 2017, the Commission approved a Bachelor of Interdisciplinary Studies (B.I.S.) in Arts and Humanities, which was projected to enroll 42 headcount students and have 14 annual graduates within five years. The B.I.S. in Arts and Humanities is rooted in disciplines such as the Fine Arts, Philosophy, Literature, Communication, Music, and Theater. The proposed B.A./B.S. in Social Sciences is rooted in disciplines such as Psychology, Economics, Sociology, History,

Journalism/Media, International Studies, and Political Science. The University is also considering developing an interdisciplinary program for the Natural Sciences.

The B.A./B.S. in Social Sciences requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. While there is not a Transfer Single Articulation Pathway (TSAP) in Social Sciences, Indiana University Southeast, Ivy Tech Community College, and Vincennes University have developed a clear, seamless articulation pathway to the proposed baccalaureate degree for students at Ivy Tech and Vincennes who earn an A.A./A.S. in Liberal Arts.

COMMISSION FOR HIGHER EDUCATION
Thursday, August 9, 2018

BUSINESS ITEM C-1:	**Ball State University – New North Residential Neighborhood Phase II**

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

- Ball State University – New North Residential Neighborhood Phase II

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   Ball State University – New North Residential Neighborhood Phase II

Ball State University – New North Residential Neighborhood Phase II

STAFF ANALYSIS

The Trustees of Ball State University request authorization to proceed with the construction of the New North Residential Neighborhood Phase II. The North Residential Neighborhood project addresses housing and dining needs currently being served by the aging LaFollete Complex. Phase I of the North Residential Neighborhood project is currently underway and involves construction of one new residence hall and a stand-alone dining facility. Phase II will add a second new residence hall that, when finished, will provide sufficient housing and dining capacity in the north portion of campus to allow for LaFollette Complex to be taken down. The new residence hall is expected to be five stories tall and approximately 154,000 gross square feet. The hall will house primarily freshman students and have a capacity of approximately 510 residents. The building will serve as the living-learning community for students in Teachers College.

Funding: The estimated cost of this project is $60,000,000 and will be funded from existing renewal and replacement funds generated by residence hall and dining student charges that have been set aside for the express purpose of long-term capital repairs and renovations.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY
FOR: NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE II

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-19-1-01
Campus:	Muncie	**Institutional Priority**:	1

Previously approved by General Assembly: No   **Previously recommended by CHE:**   No

Part of the Institution's Long-term Capital Plan: Yes

Project Size: 154,000 GSF (1)   83,270 ASF (2)   54.1% ASF/GSF

Net change in overall campus space: (311,879) GSF   (198,663) ASF

Total cost of the project (3): $ 60,000,000   **Cost per ASF/GSF:** $ 390 GSF

     $ 721 ASF

Funding Source(s) for project (4):

Amount	Type
$ 60,000,000	Auxiliary Funds - Housing/Dining

Estimated annual debt payment (6):   0

Are all funds for the project secured: Yes

Project Funding:

Project costs will be paid from Housing & Dining Renewal & Replacement Reserves that have been set aside over many years for the purpose of renovating or replacing existing housing and dining facilities.

Project Cost Justification

The $60 million project costs include not only all costs to construct and equip the new residence hall (estimated at $50 million), but also the costs to demolish Carmichael Hall (60,087 GSF; estimated $2 million demolition costs) currently occupying the proposed site for the new residence hall and the costs to demolish LaFollette Complex (405,792 GSF; estimated $8 million demolition costs), the housing and dining facility that is being replaced by the facilities constructed in Phases I and II of the North Residential Neighborhood project.

Estimated annual change in cost of building operations based on the project: $ (1,829,000) Savings

Estimated annual repair and rehabilitation investment (5): $ 1,350,000 The University's target for annual R&R funding is 3%.

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE II

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-19-1-01
Campus:	Muncie	**Institutional Priority:**	1

Description of Project

The University's North Residential Neighborhood is currently comprised of the two recently renovated residence halls within the Johnson Complex and the aging LaFollette Compex. The Campus Master Plan calls for the demolition and replacement of beds and dining facilities within the aging LaFollette Complex. Phase I of the North Residential Neighborhood project is currently underway and includes construction of one new residence hall and a stand-alone dining facility. Phase II of the North Residential Neighborhood project will include the construction of a second new residence hall to complement the new residence hall and stand-alone dining facility being constructed in Phase I. The new residence hall is expected to be five stories tall and approximately 154,000 gross square feet. The hall will house primarily freshman students and have a capacity of approximately 510 residents. The building will serve as the living-learning community for students in Teachers College. The Phase II project costs include all costs to demolish an existing structure on the site, construct and equip the new residence hall, and demolish LaFollette following the completion of construction of the new hall.

Need and Purpose of the Program

The LaFollette Complex opened in 1967 with a capacity of over 1,900 residents and features the only dining facilities in the North Residential Neighborhood. LaFollette has reached the point that the building envelope and mechanical/electrical/plumbing systems are beginning to fail. Signficant sums have been invested over the last few years just to maintain a safe and livable facility. Because of its sheer size and current conditions, a wholesale renovation of the building is estimated to cost in excess of $140 million and would need to be addressed in multiple phases to keep adequate bedspace online. From an administrative standpoint, 1,900 beds in one building is difficult to manage and does not promote the community-building that a smaller hall allows. Based on these factors, the University has decided to undertake a multi-phased approach to replace the dining component, a portion of the beds, and office space for Housing and Dining staff so that LaFollette can eventually be demolished in its entirety.

Space Utilization

Occupancy rates for Ball State University's residence halls averaged 97% for Fall 2017. Upon completion of Phase I (new residence hall and stand-alone dining facility) and Phase II (a second new residence hall), the University will proceed with the demolition of the remainder of LaFollette. The resulting bedcount will meet projected demand for the foreseeable future.

Comparable Projects

Project	Type	Project Cost ($M)	GSF	$/GSF	Inflated to 2019 $*
BSU New North Residence Hall #1	Residence Hall	$ 50.0	136,000	$367.65	$382.35
Purdue Honors College Residence Hall	Residence Hall	$ 90.0	324,000	$277.78	$312.46
IU-Bloomington Spruce Residence Hall	Residence Hall	$ 38.0	155,000	$245.16	$335.52
Marquette Wild Hall	Residence Hall	$ 96.0	230,000	$417.39	$469.51
Eastern Kentucky	Residence Hall	$ 75.0	365,060	$205.45	$240.34
					*Assumes 4% inflation per annum

Background Materials

The costs included in this request include $50 million for construction of the new residence hall, $2 million for demolition of Carmichael Hall to provide a building site for the new hall, and $8 million for the demolition of LaFollette Complex and restoration of the site following the opening of the new hall. Project costs will be paid from Housing and Dining Renewal & Replacement Reserves. After an extensive site evaluation process, it was determined that the new residence hall being proposed in Phase 2 should be located on the current site of Carmichael Hall. Carmichael, constructed in 1967, was originally used as a dining facility until being converted to use solely as offices and classrooms. No major upgrades have been made to the building since its construction, and any repurposing of the facility would require a total interior upgrade including replacement of all mechanical, electrical, and plumbing systems, fire protection, accessibility improvements, and an extensive exterior upgrade. The geometric configuration of the building, circular with circular corridors, makes for an inefficient building that is not easily adaptable to other uses. As such, Carmichael will be demolished to prepare the site for construction of the new residence hall. Programs currently operated within Carmichael have been assigned spaces elsewhere on campus.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE II

(INSERT PROJECT TITLE AND SBA No.)	Current Campus Totals			Subtotal Current and Future Space	Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)		Space to be Terminated (1)	New Space in Capital Request (2)	
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	140,931	5,662		146,593			146,593
Class Lab (210,215,220,225,230,235)	372,038	7,055		379,093			379,093
Non-class Lab (250 & 255)	34,877			34,877			34,877
Office Facilities (300)	653,518	29,580		683,098			683,098
Study Facilities (400)	192,153			192,153			192,153
Special Use Facilities (500)	419,873	30,843		450,716			450,716
General Use Facilities (600)	312,618			312,618			312,618
Support Facilities (700)	110,469		56,000	166,469			166,469
Health Care Facilities (800)	7,249	19,360		26,609			26,609
Resident Facilities (900)	1,769,043		101,000	1,870,043		(198,663)	1,671,380
Unclassified (000)	146,901			146,901			146,901
B. OTHER FACILITIES							
Parking Garages	469,752		7,346	477,098			477,098
TOTAL SPACE	**4,629,422**	**92,500**	**164,346**	**4,886,268**	**-**	**(198,663)**	**4,687,605**

CAPITAL PROJECT COST DETAILS
FOR: NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE II

Institution: Ball State University   **Budget Agency Project No.:** D-1-19-1-01
Campus: Muncie   **Institutional Priority:** 1

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	February	2019
Start Construction	May	2019
Occupancy (End Date)	Fall	2021

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering			$ -
b. Architectural	$ 2,884,615	$ 115,385	$ 3,000,000
c. Consulting	$ 961,538	$ 38,462	$ 1,000,000
Construction			
a. Structure	$ 15,384,615	$ 615,385	$ 16,000,000
b. Mechanical (HVAC, plumbing, etc.)	$ 15,384,615	$ 615,385	$ 16,000,000
c. Electrical	$ 7,692,308	$ 307,692	$ 8,000,000
d. Demolition of Existing Facilities	$ 9,615,385	$ 384,615	$ 10,000,000
Movable Equipment	$ 3,365,385	$ 134,615	$ 3,500,000
Fixed Equipment	$ 961,538	$ 38,462	$ 1,000,000
Site Development/Land Acquisition	$ 961,538	$ 38,462	$ 1,000,000
Other (Legal/Administra)	$ 480,769	$ 19,231	$ 500,000
TOTAL ESTIMATED PROJECT COST	$ 57,692,308	$ 2,307,692	$ 60,000,000

CAPITAL PROJECT OPERATING COST DETAILS
FOR: NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE II

Institution:	Ball State University	**Budget Agency Project No.:** D-1-19-1-01
Campus:	Muncie	**Institutional Priority**: 1

GSF OF AREA AFFECTED BY PROJECT 154,000

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	$ (7.14)	$ **(1,100,000)**	$ (1,100,000)	
2. Maintenance	$ (5.47)	$ **(842,000)**		$ (842,000)
3. Fuel	$ -	$ **-**		
4. Utilities	$ 0.73	$ **113,000**		$ 113,000
5. Other	$ -	$ **-**		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	**-11.876623**	$ **(1,829,000)**	$ **(1,100,000)**	$ **(729,000)**

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

As the residence hall is intended to replace space in LaFollette which will eventually be demolished, it is anticipated that there will actually be cost savings due, in part, to the efficiencies of the newer building. The increase in utility costs is because student rooms in LaFollette are not air-conditioned.

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BUSINESS ITEM D: <u>**Capital Projects for Expedited Action**</u>

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

- Ball State University – STEM and Health Professions
  Facilities Phase II

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

Supporting Document   Background Information on Capital Projects on Which Staff
                                       Proposes Expedited Action, August 9, 2018

D-1-17-1-01   **Ball State University – STEM and Health Professions Facilities Phase II**

The Trustees of Ball State University request authorization to proceed with the construction of a new Foundational Sciences Building to serve the STEM needs of students. The new Foundational Sciences Building will accommodate the Chemistry and Biology departments and provide room for both the expected growth within these programs and the need for state-of-the-art spaces and equipment that is lacking in the outdated Cooper Science Complex. The new science building will join the Health Professions Building, currently under construction, in the University's new east quadrangle. The estimated cost of this project is $87,500,000 and will be funded from Bond Proceeds under Bonding Authority Acts of 1965 and Indiana Code 21-34-6 though 10. This project was the University's Priority 1 request for the 2017-2019 budget session, recommended by the Commission, and funded by the General Assembly.

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BUSINESS ITEM E: <u>**Performance Funding Per-Unit Payments**</u>

Staff Recommendation   That the Commission adopt the recommended per-unit
performance funding payments. These recommendations were
approved by the Budget and Productivity Committee on
May 31, 2018.

Background   Performance funding metric outputs are multiplied by the per-
unit payments to determine the operating dollars awarded in
each metric. The per-unit payments will be adjusted
proportionately depending on the total dollars available in the
performance funding pool.

Supporting Document   Per-Unit Payment Recommendations

Performance Metrics	Per-Unit Payments
Overall Degree Completion Metric	
18-29 Credit Certificates	$1,875
1 Year Certificates	$2,500
Associate	$5,000
Bachelor	$10,000
Master	$5,000
Doctoral	$2,500
At-Risk Degree Completion Metric	
18-29 Credit Certificates	$1,875
1 Year Certificates	$2,500
Associate	$5,000
Bachelor	$10,000
STEM Degree Completion Metric	
18-29 Credit Hour Certificates	$1,875
1 Year Certificates	$2,500
Associate	$5,000
Non-Research Institution Bachelor	$10,000
Non-Research Institution Master	$5,000
Non-Research Institution Doctoral	$2,500
Research Institution Bachelor	$25,000
Research Institution Master	$12,500
Research Institution Doctoral	$6,250
Student Persistence Metric	
Completed 15 Credit Hours	$250
Completed 30 Credit Hours (2YR)	$500
Completed 30 Credit Hours (4YR)	$500
Completed 45 Credit Hours	$1,000
Completed 60 Credit Hours	$1,000
Completed 90 Credit Hours	$2,000
On-Time Graduation Rate Metric	
2 Year	$12,500
4 Year	$25,000

INFORMATION ITEM A: <u>**Academic Degree Programs Awaiting Action**</u>

	Institution/Campus/Site	**Title of Program**	**Date Received**	**Status**
01	Indiana University Kokomo	Bachelor of Arts in Philosophy	01/16/2018	Under Review
02	Indiana University at IUPUI Columbus	Bachelor of Science in Community Health Advocacy	04/17/2018	On CHE Agenda for Action
03	Indiana University Southeast	Bachelor of Arts/Bachelor of Science in Social Sciences	04/17/2018	On CHE Agenda for Action
04	Purdue University Polytechnic Institute	Doctor of Technology	6/18/2018	Under Review
06	Indiana University at IUPUI Columbus	Bachelor of Science in Criminal Justice	6/27/2018	Under Review
07	Indiana University Purdue University Indianapolis	Professional Doctorate in Dietetics	6/27/2018	Under Review
08	Purdue University Global	Bachelor of Science in Cloud Computing and Solutions	7/3/2018	Under Review

INFORMATION ITEM B: <u>**Academic Degree Program Actions Taken By Staff**</u>

	Institution/Campus/Site	**Title of Program**	**Date Approved**	**Change**
01	University of Southern Indiana	Bachelor of Science in Health Informatics and Information Management	7/9/2018	Changing the CIP code
02	Ball State University	Bachelor of Fine Arts Design and Technology/Theatre Arts	7/9/2018	Splitting a degree
03	Purdue University Northwest	Certificate in Information Systems	7/9/2018	Changing the CIP code
04	Purdue University Northwest	Bachelor of Science in Business in Information Systems	7/9/2018	Changing the CIP code
05	University of Southern Indiana	Bachelor of Science in Industrial Supervision	7/9/2018	Changing the CIP code
06	University of Southern Indiana	Master of Science in Industrial Management	7/9/2018	Changing the CIP code
07	Ivy Tech Community College	Associate of Applied Science in Industrial Apprenticeship Technology-Stationary Power Plant Operator	7/9/2018	Eliminating a program
08	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology-Stationary Power Plant Operator	7/9/2018	Eliminating a program
09	Ivy Tech Community College	Associate of Applied Science in Industrial Apprenticeship Technology-Facilities Maintenance	7/9/2018	Eliminating a program
10	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology- Facilities Maintenance	7/9/2018	Eliminating a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
11	Ivy Tech Community College	Associate of Applied Science in Industrial Apprenticeship Technology-Mechanic, Gas & Electric Vehicle	7/9/2018	Eliminating a program
12	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology- Mechanic, Gas & Electric Vehicle	7/9/2018	Eliminating a program
13	Ivy Tech Community College	Associate of Applied Science in Industrial Apprenticeship Technology-Pattern Repairer	7/9/2018	Eliminating a program
14	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology- Pattern Repairer	7/9/2018	Eliminating a program
15	Ivy Tech Community College	Associate of Applied Science in Industrial Apprenticeship Technology-Plumber and Pipefitter	7/9/2018	Eliminating a program
16	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology- Plumber and Pipefitter	7/9/2018	Eliminating a program
17	Ivy Tech Community College	Associate of Applied Science in Industrial Apprenticeship Technology-Sheet Metal Worker	7/9/2018	Eliminating a program
18	Ivy Tech Community College	Associate of Applied Science in Industrial Apprenticeship Technology-Mold/Die Maker	7/9/2018	Eliminating a program
19	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology- Mold/Die Maker	7/9/2018	Eliminating a program
20	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Telecommunications Technician	7/9/2018	Eliminating a program
21	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Bricklayer	7/9/2018	Eliminating a program
22	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Carpenter	7/9/2018	Eliminating a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
23	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Electrician	7/9/2018	Eliminating a program
24	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Painter	7/9/2018	Eliminating a program
25	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Plumber and Pipefitter	7/9/2018	Eliminating a program
26	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Ironworker	7/9/2018	Eliminating a program
27	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Millwright	7/9/2018	Eliminating a program
28	Ivy Tech Community College	Associate of Science in Apprenticeship Technology-Boilermaker	7/9/2018	Eliminating a program
29	Ivy Tech Community College	Technical Certificate in Apprenticeship Technology-Plaster/Drywall Installation	7/9/2018	Eliminating a program
30	Ivy Tech Community College	Technical Certificate in Apprenticeship Technology-Cement Mason	7/9/2018	Eliminating a program
31	Purdue University West Lafayette	Graduate Certificate in Real-time Computer Graphics Programming	7/9/2018	Adding a certificate
32	Purdue University West Lafayette	Graduate Certificate in Executive Construction Management Technology	7/9/2018	Adding a certificate
33	Purdue University West Lafayette	Graduate Certificate in Aviation Safety Management	7/9/2018	Adding a certificate
34	Purdue University West Lafayette	Post M.S. Psychiatric Mental Health Nurse Practitioner Certificate	7/9/2018	Adding a certificate

	Institution/Campus/Site	Title of Program	Date Approved	Change
35	Purdue University Fort Wayne	Bachelor of Arts/Bachelor of Science in Psychology	7/9/2018	Changing the CIP code
36	Purdue University West Lafayette	Master of Agriculture	7/9/2018	Changing the CIP code
37	Ivy Tech Community College-Columbus	Certificate in Career Specialist Permit	7/9/2018	Adding a certificate
38	Ball State University	Master of Science in Information and Communication Science	7/9/2018	Adding distance education
39	Indiana State University	Master of Science in Physics	7/9/2018	Eliminating a program
40	Indiana State University	Master of Science in Chemistry	7/9/2018	Eliminating a program
41	Purdue University Northwest	Certificate in Nursing Education	7/9/2018	Reactivating a program
42	Purdue University West Lafayette	Bachelor of Science in Environmental Science	7/9/2018	Eliminating a program
43	Purdue University West Lafayette	Sociology Specialist Certificate	7/9/2018	Eliminating a program
44	Indiana University Bloomington	Master of Arts/Master of Science/Master of Arts in Teaching in Economics	7/9/2018	Changing the name
45	Indiana University Purdue University Indianapolis	Bachelor of Arts/Bachelor of Science in Medical Humanities and Health Studies (IU)	7/9/2018	Changing the name
46	Indiana University Purdue University Indianapolis	Graduate Certificate in Design Thinking (IU)	7/9/2018	Changing the name

	Institution/Campus/Site	Title of Program	Date Approved	Change
47	Indiana University Purdue University Indianapolis	Graduate Certificate in Language and Literature (IU)	7/9/2018	Adding a certificate
48	Indiana University Purdue University Indianapolis	Graduate Certificate in School Librarianship (IU)	7/9/2018	Adding a certificate
49	Indiana University Purdue University Indianapolis	Graduate Certificate in Literature (IU)	7/9/2018	Adding a certificate
50	Indiana University Purdue University Indianapolis	Master of Arts in English (IU)	7/9/2018	Adding distance education
51	Indiana University Purdue University Indianapolis	Master of Library and Information Science (IU)	7/9/2018	Changing the name
52	Indiana University Purdue University Indianapolis	Graduate Certificate in Composition Studies (IU)	7/9/2018	Adding a certificate
53	Purdue University Global	Graduate Certificate in Adult Gerontology Acute Care Nurse Practitioner	7/9/2018	Adding a certificate
54	Indiana University Purdue University Indianapolis	Graduate Certificate in Product Stewardship (IU)	7/9/2018	Adding a certificate
55	Ball State University	Graduate Certificate in Nursing Educator	7/9/2018	Eliminating a program
56	Ball State University	Graduate Certificate in Gerontology	7/9/2018	Eliminating a program
57	Ball State University	Graduate Certificate in Nursing-Evidence Based Clinical Practice	7/9/2018	Eliminating a program
58	Ball State University	Graduate Certificate in Charter School Leadership	7/9/2018	Eliminating a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
59	Vincennes University	Certificate of Program Completion in Physical Fitness Leadership	7/9/2018	Changing the CIP code
60	Indiana University Purdue University Indianapolis	Graduate Certificate in Professional Editing (IU)	7/9/2018	Changing the CIP code
61	Vincennes University	Certificate of Graduation in Construction Carpenter Assistant	7/9/2018	Changing the CIP code
62	Vincennes University	Certificate of Graduation in Pre-Veterinary Technology	7/9/2018	Changing the CIP code
63	Ivy Tech Community College-Michigan City	Certificate in Industrial Electrical	7/9/2018	Adding a location
64	Ivy Tech Community College-Michigan City	Technical Certificate in Industrial Electrical Technology	7/9/2018	Adding a location
65	Ivy Tech Community College-Michigan City	Associate of Applied Science in Industrial Technology	7/9/2018	Adding a location
66	Ivy Tech Community College-Michigan City	Certificate in Industrial Mechanical	7/9/2018	Adding a location
67	Ivy Tech Community College-Michigan City	Technical Certificate in Industrial Mechanical Technology	7/9/2018	Adding a location
68	Ivy Tech Community College-Muncie	Certificate in Machine Tool Technology	7/9/2018	Adding a location
69	Ivy Tech Community College-Muncie	Certificate in CNC Production Machinist	7/9/2018	Adding a location
70	Ivy Tech Community College-Muncie	Technical Certificate in CNC Production Machinist	7/9/2018	Adding a location

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INFORMATION ITEM C: **Media Coverage**

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

Meredith Fenimore has always been passionate about working with kids.

This summer, she's teaching children how to play tennis. As part of her National Honor Society community service hours, she's volunteered at the Terre Haute Children's Museum.

This fall, the Terre Haute North Vigo High School 2018 graduate will major in elementary education at Indiana State University. She views teaching as an important, but perhaps undervalued, profession. "The education of children is the future of our country. They will be our future leaders."

Those future leaders need good teachers, said Fenimore, who at one point considered pediatric dentistry as a career choice.

Fenimore is one of 200 recipients of a new state scholarship program aimed at recruiting high-achieving high school and college students into teaching. Now in its second year, the Next Generation Hoosier Educators Scholarship provides recipients renewable scholarships of up to $7,500 each year for four academic years, or $30,000 total.

In exchange, students agree to teach for five years at an eligible Indiana school or repay the corresponding, prorated amount of the scholarship. The Commission for Higher Education announced the second class of recipients in May.

To qualify, students had to either graduate in the highest 20 percent of their high school class or earn a score in the top 20th percentile on the SAT or ACT tests.

To continue earning the scholarship in college, students must earn a 3.0 cumulative GPA and complete at least 30 credit hours per year. The process is competitive, and 510 students applied; academic and other factors are considered.

"It was a big deal to me. I knew it was one I wanted to go for," said Fenimore, who did a lot of research on available scholarships.

While Indiana's — and the nation's — teacher shortage has been well-documented, Fenimore and others defy the trend. "I'm so glad I found it would be my calling," she said. She believes it's a career in which "I'll wake up every day and look forward to going" to her classroom.

But she does have some thoughts on why more of her peers don't want to teach. "I do think a lot of it comes from how underpaid teachers are. They are not paid what they are worth," Fenimore said.

They not only educate children, they become mentors and role models to students and can become an especially important influence in cases where parents are absent from their children's lives, she said.

Lack of pay sends a message teaching is not viewed as important, she said. But it's not a deterrent for her. "It will be rewarding in every other way," she said.

No single answer

Terry McDaniel, Indiana State University professor of educational leadership, said the state scholarship program provides a good incentive, although it's too early to know what kind of difference the program will make. He's studied the teacher shortage in Indiana, and says that recruiting new teachers is just one part of the solution.

Another part is retaining those new teachers; one study indicated 17 percent of teachers will leave the profession within the first five years, he said.

Keeping more experienced educators on the teaching roster also is important. "So many are opting for early retirement because they are burned out or ready to step down," McDaniel said.

He's studied Indiana's teacher shortage for the past three years and doesn't see any let-up. A mid-September survey of Indiana school superintendents showed that 94 percent were reporting a teacher shortage in their districts, and special education continued to be the area of greatest need.

"The teacher shortage is real and we continue to see the proof," McDaniel said in an interview last fall. Of 141 district superintendents responding, 94 percent indicated they had a teacher shortage, with 69 percent reporting a shortage in special education, an increase of 10 points since 2015. Science and math were other areas with shortages, with 57 percent of superintendents reporting shortages in those areas.

Positive signs

Mick Newport, Vigo County School Corp. human resources director, recently expressed grounds for optimism after a strong turnout at an annual interviewing/screening process to fill teacher vacancies for 2018-19.

The screening took place June 4, after the school year had just concluded. District principals interviewed 115 applicants, and at that point the district had posted 50 vacancies; some hiring had already taken place for difficult-to-fill positions.

Newport found the numbers "really encouraging. That tells me the education pendulum is swinging the other direction. Three years ago, we only had 50 or 60" as compared to this year's 115, he said on June 4.

Some of this year's applicants were recent college graduates from Indiana State University or Saint Mary-of-the-Woods College, while others were experienced teachers. Some will be moving to Terre Haute and are looking for a teaching job; they include applicants from New Jersey, Arkansas, Illinois and throughout Indiana.

On June 18, Newport said he had screened another 20 people seeking teaching jobs. "I still feel very positive. We've had several good applicants. Obviously, we've had some we're not totally impressed with."

"I don't think we can give up on public education," Newport said. "People are wanting to come back in. Those going into it are pretty passionate. That's a neat thing. You like to see that passion in the profession."

The district also has some safety nets in place for long-term substitutes until they can find appropriate candidates for some open positions. "We tell principals, 'Don't hire someone because they are licensed. Make sure they are a good fit for the school district,'" Newport said.

Some of the positions that might be difficult to fill are in the areas of math and science. The district hired a person to teach English who also is licensed in science, and in the future, that person might be needed to teach science, he said.

A high priority

The Indiana Department of Education has made the teacher shortage a high priority and has taken several steps in response, said Adam Baker, press secretary.

Two new websites, EducateIN.org and Indiana.Teachers-Teachers.com, help connect applicants to available openings, and future teachers can create profiles and apply for jobs. EducateIN.org also serves as a resource hub for prospective teachers to explore the benefits of the education profession and to access information about various licensure pathways.

To help improve retention, the IDOE conducted a survey of teachers, the "Your Voice Matters Survey," that drew 30,000 responses. It also has conducted regional focus groups and a Teach to Lead Summit.

The teacher survey just closed June 15, and the department is "excited" about the response, Baker said. "From what we can tell, this is the first time we've done something of this nature on this scale," he said. The 30,000 represents about half of Indiana public school teachers.

As the department develops and suggests new policies, it wanted to "talk to the boots on the ground, those who teach in the classroom," he said. The survey will give the state department an idea of what teachers are dealing with, what would help them remain in the profession and what attracted new teachers to the field.

Once responses are compiled, the goal is to use the information to help drive policy, he said. "It will give us a good sense of what is going on in the field," he said.

The IDOE supports the new Next Generation Hoosier Educators scholarship program as well as other programs that help attract people into the teaching profession. Some are attracted to the Transition to Teaching program because they can obtain an emergency license to teach while they pursue required coursework.

His own wife left a good-paying job with a company to pursue a teaching career through Transition to Teaching, and she just spent her first year as a teacher with Indianapolis Public Schools; she is still taking required coursework.

While there are stories of those leaving the profession or those choosing other occupations because of pay or other factors, there also are stories from those who want to teach and can't wait to get in the classroom, Baker said.

Another convert

Bridget Gutish, another Next Generation scholarship recipient, is one who can't wait to get into the classroom.

A 2017 North Vigo graduate, she will be a sophomore at Saint Mary-of-the-Woods this fall. She didn't apply for the scholarship program her first year because she hadn't initially planned on going into teaching. "I was leaning toward nursing," she said.

She changed her major the day before classes started her freshman year.

"Our society I almost feel looks down on teaching," she said. She believes it's a relatively low-paying field and "hard work once you get into it." She had taught religious education at different Catholic churches and really enjoyed it. "I loved working with kids. I remember thinking to myself my senior year while I did Sunday school, 'Wouldn't it be great if that's what I could do the rest of my life?'"

She didn't make the connection, though, to teach full-time in schools. Just prior to her freshman year, two people close to her urged her to think about what she really wanted to do and to follow her dreams.

She realized education was what she wanted to do, and Gutish is now an elementary education major. "I know it will be challenging and it is a low-paying field, but I finally decided I would rather do that than something I wouldn't be happy with for the rest of my life."

To recruit more people into the profession, "Better pay, probably wouldn't hurt," she said, as well as, "giving teachers more of a voice to be able to make some of the decisions that will affect them directly and give them more control."

EducateIN.org says the average annual salary for an Indiana teacher is $48,743, and teachers work an average of 184 contract days.

The deadline for some students to earn free college tuition is fast approaching.

Saturday is the deadline for eligible students to apply for enrollment in the 21st Century Scholars program, a need-based scholarship that covers tuition costs for eligible Indiana families.

So far, 72 percent of eligible Grant County eighth graders who attend public schools have applied, Tammy Pearson, director of Project Leadership, said.

"We are literally in final hours now," she said.

Each year, Project Leadership tries to get that number up to 80 percent. To do so, it's an all-hands-on-deck effort to make hundreds of calls to households.

Pearson is calling this week Project Leadership's blitz week, where recruiters are trying to get a hold of someone in an eligible family to get them to fill out an application.

"We become intrusive with the best of intentions," Pearson said.

Steve Gibson, Project Leadership's director of programming, said eligible families can enroll over the phone with Project Leadership in five minutes.

Project Leadership makes contact with every student who is eligible for 21st Century Scholars at some point during middle school by handing out information to take home to parents, calling home and meeting face-to-face with families.

Though they still have a year to enroll, seventh graders may enroll now as well. Pearson said 40 percent of eligible seventh graders at public schools in Grant County are registered and ready.

Focusing on seventh grade students gives them and their families "a strong running start" for an academic future that might not be their primary focus now, but will be in their coming high school years, Pearson said.

"Enrolling students while they are in middle school for a benefit that won't be realized for four or five years later can be a tough sell. The sense of urgency isn't always there," Pearson said. "The life direction for students isn't set, and as a result, both students and parents sometimes do not place enrollment into the 21st Century Scholars program as a key priority in their lives."

Gibson said the biggest reason he thinks eligible families don't enroll is not because of intentional negligence, but rather procrastination.

"I think what it boils down to is we're all so busy," Gibson said.

Eligibility for 21st Century Scholars is based off of an income ladder that mirrors that of households eligible for free and reduced lunch.

For households of two, the maximum qualifying income is $30,044. For each additional person in the household, the minimum qualifying income threshold increases by $7,733.

Pearson said the payoff for these scholarships is enormous — each application represents $32,000 in potential aid based off of tuition assistance.

This year, between 424 total eligible seventh and eighth graders, $13.6 million is available in potential aid.

States across the country are grappling with worker shortages and a growing skills gap, and Indiana is no different. As baby boomers retire and younger Hoosiers face job markets demanding new, more complex skills, employers and economists are sounding the alarm that we simply do not have the skilled workforce to keep up. Jobs have always been prone to disruption, but new technology ensures the pace and scale of change in today's economy are unlike anything we have ever seen.

Hoosiers need the tools to prepare for these changes, and the resources exist to help. Indiana's Workforce Ready Grant, part of Gov. Eric Holcomb's Next Level Jobs initiative, aims to close these gaps and provide new job opportunities by offering tuition-free certificates in five high-need areas: advanced manufacturing, building and construction, health and life sciences, IT and business services, and transportation and logistics.

Since the program launched last August, more than 20,000 working-age people have been connected to certificate options at Ivy Tech Community College and Vincennes University. Actual enrollment more than tripled from last fall to this spring, and eligibility was extended to all high school graduates during this year's legislative session. As a result, students graduating from Indiana high schools this spring have a new option to consider in their career planning, one that ensures a good job and meets employers' needs.

Paired with new STEM requirements in our schools and resources for employers who train new employees for higher-wage jobs, tools like the Workforce Ready Grant can be cycle-breakers for entire families and can unleash the potential of Indiana businesses.

The sense of urgency could not be greater. As many as 10,000 boomers reach retirement age every day, leaving behind more jobs that require education and skills beyond a high school diploma. In fact, 99 percent of all jobs created since the Great Recession require at least some postsecondary education,

and this trend will become even more apparent as large numbers of lower-skill jobs are eliminated through automation and changing employer needs.

Indiana's strength is and has always been our workforce. Hoosiers are hard-working and innovative, but we don't have enough people prepared for today's jobs and those that are emerging. That's why we continue to invest in programs that demonstrate real outcomes.

While every state struggles to adapt, here in Indiana we do have a solution that is working. With the Workforce Ready Grant, Indiana is taking a crucial step to transition adult workers to better jobs and to prepare recent high school graduates to meet workforce needs.

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Lubbers is Indiana's commissioner for higher education.

Education Week
How Indiana Supports College Access and Success for All Students
Gina Deom, *Indiana Commission for Higher Education*
July 5, 2018

Exploring the Problem of Practice Through Research

Indiana is strongly committed to providing students from low-income households with access to a college education. Our state ranks fifth in the nation in need-based grant aid per undergraduate full-time equivalent enrollment, and all of Indiana's financial aid programs work to ensure that college is accessible and attainable for all Hoosier students.

One example of Indiana's commitment to accessible education is our need-based 21st Century Scholars Program. This early promise program awards up to four years of full tuition and fees at Indiana public institutions or a portion of tuition and fees at Indiana private colleges. Students who qualify based on income may enroll in the program in grade 7 or 8. Those who complete the program's requirements are then awarded the scholarship upon graduation from high school. Since the program's inception in 1990, more than 85,000 Indiana students have received 21st Century Scholarships, providing tens of thousands of Hoosiers from low-income households with access to a college education.

Indiana is committed not only to increasing college access for Hoosiers from low-income households, but also to supporting college *success* and *completion*. The Indiana Commission for Higher Education (ICHE), where I am the director for research and analytics, relies on both internal analyses and external research to drive policy changes and inform strategic planning. In 2017, we partnered with Regional Educational Laboratory (REL) Midwest and the Indiana Department of Education (IDOE) on a study to examine the early college success of Indiana's 2014 high school graduates who enrolled in an in-state public college that fall. A follow-up to a previous REL Midwest study that used 2010 data, this new study expanded the focus to include the relationship between types of financial aid and early college success.

During the study, REL Midwest researchers examined the relationship between various student characteristics—including demographics, pre-college academic preparation, and financial aid status—and four outcome measures of success for the first year of college. These measures included taking only

non-remedial coursework in the first semester, earning all attempted credits in the first semester, persisting to a second year of college, and a composite indicating success on all three measures.

The study results, summarized in Monday's post, provided a comprehensive picture of Indiana students' college readiness. Among its key findings: 21st Century Scholarship recipients had more positive early college outcomes than their peers who received only Pell Grants. In particular, students who received 21st Century Scholarships were significantly more likely to persist to a second year of college. The study also found gaps in college success rates by race/ethnicity, free or reduced-price lunch status (an indicator of household income), high school diploma type, and Advanced Placement (AP) examination status. Indiana students facing the most challenges in those categories were Black students, those eligible to participate in the free or reduced-price lunch program, those who graduated with General diplomas, and those who did not take an AP examination.

Use of Research Findings in Practice and Future Work

The results of the REL Midwest study complement many of the findings of ICHE's College Readiness reports and raise several considerations for increasing college success and completion for Hoosier students from low-income households. Foremost, the findings highlight the importance of Indiana's 21st Century Scholarships as a means of closing achievement gaps and ensuring that a college education is attainable for all Hoosier students, regardless of household income. Indiana's K-12, community, and student outreach leaders need to continue their efforts to increase enrollment in the 21st Century Scholars Program and the percentage of participants maintaining scholarship requirements.

Further research on innovative outreach practices, as well as on factors most closely associated with failing to meet scholarship requirements, is needed to increase access to 21st Century Scholarships. To complement to ICHE's published Scholar Progress Reports, ICHE plans to conduct supplemental analyses that breakdown statistics by student demographics and academic preparedness to better understand which types of students face the most challenges in terms of enrolling in the 21st Century Scholars program and maintaining program requirements.

REL Midwest's findings also highlight the importance of expanding supports beyond participants in the 21st Century Scholars Program to other Hoosier students from low-income households. For example, K-12 and college partners should work to strengthen supports to Pell Grant recipients and other financial aid students who did not participate in the 21st Century Scholars Program. ICHE's reports provide disaggregated school- and campus-level data by all low-income groups to help schools and campuses develop targets for closing achievement gaps at the local level. ICHE also plans to group data by schools and campuses that serve similar at-risk student populations to promote collaboration and innovative thinking on how best to serve these populations overall.

The Indiana Commission for Higher Education remains committed to developing policies that address gaps in college success and completion for underrepresented groups. ICHE is thankful for its partnership with REL Midwest, IDOE, and others involved in this project. Through continued collaboration among ICHE, K-12 partners, state legislators, and other state and national thought leaders, Indiana can serve at-risk students and create an education pipeline that provides all Hoosiers with the means and opportunities to attain their postsecondary goals and thrive in life.

Learn more about the Indiana 21st Century Scholars Program.

The Indiana Commissioner for Higher Education has received a national honor. The Colorado-based State Higher Education Executive Officers Association presented Teresa Lubbers with its Exceptional Leader Award at its annual meeting in Utah.

SHEEO says the award is given to a current state higher education executive officer who "has shown exceptional leadership, a commitment to higher education, a contribution to the greater good, and service to the SHEEO Association within the last year." The association says Lubbers' efforts to improve completion and on-time completion rates for Hoosier students and aligning higher education preparation with workforce needs contributed to the award.

"As a long-standing legislator and now for years in her current post, Teresa has upheld standards of the highest quality in her commitment to education," said Purdue University President Mitch Daniels. "As a friend of almost half a century, I may be permitted to note that the excellence of her character equals or even surpasses the quality of her performance of her public duties."

The association also presented the following awards during the meeting:

- Exceptional Agency Award: The Office of the Idaho State Board of Education
- David L. Wright Memorial Award: Andrew Rauch, Director of Institutional Finance at the Colorado Department of Higher Education

More minority students are graduating on time from Indiana public colleges and universities, according to a new state report.

For African-American and Hispanic students looking to complete their education, 23.2 percent were able to wrap it up within four years, an annual Indiana Commission for Higher Education report said.

It was a 4.5 percent increase from the prior year and 12.6 percent gain over five years, the report said.

Just over 40 percent of minority students earned degrees within six years in 2017, a 5.9 percent increase from 2016. It was a 4.8 percent increase over five years, according to the report.

Last year, the total number of students completing higher education at public institutions within four years reached an all-time high — 38.5 percent. Just under 60 percent of students graduated in six years, it said.

"It is encouraging to see Indiana's significant progress in moving the needle on college completion," Indiana Commissioner of Higher Education Teresa Lubbers said in a statement. "These successes are a direct reflection of the hard work happening at the public campuses across the state, as well as the support of the General Assembly."

In April, residents and lawmakers met at [Indiana University](#) Northwest to discuss "troubling" low African-American and Hispanic retention rates. Several speakers called on the university to make more ground recruiting local Gary high school students to IUN.

According to university figures, of IUN's roughly 4,000 degree-seeking students in fall 2016, 55 percent were white, 21 percent Hispanic, 17 percent were African-American, 2 percent were Asian.

The Commission's report showed 11 percent of minority students completed degrees in four years at Indiana University Northwest, a 2.2 percent increase from the prior year. Those graduating in six years rose to 23.5 percent in 2017, a 2.6 percent increase from 2016.

Overall, 16.6 percent of IUN's students graduated from the campus after four years in 2017, compared to 36.3 percent that graduated in six years.

By comparison, half of Indiana University Bloomington's minority students graduated in four years, compared to 72.8 percent that finished degrees in six. Overall, two-thirds of students there finished college in four years in 2017, compared to 83.8 that completed degrees in six years.

At Purdue Northwest's Hammond campus, 22 percent of minority students graduated in four years in 2017, a 9.3 percent increase from the prior year. Just over 40 percent graduated over six years.

Overall, 27 percent of students graduated in four years in Hammond, compared to 49.1 percent that graduated in six years, according to the report.

In 2017, its Westville campus had a four-year graduation rate at 21.7 percent. It reported 45.7 percent of all students graduated in six years, a 9.5 percent increase from the prior year.

The report showed 18.2 percent of African-American and Hispanic students graduated from Westville in four years, an 11 percent gain from the previous year., compared to 36.6 percent who graduated over six years.

University figures in Hammond and Westville showed students in Fall 2016 were 59 percent white, 17 percent Hispanic, 10 percent African-American and 8 percent international.

Graduation rates at Indiana's public colleges continue to improve as more students finish on time or shortly after, according to the latest completion report.

Nearly 60 percent of students complete college within six years, the highest rate recorded, the Indiana Commission for Higher Education reported last week.

IPFW and Ivy Tech Northeast are among schools where a larger share of students chose to stick it out. All traditional four-year universities and all but one two-year school improved on-time completion rates, according to the commission.

IPFW saw 19.4 percent of its students graduate in the traditional four years, up 3.2 percentage points from the year before. Nearly half - 47.1 percent – finished in six years, up 11 percentage points. The six-year rate is about average for the 10 regional schools that are part of the Indiana University and Purdue University systems.

This month IPFW split into separate schools operated by Purdue and Indiana universities.

At Ivy Tech Community College Northeast, 8.9 percent of students finished on time and 26.1 percent graduated within six years. The year-to-year increases were 2.3 percent and 3.2 percent, respectively. The six-year rate is about 5 points below the average for the 14 Ivy Tech regional campuses.

The numbers, from the Indiana Commission for Higher Education's college completion report for 2018, are for students in two-year and four-year schools who would have graduated in 2017. Ivy Tech is a two-year school and IPFW is a four-year school.

Failure to complete a degree on time can increase college costs and student debt by thousands of dollars per year, the commission said.

Forty-five percent of Hoosier students who attended a public four-year campus graduated on time, an improvement of 10.9 percentage points over five years. At two-year colleges, 12.7 percent of students graduated on time, an increase of 9 percentage points over five years.

"It is encouraging to see Indiana's significant progress in moving the needle on college completion," Indiana Commissioner of Higher Education Teresa Lubbers said in a written statement. "These successes are a direct reflection of the hard work happening at public campuses across the state, as well as the support of the General Assembly."

Overall, state colleges made minor strides in closing the minority completion gap, a commission goal by 2025. Among blacks and Hispanics, 23.2 percent finished on time compared to 38.5 percent for all students, narrowing the year-to-year gap by half a percentage point.

Reflecting the statewide trend, IPFW improved its minority graduation rate.

Black or Hispanic IPFW students attending a second school year climbed 7 points to 72 percent, nearing the 77 percent rate for all students. Among minorities, 12.4 percent completed on time, a gain of nearly 10 percentage points in five years but below the 19.4 percent for all students. About 35 percent of minorities finished within six years, a 10.5-point gain but below 47.1 percent for all students.

While the on-time completion gap between IPFW minorities and all students grew by 1.7 points from the year before, it narrowed by 4 points for those finishing in six years.

Much of the former IPFW campus is now called Purdue Fort Wayne.

"Purdue Fort Wayne is proud of the improvements in student success reported by the Commission in this year's College Completion report," Carl Drummond, vice chancellor for academic affairs and enrollment management, said in an email. "Advancing students to graduation remains a campus priority. Gains achieved by traditionally underrepresented and economically disadvantaged students are particularly heartening given our institutional commitment to educational access and economic advancement for all students."

The Ivy Tech Community College system also improved minority completion rates, although a gap persists, according to the report. Among minorities, 7.1 percent completed on time compared to 9.7 percent for all students. That gap grew by 1.2 points compared to the year before.

In responding to the completion report, Ivy Tech Northeast pointed to special programs it has that highlight job opportunities to attract and motivate students to complete their education.

"Looking at our student base, it's important to understand that about 80 percent of our student body in northeast Indiana enrolls on a part-time basis," Susan Brown, vice chancellor for enrollment services, said in an email. "Both on-time and extended timeframe improvements are encouraging as well as relatively consistent in their increases, which highlights the great work Ivy Tech faculty and staff are doing each day to help students reach their goals."

Credential Engine
Emphasizing Competencies a Key to Indiana's Participation in Credential Engine
Ken Sauer, Indiana Commission for Higher Education
July 25, 2018

To ensure the economic stability and prosperity of the state, Indiana must pay close attention to the workforce needs of Indiana employers and to the desire of so many of its residents to acquire the knowledge and skills that lead to satisfying, good-paying jobs, both today and throughout one's career. A key step toward addressing these needs is to provide a tool that can help students and workers navigate a seemingly impenetrable maze of information to find pathways toward credentials that signify mastery of in-demand skillsets. To meet these needs, Credential Engine's Credential Registry and its Credential Transparency Descriptor Language (CTDL) provides the foundation for important tools for both employers and students to obtain the information they need to make strategic decisions about credential and career pathways. For Indiana, perhaps the most important information the Credential Registry and CTDL can reveal details the competencies embedded within a credential.

Competencies have been a growing focus of attention for the colleges and universities in Indiana's system of higher education. Our state's statewide transfer general education core and its transfer single articulation pathways (2+2s) are constructed around an agreed-upon set of competencies. Individual institutions, such as Indiana University, have made significant national contributions to articulating and assessing learning outcomes.

The attention on competencies has not been restricted to college credentials. Army University is systematically articulating competencies in all of its training programs and the U.S. Navy recently embraced the CTDL as a way to describe competencies needed for personnel in its product management life cycle program. Years ago, specialized and regional accrediting groups began the shift from emphasizing learning outcomes or competencies instead of inputs and began asking: are credential providers actually able to equip those who earn their credentials with the knowledge and skillsets they claim their credentials represent?

Likewise, on the employer side, more attention is being paid to better articulating the competencies that employers seek in new hires, which is the focus of the U.S. Chamber of Commerce Foundation's T3 Innovation Network project. The Markle Foundation's Skillful initiative and pilot projects launched by Viridis also emphasize helping employers to better articulate competencies sought in job postings.

The Credential Registry, representing a core data base of unparalleled scope and depth that can be readily navigated, provides an opportunity for the user to have access to an incredible amount of information. With an ability to highlight competencies and competency frameworks, the Registry provides a means for promoting fluidity among credentials: if someone has mastered key competencies, as signified in a credential, those competencies should translate into advanced standing in another credential that includes those competencies as a subset of, or foundation for, its own credential.

Over the past year, the Indiana Commission for Higher Education has been working with postsecondary institutions to make information about their credentials more readily available to students, job-seekers, and employers. Publishing to the Registry brings together information which will help institutions align their offerings to employers' needs and helps demonstrate career and education pathways, benefiting the state's students and job-seekers. We're excited to utilize the Credential Registry and the CTDL to help us better articulate the competencies and connections between credentials and ensure that we're preparing Hoosiers for the workforce of tomorrow.

Jefferson County educators and employers met at Ivy Tech Thursday to continue conversations and start new ones for creating and maintaining sustainable education-workforce pipelines.

Blair Milo, Indiana's secretary for career connections and talent, hosted the Talent Summit as part of her office's goal to fill an estimated million job openings in Indiana over the next decade because of retirements and job creation.

"We know a lot of things change...you can see where the demand is changing," said Milo of the future needs in the workforce.

Local K-12 and higher education administrators have already created partnerships with each other and local employers to create pathways for student success that do not focus necessarily on a four-year degree.

"I do champion the work that Madison, specifically, is doing. They are a great example for communities across the state to look to as how K-12 education has connected with higher ed — Ivy Tech, Hanover— as well as businesses, to have really great partnerships to be able to provide their students with the skills to be successful today and tomorrow and employers with the workforce they need," said Milo.

Madison Consolidated Schools and Southwestern Schools are partnering with Ivy Tech campuses to offer their students a chance to complete prerequisite courses for degrees and complete certificate programs that will allow them to enter high-wage fields while working on their high school diplomas.

"We need to be intentional about how we link people up with opportunities," said Milo.

Her team is working at a local level — county-by-county — to bring together educators, employers, community leaders, community groups and organizations and more to have conversations to try to start building relationships. Another key to maintaining educator-employer partnerships is being flexible because different areas will have different needs, said Milo.

In Jefferson County, the state predicts nearly 520 job openings a year from 2017 to 2027, a large portion of those will be in the health care and social assistance fields.

Mary Anne Sloan, Ivy Tech's vice president of healthcare, provided numbers for the projected workforce supply and demand in Madison for local healthcare facilities. The numbers show Jefferson County is like many places in that the supply of trained or certified nurses, assistants and aides cannot meet the growing demand. She explained that some fields do not have the talent available because people do not know about the fields and that in others there is not enough room in classes or clinicals or both to allow all qualified students to start their course work.

Sloan explained the latter problem is something Ivy Tech is already working to resolve by creating more partnerships with employers and allowing students to take classes at other Ivy Tech locations that have greater capacity.

"...Next Level Jobs is a great way for an individual to connect, get free tuition that includes the complete coverage of tuition for a certificate program in our high wage, high demand sector," said Milo.

Next Level Jobs is just one program Milo's team is working to inform Hoosier employers and talent. The program is part of Gov. Eric Holcomb's Next Level Indiana agenda, according to nextleveljobs.org. The program offers to connect Hoosiers that are "looking for a better-paying job or an employer looking for a better-skilled workforce."

Another program, similar to Next Level Jobs, is Next Level Recovery, offered through the Indiana Department of Corrections. The recovery program aims to train individuals with criminal convictions to prepare them to re-enter the workforce as they transition from life in prison.

Milo explained that employers are able to tailor the training program for future potential employees through the Next Level Jobs and Next Level Recovery programs, so the people that complete them will be able to seamlessly transition into their new job.

> **Education Week**
> **Indiana Using Data to Build Better Transcripts, College Transitions**
> **Sarah Sparks**
> **July 27, 2018**

Indiana's efforts to give students more control over their academic transcripts may prove a boon for researchers and school reformers, too.

The state's eTranscipt initiative, launched in 2005 and now funded by state law, aims to provide high school seniors and college students with electronic academic records that can follow them to colleges across the country. But over time, the project is evolving into a hub for high schools, colleges, and credentialing agencies to understand and improve the K-12 to postsecondary transition.

Ken Sauer, a senior associate and chief academic officer of the Indiana Commission for Higher Education, estimates the system sends some 200,000 free transcripts nationwide each year.

"Not only is it helpful for students to be admitted to college, but it helps them determine their eligibility for state financial aid," he said during a discussion at the National Center for Education Statistics' annual data conference.

In addition to the standard academic transcript, the state has been working to develop supplemental measures that will include students' high school apprenticeships, internships, and other work beyond classes.

"We want to get a handle on how we can provide a supplement or a portfolio which would describe not only the student's experiences, skills and competencies, but also provide evidence of this," he said.

Yet the state is also able to use the data—now expanding to all secondary students—to study high school and college trends, and provide feedback reports to high schools and colleges alike about students' transitions in higher education.

"You can really get down to the granular level, with courses and grades," he said. "It's incredible data, when you think about that; you can analyze students' progress from the start of their high school career."

Connecting to Credentials

Last year, the state also expanded the project with an online "credential registry." The site allows students to take interest and aptitude tests like CareerExplorer or YouScience, and find out about the requirements for different careers.

Students can compare costs, time, and other aspects of public, private, and nonprofit apprenticeship, credential, or licensing programs in the state. The state also plans to collect data from the site to provide feedback to the programs and employers.

"One of the things employers are realizing is they could really do a better job detailing the competencies that they want to see in new hires," Sauer said. "I really think it has the potential to be transformative."