



INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, August 12, 2021

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**AUGUST COMMISSION MEETING
AGENDA**

Wednesday, August 11, 2021

PURDUE UNIVERSITY NORTHWEST

2200 169th Street

Hammond, IN 46323

Parking available at the North 173rd Street Lot

CAMPUS TOUR

3:45 P.M. – 5:30 P.M. CT

Nils K. Nelson Bioscience Innovation Building
Center for Innovation through Visualization and Simulation (Powers) Building
Commercialization and Manufacturing Excellence Center
David Roberts Center for Innovation & Design

RECEPTION

5:30 P.M. – 6:30 P.M. CT

Nils K. Nelson Bioscience Innovation Building

DINNER

6:30 P.M. – 7:30 P.M. CT

Student Union and Library Building
Alumni Hall

HOTEL ACCOMMODATIONS

Commission Members:

Courtyard by Marriott

Chicago Southeast/Hammond, IN

7730 Corinne Drive

Hammond, IN 46323

Commission Staff:

Fairfield Inn & Suites by Marriott

Chicago Southeast/Hammond, IN

7720 Corinne Drive

Hammond, IN 46323

*****All events take place on CENTRAL TIME*****

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • www.che.in.gov

Thursday, August 12, 2021

COMMISSION MEETING

Purdue University Northwest
2200 169th Street
Hammond, IN 46323
Student Union and Library Building
Alumni Hall
Parking available in adjacent lot

OPEN BREAKFAST

8:00 A.M. – 9:00 A.M. CT
Student Union and Library Building
Alumni Hall

WORKING SESSION

9:00 A.M. – 11:30 A.M. CT
Student Union and Library Building
Alumni Hall

WORKING SESSION TOPICS

- *Reaching Higher in a State of Change* Report Card
- Governor's Workforce Cabinet/Your Next Step
- Open Education Resources
- 2021 College Equity Report
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M. CT
Student Union and Library Building
Alumni Hall

Guest

Dr. Thomas L. Keon, Chancellor

STAFF LUNCH

11:45 A.M. – 1:00 P.M. CT
Student Union and Library Building
Alumni Hall

BUSINESS MEETING

1:00 P.M. – 3:00 P.M. CT
Student Union and Library Building
Alumni Hall

I. Call to Order – 1:00 P.M. (Eastern)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
2021-2022 Officer Slate
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3. Carolyn Gentle-Genitty, Assistant Vice President for University Academic Policy and Director, University Transfer Office, Indiana University
4. April Hay, Registrar, Indiana State University
5. Stacy Townsley, Vice President, Adult Strategy and Statewide Partnerships, Ivy Tech Community College

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3. Master of Arts in American Studies to be offered by Indiana University Bloomington
4. Master of Science in Cognitive Science to be offered by Indiana University Bloomington
5. Master of Science in Education in School Psychology to be offered by Indiana University Bloomington

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**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **September 9, 2021, in Vincennes, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, June 10, 2021

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. in-person at Indiana University South Bend, 1700 E Mishawaka Ave, South Bend, IN 46615, with a virtual option via Microsoft Teams videoconferencing, with Beverley Pitts presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

Members Absent: Anne Bowen

CHAIR'S REPORT

I am delighted to welcome you all back to our first campus visit in over a year. It is great to see all of you. I would like to invite Chancellor of IU South Bend, Dr. Susan Elrod, for welcoming remarks.

Chancellor Elrod provided remarks. Chris Murphy offered his remarks as a local community member of South Bend.

Thank you, Chancellor Elrod, for your welcoming remarks, and many thanks to you and your staff for your hospitality and hosting our meeting today.

I must report that we have two key members of our board departing this month. Our long-time member of the Commission, Jon Costas, has indicated that he will not be seeking reappointment for his term that concludes at the end of this month. And, as you know, Trent Engbers' term as our faculty member also concludes at the end of June. Jon and Trent have both been tremendous contributors to the Commission and we will certainly miss their insight as our faculty voice and our first district representative. We have resolutions honoring them for their service.

Chris Murphy offered the resolution for Jon Costas. Jon Costas provided remarks in response to the resolution.

R-21-04.1 RESOLVED: That the Commission for Higher Education hereby approves the Resolution honoring Jon Costas. (Motion – Murphy, second – LaMothe, unanimously approved)

Beverley Pitts offered the resolution for Trent Engbers as chair of the AA&Q committee where he so dutifully served. Trent Engbers provided remarks in response to the resolution. Beverley Pitts and Chris LaMothe provided additional remarks.

R-21-04.2 RESOLVED: That the Commission for Higher Education hereby approves the Resolution honoring Trent Engbers. (Motion – Costas, second – Fisher, unanimously approved)

These positions, as well as our 4th district position, have yet to be appointed by the Governor's office, but we hope to have an update on this in the coming weeks.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, today's Commissioner's report is all about people – not programs, policies or funding.

Let me begin by joining Chair Pitts in recognizing the service of our two departing Commission members. The service provided by our faculty members is always important to the quality of our work – bringing the faculty voices to our work. No one has done this better than Trent Engbers. From day one his perspective enriched our discussions with thoughtful questions and an uncompromising commitment to the students we serve. We hope to keep Trent engaged in our work in the months ahead.

I hardly know how to adequately say thanks to Jon Costas for his many years of service to CHE. He has been the best kind of board member (which you all are, of course) – making us better through his insights and always having our back. When I interviewed for this job, Jon was the chair and I know his counsel through my deliberations made my decision clearer. So, on a personal level – thank you. He's a man of multiple talents – impactful government leader, visionary businessman, talented musician, dedicated community leader and the heart of a strong family. He is respected by all and it is with more than a little regret for the closing of this chapter of service that we express our profound gratitude.

And now, I want to recognize two exemplary higher education leaders. President Michael McRobbie is concluding his final days as the 18th President of Indiana University after 14 years in this role and nearly 25 years at IU, beginning his service as the first VP for Information Technology and Chief Information Officer. He served as VP for Research and Interim Provost and Vice President for Academic Affairs. President McRobbie has been a transformational leader, and at the Commission we have been privileged to partner with him in supporting many of the academic changes, including the establishment of 10 new schools within the university. He led a Bicentennial strategic plan that has prepared IU for an even stronger future. All of us – students, alums, policymakers and employers – are grateful to President McRobbie for his service and wish him the very best in the next chapter.

It has also been our great pleasure to work alongside Dr. Kathy Lee in her service to Ivy Tech Community College as she concludes a 27-year career with the College. She became the Chancellor of Ivy Tech Community College Indianapolis in 2012 after serving in multiple roles – Director of Clinical Education for the Respiratory Care Program, Dean for the Health Sciences and Public Services Programs, and Vice Chancellor of Academic Affairs. She has led

Ivy Tech with vision for making the college stronger and passion for serving the students better. Ivy Tech and thousands of students are better because of her service. She's unflappable in the face of challenge, gracious in the way she serves and has been a true partner to the Commission throughout decades of changing leadership and priorities. But, bottom line: she always puts the students first. It is with great respect for Chancellor Lee's career that we express our gratitude, affection and best wishes.

For the past 19 years and at nearly every Commission Meeting, Susan Brock Williams has brought the Purdue University story to us. And Purdue has been fortunate to be represented by such a passionate advocate for the university and the students. Like the others, she is closing this chapter and her current role – this is her last meeting with us. On behalf of the Commission members and staff, I want to acknowledge your service and professionalism, Susan, along with your friendship. Keep us in your circle as you move to another chapter.

As you know, I've been recognizing past CHE leaders during the 50th Anniversary of the Commission. Today we honor the service of Dr. George Weathersby, who became the Indiana Commissioner of Higher Education in 1977. It so happens that our Sr. Associate Commissioner Ken Sauer served with him, and I've asked Ken to share a few brief remarks about the third Commissioner of Higher Education.

Dr. Sauer began by stating, George Weathersby came here as commissioner in 1977 and was in office for six years, leaving in 1983 at the end of Governor Bowen's administration and the beginning of Governor Orr's administration. George had stellar academic credentials, with faculty and administrative appointments at Harvard and UC Berkeley. He was very much into decision theory and quantitative modeling planning and through that work, he got involved in some of the work going on at National Center for Higher Education Management Systems, NCHEMS. That kind of connection with NCHEMS had an impact on staffing here. When George became commissioner here, he asked Wayne Kirschling, who headed the research and analysis unit at NCHEMS, to come here as deputy commissioner. After that, Kent Weldon, who was also in Wayne's unit at NCHEMS, joined the staff. Many of you here had the privilege of knowing Kent. Finally, a third member of that staff, myself, wound up coming here as well. We recreated, at least in part, the research and analysis unit at NCHEMS. George was a first-rate person to work with, and he had a positive impact on the Commission. It's the professionalism of the staff that I think has continued to the present day.

CONSIDERATION OF THE MINUTES OF THE MAY, 2021 COMMISSION MEETING

R-21-4.3 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the May, 2021 regular meeting. (Motion – LaMothe, second – Murphy, unanimously approved)

II. BUSINESS ITEMS

A. 2021 College Completion Report

The Commission for Higher Education's annual College Completion Report provides a comprehensive picture of college completion in order to advance Indiana's efforts to reach our goal of at least 60 percent of Hoosiers with a quality degree or credential beyond a high school diploma by 2025.

The Commission's annual Completion Report measures the proportion of learners who complete their degree or certificate by campus, providing trends for each public institution, and highlights progress and challenges as we continue to increase college completion in Indiana.

The state measures college completion in two ways: on-time completion (students graduate within two years for an associate degree or four years for a bachelor's degree) and extended time completion (students graduate within six years of beginning any degree program). Despite the disruption caused by COVID-19, the 2021 Indiana College Completion Report reveals upward trends for on-time and extended completion rates for Indiana's two- and four-year campuses in 2020.

Over 44 percent of all Hoosier college students graduated on-time – an increase of almost 2 percentage points from 2019. Nearly two-thirds (63.6 percent) of all students graduated within six years, an improvement of over 1.5 percentage points. Along with one-year increases, the data show five-year gains of more than 12 percentage points in on-time graduation and 9 percentage points in extended-time completion.

B. Bilateral Reciprocity Agreement

1. Bilateral Reciprocity Agreement: Indiana - Ohio

Since 2004, Indiana and Ohio have had agreements to provide reciprocal in-state tuition for residents from specified counties who attend specified postsecondary institutions in the other state. The agreement has been renewed at least eight times in the last 15 years. The last two agreements have been two-year agreements.

Since inception, the guiding principle has been that reciprocity students would be treated as residents of the state for the purpose of assessing tuition and fees.

From the student perspective, the rationale for the reciprocity agreement is to improve affordable access to degree programs, which in some cases a student would otherwise not be able to access. From the state perspective, the rationale for the reciprocity agreement is expanding student access to degree programs without having to invest state resources into developing stand-alone new programs at Indiana institutions, which in some cases may only appeal to a limited number of students. From an institutional perspective, the rationale for the reciprocity agreement is to increase revenue by filling seats in classes that otherwise may go unfilled.

In Fiscal Year 2019-20, 267, or 34 percent, more Indiana students attended Ohio institutions than Ohio students attended Indiana institutions (1,063 vs. 796, respectively); these figures are slightly more than those for FY 2018-19 (1,052 vs. 748, respectively).

The attached agreement reflects the status quo, with two minor modifications to the prior agreement:

- Adding language that includes the applied baccalaureate degree among the programs Ohio institutions may offer to Indiana residents; and
- Adding language that includes the “General Motors Automotive Service Educational Program” to the list of offerings Owens Community College may offer to Indiana residents.

R-21-4.4 RESOLVED: That the Commission for Higher Education hereby approves the following reciprocity agreement, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – LaMothe, unanimously approved)

2. Bilateral Reciprocity Agreement: Indiana-Kentucky

In 1991, Indiana and Kentucky entered into a limited agreement to provide reciprocal in-state tuition for residents from specified counties who attend specified postsecondary institutions in the other state. The agreement has been renewed 11 times in the last two decades. The last two agreements have been four-year agreements.

Since inception, the guiding principle has been that reciprocity students would be treated as residents of the state for the purpose of assessing tuition and fees.

From the student perspective, the rationale for the reciprocity agreement is to improve affordable access to degree programs, which in some cases a student would otherwise not be able to access. From the state perspective, the rationale for the reciprocity agreement is expanding student access to degree programs without having to invest state resources into developing stand-alone new programs at Indiana institutions, which in some cases may only appeal to a limited number of students. From an institutional perspective, the rationale for the reciprocity agreement is to increase revenue by filling seats in classes that otherwise may go unfilled.

In Fiscal Year 2019-20, 751, or 37 percent, more Kentucky students attended Indiana institutions than Indiana students attended Kentucky institutions (2,780 vs. 2,029, respectively); these figures are slightly less than those for FY 2018-19 (3,053 vs. 2,031, respectively).

The attached agreement reflects minor modifications to prior agreements; the most important are:

- Indiana University Southeast including Purdue Polytechnic, which may draw students from the addition of Henry County, Kentucky; and
- The addition of Elizabeth Community and Technical College at Meade County locations, which may draw students from the Indiana counties of Crawford, Harrison, and Perry.

R-21-4.5 RESOLVED: That the Commission for Higher Education hereby approves the following reciprocity agreement, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Bland, unanimously approved)

C. Commission for Higher Education Fiscal Year 2022 Spending Plan

Article VIII Section 1 of the Commission for Higher Education’s Bylaws requires the Commissioner to present a recommended budget showing anticipated revenues from all sources and expenditures for the next fiscal year no later than the first month of each fiscal year. The Commissioner has delegated this responsibility to Finance staff. Staff have developed a spending plan that reflects appropriations made by the Indiana General Assembly in addition to other sources of revenue. The annual operating budget is functionally characterized by program: administration, outreach, student financial aid, private grants and federal grants. The Budget & Productivity Committee reviewed this spending plan on May 27, 2021. Staff requests authorization to work with the State Budget Agency to implement necessary management reserves and other budget policies for Fiscal Year 2022.

R-21-4.6 RESOLVED: That the Commission for Higher Education hereby approves the Commission for Higher Education Fiscal Year 2022 Spending Plan. (Motion – Murphy, second – Bland, unanimously approved)

D. Commission Bylaw Update

HEA 1437 made changes to Indiana’s Open Door Law. We are adjusting our bylaw to accommodate those changes. The legislation prescribes specifics around electronic participation in meetings.

R-21-4.7 RESOLVED: That the Commission for Higher Education hereby approves the Commission Bylaw Update (Motion – Murphy, second – Popp, unanimously approved)

E. Capital Projects for Full Discussion

1. Indiana University Purdue University Indianapolis (IUPUI) – Dunlap Interior Reno First and Second Floors

Dr. Tom Morrison presented this item. Alexa Deaton provided the staff recommendation.

R-21-4.8 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 – Murphy, second – LaMothe, unanimously approved)

1. Purdue University West Lafayette – Hypersonics and Applied Research Facility

Anne Hazlett presented this item. Alexa Deaton provided the staff recommendation.

R-21-4.9 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 – Murphy, second – LaMothe, unanimously approved)

F. Capital Projects for Expedited Action

1. Purdue West Lafayette – Secure Research Facility

R-21-4.10 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 – LaMothe, second – Alley, unanimously approved)

III. INFORMATION ITEMS

A. Academic Degree Programs Awaiting Action

B. Academic Degree Actions Taken by Staff

C. Media Coverage

IV. OLD BUSINESS

NEW BUSINESS

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:47 P.M.

Beverley Pitts, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, August 12, 2021

PUBLIC SQUARE:

Prior Learning Assessment

Background

The Commission's strategic plan, *Reaching Higher in a State of Change*, emphasizes the need to increase the number of adult learners by "targeting populations who have exited the postsecondary pipeline or have never entered it." The plan also includes adult learners in calculating its key metric on educational attainment.

Adult learners who seek to continue or start their postsecondary education frequently have mastered competencies through a variety of means, including employment or military service, that are foundational to their program of study or major and are incorporated into required courses. No student wants to expend money or effort enrolling in classes whose competencies they have already mastered. Prior Learning Assessment (PLA) provides a vehicle for recognizing what a learner already knows so they can be placed into the appropriate level of coursework, thereby saving time and resources, and increasing the odds of completing a postsecondary credential.

This Public Square initiates a series of activities that will help the Commission fulfill its legislative responsibilities and contribute to a related, on-going project. More specifically, per HEA 1549-2021, the Commission, along with the Indiana Department of Education and the Governor's Workforce Cabinet, has been charged with publishing a "Postsecondary Prior Learning Assessment Clearinghouse" no later than July 1, 2022. In addition, the Commission is participating in on-going PLA work funded through external sources and involving the Council for Adult and Experiential Learning (CAEL) as the content expert (see attached Ten Standards for Assessing Learning developed by CAEL).

The Commission will be joined by: Ms. Allegra Fowler, Senior Director of Transfer and Articulation, Purdue University Global; Dr. Carolyn Gentle-Genitty, Assistant Vice President for University Academic Policy and Director, University Transfer Office, Indiana University; Dr. April Hay, Registrar, Indiana State University; and Dr. Stacy Townsley, Vice President, Adult Strategy and Statewide Partnerships, Ivy Tech Community College.

Supporting Documents

CAEL Standards for Assessing Learning

Ms. Allegra Fowler Bio

Dr. Carolyn Gentle-Genitty Bio

Dr. April Hay Bio

Dr. Stacy Townsley Bio



Council for Adult and Experiential Learning 10 Standards for Assessing Learning

- 1) Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
- 2) Assessment is integral to learning because it leads to and enables future learning.
- 3) Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
- 4) The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
- 5) Assessment advances the broader purpose of equity and access for diverse individuals and groups.
- 6) Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
- 7) Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
- 8) Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
- 9) All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
- 10) Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.

Ms. Allegra Fowler

Senior Director of Transfer and Articulation, Purdue University Global

Allegra Fowler is the Senior Director of Transfer and Articulation at Purdue University Global. In this role, Fowler oversees the credit evaluation and articulation process for the university. Fowler and her team support the recognition of traditional college and university transfer credit as well as military and non-traditional credit through collaboration with faculty. Her areas of expertise include transfer credit articulation, degree plan development, and military credit utilization. She believes strongly in the value of higher education and the important role that recognition of prior learning can play in enabling students to achieve their academic goals. Fowler has worked in the university Office of the Registrar for fifteen years. She earned her MBA from Kaplan University and her bachelor's degree from the University of Illinois at Urbana-Champaign.



Dr. Carolyn Gentle-Genitty

**Assistant Vice President for University Academic Policy and Director, University Transfer Office
Indiana University**

Dr. Carolyn Gentle-Genitty is a leader in transfer, a tenured faculty, and IU's AVP for Academic Policy and Transfer. As IU's university-wide Director for Transfer she serves as lead on reciprocity agreements, feeder school relationships, guaranteed admissions, credit evaluation and equivalency, data sharing agreements, and articulations for new degrees. She is well-known for innovation, partnership, and valuing what students can buy with their transfer credit. Locally, she has launched and sustained many transfer initiatives from making transfer a priority through Caucus action, reverse transfer, gaining data from student experiences for policy and practice decision-making, to removing localized barriers with sending and receiving institutions and engaging in state policy implementation to finesse pathways in degree approvals. At the state, she is the direct liaison ICHE where she sits on the State-wide Transfer Articulation Leadership Committee, the Core Transfer Library, and serves as the State's representative to the Western Regional Higher Education Council for Cambridge. Nationally she serves as a key consultant on transfer to the American Council on Education (ACE) and American Association of Collegiate Registrars and Admissions Officers (AACARO). Recently serving as panel member and presenter at AACARO's 2021 Transfer Summit, and book-club host. This followed a year on ACE's task force on Transfer Credit. Now, commissioned by ACE, she is serving as reviewer to update ACE, CHEA and AACRAO's 2017 joint statement Transfer and Award of credit.



Dr. April Hay
Registrar, Indiana State University

April Hay is the Registrar for Indiana State University and has served in the Office of the Registrar and College of Graduate and Professional Studies for a combined total of 18 years. As Registrar, she acts as the University’s chief compliance officer for FERPA, oversees student academic records, registration and classroom scheduling, curriculum implementation review, veteran’s benefits, degree audit and transfer, graduation and commencement, student systems, and data reporting. April currently serves as President for IACRAO (Indiana Association of Collegiate Registrars and Admissions Officers) and has the pleasure of teaching business and university college courses for Indiana State.

April holds a doctorate of philosophy in curriculum and instruction, a master’s in business administration, and a bachelor’s in business administration from Indiana State University.



Dr. Stacy Townsley
Vice President, Adult Strategy and Statewide Partnerships, Ivy Tech Community College

Dr. Stacy Townsley currently serves as Vice President for Adult Strategy and Statewide Partnerships at Ivy Tech Community College in Indiana. In this role, Townsley helps develop and lead strategic statewide initiatives to support adult learner success through cross-functional and cross-sector campus and statewide partnerships, with a particular focus on working with employers, community-based organizations, and government agencies. Her work also champions adult-friendly higher education practices including expanding the recognition and use of prior learning assessment (PLA). Before coming to Ivy Tech in 2017, Townsley was Associate Commissioner for Research and Analysis at the Indiana Commission for Higher Education, where she oversaw the Commission’s data collection and reporting efforts. Previous roles in higher education include academic administration and serving as an adjunct faculty member working with adult learners at four-year institutions. Townsley’s academic and professional interests center on supporting effective cross-sector collaboration. She is involved with the Indiana Talent Network focusing on talent attraction, development, and connection, and earned her Ph.D. in Organizational Systems from Saybrook University in 2014 with a focus on exploring how effective community partnerships are developed and sustained. Townsley also completed a master’s degree from the University of Texas at Austin and undergraduate work at the University of Tulsa.



COMMISSION FOR HIGHER EDUCATION

Thursday, August 12, 2021

BUSINESS ITEM A:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Master of Arts for Teachers in French to be offered by Indiana University Northwest and Southeast
- Bachelor of Science in Clinical Psychological Science to be offered by Indiana University Bloomington
- Master of Arts in American Studies to be offered by Indiana University Bloomington
- Master of Science in Cognitive Science to be offered by Indiana University Bloomington
- Master of Science in Education in School Psychology to be offered by Indiana University Bloomington

Background

The Academic Affairs and Quality Committee discussed these programs at its July 26, 2021 meeting and concluded that the proposed programs could be placed on the August 12, 2021 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action July 26, 2021

Academic Degree Programs on Which Staff Propose Expedited Action

July 26, 2021

CHE 21-11 Master of Arts for Teachers in French to be offered by Indiana University Northwest and Southeast

Proposal received on July 9, 2021

CIP Code: 16.0901

IU Northwest

Fifth Year Projected Enrollment: Headcount – 8, FTE – 4

Fifth Year Projected Degrees Conferred: 8

IU Southeast

Fifth Year Projected Enrollment: Headcount – 8, FTE – 4

Fifth Year Projected Degrees Conferred: 8

The proposed Master of Arts for Teachers (M.A.T.) in French will be offered through the College of Arts and Sciences at IU Northwest and the School of Arts and Letters at IU Southeast and will be delivered 100% online as part of a previously authorized collaborative program.

Movement toward creating a collaborative online program began in July 2020, when the Commission authorized the Bloomington campus to add an M.A.T. to their M.A. in French and to offer the M.A.T. through distance education. Three months later, at its October 2020 meeting, the Commission authorized IU East and IUPUI to join with the Bloomington campus to offer the M.A.T. in French as a fully collaborative online program.

The program is primarily aimed at helping Indiana high school French faculty meet Higher Learning Commission faculty qualifications guidelines so they can teach French classes for dual credit. However, as the program matures, the University estimates that as many as 40 percent of the enrollees may come from other states.

The M.A.T. in French requires 30 semester hours of credit to complete.

CHE 21-12 Bachelor of Science in Clinical Psychological Science to be offered by Indiana University Bloomington

Proposal received on July 9, 2021

CIP Code: 42.2899

Fifth Year Projected Enrollment: Headcount – 250, FTE – 240

Fifth Year Projected Degrees Conferred: 48

The proposed Bachelor of Science (B.S.) in Clinical Psychological Science will be offered through the Department of Psychological and Brain Sciences in the College of Arts and Sciences at Indiana University Bloomington.

Beginning in the 2017-18 Academic Year, the Bloomington campus has offered a 24-semester hour undergraduate Certificate in Clinical Psychological Science, which annually averaged over the last four years 44 enrollees and 21 completers. For the most part, students who enrolled in this Certificate were B.A. in Psychology majors who had an interest in career paths that were more clinical in orientation; although the baccalaureate in Psychology only required 120 hours, these students wound up taking between 124-128 hours to graduate because of additional courses required to earn the Certificate. The B.S. in Clinical Psychological Science is intended to provide students with a more efficient curricular pathway, while at the same time providing more employment opportunities after graduation.

The B.S. in Clinical Psychological Science requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is a Transfer Single Articulation Pathway (TSAP) that aligns with the proposed degree program at Indiana University Bloomington. Students who complete the Psychology TSAP (A.S. in Psychology) at Ivy Tech Community College can transfer all 60 semester hours of credit into the proposed degree program. Students who complete the Psychology TSAP (A.S. in Behavioral Sciences) at Vincennes University can transfer all 60 semester hours of credit into the proposed degree program.

CHE 21-13 Master of Arts in American Studies to be offered by Indiana University Bloomington

Proposal received on July 9, 2021

CIP Code: 05.0102

Fifth Year Projected Enrollment: Headcount – 10, FTE – 8

Fifth Year Projected Degrees Conferred: 3

The proposed Master of Arts (M.A.) in American Studies will be offered through the Department of American Studies in the College of Arts and Sciences at Indiana University Bloomington. The proposed M.S. is a stop-out master's program that is intended for students who begin the Ph.D. in American Studies but cannot complete the doctoral program. No students will be directly admitted into the M.S., which requires 30 credit hours. Over the last three years (FY2018-FY2020), the Ph.D. in American Studies has had an annual average of four enrollees and two graduates.

CHE 21-14 Master of Science in Cognitive Science to be offered by Indiana University Bloomington

Proposal received on July 9, 2021

CIP Code: 30.2501

Fifth Year Projected Enrollment: Headcount – 14, FTE – 10

Fifth Year Projected Degrees Conferred: 4

The proposed Master of Science (M.S.) in Cognitive Science will be offered through the Cognitive Science Program in the College of Arts and Sciences at Indiana University Bloomington. The proposed M.S. is a stop-out master's program that is intended for students who begin the Ph.D. in Cognitive Science but cannot complete the doctoral program. No students will be directly admitted into the M.S., which requires 30 credit hours. Over the last three years (FY2018-FY2020), the Ph.D. in Cognitive Science has had an annual average of 21 enrollees and two graduates.

CHE 21-15 Master of Science in Education in School Psychology to be offered by Indiana University Bloomington

Proposal received on July 9, 2021

CIP Code: 42.2805

Fifth Year Projected Enrollment: Headcount – 16, FTE – 12

Fifth Year Projected Degrees Conferred: 6

The proposed Master of Science in Education (M.S.Ed.) in School Psychology will be offered through the Department of Counseling and Educational Psychology in the School of Education at Indiana University Bloomington. The proposed M.S. is a stop-out master's program that is intended for students who begin the Ph.D. in School Psychology but cannot complete the doctoral program. No students will be directly admitted into the M.S.Ed., which requires 36 credit hours. Over the last three years (FY2018-FY2020), the Ph.D. in School Psychology has had an annual average of 23 enrollees and four graduates.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 12, 2021

BUSINESS ITEM B-1:

Purdue University West Lafayette – Steely Street and Pierce Street Land Purchases

Staff Recommendation

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

- Purdue University West Lafayette – Steely Street and Pierce Street Land Purchases

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

Purdue University West Lafayette – Steely Street and Pierce Street Land Purchases

Purdue University West Lafayette – Steely Street and Pierce Street Land

STAFF ANALYSIS

The Purdue University Board of Trustees request authorization to proceed with the purchase of 1.27 acres of land located along Pierce Street and 3.12 acres located along Steely Street in West Lafayette from the Purdue Research Foundation. The purchase of these properties is in alignment with the 2018 Purdue University Giant Leaps Campus Master Plan, which identifies both locations as long-term potential future growth opportunities. Additionally, this purchase will allow the University to eliminate two current lease expenses totaling \$409,000 annually.

Funding: The total cost of this purchase is \$19,600,000 which is equal to the total appraised value of the parcels. The funding source is Operating Funds-Reserves.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY

Purchase Pierce Street properties and Steely Street properties in West Lafayette from Purdue Research Foundation

Institution: <input type="text" value="Purdue University"/>	Budget Agency Project No.: <input type="text" value="B-1-22-3-02"/>
Campus: <input type="text" value="West Lafayette"/>	Institutional Priority: <input type="text" value="N/A"/>
Previously approved by General Assembly: <input type="text" value="No"/>	Previously recommended by CHE: <input type="text" value="No"/>
Part of the Institution's Long-term Capital Plan: <input type="text" value="Yes"/>	

Project Size: <input type="text" value="0"/> GSF (1)	<input type="text" value="0"/> ASF (2)	<input type="text" value="0"/> ASF/GSF
Net change in overall campus space:	<input type="text" value="0"/> GSF	<input type="text" value="0"/> ASF

Total cost of the project (3):	<input type="text" value="\$ 19,600,000"/>	Cost per ASF/GSF:	<input type="text" value="0"/> GSF
Total cost of the demolition:	<input type="text" value="\$ -"/>		<input type="text" value="0"/> ASF
Funding Source(s) for project (4):	Amount	Type	
	<input type="text" value="\$ 19,600,000"/>	<input type="text" value="Operating Funds - Reserves"/>	
	<input type="text" value=""/>	<input type="text" value=""/>	
	<input type="text" value=""/>	<input type="text" value=""/>	
Estimated annual debt payment (6):	<input type="text" value="0"/>		
Are all funds for the project secured:	<input type="text" value="Yes"/>		

Project Funding:
 The project is being funded by Operating Funds-Reserves, and all funding is secured.

Project Cost Justification
 The land parcels are being purchased for a price that is equivalent to their appraised values: \$19,600,000. The Pierce Street land parcels are appraised at \$6,200,000, and the Steely Street land parcels are appraised at \$13,400,000.

Estimated annual change in cost of building operations based on the project:	<input type="text" value="N/A"/>
Estimated annual repair and rehabilitation investment (5):	<input type="text" value="N/A"/>

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

Purchase Pierce Street properties and Steely Street properties in West Lafayette from Purdue Research Foundation

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-3-02
Campus:	West Lafayette	Institutional Priority:	N/A

Description of Project

This purchase includes 1.27 acres at 127-155 Pierce Street, West Lafayette. These parcels contains a 108-space surface parking lot and a residential building constructed in 1910.

The purchase also includes 3.12 acres at 409-442 Steely Street, 333 Grant Street and 339 Grant Street, West Lafayette. These parcels contain three residential buildings constructed between 1930 and 1950 and an apartment complex consisting of two, two-story buildings.

Need and Purpose of the Program

These properties are at important strategic locations immediately adjacent to the West Lafayette campus, and the purchase of the land aligns with the 2018 Giant Leaps Master Plan, which identifies these locations as long-term potential growth opportunities.

In the near term, the University will continue to use the Pierce Street property for parking and will demolish the residential building. Additionally, the apartment complex located at the Steely Street property will continued to be used near-term and the residential buildings will be demolished.

The Pierce Street and Steely Street land acquisitions will allow the University to eliminate two current lease expenses in the amounts of \$192,000 and \$217,000 per year, respectively, for a total of \$409,000 annually.

The best long-term use of the land is still being evaluated, but the master plan notes a potential campus gateway opportunity at the Steely Street location, which is immediately adjacent to the new David and Bonnie Brunner Purdue Veterinary Medical Hospital Complex, and a potential new parking structure/building at the Pierce Street location.

Space Utilization

N/A

Comparable Projects

University Church Purchase from Purdue Research Foundation (2019)

- Located at 320 North Street, West Lafayette
- 31,964 square foot multi-story facility and 0.86 acres
- Appraised at \$3,980,000 and purchased for \$2,900,000

Background Materials

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
 INSTITUTION CAMPUS SPACE DETAILS FOR PURCHASE PIERCE STREET PROPERTIES AND STEELY STREET PROPERTIES IN WEST LAFAYETTE FROM PURDUE RESEARCH FOUNDATION

(INSERT PROJECT TITLE AND SBA No.)	Current Campus Totals			Subtotal Current and Future Space	Capital Request		
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)		Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASIF							
Classroom (110 & 115)	337,078	-	-	337,078		337,078	
Class Lab (210,215,220,225,230,235)	756,939	82,254	11,900	851,093		851,093	
Non-class Lab (250 & 255)	1,632,439	(17,963)	42,679	1,657,155		1,657,155	
Office Facilities (300)	2,390,722	29,971	32,181	2,452,874		2,452,874	
Study Facilities (400)	351,400	7,003	-	358,403		358,403	
Special Use Facilities (500)	1,226,926	-	-	1,226,926		1,226,926	
General Use Facilities (600)	990,326	2,808	12,685	1,005,819		1,005,819	
Support Facilities (700)	2,844,705	121	(57)	2,844,769		2,844,769	
Health Care Facilities (800)	113,929	89,901	-	203,830		203,830	
Resident Facilities (900)	2,701,558	-	-	2,701,558		2,701,558	
Unclassified (000)	30,507	-	-	30,507		30,507	
B. OTHER FACILITIES							
(Please list major categories)							
TOTAL SPACE	13,376,528	194,095	99,388	13,670,011		13,670,011	

Notes:

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

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

Space under construction includes:

- Vet Med Teaching Hospital
- Gateway Complex
- PMU Renovations
- Purdue Bands & Orchestra Building

Space planned and funded includes:

- Data Science Building
- Child Care Center Building
- Hypersonics Building
- Secure Research Center

Space to be terminated includes:

See (2) below.

(2) Although six (6) buildings will be included in this land purchase, two (2) of the buildings were previously leased by the University and are already included in "Current Space in Use." The remaining four (4) buildings are planned for future demolition. Therefore, there is no new space as part of this capital request. The space summary for these buildings is as follows:

Buildings included in "Current Space in Use":

	Gross Square Feet (GSF)
333 Grant	9,138
410 Steely	8,883
Total GSF:	18,021

Buildings planned for future demolition:

	Gross Square Feet (GSF)
Pierce	2,870
Steely 1	888
Steely 2	1,248
Steely 3	1,272
Total GSF:	6,278

CAPITAL PROJECT COST DETAILS

Purchase Pierce Street properties and Steely Street properties in West Lafayette from Purdue Research Foundation

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-3-02
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	N/A	N/A
Start Construction	N/A	N/A
Occupancy (End Date)	N/A	N/A

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<u>Planning Costs</u>			
a. Engineering			N/A
b. Architectural			N/A
c. Consulting			N/A
<u>Construction</u>			
a. Structure			N/A
b. Mechanical (HVAC, plumbing, etc.)			N/A
c. Electrical			N/A
<u>Movable Equipment</u>			N/A
<u>Fixed Equipment</u>			N/A
<u>Site Development/Land Acquisition</u>			N/A
<u>Other (Please list)</u>			N/A
TOTAL ESTIMATED PROJECT COST	\$ -	\$ -	N/A

CAPITAL PROJECT OPERATING COST DETAILS

Purchase Pierce Street properties and Steely Street properties in West Lafayette from Purdue Research Foundation

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-3-02
Campus:	West Lafayette	Institutional Priority:	N/A

	<u>GSF OF AREA AFFECTED BY PROJECT</u>			
<u>ANNUAL OPERATING COST/SAVINGS (1)</u>	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	#VALUE!	\$ -		
2. Maintenance	#DIV/0!	\$ -		
3. Fuel	#DIV/0!	\$ -		
4. Utilities	#DIV/0!	\$ -		
5. Other	#DIV/0!	\$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	N/A	N/A	N/A	N/A

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

COMMISSION FOR HIGHER EDUCATION

Thursday, August 12, 2021

BUSINESS ITEM B-2:

Purdue University West Lafayette – Wade Utility Plant Chiller 7 Replacement and System Improvements

Staff Recommendation

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

- Purdue University West Lafayette – Wade Utility Plant Chiller 7 Replacement and System Improvements

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

Purdue University West Lafayette – Wade Utility Plant Chiller 7 Replacement and System Improvements

Purdue University West Lafayette – Wade Utility Plant Chiller 7 Replacement and System Improvements

STAFF ANALYSIS

The Purdue University Board of Trustees request authorization to proceed with the planning, financing, construction and award of construction contracts for the Wade Utility Plant Chiller 7 Replacement and System Improvements project. This project will replace steam chiller 7, which is at the end of its expected service life, with a higher capacity electric chiller at the Wade Utility Plant on the West Lafayette campus. The project will also modify the existing mechanical and plumbing systems in the Northwest Chiller Plant to increase capacity. Steam chiller 7 is more than 30 years old and the oldest chiller operating at the Wade Utility Plant. This project will allow the University to more reliably meet campus chilled water demand. This project was near-term priority five on the 2021-31 Ten Year Capital Project Plan.

Funding: The estimated total project cost is \$12,000,000, funded by Operating Funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY
Wade Utility Plant Chiller 7 Replacement and System Improvements

Institution:	<input type="text" value="Purdue University"/>	Budget Agency Project No.:	<input type="text" value="B-1-22-2-01"/>
Campus:	<input type="text" value="West Lafayette"/>	Institutional Priority:	<input type="text" value="N/A"/>
Previously approved by General Assembly:	<input type="text" value="No"/>	Previously recommended by CHE:	<input type="text" value="No"/>
Part of the Institution's Long-term Capital Plan:	<input type="text" value="Yes"/>		

Project Size:	<input type="text" value="N/A"/> GSF (1)	<input type="text" value="N/A"/> ASF (2)	<input type="text" value="N/A"/> ASF/GSF
Net change in overall campus space:	<input type="text" value="N/A"/> GSF	<input type="text" value="N/A"/> ASF	

Total cost of the project (3):	<input type="text" value="\$ 12,000,000"/>	Cost per ASF/GSF:	<input type="text" value="N/A"/> GSF
Total cost of the demolition:	<input type="text" value="\$ -"/>		<input type="text" value="N/A"/> ASF
Funding Source(s) for project (4):	Amount	Type	
	<input type="text" value="\$ 12,000,000"/>	<input type="text" value="Operating Funds"/>	
	<input type="text" value=""/>	<input type="text" value=""/>	
	<input type="text" value=""/>	<input type="text" value=""/>	
Estimated annual debt payment (6):	<input type="text" value="N/A"/>		
Are all funds for the project secured:	<input type="text" value="Yes"/>		

Project Funding:
This project is funded by Operating Funds, and all the funds are secured.

Project Cost Justification
Since the project is utilities based, there is not an ASF or GSF associated with the work. This project scope and cost are similar to the project listed in the comparable project section.

Estimated annual change in cost of building operations based on the project:	<input type="text" value="\$ (68,000)"/>
Estimated annual repair and rehabilitation investment (5):	<input type="text" value="\$ 180,000"/>

(1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.
(2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.
(3) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
(4) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
(5) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
(6) If issuing debt, determine annual payment based on 20 years at 4.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

Wade Utility Plant Chiller 7 Replacement and System Improvements

Institution: Purdue University
Campus: West Lafayette

Budget Agency Project No.: B-1-22-2-01
Institutional Priority: N/A

Description of Project

This project will replace the University's existing 3,000 ton steam chiller 7 with a higher capacity 5,000 ton electric chiller at the Wade Utility Plant on the West Lafayette campus. The chiller capacity will increase by approximately 67% due to this equipment replacement. Included in this project is the purchase and installation of the electric chiller and the demolition of the existing steam chiller and associated structures and connections. The project also will modify the mechanical and plumbing systems in the Northwest Chiller Plant to increase capacity by 1,500 tons.

Need and Purpose of the Program

Steam chiller 7 was installed in 1988 and is the oldest chiller at the Wade Utility Plant. At more than 30 years old, it has reached the end of its expected service life and is running inefficiently as a result. Additionally, chiller 7 uses a refrigerant that is costly to replenish and will no longer be produced in the future. The new electric chiller, chiller 14, will be more energy efficient and use a more readily available, environmentally friendly refrigerant.

The equipment replacement and the increase in capacity at both the Wade Utility Plant and the Northwest Chiller Plant will allow the University to more reliably meet current West Lafayette chilled water demand.

This project was near-term priority project #5 on Purdue's 2021-2031 Ten Year Capital Project Plan.

Space Utilization

Since this is a utilities project, there will be no significant space impact.

Comparable Projects

Wade Utility Chiller No. 6 Replacement and Temporary Chilled Water Capacity Infrastructure (2013) included the removal and replacement of an aging chiller with two new electric-driven chillers and infrastructure to provide a location for temporary chilled water capacity on the West Lafayette campus.

- \$10,000,000

Background Materials

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Waste Utility Plant Chiller 7 Replacement and System Improvements

(INSERT PROJECT TITLE AND SBA No.)	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1) New Space in Capital Request (2)	
A. OVERALL SPACE IN ASF						
Classroom (110 & 115)	337,078	-	-	337,078		337,078
Class Lab (210,215,220,225,230,235)	756,939	82,254	11,900	851,093		851,093
Non-class Lab (250 & 255)	1,632,439	(17,963)	42,679	1,657,155		1,657,155
Office Facilities (300)	2,390,722	29,971	32,181	2,452,874		2,452,874
Study Facilities (400)	351,400	7,003	-	358,403		358,403
Special Use Facilities (500)	1,226,926	-	-	1,226,926		1,226,926
General Use Facilities (600)	990,326	2,808	12,685	1,005,819		1,005,819
Support Facilities (700)	2,844,705	121	(57)	2,844,769		2,844,769
Health Care Facilities (800)	113,929	89,901	-	203,830		203,830
Resident Facilities (900)	2,701,558	-	-	2,701,558		2,701,558
Unclassified (000)	30,507	-	-	30,507		30,507
B. OTHER FACILITIES (Please list major categories)						
TOTAL SPACE	13,376,528	194,095	99,388	13,670,011		13,670,011

Notes:

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

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

Space under construction includes:

- Vet Med Teaching Hospital

CAPITAL PROJECT COST DETAILS
Wade Utility Plant Chiller 7 Replacement and System Improvements

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-2-01
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	May	2022
Start Construction	August	2022
Occupancy (End Date)	April	2023

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering	\$ 1,000,000		\$ 1,000,000
b. Architectural	\$ 50,000		\$ 50,000
c. Consulting	\$ 125,000		\$ 125,000
<u>Construction</u>			
a. Structure	\$ 285,000		\$ 285,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 1,777,000		\$ 1,777,000
c. Electrical	\$ 2,415,000		\$ 2,415,000
<u>Movable Equipment</u>			\$ -
<u>Fixed Equipment</u>	\$ 4,832,000		\$ 4,832,000
<u>Site Development/Land Acquisition</u>			\$ -
<u>Other (PM fees, printing, travel, testing)</u>	\$ 1,516,000		\$ 1,516,000
TOTAL ESTIMATED PROJECT COST	\$ 12,000,000	\$ -	\$ 12,000,000

(1) Cost Basis is based on current cost prevailing as of: (INSERT MONTH AND YEAR)

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

CAPITAL PROJECT OPERATING COST DETAILS
Wade Utility Plant Chiller 7 Replacement and System Improvements

Institution:	Purdue University	Budget Agency Project No.:	B-1-22-2-01
Campus:	West Lafayette	Institutional Priority:	N/A

ANNUAL OPERATING COST/SAVINGS (1)		GSF OF AREA AFFECTED BY PROJECT		
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations		\$ -		
2. Maintenance		\$ (25,000)		
3. Fuel		\$ -		
4. Utilities		\$ -		
5. Other		\$ (43,000)		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	N/A	\$ (68,000)	N/A	N/A

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

This project will result in operating savings due to the chiller's increased efficiency and the reduction in required maintenance.

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

COMMISSION FOR HIGHER EDUCATION
Thursday, August 12, 2021

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
02	Master of Arts for Teachers in French	Indiana University Northwest and Southeast	7/9/2021	On CHE Agenda for Action
03	Bachelor of Science in Clinical Psychological Science	Indiana University Bloomington	7/9/2021	On CHE Agenda for Action
04	Master of Arts in American Studies	Indiana University Bloomington	7/9/2021	On CHE Agenda for Action
05	Master of Science in Cognitive Science	Indiana University Bloomington	7/9/2021	On CHE Agenda for Action
06	Master of Science in Education in School Psychology	Indiana University Bloomington	7/9/2021	On CHE Agenda for Action
07	Master of Education in Teaching, Learning, and Curriculum	Indiana University Bloomington, IUPUI, IUPUI-Columbus, East, Kokomo, Northwest, South Bend, and Southeast	7/9/2021	Under Review
08	Bachelor of Science in Rehabilitation Sciences	Indiana University Kokomo	7/9/2021	Under Review

COMMISSION FOR HIGHER EDUCATION
Thursday, August 12, 2021

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Technical Certificate in Holistic Health	Ivy Tech Community College	7/26/2021	Changing the credit hours
02	Bachelor of Science in Mechanical Engineering Technology	Indiana State University	7/26/2021	Changing the CIP code
03	Bachelor of Science in Nuclear Medicine Technology (IU)	Indiana University Purdue University Indianapolis	7/26/2021	Adding distance education
04	Master of International Affairs	Indiana University Bloomington	7/26/2021	Adding distance education
05	Post-baccalaureate Certificate in Business Analytics	Indiana University Southeast	7/26/2021	Adding a certificate
06	Certificate in Cybersecurity	Indiana University Southeast	7/26/2021	Adding a certificate
07	Health Informatics Micro-Credential	Purdue University Global	7/26/2021	Adding a certificate
08	Master of Science in Educational Psychology	Purdue University Global	7/26/2021	Changing the credit hours
09	Post-baccalaureate Certificate in Intercultural Competence Mentorship	Purdue University West Lafayette	7/26/2021	Adding a certificate

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
10	Certificate in CDL Plus	Ivy Tech Community College – Valparaiso	7/26/2021	Adding a location
11	Bachelor of Science in Biotechnology	Indiana University East	7/26/2021	Eliminating a program
12	Bachelor of Science in Nursing (Pre-Licensure)	Indiana University East	7/26/2021	Eliminating distance education
13	Certificate of Graduation in Diesel Service and Maintenance	Vincennes University	7/26/2021	Eliminating a program
14	Associate of Science in Radiography	Vincennes University	7/26/2021	Eliminating a program
15	Business Development Micro-Credential	Purdue University Global	7/26/2021	Adding a certificate
16	Digital and Social Media Management Micro-Credential	Purdue University Global	7/26/2021	Adding a certificate
17	Global Business Micro-Credential	Purdue University Global	7/26/2021	Adding a certificate
18	Global Marketing Management Micro-Credential	Purdue University Global	7/26/2021	Adding a certificate
19	Information Technology Core Concepts Micro-Credential	Purdue University Global	7/26/2021	Adding a certificate
20	Introduction to Data Analytics Micro-Credential	Purdue University Global	7/26/2021	Adding a certificate
21	Master of Science in Cybersecurity Management	Purdue University Global	7/26/2021	Changing the credit hours
22	Associate of Science in Early Childhood Education	Ivy Tech Community College – Hamilton County	7/26/2021	Adding a location

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
23	Certificate in Early Childhood Administration	Ivy Tech Community College – Hamilton County	7/26/2021	Adding a location
24	Master of Arts in Technology Education	Ball State University	7/26/2021	Eliminating a program
25	Bachelor of Arts/Bachelor of Science in Career and Technical Educations	Ball State University	7/26/2021	Eliminating a program
26	Information Technology Support Certificate	Ivy Tech Community College	7/26/2021	Suspending a program
27	Network Security Certificate	Ivy Tech Community College	7/26/2021	Suspending a program
28	Certificate in Routing and Switching	Ivy Tech Community College	7/26/2021	Changing the credit hours
29	Certificate in Computer Science Fundamentals	Ivy Tech Community College	7/26/2021	Adding a certificate
30	Associate of Applied Science in Electronics and Computer Technology	Ivy Tech Community College	7/26/2021	Changing the CIP Code
31	Technical Certificate in Electronics and Computer Technology	Ivy Tech Community College	7/26/2021	Changing the CIP Code
32	Associate of Applied Science in Paralegal Studies	Ivy Tech Community College – Terre Haute	7/26/2021	Removing a location
33	Associate of Science in Legal Studies	Ivy Tech Community College – Terre Haute	7/26/2021	Removing a location

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
34	Certificate in Paralegal Studies	Ivy Tech Community College – Terre Haute	7/26/2021	Removing a location
35	Technical Certificate in Paralegal Studies	Ivy Tech Community College – Terre Haute	7/26/2021	Removing a location
36	Certificate in Professional Bookkeeping and Payroll	Ivy Tech Community College	7/26/2021	Adding distance education
37	Master of Science in Mathematics	Purdue University Fort Wayne	7/26/2021	Adding distance education

COMMISSION FOR HIGHER EDUCATION

Thursday, August 12, 2021

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.

Fox 59
Deadline to apply for 21st Century Scholars program quickly approaching
By Melissa Crash
June 23, 2021

INDIANAPOLIS – The deadline is quickly approaching to sign up for the 21st Century Scholars program. It helps Hoosier students afford going to college. In fact, there are nearly 100,000 students enrolled in this program today.

Mario Flores-Gaspar made the promise he was going to go to college in middle school. Now he's set to graduate from Purdue University with a major in Physics.

"I don't think I would have gone to college if it wasn't for that scholarship," said Flores-Gaspar.

In the program's 30 years, the scholarship has helped thousands of Hoosier students like him prepare for higher education and afford it.

"I know my parents had to work a lot just to save money as well," said Flores-Gaspar, "I know how big of a time commitment, a sacrifice it is. So, having that privilege to not have to worry about finances as much is really helpful."

"It's getting students to know early on, that they can have that opportunity," said Charlee Beasor, the Associate Commissioner for Communication and Outreach for the Indiana Commission for Higher Education, "We empower students to know that while they're in 7th and 8th grade, that they can, and they will be able to go and afford college as long as they work hard."

The deadline to sign up for the program is June 30th. Families have to qualify for the scholarship based on their income.

"Even if you don't think you qualify, go ahead, and apply because things change, and you just never know. It's better to be enrolled than not," said Beasor.

Then, students receive up to four years of up to 100 percent tuition coverage as long as they keep up with the requirements.

According to [Learn More Indiana](#), here are the requirements:

- Graduate from a state-accredited Indiana high school.
- Graduate from high school with a cumulative GPA of 2.5 on a 4.0 scale.
- Earn a minimum of a Core 40 diploma.
- Complete all 12 high school Scholar Success Program requirements and track them in ScholarTrack by high school graduation.
- Apply to and be admitted to an eligible Indiana college, university or proprietary school as a high school senior.
- Submit the Free Application for Federal Student Aid (FAFSA) by April 15 as a high school senior and each year thereafter until college graduation.
- Complete the college Scholar Success Program each year of college to renew your scholarship.
- Complete at least 30 credit hours each year of college.
- Maintain satisfactory academic progress (SAP) standards established by your college.
- Maintain Indiana residency.

- Do not do drugs, commit a crime or delinquent act, or consume alcohol before reaching the legal drinking age.

“Students have to graduate with a 2.5 GPA, we also require them to complete the scholar success program,” explained Beasor, “Like watch a college video on how to pay for financial aid, file the FAFSA, visit a campus.”

As Indiana’s college-going rate continues to decline, falling to 59 percent. Data shows, it’s the complete opposite for 21st Century Scholars.

“They are the ones that are closing the gap for Indiana right now,” said Beasor, “88 percent of scholars go to college which is quite higher than the statewide college going average right now.”

As for the deadline if you miss it unfortunately you’re out of luck. While there are other financial aid opportunities, it’s this program, that students like Mario credit for his success.

“It was a great safety net,” he said.

Again, the deadline to apply for your 7th and 8th graders is June 30th. You can do so by contacting your child’s school or the Indiana Commission for Higher Education.

For more information, [click here](#).

Work Shift
In Indiana, a proving ground for short-term credentials
By Elin Johnson
June 23, 2021

Demand for manufacturing workers in Columbus, Indiana, is strong — higher than the number the local community college was preparing each year. But administrators at Ivy Tech Community College system didn’t notice until they began digging into more granular workforce data. When they saw the numbers, they knew what they had to do: shift where they were spending money.

The college system’s leaders decided to cut the interior design and culinary arts programs at the Columbus campus, which had flat enrollment, low employer demand, and low wages in the area, and redirected resources into the high-demand fields of manufacturing and healthcare.

The move is just one example of how Ivy Tech is increasingly focused on tracking how the “middle skills” market is changing in each specific region across the state — and how its programming needs to change to match. “We own the responsibility of that,” said Chris Lowery, senior vice president of workforce, careers and adult strategy at Ivy Tech.

“If the needs aren’t being met, the governor and business owners need to stick us in the eye and say ‘you’re missing this.’”

That focus on workforce needs — and especially its investment in certificates and other short-term credentials as a way to rapidly reskill workers — has garnered national attention. As more states, such as Iowa, Louisiana, and Virginia, look to invest in short-term credentials to power a post-Covid resurgence, Indiana and Ivy Tech’s experience serves as a proving ground. Since the 2017-18 academic year, almost 21,000 adult students have earned high-value certificates at Ivy Tech with the support of

the state's Workforce Ready Grant program, and grant recipients have seen an average year-over-year wage increase of \$6,800. Along the way, college and state leaders say they've learned some important lessons:

Initiatives are more likely to be successful if they focus on regional supply and demand for credentials, not just statewide demand.

Institutions can turn the challenge of finite resources to their advantage, using it as a way to focus effort and prioritize programs.

And even free programs don't sell themselves — clearly communicating both the value and the requirements to individuals remains a challenge.

Workforce Ready Grant Paves the Way

The Workforce Ready Grant was part of a series of state-driven initiatives to help Indiana workers who hold just a high school diploma, all while meeting the needs of employers and strengthening the economy.

The grant program focuses on middle skill roles that require some postsecondary education, but less than a four-year degree. It funds short-term programs in advanced manufacturing, building and construction, health sciences, information technology and business services, and transportation and logistics. Right now, the greatest interest is in healthcare and life sciences programs, according to state officials.

A lot of the grant program's success thus can be attributed to its framing: instead of looking at the overall number of jobs available in the state, it encourages institutions to look specifically at more granular employment data to understand what the high-demand labor needs are in each region.

Students have choice — but the programs the state funds aren't determined by student demand, but by employer needs and wages. Officials follow how Indiana's economy is changing, and if grant recipients are able to get jobs in their region. The state provides funding based on supply and demand equations — asking is this job in a high-demand field, and are the wages good?

"Our goal is to make sure we are providing greater economic mobility to Hoosiers," said Teresa Lubbers, the commissioner for higher education and chair of the governor's workforce cabinet, while at the same time "strengthening and diversifying the economy."

In addition to covering full tuition, the grant reimburses up to \$5,500 of additional fees. Ivy Tech is the largest provider of credentials through the program, but grant recipients can also use the funds at several other institutions, including Vincennes University and Indiana Institute of Technology. The program can provide much-needed education and upskilling, especially for the state's 550,000 working-age adults (25-64) who have some college but no credential. But it's a complex grant to explain.

"One of our biggest challenges is how do you communicate this simply to people," Lubbers said. She said officials have invested a lot of time, energy and funding — both state and federal — in effective marketing. The state and Ivy Tech also used CARES Act funding to roll out a new program this month to provide free career coaching, including guidance on educational options, to all residents.

Building Programs for Relevance Today, and Long-Term Success

Ivy Tech has taken the regional approach and run with it. For Lowery, creating credential programs from this angle came naturally. Lowery spent the better part of his career not in higher education, but in business. Now, Ivy Tech is engaging with business leaders on where it needs to be headed, figuring out what needs companies and other employers have, who's hiring, and then addressing those openings.

Lowery said that when Ivy Tech began creating new short-term programs, they knew it was "critically important to make sure we focus on Indiana's key economic sectors."

Ivy Tech, which has more than 40 locations across the state, focuses on enrolling grantees in short-term programs that not only meet immediate jobs needs, but also could stack to a degree. And industry certifications often are embedded.

Ivy Tech also doesn't act as a gatekeeper for their programs: If a transfer student walks in with a non-credit bearing credential that the college system has validated, it counts toward an Ivy Tech certificate. "Look, if you have this national certification that we have said is important to our academic credential....then we should just respect that," Lowery said. "As long as it is up to date it transfers in."

Ivy Tech's approach has gained the attention of researchers at the Community College Research Center at Columbia University's Teachers College, who recently cited it as an example of how states can use short, stackable programs to recover from pandemic-related job loss, even as national legislation that would extend the federal Pell Grant to shorter programs stalls in Congress.

This summer, almost 2,900 grant recipients are enrolled in Ivy Tech programs, and this number tends to be two to three times higher in fall and spring. Grantee enrollment in the community college system has grown more than 56 percent since the program launched, totaling more than 12,300 for the 2020-21 year thus far. Federal CARES Act money has helped reinforce Ivy Tech's work with the Workforce Ready Grant. With continued support from the state, the college plans to continue to grow grantee enrollment and completion.

"We continued, and need to expand on it, because this is what Indiana's economy needs," said Lowery. "We know that we can help grow the economy by guiding people into jobs and careers that are higher demand and can pay not just a living wage."

Star Press

With Ivy Tech's tuition plan for 2021-22, textbooks will be free to students

By Charlotte Stefanski

June 30, 2021

MUNCIE, Ind. — To help make college more affordable, Ivy Tech Community College has adopted a new tuition model, which will include the cost of textbooks and charge the same rate for those taking 12 or more credit hours.

The goal of the new model, Ivy+, is to ensure students have equitable access, transparency of cost and on-time completion of their courses. According to a news release, Ivy Tech is one of the first schools in Indiana and first community colleges in the country to adopt this new model.

Along with including the cost of textbooks as a regularly assessed fee, Ivy+ will charge the same tuition rate for full-time students enrolled in 12 or more credits. If a student takes 12 credits, 15, or even 24 credits in a given term, the cost of tuition will be the same.

Part-time students will see their tuition frozen for the next two years and will continue to pay per credit hour, according to the release. The price per credit hour remains at \$149.55, the lowest in Indiana.

With the Ivy+ rollout, the school will cover the cost of textbooks for students in the 2021-22 academic year. This is done through the federal government's Higher Education Emergency Relief Fund (HEERF).

"Our students typically stay in our area and we are dedicated to providing our community with a strong workforce pipeline. Ivy+ means no more expensive, out-of-pocket costs for books, saving our students time, money and hassles," said Jeffrey Scott, chancellor of the Muncie campus. "This model is an example of doing the right things for the right reasons."

While Ivy Tech has about 40 campuses across the state, Jennifer Gasiorek, Ivy Tech's executive director of workforce partnerships, marketing communications and community engagement, told The Star Press that the shift to Ivy+ could have a positive impact on local enrollment numbers.

Gasiorek said the Ivy Tech Muncie-Henry County campus has one of the youngest student demographics in the state, with many already taking 12 or more credit hours.

"We are anticipating to increase full-time students with this model. Ivy Tech Muncie-Henry is experiencing growth. We believe this is due to our outstanding facilities, tremendous customer service and focus on community," Gasiorek said. "This new model will make taking full time classes more affordable and if students want to pursue a 4- year option, our credits transfer to those 4-year partners."

With the new model, Gasiorek said students taking 12 or more credits will have a flat rate of \$2243.25, no matter their major. All required textbooks will also be the same price. Full-time out-of-state and international students will be charged a flat rate of \$4388.55 with no additional cost for textbooks.

Prior to the switch, Ivy Tech officials noted that paying high prices for textbooks often created barriers for students. It was estimated students paid an average of \$56 per credit hour, for textbooks alone; or about \$850 each semester for those taking 15 credit hours.

"Research shows that 65% of college students forego buying a textbook with the biggest reason that they cannot afford them. Often financial aid and scholarships do not cover course materials. Our goal is to ensure every student has their textbooks the first day of class," Ivy Tech President Sue Ellspermann said in the release. "Ivy+ makes us the only state institution that is not only freezing the cost of tuition, but significantly reducing the cost of attendance at a time when we need many more Hoosiers to earn a quality college credential to launch a high-wage career."

WFYI

Diversity Increases Among Indiana High School Graduates, But Some Are Left Behind

By Elizabeth Gabriel

July 13, 2021

The Indiana study found that that Black and Hispanic/Latinx students are also less likely to enroll in higher education programs, and if they do, they are less likely to complete college on time.

The number of diverse Hoosier students who graduated high school increased over the past 10 years. But even though students have received more access, there are still equity gaps among students who are prepared to succeed in college.

The Indiana Commission for Higher Education released its [fourth annual college equity report](#) on Monday. The study assesses the state's progress in preparing high schoolers for college and the workforce, and reveals that students of color, low-income, males and rural students are less likely to be ready for college or complete higher education.

The Data

The report found students who earn more demanding diplomas beyond the Core 40, like the academic honors diploma, are "better prepared and more likely to succeed in college." That can be difficult for Black and Hispanic/Latinx students who are more likely to come from low-income households, and less likely to earn college credit while in high school through dual credit or Advanced Placement classes.

The study states that Black and Hispanic/Latinx students are also less likely to enroll in higher education programs, and if they do, they are less likely to complete college on time. For example, the on-time completion rate for Black students at a four-year college was 29 percent in 2020. Although this is an 11 percent increase from the 2015 graduation rate, this is still below the statewide average of 50 percent.

Regardless of race, women are more likely to attend college than men: 65 percent of women enrolled in college compared to 51 percent of men.

Other key findings included disparities among rural students, as well as rural students based on their race and gender. Over roughly a decade, Indiana's 49 rural counties decreased from producing 25 percent of Indiana's high school graduates to 21 percent. Students who don't receive a high school diploma can face more barriers to attending higher education. Roughly 37 percent of Hispanic/Latinx rural men and 46 percent of white rural men went to college after high school, compared to 59 percent of non-rural students.

Meeting The 'Big Goal'

As part of a goal to close educational achievement gaps, the Indiana Commission for Higher Education adopted its "Big Goal" in 2013. The initiative aims to have 60 percent of Hoosiers obtain a credential beyond a high school diploma by 2025. This is aligned with many other states who made similar attainment goals. States such as Colorado, Massachusetts and the District of Columbia have already surpassed this mark. Nationwide, 52 percent of Americans have received additional credentials.

As of now, 48 percent of Hoosiers have received education after high school. In a statement, Indiana Commissioner for Higher Education Teresa Lubbers said she doesn't know if they can reach that goal without addressing these enrollment and performance gaps.

“Without reversing the trends that some students more than others aren’t prepared for higher education or aren’t succeeding when they get there, we will not reach our goals of increasing educational attainment and providing economic mobility for Hoosiers,” Lubbers wrote.

Potential Solutions

The report found the [21st Century Scholars](#) program has been able to close a few of the equity gaps for some students. The initiative provides up to four years of college tuition for income-eligible students. Since 1990, more than 44,000 Hoosiers have earned a college degree through the program and more than 100,000 students are currently enrolled.

The commission recommended local schools increase the awareness of financial aid opportunities to Black and Hispanic/Latinx high schoolers. It also said providing and funding more courses where students earn college credit could help increase the number of students who attend postsecondary education after high school.

Fox 59
FAFSA completion workshops highlight opportunities still available for students
By Alia Blackburn
July 21, 2021

INDIANAPOLIS — Local experts say there’s still money on the table when it comes to the Free Application for Federal Student Aid, or FAFSA.

“So many people don’t realize that there are other options,” said Barbie Martin, Indiana Commission for Higher Education. “We obviously want students to file as early as possible so that they have access to as many options as there are, but that is the main message that it’s not too late. There are ways that you can receive funding.”

Made possible through a grant from the National College Attainment Network, or NCAN, the commission is hosting a series of FAFSA completion workshops. The goal is to target students, who missed the state’s April 15th deadline to file, and help them through the process to possibly secure funding that’s still available.

Martin says two options for students include the Federal Pell Grant and Indiana’s Workforce Ready Grant.

The Pell Grant offers money to help pay for educational expenses. Since it’s not a student loan, Martin says recipients do not have to pay it back.

“Most people obviously use it to pay their tuition costs, possibly housing, but it can be used for books, transportation, if you need a laptop to complete your coursework,” Martin said. “You can use a Pell Grant for anything as long as it’s truly educationally related.”

The Workforce Ready Grant comes through Indiana’s Next Level Jobs Program. It pays for a certificate program, helping students towards securing high-demand and well-paying jobs in the state.

“That’s a really good opportunity for students, who may have missed that deadline, but do want to pursue something or for a student who’s not ready to commit to a two-year, or four-year, degree,” said Martin.

“They can get one of these short term certificates,” she added, “and when they complete it, they’re going to be able to find a well-paying job in a field that has openings that are looking for employees. So that’s the appeal of that grant.”

While many view the FAFSA process as intimidating, Martin says it’s simple, especially with guided help along the way. Taking the extra step, Martin says, could also unlock opportunities that save you money in the long run.

“You never know what you might qualify for,” said Martin. “We know that college is expensive, but there are ways to make it more affordable, and in some cases, depending on what they’re pursuing, it may be without any cost at all, or very low cost, if they get one of these grants.”

The workshops itself are more than just filling out paperwork. Martin says they’re also working to connect students to resources, like colleges and other programs, to continue their path while they’re there.

“Money is important, but it’s not the only thing that students need to be successful,” said Martin. “So we’re trying to encourage contact with their advisors, reaching out to faculty members if they have questions, finding a mentor at the college level. That way you can help guide them through these things.”

The first workshop is Wednesday, July 21, at Ivy Tech Community College (50 W. Fall Creek Parkway, North Drive). Organizers recently changed the time to noon – 5 p.m.

For a list of future workshops, and more resources on FAFSA, visit the [Indiana Commission for Higher Education’s website](#).

WCET Frontiers
Credential Transparency and Informed Decision-Making in Indiana
By Ken Sauer
July 21, 2021

Because postsecondary education is not compulsory, it functions like a market. To function well, markets require sufficient and reliable information, upon which to base decisions, hence the need for credential transparency.

Here “credentials” refers to any award that signifies mastery of a set of competencies by the person earning the award, including diplomas, certificates, and degrees as well as certifications, badges, other micro-credentials, licenses, apprenticeships, and military training. “Transparency” refers to the ability of anyone – learner, policymaker, or other stakeholder – to easily access, navigate, and compare as much information as possible, all in a common language, about credentials of interest.

Indiana is committed to credential transparency. For more than four years has looked to [Credential Engine](#) and its [Credential Transparency Descriptor Language \(CTDL\)](#) as the means and common language to achieve this goal. Initiated by [the Indiana Commission for Higher Education](#) (the “Commission”), multiple state agencies and all public colleges and universities [are now working in partnership](#) to further credential transparency.

Efforts to date have focused on publishing a critical mass of information to the [Indiana Credential Registry](#) (the “Registry”), a state-specific subset of the national [Credential Engine Registry](#). While much data has already been published, and more information is continuously being added, increasing attention is now directed to integrating the data in the Registry with existing tools that help prospective students and other learners to think through their career goals and find education and training programs to achieve those goals.

Data Already Published or In Process

As the state postsecondary education coordinating body, the Commission was well positioned to jump start scaling up the Registry by publishing, initially on behalf of the institutions, a set of basic information about all certificate and degree programs at both the undergraduate and graduate levels offered by all public two- and four-year colleges and universities...some 3,000 programs. We also have two Indiana independent universities on the Registry, as well as one proprietary university, and would like to have the remaining two dozen Indiana independents on as well.

This basic data included the program name, a description of the program, a URL to a departmental or program-specific landing page, the number of credit hours required to complete the program, tuition and fee information, institutional accreditation, and whether the program was offered through distance education.

With this foundation in place, attention shifted to publishing additional data about programs:

- **Specialized Accreditation.** This is an important indicator of quality, so the Commission began by publishing the specialized accreditation held by programs in engineering, nursing, social work, dental hygiene, athletic training education, nutrition and dietetics, and clinical laboratory sciences. Other specialized accreditations are steadily being added through institutional efforts and visiting web sites of selected accrediting agencies.
- **Licensure.** In partnership with the Professional Licensing Agency, the state’s umbrella agency for most licensing boards, twenty health-related licensing boards, and the 47 licenses they issue, were added to the Registry. Links have been published between State Board of Nursing approved nursing programs and the LPN and RN licenses they qualify graduates to earn. We will do the same thing for the other health and non-health licensing boards/licenses and the education programs that prepare graduates to become licensed. Something similar is being done in tandem with the Department of Education, which is responsible for licensing teachers in Indiana. Working with the State Board of Nursing, we have also published pass rates on the NCLEX exams on the Registry; we intend to do the same for other fields where licensure exam results are available.
- **Return on Investment.** The Commission, the Indiana Department of Workforce Development (DWD), and the state’s Management Performance Hub have generated earnings data for graduates of all programs one, three, five, and ten years after graduation. We are in the process of publishing this data for all programs whose data was not suppressed due to small cohort size.
- **Transfer of Credit.** The Indiana College Core, a 30-semester hour general education core based on competencies, and some 20 Single Articulation [2+2] Pathways, also competency-based, all of which transfer statewide throughout the public sector, have been published to the Registry.

- **Competencies.** The most important of the 500+ CTDL Descriptors is one describing the competencies a credential holder is supposed to have mastered. Ivy Tech Community College, Indiana’s statewide community college system accredited as a single institution, has published competencies for all of its associate degrees and is doing the same for its certificate programs. Purdue University Global has also published competencies for all of the degree programs it offers. Our goal is to publish competencies for all programs offered by public institutions.
- **Eligible Training Provider List (ETPL).** While colleges and universities are at the center of our educational and training ecosystem, non-traditional, non-collegiate providers can also provide a valuable entry into employment and a foundation for further education. Indiana’s DWD is committed to publishing the ETPL to the Registry, and Indiana is piloting the Education Equity Outcomes Standards (EQOS) framework to assure the quality of these non-traditional providers.
- **Certifications.** Industry and professional certifications valued by employers can represent important credentials for career mobility, both at the entry and advanced levels. Working with other states, Credential Engine, and organizations like Workcred and Advance CTE, Indiana is committed to expanding the certifications published on the Registry, including those on DWD’s list of Promoted Certifications, and connecting those to the education and training programs that prepare learners to earn them.
- **High Schools.** Some 64 percent of recent Indiana high school graduates completed their secondary education while also earning postsecondary credit. Indiana’s extensive, well-supported dual credit system is focused on making it possible for high school students to complete before they graduate:
 - postsecondary certificates,
 - the Indiana College Core. and/or,
 - certificates available through our Next Level Programs of Study, as Indiana CTE programs are currently called.

An important element of this initiative is to be clear about which high schools meet the criteria to be listed as delivery sites for the Indiana College Core. Being listed will encourage other school leaders to consider how they too might meet these criteria, thus expanding dual credit opportunities. To that end, we have published more than 90 high schools on the Registry, which currently meet these criteria. In partnership with the Governor’s Workforce Cabinet, the Commission will also publish career centers that make available postsecondary CTE credentials.

Using the Registry

As a pioneer scale-up state, much of Indiana’s emphasis over the past four years has been devoted to refining and expanding data published to the Registry, which now represents a unique and rich source of information about Indiana’s education and training ecosystem. While much more data remains to be published, our attention is now turning to how learners of all ages can equitably access this data and use it effectively for informed decisions about how to achieve their career and personal goals through education and training. To that end, Indiana’s [newly licensed statewide Career Explorer](#) software will point to the Registry for information about education and training.

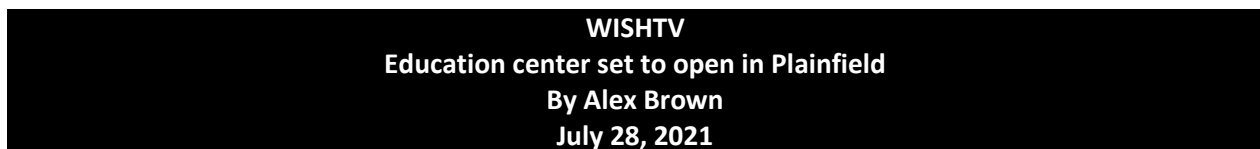
Digital Credentials

Through a long-standing partnership with Parchment, Indiana has a mature Indiana e-Transcript

Program, which is universally used at the high school-to-college level (200,000 transcripts sent annually) and is now being implemented at the college-to-college level. Ivy Tech Community College has licensed Parchment's Award Diploma Services product that permits all its graduates to be issued a digital credential, which has a navigation link to the Registry and allows an employer to access all the information about the credential and the College that has been published to the Registry, including the competencies associated with that credential.

Concluding Thoughts

[Credential Engine](#) has revolutionized the way we think about credentials and increased exponentially our ability to transform previously isolated data into linked, open data. Our state's commitment to break down data silos has also helped catalyze inter-agency collaboration to unprecedented levels. Indiana's embrace of credential transparency aims to give learners the information they need to make informed decisions about educational choices.



PLAINFIELD, Ind. (Inside INdiana Business) — Officials in Plainfield will Thursday mark the opening of a 100,000-square-foot higher education center. The town of Plainfield says MADE@Plainfield will provide post-secondary counseling and education, workforce training and certifications, and community space for students, adults, and employees.

Plans for MADE@Plainfield were [first announced](#) in February 2020. It features labs specific to workforce training and testing needs, robotics labs, and computer, science and medical labs. The facility also includes 10,000-square-feet of space for rent by community organizations.

The town says the facility aims to build a better bridge between post-secondary education and training, and the needs of the local workforce.

“The post-secondary education and training offered at MADE@Plainfield will further bolster central Indiana’s ability to attract talent, create new jobs and deliver additional employee training opportunities,” said Brandy Perrill, executive director of Hendricks College Network. “Area employers are seeking employees with specific, high-tech skills, and MADE@Plainfield offers a state-of-the-art facility to serve those educational and training needs.”

Some of the post-secondary courses, training opportunities, and certificates offered at the facility include industrial maintenance, robotics, supply chain, CDL training, medical assisting and information technology. The town says MADE@Plainfield education partners will also create customized workforce training courses for specific businesses.

The partners involved in the facility include Ivy Tech Community College, Vincennes University, the Indiana Department of Homeland Security’s Indiana Fire & Public Safety Academy, WorkOne, Hendricks College Network, and the Plainfield Community School Corp.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 12, 2021

INFORMATION ITEM D:

Upcoming Meetings of the Commission

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming schedule each six months, the previous schedule is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

2021

September 9, 2021	Vincennes University, Vincennes
October 14, 2021	Indiana University East, Richmond
December 9, 2021	Ivy Tech Community College, Indianapolis

2022

February 10, 2022
March 10, 2022
June 9, 2022
August 11, 2022
September 8, 2022
October 13, 2022
November 10, 2022
December 8, 2022

2022 meeting locations to be provided.

Commission meeting dates and locations are subject to change. Schedule alternations will be made available at www.che.in.gov.

The Commission for Higher Education abides by the Indiana Open Door Law (IC 5-14-1.5). All meetings are open to the public.