INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, December 14, 2017

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INDIANA COMMISSION *for* HIGHER EDUCATION

DECEMBER COMMISSION MEETING AGENDA

Thursday, December 14, 2017

HOTEL ACCOMMODATIONS
SpringHill Suites Indianapolis Downtown
By Marriott
601 West Washington Street
Indianapolis, Indiana 46204

COMMISSION MEETING
Ivy Tech Community College
Corporate College and Culinary Center
2820 N Meridian Street, Indianapolis, IN 46208

STUDENT SUCCESS AND COMPLETION COMMITTEE
8:00 A.M. – 9:00 A.M.
Conference Center, Room 119/121

WORKING SESSION
9:00 A.M. – 11:30 A.M.
Conference Center, Room 119/121

CALL IN INFORMATION:
DIAL: 1 (605) 475-4700
PIN: 230295#

WiFi INFORMATION:
IvyGuest

WORKING SESSION TOPICS

- Governor's Workforce Plan and New Cabinet, Next Level Jobs Update
- Performance Funding
- Financial Aid Grid
- Legislative Preview
- Grad Pathways
- Committee Report Outs

COMMISSION MEMBER LUNCH
11:45 A.M. – 1:00 P.M.
Penthouse – P109

Lunch Guests
Sue Ellspermann, President
Ivy Tech Community College Cabinet Members

COMMISSION STAFF LUNCH
11:45 A.M. – 1:00 P.M.
Conference Center, Room 119/121

BUSINESS MEETING
1:00 P.M. – 3:00 P.M.
Conference Center, Room 118/120

CALL IN INFORMATION:
DIAL: 1 (605) 475-4700
PIN: 230295#

WiFi INFORMATION:
IvyGuest

1. Master of Science in Computer Information Systems to be offered by Indiana University Northwest
2. Master of Science in Management to be offered by Indiana University Southeast
3. Master of Social Work to be offered by Ball State University
4. Bachelor of Arts in International Law and Institutions to be offered by Indiana University Bloomington
5. Bachelor of Science in Molecular Life Sciences to be offered by Indiana University Bloomington
6. Master of Science in Athletic Training to be offered by Indiana University Bloomington

E. Capital Projects for Full Discussion
1. Purdue University West Lafayette – Jischke Hall of Biomedical Engineering Addition 79
2. Indiana State University – Renovation of Sycamore Towers Dining 87

F. Capital Projects for Expedited Action 95
1. Vincennes University – John Deere Diesel Technology Expansion Plant
2. University of Southern Indiana – Physical Activities Center, Classroom Expansion and Renovation Phase Two
3. Indiana University Purdue University Indianapolis – Sports District Planning Study
4. Indiana State University – Academic Facility Renovation Phase One – Fine Arts & Commerce

IV. Information Items

A. Academic Degree Programs Awaiting Action 99
B. Academic Degree Program Actions Taken by Staff 101
C. Media Coverage 105
D. Schedule of Upcoming Meetings of the Commission 115

V. Old Business

New Business

VI. Adjournment

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The next meeting of the Commission will be on **February 8, 2018, in Indianapolis, Indiana.**

State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, October 12, 2017

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Purdue University Fort Wayne, 2101 East Coliseum Blvd, Fort Wayne, IN with Chairman Chris LaMothe presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, Lisa Hershman, Allan Hubbard, Chris LaMothe, Chris Murphy, Kathy Parkison, Dan Peterson, Beverley Pitts and John Popp
On the Phone: Mika Mosier and Caren Whitehouse

Members Absent: Jon Costas, Jud Fisher and Alfonso Vidal

CHAIR'S REPORT

Chairman LaMothe began his report stating On behalf of the Commission, I would like to thank Chancellor Vicky Carwein and the IPFW leadership for your hospitality last evening and for hosting our meeting today.

I would like to recognize Chancellor Carwein's service over the past five years as she prepares to retire at the end of this year. During this time, she oversaw a major initiative to eliminate an inherited $12 million deficit and bring the school back to financial health. During her tenure, IPFW acquired $29.1 million in private giving and implemented a tuition incentive to encourage previous IPFW students who did not graduate to complete their bachelor's degrees.
When the realignment is complete, the new Purdue University Fort Wayne will be the state's third-largest metropolitan campus, housing 11 Centers of Excellence and more than 30 departments in five colleges, one school, and two divisions in 40 buildings and structures.

As this exciting new chapter begins, we are looking forward to working with this campus' new chancellor: Dr. Ron Elsenbaumer. An alum of Purdue University and Stanford University, Dr. Elsenbaumer returns to Indiana after a long and distinguished tenure at the University of Texas-Arlington, where he served in roles, most recently as Senior Advisor to the President for Entrepreneurship and Economic Development and Provost/Vice President for Academic Affairs

In your packets in front of you, you should have an article from the most recent edition of Capitol Ideas, the magazine of The Council of State Governments. We have highlighted a sentence that speaks to the leadership of Indiana in creating more opportunities for adult workers to develop the skills they need to succeed in today's economy. As you know, we are seeing a high degree of success with the Governor's Next Level Jobs initiative, which includes the Workforce Ready Grant and Employer Training Grant.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating, like you, I wanted to begin by extending thanks to Vicky Carwein for her service to IPFW and her partnership with CHE – and to wish her well in the next chapter of her life. Likewise, we look forward to working with Dr. Elsenbaumer in his new role as chancellor. It's always good news when talented people return to Indiana.

The Workforce Ready Grant is already reaping significant benefits for adults, employers, and the state. Our most recent numbers show that there have been 151,419 visits to the Next Level Jobs website, 7,335 completed applications and leads have been routed to Ivy Tech, Vincennes University, Work One offices or other providers. The breakdown by sectors remains essentially the same (37% Business and IT, 31% Health & Life Sciences, 14% Advanced Manufacturing, 7% Building and Construction, and 7% Transportation and Logistics.

For the Employer Training Grant, the cumulative number of applications received is 198 (6 active applicants and $110,000 in funds obligated). Again the sector representation varies from the Workforce Ready Grant – Advanced Manufacturing – 100; Building and Construction – 39; Health Sciences – 20; IT/Business Services – 20; Transportation and Logistics – 15; and Agriculture – 4.

Our outreach continues and we expect to see a big uptick in the number of people who access the grant in the second semester. We now have leads from all 92 counties.

Our work on competency, as outlined in our strategic plan, is continuing at many levels – Purdue's Polytechnic High School and its conversion to a competency model at their Purdue Polytechnic Institute; 5,100 graduates from WGU Indiana (5,000 active students), a complete competency based model and – most recently (as of October 10th) the approval by the Institutional Actions Council of the Higher Learning Commission of two competency based education program offerings. The credentials, Software Development Technical Certificate and Business Operations, Applications, and Technology Technical Certificate, will be available in April of 2018. While we struggled with the competency section of our strategic plan, these efforts and others, show that we were correct in highlighting the emerging ways of measuring learning/competency.

In the coming weeks, we'll be working to finalize our legislative agenda, complete our Reverse Transfer and Performance Funding Reports, as well as continuing our work on updating our internal reports.

CONSIDERATION OF THE MINUTES OF THE SEPTEMBER, 2017 COMMISSION MEETING

R-17-07.1 **RESOLVED:** That the Commission for Higher Education hereby approve the Minutes of the September, 2017 regular meeting (Motion – Murphy, second – Hubbard, unanimously approved)

II. PUBLIC SQUARE

A. Career Connections and Talent

1. Secretary Blair Milo, State of Indiana

This past July, Indiana Governor Holcomb appointed La Porte Mayor Blair Milo to fill a new cabinet position as Indiana's Chief Talent Officer. The secretary of career connections and talent is responsible for connecting Hoosiers with employers and filling the estimated one million job openings expected over the next 10 years in Indiana. In her new position, Secretary Milo will focus her attention on ensuring Indiana's workforce is prepared to succeed in the state's growing and diversifying economy.

Commissioner Lubbers facilitated the public square discussion.

III. BUSINESS ITEMS

A. Fall Enrollment

Each fall, Indiana public higher education institutions submit Fall Enrollment data to the Indiana Commission for Higher Education. The data provide a picture of the number of students enrolled at our Indiana public institutions in this current term. Sean and Gina will provide an update of the current enrollment trends and briefly touch on educational attainment.

B. Approval of Fast Track Incentive for Frank O'Bannon Grant

R-17-07.2 **RESOLVED:** That the Commission for Higher Education approves by consent the following Fast Track Incentive, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Bland, unanimously approved)

C. Academic Degree Programs for Full Discussion

1. Doctor of Public Health in Population Health to be offered by Indiana University Bloomington

Dr. Shawn Gibbs and Dr. Michael Rushton presented this program.
Dr. Ken Sauer provided the staff recommendation.

R-17-07.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Bland, unanimously approved)

2. Master of Arts in Mental Health Counseling to be offered by Indiana University East, Kokomo, and Southeast

Dr. Rosalyn Davis and Dr. Michael Rushton, presented this program.
Dr. Ken Sauer provided the staff recommendation.

R-17-07.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item. (Motion – Bland, second – Hubbard, unanimously approved)

D. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Biomedical Informatics to be offered by Indiana University Purdue University Indianapolis

R-17-07.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Hubbard, unanimously approved)

F. Capital Projects for Expedited Action

1. Ivy Tech Community College – Harshman Hall Renovation

R-17-07.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Parkison, second – Hubbard, unanimously approved)

IV. INFORMATION ITEMS

A. Academic Degree Programs Awaiting Action

B. Academic Degree Program Actions Taken by Staff

C. Media Coverage

V. OLD BUSINESS
NEW BUSINESS

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 3:07 P.M.

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Chris LaMothe, Chair

_____
Lisa Hershman, Secretary

COMMISSION FOR HIGHER EDUCATION
Thursday, December 14, 2017

PUBLIC SQUARE: **Credential Engine**

Background

Credential Engine was formally founded in December 2016. It is a 501(c)(3) non-profit organization dedicated to the mission of promoting transparency and credential literacy in the marketplace to reveal the world of credentials and inform the public. Credential Engine is supported by Lumina Foundation, JPMorgan Chase & Co., and Microsoft.

In March 2017, Indiana became the first state to attempt a statewide scale-up Credential Engine, with an initial focus on incorporating health-related credentials into the Credential Registry, allowing us to leverage the work of other initiatives and to provide an in-depth understanding of how Indiana might expand this work to other areas and how other states might approach statewide CE scale-up initiatives. Indiana's scale-up now also includes some non-health credentials and a focus on military training into the Registry as well.

Supporting Documents

Holly Zanville Bio
Scott Cheney Bio
Paul Gaston Bio
Lisa Lutz Bio

Holly Zanville

Senior Advisor for Credentialing and Workforce Development
Lumina Foundation

Holly Zanville is senior advisor for credentialing and workforce development where she focuses on high-profile, large-scale projects with direct impact on the strategic operations and processes of the Foundation. Her portfolio includes the cultivation of networks and partnerships essential to the emerging new landscape of credentialing; and the development and expansion of collective action initiatives that increase awareness of and solutions related to credentialing, workforce-education alignment, and quality assurance especially with regard to new credentials and learning pathways. She speaks and writes on the meaning and value of credentials and how they can play a role in charting a path forward to increase access to and success in obtaining high-quality credentials.

Zanville's work experience spans the educational pipeline with service in K-12, community colleges, universities, higher education governance systems and regional compacts, and philanthropy. She has led Lumina's development of the national Connecting Credentials initiative, credential completion for returning adults with prior college/no credential, and statewide approaches to reverse-transfer degrees through the Credit When It's Due initiative. Prior to joining Lumina, she served as senior administrator/chief academic officer, Washington State Higher Education Coordinating Board; coordinator, Oregon Joint Boards K-20 Redesign Initiative; associate vice chancellor for academic affairs, Oregon University System; and director, economic development and Regional Internship Programs, Western Interstate Commission for Higher Education.

Zanville received a doctorate in educational administration from the University of Minnesota; a master's degree in English from the University of Wisconsin-Madison, and a bachelor's in English and biology from Lindenwood University.

Scott Cheney

Executive Director
Credential Engine

Scott Cheney is Credential Engine's first Executive Director where he leads the organization's efforts to bring transparency and credential literacy to the marketplace. Scott has over 25 years of experience in and brings a multi-faceted perspective to, developing the skills of the U.S. workforce to meet the needs of the current and emerging economy.

Prior to Credential Engine, he served as the Policy Director for Workforce, Economic Development, and Pensions for Senator Patty Murray and the Senate Health, Education, Labor and Pensions (HELP) Committee. He led the reauthorization of the country's central workforce development legislation, the Workforce Innovation and Opportunity Act. Scott also led the Senator's work to reauthorize Perkins, expand registered apprenticeships, provide training for ex-offenders to support successful re-entry, formalize research and evaluation standards at the Department of Labor, enhance services and resources for dislocated workers, modernize unemployment insurance, and better align workforce and economic development in distressed regions around the country. Previous positions with the Senator's office include serving as a Senior Advisor on the Senate Budget Committee, and as her Staff Director for the HELP Subcommittee on Employment and Workplace Safety.

Before going to Capitol Hill, Scott formed his own consulting firm, working with a number of states, companies, foundations, and think tanks on a host of education, training and employment issues. He also held positions with the National Alliance of Business the American Society for Training and Development, the U.S. Chamber of Commerce, and worked with foster-care, homeless youth, and adult literacy programs.

Scott holds a Bachelor of Arts in philosophy from Carleton College, and a Master of Public Policy degree from Georgetown University.

Paul L. Gaston, III

Trustees Professor Emeritus
Kent State University

Paul L. Gaston, III, Trustees Professor Emeritus, Kent State University, is a frequent speaker at national conferences, a consultant to Lumina Foundation, and chair of the Quality Assurance Advisory Group for Credential Engine. He is the author of several recent books on higher education, including *General Education Transformed: How We Can, Why We Must* (2015), *Higher Education Accreditation: How It's Changing, Why It Must* (2013), and *The Challenge of Bologna: What European Higher Education Has to Teach Us, and Why It's Important That We Learn It* (2010). He is one of four principal contributors to the influential *Degree Qualifications Profile* published by Lumina (2011, 2015). His most recent book considers a different "culture": *Ohio's Craft* Beers (2016). He earned the M.A. and the Ph.D. from the University of Virginia, where he was a Woodrow Wilson Fellow.

Lisa Lutz
President
SOLID, LLC

Lisa Lutz is President and CEO of SOLID, LLC. She has over 20 years of experience in policy analysis and program evaluation, specializing in education, employment and training issues related to military service members and veterans. Her work has concentrated on the use of occupational credentialing to promote the professional development of service members and ensure their smooth transition from the military to the civilian workforce. She has performed research, provided policy guidance, and developed programs in this area for numerous private and public organizations, including the U.S. Departments of Defense, Labor, Army, Navy, Air Force, Energy, and Transportation, at the federal level; and the National Governors Association, the Multi-State Collaborative on Military Credit, and Indiana's Commission for Higher Education, at the state level.

Ms. Lutz's expertise has led to appointments to advisory committees by four Secretaries of Veterans Affairs to provide subject matter expertise on the implementation of education and credentialing benefits for service members and veterans. She also serves on the American National Standard's Institute's Personnel Certification Accreditation Committee.

COMMISSION FOR HIGHER EDUCATION
December 14, 2017

BUSINESS ITEM A: **Performance Funding**

Staff Recommendation

That the Commission for Higher Education adopt the recommendations for the Performance Funding Formula, consistent with this agenda item.

Background

Beginning in 2003 with a research incentive, Indiana's performance-based funding model has continued to evolve to drive dollars to state colleges and universities based on student success outcomes. Through Indiana's performance funding model, dollars have been distributed to colleges that have increased overall credential completion, graduated more students on time, produced more in-demand degrees, conferred more degrees to at-risk students, persisted more students toward degree completion, and improved the success rates of students enrolled in remedial coursework.

During the 2017 Legislative session, the Commission was charged to "review the metrics used in the performance funding formula to ensure those metrics are aligned with the state's higher education goals." As a part of this review, the Commission gathered feedback and insights from the leadership of each institution, ICHE Commission members, performance funding experts, and other thought leaders.

The review process resulted in a proposal to keep the formula's core metrics consistent and to make a few adjustments to how the metrics are calculated. The proposed changes to the metric calculations, reviewed by the Budget and Productivity Committee on November 30, 2017, would go into effect for the 2019-20 biennium.

Supporting Document

Indiana Performance Funding Review, December 14, 2017

INDIANA COMMISSION *for*
HIGHER EDUCATION

Indiana Performance Funding Review

A Report in Response to House Enrolled Act 1001-2017
December 14, 2017

Executive Summary

During the 2017 Legislative session, the Commission was charged to "review the metrics used in the performance funding formula to ensure those metrics are aligned with the state's higher education goals."

The performance funding formula (PFF) addresses mission differentiation by providing campuses with the opportunity to earn funding based on improvement in mission-related performance metrics. CHE proposes to keep the performance formula's core metrics consistent, and make adjustments to how the metrics are calculated to ensure the long-term stability of the PFF.

The current PFF metrics are:

- Overall Degree Completion
- On-Time Graduation Rate
- At-Risk Degree Completion
- High-Impact Degree Completion
- Student Persistence
- Remediation Success Rate

This proposal is guided by the goals of CHE's Reaching Higher, Delivering Value strategic plan. The proposal incorporates input from the leadership of each institution, the CHE commission members, performance funding experts and other thought leaders. If adopted, these adjustments would take effect for the 2019-21 biennium.

Convert At-Risk Metric to a Composite Calculation

- **Issues:**
    - **Issue 1:** The current At-Risk Metric measures the increase in the number of degrees awarded to Pell grant recipients. Since the Pell Grant is based on student's financial need, the metric is vulnerable to large scale enrollment changes caused by the economy e.g., personal income.
    - **Issue 2:** Pell grant recipients are about half as likely to graduate on-time as their higher-income peers. There is currently no specific incentive in the formula to close on-time achievement gaps among these populations.
- **Proposed Solution:** Going forward, this metric will be calculated as a composite measure. To encourage institutions to enroll and graduate more Pell recipients, increases in the number of degrees awarded to Pell grant recipients will continue to be rewarded through the metric's current calculation. Moving forward, the metric will also provide an additional bonus that rewards increases in the percentage of Pell grant recipients who graduate on-time. The rate-based bonus will carve out a specific area of the formula that controls for enrollment fluctuations and encourages closing the on-time achievement gap.
- **Rationale:** In Indiana, students who receive a Pell Grant are about half as likely to graduate on-time as their higher-income peers. The Commission's strategic plan calls for

closing the achievement gap by 2025. To help ensure that college remains within reach for low-income students, the PFF incentivizes institutions to enroll more Pell recipients, and help them graduate on-time. This adjustment to the PFF will balance the need to graduate a larger volume of Pell recipients with the need to close the gap between the on-time graduation rates of low-income and high-income students.

Convert Persistence Metric to a Rate

- **Issues:**
    - **Issue 1:** The current Persistence Metric measures the increase in the average number of students who meet certain credit thresholds, regardless of the amount of time it takes students to meet the credit thresholds.
    - **Issue 2:** This metric is also vulnerable to large scale enrollment changes. Enrollment trends may make it difficult for institutions to succeed on this metric moving forward.
- **Proposed Solution:** Instead of the current measure of calculating the average increase in the number of students who meet the credit thresholds within any timeframe, this metric will be based on increases in the percentage of students who meet the credit thresholds within specific time periods. The metric will be a rate-based metric which will control for enrollment fluctuations. In addition, the threshold completion will be measured within 100% time for four-year comprehensive institutions and 200% time for two-year institutions to encourage more timely completion.
- **Rationale:** This change will more accurately measure the efficacy of institutions and will help mitigate large economic shifts that are outside of institutions' control. The on-time timeframe mirrors the Commission's 15-To-Finish initiatives and the state's recent financial aid changes to encourage on-time completion. Indiana's two-year institutions serve a larger part-time population.[1] The 200% timeframe for Indiana's two-year institutions aligns with the Commission's commitment to recognizing mission differentiation in the formula.

Add 90 credit-hour benchmark for Persistence Metric

- **Issue:** Between 60 credits and 120 credits, there are no incentives for four-year comprehensive institutions.
- **Proposed Solution:** A 90 credit-hour benchmark creates an incentive at the 75% completion benchmark for a bachelor's degree, similar to the existing incentive at the 75% completion benchmark for an associate degree.
- **Rationale:** This change will create uniformity in the payment methodology.

[1] In fiscal year 2015, 72% of degree-seeking undergraduate students were enrolled full-time at Indiana's public four-year comprehensive institutions compared to 35% of students at Indiana's public two-year institutions.

Create a STEM Metric for All Institutions

- **Issue:** The PFF has a High Impact Metric, which rewards institutions for students who graduate with degrees in STEM[2]. Currently, this metric is only available to research institutions. Each institution has degree programs that they would consider high impact and that make unique contributions to the state and local economies.

- **Proposed Solution:** The High Impact Metric will include all institutions and will be renamed the STEM Metric. Research institutions will continue to benefit from the comprehensive list of STEM degrees. For the first time, the list of STEM degrees will be opened to four-year comprehensive institutions. Two-year institutions will be rewarded for credit-bearing certificates that meet the criteria for the Workforce Ready Grant (4 or 5 flames using DWD's Hot Jobs methodology) and associate degrees in STEM. Metric outputs will be funded on a differential per-unit value by institution type and degree level.
- **Rationale:** This metric will reflect institutional missions and unique contributions to the Commission's goal of producing credentials that align with the needs of the state's economy. The third pillar of Governor Holcomb's 2018 agenda identifies STEM education as a core component of workforce and education alignment: "every Hoosier student should receive an effective baseline education infused with STEM, intellectual curiosity, critical thinking, and other attributes that prepare them for lifelong learning."

Eliminate Remediation Metric

- **Issue:** Two-year institutions have adopted the co-requisite remediation model. The co-requiste remediation model combines direct placement in college-level courses with extra academic support. Prior to the adoption of the co-requisite remediation model, remedial coursework was a barrier to student persistence or a student's ability to show demonstrated progress toward a degree.
- **Proposed Solution:** The remediation metric will be removed from the formula.
- **Rationale:** Students requiring remediation will enroll in credit-bearing courses concurrently with remedial courses. Two-year institutions will be rewarded through persistence and degree completion.

Adjust Award Calculations for Stackable Credentials

- **Issue:** Higher education is increasingly shifting to "stackable" credentials. These are academic credentials that build on each other. For example, along the path to an Associate in Accounting, a student might earn a certificate in Bookkeeping. In many cases students are being award multiple credentials of differing levels simultaneously within the same fiscal year and within the same CIP code.

[2] STEM as defined by Complete College America, the National Science Foundation, or the Department of Homeland Security

- **Proposed Solution:** For each student, the PFF will only pay for the highest credential awarded in each Classification of Instructional Programs (CIP) Code during the fiscal year.[3] This adjustment would take effect for the overall, at-risk, and STEM performance funding metrics.
- **Rationale:** Only the highest credential awarded within a fiscal year and within the same CIP code will be counted in the formula.

Future Analysis and Collaboration

- Future collaboration with CHE Commission members, CHE staff, and the institutions to establish and evaluate per-unit value payment amounts. This will take place during the normal budget process (Spring 2018)
- Creation of a task force to study and evaluate a potential quality performance funding metric is underway.

[3] CIP Codes (6-digits) help categorize academic programs, similar to how the Dewey Decimal System categorizes books.

Introduction

Higher education has never been more essential. By 2025, 60% of all new jobs will require a quality, postsecondary credential beyond high school, yet only 42% of Hoosiers currently hold such a credential. College completion is a crucial component of economic independence and well-being. On average, Hoosiers with a college degree earn approximately 38% more than those with only a high school diploma.[4] Wage outcome data for Indiana public college graduates show that the college payoff increases over time and with each credential level earned.[5] The economic impact of educational attainment is reflected at the statewide level with each one percentage point increase in educational attainment typically translating to a $1000 increase in state per capita income.[6]

A key strategy to addressing Indiana's credential shortfall and increasing the economic well-being of all Hoosiers is a performance funding approach that distributes dollars to colleges based on improvements in student success and completion. Beginning in 2003 with a research incentive, Indiana's performance-based funding model has continued to evolve to drive dollars to state colleges and universities based on student success outcomes. Through Indiana's performance funding model, dollars have been distributed to colleges that have increased overall credential completion, graduated more students on time, produced more in-demand degrees, conferred more degrees to at-risk students, persisted more students toward degree completion, and improved the success rates of students enrolled in remedial coursework.

During the 2017 legislative session, the Indiana Commission for Higher Education was charged to "review the metrics used in the performance funding formula to ensure those metrics are aligned with the state's higher education goals." As a part of this review, the Commission gathered feedback and insights from leadership of each institution, ICHE Commission members, performance funding experts and other thought leaders. The Commission's recommended modifications reflect the goals outlined in CHE's Reaching Higher, Delivering Value strategic plan. As such, the recommended modifications are aligned with improving student success and college completion, recognizing state attainment/workforce needs, and acknowledging institutional mission differentiation.

[4] 2014 average annual wages for Indiana residents ages 25 or older: IPUMS-USA, University of Minnesota, www.ipums.org

[5] 2016 Return on Investment Report, Indiana Commission for Higher Education: http://www.learnmoreindiana.org/wp-content/uploads/2015/12/2016_2015_ROI_Report_01-15-16.pdf .

[6] Estimated based on a linear regression model predicting 2015 state per capita income (Bureau of Economic Analysis: https://bea.gov/) from the percentage of residents ages 25-64 with an associate degree or higher in 2015 (US Census, American Community Survey: https://www.census.gov/programs-surveys/acs/).

National Context

As more states have adopted educational attainment goals, many have developed and implemented performance funding models for their state higher education institutions. The Lumina Foundation, an independent, private foundation committed to making opportunities for learning beyond high school available to all, identifies an outcomes-based performance funding model as a crucial step in each state's policy agenda to build a better system for learning beyond high school.[7]

According to Lumina's Strategy Labs, Indiana was one of 25 states to implement an outcomes-based performance funding model in fiscal year 2017. An additional 5 states have developed but not yet implemented a model, and task forces have been developed in two additional states to initiate the development process. Appendix A displays the status of each state according to the latest data collected by Lumina's Strategy Labs.

Indiana is known as a national leader in outcomes-based performance funding through both tying its model to state attainment goals and incorporating key best practice elements into the formula such as degree/credential completion, mission differentiation, and the prioritization of underserved students.[8] Indiana's performance funding model has been the focus of many national studies on outcomes-based funding because of its leading status. For example, Indiana was selected as one of three states (alongside Ohio and Tennessee) to participate in a Research for Action study on the effectiveness of outcomes-based performance funding.[9] Additionally, Indiana's model is frequently referenced in case studies to illustrate performance funding in action.[10]

Performance Funding in Indiana

Evolutionary, Not Revolutionary

Historical postsecondary funding in Indiana was primarily based on enrollment changes, academic program growth, and equity adjustments. Performance funding began in Indiana in

[7] Lumina State Policy Agenda 2017-20, p. 4. Lumina Foundation. https://www.luminafoundation.org/files/resources/lumina-state-policy-agenda-2017-20-final.pdf

[8] Synder, Martha. *Driving Better Outcomes: Typology and Principles to Income Outcomes-Based Funding Models.* HCM Strategists. p. 19 http://hcmstrategists.com/drivingoutcomes/wp-content/themes/hcm/pdf/Driving%20Outcomes.pdf

[9] Callahan, M. Kate. et al. *Implementation and Impact of Outcomes-Based Funding in Indiana*. https://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wp-content/uploads/2017/07/RFA-OBF-in-Indiana-Full-Brief_updated-July-2017.pdf

[10] Cielinski, Anna. Pham, Duy. *Equity Measures in State Outcomes-Based Funding: Incentives for public colleges to support low-income and underprepared students.* Center for Postsecondary and Economic Success (CLASP). p. 5 https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Equity-Measures-in-State-Outcomes-Based-Funding.pdf .

2003 with a 1% research incentive for Indiana's public research institutions. Since 2007, the formula has evolved each biennium to shift the focus to metrics which measure outputs directly tied to student success and completion. Appendix B displays the evolution of Indiana's performance funding over time. There has been continuity in Indiana's performance funding metrics for the last three biennia.

Paying for What We Value

The latest iteration of the Indiana's performance funding model, utilized to distribute funding to institutions in the 2017-2019 biennium, provided colleges with multiple opportunities to earn performance funding – all of which were aligned to increasing educational attainment and student success, the core values of Indiana's higher education agenda. As Indiana's priority is increasing the educational attainment of Hoosiers, all metrics focus on increased student success and completion among Indiana resident students. Below are the six metrics included in 2017-19 model with their corresponding importance:

- Overall Degree Completion - 40%
- On-Time Graduation Rate – 30%
- At-Risk Degree Completion – 20%
- High-Impact Degree Completion – 8%
- Remediation Success Rate – 1%
- Student Persistence Incentive – 1%

The overall degree completion, on-time graduation rate, and at-risk degree completion metrics composed 90% of the performance funding formula in 2017-19 to address the Commission's commitment to completion. Each college credential provides a student with the opportunity to compete for jobs, support a family, and help Indiana thrive in a global economy. The overall degree completion metric acknowledges this by rewarding colleges for any degree produced, regardless of the time it takes for a student to complete or the student's profile or background.

The on-time graduation rate and at-risk degree completion metrics further incentivize institutions to produce degrees on time and to traditionally underserved populations. An additional year of college can cost $50,000 or more in lost wages, tuition, and related costs. The on-time graduation rate metric recognizes an institution's ability to increase students' likelihood of graduating on time, maximizing return on investment for both the student and the state. The at-risk degree completion metric directly rewards institutions for increased degree production among Pell grant recipients, motivating institutions to narrow income-based achievement gaps among Hoosier students.

The high impact degree completion metric is aligned with Indiana's focus on producing degrees aligned with the state's economy. Institutions are rewarded for increased degree production in certain high impact fields. These programs are predominately in STEM areas along with other subjects that provide large benefits the the individual, community, or state.

The remaining two metrics, remediation success rate and student persistence incentive, measure competency and progress toward degree completion. The remediation success rate metric rewards institutions for increased completion of college-level English and mathematics courses (often referred to as gateway courses) among underprepared students. The student persistence incentive metric measures progress toward degree completion in terms of students hitting key credit thresholds throughout their college career.

Mission Differentiation

Embedded in Indiana's performance funding model is an acknowledgement of mission differentiation, which provides institutions with the opportunity to earn funding based on how well they fulfill their mission. Institutions have an opportunity to receive funding for specific metrics that are closely aligned with the roles and missions of their institutions.

In 2017-19, all institutions received funding for the overall degree completion, on-time graduation rate, and at-risk degree completion metrics to address the Commission's big attainment goal and to address closing the achievement gap. The high impact degree completion, remediation success rate, and student persistence incentive metrics were additive metrics that allowed the institutions to gain more performance funding for fulfilling their missions.

Four-year research institutions were subject to the high impact metric to address their mission of conducting research and bringing in significant research funding to the state. Two-year institutions were subject to the remediation success metric based on their mission of being the state's primary provider of remedial coursework. Finally, both two-year and four-year comprehensive institutions were subject to the student persistence incentive metric, acknowledging the key role that these institutions play in providing supports and removing obstacles along the way of a student's progression toward degree completion.

Mission differentiation is not only addressed through the metrics themselves, it is also addressed through how progress is measured and recognized in the formula. Each institution is evaluated based on its own level of improvement rather than its performance relative to other institutions. Each institution serves an unique population of students, and each institution earns funding in the formula based on its own progress in serving that unique population well.

How it Works

State operating support for Indiana's state colleges and universities is composed of two main categories: base funding and performance funding. Base funding accounts for the predominant portion of all funding provided to each college. A smaller portion of base funding is allocated through the performance funding model.

The state creates a pool of funds dedicated to performance by reallocating a portion of institutional base funding and adding a portion of new state funds. The state chooses this

hybrid approach to funding in order to maintain a commitment to performance funding regardless of economic climate. If additional state funding is available, it will be allocated through performance. If additional money is not available, or not available at a level adequate to fund PFF at a desired percentage of the total operating budget, the state maintains its current commitment to performance funding by reallocating a portion of existing state funding. This displays the belief that performance always matters. The distribution of dollars from the performance funding pool to individual institutions depends on the established weighting of each metric and the individual performance of each institution.

Each metric is assigned a weight based on its determined importance in the Commission's strategic plan for higher education. Based on the overall weights, the Commission calculates the dollar amount that applies to one "unit" of output (such as one student graduating) that would result in the established weights. For example, the overall degree completion metric was assigned a weight of 40% given the Commission's focus on core degree completion. This translates to payment amounts of $1500 for one additional 18-29 certificate, $2000 for one additional 1 year certificate, $4000 for one additional associate degree, $8000 for one additional bachelor's degree, $4000 for one additional master's degree, and $2000 for each additional doctoral degree. Appendix C shows the per unit dollar funding amounts for each metric.

These per unit dollar amounts are applied to an institution's metric performance output to determine funding for a particular metric. For example, if an institution produces, on average, 170 additional bachelor's degrees, 30 additional master's degrees, and 3 additional doctoral degrees in 2013-2015 compared to 2010-2012, its funding for the overall degree completion metric would be $8000 x 170 + $4000 x 30 + $2000 x 3 = $1,486,000. Indiana's performance funding model uses a six-year period, composed of two three-year rolling averages to determine the output values for the metrics; this gives institutions the opportunity to see improvement in their metrics while guarding against volatility in the model.

It is important to note that the per unit value payment amounts are almost never fully funded at their established levels. Only a portion of the state's higher education operating budget is dedicated to performance funding. As such, the per unit dollar funding amounts are often reduced down by a fixed percentage to fit within the alotted funding totals for performance funding in a particular fiscal year. For example, the per unit value payment amounts were reduced down 20.4% in fiscal year 2019 to fit within the state's roughly $80 million dollar dedicated performance funding pool. In other words, in fiscal year 2019, the overall degree completion metric was funded instead at $1194, $1591, $3183, $6366, $3183, and $1591 for all degree levels between 18-29 credit certificate through doctoral degrees, respectively. Each metric's weight is preserved; it is just the payment amount that is reduced to fit within the alotted funding totals.

Significance of Performance Funding in Indiana

Of the more than $2.6 billion in state funding dedicated to supporting college operations in the 2017-2019 biennium, over $143 million was allocated through the performance funding formula. Indiana reallocated 4.07 percent of base funding and added 1.25 percent in new dollars to establish performance funding at 5.25 percent of total operating dollars in fiscal year 2018. In fiscal year 2019, Indiana reallocated 4.16 percent of base funding and added 2.5 percent in new dollars to establish performance funding at 6.5 percent of total operating dollars.

Throughout most of the history of Indiana's performance funding model, the percentage of state appropriations linked to performance funding metrics has increased incrementally. It has grown from 1 to 3 percent and then to 5 percent in 2013-15. In 2015-17, 4% of funding was based on performance in FY 2016, and 6.5% of funding was based on performance in FY 2017. The established 6.5% for 2017 matches the established FY 2019 performance funding share for the 2017-2019 biennium.

When looking at the cumulative effect of performance funding since its inception, a relatively larger portion of institutional operating budgets have been funded through performance funding. For example, in fiscal year 2019, it is estimated that over a quarter of institutional operating budgets will have been funded with historical/built-in performance funding dollars.

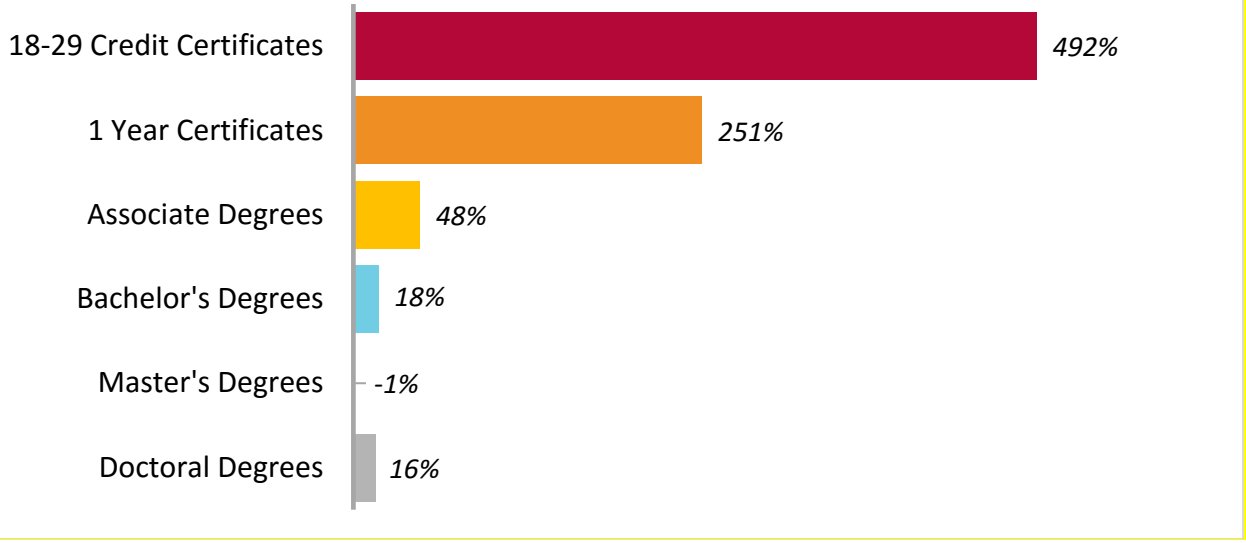
2017-2019 PFF: A Reflection

Metric Trends

In the 2017-2019 biennium, improvements were seen in nearly every single metric at Indiana's institutions. Indiana's institutions are producing more degrees for Indiana's economy, graduating more students on time, and working to close achievement gaps among the low-income student population. By paying for what Indiana values, Indiana has received better results, both in terms of student success and completion.

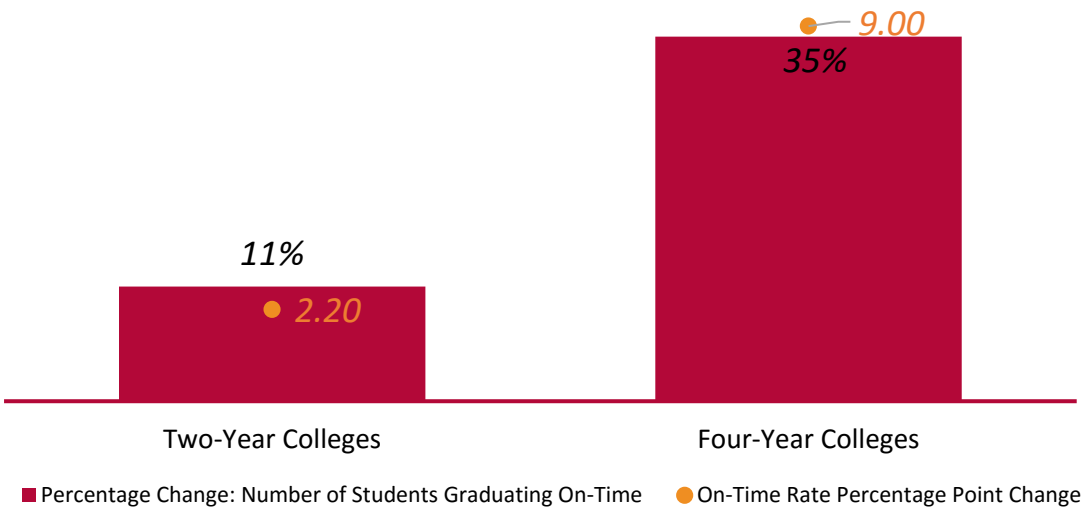
Between 2010 and 2015, the overall number of degrees produced by Indiana public colleges increased by 41%. With the exception of master's degrees, degree production increased across all credential levels. The number of bachelor's degrees earned increased by 18% in five years while the number of associate degrees increased by 48% over the same five-year period. The number of certificates earned among Hoosier students tripled over the time window, providing a larger number of students with shorter-term credentials designed to meet immediate workforce opportunites or pave the way to a higher education credential. See figure 1.

Figure 1: Overall Degree Completion Metric: 5-Year Increase (2010 - 2015)



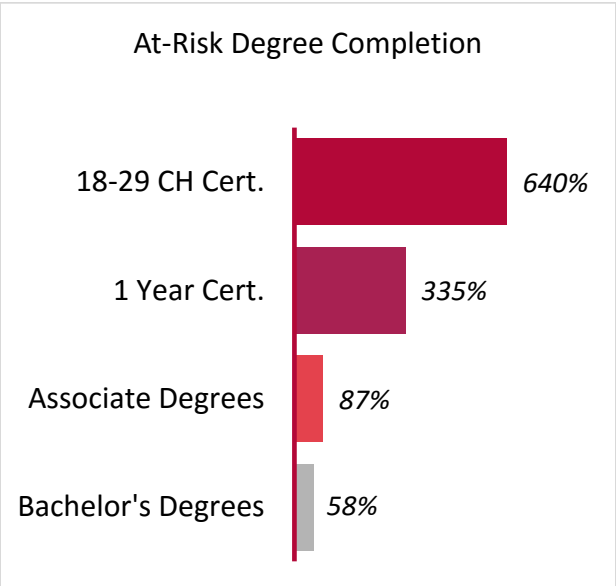
In 2013, the Commission, with the help of the Indiana General Assembly, introduced financial aid reforms and Indiana's 15-to-Finish campaign to keep more students on track to graduate on time. On-time graduation is an area where Indiana saw big successes through the formula in the 2017-19 biennium. All 15 public college campuses saw increases in the proportion of their students graduating on time. At two-year colleges, the on-time graduation rate increased by 2.2 percentage points in five years, with 11% more students graduating on time. The gains were even larger for the four-year institutions; the on-time graduation rate increased by 9 percentage points from 2010 to 2015, with 35% more students completing on time. See Figure 2.

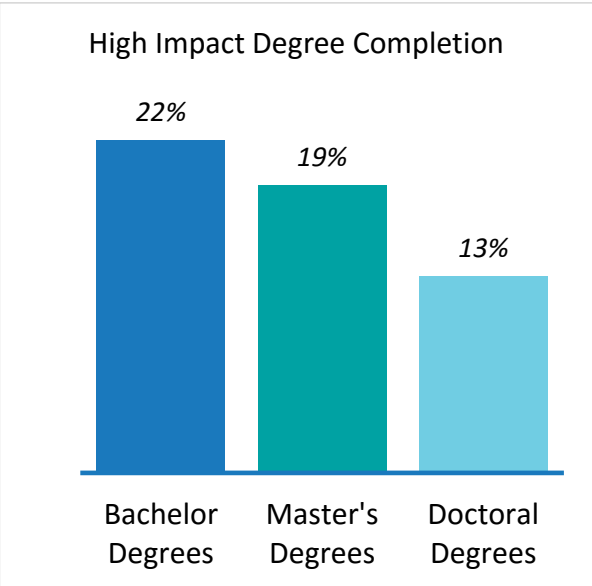
Figure 2: On-Time Graduation Rate Metric: 5-Year Increase (2010-2015)



Degree production to Pell grant recipient students through the at-risk degree completion metric doubled between 2010 and 2015, with an overall increase of 111% in the five year time period. The increase was seen across all undergraduate credential levels, with the largest gains being represented at the subbaccalaureate level. During the same five year time period, degree production in high impact areas increased by 22%, helping to produce more STEM degrees to meet the needs of the state's economy. Increases were seen across all degree levels ranging from 22% for bachelor's to 13% for doctoral degrees. See figures 3 and 4.

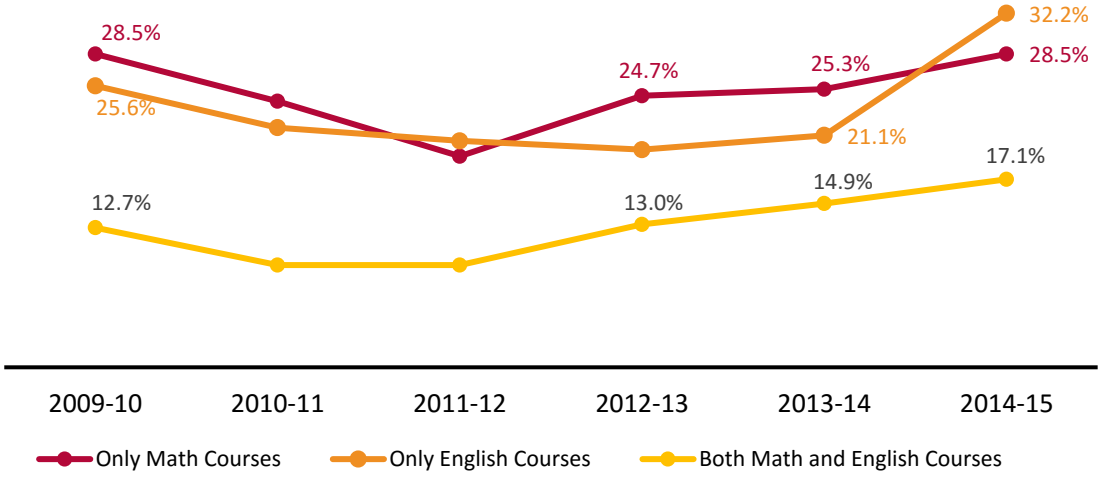
Figures 3 and 4: At-Risk Degree Completion and High Impact Degree Completion: 5 Year Increase (2010-2015)



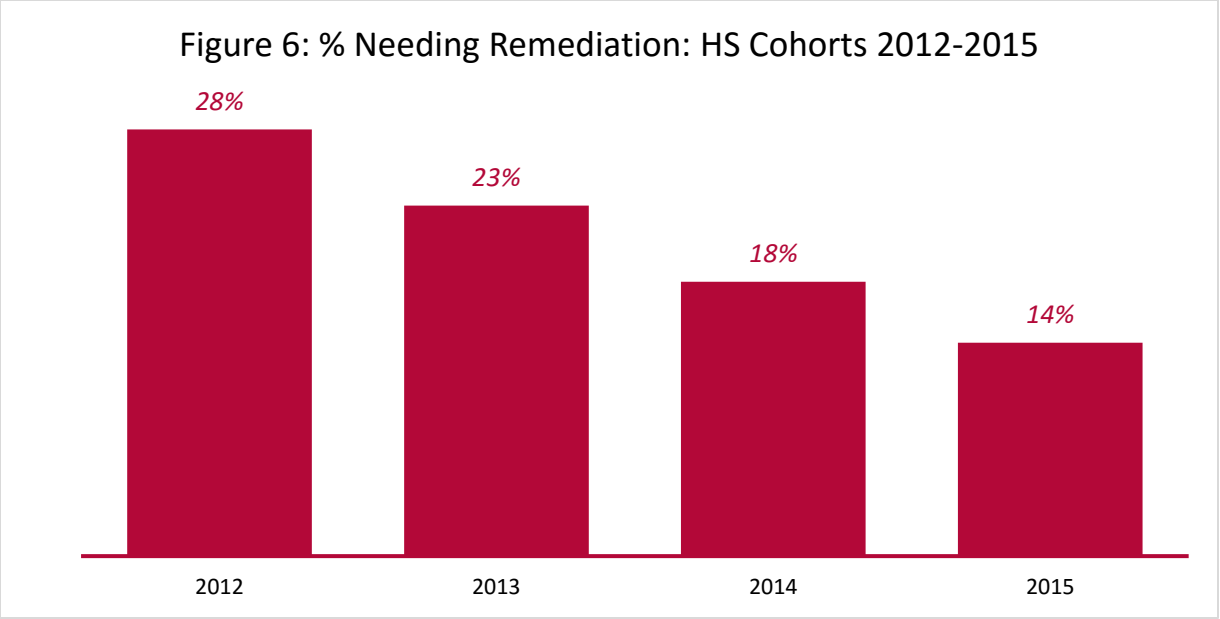


Indiana has seen improvements in the percentage of remedial students completing the gateway English and Mathematics courses that count toward their degrees. See figure 5. The 2017 College Readiness Report showed that the number of students entering college without needing remediation has improved by over 10 percentage points since 2012. See figure 6. While the efforts of K-12 educators contributed to the increased college readiness status of Indiana's high school graduates, it is important to note that changes in the way Ivy Tech Community College (the state's largest provider of remedial coursework) identifies students for direct placement in remedial coursework likely has contributed to the trend as well. [11]

Figure 5: Remediation Success Rate Metric: 2010-2015



[11] From 2013-2015, Ivy Tech transitioned to the Math Pathways program, which included setting different cut scores based on the math actually required for the student's program of study. Each math pathway (technical math, quantitative reasoning, and STEM/College Algebra) has a different cut score. Before this, all students regardless of their program of study were assessed for College Algebra; now only about 15% of students are assessed for the STEM/College Algebra pathway. In 2013-14 academic year, Ivy Tech began using high school GPA for placement purposes. For the 2015 entering class, the GPA level was decreased based on research done in North Carolina suggesting they prior GPA cut-point was too high. Starting in fall 2014, Ivy Tech also introduced a customized placement test to better identify specific developmental needs, in combination with the use of high school GPA for placement purposes. In summer 2014, Ivy Tech began offering "bootcamps" to help students who were placed into developmental education get up-to-speed prior to the start of the term and start their first term at college-ready levels.



Statewide, the number of students meeting credit thresholds through the persistence metric declined over the 2017-19 biennium growth window. Overall, the number of students meeting credits thresholds decreased by 22% from 2010 to 2015. The decline was heaviliy tied to enrollment declines at Indiana's public two-year and four-year comprehensive institutions. With the improvement of the economy, fewer students have enrolled in higher education, meaning that fewer students are entering the pipeline to meet the credit benchmarks. Figure 7 shows the correlation between the persistence metric outputs for each institution and each institution's change in FTE enrollment. The success rates of students hitting the key credit thresholds are improving. See figure 8.

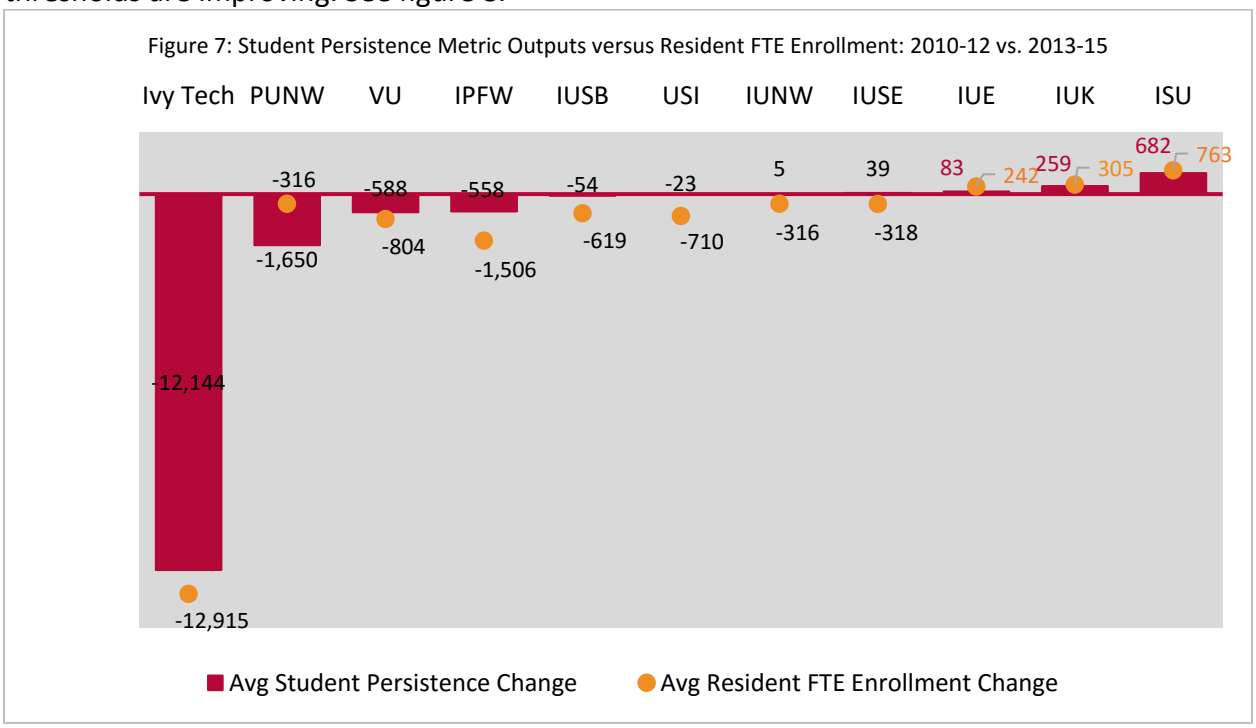
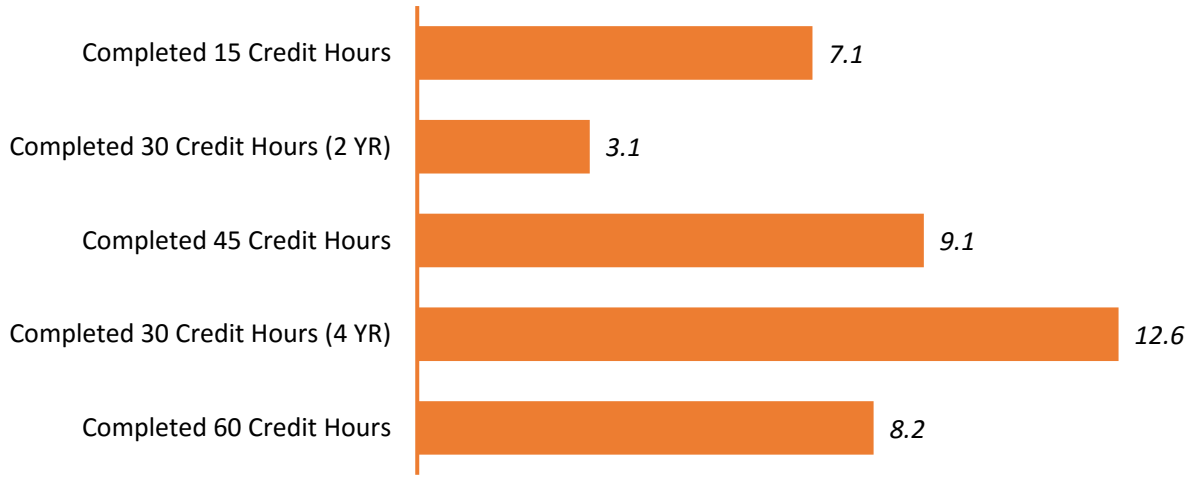


Figure 8: Student Persistence Rates: Percentage Point Increase (2012-13 vs. 2014-15)



12

CHE Recommended Changes

Looking Forward to 2019-2021

Demographic shifts or trends in enrollment and education practices can sometimes require adjustments to the performance funding model. Indiana's model has gradually evolved throughout its history to recognize changing times in higher education and the economy. When reflecting on the 2017-2019 metrics, there are both challenges and opportunities that Indiana faces in creating and maintaining a future performance funding model that best aligns with the state's higher education goals.

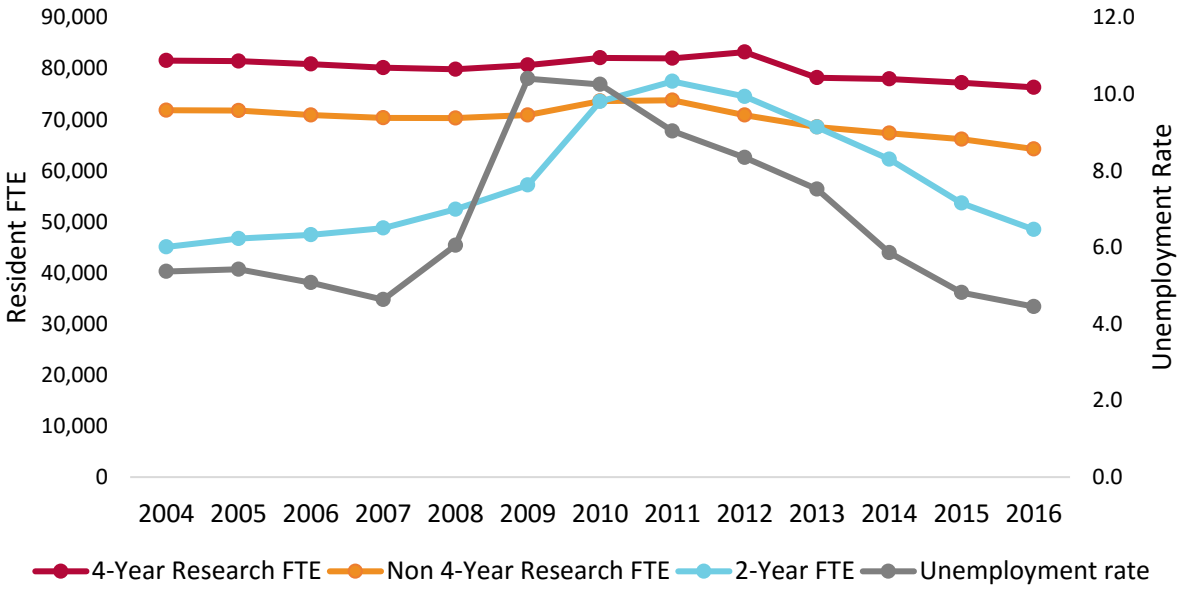
Declining Enrollments

Declines in postsecondary enrollment pose one challenge to Indiana's performance funding model. With the recovery of the economy, fewer students have enrolled in Indiana's postsecondary institutions. Figure 9 displays the enrollment trends of each institution type against trends in the unemployment rate. The correlation is particularly strong for Indiana's public two-year institutions, with the recession curve also present for Indiana's four-year comprehensive institutions. As these declining enrollments begin to feed into the degree production metrics, it will make it challenging for Indiana's institutions to show progress in the

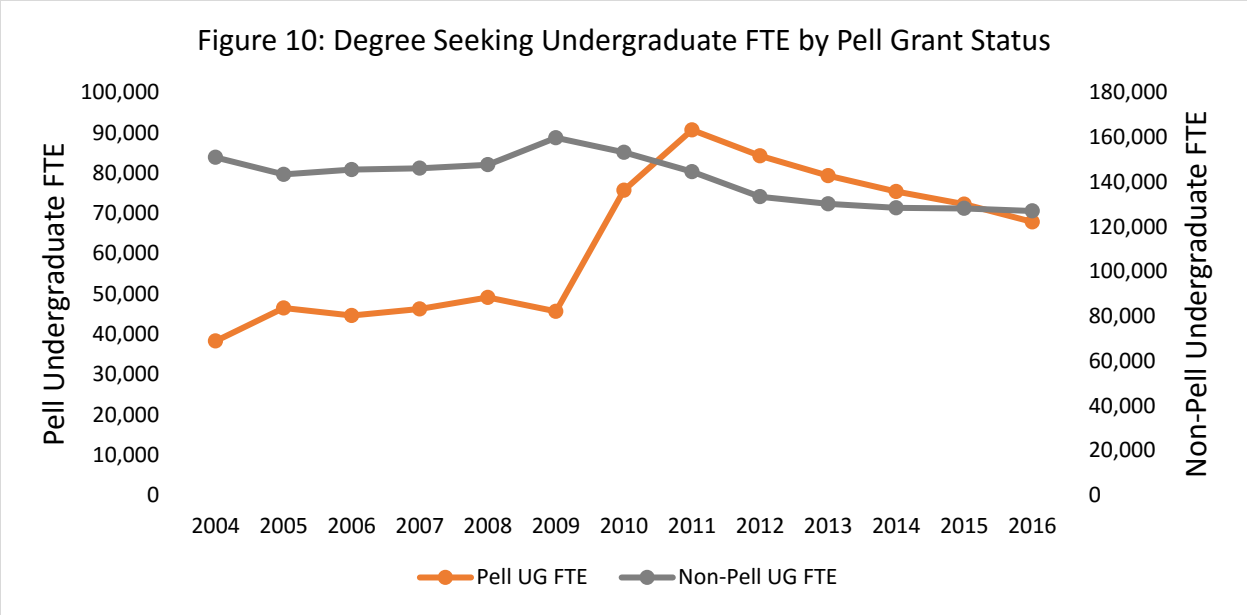
[12] With the exception of "Completed 30 Credit Hours (2 YR)" and "Completed 45 Credit Hours" categories, percentage point changes displayed in figure 8 are based on a comparison of combined rates for 2012 and 2013 to the combined rates for 2014 and 2015. Persistence rate changes for "Completed 30 Credit Hours (2 YR)" and "Completed 45 Credit Hours" are based on the change of 2013 and 2015 rates. Persistence rates were calculated based on 200% time for 2-year institutions and 100% time for 4-year institutions.

performance funding model. In fact, the persistence metric, an early indicator of degree production, has already showed the challenges that institutions face in the model with declining enrollments.

Figure 9 : Resident FTE Enrollment and Unemployment Rate: FY 2004 - FY 2016

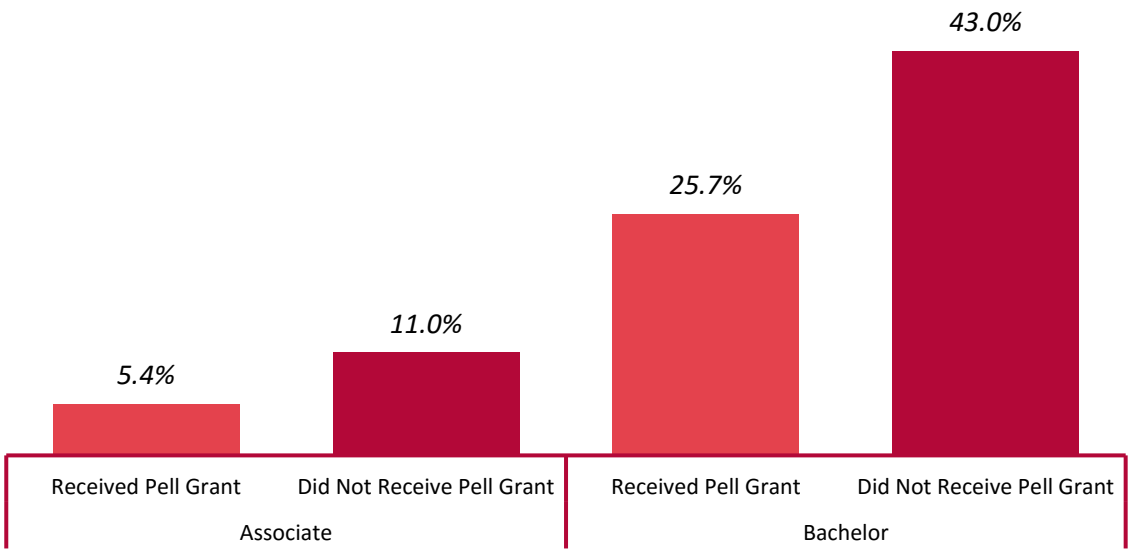


The enrollment challenge will be of unique importance to the at-risk degree production metric which measures progress in terms of increasing the number of degrees produced to Pell grant recipients. As Pell grant eligibility is based on income, enrollments for the Pell grant recipient population are directly tied to the health of the economy. As the economic recovery continues, fewer Hoosiers will be eligible for Pell Grants. Figure 10 shows trends in enrollment at Indiana's public institutions by Pell Grant recipient status. At the heart of the recession, Pell grant recipient enrollment increased significantly and has been on sharp declines since.



Indiana's future performance funding model should guard against enrollment fluctuations in order to adequately measure progress toward state higher education goals and to reward institutions for improving the success rates of the student body that they do have. The student persistence incentive and at-risk degree completion metrics are two examples that motivate this fact. Through the state's 15-To-Finish campain and the establishment of specific student supports at Indiana institutions, a larger proportion of students are hitting key credit benchmarks that indicate student progress toward on-time completion; institutions should be rewarded for these improvements. The urgency to close the achievement gap has never been more crucial. Data show that Pell Grant recipients are half as likely to graduate on time compared to non-Pell Grant recipients at both the associate and bachelor's degree levels. See figure 11. The model must reward institutions for improving the success rates of low-income students that they currently have on their campuses and not penalize institutions for declining enrollments that are out of their control.

Figure 11: On-Time Graduation Rates by Pell Grant Status, 2015



Changing Landscape of Remedial Coursework

The changing landscape of remedial coursework in Indiana challenges the original mission of remediation success metric and its intention to drive student success and completion. The Commission partnered closely with its two-year institutions to promote the adoption of a "co-requisite" remediation model. The co-requiste remediation model combines direct placement in college-level courses with extra academic support. The change has resulted in increased student pass rates in first-year math and English courses, as reflected in the general increases in the PFF remediation success metric presented in the previous section.

Prior to the adoption of the co-requisite remediation model, remedial coursework was a barrier for direct enrollment into college-level courses; underprepared students could not enroll in the core coursework pertaining to their degree path without first completing remedial coursework. In other words, remedial coursework was a barrier to student persistence or a student's ability to show demonstrated progress toward a degree. The remediation success metric rewarded Indiana's two-year institutions for getting underprepared students to successfully complete the entry step into student persistence, completing a credit-bearing college-level course. With the adoption of the co-requisiste remediation model, underprepared students directly enroll into college-level courses allowing the institution to be rewarded for the student persistence metric immediately.

Stackable Credentials

Higher education is increasingly shifting to "stackable" credentials. These are academic credentials that build on top of each other. For example, along the path to an Associate in Accounting, a student might earn a certificate in Bookkeeping. While stackable credentials are

beneficial, they are essentially awards for courses students would have taken anyway in pursuit of a higher degree. Rewarding institutions for stackable credentials can create situations in which the performance funding formula is paying for the same courses twice. The model should drive dollars to institutions for producing unique success outcomes tied to increasing the educational attainment level and economic well-being of Hoosiers.

Indiana's Workforce Alignment Initiatives

A core component of Indiana's *Reaching Higher, Delivering Value* strategic plan is creating a workforce-aligned system of higher education. Indiana must recognize the increasing knowledge, skills, and degree attainment needed for lifetime employment and ensuring Indiana's economic competitiveness. Indiana's focus on producing degrees aligned with the needs of the state's economy is reflected by rewarding STEM degree production through the current high impact degree completion metric for Indiana's public research institutions.

Workforce alignment is reflected in other statewide initiatives such as the Workforce Ready Grant and the Governor's Next Level Jobs and Skilled and Ready Workforce initiatives. The third pillar of Governor Holcomb's 2018 agenda identifies STEM education as a core component of workforce and education alignment:"every Hoosier student should receive an effective baseline education infused with STEM, intellectual curiosity, critical thinking, and other attributes that prepare them for lifelong learning." Each institution has degree programs that make unique contributions to the state and local economies and that meet key labor market outcomes. Recognizing and rewarding each institution's individual contribution to this effort will further drive the alignment of workforce and education in the Hoosier state.

Proposed Changes to ICHE's Performance Funding Model: 2019-2021

With an eye towards the long term balance and stability of the performance funding model, CHE staff proposes to keep the formula's core metrics consistent and to make a few minor adjustments to how the metrics are calculated.

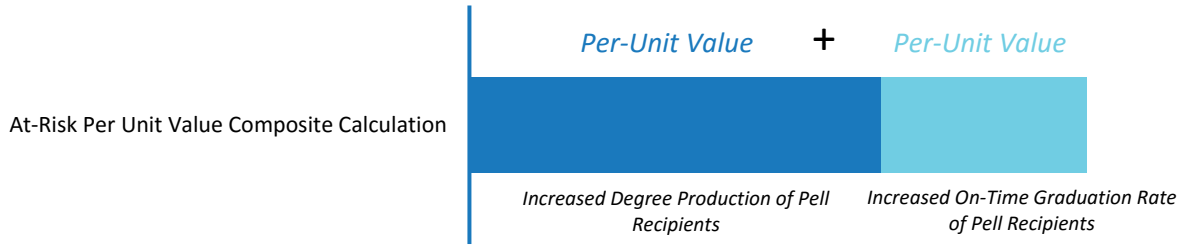
Convert At-Risk Metric to a Composite Calculation

The metric currently measures the increase in the number of degrees awarded to Pell grant recipients. Going forward, it will also provide a bonus that rewards increases in the percentage of Pell grant recipients who graduate on-time. In Indiana, students who receive a Pell Grant are about half as likely to graduate on-time as their higher-income peers. The Commission's strategic plan calls for closing the achievement gap by 2025. To help ensure that college remains within reach for low-income students, the PFF incentivizes institutions to enroll Pell recipients and help them graduate.

This adjustment to the PFF will balance the need to graduate a larger volume of Pell recipients with the need to close the gap between the graduation rates of low-income and high-income

students. The on-time graduation rate portion of the formula will also carve out a component of the metric that controls for enrollment fluctuations. As long as an institution is improving the success rates of their current Pell recipient population, the institution will receive payment for the metric. Figure 12 illustrates the composite calculation. As a part of the composite calculation, the per unit value calculation for the rate-based portion of the formula will be added onto the existing per unit value calculation in its current form as a bonus.

Figure 12: At-Risk Per Unit Value Composite Calculation



Convert Persistence Metric to a Rate

Instead of examining the average increase in the number of students who meet the credit thresholds within any timeframe, this metric will be based on increases in the percentage of students who meet the credit thresholds within specific time periods. This change will more accurately measure the efficacy of institutions and will help mitigate large economic and demographic shifts that are outside of institutions' control.

Threshold completion will be measured within 100% time for four-year comprehensive institutions and 200% time for two-year institutions to encourage more timely completion. The on-time timeframe mirrors the Commission's 15-To-Finish initiatives and the state's recent financial aid changes to encourage on-time completion. Indiana's two-year institutions serve a larger part-time population.[13] The 200% timeframe for Indiana's two-year institutions aligns with the Commission's commitment to recognizing mission differentiation in the formula.

Add 90 credit-hour benchmark for Persistence Metric

Between 60 credits and 120 credits, there are no incentives for four-year institutions. Data show that many students do drop out during the second half of a bachelor's degree. A 90 credit-hour benchmark creates an incentive at the 75% mark for a bachelor's, similar to the existing incentive at the 75% mark for an associate. This metric will help encourage and reward institutions for focusing on the full four years of a student's academic career.

[13] In fiscal year 2015, 72% of degree-seeking undergraduate students were enrolled full-time at Indiana's public four-year comprehensive institutions compared to 35% of students at Indiana's public two-year institutions.

Create a STEM metric for All Institutions

The Performance Funding Formula currently includes High Impact Metric, which looks at the number of students who graduate with degrees in certain fields (mostly STEM along with other subjects that provide large benefits to the individual, community, or state). Currently, only research institutions are subject to this metric. Each institution has STEM degree programs that they would consider high impact and that make unique contributions to the state and local economies.

The High Impact Metric will be broadened to include all institutions and will be called a STEM metric. Research institutions will continue to benefit from the comprehensive list of STEM degrees. For the first time, the list of STEM degrees will be opened to four-year comprehensive institutions. Two-year institutions will be rewarded for credit-bearing certificates that meet the criteria for the Workforce Ready Grant (4 or 5 flames under DWD's Hot Jobs methodology) and associate degrees in STEM fields. Metric outputs will be funded on a differential per-unit value by institution type and degree level. This metric will reflect institutional missions and unique contributions to the Commission's goal of producing credentials that align with the needs of the state's economy and that meet key labor market outcomes.

Eliminate Remediation Metric

Two-year institutions have adopted the "co-requisite" remediation model. The co-requiste remediation model combines direct placement in college-level courses with extra academic support. Prior to the adoption of the co-requisite remediation model, remedial coursework was a barrier to student persistence or a student's ability to show demonstrated progress toward a degree. The remediation success metric rewarded Indiana's two-year institutions for getting underprepared students to successfully complete the entry step into student persistence, completing a credit-bearing college-level course. With the adoption of the co-requisiste remediation model, underprepared students directly enroll into college-level courses allowing the institution to be rewarded for the student persistence metric immediately.

The remediation metric will be removed from the formula. Students requiring remediation will enroll in credit-bearing courses concurrently with remedial courses. Two-year institutions will be rewarded through persistence and degree completion.

Adjust Award Calculations for Stackable Credentials

Higher education is increasingly shifting to "stackable" credentials. These are academic credentials that build on top of each other. For example, along the path to an Associate in Accounting, a student might earn a certificate in Bookkeeping. While stackable credentials are

beneficial, they are essentially awards for courses students would have taken anyway in the pursuit of a higher degree.

For each student, the Performance Funding Formula will only pay for the distinct highest credential awarded in each Classification of Instructional Programs (CIP) Code during the fiscal year.[14] This adjustment would take effect for the overall, at-risk, and STEM performance funding metrics.

The fiscal year and CIP codes associated with the degree conferred will help determine the criteria for identifying stackable credentials. If a student has earned multiple awards in the same fiscal year, and those awards are in the same subject area, those awards are likely stacked credentials. If the awards are in different subjects, then they are different subjects and are not likely to be stacked. If they are in the same subject but are earned in different fiscal years, then there is not a complete overlap of courses (and the programs might not necessarily be stacked) and institutions will be rewarded for both awards.

Future Analysis and Collaboration

- Future collaboration with CHE Commission members, CHE staff, and the institutions to establish and evaluate per-unit value payment amounts. This will take place during the normal budget process (Spring 2018)
- Creation of a task force to study and evaluate a potential quality performance funding metrics is underway

[14] CIP Codes help categorize academic programs, similar to how the Dewey Decimal System categorizes books.

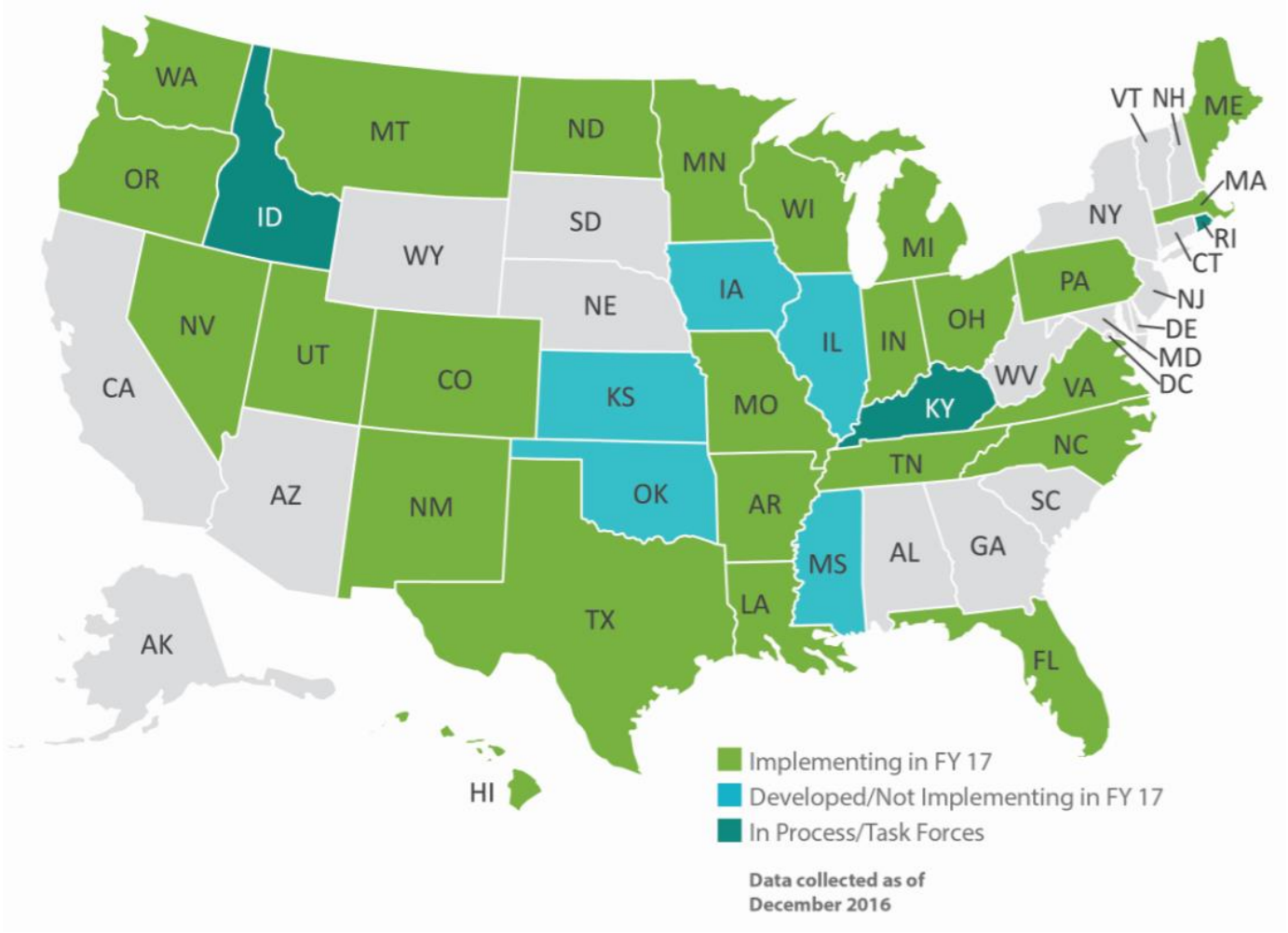
Conclusion

This proposal reflects the goals of CHE's Reaching Higher, Delivering Value strategic plan. The proposal reflects input from the leadership of each institution as well as from CHE commission members, performance funding experts and other personnel. If adopted, the following adjustments would go into effect for the 2019-21 biennium:

- Convert At-Risk Metric to a Composite Calculation
- Convert Persistence Metric to a Rate
- Add 90 Credit-hour Benchmark for Persistence Metric
- Create a STEM Metric for All Institutions
- Eliminate Remediation Metric
- Adjust Award Calculations for Stackable Credentials

As a part of the normal budget process, the Commission looks forward to future collaboration with CHE Commission members, CHE staff, and the institutions to establish and evaluate per-unit value payment amounts. As a part of the future study of Indiana's performance funding model, the Commission will create a task force to study and evaluate a potential quality performance funding metric. The Commission remains committed to delivering a performance funding formula that helps improve student success and college completion, recognizes state attainment/workforce needs, and acknowledges institutional mission differentiation.

States Developing and Implementing Performance 2.0/Outcomes-Based Funding Models



CHE AGENDA 41

PAYING FOR WHAT WE VALUE

The Evolution of Performance Funding in Indiana

2003–2017

2003	2005	2007	2009	2011	2013	2015	2017
Enrollment Change (credit hours enrolled)	Enrollment Change (credit hours enrolled)	Enrollment Change (credit hours enrolled)	Enrollment Change (successfully completed credit hours)	Enrollment Change (successfully completed credit hours)			
Inflation Adjustments	Inflation Adjustments	Inflation Adjustments		Enrollment Change Dual Credit (successfully completed credit hours)			
					Student Persistence Incentive	Student Persistence Incentive	Student Persistence Incentive
					Remediation Success Incentive	Remediation Success Incentive	Remediation Success Incentive
Equity Adjustment	Equity Adjustment	Equity Adjustment					
Plant Expansion/Leases							
Research Support Incentive	Research Support Incentive	Research Support Incentive	Research Support Incentive	Research Support Incentive			
		Change in Number of Degrees	Change in Number of Degrees	Change in Number of Degrees	Change in Number of Degrees/Certificates	Change in Number of Degrees/Certificates	Change in Number of Degrees/Certificates
			Low-Income Degree Completion	Low-Income Degree Completion	At-Risk Student Degree Completion	At-Risk Student Degree Completion	At-Risk Student Degree Completion
					High-Impact Degree Completion	High-Impact Degree Completion	High-Impact Degree Completion
		Change in On-Time Graduation Rate	Change in On-Time Graduation Rate	Change in On-Time Graduation Rate	Change in On-Time Graduation Rate	Change in On-Time Graduation Rate	Change in On-Time Graduation Rate
					Institution Defined Productivity Metric	Institution Defined Productivity Metric	
		Two-Year Transfer Incentive	Two-Year Transfer Incentive				
			Workforce Development Incentive (funding non-credit coursework)				

INDIANA COMMISSION for HIGHER EDUCATION

2017-19 Per-Unit Values

Performance Metrics	Per Unit Value
Overall Degree Completion	
18-29 Cr Cert	$1,500
1 Yr Cert	$2,000
Associate	$4,000
Bachelor	$8,000
Master	$4,000
Doctoral	$2,000
At-Risk Degree Completion	
18-29 Cr Cert	$1,125
1 Yr Cert	$1,500
Associate	$3,000
Bachelor	$6,000
High Impact Degree Completion	
Bachelor	$20,000
Master	$14,000
Doctoral	$7,000
Student Persistence	
15 CH	$300
30 CH (2 YR)	$600
30 CH (4 YR)	$800
45 CH	$1,200
60 CH	$1,500
Remediation Success	
Math Only	$1,300
English Only	$1,300
Math & English	$2,500
On-Time Graduation Rate	
2 Year	$11,000
4 Year	$23,000

COMMISSION FOR HIGHER EDUCATION
Thursday, December 14, 2017

BUSINESS ITEM B: **2018-2019 Frank O'Bannon Schedule of Awards**

Staff Recommendation

Adopt the amounts as set in the attached schedule of awards, which represent increased award amounts compared to the current schedule of awards.

Background

IC 21-12-1.7-3(a) requires the Commission to annually adopt a schedule of award amounts for the Higher Education Award (HEA) and Freedom of Choice grant (FOC). The schedule must provide award amounts on the basis of the student's Expected Family Contribution (EFC) and the type of institution the student is attending. Per IC 21-12-1.7-3(c), when renewing HEA or FOC, a student earning at least 30 credit hours or the equivalent in the year the student last used aid must receive a larger award. This larger award is referred to as the "On-Time" amount. First-time recipients are initially eligible for the larger award. Students earning less than 30 credit hours, but more than 24 credit hours are eligible for a reduced amount. The reduced award is referred to as the "Full-Time" amount.

Indiana Code also requires the Commission establish performance incentives for:

- "Academic honors," which is defined, as a first-year student who graduated from high school with an academic honors or technical honors diploma or a returning student that maintains the equivalent of a cumulative grade point average of 3.0 on a 4.0 grading scale.
- "Accelerated progress" which is defined as completing at least 39 credit hours or the equivalent during the student's first or second academic year.
- Received an associate degree prior to enrolling in a baccalaureate program.

Supporting Document

2018-2019 Frank O'Bannon Grant Schedule of Awards

2018–2019 FRANK O'BANNON GRANTS

Updated December 14, 2017

BASE AWARD

		EXPECTED FAMILY CONTRIBUTION (EFC)																		
INSTITUTION TYPE		$0	$1 to $500	$501 to $1,000	$1,001 to $1,500	$1,501 to $2,000	$2,001 to $2,500	$2,501 to $3,000	$3,001 to $3,500	$3,501 to $4,000	$4,001 to $4,500	$4,501 to $5,000	$5,001 to $5,500	$5,501 to $6,000	$6,001 to $6,500	$6,501 to $7,000	$7,001 to $7,500	$7,501 to $8,000	$8,001 to $8,500	$8,501 to $9,000
Private	On-Time	$9,000	$8,750	$8,250	$7,750	$7,250	$6,750	$6,250	$5,750	$5,250	$4,750	$4,250	$3,750	$3,250	$2,750	$2,250	$0	$0	$0	$0
	Full-Time	$7,400	$7,150	$6,650	$6,150	$5,650	$5,150	$4,650	$4,150	$3,650	$3,150	$2,650	$2,150	$1,650	$1,150	$650	$0	$0	$0	$0
Public	On-Time	$4,500	$4,250	$3,750	$3,250	$2,750	$2,250	$1,750	$0	$0	$0	Not Eligible for Frank O'Bannon Grant								
	Full-Time	$3,700	$3,450	$2,950	$2,450	$1,950	$1,450	$950	$0	$0	$0	Not Eligible for Frank O'Bannon Grant								
Proprietary or Ivy Tech	On-Time	$3,400	$3,150	$2,650	$2,150	$1,650	$1,150	$0	$0	Not Eligible for Frank O'Bannon Grant										
	Full-Time	$2,900	$2,650	$2,150	$1,650	$1,150	$650	$0	$0	Not Eligible for Frank O'Bannon Grant										

- Students in their **first award year** will receive the **on-time** award amount.
- To renew an **on-time** award, students must complete at least **30 credit hours*** during their 12-month award year.
- Students failing to complete **30 credits hours*** during their 12-month award year, but completing at least **24 credit hours*** may receive a **full-time** amount.
- Credit hours earned in excess of 30 during an award year may be counted toward future credit completion requirements. Students may also use international baccalaureate, advanced placement ordual credit hours to meet credit completion requirements.

**or the equivalent.*

BASE AWARD + STUDENT PERFORMANCE INCENTIVE(S) = TOTAL STATE FINANCIAL AID AWARD

STUDENT PERFORMANCE INCENTIVES

✔ ACADEMIC HONORS **$800**

First Award Year Only: Graduate high school with Academic or Technical Honors diploma.

Second, Third, Fourth Award Years: Earn at least a 3.0 cumulative GPA through end of previous award year.

✔ ASSOCIATE DEGREE **$800**

First, Second, Third, Fourth Award Years: Earn an associate degree before enrolling in baccalaureate program.

✔ ACCELERATED SCHEDULE **$1300**

Second, Third Award Years: Complete at least 39 credit hours during the last award year.

✔ FAST TRACK **Up to 50% more aid for current award year**

First, Second, Third Award Years: Complete 30 credits in current award year and then attempt at least 6 more credits.

Student with financial need may earn student performance incentives even if his or her base award is $0.

INDIANA COMMISSION for HIGHER EDUCATION

COMMISSION FOR HIGHER EDUCATION
Thursday, December 14, 2017

BUSINESS ITEM C-1: **Bachelor of Science in Music Therapy to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Staff Recommendation That the Commission for Higher Education approve the Bachelor of Science in Music Therapy to be offered by Indiana University at Indiana University Purdue University Indianapolis in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. The Academic Affairs and Quality Committee discussed this program at its November 29, 2017 meeting and reacted favorably to the proposal.

Similar Programs in Indiana. In the ***independent*** or private non-profit sector, three institutions offer bachelor's programs in this area (Indiana Wesleyan University, Saint Mary-of-the-Woods College, and the University of Evansville).

In the ***proprietary*** or private for-profit sector, there are no similar programs offered.

Within the ***public*** sector, only Indiana University-Purdue University Fort Wayne offers a B.S. in Music Therapy.

Related programs at Indiana University Purdue University Indianapolis. The proposed program would be offered through the Department of Music and Arts Technology in the Purdue University School of Engineering and Technology, which supports the IU proposal. IUPUI currently offers an M.S. in Music Therapy though this same department.

Existing M.S. The M.S. in Music Therapy that the Commission approved for IUPUI in 2005 was projected annually to enroll 20 headcount students and graduate ten students by year three of the program's implementation. During the three-year period FY2014-FY2016, the M.S. in Music Therapy actually enrolled an average of four students and graduated an average of two students per year. In response to questions about the significant discrepancy between projected and actual enrollments and degrees, the University has explained that, in effect, the program was a victim of its own success: the person who was to lead the implementation of the program was exceptionally good at bringing in research dollars ($8.4 million

between 2005-2011), and that same individual was asked to assume additional administrative responsibilities, thus detracting from her ability to recruit students and build the program.

The Department of Music and Arts Technology recently hired a very strongly qualified full-time faculty member, who began teaching in 2016-17 and who now leads the master's program. The Department intends to hire another full-time faculty member, should the B.S. be approved. Nationally, it is reported that some 40 percent of music therapists have at least a master's degree in music therapy or a related discipline, so approval of the proposed B.S. should provide an additional source of students for the existing M.S.

Accreditation, Certification, and Licensure. The National Association of Schools of Music (NASM) accredits schools and departments of music, including those that have music therapy programs, in which case NASM will work in collaboration with the American Music Therapy Association (AMTA), the professional organization that approves music therapy programs meeting its Standards for Education and Clinical Training. AMTA Professional Competencies require that the curriculum for a bachelor's degree in music therapy must build in 1,200 hours of clinical training, including a supervised internship.

Upon completion of a bachelor's degree, music therapists are eligible to sit for the exam to obtain the credential "Music Therapist – Board Certified" (MT-BC), which is issued through the Certification Board for Music Therapists.

Employment Opportunities. Currently, 18 unique Indiana employers are advertising employment opportunities for board-certified music therapists. One of these employers is the Veterans Administration in Indianapolis and another is IU Health, which already employs six music therapists who have board certification. Music therapists in Indiana work in hospices, hospitals, private practice agencies, and community agencies focused on individuals with developmental disabilities.

The demand for music therapists in Indiana is due, in part, to reimbursement from third party payers, the inclusion of music therapy in specific state Medicaid waiver programs, and a recognition that music therapy can be a cost-effective way to help clients and patients.

Supporting Document

Program Description – Indiana University Purdue University Indianapolis Bachelor of Science in Music Therapy (IU)

Program Description

B.S. in Music Therapy to Be Offered by Department of Music and Arts Technology/Engineering and Technology at IUPUI
(Date Submitted: September 26, 2016)

1) Characteristics of the Program

a. Campus Offering Program: Indiana University-Purdue University Indianapolis

b. Scope of Delivery: IUPUI

c. Mode of Delivery: Blended (Primarily on campus with a few online options)

d. Other Delivery Aspects: Internship, Practica

e. Academic Unit(s) Offering Program: Engineering & Technology/Department of Music and Arts Technology

f. Anticipated starting semester: Fall 2018

Curricular detail will appear in Appendix 10

2) Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

The Bachelor of Science in Music Therapy is a 120 credit hour program that will prepare individuals for an entry level position as a music therapist. According to the American Music Therapy Association, music therapy is an evidence-based use of music interventions to target individual and collective goals within a therapeutic relationship between client and credentialed music therapist. Music therapy interventions can be designed for a myriad of health- and academic-related goals, such as alleviate pain, improve coping, decrease emotional distress, and improve or reinforce pre-academic skills. Students who complete the BSMTh will be prepared to sit for the national board-certification exam to become a board-certified music therapist (MT-BC), qualified to work in a variety of professional healthcare and education placements. Currently there is only one public university (IPFW) offering an undergraduate degree in the state of Indiana. Fifteen percent of the open jobs in the United States are for Indiana companies. It is evident from current graduation and employment data that current academic programs in Indiana (public and private) do no graduate sufficient number of music therapists to cover the employer demands. Students in the B.S. in Music Therapy program will be qualified for employment as music therapists upon successful completion of the degree and the national board certification exam.

The Bachelor of Science in Music Therapy degree is closely aligned with the IUPUI campus and the School of Engineering and Technology visions and strategic plans.

Students attending the degree program will obtain the skills to meet present and future healthcare needs. Additionally, an IUPUI B.S. in Music Therapy degree program complements the existing undergraduate program in Music Technology and the current Master of Science in Music Therapy.

The proposed B.S. in Music Therapy supports the IUPUI's mission to "advance the state of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement." The degree program will prepare students for the diverse and ever-changing field of music therapy by focusing on high-impact learning experiences, integration of technology in the classroom and clinic, the development of clinical reasoning skills, and translating research into clinical practice. Further, this degree will serve "the greater Indianapolis metropolitan area, the State of Indiana, and the nation by providing a high-quality learning environment" in accord with the School of Engineering and Technology's mission.

Building Upon the Strengths of IUPUI: The B.S. in Music Therapy will contribute to IUPUI's recognition as a health and life sciences campus as well as its dedication to community engagement. The B. S. in Music Therapy also meets the needs of Central and Southern Indiana by offering a degree program that does not currently exist at a public institution of higher education in the region.

Music therapy students work in the community to develop their clinical and professional skills. The 1200 hours of required practicum and internship experiences supplies a meaningful service learning component to meet the needs of the community. The IUPUI B. S. in Music Therapy also addresses a lack of educational opportunities for high school students in Central Indiana. Completing a degree locally is strongly preferred by students from Indianapolis and the surrounding areas, many of whom are first generation college students with strong familial and social ties to the area. For example, IUPUI undergraduate students are more likely from Marion and surrounding counties (Hendricks, Hamilton, and Johnson). There are no music therapy programs offered in Central Indiana. Furthermore, within the eight states included in the Midwest Student Exchange Program there are only 12 degree programs available, 4 at private institutions.

Another strength is IUPUI's collaboration with IU Health. Faculty at IUPUI have a high degree of integration within IU Health when it comes to clinical training, research, and service collaboration. The existence of a B. S. in Music Therapy would increase opportunities for clinical training and research throughout the IU Health System.

The final strengths of this program are the research, teaching, and service activities of the two current full-time faculty members in the music therapy. Debra Burns, Professor and Chair of the Department of Music and Arts Technology, is an internationally recognized leader and researcher in music therapy, oncology, and end of life. She is one of a handful of music therapists who has received funding from the National Institutes of Health. Her publications describing the benefits of music therapy are oft cited and used as models for research and teaching throughout the profession. As Chair of the American Music

Therapy Association Research Committee, she has been able to provide research guidance and mentoring to junior faculty and clinicians.

Meganne Masko, Assistant Professor of Music and Arts Technology, is an award winning advisor and teacher, and an early career researcher with a growing publication record in music therapy. Dr. Masko has five years of experience teaching and training undergraduate Music Therapy students as a fulltime faculty member at the University of North Dakota. Dr. Masko has served as an early career reviewer for the National Institutes of Health and recently participated in the NIH-funded Mixed Methods Research Training Program through Harvard Medical School and Johns Hopkins School of Public Health. She is actively involved with the American Music Therapy Association, chairing the Affiliate Relations committee of the Association. Both Dr. Burns and Dr. Masko possess the qualifications for growing the music therapy program and attracting students to IUPUI.

Students to be served: IUPUI serves a population of traditional and nontraditional students in Indianapolis and the surrounding areas. Additionally, given the low density of music therapy programs within the MSEP participating states, active recruitment will take place in those areas. The B.S. in Music Therapy will be geared towards students interested in pursuing a music-based health care career.

See Appendix 1: ***Institutional Rationale*** *for additional detail*

b. State Rationale

Reaching Higher, Achieving More:
<u>On time completion</u>
The Music Therapy B.S. will take four years of course work (at an average of 15 credits per semester) plus a six-month clinical internship. Students enrolled in the Bachelor of Science in Music Therapy will be able to complete their coursework in four years (8 semesters) provided that they follow the established course plan. An advising plan is in place to aid students in securing high quality clinical internships that will begin as soon after the completion of on-campus course work as possible.

<u>Learning outcomes</u>
The Bachelor of Science in Music Therapy has twenty specific student learning outcomes directly related to the American Music Therapy Association (AMTA) professional competencies that will be assessed over the course of degree plan. AMTA approved curricula are designed to impart entry-level competencies in three main areas: musical foundations (music theory, composition, performance, music history), clinical foundation (human development, therapeutic processes, exceptionality and psychopathology, ethics), and music therapy foundations (assessment, methods, music therapy research, influence of music on emotions and behavior). Moreover, the BS in Music Therapy curriculum is tightly aligned with the IUPUI Principles of Undergraduate Learning. More information about learning outcomes can be found in Sections 5.c. and 5.d.ii.

Return on investment

Music therapy, as a profession, has shown consistent, steady growth in the last 10 years. Fifteen percent of the current music therapy jobs open nationally are for Indiana businesses. Therefore, students who earn the Bachelor of Science in Music Therapy are highly likely to be employed in their chosen field of music therapy within a year of graduation. The average salary for a music therapist in Indiana is $44,815. According to the AMTA 2015 workforce survey, the national average salary for music therapists in 2015 was $53,735 (an average increase of $3,000 from the previous year).

In addition to placement rates and annual earning, students from the BS in Music Therapy program will qualify to sit for the national examination from the Certification Board for Music Therapists (http://cbmt.org). CBMT is the only organization to certify music therapists to practice music therapy nationally. It is accredited by the National Commission of Certifying agencies, and has been since 1986. Music therapists able to pass the CBMT exam demonstrate the knowledge, skills, and abilities to practice music therapy. CBMT provides success rates (global and content areas scores) for graduates within academic programs and national numbers for comparison. This information provides valuable quality assurance metrics for academic units. Therefore, we will be able to assess the professional readiness of BS in Music Therapy graduates and modify curriculum offerings as needed.

Workforce alignment: A graduate with an IUPUI Music Therapy B.S. will have several of the most valued skills identified by the 2012 Indiana Business Council Skills Survey: critical thinking/problem solving, oral communication, serving all clients/customers, teamwork/collaboration, and written communication. Music therapy majors will learn to read and listen critically, write clearly, and lead groups effectively. As health and behavioral science professionals, music therapists also understand individual and group dynamics, and how to manage them. In addition, the American Music Therapy Association professional competencies on which the curriculum is based emphasize professionalism/work ethic, planning, problem solving, and discipline specific skills. The student learning outcomes listed in section 5.c. are directly related to the twenty music therapy professional competency areas.

The Hoosier Hot 50 Jobs identified eight fields related to Music Therapy as excellent jobs for the future. Music therapy graduates will be well prepared to compete in the healthcare and education job market, as well as create their own private clinical practices. Alternatively, music therapy majors will be prepared to pursue graduate education in a music therapy, counseling, social work, neuroscience, and other related fields.

3) Evidence of Labor Market Need

i. National, State, or Regional Need

The competency-based model of music therapy prepares graduates to work in a variety of clinical and educational settings based on their interests and internship experiences. The versatility of the degree, and transferability of the skills and knowledge attained, means that graduates of the IUPUI B.S. in Music Therapy

program will be qualified to work in hospitals, long-term care facilities, home-based care agencies, private practice clinics, special education classrooms, continuing education services, and music therapy marketing and social media companies.

An aging population creates an increasing need for qualified professionals to care for a myriad of healthcare needs. Music therapists work in various settings, including schools, geriatric facilities, hospitals, and private practice. Throughout these various places, they are providing services for individuals with diagnoses such as Alzheimer's/dementia, autism spectrum disorder, cancer, developmental disability, mental illness. According to the Agency for Healthcare Research and Quality, Indiana is rated as "Weak" (bordering on "Very Weak") as compared to the rest of the country when it comes to the quality of healthcare in the state. This is due, in part, to the number of available providers in the state. The Office of Disease Prevention and Health Promotion states that the healthcare system in the United States is already strained due to a lack of service availability, including therapeutic services, which leads to delays in receiving care. People who have a "usual source of care" have better healthcare outcomes[1].

CareerBuilder.com lists therapists in fields directly related to music therapy as the most in demand careers in 2015. The site also includes music therapy as a STEM discipline that will put qualified individuals in demand as employees in the coming years. Local employers have a need for qualified music therapists to fill current and future jobs (see Appendix 5 for letters of support).

ii. Preparation for Graduate Programs or Other Benefits

The B.S. in Music Therapy will prepare students for a variety of graduate programs. Graduates from the music therapy program will be best prepared for graduate study in music therapy, music technology, counseling, social work, and neuroscience. According to the American Music Therapy Association (AMTA) 40% of music therapists go on to obtain a master's degree. The Masters of Science in Music Therapy at IUPUI, offered online and on campus, would be a logical next step for music therapists who wish to remain in the area

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

The U.S. Bureau of Labor Statistics and the Indiana Department of Workforce Development include music therapy in their lists of recognized therapeutic professions. Currently, there are approximately 7,150 board certified music therapists in the United States. Between 2014 and 2024, the number of Music Therapy jobs in the U.S. is expected to increase by 12-24%.

[1] Office of Disease Prevention and Health Promotion. "Access to Health Services." https://www.healthypeople.gov/2020/topics-objectives/topic/Access-to-Health-Services

According to the American Music Therapy Association (AMTA), the average annual salary for a music therapist in the United States ranges from $20,000-$200,000. The average yearly salary for a music therapist in Indiana is $44,815. Salary rates vary by clinical setting and years in practice. Indiana music therapists work in hospitals, schools, private practices, hospices, behavioral health agencies, social service agencies, long term care facilities, and residential care agencies.

*See Appendix 2: **Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data** for additional detail.*

iv. National, State, or Regional Studies

The increase demand for music therapy is the result a greater scientific understanding of the benefits of music-based interventions in academic and healthcare settings and an expanding population needing special academic and healthcare services. The National Center for Education Statistics noted in 2010 that the number of Bachelor's degrees conferred in Health Sciences has substantially risen nationally annually since 1975. The American Music Therapy Association reported that graduation rates for music therapy programs increased by approximately 27% in the past five years; however, the rates of new jobs and retirement from workforce exceed the number of graduates entering the workforce.

*See Appendix 3: **National, State, or Regional Studies** for additional detail.*

v. Surveys of Employers or Students and Analyses of Job Postings

During discussions in Fall of 2015 and Spring 2016, regional employers and community stakeholders confirmed their need for board certified music therapists as employees. There are currently 21 unfilled music therapy positions in Indiana. This number represents approximately 15% of the open positions for music therapists listed with the American Music Therapy Association. Schools in the state of Indiana graduated 14 students with degrees in music therapy in 2015, meaning that we are not currently graduating enough students to meet current employment demands. The B.S. Music Therapy curriculum will evolve to meet student and workplace needs.

*See Appendix 4: **Surveys of Employers or Students and Analyses of Job Postings** for additional detail.*

vi. Letters of Support

Included in this proposal are letters of support for the IUPUI conferred B.S. in Music Therapy.

Letters of support from national and area business leaders and partners suggest a need for individuals qualified to work as board certified music therapists throughout Indiana. Letters are provided by:

- Ann M. Hannan, Director, Riley Cheer Guild Music Therapy Program at Riley Hospital for Children
- Lindsey Wright, Director of Music Therapy, Opportunities for Positive Growth, Inc.
- Russell Hilliard, Senior VP, Patient Experience & Staff Development, Seasons Hospice and Palliative Care

Letters from the Purdue School of Engineering and Technology at IUPUI support the B.S. Music Therapy program, the quality of our faculty, and the proposal.

Letters are provided by:

- Dean David Russomanno, PhD
  School of Engineering and Technology @ IUPUI

- Dr. Debra S. Burns, PhD, MT-BC
  Chair, Dept. of Music and Arts Technology
  School of Engineering and Technology

*See Appendix 5 for **Letters of Support**.*

4) Cost of and Support for the Program

a. Costs

i. Faculty and Staff

There are currently 16 full-time faculty members, and four administrative support staff positions in the Department of Music and Arts Technology. Of the 16 full-time faculty, 9 faculty teach courses included within the undergraduate music therapy curriculum. 1.5 FTE board-certified music therapy faculty positions are dedicated to the Music Therapy program (Dr. Burns is .5 FTE when considering her administrative responsibilities). AMTA approval standards require 1 FTE board-certified music therapist as faculty member per degree program. (http://www.musictherapy.org/members/edctstan/). We will have a "soft rollout" of the program, meaning that we expect to only have 10-20 students during the first two years (2018-2020). We have access to several highly qualified adjunct faculty in the Indianapolis area, so we expect our faculty staffing is adequate for the time being. However, a current vacant faculty position will be assigned to the music therapy program once the program receives approval from the Indiana Commission for Higher Education. The Department of Music and Arts Technology has a fulltime advisor who will provide support for this program. If enrollment estimates are correct, an additional FTE clinical faculty member will

be needed in the next 4 years. Associate faculty (adjuncts) with the AMTA approved credentials will teach courses and supervise practicum students as needed.

*See Appendix 6: **Faculty and Staff** for additional detail.*

ii. Facilities

The new degree program will be able to use existing IUPUI classrooms and equipment. The proposed Music Therapy B.S. program will not require renovations or capital projects. Students and faculty can use student support services and the library. Because we have access to IUPUI and IU libraries, which include the complete holdings of the Indiana University library system through interlibrary loan, and articles on demand, additional library holdings are not required to implement this program.

*See Appendix 7: **Facilities** for additional detail.*

iii. Other Capital Costs (e.g. Equipment)

None

*See Appendix 8: **Other Capital Costs** for additional detail.*

b. Support

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

No programs will be eliminated. A currently vacant position focused on music technology will be moved to the music therapy program. The program will be supported by existing resources.

ii. Special Fees above Baseline Tuition

No special fees above baseline tuition and student fees will be assessed.

5) Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

The nearest schools that offer a Bachelor's degree in Music Therapy include Indiana Wesleyan University, St. Mary of the Woods College, University of Evansville, and Indiana University-Purdue University Fort Wayne. IPFW is currently the only public school in Indiana offering an undergraduate Music Therapy degree.

The program at Indiana University-Purdue University Fort Wayne historically focused on special education due to the IPFW campus' proximity to the former Indiana state institution, whereas the proposed program at IUPUI would highlight the campus' focus on music therapy in hospitals, cancer care, private practice and pediatrics due to its close proximity and faculty relationships with IU Health and other local agencies. The music therapy program at IPFW will become a Purdue program in 2018.

b. List of Similar Programs Outside Indiana

There are seventy-six accredited and approved undergraduate music therapy degree programs in the United States; however, there are no public programs in central Indiana. Providing the B.S. in Music Therapy at IUPUI will likely enhance the educational and career opportunities for students in the area. IUPUI is not contiguous with other states and not dependent upon cross state programs.

Since Indiana is a part of the Midwest Student Exchange Program (MSEP), it is highly likely the Music Therapy B.S. program at IUPUI will attract students from other participating states (http://www.msep.mhec.org). There are 16 schools offering music therapy programs within the MSEP. Of these schools, seven are private. Three states have only one academic music therapy program, and one state has none. The IUPUI program will create a very attractive option for students within the MSEP.

c. Articulation of Associate/Baccalaureate Programs

State Enrolled Act 182 (SEA 182) requires that at least 30 hours of general education core curriculum will be transferable between all Indiana public institutions by May 2013 (see http://www.transferin.net/index.aspx).

Students in the B.S. in Music Therapy will be able to complete 30 hours of general education core curriculum at Ivy Tech; however, none of the major classes are available via Ivy Tech.

With the exception of four new courses mentioned elsewhere in the document, all of the courses in the proposed program are already available at IUPUI. The table below lists existing music therapy courses and the last term offered at IUPUI.

Sub Area	Catalog Nbr	Course Description	Last Offered
MUS-L	153	INTRO TO MUSIC THERAPY	Fall 2014
MUS-L	253	MUSIC THERAPY OBSERVATN PRAC	Fall 2014
MUS-L	253	MUSIC THERAPY OBSERV PROJ	Fall 2014
MUS-L	254	MUSIC THERAPY PRACTICUM I	Fall 2014
MUS-L	340	MUSIC THERAPY IN HEALTHCARE	Spring 2014
MUS-L	353	MUSIC THERAPY PRACTICUM II	Fall 2014

MUS-L	354	MUSIC THERAPY PRACTICUM III	Spring 2015
MUS-L	410	ADMN & PROF ISS IN MUS THERAPY	Spring 2014
MUS-L	418	PSYCHOLOGY OF MUSIC	Fall 2016
MUS-L	419	INTRO TO MUS THER RSCH MTHDS	Fall 2014
MUS-L	420	CLN PROCESSES IN MUSIC THERAPY	Fall 2014
MUS-L	421	MUSIC THERAPY PRACTICUM IV	Fall 2016
MUS-L	422	THEORETICL FNDATNS MUS THERAPY	Fall 2014
MUS-L	422	MUSIC THERAPY THEORIES & TECH	Fall 2014
MUS-L	424	MUSIC THERAPY INTERNSHIP	Fall 2017
MUS-U	355	MUSIC AND EXCEPTIONALITY	Fall 2014
MUS-U	410	CREATV ARTS, HEALTH & WELLNESS	Spring 2012
MUS-X	298	MUSIC THERAPY SKILLS EXAM	Fall 2014

Four new courses will be created:

MUS	L415	Music Therapy Tech Lab	3
MUS	L350	Clinical Improvisation	3
MUS	L425	Music Therapy Capstone	3
MUS	L370	Clinical Reasoning in Music Therapy	3

*See Appendix 9**: Articulation of Associate/Baccalaureate Programs** for additional detail.*

d. Collaboration with Similar or Related Programs on Other Campuses

The proposed degree will not require any collaborative arrangements.

6) Quality and Other Aspects of the Program

Music therapy, while a specialized healthcare field, is quite broad in terms of employment. The competency-based model of music therapy pedagogy allows individuals to apply the broader theories, methods, and experiences of music therapy to specific areas of clinical interest. Some of these areas of interest include: behavioral health, early childhood special education (ages 0-3), in-patient pediatrics, physical rehabilitation, neurorehabilitation, special education (ages 3-21), oncology, in-patient adult medical care, long-term care for older adults, hospice, and music therapy technology.

Music Therapy faculty introduce students to a wide variety of therapeutic theories and methods used with multiple clinical populations and fosters the development of students' interests, knowledge, and skills in these areas. Faculty members advise students so they may pursue internships based on their clinical interests.

a. Credit Hours Required/Time to Completion

The four-year completion plan requires 120 credit hours. The courses required for this degree are based on the accreditation and approval guidelines from the National Association of Schools of Music and the American Music Therapy Association. A student maintaining continuous full-time enrollment will be able to complete the degree in four years plus a required six-month, full time clinical internship.

See Appendix 10: ***Credit Hours Required/Time to Completion*** *for additional detail.*

b. Exceeding the Standard Expectation of Credit Hours

The B.S. in Music Therapy degree program will not exceed the 120 credit hour standard expectation.

The curricular framework for the IPFW program was developed in the mid-1960s and has not substantially changed since the transfer of the program from the Jacobs School at IU-Bloomington to IPFW in the early 1970s. IPFW's curriculum currently requires 126 credit hours of course work and internship. The proposed program at IUPUI is based on a curricular model focused on training students in clinically relevant musical skills rather than working within the traditional musical conservatory model at IPFW, thus reducing the number of credits required to address the AMTA professional competencies.

See Appendix11: ***Exceeding the Standard Expectation of Credit Hours*** *for additional detail.*

c. Program Competencies or Learning Outcomes

Assessment will closely track the program's learning outcomes. Key opportunities for demonstration of students' learning will occur in practica, service learning, research projects, a capstone course, and internship.

We will continue to incorporate IUPUI RISE Initiative designations (Research /International/Service/Experiential) and provide assessment through the Principles of Undergraduate Learning (PULs) as they pertain to student coursework. Faculty will evaluate student products in individual music therapy courses and in the final capstone. Clinical internship directors at students' internship sites will provide one formative and one summative assessment of students' clinical skills and abilities.

This program will also provide a solid base for the real-world challenges today's college graduates will face as they enter the workforce. This will be achieved through the following music therapy student objectives:

- Think critically and communicate clearly
- Creatively solve problems that are likely to arise in clinical practice
- Engage in evidence based clinical practice
- Engage in research
- Demonstrate understanding of human exceptionalities
- Demonstrate understanding of music therapy theories
- Demonstrate understanding of music therapy methods

- Demonstrate functional music skills
- Demonstrate understanding of cultural competence in clinical practice
- Accurately assess clients
- Develop treatment plans appropriate for clients
- Implement treatment plans appropriate for clients
- Evaluate client progress in therapy
- Document client responses to therapy
- Create termination/discharge plans
- Demonstrate ethical and professional behavior
- Collaborate with professionals from other disciplines
- Accept feedback
- Demonstrate knowledge of administrative issues in music therapy

The goals of the music therapy program are to:

- Prepare students to secure high quality music therapy internships
- Prepare students to successfully complete the national board certification exam
- Prepare students to work as entry-level music therapists in a variety of clinical and educational settings

Student learning outcomes and their relationships to IUPUI's Principles of Undergraduate Learning are shown in the table in section d.ii.
For more on the PULs see Appendix 11.
For more on the RISE initiative see Appendix 12.

d. Assessment

The student goals for the B.S. in Music Therapy program are based on the competencies as laid out and approved by the American Music Therapy Association and will be assessed in accordance with the Assessment Plan described below (*additional information about AMTA competency assessment is located in Appendix 9*). Information gathered through the assessment process will be used to help determine the effectiveness of the pedagogical practices and program in meeting the student learning outcomes and to point to any adjustments that are determined to be needed for continuous programmatic improvement.

The Music Therapy program director will supervise the assessment and adjustment process. The program director will oversee the program assessment by convening a committee of Department of Music and Technology faculty, alumni, and professional experts. The program assessment report will be due end of May each year. The program will be reviewed annually as part of the IUPUI campus program assessment process.

i. Program Assessment

Following the guidelines of the Indiana Commission for Higher Education, our program review will focus on quality, personal and social utility, student demand, student access, and flexibility of instruction. There are numerous ways to measure the success of the program.

- Ratio of the number of students enrolled in the program to the number of students who complete the degree.
- Once students complete the degree, we will seek information on employment and placement rates and the graduates' satisfaction with their degree relative to their career paths.
- Surveys of students and alumni, internship evaluations of student performance and pre-internship preparation.
- First-time and overall pass rates for the national music therapy board certification exam.
- Students will be assigned an advisor who will guide student transitions into and out of the Music Therapy B.S. program. Students can expect to meet with their advisor twice a year and have access to their advisor during the summer. The advisor will maintain an advising file for each major.
- Course evaluations of faculty will be reviewed by the Music Therapy program director resulting in suggestions for improvement in program delivery to faculty.
- A financial analysis of the program will be conducted annually.
- Unless otherwise noted, results will be available to Music Therapy faculty, Office of Institutional Review, and the Vice Chancellor's and Dean's Office.

ii. **Assessment of Student Outcomes**

Student learning outcomes will be assessed primarily though course activities, practica experiences, homework assignments, and other pedagogical strategies as stated in the syllabi and approved by the music therapy program director in collaboration with the Music Therapy faculty, as discussed in Section 5.c above. See the Sample Assessment of Student Learning Outcomes below to view how and where assessment may take place and what indicators will be used.

Student learning outcomes are a subcomponent of overall program assessment. The program assessment managers are accountable for seeing that student learning outcomes are being measured, and that a feedback loop is in place to adjust measures as needed for success. Programmatic effectiveness can be gauged by assessment and adjustment towards student learning outcomes as measured in meeting the professional competencies as laid out by the American Music Therapy Association.

*See Appendix 12: **American Music Therapy Professional Competencies** for a complete listing of the competencies on which this curriculum is based.*

Student Outcome	Where will students learn this knowledge or skill?	How will student achievement of the outcome be assessed?	Relationship to Mission, PULs, and RISE?	In what setting will the assessment take place?
Think critically	MUS L410 MUS L370 MUS L415	Case based learning units	PUL 1 Pursuit of best practices	
Communicate clearly	COMM R110 ENGL W131 MUS L254 MUS L353 MUS L354 MUS L421 MUS U410	Internship	PUL 2	MUS L424: Clinical internship
Creatively solve problems that are likely to arise in clinical practice.	MUS TBD: Clinical Reasoning MUS L254 MUS L353 MUS L354 MUS L421 MUS L415	Weekly assessment of skills in practicum	PUL 2 Pursuit of best practices	MUS L424: Clinical internship
Engage in research	MUS L419 PSY B305	Student-led research project	PULs 1, 2, 3 RISE: Research	MUS Z320: Capstone
Demonstrate understanding of human exceptionalities	PSY B110 PSY B201 PSY B310 BIOL N261 MUS U355 MUS L253 MUS L340	Exams, papers, projects, field experiences	PULs 4, 5, 6	MUS L424: Clinical internship
Engage in evidence based clinical practice	MUS L153 MUS L419 MUS U355 MUS L418 MUS L254 MUS L353 MUS L354 MUS L421	Weekly assessment of skills in practicum	PULs, 1, 2, 3, 4, 5, 6 Pursuit of best practices Civic engagement RISE: Experiential learning	MUS L424: Clinical internship

Demonstrate understanding of music therapy theories	MUS L153 MUS L419 MUS U355 MUS L418	Exams, papers, projects, weekly assessment of skills in practicum	PUL 3	MUS L424: Clinical internship
Demonstrate understanding of music therapy methods	MUS L153 MUS L340	Exams, papers, projects, weekly assessment of skills in practicum	PUL 3	MUS L424: Clinical internship
Demonstrate functional music skills	MUS A130 MUS A131 MUS A132 MUS A140 MUS A142 MUS A230 MUS A240 MUS P110 MUS P120 MUS P200 MUS V101 MUS V200 MUS D100 MUS L101 MUS L102 MUS L200 MUS L350 MUS F451	Weekly assessment of skills in practicum Community performances	PULs 3, 5 Community engagement RISE: Service learning, Experiential learning	MUS L424: Clinical internship
Demonstrate understanding of cultural competence in clinical practice	MUS L254 MUS L353 MUS L354 MUS L418 MUS L420 MUS L421 MUS U410 MUS Z105 MUS L415	Weekly assessment of skills in practicum	PULs 5, 6 Community engagement RISE: Service learning, Experiential learning	MUS L424: Clinical internship
Accurately assess clients	MUS L254 MUS L353 MUS L354 MUS L420 MUS L421 MUS L415	Weekly assessment of skills in practicum	PULs 1, 2, 3, 5, 6 Community engagement	MUS L424: Clinical internship

			RISE: Experiential learning	
Develop treatment plans appropriate for clients	MUS L370 MUS L254 MUS L353 MUS L354 MUS L421 MUS L415	Weekly assessment of skills in practicum	PULs 1, 2, 3, 5, 6 Community engagement RISE: Experiential learning	MUS L424: Clinical internship
Implement treatment plans appropriate for clients	MUS L254 MUS L353 MUS L354 MUS L421 MUS L415	Weekly assessment of skills in practicum	PULs 1, 2, 3, 5, 6 Community engagement RISE: Experiential learning	MUS L424: Clinical internship
Evaluate client progress in therapy	MUS L254 MUS L353 MUS L354 MUS L421	Weekly assessment of skills in practicum	PULs 1, 2, 3, 5, 6 Community engagement RISE: Experiential learning	MUS L424: Clinical internship
Document client responses to therapy	MUS L254 MUS L353 MUS L354 MUS L421	Weekly assessment of skills in practicum	PULs 1, 2, 3, 5, 6 Community engagement RISE: Experiential learning	MUS L424: Clinical internship
Create termination/discharge plans	MUS L254 MUS L353 MUS L354 MUS L421	Weekly assessment of skills in practicum	PULs 1, 2, 3, 5, 6 Community engagement RISE: Experiential learning	MUS L424: Clinical internship
Demonstrate ethical and professional behavior	MUS L254 MUS L353 MUS L354 MUS L421	Weekly assessment of skills in practicum Adherence to IUPUI Policy on Academic Integrity	PULs 1, 2, 3, 5, 6 Community engagement RISE: Experiential learning	MUS L424: Clinical internship

Collaborate with professionals from other disciplines	MUS L254 MUS L353 MUS L354 MUS L421	Weekly assessment of skills in practicum	PULs 1, 2, 3, 4, 5, 6 Cross-discipline engagement	MUS L424: Clinical internship
Accept feedback	MUS L254 MUS L353 MUS L354 MUS L421	Weekly assessment of skills in practicum	PULs 1, 2, 3, 4, 5	MUS L424: Clinical internship
Demonstrate knowledge of administrative issues in music therapy Summative Outcome: Successful completion of the national board certification exam.	MUS L410 MUS L420 MUS L254 MUS L353 MUS L354 MUS L421	Exams, reports, class projects, mock sessions, role playing	PULs 1, 2, 3, 6	MUS L424: Clinical internship

*See Appendix 9: **Student Assessment Plan** for additional details.*

i. Evaluation Benchmarks for Student Success

Student success can be documented by several evaluation benchmarks across numerous courses with attention to the PULs. For example, student-developed and -implemented clinical sessions will be evaluated in music therapy practicum courses (MUS-L254, L353, L354, and L421). Finding, interpreting, and applying research in clinical decision making processes will be evaluated in research methods (MUS-L419), clinical reasoning (MUS-L370), and the capstone course. Application of music therapy theories and methods will be evaluated in the practicum courses, internship, Music and Exceptionality (MUS-U355), and Theoretical Foundations in Music Therapy (MUS-L422). All benchmarks demonstrate achievement of learning outcomes and can be evaluated in multiple courses.

The Capstone will require that each student submit a culminating project specific to a client with whom the student works.

ii. Graduate Follow-up and Mentoring: Exit and Alumni Survey

The School of Engineering and Technology Office of Career Development and Professional Services conducts a survey of recent graduates to gather information about their post-graduation experiences. Survey findings, employment, graduate/professional school admission statistics, and other professional achievements will be recorded by the School of Engineering and Technology Career Services and reported in the annual program report to assess the

employability and satisfaction of graduates and their preparedness for graduate and professional school. For examples of previous survey results, visit http://www.engr.iupui.edu/sites/careerservices/survey/index.php

For more on Institutional Research and Decision Support, including High Impact Practices (HIP), visit http://irds.iupui.edu/

e. Licensure and Certification

This program will prepare students for national board certification as music therapists. The board certification (MT-BC) allows clinicians to apply for licensure in Georgia, Nevada, North Dakota, Oklahoma, Oregon, and Rhode Island. The MT-BC credential also allows therapists to register as clinicians in the state of Wisconsin.

f. Placement of Graduates

The Music Therapy B.S. at IUPUI will prepare students to qualify for entry-level music therapy positions in a variety of clinical and educational settings. According to the 2015 American Music Therapy Association workforce analysis, the top three clinical settings were mental health, geriatric facilities, and medical. Approximately 12% of music therapists are self-employed or in private practice.

See links to resources in Appendix 2

The program will also prepare students who wish to pursue graduate or professional study in music therapy or related fields. IUPUI already offers a Master of Science in Music Therapy, so our graduates would have a local option to continue their education if they so choose.

The School of Engineering and Technology Career and Student Services Center will oversee student employment opportunities. The Office of Alumni Relations will track student occupation paths.

g. Accreditation

The proposed program will meet the requirements of Indiana University, which is accredited by the Higher Learning Commission. In addition, the proposed program will meet the accreditation requirements of the National Association of Schools of Music and the approval requirements of the American Music Therapy Association.

7) Projected Headcount and FTE Enrollments and Degrees Conferred

We estimate full-time enrollment to increase by seven students per year and part-time enrollment to increase by three students per year for the next five years. Headcounts in programs awarding bachelor's degrees in music therapy have grown at a rate of 27% per year over the last five years.

We anticipate similar growth at IUPUI. We already offer most of the necessary components of the proposed B.S. in Music Therapy.

With approval and implementation of IUPUI's B. S. in Music Therapy, we will market this degree to a large audience, including IUPUI students with undecided or exploratory majors, members of the community, and students outside of the state.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:	Indiana University-Purdue University Indianapolis
Program:	Bachelor of Science in Music Therapy
Proposed CIP Code:	51.230 5
Base Budget Year:	2016-17

	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 8 2024-25
Enrollment Projections (Headcount)					
Full-time Students	7	14	21	28	28
Part-time Students	3	6	9	12	24
	10	20	30	40	52
Enrollment Projections (FTE)					
Full-time Students	7	14	21	28	28
Part-time Students	2	3	5	6	12
	9	17	26	34	40
Degree Completion Projection				7	10

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code: 51.2305

COMMISSION FOR HIGHER EDUCATION
Thursday, December 14, 2017

BUSINESS ITEM D: **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 Science in Computer Information Systems to be offered by Indiana University Northwest
- Master of Science in Management to be offered by Indiana University Southeast
- Master of Social Work to be offered by Ball State University
- Bachelor of Arts in International Law and Institutions to be offered by Indiana University Bloomington
- Bachelor of Science in Molecular Life Sciences to be offered by Indiana University Bloomington
- Master of Science in Athletic Training to be offered by Indiana University Bloomington

Background

The Academic Affairs and Quality Committee discussed these programs at its November 29, 2017 meeting and concluded that the proposed programs could be placed on the December 14, 2017 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action November 29, 2017.

Academic Degree Programs on Which Staff Propose Expedited Action

November 29, 2017

CHE 17-27 Master of Science in Computer Information Systems to be offered by Indiana University Northwest

Proposal received on September 5, 2017
CIP Code: 11.0101
Fifth Year Projected Enrollment: Headcount – 72, FTE – 23
Fifth Year Projected Degrees Conferred: 18

The IU Northwest Department of Computer Information Systems offers a well subscribed B.S. in Computer Information Science, which enrolled 132 headcount or 92 FTE students and had 18 graduates in FY2016. This same Department also offers a much smaller B.S. in Informatics; however, the Northwest campus recently joined a consortium of regional campuses to deliver collaboratively an online Informatics program, resulting already in ten new majors this fall at IUN. Graduates of the proposed M.S. in Computer Information Systems should enjoy strong employment opportunities, both locally and in the Chicago metropolitan area. The M.S. in Computer Information Systems requires 30 semester hours of credit.

CHE 17-28 Master of Science in Management to be offered by Indiana University Southeast

Proposal received on September 5, 2017
CIP Code: 52.0201
Eighth Fifth Year Projected Enrollment: Headcount – 40, FTE – 25
Eighth Year Projected Degrees Conferred: 20

The IU Southeast School of Business offers a large undergraduate Business program, which enrolled 1,246 headcount or 815 FTE students in FY2016; in that same year, the School graduated 170 students with a B.S. in Business. The University also offers two other graduate business programs: an M.B.A. (195 headcount enrollees and 41 graduates) and an M.S. in Strategic Finance (32 headcount enrollees and 9 graduates). The proposed Master of Science in Management would be offered through the School of Business. The M.S. in Management requires 30 semester hours of credit.

CHE 17-29 Master of Social Work to be offered by Ball State University

Proposal received on September 18, 2017
CIP Code: 44.0701
Fifth Year Projected Enrollment: Headcount –144, FTE –108
Fifth Year Projected Degrees Conferred: 72

Ball State currently offers a Bachelor of Social Work, which enrolled 309 headcount or 280 FTE students in FY2016; in that same year, the B.S.W. had 67 graduates. The proposed Master of Social Work (M.S.W.), which will be offered through the Department of Social Work in the University's new College of Health, will be recognized as an

"Advanced Generalist" program for accreditation purposes, meaning that the curriculum will incorporate coursework addressing several areas – including gerontology, the needs of rural populations, those suffering from substance abuse – instead of a single area, as is the case of many M.S.W. programs, which will add to their employability. Graduates of the program will have met the educational and clinical requirements needed to immediately become Licensed Social Workers, and they will have also met the educational requirements to become a Licensed Clinical Social Worker, although about two years of internships would be needed before such a license could be issued. The Master of Social Work requires 36 semester hours of credit for advanced standing students, while students enrolled in the traditional MSW program will need to complete 57 semester hours of credit.

CHE 17-30 Bachelor of Arts in International Law and Institutions to be offered by Indiana University Bloomington

Proposal received on October 19, 2017
CIP Code: 45.0999
Fifth Year Projected Enrollment: Headcount – 180, FTE – 180
Fifth Year Projected Degrees Conferred: 45

The proposed Bachelor of Arts in International Law and Institutions would be offered through the Department of International Studies, which is housed in the School of Global and International Studies in the College of Arts and Sciences. The program will also draw upon the resources of the Maurer School of Law.

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

CHE 17-31 Bachelor of Science in Molecular Life Sciences to be offered by Indiana University Bloomington

Proposal received on October 19, 2017
CIP Code: 26.0207
Fifth Year Projected Enrollment: Headcount – 160, FTE – 160
Fifth Year Projected Degrees Conferred: 40`

The proposed Bachelor of Science in Molecular Life Sciences would be offered through the College of Arts and Sciences and will draw upon faculty in the Genome, Cell, and Developmental Biology Division of the Department of Biology and in the Molecular and Cellular Biochemistry Department. The program also aligns well with Indiana University's Grand Challenges Precision Health Initiative.

The B.S. in Molecular Life Sciences requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The Transfer Single Articulation Pathway (TSAP) in Biology will provide opportunities for graduates of the Ivy Tech Community College A.S. in Biology and the Vincennes University A.S. in Biological/ Biomedical Sciences, with a Concentration in Molecular and Laboratory Biology, to transfer and apply all of their credit to the B.S. in Molecular Life Sciences.

CHE 17-32 Master of Science in Athletic Training to be offered by Indiana University Bloomington

Proposal received on October 19, 2017
CIP Code: 51.0913
Eighth Year Projected Enrollment: Headcount – 22, FTE – 20
Eighth Year Projected Degrees Conferred: 10

The proposed Master of Science in Athletic Training would be offered through the Department of Kinesiology in the School of Public Health. IU Bloomington currently offers a B.S. in Athletic Training, which enrolled 126 headcount or 99 FTE students and graduated 15 students in FY2016. Due to changes in the way athletic trainers are certified (through the Board of Certification, Inc. or COB) and athletic training programs are accredited (by the Commission on Accreditation of Athletic Training Education or CAATE) , as well as changes in the profession in general (as represented by the National Athletic Trainers' Association or NATA, and the NATA Research and Education Foundation), there is national shift from offering athletic training at the baccalaureate level to the master's level. The University has indicated that the B.S. in Athletic Training will be eliminated if the Commission approves the proposed M.S. in Athletic Training, which requires 48 semester hours of credit.

COMMISSION FOR HIGHER EDUCATION
Thursday, December 14, 2017

BUSINESS ITEM E-1:	**Purdue University West Lafayette – Jischke Hall of Biomedical Engineering Addition**
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 – Jischke Hall of Biomedical Engineering Addition
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 to 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 – Jischke Hall of Biomedical Engineering Addition

Purdue University West Lafayette – Jischke Hall of Biomedical Engineering Addition

STAFF ANALYSIS

The Trustees of Purdue University request the approval of planning, financing, construction and award of construction contract for the Jischke Hall of Biomedical Engineering Addition on the Purdue University West Lafayette campus. The Jischke Hall of Biomedical Engineering Addition would include the construction of approximately 29,600 GSF on the east side of the southern portion of the existing facility. The additional space would include three stories plus a basement and would house research labs, a capstone design lab, open and traditional offices, space for graduate students and a vivarium, which would include holdings for both large and small animals. The Weldon School of Biomedical Engineering has seen an increase in undergraduate enrollment since 2014 and the growth has necessitated a major facilities addition to the Jischke Hall of Biomedical Engineering.

Funding: The estimated cost of this project is $14,000,000 and will be funded by gift funds.

Additional Staff Notes:

Staff recommends approval of the project.

PROJECT SUMMARY AND DESCRIPTION

For: Jischke Hall of Biomedical Engineering Addition

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-18-1-07
Campus:	West Lafayette	**Institutional Priority:**	N/A
Previously approved by General Assembly:	No	**Previously recommended by CHE:**	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

The Jischke Hall of Biomedical Engineering Addition will include research labs, a capstone design lab and vivarium space for both large and small animal research. To facilitate a collaborative environment, the addition will also include traditional and open offices and space for graduate students.

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

In order to keep pace with the need for innovation and translation of medical technologies, as well as strategic growth within the College of Engineering, more space is required. Jischke Hall of Biomedical Engineering, built in 2006, has already been filled to capacity. Undergraduate and graduate programs are rapidly expanding and partnerships with regional medical device companies and the Indiana University School of Medicine continue to prosper and grow. Expansion of physical space is necessary for this impactful field of engineering and related regional engagements and partnerships.

Project Size:	29,603	GSF	20,962	ASF	0.70810391 ASF/GSF
Net change in overall campus space:	29,603	GSF	20,962	ASF	

Total cost of the project (1):	$ 14,000,000	**Cost per ASF/GSF:**	472.92504 GSF 667.8752 ASF
Funding Source(s) for project (2):	$ 14,000,000 Gifts		
Estimated annual debt payment (4):	N/A		
Are all funds for the project secured:	Yes		
Estimated annual change in cost of building operations based on the project:*	$ 162,213		
Estimated annual repair and rehabilitation investment (3):	$ 210,000		

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost

(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate

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

* This dollar ammount represents the total estimated operation cost of the addition

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

For: Jischke Hall of Biomedical Engineering Addition

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-18-1-07
Campus:	West Lafayette	**Institutional Priority:**	N/A

Description of Project

The Purdue College of Engineering continues to experience unprecedented growth. As part of that growth, biomedical engineering continues to rapidly expand its scope and impact as an academic discipline. The aging population and rising global health issues continue to drive the demand for better, more effective medical devices and healthcare approaches.

This growth has necessitated a major facilities addition to the Martin C. Jischke Hall of Biomedical Engineering (MJIS). Currently named "The Innovation Wing," it will support a larger undergraduate class size, contain expansive senior design prototyping and testing space, and a large, multipurpose active-learning center. It will also promote increased interdisciplinary synergies across campus and strong working partnerships with medical device companies, fostering regional economic growth and the creation of new jobs.

To facilitate a collaborative environment, this space will contain a collection of gathering areas for casual meetings and intellectual interactions, teaming rooms for small groups and conference rooms for larger meetings. To serve undergraduate students, the addition will include a capstone design lab, and class service lab. Office space and research labs, which will be based on an open lab concept similar to existing MJIS labs, will also be provided. A vivarium that will include holding and surgery space for both large animals, such as swine and sheep, and small animals, like mice and rats, is envisioned for the basement.

Funding is provided through gifts, which were identified between the original Board of Trustees approval in 2014 and the submission of these documents.

Need and Purpose of the Program

In order to keep pace with the growing demand for biomedical engineers, the Weldon School of Biomedical Engineering plans to expand its educational programs, research capabilities, and industry outreach.

Biomedical engineering as an academic discipline continues to rapidly expand its scope and impact. The aging population and rising global health issues continue to drive the demand for better, more effective medical devices and healthcare approaches.

Concurrently, the Purdue College of Engineering is in the midst of a period of unprecedented growth, and undergraduate student enrollment at the Weldon School has increased since 2014.

More faculty are engaged with entrepreneurship and are working with our partners at the Office of Technology Commercialization and the Foundry to secure patents and properly position their technologies for licensing equity financing. This has fostered an environment conducive to fruitful collaborations with industries, such as the partnership between Purdue and GE Healthcare and that between Purdue and Cook Medical.

Space Utilization

This addition will be approximately 29,600 GSF, and no space will be removed as part of this project. The majority of the space will be used for research and classroom labs and the necessary lab support space. The capstone design lab will be located on the first floor, along with study space and a lab support area. The second and third floors will contain conference rooms, offices and research labs, which will be based on the modern open lab concept, utilizing lab modules similar to those in the existing building. The basement will primarily include a vivarium space for large and small animals.

Comparable Projects

Creighton Hall of Animal Sciences and the Land O'Lakes Center for Experiential Learning and Purina Pavilion (2016)
• Type: New building housing labs, research space, classroom space and offices
• Cost: $60M
• Size: 128,000 GSF
• Cost/GSF: $467.50/GSF

Flex Lab Facility (2016)
• Type: New building housing lab and office space
• Cost: $54M
• Size: 107,856 GSF
• Cost/GSF: $500.77

Background Materials

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Martin C. Jischke Hall of Biomedical Engineering (MJIS) Addition

(INSERT PROJECT TITLE AND SBA No.)	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	332,758	1,753	-	**334,511**	-	-	**334,511**
Class Lab (210,215,220,225,230,235)	593,601	16,230	-	**609,831**	-	4,092	**613,923**
Non-class Lab (250 & 255)	1,557,145	69,768	-	**1,626,913**	-	7,701	**1,634,614**
Office Facilities (300)	2,295,559	45,574	-	**2,341,133**	-	2,994	**2,344,127**
Study Facilities (400)	422,695	1,583	-	**424,278**	-	1,682	**425,960**
Special Use Facilities (500)	1,205,788	-	-	**1,205,788**	-	4,493	**1,210,281**
General Use Facilities (600)	921,152	1,563	-	**922,715**	-	-	**922,715**
Support Facilities (700)	3,028,191	429	-	**3,028,620**	-	-	**3,028,620**
Health Care Facilities (800)	87,327	-	-	**87,327**	-	-	**87,327**
Resident Facilities (900)	2,470,340	-	-	**2,470,340**	-	-	**2,470,340**
Unclassified (000)	30,784	-	-	**30,784**	-	-	**30,784**
B. OTHER FACILITIES							
(Please list major categories)	-	-	-	-	-	-	-
TOTAL SPACE	**12,945,340**	**136,900**	**-**	**13,082,240**	**-**	**20,962**	**13,103,202**

Notes:

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

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

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

Space under construction includes: Controlled Environment Phenotyping Facility (CEPF), Hobart & Russell Creighton Hall of Animal Sciences (CRTN), Flex Lab (FLEX), Land O'Lakes Center for Experiential Learning and Purina Pavilion (LOLC)

Space planned and funded includes:

Space to be terminated includes:

CAPITAL PROJECT COST DETAILS

For: Jischke Hall of Biomedical Engineering Addition

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-18-1-07
Campus:	West Lafayette	**Institutional Priority**:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	March	2018
Start Construction	May	2018
Occupancy (End Date)	August	2019

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering	$ 680,400		**$ 680,400**
b. Architectural	$ 453,600		**$ 453,600**
c. Consulting	$ 157,510		**$ 157,510**
Construction			
a. Structure	$ 3,180,000		**$ 3,180,000**
b. Mechanical (HVAC, plumbing, etc.)	$ 4,240,000		**$ 4,240,000**
c. Electrical	$ 3,255,000		**$ 3,255,000**
Movable Equipment	$ 200,000		**$ 200,000**
Fixed Equipment	$ 460,000		**$ 460,000**
Site Development/Land Acquisition	$ -		**$ -**
Other (Please list)*	$ 1,373,490		**$ 1,373,490**
TOTAL ESTIMATED PROJECT COST	**$ 14,000,000**	**$ -**	**$ 14,000,000**

(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

* Other includes PM fee, insurance, move in assistance, lab controls, contingency, telecommunication, Purdue Central Shops cost, etc.

CAPITAL PROJECT OPERATING COST DETAILS

For: Jischke Hall of Biomedical Engineering Addition

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-18-1-07
Campus:	West Lafayette	**Institutional Priority**:	N/A

GSF OF AREA AFFECTED BY PROJECT 29,603

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0	$ -		
2. Maintenance	$ 2.53	$ **75,000**	25,000	50000
3. Fuel	$ -	$ -		
4. Utilities	$ 2.95	$ **87,213**	6880	80333
5. Other	$ -	$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	**5.479613553**	**$ 162,213**	**$ 31,880**	**$ 130,333**

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

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

COMMISSION FOR HIGHER EDUCATION
Thursday, December 14, 2017

BUSINESS ITEM E-2: **Indiana State University – Sycamore Towers Dining Renovation**

Staff Recommendation

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

Indiana State University – Sycamore Towers Dining Renovation

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 to all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars ($2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Indiana State University – Sycamore Towers Dining Renovation

Indiana State University – Sycamore Towers Dining Renovation

STAFF ANALYSIS

The Trustees of Indiana State University request to proceed with the renovation of Sycamore Towers Dining. This project is a part of the Campus Master Plan calling for the renewal of several existing student housing and dining facilities that have had no major renovation in over 40 years. Renovation of Sycamore Towers Dining will improve dining and food service operations to meet current service standards, provide new restroom facilities, student security, operational flow, and enhance ADA accessibility. Sycamore Towers Dining is one of only two student campus dining facilities and with the upcoming completion of Rhoads Hall, an expansion of approximately 5,000 square feet is needed to serve an increased number of resident student diners.

Funding: The estimated cost of this project is $16,800,000 and will be funded from housing and dining reserves of $10,000,000 and non-fee replacement debt of $6,800,000.

Additional Staff Notes:

Staff recommends approval of the project.

PROJECT SUMMARY AND DESCRIPTION
FOR: SYCAMORE TOWERS DINING RENOVATION

Institution:	Indiana State University	**Budget Agency Project No.:**	C-1-18-2-03
Campus:		**Institutional Priority:**	
Previously approved by General Assembly:	N/A	**Previously recommended by CHE:**	N/A
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

With the upcoming completion of the Rhoads Hall renovation within the Sycamore Towers student housing complex, the main dining facility serving all four towers of the complex as well as several other adjacent housing facilities is in need of renovation. One of only two student campus dining facilities serving an increased number of resident student diners, an expansion of approximately 5,000 square feet is needed to accommodate these students.

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

The Sycamore Towers Dining project is integral to the University's long-term plan for the renovation of existing facilities to provide attractive housing and dining options for students and create an atmosphere conducive to living and learning. Renovation of this facility will improve existing dining and food service operations to meet current service standards, provide new restroom facilities, student security, operational flow, and enhance ADA accessibility.

Project Size:	59,599	GSF	32,375	ASF	54.3% ASF/GSF
Net change in overall campus space:	5,000	GSF	4,000	ASF	

Total cost of the project (1):	$ 16,800,000	**Cost per ASF/GSF:** $ 281.88 GSF; $ 518.92 ASF
Funding Source(s) for project (2):	$ 6,800,000	- IC-21-35-3 as supplemented by IC 21-35-5
	$ 10,000,000	- Housing and Dining Reserves
		- List amount and note the fund source/bonding authority here
		- List amount and note the fund source/bonding authority here
Estimated annual debt payment (4):	$ 534,143	
Are all funds for the project secured:	Yes	
Estimated annual change cost of building operations based on the project:	$ -	
Estimated annual repair and rehabilitation investment (3):	$ 211,159	

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.

(4) 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
FOR: SYCAMORE TOWERS DINING RENOVATION

Institution:	Indiana State University	**Budget Agency Project No.:**	C-1-18-2-03
Campus:		**Institutional Priority:**	

Description of Project

With the upcoming completion of the Rhoads Hall renovation within the Sycamore Towers student housing complex, the main dining facility serving all four towers of the complex as well as several other adjacent housing facilities is in need of renovation. One of only two student campus dining facilities serving an increased number of resident student diners, an expansion of approximately 5,000 square feet is needed. The Project will be financed using a combination of cash reserves within the Housing and Dining System and the issuance of long-term debt. There is no expected change in net operating costs of the facility upon renovation. The addition of 5,000 square feet is projected to offset energy efficiencies gained through improvement of facade thermal envelop and roof and insulation replacement. Funds of the Housing and Dining System would be used to support future R&R needs for the project. Total project cost is estimated not to exceed $16,800,000.

Need and Purpose of the Program

The overall project involves the renovation of 54,599 existing gross square feet and an addition of 5,000 square feet to improve existing dining and food service operations to meet current service standards, provide new restroom facilities and universal ADA accessibility to the existing floor levels. To improve student security, operational flow and enhanced accessibility, the existing four (4) entry points will be reduced to two (2). To minimize cost, the intention is to maintain the location of the existing kitchen, exhaust hoods, freezer/coolers, elevator systems, and dock functions. The renovation will allow for new major mechanical piping and equipment where renovating the existing is not feasible.

Space Utilization

It is anticipated a 5,000 square foot addition will be added to the west side of the existing Sycamore Dining facility to accommodate an increased number of student resident diners.

Comparable Projects

At this time no other cost comparisons of similar student dining renovation projects are known.

Background Materials

The long-term plan for improvement of student housing, including Sycamore Towers Dining, has been shared with Indiana State University Board of Trustees. The renovation of Sycamore Towers Dining was approved by the Board of Trustees in October 2017. A combination of Housing and Dining Reserves and Bonding Authority under IC 21-35-3 as supplemented by IC 21-35-5 would be used to fund the renovation.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR SYCAMORE DINING RENOVATION

Sycamore Towers Dining Renovation C-1-18-2-03	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	110,312	10,100		120,412			120,412
Class Lab (210,215,220,225,230,235)	217,240	1,800		219,040			219,040
Nonclass Lab (250 & 255)	51,078	1,510		52,588			52,588
Office Facilities (300)	449,023	30,739		479,762			479,762
Study Facilities (400)	170,784			170,784			170,784
Special Use Facilities (500)	272,481			272,481			272,481
General Use Facilities (600)	349,724	5,851		355,575		5,000	360,575
Support Facilities (700)	188,610			188,610			188,610
Health Care Facilities (800)	15,562			15,562			15,562
Resident Facilities (900)	857,155			857,155			857,155
Unclassified (000)	9,345			9,345			9,345
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	2,691,314	50,000	-	2,741,314	-	5,000	2,746,314

Notes:

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

(2) Should include capital projects requested by the institution based on 2017-19 Capital Request Summary

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

CAPITAL PROJECT COST DETAILS
FOR: SYCAMORE TOWERS DINING RENOVATION

Institution:	Indiana State University	**Budget Agency Project No.:**	C-1-18-2-03
Campus:		**Institutional Priority:**	

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	August	2018
Start Construction	September	2018
Occupancy (End Date)	December	2020

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Architectural & Engineering			$ 1,334,000
b. Permitting, Testing, Surveys, etc.			$ 50,000
c. Consulting			$ -
Construction			
a. Structure			$ 7,535,776
b. Mechanical (HVAC, plumbing, etc.)			$ 2,838,712
c. Electrical			$ 1,965,262
Movable Equipment			$ 703,125
Fixed Equipment (Technology)			$ 635,625
Site Development/Land Acquisition			$ 337,500
Other (Contingency)			$ 1,400,000
TOTAL ESTIMATED PROJECT COST	$ -	$ -	$ 16,800,000

(1) Cost Basis is based on June 2017 estimate.

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

CAPITAL PROJECT OPERATING COST DETAILS
FOR: SYCAMORE TOWERS DINING RENOVATION

Institution:	Indiana State University	**Budget Agency Project No.:**	C-1-18-2-03
Campus:		**Institutional Priority:**	

GSF OF AREA AFFECTED BY PROJECT 59,599

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations		$ -		
2. Maintenance		$ -		
3. Fuel (Steam)				
4. Utilities				
5. Other (Chilled Water)				
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS		$ -	$ -	$ -

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

There is no expected change in net operating costs of the facility upon renovation. The additional 5,000 square feet is projected to offset energy efficiencies gained through improvement of façade thermal envelop and roof and insulation replacement.

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

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BUSINESS ITEM F: **Capital Projects for Expedited Action**

Staff Recommendation

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

- Indiana State University – Academic Facility Renovations – Phase One – Fine Arts and Commerce
- Indiana University Purdue University Indianapolis – Sports District Planning Study
- University of Southern Indiana – Physical Activities Center – Classroom Expansion and Renovation Phase II
- Vincennes University – John Deere Diesel Technology Expansion Project

Background

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

Supporting Document

Background Information on Capital Projects on Which Staff Proposes Expedited Action, December 14, 2017

Capital Projects for Expedited Action
December 14, 2017

C-1-17-2-02 Indiana State University – Academic Facility Renovations – Phase One – Fine Arts and Commerce

The Trustees of Indiana State University requests approval of an expenditure of $15,000,000 for the Academic Facility Renovations – Phase One - Fine Arts and Commerce building. The renovation of the Fine Arts and Commerce building was Indiana State's Priority 1 capital request in the 2017-19 biennium. Funds for this project will consist of a cash appropriation of $15,000,000 included in HEA 1001 by the 2017 Indiana General Assembly. Constructed in 1940 as a Public Works Administration project, the Fine Arts and Commerce building serves as home to academic programs in the College of Arts and Science and is in need of extensive renovation to replace critical building components and improve egress to meet building codes. The renovation of this facility will improve the learning environment for students by providing updated instructional technology and more efficient usage of space to promote active learning and small group collaboration.

A-2-18-6-04 Indiana University Purdue University Indianapolis – Sports District Planning Study

The Trustees of Indiana University request authorization to coordinate a planning and infrastructure readiness project with the Indiana Sports Corp and the State of Indiana to build on Indianapolis' successful sports leadership strategy of the last 45 years. This project is estimated to cost $3,000,000 and will be funded by State Appropriation. This sports district study is aimed at strengthening Indianapolis' position as a leader in sports industry through collaboration of sports organizations with Indiana University and its IUPUI campus, co-location of sports training and performance facilities, and incubation of innovation in sports technology and data, equipment, training, and human performance. In addition to examining space and programmatic needs, related infrastructure requirements also will be studied and recommendations considered.

G-0-17-2-01 University of Southern Indiana – Physical Activities Center – Classroom Expansion and Renovation Phase II

The Trustees of the University of Southern Indiana request approval for the release of funds for the Physical Activities Center – Classroom Expansion and Renovation – Phase II effective July 1, 2018. In 1979 the Physical Activities Center opened to a campus of about 2,000 students, today the Physical Activities Center serves over 9,500 students. Phase II of the project includes renovation to the existing core section of the facility and an addition of 98,500 gross square feet. This multifaceted project will expand instructional space for high demand academic programs, increase collaborative and group learning space for students, enhance the technological capabilities of the facility, and provide administrative space for faculty and staff. Additionally the University's Public Safety Department will be given a permanent home within the building and the pool will be relocated during Phase II. This was the University of Southern Indiana's Priority 1 capital request in the 2017-19 biennium.

E-1-17-1-03 Vincennes University – John Deere Diesel Technology Expansion Project

The Trustees of Vincennes University request the approval and release of funding for the John Deere Diesel Technology Expansion Project. Vincennes University and Cummins Inc. recently launched the Cummins Technician Apprenticeship program. Over the course of the apprenticeship the apprentices will spend the equivalent of two years at Vincennes University where they will learn how to build and maintain Cummins diesel engines. The John Deere Diesel Technology Expansion Project will add to 20,000 feet to the current training facility to accommodate this program. The expansion will include classrooms and offices but will primarily be dedicated to lab space where students will receive hands-on training to build and maintain diesel engines. Total cost of this project is $3,000,000 of which is a $2,000,000 cash appropriation by the 2017 Indiana General Assembly and $1,000,000 in endowments.

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INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	Institution/Campus/Site	Title of Program	Date Received	Status
01	Indiana University Purdue University Indianapolis	Bachelor of Science in Music Therapy (IU)	9/5/2017	On CHE Agenda for Action
02	Indiana University Northwest	Master of Science in Computer Information Systems	9/5/2017	On CHE Agenda for Action
03	Indiana University Southeast	Master of Science in Management	9/5/2017	On CHE Agenda for Action
04	Ball State University	Master of Social Work	9/18/2017	On CHE Agenda for Action
05	Indiana University Bloomington	Bachelor of Arts in International Law and Institutions	10/19/2017	On CHE Agenda for Action
06	Indiana University Bloomington	Bachelor of Science in Molecular Life Sciences	10/19/2017	On CHE Agenda for Action
07	Indiana University Bloomington	Master of Science in Athletic Training	10/19/2017	On CHE Agenda for Action
08	Indiana University Bloomington	Master of Science in Environmental and Occupational Health	10/19/2017	Under Review

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

	Institution/Campus/Site	Title of Program	Date Approved	Change
01	Ivy Tech Community College	Associate of Applied Science/Associate of Science in Supply Chain Management	11/29/2017	Changing the name of a program
02	Ball State University	Master of Arts in Public Relations	11/29/2017	Changing the CIP code
03	Ball State University	Certificate in Adult/Community Education	11/29/2017	Changing the CIP code
04	Indiana State University	Master of Science in Clinical Mental Health Counseling	11/29/2017	Changing the CIP Code
05	Indiana State University	Educational Specialist in School Psychology	11/29/2017	Changing the CIP code
06	Indiana State University	Bachelor of Arts/Bachelor of Science in Textiles, Apparel, and Merchandising	11/29/2017	Adding distance education
07	Ball State University	Master of Arts/Master of Science in Fashion	11/29/2017	Splitting a degree
08	Indiana University Purdue University Indianapolis	Bachelor of Science in Organizational Leadership (PU)	11/29/2017	Changing the name of a program

	Institution/Campus/Site	Title of Program	Date Approved	Change
09	Indiana University Purdue University Fort Wayne	Master of Public Administration (IU)	11/29/2017	Changing the name of a program
10	Indiana University Purdue University Indianapolis	Graduate Certificate in Crime Analysis (IU)	11/29/2017	Adding a certificate
11	Indiana University Purdue University Indianapolis	Master of Science in Applied Data Science (IU)	11/29/2017	Changing the name of a program
12	Indiana University Bloomington	Graduate Certificate in International Business	11/29/2017	Adding a certificate
13	Indiana University Bloomington	Graduate Certificate in Cloud-based Business Data Analytics	11/29/2017	Adding a certificate
14	Vincennes University	Certificate of Completion in Accounting	11/29/2017	Adding distance education
15	Vincennes University	Certificate of Completion in Entrepreneurship	11/29/2017	Adding distance education
16	Vincennes University	Certificate of Completion in Computer Programming Technology-Database	11/29/2017	Adding distance education
17	Vincennes University	Certificate of Completion in Web Programming	11/29/2017	Adding distance education
18	Vincennes University	Certificate of Completion in Web Publishing and Design	11/29/2017	Adding distance education
19	Vincennes University	Certificate of Completion in Advanced Quality Management	11/29/2017	Adding distance education

	Institution/Campus/Site	Title of Program	Date Approved	Change
20	Vincennes University	Certificate of Completion in Clerk-Medical	11/29/2017	Adding distance education
21	Vincennes University	Certificate of Completion in Virtual Assistant	11/29/2017	Adding distance education
22	Vincennes University	Certificate of Completion in Web Site Development for e-Commerce	11/29/2017	Adding distance education
23	Vincennes University	Certificate of Completion in Sales Training	11/29/2017	Adding distance education
24	Vincennes University	Certificate of Completion in Office Accountant Training	11/29/2017	Adding distance education
25	Purdue University West Lafayette	Master of Science in Construction Management Technology	11/29/2017	Changing the name of a program
26	Purdue University West Lafayette	Master of Science/Master in Teaching in Economics	11/29/2017	Changing the CIP code
27	Indiana University Purdue University Indianapolis	Bachelor of Arts in Computer Science (PU)	11/29/2017	Changing the CIP code
28	Indiana University Purdue University Indianapolis	Certificate in Information Technology (PU)	11/29/2017	Changing the CIP code
29	Purdue University West Lafayette	Graduate Certificate in Information Technology Business Analysis	11/29/2017	Adding a certificate

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INFORMATION ITEM C: **Media Coverage**

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

WBIW
Indiana Students Could Receive Graduation Credit For Jobs
October 23, 2017

A state panel could back requiring Indiana high school students to get real-world experience in order to graduate.

The applied learning requirement could be met in multiple ways including participating in a service-learning project, internship or after-school job, The Indianapolis Star reported.

"This is very uncomfortable for some because it is a change in status quo," said Byron Ernest, chairman of the panel and member of the State Board of Education. "But we've heard from employers, we've heard from students, we've heard from teachers ... that have lots of recommendations that would change the status quo."

The 14-member committee that includes education, business and workforce leaders has proposed the requirement as part of a push to modernize the state's high school graduation standards.

Legislators voted earlier this year to create the panel in order to address concerns about the current graduation system. It is considering shifting the emphasis from getting students ready for college to giving them more career-related opportunities.

Some panelists said that some employers have told them the current graduation standards don't help students succeed after high school.

"We often get stuck on how many credits they're going to graduate with or which state test they're going to take and none of those things have any currency outside of the high school system," said Jason Bearce, senior associate commissioner of the Indiana Commission for Higher Education. "If we want to prepare our students to weather good times and bad times, they need more than just a diploma."

The state is also considering giving graduation waivers to students who can show they're college- or career-ready in other ways, such as enrolling in a post-secondary education program or securing employment.

The panel is scheduled to meet again on Nov. 7 to prepare a final draft of its recommendations for the State Board of Education.

WPTA21
New "Fast Track" financial aid approved for accelerated learners
Jazlynn Bebout
November 2, 2017

The Indiana Commission for Higher Education recently approved a new financial aid option fit for fast learners.

The new option allows students to accelerate their academic progress by fitting financial aid around their schedules.

The aid option is called the Fast Track Award, approved on Oct. 12, gives students the flexibility to graduate faster by making financial aid available on an accelerated schedule. This gives students the option to continue to learn even if they have used all of their financial aid for that academic year.

“Students who have demonstrated an ability to succeed on an accelerated academic timeline will be able to draw down their financial aid when they need it,” Commissioner for Higher Education Teresa Lubbers said. “This new award will help more students enter the workforce and put their degree to use as soon as possible.”

The Fast Track Award will be available for the 2017-18 academic year, with the first Fast Track Award claims anticipated during the summer of 2018. State financial aid is available for summer courses, but only if students have not already used up their annual financial aid amounts during the fall and spring terms.

According to ICHE, existing financial aid structures often do not meet the needs of students on an accelerated schedule, earning more than 30 credits a year. While the Frank O’Bannon Grant rewards students who take accelerated schedules, the incentive is given in the subsequent year, requiring students to pay out-of-pocket on the front end.

As a result, some students who want to take summer classes or more than 30 credits have already used up their financial aid for the year and must wait until a new academic year begins in the fall.

The newly adopted policy will address this issue and put more students on track for timely completion.

Purdue University News
New Purdue program to help Hoosier students have tuition in the ‘BAG’ points
November 21, 2017

Beginning next fall, Purdue is launching the Boiler Affordability Grant, which, after applying other need-based aid, will cover any remaining tuition, fees and estimated book expenses up to full financial need for qualifying Indiana resident undergraduates.

The program, announced by university officials on Tuesday (Nov. 21), is for Indiana residents at Purdue’s West Lafayette campus pursuing their first bachelor’s degree and who are either federal Pell Grant-eligible or have a parent Adjusted Gross Income (AGI) of $70,000 or less. The Boiler Affordability Grant (BAG) will apply both to newly enrolled students in the 2018-19 academic year and to students currently enrolled.

"Through our multiyear tuition freeze and cost reductions for food and books, it is less expensive to attend Purdue today than it was in 2012, but attending Purdue still represents a challenging expense for many low- and middle-income Hoosier families," said Purdue President Mitch Daniels. "Our goal of 'higher education at the highest proven value' means lowering every barrier we can to ensure Purdue is accessible to all students who can meet our academic standards."

Ted Malone, executive director of Purdue's Division of Financial Aid, said he anticipates that about 3,000 Indiana students at Purdue would be eligible under the BAG program. He said that by basing the program on a family's AGI, it will be easier for families to see that attending Purdue is an affordable option.

"Not only does this program make additional funding available to address student financial need, but it also removes some of the mystery from the financial aid process," he said. "Instead of waiting until the FAFSA is complete to have some idea of expected costs, families that fall in this income range will know before they file the FAFSA that a Purdue education is within reach."

Teresa Lubbers, commissioner of the Indiana Commission for Higher Education, said, "At a time when higher education is more important than ever, we need to do all we can to ensure that attaining a degree is financially possible. The Boiler Affordability Grant increases the value of the higher education experience by reducing debt and simplifying the financial aid process – which is good news for Hoosier families."

Kristina Wong Davis, Purdue's vice provost for enrollment management, said funding for the Boiler Affordability Grant came from pooling the university's existing financial resources with money from donors and other university savings initiatives.

"This represents us taking a fresh look at how we package our aid offerings and how we make the best use of available funds," she said. "We are going to make a difference for a lot of Hoosier students through this program and our commitment to affordability."

In addition to covering remaining tuition, fees and book expenses, the program also will include differential fees, except for individual fees associated with courses such as labs, music and aviation. Malone said this could be a significant difference for students because some programs, such as the Indiana 21st Century Scholars, do not cover book and differential costs.

Additional information is available on the Boiler Affordability Grant website.

Purdue's tuition will be held at 2012 levels through the 2018-19 academic year, ensuring that four graduating classes will have gone through Purdue without ever experiencing a tuition increase and marking six straight years of flat tuition. When combined with lower room and board rates, this means students and their families will pay less to attend Purdue in 2019 than they did in 2012.

Undergraduate borrowing also is down 37 percent since 2012, and more Purdue students are graduating debt-free than at any time in at least the past 20 years; the number of students who borrow has dropped in each of the past four years, and the total amount they are borrowing is down from $183 million in 2012 to $116 million in 2017, a 37 percent decrease. Just over 56 percent of 2017 graduates left Purdue debt-free, compared to the national average of 39 percent.

Teach For America
Partner Spotlight: The Indiana Commission for Higher Education and A Collaboration for STEM Education
Brittany Kurt, Kyle Bender and Cece Zhou
November 30, 2017

With the Indiana Commission for Higher Education, Teach For America works to increase the number of effective STEM teachers in Indiana to help address a major teacher shortage area in the state. Today, TFA has become among the state's largest suppliers of effective STEM teachers for low-income schools.

Teach For America collaborates with many community partners in a collective pursuit to expand educational opportunities for all children. With the Indiana Commission for Higher Education, TFA works to increase the number of effective STEM teachers in Indiana to help address a major teacher shortage area in the state. Today, TFA has become among the state's largest suppliers of effective STEM teachers for low-income schools.

One of the best ways to improve the lives of Hoosiers is through education, and that can't be done without great educators. Hoosier teachers are preparing the next generation of entrepreneurs, teachers, skilled workers, scientists, public servants and business leaders. But there is a need for high-quality teachers in our state.

Based on the Commission's research, we know urban and rural schools find the most difficulty in attracting teachers. In 2014-2015, 31% of all emergency teaching permits were issued by urban and rural schools with high free- and reduced-price lunch populations, and 26% were issued to rural schools. Both urban and rural schools face difficulties with recruiting and retaining teachers, yet we know that these schools—often with high free- and reduced-price lunch populations—need great educators.

Recent studies show that 61% of teachers start teaching in school districts within 15 miles of the district where they graduated from high school. Knowing this, the Commission is working to alleviate the teacher shortage in these areas by recruiting local students to pursue a certification in teaching and a career in Indiana.

[TFA has] achieved substantial scale, contributing over 320 STEM educators to low-income Indiana classrooms.

Partnership for the STEM teacher pipeline

STEM (science, technology, engineering and mathematics) is a sector that Indiana has classified as a "Teacher Shortage Area." With over 55,000 Hoosiers employed in the life sciences, this important industry is in need of teachers who can inspire young people to dream big in STEM jobs. Over the last five years, TFA has partnered with the Commission through the Indiana STEM Teacher Recruitment Fund to find, develop, and support the next generation of STEM leaders working to provide all children with an excellent STEM education.

To date, TFA has contributed in driving the Commission's STEM educator objectives in several ways:

- We attract highly trained STEM educators to low-income Indiana communities. Many of these teachers may not have entered education without TFA's guidance: in recent years, less than 15% of incoming TFA teachers studied education as undergraduates.
- We have achieved substantial scale, contributing over 320 STEM educators to low-income Indiana classrooms.
- We are among the most diverse pipelines of STEM educators in Indiana. Forty-eight percent of incoming Indianapolis STEM teachers last year identified as people of color, and 26% were from low-income backgrounds. For our current northwest Indiana cohort, 53% identify as people of color.

We partner solely with high-need schools and districts where demand for our STEM educators is high. Our partners included 27 Indianapolis schools and eight in northwest Indiana during the 2017-18 school year. Ninety-five percent of all principals surveyed stated that they would hire another TFA corps member.

TFA-Indy members in STEM

TFA's notable impact on Indiana's STEM teacher pipeline is evident in both our system level work as well as within the stories of our individual teachers and leaders. Several highlights include:

- Corps member Courtney Miller (Indy '16): Courtney teaches 8th grade math at Tindley Collegiate. In her first year teaching, Courtney determined that over 50% of her students would require remediation, and over the course of the year, implemented a series of individualized instruction opportunities for her students. She quickly surpassed 1.5 years of growth for the majority of her students.
- Alumna Samantha Griffith (Indy '14): Samantha is a math teacher at Christel House DORS, where she has worked to change the school's math curriculum and course offerings. One hundred percent of her students have passed the Algebra ECA. She also mentors first-year corps members in the region, helping them get acclimated to their new role.
- Alumnus Myke Spencer (Indy '13): Under his leadership as Principal of Stonybrook Intermediate Academy, a 1:1 school where each student is provided a Google Chromebook for personalized and reinforced instruction, 75% of scholars demonstrated growth on the NWEA math and ELA assessments in the fall of 2016.

Additional endeavors to financially support the teacher pipeline

TFA is pleased to partner with the Commission to increase the number of STEM educators in Indiana. In addition to addressing the STEM teacher shortage, the Commission also provides several scholarships designed to encourage more Hoosier students to enter the teaching profession:

- The Next Generation Hoosier Educators Scholarship: This scholarship pays up to $7,500 annually for individuals who commit to teaching in Indiana for five years after graduation. During the first year of this scholarship's implementation, the Commission received over 600 applicants. This scholarship can be "stacked" with other state financial aid to meet a student's cost of attendance. The current application period ends November 30.

- The Student Teaching Stipend for High-Need Field: A stipend created to address the shortage of teachers in STEM and special education (another teacher shortage area) at the middle and high school levels. This stipend offers an incentive to students planning to teach in a high-need field who will student-teach in the upcoming semester.
- The William A. Crawford Minority Teacher Scholarship and the Earline S. Rogers Student Teaching Stipend for Minorities: These two financial aid packages focus on increasing the amount of diversity in Hoosier classrooms. The William A. Crawford Minority Teacher Scholarship offers assistance to minority students who plan to teach in an accredited school in Indiana upon graduation. The Earline S. Rogers Student Teaching Stipend for Minorities offers a stipend for minority students who will participate in student teaching as part of their degree requirements.

To apply for state financial aid, students must create a ScholarTrack account.

Effective teachers and school leaders in low-income schools will help provide more opportunities for Indiana children to pursue lives of their choosing in the present-day and future. In the movement for educational equity, Teach For America's network of leaders actively seek to collectively improve the education landscape not only in classrooms and schools, but in every sector and field that shapes Indianapolis education.

Journal Gazette
'Future of the teaching world' Course encourages high school students to pursue education
Ashley Sloboda
December 3, 2017

When 18-year-old Kendall Cooper tells his classmates he aspires to become a teacher, they sigh.

When Cooper adds he wants to teach history, they sigh even more.

Their reactions haven't discouraged the North Side High School senior, who is taking a step toward his desired career through the school's cadet teacher program.

Although new to North Side, the course's concept isn't new to Fort Wayne Community Schools and other Allen County districts. Some students, including those at Leo Junior-Senior High School, can even enroll in dual-credit programs for those interested in becoming teachers.
Educators said these and other programs can help prepare the next generation of teachers.

The state of teaching and lack of quality candidates is a concern educators share, state Superintendent of Public Instruction Jennifer McCormick found during a statewide tour this fall.

"There's not much relief coming in the pipeline, so as a department we are committed to trying to free up some of those opportunities, to allow people to transition into the field, also to gain interest in the field," she said in an audio clip online.

"We have a lot of room and a lot of deep conversations that need to happen around this concern. You know, money matters. Pay matters. Benefits matter. Working conditions matter, and for us to pretend that they don't is not doing anyone any favors."

State education officials have said the decline in initial teaching licenses began after 2012-13, with state policy changes in how teachers were evaluated and paid, including tying pay to student performance on standardized tests.

In 2015-16, the number of new teaching licenses went up for the first time in three years. When the roughly 18 percent increase was reported last year, McCormick's predecessor, Glenda Ritz, said it could help ease teacher shortages reported by a majority of school districts.

The upward trend continued in 2016-17, with 5,016 new licenses, an increase of about 450 from the previous year, according to the Indiana Department of Education.

North Side junior Darian Lambert, who wants to teach high school math, said his fellow cadet teachers are aware of the demand. He recalled something their teacher and principal told them.

“They said we're the future of the teaching world,” the 16-year-old said.

Statewide, enrollment in the Education Professions pathway has experienced steady growth, with a 38 percent increase in enrollment over the last four years, from 1,314 to 1,813, the state Department of Education reported.

The program gives high school students the foundation to pursue higher education and employment in education careers.

Other statewide recruitment initiatives have focused on career and technical education teachers to address shortages. Targeted subjects are agriculture education, family and consumer sciences, and engineering and tech education, according to the Education Department.

Jill Cross has been teaching cadet teachers at Northrop High School long enough to have former students who are now teachers with cadet teachers of their own.

The program is a great opportunity for teens to determine whether they want to teach before investing money in college classes, she said.

Chelsea Lininger, a Holland Elementary School educator and former Northrop cadet teacher, agreed.

“It also gives students the chance to work under great elementary school teachers and learn teaching strategies and management within the classroom,” she said in an email.

At North Side, students were working on lesson plans and seemed at ease using educational jargon. Senior Maranda Bradley, 17, said the class has increased her passion for education, a subject she could see herself pursuing in college.

In East Allen County Schools, 15 students are enrolled in a new dual-credit program the University of Saint Francis started with Leo Junior-Senior High School. It is designed for students interested in education careers.

Students have researched controversial topics in education, analyzed ISTEP scores and, among other lessons, learned how education has evolved, Leo teacher Molly Baumert said. Next semester, she said, they will complete 15 hours of classroom observation.

Early exposure to the classroom is important in helping students decide whether teaching is for them, Indiana Commissioner for Higher Education Teresa Lubbers said. Student teaching shouldn't be their first time in that environment.

“It isn't just about recruiting teachers,” she said. “It's about retaining them.”

Baumert and Cross said their students have applied for the Next Generation Hoosier Educators Scholarship. Two Northrop students were among the initial 200 recipients announced last spring.

Officials were pleased the scholarship's first year attracted 642 applicants but were disappointed with the lack of diversity, Lubbers said.

The scholarship pays up to $7,500 annually for up to four years to students who commit to teaching in Indiana for five years after college graduation.

“Growing your own has a lot of merit to it,” Lubbers said, citing a study that found more than 60 percent of teachers first teach in schools within 15 miles of their hometown.

As program chair for education at Ivy Tech, Laurie Johnson is seeing an influx of people wanting to become teachers – including those who worked in other fields.

Seventy students enrolled in an introductory class this fall, besting a peak of 55 during the recession, she said. Additionally, she said, she advised three people Wednesday who were transferring into education from other programs.

She understands students might face unsupportive reactions from loved ones when they announce plans to become teachers.

“If it's your passion,” she said, “and there's a need in the marketplace, then keep going.”

COMMISSION FOR HIGHER EDUCATION
Thursday, December 14, 2017

INFORMATION ITEM D: **Schedule of 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.

This item reaffirms this portion of the schedule presented last June:

January 2018	*No meeting*
February 8, 2018	Vincennes Aviation Center, Indianapolis
March 8, 2018	IUPUI, Indianapolis
April 10, 2018	*H. Kent Weldon Conference*
May 10, 2018	*Tentative meeting*
June 14, 2018	Indiana State University, Terre Haute

The following six-month schedule has been added:

July 2017	*No meeting*
August 9, 2018	Ball State University, Muncie
September 13, 2018	Indiana University, Bloomington
October 11, 2018	Purdue University, West Lafayette
November 8, 2018	University of Southern Indiana, Evansville
December 13, 2018	Ivy Tech Community College, Indianapolis