INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, November 12, 2020

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

www.che.in.gov

INDIANA COMMISSION *for* HIGHER EDUCATION

NOVEMBER COMMISSION MEETING
AGENDA

Thursday, November 12, 2020

VIRTUAL COMMISSION MEETING
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III. **Information Items**

IV. **Old Business**

New Business

V. **Adjournment**

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The next meeting of the Commission is **December 10, 2020** and will be held virtually.

State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, October 8, 2020

I.   **CALL TO ORDER**

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

CHAIR'S REPORT

As you know, we had to change our original plans of being on Purdue University's campus in West Lafayette today. We certainly miss the opportunity to see the campus and interact with your great staff. On behalf of the Commission, I would like to thank President Daniels for his willingness to host us this month despite our need to change plans. We look forward to our next visit to Purdue University's campus. Even though we cannot be on campus today, I would like to invite President Daniels to say a few words.

President Daniels offered his remarks.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, like everyone – both professionally and personally – CHE employees are adapting to changes and new ways of working. While we miss the collegiality of being together, we are striving to ensure that our productivity remains high and that our service to students and the state is accessible and meets our ongoing high standards. We have continued to work with the State Personnel Department to adapt our work schedules. In order to maintain social distancing while working to get our employees back to the office, our agency has moved to a staggered work schedule through December 31st. Our building has increased the frequency of cleaning/disinfecting the office suites and is working to install Ionic Air Purifiers in the elevators. We continue to wear masks while walking around the office and hold most of our meetings virtually.

Rajinder Heir joined the Commission as our new Chief Technology Officer as of Monday, September 28th. This is a key role in our office as it directly impacts all divisions and the students we serve. She comes to us with cross-sector experience in: insurance, high tech start-ups, nonprofit, consulting and the public sector. Her prior government role was as Deputy CIO for the City of Indianapolis. She holds a bachelor's degree in computer technology from Purdue and has also served on several nonprofits including Girls Inc. and

Women & Hi Tech. Rajinder has lived in Indiana with her family for many years and was born in the UK. She has already hit the ground running and is a valued member of the team.

Last week our Indiana team joined six other states for the final meeting of the SHEEO/ESG Attainment Academy. This was an 18-month project where states engaged in cross-sector strategic planning to develop a set of priorities and action steps to increase educational attainment – with an eye toward the 2025 60% goal. Our team included diverse representation from K-12, postsecondary, workforce development and the legislature. The academy helped us think through the barriers to completing a postsecondary credential. You received our five priorities in the email that Liz sent you yesterday. There should be no surprises that many of the strategies align with our strategic plan Reaching Higher in a State of Change and the strategic plan of the Governor's Workforce Cabinet. Our next step is to share the action plan with the Governor's Workforce Cabinet for approval at its December meeting and begin or continue implementation in January.

Our partnerships through the Governor's Workforce Cabinet continue to allow us to focus on the needs of unemployed/underemployed Hoosiers and those who see the need to increase their education or skills in a changing economy. I joined the Governor's weekly press conference in late September to highlight our efforts and results. Since June alone – with the infusion of federal CARES funding – over 5,500 Hoosiers have used the Workforce Ready Grant to enroll in classes or training. Nearly 3,000 Hoosiers have completed high demand certificate programs during this three-month period. And we know that Hoosiers who complete a WRG see results. Since the creation of the program in 2017, over 16,000 people have completed a WRG certificate program with a median annual wage gain of $6,400. Nearly 32,000 are currently enrolled, and with new marketing and eligibility outreach between Ivy Tech and DWD, we saw 4,544 applications submitted in a little over a week. The largest number of these certificates is in healthcare, followed by business and information technology (advanced manufacturing, transportation & logistics, building and construction). Likewise, we see successful results from the Employer Training Grant with over 7,300 employees trained with the grant since June – with over 3,000 new hires. Since 2017, over 1,500 employers have used the grant to train nearly 19,000 people.

These numbers are impressive. But what really matters is the people whose lives are better because of these opportunities. I wanted to highlight one of these stories in a video we are using in our digital and marketing campaigns. We will continue to gather stories like this to inspire others to take advantage of these opportunities.

CONSIDERATION OF THE MINUTES OF THE SEPTEMBER, 2020 COMMISSION MEETING

R-20-10.1   **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the September, 2020 regular meeting. (Motion – Murphy, second – Alley, unanimously approved)

II.   BUSINESS ITEMS

A.   2021-2023 Indiana Postsecondary Institution Budget Presentations
   1. Purdue University
   2. Vincennes University
   3. Ball State University

By statute (Indiana Code 21-18-6), the Commission for Higher Education must review the legislative budget requests for all state postsecondary educational institutions and make recommendations concerning appropriations and bonding authorizations. As part of this review, the Commission has requested that the following institutions present their 2021-2023 budget submission during the October 2020 Commission meeting and be prepared to answer questions that will assist the Commission in its review: Purdue University, Vincennes University and Ball State University.

B.   2020 Fall Enrollment Update

Each fall, in the context of the Commission for Higher Education Data Submission System (CHEDSS) collection cycle, Indiana public higher education institutions submit fall enrollment data to the Indiana Commission for Higher Education. The data collection details current-term aggregate enrollment statistics for each institution, including headcount and full-time equivalency (FTE) enrollment. Institutions snapshot characteristics of the student population as of institutional census date. Some characteristics include student residency, student-level (graduate/undergraduate), degree-seeking status, and full-time/part-time enrollment intensity.

While fall enrollment trends vary by institution, of special concern this fall are how the COVID-19 pandemic and economic downturn might affect enrollment. Though no definitive conclusions can be drawn at this point, it is likely that these twin crises influenced students' enrollment decisions in ways both expected and unexpected. Enrollment trends at Indiana's public postsecondary institutions only account for a portion of the complexities surrounding Indiana's educational attainment rate, meriting future research into the factors that influence the state's attainment level.

Sean Tierney provided this update.

C.   Academic Degree Programs for Expedited Action
   1.   Master of Arts for Teachers in French to be offered by Indiana University East and IUPUI
   2.   Master of Science in Quantum Information Science to be offered by Indiana University Bloomington
   3.   Master of International Affairs to be offered by Indiana University Bloomington
   4.   Master of Science and Doctor of Philosophy in Biostatistics to be offered by Indiana University Bloomington
   5.   Bachelor of Science in Accounting to be offered by Indiana University East

R-20-10.2 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Alley, unanimously approved)

III.   INFORMATION ITEMS

A.   Academic Degree Programs Awaiting Action

B.   Academic Degree Actions Taken By Staff

C.   Media Coverage

IV.   OLD BUSINESS
NEW BUSINESS

There was none.

V.   ADJOURNMENT

The meeting was adjourned at 3:54 P.M.

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Beverley Pitts, Chair

_____
Jud Fisher, Secretary

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BUSINESS ITEM A: **2020 Indiana Chamber Employer Workforce Survey**

Background   Employers are taking proactive steps to solve the State's persistent workforce challenges. To better understand the actions employers are taking and the existing needs in the employer community, the Indiana Chamber of Commerce and its Institute for Workforce Excellence(R) recently released the findings of its 13th annual Employer Workforce Survey.

The Institute for Workforce Excellence is dedicated to helping businesses attract, develop and retain skilled employees by bringing together tools and resources to assist in building a strong talent pipeline that meets employer needs.

Skillful Indiana was the lead sponsor of the survey, with support from Amatrol and WGU Indiana. There were 937 responses (during a two-week period in mid-September) across a broad range of industries. The Commission will be joined by the Chamber's Jason Bearce, vice president for education and workforce policy to discuss the 2020 survey results.

Full survey results are available at www.indianachamber.com/education.

Supporting Document   To be distributed.

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BUSINESS ITEM B:	**2021-2023 Postsecondary Budget Recommendations**

Staff Recommendation   That the Commission for Higher Education adopt the Postsecondary Budget Recommendations for the 2021-2023 biennium, and that the Commission staff make any necessary technical corrections to the recommendations adopted today.

Background   The Commission for Higher Education's statutory responsibilities includes:

   i)   Review appropriation requests of state educational institutions per IC 21-18-6-1(2); and

   ii)   Make recommendations to the governor, budget agency, or general assembly concerning postsecondary education per IC 21-18-6-1(3).

   The Commission and the Budget and Productivity Committee completed its review of institutional capital and operating budget submissions for the 2021-2023 biennium and is now preparing to make its recommendations to the State Budget Committee and General Assembly.

Supporting Document   To be distributed.

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BUSINESS ITEM C: <u>**Ivy Tech Community College Guaranteed Admission Agreements with Public Universities**</u>

Background   Beginning June 1, 2020, Ivy Tech Community College associate degree graduates who meet select criteria will be guaranteed admission into a related baccalaureate program at participating four-year institutions. At present, Guaranteed Admission Agreements (GAAs) have been worked out between Ivy Tech and almost all public universities. The College also has a GAA with Western Governors University Indiana.

The majority of the GAAs are based on Ivy Tech Associate of Science (A.S.) degrees that are part of the Transfer Single Articulation Pathways (TSAPs). Students who complete an associate degree in one of the 19 TSAPs offered at Ivy Tech, and who meet the stated eligibility requirements (e.g. a specified GPA), are guaranteed admission into the bachelor's degree associated with the TSAP, as well as, in some cases, additional, related bachelor's degree programs.

The Ivy Tech GAA program, which the College undertook on its own initiative and which exceeds statewide transfer mandates, enhances Indiana's already established and strong transfer culture. Currently, there are 20 different TSAP opportunities for students. Aligning the TSAPs and Statewide Transfer General Education Core with the GAAs strengthens a student's ability to keep their credits, reduce costs and graduate on time.

Supporting Document   To be distributed.

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BUSINESS ITEM D-1: **Doctor of Philosophy in Regenerative Medicine and Technologies to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Staff Recommendation That the Commission for Higher Education approve the Doctor of Philosophy in Regenerative Medicine and Technologies 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 October 26, 2020 meeting and reacted favorably to the proposal.

Similar Programs in Indiana. In the *independent* or private, non-profit sector, no institution offers a research/scholarship doctoral program in regenerative medicine.

In the *proprietary* or private, for-profit sector, no institution offers a research/scholarship doctoral program in regenerative medicine.

Within the *public* sector, no institution offers a research/scholarship doctoral program in regenerative medicine.

Background. The proposed Doctor of Philosophy (Ph.D.) in Regenerative Medicine and Technologies would be offered through the Indiana Center for Regenerative Medicine and Engineering, which is housed in Department of Surgery in the Indiana University School of Medicine at Indiana University Purdue University Indianapolis. Regenerative medicine focuses on replacing or regenerating human cells, tissues, or organs that have been damaged by disease, trauma, or congenital issues to establish, restore, or enhance normal function.

Core courses in the curriculum (see Appendix 10) will cover topics such as: biomaterials and therapeutics used in regenerative medicine, including advances made in nano-materials for the delivery of therapeutics; the development and manufacturing of regenerative medicine products; multi-disciplinary collaboration and technology integration; and the

responsible conduct of research, including ethical problems. The core curriculum also includes an industry/clinical internship.

Students likely to enroll in the program include practicing M.D.s interested in strengthening their research credentials, students admitted directly into the program with bachelor's or master's degrees, and U.S. servicemembers with bachelor's degrees interested in military medicine. The program proposal has received strong industry endorsement, with letters of support received from major employers, including:

- Cook Biotech
- Eli Lilly and Company
- BioCrossroads
- Roache Diagnostics
- Techshot, Inc.
- Ossium Health, Inc.

Supporting Document   Program Description – Ph.D. Program in Regenerative Medicine and Technologies

PhD Program in Regenerative Medicine and Technologies
Indiana Center for Regenerative Medicine and Engineering
Department of Surgery, IU School of Medicine

1. Characteristics of the Program
a. Campus(es) Offering Program: Indiana University School of Medicine, Indianapolis
b. Scope of Delivery (Specific Sites or Statewide): Indiana University School of Medicine, Indianapolis
c. Mode of Delivery (Classroom, Blended, or Online): Blended (primarily classroom, less than 30% online)
d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Internship
e. Academic Unit(s) Offering Program: Department of Surgery, Indiana Center for Regenerative Medicine and Engineering

2. Rationale for the Program

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

The proposed PhD program in Regenerative Medicine and Technologies (RMAT) will be offered by the Indiana Center for Regenerative Medicine and Engineering (ICRME), Department of Surgery, IU School of Medicine, at the Indiana University Purdue University Indianapolis (IUPUI). Regenerative medicine is a field that involves replacing or regenerating human cells, tissues, or organs to establish, restore, or enhance normal function.

The RMAT graduate degree program will contribute to the mission of Indiana University by serving the citizens of Indiana, the United States, and the world through dissemination of knowledge which prepares our graduates to succeed as leaders, professionals, informed consumers, responsible citizens, and lifelong learners. One of the primary missions that the University fulfills for the State of Indiana and the nation is the graduate-level research intensive education of trainees to enter the workforce and to advance the State's economic prosperity, ecological stewardship and social well-being. The proposed RMAT graduate program is consistent with Indiana University's role as a major research university and as one of the nation's growing regional and national forces in engineering technology.

The creation of graduate degrees in RMAT will contribute to meeting the strategic goals of the University by providing affordable, accessible, and structured educational programs in translational research. The formalized degree program will provide vital and transformative STEM education that will provide world changing research opportunities to graduate students.

The program can build upon the strengths of Indiana University by leveraging resources and space from established schools like School of Medicine, School of Engineering and School of Science at Indiana University, thus potential synergy and collaborations exist with for the RMAT graduate degree program.

- **Prospective student population to be targeted**

   The program will be targeted to prospective students seeking doctoral degrees to pursue careers in Regenerative Medicine and Technology from the following sources:

   o Undergraduates in medicine/life sciences and engineering sciences
   o Practicing Medical Doctors interested in strengthening their research credentials through a PhD Program
   o Prospective PhD students admitted directly into the RMAT graduate program, either by recruitment from undergraduate/masters programs or transfers from other programs. Note that this program is separate from the IU Biomedical Gateway (IBMG) Program for PhD Study.
   o US military service personnel with a bachelor's degree interested in Military Medicine,

   The program is open for practicing Medical Doctors. It will help the physician who wish to undertake research by keeping a formal avenue open to pursue it. There are instances in past where this has happened. The courses are hosted by the Department of Surgery and the subject area has translational application (bench to bedside) and hence is more relevant and appealing to this non-traditional cohort of trainees.

b. State Rationale "Reaching Higher, Achieving More calls for institutions to develop programs that advance the specific mission and strengths of each institution."

The 21st century Cures Act provided support from US Congress for personalized medicine and laid emphasis on regenerative medicine. The act enabled Regenerative Medicine Advanced Therapy program and authority to FDA towards a new expedited option to streamline the process of approval of therapeutics involving emergent regenerative medicine approaches as these are different from conventional drug and medical device approvals. Till date, 30 firms/products have received RMAT designation from the FDA. Recent examples include Humacyl by Humacyte (acellular vessel for hemodialysis during kidney failure), KB103 by Krystal Biotech (for treating dystrophic epidermolysis bullosa), and SB-525 by Pfizer & Sangamo Therapeutics (for treating hemophilia A).

The program addresses the priories of degree completion, productivity and quality as reflected in *Reaching Higher, Achieving More*. Citizens with advanced degrees earn higher salaries and contribute more to local and regional economic prosperity. Reaching Higher, Achieving More calls for institutions to develop programs that advance the specific mission and strengths of each institution. The proposed RMAT graduate degree program will have a significant positive impact on other graduate programs at IUPUI through the expansion of graduate course electives for other programs and by the development of a minor track of course work that trainees within the IU Graduate School could pursue. The unique interdisciplinary structure in which the core disciplines of medicine and engineering will foster greater interaction and collaboration among the Schools and Departments of the IUPUI campus.
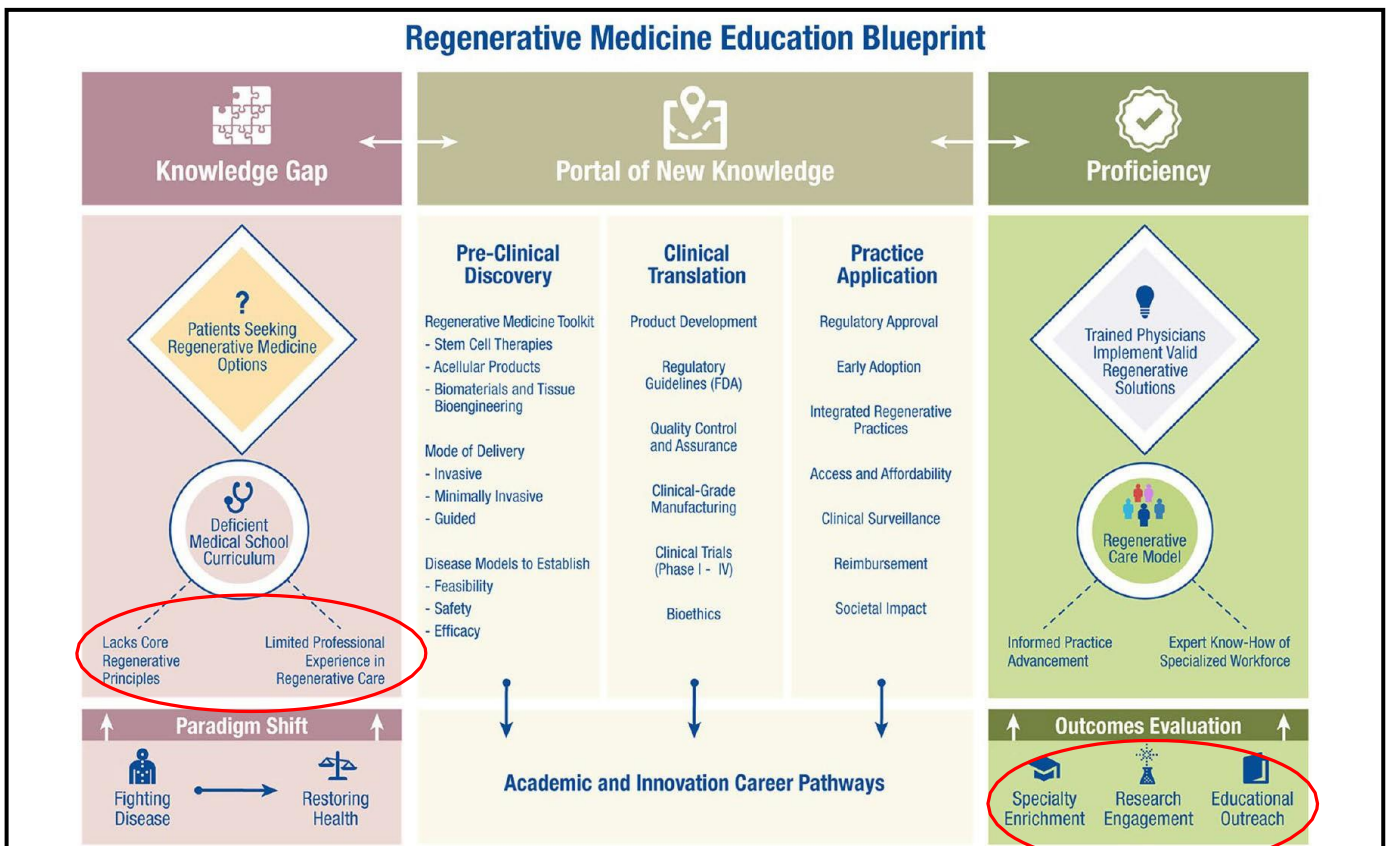
Fig. 1 Regenerative medicine education blueprint. Current knowledge gap in medical school curriculum is evident in the setting of increasing patient inquiries about regenerative medicine options. Given the paradigm shift in healthcare, from the traditional perspective of "fighting disease" to the increasingly actionable paradigm of "restoring health", the developing physician needs to enter the portal of new knowledge for a skillset encompassing preclinical discovery, clinical translation, and practice application. Through this education blueprint, the next-generation healthcare provider can be trained to implement valid regenerative solutions and advance the regenerative care model

Wyles et al. 2019. PMID# 30774984

c. Evidence of Labor Market Need

i. National, State, or Regional Need

Advance Regenerative Manufacturing Institute (ARMI), funded by the White House in 2016, is a joint initiative of federal government and industry towards advancing Regenerative Medicine. It recognizes deficit in workforce development as a major barrier in the growth of Regenerative Medicine. With this background, ICRME, is proposing the creation of this new PhD program with an aim to develop workforce in the field of regenerative medicine and technology for the state of Indiana. The emphasis on technologies in this program is meant to train scholars in regenerative medicine based innovations, regulatory science and supply chain management. The program will be unique owing to its industry and academia interface. The curriculum will emphasize areas such as applied sciences & technology, manufacturing, regulatory compliance, military medicine, industrial and clinical internship. The rigorous curriculum and innovative research undertaken by the candidates will not only meet the high standards associated with a PhD degree from Indiana University, but also position the graduates for an emerging and expanding job market. Market research in 2017 by Polaris valued the global market for regenerative medicine at $14.76 billion, and this market is expected to expand to nearly $79.23 billion by 2026. Regenerative medicine is predicted to attain favorable growth prospects on the back of the positive impact caused by swelling investments from biopharmaceutical and pharmaceutical companies for conducting research tissue replacement and personalized medicine. Government policies favoring regenerative medicine is one of the major reasons for this remarkable market growth. ARMI was created with federal support of $80M and industry support of $214M to bridge the gap between early scientific research and later-stage product development in regenerative medicine. A key focus of ARMI is workforce development to advance critical technologies and enable large-scale biological manufacturing effort. The state of Indiana is home to serveral companies with a focus on regenerative medicine, including Cook Regentec, Cook Biotech, Lilly, and Ossium Health. Cook Biotech has offered their support and are keen to hire graduates emerging from our program. Graduates are thus expected to have good job prospects in Indiana. The field of Regenerative medicine is bringing a paradigm shift to the healthcare industry. Consequently, developing dedicated graduate programs to meet this unmet need is both timely and impactful. This strategy was highlighted in a recently article by Wyles *et al.* in the journal Regenerative Medicine (Nature publishing group).

ii. Preparation for Graduate Programs or Other Benefits

The best students earning a PhD degree from the RMAT graduate degree program will be prepared and qualified to enter a Regenerative Medicine research program at IUPUI or any other top like Harvard Medical School, Department of Defense institutions, Indiana based industries (Eli Lilly, Roche, BioCrossroads, etc) or national regenerative medicine based industries (Smith & Nephew, Vomaris inc, etc).

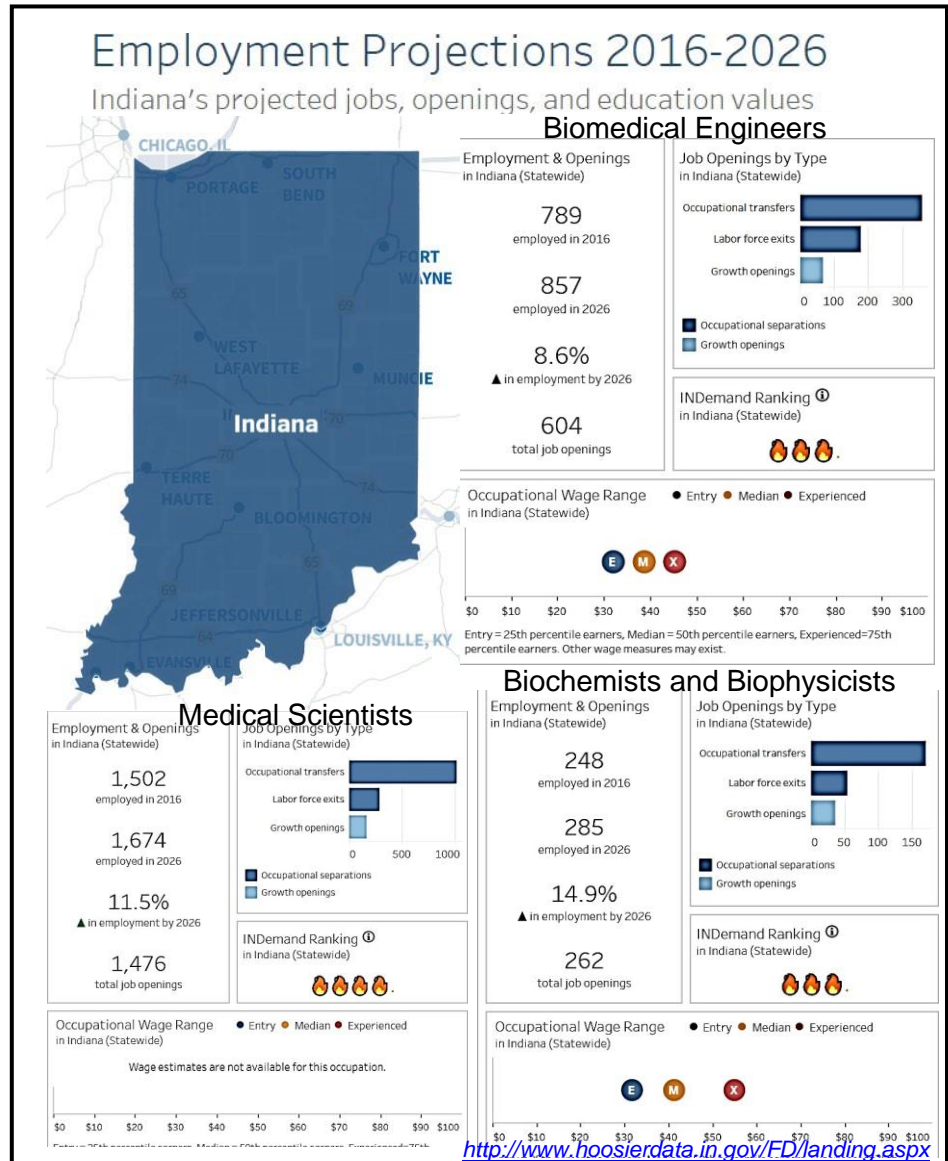*iii. Summary of Indiana DWD and/or U.S. Department of Labor Data*

The labor market demand for new RMAT graduates is strong. The Indiana Department of Workforce Development forecasts the rate of growth for employment in fields which will employ graduates from RMAT at 8.6% for Biomedical Engineers, 11.5% for Medical Scientists and 14.9% for Biochemists and Biophysicists (Table).

• Summarize any national, state, or regional studies that address the labor market need for the program.

The national labor market has

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

Job posting from Techshot Inc and Ossium Health has been attached as **Appendix 1**

Employment Projections 2016-2026
Indiana's projected jobs, openings, and education values

Biomedical Engineers

Employment & Openings in Indiana (Statewide)
789 employed in 2016
857 employed in 2026
8.6% ▲ in employment by 2026
604 total job openings

Medical Scientists

Employment & Openings in Indiana (Statewide)
1,502 employed in 2016
1,674 employed in 2026
11.5% ▲ in employment by 2026
1,476 total job openings

Biochemists and Biophysicists

Employment & Openings in Indiana (Statewide)
248 employed in 2016
285 employed in 2026
14.9% ▲ in employment by 2026
262 total job openings

http://www.hoosierdata.in.gov/FD/landing.aspx

Appendix 2: Letters of Support

• *Summarize, by source, the letters received in support of the program.*

- Dean, Purdue School of Engineering
- Dean, School of Medicine
- Director, Precision Health Initiative Program
- Chair, Department of Surgery
- Chair, Department of Endodontics
- Cook Biotech– Umesh Patel, President Cook Biotech
- Eli Lilly – William Heath, SVP Molecule Innovation Hub
- BioCrossroads – Patricia Martin – President& CEO
- Roche Diagnostics - Ketan Paranjape, Vice President
- Techshot, Inc. - Rich Boling, VP, Corporate Advancement
- Ossium Health Inc– Erik Woods, President

3. Cost of and Support for the Program
a. Costs

i. Faculty and Staff

Teaching faculties

- SURG-R711
  Dr. Savita Khanna, Associate Professor, ICRME (Course Director)
  Dr. Dan Spandau, Assistant Professor, IUSM
  Dr. Troy Markel, Associate Professor, IUSM
  Dr. Lava Raj Timsina, Assistant Professor, IUSM

- SURG-R712
  Dr. Sashwati Roy, Professor, ICRME (Course Director)
  Dr. Mervin C Yoder, Professor & Director Emeritus, ICRME
  Dr. Mangilal Agarwal, Professor and Director of the INDI
  Dr. Terry Loghmani, Associate Professor, IU
  Dr. Reuben Kapur, Professor, IUSM
  Dr. Yi Xuan, Assistant Professor, ICRME

- SURG-R791
  Dr. Chandan K. Sen, Professor & Director, ICRME (Course Director)
  Dr. Mithun Sinha, Assistant Professor, ICRME
  Dr. Subhadip Ghatak, Assistant Professor, ICRME

- SURG-R720
  Dr. Sashwati Roy, Professor, ICRME (Course Director)

- SURG-R780
  Dr. Chandan K. Sen, Professor & Director, ICRME (Course Director)
  Dr. Terry Loghmani, Associate Professor, IU
  Dr. Sarath Jangha, Associate Professor, IUSIC
  Dr. Todd O McKinley, Professor, IUSM

- GRDM-G505
  Dr. Margaret Bauer, Department of Microbiology and Immunology

- GRDM-G507
  Dr. Joseph Bidwell, Department of Anatomy, Cell Biology, and Physiology;
  Dr. Brittney-Shea Herbert, Department of Medical and Molecular Genetics

- GRDM-G661
  Dr. Kurt Kronke, Indiana CTSI

Drs. Sen, Roy and Khanna had extensive teaching and training graduate students at The Ohio State University.
Drs. Timsina, Agarwal, Markel, Bauer, Bidwell, Herbert and Kronke have extensive teaching experience in IUPUI campus
Drs. Sinha, Ghatak and Xuan will act as assistants to senior faculties and will facilitate smooth completion of the courses. Drs. Sinha and Ghatak have taken classes and served as teaching assistants at Ohio State

Research mentors (Faculties who are NIH funded and can act as prospective mentors)
    Dr. Chandan K Sen
    Dr. Sashwati Roy
    Dr. Gayle Gordillo
    Dr. Mangilal Agarwal
    Dr. Dan Spandau
    Dr. Savita Khanna
    Dr. Troy Markel
    Dr. Michael Murphy
    Dr. Teresa Bell
    Dr. Teresa Zimmers
    Dr. Mark Rodefeld

ii. Facilities

The proposed graduate program will be supported by the learning and teaching resources that exist at Indiana Center for Regenerative Medicine and Engineering, Department of Surgery at IUPUI campus. ICRME is located at the fourth floor of Medical Research Library Building with over 10,000 square feet of research and support space.

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

Equipment and other capital costs will be met through competitive funding programs for large scale equipment or with resources that are part of ICRME and Department of Surgery.

b. Support

i. Nature of Support (New, Existing, or Reallocated) The cost associated with developing the program at the proposed five PhD s for a period of five years is estimated to be ~ $1.9 million. The details are tabulated below. An initial support of $500,000 is committed by Precision Health Initiative (PHI) of the Indiana University School of Medicine. Dr. Yi Xuan from Birck Nanotechnology Center is recently recruited as new faculty at ICRME. Further, the program will draw on existing researcher faculty at the IUPUI campus. Proposed faculty list is given below.

		Year 1	Year 2	Year 3	Year 4	Year 5	Total
Staff	Graduate Advisor/ Coordinator (25% FTE) - Faculty	$50,000	$51,500	$53,045	$54,636	$56,275	**$265,456**
	Support Staff- Admission (50% FTE)	$27,500	$28,325	$29,175	$30,050	$30,952	**$146,002**
	Support Staff- Progression (100% FTE)	$55,000	$56,650	$58,350	$60,101	$61,904	**$292,004**
Student	5 PhD Students	$215,000	$215,000	$215,000	$215,000	$215,000	**$1,075,000**
	Annual Events/Travel Grants	$20,000	$20,000	$20,000	$20,000	$20,000	**$100,000**
	Total						**$1,878,462**

Sustainability of the program
Other than the support received from PHI, we have strategized the following mechanisms for sustaining the program beyond the given budget of five years:

1. Department of Surgery is preparing to submit T32 proposal. The effort is led by Drs. Troy Merkel and Sashwati Roy. Successful implementation of the program will provide additional support to this program.
2. From year three of the program, we will start applying for the IUPUI Block Grant application which will support 1-2 students in their first year of program.
3. In addition to the PhD program, we are proposing a Master's program in Regenerative Medicine and Technologies. The proposal will be submitted soon (pre-proposal submitted and approved). Opening the program for Master's degree too will bring additional revenue in terms of teaching credits.

• *What programs, if any, have been eliminated or downsized in order to provide resources for this program?*

None

ii. Special Fees above Baseline Tuition
None. Program will be assessed the same tuition and differential fee as other degree programs at IUPUI

4. 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:

Currently, there are no graduate level programs (Ph.D.) available to students seeking a degree in Regenerative Medicine and Technologies.

ii. Related Programs at the Proposing Institution

There are no graduate level degrees in Regenerative Medicine and Technologies at Indiana University. Some Indiana graduate programs have some connection to regenerative medicine, and thus may be considered as being synergistic to the proposed graduate degree programs. However. There is active research in graduate training related to Regenerative Medicine at School of Science and School of Engineering IUPUI Purdue Schools. Also, in School of dentistry some courses related to regenerative endodontics are offered. Support letters for the RMAT graduate degree program from each of the concerned school and department has been provided in **Appendix 2**.

b. List of Similar Programs Outside Indiana

• If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

	University	Ph.D	Industry internship	Technology component
1	Stanford Medicine	Stem Cell Biology and Regenerative Medicine (SCBRM graduate program) http://med.stanford.edu/stemcell/phd.html	Yes	No
2	Mayo Clinic	Regenerative Sciences Training program https://www.mayo.edu/research/centers-programs/center-regenerative-medicine/education/regenerative-sciences-training-program/about	No	No

3	Keck School of Med at University of Southern California	Development, Stem Cell and Regenerative Medicine (DSR graduate program) https://keck.usc.edu/pibbs/phd-programs/development-stem-cell-and-regenerative-medicine	No	No
4	Thomas Jefferson University	Cell Biology and Regenerative Medicine (CBRM graduate program) https://www.jefferson.edu/university/life-sciences/degrees-programs/phd-programs/cell-biology.html	No	No
5	Wake Forest school of Medicine	Regenerative Medicine concentration https://school.wakehealth.edu/Education-and-Training/Graduate-Programs/Biomedical-Areas-of-Concentration/Regenerative-Medicine	No	No
6	University of Chicago	Development, Regeneration and Stem Cell Biology (DRSB graduate program) https://biosciences.uchicago.edu/programs/development-regeneration-and-stem-cell-biology	No	No

c. Articulation of Associate/Baccalaureate Programs

Not applicable

d. Collaboration with Similar or Related Programs on Other Campuses

• Indicate any collaborative arrangements in place to support the program.
Not applicable

5. Quality and Other Aspects of the Program
a. Credit Hours Required/Time To Completion

• *Credit hours required for the program and how long a full-time student will need to complete the program*

The degree will require 30 hours of coursework credit, the majority of which will be in the form of didactic classroom lectures and research seminars. The remaining credits (a minimum of 45 credit hours but up to 60 hours) will be laboratory research credits and will be supervised by their Graduate Faculty mentor and an advisory/research committee selected by the student and his/her mentor. **A candidate is required to complete 90 credits for PhD degree**.

Our curriculum, combined with research and rotation opportunities, provide a flexible educational opportunity for doctoral students to specialize in the broad subject of translational medicine while emphasizing doctoral research leading to fundamental discoveries in Regenerative Medicine and Technologies. The RMAT doctoral program provides an avenue for graduate education to merge cutting edge basic research with clinical application.

The curriculum will appeal to students who wish to focus primarily at the basic science level as well as those who wish to focus specifically on innovation such as a new device to solve a clinical problem. All students, regardless of their career goals, will enroll in the unique RMAT core courses SURG-R711, R712, R791, R720, GRDM- G505 and G507. These courses will provide the unique material required for a firm foundation in RMAT. **SURG-R711** is a unique offering that combines didactic lectures to understand principles of developmental and stem cell biology, fundamental biological processes, and medical engineering tools essential for tissue regeneration. **SURG-R712** will provide knowledge of current Regenerative Medicine technologies and their applications in health care and will also appraise the different standards of products and therapies in regenerative medicine. **SURG-R720** is research rotation course. It is aimed to evaluate the compatibility of one's research skills and interests with the in-detail research topics under investigation in the laboratory. It will help to develop critical thinking skills, the ability to meaningfully design biomedical studies, a work ethic consistent with those of a professional scientist, and time management skills. **SURG-R791** is an industry/clinical internship course. The student will perform key internship tasks outlined in the internship plan with critical thinking and professional skills (time management, communication, etc.) that are required by a professional in an institution similar to the

internship site. This will also help the scholar to develop interpersonal and team skills required to complete the assigned tasks. GRDM-G505 is an existing course in the campus meant to cater research ethics and responsible conduct of research. GRDM-G507 is also an existing course meant to teach scholars the importance of reagent validation in research. A candidate must earn 3.0 GPA. For each course, a minimum of Grade B is required. We expect students to complete coursework to PhD core courses. On average, it will take five years to complete the degree course. However, it may take fewer years (3-4) if the candidate has previous graduate degree with equivalent course work.

The curriculum is tailored to each student's career goals and sets the stage for the student to translate research successfully beyond the academic sphere. The courses are progressive and synergistic. All aspects of the curriculum and research are conducted in a supportive and rigorous scientific environment with the intention that students are expected to maximize their scientific potential and contribute to future healthcare applications.

Details on the curriculum can be found in **Appendix 3**.

Appendix 3: Contains Course details

b. Exceeding the Standard Expectation of Credit Hours

Not required

c. Program Competencies or Learning Outcomes

• List the significant competencies or learning outcomes that students completing this program are expected to master.
1. Ability to bench-to-bedside translation
2. Understand principles of developmental and stem cell biology, fundamental biological processes, and medical engineering tools essential for tissue regeneration
3. Appraise the use of different biomaterials used in regenerative medicine
4. Develop critical thinking ability to address the immediate requirements for products in regenerative medicine using appropriate biomaterials.
5. Demonstrate knowledge of current Regenerative Medicine technologies and their applications in health care.
6. Generate clinical grade products of translational relevance. Investigate the interplay of applied multi-disciplinary sciences and integrated technologies to create products of translational relevance.
7. Perform key internship tasks outlined in the internship plan with critical thinking and professional skills (time management, communication, etc.) that are required by a professional in an institution similar to the internship site
8. Demonstrate interpersonal and team skills required to complete the assigned tasks.
9. Learn Government policy on RMAT
10. Commitment to practice RMAT in a professional and ethically responsible
11. Ability to effectively communicate with the non-technical public as well as the technical community.

d. Assessment

Program level:
This program is designed to have discipline specific accreditation requirement that is covered by IUPUI Higher Learning Commission (HLC) accreditation. We will evaluate the success of program and assess student learning through a variety of means. The most important will be the participation in IUPUI and IUSM program review process. This program will work with IUPUI office of Planning & Institutional Improvement and with IUSM Graduate Division to conduct a program review every 5 years. This program review will examine operation, effectiveness and achievement of program-level and course level student learning outcomes and academic program quality.

Student level:
In order to assess whether students master learning outcomes appropriate for their degree, course content will be mapped to the program learning outcomes. An advisory committee composed of the Graduate Faculty will review the Plan of Study of each student to ensure that program learning outcomes are achieved at the

appropriate level. Each student must obtain approval for a Plan of Study from their Graduate Advisory Committee. The Graduate School regards the Plan of Study as an individualized curriculum designed by the advisory committee to assist a student in achieving career objectives and programmatic educational outcomes.

e. Licensure and Certification

• *State License:*
Graduates of the Ph.D. program in RMAT will not earn a license through the State of Indiana's Professional Licensing Agency.

• *National Professional Certifications (including the bodies issuing the certification):*
Not applicable
• *Third-Party Industry Certifications (including the bodies issuing the certification):* The RMAT graduate program is not intended to prepare students for any specific third party certifications.

f. Placement of Graduates

Regenerative Medicine and Technologies graduates are employed in Biotech companies, Academic labs, Medical device manufacturing and logistics companies. PhD graduates are usually in supervisory or project leadership positions. Regenerative medicine is a multidisciplinary field. Graduates are responsible for large and complex projects and supervise or coordinate with faculties from other disciplines. A broad technical background provided by advanced education and experience is essential for this responsibility. The letter of support provided as **Appendix 2** substantiates the willingness of the Indiana based companies to hire graduate coming out of this program. Besides, the graduate office of IBMG and RMAT will advise and guide the candidates in their professional development.

g. Accreditation

• *Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.*
  Not required

6. Projected Headcount and FTE Enrollments and Degrees Conferred
• *Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System*

To support the program we will need 1.75 FTE. One full time Staff for progression management, one staff at 50% FTE for admissions and one at 25% FTE to act as Graduate Advisor and coordinator.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:	Indiana University Purdue University Indianapolis
Program:	PhD in Regenerative Medicine and Technologies
Proposed CIP Code:	26.0401

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Enrollment Projections (Headcount)					
Full-time Students	5	10	15	20	20
Part-time Students	-	-	-	-	-
	5	10	15	20	20
Enrollment Projections (FTE)*					
Full-time Students	5	10	15	20	20
Part-time Students	-	-	-	-	-
	5	10	15	20	20
Degree Completion Projection	-	-	-	5	5

CHE Code:	26.0401
Campus Code:	IUPUI - 001813
County Code:	Marion - 49
Degree Level:	Doctoral - Research
CIP Code:	26.0401

Description of the proposed curriculum (listing of existing and proposed courses)

The degree will require 30 hours of coursework credit, the majority of which will be in the form of didactic classroom lectures and research seminars. The remaining credits (up to 60 credit hours) will be laboratory research credits and will be supervised by their Graduate Faculty mentor and an advisory/research committee selected by the student and his/her mentor. **A candidate is required to complete 90 credits for PhD degree**.

Core Courses (16 credits)

SURG-R711 Regenerative Medicine, Biomaterials and Therapeutics (2 cr.)
This sixteen-week course will cover eleven lectures by prominent experts Students will have an overview of biomaterials and therapeutics used in Regenerative Medicine. Emphasis will be given on fundamentals and advancements made in nano-biomaterials for delivery of therapeutics in Regenerative Medicine. The curriculum will also include a paper presentation at the end.

SURG-R712 Regenerative Medicine Technology Development and Manufacturing (2 cr.)
Students will have an overview of development and manufacturing of Regenerative Medicine products. From the science behind groundbreaking discoveries to regulatory and manufacturing challenges, the curriculum will detail multi-disciplinary collaboration and technology integration with a student seminar at the end.

SURG-R791 Industry/Clinical Internship (4 cr.)
An internship course allowing incoming doctoral graduate students enrolled in programs (minors, etc.) that require internships. Required as part of the Regenerative Medicine and Technologies doctoral major.

SURG-R720 Research Rotation (3 X 2 cr.) = 6 cr.
A laboratory research rotation course allowing incoming Regenerative Medicine and Technologies doctoral graduate students in the School of Medicine (IUSM) to take research rotations in laboratories affiliated with any of the nine IUSM PhD programs. Permission of instructor required.

GRDM-G505 - Responsible Conduct of Research (1 cr.)
The purpose of this course is to provide its students with a formal setting to learn about the basic rules and acceptable standards required for anyone conducting scientific research. It will help its students obtain knowledge and develop skills for dealing with potential ethical problems in the research laboratory on their own.

GRDM-G507 Reagent Validation as a Means for Enhanced Research Reproducibility (1 cr.)
This course is designed to provide training for pre-doctoral students in the area of appropriate reagent utilization by focusing on biological variables, with particular attention to murine models, and on biological and chemical resources, with particular attention to cell line authentication, plasmid verification, and antibody utilization.

Elective Courses (3 credits)

BME 52700 Implantable Systems (3 cr.)
Engineering constraints surrounding the selection of a power source for an implantable system and in particular how the control of the target organ system impacts power plant design. The organ specific design of cochlear neuroprosthetics, functional neuromuscular stimulation systems and cardiac pacemakers are presented in detail as but three examples of technically mature implantable systems that have had broad clinical impact. For each, there is a brief introduction to the related anatomy, physiology and neurophysiology of the target organ system so that students may gain perspective on the functional limits of the artificial control of these organ systems. Several implantable systems

presently in the early stages of bioengineering design or in the early stages of clinical trials are presented as state-of-the-art examples. Particular attention is given to practical bioengineering issues related to the ever expanding use of implantable biomedical sensors in order to provide real-time control of the implant and improved response to challenges to the homeostasis of organ system function. Issues related to ethical and regulatory considerations related to implantable system design including animal testing, human clinical trials and FDA premarket approval are also introduced.

BME 58200 Advanced Biomedical Polymers (3 cr.)
This is an advanced polymer course that provides the most recent development of biomedical polymers and their applications and covers a variety of biomedical areas such as in cardiovascular, dental, orthopedic, ophthalmologic and wound healing research. Drug, cellular and gene delivery are also covered. This course is designed for all the senior undergraduate and graduate students (M.S. and Ph.D. level) in biomedical areas. Except for learning, students are also required to discuss the related topics and write term papers related to the assigned special topics in the class.

BME 59500 Biomolecular Engineering (3 cr.)
This course covers the experimental and computational tools useful to analyze biological molecules and molecular systems, potential applications of DNA/protein molecules for designing nano-scale motors, switches, and computers. The topics include electrophoresis, genome-wide molecular analysis, network analysis, DNA manipulations, protein interactions, and microfluidics.

BME 59500 Cellular Mechanotransduction (3 cr.)
This course will cover the biochemical signaling in response to various mechanical stresses in the context of physiology and pathophysiology. Topics include the behavior of live cells during cell motility, force generation, and interaction with the extracellular matrix; the advanced biomechanical testing tools used for in vitro characterization of living cells; mechanotransduction that converts mechanical forces into biochemical signaling.

BME 59500 Tissue Engineering (3 cr.)
This course will cover biological principles and physiological phenomena underlying cellular regulation during development, homeostasis, and wound healing. Topics also include tissue engineering fundamentals, such as cell sources, transplantation immunology, processing of scaffolding materials, integration at cell-material interfaces, mechanisms of incorporation and release of biologics, engineered culture environments, and host-transplant integration. Students will have opportunity to evaluate clinically relevant tissue engineering products and cutting-edge tissue engineering research.

SURG-R780 Advanced Topics in Regenerative Medicine and Technologies (3 cr.)
This sixteen-week course will cover eleven lectures by prominent experts to provide an overview of groundbreaking discoveries, regulatory and manufacturing challenges, Emphasis will be given on advanced regenerative medicine technologies, manufacturing regulations, and standards for healthcare applications. The curriculum will detail multi-disciplinary collaboration and technology integration.

GRDM-G661 Clinical Trials (3 cr.)
This course includes topics in conducting clinical trials, including design, recruitment, informed consent, randomization, blinding, data collection and analysis, safety monitoring, study closeout, and alternative designs such as crossover and nonrandomized trials. Some important research areas besides clinical trials are also covered.

GRAD-G715 Biomedical Science I (3 cr.)
One of three biomedical science courses intended for incoming doctoral graduate students in the School of Medicine or other graduate students. The material presented addresses molecular and metabolic aspects of cellular function. The course will explore topics in the biochemical basis of biological systems, including biological macromolecules, protein ligand interactions, cell signaling, and metabolic processes

Minor in Ph.D (12 credits)

All PhD students at IU must select a minor. Note that courses taken for the minor must be different from those required by the program and cannot be counted for both the program and the minor.

Research Courses (up to 60 credits)

SURG-R800: Research in Regenerative Medicine (variable cr.) – *Not yet submitted for approval*
Research Course for students conducting research in a lab with a mentor

Kindly note: The new courses SURG-R711, R712, R791, R720 & R780 has been uploaded to the remonstrance list

COMMISSION FOR HIGHER EDUCATION
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BUSINESS ITEM E:	<u>**Academic Degree Programs for Expedited Action**</u>

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

- Master of Science in Graduate Studies to be offered by Purdue University West Lafayette
- Bachelor of Science in Cybersecurity to be offered by Purdue University at Indiana University at Indiana University Purdue University Indianapolis
- Bachelor of Arts in Sustainability Studies to be offered by Indiana University Northwest
- Master of Science in Accounting with Data and Analytics to be offered by Indiana University Bloomington

Background The Academic Affairs and Quality Committee discussed these programs at its October 26, 2020 meeting and concluded that the proposed programs could be placed on the November 12, 2020 agenda for action by the Commission as expedited action items.

Supporting Document Academic Degree Programs on Which Staff Propose Expedited Action October 26, 2020

CHE 20-12 **Master of Science in Graduate Studies to be offered by Purdue University West Lafayette**

Proposal received on June 15, 2020
CIP Code: 30.0000
Fifth Year Projected Enrollment: Headcount – 261, FTE – 465
Fifth Year Projected Degrees Conferred: 80

The proposed Master of Science (M.S.) in Graduate Studies will be offered through the Graduate School at West Lafayette. The curriculum includes a 12-credit hour core, which requires students to take coursework in three areas (communication and writing, project management, and leadership), and offers students both a thesis and non-thesis option. Approval is sought for on-campus as well as distance education (100% and blended) delivery.

The primary purpose of this program is to provide an opportunity for different units on campus, typically in different colleges, to collaborate on offering new interdisciplinary majors. In some cases, should a major attract significant numbers of students over time, the major might evolve into a separate, standalone program, which would require a new program proposal and approval by the Commission. Should the M.S. in Graduate Studies be approved, a major in Corporate Training and Communication Leadership, deriving from a partnership between the College of Liberal Arts and the College of Education, would be the first interdisciplinary major to be offered. The curriculum for this major would include the 12-hour core, courses from two existing, 9-hour graduate certificates (Strategic Communications and Instructional Design), and additional courses.

To a lesser extent, the Graduate Studies degree could provide an academic base for delivering programs supported by grants, for example, a $5.1 million grant from the U.S. Department of Education to support STEM teacher preparation for Indianapolis Public Schools. In a very small number of cases, the Graduate Studies program could allow students to construct an individualized plan of study, which would be overseen by an advisory committee, typically consisting of a major professor and two other individuals.

The proposed M.S. in Graduate Studies requires 36 semester hours to complete.

CHE 20-22   **Bachelor of Science in Cybersecurity to be offered by Purdue University at Indiana University Purdue University Indianapolis**

Proposal received on October 5, 2020
CIP Code: 11.1003
Fifth Year Projected Enrollment: Headcount – 113, FTE – 106
Fifth Year Projected Degrees Conferred: 90

The proposed Bachelor of Science (B.S.) in Cybersecurity would be offered by Purdue University through the Department of Computer Information and Graphics Technology in the Purdue School of Engineering and Technology at IUPUI. In December 2019, the Commission approved the M.S. in Cybersecurity and Trusted Systems for Purdue University at IUPUI, which would be offered through the same Department as the proposed baccalaureate program. The following learning outcomes are among the things students should be able to do upon completing the program: investigate cybersecurity incidents, defend and protect computer networks against malevolent activities by participating in red team/blue team exercises, and develop and implement security policies. The curriculum includes a required 210-hour internship. Graduates of the program should be prepared to earn an ISC^2 Systems Security Certified Practitioner (SSCP) industry certification.

The B.S. in Cybersecurity requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, Purdue University has developed articulation agreements resulting in all credits in the Ivy Tech A.S. in Cyber Security/Information Assurance and the Vincennes University A.S. in Information Technology applying to the proposed B.S. in Cybersecurity.

CHE 20-24   **Bachelor of Arts in Sustainability Studies to be offered by Indiana University Northwest**

Proposal received on October 8, 2020
CIP Code: 30.3301
Eighth Year Projected Enrollment: Headcount – 23, FTE – 16
Eighth Year Projected Degrees Conferred: 14

The proposed Bachelor of Arts (B.A.) in Sustainability Studies would be offered through the College of Arts and Sciences at IU Northwest. It will be offered 100% online as part of the existing collaborative arrangement involving the other IU regional campuses (East, Kokomo, South Bend, and Southeast) and IUPUI, which the Commission authorized in December 2019 and June 2020, respectively. Graduates of the program will have critical thinking and research skills to develop and implement sustainable innovations, practices, and technologies in communities, businesses, and educational institutions, resulting in, among other things, more efficient operations and cost savings.

The B.A. in Sustainability Studies requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. However, Indiana

University has developed articulation agreements resulting in all credits in the Ivy Tech A.A. in Liberal Arts and the Vincennes University A.S. in Natural Resources and Environmental Science applying to the proposed B.A. in Sustainability Studies.

CHE 20-25 **Master of Science in Accounting with Data and Analytics to be offered by Indiana University Bloomington**

Proposal received on October 8, 2020
CIP Code: 52.1302
Fourth Year Projected Enrollment: Headcount – 60, FTE – 75
Fourth Year Projected Degrees Conferred: 60

The proposed Master of Science (M.S.) in Accounting with Data and Analytics would be offered through the Kelley School of Business at IU Bloomington. The Kelley School offers two other closely related programs: the M.S. in Accounting (M.S.A.), which enrolled 72 students and had 68 graduates in FY2019, and the M.B.A. in Accounting, which had 103 enrollees and 54 graduates that same year. Kelley seeks to attract new students and enhance the employment outcomes of graduates by offering a branded master's degree in Accounting with an emphasis on Data and Analytics, which is increasingly attractive to employers. The curriculum includes the following required courses: Introduction to Spreadsheet Modeling, Predictive Analytics/Data Mining, Enterprise Data Management, and Business Applications of Artificial Intelligence.

The proposed degree will replace the M.S. in Accounting for in-residence students, although for the time being the University will retain the M.S.A. for the online market that program serves, which is attractive to those switching careers.

The proposed M.S. in Accounting with Data and Analytics requires 30 semester hours to complete.

COMMISSION FOR HIGHER EDUCATION
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BUSINESS ITEM F: <u>**Capital Projects for Expedited Action**</u>

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

- Purdue University-West Lafayette – Wildlife Animal
  Care Building

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

Supporting Document   Background Information on Capital Projects for Expedited
                                  Action, Thursday, November 12, 2020.

B-1-21-1-05   **Purdue University-West Lafayette – Wildlife Animal Care Building**
Purdue University requests authorization to proceed with the planning, financing, construction, and award of construction contracts for the Wildlife Area Animal Care Building. This project includes the construction of a new 4,753 GSF facility consisting of six animal care rooms and laboratory space for aquatic and terrestrial species. The new facility will be located seven miles west of Purdue's West Lafayette campus in the 290-acre Purdue Wildlife Area, at 8000 S.R. 26, West Lafayette, Indiana. The project will replace the existing Animal Care Facility – constructed in segments in 1974 and 1993 – which is outdated and would require costly repairs for ongoing use. The estimated total project cost is $2,700,000. This includes $2,600,000 in Gift Funds and $100,000 in Operating Funds.

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INFORMATION ITEM A: **Academic Degree Programs Awaiting Action**

	Title of Program	Institution/Campus/Site	Date Received	Status
01	Associate of Science in Professional Flight	Purdue University Global	07/12/2019	Under Review
02	Master of Science in Graduate Studies	Purdue University West Lafayette	06/15/2020	On CHE Agenda for Action
03	Bachelor of Arts in Applied Theatre, Film, and Television (IU)	Indiana University Purdue University Indianapolis	08/19/2020	Under Review
04	Bachelor of Science in Cybersecurity (PU)	Indiana University Purdue University Indianapolis	10/05/2020	On CHE Agenda for Action
05	Bachelor of Science in Artificial Intelligence (PU)	Indiana University Purdue University Indianapolis	10/05/2020	Under Review
06	Bachelor of Arts in Sustainability Studies	Indiana University Northwest	10/08/2020	On CHE Agenda for Action
07	Master of Science in Accounting with Data and Analytics	Indiana University Bloomington	10/08/2020	On CHE Agenda for Action
08	Doctor of Philosophy in Regenerative Medicine and Technologies (IU)	Indiana University Purdue University Indianapolis	10/08/2020	On CHE Agenda for Action

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

	<u>**Title of Program**</u>	<u>**Institution/Campus/Site**</u>	<u>**Date Approved**</u>	<u>**Change**</u>
01	Bachelor of Science in Computer Science	Indiana State University	10/26/2020	Adding distance education
02	Master of Science in Computer Science	Indiana State University	10/26/2020	Adding distance education
03	Certificate in Applied Computer Science	Indiana State University	10/26/2020	Adding distance education
04	Bachelor of Arts in Art and Design	Purdue University Fort Wayne	10/26/2020	Changing the name
05	Bachelor of Science in Education in Secondary Ed – Language Arts	Purdue University Fort Wayne	10/26/2020	Suspending a program
06	Bachelor of Science in Education in Secondary Ed – Spanish	Purdue University Fort Wayne	10/26/2020	Suspending a program
07	Bachelor of Science in Education in Social Studies Education	Purdue University Fort Wayne	10/26/2020	Suspending a program
08	Technical Certificate in Entrepreneurship	Ivy Tech Community College-Kokomo	10/26/2020	Eliminating a location
09	Bachelor of Arts/Bachelor of Science in Sport Management	University of Southern Indiana	10/26/2020	Adding distance education

	Title of Program	Institution/Campus/Site	Date Approved	Change
10	Master of Public Administration	University of Southern Indiana	10/26/2020	Adding distance education
11	Graduate Certificate in Public Administration	University of Southern Indiana	10/26/2020	Adding distance education
12	Graduate Certificate in Nonprofit Administration	University of Southern Indiana	10/26/2020	Adding distance education
13	Post-baccalaureate Certificate in Teaching	University of Southern Indiana	10/26/2020	Adding a certificate
14	Associate of Science in Networking and Security Specialist	Vincennes University	10/26/2020	Changing the name
15	Certificate of Graduation in Networking and Security Specialist	Vincennes University	10/26/2020	Changing the name
16	Associate of Science in Legal Studies	Ivy Tech Community College-Kokomo	10/26/2020	Eliminating a location
17	Technical Certificate in Paralegal Studies	Ivy Tech Community College-Kokomo	10/26/2020	Eliminating a location
18	Certificate of Graduation in Construction Carpenter Assistant	Vincennes University-Jasper	10/26/2020	Adding a location
19	Graduate Certificate in Institutional Research	Indiana University Bloomington	10/26/2020	Changing the CIP Code
20	Bachelor of Science in Education in General Science/Earth-Space Science	Indiana University Bloomington	10/26/2020	Changing the CIP Code

	Title of Program	Institution/Campus/Site	Date Approved	Change
21	Bachelor of Science in Energy Engineering (PU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the CIP Code
22	Bachelor of Science in Motorsports Engineering (PU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the CIP Code
23	Bachelor of Science in Mechanical Engineering Technology (PU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the CIP Code
24	Graduate Certificate in Philanthropic Fundraising (IU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the CIP Code
25	Graduate Certificate in Philanthropic Studies (IU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the CIP Code
26	Bachelor of Arts in Philanthropic Studies (IU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the CIP Code
27	Master of Arts in Philanthropic Studies (IU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the CIP Code
28	Doctor of Philosophy in Philanthropic Studies (IU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the CIP Code
29	Bachelor of Arts/Bachelor of Science in History and Political Science	Indiana University Kokomo	10/26/2020	Changing the CIP Code
30	Undergraduate Certificate in Geographic Information Science	Ball State University	10/26/2020	Adding a certificate
31	Certificate in Statewide Transfer General Education Core	Ivy Tech Community College	10/26/2020	Changing the name

	Title of Program	Institution/Campus/Site	Date Approved	Change
32	Technical Certificate in Nursing	Ivy Tech Community College	10/26/2020	Eliminating a program
33	Certificate in Professionalism in Corrections	Ivy Tech Community College	10/26/2020	Adding a certificate
34	Certificate in Professionalism in Policing	Ivy Tech Community College	10/26/2020	Adding a certificate
35	Certificate in Fire Service Administration	Ivy Tech Community College	10/26/2020	Changing the credit hours
36	Bachelor of Science in Human Services	Purdue University Fort Wayne	10/26/2020	Changing the CIP Code
37	Master of Science/Master of Science in Engineering (Major in Motorsport Engineering) (PU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the name
38	Master of Science in Applied Data Science (IU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the credit hours
39	Master of Science in Education in Urban Education Leadership (IU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the name
40	Master of Arts for Teachers in Spanish (IU)	Indiana University Purdue University Indianapolis	10/26/2020	Changing the credit hours
41	Bachelor of Science in Athletic Training	Indiana University Bloomington	10/26/2020	Eliminating a program
42	Master of Arts in East Asian Studies	Indiana University Bloomington	10/26/2020	Adding distance education
43	Associate of Applied Science in Human Services	Purdue University Global	10/26/2020	Reinstating a degree program

	Title of Program	Institution/Campus/Site	Date Approved	Change
44	Associate of Applied Science in Early Childhood Development	Purdue University Global	10/26/2020	Reinstating a degree program
45	Cloud Computing Fundamentals Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
46	AWS Cloud Technologies Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
47	Cybersecurity Fundamentals Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
48	IT Fundamentals Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
49	Leading Law Enforcement Reform Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
50	Law Enforcement's Role in Society and Social Change Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
51	Diversity Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
52	Social Problems, Prevention, and Crisis Intervention Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
53	Telehealth Graduate Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
54	Sports Management Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
55	Business Fundamentals Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
56	Strengths-Oriented Leadership Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate
57	Accounting Fundamentals Micro-Credential	Purdue University Global	10/26/2020	Adding a certificate

	Title of Program	Institution/Campus/Site	Date Approved	Change
58	Bachelor of Science in Clinical Laboratory Science	Indiana University Southeast	10/26/2020	Changing the credit hours

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INFORMATION ITEM C: <u>**Media Coverage**</u>

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

INDIANAPOLIS (Inside INdiana Business) – The Center of Excellence in Leadership of Learning at the University of Indianapolis is partnering with the Indiana Higher Learning Commission (HLC) and Carmel-based nonprofit INvestEd to help meet the need for qualified teachers to deliver dual-credit coursework in K-12 schools. Teach Dual Credit Indiana intends to help ensure that Indiana high school teachers are equipped and qualified to teach dual credit courses.

INvestEd is providing a $3 million grant for Hoosier teachers to earn the required credits, up to 18 in total.

Beginning in September 2023, high school educators who teach dual credit courses are required to have a master's degree and at least 18 credit hours of instruction in the subject they teach. The credentialing rules were put into place by HLC. Earlier this year, a one-year extension was granted from HLC for Indiana teachers to meet the requirements.

The university says the grant could fully qualify between 200 and 700 teachers. There are currently more than 560 Indiana teachers who have master's degrees but lack the 18 hours.

"Ensuring student success in post-secondary endeavors, particularly when those are collegiate aspirations, has been central to our Early College and STEM Teach work," said Carey Dahncke, executive director of the UIndy Center of Excellence in Leadership of Learning (CELL). "With the looming shortage of qualified teachers to deliver dual credit course work in Indiana's K-12 schools – Teach Dual Credit Indiana is desperately needed. Soon teachers across the state will have access to graduate education opportunities at a wide range of Hoosier universities to ensure we have enough secondary teachers that meet the Higher Learning Commission's requirements for teaching dual credit courses in Indiana's high schools."

The university says CELL will administer the program, which includes providing funding to postsecondary institutions for tuition and books for teachers seeking to fulfill dual credit credentialing requirements.

"Hoosier students who have the opportunity to take dual credit courses in high school go to college at higher rates are more likely to succeed in college and to graduate on time, saving students and families time and money," said Indiana Commissioner for Higher Education Teresa Lubbers. "Ensuring all students in Indiana have access to dual credit courses taught by credentialed teachers can also help close the state's educational opportunity gaps, as the benefits of dual credit are seen across all races, ethnicities and socioeconomic statuses."

CELL is encouraging post-secondary institutions to submit proposals to offer courses through Teach Dual Credit Indiana. The university says tuition for courses, books and materials will be provided at no cost to dual credit teachers employed at Indiana public, charter and accredited private schools.

The university says courses will be offered in the winter, spring and summer of 2021.

Teachers with a master's degree who need credits can learn more about grants and post-secondary institutions by [clicking here](#).

The [Indiana Commission for Higher Education](#) has awarded 14 organizations with the 2020 School and Community Partnership Grant, designed bring together K-12 schools, postsecondary institutions, employers and community organizations to plan and implement supportive efforts for students of all ages completing education and training beyond high school.

"Community organizations across the state are dedicated to advancing the state's college and career readiness priorities – such as the 21st Century Scholars program – with the goal of equipping more Hoosiers with education and training beyond high school," said Indiana Commissioner for Higher Education Teresa Lubbers. "Each organization will make an impact in their local areas and we look forward to seeing the results of their efforts."

2020 School and Community Partnership Grant recipients:

- Big Brothers Big Sisters Central Indiana
- EDGE 21
- Elevate Indy
- Indiana Latino Institute
- IndyAchieves
- Knox Community Schools
- Latino Education Group
- Marian University
- Northeastern Wayne School Corporation
- Opening College Opportunities
- Project Leadership (Delaware and Grant County)
- Purdue Polytechnic-Anderson
- Shakamak High School

The Commission awarded $83,567 to 13 local organizations including K-12 schools, postsecondary institutions, employers and community partners. Grant recipients will implement their [suggested programs and events](#) during the current school year.

The [School and Community Partnership Grant](#) is designed to support collaborative efforts of the state's college and career readiness priorities, including:

Completing the [21st Century Scholars'](#) Scholar Success Program and maintaining academic eligibility with at least a 2.5 grade point average;

Family engagement programming, including enrollment in the 21st Century Scholars program and promotion of the state's [Next Level Jobs](#) program; and

Pre-college and postsecondary professional development, focused on Indiana's [college achievement gap](#).

Funding for the School and Community Partnership Grant is made possible through [Indiana Gaining Early Awareness and Readiness for Undergraduate Programs](#) (GEAR UP). Led by a team of staff from Purdue University and the Commission, one of the primary goals of Indiana GEAR UP is to increase the number of students who are prepared to enter and succeed in postsecondary education.

For more information about the School and Community Partnership Grant, visit https://learnmoreindiana.org/scholars/alumni-partners/.

Journal Gazette
Enrollment dip less than feared
By Ashley Sloboda
October 18, 2020

Purdue University Fort Wayne braced for a 10% decline in credit hours this fall – a worst-case scenario that didn't come true despite predictions of an even bigger enrollment drop nationwide.

Returning students helped soften the blow at Purdue Fort Wayne, which experienced a 4% decline in fall credit hours, said Carl Drummond, vice chancellor for academic affairs and enrollment management.

"A big part of that is our fall-to-fall retention is up this year fairly significantly," Drummond said last week.

National surveys conducted in the spring painted a bleak picture for fall semester as the coronavirus pandemic prompted students to reconsider college plans. The American Council on Education reported estimates that enrollment would drop by 15%. Maguire Associates, a research consulting firm serving educational institutions, found 12% of prospective students considered postponing enrollment to spring or fall 2021.

It was difficult to know what to expect, said Mark Pohl, associate vice president of enrollment management and financial aid at Grace College.

"Will they show up?" Pohl said. "There was lots of uncertainty."

'Risky proposition'

Preliminary data from the National Student Clearinghouse suggest enrollment declines weren't as steep as predicted, Sean Tierney of the Indiana Commission for Higher Education shared during the agency's Oct. 8 meeting.

Tierney is the agency's associate commissioner for policy and research.

Among public institutions, Tierney said, undergraduate enrollment is down 0.4% at public four-year colleges and 7.5% at two-year schools, based on information provided by 22% of U.S. colleges in 26 states. Graduate student enrollment is down by almost 5%.

In Indiana, the number of degree-seeking public students is down about 4% overall, Tierney said, but enrollment at two-year public institutions plunged 14%.

Historically, he said, enrollment in two-year programs would rise and fall as the unemployment rate rose and fell, but this fall bucked those patterns.

"It's very different than what we witnessed in the last downturn in the economy," Commissioner Teresa Lubbers said last week. "Usually people come back in a downturn."

Factors including health concerns and strained financial situations likely contributed to the enrollment decline, but the agency believes child care and family commitments were the biggest influences.

Lubbers, who noted the economy requires skills and education beyond high school, hopes enrollment will increase as Ivy Tech Community College begins another set of eight-week courses Oct. 26.

"It's a risky proposition to walk away from higher education right now," she said.

'Miraculous year'

Enrollment across Indiana's public four-year colleges dipped 1% overall, including a 1.3% decline in undergraduates, Tierney said. Graduate student enrollment was up 0.7%.

Among Purdue students, Drummond said, the regional campus experienced a 5.2% decline in undergraduate credit hours and a 2.7% increase in graduate credit hours for an overall decrease of 4.9%.

But, Drummond said, when Indiana University Fort Wayne students are considered, the campus' total credit hour enrollment decreased 4%.

As the fall semester approached, Purdue Fort Wayne officials were especially concerned about coronavirus conditions in late July and early August – when students are making final college decisions, Drummond said.

Although Purdue Fort Wayne didn't experience the late-summer rush of previous years, Drummond said the university "didn't see a big collapse of students unenrolling."

Meanwhile, private colleges in northeast Indiana cheered strong enrollments.

Huntington University celebrated a milestone of topping 1,400 students for the first time, with a total enrollment of 1,402 students.

Grace College welcomed an incoming class of 459 students, the second largest in school history and 13% larger than in 2019.

"It's been a miraculous year for enrollment," Pohl said, adding the group is the Winona Lake school's most socioeconomically and racially diverse.

Announcing in mid-May that Grace intended to reopen in the fall likely instilled confidence and alleviated fears among students, Pohl said.

But, he added, college leaders were aware reopening plans could fall apart if COVID-19 rates spiked and shutdowns were ordered.

The pandemic also hasn't slowed growth at Trine University, which got board approval this month to build a $5.5 million, 120-bed residence hall expected to open next fall.

"With our main campus continuing to attract and retain record numbers of students, our residential facilities are once again nearing capacity, and all indicators point to these trends continuing," university President Earl Brooks II said in a statement.

When classes resumed Aug. 10, Trine announced it had more than 2,300 students on its main campus in Angola, including more than 700 new students.

It also expected almost 1,000 students in its College of Graduate and Professional Studies and more than 200 at its Fort Wayne Center for Health Sciences.

Even so, Trine officials worried how the pandemic would affect enrollment, and they did everything possible to recruit and retain students, said Kim Bennett, vice president for enrollment management.

Being close to home for many students and allowing athletic teams to compete likely contributed to Trine's appeal this fall, Bennett said.

"I think our personal, hands on approach helps families and makes them feel a level of comfort," Bennett said by email, noting Trine connected with students through webinars, Zoom meetings and in-person visits.

"We were prepared and ready to talk about our plans with students and families. Each week we would send our student body an update to keep them looped in and feel a sense of ease with all that's going on."

Indiana Tech's traditional undergraduate program has 1,499 students this fall, an increase of almost 2% over last year, spokesman Brian Engelhart said. That included a 15% spike in the number of Allen County residents, he added.

More students from around the region and the United States also picked Indiana Tech, which helped drive the university's growth despite a 50% drop in new international student enrollment, Engelhart said.

"Students had a strong interest in remaining closer to home, generally within a two- to three-hour radius," Engelhart said by email. "It was appealing to them to be able to come to a place that was going to be open for in-person classes, where they could come and have a good level of campus life, even with the adjustments made for staying safe during the pandemic."

Planning ahead

Although the pandemic disrupted traditional recruitment methods, Grace College – which is located along a lake – found success with a new approach this fall. Representatives have brought Grace's boat to high school parking lots, where they set up an information booth.

"It's been a huge hit," Pohl said, adding the college also has participated in virtual events.

Already, Pohl said, Grace has accepted 2,000 students this fall compared were 1,500 last year, and college tours were up 20% in September from September 2019.

Pohl anticipates fall 2021 could be Grace College's best year yet, but he recognizes the risk in making such a prediction.

INDIANAPOLIS, Ind. (WANE) — The window to file the Free Application for Federal Student Aid (FAFSA) for the 2021-2022 school year opened Oct. 1— and the Indiana Commission for Higher Education is encouraging families to apply as early as they can.

"Filing at the deadline is better than not filing at all, but the earlier the better," said Barbie Martin, the Director of School and Community Outreach at the commission.

FAFSA is a form used to determine current and prospective college student's eligibility for federal, state and oftentimes institutional aid.

"It is the best way to access free money for college," said Martin.

"[Filing] sooner is important because a lot of colleges and universities have early action deadlines and a lot of their financial aid is first come, first serve… So the sooner you file, the more money you can potentially be eligible for," said Martin.

Martin explained how in past years there have been technical difficulties that made the filing process more time consuming. Or sometimes people just get busy and forget to file altogether.

"So if you file early, you can just have it done and not have to worry about it," said Martin.

Martin said anyone planning on furthering their education should file for FAFSA regardless if they think they will be financially eligible, because in Indiana there is "a lot" of available merit aid, which has nothing to do with someone's finances.

"The worst thing that happens is you don't qualify but in many cases it will allow you access to another scholarships and grants," said Martin.

According to Martin, it takes the average family between 15 and 20 minutes to complete the filing process as long as they have all of the required materials together. However, if families have a complicated finical situation, such as owning a business or a farm, the process can take longer.

Some of the required materials include 2019 tax returns, W-2 forms, and banking information.

Martin named a few common mistakes to avoid when filling out the FAFSA form.

"One of the biggest mistakes we see is families not signing the FAFSA," said Martin. "It's a little confusing because you're digitally signing but anytime you log in and make any change, even if it's just one question, both the parents and the student have to sign the FAFSA."

Another mistake frequently happens with students who took dual credits in high school or completed an early college program.

"There's a question on the FAFSA that asks if they are a first time college student and a lot of seniors say no because they've taken some college courses, but technically under that definition they are [a first time college student.]"

Martin also urged families to never pay anyone to help them file because there are many free resources, such as high school guidance offices or college financial aid offices, available.

"The first F stands for free, so you should never pay someone to help you file," said Martin.

The FAFSA form can be completed at fafsa.gov. The deadline for filing is April 15, 2021.

On Oct. 25, College Goal Sunday will virtually take place. At the event, FAFSA experts from all across Indiana will be available to help all attendees with filing. For more information click here.

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WBIW
Survey shows graduates believe college is worth it
October 8, 2020

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(INDIANAPOLIS) – About 86 percent of graduates from 10 Indiana public and private colleges say they were satisfied or extremely satisfied with the education they received, according to the results of the [2020 Gallup-Indiana Graduate Satisfaction Survey](#) released today by the [Indiana Commission for Higher Education](#). More than three-quarters of alumni surveyed (81 percent) agree or strongly agree that their higher education was worth the cost. For those with student loans, 74 percent agree college was worth it.

In addition to graduate satisfaction, the survey measured Indiana alumni responses regarding six critical college experiences that increase the odds of workplace engagement and lifelong well-being. Results showed that while many Indiana graduates reported having these experiences, more work can be done to make sure they are the norm for every student.

"The third Gallup-Indiana Survey shows, once again, that higher education is worth it and provides insights we can use to improve the postsecondary experience for all Hoosier students," said Indiana Commissioner for Higher Education Teresa Lubbers. "This year's results especially highlight that caring, engaging professors and experiential learning opportunities, like internships, have long-term positive effects for students."

Indiana graduate responses regarding emotional support and experiential learning:

- 39 percent had a professor who cared about them as a person
- 69 percent had at least one professor who made them excited about learning
- 30 percent had a mentor who encouraged them to pursue their goals and dreams
- 58 percent had an internship or job that allowed them to apply what they were learning in the classroom
- 30 percent worked on a project that took a semester or more to complete
- 21 percent were extremely active in extracurricular activities and organizations

The Indiana Commission for Higher Education is taking steps to boost emotional support and experiential learning experiences for Hoosier students. Indiana's new [College Scholar Success Program](#) outlines activities Indiana's 21st Century Scholars must complete each year in college to continue receiving their scholarships. Annual required activities include identifying a mentor, completing at least one college engagement activity and completing at least one career preparation activity.

Additionally, as part of its new strategic plan for higher education, Reaching Higher in a State of Change, the Commission calls for all undergraduate programs to require a student engagement experience that has career relevance. Experiential learning is also a key aspect of one of the Commission's strategic priorities—talent—focusing on making sure learners have the skills and competencies they need to be successful on the job today and tomorrow.

Other statewide findings

- Greater well-being: Indiana's college graduates continue to thrive at higher rates than graduates surveyed nationally in all five elements measured: sense of purpose, social well-being, financial well-being, community well-being and physical well-being.
- Educational decisions: When asked "if they could do it all over again," 97 percent of Indiana's college graduates indicated they would still have obtained a bachelor's degree, 72 percent would still study the same major in their bachelor's degree program, and 88 percent would still attend the same institution to obtain their degree.
- Prepared for life: 70 percent of surveyed graduates agree or strongly agree they were well prepared for life outside of college.
- Career services: 74 percent of graduates surveyed visited their college's career services office at least once.
- Lifelong learning: Nearly half of graduates indicate that their current employer offers tuition assistance for additional education and training. Over a third of graduates (35 percent) say they are likely or very likely to enroll in more education or training in the next five years. More graduates indicate that they are likely to enroll through their current employer (41 percent) than through a university (29 percent).

With funding support from Strada Education Network, Gallup and the Commission, the survey reached out to nearly 15,000 college graduates from participating Indiana colleges. The following 10 colleges participated in the 2020 survey administration: Ball State University, Calumet College of St. Joseph, Grace College, Indiana University Southeast, Indiana University-Purdue University Fort Wayne, Ivy Tech Community College, Marian University, Purdue University Northwest, Vincennes University and WGU Indiana. See results for all participating colleges online here.

The Gallup-Indiana Survey was inspired by the Gallup-Purdue Index. This partnership between Gallup and Purdue University surveyed thousands of college graduates to measure the relationship between a college degree and long-term graduate well-being and workplace engagement.

The Gallup-Indiana Survey results play an important part in Indiana's College Value Report. The report provides a comprehensive look at the value of higher education by pulling together the Commission's existing data on college readiness, college completion, student debt, employment, average earnings and this qualitative data on graduate satisfaction.

KOKOMO, Ind. — As far as the fifth graders in Cordell Ford's Suncrest Elementary School classroom are concerned, he's just Mr. Ford — their teacher.

However, Ford is actually a student teacher, one of six from the Indiana University Kokomo School of Education participating in a pilot teacher residency project. The Indiana Commission for Higher Education grant program extends student teaching from a semester to a school year.

This allows the students to experience a full year, from beginning to end, while giving school leaders a chance to see future teachers in action, and potentially have the first chance to hire them after graduation — a critical advantage during a teacher shortage.

"I love that my mentor teacher refers to the students as 'our students' when we plan," said Ford, from Frankfort. "It already feels like they are my students. I'm already teaching lessons, so when second semester comes and I'm teaching all day by myself, it's going to be like second nature."

He's one of four students placed in the Frankfort Community Schools, which, along with the Maconaquah School Corp. in Bunker Hill, received the grant funding. Maconaquah has two student teachers through the program.

The School of Education partnered with the two schools for the grant, which provides a $15,000 stipend for the student teachers. This allows them to concentrate on school, rather than outside employment.

"Teacher residency gives our students a chance to experience first-hand a complete school year, to see what it's like to start with a new group of students, see their growth through the year, and then complete the year with them and prepare them to move to the next grade," said Dean Leah Nellis. "For the schools, which have had difficulty finding qualified candidates for job openings in the last few years, it's an opportunity to spend a year growing a teacher, and preparing him or her to step right into one of their classrooms next school year. It benefits everyone involved."

At Frankfort, Jen Walton, director of student achievement, said the pre-service teachers gain valuable mentoring from some of their best teachers.

"The residency honors that teaching is a craft. There is an art to it," she said. "It's an apprenticeship, teaching for a longer period, learning at the side of a master teacher. It's just invaluable to be able to provide that. It's such a great part of the model here."

In addition to Ford, students participating at Frankfort include Tayler Henry, Tipton; Carly Disinger, Rossville, and Shawna McDaniel, Frankfort. Kassie Silvers, Peru; and Claire Slater, Galveston, are student teaching at Maconaquah.

Silvers, who is teaching geometry, likes the experience of teaching for an entire school year, even if she will spend the first semester balancing 15 credit hours of classes with teaching.

"I'm seeing my confidence grow as a teacher," Silver said. "The students are more comfortable with me, because we've been able to build a relationship. They actually view me as their teacher, not a student teacher who will go away in the near future."

She gained experience in flexibility, as Maconaquah High School switched to two weeks of virtual instruction early in the year, because of a COVID-19 exposure.

"It was interesting to see how the teachers and students were affected by it," she said. "We were pretty stressed for those two weeks. It gave me a good perspective on it and experience that will benefit me when I'm looking for my first teaching job."

Maconaquah Superintendent James Callane said the students are getting a unique experience by teaching during the pandemic.

"They are teaching in person with students, but also connecting with remote learners," Callane said. "At any moment, a class could shut down and they would have to shift gears to remote learning. They have this year to really hone that craft."

 Also, it provides the opportunity for both the student teacher and the school to consider if they are a good fit, in case of an opening the next school year, he said.

"It allows us to spend more time with this future teacher, in a time that teachers are hard to find," he said. "We can work with them during the year, provide development, and have them ready potentially to teach with us next year."