INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, October 14, 2021

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

www.che.in.gov

INDIANA COMMISSION *for* HIGHER EDUCATION

OCTOBER COMMISSION MEETING
AGENDA

Wednesday, October 13, 2021

INDIANA UNIVERSITY EAST
2325 Chester Blvd
Richmond, IN 47374
Parking available in adjacent lot

CAMPUS TOUR
4:30 P.M. – 5:30 P.M.
Begins at Whitewater Hall

RECEPTION
5:30 P.M. – 6:15 P.M.
Tom Thomas Gallery and Meijer Artway
Whitewater Hall

DINNER
6:30 P.M. – 8:00 P.M.
Whitewater Lobby
Whitewater Hall

HOTEL ACCOMMODATIONS
Home2 Suites by Hilton
5950 National Rd E
Richmond, IN 47374

******All events take place on EASTERN TIME******

Thursday, October 14, 2021

COMMISSION MEETING
Indiana University East
2325 Chester Blvd
Richmond, IN 47374
Student Events Center
Parking available in adjacent lot

OPEN BREAKFAST
8:00 A.M. – 9:00 A.M. ET
Student Events Center
Gymnasium

WORKING SESSION
9:00 A.M. – 11:30 A.M.
Student Events Center
Gymnasium

WORKING SESSION TOPICS

- Outcomes-Based Funding Report
    - Martha Snyder, Senior Director, HCM Strategists
    - Nate Johnson, Founder and Principal Consultant, Postsecondary Analytics, LLC
- Fall 2021 Enrollment
- Workforce Ready Grant Update
    - Brian Walker, President, Statwax
- Administrative Hearing Authority
- Committee Report Outs

COMMISSION MEMBER LUNCH
11:45 A.M. – 1:00 P.M.
Whitewater Hall
First Bank Richmond Community Room
Guest presentation by Dr. Kathryn Girten, Chancellor

STAFF LUNCH
11:45 A.M. – 1:00 P.M.
Student Events Center
Gymnasium

BUSINESS MEETING
1:00 P.M. – 3:00 P.M.
Student Events Center
Gymnasium

I. Call to Order – 1:00 P.M. (*Eastern*)
Roll Call of Members and Determination of Quorum
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Commissioner's Report
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1. Dr. Katie Jenner, Indiana Secretary of Education

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2. Doctor of Philosophy in Nutrition to be offered by Indiana University Bloomington

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2. Ivy Tech Community College – Sellersburg Pfau Hall Renovation to Health Science Wing and Life Science Classrooms
3. Ball State University – New Grand Lawn Amphitheater

IV. Information Items

V. Old Business

New Business

VI. Adjournment

****

The next meeting of the Commission will be on **November 18, 2021, in Vincennes, Indiana.**

State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, September 9, 2021

I. CALL TO ORDER

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

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Ed Berger, Dennis Bland, Anne Bowen, Jud Fisher, Pepper Mulherin, Beverley Pitts, and John Popp

Members Absent: Al Hubbard, Chris LaMothe and Dan Peterson

CHAIR'S REPORT

Thank you all for joining us virtually today. As you know, we originally had planned to hold our meeting on the Vincennes University campus today. We decided last week that the impact of the coronavirus was too great at this time in Knox County to travel there in person. However, we have made plans to hopefully hold a meeting in Vincennes on November 17-18. Please mark your calendars for that and makes plans to attend if you are able.

I am delighted to introduce Dr. Edward Berger, our new faculty commission member.

Edward is the Inaugural Associate Vice Provost for Learning Innovation and Director of the Innovation Hub, as well as Professor of Engineering Education and Mechanical Engineering at Purdue University. He is also the Executive Director of the Mechanical Engineering Education Center at Purdue ("MEERCat" Purdue), which pursues fundamental research and research-to-practice projects in student success, teaching with technology, and institutional culture and change. He joined Purdue in August 2014 and has been teaching broadly in mechanical engineering for over 20 years. He has a broad research portfolio and has earned a number of awards, which you can review in his full bio.

The Governor's office will announce all other pending appointments soon.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, on behalf of the Commission staff, let me add my warm welcome to Dr. Berger as our newest Commission member and faculty representative. Several of us had the opportunity to spend time with him during his orientation and were impressed with his background, experiences and clear commitment to

student success. As has been the case with previous faculty representatives, we are confident Dr. Berger will inform our work and make it better.

I am glad that Dennis Bland is able to join us, as I would also like to mention an editorial I saw in today's Indianapolis Star that was written by Dennis about a contribution that the Pacers have made to the Center for Leadership Development with a sizeable financial grant. Dennis highlighted and thanked the Pacers. It was followed by a letter from Rick Fuson as well about their contribution. I wanted to highlight a couple of sentences from what Dennis had written that I think align beautifully with the work we do at the Commission.

He said, "With this grant, participants will serve internships with local corporations gaining meaningful work experiences and eventually realize the valuable career opportunities that enhance their financial wellbeing." He went on to say, "Yet as grateful and excited as we are about this gift, a deeper chord was struck with me when I listened to Pacers' president, Rick Fuson, outline the Pacers' full commitment to address inequities by promoting employment opportunities and educational advancement. His statement proves that stepping up and taking big shots extends beyond the court." Then Dennis wrote the word "swish," which I thought was timely as well.

In Rick Fuson's editorial, he said something that he clearly got this from the Commission. He said "Additionally, Indiana is already the very best in the Midwest and fourth in the nation in how much financial aid is provided to lower income students to attend college, a demonstration of our state's commitment to support families who need it most. The investments made by legislators of both political parties over the past five years to fund the powerful 21st Century Scholars and Next Level Jobs Programs have meant generational change for thousands of Hoosier families and have helped jolt Indiana's educational attainment rate closer to the 60% 2025 goal."

While today's meeting is a shortened version of our normal practice, we will provide committee report outs that highlight recent staff activities. I would like to spend a moment focusing on the staff work provided by Sean Tierney's team in the area of research, data collection and analysis. When I came to the Commission 12 years ago, it was clear to me that the research focus of the Commission was not adequate for the changing higher education landscape. I'm happy to say that has changed. While we provide updates on these reports, I hope you've noticed a shift in how we do this. In addition to first-rate data collection and analysis, we do not issue a report now without also offering recommendations for improvements. Our reports are much more user-friendly and are foundational to the work we do. We now provide seven reports, including College Readiness, College Completion, Equity, Early College, Transfer, Certificates and the Indiana College Value Index. Our reports are often cited as national sources for stories about higher education and used as a template for other states.

One example of this was seen in Tuesday's front page story in the Wall Street Journal entitled "I Just Feel Lost, Young Men Abandon College." This is an issue we have been highlighting in Indiana for several years as our research showed overall declining college going rates, especially for men – and especially for white rural men and black men. When we issued our Equity Report recently, we cited numbers showing 65% of women versus 51% of men are choosing higher education after high school. It also showed that 43% of women

graduated with the academic honors diploma while only 29% of men graduated with the diploma, which is the best preparation for postsecondary education.

We're currently working with VOX to get a better understanding of why these gender disparities are growing, and you'll hear more about that from Charlee in her report-out later.

This work that we're doing to grow the education value proposition is shared by the Governor's Workforce Cabinet. At the recent GWC Policy meeting, we continued our discussion about work-based learning opportunities in both high school and college. Career relevance, as outlined in our strategic plan, has become a cornerstone of the GWC's focus on preparing more Hoosiers for the jobs of today and tomorrow. On November 2, we're partnering with the Chamber's Institute for Workforce Excellence to continue the work we've been doing with our colleges and university academic teams to get a better understanding of the alignment between education and employment. We're still working out the details and, at this point, it's likely to be a virtual convening.

As has been practice for each meeting this year, in honor of CHE's 50th anniversary, I bring to you the story of the Commission's past leader, Stan Jones. Most of you on the Commission knew Stan and many of you served with him. I had the privilege to work with Stan as a state senator before he convinced me to leave the Senate and apply for this job – and I'm glad he did. He was a true visionary, and our work is marked everyday by his leadership and undeniable commitment to student success. Our marquee financial aid program, the 21st Century Scholars Program, traces its roots back to the vision of Stan Jones – who authored legislation that created the Scholars Program. First as a state legislator (elected at the age of 24), then as a top aide to Governor Evan Bayh, and as our 5th Commissioner for Higher Education, Stan was a gamechanger who brought many reforms to Indiana's education system. Quoting Chris LaMothe, who was the Chamber's president, "In my career, at the intersection of business and government, I've never known anyone more effective at public policy change than Stan Jones." Further evidence of his vision was what Stan singled out as a key accomplishment as Commissioner – the establishment of the Ivy Tech Community College System. At the time, Indiana was one of only six states to not offer a community college.

Stan served as Commissioner from 1995 until 2009. A well-known national leader, he left the Commission to launch Complete College America to continue his commitment to student success. As you know, we lost Stan in 2017 after a courageous battle with cancer. He was always working on something big – and what he was working on always mattered. Like those of you who served with Stan who are still on the commission, I'm grateful to Stan for his vision and leadership.

COMMITTEE REPORT-OUTS

The committee chairs provided their reports:

- Chris LaMothe and Alexa Deaton, Budget and Productivity
- Mike Alley and Liz Walker, Student Success and Completion
- Beverley Pitts and Ken Sauer, Academic Affairs and Quality

CONSIDERATION OF THE MINUTES OF THE AUGUST, 2021 COMMISSION MEETING

R-21-6.1 **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the August, 2021 regular meeting. (Motion – Pitts, second – Fisher, unanimously approved)

II. BUSINESS ITEMS

A. Academic Degree Programs for Expedited Action

1. Master of Science in Education in Teaching, Learning, and Curriculum to be offered by Indiana University Bloomington, IUPUI, IUPUI-Columbus, East, Kokomo, Northwest, South Bend and Southeast
2. Bachelor of Science in Rehabilitation Sciences to be offered by Indiana University Kokomo
3. Associate of Applied Science in Entrepreneurship to be offered by Ivy Tech Community College

R-21-6.2 **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 – Murphy, second – Fisher, unanimously approved)

III. INFORMATION ITEMS

A. Academic Degree Programs Awaiting Action

B. Academic Degree Program Actions Taken by Staff

C. Media Coverage

IV. OLD BUSINESS

NEW BUSINESS

There was none.

V. ADJOURNMENT

The meeting was adjourned at 1:41 P.M. ET

_____
Mike Alley, Chair

_____
Anne Bowen, Secretary

COMMISSION FOR HIGHER EDUCATION
Thursday, October 14, 2021

PUBLIC SQUARE: **K-12 Education in Indiana**

Background

The Commission's strategic plan, *Reaching Higher in a State of Change*, emphasizes the importance of aligning our entire education pipeline while ensuring the successful passage of today's learners through each phase of their educational journey and beyond.

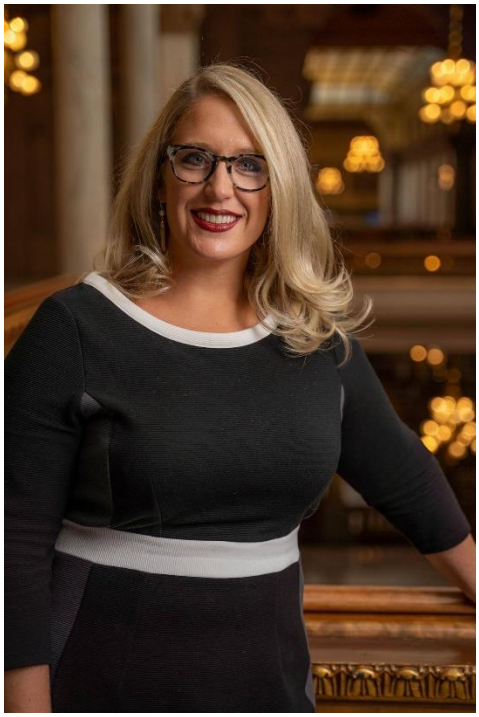
The Commission will be joined by Dr. Katie Jenner, Indiana's first Secretary of Education, for a discussion on the importance of aligning our secondary and postsecondary education system to ensure every Hoosier has an opportunity at a fulfilling career.

Supporting Documents

Dr. Katie Jenner Bio

Dr. Katie Jenner

Indiana Secretary of Education



Katie Jenner, Ed. D., was appointed as Indiana's first Secretary of Education by Governor Eric J. Holcomb, effective January 11, 2021. Prior to her appointment, Dr. Jenner served as Senior Education Advisor to Governor Holcomb where she provided guidance on statewide policy and initiatives for preschool, K-12, and higher education.

Dr. Jenner began her career in K-12 public education as a Career and Technical Education teacher in Kentucky. After moving to Indiana, she held various administrator roles, including assistant superintendent, for Madison Consolidated Schools. Dr. Jenner later served as the Vice President of K-12 Initiatives and Statewide Partnerships for Ivy Tech Community College where she led statewide strategies and formed partnerships between K-12 education, Career Centers, and Ivy Tech.

Dr. Jenner earned a bachelor's degree in Business from Transylvania University in Kentucky, a master's degree in Business Education from the University of Kentucky, an M.B.A. through a Woodrow Wilson Fellowship at Indiana State University, and a Doctorate in Educational Leadership from the University of Kentucky.

Dr. Jenner is committed to ensuring all students are prepared for the competitive realities of our 21st century economy. She and her IDOE team will build capacity, spark innovation and forge partnerships at all levels of Indiana's PK-12 education system to support educators and empower families.

Dr. Jenner and her husband, Joe, live in Madison with their twin fifth-grade girls who attend Madison Consolidated Schools.

COMMISSION FOR HIGHER EDUCATION
Thursday, October 14, 2021

BUSINESS ITEM A: **Academic Degree Programs for Expedited Action**

Staff Recommendation

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

- Bachelor of Science in Quantitative Economics to be offered by Indiana University at Indiana University Purdue University Indianapolis
- Doctor of Philosophy in Nutrition to be offered by Indiana University Bloomington

Background

The Academic Affairs and Quality Committee discussed these programs at its September 27, 2021 meeting and concluded that the proposed programs could be placed on the October 14, 2021 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action September 27, 2021

Academic Degree Programs on Which Staff Propose Expedited Action

September 27, 2021

CHE 21-19 Bachelor of Science in Quantitative Economics to be offered by Indiana University at Indiana University Purdue University Indianapolis

Proposal received on August 26, 2021
CIP Code: 45.0603
Fifth Year Projected Enrollment: Headcount – 35, FTE – 33
Fifth Year Projected Degrees Conferred: 15

The proposed Bachelor of Science (B.S.) in Quantitative Economics will be offered through the School of Liberal Arts at Indiana University Purdue University Indianapolis. IUPUI currently offers a B.A. in Economics, which over the past three years (FY2018-FY2020) had an average of 96 enrollees and 27 graduates each year. The B.A. presently has two tracks: a General track and a Quantitative track. The University proposes to offer a standalone B.S. in Quantitative Economics and eliminate the Quantitative track within the B.A.

The B.S. in Quantitative Economics requires 120 semester hours of credit to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed degree program. However, students at Ivy Tech Community College who complete the A.S. in Liberal Arts can transfer 60 credit hours into the proposed degree program. Students at Vincennes University who complete the A.S. in General Studies can transfer 60 credit hours into the proposed degree program. Students are encouraged to work with an advisor to ensure that they take the appropriate preparatory mathematics prior to transfer.

CHE 21-20 Doctor of Philosophy in Nutrition to be offered by Indiana University Bloomington

Proposal received on August 26, 2021
CIP Code: 51.3101
Fifth Year Projected Enrollment: Headcount – 18, FTE – 18
Fifth Year Projected Degrees Conferred: 4

The proposed Doctor of Philosophy (Ph.D.) in Nutrition will be offered through the Department of Allied Health Science in the School of Public Health at Indiana University Bloomington (SPH-B). The Department of Allied Health Science is the largest department in the SPH-B and presently offers at the doctoral level the Ph.D. in Health Behavior, which the Commission approved in September 2000 and which, over the past three years (FY2018-FY2020), had an average of 54 enrollees and 13 graduates each year. The Department also offers a doctoral minor in Nutrition Science.

IU Bloomington anticipates that approval of the Ph.D. in Nutrition will result in a significant increase in National Institutes of Health (NIH) nutrition-related funding (Indiana only has a small fraction of the research funds generated by each of contiguous states in this category of NIH funding.) Since the Commission authorized the School of Public Health-Bloomington in October 2011, the School averaged $9.9 million in external grants between FY2011 and FY2019; in the last two fiscal years, the average annual external funding has more than doubled to $21.4.

The University estimates that a little over one-half of the graduates will obtain faculty and research positions at postsecondary institutions, while the remainder will obtain positions in healthcare organizations, industry (e.g., pharmaceutical companies, agriculture), government, and non-profit organizations. Graduates of the program would be eligible to earn a professional certification, Certified in Public Health (CPH), issued by the National Board of Public Health Examiners. It is estimated that approximately one-third of graduates would earn the CPH.

The Ph.D. in Nutrition requires 90 semester hours of credit to complete.

COMMISSION FOR HIGHER EDUCATION
Thursday, October 14, 2021

BUSINESS ITEM B-1:	**Purdue University West Lafayette – Schleman Hall, Steward Center, and Related Renovations**
Staff Recommendation	That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: • Purdue University West Lafayette – Schleman Hall, Steward Center, and Related Renovations
Background	By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars ($2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars ($2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars ($2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.
Supporting Document	Purdue University West Lafayette – Schleman Hall, Steward Center, and Related Renovations

Purdue University West Lafayette – Schleman Hall, Steward Center, and Related Renovations

STAFF ANALYSIS

The Purdue University Board of Trustees request authorization to proceed with the planning, financing, construction and award of construction contracts for Schleman Hall, Steward Center and Related Renovations. This project will provide a home for the growing Data Science program in the existing Schleman Hall of Student Services with a total renovation of 101,000 GSF of space. This project will also include renovations to approximately 45,000 GSF of space in Steward Center to modernize and centralize student services and accommodate current occupants of Schleman Hall. Approximately 10,400 GSF will be renovated in the following facilities to support related occupant moves: Purdue Memorial Union, Hicks Undergraduate Library, and Recitation Building. This project is being pursued in place of the $40,000,000 86,000 GSF new Data Science Building that was approved by the Purdue Board of Trustees in December 2019 and the Indiana Commission for Higher Education in February 2020.

Funding: The total cost of this purchase is $52,800,000. The funding source is Operating Funds-Reserves and Gift Funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY

Schleman Hall, Stewart Center and Related Renovations

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-22-2-03
Campus:	West Lafayette	**Institutional Priority:**	N/A
Previously approved by General Assembly:	No	**Previously recommended by CHE:**	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Size:	156,400	GSF (1)	93,100	ASF (2)	0.60 ASF/GSF
Net change in overall campus space:	N/A	GSF	3,022	ASF	

Total cost of the project (3):	$ 52,800,000	**Cost per ASF/GSF:**	$ 338 GSF
Total cost of the demolition:	$ -		$ 567 ASF

Funding Source(s) for project (4):	Amount	Type
	$ 47,800,000	Operating Funds-Reserves
	$ 5,000,000	Gift Funds

Estimated annual debt payment (6):	N/A
Are all funds for the project secured:	Yes

Project Funding:

This project is funded by Operating Funds-Reserves and Gift Funds. The Operating Funds-Reserves are secured, and the Gift Funds are backstopped. $47,800,000 will be funded by Operating Funds-Reserves currently held for the original Data Science Building and 2550 Northwestern Avenue Renvoation projects.

Project Cost Justification

This project scope and cost are similar to the project listed in the comparable project section, though this project includes several occupant moves and significantly more space to be renovated.

Estimated annual change in cost of building operations based on the project:	N/A
Estimated annual repair and rehabilitation investment (5):	$ 792,000

(1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.

(2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.

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

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

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

(6) If issuing debt, determine annual payment based on 20 years at 4.75% interest rate

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

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

Schleman Hall, Stewart Center and Related Renovations

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-22-2-03
Campus:	West Lafayette	**Institutional Priority:**	N/A

Description of Project

This project will be located primarily in the existing Schleman Hall of Student Services and Stewart Center on the West Lafayette campus. This project will accommodate the Data Science program in Schleman Hall with a complete renovation of 101,000 GSF of space. The project will create teaching labs, group workspaces, study space and offices. This project is being pursued in place of the $40,000,000, 86,000 GSF new Data Science Building (budget agency project number B-1-20-1-12) that was approved by the Purdue Board of Trustees in December 2019 and the Indiana Commission for Higher Education in February 2020.

The organizing principle for Schleman Hall is the creation of research "neighborhoods" made up of offices and group work rooms that shape space around open graduate workstation areas, all with access to daylight. More people will work in open environments. As a result, private offices will decrease in both size and amount, and hoteling will become more common. The main and ground floors will be active, connected collaboration spaces.

The Schleman Hall renovation meets or exceeds the Data Science program requirements for the original building project. The renovation requires the relocation of the existing occupants, which is included in the scope of this project. Occupants will relocate to available space in 2550 Northwestern Avenue, Hicks Undergraduate Library, Hovde Hall of Administration, Recitation Building, Stewart Center, and Young Hall.

Additionally, renovations will be completed to modernize student services and accommodate the new occupants in approximately 45,000 GSF of Stewart Center and 10,400 GSF in the following facilities: Purdue Memorial Union, Hicks Undergraduate Library and Recitation Building.

The renovation of space across three floors in Stewart Center creates a new, central destination for current and prospective student services, including admissions, enrollment management, financial aid, bursar and registrar functions that interact directly with students.

Construction work at Stewart Center (and the other relocated tenant locations) will begin in April 2022 and be complete in September 2022 with occupancy occurring in December 2022. Construction work at Schleman Hall will begin in February 2023 and be complete in May 2024 with occupancy occurring in August 2024.

Need and Purpose of the Program

By renovating Schleman Hall, the University places the Data Science program -- which has been growing exponentially since 2011 -- in a location convenient to other College of Science facilities.

The increased use of hybrid and remote work arrangements on campus is a catalyst to renovate Schleman Hall rather than build a new facility – making more efficient use of existing space and reducing long-term operating costs. Space in Stewart Center will also be used more efficiently, increasing the building density within renovated areas from 200 to 570 headcount.

The renovation of Schleman Hall necessitates the relocation of its current occupants. Moving student services from Schleman Hall to renovated, modernized space in Stewart Center will optimize the current and prospective student experience by co-locating services in an ideal location. Creating a student services corridor in Stewart Center allows students to access a number of services and resources in one place instead of going to multiple locations.

Schleman Hall was last renovated in 1989, and Stewart Center was last renovated in 1958.

Changes to Schleman Hall and Stewart Center are consistent with Purdue's 2018 Giant Leaps Campus Master Plan goals of investing in teaching, research and collaborative spaces and prioritizing strategic renovations.

Space Utilization

There will be a total increase of 3,022 ASF of space as a result of 2,970 ASF of existing public corridor (non-assignable SF) being repurposed as department internal circulation and collaboration spaces areas (assignable SF) in Schleman Hall.

There will be an increase of 52 ASF due to existing public corridor (non-assignable SF) being repurposed as department reception desk (assignable SF) in the Recitation Building.

Comparable Projects

College of Engineering Strategic Growth (Grissom Hall Renovations)
- o 62,000 GSF
- o $15.8M (project budget)
- o Cost/GSF: $255
- o Design-Bid-Build

This project was completed in 2015 and included the renovation of the first, second and third floors of Grissom Hall to accommodate the growth of the College of Engineering.

The Schleman Hall and Stewart Center project includes more than double the square footage of renovated space than the Grissom Hall project did, and several occupant moves are included as part of this project. Inflation accounts for the primary difference in cost per square foot between projects.

Background Materials

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Schleman Hall, Stewart Center and Related Renovations

	Current Campus Totals				Capital Request		
(INSERT PROJECT TITLE AND SBA No.)	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	337,643	-	-	**337,643**		-	**337,643**
Class Lab (210,215,220,225,230,235)	756,826	82,254	-	**839,080**		4,425	**843,505**
Non-class Lab (250 & 255)	1,635,329	(17,963)	38,282	**1,655,648**	(660)		**1,654,988**
Office Facilities (300)	2,371,673	29,971	1,886	**2,403,530**	(11,319)		**2,392,211**
Study Facilities (400)	351,988	7,003	-	**358,991**		8,166	**367,157**
Special Use Facilities (500)	1,222,756	-	-	**1,222,756**		-	**1,222,756**
General Use Facilities (600)	1,001,822	2,808	11,185	**1,015,815**		3,135	**1,018,950**
Support Facilities (700)	2,852,514	121	(57)	**2,852,578**	(726)		**2,851,852**
Health Care Facilities (800)	112,112	89,901	-	**202,013**		-	**202,013**
Resident Facilities (900)	2,697,529	-	-	**2,697,529**		-	**2,697,529**
Unclassified (000)	24,007	-	-	**24,007**		-	**24,007**
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	**13,364,198**	**194,095**	**51,296**	**13,609,589**	**(12,705)**	**15,726**	**13,612,610**

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

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

Space under construction includes:
- Vet Med Teaching Hospital
- Gateway Complex
- PMU Renovations
- Purdue Bands & Orchestra Building

Space planned and funded includes:
- Child Care Center Building
- Hypersonics Building
- Secure Research Center
- Whistler Hall Mechanical Systems Replacement

(2) Space added as part of this project includes class labs, study, and general use spaces.

CAPITAL PROJECT COST DETAILS

Schleman Hall, Stewart Center and Related Renovations

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-22-2-03
Campus:	West Lafayette	**Institutional Priority:**	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	March	2022
Start Construction	April	2022
Occupancy (End Date)	May	2024

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering	$ 2,265,000		**$ 2,265,000**
b. Architectural	$ 3,347,000		**$ 3,347,000**
c. Consulting	$ 750,000		**$ 750,000**
Construction			
a. Structure	$ 22,760,000		**$ 22,760,000**
b. Mechanical (HVAC, plumbing, etc.)	$ 9,459,000		**$ 9,459,000**
c. Electrical	$ 6,680,000		**$ 6,680,000**
Movable Equipment	$ 2,305,000		**$ 2,305,000**
Fixed Equipment	$ 3,275,000		**$ 3,275,000**
Site Development/Land Acquisition	$ 208,000		**$ 208,000**
Other (PM fees, printing, travel, testing)	$ 1,751,000		**$ 1,751,000**
TOTAL ESTIMATED PROJECT COST	**$ 52,800,000**	**$ -**	**$ 52,800,000**

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

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

CAPITAL PROJECT OPERATING COST DETAILS

Schleman Hall, Stewart Center and Related Renovations

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-22-2-03
Campus:	West Lafayette	**Institutional Priority:**	N/A

GSF OF AREA AFFECTED BY PROJECT 156,400

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations		$ -		
2. Maintenance		$ -		
3. Fuel		$ -		
4. Utilities		$ -		
5. Other		$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	**N/A**	**$ -**	**N/A**	**N/A**

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

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

COMMISSION FOR HIGHER EDUCATION
Thursday, October 14, 2021

BUSINESS ITEM B-2:	**Purdue University West Lafayette – Whistler Hall of Agricultural Research Mechanical Systems Replacement**
Staff Recommendation	That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: • Purdue University West Lafayette – Whistler Hall of Agricultural Research Mechanical Systems Replacement
Background	By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars ($2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars ($2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars ($2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.
Supporting Document	Purdue University West Lafayette – Whistler Hall of Agricultural Research Mechanical Systems Replacement

Purdue University West Lafayette – Whistler Hall of Agricultural Research Mechanical Systems Replacement

STAFF ANALYSIS

The Purdue University Board of Trustees request authorization to proceed with the planning, financing, construction and award of construction contracts for Whistler Hall of Agricultural Research Mechanical Systems Replacement. As part of this mechanical systems replacement project, the steam heating system will be replaced, along with the installation of three new air handling units and replacement of 100 individual exhaust fans with a new central manifold system. The project also includes changes to associated plumbing and electrical systems. The existing mechanical systems are past their useful life. This project will improve service reliability, provide research laboratories with the flexibility to install more or different lab equipment and will improve performance, energy efficiency and indoor air quality. The new systems will meet updated laboratory standards for temperature control and ventilation.

Funding: The total cost of this purchase is $12,500,000. The funding source is Repair and Rehabilitation Appropriations and Operating Funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY

Whistler Hall of Agricultural Research Mechanical Systems Replacement

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-22-2-05
Campus:	West Lafayette	**Institutional Priority:**	N/A
Previously approved by General Assembly:	No	**Previously recommended by CHE:**	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Size:	N/A	GSF (1)	N/A	ASF (2)	N/A ASF/GSF
Net change in overall campus space:	N/A	GSF	N/A	ASF	

Total cost of the project (3):	$ 12,500,000	**Cost per ASF/GSF:**	N/A GSF
Total cost of the demolition:	$ -		N/A ASF

Funding Source(s) for project (4):	Amount	Type
	$ 10,059,617	R&R Appropriation
	$ 2,440,383	Operating Funds

Estimated annual debt payment (6):	N/A
Are all funds for the project secured:	Yes

Project Funding:

This project is funded by R&R Appropriation and Operating Funds, and all of the funds are authorized/secured.

Project Cost Justification

Since the project is utilities based, there is no significant space impact associated with the work. This project scope and cost are similar to the projects listed in the comparable project section.

Estimated annual change in cost of building operations based on the project:	$ (70,000)
Estimated annual repair and rehabilitation investment (5):	$ 187,500

(1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.

(2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.

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

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

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

(6) If issuing debt, determine annual payment based on 20 years at 4.75% interest rate

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

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

Whistler Hall of Agricultural Research Mechanical Systems Replacement

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-22-2-05
Campus:	West Lafayette	**Institutional Priority:**	N/A

Description of Project

This project will replace mechanical systems in Whistler Hall of Agricultural Research on the West Lafayette campus.

Specifically, the project will replace the steam heating system, install three new air handling units, and replace 100 individual exhaust fans with a new central manifold system. Changes to associated plumbing and electrical systems are included in the project scope. The life expectancy of the new equipment being installed is approximately 40 years.

Whistler Hall houses researchers for Agronomy, Biochemistry, Botany and Plant Pathology, Entomology, and Horticulture and Landscape Architecture. Having varied disciplines in one dedicated research facility fosters collaboration across life sciences disciplines and makes the Whistler Building a center for agricultural research that impacts Indiana, the nation and the world.

Need and Purpose of the Program

The existing heating, cooling, and ventilation systems are past their useful lives and are not meeting the needs of the areas they serve. This project will improve reliability through the modernization of the building's mechanical systems.

This project will support the efforts of researchers in 33 laboratory spaces that account for nearly 50% of the 90,700 ASF facility. Upon completion of this project, researchers will have additional flexibility to install more or different lab equipment. Faculty in Whistler secured $8M in support of their research in fiscal year 2020. More than 50% of this support was from NSF and 27% from USDA.

The new systems will meet updated temperature control and ventilation laboratory standards and will improve performance, energy efficiency, and indoor air quality. This project is expected to result in approximately $60,000 of energy savings per year, along with approximately $10,000 annual savings related to HVAC maintenance.

A portion of the *Plant Growth Center* is located in the Whistler Agricultural Research Building with plant growth chambers, light racks, and greenhouse tables supporting faculty within the College of Agriculture and the College of Science.

The *Life Science Microscopy Facility* , situated in the basement, serves the entire campus, as it is a core facility within the Purdue Electron Microscopy Consortium.
o The facility supports research on microscopic and submicroscopic structure of biological and physical systems with 5 electron microscopes.
o Each microscope requires ultra-stable environmental conditions including humidity, room temperature and clean stable temperature of cooling water.
o The facility is available to students, faculty, postdoctoral staff, and service staff. In the past 3 years it has supported the work of 551 unique users from 36 departments.

This project is included in Purdue's approved FY22 Repair and Rehabilitation budget.

Space Utilization

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

Comparable Projects

Wetherill Laboratory of Chemistry projects:
- o WTHR Air Handler Units Replacement Phase I – 2009; $5,733,000
- o WTHR Manifold Hood Exhaust Roof System Replacement – 2011; $733,000
- o WTHR Air Handler Units Replacement Phase II – 2012; $5,185,000
- o WTHR Manifold Hood Exhaust 5-7 Installation – 2019; $3,135,000

The total of the four comparable projects is $14,786,000.

Wetherill Laboratory of Chemistry is a similar laboratory facility, and these four projects reflect the main scope of the Whistler Hall mechanical system renovation project.

The scope of the Whistler Hall project includes additional heating hot water systems and modifications to the process control loop, which cools specialized equipment and microscopes and provides water for growth chambers.

The Whistler Hall project achieves cost savings as compared to the sum of the Wetherill projects by having one project instead of multiple. This is because there is only one project mobilization and de-mobilization cost, and labor and material costs are condensed. Additionally, since the system is so integrally connected, doing all of the work at one time minimizes the impact to occupants of this heavily used research facility.

Background Materials

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Whistler Hall of Agricultural Research Mechanical Systems Replacement

	Current Campus Totals				Capital Request		
(INSERT PROJECT TITLE AND SBA No.)	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	337,643	-	-	**337,643**			**337,643**
Class Lab (210,215,220,225,230,235)	756,826	82,254	4,425	**843,505**			**843,505**
Non-class Lab (250 & 255)	1,635,329	(17,963)	38,119	**1,655,485**	(497)		**1,654,988**
Office Facilities (300)	2,371,673	29,971	(9,433)	**2,392,211**			**2,392,211**
Study Facilities (400)	351,988	7,003	8,166	**367,157**			**367,157**
Special Use Facilities (500)	1,222,756	-	-	**1,222,756**			**1,222,756**
General Use Facilities (600)	1,001,822	2,808	14,320	**1,018,950**			**1,018,950**
Support Facilities (700)	2,852,514	121	(783)	**2,851,852**			**2,851,852**
Health Care Facilities (800)	112,112	89,901	-	**202,013**			**202,013**
Resident Facilities (900)	2,697,529	-	-	**2,697,529**			**2,697,529**
Unclassified (000)	24,007	-	-	**24,007**			**24,007**
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	**13,364,198**	**194,095**	**54,814**	**13,613,107**	**(497)**		**13,612,610**

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

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

Space under construction includes:
- Vet Med Teaching Hospital
- Gateway Complex
- PMU Renovations
- Purdue Bands & Orchestra Building

Space planned and funded includes:
- Child Care Center Building
- Hypersonics Building
- Secure Research Center
- Schleman Hall, Stewart Center and Related Renovations

(2) Space terminated as part of this project includes research space that is being repurposed into mechanical (non-assignable) space.

CAPITAL PROJECT COST DETAILS

Whistler Hall of Agricultural Research Mechanical Systems Replacement

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-22-2-05
Campus:	West Lafayette	**Institutional Priority:**	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	January	2022
Start Construction	April	2022
Occupancy (End Date)	October	2023

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering	$ 600,000		$ 600,000
b. Architectural	$ 70,000		$ 70,000
c. Consulting	$ 130,000		$ 130,000
Construction			
a. Structure	$ 750,000		$ 750,000
b. Mechanical (HVAC, plumbing, etc.)	$ 7,000,000		$ 7,000,000
c. Electrical	$ 750,000		$ 750,000
Movable Equipment			$ -
Fixed Equipment			$ -
Site Development/Land Acquisition			$ -
Other (PM fees, printing, travel, testing)	$ 3,200,000		$ 3,200,000
TOTAL ESTIMATED PROJECT COST	**$ 12,500,000**	**$ -**	**$ 12,500,000**

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

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

CAPITAL PROJECT OPERATING COST DETAILS

Whistler Hall of Agricultural Research Mechanical Systems Replacement

Institution:	Purdue University	**Budget Agency Project No.:**	B-1-22-2-05
Campus:	West Lafayette	**Institutional Priority:**	N/A

GSF OF AREA AFFECTED BY PROJECT N/A

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations		$ -		
2. Maintenance		$ (10,000)		
3. Fuel		$ -		
4. Utilities		$ (60,000)	($10,000)	($50,000)
5. Other		$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	**N/A**	**$ (70,000)**	**N/A**	**N/A**

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

The project is expected to result in approximately $60,000 of annual energy costs and $10,000 of current HVAC maintenance.

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

COMMISSION FOR HIGHER EDUCATION
Thursday, October 14, 2021

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

Staff Recommendation

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

- Purdue West Lafayette – Biochemistry Building Main Electrical Distribution Replacement
- Ivy Tech Community College – Sellersburg Pfau Hall Renovation to Health Science Wing and Life Science Classrooms
- Ball State University – New Grand Lawn Amphitheater

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, October 14, 2021.

Capital Projects for Expedited Action

Thursday, October 14, 2021

B-1-22-2-04 Purdue University West Lafayette – Biochemistry Building Main Electrical Distribution

Purdue University West Lafayette requests approval of the planning, financing, construction, and award of construction contracts for the Biochemistry Building Main Electrical Distribution Replacement. This project will replace two transformers and two electrical distribution systems in the Biochemistry Building that are past their useful life. This includes main switches, panels and circuit breakers that support building equipment and lighting. This project will improve service reliability, provide research laboratories with the flexibility to install more or different lab equipment and will enhance technician safety. The estimated total project cost is $2,300,000 and will be funded with Operating Funds. This project is included in the FY22 Repair and Rehabilitation budget.

F-0-22-2-04 Ivy Tech Community College – Sellersburg Pfau Hall Renovation to Health Science Wing and Life Science Classrooms

Ivy Tech Community College requests approval of the planning, financing, construction, and award of construction contracts for the Sellersburg Pfau Hall Renovation to Health Science Wing and Life Science Classrooms. The two phases of the Pfau Hall Master Plan encompass significant advancements in Health Science Labs and Life Science Labs. Phase A also includes the addition of a student study area and an open office suite for Health Science faculty. The renovation of both phases also address the master plan vision centered on creating next level learning and service environments, student gathering spaces, incorporating natural light and simplifying Pfau Hall navigation. The estimated project cost is $7,800,559 and will be funded with a mixture of operating funds, a federal grant, and gift funds.

D-1-21-1-01 Ball State University – New Grand Lawn Ampitheater

The Ball State University Board of Trustees request authorization for the construction of the new Grand Lawn Amphitheater. The University's Campus Master Plan recognizes the importance of open spaces on campus and the roles those spaces play in enhancing the experiences of the University and Muncie communities. Additionally, the master plan notes the need for additional space for their College of Fine Arts. The proposed Grand Lawn Amphitheater, to be constructed along the East Mall, will feature a stage, dressing rooms, green room, control room, and mixing station. The amphitheater will provide another location for their programs within the College of Fine Arts to hold classes and performances, as well as create an outdoor setting for other arts and cultural events. This project was approved by the Commission in February 2021 at an estimated cost of $3,150,000, but has since had an increase in estimated cost. The estimated project cost is now $4,700,000 and will be funded with private gifts, grant awards, and internal reserves.

COMMISSION FOR HIGHER EDUCATION
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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	7/12/2019	Under Review
02	Bachelor of Science in Quantitative Economics (IU)	Indiana University Purdue University Indianapolis	08/26/2021	On CHE Agenda for Action
03	Doctor of Philosophy in Nutrition	Indiana University Bloomington	08/26/2021	On CHE Agenda for Action
04	Master of Professional Studies	Purdue University Global	09/17/2021	Under Review

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM B: **Academic Degree Program Actions Taken By Staff**

	Title of Program	Institution/Campus/Site	Date Approved	Change
01	Certificate in Venture Creation (IU)	Indiana University Purdue University Indianapolis	09/27/2021	Adding a certificate
02	Master of Design (IU)	Indiana University Purdue University Indianapolis	09/27/2021	Changing the name
03	Doctor of Philosophy in Economics (IU)	Indiana University Purdue University Indianapolis	09/27/2021	Changing the CIP Code
04	Master of Arts/Master of Science in Economics (IU)	Indiana University Purdue University Indianapolis	09/27/2021	Changing the CIP Code
05	Master of Education in Elementary Education	Indiana State University	09/27/2021	Eliminating a program
06	Bachelor of Science in Nursing (Pre-Licensure)	Indiana University Kokomo	09/27/2021	Eliminating a distance education
07	Associate of Science in Advanced Manufacturing Automation Technology	Vincennes University	09/27/2021	Changing the credit hours
08	Post-Master's Certificate in Nurse Executive	Purdue University Northwest	09/27/2021	Adding a certificate
09	Post-baccalaureate Certificate in Medical and Healthcare Writing	Purdue University West Lafayette	09/27/2021	Adding a certificate

	Title of Program	Institution/Campus/Site	Date Approved	Change
10	Post-baccalaureate Certificate in Engineering Leadership (PU)	Indiana University Purdue University Indianapolis	09/27/2021	Adding a certificate
11	Master of Architecture	Indiana University Bloomington	09/27/2021	Changing the CIP Code

COMMISSION FOR HIGHER EDUCATION
Thursday, October 14, 2021

INFORMATION ITEM C: **Media Coverage**

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

Tribune-Star
Flashpoint: Four years and 12 percentage points to go
By Teresa Lubbers
September 3, 2021

It's been over a year since the Indiana Commission for Higher Education released its fourth strategic plan, Reaching Higher in a State of Change. At the time, we truly did not anticipate how applicable the title would be as the COVID-19 pandemic made lasting impacts on Indiana's economy and postsecondary education system.

As we approach Indiana's 2025 goal — that at least 60 percent of Hoosiers have education and training beyond high school — the Commission has released its first annual report card to track progress toward fulfilling the plan's key metrics and action items. Currently, the state's attainment rate is at 48.3 percent, meaning we have less than four years left to close an 11.7 percentage point gap.

What does this goal mean for Indiana? Educational attainment is directly tied to Indiana's future workforce needs. Two million Hoosiers need additional training to compete in the 21st Century workforce, and there will be over 1 million job openings in Indiana due to retirements and the creation of new jobs by 2025. A strong talent pipeline must be in place for Indiana to remain economically competitive.

The nation shares our 60 percent educational attainment goal and is 8.1 percentage points away from reaching it. I encourage you to dig into Lumina Foundation's Stronger Nation tool to join us in tracking Indiana's progress toward achieving its 2025 goal. Users can explore Lumina's data to see how Indiana, its metro areas and counties are doing, with breakdowns for degree attainment by race, ethnicity and age.

However, there has been a significant decline in the state's college-going rate — down six percentage points in five years. In fact, it's at the lowest point in more than 10 years, and we anticipate seeing an additional decline with the most recent graduating class. The data isn't limited to those students attending four-year institutions. It also includes students enrolled in certificate programs and two-year institutions.

Indiana isn't alone. The National Student Clearinghouse Research Center shows a nationwide one-year decline of 3.5 percent in college-going rates.

If Indiana's college-going rate continues to decline, and if we don't improve educational pathways and training in our adult population, it will be impossible for the state to reach its attainment goal by 2025. Previously, a strong economy was identified as a reason for fewer Hoosiers going into college. However, the ongoing attitude that a college degree doesn't hold value for Hoosiers is a contributing factor that cannot be overlooked.

Education beyond high school is a powerful force to address income disparities, close equity gaps and provide economic mobility to our citizens. The Commission and Indiana's higher education institutions are committed to increasing the value proposition by ensuring that higher education is affordable, career-relevant and more responsive to the needs of consumers.

The Wall Street Journal
A Generation of American Men Give Up on College: 'I Just Feel Lost'
By Douglas Belkin
September 6, 2021

Men are abandoning higher education in such numbers that they now trail female college students by record levels.

At the close of the 2020-21 academic year, women made up 59.5% of college students, an all-time high, and men 40.5%, according to enrollment data from the National Student Clearinghouse, a nonprofit research group. U.S. colleges and universities had 1.5 million fewer students compared with five years ago, and men accounted for 71% of the decline.

This education gap, which holds at both two- and four-year colleges, has been slowly widening for 40 years. The divergence increases at graduation: After six years of college, 65% of women in the U.S. who started a four-year university in 2012 received diplomas by 2018 compared with 59% of men during the same period, according to the U.S. Department of Education.

In the next few years, two women will earn a college degree for every man, if the trend continues, said Douglas Shapiro, executive director of the research center at the National Student Clearinghouse.

No reversal is in sight. Women increased their lead over men in college applications for the 2021-22 school year—3,805,978 to 2,815,810—by nearly a percentage point compared with the previous academic year, according to Common Application, a nonprofit that transmits applications to more than 900 schools. Women make up 49% of the college-age population in the U.S., according to the Census Bureau.

"Men are falling behind remarkably fast," said Thomas Mortenson, a senior scholar at the Pell Institute for the Study of Opportunity in Higher Education, which aims to improve educational opportunities for low-income, first-generation and disabled college students.

American colleges, which are embroiled in debates over racial and gender equality, and working on ways to reduce sexual assault and harassment of women on campus, have yet to reach a consensus on what might slow the retreat of men from higher education. Some schools are quietly trying programs to enroll more men, but there is scant campus support for spending resources to boost male attendance and retention.

The gender enrollment disparity among nonprofit colleges is widest at private four-year schools, where the proportion of women during the 2020-21 school year grew to an average of 61%, a record high, Clearinghouse data show. Some of the schools extend offers to a higher percentage of male applicants, trying to get a closer balance of men and women.

"Is there a thumb on the scale for boys? Absolutely," said Jennifer Delahunty, a college enrollment consultant who previously led the admissions offices at Kenyon College in Gambier, Ohio, and Lewis & Clark College in Portland, Ore. "The question is, is that right or wrong?"

Ms. Delahunty said this kind of tacit affirmative action for boys has become "higher education's dirty little secret," practiced but not publicly acknowledged by many private universities where the gender balance has gone off-kilter.

“It’s unfortunate that we’re not giving this issue air and sun so that we can start to address it,” she said.

At Baylor University, where the undergraduate student body is 60% female, the admission rate for men last year was 7 percentage points higher than for women. Every student has to meet Baylor’s admission standards to earn admission, said Jessica King Gereghty, the school’s assistant vice president of enrollment strategy and innovation. Classes, however, are shaped to balance several variables, including gender, she said.

Ms. Gereghty said she found that girls more closely attended to their college applications than boys, for instance making sure transcripts are delivered. Baylor created a “males and moms communication campaign” a few years ago to keep high-school boys on track, she said.

Among the messages to mothers in the campaign, Ms. Gereghty said: “‘At the dinner table tonight, mom, we need you to talk about getting your high school transcripts in.’ ”

Race and gender can’t be considered in admission decisions at California’s public universities. The proportion of male undergraduates at UCLA fell to 41% in the fall semester of 2020 from 45% in fall 2013. Over the same period, undergraduate enrollment expanded by nearly 3,000 students. Of those spots, nine out of 10 went to women.

“We do not see male applicants being less competitive than female applicants,” UCLA Vice Provost Youlonda Copeland-Morgan said, but fewer men apply.

The college gender gap cuts across race, geography and economic background. For the most part, white men—once the predominant group on American campuses—no longer hold a statistical edge in enrollment rates, said Mr. Mortenson, of the Pell Institute. Enrollment rates for poor and working-class white men are lower than those of young Black, Latino and Asian men from the same economic backgrounds, according to an analysis of census data by the Pell Institute for the Journal.

No college wants to tackle the issue under the glare of gender politics, said Ms. Delahunty, the enrollment consultant. The conventional view on campuses, she said, is that “men make more money, men hold higher positions, why should we give them a little shove from high school to college?”

Yet the stakes are too high to ignore, she said. “If you care about our society, one, and, two, if you care about women, you have to care about the boys, too. If you have equally educated numbers of men and women that just makes a better society, and it makes it better for women.”

The pandemic accelerated the trend. Nearly 700,000 fewer students were enrolled in colleges in spring 2021 compared with spring 2019, a Journal analysis found, with 78% fewer men.

The decline in male enrollment during the 2020-21 academic year was highest at two-year community colleges. Family finances are believed to be one cause. Millions of women left jobs to stay home with children when schools closed in the pandemic. Many turned to their sons for help, and some young men quit school to work, said Colleen Coffey, executive director of the College Planning Collaborative at Framingham State University in Massachusetts, a program to keep students in school.

“The guys felt they needed to step in quickly,” Ms. Coffey said.

It isn’t clear how many will return to school after the pandemic.

No plan

Over the course of their working lives, American college graduates earn more than a million dollars beyond those with only a high-school diploma, and a university diploma is required for many jobs as well as most professions, technical work and positions of influence.

Yet skyrocketing education costs have made college more risky today than for past generations, potentially saddling graduates in lower-paying careers—as well as those who drop out—with student loans they can't repay.

Social science researchers cite distractions and obstacles to education that weigh more on boys and young men, including videogames, pornography, increased fatherlessness and cases of overdiagnosis of boyhood restlessness and related medications.

Men in interviews around the U.S. said they quit school or didn't enroll because they didn't see enough value in a college degree for all the effort and expense required to earn one. Many said they wanted to make money after high school.

Daniel Briles, 18 years old, graduated in June from Hastings High School in Hastings, Minn. He decided against college during his senior year, despite earning a 3.5 grade-point average and winning a $2,500 college scholarship from a local veterans organization.

He took a landscaping job and takes home about $500 a week. Mr. Briles, a musician, also earns some income from creating and selling music through streaming services, he said, and invests in cryptocurrencies. His parents both attended college, and they hope he, too, will eventually apply. So far, they haven't pressured him, he said.

"If I was going to be a doctor or a lawyer, then obviously those people need a formal education. But there are definitely ways to get around it now," Mr. Briles said. "There are opportunities that weren't taught in school that could be a lot more promising than getting a degree."

Many young men who dropped out of college said they worried about their future but nonetheless quit school with no plan in mind. "I would say I feel hazy," said 23-year-old Jay Wells, who quit Defiance College in Ohio after a semester. He lives with his mother and delivers pallets of soda for Coca-Cola Co. in Toledo for $20 an hour.

"I'm sort of waiting for a light to come on so I figure out what to do next," he said.

Jack Bartholomew, 19, started his freshman year at Bowling Green State University during the pandemic, taking his classes online. During the first weeks, he said, he was confused by the course material and grew frustrated. Finally, he quit. "I don't know what I'm going to do," he said. "I just feel lost."

Mr. Bartholomew's parents and one older sister have college degrees. He was a solid student in high school and was interested in studying graphic design. Yet while working online from his second-floor bedroom, his introductory courses seemed pointless for how much he was paying, he said.

He works 40 hours a week, at $15.50 an hour, packing boxes at an Amazon warehouse not far from his house in Perrysburg, Ohio. It isn't a long-term job, Mr. Bartholomew said, and he doesn't know what to do next.

“College seems like, to me at least, the only logical path you can take in America,” he said. But for now, he said, it is too big a struggle, financially and academically.

Tomorrow’s leaders

Men dominate top positions in industry, finance, politics and entertainment. They also hold a majority of tenured faculty positions and run most U.S. college campuses. Yet female college students are running laps around their male counterparts.

The University of Vermont is typical. The school president is a man and so are nearly two-thirds of the campus trustees. Women made up about 80% of honors graduates last year in the colleges of arts and sciences.

One student from nearly every high school in Vermont is nominated for a significant scholarship at the campus every year. Most of them are girls, said Jay Jacobs, the university’s provost for enrollment management. It isn’t by design. “We want more men in our pipeline,” Dr. Jacobs said, but boys graduate from high school and enroll in college at lower rates than girls, both in Vermont and nationwide.

The young men who enroll lag behind. Among University of Vermont undergraduates, about 55% of male students graduate in four years compared with 70% of women. “I see a lot of guys that are here for four years to drink beer, smoke weed, hang out and get a degree,” said Luke Weiss, a civil engineering student and fraternity president of Pi Kappa Alpha at the campus.

Female students in the U.S. benefit from a support system established decades ago, spanning a period when women struggled to gain a foothold on college campuses. There are more than 500 women’s centers at schools nationwide. Most centers host clubs and organizations that work to help female students succeed.

Young women appear eager to take leadership roles, making up 59% of student body presidents in the 2019-20 academic year and 74% of student body vice presidents, according to W.H. “Butch” Oxendine, Jr., executive director of the American Student Government Association.

“Across all types of institutions, particularly two-year institutions, but also extending into public and private four-year institutions, women dominate student government executive boards,” Mr. Oxendine said.

Many young men are hobbled by a lack of guidance, a strain of anti-intellectualism and a growing belief that college degrees don’t pay off, said Ed Grocholski, a senior vice president at Junior Achievement USA, which works with about five million students every year to teach about career paths, financial literacy and entrepreneurship.

“What I see is there is a kind of hope deficit,” Mr. Grocholski said.

Young men get little help, in part, because schools are focused on encouraging historically underrepresented students. Jerlando Jackson, department chair, Education Leadership and Policy Analysis, at the University of Wisconsin’s School of Education, said few campuses have been willing to spend limited funds on male underachievement that would also benefit white men, risking criticism for assisting those who have historically held the biggest educational advantages.

“As a country, we don’t have the tools yet to help white men who find themselves needing help,” Dr. Jackson said. “To be in a time when there are groups of white men that are falling through the cracks, it’s hard.”

Keith E. Smith, a mental-health counselor and men’s outreach coordinator at the University of Vermont, said that when he started working at the school in 2006 he found that men were much more likely to face consequences for the trouble they caused under the influence of drugs and alcohol.

In 2008, Mr. Smith proposed a men’s center to help male students succeed. The proposal drew criticism from women who asked, “Why would you give more resources to the most privileged group on campus,” he said.

Funding wasn’t appropriated, he said, and the center was never built.

The University of Oregon has one of the few college men’s centers, which offers help for mental and physical health. “Men don’t need to pull themselves up by their bootstraps,” said Kerry Frazee, director of prevention services, who works with the center. “No one can do it all by themselves.”

FOX59
Several colleges and universities waive application fees in light of College Application Week
By Alia Blackburn
September 24, 2021

INDIANAPOLIS — Friday is the last day of College Application Week.

It’s part of the Indiana Commission For Higher Education’s plan to help students, especially low-income and first-generation, to apply to at least one college.

“The college application process is really complicated, and if you’re a first-generation student, or don’t know anyone around you that’s been to a college or university, you don’t know that all those steps are required,” said Jose Medina, school and community outreach manager.

Throughout the week, the commission hosted numerous events to help connect students to resources. In light of the initiative, several colleges and universities also opted to waive application fees.

According to the commission, another 25 reported free applications year-round.

Statewide, organizers say many schools and universities are seeing a decline in applications.

“So we’ve noticed that a lot of students are hesitant to start their post-secondary education, whether it be they’ve had a life situation change, where they no longer think college is affordable, or they just don’t feel comfortable going to a college campus with the COVID-19 pandemic or they don’t feel they’re going to get that traditional college experience,” Medina said.

Medina says there’s also been a decline in the Free Application for Federal Student Aid, or FAFSA applications, which unlocks possible grant and scholarship opportunities for students.

Even if you missed out on the week of events, Medina says there’s still plenty of ways to connect to resources and support. You can find help at LearnMoreIndiana.org for guidance and information on upcoming events.

The Tribune
Free online tutoring available for Indiana Students
By Aubrey Woods
September 24, 2021

The Indiana Department of Education recently announced a new partnership with Schoolhouse.world to support students in grades 8 through 12 with free tutoring for SAT preparation, math courses and Advanced Placement courses.

"All students learn differently, and many need some level of extra support at different points in time," said Katie Jenner, Indiana's secretary of education. "This partnership provides access to personalized tutoring 24/7 at the click of a mouse. As we work to recover from significant learning impacts due to COVID-19, particularly in mathematics, this partnership with Schoolhouse.world will provide Hoosier students — no matter where they are or the needs they face — access to additional learning support."

Schoolhouse.world was launched in early 2020 by Sal Khan, founder of Khan Academy, in response to COVID-19 learning disruptions. The nonprofit connects students with live small-group tutoring through Zoom at no cost.

Tutoring currently focuses on SAT reading, writing and math with a math focus on pre-algebra, algebra, geometry, trigonometry, pre-calculus, calculus and statistics. Support also is available for AP courses, including AP Calculus, AP Statistics, AP Chemistry, AP Biology, AP Physics and AP Computer Science.

"We are excited to partner with the Indiana Department of Education to provide free tutoring to students across Indiana," said Drew Bent, chief operating officer of Schoolhouse.world. "No matter where you are in the state or what resources you may have, we want to help you receive the support that you need."

In addition to resources through Schoolhouse.world, Khan Academy and College Board offer free SAT practice resources. This free resource comes as all Indiana high school juniors prepare to take the SAT in the spring. Students can visit Official SAT Practice on Khan Academy, a personalized online program that helps students practice for the SAT with thousands of sample questions, instant feedback, video lessons and full-length practice tests.

Nationwide, more than 10 million students have signed up for free SAT practice through Khan Academy.

To learn more about these learning resources and to sign up for a tutoring session, visit schoolhouse.world or khanacademy.org.

The Times of Northwest Indiana
Ivy Tech Community College has nearly $4 billion annual impact on Indiana, study shows
By AnnMarie Hilton
September 28, 2021

EAST CHICAGO — A study revealed Ivy Tech Community College has a multi-billion dollar positive impact on not only Lake County, but the whole state of Indiana.

According to a news release Monday, the **2020 Ivy Tech Community College Economic Impact Report** was conducted by Emsi and is based on fiscal year 2018-19. It outlines the return on investment the community college has for students, taxpayers and the communities it serves. The analysis shows a $3.9 billion cumulative annual impact.

“The results of the Emsi study show what those of us working at Ivy Tech Lake County have known all along, which is that the economic benefits of our campus to our community are staggering,” Louie Gonzalez, chancellor of the Lake County campus, said.

Looking with a more local lens, Ivy Tech employs 360 full-time and part-time faculty and staff. Total operations come to $18.7 million contributing to the local economy, and the expenditures of retained students in FY 2018-19 added another $2.9 million.

Alumni have the greatest impact on the state, the release said, because of higher earnings and productivity for the businesses that employ them. The study found Ivy Tech Lake County alumni generated $106 million in added income for the county economy.

The community college’s impact supports the equivalent of 401 jobs in Lake County, the release said.

“Besides contributing to growth and prosperity by providing quality higher education, local spending via our campus operations, employees, students and alumni help make our local economy thrive,” Gonzalez said. “The benefits to having an Ivy Tech campus here in Lake County are tangible and real.”

The study also looked at the value of the investment students are making in themselves by receiving an Ivy Tech education and the investment taxpayers are making in students through the public dollars the school receives, the release said.

Students invested $502.8 million in time and money that will generate a cumulative return of $2.2 billion in higher future earnings over their careers.

On average, someone working in Indiana with an Ivy Tech associate degree will see annual earnings that are $10,100 higher than someone with a high school diploma or equivalent.

“Ivy Tech’s impact goes well beyond the benefits students derive from their education,” said Sue Ellspermann, president of Ivy Tech. “When the College’s students enter the workforce, they bring with them valuable skills acquired through their education, resulting in increased productivity for their employers. That has a lasting impact on our state and the dozens of communities where our students live and work.”