



INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, September 8, 2022

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Indiana Commission for Higher Education Meeting

Thursday, September 8, 2022

Call to Order – 9:00 A.M. ET

Indiana University

Indiana Memorial Union

900 East 7th Street

Bloomington, IN 47405

Parking available at the Indiana Memorial Union

Join on your computer or mobile app:

[Join Microsoft Teams Meeting](#)

-or-

Join on your phone (audio only):

DIAL: +1 317-552-1674

PHONE ID: 285 935 997#

- I. Call to Order**
 - Roll Call and Determination of Quorum**
 - Chair’s Report**
 - Commissioner’s Report**

- II. Consideration of the Meeting Minutes..... 1**

- III. Discussion Items**
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 - 1. Indiana University
 - 2. Ivy Tech Community College
 - 3. University of Southern Indiana

- IV. Budget Items**
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**Requires Commission Action*

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	4. Master of Science in Management to be offered by Indiana University East, Kokomo, Northwest and Southeast	
	5. Master of Science in Strategic Finance to be offered by Indiana University East, Kokomo, Northwest, South Bend and Southeast	
	6. Master of Arts for Teachers in German to be offered by Indiana University Bloomington, IUPUI, South Bend and Southeast	
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The next meeting of the Commission will be on **October 13, 2022, in West Lafayette, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, August 11, 2022

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:00 a.m. ET at Ball State University 2800 West Bethel Avenue, Muncie, IN 47306, with Chairman Mike Alley presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dr. Edward Berger, Dennis Bland, Anne Bowen, Jud Fisher, Bill Hanna, Al Hubbard, Nancy Jordan, Pepper Mulherin, Dan Peterson, Tom Saunders and Erika Steuterman

Members Absent: Chris LaMothe, Mike Daigle

CHAIR'S REPORT

Good afternoon and thank you everyone for joining us today. I would like to invite President of Ball State University, Dr. Geoffrey Mearns, to offer welcoming remarks.

President Mearns provided remarks.

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

We are pleased to welcome two new members to the Commission today. Nancy Jordan of Fort Wayne is the senior consultant with Bulldog Consulting Services. Rep. Tom Saunders of Lewisville is a retiring state representative.

Ms. Nancy Jordan and Rep. Tom Saunders introduced themselves.

In addition to Nancy and Tom, I also want to welcome Mike Daigle of South Bend. Mike is the CEO and executive director of the St. Joseph County Airport Authority. Mike was not able to join us for this meeting, but we will have the opportunity to meet him in September.

We are pleased to welcome each of them to the Commission. With the addition of new members, I would like to draw your attention to the updated membership list and new committee assignments.

COMMISSIONER'S REPORT

Thank you, Chairman Alley. I am pleased to share my August report, this time with a presentation deck as I have several data points to share. As you know, our key priorities and concerns remain focused on the college-going rate, the adult workforce and population and the retention of college graduates in Indiana. Indiana's college-going rate continues to decline. We reported in our College Readiness Report that Indiana's college-going rate for the class of 2020 was 53 percent. While the pandemic certainly exacerbated the decline, this trend has been occurring for many years prior. There was a 12 percentage-point decline in college-going in the past 5 years. We are also seeing major equity gaps by race and ethnicity as well as gender.

We continue to focus on promoting the value proposition, as many Hoosiers are not seeing the value of postsecondary education. We have also begun tracking economic metrics by education level. Those with a bachelor's degree have a lower unemployment rate, higher labor participation rate, as well as higher wages and wealth. We see higher levels of education impacting other social metrics including percent of Hoosier on WIC benefits, infant mortality and life expectancy.

I mentioned last meeting that we will be making key staff changes to our team. Charlee Beasor will be leading a comprehensive and robust approach to our marketing, communications and advertising, and we have been hard at work already. Here are some examples of the media attention we have been getting in recent weeks. I also mentioned our emphasis on building on our network of statewide partnerships. We will be hiring an Associate Commissioner of K-12 Strategy, who will lead our incredible K-12 outreach team as well as an Associate Commissioner for Adult Strategy, who will be working closely with employers and organizations to better serve adults.

We worked hard over the last several weeks with the Governor's office to confirm new appointments to the Commission including Mike Daigle, Nancy Jordan and Rep. Tom Saunders. We also confirmed reappointments including Anne Bowen as our student member, Al Hubbard and Chris LaMothe.

Our key priorities over the next nine months include:

- Auto-enroll all eligible students into the 21st Century Scholars program
- Return the Frank O'Bannon grant amounts to pre-Great Recession levels (an increase of 35% to the maximum base-award amounts)
- Increase the availability and strategic use of dual credit and quadruple the number of high school seniors that earn the Indiana College Core by 2028
- Require high school seniors to file the FAFSA (required to receive state financial aid)
- Provide affordable, quality and career-relevant opportunities to students
- Revising the state's education outcomes-based funding formula to build on recent successes
- Encouraging all students to participate in the Scholar Success Program, even if they are not in the 21st Century Scholars program

We will do this with an intentional focus on building good policies, programs and partnerships—really building on recommendations from the College Readiness Report and our network of partners (the Pentagon) and developing K-12 and adult-focused strategies.

II. CONSIDERATION OF THE MEETING MINUTES

R-22-4.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the June 2022 regular meeting. (Motion – Fisher, second – Mulherin, unanimously approved)

III. DISCUSSION ITEMS

A. 2022 College Completion Report

Lee Rathbun and Allison Kuehr presented this item.

IV. BUDGET ITEMS

A. Outcomes-Based Funding Model

Seth Hinshaw presented this item.

R-22-4.2 RESOLVED: That the Commission for Higher Education hereby approves the Outcomes-Based Funding Model (Motion – Peterson, second – Fisher, unanimously approved)

B. Commission for Higher Education Fiscal Year 2023 Spending Plan

Seth Hinshaw presented this item.

R-22-4.3 RESOLVED: That the Commission for Higher Education hereby approves the Outcomes-Based Funding Model (Motion – Bland, second – Fisher, unanimously approved)

C. Capital Projects for Full Discussion

Alecia Nafziger presented this item. Seth Hinshaw provided the staff recommendation.

R-22-4.4 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Hanna, unanimously approved)

D. Capital Projects for Expedited Action

1. Indiana University – Deferred Maintenance

R-22-4.5 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Saunders, unanimously approved)

V. STUDENT SUCCESS ITEMS

A. School Finder Tool and Credential Transparency

Dr. Ken Sauer and Jillian Scholten presented this item.

B. Credit for Prior Learning Clearinghouse

Dr. Ken Sauer and Dawn Clark presented this item.

C. SAT/ACT Admissions Requirements at Indiana Public Institutions

Dr. Ken Sauer and Jessica Barrett presented this item.

D. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Sustainability to be offered by Purdue University Glob
2. Bachelor of Science in Aviation Management to be offered by Purdue University Global

R-22-4.6 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 – Fisher, second – Berger, unanimously approved)

VI. STUDENT SUCCESS ITEMS

There was none.

VII. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Media Coverage

VIII. 2022 OFFICER SLATE

I would like to propose this year’s officer slate. Each year in August the Commission elects a new slate of officers. This slate was created by a nominating committee consisting of one member per class. The 2022-2023 Officer Slate includes:

- Jud Fisher, Chair
- Erika Steuterman, Vice Chair
- Anne Bowen, Secretary

R-22-4.7 RESOLVED: That the Commission for Higher Education hereby approves the 2022-2023 Officer Slate. (Motion – Hubbard, second – Mulherin, unanimously approved)

Congratulations to our new officers. At this time, it is my honor to pass the gavel to our new Chair, Jud Fisher.

OLD BUSINESS

NEW BUSINESS

There was none.

IX. ADJOURNMENT

The meeting was adjourned at 2:16 P.M. ET

Mike Alley, Chair

Anne Bowen, Secretary

COMMISSION FOR HIGHER EDUCATION

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DISCUSSION ITEM A:

**2023-2025 Indiana Postsecondary Institution
Budget Presentations**

Background

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 2023-2025 budget submission during the September 2022 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Indiana University
- Ivy Tech Community College
- University of Southern Indiana

COMMISSION FOR HIGHER EDUCATION

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BUDGET ITEM A-1:

Purdue University West Lafayette – Max W & Maileen Brown Family Hall Renovation

Staff Recommendation

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

- Purdue University Max W & Maileen Brown Family Hall Renovation

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed 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 – Max W & Maileen Brown Family Hall Renovation

Purdue University West Lafayette – Max W & Maileen Brown Family Hall Renovation

Thursday, September 8, 2022

B-1-23-2-03: Purdue University Max W & Maileen Brown Family Hall

The Purdue University Board of Trustees requests authorization to proceed with renovating approximately 32,000 GSF on the first floor of the Max W & Maileen Brown Family Hall, formerly the Electrical Engineering Building, on the West Lafayette campus. This project includes expanding classroom space to accommodate larger class sizes and enrollment growth, lighting and mechanical improvements, and additional restroom space.

Funding: The estimated cost of this project is \$14,573,000 and will be funded by \$14,000,000 in gift funds and \$573,000 in university operating funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY
Max W & Maileen Brown Family Hall Renovation

Institution:	Purdue University	Budget Agency Project No.:	B-1-23-2-03
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:	31,866 GSF (1)	21,026 ASF (2)	0.66 ASF/GSF
Net change in overall campus space:	0 GSF	0 ASF	

Total cost of the project (3):	\$ 14,573,000	Cost per ASF/GSF:	\$ 457.32 GSF
Total cost of the demolition:	\$ -		\$ 693.09 ASF
Funding Source(s) for project (4):	Amount	Type	
	\$ 14,000,000	Gift Funds	
	\$ 573,000	Operating Funds	
Estimated annual debt payment (6):	\$0		
Are all funds for the project secured:	Yes		

Project Funding:
The renovation is being funded primarily by Gift Funds with the remainder coming from Operating Funds.

Project Cost Justification
This project scope and cost are similar to the project listed in the comparable project section.

Estimated annual change in cost of building operations based on the project:	\$ -
Estimated annual repair and rehabilitation investment (5):	\$ 218,595

(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
Max W & Maileen Brown Family Hall Renovation

Institution:	Purdue University	Budget Agency Project No.:	B-1-23-2-03
Campus:	West Lafayette	Institutional Priority:	N/A

Description of Project

This project will renovate approximately 32,000 GSF on the first floor of the Max W & Maileen Brown Family Hall, formerly the Electrical Engineering Building, on the West Lafayette campus. Several instructional labs, lab support spaces, computational research labs, classrooms, offices, the electrical shop and a collaboration area will be renovated or created. The computational research labs will support 15 researchers and up to 150 graduate students. While renovations occur, occupants will use swing space in the adjacent Potter Engineering Center.

New walls with overhead doors will be constructed between labs to allow flexibility in adjusting space for various course sizes: the doors will be opened to accommodate larger class sizes and closed for smaller classes. Flooring and lighting will be replaced throughout the renovated space, and student lab benches will be replaced within the instructional labs. Restrooms for both genders will be added on the north and south ends of the building, consistent with the location of restrooms on other floors. Mechanical, electrical and heating, ventilation and air conditioning (HVAC) systems that primarily support the first floor are at the end of their service lives and will be upgraded. Exterior glazing will be modified and supplemented to improve overall daylighting and transparency.

Need and Purpose of the Program

The School of Electrical and Computer Engineering (ECE) is the largest school in the College of Engineering, serving over 1,700 sophomore, junior and senior undergraduate students and approximately 1,000 graduate students. The mission of the school is to serve and lead the state of Indiana, the nation, and the world-wide profession of electrical and computer engineering through the education of the next generation of engineers, discovery that advances fundamental knowledge and its applications, and by innovation and engagement that address global challenges of societal impact. This renovation will support the experiential education of the students in the ECE program.

This renovation will help address the need for larger class sizes due to an overarching strategic enrollment growth initiative in the College of Engineering, and specifically, increased enrollment within ECE. This project will modernize and increase instructional lab capacity to accommodate the increased enrollment. The renovation is in alignment with University space administration strategies, and it will result in increased space efficiency and flexibility while accommodating more students per assigned square foot (ASF) within the existing building footprint. The existing first floor instructional space accommodates 128 students, and the renovation will accommodate 207 students when complete, for approximately a 60% increase in student capacity. This project will enhance Americans with Disabilities Act (ADA) accessibility.

Space Utilization

More than 20,000 ASF is impacted by this project. The space utilization of the existing first floor is assigned in order from most to least ASF as teaching labs, offices, research labs, classrooms and support space. The renovation will reallocate space by reducing office space by approximately 30% in order to increase research lab and teaching spaces. More than 1,000 square feet will be repurposed from non-assignable space to assignable space due to more efficient use of space.

Comparable Projects

Electrical Engineering and Multiple Building Renovation, 2016

- \$21,725,000
- 60,244 GSF / 30,979 ASF
- \$361/GSF; \$701/ASF
- The scope included renovations to instructional labs and faculty spaces, in addition to classroom updates, in several engineering buildings, including the ground floor of the Electrical Engineering Building (the floor below current project scope). Mechanical, electrical and HVAC work was included for the affected buildings.

The total project cost for the 2016 was higher, included work in multiple buildings and covered more square footage in the renovation than the proposed project. The cost/GSF of the proposed project is in line with the completed project when accounting for inflation since that time.

Background Materials

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR MAX W & MAILEEN BROWN FAMILY HALL RENOVATION

(INSERT PROJECT TITLE AND SBA No.)	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	
A. OVERALL SPACE IN USE						
Classroom (110 & 115)	336,545	-	-	336,545	(211)	336,334
Class Lab (210,215,220,225,230,235)	755,112	72,943	-	828,055		828,311
Non-class Lab (250 & 255)	1,660,895	16,022	29,714	1,706,631		1,709,349
Office Facilities (300)	2,385,957	17,570	9,452	2,412,979	(1,668)	2,411,311
Study Facilities (400)	392,685	14,337	664	407,686		407,686
Special Use Facilities (500)	1,218,311	-	12,709	1,231,020		1,231,020
General Use Facilities (600)	1,008,003	3,335	21,390	1,032,728	(69)	1,032,728
Support Facilities (700)	2,875,731	(860)	-	2,874,871		2,874,802
Health Care Facilities (800)	216,011	-	-	216,011		216,011
Resident Facilities (900)	2,489,928	-	254,158	2,744,086		2,744,086
Unclassified (000)	15,282	-	-	15,282		15,282
B. OTHER FACILITIES (Please list major categories)						
TOTAL SPACE	13,354,459	123,347	328,087	13,805,893	(1,948)	13,806,919

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:

- Gateway Complex
- Hyperionics Building
- Schleman/Stewart Renovation
- Whistler Mechanical Project

Space planned and funded includes:

- Life Sciences Phenotyping Greenhouse Building
- Mackey Locker Rooms Renovation
- Ross-Ade Stadium Renovation
- Northwest Chiller Plant System Improvements
- Vawter Hall Electrical Enhancements and Replacement

Space to be terminated includes:

N/A

CAPITAL PROJECT COST DETAILS
Max W & Maileen Brown Family Hall Renovation

Institution:	Purdue University	Budget Agency Project No.:	B-1-23-2-03
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	December	2022
Start Construction	May	2023
Occupancy (End Date)	July	2024

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<u>Planning Costs</u>			
a. Engineering	\$ 400,000		N/A
b. Architectural	\$ 550,000		N/A
c. Consulting	\$ 150,000		N/A
<u>Construction</u>			
a. Structure	\$ 6,773,000		N/A
b. Mechanical (HVAC, plumbing, etc.)	\$ 2,000,000		N/A
c. Electrical	\$ 1,300,000		N/A
<u>Movable Equipment</u>	\$ 1,500,000		N/A
<u>Fixed Equipment</u>	\$ 500,000		N/A
<u>Site Development/Land Acquisition</u>	\$ -		N/A
<u>Other (Please list)</u>	\$ 1,400,000		N/A
TOTAL ESTIMATED PROJECT COST	\$ 14,573,000	\$ -	N/A

(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
Max W & Maileen Brown Family Hall Renovation

Institution:	Purdue University	Budget Agency Project No.:	B-1-23-2-03
Campus:	West Lafayette	Institutional Priority:	N/A

		<u>GSF OF AREA AFFECTED BY PROJECT</u>		31,866	
<u>ANNUAL OPERATING COST/SAVINGS (1)</u>					
	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	\$ -	\$ -	\$ -	\$ -	\$ -

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, September 8, 2022

BUDGET ITEM B:

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 University West Lafayette – Northwest Chiller Plant System Improvements
- Purdue University West Lafayette – Vawter Hall Electrical Enhancements and Replacement

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, September 8, 2022

Capital Projects for Expedited Action

Thursday, September 8, 2022

- B-1-23-2-04** **Purdue University West Lafayette Northwest Chiller Plant Improvements**
The Purdue University Board of Trustees requests authorization to proceed with improvements to the Northwest Chiller Plant System on the West Lafayette campus. These improvements include the replacement of three condenser water pumps which will increase the capacity to provide chilled water and save the university more than \$200,000 each year as well as offset the need to rent equipment at a cost of \$1,500,000 per year. The total cost of this project is \$2,250,000 and will be paid for through operating fund reserves.
- B-1-23-2-05** **Purdue University West Lafayette Vawter Hall Electrical Enhancements**
The Purdue University Board of Trustees requests authorization to proceed with improvements for the Vawter Hall electrical system on the West Lafayette campus. These improvements include the installation of a new, larger transformer to replace two existing, smaller transformers and the addition of three new transformers with the intent of improving reliability and maintenance capabilities. The total cost of this project is \$3,000,000 and will be paid for through Housing and Dining Auxiliary Funds.

COMMISSION FOR HIGHER EDUCATION

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ACADEMIC AFFAIRS ITEM A:

Expanding Opportunities to Complete Indiana College Core in High School!

Background

The Commission’s latest data on the college-going rate, which has plunged from 65 percent to 53 percent between 2015 and 2020, combined with Indiana’s underperforming educational attainment rate, underscore the need to take significant steps to counter these alarming trends and drags on the Indiana economy, the competitiveness of our workforce, and the well-being of Indiana residents.

One way to do this is to expand opportunities for high school students to complete the Indiana College Core, a 30-semester hour general education core that is based on competencies and that, when completed, transfers as a block of credits to all public two- and four-year institutions.

Data will be presented on the substantial increase over the past year in the number of high schools that have met the criteria for being designated as delivery sites for the Indiana College Core, which includes a signed memorandum of understanding between the high school and the primary postsecondary partner. Information will also be provided on plans, opportunities, and challenges to dramatically increase the number of high schools that can be designated as delivery sites for the Core, and to do this in an equitable manner.

Supporting Documents

“What You Need to Know About the Indiana College Core,” from the Learn More Indiana Educator Guide, 2nd Edition

Criteria for Determining a Delivery Site for the Indiana College Core, March 3, 2021

What You Need to Know About the Indiana College Core



What is the Indiana College Core?

The Indiana College Core, formerly known as the Statewide Transfer General Education Core, or STGEC, is a block of 30 credit hours of general education college-level coursework that can be transferred between all Indiana public colleges and universities and some private institutions. The Indiana College Core was developed by the public institutions in Indiana in response to Senate Enrolled Act 182 in 2012. It allows a student who satisfactorily completes an approved program of general education at any public institution to transfer that coursework to another public institution as a block of 30 credit hours toward the general education core requirements.

Why should students pursue the Indiana College Core?

The Indiana College Core helps students save time and money when pursuing higher education. Dual

credit earned in high school is significantly more affordable than earning the same credits at two- or four-year institutions. By earning the Core in high school, students are able to pursue additional opportunities in college such as adding a minor, studying abroad, immersive learning opportunities or starting graduate school earlier. Additionally, students can focus on major-specific coursework beyond typical gateway courses faster than students without credits earned in high school.

Simply put, the Indiana College Core saves students time and money, while increasing their academic confidence and the likelihood that they will complete a higher education credential.

BENEFITS OF EARNING THE INDIANA COLLEGE CORE

- Save money – earn a year of college for \$750 or less
- Focus on major-specific courses earlier
- Pursue other opportunities in college
 - » Add a minor
 - » Study abroad
 - » Immersive learning opportunities
- Potential to graduate early
 - » Start graduate school earlier if you choose

What is a Competency?



The Indiana College Core competencies, which were agreed upon by faculty across public institutions, are the skills and knowledge associated with the coursework considered foundational for further study in higher education. The competencies introduce students to a range of skills and disciplines. Within the Indiana College Core framework, the competencies are categorized as either Foundational Skills or Ways of Knowing.

How can a student earn the Indiana College Core?

It's important to know that requirements for completion of the Indiana College Core vary by campus and institution. A student must fulfill the Indiana College Core requirements of the school at which a student is enrolled, with a minimum of 30 credit hours and with an Indiana College Core grade point average (GPA) no lower than 2.0. Additionally, students earning dual credit must earn at least 30 semester hours of credit and have mastered the

competencies required for the Core by the primary postsecondary dual credit provider. Each state public institution has specified how its program meets the competencies described within the [Indiana College Core framework](#).



The Indiana College Core is based on six core competencies that fall under two categories, “Foundational Intellectual Skills” and “Ways of Knowing”:

FOUNDATIONAL INTELLECTUAL SKILLS

1. Quantitative Reasoning
2. Speaking and Listening
3. Written Communication

WAYS OF KNOWING

4. Humanistic and Artistic
5. Scientific
6. Social and Behavioral



Criteria for Determining a Delivery Site for The Indiana College Core*

March 3, 2021

1. A delivery site for the Indiana College Core is defined as a high school that has:
 - a. Partnered with at least one Indiana public, postsecondary institution to ensure that students at that high school can complete the Indiana College Core; and
 - b. Committed to send all current high school transcripts through Parchment as XML data files.
2. For a high school to be identified as a delivery site for the Indiana College Core, a Memorandum of Understanding must be signed between the high school and an Indiana public, primary postsecondary partner, which is the college or university that:
 - a. Will affirm that high school students who complete the Core have earned at least 30 semester hours of credit and have mastered the competencies required for the Core;
 - b. Will issue a transcript to students indicating they have completed the Core; and
 - c. May confer a postsecondary certificate to students who complete the Core.
3. The duties of the primary postsecondary partner include:
 - a. Delivering at least 15 of the 30 credit hours of coursework required to complete the Indiana College Core;
 - b. Coordinating the delivery of coursework from other postsecondary partners to avoid unnecessary course duplication and to ensure there are no gaps in the availability of courses needed for students to complete the Core;
 - c. Ensuring the availability of other methods, by which students can earn credit that applies toward the Core, such as AP examinations, courses delivered through dual enrollment, courses delivered through telecommunications, faculty sharing partnerships with other high schools/school corporations, and CLEP examinations;
 - d. Specifying the cohorts of students, by graduating classes, for whom the primary postsecondary partner commits to making available the courses and other methods needed for students to complete the Core; and
 - e. Following Commission for Higher Education instructions to ensure that the list of high schools at which students can complete the Indiana College Core is kept accurate and current on the Indiana Credential Registry.

COMMISSION FOR HIGHER EDUCATION

Thursday, September 8, 2022

ACADEMIC AFFAIRS ITEM B:

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 Actuarial Science to be offered by Indiana University East, IUPUI, Northwest, South Bend and Southeast
- Bachelor of Science in Accounting to be offered by Indiana University East, Kokomo, Northwest, South Bend and Southeast
- Bachelor of Science in Applied Statistics to be offered by Indiana University East, IUPUI, Northwest, South Bend and Southeast
- Master of Science in Management to be offered by Indiana University East, Kokomo, Northwest and Southeast
- Master of Science in Strategic Finance to be offered by Indiana University East, Kokomo, Northwest, South Bend and Southeast
- Master of Arts for Teachers in German to be offered by Indiana University Bloomington, IUPUI, South Bend and Southeast

Background

The Academic Affairs and Quality Committee discussed these programs at its August 22, 2022, meeting and concluded that the proposed programs could be placed on the September 8, 2022 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action August 22, 2022

Academic Degree Programs on Which Staff Propose Expedited Action

August 22, 2022

CHE 22-12	B.S. in Actuarial Science	(See table below for participating campuses)
CHE 22-13	B.S. in Accounting	“
CHE 22-14	B.S. in Applied Statistics	“
CHE 22-15	M.S. in Management	“
CHE 22-16	M.S. in Strategic Finance	“
CHE 22-17	M.A.T. in German	“

Indiana University Southeast is the only campus that will be participating in the offering of all six of these programs. East, Northwest, and South Bend will participate in five of the six programs. Kokomo and IUPUI will participate in three of the six programs. IU Bloomington will only participate in one offering (see table below for a summary of the six programs and participating campuses.).

Degree	Participating Campuses						
	Bloomington	East	IUPUI	Kokomo	Northwest	South Bend	Southeast
B.S. in Actuarial Science							
B.S. in Accounting							
B.S. in Applied Statistics							
M.S. in Management							
M.S. in Strategic Finance							
M.A.T. in German							

Legend: Shading indicates the campus will be participating in the offering of the collaborative online program

All of the programs will be offered 100 percent online, all asynchronously, through a collaboration of two system-level offices: the Office of Collaborative Academic Programs and the Office of Online Education. The former (Collaborative Academic Programs) identifies the programs to be offered, assigns the faculty to be involved, and creates the curriculum, outcomes, and assessments associated with the program. The latter (Online Education) handles the administrative side of offering the programs, such as ensuring the technological capacity needed to offer the programs online as well as the academic and student support services required for student success.

CHE 22-12 Bachelor of Science in Actuarial Science to be offered by Indiana University East, IUPUI, Northwest, South Bend and Southeast

Proposal received on July 11, 2022

CIP Code: 52.1304

Projections for each campus:

Fifth Year Projected Enrollment: Headcount – 15, FTE – 13

Fifth Year Projected Degrees Conferred: 3

The proposed Bachelor of Science (B.S.) in Actuarial Science will be offered online through the School of Natural Science and Mathematics at IU East, the School of Science at IUPUI, The College for Arts and Sciences at IU Northwest, The College of Liberal Arts and Sciences at IU South Bend and the School of Natural Sciences at IU Southeast.

The B.S. in Actuarial Science requires 120 semester hours to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no Transfer Single Articulation Pathway (TSAP) that aligns with the proposed degree program. However, there are 2+2 pathway opportunities available. Students who graduate from Ivy Tech Community College with an A.S. in Liberal Arts can transfer all 60 semester hours of credit into the proposed degree program. Additionally, students from Vincennes University who complete the A.S. in Engineering Science – Actuarial Science and Mathematics concentration can transfer all 60 semester hours of credit into the proposed degree program. Prior to transferring to one of the IU campuses, Vincennes University students are encouraged to work closely with their IU assigned advisor.

CHE 22-13 Bachelor of Science in Accounting to be offered by Indiana University East, Kokomo, Northwest, South Bend and Southeast

Proposal received on July 11, 2022
CIP Code: 52.0301

Projections for each campus:
Fifth Year Projected Enrollment: Headcount – 35, FTE – 30
Fifth Year Projected Degrees Conferred: 7

The proposed Bachelor of Science (B.S.) in Accounting will be offered online through the Schools of Business on each campus.

The B.S.in Accounting requires 120 semester hours to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is a Transfer Single Articulation Pathway (TSAP) available that aligns with the proposed degree program. Students who graduate from Ivy Tech Community College and Vincennes University with an A.S. in Business Administration can transfer all 60 semester hours of credit into the proposed degree program. Additionally, there is a 2+2 pathway that aligns with the degree program. Students who graduate from Ivy Tech Community College and Vincennes University with an A.S. in Accounting can transfer all 60 semester hours of coursework into the proposed degree program. Prior to transferring to IU, Vincennes University students are strongly encouraged to complete Calculus II (MATH 216) at IU to stay on time with the degree requirements. All students should work with their IU-assigned advisor prior to selecting courses at IU.

CHE 22-14 Bachelor of Science in Applied Statistics to be offered by Indiana University East, IUPUI, Northwest, South Bend and Southeast

Proposal received on July 11, 2022
CIP Code: 27.0501

Projections for each campus:
Fifth Year Projected Enrollment: Headcount – 40, FTE – 35
Fifth Year Projected Degrees Conferred: 8

The proposed Bachelor of Science (B.S.) in Applied Statistics will be offered online through the School of Natural Science and Mathematics at IU East, the School of Science at IUPUI, the College of Liberal Arts and Sciences at IU South Bend, the College of Arts and Sciences at IU Northwest and the School of Natural Sciences at IU Southeast.

The B.S.in Applied Statistics requires 120 semester hours to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no Transfer Single Articulation Pathway (TSAP) or 2+2 pathway opportunities that align with the proposed B.S. in Applied Statistics. Ivy Tech Community College and Vincennes University students are encouraged to complete the Indiana College Core (a block of 30 semesters of general education credit) prior to transfer. Prior to transferring to IU, all students are strongly encouraged to complete Calculus II (MATH 216) at IU to stay on time with degree requirements. Additionally, all students should work closely with their IU-assigned advisor prior to selecting courses at IU.

CHE 22-15 Master of Science in Management to be offered by Indiana University East, Kokomo, Northwest and Southeast

Proposal received on July 11, 2022
CIP Code: 52.0201

Projections for each campus:
Fifth Year Projected Enrollment: Headcount – 18, FTE – 12
Fifth Year Projected Degrees Conferred: 5

The proposed Master of Science (M.S) in Management will be offered online through the Schools of Business on each campus.

The M.S. in Management requires 30 semester hours to complete.

CHE 22-16 Master of Science in Strategic Finance to be offered by Indianan University East, Kokomo, Northwest, South Bend and Southeast

Proposal received on July 11, 2022
CIP Code: 52.0304

Projections for each campus:
Fifth Year Projected Enrollment: Headcount – 12, FTE – 9
Fifth Year Projected Degrees Conferred: 5

The proposed Master of Science (M.S) in Strategic Finance will be offered online through the Schools of Business on each campus.

The M.S. in Strategic Finance requires 30 semester hours to complete.

CHE 22-17 Master of Arts for Teachers in German to be offered by Indiana University at IUPUI, Indiana University South Bend and Southeast

Proposal received on July 11, 2022
CIP Code: 16.0501

Projections for each campus:
Fifth Year Projected Enrollment: Headcount – 9, FTE – 5
Fifth Year Projected Degrees Conferred: 5

The proposed Master of Arts for Teachers (M.A.T.) in German will be offered online through the School of Liberal Arts at IUPUI, the College of Liberal Arts and Sciences at IU South Bend and the School of Arts and Letters at IU Southeast.

The M.A.T. in German requires 30 semester hours to complete.

COMMISSION FOR HIGHER EDUCATION

Thursday, September 8, 2022

STUDENT SUCCESS ITEM A:

Marketing and Communications and Outreach Efforts

Background

The Marketing and Communications and Outreach teams have had a busy spring and summer integrating the Education Value research findings and language recommendations into the Commission’s communications, including:

- Presentations and sharing of communications resources with other state agencies; higher education leadership, admissions and marketing teams; philanthropic groups; community-based organizations and non-profits and others
- State Higher Education Executive Officers (SHEEO) Policy Conference and follow-up presentations with other states and national groups
- To nearly 5,000 students, parents, families and visitors to the Commission’s booth at the Indiana State Fair in August
- Through refreshing the Learn More Indiana website, which will launch later this fall

Additionally, the team will share results from the Commission’s first “influencer” marketing campaign with local radio host Jake Query. Lastly, there will be an update on the upcoming College GO! Week, September 26-30.

Supporting Documents

To be distributed.

COMMISSION FOR HIGHER EDUCATION
Thursday, September 8, 2022

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
02	Master of Science in Ballet	Indiana University Bloomington	2/18/2022	Under Review
03	Bachelor of Science in Actuarial Science	Indiana University East, IUPUI, Northwest, South Bend, Southeast	7/11/2022	On CHE Agenda for Action
04	Bachelor of Science in Accounting	Indiana University East, Kokomo, Northwest, South Bend, Southeast	7/11/2022	On CHE Agenda for Action
05	Bachelor of Science in Applied Statistics	Indiana University East, IUPUI, Northwest, South Bend, Southeast	7/11/2022	On CHE Agenda for Action
06	Master of Science in Management	Indiana University East, Kokomo, Northwest, Southeast	7/11/2022	On CHE Agenda for Action
07	Master of Science in Strategic Finance	Indiana University East, Kokomo, Northwest, South Bend, Southeast	7/11/2022	On CHE Agenda for Action
08	Master of Arts for Teachers in German	Indiana University Bloomington, IUPUI, South Bend, Southeast	7/11/2022	On CHE Agenda for Action
09	Associate of Applied Science in Occupational Therapy Assistant	Ivy Tech Community College – Anderson and Bloomington	7/22/2022	Under Review

COMMISSION FOR HIGHER EDUCATION
Thursday, September 8, 2022

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Certificate in History	Indiana State University	8/22/2022	Adding a certificate
02	Indiana College Core Certificate	Purdue University Northwest	8/22/2022	Adding a certificate
03	Doctor of Nursing Practice	Purdue University Northwest	8/22/2022	Adding distance education
04	Enterprise Architecture Systems Micro-credential	Purdue University Global	8/22/2022	Adding a certificate
05	Foundations for Business Education Micro-credential	Purdue University Global	8/22/2022	Adding a certificate
06	Master of Science in Health Education and Promotion	Purdue University Global	8/22/2022	Changing the name
07	Indiana College Core Certificate	Purdue University Fort Wayne	8/22/2022	Adding a certificate
08	Critical Infrastructure Security Micro-credential	Purdue University Global	8/22/2022	Adding a certificate
09	Blockchain Technologies and Apps Micro-credential	Purdue University Global	8/22/2022	Adding a certificate
10	Post-baccalaureate Certificate in Project Management (PU)	IUPUI	8/22/2022	Changing the credits
11	Master of Arts for Teachers in German	Indiana University Bloomington	8/22/2022	Splitting a degree

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
12	Post-Master's Graduate Certificate in Urban School Leadership (IU)	IUPUI	8/22/2022	Changing the name
13	Graduate Certificate in Leadership	Indiana University Kokomo	8/22/2022	Adding a certificate
14	Undergraduate Certificate in Artificial Intelligence (IU)	IUPUI	8/22/2022	Adding a certificate
15	Bachelor of Science in Health and Wellness	Indiana University Bloomington	8/22/2022	Changing the name

COMMISSION FOR HIGHER EDUCATION

Thursday, September 9, 2022

INFORMATION ITEM C:

Media Coverage

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

The Hechinger Report
How higher education lost its shine
By Jon Marcus
August 10, 2022

LA VERGNE, Tenn. — As the football and girls' soccer teams sweated through summer practice on the athletics fields at LaVergne High School, a small group of adult advisers inside shared tales of their own ordeals.

They spoke of high school graduates who had balked at writing essays or filling out the forms required to apply to college. Of parents suspicious about divulging what they earn so that their kids could get financial aid. Of students sure there was easy money to be made on TikTok or YouTube, or in jobs at the Volkswagen plant in Chattanooga.

Part of a cadre of advisers deployed by the state to prod more Tennessee high school graduates into college, the women in this conference room have suddenly found their jobs to be much harder.

The proportion of high school graduates in Tennessee who are going directly to college is plummeting. Last year, it was less than 53 percent. That's down 11 percentage points since 2017.

"He starts telling me, 'I don't want to do this,'" one adviser, Portia Cook, was recounting to her colleagues from the state program, called Advise TN, about a student at the top of his class who had changed his mind about continuing his education. " 'You're talking about four more years of school? No.'"

Similar conversations took place nationwide this summer as worried state officials grappled with a dramatic and continuing slide in the number of Americans willing to invest the money and the time it takes to go to college. It's a trend that experts say is likely to diminish people's quality of life and the country's economic competitiveness.

"With the exception of wartime, the United States has never been through a period of declining educational attainment like this," said Michael Hicks, director of the Center for Business and Economic Research at Ball State University's Miller College of Business.

There has been a significant and steady drop nationwide in the proportion of high school graduates enrolling in college in the fall after they finish high school — from a high of 70 percent in 2016 to 63 percent in 2020, the most recent year for which the figure is available, according to the National Center for Education Statistics.

The proportion of high school graduates enrolling in college in the fall after they finish high school has dropped from a high of 70 percent in 2016 to 63 percent in 2020.

Many observers have suggested three principal explanations for the falloff: the Covid-19 pandemic, a dip in the number of Americans under 18 and a strong labor market sucking young people straight into the workforce.

But while the pandemic made things worse, the enrollment downturn took hold well before it started; there were already two and a half million fewer students at colleges and universities by the time that Covid set in than there were in 2012. Another million and a half have disappeared since then.

Demographics alone cannot explain the scale of this drop. And statistics belie the claim that recent high school graduates are getting jobs instead of going to college; workforce participation for 16- to 24-year-olds is actually lower than it was before Covid hit, the Bureau of Labor Statistics, or BLS, reports.

Myriad focus groups and public opinion surveys point to other reasons for the dramatic downward trend. These include widespread and fast-growing skepticism about the value of a degree, impatience with the time it takes to get one and costs that have finally exceeded many people's ability or willingness to pay.

"The expectations of going to college from their parents, it died down — that if you don't go to college, you're a bum," Ever Balladares said about why many of his fellow graduates of LaVergne High, southeast of Nashville, don't plan to continue their educations, as he does. "They don't think that anymore."

Tennessee is not the only place experiencing this trend. While not all states measure college-going in the same way or have data for the same years, some have also seen declines much higher than the national average.

The proportion of high school graduates going to college in Indiana dropped to 53 percent in 2020, down by 12 percentage points from five years earlier — a pace Commissioner for Higher Education Chris Lowery has called "alarming." In West Virginia, 46 percent of 2021 high school graduates went on to college the following fall, 10 percentage points below that state's high of 56 percent in 2010.

Fifty-four percent of 2021 high school grads in Michigan went straight to college, down 11 percentage points from 2016. In Arizona, 46 percent of high school graduates in 2020 went to college the following fall, a drop from more than 55 percent in 2017. In Alabama, recent high school graduates' college-going in 2020 fell to 54 percent, down 11 percentage points since 2014; and in Idaho, to 39 percent, down 11 percentage points since 2017.

Americans are increasingly dubious about the need to go to college. Fewer than one in three adults now say a degree is worth the cost, according to a survey by the Strada Education Network.

"That conversation has come up more frequently — 'Is it worth it?' " said Jennifer Kline, a counselor at Festus High School in Festus, Missouri, a state where the proportion of high school graduates going straight to college is down by 6 percentage points since 2017, to 61 percent. "I just have more and more parents who are saying, 'Nope. You're not going to do that. You're not going to a four-year college.' "

Her students' parents "just don't value education the way they did in the past," said Amanda DeBord, an Advise TN adviser in a rural part of Tennessee. "I feel like that's been slipping for a few years."

On top of all that is growing dissatisfaction among recent university and college graduates with the value of the education they received.

More than four in 10 bachelor's degree holders under 45 did not agree that the benefits of their educations exceeded the costs, according to a survey by the Federal Reserve. Only a quarter of recent grads in another survey, by the educational publishing and technology company Cengage, said that, if they could do it again, they'd take the same educational path.

That adds up to a lot of bad reviews passed down to younger siblings and classmates, who consider family and friends the most trustworthy sources about whether and where to go to college, according to a survey by Vox Global, for the Indiana Commission for Higher Education, that also combed through social media.

“If you don’t believe your degree was worth the cost and you tell everybody that, that has a huge impact,” said Stephanie Marken, a partner at the Gallup polling organization in its education division.

Meanwhile, months of discussion about whether the Biden administration will forgive all or some student loan debt has had an unintended consequence: It has reminded prospective learners just how much people before them had to borrow to pay for college. So has the fact that many of their parents are still paying back their student loans.

“The conversation about student debt they’re hearing constantly is playing into their perception,” said Samantha Gutter, chief access and outreach officer at the Tennessee Higher Education Commission, which surveyed high school seniors about their college-going plans.

“These numbers have been around for quite some time,” said Kim Cook, chief executive officer of the National College Attainment Network. “But right now, it’s just a world where this is more headline news.”

Other headlines include the ones about resurgent scams and scandals that have forced taxpayers to assume the debt of students whose colleges and universities misled them. The U.S. Department of Education in June discharged \$5.8 billion worth of federal loans borrowed by students of the defunct for-profit Corinthian Colleges, for example. Cases such as that have “really put a sour taste in the mouths of some people,” Hicks said.

Between 2015 and 2019, Americans’ faith in higher education dropped more than their confidence in any other institution measured by the Gallup polling organization — an extraordinary erosion of trust, considering that list includes the presidency, Congress, big business and the criminal justice system.

“There’s anti-elitism, anti-institutionalism, a perception that cost is out of control,” said Marken. “We’re also having a hangover from a lot of bad actors in higher ed who misrepresented their product.”

These problems, now coming home to roost, were evident for years, but colleges and universities in general have done little to address them.

They stick to a policy of advertising prices few consumers pay but that discourage many from applying. They bury students in red tape that is especially confounding for the increasing number of would-be applicants whose parents never went to college. And they often fail to make clear connections between academic disciplines and careers or keep up with the demands of the fast-moving labor market.

“We have not focused enough on outcomes,” said Ruth Watkins, former president of the University of Utah and now president of Strada Impact, which does research into what drives student behavior. “We haven’t been clear. We can do so much better.”

A degree does, in fact, still pay off. Workers with bachelor’s degrees earn 67 percent more than people with only high school diplomas, according to the BLS. More than half of “good jobs” — meaning those

with salaries of at least \$35,000 for workers under age 45 and \$45,000 for people between 45 and 64 — call for bachelor’s degrees, the Georgetown University Center on Education and the Workforce estimates.

When her students tell her that they plan to forgo college, said Cook of Advise TN — she calls them “my babies” and “my sweethearts” — “My pushback is, ‘You can go to work at Volkswagen, but what happens five or six years from now when you want to move up? You’re not going to be able to.’ ”

Yet since the start of the pandemic, the proportion of 14- to 18-year-olds who think education is necessary beyond high school has dropped from 60 percent to 45 percent, the ECMC Group found. More than half of teenagers who are planning on some further education say they are open to something other than a four-year degree.

Even high school graduates who plan to go to college admit to doubts.

“My whole life has been sports, but at the same time it’s still, ‘Is college really for me?’ ” said Dillon Phillips, who played basketball at LaVergne High and hopes to go pro but will start at a community college to “give me time to prepare” for the requirements of a four-year university.

The pandemic only deepened the fears of students who were already struggling with self-confidence and skeptical about college, said Thea Cole, who also counsels students for Advise TN. “Their GPAs have suffered. So some of them are, ‘I don’t know if I can get in,’ or, ‘It will be too hard.’ ” Cook is more blunt: “My kids have a shorter fuse. When things start getting complicated, they’re done.”

It’s not only recent high school graduates who are turning their backs on higher education. The number of students over 24 who are going for the first time or returning to college has also steadily declined, by a total of 12 percent in the five years between the spring of 2017 and the just-ended spring semester, according to the National Student Clearinghouse Research Center.

Covid-19 accelerated that slide, too. Fewer than four in 10 people with an associate degree or less believe that further education will help them land a stable job in an economic slump — down from half who said so before the pandemic — a Strada survey found.

“I blame higher ed for that,” said Marken. “One reason is the cost is out of control, but another is how cost is presented,” with institutions listing prices much higher than what almost any students actually pay after discounts and financial aid are accounted for.

“Most students don’t know that, and most parents who didn’t pursue higher education themselves don’t know that,” Marken said. “They’re going to count themselves out before they even apply.”

People aren’t entirely imagining that college costs are up, of course. Even when financial aid is counted, the inflation-adjusted average cost of a four-year college education has more than doubled since 1974. The inflation-adjusted cost of a two-year degree is up by 66 percent.

New financial worries and inflation are aggravating the affordability problem. Many students who are enrolled say they’re having trouble covering tuition — especially those who attend community colleges, which have seen the most dramatic declines in enrollment. More than a third of those students say their

financial situations are worse than before Covid, the Center for Community College Student Engagement found.

Community colleges and regional four-year universities “have traditionally served the populations that have faced the greatest challenges: managing child care, transportation, food insecurity. And in this moment, it’s just one thing too many to try to manage postsecondary education or training,” Watkins said.

Trying to get at the reasons so many people have stopped going to college, some states have conducted focus groups and surveys, revealing that the complexity of getting a higher education is to blame for at least some of the antipathy toward following through with it.

In Indiana, 70 percent of residents said they found trying to understand the state’s financial aid options “overwhelming.” In Tennessee, many high school students said they didn’t think they were eligible for state financial aid for which they probably actually qualified.

“We need to make it simpler for people. We see in black and white that the majority of people think it’s too complicated,” said Charlee Beasor, associate commissioner for marketing and communications at the Indiana Commission for Higher Education.

Other explanations include a lack of child care, which 38 percent of adults cite as an important reason that they’re not in college, along with the need to care for other family members, according to a Gallup survey.

Among the other findings of the Vox study for the Indiana Commission on Higher Education: Some Americans these days “balk at the idea of being told what to do by out-of-touch elites who don’t know them,” such as whether they should go to college.

“And they especially don’t want to be told their life isn’t good enough,” said Beasor — “‘How dare you tell me what I need to do to make my life better?’ ”

The growing disparities in college-going could widen the fissures already polarizing American society, Hicks said.

“Places like Los Angeles or D.C. or Chicago, they’re going to continue to draw a lot of college graduates,” he said. “For places that have a smaller share of college graduates, you’re going to have a more uncertain economic climate and lower wages.”

The effects are already unavoidable, said Cook, of the National College Attainment Network.

“Even if in a best-case scenario, we address this and turn it around and enrollment is back up — and that’s a giant if — just the last two years, it’s more than a million students who are not going on to graduate.”

The United States has already fallen from second to 16th since 2000 among Organisation for Economic Co-operation and Development member nations in the proportion of 25- to 34-year-olds with bachelor’s degrees. The countries ahead of the U.S. on that list have increased their bachelor’s degree attainment

during that time by an average of 177 percent, an analysis by the Pell Institute for the Study of Opportunity in Higher Education found.

In one state, Massachusetts, a think tank has already projected that lower college completion rates combined with baby boomer retirements and less immigration mean that the number of workers with degrees will fall by 10 percent, or 192,000, by 2030 — much more steeply than previously projected — compared to a 25 percent increase in each of the last four decades. It warned of “serious implications for the state’s economy.”

Even before the pandemic, the nation was facing a shortage of more than nine million college-educated workers over the next decade, affecting nearly every state and costing nearly \$1.2 trillion in lost economic output, the center-right American Action Forum estimated.

Economic competitors “could wish nothing better but to see the share of [American] adults who go to college drop by 12 percentage points,” Hicks said. “It is literally cataclysmic.”

Chalkbeat Indiana
As Indiana’s college-going rate dips, can an underused aid program do more?
By Helen Rummel
August 11, 2022

Katie Keegan will always be grateful to her mom for pushing her to apply to 21st Century Scholars, a needs-based scholarship and mentoring program. Without it, she says, she might not be studying at Purdue University right now.

Her graduating class, the class of 2020, saw Indiana’s steepest decline in college-going rates in recent memory. That year, only 53% of graduating Indiana high schoolers went straight to college, a steep drop from 58% the previous year. But Keegan said she was able to attend Purdue thanks to the support and mentorship from Indiana’s 21st Century Scholars Program, a state financial aid program that helps many Indiana students from low-income families who qualify.

During high school, Keegan met with advisors through the program who guided her through applications like the federal student aid form known as the FAFSA, and answered her questions about college. And the program ultimately provided her with a scholarship allowing her to reach higher education.

“When you know that you’re going to be okay because you don’t have to worry about ‘How am I going to pay this off?’ everything else just kind of feels better,” she said.

Keegan’s story with the program is a successful one, but there’s evidence that not enough students get a chance to emulate it. While 80% of Keegan’s fellow 21st Century Scholars went on to college in 2020, just over half of the overall graduating class did. Yet while four in 10 Indiana students are eligible for 21st Century Scholars, only half of them apply. Such numbers leave some advocates and others wanting better access to programs designed to help students bridge the gap between K-12 and college.

Meanwhile, over the last decade, the share of Indiana’s low-income students going to college — the same population served by the program that helped Keegan — has plunged by 26 percentage points. There have also been declines of 20 percentage points among Black students and 7 percentage points among Hispanic students, all over the last decade.

Rachel Santos, director of education policy at the Indiana Latino Institute, said there are a number of hurdles students and families must cross when planning for college. Automatically enrolling students in programs like 21st Century Scholars would ensure that they are made aware of options and resources that can help them, she said.

“We know that this program can help students get into college and not have the burden of debt,” Santos said. “Students who are in the program, they’re much more likely to enroll in college and then once they’re in college, they get more support and they’re likely to succeed.”

The program isn’t a guarantee of success. In 2020, 37% of the 21st Century Scholars graduated from college on time. This lags behind the 44% state average for on-time graduation, but it is considerably higher than the rate for other low-income students of 27%. And the share of students in the program graduating on time has improved in recent years.

The higher education landscape itself, along with the workforce opportunities available to students after high school, has changed in recent years in ways that may be beyond the direct control of schools, students, and officials. But Chris Lowery, the commissioner for Indiana’s Commission for Higher Education, said those who attribute declines in college-going rates solely to the pandemic are mistaken.

“There are clear economic benefits that come with greater levels of education,” Lowery said in a May release. “People with a bachelor’s degree or higher are more likely to be employed and participating in the workforce, and they have significantly higher wages and a greater overall net worth.”

Like Santos, he’s called for auto-enrolling students in 21st Century Scholars.

A (good) domino effect

Eligibility for the program, founded in 1990, is based on a student’s household income, alongside their residency status. But when students start to apply in the 7th and 8th grades, they have to explain why they want to pursue higher education. Once students reach the 9th grade it’s too late for them to apply as the rules currently stand.

That happened to align well with the approach taken by Keegan, who had been planning for college since she was in middle school.

“It’s something that not a lot of people do, or not a lot of people have to think of,” Keegan said. “But I had to sit down and think of why I’m fit to go to college and why that’ll benefit my mom and I at such a young age.”

Keegan described being accepted into 21st Century Scholars as creating a domino effect, in a good way. A huge weight had been lifted off her shoulders, and everything else seemed a bit more possible.

Once she began to participate in the program, she started to envision herself at college. And when she knew she wouldn’t have to take on debt to support herself, she became focused on the application process. Students in the program like Keegan receive up to 100% of tuition at public two- and four-year colleges in Indiana, along with certain fees, and the program also pays for some tuition costs at private, independent, and approved for-profit schools. Students in the program pledge to graduate high school with a cumulative GPA of at least 2.5.

She also said being in the program made her work harder in high school in Connersville, a small Indiana town where the median household income is nearly \$30,000 less than the national average of \$67,520 in 2020.

Even now as a Purdue student, Keegan sets boundaries for herself in college to maintain good standing with the scholarship program — that means maintaining a strong GPA and full-time class schedule. Students also promise to complete at least 30 credit hours each year to stay on track toward earning a degree on time.

Santos believes 21st Century Scholars' emphasis on mentoring and personalized support is what has proven to be truly successful with the students she has worked with in the past. Not everyone, she said, can have parents who have the time or knowledge to help them through the process of preparing for college.

"I don't think just giving students money is the solution to having them succeed," Santos said. "In higher ed, I think you need cohort style programs. You need community programs."

While the Commission for Higher Education administers the scholarships, state lawmakers, among others, will also need to be on board with the change. Right now, the commission is putting together analyses on the return of investment for the program in hopes of advocating for auto-enrollment. More than 45,000 students in the state have obtained their degrees with the help from the scholarship. The commission hopes to increase this number considerably, but they understand it will cost more to do so. In Lowery's opinion, it's more than worth it.

"What an incredibly good return on investment it is," Lowery said. "We statistically know that with increased educational attainment, on average, we spend a lot less on an individual and his or her loved ones in social spending."

Lowery says the program is old enough that they have already seen the generational impacts. Some students who graduated through the program now have their own children, who are also now more likely to obtain a college degree.

While the share of Indiana students going straight from high school to college has declined recently, that doesn't mean other students will never go on to higher education.

Chris Foley, director of online education for Indiana University, said online enrollment for them has increased since 2016. Most of the uptick consists of adults who work to get their degree some time after graduating high school, but recently, he said, more students have enrolled in online education immediately following high school. Since many recent students experienced virtual learning due to the pandemic, Foley anticipates online higher education to fill a role for many in the future.

In addition to the flexibility students have when pursuing higher education, Foley said there are other job opportunities that didn't exist before as well.

"There's a wide variety of things that I think students have at their fingertips now that I know I didn't when I went to college 30 years ago," Foley said.

But others, like Lowery, have concerns about the long-term effects on some who might enter the workforce too soon.

“If individuals go directly into the workforce, if it’s right for them and they can continue to progress to their satisfaction, that’s super,” Lowery said. “But I do have concern if they will continue to have the skills over their working lifetime to progress.”

‘Two very different stories’

When Keegan arrived at Purdue, she explained 21st Century Scholars to a girl she met living on the same floor. The girl was surprised to learn that Keegan had been thinking about and planning for college for years, whereas she knew her parents would fund her college career.

“After we (had) that conversation it was a real eye opener for both of us,” Keegan said. “Because we’re both coming from such different socioeconomic statuses. You don’t really tend to think about how we all ended up with the same place, same floor, same dorm. When I think about that, that’s two very different stories.”

Keegan recommends all students look into local scholarship opportunities, including 21st Century Scholars and other programs such as the Frank O’Bannon Grant and Lilly Endowment Community Scholarship.

She said some of her peers write college off as “just more school” when considering a plan after high school, when in fact her positive experiences range far beyond the coursework and even the people she’s met on campus. Keegan just returned from a study abroad program in Scotland — something she says she wouldn’t have been able to do without financial aid.

“I think a lot of people look at it as more school: ‘I gotta go sit and learn more,’” Keegan said. “When in reality, there’s so much more to it.”

Keegan hopes the state can bring college enrollment numbers back up in the coming years. To her, it would mean more students can look back toward their high school years with gratitude, like she is able to.

South Bend Tribune
Viewpoint: Sounding the alarm on sharp decline in Indiana’s college-going rate
By Chris Lowery
August 11, 2022

The future of our state is at risk, and I’m joining leaders around the state in sounding the alarm. Indiana’s college-going rate fell to 53 percent for the class of 2020 (a six-point drop from 2019 and 12-point drop from 2015). This is the lowest rate in at least a generation and presents stark challenges which must be addressed with urgency and thoughtfulness.

Our new data highlight alarming educational trends, particularly for males, and Black, Hispanic and Latino, and low-income students, who saw the largest declines in college-going rates. We must leverage programs that work to close these gaps, including Indiana’s 21st Century Scholarship, which has closed the college-going achievement gap for low-income students across all races and ethnicities.

Unfortunately, not enough eligible students are enrolling, because they don’t know about it or have the support to apply. The Indiana Commission for Higher Education is advocating to auto-enroll financially

eligible students in the program so more Hoosiers can afford college. The 21st Century Scholarship does not just change the lives of students. The return on investment to taxpayers is enormous. Over a lifetime, the extra income Scholars earn from earning a college degree is nearly 10 times the cost of the Scholars program. That extra income has ripple effects throughout our communities. A bigger investment in the 21st Century Scholarship can add billions to the state's economy.

Additionally, the Frank O'Bannon grant annually helps over 30,000 low- to middle-income Hoosiers afford education beyond high school. The Commission seeks to increase the maximum award to bring it back to pre-Great Recession levels, which will allow thousands of students to have their tuition and fees completely covered by financial aid. If approved, it would provide more financial aid for students who already qualify and spread the eligibility scale to reach additional students who may currently be on the cusp of qualifying.

Another cost savings option for students is earning the Indiana College Core while in high school. Through dual credit, students can earn essentially a full year of college for little to no cost. About 1,800 high school graduates in 2020 earned the Indiana College Core. The average full "sticker" price for a year at a public institution is \$22,000, equating to a savings of \$40 million for that graduating class alone. The commission is calling to dramatically increase the number of completions by 2028.

Implementing these recommendations will directly impact Hoosiers' wallets and have the potential to positively change the trajectory of their futures.

Education beyond high school is at the heart of economic and social mobility, and civil society. Statistically, individuals with education beyond high school, especially with a bachelor's degree or higher, have lower unemployment rates, much better labor participation, and significantly higher wages and net worth

But despite state and national data consistently showing the importance of education and training beyond high school, its perceived value has continued to decline. It's going to take a concerted statewide movement involving employers, policymakers, philanthropists, community organizations and any Hoosier willing to add their voice to this challenge to push back on the negative perceptions and reclaim the narrative. Education cannot do it alone.

It's going to be an exhausting yet exhilarating effort to reverse the present trend in educational attainment. I believe Indiana is up to the task.

Let's get to work.

Fox59
College, university enrollment showing promise for Fall 2022
By Alia Blackburn
August 22, 2022

INDIANAPOLIS — At Marian University, students are getting ready for a new school year.

"I think it's just like a lot going on, but I'm sure that it's going to be very fun and a lot to learn as well," said freshman Niky Quezada.

Quezada spoke with FOX59 in between her classes Monday morning. She's a student-athlete on a full-ride scholarship playing soccer and studying engineering.

Quezada is one of 750 new students enrolled in the university's undergraduate programs. She's also part of Marian's first-ever class for the E.S. Witchger School of Engineering, which consists of 42 students, 21% of them being women.

Across all of its locations, Marian officials project a near double-digit percent increase in undergraduate enrollment for Fall 2022.

"In the last six years, enrollment in Indiana and the Midwest has gone down in higher ed significantly," said Marian University President Daniel J. Elsener. "Our enrollment's advanced 25 percent."

Elsener credits some of the university's growing enrollment to the support within and outside the campus and continuous efforts to address workforce needs in the state.

For Marian's new school of engineering, Elsener said it's an \$81 million project equipped with the resources to produce qualified talent along with helping fill gender and diversity gaps within the industry.

"We're building a beautiful building, hiring faculty from all over the country, to put in a full-scale engineering program, including a graduate program," he said. "When you respond to needs, the people come so to speak, the resources are flowing in."

The addition comes as Marian also launches a new 4-year nursing degree program at the Ancilla campus in Plymouth, Indiana. The goal is to help provide opportunities to help aid the nursing shortage in the northern Indiana market.

"I think it's some of the most remarkable, quiet work that's going on these days and it began a few years ago by the college and universities broadly to say what does the market need today? What does it need tomorrow?" said Commissioner Chris Lowery, Indiana Commission for Higher Education. "Really coming down to supply and demand, can individuals go to college or university and land a job today but also with the promise of tomorrow, and are the institutions paying attention to that."

In its most recent report, the Indiana Commission for Higher Education noted the state's college-going rate dropped 6 points in one year. While it was exacerbated by the pandemic, Lowery said it's an issue that's been impacting the state and the rest of the country for some time, and institutions are making a conscious effort to change that.

"They're focusing their message around affordability, quality, career relevance, helping students who might question the value of higher education," Lowery said. "I think everyone in higher ed has realized those are the key areas where students have questions or prospective students have questions."

Working alongside its education partners, Lowery said they're helping to market the affordability of Indiana's colleges and universities, which is a big factor in many deciding whether or not to pursue higher education.

"Indiana's universities and colleges, or public institutions, have held the line on tuition increases better than almost any state in the country in the last 10 years," he said, "also, a lot of folks in Indiana don't realize that Indiana has a wonderful portfolio of need-based financial aid."

Lowery said making a harder push to debunk some of the myths about post-secondary education could help produce better outcomes.

“Unemployment rates are not only low in Indiana, they’re exceedingly low at the bachelor’s degree and higher,” he said. “For individuals with a bachelor’s degree and higher, it’s less than 1 percent unemployment. I mean, it’s almost non-existent, and yet it’s five times higher for folks with a high school diploma only. So you start to see that for the individual, it’s important. For the employer, it’s important, and certainly for the fabric of the community.”

For Quezada, she’s looking forward to being a trailblazer in the world of STEM and making a mark for women in the industry.

“What we’re looking for is to empower women and having that opportunity, for me, is a blessing,” she said.

FOX59 also reached out to Butler University, who also gave projections of increased enrollment with more than 1,200 first-year students, which is a more than 6% boost compared to last year. University officials also noted this incoming class as the third largest in school history and one of its most ethnically diverse classes.

To increase enrollment, Butler said it’s strategically targeting marketing in areas of the country where high school graduation rates are increasing. So far, university officials report seeing success with that approach as more than half of its students are from out-of-state and 47% are from Indiana.

WFYI

What will President Biden’s student debt relief plan mean for Hoosiers?

By: Ethan Sandweiss

August 24, 2022

President Joe Biden announced Wednesday that his administration will cancel \$10,000 of federal student debt for each borrower earning less than \$125,000. Pell Grant recipients may have as much as \$20,000 forgiven, and no borrowers will be required to pay more than 5 percent of their monthly income.

Biden pledged on the campaign trail to forgive all undergraduate student debt at public, historically black, and minority serving universities and colleges. His current plan falls short of that promise, but it still represents an unprecedented move. How will this decision affect borrowers in Indiana?

Americans currently owe \$1.6 trillion in federal student loan debt - almost 8% of the national gross domestic product. Over 48 million Americans are currently paying off student loans averaging \$28,950 per borrower. Indiana ranks above the national average at \$32,874, and, according to the U.S. News and World Report, IU Bloomington graduates can expect to borrow an average \$19,500 in federal loans.

Phil Schuman counsels IU students on finances and loans as Executive Director of Financial Wellness and Education. He said that Biden’s debt plan could be especially impactful for low-income borrowers.

“For every \$10,000 in student loans that you have under a 10-year repayment plan, that’s taking off \$100 a month from your payments,” Schuman said. “It may have been difficult for people to survive over the last few years. Maybe that \$100 isn’t going to get them over that hump, but it’s going to go a long way. It could just help them get back on steady footing.”

Public pressure has been growing for years on the federal government to intervene in the student debt crisis. IU Sociology professor and author Brian Powell has studied public attitudes toward paying for higher education for over a decade.

“What we find is a dramatic shift from 2010 through that whole decade in which people now see the government as being a major player or at least a key partner in handling the financial responsibility of college,” Powell said.

Powell’s research revealed that the public sees college degrees as increasingly necessary, but increasingly unaffordable. Participants surveyed in 2015 and 2020 were also far more likely to mention debt as a factor in their thinking than participants in 2010. Powell also said the passage of the Affordable Care Act in 2010 convinced many Americans that the state should be involved in keeping other essential services affordable.

Fiscal conservatives have criticized Biden’s plan for the potential impact increasing household income could have on inflation. Inflation in the U.S. stands around 8.5%, and the federal government is fighting to bring it down through changing tax codes and lowering health care costs.

Powell acknowledges that inflation could be a side effect of the new plan, but he can’t say for certain. Nevertheless, he encouraged people to consider the plan as a cost-benefit analysis rather than a zero-sum game.

“Let’s suppose for a moment that it is inflationary,” Powell said. “You still have to compare the benefit of providing forgiveness versus the potential for inflation.”

Some critics say that \$10,000 isn’t enough to bring those needed benefits, especially for marginalized communities. Research from the Brookings Institute shows that Black graduates hold an average \$53,000 in debt four years after graduation - almost double the amount of White graduates. Black women in particular are almost three times as likely to have student debt as White men. In a CNN op-ed, NAACP President Derrick Johnson described Biden’s plan as “pouring a bucket of ice water on a forest fire.” U.S. Senators Chuck Schumer and Elizabeth Warren urged the president to forgive \$50,000 instead.

IU alumnus, former Student Government President and former President of IU Black Student Union Ky Freeman said that during his tenure in both positions, he saw other students from marginalized backgrounds face financial challenges that jeopardized their entire education.

“Some of our students didn’t make it back after a semester because of how expensive college got, and they’d already procured enough loans that they couldn’t get any more,” Freeman said.

Discussions from the Black Student Union informed Freeman’s approach to governing the student body, including advocating for loan forgiveness in D.C., and pressing university administrators to distribute more Pell Grants.

“When you’re talking about those types of financial hardships that come from our intersecting identities playing out, as Black students we don’t get to come and just be students at university,” Freeman said.

Regardless of its impact for certain students, Powell cautioned Americans not to think of one-time debt forgiveness as a permanent solution for the rising cost of education.

“Loan forgiveness is just one part of the discussion about college affordability.” He said. “And it’s just one part of the discussion about what role should the government play in terms of college costs and making colleges affordable.”

COMMISSION FOR HIGHER EDUCATION

Thursday, September 8, 2022

INFORMATION ITEM D:

Upcoming Meetings of the Commission

Background

The Indiana Commission for Higher Education presents its schedule of Commission meetings. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

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

2023 Commission Meetings

Thursday, January 12, 2023
Thursday, March 9, 2023
Thursday, May 11, 2023
Thursday, July 13, 2023
Thursday, September 14, 2023
Thursday, November 9, 2023

2024 Commission Meetings

Thursday, January 11, 2024
Thursday, March 14, 2024
Thursday, May 9, 2024
Thursday, July 11, 2024
Thursday, September 12, 2024
Thursday, October 10, 2024*
Thursday, November 14, 2024

Commission meeting locations will be confirmed and made available at www.che.in.gov.

** Indiana Postsecondary Institution Budget Presentations only*