Academic Master Plan 2020-2030

Indiana University-Purdue University Columbus

2/4/2020

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INTRODUCTION

Higher Education is in the midst of a rapidly changing landscape that differs from the centuries-old traditions of teaching and learning. As educators, it is important for us to stay on the cusp of discovery, innovation and creativity, while reinforcing the very foundations of human knowledge and understanding. This requires universities and colleges to impart knowledge based on best practices, high impact strategies and a trajectory that remains forward-thinking and learner-centered. Today, through partnerships with scholars, administrators, community leaders and businesses, we actively shape the students' experiences that prepare them for careers, community and civic responsibilities. For this reason, it is essential to explore a long-term path, all the while observing and listening to the ever-changing needs of our stakeholders.

This Academic Master Plan (AMP) reflects the work of many stakeholders, including faculty, staff, students and the communities we serve. Through results of discipline-specific expertise, surveys of students and local businesses, and research on trends in higher education, we have created this plan in alignment with the specific mission, goals and strategic plan of Indiana University-Purdue University Columbus (IUPUC). Divisional reports outline and expound upon anticipated educational needs, as well as changing discipline-specific outcomes. Sub-committee reports point to the specific information that drives the overall plan.

IUPUC partners actively with the Community Education Coalition of Columbus, the Economic Opportunity Network (EcO), and Ivy Tech Community College through programs such as the *Gateway Community of Practice,* The National Equity Project, and the Lumina Foundation designated Indiana Talent Hub. Businesses including major manufacturing companies, K-12 schools and health-care institutions (among many others) provide important relationships that serve our students, and give back to our community through our well-prepared, career-ready graduates. Reports on these activities are included in the appendix of the full academic master plan.

At IUPUC, we offer multiple academic programs that can be completed at our campus. As a school of Indiana University-Purdue University Indianapolis, we are able to offer students the opportunity to begin IUPUI programs here as well, giving students multiple academic pathways. As we work through the plans contained in this AMP, it is important to recognize that it is a living document, that invites periodic reassessment, one that will respond to the evolving landscape of higher education.

In October 2018, Vice Chancellor and Dean Reinhold Hill formed the IUPUC Academic Master Plan Planning Committee. This process was initiated to implement and expand IUPUC's mission and strategic plan. Included in its purpose, the Academic Master Plan is mapped to increase student success, align academic programing with regional economic development and economic opportunity priorities, and strengthen engagement across our campus and surrounding communities. IUPUC's Academic Master Plan is based on input from students, faculty, staff, and members of the community, as we collaborate to create our 10-year blueprint for sustainability and success. The launch of the first stages of this plan corresponds with the 50th anniversary of our campus. Through this process, we have been able to reflect on the past, evaluate the present, and plan for the future of this campus in an intentional and comprehensive process. The primary committee met monthly to plan processes throughout the 2018-2019 academic year. A call for participation on subcommittees was initiated in February of 2019. Subsequently, the subcommittees gathered information in each of their predetermined areas and prepared a report for the initial draft of the plan, that was unveiled at the Fall 2019 Assembly. Membership on the committees:

Academic Master Plan Planning Committee:

Jennifer Conner, Joe Heltzel, Sally Jamerson, Jay Lesandrini, Tom Lawrence, Lori Montalbano, Joan Poulsen, Nathan Rousseau, Beth Sharer, Frank Wadsworth

Future Program Planning and Assessment Subcommittee

Beth Sharer and Frank Wadsworth (Co-Chairs), Jennifer Conner, Joan Poulsen, Nathan Rousseau, Sara Williamson, Vickie Welsh-Huston

Community and Local Needs Assessment Subcommittee

Sally Jamerson and Jay Lesandrini (Co-Chairs), Leigh Britt, Anna Carmon, Nicole Cunningham, Cynthia Scott, Brenda Vogel

Situational Analysis and Research Committee

Joe Hetzel (Chair), Barb Dobbs, Karla Hass, A'ame Joslin, George Towers

SUMMARY OF ACADEMIC MASTER PLAN RECOMMENDATIONS AND PROCESSES

- *PREPLANNING*
- *INFORMATION GATHERING*
- *DRAFTING*
- *FEEDBACK*
- *REVISION*
- *IMPLEMENTATION*
- *MEASUREMENT AND EVALUATION*

Preplanning:

- *Team leaders prepare the groundwork that will shape how the planning process will unfold to accurately assess the landscape, consider organizational mandates, e.g. accreditation timelines, the university mission and strategic goal.*
- *Teams conduct a stakeholder analysis.*

Information gathering:

- *Sub Committees research trends in higher education and the workforce*

- *Sub Committees assess the needs of the community and business partners locally*
- *Sub Committees assess the current state of the campus in terms of enrollment, programs, and student success*

Drafting:

- *Build the plan that speaks with the university mission, values, and strategic goals*

Create a timeline for implementation:

- *1-3, 4-6, & 7-10-year plans*
- *Share with stakeholders*

Create a public draft:

- *Set up a process to gain feedback from key stakeholders*
- *Revise document based on feedback*

Measurement and evaluation:

- *Create a timeline for evaluation and possible revision throughout the scope of the project*
- *Report out to stakeholders bi-annually*
- *Allow the plan to evolve over time*

SUBCOMMITTEES

Charge of the Future Planning and Assessment Committee

Determine specific programs, program changes, departments, centers or other strategic initiatives that may develop as the campus sets its future direction over the next 10 years. 2. Identify the specific resource needs required for these programs (faculty, space, equipment, recruiting students). 3. Prepare a calendar based on initiatives that can happen within the next 1-3 years (with minor resource changes) or have specific accreditation timetables, those that may need more planning, greater future investments over years 4-6. Then those with long-term planning that would take place over 7-10 years.

This can be determined through the program information previously accumulated by the AMP Planning Committee, surveys to different programs, and so on, at the determination of processes by the Program Planning Committee.

Charge of the Community and Local Needs Assessment Committee

Provide recommendations for short-term and long-term goals based on external community-based sources of information.

Examples of possible data include surveys of regional businesses, non-profits, health care and educational institutions, and advisory boards for each unit regarding academic programs and employee skills needed.

Economic trends outlook – including regional and national reports, employer priorities for college learning

Other information/considerations determined useful for long-term planning, determined by the committee.

Charge of the Situational Analysis and Research Committee

To conduct research on the economic trends and occupational needs in the region, as well as a regional gap analysis.

Data derived from surveys with student leaders, the general student population and with professional advising staff (on academic program needs, and data on majors of students who do not matriculate or who transferred out of IUPUC).

Enrollment projections and planning based on student demographics. Other information/considerations determined useful for long-term planning, determined by the committee.

STUDENTS WE SERVE

Facts and statistics 2019-2020

Undergraduate students: 1,328

- 89% are from south central and southeastern Indiana
- 73% are full-time students; 27% are part-time students
- 66% are women; 34% are men
    - 32% are age 19 or younger; 43% are age 20 to 24; 25% are age 25 or older

Graduate students: 78

- 10% are international students
- 69% are women; 31% are men
    - 8% are age 24 or younger; 92% are age 25 or older
- 13% are full-time students; 87% are part-time students
    - Most are professionals working full-time concurrently with taking classes

Alumni

- IUPUC has approximately 7,000 alumni

61 percent of IUPUC students live outside of Bartholomew County:

- Bartholomew - 39%
- Jackson - 15%
- Johnson - 15%
- Jennings - 8%
- Decatur - 7%
- Shelby - 5%
- Brown - 3%
- Ripley - 2%
- Other - 6%

Faculty and staff

- 68 full-time faculty and 93 adjunct faculty teaching over 101 online and 354 on-campus courses
- 59 full-time and 22 part-time staff

Benefits of an IUPUC education

- The campus is close to where our students live and work. Unlike graduates of other universities, IUPUC students have lived, worked, and raised families in southern Indiana for generations and they remain in the region after graduation.

- Ability to earn a prestigious, globally recognized, Indiana University or Purdue University degree in Columbus.
- An affordable alternative to relocating or commuting to campuses in Bloomington, Indianapolis, or West Lafayette.
- 14.0 student to faculty ratio and 15.0 average class size; personal attention and plentiful access to faculty and administration considering the strategically small size of the campus.

Scholarship award information by year:

Year	Total awards	Number of recipients
2018-19	$584,000	264
2017-18	$607,000	312
2016-17	$667,400	330
2015-16	$532,400	261
2014-15	$659,200	347
2013-14	$491,600	279
2012-13	$464,300	260
2011-12	$394,100	289
2010-11	$388,500	363

Students participating in experiential education: includes fall, spring, and summer internships at corporations, not-for-profits, field experiences, student teaching, and clinicals.

2017-18 (920)	2013-14 (508)
2016-17 (726)	2012-13 (551)
2015-16 (590)	2011-12 (456)
2014-15 (613)	

EDUCATIONAL ATTAINMENT

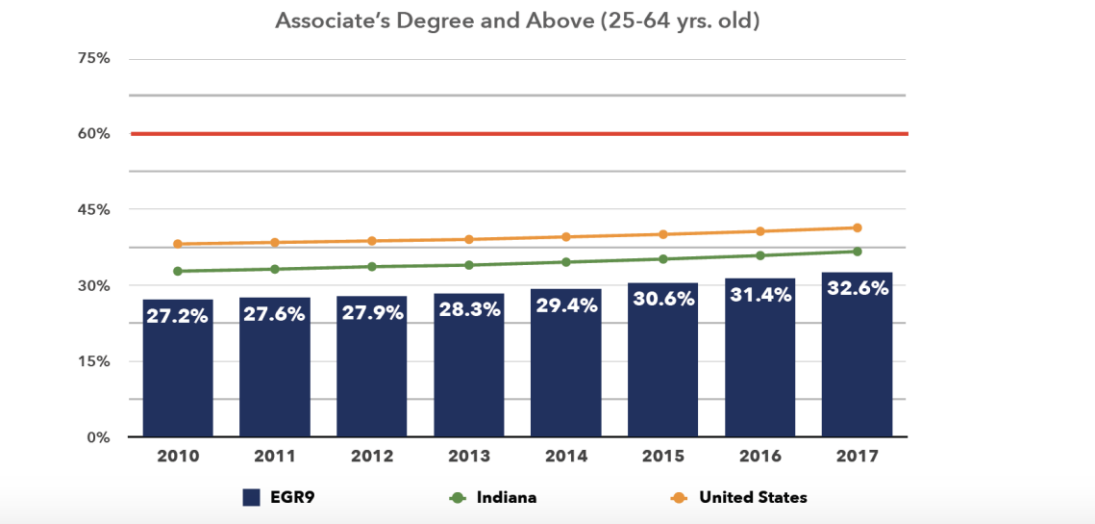
According to information published by the EcO Network, "37.6% of adults in Region 9 hold a degree, certificate, or industry certification, while over 9% of our population has less than a high school diploma. In the future, 60% of all jobs will require an industry credential or degree. EcO Network helps people access and complete education aligned with well-paying jobs."

The Economic Growth Region 9 includes the following counties: Bartholomew, Decatur, Franklin, Jackson, Jennings, Ripley, Dearborn, Ohio, Jefferson and Switzerland. In the figures below (published through the EcO Attainment Network, the regional and county numbers are compared to those of national attainment. It is for this reason, our 10-year plan includes the addition of certifications, as well as additional concentrations in current degree offerings. New degrees programs will be assessed based on the needs of the region, as well as growing trends within specific disciplines

EDUCATIONAL ATTAINMENT

Lumina Goal: 60% by 2025

Source: American Fact finder Census B15001



Year	Bartholomew	EGR9	Indiana	United States
2017	43.4%	32.6%	36.7%	41.4%
2016	42.2%	31.4%	35.9%	40.7%
2015	42.1%	30.6%	35.2%	40.1%
2014	40.4%	29.4%	34.6%	39.6%
2013	38.6%	28.3%	34.0%	39.1%
2012	38.5%	27.9%	33.7%	38.8%
2011	39.0%	27.6%	33.2%	38.5%
2010	38.2%	27.2%	32.8%	38.2%

COMMUNITY NEEDS ASSESSMENT

The Community Needs Assessment subcommittee used a variety of data collection methods including online research, personal outreach, and general subject matter knowledge and expertise. We looked at employment trends on a local, regional, state, and national level, as well as economic outlook information for the South-Central Indiana region.

In general, regional needs mirror national trends, but there is one significant difference for South Central Indiana – namely that it is expecting growth in manufacturing.

With that in mind, we identified four industries that are projected to have job growth: Healthcare, Education, Manufacturing and Technology.

Healthcare

This industry has a variety of roles that will be in high demand especially due to the aging population of baby boomers. There may be opportunities for IUPUC to provide training and/or certifications in areas below nursing, such as home health aides and medical assistants. Here are some key job roles in healthcare:

1) *Registered Nurse (#1 on Hoosier hot jobs of the future)*
2) *LPN (#6 on Hoosier hot jobs of the future)*
3) *Nurse Practitioner (#36 on Hoosier hot jobs of the future)*
4) *Physician Assistant (37% growth in field expected according to U.S. BLS)*
5) *Home health aide (47% growth in field expected according to U.S. BLS)*
6) *Medical assistant (29% growth in field expected according to U.S. BLS)*

Education

Nationally and regionally there is a shortage of teachers. BCSC's most urgent need is for high school teachers according to Dr. Jim Roberts, Superintendent of schools. K-12 teachers rank #2 on the Hoosier Hot Jobs of the Future list.
It needs to be mentioned that one of the main reasons for the teacher shortage is low pay, which could provide obstacles to attracting new teacher candidates.

One strategy schools are employing is to provide teacher training to Subject Matter Experts (e.g. people with math, science, computing backgrounds etc.). Perhaps an opportunity exists for IUPUC to provide that training for local school systems.

Manufacturing

Our region still has strong manufacturing opportunities, and from all indications that will continue into the future. Educational support for manufacturing comes in a number of areas including business, engineering, and computing technologies. Below is a list of Hoosier Hot Jobs that support manufacturing:

- *Accountant / Auditor #8*
- *Mechanical Engineer #13*
- *Computer Systems Analyst #25*
- *Software Developer #32*
- *CIS Manager #39*
- *Network Admin #40*

Technology / Software

As an industry, technology will have similar needs to manufacturing – business/marketing, human resources, computer networking, etc., with software development as a main focus of talent.

The U.S. Bureau of Labor estimates a 30% growth for software developers through 2026. These skills are not used only in the IT/Software industry, but are applicable across all industries, and thus are in high demand.

The challenge for higher education is that employers are increasing eliminating a degree requirement for IT positions (https://finance.yahoo.com/news/14-high-paying-jobs-apple-090000329.html) and there are other ways for students to gain necessary skills (e.g. code academies, community colleges, etc.). That said, it provides a good opportunity for upskilling, re-training, and other non-traditional education.

Research Data and other information

The collected research can be found in the appendices section of the academic master plan.

The following link is to a video replay of the panel discussion held at IUPUC on May 2, 2019, titled "Strengthening the Community through an Educated Workforce." The panel features Srikanth Padmanabhan (Cummins); Dr. Jim Roberts (BCSC); John Burnett (CEC); David Noel (Columbus Regional Health); Drew Klacik (IU Policy Institute); and Amy Conrad Warner (IUPUC). https://youtu.be/9KlOokBdZKo

SITUATIONAL ANALYSIS

National Narrative

Demographics over the next decade will work against colleges and universities in the Northeast and Midwest. In recent decades, U.S. population has shifted south and west. With the onset of the financial crisis in 2008, fertility rates in the United States declined significantly and have yet to recover. Not all demographic factors spell doom and gloom. The number of students enrolling in college in the fall has risen from 45% in 1960 to 70% today. These factors, along with others, will collectively contribute to a total U.S. enrollment decline of 10% or greater by 2030.

Enrollment declines will vary by region and for institutional type. The Northeast and Midwest regions will see the most significant declines at 15% or greater during this time period. This does not mean that institutional growth cannot happen, however a strategic approach with increased efforts in retention and completion, along with recruitment efforts will become paramount. Experts caution that projections do not imply predictions. Institutions will need to concentrate recruitment efforts on a more diverse pool of potential students, especially those that are experiencing growth trends. Latinx students, transfer students, and adult students are several populations that deserve attention depending on institutional location and capacity to serve these groups.

State Narrative

The state of Indiana, which is considered part of the Midwest region, will see a substantial decrease in the number of high school graduates from 2020-2030. Based on information from the Indiana Department of Education website, between 2020 and 2030, a 10% decrease in

high school graduates is projected. This means that competition will be fierce among in-state institutions, while out-of-state competitors will continue to penetrate the Indiana marketplace. Institutions will need to have an accurate measure of the types of students that they attract and retain well, as increased retention will be a significant factor in increasing campus enrollment.

IUPUC Region Narrative

The recruitment region for IUPUC will also see a decrease in high school graduates from 2020-2030. The projected decline based on Indiana Department of Education information is 3%. This slight decline is spread evenly across the counties in our region. However, the stability of our region may produce an attractive recruitment area for other in-state institutions. For a better look, see the appendix for detailed graphs on graduation numbers by in-region county.

ACADEMIC MASTER PROGRAM PLAN SUMMARY

Degree / Certificate / Concentration/Initiatives	**Division**	**Resources required**	**Time Period**
Accounting Certificates (includes Gov't.)	Business	None	1-3 years
Data Analytics Track in Management Concentration	Business	Minimal	1-3 years
Finance Certificates	Business	None	1-3 years
Human Resources Track in Management Concentration	Business	Minimal	1-3 years
Management Certificates	Business	None	1-3 years
Marketing certificates	Business	None	1-3 years

Supply Chain Track in Management Concentration	Business	Minimal	1-3 years
Dual MSN/MBA program	Business	Moderate	1-3 years
Online Master's Degree Programs	Education	Minimal	1-3 years
Master of Science in Nursing (MSN) administration/ business Concentration	Health Science	Moderate	1-3 years
Bachelor of Science in Health Science Pre-professional	Health Science	Moderate	1-3 years
Graduate Certificate for Computer-aided mechanical engineering	Mechanical Engineering	Moderate	1-3 years
Engineering research platform	Mechanical Engineering	Moderate	1-3 years
B.A./B.S. in Biology	Science	Extensive	1-3 years
BA/BS in Information Systems Analysis	Science	Moderate to extensive	1-3 years
Bachelor of Science in Nursing (BSN) Track: (LPN to BSN)	Health Science	None	4-6 years
5-Year BSME-MSME program	Mechanical Engineering	Moderate	4-6 years
Certificate in Applied Behavior Analysis	Science	Moderate	4-6 years
Secondary Education licensure	Education	Extensive	4-6 years
BA/BS in Chemistry	Science	Moderate	7-10 years

IUPUC MISSION

IUPUC'S mission is to be the first choice for those who seek a small university experience in south central Indiana that emphasizes intellectual and personal development, community engagement, and preparation to enter the global workforce.

IUPUC STRATEGIC INITIATIVES AND GOALS

Our Strategic Plan consists of ten overarching initiatives and goals for our campus in Columbus, Indiana.

Student Success

1. Optimize Enrollment Management
    a. Streamline recruitment, admissions, advising and enrollment processes to enhance student experience and satisfaction.
    b. Formulate a long-term enrollment growth strategy with annual growth of between 3-5 percent, reaching enrollment of 1850 students by 2022.
    c. Increase transfer enrollment by 2 percent annually.
    d. Create a comprehensive branding approach for IUPUC with a focus on positive name recognition and connection to the resources of Columbus.
2. Promote Undergraduate Student Learning and Success
    a. Enhance the collection and use of data on student learning and institutional effectiveness through a comprehensive program of outcomes assessment.
    b. Enhance support for faculty and staff development to strengthen teaching effectiveness.
    c. Improve student retention and graduation through a broad range of student support initiatives and services.

d. Strengthen out-of-class learning opportunities for students, including the honors program and honor societies, student-faculty research, women's center, internships, service-learning, study abroad, leadership programs, student organizations and activities, career services, financial literacy, student jobs and special events.

3. Increase Capacity for Undergraduate, and where appropriate, Graduate Programs
    a. Develop a 10-year academic plan that identifies programs for growth, proposes new academic degrees, concentrations, certificates, minors, and tracks, specifying a timeline and resources needed.
    b. Secure appropriate accreditation that demonstrates the quality and strength of our programs.
    c. Examine the feasibility of developing programs and curricula targeting non-traditional student populations.
4. Transform Online Education
    a. Promote the development of high quality online certificate and degree programs.
    b. Develop innovative technology-enabled learning experiences.
    c. Participate in IU Online with program and certificate options.
5. Position Our Students to be Global Citizens
    a. Increase funding for study-abroad opportunities for our students.
    b. Develop additional local study-abroad opportunities and promote system-wide opportunities.
    c. Further integrate global perspectives in our curricula.

Economic Development and Economic Opportunity

6. Align Academic Programming initiatives with regional economic development and economic opportunity priorities
    a. Develop programs to address critical regional needs in education, healthcare, safety, security, management, information systems, engineering, and technology.
    b. Strengthen current relationships and collaboration with regional guiding groups, local governments, the EcO Network, economic development boards, chambers of commerce, community foundations, significant employers, and regional planning initiatives.

c. Build capacity to support and enhance the growth of the regional talent pipeline, particularly in the areas of diversifying the pipeline, creating welcoming communities, and supporting the global workforce in our region.

d. Become an employer of choice for staff and faculty by providing meaningful work, improved workplace culture and communication, and advancement opportunities.

7. Increase Capacity for Innovation and Discovery
    a. Enhance support for scholarly activity.
    b. Enhance capacity for grant-funded research and scholarship.
    c. Enhance support for faculty/student research.

Engagement

8. Deepen our Commitment To Community Engagement
    a. Engage communities and their leaders in the IU/IUPUC Bicentennial Campaign; create and meet targets and timelines.
    b. Develop and host community events in the community and on campus to position IUPUC as a regional thought leader.
    c. Leverage the IUPUC Center for Business and Economic Development to build stronger connections with local employers and community organizations in order to support placement of our students, engagement in the community, and long-range philanthropic efforts.
9. Foster a Welcoming Campus Environment
    a. Develop and foster a culture that proactively seeks out solutions to challenges and creates/fosters a positive environment.
    b. Review all campus messaging (events and communications) for consistency with the principles of a welcoming and diverse campus.
    c. Support an active Diversity Council and strong diversity programming for the campus and community.
    d. Achieve a representative employee population in line with state, regional, and national benchmarks.
10. Develop Faculty and Staff
    a. Strengthen promotion and reward structures for non-tenure track, tenure-track, and tenured faculty.

    Provide regular professional development opportunities for faculty and staff.

IUPUC STATEMENT OF SHARED VALUES & BELIEFS

Excellence -- Collaboration & Innovation – Respect -- Honesty & Integrity

The purpose of IUPUC is to deliver academic and administrative excellence in higher education, through an orientation towards collaboration and innovation, with respect for all who come to our campus, and with honesty and integrity at our core.

DEGREE PROGRAMS

Students can earn Indiana University undergraduate degrees in these areas:	
Bachelor Degree Programs:	
Business	Accounting, Finance, Health Services Administration, Innovation Management, Management and Marketing
Communication Studies	
Community Health Advocacy	
Criminal Justice	
Elementary Education	English as a New Language, Special Education, General Science, and Math
English	Creative Writing and Literature

Students can earn Indiana University undergraduate degrees in these areas:	
Bachelor Degree Programs:	
General Studies	
Nursing	Traditional BSN, Accelerated BSN, and RN to BSN
Psychology	Case Management and Substance Abuse Counseling and Prevention
Sociology	Concentrations: Criminology and Medical Sociology; Minors: Medical Sociology and Women's Studies
Master Degree Programs:	
Business Administration (MBA)	
Family Nurse Practitioner (MSN)	
Mental Health Counseling (MA)	
Students can earn Purdue University undergraduate degrees in these areas:	
Bachelor Degree Programs:	
Biology	
Mechanical Engineering	

Division of Business Academic Programs

Degree Programs

No new degree programs are planned; however, there is a need for new concentrations and certificates in our Bachelor of Science in Business and Master of Business Administration degree programs.

Bachelor of Science in Business [2020-2021]

New Concentration

- *Supply Chain Management*

Undergraduate Certificates

- *Accounting*
  - *Public accounting*
  - *Government and NGO accounting*
  - *Corporate accounting*
- *Finance*
- *Health Services Administration*

- *Human Resources*
- *Marketing*
- *Supply Chain Management*

Post Baccalaureate Certificates (must possess B.A. or B.S. degree prior to enrolling) [2019-2020]

- *Accounting*
- *Finance*
- *Health Services Administration*
- *Human Resources*
- *Marketing*
- *Supply Chain Management*

Masters of Business Administration [2020-2021]

• Minors/tracks/concentrations in:

- *Accounting*
- *Finance*
- *Human Resources*
- *Marketing*
- *Supply Chain Management*

• 4+1 program for highly qualified students (maybe five a year) [2021-2022]

• Dual degree program with MSN program [2021-2022]

Anticipated need in our region?

Indiana Career Ready (https://www.indianacareerready.com/)

Columbus Region- Five Flame Jobs (high-demand, high-wage)

26 Five Flame jobs in Columbus, IN

- *13 Five Flame job in Columbus, IN require a BS in Business (114,144 jobs for Accountants, Auditors, Financial Managers, Branch or Department Financial Managers, Supervisors of Production and Operating Workers, General and Operations Managers, Industrial Production Managers, Management Analysts, Market Research Analysts, Marketing Specialists, Medical and Health Services Managers, Quality Control Systems Managers, and Treasurers and Controllers)*
- *4 Five Flame job in Columbus, IN require a BS in Nursing (52,723 jobs)*
- *2 Five Flame job in Columbus, IN require a BS in Mechanical Engineering (6,627 jobs)*

Programs that currently or could go online?

• Currently

- *None*

• Future

- *Undergraduate (Consortium already exists with the regional campuses)*
  - *Currently: 20% online*
  - *Future: raise to the limit allowed by IU Online*
- *Graduate (Kelley Online is the #1 rated online business degree in the U.S.)*
  - *Currently: almost all face-to-face*
  - *Future: introduce hybrid & online classes*

Support for accreditation

Association for the Advancement of Collegiate Schools of Business (AACSB) accreditation

• There is a need to examine current AACSB standards because faculty have not attended an AACSB conference or seminar since the elimination of the accreditation budget. Credit for multi-authored articles may have changed from everyone getting 100% credit to credit divided among authors.

• According to the 2013 standards:

- *Requires two faculty in each discipline. To be accreditation-ready, the Division of Business would need an additional Finance faculty member, two Health Services Administration faculty members, and likely two additional Management faculty members. Currently too many credit hours are taught by part-time faculty and therefore we cannot achieve the instructional ratios (PhD versus Masters, FT faculty vs. PT faculty, and researcher vs. practitioner) mandated by AACSB.*
- *A new full-time professional staff position in charge of accreditation and assessment.*
- *Attendance of about five AACSB conference a year, required mentor, and associated costs.*

Division of Education

Degree Programs, Licensing Areas, and Concentrations Areas

CURRENT

The Division of Education currently offers a single degree program and the coursework required to complete two licensure additions:

- *B.S. in Elementary Education (Includes 60 credit hours in general education, 48 credit hours in professional course work/field experience, and 12 to 18 credit hours of concentration coursework).*
- *Coursework leading to licensure for two license additions:*
    - *English as a New Language (18 credit hours)*
    - *Special Education (18 credit hours)*

APPROVED

The Division of Education does not currently offer any concentration areas within the division. However, in the spring of 2019 the division had two new concentration areas approved:

- *Science, Technology, Engineering, and Math (STEM) (12 credit hours)*
- *Early Childhood (12 credit hours)*

All courses offered as part of these concentration areas will be offered through the Division of Education. These two concentration options will appear on our advising sheets beginning in the fall of 2019 and will be offered in the fall of 2020.

IN PROCESS

We are currently in the process of developing online master's degree programs (offered through IU online), which will be shared with all Schools of Education within the IU system. Currently, the IU Schools of Education are determining interest and need across the state,

awaiting the results of a questionnaire that was sent to all principals across the state of Indiana (and who were asked to forward the questionnaire on to their teachers).

All Education master's degrees in the Indiana University system require the following four courses:

1. Instruction/Curriculum (One course-3 cr)

EDUC-J 500 Instruction in the Context of Curriculum

2. Assessment (One course-3 cr)

EDUC-P 507 Planning and Assessment

3. Diversity/Inclusive Teaching (One course-3 cr)

EDUC-H 520 Social Issues in Education

4. Research into Practice (One course-3 cr)

EDUC-Y 520 Strategies for Educational Inquiry

The Division of Education will offer these four courses. P507 and H520 are courses that we have already been approved to offer; we will put the other two courses (J500 and Y520) through remonstrance.

The IU Schools of Education plan on offering these on a rotating basis as part of the IU online master's degrees. When it is IUPUC's turn to offer one of these courses, all students who enroll in that course as part of one of these online degrees will enroll in our section(s).

There is no solid timeline for the rollout of these courses. The deans of the Schools of Education are eager to complete the prerequisite work in a timely manner and will develop a solid timeline once data collection from Indiana teachers is complete.

FUTURE NEEDS/OPTIONS

Secondary Education Coursework that Leads to Licensure

Secondary Education is certainly a community need and should be a divisional goal. However, there are a number of challenges that need to be addressed in order for this to be a reality:

1. *Unless a program is developed for post-baccalaureate students who already have degrees in secondary teaching areas, IUPUC will need to offer enough bachelor's degrees to make the addition of secondary education licensure coursework in the Division of Education financially feasible. Currently, there are too few majors on campus to make this offering sustainable.*
2. *The addition of secondary education coursework would require additional accreditation work by the Division of Education faculty and staff. This would be too much of a strain on the six faculty members and three staff members that currently comprise our program and are heavily engaged in accreditation demands for existing programs.*
3. *Each content area requires its own content area methods course. Enrollment would need to be high enough in each content area to make it financially feasible to offer these courses. It is highly unlikely that we could get a program approved that includes only a general methods class in lieu of content specific methods classes.*

If we were to offer only a post-baccalaureate option for secondary education (at either the undergraduate or graduate levels), challenges number two and three above would still need to be addressed.

A timeline for developing the secondary education coursework would depend, in large part, on when/if more major areas can be offered at IUPUC and more faculty/staff can be hired by the Division of Education.

B.A. in Educational Studies

Educational Studies program qualifies graduates for a variety of career paths working to educate individuals in nonprofit or government organizations, private educational or recreational settings, or as entrepreneurs in a variety of learning environments. Such a degree would require no additional coursework, be multidisciplinary (i.e., draw on coursework from multiple divisions), and add no new accreditation requirements.

Career examples for graduates with a B.A. in Educational include but are not limited to:

Career	*growth	*median salary
Adult Basic and Secondary Education and Literacy Teachers and Instructors	15.08%	$48,590
Coaches and Scouts	24.8%	$28,360
Distance Learning Coordinators	23.88%	$76,860
Education Administrators, Elementary and Secondary School	8.59%	$87,760
Education Administrators, Postsecondary	2.26%	$86,490
Education Administrators, Preschool and Childcare Center/Program	11.78%	$43,950
Educational, Guidance, School, and Vocational Counselors	13.99%	$53,610
Fitness and Wellness Coordinators	23.88%	$76,860

Career	*growth	*median salary
Instructional Coordinators	23.19%	$60,050
Instructional Designers and Technologists	23.19%	$60,050
Poets, Lyricists and Creative Writers	14.81%	$55,940
School Psychologists	11.07%	$67,650
Tutors	14.73%	$43,400

* Data obtained from the Occupational Information Network (O*NET) under sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA).

This is a degree program that would be relatively easy to add, as it would overlay with existing coursework at IUPUC and would not require new faculty. However, it is not a high needs/high demand area.

ONLINE

The IU School of Education shared master's degrees (see above under "In-Progress") would be entirely online

Many of the courses offered in our B.S. in Elementary Education program, and in our ENL and Special Education licensing areas are online and hybrid courses. None of these programs can be offered entirely online due to their required field components.

Accreditation

The IUPUC Division of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This is an Indiana requirement. We can neither opt out of accreditation nor choose our own accreditation route.

Our K-6, ENL and Special Education licensing areas are nationally recognized by the Association for Early Childhood International (ACEI), Teachers of English to Speakers of Other Languages (TESOL), and the Council for Exceptional Children (CEC) respectively.

Any program that the Division of Education would offer that leads to teacher licensure is required to be accredited/nationally recognized.

Academic Master Planning Subcommittee

Division of Health Sciences Program Information Grid

(program, concentration, certificate, department, center, or initiative)

Detailed information should be available for programs included in this grid

Program/ certificate/ initiative	Evidence from local, state, or federal sources	Employer demand or student interest	Resources required (none, minimal, moderate, extensive)	Implementation time period (1-3, 4-7, or 7-10 years)
Physical Space : The purchase or construction of a new Health Sciences building would enable IUPUC DHS to serve as a regional hub for undergraduate nursing and health science degrees, MSN education, hospital-university research, practitioner-student training partnerships, and cross-disciplinary simulation-based training.	At present, faculty share office space divided into cubicles, four per office. To increase efficiency and meet accreditation standards, faculty would have private offices to ensure student confidentiality. In addition, outside community groups have been providing classroom space for IUPUC DHS courses. The IUPUC building is not able to accommodate our growing class sizes. A new facility would allow for needed larger classrooms that could also be shared with other growing programs on campus.	Student interest/ Employer demand	Extensive	Ongoing

Annual Admission: Masters of Science in Nursing Family Nurse Practitioner and Bachelors of Science Community health Advocacy Program: Begin annual admission, rather than triennial. Increase to a total of 36 graduate level students and 60 undergraduate students by Fall 2021.	Master of Science in Nursing Family Nurse Practitioner: Community Demand Community Health Advocacy Program is supported by local hospitals need. IUPUC is currently the only university to offer this program to meet community needs.	Employer demand/ Student Interest	Moderate	1-3 years
Community Training: IUPUC Simulation Center	Community Demand	Employer demand Student Interest Community Members	minimal	1-3 years
Expansion of Master of Science in Nursing Program: Expansion of the MSN program to include a new administration/ business concentration. The core MSN curriculum to be offered annually and concentration courses (Family Nurse Practitioner and administration/business) in biannual rotation.	Community Demand	Employer Demand	Moderate	1-3 years
Additional Community Trainings and Certifications	Community Demand	Employer demand Student Interest Community Members	Moderate	1-3 years

Additional Undergraduate Degree Program: Bachelor of Science in Health Science Pre-professional baccalaureate degree for students interested in health professions requiring an advanced degree.	Following in demand are occupational therapists, physical therapists, and speech language pathologists (K. Oren, personal communication, December 16, 2017). Providing an undergraduate degree suited for medical school and other professional graduate school application prerequisites encourages high achieving secondary students to apply to and attend IUPUC. In Additionally, it supports the healthcare profession pipeline in the region, developing relationships among undergraduate students (prospective clinicians), faculty, and clinical partners. East-Indiana Area Health Education Center (EI-AHEC) is willing to serve as a partner and may provide interprofessional education, community healthcare fellowships, and family medicine clerkships (J. Hartz, personal communication, October 29, 2018).	Employer demand/ Student Interest	Moderate	1-3 years
Additional Bachelor of Science in Nursing (BSN) Track: Licensed Practical Nurse to Bachelor of Science in Nursing (LPN to BSN) Offered in conjunction with Ivy Tech Community College (ITCC)	Registered Nurses (RNs) are the most critical and hard to fill healthcare position in the region. Additional prelicensure nursing programming is needed to meet regional employment demand for registered nurses. Over the last three years, two hospitals reported a combined shortage of 289 RNs (K. Oren, personal communication, March 21, 2018). This gap is expected to continue to grow.	Employer Demand	None	4-7 years

Additional Health Sciences Programs	In 2025, the DHS Academic Planning Committee will convene to determine which undergraduate health sciences programs would be a good fit for the division. (Respiratory Therapy, Imaging Studies, etc.). The anticipated start date is August 2028.	Employer demand	Extensive	7-10 years

Division of Liberal Arts

Communications 10-year academic master plan:

- *Recruit more students to double the size of the program*
- *Revert to a two track COMM program with a capstone course once numbers allow*
- *Offer more classes with a diversity and/or service learning focus*
- *Create a civic dialogue focus across the curriculum (i.e., having a civic dialogue portion/unit in each class)*

Criminal Justice 10-year Master Plan:

- *Have at least 50 criminal justice majors (we have between 20 and 30 majors now). Ivy Tech currently has more than 80 students in Criminal Justice, so reaching 50 majors in the next ten years seems very reasonable.*

- *Offer new classes in criminal justice. Classes that are currently in development, that have not been offered in the past, include CJUS-P 306 Drugs, Society, and Justice, CJUS-P 316 Crime in the Movies, CJUS-P 321 Cyber Crime, CJUS-P 422 Crime in the Mass Media, and CJUS-K 300 Techniques of Data Analysis.*

- *Strengthen connections with other disciplines in liberal arts, especially the criminology concentration in sociology and women's studies, by offering classes that can be cross listed in both disciplines. For example, CJUS-P 425 Women and the Criminal Justice System and/or a class on Intimate Partner Violence could count for both criminal justice and women's studies. CJUS-P 306 Drugs, Society, and Justice and CJUS–P 426 Juvenile Delinquency could count for both criminal justice and sociology.*

- *Strengthen existing connections to the criminal justice community (Bartholomew and adjacent counties) by meeting with local criminal justice officials (e.g., judges, probation officers, and law enforcement) to identify internship and employment opportunities for IUPUC students.*

- *Establish a scholarship program for criminal justice majors (similar to the Jay Howard Scholarship in Sociology).*

- *Hire at least one tenure track faculty who can teach many of the core courses in criminal justice.*

English 10-year master plan ideas:

- One tenure line MFA or MFA/PhD with active creative activity agenda (fiction, poetry , CNF). Must be skilled and eager to teach undergraduate writing courses and digital technologies (W131, W231, or W270).
- Annual Visiting Creative Writer program. Establish a three-day visiting writer program. The guest will read/lecture/present/and teach sessions for students and the community. He/she will have a national reputation.
- One tenure line PhD or full-time lecturer to teach undergraduate writing (W131, w231, W270). Must be skilled in digital technologies, program assessment, and pedagogy. Preferred degrees and scholarship in areas such as Academic writing, Composition and Rhetoric, Digital Literacy, Business/Professional writing, Technical writing, or ESL/Linguistics.
- Increase English program enrollment by 5% annually, or approximately one additional enrolled major per year: 20, 21, 22, 23, 24, 25, 26, and so on.

General Studies Faculty Advisory Group

Honors Faculty Advisory Council 10-year vision

The items below have been suggested by the Honors Program Faculty Advisory Council, and the Honors Program Director for consideration during the next ten-year period.

- *Program Capacity: based upon the size of the campus, the number of fulltime faculty, and that the program director is a split position, the committee recommends that the program aim for a 40-person capacity for at least the next five years. Committee members voiced the desire for a program that is "quality over quantity". As the fall 2018 program enrollment was 32 students, there remains work that can be done to reach and maintain a 40-student threshold.*

- *Program curriculum: as the program begins its fifth year in fall 2019, it is time to move from the establishment process toward ensuring a meaningful, challenging curriculum with quality, consistent Honors projects.*

- *Program experience: providing and improving the Honors experience for both the students and participating faculty members is important. This would include the orientation and socialization aspects of the program.*

- *Leadership: During the next five years thought needs to be given to how the director position will be filled upon the retirement of the present director. The curriculum of the Honors Program which is fulfilled 100% by student completion of individual Honors Contracts is labor intensive. There are a myriad of administrative and other programmatic details currently being performed by a professional staff member in a split position. Honors programs at many institutions are led by a faculty member, often as a course release (at smaller institutions). These programs generally also employ one or more staff members who attend to the administrative and programming details. How this position is eventually staffed may impact future budgeting.*

History 10-year master plan ideas:

- Work to maintain and increase enrollments in survey classes.
- Offer additional online classes
- Consider proposal that all DLA and/or Continuing Studies students be required to complete some History credits; in the meantime, have DLA faculty and advisors encourage students to take such offerings on their own.

Sociology 10-year Academic Master Plan:

In consultation with IUPUC full time sociology faculty members and the IUPUI Liberal Arts Campus Statement, the following elements have been identified for the sociology academic master plan:

- *Collaborate with DLA chair and Office of Recruitment and Admission on program promotion & recruitment strategies, including sociology and medical sociology minors for non-Liberal Arts majors*
- *Support outreach to highs schools to provide stronger pipelines to advance coursework in sociology*
- *Strengthen the marketing and branding associated with sociology*
- *Clarify course applications to professional contexts*
- *Develop clear pathway – including instructional scaffolding - from entry level sociology courses to Capstone course*

- *Ensure Capstone & Signature work meet criteria for High Impact Practices, as established by the IUPUI Capstone Community of Practice*
- *Work with administration to remove bureaucratic barriers to enrollment in sociology, including banded tuition restrictions*
- *Improved connection to alumni: establish a better tracking system and link alumni to current students*
- *Continue to coordinate course offerings and minors with Criminal Justice & converge/collaborate when appropriate (ex: develop one research methods course to fulfill requirement for CJ and sociology; cross list sociology/CJ courses)*
- *Build robust (& equitable) midterm evaluations through Teaching @ IU*

Women, Gender, & Sexuality Studies (WGSS Minor) Academic Master Plan:

The Women's Studies Program was recently converted to the Women, Gender, & Sexuality Studies program.

- *The IUPUC Women, Gender, & Sexuality Studies will continue to build curriculum that aligns with the recent conversion. This process has begun, with our first course offerings in Queer Studies and will continue with additional course offerings in masculinity studies.*
- *IUPUI students should have access to our robust WGSS course offerings; as such, a critical part of our master plan is to remove banded tuition restrictions between the two campuses*
- *Co –curriculum activities will continue, including close collaboration with the Spectrum Club, the LGBT+ student organization.*
- *Coordinator will continue position on IUPUI's Women' Studies Advisory Council*
- *WGSS Capstone students will continue annual participation in Indiana University's Women, Gender, & Sexuality Studies Undergraduate Research Conference*
- *Continue "Earn Your Badge" recruitment efforts*

Academic Master Plan

Division of Mechanical Engineering

Indiana University-Purdue University Columbus

The IUPUC ME division was started in 2010 in response to community interest. It graduated its first cohort of 3 mechanical engineers in Spring of 2014 and since has graduated 5 cohorts of 71 engineers as of Spring 2019. The number IUPUC ME graduates will exceed 100 in Spring of 2021. Virtually all IUPUC ME graduates have immediately found well compensated professional engineering employment. Most of IUPUC ME graduates are employed within the South-Central Indiana region. A majority of IUPUC ME students are first-generation college graduates.

Degrees offered

The IUPUC ME division enables students to receive the Purdue Bachelor of Science in Mechanical Engineering degree (BSME) from the Purdue School of Engineering and Technology in Indianapolis (IUPUI ME) along with a minor in mathematics by taking 100% of their course requirements at IUPUC. This requires significant support from the IUPUC Division of Science which provides core requirements in Physics, Chemistry, and advanced mathematics.

Accreditation

The department of Mechanical Engineering in the Purdue School of Engineering and Technology at IUPUI is accredited by the Accreditation Board for Engineering and Technology (ABET). The IUPUC ME division was audited along with IUPUI by ABET in 2016 and is due for its next periodic audit in 2022. The IUPUC ME Program Director is a member of both the IUPUI ME Undergraduate Education Committee (UEC) which sets curriculum for ME and the ABET Assessment Committee (AAC) that oversees ABET assessment. The IUPUC ME Program Director thus assures that the IUPUC ME curriculum is identical to IUPUI and participates in ABET assessment.

Initiatives

Graduate Certifications

Admission to the program requires a bachelor's degree with a 3.00 GPA and is open to any field of study. Applicants with non-engineering degrees including mathematics, physical sciences, and engineering technology may be required to take specified undergraduate ME courses before admission. The programs consist of 4 graduate level courses in specialized areas. All classes taken count towards an IUPUI MSME degree. Bartholomew County is known for having more ME's per capita than any other county in the US. The resident automotive, engine, instrumentation and testing companies along with many other manufacturing companies make South-Central Indiana a major manufacturing and technology powerhouse for the US. Many of these companies reimburse employee tuition to attend courses for career advancement. Many of the engineering and technology professionals in the area have a significant stake and interest in upgrading their skills.

Graduate Certificate in Computer-Aided Mechanical Engineering

The computer-aided ME certificate has two specialty areas, Computations in Mechanical Systems and Computations in Fluid and Thermal Systems. Required for both are: ME-551 Finite Analysis, and ME-546 CAD/CAM. In addition each requires 2 electives from a list. ME-552 Advanced Applications of the Finite Element Method and ME-597 Advanced Mechanical Engineering Projects I, are common to both lists. Thus, adding three graduate level courses (ME-551, ME-546, and ME-552) would complete either certificate along with students doing an ME-597 Advanced Mechanical Engineering Projects I course which could support the IUPUC ME research platform. Other courses on the lists that are consistent with current research endeavors of IUPUC ME faculty and advanced engineering interests of regional industry are ME-558 Composite Materials, ME-614 Computational Fluid Dynamics, and ME-525 Combustion.

Participation in IUPUI's 5 year BSME-MSME program

Total credit hours required for this dual degree program are 148 hours as compared to 130 hours for a traditional BSME and 30 hours for the MSME totaling 160 hours. BSME students with a GPA greater than 3.0 are eligible to apply. Their application should be received no later than 1 semester before graduation (normally 7th semester) and is contingent on their having taken 2 graduate level courses (ME-5xxxx)

with at least a B grade for their senior electives. If accepted into the program, and completing 4xME-5xxxx as undergraduates, they will receive 12 graduate credits towards their MSME. Currently IUPUC has one student enrolled in the BS/MS program. Another student has filled out a preliminary application, and a third is expressing interest. Once BS/MS students enroll in their graduate-level courses at IUPUI, they will likely take their remaining courses at IUPUI as well as commuting to both campuses poses some difficulty.

Elimination of cohort scheduling

The 128 hour BSME curriculum is a quagmire of nested course requirements with prerequisites and corequisites that can only be accomplished in 8 semesters by following a semester by semester course map. IUPUI ME offers the ME core courses every semester including summer sessions. At IUPUC the courses are only offered once a year. Thus, if even one course is missed in the map, it has the domino effect of pushing back the student's graduation plan by a year. This makes it very difficult for part-time students, transfer students, or students needing to repeat a course to complete the Purdue BSME curriculum in a reasonable time. The solution for this is often to take the course(s) at IUPUI. Once this alternative is broached it often becomes more logistically feasible to take the majority of remaining courses at IUPUI.

Establish a platform for global quality engineering research at IUPUC

The importance of ME faculty performing global quality engineering is well known. It is important for faculty to remain on the cutting-edge of advancing technology and to diffuse the presence of cutting-edge technology into the undergraduate curriculum and undergraduate research. It is also a critical factor in attracting and retaining the highest quality ME faculty.

Requirements for initiatives

Expanding high quality teaching capacity.

At present, the IUPUC ME faculty is understaffed making it impossible to offer even the cohort sequenced ME course map without teaching overloads. Growth and support of the described initiatives requires an expansion of the ME teaching capability. Because of close ties to serving the regional industry base, the IUPUC ME division has striven to develop specialized strengths in design, advanced dynamics, instrumentation and test, mechatronics, control theory, and advanced materials. In order to expand the quality teaching capacity requires:

Developing more Hybrid Courses -these will make it easier to schedule more frequent core courses with fewer conflicts for classroom time and faculty time.

Establishing the infrastructure for an engineering research culture. This is necessary to attract and retain high quality engineering faculty.

Expanded use and recruitment of IATE's and highly qualified adjuncts.

Use of graduate students in teaching Assistant and Laboratory teaching assistant roles

Teaching ME-5xxx courses at IUPUC.

Establishing agreement for IUPUI graduate students to be funded by IUPUC to work on research and perform teaching assistantships.

Establishing relationship between IUPUI CNC and IUPUC regarding maintenance of IUPUC technical computing support

Addition of full- time lab manager

The Division of Science at IUPUC addresses the educational needs of students at IUPUC in the areas of Astronomy, Biology, Chemistry, Computer Science, Geology, Mathematics, Mental Health Counseling, Physics, Psychology, and Statistics. With 17 full time faculty, multiple adjunct faculty, three staff members, and several student workers, this group strives to meet the needs of students at many levels including: general education (~ 50 courses), courses which support other majors (e.g., Microbiology for Health Sciences, Math courses for Education, Engineering), undergraduate majors granted by IUPUI, undergraduate degrees, certificates, and minors granted at IUPUC, and graduate programs. This broad division is interconnected in needs and goals, and this plan attempts to capture a broad vision for the division into the next decade with a focus on quality. Needs for each discipline will be outlined first, with a discussion of broad division level needs at the end.

Astronomy

This area is staffed by one part-time faculty member. Offerings in this area include three general education courses. Enrollments have been steadily strong in this area, and we anticipate needing to find a replacement part-time faculty member before 2029. We do not intend to develop programs or significant numbers of new courses in this area.

Biology

This area offers both the IUPUI minor and BA degree requirements, and is staffed by four full-time faculty: two lecturers, and two tenure-line faculty, plus several part-time instructors. In recent years, enrollment in this area has increased, creating some challenges and needs. The needs primarily include faculty, and laboratory and teaching spaces. With a faculty member retiring in 2022, we anticipate needing to replace him. We also would benefit strongly from one net additional faculty member in the area of Biochemistry. As things stand, faculty are stretched beyond their loads in teaching. One additional faculty member would help in many ways, such as: additional course offerings to enrich the major; ability to offer the B.S. degree; confidence in a successful degree proposal to have an IUPUC degree in Biology; better

support for Nursing students; additional options for Biology capstone courses. In terms of space needs, the existing Biology lab is a multi-functional space utilized efficiently. However, it has not been upgraded in 30 years. While this is an expensive need, we believe we need to serve our students with a renovated space. Also, we anticipate that an additional space will be needed to accommodate the growth in enrollment, or we will begin turning away students as early as 2020. Finally, a campus-level need that would benefit this area is a larger classroom – 40-75 seats. Biology courses often combine lecture sections into 48 or 72-person lectures in order to maximize faculty time and scheduling of rooms. However, these rooms are difficult, if not impossible to schedule, leading the program to need to either add faculty and/or turn away students.

Chemistry

Currently, Chemistry offers a minor, and several courses as general education, support for the Biology program, and support for Mechanical Engineering. The area is staffed by one full-time tenure line faculty member and several part-time instructors. This area is highly interconnected with the needs of Biology. As Biology grows, the number of students needing Chemistry courses will grow. With the recent renovation of the Chemistry lab, the physical resources of this area are strong. We anticipate being able to support the campus in this area for the next three years as things stand. However, an additional full-time faculty member may be needed five years out to support growth in the STEM majors. As stated in the Biology section, by hiring a Biochemist, this faculty hire may be able to address needs in both areas.

Computer Science

This area currently has limited offerings (two general education courses) and is staffed by two part-time faculty. We foresee this general area as having potential for tremendous interest from students, and are currently developing a degree program in this general area to address the unique needs of the local region, and our students. With support from Ivy Tech and CEC, we hope to develop this program and launch it in the next three years. We will need at least two full-time faculty, and dedicated resources (spaces) for this program.

Geology

This area is staffed by three part-time faculty members. Offerings in this area include several general education courses. Enrollments have been steadily strong in this area. We do not intend to develop programs in this area, and our part-time faculty are committed to continue teaching for some time.

Mathematics

Currently, Mathematics offers a minor, and several courses as general education, support for the Education program, and support for Mechanical Engineering. The area is staffed by four full-time lecturers and several part-time instructors. This area is highly interconnected with the needs of campus, and many courses are considered Gateway courses. As programs like Mechanical Engineering grow, the number of students needing specific Mathematics courses will grow. We anticipate being able to support the campus in this area for the next few years as things stand. However, an additional full-time faculty member may be needed depending on the growth of Mechanical Engineering, or the needs of the Division of Education.

Mental Health Counseling

The Mental Health Counseling program at IUPUC has been in existence for six years and currently has three full-time faculty (two clinical, one tenure line), with two affiliate faculty on an as-needed basis. With strong local need for counselors, this program has solid community support. In the next ten years we project increased growth in enrollment. We anticipate moving towards MCPAC accreditation. We also have recently funded and planned a major renovation of a campus space to create a training clinic to improve instruction, provide a venue for research, and allow the program to better serve the campus and broader communities. With this additional space, we anticipate needing a full-time staff support person to manage the clinic with duties such as receptionist to records management. As we anticipate the construction of this space in Fall 2019, we anticipate needing this support person January 2020.

Programmatic needs in this area change as legislation for licensure requirements for Mental Health Counselors change, thus in the next 10 years the program will remain responsive to these mandates, and anticipate trends and needs in the region. For instance, the program recently added courses to address the need for addictions counseling. We anticipate continuing to be nimble in the curriculum of the program in order to address community needs. In addition, we intend to explore accreditation options.

Physics

Currently, Physics offers several courses as general education, support for the Biology program, and support for Mechanical Engineering. The area is staffed by one full-time lecturer, and an occasional part-time instructor. This area is highly interconnected with the needs of Mechanical Engineering and Biology. As these majors grow, the number of students needing Physics courses will grow. The physical resources of this area are strong. Faculty in this area seek to work on creating appropriate online offerings in coming years. We anticipate being able to support the campus in this area for the next 5 years as things stand. However, we anticipate the need for additional part-time faculty members to support growth in the STEM majors.

Psychology

This area offers several programs: a minor, Certificate in Case Management, Certificate in Substance Abuse Prevention and Counseling, and both a BA and BS in Psychology. This program is staffed by five full-time faculty: one lecturer, and four tenure-line faculty, plus several part-time instructors. Note that two full-time faculty have reduced teaching loads due to administrative duties. In recent years, enrollment in this area has leveled off. We believe this is due to expanded degree programs in related areas such as Communication Studies, Criminal Justice, and Biology. We anticipate program numbers to remain in the n=100-200 range. This program is well-staffed for the foreseeable future. We anticipate offering both Certificate programs totally online within two years. We also will need to consider a shared research space, as the current space is being redesigned with heavy use going to the Mental Health Training Clinic. This need is critical to support faculty and undergraduate research. In addition, this area is collaborating with the Mental Health Counseling program to offer an accelerated 5-year BA/BS to MA pathway. While not a new degree, this pathway would attract strong students.

Division of Science

In the next 10 years, we anticipate three main areas of focus: providing quality general education offerings; rigorous courses to support other majors; and growth in existing and new programs. In general education and support courses, we plan to keep abreast of new courses approved through IUPUI and work to offer a variety here on our campus. We will need the resources of additional part-time and full-time faculty (as outlined above) and support staff to accomplish these endeavors and support campus goals. We will need additional facilities in Biology and Computing to support these new and growing programs. We anticipate the sustained reliance on part-time faculty and seek to

improve training, support, and inclusion of these faculty in the division. We also anticipate needing additional staff support in the areas of advising, recruiting, and/or administrative support as the division expands.

Division of University College

The Division of University College at IUPUC addresses the transitional needs of newly admitted students in the areas of First year Experience, Communication and Pipeline Management, Support for Students in Transition, and Evaluation, Academic procedures and Decision support. With four full-time staff members, two part-time staff members, one national service member and two student workers, this group is committed to providing productive and practical support services for students making the transition into college. This division participates in a substantial number of programs and organizational structures on campus. With the effort of University College team, we are able to coordinate first year student programming, continually integrate fresh ideas, and strive for the most efficient and effective delivery of resources. All of which contribute to a students' painless transition to college. Descriptions of each focus area are outlined in the following sections.

First year Experience

The first-year experience begins upon admission to IUPUC. University College facilitates this experience from this first step through the entire first year. Within this area of programming, members of University College coordinate all aspects of Orientation season (including orientation leaders, the individual event(s), communication and sign-up etc.) and Tour De Tuesday (a college prep and campus engagement event for new students). Additionally, University College provides invaluable support for the Peer Mentor program (through hiring, onboarding, and year-long leadership development), and other summer programs such as Early Start and Summer Success (by monitoring conditional admits and coordinating sign-ups). Communication for First Year Experience components is housed within University College.

Communication and Pipeline Management

Year-round, University College works to provide efficient and effective communication and support for newly admitted students. We accomplish this in a number of ways including Welcome Packet development and distribution, data monitoring through the New Admits Breakdown, Testing Center support, student scheduling, and multimedia support. A key component of all of our work is to facilitate timely, effective, welcoming communication with incoming students.

The Welcome Packets are designed for five personalized audiences (color-coded). They contain detailed step-by-step checklists tailored to each student's unique needs, and additional information about how to create student computing accounts, submit transfer credits and schedule advising appointments. University College has also created electronic versions of these packets with web extension capabilities.

The New Admits Breakdown (NAB) data sheet(s) was created by University College Associate Director AJ Amini, to track important student data regarding admission status/type, academic program, check-list progress, and much more. The document is updated weekly by the University College team, and is available to view by advisors, division heads, and ScholarSupport. This document aids constituents to make timely decisions and engage in active interventions to onboard students and decrease 'melt' from admission to enrollment.

The Testing center staff provides critical point of first contact for newly admitted students. They not only perform testing duties, they also collect waivers and deposits, place and remove advising holds, update the NAB, ensure students have created their IU computing accounts, assist students with scheduling advising appointments, sign students up for appropriate summer programming, and provide new student checklist support. Testing center personnel recognize the importance of their role welcoming students, and work to ensure a welcoming environment, and provide warm hand-offs as needed to help guide students. Essentially, the testing center is a welcome center for newly admitted students.

As a unit, University college provides both phone and in person support for students in need of assistance. A few of the many services we provide include: scheduling assistance for advising, placement testing, summer programming and orientation. University College provides multimedia support through a sequential plan using web, texting, email, phone, and postcards. Additionally the office is in charge of the summer program look book, materials design work, and swag.

Support for Students in Transition

University College is an academic unit dedicated to supporting students with their transition into college once they have been admitted. We accomplish this through various outlets catered to support student success including academic advising, the ScholarSupport office, Supplemental Instruction, and providing transfer student, and coaching/non-traditional student support. In collaboration with EcO, Gateway Community of Practice, Purposeful Pathways, and IvyTech Community College, University College created the *Help is Available* resource guide for students. This guide includes community and cross campus resources available to students struggling with housing, meals, transportation, health and wellness, and finances just to list a few.

University College academic advising follows an appreciative advising model, providing exploratory and transfer students with the resources and referrals they need for a smooth transition. The ScholarSupport office is supervised by the Exploratory Advisor, and organized by the AmeriCorps ScholarCorps member on campus. The ScholarSupport office coordinates a 21st Century Scholar mentor program and the Love Your Transition Experience, summer transition module for first year 21st Century Scholar Students. University College provides fiscal and general support to the Supplemental Instruction program.

Evaluation, Academic procedures, and Decision support

All of the work University College does is driven by best practice research with the goal of continual improvement. As such, the office follows result supported procedures and provides frequent data updates to inform retention efforts. To aid in this endeavor the Testing Center proctors a multitude of placement exams including ALEKS (+retakes), EAP, Spanish, CLEP, DSST, CASA, and TEAS. The Testing Center also provides online exam proctoring, distance education proctoring, and data maintenance and reporting services. University College coordinates probation, dismissal, and reinstatement processes including organizing the reinstatement committee, and communicating with students and advisors. Advising support is provided through, AdRx/SAS, PACC, IU professional advising representation, and academic advising training and professional organization opportunities.

In relation to student retention, University College facilitates the following: UCOL Advisory Council (ADAA), partnership with EcO Student Attainment Collaboration, Supplemental Instruction program management, Student success data, DFW rates and gateway course monitoring, student success program evaluation, ScholarSupport 21st Century Scholarship maintenance, Supplemental Instruction, and Early Start and Summer Success programming.

Expansion & improvement of New Admits Breakdown	Data provided through OIRE and internally.	Enrollment yield percentage has improved through improvement of Welcome Packets & cross campus communication regarding student enrollment pipeline progress.
.Expansion of University College texting system	National evidence suggests belonging and connectedness positively impact student retention.	Support enrollment pipeline progress and success during students' first year at IUPUC.
Implementation of Hybrid Orientation model	National trends have shifted orientation to hybrid and online models for convenience, accessibility, and to best utilize online and face-to-face learning modalities.	House materials and resources for New Student Orientation in online hub. Provide new students an ongoing location to find campus resources once in-person component of orientation has concluded.

Early Start for all first year beginning cohorts	Statewide efforts and data from OIRE suggest Early Start and Bridge programming aids retention.	Support student success and boost retention among first year beginners at IUPUC
Expansion of Testing Center Services to include Praxis Core, CLEP, DSST, & TEAS		Support academic units and students across campus in completion of IUPUC degree programs.
Second semester programming		Student interest in second-semester UCOL courses and programs would complete their first-year experience at IUPUC.
Learning Communities	National data suggest learning communities aid retention and belonging for students.	Supports student success and enhances their sense of connectedness.

Future Planning and Assessment Subcommittee

Program Information Grid

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Accounting Certificates (includes Gov't.)	22,345 Positions https://www.indianacareerready.com/	13 positions in Columbus 159 positions within 50 miles of Columbus https://www.indeed.com/	None	1-3 years
Data Analytics Track in Management Concentration	1,334 Positions https://www.indianacareerready.com/	MS in Data Analytics in Kelley School at IUB. Purdue offers doctorate. Seven positions in Columbus 475 positions within 50 miles of Columbus https://www.indeed.com/	Minimal, one or two adjuncts	1-3 years
Finance Certificates	10,377 Positions https://www.indianacareerready.com/	27 positions in Columbus 1,901 positions within 50 miles of Columbus https://www.indeed.com/	None	1-3 years
Human Resources Track in Management Concentration	14,641 Positions https://www.indianacareerready.com/	28 positions in Columbus 1,018 positions within 50 miles of Columbus https://www.indeed.com/	Minimal, one or two adjuncts	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Management Certificates	46,598 Positions https://www.indianacareerready.com/	36 positions in Columbus 803 positions within 50 miles of Columbus https://www.indeed.com/	None	1-3 years
Marketing certificates	14,147 Positions https://www.indianacareerready.com/	Five positions in Columbus 211 positions within 50 miles of Columbus https://www.indeed.com/	None	1-3 years
Supply Chain Track in Management Concentration	15,280 Positions https://www.indianacareerready.com/	13 positions in Columbus 537 positions within 50 miles of Columbus https://www.indeed.com/	Minimal, one or two adjuncts	1-3 years
Dual MSN/MBA program		All six hospitals in the area have expressed an interest. Nursing has a wait list for a cohort of 12. 258 positions in Columbus 4,913 positions within 50 miles of Columbus https://www.indeed.com/	Moderate, approximately six adjuncts every year for Business	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Science, Technology, Engineering, and Math (STEM) Concentration Area	STEM has been identified as a priority by Governor Eric Holcomb, Superintendent of Public Instruction, Dr. Jennifer McCormick, and the Indiana State Legislature. In the 2017-2018 state budget, the state legislature approved STEM Alignment Funds for the Indiana Department of Education. This is the first of such funding in Indiana, which is designed to foster the development of a statewide comprehensive strategy to provide consistent and equitable access to daily science, technology and engineering education in grades K-12 (https://sites.google.com/view/idoe-stem-council/home). With the increased focus on incorporating STEM content and pedagogy into Indiana classrooms, including elementary classrooms, the creation of a concentration in STEM directly aligns with the state's educational priorities.	STEM education has been identified as an "initiative" area (http://www.bcsc.k12.in.us/Page/429) by the Bartholomew Consolidated School Corporation.	Minimal (Requires the development of four new courses.)	1 to 3 Years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Early Childhood Education (ECE) Concentration Area	According to Child Care Answers, a child care resource and referral program operated by Early Learning Indiana, there are more than 500,000 children ages 0-5 in Indiana. More than half of these children are either in need of child care or are in early childhood environments that are not considered high-quality, often because the caretakers/teachers have inadequate skills or understandings required to support the children they care for in appropriate and/or meaningful ways (https://childcareanswers.com/community/status-of-early-childhood-education/). Not surprisingly, the field of early childhood education has been listed as an area of teacher shortage for Indiana for 3 of the last 4 reporting cycles by the US Department of Education, Office of Postsecondary Education (https://www2.ed.gov/about/offices/list/ope/pol/teacheshortageareasreport2017.pdf).	According to Kathy Oren, Executive Director of the Community Education Coalition in Bartholomew County, "We want to give every kid an equal shot," she said. "I think it will increase the number of children that attend pre-K. It will increase the academic outcomes for kindergarten readiness, third-grade reading, and over time, our children will do better. We'll have more children graduating from high school and going on to gain post-secondary skills."	Minimal (Requires the development of four new courses.)	1 to 3 Years

Online Master's Degree Programs	*BACKGROUND: Collectively, the IU School of Education deans are currently in the process of developing online master's degree programs (offered through IU online), which will be shared with all Schools of Education within the IU system. Currently, the IU Schools of Education are determining interest and need across the state, awaiting the results of a questionnaire that was sent to all principals across the state of Indiana (and who were asked to forward the questionnaire on to their teachers).* *All education master's degrees in the Indiana University system require the same four core classes, regardless of the degree's focus. The Division of Education will offer these four courses. Two of them, P507 and H520, are courses that we are already approved to offer; we will put the other two courses (J500 and Y520) through remonstrance.* *The IU Schools of Education plan on offering these four courses on a rotating basis as part of the IU online master's degrees. When it is IUPUC's turn to offer one of these courses, all students who enroll in that course as part of one of these online degrees will enroll in our section(s).* *There is no solid timeline for the rollout of these courses. The deans of the Schools of Education are eager to complete the prerequisite work in a timely manner and will develop a solid timeline*	Deans of the IU Schools of Education are currently determining potential student interest using a state-wide survey.	Minimal (IUPUC's Division of Education would need to put two courses through remon-strance and develop content/ syllabus for four courses.)	1 to 3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
	once data collection from Indiana teachers is complete. NEED: Indiana teachers are no longer required to complete master's degrees. However, they are required to provide evidence of continued professional development in order to renew their licenses. Any master's degree coursework in education will meet this requirement. Furthermore, there is a teacher shortage in the state of Indiana (and nationwide). If master's degree towards licensure are developed, they will address this problem.			
Physical Space : The purchase or construction of a new Health Sciences building would enable IUPUC DHS to serve as a regional hub for undergraduate nursing and health science degrees, MSN education, hospital-university research, practitioner-student training partnerships, and cross-disciplinary simulation-based training.	At present, faculty share office space divided into cubicles, four per office. To increase efficiency and meet accreditation standards, faculty would have private offices to ensure student confidentiality. In addition, outside community groups have been providing classroom space for IUPUC DHS courses. The IUPUC building is not able to accommodate our growing class sizes. A new facility would allow for needed larger classrooms that could also be shared with other growing programs on campus.	Student interest/ Employer demand	Extensive	

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Annual Admission: Masters of Science in Nursing Family Nurse Practitioner and Bachelors of Science Community health Advocacy Program: Begin annual admission, rather than triennial. Increase to a total of 36 graduate level students and 60 undergraduate students by Fall 2021.	Master of Science in Nursing Family Nurse Practitioner: Community Demand Community Health Advocacy Program is supported by local hospitals need. IUPUC is currently the only university to offer this program to meet community needs.	Employer demand/ Student Interest	Moderate	1-3 years
Community Training: IUPUC Simulation Center	Community Demand	Employer demand Student Interest Community Members	minimal	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Expansion of Master of Science in Nursing Program: Expansion of the MSN program to include a new administration/ business concentration. The core MSN curriculum to be offered annually and concentration courses (Family Nurse Practitioner and administration/business) in biannual rotation.	Community Demand	Employer Demand	Moderate	1-3 years
Additional Community Trainings and Certifications	Community Demand	Employer demand Student Interest Community Members	Moderate	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Additional Undergraduate Degree Program: Bachelor of Science in Health Science Pre-professional baccalaureate degree for students interested in health professions requiring an advanced degree.	Following in demand are occupational therapists, physical therapists, and speech language pathologists (K. Oren, personal communication, December 16, 2017). Providing an undergraduate degree suited for medical school and other professional graduate school application prerequisites encourages high achieving secondary students to apply to and attend IUPUC. In Additionally, it supports the healthcare profession pipeline in the region, developing relationships among undergraduate students (prospective clinicians), faculty, and clinical partners. East-Indiana Area Health Education Center (EI-AHEC) is willing to serve as a partner and may provide interprofessional education, community healthcare fellowships, and family medicine clerkships (J. Hartz, personal communication, October 29, 2018).	Employer demand/ Student Interest	Moderate	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Mechanical Engineering Graduate Certificate for Compurer-aided mechanical engineering	6,627 Positions https://www.indianacareerready.com/	48 positions in Columbus 376 positions within 50 miles of Columbus https://www.indeed.com/ Employers looking for additional experience and training. Local industry willingness to reimburse for additional courses.	Review of relevant IUPUI graduate courses. Agreement of acceptance to MS program for graduate credit. Recruitment of PT expert instructors from IUPUI and industry. Additional computational hardware and software additional instrumentation and actuation devices	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Mechanical Engineering Research Paltform at IUPUC	Difficulty is recruiting tenure-track faculty. Need for cutting-edge tech cuilture. Need for graduate student assistance.	Industry support for engineering tech	Funding of graduater students. Full-time lab professional	4-6 years
BA/BS in Information Systems Analysis	According to “Indiana Career Ready”, jobs in Computer and Information systems are projected to grow 7-12% in the next ten years.	Based on focus group and survey data obtained with the CEC, local employers are keen to see a program in this field at IUPUC.	Moderate to extensive: 2 full time faculty, specialized computer software	1-3

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Accelerated Master's in Mental Health Counseling	According to the US Bureau of Labor Statistics, jobs in all psychology professions are projected to grow 24% in the next five years, nationwide. Our region faces a particularly important opioid crisis currently, and finding ways to fast-track the training process for counselors would help this crisis.	As dual credit and ASAP programs through Ivy Tech become more common, students are seeking more ways to accelerate their secondary education. By offering a five-year (or less) pathway to a Master's degree, this would be attractive to motivated, higher ability students.	None: all courses and faculty exist.	1-3

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
B.A. in Educational Studies	The Educational Studies degree is a broad-based approach to education and varies from university to university. The major is usually interdisciplinary and can be flexible regarding curriculum. These degrees do not lead to teacher certification. Instead, they examine where education intersects with history, public policy, psychology, business, and culture; some universities focus on a particular area such as one of these. Most universities include basic education courses in curriculum and instruction, assessment, educational psychology, and teaching diverse learners, the same or similar to teaching programs. This is where the differences begin though. "Need Evidence" would depend largely on the approach/focus that IUPUC would choose.	Again, this would depend on IUPUC's approach/focus to this degree. However, one need that this degree would fill is that it would provide a reasonable completion pathway for IUPUC students who begin the elementary education program at IUPUC and either choose not to or are unable to complete it.	Moderate (This would be an inter-disciplinary degree that would require the collaboration of divisions.)	4 to 6 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Additional Bachelor of Science in Nursing (BSN) Track: Licensed Practical Nurse to Bachelor of Science in Nursing (LPN to BSN) Offered in conjunction with Ivy Tech Community College (ITCC)	Registered Nurses (RNs) are the most critical and hard to fill healthcare position in the region. Additional prelicensure nursing programming is needed to meet regional employment demand for registered nurses. Over the last three years, two hospitals reported a combined shortage of 289 RNs (K. Oren, personal communication, March 21, 2018). This gap is expected to continue to grow.	Employer Demand	None	4-6 years
BA/BS in Biology	According to "Indiana Career Ready", jobs in Biology are projected to grow 8-10% in the next seven years.	Students in the current program through IUPUI, but offered at IUPUC, have grown. Our first-year cohort has doubled in the last 10 years.	Extensive: 2 faculty, 1 additional lab, large lecture space	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Certificate in Applied Behavior Analysis	According to the US Bureau of Labor Statistics, jobs in all psychology professions are projected to grow 24% in the next five years, nationwide. This training focuses on treatment for people with ASD, which includes over three million people. Our region has a higher than average per capita occurrence of ASD.	About 10-20% of Psychology alumni go on to additional training programs to become ABA therapists. By providing training at IUPUC, this could help our current students, and attract returning adults already in the workforce.	Minimal to moderate: additional courses, and certified faculty	4-6 years
Undergraduate coursework towards secondary education licensure	The following are high needs teaching areas in the state of Indiana: • English as a New Language (ENL) • Mathematics • Social Studies • Technology Education • Language Arts • Mild & Intense Interventions • Science • World Languages (Information provided by the U.S. Department of Education: https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf) There is clearly a nationwide and state specific need for offering coursework towards secondary licensure at IUPUC.	BCSC put together a "Teacher Retention and Recruitment" ad hoc committee in 2018 (on which the division head of the Division of Education at IUPUC serves) to address their teacher shortage problem at both the elementary and secondary levels. Local high schools (as well as high schools and elementary school state-wide) are experiencing a teacher shortage: https://chalkbeat.org/posts/in/2018/11/27/indianas-war-on-teachers-is-winning-heres-what-superintendents-say-is-causing-teacher-shortages/	Extensive (The Division of Education would need new faculty and staff to teach added coursework and sustain the additional accreditation demands. More degree programs *relevant to secondary curriculum* would need to be developed.)	7 to 10 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Additional Health Sciences Programs	In 2025, the DHS Academic Planning Committee will convene to determine which undergraduate health sciences programs would be a good fit for the division. (Respiratory Therapy, Imaging Studies, etc.). The anticipated start date is August 2028.	Employer demand	Extensive	7-10 years
BA/BS in Chemistry	According to "Indiana Career Ready", jobs in chemistry are projected to grow 10% in the next ten years.	Chemistry coursework and student interest is closely tied with Biology program interest, thus, as interest in one grows, so does the other.	Moderate (if added after a Biology Program): 1-2 additional faculty	7-10
Communication Offer more classes with a diversity and/or service learning focus Create a civic dialogue focus across the curriculum (i.e., having a civic dialogue portion/unit in each class)	According to the Bureau of Labor Statistics (BLS), media & communication occupations (such as broadcasting, editors, interpreters, writers, & public relations) are projected to grow 6 percent (about as fast as the average for all occupations) in the next 7 years.	Create opportunities for civic engagement and service learning	minimal	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Criminal Justice Strengthen connections with other disciplines in liberal arts, especially the criminology concentration in sociology and women's studies, by offering classes that can be cross listed in both disciplines. Strengthen existing connections to the criminal justice community (Bartholomew and adjacent counties) by meeting with local criminal justice officials (e.g., judges, probation officers, and law enforcement) to identify internship and employment opportunities for IUPUC students. Establish a scholarship program for criminal justice majors (similar to the Jay Howard Scholarship in Sociology).	According to the Bureau of Labor Statistics, criminal justice occupations (such as protective services, security systems, investigators, patrol officers, correctional officers, forensics, & law clerks) to grow 7 percent in the next 7 years.	Ivy Tech currently has more than 80 students in Criminal Justice, that could benefit from the B.A. at IUPUC	Moderate Hire a tenure track faculty who can teach many of the core courses in criminal justice.	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
English Annual Visiting Creative Writer program. Establish a three-day visiting writer program.	According to the Bureau of Labor Statistics, English occupations (such as writers, teachers, & communications) to grow 8 percent in the next 7 years.		Moderate One tenure line MFA or MFA/PhD	4-7 years
General Studies				
History Offer additional online classes	According to the Bureau of Labor Statistics, history occupations (such as writers, researchers, & teachers with a graduate degree) to grow 6 percent in the next 7 years.		minimal	1-3 years
Honors Aim for a 40- person capacity for at least the next five years. Program experience: providing and improving the Honors experience for both the students and participating faculty .				4-7 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Sociology Develop clear pathway – including instructional scaffolding - from entry level sociology courses to Capstone Ensure Capstone & Signature work meet criteria for High Impact Practices, as established by the IUPUI Capstone Community of Practice Continue to coordinate course offerings and minors with Criminal Justice & converge/collaborate when appropriate (ex: develop one research methods course to fulfill requirement for CJ and sociology	According to the Bureau of Labor Statistics, community & social service occupations to grow 14 percent (faster than the average for all occupations) in the next 7 years.		minimal	1-3 years

Initiative	Need Evidence (local, state, or federal data)	Employer Demand/Student Interest	Resources required	Time Period
Women, Gender, & Sexuality Studies (WGSS Minor) Co –curriculum activities will continue, including close collaboration with the Spectrum Club, the LGBT+ student organization. Coordinator will continue position on IUPUI's Women' Studies Advisory Council WGSS Capstone students will continue annual participation in Indiana University's Women, Gender, & Sexuality Studies Undergraduate Research Conference Continue "Earn Your Badge" recruitment efforts	According to the Bureau of Labor Statistics, nearly 60 percent of women participate in the labor force in occupations such as health & education.		minimal	ongoing

Situational Analysis and Research Subcommittee Narrative

National Narrative:

Demographics over the next decade will be working against colleges and universities. In recent decades, U.S. population has shifted south and west. With the onset of the financial crisis in 2008, fertility rates in the United States declined significantly and have yet to recover. Not all demographic factors spell doom and gloom. The number of students enrolling in college in the fall has risen from 45% in 1960 to 70% today. These factors, along with others, will collectively contribute to a total U.S. enrollment decline of 10% or greater by 2030.

Enrollment declines will vary be region and for institutional type. The Northeast and Midwest regions will see the most significant declines at 15% or greater during this time period. This does not mean that institutional growth cannot happen, however a strategic approach with increased efforts in retention and completion, along with recruitment efforts will become paramount. Experts caution that projections do not imply predictions. Institutions will need to concentrate recruitment efforts on a more diverse pool of potential students, especially those that are experiencing growth trends. Latinx students, transfer students, and adult students are several populations that deserve attention depending on institutional location and capacity to serve these groups.

State Narrative:

The state of Indiana, which is considered part of the Midwest region, will see a substantial decrease in the number of high school graduates from 2020-2030. Based on information from the Indiana Department of Education website, between 2020 and 2030, a 10% decrease in high school graduates is projected. This means that competition will be fierce among in-state institutions, while out-of-state competitors will continue to penetrate the Indiana marketplace. Institutions will need to have an accurate measure of the types of students that they attract and retain well, as increased retention will be a significant factor in increasing campus enrollment.

IUPUC Region Narrative:

The recruitment region for IUPUC will also see a decrease in high school graduates from 2020-2030. The projected decline based on Indiana Department of Education information is 3%. This slight decline is spread evenly across the counties in our region. However, the

stability of our region may produce an attractive recruitment area for other in-state institutions. For a better look, see appendix for detailed graphs on graduation numbers by in-region county.

IUPUC Enrollment Trends:

Head Count:

In the fall of 2014 IUPUC achieved its highest total enrollment in school history at 1783 students. By 2018 the total enrollment at IUPUC has fallen 18.5% to 1453 students. IUPUC had an incoming first-time student cohort of 615 in 2009. By 2018 the first-time student cohort has fallen to 325, which is a 47% decrease over a nine-year period.

When looking at total enrollment from the IUPUC service region, in fall of 2014 there was a total enrollment of 1603 students (highest in school history). In the fall of 2018 there was a total IUPUC service region enrollment of 1297, which is a 19% decrease. In the fall of 2009 the IUPUC service region total enrollment for first-time student cohort was 591. In the fall of 2018 the IUPUC service region total enrollment for first-time student cohort was 304, which is a 48.5% decrease.

Total enrollment of students from outside the IUPUC service region in 2009 was 225 and that number decreased by 30% to 156 in 2018. The enrollment of out of region first-time student cohorts has remained steady.

Credit Hours:

Head Count by Division:

Business: The Division of Business has remained steady. In fall of 2009 DOB had 313 students. In the fall of 2018 the DOB had 319 students.
Education: The Division of Education has experienced a 47% decrease in total enrollment from 2009 to 2018 (245 to 129).
Liberal Arts: The Division of Liberal Arts has experienced a 18% decrease in total enrollment from 2009 to 2018 (133 to 109).
Mechanical Engineering: The Mechanical Engineering program has experienced an 866% increase in total enrollment from 2009 to 2018 (6 to 58).
Health Sciences (Nursing): The Division of Health Sciences has experienced a 3% increase in total enrollment from 2009 to 2018 (235 to 242).
Science: The Division of Science has experienced a 77% increase in total enrollment from 2009 to 2018 (90 to 160).

University College: The Division of University College has experienced a 24% decrease in total enrollment from 2009 to 2018 (576 to 434). *This is including UCOL Pre-Majors

Credit Hours by Division:

Business: The Division of Business has experienced steady credit hour growth, since 2009 credit hours have increased 67% (2065 to 3440).
Education: The Division of Education has experienced a decrease in credit hours, since 2009 credit hours have decreased 31% (1818 to 1257).
Liberal Arts: The Division of Liberal Arts has experienced a decrease in credit hours, since 2009 credit hours have decreased 40% (5747 to 3461)
Mechanical Engineering: The Mechanical Engineering Program has experienced credit hour growth, since 2009 credit hours have increased over a 1,000% (36 to 557).
Health Sciences: The Division of Health Sciences has experienced growth in credit hours, since 2009 credit hours have increased 171% (1064 to 2883).
Science: The Division of Science has been relatively consistent, however a slight decrease in credit hours has been experienced. Since 2009 credit hours have decreased 9% (5739 to 5231).
University College: The Division of University College has remained consistent with their credit hours. At this time they are flat and have seen small increases and decreases since 2009.

Students Admitted But Not Enrolled:

The number of students admitted but not enrolled in the fall at IUPUC has increased since 2011 to present. In 2011, there were 87 students who were admitted but chose to enroll at another institution. In 2018 that number was 418 (in 2018 IU implemented a shared online application, so 2018 numbers are skewed significantly).

These students who were admitted but not enrolled chose to attend a multitude of institutions. However, the top 10 institutions were (these vary by year but below represents a 10-year measure):

1. *Ivy Tech*
2. *IU Bloomington*
3. *Purdue University- Main Campus*
4. *IU Southeast*
5. *Ball State*

6. *University of Indianapolis*
7. *Indiana State University*
8. *Marian University*
9. *University of Southern Indiana*
10. *Franklin College*

Students Admitted Bot Not Enrolled By Program:

The following link is directed to a tableau report that can provide the trend of admitted but not enrolled students by program since 2011- https://tableau.bi.iu.edu/t/prd/views/uirr_admit_not_enrolled/AdmitNotEnrl?%3Aembed=y&%3AshowShareOptions=true&%3Adisplay_count=no&%3AshowVizHome=no#2

The data here fluctuates significantly by institution selected. However, the majority of admitted not enrolled students are from University College (*these are likely pre-major students)

2018 Enrollment Data Presentation:

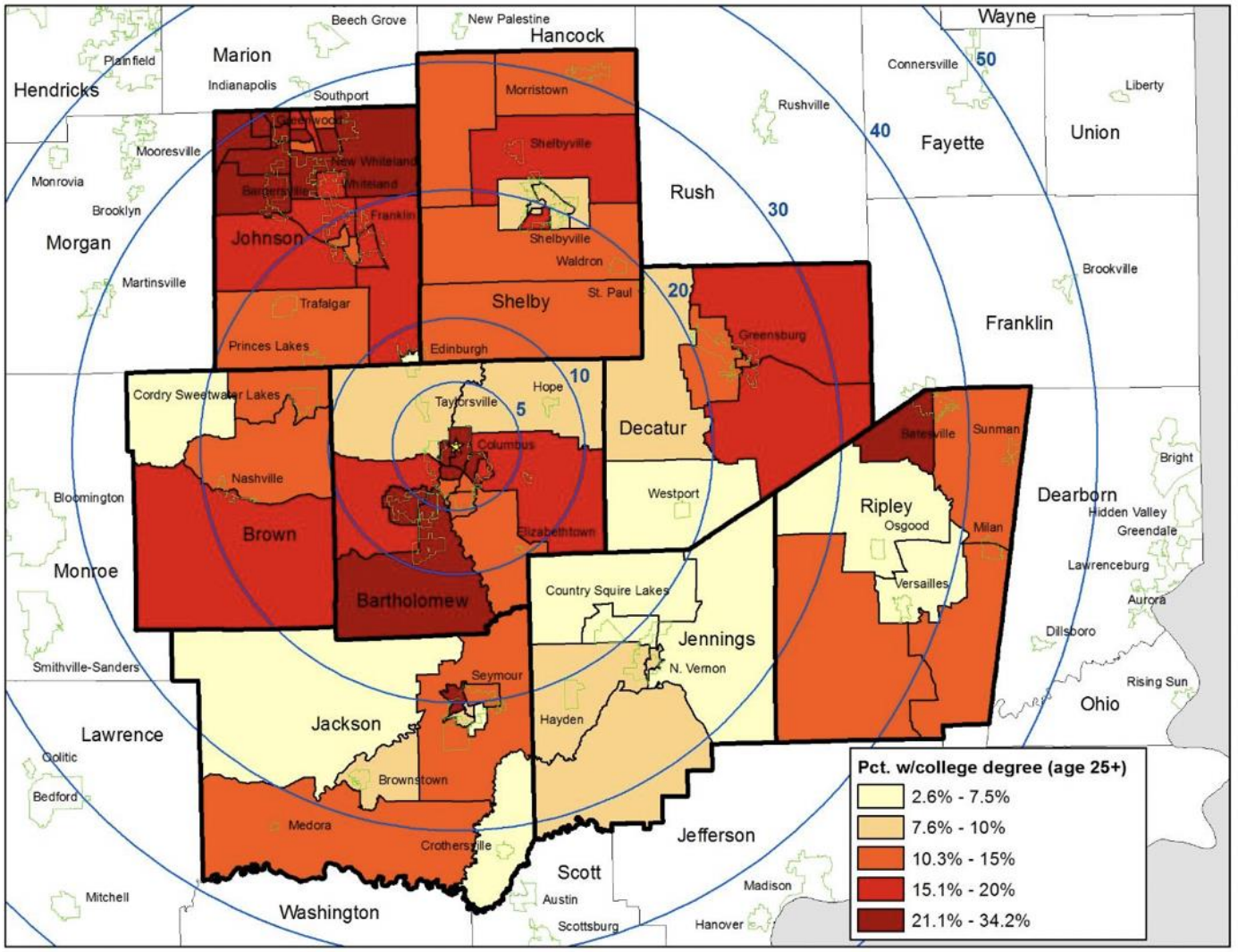
Dr. George Towers, as a member of this subcommittee, used a geographic information system to conduct an analysis of IUPUC enrolled student data from fall 2018. Here is a link to his presentation:

https://iu.app.box.com/file/468871951620

This presentation includes various maps that illustrate where our admitted and enrolled students come from. It also illustrates what time of the year our students who enrolled were admitted as well as how far from campus these enrolled students live. This report also illustrates how late a number of our students are admitted and choose to enroll at IUPUC.

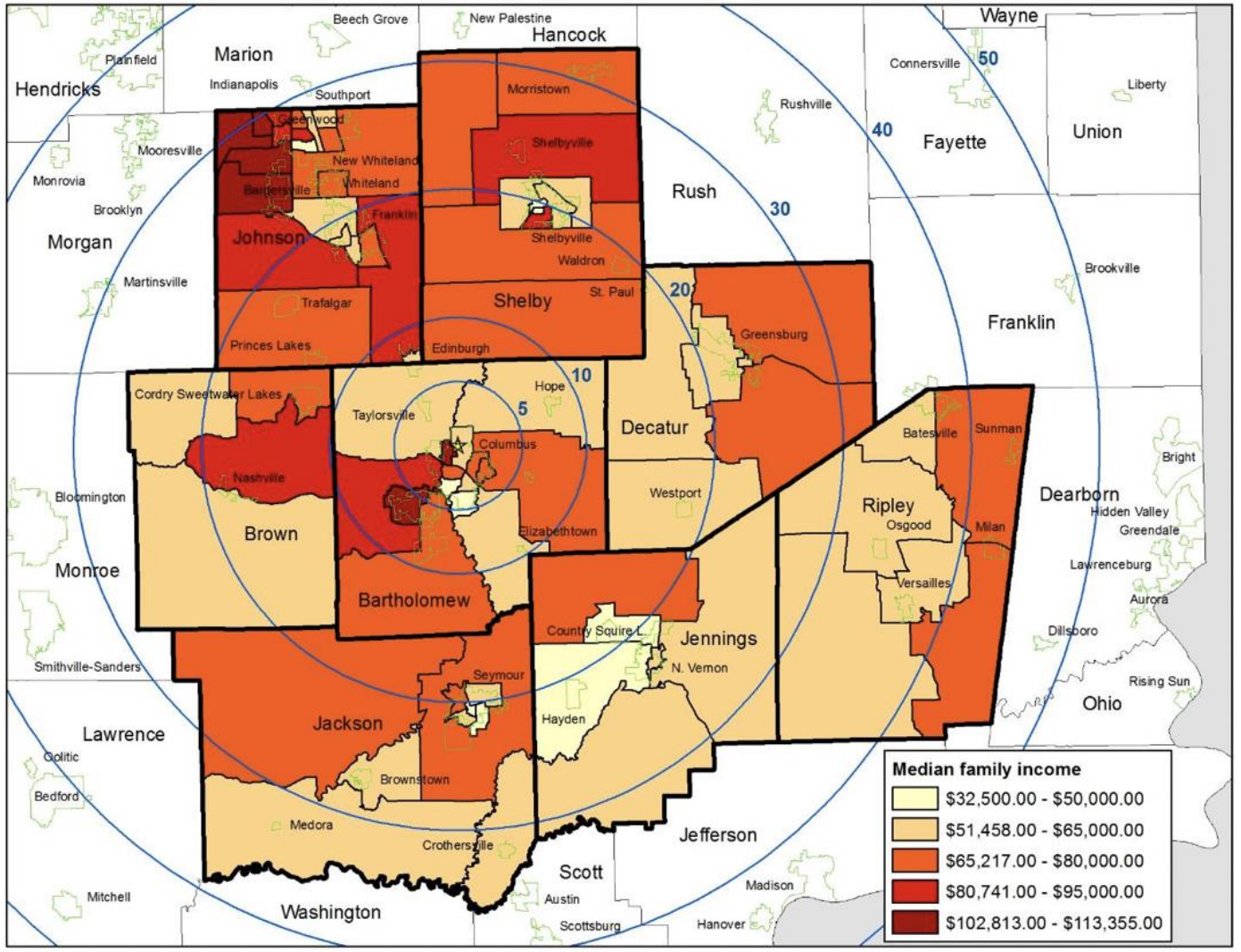
Service area demographics:

Percentage of population age 25 and over with a college degree



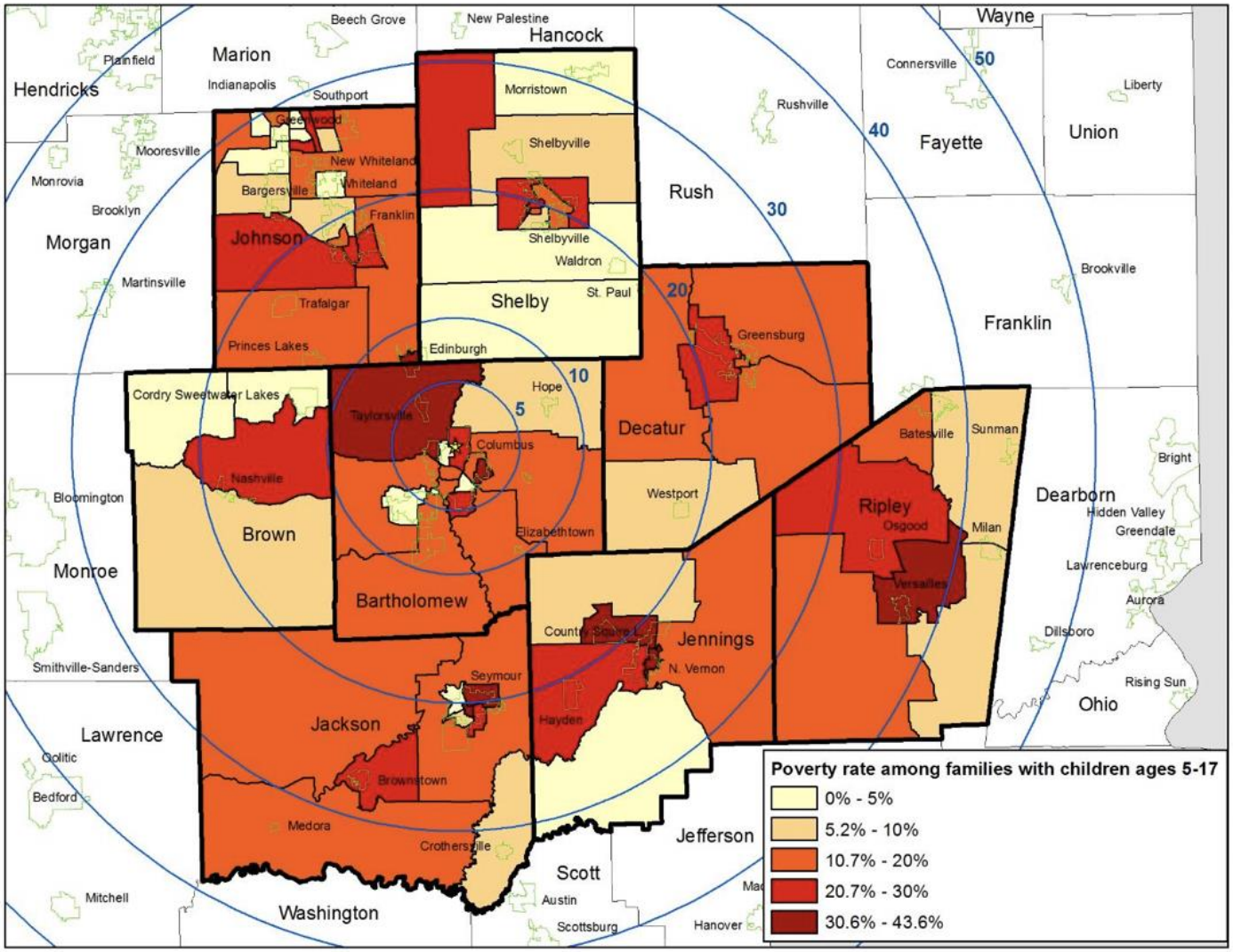
Service area demographics:

Median family income

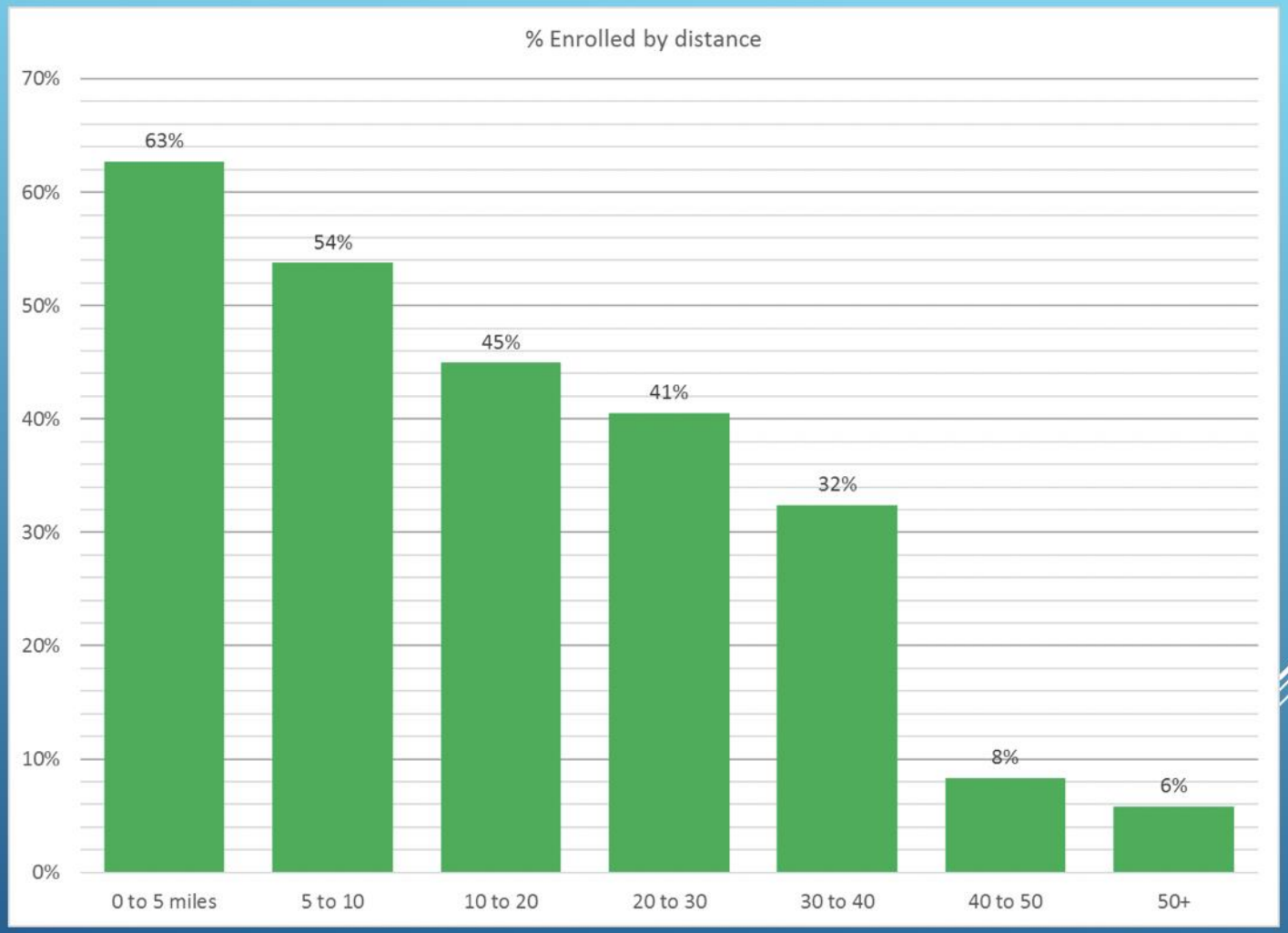


Service area demographics:

Poverty rate among families with children ages 5-17



PERCENT OF ALL ADMITTED STUDENTS WHO ENROLLED BY DISTANCE



Academic Master Plan Committee

Community Needs Assessment Subcommittee Report

The Community Needs Assessment subcommittee used a variety of data collection methods including online research, personal outreach, and general subject matter knowledge and expertise. We looked at employment trends on a local, regional, state, and national level, as well as economic outlook information for the South-Central Indiana region.

This summary discusses only what is perceived as the potential needs of the business community. It does not take into consideration the desires of students.

In general, regional needs mirror national trends, but there is one significant difference for South Central Indiana – namely that it is expecting growth in manufacturing, especially with regard to Cummins.

With that in mind, the we identified four industries that are projected to have job growth. They include Healthcare, Education, Manufacturing and Technology.

Healthcare

This industry has a variety of roles that will be in high demand especially due to the aging population of baby boomers. There may be opportunities for IUPUC to provide training and/or certifications in areas below nursing, such as home health aides and medical assistants. Here are some key job roles in healthcare:

7) *Registered Nurse (#1 on Hoosier hot jobs of the future)*
8) *LPN (#6 on Hoosier hot jobs of the future)*

9) Nurse Practitioner (#36 on Hoosier hot jobs of the future)
10) Physician Assistant (37% growth in field expected according to U.S. BLS)
11) Home health aide (47% growth in field expected according to U.S. BLS)
12) Medical assistant (29% growth in field expected according to U.S. BLS)

Education

Nationally and regionally there is a shortage of teachers. BCSC's most urgent need is for high school teachers according to Dr. Jim Roberts, Superintendent of schools. K-12 teachers ranks #2 on the Hoosier Hot Jobs of the Future list.
It needs to be mentioned that one of the main reasons for the teacher shortage is low pay, which could provide obstacles to attracting new teacher candidates.

One opportunity area could be graduate level courses. There are a large number of new teachers in the BCSC system, and given state requirements license renewal, there may be opportunities for IUPUC to provide advanced degree coursework to current teachers in the system to maintain their licensure.

One strategy schools are employing is to provide teacher training to Subject Matter Experts (e.g. people with math, science, computing backgrounds etc.). Perhaps an opportunity for IUPUC to provide that training for local school systems.

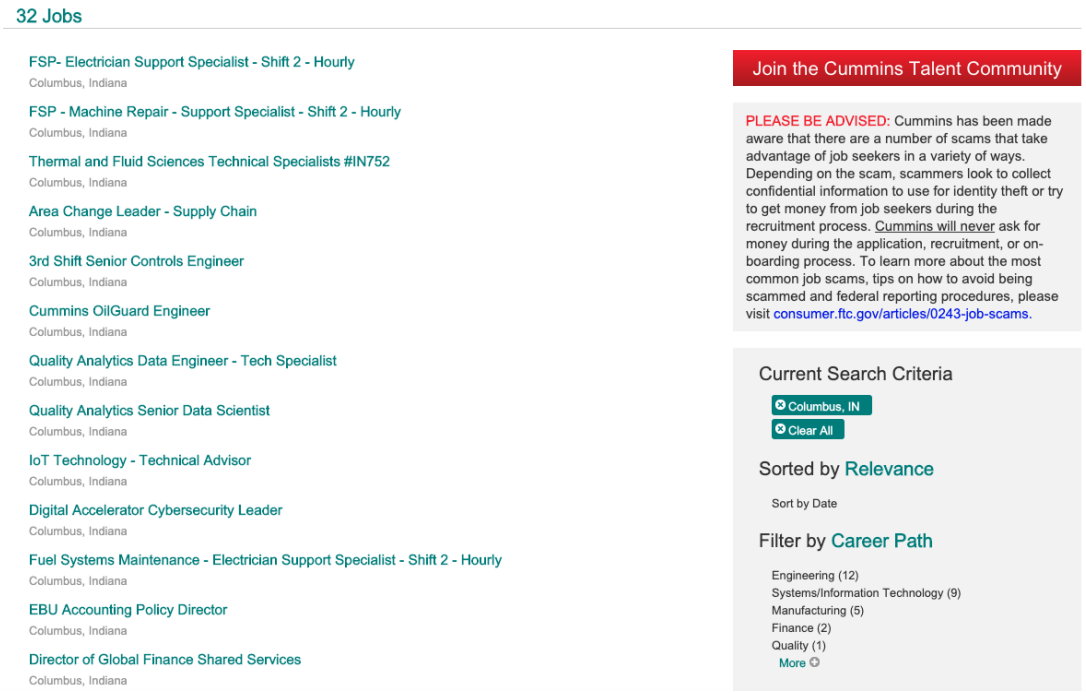
Manufacturing

Our region still has strong manufacturing opportunities, and from all indications that will continue into the future. Educational support for manufacturing comes in a number of areas including business, engineering, and computing technologies. Below is a list of Hoosier Hot Jobs that would support manufacturing:

- *Accountant / Auditor #8*
- *Mechanical Engineer #13*
- *Computer Systems Analyst #25*
- *Software Developer #32*
- *CIS Manager #39*

- *Network Admin #40*

As a point of reference, the following image shows a recent list of jobs at Cummins. Of 32 open positions, 12 were engineering and 9 were in Systems/Information Technology.



It was mentioned by Cummins VP Srikanth Padmanabhan that Columbus ranks #1 in the number of engineers per capita. It would be worth additional investigation as to whether there might be an opportunity to provide advanced engineering degrees to those people.

Technology / Software

As an industry, technology will have similar needs to manufacturing – business/marketing, human resources, computer networking, etc., with software development as a main focus of talent.

The U.S. Bureau of Labor estimates a 30% growth for software developers through 2026. These skills are not used only in the IT/Software industry, but are applicable across all industries, and thus are in high demand.

The challenge for higher education is that employers are increasing eliminating a degree requirement for IT positions (https://finance.yahoo.com/news/14-high-paying-jobs-apple-090000329.html) and there are other ways for students to gain necessary skills (e.g. code academies, community colleges, etc.). That said, it provides a good opportunity for upskilling, re-training, and other non-traditional education.

Research Data and other information

The collected research can be found on box:

https://iu.box.com/s/m6hoimrnqx36gvgf2lhn4is7olfaevm7

Here is a link to a video replay of the panel discussion held at IUPUC on May 2, 2019, titled “Strengthening the Community through an Educated Workforce.” The panel features Srikanth Padmanabhan (Cummins); Dr. Jim Roberts (BCSC); John Burnett (CEC); David Noel (Columbus Regional Health); Drew Klacik (IU Policy Institute); and Amy Conrad Warner (IUPUC).
https://youtu.be/9KlOokBdZK0

Appendix

IUPUC Purposeful Pathway Project: In Pursuit of the Student-Ready Campus

In the fall of 2018, IUPUI academic schools and/or departments were invited to develop a **Purposeful Pathway Project (P3)** designed to:

- *scaffold and integrate curricular and co-curricular experiences that promote deep engagement in learning,*
- *focus on equitable access for student participation and outcomes, and*
- *make intentional efforts to serve students traditionally underrepresented or under-resourced at IUPUI or in the school/discipline.*

As part of IUPUC's campus commitment to student learning and success, the campus proposed ***"IUPUC Purposeful Pathway Project: In Pursuit of the Student- Ready Campus".*** The project proposal was selected to join in helping IUPUI/IUPUC to become what the Association of American Colleges and Universities (AAC&U) calls a "student-ready campus," with a goal to make our institutions ready and welcoming for all students with an eye toward individual needs and aspirations.

Each Purposeful Pathway Project (P3) team is led by a group of champions who work with other IUPUI cohorts to explore concepts around equity, inclusion, and student success. Each P3 team develops an implementation plan to move their work forward in their school. P3 teams involve colleagues who work across roles including faculty, academic staff, student affairs, an academic administrator responsible for the P3 implementation, and a point person for faculty/professional development and assessment.

To establish an IUPUC campus-wide strategic implementation plan, it was imperative for the P3 team to have an accurate current state picture of the challenges faced by our underrepresented or under-resourced students. The Indiana University Public Policy Institute (PPI) had developed a Basic Needs Questionnaire for IUPUI in the fall of 2018. The IUPUC Office of Institutional Research and Effectiveness reached out to colleagues at PPI to receive permission to modify the questionnaire for use on the IUPUC campus.

Understanding IUPUC Students' Basic Needs

The anonymous IUPUC Basic Needs Questionnaire was sent via email (see content below*) to all currently enrolled undergraduates (excluding High School Students) at least 18 Years of Age. (N=1322)

Dr. Lori Montalbano, IUPUC Associate Dean of Academic and Student Affairs, invited students to participate in the questionnaire through this email sent on November 5, 2018.

*"*Dear (first name entered here):*

You are invited to participate in a questionnaire about basic needs among IUPUC students. This questionnaire is part of a joint Academic Affairs and Student Affairs project aimed to help IUPUC leadership better understand and meet the needs of all IUPUC students.

This questionnaire was developed by The Indiana University Public Policy Institute (PPI). The questionnaire will take approximately 15 minutes to complete. Your responses are anonymous. Information that is reported will be based on group responses, not your individual responses.

When you submit your questionnaire, you will be directed to a link to fill out a form for a chance to win one of six $50 Amazon gift cards. The drawing will take place on Monday, November 26, 2018. Based on a 20% response rate, your estimated chances of winning would be 1/44.

Do not forward this email to another student. Each student that has been selected to participate will receive their own email.

***Follow this link to the Survey:** Fill out the Questionnaire or copy and paste the URL below into your internet browser: (URL entered here)*

Should you have any questions, please contact Barb Dobbs, Coordinator of IUPUC Institutional Research and Effectiveness at 812.375.7506 or at iupucoir@iupuc.edu .

Thank you.

Dr. Lori Montalbano

Associate Dean of Academic and Student Affairs"

The questionnaire was accessible to students between November 6 and November 24, 2018. Administration of the questionnaire and reporting of the feedback was conducted by IUPUC's Office of Institutional Research and Effectiveness.

To help reach as many students as possible, faculty in first-year seminar classes and some 200-, 300-, and 400-level courses in the Divisions of Business, Education, Mechanical Engineering, and Nursing allotted time during class to allow students to complete the questionnaire. Of 1,322 total possible students eligible to complete the questionnaire, 457 students participated resulting in a response rate of 34.6%.

Student Feedback

Respondents closely mirror the IUPUC student body based on enrollment data at census (August 27, 2018).

The tables below compare census data with respondent demographic and academic standing data.

Class Designation	IUPUC enrollment at census	Respondents
Freshman	23.9%	29.7%
Sophomore	21.3%	16.9%
Junior	21.9%	26.5%
Senior	30.1%	26.3%
Non-degree seeking	2.8%	0.7%

Age	IUPUC enrollment at census	Respondents
18 to 20	41.6%	46.4%
21 to 22	21.4%	24.5%
23 to 24	8.9%	8.0%
25 to 32	16.6%	12.0%
33 to 39	5.8%	4.2%
40 to 59	5.1%	4.7%
60 and over	0.5%	0.2%
Average age	23.9	22.9

Gender Identity*	IUPUC enrollment at census	Respondents
Male	34.0%	27.4%
Female	66.0%	71.7%

*Other gender identities were included on the Basic Needs Questionnaire, but only Male and Female genders are available in IUPUC census data

Race	IUPUC enrollment at census	Respondents
African American or Black	1.4%	1.6%
American Indian or Alaskan Native	0.1%	0.2%
Arab or Middle Eastern or Arab American	N/A	0.2%
Asian American or Other Asian	1.9% (includes Southeast Asian)	0.7%
Southeast Asian	N/A	1.1%
Pacific Islander	0.0%	0.0%
White or Caucasian	87.8%	93.2%
Other*	8.8%	2.9%

*Hispanic (n=8); Two or more races (n=2); Mexican (n=2)

Ethnicity	IUPUC enrollment at census	Respondents
Hispanic or Latino (any race)	3.9%	5.0%
Not Hispanic or Latino	96.1%	95.0%

Pell Grant Recipient	IUPUC enrollment at census	Respondents
Yes	36.6%	43.5%
No	63.4%	56.5%

Respondents speak and use 11 languages other than English in their homes:

- *American Sign Language*
- *Cebuano*
- *Filipino*
- *Hindi*
- *Kinyarwanda*
- *Kiswahili*
- *Oromo*
- *Spanish*
- *Swahili*
- *Urdu*
- *Vietnamese*

EXPERIENCES WITH HOUSING

Most respondents live with a parent or guardian (n=335) followed by those who live in their own house or apartment (n=166).

Of the respondents who underpaid their rent, mortgage, or utility bills (n=111), the primary reasons were to pay for food or transportation-related expenses (n=46).

For respondents who had difficulty paying their tuition and fees (n=46), the primary reasons were due to rent, mortgage, utilities, and transportation-related expenses.

In the past 12 months, 17 respondents did not know where they were going to sleep even for one night.

EXPERIENCES WITH FOOD

Respondents indicated it was sometimes or often difficult for them to afford to eat balanced meals (n=143).

In the past 12 months, respondents cut the size of their meal or skipped a meal due to lack of resources (n=108).

Respondents were sometimes able to get healthy foods from pantries or meal sites.

CAMPUS AND COMMUNITY SERVICES

A significant number of respondents (n=380) indicated they need help with finances - paying for college, financial aid, scholarships, or a job.

Slightly fewer respondents (n=161) indicated they need help with medical or mental health care issues.
Respondents indicated that financial challenges (n=158) or personal/family illness or injury (n=65) were the most likely causes for them to withdraw from classes.

- Respondents did not access campus and community resources because they felt embarrassed or ashamed and worried about being judged (n=25).
- Respondents did not know about available resources or how to access them (n=36).
- Respondents learned about campus and community resources from their academic advisor, their instructors, staff members, or other students (n=220).

Next Steps

"Educators All" will gradually shift our thinking from a "college-ready student" perspective to a "student-ready campus" paradigm. An initial cross-campus team will pilot the initiative designed to educate, empower, and encourage faculty, staff members, a growing number of student leaders, and campus supporters to embrace their critical roles as ***"Educators All".*** Following the pilot, all other faculty, staff, student leaders, and campus supporters will be involved through town hall meetings and lunch-and- learn sessions.

- **Educate**: Faculty and staff members will learn about and better understand the day-to-day lives of IUPUC students based on feedback from the Basic Needs Questionnaire. The Office of Development and External Affairs will educate potential donors about unmet basic needs of IUPUC students.

- **Empower**: Faculty and staff members will learn about and better understand campus and community resources available to IUPUC students and become familiar with the **Help is Available Resources for Students** listing. Students will learn about resources during student orientation and in Appreciative Advising sessions. Brochures will be included in the

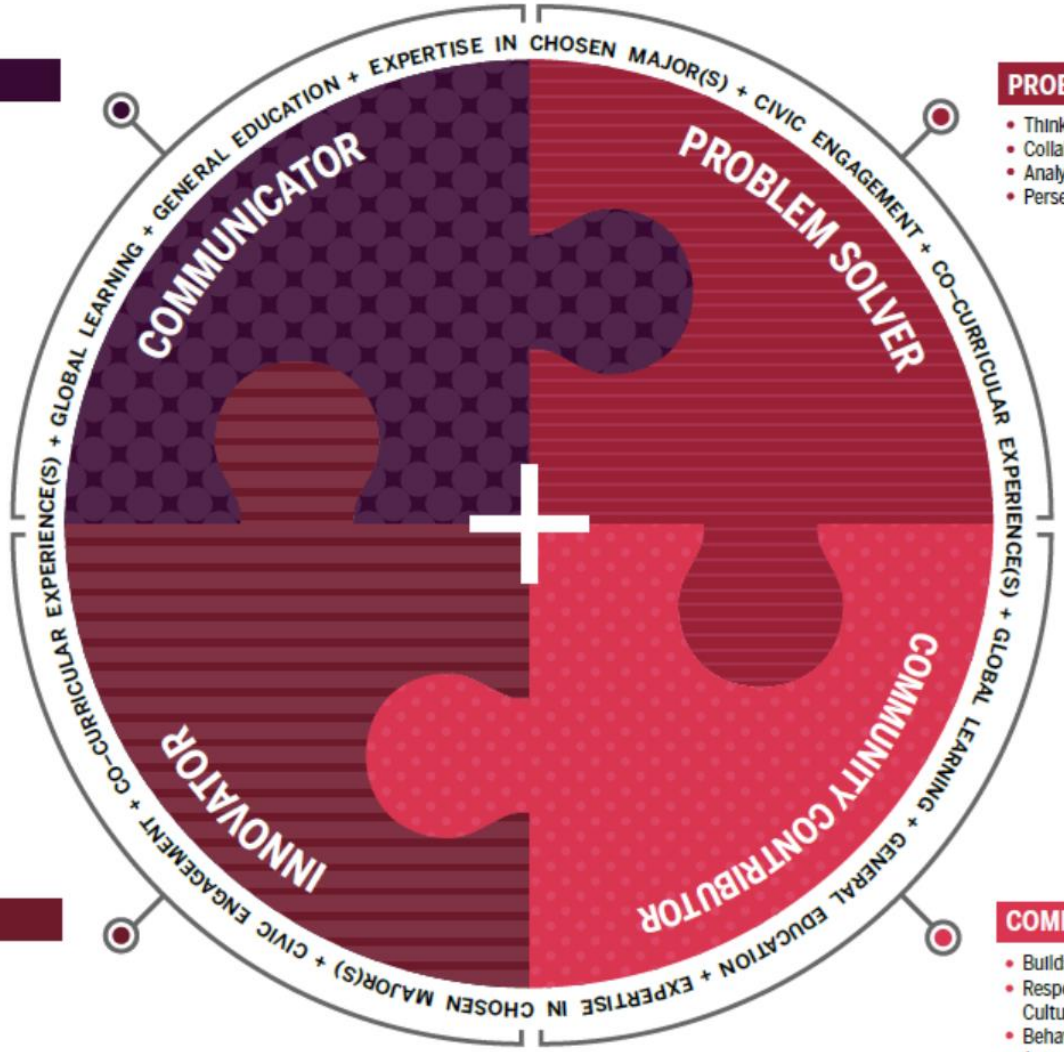
student planners, available in campus restrooms, and accessible in digital format on the IUPUC website.

Encourage: By normalizing the need for resources and promoting availability of resources, faculty and staff members will consider ways to encourage students to self-advocate and reach out to access resources. A link to the digital resource brochure may be included in course syllabi. Potential IUPUC donors will be encouraged to consider ways they may be able to support IUPUC students through scholarships, textbook assistance, or creating an emergency fund for students in crisis.

"Educators All" will hopefully have an impact in helping reduce the embarrassment that students may experience when reaching out for help. IUPUC students will feel they are being heard and that ***"Educators All"*** care deeply about their health, wellness, safety, and their educational and career goals and aspirations. We are . . .

"Educators All"

Profiles of Learning for Undergraduate Success: IUPUI+



COMMUNICATOR

- Evaluates Information
- Listens Actively
- Builds Relationships
- Conveys Ideas Effectively

PROBLEM SOLVER

- Thinks Critically
- Collaborates
- Analyzes, Synthesizes, and Evaluates
- Perseveres

INNOVATOR

- Investigates
- Creates/Designs
- Confronts Challenges
- Makes Decisions

COMMUNITY CONTRIBUTOR

- Builds Community
- Respectfully Engages Own and Other Cultures
- Behaves Ethically
- Anticipates Consequences

IUPUI

National Survey of Student Engagement

Report for

IUPUC

2018

IUPUI's Vision

To be a leading urban research institution recognized for the success of its students, its advances in health and life sciences, and its intellectual, economic, and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond.

Welcome to the 2018 IUPUC NSSE Report

The National Survey of Student Engagement (NSSE) was developed to document dimensions of quality in undergraduate education and provides information and assistance to colleges, universities, and other organizations to improve student learning. The final NSSE report consists of 12 scales, referred to as Engagement Indicators. These Engagement Indicators are grouped into four over-arching themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. In addition, NSSE also asks students about their engagement in High Impact Practices (HIPs) and the amount of time they spend engaged in various activities.

The following report is a summary of responses from the IUPUC compared to students from all of IUPUI that participated in NSSE. This report uses effect size to quantify differences between your school and peer means. Effect size is a measure of the magnitude of the difference between two means. Effect size differences for the NSSE Engagement Indicators can be interpreted at the number of standard deviations between the mean for your school and the mean for students majoring in similar programs at IUPUI peer institutions. Items are labeled as "Areas of Strength" (an effect size of 0.21 standard deviations greater than the benchmark programs average), "Asset to Protect" (between 0.05 and 0.2 standard deviations), "Issue to be Mindful of" (between -0.05 and -0.2 standard deviations below), and "Opportunity for Improvement" (-0.21 or more below the mean). A total of 56 First-year and 94 Senior students in the IUPUC had completed the survey.

Key Highlights Overall

- Fifty-eight percent of Senior respondents and 42% of First Year respondents plan to work more than 20 hours working for pay off campus.
- IUPUC Seniors rated significantly lower in their **Discussions with Diverse Others** but higher in **Effective Teaching Practices** and **Reflective & Integrative Learning** compared to their Peers.
- IUPUC First years rated significantly higher in **Learning Strategies** but significantly lower in **Discussions with Diverse Others**.
- Seventeen percent more IUPUC Senior respondents had completed an internship or field experience and 11% less completed study abroad compared to other IUPUI students.
- Twenty-two percent fewer IUPUC First year respondents had participated in a learning community but ten percent more had completed service-learning compared to other IUPUI students.

The table below displays the NSSE Engagement Indicators that are considered "Areas of Strength" and "Opportunities for Improvement" for IUPUC. For more information about the NSSE Engagement Indicators or the NSSE in general, please see http://nsse.indiana.edu/html/engagement_indicators.cfm.

Areas of Strength and Opportunities for Improvement

	Areas of Strength	Opportunities for Improvement
Seniors	Higher-Order Learning	Quantitative Reasoning
	Reflective and Integrative Learning	Discussions of Diverse Others
	Learning Strategies	Student-Faculty Interaction
	Effective Teaching Practices	Supportive Environment
	Quality of Interactions	
First Year	Higher-Order Learning	Reflective and Integrative Learning
	Learning Strategies	Quantitative Reasoning
	Effective Teaching Practices	Collaborative Learning
	Quality of Interactions	Discussions with Diverse Others
	Supportive Environment	Student-Faculty Interactions

2018 NSSE Report for IUPUC

Table 1
Academic Challenge
Senior

	N	Mean	Standard Deviation	All IUPUI Mean	Effect Size
Higher-Order Learning [a1]	**87**	**42.7**	**12.4**	**40.8**	**0.53**
Applying facts, theories, or methods to practical problems or new situations	90	3.11	0.73	3.2	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	88	3.11	0.82	3.1	
Evaluating a point of view, decision, or information source	88	3.16	0.74	2.9	
Forming a new idea or understanding from various pieces of information	89	3.09	0.76	2.9	
Reflective & Integrative Learning [b1]	**93**	**40.1**	**12.4**	**37.7**	**0.69**
Combined ideas from different courses when completing assignments	94	2.99	0.82	3.0	
Connected your learning to societal problems or issues	93	2.91	0.95	2.7	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	93	2.75	0.96	2.5	
Examined the strengths and weaknesses of your own views on a topic or issue	93	2.91	0.82	2.8	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	93	3.09	0.73	3.0	
Learned something that changed the way you understand an issue or concept	93	3.05	0.76	2.9	
Connected ideas from your courses to your prior experiences and knowledge	91	3.32	0.67	3.2	
Learning Strategies [b1]	**84**	**39.4**	**15.4**	**38.2**	**0.31**
Identified key information from reading assignments	85	3.16	0.86	3.1	
Reviewed your notes after class	85	2.88	0.93	2.8	
Summarized what you learned in class or from course materials	86	2.86	0.98	2.8	
Quantitative Reasoning [b4]	**85**	**27.2**	**16.8**	**29.6**	**-0.59**
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	88	2.51	0.94	2.6	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	86	2.29	0.98	2.4	
Evaluated what others have concluded form numerical information	87	2.23	0.89	2.4	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

Table 2
Learning with Peers
Senior

	N	Mean	Standard Deviation	All IUPUI Mean	Effect Size
Collaborative Learning [a2]	**93**	**33.7**	**13.0**	**33.1**	**0.16**
Asked another student to help you understand course material	93	2.49	0.83	2.4	
Explained course material to one or more students	94	2.81	0.82	2.8	
Prepared for exams by discussing or working through course material with other students	94	2.46	1.00	2.5	
Worked with other students on course projects or assignments	94	2.99	0.86	2.9	
Discussions with Diverse Others [a4]	**86**	**38.0**	**14.2**	**42.7**	**-1.23**
People from a race or ethnicity other than your own	87	2.82	0.91	3.2	
People from an economic background other than your own	86	2.94	0.82	3.2	
People with religious beliefs other than your own	86	2.80	0.84	3.1	
People with political views other than your own	87	3.05	0.83	3.1	

[a] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

Table 3
Experiences with Faculty
Senior

	N	Mean	Standard Deviation	All IUPUI Mean	Effect Size
Student-Faculty Interaction [b4]	**89**	**21.9**	**16.8**	**22.8**	**-0.22**
Talked about career plans with a faculty member	91	2.44	1.09	2.5	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	90	1.72	1.02	1.9	
Discussed course topics, ideas, or concepts with a faculty member outside of class	91	2.11	1.06	2.1	
Discussed your academic performance with a faculty member	90	2.11	0.97	2.1	
Effective Teaching Practices [a1]	**89**	**41.7**	**14.2**	**38.9**	**0.75**
Clearly explained course goals and requirements	89	3.31	0.83	3.1	
Taught course sessions in an organized way	88	3.10	0.86	3.0	
Used examples or illustrations to explain difficult points	89	3.10	0.88	3.1	
Provided feedback on a draft or work in progress	88	2.94	0.93	2.7	
Provided prompt and detailed feedback on tests or completed assignments	88	2.97	0.96	2.8	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

2018 NSSE Report for IUPUC

Table 4
Campus Environment
Senior

	N	Mean	Standard Deviation	All IUPUI Mean	Effect Size
Quality of Interactions [b1]	**76**	**44.0**	**11.2**	**41.7**	**0.68**
Students	84	5.67	1.13	5.6	
Academic advisors	84	5.55	1.59	5.1	
Faculty	85	5.64	1.24	5.4	
Student Services Staff (career services, student activities, housing, etc.)	57	4.65	1.95	4.8	
Other administrative staff and offices (registrar, financial aid, etc.)	75	5.12	1.83	4.9	
Supportive Environment [a4]	**82**	**29.3**	**14.3**	**30.4**	**-0.30**
Providing support to help students succeed academically	85	2.95	0.91	2.9	
Using learning support services (tutoring services, writing center, etc.)	84	2.81	1.02	2.8	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	85	2.61	1.06	2.7	
Providing opportunities to be involved socially	84	2.70	0.90	2.7	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	84	2.30	0.99	2.5	
Helping you manage your non-academic responsibilities (work, family, etc.)	82	1.80	0.94	2.0	
Attending campus activities and events (performing arts, athletic events, etc.)	83	2.33	0.94	2.2	
Attending events that address important social, economic, or political issues	81	2.38	0.90	2.2	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] Stem= "Indicate the quality of your interactions with the following people at your institution"; 1= "Poor", 7 = "Excellent"
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

Table 5
Hours per week spent on activities
Senior

	N	0 Hours per Week	1-5 Hours	6-10 Hours	11-15 Hours	16-20 Hours	21-25 Hours	26-30 Hours	More than 30 hours
					IUPUI All Percentages				
Preparing for class	83	0.0	13.3	25.3	21.7	13.3	13.3	7.2	6.0
	1,023	<0.1	14.4	24.9	22.1	14.9	9.7	6.4	7.3
Participating in co-curricular activities	84	72.6	19.0	4.8	0.0	3.6	0.0	0.0	0.0
	1,027	56.6	23.4	9.1	4.2	3.0	2.1	0.6	1.0
Working for pay on-campus	84	85.7	3.6	3.6	3.6	1.2	1.2	0.0	1.2
	1,025	75.9	2.4	6.7	5.5	3.8	2.5	1.5	1.7
Working for pay off-campus	83	19.3	2.4	4.8	3.6	12.0	16.9	7.2	33.7
	1,025	27.7	5.2	6.5	9.0	11.3	10.0	8.2	22.0
Doing community service or volunteer work	84	63.1	27.4	6.0	1.2	1.2	1.2	0.0	0.0
	1,025	49.8	37.1	6.0	3.5	1.9	1.2	<0.1	0.6
Relaxing and socializing	83	3.6	34.9	26.5	12.0	8.4	3.6	6.0	4.8
	1,022	3.3	30.0	27.0	18.8	10.9	2.9	2.9	4.1
Providing care for dependents	84	41.7	22.6	3.6	2.4	3.6	0.0	1.2	25.0
	1,023	62.0	11.0	4.9	3.3	2.2	1.1	1.2	14.7
Commuting to campus	84	8.3	61.9	23.8	3.6	0.0	0.0	0.0	2.4
	1,024	8.7	53.9	23.6	7.0	2.2	1.1	0.5	2.9

[a] Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 6
High Impact Practices
Senior

	IUPUC Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	61.6% (53)	70%	- 8.4%
Learning Community	25.6% (22)	28%	- 2.4%
Research with Faculty	29.1% (25)	24%	5.1%
Internship or Field Experience	69.8% (60)	53%	16.8%
Study Abroad	3.5% (3)	14%	- 10.5%
Culminating Senior Experience	54.7% (47)	51%	3.7%

N included in parentheses

2018 NSSE Report for IUPUC

Figure 1
Number of High Impact Practices Completed
Senior

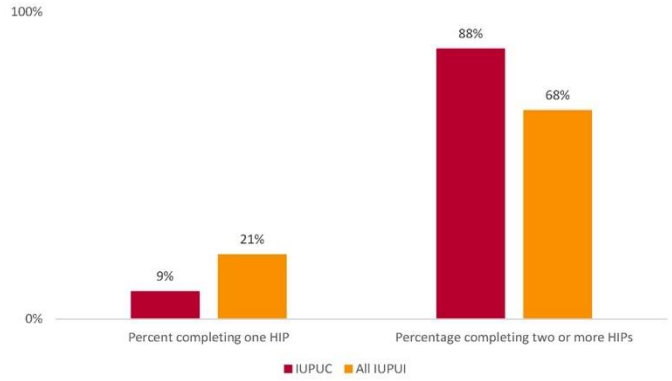


Table 7
Academic Challenge
First Year

	N	Mean	Standard Deviation	All IUPUI Mean	Effect Size
Higher-Order Learning [a1]	**51**	**39.1**	**12.2**	**37.7**	**0.40**
Applying facts, theories, or methods to practical problems or new situations	51	2.96	0.75	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	51	2.86	0.75	2.9	
Evaluating a point of view, decision, or information source	51	3.06	0.71	2.8	
Forming a new idea or understanding from various pieces of information	51	2.94	0.71	2.9	
Reflective & Integrative Learning [b4]	**54**	**34.6**	**10.7**	**35.6**	**-0.30**
Combined ideas from different courses when completing assignments	55	2.55	0.79	2.7	
Connected your learning to societal problems or issues	55	2.71	0.76	2.6	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	2.60	0.78	2.5	
Examined the strengths and weaknesses of your own views on a topic or issue	54	2.70	0.66	2.8	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	53	2.79	0.74	3.0	
Learned something that changed the way you understand an issue or concept	54	2.80	0.71	2.9	
Connected ideas from your courses to your prior experiences and knowledge	53	2.94	0.69	3.1	
Learning Strategies [b1]	**46**	**42.6**	**14.2**	**39.3**	**0.89**
Identified key information from reading assignments	47	3.19	0.74	3.0	
Reviewed your notes after class	47	3.04	0.96	3.0	
Summarized what you learned in class or from course materials	46	3.11	0.80	2.9	
Quantitative Reasoning [b4]	**48**	**25.3**	**14.6**	**26.9**	**-0.41**
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	2.36	0.80	2.6	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	2.24	0.86	2.2	
Evaluated what others have concluded form numerical information	48	2.17	0.83	2.3	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

2018 NSSE Report for IUPUC

Table 8
Learning with Peers
First Year

	N	Mean	Standard Deviation	All IUPUI Mean	Effect Size
Collaborative Learning [a4]	**55**	**32.2**	**13.3**	**34.2**	**-0.55**
Asked another student to help you understand course material	55	2.67	0.86	2.7	
Explained course material to one or more students	55	2.58	0.71	2.8	
Prepared for exams by discussing or working through course material with other students	55	2.62	0.97	2.6	
Worked with other students on course projects or assignments	55	2.56	0.86	2.56	
Discussions with Diverse Others [a4]	**47**	**33.9**	**18.1**	**41.0**	**-1.73**
People from a race or ethnicity other than your own	47	2.70	1.10	3.1	
People from an economic background other than your own	47	2.60	1.06	3.0	
People with religious beliefs other than your own	47	2.79	1.00	3.0	
People with political views other than your own	47	2.70	0.95	3.0	

[a] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

Table 9
Experiences with Faculty
First Year

	N	Mean	Standard Deviation	All IUPUI Mean	Effect Size
Student-Faculty Interaction [b4]	**51**	**21.9**	**15.8**	**23.0**	**-0.28**
Talked about career plans with a faculty member	53	2.55	0.89	2.5	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	50	1.74	0.99	1.9	
Discussed course topics, ideas, or concepts with a faculty member outside of class	52	1.94	0.92	2.1	
Discussed your academic performance with a faculty member	50	2.18	0.92	2.2	
Effective Teaching Practices [a1]	**50**	**41.4**	**12.8**	**39.7**	**0.48**
Clearly explained course goals and requirements	50	3.08	0.80	3.1	
Taught course sessions in an organized way	50	3.08	0.78	3.1	
Used examples or illustrations to explain difficult points	50	3.20	0.76	3.1	
Provided feedback on a draft or work in progress	50	3.00	0.86	2.9	
Provided prompt and detailed feedback on tests or completed assignments	50	3.00	0.86	2.8	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

Table 10
Campus Environment
First Year

	N	Mean	Standard Deviation	All IUPUI Mean	Effect Size
Quality of Interactions [b1]	**44**	**43.6**	**13.1**	**42.0**	**0.45**
Students	46	5.11	1.56	5.3	
Academic advisors	45	5.91	1.43	5.4	
Faculty	46	5.33	1.73	5.3	
Student Services Staff (career services, student activities, housing, etc.)	35	5.17	1.99	4.9	
Other administrative staff and offices (registrar, financial aid, etc.)	43	5.09	1.70	5.0	
Supportive Environment [a1]	**43**	**37.8**	**14.1**	**36.1**	**0.46**
Providing support to help students succeed academically	44	3.16	0.61	3.1	
Using learning support services (tutoring services, writing center, etc.)	43	3.19	0.82	3.2	
Encouraging contact among students from diff. backgrounds	43	2.84	1.02	2.8	
Providing opportunities to be involved socially	43	3.12	0.76	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	43	2.93	0.88	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	42	2.60	1.04	2.4	
Attending campus activities and events (performing arts, athletic events, etc.)	43	2.72	0.96	2.6	
Attending events that address important social, economic, or political issues	43	2.56	0.93	2.5	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] Stem= "Indicate the quality of your interactions with the following people at your institution"; 1= "Poor", 7 = "Excellent"
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

2018 NSSE Report for IUPUC

Table 11
Hours per week spent on activities
First Year

	N	0 Hours per Week	1-5 Hours	6-10 Hours	11-15 Hours	16-20 Hours	21-25 Hours	26-30 Hours	More than 30 hours
		Peer Percentages							
Preparing for class	43	0.0	9.3	27.9	30.2	14.0	9.3	2.3	7.0
	807	0.1	11.5	25.9	23.2	18.5	10.5	5.7	4.6
Participating in co-curricular activities [a]	42	59.5	26.2	9.5	4.8	0.0	0.0	0.0	0.0
	801	38.1	35.5	13.9	6.7	2.9	2.1	0.5	0.4
Working for pay on-campus [a]	43	88.4	2.3	2.3	4.7	2.3	0.0	0.0	0.0
	803	81.4	2.6	5.9	5.5	2.5	1.7	0.0	0.4
Working for pay off-campus [a]	43	23.3	0.0	4.7	16.3	14.0	18.6	7.0	16.3
	801	51.2	5.4	8.4	8.4	9.6	8.5	3.6	5.0
Doing community service or volunteer work [a]	43	67.4	25.6	4.7	2.3	0.0	0.0	0.0	0.0
	801	47.4	40.1	7.0	2.7	1.6	0.5	0.2	0.4
Relaxing and socializing	43	0.0	20.9	32.6	16.3	16.3	2.3	4.7	7.0
	804	0.9	20.6	29.1	22.5	12.7	5.3	3.0	5.8
Providing care for dependents [a]	43	53.5	23.3	0.0	9.3	0.0	0.0	2.3	11.6
	799	73.1	15.0	4.6	3.6	0.6	0.9	0.4	1.8
Commuting to campus [a]	43	9.3	65.1	11.6	7.0	2.3	0.0	0.0	4.7
	802	25.7	45.9	17.5	6.0	1.5	1.4	0.6	1.5

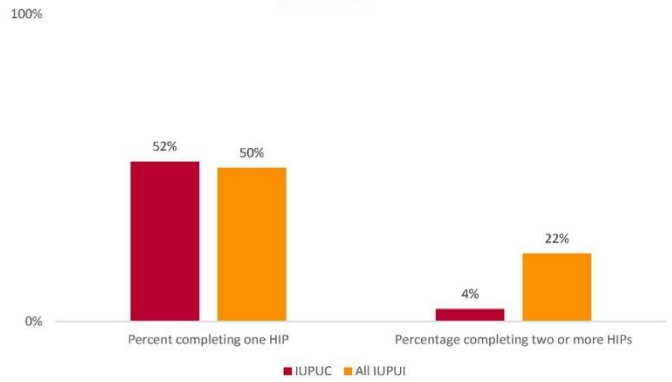
[a] Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 12
High Impact Practices
First Year

	IUPUC "Done"	Peer Percent "Done"	Difference
Service-Learning	53.3% (24)	63%	-9.7%
Learning Community	6.7% (3)	29%	- 22.3%
Research with Faculty	2.2% (1)	4%	- 1.8%

N included in parentheses

Figure 2
Number of High Impact Practices Completed First Year



2018 NSSE Report for IUPUC

Prepared by
Steven Graunke and Jasmine Beecham
(Institutional Research and Decision Support)

Community Education Coalition

For over twenty years, the Community Education Coalition (CEC), based in Columbus, Indiana, has been building a regional talent development system which has contributed to a robust economy and a vibrant community. Presented below are evidence and metrics that demonstrate the benefits and return on investment in collaboratively building a comprehensive system for attracting, developing, and connecting talent.

The Community Education Coalition is a partnership of education, business, and community leaders focused on aligning and integrating the Columbus, Indiana and region's community learning system with economic growth and a high quality of life.

THE COLUMBUS, INDIANA TALENT ECOSYSTEM

Attracting Talent

Leveraging the power of place to grow the population of the community and region

Daily Commuting Pattern

- More than 20% of the community's workforce, nearly 13,000 workers, commutes into the region every day, attracted by the area's robust economic opportunities

- **In-Migration**
  According to a 2018 *Stateline* analysis, Columbus ranked as the top metro in the U.S. for its affordability, education, and growth in young professionals. In Columbus, the number of people ages 26 to 34 with a college degree has increased 62% since 2010, yet less than 20% of a household income goes to housing.

Developing Talent

Building a home-grown learning system to cultivate talent and increase educational attainment

Educational Attainment

- From 2000 through 2016, Columbus experienced an 18% increase in educational attainment for 26 to 34 year-olds with a Bachelor's Degree or higher, the highest growth rate among more than 380 metros in the United States

- Columbus and Southeast Indiana were recognized as a *Talent Hub* exemplar community by Lumina Foundation, a national designation bestowed to regions that organize and align themselves around goals to offer and create multiple pathways to postsecondary success, and work to retain, attract and cultivate talent

Connecting Talent

Coordinating the learning system with economic opportunity to increase household income and earnings

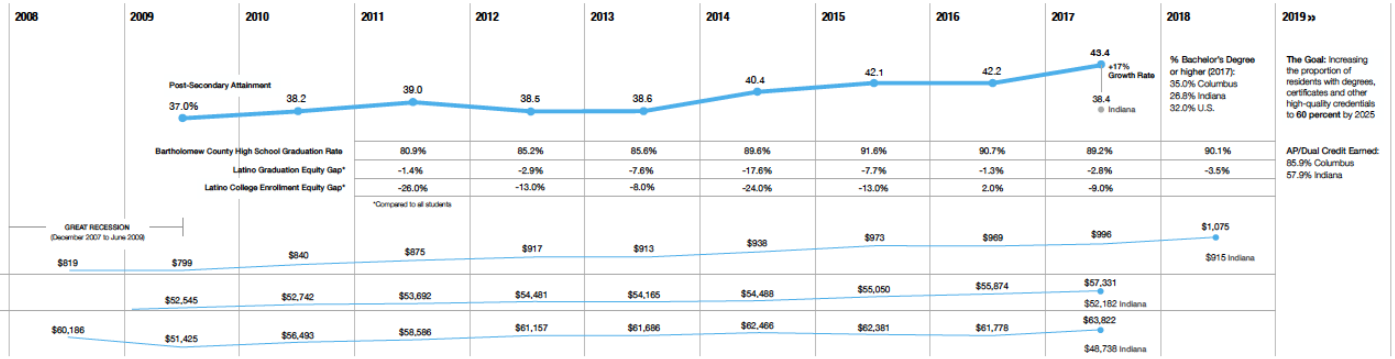
Income and Earnings

- In 2018, Columbus and Bartholomew County had the highest average weekly wages ($1,273, 1st quarter) of all 92 counties in Indiana

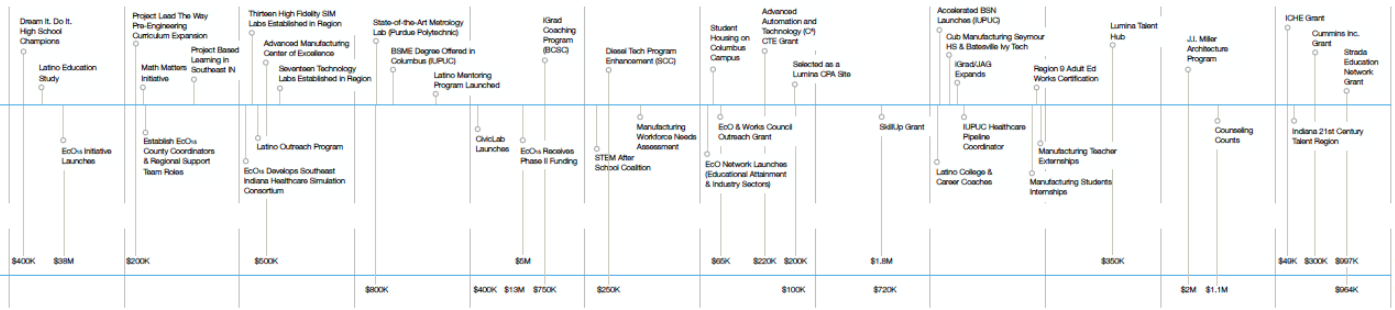
- When adjusted for the cost of living, Columbus ranks in the top 25 metros in the U.S. for its median household income

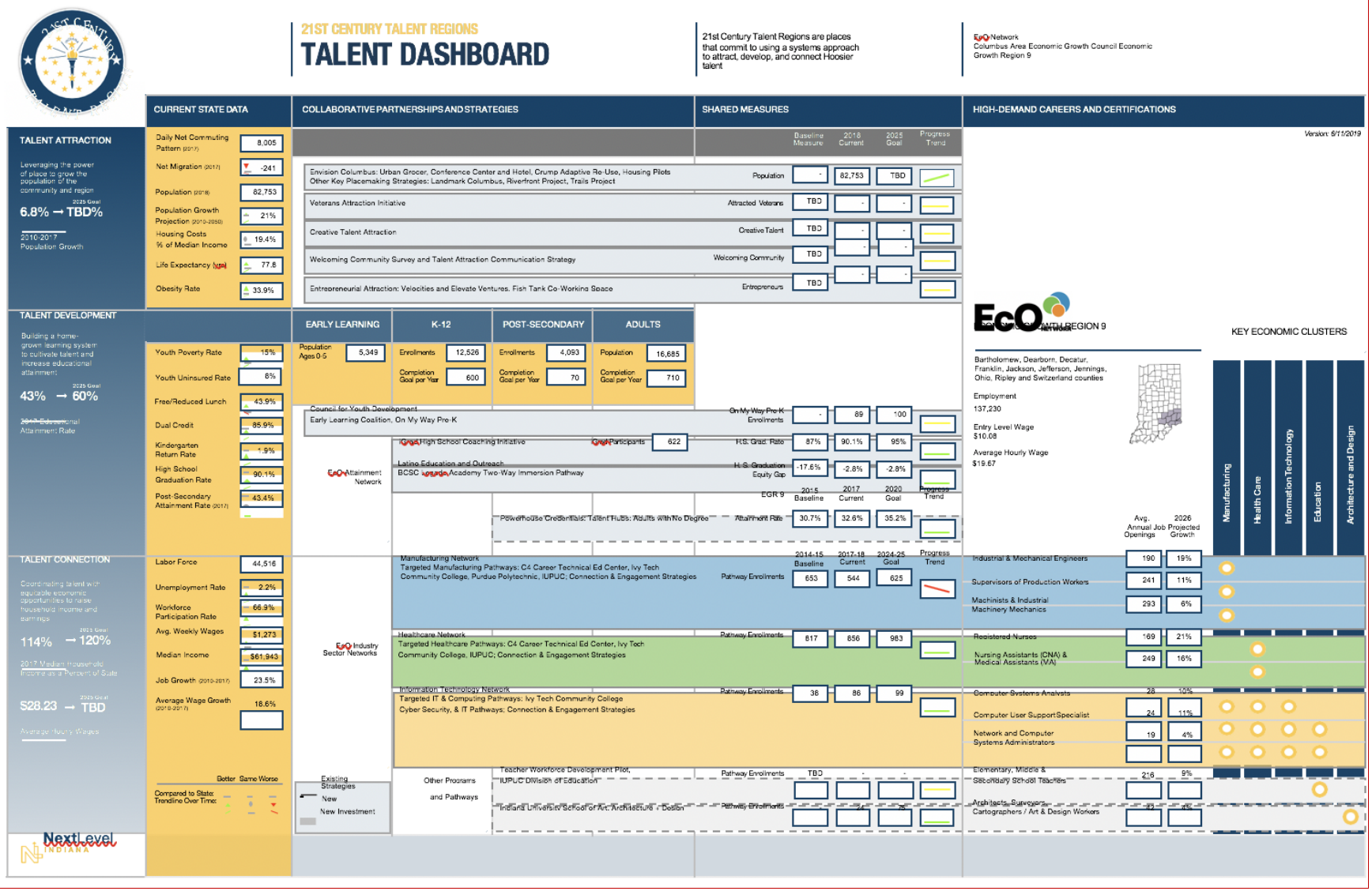
- Columbus is ranked 2nd out of Indiana's 15 metro areas for its per capita income, closely following the Indianapolis-Carmel metro

EDUCATION AND INCOME TRENDS: 2008-2018

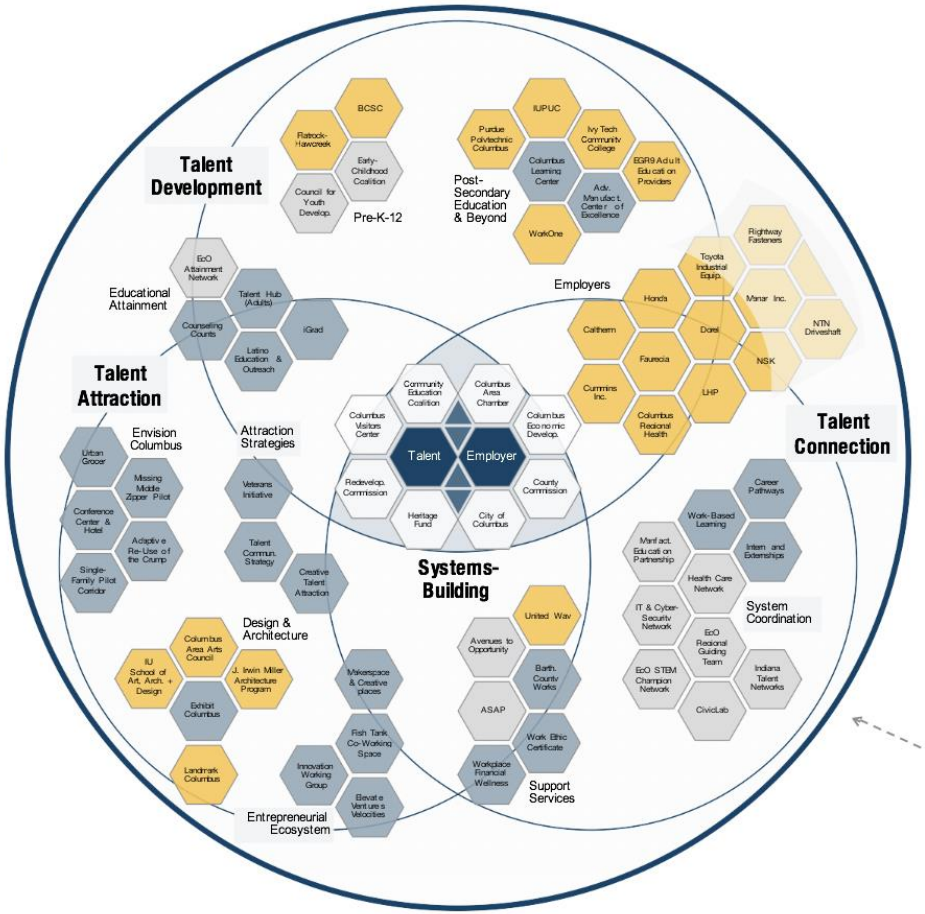


ACTIVITY TIMELINE




21ST CENTURY TALENT REGIONS
TALENT DASHBOARD
21st Century Talent Regions are places that commit to using a systems approach to attract, develop, and connect Hoosier talent
EcO Network
Columbus Area Economic Growth Council Economic Growth Region 9
CURRENT STATE DATA
COLLABORATIVE PARTNERSHIPS AND STRATEGIES
SHARED MEASURES
HIGH-DEMAND CAREERS AND CERTIFICATIONS
Version: 6/11/2019
TALENT ATTRACTION
Leveraging the power of place to grow the population of the community and region
6.8% → TBD%
2010-2017 Population Growth
Daily Net Commuting Pattern (2017)
8,005
Net Migration (2017)
-241
Population (2018)
82,753
Population Growth Projection (2010-2050)
21%
Housing Costs % of Median Income
19.4%
Life Expectancy (yrs)
77.8
Obesity Rate
33.9%
Envision Columbus: Urban Grocer, Conference Center and Hotel, Crump Adaptive Re-Use, Housing Pilots
Other Key Placemaking Strategies: Landmark Columbus, Riverfront Project, Trails Project
Veterans Attraction Initiative
Creative Talent Attraction
Welcoming Community Survey and Talent Attraction Communication Strategy
Entrepreneurial Attraction: Velocities and Elevate Ventures, Fish Tank Co-Working Space
Baseline Measure
2018 Current
2025 Goal
Progress Trend
Population
Attracted Veterans
Creative Talent
Welcoming Community
Entrepreneurs
TBD
TALENT DEVELOPMENT
Building a home-grown learning system to cultivate talent and increase educational attainment
43% → 60%
2017 Educational Attainment Rate
Youth Poverty Rate
15%
Youth Uninsured Rate
8%
Free/Reduced Lunch
43.9%
Dual Credit
85.9%
Kindergarten Return Rate
1.9%
High School Graduation Rate
90.1%
Post-Secondary Attainment Rate (2017)
43.4%
EARLY LEARNING
Population Ages 0-5
5,349
K-12
Enrollments
12,526
Completion Goal per Year
600
POST-SECONDARY
Enrollments
4,093
Completion Goal per Year
70
ADULTS
Population
16,685
Completion Goal per Year
710
Council for Youth Development
Early Learning Coalition, On My Way Pre-K
On My Way Pre-K Enrollments
EcO Attainment Network
Graduate! High School Coaching Initiative
Graduate! Participants
622
H.S. Grad. Rate
87%
90.1%
95%
Latino Education and Outreach
BCSC Lenape Academy Two-Way Immersion Pathway
H.S. Graduation Equity Gap
-17.6%
-2.8%
-2.8%
Powerhouse Credentials: Talent Hubs: Adults with No Degree
EGR 9 Attainment Rate
2015 Baseline
30.7%
2017 Current
32.6%
2020 Goal
35.2%
Progress Trend
TALENT CONNECTION
Coordinating talent with equitable economic opportunities to raise household income and earnings
114% → 120%
2017 Median Household Income as a Percent of State
Labor Force
44,516
Unemployment Rate
2.2%
Workforce Participation Rate
66.9%
Avg. Weekly Wages
$1,273
Median Income
$61,943
Job Growth (2012-2017)
23.5%
Average Wage Growth (2012-2017)
18.6%
S28.23 → TBD
2025 Goal
Average Hourly Wages
Better Same Worse
Compared to State Trendline Over Time:
Existing Strategies
New
New Investment
Manufacturing Network
Targeted Manufacturing Pathways: C4 Career Technical Ed Center, Ivy Tech Community College, Purdue Polytechnic, IUPUC; Connection & Engagement Strategies
EcO Industry Sector Networks
Healthcare Network
Targeted Healthcare Pathways: C4 Career Technical Ed Center, Ivy Tech Community College, IUPUC; Connection & Engagement Strategies
Information Technology Network
Targeted IT & Computing Pathways: Ivy Tech Community College
Cyber Security, & IT Pathways; Connection & Engagement Strategies
Other Programs and Pathways
Teacher Workforce Development Pilot, IUPUC Division of Education
Indiana University School of Art, Architecture + Design
Pathway Enrollments
2014-15 Baseline
2017-18 Current
2024-25 Goal
Progress Trend
653
544
625
617
656
983
38
86
99
TBD
EcO REGION 9
KEY ECONOMIC CLUSTERS
Bartholomew, Dearborn, Decatur, Franklin, Jackson, Jefferson, Jennings, Ohio, Ripley and Switzerland counties
Employment
137,230
Entry Level Wage
$10.08
Average Hourly Wage
$19.67
Manufacturing
Health Care
Information Technology
Education
Architecture and Design
Avg. Annual Job Openings
2026 Projected Growth
Industrial & Mechanical Engineers
190
19%
Supervisors of Production Workers
241
11%
Machinists & Industrial Machinery Mechanics
293
6%
Registered Nurses
169
21%
Nursing Assistants (CNA) & Medical Assistants (VA)
249
16%
Computer Systems Analysts
28
10%
Computer User Support Specialist
24
11%
Network and Computer Systems Administrators
19
4%
Elementary, Middle & Secondary School Teachers
216
9%
Architects, Surveyors, Cartographers / Art & Design Workers
NextLevel INDIANA

THE TALENT ECOSYSTEM OF COLUMBUS, INDIANA



Systems Governance and Leadership
Systems-Building and Coordination
Initiatives and Projects
Stakeholder Organizations

Version: 5/11/2019

NextLevel INDIANA

Career Connections and Talent
Focusing on Indiana's premier challenge: creating solutions to career connections and talent pipelines.

Indiana Economic Development Corporation
Attracting and supporting new business investment, creating new jobs for Hoosiers, and furthering our legacy as one of the top states in the nation for business.

Management Performance Hub
Providing analytics solutions tailored to address complex management and policy questions, enabling improved outcomes for Hoosiers.

Governor's Workforce Cabinet
Realigning Indiana's workforce development programs and services to help more Hoosiers reach the skills they need to secure great jobs.

CivicLab
Serving Indiana communities and regions by advancing the practice of civic collaboration and systems-building.

Fastest growing occupations

Other available formats: (XLSX)

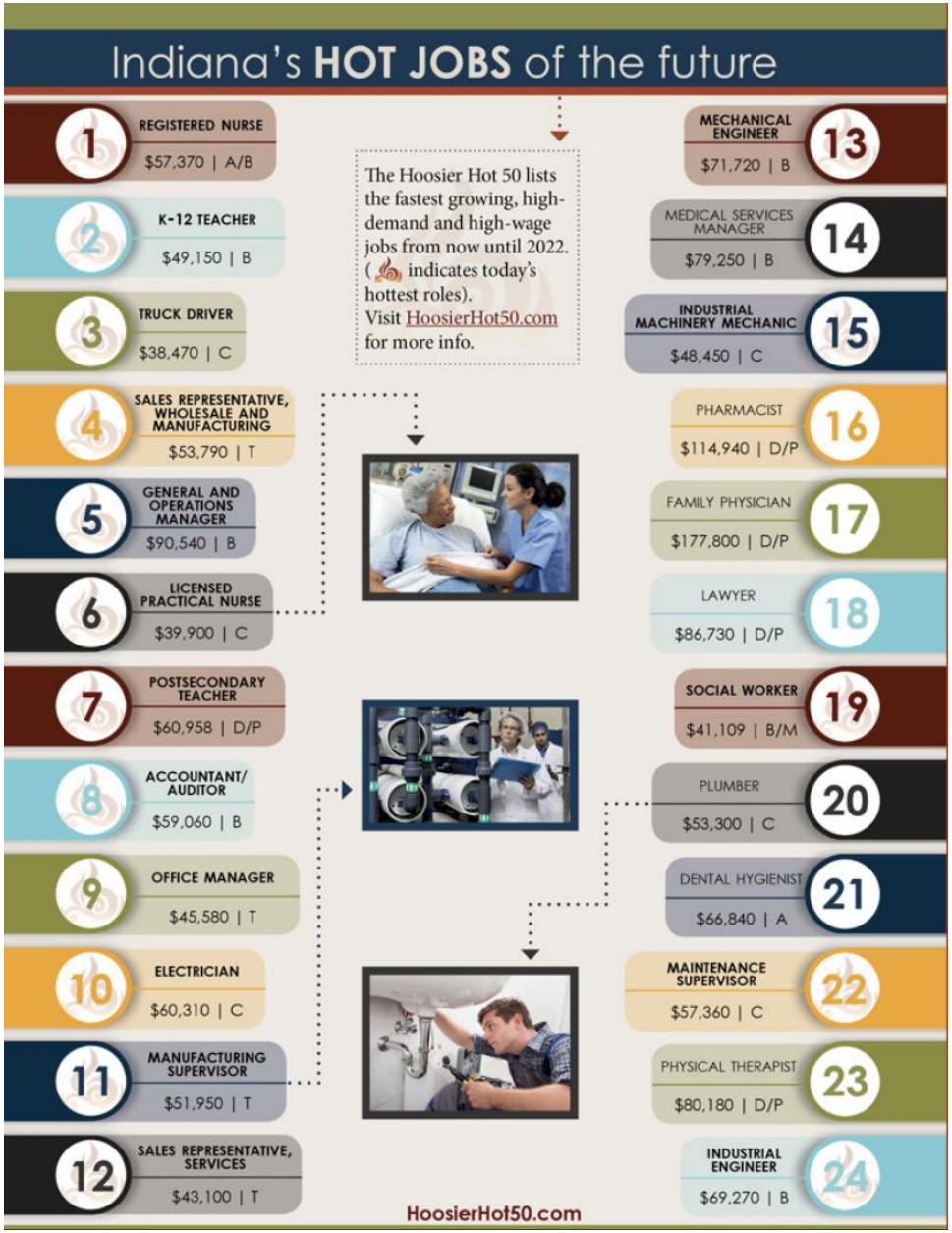
Table 1.3 Fastest growing occupations, 2016 and projected 2026 (Numbers in thousands)

2016 National Employment Matrix title and code		Employment		Change, 2016–26		Median annual wage, 2018(1)
		2016	2026	Number	Percent	
Total, all occupations	00-0000	156,063.8	167,582.3	11,518.6	7.4	$38,640
Solar photovoltaic installers	47-2231	11.3	23.1	11.8	104.9	$42,680
Wind turbine service technicians	49-9081	5.8	11.3	5.6	96.3	$54,370
Home health aides	31-1011	911.5	1,342.7	431.2	47.3	$24,200
Personal care aides	39-9021	2,016.1	2,793.8	777.6	38.6	$24,020
Physician assistants	29-1071	106.2	145.9	39.6	37.3	$108,610
Nurse practitioners	29-1171	155.5	211.6	56.1	36.1	$107,030
Statisticians	15-2041	37.2	49.8	12.6	33.8	$87,780
Physical therapist assistants	31-2021	88.3	115.8	27.4	31.0	$58,040
Software developers, applications	15-1132	831.3	1,086.6	255.4	30.7	$103,620
Mathematicians	15-2021	3.1	4.0	0.9	29.7	$101,900
Physical therapist aides	31-2022	52.0	67.2	15.3	29.4	$26,240
Bicycle repairers	49-3091	12.4	16.1	3.6	29.3	$28,960
Medical assistants	31-9092	634.4	818.4	183.9	29.0	$33,610
Genetic counselors	29-9092	3.1	4.0	0.9	29.0	$80,370
Occupational therapy assistants	31-2011	39.3	50.7	11.4	28.9	$60,220
Information security analysts	15-1122	100.0	128.5	28.5	28.5	$98,350
Physical therapists	29-1123	239.8	306.9	67.1	28.0	$87,930
Operations research analysts	15-2031	114.0	145.3	31.3	27.4	$83,390
Forest fire inspectors and prevention specialists	33-2022	1.7	2.2	0.5	26.6	$39,600
Massage therapists	31-9011	160.3	202.4	42.1	26.3	$41,420
Health specialties teachers, postsecondary	25-1071	233.5	294.0	60.6	25.9	$97,370
Derrick operators, oil and gas	47-5011	11.1	13.9	2.8	25.7	$46,120
Roustabouts, oil and gas	47-5071	50.0	62.4	12.4	24.8	$37,580
Occupational therapy aides	31-2012	7.5	9.3	1.8	24.7	$28,160
Phlebotomists	31-9097	122.7	152.8	30.1	24.5	$34,480
Nonfarm animal caretakers	39-2021	241.5	300.0	58.5	24.2	$23,760
Rotary drill operators, oil and gas	47-5012	16.7	20.8	4.0	24.2	$53,800
Nursing instructors and teachers, postsecondary	25-1072	67.9	84.2	16.3	24.0	$73,490
Occupational therapists	29-1122	130.4	161.4	31.0	23.8	$84,270
Service unit operators, oil, gas, and mining	47-5013	41.4	51.1	9.7	23.4	$47,860

Footnotes:

(1) Data are from the Occupational Employment Statistics program, U.S. Bureau of Labor Statistics. Wage data cover non-farm wage and salary workers and do not cover the self-employed, owners and partners in unincorporated firms, or household workers.

Source: Employment Projections program, U.S. Bureau of Labor Statistics


Indiana's HOT JOBS of the future
1 REGISTERED NURSE $57,370 | A/B
2 K-12 TEACHER $49,150 | B
3 TRUCK DRIVER $38,470 | C
4 SALES REPRESENTATIVE, WHOLESALE AND MANUFACTURING $53,790 | T
5 GENERAL AND OPERATIONS MANAGER $90,540 | B
6 LICENSED PRACTICAL NURSE $39,900 | C
7 POSTSECONDARY TEACHER $60,958 | D/P
8 ACCOUNTANT/ AUDITOR $59,060 | B
9 OFFICE MANAGER $45,580 | T
10 ELECTRICIAN $60,310 | C
11 MANUFACTURING SUPERVISOR $51,950 | T
12 SALES REPRESENTATIVE, SERVICES $43,100 | T
The Hoosier Hot 50 lists the fastest growing, high-demand and high-wage jobs from now until 2022. (indicates today's hottest roles). Visit HoosierHot50.com for more info.
13 MECHANICAL ENGINEER $71,720 | B
14 MEDICAL SERVICES MANAGER $79,250 | B
15 INDUSTRIAL MACHINERY MECHANIC $48,450 | C
16 PHARMACIST $114,940 | D/P
17 FAMILY PHYSICIAN $177,800 | D/P
18 LAWYER $86,730 | D/P
19 SOCIAL WORKER $41,109 | B/M
20 PLUMBER $53,300 | C
21 DENTAL HYGIENIST $66,840 | A
22 MAINTENANCE SUPERVISOR $57,360 | C
23 PHYSICAL THERAPIST $80,180 | D/P
24 INDUSTRIAL ENGINEER $69,270 | B
HoosierHot50.com


25 COMPUTER SYSTEMS ANALYST $68,770 | B
26 FINANCIAL MANAGER/CHIEF FINANCIAL OFFICER $94,390 | B/M
27 SALES DIRECTOR $90,300 | B
28 DENTIST $137,470 | D/P
29 COUNSELOR $42,925 | M
30 LAW ENFORCEMENT OFFICER $46,060 | T
31 MANAGEMENT ANALYST $67,750 | B
32 SOFTWARE DEVELOPER $78,580 | B
33 DIRECTOR OF ENGINEERING $106,920 | B/M
34 CONSTRUCTION SUPERVISOR $59,540 | C
35 OPERATING ENGINEER $49,310 | C
36 NURSE PRACTITIONER $87,510 | M
37 SALES REP, TECHNICAL AND SCIENTIFIC PRODUCTS $73,780 | B
38 CONSTRUCTION SUPERINTENDENT $76,660 | B
39 COMPUTER AND INFORMATION SYSTEMS MANAGER $100,080 | B
40 NETWORK AND COMPUTER SYSTEMS ADMINISTRATOR $63,290 | B
41 TRUCK DRIVER SUPERVISOR $51,300 | T
42 INDUSTRIAL PRODUCTION MANAGER $79,830 | B
43 SCHOOL ADMINISTRATOR $82,460 | M/D/P
44 MACHINIST $38,310 | C
45 COST ESTIMATOR $58,140 | B
46 HUMAN RESOURCE SPECIALIST $47,750 | B
47 COMPUTER PROGRAMMER $59,990 | B
48 MEDICAL SCIENTIST $88,370 | D/P
49 MARKET RESEARCH ANALYST $48,220 | B
50 PERSONAL FINANCIAL ADVISOR $74,610 | B
HOOSIER HOT 50 JOBS
= Hot Jobs in demand now
T = On-the-job Training
C = Certification
A= Associate's Degree
B = Bachelor's Degree
M = Master's Degree
D/P = Doctoral or Professional Degree
*All occupations on this list require a minimum of a High School Diploma/Equivalency.
HoosierHot50.com
WorkOne

Quick Print Profile
Indiana Department of Workforce Development
Bartholomew County

2017 County Census Demographics	
Total Population	81,024
Housing Units	33,897
Average Household Size	2.50
Average Family Size	3.10
Median Household Income	$57,331
High School Diploma & Above (%)	90.2
Bachelor's Degree & Above (%)	31.2
Poverty Rate	12.3

Source: US Census Bureau, American Community Survey.

2017 Major Industries	Avg Emp
Manufacturing	19,196
Retail Trade	5,021
Health Care and Social Services	3,998
Accommodation and Food Services	3,778
Admin, Support, Waste	2,876
Professional, Scientific, Technical	1,667
Construction	1,647
Wholesale Trade	1,584
Finance and Insurance	1,028
Transportation & Warehousing	948

Source: US Bureau of Labor Statistics and IDWD, Census of Employment and Wages, annual averages.

Top 10 Occupations by # of Jobs	INDemand Ranking	2017	2027	Chg
51-2092 - Team Assemblers	****	2,485	2,688	8.2%
17-2141 - Mechanical Engineers	*****	1,971	2,153	9.2%
41-2031 - Retail Salespersons	**	1,852	2,233	20.6%
35-3021 - Combined Food Preparation and Serving Workers, Including Fast Food	*	1,102	1,260	14.3%
51-4011 - Computer-Controlled Machine Tool Operators, Metal and Plastic	*****	1,065	1,294	21.5%
43-9061 - Office Clerks, General	***	872	990	13.5%
53-3032 - Heavy and Tractor-Trailer Truck Drivers	****	804	632	-21.4%
53-7062 - Laborers and Freight, Stock, and Material Movers, Hand	****	801	953	19.0%
51-9061 - Inspectors, Testers, Sorters, Samplers, and Weighers	****	773	886	14.6%
41-2011 - Cashiers	**	759	827	9.0%

Source: Indiana Department of Workforce Development, biennial Occupation Projections. IN Demand Ranking: an occupational ratings system developed by the DWD Research and Analysis Occupational Projections Unit which uses total projected openings for both short term and long term outlook, projected growth openings, percentage change, real time labor market information, and BLS wage estimates. *Prepared by Indiana Business Research Center, IU, Kelley School of Business.*

2019 Major Employers by Location	Emp
Faurecia Gladstone	1,695
Columbus Regional Hospital	1,481
Ntn Driveshaft Inc	1,300
Cummins Inc	1,100
Cosco Home & Office Products	1,000
Enkei America Inc	800
Toyota Industrial Eqpt Mfg Inc	724
Emcon Technologies Llc	700
Walmart Supercenter	520
Columbus Risk Management	500

Source: InfoGroup USA (commercial business directory). If there is more than one location for a company, it may be listed multiple times and show the employee count specific to the location.

Labor Force Metrics	
2025 Labor Force Projection (ages 25-44)	20,040
2018 Annual Avg. Unemployment Rate	2.6
2017 Average Annual Wage (all Industries)	$51,807
2017 Private Sector Employment	44,540
Apr. 2019 Burning Glass Job Postings	518

Source: Labor Force Projection (ages 25 to 44): IU Business Research Center (IBRC); Unemployment Rate and Average Wage and Private Sector Employment, US Bureau of Labor Statistics, Census of Employment and Wages, annual averages.

Quick Print Profile
Indiana Department of Workforce Development
Jackson County

2017 County Census Demographics	
Total Population	43,779
Housing Units	18,818
Average Household Size	2.60
Average Family Size	3.10
Median Household Income	$49,080
High School Diploma & Above (%)	86.9
Bachelor's Degree & Above (%)	15.8
Poverty Rate	15.5

Source: US Census Bureau, American Community Survey.

2017 Major Industries	Avg Emp
Manufacturing	7,086
Retail Trade	2,302
Transportation & Warehousing	1,768
Accommodation and Food Services	1,447
Health Care and Social Services	1,136
Admin, Support, Waste	1,012
Wholesale Trade	750
Construction	599
Finance and Insurance	403
Other Services (Except Public Administration)	375

Source: US Bureau of Labor Statistics and IDWD, Census of Employment and Wages, annual averages.

Top 10 Occupations by # of Jobs	INDemand Ranking	2017	2027	Chg
51-2092 - Team Assemblers	*****	1,042	1,264	21.3%
53-7062 - Laborers and Freight, Stock, and Material Movers, Hand	****	625	679	8.6%
41-2031 - Retail Salespersons	**	593	664	12.0%
53-7051 - Industrial Truck and Tractor Operators	****	528	494	-6.4%
35-3021 - Combined Food Preparation and Serving Workers, Including Fast Food	*	516	513	-0.6%
41-2011 - Cashiers	**	487	480	-1.4%
53-3032 - Heavy and Tractor-Trailer Truck Drivers	****	444	429	-3.4%
51-9061 - Inspectors, Testers, Sorters, Samplers, and Weighers	****	437	488	11.7%
43-9061 - Office Clerks, General	***	377	406	7.7%
29-1141 - Registered Nurses	*****	360	437	21.4%

Source: Indiana Department of Workforce Development, biennial Occupation Projections. IN Demand Ranking: an occupational ratings system developed by the DWD Research and Analysis Occupational Projections Unit which uses total projected openings for both short term and long term outlook, projected growth openings, percentage change, real time labor market information, and BLS wage estimates. *Prepared by Indiana Business Research Center, IU, Kelley School of Business.*

2019 Major Employers by Location	Emp
Rose Acre Farms Inc	2,500
Aisin Usa Mfg Inc	1,600
Schneck Medical Ctr	1,500
Valeo Sylvania Llc	1,400
Walmart Distribution Ctr	1,011
Pet Supplies Plus Distribution	736
Cummins Industrial Ctr	500
Walmart Supercenter	460
Seymour Tubing Inc	450
Aisin Drivetrain Inc	300

Source: InfoGroup USA (commercial business directory). If there is more than one location for a company, it may be listed multiple times and show the employee count specific to the location.

Labor Force Metrics	
2025 Labor Force Projection (ages 25-44)	9,160
2018 Annual Avg. Unemployment Rate	2.8
2017 Average Annual Wage (all Industries)	$43,459
2017 Private Sector Employment	18,154
Apr. 2019 Burning Glass Job Postings	159

Source: Labor Force Projection (ages 25 to 44): IU Business Research Center (IBRC); Unemployment Rate and Average Wage and Private Sector Employment, US Bureau of Labor Statistics, Census of Employment and Wages, annual averages.

Quick Print Profile
Indiana Department of Workforce Development
Shelby County

2017 County Census Demographics	
Total Population	44,339
Housing Units	19,197
Average Household Size	2.40
Average Family Size	3.00
Median Household Income	$57,216
High School Diploma & Above (%)	88.1
Bachelor's Degree & Above (%)	17.9
Poverty Rate	10.6

Source: US Census Bureau, American Community Survey.

2017 Major Industries	Avg Emp
Manufacturing	5,278
Retail Trade	1,526
Accommodation and Food Services	1,371
Health Care and Social Services	1,278
Transportation & Warehousing	1,206
Admin, Support, Waste	1,192
Construction	924
Wholesale Trade	508
Other Services (Except Public Administration)	426
Finance and Insurance	233

Source: US Bureau of Labor Statistics and IDWD, Census of Employment and Wages, annual averages.

Top 10 Occupations by # of Jobs	INDemand Ranking	2017	2027	Chg
53-7062 - Laborers and Freight, Stock, and Material Movers, Hand	***	630	689	9.4%
51-2092 - Team Assemblers	***	577	584	1.2%
51-4072 - Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	**	483	397	-17.8%
53-3032 - Heavy and Tractor-Trailer Truck Drivers	*****	474	555	17.1%
41-2011 - Cashiers	**	437	465	6.4%
35-3021 - Combined Food Preparation and Serving Workers, Including Fast Food	*	386	359	-7.0%
29-1141 - Registered Nurses	*****	361	424	17.5%
35-3031 - Waiters and Waitresses	**	356	375	5.3%
41-2031 - Retail Salespersons	**	353	423	19.8%
37-2011 - Janitors and Cleaners, Except Maids and Housekeeping Cleaners	***	352	423	20.2%

Source: Indiana Department of Workforce Development, biennial Occupation Projections. IN Demand Ranking: an occupational ratings system developed by the DWD Research and Analysis Occupational Projections Unit which uses total projected openings for both short term and long term outlook, projected growth openings, percentage change, real time labor market information, and BLS wage estimates. *Prepared by Indiana Business Research Center, IU, Kelley School of Business.*

2019 Major Employers by Location	Emp
Indiana Grand Casino	1,200
Major Medical Group Llc	1,000
Knauf Insulation	900
Penske Logistics	800
Major Health Partmers	624
Ryobi Die Casting Usa Inc	600
Pilkington North America Inc	550
Walmart Supercenter	400
Hisada America Inc	360
Pk Usa Inc	350

Source: InfoGroup USA (commercial business directory). If there is more than one location for a company, it may be listed multiple times and show the employee count specific to the location.

Labor Force Metrics	
2025 Labor Force Projection (ages 25-44)	8,890
2018 Annual Avg. Unemployment Rate	3.1
2017 Average Annual Wage (all Industries)	$42,139
2017 Private Sector Employment	15,755
Apr. 2019 Burning Glass Job Postings	263

Source: Labor Force Projection (ages 25 to 44): IU Business Research Center (IBRC); Unemployment Rate and Average Wage and Private Sector Employment, US Bureau of Labor Statistics, Census of Employment and Wages, annual averages.

Occupation Snapshot – can sort by County or region

https://www.indianacareerready.com/home/lmi

https://datavizpublic.in.gov/views/EMSIOccupationSnapshot/EmsiOccupationSnapshot?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no

Demographics, High School Graduates & Higher Education Demand

Peace Bransberger

July 24, 2018

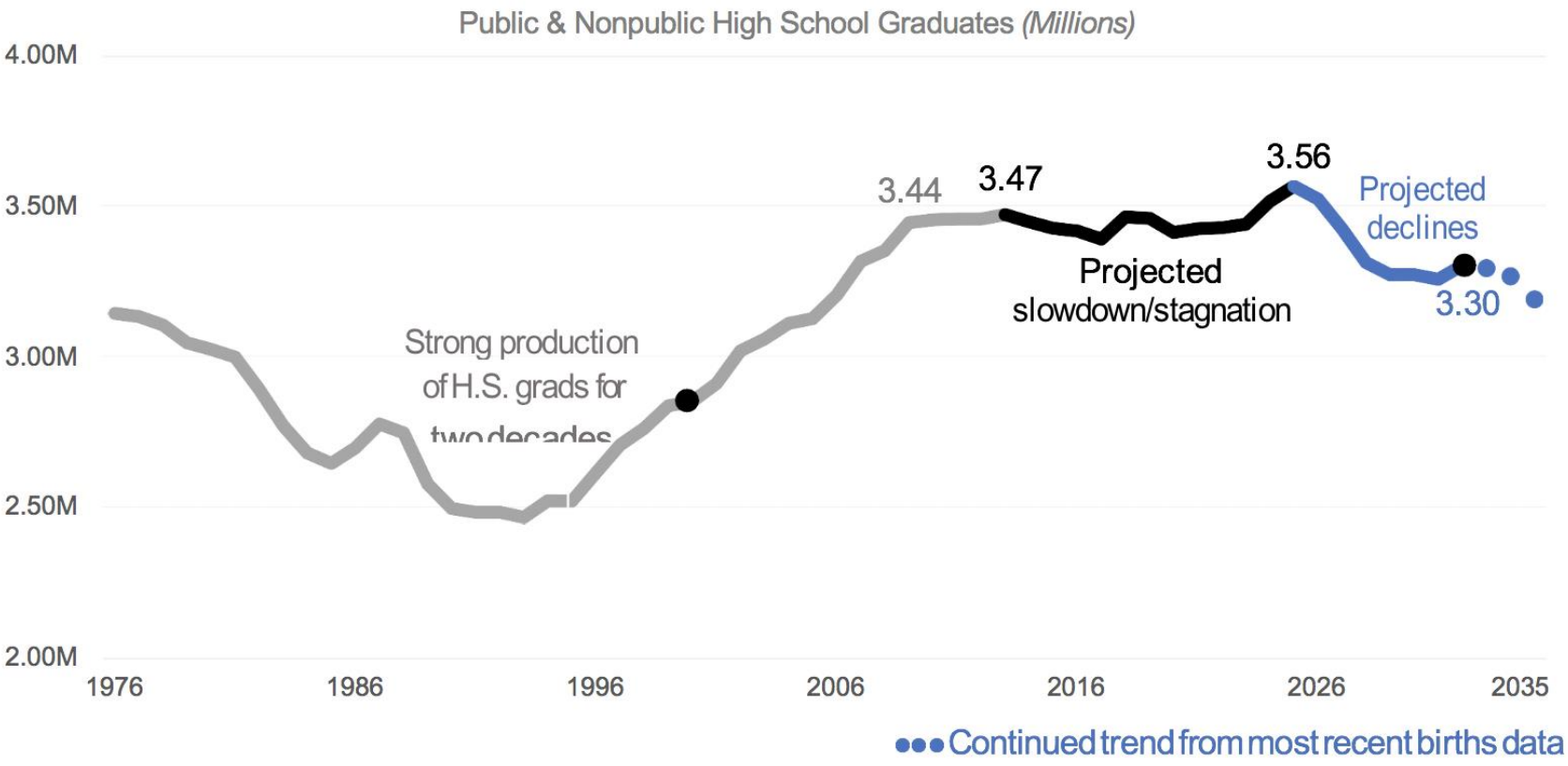
WICHE

ACT CollegeBoard

www.knocking.wiche.edu

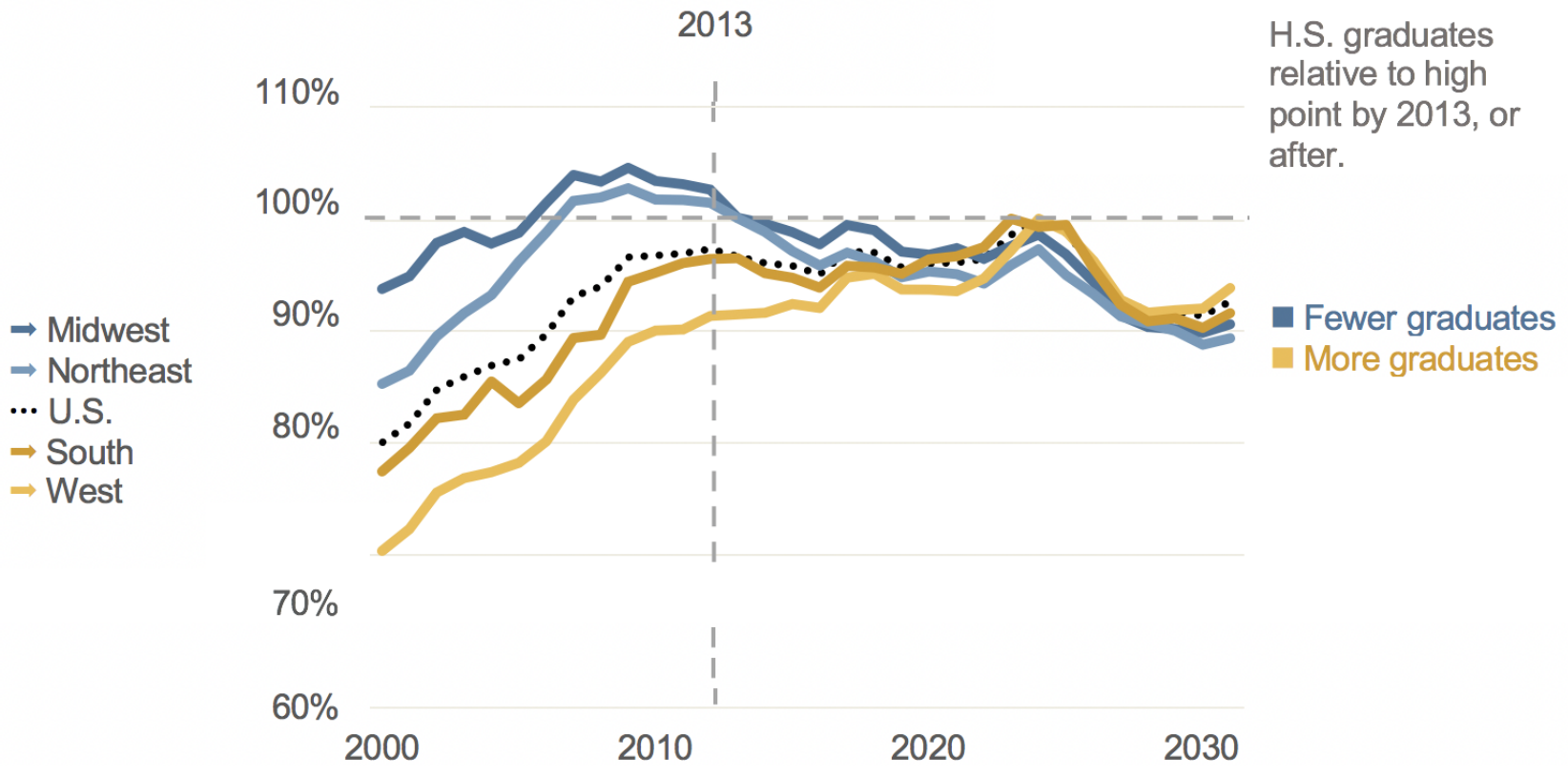
Slides: knocking.wiche.edu/presentations

Slowdown & Decline of Traditional-Age Students

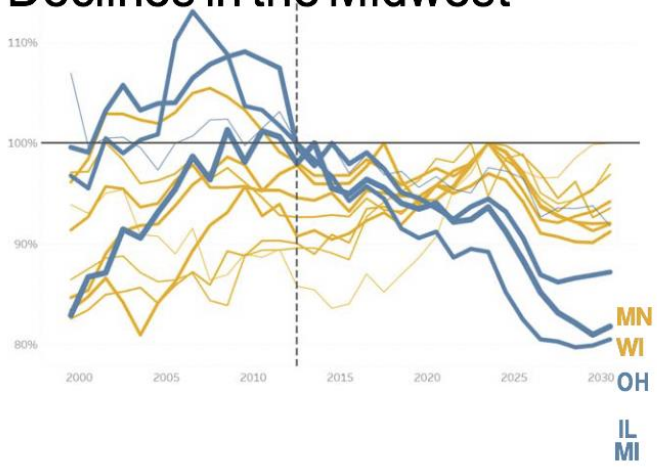


H.S. Grad Production in Each Region Past 2013

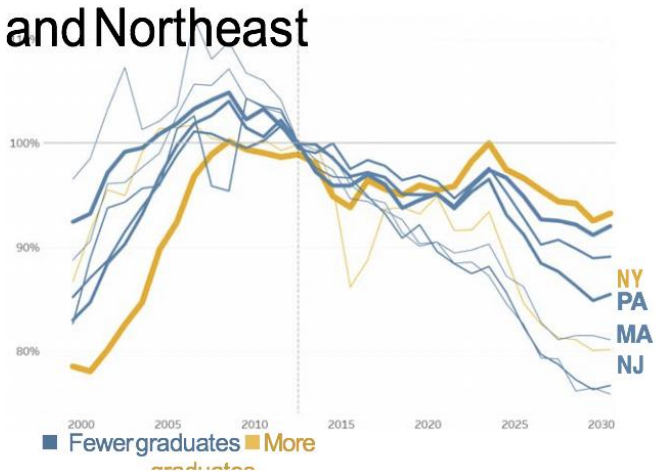
Supplemental slide



Declines in the Midwest

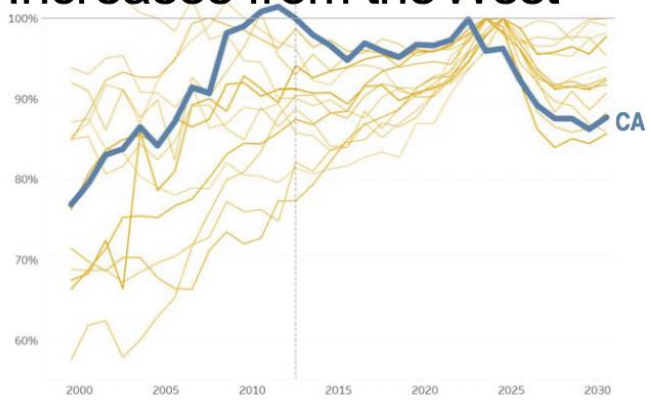


and Northeast

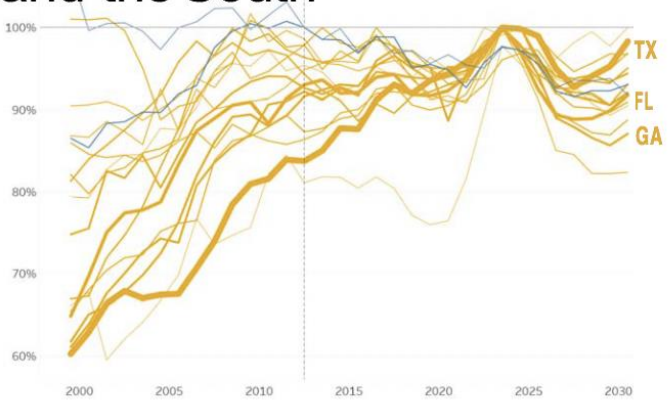


Supplemental slide

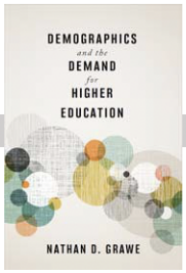
Increases from the West



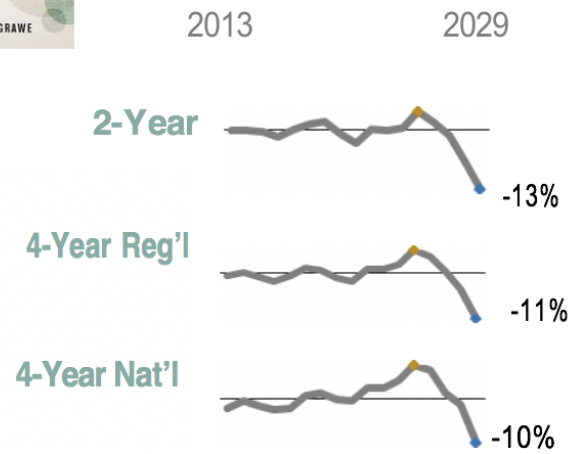
and the South

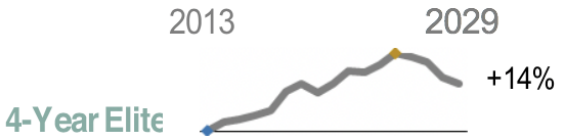


Number of graduates relative to high point by 2013, or after.
Fewer graduates
More graduates



18 y.o. College Student Demand Compared to 2012



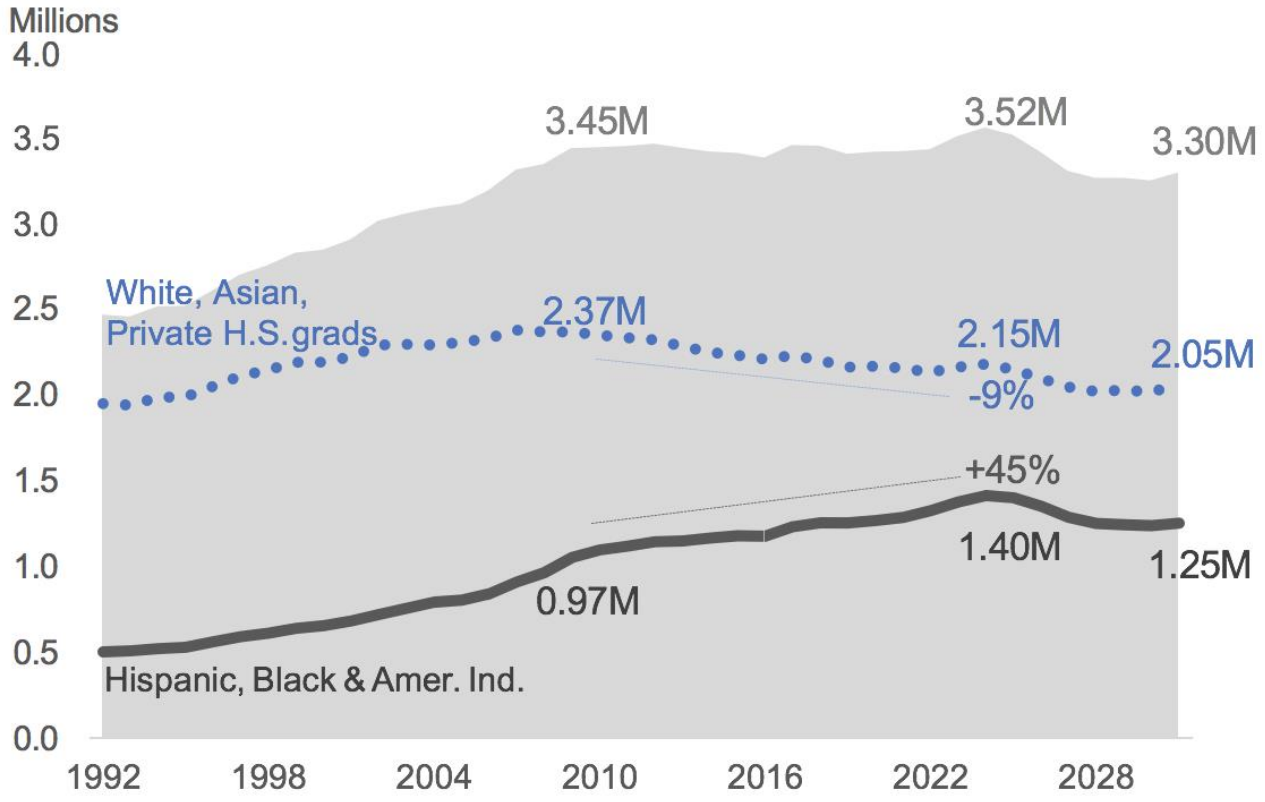


The **aggregate year-over-year effect on total enrollments** will be several times as large as illustrated for freshmen.

Because of increases in adult education attainment, there will be **strong production of youth with Bachelor-degreed parents**, until the birth dearth comes into play.

WICHE calculations of Pct Change from 2012, from Nathan D. Grawe, *Demographics and the Demand for Higher Education*, 2017.

All Increase is Underrepresented Minority H.S. Grads

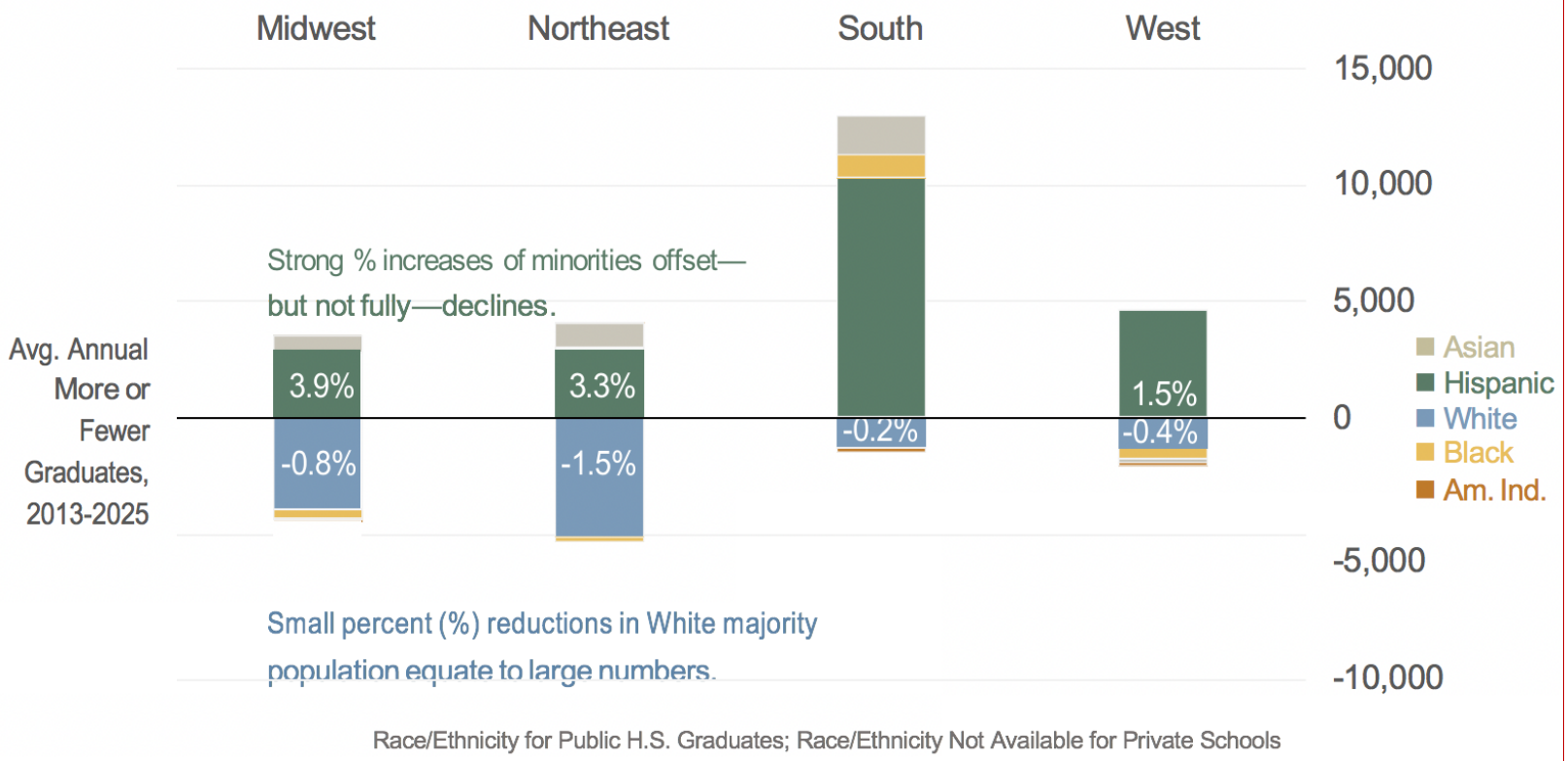


Percent of Total

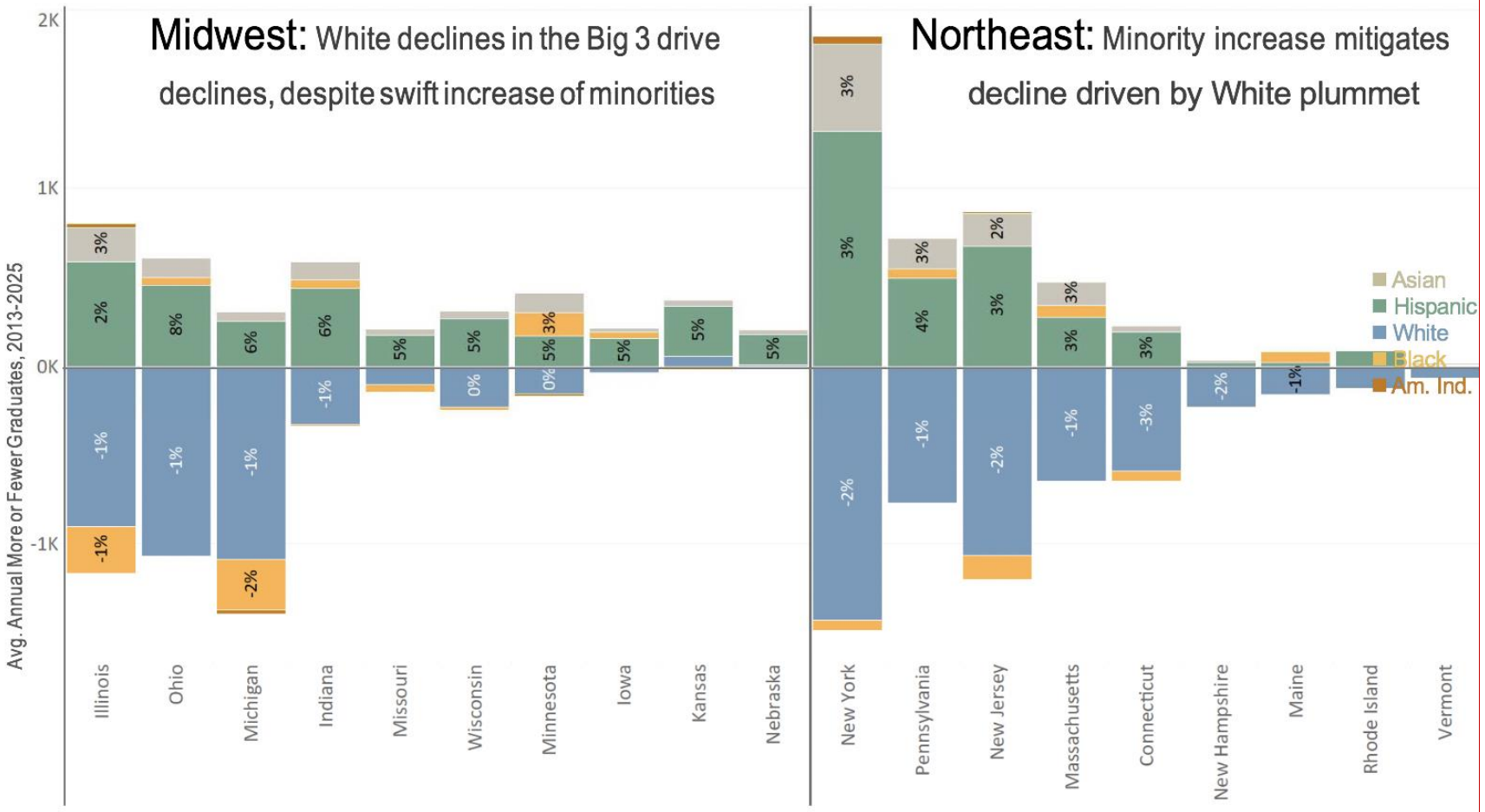
2008	71%
2031	62%

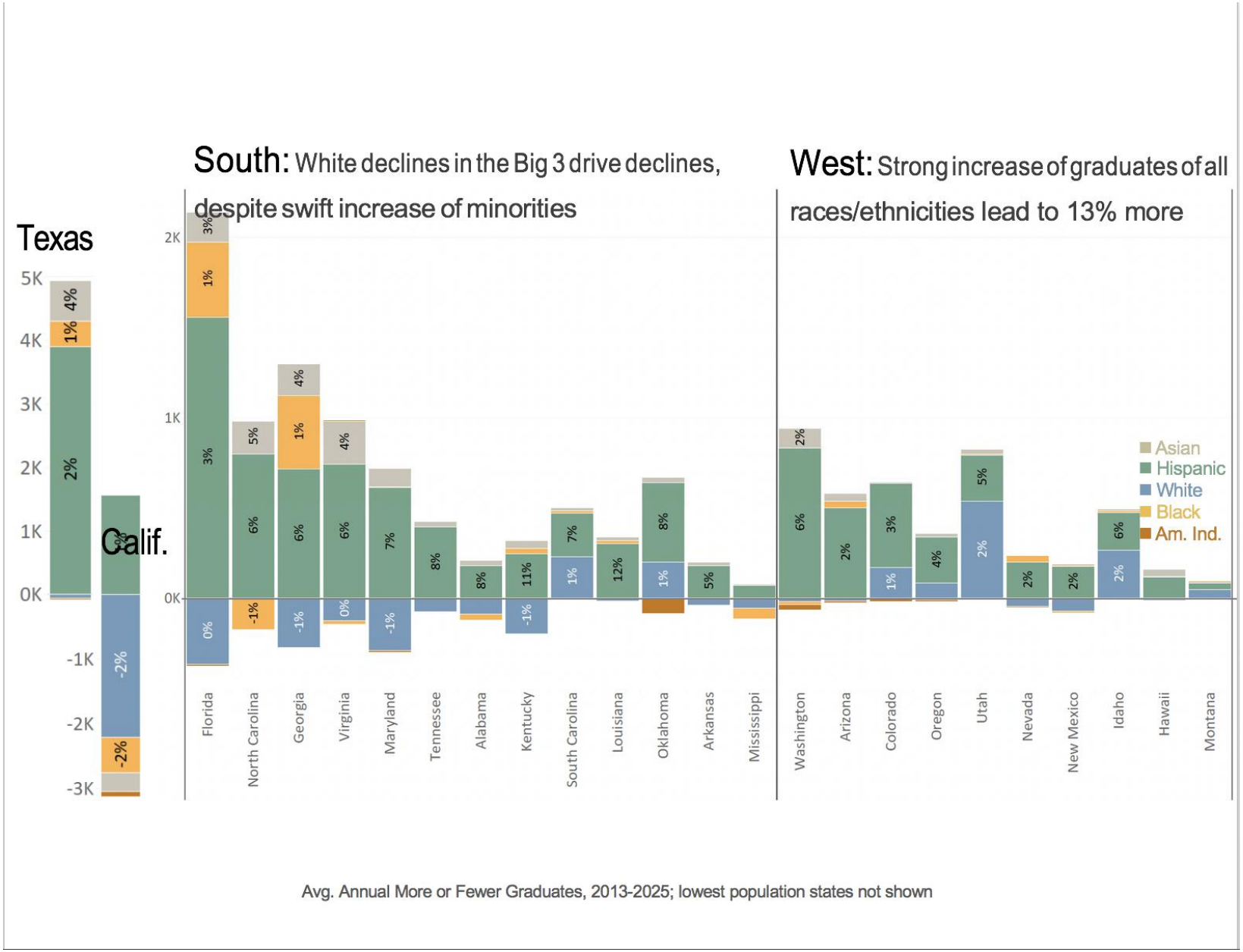
2008	29%
2031	38%

All Increase is Underrepresented Minority H.S. Grads



Race/Ethnicity for Public H.S. Graduates; Race/Ethnicity Not Available for Private Schools

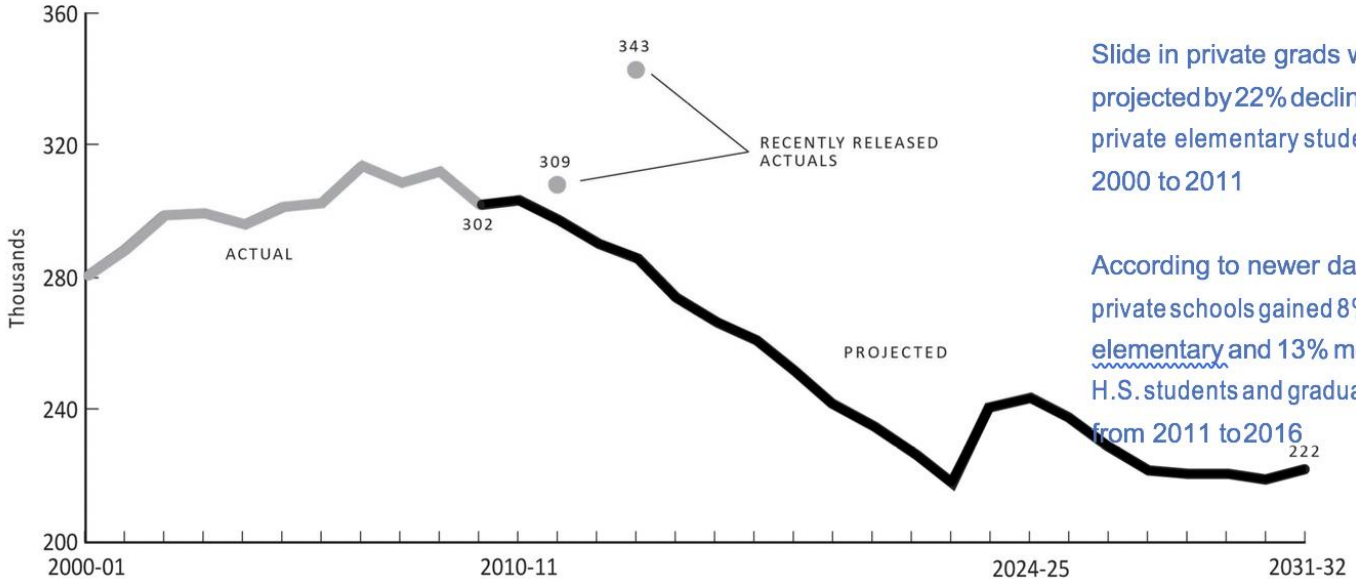

Midwest: White declines in the Big 3 drive declines, despite swift increase of minorities
Northeast: Minority increase mitigates decline driven by White plummet
Avg. Annual More or Fewer Graduates, 2013-2025
2K
1K
0K
-1K
Asian
Hispanic
White
Black
Am. Ind.
Illinois
Ohio
Michigan
Indiana
Missouri
Wisconsin
Minnesota
Iowa
Kansas
Nebraska
New York
Pennsylvania
New Jersey
Massachusetts
Connecticut
New Hampshire
Maine
Rhode Island
Vermont


South: White declines in the Big 3 drive declines, despite swift increase of minorities
West: Strong increase of graduates of all races/ethnicities lead to 13% more
Texas
Calif.
5K
4K
3K
2K
1K
0K
-1K
-2K
-3K
2K
1K
0K
Asian
Hispanic
White
Black
Am. Ind.
Florida
North Carolina
Georgia
Virginia
Maryland
Tennessee
Alabama
Kentucky
South Carolina
Louisiana
Oklahoma
Arkansas
Mississippi
Washington
Arizona
Colorado
Oregon
Utah
Nevada
New Mexico
Idaho
Hawaii
Montana
Avg. Annual More or Fewer Graduates, 2013-2025; lowest population states not shown

Private High School Graduates

Newer Data Show Strong Returns to Private Schools

Figure 2.3. U.S. Private High School Graduates, School Years 2000-01 to 2014-15 (Actual) and 2011-12 to 2031-32 (Projected)



Slide in private grads was projected by 22% decline in private elementary students 2000 to 2011

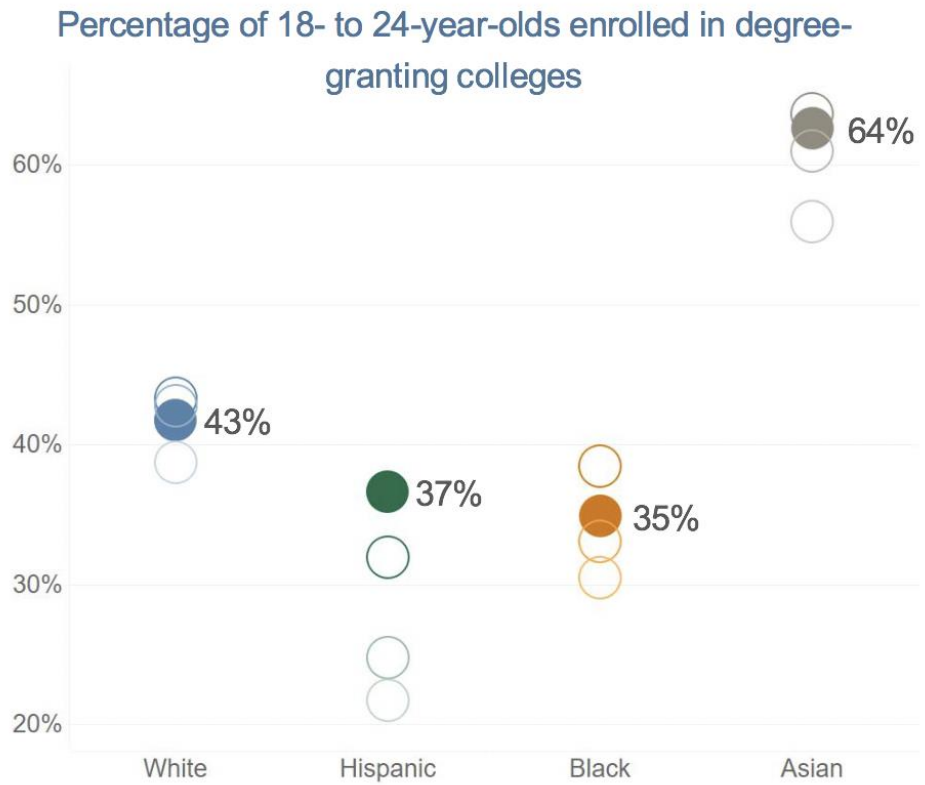
According to newer data, private schools gained 8%, pre elementary and 13% more H.S. students and graduates from 2011 to 2016

Note: Revised December 2017 with new information about private high school graduates. See knocking.wiche.edu/reports/privates when referring to high school graduate trends.

Impacts on Demand & Student Needs

Hispanic College-Going Continues to Increase

NCES Digest of Education Statistics
Table 302.60 and Table 306.50



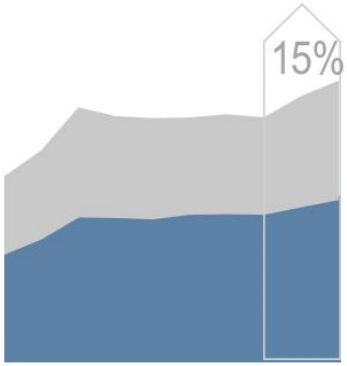
…to Community Colleges

59% of undergrads at 4-yr public or non-profit

49% at 2-yr public

Adults Are the Majority of the Projected Increase for College Students from 2015 to 2025

-11% Decline of Adult Students Since 2010



24 and Under

18-19 y.o. …… 16% of increase
20-21 …… 13%
22-24 …… 11%

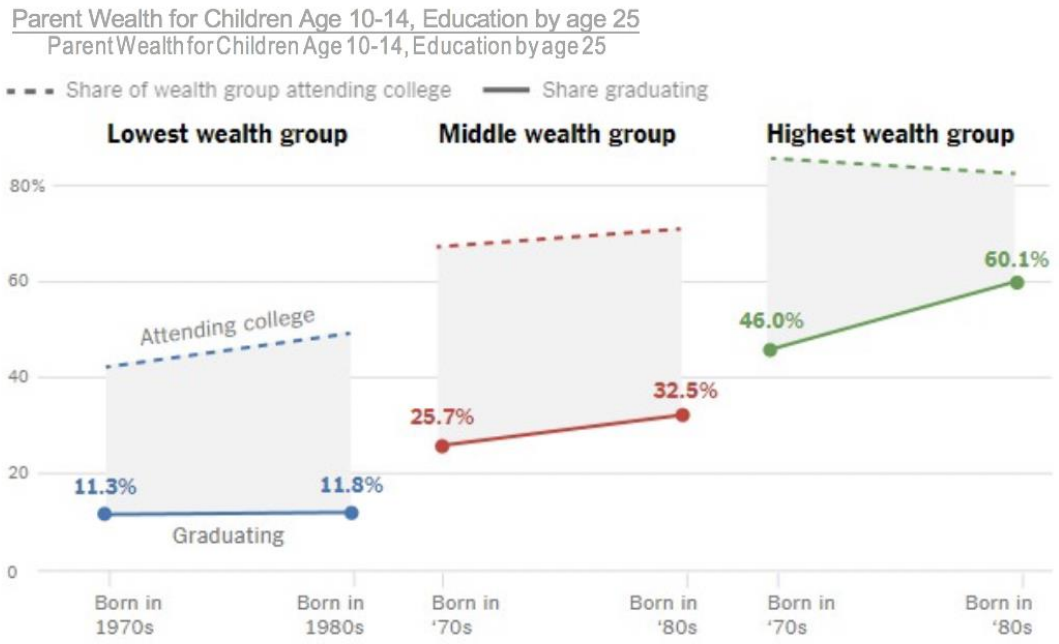
25 and Over

25-29 y.o. …… 16% of increase
30-34 …… 13%
35 & over …… 30%

But, lower enrollment intensity, less likely to complete (especially online)

National Student Clearinghouse Research Center *Current Term Enrollments.* And NCES Digest of Education Statistics, Table 303.40, from *Projections of Education Statistics*.

…Enrollment Increases, but Gaps in Graduation

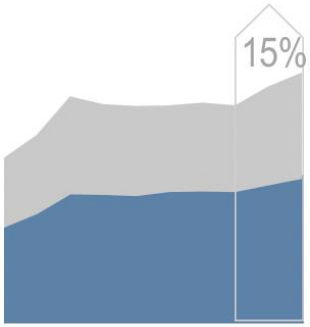


Persistence more important as year-over-year smaller incoming classes accrue to fewer students in aggregate.

Source: Fabian Pfeffer, "Growing Wealth Gaps in Education," the journal Demography in the New York Times "The Growing College Graduation Gap", March 25, 2018.

Adults Are the Majority of the Projected Increase for College Students from 2015 to 2025

-11% Decline of Adult Students Since 2010



24 and Under

18-19 y.o. …… 16% of increase
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25 and Over

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30-34 …… 13%
35 & over …… 30%

But, lower enrollment intensity, less likely to complete (especially online)

To Learn More

knocking.wiche.edu

- Projections data
- State-level family income, educational attainment and academic readiness data knocking.wiche.edu/State-Profiles/
- Recorded webinars and slides with institutional leaders
- #knocking2016 for recent coverage and features

Pbransberger@wiche.edu / knocking@wiche.edu

Also

Nathan D. Grawe, *Demographics and the Demand for Higher Education*, 2017, www.people.carleton.edu/~ngrawe/HEDI.htm

NCES, *First-Generation Students: College Access, Persistence, and Postbachelor's Outcomes (*2018), http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018421.

NCES Report on Fall 2009 9th-graders' Education and Employment Outcomes in 2016 (2018), http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018139.

Children ages 0 to 17 by race/ethnicity and parent education, WICHE estimates based on NCES *Digest of Education Statistics*, 2015, Table 104.70.

Twitter @nai_louza, January 16, analysis of high-to-low income populations by state