REACHING HIGHER, ACHIEVING MORE

AGENDA

MATERIALS

December 12, 2013

101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984
Tele: 317.464.4400; Fax: 317.464.4410
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INDIANA COMMISSION for HIGHER EDUCATION

COMPLETION PRODUCTIVITY QUALITY

AGENDA

HOTEL ACCOMMODATIONS
Indianapolis Marriott East
7202 East 21st Street
Indianapolis, IN 46219
(317) 352-1231

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

WORKING SESSION AGENDA & BREAKFAST
9:00 A.M. – 11:30 A.M.
Corporate College and Culinary Center
Conference Center, Room 119

CALL IN INFORMATION:
855-279-0026
PARTICIPANT PIN: 40954

WiFi NETWORK: IvyGuest

DISCUSSION TOPICS

- Update on Resolutions and Policies
- University Completion Reports
- University Targets – New Dashboard
- Budget & Productivity Metrics Setting/IDPM
- Update on GPS Grant from Lumina/Complete College America
- SARA Update
- Committee Report Outs

LUNCH - COMMISSION
11:45 A.M. – 1:00 P.M.
Corporate College and Culinary Center
Room 108

Lunch Guest
Dr. David Wright, President
Indiana Wesleyan University

LUNCH - STAFF
11:45 A.M. – 1:00 P.M.
Corporate College and Culinary Center
Conference Center, Room 119

COMMISSION MEETING
1:00 P.M. – 4:00 P.M.
Corporate College and Culinary Center
Conference Center, Room 118

CALL IN INFORMATION:
855-279-0026
PARTICIPANT PIN: 40954

WiFi NETWORK: IvyGuest

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V. Old Business

New Business

VI. Adjournment

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The next meeting of the Commission will be on February 13, 2014, in Indianapolis, Indiana.

State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, October 10, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University South Bend (IUSB), 1700 Mishawaka Ave., South Bend, IN, with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jon Costas, Jason Curtis, Susana Duarte De Suarez, Jud Fisher, Chris Murphy, Hannah Rozow, and Mike Smith.

Members absent: Holden, Hubbard, Peterson, Popp.

CHAIR'S REPORT

Mr. Fisher invited Dr. Terry Allison, Chancellor of IUSB, to give welcoming remarks. Dr. Allison welcomed the Commission to South Bend. He briefly spoke about the campus and about the future of IU South Bend, which will be focused on students' success.

Mr. Fisher thanked Mr. Murphy for hosting a reception in his home last night. Mr. Fisher thanked Chancellor Allison for hosting the Commission today and for inviting the Commission members to participate in the installation yesterday.

Mr. Fisher thanked the Commission staff for organizing the Student Success Summit and the universities for sending teams to participate in it. Mr. Fisher said that the feedback after the event was extremely positive.

Mr. Fisher announced that the Commission has two resolutions to honor the former members of the Commission, Ms. Marilyn Moran-Townsend and Mr. Chris LaMothe. Mr. Fisher invited Mr. Murphy to read the resolution for Ms. Moran-Townsend.

Before reading the resolution, Mr. Murphy said that he had a privilege to work with Ms. Moran-Townsend for a number of years on the Commission and in other capacities around the state. He commented on Ms. Moran-Townsend's leadership roles at the Chamber and on the Commission. Mr. Murphy expressed hope that Ms. Moran-Townsend will continue her involvement in education, economic development and communication.

R-13-07.1 **WHEREAS** Marilyn Moran-Townsend served with distinction on the Indiana Commission for Higher Education since her appointment in July 2005 and reappointment in July 2009 to represent the Third Congressional District; and

WHEREAS she successfully balanced the need to approach challenges facing higher education from a statewide perspective with the necessity of being sensitive to the particular needs of northeastern Indiana; and

WHEREAS during her service on the Commission, she gave generously of her time and talents while at the same time discharging the demanding responsibilities as Chairwoman and CEO of CVC Communications; and

WHEREAS Marilyn served as a member of the Student Success and Completion Committee, as well as Vice Chair of the Commission from June 2011 until she became Chair of the Commission in June 2012, ably serving in that post until June 2013; and

WHEREAS during her terms as Chairwoman, she provided exceptional leadership in communicating the strategic vision for Indiana postsecondary education as reflected in *Reaching Higher, Achieving More*; and

WHEREAS as Chairwoman, she promoted dialog with key stakeholders about how to implement *Reaching Higher, Achieving More*, most notable through the Public Square portion of the Commission's agenda; and

WHEREAS she always drew attention to the Commission's student-centric, student success agenda and how that was integral to a better Indiana;

NOW, THEREFORE, BE IT RESOLVED, that the Commission for Higher Education expresses its appreciation for Marilyn Moran-Townsend's service to the State on behalf of Indiana higher Education and wishes her every success in the future as a successful businesswoman and engaged community leader (Motion – Murphy, second – Rozow, unanimously approved)

In response, Ms. Moran-Townsend said that it had been a privilege to serve on the Commission. She stated that she had the highest wishes and hopes for the Commission, as well as the highest expectations, because of its excellent leaders and the best Commissioner in the nation leading it.

Mr. Fisher invited Mr. Smith to read resolution honoring Mr. Chris LaMothe.

R-13-07.2

WHEREAS Chris LaMothe served with distinction on the Indiana Commission for Higher Education since his appointment in March 2011 as an At Large member; and

WHEREAS he always approached challenges facing higher education from a statewide perspective, with attention to how Indiana's system of higher education would be affected; and

WHEREAS Chris gave generously of his time and talents while at the same time serving as Chairman and CEO of Sherry Laboratories; and

WHEREAS he has been a dedicated member of the Budget and Productivity Committee since that Committee was created in 2011 and served as Secretary of the Commission from June 2012 through June 2013; and

WHEREAS he drew from his corporate experience to contribute actively to the development of the 2013-15 Biennial Budget Recommendation; and

WHEREAS Chris took an active interest in all aspects of Commission activity and was especially persistent in focusing on the academic quality of our institutions' instructional offerings; and

WHEREAS Chris had a truly significant impact on Commission activities, well out of proportion to his short tenure on the Commission;

NOW, THEREFORE, BE IT RESOLVED, that the Commission for Higher Education expresses its appreciation for Chris LaMothe's service to the State on behalf of Indiana higher education and wishes him continued success as a leading executive and concerned community leader (Motion – Smith, second – Murphy, unanimously approved.)

Mr. Fisher explained that Mr. LaMothe's term with the Commission was shorter than usual, because he was filling a vacant position. However, Mr. LaMothe has been very passionate about education, and still is.

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, on behalf of the staff, expressed her deep appreciation to both Marilyn Moran-Townsend and Chris LaMothe for their service to the Commission. Chris' contribution to the Commission's work was significant. He was reminding Commission members to keep focused on academic quality and institutional productivity. Marilyn's leadership as the Commission's outgoing chair was unparalleled as is her commitment to higher education. She was able to bring out the best in other commission members and the staff.

Ms. Lubbers announced that joining the Commission today – even before she officially begins – is Liz Walker. She will be the Events Coordinator, and she will work with Sarah Ancel to facilitate the Commission meetings, as well as will serve as the contact for many Commission activities. Liz is working on a part-time basis until the end of the year when she graduates from IUPUI with a degree in Communications and a Certificate in Events Management.

Ms. Lubbers shared more good news: Sam Snideman, the Commission's College and Career Readiness Coordinator and Policy Analyst, and his wife, welcomed their new son, Teddy, to the world last week.

Ms. Lubbers said that the Commission staff has been especially busy during the last few weeks, and hopefully the Commission members see the evidence of this work in their areas. Ms. Lubbers mentioned that some of the media coverage has been included in the agendas. The College Success Summits continue, and the Commission has been called upon to present to both the Career Council's Community College Task Force and the Interim Committee on Economic Development and Job Creation this week. Ms. Lubbers said that over the past three years, the Commission – via its Learn More Indiana outreach initiative – has been supporting the development of County College Success Coalitions. The effort is designed to mobilize local communities around the common cause of increasing college access and success. Ms. Lubbers pointed out that today there are 50 county coalitions across the state working to increase college completion and education attainments. Together, these coalitions have recruited nearly 1,500 member organizations and implemented more than 2,200 targeted efforts aimed at overcoming the specific barriers to college access and success in the communities. Ms. Lubbers added that the Coalition is currently accepting applications to develop an additional 20 county coalitions with the goal of establishing an active coalition in all 92 counties within the next 2-3 years.

Ms. Lubbers encouraged interested Hoosiers to pick up the paper applications available in the back of the room or to visit LearnMoreIndiana.org/Coalitions for more information. Ms. Lubbers quoted Commission member Dr. Bepko: "This is the kind of grass roots activity that may pay greater dividends per unit of investment than any other. The aspirations of prospective students may well be affected more by friends and fellow citizens than any other type of influence. College Success Coalitions will exert influence at a very important place and time." Ms. Lubbers said that the Commission continues to work with members of the Legislative Committee and the university partners on the role of regional campuses.

Finally, Ms. Lubbers expressed pleasure of attending the installation of Terry Allison as the fifth Chancellor of Indiana University South Bend yesterday. It was an impressive ceremony for a new leader with impressive credentials. She said the Commission is looking forward to working with him in the coming months and years.

CONSIDERATION OF THE MINUTES OF THE SEPTEMBER 2013 COMMISSION MEETING

R-13-07.3 **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the August, 2013 regular meeting (Motion – Curtis, second – Bland, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Policy on Regional Campus Roles and Mission 2013

Mr. Fisher invited Dr. John Applegate, Executive Vice President for University Regional Affairs, Policy and Planning, Indiana University, and Dr. Audeen Fentiman, Assistant Director of Strategic Planning and Regional Campuses; Associate Dean of Graduate Education and International Programs; Professor of Nuclear Engineering, Purdue University, to start the discussion.

In her introductory comments, Ms. Lubbers said that during the morning working session the Commission members had a conversation about this subject with members of coalition. She said that this was a decision of the staff to recommend to the Commission an update of the 1994 and 2010 document on Regional campuses. It is important to continue providing the Legislative Committee with the Commission's best thoughts on changing times and moving forward; and there was also the need to update this document. The document was shared with the members of the Legislative Committee, who will consider it at their third meeting on this subject later this month.

Dr. Applegate began by saying Indiana University (IU) has been using this document for a few years. This document describes the nature of the collaboration among the regional campuses. Dr. Applegate also referred to the collection of materials that the Commission has put together for the Committee, and which includes various statistics on regional campuses.

Dr. Applegate said that regional campuses cover a large part of Indiana. Working together has been a real focus for IU for three or four years. Dr. Applegate stated that, due to the work of the Commission and particularly Commissioner Lubbers, there is much wider understanding of the importance regional campuses play in the state. They provide high quality education for the 21st century economy in more places and to a broader range of students than a traditional residential campus. The campuses are focused on flexibility to reflect the students' varied life experience; this is a part of access and outreach mission of the regional campuses. Regional campuses also are trying to be an affordable choice in public higher education.

Dr. Applegate said that regional campuses are gradually becoming the first choice for students, and the number of first time full time students is growing. Regional campuses also specialize in non-traditional and at-risk students. Eighty percent of the graduates from the regional campuses remain in their regions. The faculty, staff and students are active contributors to their communities, and the communities are proud of their campuses. Regional campuses are an integral part of IU; they educate the third of IU students; participate fully in the governance of the university, and have a full access to the resources and services of the larger universities.

Dr. Applegate stated that regional campuses meet regional educational and developmental needs. Dr. Applegate also highlighted that the shared vision for the IU regional campuses focuses on the importance of being an accessible first choice of an institution for a wide range of students; and of focusing on students' preparation and helping them to be actively engaged as citizens in their regions and for satisfying careers.

Dr. Applegate stated that the purpose of the Blueprint for Student Attainment is to go from vision to reality. One of the major goals in 2010, when this document was developed, was to highlight the importance of the regional campuses, both inside IU and throughout the state. Dr. Applegate said that IU is trying to build a culture of collaboration, and it works through IU's shared programs, practices, advising and other ways.

Two most important goals are excellent distinctive education and supporting student success.

IU has created the University's Transfer office, so the transfers within the institutions are made easier. Another important point is affordability and efficiency, and IU's tuition freeze in the last two years applies to all campuses. Finally, meeting state and regional needs is a fundamental part of the mission of regional campuses.

In conclusion, Dr. Applegate said that almost a hundred people across the campuses had worked on Blue Print document. The challenges that are ahead include student success, cost containment, on-line education, and student debt.

In response to Mr. Murphy's question whether it is better when to have regional campuses together in terms of better offerings and educational experience, Dr. Applegate responded that in Indiana there is a difference between the missions of regional campuses and state institutions. Regional campuses serve people who are place bound, so it is important that the students have an access to various programs offered at any university.

Responding to Mr. Smith' question regarding the position of Indiana University in terms of delivering higher education to meet the needs both of students and community, Dr. Applegate said that in terms of the quality of education provided at each campus IU stands very high. Campuses are well established and well attuned to the regions. The purpose of collaborating is first, never to move away from the service to community and region; and second, it is not easy to be a stand-alone small institution in a challenging higher education environment.

In response to a question from Ms. Duarte De Suarez regarding the IU plans, Dr. Applegate said that in his State of the University speech President McRobbie announced a strategic planning initiative across the university for 2019-20. One of the IU's goals is to turn the Blue Print into a strategic plan for 2019-20.

Mr. Smith said that due to Indiana population distribution around the state, two major universities have been created in response to a demand from large communities. In response to Mr. Smith' question whether Dr. Applegate, had he had a chance to start over, would recommend that the resources of two major universities were distributed around the state the way they are now. Mr. Applegate responded in the affirmative, referring to the California Master Plan of 1960s, which set up the scheme of research intensive universities at one part of the education and community colleges at the other. Dr. Applegate pointed out that there is a growing number of people who will need baccalaureate and master's degrees for the 21st century economy; and the area represented by Indiana regional campuses is essential.

Dr. Fentiman began her presentation by speaking about Purdue University as a system of four campuses plus two schools at Indiana University-Purdue University in Indianapolis (IUPUI). She gave a brief description of all campuses and the schools. Purdue Calumet has 10,000 students, and nearly a third of them are minority students. Because of a good manufacturing base in this area, Purdue Calumet has an outstanding program for experiential learning.

Purdue North Central has almost 6,000 students; many of them are high school students doing dual credit. About two thirds of these students are first generation. Purdue North Central has a number of programs that work with local middle and high schools; these programs encourage students, and then prepare them for college.

Dr. Fentiman spoke about Indiana University-Purdue University Fort Wayne (IPFW). The campus has about 14,000 students; in this area economy is driven by electronics and the defense industry. Almost half of the students are at Purdue programs, and the rest work in the programs and earn the degrees from IU.

Dr. Fentiman spoke about the two schools at IUPUI: the School of Science and the School of Engineering and Technology. Together they have about 5,000 students. Dr. Fentiman emphasized that regional campuses are larger and more complex that typically regional

campuses in Indiana or in other states; and they are different from each other. Dr. Fentiman said that Purdue's approach was to have collaboration among four campuses.

Dr. Fentiman explained the process of creating the plan of collaboration. In December the Acting President of Purdue appointed a task force, which included key leaders from all campuses and representatives from each school at IUPUI. In January this group organized a series of working groups, who identified eleven areas important for collaboration, and appointed a working group for each one. By end of February each working group finished writing the mission, operating principles and the goals. In March these documents were sent out to Purdue staff and administrators for their comments; and in May the task force assembled the working group reports into a final report. Mission statement includes such points as giving an access to a high quality education; preparing informed and productive citizens, contributing to a high quality of life in the state. Purdue is a world class research institution, so it is addressing global challenges in research and comparing it to future needs. There is also a focus on student success, which was woven throughout the mission.

Dr. Fentiman spoke about the operating principles, which define how the campuses will work together: being intentional about sharing the best practices and programs, focusing on student success; respecting autonomy of each campus, while facilitating the cooperation among them; involving all campuses in key policy decisions; and working on keeping Purdue education affordable.

Dr. Fentiman talked about several key areas: student access and success; on-line education; affordability and efficiency; knowledge creation and dissemination; and engagement. Dr. Fentiman explained the process of implementing the plan. She mentioned her weekly meetings with the Chancellors; monthly meetings between Vice Chancellors for Academic Affairs and representatives from the Provost's office. She spoke about a meeting between President Daniels and all the Academic Deans from all PU campuses, including IUPUI schools, and how this discussion lead to developing ideas of further collaboration. Dr. Fentiman also mentioned meetings of faculty representatives from all the campuses to talk about the new programs and research. The student support groups are sharing best practices regarding helping students to succeed.

Finally, Dr. Fentiman added that as a long term goal, Purdue will be establishing a framework for a system-wide assessment and growing system-wide on-line education; it will collaborate on more graduate programs; more efficient and cost-effective support services and it will engage multiple university units to work on system-wide projects.

In response to Mr. Smith' question about the reaction of the Board of Trustees to the new plan, Dr. Fentiman said that the report was sent to the Board of Trustees in July, and the comments they sent to President Daniels were positive. Dr. Applegate added that IU also keeps their Board of Trustees updated on regular basis.

Responding to Mr. Bland's question about PU's efforts in trying to build the culture of college preparation, Dr. Fentiman invited Dr. Karen Schmid, Vice Chancellor for Academic Affairs, PNC, who spoke about their work in local middle and high schools.

In response to Mr. Smith' question about the Blue Print plans evolving to a trail of accountability, Dr. Fentiman said that so far PU has not written a formal document with specific tasks assigned to certain people, but they will get it on paper shortly.

Mr. Murphy commended both universities for their focus on student success and collaboration across campuses and between the institutions. He said that if these colleges could educate more people in four or six years, this would have had a major impact on the economy in these regions and on the future in Indiana.

Mr. Costas added that regional campuses will affect Indiana more than privates, because 80 percent of the regional campuses' graduates remain in Indiana to work.

Dr. Curtis made a comment that the role of the regional campuses has changed dramatically over the last 20-30 years, and it is important to know what is going on at these campuses.

Mr. Costas said that there is a challenge with K-12 in certain areas of the state, and a growing part of the solution is that regional campuses are becoming more involved in helping high school students with issues of college readiness. Dr. Fentiman added that advising the students as they are coming to college is a very important factor.

Mr. Fisher thanked both panelists for their presentations and discussion.

III. BUSINESS ITEMS.

A. Administrative Items – Full Discussion

1. Policy on Regional Campus Roles and Mission 2013 Revision

Mr. Fisher said that the Commission members have been presented with the updates on the document. Mr. Ken Sandel, Director of Physical and Capital Planning, said that Purdue University would be supportive of changing the percentage of students living in residential housing, should the Commission decide to discuss this subject.

R-13-07.4 **RESOLVED:** That the Commission for Higher Education approves the updated regional campus policy and submits it to the Indiana General Assembly for consideration by the regional campus study committee (Motion – Bepko, second – Rozow, unanimously approved)

2. Update of Commission By-Laws

Mr. Fisher said that the Commission's by-laws have been discussed at the previous two working sessions.

R-13-07.5 **RESOLVED:** That the Commission for Higher Education authorizes staff to update its by-laws to address the changes presented in the September working session (Motion – Duarte De Suarez, second – Rozow, unanimously approved)

B. Capital Projects - Full Discussion

1. Student Services and Activities Complex - Purdue University North Central Campus

Dr. Ken Sandel presented this item.

In response to Ms. Rozow's question regarding any changes in the student fees, Mr. Sandel said that they will be within the recommendations, one and a half or two percent.

Responding to a request from Ms. Duarte De Suarez to compare the cost per square foot with the general pricing for the similar building, Mr. Sandel said that they did a comparison with Sports and Recreation Center at West Lafayette and Center for Student Leadership facility. Mr. Sandel confirmed that their cost per square foot exceeds that of those buildings; however, looking at the types of activities in these buildings, he believes this is in line with other costs.

Mr. Matt Hawkins gave the staff recommendation.

R-13-07.6 **RESOLVED:** That the Commission for Higher Education approves the following project: *Student Services and Activities Complex – Purdue University North Central Campus* (Motion – Curtis, second – Costas, unanimously approved)

2. College of Engineering Strategic Growth Renovations and Wang Hall Buildout – Purdue University West Lafayette Campus

Mr. Ken Sandel presented this item.

Mr. Costas praised the University for redeveloping and repurposing these buildings for better fit to serve more students.

Mr. Matt Hawkins gave the staff recommendation.

R-13-07.7 **RESOLVED:** That the Commission for Higher Education approves the following project: *College of Engineering Strategic Growth Renovations and Wang Hall Buildout – Purdue University West Lafayette* (Motion – Murphy, second – Costas, unanimously approved)

Mr. Smith echoed Mr. Costas' comments; however, he asked for some future discussion of the amount of reserve funds available. Mr. Smith said he would like to hear from all state institutions in order to have a clearer picture of their financial capacity.

Mr. Hawkins suggested including this request in the Agenda for a future discussion.

3. Wade Utility Plan Chiller No. 6 Replacement and Temporary Chilled Water Capacity Infrastructure – Purdue University West

Mr. Ken Sandel presented this item.

Mr. Matt Hawkins gave the staff recommendation.

R-13-07.8 **RESOLVED:** That the Commission for Higher Education approves the following project: *Wade Utility Plant Chiller No. 6 Replacement and Temporary Chilled Water Capacity Infrastructure – Purdue University West Lafayette Campus* (Motion – Duarte de Suarez, second – Murphy, unanimously approved)

C. Capital Projects for Which Staff Propose Expedited Action

R-13-07.9 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Indiana State University – Track and Field Facility Relocation - $4,300,000
- Indiana State University – Normal Hall Renovation - $16,000,000

- Purdue University – Seng-Liang Wang Hall Engineering Strategic Growth Swing Space Lease - $1,111,520 (per year est.)
- Purdue University – Seng-Liang Wang Hall Engineering Professional Education /Professional Studies in Technology and Applied Research Sublease Agreement - $393,662 (per year est.)
- Indiana University – IUPUI Campus: Office Building/University Hall Lease - $1,870,000 (per year est.)
- Purdue University – IPFW Campus: Qualified Energy Savings Project - $5,000,000
- Purdue University – West Lafayette Campus: Construction of the Active Learning Center - $79,000,000
- Purdue University – West Lafayette Campus: Brown Laboratory Window Replacement - $3,750,000
- Purdue University – IPFW Campus: South Campus Renovation - $21,350,000
- Vincennes University – Vincennes Campus: Infrastructure Upgrade Phase II - $6,000,000 (Motion – Murphy, second – Rozow, unanimously approved)

V. INFORMATION ITEMS

A. Status of Active Requests for New Academic Degree Programs

B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

C. Capital Improvement Projects on Which Staff Have Acted

D. Capital Improvement Projects Awaiting Action

E. Calendar of Upcoming Meetings of the Commission

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:45 P.M.

_____
Jud Fisher, Chair

_____
Dan Peterson, Secretary

COMMISSION FOR HIGHER EDUCATION
Thursday, December 12, 2013

PUBLIC SQUARE **Alternative Learning Models**

Background

As the Commission contemplates alternative learning models in higher education, it will have the opportunity to hear a presentation by Dr. Andrew Ng, Co-founder of Coursera. Following his presentation, there will be time for discussion and the Commission will hear from a response panel by Barbara Bichelmeyer, Ph.D, Director of the Office of Online Education and Indiana University, and Dr. David Wright, President of Indiana Wesleyan University.

Supporting Documents

(1) Dr. Andrew Ng Bio

(2) Dr. Barbara A. Bichelmeyer Bio

(3) Dr. David Wright Bio

(4) Association of America Colleges and Universities: MOOCs and Democratic Education

Dr. Andrew Ng

Co-founder of Coursera
Director of the Stanford AI Lab

Dr. Ng's goal is to connect everyone in the world to a great education, for free. His Stanford group also carries out research in machine learning and AI, with an emphasis on deep learning, and he was also the founder of Google's large-scale deep learning project.

Ng's Stanford research group focuses on deep learning, which builds very large neural networks to learn from labeled and unlabeled data. Recently, a Stanford team (led by Adam Coates) built the world's largest deep learning system, with over 10 billion learnable parameters trained via backpropagation, using inexpensive GPU hardware. This work was presented in ICML 2013.

Dr. Ng serves as an Advisor of ZhiLabs SL. Dr. Ng serves as Assistant Professor of Computer Science of Stanford University. Dr. Ng is an Assistant Professor of Computer Science at Stanford University. His research spans machine learning, robotics and broad-competence AI. He has also developed a number of neuroscience-informed approaches to building artificial learning systems. His group has won best paper and best student paper awards at ACL, CEAS and 3DRR. He serves as a Member of the Technical Advisory Board at Numenta, Inc. He is a recipient of the Alfred P. Sloan Fellowship, and the 2009 IJCAI Computers and Thought award, one of the highest honors in AI.

Bio adapted from http://cs.stanford.edu.

Barbara A. Bichelmeyer, Ph.D

Director of the Office of Online Education, Indiana University
Interim Chancellor, Indiana University Southeast

Barbara A. Bichelmeyer, Ph.D. is Professor of Instructional Systems Technology at Indiana University-Bloomington, and Associate Vice President for University Academic Planning and Policy, as well as Director of the Office of Online Education for the seven campuses of Indiana University.

As Professor, Barbara's research, teaching and service focus on the areas of human performance improvement, instructional and program evaluation, instructional design, adult learning, and the integration of technologies in instructional environments. As Associate Vice President, Barbara's portfolio of responsibilities includes planning, policy development, external relations, government relations and intercampus coordination of academic and faculty affairs. As Director of Office of Online Education, Barbara provides leadership, management and coordination for online education across all campuses of the university.

Barbara's grant-based research has recently focused on the study of distance learning environments in graduate education and blended learning environments in high schools and community colleges. Her service work has focused on evaluation of educational materials for the organizations such as the United States Centers for Disease Control and Prevention and the Indiana Supreme Court Commission for Continuing Legal Education.

Barbara has served as a consultant for the design, development and evaluation of education and training programs with organizations such as Procter & Gamble, Eli Lilly, Microsoft, Sprint, the United States Coast Guard and the National Collegiate Athletic Association.

Barbara holds four degrees from the University of Kansas, including a Bachelor of Science in Journalism (1982), Bachelor of Arts in English (1986), Master of Science in Educational Policy and Administration (1988) and a PhD in Educational Communications and Technology (1991).

Bio retrieved from portal.education.indiana.edu.

Dr. David Wright

President, Indiana Wesleyan University

In addition to his Presidency, David Wright has served as Provost and Chief Academic Officer at Indiana Wesleyan University. Prior to his term as Provost, he served as Dean of the School of Theology at Azusa Pacific University. He has held positions at Indiana Wesleyan University as Associate Professor of Intercultural Studies, Chair of the Department of Graduate Studies in Ministry, Associate Dean, and Vice President for Adult and Graduate Studies.

Dr. Wright has a strong interest in international higher education having held positions in Haiti and England in addition to his work in the United States. His areas of professional focus include higher education policy, non-traditional and online program design and administration, and social foundations of higher education.

Highlights of his work include assisting local leadership teams in planning and implementing new leadership development programs in Haiti and England, leading the design and implementation of IWU's online programs, planning and launching a multi-state regional expansion process, as well as establishing the first Office of the Provost at IWU and leading the university through a process of academic restructuring.

Dr. Wright holds the Bachelor of Arts degree in Christian Ministries from Indiana Wesleyan University, the Master of Arts in Biblical Studies from George Fox University, and the Ph.D. in Educational Policy Studies and Evaluation from the University of Kentucky. He has published two books with Zondervan Publishing House, Finding Freedom From Fear: A Contemporary Study from the Psalms, and Wisdom as a Lifestyle: Building Biblical Life-codes, as well as professional and academic articles. He has been an ordained minister of The Wesleyan Church since 1980.

Bio adapted from nationalconversations.com.

Fall 2013, Vol. 99, No. 4

MOOCs and Democratic Education

By Leland Carver and Laura M. Harrison

MOOCs, or massive open online courses, have entered the world of online education with a splash, and their potential to transform higher education is being widely hailed. Indeed, many involved in the creation, implementation, and facilitation of this new format regularly speak in terms of "revolution" and massive "disruption." The president of Northeastern University has gone so far as to suggest that "with the advent of the MOOCs, we're witnessing the end of higher education as we know it" (quoted in Carlson and Blumenstyk 2012). But what implications will this potential transformation of higher education have for our society's fundamental commitment to democratic values and participatory engagement? In this article, we examine both the democratic potential and the potential pitfalls of the integration of MOOCs into higher education.

The structure of MOOCs

MOOCs represent the latest evolutionary step in the development of distance learning. Beginning with written correspondence courses, various methods have been used to meet the educational needs of individuals who cannot attend a brick-and-mortar school. Because of the inherent disadvantage of providing coursework and transmitting knowledge away from the classroom, distance learning has remained at the forefront of efforts to incorporate existing and emerging technology in order to bridge the gap between instructors and learners. Efforts to take the "distance" out of "distance learning" have included the use of correspondence, television, radio, film, audio tapes, video recordings, compact discs, interactive software, immersive conferencing, and the web.

Initially developed in 2008, MOOCs rely on a confluence of contemporary media, technology, and learning theories. By bringing together the technology of Web 2.0 and today's social media innovations, MOOCs have enabled faculty at a select few institutions to open their virtual classrooms to very large numbers of students. For example, Stanford computer scientist and leading MOOC proponent Sebastian Thrun had an enrollment of over 160,000 students for a course on artificial intelligence that he taught in the fall of 2011. Other Stanford MOOCs have had similar eye-popping enrollments.

MOOC designers incorporate "social learning" as a viable means of facilitation and use a number of Internet-related innovations as learning tools, including social networking, wikis, blogs, cognitive tutors, virtual learning communities, and learning management systems. A MOOC is similar to a traditional course in that it has participants, facilitators, course materials, and start and end dates, but it differs in that there are no course assignments and participants are not required to follow a single path from the first week to the last week. The "open" in

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“massive open online course” has several meanings: the course is open to anyone, the course is offered free of charge, participation takes place in the open space of the Internet, and one’s work is shared openly with the other participants. Although participants are not charged a fee, some universities have offered the courses for credit and students have been charged accordingly. Participants not seeking college credit can determine for themselves the extent of their participation and are free to choose only the activities they find most useful. In Thrun’s artificial intelligence course, which he co-taught with Google’s Peter Norvig, those not working for college credit but having completed the class were given an official “Statement of Accomplishment.”

MOOCs also separate themselves from conventional online courses through their use of tweets, tags, video lectures, blog posts, and discussion boards to create networked courses. Although MOOCs rely to a large extent on existing cyber infrastructure and associated tools of conveyance, the considerable costs of designing these courses effectively limits their development to a handful of prestigious, well-endowed universities. Along with Stanford, Harvard, Duke, Yale, and Carnegie Mellon Universities, the Massachusetts Institute of Technology, the University of California–Berkeley, and the University of California–Los Angeles have led the way in the development of MOOCs, partly due to their ability to absorb the startup costs involved in course design. The leading role played by these well-branded institutions has helped legitimize MOOCs and sparked the interest—and apprehension—of many less-renowned colleges and universities.

Democratic potential

MOOCs hold great democratic promise. The courses are designed to be open to all interested participants, allowing access for students from around the world. Thrun’s breakout artificial intelligence course registered students from 190 different countries, for example. This open access is reminiscent of Horace Mann’s call for a “common school” to develop not just the brightest citizens, but all of the nation’s youth. Mann’s democratic vision is now widely recognized around the world and is reflected in Article 26 of the United Nations’ Universal Declaration of Human Rights, which includes education as a human right. The fact that this new model of instruction is limited to a small number of well-endowed universities is a boon for students who would otherwise lack the credentials to attend these schools. Participants gain access to course material, resources, networks, and top-notch instructors. In democratic societies where social and economic class is de-emphasized, the notion of equal access to these courses integrates relatively smoothly.

The ability of MOOC providers to offer free enrollment also appeals to fundamental democratic principles. Because there are no fees, low-income students have the opportunity to participate in courses that might otherwise be unaffordable. This absence of tuition-related obstacles potentially increases the diversity of the student body, which, in turn, enhances to the MOOC environment by generating different points of view as students from various backgrounds bring their life experiences to the social media setting.

MOOCs also have the benefit of a global reach. (While we acknowledge the “digital divide” between the developed and the developing world, we limit our analysis to countries where a digital infrastructure exists and is accessible to the majority of citizens.) A transnational educational model carries with it many of the benefits of study abroad programs. In particular, the MOOC’s collaborative design incorporates ample opportunities to encourage cultural exchange and reinforce diverse approaches to problem solving. Participants share their work with others, build social networks around topics of shared interest, and are given opportunities to review the research of their peers.

Because the courses may not be tied to college credit, the model affords greater levels of freedom. Moreover, the flexibility of the MOOC framework allows participants to determine for themselves their levels of course engagement.

Participants can enroll in a MOOC to benefit their own research or to explore similar work being done by others. For those uninterested in obtaining two- or four-year degrees, MOOCs offer the freedom to build networking skills and take courses based on their own interests.

This learning design can help participants develop social-networking and independent learning skills. Participants are encouraged to work in their independent areas and to create networks that can be used well beyond the length of the course period. Participants are empowered by taking ownership of their own learning and by deciding for themselves what they want to gain from the course. At the same time, they are adding to the distributed knowledge base of the Internet. In this way, the MOOC is a commitment to the individual needs of the student and the collective needs of the community.

Among the theories developed in the literature on open online learning is connectivism. Based on the work of George Siemens and Stephen Downes, the originators of the MOOC concept, connectivism holds that learning is based on connection and that such connections occur in mental processing at both conceptual and social levels. Learning, like a well-constructed spider web, happens when connections are multiplied and form networks. These networks are influenced and fortified by socialization, diversity, and the creation and availability of space that foster such connections and networks (Tschofen and Mackness 2012). The communitarian overtones of connectivist theory recall the social contract theories of Locke, Hobbes, and Rousseau from which many democratic societies derive their energy.

Democratic pitfalls

Many in higher education question how long the “open” in “massive open online course” will remain a defining feature of the format. For-profit companies have begun to coalesce around the MOOC concept, and providers are looking for ways to appeal to investors. As sustainable business plans are developed, much of the democratic potential of the MOOC may be lost. The promise of increased student diversity would likely go unrealized, for example, if MOOCs were to morph into a tuition-driven online format like that of the University of Phoenix. While the “massive” enrollments for open Internet courses should help offset potential tuition costs, some educators wonder whether the “M” in MOOC may evolve to take on a new meaning: education for the “masses.”

The MOOC design and its ability to generate massive enrollments have created excitement throughout educational circles. The MOOC offers a model for the educational integration of the latest technological advances. It is a template being driven by some of the nation’s finest institutions, and this has heightened the excitement. As the novelty of these large enrollments begins to fade, however, the direction of this educational model may shift as well. For example, Greg Graham (2012) worries that, as governments grapple with dwindling funds, the MOOC may emerge as a cost-effective but highly divisive solution: “Ironically, although the move toward online education is being advanced by some of the nation’s most elite universities, in the end it will be the lower half of the student population that will be forced out of the traditional classroom, widening the gap between the have and the have-nots.” Such a widening of the gap undermines the democratic principle of equal access. Graham’s concern about the potential of online education to further stratification is shared by Northeastern University President John Aoun, who suggests that MOOCs could result in the emergence of a two-tiered educational system with “one tier consisting of a campus-based education for those who can afford it, and the other consisting of low and no-cost MOOCs” (quoted in Carlson and Blumenstyk 2012).

Currently, most MOOCs focus on technology and the natural and hard sciences. These courses can be objectively evaluated, and assessments are oriented toward single correct answers. Taylor Walsh (2011) reports that many MOOC providers are skeptical that all disciplines lend themselves to the massive online

mode, which is best suited to fact retrieval. The social sciences and the humanities, disciplines that are vital to the maintenance of democratic societies, are more difficult to assess. When evaluating the potential and pitfalls of adopting a "revolutionary" change in higher education, it is important to ask whether the change is likely to foster the full range of student learning outcomes, or whether it is more likely to reduce learning to what can be measured by assessments that focus on right and wrong answers.

A call for democratic action

If MOOCs are truly on the point of "revolutionizing" higher education, then several important questions must urgently be raised and discussed—questions grounded in core social beliefs about the purpose of education. Examining critical notions about the role education plays in forming individual subjects and societal structures can help determine the questions that are asked and, moreover, can inform the direction the future development of this educational model takes.

The purpose of education, according to critical theorists, is to provide students with the critical skills needed to reflect on the world in order that they may change it. For educational philosopher Paulo Freire (2000), a human's "ontological vocation" is that of a subject whose mission is to act on the objective world. A praxis of reflection and action occurs when humans contemplate the world and, by acting on it, strive to improve their conditions. The individual's capacities should be developed to the maximum extent possible. But this human development should be democratically oriented; it should be firmly grounded in the belief that social betterment is attained as the individual flourishes (Giroux 2007). It is within the context of this broader purpose of education that the MOOC "revolution" should be evaluated: what is its potential for providing the skills and opportunities humans need to reflect on and improve their world?

MOOCs have the potential to democratize higher education. The availability of tuition-free courses could expand access and foster greater diversity, which, in turn, could improve the distributed knowledge base by providing multiple points of view and new approaches to problem solving. Open participation affords the opportunity for people from different countries, cultures, and occupations to engage with one another in virtual classrooms. The MOOC's design allows students to take ownership of their education by deciding how much they want to participate and what they want to take away from their courses. Independent and collaborative learning are encouraged by the incorporation of social media. The MOOC's structure answers the critical demand for spaces where individuals can reflect, act, and link their praxis to the broader democracy. However, it is in the administration of this new educational model that questions of social betterment and antidemocratic practice should give pause.

As online education continues to develop, there are concerns about how it will be implemented and used. The MOOC's ability to absorb "massive" enrollments may provide university administrators with a market-oriented answer to the rising cost of college. A commitment to serve all could be maintained by providing massive online courses at relatively low costs to economically disadvantaged students, while offering the traditional on-campus college experience to those who can afford it. This bifurcated approach to education fails the democratic test of equal access to all. Arguably, such social stratification already exists in higher education today, with elite schools reserved for those of power and means and public schools for everyone else. But this only makes it all the more important that the democratizing potential of MOOCs not be lost.

If MOOCs really are going to transform higher education, then we must urgently weigh how the coming transformation will integrate with our existing educational system and examine the degree to which it comports with our democratic values. Because revolutions often require a disruptive reorientation of existing assumptions and established institutions, we must be sure not to lose sight of the fundamental purpose education serves in a democracy.

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To respond to this article, e-mail liberaled@aacu.org, with the authors' name on the subject line.

Tweet

COMMISSION FOR HIGHER EDUCATION
Thursday, December 12, 2013

DECISION ITEM A:	**Regional Campus Policy Clarification (Expedited)**
Staff Recommendation	That the Commission approve an updated version of the regional campus policy adopted at the October meeting to clarify the intent related to research.
Background	In the October 2013 commission meeting, an updated regional campus policy was adopted which made some substantive changes and some stylistic changes. One of the stylistic changes in the section titled "research focus" has been interpreted differently than was intended by the Commission. The updated policy clarifies the Commission's position with respect to research that all research is protected by academic freedom, but research related to faculty teaching responsibilities and local need is of special significance to regional campuses.
Supporting Document	Updated Regional Campus Policy

INDIANA COMMISSION for HIGHER EDUCATION

Policy on Regional Campus Roles and Missions

December 12, 2013

Preamble

The Indiana Commission for Higher Education regards the Regional Campuses of Indiana University and Purdue University as valuable contributors to the state's system of higher education. The Regional Campuses differ significantly from one to another. Recognizing the unique characteristics of each Regional Campus, the principles outlined on the pages that follow are designed as overarching directions that reflect a more efficient and effective role for Regional Campuses in Indiana's system of higher education in alignment with the Commission's Reaching Higher strategies advancing student access, affordability, and quality education while increasing college completion rates and productivity.[1] This version of the document has been updated to reflect changes in Indiana's system of higher education and enhanced inter-campus collaboration opportunities, especially those allowed by technology.

For the purposes of this policy, Regional Campuses shall be defined as:

- *Indiana University-East*
- *Indiana University-Kokomo*
- *Indiana University-Northwest*
- *Indiana University-South Bend*
- *Indiana University-Southeast*
- *Purdue University-Calumet*
- *Indiana University-Purdue University-Ft. Wayne*
- *Purdue University-North Central*

Between the late 1960s and late 1980s, the Regional Campuses, in addition to being regional four-year branches of Indiana University and Purdue University, effectively played the role of community colleges, offering associate's degrees and serving as the state's access institutions. In 1987, the Commission for Higher Education approved the first four Associate of Science (AS)/transfer oriented degree programs at the Indiana Vocational Technical College (now Ivy Tech Community College of Indiana). With increasing admissions standards at the Indiana University and Purdue University flagship campuses, and exploding enrollment at the community college level, Regional Campuses are playing an increasingly important role serving Hoosiers with high quality, low-cost baccalaureate degree programs and limited graduate programs, filling a vital niche in Indiana's system of higher education. Research and scholarly activities related to faculty teaching responsibilities and local and regional needs are of special significance at regional campuses.

The missions of Indiana's Regional Campuses should reflect the following defining characteristics:

1) **Profile:** Indiana's eight Regional Campuses serve both recent high school graduates and adults. While a portion of the Regional Campus student population enrolls on a part-time basis, full-time enrollment is growing and now represents nearly two-thirds of the student population. A majority

[1] This includes *Reaching Higher: Strategic Directions for Indiana (2007), Reaching Higher: Strategic Initiatives for Higher Education in Indiana (2008),* and *Reaching Higher Achieving More: A Success Agenda for Higher Education in Indiana (2012).*

of students attending Regional Campuses are either first-generation, low-income students or students balancing their education with work and family. Regional Campuses should offer courses through a variety of flexible delivery models and scheduling options which are designed to accommodate the unique needs of their students. The goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time. Effective partnerships between high schools and regional campuses can improve both completion and on-time graduation by increasing the number of students who enter college with credits earned in high school through dual credit, concurrent enrollment or Advanced Placement.

2) **Educational Responsibility:** The primary educational responsibility of Regional Campuses is baccalaureate degree programs. Associate degree programs may be offered on an exceptional basis if a clear workforce need exists and it has been determined that the program cannot be offered at the community colleges. Regional Campuses facilitate seamless transfer to and from other institutions through the Core Transfer Library, the Statewide Transfer General Education Core and the Single Articulation Pathways.

3) **Graduate Programs:** Regional Campuses may offer select masters programs to meet state and regional needs. Under exceptional circumstances aligned to workforce demand, a Regional Campus may be approved to serve as the delivery site of a professional practice doctoral program that is offered collaboratively with a doctoral-intensive research campus already authorized to offer such a program.

4) **Primary Geographic Responsibility:**
    a. Indiana University-East – East Central Indiana/Western Ohio
    b. Indiana University-Kokomo – Central/North Central Indiana
    c. Indiana University-Northwest – Northwest Indiana/Greater Chicago Area
    d. Indiana University-South Bend – North Central Indiana/Southern Michigan
    e. Indiana University-Southeast – Southeast Indiana/Greater Louisville (KY) Area
    f. Purdue University-Calumet – Northwest Indiana/Greater Chicago Area
    g. Indiana University-Purdue University-Ft. Wayne – Northeast Indiana/Greater Ft. Wayne Area/Northwest Ohio
    h. Purdue University-North Central – North Central Indiana/Lower Michigan

5) **Governance:** The eight Regional Campuses are governed by two institutions. Five are Regional Campuses of Indiana University, and three are Regional Campuses of Purdue University. Indiana University-Purdue University-Ft. Wayne combines academic units from both Indiana University and Purdue University, but is governed by Purdue University. The Boards of Trustees of Indiana University and Purdue University, in collaboration with central university administration located at those institutions' Main Campuses, determine the utilization of resources at the Regional Campuses. Chancellors appointed by institutional Presidents and Trustees manage the Campuses. The central university administrations of Indiana University and Purdue University are encouraged to develop accountability measures for the Regional Campuses in coordination with the Regional Campus administration and that are aligned to the Commission's strategic plan. These measures should include graduation rates, time to graduation, efficiency measures, tuition and fees as a percentage of revenue, and other such outcome indices of academic and institutional performance. Regional Campuses should be held responsible and accountable for their achievement

6) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain

academic programs. Beginning in 2011, recent high school graduates are required to have a Core 40 high school diploma for admission to a Regional Campus.

7) **Developmental/Remedial Education:** Regional Campuses are encouraged to address student-preparedness issues through tutoring, mentoring and other programs to help students overcome skill deficiencies while placed in credit-bearing courses. A Regional Campus may partner with the community colleges to offer remediation concurrent with student enrollment in credit-bearing courses at the Regional Campus. Regional Campuses should not offer classroom-based, stand-alone remediation (coursework that does not count toward any degree), which is the responsibility of the community colleges.

8) **Student Residences:** To promote affordability and reduce campus costs, Regional Campuses should limit on-campus residence to 10% of enrollment unless on-campus housing can be provided at a lower cost than off-campus housing without adding financial liability to the institution or the State.

9) **Finance:** The Indiana General Assembly provides direct appropriations to each Regional Campus based on recommendations from the Commission that are developed in consultation with the Main Campuses. One component of the appropriation is the State's performance funding formula, which offers Regional Campuses more direct control over their appropriations since success in the performance metrics leads directly to a larger appropriation in the formula's output. Regional Campuses should actively pursue policies that improve metric outcomes to earn a larger appropriation.

Expectations of Regional Campuses within Indiana's System of Higher Education:

- **Degree Completion:** Regional Campuses should significantly improve completion rates to ensure that students' investments and the State's investment are worthwhile and result in high quality academic credentials. A key strategy for Regional Campuses should be to offer varying delivery models and schedules that help adult, at-risk and working students overcome scheduling and preparedness challenges and promote opportunities for these student populations to attend college full-time and earn their degrees on-time or at an accelerated pace.
- **Affordability:** Institutions and their Regional Campuses should place affordability at the forefront of decisions around resource allocation.
- **Synergy with Indiana's Community Colleges:** The success of Regional Campuses will depend on collaborative work with the community colleges. Successful collaborations will have the following characteristics:
    - Community colleges are delivering all stand-alone remediation, though collaboration with a Regional Campus could be used to deliver remediation concurrent with credit-bearing courses taken at the Regional Campus.
    - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by the community college in that region.
    - Regional Campuses have transfer scholarships in place and available for community college students and/or graduates, and seamless transfer opportunities through the Statewide General Education Core and Single Articulation Pathways, as well as passport programs and referral opportunities. The Regional Campus and community colleges should develop and provide common messaging regarding transfer policies with a level of detail that enables students to accurately predict which courses will transfer and in what way.

    - Community colleges and Regional Campuses should better differentiate institutional missions, integrate services, improve completion, and increase the effectiveness and efficiency of the campuses.
- **Synergy with Main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is necessary that Regional Campuses and their respective Main Campuses work in close collaboration, particularly in the delivery of academic programs and campus administration.
    - Regional Campuses must work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
    - Regional Campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students.
    - Synergies between the Main Campus and other Regional Campuses would ensure the availability and capacity of required courses to enable students to graduate on-time.
- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies and workforce needs at the forefront of their success agenda.
    - Regional Campuses should expand efforts to partner with local employers to provide college-to-work pathways.
    - Regional Campuses should accelerate options that award college credit to students for prior learning and demonstrated work experience.

COMMISSION FOR HIGHER EDUCATION
Thursday, December 12, 2013

DECISION ITEM B: **Directive on Campus Synergy and the Higher Learning Commission**

Staff Recommendation

That the Commission for Higher Education direct staff to work with the Higher Learning Commission to articulate the state's strategic vision for the Indiana University and Purdue University regional campuses and to minimize administrative burdens associated with accreditation, as the regional campuses seek to collaborate more closely in offering degree programs, especially by utilizing distance education technology in purely online and blended settings.

Background

The Productivity section of the Commission's strategic plan, *Reaching Higher, Achieving More*, calls for greater interinstitutional collaboration, and the Commission's *Policy on Regional Campus Roles and Missions*, which was passed at its October 2013 meeting, underscores more specific ways in which the regional campuses can collaborate:

- **"Synergy with main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is necessary that Regional Campuses and their respective Main Campuses work in close collaboration, particularly in the delivery of academic programs and campus administration.
    - Regional Campuses must work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
    - Regional Campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students.
    - Synergies between the Main Campus and other Regional Campuses would ensure the availability and capacity of required courses to enable students to graduate on-time."

As both the IU and Purdue regional campuses seek ways to collaborate more closely, both are reporting additional steps that the Higher Learning Commission (HLC) is or will be requiring in order for this closer collaboration to be achieved. While it is important to

respect the independence of the accreditation process, it is important to find ways of reducing administrative overhead, so that the regional campuses can seek innovative ways to deliver instruction and maximize resources that are directed toward teaching/learning and student success.

Supporting Document None.

COMMISSION FOR HIGHER EDUCATION
Thursday, December 12, 2013

DECISION ITEM C-1: **Bachelor of Applied Science in Health Sciences/Technology to be offered by Indiana State University at Terre Haute**

Staff Recommendation That the Commission for Higher Education approve the Bachelor of Applied Science in Health Science/Technology to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Program Description*.

Background The Academic Affairs and Quality Committee discussed this program on September 4 and November 19 of this year and reacted favorably to the proposal, although one member of the Committee raised general concerns about the curriculum. Committee members and staff felt it appropriate to bring the program to the Commission for action as a regular action item.

Similar Programs in Indiana. According to the Independent College of Indiana (ICI) web site, there are no Bachelor of Applied Science (B.A.S.) programs in the ***independent*** or private not-for-profit sector.

The Board for Proprietary Education (BPE) database indicates there are no B.A.S. programs in the ***proprietary*** or private for-profit sector.

Within the ***public*** sector, there are no B.A.S. programs.

IWIS Analysis. Since there are no Bachelor of Applied Science programs in Indiana, no wage data could be extracted from the Indiana Workforce Intelligence System (IWIS).

Standard Credit Hour Expectation. This program requires students to complete a total of 120 semester credit hours, which meets the standard credit hour expectation of 120 hours for baccalaureate programs.

Concluding Points. In contrast to graduates of Associate of Arts (A.A.) or Associate of Science (A.S.) programs, which are designed to articulate with related baccalaureate degrees, graduates of Associate of Applied Science (A.A.S.) programs currently have very limited options for pursuing baccalaureate completion opportunities. A.A.S. degrees generally have fewer general education courses (although these courses are often drawn from the Core Transfer Library, which do transfer) and have more technical, occupational,

or professional courses, which may not readily transfer into discipline-specific Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) programs.

The Bachelor of Applied Science program is expressly designed to provide baccalaureate completion opportunities for A.A.S. graduates, enabling them to complete the B.A.S. with the equivalent of two years of full-time study. This would afford an opportunity for continued education and career advancement to a large number of Ivy Tech Community College and Vincennes University graduates. In contrast to B.A. and B.S. degrees, the B.A.S. would not, however, provide a foundation for pursuing graduate education, although it is expected that most B.A.S. graduates would not be interested in earning a master's degree.

Students enrolling in the Indiana State B.A.S. would choose between two sets of core courses: health or technology.

Supporting Document Program Description – May 23, 2013

Program Description

Bachelor of Applied Sciences to be offered by Indiana State University, Terre Haute, IN

1. Characteristics of the Program

a. **Campus(es) Offering Program:**
Indiana State University, Terre Haute, IN

b. **Scope of Delivery (Specific Sites or Statewide):**
Indiana State University, Terre Haute, IN

c. **Mode of Delivery (Classroom, Blended, or Online):**
Online

d. **Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):**
None

e. **Academic Unit(s) Offering Program:**
The College of Nursing Health and Human Services and College of Technology. The suggested CIP Code for the new program is 30.9999: Multi-Disclinary Studies: Other. The code is defined as follows: Any instructional program in multi/interdisciplinary studies (National Center for Education Statistics, 2010). This code is selected in order to best meet the range of AAS backgrounds that may come to the BAS program. Since the program is to build upon the training and background of the AAS and the student, as well as potential future concentrations/areas as the program/interest grows, a multidisciplinary CIP code is appropriate.

2. Rationale for the Program

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

- **Why is the institution proposing this program?**
  - The Bachelor of Applied Science (BAS) is a degree specifically designed to address the need of students who complete an Associate of Applied Science degree (AAS). The program will provide students who earn an AAS degree the opportunity to pursue an online BAS degree at Indiana State University (ISU). The degree will prepare graduates to become successful and advance in their careers and contribute to the development of an educated workforce in Indiana. The BAS gives the students the unique opportunity to apply the technical AAS credits to a bachelor's degree. Students will only have to complete 60 credit hours at ISU to earn a BAS**.** The mission of this BAS is to provide professionals from health and technology related fields the opportunity to gain added expertise needed for self-enrichment and to expand their professional roles in their chosen field.

  - The BAS has been developed primarily for students with an AAS degree from health and technology professional programs (for example a program in the School of Health Sciences and School of Technology at IvyTech). According to the Fall 2011 Fact Book, statewide enrollment in the School of Health Sciences was 11,055 and 12,656 students in the School of Technology. The degree is intended to prepare students for management positions in their original fields of expertise, medical and pharmaceuticals sales, educators in medical/health areas, technology related professions and graduate school.

  - This interdisciplinary nature of the program will bring together a mix of professionals with different backgrounds that will broaden the knowledge of all and promote collaborations among professionals. Even though the program will be delivered online, the courses will incorporate activities that will require students to communicate and collaborate on projects.

- Regardless of age, gender or ethnicity, we intend to attract those persons wanting to advance their professional careers and serve their community. To that end we will make a concerted effort to attract and accept a diverse student body population.

- Academic program offerings at Indiana State University are based on our institutional mission, state and national workforce needs, student interest, and faculty support. The special identity for Indiana State University is to be noted for a tradition of strong community engagement and service learning. For example, Indiana State University is one of the founding partners of the Rural Health Innovation Collaborative (RHIC). The RHIC represents a unique opportunity to align the resources and strategic directions of several Indiana institutions to address the challenge to improve health services in rural and underserved communities. The BAS program will provide an opportunity for allied professionals already working in the field (including rural communities) to continue working while pursuing a BAS degree.

- **How is it consistent with the mission of the institution?**
  - The BAS is based on the ISU mission, which states "Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world" (Indiana State University, 2008). Providing the opportunity for professionals with an AAS degree to earn a bachelor's degree will allow them to advance in their careers and better serve their communities.

- **How does this program fit into the institution's strategic and/or academic plan?**
  - The University carefully reviews all potential new programs and ensures that they address market needs. Supporting the BAS will provide an avenue to meet the above mentioned goal and to also provide opportunities for professionals to advance in their careers. In addition, the BAS will contribute to workforce development and reduce the workforce shortage in the identified fields.

- **How does this program build upon the strengths of the institution?**
  - The multi-disciplinary approach of the BAS builds on the strength of existing programs. The BAS students program will come from different AAS programs and occupations. The program will use multiple strategies to encourage student interaction and collaboration. An interdisciplinary cohort will bring together a mix of professionals with diverse backgrounds that will broaden the knowledge of all and continue to promote existing collaboration. This practice is consistent with the University's focus on interprofessional education. Additionally, Indiana State has been a leader in delivering online degree completion programs in Indiana. The BAS takes advantage of our expertise in designing and delivering online education and serving online students.

b. State Rationale

- **How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?**
  - Completion - This program is designed for both full-time and part-time undergraduate students with an AAS degree. The typical student will enter the program from the diverse disciplines. The Bachelor in Applied Sciences will require 60 post-associate degree undergraduate credit hours. The core courses consist of 39 credit hours. In addition, students

will have to complete the foundational studies courses requirement. Typically full-time students will be able to complete the program in two years.

- According to *Reaching Higher / Achieving More,* focusing on student success by creating efficient pathways and incentives for completion of degrees and certificates will assist the State in staying competitive with other States. The BAS will provide students with an applied associate degree in a health and technology professions a realistic opportunity to achieve a bachelor's degree. The program will be delivered completely online and students can enroll in the program as part-time or full-time students. Since the program is completely online, students can complete the program from anywhere in Indiana. The program will contribute to the challenge to double the number of college degrees and certificates produced by 2025.
- Productivity – the BAS uses existing courses already developed.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- **Is the program serving a national, state, or regional labor market need?**
  - The primary geographic region to be served by the ISU- BAS is Indiana and the Mid-western United States. The program meets an important health care and technology professional shortage. The identified professions are in demand and a bachelor degree will allow the students to advance in their careers, increase their income potential and meet Indiana's legislator requisite to increase the number of people with a bachelor's degree in Indiana.

ii. Preparation for Graduate Programs or Other Benefits

- **Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?**
  - This program is a Bachelor of Applied Science degree (BAS). The program will provide students with the foundation to pursue a graduate degree if they wish to continue their education. They will look at new and better ways to create health care delivery systems and address the industry technology needs.

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

- **Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?**
  - According to the IvyTech Fall 2011 Fact Book, there were 11,005 students enrolled in the School of Health Sciences. In addition, there were 12,656 students enrolled in the School of Technology. All these graduates are potential students for the BAS. The total headcount for students enrolled in an AAS degree at IvyTech during Fall 2011 was 35,368.
  - For academic year 11-12 the Ivy Tech School of Health Sciences awarded 805 degrees and the School of Technology 1457. The number of students graduating from these fields has increased steadily.
  - According to *High-wage, High-demand Occupations 2008-2018* provided by the Indiana Department of Workforce Development (2012) the state of Indiana is projected to have an increase demand for health professionals.

- Long term occupational projections by the Indiana Department of Workforce Development (2012) indicate a growth of 15 to 20% for health care services providers/professionals and 12 to 26% for technical field managers.

iv. National, State, or Regional Studies

- **Summarize any national, state, or regional studies that address the labor market need for the program.**
  - There is an increase in demand for healthcare and technology professionals nationwide. With many healthcare and technology positions requiring a bachelor's degree nationwide, it becomes increasingly important to provide opportunities for individuals who have earned an associate degree to be able to pursue a degree while being able to continue to support their families. For example, the American Association for Respiratory Care is pushing to require a bachelor's degree.
  - Indiana currently ranks 43rd in the nation in the percentage of adults with a Bachelor's degree or higher. According to the State-Level Dashboard of Key Indicators: 2009-10 Update, degree completion is necessary to be competitive in the global economy. The goal is for Indiana to produce the equivalent of 10,000 additional Hoosier bachelor's degrees per year through 2025. This program will provide access to a bachelor's degree completion to professionals who currently have limited options.

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

- **Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.**
  - Indiana State University conducted a survey of Indiana employers in March 2012 on their educational needs for new employees. Two-hundred eight employers responded. Of those responding, 76% stated that the specific college major was not critical for most jobs and that transferable skills were more important. The skills most in demand were, ethical decision making, problem solving, multi-tasking and getting along with co-workers. The Foundational Studies course requirements, in addition to the required courses in the program curriculum addresses the referred to skills. In addition, According to WorkOne (Indiana Department of Workforce Development, January 11, 2013) there were a large number of health sciences jobs available in Indiana that required a two year degree. With such a large number of job openings (over 700 health sciences related jobs), there will be a large demand for management positions. The management positions in these fields traditionally require a bachelor's degree.

3. Cost of and Support for the Program

a. **Costs**

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?
  - The program will utilize current faculty and staff from at least five different departments at ISU and two Colleges (the College of Nursing, Health, and Human Services and College of Technology).
  - The Department of Applied Health Sciences has 14 full–time faculty for the Health Sciences program. The College of Technology has approximately 50 faculty.

- The BAS program will require no new courses to be developed. The existing courses will be offered online as an additional section of current courses. The Extended Learning department will offer support for faculty adjuncts to assist in class delivery.

ii. Facilities

- **Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.**
  - The program will use the existing Blackboard Learning Management system already in place at ISU to deliver distance education courses.

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

- **Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.**
  - At this time we do not foresee that this program will have an impact in capital cost or purchasing of equipment.

b. Support

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

- **Summarize what reallocation of resources has taken place to support this program.**
  - Faculty support will be provided through the Distance Education program. The program will also utilize current faculty and staff from at least five different departments at ISU and utilize available resources and faculty from the College of Nursing, Health, and Human Services and College of Technology.

- **What programs, if any, have been eliminated or downsized in order to provide resources for this program?**
  - No programs have been eliminated to provide resources for this program.

ii. Special Fees above Baseline Tuition

- **Summarize any special fees above baseline tuition that are needed to support this program.**
  - There are no program specific fees charged. All fees are the same as current programs.

4. Similar and Related Programs

a. **List of Programs and Degrees Conferred**

i. Similar Programs at Other Institutions

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

- Indiana University – Kokomo has submitted a proposal.

ii. Related Programs at the Proposing Institution

- B.S. in Health Sciences with five concentrations: Public Health, Health Administration, Health Psychology, Environmental Health, and School Health.
- M.S. in Health Sciences with two concentrations: Public Health and Public Health Nutrition.
- M.S. In Family and Consumer Sciences concentration Dietetics.
- B.S. in Coordinated Program in Dietetics.

- Nursing: B.S., M.S., and DNP programs.
- M.S. in Physician Assistant Studies
- The bachelor degree in Health Sciences at Indiana State University currently has more than 125 students enrolled and the M.S. in Health Sciences has over 25 students.
- 20 B.S. degree programs in College of Technology.
- 3 M.S. degree programs in College of Technology.
- 15 minors in College of Technology.
- 2 certificate programs in College of Technology.
- Ph.D. in Technology Management with 5 possible specializations.

b. List of Similar Programs Outside Indiana

- **If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:**
  - Texas Woman's University, Northern Arizona University, Northwestern State University of Louisiana, Youngstown State University, Arizona State University, State College of Florida, Santa Fe College, University of Arkansas –FS, Missouri State University, Northern Arizona State University, Oregon Institute of Technology, University of Minnesota, University of Arkansas-Forth Smith.

- **For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.**

Sixty credit hours will transfer and apply to the Indiana State University BAS in Health Services degree. The University faculty senate approved a Foundational Studies credit block for all students with an AAS degree admitted to the university. Categories to be completed at Indiana State University: Junior Level Composition (three credits), Ethics and Social Responsibility (three credits), three courses from the UDIE category (nine credits), and Literary Studies, Fine and Performing Arts, Historical Studies, Global Perspectives and Cultural Diversity (six – nine credits, depending on what courses have been transferred in on a course-by-course basis).

c. Collaboration with Similar or Related Programs on Other Campuses

- **Indicate any collaborative arrangements in place to support the program.**
  - At this point there are not collaborations with similar or related programs on other campuses. Two Colleges have worked to develop the BAS program. The university faculty approved a block Foundational Studies course requirement specifically to address the needs of students who earned an AAS enrolling in the BAS programs.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

- **Credit hours required for the program and how long a full-time student will need to complete the program**
  - Curriculum will include 60 post associate degree undergraduate credits.

Health Core Courses (39 credits)

AHS 220	-	Public Health Concepts	3 credit hours
AHS 340	-	Health Biostatistics	3 credit hours
AHS 341	-	Health Sciences Research Methods	3 credit hours
AHS 360	-	Epidemiology	3 credit hours
AHS 414	-	Health Promotion Planning	3 credit hours
AHS 416	-	Indiv, Comm, & General Safety Ed	3 credit hours
AHS 418	-	Health Program Evaluation	3 credit hours
AHS 444	-	Public Health Administration	3 credit hours
ACCT 200	-	Survey of Accounting	3 credit hours
FIN 200	-	Fundamentals of Finance	3 credit hours
MKTG 301	-	Introduction to Marketing	3 credit hours
MGT 301	-	Survey of Management	3 credit hours
HRD 420	-	Career Devel & Employee Appraisals	3 credit hours

Technology Core Courses (15 credits)

ECT 437	-	Industrial Computer Systems Management	3 credit hours
HRD 355	-	Work-Life Integration	3 credit hours
HRD 394	-	Occupational Liability and Safety	3 credit hours
HRD 468	-	Continuous Performance Improvement	3 credit hours
PKG 381	-	Environmental Issues in Packaging	3 credit hours
SFTY 212	-	Introduction to Industrial Health and Safety	3 credit hours
TMGT 429	-	Workplace Law for the Technical Manager	3 credit hours
TMGT 478	-	Industrial Organization and Functions	3 credit hours
TMGT 492	-	Industrial Supervision	3 credit hours

Specialization Courses (24 credits)

Minor/Concentration and electives 24 credits

Foundational Studies Courses

Categories to be completed at Indiana State University:

1. Junior Level Composition (three credits)
2. Ethics and Social Responsibility (three credits)
3. Three courses from the UDIE category (nine credits)
4. Literary Studies, Fine and Performing Arts, Historical Studies, Global Perspectives and Cultural Diversity (6.0-9.0 credits, depending on what courses have been transferred in on a course-by-course basis)

Total 60 credit hours

b. Exceeding the Standard Expectation of Credit Hours

- **If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.**
  - N/A

c. Program Competencies or Learning Outcomes

- **List the significant competencies or learning outcomes that students completing this program are expected to master.**
  - The program outcomes for the BAS program include health services students' ability to:
    - Communicate and collaborate with other health professionals as part of a comprehensive team
    - Provide sensitive care to diverse racial, ethnic, gender, religious, and other social groups by integrating basic principles of ethics and cultural sensitivity within all professional and interpersonal activities;
    - Assess individual and community needs for health programs
    - Plan effective health programs
    - Implement health programs
    - Evaluate effectiveness of health programs
    - Demonstrate competency in oral, written and electronic modes of communication

  - The Technology students' will be able to:
    - Apply relevant theories and knowledge to analyze and solve real world situations and problems
    - Integrate the technical and academic disciplines studied to establish a holistic view of the world
    - Find and evaluate information using technology such as the internet, online libraries and databases to assist in personal and career decision-making
    - Prepare and deliver effective oral presentations
    - Produce effective written communications in both long and short formats
    - Effect productive interpersonal communications

d. Assessment

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**
  - The University programs extensively reviews student outcomes. These evaluation procedures will be applied to the BAS program and include: student course evaluation; peer faculty evaluations; student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; and alumni surveys. Student retention and graduation rates are compiled and analyzed annually. All these procedures are necessary to provide extensive ongoing evaluation that express competency, achievement, and areas of recommended changes.
  - Evaluation forms will be adapted to include specific BAS program outcomes. Department faculty will review evaluation results and make necessary curriculum changes. This process will

enable the program to reflect on and discuss the overall quality of the students learning experience and to identify strategies (curricular and co-curricular) for program improvement.

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- **State License:**
- **National Professional Certifications (including the bodies issuing the certification):**
- **Third-Party Industry Certifications (including the bodies issuing the certification):**
  - Currently there are no licensures or certifications incorporated.

f. Placement of Graduates

- **Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.**
  - Clinics, hospitals, public health clinics, non-profit agencies, school districts, private industry and Veterans Administration are some of the potential employers for graduates in the Health area. Graduates of the program will look at new and better ways to create health care delivery systems meeting the needs of their particular communities. Graduates in the Technology field will be from a variety of positions and backgrounds, thus will be employed in a wide variety of business and industry positions throughout the state.

g. Accreditation

- **Accrediting body from which accreditation will be sought and the timetable for achieving accreditation**.
  - There is no specific accreditation body for BAS program.

6. <u>Projected Headcount and FTE Enrollments and Degrees Conferred</u>

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System**
  - See table 1
- **Report a table for each campus or off-campus location at which the program will be offered.**
- **If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.**
- **Round the FTE enrollments to the nearest whole number**
- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

- **Degree Conferred**
  - Students who complete the program will be awarded the Bachelor of Applied Science.

7. References

Indiana Department of Workforce Development (2012). *High-wage, high-demand occupations 2006-2016.* Retrieved from http://www.hoosierdata.in.gov/dpage.asp?id=60&page_path=&path_id=&menu_level=smenu1&panel_number=2&view_number=2

Indiana Department of Workforce Development, Research and Analysis (2012). *Long term occupational projections.* Retrieved from http://www.hoosierdata.in.gov/dpage.asp?id=39&view_number=2&menu_level=smenu4&panel_number=2

Indiana State University. (2008). *Special emphasis self-study*. Retrieved from http://irt2.indstate.edu/nca2010/assets/pdf/se/SETalkingPoints.pdf

U.S. Bureau of Labor Statistics (2012). *Occupational Outlook Handbook*, 2011-10 edition. Retrieved from http://www.bls.gov/oco/ocos066.htm#outlook

Table 1 **Projected Headcounts and FTE Enrollments**

Campus: Indiana State University

Program: Bachelor of Applied Sciences in Health Services

Date: September 26, 2012

	Total Year 1 FY 2014-2015	Total Year 2 FY 2015-2016	Total Year 3 FY 2016-2017	Total Year 4 FY 2017-2018	Total Year 5 FY 2017-2018
A. FULL-TIME EQUIVALENTS (FTE's)					
1. FTE's generated by Full-Time Students	10	20	20	20	20
2. FTE's generated by Part-Time Students	20	30	40	40	40
TOTAL	40	50	60	60	60
B. PROGRAM MAJORS (HEADCOUNT)					
1. Full-time students	10	20	20	20	20
2. Part-time students	40	60	80	80	80
TOTAL	50	80	100	100	100
C. PROGRAM COMPLETIONS	0	10	30	40	40

CHE Code: 12-XX
Campus Code: XXXX
County: Vigo
Degree Level: Bachelor
CIP Code: Federal – 30.9999; State – 30.9999

DECISION ITEM C-2: **Bachelor of Applied Science to be offered by Indiana University Regional Campuses**

Staff Recommendation That the Commission for Higher Education approve the Bachelor of Applied Science to be offered by Indiana University regional campuses, in accordance with the background discussion in this agenda item and the *Program Description*.

Background The Academic Affairs and Quality Committee discussed this program on September 4 and November 19 of this year and reacted favorably to the proposal, although one member of the Committee raised general concerns about the curriculum. Committee members and staff felt it appropriate to bring the program to the Commission for action as a regular action item.

Similar Programs in Indiana. According to the Independent College of Indiana (ICI) web site, there are no Bachelor of Applied Science (B.A.S.) programs in the ***independent*** or private not-for-profit sector.

The Board for Proprietary Education (BPE) database indicates there are no B.A.S. programs in the ***proprietary*** or private for-profit sector.

Within the ***public*** sector, there are no B.A.S. programs.

IWIS Analysis. Since there are no Bachelor of Applied Science programs in Indiana, no wage data could be extracted from the Indiana Workforce Intelligence System (IWIS).

Standard Credit Hour Expectation. This program requires students to complete a total of 120 semester credit hours, which meets the standard credit hour expectation of 120 hours for baccalaureate programs.

Concluding Points. In contrast to graduates of Associate of Arts (A.A.) or Associate of Science (A.S.) programs, which are designed to articulate with related baccalaureate degrees, graduates of Associate of Applied Science (A.A.S.) programs currently have very limited options for pursuing baccalaureate completion opportunities. A.A.S. degrees generally have fewer general education courses (although these courses are often drawn from the Core Transfer Library, which do transfer) and have more technical, occupational, or professional courses, which may not readily transfer into

discipline-specific Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) programs.

The Bachelor of Applied Science program is expressly designed to provide baccalaureate completion opportunities for A.A.S. graduates, enabling them to complete the B.A.S. with the equivalent of two years of full-time study. This would afford an opportunity for continued education and career advancement to a large number of Ivy Tech Community College and Vincennes University graduates. In contrast to B.A. and B.S. degrees, the B.A.S. would not, however, provide a foundation for pursuing graduate education, although it is expected that most B.A.S. graduates would not be interested in earning a master's degree.

Two Indiana University regional campuses – Kokomo and East – submitted B.A.S. proposals to the Commission in February 2012. However, after extensive discussion of the program proposals with the Academic Affairs and Quality Committee, the University withdrew those proposals later that year, in part because the regional campuses did not take advantage of an opportunity, from a Commission perspective, to collaborate.

In contrast to the two previous submissions, the B.A.S. proposal now before the Commission represents a fully collaborative program involving all five of the Indiana University regional campuses. The B.A.S. will be jointly offered by the campuses through coordinated utilization of online, blended, and classroom courses. This approach is consistent with *Reaching Higher, Achieving More* and embodies the principles described in the *Policy on Regional Campus Roles and Mission*, which the Commission approved at its October 2013 meeting.

Supporting Document Program Description – September 25, 2013

Indiana University Office of Online Education

Program Approval Form

Date: 09/25/13

Campus: Multiple

School/Academic Unit: Varies by campus (see #2 below)

Department: Varies by campus

Proposed Program Title: Bachelor of Applied Science

Proposed Program Type: Degree

Graduate/Undergraduate: Undergraduate

Status of Proposed Program: New Program

Percentage of Program to be delivered via distance: 100% (requires IU and ICHE approval)

Will this program also be delivered in an on-campus format? Yes

Academic

1. Describe the rationale for converting the program to distance delivery.

This is a new degree program.

2. Explain why you are uniquely suited to offer this program via distance delivery. What are the distinctive features of the distance delivered program?

The BAS degree is a joint degree program developed and shared by all five IU-managed regional campuses. By design, this joint program provides efficiencies of scale while maintaining the unique characteristics of the regional campuses. The online format permits the campuses to share faculty resources and thereby provide educational opportunities to students in their regions which might not otherwise be available. Students may take BAS courses online from any of the five campuses and have those courses apply to the BAS degree at their home campus.

The degree will be administered by the following schools:

IU East – School of Business and Economics
IU Kokomo – Department of Allied Health
IU Northwest – College of Arts and Sciences
IU South Bend – Judd Leighton School of Business and Economics
IU Southeast – School of Arts and Letters

3. Describe the program review plan and any plans for acquiring/maintaining program accreditation (identify accrediting agency).

This program is not accredited.
The following student learning outcomes were established for this degree:
BAS Core:
1. Demonstrate knowledge and skills in accounting and bookkeeping.
2. Demonstrate knowledge and skills in economics.
3. Demonstrate knowledge and skills in legal, ethical, social, and/or international topics.
4. Demonstrate knowledge and skills in supervision.
5. Demonstrate knowledge and skills in marketing.
6. Demonstrate knowledge and skills in communication.
(Additional student earning outcomes for the two tracks are included in the degree proposal.)

Student learning assessment and program review will be conducted by the campuses according to their own processes and schedules. However, this joint degree requires students take a capstone course. It is anticipated that assessment of student learning will occur in the context of this course.

Market Demand

4. Describe the evidence that you have that indicates there is a market demand for the distance delivery of this program at the state, regional, national or international level.

A recent study by Deloitte Consulting performed for Indiana University found that, at the national level, the labor market conditions for the three occupational clusters that would naturally be fed by the IU BAS program are generally positive. The occupations in these clusters showed mid-range unemployment rates, but above average job growth over the past year. Over the next five years, as a whole, occupations in the specialty business cluster are projected to grow faster than average. However, some individual occupations within all three clusters have above average growth projections over this period. Given the growth rates for these positions along with the long-run estimated supply of qualified workers, it is likely that demand will begin to outstrip supply for these skilled workers, resulting in occupational skills gaps that this degree can help fill.

At the state level, Deloitte found that, over the past three years, the three occupational clusters associated with the BAS have grown by 1.8%, adding more than 15,500 jobs in the state. The specialty business cluster and the management cluster have grown the most quickly. The long-run growth prospects for the occupations in these clusters are about average in the state. Deloitte found that there is a potential long-run skills gap (due to retirements, etc.) in Indiana of approximately 1,800 jobs per year for the occupational clusters requiring BAS knowledge and skills.

5. Are there currently any related distance delivered or on-campus programs offered by IU campuses? If so, please describe the extent to which plans to deliver this program via distance delivery have been discussed with the appropriate stakeholders associated with these related IU programs.

There are no programs similar to the BAS at IU, either on-campus or online.

6. Provide letters of support from peer departments and/or any related programs within Indiana University campuses.

Fiscal

7. What are the expected tuition and fees of the proposed program?

No special fees will be assessed in this program.

8. Describe any additional resources needed to implement the program (i.e., faculty, staff, student support, technical support services).

It is projected that the equivalent of two full-time faculty at each campus will be needed to teach the enrollment by the time the program reaches maturity. Revenues associated with the new student enrollment will be sufficient to cover these costs. The program does not require any new facilities or capital equipment. A memorandum of understanding will be developed by campus leadership which outlines the specific terms of participation. It is expected that a steering committee, with representation from the five campuses, will oversee the program.

Bachelor of Applied Science Program Description

1. **Characteristics of the Program**

   a. *Campuses Offering Program:* Indiana University East, Indiana University Kokomo, Indiana University Northwest, Indiana University South Bend, and Indiana University Southeast

   b. *Scope of Delivery (Specific Sites or Statewide):* Joint degree offered by each campus listed above

   c. *Mode of Delivery (Classroom, Blended, or Online):* Classroom, blended, online

   d. *Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):* None

   e. *Academic Unit Offering Program:* Varies by campus.
   IU East – School of Business and Economics
   IU Kokomo – Department of Allied Health
   IU Northwest – College of Arts and Sciences
   IU South Bend – Judd Leighton School of Business and Economics
   IU Southeast – School of Arts and Letters

2. **Rationale for Program**

   a. *Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)*

The BAS is a Bachelor's degree completion program for students who have graduated with Associate of Applied Science (AAS) degrees. AAS degrees have traditionally been considered to be non-transferable to B.S. or B.A. degrees, and individuals wishing to attain a baccalaureate degree often lost most of their credits. The BAS degree provides a pathway for these individuals to attain a bachelor's degree in two years (60 credit hours).

This degree aligns well with the missions of the regional campuses of Indiana University: to promote educational attainment and economic development in our regions. By providing a pathway to a high-quality bachelor's degree for an underserved population—AAS degree holders who wish to earn a bachelor's degree to advance their careers—this degree promotes educational attainment and economic development in our regions. The degree is designed to articulate seamlessly, in a 2+2 model, with a variety of AAS degrees from Ivy Tech Community College and Vincennes University.

The BAS degree is proposed as a joint degree program by all five IU-managed regional campuses. By design, this joint program provides efficiencies of scale while maintaining the unique characteristics of the regional campuses. Faculty representing all five campuses met over the course of several months to develop the shared curricular framework.

   b. *State Rationale*

About 5,000 AAS students graduate each year from Ivy Tech Community College. Many of the recipients of these degrees will ultimately wish to be promoted to management or supervisory roles for which a bachelor's degree is required or preferred. But these individuals face a long road to a traditional BA or BS degree. The BAS provides a clear path for them to earn a bachelor's level credential, which will open up additional employment opportunities. This aligns very well with the completion agenda advocated in Reaching Higher Achieving More. ITCC has recently proposed additional AAS degrees so this aligns well with providing their students a pathway to a four year degree.

Though the BAS is a new degree for the state of Indiana, it is a nationally-recognized degree which is available in many states. Some public institutions which offer this degree include the University of Minnesota, Arizona

State University, Missouri State University, and the University of Texas – San Antonio.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

The BAS degree can be oriented toward several specific career fields, such as hospital administration, general supervision or entry-level management, and some human resources functions. Because of this degree's flexibility, it tracks into approximately 34 occupations that can be grouped into three occupational clusters—a specialty business cluster, a supervisory cluster, and a management cluster.

A recent study by Deloitte Consulting performed for Indiana University found that, at the national level, the labor market conditions for the three occupational clusters that would naturally be fed by the IU BAS program are generally positive. The occupations in these clusters showed mid-range unemployment rates, but above average job growth over the past year. Over the next five years, as a whole, occupations in the specialty business cluster are projected to grow faster than average. However, some individual occupations within all three clusters have above average growth projections over this period. Given the growth rates for these positions along with the long-run estimated supply of qualified workers, it is likely that demand will begin to outstrip supply for these skilled workers, resulting in occupational skills gaps that this degree can help fill.

At the state level, Deloitte found that, over the past three years, the three occupational clusters associated with the BAS have grown by 1.8%, adding more than 15,500 jobs in the state. The specialty business cluster and the management cluster have grown the most quickly. The long-run growth prospects for the occupations in these clusters are about average in the state. Deloitte found that there is a potential long-run skills gap (due to retirements, etc.) in Indiana of approximately 1,800 jobs per year for the occupational clusters requiring BAS knowledge and skills.

ii. Preparation for Graduate Programs or Other Benefits

This degree is not intended to prepare students for graduate study. The purpose of this degree is to enable AAS degree-holders to earn a bachelor's degree, in a reasonable amount of time, that builds on their technical background and provides the knowledge and skills needed to advance in their careers.

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

It is clear that Bachelor's degrees offer greater employment opportunities than do Associate's degrees, with higher potential earnings. In the third quarter of 2012 (according to the Bureau of Labor Statistics), median weekly earnings for those with an Associate degree was $736. The comparable figure for those with a Bachelor's degree was $1,071.

This BAS degree has two tracks: Health Care Management and Individualized. Students in the Health Care track might be employed, for example, as a Medical and Health Services Manager. According to the Bureau of Labor Statistics, the 2010 median pay was $84,270. This field is growing "faster than average" as it is expected to grow 22% in the next ten years. Students in the Individualized Track are expected to pursue advancement with their current employers, or to seek employment in the specialty business, supervisory, or management occupations discussed in 2.c.i above.

iv. National, State, or Regional Studies

Please see 2.c.i. above for findings from a study completed in May, 2013 by Deloitte Consulting for Indiana University regarding potential for employment. This same study, using JobsEQ® data, looked at average annual wages for the 5 state region of Indiana, Illinois, Kentucky, Michigan, and Ohio for April 2012 – March 2013. In our region, the average annual wage for individuals employed in the Specialty Business Cluster was $53,460.

The average annual wage was $52,392 and $86,700 for those employed in the Supervisory Cluster and the Management Cluster, respectively. For all occupations in these clusters that are typically filled with Bachelor's degree holders, the average annual wage was $61,921.

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

N/A

vi. Letters of support

N/A

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

i. Faculty and Staff:

Students enrolled in this program will be new to the campuses. It is projected that the equivalent of two full-time faculty at each campus will be needed to teach the enrollment by the time the program reaches maturity. Revenues associated with the new student enrollment will be sufficient to cover these costs.

ii. Facilities:

No new leases or new construction will be required to house the students in this program.

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

The program will not require the addition of any new capital equipment.

b. Support

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

The incremental revenues required to fund additional instruction will be provided by new student fees.

ii. Special Fees above Baseline Tuition:

No special fees will be assessed in this program.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Currently there are no BAS programs in the state of Indiana.

ii. Related Programs at the Proposing Institution

Indiana University has no related programs.

b. List of Similar Programs Outside Indiana

Though the BAS is new for the state of Indiana, it is a nationally-known degree which is offered by high-quality public institutions in other states, including:

- The University of Minnesota
- Arizona State University
- The University of Texas at San Antonio
- Southern Oregon University

- Missouri State University

c. Articulation of Associate/Baccalaureate Programs

The BAS degree is a 2 + 2 degree, articulating with AAS degrees granted by Ivy Tech and other two year institutions. Students may apply 60 - 64 credits from their Ivy Tech AAS degrees to the BAS degree. Students will take 60 credit hours in the BAS at Indiana University: 30 credit hours of general education, 18 hours in the BAS Core, and 12 hours in a specialty track (Health Management or Individualized).

d. Collaboration with Similar or Related Programs on Other Campuses

This is a joint degree to be offered by all five regional campuses of IU. A faculty team, with representation from each campus, developed the shared curricular framework for this degree. The joint degree format permits the campuses to share faculty resources and thereby provide educational opportunities to students in their regions that those students might not otherwise have. Students may take BAS courses from any of the five campuses and have those courses apply to their BAS degree at their home campus.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

This is a 120 credit hour program. Students entering the program will transfer in 60 – 64 credit hours from their AAS degrees. Therefore, full-time students are expected to complete the degree in two academic years (four semesters).

Course requirements fall into five categories, and are defined by student learning outcomes.

General Education (varies by campus) 30 - 42 hours
Using the Statewide General Education Core as the basis, campuses will retain their own general education curriculum. Some campuses require more than the 30 hours in the SGEC. However, many AAS degree-holders will have earned 9 – 15 credit hours in general education as part of their AAS degree, and those courses are expected to count toward the general education requirements of each campus.

Applied Science Courses (transferred in from an AAS degree) 48 - 51 hours

BAS Core (required) 18 hours
Students take courses that meet the following learning outcomes:

1. Demonstrate knowledge and skills in accounting and bookkeeping.
2. Demonstrate knowledge and skills in economics.
3. Demonstrate knowledge and skills in legal, ethical, social, and/or international topics.
4. Demonstrate knowledge and skills in supervision.
5. Demonstrate knowledge and skills in marketing.
6. Demonstrate knowledge and skills in communication.

BAS Track (one required) 12 hours
Students must select either the Health Care Management track or the Individualized track.

The Health Care Management track is designed to appeal to individuals who hold an AAS degree in one of the many health care fields (such as Medical Assisting, Health Care Support, Paramedic Science, and Medical Laboratory Technology).

In this track, students take courses that meet the following learning outcomes:

1. Compare and contrast the U.S. health-care system, including reimbursement, with other systems around the world.
2. Demonstrate an understanding of the ethical, legal, financial, and political factors that influence the provision of health services in the U.S.
3. Evaluate access to and cost of US health care, including reimbursement practices, for different types of care.
4. Effectively assess and implement improvements in clinical care, customer service, and human resource planning in a health care setting.
5. (Capstone) Integrate knowledge and skills and apply to health management issues or challenges.

The Individualized track is a highly flexible track designed to meet the needs of many different AAS degree holders. For example, a student with an AAS in Criminal Justice who wants to advance his or her career in criminal justice might design a track to include upper-division courses in Criminal Justice, Public Affairs, or (if he or she works with youth offenders and their families) Sociology and Psychology. A student with an AAS in Design Technology who wishes to change careers might select courses in web development and graphic design. A student with an AAS in Advanced Manufacturing who has a goal of becoming a supervisor or manager might choose courses emphasizing human resource development, communication, and other management skills.

In this track, students select 12 hours of courses based on their individual interests, backgrounds, and needs. One of these courses will be a required capstone course. The learning outcomes for this track are as follows:

1. Demonstrate the ability to think critically in the fields studied.
2. Effectively present central ideas, issues, and methods of inquiry specific to the fields studied.
3. Apply knowledge and skills from general education, the BAS core, and the Individualized Track to issues or challenges in their area of technical expertise.

Electives 0 - 12 hours

Courses counted toward the concentration must be taken for a letter grade. Students must maintain an overall GPA of 2.0 or higher. As per IU campus policy, at least 30 hours must be at the 300 level or higher.

b. Exceeding the Standard Expectation of Credit Hours

N/A

c. Program Competencies or Learning Outcomes

See 5a above.

d. Assessment

The program will include course-embedded assessment and program-level assessment in the required capstone course. Faculty for each track will develop and implement appropriate assessment techniques for their respective programs.

e. Licensure and Certification

N/A

f. Placement of Graduates

Placement offices on each campus will work to assist students with placement into appropriate employment. We will also gather data on such employment so as to assess the effectiveness and success of the program

over time. See above for assessment of labor market need.

g. Accreditation

N/A

6. Projected Headcount and FTE Enrollment and Degrees Conferred

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY						
Institution/Location:	Indiana University East					
Program:	Bachelor of Applied Science					
Proposed CIP Code:	52.0213					
Base Budget Year:	2013-14					
		Year 1	Year 2	Year 3	Year 4	Year 5
		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment Projections (Headcount)						
Full-time Students		5	10	10	10	10
Part-time Students		10	20	30	40	40
		15	30	40	50	50
Enrollment Projections (FTE)						
Full-time Students		5	10	10	10	10
Part-time Students		5	10	15	20	20
		10	20	25	30	30
Degree Completion Projection			5	5	15	15

Institution/Location:	Indiana University Kokomo				
Program:	Bachelor of Applied Science				
Proposed CIP Code:	52.0213				
Base Budget Year:	2013-14				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment Projections (Headcount)					
Full-time Students	5	10	10	10	10
Part-time Students	10	20	30	40	40
	15	30	40	50	50
Enrollment Projections (FTE)					
Full-time Students	5	10	10	10	10
Part-time Students	5	10	15	20	20
	10	20	25	30	30
Degree Completion Projection		5	5	15	15

Institution/Location:	Indiana University Northwest				
Program:	Bachelor of Applied Science				
Proposed CIP Code:	52.0213				
Base Budget Year:	2013-14				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment Projections (Headcount)					
Full-time Students	5	10	10	10	10
Part-time Students	10	20	30	40	40
	15	30	40	50	50
Enrollment Projections (FTE)					
Full-time Students	5	10	10	10	10
Part-time Students	5	10	15	20	20
	10	20	25	30	30
Degree Completion Projection		5	5	15	15

Institution/Location:	Indiana University South Bend				
Program:	Bachelor of Applied Science				
Proposed CIP Code:	52.0213				
Base Budget Year:	2013-14				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment Projections (Headcount)					
Full-time Students	5	10	10	10	10
Part-time Students	10	20	30	40	40
	15	30	40	50	50
Enrollment Projections (FTE)					
Full-time Students	5	10	10	10	10
Part-time Students	5	10	15	20	20
	10	20	25	30	30
Degree Completion Projection		5	5	15	15

Institution/Location:	Indiana University Southeast					
Program:	Bachelor of Applied Science					
Proposed CIP Code:	52.0213					
Base Budget Year:	2013-14					
		Year 1	Year 2	Year 3	Year 4	Year 5
		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment Projections (Headcount)						
Full-time Students		5	10	10	10	10
Part-time Students		10	20	30	40	40
		15	30	40	50	50
Enrollment Projections (FTE)						
Full-time Students		5	10	10	10	10
Part-time Students		5	10	15	20	20
		10	20	25	30	30
Degree Completion Projection			5	5	15	15

COMMISSION FOR HIGHER EDUCATION
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DECISION ITEM D: **Academic Degree Programs on Which Staff Propose Expedited Action**

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

- Bachelor of Art Education to be offered by Indiana University South Bend
- Bachelor of Science in Animal Behavior to be offered by Indiana University Bloomington
- Master of Science in Software Engineering to be offered by Ball State University
- Bachelor of Science in Dental Hygiene to be offered by Indiana University at the IPFW Campus

Background The Academic Affairs Committee reviewed these four programs at its November 19 and November 26, 2013 meetings and concluded that these programs could be placed on the agenda for action by the Commission as expedited items.

Supporting Document (1) Academic Degree Programs on Which Staff Propose Expedited Action, November 26, 2013

Academic Degree Programs on Which Staff Propose Expedited Action

November 26, 2013

CHE 13-09 Bachelor of Art Education to be offered by Indiana University South Bend

Proposal received on July 17, 2013
CIP Code: Federal – 131302; State – 131302
Five Year Projected Enrollment: Headcount - 40; FTEs - 29
Five Year Projected Degrees Conferred: 7

IU South Bend partially serves the need for fine arts K-12 educators in the region through its Bachelor of Music Education program. Due to impending retirements of art educators, several school corporations have expressed support for the Bachelor of Art Education program. The South Bend campus has unusual strength in the fine arts for a regional campus; in addition to offering programs in Music and Theatre, the campus offers a B.A. in Fine Arts and a Bachelor of Fine Arts, which together produced 24 graduates in FY2013. An articulation agreement with Ivy Tech Community College has been worked out for this program, and the proposed program does not exceed the standard credit hour expectation for baccalaureate programs of 120 credit hours.

CHE 13-13 Bachelor of Science in Animal Behavior to be offered by Indiana University Bloomington

Proposal received on July 17, 2013
CIP Code: Federal – 260708; State – 260708
Five Year Projected Enrollment: Headcount - 40; FTEs - 40
Five Year Projected Degrees Conferred: 10

The IU Bloomington campus is home to the Center for the Integrative study of Animal Behavior and the Center's Animal Behavior Laboratory, which receive support from the National Science Foundation, the National Institutes for Health, and private donors. A sub-discipline of Zoology, Animal Behavior is the scientific study of the ways in which animals interact with each other, with other living beings, and with the environment. Because of the unique nature of the proposed degree, there is no closely related associate degree, for which an articulation agreement can be developed. The proposed program does not exceed the standard credit hour expectation for baccalaureate programs of 120 credit hours.

CHE 13-14 Master of Science in Software Engineering to be offered by Ball State University

Proposal received on August 22, 2013
CIP Code: Federal – 110701; State – 110701
Five Year Projected Enrollment: Headcount - 30; FTEs - 30
Five Year Projected Degrees Conferred: 15

Software engineers, who might also be described as software developers, focus on the full life cycle of software development, i.e. they are responsible for the research, design, development, and maintenance of software systems. Since commercial software is produced by multiple teams, it is the job of the software engineer or software developer to provide technical leadership and coordination, so that high quality software can be produced on time and within budget. Graduates of this program are expected to be in high demand and stand to contribute to the state's economic development. The program is offered through the Department of Computer Science, which also offers a M.S. in Computer Science.

CHE 13-15 Bachelor of Science in Dental Hygiene to be offered by Indiana University at the IPFW Campus

Proposal received on September 9, 2013
CIP Code: Federal – 510602; State – 510602
Five Year Projected Enrollment: Headcount - 46: FTEs - 38
Five Year Projected Degrees Conferred: 40

At its December 2012 meeting, the Commission for Higher Education approved a B.S. in Dental Hygiene for the IU Northwest campus, which led to the phase-out of the IU Northwest A.S. in Dental Hygiene as the B.S. was phased in. Commission action was preceded by an extensive discussion of moving the Dental Hygiene from an associate degree to a baccalaureate degree. Two considerations were especially important in leading to the approval of the B.S.: (1) more employment opportunities for graduates and (2) the fact that the A.S. degree was in reality a three-year program due to accreditation requirements. The discussion last year was essentially a reprise of a similar discussion in 2007, when the Commission authorized the Dental Hygiene program at the IU South Bend campus to move from an associate to a baccalaureate degree. An articulation agreement with Ivy Tech Community College has been worked out for this program, and the proposed program does not exceed the standard credit hour expectation for baccalaureate programs of 120 credit hours.

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DECISION ITEM E: **Capital Projects for Which Staff Proposes Expedited Action**

Staff Recommendation

That the Commission for Higher Education approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: Teter Quad Window Replacements – $2,600,000
- Indiana University – Richmond Campus: Student Activities & Events Center – $5,000,000
- Ivy Tech Community College – Noblesville East Middle School Project $15,000,000

Background

Staff recommends the following capital project be approved in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations. If there are questions or issues requiring research or further discussion, the item could be deferred until a future Commission meeting.

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, December 12, 2013

Background Information on Capital Projects on Which Staff Proposed Expedited Action
December 12, 2013

A-1-13-2-08 Indiana University – Bloomington Campus: Teter Quad Window Replacement - $2,600,000

The Trustees of Indiana University request authorization to replace the Teter Quad windows installed in 1957. The windows are inefficient and are beginning to fail. This project consists of replacing 778 aluminum, single-glazed windows with thermally improved, insulated glass along with entrance doors. This project will be completed in two phases. The replacement cost of $2,600,000 will be funded by Residential Programs and Services Funds.

A-5-09-1-11 Indiana University – East Campus: Student Activities & Events Center - $5,000,000

The Trustees of Indiana University request authorization to proceed with a project to create and expand new event space consisting of a 16,010 gross square feet addition and approximately 2,300 gross square feet of existing square footage within Springwood Hall. The $5,000,000 cost of this project will be will be funded by gifts, grants and campus funds.

F-0-14-1-01 Ivy Tech Community College: Noblesville East Middle School Project - $15,000,000

The Trustees of Ivy Tech Community College request authorization to proceed with the Noblesville renovation project. This project will plan, renovate, construct and equip the former Noblesville East Middle School for College use. The 2013 General Assembly appropriated $12,000,000 cash and the city of Noblesville has committed $3,000,000 in addition. This project will expand the College's presence in Hamilton County, partially alleviate the current and projected shortages in space at its main campus in Indianapolis, and eventually provide for growth of degree programs available to residents of Hamilton and contiguous counties.

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INFORMATION ITEM A: Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

	Institution/Campus/Site	Title of Program	Date Received	Status
01	Indiana University – Northwest	M.S. in Nursing	4/29/2013	Discuss at Jan. 16 AA&Q Committee Meeting
02	Indiana State University	B.A.S. in Health Sciences/Technology	5/23/2013	On Dec. 12 CHE meeting agenda for action
03	Indiana University – South Bend	Bachelor of Art Education	7/17/2013	On Dec. 12 CHE meeting agenda for action
04	Indiana University – Bloomington	B.S. in Animal Behavior	7/17/2013	On Dec. 12 CHE meeting agenda for action
05	Ball State University	Master of Science in Software Engineering	8/22/2013	On Dec. 12 CHE meeting agenda for action
06	Indiana University – IPFW	BS in Dental Hygiene	9/5/2013	On Dec. 12 CHE meeting agenda for action
07	Indiana University – Regional Campuses	Bachelor of Applied Science	11/17/2013 (pending IU BOT action on Dec. 6)	On Dec. 12 CHE meeting agenda for action

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INFORMATION ITEM B: Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

	Institution/Campus/Site	Title of Program	Date Approved	Change
01	ISU via Distance Education	Certificate in Genomic Advocacy	10/17/2013	Added Certificate from existing degree programs; distance education offering
02	IU Kokomo	Post Baccalaureate Certificate in Business Fundamentals	10/17/2013	Added certificate from existing degree program
03	IU Bloomington	Certificate in Islamic Studies	10/17/2013	Added certificate from existing degree program
04	IU through its IUPUI campus	Graduate Certificate in Philanthropic Studies	10/17/2013	Added certificate from existing degree program
05	IU through its IUPUI campus	Graduate Certificate in the Business of Medicine	10/17/2013	Added certificate from existing degree program
06	IU through its IUPUI campus	Graduate Certificate in Medical Management	10/17/2013	Added certificate from existing degree program
07	IU through its IUPUI campus	Graduate Certificate in Healthcare Operational Excellence	10/17/2013	Added certificate from existing degree program
08	IU through its IUPUI campus	Certificate in Youth Physical Wellness Programming	10/17/2013	Added certificate from existing degree program
09	Purdue Univ. W. Lafayette	A.S. in Healthcare Engineering Technology Management	10/17/2013	Renamed from A.S. in Biomedical Engineering Technology
10	Purdue Univ. through the IUPUI Campus	B.S. in Healthcare Engineering Technology Management	10/17/2013	Renamed from B.S. in Biomedical Engineering Technology

	Institution/Campus/Site	Title of Program	Date Approved	Change
11	Purdue Univ. through the IUPUI Campus	Certificate in Architectural and Interior	10/17/2013	Added certificate from existing degree program
12	Purdue Univ. W. Lafayette via Distance Education	M.S. in Communication	10/17/2013	Added distance education offering
13	Purdue Univ. W. Lafayette	Department of Consumer Science	10/17/2013	Renamed from Dept. of Consumer Sciences and Retailing.
14	Purdue Univ. W. Lafayette	M.S. in Consumer Sciences	10/17/2013	Renamed from M.S. in Consumer Sciences and Retailing
15	Purdue Univ. W. Lafayette	Ph.D. in Consumer Sciences	10/17/2013	Renamed from Ph.D. in Consumer Sciences and Retailing
16	Purdue Univ. W. Lafayette via Distance Education	M.S.Ed. in Educational Studies	10/17/2013	Added distance education offering
17	IU Bloomington via Distance Education	Graduate Certificate in Education Law	10/22/2013	Added certificate from existing degree program
18	IU Bloomington via Distance Education	Graduate Certificate in Preparing Educators of Student with Autism	10/22/2013	Added certificate from existing degree program
19	IU Bloomington via Distance Education	Certificate in Public Budgeting and Financial Management	10/22/2013	Added certificate from existing degree program
20	Purdue Univ. through the IPFW Campus	Certificate in Medical Ethics	10/22/2013	Added certificate from existing degree program
21	Purdue Univ. W. Lafayette	B.S. in Health/Physical Education	10/23/2013	Merger of B.S. in Health Education and B.S. in Physical Education programs
22	Ivy Tech Terre Haute	Associate of Science in Engineering Technology	11/19/2013	Added new location for existing degree program
23	Ivy Tech Muncie at New Castle	TC in Machine Tool Technology	11/19/2013	Added new location for existing degree program

	Institution/Campus/Site	Title of Program	Date Approved	Change
24	Ivy Tech Evansville	Associate of Applied Science in Paralegal Studies	11/19/2013	Added new location for existing degree program
25	Ivy Tech Sellersburg	AAS in Paramedic Science	11/19/2013	Renamed from AS degree in Paramedic Science
26	Ivy Tech Ft. Wayne	TC Aviation Technology	11/19/2013	Added certificate from existing degree program.
27	Ivy Tech All Campuses	TC Health Care Support	11/19/2013	Added certificate from existing degree program.

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INFORMATION ITEM C: Capital Improvement Projects on Which Staff Have Acted

In accordance with existing legislation, the Commission is expected to review and make a recommendation to the State Budget Committee for:

(1) each project to construct buildings or facilities that has a cost greater than $500,000;
(2) each project to purchase or lease-purchase land, buildings, or facilities for which the principal value of which exceeds $250,000;
(3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds $150,000; and
(4) each repair and rehabilitation project if the cost of the project exceeds (a) $750,000, if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students, and (b) $1,000,000 if no part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students.

Projects of several types generally are acted upon by the staff and forwarded to the Director of the State Budget Agency with a recommendation of approval; these projects include most allotments of appropriated General Repair and Rehabilitation funds, most projects conducted with non-State funding, most leases, and requests for project cost increase. The Commission is informed of such actions at its next regular meeting. During the previous month, the following projects were recommended by the Commission staff for approval by the State Budget Committee.

I. REPAIR AND REHABILITATION

B-1-14-2-13 *Purdue University West Lafayette*
Lynn Hall Rooms G217, G221 Laboratory Renovation
Project Cost: $1,000,000

The Trustees of Purdue University request authorization to proceed with laboratory renovations to Lynn Hall rooms G217 and G221. This renovation and modernization in Lynn Hall will include a new air handling unit. Features include modular lab casework, new utilities via the ceiling, a separate cell culture work area and one new five foot fume hood. This project will be paid for using University General Funds ($500,000) derived from F&A, as well as Departmental Funds ($500,000) derived from the General Fund reserve, state appropriations, student fees, interest income, etc.

B-2-14-2-14 *Purdue University Calumet*
Chilled Water Distribution Replacement
Project Cost: $1,303,788

The Trustees of Purdue University request authorization to proceed with replacement of the chilled water distribution piping from Lawshe Hall to the Student Union Library building. This is the first phase of a multiphase replacement of the campus chilled water distribution. This project will be paid for using funds from HEA1001-2013 Capital Cash Appropriation Funds.

B-3-14-2-16 *Indiana University-Purdue University Fort Wayne (IPFW)*
Helmke Library Honors Program Renovation
Project Cost: $1,000,000

The Trustees of Purdue University request authorization to proceed with the renovations to a portion of the second floor of the Helmke Library to accommodate the office and support needs of the Honors Program. This will include office space, a specialized classroom, and multiple break-out rooms to accommodate staff and students involved in the program. This renovation will be funded using gift funds ($500,000) and IPFW reserves from the General Fund which are derived from state appropriations, student fees, miscellaneous interest income and deposits.

B-4-14-2-17 *Purdue University North Central Campus*
Qualified Energy Savings
Project Cost: $1,920,240

The Trustees of Purdue University request authorization to proceed with the Qualified Energy Savings project on the North Central campus. The scope of this project includes the implementation of new energy savings methods across the North Central campus dealing with campus-wide chilled water system upgrades, heat recovery chillers, modifications to constant volume supply air systems and optimization of existing control systems. This project will be funded using Qualified Energy Savings Bonds. The university intends to utilize its existing tax-exempt commercial paper program to fund these expenditures on an interim or permanent basis.

A-9-14-2-11 *Indiana University Southeast Campus*
Physical Science Mechanical System Renovation
Project Cost: $1,500,000

The Trustees of Indiana University respectfully request authorization to proceed with the mechanical system renovation in the Physical Sciences Building located on the Indiana University Southeast campus. This project will replace an inefficient constant volume reheat system with an energy efficient variable volume system. The project will be funded using 2013-14 state and campus repair and rehabilitation funds and campus renovation funds.

G-0-11-2-01 *University of Southern Indiana*
Renovation of Biology Department in Science Center
Project Cost: $1,250,000

The Trustees of the University of Southern Indiana request authorization to proceed with the renovation of the Biology Department in the Science Center. The Science Center was constructed in 1969. The lower level of the building has not been renovated since its original construction. This upgrade will include electrical and data systems, installing new laboratory casework and furnishings, upgrading flooring, ceiling and wall treatments in classrooms, laboratories, and faculty offices. Minor reconfigurations of classrooms and laboratories will be

performed to provide up-to-date teaching facilities. This project was recommended by the Commission and cash funded by the General Assembly during the 2013-15 biennium.

G-0-11-2-02 *University of Southern Indiana*
Renovations within Technology Center
Project Cost: $750,000

The Trustees of the University of Southern Indiana request authorization to proceed with the renovation within the Technology Center. The Technology Center was constructed in 1976. Most of the renovations will occur in existing classrooms and laboratories to modify them for efficient use by the Art Department. With the construction of the Business and Engineering Center and the Applied Engineering Center, classes offered through the Engineering Department have moved to these facilities. Other rehabilitation work will replace the exterior translucent panels and refinish the exterior metal wall panels. This project was recommended by the Commission and cash funded by the General Assembly during the 2013-15 biennium.

NEW CONSTRUCTION

B-1-14-1-15 *Purdue University West Lafayette*
Recreational Sports Center Tennis Courts
Project Cost: $950,000

The Trustees of Purdue University request authorization to proceed with the financing and construction of the Recreational Sports Center tennis courts on the West Lafayette campus. This project will construct six new tennis courts in the lot west of the Turf Recreation Center to replace the courts that have been demolished due to building projects. This project will be funded from recreational sports center departmental funds. These funds are derived from the General Fund which consists of state appropriations, student fees, interest income and student recreational sports fees.

B-1-13-1-01 *Ball State University*
New Planetarium
Project Cost: $5,400,000

The Trustees of Ball State University request authorization to proceed with construction of the new planetarium. This project was approved by the Commission in June 2013, the State Budget Committee in July 2013 and the Governor in August 2013. When bids were submitted they exceeded the original approved amount. Ball State worked with the architect in an effort to cut back on items considered non-essential, while remaining true to the donor's intent and to not compromise the project. Those small changes include such actions as using smaller size concrete blocks in construction, buying only one set of acoustic dampening doors instead of two, using rubbed concrete instead of limestone, changing some of the duct work, and so on. With these changes, Ball State was

able to reduce the needed increase in authority to 17%. The original approved amount was $4,600,000 and the new request is $5,400,000. The entire project is donor and gift funded. The donor (in addition to other gift funds) has agreed to cover the increased costs of the project.

II. LEASES

None

III. LAND ACQUISITION

None

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INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

Staff is currently reviewing the following capital projects. Relevant comments from the Commission or others will be helpful in completing this review. Three forms of action may be taken.

(1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.

(2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.

(3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: $22,000,000
Submitted to the Commission on January 19, 2010

The Trustees of Indiana University request authorization to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is $22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02 Purdue University West Lafayette
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: $30,000,000
Submitted to the Commission on July 9, 2007

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is $30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-13-1-07 Purdue University West Lafayette
Thermal Energy Storage Tank Installation
Project Cost: $16,800,000
Submitted to the Commission on September 14, 2012

The Trustees of Purdue University seek authorization to proceed with the installation of a thermal energy storage tank at the West Lafayette Campus. Based on the Comprehensive Energy Master Plan and demands for chilled water in the northwest area of the campus, the thermal energy storage tank will provide additional chilled water capacity to existing and future structures on campus. The project cost is estimated at $16.8 million and will be funded through the Facility and Administrative Cost Recovery Fund.

STATUS: The project is being held at the request of the institution.

B-2-09-1-10 Purdue University Calumet
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: $2,400,000
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seek authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning the project is $2,400,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION
Thursday, December 12, 2013

INFORMATION ITEM E: **News Clips from the Previous Month**

Staff has selected a compilation of national and statewide media coverage related to the Commission's college access and completion agenda. Please see the following pages for details.

Hendricks County Flyer

Indiana looks to promote 'college culture'

October 1, 2013, by Sue Loughlin

http://flyergroup.com/local/x1442574795/Indiana-looks-to-promote-college-culture/print

Indiana must develop more of a "college-going" culture because jobs of the 21st century require education and training beyond high school, Teresa Lubbers, Indiana's commissioner for higher education, said recently during a College Success Summit at Saint Mary-of-the-Woods College.

Indiana currently ranks 40th nationally in both educational attainment and personal per capita income, both directly linked to the fact that only a third of Hoosier adults have more than a high school diploma, according to the Commission for Higher Education.

Indiana has set a goal of increasing the proportion of Hoosiers with a college credential, including one-year workforce certificates, two-year associate degrees and four-year bachelor's degrees, to 60 percent of the state's population by 2025.

Lubbers said some mistakenly believe the Commission for Higher Education is focused only on four-year degrees and above, but that is not the case. About 130 people attended the summit.

Lubbers said that when she talks to high school students, she is blunt in telling them: "There is no career pathway for someone who drops out of high school." Most who drop out will struggle and very likely live in poverty, she said.

The state has been redesigning its high school career and technology programs so students can graduate with a diploma and credentials that enable them to enter the workforce with an opportunity to advance. Several speakers at the summit outlined programs or initiatives their institutions have undertaken. Ann Valentine, Ivy Tech-Wabash Valley chancellor, noted that the region partners with 30 school districts in dual-credit agreements.

"We predict that during this academic year alone, high school students in this area will earn nearly 3,000 college credit hours through dual-credit articulations, saving Hoosier students and families $435,000" at Ivy Tech tuition rates, Valentine said.

Ivy Tech also has advisers who go to high schools to help students map their dual credits into academic plans for college completion, Valentine said.

In an interview after the summit, Lubbers said the state can have goals, but it will take the efforts of local communities to get them accomplished. Lubbers' visit to Vigo County was part of her "College Success Tour."

"Today we have 50 county coalitions working together to offer students and families across Indiana more opportunities and brighter futures, and we plan to bring on an additional 20 counties each year until we have reached all 92 Indiana," she said.

The Corydon Democrat

Schools stay busy with College GO! Week

October 2, 2013, by Sarah T.

http://www.hccfindiana.org/schools-stay-busy-with-college-go-week/

Each fall, Learn More Indiana supports College GO! Week in schools and communities across the state. In 2013, the campaign kicked off Sept. 23 with activities continuing all fall semester.

College GO! Week includes activities for elementary, middle and high school students as well as current college students and adults who are returning to school.

The goal of College GO! Week is simple: help Hoosiers of all ages plan for college completion and career success. Learn More Indiana's mission is to help Hoosier students of all ages plan, prepare and pay for college completion and career success. It offers a variety of helpful resources (in print, in person, online and on the phone) to help all Hoosiers – from kindergartners to adults – turn their college and career dreams into reality. More information can be found online at www.learnmore.org.

In Harrison County, schools had many activities going on during this College GO! Week.

Cheryl Lone, a counselor at Corydon Elementary School, typically includes lesson plans in careers in the fall curriculum to go along with College GO! Week. The students also have dress-up days that include a different theme each day such as favorite job, favorite college, dream job and alma mater of someone they know.

At Corydon Intermediate and Heth-Washington Elementary schools, counselor Katie Fahy has planned a wall mural with the Indiana college map in the middle. She has asked the staff to volunteer their educational background beyond high school. Bulletin boards show the teachers' college information as well as pictures of them graduating.

Fahy encourages students to complete the Indianapolis Colts College Completion Challenge contest form for their grade level. http://www.in.gov/collegegoweek/2379.htm. Also, CIS hosted a family night Sept. 17 to educate families about college costs, 529 savings plans, etc.

Corydon Central Junior High School counselor Manda Bussabarger had teachers decorate their doors with anything college and career related. She has current college students scheduled to speak in her career education classes as well as community members to visit to talk about their careers.

Shelby Eineman and Rose Mouser, counselors at Corydon Central High School will be asking students college-related trivia questions each day this week. The students will write their answers on slips of paper; the counselors are drawing one name at the end of each day for a prize from a college.

At Lanesville Junior-Senior High School, counselor Robin Morgan also had teachers decorate their doors, with either the college from which they earned their degree or the college they support in athletics. Students can win prizes for answering trivia questions about teachers, colleges and careers. Also, students will be given the Learn More Indiana magazines during flex time so that their homeroom teacher can continue to assist students with college and career planning. There also will be theme days, such as Favorite College Team Day.

Debbie Nix, counselor at Morgan Elementary School, has banners hanging throughout the school and is distributing pamphlets provided by Learn More Indiana.

New Middletown and South Central elementary schools counselor Laura Kelly put up a bulletin board with staff members' names and where they attended college. She also is conducting small school wide activities, and students will be encouraged to turn in contest forms to be entered in a drawing to win some donated college materials. Also, teachers will take a few minutes to talk with their students about their experiences at college.

"It is my hope that, through the College GO! Week activities, more students will see college as a possibility and an opportunity," Kelly said.

Velvet Wolf, counselor at North Harrison Elementary School, has planned a daily dress-up theme. Wolf is going through the College GO! Week magazines with each class and is having each student complete the 529 contest. She also is discussing saving money and ways to set up a bank account to keep their money in a safe place.

North Harrison Middle School held its career fair Friday. School counselor Sarah Burgher also is assisting the students with Drive of Your Life (www.driveofyourlife.org), having dress-up days and presenting the Indiana College Choice 529 Savings Plan.

North Harrison High School counselors Kelli Stone and Jeff Huffman have placed banners and posters throughout the school and a banner at the football field. Each day, the counselors are making an announcement for a specific grade level about what they should be doing to get ready for college, they are encouraging them to attend the college fair at New Albany High School and, among other things, they encourage seniors to apply to college and freshman to conduct Internet research about colleges and sophomores and juniors to take the PSAT.

"We try to make College GO! Week fun and informative for all grade levels," Stone said. "It gives us an opportunity to remind students that research, college visits, college fairs and college testing are important whether you are a freshman or a junior. We want our students to know there are many post-secondary opportunities out there, but they have to take the time to explore and determine what is best for them."

Terri Rennirt, counselor at South Central Junior-Senior High School, makes daily announcements geared to each grade level as to what they should be doing to prepare for life after high school. Those students also will have a couple of dress-up days and trivia games, along with a door decorating contest. During an assembly, teachers will share tips with students about how to get the most out of college and how a college education has positively affected their own life. Juniors and seniors will be entered in a drawing for signing up for an e-transcript and also have a chance to be involved in the webinar offered for students to chat with representatives of colleges and ask questions.

Harrison County now has a 92-member College and Career Success Coalition. Many of these members also will participate in College GO! Week in a variety of ways, such as distributing information on college savings plans to their employees, members or clients and displaying college information in their business or organization.

WIBC

Education commissioner says more jobs require higher education

October 11, 2013, by Eric Berman

http://www.wibc.com/news/story.aspx?ID=2058565

It's become a cliché to point out the importance of education to landing a good job. But education officials are spelling out for legislators just how important it is.

Commissioner for Higher Education Teresa Lubbers predicts by 2020, two-thirds of all jobs will require something beyond a high school diploma -- either a bachelor's or associate's degree, or some kind of certification.

Lubbers told the General Assembly's Economic Development study committee she sometimes notices when speaking to groups that some older audience members are openly skeptical, noting their own successful careers without a college degree. She says the world has changed, and the state will fall behind if it gets "nostalgic" instead of emphasizing those changes, to both new graduates and adults looking for new job training.

Lubbers says it's no coincidence that Indiana ranks 11th from the bottom in both personal income and the percentage of college degrees.

The Department of Education says it's encouraging schools to get students thinking early about which of a dozen general job areas they might pursue, so they can select classes accordingly.

Marion Chronicle-Tribune

Marion seniors take a giant step toward college

October 17, 2013

http://www.projectleadership.org

Marion High School seniors completed 117 college applications as part of the school's annual College Go Week College Application Labs on September 26th. Many more seniors were able to begin applications to be completed later. In all, students were able to work on 215 applications to more than thirty different schools during the labs.

During the State of Indiana's College Go Week initiative (Sept. 23-27), some colleges waived application fees to encourage students to apply for admissions early. For its fifth year, Marion High School promoted the event by allowing seniors the opportunity to participate in application labs.
In the days before the College Application Labs, students received folders with materials to help them research colleges that would be a good fit.

On the day of the College Application Labs, each senior English class visited computer labs where guidance staff and volunteers were on hand to assist them in locating and completing online applications for college.

Marion High School was chosen to participate in a pilot program sponsored by the Indiana Commission for Higher Education and the State's 21st Century Scholars program.

This pilot brought together representatives from Marion's guidance team, Ivy Tech Community College, 21st Century Scholars and Project Leadership to plan and present College Application Labs at Marion as a part of the College Go Week initiative.

High school seniors interested in completing applications for an Indiana college or university can visit: www.projectleadership.org/collegego.html for updated links to online applications. For additional assistance, call Project Leadership at (765) 651-0650.

But unlike IPFW, the Indianapolis-based university is labeled a "metropolitan campus," allowing it to sustain graduate programs in medicine, dentistry and law, among others.
IPFW is labeled as a "regional campus" meaning it cannot create doctoral degrees and can offer only select master's programs.

"We continue to see over and over again conflict between this institution and the institution that governs it," Banks said, explaining how the label restricts IPFW's ability to grow and adapt to the needs of students.

The recommendation failed with a vote of 4-1.

Pierce voted against the measure, saying he didn't know what a new designation would mean for IPFW. "No one knows, so this is just a proposal to consider it," Kruse said. "It may only be a recognition and that's all maybe they want is to be recognized."

The fourth recommendation would have suggested one university explore taking control of all regional campuses and Indiana University and Purdue University work together to create a governance system. John Applegate, executive vice president for university academic affairs at Indiana University, said he strongly objected to the idea of one university taking control.

"The regional campuses are part of the fabric of Indiana University," Applegate said. "I think I would be overstating it only a little bit to say that you would really need to pry IU's regional campuses from IU's cold, dead fingers to get us to relinquish them because they are so integral to what we do and who Indiana University is."

That recommendation failed 4-1 with Pierce voting against it. The committee's final report must be submitted to the General Assembly by Nov. 30.

Inside Indiana Business

Commission Highlights College "Return on Investment"

November 7, 2013

http://www.insideindianabusiness.com/newsitem.asp?ID=62228

The Indiana Higher Education Commission released a new "Return on Investment" (ROI) report today as part of an ongoing effort to help Hoosier students and families make more informed choices as they pursue education beyond high school.

"An investment in higher education may be the smartest purchase Hoosiers ever make," said Indiana Commissioner for Higher Education Teresa Lubbers. "College graduates employed in Indiana earn more than two dollars for every dollar spent on their degrees within the first four years of graduation—the beginning of a lifelong return on investment."

The Commission's ROI report is the latest in a series of state reports focused on providing greater transparency around the costs and benefits of a college education. The report features consumer-friendly profiles highlighting the average cost, debt, salary and employment opportunities for graduates of Indiana's public colleges and universities.

"Though there is no mistaking the value of a college degree, the data clearly show that the outcome greatly depends on individual choice—where students go to school, what they study, how long it takes them to graduate and how much debt they incur," Lubbers noted. "We want to empower Hoosiers with the facts, equipping them to maximize their return on investment through purposeful planning and responsible borrowing."

A Closer Look at College Value

"I am pleased that our state has been able to connect education and workforce data to help Hoosiers make smart choices as they seek to improve their economic well-being through education and training," said Governor Mike Pence.

Featuring both state-level and college-specific profiles, the ROI report includes three key pieces of information:

• Average cost of college (before and after financial aid) and average student debt. These estimations show how much a student is likely to pay for college as well as the average amount of college debt upon graduation. This information can help students and families better understand their expected investment and the importance of college completion, especially on-time college completion.

• Top three industries of employment by college program one year after graduation for Hoosier graduates who stay in Indiana. For some college majors, two-thirds or more of graduates go to work in a particular industry while other programs have far greater variability in job opportunities. Students benefit from understanding which degree programs offer direct paths to specific professions and careers versus those programs that may require more research, planning or advanced education to determine a career pathway.

• Average salary one, five and ten years post-graduation for Hoosier college graduates who stay in Indiana. Expected salary is important information to consider when choosing a degree program, determining how to finance a college education and planning a post-graduation budget. Beyond future earnings, students should also consider other factors, such as personal interest, career development potential and value to society when selecting an area of study.

Data included in the latest "Return on Investment" report comes from three main sources: the Indiana Commission for Higher Education Data System (CHEDS), the federal Integrated Postsecondary Education Data System (IPEDS) and the Indiana Workforce Intelligence System (IWIS), the state's longitudinal data system.

The "Return on Investment" report series is a companion piece to the Commission's "Reaching Higher, Achieving More" strategic plan. Adopted in 2012, the "Reaching Higher, Achieving More" calls for key reforms designed to increase college completion and education attainment in Indiana. To read the Commission's strategic plan or the new Return on Investment report, visit www.che.in.gov.

About the Commission for Higher Education

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, and ensure that Indiana's higher education system is aligned to meet the needs of students and

the state. The Commission includes representatives from each Congressional district, three at-large members, a college faculty member and a college student representative.

Pharos Tribune

Let's take a closer look at college value in Indiana

November 10, 2013

http://www.pharostribune.com/opinion/x1442603811/LUBBERS-Lets-take-a-closer-look-at-college-value-in-Indiana

An investment in higher education may be the most important purchase Hoosiers ever make. Investing in a college degree pays off in terms of more job opportunities and higher earnings, but the benefits extend far beyond financial returns.

The advantages include increased social mobility, greater civic involvement, improved health and wellness, and a higher standard of living.

Despite the undeniable benefits of higher education, some have begun to question whether college is still worth it in response to rising tuition costs, growing student debt, and anecdotes about graduates who can't find a job. Though these concerns are understandable, it's clear by every meaningful measure that individuals with education beyond high school today are better off than those without it.

College graduates earn an average of $1 million more over their lifetimes and experience half the unemployment risk of those with only a high school diploma. As a group, college degree-holders represent a better prepared workforce that increases Indiana's ability to attract outside investment, create jobs and spur new innovation. Moreover, as the state's college graduates increase their standard of living, Indiana's per capita income and tax revenues grow as well, paving the way for a higher standard of living for all Hoosiers.

The Indiana Commission for Higher Education's new "Return on Investment" report shows these realities in compelling detail. The report, available online at www.che.in.gov, is designed to empower students and families to make more informed decisions as they consider their higher education options. Through consumer-friendly profiles of Indiana's colleges and universities, the report provides essential information about the average cost students will pay for college, the level of debt they incur, which industries graduates are likely to be employed in and what their earnings are likely to be over time

depending on their program of study.

There is no mistaking the value of a college degree, but the data clearly show that the outcome also depends on individual choice—where students go to school, what they study, how long it takes them to graduate and how much debt they incur. Hoosiers also benefit from understanding which degree programs offer direct paths to specific professions versus those programs that may require more research, planning or advanced education to determine a career pathway.

Beyond future earnings, students should also consider other factors, such as personal interest, career development potential and value to society when selecting an area of study. Harder to quantify but no less important, these factors underscore the importance of purposeful planning, proactive college advising and effective career counseling.

Our goal—with the new "Return on Investment" report and through other ongoing efforts—is to present students and families with the facts, equipping more Hoosiers to complete college, maximize their return on investment, and achieve the passport to opportunity that a higher education provides.

National Association of Student Financial Aid Administrators

State leverage financial aid to promote college completion

November 13, 2013, by Katy Hopkins

http://www.nasfaa.org/Main/orig/2013/States_Leverage_Financial_Aid_To_Promote_College_Completion.aspx

In an effort to get students through college faster and at higher rates, some states are tying financial aid dollars to student performance.

New programs in at least two states, Indiana and Massachusetts, incentivize students to take and complete more credits, often with GPA requirements to boot. The strategy has proven successful in at least one state, West Virginia, since 2002.

This past spring, Indiana lawmakers allowed a new state program that awards financial aid as students' progress toward their degrees.

“We really wanted to put the control of the amount a student receives in the hands of the student in some ways,” says Mary Jane Michalak, associate commissioner of the division of student financial aid at the Indiana Commission for Higher Education.

In her state, students can “stack” financial aid awards by meeting certain benchmarks, including maintaining at least a 3.0 GPA, and by electing to take credits beyond what’s required, Michalak says. “[Students] have the potential to almost double their financial aid by reaching certain milestones and achieving behaviors that we value,” she says. “We’re paying for what we value in Indiana by encouraging students to do things that we know lead to successful completion.”

To do so requires significant manpower and collaboration. Michalak’s division alone has 11 staff members, including financial aid award team members, IT professionals, and researchers, who work to disburse state funds to eligible students. Implementing the program this fall has gone smoothly thanks to the buy-in of institutions across sectors and collaboration with their financial aid offices, Michalak says.

Similar teamwork has helped a new pilot program in Massachusetts get off the ground. Currently being tested on 3,500 students at 11 public campuses, the financial aid incentive pilot will pay two- and four-year public college students up to $1,000 a semester for completing additional credits.

“We had to get the buy-in from campuses to work diligently to disburse these funds,” says Clantha McCurdy, senior deputy commissioner of access and student financial assistance at the Massachusetts Department of Higher Education. “This whole incentive is dependent on the campuses working with us.”

The pilot is intended to last four years, but McCurdy hopes results after two years are strong enough evidence to implement an incentive aid policy statewide.

“If our students completed 3 to 6 credits more per semester, think about how much less money it’s going to cost the state to educate that student,” McCurdy says. “We’ll have more students completing degrees in four years.”

Student performance funding has been state policy in West Virginia since 2002. The state's merit-based Promise Scholarship requires students to complete 30 credits within a 12-month period, maintaining at least a 2.75 GPA in the first year and a 3.0 in subsequent years.

"There are rigorous standards, but … it helps students graduate at a higher rate," says Brian Weingart, senior director of financial aid for the West Virginia Higher Education Policy Commission. Approximately 69 percent of Promise Scholarship recipients graduate within six years, compared to 47.2 percent of students state-wide, Weingart notes.

The state also ties its need-based aid to performance funding, with less stringent standards. To continue to receive a West Virginia Higher Education Grant, low-income students must complete at least 24 credits a year and maintain a 2.0 GPA. Currently, the six-year graduation rate for West Virginia Higher Education Grant recipients is 46.4 percent – a strong figure among needy students, Weingart notes.

Some states are experimenting with performance funding at the institutional level, awarding greater appropriations to schools that help students to and through college, and President Obama has proposed tying federal funding to metrics including completion rates. State incentives that encourage students to create their own successes tie in closely with these goals, according to Indiana's Michalak.

"Tacking on [performance-based funding for students] completes this shared responsibility triangle," Michalak says. "Institutions are being rewarded for [completion rates], and now we're working to incentivize student behaviors—which in turn could mean greater rewards for the institutions."

Indiana State Government

In.gov receives three international awards

November 14, 2013

http://www.pressreleasepoint.com/ingov-receives-three-international-awards

The official website of Indiana, IN.gov, was recently honored with three Silver Davey Awards by the International Academy of the Visual Arts.

Learn More Indiana, http://www.in.gov/learnmoreindiana/, led by the Commission for Higher Education (CHE), was honored by the Davey Awards, which evaluate distinction in creative work, with Silver

Awards in three categories: Educational Websites, Mobile Websites for Education and Mobile Marketing for Education.

"These awards help us to reaffirm the marketing strategy of the Learn More Indiana Program," said Jason Bearce, Associate Commissioner for Communications and Outreach. "We hope that excelling in our digital outreach, both desktop and mobile, will increase the adoption of our services and help more Indiana students graduate from college."

Led by the Indiana Commission for Higher Education, Learn More Indiana is a partnership of state and local organizations working to help students of all ages succeed in school, complete college and connect to careers. Learn More Indiana's mission is to help Hoosier students of all ages PLAN, PREPARE and PAY for college completion and career success through effective communications and outreach efforts.

Valpolife.com

21st Century Scholars Get Support to "Finish in Four" at IU Northwest

November 18, 2013

http://www.valpolife.com/community/education/36751-21st-century-scholars-get-support-to-finish-in-four-at-iu-northwest

Most of the students who visit Lendora Johnson in her fourth-floor office in Hawthorn Hall do a double take when they learn that she is really the professional they came to visit. At first, they think she is a fellow student instead of a mentor that will help them navigate the college experience.

A recent graduate herself, the 24-year-old Gary native is a member of AmeriCorps, a network of local, state, and national service programs that connect Americans who want to serve their communities in education and other areas. Her assignment is to work at Indiana University Northwest as a 21st Century Scholars support specialist.

Funded by the Indiana Commission of Higher Education, Johnson's role on campus is to mentor freshman and sophomore students who walked through IU Northwest's doors at 21st Century Scholars, a program created to help first generation college students matriculate into colleges and universities in the state of Indiana. There are approximately 190 21st Century Scholars currently attending IU Northwest. 21st Century Scholars are first generation college hopefuls who promise in the seventh or eighth grade to maintain a C average and be good citizens throughout high school. If they fulfill that

promise, the state will pay 100 percent of their tuition and mandatory fees at an Indiana college. But in order to collect the maximum tuition benefit, they must finish their undergraduate degree in four years. As Johnson knows from her own experience, “finishing in four” can be the hardest part. A 21st Century Scholar herself, Johnson has experienced the unique struggles these students have. She expects this will be an advantage as she works to help Northwest students persist to graduation.

“In many cases, the 21st Century Scholar program is what makes or breaks an individual’s decision to attend college. Then, when they get there, they wonder, ‘now what?’” Johnson said. “I definitely believe that utilizing my personal experience allows them to know that they are not in this journey alone. I also think it allows them to not make the same mistakes I made.”

Johnson said there are facts about the program that many students don’t understand, and they often don’t know about available resources. Whether it’s tutoring, study skills or simply the reassurance that they can do it, students can rely on a liaison like Johnson to keep them on track.

Jillian Brown, 19, of Portage, is a 21st Century Scholar with her sights set on medical school.

Having transferred from Indiana University-Purdue University Indianapolis (IUPUI) after the birth of her young son, the sophomore biology major met Johnson soon after enrolling at IU Northwest.
“She has been a great help,” Brown said. “She helped me create a class schedule that is more manageable and connected me with a tutor.”

Brown knows that staying on top of her studies is critically important if she is going to stay on track to graduate in four years. She is expecting a hefty course load next semester, with biology, chemistry, pre-calculus and trigonometry, but with Johnson’s support, and by taking advantage of available resources, Brown is confident she will succeed.

The youngest of six siblings, Johnson is the first in her family to earn a four-year degree. Johnson graduated from IUPUI with a degree in sociology.

She initially moved away from the area, but before long, she wanted to return in order to give back to her home community. Becoming accepted as an AmeriCorps member gave her that opportunity.

"A lot of individuals graduate and they leave the area and don't come back," Johnson said. "Something that I've always wanted to do is give back to the community, help it grow, build it. I always say that if I can touch one person and change that one person's life, then that is my success."

AmeriCorps members serve over a 10- to 12-month period. Upon completion of her service, Johnson will receive an award that she can use for graduate school or to pay back her student loans.

"I think that everybody has a reason they are here," Johnson said. "It is refreshing to see your life plans come to fruition and you feel like you are in the right place at the right time."

She is confident her life's work is centered on bettering her community and making a difference one individual at a time.

In graduate school, Johnson intends to pursue higher education student affairs. "I would like to concentrate on first generation students or individuals with disabilities and helping them transition to college."

Cathy Hall, director of Academic Success and Achievement Programs, said there has been a lot of activity in Johnson's office since she came on board.

"I am seeing students stop by and talk to her, which is a really wonderful thing," Hall said. "Lendora is really going to be an asset to this campus. She brings a fresh perspective and she is very genuine and caring with the students she works with." Johnson works as part of the Academic Success and Achievement Program.

The Flyer Group

State report compares value of college degrees

November 20, 2013

http://www.flyergroup.com/local/x356558193/State-report-compares-value-of-college-degrees

Indiana higher education officials have long been promoting the value of a college degree, but a new report shows some degrees are much more valuable than others. According to the "Return on Investment" report recently issued by the Indiana Commission on Higher Education, Indiana students

who've earned an associate degree at a two-year college are averaging higher salaries in their first year of employment than graduates of the state's four-year public universities.

That salary discrepancy changes over time, but much more so for some degrees than others. Graduates with a four-year engineering degree from Purdue University, for example, have an average salary of just over $65,000 within five years of leaving school — earning about $28,000 more than a Purdue grad with a history degree. And the report shows that while most of those engineering grads go on to work in their field of study, one of top fields of employment for those history majors is in the restaurant industry.

The detailed report includes information on tuition costs, student debt load, graduate salaries by degree and the top three fields of employment by degree, for every public two-year and four-year institution in Indiana.

The data in the report was pulled from several sources that track Indiana students who remain in the state after college.

"We want to be unequivocal in our message that a college degree is valuable, and more valuable than ever," said Jason Bearce, associate commissioner for Strategic Communications and Initiatives. "But it's become increasing clear that the return on investment that people get depends greatly on the choices they make and what they want to come out it."

The ROI report is the latest in a series of ongoing efforts initiated by Higher Education Commissioner Teresa Lubbers to provide more information to Hoosier students and their families about the costs and benefits of a college education.

The commission has set a goal of increasing the number of college graduates in the state. Only 33 percent of the state's nearly 3.4 million working-age adults hold a college degree now; the state wants to push that rate to 60 percent by 2025.

But Lubbers has also promoted the message that students and their families need to be wise about how they're spending their education dollars, given that the average Indiana student comes out of college with a student loan debt of more than $26,000.

“Though there is no mistaking the value of a college degree, the data clearly show that the outcome greatly depends on individual choice: where students go to school, what they study, how long it takes them to graduate and how much debt they incur,” Lubbers said. “We want to empower Hoosiers with the facts, equipping them to maximize their return on investment through purposeful planning and responsible borrowing.”

Part of what the data in the report shows is that students attending the regional campuses of Indiana University and Purdue University may be able to see a better return on their investment than students on IU and Purdue’s main campuses. According to the ROI report, graduates of Indiana University-Kokomo, for example, are averaging higher first-year salaries than most of their counterparts.

IU Kokomo Interim Chancellor Susan Sciame-Giesecke said that’s likely due to several factors, including lower tuition costs at the regional campus and the high number of students graduating with high-demand nursing degrees. The return of advanced manufacturing plants in Kokomo has also meant more of the school’s business graduates landing well-paying jobs.

“Things are kickin’ here in Kokomo,” Sciame-Giesecke said.

Indiana Gov. Mike Pence also weighed in on the ROI report, saying, “I am pleased that our state has been able to connect education and workforce data to help Hoosiers make smart choices as they seek to improve their economic wellbeing through education and training.”

ValpoCommunity.com

Lubbers commends locals for efforts on college completion

November 20, 2013, by Carmen McCollum

http://www.nwitimes.com/news/local/porter/valparaiso/lubbers-commends-locals-for-efforts-on-college-completion/article_f444c403-1cb9-5f9b-ad80-1e134057fac3.html

The Indiana Commissioner of Higher Education appreciates the work local businesses, educators and community leaders in Northwest Indiana are doing to promote student success in high school and entrance into the workforce or college.

Teresa Lubbers was the featured speaker at the Porter County College Success Summit, part of a series of regional events taking place across Indiana to engage local leaders in increasing the number of Hoosiers with education and training beyond high school.

It was hosted by the Porter County College success Coalition and held at Strongbow Inn.
Coalition representatives talked about some of the concerns of educators and employers in Porter County, such as making sure that students understand what constitutes activities when completing a college application and fewer students are interested in living and working in the county after graduation.

At the same time, the group also says READY NWI, a grassroots initiative established in 2009 bringing together educators and workforce development professionals, also has had many successes, including 16 schools systems in Lake, Porter and LaPorte counties being involved in the initiative and high school students have acquired 9,200 college credit hours in 2012-13 transferable to post-secondary institutions.

Lubbers assured the group Porter County high school graduates are performing better than the state average in many respects.

Lubbers talked about the importance of college acceptance and college completion, but she also focused on the role and responsibility of students.

"Students are responsible for doing everything they can do to be academically prepared for college," she said.

She said it's important that students earn a bachelor's degree or a certificate to be employable.
"We believe the hard work will be done in the counties and communities," she said.

Lubbers commended former state Rep. Ralph Ayres and Sen. Ed. Charbonneau for the work they've done to support education, and the relationship between education, job creation and the workforce.
Valparaiso High School guidance counselor Roberta Garcia talked about the events and activities the school offers to students to explain financial aid and bridge the transition from high school to college.

James Dworkin, Purdue University North Central chancellor, focused on several points including, the lack of a college degree is a nationwide problem, lack of a college degree leads to unemployment, a good job means more money over your lifetime and more students are enrolling at PNC with dual credits.
"About 33 percent of our students came in with dual credit this fall and we are graduating more students with a baccalaureate degree," he said.

COMMISSION FOR HIGHER EDUCATION
Thursday, December 12, 2013

INFORMATION ITEM F: **Calendar of Upcoming Meetings of the Commission**

Staff Recommendation For information only.

Background The Commission presents its schedule of meetings twice a year. As it considers the upcoming calendar each six months, the previous calendar is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

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

January 2014	*(No regular meeting)*
February 13, 2014	IUPUI - Indianapolis
March 13, 2014	Ivy Tech - Indianapolis
April 10, 2014	*(Weldon Conference)*
May 8, 2014	USI - Evansville
June 12, 2014	ISU - Terre Haute

The following six-month schedule has been added:

July 2014	*(No regular meeting)*
August 14, 2014	Ball State - Muncie
September 11, 2014	IU - Bloomington
October 9, 2014	Purdue – West Lafayette
November 13, 2014	IUPUI – Indianapolis
December 11, 2014	Ivy Tech - Indianapolis

Supporting Document None.