

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**December 11, 2009  
Friday**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:05 a.m. at IUPUI Campus Center, Room 450C, 420 University Blvd., Indianapolis, IN, with Chair Michael Smith presiding.

**II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Cynthia Baker, Gerald Bepko (via conference call), Dennis Bland, Jon Costas, Carol D'Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Chris Murphy (via conference call), George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Michael Smith.

Dr. Linda Bennett, President of the University of Southern Indiana, and Dr. JoAnne Gora, President of Ball State University, attended the meeting. Mr. Anthony Maidenberg, Interim President of Independent Colleges of Indiana, was also present.

**III. CHAIR'S REMARKS**

Mr. Smith thanked all the institutions, who have responded to the Governor's call to action concerning budget cuts.

Mr. Smith invited Ms. Moran-Townsend to report on the accomplishments of the Strategic Directions Committee.

Ms. Moran-Townsend said that the Strategic Directions Committee, in concert with the staff and the institutions, will be developing tactical recommendations to address both the realities and the misconceptions surrounding the affordability of higher education. Ms. Moran-Townsend said the Committee was hoping to have specific recommendations in coming months.

Ms. Moran-Townsend said that Committee members discussed efficiency and degree productivity initiatives in Florida, Kentucky, Ohio and Maryland. They uncovered a number of gems that would be very timely to Indiana's current focus on funding reductions, but more importantly, to the Committee's commitment to innovate the system of higher education.

Ms. Moran-Townsend said that Committee members began a discussion that will continue next month about the role of regional campuses in Indiana's system of higher education. The Committee will build on the work of the Commission in 1994, which identified the defining characteristics of each institution. The Strategic Directions Committee will be developing new defining characteristics for consideration by the Commission and the institutions that will address the unique and desired role of the regional campuses in the attainment of *Reaching Higher* goals. They will also be refining the Commission's Dashboard of Key Indicators to measure the progress of regional campuses in these metrics.

Mr. Smith invited Commissioner Lubbers to present her report.

#### IV. COMMISSIONER'S REPORT

Ms. Lubbers began her report by thanking Ms. Moran-Townsend for the work she was doing on the Strategic Directions Committee.

Ms. Lubbers talked about the directive from the Governor to the Commission to make recommendations on \$150 million in budget cuts, with recommendations due before the New Year. Chair Mike Smith, Commissioner Lubbers and Commission staff met with all college and university presidents to discuss the cuts. Indiana was \$144 million off in the budget forecast from last May during the month of November, \$475 million below that forecast for the first five months of the fiscal year.

Ms. Lubbers said the Commission believes it is important to partner with the universities to develop the formula for funding cuts. The Commission will consider factors such as current fiscal condition, cost-saving efforts, missions and directions outlined in *Reaching Higher*. The Commission's goal is to complete its recommendations at the earliest possible time and hopefully short of the 30 day mark to give to the Governor and to give the institutions as much time as possible to move forward.

Ms. Lubbers said that the Commission for Higher Education is also doing its part trying to control costs, as all other state agencies were asked to do. The Commission has reverted ten percent to the general fund, and has reduced the personnel budget by \$100,000 below last year's budget.

Ms. Lubbers spoke about the Lumina Making Opportunity Affordable Productivity Grant. The Commission for Higher Education and the Indiana Chamber of Commerce jointly applied for the grant, and Indiana has been one of the seven states elected to receive it. Ms. Lubbers said that Indiana has a direct charge from the Governor to save money, and now it has a vehicle, through the Productivity Grant, to look more systemically at the things that can be done from both the instructional and administrative standpoint to save money.

Ms. Lubbers explained that this is a multi-year, multi-million dollar grant given to seven states over four years. Grants were awarded based on the degree of innovation and other factors that would drive greater productivity and efficiency in higher education. The Commission will partner with institutions and provide leadership in the effort to make Indiana's higher education system more productive and efficient. It will be looking at sustaining and refining the performance funding formula. The grant will also help the Commission work with the regional campuses in terms of productivity and efficiency on those campuses.

#### V. CONSIDERATION OF THE MINUTES OF THE NOVEMBER COMMISSION MEETING

Mr. Fisher stated that on p. 13, paragraph 6 the words "forward with" in a sentence "to explain why it is going forward with this research" were missing.

**R-09-10.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the November 2009 regular meeting as amended. (Motion – Fisher, second – Lehman, unanimously approved)

## VI. DISCUSSION ITEMS

### A. Discussion with Jamie Merisotis, President and CEO of the Lumina Foundation for Education

Mr. Jamie Merisotis, President and CEO of Lumina Foundation of Education spoke about the importance of higher education to the nation's economy and culture and the Lumina Foundation's readiness to provide leadership in that regard.

Lumina is America's largest private foundation, focused exclusively on building access and success in education. Lumina's "Big Goal" is to see 60 percent of Americans with high-quality college degrees and credentials by 2025.

This Big Goal, which is an intersection of Lumina's work and efforts of the higher education community and states, is seen by Lumina as absolutely essential to the economic, social and cultural viability of the whole country. There is overwhelming evidence that individuals with college degrees not only personally benefit from their education, but that the society benefits from their contributions to it.

Mr. Merisotis explained that the Big Goal was created through two strands of thinking. The first is global competitiveness. From the global competition perspective, the United States of America is no longer number one in the world with regards to the proportion of its citizens with college degrees and credentials. Second, labor economists estimate that two thirds of jobs in this country require some form of postsecondary education and training. Mr. Merisotis pointed out that a credential, whether it is a certificate or a degree, is not a guarantee of success, but it is most definitely a prerequisite.

Mr. Merisotis mentioned Indiana's financial situation. He said that, like other states, Indiana is facing a shrinking budget. The National Governor's Association and the National Association of State Budget Officers recently issued a report of the revenue projections for states for the next few years, from which it is clear that declining state revenues will have a tremendous impact on higher education. This is particularly important in Indiana, where only 31 percent of the working age population holds college degrees and credentials, which is well below the national average of 40 percent.

Mr. Merisotis said that while the achievement of the Big Goal will be a difficult challenge, this is also an opportunity for the state to make significant progress. 670,000 of working age adults, which is almost 20 percent of Indiana's workforce, already have some college credit, but not a degree. Focusing just on that population and making sure at least some portion of them completes their college degree would be a significant step forward in reaching the Big Goal.

Mr. Merisotis commended the Commission on creating *Reaching Higher*. It is recognized nationally as a well-thought-out and carefully constructed approach in improving access, affordability and success of students.

The Commission needs to focus on three approaches that are interrelated in order to succeed in reaching the Big Goal. First is to improve the academic, financial and social preparation of the citizens for college. Along these lines Mr. Merisotis noted the importance of expanding the state and community based higher education networks, like Learn More Indiana and 21<sup>st</sup> Century Scholars.

Second is moving students from access to success. Mr. Merisotis spoke about the importance of helping students to succeed in college, and of improving developmental education as a first step in this direction. Progress has been made towards accelerated degrees, for example, in Ivy Tech. This effort will help people who are unemployed or underemployed, or who are coming out of high schools with no real prospects, to get skills and experience that will help them to get a job quickly.

Third is the importance of focusing on the outcomes of student learning, which is essential to the success of the higher education system. Mr. Merisotis noted that an easy way to achieve the Big Goal would be to generate a large number of low-quality degrees, that have little value, but this is not the American way. It is important for the students to understand what they will be able to do with a college degree. That's why it is important to have better ways of measuring student learning and of using this measurement to improve the quality of the teaching and learning process.

Mr. Merisotis also spoke about improving productivity in higher education. Productivity means achieving the maximum efficiency with the resources available and ensuring that investment of those resources is effective. Efficiency and effectiveness are important in order to have the capacity of serving more students. Mr. Merisotis also mentioned the importance of improving academic efficiency. He gave as an example Maryland's initiative of redesigning courses in 2- and 4-year institutions, improving student success. Mr. Merisotis also spoke about the different ways of delivering high quality education. He mentioned so-called "no-frills" degrees, an approach that is being tried in Arizona, in which academic programs are limited to subject-area courses, and do not include general education requirements.

In conclusion, Mr. Merisotis again mentioned the Commission's leadership with *Reaching Higher* to dramatically improve degree attainment. He said that Indiana should adopt its own Big Goal for higher education and set specific degree attainment targets. Indiana needs to rethink the business model of higher education, and think about revenue, budgets, tuition and financial aid in their totality, not as separate pieces. It is necessary to share data and information with policy makers, educating the public on what higher education represents to the citizens of Indiana.

Ms. Lubbers said she had come across a study that dealt with the problem of students not completing college due to the necessity to work and study at the same time. Ms. Lubbers asked Mr. Merisotis to share his experience on this subject. Mr. Merisotis responded that research shows that some work is good for students, particularly work that is related to the credentials the students are seeking. However, if the student works more than 20 hours per week, this has very negative implications on college success. Mr. Merisotis again brought up accelerated degrees and programs, currently being piloted at Ivy Tech, providing students with stipends, thus making it students' "job" to get a degree in a short timeframe.

Mr. John Costas said that Indiana is traditionally a manufacturing state. There has been a mindset for generations that the college education is not necessary; one can make a good living working hard. This has changed over several decades, but this attitude still persists to some degree. Mr. Costas asked how the educators can create a sense of urgency in a new paradigm for the families, as they approach higher education.

Mr. Merisotis answered that Lumina is trying to influence public policy in state and on the federal level, but they also must focus on changing public understanding of why higher education matters and what it represents. It is important to be very deliberate about changing public attitudes; it is important to meet people where they are, and to provide hope for people, and to assure them that the time they would spend getting a degree or credential is well spent and will bring a long term benefit for them and their families.

Mr. Fisher asked how Lumina is seeking out partners for funding the programs, and how Lumina is looking for current models on which to build these programs.

Mr. Merisotis responded that achieving the Big Goal is a national effort. One way is to collaborate with fellow foundations. A vast number of large foundations are now focusing on college completion and college attainment as important parts of their agendas, which they did not do a few years ago. Mr. Merisotis pointed out that it is also important that employers in the business community realize that this is a priority not only to invest the resources, but to use their leverage on the policy makers to provide the highest quality, most affordable higher education possible for their workers.

**B. Update on Performance Funding Initiatives, November 2009 MHEC Policy Conference**

Ms. Lubbers spoke about the Midwestern Higher Education Compact (MHEC) meeting this year. The subject of the meeting was “*Investing in Success*,” and the discussion was about performance funding formulas. Indiana among other states was invited to present on the topic in this meeting. Fifteen states have some sort of performance funding formula under development, and Ohio and Washington are of particular interest to Indiana.

Ms. Lubbers pointed out that in all performance funding formulas the most common feature is completion rates. Ohio has had some kind of performance funding formula since 1980, and their formula is based on research, access, success and jobs. Possible lessons for Indiana from Ohio are that they created three formulas: one for university main campuses, one for regional campuses, and one for community colleges.

Ms. Lubbers said that state of Washington was referred to at the meeting because of their concept of “Momentum Points.” This initiative is directed toward community colleges and acknowledges the milestones community college students reach: passing a remedial course; taking first five credit hours of math in college, etc.

Mr. Lubbers concluded that there are three next steps to consider in refining the performance funding formula for Indiana: to use the productivity grant as a way to built institutional and legislative support for the formula; to consider this mission of differentiation of three kinds of institutions; and to utilize the momentum points as a way of acknowledging success and completion.

**C. Budget Line Item Reports:**

Mr. Bernard Hannon, Senior Associate Commissioner and Chief Financial Officer, spoke about this item. He explained that as part of the biennial budget process, the Commission is taking time during this off-budget year to take a closer look at the several line items in the budget.

## **1. Purdue University: Agricultural Research and Extension**

Dr. Chuck Hibberd, Associate Dean and Director of Extension Service, introduced the first item. As part of Purdue University's traditional Land Grant status, the University engages the state agricultural economy through various means. One of those is through agricultural research and extension services.

Through a funding partnership between the state of Indiana and the federal government through the United States Department of Agriculture, Purdue University works to meet critical needs of Indiana agriculture. The state's contribution to agricultural research and extension programs at Purdue University provides the critical infrastructure necessary to address high-priority issues for Indiana citizens and farmers.

## **2. Purdue University: County Agriculture Extension Educators**

Dr. Hibberd continued his presentation of Purdue University budget line items. As part of Purdue University's traditional Land Grant status, the University engages the state agricultural economy through various means. One of those is through County Agriculture Extension and Educators. Purdue University's educators, specialists, and volunteers live and work in all 92 Indiana counties, where they bring all of the expertise from Purdue University to their local constituents.

Dr. Hibberd spoke about the Purdue University Cooperative Extension Service, which is a synergistic and collaborative partnership between the state of Indiana, county government, and the United States Department of Agriculture. Dr. Hibberd also spoke about major initiatives that include plant disease and diagnostic lab; water quality field stations; crop diagnostic and training center, and several more.

Dr. Hibberd mentioned the programs and information on agricultural production and financial management, being offered by extension educators in agricultural and natural resources for farmers, food processors, bio-energy refiners, manufacturers, and consumers. Consumer and family sciences extension specialists and educators provide education to Hoosiers in key areas of families, community volunteers, health and nutrition, with focus on obesity, diabetes, and healthy eating.

Dr. Hibberd spoke about Indiana 4-H youth development program. This program develops individual talents, life skills and leadership abilities among Indiana's young people. Over 280,000 age-eligible youth are engaged in 4-H programming in Indiana, making it the largest youth development program in Indiana outside of the public school system. Dr. Hibberd pointed out that ninety four percent of the college age kids go to college.

In conclusion, Dr. Hibberd summarized that this line item leverages \$3.1 million in local and federal funds, as well as positions Purdue University as a key knowledge resource for the entire state of Indiana.

Ms. Moran-Townsend asked how many of those ninety four percent kids, who go to college, complete it. Dr. Hibberd said that he didn't have the information, but he will try to get it.

Mr. Fisher asked how many students comprise ninety four percent. Dr. Hibberd said that approximately 7,000 students graduate from high school every year, so this would be ninety four percent of 7,000.

Mr. Smith said that this line item is a large enterprise, considering leveraging the additional funding plus using the specific line item appropriation. He asked how this line item compares with other agricultural states, like Illinois or Iowa.

Dr. Hibberd answered that with the inclusion of all resources, the extension program utilizes about \$50 million. Other states will be a little larger, since these programs are relative to the population; for example, Ohio has a larger budget. But all these states are approximately in the same range, \$50-70 million. Smaller states will have a smaller operation; for example, Nebraska operates with about \$30 million.

Mr. Smith asked whether the extension has any data on its epidemiological impacts, like diabetes. Dr. Hibberd confirmed that they did have some data regarding diabetic impact.

Ms. D'Amico asked how much of the state money (\$30 million) the operation was leveraging. Dr. Hibberd's answer was \$15 million.

### **3. Ivy Tech Community College of Indiana: Workforce Certification Centers**

Mr. Jeffrey Terp, Vice President, Policy Analysis and Engagement, presented this item. He said that Ivy Tech Community College has created a Statewide Workforce Certification Center and Regional Centers on its campuses to deliver certification-based training courses, certification-testing services, and other activities directed toward the certification of Indiana's workforce. Ivy Tech recognizes the value of portable, nationally-recognized certification to individuals preparing for careers or upgrading their skills, as well as to employers who need verification of their employees' skills.

The certification centers began with a focus on Information Technology (IT) certification exams. There has been significant growth not only in the number of exams that are now available through vendor partnerships, but also by acting as a full service provider to Indiana Department of Insurance, Indiana Department of Homeland Security and Indiana State Department of Health. Mr. Terp mentioned that Ivy Tech integrates testing services through partnership with several testing providers, such as Pearson VUE, ACT, Prometric, and several others.

Mr. Terp said that there are now 24 workforce certification centers located at Ivy Tech campuses around the state, as well as three additional sites in outlying areas. Although the initial target for delivery of certification was in the Information Technology area, the College now delivers training and testing for dozens of non-IT certification areas, which include: Microsoft Office, Emergency Medical Technician, Healthcare Administrator, Airport Security Screener and Food Safety Manager.

Mr. Terp also said that in addition to their testing and assessment services, Ivy Tech offers both credit and non-credit training options that prepare students for certification and licensing exams. Many certification courses must be taught by faculty, who are themselves certified, so Ivy Tech has been supporting faculty in training and testing for certifications.

Mr. Terp pointed out that funds appropriated by the state for the Workforce Certification line item in the budget bill are being primarily used to fund research and development of new certification opportunities for the College, as well as to update equipment, systems, and software used in the laboratories. The funding is also used to maintain the equipment in the testing centers.

Mr. Slaughter asked Mr. Terp to describe the relationship with the vendors in terms of financial endeavor. Mr. Terp responded that potential vendors may do random checks of the sites, to see whether these sites meet the state requirements in terms of security. Then the vendors send a contract to Ivy Tech, asking Ivy Tech to become one of their testing sites.

Mr. Bernie Hannon added that money comes from the student to the vendor, and Mr. Terp confirmed that Ivy Tech does not get any money for its services. Mr. Terp added that in order to get more certifications, it is necessary to create a funding source for the students of Indiana, so that they do not have to pay for these tests. Some tests may cost up to \$300. These are typically the IT tests, necessary to be taken to get a promotion in the IT field.

Mr. Smith asked whether it is possible to make the program more economically free-standing for the state. He was wondering whether there was a chance that the vendor would be sharing the revenue with Ivy Tech.

Mr. Terp gave an example of the Microsoft certification. If Ivy Tech would ask Microsoft to change their paradigm and start sharing their revenue with Ivy Tech, Microsoft, as some other vendors have done before, may say that in this case they will not let anyone in the state get this certification.

Mr. Terp added that some vendors, like State of Indiana, are not being charged by Ivy Tech at all. He said that Ivy Tech would not mind making this service a profitable venture, but he pointed out that Ivy Tech had consistently announced this as a free service to the citizens of Indiana. If Ivy Tech would try to become self-sufficient, and increase the charges for the testing services, this will mean higher prices for the tests for Indiana citizens.

Mr. Smith referred to the insurance or real estate industry, indicating that it is in these industries' economic and professional interest to have high quality licensing process. Mr. Smith noted that the way higher education system accommodates this process does not seem economically fair to the taxpayers, who are in fact paying for these services.

Mr. Terp said that this is a part of the challenge. Ivy Tech can only charge \$7.00 for the test. Mr. Lehman asked who dictates this price, and Mr. Terp responded that the vendor does.

Ms. D'Amico asked if the sites were to close, where vendors would go. Mr. Terp responded that in this case the private sector might take over. He also mentioned that some states do not have the certification sites, so the students have to go out of state to get the certification.

Mr. Lehman was wondering how the Microsoft would be able to refuse granting certificates to the citizens of Indiana, in case the testing process was to change.

Mr. Smith said that the Commission would strongly encourage Ivy Tech to test this model, because it seems unfair to taxpayers to be responsible for this expense. Mr. Terp said that last year Ivy Tech paid \$40,000 for these tests.

Mr. Smith repeated that this did not make sense, especially from business point of view. Mr. Smith was wondering whether the Commission could anything do to bring this message to the industries.

Mr. Lehman asked whether all the vendors allow Ivy Tech the same amount of the revenue. Mr. Terp responded that the fee varies with the exam. Ivy Tech can charge from \$5 to \$7, depending on the vendor.

Ms. Slaughter asked whether any of these vendors were operating on their own sites. Mr. Terp responded in negative. Mr. Slaughter said that it looked like the vendors were using Indiana sites in order to avoid spending their own money.

Mr. Smith wanted to include in the record that the Commission would like to help Ivy Tech to change the existing model. Mr. Terp said that Ivy Tech would welcome the Commission's support on this matter.

Ms. D'Amico asked whether it would be possible to see what regions got the money during the last few years. Mr. Terp answered that he will need to find it out.

#### **D. Associate Degree Programs Offered at Indiana Public Universities**

Dr. Ken Sauer started his presentation by saying that this is the third meeting at which the Commission will have the discussion regarding the Associate Degree programs, offered at Indiana public universities. Close to 200 Associate Degree programs are currently offered at the public universities, and about 50 are projected to be still admitting students in FY2015.

Dr. Sauer presented charts reflecting actual and projected Associate Degree production at Indiana public institutions. He also spoke about the projected changes between FY2008 and FY2015 in Ivy Tech Community College and Vincennes College.

Dr. Sauer summarized that, based on FY2007 data, Indiana's public sector produced 22 percent fewer associate degrees per 10,000 population aged 25 years and older than the United States as a whole. He also added that assuming no changes other than a net increase of 1,306 associate degrees, Indiana's public sector would still be under-producing associate degrees relative to the nation by 10 percent.

Ms. Moran-Townsend commented on a large increase in enrollment in Ivy Tech, and she was surprised that, given Ivy Tech's projections for 2015, the college shows only a small increase in degree production. Ms. Moran-Townsend also wanted to know how the decisions are made pertaining to the degree production at the regional campuses; whether they are made at the regional campuses level or by Indiana University and Purdue University.

Dr. Sauer responded that the decisions were made at the campus level. He added that there were conversations with main offices of Indiana University and Ivy Tech, where the system office was deeply engaged in those conversations. There were also numerous conversations with Purdue system office, as well as with IPFW.

Mr. Smith referred to page 6 of the Minutes of November meeting, quoting his own request that in December Commission staff would share with the Commission members more details regarding the issue that more than one third of remaining admitting programs for Associate Degrees are being offered at Fort Wayne campus at IU. Mr. Smith added that the Commission was making a good progress in agreement with some of the *Reaching Higher* stipulations concerning the Associate degrees being offered at the right setting. However, Mr. Smith wanted to know why Ft. Wayne campus still remains such a unique campus among others within the system by offering more than one third of all Associate Degrees that are not being offered at the Community College.

Dr. Sauer said he had two conversations with Ft. Wayne campus. He added that he and Commissioner Lubbers have noted Mr. Smith's request, and they are intending to provide the answer to this question in February.

Ms. D'Amico and Dr. Baker had questions regarding a number of Ivy Tech graduates per year from the chart, presented by Dr. Sauer. Dr. Sauer confirmed that Ivy Tech will graduate 7,922 students per year by 2015.

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, added that this number was exactly the number asked of Ivy Tech in the *Reaching Higher* Dashboard of Key Indicators, which is the 50 percent increase in Associate Degree production by 2015 that was called for in *Reaching Higher*.

Dr. Doucette noted that this is a plug number, assuming there are no other changes in the system. However, substantial changes are occurring in Ivy Tech's system: enrollment increases, real attention to improving the certificate and degree completion; realignment of degree programs, etc. The results of these changes will start to show in several years, so Ivy Tech cannot tell the Commission how the increased enrollment will affect the number of degrees.

Dr. Doucette added that a large number of the new students are transfer students. Very few of the transfer students earn Associate degrees before they move on to the institution, because there is no incentive for them to do so. Dr. Doucette said that incentives and the state policies, as well as a lot of other things will have to be changed in order to have a higher conversion rate of those students.

Ms. Moran-Townsend asked whether the Commission could get better numbers. Dr. Doucette said it was possible, depending on how soon these numbers were needed.

Ms. D'Amico had a question about the number of FTEs, referring to the chart, presented by Dr. Sauer. Brief discussion followed.

Dr. Doucette mentioned the relationship between IU East and Ivy Tech Richmond. He said that students who earn Associate degree in Ivy Tech prior to transferring to IU get a \$1,500 scholarship a year automatically. If that incentive existed in other universities in

the state, Ivy Tech would be producing a considerably larger number of Associate degrees.

Mr. Smith asked whether this incentive was created by Chancellor Steck and Dr. Paydar. Dr. Doucette confirmed that, and said that Ivy Tech would like to have such arrangement at each campus. He added that this initiative is being considered during the discussion on improving transfer for the Achieving the Dream state policy team.

Dr. Sauer added that such incentives benefit the students, who save money, as well as the Community College, because more students will complete the degree and generate degree completion incentive dollars. It also benefits the four-year institutions, which get more transfer students, who complete degrees faster, thus resulting in degree completion funding.

## **VII. DECISION ITEMS**

### **A. Academic Degree Programs**

#### **1. Bachelor of Science in Engineering Technology To Be Offered by Purdue University West Lafayette via Statewide Technology at Anderson (Madison County), Kokomo (Howard County), South Bend (St. Joseph County), and Richmond (Wayne County)**

Dr. Duane Dunlap, Associate Dean for Statewide Technology, presented this item. Statewide Technology was created in Indiana in 1967 to serve the economic needs and communities, when no other Associate Degree granting institutions existed.

Dr. Dunlap said that the mission of the Statewide Technology is to work with the communities and regions in Indiana in order to: 1) Keep jobs that exist in these communities and regions; 2) Create economic opportunities that did not exist before; and 3) Improve the quality of life for people in Indiana. Dr. Dunlap noted that 80 percent of students who graduate via Statewide Technology stay within these communities and regions. Statewide Technology currently offers more than 30 Associate Degree programs.

Dr. Dunlap said that as a result of the collaborative efforts between Purdue University and Ivy Tech Community College, a curriculum has been developed for a new Ivy Tech associate degree program. Dr. Dunlap also said that Purdue University will coordinate its phase-out of Statewide Technology associate degrees with Ivy Tech plans to expand its capacity to offer associate degree programs. Dr. Dunlap spoke about the necessity of having the new program in South Bend, Kokomo, Richmond and Anderson.

Dr. Sauer gave the staff recommendation. He commended Dr. Dunlap and his colleagues from Purdue University and Ivy Tech for the collaborative efforts that they have undertaken in creating the new program. He said that there is an articulation agreement for a new Ivy Tech program that will be presented to the Commission soon.

Dr. Baker asked how the credit hours for the new program will be structured. Dr. Dunlap answered that they have an advisory board, which will make all the recommendations.

Mr. Slaughter asked whether the articulation agreement would be completed prior to admitting the students in the fall of 2010. Dr. Mary Sadowski, Associate Dean for Undergraduate Programs and Learning, answered that they have identified 63 hours that would be articulated from Ivy Tech into this new Baccalaureate degree. There are still four or five courses at the upper division level, that need to be finished. The students can start in the fall with the first semester.

**R-09-10.2 RESOLVED:** That the Commission for Higher Education hereby approves the *Bachelor of Science in Engineering Technology* to be offered by Purdue University West Lafayette via Statewide Technology at Anderson (Madison County), Kokomo (Howard County), Richmond (Wayne County), and South Bend (St. Joseph County), in accordance with the background discussion in this agenda item and the *Abstract*, November 25, 2009; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, November 25, 2009.  
(Motion – Bland, second – Sendelweck, unanimously approved)

**2. Associate of Applied Science in Health Care Support and Certificates in Pharmacy Technician, Patient Care, Phlebotomy Technician, Therapeutic Massage, and Electrocardiography Technician To Be Offered by Ivy Tech Community College of Indiana at all 23 Campuses and Centers and the following Sites: Wabash, Greencastle, Connersville, and Batesville**

Dr. Doucette introduced Dr. Mary Ostrye, the newly appointed Ivy Tech Vice Provost for Academic Affairs, who presented this item. She said this program is unique and extremely flexible; the student may earn a certificate, and then return to the college to get an associate degree, and the credit will be awarded toward that degree. This way Ivy Tech is creating career ladder opportunities for students, who can pursue a single certificate, multiple certificates, or an associate degree.

Dr. Ostrye noted that the Certificates that are being offered are in demand. Ivy Tech has already been providing a large number of educational modules, both credit and non-credit, but now the college is providing credentials. These credentials will allow students get the certifications that will make the students employable. The advantage of providing these certificates in this format is that students can get financial aid.

Dr. Ostrye said that representatives from Indiana Hospital Association were present at Ivy Tech's recent Board of Trustees meeting. At that meeting Ivy Tech reported the results of the survey, which show that many of certifications and job descriptions listed in the proposal, are in great demand.

Dr. Ostrye pointed out that Ivy Tech will not offer all five Certificates at all 27 locations simultaneously. Some certificate programs would be offered

intermittently, shutting down or re-starting in response to changing market conditions.

Dr. Sauer gave the staff recommendations. He noted that the Associate Degrees will be offered at all sites, so Ivy Tech and Commission wanted to strike a balance between giving the College maximum flexibility to respond quickly to local workforce demands, and being clear about what Certificates are being offered. The College will provide a list to the Commission each year of what Certificates would be offered at what site.

Mr. Bland asked whether there was a demand for these certificate courses on a high school level. Dr. Ostrye responded that there are opportunities for dual credit for these classes, for example, EMT.

Ms. Moran-Townsend asked whether there was an end-of-the-course exam for each certificate. Dr. Ostrye said that for every certificate there is an industry recognized certification process, but they vary depending on how the certification is offered. Mr. Moran-Townsend asked whether the fee for the course will include the fee for the certification. Dr. Ostrye said that Ivy Tech is still working on this.

**R-09-10.3 RESOLVED:** That the Commission for Higher Education hereby approves the *Associate of Applied Science in Health Care Support and Certificates in Pharmacy Technician, Patient Care, Phlebotomy Technician, Therapeutic Massage, and Electrocardiography Technician* to be offered by Ivy Tech Community College of Indiana at all 23 Campuses and Centers and the following sites: Wabash, Greencastle, Connersville, and Batesville, in accordance with the background discussion in this agenda item and the *Abstract*, November 25, 2009; and

That the Commission recommends no new funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, November 25, 2009. (Motion – Slaughter, second – Costas, unanimously approved)

**3. Doctor of Nursing Practice To Be Offered by Indiana University at its IUPUI Campus and Statewide via Distance Education Technology**

Dr. Robert Sandy, Assistant Executive Vice President, IU presented this item. The IU School of Nursing has a high national ranking for its post-graduate program; it was named 15<sup>th</sup> in the *US News and World Report*. This new program will expand the school's commitment to combine research and teaching.

Dr. Sandy introduced Dr. Judy Halstead, Executive Associate Dean for Academic Affairs, and invited her to continue the presentation.

Dr. Halstead said that the Doctor of Nursing Practice (DNP) proposal is in response to a national position statement, issued by the American Association Colleges of Nursing, which calls for the DNP to be the preferred credential for the practice nursing by 2018. This program will serve Registered Nurses who have Master's degree in Nursing.

Dr. Halstead spoke about the curriculum of the new program, adding that the DNP is designed as a distance education degree, with only one course requiring an on-campus presence. Dr. Halstead said that graduates of the DNP program would be qualified to fill leadership positions.

Ms. Moran-Townsend asked whether there was a difference in tuition between students taking classes on campus versus those taking classes via distance education. Dr. Halstead responded that there was no difference.

Mr. Smith had a question about the amount of tuition. Dr. Halstead responded that for in-state students the tuition will be approximately \$16,000 a year.

Mr. Smith said that the Commission has heard from IU about the faculty shortage or limited capacity in the School of Nursing. He was wondering whether this will challenge the faculty capacity in the undergraduate programs. Dr. Halstead responded that they looked at their Master of Nursing program, and they were able to redirect their resources.

Dr. Sauer gave the staff recommendations.

**R-09-10.3 RESOLVED:** That the Commission for Higher Education hereby approves the *Doctor of Nursing Practice* to be offered by Indiana University at its IUPUI Campus and Statewide via Distance Education Technology, in accordance with the background discussion in this agenda item and the *Abstract*, November 25, 2009; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, November 25, 2009. (Motion – Rehnquist, second – Lehman, unanimously approved)

#### 4. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree programs proposed for expedited action. There was no discussion of these items.

**R-09-10.4 RESOLVED:** That the Commission for Higher Education hereby approves by consent the following degree program(s), in accordance with the background discussion in this agenda item:

- B.A./B.S. in Biochemistry to be offered by the University of Southern Indiana in Evansville
- B.S. in Nursing (Completion) to be offered by Purdue University Calumet Statewide via Distance Education Technology. (Motion – Murphy, second - Slaughter, unanimously approved)

**B. 2009 Improving Teacher Quality Partnership Program Funding Recommendations**

Ms. Catisha Coates, Special Projects Coordinator, presented this item.

**R-09-10.5 RESOLVED:** That the Commission for Higher Education hereby approves the awards outlined in the document *2009 Improving Teacher Quality Partnership Program: Proposals Recommended for Funding*, December 11, 2009. (Motion – Slaughter, second – Fisher, unanimously approved)

**VIII. INFORMATION ITEMS**

- A. Status of Active Requests for New Academic Degree Programs
- B. Capital Improvement Projects on Which Staff Have Acted
- C. Capital Improvement Projects Awaiting Action
- D. Minutes of the October Commission Working Sessions

There was no discussion of these items.

**IX. OLD BUSINESS**

There was none.

**X. NEW BUSINESS**

There was none.

**XI. ADJOURNMENT**

The meeting was adjourned at 12:00 p.m.

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Mike Smith, Chair

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Jud Fisher, Secretary