

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

**June 11, 2010
Friday**

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:05 a.m. at Indiana State University, Tiley Memorial Union, Heritage Ballroom, Terre Haute, IN, with Chair Michael Smith presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Cynthia Baker, Gerald Bepko, Dennis Bland, Jon Costas, Carol D’Amico, Jud Fisher, Marilyn Moran-Townsend, Eileen O’Neill Odum, Chris Murphy, George Rehnquist, and Ken Sendelweck.

Members Absent: Gary Lehman.

Dr. Daniel Bradley, President of Indiana State University; Dr. Linda Bennett, President of University of Southern Indiana, and Dr. Richard Helton, President of Vincennes University, attended the meeting. Dr. Richard Ludwick, President of Independent Colleges of Indiana, was also present.

III. CHAIR’S REMARKS

Mr. Smith introduced Dr. Richard Ludwick, the newly appointed President of Independent Colleges of Indiana (ICI). Dr. Ludwick comes from St. Gregory’s University, Shawnee, Tulsa, and Oklahoma City, where he served as Provost. Dr. Ludwick has the following educational background: B.A. in History from the University of Evansville, IN, 1986; Master of Arts in Higher Education Administration from Columbia University, New York, 1987; Doctor of Jurisprudence from Indiana University, Indianapolis, 1991; Certificate in Mediation, Appropriate Dispute Resolution from the University of Oregon, School of Law, Eugene, OR, 2002; Doctor of Education in Policy Management & Organization: Higher Education Administration, from the University of Oregon, Eugene, OR, 2005.

Mr. Smith invited Dr. Bepko to read the Resolution honoring Clayton Slaughter.

R-10-4.1 RESOLVED: That **WHEREAS**, Clayton Slaughter served with distinction on the Indiana Commission for Higher Education since his appointment as student representative in 2008; and

WHEREAS, while on the Commission, he did an outstanding job of balancing the needs and preferences of students and the needs and priorities of public higher education statewide; and

WHEREAS, Clayton held the position of Assistant Director of the Student Advocates Office for Indiana University during his appointment, and at the same

time completed the requirements for a Ph.D. in Higher Education and Student Affairs from Indiana University; and

WHEREAS, he successfully planned and chaired two conferences of student leaders throughout the state; and

WHEREAS, Clayton was actively engaged in helping the Commission to implement its *Reaching Higher Strategic Directions*; and

WHEREAS, Clayton made thoughtful and significant contributions to the development of the 2009-11 Biennial Budget recommendation; and

WHEREAS, his extensive knowledge and understanding of issues related to higher education and students have been an invaluable resource to the Commission these past two years,

the Commission for Higher Education expresses its appreciation for Clayton Slaughter's service to the State on behalf of Indiana higher education, including its institutions and students, and wishes him every success in the future (Motion – Bepko, Second – Murphy, unanimously approved).

Mr. Slaughter thanked the Commission for the Resolution, and said that education in Indiana is about people, having people being able to live better lives through education, and that is what the Commission is here to do.

Mr. Smith thanked Dr. Bradley, President of Indiana State University, for the hospitality shown by the staff of Indiana State University to the Commission members during their visit to Terre Haute. Mr. Smith invited Dr. Bradley to speak.

Dr. Bradley welcomed the Commission to Terre Haute. He talked about things that are underway in Indiana State University at present. He mentioned six Strategic Planning Goals: increase enrollment and student success; recruit and retain great faculty and staff; advance experiential learning; enhance community engagement; strengthen and leverage programs of strength and promise; diversify revenue by dealing with philanthropy, contracts and grants.

Dr. Bradley said that their planning effort identified the need to track more data points and to better define what factors have the most significant impact on student success. Dr. Bradley also mentioned that there is a need to track certain elements of their students' experiences, including experiential learning and community engagement, and determine the impact those activities have on student persistence and graduation rates.

Dr. Bradley presented some data regarding the student body of Indiana State University: 78 percent are from Indiana; 18.9 percent are U.S. minorities, 4.6 percent are international students. ISU has the highest percent of African-American students (13.2 percent) among Indiana's public four-year campuses. Dr. Bradley added that 57 percent of freshmen come from families where neither parent has a four-year degree; 90 percent of freshmen anticipating working their freshman year; 35 percent of 2009 freshmen were eligible for Pell grants.

Dr. Bradley stated that the number one goal of Indiana State University is to increase the enrollment and student success, and the benchmarks for achieving this goal are rather aggressive. Dr. Bradley said that the first set of data on achieving their benchmarks will be ready this fall.

Dr. Bradley said that a lot of student success can be accounted based on their preparation, as evidenced by high-school grades and by test scores. He spoke about the ACE program – Achieving College Excellence. This program encourages students to engage in activities associated with academic success: attend Success Seminars and weekly mentoring sessions, meet with their academic advisors and attend class regularly. Those students, who met these requirements and earned a 2.75 grade point average for the spring term, received a sizable scholarship. Ten out of the 25 participants (40 percent) met this requirement. ISU expects to expand this program and have more participants next year.

Ms. Baker asked about the amount of the scholarship. Dr. Bradley responded that it was \$1,000. Ms. Baker also asked whether the faculty knew about this program. Dr. Bradley said he believed they were aware of it.

Dr. Bradley spoke about another program they have. It is called LEAP – Learn, Experience, Apply, and Persist. This program is designed to help students, who were inadmissible, but who demonstrated motivation through an interview. They came to campus two weeks prior to fall classes and were enrolled in Sociology 100. These students lived on campus for these two weeks. They had to earn a “C” or better to enroll for the fall semester. Dr. Bradley talked about the number of students, who were in the program in 2008 and 2009, and about their success.

Dr. Bradley spoke about yet another program, Project Success. This is a college transition program for entering at-risk freshmen. This program focuses on developing study skills, life skills, and leadership skills. It also stresses the importance of establishing reasonable and realistic academic goals, taking responsibility for academic outcomes, and understanding performance expectations. This program will expand to 90 students this summer.

Another program mentioned in Dr. Bradley’s presentation was MAP-Works. This is an on-line tool that facilitates early identification of first-year students who are experiencing difficulties with the transition to college and are at risk for not succeeding academically. MAP-Works tracks information about students’ academic, social and emotional adjustment to college. This information allows appropriate intervention by faculty and staff to get students back on track. In 2009 there were 800 freshmen, who participated in this program. The participants showed an increased fall-to-spring retention rate of five percent as compared to freshmen who did not participate.

Mr. Murphy asked whether people were elected to be in this program. Dr. Bradley said that everybody was invited to participate, but this year only a half of all their students participated. Eventually ISU hopes to have everybody involved in this program.

In conclusion Dr. Bradley said that success requires hard work and it takes time. ISU hopes that in a few years they will have not only programs that are working and helping students to be successful, but that the University will have information on why these programs are working and are being successful, and ISU will be able to share this information with others who are trying to do the same.

IV. COMMISSIONER’S REPORT

Ms. Lubbers began her report with some staff-related issues. She introduced the Commission’s summer intern, Sabra Northam, who is a second year law student at Indiana University Purdue University Indianapolis School of Law and a graduate of Butler University. Next Ms. Lubbers announced that Ms. Haley Glover, Associate Commissioner for Planning and Policy Studies, was

leaving the Commission to become the Director of Convening for the Lumina Foundation for Education. Ms. Lubbers publicly thanked Ms. Glover for all her work at the Commission and for her commitment to higher education.

Ms. Lubbers spoke about the inaugural meeting for Complete College America that took place in Nashville, TN a week prior to the Commission meeting. Ms. Lubbers said that Complete College America, whose president is former Commissioner Stan Jones, is an organization that works on college success and completion. Twenty two states met in Nashville, TN to discuss a wide range of issues related to college completion. This meeting gave Indiana a chance to highlight its performance funding formula and other college completion efforts.

Ms. Lubbers highlighted concerns about the cost of college. Both last month and this month the Commission was considering ways of making the cost of college more easily understood by students and families. As was mentioned, the federal government will be requiring a net cost calculator for each institution by October 2011. The Commission's effort to "get this right" is very important. It is known that a majority of students and their parents make their college decisions based solely on sticker prices without knowing how much financial aid they might receive. According to a recent survey of college applicants (Student Poll, a collaboration between the College Board and Art and Science Group), many families make college choices without accurate or sufficient information. Ms. Lubbers said that 59 percent said they had looked only at the sticker prices, while only 28 percent said they had considered the net tuition price of a college. About twelve percent said they had not considered the cost of college.

In conclusion, Ms. Lubbers said that the combination of tuition increases and Indiana's low per capita income ranking (40th in the nation) makes it especially important that students and families have a clearer understanding of college costs. Students from high income families are more likely to use college cost calculators than those in the lowest-income group (25 percent to eight percent). The survey also showed that many respondents have unrealistic expectations about the amount of aid they will receive. They also had high expectations about how far their grants and scholarships would stretch. The survey makes it clear that we have plenty of work to do in educating prospective students and parents about the admissions and financial-aid process.

V. CONSIDERATION OF THE MINUTES OF THE FEBRUARY COMMISSION MEETING

R-10-4.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the May 2010 regular meeting. (Motion – Rehnquist, second – Fisher, unanimously approved)

VI. DISCUSSION ITEMS

A. Voluntary System of Accountability

Dr. Bennett presented this report. She said that Voluntary System of Accountability (VSA) is a joint effort by two national organizations: the Association of Public and Land-Grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU). This is an initiative by public 4-year universities to provide understandable, comparable, and transparent information on the undergraduate student experience to students and families, policy-makers, and other key stakeholders through a common web report – the College Portrait. 327 public institutions in 48 states are participating in this project. VSA participants represent 52 percent of public 4-year institutions and enroll 66 percent of

undergraduate students attending public institutions. VSA's initial development and implementation was funded by two grants from the Lumina Foundation, as well as in-kind contributions by participating institutions.

Dr. Bennett said that the VSA is a college search tool for students and families, based on the kind of information they need: campus safety, cost of attendance, academic programs, retention and graduation rates, admission requirements, and campus community details. Rising college costs require students and families to make careful and informed decisions about which institution is the "best fit." Much is gained from helping them make sound choices using reliable information that can be compared across institutions.

Dr. Bennett mentioned that a working group from University of Southern Indiana has worked in collaboration with the University of Texas on a cost calculator, and it was a very successful effort. Dr. Bennett stated that since January 2010 College Portrait website had 142,000 visitors; 80 percent were new to this website, and 38,000 visited the website in April 2010.

Dr. Bennett showed the Commission how the website worked. Seven Indiana universities participate in the VSA and are shown on the College Portrait website. Dr. Bennett showed the Commission the new Cost Calculator she had mentioned earlier, which has more up-to-date information than the data calculator that is currently on the National website.

Dr. Bennett showed the data regarding the undergraduate success and the progress rate, pointing out that the story of the students' success is told through degree completion. Dr. Bennett said that every institution could have their own custom-made web page, but the format is the same for every institution, which makes this website so easy to use.

Dr. Bennett stated that the goal of the College Portrait web site was to reach to 500,000 individuals in 2010. VSA website offers a really good, fast, and easy access to the basic information that is needed by the students and their families.

Dr. Bennett spoke about some unanticipated benefits of the VSA website. One of them is that even colleges that are not members of the VSA will be able to have an access to the cost calculator. Another portion of the VSA deals with posting the student learning outcomes. There are three standardized measures (tests) of student learning outcomes that VSA has adopted. The different companies that sponsored these tests came together to create a reliable study. The results are encouraging; there is evidence of validity across the three major standard learning outcome measures.

Dr. Bennett referred to Dr. Bradley's presentation earlier, and said that it is important to understand better how to use the data that's available for the universities. During the summer of 2009 VSA hosted summer seminars on how to administer the learning assessments, and over 200 representatives from 120 institutions attended these seminars. This summer the similar seminars will be held in St. Louis in July.

In conclusion, Dr. Bennett spoke about the student success and graduation rates. She stated that many factors affect the completion of a degree, and since the universities have begun to look at these factors in a more systematic way, they know more on how to help the student succeed.

Ms. Baker asked what kinds of tests the students were taking. Dr. Bennett responded that these were the standardized tests, which are given to the first-time full-time freshmen, and

again in the senior year. There are also major field tests in particular disciplines to see how the USI students compare with other students in the same disciplines across the country.

Mr. Murphy thanked Dr. Bennett and Dr. Bradley for the presentation, and asked how many institutions in Indiana were participating in VSA. Dr. Bennett responded that there were total of seven institutions. Dr. Bradley added that the universities would have had more information if they all were fully involved with the National Student Data Clearing House. But even now due to participating in VSA the universities know much better what happens to the students who transfer out.

Mr. Murphy referred to an admission cost calculator that Dr. Bennett mentioned in her presentation. He asked whether this was a comparative cost calculator or whether this was just for that institution. Dr. Bennett responded that it was just for that particular institution, but it was possible for the families to use it as a reference for other institutions.

B. Report: Effective College Access and Completion Interventions

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, introduced this item. He stated that effective strategies and solutions to boost college completion rates remain elusive, especially for underrepresented student populations. The Commission contracted with the Center for Evaluation and Education Policy (CEEP) to examine existing national research on the outcomes of programs designed to enhance the participation and success in higher education of historically underrepresented student populations and to identify effective programs and strategies for possible replication or scaling up in Indiana.

Mr. Bearce invited Mr. Terry Spradlin, Associate Director for Education Policy, CEEP, to present the report.

Mr. Spradlin gave a brief description of the CEEP, which is a client-focused, self-funded research center associated with the School of Education at Indiana University. CEEP provides a wide range of evaluation and nonpartisan policy research services to policymakers, governmental entities, and non-profit organizations.

Mr. Spradlin stated that college access has improved dramatically nationwide, and in Indiana alone the college-continuation rate has increased from 33 percent in 1986 to 63 percent today. However, as Mr. Spradlin pointed out, strategies to improve college persistence and completion within the state still need improvement. Mr. Spradlin said that with the help of 21st Century Scholars program Indiana is making a progress with access to college for the underrepresented students. But the persistence and completion rates for the Scholars are statistically indistinguishable from the Pell Grant-eligible group.

Mr. Spradlin spoke about the objectives of the CEEP research, which includes examining existing research on outcomes of programs designed to increase higher education success of underrepresented student population, as well as taking an inventory of existing retention and persistence initiatives currently in use at Indiana institutions.

Mr. Spradlin invited Dr. Nathan Burroughs, Research Associate, CEEP, to speak about three points of the “Access to Completion” Agenda: literature review of studies dealing with college persistence factors; state policy review, and overview of effective campus-based retention programs.

Dr. Burroughs began his presentation by stating that there are very few high-quality studies on the subject of college persistence, and the reasons for this include ethical issues encountered in performing random studies with students, and logistical difficulties of studying multiple campuses over a wide area. Dr. Burroughs said that the studies of the problem with college persistence take into account both academic and non-academic factors. It is important for a student to be academically prepared for the institutional requirements and to be ready for this level of commitment. Dr. Burroughs said that High School GPA seems to be the strongest predictor of degree completion.

However, continued Dr. Burroughs, some research indicates that 75 percent of all dropout decisions are non-academic in nature. Three so-called “lenses” have appeared through which persistence can be viewed: financial factors, psychological factors, and institutional factors. Dr. Burroughs briefly spoke about these factors.

When speaking about state policy review, Dr. Burroughs said that fourteen states have scholarship programs for underrepresented students to pay all or a portion of in-state tuition expenses. Dr. Burroughs mentioned such programs as Achieving the Dream, a program which included 16 states and over 100 institutions; and Complete College America, which is a national nonprofit organization consisting of 19 “alliance states.”

Dr. Burroughs spoke about the campus-based retention programs. In a review of 45 institutions, which showed some retention improvements, several common program types seemed to be working best: counseling and mentoring programs; freshman-specific programming; transition/orientation programs and early-warning tracking systems, and a few others. However, Dr. Burroughs pointed out that even though counseling and mentoring programs seem to be the most useful, they still need to be used together with some other programs to achieve best results.

At this point Mr. Spradlin continued the presentation. He spoke about the campus-based retention programs. Within Indiana, a survey of 28 public and private institutions provided the following information used in the research: all of the above mentioned methods are being used; every campus used its own combination of methods; the institutions with the largest persistence issues have the most extensive programs (IUPUI, Ivy Tech). Mr. Spradlin drew the Commission’s attention to a table in his presentation that showed an overview of retention interventions at Indiana institutions.

Mr. Spradlin gave the recommendations regarding college access and completion. These recommendations include implementing advising services targeted specifically at freshmen and at-risk groups; determining retention programs on a school-by-school basis, as needed by student body; implementing new financial aid programs, which need to deal with non-tuition costs of schooling, such as books, food, fees, etc.

In conclusion, Mr. Spradlin added that additional research should be pursued regarding the effects of family and dependent responsibilities on persistence rates. He also said that a rigorous analysis of the effects of each retention strategy is needed with consideration for different community, student and institution types. Mr. Spradlin stated that Indiana policymakers should build upon the 21st Century Scholar program by increasing its scope to include completion.

Mr. Spradlin said that it is important to develop an early warning system. Some of the state universities already have such system. Mr. Spradlin mentioned that CEEP is working with Indiana school corporations and the Department of Education to develop an early warning system for a secondary education which will help to keep track of students and see whether they are on their way to graduating and to college readiness.

Mr. Fisher asked whether the CEEP has some relationship with businesses that would help to improve the problem with retention. Dr. Burroughs responded that there is a learning community model which tries to build social patterns between the students, as well as between the students and faculty. He pointed out that almost all of the research on how to improve retention is on four-year residential institutions. But the drop-out non-completion rates are much higher at two-year and four-year non-residential institutions, and CEEP does not have a clear sense what specific interventions would be successful in these circumstances.

Mr. Spradlin stated that the CEEP will continue the discussion and research on this topic. They submitted the proposal to the College Board in October, and it was accepted. Mr. Spradlin added that Ms. Lubbers will be on a panel, as well as Stan Jones, President of the Complete College America.

Ms. Moran-Townsend asked whether there were any schools in the country that had success. Dr. Burroughs answered that there were some schools that they have identified in their research, mostly two-year and four-year residential institutions. Ms. Moran-Townsend asked what these schools did to have success. Dr. Burroughs responded that facilitating student engagement was very common, as well as an early warning system.

Mr. Smith asked whether the CEEP had an intention to correlate their future research with the behavioral modification issues. Dr. Burroughs responded that the background factors, or what happens before the students go to school, have a tremendous impact on the students' success in school; however, CEEP's interventions are focused only on what happens in the classroom. Mr. Smith asked whether CEEP is getting the data on the factors that could affect the students' success in college. Dr. Burroughs answered that there are some organization who work on collecting this data.

Ms. D'Amico suggested that the institutions should be encouraged to do their own research on these subjects. Mr. Spradlin responded that CEEP asked the institutions to report to them how they measure the outcomes, and the CEEP's research is based on this information. However, CEEP would like to do more to measure these outcomes.

C. Line Item Report – Indiana University Medical Education Board, Family Practice Residency Fund

Mr. John Grew, Director of State Relations and Economic Initiative, Indiana University, introduced this item. He said that the appropriation for this project started in 1970, and it was \$60,000 then; the current appropriation is \$2.2 million. Mr. Grew pointed out that the Medical Education Board is set out in statute. Its responsibilities are to administer the appropriations, to make decisions regarding the use of these funds and to help fund community based family practice residency programs throughout the state. Mr. Grew invited Dr. Peter Nalin, Interim Executive Associate Dean for Educational Affairs, IU School of Nursing, to present the detailed report.

Dr. Nalin said that in order to retain and attract more physicians in the state of Indiana, the Indiana University School of Medicine has established a plan for state-wide medical education. This plan provides supplemental income for family practice residency programs and their residents in the specialty of family practice. The plan provides for Indiana University School of Medicine to establish working relationships or community clinical teaching and training programs with the cooperation of the medical profession, hospitals and clinics.

Dr. Nalin stated that currently the Family Residency Fund provides funding for eleven family practice residency programs located throughout the state. Each program submits a detailed budget proposal to the medical education board for review and approval, and the board will make a decision for each budget based upon its primary objectives and how the program impacts institutional programs, the local community, and overall effectiveness of the project.

Dr. Nalin said that there are projected to be 1,103 approved and filled residency positions in Indiana in fiscal year 2008-09. This number includes 241 residents in the specialty of family practice that are partially funded under the Family Practice Residency Fund program. The preliminary results from the “Indiana University School of Medicine Physician Workforce Taskforce” illustrate a need within the state of Indiana for an approximately 30 percent overall increase to medical school enrollment and an approximately thirteen percent increase in the specialty of family practice.

Dr. Nalin spoke about the goals of the program, which are: to increase the resident numbers in the specialty of family practice in concert with the increased number of medical students generated from the medical school; to enhance and promote the quality of all family practice residency programs in Indiana in order to both attract competitive candidates and ensure that they remain in Indiana to practice medicine, especially in the inner-city and rural areas of Indiana; to continue a funding mechanism for initiatives submitted to the board for approval. These initiatives would be designed to address community medical needs, enhance the quality of the family practice residency programs, and enable the residency education programs to better serve medically underserved areas.

Dr. Nalin added that data suggests that residents are likely to practice medicine in the same community in which they received their medical education.

Mr. Murphy asked whether there was a noticeable change related to the developing of the residency programs in the area hospitals and hospices. Dr. Nalin said that they do see some changing shifts. Right now the hospices are the most rapidly growing sub-specialties within the medical care nationally. Dr. Nalin spoke about the importance of having specialty training especially for doctors working in rural settings.

Responding to a question from Mr. Murphy regarding an expansion of the hospitals statewide, Dr. Nalin said that this was the general trend. But even as hospitals assemble into systems, they quickly gravitate toward recognizing the interest in primary care, family medicine and the front line practitioners. So even though this trend changes the niche of the organization of the health care business, the need of a versatile trained professional still exists.

Ms. Moran-Townsend asked how this item ended up as a separate line item instead of being incorporated in the budget of the Indiana University School of Medicine. Dr. Nalin responded that when family medicine was reconstituted as the Board certified residency-

based training in 1970s, it was really crowded in the community hospital environment. This appropriation was done at that time to make sure that this program would not be subjected to shifting gears towards academic medicine.

Mr. Costas asked how the physicians are selected for the rural areas. Dr. Nalin responded that most students study and have their practice in the rural areas; and even those, who are trained in the urban areas, are qualified to work in both urban and rural areas, because the methods used for their training prepare them for work in any environment.

D. Financial Aid Study Update

Mr. Bernard Hannon, Senior Associate Commissioner and Chief Financial Officer, presented this item. He said that the Commission for Higher Education (CHE) with the assistance of the State Student Assistance Commission (SSACI) were required by law to study the funding of college scholarship programs provided by SSACI and the state's public universities. Mr. Hannon stated that the study will address some specific questions asked in the legislative charges. He said that the study also has raised many complicated and important issues that cannot all be addressed given the limited resource and time, but beg for further investigation. Mr. Hannon pointed out that the study has found significant gaps in the data connecting financial aid to student achievement, and these gaps must be addressed.

Mr. Hannon said that the legislative charge was that the study must examine the following issues: award methodology; timing of awards; differences between public and private caps; and efficacy, whether the awards are being distributed to the right students, and whether the awards are leading to access and completion.

Mr. Hannon spoke about the methodology of how SSACI calculates grant amounts for students. Caps are a necessary device to ration funds, and no better policy has been discovered in the study. Mr. Hannon said that FAFSA is still a valuable tool for both collecting data and identifying relative financial students' need.

Mr. Hannon continued his presentation by speaking about the timing of awards. The sooner awards can be announced the better it will be both for families and college. The students and their parents will be able to make financial plans ahead of time, and colleges will be able to compete for students with their financial aid packages. Mr. Hannon mentioned Federal Net Price Calculator requirements and a College Cost Estimator that could help students and parents in their calculations.

Mr. Hannon spoke about caps for public and private colleges. Students should be able to continue to take SSACI awards to public or private colleges since the private colleges are an integral part of Indiana's higher education system. SSACI should apply consistent methodology across programs, and the difference in the award cap between public and private colleges should continue existing state policy. A higher award to a student attending a private school is acceptable because there is no state subsidy to a private school.

When speaking about efficacy, Mr. Hannon said that the answer to the question whether Indiana is distributing awards to the right students, and whether the awards are leading to access and completion, was incomplete. There are significant gaps in data, and data from DOE, SSACI, CHE and DWD that does exist must be married. Progress is being made, but additional data must be identified and collected.

Mr. Hannon spoke about the specific legislative charge to examine certain issues; for example, the extent to which criteria for establishing the eligibility of an applicant should consider receipt of Pell Grants, other wrap-around assistance provided by the university, tax credits, and other assistance. The Commission does not recommend formally considering Pell grant aid in the award methodology, since Pell recipients are very low income students. However, the total financial aid picture must be understood.

Mr. Hannon presented some charts to the Commission members. One was describing Adjusted Gross Income (AGI) and Expected Family Contribution (EFC) Conversion. Another showed student grant sources, and this chart included SSACI grants, Pell grants, institutional grants and other grants.

Ms. Odum asked what the total cost of the college was, and whether the award will be adequate to cover all the items mentioned in the report. Mr. Hannon responded that grant aid will typically cover cost of tuition for the lowest income Hoosiers, but there will be a gap of approximately \$8,000 to cover a full cost of the attendance of the college.

Mr. Hannon spoke about the financial aid on the basis of merit and on the basis of need. He said that the Commission believes SSACI should focus on need-based financial aid, and those programs that are primarily based on other than needs-based analysis should be reconsidered.

Mr. Hannon stated that the 21st Century Scholars Program has some proven benefits to students; some of these benefits need to be better identified and measured. This program has been a national model for student aid programs around the country for several years, and any changes to this program must be well reasoned and carefully implemented.

Mr. Hannon talked about seven goals established by the 21st Century Scholars Program enabling statute, which included the following: reduce the number of students who withdraw from high school before graduation; increase the number of students who are prepared to enter the workforce upon graduation; increase the number of students entering postsecondary educational institutions in Indiana; encourage eligible students to attend postsecondary educational institutions in Indiana by reducing the financial burden on the eligible students and their families; decrease drug and alcohol abuse by encouraging higher educational pursuits; increase individual economic vitality; improve the overall quality of life for many Indiana residents.

Mr. Hannon added that the Commission's recommendations were that the 21st Century Scholars Program must refocus itself as a program intended to raise the ability, aspiration and preparation of low income students to be good citizens, complete high school, attend and be successful in college, and successful in life. The fidelity of the 21st Century Scholars Program must be maintained through rigorous monitoring of enrollment and participation. Mr. Hannon also said that Indiana must consider a means test for 21st Century Scholars students as they attend college, and that further study is needed.

Mr. Hannon spoke about the scholarships and awards provided for members of the military and National Guard. Substantial financial aid is available from the federal and state governments for current and former members of the military and their families, but the coordination of these awards needs to be improved. The SSACI programs for military families are financed by SSACI, but administered by the IDVA (Indiana Department of Veterans' Affairs). Mr. Hannon said the Commission recommends that the fiscal and administrative duties should be assigned to one entity – that is, either they are student aid

programs administered by SSACI and should follow SSACI policies, or they are military benefits administered by the appropriate military agency.

Mr. Hannon talked about scholarships and awards provided to the individuals being held in state correctional facilities. He said that there is a positive public policy rationale to funding education for incarcerated prisoners at taxpayer expense. However, paying for prisoner education through SSACI has several disadvantages, like limited academic offerings because of SSACI rules, and deadlines, and inconsistent funding levels across institutions. The Commission recommends that state should consider funding prisoner education through the Indiana Department of Corrections.

Mr. Slaughter asked whether the financial aid for veterans is considered a need-based program. Mr. Hannon responded that any financial aid that comes from SSACI should be need-based.

VII. DECISION ITEMS

A. Academic Degree Programs

1. Master of Business Administration To Be Offered by Indiana State University in Hendricks County

Dr. Jack Maynard, Provost and Vice President for Academic Affairs, Indiana State University, presented the proposal. The Commission for Higher Education discussed this program at its September 2009 meeting, but did not act upon it at that time. Currently Indiana State University offers an evening, fully classroom-based Master of Business Administration (MBA) on its Terre Haute campus. This program experienced a decline in enrollments between FY2004-2008.

Dr. Maynard said that the proposed program will serve the market in Hendricks and Boone Counties. Approximately 60 percent of the program is classroom-based, and the remainder will utilize information technologies. Dr. Maynard spoke about the clientele to be served by the proposed program, and it will include: junior professionals, underemployed individuals, and people who want to return to the workforce, after a voluntary absence or being laid off. The first group is expected to comprise about three-quarters of the students.

Dr. Maynard explained the cost, as well as the curriculum of the proposed program. He stated that Indiana State University expects that the enrollment targets for this program will be met, because there are many students who still seek a MBA for career advancement and who are capable, with GMAT scores that are high, but not high enough for the most selective programs. Dr. Maynard also added that this program received great support from such companies as Duke Energy, Hendricks Health, and FedEx, and these companies will be able to offer tuition reimbursement programs to their employees, who could become the principal clientele of this program.

Mr. Murphy asked about the delivery of the program. Dr. Maynard responded that the University has a number of programs that are using this particular balance of on- and off-campus delivery. He said that this type of model is still in demand within professional community.

Ms. Moran-Townsend asked whether the students who might be enrolled in this program were served by the Indianapolis-based program. Dr. Maynard responded that the representatives from ISU met with number of employers in that region, and the message they received was that the employers were not served; that's why there was such a great support of the proposed program from these employers, and such a great demand for this program.

Mr. Smith asked about the reasons for Indiana State University to offer this program. Dr. Maynard responded that there was a time when the University was criticized for not serving Indiana well, so the University would like to change that. Indiana State University's College of Business is a very good school. It has good programs and a fair amount of graduates in that region, and the University has a capacity to offer this program.

Ms. D'Amico asked whether the University could quantify the need for this program. Dr. Maynard invited Dr. Jeff Harper, Associate Dean, College of Business, to answer this question. Dr. Harper said that most of their information was received through the conversations with local businesses, Chamber of Commerce of Hendricks and Boone Counties, Hendricks County College Network, and other sources. Dr. Harper said that it is difficult to give a full market survey, but the University can quantify by the number of people in that particular region that had taken the GMAT.

Dr. Harper added that this program is unique, because it is targeted for the working young professionals with five or more years of business experience, and who will not be able to spend a certain number of hours in the classroom each week, and that's why the method of delivering of the program is so unique.

Ms. D'Amico asked about the letters of support from some businesses. Dr. Harper said that they had letters of support from Duke Energy and Hendricks County College Network. Ms. Rosemary Price, Administrative Assistant, Commission for Higher Education, explained that the letters were included in the package with the original proposal from the University, but not in the Agenda booklet. However, these letters were available for the Commission members, if they wanted to see them.

Mr. Murphy asked whether the University expected to have 33 students for the first year of offering the program. Dr. Maynard responded that the number will be 27 for the first cohort.

Dr. Sauer gave the staff recommendation.

R-10-4.3 RESOLVED: That the Commission for Higher Education hereby approves the *Master of Business Administration* to be offered by Indiana State University through in Hendricks County, in accordance with the background discussion in this agenda item and the *Abstract*, May 28, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, April 28, 2010. (Motion – Blend, second – Rehnquist, opposed – D'Amico, abstained – Smith, approved)

Mr. Murphy suggested that the Commission would come back and look at this program in a few years to see whether the program is meeting its goals, and if not, to take some action.

Mr. Smith confirmed that the Commission has been encouraged to take further action after this program is up and running.

Ms. D'Amico said that she voted against not because she doubts the merits of the program itself, but because she did not see the need for it. Mr. Smith agreed with Ms. D'Amico, explaining that his abstention was for the same reasons.

2. Bachelor of Science in Nursing (Completion) To Be Offered by Indiana University –Statewide via Distance Education at all of Its Campuses

Dr. Robert Sandy, Assistant Executive Vice President, Indiana University, introduced this item. He said that this program is unusual; it's a consortium, which will involve all of the nursing schools at all IU's campuses. The idea is that by combining all the faculties it is possible to create a much stronger program. Dr. Sandy stated that everybody recognizes the shortage of nurses, and IU is predicting 122 graduates, when this program reaches its steady state.

Dr. Sandy added that the model of bringing the nurses from all over the state could be used for other programs. He invited Dr. Marion Broome, Dean, IU School of Nursing, Indiana University, to answer the questions about the program.

Ms. Moran-Townsend said she would like to give IU a huge applause for doing this across the system. She asked whether it is going to be difficult to get enough clinical practice system-wide. Dr. Boone responded that the program will be focusing on the registered nurses, who are already practicing, so this will not be an issue.

Ms. Odum asked how IU estimated the number of students in this program. Dr. Boone responded that they had an access to Indiana Hospitals Association data, so they know how many Associate Degree Nurses there are in the state. IU also has strong articulation agreements with Ivy Tech, so they know what percent of their students come to IU to enroll in these programs throughout the state.

Ms. Odum asked who they expected to be working while taking classes: the full-time or only part-time students. Dr. Boone responded that most students choose to take part-time classes, and not because of their working schedules, but because most of the students are funded by the hospitals. The hospitals will pay for six credits, and they expect the students to come back to work there after graduating.

Dr. Sauer gave the staff recommendation.

R-10-4.4 RESOLVED: That the Commission for Higher Education hereby approves the *Bachelor of Science in Nursing (Completion)* to be offered by Indiana University-Statewide via Distance Education at all of its campuses, in accordance with the background discussion in this agenda item and the *Abstract*, May 28, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, May 28, 2010. (Motion – Moran-Townsend, second – Costas, unanimously approved)

3. Bachelor of Science in Energy Engineering To Be Offered by Purdue University Through the IUPUI Campus

Dr. Oner Yurtseven, Dean, School of Engineering and Technology, IUPUI, presented this proposal. Dr. Yurtseven said that this degree program is very timely since many countries now-a-days are focusing on energy. There are just a few degrees in energy engineering in the United States, and most of these degrees are on graduate level, so this will be a unique stand-alone Bachelor of Science degree in Engineering.

Dr. Yurtseven said that this degree proposal has two aspects. First, it will complement the research that School of Engineering at IUPUI is doing; second, Purdue University has established 2+2 articulation agreement with Ivy Tech Community College's A.S. in Pre-Engineering, so Ivy Tech's graduates from this program will be coming to IUPUI to take additional credit hours to complete their baccalaureate degree within two years.

Before giving the staff recommendation, Dr. Sauer pointed out another important aspect of this proposal: as a result of these conversations IUPUI and Ivy Tech have agreed to work out articulation agreements in other engineering disciplines over the next six months, and this will include Biomedical Engineering, Electrical and Computer Engineering, Mechanical Engineering, etc. Dr. Sauer added that the Commission will be monitoring these agreements, and hopefully will bring them for the Commission members' review at the end of this year.

Dr. Sauer gave staff recommendation.

R-10-4.5 RESOLVED: That the Commission for Higher Education approves the *Bachelor of Science in Energy Engineering* to be offered by Purdue University through the IUPUI Campus, in accordance with the background discussion in this agenda item and the *Abstract*, May 28, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, May 28, 2010 (Motion – Sendelweck, second – D'Amico, unanimously approved)

Mr. Slaughter pointed out that the total count of credit hours for the students to complete the degree is 135, and during the discussion the Commission members had on the previous day they confirmed that with the articulation agreements the number of credit hours required for the completion of the degree program is 135. Mr. Smith thanked Mr. Slaughter for bringing this point to the Commission's attention.

Dr. Sauer explained that Engineering programs tend to be longer, especially in the area like this particular one, which is interdisciplinary. Dr. Sauer asked Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, to comment on the

proposed degree program. Dr. Doucette said that Ivy Tech was very supportive of the new program, and they were very pleased with the way the state-wide articulation agreement works.

Dr. Sauer said that the Commission staff would like to reduce the number of credit hours that student needs to complete this degree, and the staff has gathered information regarding this subject, which they anticipate to bring to the Commission members perhaps by the next meeting. However, Dr. Sauer pointed out that sometimes it is difficult to reduce the number of hours to more manageable amount.

4. Associate of Science in Nanotechnology To Be Offered by Ivy Tech Community College-South Bend at South Bend

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, gave an overview of this proposal. He said that this program is a direct response to a community need and request. It is a direct support for development of South Bend community and an emerging industry in this community.

Dr. Mary Ostrye, Vice Provost for Academic Affairs, presented the details. She said that Ivy Tech Community college was approached by the University of Notre Dame (UND) to develop the proposed A.S. in Nanotechnology, as a result of research activities at the University. The Midwest Institute for Nanoelectronics Discovery (MIND), based at the University of Notre Dame, is one of four centers funded by the Nanoelectronics Research Initiative, which, in turn, is part of the Semiconductor Research Corporation – a non-profit, worldwide consortium funded by the microchip industry and supporting university-based research. Besides UND, seven other universities are involved in research conducted through MIND, including Purdue University.

Dr. Ostrye mentioned that this program articulates with Purdue North Central's Engineering Technology Program. Every semester one or two labs will be offered at the University of Notre Dame campus.

Ms. Moran-Townsend asked whether this program will articulate to the Engineering degree in University of Notre Dame. Dr. Ostrye said this program will articulate to Engineering Technology; so if Notre Dame will start offering Engineering Technology degree, then this program will articulate.

Ms. Baker asked whether the written part of articulation agreement will include working with Notre Dame faculty and using Notre Dame labs. Dr. Ostrye responded that Ivy Tech has an agreement with Notre Dame, in which Notre Dame agrees to provide faculty to teach this program. As to the articulation agreement, Ivy Tech has an articulation agreement with PU Calumet's B.S. in Engineering Technology.

Ms. Odum asked how Ivy Tech is going to source its faculty for this new highly technical program. Dr. Ostrye said that they already have three engineers as faculty at South Bend campus, and by the time the program is ready to start, they will have a Nanotechnology chair in place. Dr. Ostrye also added that Ivy Tech looked at the similar programs in other community colleges prior to developing this new program, and University of Notre Dame was a great resource for Ivy Tech.

Dr. Sauer gave the staff recommendation.

R-10-4.6 RESOLVED: That the Commission for Higher Education approves the *Associate of Science in Nanotechnology* to be offered by Ivy Tech Community College-South Bend at South Bend, in accordance with the background discussion in this agenda item and the *Abstract*, May 28, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, May 28, 2010 (Motion – Murphy, second – Slaughter, unanimously approved)

5. Academic Degree Programs on Which Staff Propose Expedited Action

R-10-4.7 RESOLVED: That the Commission for Higher Education approves by consent the following degree program(s), in accordance with the background information provided in this agenda item:

- Associate of Science in Physical Therapist Assistant to be offered by Ivy Tech Community College-Sellersburg at Sellersburg
- Associate of Science in Education to be offered by Ivy Tech Community College-Kokomo at Logansport (Motion – Bepko, second – Fisher, unanimously approved)

B. Resolution in Support of Executive Order Recognizing Western Governors University

Ms. Lubbers presented this resolution.

R-10-4.8 RESOLVED: That **WHEREAS**, the establishment of WGU Indiana is fully consistent with the goals and strategic directions of the Commission for Higher Education's *Reaching Higher* initiative;

WHEREAS, in particular, WGU Indiana can contribute to the Commission's goal of increasing the number of baccalaureate degrees conferred by Indiana institutions by 10,000 per year through the year 2025;

WHEREAS, WGU Indiana can be especially helpful in expanding options for working or dislocated adults, who need access to flexible and affordable educational opportunities;

WHEREAS, the Commission for Higher Education was an early supporter of the WGU concept and in 1998 actively worked for Indiana to become a formal member of WGU;

WHEREAS, WGU's reliance on technology and competencies addresses calls by the Commission for innovations in how institutions, might deliver instruction more effectively and efficiently,

the Commission for Higher Education approves a resolution in support of the Executive Order recognizing WGU Indiana (Motion – Bepko, second – Murphy, unanimously approved)

C. Adoption of the 2010-11 Indiana/Ohio Reciprocity Agreement

Ms. Haley Glover, Associate Commissioner for Policy and Planning Studies, presented this item. She said that after many long months of negotiations, staff recommends for the Commission's approval the 2010-11 Indiana-Ohio reciprocity agreement, which will take effect July 1, 2010 and terminate June 30, 2011. This agreement addresses, at least partially, the enrollment and fiscal imbalance that has existed for years under this arrangement – Indiana currently enrolls and supports Ohio students to a much larger extent than Ohio supports Indiana students.

Ms. Glover stated that the 2010-11 agreement adds three Indiana counties in the southeastern part of the state: Floyd, Harrison and Washington. It continues to provide access for Indiana students to Cincinnati area colleges, a significant factor in increasing the number of Indiana students taking advantage of the agreement. For the purposes of funding enrollment growth through completed credit hours, however, enrollment of reciprocity students at the participating Indiana institutions is capped at last year's levels. This is an attempt to mitigate costs in the current fiscal environment, and to encourage parity. Reciprocity degrees, however, will continue to be counted in the performance formula.

Ms. Glover noted that the Chancellor of the Ohio Board of Regents is as concerned with parity in the agreement as the Commission is, and the Commission will continue to address this issue in future agreements.

Ms. Glover made the staff recommendation.

R-10-4.9 **RESOLVED:** That the Commission for Higher Education approves the *Memorandum of Understanding Between Indiana and Ohio Regarding Tuition Reciprocity, 2010-2011* (Motion – Rehnquist, second – Bepko, unanimously approved)

D. Amendment to the Policy on Regional Campus Roles and Missions

Ms. Glover presented this item. In March, the Commission voted to adopt the Policy on Regional Campus Roles and Missions, which provide a framework for the Regional Campuses of Indiana University and Purdue University. Since March, the Commission has received feedback that has inspired several revisions to this policy.

Ms. Glover said that first, the Commission has removed reference to commuters. While the majority of students who attend regional campuses are commuters, this issue is addressed in the limit on student residences on-campus, which is articulated in the policy. Second, the Commission has refined the research focus, indicating that research activity is not prohibited at the Regional Campuses, but it is not incentivized through the State's performance formula.

Mr. Smith pointed out that the Policy should be acknowledged as a living document, and he also acknowledged considerable part that Presidents both from IU and PU took in it.

Ms. Moran-Townsend added that changes to the policy that have been presented to the Commission were also a result of the input from the Faculty Conference, chaired by Ms. Baker.

Ms. Glover gave the staff recommendation.

R-10-4.10 **RESOLVED:** That the Commission for Higher Education approves the *Policy on Regional Campus Roles and Missions, Amended June 11, 2010* (Motion – Sendelweck, second – D’Amico, unanimously approved)

E. FY2010 Improving Teacher Quality Partnership Program Request for Proposals (RFP)

Ms. Glover presented this item.

R-10-4.11 **RESOLVED:** That the Commission authorizes staff to release the *FY2010 Application for Competitive Grants under Indiana’s Improving Teacher Quality Partnership Program (Public Law 107-110) CFDA 84.367A* (Motion – Slaughter, second – Fisher, unanimously approved)

F. Approval of Indiana College Cost Estimator Contract

Mr. Bearce presented this item. He said that the available evidence suggests that the cost of college, both perceived and actual, poses a significant challenge to raising Indiana’s education attainment level. Based on state survey data, 70 percent of first-generation college students believe that they cannot afford postsecondary education.

Mr. Bearce said that the Commission has engaged in ongoing discussions with the National Center for College Costs over the past two years related to the statewide deployment of an online resource that would make federal, state, and institutional financial aid transparent for Indiana families. The Indiana College Cost Estimator will be a “one stop shop” offering Hoosiers customized estimates and side-by-side comparisons of the net cost of college after financial aid at each of Indiana’s public and private colleges.

Mr. Bearce added that under the proposed service agreement with the National Center for College Costs, the Commission would dedicate \$400,000 of federal College Access Challenge Grant funds for an initial two-year license offering unlimited statewide use of the Indiana College Cost Estimator tool and related training/support services fees.

Ms. Odum asked whether the Indiana colleges, who are participating in VSA, will be able to remove the VSA calculator and insert the Indiana College Cost Estimator, and whether the students will know that they should go to a different web site to use it. Mr. Bearce confirmed that this might be somewhat confusing, so that’s why the Commission would like to provide a tool that would be available as a “one stop shop,” as it was originally designed and envisioned by the government. Each college will have a separate cost calculator to be consistent with the set of methodology. The students will still have to go on a web site, but they would be able to get information for multiple colleges.

Ms. Moran-Townsend suggested including in staff recommendations a direction from the Commission that 1) in a second year there will be a review of the efficacy of this program to make determinations of the future contracts; and 2) there will be aggressive negotiations on what the subsequent pricing would be.

R-10-4.12 **RESOLVED:** That the Commission for Higher Education authorizes staff to enter a two-year contract agreement with the National Center for College Costs for the statewide implementation of the Indiana College Cost Estimator (Motion – Rehnquist, second – Sendelweck, unanimously approved)

G. Modification to Commission for Higher Education Staff Retirement Plan

Mr. Hannon presented this item.

Mr. Smith complemented the Commission’s staff on making the decision regarding the modifications to the retirement plan.

R-10-4.13 **RESOLVED:** That the Commission for Higher Education approves the *Modification to Commission for Higher Education Staff Retirement Plan* as presented in the agenda materials (Motion – Moran-Townsend, second – Rehnquist, unanimously approved).

H. Election of Officers for 2010-11.

Mr. Sendelweck presented the slate of officers. Mr. Smith will continue as a Chair, Mr. Sendelweck as a Vice Chair, Mr. Fisher as a Secretary; Ms. Moran-Townsend will Chair the Reaching Higher Committee, and Mr. Lehman will Chair the HR Governance Committee.

R-10-4.14 **RESOLVED:** That the Commission for Higher Education approves the election of the officers as presented in the slate (Motion – Sendelweck, second – Costas, 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 12:10 p.m.

Michael Smith, Chair

Jud Fisher, Secretary