

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

**May 14, 2010
Friday**

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:15 a.m. at Ball State University, Pittenger Student Center, Cardinal Hall B, University Avenue, Muncie, IN, with Vice Chair Kenneth Sendelweck presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

Members Absent: Jon Costas, Clayton Slaughter, Michael Smith.

Dr. Richard Helton, President of Vincennes University, attended the meeting. Mr. Anthony Maidenberg, Interim President of Independent Colleges of Indiana, was also present.

III. CHAIR’S REMARKS

Mr. Sendelweck asked everybody to keep Mr. Michael Smith in their thoughts as his family was experiencing an illness.

Mr. Sendelweck introduced new Commission member, Ms. Eileen O’Neill Odum. Ms. Odum is recently retired as Executive Vice President and Group Chief Executive Officer from NiSource Corporation in Crown Point, Indiana. She is filling the at-large member position held by Mr. Richard Johnson. Her term is through 2013.

Mr. Sendelweck invited Dr. Terry King, Provost and Vice President for Academic Affairs, to give welcoming remarks. Dr. King welcomed members of the Commission to the Ball State University.

Mr. Sendelweck invited Ms. Cynthia Baker to comment on the recent Faculty Leadership Conference. Ms. Baker said that the annual Faculty Leadership Conference was held on Friday, April 23 and the theme of the Conference was “Faculty Response and Responsibilities in Tough Economic Times.” Faculty leaders in attendance represented 18 campuses. Ms. Baker stated that the Conference was a great success, especially due to the excellent presentations, which covered topics such as performance funding, the importance of streamlining and collaborating, and discussion of the flow of students through the community college, regional, and four-year campuses. Ms. Baker stated that what she thought was most important, and the topic that permeated all the discussions, is how to accomplish credit completion and graduation goals while improving the quality of higher education in Indiana. Ms. Baker mentioned that Commissioner Lubbers attended the entire Conference, which impressed the faculty participants. In conclusion,

Ms. Baker said that the substantive discussions, which represent an ongoing dialogue between faculty and the Commission, will continue.

IV. COMMISSIONER'S REPORT

Ms. Lubbers began her report by saying that on March 27th, members of the Student Nominating Committee met to interview candidates for the student position on the Commission. Three names have been submitted to the Governor for consideration. A new student representative should be named by mid-July.

Ms. Lubbers then spoke about the annual H. Kent Weldon Conference for Higher Education, which was held on April 19th. She said that this year's theme was especially timely: "Challenges and Opportunities: Increasing College Productivity." The survey and anecdotal response from participants was very positive, saying the presenters provided useful information and made a compelling case for increasing productivity and quality degree completion. The Governor's comments were focused on these issues and stressed his strong support for performance funding and timely degree completion. The Governor also announced the roll-out of the Commission's Trustees Academy as a part of the Lumina Productivity Grant efforts.

Ms. Lubbers continued her report with information about the upcoming Indiana Education Roundtable meeting on May 18th. She pointed out that for the first time this meeting will have a full agenda focused on higher education. The agenda will feature Jamie Merisotis, President and CEO of the Lumina Foundation for Education, and a response panel consisting of Commission Chair Michael Smith, Senator Luke Kenley, Dr. Nasser Paydar, Chancellor of IU-East, and Dr. Gina DelSanto, Senior Vice Deputy of the Department of Workforce Development.

Ms. Lubbers made a special comment about Dr. Paydar's work, which has been highlighted by the Commission. She noted that it is important to know that the work he has done has been in partnership with Ivy Tech-Richmond and Chancellor Jim Steck. The relationship between Ivy Tech and Regional Campuses depends on leadership from both.

Ms. Lubbers spoke about the Achieve Common Assessment. She said that Achieve, the Indiana Department of Education, and the Commission are working collaboratively to develop high school assessments that measure readiness for non-remedial, credit-bearing, college level coursework in math and English. Ms. Lubbers added that this is the next step in implementing the Common Core Standards, an initiative that has been supported by 48 states.

Ms. Lubbers noted that the postsecondary institutions will determine how these assessments will be used, but the Commission will be encouraging colleges and universities to participate in the design and development of the assessments to ensure that they are an accurate measure of college readiness.

Ms. Lubbers talked about global education. It is acknowledged that the 20th century was the American century in higher education from a global perspective, but the 21st century is still up for grabs. Most analysts conclude that it is not so much that Americans are getting worse, but that others are getting better. As more countries value higher education, and as a result of 9/11, there was a large decline in international students in the first part of the past decade. The population of international students declined between 2001 and 2003 from 689,000 to 618,000. The numbers have rebounded fairly significantly with 859,000 educational visas awarded in 2008.

Ms. Lubbers identified India, China and South Korea as the top three countries of origin for international students studying in the United States in 2007-2008. Other leading countries of origin included Japan, Canada and Taiwan. Together these six countries accounted for over half of the international students. Nearly 40 percent of all international students studied in business and management or engineering. About 53 percent of international graduate students were studying in a STEM field, compared with 30 percent of undergraduate international students. The biggest difference is that while students used to stay and get jobs in America, they are now choosing to return to their home countries.

V. CONSIDERATION OF THE MINUTES OF THE FEBRUARY COMMISSION MEETING

Ms. Moran-Townsend commented that the resolution R-10-2.12 was incorrect. It should read: **R-10-2.12 RESOLVED:** That the Commission for Higher Education hereby approves the *Policy on Regional Campus Roles and Missions* in accordance with the supporting document, dated March 2, 2010, instead of the *Policy on Dual Credit Opportunities in Indiana*.

R-10-3.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the March 2010 regular meeting as amended. (Motion – Murphy, second – Fisher, unanimously approved)

VI. DISCUSSION ITEMS

A. Line Item Report - Ball State University Initiatives

- 1. Indiana Academy for Science, Mathematics and Humanities;**
- 2. The Entrepreneurial University**

Dr. King presented this report. He said that President Joanne Gora was out of country, but she left a video. According to President Gora, The Entrepreneurial University is transforming and redefining how higher education is delivered, changing the nature of student learning, and producing graduates with a portfolio of experience. President Gora spoke about the outcome measures of this initiative, including raising admission standards and increasing retention and graduation rates.

President Gora said that in 1998 Ball State was the first university to require Core 40 as a minimum admission standard. Today Ball State is enrolling its most academically gifted freshman class with 51 percent of admitted students having completed the Core 40 with Academic Honors Diploma or its equivalent from other states. All new students are required to have completed the Core 40 high school curriculum.

President Gora spoke about Ball State University's distinctive academic approach, which is the incorporation of relevant, intense, immersive learning experiences that extend and apply what students learn in the classroom. These activities are already found in every academic college and in special centers on campus, but the opportunities must be expanded to meet Ball State's objective of having every student participate in at least one of these experiences. President Gora pointed out that students who participate in these activities graduate with a portfolio of experiences that make them better prepared to succeed and contribute positively in the current and future economy.

President Gora continued her report by saying that Ball State University's focus on academic excellence will lead to student and faculty success and productivity as demonstrated through high graduation and retention rates, recent graduates' annual incomes and new business development, the number of nationally ranked and recognized academic programs, and the generation of intellectual capital necessary for the state's economy.

President Gora said that Ball State's strategic plan defines the timeframe for achieving this vision by 2012, but with a number of nationally ranked programs, strong retention and graduation rates, and thousands of successful, enterprising graduates across the country today, Ball State is well on its way to emerging as a distinctive, innovative and academically excellent option in Indiana's public higher education system.

In conclusion, President Gora outlined the outcome measures being tracked by Ball State University through 2012: continue to require that 100 percent of admitted freshmen achieve the Core 40 diploma; achieve 80 percent of admitted freshmen having reached an Indiana Academic Honors Diploma or equivalent; guarantee all qualified students will have immersive learning opportunities; offer an entrepreneurship minor to all students; guarantee all students will be able to create digital resumes/portfolios of curricular and co-curricular experiences; increase the freshman retention rate to 80 percent; increase the six-year graduation rate to 60 percent by 2012 and to 65 percent by 2015.

Dr. King referred the Commission members to page 34 of the Agenda book, where the outcome measures in Ball State University's current strategic plan were listed.

Ms. Baker asked how the entrepreneurship minor is different from business or finance minor. Dr. King responded that the entrepreneurship minor requires a number of business courses. There is a strong connection to the business minor degree, but the students get extra entrepreneurial courses, as well.

Dr. King next spoke about the Indiana Academy for Science, Mathematics, and Humanities. The Academy was founded in 1990 by the Indiana General Assembly, and it has been nationally recognized as a premier educational institution for gifted and talented students. The Indiana Academy serves as a public residential high school—the only one in the state—for 300 gifted and talented juniors and seniors from across Indiana. The funding for the Academy comes from a General Assembly line item: it received \$4 million in 2010, which is lower than it was in 2000. The Academy receives state tuition support, which is calculated as if it was a charter school. Since this is a residential facility, the parents pay \$920.00 per semester towards the housing costs.

Dr. King said that the target enrollment each year is 152 juniors. He said that for the last few years the Academy had about 500 applications a year. 91 of 92 counties have sent students to this school, and 66 percent of the high schools are represented at the Academy. Enrollment is 55 percent female and 45 percent male.

The Academy's curriculum is challenging. Students are offered 140 college-level courses using college texts; there are also fourteen Advanced Placement courses. Over fifty percent of students graduate with AP credit. The lowest passing grade is "C". Over ten percent of the Academy graduates become National Merit Scholars; over one third of the students participate in some way in the National Merit program. Over 90 percent of Academy graduates go to college; 60 percent stay in Indiana to go to the university or college; 57 percent attend public universities in Indiana.

In conclusion, Dr. King briefly spoke about the distance learning opportunities for non-Academy students, professional development for teachers in the state of Indiana and an outreach program. He said that the Academy's Internet learning courses have over 9,000 students, and two thirds of the students take one or more of six AP classes offered online. There are also non-AP classes that can be taken online.

Ms. Lubbers said that she was a little surprised that only 50 percent of the students are taking AP courses. Dr. King responded that since students are taking college level courses anyway, they may not need the AP credit as they go on to postsecondary education. However, the Academy is still number two on the list in the state of Indiana in number of students taking the AP courses.

Dr. Bland asked how the school provides counseling services for the students, who may need help with the rigorous curriculum. Dr. King said that the Academy hires people to work with the students to make the transition to the university environment smooth. Dr. Jacobson added that they have a specially trained counseling staff for the residential students.

B. Financial Aid Study Update

Mr. Bernie Hannon, Senior Associate Commissioner and Chief Financial Officer, introduced this item. The 2009 General Assembly asked the Commission to undertake the study of the state financial aid system. The study was to be done with the assistance of the State Student Assistance Commission on Indiana. Mr. Hannon introduced Ms. Laurie Gavrin, Director, Research/Policy Analysis, State Student Assistance Commission of Indiana (SSACI).

Ms. Gavrin began her presentation by speaking about FAFSA Applications. There was a 16 percent increase in applications in 2010. There was also a 12 percent increase in clean, on-time applications; 134,000 students could receive offers of financial aid in 2010, compared to approximately 111,000 students who received offers in 2009.

Ms. Gavrin spoke about the demographics of students who listed a SSACI-eligible college. There is an increase in students attending proprietary college. Also, there is a large fraction of independent (adult) students, which is an increase from last year. A larger fraction of filers are Pell Grant eligible this year, as well.

Ms. Gavrin talked about contributions, what the federal government determines as a family's ability to pay. The percentage of those with zero contribution (those who are not expected to contribute anything) increased by four percent. The percentage of those with contributions too high to receive offers of aid decreased by five percent. The mode (which is the value that occurs most often) has shifted from a contribution of \$1,000-\$1,500 down to \$500-\$1,000, indicating decreasing ability to pay.

Ms. Gavrin continued her presentation by talking about tuition. Normally the HEA grant is not affected by present year tuition, but 21st Century Scholars is an entitlement based on present year tuition, and there is a shortfall in 21st Century Scholars' appropriation because the caps on the HEA awards have been reduced. This is why it was necessary to move funds from HEA to cover 21st Century's needs.

Ms. Gavrin said that by law, the state must have a balanced budget. Up until now, SSACI's HEA/FOC (Freedom of Choice) and 21st Century Scholars programs have been the only

budgets in the state with increased appropriations and no cuts. Approximately \$17 million might need to be moved from the HEA fund to 21st Century's budget in FY2011.

Ms. Gavrin explained why SSACI budgets go up but caps go down. There have been unprecedented increases in students applying for financial aid. Two entitlements (National Guard and 21st Century Scholars) drawing on O'Bannon scholarship funds directly amplifies the drops in caps, which then acerbates the need for HEA to cover that drop. Tuitions continue to increase; all old dual tuitions have phased out. Another factor is that more colleges have become eligible to accept SSACI, particularly the proprietary colleges.

Ms. Gavrin described meeting students' need, which is increasing. She showed the Commission members how far SSACI could go up the income curve, and how it can address the need of middle-income students. Ms. Gavrin also discussed the financial need by type of college. More people with zero contributions go to public colleges.

Ms. Gavrin spoke about the 2008-2009 award caps, which limit aid for students at any covered college. If the family contribution level was below the cap, SSACI was able to provide the aid, and if it was higher, SACCI was not able to provide the aid. As to the 2009-2010 cap, Ms. Gavrin said SSACI had a 30 percent drop in aid, because of the 23 percent increase in applicants.

Ms. Gavrin fielded questions from Commission members regarding the graphics utilized in her presentation.

Ms. Lubbers suggested the Commission members schedule a special tutorial with Ms. Gavrin to have a more detailed discussion on some topics related to the financial aid study, and to clarify several questions. Mr. Murphy supported this suggestion, adding that it would be important to know the original intent of SSACI programs. He said that the conversation has turned over a period of time, and it looks like SSACI is funding people in schools rather than the school systems of their choice. Mr. Murphy also said it is important to talk about the effectiveness of state dollars in getting people to a credential.

Ms. Gavrin agreed with this suggestion. Ms. Odum asked how Indiana compares with other states. Ms. Gavrin responded that Indiana was among top funding states.

Ms. Baker asked how Indiana matches up with other states in terms of graduating college and getting degrees. Ms. Gavrin responded that SSACI does not have data on graduation, but they could get this data, if necessary.

Brief conversation regarding graduation rates and degrees followed.

Ms. D'Amico asked what policy issues the Commission is trying to solve by doing this study. She also asked what payoff the Commission is getting and whether this is an appropriate discussion for the Commission. Ms. Lubbers responded that this is a big discussion about the financial aid and its impact on the Commission's goal, which is college graduation and completion, as well as the relationship between the two.

Mr. David Murray, President, Murray and Associates, National Center for College Costs, presented the Net Price Calculator (NPC) Overview. He started his presentation by saying that the following factors: annual increases in college costs at all types of colleges and universities; increasing pressure from lawmakers and the public for colleges to increase transparency in higher education financing and costs; and the Higher Education Opportunity Act of 2008, were reasons for creating the Net Price Calculator.

Mr. Murray said that the NPC's requirements were either to use simplistic Department of Education (DOE) NPC template (available for free), or purchase/develop custom version that includes at least minimum data elements in DOE's template. Another requirement was that the NPC must be posted to institutional websites by October 29, 2011.

Mr. Murray said that NPCs will provide prospective students with an estimate of net price; however, it will provide an incomplete picture, especially for those using the DOE template, which does not calculate in Expected Family Contribution (EFC) for the user. Mr. Murray pointed out that accuracy and quality of NPCs will vary among colleges, yielding some questionable estimates and making comparisons difficult. The DOE template will also exclude loans, work study and some forms of institutional aid, making it difficult for users to understand the impact of these additional resources.

Mr. Murray stated that the NPC requirement is a first step in trying to provide prospective students with early information to help with planning and decision making, but the students and parents need more information and assistance than the standard NPC will provide. These requirements helped to create the Indiana College Costs Estimator (ICCE).

Mr. Murray spoke about the functions of ICCE, which include estimates of EFC and resulting federal, state and institutional aid eligibility at Indiana colleges and universities. The ICCE functions also include detailed descriptions of how a user's EFC was calculated, and how colleges use this data. A transparent financial aid calculator, giving an accurate estimate of how much financial aid the student could get, could have a tremendous impact on graduation rates.

Ms. Moran-Townsend asked how it will be possible to figure out what the income really is, considering that the students won't have to include all information in their applications. Mr. Murray responded that the Indiana College Cost Estimator already has all the essential financial information necessary to be able to calculate the family contribution. Mr. Murray added that Learn More has a College Success Coalition, with hundreds of volunteers all over the state, helping families.

Dr. Bepko commented that the NPC is geared more toward the traditional first-time full-time students. He asked whether ICCE will be adaptable for other students, as well. Mr. Murray confirmed that they will be working with both dependent and independent students. Dr. Bepko asked whether the Western Governors University will be included in this project. The response was affirmative.

Mr. Bland expressed concern that the process might be somewhat intimidating at first for the users, who may not know which numbers to use in order to calculate the financial aid. Mr. Murray assured Mr. Bland that the goal is to have a statewide hotline available for all the families not only to do the calculations, but to talk to, as well.

In conclusion Mr. Hannon confirmed that having a tutorial on financial aid issues would be very helpful. Ms. Gavrin and all the Commission members would be invited to this tutorial. Mr. Hannon pointed out that the Commission should have this tutorial soon, so that these issues were discussed before the June 30th report deadline.

C. Ivy Tech Presentation on Transfer of Credit

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, introduced this item. Dr. Sauer briefly reminded members of the Commission of the history of transfer of credit in Indiana. In 2000, soon after the comprehensive Community College system was launched, the Commission created State Transfer and Articulation Committee (STAC). In 2003 the General Assembly made STAC a statutory body. In 2005 the General Assembly called for the creation of Core Transfer Library (CTL), as well as twelve statewide articulation agreements.

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, started his presentation by saying that Ivy Tech's enrollment is now 75 percent part-time, down from 80 percent a few years ago. Dr. Doucette referred to the Financial Aid presentation by SSACI, saying that one reason for the increase in financial aid applications is that Ivy Tech is trying to make their students fill out the FAFSA forms by March 10th, and had a substantial success in doing this.

Dr. Doucette stated that credit transfer is a relatively new phenomenon in Indiana, especially by comparison with other states. Dr. Doucette commented on the fact that transfer in Indiana is primarily course by course, and this is not the way it is done in other states. Historical development in Indiana was primarily focused on development of great individual institutions, unlike in some other states. Dr. Doucette gave as an example the state of California, where there was a master plan in 1960 that articulated not only the development of the institutions, but the interfacing between them.

Dr. Doucette spoke about three basic degrees that Ivy Tech offers: Associate of Science, Associate of Applied Science, and Associate of Arts. The Associate of Science is Ivy Tech's primary transfer degree and the Associate of Applied Science is primarily a terminal degree with limited transfer options (except course by course). Ivy Tech has 512 articulation agreements with different colleges and universities in the state.

Dr. Mary Ostrye, Vice Provost for Academic Affairs, Ivy Tech Community College, continued the presentation by saying that of Ivy Tech's 57 programs, 74 percent have transfer agreements. They have one agreement for Health Information Technology, 135 agreements for Liberal Arts, and 55 different agreements for Business Administration. Dr. Ostrye said that many of these agreements started out by being limited to single Ivy Tech campuses, and they were based primarily on course-to-course transfers. Ivy Tech has converted many to statewide agreements, and the goal is to have 100 percent of agreements statewide, but there are still some that are just regional agreements with between individual campuses.

Dr. Ostrye talked about Core Transfer Library (CTL). She said that Ivy Tech offers 74 CTL courses, and 85 percent of these courses are accepted without conditions. Some CTL courses are accepted as undistributed credit rather than direct equivalents. Dr. Ostrye pointed out that actual implementation and compliance with CTL agreements is not universal. Most of the

time, Ivy Tech students go to four-year institutions and Core Transfer Library courses are accepted. However, there are instances when this does not happen, and the reason is cultural.

Dr. Doucette said that this is common, and not only in Indiana. There may be agreements that are accepted at the university level, but sometimes when it comes to their implementation at the departmental level, the department will tell the students that certain courses have to be taken again, even though this should not be required according to the agreement. That happens in every state all over the country, no matter what agreements have been accepted.

Dr. Ostrye confirmed that most of the time the agreements work, and the Ivy Tech's goal is to make the agreements 100 percent compliant.

Dr. Ostrye said that between school years 2004-05 and 2006-07, the number of transfers from Ivy Tech increased by 133 percent. She gave examples of successful articulation agreements.

Ms. D'Amico asked whether there should not be twelve programs, since there are twelve statewide articulation agreements, which she understood to mean that there are twelve programs that transfer automatically to the four-year institutions. Dr. Ostrye explained that there are twelve programs of study that have been identified, for which Ivy Tech should have a statewide articulation agreement with a partnering university, for example, Criminal Justice, Business Administration, and Education. Dr. Ostrye stated that Ivy Tech does have such agreement with almost all of the four-year campuses.

Dr. Sauer referred to the fact that the legislation called for a minimum of twelve programs in specific areas identified by mutual agreement involving the Community College and the universities. Six of those were in liberal arts, so there were six separate pathways. The other six were in career and technical professional areas, including nursing, criminal justice, business management, and education. The intent is to have articulation agreements for associate degrees when there are closely related baccalaureate degrees. All too often, this has meant one-to-one agreements, meaning that for 14 university campuses there are 14 agreements with Ivy Tech.

Ms. D'Amico asked why it is called statewide. Dr. Sauer answered it is statewide in intent. There is an agreement with each four-year institution. Dr. Sauer pointed out that this is not the most efficient way; however, the Commission made progress from what had been the case previous to the legislation, but it has to try to make the system better and more efficient.

Dr. Ostrye commented on the challenges that face Ivy Tech. The transfer is complex both for the students to understand, and for the advisors who help them. Dr. Ostrye said that Ivy Tech tries to work with the student, the institution, and the advisor in the event that a student has trouble transferring credits. If the problem still cannot be worked out, it is supposed to go to STAC.

Dr. Ostrye showed the Commission members a graph, as an example, illustrating the transfer of Spanish Language to a four-year institution. She said that this transfer is complicated, because students do not always know what class they should take in order to be able to transfer this class to a particular university. That's why Ivy Tech has twelve different Spanish agreements, to match up with twelve different Baccalaureate pathways.

Dr. Doucette added that there are few incentives for students to complete associate degrees prior to transfer; these are the state policy issues that should be talked about. Dr. Doucette

once more commented on the fact that even with university-level agreement, departments do not always comply with CTL agreements, and the students do not report these occurrences regularly.

Ms. Odum asked why the students are being advised not to finish their Associate degrees prior to transfer to a four-year institution. Dr. Doucette responded that if courses in the major begin in the second year of the institution, but Ivy Tech either does not have these courses, or they will not transfer, this is a good advice to a student not to stay in Ivy Tech and finish an Associate degree.

Ms. Moran-Townsend suggested that maybe Ivy Tech should limit the number of course offering, and have a complete Associate package that will be recognized. Dr. Doucette responded that favorably to having a complete associate degree transfer but indicated maybe they should expand the number of courses, depending upon the major.

Dr. Bepko asked whether Ivy Tech could award an Associate Degree after the student got transferred, so that he could get credit for the courses he had taken. Dr. Doucette answered that they occasionally do that. He added, degree completion predicts degree completion; in other words, if a student completed an Associate degree, he has shown enough determination to complete a Baccalaureate degree, as well.

Dr. Doucette added that Ivy Tech is planning to promote a practice of the best performing states that provide students with incentives for completing Associate Degrees prior to transferring to a four-year institution by giving preference in admissions to four-year institutions, as well as preference in how credits are articulated. As an example, Dr. Doucette mentioned IU-East and IUPUI; these colleges provided an access to a special Associate Degree completion scholarship to those students who completed their Associate Degrees prior to transferring.

Dr. Doucette commented on best practices in high-performing states. These practices include statewide course catalogs and systems to inform students regarding transfer. All this is already in existence in Indiana, as a result of Commission efforts in TransferIN. Dr. Doucette mentioned other best practices, like a statewide core curriculum that is guaranteed to transfer, statewide common course numbering, or mandated compliance with course applicability systems. Dr. Doucette said that high-performing states have designated ombudsmen in each institution, so that students know where to go when they have a problem with transferring credits. Dr. Sauer said that in Indiana there are transfer coordinators designated to all campuses. They are different from the ombudsmen, but the students know to go to them with their problem.

Dr. Doucette said that Ivy Tech is making efforts to simplify transfer. For example, they have decreased variation in program curricula and core textbooks; they are establishing a common general education core curriculum (which is a goal of *Reaching Higher*). Ivy Tech also is converting all transfer agreements to statewide ones that guarantee transfer of at least 60 credit hours that meet degree requirements. Ivy Tech encourages the students to complete their Associate degree prior to transfer, and participates in data systems to track students and evaluate transfer student performance.

Dr. Doucette talked about the myths about the community college; for example, that the community college courses are less rigorous, or that the faculty members are less qualified, or that transfer students do not do well academically at four-year institutions. The only way to prove that these myths are wrong is with data. Ivy Tech is willing to track the performance of their students in subsequent courses in the universities; to track the performance of their students upon transfer. This data is necessary to create a culture that supports effective and efficient transfer.

Dr. Sauer added that CTL will be an issue at the next STAC meeting.

VII. DECISION ITEMS

A. Academic Degree Programs

1. Master of Arts in Art Therapy To Be Offered by Indiana University Through Its IUPUI Campus

Dr. Robert Sandy, Assistant Executive Vice President, introduced this item.

Dr. Jennifer Lee, Associate Dean, Herron School of Art and Design, presented the proposal. She said that the graduates of the M.A. in Art Therapy will be prepared to obtain national certification from the Art Therapy Credential Board as a Registered Art Therapists. They can also become Licensed Mental Health Counselors through the State of Indiana, to qualify for work at any facility that employs counselors, including schools, retirement homes, correctional facilities, rehabilitation centers, facilities serving people with disabilities, and other medical facilities. Dr. Lee added that the U.S. Bureau of Labor Statistics reports that the field of mental health counseling is expected to grow much faster than the average for all occupations.

Dr. Sauer gave the staff recommendation.

R-10-3.2 RESOLVED: That the Commission for Higher Education hereby approves the *Master of Arts (M.A.) in Art Therapy* to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, April 30, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, April 30, 2010. (Motion – Rehnquist, second – Lehman, unanimously approved)

2. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree programs proposed for expedited action. Ms. D'Amico had a question about Associate of Science in Aviation Flight Technology. She asked whether there will be any jobs for the graduates of this program. Mr. Phillip Rath, Vice President, Financial Services and Governmental Affairs, Vincennes University, said in the next ten years there will be a huge shortage in the airline pilots in the industry. Right now, the mandatory age of retirement has been extended until 60, so there will be a need for 5,000–10,000 pilots in next five years. Ms. D'Amico said that to become a pilot a

person will need a Bachelor's degree. Mr. Rath confirmed that Vincennes University has a transfer 2+2 agreement with Purdue University, where the graduates with an Associate degree will get their Bachelor's degree.

R-10-3.3 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:

- Associate of in Aviation Flight Technology to be offered by Vincennes University at the Aviation Technology Center in Indianapolis
- Associate of Applied Science in Advanced Manufacturing to be offered by Ivy Tech Community College-South Bend at Warsaw
- Bachelor of Arts in Natural Science and Mathematics to be offered by Indiana University East-Statewide via Distance Education Technology (Motion – Bland, second – Moran-Townsend, unanimously approved)

B. Capital Projects

1. Sports Complex Garage Expansion at Indiana University – Purdue University Indianapolis

Dr. Thomas Morrison, Vice President of Capital Projects and Facilities, Indiana University, presented this project. This project expands the existing Sports Complex Garage located on the IUPUI campus. This expansion will provide additional 1,300 parking spaces.

Mr. Hannon gave the staff recommendation.

R-10-3.4 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Sports Complex Garage Expansion at Indiana University – Purdue University Indianapolis*, as presented in the project description and staff analysis April 30, 2010 (Motion – Baker, second – Rehnquist, unanimously approved).

2. Renovation of the Former Terre Haute Post Office and Federal Building at Indiana State University

Mr. Brian Hasler, Director for External Relations, Indiana State University, introduced this project. He said that in 2003 the Federal Government indicated that it is going to vacate the Post Office and Federal Building in Terre Haute, which is across the street from the campus. It was deemed ideal to accommodate the Donald W. Scott College of Business. Indiana State University received this building as a gift. The relocation of the College of Business will allow the Indiana State University to demolish Statesmen

Towers, and this will save considerable amount of money in maintenance costs.

Mr. Hannon gave the staff recommendation.

Ms. Moran-Townsend asked whether this project was on a Commission's priorities list. Ms. Diann McKee, Vice President for Business Affairs, Finance, and University Treasurer, responded that ISU submitted their capital request in 2009-11 for College of Nursing, Health and Human Services. Since that time, with the arrival of Dr. Bradley (new president of ISU), the decision was made that instead of requesting state money for another academic building, the University will need to relocate the College of Business and get a Federal Building project moved forward. The University then submitted a letter to then Commissioner Stan Jones, requesting that the state money they had requested for the College of Nursing be applied to relocating of the Federal Building.

Mr. Hannon confirmed that when the Commission was giving budget recommendations to the State Budget Agency, the ISU did not request the Federal Building renovation, so the Commission did not make this recommendation to the State Budget Agency. However, the College of Nursing was included in their request, and the budget for it was approved. Later ISU has changed their request after the CHE recommendations were done.

Ms. McKee added that the Commission and the State Budget Agency have been aware of this project for at least five or eight years.

Ms. Moran-Townsend pointed out that the project was not on the Commission's list of priorities, and it is important to follow the prioritization of the state resources.

R-10-3.5 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Renovation of the Former Terre Haute Post Office and Federal Building at Indiana State University*, and recommends that the state of Indiana pay debt service through fee replacement only in the amount of \$9,000,000 and not the \$10,000,000 as authorized by the General Assembly as presented in the project description and staff analysis April 30-, 2010 (Motion – Lehman, second – Bepko, one “No” vote, Ms. Moran-Townsend, approved)

3. Renovation of Studebaker East Complex Residence Hall at Ball State University

Mr. Phil Sachtleben, Associate Vice President, Governmental Relations, Ball State University, presented this project. He said that this project is for the renovation of Studebaker East Residence Hall on the Ball State University campus. It is the next priority of the Ball State University housing and dining replacement and renewal plan.

Mr. Hannon made the staff recommendation.

R-10-3.6 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Studebaker East Complex at Ball State University*, as presented in the project description and staff analysis April 30, 2010 (Motion – Bland, second – Rehnquist, unanimously approved)

4. Increase in Authority for Windsor Residence Halls Renovations at Purdue University – West Lafayette

Mr. Kevin Green, Director of State Relations, presented this project.

Mr. Hannon gave the staff recommendation. He said that in January 2006 the Commission recommended a project by Purdue University to renovate Windsor Residence Hall. Purdue has been undertaking the renovation in phases. Phases I and II are complete, and Phases III and IV are under construction. This project is an increase in borrowing authority to complete the project.

R-10-3.7 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Windsor Residence Halls Renovations at Purdue University – West Lafayette*, as presented in the project description and staff analysis April 30, 2010 (Motion – Bepko, second – Baker, unanimously approved)

5. Science and Engineering Laboratory Building – Phase I at Indiana University – Purdue University Indianapolis

Dr. Morrison presented this project. He said that this project would construct the Science and Engineering Laboratory Building, which will be a 45,000 square foot research facility.

Mr. Hannon gave the staff recommendation.

R-10-3.8 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Science and Engineering Laboratory Building – Phase I at Indiana University – Purdue University Indianapolis*, as presented in the project description

and staff analysis April 30, 2010 (Motion – Murphy, second – Baker, unanimously approved)

6. Capital Projects for Which Staff Proposes Expedited Action

R-10.3.9 RESOLVED: That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Center for Hospitality and Tourism Management on the Purdue University Calumet Campus: \$4,700,000 (Motion – Bepko, second – Fisher, unanimously approved)

C. Continuation of Transfer Indiana (TransferIN) Contract and *u.select* Subscription Agreement

Dr. Sauer presented this item. The Commission for Higher Education received funding from the General Assembly during the 2009-11 Biennium for its Transfer Indiana (TransferIN) initiative. Included in this appropriation is support for the Transfer Indiana Central Office (TICO), which is operated by Ball State University, and continued use of the *u.select* software. TICO provides critical technical support to TransferIN in a number of areas, such as assisting institutions with implementing course equivalency guides and degree audits, helping to develop interfaces between institutional student information systems and operating the transfer hub *u.select* software. TICO also assists in developing and marketing material to be placed on the TransferIN web site.

Ms. D'Amico asked whether there was an evaluation of these web sites. Dr. Sauer responded that there was, and that the CHE efforts have gotten a lot of recognition around the country. Dr. Sauer added that at the MHEC (Midwestern Higher Education Compact) Conference he recently attended he made a presentation about TransferIN. A group of experts from Kansas State University, hired by MHEC to evaluate the transfer sites in the Midwest, gave the TransferIN website a very high rating.

Dr. Sauer gave the staff recommendations.

R-10-3.10 RESOLVED: That the Commission for Higher Education authorizes staff to (1) sign a one-year contract with Ball State University to continue operating the Transfer Indiana Central Office (TICO) during FY2011, and (2) extend the existing agreement with redLantern, LLC for a subscription to its *u.select* software during FY2011 accordance with the supporting document dated May 6, 2010 (Motion – Bepko, second – Rehnquist, 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 12:15 p.m.

Ken Sendelweck, Vice Chair

Jud Fisher, Secretary