

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, September 9, 2011

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:05 a.m. at Ivy Tech Community College, 261 S. Commerce Drive, Marion, Indiana, with Chair Ken Sendelweck presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Carol D’Amico, Keith Hansen, Chris LaMothe, Marilyn Moran-Townsend, Eileen O’Neill Odum (via conference call), George Rehnquist, Kent Scheller, and Ken Sendelweck.

Members absent: Susana Duarte de Suarez, Jud Fisher, Chris Murphy, Michael Smith.

III. CHAIR’S REPORT

Mr. Sendelweck invited Dr. John Lightle, Vice Chancellor/Dean, Ivy Tech Community College, Marion, to give welcoming remarks. Dr. Lightle welcomed the Commission to the campus. He spoke about the history of the campus, which goes back to 1978, when Mr. Frank Maidenberga, a local businessman, provided office space in one of the buildings so that Ivy Tech could start enrolling students.

Over the next 29 years Ivy Tech in Marion has grown. In April of 2003 the legislature approved the financing for the construction of the current campus. One of the local developers donated 25 acres of land; the city of Marion purchased another 15 acres; Ivy Tech purchased ten more, so the campus is on approximately 50 acres.

Dr. Lightle described the new campus, which includes an 85,000 square feet building, and a 21,000 square feet Conference Center. The project was completed early and under budget. Ivy Tech began holding classes in the new building in January of 2008. Since the opening of the new campus the enrollment has grown 80 percent; there were just a 1,000 students when the College moved to the current site, and now they have approximately 1,800 students.

Dr. Lightle spoke about a change in diversity in student population. There was a slight increase in minorities; the greatest change in diversity is that the student population is much younger now. Many families are making Ivy Tech their first choice.

IV. COMMISSIONER’S REPORT

Ms. Teresa Lubbers, Commissioner, Indiana Commission for Higher Education, asked the Commission for a motion to approve hiring Mr. Shane Hatchett as a Business/Human Resource

Manager. This job was held by Ms. Jean Dugan, who is still with the Commission, but working on a contract basis four days a week.

R-11-06.1 RESOLVED: That the Commission for Higher Education hereby approves hiring Mr. Shane Hatchett as Business/Human Resource Manager (Motion – Hansen, second – Rehnquist, unanimously approved)

Ms. Lubbers spoke about the Productivity Conference, held by Lumina Foundation for Education on August 24-26th. Indiana is one of the recipients of the Productivity Grant, and has been selected as a lead state. Over the course of the eighteen months the Commission has focused efforts on the Trustees Academy, regional campuses and performance funding.

Ms. Lubbers said that the day prior to the Conference representatives from Tennessee, Ohio and Pennsylvania met with a group of legislators, university representatives, and Commission members to talk about their experience with performance funding. This was done in part as a response to the legislative mandate that required the Commission to do an in-depth study of performance funding, including a review of other states.

Ms. Lubbers told the Commission about two reports that have been done recently: one on Productivity Measures by HCM Strategies, and another on regional campuses, completed by MGT of America. This second report will be a complement to the work that IU did with their Blueprint for Student Attainment. Both these reports will be helpful to the Commission as it develops *Reaching Higher 2.0* and considers the role of the regional campuses in the system of higher education for the state.

Ms. Lubbers said that the Commission is working both with K-12 and higher education to fully realize the benefits of the e-Transcript program. Ms. Lubbers mentioned that two weeks ago she and Superintendent of Public Instruction Dr. Tony Bennett sent a letter to school superintendents, stating that the joint goal of the Commission and DOE is to have all high schools send the transcripts electronically by 2012. Over the last year about 105,000 transcripts (two-thirds of the total number) were sent electronically.

Ms. Lubbers informed the Commission that the US DOE approved and renewed the Commission's College Access and Success Challenge Grant. This is about \$2.4 million per year, and it provides funding to Learn More Indiana and other efforts.

Ms. Lubbers reminded the Commission members and the audience of the second Trustees Academy, scheduled on September 26th. Ms. Lubbers said that the Commission plans to make this year's Academy more interactive with the trustees, and to highlight emerging issues. Ms. Lubbers added that this year the Commission invited independent colleges, as well, since the subject of the Academy would be learning outcomes, which applies both to public and independent institutions.

In conclusion, Ms. Lubbers told the Commission that on Monday, September 12th, she will be meeting with chief financial officers from the state colleges to consider refinements in the performance funding formula.

V. CONSIDERATION OF THE MINUTES OF THE AUGUST 2011 COMMISSION MEETING

R-11-06.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the August 2011 regular meeting (Motion – Bland, second – Bepko, unanimously approved)

VI. DISCUSSION ITEMS

A. Learn More Indiana’s College GO! Week Campaign

Mr. Jason Bearce, Associate Commissioner, Strategic Communications and Initiatives, Commission for Higher Education, presented this item.

He spoke about the mission of Learn More Indiana, which is to help students and families to plan, prepare and pay for college completion and career success. As background, Mr. Bearce talked about Learn More Indiana’s marquee initiatives in this regard which include: College Success Campaigns, College Success Coalitions and College Success Mentoring.

Mr. Bearce began by highlighting the coalition-building and mentoring initiatives. State- and county-level coalitions are being developed congruently to better align and leverage resources and efforts at all levels to better support students in accessing and completing postsecondary education and training. In a related effort, the mentoring initiative involves partnering with local youth-serving organizations to develop adult mentors who guide and support low-income, first-generation college students through high school graduation and college completion.

Mr. Bearce then described the three annual statewide campaigns: *College GO! Week*, *Cash for College* and *KnowHow2Go*. These campaigns are designed to inform and motivate students of all ages to take specific steps leading to college and career success at key times throughout the year. College GO! Week campaign kicks off each fall, September 26th year, and continues through the end of the calendar year to help students plan for college. Beginning in January, the Cash for College campaign helps students understand how to pay for college, including calculating the cost of college, saving for college and applying for financial aid prior to the state’s annual March 10th filing deadline. And the third campaign, KnowHow2Go, which takes place in the spring and summer, stresses the importance of academic and social (“college knowledge”) preparation skills.

Mr. Bearce gave a detailed description of College GO! Week, beginning with data indicating the disconnect between students’ high aspirations for higher education and their proactive actions in that regard. For example, though students are required by law to complete the graduation plans, only 40 percent of those who participated in Learn More Indiana’s last survey said they have completed these plans; and, of the remaining 60 percent, 20 percent were not sure whether they had completed a plan.

When describing student goals for the College GO! Week, Mr. Bearce said that two years ago the goals were set only for high school students; last year they included middle school students, and this year the goals have been expanded to elementary school students, as well as college and adult students.

Mr. Bearce described the campaign's website, CollegeGoWeekIndiana.org, which includes a variety of helpful information related to planning for college, exploring colleges, applying to colleges and completing college. Mr. Bearce shared some initial positive feedback from high schools regarding the website and noted the increased visits to this site. Mr. Bearce mentioned that all the content and design for College GO! Week was done in-house by Learn More Indiana staff, with the bulk of the work done by two individuals: Ms. Sara Hess, Public Relations and Public Advocacy Manager, and Mr. Doug Lintner, Manager, Design and Digital Media.

Mr. Bearce noted that Learn More Indiana is sponsoring regional College GO! Week kick-off events, including East Chicago, Evansville, Indianapolis, Marion and Terre Haute, in an effort to build momentum for the launch of the campaign across the state. Mr. Bearce also told the Commission about the campaign contests as yet another way to encourage and motivate students to get involved. This year student contest winners receive CollegeChoice 529 Savings plans.

Mr. Bearce praised the Student Commissioner, Mr. Keith Hansen, for suggesting the idea of a student ambassadors program for the state. Mr. Bearce invited Mr. Hansen to speak about this program.

Mr. Hansen explained that this initiative builds a network of student leaders across the state. The network will consist of two parts: a core group of student body presidents from each of the seven public institutions in the state, as well as some of the independent colleges; and student ambassadors across the state. The main focus should be student completion and student success. Mr. Hansen said that Mr. Dale Whittaker, Vice Provost for Undergraduate Academic Affairs, from Purdue University came up with the idea of 4-3-2-1, which means: take four years to graduate; maintain a 3.0 GPA each semester; have two hours of study for each credit hour; and enroll in one extracurricular activity.

Dr. Scheller asked how the superintendents and guidance counselors were informed of the campaign. Mr. Bearce responded that Learn More has been communicating to superintendents, principals, and counselors via electronic messages and by mailing campaign materials since the last week in August.

Ms. D'Amico asked about the metrics of the campaign. Mr. Bearce responded that over the last year Learn More turned their student survey into an on-line survey, which gives Learn More greater ability to run metrics pertaining to the choices the students make. Mr. Bearce pointed out that smarter choices result in better college going rates, better preparation for college, lower remediation rates, persistence rates, better completion rates, etc. As the College Success Coalitions continue to develop across the state, Learn More Indiana will be able to collect additional data about the activities, efforts and outcomes taking place at the local level. Ms. D'Amico said that it is important to collect these kinds of metrics and report them out. Mr. Bearce agreed.

Mr. Bland commended Mr. Bearce and Ms. Hess on the impressive design of the campaign materials. He asked whether there was in the materials a message to young people telling them that they have to work hard to go to college. Ms. Hess responded that this message is emphasized on the College GO! Week website and the grade-

specific *OnTrack* magazines that were provided to schools along with the campaign materials.

Mr. LaMothe complemented Mr. Bearce and the Learn More Indiana team on their work. He asked whether parents of the elementary school children have been challenged to think about the role of education in their child's future. Ms. Hess responded that there are "On-Track" magazines for younger kids, and they geared towards parents and their activities in helping their children go to college.

Mr. Hansen asked whether there is going to be on-line advertising. Mr. Bearce responded this is something that warrants additional consideration. Learn More Indiana mostly relies on earned media and promotion through partner organizations, but online advertising was a possibility moving forward, particularly for connecting with adult learners.

B. Education Roundtable Update

Mr. Dan Clark, Executive Director for Education Roundtable, Commission for Higher Education, presented this item.

On September 6th, the Indiana Education Roundtable passed a resolution recommending the adoption of college-and-career readiness assessment for K-12 education. The Roundtable previously has recommended the adoption of the Common Core State Standards and the State Board of Education has concurred. The K-12 standards and assessments have been adopted to align education with the skills and knowledge requirements of Indiana's future workforce.

Mr. Clark said that according to a national consensus 60 percent or more of jobs in the future will require employees to have completed postsecondary education. The Department of Education has set a goal of 90 percent of Indiana's high school students achieving proficiency of college-and-career readiness standards. Seventy percent of these high school graduates would then have to complete some kind of postsecondary education in order for Indiana to have a world-class workforce.

Mr. Clark stated that currently Indiana's world ranking in the proportion of the population ages 25 to 34 that have completed postsecondary education is 12th. There are 38 states in the USA that have a proportion of the same age population that completed college degree greater than Indiana. If Indiana's younger generation is not as well educated as other generations in other parts of the world, it will not have a workforce that can compete with other countries.

Mr. Clark said that there is a need to reduce the number of students who need remediation. 23 percent of students who graduate with a Core 40 Diploma need remediation when they go to college, and about 80 percent of this remediation is in math.

Mr. Clark explained that postsecondary education is changing, and eventually it will consist of credit-based degrees, proficiency-based degrees and occupational certifications. College-and-career readiness assessments will identify students who have achieved proficiency of college-and-career readiness standards by the 10th or 11th grade. These students can graduate from high school early or could take dual

credit courses, which should be aligned with college degree requirements. There are now more than 20 dual credit courses that are readily available and affordable, and the number is growing. Students need to know that the dual credit courses will be counted towards a college degree, not just for college credit.

The real possibility of integrating the two systems is cost-saving. If the student could take 24 dual credit classes in his/her senior year, and apply them towards college degree, it would reduce the cost of a baccalaureate degree by almost 25 percent, without reducing the quality of a degree.

Mr. Clark mentioned that the Roundtable has in its budget \$100,000 to support regional partnerships, in which communities and regions will bring together their workforce, business, higher education and K-12 leaders, to agree on certain outcomes.

Mr. Clark said that high school students who have yet to achieve proficiency of college-and-career readiness standards should receive supplemental instructional services in order to strengthen their academic foundations. The integration of the last phase of high school and the first phase of postsecondary education can increase post secondary graduation rates significantly and can reduce the cost of college degrees substantially.

Mr. LaMothe expressed concern that there is not enough focus on K-8 in terms of the classes the students are taking, quality and rigor of teaching, to make the students better prepared for high school. Mr. LaMothe asked whether the dual courses that are taken in high school will apply to college credit. Mr. Clark responded that the leaders of the Educational Roundtable are making sure that the focus is not only on high school, but on the middle school, as well. Mr. Clark also said that by law, the dual credit courses have to be college curriculum courses.

Mr. Bland commented on the fact that students are still not performing well enough. It is important to make sure that the students see education and learning as an extreme value.

Mr. Hansen asked about the requirements for the top degree programs for the students. Mr. Clark responded that the Academic Degree diploma requires four years of math; Core 40 diploma requires three years of math. The general diploma is the one that needs to be strengthened, if it is to be a college readiness diploma. The general diploma is intended for students who do not pass the graduation qualifying exam.

Dr. Scheller asked whether the dual credit courses are going to be applied toward the majors. Mr. Clark responded that they will be applied only to general requirements of the degree.

C. Center for Student Excellence and Leadership (C-SEL) at the Purdue University West Lafayette Campus

D. Vawter Field Housing at the Purdue University West Lafayette Campus

Mr. Kevin Green, Assistant Director for Capital Planning, Purdue University, presented these two capital projects in tandem.

Mr. Green said that he is going to talk about these two projects together because they are linked in a concept of what Purdue University calls “The Student Success Corridor”. Both of these projects fit within the priorities of the Commission’s *Reaching Higher* document and Purdue’s new synergy strategic plan. Mr. Green pointed out that the two projects are about the importance of doing a better job of retaining and graduating the students.

Mr. Green reminded the Commission that a year ago Purdue presented the guidelines for these capital projects to the Commission. These two projects deal with both existing and new facilities. The goal is to reduce the deferred R&R backlog, and reduce the operating cost, because typically the older facilities cost more to maintain than to operate. Also, Purdue wants to build newer facilities that are more energy efficient.

Mr. Green showed the Commission the locations of the facilities on campus through a series of maps and diagrams. The master plan goal is to promote a focused and compact campus, as well as to create some collaborative zones and mixed use districts, with the synergies between the learning that goes on in the classroom and in the lab, and activities in other areas of student life. Mr. Green also said that Purdue also has a transportation plan, which creates collaborative zones around campus and makes streets more pedestrian-friendly.

Mr. Green told the Commission about the C-SEL (Center for Student Excellence and Leadership), which is going to be the anchor of “The Student Success Corridor”. Mr. Green pointed out the proximity to the renovated Student Fitness and Wellness Center, which is envisioned as a destination for all of campus. C-SEL was conceived out of the new synergy strategic plan to enhance the learning, develop student leaders, and create what Purdue calls a “third space” for students, faculty and staff. The Center should bridge the main academic campus to residence halls, dining courts, fraternities and sororities, and the recreational sports center, and provide a one-stop shop for students’ success programs.

The cost of this facility is \$30,000,000, which includes \$18,000,000 from the President from endowment earnings, and \$12,000,000 from Athletic Department TV revenue. This facility will be the first constructed in at least a decade that focuses primarily on student life and leadership development. Mr. Green said that the University is pursuing a significant gift, which will replace the endowment money, and will not only fund this facility, but will be a long term investment in the programmatic aspect of the Center’s activities.

C-SEL creates a space for students to receive advising, counseling, and course help in developing their leadership skills, which is a priority that the University is placing on student success. Mr. Green gave a description of the C-SEL building.

Mr. Green said that a goal of the University is to provide the students with an enhanced experience and give them opportunities to participate in undergraduate and active research programs, in community or service learning activities, and in student organizations. There are over 900 student organizations on campus, whereas in 1987 there were only 65 of them. Mr. Green pointed out that students who are involved in campus life are more successful, and the retention numbers keep growing.

Next Mr. Green spoke about Vawter Field Housing, which is in high demand. He said that this project includes non-traditional space, which can be used for learning community. There are learning spaces in aisles, where the students can work on various projects individually or in groups. Mr. Green invited Mr. Brad Kreitz, a former Student Body President, to speak about both facilities.

Mr. Kreitz said that students were involved in the University's 2007 strategic planning process, where a key component was identifying a need for such a facility as C-SEL, and including it in a new synergy plan. The first white paper report that was originally approved by the Board of Trustees was drafted entirely by students.

Mr. Kreitz said that in C-SEL he can see an opportunity for students to get engaged in the local and state community and to volunteer and grow within their own personal development. The students can also get academic help and academic support that the University offers. Mr. Kreitz spoke about a lot of opportunities for the Vawter Housing Building, as well. A focus here is to create soft learning spaces within this housing, with a goal of student excellence and leadership.

Mr. Bland asked about the rationale for putting the academic services in the new building. Dr. Whittaker said that these services are currently in the basement of the Stewart Center, and the reason for putting them on the fourth floor of the new building is to give the students an opportunity to see all other options of leadership development, as well as both professional and academic support spaces.

Mr. LaMothe asked about the use of the spaces formerly occupied by the offices that will move to C-SEL. Mr. Green responded that these spaces will be absorbed by other programs in the University.

Mr. Hansen asked whether Purdue thought of creating endowments for specific buildings that would fund R&R. Mr. Green responded that the university is trying to find a donor who would not only cover the cost of the building the facility but its operating cost and the utility bill. The state used to pay for the operating cost, and for the facility itself, but this is not the case now.

Mr. LaMothe asked about the possibility of privatizing some of these projects. Mr. Green responded that Purdue University will be looking at the public/private partnerships, especially in the housing side.

Mr. Sendelweck said that this project will be presented to the Commission as a decision item at the next Commission meeting.

VII. DECISION ITEMS

A. Academic Degree Programs on Which Staff Propose Expedited Action

Mr. Sendelweck presented a list of degree program proposals for expedited action.

R-11-06.3 RESOLVED: That the Commission for Higher Education hereby approves by consent the following degree programs, in accordance with background information provided in this agenda item:

- Master of Science in Building Construction Management to be offered by Purdue University West Lafayette at West Lafayette (Motion – Bland, second – Bepko, unanimously approved)

B. Capital Projects on Which Staff Propose Expedited Action

Mr. Sendelweck presented a list of capital projects for expedited action.

R-11-06.4 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:

- Purdue University - Calumet Campus-Wide Qualified Energy Savings Project: \$4,196,688 (Motion – Rehnquist, second – Scheller, 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 August Commission Working Sessions

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

Dr. Scheller asked whether there was a decision made about holding Student Leadership, Faculty Leadership and Kent Weldon Conferences on the same day. Ms. Lubbers responded that she talked with many of the Commission members, and the overwhelming majority prefers that the Commission would try this for the upcoming year, so the date for the convening is April 16th.

Ms. Odum asked when the calendar of the Commission meetings for next year will be posted on the Portal. Ms. Lubbers said the calendar is on the Commission's web side, and will be posted to the Portal next week.

Mr. LaMothe asked whether it is possible to send to the Commission members a list of all degree programs approved within last 18 months. Ms. Lubbers assured him that this information would be posted to the Portal and sent to the Commission members, as well. Dr. Sauer added that the Commission data and research staff is currently working on it, so hopefully the information will be available next month.

XI. ADJOURNMENT

The meeting was adjourned at 11:25 a.m.

Ken Sendelweck, Chair

Jud Fisher, Secretary