



REACHING HIGHER, ACHIEVING MORE



AGENDA

MATERIALS

February 13, 2014



101 West Ohio Street, Suite 550

Indianapolis, IN 46204-1984

Tele: 317.464.4400; Fax: 317.464.4410

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INDIANA *for* COMMISSION
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

AGENDA

Commission Meeting | February 13, 2014

HOTEL ACCOMMODATIONS

Hilton Indianapolis Hotel & Suites
120 West Market Street
Indianapolis, IN 46204
(317) 972-0600
www.indianapolishilton.com

MEETING LOCATION

Indiana University-Purdue University Indianapolis
Campus Center (CE)
420 University Boulevard
Indianapolis, IN 46202

WORKING SESSION & BREAKFAST

9:00 A.M. – 11:30 A.M.
Campus Center (CE), Room 307

CALL IN INFORMATION:

(812) 856-7060

PARTICIPANT PIN: 246666#

WiFi NETWORK: attwifi

DISCUSSION TOPICS

- EARN Indiana Update
- SFA Debt Study
- Explanation of the 2014-2015 Frank O'Bannon Award
- Update on Grants the Commission Receives or Passes
- Institutionally Defined Productivity Metric
- College and Career Readiness Definition
- Gates Funding of Multi-State Collaborative
- Committee Report Outs

LUNCH - COMMISSION
11:45 A.M. – 1:00 P.M.
Campus Center (CE), Room 308

Lunch Guest
Dr. Allison Barber, Chancellor
WGU Indiana

LUNCH - STAFF
11:45 A.M. – 1:00 P.M.
Campus Center (CE), Room 310

COMMISSION MEETING
1:00 P.M. – 4:00 P.M.
Campus Center (CE), Room 450 C

CALL IN INFORMATION:
(812) 856-7060
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WiFi NETWORK: attwifi

I.	Call to Order – 1:00 P.M. (EST)	
	Roll Call of Members and Determination of Quorum	
	Chair’s Remarks	
	Commissioner’s Report	
	Consideration of the Minutes of the December 12, 2013 Commission meeting	1
II.	Public Square	
	A. Competency Based Learning	
	1. Dr. Cathrael (“Kate”) Kazin, J.D., Chief Academic Officer Southern New Hampshire University	15
	2. Dr. Allison Barber, Chancellor, WGU Indiana.....	16
	3. Dorothy M. Wax, PHR, CPLP, Associate Vice President for Career Services Council on Adult and Experiential Learning	17
	4. Karen Solinski, Vice President for Legal and Governmental Affairs Higher Learning Commission.....	18
III.	Business Items	
	A. Resolution to Recognize Competency and Prior Student Learning	19
	B. Academic Degree Programs – Full Discussion.....	23
	1. Master of Science in Nursing to be offered by Indiana University Northwest	
	C. Academic Degree Programs for Which Staff Proposes Expedited Action	37

1. Bachelor of Art in Environmental and Sustainability Studies to be offered by Indiana University Bloomington	
2. Master of Science in Biostatistics to be offered by Indiana University at the IUPUI campus	
D. Capital Projects for Which Staff Proposes Expedited Action.....	41
1. Indiana University – Bloomington Campus: Northwest Quadrant Parking Improvements	
2. Indiana University – Bloomington Campus: Wright Quad Dining Renovation	
E. Learn More Indiana’s 2014 Cash for College Campaign	45
F. College Completion Report Release.....	47
G. 2014-2015 Frank O’Bannon Award.....	49
H. Indiana College Costs Estimator License Agreement.....	53

IV. Information Items

A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action.....	71
B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action	73
C. Capital Improvement Projects on Which Staff Have Acted.....	75
D. Capital Improvement Projects Awaiting Action	79
E. Media Coverage.....	81

**V. Old Business
New Business**

VI. Adjournment

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

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, December 12, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, 2820 N. Meridian St., Indianapolis, IN with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jason Curtis, Jud Fisher, Allan Hubbard, Chris Murphy, Dan Peterson, John Popp, Hannah Rozow, and Caren Whitehouse.

Members absent: Jon Costas, Susana Duarte De Suarez, Mark Holden, Mike Smith.

CHAIR'S REPORT

Mr. Fisher invited Ivy Tech Chancellor Kathy Lee to give some welcoming remarks. Dr. Lee welcomed members of the Commission. She said that this coming Saturday Ivy Tech will be hosting its first winter commencement ceremony, in which 260 students will be participating.

Mr. Fisher welcomed a new Commission member Ms. Caren Whitehouse, who was appointed by the Governor in November. Caren is the Executive Director of Vanderburgh County Medical Society.

Mr. Fisher mentioned that the Indiana Commission for Higher Education has recently partnered with Great Schools.org, a national not-for-profit organization, in the efforts of making information about college readiness even more transparent for parents. The organization's website (www.greatschools.org) is dedicated to providing information to parents, who are looking to select a new school; are planning to move to a new area; or are simply looking for more information on their child's current school.

As a result of the Commission's College Readiness Reports, Great Schools became interested in using Indiana as a pilot to provide data to parents on the number of students enrolling directly in college; the number of college students requiring remediation; and finally, typical freshman year performance. As such, Indiana has now become the first state in the nation to have college readiness information provided on the Great Schools site. Indiana's parents, and the parents of students moving to Indiana, are in a unique position to have valuable information at their fingertips that allows parents to examine the school's college readiness (in addition to other important factors, such as programs and culture; reviews from parents, teachers, and students; and scores on state standardized tests). The partnership with Great Schools.org is yet another example of how the Commission is working to provide clearer, consistent, and transparent information to the public, especially parents, on college readiness.

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by saying that even though there was no Commission meeting in November, there was no slowing down of the Commission's work or the state and national focus on higher education. Ms. Lubbers highlighted a few of these activities:

On December 5th, Lilly Endowment announced new grants to Indiana's 39 accredited colleges and universities to boost their efforts to expand opportunities for their graduates to find "meaningful employment" in Indiana as a result of \$62.7 million in grants. The funds will enable the schools to pursue activities on the college to career spectrum, including developing new courses, more deliberative

counseling, offering more internship and co-op opportunities, and strengthening their efforts to promote entrepreneurship and technology transfer.

Ms. Lubbers said that the Commission has been engaged (under Molly Chamberlin and Nick Buchanan) in developing a first class, integrated data system. In November, Indiana was identified by the National Data Quality Campaign for implementing the majority of actions that maximize the effective use of data. In particular, our College Readiness Reports were highlighted as “exemplary” due to the richness of the information provided, as well as the ease of use of the reports. Indiana is one of only a few states that provide secure access to important record-level longitudinal education data, as well as one of a few states that links not only its higher education data to workforce, but also its K-12 data to workforce.

Ms. Lubbers stated that earlier this month, the Congressional Committee on Education and the Workforce held a hearing to discuss financial aid and its impact on student success. While most of the hearing was dedicated to discussions about Pell, Indiana was mentioned several times for its model 21st Century Scholars Program and the state’s efforts to implement completion requirements for financial aid students.

Ms. Lubbers said that Learn More Indiana, the communications and outreach division of the Commission, continues to receive national accolades for its campaigns and communications. The Learn More Indiana website was honored by the Davey Awards, which evaluate distinction in creative work by small agencies, with Silver Awards in three categories: Educational Websites, Mobile Websites and Mobile Marketing for Education. In June 2013, the Learn More Indiana website also won two awards of distinction in Education and Visual Appeal from the Communicator Awards, the largest and most competitive awards program honoring the creative excellence for communication professionals.

Ms. Lubbers noted that Indiana has been chosen by Complete College America (with funding from Lumina) to accelerate its efforts to adopt guided pathways for student success. It builds on efforts that are underway to develop a system of higher education to meet the needs of today’s students, particularly those with additional challenges, through degree paths, block scheduling and proactive advising. It also highlights the need to recognize competencies and demonstrated learning outcomes rather than only credit hours – a topic that will be discussed at the Public Square portion of the meeting today.

Finally, Ms. Lubbers, on behalf of the Commission staff, expressed the sense of good fortune in having Caren Whitehouse serve as a new member of the Commission. The staff had an opportunity to provide an orientation to her yesterday, and it is clear that Caren is committed to higher education and a stronger state economy.

CONSIDERATION OF THE MINUTES OF THE OCTOBER 2013 COMMISSION MEETING

R-13-08.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the October, 2013 regular meeting (Motion – Murphy, second – Bepko, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Alternative Learning Models

In his introductory comments, Mr. Fisher said that for the next few months the Commission will be exploring some new frontiers in higher education under the broad heading of “creative solutions for non-traditional students.” As the first in this series, the Commission has an innovative public square format to discuss an emerging delivery model.

Mr. Fisher announced that Dr. Andrew Ng was attending the meeting via videoconferencing. Dr. Ng is a co-founder of Coursera and leading developer of online education models. His goal is to connect everyone in the world to a great education, for free. Dr. Ng is also a professor of computer science at Stanford University, and has done significant work on machine learning.

Dr. Ng started his presentation by explaining that the reason he started Coursera was because today most people would not have had access to Stanford University's courses, and this can be changed with the help of technology. Dr. Ng said that Coursera is working with 30 of the top 60 universities worldwide. He said that they are using technology to offer high quality education. Dr. Ng mentioned that he used to teach 400 students each year in the class, but when he first put his classes online, he was able to reach an audience of 100,000 students. He would have to teach in Stanford for 250 years to reach this number of students.

Dr. Ng said that online education has been around for many decades, and the difference between the old online and the new online is the ratio of the teacher/students. Most online courses had 20/1 to 50/1 ratios; however, with new technology one teacher can teach a thousand students. It costs to create contents of the course, but once it is created, the incremental cost of serving one student is nearly zero. This is what allows Coursera to offer the courses from Columbia, Princeton, Stanford and other Universities for free.

Today, continued Dr. Ng, Coursera has four hundred forty eight courses and five million students all over the world. All these students have signed up during the past two years. When a student signs up for one of these courses, he is responsible for watching for a couple of hours of a lecture. Two years ago the initial lectures had a very low quality; but over these two years the quality of the lectures that Stanford is using has improved tremendously. Dr. Ng pointed out that the student can change the speed of the video, for his convenience. Dr. Ng also mentioned having close captioning in English and in several foreign languages.

Dr. Ng explained that one of the benefits of putting the lectures online is that it allows the students to choose their own pacing, thus making the use of their time much more efficient. The instructors are also being encouraged to have short, ten-minute videos online. In the middle of this short video the instructor has pop-up questions; so the students can interact with the instructor right away, or go on a website to see other students' responses to the question. Dr. Ng added that all their courses have serious weekly homework that takes students hours to complete. The homework consists of various questions, and the students could have them graded by the computer. Dr. Ng said that at Coursera they are amazed by the richness and diversity of the videos that the instructors are able to create for the students.

Speaking of the computer grading of the homework, Dr. Ng commented that it allows Coursera to change many of the fundamental assumptions of students' assessments. At Stanford usually all students' work is being collected at the same time, because it is convenient for the professors; and it takes a week to grade them. But only a second is needed for a computer grading. The teachers are provided with the tools to grade the quizzes, and the teacher can contact the student early and tell him the results. The student gets multiple attempts on the test; and that is what education should be about: teaching every student to succeed and giving him multiple attempts. The data also shows that this practice results in higher students' attainment.

Dr. Ng noted that not everything can be computer graded. One professor cannot grade a hundred thousand of essays and give a feedback; so Coursera realized that they could use the shared grading and have students do that. The students submit their essays online, or, if it is something they had to create, they take a picture of their work. Then the student is asked to post the picture on the website, so that other students could grade it. This way every student is required to grade five pieces of work, and in exchange he gets a feedback from five other students. Also, one professor can't answer questions from hundred thousand students, but students can answer each other's questions. A student will post a question on a website, and within minutes he gets answers from other students.

Dr. Ng said that in his Coursera group instead of writing his lectures, he would open a student's editable document and invite students to write their own lectures. Dr. Ng found out that the quality of students' writing was comparable to his.

By using the modern technology, Coursera was able to offer courses in many different disciplines. Though for K-12 level modern technology may not be the best way, today Coursera has about 59 courses on teacher professional quality development, to train better teachers and to help deliver better education for K-12 students.

Dr. Ng repeated that Coursera offers courses throughout the world. Typical Coursera students are in their 20s or 30s, and 75 percent of them already have a Bachelor's degree. These students are more interested in continuous education, and on-line courses give them opportunities to take courses from many of the best universities in the world at their convenience. Coursera also has instructors who teach in various languages; and the content of the lectures is being translated into other languages, as well.

Dr. Ng said that many students are accessing Coursera via a mobile app that could be downloaded on the I-phone. Dr. Ng also talked about means of identifying students by their typing rhythm, which is as unique as a fingerprint. Dr. Ng stated that one of the nice things about teaching a hundred thousand students is data. In education it is important to get all possible feedback to help improve teaching. Over last year Coursera collected more educational data than the entire academic field of education over the years of its existence.

Dr. Ng pointed out that even though anyone could get free education from best colleges in the world, people would still pay to go to Stanford, because the real value of coming to this university is not just the content, but interactions with the professors and other students. Coursera today is serving two equally important populations: hundreds of thousands students around the world, as well as a much smaller number of students attending Stanford University in person.

In conclusion, Dr. Ng said that in the USA people think that great education should be only for privileged; however, Dr. Ng believes that fundamental education should be one of the human rights. Coursera is making this idea a reality. Education is about civic engagement, about citizenship, but it is also about jobs. The primary motivation for the students who go to college today is to find a job.

In response to Mr. Hubbard's question regarding the quality control when it comes to students answering each other's questions, Dr. Ng said that the students are allowed to vote answers up and down; the students giving good answers are frequently identified.

Responding to a question from Mr. Popp whether the homework is being graded by the computer, Dr. Ng responded in the affirmative. To another question from Mr. Popp whether Mid-Eastern countries are able to participate, Dr. Ng responded that some countries have access, but many of these countries speak primarily Arabic, and it is more difficult to translate to other languages.

Mr. Murphy had a question whether Coursera is collecting demographic data to see the differences between the ethnic groups' incomes, as well as other issues that could affect student's performance. Dr. Ng said that they did collect demographic data, but since they have no way of making students give their information if they don't want to, there will always be gaps. According to their data, Coursera student population is 55 percent male, 45 percent female; they also know what courses are mostly taken by younger students, and what courses are mostly taken by older ones.

In response to Mr. Hubbard's question regarding grading the tests with essay answers, Dr. Ng said that they were not satisfied with the computer technology for grading essays; so they developed a grading system in which students grade each other's work. This is a rather sophisticated system, and it is fairly accurate.

Responding to a question from Mr. Peterson whether the potential employers and graduate schools were responding to the candidates coming with online education background, Dr. Ng said that in some disciplines, like computer science, Coursera courses are being taken seriously, and are becoming more and more acceptable.

Mr. Fisher said that the Commission has focused its discussion so far on online technologies, but alternative learning models can also include different approaches to traditional classroom-based learning. Mr. Fisher introduced Dr. Barbara Bichelmeyer, Director of the Office of Online Education, Indiana University; Interim Chancellor at IU Southeast, and invited her to talk about the alternative learning models at IU.

Dr. Bichelmeyer began by saying that IU has a great respect for the innovation and for the work Dr. Ng is doing with Coursera. Dr. Bichelmeyer said that at the IU Southeast campus, with online education, students are engaged in some layers of collaborative programs. The university is doing some innovative things with general education courses, as well as experimenting and exploring the new technologies. Dr. Bichelmeyer said that they have successfully tried a few MOOCs (massive open online courses). Dr. Bichelmeyer stated that at IU they try to use online education for students in regional campuses.

Dr. Bichelmeyer pointed out that the difference between IU students using online technologies and Coursera students is that Coursera students are around 30 years old and already have a Bachelor's degree. Dr. Bichelmeyer quoted an article from "The Chronicle of Higher Education", in which the author explained that using online courses is not good for educating unprepared college students, who have not completed their Bachelor's degrees, or who do not know how to navigate college experience and collect data.

Next point Dr. Bichelmeyer brought up is the level of engagement. She referred to Dr. Ng's mentioning a cost to create MOOC, with the incremental cost to students as zero. Dr. Bichelmeyer agreed with Dr. Ng on the importance of a flipped classroom. She pointed out that education is highly interactive, and has to be highly engaging. To educate is not just to disseminate information; the goal of the university is to help people who have never done this before. This can't be done without practicing, engaging and the feedback. The cost of what is going on in this flipped classroom is a cost of interaction. Dr. Bichelmeyer brought as an example Georgia Tech, where they have some Coursera MOOCs and some other courses as well. The cost of running the course at the level of sophistication, of graduate students' support and interaction is approximately \$500,000 per course.

Dr. Bichelmeyer agreed that there are great opportunities in understanding how peer or computer grading works. However, employers and citizens in the state of Indiana value creativity, argumentation, design, and they know what kinds of jobs are needed in Indiana. Computer and peer grading do not work for every subject.

Finally, Dr. Bichelmeyer talked about the certification, referring to Dr. Ng's mentioning the lumpy acceptance across disciplines and across employment, and about valuing MOOCs and online courses. Dr. Bichelmeyer expressed concern regarding people being rewarded certifications after having only online training. Dr. Bichelmeyer stated again that Indiana University is doing its best to be innovative and to try out new technologies; at the same time the University is committed to providing education to Indiana students at affordable cost.

Mr. Fisher introduced Dr. David Wright, President, Indiana Wesleyan University, and invited him to speak about some adult learning online programs at Indiana Wesleyan University.

Dr. Wright said that Indiana Wesleyan University was founded in 1920. In the mid-80s they began innovative adult baccalaureate programs, which began to form the whole institution. Since that time, the enrollment has grown to about 15,000 students; about 3,000 of them are traditional students on a main campus in Marion, and 12,000 are adult learners in various

programs. About a thousand of their non-traditional students are entirely online students spread across all 50 states.

Dr. Wright mentioned that they have about 14 regional educational centers in Indiana, Kentucky and Ohio. He said that in 1961 he wrote his first online course, and at that time twenty students were taking it. In 1986 Wesleyan began creating some innovative models. In 1995 they had “all-online model.” They designed and used their own free version of management system, and it worked. Their first online degree program was MBA; it was built and accredited in 1997. The university is currently in the process of developing its own competency based degree programs in economics.

Dr. Wright spoke about the concept of viral courses. First, the idea of being able to offer education from the best universities in the nation is appealing. Second, because of the world of information technologies, the new generations are more used to getting their information and interacting through media, and are less comfortable interacting face to face. Thus, they would be more attracted to do learning in the ways they are comfortable with. Also, it has potential to address the affordability and access challenge; very few people in the future will be able to pay for higher education in the current model.

Dr. Wright explained that when they started building their own online courses, they came up with four things that describe the college course. First, there has to be interaction with the defined knowledge base. Second, there has to be interaction with “a master”. Third, there has to be the interaction with other students. Fourth, it has to be in a form of some assessment of learning, and a course of studies has to lead to a publicly recognized credential. Dr. Wright said that in his opinion, if MOOCs are going to achieve their potential payoff as disruptive technologies for existing higher education, they will have to either affect this change to fit within that model, or to force the universities to accept a different model.

Dr. Wright pointed out that if the universities want to use MOOCs to do something different with the model, they need to formulate the challenges; to find new economically feasible ways to provide what they have been providing. Many customers highly value what the universities offer, and it is important to recognize that disruptive change comes in incremental steps.

Mr. Fisher invited Dr. Ng to comment on the presentations. Dr. Ng said that in Coursera they believe there are ways to lower the costs and potentially raise the students’ attainment. The biggest challenge they face is student completion. He mentioned that in California a student in a community college has 15 percent chance of completing a four-year degree, so one of the highest cost of higher education is non-completion. It is possible to reduce a cost per credit, but the bigger lever is to increase student attainment; then the cost per student with a graduate degree can go down substantially. It is necessary to create learning where one creator, maybe a state university system, could develop content for an instructor to implement in a local online setting, hoping that an instructor would adopt this content and use at different campuses within the same university system, thus giving students high quality education.

Dr. Ng agreed with Dr. Wright’s statement that credential is a key. Resumes are becoming more portfolio-based; students are showing what they did at the university or with MOOC. For young graduates the university credentials will continue to be valuable; but for students who already have a degree, there are alternative credential mechanisms, and employers are learning to interpret those credentials.

Mr. Bland thanked Dr. Ng for his intention to create an education for a lot of people as their right, and wished him success in his work.

Mr. Fisher thanked Dr. Ng for his presentation.

Mr. Murphy said that this was fascinating, but expressed doubt whether Indiana was ready to accept it yet; though the idea of bringing down the cost of education is a good one.

Dr. Bichelmeyer said that IU has more than one hundred programs online across all its campuses. IU is building for the first time ever what is called the “Inter-University Fast Class Connect” where students could see online courses from any campus. The goal at IU is to help the students get a degree as expeditiously as they can; and also reach out to hundreds of thousands of people in Indiana, who have some credits from IU and help them get a degree. Dr. Bichelmeyer also talked about the difficulties with accreditation of their programs, and compliance with the requirements of the Higher Learning Commission.

Ms. Lubbers pointed out that it is important to find the right fit for the right student at the right time. She thanked both Dr. Bichelmeyer and Dr. Wright for their presentation and for what they are doing in the state of Indiana.

Referring to an article from “The Chronicle,” mentioned by Dr. Bichelmeyer, Dr. Bland asked why the author thought that online education was not a good option for many students. Dr. Bichelmeyer explained that students who do not have an experience in navigating higher education need some help to start.

Dr. Curtis expressed a concern about the role of a teacher in the new online setting. In response to his question whether there is data on the number of students who successfully completed a MOOC, Dr. Bichelmeyer responded in affirmative, adding that the data shows that about one in every thirty or forty completes; however, some students do not intend to complete. Dr. Bichelmeyer added, referring to Dr. Curtis’ first comment that research regarding online technologies and courses shows that it is better give the segments of the courses to faculty to teach; this way they can still reach large number of students.

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

III. DECISION ITEMS

A. Administrative Items

Regional Campus Policy Clarification (Expedited)

Mr. Fisher said that the Commission members have been presented with the updates on the document.

R-13-08.2 **RESOLVED:** That the Commission for Higher Education approves the updated version of the regional campus policy adopted at the October meeting to clarify the intent related to research (Motion – Rozow, second – Curtis, unanimously approved)

B. Directive on Campus Synergy and the Higher Learning Commission

Dr. Ken Sauer, Senior Associate Commissioner for Research and Academic Affairs, presented this item and gave the staff recommendation.

In response to Dr. Bepko’s question regarding the attitude of the Higher Learning Commission toward this issue, Dr. Sauer said that the Commission has already discussed a possibility of having a conversation with Higher Learning Commission (HLC) and state agencies; but on the general level, the HLC’s leadership is open to dialogue.

Dr. Bepko recalled having this issue with respect to nursing. Dr. Sauer confirmed that this particular recommendation is specifically directed toward the HLC; he added that the

Commission might decide to work with professional accrediting groups, as well as with the Higher Learning Commission.

Mr. Popp asked for an example of the kind of collaboration the Commission is looking for. Dr. Sauer explained that the Commission is trying to encourage regional campuses to work together to offer programs. If all five of IU's regional campuses work together and offer similar programs jointly, some key courses could be offered online, so the student at one campus could take this course offered by another regional campus.

R-13-08.3 RESOLVED: That the Commission for Higher Education directs staff to work with the Higher Learning Commission to articulate the state's strategic vision for the Indiana University and Purdue University regional campuses and to minimize administrative burdens associated with accreditation, as the regional campuses seek to collaborate more closely in offering degree programs, especially by utilizing distance education technology in purely online and blended settings (Motion – Bepko, second – Rozow, unanimously approved)

C. Academic Degree Programs – Full Discussion

1. Bachelor of Applied Science in Health Sciences/Technology to be Offered by Indiana State University at Terre Haute

Dr. Biff Williams, Provost and Vice President for Academic Affairs, ISU, presented this item.

Dr. Curtis expressed a concern about counting 60 credit hours from AAS program toward the BAS program. He pointed out that the AAS program, in contrast to an AA or an AS program, has traditionally been a degree that would not be transferred to a Bachelor's degree level. Dr. Curtis disagreed with the idea that every Associate degree program should count as 60 credits toward a Bachelor degree. He said that these 60 hours are less academic and more technical and skills based, and would not traditionally be thought of as preparation for Bachelor's degree.

Dr. Williams explained that when they designed this program, they included the upper level foundational courses, which lead to the skills the employers are looking for, and prepare the students to the workforce.

In response to Ms. Rozow's question how the program refers to an Applied Science degree, Dr. Williams said that the university has been approached by hospitals, who were seeking accreditations. There are certain accreditations for radiology and other specializations that require a certain level degree. If a student has an AS degree, the hospitals are calling it a Bachelor's degree, whether it is in this specific discipline or not.

Responding to a question from Ms. Rozow whether there is a path in Applied Science degree to a higher level degree, Dr. Williams said that it depends on a graduate program. Every graduate program has to evaluate transcripts from the students to see if they are prepared for graduate work, and some graduate programs may see this as a path. The students usually are supposed to take prerequisite courses before being admitted to some graduate programs.

Mr. Murphy echoed Dr. Curtis' comment. He expressed concern that if the university is changing the requirements for the Bachelor's degree to help the hospitals in getting their accreditation, this could mean changing the quality of educational experience. Mr. Murphy also asked how a Core Transfer Library courses that should be transferable fit with AS.

Dr. Sauer explained that Statewide Transfer General Education Core is a part of AA and AS degree; it is not a part of the AAS. The Core is focused on lower division of courses in an

undergraduate degree. A student who earns an AAS, will not have completed the Statewide Gen Ed Core; however, the student who completes a BA and AA or AS will complete it.

In response to Mr. Popp's question about the difference between the two, Dr. Sauer explained that the difference between an AAS and an AS has to do with the number of General Education courses that are required versus the required number of technical courses. Referring to Mr. Murphy's question regarding Core Transfer Library, Dr. Sauer said that in an AAS 18 hours of General Education courses come from this library; so at least on the General Education side some of these courses could be transferred to BA or BS degree.

Mr. Murphy was still concerned that with this new degree the university is changing to a certain extent what is being accepted as an education for a Baccalaureate degree.

Dr. Sauer responded that on a general issue of quality, the AAS degrees have quality built in them. More traditional AA or AS degrees are designed for transfer into traditional BA or BS. The student, who completes the AA or AS degree, has an option of pursuing a traditional BA or BS degree in a discipline field. In this proposed degree, the AAS student has another pathway, which is to a Bachelor of Applied Science program, which is different from BA/BS. If someone with AAS chooses to pursue a BA or BS degree in this field, they are going to start as a freshman or may be acknowledged as a sophomore, depending on technical courses taken. In this case, the student has another Baccalaureate option that he didn't have before; it allows him to start as a junior, but this is for a Bachelor of Applied Science, and in this case it is in a parallel with an Associate of Applied Science.

Dr. Williams added that he believes this is a high quality degree; that is why the University is focusing so much on life foundation studies. He said that they know the needs of their employers, so when the student completes the BAS program, he will have the same basis as if he would have completed a BA or BS.

In response to Mr. Murphy's concern whether Baccalaureate degree would still be valid for the life-long learners some years after they graduate from college, Dr. Williams responded that judging by this program in its entirety, by the AAS prerequisites and the number of foundation studies courses being offered, it is obvious that the students will be able to move forward having the set of skills and competencies needed to get higher.

Dr. Bepko summarized the comments by saying that the main concern is whether the concept of a Baccalaureate degree is being watered down. He said that the title Health Science Technology already explains that it is technology-founded degree. Dr. Bepko added that ISU is serving important constituency and giving people with AAS degree an opportunity to grow.

Dr. Ken Sauer gave the staff recommendation.

R-13-08.4 **RESOLVED:** That the Commission for Higher Education approves the *Bachelor of Applied Science in Health Science/Technology* to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Murphy, second – Hubbard, one opposed, approved by the majority of votes)

2. **Bachelor of Applied Science to be Offered by Indiana University Regional Campuses**

Ms. Margie Ferguson, Assistant Vice President presented this item.

She explained that the BAS is a new degree for Indiana. The AAS degree program was first presented to the Commission two years ago, when Dr. Sciame-Giesecke was a Chancellor of IU Kokomo, and she was one of the leaders in developing this degree. Ms. Ferguson said that they have brought faculty and leadership across all IU campuses, and

have built this degree around learning outcomes, and competencies existing in Bachelor degrees.

In response to Mr. Popp's question regarding his experience with this degree in Minnesota, Dr. William Lowe, Chancellor, IU Northwest, responded that Minnesota was the lead state in BAS; and his university, Metropolitan State, was the first to adopt and implement it in 2003. Dr. Lowe explained that Metropolitan State works with ten community colleges, so this program was important for the relationships with these colleges. They have also created degree pathways for students who had the AS degrees.

Referring to Dr. Curtis' point about academic quality, Dr. Lowe said that the essential parts of the BAS are identical the BA or BS programs. He said that technical and other credits the students might have will become electives in the program. Dr. Lowe explained that they have created the opportunity for the students to advance.

Dr. Curtis agreed that the argument about giving a student credit for prior experience is important. However, he still wondered why they University would not just go with a BA or BS and do a transfer course by course.

Dr. Susan Sciame-Giesecke, Interim Chancellor, IU Kokomo, responded that the request for this degree program came from the employers and from the students. These students have been working in radiography, or in criminal justice, and chose to get an AAS degree for these jobs earlier in their lives. If they decide to get a higher level degree in order to get promoted at their jobs, they would have to start over, even after years of work.

Dr. Sciame-Giesecke stated that these people should be given credit for their working experience, and these credits can be used as electives for the Bachelor's degree. This is why at IU East and IU Kokomo they created this high quality program that will allow the students to move to a Bachelor degree level, while their experience will be recognized. Dr. Sciame-Giesecke mentioned a supportive letter from President of Ivy Tech Tom Snyder, in which he said that there are thousands of students in Indiana, who would like to earn higher degrees and to promote themselves.

In response to a question from Ms. Rozow why the university can't use this working experience in BA or BS recognized model, Dr. Sciame-Giesecke explained that the university is taking about 40 hours of technical work and using them as electives. They are pairing these hours with the degree type, which is a Bachelor of Applied Science.

Responding to Mr. Popp's question about the graduation rate in Minnesota, Dr. Lowe responded that Metropolitan State University had a graduation rate over 70 percent, and there was no difference between the transfer students and the rest of the students.

Dr. Bichelmeyer gave a more detailed explanation about the credit hours transferable form AS to BS and from AA to BA programs. She added that in developing this degree program, IU hired a consulting firm to collect data, and do analytics and a labor study.

Dr. Sauer gave the staff recommendation.

R-13-08.5 **RESOLVED:** That the Commission for Higher Education approves the *Bachelor of Applied Science* to be offered by Indiana University regional campuses, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Murphy, second – Hubbard, one opposed, approved by the majority of votes)

D. Academic Degree Programs on Which Staff Propose Expedited Action

R-13-08.6 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Bachelor of Art Education to be offered by Indiana University South Bend
- Bachelor of Science in Animal Behavior to be offered by Indiana University Bloomington
- Master of Science in Software Engineering to be offered by Ball State University
- Bachelor of Science in Dental Hygiene to be offered by Indiana University at the IPFW Campus (Motion – Bepko, second – Rozow, unanimously approved)

E. Capital Projects for Which Staff Proposes Expedited Action

R-13-08.7 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:

- Indiana University – Bloomington Campus: Teter Quad Window Replacement - \$2,600,000
- Indiana University – Richmond Campus: Student Activities & Events Center - \$5,000,000
- Ivy Tech Community College – Noblesville East Middle School Project - \$15,000,000 (Motion – Curtis, second – Bland, unanimously approved)

V. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action
- E. Calendar of Upcoming Meetings of the Commission

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:50 P.M.

Jud Fisher, Chair

Dan Peterson, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

PUBLIC SQUARE

Competency Based Learning

Background

As the Commission contemplates competency-based learning in higher education, it will have the opportunity to hear a presentation by Dr. Cathrael (Kate) Kazin, J.D., Chief Academic Officer, Southern New Hampshire University Following her presentation, there will be time for discussion and the Commission will hear from a response panel by Dr. Allison Barber, Chancellor at WGU Indiana, Dorothy M. Wax, PHR, CPLP, Associate Vice President for Career Services for the Council on Adult and Experiential Learning, and Karen Solinski, Vice President for Legal and Governmental Affairs, from the Higher Learning Commission.

Supporting Documents

- (1) Dr. Cathrael (Kate) Kazin, J.D. Bio
- (2) Dr. Allison Barber Bio
- (3) Dorothy M. Wax, PHR, CPLP Bio
- (4) Karen Solinski Bio



Dr. Cathrael Kazin, J.D.

Chief Academic Officer, Southern New Hampshire University

Cathrael (“Kate”) Kazin, Chief Academic Officer, is one of the nation’s foremost experts on higher education assessment. For the past ten years, she worked as Executive Director for Higher Education at ETS, where she was responsible for strategic outreach to the higher education community, collaborations with presidents, provosts and other higher education leaders, and high-profile strategic initiatives to develop new services.

Her previous roles include Director of English Language Testing at the National Institute of Testing and Evaluation in Israel and Special Assistant to U.S. Secretary of Labor Robert Reich. Kate has also been a practicing attorney and assistant professor of English at the University of Iowa.

She has an A.B. with Highest Honors in English from Smith College, a Ph.D. in English from Cornell University, and a J.D. from the University of Pennsylvania Law School.

Bio adapted from <http://collegeforamerica.org/about/entry/team>.



Dr. Allison Barber

Chancellor, WGU Indiana

Dr. Allison Barber is the chancellor of WGU Indiana, the state's online, competency-based university. She champions college attainment for working Hoosiers who have some college but have not yet earned a degree. WGU Indiana also offers advanced degrees in business, education, health profession and technology.

An Indiana native, Allison's portfolio includes more than 25 years of experience in education and public service. Prior to her position at WGU Indiana, Allison was the president of her own strategic communications firm in the Washington, D.C. area. She was also an adjunct professor at Georgetown University, teaching in the master's program for Public Relations and Corporate Communications.

In her work in the public and private sectors, Allison has initiated strategic corporate partnerships, launched national campaigns, created new media platforms, and engaged in international programs.

Allison was President of the Washington D.C. office of PlowShare, a Connecticut-based advertising agency. Before that, she was Public Relations Director for the American Red Cross. Allison began her career as a grade school teacher at Merrillville Public School in Indiana and served as Vice President of the Teachers Association.

Allison serves on the TechPoint and Pentagon Federal Credit Union Foundation boards. She also volunteers the Elizabeth Dole Military Caregivers Foundation, Operation Homefront and other civic causes.

Allison holds a B.S. in Elementary Education from Tennessee Temple University, a M.S. in Elementary Education from Indiana University and a Ph.D. from Tennessee Temple University.

Bio adapted from http://indiana.wgu.edu/about_WGU_indiana/chancellor_bio.



Dorothy M. Wax, PHR, CPLP

Associate Vice President for Career Services, Council on Adult and Experiential Learning

Dorothy Wax, MS, PHR, CPLP has been with CAEL since January 2002, working with clients in telecommunications, finance, healthcare, and other industries to develop and provide career and educational advising programs for their active and transitioning workforce. In addition, she helps higher education institutions deliver high-quality advising services to adult learners and provides training on a variety of topics.

Dorothy's background includes more than 20 years in non-profit management including positions in fundraising, education, human resources, and public policy. Dorothy has also worked in human resources consulting, and as a broadcast and print journalist.

Dorothy holds a master's degree in human resource administration from Temple University, a bachelor's degree in journalism from Moravian College, and a certificate in human resources from Cornell University.

Bio adapted from <http://www.cael.org/about-us/leadership/key-staff>.



Karen Solinski

Vice President for Legal and Governmental Affairs, Higher Learning Commission

Karen Solinski is Vice President for Legal and Governmental Affairs at the Higher Learning Commission. The Commission is the regional accreditor for institutions in the nineteen states of the north central region of the United States and accredits approximately 1000 colleges and universities. Karen handles regulatory affairs for the Commission and in that capacity oversees the Commission's fulfillment of its regulatory responsibilities for the U.S. Department of Education and the Commission's relationship with state higher education agencies and legislative bodies. She also provides leadership for the Commission on policy development and legal affairs.

Karen has a background of more than 25 years in regional accreditation. She graduated magna cum laude from the University of Chicago and from DePaul University School of Law and is a member of the Order of the Coif. She has spoken extensively at conferences on topics related to higher education, governance and accreditation and written articles on the development of federal regulations related to recognition of accrediting agencies and higher education.

Bio adapted from <http://www.wiche.edu/info/sara/board-nominees/accreditors.pdf>.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

BUSINESS ITEM A: **Resolution to Recognize Competency and Prior Learning
in Indiana’s System of Higher Education**

Staff Recommendation That the Commission adopt a resolution to make a stronger commitment to competencies in Indiana’s system of higher education.

Background The Public Square for this month focuses on competency-based education that awards credit for what student prove they know and are able to do instead of awarding credit for traditional “seat time.” This practice is called for in our strategic plan and is a key tactic to help us meet our Big Goal and the other goals laid out in *Reaching Higher, Achieving More*.

Supporting Document Resolution to Recognize Competency and Prior Learning in Indiana’s System of Higher Education

Resolution to Recognize Competency and Prior Student Learning in Indiana's System of Higher Education

February 13, 2014

WHEREAS, a quality college degree or workforce credential is the primary path to prosperity for Hoosiers of all walks of life;

WHEREAS, the best return on investment for students and taxpayers results when students find the shortest and least expensive path to completion within a program that demonstrates academic quality and workforce alignment;

WHEREAS, academic programs that focus on competency—what students know and are able to do as a result of their study—enhance academic quality and create a stronger link to employers and the workforce;

WHEREAS, a system of higher education that awards credit for demonstrated competency and prior learning rather than simply crediting seat time will provide flexibility for students to find shorter and less expensive paths to completion and increase the likelihood they will graduate;

WHEREAS, the Commission's *Reaching Higher, Achieving More* strategic plan champions state and institutional policies that give students credit for prior learning through competency-based assessments that evaluate the knowledge and skills individuals have accumulated from work and related experiences;

NOW THEREFORE BE IT RESOLVED,

- I. The Commission endorses the recognition of competency and prior learning as a key strategy to provide students with increased opportunities for degree attainment, on-time completion and career success.
- II. The Commission calls upon Indiana's colleges and universities to:
 - a. Cultivate a culture that focuses on what students know and are able to do;
 - b. Examine their policies on prior learning and self-paced study; and
 - c. Provide students with additional tools for demonstrating competency and prior learning wherever possible.
- III. The Commission will publicly showcase colleges and universities that make meaningful progress toward the recognition of competency.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

BUSINESS ITEM B: Master of Science in Nursing to be offered by Indiana University Northwest

Staff Recommendation

That the Commission for Higher Education approve the Master of Science in Nursing (M.S.N.) to be offered by Indiana University Northwest, in accordance with the background discussion in this agenda item and the Program Description.

Background

The Academic Affairs and Quality Committee discussed this program on January 16, 2014 and reacted favorably to the proposal. Committee members and staff felt it appropriate to bring the program to the Commission for action as a regular action item.

Similar Programs in Indiana. There are seven master's-level nursing programs offered by institutions in the *independent* or private not-for-profit sector.

The Board for Proprietary Education (BPE) data base indicates only one institution in the *proprietary* or private for-profit sector offers a master's-level nursing program.

Within the *public* sector, all but three campuses offer master-level nursing programs; these programs graduated a total of 477 students in FY2013.

Among the Indiana University regional campuses, three campuses offer the M.S.N.: South Bend, Kokomo, and East. Two campuses, East and Kokomo, are collaborating to offer master's-level tracks in Nursing Education and Nursing Administration, which are available on each campus. The South Bend campus also offers M.S.N. with a track in Family Practice Nursing, the same tract IU Northwest is seeking to offer.

Standard Credit Hour Expectation. There is no standard credit hour expectation for master's programs.

Articulation Agreement. Articulation agreements apply only to associate and baccalaureate degree programs.

Inter-Campus Collaboration. Indiana University is committed to greater collaboration among the regional campuses in offering the MSN programs. As indicated previously, the Kokomo and East campuses are collaborating in offering Nursing Education and

Administration tracks, and the IU South Bend and Northwest campuses are already discussing plans about how those two campuses will collaborate, including the sharing of faculty and cross-listing courses, should the Commission approve the MSN for IU Northwest.

At the Commission's request, the University has agreed to explore the feasibility of how the four regional campuses might collaborate to offer both the Family Nurse Practitioner track and the Education and Administration tracks on each of the four campuses, and will report the results of that feasibility study to the Commission by December 2014. The study will also explore the feasibility of offering the MSN at the IU Southeast campus in collaboration with the other regional campuses.

Supporting Document

Program Description – Master of Science in Nursing

Program Description

Master of Science in Nursing. To Be Offered by Indiana University Northwest at Gary

1. Characteristics of the Program

- a. Campus(es) Offering Program: Indiana University Northwest
- b. Scope of Delivery (Specific Sites or Statewide): IU Northwest campus, Gary, IN
- c. Mode of Delivery (Classroom, Blended, or Online): Blended (Core courses and electives may be face to face or online; clinicals are onsite)
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Clinical practice
- e. Academic Unit(s) Offering Program: Nursing

2. Rationale for Program

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

The offering of the MSN degree is consistent with the mission of Indiana University Northwest that states:

The mission of Indiana University Northwest, a regional campus of Indiana University, is to provide a high quality and relevant education to the citizens of northwest Indiana, the most diverse and industrialized area of the state. The institution strives to create a community dedicated to the pursuit of knowledge and intellectual development, leading to undergraduate and selected graduate degrees in the liberal arts, sciences, and professional disciplines. The campus is strongly dedicated to the value of education, lifelong learning, diversity, celebration of cultures and opportunity for all, as well as to participating in the sustainable economic development of the region and of the state. Indiana University Northwest is committed to the health and well-being of the communities it serves.

A MSN program will extend IU Northwest's mission to serve the regional community by providing advanced nurse practitioners for employment in the health care delivery system in Northwest Indiana by providing job opportunities in the growing health sector. Furthermore, the MSN graduate will contribute to the health and well-being of the region's residents.

The School of Nursing on the Northwest campus is housed in the College of Health and Human Services. The proposed MSN degree is directly related to the mission of the College of Health and Human Services that reads:

The mission of the College of Health and Human Services at Indiana University Northwest is to provide a unique and quality interdisciplinary

education that prepares ethical and competent leaders and practitioners in health policy, practice, and human services. We are committed to improving the quality of life in the diverse, multicultural communities we serve and to addressing the changing health and human service needs of region, state and nation. The College is dedicated to life-long learning and to innovation and creativity in teaching, research, and service. The vision of the College of Health and Human Services at Indiana University Northwest is to be recognized as a national leader and resource in innovative collaborative health and human services education that continues to grow and evolve to meet the needs of the communities we serve.

A MSN degree program will contribute to the mission of the College by strengthening interdisciplinary education within the college, providing additional opportunities for student and faculty collaboration with medical, social work, and public and environmental affairs programs. Increasing the number of Masters prepared nursing professionals in Northwest Indiana who have the knowledge and skills to work within interdisciplinary teams is crucial to the growing health care sector in the region.

See Appendix 1: Institutional Rationale

b. State Rationale

The MSN degree is now offered at the South Bend (FNP track), Kokomo (Administration and Education tracks), and East (Administration and Education tracks) campuses of IU in addition to IUPUI where the degree originated. Most students at IU Northwest live within commuting distance of the university and depend upon the comparatively low cost and convenient location of the Northwest campus. The current IU Northwest BSN students have clearly indicated a desire to further their nursing education at IU Northwest.

The Family Nurse Practitioner major at IUPUI and South Bend campuses of the School of Nursing are options for study; however travel time is extensive and expensive. IUPUI is in the process of moving their FNP track online; however, clinical hours would still have to be completed. Although local residents can and do pursue master's education in this manner, there has been a consistent request from these students that these courses and the degree be offered at the IU Northwest campus.

c. Evidence of Labor Market Need

See Appendix 2: HOOSIERS BY THE NUMBERS – Occupational Projections (Long Term)

See Appendix 3: Employment Projections – Fastest Growing Occupations

i. National, State, or Regional Need

IU Northwest is strategically located in the northwest region of Indiana and draws students from seven counties: Lake, Porter, La Porte, Jasper, Newton, Pulaski and Starke. The largest and most urban of these is Lake County home of 438,748 residents and to the IU Northwest campus. The other more rural six (6) counties have a total population of 356, 916. The proposed Master of Science in Nursing degree will serve students who are Registered Nurses (RNs) who already have a baccalaureate degree in nursing and who seek to pursue an advanced practice nursing degree.

The Northwest Indiana region has been noted as a Health Professional Shortage Area (HPSA) with 11% of the population being uninsured, and a shortage of health professionals to deliver primary care. An increase number of health professionals will be required as the population with health insurance increases due to the Affordable Health Care Act. This increase, in the number of insured in the community, will necessitate an increase need for health care professionals who are educated in primary care. Primary care, provided by advanced practice nurses, will promote the health of individuals and the community, and address health care disparities. Health disparities will be reduced when these advanced practice nurses enhance access to health care for the community, improving the delivery of health care in the Northwest regional area, and ultimately, the health of its citizens. Although primarily prepared to deliver primary care, they could also serve in leadership and administrative roles, and implement changes in the health care delivery system.

Additionally, master's prepared nurses would be qualified to teach in schools of nursing, and to serve as preceptors for future FNP students. Root cause analysis conducted by the Northern Indiana Workforce Investment Board (NIWIB) suggests that a major factor in the nursing shortage is a lack of nursing faculty, who by Indiana state statute must be MSN-prepared nurses. The Indiana Nursing Workforce Development Consortium, (INWDC) 2010 survey of Indiana Schools of Nursing estimates more than 4,800 qualified applicants were not admitted to Indiana Schools of nursing due primarily to the lack of faculty. The lack of MSN-prepared nurses in the region has had a direct negative impact on the ability of schools of nursing to fill both full-time and part-time teaching positions with qualified faculty. Again, although students in the FNP track are primarily prepared to deliver primary care, increasing the number of MSN prepared nurses will improve the quality and the sustainability of the undergraduate nursing program at IU Northwest, and will likewise benefit Ivy Tech Community College by making available nurses with the academic and clinical preparation to function as faculty and preceptors.

The proposed program also features the potential for a unique, cutting edge interdisciplinary model for the education of health care professions by collaborating with the Indiana University School of Medicine at the Northwest Campus.

ii. Preparation for Graduate Programs or Other Benefits

The main goal of the MSN program is to develop a cadre of skilled advanced practice nurses to improve the health of the citizens of Northwest Indiana. Continued regional

growth in health care cannot be sustained without advancements in the level of nursing care. Students in the MSN program, FNP track, will attain the knowledge and skills needed to care for a wide spectrum of individuals across the lifespan. This MSN preparation provides the program graduates with a marketable degree to assist with an almost limitless demand. These advanced practice nurses will increase the potential of the health care delivery system, and thus, the economic outlook of the region. Additionally, MSN-prepared nurses are needed to function as nursing faculty and FNP preceptors, ensuring the continued sustainability of the regional programs.

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

The Department of Labor – Bureau of Labor Statistics reports:

Nationally, the median salary for a nurse practitioner as of March 2012 is \$90,419 while the median salary in the Gary area is \$86,590. U.S. News experts report that Nurse practitioner salaries are among the highest in the nursing field, and FNPs are the highest among all nurse practitioners.

According to the U.S. Bureau of Labor Statistics, the nursing field is expected to grow by 22 percent through 2018, a rate that is much faster than the average for all professions. With a looming shortage of primary care physicians, states are considering expanding the authority of nurse practitioners.

For years, nurse practitioners have been playing a larger role in the nation's health care, especially in regions with few primary care physicians. With 32 million more Americans gaining health insurance within a few years, the health care overhaul is putting more money into nurse-managed clinics.

See Appendix 4: U.S. Bureau of Labor Statistics

iv. National, State, or Regional Studies

According to How Academic Programs of Study Affect Hoosier Unemployment Patterns, “graduates from Indiana’s public postsecondary institutions had greatly different unemployment experiences based on their programs of study:

- Those that pursued architecture, industrial arts/consumer service and engineering had the highest probabilities of becoming unemployed.
- Those that pursued degrees in health, education and biology/life sciences had the lowest chances of becoming unemployed.”

Graduates in the health, education and biology/life sciences were at 2.5% or under for the probability of experiencing unemployment. Health-related majors were the programs of study with the least probability of being unemployed regardless of degree level.

“Health and education graduates are not only the two of the lowest probabilities of becoming unemployed, they also had a better chance of finding new work relatively

quickly if they become unemployed. While health graduates retained the highest probability of short-term unemployment, education graduates did not fare as well.”

Nurses with master’s-level preparation are and will continue to be in strong demand in the Northwest region of Indiana. IU Northwest serves a region in which 15% of the employment sector is in health care and social service assistance. Health care is a growth industry in northern Indiana. Continued regional growth in health care cannot be sustained without advancements in the level of nursing care. The Master of Science in Nursing (MSN) will enable graduates to function in advanced level clinical positions and in those management positions requiring an advanced nursing degree. Hospitals, clinics, surgery centers, physician practices, nurse managed health centers and a multitude of community agencies are potential employers of advanced practice nurses. Graduates will also be prepared for clinical faculty roles at universities and colleges, addressing the existing nationwide shortage of nurses and concomitant shortage of well-prepared nursing faculty.

See Appendix 5: Major Unemployment – How Academic Programs of Study Affect Hoosier Unemployment Patterns

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

Student enrollment projections have been developed based on information from surveying our current BSN students. Of the current 223 full time BSN students, 98 (44%) responded to a three-item survey related to the MSN program being offered at IU Northwest. Of the 98 responses, 94 (96%) responded “yes” to being interested in enrolling in an MSN program if it were available at IU Northwest. In addition, those who responded indicated a high interest in a weekday-scheduling format as well as a hybrid delivery approach (a combination of face to face instruction and online instruction). The results of this survey indicated that the BSN students of the IU Northwest School of Nursing are highly interested in furthering their nursing education and are interested in doing so at IN Northwest.

See Appendix 6: Tables 1, 2, and 3: Results of student surveys

vi. Letters of support

See Appendix 7

3. Cost and Support for the Program

a. Costs

i. Faculty and Staff

At this time, there are eight faculty currently in the School of Nursing who are qualified to teach in the proposed program, i.e., they are doctorally prepared and/or certified FNPs. Collaboration with the IU South Bend School of Nursing MSN program will assist with meeting additional faculty needs.

As the program enrollment grows, an additional FNP prepared faculty will be added in order to attain the national accreditation standards for faculty to student ratios.

Collaborations with the Indiana University School of Medicine Northwest in teaching and/or co-teaching an advanced course in Pathophysiology and/or Pharmacology as well as in the established Standardized Patient Program in the School of Medicine are anticipated.

Nurse Practitioners in the region and at the IU Northwest Health and Wellness Center will also be utilized as clinical preceptors for clinical work. The doctorally prepared faculty at IU Northwest will be available to provide oversight for student research or to teach a course in their area of expertise.

See Appendix 8: List of faculty with appointments to teach in the program

ii. Facilities

No new facilities are needed or planned in connection with this program. Northwest already has a simulation laboratory that can be used for teaching physical assessment and other skills.

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

The necessary learning resources for the MSN program (library holdings, laboratory facilities, and instructional media) exist on the Northwest campus.

b. Support

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

Faculty currently qualified to teach in the proposed MSN program will teach no more than one course in the program as a part of their normal teaching load. Additional faculty resources added as enrollment grows will be funded from revenues associated with the new student enrollment. No programs will be downsized or eliminated in order to provide resources for this program.

ii. No new program fee is anticipated for the program. The same tuition and other fee structure currently in place will apply to students in the proposed program.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

CHE staff to summarize data and provide

ii. Related Programs at the Proposing Institution

CHE staff to summarize data and provide

b. List of Similar Programs Outside Indiana

Listing of The Commission on Collegiate Nursing Education (CCNE) and National League for Nursing Accrediting Commission (NLNAC) MSN accredited programs may be found at the links below:

http://apps.aacn.nche.edu/ccne/reports/rptAccreditedPrograms_New.asp?sort=state&sProgramType=2

http://www.nlnac.org/forms/directory_search.htm

c. Articulation of Associate/Baccalaureate Programs

Not applicable

d. Collaboration with Similar or Related Programs on Other Campuses

The proposed MSN program builds on the strengths of the Indiana University School of Nursing and joins other well-respected IU Northwest graduate programs. It also fosters collaboration with the IU South Bend campus in the sharing of a director. To maximize faculty and fiscal resources in offering the curriculum, the School will collaborate with the IU South Bend, IU East, and IU Kokomo Schools of Nursing, which currently offer the MSN program, in providing electives and selected core courses. The MSN features a unique opportunity for interdisciplinary collaboration in the education of health care professions with the IU School of Medicine located on the Northwest Campus.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

The curriculum for this degree will be a minimum of 42 credit hours. The IU School of Nursing curriculum for the Family Nurse Practitioner major will be followed. The courses that comprise this degree are all existing courses of the Indiana University School of Nursing. The proposed curriculum meets the requirements of the *Essentials of Master's Education*, as outlined by the American Association of Colleges of Nursing

(AACN). The current accrediting body of the Indiana University Northwest School of Nursing is the National League for Nursing Accrediting Commission (NLNAC). However, either this accrediting body or the Commission on Collegiate Nursing Education (CCNE) could be the accrediting agency for the proposed MSN. The graduates of this program will meet the requirements for certification as a Family Nurse Practitioner.

See Appendix 9: Curriculum Plan

b. Exceeding the Standard Expectations of Credit Hours

Not Applicable

c. Program Competencies or Learning Outcomes

Proposed Program Student Learning Outcomes:

The major purpose of the Master of Science in Nursing program is to prepare nurses for advanced practice in a selected area of nursing. The graduate of the master's degree program will be able to do the following:

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Perform advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes and measure outcome achievement while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge based resources to manage and transform data that informs clinical practice.
7. Systematically apply knowledge from research findings and best evidence to answer clinical questions, solve clinical problems and develop innovative nursing interventions and health policies for selected patient populations.
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as the advancement of nursing.

d. Assessment

These quantitative measures will allow measurement of the effectiveness of the MSN degree:

1. Graduate job placement rates: Beginning with the first graduates, graduates will be encouraged to provide employment data. An email communication system will help to maintain current employment data. Data pertaining to type of position and agency will be collected. Attention will be paid to the number of graduates meeting the needs of underserved populations, and those who have some role in nursing education.
2. Employer Assessments: Beginning one year following graduation, employers of the graduates of this program will be requested to provide information regarding their perceptions of the level of preparation of the graduates for their work setting. This survey will be administered one year after graduation, and again three years after graduation.
3. MSN Alumni surveys: Beginning one year following their graduation, students of the program will be requested to provide feedback regarding the outcomes of their learning as it pertains to their preparation for advanced practice nursing. This survey will be administered one year after graduation, and again three years after graduation.
4. Program evaluation: Beginning with completion of the program by the first graduates, the program of study will be evaluated for (1) outcomes of student learning; (2) availability of clinical placements; (3) resources; (4) faculty.
5. On-going graduate program survey assessments: These assessments will include semester-by-semester evaluations of faculty teaching and outcomes of student learning.
6. Accreditation: IU Northwest will seek accreditation for the MSN from the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). The BSN program is currently accredited by NLNAC.
7. Credentialing: The individual graduates will seek credentialing by the American Nurses Credentialing Center (ANCC), and will be eligible to sit for the American Academy of Nurse Practitioner Certification Examination. Certification rates will be monitored as an indicator of program success.

e. Licensure and Certification

Students will be Registered Nurses (RN) with baccalaureate degrees in nursing. Applicants must document current licensure as a Registered Nurse, and meet requirements for licensure in the state of Indiana if licensed in another state. The individual graduates will seek credentialing by the American Nurses Credentialing Center (ANCC), and will be eligible to sit for the American Academy of Nurse Practitioner Certification Examination.

f. Placement of Graduates

Nurses with master's-level preparation are and will continue to be in strong demand in the Northwest region of Indiana. IU Northwest serves a region in which 15% of the employment sector is in health care and social service assistance. Health care is a growth industry in northern Indiana. Continued regional growth in health care cannot be sustained without advancements in the level of nursing care. The Master of Science in Nursing (MSN) will enable graduates to function in advanced level clinical positions and in those management positions requiring an advanced nursing degree. Hospitals, clinics, surgery centers, physician practices, nurse managed health centers and a multitude of community agencies are potential employers of advanced practice nurses. Graduates will also be prepared for clinical faculty roles at universities and colleges, addressing the existing nationwide shortage of nurses and concomitant shortage of well-prepared nursing faculty.

g. Accreditation

IU Northwest will seek accreditation for the MSN from the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). The BSN program is currently accredited by NLNAC.

6. Projected Headcounts and FTE Enrollments and Degrees Conferred

	FY2013	FY2014	FY2015	FY2016	FY2017
Enrollment Projections (Headcount)					
Full-Time		0	0	0	0
Part-Time		6	12	24	30
Total		6	12	24	30
Enrollment Projections (FTE)					
Full-Time					
Part-Time					
Total					
Degrees Conferred Projections				6	6

CHE Code: 12-XX
 Campus Code: XXXX
 County: Lake
 Degree Level: MSN
 CIP Code: Federal - 000000; State - 511602

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

BUSINESS ITEM C: **Academic Degree Programs for Which Staff Proposes Expedited Action**

Staff Recommendation

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

- Bachelor of Art in Environmental and Sustainability Studies to be offered by Indiana University Bloomington
- Master of Science in Biostatistics to be offered by Indiana University at the IUPUI campus

Background

The Academic Affairs Committee reviewed these two programs at its January 16, 2014 meeting and concluded that these programs could be placed on the agenda for action by the Commission as expedited items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, January 16, 2014

**Academic Degree Programs on Which Staff Propose Expedited Action
January 16, 2014**

CHE 13-22 Bachelor of Art in Environmental and Sustainability Studies to be offered by Indiana University Bloomington

Proposal received on December 19, 2013
CIP Code: Federal – 03.0103; State – 03.0103
Five Year Projected Enrollment: Headcount - 76; FTEs - 76
Five Year Projected Degrees Conferred: 19

The proposed program bridges the arts and humanities, social sciences, and the physical and life sciences, and complements two related, well subscribed baccalaureate programs on campus: the B.S. in Environmental Science, which enrolled 98 headcount students and had 17 graduates in FY2013, and the B.S. in Public Affairs (Environmental Management track), a SPEA program, which enrolled 262 headcount students and had 73 graduates that same year. Because Ivy Tech Community College does not offer a closely related associate degree program, no articulation agreement for the proposed program has been developed. The proposed program meets the standard credit hour expectation for baccalaureate programs of 120 credit hours.

CHE 13-23 Master of Science in Biostatistics to be offered by Indiana University at the IUPUI campus

Proposal received on December 19, 2013
CIP Code: Federal – 26.1102; State – 26.1102
Five Year Projected Enrollment: Headcount - 27; FTEs - 14
Five Year Projected Degrees Conferred: 5

In May 2008, the Commission for Higher Education authorized Indiana University to offer a Ph.D. in Biostatistics at its IUPUI campus. At the time, there was no master's level Biostatistics program in place and the University did not seek authorization for one. The Ph.D., which enrolled 23 or 17.5 FTE students in FY2013, was proposed to be jointly administered by the School of Science and the School of Medicine. The proposed program will give students another option and will be offered through the IUPUI School of Public Health, which was created by the University and approved by the Commission in October 2011.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2013

BUSINESS ITEM D: Capital Projects for Which Staff Proposes Expedited Action

Staff Recommendation

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

- Indiana University – Bloomington Campus: Northwest Quadrant Parking Improvements – \$6,800,000
- Indiana University – Bloomington Campus: Wright Quadrant Dining Renovation – \$3,700,000

Background

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

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, February 13, 2013

Background Information on Capital Projects on Which Staff Proposed Expedited Action
February 13, 2013

A-1-14-2-13 Indiana University – Bloomington Campus: Northwest Quadrant Parking Improvements - \$6,800,000

The Trustees of Indiana University request authorization to proceed with improving the parking facilities in the northwest quadrant of the Bloomington campus. The project will transform the gravel area into a parking complex with ample green space, native shade tree canopy, and improve pedestrian and vehicular circulation infrastructure. Increased paved parking accommodations will help with greater utilization of the parking that is available to the university and the including of an expansive tree planting plan will ensure the appearance of this parking area is in keeping with the Woodland campus aesthetics of IU Bloomington. A total of 1,855 parking spaces will be provided. The project will be funded with parking services funds (\$2,000,000) and campus renovation funds (\$4,800,000).

A-1-13-2-04 Indiana University – Bloomington Campus: Wright Quad Dining Renovation - \$3,700,000

The Trustees of Indiana University request authorization to proceed with a project with the renovation of the Wright Quad Dining Facility located on the Bloomington campus. The project consists of reconfiguring space in the kitchen and loading/receiving dock at the Wright Food Court to update the dining services and to improve safety inside and outside the building. This project will provide additional cooling/freezer space – the electrical switch gear will be relocated from the basement thereby eliminating an existing exterior stair. The \$3,700,000 cost of this project will be will be funded by residential programs and services renovation funds.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

BUSINESS ITEM E: Learn More Indiana's 2014 Cash for College Campaign

Staff Recommendation For discussion only.

Background

Learn More Indiana's annual *Cash for College* campaign launches each year leading up to the state's March 10th financial aid filing deadline. The campaign promotes specific, age-appropriate steps to help Hoosiers of all ages pay for college with a variety of free resources, including:

- Student contests, awarding Indiana College Choice 529 Savings plans to students at each grade level (K-12).
- Competitive school grants, supporting local college-readiness and success programs.
- Online services, including the Indiana College Costs Estimator website (IndianaCollegeCosts.org) and smart phone app.
- Special events, offering online (FAFSA Friday) and in-person (College Goal Sunday) assistance to complete the Free Application for Federal Student Aid (FAFSA).
- Promotional materials and a dedicated website at CashforCollegeIndiana.org, providing a clearinghouse for the latest updates, resources and related information.

Cash for College is one of three annual campaigns sponsored by Learn More Indiana, along with *College GO! Week* and *KnowHow2Go*. Designed to engage students and local partners across the state at strategic points during the year, each campaign has a clear college-readiness focus with specific steps, practical tips and free resources that support students and families in planning, preparing and paying for college and career success.

Led by the Indiana Commission for Higher Education, Learn More Indiana is a partnership of state and local organizations working to help students of all ages plan, prepare and pay for education beyond high school. In print, in person, online and on the phone, Learn More Indiana helps Hoosiers succeed in school, complete college and connect to careers. Learn more at LearnMoreIndiana.org.

Supporting Documents To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

BUSINESS ITEM F: **College Completion Report Release**

Staff Recommendation For discussion only.

Background As part of its newly-developed series of reports, the Commission will begin providing higher education’s many stakeholders with more information about our state’s completion picture so that over time we can collectively highlight successes and work together to tackle remaining challenges. But we must go beyond looking at traditional graduation rates, which include only first-time students enrolling full-time as freshman and finishing at the same institution with the same degree they originally sought. While this measure is still a good indicator of an institution’s effectiveness, student success can take many forms. Students may transfer to another college or change the type of degree they seek before graduating. And while students moving at a slower pace are less likely to graduate, many do make it to the finish line. All of these graduates clearly contribute to the Big Goal and are an important part of Indiana’s completion picture. These intricacies must be examined and discussed by institution leaders and policymakers alike.

Another complexity of the completion picture lies underneath the aggregate numbers, which mask disparities in completion for minority and low-income students. Unfortunately, the completion rate for African-American and Hispanic students lags behind that for Caucasians. Even our 21st Century Scholars program, which sends low-income high school graduates to college at a rate higher than the overall population, lags in completion rates by more than 10 percent. If we meet the Big Goal but allow these disparities to persist, it would be a hollow victory. In March 2013, Commission supplemented its Big Goal with another—colleges and universities should halve the achievement gap in college completion by 2018 and close it by 2025. As we present a more robust picture of completion in Indiana, we must also be mindful of achievement gaps and focus our energy on identifying successful strategies of institutions to close these gaps so that we can take these strategies to scale statewide.

Supporting Document To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

BUSINESS ITEM G: 2014-2015 Frank O'Bannon Award

Staff Recommendation

Adopt the amounts as set in the attached “financial aid menu” document, which represent an increase of four percent (4%) over the 2013-2014 base award amounts for all awards with a nine percent (9%) differential between the “full-time award” and the “on-time award”.

Background

In 2013, the Indiana General Assembly passed a comprehensive financial aid reform package, which requires the Commission to annually adopt a “schedule of awards,” replacing the current formula process for award creation. The Schedule of Awards will be adopted by the Commission in February and will do the following:

- Establish awards based on Expected Family Contribution levels for all students. (This will discontinue awards based on Parental Contribution for dependent students.)
- Establish larger awards for students who complete 30 credit hours (or the equivalent), 60 credit hours (or the equivalent), or 90 credit hours (or the equivalent) in the prior academic year (“on-time award”) than for students who complete at least 24/48/72 credit hours but less than 30/60/90 credit hours (“full-time award”).

IC 21-12-1.7-4 also requires that the Commission establish incentive awards for students who:

- Are “academic honors,” which is defined, in the student’s first year, as a student who graduated from high school with an academic honors or technical honors diploma or, after the student’s first year, as a student who has maintained a cumulative grade point average of 3.0 on a 4.0 grading scale or its equivalent. (IC 21-12-1.7-1)
- Received an associate degree **prior to** enrolling in a baccalaureate program; or
- Made “accelerated progress” during the recipients’ most recently concluded academic year. Accelerated progress is defined as:
 - successfully completing at least 39 credit hours or the equivalent by the end of the student’s first academic year; or
 - successfully completing at least 78 credit hours or the equivalent by the end of the student’s second academic year.

Supporting Document

Financial Aid Menu

STATE FINANCIAL AID MENU (4% INCREASE, 9% DIFFERENCE)

"Build Your Financial Aid Award"

MAIN COURSE

"Base Award Amount"

ADD AN ITEM

"Student Performance Incentives"

Initial Award (First Year)

Institution Type	\$0	\$1 to \$500	\$501 to \$1,000	\$1,001 to \$1,500	\$1,501 to \$2,000	\$2,001 to \$2,500	\$2,501 to \$3,000	\$3,001 to \$3,500	\$3,501 to \$4,000	Expected Family Contribution (EFC)				\$7,001 to \$7,500
										\$4,001 to \$4,500	\$4,501 to \$5,000	\$5,001 to \$5,500	\$5,501 to \$6,000	
Private	\$7,400	\$6,900	\$6,300	\$5,800	\$5,200	\$4,700	\$4,000	\$3,500	\$2,900	\$2,400	\$1,900	\$1,200	\$700	\$0
Public	\$3,700	\$3,200	\$2,600	\$2,100	\$1,500	\$900	\$0	\$0	\$0	\$0	\$0	Not Eligible for State Aid	\$0	\$0
Proprietary or Ivy Tech	\$3,100	\$2,500	\$2,000	\$1,300	\$800	\$0	\$0	\$0	\$0	\$0	\$0	Not Eligible for State Aid	\$0	\$0

Available Student Performance Incentives: Academic Honors; Associate Degree Full-Time is defined as enrolling in 12 or more credit hours per semester.

Renewal Award (Second-Fourth Year)

Institution Type	\$0	\$1 to \$500	\$501 to \$1,000	\$1,001 to \$1,500	\$1,501 to \$2,000	\$2,001 to \$2,500	\$2,501 to \$3,000	\$3,001 to \$3,500	\$3,501 to \$4,000	\$4,001 to \$4,500	\$4,501 to \$5,000	\$5,001 to \$5,500	\$5,501 to \$6,000	\$6,001 to \$6,500	\$6,501 to \$7,000	\$7,001 to \$7,500
Public	\$6,800	\$6,300	\$5,800	\$5,300	\$4,800	\$4,300	\$3,700	\$3,200	\$2,700	\$2,200	\$1,700	\$1,100	\$600	\$0	\$0	\$0
Proprietary or Ivy Tech	\$3,400	\$2,900	\$2,400	\$1,900	\$1,400	\$800	\$0	\$0	\$0	\$0	\$0	Not Eligible for State Aid				

Available Student Performance Incentives: Academic Honors; Accelerated Schedule (Second, Third Years Only); Associate Degree

Full-time awards are based on the completion of at least 24/48/72 credit hours. On-time awards are based on the completion of at least 30/60/90 credit hours. For example, if a student completes 24 hours during his or her first year, the student's second year award would be renewed following the full-time schedule. If the student then completes 30 hours during his or her second year, the student's third year award would still be renewed following the full-time schedule (54 credit hours is less than the 60 required to receive an on-time award).

It's simple...

Base Award

+

Student Performance Incentive(s)

Academic Honors \$800
First Year Only: Graduate high school with Academic or Technical Honors Diploma
Second, Third, Fourth Years: Earn at least a 3.0 cumulative GPA previous award year.

Associate Degree \$800
First, Second, Third, Fourth Years: Earn an Associate Degree before enrolling in baccalaureate program

Accelerated Schedule \$1,300
Second, Third Years: Complete at least 39 credit hours by the end of the first year; 78 credit hours by the end of the second year.

Student with financial need may earn student performance incentives even if his or her base award is \$0.

Total State Financial Aid Award

DIVISION OF STUDENT FINANCIAL AID, INDIANA COMMISSION FOR HIGHER EDUCATION

W462 Indiana Government Center South • 402 West Washington Street • Indianapolis, IN 46204
888-528-4719 • awards@che.in.gov

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

BUSINESS ITEM H:

Indiana College Costs Estimator License Agreement

Staff Recommendation

That the Commission for Higher Education approve a license agreement with the National Center for College Costs to support the ongoing operation of the Indiana College Costs Estimator service.

Background

Launched publicly in 2011 as part of Learn More Indiana's annual "*Cash for College*" campaign, the Indiana College Costs Estimator offers Hoosier students and families a "one-stop-shop" for calculating and comparing the net cost of college at each of Indiana's public and private colleges. Key features include Expected Family Contribution (EFC) estimates customized by individual/campus, side-by-side cost comparisons of Indiana colleges, "Ask the Expert" sessions, and more.

Supported by a federal College Access Challenge Grant from the U.S. Department of Education, the Indiana College Costs Estimator is designed to make federal, state and institutional financial aid transparent on a statewide basis.

The Indiana Commission for Higher Education approved an initial two-year license agreement with the National Center for College Costs (aka Murray & Associates) for the Indiana College Costs Estimator website (www.indianacollegecosts.org) and ongoing implementation support services in June 2010. The proposed license agreement would sustain the Indiana College Costs Estimator as a free service provided to Hoosier students and families through 2014.

The Commission's license agreement with the National Center for College Costs also assists Indiana colleges in fulfilling the federal requirement that every higher education institution provide a Net Price Calculator (NPC) on its institutional website.

Supporting Document

License Agreement: Indiana College Costs Estimator

EDS J22-10-C0011

LICENSE AGREEMENT

This LICENSE AGREEMENT (the “**Agreement**”) is made and entered into as of March 1, 2014 (the “**Effective Date**”) between MURRAY & ASSOCIATES, LLC, d/b/a THE NATIONAL CENTER FOR COLLEGE COSTS, an Indiana limited liability company (the “**Company**”), having a principal place of business at 15 W. Franklin Street, Greencastle, Indiana 46135, and the INDIANA COMMISSION FOR HIGHER EDUCATION (the “**ICHE**”), having a principal office at 101 W. Ohio Street, Suite 550, Indianapolis, Indiana 46204.

RECITALS

WHEREAS, the Company is in the business of developing programs, tools, and services to assist students and their families prepare for and finance post-secondary education, including, but not limited to, methodologies and online tools used to estimate future college costs; and

WHEREAS, the ICHE, an instrumentality and agency of the State of Indiana, desires to provide a customized state-wide college costs estimator service to the public, to be available online through www.indianacollegecosts.org and www.indianacollegecosts.com and linked to ICHE’s webpage, or the location of ICHE’s choice, which will allow users to input personal and financial information, analyze such information, and estimate college financial aid eligibility for students and families; and

WHEREAS, the ICHE desires to contract with the Company to perform certain maintenance activities, with the ultimate objective of maintaining a customized online college costs estimator tool (the “**Estimator Tool**”).

NOW, THEREFORE, in consideration of the promises made by the parties herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

**ARTICLE I
DEFINITIONS**

In addition to the other terms defined in this Agreement, for purposes of this Agreement, the following terms shall have the meanings set forth as follows:

“**Confidential Information**” of a party means (a) all information concerning the business and affairs of the party (including financial statements and budgets, historical and projected sales, the names and backgrounds of key personnel, personnel training techniques and materials, and other information); (b) information concerning the party’s operations, products, services, data, know-how, formulae, compositions, processes, designs, inventions and ideas and strategies for their protection, past, current, and planned research and development, customer lists, current and anticipated customer requirements, price lists, market studies, business plans, computer software and programs (including object code and source code), computer software and database

technologies, systems, structures and architectures; (c) with respect to the Company only, the Intellectual Property and all related information, data, and processes; and (d) the existence of any transaction, including this Agreement, or discussion regarding any transaction between the parties. The fact that any such information is not marked “confidential,” “proprietary,” “trade secret,” or the like, shall not be determinative of such information’s status as Confidential Information for purposes of this Agreement.

“**Deliverables**” mean any and all Software, Software components or modules, databases, devices, programs, or other similar items and are provided to the ICHE by the Company in the course of performing the Services under this Agreement.

“**Documentation**” means any and all training materials, user guides, commentaries, program narratives, and other similar materials for use in conjunction with the operation of the Estimator Tool which are supplied by the Company to the ICHE pursuant to this Agreement.

“**Intellectual Property**” means all intellectual property rights of any nature, including, but not limited to, all know-how, inventions, improvements, designs, discoveries, concepts, materials, techniques, procedures, data, copyrights, trade secrets, software (including source code and object code), and other scientific or technical information, whether or not patentable (including all embodiments thereof), owned by the Company as of the Effective Date, or subsequently developed, created, reduced to practice, or acquired by the Company, as well as all attendant proprietary and other rights throughout the world provided under patent law, copyright law, trademark and service mark law, trade secret law, and any other statutory provision or common law principle.

“**Object Code**” means the executable machine-readable form of computer programming code of the Software.

“**Software**” means the computer programs and machine-readable Object Code and Source Code created and owned by the Company which is used to provide the functionality required for the Estimator Tool.

“**Source Code**” means the human-readable form of the computer programming code for the Software which is not suitable for machine execution without the intervening steps of interpretation or compilation, as well as any and all related system Documentation, including, but not limited to, technical design documents and any procedural code.

“**User**” means any person accessing and using, for such person’s own internal use and purposes, the Estimator Tool upon the commencement of its live operation pursuant to the Development Plan.

ARTICLE II RESPONSIBILITIES OF THE PARTIES

Section 2.1 **Management Level Contacts.** During the Term, Teresa Lubbers and Jason Bearce (the “ICHE Contacts”) shall have the authority to administer the ICHE’s responsibilities

under this Agreement, and Dave Murray (the “Company Contact”) shall have the authority to administer the Company’s responsibilities under this Agreement. Each party may change the person designated as their contact, in each case upon written notice of such change to the other party.

Section 2.2 **Personnel.** The Company shall use qualified personnel to perform the Services for the maintenance of the Estimator Tool contemplated by this Agreement. The Company Contact shall be the ICHE’s primary point of contact at the Company on matters related to the Company’s performance hereunder, and the ICHE Contacts shall be the primary point of contact at the ICHE for the Company concerning the ICHE’s duties and responsibilities hereunder. If the Company proposes to use any subcontractors to perform any of the Services contemplated by this Agreement, the Company acknowledges that it shall be solely responsible for the performance of the Services by such subcontractors. The Company and its employees, agents, representatives, subcontractors, and subcontractors’ employees are not and shall not be deemed to be, employees or agents of the ICHE, and the Company and its subcontractors shall be solely responsible for the payment or withholding of their respective employees’ compensation, unemployment insurance, worker’s compensation insurance, and any related payroll taxes associated with such employment.

Section 2.3 **Maintenance, Training, and Support Services.** The Company shall provide to the ICHE the maintenance, training, and support services with respect to the Estimator Tool and Software during the Term. Any maintenance, training, and support services to be provided by the Company which are not specified in the Functionality Specifications shall be deemed to be Additional Work (as defined herein), and shall be performed by the Company and priced in the manner specified in a written amendment or addendum to this Agreement executed by the Company and ICHE.

ARTICLE III COMPENSATION

Section 3.1 **Fees Payable to the Company.** In consideration of the license of the Estimator Tool pursuant to the terms of this Agreement, the ICHE shall pay to the Company an aggregate fee of Eighty Thousand Nine Hundred and No/100 Dollars (\$80,900.00) (the “Fee”). The Company shall invoice the ICHE. The ICHE shall cause such invoice to be paid no later than thirty-five (35) days after the date of the invoice. Invoices not paid within ten (10) days after the end of such thirty-five (35) day period shall accrue interest on the amount of the late payment at the rate of 5.25% per annum.

Section 3.2 **Additional Work.** Any proposed changes to the Estimator Tool shall be performed by the Company and priced in the manner specified in a written amendment or addendum to this Agreement executed by the Company and ICHE, and the ICHE shall be obligated to pay the fees for such additional work as specified therein.

Section 3.3 **Postsecondary Institutions.** At the time of the launch of the Estimator Tool, the Company also will have a separate web-based software application, the Company’s Net Price Calculator, available for license to colleges and universities to help them meet the federal mandate stipulated in the Higher Education Opportunity Act of 2008, requiring all colleges and

universities to have a net price calculator on their institutional websites by October 2011. To the extent the Estimator Tool, as developed for ICHE under this agreement, is deemed to meet all federal and state legal requirements, as defined by the Higher Education Opportunity Act of 2008 and otherwise is able to serve as the net price calculator for any Indiana public or private postsecondary institution, the Company will draft a separate agreement to be entered into by ICHE, the Company and any individual college or university desiring to use the Estimator Tool as its net price calculator, including any additional compensation, if any, to the Company. Should the use of the Estimator Tool be allowed to serve as an individual college's net price calculator, the agreement would be renewed annually and would be subject to ICHE's ongoing license of the Estimator Tool. Any college or university wanting to license the Company's Net Price Calculator product is expected to enter into a standard license agreement, according to the fee schedule, specifications and terms discussed between the Company and the individual college or university at the time of contract signing.

ARTICLE IV INTELLECTUAL PROPERTY MATTERS

Section 4.1 **General.** Any party having access to Intellectual Property and Documentation through the use of the Estimator Tool or the Services may use such Intellectual Property and Documentation only as provided in this Agreement and in accordance with all applicable laws. The ICHE is not authorized for any reason whatsoever to perform reverse engineering of the Estimator Tool or other Intellectual Property of the Company by any means, including disassembly, decomposition, or any other means or mechanisms, and the ICHE agrees not to engage, directly or indirectly, in any such reverse engineering.

Section 4.2 **Ownership of Work Product.** The Estimator Tool, all Deliverables, all Intellectual Property and Documentation of the Company related to the Estimator Tool and the Services, and all features, enhancements, improvements, and updates thereto created, developed, or otherwise generated or distributed pursuant to this Agreement are, and shall remain, the sole property of the Company, and, except as provided in Section 5.3 below, neither the ICHE nor any other third party will, by its activities hereunder, acquire any right, title, or interest thereto. The ICHE agrees that it shall not alter or remove any identification marks or labels from the Deliverables or Documentation without the prior express written consent of the Company. The ICHE agrees that misuse, misappropriation, or infringement of the Estimator Tool, any Deliverables, or any Intellectual Property or Documentation of the Company could cause irreparable injury to the Company which cannot be compensated by monetary damages.

Section 4.3 **License Grant.** In consideration of the payment by the ICHE to the Company of the Fees, during the Term of this Agreement, and conditioned upon the timely receipt of the payments of the Fees hereto, the Company hereby grants to the ICHE, and the ICHE hereby accepts from the Company, a non-exclusive, limited, and non-transferable license (the "**License**"), in accordance with the terms and conditions of this Agreement, (a) to use, execute, and display the Estimator Tool, and to link to the Estimator Tool ; and (b) to use the Documentation. In addition, the ICHE agrees that during the Term of this Agreement, at all

times it is using or operating the Estimator Tool as licensee hereunder, it shall post an on-screen notice that the Estimator Tool is produced, designed, and developed by the Company.

Section 4.4 **Retained Rights of Use.** No provision of this Agreement shall be deemed to prohibit, preclude, or in any way restrict the right of the Company to create, market, or distribute for or to other third parties or customers any systems, services, or written materials similar in nature to the Estimator Tool, the Services, any Deliverables, or the Documentation, or to utilize in such systems, services, or written materials any software, coding, concepts, or materials that are developed or utilized pursuant to this Agreement.

ARTICLE V CONFIDENTIALITY

Section 5.1 **Confidentiality Obligations.** In the performance of this Agreement, each of the parties hereto acknowledges that it will have access to Confidential Information of the other party. Both the Company and ICHE shall retain in confidence all Confidential Information received from the other party prior to or during the Term of this Agreement and will not, at any time during the Term of this Agreement or after the termination hereof, in any fashion, form, or manner, either directly or indirectly, copy, reproduce, sell, assign, license, market, transfer, or otherwise disclose, release, or use for any purpose (except as otherwise provided in or contemplated by this Agreement) any Confidential Information received from the other party or from a manager, member, owner, officer, director, affiliate, representative, subcontractor, or agent of the other party. Each party and its affiliates shall protect the other party's Confidential Information from unauthorized dissemination and use with the same degree of care that each party uses to protect and safeguard its own information, but not less than the degree of care that would be exercised by a reasonably prudent person given the sensitivity and strategic value of such Confidential Information. Each party furthermore agrees to restrict access to the Confidential Information of the other party to such of its managers, members, officers, directors, affiliates, employees, subcontractors, or advisors as are necessary for the party to perform under this Agreement. Notwithstanding the foregoing, such information may be disclosed as necessary to permit either party to defend against litigation, to file and prosecute patent applications, or to comply with governmental regulations or orders. Prior to disclosing Confidential Information pursuant to the preceding sentence, the party intending to disclose such information shall notify the other party of the intended disclosure and negotiate with the other party with respect to limiting such disclosure, including cooperation in seeking a protective order.

Section 5.2 **Exceptions to Confidentiality Obligations.** The obligations set forth in Section 5.1 above shall not apply to Confidential Information which: (a) the recipient can demonstrate by written records existing at the time of disclosure was known to the recipient before receipt from the disclosing party (this exception does not apply to Confidential Information previously disclosed by the disclosing party to the recipient, if any); (b) is or becomes publicly available other than through a breach of this Agreement; (c) is rightfully received by the recipient from a third party without a duty of confidentiality; or (d) the recipient can demonstrate by clear and convincing evidence is independently conceived, discovered, or developed by the recipient without a breach of this Agreement.

Section 5.3 **Return of Confidential Information.** Upon the termination of this

Agreement for any reason, each party agrees to return to the disclosing party within seven (7) business days after the effective date of such termination all electronic, written, or descriptive materials of any kind that contain or discuss the disclosing party's Confidential Information, and the receiving party shall promptly destroy all materials generated by the receiving party or its representatives that include or refer to any part of the disclosing party's Confidential Information, without retaining a copy of such materials, including electronic files, programs, databases, or the like, stored on any computer or similar device by the receiving party; except that, the receiving party may retain one (1) copy of each item of Confidential Information in its legal department or with its outside legal counsel for use only in monitoring its compliance with the foregoing obligations.

Section 5.4. **Remedies for Breach.** The parties acknowledge that damages for improper disclosure of Confidential Information or for other breaches of this Agreement may be irreparable. Therefore, the Company and ICHE hereby agree that each party is entitled to seek equitable relief, including injunction and preliminary injunction, in addition to all other remedies, including specific performance against the recipient of such party's Confidential Information. Nothing herein shall be construed as prohibiting either party from pursuing any other remedies at law or in equity for breach or threatened breach of the confidentiality provisions of this Article V. The recipient of Confidential Information also agrees to indemnify and hold the disclosing party and its managers, members, officers, directors, employees, agents, subcontractors, and representatives harmless against any and all losses, damages, claims, or expenses incurred or suffered by any such indemnified party as a result of a breach of this Article V by the recipient or its directors, officers, managers, members, employees, agents, subcontractors, and representatives.

Section 5.5 **Confidentiality of User Information.**

(a) **General.** In order to provide the information and functionality outlined herein via the Estimator Tool, the Company will collect non-public personally identifiable information from the Users of the Estimator Tool, including the User's e-mail address, schools attended, city/state of residence, and detailed financial information of the User and the User's family members. In some cases, the name, home or work address, telephone number, and names of family members may also be collected. When using the Estimator Tool, there is also information about the Users' hardware and software that will be automatically collected by the Company. This information can include: IP address, browser type, domain names, access times, and referring web site addresses. This information is used by the Company for the operation of the Estimator Tool, to maintain the quality of the services provided, and to provide general statistics regarding use of the web site on which the Estimator Tool will be available.

(b) **Sale of User Information; Access.** The Company hereby agrees that it will not sell, rent, or lease non-public personally identifiable information about the Users of the Estimator Tool to third parties. Access to Users' non-public personally identifiable information will be granted only to the Company's employees and its designated

subcontractors and agents, when necessary, and to third parties when expressly permitted by Users in writing. The Company also may share User data with ICHE and other trusted affiliates to help perform statistical analysis, send Users mail, by email or postal service, or to provide customer support. All such third parties will be prohibited from using any User's personal information to which they have access, except to provide services in conjunction with the Estimator Tool. In signing this agreement, ICHE agrees to these provisions and the foregoing User information protections.

(c) **Exceptions.** The Company will not use or disclose non-public personal information provided by Estimator Tool Users to third parties without the affected User's express consent. However, the Company will disclose Users' personal information, without notice, only if required to do so by law or in the good faith belief that such action is necessary to: (i) conform to the requirements of the law or comply with legal process served on the Company; (ii) protect and defend the rights or property interests of the Company; or (iii) act under exigent circumstances to protect the personal safety of Users of the Estimator Tool.

(d) **Security of User Information.** The Company will use its best efforts to secure Users' personal information from unauthorized access, use, or disclosure. However, no web site, method of electronic storage, or method of transmission over the Internet is 100% secure, and the Company cannot guarantee against all unauthorized access of User information, although the Company will take every reasonable measure to protect Users' information from unauthorized access. The Company will secure the non-public personally identifiable information provided on computer servers in a controlled, secure environment. When personal information, such as that submitted through the Estimator Tool, is transmitted to other web sites, it will be protected through the use of encryption, such as the Secure Socket Layer (SSL) protocol.

ARTICLE VI LIMITED WARRANTY; LIMITATION OF LIABILITY

Section 6.1 **Limited Warranty.** Subject to Section 6.2 below, the Company warrants that, commencing on the Acceptance Date and continuing until the expiration of the Term (the "**Warranty Period**"), the Estimator Tool and related Software shall operate in material conformity with the Functional Specifications. In the event the Estimator Tool or Software does not perform in material conformity with the Functional Specifications, the Company shall, at its expense, use reasonable efforts to repair or correct any reproducible deficiency or defect in the Estimator Tool and Software that has been reported by the ICHE to the Company within the Warranty Period.

Section 6.2 **Conditions Precedent to Company's Warranty Obligations.** The limited warranty set forth in Section 6.1 above shall be subject to the ICHE's proper operation of the Estimator Tool and related Software in accordance with the specifications and directions provided by the Company and the prerequisite that the Company is able to duplicate any reported material deficiency or defect. The foregoing limited warranty shall not extend to any deficiency or defect caused by the ICHE's misuse or damage of the Estimator Tool or Software, or as a

result of any modification or alteration of the Estimator Tool or Software otherwise than in accordance with the Company's prior written authorization.

Section 6.3 **Disclaimer of Implied Warranties.** TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, THE COMPANY MAKES NO REPRESENTATIONS OR WARRANTIES HEREUNDER OTHER THAN THOSE SET FORTH IN SECTIONS 6.1 AND 8.1 HEREOF, AND ALL OTHER CONDITIONS, WARRANTIES, AND REPRESENTATIONS, EXPRESS OR IMPLIED, ARE EXCLUDED, INCLUDING, WITHOUT LIMITATION, ANY CONDITIONS OR WARRANTIES RELATING TO MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

Section 6.4 **Limitation of Liability.** IN NO EVENT SHALL THE COMPANY BE LIABLE FOR ANY ACT OR OMISSION IN CONNECTION WITH THE PERFORMANCE OF THIS AGREEMENT IN THE ABSENCE OF WILLFUL MALFEASANCE OR GROSS NEGLIGENCE BY THE COMPANY. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, THE COMPANY SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, OR CONSEQUENTIAL DAMAGES OR FOR LOST PROFITS, REVENUES, USE OR DATA IN CONNECTION WITH THE ESTIMATOR TOOL OR SOFTWARE TO BE PROVIDED BY THE COMPANY, EVEN IF THE COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH LOSS. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, THE CUMULATIVE LIABILITY OF THE COMPANY TO THE ICHE FOR ALL CLAIMS WHATSOEVER ARISING OUT OF THE THIS AGREEMENT, INCLUDING ANY CAUSE OF ACTION SOUNDING IN CONTRACT, WARRANTY, TORT, OR STRICT LIABILITY, SHALL NOT EXCEED THE TOTAL AMOUNT OF THE FEES ACTUALLY PAID TO THE COMPANY BY THE ICHE HEREUNDER.

ARTICLE VII TERM AND TERMINATION

Section 7.1. **Term.** The term of this Agreement shall be for the period commencing on the Effective Date of March 1, 2014 and terminating on December 31, 2014, or upon the earlier termination of the Agreement pursuant to Section 7.2 below (the "**Initial Term**"), unless further extended by mutual agreement of the Company and ICHE. Upon the commencement of any Renewal Term, and in consideration of the continuing license of the Estimator Tool and Documentation to the ICHE in connection with any such Renewal Term, and the performance of any related Services, the ICHE shall pay additional compensation to the Company. Such additional compensation and payment schedule, shall be negotiated and agreed upon at the time of renewal.

Section 7.2 **Termination.** In addition to the termination of this Agreement on its own accord pursuant to the expiration of the Term set forth in Section 7.1 above, the parties also may terminate the Agreement as provided in this Section 7.2.

- (a) **By Either Party.** Either the Company or ICHE may terminate this

Agreement in the event of the other party's material breach of this Agreement and the breaching party fails to cure such breach within thirty (30) days after receipt of written notice thereof from the non-breaching party.

(b) **By the ICHE.** In addition to any other remedies available under this Agreement, the ICHE may terminate this Agreement upon thirty (30) days' prior written notice to the Company in the event that the Director of the Indiana State Budget Agency makes a written determination that funds are not appropriated or otherwise available to support continuation of this Agreement, and, in the event of any such termination, the ICHE shall pay the Company all accrued but unpaid Fees as of the termination date, as well as any accrued but unpaid compensation for Additional Work as of the termination date. The ICHE and the State of Indiana shall not be liable for services performed or expenses incurred by the Company, its agents, employees, representatives, or contractors after the effective date of termination of this Agreement.

(d) **By the Company.** In addition to any other remedies available under this Agreement, the Company may terminate this Agreement upon ten (10) days' prior written notice to the ICHE in the event the ICHE fails to meet its obligations for the payment of Fees or any other amounts payable hereunder; *provided that*, during such 10-day period the ICHE does not cure such failure to pay.

Section 7.3 **Cessation of License.** Upon the expiration of the Term or termination of the Agreement pursuant to this Article VII, (a) the License granted under this Agreement, and all of the ICHE's rights with respect thereto, shall terminate immediately, (b) ICHE shall remove or delete the webpage containing the Estimator Tool from the ICHE's website in order to prevent any User from accessing the Estimator Tool, or any component or module thereof, and (c) the ICHE shall return all copies of the Estimator Tool and Software, or delete all such copies or iterations thereof, on any of its equipment, and shall similarly return or delete all Documentation to the Company. Upon request from the Company, an authorized representative of the ICHE shall provide written certification that the provisions of this Section 7.3 have been satisfied.

Section 7.4 **Survival.** The provisions of Articles IV, V, and VII, and Section 8.2 hereof, shall survive the termination of this Agreement.

ARTICLE VIII GENERAL PROVISIONS

Section 8.1 **Representations and Warranties.** Each of the Company and ICHE represents and warrants to the other that: (a) it has the requisite power and authority, corporate or otherwise, to enter into this Agreement and to carry out the obligations contemplated by this Agreement; (b) the execution, delivery, and performance of this Agreement and the consummation of the transactions contemplated hereby have been duly authorized by the requisite action, corporate or otherwise, on the part of each such party; and (c) this Agreement constitutes the valid, legal, and binding obligation of each such party enforceable against the party in accordance with its terms.

Section 8.2 **Indemnification.** The Company hereby agrees to indemnify and hold harmless the ICHE, its affiliates, and its officers, managers, employees, representatives, and agents (the ICHE and each such other individual and entity, collectively the “**Indemnified Persons**”), from and against all liabilities, losses, damages, and expenses (including without limitation and as incurred, reimbursement of all reasonable attorneys’ fees and costs) (collectively, “**Losses**”) directly or indirectly related to or arising out of, or in connection with, any claim, demand, or action by a third party (a “**Third Party Claim**”) against the ICHE alleging that the Estimator Tool or related Software or Deliverables, or any portion thereof, as furnished pursuant to this Agreement, infringes upon any copyright, trade secret, or United States patent issued or in existence as of the date of this Agreement. If an Indemnified Person intends to seek indemnification under this paragraph with respect to a Third Party Claim, then such Indemnified Person must provide the Company with prompt written notice of the commencement of such Third Party Claim, and the Company shall have the right to assume the defense of such claim, in which case it shall not be liable for any legal costs subsequently incurred by the Indemnified Person in connection therewith.

Section 8.3 **Notices.** All notices and other communications under or with respect to this Agreement must be in writing and will be deemed delivered on the day of delivery if delivered by hand, on the next business day if delivered by nationally recognized overnight courier with delivery charges prepaid, on the third day after mailing if delivered by U.S. certified mail, return receipt requested with postage prepaid, or the day of delivery if delivered by electronic mail or facsimile with confirmation from the transmitting machine, to the following addresses:

If to the Company: Murray & Associates, LLC
15 W. Franklin Street
Greencastle, Indiana 46135
Attention: David Murray, President
Email: dmurray@collegcosts.com

With a copy to: Barnes & Thornburg LLP
11 S. Meridian Street
Indianapolis, Indiana 46204
Fax: (317) 231-7433
Attention: David P. Hooper, Esq.
Email: dhooper@btlaw.com

If to the ICHE: Indiana Commission for Higher Education
101 W. Ohio Street, Suite 550
Indianapolis, Indiana 46204
Attention: Matt Hawkins
Email: MHawkins@che.in.gov

A party may change its address by written notice to the other parties provided in the manner set forth in this Section.

Section 8.4. **Entire Agreement.** This Agreement contains the entire agreement between the parties with respect to its subject matter and supersedes all prior oral and written understandings and agreements between the parties with respect to that subject matter. The following Appendix A hereto shall be deemed incorporated by reference herein and shall be treated as an integral part hereof, on the same basis as though set forth in full in the body of this Agreement. Any such Attachment may be amended from time to time in the same manner as this Agreement may be amended:

Appendix A Functional Specifications

Section 8.5. **Specific Enforcement; Remedies.** The parties hereby agree that there is no adequate remedy at law for any breach of this Agreement, and each party hereto, in addition to any other rights and remedies it may have, shall be entitled to an injunction restraining any such breach or threatened breach, or other equitable relief, to cause the purpose of this Agreement to be effected.

Section 8.6 **Force Majeure.** Neither party will incur any liability to the other if its performance of any obligation under this Agreement is prevented or delayed by causes beyond its control and without the fault or negligence of such party. Each party agrees to resume performance as soon as reasonably possible after termination of a Force Majeure event described herein. A “**Force Majeure Event**” includes causes beyond a party’s control and may include, but are not limited to, acts of God or war, changes in controlling law, regulations, orders, or the requirements of any governmental entity, severe weather conditions, civil disorders, natural disasters, fire, epidemics and quarantines, and general strikes and embargoes. A party so prevented from or delayed in performing by a Force Majeure Event shall notify the other party in writing within ten (10) business days of the date on which such party becomes aware, or should have reasonably become aware, that such Force Majeure Event would prevent or delay its performance.

Section 8.7 **Relationship of the Parties.** In the performance of this Agreement, the parties are acting as independent entities, and neither the Company nor any manager, member, officer, director, employee, representative, subcontractor, or agent of the Company shall be or be deemed to be a partner, joint venturer, employee, or agent of the ICHE.

Section 8.8 **Media Releases.** Both the Company and ICHE agree to cooperate in the release of information and announcements to the public for purposes of promoting the usage of the Estimator Tool. The Company reserves the right of review of all major public information releases by the ICHE, the primary purpose of which is intended to promote the Estimator Tool and using the Company’s name. The Company acknowledges that the contents of this Agreement are subject to full and complete disclosure to the public, including competitors and the news media, in accordance with the State of Indiana’s public information laws.

Section 8.9 **Compliance with Applicable Law.** Each of the parties agrees to comply with all applicable federal, state, and local laws and regulations in the performance of their obligations under this Agreement including, but not limited to, the procurement of required

permits, licenses, and certificates, and the observance of all laws and regulations relating to the privacy of information provided by Users.

Section 8.10 **Amendment**. This Agreement may not be amended or modified, and none of its provisions may be waived, except in a writing signed by each party or, in the case of waiver, by the party against whom the waiver is asserted.

Section 8.11 **Governing Law**. This Agreement shall be governed by and construed in accordance with the laws of the State of Indiana without regard to conflict or choice of law principles.

Section 8.12 **Miscellaneous**. Neither this Agreement nor any rights or interests in or obligations under this Agreement may be assigned by either party hereto without the express written consent of the other party. This Agreement may be executed in one or more counterparts, each of which will be an original and all of which will constitute one and the same agreement. This Agreement may be executed by facsimile, digital, or other electronic signature and each such signature will have the same legal effect as a manual signature. If any provision of this Agreement is finally determined by a court of competent jurisdiction to be unenforceable or invalid under applicable law, then such unenforceable or invalid provision shall be deemed deleted from this Agreement and such unenforceability or invalidity will not affect any other provision of this Agreement. If the deemed deletion of the unenforceable or invalid provision is reasonably likely to have an adverse effect on a party, then the parties will use their good faith efforts to replace such provision with a valid and enforceable provision that comes as close as practicable to the unenforceable or invalid provision. The failure by either party at any time to enforce any obligation by the other party, to claim a breach of any term of this Agreement, or to exercise any right or power arising hereunder will not be construed as a waiver of that or any other obligation, breach, right, or power. No waiver by any party hereto of its rights under any provisions of this Agreement shall constitute a waiver of such party's rights under such provision at any other time or for any other purpose, or a waiver of such party's rights under any other provision of this Agreement.

[Signature Page Follows]

IN WITNESS WHEREOF, the Company and the ICHE have executed this Agreement to be effective as of the date first written above.

MURRAY & ASSOCIATES, LLC, D/B/A THE NATIONAL CENTER FOR COLLEGE COSTS

By: _____
Name: David Murray
Title: President

INDIANA COMMISSION FOR HIGHER EDUCATION

By: _____
Name: Teresa Lubbers
Title: Commissioner

Appendix A
Functional Specifications

The Company will maintain the *Indiana College Costs Estimator* tool at the following URL: <http://www.indianacollegecosts.org>. The domain <http://www.indianacollegecosts.com> also will be secured and will be pointed to the .org domain listed above. The Company will continue to provide the following functionality through the duration of the license:

1. Estimates of Expected Family Contribution (EFC) using the Federal Methodology and resulting federal, state and institutional aid eligibility at Indiana colleges and universities (including the seven public systems and the 31 independent colleges), for both dependent and independent students, with the ability to generate side-by-side comparisons for up to three Indiana colleges at a time
2. Output providing detailed descriptions of how a user's EFC was calculated; how colleges use student data and EFCs to generate financial aid awards; and "key tips" to remember regarding these processes, calculations and procedures
3. Data storage and retrieval capabilities of inputs and calculated estimates for users creating and maintaining an active profile on the system
4. "What-If" functionality so users can modify data inputs and see the resulting changes in EFCs and estimates of financial aid
5. Web pages, as well as printable PDF documents, providing information on the actual financial aid application/FAFSA process, current student loan programs, tax-advantaged college savings investment strategies, and more
6. Links to appropriate financial aid/FAFSA websites and resources, as well as other pertinent and relevant college preparatory resources (e.g., Learn More, SSACI, etc.)
7. Up to three live "Ask the Expert" sessions annually staffed by the Company's staff timed to assist students/parents with important activities at certain times of the academic year
8. An archive of "Ask the Expert" FAQs developed and cataloged over time (to be added following first "Ask the Expert" session)
9. Summary of basic information on the seven public college systems and the 31 independent colleges and links to all of the colleges' websites
10. Messaging capabilities providing the opportunity for the Company's staff to initiate direct messages to valid user email addresses (for those who opt in) highlighting key messages of interest to ICHE, changes to financial aid formulas and/or policies, key dates in the college preparation and financial aid processes, and more – this messaging will allow for focused communication with entire user populations as well as subsets of users identified by key characteristics. The Company and ICHE shall work together to develop a comprehensive messaging strategy that is agreeable to both parties before any messaging is commenced under this agreement.
11. Standard reporting functionality generated for ICHE by the Company's staff on a routine basis that provides:
 - a. Basic user statistics including hits, number of attempts to complete aid estimations, number of completed estimations, etc.

- b. Aggregate summaries of resulting EFC estimates, and related financial aid estimates, with the ability to further filter by select variables such as city, school, grade level, Twenty-First Century Scholar status, and estimated Pell Grant eligibility
 - c. Other reports of defined scope/content added by the Company over time to enhance reporting to ICHE
12. Adequate server capacity in a monitored, hosted environment; secured data storage; 99.9% website “up time” of the site; and sufficient concurrent user capacity
13. Two *Indiana College Costs Estimator* training workshops in each of the fourteen regions of the state, plus a minimum of six statewide presentations, during each of the first two years of *Indiana College Costs Estimator* deployment

Key Assumption: ICHE will use its relationships with Indiana institutions of higher education to help promote the *Indiana College Costs Estimator* tool and to assist in the solicitation of institutional aid data for the purposes of population in the *Indiana College Costs Estimator* tool. ICHE acknowledges that the inclusion of all institutional aid data may not be possible by the estimated launch date outlined herein, depending on the willingness of individual colleges to provide this information. ICHE will hold the Company harmless for any institutional aid data not included as of the date of launch if every effort has been made to solicit this information from the individual colleges. Failure to include some institutional aid data at the time of launch will not preclude future attempts to secure and incorporate this information.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

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

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Northwest	M.S. in Nursing	4/29/2013	On the CHE agenda for action
02	Indiana University Bloomington	B.A. in Environmental and Sustainability Studies	12/19/2013	On the CHE agenda for action
03	Purdue University – Multiple locations	Doctor of Nursing Practice	12/19/2013	Under Review
04	IUPUI	MS in Biostatistics (IU)	12/19/2013	On the CHE agenda for action
05	University of Southern Indiana	M.A. in English	12/20/2013	Under Review

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2014

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

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01 ITTC – Columbus/Franklin	AS in Criminal Justice	1/16/2014	Adding a new location and distance education delivery for an existing degree program
02 ITTC – Columbus/Franklin	TC in Criminal Justice	1/16/2014	Adding a new location for an existing degree program
03 ITTC – Columbus/Franklin	AAS in Criminal Justice	1/16/2014	Adding a new location for an existing degree program
04 ITTC Columbus/Franklin	AS in Criminal Justice	1/16/2014	Adding a new location for an existing degree program
05 Purdue University at IUPUI	TC in Hospitality Management	1/16/2014	Renaming from Lodging Management
06 Indiana State University	Post Baccalaureate Cert in Safety Management	1/16/2014	Adding distance education delivery for an existing degree program
07 Indiana University – IUPUI via Distance Education	MS in Music Therapy	1/16/2014	Adding distance education delivery for an existing degree program
08 Indiana University – IUPUI	MS in Health Science	1/16/2014	Adding distance education delivery for an existing degree program
09 Indiana University – IUPUI	BS in Health Science	1/16/2014	Adding distance education delivery for an existing degree program
10 Indiana University – IUPUI	BS in Health Information Administration	1/16/2014	Adding distance education delivery for an existing degree program

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2013

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

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

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

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

I. REPAIR AND REHABILITATION

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

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

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

The Trustees of Purdue University request authorization to proceed with replacement of the chilled water distribution piping from Lawshe Hall to the Student Union Library building. This is the first phase of a multiphase

replacement of the campus chilled water distribution. This project will be paid for using funds from HEA1001-2013 Capital Cash Appropriation Funds.

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

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

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

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

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

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

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

The Trustees of the University of Southern Indiana request authorization to proceed with the renovation of the Biology Department in the Science Center. The Science Center was constructed in 1969. The lower level of the building has not been renovated since its original construction. This upgrade will include electrical and data systems, installing new laboratory casework and furnishings,

upgrading flooring, ceiling and wall treatments in classrooms, laboratories, and faculty offices. Minor reconfigurations of classrooms and laboratories will be performed to provide up-to-date teaching facilities. This project was recommended by the Commission and cash funded by the General Assembly during the 2013-15 biennium.

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

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

NEW CONSTRUCTION

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

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

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

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

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

II. LEASES

None

III. LAND ACQUISITION

None

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2013

INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

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

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

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

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

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

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

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded

from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

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

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

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

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

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

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

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

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, February 13, 2013

INFORMATION ITEM E: Media Coverage from December 2013 to January 2014

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

Selected Media Coverage December 2013 to January 2014

Smart Brief

Ind. officials aim to boost college enrollment of rural students

December 4, 2013

The Indiana Commission for Higher Education and the REL Midwest Rural Research Alliance are partnering to study why college-enrollment rates are different for rural and nonrural students. Officials hope the study will help communities find ways to boost enrollment and completion rates for rural students. Currently, only 17% of adults 25 or older living in rural communities, nationwide, earn a college degree -- about half the percentage of their urban peers.

Indiana Daily Student

Mapping out collegiate success

December 10, 2013

It would have been wonderful as a high school student taking advanced placement classes to know with 100-percent certainty that your AP credits were going to transfer.

Well, sigh with relief because high school students may one day have that certainty.

Blinding envy is another appropriate response.

The IU Board of Trustees is brewing an idea, an idea that would change the way we go about choosing our classes and earning our degrees.

State lawmakers are proposing the requirement of degree maps for all colleges.

These degree maps would outline a student's curriculum throughout the entirety of their college career.

Their purpose is to ensure that all students complete their degree on time and make all general education classes transferable.

The motivation behind this movement stems from the depressing lack of Indiana residents with college degrees.

Only 34 percent of Indiana residents have a post-secondary credential.

As of 2012, Indiana ranked 42nd in the country for residents with post secondary credentials.

In the Midwest, we're in dead last.

Last year, the "Reaching Higher, Achieving More" resolution was passed by the Indiana Education Roundtable.

The resolution had some aggressive goals designed to help students find success. They aimed to increase the on-time graduation of students at two-year and four-year colleges. They also looked to double the number of college graduates in the state by 2025.

The degree road maps are expected to help the state meet that deadline. Hopefully, with more guidance, students will be more likely to complete their degrees.

Degree plans are ideal for a number of students.

One example would be scholarship students who have a certain amount of time to get their degree. Indiana is one of few states to offer a program like 21st Century Scholars, which provides students with a full ride to college.

The downside is students must adhere to a tight schedule, as the financial aid lasts four years.

At the moment, IU seems skeptical of the idea, as they should be.

Education is constantly changing and evolving.

Students are earning college credits before they've even submitted a college application.

They're going abroad and taking classes online. For some of these students, a fenced-in pathway is not the best way for them to pursue their education.

Many students wouldn't get the most out of their college experience if someone was holding their hand throughout the process.

The Editorial Board isn't opposed to IU implementing this degree plan.

In fact, this may be just the ticket to solving our University's problem of questionable advising.

But degree plans would not work for everybody, and a mandated requirement would hinder a number of students.

It's not unheard of for a college student to change their major once, twice or six times, and they have the right to do so.

College is about exploration, and road maps don't leave much room for detours along the way.

New degree to allow Indiana State to serve more transfer students

December 12, 2013, by Dave Taylor

When the howitzer he was firing recoiled, Andrew Cockrell dove. But the hard ground of Afghanistan was unforgiving and the trajectory at which the 4,000-pound gun was aimed left him little room for safety.

The big gun struck Cockrell in the back. The resulting injury brought to an end his second tour of duty in Operation Enduring Freedom. It also shattered the Terre Haute plans of becoming a career soldier.

Following the 2006 accident, Cockrell spent "four or five years of working and scraping by" and then enrolled at Ivy Tech Community College. Approaching 30, and with a growing family, he chose an Associate in Applied Science program in agriculture.

Now nearing completion of the program, he has realized he needs a bachelor's degree to secure a more promising future for his wife, two children and four stepchildren.

Until now, that would have meant starting over at Ivy Tech or at another college or university but a new program at Indiana State University offers an alternative and Cockrell plans to apply.

The Indiana Commission for Higher Education Thursday approved Indiana State's request to offer a first of its kind Bachelor of Applied Science degree. Previously, Associate in Applied Science degrees from community colleges would not transfer to programs at four-year universities.

Indiana State plans to offer the degree in two tracks, technology and health sciences. Cockrell is eyeing the technology track.

"That's going to be a good long term approach for me, to get into technology within the agriculture field," he said. "I'm going to hit the (Bachelor of Applied Science program) and then minor in unmanned systems. Both are new and I think that will all tie in very well for the future."

Thousands of Indiana residents have completed, or are pursuing, Associate in Applied Science degrees, noted Richard "Biff" Williams, Indiana State's provost and vice president for academic affairs.

"This new bachelor's degree completion program can go a long way toward helping the state achieve its goal of increasing the number of Hoosiers with four-year degrees," he said. "This program gives the students the unique opportunity to apply their technical Associate in Applied Science credits to a bachelor's degree. The Bachelor of Applied Science degree can make Indiana State a leader in Indiana and the nation."

In an effort to help more working Hoosiers complete the program, Indiana State will offer the degree online and students will need to complete only 60 credit hours through Indiana State to graduate, said Ken Brauchle, dean of extended learning.

"The creation of the Bachelor of Applied Science degree provides a student-centered educational environment that helps individuals fulfill their specific career goals by acquiring more advanced skills," Brauchle said. "At the same time, they will add more general skills necessary for success and advancement in the workplace."

Even though the program will be delivered online, courses will incorporate activities that will require students to communicate and collaborate on projects, Brauchle said.

"The Technology track is multidisciplinary and encompasses the entire college, as opposed to being specific to any single department," added Robert English, interim dean of the College of Technology. "The degree requires the completion of a minor within the college."

Indiana State faculty and administrators and Commission of Higher Education staff have been fine tuning the program for months. University officials hope to have the new degree in place by fall 2014 but students can begin taking classes this spring in preparation.

Cockrell is thrilled.

"My wife and I are both ready for me to make some money," he said. "I'm looking forward to it. I'm excited and it's a good example for my kids."

Indianapolis Star

Editorial: Indiana needs to obsess over building better-educated workforce

December 27, 2013

Here's the number every political, business and academic leader in Indiana should obsess over in the year ahead: 42.

That number reflects Indiana's rank, among all the states, in the education level of its workforce. At a time when some type of postsecondary training is critical for personal financial success, only a third of Hoosier adults have earned a degree beyond high school

What that means in practical terms for the state and its residents is sobering: lower incomes, fewer job opportunities, slower economic growth, higher poverty rates, lower quality of life, less tax revenue to meet critical needs, weakened ability to adapt to increased competition from other states and nations, and even an increase in health problems (since more education and higher incomes are associated with better personal health).

The low education level of its workers isn't a new problem for Indiana, of course. And state leaders have responded to the challenge in a variety of ways. Gov. Frank O'Bannon helped drive creation of a community college system in 1999 with the goal of providing better access to higher education throughout the state. Gov. Mitch Daniels forged a partnership in 2010 with Western Governors University, a move designed to help the more than 700,000 Hoosiers who left college without a degree to finally earn a diploma. And in the past year Gov. Mike Pence has stressed the need to strengthen vocational education options for high school students who aren't on a path to college. Each of those has been needed, and productive, steps forward.

But the gap between where Indiana needs to be and where we are remains daunting.

A study this year by the Center on Education and the Workforce at Georgetown University projected that 62 percent of job openings in Indiana through 2020 will require at least some postsecondary education. And Indiana was actually below average in that projection. Nationally, according to the study, about 65 percent of jobs will require training beyond high school.

In short, Indiana is expected to create fewer high-end jobs than other states, and even then we're likely to struggle to find qualified workers to fill new positions.

In 2012, the Indiana Commission for Higher Education set some lofty goals for education attainment in the state. The commission is pushing for 45 percent of Indiana's adult population to have completed a postsecondary degree by 2018, and 60 percent by 2025. To get there, Indiana needs to double the number of degrees issued each year, from 60,000 to 120,000.

That won't happen unless student achievement in K-12 steadily improves. The adoption of stronger academic standards in Indiana's schools - the Common Core - is one necessary ingredient in the recipe for improvement. Even more vital is ensuring that all families in the state have access to high-quality preschools.

Perhaps the biggest need is to raise expectations throughout the state. A high school diploma must be seen as only the beginning of a lifetime of learning not only in places such as Carmel and Bloomington but also in small towns and urban centers across Indiana.

Education, more than ever, is the key to a brighter future for individual Hoosiers and for the entire state. Above all others, that message needs to be trumpeted again and again in 2014.

Lebanon State News

Some advocate for change in teaching math

January 4, 2014, by Maureen Hayden

INDIANAPOLIS — Brittany Crider already had passed three remedial math courses at a community college when she transferred to a state university and was told she needed to take yet another one.

Crider was angry. She'd shelled out more than \$1,000 for the courses that hadn't earned her any college credit. Now, because she'd scored poorly on a skills test, she faced burning even more money and time on a class that wouldn't help her toward the degree she needed to realize her dream of working with developmentally disabled adults. "I thought, 'I'm never going to get through college,'" said Crider, a student at Indiana University-Purdue University Indianapolis.

Crider found hope in IUPUI's Math Assistance Center — a sunlit room filled with chattering students and tutors who work out math problems together on walls covered with dry-erase writing. There, she met Kevin Berkopes, the center director who'd just topped off two previous math degrees with a Ph.D.

Berkopes' motto, "math is not an isolated sport," surprised Crider. So did his advice not to blame herself for her struggles. "When you're told you have to take remedial math, you immediately feel stupid," said Crider. "You come here and you realize you're not stupid at all." Crider went on to excel in math, acing the final in her remedial math class and succeeding in her next credit-earning algebra class. This month, she'll start as a peer mentor in the center.

Crider's disheartening experience — that of a brand-new college student unprepared for the rigors of campus work — happens thousands of times a year across Indiana. One out of three of the state's high school graduates who go on to college must take a remedial class, according to the Indiana Commission on Higher Education. The problem is especially acute in math: Of 10,000 students enrolled in remedial courses in Indiana's public colleges and universities, about 90 percent are taking math.

The costs of remedial education are high for students and taxpayers. The Commission estimates tuition and government loans spent on remedial courses at the state's community colleges exceed \$35 million a year in Indiana alone. Complete College America, a not-for-profit advocacy organization, estimates states and students across the nation spend more than \$3 billion on remedial courses each year.

Lawmakers, advocates and officials are pursuing various ways to better prepare students for college-level studies, but solutions are elusive.

In the meantime, people, including Berkopes and a team of educators at the IUPUI math center, assure incoming college freshmen. "I tell students all the time, 'Math is hard. The best minds in the world couldn't get this a few hundred years ago, and now we expect third-graders to be learning this,'" said Berkopes.

He and others at the math center are dedicated to changing the way the subject is taught. "Our traditional model for math education needs to change," he said. "It doesn't make sense for the demands of today." Thinking not memorizing that equation is bad news for many students. An exhaustive study by Complete College America found only one in four who take remedial classes will eventually earn a degree. Many drop out, departing college only with the burden of a student loan.

Stan Jones, a former state legislator who now heads Complete College America, calls the current remediation model "a bridge to nowhere." "It's very clear that what we're doing right now is not working," Jones said.

Math education researchers are calling for a fundamental redesign of how the subject is taught all through school, not just at the college level.

Among their criticisms: Memorization is prized over critical thinking, and algebra-heavy requirements are irrelevant to students' career plans, while the statistics and quantitative reasoning they need go untaught. "We're not teaching the value of math," said Jeffrey Watts, an IUPUI researcher.

That disconnect has prompted the state's largest public postsecondary institution, Ivy Tech Community College, to overhaul its curriculum. Beginning this fall, Ivy Tech will offer a series of math options designed to bring students up to speed more quickly and steer them into courses that better connect with their career goals. There will be more emphasis on real-life applications and greater attention to identifying students' specific deficiencies so remedial work can be customized.

Gone will be the typical remedial course, which offers no credit and delays a student's path to a degree. Replacing it will be remediation that's baked into credit-earning classes.

Sheila Yancey, a former high school instructor who now teaches remedial math at the Ivy Tech campus in Lawrence, said the change is really about improving math literacy. "You can't just memorize your way through math anymore," said Yancey, who's given up the traditional "talk and chalk" lecture approach to teaching math. Students in her classroom are required to work in teams, where they often discover there's more than one way to solve a problem.

Bathroom cleaning High school students throughout the United States are struggling in math compared to their counterparts in other developed nations, according to a report just released by the Program for International Student Assessment. American students were close to average in science in reading but ranked 26th — among students in 34 countries — in math.

Berkopes, at IUPUI's math center, groans at such reports. "In the U.S., we think math skills are genetic," he said. "You hear people joke, 'I'm not a math person' or 'I can't do math' or 'I can't balance my checkbook.' But you don't hear the same people making jokes about how 'I can't read' or 'I don't read too well.'" "Math is a cultural thing here, where it's OK to be bad at it," he said. "I don't know how that got started." The barrier is ingrained, indeed. A poll conducted for the not-for-profit Change the Equation, an organization funded by large U.S. corporations to boost the nation's math skills, found that nearly a third of Americans say they would rather clean the bathroom than solve a math problem. "I spend a lot of time helping my students overcome their feelings of frustration with math," said Yancey, the IUPUI teacher. "They think something is wrong with their brain." Myriad solutions have been proposed to advance students' math skills — if not change their perceptions about math — but there seems to be no simple answer.

In 2010, Indiana signed on to the Common Core State Standards, a set of K-12 academic standards in reading and math that aim to improve college readiness. Though 45 states have adopted the standards, the initiative has stalled in Indiana due to opponents who called Common Core a federal takeover of education.

Also stalled is the initiative adopted last year by the Legislature, which voted to require high schools to offer remedial instruction to juniors who did not meet math standards.

Additionally, there's been a push by state education officials to require students to take four years of math, up from the current three-year requirement. That effort has significant support, fueled by evidence gathered by the state Commission for Higher Education: Of students who take four years of high school math to earn the state's Academic Honors diploma, only 7 percent need remedial coursework in college. That's compared to the 41 percent of students earning the standard, college-preparatory diploma, known as Core 40, who need remediation.

Nationally, Jones' Complete College America advocates a nuanced approach to placing new college students in remedial courses. Instead of using high-stakes exams that can be poor predictors of college readiness, Jones said the better approach is to apply a range of scores from placement tests to identify students who can begin credit-earning courses with support from tutors or more frequent class meetings.

Jones' group also recommends doing away with a standard college algebra requirement and instead tailoring math classes to a student's area of study. Students studying psychology — like Brittany Crider — would benefit from classes focused on statistics.

The ultimate goal, said Jones, is to do away with obstacles that lead to college completion.

Berkopes said that will happen as math instruction more resembles the way languages are taught. "If you don't use it, you lose it," he said.

But more isn't necessarily better. Berkopes wants IUPUI to equip future math teachers with better weapons. His goal is to have every math education major work in the assistance center. "The very essence of math is creativity and openness," he said. "People think there is one correct answer, and that's not true. There is not one correct technique for anything. The way we teach math now is so closed off; it just destroys the real beauty, what the discipline is. I don't think teachers are doing it on purpose. They just need more information and help to really convey the true essence of what math could be."

Kokomo Tribune
College Hoosiers just aren't prepared
January 5, 2014

Indiana spends about \$7 billion a year on K-12 schools and claims to be a pioneer in education reform. Yet thousands of its high school students are graduating without the basic math, reading and writing skills needed to succeed in college.

That's what a series of reports from the Indiana Commission for Higher Education have shown since the state started tracking data on the college-readiness of its students six years ago.

In 2011 – the most recent year available – 41 percent of Indiana high school seniors who graduated from public schools with the state's required "college preparatory" diploma, known as Core 40, had to take at least one remedial course after enrolling at one of Indiana's state-supported colleges. Most learned they needed the remediation only after failing the placement exams used to assess the abilities of incoming freshmen.

The numbers are now driving a renewed effort among state officials to close what they see as a major disconnect between the skills and knowledge students gain in high school and those colleges and universities expect.

"We must do better," said Indiana's commissioner for higher education, Teresa Lubbers. "When we hand students a high school diploma, they and their families assume it indicates they're ready for postsecondary coursework. Too often, they're not."

'Enemy of completion'

College preparedness is a national problem. More than 1.7 million college freshmen across the U.S. take remedial courses each year. The annual cost of remediation to states, schools and students is close to \$7 billion, according to a 2012 report by the National Bureau of Economic Research.

Much of that money seems wasted: Fewer than 50 percent of students enrolled in remedial courses complete them. Those who do find their path to graduation delayed or derailed. Two-thirds of students in four-year colleges needing remediation fail to earn their degrees within six years. Fewer than 8 percent of students in two-year colleges earn their degrees within four years.

As Lubbers describes it: Time is the enemy of completion.

"If it takes too long, it's much less likely students will graduate, and much more likely that they'll leave without a degree but owing thousands of dollars in student loan debt hanging over their head," she said.

The burden is felt not just by students but the state. Over the last decade, Indiana's college attainment rate has dropped to 41st in the nation. During the same time, Indiana has fallen into the bottom third among states for percentage of residents living in poverty and to 40th in the nation for per capita personal income.

"Our educational attainment levels are dangerously low," said Ball State University economist Michael Hicks, who released a study in August that found the average Hoosier's paycheck was stuck in the 1990s. "It's insufficient to the task of turning the state around."

From a taxpayer's standpoint, remediation is like paying for the same education twice. At Ivy Tech Community College, about two-thirds of incoming freshmen have to take remedial coursework. It's closer to one-third for students attending the state's four-year public universities.

"The data from our perspective is fairly clear: Earning a Core 40 diploma is not an indicator of college readiness," said Ivy Tech President Tom Snyder.

But thousands of Indiana students come to college believing otherwise.

Class ill-prepared

Gov. Mike Pence made college readiness one of his top priorities when taking office last January, along with re-aligning the state's vocational and technical education system to make students better ready for employment when they leave high school.

"The need to remediate our high school graduates is a failure for our students," he's said.

His plan, suggested by the Education and Workforce Development Commission in 2012, would have kids taking those classes during their senior year in high school.

The overall goal would be to nearly double the number of Hoosiers with college degrees by 2025.

The Indiana College Readiness Report, released in April, suggests Pence's call for stiffer high school standards could increase college graduations.

Howard County high schools graduated 917 students in 2011, and 631 of them enrolled in college that fall, according to the April report. Those who earned an honors diploma – 223 of whom enrolled in a public college -- averaged a 3.1 grade point average their freshman year. Those who graduated with a Core 40 diploma averaged a 2.1 GPA.

Worse yet, 42 percent of Howard County's Core 40 graduates enrolled at a state-sponsored college were required to take remedial classes at college. At the end of their freshman year, the Core 40 graduates averaged just 16.29 college credits – about half the number needed to be considered a college sophomore.

By 2018, 55 percent of Indiana jobs will require some postsecondary education, according to a recent report from the Georgetown University Center on Education and the Workforce.

With Pence's leadership, the state must act to meet that demand. And it must start by raising high school graduation standards.

The next generation is counting on it.

Northwest Indiana Times
Editorial: Mentors can help scholars succeed
January 6, 2014, by Doug Ross

The 21st Century Scholars program aims to help low-income, at-risk children get a college education so they can break the cycle of poverty. That's easier said than done.

The Indiana Commission for Higher Education said only about 1 in 10 of the 21st Century Scholars participants graduate on time, and only 3 in 10 earn a degree at all.

The program provides money for college, but there are other stresses. Those students need someone to guide them during these unfamiliar experiences.

A student who is the first member of the family to go to college doesn't have the support of parental wisdom based on prior experience at school.

Nor does the student necessarily understand what is required and expected of college students.

"These students often need help understanding the level of work that's needed in a post-secondary environment, the deadlines and the exams and the forms and what office to go to at what time related to registration and paying your bills," said Indiana Youth President and CEO Bill Stanczykiewicz in a video about the Indiana College Success Mentoring program.

Stanczykiewicz said the institute expects mentors to help students with things like study skills, time management, adjusting to life on campus, financial literacy and accessing campus resources.

College is hard work. It's not just an extension of high school. Students need to learn study skills. Students often are living on their own for the first time, too, and that requires self-discipline and other traits they might not have developed during high school.

So the mentoring program begins working with students while they're high school juniors to prepare them for this transition.

Many NIPSCO employees serve as mentors, said Eddie Melton, manager of corporate citizenship and employee involvement.

"We pair the students up with a NIPSCO employee, someone who can motivate them to do well in school and participate in extracurricular activities," Melton said. "The Urban League also has been active and helped the students with financial aid and transportation issues."

If you're able, and appropriately suited to the job, consider becoming a mentor for youths.

Indiana Public Media/NUVO
Higher ed chief: Hoosiers need more education
January 23, 2014, by Paige Clark

Higher Education Commissioner Teresa Lubbers said in a speech Wednesday night that it is imperative that Hoosiers are better educated and prepared for the workforce.

"Indiana is in the midst of economic transformation that demands more highly educated and skilled citizens," Lubbers said. "The old model simply won't produce enough highly educated graduates with the higher level skills and education that are needed."

During her State of the Higher Education address Lubbers applauded universities and colleges for helping students graduate on time.

Two years ago, about 90 percent of degree programs at Indiana's public colleges exceeded the traditional standard of 120 credit hours for a four year degree and 60 credits for a two-year degree. That meant Hoosiers took longer to graduate and accumulated more college debt.

"Today, the obstacle is well on its way to being eliminated with nearly 90 percent of degree programs meeting the accepted standard," after legislation to end so-called credit creep passed two years ago, Lubbers said.

The changes are projected to save students and taxpayers more than \$35 million a year.

As an "ongoing effort" to address financial challenges, Lubbers said "we are redesigning the state's work study program.

The new program, "EARN Indiana", helps students with financial needs and offers career-related experiences.

"We are laser-focused on increasing on-time graduation," Lubbers said, "But it's not enough for students to complete college if they lack relevant workplace experience that prepares them for success in their chosen career path."

Motivation to "protect the state's investment" called for a change in the 21st Century Scholars requirements, she said.

Century 21st scholars must graduate high school with a 2.5 GPA and complete a Scholar Success Programs. The latter is a new program that helps students prepare for college.

In an effort to guarantee 21st Century Scholar students avoid loan debt, they must complete new credit requirements.

Lubbers said the fastest growing occupations and industries are related to the highest levels of post-secondary education.

"It is indisputable that college graduates have lower unemployment, higher lifetime earnings, higher marriage rates, better health, and greater civic involvement," Lubbers said.

"Today, hard work and credentials are required for the 21st Century jobs that propel individual families up the economic ladder," Lubbers said.

UIndy News

A little help goes a long way for PR major

January 31, 2014

UIndy senior **Alex Beauford** is a great example of what can happen when a first-generation college student gets the right support at the right time – which is why Indiana Commissioner for Higher Education **Teresa Lubbers** introduced him last week during her annual State of Higher Education address.

As a Broad Ripple High School student and the son of a supportive but young and single mother, Beauford knew he wanted to study public relations at UIndy but needed guidance in funding his education. He found it with an organization Lubbers has touted, the Starfish Initiative, a college access and mentoring program for economically disadvantaged local high school students. Also aiding in that transition was UIndy's Bridge Scholars Program, which likewise provides support and services to students with high potential who face financial or other hurdles in entering and completing college.

Since becoming a Greyhound, Beauford has taken every opportunity to gain hands-on experience in his chosen field, contributing to The Reflector student newspaper and serving on staff with the national award-winning Top Dog Communication student PR agency. His internships, most of them for pay, have included two summers working in the Indianapolis Public Schools communications office, a stint last fall with Shank Public Relations Counselors and another this semester with the Marion County Prosecutor's Office, where he is writing for newsletters and web pages, assisting with media relations and promoting programs to the public, among other duties.

"That's a phenomenal thing to do and have on my resume," he says. "I really get the opportunity to write the way I want to write."

Beauford also has performed volunteer and paid freelance communications work for various businesses and organizations around town. Meanwhile, he has continued to hone his skills as a classical violinist, playing for a time with UIndy's Chamber Orchestra, performing professionally at weddings and other occasions, and giving private lessons from his home. At age 21, he became the first black board member for Indianapolis Early Music, for which he also handles some communications and PR tasks.

Now, as he faces graduation and his 23rd birthday in May, Beauford is keeping his options open. He'd be interested in permanent work with the prosecutor's office or another public agency, or in corporate PR if the opportunity arose. He expects to attend law school at some point. And he is grateful for the many job tips and networking opportunities sent his way by the UIndy faculty.

"It's a great liberal arts college that really provides a lot of opportunities," he says. "I wouldn't have the relationships I have with a lot of my professors if I had gone to a larger school."

As Lubbers noted in her address, Beauford has been an inspiration not just to classmates and younger students, but also to his mother, Taisha, who is now pursuing a bachelor's degree herself.

“Alex may have the distinction of being the first member in his immediate family to complete college,” Lubbers said, “but his mom will be the second.”

A video of the 2014 State of Higher Education address can be seen here. (Alex's story begins around the 17:50 mark.)

Prospective employers — hint, hint — can learn more about Alex at www.alexbeauford.com.