



MEMORANDUM

To: Those Concerned
From: Teresa Lubbers
Commissioner
Date: August 5, 2010
Subject: Commission Meeting

Enclosed are agenda materials for the August Commission meeting. The meeting schedule is as follows:

Thursday, August 12, 2010 (Eastern time)

University Place Hotel
IUPUI Campus
850 W. Michigan St.
Indianapolis, IN 46202

- 4:00 – 5:30 p.m. Working Session** (*in lieu of dinner discussion; public meeting*), Indiana Room, 2nd floor.
- 5:30 – 6:30 p.m. Reception**, ICHE staff and invited guests, Bistro Lounge, 2nd floor
- * 6:30 - 8:00 p.m. Dinner** (*not a working session this month*), Indiana Room, 2nd floor.

Friday, August 13, 2010 (Eastern time)

University Place Hotel
IUPUI Campus
850 W. Michigan St.
Indianapolis, IN 46202

- * 7:45 - 8:45 a.m. Breakfast Working Session** (*public meeting*), Indiana Room, 2nd floor

University Place Conference Center
IUPUI Campus
850 W. Michigan St.
Indianapolis, IN 46202

- * 9:00 a.m. - 12:00 p.m. Commission Meeting** (*public meeting*), Room 137

If you have questions, suggestions, or need a reasonable accommodation, please contact this office.

* The Commission for Higher Education abides by the Indiana Open Door Law (Indiana Code 5-14-1.5). All business meetings are open to the public. (Meals will not be provided.)

AGENDA

Commission for Higher Education

COMMISSION MEETING

University Place Conference Center
Room 137, 1st floor
IUPUI Campus, 850 W. Michigan St.
Indianapolis, IN
Phone: 317.274.3876

Friday, August 13, 2010

I.	CALL TO ORDER -- 9:00 a.m.	
II.	ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM	
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• Campus Service Building #4 Renovation for Environmental Management Facility at Indiana University – Purdue University Indianapolis: \$2,750,000	
• School of Nursing – Renovation of Fourth Floor at Indiana University – Purdue University Indianapolis: \$5,600,000	
• Elliott Hall of Music Sprinkler System Installation at the Purdue University West Lafayette Campus: \$3,550,000	
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• 2010-11 Learn More Indiana Core Operations Budget	

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IX. OLD BUSINESS

X. NEW BUSINESS

XI. ADJOURNMENT -- Approximately 12:00 p.m.

The next meeting of the Commission will be on September 10, 2010, in West Lafayette.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

**June 11, 2010
Friday**

I. CALL TO ORDER

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

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

Members Absent: Gary Lehman.

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

III. CHAIR’S REMARKS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IV. COMMISSIONER’S REPORT

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

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

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

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

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

V. CONSIDERATION OF THE MINUTES OF THE FEBRUARY COMMISSION MEETING

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

VI. DISCUSSION ITEMS

A. Voluntary System of Accountability

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Report: Effective College Access and Completion Interventions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D. Financial Aid Study Update

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VII. DECISION ITEMS

A. Academic Degree Programs

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

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

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

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

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

THIS IS A CORRECTED PAGE

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

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

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

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

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

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

Dr. Sauer gave the staff recommendation.

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

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

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

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

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

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

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

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

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

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

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

Dr. Sauer gave the staff recommendation.

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

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

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

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

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

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

Dr. Sauer gave staff recommendation.

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

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

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

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

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

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

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

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

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

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

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

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

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

Dr. Sauer gave the staff recommendation.

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

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

5. Academic Degree Programs on Which Staff Propose Expedited Action

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

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

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

Ms. Lubbers presented this resolution.

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

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

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

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

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

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

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

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

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

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

Ms. Glover made the staff recommendation.

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

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

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

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

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

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

Ms. Glover gave the staff recommendation.

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

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

Ms. Glover presented this item.

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

F. Approval of Indiana College Cost Estimator Contract

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

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

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

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

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

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

G. Modification to Commission for Higher Education Staff Retirement Plan

Mr. Hannon presented this item.

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

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

H. Election of Officers for 2010-11.

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

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

VIII. INFORMATION ITEMS

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

There was no discussion of these items.

IX. OLD BUSINESS

There was none.

X. NEW BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 12:10 p.m.

Michael Smith, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DISCUSSION ITEM A: Common Core State Standards

Staff Recommendation

For discussion only.

Background

In the spring of 2009, Governors and K-12 Schools Chiefs from 48 states and the District of Columbia committed to developing a common core of state K-12 English/language arts and mathematics standards. The Common Core State Standards were developed as part of a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers representatives from participating states and a wide range of educators, content experts, researchers, national organizations and community groups.

A long-time national leader in the development of highly regarded academic standards, Indiana joined the consortium of states to adopt the Common Core State Standards on August 3, 2010 with formal approvals by Indiana’s Education Roundtable and the Indiana State Board of Education.

Designed to define the knowledge and skills K-12 students need to graduate from high school prepared to succeed in entry-level, credit-bearing academic college courses and workforce training programs, the Common Core State Standards are:

- Anchored in college and career readiness
- Internationally benchmarked
- Informed by the best state & national standards
- Based on evidence and research
- Focused on the essentials to allow deeper treatment

In addition to work related to the implementation of the new standards, Indiana is taking a leadership position in a national effort to create common assessments aligned to the common standards. The Partnership for the Assessment of Readiness for College and Careers (PARCC) has engaged 200 postsecondary institutions across the 26 participating states – including all of Indiana’s two- and four-year public colleges and universities. Ultimately, this effort is expected to lay the groundwork for common college-ready assessments that will help more students enter Indiana colleges better prepared and more likely to complete degrees and certificates.

Supporting Document

Common Core State Standards Background Information



For Immediate Release

Tuesday, Aug. 3, 2010

Media Contact: Lauren Auld

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Indiana Adopts Common Core Standards

The Indiana Department of Education (IDOE) adopted the Common Core State Standards (CCSS) for English/Language Arts, Literacy, and Mathematics, following approval today from Indiana's Education Roundtable and State Board of Education. Indiana joins a consortium of states that have adopted the standards so far. The CCSS aim to create consistent national benchmarks for all students, regardless of their home state.

"We want to ensure our students are held to the highest academic standard, and we believe the CCSS will position Indiana children well — nationally and internationally," Superintendent of Public Instruction Dr. Tony Bennett said. "While these common standards will serve as guidelines for success, it will be up to our outstanding educators to decide how best to deliver instruction to make sure our students receive an academically rigorous and globally competitive education."

The CCSS were developed by two associations: the National Governors Association and the Chief Council of State School Officers in collaboration with representatives from participating states and a wide range of educators, content experts, researchers, national organizations and community groups. Forty-eight states and two territories have indicated they plan to adopt the standards, resulting in a vast majority of U.S. students being taught the same critical skills.

The Common Core State Standards offer many other benefits:

- CCSS will help prepare all students with the knowledge and skills needed to succeed in college and careers.
- They will help students who move between states by ensuring their curriculum remains intact. States can align textbooks, digital media, and curricula to these internationally benchmarked standards.
- They will allow for more focused pre-service education and professional development.
- The CCSS will create potential economies of scale around areas such as curriculum, instructional resources, and assessment. These areas will be strengthened and aligned with the CCSS.
- Common standards provide the opportunity to compare and evaluate policies that affect student achievement across states and districts.
- They create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.

"In Indiana, our goals for students are on target with those in the common core," Bennett said. "Adopting the CCSS gives Indiana clearer and higher standards than ever before. These improved standards are not only aligned with college and workforce expectations, but they also include rigorous content and knowledge application pieces."

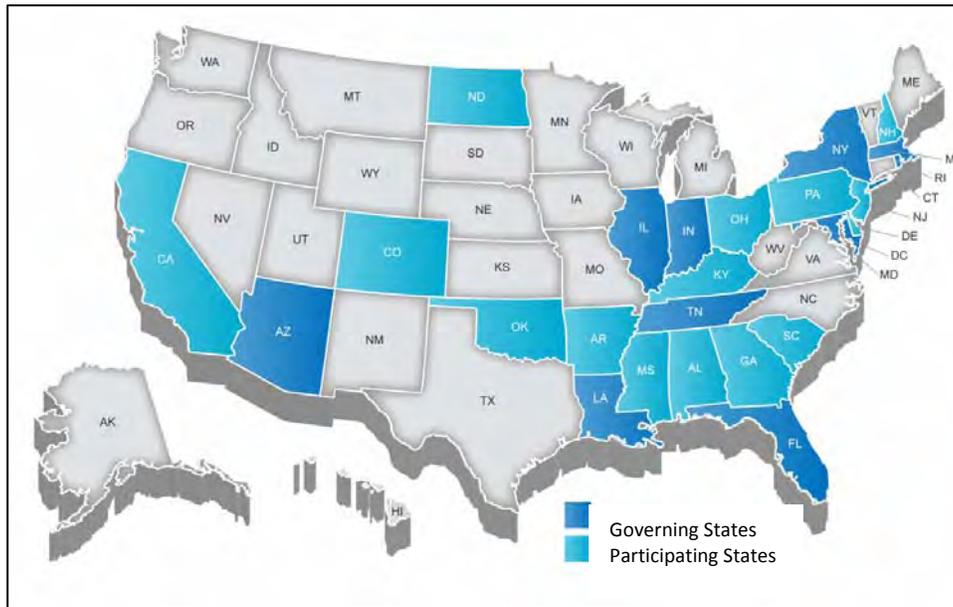
The current transition plan for the CCSS allows teachers to continue using the Indiana academic standards during the 2010-2011 academic year. Schools will begin teaching the CCSS in the 2011-2012 academic year, resulting in a fully implemented Common Core State Standards program by 2014-2015. School accountability will use the current standards until that time.

IDOE staff is working on plans to assist educators as they implement these new standards. For more information on the CCSS, go to www.corestandards.org or www.doe.in.gov/standards.

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Partnership for the Assessment of Readiness for College and Careers (PARCC) Race to the Top Assessment Proposal Summary

In states across the country, far too many students graduate from high school without the skills and knowledge necessary to succeed in postsecondary education and 21st century careers. This puts those students' future opportunities at risk and it has a harmful effect on our states' and the nation's economy. To address this problem, leaders from 26 states formed the Partnership for Assessment of Readiness for College and Careers (PARCC) to create a next-generation assessment system that will ensure students across the country are expected to meet common, high standards that will prepare them for their futures. ***States in the Partnership share one fundamental goal: building their collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace.***



ABOUT THE PARTNERSHIP

- PARCC includes 26 states that educate more than 31 million public K-12 students in the U.S.; those in bold are “governing states” and will serve on the governing board: Alabama, **Arizona**, Arkansas, California, Colorado, Delaware, **District of Columbia**, Florida, Georgia, **Illinois**, **Indiana**, Kentucky, **Louisiana**, **Maryland**, **Massachusetts**, Mississippi, New Hampshire, New Jersey, **New York**, North Dakota, Ohio, Oklahoma, Pennsylvania, **Rhode Island**, South Carolina, and **Tennessee**.
- PARCC states have collaborated to apply for the Race to the Top Assessment competition to develop a shared set of K-12 assessments in mathematics and English Language Arts/Literacy. The new assessments will be ready for states to administer by the 2014-2015 school year.
- Nearly 200 two- and four-year institutions of higher education (IHE's) – representing nearly 1,000 individual campuses across the 26 states and 89.8% of direct matriculation students in public IHE's in all Partnership states– have committed to participate in the Partnership. Higher education leaders and faculty will help design the high school assessments and, ultimately, use the assessments as one indicator of students' readiness for entry-level postsecondary courses.

- PARCC has selected Achieve to coordinate the work of the Partnership, leveraging the organization’s deep experience in educational standards, assessments and the broader college- and career-ready policy agenda.

KEY FEATURES OF THE PARCC PROPOSAL

- **States in PARCC will adopt common assessments and performance standards.** Because the assessments will be developed by states in partnership with one another, they will provide a common metric for measuring the performance of their students. For the first time, meeting standards in one state will mean same thing as in the others.
- **The Partnership’s assessment system will be *anchored in college and career readiness*.** In high school, there will be assessments in mathematics and English Language Arts/Literacy aligned to the Common Core State Standards that measure whether students have acquired the knowledge and skills necessary for success in first-year, credit-bearing college courses. Assessments in grades 3-8 and earlier in high school will measure whether students are *on-track* to achieve readiness by high school graduation. Assessing students against this standard gives parents a clear signal of whether their children are prepared for their next steps, and it gives schools a chance to close any gaps in students’ academic skills before they graduate.
- **Students will take parts of the assessment at key times during the school year, closer to when they learn the material.** The Partnership’s assessment system will include several *through-course assessments* in each grade, which will be combined with more streamlined end-of-year tests to produce a more complete picture of student performance. These assessments will measure students’ learning closer to the time when classroom instruction takes place and will give feedback throughout the year, allowing educators to adjust instructional practices or give extra support to students who need it.
- **PARCC assessments will be computer based.** In recognition of the powerful role technology is playing in students’ lives, the majority of the new assessments will be designed to be administered by computer. This will enable much faster turnaround of results, and it will allow for innovations in test items by leveraging new technologies. Moving to computer-based testing will also reduce costs for states.
- **PARCC assessments will include sophisticated items and performance tasks to measure the standards more effectively.** The Partnership’s assessments, both end-of-year and through-course, will include challenging *performance tasks and innovative, computer-enhanced items* that elicit complex demonstrations of learning and measure the full range of knowledge and skills necessary to succeed in college and 21st century careers. The inclusion of performance tasks will ensure that the assessments measure skills that are difficult to measure in on-demand assessments, and they will help model effective classroom instruction.

BENEFITS OF THE PARCC ASSESSMENT SYSTEM

- ***The Partnership will pool expertise and resources to develop the nation’s highest quality assessments.*** States in PARCC are the nation’s educational reform leaders. Collectively they have the highest standards and best assessment systems in the country. The Partnership will

leverage the best features of the current assessments to design new assessments that press further than any one state has gone to date.

- ***PARCC assessments will be aligned to the Common Core State Standards and enable cross-state comparisons of results.*** The Partnership is committed to building assessments that measure the full range of the common core state standards. States in the Partnership will also adopt common performance standards so results will be comparable across states.
- ***Achievement results will be based on a more meaningful standard-- college and career readiness.*** Anchoring the assessment system to a college- and career-ready benchmark creates a more meaningful target for students and schools; scoring “proficient” on the assessments will mean students are on track for the next steps in their education, including postsecondary education and training after high school. The college- and career-ready achievement standards on the Partnership’s assessments will also promote greater coherence and alignment between the K-12 and higher education systems: meeting standards on the PARCC assessments in high school will mean students are prepared to meet higher education’s placement standards.
- ***The assessment system will help make state accountability systems better drivers of improvement.*** The Partnership’s assessments will reflect challenging standards and will engage students in more meaningful demonstrations of their knowledge and understanding than traditional tests, better reflecting the kinds of quality classroom instructional practices that will be necessary to help students meet college- and career-ready standards. Since these assessments will form the backbone of educator and school accountability systems, they will serve as a positive influence on what goes on schools and classrooms.
- ***Classroom teachers will have an assessment system that provides as much for them as it asks from them.*** Teachers will be able to focus their instruction on clear targets and those targets will represent meaningful progress toward an evidence-based standard of college and career readiness. Teachers will also have access to actionable assessment data much more frequently, allowing them to adjust instruction, individualize interventions, and fine-tune lessons and units throughout the school year. The Partnership will develop training tools for educators to deliver the assessments to students and, critically, to use the results from the assessments to inform instructional decisions throughout the school year.

For more information on PARCC, please contact Achieve at 202-419-1540 or on the web at www.achieve.org.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DISCUSSION ITEM B: Results of the 2009-10 Learn More Indiana - Annual College and Career Survey of Students in Grades 9 and 11

Staff Recommendation

For discussion only.

Background

Learn More Indiana is a state-led communication and community outreach initiative working to help Hoosiers succeed in school, complete college and connect to careers.

To stay informed regarding what students need for college and career planning, Learn More Indiana annually surveys high school students enrolled in grades 9 and 11 in public and accredited nonpublic private high schools throughout the state. Data from the Learn More Indiana's Annual College and Career Information Survey informs schools, communities, and policymakers about the career interests, postsecondary aspirations, perceived barriers, and college access needs of Indiana students.

The survey provides a direct link between students and the Indiana colleges and universities and provides valuable insight into what they believe are the best ways to reach them with the college and career information they say they need.

Local communities, regional College Success Coalitions and school districts are using this data to measure progress and inform efforts of local career and college planning and preparation efforts, especially those using Gold Star Guidance Indicators. The state report and additional school-level data are available at www.learnmoreindiana.org/studentsurvey.

Learn More Indiana is made possible through a partnership of the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development, and the State Student Assistance Commission with additional support from Indiana's colleges and universities, USA Funds, the Lumina Foundation for Education, and the U.S. Department of Education.

Supporting Document

Results of Indiana's Annual Career and College Survey of Students in Grades 9 and 11, 2008-09, to be distributed.

COMMISSION FOR HIGHER EDUCATION

Friday August 13, 2010

DECISION ITEM A: Financial Aid Study Approval

Staff Recommendation That the Commission for Higher Education approve the Financial Aid Study as presented in the staff recommendation.

Background Included in the 2009 Budget Bill (HEA 1001-2009ss, SECTION 489) is the following provision:

The commission for higher education with the assistance of the state student assistance commission shall study the funding of college scholarship programs provided by the state student assistance commission and the state's public universities.

CHE and SSACI staff have completed the study as required. The staff seeks the approval of the Commission before the study is presented to the State Budget Committee. The final draft of the study will be distributed.

Supporting Document *To be distributed.*

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DECISION ITEM B-1:

Doctor of Philosophy in Health Policy and Management To Be Offered by Indiana University Through Its IUPUI Campus

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Health Policy and Management to be offered by Indiana University through its IUPUI Campus, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010.

Background

At its August 2009 meeting, the Commission for Higher Education authorized Indiana University to offer the Ph.D. in Epidemiology at IUPUI, which is the second of three doctoral programs that need to be in place for a School of Public Health to be accredited by the Council on Education for Public Health (CEPH). Previously (May 2008), the Commission had approved a Ph.D. in Biostatistics for IUPUI, which is another doctoral program required for CEPH accreditation. As discussed last year, approval of this third doctoral program is a key milestone toward creating and accrediting a School of Public Health on the IUPUI campus.

Indiana currently lacks an accredited School of Public Health, and there appears to be a strong case for creating such a unit, which is expected to make a significant contribution toward improving the health of Indiana citizens. Given the campus mission and the extraordinary concentration of health care programs and resources on and in proximity to campus, it makes sense to locate the School of Public Health at IUPUI. Underscoring this point, just two months ago the Richard M. Fairbanks Foundation of Indianapolis awarded a \$20 million grant to IUPUI to establish a School of Public Health. Plans are underway to create a School of Public Health on the Bloomington campus, although a compelling rationale has not yet been presented for doing so to the Commission. Indiana University reports that CEPH guidelines preclude establishing a single, accredited School of Public Health that would draw upon the resources of the two campuses, which would have been the University's preference.

Supporting Documents

(1) *Abstract* - Doctor of Philosophy in Health Policy and Management to be offered by Indiana University through its IUPUI Campus, July 30, 2010.

(2) *New Academic Degree Program Proposal Summary* – Ph.D. in Health Policy and Management, July 30, 2010.

Abstract

Doctor of Philosophy in Health Policy and Management
To Be Offered by
Indiana University Through Its IUPUI Campus

July 30, 2010

Objectives: To develop scholars who will carry out independent, original research in health policy and management; to prepare leaders to apply health research skills to address domestic and international problems in health policy and management; to teach researchers how to translate health research into policy and practice; to equip graduates for successful careers in academia as well as the public and private sectors, and to train professionals to educate future generations of students and the public about health policy and management.

Clientele to be Served: Graduates of accredited masters degree programs in public health and other health-related disciplines; behavioral science; social science; law; public policy; public administration; philosophy; business or health administration.

Curriculum: A total of 90 credit hours are required to complete the program, distributed as follows:

Core Courses (33 credit hours)

- U.S. Health Care: Systems, Policies, and Ethical Challenges (3)
- Seminar Contemporary Health Policy and Management Challenges (3)
- Health Economics (3)
- Ethical, Legal, and Policy Issues in Public Health (3)
- Global Perspectives on Health Policy and Health (3)
- Biostatistics for Public Health I & II (6)
- Health Services Research Methods (3)
- Health Outcomes and Evaluation Research (3)
- Workshop in Health Policy and Management (3)
- Practicum in Health Policy and Management (3)

Methods Courses (9 credit hours)

- Management Science for Health Administration (?)
- Action Research and Community Health Policy (?)
- Health Care Financial Management (3)
- Application of Cost-Effectiveness Analysis in Public Health (3)
- Applied Spatial Statistics (3)
- Qualitative Methods (3)
- Instrumentation and Measurement (3)
- Advanced Public Health Survey Methods (3)
- Analysis of Cohort Studies (3)
- Applied Multivariate Analysis in Public Health w/Lab (4)
- Health Care Outcomes and Decision Making (3)
- Organizational Research Methods (3)

(Other courses on campus may be used to fulfill this requirement with the consent of the student's faculty advisor)

Electives (9 credit hours)

- Health Care Strategic Management (3)
- History of Public Health (3)
- Ethical and Policy Issues in International Research (3)
- Law and Public Health (3)
- Foundations of Health Informatics (?)
- Public Health Genomics (3)
- Mental Health and Addictions Policy (3)
- Long-Term Care Policy (3)
- Influencing Health Public Policy (3)
- Strategic Resource Management in Nursing and Health Systems (3)
- Leadership in Complex Systems (3)
- Topics in Health Policy and Management (3)
- Preparing Future Faculty (2)
- Doctoral Level Directed Studies (3)

(Other courses on campus may be used to fulfill this requirement with the consent of the student's faculty advisor)

Minor Area (12 credit hours)

Doctoral Research Seminars (4 credit hours)

Dissertation (23 credit hours)

Employment Possibilities: Graduates have the potential to be employed in research-focused academic institutions in the professoriate; in the life sciences industry including biotechnology, pharmaceutical and device industries; health care organizations; health care systems; federal, state or local government agencies, programs and departments; health-related non-government agencies and community-based organizations; international health organizations, including NGOs, intergovernmental organizations; and public health advocacy organizations.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 30, 2010

I. Prepared by Institution

Institution/Location: Indiana University to be offered through its IUPUI campus

Program: Ph.D. in Health Policy and Management

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	<u>4</u>	<u>8</u>	<u>9</u>	<u>12</u>	<u>13</u>
Part-Time	<u>4</u>	<u>7</u>	<u>9</u>	<u>13</u>	<u>13</u>
Total	<u>8</u>	<u>15</u>	<u>18</u>	<u>25</u>	<u>26</u>
Enrollment Projections (FTE)					
Full-Time	<u>3</u>	<u>6</u>	<u>7</u>	<u>9</u>	<u>10</u>
Part-Time	<u>2</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>7</u>
Total	<u>5</u>	<u>10</u>	<u>12</u>	<u>16</u>	<u>17</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code:10-28

Campus Code: 1813

County: Marion

Degree Level: 10

CIP Code: Federal – 440503; State – 440503

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DECISION ITEM B-2:

Associate of Applied Science in Electroneurodiagnostics To Be Offered by Ivy Tech Community College-Indianapolis at Indianapolis

Staff Recommendation

That the Commission for Higher Education approve the Associate of Applied Science in Electroneurodiagnostics to be offered by Ivy Tech Community College-Indianapolis at Indianapolis, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010

Background

Clarian Health's Methodist Hospital currently offers the only program in Electroneurodiagnostic (END) Technology in the state that is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Committee on Accreditation for Education in Electroneurodiagnostic Technology (CoA-END), which makes recommendations CAAHEP on what END programs should be accredited, recently put in place a new standard that has led to the partnership between Methodist and the College. The new standard states that an END program sponsored by a hospital or medical center, which does not offer an associate degree itself, must partner with a college that does, if the END program is to maintain its accreditation. The partnership between Methodist and Ivy Tech involves the Hospital continuing to offer the END courses with Ivy Tech offering the general education courses.

At present, there is no closely related baccalaureate program in this area, so Ivy Tech's proposal has taken the form of an A.A.S. program. The program will enable students to qualify for any of six national certifications issued by different national credentialing boards. The employment market for END technologists in Central Indiana is strong and is expected to remain so through 2018.

Supporting Documents

- (1) *Abstract - Associate of Applied Science in Electroneurodiagnostics To Be Offered by Ivy Tech Community College-Indianapolis at Indianapolis*, July 30, 2010.
- (2) *New Academic Degree Program Proposal Summary – A.A.S. in Electroneurodiagnostics*, July 30, 2010.

Abstract

Associate of Applied Science in Electroneurodiagnostics
To Be Offered by
Ivy Tech Community College-Indianapolis at Indianapolis
July 30, 2010

Objectives: To prepare students for careers as Electroneurodiagnostic Technologists. This partnership program between Ivy Tech Community College and Clarian Health Partners will provide students the opportunity to earn an associate degree in addition to completing the hospital-based professional program.

Clientele to be Served: Students in central Indiana interested in pursuing a career in an allied health field. Also, students who have successfully completed the Clarian Health Partners' Electroneurodiagnostics program within five years prior to the implementation of this program, who successfully passed the national certification process, and are in good standing within the profession, may enter the A.A.S. in Electroneurodiagnostics as a degree completion program.

Curriculum: A total of 65 credit hours are required to complete the program. The program includes 19 general education credits provided by Ivy Tech Community College and 46 credit hours of instruction through Clarian Health in courses indigenous to its END program. Courses are distributed as follows:

General Education (19 credit hours)

- Anatomy and Physiology I & II (6)
- Fundamentals of Public Speaking (3) OR
- Interpersonal Communications (3)
- English Composition (3)
- First Year Seminar (1)
- Concepts of Mathematics (3)
- Social Sciences Elective (3)

Courses Completed at Clarian Health Care Partners (46 credit hours)

- Basic Neurodiagnostic Theory (5)
- Electroencephalography Theory (6)
- Electroencephalography Clinical Experience I & II (14)
- Evoked Potential Theory (4.5)
- Evoked Potential Clinical (3)
- Introduction to END or Monitoring Theory (2)
- Introduction to END or Monitoring Clinical (1.5)
- Introduction to Nerve Conduction Theory (2)
- Introduction to Nerve Conduction Clinical (3)
- Introduction to Polysomnography Theory (2)
- Introduction to Polysomnography Clinical (3)

Employment Possibilities: Employment outlook for this profession remains high. Medical professionals, with training in this specialized field of study, are highly specialized, and in great demand. Currently, the supply of qualified professionals is low in this profession, thereby creating a very large demand in hospitals, and other outpatient facilities. This program would also provide the foundation for graduates within five years who choose to continue their education at the baccalaureate level.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 30, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College-Indianapolis at Indianapolis and Clarian Health Care Partners

Program: A.A.S. in Electroneurodiagnostics

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Part-Time	<u>2</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Total	<u>5</u>	<u>8</u>	<u>10</u>	<u>12</u>	<u>14</u>
Enrollment Projections (FTE)					
Full-Time	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
Part-Time	<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>
Total	<u>11</u>	<u>12</u>	<u>12</u>	<u>13</u>	<u>13</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code: 10-13

Campus Code: 9917

County: Marion

Degree Level: 03

CIP Code: Federal – 510903; State – 510903

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DECISION ITEM B-3:

Master of Science in Clinical Counseling To Be Offered by Indiana University Northwest at Gary

Staff Recommendation

That the Commission for Higher Education approve the Master of Science in Clinical Counseling to be offered by Indiana University Northwest at Gary, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010.

Background

IU Northwest seeks authorization for an M.S. in Clinical Counseling with a specialization in Drug and Alcohol Counseling. The proposed degree builds on a 27-semester hour post-baccalaureate certificate program in Drug and Alcohol Counseling that the campus has offered for the past five years. Forty part-time students have been admitted into the certificate program, and five students have completed it, with four additional students within one or two courses of doing so. The current certificate program is the only instructional offering in Drug and Alcohol Counseling in the region.

Master's level preparation is the minimum educational requirement recommended by the National Association of Alcoholism and Drug Abuse Counselors for counselors in this field. At the state level, Indiana has recently adopted changes in licensing regulations that will require, by 2012, a minimum of a master's degree in addiction counseling for entry-level practitioners.

The U.S. Bureau of Labor Statistics projects that while overall employment of counselors is expected to grow much higher than the average for all occupations, the growth rate for employment for substance abuse counselors is even higher: 34 percent between 2006 and 2016. With respect to northwest Indiana, Lake and Porter Counties have higher substance abuse rates than the state as a whole. Furthermore, the Indiana Adult Household Survey indicates that residents of Lake and Porter Counties who need treatment are less likely than residents in other parts of the state to actually receive it. The proposed

master's degree is consistent with the campus mission and addresses regional needs.

Supporting Documents

- (1) *Abstract - Master of Science in Clinical Counseling To Be Offered by Indiana University Northwest at Gary, July 30, 2010.*
- (2) *New Academic Degree Program Proposal Summary – M.S. in Clinical Counseling, July 30, 2010.*

Abstract

Master of Science in Clinical Counseling
To Be Offered by
Indiana University Northwest at Gary

July 30, 2010

Objectives: To help meet the need for professionalization and licensing of practitioner in the field of drug and alcohol counseling.

Clientele to be Served: The program is designed to meet the needs of people who already work in the general field of drug and alcohol treatment or who plan to work in the field. It will enable students to prepare for certification and can enhance credentialing needed for professional development.

Curriculum: A total of 36 credit hours are required to complete the program, distributed as follows:

Drug and Alcohol Counseling Core (12 credit hours)

- Introduction to Addictions Counseling (3)
- Principles of Research in Psychology (3)
- Neuropsychopharmacology (3)
- Principles of Psychopathology (3)

Practica (9 credit hours; in-field counseling experiences)

Electives (15 credit hours, chosen from the following courses)

- Intervention and Evaluation (3)
- Advanced Survey of Community Psychology (3)
- Assessment (3)
- Community Intervention (3)
- Master's Degree Research (1-3)
- Biomedical Ethics (3)
- Health Program Design, Implementation, and Evaluation (3)
- Public Health Epidemiology (3)
- Mental Health Services Organization and Management (3)

Employment Possibilities: Drug and alcohol counselors work in schools, corporations, prisons, mental health clinics, psychiatric hospitals, halfway houses, and the private sector.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 30, 2010

I. Prepared by Institution

Institution/Location: Indiana University Northwest at Gary

Program: M.S. in Clinical Counseling

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	<u>3</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
Part-Time	<u>7</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
Total	<u>10</u>	<u>20</u>	<u>27</u>	<u>34</u>	<u>34</u>
Enrollment Projections (FTE)					
Full-Time	<u>3</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
Part-Time	<u>3</u>	<u>5</u>	<u>8</u>	<u>11</u>	<u>11</u>
Total	<u>6</u>	<u>10</u>	<u>13</u>	<u>16</u>	<u>16</u>
Degree Completions Projection	<u>0</u>	<u>3</u>	<u>3</u>	<u>10</u>	<u>10</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code: 10-19

Campus Code: 1815

County: Lake

Degree Level: 07

CIP Code: Federal – 511501; State – 511501

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DECISION ITEM B-4:

Master of Science and Doctor of Philosophy in Statistical Science To Be Offered by Indiana University Bloomington at Bloomington

Staff Recommendation

That the Commission for Higher Education approve the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Statistical Science to be offered by Indiana University Bloomington at Bloomington, in accordance with the background discussion in this agenda item and the *Abstract*, July 30, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 30, 2010.

Background

Two public campuses – Indiana University Bloomington and Purdue University West Lafayette – currently offer Ph.D. programs in Mathematics. In FY2009, IUB enrolled 130 headcount or 89 FTE students and graduated 25 students. During that same year, Purdue West Lafayette enrolled 152 headcount or 126 FTE students and had 36 graduates. The West Lafayette campus also offers a Ph.D. in Statistics, which enrolled 65 headcount or 64 FTE students in FY2009, and produced 16 graduates that same year.

The IU Bloomington Ph.D. in Mathematics has always had a specialization in Statistics, but the campus now seeks to offer a separate degree in this area, which is more common at major research campuses. In fact, IU Bloomington is the only Big Ten campus that does not offer a separate Ph.D. in Statistics. Graduates of the proposed program are expected to have excellent job prospects and will be positioned to apply their expertise in a variety of research areas, ranging from business and industry to cognitive science, the social and behavioral sciences, and the life sciences.

The proposal for a Ph.D. also includes a request to authorize an M.S. in Statistical Science. In August 2009, the Commission approved an M.S. in Applied Statistics for the Bloomington campus, but that program was expressly designed for interdisciplinary research and actually required a student to be admitted for graduate studies in another field before the student could enroll in Applied Statistics program.

Supporting Documents

- (1) *Abstract - Master of Science and Doctor of Philosophy in Statistical Science, July 30, 2010.*
- (2) *New Academic Degree Program Proposal Summary – M.S. and Ph.D. in Statistical Science, July 30, 2010.*

Abstract

Master of Science and Doctor of Philosophy in Statistical Science
To Be Offered by
Indiana University Bloomington at Bloomington
July 30, 2010

Objectives: The M.S. program will train future applied statisticians who will collaborate with researchers in various disciplines to design experiments and analyze data. The Ph.D. program will train future research statisticians who will develop new statistical methodology.

Clientele to be Served: Full-time graduate students who seek terminal degrees in statistics and who want to obtain positions as applied statisticians in academia, government, or industry.

Curriculum: A total of 31 credit hours are required to complete the M.S. program, and a total of 90 credit hours are required for the Ph.D. program, distributed as follows:

M.S.

Core Courses (16)

- Introduction to Probability I (3)
- Introduction to Statistical Theory (3)
- Applied Linear Models I & II (6)
- Statistical Consulting (4)

Electives (6; two from the following)

- Nonparametric Theory (3)
- Bayesian Data Analysis (3)
- Categorical Data Analysis (3)
- Multivariate Data Analysis (3)
- Exploratory Data Analysis (3)

Of the remaining three courses (9 hours), at least two should be taken from 500-level or above statistics courses, with the remaining course coming from a list spanning more than a dozen disciplines.

Ph.D.

Statistical Core Courses (16 credit hours)

- Theory of Probability I (3)
- Introduction to Statistical Theory (3)
- Applied Linear Models I & II (6)
- Statistical Consulting (4)

Statistical Theory Courses (12 credit hours)

- Advanced Statistical Theory I & II (6)
- At least two from the following:
 - Theory of Probability II (3)
 - Theory of Linear Models (3)

- Multivariate Statistical Theory (3)
- Topics in Mathematical Statistics (3)
- Advanced Topics in Mathematical Statistics (3)

Statistical Computing Courses (6 credit hours)

- Fundamental Computer Concepts for Informatics (3)
- Statistical Computing (3)

Applied Statistics and Collaborative Research Courses (26 credit hours)

Students can fill this requirement by any combination of the following (as approved by the department's Director of Graduate Studies)

a) Traditional courses on statistical methodology:

- Nonparametric Theory (3)
- Bayesian Data Analysis (3)
- Categorical Data Analysis (3)
- Multivariate Data Analysis (3)
- Exploratory Data Analysis (3)
- Covariance Structure Analysis (3)
- Time Series (3)
- Longitudinal Data Analysis (3)
- Sampling (3)
- Statistical Learning & High-Dimensional Data Analysis (3)
- Topics in Applied Statistics (3)
- Advanced Topics in Applied Statistics (3)

b) Reading courses customized to the student's interests in collaboration with core or adjunct faculty in the IU Department of Statistics

c) Internship at the Indiana Statistical Consulting Center

Dissertation Research (30 credit hours)

Employment Possibilities: Graduates will be able to gain employment in government agencies, business and industry, health and medicine, and academia.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 30, 2010

I. Prepared by Institution

Institution/Location: Indiana University Bloomington at Bloomington

Program: M.S. in Statistical Science

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
Enrollment Projections (FTE)					
Full-Time	<u>4</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>4</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
Degree Completions Projection	<u>0</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code: 10-20

Campus Code: 1809

County: Monroe

Degree Level: 07

CIP Code: Federal - 270501; State - 270501

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 30, 2010

I. Prepared by Institution

Institution/Location: Indiana University Bloomington at Bloomington

Program: Ph.D. in Statistical Science

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Enrollment Projections (FTE)					
Full-Time	<u>2</u>	<u>3</u>	<u>5</u>	<u>6</u>	<u>8</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>2</u>	<u>3</u>	<u>5</u>	<u>6</u>	<u>8</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code: 10-20

Campus Code: 1809

County: Monroe

Degree Level: 10

CIP Code: Federal - 270501; State - 270501

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DECISION ITEM B-5: Academic Degree Programs on Which Staff Propose Expedited Action

Staff Recommendation

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

- Associate of Science in Imaging Sciences to be offered by Ivy Tech Community College-Madison at Madison and Lawrenceburg
- Associate of Applied Science in Welding Technology to be offered by Vincennes University at Vincennes
- Master of Arts in Jewish Studies to be offered by Indiana University-Bloomington at Bloomington

Background

At its August and September 2004 meetings, the Commission for Higher Education began implementing a new policy on new academic degree programs on which staff proposes expedited action. These programs meet the criteria identified in that policy and are hereby presented for action by consent, in accordance with the aforementioned policy and the information presented in the supporting documents.

Supporting Documents

- (1) *Background Information on Academic Degree Programs on Which Staff Propose Expedited Action, July 30, 2010*
- (2) *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action, September 2, 2004*

Background Information on Academic Degree Programs on Which Staff Propose Expedited Action

July 30, 2010

CHE 10-15 Associate of Science in Imaging Sciences to be offered by Ivy Tech Community College-Madison at Madison and Lawrenceburg

Proposal received on April 22, 2010
CIP Code: Federal – 510907; State – 510907
Projected Annual Headcount: 6; FTEs: 10; Degrees: 6
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

Ivy Tech re-titled its existing Radiologic Technology programs. An articulation agreement exists that will allow students to transfer their coursework into the USI B.S. in Health Services, which is available statewide via distance education.

CHE 10-16 Associate of Applied Science in Welding Technology to be offered by Vincennes University at Vincennes

Proposal received on May 3, 2010
CIP Code: Federal – 480508; State – 480508
Projected Annual Headcount: 40; FTEs: 35; Degrees: 26
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

VU currently offers a Technical Certificate in Welding Technology, which focuses on technical skills; this program enrolled 42 headcount or 37 FTE students and had 13 graduates in FY2009. Completion of the A.A.S. curriculum will open up opportunities for students in areas such as management, inspection, and automation.

CHE 10-22 Master of Arts in Jewish Studies to be offered by Indiana University-Bloomington at Bloomington

Proposal received on May 28, 2010

CIP Code: Federal – 380206; State – 380206

Projected Annual Headcount: 10; FTEs: 7; Degrees: 5

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

The Bloomington campus offers a B.A. in Jewish Studies, which the Commission approved in August 1992. In FY2009, that program enrolled 43 headcount or 37 FTE students and had nine graduates. IU Bloomington has extensive disciplinary resources to support this program, including area studies, comparative literature, history, religious studies, and folklore.

Policy for New Academic Degree Programs on Which Staff Propose Expedited Action

September 2, 2004

Pursuant to the Commission's desire to expedite action on new academic degree program requests whenever possible, the staff has identified a set of factors, which though not exhaustive, suggest when a request might be considered for expedited action by consent and when a request would require Commission consideration prior to action. With respect to the latter, the presence of one or more of the following factors might suggest a significant policy issue for which Commission attention is needed before action can be taken:

- Consistency with the mission of the campus or institution
- Transfer of credit
- New program area
- New degree level for a campus
- Accreditation
- Unnecessary duplication of resources
- Significant investment of state resources

In the absence of these factors or an objection from another institution, Commission staff will propose expedited action on new program requests. Examples of situations that pose no policy issues for the Commission include, but are not limited to:

- Adding a second degree designation to an existing program (e.g. A.S. to an A.A.S.)
- Delivering an on-campus program to an off-campus site through faculty available on-site or traveling to the site
- Adding a degree elsewhere in a multi-campus system to a new campus within the system.

All requests to offer new academic degree programs must continue to be accompanied by a full program proposal, unless otherwise specified in the guidelines. It is only after a proposal is received that a determination will be suggested as to how the request might be handled.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DECISION ITEM C: 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:

- School of Nursing – Renovation of Fourth Floor at Indiana University – Purdue University Indianapolis: \$5,600,000
- Campus Service Building #4 Renovation for Environmental Management Facility at Indiana University – Purdue University Indianapolis: \$2,750,000
- Elliott Hall of Music Sprinkler System Installation at the Purdue University West Lafayette Campus: \$3,550,000

Background

Staff recommends the following capital projects be recommended for approval 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 Projects on Which Staff Propose Expedited Action, August 13, 2010

Background Information on Capital Projects on Which Staff Propose Expedited Action

August 13, 2010

**A-2-10-2-23 School of Nursing – Renovation of Fourth Floor at Indiana University – Purdue University Indianapolis
Project cost: \$5,600,000**

The Trustees of Indiana University respectfully request authorization to proceed with the renovation of the fourth floor in the School of Nursing located on the IUPUI campus. This project consists of 28,800 square feet of space which will be completely demolished except for four stair towers and two elevators. It will incorporate a centralized plan including shared administrative support, conference rooms with audio/visual capability, and lounge space for the academic departments. It will also provide private offices for full-time faculty and professional staff as well as shared offices for part-time faculty. This project is estimated to cost \$5,600,000 and will be funded by School of Nursing funds.

**A-2-10-2-24 Campus Service Building #4 Renovation for Environmental Management Facility
Project cost: \$2,750,000**

The Trustees of Indiana University respectfully request authorization to proceed with the renovation of the Campus Service Building #4 located on 16th Street on the IUPUI campus. This project consists of 10,000 square feet of space which will be renovated to replace the current Environmental Management Facility (EMF). The renovation will consist of new interior/exterior walls, air conditioning system, roof, and a sprinkler system as well as specialized mechanical systems for the safe processing and storage of chemicals. This project is estimated to cost \$2,750,000 and will be funded by proceeds from the Wishard Land Exchange.

**B-1-11-2-05 Elliott Hall of Music Sprinkler System Installation
Project Cost: \$3,550,000**

At its meeting on July 9, 2010, the Purdue University Board of Trustees approved the project on the Purdue University West Lafayette Campus. This project will install a fire suppression sprinkler system in Elliott Hall of Music. The estimated cost of this project is \$3,550,000, to be funded from Repair and Rehabilitation – University Funds.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

DECISION ITEM D: Administrative Items on Which Staff Propose Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following administrative actions, in accordance with the background information provided in this agenda item:

- 2009-10 ICHE Core Operations Budget
- 2009-10 Learn More Indiana Core Operations Budget

Background

See attached information.

Supporting Document

Background Information on Administrative Items on Which Staff Propose Expedited Action, August 4, 2010

**BACKGROUND INFORMATION ON ADMINISTRATIVE ACTIONS
ON WHICH STAFF PROPOSE EXPEDITED ACTION**

August 4, 2010

1. 2010-11 ICHE Core Operations Budget

Pursuant to its bylaws, the Commission adopts its annual administrative budget early in each fiscal year.

The Staff recommends that the Commission adopt the proposed 2010-11 administrative budget entitled “Core Operations Prior Year End Results and Budget Plan for FY2011” dated August 4, 2010, and that the Commission authorize staff to receive and expend external project funds for their intended purpose.

Attachment I: Core Operations Prior Year End Results and Budget Plan for FY2011

2. 2010-11 Learn More Indiana Work Plan and Budget

Learn More Indiana is a state-led communication and community outreach initiative working to help Hoosiers succeed in school, complete college and connect to careers.

Learn More Indiana is made possible through a partnership of the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development, and the State Student Assistance Commission with additional support from Indiana’s colleges and universities, USA Funds, the Lumina Foundation for Education, and the U.S. Department of Education.

The staff recommends that the Commission approve the budget authorizing Learn More Indiana activities for 2010-11.

Attachment II: Core Learn More Indiana Operations Budget for FY 2011

ATTACHMENT I

Commission for Higher Education

**CORE OPERATIONS
PRIOR YEAR END RESULTS AND BUDGET PLAN FOR FY2011
OVERALL TOTALS**

(reflects actual data through June 30, 2010)

	Approved Budget 2009-10	End-of-Year Actual (a) 2009-10	Actual H/(L) Budget	Proposed Budget 2010-11
I. AVAILABLE FUNDS				
A. State General Fund	\$1,476,735	\$1,476,735	\$0	\$1,476,735
B. OMB Reversion	(\$73,837)	(\$147,674)	(\$73,837)	(\$295,347)
C. Federal Grants	\$62,671	62,671.00	\$0	\$63,416
D. Other		\$319	\$319	\$0
Total Available Funds	\$1,465,569	\$1,392,051	(\$73,518)	\$1,244,804
II. EXPENDITURES				
A. Personnel Costs				
1. Salaries, Benefits & Taxes	\$1,321,090	\$1,171,364	(\$149,726)	\$1,307,703
2. LESS: Reimb from Other Funds	(\$268,193)	(\$267,496)	\$697	(\$243,736)
3. Consultants/Temp Help	\$25,000	\$14,146	(\$10,854)	\$10,000
4. Training/Dues/Travel	\$45,978	\$35,687	(\$10,291)	\$36,000
5. Staff position(s) left vacant				(\$139,745)
Subtotal	\$1,123,875	\$953,701	(\$170,174)	\$970,222
B. Support Services				
1. Office Facilities	\$137,130	\$141,247	\$4,117	\$134,684
2. Data Processing	\$42,829	\$42,271	(\$558)	\$34,263
3. Telecommunications	\$30,130	\$46,649	\$16,519	\$22,324
4. Printing/Reprographics	\$26,930	\$22,191	(\$4,739)	\$19,025
5. Other Meetings	\$8,406	\$11,494	\$3,088	\$8,406
6. Other Office Expenses	\$32,240	\$8,939	(\$23,301)	\$10,000
Subtotal	\$277,666	\$272,791	(\$4,876)	\$228,702
C. Commission Meeting Expenses	\$63,594	\$39,499	(\$24,095)	\$40,000
Total Expenditures	\$1,465,135	\$1,265,991	(\$199,145)	\$1,238,924
III. OPERATING SURPLUS				
A. Total Available Funds	\$1,465,569	\$1,392,051	(\$73,518)	\$1,244,804
B. Total Expenditures	\$1,465,135	\$1,265,991	(\$199,145)	\$1,238,924
Net Operating Surplus	\$434	\$126,061	\$125,626	\$5,880

ATTACHMENT II



**Learn More Indiana
Core Operations Budget
for July 1, 2010 to June 30, 2011**



Projected Revenues

Lumina Foundation	\$ 377,400
CACG year 2	\$ 280,000
USA Funds	\$ 270,000
CACG year 3	\$ 155,000
CHE	\$ 150,000
DOE	\$ 150,000
DWD	\$ 150,000
Colleges/Universities	\$ 100,000
IEDC – GRAD	\$ 50,000
ACT	\$ 30,000
Roundtable	\$ 20,000
Total Revenues	\$1,732,400

Projected Expenses

Personnel Costs	\$ 575,000
Coalition grants	\$ 420,000
Communication/Outreach	\$ 369,400
Student Survey	\$ 125,000
Helpline	\$ 90,000
Consultants	\$ 40,000
Rent	\$ 28,000
Office Administration	\$ 30,000
Evaluation	\$ 25,000
Travel	\$ 10,000
Staff Development	\$ 10,000
Total Expenditures	\$1,732,400

Budget Details

Projected Revenue

Lumina Foundation (\$377,400)

To support the activities of Indiana's College Success Coalition, the Lumina Foundation for Education has awarded funding to Learn More Indiana. The listed revenue reflects funding for year 1 activities and for local grants to build capacity for Indiana's College Success Coalition.

CACG year 2 (\$280,000)

Cary-over funds from the second year of the College Access Challenge Grant are being used to support grants to build capacity for Indiana's College Success Coalition.

USA Funds (\$270,000)

For several years, USA Funds has generously supported the core operations of Learn More Indiana with an annual grant.

CACG year 3 (\$155,000)

This funding will be used to support existing salaries and benefits of Learn More Indiana staff positions.

CHE (\$150,000) / DOE (\$150,000) / DWD (\$150,000)

Through the state agency partnership that establishes Learn More Indiana, three of the partner agencies (Indiana Commission for Higher Education, Indiana Department of Education and Indiana Department of Workforce Development) provide an annual contribution of \$150,000. The State Student Assistance Commission of Indiana does not provide a financial contribution.

Colleges/Universities (\$100,000)

Annually, the Indiana Commission for Higher Education requests support from the state's public institutions and independent colleges. Suggested contributions are based on enrollment figures, and the budgeted amount is based on a five-year average.

IEDC - GRAD (\$50,000)

The Indiana Economic Development Corporation provides annual support to Learn More Indiana for *GRAD* magazine, which is produced in partnership with IBJ Media.

ACT (\$30,000)

The *OnTrack* magazines for 10th and 11th grade are sponsored by ACT. This funding is accepted by Learn More Indiana to cover the project management costs (staff time, Helpline fulfillment, etc.) not paid for directly by Indiana's Education Roundtable.

Indiana's Education Roundtable (\$20,000)

Indiana's Education Roundtable pays for a portion of the costs associated with the management of the *OnTrack* magazines and for administrative work associated with Roundtable meetings.

Project Expenses**Personnel Costs (\$575,000)**

The amount reflects the cost of salaries and benefits for six full-time positions—including one position primarily paid for out of the College Access Challenge Grant. It also includes partial support of CHE staff positions directly related to the implementation of Learn More Indiana grants.

Coalition grants (\$420,000)

Through funding from the Lumina Foundation for Education and carry-over funds from the College Access Challenge Grant, Learn More Indiana will be awarding grants to nonprofit organizations throughout Indiana. The purpose of the grants will be to build capacity for local regions of Indiana's College Success Coalition. Unspent funds may be reallocated to this category to support additional capacity-building grants.

Communication/Outreach (\$369,400)

Through its core operations budget, Learn More Indiana creates print publications and direct mail pieces, e-communications and social networking activities, media relations and advertising campaigns, public engagement initiatives and outreach events, web-based information and online resources, and multi-agency communication projects. Unspent funds may be reallocated to this category to support one-time, capacity-building projects—such as the overhaul of the Learn More Indiana website that is planned for this fiscal year.

Student Survey (\$125,000)

Learn More Indiana annually surveys students in 9th and 11th grade. This year, the survey is being restructured by creating an online component that will provide instant results to schools. The online version will be piloted this year to see if it can replace the paper version that has been used previously.

Helpline (\$90,000)

In addition to on-demand fulfillment of resources, the Learn More Indiana Helpline serves as a clearinghouse and referral source on information related to college access and success. This year, new options for restructuring this resource will be explored.

Consultants (\$40,000)

Learn More Indiana plans to hire consultants on sustainability, policy and advocacy, and similar areas to provide technical assistance to members of Indiana's College Success Coalition and to facilitate other Learn More Indiana projects.

Office Administration (\$30,000)

Customary office expenses are paid of this area, which includes copy machines, office supplies, cellular phones and wireless cards, furniture, information technology and computer equipment, and similar needs. In addition, the Indiana Commission for Higher Education is updating its phone system, and this amount also reflects Learn More Indiana's portion of this one-time and on-going cost.

Rent (\$28,000)

The Indiana Commission for Higher Education currently leases office space for Learn More Indiana staff on the 6th floor of the 101 West Ohio Street Building.

Evaluation (\$25,000)

Over this fiscal year, Learn More Indiana will continue its comprehensive evaluation of all programs and services. Unspent funds may be reallocated to this category to support additional evaluation activities.

Travel (\$10,000)

As part of community outreach efforts, Learn More Indiana staff members travel throughout the state. Over the next fiscal year, alternatives to travel (online meetings, conference calls, etc.) will be explored to reduce costs in this area.

Staff Development (\$10,000)

Funding is provided for Learn More Indiana's annual planning retreat, professional development, membership dues, and related expenses.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

INFORMATION ITEM A: Status of Active Requests for New Academic Degree Programs

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. IU Indianapolis	Ph.D. in Applied Earth Sciences	12/18/09	Under CHE review.
2. BSU	B.A./B.S. in Construction Management	12/23/09	Under CHE review.
3. BSU-Statewide via Dist. Ed. Tech.	M.A. in Education, Business Education	04/29/10	Under CHE review.
4. ITCCI-Indianapolis	A.A.S. in Electroneurodiagnostics	04/22/10	On August agenda for action.
5. ITCCI-Madison @ Madison & Lawbrg.	A.S. in Imaging Sciences	04/22/10	On August agenda for action.
6. VU	A.A.S. in Welding Technology	05/03/10	On August agenda for action.
7. IU-Indianapolis	M.S. in Event Tourism	05/21/10	Under CHE review.
8. IU-Northwest	M.S. in Clinical Counseling	05/21/10	On August agenda for action.
9. IU-Bloomington	M.S. and Ph.D. in Statistical Science	05/21/10	On August agenda for action.
10. ITCCI-Kokomo @ Peru	A.S. in Nursing	05/27/10	Under CHE review.
11. IU-Bloomington	M.A. in Jewish Studies	05/28/10	On August agenda for action.
12. Purdue-Calumet Statewide via Dist. Ed. Tech.	M.S. in Education	06/01/10	Under CHE review.
13. ITCCI-Columbus @ Franklin Site	T.C./A.A.S./A.S. in Business Administration	06/17/10	Under CHE review.
14. ITCCI-Columbus @ Franklin Site	A.S. in Education	06/17/10	Under CHE review.
15. IU-Bloomington	B.A. in Fashion Design	06/30/10	Under CHE review.
16. IU-Indianapolis	Ph.D. in Health Policy and Management	06/30/10	On August agenda for action.
17. IU-Indianapolis	Ph.D. in Urban Education	06/30/10	Under CHE review.
18. IU-Indianapolis	M.S. in Physician Assistant Studies	06/30/10	Under CHE review.
19. IU-East	M.S. in Management	06/30/10	Under CHE review.
20. IU-Northwest	Bachelor of Social Work	06/30/10	Under CHE review.
21. IU-East @ Madison	B.S. in Business Administration	06/30/10	Under CHE review.
22. IU-East @ New Castle	B.S. in Criminal Justice	06/30/10	Under CHE review.
23. ITCCI-South Bend, Elkhart & Warsaw	A.S. in Accounting	06/30/10	Withdrawn 7/28/10.
24. ITCCI-Columbus @ Franklin Site	A.A./A.S. in Liberal Arts	07/13/10	Under CHE review.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

INFORMATION ITEM B: 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 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-1-10-6-20 Purdue University- West Lafayette
2009 Qualified Energy Savings Project Bonding Authority
Project cost: \$715,000*

The trustees of Purdue University request authority to proceed with a Qualified Energy Savings Project (QESP) at the West Lafayette campus. This project will reduce utility costs by installing an Enterprise Energy Management System. Included in the project is the cost of the Enterprise Energy Management System, additional server capacity to run the system and the training of Purdue staff to utilize the system.

This project is to be funded through the borrowing authority for QESPs as provided in IC 21-33-4 and IC 21-34-10-7. The total cost of this project is estimated to be \$715,000. This project is not eligible for fee replacement appropriations or plant expansion funding.

A-1-11-2-05 *Indiana University - Bloomington
M100 – Utility Systems Replacement
Project cost: \$865,000*

The Trustees of Indiana University and I respectfully request authorization to proceed with the replacement of approximately 200 feet of utility systems from Mechanical Building 100 (M100) to the Musical Arts Center (MAC) located on the Bloomington campus. Estimated to cost \$865,000, this project will be funded by 2009-2011 Repair and Rehabilitation Allotment. The existing utility systems are over 30 years old and run under the parking lot between M100 and MAC. These systems are the only means of service directed to the MAC as well as to the other buildings in that particular sector of campus.

A-1-11-2-06 *Indiana University - Bloomington
Wildermuth Center Roof Replacement
Project cost: \$1,250,000*

The Trustees of Indiana University and I respectfully request authorization to proceed with the roof replacement of the Wildermuth Center located on the Bloomington campus. This project is estimated to cost \$1,250,000 and is to be funded by the 2009-2011 Repair and Rehabilitation Allotment.

This project removes the existing roofs down to the decking and replaces them with new roofing materials. It also includes minor steel repairs to the structural supports of the roof decking.

C-1-10-2-08 *Indiana State University
Research Laboratory Renovations
Project cost: \$1,627,985*

Indiana State University Board of Trustees requests approval of an expenditure of \$1,627,985 for the renovation of seven science research laboratories on the campus of Indiana State University. Funds for this project will consist of \$1,560,518 of NSF-ARI-R grant funding and a required University match of \$67,467.

The seven laboratories that comprise this project predominately support the research activities of the most junior faculty member in biology, chemistry, and geology. The majority of these laboratories are of original construction, having not been renovated since the Science Building was constructed 50 years ago.

B-1-10-2-21 *Purdue University- West Lafayette
Meredith Hall Sprinkler and Fire Alarm System Installation
Project cost: \$1,900,000*

The financing and construction of this project on the West Lafayette campus has been approved as required under the Bylaws of the Board of Trustees of Purdue University. This project will involve the installation of a new fire suppression sprinkler system and fire detection alarm system in Meredith Hall. The estimated cost of this project is \$1,900,000, to be funded from Departmental Funds.

*B-1-11-2-04 Purdue University- West Lafayette
General R&R Projects – ARRA funding
Project cost: \$10,342,227*

Purdue University requests authority to proceed with several R&R projects, none of which exceeds \$750,000. The funding of these projects comes from ARRA funds as allocated by the 2009-11 biennium. This is the first draw of ARRA funds for PU and represents 70% of the ARRA funds appropriated to PU.

*A-0-11-2-04 Indiana University
General R&R Projects – ARRA funding
Project cost: \$10,786,040*

Indiana University requests authority to proceed with several R&R projects, none of which exceeds \$750,000. The funding of these projects comes from ARRA funds as allocated by the 2009-11 biennium. This is the second draw of ARRA funds for IU and represents 60% of the ARRA funds appropriated to IU.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

INFORMATION ITEM C: 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

B-1-08-1-02 Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000

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 is awaiting a letter from the Budget Agency requesting review.

F-0-02-1-12 Ivy Tech Community College of Indiana
Muncie/Anderson A&E
Project Cost: \$4,800,000

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction and Renovation project at the ITCCI Muncie and Anderson sites. The nature and scope of the new construction projects are yet to be determined. The expected cost of the project is \$4,800,000 and

would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

F-0-08-1-03 Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: \$350,000

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Bloomington campus. The expected cost of the project is \$350,000 and would be funded from 2007 General Assembly cash appropriation. This project is awaiting a letter from the Budget Agency requesting review.

E-1-07-1-01 Vincennes University
Advanced Manufacturing and Training Center in Jasper
Project cost: \$8,850,000

Vincennes University seeks authority to proceed with the construction of an Advanced Manufacturing and Training Center in Jasper. The total project cost is expected to be \$8,850,000. The 2007 Indiana General Assembly authorized \$8,000,000 in fee replaced bonding authority for this project. VU will raise the other \$850,000. This project is awaiting a letter from the Budget Agency requesting review.

B-2-09-1-10 Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000

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 of the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

B-4-09-1-21 Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000

The Trustees of Purdue University seek authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000

The Trustees of Indiana University request authority 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 project would be funded through state fee replacement appropriations. This project is awaiting a letter from the Budget Agency requesting review.

A-2-07-1-02 Indiana University – Purdue University Indianapolis
Neurosciences Research Building
Project Cost: \$53,000,000

The Trustees of Indiana University respectfully request authorization to proceed with the construction of the School of Medicine’s Neuroscience Research Building located on the IUPUI campus. The project is estimated to cost \$53,000,000 of which \$43,000,000 will be funded through fee-replaced academic facilities/student fee bonds. In addition, the university will contribute \$5,000,000 from School of Medicine Gifts and \$5,000,000 from Auxiliary Reserves to this critical project.

G-0-09-1-01 University of Southern Indiana
USI Teaching Theatre – Replacement Project
Project Cost: \$16,500,000

The Board of Trustees of the University of Southern Indiana propose the construction of a \$16,500,000 Teaching Theatre to replace the current theatre, costume shop, and scene shop located approximately four miles from campus. The University received \$15,000,000 in bonding authorization from the 2009 Indiana General Assembly. However, USI requests only \$13,000,000 in fee-replaced bonding and will raise the additional funds themselves.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Friday, August 13, 2010

INFORMATION ITEM D: Minutes of the June 2010 Commission Working Session

MINUTES OF THE COMMISSION WORKING SESSIONS

Friday, June 11, 2010

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at Indiana State University, Tiley Memorial Union, State Room, in Terre Haute, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Jon Costas, Carol D'Amico, Jud Fisher, Marilyn Moran-Townsend, Chris Murphy, Eileen Odum, George Rehnquist, Ken Sendelweck, Clay Slaughter and Michael Smith.

Also present was Tim Sanders. Staff present was Jason Bearce, Haley Glover, Bernie Hannon, Teresa Lubbers, Ken Sauer and Jennifer Seabaugh.

II. DISCUSSION

- A. Chair Michael Smith called the meeting to order at 8:00 a.m.
- B. Carol D'Amico told the Commission about a recent meeting between her and representatives from Indiana's Secondary Market (ISM) and officials from Iowa. She indicated that ISM will be undertaking work to develop a model to help students pay for college, and to help them make appropriate decisions based on their college/program plans and ability to pay.
 - a. Bernie Hannon, Senior Associate Commissioner for Facilities and Financial Affairs and CFO, indicated that Commission staff has been working closely with ISM, and that ISM was using Commission Student Information System (SIS) data.
- C. Mr. Hannon discussed the ongoing Financial Aid Study, which was mandated through legislation. Mr. Hannon indicated that he would not be proposing hard recommendations at the full Commission meeting, but that he would be seeking approval of policy directions. Commission members indicated that they would need to formally adopt this study, which will be done via a teleconference prior to the June 30 study deadline.
 - a. Chair Smith indicated that he believes a strong contextual background will be important for this study. Mr. Hannon responded that the study will include both the historical background of SSACI and its programs, as well as a national perspective.

- D. Haley Glover, Associate Commissioner for Policy and Planning Studies, provided an overview of the 2010-11 Indiana/Ohio Reciprocity Agreement. This agreement adds three Indiana counties and, for the purposes of enrollment growth funding, caps reciprocity enrollment at the participating Indiana institutions.
- E. Ms. Glover also briefed the Commission on amendments to the recently adopted Policy on Regional Campus Roles and Missions. Feedback received from college leadership and faculty made it clear that the Commission should refine its language around commuter students and the research focus of Regional Campuses.
- F. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, updated the Commission on contract negotiations with the National Center for College Cost to develop the Indiana College Cost Estimator (ICCE). Commission staff requested the authority to finalize and enter into this agreement. Commission members voiced concern that the ICCE contract would take ongoing licensing and support costs into account, that confidentiality of students and institutions would be written into the contract, and that the end product would enable students and advisors to make more educated college decisions. Staff indicated that this contract has not, at this point, been reviewed by counsel, but that they would approach the Attorney General's office for review if it became necessary.
- G. Teresa Lubbers, Commissioner, notified the Commission that the Governor would be announcing the establishment of Western Governors University Indiana. The Commission will be asked during the business meeting to adopt a resolution in support of this initiative. Ms. Lubbers reminded the Commission that the group had, in 1998, supported this initiative in its beginning stages.
- H. Mr. Hannon briefed Commission members on a proposal to reduce the retirement contribution for new employees of the Commission from 15 percent to 10 percent, bringing the contribution more in line with what colleges provide to their employees. The proposal includes a grandfather clause for existing employees, but Commission members, while supporting the initiative, indicated that the Commission should not close the door to further reductions in this contribution.
- I. Ken Sendelweck, Commission Vice Chair, notified members that the Officer Nominating Committee had met and discussed the strengths of the current slate of officers, and therefore support keeping the current officers in place through the 2010-11 year. Current officers are Mike Smith, Chair, Ken Sendelweck, Vice Chair, Jud Fisher, Secretary, Marilyn Moran-Townsend, Chair of the Strategic Directions Committee, and Gary Lehman, Chair of the Human Resources Committee.

III. ADJOURNMENT

The Chair adjourned the meeting at 8:52 a.m. (ET).