



## MEMORANDUM

**To:** Those Concerned  
**From:** Teresa Lubbers  
Commissioner  
**Date:** May 6, 2011  
**Subject:** Commission Meeting

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

**Thursday, May 12, 2011**     *(Eastern time)*

Indiana University  
Hunt Hall  
2300 S. Washington St.  
Kokomo, IN 46904

- 2:45 – 3:00 p.m.**     **Press Conference**, announcing a new partnership initiative between IU Kokomo and Ivy Tech-Kokomo, Room 116
- 3:00 – 3:45 p.m.**     **Reception**, Atrium
- 4:00 – 4:30 p.m.**     **Tour**, East Bldg. Nursing Simulation Lab and new Smart Classroom demonstration
- 4:30 – 5:30 p.m.**     **Strategic Directions Subcommittee Meeting**, Room 234B
- \* 6:00 - 8:30 p.m.**     **Dinner Working Session** (*public meeting*), Room 234B

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**Friday, May 13, 2011** *(Eastern time)*

Indiana University

Hunt Hall  
2300 S. Washington St.  
Kokomo, IN 46904

**\* 7:45 - 8:45 a.m. Working Session** *(public meeting)*, Room 234B *(see enclosed map)*

Kelley Center  
2300 S. Washington St.  
Kokomo, IN 46904

**\* 9:00 a.m. - 12:00 p.m. Commission Meeting** *(public meeting)*, Room 130 *(see enclosed map)*

**12:00 p.m. Lunch**, Room132

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

### Indiana University

Kelley Center, Room 130

2300 S. Washington St.

Kokomo, IN 46904

Phone: 765-453-9225

Friday, May 13, 2011

- I. CALL TO ORDER -- 9:00 a.m.
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM
- III. CHAIR'S REMARKS
- IV. COMMISSIONER'S REPORT
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      - B.S. in Biochemistry To Be Offered by Indiana  
University East at Richmond



- B.S. in Health Sciences To Be Offered by Indiana University Kokomo at Kokomo
- B.S. in Biochemistry To Be Offered by Indiana University Kokomo at Kokomo

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• Warehouse Renovation at Indiana University Bloomington: \$2,275,000	
• Homeland Security/Public Safety Renovation at Vincennes University: \$2,000,000	

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**IX. OLD BUSINESS**

**X. NEW BUSINESS**



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

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The next meeting of the Commission will be on June 10, 2011, in Evansville.



**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Friday, March 11, 2011**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:05 a.m. at University Place Conference Center, Room 132, IUPUI Campus, 850 W. Michigan St., Indianapolis, Indiana, with Vice Chair Ken Sendelweck presiding.

**II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Cynthia Baker, Gerald Bepko, Susana Duarte de Suarez, Keith Hansen, Marilyn Moran-Townsend, Chris Murphy, Eileen O’Neill Odum, George Rehnquist, Ken Sendelweck, and Mike Smith (via conference call).

*Members absent:* Carol D’Amico, Dennis Bland, Jud Fisher.

**III. CHAIR’S REPORT**

Mr. Smith deferred his comments and invited Commissioner Lubbers to give her report.

**IV. COMMISSIONER’S REPORT**

Ms. Teresa Lubbers, Commissioner, Commission for Higher Education, began by acknowledging Mr. Smith and the Smith family for their recent very generous contribution to expand Ivy Tech’s accelerated degree program in Tippecanoe County this fall. Over the next ten years, 25 graduates from the Lafayette area will be selected to participate in this program because of the generosity of the three Smith brothers.

Ms. Lubbers informed the Commission members that she recently participated in a planning session with Complete College America, an organization started by former Commissioner Stan Jones. As a part of an ongoing effort by this organization to encourage and promote college completion, a grant will be made to ten states in the amount of one million dollars. Indiana is in the process of completing this grant to help the state’s efforts, especially around redesign of developmental education; decreasing time to degree completion; and realigning education with workforce needs.

Ms. Lubbers reminded the Commission members that the Weldon Conference will take place on April 15<sup>th</sup> in Indianapolis. The focus of the Conference will be on defining college success and student learning outcomes.

Ms. Lubbers asked Ms. Baker to provide an update on the upcoming Faculty Leadership Conference, which will take place on April 29<sup>th</sup> at the University Place Conference Center in Indianapolis. Ms. Baker said that Carol Geary Schneider from the American Association of Colleges and Universities has been invited to speak. This year’s focus of the conference will be

on student learning outcomes and what students should know upon graduation. Ms. Baker pointed out that faculty leaders from both public and independent colleges have been invited to participate.

Ms. Lubbers noted that Ms. Baker's term on the Commission will be completed this coming June. The Commission is accepting faculty applications until April 15<sup>th</sup>; the position description and is posted on the Commission's website.

Ms. Lubbers also spoke about the U.S. Department of Education's Community College Regional Summit, which will take place on March 23<sup>rd</sup> in Indianapolis. Martha Kanter, Undersecretary for the Department, will be a guest speaker at the summit. This is an "invitation only" event, to which all Commission members, as well as the Education Roundtable members, have been invited. The focus of the summit is to discuss how to support efforts to improve completion to meet the President's 2020 goal.

In conclusion, Ms. Lubbers briefly provided a legislative update, focusing on financial aid and the budget.

**V. CONSIDERATION OF THE MINUTES OF THE FEBRUARY 2011 COMMISSION MEETING**

**R-11-02.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the February 2011 regular meeting (Motion – Murphy, second – Moran-Townsend, unanimously approved)

**VI. DISCUSSION ITEMS**

**A. Tamarack Hall Replacement and Ivy Tech Community College-Northwest at Indiana University Northwest Campus**

Dr. Thomas Morrison, Vice President of Capital Projects and Facilities, Indiana University, presented this project. He gave a history of the project, as well as its description and an overview. Dr. Morrison invited Mr. Jeffrey Terp to speak to Ivy Tech's part of this project.

Mr. Terp, Vice President, Policy Analysis and Engagement, Ivy Tech Community College, spoke to this project. He thanked Indiana University Northwest for this opportunity to collaborate and for being Ivy Tech's partner for a number of years. Mr. Terp said that Ivy Tech's enrollment has doubled in the last five years, and it will continue to grow, as long as Ivy Tech has capacity to accommodate the new students.

Mr. Smith congratulated both institutions for a well-designed project. He asked Dr. Morrison whether there were any financial consequences of the loss of the old building, ruined by the flood and designed to be replaced with the new one, and whether there were any insurance proceeds recovered following the flood. Dr. Morrison confirmed that insurance proceeds were recovered after the flood, and the University has been using those funds for the lease cost and the repair, as well as the movement of the utilities from the Tamarack Hall to other facilities. Dr. Morrison noted that one of the important points is that the building, in terms of insurance, was not a total loss. The insurance company said that since the building was made of limestone and concrete, it could be cleaned and reused again. However, the Trustees

of the University did not see much sense in spending the money to repair the building that was still located in the lowest point on campus, and thus could have been at risk of being flooded again.

Mr. Smith asked whether Tamarack Hall will be demolished. Dr. Morrison responded in affirmative. Mr. Smith asked whether this process has started. Dr. Morrison said it has not, but the University is waiting for this project to be approved. Mr. Smith asked who is going to own the new building. Dr. Morrison responded that it is likely to be owned by Indiana University, and they would figure out some lease arrangements. Dr. Morrison added that the University has not totally figured the bonding of this project yet, because there were two separate appropriations.

Ms. Odum asked whether this project has been shared with the community in Gary. Dr. Morrison responded that the University is doing this; the Board of Trustees overwhelmingly approved the project a few weeks ago, and they have already met with the local legislative leaders. Ms. Odum pointed out that it is important that the community have some input in these matters.

Dr. William J. Lowe, Chancellor, Indiana University Northwest, responded to Ms. Odum's comments that the word is getting around. There are several projects going on in Gary, and there is a great interest in these projects in the community.

Mr. Smith reminded Dr. Morrison that the Commission has recently engaged with University of Southern Indiana (USI) in similar dialogue and appreciated the work the University did to raise community money to be invested alongside the public funds in major construction of their Performance Arts Center in Evansville. Mr. Smith added that the Commission hopes that both Ivy Tech and IU will look carefully for kindred investment and community spirit as this project is being brought to life.

**B. Bloomington New Construction at the Ivy Tech Community College  
Bloomington Campus**

Mr. Terp presented this project. He briefly described the mission of Ivy Tech, the capital project process and the Facilities and Design Council. Mr. Terp gave a history and an overview of the project, as well as its scope and budget. Mr. Terp also pointed out that Bloomington is one of the fastest growing Ivy Tech campuses with over 84 percent enrollment growth (FTE) over the last five years. Mr. Terp distributed a chart to Commission members clearly indicating the space shortage at the Bloomington campus: the campus is more than 20 percent below the guideline (based on national guidelines for community colleges).

Mr. Terp invited Dr. John Whikehart, Chancellor, Ivy Tech Bloomington, to make some comments about the project.

Dr. Whikehart said that after 2007 when State Budget Committee appropriated funds for the initial design, the work on the project started. The site and infrastructure for the new construction is already in place; Ivy Tech owns this property. Dr. Whikehart also spoke about the commitment and investment that the community has already made. Monroe County, through a bond issue, constructed a \$5 million 20,000 square feet science building for Ivy Tech's use. The college leases this building for one

dollar per year, and the County leases Ivy Tech's land for one dollar a year. When the bond issue retires, the building becomes Ivy Tech's property.

Dr. Whikehart added that Ivy Tech currently is leasing 31 classrooms in a building off campus. The students are being shuttled between the main campus and this building. Dr. Whikehart briefly spoke about the strong relationship between Ivy Tech and Indiana University.

Ms. Odum asked about the growth horizon of this project. Mr. Terp responded that even once this facility is built, and the college continues leasing the space, the campus will still be below the national guidelines for community colleges in terms of the space. Ms. Odum asked whether there is an opportunity to design something that will improve the situation, or whether there is a limitation of the resources. Mr. Terp responded that to fulfill the requirements the college would have to design a \$15 million project, and this is beyond state consideration at this point.

Ms. Odum asked whether there is going to be another proposal at some point. Mr. Terp responded that in Ivy Tech's ten-year capital plan there is consideration for another facility in Bloomington that would move Ivy Tech out of the leased space. The college is planning an aggressive capital campaign. There is also a hope that someone will endow the expansion of this facility to reduce the state's commitment in the future for a long term. This will allow Ivy Tech to handle more growth, but at present there is no other alternative.

Mr. Sendelweck invited Mr. Jason Dudich, Associate Commissioner and Chief Financial Officer, Commission for Higher Education, to clarify certain confusion in the two discussion items. Mr. Dudich explained that the first paragraph in each of the discussion items on pages 23 and 27 of the Agenda book should not have been included. The two said items are Discussion Items, so no recommendation by the Commission staff is being made on these items at this Commission Meeting. Mr. Dudich apologized for the confusion.

Mr. Sendelweck referred to Chancellor Whikehart's comments regarding pending donation of the space as the bonds are paid off. Referring to Mr. Smith's question regarding community investment, Mr. Sendelweck pointed out that the Monroe County and the city of Bloomington have stepped up, so he wanted to make sure that the Commission would expand on that. Mr. Dudich responded that as a part of the Commission staff analysis, the staff will be bringing the project to the attention of the Commission members; the staff will be looking at other outside potential investments that can be made to help reduce the cost to the state.

### **C. Update on Tuning, the Degree Profile, and LEAP**

Dr. Kenneth Sauer, Senior Associate Commissioner, Research and Academic Affairs, Commission for Higher Education, presented this item. He began by saying that access has been a long term goal and concern of higher education, which is true in Indiana, as well. Over last five or ten years the Commission has become increasingly focused on degree completion, as well as the competitive position of the state. Low graduation rates have been a constant concern of the Commission during that period. Lumina's work on the international competitiveness of the United States, as well as individual states, compared to other countries in the world, has received a lot of

attention. More recently, the Complete College America initiative, of which the state is part, as well as a corollary initiative, Complete to Compete, a part of the National Governors' Association, fed into this concern about increasing the number of students who complete degrees and the numbers of degrees Indiana produces. More recently there has been concern about the quality of these degrees and what students are actually learning.

Dr. Sauer spoke about three initiatives. The first one – Tuning, has its more immediate roots in Indiana, when Indiana, along with two other states, participated in the pilot of tuning. This project was sponsored by Lumina. The primary work of this pilot took place in 2009, with some follow up work completed in 2010.

The second effort is the Association of American Colleges and Universities' (AAC&U) Liberal Education and America's Promise initiative (LEAP). This has received a lot of national attention in recent years.

Finally, the third initiative, Degree Profile (DP), was issued by Lumina at the end of January 2011.

Dr. Sauer informed the Commission about the immediate context for discussion. On February 25, 2011 the Commission held a conference, "*Focusing on Student Learning Outcomes in Indiana*", which was the first conversation at the state level that looked at all three of these initiatives, trying to sort out their similarities and differences. This focus on the outcomes will continue on April 15<sup>th</sup> at the Weldon Conference, the title of which is "*Defining College Success: Learning Outcomes Matter*", and at the Faculty Leadership Conference on April 29<sup>th</sup>.

Dr. Sauer gave a brief recap of the February 25<sup>th</sup> Conference, which was held at the Indiana History Center in Indianapolis. There were 100 registrants from throughout the state, and would have been more had this Conference not coincided with a major event held by Ivy Tech. There was a good mixture of administrators and faculty at the Conference. Registrants also included 20 individuals from ten ICI (Independent Colleges of Indiana) institutions.

Next Dr. Sauer described the origins and milestones of the three initiatives. Tuning has its roots in Europe; the first phase of *Tuning Educational Structures* began in Europe in 2001-02. Degree Profile (DP) also has originated in Europe from *Qualifications Framework*, developed by individual countries, and in 2005 adopted by the European Higher Education Area, which encompasses most of Europe. Based on that, in January 2011, Lumina developed the *Degree Qualifications Profile*, to which everybody refers as Degree Profile (DP). Finally, the LEAP Initiative was launched in 2005 and spread around the country and in Indiana. At the conference, sponsored by AAC&U, which Dr. Sauer recently attended, it was pointed out that the IUPUI principles of undergraduate learning were an important source for the development of the component that deals with the learning outcomes.

Dr. Sauer spoke about the scope of the three initiatives. In Europe, the primary focus of Tuning is at baccalaureate, master's, and doctoral degrees, though in the UK some attention was given to the degrees that would be roughly an equivalent of an associate degree in the United States. In Indiana the tuning pilot varied among the disciplines as to what degree level they carried. In chemistry, they focused on

associate and baccalaureate degrees; in elementary education – on baccalaureate degrees; and in history – from associate to doctoral degrees. The DP is very explicitly focused on associate, baccalaureate and master's degrees. LEAP focuses more on undergraduate education.

Speaking about the student learning outcomes in Europe, Dr. Sauer pointed out that they speak to “generic” and “subject specific” “competences” with more emphasis on subject specific competencies. In part this is because there is not as strong a tradition of general education in Europe as in this country. The DP has five basic areas of learning; LEAP has four areas of Essential Learning Outcomes.

Dr. Sauer then described Tuning competencies. In Tuning, the competencies are detailed; for example, the bachelor's degree in chemistry had 38 subject matter competencies, such as identifying and handling hazardous materials, using computational tools to manage data, stating the properties of elements, compounds, etc. In history there are 32 subject matter competencies.

In the DP (degree profile) there are five basic areas of learning: 1) broad, integrative knowledge; 2) specialized knowledge; 3) intellectual skills; 4) applied learning; and 5) civic learning. An important feature of the DP is the so-called ratcheting effect, which refers to the notion that intellectual skills for the baccalaureate level provided the foundation for skills at the master's level. A spiderweb has been developed to depict the ratcheting effect and how it applies to these five broad areas.

LEAP's essential learning outcomes fall to four areas: knowledge of human cultures and the physical and natural world; intellectual and practical skills; personal and social responsibility; and integrative and applied learning. Dr. Sauer pointed out that there is an emphasis on applied learning, how a student actually takes the knowledge and is able to apply it to a concrete problem.

In Tuning, after the initial pilot, in which Indiana and Minnesota participated, there are two other states pursuing a pilot, as well: Texas, where the focus is on engineering, and Kentucky, where it is on several disciplines. Dr. Sauer pointed out that history is being tuned on the national level, and Dr. Marianne Wokeck, who is a faculty member in history at IUPUI, and who was one of the co-chairs of the history discipline team, is playing a major role at the national level with respect to applying a tuning process in history across the country.

Dr. Sauer pointed out that there is a possibility of some additional work on Tuning in the Midwest; nothing specific yet, but Lumina has an interest in a regional initiative. There are some funds left over from the Indiana Tuning Pilot, so as the Commission talks about Tuning from now until April, there may be some other ideas on how those funds might be used to continue the pilot in Indiana. One of the things that Indiana wanted to do but didn't get a chance to do in Tuning Pilot was to use the Indiana Workforce Intelligence System data to survey employers with respect to how they regard competencies that are most important in their areas.

Mr. Murphy asked whether this was an important part of the Bologna process, and whether Indiana was being amiss by not getting employers involved. Dr. Sauer responded that this was true; but he pointed out that at that time nobody had heard of tuning; it took a while to understand a concept and get the discipline going, and

Indiana ran out of time. Dr. Sauer confirmed that, even though students and faculty need to be a part of this process, the employers are a critical part. Dr. Sauer said that there was a hope that in the next half of this year there will be an opportunity for this.

Dr. Sauer continued describing the related activities in the three initiatives. He said that Degree Profile is still referred to as a Beta form. It received a lot of attention, and there will be refinements to this initiative, as well as some thinking on how they might be implemented.

LEAP has a number of related activities. They have a project dealing with high impact practices and effective educational practices, which lead to higher graduation rates and to better acquisition competencies on the part of students. Dr. Sauer mentioned project VALUE, which deals with developing rubrics that can be used to assess e-Portfolios, where students place artifacts, such as papers they have written or lab experiments they have undertaken. Finally, LEAP has surveyed employees to identify skills they value in the workplace.

Dr. Sauer spoke about the LEAP Campus Action Network, which includes hundreds of campuses, among which Indiana is well represented: there are four public campuses and eight ICI campuses; all regional campuses are evaluating their potential participation in this network. Indiana University-Purdue University in Fort Wayne (IPFW) is already a part of this network.

There are six states that have made a strong commitment to LEAP. Ms. Baker asked whether there were some requirements to become a LEAP state. Dr. Sauer responded that in his opinion it would require some affirmative statement on the part of the Commission; so as long as there is a strong interest in the state on the part of institutions, and as long as there is some indication on state level leadership, that should be sufficient to become a LEAP state.

Ms. Duarte de Suarez asked how professional credential related to Tuning. Dr. Sauer indicated there is some potential interest among the groups that have tended to look at this more as the professional association. Dr. Sauer gave as an example the American Chemical Society that accredits chemistry programs. They essentially have done some of the work in tuning, simply because they were interested in student learning outcomes and were clear on what students graduating with a Chemistry Degree should be able to do. Dr. Sauer added that this question is to be directed to the professional groups, especially those who accredit the regional campuses.

Ms. Duarte de Suarez said that one of the big challenges the Commission is going to be facing is whether the credentials with which the students will be graduating will be recognized in other states. She was concerned that if these different accrediting bodies do not recognize all this work that has been done to have a similar dialog, Indiana may not have results it is looking for. Ms. Duarte de Suarez encouraged the Commission to delve further into this.

Ms. Baker asked whether AAC&U appoints a state to be a LEAP state. Dr. Sauer responded that it is necessary to have a dialogue with AAC&U. He also mentioned that AAC&U is interested in Indiana, and said that there will be a representative from AAC&U at both the Weldon and Faculty Conferences. He also added that AAC&U

would like to see some assurance that there is a real state level support for the various activities and components of LEAP.

Mr. Murphy asked what the next step on Tuning is going to be. He said that Indiana needs to continue its pilot program and focus on additional disciplines. Dr. Sauer responded that Indiana has been holding off a little bit because of the prospect of having some sort of initiative in the Midwest with MHEC (Midwestern Higher Education Compact). Dr. Sauer added that he thinks a decision on that will be made within a couple of months, and if MHEC would sponsor a Tuning initiative, it seems to make sense that Indiana be a part of that.

Mr. Murphy asked whether there will be a survey of employers in the state. Dr. Sauer responded in affirmative.

Dr. Bepko, referring to an earlier question from Ms. Duarte de Suarez, said that all the programs that the Commission is dealing with are accredited or will be accredited, and the accrediting bodies call for the institution to adopt some form of measuring outcomes. Each university has to explain the educational outcomes they anticipate and how they measure whether their students are achieving these. He also pointed out that the North Central Association accredits the academic campuses in the Midwest and the Western Association accredits the western states. The Western Association has been on the forefront in developing this requirement of having descriptions of what the learning outcomes should be.

Ms. Odum asked whether there is a point when these processes can be considered finished, enabling the participants to see the measurement of that impact.

Dr. Sauer responded that one potential outcome, at least from the staff's perspective, would be to have some agreement on the specific competencies and ways in which these competencies could be assessed, making sure that the students really do have these competencies, and that would be embraced by campuses throughout the state.

Ms. Odum asked whether the Commission is going to place bets on all three initiatives (Tuning, Degree Profile and LEAP), in hope that one of these will come through for Indiana, or whether there is a plan in which all three are integrated in some specific scheduled way. Dr. Sauer responded that at this point there is an element of placing bets on all three, because they are still developing; for example, the Degree Profile is only a few months old. But part of what has to be sorted out is whether the Commission wants to continue with all three, or whether it makes sense to focus on two, or whether these could be amalgamated in some way that can help to move Indiana along.

Dr. Sauer said that the number one outcome is what the students learn, whether they have a quality experience. Ultimately, some agreement on using one or more of these initiatives can provide a common vocabulary and some consensus on the kind of basic learning outcomes that students ought to be acquiring in the course of earning a degree. Tuning carries this a little further, insofar as the subject matter competencies or details much more than the other two initiatives.

Ms. Odum summarized that Indiana is participating in these three various approaches, but does not have its own plan, which is time-dimensioned. Indiana has

a general desire to do the things that have been discussed here, and it is pursuing this general desire by participating in programs that are driven by others.

Dr. Sauer said that this is a fair statement of where Indiana is right now, with one caveat, at least with retrospect to LEAP, which is that four Indiana public and six independent campuses have embraced this particular initiative and are, very much on their own, pursuing it.

Mr. Murphy indicated there should be an effort to tie the multiple initiatives to the Voluntary System of Accountability. Mr. Murphy also said the reason Indiana embraced Tuning in the beginning is because it was concrete. This is a great model of what Indiana wants to try to achieve; these are the competencies one has to have to be effective.

Ms. Lubbers added that as the Commission continues to promote completion and acceleration, it gets some push back, and one is whether our institutions are insuring learning and quality at the same time. The Commission believes it is possible to promote both completion and academic quality.

Dr. Bepko pointed out that some Indiana institutions are proceeding in this faster than most states. The leadership in these projects is here in Indiana. It is not easy to make the higher education system uniform, and it is not easy to make it a high school curriculum.

Mr. Murphy added that the key point of Tuning is that it tells you what you need to have accomplished.

Dr. Bepko said that in Europe there is such a variety of educational systems to deal with that it was necessary to have some consistency in measuring what students are learning. In the U.S. there is not as much variation. The best approach from the standpoint of the Commission is to congratulate those who are doing good work, and urge those who are not doing it yet to get busy. Dr. Bepko asked Dr. Sauer whether the influence from the accrediting bodies could help in this area.

Dr. Sauer responded that if the Commission could work in partnership with the accrediting bodies more closely, the outcome could be realized even sooner. Indeed, the Commission has been having a lot of conversations with the Higher Learning Commission on this point.

Dr. Bepko asked whether the North Central Association of Colleges and Schools has been invited to a Commission meeting to talk about how they do the accreditation. Dr. Sauer responded that they have not. Dr. Bepko said that this might be a good idea to ask them what they do when they come to visit all the campuses in Indiana, and what they think Indiana should do.

Ms. Lubbers referred to Mr. Murphy's comment about the involvement of employers. She noted that the same thing can happen with the higher education level as happened with K-12 education, when employers become concerned that a diploma does not ensure that graduates can write, think, or compute adequately. Ms. Lubbers said that the institutions should lead the discussion on learning outcomes to ensure that we continue to have the best higher education system in the world.

Mr. Murphy said with all due respect to our institutions, sometimes the businesses hire graduates from many of them, and they are not educated the way they should have been, and the businesses should not be spending their time trying to re-educate these graduates.

Mr. Hansen said that at the Faculty Conference the students requested the development of a website where they would be able to talk about these issues. Mr. Hansen wanted to make sure this was still on the radar. Dr. Sauer confirmed that it was.

## **VII. DECISION ITEMS**

### **A. Academic Degree Programs**

#### **1. Master of Science in Management To Be Offered by Indiana University East at Richmond**

Dr. Nasser Paydar, Chancellor, IU East, first gave a few remarks about the previous discussion item. He said he had worked with a number of institutions in Europe, and what distinguishes the United States' colleges from those in Europe is the accreditation, by campus, by school and by program. There are many programs in Europe that have no accreditation. Dr. Paydar mentioned that up until twenty or so years ago the accreditation in the U.S.A. was based on input numbers: how many hours of this or that subject were there in a certain program. Twenty years ago all accreditation units moved to the assessment, so the focus was more on the purpose of a program and on how each individual course contributed to the program.

Dr. Paydar noted that the faculty members at IU East spend significant time on assessing each individual course on the undergraduate level in terms of its purpose, importance, and learning outcomes. In the mid-eighties and early nineties, IUPUI underwent a visionary change in the direction of the assessment. This campus leads the nation in the area of assessment of the degree programs, so the LEAP program was adopted on this campus very quickly. Dr. Paydar pointed out that IU East is also a LEAP campus. He thanked Dr. Bepko for his leadership and for moving this campus and the state in the area of assessment of the program and program outcomes.

Dr. Paydar presented a new program request. Three years ago IU East changed its mission and eliminated all associate degree programs and remedial classes. IU East has developed a partnership with Ivy Tech Community College, so that IU East could focus on baccalaureate and selected graduate programs, which means a lot to the community.

Dr. Paydar briefly spoke about the new program.

Dr. Sauer gave the staff recommendation and pointed out that this proposal contained a list of student learning outcomes, which was exemplary, definitely one of the better ones Dr. Sauer has seen. He complimented everybody on the campus for creating such well spelled out learning outcomes, which are consistent with what is called for as a part of the Tuning process.

**R-11-02.2 RESOLVED:** That the Commission for Higher Education approves the *Master of Science (M.S.) in Management* to be offered by Indiana University East, in accordance with the background discussion in this agenda item and the *Abstract*, February 25, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 25, 2011 (Motion – Bepko, Second – Duarte de Suarez, unanimously approved)

## **2. Doctor of Philosophy in Environmental Health To Be Offered by Indiana University Bloomington at Bloomington**

Dr. Barbara Bichelmeyer, Associate Vice President for University Academic Planning and Policy, Indiana University (IU) Bloomington, presented this program proposal.

Dr. Bichelmeyer first spoke about the mission of the IU Bloomington campus, as a major research university, to create, disseminate, preserve and apply knowledge. The university must remain current in its research and advanced teaching. The campus must also be competitive with its AAC &U peers in research funding, recruiting and retaining renowned scholars.

Dr. Bichelmeyer noted that both doctoral programs, which are being presented at this meeting, further the mission of IU Bloomington, because they build on existing campus strengths, and leverage in a crucial way the campus opportunities for external research funding. The IU School of Public and Environmental Affairs also has a nationally prominent Ph.D. program, which is Environmental Science. There is a strong alignment between the proposed Ph.D. in Environmental Health and the College of Arts and Sciences, which has outstanding faculty in chemistry, biology, earth and atmospheric sciences. Faculty are already working with their environmental health faculty on a research proposal.

Dr. Bichelmeyer also mentioned the great strength in social and behavioral sciences on the Bloomington campus, and their internationally renowned faculty. All these existing faculty and lab resources are already available to collaborate with these new programs.

Dr. Bichelmeyer spoke about IU's plans to create Schools of Public Health in Bloomington and Indianapolis. The two new degrees are a part of this plan. These degrees will train researchers in areas of state and national need and they are likely to help leverage possibilities for external grants and funding.

Dr. Bichelmeyer pointed out the importance of the two new degrees. Environmental Health and Epidemiology are rapidly expanding fields; there are hundreds of jobs in these fields that are unfilled because the needs are so great. These degrees will address the state and national needs in health and health promotion, and in doing so will also maintain and enhance IU Bloomington's stature as a major research campus.

Dr. Bichelmeyer gave a brief description of the Ph.D. in Environmental Health and compared Ph.D. in Environmental Science, offered by SPEA (School of Public Environmental Affairs), with the Ph.D. in Environmental Health, offered by IU Bloomington. Dr. Bichelmeyer explained that Environmental Science is an interdisciplinary study of how humans affect the environment, while Environmental Health is how environment affects humans.

Mr. Smith thanked Dr. Bichelmeyer and representatives from IU Bloomington for the clearest statements of distinction in these two disciplines that he has heard.

Dr. Sauer gave the staff recommendations.

**R-11-02.3 RESOLVED:** That the Commission for Higher Education hereby approves the *Doctor of Philosophy (Ph.D.) in Environmental Health*, to be offered by Indiana University Bloomington at Bloomington, in accordance with the background discussion in this agenda item and the *Abstract*, February 25, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 25, 2011 (Motion – Smith, second – Baker, unanimously approved)

### **3. Doctor of Philosophy in Epidemiology To Be Offered by Indiana University Bloomington at Bloomington**

Dr. Bichelmeyer presented this program proposal. She said that traditionally the Epidemiology program studies the relationship between the exposure to a health hazard and a probability of disease. This new program will emphasize the social and behavioral determinants of the disease: how humans and their behaviors determine whether the humans will get disease.

Dr. Bichelmeyer spoke about the reasons why IU wants to offer a program with this emphasis at IU Bloomington. IU Bloomington has great strength in Social and Behavioral Sciences and a premier Ph.D. in Health Behavior. This program will have a focus on rural health, which will represent an important opportunity for IU Bloomington. Currently there are three epidemiology faculty members at IU Bloomington, and there is a need to hire two more professors in epidemiology, who have worked on rural health issues.

Ms. Odum had a question regarding an earlier approved Ph.D. at IUPUI. She asked how many students have been attracted to this program in comparison with IU's forecast. Dr. Barbara Van Der Pol, Assistant Professor, Applied Health Science Department, IU Bloomington, said that she did not have the exact enrollment rates this year, but she had a very extensive list of people who continue enquiring whether there is going to be a degree in Bloomington, and if so, when.

Ms. Odum said that she appreciates the fact that this is a general degree, recognized broadly, and has an opportunity of distinctive specialization in the program.

Dr. Sauer referred to Ms. Odum's question about the enrollment numbers. The program was projected to enroll 24 students; there were eight students this year.

Dr. Sauer gave the staff recommendations.

**R-11-02.4**     **RESOLVED:** That the Commission for Higher Education hereby approves the *Doctor of Philosophy (Ph.D.) in Epidemiology*, to be offered by Indiana University Bloomington at Bloomington, in accordance with the background discussion in this agenda item and the *Abstract*, February 25, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 25, 2011 (Motion – Bepko, second – Hansen, unanimously approved)

#### 4. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree program proposals for expedited action.

**R-11-02.5**     **RESOLVED:** That the Commission for Higher Education hereby approves by consent the following degree programs, in accordance with background information provided in this agenda item:

- Bachelor of Arts and Bachelor of Science in Construction Management to be offered by Ball State University at Muncie
- Bachelor of Arts in Fashion Design to be offered by Indiana University Bloomington at Bloomington
- Bachelor of Science in Electrical Engineering to be offered by Purdue University-North Central in Westville
- Bachelor of General Studies to be offered by Indiana University East and Kokomo Statewide via Distance Education Technology (Motion – Baker, second – Bepko, unanimously approved)

#### B. Capital Projects on Which Staff Propose Expedited Action

Staff presented a list of items for expedited action.

**R-11-02.6**     **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Glick Eye Institute – Third and Fourth Floor Lab Build-Out at Indiana University – Purdue University Indianapolis: \$4,500,000

- Family and Consumer Science Building Renovation at Indiana State University: \$3,000,000
- Ralph and Bettie Bailey Hall at Purdue University West Lafayette: \$8,182,000
- Cooling Tower Replacement at Purdue University Calumet: \$2,700,000
- Combine Liberty Drive I and II lease agreements at Ivy Tech Community College – Bloomington: \$234,900 for the first year of five years (Motion – Hansen, second – Moran-Townsend, 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 February Commission Working Sessions

**IX. NEW BUSINESS**

There was none.

**X. OLD BUSINESS**

There was none.

**XI. ADJOURNMENT**

The meeting was adjourned at 11:45 a.m.

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Mike Smith, Chair

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Jud Fisher, Secretary

## COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

**DISCUSSION ITEM A:**                    **Presentation on Prior Learning Assessments by The Council for Adult and Experiential Learning (CAEL)**

**Staff Recommendation**

For information only.

**Background**

The Council for Adult and Experiential Learning describes itself as “a national, non-profit organization whose mission is to expand learning opportunities for adults. CAEL works to remove policy and organizational barriers to learning opportunities, identifies and disseminates effective practices, and delivers value-added services. Since its founding in 1974 under the auspices of the Educational Testing Service (ETS) in Princeton, New Jersey, CAEL has been providing colleges and universities, companies, labor organizations and state and local governments with the tools and strategies they need for creating practical, effective lifelong learning solutions.” A major study conducted by CAEL with support from the Lumina Foundation – *Fueling the Race to Postsecondary Success* – focused on prior learning assessment and its impact on student success, as reflected in persistence and graduation rates (see attachment).

LearningCounts.org (see attachment), with its tag line “College credit for what you know<sup>®</sup>“, is a major national service of CAEL that was launched in July 2010 in partnership with the College Board and the American Council on Education’s College Credit Recommendation Service (ACE CREDIT). Among other activities, LearningCounts.org offers a prior learning portfolio development course and maintains a national roster of expert faculty evaluators. Students can utilize LearningCounts.org to build and submit their completed portfolios, which documents prior learning. The portfolios are then matched with faculty members on the LearningCounts.org roster for assessment. More than 75 pilot institutions – including Ivy Tech Community College and the Indiana University School of Continuing Studies – are participating in LearningCounts.org.

The Commission for Higher Education has assisted CAEL in conducting a survey of prior learning assessment formats utilized on the public four- and two-year campuses (see attached survey instrument). The Commission has also enlisted the assistance of the Independent Colleges of Indiana in conducting the survey among its member institutions. Survey results will be distributed at the Commission meeting.

**Supporting Document**

- (1) *Fueling the Race to Postsecondary Success* (Executive Summary), CAEL, February 2010
- (2) LearningCounts.org, CAEL
- (3) CAEL Prior Learning Assessment Survey Instrument

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## Who is CAEL

The Council for Adult and Experiential Learning (CAEL) is a national non-profit organization that has created and managed effective learning strategies for working adults since 1974. CAEL uses its knowledge of adult and employee learning practices to be an effective intermediary and partner, leveraging the strengths and capabilities of its constituencies: adult learners, higher education, business, labor and government. Our mission is to expand lifelong learning opportunities for adults.

## A National Problem

Based on analysis conducted by the Georgetown University Center on Education and the Workforce, a much larger proportion of jobs in the U.S. will require higher education. This analysis, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, shows that 60 percent of jobs in the U.S. will require postsecondary education by 2018. Additionally, President Obama has set a goal of putting the U.S. first in the world by 2020 in the proportion of residents with college degrees and certificates. But the National Center for Higher Education Management Systems (NCHEMS) has recently calculated that, based on current levels of production, we would need to add 13,132,522 degrees and certificates by 2020. We cannot reach this number of degrees through educating a greater number of youth alone. Helping adults complete degrees is essential to reaching the goal.

## CAEL's Solution: LearningCounts.org

As CAEL has demonstrated since the mid-1970s, the process of prior learning assessment (PLA) – the opportunity to earn academic credit for college-level learning acquired outside a traditional academic environment – is a boon for adult learners seeking to advance in their undergraduate studies, their careers, or their professional or occupational credentialing. This lifelong learning may be acquired through work, employer training programs, military service, independent study, non-credit courses, volunteer or community service, and open source courseware. Earning credits through PLA helps adult learners accelerate degree completion while saving them both time and money. Our study, *Fueling the Race Toward Postsecondary Success*, funded by Lumina Foundation, found that PLA students earn degrees faster and are more likely to graduate than non-PLA students. but there are not enough institutions granting credit for prior learning and there is a need for consistent standards. To make Prior Learning Assessment more accessible and able to reach scale, CAEL decided to launch a national on-line assessment service. We launched LearningCounts.org in early 2011.

*LearningCounts.org* serves as a comprehensive PLA resource to adult learners, postsecondary institutions, employers and workforce organizations. LearningCounts.org offers a prior learning

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portfolio development course (CAEL 100: Prior Learning Assessment Theory and Practice), a national roster of expert faculty evaluators, and a host of other ancillary services.

*LearningCounts.org* is also where students can build and submit their completed portfolios which demonstrate their prior learning. These portfolios are matched to a *LearningCounts.org* faculty roster so that the individual is assured that their learning is measured by a subject area expert.

## Funders

LearningCounts.org has received funding from the following foundations:

- Lumina Foundation
- The Kresge Foundation
- The Joyce Foundation
- The Walmart Foundation
- State Street Foundation
- Google

**Walmart Foundation's Learning Assessment Stipends** ensures that services available through *LearningCounts.org* are available to 115 students with the greatest financial need. Providing such need-based direct funding to students will increase access and expand the impact of *LearningCounts.org* among under-served populations pursuing undergraduate degrees. The stipend will cover the cost of **CAEL 100** and the evaluation of one portfolio, up to six credits. LearningCounts.org is working closely with our partner institutions, Veterans Upward Bound and the Cara Program to help distribute these stipends.

## National Partner Organizations

The [College Board](#), which offers the College Level Examination Program (CLEP), has agreed to partner with CAEL in promoting LearningCounts.org to its population of adults, and to work with CAEL on needed policy change at the state level. LearningCounts.org is already referring students to CLEP testing and CLEP is including LearningCounts.org information on its website.

The [American Council on Education's College Credit Recommendation Service \(ACE CREDIT\)](#), has also agreed to partner with CAEL in promoting LearningCounts.org to the users of ACE Credit, both employers that have had their courses evaluated for college credit and the adults who use ACE Credit transcripts of military and corporate training. In addition, ACE will transcript the credit



recommendations from LearningCounts.org faculty and send the transcript to the college of the student's choice.

### Services of LearningCounts.org

- Educational advising to students
- Online course to prepare the portfolio of prior learning
- Access to a broad faculty roster, trained according to the recognized CAEL standards
- Review of learning experiences by faculty experts for college-level equivalency
- Direct links to the College Board's CLEP testing options and American Council on Education (ACE CREDIT) evaluations of workplace and military training
- Archived electronic record of students' history of prior learning
- Credit recommendations recorded on an American Council on Education (ACE CREDIT) transcript

### PLA Options for Students

#### *Prepare a Portfolio*

Students can prepare a portfolio by writing about their learning, making a video of themselves performing a task, providing a product of their work, or having a third party verify their knowledge. **The documentation—or portfolio—they present is then evaluated by a college faculty member.** If what the student has submitted is at the same level as what a successful student in a college-level traditional course could produce, a college faculty member recommends that the student be awarded college credit. Credit recommendations are then registered on an ACE CREDIT transcript. ACE CREDIT recommendations are routinely accepted by almost two thousand degree granting colleges and universities. LearningCounts.org offers a six week online class to teach students how to document and present their learning.

#### *College Board tests*

CLEP exams help students save money, save time, and achieve their college goals. Developed by the College Board, CLEP is the most widely accepted credit-by-examination program, available at more than 2,900 colleges and universities. By earning passing scores on CLEP exams, students can earn college credit, accelerating their education and placing into the right classes. CLEP exams are offered in 33 introductory-level college subjects.



### *ACE CREDIT evaluations*

If students have had training at work or in the military, they could already have college credit. [The American Council on Education \(ACE CREDIT\)](http://www.acecredit.org) evaluates training offered by the military, employers, government agencies, and professional associations to see if the training is at the college level. ACE CREDIT also evaluates registered apprenticeships, professional certifications, and exams.

## **The Process for Students**

### **1) Talk to a LearningCounts.org Advisor - Free**

Students will have the opportunity to speak one-on-one with an advisor to find out which LearningCounts.org PLA option is right for them. Advising sessions are typically conducted over the phone and can last up to 30 minutes.

### **2) Enroll in CAEL 100: Prior Learning Assessment Theory a Practice - \$500**

#### *Course Description*

The course guides students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through LearningCounts.org. Students learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts are discussed and applied to case studies. CAEL 100 is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. Successful completion of CAEL 100 results in a credit recommendation of three lower-level credits.

#### *Course Objectives*

As a result of this course, learners will be able to:

- Identify and reflect on areas of their own learning from both formal and informal settings;
- Use critical reflection skills to rethink the nature and value of learning from experience;
- Approach learning with an appropriate balance of practical and theoretical understanding;
- Discuss and apply experiential learning theory, models, and concepts to case studies;
- Generate college-level writing that demonstrates learning; and,
- Identify, organize, and gather documentation in order to build portfolios of prior learning.



### *Course Materials*

The textbook for the course is *Earn College Credit for What You Know* by Janet Colvin (2006). Additional web-based academic readings on learning theory and practice are assigned in each unit.

### *Course Structure*

This is an instructor-led online course. It is not self-paced. The units span six weeks. Students should expect to dedicate 6-10 hours per unit. Depending on the student's portfolio petition, an additional 10 hours or more may be required for the learning narratives.

### **3) Create and Submit Portfolio - \$250 for 1-6 credits requested in the same discipline**

Once a student has passed the CAEL 100 course, they will have acquired the necessary skills to build and submit a portfolio. For requests across multiple disciplines, students may submit additional portfolios. Each portfolio will be reviewed and evaluated by a trained faculty expert in the subject area. Credit recommendations will then be recorded on an American Council on Education (ACE CREDIT) transcript.

## **Partner Institutions**

Hundreds of colleges and universities seek assistance from CAEL each year in training faculty and administrators to implement or improve programs of Prior Learning Assessment. Unfortunately, many do not have the resources to launch or maintain their programs, and do not have faculty with the expertise to evaluate portfolios. Colleges and universities can choose to use LearningCounts.org as either a supplement to their on-campus PLA program, or as the primary vehicle for evaluating portfolios for their students.

Eighty institutions, including Ivy Tech, have become partner institutions, agreeing to send a small number of students for assessment, to accept the credit recommendations made by LearningCounts.org, and to give us feedback and data about their students' response to LearningCounts.org. We hope to expand the number of partner institutions in Indiana, and to find ways for all students to afford the services of Prior Learning Assessment.





# Fueling the Race to Postsecondary Success:

A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes

Executive Summary



**CAEL**

The Council For Adult & Experiential Learning



# Fueling the Race to Postsecondary Success:

A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes

## Executive Summary

### *February 2010*

In order for the nation to maintain its competitive edge and economic success, we must educate greater numbers of our citizens to higher levels than we have in the past. But what can be done to fuel our educational “race to the top” among adults who are already in the labor market and out of reach of K-12 improvement efforts? Prior Learning Assessment, or PLA, is an important and often overlooked strategy for helping adults progress towards a degree. PLA is the process by which many colleges evaluate for academic credit the college-level knowledge and skills an individual has gained outside of the classroom, including employment, military training/service, travel, hobbies, civic activities and volunteer service. Institutions may use several different PLA methods in order to award credit for prior learning (see box).

PLA recognizes and legitimizes the often significant learning in which adults have engaged in many parts of their lives, and may make education more affordable and take less time. PLA advocates have long argued that by helping students earn credits faster and at a lower cost, PLA can significantly contribute to students’ ongoing progress – or persistence – towards a degree. Yet, to date, there has not been a large, multi-institutional study on this topic.

With support from Lumina Foundation for Education, which works to ensure that 60 percent of Americans are college-educated by 2025, CAEL conducted a multi-institutional study on PLA and adult student outcomes, using the records of 62,475 students at 48 colleges and universities. The study attempted to answer the following research questions:

- ▶ Do adults who earn PLA credit have better graduation rates, compared with those who do not earn PLA credit?
- ▶ Do they have better persistence?
- ▶ Do they earn their degrees in a shorter period of time?

## PLA Methods

**Prior Learning Assessment is not just one method or tool. It includes methods such as:**

- ▶ Individualized student portfolios or Portfolio Assessments.
- ▶ Evaluation of corporate and military training by the American Council on Education (ACE). ACE publishes credit recommendations for formal instructional programs offered by non-collegiate agencies, or the ACE Guides.
- ▶ Program evaluations done by individual colleges of non-collegiate instructional programs that award credit for those who achieve recognized proficiencies, or the Evaluation of Local Training.
- ▶ Customized exams offered by some colleges to verify learning achievement; these may be current course final exams or may be other tests developed at the department level for assessing general disciplinary knowledge and skill, or Challenge Exams.
- ▶ Standardized exams such as:
  - ▶ Advanced Placement (AP) Examination Program
  - ▶ College Level Examination Program (CLEP) Exams
  - ▶ Excelsior College Exams
  - ▶ The DANTES Subject Standardized Tests, or DSST Exams

## Summary of Findings

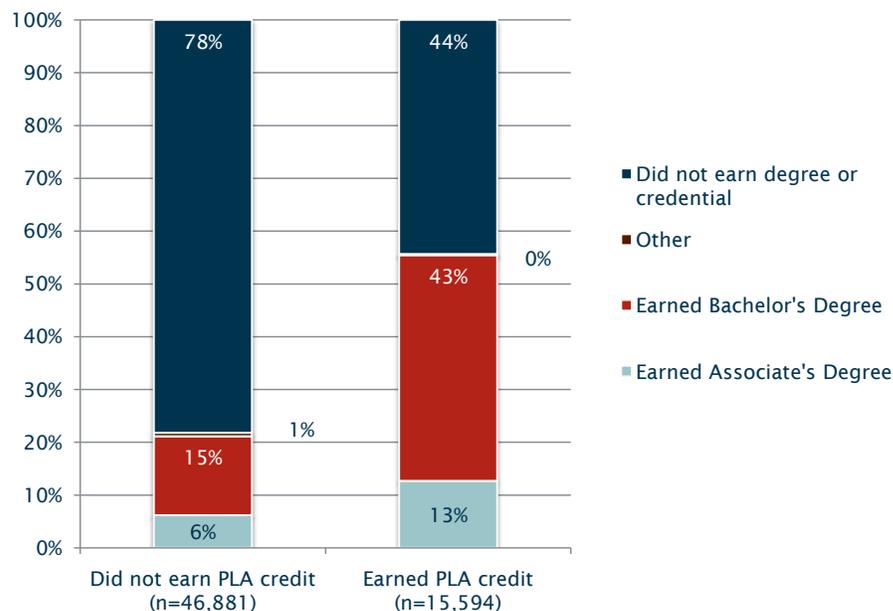
The data from 62,475 students at the 48 postsecondary institutions in our study show that PLA students had better academic outcomes, particularly in terms of graduation rates and persistence, than other adult students. Many PLA students also shortened the time required to earn a degree, depending on the number of PLA credits earned.

## Students with PLA Credit Had Higher Graduation Rates

PLA students in this study had much higher degree-earning rates than non-PLA students. More than half (56%) of PLA students earned a postsecondary degree within seven years, while only 21 percent of non-PLA students did so (Figure 1). In terms of the specific degrees earned:

- ▶ 43 percent of PLA students earned a bachelor's degree, compared to only 15 percent of non-PLA students
- ▶ 13 percent of PLA students earned an associate's degree, compared to 6 percent of non-PLA students

*Figure 1. Degree Completion by PLA Credit-earning for All Students*



Noteworthy is that PLA students in this study had better graduation rates than non-PLA students:

- ▶ regardless of institutional size, level (two-year or four-year) or control (private for-profit, non-profit, or public)
- ▶ regardless of the individual student's academic ability or grade point average
- ▶ regardless of the individual student's age, gender, or race/ethnicity
- ▶ regardless of whether or not the individual student received financial aid

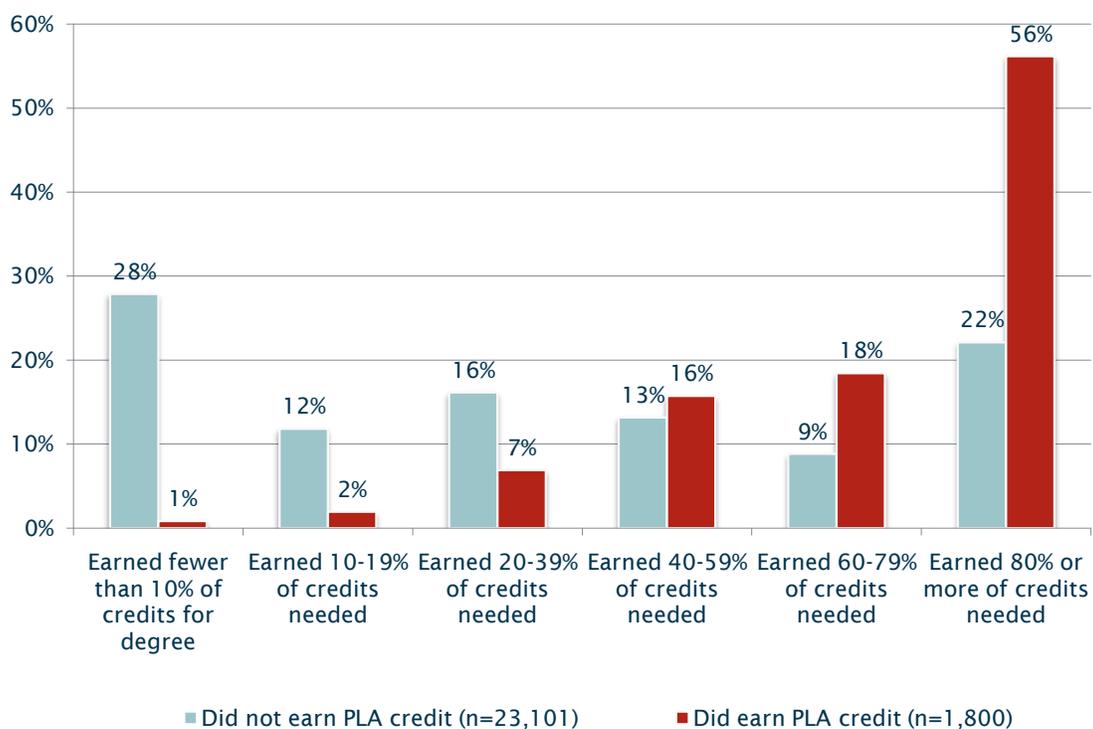
## Students with PLA Credit Showed Greater Persistence

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This study also examined what happened to the students who did not earn a postsecondary credential within seven years. We care about these non-degree-earning students because they are the ones for whom institutions are designing and implementing new interventions to help those students be successful and earn degrees. We explored the topic of persistence by comparing the credit accumulation and annual credit-earning of the PLA students and non-PLA students who did not earn degrees.

PLA students in this study who did not earn degrees were more persistent in terms of credit accumulation than the non-PLA students. More than half of all PLA students who had not yet earned a degree by the end of 2008 (56%) had accumulated 80 percent or more of the credits towards a degree between 2001-2002 and the end of 2008; only 22 percent of non-PLA students with no degree had made similar progress towards their degrees (Figure 2).

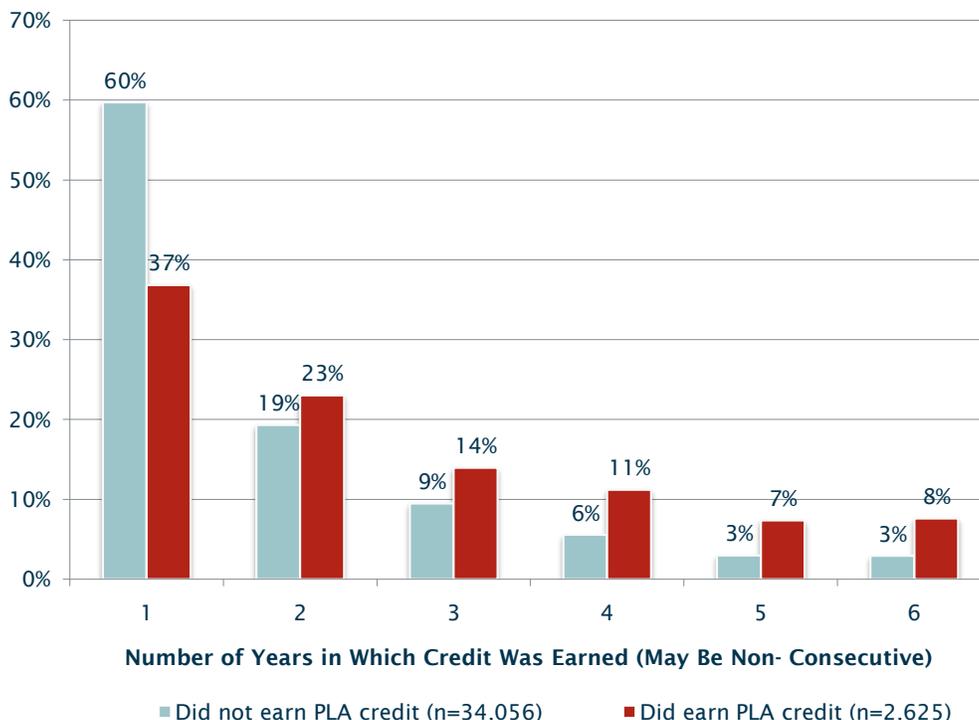
**Figure 2. PLA and Persistence by Total Credit Accumulation, No Degree Earners**



PLA students in our sample earned more institutional course credits, on average, than non-PLA students. PLA students (both degree-earners and non-degree earners) earned an average of 53.7 credits in institutional coursework (as opposed to credit accumulation from PLA credits or transfer credits), compared to an average of 43.8 credits by non-PLA students.

PLA students in this study who did not earn degrees had stronger patterns of annual enrollment and credit-earning than non-PLA students who did not earn degrees. Sixty percent (60%) of non-PLA students without degrees did not earn credit beyond one year of study, while higher percentages of PLA students without degrees re-enrolled and earned credits in the second, third, fourth, fifth and sixth years (Figure 3).

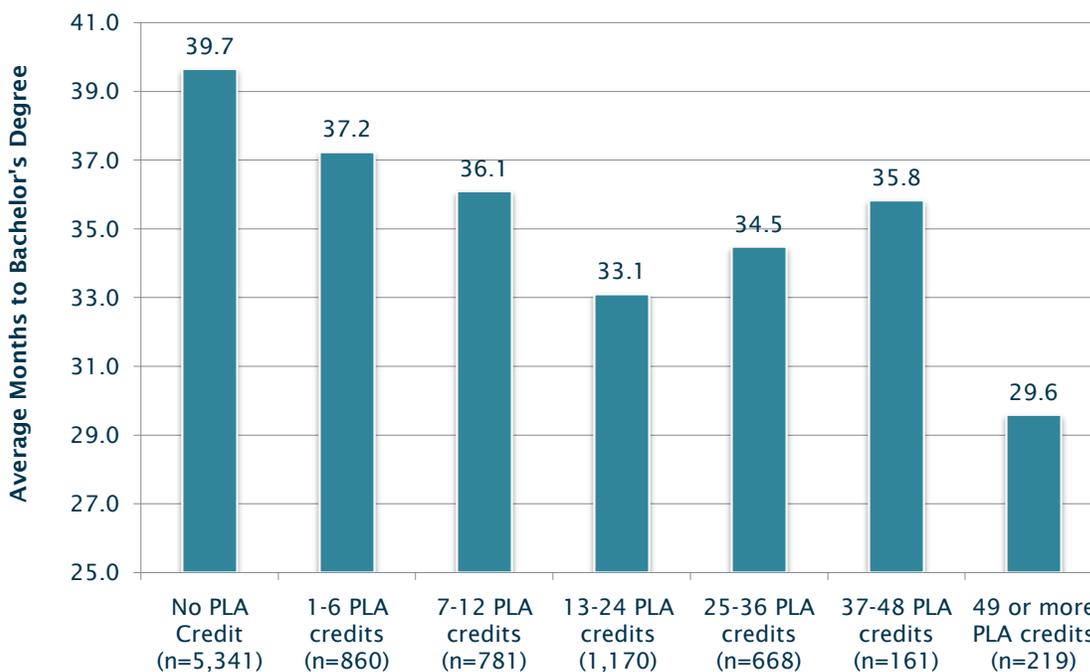
**Figure 3. PLA and Persistence by Years of Credit Earning, No Degree Earners**



## Students with PLA Credit Needed Less Time to Earn Degrees

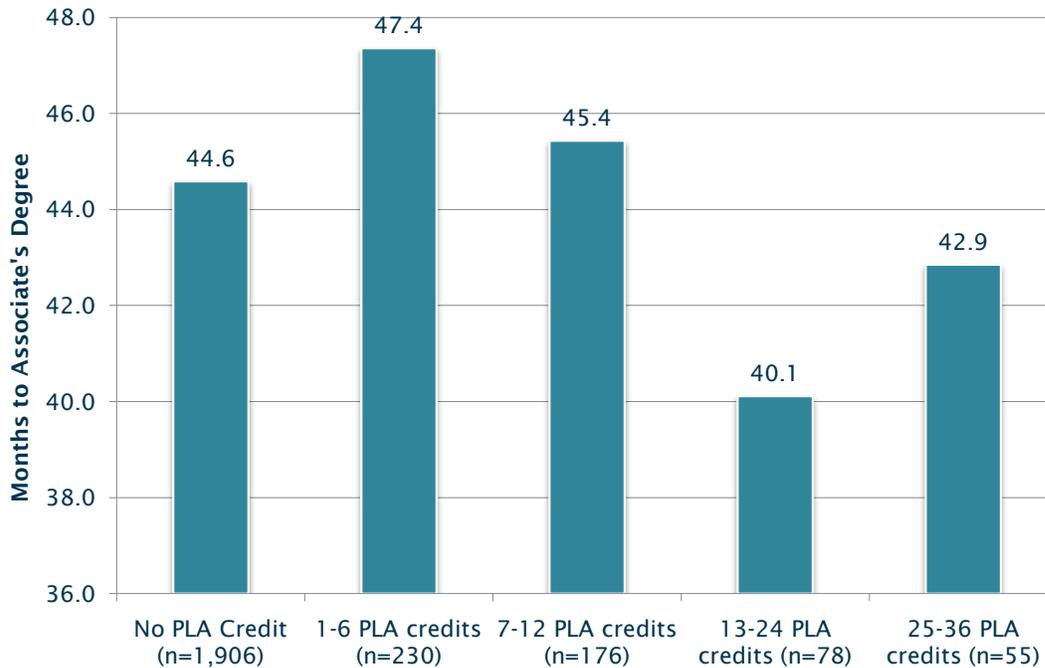
PLA students earning bachelor’s degrees saved an average of between 2.5 and 10.1 months of time in earning their degrees, compared to non-PLA students earning degrees. PLA students earning 13-24 PLA credits saved an average of 6.6 months, and those earning 49 or more PLA credits saved an average of 10.1 months (Figure 4).

**Figure 4. Average Months to Degree by Number of PLA Credits, Bachelor’s Degree Earners**



PLA earners with associate's degrees saved an average of between 1.5 and 4.5 months of time in earning their degrees, compared to non-PLA students earning associate's degrees (Figure 5).

**Figure 5. Months to Degree by Number of PLA Credits, Associate's Degree Earners**



## Institutional Policies on Applying PLA Credit Matter

An important question is whether PLA students' academic outcomes differ depending upon an institution's PLA policies and practices. For example, a student may be able to earn 30 PLA credits from an institution, yet only be able to use a portion of those credits for elective courses and none of them for fulfilling requirements for the major.

We examined four institutional policies that we would expect to have the greatest impact on a student's progress towards degree completion and a reduced time to degree:

- ▶ PLA credit can be used to obtain advanced standing at the institution
- ▶ PLA credit can be used to waive course prerequisites
- ▶ PLA credit can be used to meet general education requirements
- ▶ PLA credit can be used to meet program/major requirements

We found that, on average, the best student outcomes in terms of both degree-earning and reduced time to degree occurred when all four options for applying PLA credit are available to students. In other words, the greater the flexibility the student has for using the PLA credit, the better the academic outcomes.

## Summary and Discussion

The data from the 48 postsecondary institutions in our study show that PLA students had better academic outcomes, particularly in terms of graduation rates and persistence, than non-PLA adult students. Many PLA students also shortened the time required to earn a degree; the average time to degree decreased as the number of PLA credits earned increased.

Considering the above findings, an important question is why we are seeing better academic outcomes for PLA students compared with non-PLA students? One possible explanation is that students who pursue PLA credit are the students who are already highly motivated or academically successful, and that motivation and academic strength are what are propelling the students forward to a degree. Some of the PLA administrators at the institutions in this study acknowledged that this can often be the case. However, these same administrators also described PLA itself as a powerful motivator, as a booster of self-esteem and self-confidence by validating students' existing skills and knowledge, and as something that enhances student and alumni loyalty to the institution. These observations suggest that the argument of "PLA students are the smart ones to begin with" does not tell the whole story, especially when our data showed that academic ability did not matter. Remedial students with PLA credit had better graduation rates than their non-PLA counterparts, as did PLA students of varying GPA levels.

For this particular study, CAEL did not have access to the kind of data that would allow us to control for some of the factors that have been proven to influence better academic outcomes for adult students. This limitation prevents us from going so far as to say that PLA credit-earning is what determines the better outcomes. However, previous research that has examined the relationship between PLA and student outcomes in single institutions has been able to control for many of those factors. The fact that this larger study shows similar patterns of higher graduation rates and other academic success factors for PLA students is an important complement to that research and suggests that a "PLA effect" exists across a range of institutional contexts and with diverse student populations.

## Conclusion

The findings - that PLA students had better academic outcomes than non-PLA students - support claims that PLA is a strategy that will help adults earn degrees and progress more quickly to their goals. These findings are important particularly as the U.S. strives to improve educational attainment and reach Lumina's goal of having 60 percent of the population with a college credential by 2025, as we seek to make better connections between the academy and the larger society, and as educators strive to rethink and reform systems that need to more effectively respond to the personal, academic and professional needs of our citizens. This kind of data, showing the current patterns of academic outcomes among PLA students, has never been collected on this scale before. We hope that it contributes to deeper thinking about the value of PLA, further program development in Prior Learning Assessment, and to the expansion of its availability and offerings across the U.S.

# Participating Institutions



This research study was made possible due to funding from Lumina Foundation for Education. Lumina Foundation for Education works to ensure that 60 percent of Americans are college-educated by 2025.

CAEL is grateful to the Foundation for this support and applauds its commitment to helping more adult learners achieve postsecondary success. The views expressed in this publication are those of the author(s) and do not necessarily represent those of Lumina Foundation for Education, its officers or employees.

This summary document can be found at:  
[www.cael.org/pdf/PLA\\_Executive-Summary.pdf](http://www.cael.org/pdf/PLA_Executive-Summary.pdf)

The full report can be downloaded at:  
[www.cael.org/pdf/PLA\\_Fueling-the-Race.pdf](http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf)

For more information about this study, or for more information about PLA, contact CAEL at:  
[cael@cael.org](mailto:cael@cael.org).

Athabasca University (Canada)  
Azusa Pacific University  
Barry University  
Bucks County Community College  
California Lutheran University  
Calumet College of St. Joseph  
Capella University  
Centenary College  
Charter Oak State College  
CUNY Baccalaureate for Unique and Interdisciplinary Studies  
CUNY - Medgar Evers College of the City University of New York  
DePaul University  
Eastern Connecticut State University  
Eastern Illinois University  
Eastern Kentucky University  
Empire State College  
Excelsior College  
Golden Gate University  
Houghton College  
Indiana University School of Continuing Studies  
Inver Hills Community College  
Lakeshore Technical College  
Manhattan Christian College  
Maryville University  
Miami Dade College  
Mid-America Christian University  
National-Louis University  
New York University-SCPS-Paul McGhee Division  
Northern Kentucky University  
Northern Oklahoma College  
Northwood University  
Ottawa University  
Palm Beach Atlantic University  
Pennsylvania State University  
Saint Mary-of-the-Woods College  
Simpson College  
St. Edward's University  
Suffolk County Community College  
The College of New Rochelle  
Thomas Edison State College  
University of Arkansas - Fort Smith  
University of Louisville, College of Education & Human Development  
University of Phoenix  
University of St. Francis  
University of the Fraser Valley (Canada)  
University of the Incarnate Word  
Vermont State Colleges/Community College of Vermont  
Webster University

1 Name of Institution

Which of the following Prior Learning Assessment (PLA) formats are used at your institution?

Please click in the field beside each answer and choose from the drop-down list:

*Yes, this is offered*

*No, this is not offered*

*I do not know*

- |    |   |                      |
|----|---|----------------------|
| 2  | College Level Examination Program (CLEP) Exams                            | <input type="text"/> |
| 3  | The DANTES Subject Standardized Tests, or DSST Exams                      | <input type="text"/> |
| 4  | Excelsior exams   | <input type="text"/> |
| 5  | Advanced Placement (AP)   | <input type="text"/> |
| 6  | American Council on Education (ACE)-evaluated corporate training programs | <input type="text"/> |
| 7  | ACE-evaluated military training programs                                  | <input type="text"/> |
| 8  | Institutionally-evaluted training programs                                | <input type="text"/> |
| 9  | Instituitonal challenge exams   | <input type="text"/> |
| 10 | Portfolio assessments   | <input type="text"/> |

11 Is there another form of PLA used at your campus? If so, please specify here:

12 Can you provide the number (or an estimate) of students who earned PLA credit at your institution in 2009-2010?

13 How many PLA credits can be applied to a degree at your institution?

14 Do you think your institution will experience increased demand for PLA options in the future?

Please click in the field beside each answer and choose from the drop-down list:

*Yes*

*No*

*I do not know*

## COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

### DECISION ITEM A-1:

#### Doctor of Philosophy in Urban Education Studies 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 Urban Education Studies to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, April 29, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, April 29, 2011.

#### Background

At its February 2011 meeting, the Commission discussed and then tabled taking action on the Ph.D. in Urban Education. In addition, the Commission held an extended discussion with University and campus representatives during its evening briefing session just prior to the March Commission meeting. As a result of these discussions, IU has made a number of changes to its proposed program, which include:

- Changing the title of the program to Ph.D. in Urban Education Studies;
- Expanding the minimum, required research or inquiry core from 12 credit hours to 15;
- Highlighting additional doctoral-level research courses that students might pursue or be advised to take as part of the research or inquiry core; and
- Providing curricular detail for four minors or areas of specialization.

The proposed Ph.D. in Urban Education Studies would be the first doctoral program available through the IU School of Education that would be offered entirely at the IUPUI campus. Two Bloomington-based, doctoral programs – the Ed.D. in Education Leadership and the Ed.D./Ph.D. in Higher Education and Student Affairs – are largely available to IUPUI students. However, slightly less than one-half of the coursework is taught on the IUPUI campus face-to-face, with much, though not all, of the remaining coursework taught through a two-way video connection to Bloomington.

Urban Education is an emerging field, with only a dozen universities nationwide – none in Indiana – offering doctoral programs in the field or specializations within a broader educational doctorate. IUPUI has identified four universities that offer Ph.D. in Urban Education programs: the University of Wisconsin at Milwaukee, City University of New York (CUNY), Temple University, and Cleveland State University. The latter two programs are deemed to be closest to the proposed program.

The Ph.D. in Urban Education Studies will prepare researchers who study schools in complex urban environments and can conduct community-based research that is designed in partnership with P-12 schools and community organizations. This approach – translational research – involves researchers being imbedded in the organizations being studied, with a dialog developing over time incorporating feedback and involving the researchers, the schools, and the service providers.

A special focus of the program is to research issues related to urban education, with particular attention given to addressing the needs of high risk students and the various community-based factors that influence the ability of students to learn. Faculty and students in the Ph.D. program, for example, will investigate issues such as the effectiveness of programs delivered by community organizations offering health, social, and other services in partnership with P-12 schools. Given this approach, the School of Education will also involve a variety of units on campus – such as the Schools of Social Work, Public and Environmental Affairs, Nursing, Medicine, Science, and Liberal Arts – in the research it designs and conducts.

The School of Education's Center for Urban and Multicultural Education (CUME) will be a central vehicle through which research will be undertaken by faculty and doctoral students. CUME's annual report for 2009-10 highlights a dozen of its projects, including two evaluations involving the NSF-funded Noyce Scholars Program and the Woodrow Wilson Indiana Teacher Fellowship Program. Both of these latter projects are in collaboration with IUPUI's Urban Center for the Advancement of STEM Education (UCASE). Two very recent projects associated with CUME and the School of Education are also noteworthy: (1) an on-going evaluation of a just announced \$2.5 million USDOE grant to study school/community collaboration involving the Mary Rigg Neighborhood Center and George Washington Community High School and (2) an evaluation of early childhood readiness assessment instruments for the Marion County Superintendents to aid them in adopting a common assessment tool. Over the three-year period

FY2008-10, CUME averaged annual external research expenditures of \$335,000.

The University anticipates that two-thirds of the entering class will come from education-related backgrounds, with most of these students having already earned master's degrees. About two-thirds of the graduates of the proposed Ph.D. program are expected to be employed by universities. The remaining graduates are expected to find employment in non-university research centers and think-tanks, government agencies, and community organizations.

### **Supporting Documents**

- (1) *Abstract – Doctor of Philosophy in Urban Education Studies To Be Offered by Indiana University through its IUPUI Campus, April 29, 2011.*
- (2) *New Academic Degree Program Proposal Summary – Ph.D. in Urban Education Studies, April 29, 2011.*

## Abstract

Doctor of Philosophy in Urban Education Studies  
To Be Offered by  
Indiana University through its IUPUI Campus

April 29, 2011

**Objectives:** To prepare highly qualified doctorates who are knowledgeable about educational needs in diverse urban contexts and skilled in critical research related to urban education.

**Clientele to be Served:** Professionals with post baccalaureate degrees from a variety of fields. It will accommodate part-time students as well as full-time graduate students from the United States and other countries. Students with a bachelor's degree can enter the masters program at IUPUI with an urban education focus and matriculate to the doctoral program if they successfully meet all requirements.

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

### Urban Education Studies Major (36 credit hours)

#### *Required Courses* (21 credit hours)

- Issues in Urban Education (3)
- Seminar in Multicultural and Global Education (3)
- Internship in Urban Education (3)
- Doctoral Seminar in Urban Education (6)
- Research Practicum (3)
- Research Seminar in Urban Education (3)

#### *Additional Courses* (15 credit hours; students must take 5 from the following)

- Political Perspectives of Education (3)
- Education and Social Issues (3)
- Philosophy of Education (3)
- Instruction in the Context of Curriculum (3)
- Curriculum Theory and Practice (3)
- Families, School and Society (3)
- Instructional Issues in Language Learning (3)
- Language Education Issues in Bilingual and Multicultural Education (3)
- ESL/EFL Instruction and Assessment Approaches (3)
- Special Education Policies and Practices (3)
- Assessment in Schools (3)
- Inter-professional Collaboration in Urban Schools and Communities (3)
- Organizational Change in Culturally & Linguistically Diverse Schools (3)
- Topics in Urban Education: Variable Topics (3)
- Cultural/Community Forces and the Schools (3)
- Action Research I (3)

### Research Core (15-30 credit hours)

- Intermediate Statistics Applied to Education (3)
- Critical Qualitative Inquiry (3)
- Qualitative Inquiry in Education (3)
- Statistical Design of Education Research (3) **or** Multivariate Analysis in Educational Research (3)
- Advanced Research Methods (3), selected with approval from faculty advisor from the following list:
  - Critical Qualitative Inquiry II (3)
  - Latent Variables and Structured Education Modeling (3)
  - Narrative Theory and Inquiry (3)
  - Discourse Theory and Analysis (3)
  - Categorical Data Analysis (3)
  - Multilevel Modeling (3)
  - Multilevel Models (3)
  - Covariance Structure Analysis (3)
  - Topics in Inquiry Methodology: Variable Title (3)
  - Longitudinal Data Analysis (3)
- Additional research coursework from the above list or from other doctoral-level research courses (0-15 credit hours per advisor input)

### Minor or Area of Specialization (12-18 credit hours)

- Students identify a minor or area of specialization in consultation with their Program Committee. The courses that constitute the minor or area of specialization will be taken in areas of study either outside the major or outside the School of Education. Thus far the curricular detail for three minors or areas of specialization have been developed and agreed to by the Schools of Medicine, Rehabilitation and Health Sciences, and Social Work. Additional minors or areas of specialization are expected to be developed in collaboration with the Schools of Nursing, Public Health, Physical Education, Public and Environmental Affairs, Engineering and Technology (STEM focus), Business, and Liberal Arts.

### Electives (0-15 credit hours)

- Students will have some freedom in course selection for this category, as it is designed to provide flexibility and enable students to have breadth of knowledge determined by their particular interests and goals. Courses in this area should be planned with and approved by the Program Committee.

### Dissertation (15 credit hours)

***Employment Possibilities:*** The program will prepare future university faculty in Urban Education as well as personnel for multiple education-related organizations and institutions. Graduates will be sought by other major research institutions interested in educational research related to urban schools and school-community relations in urban areas as well as by smaller universities and community colleges which prepare urban teachers.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

April 29, 2011

**I. Prepared by Institution**

Institution/Location: Indiana University through its IUPUI Campus

Program: Ph.D. in Urban Education Studies

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	4	8	12	16	16
Part-Time	6	12	18	24	30
Total	10	20	30	40	46
Enrollment Projections (FTE)					
Full-Time	4	8	9	10	10
Part-Time	4	8	11	13	15
Total	8	16	20	23	25
Degree Completions Projection	0	0	0	4	10
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

**II. Prepared by CHE**

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 10-29

Campus Code: 1813

County: Marion

Degree Level: 10

CIP Code: Federal – 130410; State – 130410

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

**COMMISSION FOR HIGHER EDUCATION**

Friday, May 13, 2011

**DECISION ITEM A-2: Academic Degree Programs on Which Staff Propose Expedited Action**

**Staff Recommendation**

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

- Bachelor of Science in Human Life Science to be offered by Indiana University East at Richmond
- Bachelor of Science in Biochemistry to be offered by Indiana University East at Richmond
- B.S. in Health Sciences to be offered by Indiana University Kokomo at Kokomo
- B.S. in Biochemistry to be offered by Indiana University Kokomo at Kokomo

**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*, April 29, 2011
- (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**

April 29, 2011

**CHE 10-41 Bachelor of Science in Human Life Science to be offered by Indiana University East at Richmond**

Proposal received on October 18, 2010  
CIP Code: Federal – 269999; State – 269999  
Projected Annual Headcount: 80; FTEs: 74; Degrees: 20  
New State Funds Requested, Actual:  
Year 1: \$ 0  
Year 2: \$ 0  
Year 3: \$ 0  
Year 4: \$ 0  
Year 5: \$ 0

An articulation agreement with Ivy Tech Community College exists for this program. Approval of the B.S. in Human Life Science is consistent with the regional campus agreement.

**CHE 10-42 Bachelor of Science in Biochemistry to be offered by Indiana University East at Richmond**

Proposal received on October 18, 2010  
CIP Code: Federal – 260202; State – 260202  
Projected Annual Headcount: 64; FTEs: 62; Degrees: 16  
New State Funds Requested, Actual:  
Year 1: \$ 0  
Year 2: \$ 0  
Year 3: \$ 0  
Year 4: \$ 0  
Year 5: \$ 0

An articulation agreement with Ivy Tech Community College exists for this program. Approval of the B.S. in Biochemistry is consistent with the regional campus agreement.

**CHE 11-10 Bachelor of Science in Health Sciences to be offered by Indiana University Kokomo at Kokomo**

Proposal received on April 27, 2011  
CIP Code: Federal – 510001; State – 510001  
Projected Annual Headcount: 50; FTEs: 43; Degrees: 7  
New State Funds Requested, Actual:  
Year 1: \$ 0  
Year 2: \$ 0  
Year 3: \$ 0  
Year 4: \$ 0

Year 5: \$ 0

An articulation agreement with Ivy Tech Community College exists for this program. Approval of the B.S. in Health Sciences is consistent with the regional campus agreement.

**CHE 11-12 Bachelor of Science in Biochemistry to be offered by Indiana University Kokomo at Kokomo**

Proposal received on April 29, 2011

CIP Code: Federal – 260202; State – 260202

Projected Annual Headcount: 20; FTEs: 16; Degrees: 3

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

An articulation agreement with Ivy Tech Community College exists for this program. Approval of the B.S. in Biochemistry is consistent with the regional campus agreement.

## **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, May 13, 2011

**DECISION ITEM B-1: Qualified Energy Savings Project at Indiana University – Purdue University Indianapolis**

**Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Qualified Energy Savings Project at Indiana University – Purdue University Indianapolis*. Staff recommendations are noted in the staff analysis.

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million five hundred thousand dollars (\$1,500,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used within ninety (90) days after the project is submitted to the Commission. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

The primary objective of the QESP is to reduce energy costs by upgrading and/or replacing every wasteful electrical and mechanical systems in four buildings as part of Phase 1. Secondary objectives include reducing maintenance costs of those systems as well as decreasing water/sewer expenses.

**Supporting Document**

*Qualified Energy Savings Project at Indiana University – Purdue University Indianapolis, May 13, 2011.*



# **QUALIFIED ENERGY SAVINGS PROJECT AT INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS**

## **Project Description and Staff Analysis**

### SUMMARY

The primary objective of Phase 1 of the QESP is to reduce energy costs by upgrading and/or replacing energy wasteful electrical and mechanical systems in four buildings – Medical Research and Library Building, Business/School of Public Environmental Affairs, Engineering and Technology Building, and Gatch Hall located on the Indiana University-Purdue University Indianapolis (IUPUI) campus. Secondary objectives include reducing maintenance costs of those systems as well as decreasing water/sewer expenses.

### DESCRIPTION OF THE PROJECT

The primary objective for Phase 1 of the QESP is to reduce energy costs by upgrading and/or replacing wasteful electrical and mechanical systems in four buildings - Medical Research and Library Building, Business/School of Public Environmental Affairs, Engineering and Technology Building, and Gatch Hall located on the IUPUI campus. Secondary objectives include reducing maintenance costs of those systems as well as decreasing water/sewer expenses. Energy conservation measures are related to the following systems:

- Lighting
- Variable frequency drives for pump and fan drives
- Electrical supply power factor corrections
- Heating and cooling system improvements
- Temperature control/energy management
- Water use reduction strategies

Reducing energy costs is imperative for the future growth of the university on the IUPUI campus. Phase I of this project initiates the upgrading/replacing of these systems in four of its buildings:

Building	Upgrading/Replacing
<b>Medical Research and Library Building</b>	
	Heating, Ventilating, and Air Conditioning Upgrades
	Lab Controls Replacement
	Air Handling Unit 5 and 6 Coil Replacements
	Water-to-Water Heat Pump
	Plumbing Fixture Retrofit
	Air Handling Unit 5 and 6 Steam Recovery
	Chilled Water Meter
<b>Business/SPEA</b>	
	Heating, Ventilating, and Air Conditioning Upgrades
	Photovoltaic Solar Panels
	Plumbing Fixture Retrofit
	Building Metering
<b>Engineering and Technology Building</b>	
	Heating, Ventilating, and Air Conditioning Upgrades to Variable Air Volume Controllers
	Heating, Ventilating, and Air Conditioning Upgrades for Servers
	Lighting Option #1
	Heating Hot Water Control
	Building Metering
<b>Gatch Hall</b>	
	Building Metering
	Free Cooling/Condensate
	Lighting Option #1

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

Reliable and efficient utility systems are essential for the support of teaching, research, and community-service missions of the campus. This project will assist in enhancing and benefiting the academic and community missions of IUPUI.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

As the price of energy, water, and sewer services continues to climb in the coming years, efforts to make systems more efficient become not only necessary, but crucial for the future growth of the university. This project will help reduce energy and maintenance costs for the IUPUI campus.

## ALTERNATIVES CONSIDERED

Several vendors submitted proposals for energy-savings projects. The most effective and efficient proposals were selected as components for this project.

## RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project is consistent with the plans of IUPUI to keep the campus utility system operating efficiently, safely, and effectively.

## HISTORICAL SIGNIFICANCE

Indiana University does not consider any of the buildings affected by this project to be historically significant.

## STAFF ANALYSIS

Indiana University is requesting favorable review of a qualified energy savings project on the IUPUI campus. The project is the first of two phases which will affect 4 buildings on campus at a cost of \$8.7 million. IU plans to issue debt for the cost related to upgrading and replacing energy wasteful electrical and mechanical systems in the four buildings. Indiana Code allows each public postsecondary institution to have no more than \$15 million of debt outstanding for qualified energy savings projects for each campus. IUPUI does not have any outstanding debt for qualified energy savings projects at this time. Phase II of the project will bring IUPUI to the maximum limit of outstanding debt for this project.

The estimated annual debt service for \$8.7 million being issued is \$1.1 million each year for a period of 10 years. IU estimates that savings resulting for Phase I of the project will be approximately \$1.3 million per year, which will be used to pay the annual debt service. IU anticipates a lag in the savings that will accrue due to the implementation of the project and is prepared to fund a portion of the annual debt service from its operating fund until savings exceed the annual debt payment. IU estimates it will take roughly 2 years before the annual savings exceed the annual debt service.

IU has used conservative estimates regarding the annual savings from Phase I of the energy savings projects, but understands that if energy savings are not enough to cover the annual debt service, funds will need to be identified from other areas of the IUPUI operating budget to provide for the annual debt.

Staff recommends the Commission provide a favorable review of the project and recommend moving the project forward for review and approval by the Budget Director and Budget Committee.



**COMMISSION FOR HIGHER EDUCATION**

Friday, May 13, 2011

**DECISION ITEM B-2: New Third and Union Residence Hall Complex at Indiana University Bloomington**

**Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *New Third and Union Residence Hall Complex at Indiana University Bloomington*. Staff recommendations are noted in the staff analysis.

**Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million five hundred thousand dollars (\$1,500,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used within ninety (90) days after the project is submitted to the Commission. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

The Trustees of Indiana University respectfully request authorization to proceed with the construction of a new 155,000 gross square foot (gsf) residence hall building complex located at the northwest corner of Rose and Jones Avenues on the Bloomington campus. The cost of this project is estimated to be \$38,000,000 and will be funded by auxiliary revenue bonds which will be repaid from Residential Programs and Services operating funds.

**Supporting Document**

*New Third and Union Residence Hall Complex at Indiana University Bloomington, May 13, 2011.*



# **NEW THIRD AND UNION RESIDENCE HALL COMPLEX AT INDIANA UNIVERSITY BLOOMINGTON**

## **Project Description and Staff Analysis**

### PROJECT SUMMARY:

This project is for the new construction of a four-story residence hall complex consisting of 155,000 gross square foot (gsf) located at the northwest corner of Rose and Jones Avenues on the Bloomington campus. This facility will provide 450 beds comprised of 64 percent double occupancy bedrooms; 32 percent single occupancy, semi-suite bedrooms; and 4 percent single rooms. The complex will have common building spaces, a resident hall office space, and building support spaces. A lounge and study will be located on each floor.

### PROJECT DESCRIPTION:

This project is for the new construction of a four-story residence hall complex consisting of 155,000 gross square foot (gsf) located at the northwest corner of Rose and Jones Avenues on the Bloomington campus. This facility will provide 450 beds comprised of 64 percent double occupancy bedrooms; 32 percent single occupancy, semi-suite bedrooms; and 4 percent single rooms. The complex will have common building spaces, a resident hall office space, and building support spaces. A lounge and study will be located on each floor.

### RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The completion of this project is consistent with planning developed by the Department of Residential Programs and Services and approved by the Indiana University Board of Trustees. Once completed, this facility would foster the recruitment and retention of students while providing students with an appropriate living area and environment serving the academic mission of Indiana University at Bloomington.

### NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

In order to attract and retain the best students in the state and the nation, Indiana University Bloomington must ensure that campus-living environments are of the highest quality. On-campus student housing has remained largely unchanged since the 1960s. The Third and Union Residence Hall Complex would help to remedy this situation. National data indicated that academic success and progress towards graduation is enhanced when students are able to live on campus. This four-story building would be arranged to facilitate student community, to exchange ideas, and to create a sense of place for students living there.

Indiana University (IU) believes that it is important to offer special opportunities to these students who recognize the advantages of living on campus. To accomplish this, IU intends to combine the amenities of off-campus apartment lifestyle which many students prefer with the advantages that living on campus provides. This project showcases this special opportunity on the Bloomington Campus.

## ALTERNATIVES CONSIDERED

Indiana University engaged consultants to determine the best design for this critical facility. The university decided this option best met the needs of the program and its relationship to the students, faculty, and campus.

## RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project is part of the university's long-term master plan for the Bloomington campus.

## HISTORICAL SIGNIFICANCE

Indiana University does not consider any of the buildings or structures affected by this project to be historically significant.

## STAFF ANALYSIS

Indiana University is requesting a favorable review for a new residence hall on the Bloomington campus. The new residence hall will take the place of previous on campus housing that was demolished in order to make room for the expansion of the Jacob's School of Music and the closure/rehabilitation of various on campus apartments. The new residence hall will be located on the southeast corner of campus near the Forest and Willkie residence halls. Plans call for 450 beds covering an area of 155,000 gross square feet, a cost of \$245 per gross square foot.

Currently, Residential Programs and Services (RPS) houses nearly one third of the total IU-Bloomington population on-campus. In September 2010, on campus housing had a capacity rate of 99.9%, which has grown from 92.6% in 2004. In many cases, on-campus housing is in such high demand that students are placed in floor lounges until rooms/beds are available. Currently, IU – Bloomington requires freshman to reside on-campus for the first year. While freshman are required to live on campus, approximately 27% return to on campus housing their sophomore year and by their senior year only 9.4% return to on campus housing. However, with increased enrollment and new on campus living options available to students, many students are electing to stay on campus.

The new residence hall will be funded with the issuance of debt in the amount of \$38 million for a period of 25 years at an estimated annual debt payment of \$3.0 million. Funding for the annual debt service will be provided through revenues generated through room and board payments by students living in on campus housing. Currently, RPS has approximately \$155 million in outstanding debt with an annual debt payment of \$11.5 million. IU and RPS estimate the new residence hall will cost \$871,875 to operate annually and will be offset by the reduction in operating cost for recently demolish and improved on campus housing units.

RPS's 15 year facility plan for on campus housing at IU – Bloomington includes the requested residence hall which is slated to be completed in August of 2013. Additional projects in the 15 year plan include the replacement of various on campus apartments, conversion of an existing residence hall, and the rehabilitation of numerous existing residence halls. Overall, the requested project is designed to keep up with capacity while providing a new on campus living environment.

Staff recommends the Commission provide a favorable review of the project.

## COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

### **DECISION ITEM B-3: New Third and Union Apartment Complex at Indiana University Bloomington**

#### **Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *New Third and Union Apartment Complex at Indiana University Bloomington*. Staff recommendations are noted in the staff analysis.

#### **Background**

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million five hundred thousand dollars (\$1,500,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used within ninety (90) days after the project is submitted to the Commission. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

The Trustees of Indiana University respectfully request authorization to proceed with the construction of a new 84,000 gross square foot (gsf) apartment building complex located at the north side of Third Street between Union Street and Rose Avenue on the Bloomington campus. The cost of this project is estimated to be \$16,000,000 and will be funded by Residential Programs and Services reserves.

#### **Supporting Document**

*New Third and Union Apartment Complex at Indiana University Bloomington, May 13, 2011.*



# **NEW THIRD AND UNION APARTMENT COMPLEX AT INDIANA UNIVERSITY BLOOMINGTON**

## **Project Description and Staff Analysis**

### PROJECT SUMMARY:

This project is for the new construction of a four-level apartment complex consisting of 84,000 gsf located at the north side of Third Street between Union Street and Rose Avenue on the Bloomington campus. This facility will provide 106 units and 122 beds. It will be comprised of 30 studio apartments, 60 one-bedroom apartments, and 16 two-bedroom apartments. This complex will have common spaces for the residents, including a conjoint public entry; program/seminar spaces which could be used as classrooms, meeting rooms, or lounges; public restrooms; a laundry room; and a storage area for apartment tenants. This building will also have support areas, including a staff housing office, custodial office, and trash/recycling areas.

### PROJECT DESCRIPTION:

This project is for the new construction of a four-level apartment complex consisting of 84,000 gsf located at the north side of Third Street between Union Street and Rose Avenue on the Bloomington campus. This facility will provide 106 units and 122 beds. It will be comprised of 30 studio apartments, 60 one-bedroom apartments, and 16 two-bedroom apartment. This complex will have common spaces for the residents, including a conjoint public entry; program/seminar spaces which could be used as classrooms, meeting rooms, or lounges; public restrooms; a laundry room; and a storage area for apartment tenants. This building will also have support areas, including a staff housing office, custodial office, and trash/recycling areas.

### RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The completion of this project is consistent with planning developed by the Department of Residential programs and Services and approved by the Indiana University Board of Trustees. Once completed, this facility would foster the recruitment and retention of students while providing students with an appropriate living area and environment serving the academic mission of Indiana University at Bloomington.

### NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

In order to attract and retain the best students in the state and the nation, Indiana University Bloomington must ensure that campus-living environments are of the highest quality. On-campus student housing has remained largely unchanged since the 1960s. The Third and Union apartment Complex would help to remedy this situation. National data indicated that academic success and progress towards graduation is enhanced when students are able to live on campus. This four-level building would be arranged to facilitate student community, to exchange ideas, and to create a sense of place for students living there.

Indiana University (IU) believes that it is important to offer special opportunities to these students who recognize the advantages of living on campus. To accomplish this, IU intends to combine the amenities of off-campus apartment lifestyle which many students prefer with the advantages that living on campus provides. This project showcases this special opportunity on the Bloomington Campus.

## ALTERNATIVES CONSIDERED

Indiana University engaged consultants to determine the best design for this critical facility. The university decided this option best met the needs of the program and its relationship to the students, faculty, and campus.

## RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project is part of the university's long-term master plan for the Bloomington campus.

## HISTORICAL SIGNIFICANCE

Indiana University does not consider any of the buildings or structures affected by this project to be historically significant.

## STAFF ANALYSIS

Indiana University is requesting a favorable review for a new apartment complex on the Bloomington campus. The new apartment complex will take the place of previous on campus housing that was demolished in order to make room for the expansion of the Jacob's School of Music and the closure/rehabilitation of various on campus apartments. The new apartment complex will be located on the southeast corner of campus near the Forest and Willkie residence halls. Plans call for 122 beds covering an area of 84,000 gross square feet, a cost of \$191 per gross square foot.

Currently, Residential Programs and Services (RPS) houses nearly one third of the total IU-Bloomington population on-campus. In September 2010, on campus housing had a capacity rate of 99.9%, which has grown from 92.6% in 2004. In many cases, on-campus housing is in such high demand that students are placed in floor lounges until rooms/beds are available. Currently, IU – Bloomington requires freshman to reside on-campus for the first year. While freshman are required to live on campus, approximately 27% return to on campus housing their sophomore year and by their senior year only 9.4% return to on campus housing. However, with increased enrollment and new on campus living options available to students, many students are electing to stay on campus.

With the creation of new apartment complex options on campus, IU will be able to provide a competitive on campus housing option that is comparable to off campus apartment housing options. Currently, IU-Bloomington on campus apartment housing options are slightly above the lowest off campus apartment cost, but well below the highest off campus apartment cost. RPS has conducted a study of nearly 50 off campus apartments comparing rates for different room and space configurations.

The new apartment complex will be funded with RPS operating reserves in the amount of \$16 million. IU and RPS expect operating costs for the new apartment complex to be \$472,500 per year, which will be offset due to the demolition and improvements in other on campus housing. RPS has been funding various rehabilitation and renovation projects to on campus housing with reserve funds versus issuing debt.

RPS's 15 year facility plan for on campus housing at IU – Bloomington includes the requested residence hall which is slated to be completed in August of 2013. Additional projects in the 15 year plan include the replacement of various on campus apartments, conversion of an existing residence hall, and the rehabilitation of numerous existing residence halls. Overall, the requested project is designed to keep up with capacity while providing a new on campus living environment.

Staff recommends the Commission provide a favorable review of the project.

**COMMISSION FOR HIGHER EDUCATION**

Friday, May 13, 2011

**DECISION ITEM B-4:                    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:

- Michael A. Carroll Track and Soccer Stadium Field Replacement at Indiana University – Purdue University Indianapolis: \$1,200,000
- Warehouse Renovation at Indiana University Bloomington: \$2,275,000
- Homeland Security / Public Safety Renovation at Vincennes University: \$2,000,000

**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, May 13, 2011*



## **Background Information on Capital Projects on Which Staff Propose Expedited Action**

May 13, 2011

**A-2-11-2-29 Michael A. Carroll Track and Soccer Stadium Field Replacement  
Project Cost: \$1,200,000**

The Trustees of Indiana University request authorization to proceed with the replacement of the existing field at the Michael A. Carroll Track and Soccer Stadium located on the IUPUI campus. This project is estimated to cost \$1,200,000 and is to be funded by campus reserves. This project includes removal of the existing natural grass soccer surface, soil/sand sub-base, and irrigation systems. A larger synthetic turf surface and base system will be installed.

**A-1-11-2-26 Warehouse Renovation  
Project Cost: \$2,275,000**

The Trustees of Indiana University request authorization to proceed with the renovation of the Indiana University (IU) Warehouse located at Range Road on the Bloomington campus. The project is estimated to cost \$2,275,000 and will be funded by Residential Programs and Services (\$1,450,000) and Printing Services (\$825,000). This project renovates a portion of the warehouse presently used for Surplus Stores and general storage to accommodate the relocation of the IU Food Services and the IU Printing Services from the Showers complex.

**E-1-11-2-01 Homeland Security/Public Safety Renovation Project  
Project Cost: \$2,000,000**

The Vincennes University (VU) Board of Trustees request authorization for the Homeland Security/Public Safety Renovation project. The VU Printing Technology Building, which contains 33,716 square feet, was constructed in 1989. The building housed the printing technology program at VU for over 20 years until the program dissolved in 2010. The complete renovation of this facility will convert the building to a Homeland Security / Public Safety education facility. The renovation will include the reorganization of spaces to fit new educational needs, new laboratories for the homeland security and public safety programs and new finishes throughout. The project is one that will provide a vibrant high tech space for a dynamic and energetic learning environment. The estimated cost of this project is \$2,000,000 to be funded from Vincennes University Repair & Rehabilitation Funds.



## COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

**DECISION ITEM C:**                    **Adoption of Non-Binding Tuition and Mandatory Fee Targets for 2011-12 and 2012-13**

**Staff Recommendation**

That the Commission for Higher Education adopts the recommendation of non-binding tuition and mandatory fee increase targets for each of Indiana’s public postsecondary institutions for 2011-12 and 2012-13 consistent with this agenda item.

**Background**

By statute (I.C. 21-14-2-12.5) the Indiana Commission for Higher Education is charged with recommending “non-binding tuition and mandatory fee increase targets for each state educational institution.” The Commission makes these recommendations “after the enactment of a state budget.” The 2011 General Assembly enacted a state budget on April 29, 2011.

**Supporting Document**

*Non-Binding Tuition and Mandatory Fee Increase Targets for Indiana’s public postsecondary institutions for 2011-12 and 2012-13*, May 13, 2011. To be distributed prior to the Commission meeting.



## COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

### **DECISION ITEM D: Policy on Dual Credit Courses Taken in a High School Setting**

#### **Staff Recommendation**

That the Commission for Higher Education approve the *Policy on Dual Credits Courses Taken in a High School Setting*, dated May 6, 2011.

#### **Background**

In November 2005, the Commission for Higher Education approved a *Policy on Dual Credit Courses Taught in High Schools by High School Faculty*. In 2008, the General Assembly passed legislation creating the Concurrent Enrollment Partnership, which looked at a variety of issues related to dual credit and concluded its work by July, 2009 due to a sunset provision in the legislation. At its July, 2009 meeting, the Indiana's Education Roundtable passed a resolution stating that:

“The work of the Concurrent Enrollment Partnership will continue under the direction of the Indiana Commission for Higher Education, in partnership with the Indiana Department of Education, to continue the study and implementation of dual credit in Indiana.”

In the spirit of this resolution, the Commission created the Indiana Dual Credit Advisory Council, which has been meeting periodically since September of 2009. The Council focused considerable attention on the Commission's 2005 *Policy on Dual Credit*, and at its January, 2010, reached a consensus on how the Commission's policy might be refined. Those changes were submitted as the *Policy on Dual Credit Opportunities in Indiana* and approved by the Commission at its February 2010 meeting.

Item (7) of the updated, February 2010, policy states:

“The Commission for Higher Education, in partnership with the Department of Education, postsecondary institutions and local school corporations, shall prioritize state funding, expand accessibility, and build instructional capacity for student dual credit, Advanced Placement and International Baccalaureate opportunities in the following 10 core subject areas: American Government, American History, Biology, Calculus, Chemistry, Economics, English Composition, Physics, Psychology and World Languages.”

By October, 2010, the Indiana Dual Credit Advisory Council reached consensus on ten Subject Areas and their Advanced Placement Equivalents and Core Transfer Library Categories and coined them as “Priority Dual Credit Liberal Arts Courses.” Additionally, it was decided that priority should also be given for the Indiana Department of Education’s Career and Technical Education courses that receive postsecondary credit in their approved career pathways.

The 2011 General Assembly expanded the scope of the Commission’s authority over dual credit courses in Indiana to include the ability to “identify a set of courses that: (1) are offered in the high school setting for postsecondary credit; and (2) receive state funding: as priority dual credit courses” (I.C. 21-43-1.5-1), and to establish “The rate charged to a student for a priority dual credit course” (I.C. 21-43-1.5-2).

These “priority dual credit courses” refer to the list of courses designated by the Indiana Commission for Higher Education that (according to IC 21-43-1-5) if successfully completed are granted postsecondary credits “by a state educational institution” for courses “taken in a high school setting in a program established under IC 21-43-4 (Postsecondary Enrollment Program) or IC 21-43-5 (Double Up Program).”

## **Supporting Documents**

- (1) *Policy on Dual Credit Courses Taken in a High School Setting*
- (2) *Indiana’s Education Roundtable: Resolution to Continue Indiana’s Concurrent Enrollment Partnership, January 2009*
- (3) *Indiana Dual Credit Advisory Council (members)*
- (4) *Policy on Dual Credit Opportunities in Indiana, February 2010*
- (5) *Indiana Commission for Higher Education: Priority Dual Credit Liberal Arts Courses*
- (6) (To be distributed) *Indiana Department of Education’s List of Approved College and Technical Education Career Pathways Courses*



## **Policy on Dual Credit Courses Taken in a High School Setting**

May 6, 2011

### ***Preamble***

*The State of Indiana regards the offering of rigorous dual credit courses as means for expanding access to postsecondary opportunities, encouraging students to pursue higher education, and increasing college completion rates.*

*The following policy applies to Indiana public colleges and universities only.*

**The Indiana Commission for Higher Education's Policy on Dual Credit Taken in a High School Setting includes each of the following defining characteristics:**

- 1) A dual credit course taken in a high school setting refers to courses taken at an Indiana: public school (I.C. 20-18-2-15), charter school (I.C. 20-18-2-2.5), accredited nonpublic school (I.C. 20-18-2-12), or career and technical education center (I.C. 20-37-2-2).
- 2) State funding for dual credit shall be limited to a set of priority liberal arts courses identified by the Indiana Commission for Higher Education along with all Career and Technical Educational (CTE) courses receiving postsecondary credit identified in the Indiana Department of Education's approved career pathways.
- 3) Under the authority granted to the Indiana Commission for Higher Education (I.C. 21-43-1.5-2), the rate charged to Indiana students for the identified dual credit priority liberal arts and CTE courses shall not exceed \$25 per credit hour for courses taken each fiscal year beginning July 1, 2011 through June 30, 2013.
- 4) State support for dual credit funding to public higher education institutions shall be identified separately under a formula prescribed by the Commission.
- 5) The state should help minimize the cost of dual credit delivery by coordinating data collection, marketing and professional development on a statewide basis.

INDIANA'S EDUCATION  
ROUNDTABLE

**Resolution to Continue Indiana's Concurrent Enrollment Partnership**

July 28, 2009

Whereas college completion is directly tied to the income and global competitiveness of Hoosiers; and

Whereas Indiana ranks 42<sup>nd</sup> in the nation with respect to the percentage of adults possessing a college degree; and

Whereas Hoosier students are increasingly looking to dual credit as a way to get a jumpstart on a college degree; and

Whereas successful completion of college coursework while in high school is correlated with higher completion rates for college degrees; and

Whereas significant state resources are being devoted to dual credit by Indiana students, K-12 education and higher education; and

Whereas Indiana has several overlapping – and even contradictory – laws and policies related to dual credit that warrant further study, refinement and clarification; and

Whereas the Indiana General Assembly formed the Concurrent Enrollment Partnership to study and to make recommendations pertaining to dual credit in Indiana during 2008-09; and

Whereas extensive work remains to ensure a streamlined and affordable system of dual credit enrollment, completion and transfer for Indiana students; and

Whereas the Indiana Commission for Higher Education is committed to a college completion agenda that includes quality, consistency and transferability in dual credit.

Now, therefore, Indiana's Education Roundtable recommends that:

**The work of the Concurrent Enrollment Partnership will continue under the direction of the Indiana Commission for Higher Education, in partnership with the Indiana Department of Education, to continue the study and implementation of dual credit in Indiana.**



INDIANA COMMISSION  
for  
HIGHER EDUCATION

# INDIANA DUAL CREDIT ADVISORY COUNCIL

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## Co-Chairs

Dr. Tony Bennett, Superintendent of Public Instruction  
Teresa Lubbers, Commissioner for Higher Education

## K-12 Education

Eric Ban, Principal, Crown Point High School  
Vince Bertram, Superintendent, Evansville-Vanderburgh School Corporation  
Marcus Robinson, Superintendent, Charles A. Tindley Accelerated School  
Debbie Sullivan, Assistant Superintendent, Decatur Township

## Higher Education

Don Doucette, Sr. Vice President and Provost, Ivy Tech Community College  
Carolyn Jones, Director of Curriculum, Vincennes University  
C. Kurt Zorn, Associate Vice Provost for Undergraduate Education, Indiana University  
Ed Jones, Vice Provost for Outreach and Dean of Extended Services, University of Southern Indiana

## General Assembly (*legislative appointees to Indiana's Education Roundtable*)

Dennis Kruse, Senate Education Committee Chair  
Greg Porter, House Education Committee Chair

## Other Organizations

Dan Clark, Executive Director, Indiana's Education Roundtable  
Christopher Guidry, Director of Career & Technical Education, Department of Workforce Development  
David Dresslar, Executive Director, Center of Excellence in Leadership of Learning (CELL)  
Mary Ellen Hamer, Independent Colleges of Indiana  
Carol D'Amico, Conexus Indiana

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## Staff Liaisons

Amy Marsh & Matt Fleck, Indiana Department of Education (K-12 Education)  
Jason Bearce, Jon Gubera & Ken Sauer, Indiana Commission for Higher Education (Higher Education)  
Scott Jenkins, Governor's Office & Jen Oliver, CELL (Other Organizations)



## Policy on Dual Credit Opportunities in Indiana

Adopted February 12, 2010

### *Preamble*

*The State of Indiana regards the offering of rigorous dual credit courses as means for expanding access to postsecondary opportunities, encouraging students to pursue higher education, and increasing college completion rates.*

*For the purposes of this policy, dual credit courses are defined as courses taken by high school students that satisfy requirements for earning credits toward both a high school diploma and a college degree. Dual credit courses are taught by regular high school faculty or by regular or adjunct college faculty.*

*The principles outlined on the pages that follow are designed to promote greater clarity, quality, consistency, transparency and transferability of dual credit opportunities for the benefit of Hoosier students.*

### *Basic Conditions*

*All dual credit courses shall meet the following conditions:*

- 1) Postsecondary campuses shall take appropriate steps to ensure that dual credit courses are of identical quality and rigor to qualify for college credit; in this regard, postsecondary dual credit programs shall embody the following characteristics:
  - a) All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same courses on the postsecondary campus; beyond that, the secondary school and the postsecondary campus may jointly establish additional criteria for determining how students are selected into dual credit courses;
  - b) Course syllabi used for dual credit courses in liberal arts<sup>1</sup>, professional, and career/ technical disciplines shall be identical to course syllabi used in the same courses taught on the postsecondary campus, including class assignments, laboratory experiments, examinations; and textbooks shall be comparable;
  - c) Student learning outcomes expected for dual credit courses in liberal arts, professional, and career/technical disciplines shall be the same as student learning outcomes expected for the same courses taught on the postsecondary campus;

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<sup>1</sup> The term "liberal arts" includes English language and literature, foreign languages, history, the life sciences, mathematics, philosophy and religion, the physical sciences (such as chemistry, physics, and geology), psychology, the social sciences (such as economics, political science, and sociology), and the visual and performing arts.

- d) An academic unit on the postsecondary campus shall be responsible for monitoring, throughout the school year, the delivery and quality of dual credit instruction; such monitoring shall include visits to the secondary class;
  - e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses based on criteria established by the postsecondary institution. The postsecondary campus shall approve the individuals who will teach the dual credit courses in the secondary school, but the school corporation shall be responsible for hiring and compensating this personnel;
  - f) Approved instructors of dual credit courses shall have credentials consistent with the credentials required for on-campus faculty or a development plan approved by the postsecondary institution to satisfy this requirement;
  - g) The academic unit on the postsecondary campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty, who are teaching dual credit courses;
  - h) The postsecondary campus shall establish a mechanism for evaluating and documenting, on a regular basis, the performance of students, who complete dual credit courses; and
- 2) Postsecondary institutions shall generate transcripts for all students who enroll in dual credit courses.
  - 3) All postsecondary institutions and campuses offering dual credit courses in liberal arts, professional, or career-technical disciplines shall:
    - a) Maintain compliance with the Commission for Higher Education's (CHE) dual credit policy;
    - b) Demonstrate adherence to the standards advocated by the National Alliance of Concurrent Enrollment Partnerships to the satisfaction of CHE;
    - c) Demonstrate ongoing adherence to this policy and NACEP standards by submitting to CHE the results from regular self-audits;
    - d) Be subject to state reviews conducted on a periodic (and as-needed) basis by a standing subcommittee of CHE's Statewide Transfer and Articulation Committee (STAC).
  - 4) Since a dual credit course in a liberal arts, professional, or career/technical discipline is deemed to be academically equivalent to the same course taught on-campus by the institution offering the course (see #1 above), the dual credit course shall, consistent with the transfer policies developed by CHE's Statewide Transfer and Articulation Committee (STAC):
    - a) Apply toward meeting the degree requirements of the institution offering the course, in the same way as the on-campus course; and
    - b) Transfer to the other public postsecondary institutions in the state, in the same way as the on-campus course.
  - 5) Wherever possible, the course syllabi for dual credit courses in the liberal arts shall also prepare students for successfully passing Advanced Placement (AP) examinations in the same academic area.

- 6) The Commission for Higher Education, Department of Education and the postsecondary institutions, shall ensure greater statewide consistency and transparency of the corresponding exam scores students must demonstrate in order to earn college credit for Advanced Placement and International Baccalaureate coursework.
  
- 7) The Commission for Higher Education, in partnership with the Department of Education, postsecondary institutions and local school corporations, shall prioritize state funding, expand accessibility, and build instructional capacity for student dual credit, Advanced Placement and International Baccalaureate opportunities in the following 10 core subject areas: American Government, American History, Biology, Calculus, Chemistry, Economics, English Composition, Physics, Psychology and World Languages.

*As passed by the Indiana Commission for Higher Education, February 12, 2010*

**Indiana Commission for Higher Education**  
**Priority Dual Credit Liberal Arts Courses**

Subject Area		Advanced Placement Equivalents	Core Transfer Library Categories
1	American Government	AP United States Government	American Government
2	American History	AP United States History	American History 1 American History 2
3	Biology	AP Biology	College Biology 1 & 2 w/lab
4	Chemistry	AP Chemistry	General Chemistry 1 & 2 w/lab
5	Economics	AP Microeconomics AP Macroeconomics	Microeconomics Macroeconomics
6	English Composition and Language	AP English Language and Composition	English Composition 1 English Composition 2
	Composition and Literature	AP English Literature and Composition	Appreciation of Literature
7	Math		
	Calculus	AP Calculus AB AP Calculus BC	Calculus - Long 1 Calculus - Long 2
	College Level		College Algebra Trigonometric Functions
8	Physics	AP Physics B AP Physics C: Mechanics AP Physics C: Electricity and Magnetism	Physics 1 & 2, Algebra-Based Physics 1 & 2, Calculus-Based
9	Psychology	AP Psychology	Introduction to Psychology
10	World Languages	AP French AP German AP Spanish AP Chinese AP Japanese AP Latin	French Level 1, 2, 3, & 4 German Level 1, 2, 3, & 4 Spanish Level 1, 2, 3, & 4 Chinese, TBD Japanese, TBD Latin, TBD



## COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

### **DECISION ITEM E:                    Policy on Vincennes University's Role and Mission**

#### **Staff Recommendation**

That the Commission for Higher Education approve the *Policy on Vincennes University's Role and Mission*.

#### **Background**

The Commission for Higher Education is authorized to define the educational missions of public colleges and universities in Indiana (I.C. 21-18-6-1 and I.C. 21-18-8-1). With consultation from Vincennes University, the Commission has developed a set of defining characteristics and expectations for VU.

The policy recommendation is the result of a year-long project led by the Commission's Strategic Directions committee to clearly articulate VU's role in the higher education system of Indiana.

#### **Supporting Documents**

*To be distributed*



# COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

## 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 Urban Education Studies	06/30/11	Tabled in Feb.2011; on May agenda for action.
2. IU-South Bend	M.A.T. in Special Education	10/18/10	Under CHE review.
3. IU-South Bend	M.S.Ed. in Educational Leadership	10/18/10	Under CHE review.
4. IU-East	B.S. in Human Life Science	10/18/10	On May agenda for action.
5. IU-East	B.S. in Biochemistry	10/18/10	On May agenda for action.
6. IU-East at New Castle	B.S. in Nursing	03/07/11	Under CHE review.
7. IU-Indianapolis	M.S. in Translational Science	03/07/11	Under CHE review.
8. IU-East	B.A. in History	03/07/11	Under CHE review.
9. IU-Bloomington Statewide via Distance Education Technology	Ed.D. in Instructional Systems Technology	03/30/11	Under CHE review.
10. ITCCI-South Bend	T.C. in Dental Assisting	04/07/11	Under CHE review.
11. IUPU-Columbus	M.A. in Mental Health Counseling	04/27/11	Under CHE review.
12. IU-Kokomo	B.S. in Health Sciences	04/27/11	On May agenda for action..
13. IU-Kokomo	B.S. in Chemical Biology	04/27/11	Under CHE review.
14. IU-Kokomo	B.S. in Biochemistry	04/27/11	On May agenda for action.
15. ITCCI-South Bend, Warsaw, Ft. Wayne, and Indianapolis	A.S. in Pre-Engineering	04/28/11	Under CHE review.
16. ITCCI-South Bend, Warsaw, Ft. Wayne and Indianapolis (Cert./T.C. at Indpls. only)	Cert./T.C./A.A.S. in Machine Tool Technology	04/28/11	Under CHE review.



## COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

### **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-1-11-2-16 Purdue University  
General R&R Projects – ARRA funding  
Project cost: \$925,278

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 final draw of ARRA funds for PU and represents 100% of the remaining ARRA funds appropriate to PU.

C-1-11-2-04 Indiana State University  
General R&R Projects – ARRA funding  
Project cost: \$199,627

Indiana State 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 final draw of ARRA funds for ISU and represents 100% of the remaining ARRA funds appropriate to ISU.

F-0-11-6-06 Ivy Tech Community College of Indiana  
General R&R Projects  
Project cost: \$302,000

The Ivy Tech Board of Trustees requests approval for two projects on the Indianapolis campus for \$302,000. The first project will replace a failing chiller at the Tech Center and will be funded at \$150,054 with ARRA funding. This is the final draw of ARRA funds for Ivy Tech and represents 100% of the ARRA funds appropriate to Ivy Tech. The second project will be to replace a failing chiller at the Fairbanks building and will be funded by College reserves at a cost of \$151,946.

D-1-11-2-04 Ball State University  
General R&R Projects – ARRA funding  
Project cost: \$299,193

Ball State 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 final draw of ARRA funds for BSU and represents 100% of the ARRA funds appropriate to BSU.

B-2-11-2-17 Purdue University- Calumet  
Schneider Avenue Building Energy-Efficiency and Water Institute Research Facility  
Project cost: \$1,944,000

The financing and construction of the project, “Schneider Avenue Building Energy-Efficiency and Water Institute Research Facility” on the Calumet campus has been approved as required under the Bylaws of the Board of Trustees of Purdue University. This project will renovate the Schneider Avenue Building to construct two research laboratories within the building. The research laboratories are for the Purdue Calumet Water Institute and the Energy Efficiency and Reliability Center. The estimated cost of this project is \$1,944,000, to be funded from Federal Grant Funds from the Department of Energy.

## II. NEW CONSTRUCTION

None.

## III. LEASES

None.

## IV. LAND ACQUISITION

None.

## COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

### 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.

A-7-09-1-09      Indiana University Northwest  
Tamarack Hall Replacement and Ivy Tech Community College – Northwest  
Project Cost: \$45,000,000

The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. The expected cost of the project is \$45,000,000 and would be funded from 2009 General Assembly bonding authority. This project is pending review from the Commission for Higher Education.

- F-0-08-1-03 Ivy Tech Community College of Indiana  
Bloomington New Construction A&E  
Project Cost: \$20,350,000
- 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 \$20,350,000 and would be funded from 2009 General Assembly (\$20,000,000) and 2007 General Assembly (\$350,000) bonding authority. This project is pending review from the Commission for Higher Education.
- B-1-10-6-18 Purdue University  
Herrick Labs Center for Advanced Acoustics Research Addition  
Project cost: \$12,500,000
- The Trustees of Purdue University seeks authorization to proceed with planning of the project Herrick Labs Center for Advanced Acoustics Research Addition on the West Lafayette campus. The expected cost of the planning of the project is \$12,500,000 and would be funded from Federal Grant Funds and departmental funds. 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 seeks 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 seeks 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 requests 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.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.



## **COMMISSION FOR HIGHER EDUCATION**

Friday, May 13, 2011

### **INFORMATION ITEM D: Minutes of the March 2011 Commission Working Sessions**

#### **MINUTES OF THE COMMISSION WORKING SESSIONS**

Thursday, March 11, 2011

##### **I. CALL TO ORDER**

The Commission for Higher Education met in working session starting at 4:30 p.m. (ET) at University Place Conference Center, Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Marilyn Moran-Townsend, Ken Sendelweck, Carol D'Amico, Jud Fisher, Eileen Odum, George Rehnquist, Keith Hansen and Michael Smith.

Absent were: Chris Murphy, Jon Costas, and Susana Duarte de Suarez

Staff present: Jason Bearce, Jon Gubera, Jason Dudich, Ken Sauer, Catisha Coates and Jennifer Seabaugh.

##### **II. DISCUSSION**

- A. Jon Gubera, Associate Commissioner for Policy, presented an update on the progression or lack thereof for bills in the current legislative session that are associated with the mission of the Commission.
- B. Jason Dudich, Chief Financial Officer, presented on the status of the budget process in the legislature including an update on the Commission's proposal.
- C. Representatives from IUPUI presented information about their proposed PhD in Urban Education. Some Commission Members expressed support for the program while others concern about the necessity of adding the program.
- D. Jason Bearce, Associate Commissioner for Strategic Communications, informed the Members that staff was writing a grant proposal for the recently announced competition from Complete College America. There will be 10 awards given to 10 states for \$1million dollars each.

##### **III. ADJOURNMENT**

The Chair adjourned the meeting at 6:15p.m. (ET).

## **MINUTES OF THE COMMISSION WORKING SESSIONS**

Friday, March 12, 2011

### **IV. CALL TO ORDER**

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at University Place Conference Center, Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Ken Sendelweck, Carol D'Amico, Jud Fisher, Eileen Odum, George Rehnquist, Chris Murphy, Susana Duarte de Suarez, Keith Hansen, and Michael Smith.

Absent were: Jon Costas, and Marilyn Moran-Townsend

Staff present: Teresa Lubbers, Jason Bearce, Jon Gubera, Jason Dudich, Ken Sauer, Catisha Coates and Jennifer Seabaugh.

### **V. DISCUSSION**

- A. Ken Sauer, Associate Commissioner of Academic Affairs, briefly discussed the academic programs up for approval at the Commission meeting.
- B. Jon Gubera, Associate Commissioner for Policy, briefed the Members about the PARCC initiative and Indiana's participatory role.
- C. Jason Dudich, Chief Financial Officer, presented on Purdue's new lease project.

### **VI. ADJOURNMENT**

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