

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, March 14, 2013**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, Illinois Fall Creek Center, Community Room 102, 1<sup>st</sup> Floor, 2535 N. Capitol Ave., Indianapolis, IN 46208, with Chair Marilyn Moran-Townsend presiding.

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

*Members Present:* Gerald Bepko, Dennis Bland, Jud Fisher, Chris LaMothe, Marilyn Moran-Townsend, Hannah Rozow, Kent Scheller, and Mike Smith (via conference call).

*Members Absent:* Susana Duarte De Suarez, Chris Murphy, Dan Peterson, George Rehnquist.

**CHAIR'S REPORT**

Ms. Moran-Townsend asked Dr. Bepko to read a resolution honoring Dr. Carol D'Amico.

Dr. Bepko read a resolution honoring Dr. Carol D'Amico.

**R-13-02.1**     **WHEREAS** Dr. Carol D'Amico served with distinction on the Indiana Commission for Higher Education since her appointment in December 2008 as one of the Commission's At Large Members and her reappointment in March 2011; and

**WHEREAS** Carol drew from her education and corporate experience to contribute in important ways to the development of the 2011-13 and 2013-15 Biennial Budget recommendations; and

**WHEREAS** Carol made important contributions during the Commission's retreats and discussions that led to the adoption of *Reaching Higher, Achieving More*; and

**WHEREAS** Carol has been a dedicated member and, during the current year, Chair of the ICHE's newly formed Academic Affairs and Quality Committee; and

**WHEREAS** Carol played a crucial part in the Commission's adoption of the Checklist of Criteria for Approving New Degree Programs and in streamlining the Commission's procedures for action on New Degree Proposals; and

**WHEREAS** Carol's keen and sometimes provocative insights and her sophisticated sense of humor have made Commission discussions, both in sessions as a Commission and individually and in smaller groups of

Commissioners, more interesting, enlightened, and more responsive to public and workforce needs;

**NOW THEREFORE BE IT RESOLVED**, that the Commission for Higher Education expresses its appreciation for Carol D’Amico’s service to the State on behalf of Indiana higher education and wishes her every success as she continues her important work with Project Lead the Way and attends to family matters (Motion – Bepko, approved by consensus).

Ms. Moran-Townsend announced that Kent Weldon’s Conference will be held on Tuesday, April 2<sup>nd</sup>, 2013, and it would be focused on force integration in higher education. In addition to the traditional attendees, the Commission is also inviting advisors. The Conference will be held at Indianapolis Marriott East; registration is open on the Commission’s website; the deadline is Wednesday, March 27<sup>th</sup>.

Ms. Moran-Townsend also reminded that the deadline for an application for a position of a faculty member is Friday, March 29<sup>th</sup>.

### **COMMISSIONER’S REPORT**

Ms. Teresa Lubbers, Commissioner, said that today’s Commission meeting will provide the Commission with a unique opportunity to hear from three of the nation’s leading voices on the reasons why closing the achievement gap in educational attainment is so important to the nation and Indiana. She said she was mentioning this in her remarks because the Commission’s strategic plan “*Reaching Higher, Achieving More*” is primarily focused on ways to increase completion, and specifically - on time completion; and these efforts are especially necessary in serving underrepresented populations in the higher education pipeline. Ms. Lubbers expressed the hope that today’s discussion will help refine Commission’s efforts and direct the work of the Commission around the redesign of the 21<sup>st</sup> Century Scholars Program and remediation.

Ms. Lubbers stated that central to closing the achievement gap and increasing the attainment levels is improving the preparation of students entering higher education. Ms. Lubbers added that there is some good news on this front. The trend data from 2009-2012 regarding advanced placement is very encouraging. Indiana ranks number one nationally for the increase in the percentage of graduates taking an Advanced Placement (AP) exam and fourth for the increase in the percentage of graduates passing (scoring a 3 or higher) on an AP exam. Indiana improved its national ranking in the percentage of graduates passing an AP exam by seven spots – the highest movement in the country.

Ms. Lubbers pointed out that it is important to put these increases in context. Indiana still ranks below the national average with 15.5 percent of students scoring a 3 or higher on an AP exam. Thinking about these numbers in relationship to today’s discussion about the achievement gap, there is an important takeaway measured in the state’s potential loss of students who demonstrate high potential for success but are not taking AP courses or tests. For example, among students with high potential for success in AP math course work, only 4 out of 10 white students, 3 out of 10 Hispanic students, and 3 out of 10 African American students took any AP math course.

Then Ms. Lubbers brought to Commission’s attention some other important data points that came out of the 2013 State Higher Education Finance Report which is produced by the State Higher Education Executive Officers regarding state funding per student and college tuition and fees. At the national level, state funding per student fell by 9.1 percent last year and by 23.1 percent over

the past five years. Only three states increased funding per student between 2011 and 2012. Of the 47 states that saw a drop in funding per student last year, Indiana had the lowest decrease at -0.1 percent. Over the past five years, Indiana's state funding per student decreased by -17 percent. While Indiana's decrease was well below the national average, Indiana's state funding per student is still below the national average (\$5,896 compared to \$4,258).

Regarding national tuition trends, continued Ms. Lubbers, the amount students paid in tuition, after state and institutional grants, climbed by 8.3 percent last year and by 19.1 percent over a five year period. In comparison, average tuition at Indiana colleges climbed by 4.9 percent last year and by 5.9 percent over a five year period.

The bottom line, concluded Ms. Lubbers, is that Indiana state funding fell and tuition levels increased, but not by as much as national averages.

## **CONSIDERATION OF THE MINUTES OF THE FEBRUARY 2013 COMMISSION MEETING**

**R-13-02.2 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the December 2012 regular meeting (Motion – Fisher, second – Scheller, unanimously approved)

## **II. THE PUBLIC SQUARE - COMPLETION**

### **A. The Achievement Gap – A Panel Discussion**

Ms. Moran-Townsend announced that a panel discussion will be focusing on the issues that are critically important for Indiana's higher education and "*Reaching Higher, Achieving More.*" Ms. Moran-Townsend asked Ms. Lubbers to facilitate the panel.

Ms. Lubbers explained that the three panelists are national experts who are going to share information both in terms of the national numbers regarding the achievement gap, especially as it relates to Hispanic and African-American communities, as well as the information about Indiana; what can be done to improve this situation, and why it is so important.

Ms. Lubbers introduced the first speaker, Dr. Elizabeth Gutierrez, Director of State Policy, Lumina Foundation of Education. Dr. Gutierrez has an extensive background in policy issues, higher education, business and philanthropy.

The second panelist, whom Ms. Lubbers introduced, was Dr. Michael Lomax, President and CEO, United Negro College Fund (UNCF.), who is going to share his experience as the largest provider of scholarships and educational opportunities for the African-American community.

The third panelist was Mr. Frank Alvarez, Former President and CEO, Hispanic Scholarship Fund, the largest scholarship fund for Hispanic community. Ms. Lubbers said that while Hispanic population is not as large in Indiana as in some other states, it is growing; and the Commission needs to work closer with these two populations in order to reach its goal.

Dr. Gutierrez began her presentation by saying that the goal of Lumina is to increase the number of adults with postsecondary credentials or a degree to 60 percent of a total population by the year 2025. This is a national perspective, and a national goal. Dr. Gutierrez said that Indiana is a great example for other states with “*Reaching Higher, Achieving More*” as a very completion-driven plan with data and metrics that are important for measuring the change and reaching the goal.

Dr. Gutierrez told the Commission that annually Lumina presents a report called “Stronger Nation through Higher Education”. This report is also broken down by the state population and by age cohort. The full report will be released in April.

Dr. Gutierrez presented several slides. First one, regarding the path to an attainment in the United States, showed an improvement of 3.7 percent. Dr. Gutierrez pointed out that if the country goes at the same pace, the goal of 60 percent will be reached by the year 2025. In its report Lumina shows the numbers pertaining to a cohort of people in ages between 25 and 64, for typically these are people who finished their postsecondary education and are in the workforce.

A slide regarding the path to a degree attainment in Indiana showed the percent of attainment as 33.8, slightly below the national average of 38.7 percent. However, said Dr. Gutierrez, if Indiana continues on the same path, it will reach 41 percent by the year 2025.

Another slide showed the degree attainment rates among the United States’ adults ages 25-64 by population group. Almost in every state the largest group is high school graduates; the second largest group represents those with some college, but no degree. The last slide shows levels of education for Indiana’s group between 25-64 years of age. The similarities with the percentage for the USA are evident, though the percentage of high school graduates is much higher. The second largest group in Indiana is also the group of those with some college, no degree.

Dr. Gutierrez explained that the full report will be much more detailed, broken down by counties and ethnicities. Indiana has the fastest growing Latino population, and it is necessary to make policies that will affect this group. Dr. Gutierrez stated that Indiana’s Common Core state standards are a step in the right direction, aligning what the students need to know when they graduate from high school with what they need to know when they start the college.

Ms. Lubbers added that the numbers on the report show that Indiana ranks the third in the nation, behind Pennsylvania and West Virginia in number of people having high school diploma.

Ms. Lubbers invited Mr. Alvarez to talk about the Indiana challenges. Mr. Alvarez praised the work of the Commission, stating that it is doing the right thing, having an important goal to increase degree production. Mr. Alvarez noted that the United States is the 14<sup>th</sup> in the world in terms of academic attainment. However, there has been a dramatic improvement: the USA today has 43 percent of population with a degree.

Mr. Alvarez said that the Hispanic population is 51 million across the country. Spanish is a common language; and there is also a common religious affiliation in

Hispanic communities. Hispanic society is matriarchal; the closest correlation in academic attainment level in a family is the degree of schooling the mother has. Across the country the inspirational level is very high: 94 percent of Hispanic parents want their kids to go to college; in Indiana 88 percent of Hispanic kids know that college is important to their future.

Mr. Alvarez explained that large part of Hispanic population comes from the countries where the education is provided by the state or by the government. In Hispanic family, parents raise their children to be healthy and have good values; and this is the meaning of a Spanish word “educar”. However, Hispanic parents do not think it is their responsibility to be involved in their child’s education.

Mr. Alvarez said that there is a progress across the country. In Indiana there are 390,000 Hispanics. The academic achievement level is 18.7 percent in the age group of 25-64; but if it is broken down to an age group of 25 to 34, the numbers are higher. The immigrants in age group 18 to 24 are the third less in high school graduation; this looks different from the states that have large Hispanic population and have had it for generations. In Indiana the native born Hispanic high school students are attaining at the same level as non-Hispanic, white children.

Overall, continued Mr. Alvarez, the state has been somewhat underperforming. Hispanic population in Indiana is relatively small, but it is growing: it grew 43 percent from 2000 to 2010. There is an 80 percent growth of Hispanic businesses in the state, and Mr. Alvarez mentioned a few companies in Indiana that are working closely with Hispanic communities.

Ms. Lobbers invited Dr. Lomax to speak.

Dr. Lomax began his presentation by giving a brief history of the creation of the United Negro College Fund in 1944. Today the need to get a college education is even greater than it was in 1944. The goal of United Negro College Fund back in 1944 was to remove the financial barrier, to help the students with scholarships. Today UNCF is the largest minority scholarship provider, with hundreds of thousands in scholarships, so even though removing the financial barrier is still very important, the big part now is how to incent the students financially to complete. Federal financial aid does not serve low income first generation kids, or families that do not have assets.

Dr. Lomax said that the students, who are in this pipeline, including a number of adults, have low or moderate income. They need more grants, and it is important to teach them how to use money from Pell grants. Students, who have grants, tend to persist and complete more than students who have to borrow. Also, students who study full time complete better.

Dr. Lomax stated that UNCF wants to see more African-Americans graduate from college. But just removing financial barrier is not enough. There are too many people who can’t go to college because they drop out of high school; or do not have the academic readiness to succeed. In African-American community in the United States only five percent of students who graduate from high school are college ready by ACT standards.

Dr. Lomax talked about achieving financial and academic readiness, saying that this can be done by building a college going culture in African-American community. Just like in Hispanic community, close to 90 percent of African-American low income parents with students in public schools want their kids go to a four-year college. They have to learn how to navigate the system effectively to reach that goal. Parents are looking for leadership and guidance on how to make their decisions. Dr. Lomas commended the Commission for reaching out to the community.

In response to Ms. Moran-Townsend's question on how to engage more male African-Americans to complete college, Dr. Lomax responded that African-American boys get more punishment in the education system than education. Beginning with the grade school, boys are going to be punished, suspended or expelled for their behavior. That disparate punishment drives them into incarceration; and this is true not just for African-American boys. It is necessary to understand how to manage their behavior that does not punish, but keeps them in the system.

Responding to Ms. Moran-Townsend's request to share the information on why the immigrant population does not do as well as the native one, Mr. Alvarez said that the pattern seen in Hispanic community is the same that had existed historically in other immigrant communities. The first families move here because of the economic conditions; they try to raise money, so children drop out of school to go to work. The children, who are born here to immigrants, are performing better; however, in the second generation there is the same lack of progress and a dropout rate.

Mr. LaMothe made a comment that the Commission is working on a mechanism to communicate more directly with parents and students; to build a public voice and release data. He added that it is important to think outside the box, and there is a lot of work and effort to be put forward.

Mr. Alvarez pointed out that the Commission has a more important role which is in its governance purview, and which is developing the policy that will become a path to follow, teach the students what classes they need to take in school in order to pave the way to college. Mr. Alvarez added that Hispanic community has great organizations that will take this information and communicate it more directly to the families.

Responding to a question from Dr. Bepko whether there have been any efforts made to have separate boys' and girls' schools, in hope to prevent boys from acting out and being punished, Dr. Lomax said that beginning as early as preschool, black boys, and now increasingly black girls, are being targeted for more disparate discipline. This occurs in environments that are oftentimes predominantly African-American, and some of the schools have a long history of that. Dr. Lomax noted that this is an opportunity for a research, but this is a tough issue, and not only for African-American boys.

In response to a question from Dr. Scheller regarding a policy that would help to close the gap, and who would be able to create such a policy, Dr. Gutierrez responded that Lumina has the strategic plans, and the first strategy of this plan is to create a social movement around the educational attainment. Policies do not always work, noted Dr. Gutierrez, adding that in her opinion the social movement is going to

be very important, and it should start early, in order to model the right kinds of behavior. If children of color do not receive a friendly message from their school from the very beginning, this will have a dampening effect on their thirst for knowledge and self-esteem. If a student can't read by the third grade, chances are he will not complete the high school and drop out by the eighth grade. Dr. Gutierrez stated that it is very important to demonstrate that having a college degree is no longer a luxury, but absolutely essential. The latest research by Lumina shows that over 63 percent of jobs in the American economy in year 2020 will require some kind of postsecondary credential.

In addition to this comment, Dr. Lomax said that this social movement should be inspired by changing the narrative. He said that at UNCF they tell the stories of real life students. Dr. Lomax stated it is most important to inspire young people who need to get on this path themselves and be determined and persistent.

Mr. Alvarez commended the Commission on the resolution on closing the achievement gap that will be approved later during the meeting. This action shows that the Commission wants to collect data and wants to be accountable for it as a state.

Mr. Bland asked Dr. Lomax to talk about the issue of higher education attainment vis-à-vis race and racism in history. Dr. Lomax said that any time there is a talk about racism in this country a painful sore is being opened. It is important to understand that for generations African-Americans have been viewed as intellectually incapable, subject only to certain educational opportunities. The country has grown beyond that, but there is still some residual effects. Dr. Lomax expressed hope that people will think out of the box on how to solve this problem. For him, this means making sure that more children are visiting various campuses; enlisting the alumni of historically black colleges to do the counseling; bringing churches to inspire the children; involving the black community. Dr. Lomax pointed out that it is necessary to recognize that racism has been an issue and move beyond it by actually engaging both white and black communities, so that it is really one community.

In response to a question from Ms. Rozow about the ways to make the students stay in college and graduate, as well as about the role of diversity in advising, Dr. Gutierrez said that some of the institutional rules need to change to reflect the 21<sup>st</sup> Century students and their objectives. Dr. Gutierrez stated that it is necessary to provide incentives for the students to complete. Some legislatures, like Indiana's, started to make sure that the students are taking Statewide Transfer General Education Core courses. Dr. Gutierrez mentioned Lumina's three big frontiers that they see: first, student aid, which is both state and federal issue; second, building a better credentialing system for the nation; and the third, the new methods of delivery.

Dr. Lomax added that the children who go to college directly after high school do not succeed because they have academic and social emotional issues. It is necessary to learn how to deliver support to those students effectively and efficiently, using technology and people. There is also a huge number of non-18 year olds who need to get more education; but they can't get it in the traditional way; however, online classes will be an option for them.

Mr. Alvarez made a comment that the democratization of education is already on the way; it's been offered free through several online organizations. Traditional education is not just 18-19-year olds going to college anymore; working adults are more traditional now, so the system has to be adjusted.

Ms. Lubbers thanked Dr. Lomax, who needed to leave early, for providing the information and inspiration that the Commission needed to do its work.

Responding to Ms. Moran-Townsend's question about the ways to get back to college the 700,000 of Hoosiers who have some college credits, but no degree, Mr. Alvarez said that it has been discovered through Western Governors' University (WGU) that if the students are given credit for the work experience, they get much closer to completing a degree.

In response to Mr. Bland's question regarding an immediate opportunity for the Commission in terms of policy, Dr. Gutierrez said that it is time to start implementing the goal. Indiana is taking a lead in looking at how the goal could be applied individually to the institutions. The same can be done for population groups, and for communities.

Answering Mr. Fisher's question, Dr. Gutierrez said she did not have the numbers of the completion degrees for African-Americans in the country right now; however, Lumina will have the latest report by the end of April, using the US Census data, and the report will have all the attainment data for each population group.

Mr. Fisher made some brief comments about the education work that was done at a foundation where he works. He mentioned some programs that worked and those that did not, and how his company learned a lot about being prescriptive.

Ms. Moran-Townsend asked Mr. Bland to share a comment he made during the morning discussion, regarding the disparity of language between various households.

Mr. Bland said that there is data that indicates life-long success based upon the number of words the children are learning in the early years. Mr. Bland made a supporting observation that it is not only the number of vocabulary words that matters, but also the type and the quality of these words. If the vocabulary is negative and non-inspirational, it further perpetuates the likelihood that it will not lead to a success.

Ms. Moran-Townsend thanked the panelists.

### **III. TIME-SENSITIVE ACTION ITEMS**

#### **A. Resolution to Close the Achievement Gap**

**R-13-02.3**            **WHEREAS**, the Indiana Commission for Higher Education (“Commission”) has set a goal that 60 percent of the state’s population complete education beyond high school by the year 2025; and

**WHEREAS**, Indiana currently ranks 40<sup>th</sup> in the nation in education attainment with only a third of Hoosiers having completed education beyond high school; and

**WHEREAS**, increasing education attainment in Indiana will provide Hoosiers with more opportunities, higher earnings and greater job security; and

**WHEREAS**, increasing education attainment in Indiana will provide the state with a stronger economy, a stronger workforce and a stronger middle class; and

**WHEREAS**, less than a third of Hoosier college students currently earn a four-year degree and just over half graduate after six years; and

**WHEREAS**, unacceptable disparities in college completions rates exist between underrepresented student populations and Indiana's college population as a whole; and

**WHEREAS**, Indiana's current four-year college completion rates are 40 percent for the White student population, 35 percent for the Hispanic student population and 16 percent for the Black student population; and

**WHEREAS**, Indiana's current six-year college completion rates are 59 percent for the White student population, 53 percent for the Hispanic student population and 34 percent for the Black student population; and

**WHEREAS**, these persistent disparities in Indiana's college completion and education attainment rates create enduring inequities in the economic well-being and opportunities afforded to Hoosiers,

**NOW THEREFORE BE IT RESOLVED,**

- I. That the Commission for Higher Education sets a goal that Indiana's college completion achievement gap between underrepresented student populations and the overall student population will be reduced in half by the year 2018 and eliminated by 2025;
- II. That the Commission calls upon Indiana's higher education institutions to publicly set targets for closing completion rate gaps for underrepresented populations; and
- III. That the Commission will annually publish the college completion rates for student demographic groups and highlight successful strategies for closing the

achievement gap as part of the Indiana College Completion Report (Motion – Fisher, approved by consensus).

## **B. Capital Projects for Which Staff Proposes Expedited Actions**

**R-13-02.4**      **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Purdue University – Indianapolis: Lease of Space at Wishard Hospital for Pharmacy Program - \$3,266,185 (est)
- Indiana State University – Terre Haute Campus: Demolition of Statesman Towers - \$4,000,000 (Motion – Bepko, second – Fisher, unanimously approved)

## **IV. RHAM Item Update**

### **A. Statewide Transfer General Education Core and Credit Creep**

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, presented this item.

First, Dr. Sauer referred to Statewide Transfer General Education Core in the Agenda book on page 24. He explained that the legislation created the Statewide Transfer General Education Core; this Core was supposed to be developed by December 1<sup>st</sup>, and the institutions did a great job in meeting that deadline. The next deadline in legislation is May 15, and that is the date by which Statewide Transfer General Education Core needs to be implemented.

Dr. Sauer pointed out that many details need to be sorted out before the Core can be implemented, and it would affect students entering college in the next academic year. The faculty groups began to draw the registrars in the process, to get their practical perspective in the implementation plans. Dr. Sauer added that some frequently asked questions are going to be developed, as well, to serve as a guide not only to the registrars, but to the students, counselors and advisors.

Dr. Sauer mentioned grades as one of the issues involved with the implementation of the Core. The overall GPA has to be 2.0 after finishing 30 credit hours in order for General Education Core to count in the way it is called for by the legislation; in other words, if a student completes Core in one campus, it can transfer and serve as meeting the equivalent Core in any public institution.

As to the individual course grades, continued Dr. Sauer, a two-part principle is developing. One is that a student needs to have a passing grade in the course in order for it to count toward fulfilling the Statewide Transfer General Education Core. However, there is another aspect to this. For example, the course is needed not just to satisfy the General Education Core requirements, but for the major, as well; so in order for the

course to count toward meeting this requirement, a student needs to have a C or better. If the student does not, this credit would be counted as undistributed credit for an elective.

Dr. Scheller inquired whether an individual course could transfer with just a D grade, to which Dr. Sauer responded in affirmative; however, he pointed out that it would transfer in the context of meeting the entire General Education Core; for example, if the student takes a science course with a lab; in a lecture portion he gets a B, and in a lab section he gets a D; this course still could be transferred. It reflects the campus policy and would be consistent with the similar way both native and transfer students would be treated; and this is what the legislature calls for.

Next issue mentioned by Dr. Sauer is dealing with AP credit, dual credit and transfer credit from other institutions. Existing state laws and policies dealing with dual credit and AP courses should apply in cases when someone takes a course from another institution, outside Indiana public institutions, or in Indiana non-public institutions that participate in CTL (Course Transfer Library). That led to the conclusion that as long as the institution is regionally accredited, and as long as the receiving institution is certifying that the student has completed the Statewide Transfer General Education Core, then it will count toward this Core and will satisfy it.

Dr. Sauer noted that this principle is in the spirit of the legislation and it is intended to encourage students to try to complete their Core. There is an emphasis in a quality section in *“Reaching Higher, Achieving More”* on student learning outcomes. It is important to keep reminding everybody that this Core is consistent with the language of the legislation and is built upon it. Dr. Sauer added that he had circulated that document among colleagues in other states, and received a very positive reaction. It is because the development of this Core started with looking at what students are supposed to know, and what they are expected to know and do when they complete this Core. Dr. Sauer complemented the institutions for including learning outcomes in this Core.

In conclusion, Dr. Sauer mentioned that after the implementation work is done, the Commission will start working on the assessment aspect.

Ms. Moran-Townsend congratulated Dr. Sauer on this work.

Mr. LaMothe pointed out that the fact that a student can transfer credit with 1.0 GPA (or D) is out of sync with the institutions’ policy of academic probation or dismissal of a student if he has 2.0 GPA or less.

In response to Ms. Rozow’s question whether there are efforts to work on a dual credit quality, Dr. Sauer responded in the affirmative. He mentioned a report prepared by Higher Learning Commission and funded by Lumina, which also reflects some very good Indiana’s policies that are in place.

Referring to Mr. LaMothe’s comment, Dr. Mary Ostrye, Provost and Senior Vice President, Ivy Tech State College, said that university representatives had extensive conversations regarding both transfer and probation policies, and have agreed that this works. A student can’t transfer with less than 2.0; this is one of the foundational principles. However, if a student is transferring a whole set of competencies, then even with a D in one course, the faculty might say that the competencies are met.

Dr. Scheller encouraged the faculty group to consider certain accreditation requirements for dual credit.

Dr. Sauer confirmed that in order to offer dual credit the institutions are to be accredited by NACEP (National Alliance of Concurrent Enrollment Partnerships) or go through a state process, which uses NACEP's standards, as the basis for the approval. Dr. Sauer added that it is necessary to encourage institutions and campuses to have dialogues on these particular situations as they arise.

Dr. Sauer also mentioned that the Commission has reports from all the institutions, which have made a lot of progress toward reducing credit hours to the standard expectations.

**V. INFORMATION ITEMS**

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

**VI. NEW BUSINESS**

Mr. Bland thanked Dr. Sauer and the staff for their work.

**VII. OLD BUSINESS**

There was none.

**VIII. ADJOURNMENT**

The meeting was adjourned at 3:25 P.M.

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Marilyn Moran-Townsend, Chair

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Chris LaMothe, Secretary