

# **A G E N D A**

Commission for Higher Education

*COMMISSION MEETING*

**University Place Conference Center**

IUPUI Campus, Room 132

850 W. Michigan Street

Indianapolis, IN

Phone: 317-274-3876

**Friday, November 13, 2009**

- 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**
- V. CONSIDERATION OF THE MINUTES OF THE OCTOBER COMMISSION MEETING**
- VI. DISCUSSION ITEMS**
  - A. State Budget Presentation
  - B. Associate Degree Production Report
  - C. Budget Line Item Reports: Indiana State University
    - 1. Degree Link
    - 2. College Cooperative Southeast
    - 3. South Central Educational Association

**VII. DECISION ITEMS**

A. Academic Degree Programs

1. Master of Arts and Master of Science in Recreation and Sport Management To Be Offered by Indiana State University-Statewide via Distance Education Technology
2. Academic Degree Programs on Which Staff Propose Expedited Action
  - Master of Fine Arts in Visual Art to be offered by Ball State University at Muncie
  - B.A./B.S. in Sport Administration to be offered by Ball State University at Muncie

B. Capital Projects

1. Purdue University-West Lafayette Student Fitness and Wellness Center Renovation and Addition
2. Ivy Tech Community College of Indiana, Multi Modal Parking Facility at Indianapolis

C. Major Research University Indicators of Competitiveness and Success: Guiding Benchmarks

**VIII. INFORMATION ITEMS**

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

**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 December 11, 2009, in Indianapolis.

**COMMISSION FOR HIGHER EDUCATION**

Friday, November 13, 2009

**DISCUSSION ITEM C1: Budget Line Items: Indiana State University, Degree Link**

**Staff Recommendation**

For discussion only.

**Background**

As part of the biennial budget process, the Commission makes recommendations on the so called higher education line items. The Commission is taking time during this off-budget year to take a closer look at the several line items in the budget than is typically possible in the busy budget session. The first group of line items to be reviewed by the Commission is three line items assigned to Indiana State University: Degree Link, College Cooperative Southeast, and South Central Educational Association.

**Supporting Document**

*Degree Link Budget Request from Indiana State University, 2009-11 Biennial Budget Request*

# DegreeLink

## BACKGROUND

### Introduction

DegreeLink, a statewide, baccalaureate degree completion initiative, was designed to meet the educational needs of place- and time-bound Hoosier adults. Access to workforce-related degree completion opportunities had been difficult for these adults for several reasons, including little opportunity in underserved rural areas, and a lack of seamless transfer or articulation opportunities which allow students to move from two- to four-year degree programs. DegreeLink was conceived in response to these concerns.

### CHE Approval

On April 11, 1997, the Commission for Higher Education (CHE) approved eight DegreeLink degree programs (the program was then known as PEPP - Partnerships for Enhanced Postsecondary Participation) to be offered by ISU statewide via mediated instruction. In June, the CHE recommended that the State Budget Committee and the State Budget Agency allocate state funds to support the DegreeLink (PEPP) project and proposed a schedule for the development and roll out of the degree programs by distance learning. The primary delivery focus for these programs was to Ivy Tech and Vincennes University locations, and several Area Learning Centers throughout the state. The initial appropriation (1997-99) for this project by the legislature was \$500,000 for each year of the biennium with an additional \$900,000 in one-time dollars. To date, a total of 11-degree programs have been approved by the Commission for statewide-mediated delivery. DegreeLink is considered one part of the broader ISU distance learning delivery mechanism.

### DegreeLink Goal

DegreeLink addresses Indiana's need for increased numbers of baccalaureate degree holders in workforce-related fields of study. The overall DegreeLink strategy is to develop comprehensive statewide program articulation between ISU and Ivy Tech and Vincennes University to facilitate bachelor's degree completion through the third and fourth year of ISU programs delivered both on- and off- campus. These three institutions have been constructing this partnership to provide for a more seamless transfer of credits since the middle of 1996. ISU has become a state leader in articulation and transfer through the DegreeLink program and is consistently recognized as a transfer-friendly institution. Through its distance learning offerings, ISU also has substantially increased access to workforce-related degrees for many Hoosiers, particularly for place- and time-bound adults.

## ACCOMPLISHMENTS FY08

### Transfer Central

- Created in January 2004 to enhance the success of transfer students through improved articulation agreements, transcript processing, collaborations and partnerships with Ivy Tech, Vincennes University, and community colleges in Illinois.
- Expanded its reach in 2006 to include the Office of Admission.
- Statewide articulation agreement signing with Ivy Tech and the ISU College of Technology for most technology programs offered at each institution.

### Outreach

- Offered "How To Do...ISU" training to coordinators of Area Learning Centers.
- Offered "Lunch and Learn" programs for faculty and staff at our partner institutions to inform them of updates at ISU relating to transfer issues.
- Staged five "Presenting...ISU" events (VU, Bloomington, Evansville, Indianapolis, Lafayette, and Terre Haute ITCCI) offering potential DegreeLink students on-site admission, advisement, and registration along with consultation for financial aid, housing, career center, and distance learning options.
- Working with Ivy Tech chancellors, relocated the northern Indiana coordinator to be housed at the Ft. Wayne Ivy Tech Community College campus.

### Program Development

- In consultation with Ivy Tech, the ISU College of Technology merged two existing DegreeLink programs into one new one, Technology Management, to better match existing Ivy Tech technology programs in terms of.

### Marketing and Communications

- DegreeLink marketing materials are sent to libraries, learning centers, and partner institutions across the state each year.
- The Office of Admission expanded E-mail recruitment communication campaign to include inquiring transfer students.
- Redesigned and expanded the Transfer Central web site <http://www.indstate.edu/transfer/>

## GOALS for FY09

### Program Development

- Expand the LPN program agreement to all Ivy Tech Community College campuses and VU. The program is currently available through the Wabash Valley Ivy Tech campus.

### Outreach

- Create new opportunities for collaboration with partners through the full-time ISU coordinators.

- Increase transfer opportunities for Allen county area students with the relocation of the coordinator to that area.

#### **Student Services**

- Re-imagine the Presenting: Indiana State University transfer recruitment events to better meet the needs of prospective transfer students.
- Further expand the Office of Admission transfer recruitment communication campaign.

#### **SUMMARY**

Indiana State University continues to experience growth in the areas of enrollment and courses offered via distance modalities. DegreeLink has been highly successful. Through implementation of DegreeLink Indiana State University has developed student-centered policies and procedures and has been instrumental in new articulations with other institutions and forming meaningful partnerships. The addition of the Office of Admission to Transfer Central will further enhance our service to students and partners.

**COMMISSION FOR HIGHER EDUCATION**

Friday, November 13, 2009

**DISCUSSION ITEM C-2:            Budget Line Items: Indiana State University, College Cooperative Southeast**

**Staff Recommendation**            For discussion only.

**Background**                            As part of the biennial budget process, the Commission makes recommendations on the so called higher education line items. The Commission is taking time during this off-budget year to take a closer look at the several line items in the budget than is typically possible in the busy budget session. The first group of line items to be reviewed by the Commission is three line items assigned to Indiana State University: Degree Link, College Cooperative Southeast, and South Central Educational Association.

**Supporting Document**                *College Cooperative Southeast Budget Request from Indiana State University, 2009-11 Biennial Budget Request*

**BIENNIAL BUDGET REQUEST**

**2009 – 2011**

**COLLEGE COOPERATIVE SOUTHEAST (CCS)**

**Submitted to  
The Commission for Higher Education  
And  
The State Budget Agency**

**By  
Indiana State University  
Broker for Education in Southeast Indiana**

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# COLLEGE COOPERATIVE SOUTHEAST (CCS)

## Executive Summary

### Background

In accordance with the guidelines and instructions prescribed by the Commission for Higher Education (ICHE) and the State Budget Agency, the College Cooperative Southeast, with Indiana State University as fiscal agent and site manager, respectfully submits its 2009- 2011 Operating Budget Request.

With the recommendation of the Commission for Higher Education, the State Budget Agency authorized funding for the CCS in June 1997, and Indiana State University became "broker" of educational services in southeastern Indiana, now named the College Cooperative Southeast (CCS). The College Cooperative Southeast is the continuation of the "Electronic Campus" initiative begun in 1994 through the Southeastern Indiana College and Continuing Education Coalition (SICCEC).

The CCS has embraced a mission to "provide access to learning opportunities and services which enhance the quality of life in southeastern Indiana." As part of its vision, the CCS will take a lead in connecting communities of southeastern Indiana to education and training opportunities delivered by colleges, universities, and other organizations through collaboration with other Hoosier institutions of higher education. The College Cooperative Southeast (CCS) is a collaborative effort of the State's postsecondary institutions to provide postsecondary education opportunities to meet needs of time-and place-bound students in Southeastern Indiana. The CCS focus is to provide access to postsecondary learning opportunities and services that enhance the quality of life in southeastern Indiana. The CCS initiative is designed to promote and increase services that enable students to access and enroll in certificate, associate, bachelor, and graduate degree programs in a wide spectrum of academic areas that will provide postsecondary credit degree completion and workforce development opportunities. The initiative identifies and responds to the individual, community, workforce and economic needs of students and communities of southeastern Indiana.

CCS learning centers and sites are connected to a State network that provides the capabilities for accessing classes offered two-way video conferencing and other interactive methods of technology applications for distance education.

Distance education technologies provide the primary delivery system for these programs with some selected face-to-face instruction, located at ten (10) Community Learning Centers. The main goal is to provide a depth of program choice and student access to a range of pre-collegiate, workforce development, associate, bachelor, and graduate degree programs in a wide spectrum of academic areas. The CCS is uniquely a "community" organization that encourages cooperative and collaborative efforts of post-secondary institutions, and sponsors staffed learning centers oriented to "customer-friendly" delivery of distance education. CCS is dedicated in promoting expansion of electronic delivery of programs/courses to Learning Centers through the utilization of asynchronous programs/courses which meets the needs of the Community Center learner in

Southeastern Indiana. CCS focuses on promoting postsecondary opportunities that satisfy identified needs of constituent groups and individuals in a collaborative, coordinated, articulated manner without duplication of effort by participating institutions.

The organizational structure includes a Regional Director, a Regional Computer Specialist (part-time), seven (7) full time Community Learning Center Coordinators and nine (9) Associate (part-time) Learning Center Coordinators. The part-time Associate Coordinators work approximately 16 hours/week. This staff, distributed across southeastern Indiana, provides access to higher education and support services for students. The Learning Center Coordinator will provide assistance, leadership, and support services to all post-secondary institutions that deliver academic programs at 10 learning center locations.

As a result of the Indiana General Assembly budget decision in May of 2004, College Cooperative Southeast's operating budget was reduced \$100,000 for the coming years 2005-2007. CCS was located in twelve (12) counties with fourteen (14) Community Learning Centers. Rushville Learning Center began service in the Fall 2004. College Cooperative Southeast has since closed four (4) Community Learning Centers located at: Moore's Hill (Dearborn Co.), Rising Sun (Ohio Co.), Batesville (Ripley Co.) and Fortville (Hancock Co.). The site closures reduced the workforce by four (4) Associate Community Learning Center Coordinators (part-time). At the regional office, the Marketing and Communications Coordinator employment was terminated.

Presently, College Cooperative Southeast has Community Learning Centers in ten (10) counties with ten (10) Community Learning Centers in S.E. Indiana located at: Brookville (Franklin Co.)- Franklin Co. H.S., Greensburg (Decatur Co.)- Greensburg Community Learning Center, Lawrenceburg (Dearborn Co.)- Ivy Tech Community College, Madison (Jefferson Co.) Ivy Tech Community College, North Vernon (Jennings Co.)- Jennings Co. Public Library, Rushville (Rush Co.)- Rush-Shelby Energy Bldg., Scottsburg (Scott Co.)- Scottsburg Lifelong Learning Center, Shelbyville (Shelby Co.) Blue River Career Center, Versailles (Ripley Co.)- Southeastern Career Center, and Vevay (Switzerland Co.)- Switzerland County Public Library. The CCS Regional Office is located at the Greensburg Community Learning Center.

The operating annual budget approved for: 2007-08 = \$695,226

**Historical Funding Allocations:**

1997-8	1998-9	1999-00	2000-1	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7
717,200	967,308	764,038	786,475	792,390	742,468	742,468	742,468	642,468	642,468

**Learning Center Utilization:**

Assisted	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
People	[REDACTED]											
Classes	219	639	992	1393	1971	2645	3734	4227	4596	5431	6308	6460

The College Cooperative Southeast has developed a data base of individuals from our learning centers who were assisted into postsecondary classes. Currently, there are **7,160** individuals who have received this assistance, of whom 1,648 were first served in the last

year. Over a three-year period, our learning centers have averaged 1,484 individuals per spring semester who registered for 2,536 spring classes. This represents an average of 1.70 distance education classes per student. This spring 2008, CCS averaged 1.9 distance classes/student which amounted to a 12% increase.

### Postsecondary Partnerships:

For 2007-08, our CCS learning centers assisted students from 10 Indiana postsecondary institutions. The Independent Colleges of Indiana have brought new face to face classes to our centers as well as developing distance education classes. Most of these institutions routinely attend our Postsecondary Partnership Meetings held in November, April and August.

CCS Sites	# P/S	Indiana Postsecondary Institutions With Students CCS Learning Centers 2005-2008
Brookville	2	Ball State, Ivy Tech C.C.
Greensburg	8	Ivy Tech C.C., IU, Purdue, Ball State, Indiana State, St Mary of the Woods, Indiana Wesleyan, University of Southern Indiana
Lawrenceburg	4	Ivy Tech C.C., Indiana State, Ball State, IU
Madison	8	Ivy Tech C.C., Indiana Wesleyan, Indiana State, Ball State, IU, U.S.L, Vincennes, St. Mary of the Woods
N. Vernon	8	Ivy Tech C.C., Ball State, Indiana State, IU, Vincennes, Purdue, USI St. Mary of the Woods
Rushville	4	Ivy Tech C.C., Purdue, Indiana Wesleyan, IU
Scottsburg	6	Ivy Tech C.C., St. Mary of the Woods, Taylor U., Ball State, IU., Indiana Wesleyan
Shelbyville	6	Ivy Tech C.C., Vincennes, Indiana Tech, Indiana State, Ball State, Indiana Wesleyan
Versailles	5	IU, Ivy Tech C.C., Ball State, Indiana Wesleyan, Purdue
Vevay	5	Ivy Tech C.C., Ball State, IU, Vincennes, Purdue

### Services for Citizens and the Community

There is continuing interest among citizens, community officials, local economic development and chamber of commerce individuals to partner with CCS in every CCS Learning Center community. Every CCS community has a priority to make lifelong

learning center an integral part of their strategies for growth. CCS is the bridge for communities that do not have a 4-year postsecondary presence. Communities like Rushville, Greensburg, Scottsburg, Brookville, Vevay, Versailles and North Vernon rally in support of CCS and participate at the CCS Learning Centers for various purposes. Citizens gather at the CCS sites to write grants for long range projects for educational reasons.

CCS continues to provide "community friendly" services to its host communities by assisting with distance education technology to facilitate statewide community meetings. (Ex. Honda, State Chamber of Commerce and State Economic Development statewide meetings). The College Cooperative Southeast also assists in coordinating programs that range from community education groups, small business groups and various community groups focused on professional development activities that require utilizing CCS equipment, technology and room space.

CCS Coordinators are requested to collaborate with postsecondary institutions to plan programs and coursework to promote educational needs within the community. (Ex. Robotics, Nursing, Computer classes).

The Greensburg and Shelbyville learning centers have been requested to host English and Japanese as second language classes to assist the growing Hispanic and Asian populations and to provide second language capabilities for local industrial populations.

CCS conducts 3 partnership meetings annually that are attended by 10 or more Indiana postsecondary institutions and leaders from community and civic groups, state level leaders from the Commission for Higher Education, Department of Education, IHETS and Department of Workforce Development.

CCS meets with community education committees at the North Vernon, Vevay, Madison, Versailles, Greensburg, Scottsburg, Shelbyville and Rushville to plan strategic education community goals.

Southeast Indiana school corporations request CCS Coordinators to demonstrate distance education technology for K-12 levels, participate in career fairs and join with postsecondary institutions in financial aid workshops.

With labor force reductions and available training funds, effected employees are directed to CCS learning centers to discuss postsecondary opportunities. (Ex. Delta Faucet, Fujitsu)

Coordinators are active at the Adult Education centers talking to the GED students. This year, Scottsburg and Shelbyville Coordinators were primary speakers at GED graduation ceremonies.

In Rushville, CCS was requested to partner with economic development, community education advisory board and the library board to plan a new community lifelong learning center to maximize educational opportunities.

Business and civic leaders from North Vernon, Shelbyville, Rushville, Greensburg and Scottsburg attend CCS postsecondary partnership meetings for updates regarding distance education within their communities.

## **Budget Request 2009-2011**

### **Program Maintenance:**

2008-09 allocation: \$709,130

	<b>2009-2010</b>	<b>Increase</b>	<b>2010-2011</b>	<b>Increase</b>
<b>Base Budget Proposed</b>	<b>\$709,130</b>	<b>\$ 0</b>	<b>\$709,130</b>	<b>\$ 0</b>

### **Budget Request Summary**

There is no request for increased line-item appropriation funding above the 2008-09 amount of \$709,130 for 2009-2011. This request follows the direction of the Commission and State Budget Agency in preparation of this report.

# COLLEGE COOPERATIVE SOUTHEAST

## 2009-2011 BUDGET REQUEST

### History

Indiana State University (ISU) became the broker of educational services and fiscal agent for educational initiatives in southeast Indiana on July 1, 1997. The College Cooperative Southeast (CCS) is a collaborative effort of the state's universities to provide post-secondary education opportunities to meet needs of time-and-place-bound students in the original eight-county region of southeastern Indiana. CCS is the continuation of the "Electronic Campus" initiative begun in 1994 through the Southeastern Indiana College and Continuing Education Coalition (SICCES). Scott County was added to this educational cooperative in 1997. In 1999 learning center initiatives in Hancock and Shelby counties were successfully implemented through the efforts of CCS. In 2004, Rush county, with the active support of RushShelby Energy, a group of local citizens and ISU, opened a new learning center in Rushville at RushShelby. Budget cuts for the year 2005-2006 forced the closing of the Hancock County and Ohio County Learning Centers. Currently CCS serves ten southeastern Indiana counties.

### Mission and Goals

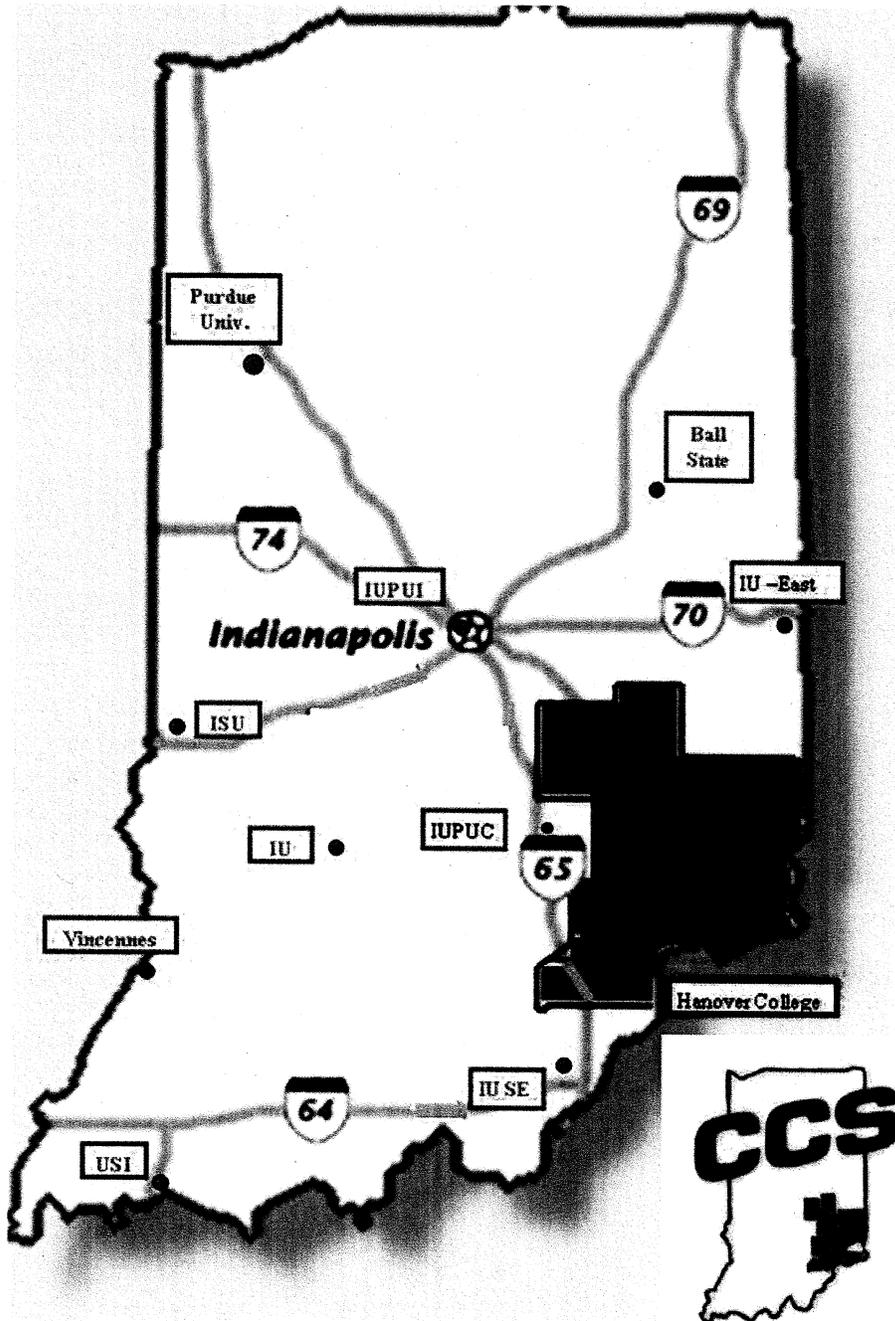
The mission of the College Cooperative Southeast is to provide access to learning opportunities and services, which enhance the quality of life in southeastern Indiana. This initiative is designed to deliver a menu of programs and services that will respond to individual, community, workforce, and economic development needs and plans specifically:

- To increase access to educational programs and thereby enable increasing numbers of students to enroll in certificate, degree completion, and workforce development opportunities, as well as to provide a full range of learning center services to satisfy the educational needs of students and communities of southeastern Indiana;
- To reduce logistical barriers for students by offering selected face-to-face programs and courses in Area Learning Centers while continuing to expand electronic delivery of programs/courses to Area Learning Centers and Sites through the utilization of asynchronous programs/courses which free students from time and place constraints; and
- To deliver educational opportunities that satisfy identified needs of constituent groups and individuals in a collaborative, coordinated, articulated manner without duplication of effort by participating institutions.

In its marketing of post-secondary educational opportunities in southeastern Indiana, the CCS initiative has also performed its mission in a way that fairly represents and collaborates with all institutions. Marketing of and referrals to partnership institutions are based on agreed-upon protocols with these institutions, especially in areas of business and industry training.

## Performance and Achievements

The recent growth in the number of students taking 3rd and 4th-year courses indicates that CCS is responding to its mission to bring "college close to home". Our learning centers offer opportunities through distance education technology to attend four-year institutions.



A survey conducted in the fall indicated that most students have other responsibilities that preclude them from residential learning and long commutes to a 4-year institution.

<b>Degree Aims of CCS Learning Centers</b>		
<b>Degree</b>	<b>Current</b>	<b>Desired</b>
<b>Technical Certificate</b>	9%	2%
<b>Associates</b>	64%	27%
<b>Bachelors</b>	21%	46%
<b>Masters or Higher</b>	5%	24%
<b>CEU's</b>	1%	1%

<b>Age</b>	<b>Percent</b>	<b>Status</b>	
17-24	45		Work
25-39	35	Full-Time	61%
40-54	18	Part-Time	26%
55-	2	Unemployed	13%

**Levels of Classes Taken @ CCS Learning Centers  
Fall -Spring 2007-2008**

	0-199	200-299	300-399	400-499	500+
Fall 2007	69%	22%	3%	1%	5%
Spring 2008	63%	27%	3%	2%	5%

The classes that these students are taking are delivered by a number of different means. The following chart summarizes how students at the CCS Learning Centers are taking these courses over the past 3 years.

<b>Method of Instructional Delivery</b>			
<b>Method</b>	<b>2005-6</b>	<b>2006-7</b>	<b>2007-8</b>
Internet	51%	49%	58%
2 Way Video	15%	10%	12%
Face to Face	30%	38%	28%
Independent Study	1%	1%	<1%
Satellite	3%	0%	0%
Hybrid	0%	1%	<2%
Computer	0%	1%	<1%

Students from another county often contact a CCS site for assistance. The number in parenthesis indicates the number of counties each CCS site has assisted students into classes.

<b>CCS Sites</b>	<b>Indiana Counties Attending CCS Learning Centers</b>		
<b>Brookville</b>	<b>Bartholomew</b>	<b>Henry</b>	<b>Scott (5)</b>
<b>Greensburg</b>	<b>Clark</b>	<b>Jackson</b>	<b>Shelby (10)</b>
<b>Lawrenceburg</b>	<b>Dearborn (7)</b>	<b>Jefferson (13)</b>	<b>Switzerland (2)</b>
<b>Madison</b>	<b>Decatur (10)</b>	<b>Jennings (5)</b>	<b>Washington</b>
<b>North Vernon</b>	<b>Fayette</b>	<b>Johnson</b>	
<b>Rushville</b>	<b>Floyd</b>	<b>Marion</b>	
<b>Scottsburg</b>	<b>Franklin (1)</b>	<b>Madison</b>	
<b>Shelbyville</b>	<b>Hamilton</b>	<b>Ohio</b>	
<b>Versailles</b>	<b>Hancock</b>	<b>Ripley (1)</b>	
<b>Vevay</b>	<b>Harrison</b>	<b>Rush (4)</b>	

**CCS Services Provided by Site — 2005-2008**

Services	Year 2005-6	Year 2006-7	Year 2007-08
Proctoring	3,973	4,672	2,893
Technology Assistance	3,096	2,799	3,781
Process Course Paperwork	4,837	2,165	3,313
Assessment Testing	652	498	326
Financial Aid Assistance	732	946	862
Community Presentations (includes Workshops and Exhibits)	209	125	139
Community Attendance	2,555	4,498	5,383

**CCS Area County Demographics**

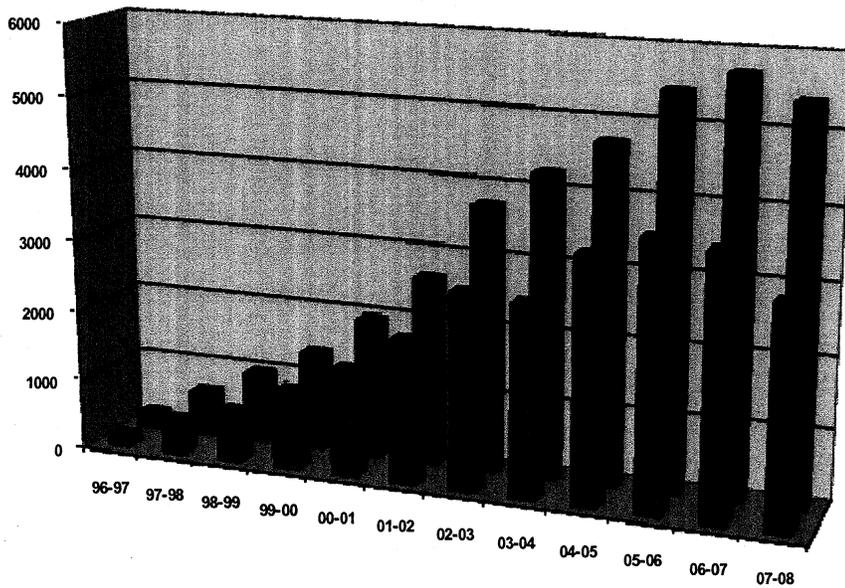
**Percent Educational Achievement  
Citizens 25 Years Or Older**

Scott Co.	
Shelby Co.	
Switz. Co.	
Decatur Co.	
Franklin Co.	
Jefferson Co.	
Jennings Co.	
Ripley Co.	
Rush Co.	

County	Per capita Personal Income	Median Family Income	Unemployment Rate	Poverty Rate	High or more Age 25	Bachelors or more Age 25
Indiana Total	\$ 28,838	\$ 43,323	5.2	10.0	82.1	19.4
Dearborn			5.2		82.0	
Decatur						11.5
Franklin						12.5
Jefferson						
Jennings	\$ 22,910					8.4
Ripley						11.5
Rush						10.3
Scott	\$ 22,145				71.4	8.8
Shelby						12.7
Switzerland	\$ 21,452				71.4	7.6
<b>Average</b>						<b>11.5</b>

Source: IU Kelley School of Business & STATS Indiana

# CCS Historical Data



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Budget</b>	\$967.3K	\$764.04K	\$786.50K	\$792,390K	\$742.50K	\$742.50K	\$642.50K	\$642.50K	\$695.2K
<b>Enrollments</b>	1,393	1,750	2,350	3,501	4,227	4,596	5,431	5,708	5,394
<b>Total people taking classes</b>	1,109	1,493	2,015	2,750	2,681	3,434	3,705	3,624	3,037
<b>Classes/Student</b>	1.3	1.2	1.2	1.3	1.6	1.3	1.5	1.6	1.8

## 2009-2011 BUDGET REQUESTS

### Maintenance

Funding allocations in the line-item appropriation for 2008-2009 are in the amount of \$709,130. The request for the 2009-11 biennia follows the direction given by the Commission and State Budget Agency in preparation of this budget request that no increase be assumed.

Impact of remaining at 2008-09 allocation level are:

- Anticipated increased student enrollment and utilization at the learning centers will increase distant education delivery costs. 17% increase enrollments in 2007-08 at the learning centers from 2006-2007.
- CCS anticipates an increase with the host site agreement costs among school corporations, libraries, and lifelong learning centers which occupy CCS personnel and distance education delivery technology.

**Program Maintenance: 2008-2009 allocation \$709,130.**

	2009-2010	Increase	2010-2011	Increase
<b>Base Budget Proposed</b>	\$ 709,130	\$ 0	\$709,130	\$ 0

### Budget Request Summary

The maintenance portion for the 2009-2011 biennial budgets recommend that there are no annual increases above the 2008-2009 allocation amount of \$709,130. This request follows the direction of the Commission and State Budget Agency in preparation of this budget. It is hoped that the General Assembly would provide increased funding in the line-item appropriation to cover increased costs of distance education delivery.

**SUMMARY OF BUDGET REQUESTS**

State Form 5105(R2) Rev. 6-86

Budget Agency Form B-6

Agency Name	Indiana State University		Page 1 of 1
Unit Name	College Cooperative Southeast		
Acct Number			

Purpose of Appropriation (1)	College Cooperative Southeast							
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Expenditure Categories Funded By Section and Other Data	Agency Actual Expenditures		Current Year Agency Est'd Expenditures	Budget Agency Estimated Expenditures	Agency Request		Budget Agency Recommendation	
	FY 06-07	FY 07-08	FY 08-09	FY 08-09	FY 09-10	FY 10-11	FY 09-10	FY 10-11
Salaries & Wages Fringe Benefits Other Personnel Services	418,126	462,212	484,347	484,347	484,347	484,347		
<b>.1 Total Personnel Services</b>	<b>418,126</b>	<b>462,212</b>	<b>484,347</b>	<b>484,347</b>	<b>484,347</b>	<b>484,347</b>		
.2 Services Other Than Personnel								
.3 Service By Contract	76,000	73,000	73,000	73,000	73,000	73,000		
.4 Supplies, Materials, Parts	148,342	160,014	151,783	151,783	151,783	151,783		
.5 Equipment								
.7 Grants/Subsidies/Awards								
.8 In-State Travel								
.9 Out-of-State Travel								
<b>Total Other Operating</b>	<b>224,342</b>	<b>233,014</b>	<b>224,783</b>	<b>224,783</b>	<b>224,783</b>	<b>224,783</b>		
<b>Grand Total</b>	<b>642,468</b>	<b>695,226</b>	<b>709,130</b>	<b>709,130</b>	<b>709,130</b>	<b>709,130</b>		
Funded By State General Fund	642,468	695,226	709,130	709,130	709,130	709,130		
Dedicated Funds								
Federal Funds								
Other (Student Fees)								
<b>Grand Total Check</b>	<b>642,468</b>	<b>695,226</b>	<b>709,130</b>	<b>709,130</b>	<b>709,130</b>	<b>709,130</b>		

**INDIANA STATE UNIVERSITY  
COLLEGE COOPERATIVE SOUTHEAST  
SUMMARY I**

<u>COLLEGE COOPERATIVE SOUTHEAST</u>	<u>BUDGETED 2008-09 STATE BASE</u>	<u>2009-10 INCREMENT</u>	<u>2009-10 REQUEST</u>	<u>2010-11 INCREMENT</u>	<u>2010-11 REQUEST</u>
I. CONTINUING PROGRAMS	\$709,130	\$0	\$709,130	\$0	\$709,130

**Footnote:**  
Consistent with budget instructions, no assumption is made for Maintenance/Price increases or student fee increases for the 2009-11 biennium.

**COMMISSION FOR HIGHER EDUCATION**

Friday, November 13, 2009

**DISCUSSION ITEM C3: Budget Line Items: Indiana State University, South Central Indiana Educational Association**

**Staff Recommendation**

For discussion only.

**Background**

As part of the biennial budget process, the Commission makes recommendations on the so called higher education line items. The Commission is taking time during this off-budget year to take a closer look at the several line items in the budget than is typically possible in the busy budget session. The first group of line items to be reviewed by the Commission is three line items assigned to Indiana State University: Degree Link, College Cooperative Southeast, and South Central Educational Association.

**Supporting Document**

*South Central Educational Association Budget Request from Indiana State University, 2009-11 Biennial Budget Request*

**BIENNIAL BUDGET REQUEST**

**2009 – 2011**

**SOUTH CENTRAL EDUCATION ASSOCIATION (SCEA)**

**Submitted to  
The Commission for Higher Education  
And  
The State Budget Agency**

**By  
Indiana State University  
Broker for Education in South Central Indiana**

# South Central Education Services (SCES)

## Executive Summary

In accordance with the guidelines and instructions prescribed by the Commission for Higher Education and the State Budget Agency, SCES (Indiana State University as Fiscal Agent) respectfully submits its 2009-2011 Operating Budget Request.

SCES is a collaborative effort between the community, local civic leaders, and the SCES Alliance comprised of Ball State University, Indiana State University (Fiscal Agent and Site Manager), Indiana University, Ivy Tech Community College of Indiana, Purdue University and Vincennes University who have agreed to coordinate, collaborate, and articulate post-secondary course offerings at six Community Learning Centers (CLCs) located in Greene, Jackson, Lawrence, Martin, Orange and Washington counties. This collaborative structure has been a successful approach to marshal resources and apply them to the educational and workforce development needs in the area.

The CLCs have provided local access to college courses for busy working adults with families that are seeking to continue their education at a location that eliminates the barriers of travel costs and time constraints. Many of these degree-seeking students are first-generation college students in quest of a better life for their families. SCES has been very successful improving visibility and community awareness of the resources available at the CLCs. This has precipitated significant increases in utilization of services including course enrollments and the resources provided by a full-time coordinator at each CLC. In addition to traditional face-to-face classes, courses are delivered by distance learning through two-way video and the internet. Duplicated enrollment has increased steadily from 221 in 1996 to a total of 5,357 for the 2006-2007 academic year (3,405 credit, 1,475 non-credit workplace readiness skills). Although we do not have final numbers for the 2007-2008 academic year, we are on pace to once again surpass the previous year's enrollment. We anticipate this growth to continue as Alliance partners have responded with expanded course offerings that meet the expressed needs of the community. With recent layoffs in the area, employers and workforce development representatives have also worked closely with SCES to refer these employees to the CLCs for continuing education and retraining.

SCES began by establishing one Learning Center in the fall of 1995 in Lawrence County, with classes beginning in the spring of 1996. During the 1999-2001 biennium, three new Learning Centers were opened with state support in high school facilities for citizens in Greene and Orange counties with full-time staff, while another site opened in Seymour High School in Jackson County with a part-time staff member.

In 2002, Lilly Endowment, Inc. provided funding through a Community Alliance to Promote Education (CAPE) grant to four counties in the South Central region, which enabled the eventual opening of sites in Martin (2003) and Washington (2004) counties, rounding out the six CLCs in the South Central region. In addition, CAPE funded the relocation of the CLCs in Lawrence and Orange counties to free-standing facilities. The CLC in Greene County remains at White River

Valley High School, while the facility in Seymour was moved to the Jackson County Education Center (staffed with a full-time Coordinator) which was opened by the Seymour School Corporation in 2004.

In January 2006, the last round of CAPE funding was granted that is currently paying partial salaries on a declining basis for a three year period that will end December 31, 2008. CAPE funds have also covered some administrative and marketing costs during that period, but do not approach levels of previous CAPE funding. To realize the full potential in providing access to post-secondary education to the citizens of South Central Indiana, continued state support will be required to sustain the advances made during CAPE to enhance the state's economic development and competitiveness in the global economy.

Following the direction of the Commission and State Budget Agency in the preparation of this request, we recommend continued funding for SCES at the 2008-09 level, but would hope that the General Assembly would consider providing some increased funding in the line-item appropriation due to rising operational costs.

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Base Budget Recurring	\$403,172	\$403,172	\$403,172

## Summary

### History

The South Central Educational Association, Inc (known as the SCEA Association or the "Association"), a group of local civic leaders, and a partnership of post-secondary institutions known as the South Central Educational Alliance (referred to as the SCEA Alliance or the "Alliance" and composed of Ball State University, Indiana State University, Indiana University, Ivy Tech State College, Purdue University, and Vincennes University) was organized to expand specified educational services available to the place bound students of the six-county region known as South Central Indiana through Community Learning Centers (CLCs). This region includes: Greene, Jackson, Lawrence, Martin, Orange and Washington counties.

Indiana State University was selected to broker educational services, and to serve as fiscal agent and site manager for SCEA. In 2007, with consultation and review from the Commission for Higher Education, it was agreed between SCEA, Inc. officers and ISU that there no longer was a need for a formal relationship. Therefore, an updated MOU was created reflecting this change. The project is now referred to as the South Central Community Learning Centers (SCCLC) under the direction of ISU.

The original Alliance institutions agreed to coordinate, collaborate, and articulate course offerings that expand and provide educational opportunities to citizens of the region. In addition, distance education courses and programs delivered through the Indiana College Network (ICN) were made available in locations with appropriate technology in place. With the rapid

development of courses delivered through internet/Web technologies and ICN, all of Indiana's public postsecondary institutions can deliver educational programs to the citizens of South Central Indiana.

### **Community Input**

Connections to the Communities Served – The four counties included in the CAPE grant (Lawrence, Martin, Orange and Washington) are represented by community members on the CAPE advisory group. The 2 other counties (Greene and Jackson) also have advisory groups. These advisory groups are made up of local residents such as representatives from economic development, chambers of commerce, school corporations, government, social service agencies, students of the CLC, etc. These groups provide input regarding community educational needs and advice on how to meet those needs. In addition, they provide support to the CLC and serve as advocates for the project in the community-at-large.

### **Mission and Goals**

The mission of this initiative is to deliver a menu of programs and services that respond to individual, community, workforce, and economic development needs and plans. Success has been achieved through the combined effort of the CLCs, community advisory groups, business and industry, economic and workforce development organizations and governmental agencies as they work with the Indiana postsecondary institutional members of the Alliance. Primary goals are:

1. to provide access to educational programs and student services which enable increasing numbers of non-traditional students to enroll in certificate, degree completion, and workforce development opportunities and to provide an accompanying range of services to reduce barriers to postsecondary participation;
2. to reduce logistical barriers for non-traditional students by offering selected face-to-face programs and courses in Community Learning Centers, while increasing access by expanding electronic delivery of educational opportunities which free students from time and place constraints; and
3. to deliver educational opportunities to meet the identified needs of constituent groups and individuals through a coordinated, collaborative, articulated manner without duplication of effort by participating institutions.

### **Achievements**

The community based service plan for delivering education programs and services in south central Indiana provides full-service learning centers with professional staff to provide individualized "hands on" student services. The focus on a "customer service" orientation has created success in reaching and supporting place-bound students in their entry/reentry into higher

education. The value of this approach manifests itself in increasing academic enrollments and “repeat customers” seeking additional postsecondary education.

- Participation Levels – The charts and graph that follow show the utilization and historical growth for the project. The 2007-08 numbers do not include summer 2008, so these figures will increase. As can be seen, there have been substantial increases in utilization, particularly over the last five years.

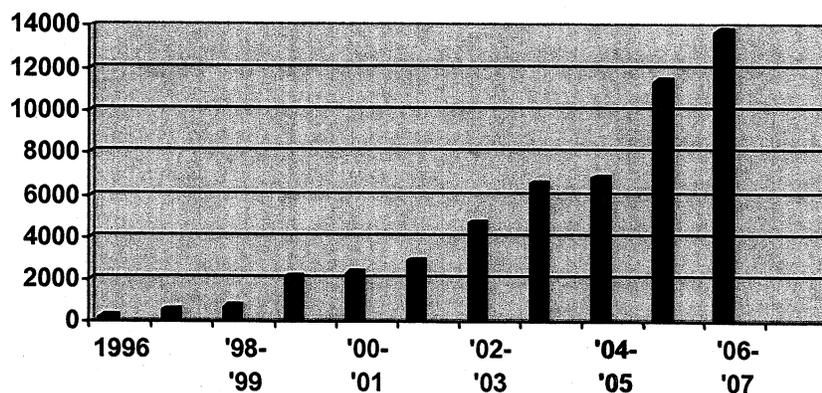
### SCCLC Annual Enrollment and Utilization Data

Year	Credit (Duplicated)	Non-Credit (Duplicated)	Total Enrollment (Duplicated)	Other Educational Activity	Total Utilization
2007-'08*	3265*	1475*	4740*	11540*	16280*
2006-'07	3405	1952	5357	8400	13757
2005-'06	2798	996	3794	7582	11376
2004-'05	2190	840	3030	3830	6860
2003-'04	2218	829	3047	3522	6569
2002-'03	1924	557	2481	2215	4696
2001-'02	2065	265	2330	590	2920
2000-'01	1147	611	1758	574	2332
1999-'00	956	535	1491	681	2172
1998-'99	414	220	634	74	708
1997-'98	275	295	570	N/A	570
1996	221	0	221	N/A	221

\*2007-08 does not include summer 2008 – numbers not yet available

### South Central Community Learning Centers Historical Total Utilization Growth

\*(2007-08 does not include summer 2008 – numbers not yet available)



- Grant Support – SCCLC is currently expending dollars from a grant awarded by the Lilly Endowment through the Community Alliance to Promote Education (CAPE). The grant is providing partial funding of salaries, some marketing dollars, and funding for student scholarships. The grant was funded in January of 2006 and will expire in December of 2008.

ISU received notice of a federal earmark for the expansion of the CLC of Lawrence County (application for the funding is underway).

- Collaboration – The CLC of Lawrence County partnered with the Lawrence County Economic Growth Council and ISU to form the Sycamore Initiative which is a collaboration to expand the capacity and services offered at the CLC of Lawrence County, to explore the creation of a technology park and to seek federal funding. The current CLC of Lawrence County is operating at capacity.
- Collaboration – The CLC of Jackson County continues its partnership with area employers, the Chamber of Commerce, and Ivy Tech Community College (Columbus) to provide manufacturing supervisory training at the CLC through Ivy Tech's Manufacturing Supervisory Institute. Thus far, approximately 160 employees have participated in the 10-week training program funded by a grant to Ivy Tech from Indiana Workforce Development. This facility is also operating at capacity.
- Collaboration – The CLC of Orange County continued to partner with Ivy Tech Community College (Bloomington) to provide training to employees of the hotel/casino project in French Lick.
- Collaboration – The CLC of Lawrence County continues to partner with the local WorkOne office to assist dozens of displaced workers from Dana Corp. in Mitchell, and Visteon in Bedford, to enroll in degree seeking courses at the CLC. These students have funding to complete a two-year degree.
- Continued Growth – Sites in Jackson and Lawrence counties are operating beyond capacity with students frequently on waiting lists, while the other four sites yield continual steady growth. With another significant increase in utilization over the last year, projections indicate that the numbers of students seeking credit courses, participating in workforce development activities, and utilizing other CLC services (test proctoring, assessment testing, pre-advising, computer access, etc.) will continue to grow. These projections are based upon historical growth, the current economic condition of the region, and the collaborative relationships developed through voluminous contacts with individuals, employers, chambers of commerce, school corporations, community groups and other agencies.

## **Facilities**

**Community Learning Center of Greene County** - Located at White River Valley High School in Switz City between the county seat of Bloomfield and Linton, the CLC consists of two classrooms and an office for the coordinator. Each of the classrooms has IHETS satellite reception capability, computers, and two-way video equipment for student usage. Students taking classes at the CLC have access to additional computers in the media center.

Vincennes University and Ivy Tech Community College -Terre Haute offer classes at the Community Learning Center of Greene County. In addition to the face-to-face classes available through VU and Ivy Tech, students have the opportunity to learn through distance education with the availability of over 1000 courses offered by the Indiana College Network.

**Community Learning Center of Jackson County** – Located at the Jackson County Education Center (owned and operated by the Seymour School Corporation), the center consists of classrooms and office space. Access to IHETS, computer labs, and two-way video equipment are available for student usage. The office space and some office equipment and furniture were donated by the school corporation.

Face-to-face courses are offered through Indiana University - Purdue University Columbus, and Ivy Tech Community College - Columbus.

The Jackson County Community Learning Center began services in January 2000 for local citizens. The Community Learning Center coordinator serves as program and student services support person. The main function of the position is to serve as a coordinator for the existing face-to-face educational activities as well as providing information and marketing strategies for distance education opportunities for citizens in and around Jackson County.

**Community Learning Center of Martin County** – Located at the 4-H Fairgrounds in Loogootee, the center consists of a stand alone building which was completed during the 2001-2002 year as part of the CAPE grant. The building houses classrooms, computer labs, and social service offices.

Face-to face courses are offered through Ivy Tech Community College - Bloomington and Vincennes University - Jasper. Distance learning students utilize online and two-way video courses available at the site.

The Martin County Community Learning Center was opened for classes in December of 2002.

**Community Learning Center of Lawrence County** - Located in Bedford, the county seat for Lawrence County and the largest town in South Central Indiana, the Community Learning Center has been offering programs and services since the fall semester of 1996. Located in a

stand alone facility made possible with CAPE grant funding, the Community Learning Center continues to receive tremendous support from the community.

The Lawrence County Community Learning Center consists of office space, computer labs, and classrooms with access to IHETS satellite and two-way video equipment.

Vincennes University-Jasper, Ivy Tech Community College-Bloomington, and Indiana University-Bloomington offer face-to-face classes in Lawrence County. In addition, many distance learning students access courses through ICN. Students also take workforce development classes at the Community Learning Center provided primarily by Ivy Tech Community College - Bloomington.

**Community Learning Center of Orange County** - Located in Paoli, the county seat of Orange County, the learning center is housed in a new stand alone facility made possible with CAPE funding.

The new facility features classrooms, computer labs, IHETS satellite, two-way video capability, a WorkOne Center, and social service offices.

Face-to-face courses are offered through Vincennes University-Jasper, Ivy Tech Community College-Sellersburg and Indiana University Southeast.

The Community Learning Center of Orange County began services in November, 1998 for local citizens. Students have taken classes from the Alliance members offering face-to-face instruction and through distance education. In addition, the local community and businesses have requested and attended classes in business and technical areas as well as other workforce development opportunities.

**Community Learning Center of Washington County** – Located in a stand alone facility in Salem, this facility house classrooms, computer labs, social service offices, and a WorkOne Center.

Face-to-face courses are offered through Ivy Tech Community College-Sellersburg, and Indiana University Southeast. Distance learning is provided through IHETS satellite, two-way video and online.

**SCCLC Regional Office** - The regional office, located in Bedford (Lawrence County), is centrally located within the six-county region of South Central Indiana. The office is located in the same building with the Community Learning Center of Lawrence County, and provide management and fiscal oversight for the south central project. Space includes offices for the Regional Director, an administrative assistant, and a technical coordinator.

## Conclusion

The CLCs are making a difference. South central Indiana has consistently struggled for many years with high unemployment, and is still being affected by numerous layoffs. For south central Indiana to reverse this trend and be attractive to major employers, the area must have an educated, skilled workforce prepared to hit the ground running. SCCLC/ISU is continuing to successfully accomplish this through its learning centers and partnership with the state higher education institutions by increasing higher education access to local citizens that otherwise would not, and/or could not, seek such opportunities. High profile employers announcing layoffs have worked closely with the SCCLC and consistently referred employees to the learning centers for continuing education and retraining due to their local proximity and wide array of educational services provided by full-time professional staff. This local proximity is the difference for working adults being able to access higher education due to family concerns, travel costs and time constraints. Many of these students are "first-in-family" college students seeking a stable and improved life for their families. The one-on-one service provided by the Community Learning Center coordinators puts these students at ease and helps them realize their potential to succeed. Finally, in addition to providing access to credit and non-credit courses, the facilities have become a central location within each county for literacy training, adult basic education, professional development activities, seminars, training, meetings, and many other uses. Implementation of this request will enable SCES to successfully continue to maintain increased access and participation levels in higher education through its six Community Learning Centers in south central Indiana.

**INDIANA STATE UNIVERSITY  
SOUTH CENTRAL EDUCATION SERVICES**

**BUDGET REQUEST SUMMARY**

<b>BASE APPROPRIATION</b>	<u>2009-2010</u> \$403,172	<u>2010-2011</u> \$403,172
<b>TOTAL REQUESTED APPROPRIATION</b>	\$403,172	\$403,172

**SUMMARY OF BUDGET REQUESTS**

State Form 5105(R2) Rev. 6-86

Budget Agency Form B-6

Agency Name	Indiana State University	Page 1 of 1
Unit Name	South Central Education Association	
Acct Number		

Purpose of Appropriation (1)	South Central Education Association							
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Expenditure Categories Funded By Section and Other Data	Agency Actual Expenditures		Current Year Agency Est'd Expenditures	Budget Agency Estimated Expenditures	Agency Request		Budget Agency Recommendation	
	FY 06-07	FY 07-08	FY 08-09	FY 08-09	FY 09-10	FY 10-11	FY 09-10	FY 10-11
Salaries & Wages Fringe Benefits Other Personnel Services	222,776	229,460	237,366	237,366	237,366	237,366		
<b>.1 Total Personnel Services</b>	<b>222,776</b>	<b>229,460</b>	<b>237,366</b>	<b>237,366</b>	<b>237,366</b>	<b>237,366</b>		
.2 Services Other Than Personnel								
.3 Service By Contract		55,500	62,616	62,616	62,616	62,616		
.4 Supplies, Materials, Parts	57,934	110,306	103,190	103,190	103,190	103,190		
.5 Equipment								
.7 Grants/Subsidies/Awards								
.8 In-State Travel								
.9 Out-of-State Travel								
<b>Total Other Operating</b>	<b>57,934</b>	<b>165,806</b>	<b>165,806</b>	<b>165,806</b>	<b>165,806</b>	<b>165,806</b>		
<b>Grand Total</b>	<b>280,710</b>	<b>395,266</b>	<b>403,172</b>	<b>403,172</b>	<b>403,172</b>	<b>403,172</b>		
Funded By State General Fund	280,710	395,266	403,172	403,172	403,172	403,172		
Dedicated Funds								
Federal Funds								
Other								
<b>Grand Total Check</b>	<b>280,710</b>	<b>395,266</b>	<b>403,172</b>	<b>403,172</b>	<b>403,172</b>	<b>403,172</b>		

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**INDIANA STATE UNIVERSITY  
SOUTH CENTRAL EDUCATION ASSOCIATION  
SUMMARY I**

<u>SOUTH CENTRAL EDUCATION ASSOCIATION</u>	<u>BUDGETED 2008-09 STATE BASE</u>	<u>2009-10 INCREMENT</u>	<u>2009-10 REQUEST</u>	<u>2010-11 INCREMENT</u>	<u>2010-11 REQUEST</u>
<b>I. CONTINUING PROGRAMS</b>	\$403,172	\$0	\$403,172	\$0	\$403,172

**Footnote:**  
Consistent with budget instructions, no assumption is made for Maintenance/Price increases or student fee increases for the 2009-11 biennium.

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**October 9, 2009  
Friday**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:07 a.m. at Indiana University-East, Whitewater Hall, Vivian Auditorium, 2325 Chester Blvd., Richmond, Indiana, with Chair Michael Smith presiding.

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

*Members Present:* Cynthia Baker, Gerald Bepko, Dennis Bland, Jon Costas, Carol D’Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Chris Murphy, George Rehnquist, Ken Sendelweck, Michael Smith.

*Members Absent:* Clayton Slaughter.

Mr. Richard Helton, President of Vincennes University, attended the meeting. Mr. Anthony Maidenberg, Interim President of Independent Colleges of Indiana, was also present.

**III. CHAIR’S REPORT**

Mr. Smith expressed his gratitude to both Chancellor Nasser Paydar of Indiana University-East and Chancellor James Steck of Ivy Tech Community College-Richmond for their Thursday evening presentation at Ivy Tech’s campus regarding a very productive collaboration between the two institutions. Mr. Smith invited Chancellor Paydar to give welcoming remarks.

Chancellor Paydar welcomed members of the Commission to campus. He commented on the partnership Indiana University-East has developed with Ivy Tech Community College-Richmond. The two institutions have undertaken efforts to very clearly define the colleges’ missions. Indiana University-East and Ivy Tech-Richmond have found mutual benefits, cost-savings and improvements in student recruitment, persistence, transfer and completion through these efforts, including the location of all Associate’s degrees and remediation at Ivy Tech, and the improvement of transfer agreements.

Mr. Smith reported on Thursday’s Strategic Directions Committee meeting. He commented on an exercise that moved the Commission’s thought process forward. Mr. Smith thanked Ms. Marilyn Moran-Townsend for her leadership of the Strategic Directions Committee, which is helping the Commission to further enhance its cooperation with Indiana’s higher education institutions.

Mr. Smith acknowledged the upcoming retirement of Dr. Marnia Kennon, Vice Provost of Academic Affairs, Ivy Tech Community College of Indiana. Mr. Smith thanked Dr. Kennon for her many contributions to the state.

#### IV. COMMISSIONER'S REPORT

Ms. Lubbers spoke about College Go! Week, which is a state-wide effort developed through Learn More Indiana, in cooperation with Department of Education, to promote college readiness. College Go! Week will take place during the week of October 12-16. Ms. Lubbers acknowledged Mr. Jason Bearce, Commission's staff member, as well as Ms. Elizabeth Crouch, Learn More staff member, for their hard work in preparation for this event. Ms. Lubbers also thanked the colleges and universities for their participation and efforts to ensure the success of the inaugural College Co! Week.

Ms. Lubbers provided an overview of a recent event sponsored by the Midwestern Higher Education Compact (MHEC), associated with the Making Opportunity Affordable grant. Commission staff members were joined by members of the General Assembly to discuss issues related to productivity and efficiency on college campuses. The conversation focused on strategies to expand postsecondary opportunities while controlling costs. Ms. Lubbers also referenced recent comments by Governor Mitch Daniels on the importance of controlling costs at a time of scarce state resources.

Ms. Lubbers highlighted her recent participation in the Regional Educational Laboratory's (REL) meeting in Washington, D.C., focused on "*Reaching Higher*" and Indiana's efforts in the areas of college access and success.

Ms. Lubbers cited efforts to increase the Commission's visibility in all corners of the state through organized editorial board meetings and through the submission of opinion editorials.

Ms. Lubbers mentioned the meeting agenda booklet contains a document that highlights efforts being made by colleges to deal with an H1N1 flu outbreak.

#### V. CONSIDERATION OF THE MINUTES OF THE SEPTEMBER COMMISSION MEETING

Mr. Smith asked the Commission members to consider making some changes in the Minutes for the September Commission meeting, including adding a word "public" in front of the word "transportation" on page 3, paragraph 3 of Item 8 of Capital Projects. Also, Mr. Smith clarified that he was referring to "absolute numbers of students" when asking Dr. Nalin about the increased number of students (p. 8, paragraph 2).

**R-09-08.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the September 2009 regular meeting as amended. (Motion – Lehman, second – Fisher, unanimously approved)

#### VI. DISCUSSION ITEMS

##### A. Fall 2009 Enrollment at Indiana Public Higher Education Institutions

Ms. Jennifer Seabaugh, Manager of Information Research, presented the fall 2009 enrollment survey. The survey details current-term, aggregate enrollment statistics from each institution, including headcount enrollment, full-time or part-time standing by residency status, full-time equivalency (FTE) enrollment and student entry type (continuing,

first-time entry, transfer or dual credit). Ms. Seabaugh also presented data regarding reciprocity and dual credit enrollments over the last three years.

Mr. Murphy asked whether the system-wide enrollment decrease in enrollments for first-time entry students, but overall system enrollment increase, is the result of improved student retention.

Mr. Smith asked Commissioner Lubbers to have staff put together a set of notes to help Commission members establish the context. Mr. Smith commented on the importance of understanding the demographics in enrollment to determine where additional students are coming.

Mr. Murphy asked to have information on the population increase in the areas that report a high enrollment increase.

Ms. D'Amico questioned Vincennes University's enrollment decrease, included in the data. Mr. Smith confirmed the necessity of having notes to clarify some of the presented information.

Vincennes University President Richard Helton asked about the timeframe within which the data was collected. Mr. Smith suggested that this was done from Census date to Census date. Ms. Seabaugh responded that the information was gathered from the fall 2008 to the fall 2009 surveys. Mr. Murphy noted that the data for Vincennes University indicates that the headcount went down, but the FTE went up. President Helton questioned the accuracy of this data, to which Mr. Smith responded that the data was given to the Commission staff by Vincennes University.

Ms. Seabaugh assured the Commission that she would re-check the numbers.

## **B. National and State Trends in Associate Degree Production**

Dr. Kenneth Sauer, Senior Associate Commissioner for Research and Academic Affairs, presented an update of a report that was given to the Commission in 2008, and also served as a preview to another report that will be delivered at the November Commission meeting.

In *Reaching Higher*, the Commission has highlighted and reaffirmed the need to achieve greater system efficiency through expansion of the community college sector, and to increase student success, especially through higher degree completion rates. One outcome of these strategies is to have more associate degrees conferred by Indiana's community colleges, both in absolute terms and relative to the four-year sector.

Dr. Sauer indicated that when the decision was made in 1999 to create a comprehensive community college system, Indiana occupied an almost unique position in the nation, in that about one-half of all associate degrees conferred were attributed to the four-year sector. This agenda item describes what has happened in Indiana in recent years and in the context of national trends regarding associate degree production.

The report included data from public two- and four-year institutions, as well as from private for-profit and private not-for-profit institutions. Taking all three sectors into account, Indiana is 18 percent above the national average in producing Baccalaureate degrees, and 12 percent below average in producing Associate degrees.

Mr. Smith commented on the fact that Indiana's workforce is still behind other states' educational attainment; however, the data presented in the report shows great improvement. Mr. Smith asked whether this data reflected the most recent trend. Dr. Sauer responded that the data reflects the degree production, not the educational attainment of the population. Indiana institutions tend to enroll more out-of-state students.

Mr. Murphy asked whether Indiana's total degree production was higher or lower relative to the nation. Dr. Sauer responded that Indiana was producing more Bachelor's degrees per capita than other states in the nation. Mr. Murphy said that Indiana may want to increase the number of Associate degrees, which could place Indiana in even better position than where it is now.

Ms. D'Amico said that Lumina Foundation has a goal of increasing degree production nationwide, and Indiana's share in this goal is 10,000 college graduates each year. Ms. D'Amico asked Dr. Sauer to confirm that Indiana will have no trouble meeting this goal at the current rate of degree production. Dr. Sauer said that the Commission will have to look at these numbers more closely.

Mr. Smith said that the *Reaching Higher* documents reflect the Commission's goal, and the presentations should reflect the difference between the national goal and the Commission's own goal; otherwise, it is impossible to conclude where Indiana stands.

Ms. Lubbers commented that the Commission should integrate into this information the number of students who are coming to Indiana from out-of-state, so that when the Commission is looking at Hoosiers' attainment, it also keeps in contact with the number of those who were "imported."

Dr. Bepko asked whether it was possible to get data that show the same measurements for residents of those states (from where the students are coming to study in Indiana). For example, take Indiana residents earning Baccalaureate degrees in any given year, and Indiana residents earning Associate degrees in any given year, and make comparisons with those with other states. Dr. Bepko added that the graduation rate of out-of-state students is probably higher than those of Indiana resident students.

Mr. Costas commented that the degrees conferred over the last ten years went up less than 100 percent, and yet the enrollment has increased 120 percent. Dr. Sauer confirmed that the enrollment did increase considerably over the last ten years. *Reaching Higher* emphasizes the need for improvements in graduation rates.

Dr. Sauer gave a brief preview of the information that would be presented to the Commission in November. In order to have a better understanding of the current position, and the expectations for the near future, each of the universities have been asked to report back to the Commission on the current status of their Associate degree programs, as well as the anticipated status of these programs by 2015.

Ms. D'Amico asked whether the Commission will cut the data on degree production in by program area. Dr. Sauer responded that this could be done. The Commission will first need to understand the status of these programs, and then sort the data by field. Ms. D'Amico said that it is very important to look into the program area.

Dr. Bepko clarified to the group that the *Reaching Higher* goal is to have 10,000 more Indiana Baccalaureate degrees by 2025. Another goal is to have 50 percent more Associate Degrees by 2015. Lumina's goal is to have 60 percent attainment rate by 2025, counting not only Associate degrees, but any post-secondary credentials that lead to further advanced education or to employment.

### **C. Higher Education Capital Projects Report**

Mr. Bernard Hannon, Senior Associate Commissioner and Chief Financial Officer, presented this item.

The Indiana General Assembly has authorized or appropriated more than \$1 billion in higher education capital projects between the 2005 and 2009 legislative sessions. This presentation focused on putting these projects in the context of the state and higher education budgets; listing the projects that have been reviewed and approved, as well as those awaiting action; discussing the fiscal implications of the future debt service; and raising issues of legislative and administrative processes and procedures.

Mr. Hannon mentioned that the Commission made a decision earlier this decade that debt service appropriations, relative to total operating appropriations, should not exceed ten percent. Mr. Murphy confirmed that this was done because debt service was eating into operating support.

Dr. Bepko asked whether it was possible to obtain national data from other universities or organizations that have continuing capital development programs to see what percentage of their total expenditures, in any given year, are devoted to capital spending. Mr. Hannon responded that every state does things differently. In some states, like Indiana, every university issues its own debt for its own facilities. In other states, the state issues one giant bond every several years. Comparable data across the states for higher education capital expenditures does not exist.

Dr. Bepko said that it is probably made more complicated by the fact that there are quota issues from state to state; maybe the percentage would be expended for a state with a lot of growth. Mr. Hannon confirmed that it was a possibility. He said that every state has seen a substantial decline in state appropriations in higher education.

Mr. Murphy asked whether this debt service level includes all of the buildings that are financed by debt on all campuses in Indiana. Mr. Hannon said that this was only debt paid by the State of Indiana.

Mr. Smith stated that Indiana University has its own debt, both on and off its balance sheet, with \$300,000,000 on its balance sheet. He asked whether the Commission has a sense of how much debt institutions carry off balance sheets. Mr. Hannon responded affirmatively, adding that he did not have an exact number at the moment.

Ms. D'Amico asked how this affects institutional operations and student services, what the relationship was, and why the Commission should care so much. Mr. Hannon responded that increases in state appropriations for operations between fiscal years 2001 and 2011 increased 16 percent; the increase in state appropriations for debt service increased 82 percent. When the state appropriates to the institutions for debt service, it cannot be spent

for salaries or student services; institutions have to increase their fees to make up for the money they did not get from the state and that they need for operation.

Mr. Murphy commented that it is important to remember that we will not have control over increasing debt service. As an example, he suggested the Commission assume the state will hold all funding flat for higher education next year. However, it is impossible to hold it flat; it has to be increased enough to pay the debts. Any budget component that requires an increase will be funded to the detriment of the operating side. It is interesting that the capital project increase occurred just about at the same time when the mortgage market was exploding. Mr. Murphy indicated that he believes taxpayers will pay for it sooner or later, if the state does not get it under control.

Mr. Hannon explained how capital projects have been funded in the past. First, the General Assembly authorizes the institutions to issue debt for this biennium; however, funding is generally not included to pay the debt until the next biennial budget. This way a project would go into the budget bill in a sense “free of charge,” meaning the debt will not have to be paid until two years from the date of the bill. For example, in the 2003 biennium there were \$250M in capital projects authorized that would require \$25M in debt service, and no money was put in the budget for those projects in the 2003 biennium. When the Commission developed its budget in 2005, the first thing it had to do was to put \$25M in the budget for the last biennium’s debt service. With the help of the State Budget director and key legislators, some debt service was funded in the 2007-09 budget. This also happened in 2009-11. Mr. Hannon stressed that it is important to continue this trend, and to recognize the true cost of the budget at the time the budget has passed.

Mr. Smith asked who owns a long-term model that would provide an indication of the consequences of the described situation that the Commission could utilize. Mr. Hannon said that Indiana Finance Authority has these models, and he would bring them to the Commission’s attention.

Mr. Hannon continued with his report. Indiana is about \$20M short in debt service to pay for projects sitting in the queue right now. State appropriations for operations were cut four percent for next biennium. Mr. Hannon spoke about the revenue forecast and revenue collections.

Mr. Murphy asked if the Commission had \$100M in the next biennium to distribute to institutions to reward performance, effectively, the Commission would have \$20M less to do that due to the debt service shortage. Mr. Hannon responded in affirmative.

Mr. Hannon spoke about the statutory capital review process, pointing out that it is possible that the State Budget Committee and the Governor could by-pass the Commission; however, the State Budget Director has chosen not to do that.

Mr. Hannon spoke about the Repair and Rehabilitation (R&R) funds and ARRA funds.

Mr. Costas wanted to recap a point of the review process. He asked whether or not the Commission’s review of the capital project was required after the project has been approved by the General Assembly, unless the Governor requested the State Budget Agency to do so. Mr. Hannon responded that under current law, a capital project that has been authorized by the General Assembly does not require Commission review, unless that review is requested by the Budget Director or the Budget Committee.

Mr. Smith asked about the operative relationship between the Commission and the State Budget Agency. He asked whether Mr. Hannon could recall in the recent years any time where the Commission reviewed and recommended a project, but the Agency deferred, delayed or did not approve it. Mr. Hannon responded that there are several projects that are still waiting their appearance on the State Budget Agency agenda, but he could not recall a time when a project that had been reviewed by the Commission was disapproved by the State Budget Agency.

Mr. Bland commented that since the Commission goes through these discussions every year, it would be worth putting together an Executive Summary each year that would, in line with the *Reaching Higher* document, reflect issues that concern the Commission, get the Commission's high attention, and highlight issues that undermine the Commission's ability to help Indiana move forward.

Mr. Smith encouraged Commissioner Lubbers and Commission staff to make clear in the public meetings that the Commission's intent is to have an actionable set of recommendations. It is important to take the important matters and allow a progression of discussions to lead to the conclusion that some positive constructive changes are being acted upon.

#### **D. College GO! Week (October 12-16)**

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, presented this item. College GO! Week is a statewide effort launching fall 2009 (October 12-16) to help more Hoosier students go to and through college. The goal is to have every Indiana high school student take specific, practical steps to prepare for college.

Supported by the Federal College Access Challenge Grant from the U.S. Department of Education, College GO! Week is made possible by the state's Learn More Indiana Partnership, a joint effort of the Indiana Department of Education, Indiana Commission for Higher Education, the Indiana Department of Workforce Development and the State Student Assistance Commission of Indiana, with additional support from Indiana's colleges and universities, USA Funds, and the Lumina Foundation for Education.

As part of the College GO! Week all Indiana state colleges and universities, as well as all independent colleges, have agreed to waive student application fees during that week (October 12-16).

Eighty-four percent of sophomores have signed up to take the PSAT in 2009, as opposed to 49 percent last year. Indiana is on its way to surpass the national average (50 percent) in the number of PSAT takers. Indiana's E-transcript initiative has been a leader in providing a free, convenient, secure avenue for students to submit their high school transcripts to the colleges not only in Indiana, but all over the country.

Mr. Bearce stated that some community organizations specifically asked that Learn More Indiana reach out to local municipalities across the state. As a result they are getting involved in various ways, and Learn More is getting proclamations from the cities of Indianapolis, Evansville, Fort Wayne, and Terre Haute. Learn More Indiana also is working with these partners to hold media events at these cities and others.

Learn More Indiana is considering making College GO! Week an annual event.

Mr. Bland suggested writing the word “Indiana” in front of the words “College GO! Week” on all of the promotional materials to indicate that this is a state effort.

## **VII. DECISION ITEMS**

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

#### **1. Master of Arts in Family and Consumer Science (Interior Design Option) and Master of Arts in Curriculum and Educational Technology To Be Offered by Ball State University-Statewide via Distance Education Technology**

Dr. Sauer introduced the item. He said that at the previous Commission meeting questions were raised about tuition for distance education. Many of the distance education programs normally appear before the Commission as expedited items. Because of some issues related to programs delivered through distance education at the last month’s meeting, it was decided to place these two Ball State requests as regular decision items.

The Commission has a distance education policy, which was approved in 1998. The intent of this policy is to make it easier for institutions to get distance education programs approved by the Commission. The forms that describe the schedule of fees for both Ball State programs are included in the agenda book. The rationale for creating these forms was that Indiana is a state in which educational attainment is not what it should be, so the Commission should use every mechanism to have degree attainment opportunities available to Hoosiers who would benefit from this concept.

Another element of the distance education policy deals with finances. There was a lot of conversations regarding finances related to the distance education programs; how much it costs to produce the program; how much the students should pay, etc. When the policy was first introduced eleven years ago, the best that could be done with respect to tuition was to have the policy state that resident students should not pay more than non-resident students. There were a few cases then when the resident students had to pay more than non-resident students for distance education.

Mr. Phillip Sachtleben, Associate Vice President, Governmental Relations, presented this item. He explained the fee schedule that applies to both the M.A. in Family and Consumer Sciences and the M.A. in Curriculum and Educational Technology. Mr. Sachtleben said that the first important aspect of a distance education degree program is that it has to be self-supporting. The second is market demand. There is a lot of competition from private, proprietary, and other schools in Indiana.

Mr. Sachtleben talked about Ball State’s five-year strategic plan, and its two elements: first – every year, Ball State will train ten or more percent of faculty members to deliver their courses electronically, and second – Ball State will increase the number of students who participate in distance education by 30 percent by 2012.

Mr. Sachtleben pointed out that Ball State followed the Commission’s recommendations regarding in-state and out-of-state tuition. Fees for Ball State’s distance education

programs indicate that in-state students are going to pay considerably less than out-of-state students. Also, students taking classes off-campus should pay considerably less than those taking classes on-campus.

Ms. Moran-Townsend applauded Ball State for making the correlation between these fees. Mr. Smith confirmed that the Commission recognizes this as an appropriate model, and wants to applaud this approach.

Dr. Sauer gave the staff recommendation.

**R-09-08.2 RESOLVED:** That the Commission for Higher Education hereby approves the *Master of Arts in Family and Consumer Science (Interior Design Option)* and *Master of Arts in Curriculum and Educational Technology* to be offered by Ball State University-Statewide via Distance Education Technology, in accordance with the background discussion in this agenda item and the *Distance Education Program Proposal*, June 6, 2009, and May 1, 2009, one of which is attached for each of the two proposed master's programs; and

That the Commission recommends no new state funds, in accordance with each supporting document, *Distance Education Program Proposal*, June 6, 2009, and May 1, 2009. (Motion – Moran-Townsend, Second – Sendelweck, unanimously approved)

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

Staff presented a list of degree programs proposed for expedited action. There was no discussion of these items.

**R-09-08.3 RESOLVED:** That the Commission for Higher Education hereby approves by consent the following degree program(s), in accordance with the background discussion in this agenda item:

- B.A. in Social Work to be offered by Purdue University-North Central at Westville
- B.S. in Communication Studies to be offered by Indiana University East at Lawrenceburg (Motion - Rehnquist, second - Fisher, unanimously approved)

## B. Capital Projects

### 1. HPER Courtyard – Build-Out at Indiana University Bloomington

Mr. Thomas Morrison, Vice President of Capital Projects and Facilities, presented this item.

Mr. Hannon made the staff recommendation.

**R-09-08.4 RESOLVED:** That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the new construction project, *HPER Courtyard – Build-Out at Indiana University Bloomington*, as presented in the project description and staff analysis dated September 30, 2009. (Motion – Bepko, second – Lehman, unanimously approved)

**2. Construction of Marriott Hall on the Purdue University West Lafayette Campus**

Mr. Kevin Green, Director of State Relations, presented this item. Marriott Hall will house the College of Consumer and Family Sciences' Hospitality and Tourism Management (HTM) Program, one of the leading programs in the field worldwide. The estimated cost of this project is \$13,000,000 to be funded from Gift Funds (\$9,300,000) and Capital Reserve for Buildings (\$3,700,000).

Mr. Hannon gave the staff recommendation.

Mr. Smith recommended making it clear in the future that the Commission's review of a capital project should undergo the same level of scrutiny regardless of the source of funds.

**R-09-08.5 RESOLVED:** That the Commission for Higher Education hereby recommends approval of the new construction project, *Marriott Hall on the Purdue University West Lafayette Campus*, as presented in the project description and staff analysis dated September 30, 2009. (Motion – Blend, second – Bepko, 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 September Commission Working Sessions
- E. Institutional Plans for H1N1/Pandemic Flu Outbreak

There was no discussion of these items.

**IX. OLD BUSINESS**

There was none.

**X. NEW BUSINESS**

**A. Amendment of the Indiana-Kentucky Reciprocity Agreement**

Ms. Haley Glover, Associate Commissioner for Policy and Planning Studies, presented this item. The rationale for reciprocity agreements is to expand access to higher education, and also to recognize that population growth, economic development, and the need for postsecondary access seldom pay attention to state boundaries.

The current agreement, which is in place for 2007-13, includes five Indiana and five Kentucky institutions in the majority of the counties along the Indiana-Kentucky border. This agreement will be amended, through the Memorandum of Understanding, to include additional Indiana and Kentucky counties eligible for reciprocal tuition at specific institutions.

**R-09-08.6 RESOLVED:** That the Commission for Higher Education hereby approves *Memorandum of Understanding Between Indiana and Kentucky Regarding Tuition Reciprocity, 2007-2013, Amended May 22, 2009* (Motion – Baker, second – Lehman, unanimously approved)

**XI. ADJOURNMENT**

The meeting was adjourned at 11:50 a.m.

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Mike Smith, Chair

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Jud Fisher, Secretary