

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, March 13, 2014

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, 50 W Fall Creek Pkwy North Drive, Indianapolis, with Vice Chair Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, Jon Costas, Susana Duarte De Suarez, Mark Holden, Allan Hubbard, Chris Murphy (via conference call), Dan Peterson, John Popp, Hannah Rozow, Mike Smith (via conference call), and Caren Whitehouse.

Members Absent: Gerry Bepko, Jud Fisher, Jason Curtis.

CHAIR'S REPORT

Mr. Bland invited Mr. Jeff Terp, Executive Vice President and Chief Operating Officer, Ivy Tech Community College, to give welcoming remarks. Mr. Terp welcomed Commission on campus. He said that Ivy Tech has an Executive Leadership cohort. This is a part of their "Grow Ivy Tech" campaign to grow tomorrow's leaders. Mr. Terp acknowledged five of those leaders, who were in the audience.

Mr. Bland thanked Mr. Terp for welcoming the Commission and hosting the meeting today.

Mr. Bland said that last month the Commission for Higher Education released the College Completion Reports, a novel approach to analyzing the completion and success rates of students. Staff has selected the top media coverage surrounding the Completion Reports release; it can be found starting on page 53 of the Agenda.

Mr. Bland highlighted the comment by William Hansen, President and CEO of USA Funds, saying that "The Indiana Commission for Higher Education's Indiana College Completion Reports starkly highlight the fact that most Indiana students do not finish what they start when they enroll in college, and so students, taxpayers and employers fail to reap the full return on their investment in higher education." Complete College America dubbed the reports as "the best campus completion reports we've ever seen." Stan Jones, President of Complete College America, stated that "Indiana is leading the country in providing important information to students, parents and the general public." Finally, Mr. Bland quoted the remarks from Jamie Merisotis, President and CEO of the Lumina Foundation, who said: "I applaud the Commission for its comprehensive approach in measuring completion, and for highlighting completion gaps among students' populations." Mr. Bland noted that the Commission is pleased with the feedback from these reports and is already making strides to a more comprehensive completion picture for next year's reports.

Mr. Bland mentioned that as of October 2013, the Commission bylaws require that the Commission approve the employment of Associate Commissioners. Staff has selected Dr. Stacy Townsley to fulfill the important role of Associate Commissioner for Information and Research. Stacy comes from Southwestern College in Winfield, Kansas, where she served in many roles, and most recently as the Associate Vice President for Academic Administration. Prior to that she was the college's Registrar and has regularly taught courses, including an accelerated online course in information literacy. Mr. Bland explained that members of the Commission will vote on this hiring approval later this afternoon.

In conclusion, Mr. Bland spoke about some of the Commission's events. The Commission's faculty member Dr. Jason Curtis recently hosted the Faculty Leadership Conference on Thursday, February 27th, when a dynamic group of Indiana faculty members discussed competency-based education and the redefinition of the credit hour. On March 28th the Commission's student member Hannah Rozow will host the Student Leadership Conference, discussing the importance of on-time completion and affordability of higher education. Mr. Bland also asked the attendees to save the date for Thursday, April 10th, when the Commission will host its annual Kent Weldon Conference for Higher Education, focusing on Making Higher Education Matter...More.

Mr. Bland also presented a resolution for Commission's consideration.

R-14-02-1 **WHEREAS**, The State of Indiana has been approved to participate in SARA (State Reciprocity Agreements),

NOW THEREFORE BE IT RESOLVED, that the Indiana Commission for Higher Education endorses the State of Indiana's participation in SARA, and

NOW BE IT FURTHER RESOLVED, that the Commission directs staff to move expeditiously to invite Indiana's Institutions of Higher Education to become members of SARA (Motion – Hubbard, second – Duarte De Suarez, unanimously approved).

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by saying that today concludes this year's legislative session; and as is increasingly the case when the General Assembly meets, the Commission has been given new responsibilities. These issues range from measuring teacher effectiveness to setting aside financial aid for part-time students to reviewing policies related to the granting of credit to veterans. Now, continued Ms. Lubbers, the Commission turns its efforts to developing the budget recommendations for the funding of the state public higher education institutions and financial aid for the upcoming budget session. Much of this work has been underway as the Commission refined its performance funding formula and provided clear guidance to Indiana institutions on how these recommendations will be developed.

Ms. Lubbers noted that late last month, Indiana became the first state approved to join the National Council for State Reciprocity Agreements (NC-SARA), an interstate initiative designed to ensure academic quality and increase affordability for students, who complete on-line courses offered by colleges in other states. In the coming weeks, Indiana colleges and universities will be invited to apply for institutional membership in SARA.

Ms. Lubbers mentioned that the Commission continues to receive state and national attention on its recently published College Completion Reports, the most comprehensive accounting of graduation rates in the nation. These reports provide both institutional and student measures that are useful as the Commission works to increase the educational attainment of Indiana citizens. Many of the news articles are included in the Agenda book.

Ms. Lubbers said that the important work of Indiana regional campuses continues, and she was especially pleased about a recently announced policy at Purdue North Central to encourage on-time completion. Their students will have the opportunity to reduce the cost of earning a bachelor's degree because of a policy that provides a 10 percent rate reduction for each credit hour taken beyond 12 hours per semester. The policy is designed to increase the number of students who take 15 rather than 12 credit hours a semester, ensuring on-time graduation and savings to the student and the state.

In other regional campus news, added Ms. Lubbers, Purdue Calumet and Purdue North Central announced a plan to unify the administration of the university's two campuses. The plan indicates that the two campuses will be preserved, but that administrative and academic oversight functions would be consolidated into one central office. The announcement was made jointly by Chancellor Keon of Calumet and Chancellor Dworkin of North Central.

Finally, Ms. Lubbers mentioned a New Academic Directions initiative that was announced by IU President McRobbie to “position the university to respond effectively to the demands being placed on higher education in a new century.” These recommendations included the creation of new academic schools and the merger of some existing programs, as well as the launch of IU Online and the decentralization of graduate education to campus administration.

CONSIDERATION OF THE MINUTES OF THE FEBRUARY, 2014 COMMISSION MEETING

R-14-02.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the February, 2014 regular meeting (Motion – Peterson, second – Hubbard, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Accelerated Models

In his introductory comments, Mr. Bland reminded the Commission members that at the February meeting Chairman Jud Fisher mentioned that Commission has been exploring some new frontiers in higher education under the broad heading of “creative solutions for non-traditional students.” Mr. Bland noted that the Commission finalizes this series with a public square focused on accelerated learning models.

Mr. Bland introduced Dr. William Katip, President, Grace College and Seminary; Dr. Terry King, Provost and Vice President of Academic Affairs, Ball State University; and Mr. Terp, Executive Vice President and Chief Operating Officer from Ivy Tech Community College.

Dr. Katip started his presentation by thanking the Commission for inviting him to represent 31 independent colleges in Indiana. Before beginning his presentation, Dr. Katip drew Commission’s attention to a flyer about GOAL, the Accelerated Bachelor’s Degree in Management. Dr. Katip highlighted their partnership with Ivy Tech: over a third of their adult learners, who come to this program at Grace College are former Ivy Tech students.

Dr. Katip gave a brief overview of Grace College and Seminary, which has provided ministerial preparation since 1937 and liberal arts education since 1948. Total enrollment this year is 1900 students, which include undergraduates, online students, and seminary graduates both on satellite location and on main campus. Fifty five percent of the students are from Indiana, the rest are from Michigan, Illinois, and Ohio.

Dr. Katip explained that the impetus for the accelerated three-year program included funding uncertainties; growing operational budget; increasing competition; 2009 decreases in Indiana state student financial aid, and drop in enrollment. At that time about a third of their students were PELL recipients and 60 percent of the students’ families made under \$80,000.

Dr. Katip said that in November 2009 the college established a task force to create a perspective image of Grace College in 2010 - 2014. This group had to develop a model that would reflect Grace College’s mission, provide high quality academics, and address financial concerns of families.

In January 2010 the group presented a three-year model to the faculty; in April they presented it to the Board. The basic design is a three year bachelor’s degree option in all Grace College majors/degrees. The group developed a 16-week semester with two eight-week sessions, so a student can take three credit hours every eight weeks. The limit of credit hours for bachelor’s degree is 120. Another necessary component of this program was an on-line summer school.

Dr. Katip mentioned a tuition-free component of the program, modeled after one of the Purdue campuses. If a student goes to school full-time in the fall, he gets three free credits in the summer; if he is a full-time student in the fall and in the spring, he gets six free credits.

Dr. Katip pointed out that 59 percent of their incoming freshmen said that the three-year Accelerated Degree Program played a role in their decision to come to Grace College. Fifty two percent of incoming freshmen plan on graduating in three years; 29 percent plan on staying for a fourth year to get a master's degree (there is an Accelerated Bachelor/Master's degree). Some of the factors students joined the three-year program include most importantly cost savings (60 percent of students); less time in school (26 percent); and flexibility to start career sooner (27 percent).

Dr. Katip presented the enrollment updates, which show steady increase in students starting from 2011; 442 new students in 2013, for total enrollment of 1,904. There is no decline in grade distribution; student satisfaction is up in most categories.

In conclusion, Dr. Katip showed the results in retention, comparing students in 2011 vs 2009. There is a significant increase in progress toward graduation (75 percent vs 67.4); increase in exactly three year graduates (21.3 percent vs 6.1). There is an increase in students graduating in three or fewer years (27.6 vs 11.9, including transfer students). There is a decrease in students who need more than four years to earn their bachelor's degree (1.8 vs 10.1 percent).

Mr. Bland thanked Dr. Katip for his presentation, and invited Dr. King to talk about the Accelerated programs at Ball State University (BSU).

Dr. King explained that BSU is a residential campus with 20,000 students. It is a research university, focused on the undergraduate experience. Dr. King mentioned BSU's efforts to reduce time to graduation, which include: degree maps; reduced credit hours in some degree programs; reduced price for summer classes; restructured tuition to encourage online classes (last year over 60 percent of the students took the online classes); free tutoring for all classes; credit by exam for all regular classes; career counseling starting from orientation; \$500 completion scholarship; a small penalty for students who take too many credits; and finally, a Bachelor/MD program which is being developed with IU at Muncie campus.

Dr. King said that BSU currently has 24 degrees that have Degree in Three program option. The students must declare during orientation their desire to take this option. Then they are given a three-year graduation plan and a degree map, which consists of six semesters plus two or three summer sessions. These students are allowed a priority registration to make sure they get the classes they need; they receive extra advising on how to navigate the system; and they cannot withdraw or repeat any courses, which is the hard part of this program.

Several slides, presented by Dr. King, showed majors eligible for Degree in Three program; examples of degree maps for Communication Studies, and for the Nursing Program. Dr. King noted that the university has developed a partnership with Community Health Network, and the students receive both clinical and academic experiences. Dr. King said that currently 80 students are in the program. Since 2005, fifteen students have completed in three years; six more will likely complete this year.

Dr. King spoke about \$5,000 to \$6,000 savings for the students in tuition and fees; plus students can start their employment one year earlier. There is an extra cost for the university, primarily through enhance advising. Dr. King explained that the pricing structure at Ball State is based on a credit hour model. He said that Degree in Three program will become more popular in future, when students could take advantage of dual credit, Advanced Placement and credit by exam. He mentioned some disadvantages, as well: the program is very intense; there is no opportunity for enrichment programs, or for student activities on campus; nor there is time even for a part-time employment.

Dr. King stated that in order to help with this program, the state can encourage high school graduates to be college ready, and provide financial support. State institutions mostly need help with state authorization and limit of online programs: Higher Learning Commission allows only 20 percent of BSU programs to be offered online.

Dr. King spoke about a project called BSU Achievements, which started year and a half ago, and is funded by the Bill and Melinda Gates Foundation. This is an interactive, achievement-based, mobile application for at-risk students, which encourages students to engage in tasks that improve success. Currently at Ball State there are 5,300 Pell Grant Recipients.

Mr. Bland thanked Dr. King for his presentation, and invited Mr. Terp to talk about Ivy Tech's accelerated program.

Mr. Terp talked about the ASAP program – Associate Accelerated Program. Mr. Terp said that conversations about this program began several years ago, and one of the initiators of it was former Commission's Chair Mr. Mike Smith. Ivy Tech came up with the idea of a one-year Associate Degree program, using cohort-based education; creating a learning community with a regional director and faculty. The students in this program will have classes five days a week, starting as soon after high school graduation as possible.

Mr. Terp noted that based on data Ivy Tech has gathered, these learning communities result in strong retention and completion rates state-wide. Eighty-six percent of the students in this program earn a degree or a still enrolled after 12 months – a rate five times better than the average for all Ivy Tech students.

Mr. Terp explained the requirements of the ASAP program. The ASAP students are nominated by high school guidance counselor. They have to have 2.5 high school GPA with a strong attendance record. The student has to be no older than 21 years of age, and parent/guardian must agree to provide room and board. While at this program, the students are not allowed to work; both parent and student have to agree to that. The program is designed for students from low-income families, when they are in the transition period between high school and college.

The pilot programs were first proposed in Indianapolis and Fort Wayne campuses. Lumina Foundation funded the Ivy Tech \$2,240,000; the Commission for Higher Education funded \$269,378. Lumina Foundation is now giving Ivy Tech more funding; Smith Family Foundation has given \$1 million over ten years, helping Lafayette campus; Old National Bank and Vectren have agreed to give \$250,000 each to start a program in Evansville area.

Mr. Terp showed a slide regarding the state-wide implementation timeline. He showed the retention results for 2012-2013. The year is being broken into five eight-week sessions. The retention numbers are going from 91 to 95 to 100 percent. Some students, who are unable to go on in the accelerated program, leave it, but stay in Ivy Tech and continue studying. All the credits transfer to the regular semester programs.

The 12 months degree completion rates have grown since 2010-2011: 58 percent in 2010-11 to 73 in 2012-13 in Fort Wayne, 64 percent in Indianapolis, and 75 percent in Lafayette. After graduation, 62 percent of Fort Wayne graduates, 78 percent of Indianapolis graduates, and 88 percent of Lafayette graduates are transferring to a four-year institution. Almost 90 percent of these students are first-generation students. There is almost equal number of male and female students in this program.

Mr. Terp mentioned the attention this program received from media. The Wall Street Journal published an article on this program in November, 2013, and it got attention of a donor from another state, who is planning to fund several of similar programs around the country.

Fifty percent of the students in these programs are minorities, nearly twice the percentage of all Ivy Tech's students.

Mr. Bland thanked Mr. Terp for his presentation.

In response to Mr. Hubbard's question about the 100 percent persistence, Mr. Terp said that it means the students may not have graduated yet, but they are still in the college. To another question from Mr. Hubbard regarding the number of students in the program, Mr. Terp responded that there are 25 students in each cohort; there are two cohorts in Indianapolis and one in Lafayette. Total headcount this year is 300 students. Mr. Terp also explained that there are people waiting to get into the program, as it is becoming more and more popular.

Mr. Smith echoed Mr. Terp's comment, adding that at the Lafayette campus this year there are already 68 applicants for next year's 25 slots.

In response to Mr. Popp's question about the criteria for the selection, Mr. Terp said that the guidance counselors are looking for people who have persistence.

Mr. Peterson asked all three presenters about the key things that make these programs successful. Dr. Katip responded that it is a plan that shows a total degree, as well as the support from a cohort. Dr. King added that for the Degree in Three program the students have to know exactly what they want to do when they start. Mr. Terp said that for Ivy Tech it is intrusive advising, being there for students every step of the way.

Ms. Whitehouse asked whether it is more important to have a cohort or a degree map. Dr. Katip said for Grace College it is 50/50. Dr. King said that they had one cohort program – nursing; the other programs may have only a few students. But based on the information from faculty, advisors and students, he can agree that the cohort is important. Mr. Terp echoed this comment, saying that for Ivy Tech cohort is most important.

In response to Mr. Costas' question about the degrees, Mr. Terp explained that Ivy Tech is awarding General Education, Liberal Arts and Business Administration degrees.

Responding to Mr. Holden's question about the number of students who completed four-year degree in two years after graduating from the Accelerated program, Mr. Terp said 62 percent did that.

Ms. Duarte De Suarez asked about the funding models for the program. Dr. King explained that funding comes mostly through fees; BSU does not have a partnership with any private companies at present.

Ms. Lubbers asked whether it is possible to replicate such a program for adult learners, when a person goes to school five days a week in the morning, works in the afternoon, and will earn a degree in a year. Dr. Katip responded in the affirmative, saying that Robert Morris University in Chicago has such a program, and their students get their Associate degree in 15 months. Dr. King added that some programs have nine-month Master's degree, where they have one semester of intensive course work.

Ms. Lubbers said that there is clearly an interest in trying to blend all these kinds of models, and make them an option for older students, as well. Dr. Katip pointed out that the key component for an adult program is taking fewer classes per semester.

In response to Mr. Hubbard's question regarding limit on on-line programs, Dr. King responded that this is a regional accreditation limitation. If the college has 20 percent of its programs that can be taken online, it needs a different accreditation. Dr. King said that most

of BSU courses have online elements; the entire Core curriculum is available online. Mr. Terp added that Ivy Tech also has some of their entire programs online.

Responding to Mr. Bland's question regarding feedback from those who completed these programs, Mr. Terp said that they interview all their students on regular basis and have a constant level of feedback interaction. Dr. Katip added that they hear very positive feedback from their first class that graduated in 2011. This year some of their first graduates from this program are going to a medical school. Dr. King said that they would be more interested to hear from the students who dropped out of the program.

Mr. Bland asked what advice the presenters could give to other institutions who are thinking of developing their own accelerated programs. Dr. King's response was to start with the beginning, create the program from ground zero. Dr. Katip suggested engaging the faculty early, especially the full time core faculty. Mr. Terp's advice was to find the right people committed to this program.

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

III. BUSINESS ITEMS

A. Academic Degree Programs for Which Staff Proposes Expedited Action

R-14-02.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item:

- Master of Art in English to be offered by the University of Southern Indiana (Motion – Peterson, second – Costas, unanimously approved)

B. Capital Projects for Which Staff Proposes Expedited Action

R-14-02.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- University of Southern Indiana: Conference Center - \$5,750,000 (Motion – Holden, second – Duarte De Suarez, unanimously approved)

C. Approval of Hiring Stacy Townsley

R-14-02.5 **RESOLVED:** That the Commission for Higher Education approves hiring Stacy Townsley as the Associate Commissioner for Information and Research (Motion – Peterson, second – Rozow, unanimously approved)

D. Indiana Career Council and Regional Works Councils Overview

Mr. Bland invited Ms. Jaclyn Dowd, Special Assistant to the Governor for Career Innovation, to present this item.

Ms. Dowd gave an overview of Indiana Career Council and Regional Works Councils.

Mr. Peterson asked Ms. Dowd to give an overview of the data system from the standpoint of its capability. Ms. Dowd said that Data Quality Campaign gives Indiana really high marks for the system, in part because all three key agencies are working together. Ms. Dowd explained that they have rich data, but they have to report it in ad hoc fashion, since they do not have

ways in which the data from each agency is linked and systematic. Ms. Dowd said that they are seeking private support to develop all necessary components.

Responding to a question from Ms. Duarte De Suarez regarding “the client”, Ms. Dowd said that “the client” is anyone, who at some point seeks an employment at the state. It is important to make sure they have the basic education and the training specific to their interests, but the center point is the self-sustaining careers and the life-long learning. It is a moving target; in 10-15 years 30 to 40 percent of current jobs will not exist.

Ms. Dowd mentioned that one in six in Indiana’s current workforce does not have a high school diploma or equivalent. It is hard to know what credentials are required by the employers, and this is one of the ways in which the data system is really important; its continuing development helps the Career Councils address some of the questions regarding supply and demand of the workforce in the new society.

In response to Mr. Popp’s question about the standards for the Common Core, Ms. Dowd noted that the standards have not been adopted by the State Board of Education, but they are planning to vote on them at their meeting at the end of April.

Mr. Hubbard made a comment that certain percent of high school students are not planning to go to college, to which Ms. Lubbers pointed out that the goal of 65 percent includes not just four-year college but any kind of education beyond high school. Mr. Hubbard asked whether these students will be able to get a credential that leads to a good career. Ms. Dowd explained that in the most recent year there were 191,000 enrollments in secondary career and technical education, and only 4,000 credentials were awarded. This is a big disconnect of opportunity; not nearly enough of the students, who are taking career and technical education, are getting to the credential level attainment.

Ms. Dowd explained the distribution of federal funds, a portion of which goes to high schools and another portion to the postsecondary education. The remaining funds, the “per pupil,” comes from the state government. Almost \$100 million received every year from General Assembly go to the schools per formula in state’s statute.

In response to Mr. Costas’ question regarding soft skills, Ms. Dowd said that if a person does not have good soft skills, technical skills do not matter. Soft skills should be a matter of regular operating business, and the most important ones are showing up for work on time and being drug-free; they also include basic math skills and comprehension.

Ms. Lubbers added that years ago soft skills alone could be enough to have a job on a middle class level in Indiana; but now it is important to have competency in some area.

Ms. Rozow asked how the Career Councils and other organizations can assure that the students in the pipeline are informed about the areas that are in demand. Ms. Dowd explained that the strategic planning is taking place at the Career Council, and the counseling is very important as well. Ms. Dowd added that the communications have to be deep across multiple agencies and the schools themselves, including the postsecondary. It is a culture shift, which has to be addressed soon, because many individuals are not prepared even for the current jobs, let alone for the jobs in the future.

In conclusion, Ms. Dowd said that Career Council continues to engage in its Strategic Planning process. They are talking with other partners about that, and welcome comments from each of the Commission members. Career Councils are engaging in \$4.3 million grant effort trying to develop a new curriculum for high schools that could better serve the needs of employers.

Mr. Blend thanked Ms. Dowd and wished her every success.

IV. INFORMATION ITEMS

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

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

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

Jud Fisher, Chair

Dan Peterson, Secretary