

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, March 9, 2012

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:00 a.m. at Ivy Tech Community College, Illinois Fall Creek Center, Community Room, 50 W. Fall Creek Parkway, N. Drive, Indianapolis, Indiana, with Chair Ken Sendelweck presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko (via conference call), Dennis Bland, Carol D’Amico, Susana Duarte de Suarez, Jud Fisher, Keith Hansen, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Eileen O’Neill Odum, George Rehnquist, Kent Scheller, Ken Sendelweck and Mike Smith.

III. CHAIR’S REPORT

Mr. Sendelweck invited Dr. Kaye Walter, Chancellor, Ivy Tech Indianapolis, to give some welcoming remarks. Dr. Walter welcomed Commission members on campus.

Mr. Sendelweck reminded the Commission members of the upcoming H. Kent Weldon Conference on Monday, April 16th, which will be held at the Sheraton City Center Hotel in Downtown Indianapolis. The invitations will be sent electronically next week; the registrations should be completed by Friday, April 6th. Mr. Sendelweck invited Ms. Teresa Lubbers, Commissioner, Commission for Higher Education, to speak about the Agenda for the Conference.

Ms. Lubbers said that the Conference will be a combination of the three conferences usually held every year: Trustees Conference, Student Leadership Conference and Faculty Leadership Conference. The reason for this is to have more opportunity to talk about the “*Reaching Higher, Achieving More*” document. Ms. Lubbers said that Mr. Charles Kolb, President of the Committee for Economic Development, will be the keynote speaker in the morning, and in the afternoon the attendees will be divided into groups. Ms. Lubbers said that the Conference will help the Commission with implementation of “*Reaching Higher, Achieving More.*”

Mr. Sendelweck announced that the Student Nominating Committee was still accepting applications for the student position on the Commission for Higher Education. The application is available on the Commission’s website, and the deadline for submitting an application is March 16th. Mr. Sendelweck added that any questions should be directed to Ms. Rosemary Price at the Commission for Higher Education.

IV. COMMISSIONER'S REPORT

Ms. Lubbers noted that today was the final day of the legislative season. There was considerable focus on higher education issues, which was somewhat unusual, considering that this was not a budget session. This provided an opportunity for higher education to highlight some important issues. In his State of the State address, Governor Daniels called attention to the issue of Credit Creep, building momentum for the passage of HB 1220, establishing the standard of 120 credit hours required for the Bachelor's degree and 60 credit hours for an Associate degree. This bill also allows the Commission to build on its current statutory authority to approve or disapprove new programs, and to include the elimination of existing programs.

Ms. Lubbers spoke about SB 182, which calls on the Commission to develop a common numbering system through the Indiana Core Transfer Library and to work with the institutions on the creation of a general education transfer core of at least 30 credit hours. Ms. Lubbers added that 29 states already have some kind of a general education core. The Commission will work with the institutions to insure the implementation of SB 182 and to move seamless transfer between institutions.

Ms. Lubbers also mentioned HB 1270, which is a government restructuring bill. In order to streamline the work of various branches of higher education, the General Assembly concurred that this bill would dissolve the State Student Assistance Commission of Indiana (SSACI) and would bring financial aid under the Commission for Higher Education. The Commission on Proprietary Education (COPE) will change its name to the Board of Proprietary Education. The bill preserves the composition of the current COPE Board. The Commission for Higher Education will provide staff for BPE, and an Associate Commissioner for the Commission will serve as an Executive Director of BPE. All of the current staffing that exists for those positions will remain in place. This change will officially take effect on July 1st.

Ms. Lubbers spoke about the first meeting of Indiana's College Completion Council that took place on February 21st. This group was envisioned in the Complete College America grant as a way to integrate the completion efforts of Indiana institutions with the state's 60 percent attainment goal. The group is comprised of college and university presidents, including all seven public systems, seven private institutions, and two Indiana-based proprietary schools, Harrison College and ITT. The group considered the draft of "*Reaching Higher, Achieving More,*" and more specifically began discussion on how to set institutional degree targets. The Commission is working with the schools to determine next steps in establishing and promoting the targets that are geared toward meeting the 2025 attainment goal.

In conclusion, Ms. Lubbers thanked members of the Commission and representatives from the institutions for their work on the "*Reaching Higher, Achieving More.*" Ms. Lubbers pointed out that this had been an extensive process that invited a broad range of stakeholders, both to develop and edit the document. Ms. Lubbers also said that this is a living document that will require ongoing attention; new issues will emerge and modifications may be necessary. However, the Commission believes this is a thoughtful and bold blueprint for the Commission and for Indiana's higher education system.

V. CONSIDERATION OF THE MINUTES OF THE DECEMBER 2011 COMMISSION MEETING

Mr. Murphy noted that his name was omitted from the list of the CHE members who were absent at the February meeting.

R-12-02.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the February 2012 regular meeting, as amended (Motion – LaMothe, second – Moran-Townsend, unanimously approved)

VI. DISCUSSION ITEMS

A. Update of the Higher Education Landscape Report from the Military Family Research Institute at Purdue University West Lafayette

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, Commission for Higher Education, introduced this item. He said that when the Commission's staff first became aware of the Military Family Research Institute (MFRI) two years ago, it realized what a great resource it is, not only to Indiana, but nationwide, in trying to help the service members, active duty reservists, and veterans to have easier transition to college and careers.

Dr. Sauer noted that the Commission has been working with the MFRI on a project that focuses at ACE's (American Council on Education) military credit recommendations. ACE has an elaborate procedure translating military training courses and experiences into college credit. Dr. Sauer also pointed out that the Commission worked on this issue through STAC (State Transfer and Articulation Committee), and the progress that has been made. Dr. Sauer mentioned HB 1116, which has passed the legislature, and which will mandate institutions to accept ACE's credit recommendations.

Dr. Sauer introduced Dr. Shelley MacDermid Wadsworth, Director, Military Family Research Institute, Purdue University.

Dr. MacDermid Wadsworth began her presentation by saying that MFRI is charged with the mission of making a difference for families that serve, and this mission is not limited to higher education. Even though their outreach efforts focus primarily on Indiana, their research mission is global, and the goal is to introduce ideas in Indiana that can be applied elsewhere in the country.

Dr. MacDermid Wadsworth spoke about five strategic goals of the MFRI: supporting military communities, meaning those who serve in the military and their families; strengthening civilian communities; generating important knowledge; influencing programs, practices and policies; and sustaining a vibrant learning organization.

Dr. MacDermid Wadsworth said that MFRI's dream is to make Indiana a leader in the nation as a place for military and veteran families to leave from to serve, to return to after the service, and to pursue productive lives as civilians. Dr. MacDermid Wadsworth said that MFRI has already served over 600 military children with programming to help them deal with deployment and reintegration. At least one other

state is using the programming that was developed by the MFRI and has been recognized as the best practice.

Dr. MacDermid Wadsworth said that the MFRI operates community mobilization meetings in ten regions that involve over 700 citizens. They have placed materials and programming that serve military families and educate communities about them; have given small grants to military and civilian groups that have served over 6,000 people, and have trained over 500 military and civilian behavioral health providers to serve military families.

Dr. MacDermid Wadsworth acknowledged the work of Dr. Stacie Hitt, Director of Operation Diploma, as well as the support of Purdue University's leadership. Operation Diploma works to strengthen and generate activities in higher education institutions throughout the state.

Dr. MacDermid Wadsworth showed the results of the studies the MFRI has done to find out where Indiana institutions are at in their policies and programs supporting student service members and veterans. This was first done in 2008; then in 2010, and the 2012 study is currently underway.

Dr. MacDermid Wadsworth presented slides showing the results of the survey on awarding credit for military experience or courses taken while in the military. Another slide showed the results of the survey on service members reapplying for admission upon returning after being deployed. Next slide showed an improvement in numbers of veterans using the G.I. Bill or vocational rehabilitation. Several other slides dealt with tuition reimbursement to the service members who were deployed in mid-semester. These students were given the extensions to complete the course requirements.

Dr. MacDermid Wadsworth mentioned that staff and administrators at public institutions reported significantly more services than those at private, not-for-profit institutions. Dr. MacDermid Wadsworth said that military student enrollment has increased by 25 percent on average. 80 percent of two- and four-year schools have connected with the MFRI for various resources to support student service members and veterans. Yellow Ribbon participation increased by 63 percent, and student veterans organizations have increased by 300 percent.

Dr. MacDermid Wadsworth also mentioned that veterans' resource centers at IUPUI, IU and Indiana State University benefit more than 1,700 student service members, as well as veterans and their families. Priority tutoring hours have been offered at Ball State University (BSU) and University of Evansville. Online veterans' orientation modules have been created at BSU, and PU Calumet has created priority registration. More universities now have clear military information on their website and also award specific credit for military training and experience, as well as conduct regular awareness training.

Dr. MacDermid Wadsworth stated that Indiana has become a leader in the nation for its efforts; this has been done collaboratively with institutions. She noted that the MFRI is still working on creating the equivalencies between the ACE military training information and the Core Transfer Library. There is work going on to document student service members and veterans on Indiana campuses to see how

they are doing in colleges. Dr. MacDermid Wadsworth pointed out that although these students are academically well prepared and performing as well as their civilian counterparts, they are less optimistic about graduating, and one of the goals of the MFRI is to change that.

Dr. MacDermid Wadsworth acknowledged the support the MFRI received from Lilly Endowment, Inc. She also thanked several veterans who helped create the initiative.

Mr. Fisher asked whether the MFRI works with Red Cross. Dr. MacDermid Wadsworth responded in affirmative, saying that they do this more through the outreach team. Mr. Fisher mentioned a Red Cross program at the Ivy Tech-Muncie campus. Dr. MacDermid said that they will study upon it.

Ms. Moran-Townsend asked whether there is real persistence among veterans. Dr. MacDermid Wadsworth responded that some service members know that they may be deployed again, which makes studying very challenging. Most of these students are older and have family priorities.

Mr. Bland asked whether they have a model program. He also asked whether there is a correlation between a level of services provided by the institution and having veterans among the administrative staff. Dr. MacDermid Wadsworth said she did not have the answer to the second question. She added that there are many veterans among Purdue faculty and leadership, as, probably, in every institution.

With regard to model institutions, continued Dr. MacDermid Wadsworth, there are many models in the country that seem to be promising, but provide very little data. A lot of them still do not track the performance and the progress of their student service members and veterans.

Ms. Duarte de Suarez referred to a slide on special assistance for veterans' family members, which showed a significant drop in numbers since 2008. Dr. MacDermid Wadsworth responded that this was due to the difference in answers given to the survey questions. Also, between 2008 and 2010 the VA has clarified the transferability of VA benefits.

Ms. Duarte de Suarez asked what should be done to insure retention and completion for service members. Dr. MacDermid Wadsworth responded that the transfer credit issue is important. Institutions have an obligation to review the training that students have received. Dr. MacDermid Wadsworth said that STAC has been very supportive and eager to work on this effort; and ACE could help, as well.

Mr. LaMothe complimented Dr. MacDermid Wadsworth on the work she and her colleagues did, and asked about their funding. Dr. MacDermid responded that the MFRI was created in 2000 through the competitive funding process run by the Department of Defense (DOD). They recently received three significant grants from Lilly Endowment, which constitute their predominant funding, even though they still have funding from the DOD.

Ms. Lubbers asked whether a college credit or degree granted to a service member while he is still in the service has any credibility when he leaves the service. Dr. MacDermid responded that it depends on whether the degree itself is worthwhile.

Dr. D’Amico asked whether the veterans are getting credit for their life experiences in the military. Dr. MacDermid Wadsworth responded that prior to the war institutions in Indiana would give undistributed credit for military experience. STAC has been working on turning this into a specific course credit, and the MFRI is trying to make it easier for institutions. Dr. D’Amico asked whether the MFRI has documentation on the number of credits that have been given for the life experiences. Dr. MacDermid responded that they could make a list of about 70 schools to show what they do in regard to this issue.

B. Presentation on Distance Education, Including Costs and Fees

Dr. Sauer introduced this item. He said that in the past couple of meetings the Commission focused on issues related to cost of distance education and the rationale for fees that were charged for distance education programs. The goal is to bring to the Commission a policy on distance education of the context of the overall program approval guidelines. Dr. Sauer pointed out that even though there has been a lot of discussion, and a lot of information was received from the institutions within Indiana, it was important to get a perspective from outside the state.

Dr. Sauer introduced Dr. Russ Poulin, Deputy Director, Research and Analysis, WCET – WICHE (Western Interstate Commission for Higher Education) Cooperative for Educational Technologies.

Dr. Poulin began his presentation by giving a brief history of WICHE. He said that among their members are institutions, state agencies, corporations and non-profit organizations. He added that they have members throughout the U.S. and Canada, and in a few other countries, as well.

Dr. Poulin spoke about the online education survey. This is a project in which his office partnered with the Campus Computing Project, noted for its surveys of Chief Information Officers of colleges across the U.S. Dr. Poulin said they received lots of information about enrollment in distance education and other issues. Dr. Poulin mentioned that they are still working on some of this data, but the Commission members are the first to see the new results that were updated since the last time the survey was published.

Dr. Poulin said that 199 institutions filled out the survey; 154 of them are public institutions. Separate questions were asked about the tuition and fees. In some states fees include tuition, so Dr. Poulin wanted to make it clear that those two were separated in their survey. The institutions were asked whether the students in their online programs pay the same total tuition (not including special fees) as students in the on-campus programs, and the vast majority of the institutions responded affirmatively. Next Dr. Poulin showed a slide where these numbers were broken down for public universities, and further broken down by the highest degrees these universities offer. The two-year institutions tended to stay with what the regular tuition was; for those offering four-year degrees and above it looks a little different.

The chart Dr. Poulin presented next showed the universities that answered negatively to the previous question. The majority of these universities were charging more for distance education courses, but some of them were charging less. Another chart

showed the tuition and fees that the institutions were charging for online programs. Some of the universities were charging over \$200 more and some the same amount or less. Dr. Poulin presented a chart showing the percentage of the operational budget for online courses and programs that comes from the tuition and fees charged to students.

Dr. Poulin presented a chart that shows the percentage of the tuition and fee revenues from online courses and programs revert back to the academic units that offer these courses and programs. Another chart showed the special fees not charged to students in on-campus programs, but charged to students in online programs. There are various types of special fees; depending on the university, some apply to some of the courses, some to all of the courses.

Dr. Poulin spoke about another study they conducted in collaboration with NHEMS (National Center for Higher Education Management Systems), which is a step-by-step procedure that enables institutional leaders to analyze the costs of alternative modes of instruction. This was last updated in 2002. Dr. Poulin said that most of the findings from that study showed at least initial higher cost for the distance courses.

One of the main points Dr. Poulin wanted to make is that the biggest costs of technology mediated education is faculty. Dr. Poulin pointed out that there is a thought that just by using technology the cost of the distance education courses could come down; however, unless it is possible to keep the “people costs” the same, the overall costs are going to be higher, and that is the issue that should be recognized.

Dr. Poulin mentioned that the reason the survey has not been updated since 2002 is that people do not want to know the answers to some of these questions. The second point Dr. Poulin wanted to make is that it is possible to control costs, but only if it is a stated goal.

Dr. Poulin said that there are five major things that a faculty member does: designs the course, instructs the course, teaches the course, does the tutoring, and does the assessment. Dr. Poulin went over the Cost and Price in Higher Education sheet. He spoke about various costs involved with teaching on-campus. He compared the faculty roles for teaching on-campus versus teaching distance education courses.

Dr. Poulin gave some examples of various models. One is a “cost plus model” that many universities are using. It includes the costs for faculty on-campus, plus the cost of technology, plus some fees going back to the department, plus some student support initiative. Another example is continuing education, where the universities do not pay a full price to the faculty for teaching, so the overall cost is lower. There is an “open university model” that is used by some institutions with large enrollment. For the large enrollment courses a faculty team is used to develop that course, but then the course is being taught by “tutors”, people who are paid less for teaching the curriculum.

Dr. Poulin spoke about ways of cost savings. He mentioned some of the interstate collaborations that are sharing courses, doing joint degree programs: Washington Online and Illinois ICE. He talked about the Open University of the United Kingdom Model, where the same course is being taught to several universities; this initiative is quite popular in the East. Dr. Poulin mentioned the National Center for Academic

Transformation that applied the University of UK Open Model to specific sections within a class or within the university. Dr. Poulin also mentioned some other models, like WGU and Kentucky's Community & Technical Colleges Learn on Demand, where students can start whenever they want.

Ms. Odum asked what college, in Dr. Poulin's opinion, was doing the best job of balancing two tasks: having more educated adults and not pushing costs. Dr. Poulin responded that there are a couple of models he would like to highlight. One is Charter Oak College in Connecticut, which is a small adult-focused college. They know what their mission is, are used to working with adults, and are trying to push toward completion.

The other one, which is a slightly different model, is Colorado Community Colleges Online. They partner with some institutions, using very cost-effective models in terms of developing curriculum. They contract with faculty, who teach it; the students are enrolled with the institution; most student services are offered by the institution, and a credit goes to the institution.

Ms. Moran-Townsend asked whether Dr. Poulin has seen Common Core courses offered online commonly. Dr. Poulin responded that he has not, but added that in Georgia, which is one of the leaders in developing a common core curriculum, they were able to come up with a way to have a significant number of classes that were available at a distance.

Mr. Smith commented on the importance of measuring outcomes, as well as transparency and visibility of the learning objectives and learning outcomes from distance based programs. He asked how it is possible to find out this information, as well as the degree completions rates, at some online colleges, for example, at WGU (Western Governors University). Dr. Poulin responded that his company is working on a project called Transparency by Design. They worked with WGU, Capella University and a few other universities attempting to obtain information about the outcomes. Dr. Poulin said that on many universities' websites it is hard to find this information; even though institutions are supposed to report this data to the accrediting agencies, they are not always providing WICHE with this information.

As to the graduation rates, continued Dr. Poulin, he and his colleagues tried to develop a measure called Learner Progress. They include transfer students and those who are not only first-time first-year students in the total number. Dr. Poulin said that his impression is that for the most part, in distance education, universities retention is still behind that of on-campus. Dr. Poulin added that blended courses seem to have much better results; "blended" means that some of the on-campus classes are replaced with online ones.

Ms. Lubbers added that, regarding WGU in Indiana, the graduation rates are over 40 percent, and it depends on the sector to which they are being compared. But their graduation rates are comparable, and are close to Indiana's most selective institutions.

Dr. Scheller asked whether the Technology Costing Methodology is available and whether updates are forthcoming. Dr. Poulin responded that the Methodology is available online, and people can download it; it does need updating.

VII. DECISION ITEMS

A. Academic Degree Programs

1. Bachelor of Science in Civil Engineering Technology To Be Offered by Indiana State University at Terre Haute

Dr. Jack Maynard, Provost, Indiana State University, introduced this proposal.

Dr. Brad Sims, Dean, College of Technology, presented the details of this proposal.

Ms. Kimberly Pearson, Deputy Commissioner of Human Resources, Indiana Department of Transportation, gave a brief presentation in support of the proposal.

Ms. Odum asked why 47 hours were dedicated to general education, with only one elective course.

Dr. Robert English, Associate Dean, College of Technology, Indiana State University, responded that the general education requirements are at the university level. Dr. Maynard added that their general education requirements are from 42 to 50 hours, and they have reduced these requirements for two credit hours, to keep them more manageable. Dr. Maynard said that they keep a balance between the general and special studies. They are also trying to let their students be more flexible, which is possible to do only with general studies.

Ms. Odum was surprised that nine electives should be selected from general education, instead of letting the students complete the core without those nine hours, and then go into the list of electives within the civil engineering program.

Dr. Scheller asked from what courses those nine hours of upper division integrative electives are chosen. Dr. Maynard responded that the general courses are chosen from arts and humanities. Dr. Scheller asked whether the engineering technology department does not have a set of integrative electives. Dr. Maynard responded that they can present these courses to be approved. Dr. English added that the department does have one.

Ms. Odum asked whether any of them are listed in the presented program as the electives. Dr. English responded that they have only one elective course. Dr. Maynard said that some time ago the University reviewed their programs of general education and had to change some of the courses in order to realign their resources. At present they have a new program of foundation studies, in which they are trying to balance and control their resources and have more options.

Mr. LaMothe asked about the zero cost mentioned in this program. Dr. Maynard responded that the University is not asking for any additional resources from the state, but allocating the resources internally. They will hire a new faculty member to teach civil engineering technology, but they already have resources for this.

Mr. Hansen asked how this degree compares to the plan of study of civil engineering technology across the nation and how it compares to ABET's (Accreditation Board for Engineering and Technology) ideal accredited program. Dr. Sims responded that the

faculty who designed this program are accessing the civil engineering technology programs across the country, with a mix of ISU's own existing courses, so that there would be no duplication. The faculty also went through ABET's accreditation a year or two ago.

Mr. Hansen asked how the Bachelor in Engineering Technology degree, approved in October, is different from this program. Dr. Sims responded that the B.S. in Engineering Technology was designed as a transfer program for Ivy Tech's Associate in Engineering Technology.

Mr. LaMothe asked whether a similar program is being offered anywhere else in Indiana. Dr. Sauer responded that in this particular case this would be the first Baccalaureate Civil Engineering Technology program to be accredited by ABET.

Mr. Smith thanked ISU for a very clearly planned program so well connected to the state's needs. He also appreciated INDOT's (Indiana Department of Transportation) presence at the meeting and their support of this program. Dr. D'Amico joined Mr. Smith in his acknowledgements.

Dr. Sauer gave the staff recommendation.

R-12-02.2 RESOLVED: That the Commission for Higher Education approves the *Bachelor of Science in Civil Engineering Technology* to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Abstract*, February 24, 2012 (Motion – Murphy, second – Fisher, unanimously approved)

2. Master of Science in Modeling, Simulation, and Visualization To Be Offered by Purdue University Calumet at Hammond

Dr. Ralph Rogers, Vice Chancellor for Academic Affairs, Purdue University Calumet, presented this proposal.

Mr. LaMothe asked whether there was a similar degree program at the main campus. Dr. Rogers responded in negative. He added that their emphasis is in applications, while at the main campus they tend to be developing the tools. Dr. Rogers said this is an emerging area, and they have expertise in it. They have great faculty members who are recognized around the world for their work.

Mr. Murphy said that this kind of talent is underestimated. He said that he is involved with several companies who are looking for people with this kind of education and expertise. Mr. Murphy complemented PU Calumet for undertaking this growing area. Dr. Rogers said that they were trying to be very conservative with their numbers of potential employment, but they are sure they will be able to continually attract the students. He added that this is creating the workforce of the 21st century, and will be an attraction to new businesses.

Dr. Sauer gave the staff recommendation.

R-12-02.3 RESOLVED: That the Commission for Higher Education approves the *Master of Science in Modeling, Simulation and Visualization* to be offered by Purdue University Calumet at Hammond, in accordance with the background discussion in this agenda item and the *Abstract*, February 24, 2012 (Motion – Murphy, second – Rehnquist, unanimously approved)

B. Capital Projects

1. North Campus Residence Hall – Indiana State University

Mr. Jason Dudich, Associate Commissioner and CFO, Commission for Higher Education, presented this item. He noted that this project was presented as a discussion item during the February 2012 Commission Meeting.

He pointed out that on p. 39 of the Agenda book, on the second line of the second paragraph, the word “reaming” should be replaced with the word “remaining”.

R-12-02.4 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *North Campus Residence Hall at Indiana State University* (Motion – Scheller, second – Rehnquist, unanimously approved)

2. Kelly School of Business Expansion and Renovation – Phase I at the Indiana University Bloomington Campus

Dr. Tom Morrison, Vice President of Capital Projects and Facilities, Indiana University, presented this item.

Dr. Morrison thanked the Commission for allowing this project to move forward within one month, considering that there will be no Commission meeting in April. He said that the gifts on this project were finalized in January; the Board of Trustees approved this project in February; and now the University is ready to bid on this project.

Mr. Smith asked whether the architects have been selected for this project. Dr. Morrison responded in the affirmative.

Mr. Dudich gave the staff recommendation.

Mr. Sendelweck also noted the Commission’s moving out of precedence with the approval of this project on the same month of its presentation, adding that, given the funding aspect of this project, this is well justified.

R-12-02.5 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Kelly School of Business Expansion and Renovation – Phase I at the Indiana University Bloomington Campus* (Motion – Scheller, second – Smith, unanimously approved)

C. Commission Approval of *Reaching Higher, Achieving More*

Ms. Lubbers and Mr. Jason Bearce, Associate Commissioner, Strategic Communications and Initiatives, jointly presented this item.

Ms. Lubbers said “*Reaching Higher, Achieving More*” is a strategic plan that will give the Commission the direction it needs for the next several years. Ms. Lubbers stated that the process started last summer with a series of meetings with college and university presidents throughout the state of Indiana, followed by a fall retreat and a series of meetings with key stakeholders. Important input was given by Commission members who provided the counsel needed to develop this document.

As indicated by its name, continued Ms. Lubbers, this is not a stand-alone new strategic plan. The name “*Reaching Higher, Achieving More*” shows the desire to build on the important work of “*Reaching Higher,*” which moved Indiana from an access to a success agenda.

Ms. Lubbers explained that the Commission focused on developing student-centered plans, recognizing the changing needs and demographics of Hoosier students. The plan also recognizes Indiana’s diverse landscape of public and private institutions, each filling a unique role within the state’s higher education system. With these in mind, the Commission ensured that its plan is aligned with the workforce needs of the state.

Building on “*Reaching Higher,*” the new plan focuses on completion of degrees and certificates, productivity to ensure affordability, and quality to promote academic rigor.

Ms. Lubbers pointed out that the Commission understands the challenge of tackling all three elements at the same time; however, to leave any of them out would not put Indiana where it needs to be in the future. The document concluded with the metrics that will be used to measure actions and progress.

Ms. Lubbers stated that the Commission is committed to the goal of 60 percent of Hoosiers having postsecondary credentials by 2025, which means that Indiana has to go from 33 percent where it is right now. Ms. Lubbers said that by 2018 Indiana needs to be at 45 percent. To achieve the 60 percent attainment goal, the plan is focused on increasing completion, especially on-time completion. Indiana four-year institutions should achieve at least a 50 percent on-time completion rate and two-year campuses’ on-time rate should be at least 25 percent.

Finally, said Ms. Lubbers, the Commission looked at the production goal itself, which means the necessity to double the number of degrees and certificates produced in Indiana. Currently a little over 60,000 degrees/certificates are produced per year, and by 2025 Indiana needs to have 120,000 degrees/certificates.

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, highlighted the main points in the document.

Ms. Odum expressed concern over finishing the adoption of statewide general education common core courses by 2013. Ms. Lubbers pointed out that the Commission has been working with the institutions on meeting this goal, as required by the recently passed state mandate.

Dr. Sauer added that the institutions have been working on student learning outcomes. He also said that half of the campuses are part of the LEAP (Liberal Education and America's Promise) campus action network, and the others are either moving to become a part of the network, or are in tune with LEAP goals. Dr. Sauer assured Ms. Odum that it would not be difficult to get all Indiana campuses to use the LEAP essentially for learning outcomes as a framework in agreeing on what outcomes students ought to master as part of at least 30- hour common core. Ms. Lubbers added that the universities are committed to achieving the goal, and they indicated that this date was not an unrealistic one to set.

Ms. Odum requested to have a high level project plan for each of the items that the Commission is committing to accomplish. Ms. Lubbers agreed that this will be done in cooperation with the Academic Affairs Committee.

Ms. Moran-Townsend expressed profound gratitude for the Commission staff, the Commissioner, and for all the talent and passion that have been put in the development of this document. She added that she also realizes how much work has to be done to create a culture in Indiana that values higher education.

Mr. Bearce acknowledged particular contributions of Ms. Moran-Townsend and Dr. Bepko as co-chairs of the Academic Affairs Committee.

Mr. Hansen, Mr. Bland, Mr. LaMothe, and Mr. Murphy thanked Ms. Lubbers and everybody who was involved in creation of the document.

Mr. Sendelweck summed up the discussion by saying that this document is a great road map for higher education in Indiana. He thanked the Commissioner and her staff for helping the Commission get to this point. He also thanked Ms. Moran-Townsend and Dr. Bepko for their work, and acknowledged Mr. Murphy, who led the Commission in creating the first "*Reaching Higher*" document.

R-12-02.6 RESOLVED: That the Commission for Higher Education adopts the proposed *Reaching Higher, Achieving More* strategic plan and works collectively with Indiana's higher education community and other partners to realized the aspirations and strategies contained therein (Motion – Moran-Townsend, second – Fisher, 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

Mr. Sendelweck and Mr. Dudich confirmed, even though those projects have been approved by the legislature, they do not have appropriated funds, and this is why these projects are still awaiting action. Mr. Sendelweck added that the Commission has asked the universities to re-submit those projects according to the submission process in the 2013-15 biennium.

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 12:15 p.m.

Ken Sendelweck, Chair

Jud Fisher, Secretary