

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, October 8, 2015

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College Northwest, 220 Dean Johnson Blvd, South Bend, IN, with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Sarah Correll, Jon Costas, Jud Fisher, Allan Hubbard, Chris LaMothe, Chris Murphy, Dan Peterson, and Caren Whitehouse. *On the phone:* Susana Duarte de Suarez.

Members Absent: John Conant, Lisa Hershman, and John Popp.

CHAIR'S REPORT

Chairman Bland began his report thanking, on behalf of the Commission, Ivy Tech Northwest's leadership for their hospitality during yesterday's events and for hosting our meeting today.

Mr. Bland requested a moment of silence in recognition of the victims of the Umpqua Community College shooting in Roseburg, Oregon.

Mr. Bland asked that we mark our calendars for the Student Advocates Conference, a first-of-its-kind opportunity for mentors, advisors and student support staff to share best practices and learn about state policies and initiatives. More information can be found on the Commission's website.

Mr. Bland closed his remarks thanking Chris Murphy, South Bend resident and longest standing Commission member, for his hospitality to the Commission and staff while in South Bend for this meeting.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report bringing to attention news about Fred Bauer, a longtime past member of the Commission for Higher Education, in fact, the longest serving member of the Commission. He served from 1973, two years after the Commission was formed, until 2005. Mr. Bauer passed away on Tuesday. He was an attorney in Terre Haute and also a member of the Indiana House of Representatives. In addition to being on the Commission for 32 years, he served two distinct two-year terms as Chair of the Commission. Ms. Lubbers thanked Diane McKee for letting us know about this.

Ms. Lubbers shared a report entitled, “Recommit to Sustaining the Momentum for College Degrees”, and said you can read it at your leisure but pointed out a couple data points worth mentioning. It starts with a mention of the U.S. Census Bureau’s Annual American Community Service Survey and it indicates that Indiana grew by 1.5 percentage points in our attainment level, measured by associate degrees and higher, in the last two years. The other data point to mention is that Indiana moved from 41st to 38th in the United States and hopes that it is the beginning of a trend and it is important to acknowledge when we are moving the numbers in the right direction.

Our sixth annual College Go Campaign kicked off with an event at Crispus Attucks High School on September 25th and will run throughout the semester. I encourage you to visit LearnMoreIndiana.org to view our new and improved resource to guide Hoosier families through every step of the college and career planning process. Students can explore all our colleges with an interactive map that features a broad range of information about schools by campus. October 23rd is College Application Day. High schools across the state will be helping seniors complete and submit applications and many of our colleges and many universities are waiving the application fee. The new website also includes resources focused to assist returning adults and Indiana’s military service men and women. This will help in building momentum for our Return and Complete Campaign that is designed to reach the 750,000 Hoosiers who have some college but no degree.

Obviously, a part of being ready for college is being financially prepared. For many students that means applying for state and federal financial aid. IN recent days, the U.S. Department of Education announced that it will be easier for students to apply for aid. First, the Free Application for Student Financial Aid (FAFSA) will open earlier on October 1st so that students can file the FAFSA at the same time they are starting to apply for college. Second, it announced that the “prior prior” tax year data will be used to calculate need. This change will give students three additional months within which to file the FAFSA, will allow nearly all families to take advantage of the IRS lookup tool that allows families with a click of a button to import all tax data from the IRS database to the FAFSA form and dramatically shorten the time it takes to complete it. It also will reduce the number of students that must go through the verification process. This is a change that states have been recommending for a long time and it’s good that the federal government has responded accordingly.

On Tuesday, we reconvened the Dual Credit Advisory Committee that was established in 2009 to ensure more opportunity for quality dual credit offerings throughout the state. Recent action by our accrediting agency, the Higher Learning Commission (HLC), and the impact on school and students throughout the state was the impetus behind bringing this group back together. Most members are new and I am co-chairing the group with Superintendent of Public Instruction, Glenda Ritz. Our goals are to gather and communicate concerns with HLC and to focus on solutions that can ensure dual-credit opportunity, equity and quality. The changes approved in June 2015 and guidelines issued a few days ago require dual credit teachers to have master’s degrees and at least 18 credit hours in the subject area they teach. Indiana’s policy, which was ranked second among the 19 states HLC accredits, states that teachers must have credentials consistent with those required for on-campus faculty or a development plan approved by the college to satisfy that requirement. Regardless of the HLC policy, it’s clear that we need to address a shortage of dual credit teachers in the state. The work of the Dual Credit Advisory Council will guide our work.

CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2015 COMMISSION MEETING

R-15-07.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the September, 2015 regular meeting (Motion – Fisher, second – Murphy, unanimously approved)

II. PUBLIC SQUARE

A. Best Practices of Community Colleges

1. Tristan Denley, Ph.D., Vice Chancellor for Academic Affairs
Tennessee Board of Regents
2. Stan Jones, President, Complete College America
3. Dhanfu Elston, Ph.D., Vice President, Complete College America
4. Dr. Seelpa Keshvala, Campus President, Ivy Tech Warsaw

Dr. Tristan Denley, presenting via video conference, began by stating that he would provide a brief overview of what is going on in Tennessee and then be available for questions.

He stated that at the Tennessee Board of Regents, there are 13 community colleges in the overall system. As part of the system, there are six four-year schools and 26 colleges of applied technology which offer one-year programs. Back in 2010 in Tennessee, the Legislature passed the Complete College Tennessee Act and changed the focus of the system to recognize ways and initiatives that we can help students and arrange the structure of our program so that increasing proportions of students succeed and finish with a credential. That was dovetailed with the Governor's initiative, Drive to 55, where the aim is by 2025 more than 55% of Tennessee's populous will have a post-secondary credential. We've created a new strategic plan around that to get us to that goal, graduate by graduate. We want them to have meaningful credentials that will work for them in the workplace.

The strategic plan includes helping students recognize the direction they're going in and having students arrive on campus and choose a degree program or academic focus. They may no longer be undeclared and we have counselors available to help them. We created guided pathways that include sequenced curriculum that enables students to graduate in a timely fashion.

The strategic plan includes the Tennessee Transfer Pathways, a 52 subject-driven two-year curriculum in which the student follows the course structure and graduate with an associate degree. That degree seamlessly transfers into any of the public four-year schools and the majority of the four-year private schools in the state.

We are recognizing places where students get stuck. We've been partners in work with Ivy Tech Community College (ITCC) pioneering this Corequisite

Remediation structure that is fully implemented in our system and has shown remarkable improvements in the success rates of students in those initial math, reading and writing classes. We are working on course redesign initiatives across that initial gateway structure. What we see once the predictive analytics work is that the students' success in those initial courses has an enormous effect on the likelihood of that they will succeed throughout the rest of their curriculum and go on to graduate.

All of that is dovetailed to a commitment to both rigor and currency in the workplace. All programs go through a five-year review, an academic audit, where the curricular structure, success of students and the fit with potential employers is reviewed. We collect placement and employment data for students who graduate from community colleges and, in the future, universities. We survey our students and employers to find graduates and see to what degree they are actually employed in their field to see whether that degree dovetails into work. We also look at the proportion of graduates who are employed to give us an understanding of how marketable our graduates are.

Mr. Bland introduced Stan Jones, present via conference phone. Mr. Jones stated that Dr. Dhanfu Elston, at the meeting in person, will present a collaborative presentation on behalf of Complete College of America (CCA). Mr. Jones stated that he will remain on the phone in order to be available for any questions.

Dr. Elston stated he would like to share some exciting things that are happening throughout the country related to college completion. Some of the work that CCA has included work with Dr. Denley, ITCC and the Commission.

At CCA we have to deal with the bitter truths and determine how bold we can be in restructuring and changing institutions so the vast majority of students ultimately persist and graduate. Dr. Elston shared slides showing what CCA sees throughout the country as well as some future directions.

He said if we could have one large conversation about everything we could do to help students, we would have an exhaustive list. CCA honed in on five key "game changers", strategies where we have seen significant returns on investment. These include: Corequisite Remediation, Math Pathways, Full Time is Fifteen, GPS Direct Route and Structured Schedules.

Dr. Elston discussed Corequisite Remediation stating that too many community college students start in remediation, currently 60%, out of which very few ever end up passing a gateway course. 7% of students placed into remedial math fail to enroll in a gateway course within two academic years. Corequisite Remediation provides academic support as a corequisite and not as a prerequisite. This strategy provides help for students when they need it.

At ITCC, Corequisite Remediation has been implemented. Before that, 25% of students were passing an English course in three semesters. Now, over 50%

complete in one semester. Previously, 9% of students in remediation were passing math in three semesters. Now over 55% of those students complete in one semester.

Dr. Elston discussed Math Pathways and said that college algebra is a pre-cursor to calculus and important for STEM programs, but perhaps not for Liberal Arts or Business majors. Another strategy is looking at different pathways for a student to be able to pursue a degree in a math course better aligned with the ultimate workforce demands and has a more clearly defined pathway.

ITCC has been putting some of that together and combined Corequisite Remediation, Math Pathways and making certain that placement is looking at those students in the middle range. Indiana Math Pathways is doing ground-breaking work. A state-wide working group has been organized by the Indiana Commission for Higher Education and single articulation Pathways are in the process of being created.

The next strategy has been Fifteen to Finish, or Full Time is Fifteen. Students who don't complete 30 credit hours in their first year are less likely to graduate. Students who take more credit hours and are on a track for a two-year degree graduate at faster rates than those who don't. Only 29% of students nationally at two-year institutions are taking 15 credit hours per semester.

Dr. Elston shared a graph that showed the difference in credit hours attempted and completed among Indiana University Purdue University's (IUPUI) students once IUPUI started their Fifteen to Finish effort. There was a dramatic shift in students taking 15 credit hours per semester.

Another strategy is GPS Direct Route. At most of our institutions, there is no clear path. GPS is about putting students on a direct route that they can really understand what it's going to take for them to graduate. CCA looks at it in a very behavioral type of way. Many students not only accept, but welcome a default schedule designed by informed professionals. Students don't "discover" the right path; after choosing a major, the academic map is the default schedule. Georgia State University (GSU) has done a great deal of work in implementing GPS and helped bridge the equity gap utilizing degree maps and intrusive advising, raising graduates rates 20% in the past ten years.

Indiana has been at the forefront of GPS work. All Indiana institutions have implemented degree maps. They are now developing e-advising systems and Indiana University and ITCC are strengthening transfer pathways.

Dr. Elston talked about the next strategy, Structured Schedules, a block schedule of classes in which students choose programs or majors and not courses. Students know what block of time they will be in class so that they may schedule their family and work obligations in a more seamless way. By implementing Structured Schedules, Guttman Community College in New York City has seen doubled graduation rates. At Tennessee Colleges of Applied

Technology, 75% of students graduate with Structured Schedules. With the ITCC ASAP program, students can earn an associate degree in 12 months in a 12 month, 5 day a week, all day intensive program. The program has 59% of students graduating on time in 12 months and 66.3% on-time plus one semester.

Compelling facts lead us to compelling thinking. When we assess the data, it provides us with a direction we can go with community colleges and colleges around the country. 30% of full time students complete a certificate or degree at community colleges within six years when they are on a two-year plan. 70% of full time students do not complete a degree or certificate. Our community colleges are under resourced, they serve commuter students, adult learners and lower income students and need a highly structured environment for their students to be successful.

There are a number of recommendations and concepts that we have been thinking about particularly related to community college students. One concept is the Full Time Student Concept in which full time students would default into a block schedule of courses. They would choose a morning or afternoon block to organize their schedule allowing them to work or have time for family obligations and improve completion rates from 55 to 80% compared to the national average of 30%.

We also know that part time is essentially a bridge to nowhere for most of these students. 90% of part time students will not get a degree or certificate within six years. The Part Time Student Concept has part time students in a career program complete a certificate of economic value in the workplace before pursuing an associate degree. The courses and schedule are preset for students to finish in two years or less. The time could be reduced with blended and competency based courses (CBE). The 90% failure rate is so high these students need a shorter term objective of value within a specific time.

The Priority Registration Concept would offer priority registration to students on track to graduate in two and three years, students with full time block schedules, full time students and part time students in the certificate option. This is incentive for students to pursue the best path.

Dr. Elston turned the presentation back to Mr. Jones. Mr. Jones stated that with these concepts, you must think about what we are really trying to accomplish. If you look at colleges throughout the country, they are not remarkably different in terms of completion rates. If I were from Chicago, Philadelphia, Washington, D.C. or San Antonio, the graduation rates for all the community colleges are about 10-12%. This is not as much about ITCC as it is about community colleges generally and it has to do with the structure of how they are organized. As Dr. Elston said, they are under resourced and never have the number of advisors and full time faculty that the universities have.

All the examples show that students who go to block schedules do remarkably better, whether in technical or liberal arts colleges. Block scheduling is the first recommendation and should be the default starting with incoming freshman. The second recommendation is for part-time students in career programs to first get a certificate before pursuing an associate degree so at least they would have a certificate of value in the workplace if they left. The final recommendation is to have early registration and priority registration for those students who are on-path.

Ms. Lubbers asked Dr. Denley to speak a little bit about the process used in Tennessee in terms of enrollment, completion rates, demand, labor-market outcomes to determine what they are auditing and what the results of audits might be. Dr. Denley stated that it was a combination of all of those things. They have been trying to find ways in which there is more alignment across all of the programs and schools. The transfer pathways standardize curriculum which is then delivered across the state. We look at programs that are low-producing, for example those with less than ten graduates a year over a five-year period and ask why that is the case. We determine if it is a situation of low demand, and if so, is that a result of the program no longer being relevant or is it because students are not finding the program. They use analytical techniques to see where it is people are getting stuck if there is a healthy enrollment but not many people finishing it. So understanding why, what's happening and if there are curricular barriers is important. We also make sure that the qualification the student receives is the qualification the employer would expect.

In response to Ms. Lubbers' question if they use those labor outcomes as a performance funding mechanism, Dr. Denley said they use a funding formula completely focused on outcomes. One of those outcomes is graduate placement rate.

Mr. Hubbard stated that it is his understanding that the results of your outcomes focus have been exceptional in getting graduates placed in good jobs. In response to Mr. Hubbard's question if Dr. Denley has statistics regarding the phenomenal results at Tennessee in job placement and those graduates being successful, Dr. Denley said that they are focused on helping students to graduate. He said we they are developing partnerships with industries to see how they can reposition degree programs to see how they can be more meaningful and have seen very significant changes. To meet our 55% goal by 2025, we have to have a 2-3% increase annually and we are on track.

In response to Mr. Hubbard's question whether his understanding is true if they inventory what jobs are open today and projected in the future and tailor course offerings to prepare your students for those jobs, and reward schools on how effective they are on getting graduates into these jobs, Dr. Denley said yes.

Mr. Bland introduced Dr. Seelva Keshvala as the final panelist.

Dr. Keshvala said we are making great progress in Indiana in providing students from low-income backgrounds increased access to higher education. A great example of this is our state's 21st Century Scholars program offering income-eligible Hoosier students up to four years of paid tuition to attend select Indiana colleges and universities once they graduate from high school if they meet certain expectations and guidelines.

Despite this effort to increase access for this demographic, we are falling short in a key area of college completion. Despite scholars attending college at a higher rate than their counterparts, they are not persisting at the same level. In 2013, only 1 in 10 Scholars were graduating on time and less than a third earn a degree in less than six years.

Access without support is not opportunity. We have to couple access with the right kinds of support so that students can be successful once they enter onto our campuses.

We were able to create and design a program geared specifically to the success of 21st Century Scholars students, thanks to Chancellor Coley and President Snyder securing new monies to implement the comprehensive program. We are calling this program Ivy 21st Century Scholars Program. The program was launched on the Warsaw Campus in fall of 2014 and the preliminary results are excellent. The program is scaled across the other six campuses in the bi-region.

Dr. Keshvala said the national Educational Opportunity Program model is the framework we are using for the program's implementation with two-fold objectives to: develop, deliver and manage a comprehensive program to support the persistence, degree completion and transfer of currently enrolled 21st Century Scholars; and to recruit new 21st Century Scholars to the Warsaw campus by working collaboratively with high school partners to ensure a seamless transition.

Before its implementation in 2014, there were only 14 identified active Scholars on campus and no process for handling state aid cases or advising Scholars on program requirements. The persistence rate was less than 20% between Fall 2013 and Spring 2014. There was no campus participation in 21st Century Scholar outreach efforts. By 2015 the number of Scholars on Warsaw campus grew from 14 to 60. The persistence rate grew to 91% between Fall 2014 and Spring 2015 and 71% between Fall 2014 to Fall 2015. Between Spring 2015 to Fall 2015 74% of Scholars earned a 2.5 cumulative GPA or higher. Between Spring 2015 to Fall 2015, 45 21st Century Scholars matriculated to Ivy Tech thus far for 2015. All of these efforts and results clearly show that access with support equals opportunity and success.

Mr. Murphy stated that in terms of transitions, we have been fighting the problem of trying to increase our outcomes funding. In response to his question for Dr. Denley regarding what led to the decision to go 100% performance-based funding and how did you manage through that transition, Dr. Denley said

it was an initiative the former Governor got behind toward the end of his second term. The creation of this new formula was part of the Complete College Tennessee Act and all of the funds would be based on outcome, not enrollment. They calibrated the initial settings of the formula in such a way that it produced exactly the same outcomes as the old formula in year one and that was the way the transition was made so there wouldn't be any immediate jarring of finances. After that, outcomes gradually changed to reflect performance. The formula works on a three year rolling average. It is as important for this formula to be stable and predictable as it is important for there to be an ongoing adjustment to make sure it's working properly.

Mr. Costas requested Dr. Denley's comments on the three recommendations from Mr. Jones and Dr. Elston on block scheduling with rigid pathways, requiring part-time students to get certificates before pursuing associate degree and the concept of priority registration for students on a pathway to graduate on time. In response, Dr. Denley said that it is wise advice and exactly the kinds of things we've seen success with and they are still in the throes of implementing that.

Ms. Lubbers said much of what we have talked about regarding changes in practices, particularly advising, might come with some upfront costs. In response to her question, has CCA been able to think through what the long-term financial payout might be in terms of retention, graduation or on-time graduation as a counter to what would be upfront costs, Mr. Jones said that there may be some upfront costs, but Georgia State University has a good model for implementing the changes while managing the upfront costs. With increased revenues from higher retention rates with the success of incorporating these changes, that will more than enough pay for these costs.

In response to Mr. Bland's question related to her emphasis on advising as the hallmark to success, how are they using advising and how can we as a state use some of these support systems before students arrive on campus, Dr. Keshvala explained how they are trying a case-load concept. Whenever they have a 21st Scholar come to campus, their 21st advisor takes personal accountability for their success. In terms of priority registration, this advisor has the students registered well before they go on break for the following term. Prior to this model, it was a very transactional advising concept where students would come in the door needing something specific done and the advisors would take care of that request but there was no ownership of that student belonging to that advisor and helping that student navigate the system. This person is also playing the role of an outreach coordinator and going into the high schools as well.

III. BUSINESS ITEMS

A. Academic Degree Programs for Full Discussion

1. Master of Arts in Communication Studies to be offered by Indiana University South Bend

Dr. Margie Ferguson presented this item.

Mr. Murphy referenced an earlier conversation regarding the employability of communications graduates and expressed concern that this program is not rigorous and quantitative enough. In his business experience, communications graduates lack a strong math background including statistical capabilities and managing data. In the field today it is necessary to understand data. They are not facile in multiple-channel communications and aligning communications among multiple channels. In some cases they are good about surveying but terrible about an observation. He stated that he would be interested in what we are doing in South Bend and what we may do with this program to become more rigorous in the hard side of communications as opposed to some of the theories and the softer side. In response to Mr. Murphy's comments, Dr. Ferguson said the core of the program involves research methods and part of that is quantitative methods.

Dr. Ferguson invited Ms. Martinez to respond more in depth to Mr. Murphy's concerns. She said that math is not something communication professionals like to talk about but it is absolutely important and specifically with regard to a master's level program. She said they have one particular faculty member who is gifted in quantitative research methods and we want to build rigorous quantitative research as well as qualitative critical studies, rhetorical analysis and all of the things that are important to a strong research base required for a master's level program. Ms. Martinez stated that in a recent search for a new faculty member, they posted that they are looking for someone with qualitative and/or quantitative research method skills. The ability to recognize, understand, qualify and quantify numbers and data and to be able to communicate that effectively is important. It is something that we have underscored in our undergraduate degree and would translate to the master's level program.

Dr. Bepko stated that he thinks there would be a demand for the people educated in the way Ms. Martinez is describing and asked more about employment opportunities for these individuals. In response, Ms. Martinez said that some of these tracks lend very well to going on to Ph.D. programs or individuals who may be very interested in remaining in higher education and contributing to the pool of knowledge and scholarship within a profession of understanding this wonderful thing about communication. But there are other very tangible ways that their degrees could be put into place. For instance, strategic communication, organizational communication, interpersonal communication, media studies, understanding the technology relevant to communication and if we are using social media in a way that is effective. Communication professionals are in dire need in those particular arenas and within the business world today. They are also in need in crisis communication and public relations organizations. It is the communications professionals that have to craft the messages and to communicate effectively to the audiences to spur, maintain and sometimes repair relationships. All of these are areas where our graduates are employable.

Mr. Costas commented that in public service, the proliferation of social media makes this a real science and it is more complicated than in the past and he sees the benefit of such a degree.

Ms. Lubbers stated that she has read that a lot of individuals in other areas of study, such as engineering, recognize they need the ability to communicate in these fields. In response to Ms. Lubbers' question as to whether people with an undergraduate in some other area would get a graduate degree in this, Ms. Martinez said most definitely and that the strategic

communication track would be helpful for them. When advertising the program, we would invite not just those who have an undergraduate degree in communication studies, but degrees that would further their skills in the area by learning interpersonal skills and communication.

Dr. Sauer gave the staff recommendation.

Mr. Murphy offered a final comment. He stated that we ask for proposers to give us some insight into the market with more quantitative analysis about what the jobs are, how many there are and who is hiring. There were some letters attached to this item which did not include insight from businesses. In future applications, I think we want to have good information about why the program is being developed and what it means to the marketplace and communities we are serving. The more complete that data is, the better it will be for us to make decisions.

R-15-07.2 RESOLVED: That the Commission for Higher Education approves by consent the Master of Arts in Communication Studies to be offered by Indiana University South Bend, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Hubbard, unanimously approved)

B. Academic Degree Programs for Expedited Action

1. Master of Arts in International Studies to be offered by Indiana University Bloomington
2. Bachelor of Arts in Physics to be offered by Indiana University Southeast
3. Master of Arts and Ph.D. in Law and Democracy to be offered by Indiana University Bloomington

R-15-07.3 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Correll, unanimously approved)

C. Capital Projects for Full Discussion

1. Cromwell Hall Renovation – Indiana State University, Terre Haute

Diann McKee presented this item. Mr. Hawkins presented the staff recommendation.

R-15-07.4 RESOLVED: That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Whitehouse, second – Costas, unanimously approved)

2. Addition to the School of Dentistry – IUPUI campus, Indiana University

Dr. Tom Morrison presented this project.

In response to Ms. Whitehouse’s question if the clinic will be expanded in any way by moving it into the addition, Dr. Morrison stated yes.

In response to Mr. Hubbard, Dr. Morrison said that they have been gradually increasing the number of dental students over the last few years and are at a plateau, but he emphasized that the demand is high.

Mr. Hawkins gave the staff recommendation.

R-15-07.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Bepko, unanimously approved)

D. Capital Projects for Expedited Action

1. Regional Campuses – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance – Purdue North Central, Calumet, and IPFW
2. Indiana University Purdue University – Indianapolis – Neuroscience Research Building – Renovate First Floor for Research Lab

R-15-07.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Bepko, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Capital Projects Awaiting Action
- D. Media Coverage

V. NEW BUSINESS

There was none.

VI. OLD BUSINESS

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 2:49 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary