



INDIANA *for* COMMISSION
HIGHER EDUCATION

MEMORANDUM

To: Those Concerned
From: Teresa Lubbers
Commissioner
Date: March 4, 2010
Subject: Commission Meeting

Enclosed are agenda materials for the March Commission meeting. The meeting schedule is as follows:

Thursday, March 11, 2010 (Eastern time)

University Place Conference Center & Hotel
IUPUI Campus
850 W. Michigan St.
Indianapolis, IN 46202

- 3:30 – 5:00 p.m. Strategic Directions Subcommittee Meeting**
Room 226, 2nd floor
- 5:00 – 5:45 p.m. Tour** of the Informatics and Communication Technology Center
- * 6:00 - 9:00 p.m. Dinner Working Session** (*public meeting*),
Indiana Room, 2nd floor, Hotel

Friday, March 12, 2010 (Eastern time)

University Place Conference Center & Hotel
IUPUI Campus
850 W. Michigan St.
Indianapolis, IN 46202

- * 7:45 - 8:45 a.m. Breakfast Working Session** (*public meeting*)
Indiana Room, 2nd floor, Hotel
- * 9:00 a.m. - 12:00 p.m. Commission Meeting** (*public meeting*) Room 137, 1st floor, Conf. Ctr.

If you have questions, suggestions, or need a reasonable accommodation, please contact this office.

* The Commission for Higher Education abides by the Indiana Open Door Law (Indiana Code 5-14-1.5). All business meetings are open to the public. (Meals will not be provided.)

AGENDA

Commission for Higher Education

COMMISSION MEETING

University Place Conference Center

Room 137
IUPUI Campus
850 W. Michigan Street
Indianapolis, IN 46202
Phone: 317.274.3876

Friday, March 12, 2010

- I. CALL TO ORDER -- 9:00 a.m.
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM
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IX. OLD BUSINESS

X. NEW BUSINESS

XI. ADJOURNMENT -- Approximately 12:00 p.m.

The next regular business meeting of the Commission will be on May 14, 2010 in Muncie.

On April 19, the Annual H. Kent Weldon Conference for Higher Education will be held at the IUPUI University Place Conference Center. The Conference registration begins at 8:00 a.m. For more information, contact Rosemary Price at rosemaryp@che.in.gov, or 317-464-4400.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

**February 12, 2010
Friday**

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:15 a.m. at Indiana Wesleyan University, Room 204, 1500 Windhorst Way, Greenwood, IN, with Chair Michael Smith presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Cynthia Baker, Gerald Bepko (via conference call), Dennis Bland, Carol D’Amico, Jud Fisher, Gary Lehman, Chris Murphy, George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Michael Smith.

Dr. Daniel Bradley, President of the Indiana State University, and Mr. Dick Helton, President of Ivy Tech Community College, attended the meeting. Mr. Anthony Maidenberg, Interim President of Independent Colleges of Indiana, was also present.

III. CHAIR’S REMARKS

Mr. Smith invited Mr. Anthony Maidenberg to give welcoming remarks.

Mr. Anthony Maidenberg, on behalf of President Henry Smith, welcomed the Commission at Indiana Wesleyan University Campus in Indianapolis, the largest of the 31 independent colleges in Indiana.

Mr. Smith invited Mr. Slaughter to report on the Student Leadership Conference. Mr. Slaughter told the Commission that the Student Leadership Conference took place on February 5th, at the University Place Conference Center. There were 37 attendees from public and private institutions. The theme of the Conference was “Using Student Services to Recruit, Retain and Graduate Students.” Mr. Slaughter said that the students were polled through several different surveys—all students were looking for more relevant academic advising earlier in their academic careers, and requested orientation programs that are focused and prioritized with instruction on how to find campus resources when needed.

Mr. Slaughter said that the students were also looking for personal assistance. He told the students about the IU Bloomington Student Advocate volunteer retired staff and faculty model, and they shared how it would assist students in graduating. The students expressed that they would like to have an advocacy office with the sole purpose of helping students to get a personal approach rather than to be directed to a website. Mr. Slaughter said he will have a final report for the Commission in a short time.

Mr. Smith expressed his congratulations and gratitude to the leadership of all seven public institutions. Mr. Smith stated that even though there was no meeting in January, the dialogue that has taken place since the last Commission Meeting has been very energetic and rich. Mr. Smith

said that he and Commissioner Lubbers were able to meet and continue their conversation with the leadership of each institution, and Indiana’s response to fiscal challenges has been in a very high style.

Mr. Smith invited Commissioner Lubbers to present her report.

IV. COMMISSIONER’S REPORT

Ms. Lubbers began her report by expressing her gratitude to the leaders of all seven state institutions for working with the Commission through the process of having to make the \$150 million in cuts, while retaining efficiency and quality.

Ms. Lubbers made an announcement that H. Kent Weldon Trustees Conference has been scheduled on Monday, April 19th, and will take place at the IUPUI University Place Conference Center.

Ms. Lubbers said that earlier that week she and Mr. Bernie Hannon, Senior Associate Commissioner and Chief Financial Officer, had a Quarterly Performance Review of the Commission’s administrative budget with Budget Agency officials. The review reflected the Commission’s progress toward meeting ten percent reversions to the General Fund. Ms. Lubbers reminded the Commission that at the last meeting she spoke about the Commission’s efforts to address both personnel and administrative reductions. The Commission is on target to meet all reduction goals. With the ten percent reversions, the Commission’s expenditures will be lower than FY 97 appropriation. Ms. Lubbers pointed out that Indiana’s Commission for Higher Education is the fifth smallest commission in the country in terms of number of employees and has the lowest number of employees relative to system enrollment in the country.

Ms. Lubbers said that at the review each agency is asked to report up to three key performance indications. The Commission’s indications include: number of Hoosier Bachelor’s degrees awarded each year in public and independent colleges; on-time four-year graduation rate (public institutions); and degrees and certificates awarded at Ivy Tech Community College and Vincennes University.

Mr. Lubbers said that the increases that the Commission recommends in its metrics are in keeping with “*Reaching Higher*” Dashboard goals of 10,000 new bachelor’s degrees each year and 50 percent more associate degrees and/or certificates. The update of the Commission’s State-Level Dashboard of Key Indicators shows that the Commission is making progress toward its goals, but not as quickly as needed to in order to meet educational and workforce needs or meet the goals of “*Reaching Higher*.”

Ms. Lubbers gave a brief legislative update. She spoke about the Senate Bill 257, which is being referred to as the Commission bill. The bill has passed the Senate 49 to one; it has passed the House Education Committee eleven to zero. The Bill stipulates that no full time employee of any state or private college may serve as a member on the Commission for Higher Education; that the quorum at the meetings has to be established in person; the participation via conference call is allowed as long as the participants can clearly communicate with each other; and that the Commission will review capital projects and give recommendations to the legislature on those projects. The last stipulation in the Bill is that the institutions that provide dual credit opportunities for the students must be either accredited by the NACEP (National Alliance of Concurrent Enrollment Partnerships), or approved by the Commission.

Ms. Lubbers announced that 2010 Student Nominating Committee is now accepting applications for the student position on the Commission for Higher Education. Application deadline is Friday, March 19th, and interviews will be held on Saturday, March 27th, at the Commission's office in Indianapolis. Ms. Lubbers explained that the nominating committee consists of a student representative from each of the seven public institutions.

Ms. Lubbers spoke about President Obama's State of the Union Address, which continues to highlight an aggressive education agenda. Ms. Lubbers noted that while education was only about five percent of the speech's content, it contained clear indications of where the administration is headed. She said that President continued an earlier theme of rewarding success rather than failure and spoke about the national competition to improve schools, referring to the Race to the Top program. Ms. Lubbers pointed out that Indiana has submitted an aggressive Race to the Top application that includes funding for improved K-12 – College alignment and data collection.

Ms. Lubbers also talked about President Obama's discussing the need to pass a bill that revitalizes community colleges. In the section of his speech about college affordability, President highlighted a student loan reform bill, one that has ramifications in Indiana for students and loan providers, including increases in the Pell Grant and direct lending. President Obama has also issued a challenge: "And by the way, it's time for colleges and universities to get serious about cutting their own costs – because they too have a responsibility to help solve this problem." Ms. Lubbers stated that she believed that the Commission and Indiana's colleges and universities were already responding to the challenge and will be stepping up these efforts in 2010 supported by Lumina Productivity Grant.

In the final part of her report, Ms. Lubbers highlighted a trend that should be a concern to everybody. It was the focus of an article in USA Today this week and has been the subject of many other articles and studies. The trend is the college gender gap and its consequences. Ms. Lubbers said that as the national and statewide enrollment numbers are being reviewed, it is clear that the nation faces increasingly lopsided numbers of male and female college students. In recent years, national data show a 57-43 percent split favoring women, both in enrollment and graduation rates.

Ms. Lubbers said that there are economic and societal ramifications of this trend that deserve the Commission's focus as it considers its education policies. Ms. Lubbers said that she witnessed this reality as a member of the ICI (Independent Colleges of Indiana) board, when they would review the demographic breakdown of Lilly scholars, and the number of women always far exceeded the number of men.

Ms. Lubbers gave some graduation rates by gender: in 2009 enrollment shows a 54-46 percent split favoring women in Indiana (four-year institutions break out 53 to 47 percent, and in two-year sector the split is 55-45 percent). Graduation numbers are as follows: Associate Degrees – two-year sector – 61 to 39 percent, favoring women; four-year sector – 48 to 52 percent split, favoring men. Total number – 58 to 42 percent split favoring women. Bachelor's Degrees – 54 to 46 percent split favoring women.

In general, said Ms. Lubbers, Indiana's numbers are very similar to the national numbers around at 54-46 percent split for enrollment and graduation. In conclusion, Ms. Lubbers said that she offers no answers to this crisis today, but she hopes that the Commission will share her concern for moving this to an important place on its agenda.

V. CONSIDERATION OF THE MINUTES OF THE DECEMBER COMMISSION MEETING

R-10-1.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December 2009 regular meeting as amended. (Motion – Rehnquist, second – Fisher, unanimously approved)

VI. DISCUSSION ITEMS

A. Indiana’s Cash for College Campaign (January - March 2010)

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, presented this item. Indiana’s Cash for College is a statewide campaign designed to encourage Hoosier students and families to plan to pay for college. Made possible by a federal grant from the U.S. Department of Education, Indiana’s Cash for College campaign promotes practical, grade-specific steps for Hoosier students, all leading up to the state’s March 10th deadline for completing the Free Application for Federal Student Aid (FAFSA).

Mr. Bearce pointed out that the goals of Cash for College campaign include the following: every senior will file a FAFSA; every junior will check out the scholarships that are available both throughout the state and on federal level; every sophomore will know how to calculate the cost of college; and every freshman will learn the specific financial aid terms, which will help him to understand his qualifications for certain scholarships.

Mr. Bearce explained that Indiana’s Cash for College campaign is designed to mobilize local communities and to leverage existing statewide events, including College Goal Sunday and FAFSA Fridays. To encourage early awareness and preparation, the Cash for College campaign extends goals for younger students: every middle school student should be looking into Indiana’s Twenty-first Century Scholars GEAR UP program and planning to take rigorous courses in high school; every elementary student should ask his parent or guardian to open a CollegeChoice 529 savings account.

Mr. Bearce said that information about the financial resources for college can be obtained on the website of LearnMore Indiana. LearnMore Indiana works with local partners across the state to increase the educational attainment and workforce skills of Hoosiers through a variety of outreach and alliance-building strategies.

Mr. Bearce talked about FAFSA Fridays. He said that many students and their parents are overwhelmed by how to fill the FAFSA Form. On two Fridays in February, in the morning and afternoon, high school students and their families can contact Learn More Indiana online and get help from financial aid experts on how to fill out the form.

Mr. Bearce spoke about the College Goal Sunday. This is a big event, which is being held in 37 locations throughout the state this year. Mr. Bearce told the Commission about a FAFSA video, created in cooperation with the Department of Education. The script of online videos offer instructions on filing the FAFSA form, and it also tells the students what happens after the FAFSA form is completed.

Mr. Bearce added that one of the most important things is making sure the students are aware of what the federal government is doing in helping them to file out their FAFSA forms. There is a more streamlined website where students can get help; the number of questions was reduced by 22; the forms were made somewhat easier to fill out.

Mr. Bearce spoke about how this campaign fits everything else the Commission and Learn More are doing. The focus of the three annual statewide campaigns is on three events: College Go! Week, which deals with planning for college; Cash for College, which has to do with paying for college; and KnowHow2Go, the work supported by the Lumina Foundation, and which has to do with helping students prepare to make the transition from school to college.

Mr. Smith asked whether it will be possible to track down how many people will have an access to the video clip. Mr. Bearce responded in affirmative.

Ms. Baker had a question about the scholarship that could be won on College Goal Sunday, weather this is in a form of a lottery or in some other form. Mr. Bearce responded that this will be in a form of a lottery.

Mr. Bland asked whether the academic performance could be taken into consideration for getting a financial aid. Mr. Bearce responded that academic performance is a key element of all these campaigns, but perhaps that could be emphasized to a greater extent.

Mr. Bland also asked whether it is possible to get a profile of who is responding to the financial aid and who is not. Mr. Bearce said that this is possible. He also added that the main difference between FAFSA Fridays of last year and this year is that the financial aid experts will be moderated by the students from a special program, created by the 21st Century Scholars.

Mr. Murphy asked whether some businesses and/or someone from the private sector were involved with promoting the FAFSA Friday. Mr. Bearce responded that some efforts were made to get businesses involved.

Mr. Smith added that there are other parties, including Lumina Foundation, that are involved with promoting FAFSA completion.

In response to a comment by Commissioner Lubbers, Mr. Bearce mentioned that outside the Indiana Fairgrounds there is a large electrical billboard advertising the Cash for College campaign, which was secured at no cost.

Mr. Sendelweck asked about the locations for the FAFSA Fridays and College Goal Sunday.

Mr. Bearce said that the locations posted on the Learn More's web site, as well as the College Go! Sunday's web site.

B. Budget Line Item Reports: Indiana University Higher Education Line Items

- 1. Abilene Network Operations Center**
- 2. I-Light Network Operations**
- 3. GigaPop Project**

This item has been postponed until a future Commission meeting.

C. Discussion Relating to Two Master's Degrees in Education

Dr. Sauer said that these programs have been before the Commission. With all the conversation that has been occurring around teacher education and the need to try to improve the preparation teachers receive before they go to the classroom, this will be an opportunity for the Commission to raise some questions on how these two programs will address these issues.

Dr. Sauer said that both these programs are delivered via distance education technology. The M.S. in Education proposed by Indiana University East was approved by the Commission four years ago, so this is a request to extend this on-campus program off campus. In case of Ball State, they have a long established M.A. in Education, and they are now requesting to deliver this program via distance education technology on a statewide basis.

Dr. Sauer spoke about the background information for both degree programs with the description of the curriculum. He also mentioned the materials from Ball State that describe three options for their Master's degree. First one is the existing curriculum, which is going to be offered via distance education technology, and the other two have been developed later and will be tied up to the first one.

Dr. Sauer said that these programs are being presented only for discussion this time; they will be brought back to the Commission for its approval at the next Commission meeting.

Dr. Larry Richards, Executive Vice Chancellor for Academic Affairs, Indiana University East, spoke to this program.

Mr. Murphy asked whether there is a noticeable difference in the results in a classroom between those teachers who have Master's degrees and those, who don't.

Dr. Richards responded in affirmative, adding that that when the University was developing these programs, they worked with school districts, so these programs are designed to meet the needs of these schools. Teachers with Master's degrees may take leadership positions, and be more skilled in developing more rigorous curriculum.

Mr. Murphy asked whether there is a statistic confirming the need for teachers to have Master's degrees in education. Dr. Marilyn Watkins, Dean of Education, Indiana University East, responded that there is not enough statistical information on this subject, but there is definitely a noticeable increase in the morale among students, as well as the

increase in academic achievements among students, being taught by the teachers with Master's degrees.

Mr. Murphy said that he had seen national data showing that there was a much bigger difference between the teachers getting Master's degree in their subject area, as opposed to the Master's degree in education.

Ms. D'Amico continued this discussion by telling the Commission that at the Governor's Education Roundtable a few months ago there was a presentation on Teacher Quality that had to do with the subject in question. Ms. D'Amico said that even though there is no good research in education, this is an exception. There is no dispute that there is no relationship between a teacher having a Master's degree and the impact on students' achievement. Ms. D'Amico pointed out that, in fact, some studies say that there is an inverse relationship between a teacher having Master's degree and students' achievement. The research is very clear on that. Some states and districts are being questioned whether they should be giving a salary bump for Master's degrees. Ms. D'Amico quoted Secretary of Education Duncan's speech, in which he was saying that "we need to give a complete overhaul of the teacher's education programs in the United States." Ms. D'Amico said that in her opinion this was a good time to have these discussions.

Mr. Slaughter asked whether there was a data showing that teachers having Master's degree stay in employed as teachers longer than those who don't. Dr. Watkins said there was not specific data on this subject.

Mr. Smith asked Dr. Sauer to keep track on these requests from the Commission members, so that the data will be compiled by the time of the discussion of these programs at the next Commission meeting.

Dr. Terry King, Provost and Vice President for Academic Affairs, Ball State University, invited Dr. John Jacobson, Dean, Teachers College, Ball State University, to speak to the M.A. in Secondary Education.

Dr. Jacobson said that he met with Indiana Superintendent Tony Bennett and spoke with him about the Master's degrees and how beneficial they are in the schools and the classrooms. Dr. Jacobson said that years ago nobody thought about linking a Master's degree and the student learning, but this has changed in the last few years. National Council for Accreditation requires that any educational program links with the student learning. This is a relatively new concept.

Dr. Jacobson talked about two more options of using the program that were added to their traditional Master's degree in Secondary Education. Second is the Woodrow Wilson option, and the third one allows the students to take up to 12 hours of content of their Master's program, and blend the content with the pedagogy to insure that the increasing quality of the instruction is enhanced for student achievement. Dr. Jacobson said that this will allow the high school teachers to have almost enough hours in a content to teach the dual credit courses.

Ms. D'Amico said she appreciated the option three, because the research shows that when the teachers get the content, especially math, this has an effect on student achievement. She suggested that the University would take a fresh look and reconsider the whole program, rather than add options.

Dr. Jacobson said that they thought about it, but there are students who still would like to come and get a more traditional Master's degree, take a course in curriculum, in social foundation, educational research, educational technology, etc. The university would like to continue to have this option for the students.

Dr. Jacobson added that Ball State had discussions with Pat Mapes, who oversees the licensure of teachers in the state, as well as all other educator areas, and Ray Graves, who served as a consultant for the Department of Education. Ball State presented these options to them, and they confirmed that the content of this new Master's program meets the criteria of the new license, Accomplished Practitioner License, which is a new top license for teachers according to REPA regulations.

Ms. Lubbers asked whether Ball State will consider phasing out option one of their proposal. Dr. Jacobson responded that this is driven by the market; it will depend on the number of students wanting to take this option, as well as on educational needs.

Ms. Lubbers referred to Dr. Jacobson mentioning that the student learning now is a measure, and if this is the case, people would like to see that the students learning is actually improving, no matter what the market is. Ms. Lubbers stated that education is a personal gain, but in this case everybody would like to have such people in the classrooms, who know how to improve the student learning, and the hope is that this will be measured in a significant way.

Dr. Jacobson said that if they cannot demonstrate to the Accrediting Agency that a particular program has an impact on student learning, they will not be able to offer this program.

D. Reaching Higher: Strategic Initiatives for Higher Education in Indiana – State Level Dashboard of Key Indicators, 2010 Update

Ms. Haley Glover, Associate Commissioner, Policy and Planning Studies, Commission for Higher Education, presented this item. A year ago the Commission voted to adopt the set of goals and indicators, and accompanying methodologies for indicators that provide a statewide look at the performance of Indiana's system of higher education, aligned with the issues addressed in "*Reaching Higher*."

Ms. Glover referred to the first goal: Indiana will produce the equivalent of 10,000 additional Hoosier baccalaureate degrees per year through 2025. She reminded the Commission that this goal is based upon the "Big Goal" of the Lumina Foundation, which states that 60 percent of the Indiana population should have a high quality postsecondary credential by 2025. In 2007-08 Indiana institutions, both public and private, increased the bachelor's degree production by 213 over the base year. At this point Indiana is not making significant progress towards the goal of 10,000 additional degrees per year.

Ms. Glover spoke about the second goal: Indiana will rank in top ten states in each point of the Education Pipeline by 2015. Indiana is doing well in this category. In three of four categories, Indiana's performance in moving students through the pipeline has improved, and it has not decreased at any point. Indiana has also increased its rankings among the states in two of four categories: college entry and college persistence, though Indiana's ranking fell from 15th to 21st in college completion.

Next, Ms. Glover spoke to the goal that Indiana will rank in the top ten states for on-time and six-year total and minority graduation rates at public four-year institutions, and three-year graduation rates at community colleges, by 2015. Ms. Glover pointed out that the good news is that Indiana's ranking did not fall due to decreasing performance on the part of Indiana's institutions. In all cases, graduation rates are increasing at Indiana institutions.

Mr. Smith referred to page three in the report and asked about the high school graduation rate. He said that 72 percent graduation rate is a number that is more familiar to some people than 80 percent, shown in recently disclosed data. Ms. Glover responded that she used the methodology that is consistent throughout all other states. This methodology differs from the one that Indiana Department of Education uses for their report.

Ms. Lubbers said that 80 percent is a more recent number. Mr. Smith asked whether this number is more indicative of the freshmen, who are in high school today. Ms. Glover responded that the high school graduation rate number used in her report is an actual cohort based number; it does not take into consideration any kind of alternative certifications or student transfers. Ms. Lubbers added that the dropouts are also being taken into consideration in calculating of high school graduation rate. Ms. Lubbers confirmed that 80 percent is actual number for high school graduation rate.

Ms. Glover continued with her report. She talked about the goal that Indiana's adult enrollment will rank in the top ten states by 2015. In 2008 Indiana experienced a slight uptick in the adult students enrolled in college as a proportion of adults without a Bachelor's degree, and Indiana moved up in rankings. Ms. Glover noted that this will be an interesting metric to track in upcoming years, particularly when the 2009 enrollment data becomes available. At this point Indiana could likely see a spike in adult enrollment as a result of the recession.

Another goal mentioned in Ms. Glover's report is Ivy Tech Community College and Vincennes University will increase the number of degrees and certificates earned and students transferred to four-year institutions by 50 percent by 2015. Ms. Glover said that since the base year of 2007, Ivy Tech and Vincennes have added about 500 degrees and certificates to annual production, most of those being Associate's degrees at Ivy Tech. Ms. Glover pointed out that while the Commission is pleased that production is increasing, at this point Indiana is not making significant progress towards the goal of increasing degree and certificate production by 50 percent.

Ms. Glover said that Indiana is making significant progress in the number of students transferring. Five four-year institutions have exceeded the goal of a 50 percent increase in transfer students.

Ms. Glover updated the Commission on the next goal: Indiana's four-year regional campuses, IUPUI, University of Southern Indiana and Indiana State University will reduce the level of remediation provided to not more than ten percent of students in 2015. Ms. Glover said that seven of the eleven institutions tracked in this indicator reduced the proportion of recent high school graduates taking remediation. This is great news, indicating that remediation is taking place at the community college, and that students may be entering college more prepared to do college-level work. Ms. Glover pointed out that Indiana University East has eliminated remediation entirely, shifting it to Ivy Tech Richmond. This is part of a larger collaborative effort in Richmond that is already resulting in increased productivity and improved cooperation between the campuses.

Another goal is that 50 percent of Indiana high school graduates will earn a Core 40 with Honors diploma by 2015. This indicator is particularly important as admissions requirements will soon be changing. In 2011 Indiana University Bloomington and Purdue West Lafayette will begin requiring the Core 40 with Honors diploma, and Ball State University has set a goal of 80 percent of the entering class of 2011 having the Honors diploma. While the gain was slight in 2008-09, Indiana is still making progress towards the goal.

Ms. Glover spoke about next goal that Indiana's public institutions will rank as the most affordable among peer states by 2015. Among states with similar median family incomes to Indiana, Indiana's ranking has not improved or declined in the last year, and four-year institutions in Indiana were more affordable in 2008 than they were in 2007, due to the availability of financial aid. The affordability of community colleges fell slightly in 2008.

Ms. Glover talked to the Commission about the next goal that Indiana will improve 21st Century Scholar success at key transition points by 2015. A highlight of the new data is the improvement that is seen for 21st Century Scholars high school graduation rate. This rate reflects the class of 2009, and exceeds all of the student populations, not just low-income peers. The improvement is also seen in the proportion of Scholars entering college and persisting once they get there, but those successes have not yet translated into improved completion rates. Ms. Glover added that there is also a great improvement seen in the low-income student participation rate, where Indiana increased its ranking and performance.

Another goal, Indiana will rank as the most productive among Making Opportunity Affordable learning year grant states by 2015, showed little change. Measured as the state's investment, appropriations, student charges, and financial aid, per degree (bachelor's and associate's), Indiana once again ranks in the middle of the pack for productivity, and the investment per degree did not change significantly.

Finally, Ms. Glover said that Indiana continues to rank in the middle of Midwestern states in Academic Research and Development expenditures, and that the actual R&D expenditures for FY07 fell from the base year in FY06. However, there is an expectation to see significant changes in this metric in upcoming years: Purdue was just awarded the largest grant in the institution's history, \$100 million, which would be reflected in the data for the current fiscal year. Ms. Glover also said that it is known from a recent report that Indiana's Major Research Universities are steadily ramping up to make progress in this area.

Mr. Murphy asked whether all in-state universities, both public and private, were included in this metric. Ms. Glover responded affirmatively.

In conclusion, Ms. Glover said that while there is still much work to be done, there is good news to report: Indiana is making progress in the completion agenda, with completion rates improving in every sector and indicators of improving success in college preparation and affordability for low-income students.

VII. DECISION ITEMS

A. Academic Degree Programs

1. Master of Arts in Applied Behavior Analysis To Be Offered by Ball State University at Muncie

Dr. Jacobson presented this item. He said that Ball State University Department of Special Education, which will be delivering the proposed program, currently offers a Master's degree in Special Education. The proposed program will enable students to earn a Master's degree in Applied Behavior Analysis with a special emphasis on Autism. Dr. Jacobson said that the primary objective of this program is to fill the shortage of the Board certified behavior analysts in Indiana.

Mr. Murphy asked how many hours are dedicated to autism. Dr. John Merbler, Chair of the Department of Special Education, responded that total number is nine, three of which will be dedicated to an intensive practicum. He added that all classes in some way are tied to autism. Board Certified Behavior Analysts (BSBA) are best positioned to treat different disability groups, children, as well as adults.

Mr. Murphy asked whether there were special requirements for getting into this program. Dr. Merbler responded that the program is open to anyone. They have students with various backgrounds: psychology, sociology, social work, family consumer science, nursing, etc.

Mr. Smith remarked on the apparent narrow scope of the curriculum. He asked whether there is a broader intersection with other health issues entertained in the curriculum.

Dr. Jerry Ulman, Professor of Special Education, responded that Board Certified behavioral analysts will have a main focus on autism, but they will also be able to work with different behavioral disorders in children and adults.

Mr. Smith asked whether there is enough intersection with science in this program. Dr. Ulman responded that analysis of behavior is based on solid science. There is a technology applied to a lot of different transit problems. There are specialties within the program when people focus on fiscal problems, health problems, etc. In this program the students have a sufficient background in the technology to go to other directions other than autism.

Mr. Murphy asked whether there was a market for those who will graduate from this program. Dr. Jacobson responded that the market was quite sufficient; there is a high demand for such specialists in the school systems, in the hospital settings, etc.

Mr. Slaughter asked whether the practicum will be delivered throughout the state, or only in Muncie. Dr. Jacobson responded that the practicum will be held out of state, due to requirements of the Certification Board.

Dr. Sauer gave the staff recommendation.

R-10-1.2 RESOLVED: That the Commission for Higher Education hereby approves the *Master of Arts in Applied Behavior Analysis* to be offered by Ball State University at Muncie, in accordance with the background discussion in this agenda item and the *Abstract*, January 29, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 29, 2010. (Motion – Slaughter, second – Fisher, unanimously approved)

2. Master of Science in Physician Assistant Studies To Be Offered by Indiana State University at Terre Haute

Dr. Dan Bradley, President of Indiana State University, introduced this proposal. This program is the next step in a long process that began at ISU a few years ago with eliminating a significant number of programs from their catalog. The intermediate step that brings ISU to the Commission today is the creation of the College of Nursing and Health and Human Services in 2007, the creation of the Rural Health Innovation Collaborative in Terre Haute in 2008, which is a consortium of IU Medical School, Ivy Tech, ISU, Union Hospital, the city of Terre Haute and the Lugar Center for Rural Health, and finally the planning and discussion that went into the ISU strategic plan of last year.

President Bradley said that this new program is a result of much need in a job market; in the rural areas the physician assistants are in great demand. This program has a great appeal to students; it will help ISU's goal to help to maintain the vitality of smaller poor population centers, it will help ISU in growing its FTE (full-time enrollment); it will help students access and success, and this will be done without increasing the revenue from the state.

President Bradley invited Dr. Jack Maynard, Provost for Academic Affairs, to introduce the proposal.

Dr. Maynard referred to the creation of a new College of Nursing and Human Health, mentioned by President Bradley. He said that one of the goals of this College was to initiate the new program to help meet local and state needs in that area. Dr. Maynard said that the University worked out a systematic way of assessing the national and state data on health care needs. The University hosted a statewide summit last spring to find out what those needs were.

Dr. Maynard stated that in this investigation the University found that there is a critical need for additional degree programs, especially for physician assistants, physical therapy and practiced nursing. The program, which is being brought to

the Commission today, will increase enrollment without extra revenue, and it will serve the community in many ways.

Dr. Maynard invited Dr. Richard Williams, Dean, College of Nursing, Health and Human Services, to present the proposal.

Dr. Williams said that this program will enroll 30 new students each year, so when it matriculates, the ISU will have 90 new students. He said that this program has seven semesters, and it will be delivered at the campus.

Mr. Bland asked what the distinction was between the Physician Assistant and Nurse Practitioner. Dr. Williams explained that Nurse Practitioner does not have to work under the supervision of the physician, while Physician Assistant does.

Mr. Smith commented about the seven semester program. He said that this seems like a rather protracted curriculum. He was wondering whether there are ways to condense the curriculum and reduce it to six semesters. Dr. Williams responded that they have to abide by certain criteria, rules and regulations. The students have to have a full year of professional confidences to be taught. Dr. Williams assured Mr. Smith that they tried to condense the curriculum as much as possible, but there is not much that can be done.

Mr. Murphy asked whether the program will be offered to run all year round, and whether it will be possible to take three semesters in one year. Dr. Williams responded in affirmative.

Dr. Sauer gave the staff recommendation.

R-10-1.3 RESOLVED: That the Commission for Higher Education hereby approves the *Master of Science in Physician Assistant Studies* to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Abstract*, January 29, 2010; and

That the Commission recommends no new funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 29, 2010. (Motion – Rehnquist, second – Murphy, unanimously approved)

Mr. Smith had to leave the meeting. Mr. Sendelweck took over as a chair.

3. Doctor of Philosophy in Youth Development and Agricultural Education To Be Offered by Purdue University West Lafayette at West Lafayette

Dr. Nancy Bulger, Assistant Provost for Academic Affairs, introduced this proposal. She said that the Department of Youth Development and Agricultural Education was created within the College of Agriculture in 2003. The central focus of this Department is life science education, as well as the teaching and learning of all Science, Technology, Engineering and Math (STEM) fields. Dr. Bulger added that Purdue University is the

only university in Indiana that offers undergraduate and Master of Science programs in the areas of Agriculture and Extension Education.

Dr. Bulger invited Dr. Roger Tormoehlen, Professor and Head of the Department of Youth Development and Agricultural Education, to present this proposal.

Dr. Tormoehlen began his presentation by saying that the history of agricultural education at Purdue goes back to 1912. Purdue now provides Master's degree program in Extension and Education, and they have been quite successful in attracting people to their Master's programs from all other states, like Texas, North Carolina, and even other countries, like Korea and Jamaica. Graduates of this program will likely occupy leadership roles in fields such as program evaluation and assessment, international agricultural extension, or advanced leadership development in private and public sector agencies.

Dr. Tormoehlen said that the primary purpose of the program is to prepare students for academic positions in extension and education, as well as for research, training, management and education administrative positions in industry, government and the K-12 system.

Dr. Tormoehlen said that Purdue's Agricultural Extension Education Department is the largest such department in the country, with eleven faculty members. Some faculty members have experience in agriculture science, and some in extension education, which makes a unique combination of qualifications for this particular area.

Dr. Tormoehlen invited Dr. Allen Talbert, Associate Professor of Youth Development and Agricultural Education, to talk about the market for this degree program.

Dr. Talbert said that this program is one of the seven across the country. The only other university – Ohio State – is offering doctoral degrees in all three areas that will be covered by the proposed degree: agricultural education, extension education and agricultural communication.

Dr. Talbert said that Purdue University sees this area as a niche that should be filled, and this program will do just that. He said that to find people to fill the faculty positions for this area the University had to search twice, because there were not many candidates with the appropriate credentials. Dr. Talbert pointed out that this shows that there is a high demand for this program, and there is a good market for the future graduates, who will be employed as teachers, extension state specialists, educational training specialists, technical communication specialists, and directors of teaching/learning centers, diversity programs, or outreach programs.

Dr. Sauer gave the staff recommendations.

R-10-1.4 **RESOLVED:** That the Commission for Higher Education hereby approves the *Doctor of Philosophy (Ph.D.) in Youth Development and Agricultural Education* to be offered by Purdue University West Lafayette at West Lafayette, in accordance with the background discussion in this agenda item and the *Abstract*, January 29, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 29, 2010. (Motion – Slaughter, second – Lehman, unanimously approved)

4. Academic Degree Programs on Which Staff Propose Expedited Action

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

R-10-1.5 **RESOLVED:** That the Commission for Higher Education hereby approves by consent the following degree program(s), in accordance with the background discussion in this agenda item:

- Master of Science in Criminal Justice and Public Safety to be offered by Indiana University through its IUPUI Campus
- Certificate of Graduation in Pre-Veterinary Technology to be offered by Vincennes University at Vincennes and Jasper
- Associate of Science in Office Administration to be offered by Ivy Tech Community College-Fort Wayne at Fort Wayne
- Bachelor of Science in Sport Management to be offered by the University of Southern Indiana at Evansville
- Bachelor of Science in Health Sciences to be offered by Indiana University at its IUPUI Campus
- Bachelor of Arts in Philanthropic Studies to be offered by Indiana University at its IUPUI Campus

Ms. D’Amico expressed her concern about the Associate of Science in Office Administration degree program, offered by Ivy Tech Community College-Fort Wayne at Fort Wayne. She said that this program was a relic, and some of the Ivy Tech campuses have already done away with it. This program, which stems out of the Associate of Applied Science in Office Administration, goes back to the time when Ivy Tech was training secretaries, and the opportunities in this field now are very limited. Ms. D’Amico asked whether there is a better Associate degree that could be transferred to the General Business degree.

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, said that the Associate of Applied Science in Office Administration is a degree that was the part of the foundation of Ivy Tech Community College. The field of the office administration has changed; however, it is still there, and this movement from the Associate of Applied Science to the Associate of Science in Office Administration reflects that. Dr. Doucette stated that Ivy Tech was specifically asked by Indiana University-Purdue University in Fort Wayne (IPFW) for this degree, so that it could articulate in their program.

As to whether there is a better degree, Dr. Doucette said they have not explored this, since they were simply responding to the request from IPFW.

Dr. Doucette added that no additional funds will be used for this program. Ivy Tech took the existing program that would not articulate and added some general education courses, so that this program could be transferred to IPFW, and the students enrolled in this program could be moved to a technical degree.

Mr. Murphy asked whether there may be another way for students to get this degree. Dr. Doucette responded that the college is not always in control of transfer discussions. This particular degree was suggested as the best way for students to transfer to IPFW. Dr. Doucette confirmed that Ivy Tech did eliminate an Associate of Applied Science degree in Office Administration in Indianapolis, Lafayette and Bloomington campuses.

Ms. D'Amico said that the Commission does not want to disadvantage the students who are already in this program, but she asked whether it would be reasonable to talk to IPFW and ask about a possibility to have a better way for students to get their degree in Business.

Dr. Doucette said that it is likely to delay the pathway for some students, but Ivy Tech is willing to have this conversation with IPFW.

Dr. Sauer said that the Commission staff is regarding this as a transfer opportunity; the colleges did not always have the best transfer agreements in the past, so this is a way to step forward. Dr. Sauer stated that the colleges have made a tremendous progress with transfer in the last years. There are a lot of agreements in place, and a lot of them statewide; and they apply to all Ivy Tech graduates throughout the Ivy Tech system statewide.

However, Dr. Sauer continued, there is still no efficient multidirectional transfer, and Ivy Tech indeed has to work with individual university baccalaureate programs. Dr. Sauer said it would be much better to develop a Business Education Associate degree that would work in such a way that a student can take courses in Ivy Tech and apply all of them to all of the Business Administration programs in the state. This would be a far more efficient way to manage the articulation process, as well as a far better way to communicate to the community college students what transfer opportunities they have and what courses they need to take to take advantage of these opportunities.

Mr. Sendelweck suggested approving the rest of the academic degree programs on which staff proposed expedited action; however, he also suggested pulling this particular program from this list, and having a more detailed discussion on the articulation progress at the future Commission meetings (Motion – Murphy, Second – Rehnquist, unanimously approved.)

B. Capital Projects

1. Renovation of Pickerl Residence Hall at Indiana State University

Mr. Brian Hasler, Assistant to the President for External Affairs, invited Ms. Diann McKee, Acting Vice President, Business Affairs, Finance and University Treasurer, Indiana State University, to speak to this item.

Ms. McKee said that Indiana State University is in the process of a systemic renovation of residence hall facilities throughout campus. This particular project included the reconfiguration of existing space in Pickerl Hall, constructed in 1963, to accommodate double rooms with private baths, individual heat and air conditioning controls, and fire suppression systems. Ms. McKee said that the cost of the project will not exceed \$10,000,000, and the project will be funded from \$10,000,000 in revenue bonds repaid through Residence Hall System Operating Budgets. No state funds or mandatory student fees will support the project.

Mr. Bernie Hannon gave the staff recommendations.

R-10-1.6 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Pickerl Residence Hall*, as stated in the project description and staff analysis dated February 3, 2010 (Motion – Baker, Second – Bland, unanimously approved)

2. Renovation of Tulip Tree Apartments at Indiana University Bloomington

Mr. Thomas Morrison, Vice President for Capital Projects and Facilities, spoke to the project. He displayed a map of the campus and showed the Commission the location of the Tulip Tree Apartments, while explaining the project.

Mr. Morrison said that Tulip Tree Apartments was originally constructed in 1965. The project completely renovates Tulip Tree Apartments: the interior space of this facility will be painted, carpeted, and tiled, and the bathrooms and kitchens will be totally modernized, including the finishes, fixtures, and cabinets. Work includes the upgrading of all building safety and security systems, all mechanical, electrical and building lighting systems, and all plumbing/waste systems. The project will be completed in two phases: the first phase begins with the renovation of the South wing; the second phase renovates the North wing.

Tulip Tree Apartments are primarily aimed at married students, and students with children. Mr. Morrison pointed out that the students, who live on campus and persist to live on campus have better retention rates, better grades, better GPA, and their graduation rates are much better than of those students who do not live on campus. So it is in the interests of the Indiana University to provide the students with quality housing.

Mr. Morrison said that this project is part of the overall Residential Programs and Services Master Plan for facility renovation. This project was found to be the most cost-effective option to renovate through adaptive reuse of the existing structure, in

lieu of all new construction. The cost of the project is \$32,500,000; the sources of funds are auxiliary revenue bonds.

Mr. Murphy asked what would be a cost of building a new residential hall. Mr. Morrison responded that the cost will be in a range of \$60-70 million.

Brief discussion followed.

Mr. Hannon gave the staff recommendations.

R-10-1.7 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Tulip Tree Apartments at Indiana University Bloomington*, as stated in the project description and staff analysis dated February 3, 2010 (Motion – Baker, Second – Slaughter, unanimously approved)

3. Renovation of Briscoe Quad at Indiana University Bloomington

Mr. Morrison spoke to this project. The building is over forty years old and is very outdated. This project completely renovates two eleven-story student-housing towers of Briscoe Quad and much of the two-story center building connecting the two towers located on the Bloomington campus. The project will be completed in two phases. The first phase begins with the renovation of Shoemaker Tower, the center building, and the construction of a satellite chilled water facility. The second phase consists of the renovation of Gucker Tower.

Mr. Morrison said that both towers will be upgraded to provide more private, independent housing accommodations which will be focused on two-, three-, and four-person suites with separate ADA compliant restrooms and mechanical, electrical, and telecommunications infrastructure in each suite. Each suite will be completely re-configured with new walls, finishes, and furnishings. This renovation provides 307 suites and 693 beds. This project is part of the overall Residential Programs and Services Master Plan for facility renovation.

Mr. Morrison said that the cost of the project is \$46,000,000; sources of funds: auxiliary revenue bonds and Residential Services and Programs Reserves.

Mr. Hannon gave the staff recommendations.

R-10-1.8 RESOLVED: That the Commission for Higher Education hereby recommends approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Briscoe Quad at Indiana University Bloomington*, as stated in the project description and staff analysis dated February 3, 2010 (Motion – Slaughter, Second – Lehman, unanimously approved)

4. Capital Projects on Which Staff Propose Expedited Action

R-10-1.9 RESOLVED: That the Commission for Higher Education approve by consent the following capital project *Heron Ceramics and Sculpture Building Addition*, in accordance with the background information provided in this agenda item (Motion – Blend, Second – Fisher, unanimously approved)

C. Policy on Dual Credit Opportunities in Indiana

Dr. Sauer presented this item. He briefly referred to the history of dual credit. He said that the Commission passed a policy on dual credit in November 2005. This was the first policy the Commission has adopted since its history. The 2008 General Assembly passed legislation creating the Concurrent Enrollment Partnership, which looked at a variety of issues related to dual credit and concluded its work by July 1, 2009.

Dr. Sauer noted that in July 2009 the Indiana's Education Roundtable passed a resolution stating that the work of the Concurrent Enrollment Partnership will continue under the direction of the Indiana Commission of Higher Education, in partnership with the Indiana Department of Education, to continue the study and implementation of dual credit in Indiana.

In the result of this resolution, the Commission created the Indiana Dual Credit Advisory Council, which has been meeting monthly since September 2009. The Council has focused considerable attention on the Commission's *2005 Policy on Dual Credit*, and on January 26, 2010, reached a consensus on how the policy might be modified.

Dr. Sauer went over the changes between the 2005 Policy and the current Policy.

Dr. Sauer spoke about encouraging students to take dual credit classes, and Ms. Lubbers made comments on this point. She said that one issue that came to the concern of the Commission in regards with student advising is that college advising does not start or stop with dual credit. Students who take dual credit are more likely to persist and complete college than those, who don't. Ms. Lubbers added that Dual Credit Advisory Council will use that as an opportunity to look at a much bigger discussion about the need for adequate college and college readiness and completion advising. This issue is not unique to dual credit.

Dr. Sauer continued to go over the updated policy on Dual Credit Opportunities in Indiana.

Mr. Sendelweck asked how the quality of dual credit is going to be monitored. Dr. Sauer referred to item 1d) of the Policy that said that the postsecondary campus shall be responsible for monitoring the delivery and quality of dual credit instruction.

Mr. Murphy asked whether there is a positive attestation as to the quality of the program. Ms. Lubbers made a comment that according to the Policy the course in the high school should be the same as the equivalent course in the college. She said that the high school will be using the same curriculum and will give the same final exam that would be given on campus.

Mr. Murphy pointed out the necessity of a positive attestation, since the Commission is going to be responsible for the quality of the program. Dr. Sauer confirmed that this is the intent of the staff. Ms. Lubbers noted that this is an issue that should come before the Dual Credit Advisory Council again.

Ms. Baker asked who will be giving the final exams: the university or the high school teacher. Dr. Sauer responded that the exams should be identical: whatever the exams are put together on campus, they need to be used for the dual credit too. Ms. Baker asked who would be grading the finals. Dr. Sauer confirmed that the high school teacher would be doing this.

Mr. Sendelweck asked whether the policy from the Higher Education Commission's perspective is identical to public and independent universities'. Dr. Sauer said that this policy was couched in terms of the public sector, because this is the Commission's policy, so they have more responsibilities relative toward the public sector. But the intent in transfer as in any dual credit would be to try to bring the independent institutions into it as much as possible.

Mr. Sendelweck asked for the comments from the audience. Mr. Dick Helton, President of Vincennes University, wanted to comment on the last point. He pointed out that there should be consistency between the public and the private institutions in the way the dual credit is delivered.

Mr. Murphy suggested that the Commission would go back to the Committee working on this Policy and request more specific language, more rigor in terms of control over the quality of the programs; otherwise, the students would not be getting a quality they need.

Ms. Lubbers made an offer to add some language to the policy that will have to do with the monitoring and measuring the results.

R-10-1.9 **RESOLVED:** That the Commission for Higher Education hereby approve the *Policy on Dual Credit Opportunities in Indiana* in accordance with the supporting document dated February 3, 2010 (Motion – D'Amico, Second – Murphy, unanimously approved)

D. Acceptance of Public Institution Student Information System (SIS) Data for 2008-2009

Ms. Jennifer Seabaugh presented this report.

R-10-1.10 **RESOLVED:** That the Commission for Higher Education adopt 2008-2009 Annual Student Information System (SIS) data, as submitted by the institutions, for Indiana University, Purdue University, Ball State University, Indiana State University, University of Southern Indiana, Vincennes University and Ivy Tech Community College of Indiana as the official source for Commission analyses on all pertinent subjects in

accordance with the supporting documentation (Motion
– Fisher, second – Rehnquist, unanimously approved)

VIII. INFORMATION ITEMS

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

There was no discussion of these items.

IX. OLD BUSINESS

There was none.

X. NEW BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 12:00 p.m.

Mike Smith, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday March 12, 2010

DISCUSSION ITEM A1-3: **Indiana University – Abilene Network Operations Center; I-Light Operations Network; GigaPop Project**

Staff Recommendation For discussion only.

Background As part of the biennial budget process, the Commission makes recommendations on the so called higher education line items. The Commission is taking time during this off-budget year to take a closer look at the several line items in the budget than is typically possible during the busy budget session. This third group of line items to be reviewed by the Commission consists of three line items assigned to Indiana University: Abilene Network Operations Center; I-Light Operations Network; GigaPop Project

Supporting Document *2009-2011 Biennial Budget Request from Indiana University.
Additional documents to be distributed by Indiana University.*

IU is the home of the Abilene Network Operations Center (NOC)

In August of 1998, Indiana University was chosen as the home for the Abilene network operations center. The Abilene network operations center provides comprehensive network management services for all the physical and operational aspects of the Abilene network and plays a critical role in the deployment of the advanced networking initiatives and services that are the focus of the Internet2 project.

The Abilene/Internet2 Network

The Abilene Network is an Internet2 high-performance backbone network that enables the development of advanced Internet applications and the deployment of leading-edge network services to Internet2 universities and research labs across the country. The network has become the most advanced native IP backbone network available to universities participating in Internet2.

The Abilene Network supports the development of applications such as virtual laboratories, digital libraries, distance education and tele-immersion, as well as the advanced networking capabilities that are the focus of Internet2. Abilene complements and peers with other high-performance research networks in the U.S. and internationally.

Created by the Internet2 community, Abilene connects regional network aggregation points—called gigaPoPs—to provide advanced network services to Internet2 university, corporate, and affiliate member institutions in all 50 states, the District of Columbia, and Puerto Rico. Today Abilene has 44 direct connectors including the Indiana GigaPop, 228 participants in all 50 states, 104 sponsored participants and 33 state education group partners (SEG-P) such as IHETS here in Indiana.

Abilene is a proving ground for high-bandwidth technologies. The cross-country backbone is a primarily OC-192c 10 (gigabits per second) backbone employing optical transport technology and advanced high-performance routers, with the goal of offering 100 megabits per second of connectivity between every Abilene connected desktop.

The Abilene Network is partnership of Internet2, Qwest Communications, Nortel Networks, Juniper Networks, and Indiana University.

Impact of IU's Role in the Abilene Network

The Abilene network operations center is physically located on the IUPUI campus. The selection of IU as the home of the Abilene network operations center confirms the increasing importance of Indianapolis as a national networking center.

Strong support from the State of Indiana enabled Indiana University to be selected as home of the NOC. The State recognizes the importance of supporting the development of the new generation of high-speed Internet technologies that provide promise of major impacts in such diverse areas as distance and lifelong learning, healthcare and geographically distributed design and planning.

In large part due to the existence of ongoing State funding for the Indiana GigaPop and the Abilene NOC, IU has been able to further leverage this investment with additional national and international responsibilities which bring great acclaim and prestige to IU and the State of Indiana.

A. Global Networks

Being the NOC for Abilene has enabled IU to develop the reputation and critical mass of expertise in managing the operations center of high performance networks and led to the establishment of the Indiana University Global Research Network Operations Center (Global NOC.)

The Global Research Network Operations Center is housed on the IUPUI (Indianapolis) campus, in the University Library building. Staffed by fifteen full-time technicians, the NOC operates on 24 hour, 7 day a week, 365 days a year schedule. The NOC has been awarded contracts to support not only the Abilene Internet2 network, but also the following Global Networks: TransPAC, STAR TAP, Euro-Link., MIRNet and AMPATH.

TransPAC

TransPAC provides high performance Internet2 network connectivity from the Asia Pacific Advanced Network to other global networks for the purpose of international collaborations in research and education.

STAR TAP

STAR TAP is the Science, Technology, And Research Transit Access Point -- which facilitates the long-term interconnection and interoperability of advanced international networking in support of applications, performance measuring, and technology evaluations. It enables traffic to flow to international collaborators from over 100 U.S. leading-edge research universities and supercomputer centers that are attached to high-performance global research networks.

Euro-Link

Euro-Link is a National Science Foundation-funded initiative that facilitates the connection of European and Israeli National Research Networks (NRNs) to the high-performance vBNS and Abilene networks.

MIRnet

MIRnet is a joint US-Russian project to provide next generation Internet services to collaborating US-Russian scientists and educators. Its goals include assisting meritorious scientific collaborations requiring advanced, high performance Internet services; connecting the Russian next generation Internet network to the US and other next generation networks in the US and elsewhere; and, more broadly, encouraging and supporting productive cooperation between the US and Russian scientific communities.

AMPATH

The AmericasPATH (AMPATH) network is a project that interconnects the R&E networks in South and Central America, the Caribbean and Mexico to US and non-US Research and Education (R&E) networks via Internet2's Abilene network.

B. Other National Networks

National Lambda Rail (NLR)

In addition to being awarded the NOC for the global research networks listed above, IU has responsibility for providing similar services to the newest advanced high performance network, **National LambdaRail**

(NLR). IU was selected in 2003 to provide both Network Operations Center and Network Engineering services to NLR, which will in FY 2007-08 add almost \$700,000 in additional annual contract income. This would not have been possible without the base level of support provided by the appropriation for the Abilene NOC and the Indiana GigaPoP. IU is also positioned to further increase its involvement in several other national networking initiatives, including the **TeraGrid project**. And the IU Global Research Network Operations Center has proposed to service the international high performance networking community, which will bring even more prestige and external funding to the University and the State.

Impact of the Indiana GigaPop

The Indiana GigaPoP continues to play an expanding role in Indiana's linkage to the developing national cyberinfrastructure. As a key infrastructure component of I-Light and now I-Light2, the GigaPoP has become one of a very few premier network interface points in the nation. The GigaPoP now services not only IU and Purdue, but also the rest of the State through the connectivity of IHETS and the rest of the Indiana Telecommunications Network. The GigaPoP is now the single interface point for the State's entire higher education sector to not only Internet2 and other advanced networks, but also the commodity Internet. Its placement and use have enabled Indiana's K-20 community to take advantage of tremendous reductions in rates for internet connectivity, which in turn has allowed the State to dramatically increase its connectivity without a single dollar increase in the funding required to provide that service. And in the future, we expect to see costs actually decrease, while capacity continues to increase significantly. The Indiana GigaPoP is the State's main point of presence on the national internet infrastructure, and is helping Indiana secure a place in the lead nationally.

Ilight

Ilight has become an integral part of keeping Indiana's status as a leader in networking. Well-developed, integrated networking connectivity and capacity statewide is vital to the strategy of promoting Indiana's research and collaboration requirements. Ilight has the capability to provide all higher education institutions across the state with access to other state, regional, and national networks. In addition, Ilight will allow new and deeper partnerships with neighboring states, by allowing interconnections between Ilight and similar networks in those states.

Committee on Institutional Cooperation (CIC) OmniPoP

In 2007, the Committee on Institutional Cooperation selected IU in a competitive bid to be the operator of the new CIC OmniPoP network in Chicago. This network provides access to all CIC schools, including all Big Ten schools and the University of Chicago, to each other, NLR, and Internet2. It promotes the rich connectivity that is required for the Big Ten schools to play a critical role in the networking serving cutting edge research and education. IU beat several qualified regional entities to be selected, and our success was a testament to the reputation and track record we've built and continue building using the state's investment.

Connecticut Education Network (CEN)

In 2008, IU was selected to provide Networks Operations Center and Network Monitoring services for the Connecticut Education Network, which provides networking services for Connecticut's school districts, libraries, and higher education institutions with high-speed access to the Internet, next-generation Internet2, and iCONN - Connecticut's research engine. This positions IU well in a new arena – provider

of networking operations support for other state and regional networks, and cements Indiana's place as a leader in the field. This would not be possible without the investment made by the state in the 24x7 Network Operations Center that many other states struggle to provide.

Maintenance of Operations

Maintenance of the base is a key factor in the institution's ongoing delivery of high-quality services. Higher education in general must address a highly competitive market for talented faculty and the cost of unfunded mandates. These factors must then be considered within the context of the rate of inflation in determining an appropriate maintenance increase for the base budget. Our request follows the instructions of the Commission for Higher Education and the State Budget Agency and therefore makes no specific request; it assumes that adequate price inflation funding will be recommended by the Commission and funded by the General Assembly.

COMMISSION FOR HIGHER EDUCATION

Friday March 12, 2010

DISCUSSION ITEM B: Financial Aid Study Update

Staff Recommendation For discussion only.

Background Included in the 2009 Budget Bill (HEA 1001-2009ss, SECTION 489) is the following provision:

The commission for higher education with the assistance of the state student assistance commission shall study the funding of college scholarship programs provided by the state student assistance commission and the state's public universities.

The study is to include several specific issues, as well as “funding of college scholarship programs provided by the state student assistance commission and the state's public universities.” CHE staff have been working with SSACI staff on this study. This presentation will include some of the initial data collection and findings of those efforts. The final report is due on June 30, 2010.

Supporting Document *To be distributed.*

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DISCUSSION ITEM C: High School Feedback Report

Staff Recommendation

For discussion only.

Background

During the week of March 1, High School Feedback Reports were mailed to 304 public school corporation superintendents, who received reports for all high schools in their corporation, and to 368 public and 62 non-public high school principals. The Feedback Reports were accompanied by a cover letter from Commissioner Teresa Lubbers and Superintendent of Public Instruction Tony Bennett (see attachment 1). The letter stresses that the feedback reports “represent our first attempt in what will be an ongoing effort to provide regular feedback on where Indiana high school graduates attend college and how they perform in higher education.”

The mailing included two feedback reports, one for public distribution (attachment 2) and one for internal use only (attachment 3). The former contains summary information on graduates of a particular high school, including the proportion needing remedial coursework upon attending a public campus, as well as summary statistics on students who attended public campuses, sorted by ethnicity, gender, and full-time/part-time status. The report for internal use only contained similar information, broken down by specific campuses. Both the public report and the report for internal use contain the same information on students broken down by degree type sought and program area of study. The two sample reports accompanying this agenda item contain information for students who attended an out-of-state high school, but whose specific high school code was not reported by the college or university.

In sensitivity to concerns about privacy, reports were generated only for high schools that had a total of ten or more students from the graduating class of 2007 who attended public institutions. Data from the reports came from the Commission for Higher Education’s Student Information System, which consists of data collected annually from all public institutions.

Supporting Document

- (1) *Letter from Teresa Lubbers and Tony Bennett*, dated March 1, 2010
- (2) *High School Feedback Report* (for public distribution), dated February 26, 2010
- (3) *High School Feedback Report* (only for internal use), dated February 26, 2010



March 1, 2010

Dear Indiana School Leaders:

The two attached reports represent our first attempt in what will be an ongoing effort to provide regular feedback on where Indiana high school graduates attend college and how they perform in higher education. We believe this exchange represents a significant step forward for our state, and we hope you find this information to be helpful in guiding your local college preparation efforts.

Please note that there are two versions of each high school feedback report, one provided for public distribution, the other for internal use by the high school. The latter contains additional detail and may violate federal privacy law if shared externally.

Each high school feedback report includes information on the number of graduates who:

- Attended college by public campus;
- Enrolled in various degree programs; and
- Required remedial math or language courses.

These reports focus on students who graduated from Indiana high schools in 2007 and attended a public two- or four-year campus sometime during the 2007-08 academic year. The information included in the report comes from data the Indiana Commission for Higher Education collects annually from the state's public colleges and universities. Though comparable feedback from Indiana's independent colleges is not available for this initial report, we hope to provide that information in subsequent versions. **We encourage you to share these reports with your counseling staff.**

The Commission for Higher Education and Department of Education are committed to working collaboratively to provide impactful K-16 data, and our goal is to provide more comprehensive information in the future. We look forward to partnering with you in this effort and welcome your thoughts and recommendations about how to improve future reports.

Sincerely,

Teresa Lubbers
Commissioner for Higher Education

Tony Bennett
Superintendent of Public Instruction

**Indiana Commission for Higher Education
2007 High School Graduates
Matriculating to an Indiana Public Institution
from Unknown Out-of-state High Schools**



Remedial Coursework by High School Diploma Type

	Honors	CORE 40	General	Other/ Unknown	Total
Remedial Math			39	1	40
Remedial Language			21		21
Both Remedial Math & Language			83		83
No Remedial Coursework	173	4	102	162	441
Total	173	4	245	163	585

Remedial Coursework Summary

	Headcount	%
Remedial Math	40	7%
Remedial Language	21	4%
Both Remedial Math & Language	83	14%
No Remedial Coursework	441	75%
Total	585	

High School Rank

Quartiles*					Not Reported	Total
Q-1 Upper 25%	Q-2 26- 50%	Q-3 51- 75%	Q-4 Lower 25%			
135	81	109	43	217	585	



*Q-1 + Q-2 = Upper 50% Quartile

*Q-1 + Q-2 + Q-3 = Upper 75% Quartile

Ethnicity

White	Black, African American	Hispanic	Other Minority/ Undeclared	Total
352	116	32	82	585

Enrollment by Degree Program

	Cert	Assoc	Bachelor	Undeclared	Total
Architecture and Related Services			47		47
Biological and Biomedical Sciences			7		7
Business, Management, Marketing, and Related Support Services	2	41	47	2	92
Communication, Journalism and Related Programs			56		56
Computer and Information Sciences and Support Services	2	11	4		17
Construction Trades		2			2
Education		6	33		39
Engineering			3		3
Engineering Technologies/Technicians		9	7		16
English Language and Literature/Letters			5		5
Family and Consumer Sciences/Human Sciences			6		6
Foreign Languages, Literatures, and Linguistics			3		3
Health Professions and Related Clinical Sciences	3	3	21		27
History			2		2
Legal Professions and Studies		4			4
Liberal Arts and Sciences, General Studies and Humanities		50	1	5	56
Mathematics and Statistics			4		4
Mechanic and Repair Technologies/Technicians	2	6			8
Multi/Interdisciplinary Studies			1		1
Natural Resources Conservation and Research, Other			1		1
Personal and Culinary Services (02 Deleted)		1			1
Physical Sciences			3		3
Psychology			13		13
Public Administration and Social Service Professions			1		1
Security and Protective Services		6	7		13
Social Sciences			12		12
Undeclared		55	47	4	106
Visual and Performing Arts			37	3	40
Total	9	194	368	14	585

Gender Summary

	Headcount	%
Undeclared	7	1%
Male	228	39%
Female	350	60%
Total	585	

Status Summary

	Headcount	%
Full-time	353	60%
Part-time	232	40%
Total	585	

Full-time >= 24 annual credit hours



SOURCE: ICHE Data Warehouse, annual SIS data submissions.

This report is appropriate for public distribution.

Prototype: not for assessment, evaluation or analysis

**Indiana Commission for Higher Education
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Matriculating to an Indiana Public Institution
from Unknown Out-of-state High Schools**



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Ivy Tech Community College of Indiana Legend

ITCCI01-Gary	ITCCI08-Indianapolis
ITCCI02-South Bend	ITCCI09-Richmond
ITCCI03-Fort Wayne	ITCCI10-Columbus
ITCCI04-Lafayette	ITCCI11-Madsion
ITCCI05-Kokomo	ITCCI12-Evansville
ITCCI06-Muncie	ITCCI13-Sellersburg
ITCCI07-Terre Haute	ITCCI14-Bloomington

Remedial Coursework by High School Diploma Type

	Honors	CORE 40	General	Other/ Unknown	Total
No Remedial Coursework					
BSU	173	4		154	337
IPFW				1	1
ITCCI01			5		5
ITCCI02			6		6
ITCCI03			13		13
ITCCI04			9		9
ITCCI05			2		2
ITCCI06			2		2
ITCCI07			6		6
ITCCI08			19		19
ITCCI10			2		2
ITCCI11			5		5
ITCCI14			4		4
PUNC			29	1	30
Sub Total	173	4	102	156	441
Remedial Coursework Taken					
ISU			1		1
IPFW				1	1
ITCCI01			30		30
ITCCI02			12		12
ITCCI03			6		6
ITCCI04			7		7
ITCCI05			4		4
ITCCI06			15		15
ITCCI07			5		5
ITCCI08			42		42
ITCCI09			5		5
ITCCI10			4		4
ITCCI11			6		6
ITCCI14			6		6
Sub Total			143	1	144
Total	173	4	245	157	585

Ethnicity

	White	Black, African American	Hispanic	Other Minority/ Undeclared	Total
BSU	219	69	16	32	337
ISU	1				1
IPFW	2				2
ITCCI01	14	10	2	9	35
ITCCI02	6	6	2	4	18
ITCCI03	18	1			19
ITCCI04	11	2	2		16
ITCCI05	6				6
ITCCI06	4	5		8	17
ITCCI07	9			2	11
ITCCI08	15	19	6	21	61
ITCCI09	3			2	5
ITCCI10	4	2			6
ITCCI11	9			2	11
ITCCI14	7	1		2	10
PUNC	24	1	4	1	30
Total	352	116	32	83	585

High School Rank

	Quartiles*				Not Reported	Total
	Q-1 Upper 25%	Q-2 26- 50%	Q-3 51- 75%	Q-4 Lower 25%		
BSU	116	44	65	8	104	337
IPFW		1			1	2
ISU	1					1
ITCCI01		1	2	6	26	35
ITCCI02	1	1	4	3	9	18
ITCCI03	2	2	4	3	8	19
ITCCI04	2	4	3		7	16
ITCCI05			2		4	6
ITCCI06	2	3	8		4	17
ITCCI07	3	2	5	1		11
ITCCI08	3	11	6	13	28	61
ITCCI09				3	2	5
ITCCI10				3	3	6
ITCCI11		4			7	11
ITCCI14		4	4		2	10
PUNC	5	4	6	3	12	30
Total	135	81	109	43	217	585

*Q-1 + Q-2 = Upper 50% Quartile *Q-1 + Q-2 + Q-3 = Upper 75% Quartile

SOURCE: ICHE Data Warehouse, annual SIS data submissions.

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Prototype: figures are not for assessment, evaluation or analysis

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Education		6	33		39
Engineering			3		3
Engineering Technologies/Technicians		9	7		16
English Language and Literature/Letters			5		5
Family and Consumer Sciences/Human Sciences			6		6
Foreign Languages, Literatures, and Linguistics			3		3
Health Professions and Related Clinical Sciences	3	3	21		27
History			2		2
Legal Professions and Studies		4			4
Liberal Arts and Sciences, General Studies and Humanities		50	1	5	56
Mathematics and Statistics			4		4
Mechanic and Repair Technologies/Technicians	2	6			8
Multi/Interdisciplinary Studies			1		1
Natural Resources Conservation and Research, Other			1		1
Personal and Culinary Services (02 Deleted)		1			1
Physical Sciences			3		3
Psychology			13		13
Public Administration and Social Service Professions			1		1
Security and Protective Services		6	7		13
Social Sciences			12		12
Undeclared		55	47	4	106
Visual and Performing Arts			37	3	40
Total	9	194	368	14	585

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COMMISSION FOR HIGHER EDUCATION

Friday March 12, 2010

DISCUSSION ITEM D: Ivy Tech Community College Accelerated Associate Degree Program

Staff Recommendation For discussion only.

Background In June 2009, the Commission for Higher Education voted to support a new initiative at Ivy Tech Community College, and funded by the Lumina Foundation for Education, designed to enable recent high school graduates to earn an Associate's Degree in less than one year. This four-year grant seeks to provide hundreds of students in Indianapolis and Ft. Wayne with this opportunity, and to pilot an innovative educational delivery system with aims toward a self-sustaining model in the future.

The program is well underway in both communities. This discussion item will provide the Commission with an overview of the successes and challenges to date, as well as a blueprint for future action.

Supporting Document *Ivy Tech Community College Accelerated Associate Degree Program: Overview of Project*



Accelerated Associate Degree Program

Overview of Project

The Accelerated Associate Degree Program (AADP) is a four-year pilot project funded by Lumina Foundation, Indiana Commission for Higher Education and Ivy Tech Community College and provides recent high school graduates the opportunity to earn an Associate’s Degree in less than one year.

Program Objective

Using proven strategies, including peer support and learning communities, and condensing the time necessary to earn an Associate’s Degree improves students’ chances for successful completion, providing students with a credential with labor market payoff and the chance to transition seamlessly into a 4-year program at one of Indiana’s public Baccalaureate institutions.

Target Audience

The project will target students from traditionally low-income, high-minority population and low college-entry high schools in Indianapolis and Ft. Wayne. These students will represent the “middle quartiles”—students who have the potential to do college-level work, but who are not engaged in a college-prep curriculum, and who are most at-risk of not completing college. Targeted students are capable of doing college-level work with the right interventions, but are not currently on the right pathway for college success. The purpose of the program is not to send already high-achieving students to college, but to intervene in the lives of students who may be underachieving due to lack of support at home, misconceptions about the cost of college, or boredom with high school. The AADP targets students from the following schools:

Indianapolis	Ft. Wayne
Arlington Community High School	Elmhurst High School
Arsenal Technical High School	North Side High School
Emmerich Manual High School	Northrop High School
George Washington Community School	South Side High School
Northwest High School	Snider High School
Thomas Carr Howe Community School	Wayne High School

Nomination and Selection Criteria

In return for the guarantee of a no-cost, accelerated Associate’s degree, students are required to meet the following criteria:

- Core 40 diploma
- Complete Ivy Tech’s COMPASS college-readiness assessment
- Minimum 2.5 GPA at time of graduation*
- Solid high school attendance record
- No major disciplinary issues
- Selection by Advisory Committee
- Sign a pledge sheet

Students will be nominated by teachers, administrators and counselors, and selected by an advisory panel.

Role of Student

- Complete application process
 - Apply to Ivy Tech Community College
 - Respond to essay questions
 - Participate in a personal interview if selected as a finalist
- Sign pledge sheet
- Seek remediation assistance as needed

Role of Parent/Guardian

- Sign pledge sheet
- Monitor child's progress
- Provide child with room and board
- Complete FAFSA by March 10, 2010

Role of High School

- Advertise and promote AADP to students and parents
- Nominate students for selection into the AADP
- Accommodate Compass assessment test
- Develop and counsel students in remediation opportunities deemed necessary for college readiness
 - Assist students and their families to understand and meet expectations of the program
- Explore and develop Dual Credit curriculum offerings

Role of College

- Partner with schools in promotion and selection process
- Facilitate Compass assessment testing at no cost to the schools
- Explore and develop Dual Credit curriculum offerings

Format

The first class of AADP students will begin in the Fall 2010 semester and complete a 60-credit hour program** by August 2011. During each 8-week learning module, students will enroll in 3 to 4 classes that will meet from approximately 8:30 a.m. to 4:00 p.m. Monday through Friday. Students will be placed in cohort groups and will stay together through the 40-week academic program. The cohort groups will provide ready-made peer support and learning communities.

Stipend

Participation in the AADP is essentially a full-time job for participating students; therefore, students will not be allowed to work on school days and discouraged from working on weekends. To facilitate the successful completion of this rigorous pilot project, students will be provided a stipend that is equivalent of working 10 hours per week to assist in covering transportation and food expense. In addition, the grant will cover each student's book and supply fees as well. Each participating school will receive a stipend to support enhanced counseling and remediation opportunities for participating students.

*Although important, cumulative GPA will not automatically disqualify students.

**Specific program offerings soon to be finalized at both Indianapolis and Fort Wayne Campuses.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM A-1:

Associate of Science in Engineering Technology To Be Offered by Ivy Tech Community College at South Bend, Kokomo, Muncie, Richmond, Columbus, Evansville, and Bloomington

Staff Recommendation

That the Commission for Higher Education approve the Associate of Science (A.S.) in Engineering Technology To Be Offered by Ivy Tech Community College at South Bend, Kokomo, Muncie, Richmond, Columbus, Evansville, and Bloomington, in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010.

Background

In December of last year, the Commission for Higher Education approved the Purdue University West Lafayette B.S. in Engineering Technology to be delivered via Statewide Technology at four initial sites. As reported to the Commission at that time, Purdue, Ivy Tech, and the Commission staff had been meeting regularly over the previous five months to develop an articulation agreement between the B.S. in Engineering Technology and what would be a new Ivy Tech program, the A.S. in Engineering Technology. The Commission authorized the baccalaureate Engineering Technology program with the understanding that an articulation agreement was close at hand, with only four courses remaining to be finalized. Purdue and Ivy Tech now report that the articulation agreement has been completed and will be truly statewide in nature, i.e. applying to all Statewide Technology and Ivy Tech Engineering Technology programs.

Ivy Tech seeks authorization for the A.S. in Engineering Technology at seven sites. Four of these (Kokomo, Muncie, Richmond, and South Bend) correspond to the regions for which Purdue received approval to offer the B.S. in Engineering Technology. The other three sites (Bloomington, Columbus, and Evansville) have industries whose workforce requires skills that students completing the proposed Ivy Tech program will acquire.

In addition to meeting workforce and articulation objectives, Ivy Tech has designed the Engineering Technology program so that it can meet the standards for accreditation established by the Accreditation Board for Engineering and Technology (ABET), including those applying to the curriculum, faculty, and equipment requirements. The College has two other programs for which ABET accreditation will be sought: the A.S. in Electrical Engineering Technology (EET), offered in South Bend and Indianapolis, and the A.S. in Mechanical Engineering Technology (MET), offered in Lafayette, Indianapolis, and Columbus. Because these programs received approval by the Commission only relatively recently – EET in August 2007 and MET in December 2008 – they are not yet eligible to be accredited. Ivy Tech has been advised by ABET to apply for accreditation for both of these programs at all sites in 2013. Purdue University has volunteered to mentor the College during its preparations for accreditation.

Supporting Documents

- (1) *Abstract - Associate of Science in Engineering Technology To Be Offered by Ivy Tech Community College at South Bend, Kokomo, Muncie, Richmond, Columbus, Evansville, and Bloomington, February 26, 2010.*
- (2) *New Academic Degree Program Proposal Summary – A.S. in Engineering Technology, February 26, 2010.*

Abstract

Associate of Science in Engineering Technology
To Be Offered by
Ivy Tech Community College at South Bend, Kokomo,
Muncie, Richmond, Columbus, Evansville, and Bloomington

February 26, 2010

Objectives: To provide students with technical skills and knowledge necessary for employment in engineering and technology industries. The program will educate skilled technicians who will work with engineers and other technicians to design, implement, and support engineering processes. Activities such as collecting, analyzing, and interpreting data and troubleshooting complex integrates systems will be foundational concepts in all coursework.

Clientele to be Served: Traditional students, both full- and part-time, who are recent high school graduates; non-traditional adult students who are underemployed or preparing to enter/re-enter the workforce; and students pursuing a baccalaureate degree in engineering technology who want to start at a community college.

Curriculum: A total of 67 semester credit hours are required to complete the program, distributed as follows:

General Education (33 credit hours)

- English Composition (3)
 - Small Group Communications (3)
 - Fundamentals of Public Speaking (3)

 - College Algebra (3) and
 - Trigonometry with Analytic Geometry (3)
- OR**
- Calculus for Technology I (3) and
 - Calculus for Technology II (3)

 - Physics I & II (8)
 - Humanities Elective (3)
 - Humanities Elective (3)
 - Life Skills Elective (1)
 - Economics Fundamentals (3)

Professional Coursework (34 credit hours)

- Materials & Processes I (3)
- Principles of Management (3)
- CAD Fundamentals (3)
- Parametric Solid Modeling (3)
- Statics (3)
- Logic Design & Programming (3)
- Introduction to Engineering Technology (3)

- Organizational Behavior (3)
- Visual Basic Programming (3)
- Introduction to Circuit Analysis (4)
- Digital Fundamentals (3)

Employment Possibilities: Graduates will use the principles and theories of science, engineering, and mathematics to solve technical problems in research and development, manufacturing, sales, construction, inspection, and maintenance.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 26, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College at South Bend

Program: A.S. in Engineering Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	<u>6</u>	<u>10</u>	<u>12</u>	<u>12</u>	<u>12</u>
Part-Time	<u>10</u>	<u>16</u>	<u>19</u>	<u>20</u>	<u>20</u>
Total	<u>16</u>	<u>26</u>	<u>31</u>	<u>32</u>	<u>32</u>
Enrollment Projections (FTE)					
Full-Time	<u>6</u>	<u>10</u>	<u>12</u>	<u>12</u>	<u>12</u>
Part-Time	<u>5</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>10</u>
Total	<u>11</u>	<u>18</u>	<u>21</u>	<u>22</u>	<u>22</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>8</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code:10-09
 Campus Code: 8423
 County: St. Joseph
 Degree Level:03
 CIP Code: Federal – 150000; State – 150000

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 26, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College at Kokomo

Program: A.S. in Engineering Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	<u>5</u>	<u>8</u>	<u>10</u>	<u>10</u>	<u>10</u>
Part-Time	<u>5</u>	<u>8</u>	<u>10</u>	<u>10</u>	<u>10</u>
Total	<u>10</u>	<u>16</u>	<u>20</u>	<u>20</u>	<u>20</u>
Enrollment Projections (FTE)					
Full-Time	<u>5</u>	<u>8</u>	<u>10</u>	<u>10</u>	<u>10</u>
Part-Time	<u>2</u>	<u>4</u>	<u>5</u>	<u>5</u>	<u>5</u>
Total	<u>7</u>	<u>12</u>	<u>15</u>	<u>15</u>	<u>15</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>	<u>5</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code:10-09

Campus Code: 10041

County: Howard

Degree Level:03

CIP Code: Federal – 150000; State – 150000

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 26, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College at Muncie

Program: A.S. in Engineering Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	8	13	15	16	16
Part-Time	15	24	29	30	30
Total	23	37	44	46	46
Enrollment Projections (FTE)					
Full-Time	8	13	16	16	16
Part-Time	7	11	14	14	14
Total	15	24	30	30	30
Degree Completions Projection	0	0	2	5	11
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code:10-09
 Campus Code: 9924
 County: Delaware
 Degree Level:03
 CIP Code: Federal – 150000; State – 150000

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 26, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College at Richmond

Program: A.S. in Engineering Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	<u>10</u>	<u>16</u>	<u>19</u>	<u>20</u>	<u>20</u>
Part-Time	<u>10</u>	<u>16</u>	<u>19</u>	<u>20</u>	<u>20</u>
Total	<u>208</u>	<u>32</u>	<u>38</u>	<u>40</u>	<u>40</u>
Enrollment Projections (FTE)					
Full-Time	<u>10</u>	<u>16</u>	<u>19</u>	<u>20</u>	<u>20</u>
Part-Time	<u>5</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>10</u>
Total	<u>15</u>	<u>24</u>	<u>28</u>	<u>30</u>	<u>30</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>2</u>	<u>5</u>	<u>10</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code:10-09

Campus Code: 10037

County: Wayne

Degree Level:03

CIP Code: Federal – 150000; State – 150000

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 26, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College at Columbus

Program: A.S. in Engineering Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	8	13	15	16	16
Part-Time	10	16	19	20	20
Total	18	29	34	36	36
Enrollment Projections (FTE)					
Full-Time	8	13	16	16	16
Part-Time	5	8	9	10	10
Total	13	21	25	26	26
Degree Completions Projection	0	0	2	4	9
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code:10-09

Campus Code: 10038

County: Bartholomew

Degree Level:03

CIP Code: Federal – 150000; State – 150000

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 26, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College at Evansville

Program: A.S. in Engineering Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	4	6	8	8	8
Part-Time	10	16	19	20	20
Total	14	22	27	28	28
Enrollment Projections (FTE)					
Full-Time	4	6	8	8	8
Part-Time	5	8	9	10	10
Total	9	14	17	18	18
Degree Completions Projection	0	0	1	3	7
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code:10-09
 Campus Code: 9925
 CountyVanderburgh
 Degree Level:03
 CIP Code: Federal – 150000; State – 150000

* Excludes new state dollars that may be provided through enrollment change funding.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 26, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College at Bloomington

Program: A.S. in Engineering Technology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	<u>12</u>	<u>19</u>	<u>23</u>	<u>24</u>	<u>24</u>
Part-Time	<u>6</u>	<u>10</u>	<u>12</u>	<u>12</u>	<u>12</u>
Total	<u>18</u>	<u>29</u>	<u>35</u>	<u>36</u>	<u>36</u>
Enrollment Projections (FTE)					
Full-Time	<u>12</u>	<u>19</u>	<u>23</u>	<u>24</u>	<u>24</u>
Part-Time	<u>3</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>6</u>
Total	<u>15</u>	<u>24</u>	<u>29</u>	<u>30</u>	
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>2</u>	<u>5</u>	<u>9</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code:10-09

Campus Code: 35213

County: Monroe

Degree Level:03

CIP Code: Federal – 150000; State – 150000

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM A-2:

Master of Science in Aeronautics and Astronautics To Be Offered by Purdue University-Statewide via Distance Education Technology

Staff Recommendation

That the Commission for Higher Education approve the Master of Science (M.S.) in Aeronautics and Astronautics to be offered by Purdue University-Statewide via Distance Education Technology in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010.

Background

The fees charged to students for degree programs that are delivered entirely through distance education technology has been a long-standing concern of the Commission for Higher Education. Indeed, when the Commission approved its *Policy for Delivering Degree Programs Through Distance Education Technology* in March 1998, there was much debate, and little resolution, around this very issue. This lack of consensus led to present *Policy*'s extremely modest position:

“Fees charged to non-Indiana residents ... will not be lower than fees charged to Indiana residents.”

On a number of occasions in the recent past, the Commission has raised questions about fees charged for distance education programs. While a thorough discussion of distance education instruction might consider a number of factors – including subject matter content, level of instruction, size of the market, nature of the student clientele – the policy questions around fees have tended to be formulated along these lines:

1. Can distance education technology reduce instructional costs, resulting in reduced fees charged to students?
2. Should Hoosier residents, by virtue of being Indiana taxpayers, be charged, as a matter of principle, lower fees than non-residents?
3. Should the market be the sole or predominant factor in setting instructional fees?

Because the questions raised about distance education charges have been persistent, the staff intends to place the matter of distance education fees and related Commission policy as a

major discussion item on the May 2010 agenda. However, the staff recommends action on the Purdue Aeronautics and Astronautics program at this meeting for the following reasons:

- The existing Commission *Policy* on fees is not violated (Purdue charges the same fee to all distance education students, irrespective of whether they are Indiana residents or not);
- The existing *Policy* calls for quick action on distance education program requests (within 60 days, assuming no extenuating circumstances);
- The Aeronautics and Astronautics program is a specialized, highly regarded program, and serving a national market in this program area is consistent with Purdue's mission and state interests to support enhancement of the national and international standing of the West Lafayette campus;
- 85 percent of the students in the courses in Astronautics and Astronautics currently being offered via distance education are out-of-state residents.

Purdue University has provided comparative data on the pricing of its program relative to peer institutions (see attachment 1). While the distance education fee per semester is three times the on-campus fee (\$942 v. \$309), it is the median fee for professional engineering distance education programs offered by Purdue's peers.

Supporting Documents

- (1) *Distance Education Tuition Charged in FY2010 per Credit Hour.*
- (2) *New Academic Degree Program Proposal Summary – M.S. in Aeronautics and Astronautics.*

**Distance Education Tuition Charged in FY2010 per Credit Hour
for Professional Engineering Programs
Offered by Peer Institutions of Purdue**

		Difference from Purdue	Average Difference for Institutions Above or Below
Wisconsin	\$ 1,441	\$ 499	\$297.80
Michigan	\$ 1,440	\$ 498	
Minnesota	\$ 1,165	\$ 223	
UCLA	\$ 1,111	\$ 169	
Texas A & M	\$ 1,042	\$ 100	
Purdue	\$ 942		
Illinois	\$ 889	(\$ 53)	(\$170.40)
Penn State	\$ 851	(\$ 91)	
Maryland	\$ 796	(\$ 146)	
Washington	\$ 721	(\$ 221)	
Florida	\$ 601	(\$ 341)	

The MS in Aeronautics & Astronautics distance degree program is for working professional engineers in the Aerospace industry. The program is fully costed, with no state appropriations support. The tuition is market based, obtained primarily from bench marketing studies against peer institutions. As seen above, Purdue's fees are in line with peer institutions engineering professional education programs.

**Engineering Professional Education
Historical Budget**

	2007-08	2008-09	2009-10
Fees - 3 credit hours	\$ 2,610	\$ 2,725	\$ 2,825
Fees - 1 credit *	\$ 870	\$ 908	\$ 942
* Included in fee			
University Tech Fee	\$ 5.80	\$ 6.10	\$ 6.40
University Repair & Rehabilitation	\$ 8.75	\$ 9.15	\$ 9.55
Engineering Differential Fee**	\$ 150.00	\$ 157.00	\$ 164.00

** per student fee

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

I. Prepared by Institution

Institution/Location: Purdue University to be offered Statewide via Distance Education Technology
 Program: M.S. in Aeronautics and Astronautics

	<u>FY2009-10</u>	<u>FY2010-11</u>	<u>FY2011-12</u>	<u>FY2012-13</u>	<u>FY2013-14</u>
Enrollment Projections (Headcount)					
Full-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Part-Time	<u>40</u>	<u>45</u>	<u>50</u>	<u>55</u>	<u>60</u>
Total	<u>40</u>	<u>45</u>	<u>50</u>	<u>55</u>	<u>60</u>
Enrollment Projections (FTE)					
Full-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0a</u>
Part-Time	<u>10</u>	<u>11</u>	<u>13</u>	<u>14</u>	<u>15</u>
Total	<u>10</u>	<u>11</u>	<u>13</u>	<u>14</u>	<u>15</u>
Degree Completions Projection	<u>3</u>	<u>6</u>	<u>6</u>	<u>12</u>	<u>14</u>
New State Funds Requested (Actual)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
New State Funds Requested (Increases)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

II. Prepared by CHE

New State Funds To Be Considered for Recommendation (Actual)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
New State Funds To Be Considered for Recommendation (Increases)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

CHE Code: 10-04
 Campus Code: 1825
 County Code: Tippecanoe
 Degree Level: 07
 CIP Code: 140201

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM A-3:

Doctor of Nursing Practice To Be Offered by Indiana State University at Terre Haute

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Nursing Practice (D.N.P.) to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010.

Background

Indiana State University's proposed Doctor of Nursing Practice is designed as a post-MSN practice-focused professional doctorate. "Post-MSN" means students must have a Master of Science in Nursing to be admitted and complete 39 semester credit hours to complete the D.N.P. The Commission has authorized four other D.N.P. programs within as many years: Purdue West Lafayette (December 2005), USI (December 2007), Ball State (June 2008), and Indiana University at its IUPUI campus (December 2009). ISU is the last remaining public university that does not offer the D.N.P.

Rural Emphasis One way ISU intends to distinguish its program from the similar programs is to place special emphasis on preparing D.N.P.s for rural settings, which is something the University has emphasized in other health programs. Building on many previous efforts in the preceding years, ISU was a founding member of the Rural Health Innovation Collaborative (the RHIC), whose other members include the IU School of Medicine, Union Hospital and its Richard G. Lugar Center for Rural Health, the Terre Haute Economic Development Corporation, the City of Terre Haute, and Ivy Tech Wabash Valley.

Priorities and Resources Indiana State University is not requesting any new state funds to launch this program. Instead, the University is reallocating funds that have become available, in large part, as a result of a *Program Prioritization* exercise, which was launched in 2005 and discussed at the Commission's June 2008 meeting. By the University's calculation, this

initiative resulted in eliminating 23 percent of its program inventory.

Corollary to this effort, the University concluded that it needed to place greater strategic emphasis on health-related programs, which led to two developments. In a move that was discussed at the Commission's March 2007 meeting, ISU consolidated units from two existing colleges (Health and Human Performance, Nursing) into a new college (Nursing, Health, and Human Services). The University began an ambitious campaign to launch new degree programs through the newly established College. At its February 2010 meeting, the Commission approved a Master of Science in Physician Assistant Studies for ISU. On the present agenda for action are the Doctor of Physical Therapy and the Doctor of Nursing Practice.

The University has also signaled its intent to bring forward four additional health and human services related program proposals by this time next year: a Master of Social Work and doctoral programs in Pharmacy, Health Science, and Podiatry. Quite aside from any consideration of the potential merits or concerns associated with the individual proposals themselves, the prospect of the ISU launching, in the space of little more than a year, seven new graduate programs – the four just referenced, the one last month, and the two on this month's agenda – does raise a serious question about the strain this would put on University resources, especially given the complexity and expense of these programs, as well as the stringent accreditation standards that all will be required to meet.

Supporting Documents

- (1) *Abstract – Doctor of Nursing Practice To Be Offered by Indiana State University at Terre Haute, February 26, 2010.*
- (2) *New Academic Degree Program Proposal Summary – DNP, February 26, 2010.*

Abstract

Doctor of Nursing Practice
To Be Offered by
Indiana State University at Terre Haute

February 26, 2010

Objectives: To provide care as advanced practice providers with a special emphasis on rural and underserved populations.

Clientele to be Served: Nurses with a Master of Science in nursing currently practicing as nurse practitioners with a desire to work in underserved and rural communities, or in nursing education.

Curriculum: A total of 39 post master's credit hours and a total of 500 clinical hours in a variety of settings are required to complete the program, distributed as follows:

Core Courses (12 credit hours)

- Epidemiology (3)
- Organizational Informatics (3)
- Health Policy Leadership (3)
- Analytical Methods (3)

DNP Cognate Courses (9 credit hours)

- Community Health Planning (3)
- Culturally Competent Care (3)
- Rural/Underserved Residency (3)

Guided Elective (3 credit hours)

- Nursing Education (Curriculum, Assessment, Methods) or
- Nursing Administration (Finance)

DNP Scholarship of Practice Courses (15 credit hours)

- Scholarly Project I, II, III, IV (12)
- Capstone Scholarly Project (3)

Employment Possibilities: Employment opportunities exist in the areas of clinical practice, leadership roles, consulting, and education.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
February 26, 2010

I. Prepared by Institution

Institution/Location: Indiana State University to be offered at Terre Haute
Program: DNP

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	<u>10</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
Part-Time	<u>10</u>	<u>20</u>	<u>30</u>	<u>30</u>	<u>30</u>
Total	<u>20</u>	<u>40</u>	<u>50</u>	<u>50</u>	<u>50</u>
Enrollment Projections (FTE)					
Full-Time	<u>10</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
Part-Time	<u>5</u>	<u>10</u>	<u>15</u>	<u>15</u>	<u>15</u>
Total	<u>15</u>	<u>30</u>	<u>35</u>	<u>35</u>	<u>350</u>
Degree Completions Projection	<u>0</u>	<u>10</u>	<u>20</u>	<u>20</u>	<u>20.</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code: 10-03
Campus Code: 9563
County: Vigo
Degree Level: 09
CIP Code: Federal – 511699; State – 511699

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM A-4:

Doctor of Physical Therapy To Be Offered by Indiana State University at Terre Haute

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Physical Therapy (DPT) to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010.

Background

Indiana University is the only public institution that offers the Doctor of Physical Therapy (D.P.T.). IUPUI, which had been one of the last campuses in the country to offer an accredited B.S. in Physical Therapy, was authorized by the Commission for Higher Education to offer the D.P.T. in November 2001. In FY2008, IUPUI enrolled 103 headcount or 144 FTE students in its D.P.T. program, which also graduated 32 students that same year. In the independent sector, the University of Indianapolis and the University of Evansville also offer D.P.T. programs.

ISU reports that Physical Therapy is listed within the top ten of the Hot 50 Jobs in Indiana in eight of the eleven workforce regions of the state. The Indiana Department of Workforce Development also reports that there should be approximately 144 new positions annually throughout the state, while Indiana's three D.P.T. programs are producing an average of 116 new D.P.T.s each year. The differential of 28 more annual openings than new D.P.T. produced in state assumes that all graduates of Indiana programs will not leave the state. Data gathered by ISU suggests that an average of 60-80 percent of the three graduating classes stay in Indiana. It is not known how many D.P.T.s from other states enter Indiana each year.

Indiana falls slightly above the national average with respect to licensed Physical Therapists per 100,000 (77.1 v. 75.69) and slightly below on licensed Physical Therapists per 100,000 residing in the state (55.39 v. 57.71). In the MHEC region, six states are higher on the first of these measures, five below, while seven states are higher on the second measure, four below.

Rural Emphasis One way ISU intends to distinguish its program from the three existing D.P.T. programs is to place special emphasis on preparing Physical Therapists for rural settings, which is something the University has emphasized in other health programs. Building on many previous efforts in the preceding years, ISU was a founding member of the Rural Health Innovation Collaborative (the RHIC), whose other members include the IU School of Medicine, Union Hospital and its Richard G. Lugar Center for Rural Health, the Terre Haute Economic Development Corporation, the City of Terre Haute, and Ivy Tech Wabash Valley.

Priorities and Resources Indiana State University is not requesting any new state funds to launch this program. Instead, the University is reallocating funds that have become available, in large part, as a result of a *Program Prioritization* exercise, which was launched in 2005 and discussed at the Commission's June 2008 meeting. By the University's calculation, this initiative resulted in eliminating 23 percent of its program inventory.

Corollary to this effort, the University concluded that it needed to place greater strategic emphasis on health-related programs, which led to two developments. In a move that was discussed at the Commission's March 2007 meeting, ISU consolidated units from two existing colleges (Health and Human Performance, Nursing) into a new college (Nursing, Health, and Human Services). The University began an ambitious campaign to launch new degree programs through the newly established College. At its February 2010 meeting, the Commission approved a Master of Science in Physician Assistant Studies for ISU. On the present agenda for action are the Doctor of Physical Therapy and the Doctor of Nursing Practice.

The University has also signaled its intent to bring forward four additional health and human services related program proposals by this time next year: a Master of Social Work and doctoral programs in Pharmacy, Health Science, and Podiatry. Quite aside from any consideration of the potential merits or concerns associated with the individual proposals themselves, the prospect of the ISU launching, in the space of little more than a year, seven new graduate programs – the four just referenced, the one last month, and the two on this month's agenda – does raise a serious question about the strain this would put on University resources, especially given the complexity and expense of these programs, as well as the stringent accreditation standards that all will be required to meet.

Supporting Documents

- (1) *Abstract - Doctor of Physical Therapy to be offered by Indiana State University at Terre Haute, February 26, 2010*
- (2) *New Academic Degree Program Proposal Summary – Doctor of Physical Therapy, February 26, 2010.*

Abstract

Doctor of Physical Therapy
To Be Offered by
Indiana State University at Terre Haute

February 26, 2010

Objectives: To provide competent health care providers who are skillfully able to examine, evaluate, diagnose, and provide appropriate interventions within the scope and practice of physical therapy for clients with physical impairments, functional limitations, and disabilities across the lifespan; to decrease the physical therapist shortage in Terre Haute, rural communities, and the nation; and to improve the patient access and quality care for rural and underserved populations.

Clientele to be Served: Post-baccalaureate students who desire a professional career as a physical therapist.

Curriculum: A total of 102 post-baccalaureate semester credit hours is required to complete the program, distributed as follows:

Clinical Courses (29 credit hours)

- Fourteen clinical rotations with physical therapy receptors
 - 1 clinical credit hour = three actual clinical contact hours per week or 45 hours per semester
- Physical therapy preceptors must be licensed practitioners

Didactic and Theory Courses (72 credit hours)

- Intro to Physical Therapy (2)
- Advanced Human Anatomy (8)
- Advanced Pathology (3)
- Health Behavior Theory (3)
- Advanced Physiology of Exercise (3)
- Musculoskeletal I, II, & III (9)
- Biomechanics (3)
- Lifespan Development (3)
- Physical Therapy Examination (3)
- Applied Neuroscience I, II, & III (9)
- Research (3)
- Pharmacology (3)
- Imaging and Diagnostics (3)
- Administration and Teaching (3)
- Health Care Systems (3)
- Applied Research (2)
- Differential Diagnosis (3)
- Special Populations (3)
- Cardiopulmonary Rehabilitation (3)

Culminating Scholarly Project (3 credit hours)

Employment Possibilities: Practice settings for physical therapists includes acute care, pediatrics, geriatrics, short and long-term rehabilitation, cardiopulmonary rehabilitation, sports medicine and orthopedics, and fitness centers.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
February 26, 2010

I. Prepared by Institution

Institution/Location: Indiana State University to be offered at Terre Haute
Program: Doctor of Physical Therapy

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	30	60	90	90	90
Part-Time	0	0	0	0	0
Total	30	60	90	90	90
Enrollment Projections (FTE)					
Full-Time	30	60	90	90	90
Part-Time	0	0	0	0	0
Total	30	60	90	90	90
Degree Completions Projection	0	0	30	30	30
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 10-01
Campus Code: 9563
County: Vigo
Degree Level: 09
CIP Code: Federal – 512308; State – 512308

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM A-5:

Master of Arts in Secondary Education To Be Offered by Ball State University-Statewide via Distance Education Technology

Staff Recommendation

Pending.

Background

General At its February 2010 meeting, the Commission for Higher Education discussed both the Indiana University East and Ball State University master's degrees in Education. The discussion centered around several topics, including:

- Whether a master's degree in education has a positive impact, no impact, or a negative impact on teacher performance and student learning;
- The extent to which the impact of a master's degree on teacher performance and student learning depends on the amount of subject matter content in the curriculum of the master's degree;
- Whether teachers with master's degrees had better morale and stayed in the classroom longer than those who don't;
- How to translate U.S. Secretary of Education Arne Duncan's call for a complete overhaul of teacher education into concrete steps here in Indiana;

The Commission is still gathering information related to these issues.

Specific Fees to be charged to students enrolling in the distance education program are totally consistent with recent discussions of this topic by the Commission (see attachment). More specifically, for Indiana residents enrolled in the distance education program, the fees charged (\$768) are:

- Lower than fees charged to Indiana residents enrolled in the on campus program (\$1,078); and
- Substantially lower than fees charged to non-Indiana residents enrolled in the distance education program (\$1,362) and enrolled on campus (\$2,646).

At the Commission's February meeting, Ball State University passed out document entitled "Course Selection for the M.A. in Secondary Education" (see attachment), which described three curricular options for the proposed program. Option 1 was a more traditional curriculum, which the University indicated was still responsive to student demand. Ball State indicated that Option 2 (Woodrow Wilson Fellows) and Option 3, which had not yet completed the University's approval process, would also be available to students. Option 3 will give students "the opportunity of completing 12 hours of graduate content coursework selected from a variety of content areas such as math, science, English, social studies, etc."

Supporting Documents

(1) *Student Fees Summary*

(2) *Course Selection for M.A. in Secondary Education*

Student Fees:

Participating students will be assessed fees as follows:

<u>Access Location</u>	<u>Fees¹ Charged per Semester Hour for Part-Time Students</u>	
	<u>IN Residents</u>	<u>Non-IN Residents</u>
On-Campus Instruction	\$1,078 (3 cr. hrs.)	\$2,646 (3 cr. hrs.)
Distance Education Instruction	\$768 (3cr. hrs.)	\$1,362 (3 cr. Hrs.)

¹All tuition and mandatory fees

Course Selection for the M.A. in Secondary Education
Department of Educational Studies
Teachers College
Ball State University

The M.A. in Secondary Education has three options:

Option 1 is designed to expand a teacher's professional knowledge in six core areas: Curriculum, Educational Foundations, Educational Research, Educational Technology, Multicultural Education and Pedagogy. This option enables practicing teachers to explore theoretical concepts that relate directly to their instruction to improve instructional effectiveness.

Option 2 is designed for the Woodrow Wilson Fellows who are pursuing an initial teacher license. This year-long teacher licensure program culminates in an MA in Secondary Education.

Option 3 is currently going through the approval process. This option provides practicing teachers with the opportunity of completing 12 hours of graduate content coursework selected from a variety of content areas such as math, science, English, social sciences, etc. This option allows teachers to develop a deeper understanding of their content and instructional effectiveness as it relates to student achievement.

Option 1 Coursework (30 credit hours)

Curriculum (select one course)

EDCUR 601: Principles and Procedures of Curriculum Development

Curriculum development applicable to all levels of the school system, from early childhood through secondary education. The effect and relevance of curriculum practices; major groups and individuals influencing curriculum; trends and current curriculum changes; approaches to evaluation of curricular experiences; and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curricula. Emphasizes current literature and research.

EDCUR 620: Secondary School Curriculum

The cognitive, social, aesthetic, and physical experiences of secondary school students in the light of the purposes of the school. Present secondary school curricular practices and alternatives in relation to research on socialization, cognitive development, and aesthetics as they relate to current culture.

EDCUR 630: Middle School/Junior High Curriculum

Examines several curricular practices designed to produce intended outcomes with students age ten to fifteen. Studies current research, theory and practices. Develops curricula designed for specific student populations.

Social Foundations (select one course)

EDFON 620: Social, Historical, and Philosophical Foundations of Educational Studies An academic study of the complex relationship between schools and society through the disciplines of sociology, history, and philosophy of education. The goal is to develop disciplines of normative, interpretive, and critical perspectives on education. *Open only to post baccalaureate licensing students.*

EDFON 631: Philosophy of Educational

Studies School practices and educational ideas as they have been described and analyzed by philosophers of education.

EDFON 641: History of American Education

The history of American educational thought and its influence upon institutional schooling from the Puritans to the present.

EDFON 651: Educational Sociology

The effect of the larger American society upon the education of the student; the school as one setting where young persons grow into maturity; the school as a social system; the role of schools in a democratic society.

Educational Research (Select one course)

EDSEC 676: Research in Secondary Education

Investigation, summary, and interpretation of research in secondary education. Each student will write and submit a research report. *Not open to students who have credit in EDEL 676 or EDJHM 676.*

RES 697 Creative Project (1-3 hrs)

Must be taken for a total of 3 hours of credit. *Prerequisite: permission of the graduate advisor.*

THES 698 Thesis (1-6)

Must be taken for a total of 6 hours of credit. *Prerequisite: permission of the graduate advisor.*

Educational Technology (Select one course)

EDTEC 550: Curriculum Integration of Learning Technology

Emphasizes the theory, design, and integration of digital media and educational computing into k-12 curricula. Students develop an instructional unit that integrates national and state educational technology and curriculum standards. *Not open to students who have credit in EDTEC 350.*

EDTEC 670: Technology Policy and Pedagogy

Examines the social, ethical, legal, and human issues surrounding the use of technology in p-12 schools and the policies that affect how technology is realized in schools and their surrounding communities.

Addresses the leadership roles necessary for developing enabling conditions for technology integration.

Prerequisite: EDTEC 550 or permission of the department chairperson. Not open to students who have credit in EDTEC 470.

Multicultural Education (Select one course)

EDMUL 660: Multicultural and Multiethnic Education in American Schools

Analyzes cultural and ethnic influences on the total operation of American schools. Emphasizes learning and classroom environment and planning, including cultural and ethnic considerations. Teacher attitudes, administrative concerns, student perceptions and behaviors of all school-related personnel are studied in terms of the effect of prejudicial attitudes on the learning environment.

EDMUL 670: Social and Cultural Minorities in American Education

Analysis of lifestyles of different cultural groups in terms of children's strengths useful in schools and other institutions. Emphasizes flexible attitudes, bilingualism/biculturalism, creativity, improvisation,

adjustments, and family structures. A variety of approaches to instruction are considered in the study of different ethnic groups. *Prerequisite:* EDMUL 205 or 660

Pedagogy (Select one course)

EDJHM 512: Instructional Strategies for Junior High and Middle School

Circumstances affecting instruction in junior high and middle schools are analyzed. Students are encouraged to be creative and effective in structuring and developing instructional methods, techniques, units, materials, and evaluation procedures appropriate for junior high and middle school students.

EDSEC 534: Classroom Management: Practical Approaches to Improving Student Behavior

Assists secondary teachers in establishing effective systems of classroom management in middle, junior, and senior high school settings. Emphasizes practical skills and procedures for preventing or remedying disruptive behavior by secondary students and way to create a positive environment for learning. *Not open to* students who have credit in EDSEC 434.

EDSEC 695: Dynamics of the Secondary Classroom

Designed to promote knowledge and skill in diagnosing instructional group structures, solving urgent problems of educational practice, and developing guidance and leadership proficiency in the classroom.

Electives (4 courses)

One Departmental elective and three courses from outside the department

Option 2: Woodrow Wilson Indiana Teaching Fellowship Curriculum (45 credit hours)

For each of three semesters, Fellows register for a block of 15 credit hours for a total of 45 credit hours. At the successful completion of the three-semester sequence, Fellows will earn an **M.A. in Secondary Education and Secondary School Licensure to teach Mathematics, Life Science, Physics or Physical Science**. Instruction is organized around four themes, with each theme recurring during each of the three semesters.

Basic building blocks of knowledge and skills in each theme will be **introduced** during the Summer Semester. During the Fall Semester, Fellows will experience the thematic content at a more practical level, as they **apply** it and use it to analyze and understand the dynamics of actual STEM classrooms. During the Spring Semester, students use the content from each theme at a more sophisticated level, as they assume major teaching roles and **integrate** their knowledge into practice.

Theme I Motivation and Learning Environments

Theme II Adolescent & Cognitive Development

Theme III STEM Student Learning

Theme IV Effective STEM Teaching

Option 3: The same as option one with the exception that students, through advising, may take up to 12 hours on content coursework at the graduate level (30 credit hours).

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM A-6: Master of Science in Education To Be Offered by Indiana University East at Lawrenceburg

Staff Recommendation

Pending.

Background

General At its February 2010 meeting, the Commission for Higher Education discussed both the Indiana University East and Ball State University master's degrees in Education. The discussion centered around several topics, including:

- Whether a master's degree in education has a positive impact, no impact, or a negative impact on teacher performance and student learning;
- The extent to which the impact of a master's degree on teacher performance and student learning depends on the amount of subject matter content in the curriculum of the master's degree;
- Whether teachers with master's degrees had better morale and stayed in the classroom longer than those who don't;
- How to translate U.S. Secretary of Education Arne Duncan's call for a complete overhaul of teacher education into concrete steps here in Indiana;

The Commission is still gathering information related to these issues.

Specific At its October 2006 meeting, the Commission for Higher Education authorized IU East to offer the M.S. in Education in Richmond, which has enrolled a total of 44 students since its inception. The current proposal is to offer this same degree program in Lawrenceburg, in response to calls from that area – by superintendents, principals, and teachers – who seek options for pursuing further education.

Supporting Documents

- (1) *Abstract* - Master of Science in Education to be offered by Indiana University East at Lawrenceburg, February 26, 2010.
- (2) *New Academic Degree Program Proposal Summary* – M.S. in Education, February 26, 2010.

Abstract

Master of Science in Education
To Be Offered by
Indiana University East at Lawrenceburg

February 26, 2010

Objectives: To provide a quality on-site masters degree for area teachers, and to provide graduate level coursework to meet professional development and/or recertification needs of area teachers.

Clientele to be Served: Currently practicing area teachers.

Curriculum: A total of 36 semester credit hours are required to complete the program, distributed as follows:

Major Area (18 credit hours)

- Best Practice Academy (15 credit hours)
 - Differentiated Instruction (3)
 - Advanced Reading Methods (3)
 - Special Needs (3)
 - Learning Environments: Community of Learners (3)
 - Action Research: Reflective Best Practice (3)
- Instruction in the Context of Curriculum (3)

Foundations and Content (12 credit hours)

- Foundations of Education (3; chosen from a list of University approved courses)
- Electives (9; chosen from graduate courses appropriate to content licensure, graduate major or professional objectives)

Thesis/Practicum (6 credit hours)

- Thesis **or**
- Practicum

Employment Possibilities: Rather than creating new employment possibilities, the attainment of this degree will enhance the skills of those currently in the profession and enable them to take on greater leadership roles in their schools.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 26, 2010

I. Prepared by Institution

Institution/Location: Indiana University East to be offered at Lawrenceburg

Program: M.S. in Education

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	0	0	0	0	0
Part-Time	10	20	27	31	31
Total	10	20	27	31	31
Enrollment Projections (FTE)					
Full-Time	0	0	0	0	0
Part-Time	3	10	14	16	16
Total	3	10	14	16	16
Degree Completions Projection	0	8	10	14	14
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 09-26
 Campus Code: 1811
 County: Dearborn
 Degree Level: 07
 CIP Code: Federal - 130101; State - 130101

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM A-7: Academic Degree Programs on Which Staff Propose Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following degree program(s), in accordance with the background information provided in this agenda item:

- Master of Science in Computer Science to be offered by Purdue University-Calumet at Hammond
- Master of Arts in Communication to be offered by the University of Southern Indiana at Evansville
- Master of Arts in Sports Journalism to be offered by Indiana University at its IUPUI Campus

Background

At its August and September 2004 meetings, the Commission for Higher Education began implementing a new policy on new academic degree programs on which staff proposes expedited action. These programs meet the criteria identified in that policy and are hereby presented for action by consent, in accordance with the aforementioned policy and the information presented in the supporting documents.

Supporting Documents

- (1) *Background Information on Academic Degree Programs on Which Staff Propose Expedited Action*, February 26, 2010
- (2) *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action*, September 2, 2004

Background Information on Academic Degree Programs on Which Staff Propose Expedited Action

February 26, 2010

CHE 09-44 Master of Science in Computer Science to be offered by Purdue University-Calumet at Hammond

Proposal received on October 19, 2009
CIP Code: Federal – 110701; State – 110701
Projected Annual Headcount: 21; FTEs: 14; Degrees: 7
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

Purdue Calumet offers Bachelor of Science programs in Computer Technology and Computer Engineering. In FY2008, the Computer Technology program enrolled 158 headcount or 100 FTE students and had 29 graduates. The Computer Engineering program, which was approved by the Commission for Higher Education in June 2006, had 36 headcount or 31 FTE students in FY2008; in that same year, it had five graduates. Enrollments and degrees conferred for this program are consistent with those projected at the time the program was approved by the Commission. The offering of this program is consistent with the 2001 *Regional Campus Agreement*.

CHE 09-50 Master of Arts in Communication to be offered by the University of Southern Indiana at Evansville

Proposal received on October 29, 2009
CIP Code: Federal – 090199; State – 090199
Projected Annual Headcount: 72; FTEs: 45; Degrees: 30
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

USI offers a B.A./B.S. in Communication Studies which, in FY2008, enrolled 88 headcount or 77 FTE students and had 14 graduates. USI offers four baccalaureate degrees related to Communications: B.A./B.S. in Communications Studies; B.A./B.S. in Journalism and Computer Publishing; B.A./B.S. in Radio and Television; B.A./B.S. in Public Relations and Advertising. In FY2008 these four programs enrolled a total of 617 headcount or 549 FTE students and had 101 graduates.

CHE 09-56 Master of Arts in Sports Journalism to be offered by Indiana University at its IUPUI Campus

Proposal received on December 18, 2009

CIP Code: Federal – 090499; State – 090499

Projected Annual Headcount: 56; FTEs: 30; Degrees: 24

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

Indiana University currently offers a baccalaureate degree in Journalism at its IUPUI campus, which in FY2008 enrolled 266 headcount or 195 FTE students and had 41 graduates. This program will take advantage of the exceptional resources related to sports in Indianapolis. No other university in the country offers a graduate degree in Sports Journalism. The University has indicated its desire to offer this program through distance education at some point in the future, but this will require separate approval by the Commission.

Policy for New Academic Degree Programs on Which Staff Propose Expedited Action

September 2, 2004

Pursuant to the Commission's desire to expedite action on new academic degree program requests whenever possible, the staff has identified a set of factors, which though not exhaustive, suggest when a request might be considered for expedited action by consent and when a request would require Commission consideration prior to action. With respect to the latter, the presence of one or more of the following factors might suggest a significant policy issue for which Commission attention is needed before action can be taken:

- Consistency with the mission of the campus or institution
- Transfer of credit
- New program area
- New degree level for a campus
- Accreditation
- Unnecessary duplication of resources
- Significant investment of state resources

In the absence of these factors or an objection from another institution, Commission staff will propose expedited action on new program requests. Examples of situations that pose no policy issues for the Commission include, but are not limited to:

- Adding a second degree designation to an existing program (e.g. A.S. to an A.A.S.)
- Delivering an on-campus program to an off-campus site through faculty available on-site or traveling to the site
- Adding a degree elsewhere in a multi-campus system to a new campus within the system.

All requests to offer new academic degree programs must continue to be accompanied by a full program proposal, unless otherwise specified in the guidelines. It is only after a proposal is received that a determination will be suggested as to how the request might be handled.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM B: Capital Projects for Which Staff Proposes Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Powers Building Center for Innovation through Visualization and Simulation on the Purdue University Calumet Campus: \$3,700,000
- Increase in Authority – Replacement Student Housing on the Purdue University West Lafayette Campus: \$17,700,000

Background

Staff recommends the following capital projects be recommended for approval in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations. If there are questions or issues requiring research or further discussion, the item could be deferred until a future Commission meeting.

Supporting Document

Background Information on Capital Projects on Which Staff Propose Expedited Action, March 2, 2010

Background Information on Capital Projects on Which Staff Propose Expedited Action

March 2, 2010

B-2-10-6-12 Powers Building Center for Innovation through Visualization and Simulation Project cost: \$3,700,000

The trustees of Purdue University request authority to proceed with a project to renovate 5,000 square feet the Powers Computer and Education Building and the construction of a 5,200 square feet addition to the building to accommodate the Purdue University Calumet Center for Innovation through Visualization and Simulation (CIVS). The CIVS is a multidisciplinary center that combines advanced simulations with 3-D visualization and virtual reality technologies. The project is funded through \$2,700,000 in federal grant funds and \$1,000,000 in PU Calumet reserves.

B-1-05-1-18R Increase in Authority for Construction of a Replacement Student Housing on the Purdue University West Lafayette Campus Project cost increase: \$17,700,000

In November 2005, the Commission reviewed and recommended a project by Purdue University to construct replacement student housing on the West Lafayette campus. The project as originally requested was for the construction of 560 on-campus resident rooms at a cost of \$52,000,000. The project is a three-phase project. The first two phases of the project came in at a price substantially higher than estimated. Therefore, Purdue requests authority to increase expenditures by \$17,700,000 above the original \$52,000,000 authorization. The first two phases of the project are filled to capacity with a waitlist. The project is a part of Purdue's Facilities Master Plan and replaces older housing space being lost to campus development and obsolescence of existing facilities, and is funded through Student Facilities System Revenue Bond Proceeds, or user fees from the system-wide housing and dining facilities.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

DECISION ITEM C: Policy on Regional Campus Roles and Missions

Staff Recommendation That the Commission approve the *Policy on Regional Campus Roles and Missions*, dated March 2, 2010.

Background The Commission for Higher Education is authorized to define the educational missions of public colleges and universities in Indiana. With feedback from affected institutions, the Commission has developed a set of defining characteristics and expectations for the Regional Campuses of Indiana University and Purdue University.

Over the last ten years, the role of Regional Campuses has changed significantly, due in particular to the emergence and growth of Ivy Tech as a comprehensive community college and increasing admissions requirements at the University flagship campuses. Regional Campuses will play an increasingly important role in serving Hoosiers with high quality, low-cost baccalaureate degree programs.

Supporting Document *Policy on Regional Campus Roles and Missions, March 2, 2010*



Policy on Regional Campus Roles and Missions

March 2, 2010

Preamble

The Indiana Commission for Higher Education regards the Regional Campuses of Indiana University and Purdue University as valuable contributors to the state's system of higher education. This policy document builds upon two historic documents from 1994 and 2001 that outlined the defining characteristics of Regional Campuses, but require updating due to significant changes in Indiana's system of higher education in recent years.

For the purposes of this policy, Regional Campuses shall be defined as:

- *Indiana University-East*
- *Indiana University-Kokomo*
- *Indiana University-Northwest*
- *Indiana University-South Bend*
- *Indiana University-Southeast*
- *Purdue University-Calumet*
- *Indiana University-Purdue University-Ft. Wayne*
- *Purdue University-North Central*

Between the late 1960s and late 1980s, the Regional Campuses, in addition to being regional four-year branches of Indiana University and Purdue University, effectively played the role of community colleges, offering associate's degrees and serving as the state's access institutions. In 1987, however, the Commission for Higher Education approved the first four Associate of Science (AS)/transfer oriented degree programs at the Indiana Vocational Technical College (now Ivy Tech Community College of Indiana). With increasing admissions standards at the Indiana University and Purdue University flagship campuses, and exploding enrollment at the community college level, Regional Campuses will play an increasingly important role in serving Hoosiers with high quality, low-cost baccalaureate degree programs, filling a vital niche in Indiana's system of higher education.

The Regional Campuses differ significantly from one to another. Recognizing the unique characteristics of each Regional Campus, the principles outlined on the pages that follow are designed as overarching directions that reflect a more efficient and effective role for Regional Campuses in Indiana's system of higher education.

The missions of Indiana's Regional Campuses should reflect the following defining characteristics:

- 1) **Profile:** Indiana's eight Regional Campuses primarily serve commuting students, though student housing is offered on a limited basis at most of the Regional Campuses. Students include both recent high school graduates and adults. While a large proportion of the regional campus student population enrolls on a part-time basis, full-time enrollment is growing.
- 2) **Primary Educational Responsibility:** Baccalaureate degree programs. Associate degree programs may be offered on an exceptional basis. Regional Campuses accept transfer credits

from the Core Transfer Library, earned at 2-year and 4-year institutions, and credits from Regional Campuses are transferable to 2-year and 4-year institutions.

- 3) **Graduate Programs:** Regional Campuses may offer selected masters programs to meet state and regional needs. Regional Campuses do not offer doctorate programs.
- 4) **Primary Geographic Responsibility:**
 - a. IU-East – East Central Indiana/Western Ohio
 - b. IU-Kokomo – Central/North Central Indiana
 - c. IU Northwest – Northwest Indiana/Greater Chicago Area
 - d. IU South Bend – North Central Indiana
 - e. IU Southeast – Southeast Indiana/Greater Louisville (KY) Area
 - f. Purdue Calumet – Northwest Indiana/Greater Chicago Area
 - g. IPFW – Northeast Indiana/Greater Ft. Wayne Area
 - h. Purdue North Central – North Central Indiana
- 5) **Governance:** The eight Regional Campuses are governed by two institutions. Five are Regional Campuses of Indiana University, and three are Regional Campuses of Purdue University. Indiana University-Purdue University-Ft. Wayne combines academic units from both IU and Purdue, but is governed by Purdue University. The Boards of Trustees of Indiana University and Purdue University, and central university administration located at those institutions' main campuses, determine the utilization of resources at the Regional Campuses. Chancellors appointed by institutional Presidents and Trustees manage the Campuses. The central university administrations of Indiana University and Purdue University are encouraged to develop accountability measures for the Regional Campuses.
- 6) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates will be required to have a Core 40 high school diploma for admission to a Regional Campus.
- 7) **Developmental/Remedial Education:** Regional Campuses should eliminate the offering of classroom-based remediation (coursework that does not count toward any degree), shifting this responsibility to the community colleges. This does not preclude the offering of tutoring, mentoring and other programs to help students overcome skill deficiencies.
- 8) **Research Focus:** Scholarly activity related to faculty teaching responsibilities, research related to local and regional needs.
- 9) **Student Residences:** Limited to 10% of enrollment. While it is understood that on-campus housing is positively correlated with improved retention and completion, the development of residences at the Regional Campuses should not interfere with the primary role of serving commuter students.

Expectations of Regional Campuses Within Indiana's System of Higher Education

- **Degree Completion:** Regional Campuses should significantly improve completion rates to ensure that students' investments and the state's investment are worthwhile and result in high quality academic credentials.
- **Affordability:** As access institutions, Regional Campuses should place affordability at the forefront of decisions around resource allocation.
- **Synergy with Indiana's 2-Year Sector:** The success of Regional Campuses will depend on collaborative work with the 2-year sector. Successful collaborations will have the following characteristics:
 - 2-year sector is delivering all remediation
 - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by 2-year campuses in that region.

- Regional Campuses have transfer scholarships in place and available for 2-year students and/or graduates, and seamless transfer opportunities, including passport programs and dual enrollment opportunities
- 2-year institutions and Regional Campuses have established mechanisms which provide ongoing, systematic and regular dialogue which in turn provides opportunities to better differentiate institutional missions, integrate services, improve completion/graduation performance, and increase the effectiveness and efficiency of the campuses.
- **Synergy with Main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is both necessary and desired that Regional Campuses and their respective flagship campuses work in close collaboration, particularly in the delivery of academic programs and campus administration. It is also necessary that Regional Campuses work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies at the forefront of their success agenda.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

INFORMATION ITEM A: Status of Active Requests for New Academic Degree Programs

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. ISU-Indpls. Aviation Technology Center	Master of Business Administration	05/05/09	Action deferred; awaiting information from ISU.
2. IU-East @ Lawrenceburg	M.S. in Education	05/18/09	On March agenda for action.
3. IU-East @ Muncie	B.S. in Criminal Justice	08/14/09	Withdrawn.
4. BSU- Statewide via Dist. Ed. Tech.	M.A. in Secondary Education	09/09/09	On March agenda for action.
5. Purdue Univ.-Calumet	M.S. in Computer Science	10/19/09	On March agenda for action.
6. ITCCI-Fort Wayne	A.S. in Office Administration	10/30/09	Removed from expedited list in February; awaiting additional information from ITCCI.
7. USI	M.A. in Communication	11/02/09	On March agenda for action.
8. IU Indianapolis	Ph.D. in Applied Earth Sciences	12/18/09	Under CHE review.
9. IU Indianapolis	M.A. in Sports Journalism	12/18/09	On March agenda for action.
10. IU Indianapolis	M.A. in Art Therapy	12/18/09	Under CHE review.
11. BSU	B.A./B.S. in Construction Management	12/23/09	Under CHE review.
12. ISU	Doctor of Physical Therapy	01/12/10	On March agenda for action.
13. ISU	Doctor of Nursing Practice	01/12/10	On March agenda for action.
14. Purdue-W. Laf. Statewide via dist.	M.S. in Aeronautics and Astronautics	01/26/10	On March agenda for action.
15. VU- Aviation Tech. Ctr. in Indpls.	A.S. in Aviation Flight Technology	02/04/10	Under CHE review.
16. ITCCI-Sellersburg	A.S. in Physical Therapist Assistant	02/18/10	Under CHE review.
17. ITCCI-Kokomo @ Logansport	A.S. in Education	02/18/10	Under CHE review.
18. ITCCI-South Bend @ Warsaw	A.A.S. in Advanced Manufacturing	02/18/10	Under CHE review.
19. ITCCI-South Bend, Kokomo, Muncie, Richmond, Columbus, Evansville, and Bloomington	A.S. in Engineering Technology	02/22/10	On March agenda for action.
20. Purdue thru the IUPUI campus	B.S. in Energy Engineering	02/23/10	Under CHE review.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

INFORMATION ITEM B: Capital Improvement Projects on Which Staff Have Acted

In accordance with existing legislation, the Commission is expected to review and make a recommendation to the State Budget Committee for:

- (1) each project to construct buildings or facilities that has a cost greater than \$500,000;
- (2) each project to purchase or lease-purchase land, buildings, or facilities the principal value of which exceeds \$250,000;
- (3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds \$150,000; and
- (4) each repair and rehabilitation project if the cost of the project exceeds (a) \$750,000, if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students, and (b) \$1,000,000 if no part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students.

Projects of several types generally are acted upon by the staff and forwarded to the Director of the State Budget Agency with a recommendation of approval; these projects include most allotments of appropriated General Repair and Rehabilitation funds, most projects conducted with non-State funding, most leases, and requests for project cost increase. The Commission is informed of such actions at its next regular meeting. During the previous month, the following projects were recommended by the Commission staff for approval by the State Budget Committee.

I. REPAIR AND REHABILITATION

*A-1-10-2-18 Indiana University Bloomington
Assembly Hall Roof Replacement
Project cost: \$2,000,000*

The Trustees of Indiana University request authority to proceed with the replacement of the roof on Assembly Hall on the Bloomington campus. The project is estimated to cost \$2,000,000 and would be funded through the Indiana University Department of Athletics.

*C-1-10-2-06 Indiana State University
Several R&R Projects - ARRA funds FY2010
Project cost: \$854,276*

Indiana State University requests authority to proceed with several R&R projects, no single one of which exceeds \$750,000. The projects would be funded through ARRA funds for FY 2010.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

Staff is currently reviewing the following capital projects. Relevant comments from the Commission or others will be helpful in completing this review. Three forms of action may be taken.

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-State sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

B-1-08-1-02 Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

F-0-02-1-12 Ivy Tech Community College of Indiana
Muncie/Anderson A&E
Project Cost: \$4,800,000

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction and Renovation project at the ITCCI Muncie and Anderson sites. The nature and scope of the new construction projects are yet to be determined. The expected cost of the project is \$4,800,000 and

would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

F-0-08-1-03

Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: \$350,000

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Bloomington campus. The expected cost of the project is \$350,000 and would be funded from 2007 General Assembly cash appropriation. This project is awaiting a letter from the Budget Agency requesting review.

E-1-07-1-01

Vincennes University
Advanced Manufacturing and Training Center in Jasper
Project cost: \$8,850,000

Vincennes University seeks authority to proceed with the construction of an Advanced Manufacturing and Training Center in Jasper. The total project cost is expected to be \$8,850,000. The 2007 Indiana General Assembly authorized \$8,000,000 in fee replaced bonding authority for this project. VU will raise the other \$850,000. This project is awaiting a letter from the Budget Agency requesting review.

B-2-09-1-10

Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000

The Trustees of Purdue University seek authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

B-4-09-1-21

Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000

The Trustees of Purdue University seek authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

A-9-09-1-12

Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000

The Trustees of Indiana University request authority to proceed with the new construction of the Education and technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The project would be funded through state fee replacement appropriations. This project is awaiting a letter from the Budget Agency requesting review.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

INFORMATION ITEM D: Minutes of the February 2010 Commission Working Sessions

MINUTES OF COMMISSION WORKING SESSIONS

Thursday, February 11, 2010

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 6:00 p.m. (ET) at Indiana Wesleyan University, Room 202, 1500 Windhorst Drive, Greenwood, Indiana. Commission members in attendance were Cynthia Baker, Dennis Bland, Carol D'Amico, Jud Fisher, Gary Lehman, Chris Murphy, George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Michael Smith.

Also present were Scott Jenkins, Barb Bichelmeyer (IU), John Grew (IU), and Kevin Green (Purdue). Staff present was Jason Bearce, Catisha Coates, Haley Glover, Bernie Hannon, Teresa Lubbers, Ken Sauer, Kevin Russell, Jennifer Seabaugh. Angela Maher, CHE Intern, was also present.

II. DISCUSSION

- A. Chair Mike Smith called the meeting to order at 6 PM.
- B. Haley Glover, Associate Commissioner for Policy and Planning Studies, presented a document developed and reviewed by the Strategic Direction Subcommittee relating to the roles and missions of the Regional Campuses of Indiana University and Purdue University. This document followed the format of the 1994 mission-setting document, though incorporated information from a 2001 agreement signed by IU, Purdue and the Commission.
 - a. Discussion included consideration of the role of IUPUI as a Regional Campus. In both historic documents, this institution was considered a "Metropolitan University," not a regional campus. To illustrate the differences between IUPUI and the Regional Campuses, staff will prepare a comparison of distinctive characteristics (see attached).
 - b. The Commission also discussed the policy in place that limits on-campus residences to 10% of total enrollment at the Regional Campuses. Commission members questioned the rationale behind this policy. It was determined that the Commission should discuss this policy further at the March meeting.
- C. Haley Glover presented a draft of the Regional Campus Dashboard. Reaching Higher called for both the development of a state-level dashboard, which was completed last year, and the development of "institutional progress reports," which were to measure the contribution of each institution toward the state-level goals and also incorporate institution-identified goals. Commission members indicated several areas where the metrics used in this draft could be refined. These edits will be made and an updated draft will be distributed to members.
- D. Haley Glover presented a brief update on the Making Opportunity Affordable grant. The Commission is partnering with the Indiana Chamber of Commerce on three policy strands associated with the project:
 - a. Accelerating Indiana's transition to performance-based funding – The Chamber will lead the effort to educate legislators and engage new supporters to ensure ongoing success in performance-based funding.

- b. An expanded focus on Trustees – The Commission will lead in the development of a “Trustees Academy,” which will help educate Trustees of Indiana’s institutions about the productivity agenda.
 - c. Stimulate productivity improvements through our Regional Campus system – We will conduct an intense analysis of the Regional Campus system, looking in particular at IU-East and IUPUC.
- E. Ken Sauer, Senior Associate Commissioner for Academic Affairs and Research, and Jennifer Seabaugh, Manager of Information and Research, provided an overview of High School Feedback Reports, which were called for in Reaching Higher. These reports, which will be improved and supplemented with additional data over time, will provide every high school in the state with information on how graduates who entered a public college performed, including remediation needs. Scott Jenkins commended the Commission for undertaking this effort.
- F. Kevin Russell, Manager of Information Systems, notified Commission members that staff has developed a “portal,” a web-based system to streamline the delivery of meeting materials and communication between staff and members.

III. ADJOURNMENT

The Chair adjourned the meeting at approximately 8:30 p.m. (ET).

MINUTES OF COMMISSION WORKING SESSION

Friday, February 12, 2010

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at Indiana Wesleyan University, Room 202, 1500 Windhorst Rd, Greenwood, Indiana, with Chair Michael Smith presiding. The following members were present: Cynthia Baker, Dennis Bland, Carol D'Amico, Jud Fisher, Gary Lehman, Chris Murphy, George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Michael Smith.

Staff present was Jason Bearce, Catisha Coates, Haley Glover, Bernard Hannon, Teresa Lubbers, Ken Sauer, and Jennifer Seabaugh.

II. DISCUSSION

- A. Haley Glover, Associate Commissioner for Policy and Planning Studies, presented a draft proposal for the renewal of the Indiana/Ohio Reciprocity Agreement. This proposal would add IPFW and three Ivy Tech campuses located on the Ohio border, and three Indiana counties, for eligibility in the agreement. Commission members requested additional information about the number of participating students on both sides of the border, and an overview of current agreements in place.
- B. Bernie Hannon, Senior Associate Commissioner for Facilities and Financial Affairs, informed the Commission that staff is at work on the study of financial aid programs. Commission members noted that this study should include particular attention to the Veterans and Disabled Police/Firefighters programs.
- C. Mr. Hannon also provided an overview of the state budget process, and distributed a month-by-month calendar of Commission responsibilities in submitting budget recommendations.
- D. Commissioner Lubbers described several pieces of legislation that may affect the Commission.
 - a. SB 257 (The Commission's Bill) – would clarify that full-time employees of institutions may not serve on the Commission; that the vote-by-phone policy would mirror that of institutions' trustee statutes; that the Commission would regain authority to review capital projects; and that dual credit providers must either be NACEP accredited or have approval by the Commission, whose review would be aligned with NACEP standards.
 - b. HB 1297 (Purdue Bonding Bill) – would significantly expand Purdue's bonding abilities, extending the types of initiatives for which Purdue would be able to borrow.
 - c. 1365 and 1135 (Dual Credit and AP) – would make dual credit free for students who are taking dual credit for high school diploma; would provide consistency among the institutions in acceptance of passing scores for AP tests.
- E. Ken Sauer, Senior Associate Commissioner for Academic Affairs and Research, provided an overview of the Commission's Dual Credit Policy, which was developed by the Dual Credit Advisory Council.

III. ADJOURNMENT

The Chair adjourned the meeting at 9:05 a.m. (ET).

Institution Name	Degree of urbanization	Carnegie Classification 2005: Basic	Institution size category	Full-time equivalent enrollment	12-month unduplicated headcount	Admissions yield - total	Percent admitted - total	First professional degree*	Doctor's degree**	Master's degree	Bachelor's degree	Tuition and fees as a percent of core revenues	State appropriations as percent of core revenues	Research expenses as a percent of total core expenses
IUPUI	City Large	Research Universities (high research activity)	20,000+	23,347	39,318	47%	67%	598	89	1,825	3,150	22%	24%	16%
IPFW	City Midsize	Master's Colleges and Universities (medium programs)	10,000 - 19,999	9,527	15,945	64%	96%	0	0	204	1,001	40%	34%	1%
IU-Kokomo	City Small	Baccalaureate Colleges--Diverse Fields	1,000 - 4,999	1,886	3,440	71%	81%	0	0	33	327	31%	45%	0%
IU-South Bend	City Midsize	Master's Colleges and Universities (larger programs)	5,000 - 9,999	5,530	10,055	66%	80%	0	0	155	661	31%	33%	1%
IU-Northwest	City Small	Master's Colleges and Universities (smaller programs)	1,000 - 4,999	3,541	6,582	71%	79%	0	0	134	355	32%	42%	0%
IU-Southeast	Rural fringe	Master's Colleges and Universities (larger programs)	5,000 - 9,999	4,709	8,428	65%	85%	0	0	223	649	29%	35%	0%
IU-East	Rural fringe	Baccalaureate Colleges--Diverse Fields	1,000 - 4,999	1,804	3,334	63%	74%	0	0	5	243	25%	35%	0%
Purdue-Calumet	Suburb Large	Master's Colleges and Universities (medium programs)	5,000 - 9,999	7,152	11,712	60%	63%	0	0	278	843	44%	31%	3%
Purdue-North Central	Rural fringe	Baccalaureate Colleges--Diverse Fields	1,000 - 4,999	3,259	5,130	56%	91%	0	0	37	325	41%	34%	0%

*First-professional degrees include JD, MD, Dentistry, Veterinary Medicine, Pharmacy, Optometry, etc.

**Doctor's Degrees include the PhD, Ed.D, or doctor of public health (DPH).