State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, December 12, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, 2820 N. Meridian St., Indianapolis, IN with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jason Curtis, Jud Fisher, Allan Hubbard, Chris Murphy, Dan Peterson, John Popp, Hannah Rozow, and Caren Whitehouse.

Members absent: Jon Costas, Susana Duarte De Suarez, Mark Holden, Mike Smith.

CHAIR'S REPORT

Mr. Fisher invited Ivy Tech Chancellor Kathy Lee to give some welcoming remarks. Dr. Lee welcomed members of the Commission. She said that this coming Saturday Ivy Tech will be hosting its first winter commencement ceremony, in which 260 students will be participating.

Mr. Fisher welcomed a new Commission member Ms. Caren Whitehouse, who was appointed by the Governor in November. Caren is the Executive Director of Vanderburgh County Medical Society.

Mr. Fisher mentioned that the Indiana Commission for Higher Education has recently partnered with Great Schools.org, a national not-for-profit organization, in the efforts of making information about college readiness even more transparent for parents. The organization's website (www.greatschools.org) is dedicated to providing information to parents, who are looking to select a new school; are planning to move to a new area; or are simply looking for more information on their child's current school.

As a result of the Commission's College Readiness Reports, Great Schools became interested in using Indiana as a pilot to provide data to parents on the number of students enrolling directly in college; the number of college students requiring remediation; and finally, typical freshman year performance. As such, Indiana has now become the first state in the nation to have college readiness information provided on the Great Schools site. Indiana's parents, and the parents of students moving to Indiana, are in a unique position to have valuable information at their fingertips that allows parents to examine the school's college readiness (in addition to other important factors, such as programs and culture; reviews from parents, teachers, and students; and scores on state standardized tests). The partnership with Great Schools.org is yet another example of how the Commission is working to provide clearer, consistent, and transparent information to the public, especially parents, on college readiness.

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by saying that even though there was no Commission meeting in November, there was no slowing down of the Commission's work or the state and national focus on higher education. Ms. Lubbers highlighted a few of these activities:

On December 5th, Lilly Endowment announced new grants to Indiana's 39 accredited colleges and universities to boost their efforts to expand opportunities for their graduates to find "meaningful employment" in Indiana as a result of $62.7 million in grants. The funds will enable the schools to pursue activities on the college to career spectrum, including developing new courses, more deliberative

counseling, offering more internship and co-op opportunities, and strengthening their efforts to promote entrepreneurship and technology transfer.

Ms. Lubbers said that the Commission has been engaged (under Molly Chamberlin and Nick Buchanan) in developing a first class, integrated data system. In November, Indiana was identified by the National Data Quality Campaign for implementing the majority of actions that maximize the effective use of data. In particular, our College Readiness Reports were highlighted as "exemplary" due to the richness of the information provided, as well as the ease of use of the reports. Indiana is one of only a few states that provide secure access to important record-level longitudinal education data, as well as one of a few states that links not only its higher education data to workforce, but also its K-12 data to workforce.

Ms. Lubbers stated that earlier this month, the Congressional Committee on Education and the Workforce held a hearing to discuss financial aid and its impact on student success. While most of the hearing was dedicated to discussions about Pell, Indiana was mentioned several times for its model 21st Century Scholars Program and the state's efforts to implement completion requirements for financial aid students.

Ms. Lubbers said that Learn More Indiana, the communications and outreach division of the Commission, continues to receive national accolades for its campaigns and communications. The Learn More Indiana website was honored by the Davey Awards, which evaluate distinction in creative work by small agencies, with Silver Awards in three categories: Educational Websites, Mobile Websites and Mobile Marketing for Education. In June 2013, the Learn More Indiana website also won two awards of distinction in Education and Visual Appeal from the Communicator Awards, the largest and most competitive awards program honoring the creative excellence for communication professionals.

Ms. Lubbers noted that Indiana has been chosen by Complete College America (with funding from Lumina) to accelerate its efforts to adopt guided pathways for student success. It builds on efforts that are underway to develop a system of higher education to meet the needs of today's students, particularly those with additional challenges, through degree paths, block scheduling and proactive advising. It also highlights the need to recognize competencies and demonstrated learning outcomes rather than only credit hours – a topic that will be discussed at the Public Square portion of the meeting today.

Finally, Ms. Lubbers, on behalf of the Commission staff, expressed the sense of good fortune in having Caren Whitehouse serve as a new member of the Commission. The staff had an opportunity to provide an orientation to her yesterday, and it is clear that Caren is committed to higher education and a stronger state economy.

CONSIDERATION OF THE MINUTES OF THE OCTOBER 2013 COMMISSION MEETING

R-13-08.1 **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the October, 2013 regular meeting (Motion – Murphy, second – Bepko, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Alternative Learning Models

In his introductory comments, Mr. Fisher said that for the next few months the Commission will be exploring some new frontiers in higher education under the broad heading of "creative solutions for non-traditional students." As the first in this series, the Commission has an innovative public square format to discuss an emerging delivery model.

Mr. Fisher announced that Dr. Andrew Ng was attending the meeting via videoconferencing. Dr. Ng is a co-founder of Coursera and leading developer of online education models. His goal is to connect everyone in the world to a great education, for free. Dr. Ng is also a professor of computer science at Stanford University, and has done significant work on machine learning.

Dr. Ng started his presentation by explaining that the reason he started Coursera was because today most people would not have had access to Stanford University's courses, and this can be changed with the help of technology. Dr. Ng said that Coursera is working with 30 of the top 60 universities worldwide. He said that they are using technology to offer high quality education. Dr. Ng mentioned that he used to teach 400 students each year in the class, but when he first put his classes online, he was able to reach an audience of 100,000 students. He would have to teach in Stanford for 250 years to reach this number of students.

Dr. Ng said that online education has been around for many decades, and the difference between the old online and the new online is the ratio of the teacher/students. Most online courses had 20/1 to 50/1 ratios; however, with new technology one teacher can teach a thousand students. It costs to create contents of the course, but once it is created, the incremental cost of serving one student is nearly zero. This is what allows Coursera to offer the courses from Columbia, Princeton, Stanford and other Universities for free.

Today, continued Dr. Ng, Coursera has four hundred forty eight courses and five million students all over the world. All these students have signed up during the past two years. When a student signs up for one of these courses, he is responsible for watching for a couple of hours of a lecture. Two years ago the initial lectures had a very low quality; but over these two years the quality of the lectures that Stanford is using has improved tremendously. Dr. Ng pointed out that the student can change the speed of the video, for his convenience. Dr. Ng also mentioned having close captioning in English and in several foreign languages.

Dr. Ng explained that one of the benefits of putting the lectures online is that it allows the students to choose their own pacing, thus making the use of their time much more efficient. The instructors are also being encouraged to have short, ten-minute videos online. In the middle of this short video the instructor has pop-up questions; so the students can interact with the instructor right away, or go on a website to see other students' responses to the question. Dr. Ng added that all their courses have serious weekly homework that takes students hours to complete. The homework consists of various questions, and the students could have them graded by the computer. Dr. Ng said that at Coursera they are amazed by the richness and diversity of the videos that the instructors are able to create for the students.

Speaking of the computer grading of the homework, Dr. Ng commented that it allows Coursera to change many of the fundamental assumptions of students' assessments. At Stanford usually all students' work is being collected at the same time, because it is convenient for the professors; and it takes a week to grade them. But only a second is needed for a computer grading. The teachers are provided with the tools to grade the quizzes, and the teacher can contact the student early and tell him the results. The student gets multiple attempts on the test; and that is what education should be about: teaching every student to succeed and giving him multiple attempts. The data also shows that this practice results in higher students' attainment.

Dr. Ng noted that not everything can be computer graded. One professor cannot grade a hundred thousand of essays and give a feedback; so Coursera realized that they could use the shared grading and have students do that. The students submit their essays online, or, if it is something they had to create, they take a picture of their work. Then the student is asked to post the picture on the website, so that other students could grade it. This way every student is required to grade five pieces of work, and in exchange he gets a feedback from five other students. Also, one professor can't answer questions from hundred thousand students, but students can answer each other's questions. A student will post a question on a website, and within minutes he gets answers from other students.

Dr. Ng said that in his Coursera group instead of writing his lectures, he would open a student's editable document and invite students to write their own lectures. Dr. Ng found out that the quality of students' writing was comparable to his.

By using the modern technology, Coursera was able to offer courses in many different disciplines. Though for K-12 level modern technology may not be the best way, today Coursera has about 59 courses on teacher professional quality development, to train better teachers and to help deliver better education for K-12 students.

Dr. Ng repeated that Coursera offers courses throughout the world. Typical Coursera students are in their 20s or 30s, and 75 percent of them already have a Bachelor's degree. These students are more interested in continuous education, and on-line courses give them opportunities to take courses from many of the best universities in the world at their convenience. Coursera also has instructors who teach in various languages; and the content of the lectures is being translated into other languages, as well.

Dr. Ng said that many students are accessing Coursera via a mobile app that could be downloaded on the I-phone. Dr. Ng also talked about means of identifying students by their typing rhythm, which is as unique as a fingerprint. Dr. Ng stated that one of the nice things about teaching a hundred thousand students is data. In education it is important to get all possible feedback to help improve teaching. Over last year Coursera collected more educational data than the entire academic field of education over the years of its existence.

Dr. Ng pointed out that even though anyone could get free education from best colleges in the world, people would still pay to go to Stanford, because the real value of coming to this university is not just the content, but interactions with the professors and other students. Coursera today is serving two equally important populations: hundreds of thousands students around the world, as well as a much smaller number of students attending Stanford University in person.

In conclusion, Dr. Ng said that in the USA people think that great education should be only for privileged; however, Dr. Ng believes that fundamental education should be one of the human rights. Coursera is making this idea a reality. Education is about civic engagement, about citizenship, but it is also about jobs. The primary motivation for the students who go to college today is to find a job.

In response to Mr. Hubbard's question regarding the quality control when it comes to students answering each other's questions, Dr. Ng said that the students are allowed to vote answers up and down; the students giving good answers are frequently identified.

Responding to a question from Mr. Popp whether the homework is being graded by the computer, Dr. Ng responded in the affirmative. To another question from Mr. Popp whether Mid-Eastern countries are able to participate, Dr. Ng responded that some countries have access, but many of these countries speak primarily Arabic, and it is more difficult to translate to other languages.

Mr. Murphy had a question whether Coursera is collecting demographic data to see the differences between the ethnic groups' incomes, as well as other issues that could affect student's performance. Dr. Ng said that they did collect demographic data, but since they have no way of making students give their information if they don't want to, there will always be gaps. According to their data, Coursera student population is 55 percent male, 45 percent female; they also know what courses are mostly taken by younger students, and what courses are mostly taken by older ones.

In response to Mr. Hubbard's question regarding grading the tests with essay answers, Dr. Ng said that they were not satisfied with the computer technology for grading essays; so they developed a grading system in which students grade each other's work. This is a rather sophisticated system, and it is fairly accurate.

Responding to a question from Mr. Peterson whether the potential employers and graduate schools were responding to the candidates coming with online education background, Dr. Ng said that in some disciplines, like computer science, Coursera courses are being taken seriously, and are becoming more and more acceptable.

Mr. Fisher said that the Commission has focused its discussion so far on online technologies, but alternative learning models can also include different approaches to traditional classroom-based learning. Mr. Fisher introduced Dr. Barbara Bichelmeyer, Director of the Office of Online Education, Indiana University; Interim Chancellor at IU Southeast, and invited her to talk about the alternative learning models at IU.

Dr. Bichelmeyer began by saying that IU has a great respect for the innovation and for the work Dr. Ng is doing with Coursera. Dr. Bichelmeyer said that at the IU Southeast campus, with online education, students are engaged in some layers of collaborative programs. The university is doing some innovative things with general education courses, as well as experimenting and exploring the new technologies. Dr. Bichelmeyer said that they have successfully tried a few MOOCs (massive open online courses). Dr. Bichelmeyer stated that at IU they try to use online education for students in regional campuses.

Dr. Bichelmeyer pointed out that the difference between IU students using online technologies and Coursera students is that Coursera students are around 30 years old and already have a Bachelor's degree. Dr. Bichelmeyer quoted an article from "The Chronicle of Higher Education", in which the author explained that using online courses is not good for educating unprepared college students, who have not completed their Bachelor's degrees, or who do not know how to navigate college experience and collect data.

Next point Dr. Bichelmeyer brought up is the level of engagement. She referred to Dr. Ng's mentioning a cost to create MOOC, with the incremental cost to students as zero. Dr. Bichelmeyer agreed with Dr. Ng on the importance of a flipped classroom. She pointed out that education is highly interactive, and has to be highly engaging. To educate is not just to disseminate information; the goal of the university is to help people who have never done this before. This can't be done without practicing, engaging and the feedback. The cost of what is going on in this flipped classroom is a cost of interaction. Dr. Bichelmeyer brought as an example Georgia Tech, where they have some Coursera MOOCs and some other courses as well. The cost of running the course at the level of sophistication, of graduate students' support and interaction is approximately $500,000 per course.

Dr. Bichelmeyer agreed that there are great opportunities in understanding how peer or computer grading works. However, employers and citizens in the state of Indiana value creativity, argumentation, design, and they know what kinds of jobs are needed in Indiana. Computer and peer grading do not work for every subject.

Finally, Dr. Bichelmeyer talked about the certification, referring to Dr. Ng's mentioning the lumpy acceptance across disciplines and across employment, and about valuing MOOCs and online courses. Dr. Bichelmeyer expressed concern regarding people being rewarded certifications after having only online training. Dr. Bichelmeyer stated again that Indiana University is doing its best to be innovative and to try out new technologies; at the same time the University is committed to providing education to Indiana students at affordable cost.

Mr. Fisher introduced Dr. David Wright, President, Indiana Wesleyan University, and invited him to speak about some adult learning online programs at Indiana Wesleyan University.

Dr. Wright said that Indiana Wesleyan University was founded in 1920. In the mid-80s they began innovative adult baccalaureate programs, which began to form the whole institution. Since that time, the enrollment has grown to about 15,000 students; about 3,000 of them are traditional students on a main campus in Marion, and 12,000 are adult learners in various

programs. About a thousand of their non-traditional students are entirely online students spread across all 50 states.

Dr. Wright mentioned that they have about 14 regional educational centers in Indiana, Kentucky and Ohio. He said that in 1961 he wrote his first online course, and at that time twenty students were taking it. In 1986 Wesleyan began creating some innovative models. In 1995 they had "all-online model." They designed and used their own free version of management system, and it worked. Their first online degree program was MBA; it was built and accredited in 1997. The university is currently in the process of developing its own competency based degree programs in economics.

Dr. Wright spoke about the concept of viral courses. First, the idea of being able to offer education from the best universities in the nation is appealing. Second, because of the world of information technologies, the new generations are more used to getting their information and interacting through media, and are less comfortable interacting face to face. Thus, they would be more attracted to do learning in the ways they are comfortable with. Also, it has potential to address the affordability and access challenge; very few people in the future will be able to pay for higher education in the current model.

Dr. Wright explained that when they started building their own online courses, they came up with four things that describe the college course. First, there has to be interaction with the defined knowledge base. Second, there has to be interaction with "a master". Third, there has to be the interaction with other students. Fourth, it has to be in a form of some assessment of learning, and a course of studies has to lead to a publicly recognized credential. Dr. Wright said that in his opinion, if MOOCs are going to achieve their potential payoff as disruptive technologies for existing higher education, they will have to either affect this change to fit within that model, or to force the universities to accept a different model.

Dr. Wright pointed out that if the universities want to use MOOCs to do something different with the model, they need to formulate the challenges; to find new economically feasible ways to provide what they have been providing. Many customers highly value what the universities offer, and it is important to recognize that disruptive change comes in incremental steps.

Mr. Fisher invited Dr. Ng to comment on the presentations. Dr. Ng said that in Coursera they believe there are ways to lower the costs and potentially raise the students' attainment. The biggest challenge they face is student completion. He mentioned that in California a student in a community college has 15 percent chance of completing a four-year degree, so one of the highest cost of higher education is non-completion. It is possible to reduce a cost per credit, but the bigger lever is to increase student attainment; then the cost per student with a graduate degree can go down substantially. It is necessary to create learning where one creator, maybe a state university system, could develop content for an instructor to implement in a local online setting, hoping that an instructor would adopt this content and use at different campuses within the same university system, thus giving students high quality education.

Dr. Ng agreed with Dr. Wright's statement that credential is a key. Resumes are becoming more portfolio-based; students are showing what they did at the university or with MOOC. For young graduates the university credentials will continue to be valuable; but for students who already have a degree, there are alternative credential mechanisms, and employers are learning to interpret those credentials.

Mr. Bland thanked Dr. Ng for his intention to create an education for a lot of people as their right, and wished him success in his work.

Mr. Fisher thanked Dr. Ng for his presentation.

Mr. Murphy said that this was fascinating, but expressed doubt whether Indiana was ready to accept it yet; though the idea of bringing down the cost of education is a good one.

Dr. Bichelmeyer said that IU has more than one hundred programs online across all its campuses. IU is building for the first time ever what is called the "Inter-University Fast Class Connect" where students could see online courses from any campus. The goal at IU is to help the students get a degree as expeditiously as they can; and also reach out to hundreds of thousands of people in Indiana, who have some credits from IU and help them get a degree. Dr. Bichelmeyer also talked about the difficulties with accreditation of their programs, and compliance with the requirements of the Higher Learning Commission.

Ms. Lubbers pointed out that it is important to find the right fit for the right student at the right time. She thanked both Dr. Bichelmeyer and Dr. Wright for their presentation and for what they are doing in the state of Indiana.

Referring to an article from "The Chronicle," mentioned by Dr. Bichelmeyer, Dr. Bland asked why the author thought that online education was not a good option for many students. Dr. Bichelmeyer explained that students who do not have an experience in navigating higher education need some help to start.

Dr. Curtis expressed a concern about the role of a teacher in the new online setting. In response to his question whether there is data on the number of students who successfully completed a MOOC, Dr. Bichelmeyer responded in affirmative, adding that the data shows that about one in every thirty or forty completes; however, some students do not intend to complete. Dr. Bichelmeyer added, referring to Dr. Curtis' first comment that research regarding online technologies and courses shows that it is better give the segments of the courses to faculty to teach; this way they can still reach large number of students.

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

III. DECISION ITEMS

A. Administrative Items

Regional Campus Policy Clarification (Expedited)

Mr. Fisher said that the Commission members have been presented with the updates on the document.

R-13-08.2 **RESOLVED:** That the Commission for Higher Education approves the updated version of the regional campus policy adopted at the October meeting to clarify the intent related to research (Motion – Rozow, second – Curtis, unanimously approved)

B. Directive on Campus Synergy and the Higher Learning Commission

Dr. Ken Sauer, Senior Associate Commissioner for Research and Academic Affairs, presented this item and gave the staff recommendation.

In response to Dr. Bepko's question regarding the attitude of the Higher Learning Commission toward this issue, Dr. Sauer said that the Commission has already discussed a possibility of having a conversation with Higher Learning Commission (HLC) and state agencies; but on the general level, the HLC's leadership is open to dialogue.

Dr. Bepko recalled having this issue with respect to nursing. Dr. Sauer confirmed that this particular recommendation is specifically directed toward the HLC; he added that the

Commission might decide to work with professional accrediting groups, as well as with the Higher Learning Commission.

Mr. Popp asked for an example of the kind of collaboration the Commission is looking for. Dr. Sauer explained that the Commission is trying to encourage regional campuses to work together to offer programs. If all five of IU's regional campuses work together and offer similar programs jointly, some key courses could be offered online, so the student at one campus could take this course offered by another regional campus.

R-13-08.3 **RESOLVED:** That the Commission for Higher Education directs staff to work with the Higher Learning Commission to articulate the state's strategic vision for the Indiana University and Purdue University regional campuses and to minimize administrative burdens associated with accreditation, as the regional campuses seek to collaborate more closely in offering degree programs, especially by utilizing distance education technology in purely online and blended settings (Motion – Bepko, second – Rozow, unanimously approved)

C. Academic Degree Programs – Full Discussion

1. Bachelor of Applied Science in Health Sciences/Technology to be Offered by Indiana State University at Terre Haute

Dr. Biff Williams, Provost and Vice President for Academic Affairs, ISU, presented this item.

Dr. Curtis expressed a concern about counting 60 credit hours from AAS program toward the BAS program. He pointed out that the AAS program, in contrast to an AA or an AS program, has traditionally been a degree that would not be transferred to a Bachelor's degree level. Dr. Curtis disagreed with the idea that every Associate degree program should count as 60 credits toward a Bachelor degree. He said that these 60 hours are less academic and more technical and skills based, and would not traditionally be thought of as preparation for Bachelor's degree.

Dr. Williams explained that when they designed this program, they included the upper level foundational courses, which lead to the skills the employers are looking for, and prepare the students to the workforce.

In response to Ms. Rozow's question how the program refers to an Applied Science degree, Dr. Williams said that the university has been approached by hospitals, who were seeking accreditations. There are certain accreditations for radiology and other specializations that require a certain level degree. If a student has an AS degree, the hospitals are calling it a Bachelor's degree, whether it is in this specific discipline or not.

Responding to a question from Ms. Rozow whether there is a path in Applied Science degree to a higher level degree, Dr. Williams said that it depends on a graduate program. Every graduate program has to evaluate transcripts from the students to see if they are prepared for graduate work, and some graduate programs may see this as a path. The students usually are supposed to take prerequisite courses before being admitted to some graduate programs.

Mr. Murphy echoed Dr. Curtis' comment. He expressed concern that if the university is changing the requirements for the Bachelor's degree to help the hospitals in getting their accreditation, this could mean changing the quality of educational experience. Mr. Murphy also asked how a Core Transfer Library courses that should be transferable fit with AS.

Dr. Sauer explained that Statewide Transfer General Education Core is a part of AA and AS degree; it is not a part of the AAS. The Core is focused on lower division of courses in an

undergraduate degree. A student who earns an AAS, will not have completed the Statewide Gen Ed Core; however, the student who completes a BA and AA or AS will complete it.

In response to Mr. Popp's question about the difference between the two, Dr. Sauer explained that the difference between an AAS and an AS has to do with the number of General Education courses that are required versus the required number of technical courses. Referring to Mr. Murphy's question regarding Core Transfer Library, Dr. Sauer said that in an AAS 18 hours of General Education courses come from this library; so at least on the General Education side some of these courses could be transferred to BA or BS degree.

Mr. Murphy was still concerned that with this new degree the university is changing to a certain extent what is being accepted as an education for a Baccalaureate degree.

Dr. Sauer responded that on a general issue of quality, the AAS degrees have quality built in them. More traditional AA or AS degrees are designed for transfer into traditional BA or BS. The student, who completes the AA or AS degree, has an option of pursuing a traditional BA or BS degree in a discipline field. In this proposed degree, the AAS student has another pathway, which is to a Bachelor of Applied Science program, which is different from BA/BS. If someone with AAS chooses to pursue a BA or BS degree in this field, they are going to start as a freshman or may be acknowledged as a sophomore, depending on technical courses taken. In this case, the student has another Baccalaureate option that he didn't have before; it allows him to start as a junior, but this is for a Bachelor of Applied Science, and in this case it is in a parallel with an Associate of Applied Science.

Dr. Williams added that he believes this is a high quality degree; that is why the University is focusing so much on life foundation studies. He said that they know the needs of their employers, so when the student completes the BAS program, he will have the same basis as if he would have completed a BA or BS.

In response to Mr. Murphy's concern whether Baccalaureate degree would still be valid for the life-long learners some years after they graduate from college, Dr. Williams responded that judging by this program in its entirety, by the AAS prerequisites and the number of foundation studies courses being offered, it is obvious that the students will be able to move forward having the set of skills and competencies needed to get higher.

Dr. Bepko summarized the comments by saying that the main concern is whether the concept of a Baccalaureate degree is being watered down. He said that the title Health Science Technology already explains that it is technology-founded degree. Dr. Bepko added that ISU is serving important constituency and giving people with AAS degree an opportunity to grow.

Dr. Ken Sauer gave the staff recommendation.

R-13-08.4 **RESOLVED:** That the Commission for Higher Education approves the *Bachelor of Applied Science in Health Science/Technology* to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Murphy, second – Hubbard, one opposed, approved by the majority of votes)

2. Bachelor of Applied Science to be Offered by Indiana University Regional Campuses

Ms. Margie Ferguson, Assistant Vice President presented this item.

She explained that the BAS is a new degree for Indiana. The AAS degree program was first presented to the Commission two years ago, when Dr. Sciame-Giesecke was a Chancellor of IU Kokomo, and she was one of the leaders in developing this degree. Ms. Ferguson said that they have brought faculty and leadership across all IU campuses, and

have built this degree around learning outcomes, and competencies existing in Bachelor degrees.

In response to Mr. Popp's question regarding his experience with this degree in Minnesota, Dr. William Lowe, Chancellor, IU Northwest, responded that Minnesota was the lead state in BAS; and his university, Metropolitan State, was the first to adopt and implement it in 2003. Dr. Lowe explained that Metropolitan State works with ten community colleges, so this program was important for the relationships with these colleges. They have also created degree pathways for students who had the AS degrees.

Referring to Dr. Curtis' point about academic quality, Dr. Lowe said that the essential parts of the BAS are identical the BA or BS programs. He said that technical and other credits the students might have will become electives in the program. Dr. Lowe explained that they have created the opportunity for the students to advance.

Dr. Curtis agreed that the argument about giving a student credit for prior experience is important. However, he still wondered why they University would not just go with a BA or BS and do a transfer course by course.

Dr. Susan Sciame-Giesecke, Interim Chancellor, IU Kokomo, responded that the request for this degree program came from the employers and from the students. These students have been working in radiography, or in criminal justice, and chose to get an AAS degree for these jobs earlier in their lives. If they decide to get a higher level degree in order to get promoted at their jobs, they would have to start over, even after years of work.

Dr. Sciame-Giesecke stated that these people should be given credit for their working experience, and these credits can be used as electives for the Bachelor's degree. This is why at IU East and IU Kokomo they created this high quality program that will allow the students to move to a Bachelor degree level, while their experience will be recognized. Dr. Sciame-Giesecke mentioned a supportive letter from President of Ivy Tech Tom Snyder, in which he said that there are thousands of students in Indiana, who would like to earn higher degrees and to promote themselves.

In response to a question from Ms. Rozow why the university can't use this working experience in BA or BS recognized model, Dr. Sciame-Giesecke explained that the university is taking about 40 hours of technical work and using them as electives. They are pairing these hours with the degree type, which is a Bachelor of Applied Science.

Responding to Mr. Popp's question about the graduation rate in Minnesota, Dr. Lowe responded that Metropolitan State University had a graduation rate over 70 percent, and there was no difference between the transfer students and the rest of the students.

Dr. Bichelmeyer gave a more detailed explanation about the credit hours transferable form AS to BS and from AA to BA programs. She added that in developing this degree program, IU hired a consulting firm to collect data, and do analytics and a labor study.

Dr. Sauer gave the staff recommendation.

R-13-08.5 **RESOLVED:** That the Commission for Higher Education approves the *Bachelor of Applied Science* to be offered by Indiana University regional campuses, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Murphy, second – Hubbard, one opposed, approved by the majority of votes)

D. Academic Degree Programs on Which Staff Propose Expedited Action

R-13-08.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Bachelor of Art Education to be offered by Indiana University South Bend
- Bachelor of Science in Animal Behavior to be offered by Indiana University Bloomington
- Master of Science in Software Engineering to be offered by Ball State University
- Bachelor of Science in Dental Hygiene to be offered by Indiana University at the IPFW Campus (Motion – Bepko, second – Rozow, unanimously approved)

E. Capital Projects for Which Staff Proposes Expedited Action

R-13-08.7 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: Teter Quad Window Replacement - $2,600,000
- Indiana University – Richmond Campus: Student Activities & Events Center - $5,000,000
- Ivy Tech Community College – Noblesville East Middle School Project - $15,000,000 (Motion – Curtis, second – Bland, unanimously approved)

V. INFORMATION ITEMS

A. Status of Active Requests for New Academic Degree Programs

B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

C. Capital Improvement Projects on Which Staff Have Acted

D. Capital Improvement Projects Awaiting Action

E. Calendar of Upcoming Meetings of the Commission

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

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

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Jud Fisher, Chair

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Dan Peterson, Secretary