

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 13, 2014

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University-Purdue University Indianapolis, Campus Center (CE), 420 University Boulevard, Indianapolis, IN with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

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

Members absent: Susana Duarte De Suarez, Mark Holden, Allan Hubbard.

CHAIR'S REPORT

Mr. Fisher invited IUPUI's Executive Vice Chancellor and Chief Academic Officer Dr. Nasser Paydar to give some welcoming remarks. Dr. Paydar welcomed members of the Commission to the campus. He recognized Commissioner Teresa Lubbers for her role as a leader of higher education not just in the State of Indiana, but in the nation. Dr. Paydar presented some statistics pertaining to the campus: there are 30,000 students; 23,000 of them are undergraduates; 90 percent of the students are from Indiana; almost 147 countries are represented at the campus, both in faculty and in student body. IUPUI offers 7000 degree programs; 82 percent of those are from IU, the rest from Purdue.

There are about 2700 faculty members at the campus; the School of Medicine is the largest school with about 1500 faculty members. Dr. Paydar spoke about the research at the School of Medicine; about the strategic planning process on campus to create an education affordable to students in Indiana. He talked about the student body, about the retention, graduation and success of students. He also spoke about IU's partnering with Ivy Tech and other universities. Dr. Paydar presented a chart that showed that this fall 51 percent of the students were taking 15 credit hours per semester, as a result of a hard work of the faculty. In conclusion, Dr. Paydar thanked the Commission for its support of higher education.

Mr. Fisher thanked Dr. Paydar for welcoming the Commission to IUPUI's campus and hosting today's meeting. Mr. Fisher began his remarks by reflecting on the second annual State of Higher Education Address that took place on Wednesday, January 22nd in Indianapolis. This Address is an opportunity to bring together Indiana's advocates for higher education and Indiana's recent progress and the work of the Commission that drives this progress forward. During her Address, said Mr. Fisher, Commissioner Lubbers pointed to several recent policy reforms advocated by the Commission that aim to increase college completion and student success, including streamlining college credit requirements, increasing college affordability, and improving college transfer and completion. This annual address gives the Commission an opportunity to make a compelling case for the ultimate goal: graduating more Hoosiers with on time degrees at the lowest possible cost.

Mr. Fisher also highlighted some of the Commission's upcoming events. The Commission's faculty member Dr. Jason Curtis is hosting the Faculty Leadership Conference on Thursday, February 27th, to discuss how the credit hour can be redefined and to talk about competency-based education. The Commission student member Hannah Rozow is hosting the Student Leadership Conference on Friday, March 28th; it will be discussing the challenges of on-time completion and affordability of higher education. The Commission will host its annual Kent Weldon Conference for Higher Education on Thursday, April 10th.

In conclusion, Mr. Fisher said that the Commission has recently launched an events listserv that distributes notices of Commission meetings, and the Commission's upcoming public events and conferences. Information for these events and joining the events listserv is available on the Commission website, www.che.in.gov.

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, expressed hope that the staff's weekly legislative updates have been helpful. The General Assembly is more than half way through the session; in a short session they recess by March 14th. Ms. Lubbers said that the Commission did not advocate many new legislative ideas, believing that the past two sessions passed major reforms, which the Commission – and the institutions – are in the process of implementing. Ms. Lubbers added that the Commission has been busy providing input on several pieces of legislation that would impact higher education, a majority of which are not proceeding at this point. In anticipation of next year's budget session, the Commission continues to work with legislative and higher education leaders on issues that will impact the Commission's funding recommendations.

Ms. Lubbers reminded the Commission members that in the 2012 legislative session, the General Assembly, with the support of the Commission, passed a bill to reduce credit creep. Prior to the passage, nearly 90 percent of degree programs at Indiana's public colleges exceeded the traditional standard of 120 credit hours for a four year degree and 60 credits for a two year degree. The result was students taking longer to graduate and often ending up with more college debt. Today, continued Ms. Lubbers, this obstacle has nearly been eliminated with more than 90 percent of degree programs meeting the accepted standard – a complete reversal. Of the programs that are still over the threshold, most have been justified by accreditation or licensure requirements. This single, common-sense change is estimated to save students and taxpayers more than \$35 million a year.

Ms. Lubbers told the Commission that yesterday she joined Governor Pence and presidents or designees of all seven public higher education institutions for a news conference to announce that Indiana is one of only three states selected by Lumina and Complete College America to receive a \$1 million three year grant to implement strategies referred to as Guided Pathways to Success. The goal is to provide clear roadmaps to students for college success, including more effective remediation, degree maps, proactive advising, block scheduling and a host of other practices designed to increase completion and especially on-time completion. Indiana's selection is the culmination of many related efforts already underway on state campuses – and a growing recognition that Indiana is well-positioned to scale these strategies statewide.

Ms. Lubbers pointed out that the Commission is very concerned about the level of debt students have when they exit college. Ms. Lubbers said that on Monday she received an update on IU's focus on college affordability and student financial literacy. Across seven IU campuses, the number of undergraduates who took out federal loans in 2013-14 decreased by 12 percent from 2012-13, and the money fell by the same percentage. In 2012 IU created an Office of Financial Literacy and launched programs to raise awareness of the risk of excessive borrowing and to help students make smart decisions about money. These early and encouraging numbers suggest students are holding down expenses and declining to take loans they don't need for college and living expenses.

Finally, Ms. Lubbers made a comment about the College Completion Report that will be finalized and published next week. Much like the first edition of the Commission's College Readiness Report, there are many ways to make this report even better in subsequent years, and the staff is committed to doing that. It is clear, however, that these reports provide a much more comprehensive picture of college completion, including transfer and extended time than has ever been used before. The data provides both institutional and student measures that are instructive as the Commission works to increase the educational attainment of Hoosiers and to reach the 60 percent goal.

CONSIDERATION OF THE MINUTES OF THE DECEMBER 2013 COMMISSION MEETING

R-14-01.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December, 2013 regular meeting (Motion – Murphy, second – Bepko, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Competency Based Learning

In his introductory comments, Mr. Fisher said that at the December CHE Meeting he mentioned that over 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.” Mr. Fisher noted that the Commission continues this series with an innovative public square format to discuss competency-based learning and prior learning assessments.

Mr. Fisher announced that Dr. Cathrael “Kate” Kazin, Chief Academic Officer at Southern New Hampshire University’s College for America, was attending the meeting via videoconferencing. Dr. Kazin is one of the nation’s experts on higher education assessment. For the past ten years she worked as Executive Director for Higher Education at ETS, where she was responsible for strategic outreach to the higher education community, collaborations with presidents, provosts and other higher education leaders, and high-profile strategic initiatives to develop new services. The focus of the presentation will be 1) to explain how Southern New Hampshire University’s competency-based programs work, and 2) detail how the university was able to transition from traditional credit hours to this new model.

Dr. Kazin started her presentation by explaining what College for America (CfA) is and how it fits into Southern New Hampshire University (SNHU). SNHU is private, non-profit university, where students usually have close connections with faculty members. Since 2007 the University also has College of Online and Continuing Education. This is a large online program, directed mostly at working adults. This is completely competency-based.

Dr. Kazin showed a chart with the CfA’s timeline, explaining how the schools moved to a competency-based model. She said that the university created the innovation lab to look at the major problems facing higher education: access, cost, completion. The university received a grant from Melinda and Bill Gates Foundation to help with this project. The CfA was not open officially until October of 2013; it had to get an approval from the regional accreditor and from US Department of Higher Education.

Dr. Kazin’s next slide was explaining the essence of competency-based education. It is not based on credit hours or seat time. In general, competency-based education is not the time spent in the classroom, or semesters, but rather a demonstration of articulated skills, abilities and knowledge. Competency-based education is very purposeful about what the students and graduates should learn and do. In other words, the stress is on learning, not on time it takes the student to learn (within reason).

The next slide showed the reasons for competency-based education. Dr. Kazin pointed out the importance of specifying what students can learn and do. Employers can’t understand the difference between various grades; they would like to have evidence of what students can do. Competency-based education tries to see where the efficiencies are; it increases efficiency of higher education and can lower costs.

Dr. Kazin showed the list of institutions that use competency-based education. Those include Western Governors University, Capella University, University of Northern Arizona, University of Wisconsin, and Southern New Hampshire University. Talking about the history of the College for America, Dr. Kazin showed the degree program that was first offered there;

that was AA in General Studies with a business concentration. It is a very low cost program, flexible, self-paced and self-directed, and it is focused on 120 competencies, not courses. The students should show that they mastered competencies. Dr. Kazin explained what CfA means by a “competency”, which is a “can do” statement. The CfA is always looking not at what the graduates know, but at what they can do with this knowledge.

The next slide showed that the competencies are in line with basic competency clusters. The emphasis is on the cross cutting foundational skills and personal and social skills that employers find really important. The students also satisfy all their General Education requirements, so this AA degree can be a transfer degree as well. Then Dr. Kazin showed that this degree is organized around 20 goals, and each goal integrates five to eight competencies from across competency categories. These goals are translated into courses, but are different. Dr. Kazin noted that integration of the competencies is what distinguishes this program from others.

Dr. Kazin showed a slide explaining the assessments of the competencies. After completing and submitting the projects, the students get feedback from a faculty member, who encourages them to work on the project until the students demonstrate mastery. Dr. Kazin talked about various goals and the competencies required to reaching these goals. She also talked about the paths within goal, and the ways the students can reach their goals. Dr. Kazin also spoke about the format of the projects, adding that the students always know the criteria for their work to be evaluated.

The next slide showed a sample rubric, and this rubric shows just “Yes” or “Not yet” in the criteria. “Not yet” is the most positive aspects of our program; it implies that if the students keep trying, they can always do it. Dr. Kazin also talked about the support for student learning. Everything is designed to increase student success.

Dr. Kazin compared a traditional AA and CfA Model. In both cases a student earns 60 college credits and a degree. The courses at CfA are integrated, so the students get a good experience. Dr. Kazin spoke about the traditional model of a single faculty member and the CfA experts. In a traditional model one person advises students, designs curriculum, instructs students, develops assessments, and evaluates student work. At CfA they have a group of dedicated experts who design curriculum, develop assessments and evaluate student work. All are specialists in these fields.

The final slide showed the advantages and challenges of competency-based education (CBE). Dr. Kazin said that what is required is a clear articulation of what students should know and be able to do, and this can be a challenging process. Some faculty may see this model as undermining their autonomy.

Mr. Fisher thanked Dr. Kazin for her presentation. He turned the discussion to the response panel and introduced the guest panelists: Dr. Allison Barber, Chancellor of WGU Indiana; and Dr. Karen Solinski, Vice President for Legal and Governmental Affairs for the Higher Learning Commission. Dr. Dorothy Wax, Associate Vice President for Career Services for the Council on Adult and Experiential Learning, was unable to attend the meeting in person, but gave Commissioner Lubbers some materials to be passed around.

Mr. Fisher invited Dr. Barber to talk about the competency-based, completely on-line model that WGU is using. Dr. Barber said that WGU started 16 years ago, and it was a lonely experience for them then, so it is exciting to see other universities moving to the competency-based education field. She said that there are 45000 students at WGU, and the university now offers only Bachelor’s and Master’s degrees. Dr. Barber stated that learning and managing mastery was very foreign to the conversation of the higher education at the time WGU began, but this was the right thing to do for adults. She said they believe that on-line, competency-based education has changed everything in higher education.

Dr. Barber said that their model is not-for-profit. Last year WGU introduced legislation in DC trying to encourage other universities to pilot competency-based education. Dr. Barber said they believe in its importance, and, what is more valuable, they see how the outcomes change lives, especially of the adult learners.

In response to Mr. Fisher's question how this shift from seat time to competency affects the impact of accreditation, Dr. Solinski said that a number of their accrediting institutions have already been doing a competency-based education for a long time. They have traditional courses, credit hours, and rates, and on top of that – a competency-based assessment approach. These institutions consider themselves competency-based institutions, and the government calls them direct assessment institutions, like WGU, or like Southern New Hampshire University. In the direct assessment model all these credit hours, courses, and rates disappear, and what is left is assessment of competencies, where what counts is not the time the students spend in the classroom or what grades they get, but what they learn and what they can do. The students still get a degree, and leave with the same outcomes and same credentials.

Dr. Solinski said that any institution that wants to add a competency-based layer on top of the traditional education does not require the permission of the accreditor; but when they take away the traditional layer, that requires their permission. This has to do with financial aid, primarily for the Title IV purposes. Secondly, the accrediting agency cares about the quality of the programs, and they want to make sure the students get a good quality education.

Ms. Lubbers said that Dr. Wax, who was unable to attend the meeting, is with the Council for Adult and Experiential Learning (CAEL). They are working with another concept, the prior learning assessment, which is another kind of competency. Ms. Lubbers said that the Commission was going to ask Dr. Wax how competency-based CAEL colleges can award degrees to students, who demonstrate competencies, and how students get credit for prior learning.

Ms. Lubbers read Dr. Wax's response. CAEL has been around for forty years. They have promoted methods for evaluating students for prior learning for college credit. The learning may be acquired through work experience, employer training programs, independent study, non-credit courses, volunteer and community service, travel, non-college courses, and seminars; and all these are referred to as prior learning assessments. In a competency-based program, students, who bring a lot of prior learning to the programs, can use this learning to pass the program's assessments; or they can build on their prior learning to be assessment-ready more quickly. This is one way in which competency-based education programs allow students to progress at their own pace. Ms. Lubbers (on behalf of Dr. Wax) explained how they assess prior learning by standardized exams, such as exams used for veterans; AP exams; faculty-driven challenge exams; departmental exams; evaluation of non-credit instruction, as well as the military assessments; corporate training and portfolio assessments. Ms. Lubbers added that it is important to have a concept of prior learning assessment for this discussion.

In response to Dr. Curtis' question regarding the claim that the list of competencies, when being turned into a checklist, becomes the lowest common denominator, Dr. Kazin said that in some ways it is the highest common denominator, because students can simply check off the competency; they engage in projects that enable the university to determine the competencies. Dr. Kazin added that they work with their evaluators to set the requirements; it is also transparent that the competency shows what the student was asked to do, what he actually did, the rubrics used to determine it, and the work product.

Dr. Solinski said that it is natural to assume that there is a need for more of a common denominator, but it is really more of a definition of a competency. Instead looking at a course in terms of chapters, the student begins to extract the kinds of skills and competencies that go

out of that. It is a different way of looking at the same thing, and the rubric is the same, but the focus is different.

Dr. Barber made a comment that many students say that competency-based education is more difficult because you have to prove mastery. With competency-based education, and in-depth focus on mastery, the students graduate with much more energy and a different type of passion of learning; they know they are learning the mastery that will lead to what the employers are looking for, and this is an enriched process of learning.

Responding to a question from Mr. Peterson how they define competency, Dr. Barber responded that competency is what corporate America is asking for. Mr. Peterson mentioned that employer used to look at the grades; but now with competency based education, he wondered, how an employer was going to compare the candidates. Dr. Barber responded that this brings up different type of challenges, which could be found especially for people in health professions, who need the advanced degree, where GPA is definitely a measure of acceptance. When more universities are defining the value of competency, more and more employers will be looking not at GPA, but at the university where the competencies are proven and work.

Dr. Kazin added that employers often do not look at transcripts, but they care about the potential employees' writing, their understanding of oral instructions, the ability to organize their work, and other specific skills that they can't see from the GPA. In assessment terms, the employer looks for criteria and whether the potential employee achieved that rather than at his grades.

Ms. Lubbers said that Mr. Peterson's question is very interesting. She was wondering whether with this new model there is any way for employers to measure the levels of competency. To a comment from Dr. Barber whether they can do it now, with traditional degrees, Ms. Lubbers responded that they do not do this adequately. She added that she thinks this model is very exciting and has a great promise, so she wanted to know other ways by which employers could measure the competencies if not by the GPA.

Dr. Kazin responded that the employers are not necessarily hiring on the basis of the transcript. It is important to look at ways that will acknowledge exceptional work; so that the student could bring his portfolio to work with rubrics and competencies, which the employer could see. Dr. Kazin added that currently there is "a minimum" that everybody should reach, but at the SNHU they are setting a much higher level of passing.

Ms. Lubbers asked whether there are some discussions on how to qualify a student, who does more than meet the minimum. Dr. Kazin responded that they write reference for students who graduate and do exceptional work. She added that sometimes the employer will not think that the student has good skills just because he did not attend a famous school.

In response to Ms. Rozow's question about the relationship between the student and the instructor in the new model, Dr. Barber responded that they outline the pathway for the students with online education. It is student-centered, so students can learn best at their own pace, on their time. Students have interactions with their professors weekly, and they learn some of the soft skills, as well as how to adjust to their professors' requirements.

Responding to Mr. Costas' question how well this competency model work in a more traditional setting, Dr. Barber said that the really important issue is that the faculty members, who teach in the traditional universities, want their students to be competent too. With the competency-based model we forget what a wonderful job the faculty members are doing to help people to become competent. WGU is working with Ivy Tech and trying to help them create competency-based pathways in their IT division. A lot of competency-based education is happening in a traditional classroom, too. More and more people adapt to how they

measure learning, and there are 37 million Americans with some college degree, so a wide variety approach is needed to help citizens in this country attain a degree. On-line education is not for everyone, so it is important to embrace all models. WGU keeps encouraging universities to focus on helping students succeed by demonstrating mastery.

To the question from Mr. Fisher what is going to happen to traditional credit hour model, Dr. Solinski responded that is being challenged constantly. The credit hour is going to be around, but it is still possible to go on with other models. DOE said that they are open to this approach, and are blending the credit hour with some direct assessment.

Dr. Bepko made a comment that the universities have spent a great deal of time trying to figure out how they can produce the best graduates, so that they can do what is expected from them. Dr. Solinski agreed that the instructors in the traditional higher education institutions are doing excellent job of making assessments more meaningful. There is a lot of good work being done on traditional campuses to explore and improve assessments.

Ms. Lubbers pointed out that Indiana passed the General Education Core and received Articulation Pathways; in law it says “Based on Competencies”. The Commission has seen a range of competencies in this discussion, but it all speaks to the fact that people are asking more and more what students can do. Ms. Lubbers added that in her opinion Indiana has been very well positioned because of the work Dr. Sauer has done working with colleges and universities, making sure that competencies are at the center of measurement of outcomes.

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

III. BUSINESS ITEMS

A. Resolution to Recognize Competency and Prior Student Learning

Mr. Fisher briefly talked about the resolution, which can be found on p.21 of the Agenda booklet.

R-14-01.2 WHEREAS, a quality college degree or workforce credential is the primary path to prosperity for Hoosiers of all walks of life;

WHEREAS, the best return on investment for students and taxpayers results when students find the shortest and least expensive path to completion within a program that demonstrates academic quality and workforce alignment;

WHEREAS, academic programs that focus on competency – what students know and are able to do as a result of their study – enhance academic quality and create a stronger link to employers and the workforce;

WHEREAS, a system of higher education that awards credit for demonstrated competency and prior learning rather than simply crediting seat time will provide flexibility for students to find shorter and less expensive paths to completion and increase the likelihood they will graduate;

WHEREAS, the Commission’s Reaching Higher, Achieving More strategic plan champions state and institutional policies that give students credit for prior learning through competency-based assessments that evaluate the knowledge and skills individuals have accumulated from work and related experiences,

NOW THEREFORE BE IT RESLOVED,

- I. The Commission endorses the recognition of competency and prior learning as a key strategy to provide students with increased opportunities for degree attainment, on-time completion and career success.
- II. The Commission calls upon Indiana’s colleges and universities to:
 - a. Cultivate a culture that focuses on what students know and are able to do;
 - b. Examine their policies on prior learning and self-paced study; and
 - c. Provide students with additional tools for demonstrating competency and prior learning wherever possible.
- III. The Commission will publicly showcase colleges and universities that make meaningful progress toward the recognition of competency (Motion – Rozow, second – Peterson, unanimously approved)

B. Master of Science in Nursing to Be Offered by Indiana University Northwest

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

In response to Mr. Murphy’s question regarding the job market for these jobs, Dr. Linda Rae Delunas, Associate Dean, College of Health and Human Services, responded that the jobs are primarily in Chicago area. Responding to another question from Mr. Murphy, whether this program will increase the possibility to attract students from other areas, Dr. Delunas said that it might, but they expect to serve mostly Indiana graduates.

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

Addressing Mr. Murphy’s request for market information, Dr. Sauer responded that the university had addressed that. Statewide nursing is one of the jobs that are in a very high demand. MSN graduates can also play a role as faculty members, and in addition to providing primary care and working in clinical settings, they can also play a role in educating the nurses with Associate and Baccalaureate degrees.

Echoing Dr. Sauer’s comments, Dr. Patrick Walker Bankston, Associate Dean, IU School of Medicine-Northwest, said that the numbers of positions are increasing due to demographics. Medical School has increased its numbers of graduates up to 30 percent. This initiative began ten years ago, because retiring of baby boomers was going to result in a huge shortage of doctors and nurses in the nation. One of the solutions to these problems is to have more nurse practitioners, who, in addition to working on their level of education, would also be able to help doctors with procedures that require higher levels of education. Both nurse practitioners and doctors’ assistants are in demand now, and will continue to be in demand.

Mr. Murphy reminded the university that the Commission always requests to see the hard data regarding the market and demands for graduates.

R-14-01.3 RESOLVED: That the Commission for Higher Education approves the Master of Science in Nursing (M.S.N.) to be offered by Indiana University Northwest, in accordance with the background discussion in this agenda item and the Program description (Motion – Rozow, second – Bepko, unanimously approved)

C. Academic Degree Programs for Which Staff Proposes Expedited Action

R-14-01.4 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 in Environmental and Sustainability Studies to be offered by Indiana University Bloomington
- Master of Science in Biostatistics to be offered by Indiana University at the IUPUI campus (Motion – Bepko, second – Rozow, unanimously approved)

Mr. Popp asked whether this program is going to allow for an open debate on the theory of so-called climate change. Ms. Ferguson responded that this is a multi-disciplinary degree program, which will involve a number of faculty members from a variety of disciplines.

D. Capital Projects for Which Staff Proposes Expedited Action

R-14-01.5 RESOLVED: That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: Northeast Quadrant Parking Improvement - &6,800,000
- Indiana University – Bloomington Campus: Wright Quadrant Dining Renovation - \$3,700,000 (Motion -, second -, unanimously approved)
- 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 – Peterson, second – Costas, unanimously approved)

E. Learn More Indiana’s 2014 Cash for College Campaign

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, presented this item. The theme of the campaign is “‘Stash Some Cash for College”. He pointed out three aspects of the campaign that are aligned with the Commission’s strategic plan: communicate an expectation of college readiness; increase college cost transparency; and promote on-time completion.

Mr. Bearce reminded Commission members about three annual statewide campaigns that Learn More Indiana sponsors throughout the year. The first one – College GO! Week, which helps the students plan for college; this campaign takes place in the fall. The second campaign is Cash for College, which helps the students to get the financial aid for college. This campaign takes place in winter and spring. The third campaign is KnowHow2Go, which helps students prepare for college; this campaign takes place in spring and summer. Guiding principles of each of the campaign, continued Mr. Bearce, are: clear college success focus; specific steps for students of all ages; and the fact that the each campaign is state driven and locally led.

Mr. Bearce spoke about the goals of the campaign, which include saving for college; working hard in school, and filing the Free Application for Student Financial Aid (FAFSA) form. Mr. Bearce said that the Commission encourages students to start college preparations at an early age and continuing through college completion. He talked about the goals for college students: file for financial aid on time by March 10th (FAFSA); complete 15 credits per semester (30 per year) to finish in four years; and make satisfactory academic progress (SAP), by maintaining the GPA.

Next, Mr. Bearce spoke about the resources. He mentioned the microsites for the campaign that Learn More Indiana refreshes every year. Mr. Bearce acknowledged Mr. Doug Lintner, who was a creator of the websites; and Ms. Amber Audrain, who helped manage the campaign. Mr. Bearce reminded the CHE members that the Commission is working with the National Center for College Costs, and the students could have an access to the College Costs Estimator. Learn More Indiana also provides free FAFSA help both on-line and in person.

Mr. Bearce talked about a Starter Guide, which is provided to every school and helps the students with planning, telling them about available resources. Mr. Bearce also mentioned posters that are being created every year for each campaign; they have a list of colleges on the back, which is very helpful for low-income first generation students, who have no information about colleges in Indiana. Mr. Bearce talked about Student Promo Cards that are provided for every student, and about the Student Success Guides that are available for the students and contain all information necessary for college readiness. Mr. Bearce also mentioned Educator Guides that are provided to school counselors.

Mr. Bearce told the CHE members about the contests for the students and schools. Students, who participate in poster and essay contests, can earn \$529 in a College 529 Savings Plan; and a school could earn \$1000 to support college-readiness programs.

Finally, Mr. Bearce talked about metrics. He brought to the CHE Members' attention some numbers from the last year. Responding to a question from Mr. Bland about the number of 21st Century Scholars eligible for financial aid, Mr. Bearce said that cohorts vary by class, from 10 to 20 thousand. Last year 73 percent of students in the program completed FAFSA; that is the highest score that's ever been achieved. This year the goal is 80 percent. To Ms. Whitehouse's question whether it is right for the parent to help fill out the FAFSA form, Mr. Bearce responded in the affirmative.

Continuing with the subject of metrics, Mr. Bearce said that the Commission looked at the metrics from a few different levels. He spoke about engagement metrics that include short term measures for students and schools, for community and for media. Mr. Bearce also mentioned the progress metrics, which show expected increase in College 529 Savings Plan contributions; increase in FAFSA completion rates; and increase in credit completion rates. The last metrics are success metrics, and these include long-term measures, like on-time completion; lowering average student debt and lowering the percent of students with debt.

Dr. Curtis praised Mr. Bearce and the Learn More team for their great work.

F. College Completion Report Release

Mr. Fisher said that the Commission continues to strive to present a more robust picture of completion and student success in Indiana. Working in partnership with each public postsecondary institution, the staff has collected completion data for both on-time and extended time degree completion in the state, resulting in the Commission's College Completion Report.

Ms. Sarah Ancel, Associate Commissioner for Policy and Legislation, presented this report. She said that this report was a great team work; and she thanked all her colleagues at the

Commission for contributing to this report. The full report can be found at the Commission’s website at <http://www.in.gov/che/3032.htm>

The purpose of this report is to look at student success in a more full and complete way than had been done in the past. The report presents data on the Completion Dashboard and Completion Gap for two- and four-year state colleges and universities on all campuses. The report stresses the importance of full-time enrollment. It also mentions changes in the financial aid policy.

Ms. Ancel mentioned a few key takeaways in the report: 1) Traditional graduation rates do not provide a complete picture of student success; 2) A substantial number of Hoosier college grads finish at a different college than where they started; 3) On-time college completion is the exception in Indiana with the majority of students taking longer than 4 years to graduate; 4) Full-time student success rates are significantly higher than part-time student success rates; and 5) Racial/ethnic achievement gaps in college completion rates are substantial on Indiana campuses, and larger than gaps related solely to family income level.

Mr. Bland thanked the team for their great job.

Ms. Lubbers said that the staff wanted to show this report to the CHE members one more time before it is published.

Mr. Peterson seconded Mr. Bland in thanking the team.

Mr. Murphy suggested getting a data about the level of preparation of students prior to getting to college. Ms. Ancel agreed that it should be done, since preparation is one of the key elements to on-time completion. She added that the Commission has a college readiness data, so it would be a good addition to this data.

Mr. Murphy added that there are various reports, but it is necessary to have a good strong root cause analysis. Ms. Lubbers made a comment that academic preparation is a huge portion of this, as would be affordability. She added that the Commission does not want the academic preparation in itself to justify low completion rates, but they are the part of the picture, and have to be considered.

G. 2014-2015 Frank O’Bannon Award

Mr. Fisher said that each year the Commission must adopt a “grid” of student financial amounts. Ms. Mary Jane Michalak made a detailed presentation about the “grid” during the Commission’s Working Session this morning, but will provide an overview before the Commission members vote this session.

Ms. Michalak gave a brief presentation of this item.

Mr. Murphy thanked Ms. Michalak and her team for a great job. Ms. Michalak acknowledged Ms. Rabia Jermoumi from the office of the Student Financial Aid for her great input and help with the report.

R-14-01.6 RESOLVED: That the Commission for Higher Education adopts the amounts as set in the attached “financial aid menu” document, which represent an increase of four percent (4%) over the 2013-2014 base award amounts for all awards with a nine percent (9%) differential between the “full-time award” and the “on-time award” (Motion – Murphy, second – Curtis, unanimously approved)

H. Indiana College Cost Estimator License Agreement

Mr. Fisher presented this item.

R-14-01.7 RESOLVED: That the Commission for Higher Education approves a license agreement with the National Center for College Costs to support the ongoing operation of the Indiana College Costs Estimator service (Motion – Bland, second – Costas, unanimously approved)

IV. INFORMATION ITEMS

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

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

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

Jud Fisher, Chair

Dan Peterson, Secretary