

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, May 8, 2014**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at University of Southern Indiana, University Center West, 8600 University Blvd., Evansville, IN 47712, with Chair Jud Fisher presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Gerry Bepko (via conference call), Dennis Bland, Jud Fisher, Allan Hubbard, Chris Murphy, John Popp, and Caren Whitehouse.

*Members Absent:* Jon Costas, Jason Curtis, Susana Duarte De Suarez, Dan Peterson, Hannah Rozow, Mike Smith.

**CHAIR'S REPORT**

Mr. Fisher invited President Linda Bennett, University of Southern Indiana (USI) to give some welcoming remarks. Dr. Bennett spoke about the University's new logo that has replaced the old one that the University had had since 1985. Dr. Bennett mentioned some new construction at the campus. She welcomed members of the Commission to the campus.

Dr. Bennett invited The Honorable Lloyd Winnecke, 34<sup>th</sup> mayor of Evansville, to give some remarks. Mr. Winnecke thanked the Commission for its support in releasing \$2,000,000 for building the new Medical Education Facility that will be constructed in downtown Evansville. Mr. Winnecke said that this would be a unique opportunity for a partnership between University of Southern Indiana, University of Evansville, Ivy Tech Community College Southwest and Indiana University. Approximately 1800 – 2000 students are expected at the facility on the opening day; this will be a big part of the downtown revitalization program.

On behalf of the Commission, Mr. Fisher thanked President Bennett for hosting a reception at the University Home last night and the meeting today.

Mr. Fisher highlighted some of the Commission's most recent events. He spoke about the Student Leadership Conference, hosted by the Student Commission member Hannah Rozow on Friday, March 28<sup>th</sup>. Student leaders from around the state were discussing the importance of on-time completion and affordability of higher education. The feedback from the conference led to the creation of the Inter-Campus Student Completion Council.

Mr. Fisher talked about the Commission's annual H. Kent Weldon Conference for Higher Education on Thursday, April 10<sup>th</sup>, in Indianapolis, which was focusing on *The Value Proposition: Making Higher Education Matter...More*. The event was attended by over 130 higher education partners, including faculty, students, university representatives and policymakers. The keynote featured three speakers, who discussed the Gallup-Purdue Index, and how this new model for measuring value in postsecondary graduates will impact the future of higher education.

Mr. Fisher mentioned that throughout last year's public square discussions, the Commission wrestled with the illusiveness of a thorough benchmark measure of quality, but this new index shows a great deal of promise in this regard. During the afternoon session of the Conference, the Lt. Governor of Indiana Sue Ellspermann shared her thoughts on leadership in higher education, articulating the focus on outcomes in higher education that extend beyond the graduation. Mr. Fisher thanked the speakers, event organizers and

attendees for making this event a success and challenging the Commission to think differently about value in higher education.

Mr. Fisher announced that some unusual circumstances made several Commission members unable to attend today's meeting, which caused the lack of quorum. Mr. Fisher apologized to the institutions for this situation. He assured the attendees that the meeting will go on as scheduled, and the Commission will hear all the projects included in the Agenda. Mr. Fisher added that at a later date the Commission will have a special meeting, at which time the Commission members will take a vote on the decision items.

Mr. Fisher also recognized the ASAP Program in Ivy Tech Community College, which was conceived by the Commissioner Mr. Mike Smith. This program is being offered in four locations now and is expanding to fourteen locations. Students enrolled in this intensive program graduate within one year with an Associate Degree. Persistence in graduation rate is 86 percent, and the program has tremendous potential. Mr. Fisher added that Fisher's Foundation together with Gene Glick Foundation helped to bring this program to Ivy Tech Muncie. Mr. Fisher thanked Mr. Smith for his idea of this program. Mr. Fisher also thanked Mr. Smith and Lumina Foundation for their help with the program funding.

### COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, began her report by saying that on Tuesday, President of Purdue University Mitch Daniels joined Gallup CEO Jim Clifton and Lumina President Jamie Merisotis to release the initial results from the Gallup-Purdue Index. The goal of this survey was to interview 30,000 graduates about the value of their college experience in their lives – translating to both success in work and well-being in life. Some of the initial responses included the following:

- The type of school the graduates attended – public or private, small or large, very selective or less selective – was insignificant related to workplace engagement or well-being.
- Support and experiences in college, including relationships with faculty who care, were more important than college choice.
- Debt contributes to lower levels of satisfaction with the college experience.

The majority of those participated in the initial survey were graduates who held a bachelor's degree, but Gallup is committed to including more students with associate degrees and certificates in future surveys.

Ms. Lubbers said that Lumina's 2014 *A Stronger Nation* report was released in April. It shows that the percentage of Hoosiers with at least an associate degree is trending up – an increase of .6 percent to 34.4 percent from 33.8 percent. National increase was .7 percent. Indiana's ranking is 41<sup>st</sup> in the nation. Only Boone, Monroe and Hamilton Counties have attainment levels in excess of 50 percent. Staff members are considering the multiple ways to get to the 60 percent goal, including the addition of certificates and workforce credentials, increasing completion rates at all campuses, and understanding that a disproportionate number of the graduates will come from the community college and regional campuses. In addition, the focus is on the 737,000 Hoosiers, who have some college but no degree.

Ms. Lubbers highlighted two promising programs. With the new credit requirements for students receiving financial aid and the 30 credit hour requirement for 21<sup>st</sup> Century Scholars, it is known that some students will fall short. Indiana State University is offering free summer tuition and a housing discount for Scholars, who are short of meeting the credit requirement. Another promising idea, continued Ms. Lubbers, has been brought forth by Indiana University Purdue University at Fort Wayne (IPFW). Understanding that there are 737,000 adults, who have some college but no degree, IPFW announced plans to give half-price tuition to students, who return after stopping out with 60 credits or more.

Finally, Ms. Lubbers told the Commission members that multi-year Productivity Grant from Lumina has just come to a close with a capstone event last week. Indiana was highlighted as a leading state because of its efforts to refine and sustain the state's performance funding formula and also for its efforts to advocate for business and academic efficiencies. While the grant has concluded, the work continues for multiple fronts.

**CONSIDERATION OF THE MINUTES OF THE MARCH, 2014 COMMISSION MEETING** (vote is taken during the special meeting on May 19<sup>th</sup>, 2014)

**R-14-03.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the March, 2014 regular meeting (Motion – Rozow, second – Smith, unanimously approved)

**II. DISCUSSION ITEM: The Public Square**

**A. Balancing Work, Family and School**

In his introductory comments, Mr. Fisher reminded the Commission members that over the past few months, the Commission has explored some new frontiers in higher education under the broad heading of “creative solutions for non-traditional students.” The Commission will shift the topic of conversation to “overcoming hurdles to completion” with a Public Square focused on balancing work, family and school.

Mr. Fisher said that to begin this session, staff has selected some videos capturing the voices of students sharing challenges of balancing their commitments to work, family and school, and how these hurdles impact completion. The videos can be viewed via YouTube:

- [Going Back to School As An Adult Student \(Non-Traditional\)](#)
- [In My Words: Being a Non-Traditional Student](#)

After the videos, Mr. Fisher introduced three panelists, who were joining the Commission meeting: Ms. Jessica Fraser, Program Manager for the Indiana Institute for Working Families; Ms. Cheryl Orr Dixon, Senior Vice President for Complete College America, and Mr. Bradley Rhorer, Associate Development Manager with Subaru of Indiana Automotive, Inc.

Mr. Fisher explained that each panelist will be asked a few questions. First, he asked Ms. Fraser, whether the time commitment is one of the biggest impediments for working adults if they want to go back to school, especially full-time. Ms. Fraser responded that adults are more likely to have job and family commitments that are competing with their commitment to the higher education.

Ms. Fraser said that an analysis of the 2012 census data of the working students attending college showed that nearly 40 percent of adult, non-traditional students over 25 years old were working more than 30 hours a week. The data shows that 32.8 of women with children who were going to college also were working more than 30 hours a week; 90,000 women, who have children at home and no postsecondary education also were working; 46 percent of them are low-income, and 33 percent of those have children younger than six years of age. This shows a big demand for child care, and creates challenges for these women face trying to make a commitment to higher education.

Addressing Mr. Rhorer, Mr. Fisher noted that Subaru’s work in supporting its employees going back to school is commendable. Mr. Fisher asked what flexibilities the company gives the employees to enable them to fulfill their educational needs. Mr. Rhorer responded that Subaru has been working with Purdue University since 1996, and one of Purdue’s Statewide School of Technology campuses is located on Subaru’s grounds. Mr. Rhorer said that Subaru works with PU to adjust schedule, to make sure that classes start at the convenient time, so that employees could walk across the campus to the training center and take a class before or after work.

Mr. Rhorer also mentioned flexible schedule to enable employees to attend classes only once a week, doing everything in one setting. Even if a student needs to leave the country on a business trip, he can still attend his classes and contact his professors via e-mail. Currently, the campus has 200 students; the goal is to have 600 by 2016. Total number of employees at Subaru is 4000. In response to Mr. Popp's question whether there is a limited number of courses, Mr. Rhorer responded that there is a wide variety of courses, and it is possible to earn a Master's degree on Subaru's campus.

Mr. Rhorer explained that Subaru is trying to accommodate students who are already enrolled, to make sure they stay on track. They also have beginners' classes, to attract more people to come to class. Mr. Rhorer added that some other companies (Caterpillar in Wabash) are using the same campus for their employees.

Mr. Rhorer said that Subaru has been negotiating with Purdue and several other universities to defer the tuition program. Some non-traditional students can't afford to pay \$600-700 upfront to take a class; so the university would send Subaru an invoice, and if the student gets a C or better, the company pays this invoice. Subaru has a program of tuition reimbursement for a minimum of \$4,000 a year or more, depending on the student's level in the organization.

In response to Mr. Hubbard's question whether Mr. Rhorer could give an example of a student, who, after getting a degree through this program, was able to move up in the organization, Mr. Rhorer said he was such a student. He started in the company in 1992, right out of high school; was working on the production line for seven years; was the first one who started taking classes in 1996. When he received his degree, Mr. Rhorer moved up a few ranks, and now he is the HR manager over the salaried and hourly employees (over 4000 people). Mr. Rhorer explained that an employee can start with one year certificate, then go on to a two-year degree, and further on.

Responding to Mr. Hubbard's question regarding the kinds of certificates being offered through this program, Mr. Rhorer said they were certificates in Organizational Management and Supervision. Twenty seven credit hours of this Certificate could be counted toward the Associate or Bachelor's degree.

Mr. Fisher asked Ms. Orr Dixon whether the subjects being discussed at the meeting were consistent with what she hears from students and employers across the country. Mr. Fisher also asked whether there are other challenges that have not yet been addressed. Ms. Orr Dixon responded that these subjects were definitely universal. She said that she represents the national view on this issue, which has to do with time, money, academic and mental preparation, and balance. Seventy percent of students across the country meet the definition "non-traditional" students, but those who are working, balancing family and other responsibilities, and not living on campus, are becoming more and more traditional students.

Ms. Orr Dixon said that this is a critical issue to address in terms of the structure and of the ways to serve these students. Seventy percent of the working students have several jobs to be able to attend school, which makes the complexities of their daily responsibilities even greater. Ms. Orr Dixon pointed out that 40 percent of the students across the country are attending part-time, and only eight percent over eight years finish the college. In other words, part time students almost never finish; so practices on campuses that enable and encourage students to take more credit hours are very important.

Mr. Fisher asked each panelist, if they could get one wish of something that a college could do to make it easier for the non-traditional students, what that wish would be and why.

Ms. Orr Dixon said that it would be more predictability in scheduling, and a clear path. She said that Complete College America (CCA) uses the words like "structured scheduled" or "block schedules", and sometimes the institutions do not know how they can change a

schedule. The predictability in scheduling really works; and if the Community College would make these changes available for two years for its students, it would make a big difference.

Mr. Rhorer said that he would like to see deferred tuition to be spread over to other schools. If more universities offer a deferred tuition program for employers, who would provide the tuition reimbursement to their employees, there would be many more students taking classes.

Ms. Fraser added from the state level perspective that child care is one of the most challenging barriers that low-income families are facing. Ms. Fraser said that it would be most helpful if some state and federal funds could be used for education and training. She noted that at the Career Council there have been discussions about braiding the funding streams together, so that they could be used for child care, transportation, and some other challenges that low-income families face daily.

In response to Mr. Hubbard's question whether Subaru has the problem with part-time students never completing college, Mr. Rhorer said they did not have this problem. He explained that as soon as the student starts studying, he builds strong relationship with the others in the classroom, and finds studying easier than he expected. The students know that they must complete their degree in order to get promotions; they get invested into the program and work together. Every semester the students go abroad for a week or two to communicate with different students; and Subaru reimburses that expense.

Ms. Whitehouse recalled that when she was studying part-time, the support from other students was very helpful. She commended Subaru's model. Ms. Orr Dixon echoed Ms. Whitehouse's comments about the importance of the cohort's and the family support. It is also important to see the goal and do whatever it takes to reach it.

Mr. Fisher said that Complete College America (CCA) has been promoting a set of strategies called Guided Pathways to Success, or GPS, that provide structure and support for students to complete faster, with greater success rates. Mr. Fisher asked Ms. Orr Dixon to talk about these strategies and explain how they address the challenges faced by non-traditional students.

Ms. Orr Dixon said that at CCA they look at what the states and institutions can do around completion. CCA called them "the Game Changers", and in the brochure that Ms. Orr brought with her there are five of them. One is Guided Pathways to Success, or GPS. It is hard for a 17-18-year old student, or even an adult student, to figure out what classes are needed to complete a degree. CCA is thinking about a program where the students do not have to choose from a wide variety of classes.

Ms. Orr Dixon pointed out that GPS is different from Degree Maps, which Indiana has done. Students need a guidance to make the right choices. There are no guarantees from a Degree Map that the courses are available for the students when they need them. GPS is really about whole programs, guaranteed courses, milestones, triggers for early alerts. Within this is a concept called "block scheduling" or "structured scheduling." Ms. Orr Dixon explained that CCA is working across the country with eight states, including Indiana, who are committed to move forward with the GPS.

Ms. Orr Dixon talked about having received funding from Lumina for an opportunity for three states that were ready for GPS, and CCA chose Tennessee, Georgia and Indiana. Indiana was chosen because of all the work that has been done on campuses on Commission's level to create environment, making completion a priority. This is a three-year opportunity to provide support, technical and peer assistance, learning across these three states, problem-solving, bringing the experts. Ms. Orr Dixon mentioned that Indiana is the only state that has a coordinating board, as well as strong teams and the right leadership. It may be necessary to make some changes in order to take the GPS concept at a scale, which means the majority of

campuses and the majority of students; so this is a learning opportunity, with the commitment from the campuses.

Next, Mr. Fisher asked Ms. Fraser and Mr. Rhorer about their reaction to these strategies. Ms. Fraser responded that they are encouraged by the GPS, particularly where it focuses on a problem of excessive credits. When the Bachelor full-time student might take 1.15 times the amount of credits they need, and an Associate full-time student might take 1.5 times, the Certificate student takes 2.6 times more credit than he needs. The students do not know how to navigate all the options, so the GPS will be extremely helpful. Ms. Fraser expressed a concern about the support for the part-time students. She said that 47 percent of Hoosier Adults between the ages of 25 and 64 have no postsecondary education, and they still should have the part-time option.

Ms. Orr Dixon assured Ms. Fraser that the students will still have this option. The student may start part-time, but flexibility, structure and stability will help the results. CCA is trying to change the systems and structures to enable more students to go to school full-time, or take more intense credits. It is important to change the dynamics, and shorten the time in college.

Mr. Rhorer agreed that coming up with the pathways that keep students more focused is great. He added that it is also important to talk to the employer, who has to know the needs of the non-traditional students to guide them to the right place.

Mr. Bland asked Ms. Orr Dixon to talk about some other programs used throughout the country that might be beneficial to Indiana. Ms. Orr Dixon talked about Georgia State University and Florida State University that have implemented these elements of GPS simultaneously, and are getting ahead very well, eliminating the human gaps. In area of block scheduling Ms. Orr Dixon recognized the Tennessee College of Applied Technology, who serve the same population Ivy Tech does, and their completion rates are 80-90 percent.

Mr. Fisher echoed an earlier comment from Ms. Whitehouse regarding the support from the other students in the same group. He also mentioned several child care programs for part-time students in this county.

On behalf of the Commission, Mr. Fisher thanked the panelists for their remarks and participation in this discussion. He said that Indiana public institutions have been invited to participate in a grant opportunity through Lumina and CCA to take strategies, such as proactive advising and block scheduling, to scale statewide.

### **III. BUSINESS ITEMS**

#### **A. Resolution to Improve the Access and Success of Working Adults**

Mr. Fisher said that as the panelists have clearly articulated the importance of accessibility of higher education for working adults and non-traditional students, the Commission now has the opportunity to adopt a resolution to improve the access and success of working adults.

##### **R-14-03.02**

**WHEREAS**, traditional students, who enter college directly from high school and live on campus represent only one in four of college students today;

**WHEREAS**, for Indiana to meet its 60 percent education attainment goal, even more working adults must return to higher education and successfully complete a degree;

**WHEREAS**, non-traditional students must balance family obligations with their higher education pursuits and often choose to attend part-time;

**WHEREAS**, part-time students are six times less likely to complete a bachelor's degree and 1.5 times less likely to complete an associate degree, even after allowing extra time;

**WHEREAS**, the Commission's regional campus policy revised the mission of regional, commuter campuses, stating that "the goal should be to enable as many students as possible, including those with work and family obligations, to complete a full-time course load and graduate on-time";

**WHEREAS**, Indiana colleges have created alternate calendars, block schedules and supplemental academic support that have dramatically increased success rates of adult students, but only within select programs or schools;

**NOW THEREFORE BE IT RESOLVED,**

- I. That the Commission will study the academic and financial needs of working adults pursuing higher education and publish recommendations for use of state and institutional resources in support of the success of this population by November 1, 2014.
- II. The Commission calls on Indiana employers to encourage and support their employees in their higher education pursuits.
- III. The Commission calls on Indiana colleges and universities, particularly those serving adult students, to implement success strategies for this population by May 9, 2014, taking these strategies to scale by 2016 (Motion – Peterson, second – Rozow, unanimously approved.) (Vote is taken during the special meeting on May 19<sup>th</sup>, 2014.)

Mr. Murphy said that his company gives tuition reimbursement and encourage their employees to get their degrees. He expressed concern that as an employer he does not always know what is expected of him in terms of helping employees. Ms. Lubbers agreed that the employers should know where to start. She added that this is an important work that continues through Indiana Career Council and regional work councils, where by regions employers, educators and community leaders are coming together to discuss these issues.

**B. 15 to Finish Preview**

Mr. Fisher said that the Commission staff has been working on a new campaign to encourage on-time college completion in Indiana by actively engaging students in taking 15 credit hours per semester. Mr. Fisher invited Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, to present a preview of Indiana's *15 to Finish* campaign.

Mr. Bearce started his presentation by explaining that only three in ten Hoosiers earn a four-year degree on time, and one in ten earn a two-year degree on time. Mr. Bearce said that an additional year of college can cost students more than \$50,000 in extra tuition, lost wages and related costs.

Mr. Bearce noted that students who take 30 or more credits per year are more likely to graduate, earn better grades and pay less for their degrees. Mr. Bearce added that the students get more financial aid from the state for completing 30 or more credits per year, and the 21<sup>st</sup> Century Scholars must complete 30 or more credits per year to earn full scholarship. Mr. Bearce mentioned the Commission's strategic plan *Reaching Higher, Achieving More*, which encourages students to take 30 credit hours per year, focus on degree maps, and get early and ongoing advising from the institutions.

Mr. Bearce spoke about the campaign goals, that include changing perception that 12 credits per semester is enough to graduate on time; encourage more purposeful course taking; and increase on-

time completion, which will reduce cost per degree. Mr. Bearce talked about the ways to reach these goals: importance of an early awareness for prospective college students; help for current students on campus; and public engagement through media and the county College Success Coalitions. Mr. Bearce mentioned public and private colleges, the Inter-Campus Student Completion Council and Indiana Academic Advisors Network, as well as Indiana State Financial Aid Association as the Commission's partners in achieving the goals.

Mr. Bearce talked about three metrics: engagement of participating campuses; increase in course taking to 30 or more credits per year; and increase in on-time completion rates. Mr. Bearce also spoke about the resources being offered to students to help them reach the goal. These include *15-to-Finish* Academies, hosted either on-campus or online by the institutions; sharing course-taking and completion data; and disseminating campaign resources that are being developed. Mr. Bearce mentioned the new website, [15toFinishIndiana.org](http://15toFinishIndiana.org), which offers helpful information about the campaign. Mr. Bearce also mentioned some promotional materials to be given to the students. Mr. Bearce showed a promotional video, saying that it is already on YouTube, and it might be also shown on television.

In response to Mr. Murphy's question on how the staff makes students listen, Mr. Bearce explained that the staff is working with the institutions and directly with students. They also have a contact with social media, and rely on them for helping the Commission. Institutions also have their own videos that give more specifics about taking 15 credit hours per semester.

In response to Mr. Hubbard's question whether there has been an attempt to change the minimum of credit hours from 12 to 15 hours for Pell Grant recipients, Ms. Lubbers responded in the affirmative. She said she had a chance to testify before the Congressional Committee, and talked about this to several members of the Indiana Congressional Committee. Ms. Lubbers added that there are four Indiana representatives on the National Education Committee, who are working on this issue.

### **C. Indiana University Degree Maps and iGPS System**

Mr. Fisher invited Dr. Becky Torstrick, Assistant Vice President for University Academic and Regional Campus Affairs, and Mr. Dennis Groth, Associate Vice Provost for Undergraduate Education, both from Indiana University, to talk about the IU's Degree Maps and the iGPS System.

Dr. Torstrick said that four years ago they began bringing all IU campuses together, to provide better guidance to students and help them succeed in their academic careers. Dr. Torstrick said that 40 percent of their students are first generation college students, who do not know how to navigate the system. Four years ago they reached out to their students to get their input on the kinds of information they would like to have.

Dr. Torstrick said they started with developing an Early Alert System, which allows the instructor, who sees that a student is in trouble with the class, to raise an alert as early as in the student's second year. The instructor identifies the issue with the student and makes a suggestion on what the student should do. Dr. Torstrick explained that this led to developing an Advising System, so that the advisors could track and watch the students in more purposeful way. After that, they have developed a number of other initiatives, like the financial literacy initiative, so that students could be aware of the cost of college, and as a result, last year the loan rates on IU campuses decreased by 11 percent.

All this led to IU's current initiative, iGPS – the Interactive Graduation Planning System. At this point, Dr. Torstrick asked Mr. Groth to talk about this initiative.

Mr. Groth talked about a Roadmap to Advising Systems and Applications. He said that it is not about computation, but about looking holistically at the entire system, how advising and record keeping work, and how students progress in the system. Mr. Groth said that part of their goal was not only to help students with their objectives, but make them aware of the opportunities on campus, and to force the students to have a plan to reach this objective. IU students always have a plan, and not only for



one or two courses, but to take them to completion. The student makes a choice, and iGPS will tell the student whether he is still on track to reach his goal. If the student chooses the class he does not need for graduation, the system lets him know. If the student changes his objective, he is told what he needs to change along the way.

Mr. Groth said that they have had the degree maps for many years, but now they have created a framework, so that they could leverage the information. Mr. Groth showed the Commission members a sample of a Degree Map. It is highly interactive, demonstrating to the students what classes he is supposed to take. The system interacts directly with infrastructure, so when the degree requirements change, the Degree Map changes automatically. Each Degree Map has a link to career planning, which is unique in each campus.

In response to Mr. Popp's question whether it is computer driven, or whether there are advisers, Mr. Groth responded that the information is entirely by computing; advisers have access to the information, to comment upon it and add suggestions, and it serves as a central focus of the discussions when they have personal communications with their advisers. This particular system is going to pre-prepare more of the advisor's time for the conversations. Mr. Groth, answering the question from Mr. Popp, said that there are 136 full-time professional advisers in Bloomington campus, one for every 250-300 students.

Responding to Mr. Murphy's question whether there is the same system of advising on all regional campuses, Dr. Torstrick said that the regional campuses vary; there are probably 55 professional advisers across five regional campuses. To make up for the difference, the regional campuses involve their faculty in advising the students. An advisor usually meets with the student once per semester.

Ms. Lubbers thanked both presenters for the information and for their work with the Commission.

#### **D. Academic Degree Programs – Full Discussion**

1. Doctor of Nursing Practice to be offered collaboratively by Purdue University West Lafayette, Purdue University Calumet and Indiana University-Purdue University Fort Wayne.

**R-14-03.3**      **RESOLVED:** That the Commission for Higher Education approves the Doctor of Nursing Practice to be offered collaboratively by Purdue University West Lafayette, Purdue University Calumet, and Indiana University-Purdue University Fort Wayne, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Whitehouse, second – Duarte De Suarez, unanimously approved). (Vote is taken during the special meeting on May 19<sup>th</sup>, 2014.)

Ms. Candiss Vibbert, Assistant Vice President for Engagement, Purdue University, introduced the item.

Dr. Ken Sauer, Senior Associate Commissioner and Chief Academic Officer, gave the staff recommendations.

Ms. Whitehouse, as a member of the Academic Affairs Committee, added that this program has been very thoroughly discussed by the Academic Affairs Committee, and she personally would support it.

Mr. Murphy expressed a concern that in the Agenda book there was no real data regarding the demand of the job market. Dr. Sauer responded that this program will help with teaching of undergraduate students. He said that in the Agenda book the staff tried to have the detailed program description, which explains the portions of the rationale for the program.

Dr. Jane Kirkpatrick, Head of Purdue University School of Nursing, Associate Dean, College of Health and Human Sciences, addressed Mr. Murphy's concern. She said that she serves as a Co-Chair on the Data Committee for Indiana Center for Nursing, which is a collaborative of practice partners (providers), as well as educators. This is where Indiana workforce data is generated. Dr. Kirkpatrick said that their data shows that shortfall of RNs projected for 2020 is about 17,000 nurses, if the production of nurses remains on the current level. It is based on ages of practicing nurses, who are approaching retirement.

Dr. Kirkpatrick explained that according to the research, the hospitals recommend that the nurses come with Baccalaureate degree and be certified in the general hospitalization. This is mostly associated with years of education that the nurse has, not the years of experience. Dr. Kirkpatrick said that with the change in the national health care system, almost a half of the nurses are going to be practicing in the community. The hospital jobs are being lost, partially because of the tendency to work with people at their homes as much as possible.

Dr. Kirkpatrick talked about a tremendous change in a long-term care. She pointed out the need for well-educated nurses to support Indiana's infrastructure and to bring business to Indiana. She said that part of the goal of the Doctor of Nursing Practice is to prepare the practicing nurses with skills to bring the best practices to the care environment in the efficient time frame.

Dr. Kirkpatrick noted that the Doctor of Nursing Practice graduates not only will be best practice nurses, but they will also have a command on the infinite change, on how to understand the finance and how the health system is governed. Dr. Kirkpatrick added that system learning is a large part of the Doctor of Nursing Practice, where the students are going through the improvement processes and are learning the new techniques. This is a new way of nursing; and it is important to think about how it is being infused in Indiana.

Mr. Murphy mentioned that the Commission still needs to have data or an explanation of a data as to what is real in terms of demand.

Dr. Sauer said that in the program proposal description there are two studies done in 2012. They both speak to the demand and the need for the advanced practice nurses. Dr. Sauer added that the staff should have selected some tables from these reports and included them with the program description.

Dr. Lee-Ellen Krikhorn, Professor and Chair of Nursing, PU, presented the data, pertaining to Indiana, from the report. The data was giving an overall health ranking of several cities in Indiana: Gary's health is 256 of 306, which is at the bottom of the fourth quartile for the United States; Fort Wayne's is 169, and Lafayette's is 193.6, both falling in the fourth quartile.

Dr. Krikhorn said that this data points to the need for developing a workforce with an access to care, improving systems of care and providing care to the citizens of Indiana. The Doctor of Nursing Practice graduates are uniquely equipped to address these needs. Dr. Krikhorn explained that on the date of submission of this proposal, the DWD has not provided PU with the data for the labor market demand for the Doctor of Nursing Practice graduates, but the economic need for the system-wide program is clear: Doctor of Nursing Practice graduates, including nurse practitioners, nurse specialists, and nurse executives may be employed in a variety of areas, including primary care, health care organizations, and schools.

Dr. Sauer said that he would work with the university to put together the tables and send them to the Commission members for review.

**E. Academic Degree Programs for Which Staff Proposes Expedited Action**

**R-14-03.4**      **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item:

- Bachelor of Liberal Studies to be offered by Indiana University Bloomington
- Technical Certificate and Certificate in Entrepreneurship to be offered by Ivy Tech Community College at all campuses (Motion – Peterson, second – Rozow, unanimously approved). Vote is taken during the special meeting on May 19<sup>th</sup>, 2014.

**F. Capital Projects for Which Staff Proposes Expedited Action**

**R-14-03.5**      **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-Purdue University Indianapolis: Indiana University School of Medicine Center for Drug Discovery – Wishard/Dunlap Building Lab Renovation - \$25,000,000
- Purdue University West Lafayette – Shreve Hall Academic Support Center - \$3,900,000 (Motion – Whitehouse, second – Smith, unanimously approved). Vote is taken during the special meeting on May 19<sup>th</sup>, 2014.

**G. Performance Funding Per-Unit Payments**

**R-14-03.6**      **RESOLVED:** That the Commission for Higher Education adopts the recommended per-unit performance funding payment. These recommendations were approved unanimously by the Budget and Productivity Committee (Motion – Smith, second – Rozow, unanimously approved). Vote is taken during the special meeting on May 19<sup>th</sup>, 2014.

**H. Procurement Policy**

**R-14-03.7**      **RESOLVED:** That the Commission for Higher Education adopts the updated procurement policy as it provides safeguards with regard to daily business practices. This updated policy was reviewed by the Budget and Productivity Committee (Motion – Smith, second – Duarte De Suarez, unanimously approved). Vote is taken during the special meeting on May 19<sup>th</sup>, 2014.

**I. Appeals Process for Student Financial Aid**

**R-14-03.8**      **RESOLVED:** That the Commission for Higher Education approves by consent the new appeals process for student financial aid programs (Motion – Duarte De Suarez, second – Whitehouse, unanimously approved). Vote is taken during the special meeting on May 19<sup>th</sup>, 2014.

**IV. INFORMATION ITEMS**

- A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action
- 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.

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Jud Fisher, Chair

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Dan Peterson, Secretary