

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, September 12, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University East (IUE), 2325 Chester Boulevard, Richmond, IN, with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jon Costas (via conference call), Jason Curtis, Susana Duarte De Suarez, Jud Fisher, Mark Holden (via conference call), Al Hubbard, Chris Murphy, Dan Peterson, John Popp, Hannah Rozow, and Mike Smith (via conference call.)

CHAIR'S REPORT

Mr. Fisher invited Dr. Kathryn Cruz-Uribe, Chancellor of IU East, to give welcoming remarks. Dr. Cruz said that she has been a Chancellor for only three months. As the university starts this new academic year, IU East has reported its highest enrollment, over 4,400 students. Dr. Cruz said that since 2007 their enrollment has almost doubled. She mentioned that the university changed their mission six years ago; the university doesn't offer associate degrees any longer, but they do offer baccalaureate and master's degrees. The clearest illustration to the change they have seen in their growth is that they have improved their retention and graduation rates. In 2013 they confirmed 547 bachelor degrees and 28 master's degrees. Dr. Cruz welcomed Commission members to the campus. Mr. Fisher thanked Dr. Cruz for her presentation during the breakfast briefing this morning.

Mr. Fisher welcomed Mr. Al Hubbard, the new Commission member. Mr. Hubbard was appointed in June 2013; he is a co-founder of E&A Industries, and has also served as a Deputy Chief of Staff for Vice President Dan Quayle; as an Executive Director of President's Council under George Bush, and as a Director of National Economic Council under George W. Bush.

Mr. Fisher mentioned two invitations the Commission members received for October. The first one is for a reception in Mr. Murphy's house on October 9th, a day before the next Commission meeting. The second invitation is for an installation ceremony for incoming IU South Bend Chancellor Terry Allison. The ceremony will take place also on October 9th, beginning at 3:00 p.m. Mr. Fisher encouraged Commission member to attend both events.

Mr. Fisher announced a new hire on the Commission's staff. Ms. Ali Curtis joins the Commission staff as Communications and Media Relations Manager. She has a Bachelor's degree in Public Relations, and Master's degree in Public Administration.

R-13-06.1 RESOLVED: That the Commission for Higher Education approves the hiring of Ms. Ali Curtis for the Commission for Higher Education (Motion – Rozow, second – Bepko, unanimously approved)

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, on behalf of the staff, extended her welcome to the new Commission member, Al Hubbard, who was appointed by the Governor to fill an at-large position for the Commission. Like the Commission's other new members, Al brings extensive business experience, as well as commitment to building a stronger state economy through education.

Ms. Lubbers also highlighted an initiative by the Commission's Vice Chair, Mr. Dennis Bland. Ms. Lubbers reminded the Commission members that Mr. Bland is the President of the Center for Leadership Development, an organization committed to preparing students, especially African-American students, for college and career achievement. After almost two years of effort, on October 14th the Center will be bringing together community leaders to learn more about the promising impact of the new initiative, called College Prep, for youth in Central Indiana, with a promise of preparing inspiring students towards success in college and in life. Ms. Lubbers thanked Mr. Bland for what the Center is doing.

Ms. Lubbers noted that the Commission's efforts to assist veterans in translating their service into college credit were highlighted at a Congressional Committee yesterday. Dr. Ken Sauer, Senior Associate Commissioner of Academic Affairs testified before the Subcommittee on Higher Education and Workforce Training, a committee that includes two members of Indiana's Congressional delegation: Representatives Susan Brooks and Luke Messer. Dr. Sauer was invited by Chairwoman Fox because of his work with a Multi-State Collaborative, which is comprised of seven states working together to better meet the needs of returning service members and their families. Dr. Sauer's testimony displays another important way the Commission is partnering with colleges and universities to recognize the changing needs of students and the states.

Ms. Lubbers brought the Commission members up to date with the outreach efforts to visit the College Success Counties. She reminded the Commission members that in the spring she traveled to eight counties; and the Commission is in the process of visiting another eight. Ms. Lubbers said that two of these visits were finished within the last two weeks: Shelby County last week and Monroe County earlier this week. The goal was to participate with the communities in promoting education and workforce success. Ms. Lubbers mentioned that Mr. Dan Peterson attended the last meeting, and she was grateful to him for this. Ms. Lubbers explained that the visits are to the counties that have a high concentration of 21st Century Scholars, and who show local and regional commitment to address education beyond high school. Ms. Lubbers said that she is very encouraged when she has a chance to go, and people are acting on the efforts that the Commission has underway for college completion. They feel the same sense of urgency that the Commission does, because everybody knows that their workforce depends on education beyond high school.

Ms. Lubbers reminded the Commission members about the new education entities that exist in the state, created by the legislature, including the Indiana Career Council and the Work Councils. Ms. Lubbers said that as a Commissioner, she is on the Career Council; the work councils are just being established throughout the state, and they are really beginning the work of identifying the state assets and the skills gap. The councils try to determine how to align economic efforts from pre-K, through higher education, and through workforce development. As a part of that, the Governor also announced last week the creation of a new Center for Education and Career Innovation. He did this by Executive Order, and it will serve as an umbrella entity for many of the education and workforce efforts in the state. Serving as a special assistant is Claire Fiddian-

Green, who is also Governor's liaison in higher education. Claire has already had a chance to partner with the Commission, and she will try to attend as many Commission meeting as she can.

CONSIDERATION OF THE MINUTES OF THE AUGUST 2013 COMMISSION MEETING

Mr. Bland noted that the correction should be made in two numbers on p.13 in the Capital Projects for Expedited Action.

R-13-06.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the August, 2013 regular meeting (Motion – Rozow, second – Duarte De Suarez, unanimously approved with corrections)

II. DISCUSSION ITEM: The Public Square

A. Assessment of Learning Outcomes: An Update on Emerging Practices

Mr. Fisher invited Dr. Sauer to start the discussion.

Dr. Sauer gave a brief overview of Indiana's participation in various projects over the past four years, mentioning the three-state Tuning Pilot, Degree Qualifications profile and Multi-State Collaborative to advance learning outcomes assessment.

Dr. Sauer said that the next phase of this activity is focused on assessment. Dr. Sauer mentioned that Indiana has a strong institutional foundation, campuses that have done some extraordinary work and individuals, who were nationally recognized.

Dr. Sauer introduced Dr. George D. Kuh, an Adjunct Professor of Education Policy, University of Illinois; Chancellor's Professor of Higher Education Emeritus, Indiana University Bloomington.

Dr. Kuh made a presentation on Assessment of Learning Outcomes: an Update on Emerging Practices.

First, he gave an overview of the National Institution on Learning Outcomes Assessment (NILOA) and the work they have been doing for the last five years. Dr. Kuh said that they are setting policy, encouraging what institutions ought to be doing. He mentioned that there are two fundamental and sometimes conflicting purposes for this work: one, which is most important, is getting the information that institutions can use to improve teaching and learning; and another is the specter of public accountability.

Dr. Kuh explained that the project NILOA was externally funded. The goal of the project was to help institutions use the resources that were at their disposal already, as well as to encourage them to develop new tools. One of their key goals was to build a website, and this has been very successful; thousands of people are using it now.

Dr. Kuh mentioned that the most important reason institutions are involved in assessment is the accreditors. If it was not for regional accreditors, institutions would not be focused on student learning outcomes today.

Dr. Kuh said that there is a variety of measures to compare institutional performance realistically and accurately. Some measures are direct, like ETS and CLA, and there are also lots of indirect measures: various surveys, questionnaires, etc., that NILOA calls “process indicators.” Institutions have plenty of good information about student performance, and they are more likely to put it on their website. Also, the institutions that are part of the VSA (Voluntary System of Accountability) can go to a website www.collegeportrait.org and find the selected information about certain kinds of institutional performance and behaviors. However, Dr. Kuh pointed out, people do not like to use the so-called templates to compare institutional performance because of the way these templates are designed.

Dr. Kuh mentioned that the private institutions have their own templates for institutional performance and student outcomes information, and this also applies to the institutions that cater primarily to adult learning. Community Colleges are now using the Voluntary Framework of Accountability. Dr. Kuh also mentioned the Transparency Framework that NILOA developed three years ago.

Dr. Kuh said that very few people on any given campus know what kind of information is available and how it can be used. IUPUI was one of the first in this area; it has had a very good institutional improvement of operation for almost 25 years. They make their information publicly available on their website. Dr. Kuh also mentioned the inventory, which can be found on the website for the Association for the Institutional Research, and includes everything that was available.

Dr. Kuh noted that ten years ago there were about 23 tools and instruments available, and now there are about 140, so this work has mushroomed over the last decade. The fundamental question for the institutions is to be sure that the right outcomes are being measured. Not any tool may be used to measure comprehensively and accurately the necessary kinds of outcomes and proficiencies. There is a pretty good national agreement on what is to be expected to have happen to students; these things evolve over time. There is considerable overlap in the kinds of outcomes that are required in the 21st century.

Dr. Kuh mentioned DQP (Degree Qualifications Profile) and other work in its field, which is returning the responsibility to the faculty and enabling them to do the work they are supposed to do. DQP lines up the five clusters of outcomes: integrated and applied learning; intellectual skills; civic learning; broad integrative knowledge, and specialized knowledge.

Dr. Kuh said that it is important to have a variety of tools, and maybe some different tools from those available now, to capture this wide range of abilities, proficiencies, and dispositions. Dr. Kuh explained that the focus now is more and more on what really counts, on meaningful evidence of student progress and accomplishment. There are a lot of other indicators and other places inside the institutions where it is possible to see whether students are making progress.

Dr. Kuh mentioned one of the movements that have been around for a long time, and it is using systematically designed rubrics. This is essentially a template describing the behavior of students and measuring their performance over time to see their progress. AAC&U has developed 15 different rubrics in different areas, like critical thinking, creative thinking, written communications – in other words, the things that an employer would consider very important. A lot of work is being done around the country by groups of faculty to design these kinds of scoring templates to measure students' performance.

In conclusion, Dr. Kuh said that it is necessary to bring together people from different positions to demand every institution to show evidence that all students meet established proficiencies in response to faculty-designed assignments, requiring students to show their ability to use and apply their learning to concrete situations on and off the campus.

Mr. Fisher said that the Commission's strategic plan calls for Indiana colleges and universities to adopt and implement nationally benchmarked assessment on student learning and publicly report learning gains between student enrollment and graduation rates by 2015. In response to Mr. Fisher's question what advice Mr. Kuh could give the Commission and colleges on how to implement this component of *Reaching Higher, Achieving More*, Dr. Kuh said that no single tool can capture how much student learns, and institutions are advised to have multiple measures, as well as different kinds of measures. Also, the institutions should have a plan detailing how they are going to or how they have used the data. Dr. Kuh added that Indiana is on the right track.

Responding to a question from Ms. Lubbers regarding the value added component and how it is possible to have a measure of comparability between institutions to actually know who is providing value, Dr. Kuh said that the issue with value added from a technical point of view is that most of the people who designed the standardized test really worry about trying to use this test to come up with an accurate measure of value added. The variation within any given institution is much greater than the average scores between institutions. Dr. Kuh added that it will be better to use some of authentic measures of student output; for example, pick up random samples of students' writing to see whether the quality of their writing has improved dramatically over time. But it is becoming increasingly important to the employers to see whether the students can use what they learn and what they know.

Mr. Hubbard made a comment that institutions do not want to be measured. There is no reason why this can't be done, and it is not that hard to do. In higher education, we are in the business of testing learning so we should be able to do this.

Dr. Kuh agreed with Mr. Hubbard that it is not hard; however, it is very difficult to do it well. Dr. Kuh said he would prefer that every student had some sort of culminating experience, which could demonstrate the outcomes and show some meaning in a field of practice. There are programs, added Dr. Kuh, like education, nursing, engineering, that are tightly connected to the field of practice, where there are outcome issues. But most institutions do not make it a condition for graduation.

In response to Mr. Hubbard's question whether anyone does it, Dr. Kuh gave an example of the American Public University System (APUS), which is the largest on-

line school with 85,000 students, half of whom are in the military. APUS requires every graduate to take the educational testing service field exam, whatever the major field is.

Dr. Kuh also said that, when it comes to measuring the universities, there is some worry about what the measures would show, and in part it is driven by how the measures would be used; but in part it is also due to the sense of confidence in the measure. Dr. Kuh said he believes some headway has been made, especially with administrators and with faculty in certain areas where they see how they can improve their teaching and learning.

In response to a question from Mr. Hubbard what recommendation Dr. Kuh could give to the Commission on how to make it happen, Dr. Kuh said that in his opinion the Commission has the groundwork for that, but the timeframe also has to be determined.

In response to Ms. Duarte De Suarez' question about why the learning outcomes and assessments are not a primary driver for the institutions, Dr. Kuh said that the quality of teaching and learning has affected public perception of quality per se. Many faculty members respond negatively to the standardized test, because it does not measure what they teach. But if they use the rubric to demonstrate that students have gained in their knowledge and their ability to use what they learn, this will help the teachers.

Dr. Bepko asked whether it is possible to consider an idea of having governments, both federal and state, allow the universities to spend all the money on the learning enterprising. Dr. Kuh responded that this will never happen; however, he agreed that the universities would be much better off if they were allowed to spent money on the core enterprise and could figure out how to measure the outcomes in a better way.

Mr. Fisher thanked Dr. Kuh for his presentation and discussion.

III. BUSINESS ITEMS.

A. Administrative Items – Full Discussion

1. Learn More Indiana's College GO! Week Campaign

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, gave a brief advance preview of the College GO! Week Campaign.

First, Mr. Bearce spoke about the campaign's alignment to *Reaching Higher, Achieving More*. He referenced strategic priorities to define what it means to be college-ready, communicate the expectations for college readiness, and provide some support in early advising and promote the degree maps. There are elements of these throughout all campaigns.

Mr. Bearce spoke about the goals of the campaigns. For the benefits of the new Commission members, Mr. Bearce explained that the College GO! Week Campaign is one of the three annual campaigns that provide information and resources for students from kindergarten all the way through high school,

college, and adults. Mr. Bearce said that though College Access and Success is important all year round, certain aspects are more relevant at one time than the other, so the staff is helping students and families understand exactly what they need to know and throughout the year.

Mr. Bearce mentioned three principles that are important across all three Campaigns: one, each has a clear specific focus in terms of planning, preparing and paying for college; two, the staff is talking about specific actions, so the policy ideas focus on specific practices that students and families can take; and finally, most important of all, is that these efforts are led at the local level within resources and support from the state level.

Mr. Bearce briefly highlighted the goals. One, the staff wants students as early as in K-8 to start thinking about their college and career options and understand what they really want to do. By state law, all students are required to have high school graduation plan, and many students do not even know whether they had one, so starting as early as in middle schools, the staff is asking the students to start thinking about their plans.

Two, continued Mr. Bearce, it is very specific for students, beginning in 9th grade, they must have graduation plan; by 10th grade they are asked to do a career interest assessment; by 11th grade they visit a college campus, and at 12th grade they submit a college application.

Mr. Bearce noted that starting this fall, the 21st Century Scholars will have to complete all these requirements in high school, on a grade by grade level. The principle here is what is required from students who are getting significant financial aid and support from the state, is not different from what should be expected from all students.

Mr. Bearce mentioned that the state is doing more to partner with colleges and universities for the specific support they can provide. Mr. Bearce also said that the staff is planning to increase talking with the students about 15 to Finish, which is increasing credit hours per semester in order to graduate sooner.

Mr. Bearce talked about a variety of resources for the campaigns; most of them are on a College GO! Week website, which is being updated every year. Mr. Bearce added that these micro-websites for these campaigns become very good sources of information for the students. Mr. Bearce also talked about various promotional materials given to students, as well as sponsoring contests that enable students to earn money in a college savings plan. Mr. Bearce explained that the staff creates all the campaign's materials in house, and got awards for some of these materials.

Mr. Bearce said that for every campaign the Commission has a donation from Indiana Education Savings Authorities to give awards to students who win in contests. Mr. Bearce mentioned other small incentive grants given to various schools. He also said that this year, with support from the Lumina Foundation, the Commission has a sponsorship with Indianapolis Colts, who are bringing a lot of promotional resources.

In conclusion, Mr. Bearce talked about metrics in tracking traditional marketing metrics regarding the number and percentage of students who complete recommended activities at each grade level. These measures are then correlated to long-term metrics related to the number/percent of students who complete college.

Ms. Lubbers brought the Commission members' attention to the materials used in the campaigns. She said they are truly extraordinarily and are being increasingly used in the schools, and every year they seem to get better and better. Ms. Lubbers asked Mr. Bearce to extend on behalf of the Commission her gratitude to Doug Lintner once more this year.

In response to Mr. Fisher's questions regarding getting these materials to the Community Centers, Mr. Bearce said that this is increasingly becoming one of the member benefits for the Commission's College Success Coalition, so there is an option to order these materials.

Ms. Duarte De Suarez congratulated Mr. Bearce and his team on the fantastic campaign. She added that she would like to see some of the *Reaching Higher, Achieving More* logos on the materials. Ms. Duarte De Suarez also suggested having some of these materials online, on Twitter, etc. She also said that it would be very helpful to have a color coded calendar of the timeline of these campaigns for the Commission members.

In response to Mr. Bland's questions about the ways to put a more concentrated focus on the communities that are not as inclined to take initiative and use the information, Mr. Bearce said that the staff asks each of our 21st Century Outreach coordinators to work with high-need schools in each of their regions to facilitate these efforts locally.

2. Guided Pathways to Student Success Study

Mr. Fisher said that last month the Commission received a briefing on a study done by Public Agenda on surrounding college advising including both student and advisor focus groups. Mr. Fisher invited Ms. Allison Kadlec, Public Agenda Senior Vice President, and Director of Public Engagement Program, to present the finalized report and talk about its implications for higher education policies.

Ms. Kadlec gave a brief description of the Public Agenda, which is a non-profit, non-partisan opinion research and stakeholder engagement organization. The mission of this organization is to help diversity leaders and the public make progress on complex divisive issues.

Ms. Kadlec said that the goal of their work is to help accelerate progress on difficult issues; help great ideas become real solutions; share problems; improve the quality of decision making; insure that is informed by as many perspectives as possible; and help leaders and institutions. Ms. Kadlec said that they conduct both quantitative and qualitative research of this kind; this report is a qualitative research study in context with broad national research they are doing right now.

Ms. Kadlec explained that the research summarized in this report was conducted in order to have professional advisors, faculty advisors and students talk about obstacles and opportunities of the creation of clear pathways for students. The study has two primary goals: to learn more what the stakeholders around institutions think about the obstacles that face students as they try to achieve a degree or credential; and second, to get a sense for their preliminary reactions to specific kinds of policy proposals aimed at creating clear pathways.

Ms. Kadlec talked about the two categories of policy proposals they explored: those aimed at helping students accelerate toward degree, and those aimed at preventing the accumulation of wasted credits. These will include proactive advising; a streamline choice architecture; degree maps; guaranteed courses; block scheduling; and structure cohorts. Ms. Kadlec said that they worked with eleven focus groups: current students, non-completers, faculty advisors and professional advisors from two- and four-year institutions across the state.

Ms. Kadlec said that most students experience the college as a maze, not a path, especially students who are the first in the family to attend college; who are working or have a family to take care of. Ms. Kadlec said that the growing research of behavior, economics and neuroscience shows that a human being can't respond very well to a wide array of choices. When people are faced with a large numbers of choices, they are more likely to avoid making choices at all, or they tend to resort to a rush decision making processes. As a result, people are more likely to regret the choices they have made, and thus to switch between choices rather than stick to the ones they have made.

Another problem, continued Ms. Kadlec, is that most of the college students do not have clear goals when they start the college. There is a movement among research and practices to create a more sensible choice architecture that empowers students to make decisions and stay on track for timely completion, even if they do not have clear goals about what they want to do.

Ms. Kadlec said that the first theme that came across in their conversations is that students initially select programs for which they are not well suited, and this causes them to change programs, which means lost money and confusion, and for many leads to a decision to stop-out of education altogether. Lack of goal clarity is a part of this. Students also reported that the contributing factor was inadequate advising and orientation, and the advisors also reported that they are simply overwhelmed by a huge number of students they have been asked to counsel.

Second theme, continued Ms. Kadlec, is that students make inappropriate course selections, which leads to frustration and undermines persistence. Students also mention difficulties scheduling the courses when they need them, and institutions struggle to provide support helping those students to persist. Students who choose their courses without help of advisor are especially likely to make poor selections.

Third theme was advisors who lack up-to-date information about the courses and can't provide effective guidance. Advisors mentioned poor communications between them and academic departments.

Fourth theme was problems with transfer courses. One of the biggest problems with lost time and wasted money are courses that people believed will transfer for full credit, but would transfer only as electives.

Ms. Kadlec mentioned that the students were much more likely to blame themselves for the problems they had experienced. It is important to realize that it is not just time and money that students lose, but their hope for making a better life through education. This is why, if education is a path to a better life, it is important to identify the places where decisions made at a level of institutional practice and state policy are impeding the ability of students to navigate. This does not mean that students should not be responsible for doing their part in navigating the system and getting the right information.

Ms. Kadlec also said that they presented the students and advisors with three policy options: proactive advising and informed choice; degree maps and guaranteed courses; and block schedules and structured cohorts. For the first option the students were asked what if there was a computer system that would monitor the classes the students are taking and grades they are getting; so if something is not right, the system would alert their advisor that the students need help. Most of the students thought it very helpful; they also said it would be great help with transferring credits. They also said this system should supplement, rather than substitute, the personal advising system.

As to degree maps and guaranteed courses, they asked the students what if they were required to pick up a broad major, and the entire degree pathway would be planned, semester by semester, all the way to graduation. As the students would progress in the broad major, they would gradually go to a narrower major, where all their chosen courses would be guaranteed to count toward their chosen degree. The college would guarantee that every required course would be available for students when they would need it; and they could still change the major, but they will be required first to meet with an academic advisor. Students who want to stay on path really liked this idea; especially those, who are funding their own education, liked the idea that they would not be wasting money. However, as the advisors said, the availability of courses at the time the students needed them could be very challenging.

As to block scheduling and structured cohorts, said Ms. Kadlec, they asked students what if their schedules were organized in blocks; for instance, they will be taking their classes from 8:00 a.m. to 12:00 p.m. or 1:00 to 5:00 p.m. five days a week, and this will be their schedule every semester all the way until their graduation. This proposal was the most controversial of all three policy proposals. Advisors said this would not work for students, who have very complex life, who work and have families. The students, especially non-completers and new traditional students, said this would be very helpful.

There were also concerns from advisors that this block schedules will undermine self-reliance and self-sufficiency that students in colleges are supposed to develop. There are also concerns about implementing block schedules, because though it sounds very easy for the students, it is very complicated for the institutions. Ms. Kadlec said that she was very impressed with the level of

thoughtfulness and engagement that the respondents and focus groups brought into this conversation. She pointed out that one of the great values of qualitative research is to understand the nature of people's concerns with policy proposals.

In conclusion, Ms. Kadlec said that they have heard a lot of great ideas from advisors and students, and they understand that creation of clear pathways for students is by virtue a systemic sort of undertaking. It could only be a result of a new forms of collaboration on many levels and new forms of data collection in use, or using the existing forms of data collection in new ways.

In response to a question from Ms. Duarte De Suarez about how long it took Austin Peay University before they made these implementations effective and could see and track the change, Ms. Kadlec said that there was a time period of five years when the new President and Provost came in. In a few years they turned the campus into a community of genuine collaboration, and about two years into this they started to develop and implement pieces of these programs. They started to see positive results in terms of remediation; in three years they had increase from 10 percent to 80 percent of success rate in passing credit bearing courses.

Ms. Lubbers cautioned that it is important to be very careful in limiting the choices, so that it would not sound to community college students that they will not have a choice of going to research institutions to explore various choices. Responding to a question from Ms. Lubbers how it is possible to facilitate what the students want to be successful, Ms. Kadlec said that students are very clear on the fact that they are confused by existing array of choices. There is a difference between the constraining choice and empowering choice. Ms. Kadlec agreed that it is important to be very careful about the language, but it is very useful to embrace the kind of research that leads people to better choices.

2. Release of 2013 Improving Teacher Quality Program Request for Proposals (RFP)

Ms. Sara Appel, Academic Programs Manager, Commission for Higher Education, presented this item.

Responding to a question from Mr. Popp whether this is mandatory and required by the federal government, Ms. Appel said it was not mandatory; DOE's "No Child Left Behind" Law said that special funds are to be set aside. Mr. Popp made a comment that the document has 36 pages, and a lot of material in the document does not have much to do with the project. He said he objects to the federal government being so intrusive into Indiana's local schools, which should be the state's responsibility.

Ms. Appel agreed with this comment, and said that at the annual meeting she was going to ask how many of the forms are necessary for the Commission to complete to assure that it was complying with the regulations and could continue to work with the program.

In response to Ms. Rozow's question whether there is any request for the outcomes, Ms. Appel responded in the affirmative, adding that the grantees

submit an annual report to prove that they do what they promised to do to help encourage learning of those participating in the program.

Responding to Ms. Rozow's question whether this information is available, Ms. Appel said that she has just received the first report back from the last rounds; but the Commission has lots of them. Ms. Appel said she wants to look at those reports and do a summary of what the students learned the first year.

Mr. Murphy said that this is a federally funded program delivered by the state, so since the Commission is asking institutions in the state to apply, to address issues in the state, this is being done for the state. Ms. Lubbers confirmed this, and added that the Commission also selects the schools.

R-13-06.3 **RESOLVED:** That the Commission for Higher Education authorizes staff to release the *2013 Application for Competitive Grants under Indiana's Improving Teacher Quality Partnership Program (Public Law 107-11-) CFDA 84.367A* and subsequently accepts proposals to be funded (Motion – Murphy, second – Rozow, two opposed, approved by the majority of votes)

B. Academic Degree Programs - Full Discussion

1. Master of Jurisprudence to be Offered by Indiana University at the Indiana University Purdue University Indianapolis Campus

Dr. Margie Ferguson, Assistant Vice President for Statewide Academic Relations, IUPUI, introduced this item.

Responding to a question from Mr. Popp whether this is a four year program, Dr. Anthony Page, Vice Dean and Professor of Law, Indiana University, said that this is intended as a one-year full-time program or two year part-time program.

Answering a question from Mr. Peterson regarding the expected number of enrollment, Dr. Page said that they are expecting eight students the first year, but over the next five years they expect the number to grow to about fifty.

Ms. Duarte De Suarez asked whether this program could be offered as a minor. Dr. Page responded that this is a possibility; however, this program is intended to meet demand primarily for people who are already working professionals and who have already gotten their undergraduate degrees in other areas. Dr. Page added that the cost is currently intended to be the same as a cost for a year of JD tuition, which is \$23,500.

Ms. Duarte De Suarez asked why this has to be Master's degree, if a graduate would not be able to practice law. Dr. Page explained that the idea here is that there are a lot of professionals who are working in various areas that intersect with the law, for example: law enforcement, compliance, labor and employment. For all these people a JD and a license to practice law are not necessary; however, these people could really benefit from some legal training.

In response to Ms. Duarte De Suarez' question whether there are any workforce statistics to back up this information, Dr. Sauer responded in negative, explaining that there are no comparable programs like that in Indiana. Dr. Ferguson added that there are twenty programs like this in the country; many people would like to study law, but not practice it, and yet they are getting JD, which they do not need.

Mr. Popp said he thinks this is a good idea, especially for those who work in human resources or in health care and have to deal with legal documents on regular basis.

Answering a question from Mr. Holden whether the university came up with the idea of the program or whether it was need based, Dr. Deborah B. McGregor, Assistant Director of Legal Analysis, Research and Communication and Clinical Professor of Law, Indiana University, said there was information on the campus regarding the Ambry Law School's Program, and it sparked interest, because it was identifying the need that was being addressed in various law schools around the country. In spring of 2012 there were 14 other law schools that have similar types of programs, and last spring this number has risen to 21.

Mr. Holden gave reasons for his reluctance on the program: enrollment has dropped 20 percent in law school from 275 to 220; there is no published statistical information of the need; there are only eight percent of law schools in the country that have similar programs; there are no separately defined placement opportunities; and it looks like there is the excess capacity within the law school; therefore, this program helps to avoid downsizing.

Dr. Bepko made a comment on what types of people might enroll in this program. He spoke about his personal experience with several physicians at IU Medical School, some of whom had to go to law school because they wanted to know more about law, since it was greatly affecting their professional life.

Ms. Duarte De Suarez echoed Mr. Holden's comments, saying that she doubts that this degree would enhance the employability of law enforcement or human resources professionals. Dr. McGregor responded that there is a lot of statistics confirming the increased employability of people after receiving the Master's degree. Dr. McGregor spoke about Pittsburg Survey that was taken in 2010 of their Master's program, and 70 or 80 percent of the participants were saying that Master's degree helped them move to better positions in their present careers.

Mr. Murphy added that about 70 percent of the people hired in his company for the last ten years were in compliance or legal areas. He said it was hard to find people with experience, and familiar with the legal issues.

Responding to a question from Ms. Rozow whether they had any specific requests from employers for this program, Dr. Page said that they have had discussions with employers and with the professionals, and have had without exception received support from them.

In response to Ms. Rozow's question, Dr. McGregor explained the pathway of transferring from this program to JD, if the student in this program would later decide to become a practicing lawyer and stated that a student would need to

retake the courses if transitioning to a JD program, even though it would be the same course sequence as this degree, citing accreditation.

Dr. Page referred to an earlier comment from Ms. Duarte De Suarez and said that people working in human resources, who add to their skills, will be able to close the significant salary gap that exist at present.

Mr. Holden asked why the enrollment is down 20 percent, and why it is believed to be the norm down the road. Dr. Page agreed that the enrollment is down, and explained that it is largely related to the projected demand for fully-fledged lawyers over the next three to ten years. It is coupled with the cost of the three-year cost of a law degree, relative to a fewer employment opportunities available.

Mr. Holden said that in his opinion the declining market does not justify the investment of the state money in the new program. Dr. Bepko disagreed with Mr. Holden regarding declining of the market. He said in his opinion the market will be good for people with MJ degree, combined with professional expertise.

Dr. McGregor echoed Dr. Bepko's comment, adding that they see the increased interest in law, which is why they decided that the Master's is a good alternative to shift this focus.

Mr. Peterson echoed Mr. Murphy's comments, adding that this is potentially revealing the need. He spoke about his work in the medical technology field, which is extremely regulated, and even though certain positions may still require JD, the legal aspect can be provided in parts of law school, so the new program can be of a great value in a number of roles in our types of industries.

Dr. Sauer gave the staff recommendation.

R-13-06.4 RESOLVED: That the Commission for Higher Education approves the *Master of Jurisprudence* to be offered by the Indiana University at the Indiana University Purdue University Indianapolis Campus, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Murphy, second – Hubbard, one vote against, approved by the majority of votes)

C. Academic Degree Programs on Which Staff Propose Expedited Action

R-13-06.5 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 Arts in English to be offered by Indiana University Purdue University Indianapolis at its Columbus Campus
- Bachelor of Arts in Central Eurasian Studies to be offered by Indiana University Bloomington at Bloomington

- Master of Arts in Teaching in Mathematics to be offered at Indiana University East at Richmond (Motion – Hubbard, second – Duarte De Suarez, unanimously approved)

D. Capital Projects for Which Staff Proposes Expedited Action

R-13-06.6 RESOLVED: That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Vincennes University – Aviation Technology Center - \$6M
- Purdue University – Harrison Residence Hall Bathroom Renovation Phase III - \$4.8M
- Indiana University – Wells Library Learning Commons - \$4M
- Indiana University – Eigenmann Restroom Renovations Phase II - \$1.8M (Motion – Duarte De Suarez, second – Curtis, 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 3:45 P.M.

Jud Fisher, Chair

Dan Peterson, Secretary