

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, May 9, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Southeast, 4201 Grant Line Rd., New Albany, IN 47150, with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko (via conference call), Dennis Bland, Jon Costas, Susana Duarte De Suarez, Jud Fisher, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Dan Peterson, George Rehnquist, Hannah Rozow, Kent Scheller, and Mike Smith.

CHAIR'S REPORT

Ms. Moran-Townsend on behalf of the whole Commission expressed gratitude to Jason Dudich, Associate Commissioner and CFO, who had accepted a job as a Controller of the City of Indianapolis, and for whom this would be his last Commission meeting. Ms. Moran-Townsend said that Mr. Dudich had shown a tremendous amount of talent and skills in his work; he brought a lot of credibility to the process of budgeting, as well as addressing the Commission's issues of productivity. Mr. Dudich had also shown a great sense of responsibility and allegiance for the Commission by staying through the entire process of the legislature and not leaving until today, starting his new job on Monday. Commission has benefited from his service, and wants to show its great appreciation for everything he had done.

Ms. Moran-Townsend informed the Commission that she has appointed the Nominating Committee for the election of the officers; and, as it has been the Commission's custom, members of the Nominating Committee will be represented by a member of each class; so representing a class 2013 – Chris LaMothe, 2014 – Chris Murphy, 2015 – Jud Fisher, 2016 – Dan Peterson. The Nominating Committee will meet between this and June's meetings, and will come back with recommendations at the June meeting, on time for the officers' elections.

COMMISSIONER'S REPORT

Ms. Lubbers invited Dr. Sandra R. Patterson-Randles, Chancellor of Indiana University Southeast, to give welcoming remarks.

Dr. Patterson-Randles said that she is very proud of this campus, which in eleven years of her tenure has come a long way. They have had three consecutive years, 2009-2012, of enrollment increase, but more importantly, this year, previous and the year before that they had the highest graduating classes ever in history of this institution. They have increased their minority enrollment from 5 percent to 12.4 percent in recent years. Dr. Patterson-Randles congratulated the Commission for coming up with goals that will lead Indiana to a bright future and welcomed the Commission to the campus.

Ms. Teresa Lubbers, Commissioner, said that while the legislative session is over, the work is just beginning as the Commission takes on at least 15 new responsibilities assigned to it by the General Assembly. This reflects the increasing attention legislators are paying to issues related to higher education and student success. Many of these new laws also address the relationship between K-12, higher education, workforce development and economic development – for example, the establishment of the Indiana Career Council and regional Work Councils. Today’s meeting is focused on remediation and is also aligned with the legislative focus on earlier identification of those students who are not career or college ready.

Ms. Lubbers mentioned the release sent to the Commission members on the previous day. The press release highlighted yesterday’s event that recognized county leaders from the Commission’s College Success Coalitions. 26 of the 50 Coalitions that are operational were represented at the Statehouse event. Ms. Lubbers explained that these coalitions are part of a growing statewide network of local organizations working to increase the percentage of Hoosiers with education and training beyond high school. Collectively, these county coalitions have recruited more than 1400 member organizations and implemented almost 2,000 targeted activities designed to increase college access and completion. To earn the Indiana College Success County award, member organizations created a data-driven strategic plan. In recognition of their efforts, each of the 26 counties will receive a road sign proclaiming it an Indiana College Success County to be displayed prominently on a major road as people enter the county.

Ms. Lubbers told the Commission members that Indiana was selected as one of a dozen states invited last month to participate in a convening on competency based education. Held in Washington, D.C. and hosted by Lumina, The Gates Foundation, The Joyce Foundation and the Kresge Foundation, it highlighted innovative policy options for competency based education and ways to measure competency in ways other than the traditional credit hour. These efforts align with Indiana’s work on innovation and learning as included in *Reaching Higher, Achieving More*.

In conclusion, Ms. Lubbers acknowledged the extraordinary service that has been provided by Jason Dudich, the Commission’s Chief Financial Officer and Associate Commissioner. Jason’s talents have landed him a new position as Controller for the City of Indianapolis, where he previously worked as Deputy Controller. It is not surprising, said Ms. Lubbers, that Jason would be asked to take on this new responsibility. He finished the state budget process just in time to begin the city’s budget development, which he will begin on Monday. The Commission has been extremely fortunate to have Jason share with it a portion of his career. The Commission is stronger for his service and well positioned to move forward. Ms. Lubbers expressed her deep personal thanks and best wishes to Jason, adding that he will be missed.

Mr. Dudich thanked the Commission for allowing him a great opportunity to work for the Commission since 2010. He said it was a very exciting experience, and again thanked the Commission members and staff for all their support.

CONSIDERATION OF THE MINUTES OF THE MARCH 2013 COMMISSION MEETING

Ms. Rozow noted that Ms. Lubbers’ name was misspelled on page 5 of the Minutes.

R-13-03.1 RESOLVED: That the Commission for Higher Education hereby approves with correction the Minutes of the March, 2013 regular meeting (Motion – Fisher, second – LaMothe, unanimously approved)

II. Reports

A. College Readiness Reports

Dr. Molly Chamberlin, Associate Commissioner for Information and Research, presented the reports. She said that these reports will reflect a school year 2011-12. Dr. Chamberlin pointed out that for the first time this year the Commission was able to get some data from Department of Education, from the College Board, and the Advanced Placement information. Dr. Chamberlin added that she received some socio-economic status data on diploma types from DOE, as well as the information regarding graduation waivers. The Commission provided some additional disaggregations for the 21st Century Scholars. Also, for the first time this year it was possible to augment the Indiana public college data with the data received from the National Student Clearinghouse.

Dr. Chamberlin mentioned information regarding the remediation success, also provided in the reports. She spoke of the User Guide, which is posted along with the reports, and which will be helpful to the principals, superintendents and guidance counselors of high schools. Dr. Chamberlin said that the Commission received some good feedback from schools and from media regarding the reports.

In response to Mr. Bland's question regarding the ways of disseminating this data, Dr. Chamberlin said that it is posted on College Readiness link on the CHE website; and Learn More Indiana usually disseminates these reports. Ms. Lubbers added that these reports are provided to the schools, as well.

Mr. Bland suggested that the Commission take an opportunity to make this information widely known, in order to begin educating people as early as possible. Dr. Chamberlin agreed.

Ms. Lubbers said that this can be done with the Success Coalitions, to which Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, added that this is already being done. Teachers in the Coalition have a specific web page that has the data for the whole county, as well as for the school districts within that county.

Responding to Mr. Murphy's question about the possibility of following the data through the college, Dr. Chamberlin confirmed that the plan is to look into graduation rates in four years in order to provide this information back to the schools.

Mr. Smith made a comment on the importance of this data and its broad distribution. He also said that ISTEP scores should be seen as a pre-cursor to this data, to which Dr. Chamberlin responded that the Commission is partnering with American Institute for Research, a grantee for Midwest Regional Education Laboratory. They are doing a study on predictors of college readiness, using link data from DOE and CHE. They are also going back to match the eighth grade ISTEP scores, as well as some other K-12 data points, like attendance, Graduation Qualifying Exams/End of Course Assessment; and discipline information. They also look at APSAT/ACT results and at freshman/sophomore years in college, in an effort to find out whether it is possible to check on a seventh or eighth grader's being on track.

In response to Ms. Duarte De Suarez' question regarding tracking data on the waivers, Dr. Chamberlin confirmed that part of the college readiness study is going to look at students getting a waiver diploma and going into college.

Responding to a comment from Ms. Rozow that neither of the group is earning an average of 30 credit hours, Dr. Chamberlin explained that the reports include both part-time and full-time students. However, when the data was disaggregated and showed the full-time freshmen only, an average number of credit hours was 21-25. Dr. Chamberlin added that almost 40 percent of the students in graduating class of 2011-12 were bringing some kind of college credits with them.

In response to a request from Mr. Bland, Dr. Chamberlin assured him that it is possible to disaggregate by 21st Century Scholars, who graduate with waiver diplomas.

III. Discussion Items: The Public Square

A. Remediation Redesign

Ms. Moran-Townsend invited Ms. Lubbers to facilitate the panel.

Ms. Lubbers said that topic of remediation received considerable consideration during the legislative session; it exemplifies the need to use the information the Commission has to change the strategy in delivering education.

Ms. Lubbers introduced the panelists: Mr. Stan Jones, former Commissioner of Higher Education, current President, Complete College America; Mr. Thomas Snyder, President, Ivy Tech Community College; Ms. Jaclyn Down, Deputy Commissioner of Policy, Education and Training, Indiana Department of Workforce Development; and the Honorable Ed Clere, State Representative, House District 72.

Ms. Lubbers began the discussion by asking each panelist the same question, the answer to which should be a "Yes" or a "No". The question was: are more Indiana students in need of remediation than a decade ago? Mr. Jones and Mr. Snyder responded "No"; Ms. Dowd and Mr. Clere responded "Yes".

Ms. Lubbers said that remediation is a big stumbling block, especially for the first generation college going students. She asked Mr. Jones what he has learned in Complete College America (CCA) about the causes of the problems, and whether he has any suggestions on how to reverse this trend. Mr. Jones responded that one of the surprises in a data that CCA collected from 30 states is that high school students are as likely to need remediation as returning adults. At any community college in the country 60 percent of the new students will need remedial courses. Mr. Jones mentioned the report called "Remediation: Bridge to Nowhere", which will be released soon and will have related information.

Next, Ms. Lubbers asked Representative Clere why this year he sponsored the bill that deals with this issue and what he hoped to accomplish. Rep. Clere responded that there is growing consensus that remediation is a gigantic problem, and this is a legislative acknowledgement of this problem. It is an attempt to better align the use of resources and focus them where the remediation should be occurring.

Representative Clere said that almost 30 percent of high school graduates from both high schools in his district required remediation when they went to a state college or university. Rep. Clere added that graduates did not get from their high schools what they needed to be successful in college.

Ms. Lubbers said that Ivy Tech Community College is the largest provider of remediation in Indiana. She noted that Ivy Tech has been gaining a lot of national attention for its willingness to entertain a new delivery system. Ms. Lubbers asked Mr. Snyder about changes that are happening in Ivy Tech.

Mr. Snyder presented a series of slides regarding the subject of remediation. The reason for a change in remediation is that there has been increasing college going rate both in adults and young people, as well as in low-income adults. Mr. Snyder showed a chart with degree attainment rates among Indiana adults. He spoke about Lumina Gap, and presented a chart that showed that Indiana needs 633,000 new graduates, and only 332,000 complete college; thus, the gap is more than 300,000.

Mr. Snyder spoke about Ivy Tech's initiatives for remediation, among which are: gathering the data with "Achieving the Dream" and creating math pathways to help students with math remediation. 65 percent of Ivy Tech students this fall required two math remediation courses; 30 percent required writing remediation, and 29 percent – reading course remediation. Students who had passed certain tests, like PSAT, SAT, ACT, and Accuplacer were not required to take remediation courses. Mr. Snyder explained that within the last years Ivy Tech completely redesigned math, and now they have three required math courses. In conclusion, Mr. Snyder showed the core principles for a new approach for ensuring that all students are ready for college and can successfully complete college-level work.

Responding to a question from Ms. Moran-Townsend regarding the required math courses, Mr. Snyder said that for those students who came with their SAT scores, Ivy Tech is trying to develop college pathways that would help these students to find out what math course they need to take for certain programs.

In response to Mr. Smith' question about 633,000 of new graduates needed, Mr. Snyder explained that this is the number Lumina gives to the 48 states. Mr. Smith pointed out that this speaks of the need to bring the adult learners back into the system. Mr. Snyder confirmed that about a half of Ivy Tech's first-time students are adults.

Ms. Lubbers said that there are two sides of adult population: those, who go immediately to Community College, and those who enter through the adult basic education or workforce preparation. Ms. Lubbers asked Ms. Dowd to speak about the DWD's partnerships, providers around the state, relationship with Ivy Tech, and what DWD is doing to change the way adult basic education is being delivered to adult learners.

Ms. Dowd said that traditionally adult education exists within the K-12 system across the country or in community college systems. She explained that adult education was moved over to DWD to align basic education with workforce training. Now Indiana is one of the seven states that have adult education and labor in Workforce Development. Ms. Dowd said that performance funding urges providers to develop

accelerated curriculum to help students with professional training. Ms. Dowd explained that high schools are not the only providers and fiscal agents. DWD has set a consortium model, and they are partnering with postsecondary organizations, and economic achievers in commerce. Ms. Dowd said that adult students, who are getting their GED, can get their occupational training certification, as well. Ms. Dowd pointed out that one in six people who come to DWD do not have high school diploma or GED; one in three does not have any industry recognized credentials.

Ms. Dowd added that there are students who have high school diploma, but still need remediation, and DWD also provides it. These students need good counseling and assessment of their aptitudes, so that they could be placed both on the educational track and on the training for the career track. Ms. Dowd said that Ivy Tech works with DWD on the local level to open up the classrooms, and offer time and instructors; as well, as transitional counselors and financial aid advisors. Ms. Dowd explained that having a GED is no longer enough to get a good job. She added that 65 percent of their students will need not only academic credentials, but some occupational training skills to get a job.

Responding to a question from Mr. Smith regarding funding, Ms. Dowd explained that DWD just received \$9.5 million from the federal government; \$14 million from the state for the programs in adult education; and there is also the Work Indiana program, which is occupational training. Ms. Dowd added that the state legislature agreed to give DWD \$5 million each year for two years to put to this programming, and this will help DWD to have three times more students than they have today.

In response to Mr. Smith question regarding the number of participants in this program at present, Ms. Dowd said that last year they served 28,700 individuals; they have 17 percent increase in GED in previous year, and 44 percent increase in level gain in learning, which is \$1,112 per level gain. A level gain equals two grade levels at a traditional school.

Responding to Mr. Smith' request, Ms. Dowd explained that DWD has about 270 locations that deliver adult education curriculum across the state, as well as about 500 teachers, administrators and educators.. Part of the DWD's state and federal funding goes toward a professional development.

Ms. Dowd also talked about Work One. She said that one sub-system in Work-One is to deliver a number of resources and services to unemployed and underemployed. They also work with returning veterans. DWD is aligning the in-school – out-of-school JAG model with DWD's out-of-school model for dropout young adults. This year 47 percent of the individuals served in adult education were under the age of 24; 19 percent were 16-18 years old. This program is supported by federal funding, and received between \$49 and \$52 million.

In response from Ms. Duarte De Suarez about the delivery of education via web-based tools, Mr. Jones responded that a recent research report done by the Community College Research Center showed that distance education was a complete disaster for low-achieving students, because they need a school structure and teachers in classrooms. Even though distance education is important, the students have to be self-disciplined and know about the computers. Ms. Dowd added that students can

be helped to use distance learning. Mr. Snyder said that this is a very important tool, and Ivy Tech is trying to do a better job in preparing students to work on-line.

Responding to Mr. Murphy's question about a difference between the remediation of adults and high school graduates, Mr. Snyder said that 17-18 year olds are less likely to have a clear picture of their future, while an adult returning to school knows exactly what he wants to do. Mr. Snyder showed an article that says that college algebra is not for everybody, and pushing students into taking Algebra II at the eighth grade does not help them understand math in a broad way.

Mr. Jones echoed this remark by saying that there needs to be a more differentiated approach to serve the students. Some of these students are headed to a new program, and there will be math embedded in this program; others need to go to a transferrable academic program to a four-year college; and yet currently they take the same placement test and same remediation.

Mr. Murphy asked whether there should be programs for eighth or ninth graders to direct them in the area in which they can get more engaged. Mr. Snyder said that if there is no intention to educate everybody to be an engineer, the question is whether students are being relegated to underperforming in what they want to do. Mr. Snyder added that it is necessary to elevate career and technical education as invaluable way to middle class, and this has not been done in at least 20 years.

Mr. Jones pointed out that this calls for a different strategy, Guided Pathways to Success. The idea behind it is to have the clear pathways for students, where the courses are clearly outlined, the students get help in picking majors, and the programs are more descriptive. But one of the features, called meta-majors, is really helping students choose their major and being more broadly educated for the first semester.

Ms. Rozow asked about transferring math classes and the need of taking certain math courses for certain programs. Mr. Snyder responded that in Ivy Tech everybody is required to take Algebra II, and this is also required in some colleges. Mr. Jones added that if a student wants to transfer to Purdue University or Indiana University, they will need to have college algebra.

Mr. Bland said that it seems there is some missed earlier opportunity. He asked Ms. Dowd whether she sees a more fundamental opportunity to address this problem. Ms. Dowd talked about JAG, which is a dropout prevention program, and shows tremendous results. Ms. Dowd said that DWD has 88 percent graduation rate among the students who were likely to dropout. Ms. Dowd added that it is also important to identify these students early on, and that strong academic and counseling support is needed.

Dr. Scheller expressed his opinion on the need of remediation. One issue is that students are expected to remember math from high school, and it is unreasonable. Second issue is that there is an opinion that the students need to know more now than they needed some time ago, and this may not always be the case.

Mr. Jones responded that nationwide there is a failure of remediation on college level. A huge number of students, including high school students, have to take the

same course that they just took the previous year. Mr. Snyder added that now every parent starts to realize that the Math Core may not be the answer to everything.

Representative Clere said he has tried to elevate this issue and have a solution for it. He mentioned a major media story in “Indianapolis Star” back in January, the focus of which was taking financial aid away from the students; however, there has never been a desire to do this. This was an attempt to make sure that the resources are being used in the best way. Representative Clere added that there have to be broader ways of remediation and stability.

In response to Mr. Smith’s question on how adequately Indiana is investing or how far behind it might be on a per capita basis, Ms. Dowd said that if based on the dollar amount being spent on each student, Indiana is on a low side.

Mr. LaMothe expressed concern regarding accommodating the remediation needs in higher education system; whether it is building a world quality higher education system going forward. Mr. LaMothe also made an observation that the source of the problem is K-12 system and some significant issues in this system. He was worried that if they are not dealt with now, 20 or 30 years from now there will be a massive quality problem with a whole set of unintended consequences.

Mr. Jones said that every year ACT results show that only one third of our graduating seniors are college ready; and two thirds of the graduates who go to college are not. Mr. Jones pointed out that students are to be pushed to a much higher level, and they need to meet much higher standards. He added that another problem is that even if students are not ready, they are still going to come to college, and colleges are still going to take them.

Ms. Moran-Townsend thanked the panelists.

IV. DECISION ITEMS

Ms. Moran-Townsend read a Resolution to Redesign Remediation in Indiana.

A. Resolution to Redesign Remediation in Indiana

R-13-03.2 **WHEREAS**, nearly a third of recent Indiana high school graduates and more than two-thirds of the state’s community college require postsecondary remediation in English or mathematics;

WHEREAS, less than one in five Indiana college students in postsecondary remediation will graduate within six years;

WHEREAS, the annual cost of postsecondary remediation to Hoosier students and taxpayers is estimated to exceed \$35 million at Indiana’s community college alone;

WHEREAS, Indiana’s K-12 and higher education systems must strengthen efforts to reduce the number of high school graduates,

who require postsecondary remediation through increased academic preparation and early intervention;

WHEREAS, Indiana must promote instructional practices that reduce the time college students spend in remediation and accelerate their successful transition to college-level coursework;

WHEREAS, research has shown that many students identified as needing postsecondary remediation can succeed in credit-bearing, gateway college courses when given the opportunity and additional support;

WHEREAS, Indiana’s community college has shown promising success at delivering remediation through a co-requisite model that places students in college-level courses with supplemental support; and

WHEREAS, the Indiana Commission for Higher Education is committed to championing state policies and practices that increase college completion, productivity and academic quality,

NOW THEREFORE BE IT RESOLVED,

- I. Early Intervention:** The Commission endorses common college-readiness standards, assessments and supplemental instruction in high school as the optimal method of ensuring students are prepared to succeed in postsecondary education;
- II. College Remediation:** The Commission endorses the co-requisite model as a statewide best practice for postsecondary remediation and affirms Ivy Tech Community College’s goal of delivering 100 percent of its remedial coursework through the co-requisite model by 2014; and
- III. Comprehensive System:** The Commission is committed to developing a well-coordinated and aligned statewide remediation strategy by 2015 in partnership with the Indiana Department of Education and Indiana Department of Workforce Development that increases student success and education attainment (Motion – Murphy, second – Peterson, approved with editions by consensus).

Mr. Murphy suggested adding the word “preferred” to “optimal method” in resolution 1, to read “optimal and preferred method”.

Mr. LaMothe asked whether the phrase in number 3, that reads “well-coordinated and aligned statewide remediation strategy” should read “well-coordinated and aligned statewide education strategy”. Mr. Lubbers explained that in this case this wording can

be used. The Commission was specifically using the word “remediation”; even though the preferred way is in high school, the students will get their remediation in Community College System. Ms. Lubbers added that the Commission is talking about the strategy that will help directing the students to the places where they are most likely to be successful. Mr. LaMothe withdrew the suggestion, and expressed hope to discuss the issue of an aligned education system that solves these problems in the next decade.

B. Academic Degree Programs on Which Staff Proposes Expedited Actions

Dr. Ken Sauer presented this item.

R-13-03.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program(s), in accordance with the background discussion in this agenda item and the Program Description:

- *Bachelor of Science (B.S.) in Civil Engineering* to be offered by Purdue University North Central at Westville (Motion – Scheller, second – Fisher, unanimously approved)

C. Policy on Rates for Dual Credit Courses Taken in a High School Setting

Mr. Dudich presented this item.

R-13-03.4 **RESOLVED:** That the Commission for Higher Education approves the *Policy on Rates for Dual Credits Courses Taken in a High School Setting* (Motion – Smith, second – Rozow, unanimously approved).

D. Adoption of Non-Binding Tuition and Mandatory Fee Targets for 2013-14 and 2014-15.

Mr. Dudich presented this item.

R-13-03.5 **RESOLVED:** That the Commission for Higher Education adopts the recommendation of non-binding tuition and mandatory fee increase targets for each of Indiana’s public postsecondary institutions for 2013-14 and 2014-15, consistent with this agenda item (Motion – Smith, second – Rehnquist, one abstained, approved by the majority of votes)

E. Indiana-Kentucky Reciprocity Agreement

Ms. Sara Appel, Academic Programs Manager, presented this item.

R-13-03.6 **RESOLVED:** That the Commission for Higher Education approves the *Memorandum of Understanding between Indiana and Kentucky Regarding Tuition Reciprocity*, dated May 9, 2013 (Motion – Smith, second – Bland, unanimously approved.)

F. Program Participation Agreements Approval

Ms. Mary Jane Michalak, Associate Commissioner, Division of Student Financial Aid, presented this item.

R-13-03.7 **RESOLVED:** That the Commission approves the program participation agreements (PPA) for each school type (Motion – Smith, second – Duarte De Suarez, unanimously approved)

Mr. Smith expressed concern regarding the way some universities abuse the state financial aid policy and withhold financial aid that should be provided to the students along with the federal and state aid. Mr. Smith added that he would like to have some future discussion on the Commission's involvement with the institutional aid policies.

Ms. Lubbers responded that the Commission has the College Cost Estimator that shows all institutional aid and scholarships provided to the students. Mr. Smith said that it doesn't show how the financial aid is administered.

Ms. Michalak assured Mr. Smith that there will be an opportunity to make changes to the agreements, and the process will be modernized in the future. At present, there is no termination dates on these agreements, so some modifications will be made in the future. All institutions that currently provide financial aid to the students will be brought together on to the same level. Ms. Michalak also assured Mr. Smith that Independent Colleges of Indiana would be invited to the Commission's future meetings to have a discussion.

G. Adoption of Electronic Meeting Policy

Ms. Moran-Townsend asked for a motion to approve this item.

R-13-03.8 **RESOLVED:** That the Commission for Higher Education approves the *Electronic Meeting Policy for Commission Meetings*, dated May 9, 2013 (Motion – Murphy, second – Costas, unanimously approved)

H. Resource Development and Implementation Support for Indiana's 21st Century Scholars Program

Ms. Moran-Townsend asked for a motion to approve this item.

R-13-03.9 **RESOLVED:** That the Commission for Higher Education authorizes staff to contract for supplemental services to support the development and implementation of resources that equip 21st Century Scholars to meet new Scholar Success Programming requirements (Motion – Peterson, second – Rozow, 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

VI. NEW BUSINESS

Ms. Moran-Townsend welcomed Mr. Jon Costas back to the Commission.

Ms. Moran-Townsend introduced Ms. Melinda Merony, a new Administrative Assistant/Event Manager on the Commission, and Ms. Rachel Meyer, Student Financial Aid Advisor for the Division of Student Financial Aid.

Ms. Moran-Townsend asked for a motion to approve hiring these two new employees.

R-13-03.10 RESOLVED: That the Commission for Higher Education approves hiring Ms. Melinda Merony and Ms. Rachel Meyers (Motion – Smith, second – Murphy, unanimously approved)

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:25 P.M.

Marilyn Moran-Townsend, Chair

Chris LaMothe, Secretary