

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, March 12, 2015

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, Corporate College and Culinary Center, 2820 N Meridian Street, Indianapolis, IN 46208 with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, John Conant, Sarah Correll, Jon Costas, Jud Fisher, Lisa Hershman, Allan Hubbard, Chris LaMothe, Chris Murphy, Dan Peterson, John Popp and Caren Whitehouse.

Members Absent: Susana Duarte de Suarez

CHAIR'S REPORT

Chairman Bland began his remarks recognizing Ivy Tech Community College's President Tom Snyder with an expression of thanks for hosting the Commission meeting. He congratulated President Tom Snyder on hosting President Obama a few weeks ago. Mr. Bland continued his report by welcoming the newest Commission Member, John Conant, who will be serving as the faculty representative and is the Professor and Chair of the Department of Economics at Indiana State University. Dr. Conant also serves as the Director for the Center of Economic Education. Mr. Bland welcomed him to the Indiana Commission for Higher Education. Mr. Bland continued his Chair's Report by reflecting on the state of higher education and the wonderful address that was presented Monday, February 23, 2015 at the Statehouse. This address was an opportunity to bring together Indiana's advocates for higher education to reflect on Indiana's recent progress and work on our mutual goals and highlight the contribution of institutional and legislative departments to our state's successes and to articulate a path forward for the coming year. This year our Commissioner spoke eloquently about the need to demonstrate value in higher education and the promise that can be seen through Gallup/Purdue Index approach which looks beyond salary and placement rates to measure the lifelong success of alumni. The event, for those who were not there, was well attended and certainly challenged those of us in attendance to think differently about our work and examine the ways in which Indiana can be a leading state on the quest to measure college value. Mr. Bland also reminded everyone that next month, in lieu of a Commission meeting, you are strongly encouraged to attend the annual Kent Weldon Conference which will be held on April 12, 2015 at the Marriott North in Indianapolis at Keystone at the Crossing. If you've ever attended the Weldon Conference you know how wonderfully packed it is with information, how insightful it is. This will be an exciting opportunity, unlike past conferences, that will connect educators and employers in a very deliberate manner to build connections necessary to integrate career experience into academic degree programs. He said that he hoped to see everyone there and encouraged everyone to extend the invitation to those within professional and community networks that might benefit from attending.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating that if you have noticed recently an increase in media stories about the Commission for Higher Education, it is because of the addition of Stephanie Wilson to our staff. Having served in previous positions with the state – both at the Indiana House of Representatives and the Department of Education – and more recently with the City of Indianapolis, she has the skills and experience needed to take our communications efforts to a higher level, and we're delighted that she's

joined the team. Most recently, she was successful in placing multiple stories about our College Readiness Reports and the deadline for filing the Free Application for Federal Student Aid.

On March 4, we brought together members of the Indiana Completion Council for a discussion about a new Indiana College Value Index that would complement our Return on Investment Reports. Represented in the room were public and private college presidents, provosts and other administrative leaders. Sarah Ancel provided an overview of current value metrics, most related to the economic value of degrees to the individual and to the state. Jason Bearce posed five critical questions related to value and offered data points and data sources that would be useful in measuring value. Much of the conversation focused on how to build on the Gallup/Purdue Index to determine the satisfaction of a graduate's college experience. We have successfully negotiated with Gallup a discounted rate for Indiana schools that sign on to use the survey before July 30th of this year. We're also working to secure additional funding from USA Funds, with the hope that 50% of the cost of implementing a Gallup/Indiana type index would be subsidized. Ultimately, the goal is to provide a more complete picture of the value of college than can be determined by income alone. This will be part of our continuing work in the coming months.

Last week we hosted the Indiana Multi-State Collaborative on Military Credit Advisory Committee's first meeting. The group's purpose is to provide counsel to this initiative and compose a state plan that will maximize opportunities for servicemembers and veterans to complete postsecondary credentials at Indiana colleges. The plan will focus on five key areas, including: articulation of academic credit; data, technology and systems; licensure and certification; communication and outreach; and financial aid. These efforts will be implemented over the next three years through a generous grant from Lumina Foundation.

You will recall that last month I provided background information about Indiana University Purdue University Fort Wayne and President Daniels' letter regarding a "metropolitan university" status for the campus. Later in the month and at the invitation of the Ft. Wayne business community, I met with many of the key leaders who are engaged on the issue. This was a helpful way for me to learn more about their concerns and aspirations. It is our hope to continue this discussion with you in May. If any of you have information requests please let me know.

In an ongoing effort to increase our involvement with Indiana's Latino population, I was Susana's guest at the 2015 Indiana Latino Legislative Breakfast on February 17, 2015. As we consider ways to meet our 60% goal and close the achievement gap, it's critical that we increase the college-going rate of this demographic group – another reason why our 21st Century Scholars Program is so important.

Finally, in our continuing efforts to increase completion rates for low-income students and with the support of our College Access Challenge Grant, we notified 12 colleges this week that they would receive a portion of \$1.8 million in federal funding. Specifically, the money will fund the creation or expansion of programs that support students who receive state financial aid through either the 21st Century Scholars of Frank O'Bannon program. Each school was required to provide four key services, including: a first year transition to college program; proactive advising and mentoring; career interest assessments and internships; and financial literacy training. Nine public school campuses and three private colleges received funding.

CONSIDERATION OF THE MINUTES OF THE FEBRUARY, 2015 COMMISSION MEETING

R-15-03.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December, 2015 regular meeting (Motion – Correll, second – Fisher, unanimously approved)

II. PUBLIC SQUARE

A. Career Explorations and Preparation in College

Mr. Bland began the Public Square stating that as we work toward making greater connections between college and careers, we have the opportunity to hear from four panelists today who will share some information about their immersive learning programs and the

importance of educator/employer connections. He introduced the panel, Janet Boston, Executive Director of Indiana INTERNnet; Jennifer Blackmer, Director of Immersive Learning, Ball State University; Rajesh Bellani, Ed.D, Dean of Experiential Learning and Career Planning, Hubbard Center for Student Engagement, DePauw University; and Jason Blume, Executive Director, Innovation One, Trine University.

Ms. Boston stated that she will provide a brief history of Indiana INTERNnet, share some national statistics and studies supporting the value of internships to employers, students and colleges and universities, describe models of internships that we're seeing in the state and describe some of Indiana INTERNnet partners and resources.

Indiana INTERNnet began in 2001 after a research study conducted by the Indiana Chamber of Commerce showed that we were educating our students at our colleges and universities and they were leaving the state for jobs. It was an initiative by the University of Indianapolis, Indiana University Purdue University at Indianapolis (IUPUI) in conjunction with the Indianapolis Chamber of Commerce. In 2004, it was granted tax exemption and moved to the Indiana Chamber of Commerce with a focus on the greater statewide initiatives.

National statistics that enforce the value of internships include a 2014 report from the National Association of Colleges and Employers that showed employers made full-time offers to 64.8% of their interns in 2013. They found that the retention rates, once employed, is higher at one and five-year marks. The Gallup-Purdue University Index Report showcases the importance of internships to the engagement in post-collegiate employment. The Battelle study identified internships as a tool for developing our workforce. Rutgers did a five year study and found that graduates who had internships experienced annual salaries \$6,500 more than those who did not.

At the state level, the Indiana Career Council recently developed a strategic plan to elevate the importance of work-and-learn models and set a goal to existing employers to add 10,000 new work-and-learn experiences in the state to retain skilled talent in Indiana. Ms. Boston continued by talking about the Indiana Commission for Higher Education's Career Ready campaign. Funds from USAFunds helped to partner with Gallup-Purdue Index to have Indiana-specific survey results. She said Indiana INTERNnet is proud to have partnered with Indiana Commission for Higher Education to implement the EARN Indiana Program, a program matching funds to employers who hire interns who have been offered state financial aid.

She discussed the numerous models of the work-and-learn experiences, all with the goal of preparing our students for relevant careers and meeting employers' workforce needs. She said there is no comprehensive compilation of these models for metrics or the outcomes. Some models include education-employer partnerships, curriculum-based, employer driven, industry driven and national internship websites. Indiana INTERNnet is the only Indiana exclusive website and resource devoted to internships in Indiana.

She talked about how Indiana INTERNnet accomplishes their mission. She said they are basically a free internship-matching program linking individuals seeking internships, Indiana employers, Indiana high schools, colleges and universities. They do this through high-touch and high-tech services. High touch services include employer assistance, resource guides, career fairs, a hotline/feedback button on their website, annual IMPACT Awards that celebrate excellence in internships and, finally, community engagement. High tech services includes a comprehensive website she describes as similar to a match-making website except for internships.

Ms. Blackmer described her path as a student at the University of Evansville stating that when she was in high school, she was decidedly going to be an actor or astronomer and base that decision on what college would accept her first. She pointed out that as an artist, her interest

in science and technology never waned as anticipated but, instead, intensified. One of the opportunities that presented itself at Ball State University (BSU) was the Virginia B. Ball Center for Creative Inquiry (VBC) to which she applied in 2006 and was accepted on a fellowship. She worked with 15 students writing a play about genetic engineering in partnership with Indiana Repertoire Theatre. Many of the students were not artists yet got a professional experience creating art and presented in front of an audience. She saw the transformative effect that this experience had on the students and began seeking opportunities for immersive learning. In cooperation with the administration, they found a way to create this experience across campus and thus began the immersive learning initiative at BSU.

She is now serving on the Strategic Planning Committee at BSU. They are currently refreshing their strategic plan and one of the ideas that has come out of the discussion is the idea of a “Centennial Commitment”, BSU aspires to be the model of the most student-centered and community-engaged of the 21st century public research universities, transforming entrepreneurial learners into impactful leaders– committed to improving the quality of life for all. She is very interested in how this mission is going to impact the project-based, experiential learning on campus.

She discussed entrepreneurial learning at BSU based on a concept that comes from the author, John Seely Brown, as the point where thinking about ideas and interests meets making, meaning you can only talk about something for so long before you actually have to do it. She defined entrepreneurial learners as students who search for expressive voice, explore new ways to learn and serve and embrace learning as a continuous, life-long experience beyond the classroom. One of the ideas that has also emerged in this discussion is that this applies to faculty and educators as well in that they are committed to scaling up innovation and practice and giving over the position as “sage on the stage” and take the risk of stepping aside and letting students find the answers themselves. She said that is the context they are looking for with the entrepreneurial learning initiatives. She described these learners as ones that build their lives with the tools they learn in college, active rather than passive, interdisciplinary, self-assembled, learn through collaboration, digitally savvy, connected to the broader world and are interested in the relationships between process and product.

Some of the basic ideas they’ve experimented with in a basic context with the concept of immersive learning is how to move these notions into the fundamental curriculum so it is not restricted to a project, but something students will experience from the moment they set foot on campus. They took the three tiers of their core curriculum and are finding ways to integrate it into the concept of entrepreneurial learning. The first tier, Experience to Information to Knowledge, will cover the skills a student needs to work on these projects in the future and are the soft skills that employers want such as writing, collaboration, time-management, research, cross-cultural and global awareness, big-picture thinking and reasoning. The second tier, Knowledge to Judgement, includes skills such as analysis, storytelling, critical thinking and cultural/historical interpretation. The third tier, Judgement to Action, includes undergraduate research and field studies, internships, community engagement projects, showcases within the departments and finally, BSU’s hallmark, immersive learning. What will distinguish immersive learning as the notion of entrepreneurial learning is developed is that it combines the best aspects of classroom teaching with experiential learning.

Immersive learning is a project-based, outcome-focused experience where faculty and students collaborate with each other and a community partner to solve a real-world problem. Immersive learning started at the VBC in 1999 and the model BSU developed came from this 1999 experiment. The collaborative project seminars that feature a partnership with a community organization came from that model. What is unique about the VBC is that a faculty member wins a fellowship and reside at the VBC for an entire semester as the only thing they teach with the opportunity to recruit up to 15 students who receive 15 credit hours to work on that project. The challenge has been to take this very intense experience and scale

it across campus, but the hope is that the notion of entrepreneurial learning will help accomplish that goal.

She discussed three aspects that distinguish immersive learning. It is “real life” learning in that each project has a beginning, middle and end. Much like a corporation working together, that is how the model works at the university level so it solves a problem. It is important for the projects to be there because it raises the stakes, something essential for learning, in that you have to present your ideas in front of your community partner and changes the learning experience. The students are responsible for driving the knowledge and making the choices.

Immersive learning is collaborative in that students work in interdisciplinary groups to achieve goals, faculty work alongside the students and often don’t know the outcome and students, faculty and partners embrace risk, expect failure and nurture success. Community partners find themselves participating in the learning process and their needs overlap with student learning objectives. They provide post-project professional connections and additional high-impact experiences.

Raj Bellani stated that four years ago, DePauw University wanted to redesign the outcome of liberal arts education. They pulled different offices together to support students’ advisement and lifes’ purpose and cross-trained the staff to create life coaches for students as their faculty advisors and teachers. The Kathryn F. Hubbard Center for Student Engagement was then created. They looked at the scaffolding model and how they can add different experiences to create a life of direction, purpose and accomplishment which comes about by scaffolding what they are doing in the classroom with an internship, study abroad experience or award or national fellowship.

DePauw has good metrics, about 92-93% of their student body upon their graduation is doing something of great value for their job, graduate school, professional school or national scholarship and is ranked in the top five in the country for Fulbright scholars for small schools. They are leveraging these strengths to life coaches and help students develop their goals from the first year. Part of that is developing a four year plan for students and get them started in the summer before they come to campus so they are reflective thinkers. Students come up with ideas that change daily, which is fine because they want them to grow, think and get inspired by liberal arts and understand that one’s major does not equal one’s future but is a way to develop skills to leverage them for their passions.

In the four year plan, the first year includes alumni engagement and mentoring programs starting from the second day of orientation. They move on to basic skill development of resume writing and how to secure the internship or professional interview. Sophomore year all students are brought together at the Sophomore Institute. They are told that half of their academic career is over, an important scare tactic to get them to start thinking about the first summer internship. DePauw has a fund to pay their students a living wage to partner with non-profits and governmental institutions for internships so that they may get that organizational literacy on their resume. Junior year consists of graduate and professional school preparatory work. Senior year focuses on financial literacy in terms of the meaning of earning salary, paying taxes, to be a citizen in your community.

The four year plan uses three code words from which students create their own sentences with personal meaning for them. The words are discover, prepare and connect. DePauw changed their curriculum last year and created extended studies where students apply their learning opportunities, such as a student who takes an art history class and then travels to Paris with a faculty member to study. The faculty is very supportive of this approach to curriculum in that what happens inside and out of the classroom has to be integrated and they believe in the results of the Kathryn F. Hubbard Center for Student Engagement and where DePauw is moving forward with it.

Mr. Blume stated that he is new to higher education and only began his involvement when Trine University reached out to him to lead this new concept of Innovation One. Innovation One is more than internships and cooperatives, it is experiential learning and career readiness. Innovation One is a point of contact for industry to partner with Trine University to cultivate a great opportunity for students.

There are three focus areas, project partnership, career service and professional development. Project partnerships are experiential learning on campus such as capstone projects, curriculum enhancement projects, project based learning or on-campus internships in which students work for outside clients or on an internship within a department at Trine. Projects are not case studies, they have a real world scenario with real customers and tangible problems and timelines. The students interact directly with the customer and visit the host company to define the project and scope. The customers attend the students' project presentations and then at the end of the year there is a public expo. He highlighted a project, the Haffner Hands-Free Shower System. Mr. Haffner was a Fort Wayne resident born with no arms and small, moderately working legs. Trine School of Business and Engineering and the Biomedical Engineering Department worked together with him and the students to develop a complete hands-free operating shower system. It is operated by pedals with an active loofah wall, scrubbing helmet, three showerheads and a drying unit. This innovation enabled Mr. Haffner to be fully independent. Student spent hours studying his range of motion, designing the shower, installing and modifying it.

Mr. Blume discussed the two types of on-campus internships, Innovation One Internships in which outside clients and companies work through Innovation One to complete projects with student interns and Department Internships that utilize interns for Major-related project work.

Mr. Blume described the career services at Trine University to include internships, cooperative education programs, major-related career nights, on-campus interviews and career fairs. Additionally, career services at Trine include image and impression guidance, interview readiness skills involving speed and mock interviews, resume preparation, job fair workshops and one-on-one career coaching. The data driven analysis Trine looks at factor in enrollment and forecasting to see what companies they need to bring in to help students with internships and experiential learning so that when they graduate they have the right opportunities and connections.

Professional development doesn't outwardly connect directly with the academic growth of a student. Trine is trying to use resources to develop programming for companies and incumbent employees. Trine's professional advisory boards consist of five to ten career professionals in their industry and every department has a board that guides curriculum and assists in developing learning opportunities. Trine strives to engage their faculty. With industry on campus, they make sure they are present for every on-campus visit. Trine's focus is return on investment as students spend time and money on an education with the end goal of a career path and job.

Mr. Bearce opened the panel discussion for questions. In response to Ms. Correll's question as to how the panelists recruit students and make sure they reach the entire student population and not just the high achievers, Ms. Blackmer responded that this is one of their challenges on a large campus. She said that roughly 25% of their students have an immersive learning experience which means to them that everyone has access, but the difficulty is seeing how this interdisciplinary work can get into a very strict curriculum requirements. They are trying to resolve this by asking each of the colleges on campus to define what the most beneficial capstone experiences are and how that intersects with the concept of immersive learning. Ultimately, BSU will give each of the colleges more ownership of what their culminating experience is. Their core curriculum has tier three that includes experiential learning. She said that tracking those successes is important, not just anecdotally. Mr. Blume responded that Trine can be very nimble because they are a small school and he has all summer to leverage

industrial partners to get a perfect match across all spectrums, in addition to targeting lower tiered students. Mr. Bellani responded that through peer education programs, peer advisors go out and are proactive. They are realizing that the best approach is utilizing the alumni base and corporate partners as influence and incentive. Another approach is through using social forums as outreach to students in multiple forms and mediums to get them to see the information. Ms. Boston responded that their program is available to everyone, but the challenge is to raise awareness about the program.

Mr. Peterson acknowledged the frustrating challenge, why can't programs such as the ones the panelists are discussing today spread further faster across the board and how it is part of the Commission's role is to help raise awareness. He continued to say how the project based, immersive type of engaged collaboration is not just for one group. It is transformative and enhances kids' ability and their desire to. The challenge is how do you spread that across an entire school and multiple disciplines. You must have fidelity to the program because if you try and intermix it with more traditional settings, it drifts. In response to Mr. Peterson's question for Ms. Blackmer regarding how to take immersive learning further and faster, she said that is part of the issue in that it requires a seat change in your thinking about education as an entity. She pointed out that some faculty are enthusiastic about these projects while others are nervous because these projects are risky. Even compared to five years ago, students today are different in the ways they process knowledge, communicate to each other and learn. This idea of this new culture of learning is something we need to embrace and with these students especially, you don't have to give them breadth first, these students can just go out and do it. She is very interested in the tier model because what it requires is faculty committed to first year experiences finding ways to get students to engage right away. Through these active experiences and building this framework so that when they get the opportunity to do an immersive learning project, they are prepared.

In response to Ms. Whitehouse's question regarding how do you measure that each person is engaged, getting what they need and are able to apply it, Ms. Blackmer said they encourage faculty member to be very clear about what those student learning outcomes are and they keep records on what those outcomes are and evidence of it. She said the problem they face with immersive learning is that when a faculty member becomes a collaborator it becomes more difficult to evaluate students objectively. However, because the faculty is an expert, the faculty knows when a project is successful and the level the student is committed to getting better enabling a more interactive experience with the student's growth. They are training the faculty to be clear about the criteria that the students will be evaluated on in addition to the key learning outcomes.

Mr. Fisher stated that he will be meeting with his 960th student from that program in two weeks and he asks the same questions to these students, is this easier and they say no this is hard but I feel like I am accomplishing something. You ask the student why and they say because they had to knock on doors in the community, get a passport, write letters to people, pay bills and buy materials, for examples. Across the board it is an incredible experience for the students and because of what they have on their resume, they are immediately getting jobs.

In response to Ms. Hershman's question if these universities have had to coach the organizations they work for on new ways of managing these interns or future employees to continue to excite them and leverage their talents, Mr. Blume said in one situation the company did not fully understand that the students had to attend class. Mr. Blume brought the company in for a coaching session on the balance between academics and the internship.

Mr. Bland closed the panel in the interest of time.

III. BUSINESS ITEMS

A. Capital Projects for Full Discussion

1. Ball State University – Schmidt/Wilson Residence Hall Renovation

Mr. Bernard Hannon, Vice President for Business Affairs and Treasurer, and, Dr. Alan Hargrave, Associate Vice President for Student Affairs and Director of Housing and Residence Life from Ball State University presented this project and were available for questions.

In response to Mr. Murphy's question regarding how it will be funded and what part will be a debt service to revenues, Mr. Hannon stated that they are funding this out of the Housing and Dining System Revenue Bonds and the University's revenues are approximately \$450 million and the debt is \$200 million, a good ratio.

Mr. LaMothe stated that he was in support of this project but moving forward, it might be more instructive to compare costs per square on an Indiana or Midwest basis versus nationally that would be more comparable so we can better capture how we are managing the cost of a project. Mr. Hannon said that in the future, they would be happy to talk with their peers to see what they are paying, but the best available data was in the national survey. Mr. Murphy suggested that if the Commission collected the data for various projects we would have better data. Mr. Hannon stated that Ball State University's housing and dining costs are well below the Midwestern average.

Mr. Hannon responded to Mr. Popp request for clarification about whether the \$450 million revenues were from the entire school or from the Housing and Dining revenues by stating that it was the entire school's revenue and the Housing and Dining revenues are approximately \$80 million.

In response to Dr. Conant's request for a brief definition of the balance they maintain between the growing pressure to attract students with great facilities and the need to keep costs down to put students in residential life, Dr. Hargrave said they based the long-term housing plan upon a marketing study they had conducted. They wanted to know what students want and what they are willing to pay for it. Students wanted more privacy in the bathrooms and they are saving in the design by having all of the plumbing down the core of the building with the added utility of being able to clean those without having to go to different suites and enter student rooms. That is an example of how they provide what students want but in an economical manner.

In response to Dr. Conant's question about the spread of costs on campus between the premier residence halls and the rest, Dr. Hargrave said that the new buildings were designed for upperclassman and is about \$10,200 for the year including their meal plan down to \$9,800 for a 1960s style residence hall with community restrooms and showers. Dr. Conant noted there is not much spread to which Mr. Hannon responded they did not want students to live in good or bad neighborhoods with fairly consistent pricing, but they have a large disparity in meal plans and the price differential can be quite substantial there.

In response to Ms. Correll's question as to how many beds they will lose by creating the studio space, Dr. Hargrave said they will actually be able to add 50 beds to this project.

In response to Mr. Hubbard's questions regarding the percent of undergraduates who live on campus and what the difference in pricing for those who live on or off campus, Dr. Hargrave said that 93% of freshman live on campus with residency requirements that those students live on campus or at home with their parents. 55% of sophomores decide to live on campus and much smaller numbers of juniors and seniors. In terms of comparing prices, students may think they can live off campus more cheaply until they begin to pay the auxiliary bills that go along with renting an apartment. The residence halls add the most impact to the educational experience of freshmen and sophomores and that influences how they've been designing them.

Mr. Chase gave the staff recommendation.

R-15-03.2 **RESOLVED:** That the Commission for Higher Education approves by consent the Ball State University – Schmidt/Wilson Residence Hall Renovation, in accordance with the background information provided in this agenda item:

- Ball State University – Schmidt/Wilson Residence Hall Renovation (Motion – Murphy, second – Hubbard, unanimously approved)

2. Purdue University West Lafayette – Flex Lab Facility Project

Mr. Kevin Green, Assistant Director of Capital Planning, presented this item.

In response to Dr. Conant’s question regarding the amount of federal overhead dollars and how much they project to generate out of the facility, Mr. Green stated that they have allocated a baseline amount out of their Facility and Administrative recovery of about two million dollars to help support the debt services of this facility. He said they generate approximately \$60 million per year in that facility in administrative cost recovery.

In response to Mr. Popp’s question if the \$60 million they were government and private fees paid for the research in that facility, Mr. Green said that is correct.

Mr. Chase gave the staff recommendation.

R-15-03.3 **RESOLVED:** That the Commission for Higher Education approves by consent the Purdue University West Lafayette – Flex Lab Facility Project, in accordance with the background information provided in this agenda item:

- Purdue University West Lafayette – Flex Lab Facility Project (Motion – Murphy, second – Hubbard, unanimously approved)

B. Capital Projects for Expedited Action

1. Purdue University – Zucrow High Pressure Research Lab Test Cells Construction and Control Center Renovation and Addition
2. University of Southern Indiana – Physical Activities Center (PAC) Renovation and Expansion Project

R-15-03.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following projects in accordance with the background information provided:

- Purdue University – Zucrow High Pressure Research Lab Test Cells Construction and Control Center Renovation and Addition Award
- University of Southern Indiana – Physical Activities Center (PAC) Renovation and Expansion Project (Motion – Peterson, second – Whitehouse, unanimously approved)

C. College Readiness Reports Release

Dr. Townsley presented this item.

Mr. Murphy noted that in the graph providing college-going rate trends for various subgroups of students, the percentage of Core 40 and General Diploma earners enrolling in college decreased and that the only other decreases in enrollment were in the “black” and “other” race/ethnicity subgroups and those who graduated high school with a waiver, and he wanted to know what is causing this

reduction. Ms. Lubbers drew attention to the increase in high school academic honors students' enrollment. Mr. Murphy stated that he saw that subgroup was up but that the others were down substantially and wanted to know where those numbers came from since there doesn't appear to be enough in the "black" and "other" subgroups to account for the decrease in the noted high school diploma type subgroups. Dr. Townsley responded that part of the shift might have to do with the fact that more students are graduating with honors diplomas and that we'll see that as we look at the breakdown of the incoming class. Dr. Townsley agreed with Mr. Murphy in response to his statement that the number of students represented in the 91% figure is larger in 2013 than in 2011. She drew attention to the previous slide that showed the number of high school graduates increasing from 68,522 in 2012 to 71,123. Mr. Murphy said that the 92.3% of the 68,522 students is a smaller number than the 91.8% of the 71,123 students, which clarified the breakdown.

Mr. Hubbard asked for a brief description of the diploma subgroups, Honors, Core 40 and General. Ms. Lubbers responded that Academic Honors Diploma can be academic or technical honors which means there are more credits and a higher core math requirement. She said that if you look at the research institutions talked about earlier, many require Academic Honors Diplomas to be accepted. Nearly all of Indiana's four-year institutions are moving toward at least requiring a Core 40 Diploma so students graduating with a General Diploma or with a waiver are most likely to be the least prepared for college. In terms of those who had a Core 40 Diploma, there was a decrease in those who were not ready for college. This report shows 33% of Core 40 Diploma students were not ready for college, whereas before, it was 40%.

Mr. Hubbard said, with respect to 8% decline in remediation needs over three years, the numbers are so exciting it makes you question them. Dr. Townsley stated there are several factors involved in the decline, and identified them in her presentation. Ms. Lubbers added that more students are being placed in credit-bearing courses instead of remediation, but those students who are still going into remediation have a greater level of need so the percentage of them who are not completing a gateway course is higher. Ms. Lubbers continued stating that some of the changes put in place would still not be reflected in the data but the overall trend is that we have a statistically significant number of students who are not identified as needing remediation when they enter college. There are multiple ways to identify students in high school, provide background services in college, complete the degree map among other things she hopes will contribute to more students leaving high school ready to do college work. Mr. Hubbard responded that the best test would be whether their success in college is as high as those who did need remediation in the past.

In response to Dr. Townsley's final points on remediation trends and that math continues to be the biggest challenge, Dr. Conant asked if his perception was accurate in that math remediation is tested by an exam and that language arts is tested by a transcript. Dr. Townsley used the changes at Ivy Tech as an example, stating that they look at SAT and ACT scores as well as looking at transcripts and introducing Accuplacer. She said that institutions do things in different ways.

Ms. Lubbers asked for Dr. Townsley to make available the data specifically for the full-time students' performance trends who still earn less than 25 hours per semester. Dr. Townsley stated she would make certain that data would be made available.

In response to Mr. Popp's question, what is a waiver, Ms. Lubbers stated that a student could have not have passed the course exam but have done the course work and the individual teacher in high school with grant the waiver and meant to be exercised very conservatively and after some comparisons, some school districts were granting waivers far beyond what we would have thought it would be so we are shining a light on that and the number of students graduating with waivers.

Dr. Townsley stated she would happily pass along the numbers Mr. Hubbard requested to see to show Indiana's summary numbers versus the national average.

Dr. Townsley responded affirmatively to Mr. Bland's question if there was a way to breakdown the numbers of those who do or do not need remediation even further by racial background.

Dr. Townsley stated the Completion Reports should be coming out in May, 2015.

D. Indiana’s Career Ready Campaign

In the interest of time, this item was tabled for discussion at the 2015 H. Kent Weldon Conference.

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 Projects Awaiting Action
- D. Media Coverage

V. NEW BUSINESS

There was none.

VI. OLD BUSINESS

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 3:30 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary