

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, December 11, 2014

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: Teresa Lubbers, Gerald Bepko, Dennis Bland, Sarah Correll, Jon Costas, Susana Duarte de Suarez, Allan Hubbard, and Caren Whitehouse.

Members Calling-in: Chris Murphy

Members Absent: Jud Fisher, Lisa Hershman, Dan Peterson, Chris LaMothe, John Popp

CHAIR'S REPORT

Chairman Bland began his remarks with an expression of thanks to Ivy Tech and to President Tom Snyder and invited him to provide welcoming remarks.

President Snyder said he appreciated the Commission meeting at Ivy Tech today and provided a brief overview of the Corporate College and Culinary Center stating the building was made possible by the Lilly Endowment Grant, before inviting Chef Bricker, Department Chair of Hospitality and Administration Program, to speak.

Chef Bricker welcomed the Commission. He went on to say that representing over 10% of Indiana's workforce are the nearly 1,000 students who are studying Hospitality at this teaching facility. He expressed enthusiasm for the facility with state of the art equipment that has provided for them an opportunity to do block scheduling. It is now possible for students to complete their associate's degree in 18 months with additional successes such as improved student retention. Mr. Bricker continued describing the Hospitality Center as the largest in the state, one of the largest in the country and in the top 10% in the number of students served in the square footage of space and conveyed pride in representing the state of Indiana in that way.

Mr. Bland thanked President Snyder and Mr. Bricker. He continued by expressing appreciation to Ms. Lubbers, Mr. Hawkins and the staff in all their presentations to the Budget Committee the previous day. He said that the 2015 Strategic Plan weighs heavily on the Commission's minds and that he hopes the Commission continues to be Strategic Plan and mission focused as it continues to work with the colleges and universities to help move the state forward with higher education attainment. He turned it over to Commissioner Lubbers for her remarks.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report announcing that the Commission added a new staff member, Christian Hines, who will be assisting Sarah Ancel in the areas of policy and legislative matters. This position was held by Sam Snideman until last month. Christian has worked for the past two years in Management Consulting and earlier served as a Student Advisor and intern to President Michael McRobbie.

Ms. Lubbers informed the Commission that she, along with Chairman Bland and Mr. Hawkins, presented to the State Budget Committee to provide context and information on the process followed to develop the Commission's recommendations. Specifically, she said recommendations were made for Student Financial Aid and the Commission's Administrative budget. Following that testimony, presentations were made by the presidents of the colleges and universities. Next week, the higher education hearing will conclude with a presentation of the Commission's recommendations for institutional funding. Ms. Lubbers expressed that it was very helpful to have Mr. Bland speak to Commission members unanimous support for these recommendations.

Ms. Lubbers said that in 2012 and 2013, the Commission brought together the presidents and provosts of their higher education institutions to provide counsel on Reaching Higher, Achieving More and ways to accelerate completion. In the first quarter of the new year, the Commission is again convening this group seeking their advice on meaningful ways to measure academic quality and to ensure better learning outcomes. This shows the Commission's continuing efforts to partner with the institutions as together these challenging issues are tackled.

Ms. Lubbers reminded the Commission that there is no meeting in January but Commission members will be kept informed of legislative action on a weekly basis. She welcomed specific questions or concerns to be directed to Ms. Ancel or herself.

Ms. Lubbers concluded by stating that since the Commission will not meet in January, she also wanted to inform the Commission that the results of the study showing the impact of the new financial aid credit requirements and the implementation of HEA 1348-2013 will be released. She and the staff are hopeful that this policy change will show an impact on student behavior — with the result of more students completing and completing on time.

CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2014 COMMISSION MEETING

R-14-09.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the November, 2014 regular meeting (Motion –Whitehouse, second –Bepko, unanimously approved)

II. PUBLIC SQUARE

A. Student Service Members and Veterans in Higher Education

In his introductory comments, Chairman Bland stated that in light of the critical service to our Nation and its citizens that servicemembers and Veterans provide, it is important to ensure that we are providing these students with academic and student support services that address the transition from combat to college. The panel includes Indiana experts to discuss how we can best serve our servicemembers and veterans throughout their higher education experience.

Mr. Bland introduced a special guest joining the meeting by asking Major Douglas Rapp from the Army National Guard to stand and be recognized. He introduced the panelists: from the Council for Adult and Experiential Learning (CAEL) and joining the panel via videoconference are Scott Campbell, Vice President for Higher Education and Cindy Rathunde, Manager of Veterans Initiatives and Special Projects. The Indiana panelists: Matt Schwartz, Military Education Program Director at Vincennes University; Margaret Baechtold, University Military and Veterans Services Coordinator at Indiana University; and Matt Springer, Disabilities Services Coordinator, Indiana University Southeast. Sara Appel was moderating the panel discussion.

Ms. Appel provided a brief background with statistics for Indiana stating that Indiana is the 4th largest Army National Guard state with 24,373 on active duty in all branches. Before the Post

9/11 GI Bill in 2009, Indiana had 7,809 students using all available chapter benefits to fund their education. In 2013 there was a dramatic increase to 16,075 students with 10,137 taking advantage of the Post 9/11 GI Bill. She summarized the number of students utilizing Chapter 33 at Indiana public colleges and universities ranging from 72 at Purdue University North Central to 2,089 at Ivy Tech Community College and noted that these are numbers of students using only one of seven other benefit packages available if they qualify. She turned it over to the panelists from CAEL joining via videoconference.

Mr. Campbell stated he will provide national context for the veterans in higher education and Ms. Rathunde will give examples of how different states are meeting the needs of their veterans. They will conclude with recommendations and related policy implications.

Mr. Campbell described CAEL as a non-profit organization dedicated to removing barriers to adult learning utilizing Prior Learning Assessment (PLA) best practices.

He said, in the national landscape more than 1.2 million people accessed the Post 9/11 GI Bill, 37% of which have started but not completed their higher education. At the high school and Associate level, a greater number of veterans than non-veterans have some college and Associate Degree because of the military's success in providing educational opportunities while serving and through the GI Bill as they become veterans. The number of student veterans increased 77% between 2007 and 2011. Veterans' completion rate is 51.7% and in line with, if not higher than, traditional populations - a respectable number considering all they contend with returning stateside.

Mr. Campbell said veterans are the most nontraditional of students and bring unique military experiences and positive qualities to classrooms. He discussed using PLA as a process for evaluating knowledge and skills to award college credit from experiences such as military training, shortening the time and cost of degrees. In a study CAEL conducted, students awarded PLA credit were two and a half times more likely to graduate. This strategy has such a strong impact CAEL is working to scale PLA across institutions in academically responsible ways.

Ms. Rathunde highlighted two innovative PLA models for military and servicemember populations. The State of Illinois collaborated with licensing entities and institutions' curriculum teams to look at the competencies servicemembers and veterans had from military training versus what was needed to obtain a license in that field. They created accelerated bridge programs from military to licensure. A case illustrating how the program would work showed a group of LPNs' required credit hours decreasing from 42 to 6 credit hours - ready to enter the workforce in one semester.

Ms. Rathunde explained Transferology and the Online Credit Transfer Portal that allows veterans to use an online tool and see how prior military experience counts toward degree requirements at different educational institutions in Illinois. The portal utilizes the American Council on Education (ACE) recommendations toward general degree requirements and Department of Defense (DOD) provided military curriculum toward specific degree requirements.

A PLA model in Texas, College Credit for Heroes, is administered by the Texas Workforce Commission and assesses military training for college credit at any college in Texas. Since 2011, they streamlined 76 accelerated curricula for veterans in various fields and can award up to 59% of total credits as prior learning.

Ms. Rathunde talked about Minnesota's Crosswalk, Minnesota State Colleges and Universities (MNSCU), matching military experience with related academic programs. MNSCU expanded crosswalks statewide divided by discipline and exponentially increased

the number of crosswalks on their platform. She ended with a PLA method in Minnesota, the GPS LifePlan, helping transition National Guard members back to civilian life.

Mr. Campbell addressed recommendations and potential next steps. They include the establishment of a taskforce that promotes consistency in military PLA standards and practices, inventorying current military PLA practices, training faculty and staff on the methods of military PLA and conducting marketing and outreach to veterans about military PLA.

In response to Mr. Hubbard's question, Ms. Rathunde explained it is difficult to say what percentage of veterans in our universities were in the war in Iraq or Afghanistan because of nationwide data tracking issues. Veterans are tracked inconsistently but the President's Principles of Excellence, Veterans Affairs (VA), Department of Education (DOE) and National Clearinghouse are working to improve methods so that data is available.

In response to Mr. Costas, Mr. Campbell said there is no way to be certain if the numbers of veterans in universities will increase or stabilize. He said a high percentage of veterans returning to college get a head start while enlisted, some even taking online courses overseas.

In response to Ms. Duarte de Suarez's questions about prior learning standards and practices, Mr. Campbell responded that it will be a process starting with raised awareness about prior learning assessment and a shared understanding of what quality is so that it is not perceived that education is being watered down. In response to Ms. Duarte de Suarez's question about what the compositions of effective taskforces are, Mr. Campbell said taskforces are most effective when there is sponsorship from the State Commission.

Ms. Appel introduced Margaret Baechtold. She will discuss state and federal laws and mandates regarding how students can use their GI Bill benefits and what states are required to do to meet those responsibilities.

Ms. Baechtold overviewed the landscape institutions have been working in while supporting student veterans, military members and their family members on campus. Indiana was at the forefront of this thinking. In 2008, in response to a massive Indiana National Guard deployment to Iraq and the Post 9/11 GI Bill passage, Governor Daniels and Major General Umbarger created a taskforce of representatives from institutions. A document of best practices was created for institutions to support Indiana military and veteran students in higher education addressing highly visible points of contact, programming and services, transition programming, administrating practice and policies.

Ms. Baechtold discussed the President's 2012 Executive Order 13607. It outlines principles of excellence for veteran student success and serves as a consumer protection for students who became lucrative targets of unscrupulous educational institutions because of the value of the GI Bill. It directed the Departments of Education (DOE), Defense (DOD) and VA to create complaint systems and provide information for military and veterans' informed academic decisions. In response to EO 13607 the DOE created eight Keys for Veteran Success in 2013 that is voluntarily implemented by institutions. In response to EO 13607 the DOD created a Memorandum of Understanding (MOU) for tuition assistance in 2014 that institutions must sign in order for students to use tuition assistance. The DOD's MOU assumes all students are part-time students and active duty military members. Indiana's majority is full-time students and part-time National Guard members, causing challenges from a mismatch in DOD expectations. A recent decision to restrict concurrent use of Montgomery GI Bill Selective Reserve with tuition assistance creates further strain on National Guard Supplemental Grant funds and limits the amount of money students can receive. In response to EO 13607 the VA is creating a GI Bill Comparison Tool and a set of veteran education outcomes. While the Comparison Tool will be helpful to students, the downside is that the student outcomes

reported will be based on incomplete data resulting in underreporting and inaccurate information.

The State provided three sets of legislation dealing with programmatic and direct student support, academic credit and financial support issues. SEA 115 Combat to College, SEA 177 In-State Tuition for Veterans/NG Members and SEA 331 Credit for Military Training and Prior Learning are in the process of being implemented. A new Federal Law, Public Law 113-146, requires schools to provide in-state tuition for certain non-resident beneficiaries under the Post 9/11 and Montgomery GI Bills. It is an expansion of state law and schools choosing not to implement it will lose approval for all GI Benefits for all students.

Ms. Baechtold noted this landscape is comprised of several state laws and federal programs requiring time and administrative commitment by institutions spent making sure they are in compliance. The time spent on this will increase as the laws and programs become more detailed in their implementation. Students benefit from these policies but the financial resources are better for some than others. Some education sectors are better positioned to respond to changing demands such as the MOU. The DOD policies are beginning to force excellent institutions out of military tuition assistance and will steer students to the schools EO 13607 was designed to protect them from and cause National Guard students to use state funds.

Ms. Appel introduced Matt Schwartz outlining the topics he will speak about: Vincennes University's outreach efforts, what they do for students regarding transfer of credits and how they take actual military training and experience and turn that into credit for the classroom.

Mr. Schwartz overviewed the work Vincennes does nationally. Vincennes has provided national outreach since 1986 and is currently on 42 military installations nationwide. In Indiana they offer courses leading to degree programs with the Defense Finance Accounting Service. They also developed a program for veterans throughout the state called the CNC Machinist Now Program designed for veteran and civilian adult learners to become entry-level CNC machinists with upward mobility potential. Since its inception in 2013, it has trained 33 students of which 21 were veterans and 28 of the 33 gained immediate employment.

Mr. Schwartz said Vincennes has an innovative approach to transfer credit following the guidelines on the ACE. After successful completion of one course with Vincennes University students may submit to the Military Education Program Office appropriate documentation, such as Joint Service transcripts or the Airforce Transcript and after which a complete evaluation following the ACE guidelines and give credits for lower division, freshman and sophomore courses.

Ms. Appel's introduction of Mr. Springer emphasized the importance of support that our Military receive, such as good technology and medicine. She talked about signature wounds of the war such as Traumatic Brain Injury (TBI) and Post Traumatic Stress Disorder (PTSD) and the misconception that all servicemembers come back with PTSD. She said that some students serve then return to school needing to study much harder than they did previously. This is usually attributed to TBIs through experiences at war, such as explosions. She stated that Mr. Springer would be discussing the existing support and what can be done to help servicemembers attain their educational goals.

Mr. Springer began by talking about TBI. He explained it as the sonic wave from an explosive device traveling through the skull, brain tissue and causing damage as the brain hits the other side of the skull. If in an arid climate, the barometric effect magnifies the impact on the human body as the pressure bubbles out from an explosion and drops the sinus pressure. The servicemember may not think they are wounded but when reemerged in the civilian world and in an academic setting, the damage to cognitive processes are apparent. It then falls upon the

student support services to help. He addressed the issue of an accurate source of data stream for these individuals and that his national organization, the Association of Higher Education Disability, found that the Department of Defense data was unreliable. They instead use more representative data from the Clearinghouse and the American Psychological Association. He described servicemembers' mistrust of support services that stems from their open records while on duty - activities can be restricted based upon information shared at the doctor's office. He stated that this is a barrier for students to seek out support in higher education because the assumption is followed that if they go to disability services, it will be on their file and affect them negatively. Student services and higher education have to find ways to reach out and help student veterans trust them and provide information about the resources at the university that are available, filling the niche currently not provided by the VA.

In response to Mr. Costas question about treatment options available for TBI that is affecting student veterans' ability to learn, Mr. Springer said that in a counseling setting there are neurological based assessments that can allow the individual to regain some functioning but it is a slow process. In the meantime, accommodations can be made between the disconnect from the individual and their environment such as teaching the material in a way that meets the student veterans' needs yet doesn't fundamentally alter the nature of the course or program. For PTSD, the VA will typically medicate the symptoms, but there are other modalities of therapies that exist on the forefront that can ameliorate and even cure PTSD for a large amount of individuals.

In response to Mr. Bland's question, Mr. Springer stated that there is a suicide issue for those who come back and that more Veterans are lost to suicide than in combat. He shared an example of how he recently lost a student who was being treated by the VA with the cheapest medications available, oxycodone and benzodiazepines, instead of treating the root cause. The student veteran eventually became addicted and got his dosages increased by going from doctor to doctor until he sought out other sources of opiates, including black tar heroin on the streets, and died from an overdose.

In response to Mr. Bland's question of what are some of the underlying causes that need to be addressed, Mr. Springer said that an institution of higher education has to recognize these individuals have value and must put more resources into counseling and student support services to bridge the gap between the student and the VA. If student veterans can have access to civilian health care with modern techniques, the sad statistics will disappear.

In response to Mr. Popp's question about why the VA doesn't do a better job, Mr. Springer responded that he raises a great question and stated that some VAs are better than others.

Ms. Whitehouse said that her husband is immersed in a great VA system in Evansville but understands that it is not that way across the whole spectrum, but at least in southern Indiana they are making a concerted effort with some of these issues.

Ms. Duarte de Suarez posed a follow up question on the challenges faced with the lack of connectivity and synchronicity between funding mechanisms and asked Major Rapp to provide perspective from the National Guard or student veteran's standpoint and what that experience is like.

Major Rapp introduced himself as a Veteran currently serving with the National Guard and diagnosed with PTSD. He is a professor of Military Science at IUPUI and worked intimately with veterans going back to school. He stressed the connection among veterans and how important it is to provide spaces for them to interact with each other. They feel most comfortable communicating with other veterans and that connection is imperative for sense of self. He stated these students should not be viewed as broken or incompetent, but rather a byproduct of the experience that is shared with millions of other people. If given the correct tools, signature wounds of war can be compensated for and the individual can be successful.

Part of Major Rapp's job in the National Guard on duty was completing three suicide investigations of military members and said that there is a habit of overmedicating soldiers when they exhibit symptoms of PTSD. He said the lack of continuity in medical records and care for servicemembers transitioning from active duty leads to poor treatment, such as being prescribed different medications. He said that healthcare needs to be streamlined to share information. He questioned why veteran healthcare was segregated from the rest of the population.

In response to Ms. Duarte de Suarez's request for Major Rapp to address how the Commission can help those coming back into higher education in terms of funding and access to support resources, he said for a veteran to go back to school, it is an extremely complicated and lengthy process of paperwork lacking a clear system of appeal to recover funds if a mistake is made. He stated that streamlining the process of grade reporting between the National Guard and the government to include data sharing would be helpful to soldiers.

Ms. Baechtold commented that anything we can do as a state to provide for our own National Guard members and not having to rely on the federal government for is a good thing.

Mr. Bland thanked the panelists for a very informative presentation.

III. BUSINESS ITEMS

A. Resolution Recognizing the Value of Student Servicemembers and Veterans

Dr. Bepko suggested that the resolution include the proposed revision following as the new item I in the resolution: the Commission extends profound thanks to all Veterans for their important service in ensuring the security of our nation and its citizens around the world.

R-14-09.2 **RESOLVED:** That the Commission for Higher Education approves by consent the Resolution Recognizing the Value of Student Servicemembers and Veterans, in accordance with the background information provided in this agenda item:

- Resolution Recognizing the Value of Student Servicemembers and Veterans (Motion – Whitehouse, second – Correll, unanimously approved)

B. Academic Degree Programs for Expedited Action

R-14-09.3 **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 Science in Architectural Engineering Technology to be offered by Indiana State University (Motion – Bepko, second – Fisher, unanimously approved)

C. Academic Degree Programs for Full Discussion

Indiana State University representatives, Dr. Lindsey Eberman, Graduate Program Director, Dr. Jack Turman, Dean of the College of Nursing, Health and Human Services, and Susan Powers, Associate Vice President for Academic Affairs presented and were available to answer questions regarding this program.

In response to Mr. Chris Murphy's questions about how many doctoral programs ISU operates in all fields and whether they expected the majority of these students to come from out of state, Ms. Powers

stated they have recently approved doctoral programs related to the health sciences, such as the Doctor of Physical Therapy Doctor of Health Sciences, but noted that there are several others, such as the Ph.D in Biology and Ph.D in Technology Management, a consortium Ph.D with other institutions. She continued by explaining that currently there is split admissions of Indiana and non-Indiana residents with the Master's Program and they expect that to stay the same with the incorporation of the Doctor of Athletic Training (DAT).

In response to Mr. Bland's question about what demand and opportunities exist for individuals with a DAT, Dr. Eberman stated that in their region, shortage for athletic trainers is approximately 24% for the state and 37% for west central Indiana. She emphasized that 70-80% of athletic trainers seek post professional degrees, meaning that almost all are seeking a Master's level education. The DAT program will strengthen weaknesses in the discipline and provide a holistic approach with additional specialization in areas of clinical outcome measures, education and leadership and an integrated approach to health care while also giving the opportunity for students to further their specialization in the field and meet this demand for athletic trainers. In response to Mr. Hubbard, she stated the trend is expected to continue with similar numbers of individuals seeking out a Ph.D level of education in the field and meeting the demand immediately.

Dr. Eberman responded to Mr. Murphy's question on compensation information for someone with a DAT by expressing those with a post professional degree will have a higher earning potential and the doctorally trained individuals will be earning approximately \$75,000 annually.

Dr. Ken Sauer gave the staff recommendation.

- Doctor of Athletic Training (DAT) to be offered by Indiana State University
(Motion –Costas, second –Correll, unanimously approved)

R-14-09.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item:

D. Capital Projects for Full Discussion

1. Indiana University – School of Public and Environmental Affairs Renovation and Expansion

Dr. Tom Morrison, President of SPEA IU, presented this project. There were no comments from the Commission members.

Mr. Chase gave the staff recommendation.

R-14-09.5 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project:

- Indiana University – School of Public and Environmental Affairs Renovation and Expansion
(Motion – Costas, second – Correll, unanimously approved)

2. Indiana University – Read Hall Renovation – Phase II

Dr. Tom Morrison, President SPEA at IU, presented this project. There were no comments from the Commission members.

Mr. Chase gave the staff recommendation.

R-14-09.6 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project:

- Indiana University – Read Hall Renovation – Phase II
(Motion –Correll , second –Hubbard , unanimously approved)

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
- E. Calendar of Upcoming Meetings of the Commission

V. NEW BUSINESS

There was none.

VI. OLD BUSINESS

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 2:55 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary