

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, June 11, 2015

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. Indiana-University-Purdue University Columbus, Columbus Learning Center, Room 1000, 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, Susana Duarte de Suarez, Jud Fisher, Lisa Hershman, Allan Hubbard, Chris LaMothe, Chris Murphy, and Caren Whitehouse.

Members Absent: Dan Peterson, John Popp

CHAIR'S REPORT

Mr. Bland began his remarks by thanking Cummins Inc. and IUPUC leadership for their hospitality during yesterday's events and for hosting our meeting today. As many of you know, Officers for the positions of Chair, Vice Chair and Secretary of the Commission are voted in each year in August. I will be establishing a Nominating Committee of Commission members to meet and propose a Slate of Officers at our August meeting. I will be providing additional details to the committee membership but know that this meeting will be within the next couple of weeks.

Also, as a reminder, please plan on being available a day early next month to have a discussion on the Strategic Plan development. Details regarding the meeting logistics will be available soon, but this meeting will be in Hammond starting at 10:00 am, so if you need additional travel accommodations, please contact Liz or Joan. If you have any suggestions for the content of the new strategic plan, please contact Sarah Ancel.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating that there are some staff announcements and transitions to share. Ms. Lubbers asked Christian Hines to stand up in the back of the audience and said that he has not been with the Commission for too long, not long enough, I might add, but we are losing him. He is going to Boston to attend law school at Harvard and that if I knew in advance when hiring him, and I will say that I suspected this would happen, that we would only get him for a matter of a short period of time I would hire him again in a heartbeat. For those of you who had a chance to work with him during the legislative session or in other ways, I have rarely seen someone who can hit the ground running with the kind of professionalism that Mr. Hines has offered. We hope the experience here has been so strong and so good in his

commitment to Indiana that you will come back home someday. We intend to follow your career and expect great things from you.

With that, there are a couple of other changes to announce, most of them in our outreach division. Tafrica Harewood who served as a liaison with K-12 schools and community partners resigned, and we're pleased that one of our current outreach coordinators, Miranda Scully, will be assuming the important role of School and Community Engagement Manager. Another reassignment within the Commission will serve us well is Rachel Meyer, who currently serves in the Student Support Center, will step into the role of Outreach Coordinator for the West Region. I'm calling out these positions for two reasons: one, I'm a strong advocate for hiring from within and providing new professional opportunities for all staff and these are two such examples. Secondly, both of these roles speak to the Commission's increasing focus on partnerships and community outreach. If we're going to reach our 60% goal, our best hope is to take our message to students, families and communities.

In that regard, I'm engaged in the spring tour, visiting College Success Coalitions throughout the state. We now have 75 counties with College Success Coalitions in operation. In the past couple weeks, I have met with the coalition members in Cass County (Logansport) and Steuben County (Angola) and next week we will be in Davies County. These partnerships are key to our efforts to talk about the alignment of higher education with local workforce needs and to highlight our Career Ready Campaign. On Tuesday of this week, we also honored an additional seven Hoosier counties for their coalition efforts at a special event in the Capitol Building.

Our Career Ready campaign and our efforts to prepare Hoosiers for 21st Century workforce needs align with the Indiana Chamber of Commerce's 2015 Employer Survey. Common themes in this year's survey: Indiana companies are prepared to grow but nearly three-quarters of the respondents (526) report that filling their employment needs is a challenge. Other results include: 58% expect their workforce to increase in the next 12 to 24 months; critical thinking skills and personal qualities, such as work ethic and willingness to learn were cited as the most challenging; in spite of a state and national focus on experiential learning opportunities for students, more than 200 of the 526 respondents said they do not have an internship program; while business-education partnerships have grown, a large gap remains with nearly 1/5 of the respondents unengaged with K-12 or higher education but would like to be.

I would like to emphasize Chairman Bland's comments about the development of our strategic plan and encourage any commission members who have thoughts about this process to contact me in preparation for the August meeting.

CONSIDERATION OF THE MINUTES OF THE MAY, 2015 COMMISSION MEETING

R-15-04.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the May, 2015 regular meeting (Motion – Murphy, second – Correll, unanimously approved)

II. PUBLIC SQUARE

A. Models for Competency-Based Degree Programs

Mr. Bland began the Public Square stating that at our last meeting we heard from Alison Kadlec, Senior Vice President with Public Agenda, to discuss Competency-Based Education (CBE). Today we will continue this series with a conversation on Models for Competency-Based Programs. He introduced our guest today, Stephanie Krauss, with the Forum for Youth Investment (FYI), a student advocacy group that works with state and local leaders to help disconnected young people succeed.

Ms. Krauss began by stating she has the opportunity to look at what it takes to get adolescents and adults ready for the demands of life by doing research and working with national organizations. She said that today her intention is to show what CBE looks like in practice. In her role with FYI, she spends half her time as the co-director of the Readiness Project looking across the nation at what competencies matter most for adolescents and adults to be ready for college, the workforce, life and what practices parents, professionals and other adults can be putting into play in the policies to help promote that. The other half of her time is working with institutional leaders across the United States to track the progress and rapid rise of CBE in higher education and to look at what needs to happen in policy and practice for this to be supported and sustained. As CBE grows, she looks at how to keep quality around it and shepherd this new growth to make sure that we are doing right by the students served.

Ms. Krauss reviewed what CBE is, its history and what it looks like across the country presently. As a philosophy, CBE has existed for a long time but reached a ticking point where historically we can view it at scale in ways never possible before. Learners, at whatever institution of learning, are able to progress based on what they know and can do instead of the time they've spent in class. So rather than the number of credits that they're signed up for or their enrollment status and a passing grade, progression happens as they become proficient in hopefully what matters most. These are competencies that are bundles of skills, habits and attitudes. They can be specialized to the field of study and they can also be cross-cutting, such as critical thinking, work ethic skills and things that employers are saying matter most.

In K-12 we think of this as seat time and in higher education, the Carnegie unit. For any young person in school who ends up in a different system or has to slow down or leave, often the math doesn't work that earns seat time and credit hours. We see this in higher education also in which someone is working, caring for someone at home and are unable to enroll full time or complete in the progression that looks like the proxy standard college student. At its highest but broadest form, all we are looking at is the design of schooling and learning where individuals progress when ready, as fast or slow as needed.

Ms. Krauss discussed what CBE in K-12 looks like across the nation. States across the country are putting policies into place that can support and sustain CBE. Missouri and Indiana in K-12 have a school flex formula and alternative funding formula that

are not encumbered by time. 39 states have some kind of waiver from that seat time model that districts can seek. New England has decided as a region to convert over to a competency-based system and have intermediaries that are helping states to make that transition.

In K-12 there are a couple of entry points to CBE. Young people who are under credited or disconnected will come into this kind of schooling because there is more flexibility. These are 17 or 18 year olds who have very little time before the state stops supporting their K-12 education and they have a lot of work to do. You will also see schools that are highly experiential, work-based, early college models that have a dual enrollment focus that will turn toward competency models because of its inherent connection toward more project-based or experiential learning that is more formed to support that kind of learning. It is important to recognize your pipeline traction because this is the next generation college student.

This also changes how we think about college and career readiness. If successful, you may end up with more equipped and ready college freshman. Ms. Krauss discussed what CBE looks like in higher education across the country. From a policy level perspective, Indiana is at the top of the pack. That doesn't mean Indiana has any force to go toward this, but from what can be identified, there are structures in place that is likely to support the start, scale and spread of CBE programs. There aren't as many regional trends across the country because in higher education, CBE is more likely to begin at the institutional level, whereas K-12 starts at the state level, an important distinction to make.

CBE in higher education started in its first wave in the 1970s with Dixie funding for a few institutions to support adult learners who are coming back from the military or work and back into college. There was a second wave when online learning had its first boom where you see institutions flourish and start to offer competency-based models. Now there is a third wave where there is increasingly more traditional institutions who are looking to convert their degree programs because they've realized although there is a completion agenda, often completion has become a proxy for competence. Individuals are leaving with credentials but not with all the competencies that matter for that field of study or work that they've been focused on in college. These tipping points are galvanized by new enablers. There is massive national traction and increased public and political will. There is technology in ways never before had to support components of this type of learning.

Ms. Krauss focused on Indiana and what it looks like in general as an outsider. We think about policy that might be able to support the start and the spread of CBE and if there are more nontraditional ways to support funding, modify tuition so it is not as encumbered in time-based mechanisms and how to support students who attend CBE schools with regard to transferability and credibility of their credentials. Indiana has within statute some flexibility in how funding and tuition is structured. Indiana also has great transfer and articulation policies. These are on-ramps into this type of learning that will make the path to CBE easier for Indiana.

Ms. Duarte De Suarez posed a question about the maps and policies Ms. Krauss described and the facilitation to move from a state that was symbolized as blue on the map to one that is at the top of the pack and symbolized as purple on the map. In response to Ms. Duarte De Suarez's question regarding if there is any reflection on the aggressive stand on bodies like the Indiana Commission for Higher Education that correlate to a state's success on that map, versus states that may not have an activist body like the Commission that compliments higher education, Ms. Krauss stated that in terms of the activity or advocacy of official bodies and the level of support for states to take this on, what they see is that statute and regulation matter most. The advocacy and activity of organized bodies is directly behind that. Because this is a nascent field, networks have emerged on the institutional, state or regional level. The ability to identify the organized body within the state that can pair up for either pipeline activities or be able to be in conversation with both institutions and other states as almost an unofficial community of practice that would open up resources and information sharing is an asset. With each state, depending on the fit or strength of the body to support in legislative matters or institutional capacity building, it will vary in just how much it will influence.

Ms. Krauss discussed concrete examples of what CBE looks like in practice. Ms. Kadlec's organization, Public Agenda, and Ms. Krauss are being supported to do a national landscape scan trying to identify within this emergent space what the shared design elements are among the healthy and robust designs. The shared design elements of such CBEs is that they are learner-centered, have proficient and prepared graduates; coherent, competency-driven program and curriculum design; clear, cross-cutting and specialized competencies; measurable and meaningful assessments; engaged faculty and external partners; flexible staffing roles and structures; embedded process for continuous improvement; enabling and aligned business processes and systems; new or adjusted financial models. The ten shared elements she discussed show up all the time in quality CBE models and are great indicators but the practice is still emerging but the need and demand has accelerated considerably.

In response to Mr. Murphy's question regarding whether there was transferability in credits from a CBE system to a seat time system, Ms. Krauss stated that because of the reliance on financial aid for students who attend college and for the universities, for the most part right now, we see most institutions back-mapping their transcripts to a credit-based system for ease of transfer and financial aid. She said it also has a burden on time and effort because it is a translation. For the institutions that convert back from the CBE system to the credit-based system you shouldn't see any penalty on the student experience for transfer. It is at the state level, and with regard to Indiana, because of the strength of the transfer and articulation policies it will be easier than for states that do not already have that structure in place. Vendors are also stepping in to help with algorithms to make some of the conversion easier and to reduce the time and effort of faculty or staff.

In response to Mr. LaMothe's question regarding the assessment system and what exactly it measures, Ms. Krauss said that they know at the design level that assessments must measure what matters the most and it needs to be meaningful to

not just the student but the field of study or work that the credential is geared toward. The assessments take different forms across institutions, some use Scantrons, testing centers and proctors. Others use experiential, highly interactive assessments or experiential projected based assessments. What is consistently happening is one of two things with regard to mastery, sometimes called proficiency or performance-based, it will measure either the progression toward the level of competence that a learner needs to reach for that particular course or credential or the final proficiency of a competency. This is still evolving so rapidly that there is huge diversity in practice, but the most important piece is that the grades are no longer conflated with other unrelated factors that don't touch learning. The grades or the assessments should measure learning, rather than, for example, participation if it's not attached to communication competency. They should be true reflections of what was learned.

Mr. LaMothe followed up by saying one of the reasons he asked the questions is because one of the challenges in higher education across the country, and certainly in Indiana, relates to quality. In response to Mr. LaMothe's question of whether there was a design in the development of CBE to get that consistency of quality as it is implemented, Ms. Krauss stated that the best hope of CBE is one that's planned with the end in mind. It is important to establish what the credential prepares for and, with precise measures, what are the competencies that should accompany this credential. Planning with the end in mind, understanding what the structure of the program is and the time you have, the progressions and parts of learning that can get someone to that competency is important. From an access standpoint, no matter the individual, there must be multiple pathways that bring them to it and multiple ways to demonstrate competency and how we test for it.

Dr. Conant stated that in Indiana there is a core transfer list of courses that is the same at all schools and someone at each school looks at the competency required, the learning objectives and what students can do after they finish the class. In response to Dr. Conant's question asking how CBE is different than that system where quality is standardized to learning objectives and content as a statewide system, Ms. Krauss said that it is across the delivery and pedagogical aspects of CBE and recognizing in that scale and spread, it's not educational quality but organizational viability. The question becomes how you maintain the consistency and fidelity over time and then how you finance and support it.

Dr. Conant said that we review a section of them every year that goes through curriculum coordinators at each university and is within the traditional way that we provide assessment. Dr. Krauss said that to the level that students are moving forward based on what they know and can do and can enroll flexibly no matter their circumstances to get there, then you are well on your way. It is based on competence and not this confluence of other factors.

Dr. Conant stated that where he is most confused is with the difference in what she calls competency and what we have always called learning objectives. Dr. Krauss responded that it is a combination of both the specialized and cross-cutting competencies and determining what is competent in theory for the credential and

then what is probable or nice to have and then trying to delineate between the two. Understanding across different majors or disciplines, what are the mindsets and skillsets that need to be enforced and embedded into the curriculum and the do so with intention. Great teachers and faculty think with the end in mind. Access and quality are critical to ensure that no matter what happens in a student's life during a certain time period, are they able to continue moving forward and not be penalized because it is the learning that matters, not the time or location and do they have the requisite skills to be able to access that kind of learning.

In response to Ms. Duarte De Suarez's question about how CBE works with prior learning assessment (PLA) and how the two models fit, Ms. Krauss said that PLA is a wonderful addition to the programming because it takes into account what they already know and can do and because enrollment status or time spent in class or to degree are less important than the learning that engages and gauges precisely where they are and then puts them into a place of appropriate challenge. PLA pipelines them to the degree where actual learning is happening. This varies from more traditional syllabi that can sometimes be more inflexible in progression. Ms. Krauss views having a state policy in Indiana as very beneficial policy lever in the state.

III. BUSINESS ITEMS

A. Academic Degree Programs for Full Discussion

1. Bachelor of Science in Transdisciplinary Studies to be offered by Purdue University West Lafayette

Candiss Vibbert, Assistant Vice President for Engagement, and Jeff Evans, Associate Professor of Electrical and Computer Engineering Technology, presented this item.

In response to Mr. LaMothe's question as to whether or not this would cut across multiple colleges at the university as a cross-disciplinary approach, Dr. Evans stated yes in terms of the competency pieces. Faculty from Liberal Arts and from Science are participating in this and helping to put this together.

In response to Mr. LaMothe's question if it is centered in a particular college, Dr. Evans responded that it is centered in the Polytechnic Institute at Purdue West Lafayette.

In response to Ms. Correll's question if all of these will map back to traditional credit hours, Dr. Evans said yes. He said the model they've adopted is a close comparison to what Alverno College, a small women's college in Milwaukee, Wisconsin. They use essentially traditional courses so there is a transcript. For various institutional, legal, financial aid related reasons, there is the notion of credit and credit hours so students will take courses and other forms of learning.

In response to Ms. Correll's question if she is in this degree and decides to transfer and go to the College of Science or another degree, will this map back to credits, Dr. Evans stated absolutely it will. Students at Purdue University can take traditional courses and the transferability mechanism will work.

In response to Ms. Correll's question if the expectation is that this will be a mix of both the competency-based courses and the traditional coursework or is the expectation that you will go through the whole program as competency-based, Dr. Evans stated that the degree requirements, the state 120 minimum credit hours, in addition to the nine course requirement of satisfying the competencies. There are two pieces to this and in some respect we have decoupled them. There are two courses each semester that are highly experiential and project-based in nature and part of their purpose is to be the assessment mechanism and the connecting of the dots between the scaffolding that is produced in the students' coursework and the competencies, basically mapping those two together.

In response to Mr. Murphy's question regarding the 300 level and 400 level disciplinary knowledge if it is within a particular discipline or open to any discipline, Dr. Evans said that students will be advised to pursue one or more technical disciplines in addition to one or more disciplines on the humanities side.

In response to Mr. Murphy's question requesting clarification as to why the word transdisciplinary was chosen versus interdisciplinary, multidisciplinary or crossdisciplinary, Dr. Evans said that was a great question and distributed an article he wrote in August of 2014 ("Purdue Polytech crosses disciplinary boundaries via transdisciplinarity", *Purdue Polytechnic Institute news*, Issue 5) that dives into what each tends to mean. Often, things are considered interdisciplinary with fields that are close together, such as biology and chemistry. Transdisciplinary refers to things that are not that close, for example, if someone is trying to solve a technical problem there is a need to have technical knowledge. But depending on where that technical problem is occurring, that individual may need to know about the culture, history, religion and politics of that area. It is highly student driven and the mentor's job is to focus on the student's intrinsic motivation and the application to be accepted into the program is based on an evaluation for self-determination. The notion of transdisciplinary is extremely wide and involves technologies and science as well as humanities and culture.

In response to Ms. Whitehouse's question regarding whether there are significant differences between independent study worked out between the student, faculty member and in conjunction with an advisor, Dr. Evans said that it differs in that they are looking across a wide girth of competencies from discipline-specific competencies to cross-cutting skills.

Dr. Bepko stated that President Daniels was interviewed by Intech Magazine and said that one of the most important things is innovation. Dr. Evans responded that one of the sub-competencies they use is creative thinking and he agrees that innovation is definitely important.

Dr. Sauer gave the staff recommendation.

- R-15-04.2 RESOLVED:** That the Commission for Higher Education approves the recommendation of the Bachelor of Science in Transdisciplinary Studies to be offered by Purdue University West Lafayette consistent with this agenda item. (Motion – Murphy, second – Fisher, unanimously approved)

B. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Game Design to be offered by Indiana University Bloomington
2. Bachelor of Arts in Media to be offered by Indiana University Bloomington
3. Master of Science in Informatics to be offered by Indiana University-Purdue University Indianapolis (IU)
4. Bachelor of Science in Unmanned Systems to be offered by Indiana State University

R-15-04.3 RESOLVED: That the Commission for Higher Education approves by consent the following academic degree programs, in accordance with the background information provided in this agenda item.

- Bachelor of Science in Game Design to be offered by Indiana University Bloomington
- Bachelor of Arts in Media to be offered by Indiana University Bloomington
- Master of Science in Informatics to be offered by Indiana University-Purdue University Indianapolis (IU)
- Bachelor of Science in Unmanned Systems to be offered by Indiana State University (Motion – Bepko, second – Fisher, unanimously approved)

C. Capital Projects for Full Discussion

1. Indiana University – Construction of the School of Informatics and Computing on the Bloomington Campus

Dr. Tom Morrison presented this item. Mr. Hawkins presented the staff recommendation.

R-15-04.4 RESOLVED: That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Indiana University – Construction of the School of Informatics and Computing on the Bloomington Campus (Motion – Murphy, second – Hubbard, unanimously approved)

2. Indiana University – Wells Quad Renovation

Dr. Morrison presented this item.

In response to Dr. Conant's question how they balance the desire of students for fancy facilities and the desire of parents to keep costs down, what the range of residential housing costs is and where this fits in the range, Dr. Morrison stated that a strong concern of their trustees is to always keep that balance in mind for the residence hall system. He said that it is not in the best interest of creating community to build high end residence halls. The residence halls are diverse and the range of fees is relatively tight and house just under 14,000 students on campus.

In response to Mr. Murphy's question as to what the student population is, Dr. Morrison said approximately 42,000, one third living on campus.

In response to Dr. Bepko's question regarding how many students live off campus and what the diversity of housing is like off campus, Dr. Morrison said approximately 30,000 students live off campus in a diverse range of housing from high end to basic accommodations.

Mr. Hawkins presented the staff recommendation.

R-15-04.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Indiana University – Wells Quad Renovation (Motion – Bepko, second – Correll, unanimously approved)

D. Capital Projects for Expedited Action

1. Indiana University Bloomington – Indiana Memorial Union Biddle Hotel Guest Rooms Renovation
2. Purdue University West Lafayette – Agricultural and Life Sciences Building
3. Vincennes University – Center for Science, Engineering and Mathematics

R-15-04.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Indiana University Bloomington – Indiana Memorial Union Biddle Hotel Guest Rooms Renovation
- Purdue University West Lafayette – Agricultural and Life Sciences Building
- Vincennes University - Center for Science, Engineering and Mathematics (Motion – Fisher, second – Hubbard, unanimously approved)

E. 2015-2017 Indiana/Ohio Reciprocity Agreement – Expedited

R-15-04.7 **RESOLVED:** That the Commission for Higher Education approves by consent the 2015-2017 Indiana/Ohio Reciprocity Agreement, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Bepko, unanimously approved)

F. Commission for Higher Education Fiscal Year 2016 Spending Plan – Expedited

R-15-04.8 **RESOLVED:** That the Commission for Higher Education approves by consent the Commission for Higher Education Fiscal Year 2016 Spending Plan, in accordance with the background information provided in this agenda item. (Motion –

Murphy, second – Bepko, unanimously approved)

G. Updated Regional Campus Policy and IPFW Policy – Expedited

Mr. Murphy commented that the policy talks about IPFW balancing the campus between Purdue and IU and that it's the number of students on both campuses that leads to the decision to designate it as a metropolitan university. He suggested that the Commission keeps in mind that this may lead to local organizations and others who will try to encourage a much stronger involvement from Purdue so they can achieve the same results.

R-15-04.9 RESOLVED: That the Commission for Higher Education approves by consent the Updated Regional Campus Policy and IPFW Policy, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Correll, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- 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 2:57 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary