

AGENDA

Commission for Higher Education

COMMISSION MEETING

Ivy Tech Community College

261 S. Commerce Drive

Marion, IN 46953

Phone: 765-651-3100

Friday, September 9, 2011

- I. CALL TO ORDER -- 9:00 a.m. [EDT]
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM
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IX. OLD BUSINESS

X. NEW BUSINESS

XI. ADJOURNMENT -- Approximately 12:00 p.m.

The next meeting of the Commission will be on October 14, 2011, in Jasper.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, August 12, 2011

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:10 a.m. at Indiana University Northwest, 3400 Broadway, Gary, Indiana, with Chair Ken Sendelweck presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, Jud Fisher, Keith Hansen, Marilyn Moran-Townsend, Chris Murphy, Eileen O’Neill Odum, Kent Scheller, Ken Sendelweck, and Mike Smith (via conference call.)

Members absent: Gerald Bepko, Carol D’Amico, Susana Duarte de Suarez, Chris LaMothe, George Rehnquist.

Dr. Richard Ludwick, President and CEO, Independent Colleges of Indiana, also attended the meeting.

III. CHAIR’S REPORT

Mr. Sendelweck invited Dr. William Lowe, Chancellor of Indiana University Northwest (IUN), to give welcoming remarks. Dr. Lowe welcomed the Commission to the campus.

Mr. Sendelweck introduced himself as a newly elected Chair of the Commission. He said this is his sixth year with the Commission. He mentioned the legacy of past Chairs Chris Murphy, Jon Costas, and, most recent, Mike Smith, and expressed his hope that the Commission will continue the momentum. Mr. Sendelweck stated that the Commission is blessed to have strong positive results to build on, so he was anxious to continue moving forward with the help of the Commission and staff members.

Mr. Sendelweck introduced Dr. Kent Scheller, Associate Professor of Physics, University of Southern Indiana, as a newly appointed Faculty Representative on the Commission. Dr. Scheller has his Bachelor Degree from the University of Evansville, and Master of Science in Physics and Doctoral Degree in Nucleo-Astrophysics from the University of Notre Dame. Dr. Scheller has a lot of campus experience relative to the university Faculty Senate and to several university committees, such as Faculty Affairs, Strategic Planning, Core Curriculum, to name a few. He served as President of the Board of Trustees of the South Gibson School Board and Public School System in Southern Indiana, as well as St. Peter and Paul School Board in the private sector. Mr. Sendelweck invited Dr. Scheller to add what he thinks is important to the introduction.

Dr. Scheller said that he is a father of three and a happy husband. He is very pleased to be appointed to the Commission and looking forward to working with the Commission members and staff.

Mr. Sendelweck congratulated Mr. Bland on receiving the Reverend Charles Williams Award. This prestigious award recognizes individuals who have distinguished themselves through direct service to youth in the Indianapolis community.

Mr. Sendelweck also acknowledged baby Eva, born in July to Commission member Susana Duarte de Suarez.

Mr. Sendelweck asked to take a moment of respect for former Indiana University (IU) President John Ryan, who was being laid to rest this morning.

IV. COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, Indiana Commission for Higher Education, informed the Commission that Mr. Jon Gubera, Associate Commissioner for Policy and Planning at the Commission, was leaving the Commission to return to the Department of Education as a Chief Accountability Officer. Ms. Lubbers thanked Mr. Gubera for his great service at the Commission and wished him all the best in his new position.

Ms. Lubbers spoke about some changes in the Commission's staff. She reminded the Commission members that she repeatedly spoke about the Commission's need to upgrade the data capacity. With the hiring of two people, the Commission will have the ability to do this. Ms. Lubbers asked the Commission for a motion to approve hiring Ms. Molly Chamberlin as an Associate Commissioner for Information and Research, and Mr. Nicholas Buchanan as Data Warehousing Architect and Systems Analyst.

R-11-06.1 RESOLVED: That the Commission for Higher Education hereby approves hiring Ms. Molly Chamberlin as Associate Commissioner for Information and Research, and Mr. Nicholas Buchanan as Data Warehousing Architect and Systems Analyst (Motion – Murphy, second – Moran-Townsend, unanimously approved)

Ms. Lubbers stated that the Indiana Commission for Higher Education was one of the recipients of the Complete College America \$1,000,000 grant. This was a highly competitive process; ten states were awarded similar grants, and Indiana was one of only a couple of states that received unanimous support by the committee based on the grant application. Ms. Lubbers thanked some members of the university community (Dr. Barb Bichelmeyer, Associate Vice President for University Academic Planning, Indiana University and Mr. Jeffrey Terp, Vice President of Engagement and Program Analysis, Ivy Tech Community College), who worked with the Commission on creating the grant application. Ms. Lubbers also acknowledged the great work done by Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, Commission for Higher Education, in putting this application together. Ms. Lubbers said that the Commission is excited about the opportunities this grant will provide to redesign the remediation and support services at the regional campuses. Ms. Lubbers said that the Commission will be reporting the progress of this work.

Ms. Lubbers added that the Commission is ready to apply for the \$30,000 of the National Governors' Association (NGA) Grant. This money will help the state to provide technical assistance in the area of longitudinal data. Ms. Lubbers said that Governor Daniels is a member of the organizing group at NGA for this grant. Ms. Chamberlin will be putting the grant application together, which is due later this month.

Ms. Lubbers reminded the Commission of the second Trustees Academy, scheduled on September 26th. Ms. Lubbers said that the Commission is looking forward to a great discussion with the trustees throughout the state, continuing the focus on learning outcomes.

Ms. Lubbers acknowledged another effort that is underway at the Commission: a continuation of the Productivity Grant that the Commission received from Lumina a couple of years ago. On the 23rd of August Lumina will be bringing together representatives from Tennessee, Ohio, and Pennsylvania to meet with key stakeholders in Indiana on how to continue to refine Indiana's

performance funding formula. The invitations were sent out to key legislators, government representatives at the universities, members of the Commission, members of the business community, and others, who might be important to build support for the formula.

V. CONSIDERATION OF THE MINUTES OF THE JUNE 2011 COMMISSION MEETING

R-11-06.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the June 2011 regular meeting (Motion – Fisher, second – Murphy, unanimously approved)

VI. DISCUSSION ITEMS

A. Indiana University: Regional Campuses' Blueprint for Student Attainment

Dr. John Applegate, Vice President for Planning and Policy, Indiana University, presented this item.

Dr. Applegate talked about the role of IU's regional campuses, which is to provide an accessible, affordable IU degree to a wide range of learners; to produce a skilled workforce for their regions; to educate the future citizens and leaders of their regions; and to support state and regional economic development and civic engagement.

Dr. Applegate said that regional campuses are one third of Indiana University. He showed the number of degrees awarded by the regional campuses within the last decade. Dr. Applegate emphasized the fact that 80 percent of regional campus alumni stay in the community. This is the source of the regional campuses' strength.

Dr. Applegate spoke about the access to higher education at the regional campuses. The regional campuses enroll a wide range of student preparation: 42 percent of undergrads are first generation students; 58 percent are caring for dependents; 35 percent work more than 20 hours per week.

Dr. Applegate referred to Ms. Lubbers' mentioning of a new higher education paradigm, and said that regional campuses reflect that in a number of ways. The range of baccalaureate degrees is wide; the campuses are also focusing more on master's degrees, particularly on professional master's degrees. Dr. Applegate mentioned that the campuses are phasing out associate degrees, as a part of a long-term commitment.

Dr. Applegate reminded the Commission that a year ago IU President Michael McRobbie recreated an office of the Executive Vice President for University Regional Affairs, Planning and Policy. One of the goals of this office was creating a shared mission statement and a blueprint for student attainment. Regional campuses should have a positive and strong identity, and to be the first choice institutions for prepared Indiana students. The organizational idea of this office is to recognize that regional campuses have some important missions and issues in common, but they also serve their individual missions.

Dr. Applegate next spoke about the *Blueprint for Student Attainment*. Student success is the ultimate goal of the regional campuses. The focus is on six key areas: 1) excellent, distinctive education; 2) student success and completion; 3) educational access and innovation; 4) pathways and transitions; 5) affordability and efficiency; and 6) relevance to regional and state needs.

Dr. Applegate talked about the guiding principles, which include: collaboration, which is the basis for progress; engagement of students in learning and of campuses with communities and regions; and excellence in education, research, economic development, and cultivation of efficiencies.

Dr. Applegate said that implementation of the *Blueprint* document is already underway. The university is trying to focus on key areas that would make differences. The principal criteria for identifying key areas were the immediate impact on student success and completion, as well as factors that would make a long term impact on student success, and the improvement of education quality, efficiency, and responsiveness to state and regional needs. Applying these criteria resulted in eight key areas that the regional campuses will be focusing on. Before giving a detailed description of these key areas, Dr. Applegate pointed out the connection between each of these areas and the Commission's "*Reaching Higher*" and "*Reaching Higher*" 2.0 documents.

The eight key areas of the implementation are: 1) developing pervasive student advising program, championed by IU Kokomo Chancellor Michael Harris; 2) collaboratively expanding online education, championed by Dr. Barbara Bichelmeyer, Associate Vice President for University Academic Planning and IU Director of Online Education; 3) expanding programs directed toward regional needs and non-traditional students, championed by IU South Bend Chancellor Una Mae Reck; 4) deepening partnerships with Ivy Tech, championed by IU East Chancellor Nasser Paydar; 5) joining inter-campus academic programs and faculty development, championed by IU Northwest Chancellor William Lowe; 6) developing a robust system of data gathering and evaluation, championed by IU Southeast Chancellor Sandra Patterson-Randles; 7) consolidating back-office student services operation, championed by Dr. Jim Kennedy, Associate Vice President for University Student Services and Systems; and 8) organizing and long term planning, championed by Dr. John Applegate.

Dr. Applegate finished his presentation by saying that the *Blueprint* is a living document. Not everything that is in it will be implemented, but there will be some new ideas. The *Blueprint* operationalizes "*Reaching Higher*" for the regional campuses; it enhances missions of IU's regional campuses, and it is a great support for "*Reaching Higher*" 2.0.

Ms. Odum complemented Dr. Applegate on the *Blueprint* document and the great amount of work that was envisioned throughout it. She asked how the eight key areas were drawn out of this document. She also asked how the Champions for each area were selected and how they are going to accomplish their tasks.

Dr. Applegate responded that there is no intention to have new staff to help with the implementation of the *Blueprint*. His office staff will be supporting the Champions. Dr. Applegate said that there is a great deal to be done by spreading information. Chancellors and faculty have been working on these issues already for a long time, but what is new is the ability to learn about the best practices to leverage from one campus to another. One of the priority criteria is where the big differences can be made relatively quickly, and there are areas where these issues can be piggybacked on some other initiatives already in process.

Ms. Odum asked whether these eight priorities have documentation that shows what steps should be taken, by whom, where, and when. Dr. Applegate responded that the first step is to decide and develop what those individual specific actions are, and go from there. These actions are going to be led by a Champion and the dedicated staff

person. Dr. Applegate pointed out that he wants to have a good balance between doing it with accountability and understanding people's responsibilities.

Ms. Odum asked about the intentions of this plan in terms of time. Dr. Applegate said he wants to see action in the coming year; however, a number of academic factors are tied to the academic year. Dr. Applegate said that, with the help of the Complete College America Grant, in the next year the university will be developing various kinds of programs and tools, and the University will need to get people up to speed and start using them.

Ms. Odum referred to page 59 of the *Blueprint* document, which deals with affordability. She said that there has to be a link to the CHE and Learn More Indiana. Dr. Applegate agreed.

Ms. Moran-Townsend praised Dr. Applegate on the *Blueprint* document. She noted that IU took very seriously the focus on regional campuses; they did a lot of work, and this is a wonderful step in the right direction. Ms. Moran-Townsend said that in the metrics there was not much information about what happens in the middle. She pointed out that the Commission would like to see greater persistence and greater success in academic attainment within the period of time these programs are at the regional campuses. Dr. Applegate responded that IU tries to look into three big parts of this process of measuring their success in higher education: the input measures; the process measures (assessment of courses), and the outcome measures. He promised that he will be looking back into this middle part.

Ms. Moran-Townsend asked whether IU is planning to report to the Commission the progress of the implementation process, and whether IU will be willing to share this kind of learning that they have discovered with other institutions around the state. Dr. Applegate responded to both questions in the affirmative.

Mr. Murphy also congratulated Dr. Applegate on the *Blueprint* document. He asked whether IU has set goals on the key metrics; and whether they have an objective that they are trying to achieve in a few years. Dr. Applegate said that they have not done that yet, but the group which is being led by Chancellor Patterson-Randles, will be working on it. He said that the goal is to be aspirational, but there have to be meaningful numbers and timelines. It also requires a certain amount of analysis with peer institutions, and this has not been done yet.

Mr. Murphy encouraged IU to set break through goals and to get creative about the things that can make a significant change in the results.

Mr. Sendelweck said he would like to get an update to the expenditure review report. Dr. Applegate said this was possible to do.

Mr. Sendelweck referred to student preparedness and IU regional campuses' partnership with Ivy Tech. He pointed out that remediation coordination is a key part of the transferability. Dr. Applegate said that this year IU moved regional campuses to Core 40 requirement, which would be an important part in the preparation of the students. Mr. Sendelweck emphasized that student success always has to be a number one goal.

Mr. Murphy asked why there were some Associate Degrees left in the regional campuses. Dr. Applegate responded that there are a couple of program areas at the regional campuses that are not offered by Ivy Tech yet, but they are working on this.

The only Associate Degrees that are still being offered by IU regional campuses are those that are not being offered anywhere else at this point.

B. Smarter Choices, Faster Completion: Indiana Complete College America Grant Initiative

Mr. Jason Bearce presented this item.

Ms. Moran-Townsend asked how this report aligns with the report made by Dr. Applegate. Mr. Bearce responded that there is a very close alignment in many areas, and some of the champions listed in the *Blueprint* would be participants in the grant initiative. The goal here is cross-pollination of strategies and aligning efforts.

Mr. Bland said that there is a general assumption that the single greatest indicator of college success is the rigor of the students' secondary experience. He asked whether this would suggest that most of the funds would be gone before the students even get into college. Mr. Bearce responded that this particular grant (from Complete College America) was focused on efforts within the higher education realm. At the same time, he added, it is important to remember that this program will be dealing with a large adult population who may have very similar remediation needs as students who come to college directly from high school.

Mr. Bland noted that it seems that the state invests a great deal of money, but does not see a great return on this investment. He added that now the Commission is really incentivizing students by giving them even more financing for their education. Mr. Bearce said that there have been conversations within the Commission and on the institutional level on ways beyond the financial aid policies, and whether the students could be incentivized to make smart choices regarding their education and timely degree completion.

Mr. Hansen asked where the funding for a large scale operation would come from. Mr. Bearce responded that there are start-up funds to scale strategies, and these efforts should be self-sustaining over time. One million dollars is a relatively small amount of money, but it does provide a clear target and the incentive for the right players to come together with a very focused objective and a very focused timeline on when to get this done.

Ms. Moran-Townsend asked why the colleges admit students who are not prepared, and why the students are not prepared, if they have diplomas that indicate that they are. Mr. Bearce responded that all too often students do not realize that they are unprepared for college until they arrive on campus. He said that if the students could get some early indications regarding their preparedness, there would be greater opportunity for more targeted remediation in high school.

Mr. Bland asked whether there is a person who pulls the presentations together, who summarizes them, so that the alignment between them is obvious; someone who could make sure that the Commission is continually making progress.

Mr. Lubbers responded that the Commission is the right place to be doing that, because it has that charge more uniquely than any other place in the system. The Commission has an opportunity to partner with a lot of these initiatives, whether it is on the institutional level, the Education Roundtable level, or with the Chamber of Commerce's initiative. There is no "czar" for this, though there should be, because there has to be some sense on how these things are being coordinated. This is all longitudinal data, and it has to be dealt with. Ms. Lubbers said that as the

Commission is going through some staff restructuring process, it will need to have a person who would keep track of all these grant initiatives.

Mr. Scheller asked whether the Commission has identified ahead of time the data that is going to be measured to know a year later whether this pilot has been successful. Mr. Bearce responded that the vast majority of these funds will be dedicated to data infrastructure and making sure it is possible to measure what is and what is not working. Also, the goal of this grant is about aligning efforts across the campuses, and data-tracking, evaluation and metrics is the centerpiece of it.

Mr. Hansen suggested that it would be useful to have a document that has a rough outline of all the most current grants with objectives. Ms. Lubbers said that this is possible to provide.

VII. DECISION ITEMS

A. Academic Degree Programs

1. Certificate, Technical Certificate, and Associate of Applied Science in Machine Tool Technology To Be Offered by Ivy Tech Community College-South Bend at South Bend and Warsaw, and Fort Wayne at Fort Wayne, and

Certificate and Technical Certificate in Machine Tool Technology To Be Offered by Ivy Tech Community College-Indianapolis at Indianapolis

Dr. Mary Ostrye, Provost for Academic Affairs, Ivy Tech Community College, presented this proposal.

Mr. Hansen asked about the job opportunities with the Certificate, and the difference between the jobs for those with the Certificate and Associate degree. Dr. Ostrye said that the jobs for Certificate are entry-level positions and not intended for management level, but there are jobs available for all three programs.

Mr. Hansen asked whether the general education courses in the curriculum presented for these three programs are in a core curriculum for all Ivy Tech programs. Dr. Ostrye responded that there are core curriculum requirements for transfer programs, general education requirements for Technical Certificate and for Associate degrees. There are no general education requirements for Certificate programs.

Mr. Hansen asked whether there is a difference in tuition between Technical Certificate and Certificate. Dr. Ostrye responded that the base tuition is the same, but there is a charge for certifications.

Mr. Fisher asked whether the certificates are designed around the areas with most need. Dr. Ostrye responded in the affirmative.

Mr. Bland asked how Ivy Tech lets potential students know about these certificates. Dr. Ostrye responded that Ivy Tech has its marketing campaign, and the employers are doing their marketing, as well. Mr. Bland noted that there is a major gap between the existing opportunities and the potential pool of students. Dr. Ostrye said that Ivy Tech is trying to expose students to the existing opportunities with the Career Pathways project. Ivy Tech is working with DOE to let high school kids know what opportunities are available for those who have certain aptitude for them.

Dr. Sauer gave the staff recommendation.

R-11-06.3 RESOLVED: That the Commission for Higher Education approves the *Certificate, Technical Certificate, and Associate of Applied Science in Machine Tool Technology* to be offered by Ivy Tech Community College-South Bend at South Bend and Warsaw, and Fort Wayne at Fort Wayne, and

Certificate and Technical Certificate in Machine Tool Technology to be offered by Ivy Tech Community College-Indianapolis at Indianapolis, in accordance with the background discussion in this agenda item and the *Abstract*, May 27,2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 29, 2011 (Motion – Murphy, second – Fisher, unanimously approved)

2. Master of Social Work To Be Offered by Indiana State University at Terre Haute

Dr. Jack Maynard, Provost for Academic Affairs, Indiana State University, introduced this proposal.

Dr. Richard (Biff) Williams, Dean, College of Nursing, Health, and Human Services, gave a brief overview and description of the program.

Mr. Hansen asked about the need of having a new Master's program at ISU. He referred to the numbers given in the Proposal Summary: students enrolled (112) and graduated (14), while IUPUI and USI had 700 students enrolled and 200 graduated. He asked whether it would not be a better use of funds to make sure more students graduate from these programs, before having this new Master's degree. Dr. Williams responded that after completing a Baccalaureate degree, a person becomes a licensed social worker. There are limited areas for practicing this degree, so the graduates are transferring to other institutions that have MSWs (Master of Social Work), in order to become licensed clinical social workers. By offering this program, ISU is meeting the students' need of becoming licensed clinical social workers.

Mr. Hansen asked whether ISU is expecting a much higher number of graduates. Dr. Williams responded in the affirmative. He said that ISU is also offering introductory classes, and they now have 65 students enrolled in two sections of these classes.

Mr. Hansen asked whether the students can transfer certain credits they have earned in the Bachelor's degree program towards the Master's degree, instead of taking these classes again. Dr. Williams responded that 60 credit hours listed in the proposal are for those who do not have any social work background. Anyone with a four year degree will need only four semesters to complete his/her Master's degree.

Ms. Moran-Townsend asked about the cost of obtaining this degree. Dr. Williams responded that there are a few courses within this program that have \$300 clinical fee, but other than that it will be common in-state/out-of-state tuition without added expenses.

Mr. Bland asked what makes ISU believe that in 2017-18 there will be more people with mental health or substance abuse problems. Dr. Williams referred to the reports from the Institute of Medicine, American Medical Association, as well as trends for Mental Health

and Psychologists Associations. That is what their predictions are, and these predictions have held true for the last 20 years.

Dr. Sauer gave the staff recommendations.

R-11-06.4 RESOLVED: That the Commission for Higher Education approves the *Master of Social Work* to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Abstract*, July 29, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 29, 2011 (Motion – Bland, second – Hansen, unanimously approved)

Mr. Hansen asked whether it would be possible to have a list of an Academic Degrees inventory. Dr. Sauer said that the Commission staff will be able to get this information shortly.

3. Master of Science in Translational Science To Be Offered by Indiana University Through its IUPUI Campus

Dr. Applegate introduced Dr. Julia Lamber, Interim Provost for Academic Affairs, Indiana University.

Dr. Lamber presented the proposal.

Mr. Murphy asked why this degree is not offered on other four-year medical school campuses around the state. Dr. Mark Payne, Professor of Pediatrics (Cardiology), and Medical and Molecular Genetics, IUPUI, Riley Hospital, responded that IUPUI already teaches much of the didactic course work in this subject around the state via distance education; they teach the class from the School of Medicine to Purdue already, in Engineering school especially; they also teach it at Notre Dame. There are certain elements of the Master's degree that have to be conducted within Indianapolis, such as the health exposure for the physician, and it is hard to arrange such kind of exposure off-site.

Mr. Murphy asked why this has to be done in Indianapolis. Dr. Payne responded that part of the teaching of the scientist about the human health and disease is to show him what it really is, so it is crucial to put the scientist in the clinical setting to do that. This is being done under strict mentor-structured settings, and without that the students have no understanding what the problems are. The physician has relatively little understanding on how to conduct rigorous basic science and has little understanding on how to take a certain genetic problem and get it to the right scientist. The real goal of the Master's in the Translational Research and Translational Science is to teach team science, which is where the industry is headed today.

Mr. Murphy pointed out that there are other centers in the state where that could be duplicated, because translational science initiative is so critical for the development in Indiana's both medical and engineering sciences. Dr. Payne agreed with this statement, and added that IU is just starting a program, so they need to make sure it works on this campus, but since there is the IU School of Medicine in the north part of the state, there will be no problem with expanding this program to other regional campuses of IU and other schools in the state.

Ms. Odum said she was surprised to see that target students for this program would be post-doctorate. She asked how frequent it is for Medical Doctor to go back and get the Master's in a different subject. Dr. Payne responded that it does not happen very often; as a physician, a scientist may not need a Ph.D. to conduct basic science research. However, there is a need in a collaborative team, where the physician works closely with the basic scientists, and they both speak a common language.

Ms. Odum inquired how attractive this program is for someone who already has the Ph.D. Dr. Payne assured her that it is quite attractive. IU has already generated quite an amount of interest in this program. This program is targeted for residents and fellows who are still in training, and who want to add a dual degree, which will allow them to explore new jobs and new career paths, and this is one of the goals of this program.

Ms. Odum asked whether other states have similar programs. Dr. Payne responded that there are few similar programs around the United States. He used to work in North Carolina, and started the second program, that led to the Ph.D. in Translational Research. It was in 1999, and the appeal has begun growing quite rapidly, so now there are more and more programs to develop this kind of dual degree and training program.

Dr. Sauer gave the staff recommendation.

R-11-05.5 RESOLVED: That the Commission for Higher Education approves the *Master of Science (M.S.) in Translational Science* to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, July 29, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 29, 2011 (Motion – Hansen, second – Fisher, unanimously approved)

4. Master of Science and Doctor of Education in Instructional Systems Technology To Be Offered by Indiana University Bloomington Statewide via Distance Education Technology

Dr. Lamber presented this proposal.

Ms. Odum asked about the ten percent charge for distance learning. Dr. Bichelmeyer responded that the university has been offering on-line courses in the past ten years, and that several things are factored in this price, like the faculty/student ratio, which is smaller than in on-line course, and which could provide the interaction that might be needed. There is also the cost for providing and paying for on-line library access, finding digital archives, and purchasing the software.

Ms. Odum said she thought that most students had on-line library access whether they were on campus or not. Dr. Bichelmeyer responded that there is a cost to all students for developing and buying these digital archives, so this is the technology fee that is associated with the technology support and advising. Dr. Bichelmeyer assured Ms. Odum that this seems to be a national trend. Ms. Odum stated that this has to be redesigned, because the goal is to be encouraging on-line degrees. Dr. Bichelmeyer agreed.

Ms. Moran-Townsend supported Ms. Odum's view on the extra fee. She expressed hope that IU will look at this more closely. On-line courses should be free of the embedded costs that exist within the campus due to the use of the campus. Dr. Bichelmeyer pointed out that on the last page of the program proposal there is an explanation of that. It has to do with the competitiveness of the University nationwide.

Mr. Hansen asked Dr. Bichelmeyer to comment on the quality of on-line degree versus on-campus degree. Dr. Bichelmeyer stated that IU takes a matter of quality education very seriously. Students getting an on-line education feel they need to make a decision between convenience and community, independence and interaction; however, IU strives to provide both. Mr. Hansen asked whether there are any metrics that follow the results and compare them. Dr. Bichelmeyer responded that IU is developing an office of on-line education to look at those issues from the University prospective.

Dr. Scheller asked about the projected headcounts and degree completions. Dr. Bichelmeyer responded that IU usually makes a conservative estimate of how many students will come to the program, and what their timing will be to complete. Since IU has been offering these courses over a period of time, there are people in the pipeline already, who have most of the courses by now, and who will be graduating by the end of next year.

Dr. Sauer gave the staff recommendation.

R-11-05.6 RESOLVED: That the Commission for Higher Education approves the *Master of Science (M.S.) and Doctor of Education (Ed.D.) in Instructional Systems Technology* to be offered by Indiana University Bloomington statewide via distance education technology, in accordance with the background discussion in this agenda item and the *Abstracts*, May 26, 2011 and March 15, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 29, 2011 (Motion – Scheller, second – Murphy, unanimously approved)

5. Master of Arts in Teaching in Special Education To Be Offered by Indiana University South Bend at South Bend

Dr. Lamber presented this proposal.

Mr. Hansen asked about the number of graduates: first year ten were enrolled, and nine predicted to graduate; the second year the enrollment number is 19, but only nine again to graduate. Dr. Terry Shepherd, Department Head of Professional Education Services, IU South Bend, responded that they would enroll ten candidates the first year, and would predict that they may have one dropout. Then they enroll ten more students in the second year, thus making total enrollment of 19 for both years.

Ms. Odum asked why the students who do not have experience in special education would have fewer hours required for this degree than those who have such experience. Dr. Shepherd responded that this is the way the program is designed. Currently, if a person has a background in special education, it is possible to get a Master's in 36 hours. Those students who do not have a background in special education will need to have 56 or more hours to get a degree. This does not take into consideration any type of life experiences either the teachers or graduates may have. Dr. Shepherd said that they are

trying to encourage people who have Bachelor's degree in other fields and are thinking of changing the careers, to go into special education.

Mr. Bland asked whether all students who are currently in special education classes should be in these classes, and maybe the demand for special education teachers should not be that high. Dr. Shepherd responded that there are two types of special education teachers: those who will work in a special education classroom with the students who really need more intensive attention; and those who will be working with general education teachers in a regular classroom, where these teachers will be able to help all the students who may have difficulties.

Mr. Scheller asked where in the curriculum there is a teaching differentiation of instruction to someone with high order of autism, spectrum disorder versus ADHD. Dr. Shepherd responded that this program is geared toward mild disabilities, but throughout the whole program the focus will be on all types of disabilities, like mild autism, mild emotional behavioral disorders, etc.

Mr. Fisher asked where else in IU's system this program is being offered. Dr. Shepherd responded that this would be the first such program in Indiana.

Dr. Sauer gave the staff recommendation.

R-11-05.7 RESOLVED: That the Commission for Higher Education approves the *Master of Arts in Teaching (M.A.T.) in Special Education* to be offered by Indiana University South Bend at South Bend in accordance with the background discussion in this agenda item and the *Abstract*, July 29, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, July 29, 2011 (Motion – Scheller, second – Bland, unanimously approved)

6. Academic Degree Programs on Which Staff Propose Expedited Action

Mr. Sendelweck presented a list of degree program proposals for expedited action.

R-11-05.8 RESOLVED: That the Commission for Higher Education hereby approves by consent the following degree programs, in accordance with background information provided in this agenda item:

- Bachelor of Science in Chemical Biology to be offered by Indiana University Kokomo at Kokomo
- Bachelor of Science in Mathematics to be offered by Indiana University East at Richmond
- Technical Certificate, Associate of Applied Science, and Associate of Science in Business Administration to be offered by Ivy Tech Community College-Gary at East Chicago, Evansville at Tell City, and Statewide via Distance Education Technology, and

Certificate in Human Resource Management to be offered by Gary at East Chicago and Evansville at Tell City (Motion – Murphy, second – Fisher, unanimously approved)

Mr. Hansen asked whether there is a Bachelor of Science in Biochemistry that is already being offered at IU Kokomo. Dr. Lamber responded in the affirmative. Dr. Sauer added that there is a variation on the curriculum, and this is a different program which could be offered through existing faculty resources.

Mr. Hansen asked whether there is a significant difference between Biochemistry and Chemical Biology. Dr. Sauer responded that he could not recall the curriculum detail, but there is sufficient difference that led the institution to make this program proposal. Dr. Sauer asked whether the Commission would like to treat this as a separate item at the next Commission meeting. Dr. Lamber said that if the Commission members would like more information or more details on curriculum, she will be glad to provide them.

Dr. Sauer reminded the Commission that usually with the expedited items if there is a question, the item is moved off the list for this meeting, and would be brought back at the next one. Ms. Odum said that this is appropriate for the Commission to discuss it further. Mr. Hansen said that his concern was that the same course is being repeated. Dr. Scheller said that since there are no new resources involved, he does not mind keeping this item on the list for this meeting.

Ms. Odum stated that when the Commission has a discussion it helps to find whether there are similar programs around the country. Dr. Scheller asked whether there are certain guidelines for approving the program. Dr. Sauer confirmed that there is a criterion in the new degree program guidelines that speaks to duplication, although typically it is framed with the respect to other institutions in the state. Mr. Hansen suggested keeping the item on the list and approving it; however, he asked to see a comparison of the curricula of the Biochemistry and Chemical Biology programs. Dr. Lamber assured him that this will be provided.

B. Capital Projects on Which Staff Propose Expedited Action

Mr. Sendelweck presented a list of capital projects for expedited action.

R-11-05.7 RESOLVED: That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Northwest Chiller Number 6 Installation: \$2,900,000 (Motion – Murphy, second – Hansen, unanimously approved)
- Combine Liberty Crossing Lease Agreements – Bloomington Location: \$215,101 per year (5 year lease) (Motion – Fisher, second – Moran-Townsend, unanimously approved)

C. Transfer Indiana Contracts

Dr. Sauer presented this item.

R-11-05.8 RESOLVED: That the Commission for Higher Education authorizes staff to sign the *1) Memorandum of Understanding with Ball State University for the Transfer Indiana Central Office (TICO)* and *2) Major Services Subscription Agreement with CollegeSource* for use of the enhanced *u.select* software (Motion – Scheller, second – Fisher, unanimously approved)

D. Administrative Action on Which Staff Propose Expedited Action

Mr. Sendelweck read the list of administrative items for expedited action.

R-11-05.9 RESOLVED: That the Commission for Higher Education approves by consent the following administrative actions in accordance with the background information provided in this agenda item:

- Indiana Commission for Higher Education’s 2011-12 Budget
- Indiana’s Education Roundtable’s 2011-12 Memorandum of Understanding ((Motion – Smith, second – Bland, unanimously approved)

VIII. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Capital Improvement Projects on Which Staff Have Acted
- C. Capital Improvement Projects Awaiting Action
- D. Minutes of the June Commission Working Sessions

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 11:45 a.m.

Ken Sendelweck, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

DISCUSSION ITEM A: Learn More Indiana's College GO! Week Campaign

Staff Recommendation

For discussion only.

Background

Learn More Indiana's annual *College GO! Week* campaign is held each fall to help students of all ages plan for college completion and career success. The 2011 *College GO! Week* campaign officially kicks off statewide on September 26, 2011.

From exploring colleges to completing college, *College GO! Week* provides practical advice and helpful resources for K-12 students, current college students and adults in an effort to turn Hoosiers' higher education aspirations into action. Learn more online at CollegeGoWeekIndiana.org.

College GO! Week is one of three annual campaigns led by Learn More Indiana, along with *Cash for College* and *KnowHow2Go*. Designed to engage local partners across the state at strategic points during the year, each campaign has a clear focus with specific steps to motivate students to plan, prepare and pay for college success.

Learn More Indiana is a state-led communication and community outreach initiative working to help all Hoosiers succeed in school, complete college and connect to careers. Learn More Indiana is made possible through a partnership of the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development and the State Student Assistance Commission of Indiana, with additional support from Indiana's colleges and universities, the Lumina Foundation for Education, USA Funds and the U.S. Department of Education.

Supporting Documents

Overview: Learn More Indiana's College Success Campaigns
Starter Guide: College GO! Week 2011



Learn More Indiana's College Success **CAMPAIGNS**

Helping Hoosiers plan, prepare and pay for college completion and career success.

PLAN

COLLEGE GO! WEEK (Fall)

Learn More Indiana's annual College GO! Week campaign launches statewide each fall to help students plan for college and career success. From graduation plans to college visits, College GO! Week offers practical advice and helpful tips to turn students' college aspirations into action. Learn more at CollegeGoWeekIndiana.org.



PREPARE

KNOWHOW2GO (Summer)

Learn More Indiana's annual KnowHow2Go campaign kicks off statewide each summer to help prepare students with the knowledge and skills they need to succeed. From challenging courses to successful study habits, KnowHow2GO helps students stay on track for college and careers. Learn more at KnowHow2GoIndiana.org.

KnowHow2GO

PAY

CASH FOR COLLEGE (Winter/Spring)

Learn More Indiana's annual Cash for College campaign helps Hoosiers pay for college with step-by-step advice and practical resources leading up to the state's March 10th financial aid filing deadline. From savings plans to financial aid forms, Cash for College gives students the information and tools they need to make their college dreams a reality. Learn more at CashForCollegeIndiana.org.

**CASH
FOR
COLLEGE**

LearnMoreIndiana.org
1-800-992-2076



2011 STARTER GUIDE

Plan for your future now.



CollegeGoWeekIndiana.org

COLLEGE GO! WEEK GOALS

Nearly all Hoosier students say they're going to college but most are unclear on the practical steps they need to take to get there. Learn More Indiana's College GO! Week launches statewide each fall to encourage Indiana students of all ages to plan for college and career success.

The 2011 campaign's main goals include:

Elementary School Students (Grades K-5): Set your sights on college



- Read your *OnTrack* magazine
- Think about your future
- Talk to adults about your college & career dreams



The week of September 26, 2011 kicks off a semester-long campaign of college planning activities and events. Learn more online at

CollegeGoWeekIndiana.org

Middle School Students (Grades 6-8): Connect your college and career interests



- Read your *OnTrack* magazine
- Explore college & careers at DriveOfYourLife.org
- Start your high school graduation plan

High School Students (Grades 9-12): Put your grad plan in action



- Read your *OnTrack* or *NEXT* magazine
- **Freshmen:** Complete your graduation plan
- **Sophomores:** Take the PSAT or PLAN
- **Juniors:** Visit a college campus
- **Seniors:** Apply to college

Plan for your future now.



CollegeGoWeekIndiana.org



MATERIALS

Resources available to support your local College GO! Week 2011 efforts include the following materials:

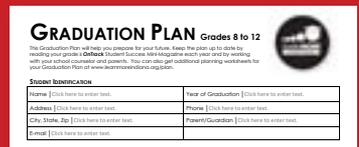
BANNERS



Hang these banners in high-traffic areas for maximum visibility. Be sure to save the banner when the 2011 campaign is over because Learn More Indiana won't be able to send more next year.

Schools will receive paper high school graduation plans for students in grades 8 and 9. An online version of the grad plan is available at LearnMoreIndiana.org/Plan. High schools will also receive rack cards describing Indiana's e-Transcript.

GRADUATION PLAN



POSTERS



Hang these posters in prominent places in your school, like hallways or cafeterias. They're double-sided, so make sure to use both sides to promote the College GO! Week contests.

Hand out these double-sided postcards (one per student). Encourage students to write their names on the front and display them on their lockers or in the classroom. Be sure to check out the extra info on the back, too.

POSTCARDS



STUDENT SUCCESS GUIDES

ONTRACK

Use *OnTrack* and *NEXT* magazines to spread the word about what it takes to plan for college and career success. Counselors and teachers can use the activities throughout the school year.

CollegeGoWeekIndiana.org

The College GO! Week website is your one-stop shop for College GO! Week resources, including college admissions criteria, student activities, videos and more.

WEBSITE



Plan for your future now.



CollegeGoWeekIndiana.org



CONTESTS

College GO! Week also features exciting contests to encourage Indiana students of all ages to plan for college and career success. This year Learn More Indiana is proud to offer contests for both **STUDENTS and SCHOOLS, too.** All entries and grant applications due **October 28, 2011.**



K-12 Schools:

\$2,500 College Success Grant

What does College GO! Week look like at your school? Document your successes and tell us how you used the resources provided by Learn More Indiana to promote College GO! Week at your school. Describe how your school would use \$2,500 to continue to promote college and career success during the school year and in the 2012 College GO! Week campaign, and you could win one of three \$2,500 grants. See CollegeGoWeekIndiana.org/contest for more information.

Elementary/Middle School Students (K-8):

\$529 College Savings Plan

Why are you going to college? What are you doing to get ready for college? Win a \$529 Indiana CollegeChoice 529 Savings Plan and an Indiana CollegeChoice 529 Savings Plan and an Indiana CollegeChoice 529 Savings Plan.

Mail entries to:
Learn More Indiana
1000 North College Avenue
Indianapolis, IN 46202-1000



PDFs can be emailed to contests@learnmoreindiana.org

High School Students (9-12):

\$1,529 College Savings Plan

How can you help others plan for college success? Create a how-to guide on succeeding in high school and getting into college in any format: essay, print, video, artwork, etc. Win a \$1,529 Indiana CollegeChoice 529 Savings Plan. Visit CollegeGoWeekIndiana.org/contest for more information.

Don't forget to include each student's name, school, grade level and phone number! All entries due October 28, 2011.

Learn More Indiana



Learn More Indiana



IDEAS

Elementary School (K-5): Set Your Sights on College

- Encourage students to enter the College GO! Week contest to win \$529 for college.
- Bring career professionals and Indiana college alumni to the classroom.
- Visit a nearby college, and highlight different majors and careers paths.
- Create a college culture by having an alma mater t-shirt day for teachers, hanging college pennants and displaying teachers' college diplomas.
- Let students write, draw and read about the careers they're interested in and their plans for college.

Middle School (6-8): Explore Your College and Career Interests

- Encourage students to enter the College GO! Week contest to win a \$529 Indiana CollegeChoice 529 Savings Plan.
- Make sure your school is signed up for the state's free Indiana Career Explorer (IndianaCareerExplorer.com) service.
- Have students complete a career interest inventory with Indiana Career Explorer or visit DriveofYourLife.org.
- Host a Career Day and allow students to dress like the careers they want to have.
- Bring career professionals and Indiana college alumni to the classroom.
- Sign up all eligible seventh- and eighth-grade students for Indiana's Twenty-first Century Scholars Program.

High School (9-12): Put Your Grad Plan in Action

- Encourage students to enter the College GO! Week contest to win a \$1,529 Indiana CollegeChoice 529 Savings Plan.
- **Grade 9:** Make sure every freshman has a graduation plan that matches their postsecondary plans. More Indiana colleges are requiring Core 40 with Academic Honors (or Technical Honors).
- **Grade 10:** Encourage every sophomore to sign up for the PSAT and/or PLAN, and make sure your school has enough testing materials. Counselors can use the AP Potential results to identify students who are ready for AP classes.
- **Grade 11:** Ensure every junior schedules a college visit. Plan field trips and provide information on visiting campuses further away.
- **Grade 12:** Encourage all seniors to apply for college! Provide support for filling out college applications (e.g., offering essay practice in class, making computer labs available to submit online applications and using with Indiana e-Transcript.)



Many more ideas online at
[CollegeGoWeekIndiana.org!](http://CollegeGoWeekIndiana.org)



Plan for your future now.



CollegeGoWeekIndiana.org

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

DISCUSSION ITEM B: Education Roundtable Update

Staff Recommendation For discussion purposes only.

Background

The Education Roundtable has the statutory responsibility to recommend to the State Board of Education the content and format of the Indiana Statewide Test for Educational Progress (ISTEP), including the graduation exam, and the grade-level passing scores [IC 20-19-4-10 (2)]. The Roundtable will consider a resolution concerning K-12 education assessments at its September 6, 2011 meeting.

The adoption and implementation of college-and-career ready assessments will result in the earlier identification of students who are college and career ready, who are making substantial progress to be college and career ready, or who have yet to achieve proficiency of the college-and-career readiness academic standards. The secondary education and postsecondary education systems then can be aligned and integrated so that opportunities are open for every student to achieve one or more of the following results:

- Complete a high school diploma with a foundation of academic skills sufficient to enroll in college or workforce training without remediation.
- Graduate from high school by the end of the 11th grade with a state scholarship to enroll in post-secondary education (without needing remediation).
- Complete a high school diploma and a BA/BS degree in seven to eight years or less.
- Complete a high school diploma and an AA/AS/AAS degree in five to six years or less.
- Complete a high school diploma and an occupational certification within four years.

The alignment of secondary and postsecondary education can change the current system of separate silos in which most high school students who consistently demonstrate college and career readiness have limited opportunities to accelerate their academic progress, while many students who do not demonstrate college and career readiness are admitted to postsecondary education without a significant likelihood to graduate.

Instead, the convergence of secondary education and postsecondary education could expand opportunities for college and-career-ready high school students to attain college degrees and occupational certifications in less time and at a lower cost, while students not yet ready for postsecondary education could strengthen their academic foundations while in high school, not only substantially increasing their likelihood of succeeding in postsecondary education, but also doing so without utilizing state and federal student financial assistance for remedial coursework and without incurring heavy debt. A new system of secondary and postsecondary education, including workforce training, represents a major opportunity for Indiana to educate a world-class workforce.

Supporting Document

Attached

INDIANA'S EDUCATION ROUNDTABLE

TO: Indiana Education Roundtable
FROM: Dan Clark, Executive Director
RE: College-and-Career Readiness
DATE: 8/29/2011

Pursuant to a recommendation of the Education Roundtable, the Indiana State Board of Education has adopted the Common Core State Standards for math and English/language arts as the K-12 academic standards. These standards define the knowledge and skills students should acquire during their K-12 education so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. Forty-four states have voluntarily adopted the Common Core State Standards.

Indiana first adopted academic standards and assessments with the A+ education reform program in 1987, and in 1999, P.L. 221 specified that the state's academic standards be comparable to national and international academic standards (IC 20-31-3-1).

The Indiana Department of Education is working with teachers and administrators to align Indiana's current academic standards with the Common Core State Standards and to incorporate the Common Core State Standards in locally-developed curriculum plans and instructional strategies. Local educators will remain responsible for the implementation of curriculum and instruction.

The Education Roundtable has the statutory responsibility to recommend to the State Board of Education the content and format of the Indiana Statewide Test for Educational Progress (ISTEP), including the graduation exam, and the grade-level passing scores [IC 20-19-4-10 (2)].

The Roundtable will consider a resolution concerning K-12 education assessments at its September 6, 2011 meeting.

In light of Indiana's K-12 education accountability laws, the judicial requirement to incorporate the Common Core State Standards into Indiana's K-12 education curriculum for three (3) years prior to implementing college-and-career-readiness assessments means that revised assessments would be implemented in the 2014-15 academic year.

The purpose of adopting a college-and-career-readiness assessment resolution in 2011 is to anticipate and fulfill our obligation to address the academic needs of students who are not yet ready for college and careers and to enhance the instructional opportunities for students who are ready so that all students will have a greater chance of success.

Because approximately two-thirds of jobs in the U.S. economy will require postsecondary education by 2018, a student must attain a high school diploma and a college degree or an occupational certification with labor market value in order to be prepared for work in the global economy.

U.S. Census Bureau data indicate that 33.4% of Indiana’s population ages 25-64 has attained a college degree. Because data about the number and quality of occupational certifications is incomplete, the proportion of Indiana’s workforce that has attained an occupational certification with labor market value is estimated to be 10% to 15%.

The Education Roundtable’s immediate mission to advance education policies that result in a world-class workforce acknowledges that improvements in the quality, productivity and efficiency of Indiana’s K-12 education, postsecondary education and workforce training systems are necessary. Indiana and the U.S. should endeavor to regain preeminence in high school education, technical education and lower-division undergraduate education.

To be college-and-career-ready, a high school student must demonstrate proficiency of college-and-career-readiness academic standards, complete a college-and-career-ready diploma and then not need remediation for postsecondary education. Indiana has three high school diplomas that are aligned with college-and-career readiness standards, and two diplomas and two certifications that are indicative of high school completion:

High school performance rate by diploma type and other outcomes

College-and-career-ready diplomas	% of total cohort	(of diploma recipients needing college remediation)
Academic Honors Diploma	25%	1%
Technical Honors Diploma	1%	
<u>Core 40 Diplomas</u>	<u>33%</u>	23%
Total	59%	
% of total cohort that attains a high school college-and-career ready diploma and then needs college remediation	4%	
High school diplomas and completion certificates		
General Diploma	21%	55%
General Education Diploma (GED)	2%	
Special Education Certificate	1%	
<u>Course Completion</u>	<u>1%</u>	
Total	25%	
Dropouts	16%	

In 2010, 55% of the students who entered high school in 2006 attained a college-and-career-ready diploma without then needing postsecondary remediation.

Indiana has 14 public university campuses that award bachelor’s degrees (four years) and two institutions with 15 campuses that award associate degrees (two years). In 2009, the graduation rates were:

	<u>4 yr. grad. rate*</u>	<u>6 yr. grad. rate*</u>
Flagship campuses (high research)	45%	72%
BA-BS/MA-MS/Ph.D. campuses	21%	43%
BA-BS/MA-MS campuses (regional)	10%	25%
	<u>3 yr. grad. rate</u>	
AA/AS/AAS institutions/campuses	4% - 25%	

*unweighted averages

If 55 of every 100 Indiana high school graduates who have attained a college-and-career ready diploma enrolled in Indiana’s public universities awarding Bachelor’s degrees:

- Five to 25 might attain a bachelor’s degree in four years.
- 14 to 40 might attain a bachelor’s degree in six years.

If high school students who attained any diploma enrolled in a public college awarding Associate’s degrees, three to 19 might attain an Associate’s degree in three years.

If a world-class workforce requires two-thirds of individuals to complete postsecondary education, then at least 80% of K-12 students must graduate from high school with a college-and-career-ready diploma, and then at least 75% must graduate from college or an occupational certification program.

Accelerating Growth: Indiana’s Strategic Economic Development Plan underscores the significance not only of aligning education with the state’s economic future, but also of reforming secondary and postsecondary education systems so that substantially more students are prepared for work in the global economy.

Successful 21st Century employment and economic growth depend on increasing the skill and knowledge levels of current and future Hoosier workers...Indiana’s educational systems historically have been structured from the institution out, operating on the assumption that the systems’ offerings match the economic development needs of the regions of the state, and on the basis that it is the student’s obligation to fit in and find his or her way through the systems. These both need to and can be reversed.

Other states and nations are educating a world-class workforce more effectively than Indiana, especially

among the youngest age cohort now entering the workforce. According to the Organization for Economic Development and Cooperation, the U.S. ranking of the percentage of the workforce completing a college degree is lowest in the youngest age cohort:

U.S. Rank: % Completing Tertiary Education (college degree)	
Ages 55-64	3 rd
Ages 45-54	5 th
Ages 35-44	6 th
Ages 25-34	12 th

In the U.S., 38 states have a greater proportion of adults with a college degree than Indiana.

The adoption and implementation of college-and-career ready assessments, especially from grades 8 through 11, will result in the earlier identification of students who are college and career ready, who are making substantial progress to be college and career ready, or who have yet to achieve proficiency of the college-and-career readiness academic standards. The secondary education and postsecondary education systems then can be aligned and integrated so that opportunities are open for every student to achieve one or more of the following results:

- Complete a high school diploma with a foundation of academic skills sufficient to enroll in college or workforce training without remediation.
- Graduate from high school by the end of the 11th grade with a state scholarship to enroll in post-secondary education (without needing remediation).
- Complete a high school diploma and a BA/BS degree in seven to eight years or less.
- Complete a high school diploma and an AA/AS/AAS degree in five to six years or less.
- Complete a high school diploma and an occupational certification within four years.

The alignment of secondary and postsecondary education can change the current system of separate silos in which most high school students who consistently demonstrate college and career readiness have limited opportunities to accelerate their academic progress, while many students who do not demonstrate college and career readiness are admitted to postsecondary education without a significant likelihood to graduate. Instead, the convergence of secondary education and postsecondary education could expand opportunities for college-and-career-ready high school students to attain college degrees and occupational certifications in less time and at a lower cost, while students not yet ready for postsecondary education could strengthen their academic foundations while in high school, not only substantially increasing their likelihood of succeeding in postsecondary education, but also doing so without utilizing state and federal student financial assistance for remedial coursework and without incurring heavy debt. A new system of secondary and postsecondary education, including workforce training, represents a major opportunity for Indiana to educate a world-class workforce.

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

DISCUSSION ITEM C: Center for Student Excellence and Leadership (C-SEL) at the Purdue University West Lafayette Campus

Staff Recommendation

That the Commission for Higher Education discuss the following project: *Center for Student Excellence and Leadership (C-SEL) at the Purdue West Lafayette campus*. Staff is continuing review and analysis of this project and will provide a recommendation at a later date.

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million five hundred thousand dollars (\$1,500,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

The Trustees of Purdue University requests authority to proceed with the construction of a new Center for Student Excellence and Leadership located on the West Lafayette campus. The center will house space that supports programs geared to help retain students and support student leadership activities. The project would be funded through a combination of endowment/gift funds (\$18 million) and Big Ten television revenues (\$12 million).

Supporting Document

Center for Student Excellence and Leadership at the Purdue University West Lafayette Campus, September 9, 2011.

**CENTER FOR STUDENT LEADERSHIP AND EXCELLENCE AT THE
PURDUE UNIVERSITY WEST LAFAYETTE CAMPUS**

Project Description and Staff Analysis

DESCRIPTION OF THE PROJECT

The Center for Student Excellence and Leadership will house space supporting programs that help retain students and augment their ability to succeed at the University. It will provide interaction and flexible space for academic success programs advising and student organizations. This building symbolizes the priority out institution places on student success and will be a "beaker" for student interaction at the intersection of the academic and co-curricular campuses. Space types include student study/tutoring rooms, staff offices, meeting rooms, counseling areas, student organization office areas, student work rooms, design space, storage spaces and a student senate meeting room. The site location for this project will be on Vawter Field at the corner of Third Street and Martin Jischke Drive.

Benefits include a complement to classroom learning. Data shows that co-curricular programs enhance student success in both retention and grade point average. In addition, leadership experience

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The Center for Student Excellence and leadership will foster academic and leadership success through enhancing the effectiveness and responsiveness of core student support functions in one centralized, collaborative environment, thereby elevating Purdue University's national and international reputation for sustaining a student-oriented culture, The Center will serve students seeking assistance in their academic and co-curricular endeavors. It will improve retention rates by engaging new students early and providing them with strong support services.

The facility will provide a physical representation of Purdue University's commitment to improving the student experience. It will provide a forum for networking and interaction between faculty, staff, and students, fostering institutional loyalty - both now and in the future as alumni and donors.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The facility will consolidate and improve the accessibility of existing academic support programs leading to their increased awareness and utilization. The Center for Student Excellence and leadership will enable synergies to be achieved through collaboration among programs that inspire student development, academic success, and leadership. The facility will provide much-needed meeting space for student organizations, class teams and study groups, research units, and supplemental instruction sessions.

ALTERNATIVES CONSIDERED

An alternative site, the corner of Third and Russell Streets, was considered on which the project would be developed in two phases with one phase on the north and the other on the south side of Third Street. The decision on the final site selection was informed by the planning committee student members' desire to have all programmed space within one facility.

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

In line with Purdue's Campus Master Plan, constructing this facility at the proposed location will establish Third Street as the Student Success Corridor. The Center for Student Excellence and leadership will effectively bridge the main academic campus to residence halls, dining courts, and the Recreational Sports Center, creating program synergies as a mixed-use facility.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

Design and construction will be coordinated with the Vawter Field Housing project. The tangible link will:

- Enhance educational experience
- Provide opportunities for peer education
- Create 24 hour study space

Benefits of integration between facilities will:

- Transform Third Street from a through corridor to a destination
- Enhance synergies and connections
- Experiment with deliberate engagement opportunities with faculty, peers and student leaders
- Develop leaders of the world 20 years from now
- Help students find opportunities to experience what it means to be a Purdue student
- Create quality engagement opportunities inside the facilities and on the green space (Vawter Field)
- Intentionally institutionalize student engagement on campus

HISTORICAL SIGNIFICANCE

N/A

Project Summary

NEW CONSTRUCTION

INSTITUTION: PURDUE UNIVERSITY
PROJECT TITLE: Center for Student Excellence and Leadership

CAMPUS: WEST LAFAYETTE
BUDGET AGENCY NO.: B-1-12-1-04
INSTITUTION'S PRIORITY: _____

30PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)

The Center for Student Excellence and Leadership will house space supporting programs that help retain students and augment their ability to succeed at the University. It will provide interaction and flexible space for academic success programs advising and student organizations. This building symbolizes the priority out institution places on student success and will be a "beaker" for student interaction at the intersection of the academic and co-curricular campuses. Space types include student study/tutoring rooms, staff offices, meeting rooms, counseling areas, student organization office areas, student work rooms, design space, storage spaces and a student senate meeting room. The site location for this project will be on Vawter Field at the corner of Third Street and Martin Jischke Drive.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B)

The Center for Student Excellence and Leadership will foster academic and leadership success through enhancing the effectiveness and responsiveness of core student support functions in one centralized, collaborative environment. The facility will consolidate and improve the accessibility of existing academic support programs and co-curricular opportunities leading to their increased awareness and utilization.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 85,000 GSF 50,000 ASF .59 ASF/GSF
NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: 50,000 ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST \$ 30,000,000 **/GSF** \$ 352.94
ANTICIPATED DATE OF PROJECT COMPLETION: September 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

<u>Unrestricted Endowment Income/Gifts</u>	<u>\$</u>	<u>18,000,000</u>
<u>Big Ten Television Revenue</u>	<u>\$</u>	<u>12,000,000</u>
TOTAL BUDGET	<u>\$</u>	<u>30,000,000</u>

ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT (ATTACHMENT F)

\$ 436,370 (X) INCREASE () DECREASE

NOTE: SEE ATTACHMENTS FOR SUPPORTING INFORMATION REQUEST TO BE SUBMITTED WITH PROJECT SUMMARY FORM.

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

DISCUSSION ITEM D: Vawter Field Housing at the Purdue University West Lafayette Campus

Staff Recommendation

That the Commission for Higher Education discuss the following project: *Vawter Field Housing at the Purdue West Lafayette campus*. Staff is continuing review and analysis of this project and will provide a recommendation at a later date.

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million five hundred thousand dollars (\$1,500,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

The Trustees of Purdue University requests authority to proceed with the construction of a new residence hall on the West Lafayette campus. The new residence hall will provide 300 beds and include various amenities for students living in the new residence hall. The project would be funded through a combination of student facilities system revenue bonds (\$30.4 million) and university department funds (\$9.5 million). This project is awaiting review by Commission staff.

Supporting Document

Vawter Field Housing at the Purdue University West Lafayette Campus, September 9, 2011.

VAWTER FIELD HOUSING AT THE PURDUE UNIVERSITY WEST LAFAYETTE CAMPUS

Project Description and Staff Analysis

DESCRIPTION OF THE PROJECT

This project will construct approximately a 300-bed residence hall to support learning communities and upper-division student retention to improve academic success. This housing opportunity will provide:

- Contribution to housing mix and options
- Bed option to double loaded corridor
- Occupancy feeder
- Mid price point
- Create modern, integrated, residential space
 - o Incubator
 - o Sandbox for student engagement
 - o Intentional engagement activities
 - o Opportunities to participate in leadership activities
 - o Greater intentionality in looking at learning outcomes
 - o Rich leadership development opportunity
- Provide options for learning communities
 - o Neighborhood experiences
 - Honors groups
 - Leadership groups

It will also be an incubator for student engagement activities and offer learning community living options to enhance synergies and connections between peers, faculty and student leaders. A small restaurant serving coffee, soups, salads, sandwiches and baked goods is planned as well as a convenience store, relocating an existing University Residence retail operation. Hours of operation will be set to support the evening activities of the Center for Student Excellence and Leadership. This facility shall be designed to achieve maximum energy efficiency to the extent possible within the budget but not less than a Silver rating under the LEED rating system, or equivalent.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

Design and construction will be coordinated with the Center for Student Excellence and Leadership (C SEL). This tangible link will:

- Enhance educational experience
- Provide food opportunities for student activities at C-SEL
- Complement the 24-hour study space
- Provide additional opportunities for peer education

The benefits of integration with C-SEL will:

- Transform Third Street from a through corridor to a destination
- Enhance synergies and connections
- Experiment with deliberate engagement opportunities with faculty, peers and student leaders
- Develop leaders of the world 20 years from now
- Help students find opportunities to experience what it means to be a Purdue student

- Create quality engagement opportunities inside the facilities and on the green space (Vawter Field)
- Intentionally institutionalize student engagement on campus

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

This new residence hall creates opportunities to design living environments that complement the Center for Student Excellence and Leadership spaces designated for student leadership development and ultimately serve as an incubator for new partnerships with learning communities, service learning opportunities, globalization initiatives, and overall out-of-classroom student-faculty interaction.

ALTERNATIVES CONSIDERED

N/A

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

In line with Purdue's Campus Master Plan, constructing this facility adjacent to the Center for Student Excellence and Leadership at the proposed location will establish Third Street as the Student Success Corridor. The combined projects will be built to preserve the maximum amount of open, recreational space on the balance of the field. The dining and retail function of this project will support the Center for Student Excellence and Leadership and maximize the opportunities that food service provides to this new community.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The University Residences Master Plan, presented to the Board of Trustees in October 2009, identified a lack of diversity in room types as an obstacle to the retention of upper-division students and also identified the need to upgrade existing housing in order to remain competitive with the overall student housing market. This project will create a residence hall targeted toward upper-division students, thereby creating a new on-campus community of non-beginning students who want to continue to experience the benefits of living on campus but in a setting that offers more privacy and autonomy than a traditional residence hall.

HISTORICAL SIGNIFICANCE

N/A

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

DECISION ITEM A: **Academic Degree Programs on Which Staff Propose Expedited Action**

Staff Recommendation

That the Commission for Higher Education approve by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Master of Science in Building Construction Management to be offered by Purdue University West Lafayette at West Lafayette

Background

At its August and September 2004 meetings, the Commission for Higher Education began implementing a new policy on new academic degree programs on which staff proposes expedited action. These programs meet the criteria identified in that policy and are hereby presented for action by consent, in accordance with the aforementioned policy and the information presented in the supporting documents.

Supporting Documents

- (1) *Background Information on Academic Degree Programs on Which Staff Propose Expedited Action, August 26, 2011*
- (2) *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action, September 2, 2004*

Background Information on Academic Degree Programs on Which Staff Propose Expedited Action

August 26, 2011

CHE 11-27 Master of Science in Building Construction Management to be offered by Purdue University West Lafayette at West Lafayette

Proposal received on July 13, 2011

CIP Code: Federal – 460412; State – 460412

Projected Annual Headcount: 15; FTEs: 15; Degrees: 11

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

In August 2009, the Commission for Higher Education approved the first three of nine specializations within the M.S. in Technology degree, which the Commission understood were to evolve into separate degree programs over the next several years. Building Construction is one of the nine specializations and is consistent with the plan identified in 2009. When all nine specializations have been turned into separate degrees, the umbrella M.S. in Technology is to be eliminated.

Policy for New Academic Degree Programs on Which Staff Propose Expedited Action

September 2, 2004

Pursuant to the Commission's desire to expedite action on new academic degree program requests whenever possible, the staff has identified a set of factors, which though not exhaustive, suggest when a request might be considered for expedited action by consent and when a request would require Commission consideration prior to action. With respect to the latter, the presence of one or more of the following factors might suggest a significant policy issue for which Commission attention is needed before action can be taken:

- Consistency with the mission of the campus or institution
- Transfer of credit
- New program area
- New degree level for a campus
- Accreditation
- Unnecessary duplication of resources
- Significant investment of state resources

In the absence of these factors or an objection from another institution, Commission staff will propose expedited action on new program requests. Examples of situations that pose no policy issues for the Commission include, but are not limited to:

- Adding a second degree designation to an existing program (e.g. A.S. to an A.A.S.)
- Delivering an on-campus program to an off-campus site through faculty available on-site or traveling to the site
- Adding a degree elsewhere in a multi-campus system to a new campus within the system.

All requests to offer new academic degree programs must continue to be accompanied by a full program proposal, unless otherwise specified in the guidelines. It is only after a proposal is received that a determination will be suggested as to how the request might be handled.

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

DECISION ITEM B: Capital Projects for Which Staff Proposes Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Purdue University – Calumet Campus-Wide Qualified Energy Savings Projects - \$4,196,688

Background

Staff recommends the following capital project be recommended for approval in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations. If there are questions or issues requiring research or further discussion, the item could be deferred until a future Commission meeting.

Supporting Document

Background Information on Capital Projects on Which Staff Propose Expedited Action, September 9, 2011

Background Information on Capital Projects on Which Staff Proposed Expedited Action

September 9, 2011

B-2-12-2-06 Calumet Campus-Wide Qualified Energy Savings Project Project Cost: \$4,196,688

The Trustees of Purdue University request authorization to proceed with a qualified energy savings project (QESP) at the Calumet campus. The project will include major energy retrofits of lighting and electrical and HVAC controls across the entire campus in order to reduce energy costs and create a positive impact on the environment. The estimated cost of this project is \$4.2 million and will be funded through the issuance of tax-exempt commercial paper on an interim basis until permanent debt financing is issued.

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

INFORMATION ITEM A: Status of Active Requests for New Academic Degree Programs

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. IU-South Bend	M.S.Ed. in Educational Leadership	10/18/10	Will be on October agenda, per request from IU.
2. IUPU-Columbus	M.A. in Mental Health Counseling	04/27/11	Under CHE review.
3. ISU	Ph.D. in Health Sciences	05/12/11	Under CHE review.
4. ISU	B.S. in Civil Engineering Technology	06/20/11	Under CHE review.
5. ISU	B.S. in Engineering Technology	06/20/11	Under CHE review.
6. ISU	M.S. in Technology Management	06/20/11	Under CHE review.
7. IU-South Bend	M.A. in Teaching/Elementary Education	06/29/11	Under CHE review.
8. IU-Kokomo	Bachelor of Fine Arts	06/29/11	Under CHE review.
9. Purdue-West Lafayette	M.S. in Building Construction Management	7/13/2011	On October agenda for action.
10. Purdue-Calumet	M.S. in Modeling, Simulation, and Visualization	7/13/2011	Under CHE review.
11. Purdue @ IUPUI	B.S. in Neuroscience	7/13/2011	Under CHE review.
12. ITCCI-Ft. Wayne, Terre Haute, Evansville, Sellersburg, Bloomington, and Statewide Via Distance Education Technology Columbus	T.C., A.A.S. in Information Security Cert. in Data Security; Cert. in Network Security T.C. (on campus), A.A.S. (via Dist. Ed. Tech.) in Information Security	7/18/2011	Under CHE review.

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

INFORMATION ITEM B: Capital Improvement Projects on Which Staff Have Acted

In accordance with existing legislation, the Commission is expected to review and make a recommendation to the State Budget Committee for:

- (1) each project to construct buildings or facilities that has a cost greater than \$500,000;
- (2) each project to purchase or lease-purchase land, buildings, or facilities the principal value of which exceeds \$250,000;
- (3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds \$150,000; and
- (4) each repair and rehabilitation project if the cost of the project exceeds (a) \$750,000, if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students, and (b) \$1,000,000 if no part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students.

Projects of several types generally are acted upon by the staff and forwarded to the Director of the State Budget Agency with a recommendation of approval; these projects include most allotments of appropriated General Repair and Rehabilitation funds, most projects conducted with non-State funding, most leases, and requests for project cost increase. The Commission is informed of such actions at its next regular meeting. During the previous month, the following projects were recommended by the Commission staff for approval by the State Budget Committee.

I. REPAIR AND REHABILITATION

*B-1-12-2-01 Purdue University- West Lafayette
Lilly Hall Flat Roof Sections Replacement
Project cost: \$764,496*

The financing and construction of this project on the West Lafayette campus has been approved as required under the Bylaws of the Board of Trustees of Purdue University. This project is for the repair and rehabilitation of the Lilly Hall flat roof sections A, B, D, D1, F, M and N. This repair and rehabilitation project will replace various roof sections of the building located on the West Lafayette campus. The project would be funded through authorized federal ARRA funds (\$764,496).

*B-1-12-2-02 Purdue University- West Lafayette
Third Street Tunnel Top Replacement, Repairs, and Waterproofing
Project cost: \$803,819*

The financing and construction of this project on the West Lafayette campus has been approved as required under the Bylaws of the Board of Trustees of Purdue University. This project is for the repair and rehabilitation of the Third Street utility tunnel tops, including replacement, repair and waterproofing. The project will be located from Russell Street to Waldon Street on the West Lafayette campus. The project would be funded through authorized federal ARRA funds (\$803,819).

B-1-12-2-03 *Purdue University- West Lafayette
Young Hall Fire Alarm System Update and Installation
Project cost: \$850,000*

The financing and construction of this project on the West Lafayette campus has been approved as required under the Bylaws of the Board of Trustees of Purdue University. This project is for the installation and updating of a new fire alarm system in Young Hall on the West Lafayette campus. The project would be funded through a combination of authorized federal ARRA funds (\$765K) and university repair and rehabilitation funds (\$85K) for a total project cost of \$850,000.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

Staff is currently reviewing the following capital projects. Relevant comments from the Commission or others will be helpful in completing this review. Three forms of action may be taken.

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

B-1-08-1-02 Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

B-1-12-1-04 Purdue University West Lafayette
Center for Student Excellence and Leadership
Project Cost: \$30,000,000

The Trustees of Purdue University requests authority to proceed with the construction of a new Center for Student Excellence and Leadership located on the West Lafayette campus. The center will house space that supports programs geared to help retain students and support student leadership activities. The project would be funded through a combination of endowment/gift funds (\$18 million) and Big Ten television revenues (\$12 million). This project is awaiting review by Commission staff.

B-1-12-1-05 Purdue University West Lafayette
Vawter Field Housing
Project Cost: \$39,900,000

The Trustees of Purdue University requests authority to proceed with the construction of a new residence hall on the West Lafayette campus. The new residence hall will provide 300 beds and include various amenities for students living on the new residence hall. The project would be funded through a combination of student facilities system revenue bonds (\$30.4 million) and university department funds (\$9.5 million). This project is awaiting review by Commission staff.

A-7-09-1-09 Indiana University Northwest
Tamarack Hall Replacement and Ivy Tech Community College – Northwest
Project Cost: \$45,000,000

The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. The expected cost of the project is \$45,000,000 and would be funded from 2009 General Assembly bonding authority. This project is pending review from the Commission for Higher Education.

F-0-08-1-03 Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: \$20,350,000

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Bloomington campus. The expected cost of the project is \$20,350,000 and would be funded from 2009 General Assembly (\$20,000,000) and 2007 General Assembly (\$350,000) bonding authority. This project is pending review from the Commission for Higher Education.

B-2-09-1-10 Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000

The Trustees of Purdue University seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

B-4-09-1-21 Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000

The Trustees of Purdue University seeks authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000

The Trustees of Indiana University requests authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The project would be funded through state fee replacement appropriations. This project is awaiting a letter from the Budget Agency requesting review.

II. REPAIR AND REHABILITATION

B-2-12-2-06 Purdue University Calumet
Campus-Wide Qualified Energy Savings Project
Project Cost: \$4,196,688

The Trustees of Purdue University requests authority to proceed with a campus-wide Qualified Energy Savings Project (QESP) on the Calumet regional campus. The project will provide for major retrofits of lighting, electrical and HVAC. The project would be funded through QESP bonds in the amount of \$4.2 million. This project is awaiting review by Commission staff.

B-1-12-2-07 Purdue University West Lafayette
Harrison Residence Hall Bathroom Renovation Phase I
Project Cost: \$1,800,000

The Trustees of Purdue University requests authority to proceed with the renovation of an existing residence hall on the West Lafayette campus. The project calls for the renovation and reconfiguration of bathrooms on floors 5 through 8 in Harrison Residence Hall to allow for greater privacy, updating appearance and improved marketability. The project would be funded through departmental funds held by the university (\$1.8 million). This project is awaiting review by Commission staff.

B-1-12-2-08

Purdue University West Lafayette
Young Hall Floors 2, 3 and Partial Basement Renovation
Project Cost: \$4,500,000

The Trustees of Purdue University requests authority to proceed with the renovation of Young Hall on the West Lafayette campus. The project will renovate areas of Young Hall, converting areas from residence hall space to office space. Restrooms and the basement areas, to include a computer/collaboration lab, will be renovated as well. The project would be funded through Capital Reserve for Buildings funds held by the university (\$4.5 million). This project is awaiting review by Commission staff.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Friday, September 9, 2011

INFORMATION ITEM D: Minutes of the August 2011 Commission Working Sessions

MINUTES OF THE COMMISSION WORKING SESSIONS

Thursday, August 11, 2011

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 6:00 p.m. (CST) at University of Indiana-Northwest, campus in Gary, Indiana. Commission members in attendance were Dennis Bland, Jud Fisher, Keith Hansen, Marilyn Moran-Townsend, Eileen Odum, Kent Scheller, and Ken Sendelweck.

Absent were: Jerry Bepko, Carol D'Amico, Chris LaMothe, Chris Murphy, George Rehnquist, Michael Smith, and Susana Duarte de Suarez

Staff present: Teresa Lubbers, Jason Bearce, Jon Gubera, Jason Dudich, Ken Sauer, Molly Chamberlin, Tatum Miller, Catisha Coates, and Dan Clark (Education Roundtable)

II. DISCUSSION

- A. William Lowe, Chancellor for Indiana University-Northwest, gave a presentation about the mission of IU-NW including a highlight of their various schools (Medicine, Health and Human Services, etc.) and student successes. He also mentioned that IU-NW participates in the Voluntary System of Accountability (VSA), and stated the current traditional system of calculating graduation rates (first-time, full-time degree seeking student cohorts) fails to properly capture the full success of their campus. He feels that the VSA system is a better way to calculate their graduation/student success.
- B. Each sub-committee chair provided a brief update from their meetings. Eileen Odum, acting chair of the Budget and Fiscal committee, stated that they have identified a list of priorities and timeline for deliverables. The first item is analyzing and improving the budgets for the Commission and Learn More Indiana. The next priority is to provide recommendations for enhancements to the performance funding formula and the biennial budget process (including instructions and data schedules). They also plan on analyzing the capital request process, tuition and fee policies, and improving the Commission's dashboard. Dennis Bland, chair of the Student Success committee, reported the mission statement of the committee as, "The Student Success Committee will develop policy and practice initiatives to aid Hoosier postsecondary students in graduating from college, on-time and without excessive debt." He also stated they want to expand the role of Learn

More Indiana to focus more efforts at better messaging to college students the value of completion. Lastly, they are interested in having more public exposure of the Commission's mission to increase educational success and want to have Commissioner Lubbers as the spokesperson engaging in activities such as making public service announcements. Kent Scheller on behalf of Jerry Bepko, chair of the Academic Affairs committee, reported that they have reviewed the draft of the "Guidelines, Policies, and Procedures for Developing New Academic Program Proposals," and they reviewed Indiana University's "Blueprint for Student Attainment Plan." They will analyze the "Procedures" further and report their findings which might lead to recommendations to the full Commission.

- C. Teresa Lubbers, Commissioner, provided an overview of the work surrounding the updating of the Commission's strategic plan, Reaching Higher which will be called Reaching Higher 2.0. She handed out a one-page document that encapsulated the work to be accomplished and themes associated with its purpose. The five central ideas will be divided up and distributed to each of the sub-committees; each committee will analyze and report their findings to the full Commission over assigned topics. They hope that the final draft of the document will receive a formal vote by the Commission in February 2012. They expect the strategic plan to have a three-to-five-year life. Members expressed a wish to include each of the following in the new plan (in addition to what is laid out in the one page document): the role private institutions play in achieving the state's goals, addressing college affordability (particularly escalating student debt), and improving the feasibility and success of transferring credit. Commissioner Lubbers briefed the Members about her meetings with each of the seven public university presidents and relayed each of their thoughts and recommendations on the performance funding formula. The Governor will also be meeting with all seven university presidents on August 22, 2011. She also shared the report on performance funding formula by HCM Strategies that examines the approach by several other states and provides recommendations for Indiana to consider in moving forward.

III. ADJOURNMENT

The Chair adjourned the meeting at 8:48 p.m. (CST).

MINUTES OF THE COMMISSION WORKING SESSIONS

Friday, August 12, 2011

IV. CALL TO ORDER

The Commission for Higher Education met in working session starting at 8:00 a.m. (CST) at University of Indiana-Northwest, campus in Gary, Indiana. Commission members in attendance were Dennis Bland, Jud Fisher, Keith Hansen, Chris Murphy, Marilyn Moran-Townsend, Eileen Odum, Kent Scheller, and Ken Sendelweck.

Absent were: Jerry Bepko, Carol D'Amico, Chris LaMothe, George Rehnquist, Michael Smith, and Susana Duarte de Suarez

Staff present: Teresa Lubbers, Jason Bearce, Jon Gubera, Jason Dudich, Ken Sauer, Molly Chamberlin, Tatum Miller, Catisha Coates, and Dan Clark (Education Roundtable).

V. DISCUSSION

- A. Ken Sauer, Senior Associate Commissioner for Academics, discussed the Transfer Indiana contracts that the Commission would be voting upon later in the day. The two contracts to be approved are the Memorandum of Understanding with Ball State University for the Transfer Indiana Central Office (TICO) for \$212,794.00 and the Major Services Subscription Agreement with CollegeSource for use of the enhanced *u.select* software for \$195,968.00. Because of an increased appropriation from the General Assembly, Commission staff was able include the enhancement of *u.select*. Currently, the paid for services are extended to three ICI institutions but others have been invited to participate in the collaborative but at their own cost.
- B. Dan Clark, Executive Director of Indiana's Education Roundtable, provided an update on the workings of the Roundtable and then presented the Memorandum of Understanding between the Commission and the Indiana Department of Education. The Roundtable's mission is to "advance education policies that result in a world-class workforce," and they have set the goal of ensuring that 60% of the Hoosiers have a postsecondary degree or credential. The Roundtable conducts its work in partnership with CHE, DOE and DWD.
- C. Jason Dudich, Associate Commissioner and Chief Financial Officer, presented the annual Commission and Learn More Indiana budgets for FY12. At quarterly meetings, he will provide the Budget and Fiscal policy committee an update on the budget spends for their review.
- D. Jason Dudich, Associate Commissioner and Chief Financial Officer, provided an update on the progress made by the Commission in relation to legislative mandates it received from the 2011 session of the General Assembly.

VI. ADJOURNMENT

The Chair adjourned the meeting at 8:53 a.m. (CST).