



INDIANA *for* COMMISSION  
HIGHER EDUCATION

## MEMORANDUM

**To:** Those Concerned  
**From:** Teresa Lubbers  
Commissioner  
**Date:** February 3, 2012  
**Subject:** Commission Meeting

Enclosed are agenda materials for the February Commission meeting. The meeting schedule is as follows:

### **Thursday, February 9, 2012** *(Eastern time)*

University Place Conference Center & Hotel  
IUPUI Campus  
850 W. Michigan St.  
Indianapolis, IN 46202

- 4:00 – 5:30 p.m.** **Budget and Fiscal Policy Committee Meeting,**  
Room 219, 2<sup>nd</sup> floor
- Student Success Committee Meeting,**  
Room 223, 2<sup>nd</sup> floor
- \* 6:00 - 8:30 p.m.** **Dinner Working Session** *(public meeting),*  
Purdue Room, 2<sup>nd</sup> floor

### **Friday, February 10, 2012** *(Eastern time)*

University Place Conference Center & Hotel  
IUPUI Campus  
850 W. Michigan St.  
Indianapolis, IN 46202

- \* 7:45 - 8:45 a.m.** **Breakfast Working Session** *(public meeting)*  
Indiana Room, 1<sup>st</sup> floor *(breakfast will be served)*
- \* 9:00 a.m. - 12:00 p.m.** **Commission Meeting** *(public meeting)*  
Room 132, 1<sup>st</sup> floor

If you have questions, suggestions, or need a reasonable accommodation, please contact this office.

\* The Commission for Higher Education abides by the Indiana Open Door Law (Indiana Code 5-14-1.5). All business meetings are open to the public. (Meals will not be provided.)



*INDIANA COMMISSION FOR HIGHER EDUCATION  
101 West Ohio Street, Suite 550  
Indianapolis, Indiana 46204*

**DINNER WORKING SESSION AGENDA  
Thursday, February 9, 2012  
6:00 - 8:30p.m. (Eastern Daylight Time)**

**University Place Hotel**  
Purdue Room, IUPUI Campus  
850 W. Michigan St.  
Indianapolis, IN 46202  
Phone: 317-269-9000

**DISCUSSION TOPICS**

1. Committee Report Outs
  - a. Academic Affairs
  - b. Budget and Fiscal Policy
  - c. Student Success
2. Reaching Higher Update
3. Legislative Update

**BREAKFAST WORKING SESSION AGENDA  
Friday, February 10, 2012  
7:45 – 8:45 a.m. (Eastern Daylight Time)**

**University Place Hotel**  
Indiana Room, IUPUI Campus  
850 W. Michigan St.  
Indianapolis, IN 46202  
Phone: 317-269-9000

**DISCUSSION TOPICS**

1. Commission's Telework Policy
2. Capital Projects
3. Degree Programs and New Ivy Tech Campuses



# AGENDA

Commission for Higher Education

## COMMISSION MEETING

### University Place Conference Center

IUPUI Campus, Room 132

850 W. Michigan Street

Indianapolis, IN 46202

Phone: 317-274-3876

Friday, February 10, 2012

- I. **CALL TO ORDER -- 9:00 a.m.**
- II. **ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**
- III. **CHAIR'S REMARKS**
- IV. **COMMISSIONER'S REPORT**
- V. **CONSIDERATION OF THE MINUTES OF THE DECEMBER 2011 COMMISSION MEETING ..... 1**
- VI. **DISCUSSION ITEMS**
  - A. Purdue University's Decadal Funding Plan .....19
  - B. Issues Related To Distance Education Programs
    - 1. Pricing of Distance Education Programs: Issues Raised by Four Master's Degrees.....21
    - 2. Collaboration among IU Regional Campuses in Offering Distance Education Programs.....27
  - C. Learn More Indiana's Cash for College Campaign .....29
  - D. North Campus Residence Hall – Indiana State University .....37
  - E. Boiler Plant Project (Geothermal) – Ball State University .....43
  - F. Master Capital Plan for Indiana State University.....47
  - G. Master Capital Plan for Purdue University – West Lafayette .....49



**VII. DECISION ITEMS**

A. Academic Degree Programs

- 1. Bachelor of Fine Arts To Be Offered by Indiana University  
Kokomo at Kokomo .....51
- 2. Doctor of Philosophy in Educational Administration To Be  
Offered by Indiana State University at Kokomo in Partnership  
with the Kokomo-Center Consolidated School Corporation.....57
- 3. Academic Degree Programs on Which Staff Propose Expedited Action .....61
  - Master of Science in Technology Management To Be  
Offered by Indiana State University at Terre Haute

B. Capital Projects on Which Staff Propose Expedited Action .....65

- Indiana University – Bloomington Campus: Indiana Memorial  
Union – Alumni Hall Renovation - \$2,500,000
- University of Southern Indiana – University Center Loft  
Renovation - \$2,500,000
- University of Southern Indiana – Student Housing Apartment  
Renovation - \$5,900,000

C. Telework Policy .....69

D. Approval of Core to College Grant Coordination Agreement .....75

**VIII. INFORMATION ITEMS**

A. Status of Active Requests for New Academic Degree Programs.....95

B. Capital Improvement Projects on Which Staff Have Acted.....97

C. Capital Improvement Projects Awaiting Action .....99

**IX. OLD BUSINESS**

**X. NEW BUSINESS**

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

\*\*\*\*\*

The next meeting of the Commission will be on March 9, 2012, in Indianapolis.



**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Friday, December 9, 2011**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:25 a.m. at the University Place Conference Center, IUPUI Campus, Room 137, 850 W. Michigan St., Indianapolis, Indiana, with Chair Ken Sendelweck presiding.

**II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Gerald Bepko, Dennis Bland, Carol D’Amico, Susana Duarte de Suarez, Jud Fisher, Keith Hansen, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy (via conference call), Eileen Odum, George Rehnquist, Kent Scheller, Ken Sendelweck and Michael Smith.

Mr. Thomas Snyder, President, Ivy Tech Community College, also attended the meeting.

**III. CHAIR’S REPORT**

Mr. Sendelweck asked for a moment of silence to give thoughts to the families of the students slain in West Virginia.

Mr. Sendelweck said that the Commission members heard an excellent presentation from Allison Barber last night on Western Governors University (WGU) of Indiana. Mr. Sendelweck remarked on the WGU Indiana’s standard of advising and counseling, where a professor would touch base with each of their students each week.

Mr. Sendelweck complemented Commissioner Lubbers and Commission members Chris LaMothe and Marilyn Moran-Townsend for their work with the state Chamber of Commerce and Vision 2025 as it relates to higher education for our state.

Mr. Sendelweck also mentioned that he will be participating in the annual Bingham McHale Legislative Conference next week in Indianapolis. He will be joining State Senator Jim Banks and State Representative Matt Pierce on a higher education breakout panel discussion.

Mr. Sendelweck called for Dr. Bepko to comment on the Indiana School of Law. Dr. Bepko said that the Commission has often talked about affordability and the need to support students in their efforts to earn a bachelor’s degree. Upon graduation they may have accumulated substantial debt through student loans. An increasing number of those students leave their undergraduate studies with a desire to study at the graduate level. Those who do study at the graduate level, often incur debt that is much greater.

Dr. Bepko commented on the importance of both undergraduate and graduate students having private support in the form of scholarships to keep costs low and give incentives for high academic achievement. Dr. Bepko pointed out that graduates from professional schools, such as

medicine and law, often have large loan balances when they finish their professional degrees. Dr. Bepko said that Indiana University has urged its alumni and members of the public to be as supportive as possible and make charitable contributions to create scholarships for undergraduate and graduate students alike.

In this connection, Dr. Bepko announced that there was a special and noteworthy gift to Indiana University from Mr. Robert H. McKinney, one of Indiana's leading lawyers and businessmen. The gift of \$24 million, along with matching gifts, will provide \$31.5 million to support the School of Law's programs. It is expected that this infusion of resources to a School that has been relatively less well funded, will accelerate its climb, in the near term, well into the top third of law schools nationwide, and later into the top 20 percent. This is important for Indiana because the Robert H. McKinney School of Law provides the capstone education for a substantial percentage of the leaders of business, non-profit organizations, and government in our state. Of the total gift, \$17.5 million will be for Law School students' scholarships.

Dr. Bepko mentioned that at the event where the gift was announced, President McRobbie expressed his gratitude for the generous donation, emphasized the effect it will have on making legal education better and more affordable, and announced that the School of Law on IUPUI Campus will now be named the Indiana University Robert H. McKinney School of Law.

Mr. Sendelweck announced that a biannual process of choosing a new student representative on the Commission for 2012-14 will begin in January. All Presidents' offices will receive a letter asking them to appoint a student representative from their university to the 2012 Student Nominating Committee.

#### **IV. COMMISSIONER'S REPORT**

Ms. Teresa Lubbers, Commissioner, Indiana Commission for Higher Education, said that on November 30<sup>th</sup>, Dr. Jamie Merisotis, President of Lumina Foundation for Education, testified before the U.S. House of Representatives Education and Workforce Development Committee. The topic was "Keeping College Within Reach: Discussing Ways Institutions Can Streamline Costs and Reduce Tuition." Dr. Merisotis cited four strategic areas and cited particular states that are leading in these areas. For Performance Funding, he mentioned Indiana, Ohio, Pennsylvania and Tennessee; for Student Incentives for Completion he recognized IU Kokomo's incremental tuition discounting, which allows a student to save one full year of tuition, providing that the student takes 30 credit hours each year, maintains continuous enrollment and has satisfactory academic progress. Dr. Merisotis noted the value of new methods of instruction and the establishment of WGU Indiana. Finally, he discussed business efficiencies and recognized Midwestern Higher Education Compact's (MHEC) work and the involvement of Midwestern states.

Ms. Lubbers commented on the fact that today the Commission members would be voting on the revised performance funding metrics. This voting follows months of considerations and meetings with all the interested stakeholder groups, including colleges and university leadership (presidents, CFOs, government representatives); discussions at the Commission's student, faculty and trustees conferences; and follow up discussions with legislative leadership, Commission members, national experts, and others.

Ms. Lubbers pointed out that it is important to note that today's vote will be on the metrics – what the state values – and that the weighting of these metrics will be determined closer to the next budget session. Ms. Lubbers thanked everyone who has worked with the Commission through

this process, especially the Commission's budget and fiscal policy committee under Ms. Odum's and Mr. Smith's leadership.

Ms. Lubbers referred to Dr. Bepko's earlier comments on college affordability, and added that much has been discussed and reported on this subject, both at the state and national levels. Ms. Lubbers added that many Indiana institutions are initiating new efforts to control costs, reduce tuition, and incent completion, and it is important to publicly acknowledge these efforts.

Ms. Lubbers gave an update on the *Reaching Higher, Achieving More* document. She said that it remains the intent of the staff to seek the Commission's approval of an updated strategic plan at the February Commission meeting and to have a public roll-out of the plan in March and April. *Reaching Higher, Achieving More* will focus on increasing college completion, promoting productivity, and ensuring academic quality.

In conclusion, Ms. Lubbers mentioned that the Indiana Education Roundtable will meet next Tuesday, with career and technical education as the focus of the discussion. The presenters will be Brian Bosworth, President of Future Works, who will highlight career and technical education in Indiana and Bill Symonds, the Director of the Pathways to Prosperity Project at Harvard University's Graduate School of Education, who will bring an international perspective on this topic. The next Roundtable meeting is tentatively scheduled in March, at which time the Commission has been invited to present *Reaching Higher, Achieving More*.

## **V. CONSIDERATION OF THE MINUTES OF THE OCTOBER 2011 COMMISSION MEETING**

Mr. Smith referred to Purdue University's project C-SELL on page 14 of the Minutes. He wanted to remind the Commission members that this project is funded in part by the surplus from the athletic fund, which shows a very important demonstration by Purdue University of the use of this fund. Mr. Smith wanted to recognize and acknowledge Purdue University for establishing this precedence.

**R-11-08.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the October 2011 regular meeting (Motion – Smith, second – D'Amico, unanimously approved)

## **VI. DISCUSSION ITEMS**

### **A. Costs and Pricing of Distance/Online Education Programs**

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, Commission for Higher Education, introduced this item. He said that distance education has been an item of conversation before the Commission for a couple of years, and this conversation has increased in recent months. A particular focus has been the cost of distance education programs and how fees are set for those programs. There are also questions of how to define the distance education program.

Dr. Sauer said that the topic of today's discussion is fees and cost structure. When the academic officers met at the end of October to discuss this issue, Indiana University (IU) and Purdue University (Purdue) volunteered to put together the following presentation. Later they were joined by Ball State University.

Dr. Barbara Bichelmeyer, Associate Vice President for University Academic Planning, IU Bloomington, started the presentation. She said that online education is entirely new, and there are things about it that are not clarified. Dr. Bichelmeyer explained that the Internet has given a student and a teacher the ability to send and receive e-mails, videos, pictures and images. This is shifting the model of education from in-class presentation to interaction between a student and a faculty member outside the campus. The universities are just starting to understand the relationship between the student and a faculty, in this new model, as well as all the processes, policies, services, and costs.

Dr. Bichelmeyer stated that the accrediting and regulatory bodies are not sure how to define the online education; and it is hard to talk about cost and fees when there is no exact definition of “online education”. The Higher Learning Commission has a requirement that an online program is identified as such if a student may be able to take 50 percent or more of their coursework online, whether the institution intended it this way or not. Dr. Bichelmeyer referred to the Slone Consortium’s definition of online education. Slone Consortium is a group that is committed to tracking, advising, and creating policy for online education. Their definition of online education means that 80 percent or more of coursework is done online, and on-campus education is zero to 20 percent.

Dr. Bichelmeyer quoted Dr. William G. Bowen, President Emeritus of Princeton and The Andrew W. Mellon Foundation, who, in trying to determine what online learning is, wrote that “online learning is in the very early days of developing and testing how best to employ rapidly evolving online technologies”.

Historically, continued Dr. Bichelmeyer, online education is similar to correspondence education. The Higher Learning Commission, which accredits all of IU campuses, defines correspondence education as one in which interaction between the instructor and student is limited, not regular and substantive, primarily initiated by the student, and is typically self-paced. Distance education is identified as one when there is regular and substantive interaction between the students and the instructor. If the instructor and a student are hundreds of miles apart, there is a need for technology to create this interaction.

Dr. Bichelmeyer said that the Council of Regional Accrediting Commissions has written a document on what the requirements would be to offer online education at any of Indiana’s accredited institutions. The most important requirement is that the online programs are comparable in academic rigor to programs offered in traditional instructional formats.

Dr. Bichelmeyer pointed out that there are many benefits to online programs, but they are mainly for students, and not as much for instructors. Students can benefit from reduced travel, flexible scheduling, and interactivity. Also, when more programs are being developed, the competition can potentially increase and at the same time the quality can be improved. Dr. Bichelmeyer said that costs of emerging methods of delivery are often not at all known; however, it is clear that the cost of all the technology involved is high, and the cost varies substantially from one situation to another.

Dr. Jennifer Bott, Interim Assistant Provost for Learning Initiatives, Ball State University, continued the presentation. She said that accrediting agencies are primarily looking at two types of delivery: synchronous and asynchronous. Synchronous delivery requires students to attend class at regular times, usually every week. They log into the class at the same time as their instructor and other students. It is more structured, and students must attend class during the scheduled time. There is a reduced flexibility for the students with this type of delivery. This may prove to be inconvenient for international students, or for the students living in different time zones.

To ensure more flexibility, some programs provide asynchronous learning. This type of learning does not require the student to attend at specified times. Students work on their own time, although they generally work within a time schedule that is established by the instructor.

Dr. Bott stated that each of these deliveries results in different options for development of the course. For synchronous delivery, there is a real time delivery; there is less need for development time and for multimedia development, but there is also less flexibility for the students.

In asynchronous delivery, there is more reliability on lecture capture. In the lecture capture method, faculty member uses recording facilities, editing equipment, technology staff, and additional instruction hours when working with distance students. This method comes closest to duplicating the classroom experience. All regular instructional costs are incurred with additional costs for distance delivery.

Dr. Bott noted that creating an interactive, online asynchronous class is incredibly time consuming and requires a lot of faculty effort, as well effort as from web design and technological staff. Ten hours of development are needed to prepare for one hour of instruction. There is also a need for a learning management system, as well as for administrators and support staff. Hardware and software costs and licensing are also required, as well as additional cost for developing video, animations, and simulations. In all these cases, the instructor's work load doubles.

Dr. Bott presented a chart titled "13 Steps to Adapt a Master's Degree with High Interactivity and Group-Based Projects at IU Bloomington", as an example of the steps necessary to undertake to create an online program.

Dr. Bott spoke about the difference in revision process for traditional delivery and online courses, when the latter involves various technologies and instructional staff along with the instructor. She gave an example of Ball State University's Master of Nursing program.

Dr. Mary Sadowski, Interim Dean, Purdue Extended Campus, Purdue University, concluded the presentation. She said that even though there are obstacles and difficulties in creating online programs, all the institutions were excited about this possibility. Dr. Sadowski said that they want people to understand that there are challenges. In order to find out how the online programs should be priced, they did a study with their peer universities and came up with mixed results. Some institutions charge more, some charge less, and some charge the same for online programs as for on-campus programs.

Dr. Sadowski explained how Purdue University came up with pricing models for distance courses and programs. There are standard rates that are set to cover University costs and that are supplemented by state funding, research funding, gifts, and other revenue sources. Dr. Sadowski spoke about three pricing models at Purdue. She also talked about the comparative pricing models for IU. Distance education fee rates for resident students generally match the rates charged for the analogous on-campus program. For several distance education programs, nonresident fee rates are less than their on-campus analogs. At Purdue these charges are not less, but could be the same as the on-campus programs.

Dr. Sadowski also explained the comparative pricing models for distance courses at Ball State University. For students taking at least one on-campus course, the tuition and fees are charged at the same rate for on-campus and online courses. Students taking no on-campus courses are not charged certain mandatory fees; and certain programs and courses have additional special fees, but these fees are identical for on-campus and online offerings.

Ms. Odum asked what percent of total students are engaged in distance learning. Dr. Bott responded that most of their graduate students are taking courses online. There are also approximately 35 percent of on-campus undergraduate students are also taking some online courses in order to speed up the process of getting a degree.

Dr. Sadowski said that Purdue does not have the exact number, but there are more and more undergraduates who are taking classes online. Percentage is not as high, because most of Purdue graduate programs are on-campus. Dr. Bichelmeyer commented that at IU the total percentage of students taking online classes is less than 20 percent.

Ms. Odum asked whether Indiana is leading in this trend. Dr. Bichelmeyer responded that IU is using the experience from other institutions around the country. Ms. Odum asked whether this is important for Indiana. Dr. Sadowski responded that they think it is critically important for Indiana to accelerate this distance education trend.

Ms. Odum noted that there are more pending online degrees, awaiting action via Commission. She asked whether it is sensible for all campuses to start producing online undergraduate courses, considering that this process is costly, does not come with high quality, and requires a lot of work; or maybe it would be better if only certain campuses were specializing in this. Dr. Bichelmeyer responded that that is why IU opened an office of online education to coordinate this work at the university level.

Ms Odum asked whether the IU system anticipates specializing in online delivery. Dr. Bichelmeyer responded that President McRobbie asked her, as a chair of the new office, to provide the strategic oversight for IU. She added that they are in the process of finalizing the report, which will reflect the organizational strategy.

Ms. Moran-Townsend asked whether there would be an opportunity for students from any of the IU system to take a distance education course and apply it toward a degree anywhere within the system. Dr. Bichelmeyer responded that as more courses

become online, there will be more students taking these courses and then applying them to any location. Ms. Moran-Townsend asked whether IU will accept such courses from other universities, as well. Dr. Bichelmeyer responded that IU already does.

Ms. Moran-Townsend commented on the different levels of delivery of online courses and different costs of these levels. She asked whether IU was taking it into consideration when pricing them. Ms. Joan Hagen, Controller, Indiana University, responded that with the establishment of their distance education office, IU has an opportunity to start developing a consistent cost and market-based pricing structure.

Ms. Duarte de Suarez asked whether universities approach the business process on an in-house basis, or whether they were trying to outsource some of this work. Dr. Bott responded that at BSU they primarily use in-house resources for production and hosting services, and they also have clout when they use a third party vendor. She added that for the first time they are offering Blackboard 24/7 with customer support for both faculty and students. She said that outsourcing this work is cheaper than if they were doing it themselves.

Ms. Moran-Townsend said that the Commission heard a lot about “add-on” cost to classroom instruction, but it is also important to remember that there are reduced costs from “no-classroom” in many instances. She asked whether these factors were taken into consideration in the process. Ms. Hagen responded in the affirmative.

Ms. Duarte de Suarez asked the other two universities the question of how they approach the business process. Dr. Sadowski responded that their approach was similar to BSU; they are working with the third party vendor on online programs. They start with education, and the third party vendor does all the preparation, videos, and instructional designs.

Dr. Bichelmeyer responded that IU is a member of the consortium called Sockeye, which promotes open source learning management systems. IU has a strong commitment to developing their infrastructure and providing it to other institutions, and the University sees this as an opportunity for service, leadership, and innovation. Dr. Bichelmeyer added that IU serves as the Network Operating Center for quite a bit of IT infrastructure in Indiana.

#### **B. Master Capital Plan for Ivy Tech Community College of Indiana**

Mr. Jeffrey Terp, Vice President, Policy Analysis and Engagement, Ivy Tech Community College, acknowledged Mr. Richard Tully, Assistant Vice President, Facilities Planning, who had been with Ivy Tech for 26 years, and had been instrumental in working with capital projects and master plans over these years.

Next, Mr. Terp congratulated Mr. Robert Holmes, Vice President, Finance and Treasurer, on his upcoming retirement at the end of the budget process. Mr. Terp acknowledged Mr. Holmes' outstanding expertise and service to Ivy Tech throughout his 26 year tenure.

Mr. Terp began his presentation by saying that Ivy Tech's budget process is unique in Indiana's higher education system, and is based strictly on space and need. He informed the Commission members that Ivy Tech's ten-year capital plan is renewed every two years, and is data-driven.

Mr. Terp noted that all of Ivy Tech campuses are short on space, and this is creating significant issues for the college. There is currently an over 800,000 square feet shortage of space.

Mr. Terp said that Ivy Tech is asking for about \$150 million, and then they would distribute the rest of the projects over the remaining eight-year period using the need for space ranking and keeping a total cost per biennium between \$70 and \$100 million. Cap projects that provide additional 95,000 gross square feet will require \$25 million. For campuses that need major systems renovation for their older main buildings, an additional \$5 to \$10 million is required to upgrade building infrastructures.

Mr. Terp presented charts showing guideline space needs model applied to 2009 and projected to 2020. He said that there is never going to be a situation when Ivy Tech will overbuild and will not have enrollment to fill the built space. Mr. Terp mentioned five campuses that were included in the 2011-13 request: Muncie, Lafayette, South Bend, Fort Wayne and Columbus. All other projects were recommended for the rest of the ten year plan in the order of enrollment-driven space needs.

Mr. Terp presented several tables, showing proposed projects for the 2012-13 biennium and 2010-21 ten-year plan. Mr. Terp pointed out that Ivy Tech has the lowest debt service per FTE than any higher education institution in Indiana.

Mr. Terp presented charts on FTE enrollment percent change and enrollment projections by campus. He added that the same process will be used for future biennia. Projects will be re-ranked on relative need for space every two years. For the 2013-15 Biennium and 2013-23 ten-year plan, Ivy Tech will use a projected annual growth rate of 4.2 percent of enrollment projection growth. This rate is based on the Voorhees Enrollment Study, market penetration analysis, and internal Ivy Tech analysis.

Mr. Terp pointed out that Ivy Tech has good ties with the communities. For example, in Monticello they created a site, using a building vacated by a hospital. Working with the community, Ivy Tech was able to raise the money that paid for the renovation of this building. Another example was a Peru site, a building vacated by K-12; the community raised \$750,000 for the renovation of this building. Mr. Terp mentioned a few other sites, renovated with the help of the community. Mr. Terp emphasized a significant community support for all the campuses. Mr. Terp noted that Ivy Tech has one of the top ten foundations in the country among the community colleges, considering the amount of money the college has raised.

Mr. Terp said that Ivy Tech also offers a large number of online classes. There are 80,000 online course takers, which makes Ivy Tech the number one community college in the country with the number of online classes takers. However, when these students come on campus to take specific classes, there is no space available for them. Even with all the community support, Ivy Tech still has to spend \$6 million a year on leases of space. Ivy Tech has outsourced almost all IT functions to an outside vendor to create efficiencies and reduce space requirements.

In conclusion, Mr. Terp spoke about three other community colleges to which Ivy Tech is often compared, and to which Ivy Tech was encouraged by the Commission for Higher Education to aspire. Each of these colleges has much more space than Ivy Tech, and yet smaller enrollment.

Mr. Smith complemented Mr. Terp on his presentation, and commented on the impact the communities have on Ivy Tech.

Ms. Odum asked whether Ivy Tech was offering classes at unusual times, to make the best use of the existing space. Mr. Terp confirmed that they have been offering midnight, as well as Friday night and Saturday classes on some campuses.

Ms. Odum asked how fully they are utilizing their resources comparing to other community colleges. Mr. Terp responded that they have consulted the national study to see whether the space standards have changed, and found out that space standards' minimums have increased. Mr. Terp said that Ivy Tech is looking at the ratio between the distance education and on-campus students, and there is still room for improvement.

Ms. Odum asked why the majority of Ivy Tech campuses are located in North East, Central Indiana and Columbus. Mr. Terp responded that this was based on the demand.

Mr. LaMothe praised Ivy Tech for approaching the resources they have and for their innovative practices on trying to keep the costs low. Mr. LaMothe suggested that the Commission should look into a possibility of partnership between the universities in creating online education, which will drive down the cost for the state and improve the outcome for higher education.

Mr. Sendelweck announced that the following item was added to the agenda following the Agenda booklet publication.

### **C. Indiana College Costs Estimator Update**

Mr. David Murray, President, The National Center for College Costs, presented the update. He said that this project started with a conversation with the Commission in 2008, when he and his staff were consultants to the Commission on state aid policy questions. At that time they used their college cost estimator database to look at various students' and families' financial situation.

Mr. Murray said that they converted their operation to the web, and in June 2010. The Commission gave them a license to have this College Cost Estimator via free resource in 2011-2012 for any Indiana user. Mr. Murray thanked Lumina Foundation and Lilly Endowment for the grants, which helped with their costs. Mr. Murray

stated that the College Cost Estimator became live last January, and at that point it was about 85-90 percent completed. The full usage has been achieved this fall with trainings that his company is beginning to do. Mr. Murray acknowledged a great job done by Mr. Dan Eliot, Project Manager of Indiana College Cost Estimator, and Mr. Matt Ruel, who is a leader of a software team that developed the site.

Mr. Murray mentioned that there were more than 50,000 visitors to the site; five out of six were first time visitors. He showed the Commission members how it was possible to see the campuses that have chosen to use a free net price calculator. Mr. Murray explained the difference between the federal template and their net price calculator.

Mr. Murray talked about students who have already used the calculator. He said that over 6,000 estimations have been completed; 90 percent of them from Indiana; there were also site visitors from many other places, including some from Europe. Mr. Murray pointed out that 61 percent of the students are dependent students, which means that their parents' financial situation has to be taken into consideration. 39 percent of the students using the site are independent students, and this number is considerably more than was expected.

Mr. Murray was showing the Commission members some feedback they had received within the first months. Mr. Murray also showed the location on the website of some upcoming events, like "Cash for College" and "College Goal Sunday", as well as ACT dates, the date of a workshop that will be taking place at Merrillville High School, and other important events throughout the state.

Mr. Murray said that the calculator itself is the most visited part of the site, and the second most visited section is the profiles of Indiana public and private colleges.

Mr. Murray showed the Commission members the financial aid section on the website, which provides information about the types of scholarships, loans, interest rates, as well as tax credits and deductions. The site has information for adult, non-traditional students, as well as for veterans and undocumented students. Mr. Murray also showed how students can look for information by using their zip code, or name of the school they attended.

Mr. Murray talked about high school diploma types. The message that is being sent to the students is that they should take the academic or technical honors diploma, because students with these diplomas increase college completion rates and financial aid opportunities.

Mr. Murray showed a summary page, where a student can finalize all calculations, based on the family income and contributions. Mr. Murray talked about the links to colleges' financial information. A student can choose three colleges at a time and compare them side-by-side. The report that a student gets can be saved anonymously, and then they can create an unlimited number of revised reports.

In conclusion, Mr. Murray said they have a large number of publications and handouts, as well as an electronic newsletter that they send to client families. They will be establishing webinars with experts' sessions. The more users register with the

Calculator, the better communication can be established between them and the Commission and Learn More Indiana.

Mr. Smith congratulated Mr. Murray and his staff on their great work. He said it would be great to have feedback from all those colleges that use this tool for their compliances.

## **VII. DECISION ITEMS**

### **A. Academic Degree Programs**

#### **1. General Education Transfer Core Certificate To Be Offered By Ivy Tech Community College-Statewide and via Distance Education Technology**

Dr. Mary Ostrye, Provost for Academic Affairs, Ivy Tech, presented this proposal. She said that there is no program like this in the inventory of any college or university in Indiana. The certificate consists of foundational classes, and some of them are limited choices, based upon the outcomes.

Dr. Ostrye said that Ivy Tech involved several partners to help them with the initial phases. She pointed out that this program is an important retention initiative for Ivy Tech and also for universities, because, by design, it could prepare students to be more successful in the universities. This is also a cost-effective initiative: students do not have to take classes that they do not need to get into the university.

Ms. D'Amico asked whether Ivy Tech will be able to track these students to see how well they do when they transfer into various colleges. Dr. Ostrye responded that at the present Ivy Tech does not have the capability to track these students; however, they are talking with their partners, and are also looking at the Commission for help. Dr. Ostrye suggested as a topic for discussion at the next academic officers' meeting finding out what type of database is needed to track the students. Ms. D'Amico agreed that this should be an issue for the Commission's discussion.

Mr. Smith assured the Commission that his committee (Fiscal and Budget) will work with Ivy Tech to see what data is required.

Ms. Odum asked whether there will be a need to increase in administrative staff. Dr. Ostrye responded in negative.

Ms. Duarte de Suarez asked whether there is a way to change the courses a few years from now. Dr. Ostrye responded that they have curriculum committees, and they refresh all of Ivy Tech's curricula.

Mr. Hansen asked whether the courses in this program could be changed in a few years, if this becomes necessary, and whether the Commission will have to approve a new certificate. Dr. Ostrye responded that each course was reviewed, including the potential outcomes. Unless the outcomes change significantly, Ivy Tech has the flexibility to change some courses, if needed, and the Commission will not have to approve a modified certificate. However, should the degree become obsolete and needs total restructuring, it will be presented to the Commission for approval as a new degree, under a different title.

Dr. Sauer gave the staff recommendation. He also commented that the courses included in the certificate mostly derive from the Core Transfer Library (CTL), so when courses change over time, the changes will be reflected in the CTL.

Dr. Marilyn Buck, Associate Provost, Ball State University, spoke in support of the program. She also said, in response to Ms. D'Amico's earlier question, that Ball State tracks its students, so they could provide a device to track the transfer students.

**R-11-08.2 RESOLVED:** That the Commission for Higher Education approves the General Education Transfer Core Certificate to be offered by Ivy Tech Community College-Statewide and via distance education technology, in accordance with the background discussion in this agenda item and the *Abstract*, November 25, 2011 (Motion – D'Amico, second – Fisher, unanimously approved)

**2. Master of Science in Chemical Engineering To Be Offered By Purdue University West Lafayette via Distance Education Technology to the Crane Naval Surface Warfare Center in Crane, Indiana**

Dr. Dale Whittaker, Vice President for Undergraduate Academic Affairs, Purdue University, introduced this proposal.

Dr. Jim Caruthers, Professor of Chemical Engineering, Purdue University, provided additional details to the proposal.

Ms. Odum praised the program proposal and said that she was a big supporter of it. She asked whether there are going to be any incremental costs for developing online courses. Dr. Caruthers assured Ms. Odum that all the costs are already included in the proposal. Dr. Caruthers also said that some of the cost of developing the curricula had been incurred by Crane.

Mr. LaMothe asked whether this program proposal applies only to Crane, and if that is the case, whether the program would have to come before the Commission again if is going to be offered to a broader group of people. Dr. Sauer responded in affirmative to both parts of the question. He explained that initially the delivery was meant only to Crane. He said that Purdue is interested in offering this program statewide, but the program is not fully finalized, and the Commission did not want to delay an approval of this program until the general model is ready. Dr. Sauer pointed out that this is a superb example of the university working with an important employer for economic development purposes.

Dr. Scheller made a comment that such partnerships are exactly what the entire state should be doing.

Mr. Sendelweck asked whether Purdue held conversations with the Westgate Academy on the subject of offering online courses. Dr. Caruthers responded that Purdue is well aware of the Westgate Academy, and Crane's whole initiative will be able to upgrade the workforce.

Dr. Sauer gave the staff recommendation.

**R-11-08.3 RESOLVED:** That the Commission for Higher Education approves the *Master of Science (M.S.) in Chemical Engineering* to be offered by Purdue University-West Lafayette via distance education technology to the Crane Naval Surface Warfare Center in Crane, Indiana, in accordance with the background discussion in this agenda item and the supporting document, *New Academic Degree Program Proposal Summary*, November 30, 2011 (Motion – Smith, second – Scheller, unanimously approved)

Dr. Caruthers asked to speak about teaching distance education courses. He said he is teaching chemical engineering at Purdue, which is considered the most difficult program. This semester he has 35 students, and one third of them are taking classes online. Dr. Caruthers said he is spending three times more time preparing for teaching a distance class. Efforts to teach technical courses on the graduate level via distance education are underestimated; it is expensive and a lot more work for the teacher. Dr. Caruthers pointed out the importance of having online programs, because it allows universities, like Purdue, to spread their influence across the state; however, this is a difficult task.

**3. Master of Social Work To Be Offered By Indiana-University-Purdue University Indianapolis as a One-time Cohort offering at Indiana University Southeast**

Dr. Julia Lamber, Senior Advisor for Statewide Academic Relations, IUPUI, presented this proposal.

Mr. Smith asked whether most of the students in the program are required to have jobs in the field of social work. Dr. Lamber responded that this is not a requirement, but the university expects that the students in this cohort would be currently employed in this field.

Ms. Odum asked whether the Commission is required to approve this program because it was being offered in a different location. Dr. Lamber confirmed that this program will be offered in another county. Ms. Lubbers added that one of the responsibilities of the Commission, in order to avoid redundancy, is to look at the geographical considerations before any degree program is approved.

Mr. Smith said that a few members of the Commission received anonymous letters against this program proposal. The objections were not clearly expressed in these letters, but he wanted it on record that an unsigned letter speaking against this program arrived at his home. Ms. Lubbers said that for future notice, the Commission will not take into consideration letters that are not signed.

Dr. Sauer gave the staff recommendation.

**R-11-08.4 RESOLVED:** That the Commission for Higher Education approves the *Master of Social Work* to be offered by Indiana University-Indianapolis as a one-time cohort at Indiana University Southeast, in accordance with the background discussion in this agenda item and the supporting document, *New Academic Degree Program Proposal Summary*, November 25, 2011 (Motion – Smith, second – Duarte de Suarez, unanimously approved)

## **B. Capital Projects**

### **1. Rotary Building Renovation at Indiana University – Purdue University Indianapolis**

Dr. Thomas Morrison, Vice President of Capital Projects and Facilities, Indiana University, presented this item.

Mr. Jason Dudich, Associate Commissioner and Chief Financial Officer, Commission for Higher Education, gave the staff recommendation.

**R-11-08.5 RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Rotary Building Renovation at Indiana University – Purdue University Indianapolis* (Motion – Smith, second – Hansen, unanimously approved)

### **2. Erickson Hall Renovation – Indiana State University**

Ms. Diann McKee, Vice President for Business Affairs, Finance and University Treasurer, presented this project.

Mr. Dudich gave the staff recommendation.

**R-11-08.6 RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Erickson Hall Renovation - Indiana State University* (Motion – Duarte de Suarez, second – Rehnquist, unanimously approved)

### **3. Capital Projects for Which Staff Proposes Expedited Action**

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

**R-11-08.7 RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: McNutt and Teter Quad Bathroom Renovations Phase V - \$5,362,744
- Ball State University: Museum of Art Expansion - \$3,600,000 (Motion – Fisher, second – Duarte de Suarez, unanimously approved)

**C. Preferred Dual Credit Provider List: Courses Taught by High School Teachers in a High School Setting**

Dr. Sauer presented this item and gave the staff recommendation.

**R-11-08.8 RESOLVED:** That the Commission for Higher Education approves the *Preferred Dual Credit Provider List: Courses Taught by High School Teachers in a High School Setting* (Motion – Hansen, second – D’Amico, unanimously approved)

**D. Revised Metrics for Indiana’s Performance Funding Formula**

Mr. Dudich presented this item. He proposed a few adjustments to the document which was discussed on the previous evening. The first is on page 70, under the section titled “Progress Metrics”, the third line under subtitle “Remediation Success Incentive” reads “math and science”, and it should read “math and English”.

On page 72, under “Degree Completion Metrics: Overall Degree Completion”, the Commission would like to delete the last bullet point, pertaining to VU, because it is redundant, since the subject is four-year degrees.

On the same page under the subtitle “At Risk Student Degree Completion” the Commission would like to delete the last bullet point, again because of the redundancy.

On that same page, under the “High Impact Degree Completion”, under the third bullet point the Commission would like to delete the second line that says “...set by Complete College America”, and just use national standards, as was discussed by the Commission members.

Finally, on page 74 under the “Final Allocation” the dollar amounts should be deleted, because the exact dollar amount will not be known until the Commission has the appropriation.

Dr. Scheller asked about the possibility of further discussion on the “first-time full-time” definition under the “Productivity Metrics”. He gave an example of a student who goes to Ivy Tech for two years, transfers to Ball State, and finishes his degree in four years. Due to the current definition of “first-time full-time” the Commission cannot count this student as a successful graduate in Indiana. Mr. Dudich responded that the Commission members talked about being more prescriptive in the instructions. This means that in the case described by Dr. Scheller, if the student completes his degree within four years, is a full-time student, and is a resident of Indiana, he could be included in the count.

Ms. Odum asked whether Dr. Scheller prefers to remove the definition “first-time”. Dr. Scheller responded in the affirmative, at least in this iteration. Mr. Dudich pointed out that the reference would apply to a student who starts and finishes the degree in four years, even if he starts in a two-year institution, and then transfers to a four-year institution, from which he graduates. This would not apply to a student who would enroll, then withdraw from college for several years, and then come back.

Dr. Scheller asked about the case when a soldier needs to take a semester or a whole year off, then comes back, and still completes his degree in four consecutive years. Mr. Dudich responded that those, who take some time off, would still benefit in degree completion metric.

Ms. Lubbers pointed out that that it is a known fact that it takes some students longer to get a degree due to certain circumstances, and military is a good example. However, this is an attempt on the part of the Commission for the institutions to have models that are more student-centric and give students opportunities to earn their degrees faster. Ms. Lubbers cautioned the Commission members of the necessity to be careful when opening this for a discussion, so that there were no unintended consequences of going backwards on the time to earning a degree.

Mr. Smith said that the Commission would like to have more data. Dr. Scheller supported this request.

Ms. D'Amico asked whether the staff had had conversations with the institutions on the overall metrics, and how the institutions reacted. Mr. Dudich responded that the Budget Fiscal Policy Committee met with the institutions at a separate meeting to discuss the metrics that have been proposed by other states. The current metrics have been the results of the feedback after the face-to-face discussions that the Commission had with all the institutions' presidents.

Mr. Dudich said that the staff also had one-on-one meetings with all CFOs regarding the issues that they thought were important and would like to be included in the metrics. Their feedback was taken into consideration. Mr. Dudich noted that as the staff was finalizing these metrics the final draft was shared with the institutions, so they had an opportunity to share their thoughts and make recommendations.

Mr. Sendelweck wanted to acknowledge the work that has been done in extremely complex set-up decisions. He acknowledged the collaboration between the universities presidents, CFOs, the academic officers, and members of the staff and the Commission. Mr. Sendelweck especially praised the Budget Fiscal Policy Committee, under the leadership of Ms. Odum and Mr. Smith. Mr. Sendelweck thanked Mr. LaMothe, who spent countless hours working with the staff to make these metrics as transparent and open as possible.

Mr. Sendelweck stated that the Commission now has a good working point. He pointed out that this is a consensus building process, and it is important to keep in mind that the Commission's ultimate goal and mission is student success. Mr. Sendelweck concluded that this is a tremendous advancement of an initiative that acknowledges and rewards performance, and moves away from entitlement mentality of times past.

**R-11-08.9      RESOLVED:** That the Commission for Higher Education approves the revised metrics used in the performance funding formula for the 2013-15 biennial budget, as described in the attached document (Motion – Fisher, second – Smith, 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 October Commission Working Sessions

**IX. NEW BUSINESS**

There was none.

**X. OLD BUSINESS**

There was none.

**XI. ADJOURNMENT**

The meeting was adjourned at 12:27 p.m.

---

Ken Sendelweck, Chair

---

Jud Fisher, Secretary



## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

### DISCUSSION ITEM A: Purdue University Decadal Funding Plan

#### **Background**

During 2011, Purdue University unveiled its Decadal Funding Plan to address financial sustainability and focus on substantial opportunities for new revenue and innovative solutions for enhancing effectiveness and efficiency. Purdue categorized various initiatives into three focal categories - Efficient and Effective Purdue, Global Purdue and Innovative Purdue - which form the core of the Decadal Funding Plan.

Over the course of 2011, there have been key initiatives that Purdue University will implement in the coming years under the three focal categories. These include the Innovation and Commercialization Center (ICC) and the Trimester Initiative, which moves Purdue University to a year round academic program. Additional initiatives will be rolled out in the near future.

President France Cordova will present to the Commission an overview and summary of the Purdue's Decadal Funding Plan.

#### **Supporting Document**

*To be distributed .*



# COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

## **DISCUSSION ITEM B-1: Pricing of Distance Education Programs: Issues Raised by Four Master's Degrees**

### **Staff Recommendation**

For information only.

### **Background**

At its December 2011 meeting, the Commission for Higher Education discussed a joint presentation made by Indiana, Purdue, and Ball State Universities on distance education, which included attention to the rationale for fees charged for distance education by these institutions. This item is a continuation of that discussion, with specific reference to four professional distance education master's programs, which are currently before the Commission, and the issues raised by a comparative analysis of the additional fees charged for these programs.

All four programs add distance education fees for Indiana residents, although the amount differs markedly (see attachment). Indiana State University applies the smallest distance education fee – \$17 per credit hour or five percent above the on-campus rate. IU Bloomington and IUPUI add fees of \$83 and \$129 for distance education, respectively, or 20 and 32 percent above what they charge on-campus students. Purdue University West Lafayette adds the highest distance education fees: \$696 per credit hour or 207 percent above on-campus levels.

While comparing distance education fees on a per credit hour basis is useful, from a student perspective, the full impact of university policy is only truly appreciated when the total, cumulative additional fees is calculated for all credit hours required to earn the degree (see below).

#### Total Additional Distance Education Fees Paid by Indiana Residents

ISU M.S. in Technology Management	\$ 612
IUB Master of Public Affairs	\$ 3,984
IUPUI Master of Social Work	\$ 7,740
Purdue M.S. in Computer Science	\$ 20,880

Also notable are the very different approaches taken toward the fees paid by non-resident students who take these programs via distance education. While Purdue West Lafayette charges these students \$116 per credit hour or 13 percent more than non-residents taking the program on campus, ISU and IUPUI give non-residents a discount

for taking the program via distance education: \$236 per credit hour or 34 percent and \$255 or 29 percent less than the on-campus rate, respectively. IU Bloomington charges the non-resident students the same rate, irrespective of whether they take the program on campus or through distance education. The table below summarizes the cumulative impact of these policies on non-resident students who complete these programs.

Total Additional Distance Education Fees Paid  
by Non-Residents

ISU M.S. in Technology Management	-\$	8,496
IUB Master of Public Affairs	\$	0
IUPUI Master of Social Work	-\$	15,300
Purdue M.S. in Computer Science	\$	3,480

Indiana University does not have a system-wide policy toward the pricing of distance education fees, which explains why the approaches taken by the Bloomington and IUPUI campuses differ so much: for Indiana residents, fees 20 and 32 percent above on-campus fees, respectively, and for non-residents, fees that differ from on-campus instruction by zero or -29 percent. The essence of IU's present approach toward pricing distance education programs, as well as the approach followed by Purdue University West Lafayette, was presented to the Commission at its December meeting (see attachment). Indiana State has a campus-wide policy of adding a \$50 fee to each course delivered via distance education.

This analysis raises a number of questions regarding distance education fees charged to residents and non-residents, including:

- What is the rationale for charging additional fees for residents, while in three of the four instances non-residents are charged no additional fee or are given a discount?
- Putting aside the question of whether any additional distance fees should be charged at all to residents, what is the rationale for the wide range of additional fees that are charged?

**Supporting Documents**

- (1) *Comparison of Fee Structures for Four Proposed Distance Education Master's Programs: Resident v. Non-Resident, On-Campus v. Distance Education*, February 1, 2012
- (2) *Costs and Pricing of Distance/Online Education Programs: A Joint Report from Indiana University, Purdue University, and Ball State University to the Indiana Commission for Higher Education*, December 9, 2011 (selected pages)

**Comparison of Fee Structures for Four Proposed Distance Education Master's Programs:  
Resident v. Non-Resident, On-Campus v. Distance Education**

February 1, 2012

	----- Fees -----	
	<u>Indiana Residents</u>	<u>Non- Residents</u>
<b><u>ISU M.S. in Technology Management (36 Credit Hours)</u></b>		
On-Campus Instruction per Credit Hour	\$ 353	\$ 694
Distance Education Instruction per Credit Hour*	\$ 370	\$ 458
Distance Education Premium or Discount per Credit Hour*	\$17	-\$236
Percent	5%	-34%
Cumulative Distance Education Premium or Discount for All 36 Credit Hours	\$612	-\$8,496
<b><u>IU Bloomington Master of Public Affairs (48 Credit Hours)</u></b>		
On-Campus Instruction per Credit Hour	\$ 415	\$ 902
Distance Education Instruction per Credit Hour	\$ 498	\$ 902
Distance Education Premium or Discount per Credit Hour	\$83	\$0
Percent	20%	0%
Cumulative Distance Education Premium or Discount for All 48 Credit Hours	\$3,984	\$0
<b><u>IUPUI Master of Social Work (60 Credit Hours)</u></b>		
On-Campus Instruction per Credit Hour	\$ 405	\$ 889
Distance Education Instruction per Credit Hour	\$ 534	\$ 634
Distance Education Premium or Discount per Credit Hour	\$129	-\$255
Percent	32%	-29%
Cumulative Distance Education Premium or Discount for All 60 Credit Hours	\$7,740	-\$15,300
<b><u>Purdue W. Lafayette M.S. in Computer Science (30 Credit Hours)</u></b>		
On-Campus Instruction per Credit Hour	\$ 336	\$ 916
Distance Education Instruction per Credit Hour	1,032	1,032
Distance Education Premium or Discount per Credit Hour	\$696	\$116
Percent	207%	13%
Cumulative Distance Education Premium or Discount for All 30 Credit Hours	\$20,880	\$3,480

\*The fee is actually \$50/course; for comparability, this as been expressed per credit hour

## COMPARATIVE PRICING MODELS FOR DISTANCE COURSES AND PROGRAMS

- Purdue-Eduventures (2010) study of Texas A&M, University of Wisconsin, University of Maryland, Indiana University, University of Illinois, University of Georgia, and Penn State University:
- Mixed results
  - Three institutions charged less for online than on-campus
  - Two charged more for online than on-campus
  - One charged the same
- IU (2011) study also found pricing policies at the reviewed institutions to be highly variable.

## PURDUE UNIVERSITY PRICING MODELS FOR DISTANCE COURSES AND PROGRAMS

- University standard rates are set to cover University costs and supplemented by state funding, research funding, gifts, and other revenue sources. Purdue has three pricing models.
- Full-time campus students pay standard Board of Trustee rates as part of their block tuition.
- Off-campus, non-degree students pay a treasurer-approved rate that is equivalent to the campus rate for state residents and one and a half times that for nonresidents. These programs are self supporting.
- Pricing for distance degree or certificates, for working professionals, is market-based, which is not below campus resident fees. These are also self supporting.

## INDIANA UNIVERSITY PRICING MODELS FOR DISTANCE COURSES AND PROGRAMS

- Pricing of distance courses and programs has not historically been based on a costing model.
- Distance education fee rates for resident students generally match the rates charged for the analogous on-campus program. This is not a University policy, but rather a reflection that as programs were started, the simplest logic to apply at the time was to use the same fee rates.
- For several distance education programs, nonresident fee rates are less than their on-campus analogs, but generally at least 40% greater than the resident rate, to maintain a meaningful distinction while recognizing market realities and competition.

## INDIANA UNIVERSITY CONTINUED

- Some offerings charge a separate distance education course fee (\$30-\$50) in addition to the tuition, reflecting a portion of the additional costs associated with developing and delivering the courses online.
- Some executive education and business programs have the same rates for residents and nonresidents.
- With the establishment of an Office of Online Education, in Spring 2011, IU will implement policy to guide the setting of distance education rates.



# COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

## DISCUSSION ITEM B-2: Collaboration among IU Regional Campuses in Offering Distance Education Programs

### Staff Recommendation

For information only.

### Background

At its August 2011 meeting, the Commission for Higher Education discussed Indiana University's plan for its regional campuses (*Blueprint for Student Attainment*), and at its December 2011 meeting, the Commission discussed a joint presentation made by Indiana, Purdue, and Ball State Universities on distance education. This item is a continuation of both of these discussions, with specific reference to the proposal by IU East to deliver the B.S. in Psychology statewide via distance education technology.

While the B.S. in Psychology program raises questions related to additional distance education fees (the proposal includes an additional charge of \$30 per course), the proposal raises other important questions about distance education degrees offered by regional campuses. To its great credit, the IU *Blueprint* has numerous references to the need for regional campuses collaboration, some of which explicitly cite distance education. Page 61 of the *Blueprint*<sup>1</sup>, for example, identifies the following action step as a way to address "students' inability to complete degree requirements on time at regional campuses":

Form a task force to study the expansion of quality distance learning/online course offerings. Encourage collaboration and coordination among regional campuses to enhance access for students.

Likewise, page 119 of the *Blueprint* identifies as the second highest priority for "shared services and academic partnerships" the following strategy:

Consider adoption of an IU-wide online education strategy that promotes delivery of degree programs by all campuses and encourages partnerships among all regional campuses.

It would be helpful for the Commission to understand the status of these proposed strategies or action steps and for the University to explain how the proposed B.S. in Psychology is consistent with

---

<sup>1</sup> Page citations are to the online PDF version of the document

University plans for delivering additional distance education programs through the regional campuses. More generally, what are Indiana University's plans for regional campuses offering distance education programs?

Collaboration among campuses is and will remain essential to expanding access to and completion of quality degree programs in a cost-effective manner. In light of this, what should the Commission's expectations be relative to inter-campus collaboration when considering distance education programs for IU regional campuses? When all regional campuses have degree programs and resources in a particular discipline – such as Psychology – should the Commission expect collaboration among campuses as a condition of approving a distance education? If so, what is the nature and extent of this collaboration? Does close collaboration among campuses imply a more unified approach toward curricula?

**Supporting Document**

None.

## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

### DISCUSSION ITEM C: Learn More Indiana's Cash for College Campaign

#### Staff Recommendation

For discussion only.

#### Background

Learn More Indiana's annual *Cash for College* campaign launches each January to help students of all ages save and pay for college completion and career success. The campaign promotes specific, age-appropriate steps for Hoosier K-12, college and adult students, all leading up to Indiana's March 10<sup>th</sup> deadline for completing the Free Application for Federal Student Aid (FAFSA).

Learn More Indiana's Cash for College campaign offers a variety of helpful resources, including:

- Student contests, awarding college savings plans to students in kindergarten through college.
- Free services, including the Indiana College Costs Estimator website (IndianaCollegeCosts.org) and new smart phone app.
- Special events, offering online (FAFSA Friday) and in-person (College Goal Sunday) assistance to complete the FAFSA.
- Promotional materials and a dedicated website at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org), providing a clearinghouse for the latest updates, resources and related information.

*Cash for College* is one of three annual campaigns led by Learn More Indiana, along with *College GO! Week* and *KnowHow2Go*. Designed to engage students and local partners across the state at strategic points during the year, each campaign has a clear focus with specific steps to motivate Hoosiers 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. In print, in person, online and on the phone, Learn More Indiana helps Hoosier students of all ages succeed in school, complete college and connect to careers. Learn more at [LearnMoreIndiana.org](http://LearnMoreIndiana.org).

#### Supporting Documents

*2012 Cash for College Starter Guide*



# STARTER GUIDE



## INDIANA'S 2012 **CASH FOR COLLEGE** CAMPAIGN



Pay for your future now.  
[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)



ICHE 31

# GOALS

Learn More Indiana's Cash for College campaign spells out specific steps to help students of all ages plan, prepare and pay for college completion.

## GRADES K-5



### START SAVING

- **Start a College Savings Plan** at [CollegeChoiceDirect.com](http://CollegeChoiceDirect.com)
- **Check out Upromise.com** and learn how your family's everyday spending can add to your college savings plan.
- **Keep saving!**

## GRADES 6-8



### MANAGE MONEY

- **Add to your College Savings Plan** at [CollegeChoiceDirect.com](http://CollegeChoiceDirect.com)
- **Create a budget** at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org).
- **Enroll in Twenty-First Century Scholars** in 7th or 8th grade at [Scholars.IN.gov](http://Scholars.IN.gov) (if eligible).

## GRADES 9-12



### PREPARE TO PAY

- **Grade 9:** Check out college admissions requirements at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org).  
*NOTE: Increase your college admission opportunities and financial aid options with a Core 40 Honors Diploma (Academic or Technical).*
- **Grade 10:** Compare college costs at [IndianaCollegeCosts.org](http://IndianaCollegeCosts.org).
- **Grade 11:** Shop for scholarships at [IndianaCollegeCosts.org](http://IndianaCollegeCosts.org) and apply on time.
- **Grade 12:** File your FAFSA at [FAFSA.gov](http://FAFSA.gov) before the March 10 deadline.

## COLLEGE



### FINISH FASTER

- **File your FAFSA** every year you're in college before March 10 at [FAFSA.gov](http://FAFSA.gov) to maintain your financial aid eligibility.
- **Fifteen to Finish:** Take at least 15 credit hours per semester to graduate on-time.  
*NOTE: You may be able to take additional courses above 12 credit hours at no additional charge, so check with your campus advisor.*
- **Save with Summer School:** Take summer courses to finish faster and ask about summer tuition discounts at your college.
- **Commit to a College Major:** Changing your college major costs you time and money, so visit your campus advising services to find the right fit.

Pay for your future now.

ICHE32



[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)

# RESOURCES

Resources available to support your local **Cash for College** efforts include:

## ACTIVITIES



Learn More Indiana's *OnTrack* publication includes age-appropriate activities for students at each grade level (see "Paying" section). The activities can also be printed online at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org).

## MATERIALS

Display your Cash for College banner and posters in high-traffic areas and give a promo card to every student. *NOTE: Elementary schools will receive banners for the first time this year. Middle schools and high schools should use their banners from last year's campaign.*



## SERVICES



The Indiana College Costs Estimator is a FREE service offering families consistent and accurate comparisons of college costs across all Indiana campuses, both public and private. Visit [IndianaCollegeCosts.org](http://IndianaCollegeCosts.org) on your computer and check out the new smartphone app at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org).

## WEBSITE

The Cash for College website is your one-stop-shop for resources to pay for college in Indiana. Learn about savings plans and scholarships, find smart ways to save, get help filing your FAFSA and more at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org).



**FIND US**

 facebook

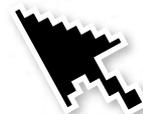
[facebook.com/  
LearnMoreIN](https://facebook.com/LearnMoreIN)



**FOLLOW US**

 twitter

[twitter.com/  
LearnMoreIN](https://twitter.com/LearnMoreIN)



Pay for your future now.



[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)

ICHE 33

# WIN

# CONTESTS

## GRADES K-5



### SUPER SAVER

- **STEP 1:** Read the "Paying" section of Learn More Indiana's *OnTrack* Student Success Guide for your grade.
- **STEP 2:** Complete the "Paying" activity (available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org))
- **STEP 3:** Submit your contest entry form (available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org))

## GRADES 6-8



### MONEY MANAGER

- **STEP 1:** Read the "Paying" section of Learn More Indiana's *OnTrack* Student Success Guide for your grade.
- **STEP 2:** Complete the "Paying" activity (available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org))
- **STEP 3:** Submit your contest entry form (available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org))

## GRADES 9-12



### COLLEGE CONSUMER

- **STEP 1:** Read the "Paying" section of your *OnTrack* or *NEXT* Student Success Guide.
- **STEP 2:** Complete the "Paying" activity (available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org))
- **STEP 3:** Submit your contest entry form (available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org))

## COLLEGE



### DEBT DECREASER

- **STEP 1:** Read the "Paying" section of your *GRAD* magazine.
- **STEP 2:** Complete the "Paying" activity (available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org))
- **STEP 3:** Submit your contest entry form (available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org))

## ENTER TO WIN \$529

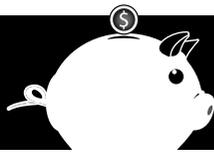
- DETAILS:** Everything you need is available at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org) (See "Contests")
- DEADLINE:** All entries due by March 10, 2012
- SUBMIT:** Send your entry form to [contests@learnmore.org](mailto:contests@learnmore.org) or mail to:  
101 W. Ohio Street, Suite 550, Indianapolis, IN 46204
- QUESTIONS:** Contact [contests@learnmore.org](mailto:contests@learnmore.org) or call (317) 464-4404



Pay for your future now.  
ICHE34



[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)



# EVENTS

## FAFSA HELP

FREE APPLICATION FOR FEDERAL STUDENT AID

### ONLINE

### FAFSA FRIDAY (February 10, 2012)

- **WHO:** High school seniors, current college students, working adults (*anyone planning to attend college next year*)
- **WHAT:** Interactive webinar with free help from financial aid experts
- **WHEN:** Live at noon and 6 p.m. (EST) on Friday, Feb. 10, 2012 (*archive version available online starting Saturday, Feb. 11*)
- **WHERE:** Online at [CashforCollegeIndiana.org](http://CashforCollegeIndiana.org)



FILE YOUR FAFSA  
BEFORE MARCH 10 AT

**FAFSA.GOV**



### IN PERSON

### COLLEGE GOAL SUNDAY (February 12, 2012)

- **WHO:** High school seniors, current college students, working adults (*anyone planning to attend college next year*)
- **WHAT:** Free one-on-one assistance filling out and filing the FAFSA
- **WHEN:** 2 p.m. (local time) on Friday, Feb. 12, 2012
- **WHERE:** 40 locations across Indiana (see [CollegeGoalSunday.org](http://CollegeGoalSunday.org) for site details).

**REMEMBER:**

Students 23 years of age or younger should attend College Goal Sunday with their parent(s) or guardian(s) and bring their parents' completed 2011 IRS 1040 tax return, W-2 form or other 2011 income, asset and benefits information. Students who worked last year should also bring their earnings information. Older students may attend alone and bring their own income information. Please apply for your Federal PIN at [www.pin.ed.gov](http://www.pin.ed.gov) before coming to the event.

### COLLEGE GOAL SUNDAY LOCATIONS

- |                        |               |
|------------------------|---------------|
| Anderson               | Lafayette     |
| Angola                 | Lawrenceburg  |
| Avon                   | Logansport    |
| Bloomington            | Marion        |
| Columbus               | Michigan City |
| Crown Point            | Muncie        |
| East Chicago           | New Albany    |
| Elkhart                | North Vernon  |
| Evansville             | Plymouth      |
| Fort Wayne             | Rensselaer    |
| Gary                   | Richmond      |
| Goshen                 | South Bend    |
| Greencastle            | Terre Haute   |
| Hammond                | Valparaiso    |
| Indianapolis (8 sites) | Vincennes     |
| Jasper                 | Warsaw        |
| Kokomo                 |               |

Pay for your future now.



[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)

ICHE 35

# CHECKLIST & LINKS

## CASH FOR COLLEGE LINKS

**College Goal Sunday (February 12)**

[CollegeGoalSunday.org](http://CollegeGoalSunday.org)

**College Search & Admissions Guidelines**

[CollegeGoWeekIndiana.org](http://CollegeGoWeekIndiana.org)

**FAFSA Friday (February 10)**

[CashforCollegeIndiana.org](http://CashforCollegeIndiana.org)

**FAFSA on the Web**

[FAFSA.gov](http://FAFSA.gov)

**Indiana College Costs Estimator**

[IndianaCollegeCosts.org](http://IndianaCollegeCosts.org)

**Indiana CollegeChoice 529 Savings Plan & Upromise Rewards**

[CollegeChoiceDirect.com](http://CollegeChoiceDirect.com)

[Upromise.com](http://Upromise.com)

**Mitch Daniels Early Graduation Scholarship**

[IN.gov/ssaci/2504.htm](http://IN.gov/ssaci/2504.htm)

## CHECKLIST

1. **START A SAVINGS PLAN**  
Visit **CollegeChoiceDirect.com**
2. **COMPARE COLLEGE COSTS**  
Visit **IndianaCollegeCosts.org**
3. **SHOP FOR SCHOLARSHIPS**  
Visit **IndianaCollegeCosts.org**
4. **FILE YOUR FAFSA** (starting in 12th grade)  
Visit **FAFSA.gov** before **March 10**

**Scholarship Search**

[FastWeb.com](http://FastWeb.com)

[Scholarships.com](http://Scholarships.com)

[StudentAid.ed.gov](http://StudentAid.ed.gov)

**Twenty First Century Scholars**

[Scholars.IN.gov](http://Scholars.IN.gov)

LEARNMOREINDIANA.ORG

1-800-992-2076

Learn More Indiana is a state-led communication and community outreach initiative working to help 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.



Pay for your future now.  
[CashForCollegeIndiana.org](http://CashForCollegeIndiana.org)



**COMMISSION FOR HIGHER EDUCATION**

Friday, February 10, 2012

**DISCUSSION ITEM D: North Campus Residence Hall – Indiana State University**

**Staff Recommendation**

That the Commission for Higher Education discuss the following project: *North Campus Residence Hall – Indiana State University*. 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 Indiana State University seeks authorization to proceed with construction of a new north campus residence hall. The 352 bed facility will provide for additional on-campus housing during the long term upgrading and renovation of on-campus housing. The expected cost of the project is \$24,000,000 and would be funded through debt issued by the University Residence Hall System and cash reserves. This project is being review by the Commission.

**Supporting Document**

*North Campus Residence Hall – Indiana State University*, February 10, 2011.



**NORTH CAMPUS RESIDENCE HALL  
INDIANA STATE UNIVERSITY**

**Project Description and Staff Analysis**

DESCRIPTION OF THE PROJECT

Located in the heart of the Indiana State University campus, the proposed in-fill housing project will bridge the academic core of campus to the northern residential areas. The proposed site of the 352 bed facility is immediately south of Lincoln Quad and the new Student Recreation Center in an area currently used for faculty/staff parking.

The complex has been designed as two buildings which can then further be broken down into four masses connected by semi-transparent links. A design of this nature allows for maximum flexibility in the use of the facility for small groups of students sharing like academic and social interests. The goal is to provide autonomy for each of the eight groups living within the facility by providing them their own "house" while still maintaining the connectivity amongst all the groups. The architecture of the complex ties to the traditional buildings on campus such as Condit House and Tiley Hall.

Within the facility, each of the eight group modules will include a range of residential units from double occupancy rooms for underclassman to singles for seniors. As the first new residential housing project on campus since the 1960's, it will integrate sustainable features such as the use of regional materials with high recycled content, energy efficient mechanical systems, and low water usage plumbing fixtures with a target of being the first LEED certified new building on campus.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project is a part of the Campus Master Plan, completed in 2009, to provide attractive housing options for prospective and current students consistent with the mission of a four-year residential campus.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The proposed in-fill housing construction maintains current occupancy levels and creates an environment that is attractive to students and conducive to living and learning. Indiana State University believes campus housing provides students with many benefits including living in an academically supported environment with academic peer advisors and learning communities. It also allows students the ability to stay connected to campus through activities that foster educational, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds, and lifestyles.

ALTERNATIVES CONSIDERED

Several sites were considered for this project. The decision to locate in-fill housing immediately south of Lincoln Quad was based on the proximity to major academic facilities and existing student housing. Student focus groups were used to solicit feedback in terms of location and design.

### 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

Many of Indiana State's housing options are antiquated and in need of major refurbishment. The Campus Master Plan calls for the renovation of Sycamore Towers and Lincoln Quad that have had no major renovation in over 40 years and do not meet existing building codes including those of fire safety and ADA compliance. To accommodate the space needs of today's students and building code requirements, renovations of existing housing facilities often result in a reduction of current occupancy levels. While the Campus Master Plan does not call for a significant increase in the overall bed count, the construction of in-fill housing is needed to maintain the current bed count in order to allow for future renovation of other existing residence halls.

### RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

The long-term plan for student housing includes the renovation of Sycamore Towers and Lincoln Quad. Renovations of existing housing structures normally result in a reduction in the number of beds available to provide for improved facilities and meet current building codes and standards. In order to maintain the existing level of available beds within the Student Housing System it is necessary to construct in-fill housing to replace those lost through future renovations.

### HISTORICAL SIGNIFICANCE

N/A

**INDIANA STATE UNIVERSITY**  
**Project Summary**  
**NEW CONSTRUCTION**

INSTITUTION: Indiana State University CAMPUS: Terre Haute

PROJECT TITLE: In-fill Housing BUDGET AGENCY NO.: C-1-12-2-03  
 INSTITUTION'S PRIORITY: \_\_\_\_\_

**PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)** The proposed in-fill student housing project will bridge the academic core of campus to the northern residential areas. Located immediately south of Lincoln Quad and the new Student Recreation Center, the complex is designed as two buildings which can further be broken down into four masses connected by semi-transparent links. The project will incorporate sustainable features with the target of being the first LEED certified new building on campus.

**SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B)** The proposed construction of in-fill student housing is integral to the University's long-term plan for the renovation of existing facilities to provide attractive housing for students and create an atmosphere conducive to living and learning. Construction of this facility will provide a total of 352 beds with a range of residential units from double occupancy rooms for underclassman to single rooms for seniors.

**SPACE DATA (ATTACHMENT C)**  
 PROJECT SIZE: 139,010 GSF 80,008 ASF 58% ASF/GSF  
 NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: -0- ASF  
 The In-fill Housing project is considered supplemental space.

**TOTAL PROJECT BUDGET (ATTACHMENT D)**  
 TOTAL ESTIMATED COST: \$24,000,000 \$/GSF \$172.65  
 ANTICIPATED DATE OF PROJECT COMPLETION: July 2013

**ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)**

<u>Residence Hall Reserves</u>	
<u>and Borrowing</u>	<u>\$24,000,000</u>
<b>TOTAL BUDGET</b>	<b><u>\$24,000,000</u></b>

**ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT (ATTACHMENT F)**  
 \$ -0- ( ) INCREASE ( ) DECREASE  
 All operating and maintenance costs will be paid from net revenues of the Housing and Dining System. No general fund revenues will be used.

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



## CSO Architects

# Memorandum

TO: Diann McKee

FROM: Brandon D. Bogan

DATE: 12/21/11

RE: ISU - Infill Student Housing Square Footages

Below are the proposed square footages for the ISU Infill Student Housing project based upon the 12/21/11 Schematic Design Package.

### Gross Square Footage

<b>West Building</b>	
First Floor	18,701 s.f.
Second Floor	17,036 s.f.
Third Floor	17,036 s.f.
<u>Fourth Floor</u>	<u>16,732 s.f.</u>
	69,505 s.f.

<b>East Building</b>	
First Floor	18,701 s.f.
Second Floor	17,036 s.f.
Third Floor	17,036 s.f.
<u>Fourth Floor</u>	<u>16,732 s.f.</u>
	69,505 s.f.

**Total Gross Square Footage 139,010 s.f.**

### Assignable Square Footage:

<b>Residential Areas</b>	
Student Bedrooms (Doubles & Singles)	34,576 s.f.
Common bath & vanity areas	7,024 s.f.
<u>Suites (singles with private bathroom)</u>	<u>17,808 s.f.</u>
Subtotal	59,408 s.f.

<b>Amenity Areas</b>	
Gallery/Foyer	1,648 s.f.
Study/Gathering Areas	9,688 s.f.
Meeting Rooms	5,808 s.f.
Kitchenettes	856 s.f.
Offices	1,120 s.f.
Vending/Mail Rooms	576 s.f.
<u>Laundry Rooms</u>	<u>904 s.f.</u>
Subtotal	20,600 s.f.

**Total Assignable Square Footage 80,008 s.f.**

## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

### DISCUSSION ITEM E: Boiler Plant Project (Geothermal) – Ball State University

#### Staff Recommendation

That the Commission for Higher Education discuss the following project: *Boiler Plant Project (Geothermal) – Ball State University*. 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 Ball State University seeks authorization to proceed with the continuation of the Boiler Plant Project (Geothermal Project) by beginning Phase II. Original General Assembly authorization (2005) for the project was \$48 million and thus far \$44.9 million has been approved by CHE and the State Budget Committee. The expected cost of the project is \$3,100,000 and would be funded from 2005 General Assembly bonding authority. This project is pending review from the Commission for Higher Education.

#### Supporting Document

*Boiler Plant Project (Geothermal) – Ball State University*, February 10, 2011.



**BOILER PLANT PROJECT (GEOTHERMAL)  
BALL STATE UNIVERSITY**

**Project Description and Staff Analysis**

Ball State University's central plant provides heating and cooling to buildings across campus through a district system. The heat has historically been provided by steam produced primarily by four coal-fired boilers that range in age from 54 to 71 years old. Chilled water is distributed to campus buildings to provide air conditioning, and is produced by five electric-powered centrifugal chillers.

Due primarily to the age of these system components, but also due to federal environmental regulations and additional capacity needs, the University began the planning several years ago for the replacement of its district system. Initial plans were for the replacement of the old boilers with more efficient and cleaner boilers and the purchase of additional chillers to provide more cooling capacity.

The 2005 Indiana General Assembly authorized Ball State University to issue \$48,000,000 in debt to proceed with the project. The Commission for Higher Education and the State Budget Committee subsequently reviewed and approved requests of \$3,100,000 for architectural and engineering consultants and \$41,800,000 for the purchase of a new boiler.

As a result of several factors, including increased world-wide demand for boilers, escalating prices for component parts, and stricter regulatory requirements, the University eventually concluded that the boiler replacement was not a viable option. Alternatively, the University began to explore the possibility of other options, ultimately deciding to implement geothermal heat pump technology on a district scale.

After working with scientists and engineers from the National Renewable Energy Laboratory (NREL) and the Oak Ridge National Laboratory, the University began to move forward with the geothermal system conversion. The new system would provide both heat and chilled water to the campus through the use of two district energy stations, four large capacity heat pump chillers, and nearly 4,000 boreholes connected by miles of loop piping and distribution piping. The geothermal system will eventually replace the coal fired boilers, reducing the University's carbon footprint by half and eliminating the dependence on coal.

With the State's approval, the University utilized the \$41,800,000 intended for the boiler purchase to begin the geothermal conversion project. Those funds, together with federal grant awards, R&R appropriations, and University funds, have allowed the University to complete Phase I of the project and begin Phase II. Phase I of the project will serve the northern portion of campus and consisted of approximately 1,800 vertical boreholes, a district energy station with two heat pump chillers, pump controls, miles of horizontal piping for hot and chilled water, and modifications to building systems. Phase II will address the southern portion of campus and include the same components. The \$3,100,000 remaining from the original bonding authority will allow the University to continue work on Phase II of the project.

**Project Summary**  
**NEW CONSTRUCTION**  
**Boiler Replacement and Plant Renovations**

INSTITUTION: Ball State University      CAMPUS: Muncie  
 PROJECT TITLE: Boiler Replacement and Plant Renovations      BUDGET AGENCY NO.: D-1-05-1-02(R)  
 INSTITUTION'S PRIORITY: 1

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)

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

SPACE DATA (ATTACHMENT C)  
 PROJECT SIZE: N/A GSF N/A ASF N/A ASF/GSF  
 NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: -0- ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)  
 TOTAL ESTIMATED COST: N/A \$/GSF  
 ANTICIPATED DATE OF PROJECT COMPLETION: August 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

<u>State Bonding Authority Authorized 2005-07</u>	<u>\$ 3,100,000</u>
<b>TOTAL BUDGET</b>	<b><u>\$ 3,100,000</u></b>

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

\$ -0-      ( ) INCREASE      ( ) DECREASE

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

**COMMISSION FOR HIGHER EDUCATION**

Friday, February 10, 2012

**DISCUSSION ITEM F:                    Master Capital Plan for Indiana State University**

**Background**

At the request of several Commission members, staff has asked all of the public postsecondary institutions to provide an overview of their long term master capital plan. The goal is to provide Commission members with information regarding major capital projects that are planned for each campus in order to understand the impact of such projects as they are submitted to the Commission for review.

Indiana State University will present their long term master capital plan to the Commission during the February 2012 meeting.

The remaining institutions will be asked to present their long term master capital plans to the Commission during meetings occurring from December 2011 through April 2012.



**COMMISSION FOR HIGHER EDUCATION**

Friday, February 10, 2012

**DISCUSSION ITEM G:                    Master Capital Plan for Purdue University – West Lafayette**

**Background**

At the request of several Commission members, staff has asked all of the public postsecondary institutions to provide an overview of their long term master capital plan. The goal is to provide Commission members with information regarding major capital projects that are planned for each campus in order to understand the impact of such projects as they are submitted to the Commission for review.

Purdue University – West Lafayette will present their long term master capital plan to the Commission during the February 2012 meeting.

The remaining institutions will be asked to present their long term master capital plans to the Commission during meetings occurring from December 2011 through April 2012.



## COMMISSION FOR HIGHER EDUCATION

Friday, February 9, 2012

### DECISION ITEM A-1:

#### Bachelor of Fine Arts To Be Offered by Indiana University Kokomo at Kokomo

#### Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Fine Arts (BFA) to be offered by Indiana University Kokomo at Kokomo, in accordance with the background discussion in this agenda item and the *Abstract*, January 27, 2012.

#### Background

At its October 2011 meeting, the Commission for Higher Education tabled action on the Indiana University Kokomo Bachelor of Fine Arts (B.F.A.), which had been placed on the agenda for expedited action. Questions relating to the number of credits required in the curriculum (125), resources required to launch the program, and market demand for graduates led to the Commission tabling the request. The University has responded to all three of these items, and for this reason the program has been placed back on the agenda as a regular action item.

The University has revised the curriculum so that now the B.F.A. requires 120 semester hours to complete the degree.

With respect to resources, IU Kokomo currently has three fine arts faculty members, one whose responsibilities are split between teaching and managing the art gallery. As the program grows, a part-time gallery director will be hired so that the third position can be devoted to full-time teaching. The campus has also allocated resources to create a modern, 2,000 sq. ft. art gallery, which provides access to local, regional, national, and international exhibitions, in addition to providing space for student exhibitions and regional juried shows. In addition, the campus has dedicated significant funds for the development of jewelry making, sculpture, and ceramics and for equipment and supplies.

In addressing the employer demand for graduates, the Kokomo campus stresses that the B.F.A. would be the only opportunity in the region for someone to become a professional artist and that the campus must be responsive to local student interests. While some graduates may move out of the region, many will find jobs locally and others will find employment in Hamilton or Marion Counties but live in Howard County and the surrounding area (see attachment for additional detail on

demand and employment factors). The B.F.A. allows students who are creative and artistically inclined to develop those talents, which can be utilized in a variety of careers, including those that can help the region in “transforming from an economy of manufacturing to an economy of innovation.”

The Commission approved a B.A. in Fine Arts for the Kokomo campus in May 2008. In Fall 2011 (year four of the program), the B.A. enrolled 41 students, which is ahead of enrollment projections made at the time the program was approved (34 students by the fifth year of operation). The B.A. option would be retained and the fine arts faculty described earlier would teach courses for both the B.A. and the B.F.A. IU Kokomo has an articulation agreement with Ivy Tech for this program.

### **Supporting Documents**

- (1) *Abstract – Bachelor of Fine Arts To Be Offered by Indiana University Kokomo at Kokomo, January 27, 2012*
- (2) *New Academic Degree Program Proposal Summary – Bachelor of Fine Arts, January 27, 2012*
- (3) *Demand and Employment Factors in Indiana and the Campus Service Region*

## Abstract

Bachelor of Fine Arts  
To Be Offered by  
Indiana University Kokomo at Kokomo

January 27, 2012

**Objectives:** To allow students the opportunity of earning a Bachelor of Fine Arts degree that fits their academic and artistic interests.

**Clientele to be Served:** Full- and part-time undergraduate students as well as non-traditional students (e.g., working professionals) in North Central Indiana who seek a professional education in the visual arts.

**Curriculum:** A total of 120 semester credit hours are required to complete the program, distributed as follows:

General Education Core (36 credit hours)

*(9 of the 45 credit hours in the General Education Core would be met through the Fine Arts Core)*

Communication Skills (9)

Quantitative Literacy (7)

Critical Thinking: Philosophy of Art (3)\*

Cultural Diversity (3)

Ethics and Civil Engagement (3)

Social and Behavioral Sciences (6)

Humanities and Arts (6)\*

Physical Sciences; one course with a lab (8)

*\*Met through the Fine Arts Core*

Fine Arts Core (Minimum of 84 credit hours)

Art History (15)

Foundation Art at the 100 level (9)

Studio Courses at the 200 level or above (57)

Senior Capstone Experience (3)

**Employment Possibilities:** Graduates would have the opportunity to prepare for future commercial, academic, or professional pursuits in a multiplicity of creative media industries. Examples include: illustrator, cartoonist, animator, video game design, special effects artist, art director, craft artists, painter or sculptor.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

January 27, 2012

**I. Prepared by Institution**

Institution/Location: Indiana University Kokomo at Kokomo  
 Program: Bachelor of Fine Arts

	Year 1 FY2013	Year 2 FY2014	Year 3 FY2015	Year 4 FY2016	Year 5 FY2017
Enrollment Projections (Headcount)					
Full-Time	6	12	17	20	20
Part-Time	0	0	0	0	0
Total	6	12	17	20	20
Enrollment Projections (FTE)					
Full-Time	6	12	18	21	21
Part-Time	0	0	0	0	0
Total	6	12	18	21	21
Degree Completions Projection	0	0	0	5	5
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

**II. Prepared by CHE**

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 11-25  
 Campus Code: 1814  
 County: Howard  
 Degree Level: 06  
 CIP Code: Federal – 500702; State – 500702

\* Excludes new state dollars that may be provided through enrollment change funding.

## Demand and Employment Factors in Indiana and the Campus Service Region

Data on art employment is difficult to acquire at the county or regional level, with the exception of the Indianapolis region. This is due to the fact that art employment is such a small percentage of overall employment that the various state and national entities do not collect or track the data.

For the state of Indiana as a whole, art employment is predicted to rise in the next five or so years. (Source: Workforce development publication: Long Term Indiana Occupational Projections 2006 – 2016, updated in 2009,

[www.hoosierdata.in.gov/docs/ltproj/pdf/r/EGR03CP.pdf](http://www.hoosierdata.in.gov/docs/ltproj/pdf/r/EGR03CP.pdf), page 5)

Art is category 27-0000 – Arts and Design. Within this 27-0000 category, many of the jobs that show expected growth rates require a Bachelor’s degree. Some examples of jobs , expected employment increases and salaries are shown below:

SOC code	Occupational Title	Expected Growth Percentage	Annual Wage
27-1011	Art Directors	8.3%	\$54,990
27-1014	Multi-Media Artists	23.0%	\$53,113
27-1024	Graphic Designers	8.6%	\$35,117

These figures are congruent with the United States Bureau of Labor Statistics’ Occupational Employment Statistics on art employment in Indiana (Source: [www.bls.gov/oes/current/oes271014.htm](http://www.bls.gov/oes/current/oes271014.htm) for May 2010). For example, in SOC code 27,1014, Indiana’s statewide average salaries are \$46,420 and the Indianapolis region’s average salaries are \$47,690 (or an hourly rate of \$23.41).

While it is true that art employment does not make up a substantial portion of the Howard county economy, Art, Entertainment and Recreation do make up 2.4% of the employment in our 14 county service region. (Source: [www.hoosierdata.in.gov/custom\\_profile2.asp](http://www.hoosierdata.in.gov/custom_profile2.asp)). In addition, many of our graduates either move to the Indianapolis area or travel there daily for employment. In 2009, the Indiana Department of Revenue IT-40 returns showed that almost 1,100 workers commuted from Howard County to Hamilton or Marion counties for employment (Source: Indiana Department of Revenue, 2009-IT-40 Returns). Therefore, we believe the Indianapolis market for artists is a valid employment market for us to serve.

Art job openings in the region – November 2011 to January 2012

Date	Position	Company	Area
1-Nov	Graphic Artist	United Health Group	Indianapolis
2-Nov	Graphic Artist/Designer	Hoosier Park	Anderson
3-Nov	Web Production Artist Videographer for Art Education	Vera Bradley	Fort Wayne
14-Nov	Promotional Video	Ball State University	Muncie
15-Nov	UI Designer/Interactive Art Director	Caldwell VanRiper, Inc.	Indianapolis
15-Nov	Video Production Specialist	John Wiley & Sons	Indianapolis
16-Nov	Graphic Artist	Picis Inc	Indianapolis
17-Nov	Multimedia Content Producer	Decatur Vein Clinic	Indianapolis
19-Nov	Graphics and Illustrations	E lance	Carmel
21-Nov	Digital Media Assistant	Emmis Communications	Indianapolis
21-Nov	Interactive Designer	Brightpoint, Inc.	Plainfield
22-Nov	Graphic Artist	Monarch Beverage Co The American Legion National	Indianapolis
23-Nov	Media Designer	Headquarters	Indianapolis
23-Nov	Multimedia Designer	WellPoint	Indianapolis
28-Nov	Visual Merchandising Artist	Hoffmasster Group Inc Prepress, Digital, Color	Indianapolis
14-Dec	Prepress Coordinator	Management	Elkhart
14-Dec	Art Director	Client Solutions	Indianapolis
20-Dec	Interactive Designer/Developer	Artisan	Indianapolis
22-Dec	Flash Developer	Artisan	Indianapolis
22-Dec	Manager, U.S. Web Site Development	Mead Johnson Nutrition	Evansville
5-Jan	Graphic Designer I	Author Solutions	Bloomington
Jan	Sr. Graphic Designer	Batesville	Batesville
Jan	Web Designer	Defender Direct	Indianapolis
Jan	Web Designer	Angie's List	Indianapolis
Jan	Sr. Web Designer	Angie's List	Indianapolis
12-Jan	Graphic Designer	Professional Data Dimensions	Columbus
Jan	Web Designer	WTHI/WWVR Radio	Terre Haute
Jan	Web Creative Director	Angie's List	Indianapolis
Jan	Web Site Designer	NuOrbit Media Inc	Indianapolis
Jan	Web & Graphic Designer	Purdue	W. Lafayette

## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

### DECISION ITEM A-2:

#### Doctor of Philosophy in Educational Administration To Be Offered by Indiana State University at Kokomo in Partnership with the Kokomo-Center Consolidated School Corporation

#### Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Educational Administration to be offered by Indiana State University at Kokomo in partnership with the Kokomo-Center Consolidated School Corporation, in accordance with the background discussion in this agenda item and the *Abstract*, January 27, 2012.

#### Background

Indiana State University currently offers the Ph.D. in Educational Administration, which has averaged an annual enrollment over the past five years (FY2006-FY2010) of 118 headcount or 65 FTE. During this same time period, the program has conferred an average of 20 degrees per year.

At its February 2011 meeting, the Commission for Higher Education approved a similar program request for Indiana State University, in which ISU sought to deliver the Ph.D. in Educational Administration to the Evansville Vanderburgh School Corporation. Like the previous request, this proposal was put together in response to an invitation from a school corporation – in this case, the Kokomo-Center Consolidated School Corporation. While bearing many similarities to the earlier request, there are several differences.

First, the Evansville Vanderburgh School Corporation signed a contract with ISU for the program to be delivered, while this program will be offered to individuals, although with the active support of the Kokomo-Center School Corporation, which will provide support services, including classroom space. Second, the Evansville Vanderburgh offering consisted of three cohorts of 16 students, all of whom came from that School Corporation. With the proposed offering, there will be just one cohort of 18 or so students, who will come from more than a half-dozen school corporations besides Kokomo-Center, which will supply more students than any other corporation. Third, in contrast to Evansville Vanderburgh, the Kokomo-Center offering will focus specifically on Special Education.

Students will only be admitted into the program if they have a master's degree. In actuality, it is expected that all students admitted into the cohort will have a master's degree and additional coursework, with a number holding an Educational Specialist degree. This means students are expected to be able to apply 42 credits toward the Ph.D. Of the remaining 48 credits, 18 will comprise dissertation work and 30 will consist of ten three-hour courses, all of which will be offered in a hybrid format (some distance education work plus on-site instruction). However, none of the courses will have a distance education fee applied to them.

### **Supporting Documents**

- (1) *Abstract - Doctor of Philosophy in Educational Administration to be offered by Indiana State University at Kokomo in Partnership with the Kokomo-Center Consolidated School Corporation, January 27, 2012*
- (2) *New Academic Degree Program Proposal Summary – Ph.D. in Educational Administration, January 27, 2012*

## Abstract

Doctor of Philosophy in Educational Administration  
To Be Offered by  
Indiana State University at Kokomo in partnership  
with the Kokomo-Center Consolidated School Corporation

January 27, 2012

**Objectives:** To enhance the professional credentials, skills, and leadership capabilities of school administrators in the Kokomo area.

**Clientele to be Served:** Currently working educators in Kokomo and the surrounding area schools.

**Curriculum:** A minimum of 90 graduate credit hours are required to complete the program, distributed as follows:

Core Curriculum (30 credit hours)

Advanced Leadership Theory, Governance, and External Relations (3)

Statistical Methods (3)

Human Relations in Education Administration (3)

Seminar in the Foundations of Modern Education (3)

Contemporary Problems in Educational Administration (3)

Research Seminar in Educational Administration (3)

Research Seminar in Educational Law (3)

Action Research in Education (3)

Statistical Inference (3)

Seminar in Educational Thought (3)

Proficiency in Research Tools: Successful completion of two research tool proficiencies, typically a two course sequence of statistics and a research methods course.

Examination: After completion of the core curriculum, the students will successfully complete oral and written departmental proficiency examinations before being admitted to the candidacy status for the Ph.D. degree.

Dissertation (18 credit hours)

Each student will develop and successfully defend a dissertation expanding the knowledge base in an area of interest.

**Employment Possibilities:** The clientele for this program represents educators already employed in education settings. The terminal degree in Educational Administration provides these educators with enhanced skill and knowledge to serve their school settings, provides students opportunities to explore educational problems in their settings via scientifically-based research (dissertation work) , and additionally provides the opportunity and credential to expand their expertise into the development of future school administrators and educators in higher education programs.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

January 28, 2010

**I. Prepared by Institution**

Institution/Location: Indiana State University to be offered onsite in Kokomo and via hybrid classes in partnership with the Kokomo-Center Consolidated School Corporation  
 Program: Ph.D. in Educational Administration

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
<b>Enrollment Projections (Headcount)</b>					
Full-Time	18	18	16	0	0
Part-Time	0	0	0	5	2
<b>Total</b>	18	18	16	5	2
<b>Enrollment Projections (FTE)</b>					
Full-Time	18	18	16	0	0
Part-Time	0	0	0	2	1
<b>Total</b>	18	18	16	2	1
<b>Degree Completions Projection</b>					
	0	2	11	3	2
<b>New State Funds Requested (Actual) *</b>					
	-0-	-0-	-0-	-0-	-0-
<b>New State Funds Requested (Increases) *</b>					
	-0-	-0-	-0-	-0-	-0-

**II. Prepared by CHE**

<b>New State Funds To Be Considered For Recommendation (Actual) *</b>					
	-0-	-0-	-0-	-0-	-0-
<b>New State Funds To Be Considered For Recommendation (Increases) *</b>					
	-0-	-0-	-0-	-0-	-0-

CHE Code: 11-36  
 Campus Code: 9563  
 County: Howard  
 Degree Level: 10  
 CIP Code: Federal – 130401; State – 130401

\* Excludes new state dollars that may be provided through enrollment change funding.

## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

### **DECISION ITEM A-3: Academic Degree Programs on Which Staff Propose Expedited Action**

#### **Staff Recommendation**

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

- Master of Science in Technology Management to be offered by Indiana State University at Terre Haute

#### **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*, January 27, 2012
- (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**

January 27, 2012

### **CHE 11-22 Master of Science in Technology Management to be offered by Indiana State University at Terre Haute**

Indiana State University currently offers an M.S. in Industrial Technology. The University has requested a name change for this program as well as a significant restructuring of the curriculum, which will now include formal concentrations that should better address the needs of students and employers. The University has also requested that the M.S. in Technology Management be delivered statewide via distance education, but that will require separate action by the Commission at a later meeting; the present action only applies to the on-campus offering of this program.

Proposal received on June 20, 2011

CIP Code: Federal – 151501; State – 151501

Projected Annual Headcount: 50; FTEs: 28; Degrees: 22

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

## **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, February 10, 2012

**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:

- Indiana University – Bloomington Campus: Indiana Memorial Union – Alumni Hall Renovation - \$2,500,000
- University of Southern Indiana – University Center Loft Renovation - \$2,500,000
- University of Southern Indiana – Student Housing Apartment Renovation - \$5,900,000

**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, February 10, 2012*



**Background Information on Capital Projects on Which Staff Proposed Expedited Action**  
February 10, 2012

**A-1-12-2-03 Indiana University – Bloomington Campus: Indiana Memorial Union – Alumni Hall Renovation**  
**Project Cost: \$2,500,000**

The Trustees of Indiana University request authorization to proceed with the renovation of Alumni Hall and Solarium located in the Indiana Memorial Union at the Bloomington Campus. The project will restore and enhance the interior of Alumni Hall to its original quality and function while integrating modern technology. The project will deliver a better connection/integration between Alumni Hall and the Solarium, as well as provide new accessible restrooms and building entrance, and upgrades to the mechanical, air distribution and electrical/floor power systems. The project is estimated to cost \$2,500,000 will be funded through Indiana Memorial Union cash reserves.

**G-0-12-2-01 University of Southern Indiana – University Center Loft Renovation**  
**Project Cost: \$2,500,000**

The Trustees of the University of Southern Indiana request authorization to proceed with the renovation to the Loft area of University Center West (new side). The Loft will be expanded to accommodate additional seating and serving capacity for students dining on campus. Other work will include new furnishings, floor coverings, ceiling systems, lighting, and wall finishes. In addition, new and rearranged food services will be part of the project which is being jointly undertaken with Sodexo. The estimated cost of the project is \$2,500,000 which would be funded through University Center Dining Reserves.

**G-0-12-2-02 University of Southern Indiana – Student Housing Apartment Rehabilitation**  
**Project Cost: \$5,900,000**

The Trustees of the University of Southern Indiana request authorization to proceed with the rehabilitation of student apartment housing on the USI campus. The project will rehabilitate 15 of the 43 student housing apartment building located on the northeast side of campus. A majority of the student housing apartments are 25 years or older and are in need of rehabilitation and updating. Updates will include the installation of new windows, kitchen cabinets, bath fixtures, carpeting and the replacement of drywall. The estimated cost of the project is \$5,900,000 which would be funded through University Housing Reserves.



## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

**DECISION ITEM C:**                      **Telework Policy**

**Staff Recommendation**                      That the Commission for Higher Education approve and adopt the proposed Telework Policy.

**Background**                                      The Commission for Higher Education staff occasionally work remotely for various reasons. This proposal creates a formal policy to guide staff and supervisors in determining the eligibility and expectations of teleworking.

**Supporting Document**                      *Telework Policy*, February 1, 2012.



# TELEWORK POLICY

## 1. DEFINITIONS

*Commission.* Commission for Higher Education and any administrative units or subdivisions therein.

*Flex schedule.* A modified work schedule that may begin and/or end earlier or later than normal hours of operation. Flex schedules are subject to supervisor approval. Flex schedules must add up to 40 hours per work week (Sunday through Saturday).

*Ghost employment.* Engaging in, or directing others to engage in, work other than the performance of official duties during working hours, except as permitted by general written agency, departmental, or institutional policy, or regulation. See IC §35-44-2 for additional definitions.

*Network.* The Commission's and State of Indiana's integrated systems of servers, personal computers, laptops, telephony, voicemail, enterprise software, and other technology.

*Assigned duties.* The tasks, duties, and activities prescribed in an employee's job description and related duties as assigned.

*Operating hours.* Normal hours of operation for the Commission, typically 8:00A to 5:00P or equivalent period flex period.

*Telework.* Performing assigned duties from a remote location, typically via the Internet or telephone.

*VPN.* Virtual Private Network. A type of secure connection used to access the Commission's network, including SSL VPN.

## 2. POLICY STATEMENT

Pursuant to State Personnel Policies regarding telework, the Commission for Higher Education has adopted the following policy with regards to working remotely. Teleworking is an employment privilege, not a right. It does not modify any other terms of employment except as denoted below. Approval, denial, or requirement of specific remote work arrangements is solely within the discretion of the Commissioner.

### 2.1 WORK HOURS

All employees, unless given express permission from the Commissioner, must work no less than thirty (30) hours onsite at the Commission's Offices with exceptions for the following:

- I. Travel to meetings, conferences, symposia, etc. in the normal discharge of an employee's duties.

- II. Attending Commission or related committee meetings as required by the employee's supervisor.

Hours worked should generally be during the Commission's normal operating hours, unless the employee is participating in an approved flex schedule.

## 2.2 PARTICIPATION

An employee is eligible to participate in the Commission's telework program if the following conditions are met.

- I. There is sufficient justification to warrant the need to work remotely, as determined by the Commissioner
- II. The employee's assigned duties can be reasonably performed offsite, as determined by the Commissioner
- III. There are no outstanding disciplinary or work performance issues (within the immediately-preceding twelve months)
- IV. The employee already has or will have the requisite equipment, materials, supplies, and space to perform the assigned job functions. At a minimum, this includes (but is not limited to):
  - a. A personal computer or laptop
  - b. A high speed internet connection (DSL/Cable/etc.; no dial-up)
  - c. A printer
  - d. A telephone with long distance access
  - e. A defined workspace that is reasonably free from hazards and other dangers
- V. A Telework Agreement is on file and signed by both the Commissioner and the employee

Written agreements are not required for isolated instances of remote work such as may be necessitated by implementation of a continuity of operations (COOP) plan, emergency conditions, or other similar contingency.

The Commission will not reimburse the employee for supplies, facility costs, or other charges incurred as a result of teleworking. The Commission is not liable for loss or destruction of the employee's personal property arising from teleworking.

Travel from the employee's home to their station shall not be reimbursed.

The employee must be reachable by telephone and/or e-mail during the teleworking hours.

### 2.3 TERMINATION OF AGREEMENT

The Commissioner or immediate supervisor may, at any time, revoke, rescind, or modify the Telework Agreement as necessary and without prior notice if it is determined to be in the best interests of the Commission. Employees, by virtue of accepting the agreement, acknowledge and agree to this provision. Upon the termination of the Teleworking Agreement, the employee returns to their regular schedule effective the next business day unless otherwise advised in writing.

An employee may terminate the Telework Agreement and return to their normal work schedule at any time by notifying their supervisor and Human Resources via e-mail. However, if the needs of the agency require the employee to work in a remote location, such as in an emergency or due to irregular operations (as declared by the Commissioner), the employee is required to perform the assigned duties in the assigned locations.

### 2.4 CONNECTIONS AND SECURITY

Any access to the Commission's network shall be via a VPN connection or remote desktop using current credentials issued to and maintained by the employee. Any technology connecting to the network must be protected by anti-virus software, have malware detection, and be up-to-date with the most recent patches and service packs. Updates and security scans should be completed weekly. All connections and activity are subject to the Commission's technology policies and will be monitored. Other standards and provisions may be promulgated, without prior notice, from the Commissioner, the Commission's IT Division, or State of Indiana.

Technology used to telework must be inaccessible to others. Any breach of security must be reported to the Commissioner and the CHE IT Division immediately via telephone or in person.

### 2.5 PERFORMANCE EXPECTATIONS

The productivity and performance expectations of teleworking should not be significantly different than normal levels in the office. The employee's supervisor may require proof of work and deliverables. The employee is responsible for providing adequate documentation of effort and results. The teleworking hours are flexible and mutually agreed upon by the supervisor and employee; however, no schedule should adversely impact the Commission's business functions.

All workplace policies and performance standards applicable in established work locations are also applicable in remote work locations. Policy violations or failures to meet standards are subject to appropriate corrective action in the same manner as if the policy or standard were violated in the established work location. An accurate reporting of all hours worked and leave time used is required no less frequently than on the biweekly pay cycle. No overtime hours may be performed by staff who are non-exempt under the overtime and minimum wage provisions of the Fair Labor Standards Act without the express, advance approval of appropriate authorities. Authorized business expenses must be submitted in accordance with State reimbursement policies.

## 2.6 WORKER'S COMPENSATION LIABILITY

Worker's Compensation applies to employees on telework assignments and in telework locations in the same manner as to employees in traditional work stations and assignments. An employee who is injured must follow normal reporting procedures for workplace injuries.

## 2.7 GHOST EMPLOYMENT

Pursuant to IC §35-44-2 and 42 IAC 1-5-13, any employee who claims time worked when not actually working (see statute references for complete description) commits a Class D Felony. Commission employees who commit ghost employment will be subject to disciplinary action, up to and including termination in addition to any civil and/or criminal proceedings as required by law.

## 2.8 CONFIDENTIALITY AND INTEGRITY

Any and all electronic and/or hardcopy documents, files, or other records taken home in the discharge of assigned duties must be stored in the defined workspace in a secure manner. This data and information must not be accessible to others without proper clearance.

## 3. SCOPE OF POLICY

All sections, in their entirety, apply to all Commission employees.

Section 2.4, in its entirety, applies to any contractor, intern, or state employee from another agency who connects the Commission's network or has credentials to access the Commission's network.

## 4. POLICY INFORMATION AND HISTORY

**Effective date:** February 10, 2012

**References and Authority:** State Personnel Department Telework Policy  
State Personnel Department Hours of Work Policy  
31 IAC 2-11-1  
Commission By-Laws, Article VII  
IC §35-44-2  
42 IAC 1-5-11 et seq.

**Revisions:** None – initial.

**Approval:** \_\_\_\_\_  
Teresa Lubbers, *Commissioner*

\_\_\_\_\_  
Date approved by *Commission for Higher Education*

## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

### **DECISION ITEM D: Approval of Core to College Grant Coordination Agreement**

#### **Staff Recommendation**

That the Commission for Higher Education authorize staff to enter a contract agreement with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis.

#### **Background**

The Core to College grant initiative is intended to support the implementation and use of the Common Core State Standards (CCSS) and assessments. Desired outcomes include a statewide definition of college readiness, postsecondary use of common assessments for college placement decisions, and academic alignment across the K-12 and higher education sectors.

To coordinate Indiana's grant efforts, Trish Wlodarczyk with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis has been named the state's Core to College Alignment Director. In this role, Wlodarczyk will be responsible for overseeing Indiana's alignment plan and coordinating related activities. Prior to joining CELL as coordinator of Indiana's New Tech High School Network, Wlodarczyk oversaw the implementation of the Indiana Department of Education's high school End-of-Course Assessments.

Indiana joins nine other states, including Colorado, Florida, Hawaii, Kentucky, Louisiana, Massachusetts, North Carolina, Oregon and Washington, that will each receive \$200,000 per year for three years from Rockefeller Philanthropy Advisors. Grantee states were selected based on geographic diversity, assessment consortia membership, and demonstrated capacity to undertake this work, including existing collaborations and project plans aligned with the goals of Core to College.

Funding for Core to College is provided by the Lumina Foundation, the William and Flora Hewlett Foundation and the Bill & Melinda Gates Foundation. The partners developed Core to College with the assistance of Education First Consulting, which will provide continuing project management. Rockefeller Philanthropy Advisors, the program's fiscal sponsor, is responsible for grant decisions and all aspects of ongoing grant administration.

#### **Supporting Documents**

*Core to College Grant Agreement*



**AGREEMENT FOR UNIVERSITY OF INDIANAPOLIS  
K-12/POSTSECONDARY ALIGNMENT DIRECTOR SUPPORT**  
*(funding source: Core to College Grant)*

This Agreement is made by and between the Indiana Commission for Higher Education (the "Commission"), an instrumentality and agency of the State of Indiana with offices at 101 West Ohio, Suite 550, Indianapolis, Indiana, and the Center of Excellence in Leadership of Learning at the University of Indianapolis ("Contractor"), with offices at 1400 East Hanna Avenue, Indianapolis, Indiana, effective as of the 9<sup>th</sup> day of January 2012.

The parties agree as follows:

1. Services. Contractor shall provide services to the Commission as described in Contractor's letter dated as of the 1 day of January 2012, to the Commission (the "Proposal"), which is hereby incorporated into this Agreement as Attachment A. Such services to be provided by Contractor constitute the "Project." The Proposal states the dates by which certain services shall be provided by Contractor during the Project. Contractor shall submit progress reports to the Commission upon request by the Commission. The report shall be oral, unless the Commission, upon receipt of the oral report, deems it necessary to have the information in written form.

2. Supervisor. The work to be performed by Contractor will be managed by Jason Bearce, Associate Commissioner for Strategic Communications & Initiatives at the Commission for Higher Education, or another member of the Commission's staff as designated by the Commissioner for Higher Education of the State of Indiana (the "Supervisor").

3. Location. Project activities shall take place at various locations agreed upon by the Supervisor and Contractor.

4. Key Person(s). If Contractor has designated that certain individual(s) are essential to the services to be performed pursuant to this Agreement, the parties agree that if this individual(s) leave employment of Contractor during the term of this Agreement, for whatever reason, the Commission shall have the right to terminate this Agreement upon thirty (30) days.

5. Project Fee. The Contractor's fee for this Project shall not exceed \$345,920.00 and shall be paid within 35 days of receipt of an invoice from Contractor as provided in paragraph 6, below. This fee shall include any and all expense incurred by Contractor in connection with the Project. Contractor's fee may be adjusted from time to time, upward or downward, to reflect changes in the Project. Any change to Contractor's fee shall be made only by a written amendment to this Agreement signed by the parties.

6. Payment of Fees and Expenses. Contractor shall submit on a quarterly basis detailed invoices for services performed describing the services, listing the date, amount of time spent, and a summary description of the work performed, as well as the expenses actually incurred by Contractor pursuant to this Agreement. Contractor's invoices shall be reviewed and approved by the Supervisor for subsequent payment by the Commission if satisfactory to the Commission. Invoices shall be signed by an authorized officer or representative of Contractor attesting to the authenticity and validity of the fees and expenditures.

7. Subcontractors. Contractor shall first obtain written approval of the Commission before subcontracting all or any portion of this Agreement, if the subcontractor was not identified in Attachment A. This requirement shall not apply, however, to the purchase of standard commercial supplies or raw materials. Contractor shall be responsible for all performance, compliance with the terms and conditions of this Agreement, and the requirements of the laws and regulations of the State of Indiana and the United States in any subcontract, if subcontracts are used. Upon request by the Commission, Contractor shall provide a copy of any subcontract used for the Project.

8. Review by State Board of Accounts. The Indiana State Board of Accounts shall have access to and be permitted to review the financial and other records of Contractor related to the Project.

9. Term. The term of this Agreement shall be from January 9, 2012 through January 9, 2015.

10. Termination.

(a) This Agreement may be terminated in whole or in part, by the Commission whenever, for any reason, the Commission determines that such termination is in the best interests of the Commission and/or the State of Indiana. Termination of this Agreement pursuant to this subparagraph shall be effective by delivery to Contractor of a written termination notice at least thirty (30) days prior to the termination effective date;

(b) This Agreement shall terminate immediately in the event that the Director of the Indiana State Budget Agency makes a written determination that funds are not appropriated or otherwise available to support continuation of this Agreement.

Contractor shall be compensated for services properly rendered and expenses properly incurred prior to the effective date of termination of this Agreement. The Commission and the State of Indiana shall not be liable for services performed or expenses incurred by Contractor, its agents, employees, representatives or contractors after the effective date of termination of this Agreement. Upon termination of this Agreement for whatever reason, Contractor shall complete the certification attached hereto as Attachment B stating the extent to which services have been performed pursuant to this Agreement listing the final amount of fees for services rendered and expenses incurred paid by the Commission.

In the event this Agreement is terminated pursuant to this paragraph 10, Contractor shall immediately cease its activities and shall submit vouchers/invoices to the Commission for fees and expenses incurred through and including the day of termination of the Agreement.

11. Force Majeure. In the event that either party is unable to perform any of its obligations pursuant to this Agreement because of a natural disaster, acts of God, war or civil unrest, actions or decrees of governmental body not the fault of the affected party (hereinafter referred to as a "Force Majeure Event"), the party who has been so affected shall immediately give written notice to the other party and shall do everything possible to resume performance upon the termination of the Force Majeure Event. Upon such notice, all obligations under this Agreement shall be immediately suspended. If the period of nonperformance exceeds thirty (30) days from the receipt of notice of the Force Majeure Event, the party whose ability to perform has not been so affected may, by giving written notice to the other party, terminate this Agreement.

12. Penalties/Interest/Attorneys Fees. The Commission will in good faith perform its required obligations hereunder and does not agree to pay any penalties, liquidated damages, interest or attorneys fees, except as required by Indiana law, in part, I.C. 5-17-5-1, et seq., I.C. 34-2-22-1, et seq., and I.C. 34-4-16-1.1 et seq.

13. Notice. Notice shall be deemed to have been given if by a writing hand delivered to the address in this paragraph; sent via overnight mail, with receipt confirmed in writing or electronically; sent via certified U. S. Mail, return receipt requested.

For notice to the Commission:

Indiana Commission for Higher Education  
101 W. Ohio Street, Suite 550  
Indianapolis, IN 46204  
Attn: Jason Dudich  
Email: jasond@che.in.gov

For notice to Contractor:

University of Indianapolis  
1400 E. Hanna Ave.  
Esch Hall 134  
Indianapolis, IN 46227  
Attn: Michael Braughton  
Email: mbraughton@uindy.edu

14. Amendments. This Agreement may be amended in writing with the prior written consent of both parties. Any amendment so approved shall become part of this Agreement.

15. Governing Law. This Agreement shall be construed in accordance with and governed by the laws of the State of Indiana, and suit, if any, must be brought in the State of Indiana.

16. Work Product. The parties agree that any and all work products or deliverables developed by any person pursuant to this Agreement are the property of the State of Indiana. However, this provision shall not apply to materials developed previously by Contractor for commercial use, and which are subsequently made available to the Commission or its associates in the course of this Project.

17. Independent Contractor. Both parties hereto, in the performance of this Agreement, will be acting in an individual capacity and not as agents, employees, partners, joint ventures or associates of one another. The employees or agents of one party shall not be deemed or construed to be the employees or agents of the other party for any purpose whatsoever. Contractor shall be responsible for providing all necessary unemployment and worker's compensation insurance for Contractor's employees. Contractor shall be solely and absolutely responsible for all costs, expenses and liability in connection with performing its duties under this Agreement.

18. Indemnification. With the exception of matters that may be covered by the Indiana Tort Claim Act, Contractor agrees to indemnify, defend, and hold harmless the Commission, and the State of Indiana, including their agents, employees, contractors, representatives, and officers against any loss or expense, including reasonable attorney fees and costs, as a result of any dispute, action, claim, suit or legal proceeding brought or threatened against the Commission and the State of Indiana which is based on the acts or omissions of Contractor or its agents, employees, contractors, representatives, or officers.

19. Public Information Disclosure. Contractor acknowledges that the entire contents of this Agreement are subject to full and complete disclosure to the public, including competitors and the news media, in accord with the State of Indiana public information laws.

20. Compliance with Laws and Ethics Regulations. Contractor agrees to comply with all current and future federal, state, and local laws, rules, regulations or ordinances pertaining to this Agreement or to Contractor's status as a vendor of the State of Indiana and the Commission. Contractor specifically agrees to comply with the laws, regulations, rules and executive orders of the State of Indiana regarding ethics as they are currently in effect and as they may be amended, modified, or enacted in the future.

21. Non-Collusion. The undersigned attests, subject to the penalties for perjury, that he/she is the contracting party's agent, that he/she has not, nor anyone acting on behalf of Contractor to the best of his/her knowledge, entered into or offered to enter into any combination, collusion, or agreement to receive pay, and that he/she has not received or paid any sum of money or other consideration for the execution of the Agreement except as provided herein for the services to be rendered.

22. Assignment. The rights and obligations of the Commission pursuant to this Agreement may be assigned by the Commission to another agency or body corporate and politic of the State of Indiana with written notice to Contractor. The rights and obligations of Contractor may not be assigned without prior written consent of the Commission.

23. Severability. The invalidity in whole or in part of any provision of this Agreement shall not void or affect the validity of other provisions.

24. Waiver of Breach. No waiver of a breach or any provision of this Agreement by either party shall constitute a waiver of any other breach, or such provision. Failure of the Commission or Contractor to enforce at any time any provision of this Agreement shall not be construed as a waiver thereof. The remedies herein reserved shall be cumulative and additional to any other remedies at law or in equity.

25. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one in the same instrument.

26. Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter herein and has not been modified during transmission. All prior agreements, representations, statements, negotiations, and undertakings, whether written or oral, are superseded hereby. The parties have read and understood the foregoing terms of the Agreement and all attachments hereto and do by their signatures agree to its terms.

**[signature page follows]**

“Commission”

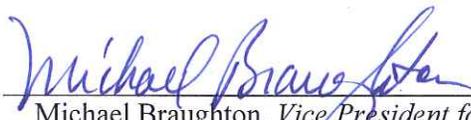
INDIANA COMMISSION FOR HIGHER EDUCATION

By:   
Teresa Lubbers, *Commissioner*

Date: 1/9/12

“Contractor”

UNIVERSITY OF INDIANAPOLIS

By:   
Michael Braughton, *Vice President for Business  
& Finance and Treasurer*

Date: 1/9/2012

# Attachment A

## Common Core State Standards and Assessments: K-12/Postsecondary Alignment Grant Proposal

### 1. COVER LETTER /SUMMARY PAGE

The collaboration between the K-12 and postsecondary education communities plays a critical role in ensuring the long-term success of the Common Core State Standards (CCSS) and the Partnership for Assessment of Readiness for College and Careers (PARCC). This state-led effort will result in assessments that indicate whether students are prepared for entry-level, credit-bearing college courses—including credit-bearing courses that lead to associate's and bachelor's degrees, technical certificates and credentials. Therefore, the commitment and partnership between both entities will play a significant role in the future of this effort.

Given that about a quarter of all Indiana public college students and more than two-thirds of community college students require remediation upon enrollment in the state's higher education system, clearly there is a disconnect between the knowledge and skills students have when they graduate from high school and what they need for success in credit-bearing college courses. With that challenge in mind, Indiana is committed, through a strong collaboration between Indiana's K-12 and higher education system, to address this disconnect through clearer delineation of the specific knowledge and skills students need to demonstrate to meet college and career-ready standards, better identification as to whether students are on track to graduate ready for college and careers, and more effective interventions for addressing knowledge and skill gaps prior to high school graduation and enrollment in postsecondary education.

### 2. PROJECT ACTIVITIES PLAN AND USE OF FUNDS

Indiana is fully committed to the shared goal of this opportunity: to promote successful implementation of the Common Core State Standards and the aligned assessments and shared ownership of college readiness by K-12 and postsecondary sectors, including specifically through the use of the aligned assessments in the determination of a student's readiness for placement into credit-bearing courses by postsecondary institutions.

Indiana's proposed project activities are designed to leverage and enrich work that is already occurring and to expand on the existing PARCC funded efforts to meet this goal. Specific areas of focus include:

- 1) Designating the alignment director and asserting the alignment director's role in the state's organizational structure to succeed in helping to move the statewide agenda forward;
- 2) Convening secondary/postsecondary leadership cadres to support a seamless transition to the CCSS, including the development and integration of the PARCC assessments as a primary indicator of college-readiness;
- 3) Creating alternative transitional courses for high school seniors and first-time college students identified for remedial education; and
- 4) Identifying and disseminating instructional resources to support teachers in effectively implementing the CCSS.

Additional details related to each focus area are provided below.

- 1) **Designating the alignment director and asserting the alignment director's role in the state's organizational structure to succeed in helping to move the statewide agenda forward.** In past weeks, the Indiana Department of Education (IDOE) and the Indiana Commission for Higher

Education (ICHE) have engaged in conversations surrounding the role of the alignment director. It has been made clear from the IDOE that the alignment director needs to be well-versed in multiple areas of K-12 education in general and as they relate specifically to the CCSS and PARCC: curriculum, instruction and assessment. The alignment director must also have had experience with course descriptions and design, leading professional groups and familiarity with state policies in education. IDOE also sees value in the alignment director playing a role in the implementation of the CCSS in the K-12 environment. From the ICHE vantage point, it is critical that the alignment director understand the relationship between K-12 and postsecondary, including current placement practices, transitional programs, remedial programs and admissions qualifications at Indiana's colleges and universities. ICHE deems it necessary that the alignment director have program management experience; though this would not be the sole responsibility, because of the many tasks, associated timeline and budget, the alignment director needs to have a background in facilitating and managing a statewide program.

Through these conversations of competencies, IDOE and ICHE have also identified specific responsibilities of the alignment director. The core roles of the alignment director will be to:

- manage all aspects of this statewide initiative (including all planning and facilitating of the leadership cadres, development and implementation plan for the transitional courses, and delivery of support for CCSS implementation—including meeting timelines and working within the allowed budget);
- participate in calls, conferences and meetings required by the Project Partnership Team;
- provide up-to-date reports required by the Project Partnership Team;
- meet routinely with representative staff from the IDOE and ICHE to maintain collaboration and alignment between K-12 and postsecondary policy efforts; and
- meet routinely with the Executive Director of Indiana's Education Roundtable to ensure that this statewide initiative is integrated and reflected within the State's P-20 education policy environment (NOTE: Indiana's Education Roundtable is co-chaired by Indiana's governor and the Superintendent of Public Instruction; for more, please visit [in.gov/edroundtable](http://in.gov/edroundtable)).

Timeline and Responsible Partner(s): Outlined in the chart on the next page are the core activities related to the on-going work of the alignment director. As noted above, responsibilities will include managing the program overall—and asserting and assuring these outcomes are presented to the appropriate decision-makers in Indiana.

Year	Activities	Responsible Entities
1	Selecting/hiring of the alignment director; collaboration between IDOE and ICHE to prepare detailed program plan; selecting/grouping of state-level leadership cadres; outlining all CCSS and PARCC-related work for leadership cadres; presenting of broad ideas for transitional courses to appropriate decision-makers; presenting preliminary findings on definition of college- and career-ready definition to appropriate decision-makers; facilitating selection of CCSS/PARCC materials from states awarded Race to the Top funding; planning for adapting the materials; exploring use of the Secondary Literacy Framework; reviewing existing online modules to support transition to CCSS; forming professional learning communities with distinct purposes; working with pre-service focus groups to determine greatest needs	IDOE/ICHE/Alignment Director
2	Presenting transitional course outline and solid course plans to appropriate decision-makers; presenting revised definition of college- and career-ready to appropriate decision-makers; establishing agreement to use PARCC to determine student levels for placement; continuing work with Secondary Literacy Framework, online modules, professional learning communities, pre-service groups	IDOE/ICHE/Alignment Director
3	Packaging support for transitional courses for implementation; presenting definition of college- and career-ready to appropriate decision-makers (related descriptions and plans for use)	Alignment Director

Measureable Outcomes: Measurable outcomes for the Alignment Director are evidenced by the collective measurable outcomes for Indiana’s proposal.

- 2) **Convening secondary/postsecondary leadership cadres to support a seamless transition to the Common Core State Standards, including the development and integration of the PARCC assessments as a primary indicator of college-readiness.** K-12 and postsecondary leadership cadres have taken form already in Indiana, though expansion is necessary. To date, Indiana has representatives from the K-12 and postsecondary environments in both English and mathematics who have agreed to help support the transition to the CCSS and the integration of the PARCC assessments. Although this is an encouraging beginning, Indiana recognizes the need to grow the cadres to build a broader, state-level team in English and mathematics in order to be able to take more purposeful action.

The ultimate goal of the Indiana Department of Education and the Indiana Commission for Higher Education in forming its state-level leadership cadre would be to have participation in both English and mathematics from every public and private college and university in the State—in both the core content areas and the corresponding content areas within schools of education—as well as K-12/career and technical education practitioners and administrators who reflect the demographics in our State. There will be two state-level leadership cadres: one for English and one for mathematics.

The leadership cadres will convene virtually and in-person on a regular basis to engage in discussions regarding the CCSS implementation process and the development of the PARCC assessments in English and mathematics—and to guide the long-term goal: shared definition of college and career-readiness. Though leadership cadres will assist in providing feedback on the assessment development process (item specifications, item development, etc.) and the implementation, the core roles of the cadres will be to:

- vet and ultimately articulate what it means to be college and career-ready;
- lay groundwork for use of college and career-ready assessments as valid placement measures for credit-bearing courses; and
- provide assistance in the design of subsequent courses (transitional or “bridge” courses; fourth year math options) and materials.

Indiana will use existing PARCC resources (including the content frameworks) and the overarching PARCC vision as a starting point for working with the leadership cadres. These leadership cadres would have on-going input into the CCSS implementation and PARCC-wide decision-making, which will allow for greater confidence in the process overall.

Through the work of the leadership cadres, Indiana will articulate and ultimately adopt a shared definition of college and career readiness that will naturally connect to PARCC student data (after cut scores are set in 2015) to best understand students’ levels of readiness. Building strong leadership cadres between K-12 and postsecondary will be the most critical and the most impactful task we undertake. If it does not happen, many students will continue to be underprepared for their futures. And since all students are vying for the same future, we must join hands for our students—our future.

This work will need to move with great care in order to be purposeful. To that point, much of the initial work will involve identifying our cadre partners and establishing our team. The work that follows will move toward sharing information and discussing information to build a unified understanding of the many parts related to CCSS and PARCC and the impact they have between K-12 and college and careers. Through all of these activities and discussions, the relationships between the State (IDOE and ICHE) will become stronger with the leadership cadres. The foundation will be critical as we move forward and will have lasting effects for our students.

Timeline and Responsible Partner(s): Outlined in the chart below on the next page are the core activities related to the on-going work of building and continuing to strengthen Indiana’s leadership cadres to work toward a shared definition of college and career-readiness.

Year	Activities	Responsible Entities
1	Building Leadership Cadres; relaying feedback on CCSS implementation and PARCC; focusing on what it means to be college and career-ready	IDOE/ICHE/Alignment Director/ Leadership Cadres
2	Working toward shared definitions of college and career-ready; establishing agreement to use PARCC assessments to determine student levels; framing transitional courses	IDOE/ICHE/Alignment Director/ Leadership Cadres
3	Establishing and adopting descriptions when using PARCC assessments to determine student levels; developing support for transitional courses	IDOE/ICHE/Alignment Director/ Leadership Cadres

Measureable Outcomes:

- ⇒ Proportion of higher education institutions (public & private) involved in leadership cadres.
- ⇒ Proportion of K-12 communities involved in leadership cadres.
- ⇒ Number of postsecondary representatives involved in leadership cadres.
- ⇒ Number of K-12 representatives involved in leadership cadres.
- ⇒ Proportion of higher education institutions (public & private) involved in activities around the possible use of the CCSS aligned assessment results as a determinant of a student's readiness for placement into credit-bearing courses.
- ⇒ Number of K-12 representatives involved in activities around the possible use of the CCSS aligned assessment results as a determinant of a student's readiness for placement into credit-bearing courses.
- ⇒ Proportion of postsecondary institutions that use PARCC results in placement decisions.
- ⇒ Number of postsecondary institutions that use PARCC results in placement decisions.

- 3) **Creating alternative transitional courses for high school seniors and first-time college students identified for remedial education.** Through a strong collaboration between K-12 and higher education leaders, discussions have taken place to develop transitional courses for students in their senior year of high school that address skill deficiencies and create more seamless bridges to credit-bearing, postsecondary coursework. In order to formalize these conversations and begin to create the course designs, Indiana will convene K-12 and postsecondary educators to design English and mathematics courses that could be delivered at both high schools and community college campuses.

This work would align with a related remediation redesign effort at the state's community college system that will result in a new set of consistent policies and practices for placing students in developmental education and customizing the delivery of instruction based on students' identified level of need.

Though the structure and related details of the courses would be developed by the K-12 and postsecondary representatives, the courses will likely be designed for two audiences: those students who do not demonstrate readiness and those students who do demonstrate readiness. As such, results from PARCC assessments administered in the 11<sup>th</sup> grade could be used to place students in one of the following alternative course offerings as needed during 12<sup>th</sup> grade:

- **College-Ready English 1:** For students placing below the PARCC English passing bar. Successful completion of this course would certify that students have

achieved college-ready competencies and would not require remediation upon enrollment in postsecondary education.

- **College-Ready English 2:** Alternative pathway for students placing above the PARCC English passing bar. Successful completion this course would qualify students to receive dual credit that could satisfy students' first-year college English course requirement.
- **College-Ready Math 1:** For students placing below the PARCC mathematics passing bar. Successful completion of this course would certify that students have achieved college-ready competencies and would not require remediation upon enrollment in postsecondary education.
- **College-Ready Math 2:** Alternative pathway for students placing above the PARCC mathematics passing bar. Successful completion this course would qualify students to receive dual credit that could satisfy students' first-year college mathematics course requirement.

Though the implementation of the CCSS and the development of PARCC have not yet fully materialized, work can begin on outlining these courses. It is hopeful that through the work of the leadership cadres, defining the skill and knowledge for these courses will be an easier step to make than without the cadres. Once there is agreement on what the courses will cover, work can be done to develop sample learning activities and assessments to help clarify the intent of the courses.

Timeline and Responsible Partner(s): Outlined in the chart below are the core activities related to the on-going work of building and continuing to strengthen Indiana's leadership cadres to work toward a shared definition of college and career-readiness.

Year	Activities	Responsible Entities
1	Researching transitional course options; framing broad ideas for transitional courses	IDOE/ICHE/Alignment Director
2	Outlining transitional courses; preparing solid course plans	IDOE/ICHE/Alignment Director/ Leadership Cadres
3	Developing transitional high school courses	IDOE/ICHE/Alignment Director/ Leadership Cadres

Measureable Outcomes:

- ⇒ Number of K-12 and postsecondary representatives (by number of individuals and by number of institutions involved) who contribute to the design of the courses.
- ⇒ Number of K-12 and postsecondary representatives (by number of individuals and by number of institutions involved) who contribute to developing activities and assessments for the courses.
- ⇒ Number of K-12 and postsecondary representatives who agree/plan to use the courses.
- ⇒ Number of students (ultimately in the future) who enroll in the courses.

- 4) **Identifying and disseminating resources to support teachers in effectively implementing the Common Core State Standards.** To this effort, Indiana has been working closely with PARCC by participating in the transition and implementation workshops and webinars. Indiana has outlined its timeline for implementation which can be found at:

[www.doe.in.gov/commoncore](http://www.doe.in.gov/commoncore). At this same site, information has been made available through various documents and videos to explain the rationale for new academic standards; Indiana's transition road map; and the need to realign curriculum and assessment materials to reduce instructional gaps. The online materials also suggest resources available for educators to make this transition effectively. Indiana plans to leverage CCSS/PARCC products and resources from the Race to the Top states as well to strengthen its repertoire of support for teachers. Some funds can be used to select and adapt the materials from these states that are most closely aligned with Indiana's needs.

Indiana is also in the process of developing a Secondary Literacy Framework to address instructional gaps in literacy teaching and learning in all content areas. With the adoption and implementation of CCSS for English/Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, Indiana recognized the need to provide information to make the transition easier. Though the funding for the framework itself is already available and being put to use, additional funding can be used to offer model resources for implementation.

Though these initial efforts will be helpful to both in-service and pre-service teachers, Indiana would like to expand to build online professional learning communities to provide ongoing support and additional resources and online courses or modules to support instructional strategies and content knowledge. As an example of what this might look like, through some federal funding, the IDOE developed some algebra readiness modules to support the CCSS mathematical practices. The modules outline best practices through and then show clips of teachers implementing the practices in the classroom. This is one example of the type of work Indiana can build on or replicate in more areas. It is important to note that Indiana has an online system known as the Learning Connection, which houses online data, resources and tools to support student achievement. Many of the resources and related work can be hosted on this site: [learningconnection.doe.in.gov](http://learningconnection.doe.in.gov).

While Indiana has done much work in communicating the strategies and content, we recognize the need to build greater capacity regarding actual application and implementation. Considering the relationship and alignment between K-12 and postsecondary is the primary focus of much of the work with CCSS and PARCC, it seems necessary that we support both in-service and pre-service practitioners through the transition.

Timeline and Responsible Partner(s): Outlined in the chart on the next page are the core activities related to the on-going work of identifying and disseminating instructional resources to support teachers in implementing the CCSS.

Year	Activities	Responsible Entities
1	Selecting CCSS/PARCC materials from states awarded Race to the Top funding; planning for adapting the materials; completing Secondary Literacy Framework; reviewing existing online modules to support transition to CCSS; forming professional learning communities with distinct purposes; working with pre-service focus groups to determine greatest needs; disseminating and enhancing Algebra Readiness modules	IDOE/ICHE/Alignment Director/ Leadership Cadres/Outside Consultant(s)
2	Planning for Secondary Literacy Framework implementation guidance and resources; continuing efforts described above	IDOE/ICHE/Alignment Director/ Leadership Cadres/Outside Consultant(s)
3	Continuing all efforts described above	IDOE/ICHE/Alignment Director/ Leadership Cadres/Outside Consultant(s)

Measureable Outcomes:

- ⇒ Number of K-12 and postsecondary individuals who join professional learning communities.
- ⇒ Number of K-12 and postsecondary individuals who register and participate in online modules or presentations related to the CCSS and PARCC.
- ⇒ Number of K-12 and postsecondary individuals who report a change in their own content knowledge and/or instructional practice due to the online materials.

**3. OPTIONAL ACTIVITY**

While Indiana understands the need to establish state-level leadership cadres in English and mathematics to help shape policy decisions, in order to build local support for CCSS and PARCC implementation, the State would like to also develop local-level leadership cadres. It is our hope that the opportunity of additional funding could help local-level leadership cadres of K-12 and postsecondary representatives to delve deeper into the content of the CCSS (and thus also supporting PARCC).

Indiana would like to again partner K-12 and postsecondary practioners to comprise the local-level cadres. In contrast to the make-up of the state-level cadres, which are based on institution and demographic representation (in addition to content/practice expertise), the local-level cadres would need to represent particular geographic regions and grade-levels. Indiana plans to build two local-level leadership cadres (locations are still being determined based on conversations between IDOE and ICHE).

The work of the local-level leadership cadres will be co-led by the Alignment Director and Indiana’s PARCC Implementation Director (position within the IDOE is currently being designed as part of/as prescribed by Indiana’s participation in PARCC) and supported by outside consultants who are knowledgeable and familiar with the content and instructional practices supported by the CCSS and PARCC. These partners will convene groups by grade-span for English and by selective and related content areas for mathematics in order to ensure attention is paid to the content/practice trajectory presented in the CCSS. Because the local-level leadership cadres will include practioners from K-12 and higher education and will be co-led by the Alignment Director and the PARCC Implementation Director, it is critical that the efforts enhance, not compete with, the steps outlined in the Common Core Implementation Workbook developed by Achieve, Inc. and the U.S. Education Delivery Institute

for all states in PARCC. The activities and tasks associated with the local-level leadership cadres will complement these efforts.

The local-level leadership cadres will convene virtually and in-person on a regular basis to engage in discussions regarding the CCSS and PARCC implementation process in English and mathematics—and to guide the long-term goal: informing and shaping a plan to support the transition between high school courses and college courses—and how the PARCC assessment data can be used to inform this transition. The core roles of the local-level cadres will be to:

- Understand all of the “parts” related to the CCSS and PARCC (though Indiana is going to leverage existing materials, resources and staff, we will want to provide an overview of the evolution of the CCSS and PARCC to the local-level leadership cadres to maintain reliability in information);
- Elaborate content definitions and expectations for learning (drawing on the content frameworks and sample units developed by PARCC and related course descriptions, syllabi and materials)
- Identify student work samples that demonstrate and validate these definitions/expectations and support effective instructional practice in the classroom; and
- Understand and articulate how to use the CCSS and PARCC to inform student transitions to higher education (there is a portion of the Common Core Implementation Workbook devoted to this topic, which can be used for guidance, but it is still being developed).

Timeline and Responsible Partner(s): Outlined in the chart on the next page are the core activities related to the on-going work of building two local-level leadership cadres.

<b>Year</b>	<b>Activities</b>	<b>Responsible Entities</b>
1	Selecting local-level Leadership Cadres; facilitating meeting re: the parts of CCSS and PARCC; delving into the CCSS to draft content definitions and expectations for learning; possibly collecting Indiana student work samples; discussing possible uses of the CCSS and PARCC to inform the transition to higher education (possible questions to explore: How can the CCSS be integrated into postsecondary courses? How can the CCSS be used to determine the content of postsecondary courses? How can PARCC be used for student placement into credit courses or into transitional courses? How can PARCC be used to determine student readiness beyond entry courses?)	IDOE/ICHE/Alignment Director/ PARCC Implementation Director/ Leadership Cadres
2	Completing drafts of content definitions and expectations for learning; collecting Indiana student work samples and matching them to the content definitions and expectations; continuing work on plan for transition between K-12 and postsecondary	IDOE/ICHE/Alignment Director/ PARCC Implementation Director/ Leadership Cadres
3	Completing and presenting plan to inform transition for students from K-12 to postsecondary	IDOE/ICHE/Alignment Director/ PARCC Implementation Director/ Leadership Cadres

Measureable Outcomes:

- ⇒ Proportion of higher education faculty (public & private) involved in leadership cadres.
- ⇒ Proportion of K-12 representatives involved in leadership cadres.
- ⇒ Number of postsecondary representatives involved in leadership cadres.
- ⇒ Number of K-12 representatives involved in leadership cadres.
- ⇒ Proportion of higher education faculty (public & private) involved in activities around the possible use of the CCSS aligned assessment results as a determinant of a student's readiness for placement into credit-bearing courses.
- ⇒ Number of K-12 representatives involved in activities around the possible use of the CCSS aligned assessment results as a determinant of a student's readiness for placement into credit-bearing courses.

## CONTRACT BUDGET

**Common Core State Standards and Assessments:  
K-12/Postsecondary Alignment Support Project  
Contract Budget**

Center of Excellence in Leadership of Learning				
BUDGET CATEGORIES	Year 1	Year 2	Year 3	TOTAL
<b>1 Direct Project Costs</b>				
<b>1.1 Personnel Expenses</b>				
Salaries†	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 180,000.00
Benefits (list 31%)	\$ 18,600.00	\$ 18,600.00	\$ 18,600.00	\$ 55,800.00
<i>SUBTOTAL: Personnel Expenses</i>	\$ 78,600.00	\$ 78,600.00	\$ 78,600.00	\$ 235,800.00
<b>1.2 Other Direct Expenses</b>				
Travel (in-state)	\$ 5,750.00	\$ 5,750.00	\$ 5,750.00	\$ 17,250.00
Convenings	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 60,000.00
Communication	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 11,250.00
Phone Stipend	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 3,600.00
Administration*	\$ 6,020.00	\$ 6,000.00	\$ 6,000.00	\$ 18,020.00
<i>SUBTOTAL: Other Direct Expenses</i>	\$ 36,720.00	\$ 36,700.00	\$ 36,700.00	\$ 110,120.00
<b>2 GRAND TOTAL**</b>	\$ 115,320.00	\$ 115,300.00	\$ 115,300.00	\$ 345,920.00

† Salaries include the alignment director

\* Administration includes partial administrative assistant and parking

\*\* Includes Core and Option Activity Grant Budgets

## Attachment B

### Contractor Certification of Completion

University of Indianapolis, as “Contractor” pursuant to that certain Agreement between it and the Indiana Commission for Higher Education (the “Commission”) dated as of the 9th day of January 2015, hereby certifies to the Commission that Contractor has performed all of the services identified in the Proposal, as such term is described in the Agreement. Furthermore, Contractor hereby certifies to the Commission that it has delivered its last invoice for services performed and expenses actually incurred by [him/her/ or it] pursuant to the Agreement. A copy of the invoice and documentation for expenses actually incurred by Contractor pursuant to this Agreement is attached hereto as Attachment B-1.

Dated the 31<sup>st</sup> day of December 2015.

“Contractor”

\_\_\_\_\_

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_



# COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

## 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. ISU	Ph.D. in Health Sciences	05/12/2011	Under CHE review.
2. ISU	B.S. in Civil Engineering Technology	06/20/2011	Awaiting resolution of 120 hour issue.
3. ISU	M.S. in Technology Management	06/20/2011	On February agenda for action (on-campus only).
4. IU-South Bend	M.A. in Teaching/Elementary Education	06/29/2011	Under CHE review.
5. IU-Kokomo	Bachelor of Fine Arts	06/29/2011	On February agenda for action.
6. Purdue-Calumet	M.S. in Modeling, Simulation, and Visualization	07/13/2011	Under CHE review.
7. Purdue @ IUPUI	B.S. in Neuroscience	07/13/2011	Awaiting additional information.
8. IU East @ New Castle	B.S. in Business Administration	10/28/2011	Under CHE review.
9. IU East – Statewide via Dist. Educ. Tech.	B.S. in Psychology	10/28/2011	Under CHE review.
10. IU Bloomington – Statewide via Dist. Educ. Tech.	Master of Public Affairs	10/28/2011	Under CHE review.
11. Purdue-West Laf.-Statewide via Dist. Educ. Tech.	M.S. in Computer Science	11/04/2011	Under CHE review.
12. ISU @ Kokomo	Ph.D. in Educational Administration	11/22/2011	On February agenda for action.
13. IU-Northwest	B.S. in Dental Hygiene	01/04/2012	Under CHE review.
14. IUPUI-Statewide via Dist. Educ. Tech.	Master of Social Work	01/04/2012	Under CHE review.
15. Purdue-North Central	B.A. in History	01/06/2012	Under CHE review.
16. ITCCI-Bloomington	Associate of Fine Arts	01/31/2012	Under CHE review.



**COMMISSION FOR HIGHER EDUCATION**

Friday, February 10, 2012

**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

None.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.



## COMMISSION FOR HIGHER EDUCATION

Friday, February 10, 2012

### 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

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.

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.

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-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.

C-1-12-2-03

Indiana State University  
North Campus Residence Hall  
Project Cost: \$24,000,000

The Trustees of Indiana State University seeks authorization to proceed with construction of a new north campus residence hall. The 352 bed facility will provide for additional on-campus housing during the long term upgrading and renovation of on-campus housing. The expected cost of the project is \$24,000,000 and would be funded through debt issued by the University Residence Hall System and cash reserves. This project is being review by the Commission.

D-1-05-1-02      Ball State University  
Boiler Plant Project (Revised)  
Project Cost: \$3,100,000

The Trustees of Ball State University seeks authorization to proceed with the continuation of the Boiler Plant Project (Geothermal Project) by beginning Phase II. Original General Assembly authorization (2005) for the project was \$48 million and thus far \$44.8 million has been approved by CHE and the State Budget Committee. The expected cost of the project is \$3,100,000 and would be funded from 2005 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.

## II. REPAIR AND REHABILITATION

## III. LEASES

None.