



INDIANA *for* COMMISSION
HIGHER EDUCATION

MEMORANDUM

To: Those Concerned
From: Teresa Lubbers
Commissioner
Date: December 2, 2011
Subject: Commission Meeting

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

Thursday, December 8, 2011 *(Eastern time)*

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

* **6:00 - 9:00 p.m.** **Dinner Working Session** *(public meeting)*,
Dean's Room, 2nd floor

Friday, December 9, 2011 *(Eastern time)*

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

* **7:45 - 8:45 a.m.** **Breakfast Working Session** *(public meeting)*
Dean's Room, 2nd floor

* **9:00 a.m. - 12:00 p.m.** **Commission Meeting** *(public meeting)*
Room 137, 1st 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.)

AGENDA

Commission for Higher Education

COMMISSION MEETING

University Place Conference Center

IUPUI Campus, Room 137
850 W. Michigan Street
Indianapolis, IN 46202

Friday, December 9, 2011

- 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
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The next meeting of the Commission will be on February 10, 2012, in Indianapolis.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, October 14, 2011

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:00 a.m. at Vincennes University Jasper Campus, 850 College Avenue, Jasper, Indiana, with Chair Ken Sendelweck presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Carol D’Amico, Susan Duarte de Suarez, Jud Fisher, Keith Hansen, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Eileen O’Neill Odum, George Rehnquist, Kent Scheller, and Ken Sendelweck.

Members absent: Dennis Bland, Michael Smith.

Dr. Richard Helton, President, Vincennes University, also attended the meeting.

III. CHAIR’S REPORT

Mr. Sendelweck invited Dr. Alan Johnson, Dean, Vincennes University Jasper, to give welcoming remarks. Dr. Johnson welcomed the Commission to the campus.

Mr. Sendelweck acknowledged State Representative Sue Ellspermann, who was present at the meeting.

Mr. Sendelweck praised Dr. Johnson for doing a great job on building this regional campus into a strong community resource. Mr. Sendelweck said that the Commission members arrived in Jasper a day earlier for the retreat, and had very constructive discussions. He stated that in working on *Reaching Higher 2.0*, they are building on what was accomplished in the past several years by past Chairman Chris Murphy, the Committee co-Chairs Mike Smith and Jerry Bepko, as well as the former Committee Chair and current Vice-Chair of the Commission Marilyn Moran-Townsend.

Mr. Sendelweck added that the goal is to bring the formal document, *Reaching Higher 2.0*, forward for approval by the first of the year. He said that there was considerable interaction with all the state colleges, which included individual meetings with the university presidents and the university CFOs. The universities’ government representatives were also actively involved in the discussion process. Mr. Sendelweck thanked everyone for their time and efforts in this very important initiative.

IV. COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, Indiana Commission for Higher Education, said that the Commission members and staff had the opportunity on Thursday to view the Jasper campus facilities and to talk to the campus leadership.

Ms. Lubbers said that the Commission members and staff had a very productive retreat and expressed hope that representatives from the colleges and universities, who have been working with the Commission on the *Reaching Higher 2.0*, will continue their cooperation with the Commission in addressing the issues pertaining to college completion.

Ms. Lubbers commented on the second Trustees Academy, which was held on September 26th in Indianapolis. She said that over 100 individuals attended this event. For the first time, invitations were extended to the trustees of the private institutions because the topic of learning outcomes is critically important for students whether they attend a private or a state college. Ms. Lubbers said that the trustees were able to interact with each other, as well as hear from national and state experts. Ms. Lubbers added that the trustees not only had an opportunity to discuss the learning outcomes, but were able to begin a conversation about *Reaching Higher*, and add their input on this subject.

Ms. Lubbers mentioned that Ms. Mary Jane Michalak has been appointed as the new Executive Director for the State Student Assistance Commission of Indiana (SSACI). She will also serve as the Executive Director of the Indiana Commission on Proprietary Education (COPE). Ms. Michalak previously served at the Department of Education, and most recently as Chief of Staff at the Department of Local Government Finance.

Ms. Lubbers explained that the Commission's interdependence with these two organizations (SSACI and COPE) is growing, as the Commission continues to look at opportunities to get a message of the state's financial aid to all students.

In conclusion, Ms. Lubbers spoke about a report "Time Is the Enemy," released on September 27th by Complete College America (CCA). This report provides information, data, and recommendations not only on first-time, full-time students, but also on part-time and adult students. At least four out of ten students attend college on a part-time basis. The report makes it clear that time is the enemy of completion; if it takes students too long to earn a degree, the likelihood of them completing goes down dramatically.

Ms. Lubbers stated that the policy recommendations in the report are very clear. The first is to count all the students, and also set state and campus level goals for completion and measuring success. Another requirement is to look for ways to reduce the time to earn a degree or certificate and to improve the remediation, so that the students can earn the degree as soon as possible and in an academically rigorous manner. Finally, CCA recommends restructuring existing programs to fit these new students with busy working schedules.

Mr. Sendelweck acknowledged a former student member on the Commission for Higher Education, Mr. Christian Bloome, who was present at the meeting. Mr. Bloome is employed at the main campus of Vincennes University in Vincennes.

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

Mr. Hansen noted that on page eight the name “Kreitz” should be spelled “Krites”.

R-11-07.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the September 2011 regular meeting, as amended. (Motion – Bepko, second – LaMothe, unanimously approved)

VI. DISCUSSION ITEMS

A. Master Capital Plans for Indiana University – Bloomington and Indianapolis Campuses

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

He said that these are 30-year plans; both have been approved by Indiana University Board of Trustees: IUPUI’s plan - in 2009, and IU Bloomington’s plan – in 2010.

Below are the links to the presentation:

IUB Master Plan Presentation:
<http://masterplan.indiana.edu/iub/iub.cfm>

IUPUI Master Plan Presentation: <http://masterplan.indiana.edu/iupui/iupui.cfm>

Dr. Morrison said that every project that comes to the Commission has to be previously approved by the Indiana University Board of Trustees. Dr. Morrison explained the approval process. The trustees want to make sure that the project is consistent with the Master Plan and long-term capital plan, as well as with academic priorities. The trustees also asked whether the old space can be reused, and whether efficiencies are to be gained from the renovation versus new construction. Dr. Morrison said that the university needs to have solid financing for the project before it appears before the Trustees for approval.

Dr. Morrison first presented the Master Plan for the Indiana University Bloomington (IUB) campus. He showed plans of the campus, which included both existing buildings and the images of potential buildings to be constructed in the future.

Dr. Morrison spoke about the historic core of the campus and showed maps of the old buildings. Over time, these buildings became more administrative than academic. The Master Plan is designed to renovate these buildings and bring the students back in them, while moving the administrative offices to other areas.

Dr. Morrison talked about the 7th Street Corridor, which ends with the Arts District. One of the new buildings in this area will be an International Studies building. It has been designed, and is in fundraising right now. This building will accommodate all foreign languages, which are now dispersed in many academic buildings. IUB

teaches 70 foreign languages, including Pashtu, which is currently being taught to American soldiers.

Dr. Morrison showed slides of Indiana and Kirkwood Avenues, and the business district of the city, mentioning the private developers' opportunities in this district. There are also new projects in the area East of Jordan Street: a new Music School Building, which is privately funded; residence halls, and a new dining hall.

Dr. Morrison spoke about other areas on the campus, such as Technology Park and the Cyber Infrastructure building that was dedicated last month, and is also home to the Data Center. The Data Center is a bunker for all the University technology on campus; and other universities, like Indiana State University and Ivy Tech Community College, also have a space in this building.

Ms. Odum asked whether IU has a subcommittee of Trustees to work on capital projects. Dr. Morrison responded in the affirmative. He said that the IU Board of Trustees has several subcommittees, and one of them is facilities and capital.

Ms. Duarte de Suarez asked whether IU was still actively looking for a tenant or industrial company to come in the Data Center, and whether IU had a similar plan for other campuses to replicate that model. Dr. Morrison responded in the affirmative to both questions.

Ms. Moran-Townsend asked whether there is a plan to determine the priorities across the entire IU system. Dr. Morrison responded in the affirmative.

Dr. Morrison presented the Master Plan for Indiana University Purdue University Indianapolis (IUPUI). A major part of this plan has to do with transportation. He said that the Plan anticipates the growth of enrollment to be 35,000 students. Currently, IUPUI's enrollment is about 30,000. The University needs lab and classroom space, and some of the existing space can be modernized.

Dr. Morrison spoke about one of the critical parts of the Plan, an exchange of 13 acres of land between Wishard Hospital and the University. The exchange also included all of the buildings.

Dr. Morrison talked about the public transportation and the use of the People Mover on campus. The University plans to make it stop at a parking garage. Dr. Morrison also mentioned an opportunity of building a privately owned and operated parking garage. Dr. Morrison showed maps and slides with the various views of IUPUI.

Ms. Odum asked during what period of time the enrollment growth was expected. Dr. Morrison responded that this was expected over a 30-year period. Ms. Odum noted that the enrollment growth is expected to be only 12 percent, while the increase in square footage seems to be much larger. Dr. Morrison agreed that the space growth will be doubling over the period of 30 years.

Ms. Odum asked about the ratio between students and faculty. Dr. Morrison responded that there is a lot of research-based staff who works on this campus. Ms. Odum asked whether the University expects the staff and faculty to grow faster than the student body. Dr. Morrison responded that, with the exception of research, the

ratio between undergraduate and graduate students and staff and faculty stays the same.

Mr. Murphy asked how Engineering and Life Sciences work together on the IUB and IUPUI campuses. Dr. Morrison responded that the University will soon break ground for the Science and Engineering Lab building on the IUPUI campus. This building will join the Sciences of IU and Engineering of Purdue. This is the first research lab building constructed at IUPUI that is a non-medical school building.

Mr. LaMothe asked whether the private sector could play a much bigger role on campus to help with the costs. Dr. Morrison responded that the University is inviting private developers to build student housing. Another opportunity that the University is starting to consider is for private developers to construct the research shell buildings and lease them to the University.

Dr. Bepko noted that the University has prior experience with private developers on the campus, with the hotel and public housing. Dr. Morrison confirmed that this is a good example.

B. Announcements on Student Learning Outcomes Projects

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, Commission for Higher Education, presented this item.

He spoke about the two projects on the Student Learning Outcomes. The first one is called the “Quality Collaborative”, which has been funded by the Lumina Foundation for Education through AAC&U (Association of American Colleges and Universities). This project involves eight states, and its goal is to pair a university campus with a community college campus to utilize the degree qualifications profile. The purpose is to frame better understanding of the student learning outcomes associated with degrees on those two campuses and to improving transfer. The two Indiana campuses that will be participating are IUPUI and Ivy Tech Community College in Indianapolis.

Dr. Sauer talked about the second project, which involves Tuning. This is a project that has gone through MHEC (Midwest Higher Education Compact). Besides Indiana, MHEC invited Illinois and Missouri to participate, so that faculty teams from all three states could collaborate on developing outcomes for degrees in marketing and psychology. Two Indiana independent colleges, Marian University and St. Joseph College, will participate in both teams. Ball State University, Ivy Tech Community College and one of IU’s campuses are participating in the marketing team; and in the psychology team will be Vincennes University, Indiana State University, Ivy Tech and one of IU’s campuses.

Dr. Sauer added that, ideally, all public and independent campuses would be involved in this project.

Dr. Sauer noted that Indiana was invited to participate in these two projects because of the excellent work many Indiana campuses have undertaken over the years. He also said that since the beginning of this year there were four meetings that focused either entirely or mostly on student learning outcomes. As a result of these meetings,

Indiana has a better understanding of student learning outcomes, both locally and nationally.

Dr. Scheller asked whether the project would mandate the adoption of these outcomes for a variety of disciplines. Dr. Sauer responded that, in the future, a large number of undergraduate programs will have student learning outcomes associated with them. Dr. Sauer added that general education requirements at most Indiana institutions use several of the Core Transfer Library courses (there are 85 courses in the library). The intention is to identify student learning outcomes as those courses, and to see how students would master some basic academic skills associated with the general education requirements.

Mr. Murphy praised the projects, and said that in the first *Reaching Higher* document the focus was on graduation rates and completion. The Commission has encouraged Indiana institutions to become a part of the Voluntary System of Accountability (VSA), and Indiana is improving in terms of graduation rates. Now the focus is on degree completion and the learning outcomes, and these issues are very much tied together.

C. Fall 2011 Enrollment at Indiana Public Higher Education Institutions

Dr. Molly Chamberlin, Associate Commissioner, Information and Research, Commission for Higher Education, presented this report. She said that this is 2011-2012 enrollments, as reported by the institutional researchers, and it represents census counts for the most part, although Vincennes reports projected enrollment, since their census count comes later.

Dr. Chamberlin said that overall statewide the headcount enrollment is slightly up, but this increase is much less than it has been in prior years. Last year the increase was four percent, and it has been increasing steadily. 2011 enrollment numbers are not available nationwide at this time, but judging by recently published articles, this trend is consistent with other states. This might be a result of the recession or market saturation.

Dr. Chamberlin noted that the numbers at four-year institutions nationwide and in Indiana have been rather constant. Some of the declines have been seen in two-year institutions, which is also true for Ivy Tech Community College. The FTE count has decreased; that is a result of fairly consistent decreases in full-time enrollments at almost every institution. Every institution showed an increase in part-time enrollment, and this trend is expected to continue for a while.

Ms. Odum expressed concern regarding the shift in part-time enrollment versus full-time enrollment. She asked when the report with the national and regional data will be available. Dr. Chamberlin responded that it should be ready by spring of 2012. Dr. Chamberlin added that she consulted other reports published by the National Clearing House and by the Chronicle of Higher Education.

Ms. Odum said that some of the Ivy Tech campuses show significant declines in FTE. She said she would like to hear from these campuses at some future meeting to get their understanding of these declines.

Ms. D'Amico said that this trend toward part-time enrollment is a serious matter, and it is not going to help with the completion agenda. She asked whether Dr. Chamberlin and Dr. Sauer could have some discussions with the institutions about this. Dr. Chamberlin agreed to do this.

Ms. Lubbers said that these decreases in FTE at Ivy Tech reflect the increases in part-time students. These numbers also speak to the urgency of the Commission's efforts to redesign the educational structure and the delivery of education at Ivy Tech and other institutions. Another factor not reflected in the report is the dramatic growth in Ivy Tech's enrollment a few years ago.

Ms. Odum asked whether Ivy Tech has presented to the Commission their enrollment projections for the next five years. Ms. Lubbers responded that the Commission had a request from the legislature to review Ivy Tech's capital requirements for the next budget cycle. The Commission staff asked Ivy Tech to include the enrollment projections in that report, as well. This report should be completed by December 2nd.

Mr. LaMothe said that it would be interesting to see the demand on the degree programs in the state institutions for both full- and part-time students.

Ms. Moran-Townsend said that some of the regional campuses also show a decrease in FTE. She suggested that the Commission look at the long-term perspective for these campuses.

Mr. Hansen noted that there are increases at IU East and IU Kokomo. Dr. Chamberlin said that these campuses have held targeted enrollment campaigns in order to increase their enrollment. Dr. Chamberlin added that she is working on another report, which will show dual credit numbers and their increase.

Ms. D'Amico pointed out that it is important to distinguish dual credit enrollment from the other enrollment numbers.

D. New Program Proposal Guidelines

Dr. Sauer presented this item. The guidelines that currently exist were developed and amended several times during the 1990s. Dr. Sauer, on behalf of the Commission's staff, expressed appreciation to Dr. Robert Sandy and Dr. Barbara Bichelmeyer, both from IU, who helped in crafting the initial drafts.

Dr. Sauer said that these guidelines have been reviewed by the Academic Affairs Committee, as well as academic officers of the institutions.

Dr. Sauer pointed out some changes. One resulted from the General Assembly's change in the Commission's statutory authority during its last session. Previously the Commission did not approve certificates that were less than one year in duration, but now it approves all certificate programs, both long- and short-term ones.

Dr. Sauer brought the Commission members' attention to page 22 of the Agenda book. The new policy would provide much more flexibility in approving Ivy Tech programs, since once a new program has been approved by the Commission,

additional locations can be added through routine staff action, if accompanied by an employer demand section.

Dr. Sauer explained that a somewhat similar approach has been taken for the regional campuses and their service areas. Dr. Sauer also called attention to the online distance education section, which is in the context of some national work that has taken place.

Dr. Sauer stressed that the guidelines for distance education do not include details on tuition and fees. The existing policy says that the college is not allowed to charge in-state residents more than it would out-of-state residents. Dr. Sauer added that a discussion, which is planned for the December meeting, on online distance education would include these tuition and fee issues.

In conclusion, Dr. Sauer said that these guidelines are intended to gather information. There has been a lot of discussion about the number of credit hours required for various degrees. These guidelines do not set a policy on the number of required credit hours; it may be time to develop such a policy that would be embedded in the guidelines.

Ms. Moran-Townsend made a comment regarding the number of credit hours for a program, and suggested that under item number 2, “Curriculum”, the Commission asks the institution to note any likely changes to the number of credit hours for accrediting bodies. Under items 6 and 9 instead of a phrase “No new state funds are requested”, the institutions should state “Unless paired with elimination of an existing program”, and include the increased enrollment change funding and any additional space funding for which the state might be ultimately responsible.

In item number 7, “Employer Demand”, Ms. Moran-Townsend recommended removing the “if” in the first sentence, because the Commission is interested in employer demand. In conclusion, Ms. Moran-Townsend said that the information on the projected tuition and fees for the program should be included in the guidelines.

Ms. Duarte de Suarez suggested that the guidelines include the periodic reviews of the success of the program.

Ms. Odum referred to page 26, item 5 regarding enrollment projections. She asked Dr. Sauer to explain a minimum number of enrollments for undergraduate and graduate degree programs. Dr. Sauer explained that this reflects criteria that the Commission used in previous analyses of programs with few graduates.

Ms. Odum suggested that this guideline be discussed further and revised. She added that she, too, was seriously concerned about phrase “No new state funds are requested”. She said she would like to have a description of the administrative requirements for each new program, including staff and faculty. Ms. Odum supported Ms. Duarte de Suarez’ request to follow up on the new program’s success.

VII. DECISION ITEMS

A. Academic Degree Programs

Mr. Sendelweck said that he was asked to change the order of presentation of academic degree programs, and to begin with the expedited items.

3. Academic Degree Programs on Which Staff Propose Expedited Action

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

Ms. D'Amico said she would like to hear more about the reason for offering a Bachelor of Fine Arts at IU Kokomo.

Dr. Julia Lamber, Senior Advisor, Statewide Academic Relations, Indiana University, responded that the Bachelor of Fine Arts (BFA) is a different degree from the Bachelor of Arts in Fine Arts (BA in Fine Arts), with a different curriculum and different outcome. IU Kokomo considered this degree in terms of their resources so the University and Board of Trustees decided that this is a good fit for them.

Ms. D'Amico asked about the kinds of jobs for the holders of BFA. Dr. Lamber responded that the BFA is designed to be a combination of addressing changes in the area of arts. In Kokomo, this degree is interdisciplinary in nature; it has the multiplicity of media choices and it crosses courses with media and informatics together with arts. The BA in Kokomo is primarily for art teachers in primary and secondary schools.

Ms. D'Amico said that she was still concerned about using resources for this particular degree in this area.

Ms. Moran-Townsend asked Dr. Sauer to explain the reason for including this degree proposal in the expedited items. Dr. Sauer responded that it is consistent with the Commission's desire to focus the regional campuses on baccalaureate programs and provide some additional opportunities to students in the Kokomo area.

Ms. Moran-Townsend said that in expedited items one of the keys in the Commission's consideration is a regional market for that degree, and this information is not evident in this case. Dr. Sauer responded that, building off the IU efforts that have been undertaken in the area of regional campuses, the Commission has very comprehensive discussions about degree programs that make sense for regional campuses.

Mr. Hansen made a comment that 125 credit hours for this program means 16 credit hours per semester, and since not all of the students will be able to carry such a load, it means they will be unable to graduate in four years. Dr. Lamber explained that BA in Fine Arts and BFA are different degrees, and BFA takes longer to graduate, because it has considerably more hours of in-studio courses. It is expected that graduating will take more than four years. Dr. Lamber also added that IU Kokomo does not need additional resources for this program. Mr. Hansen noted that it is going to cost students more money.

Mr. Sendelweck suggested removing this program from the expedited approval process and tabling it for further discussion at the following meeting. The Commission members agreed by consent.

R-11-07.2 RESOLVED: That the Commission for Higher Education hereby approves by consent the following degree programs, in accordance with background information provided in this agenda item:

- Bachelor of Science in Engineering Technology to be offered by Indiana State University at Terre Haute
- Technical Certificate and Associate of Applied Science in Information Security; Certificate in Data Security; and Certificate in Network Security to be offered by Ivy Tech Community College at Fort Wayne, Terre Haute, Evansville, Sellersburg, Bloomington, and Statewide via Distance Education Technology; and Technical Certificate (on campus) and Associate of Applied Science (via Distance Education Technology) in Information Security to be offered by Ivy Tech Community College-Columbus

(Motion – Bepko, second – Moran-Townsend, unanimously approved two programs, and agreed to table the Bachelor of Fine Arts to be offered by Indiana University Kokomo at Kokomo and bring it for discussion at the December meeting)

1. Master of Arts in Mental Health Counseling To Be Offered by Indiana University-Purdue University Through Its Columbus Campus

Dr. Lamber presented this proposal.

Mr. Murphy asked about the market for the graduates of this program. Dr. Gary Felsten, Interim Associate Dean for Academic Affairs, Associate Professor of Psychology, IUPUC (Indiana University Purdue University Columbus), responded that Centerstone is the largest not-for-profit provider of mental health services in Indiana and the United States. This facility alone confirmed that they could hire most of the graduates from this program. There are also many other agencies and organizations in the region that provide mental health services.

Mr. Murphy said that the Commission would like to see more quantifiable data in the future. Dr. Felsten said that Bureau of Labor Statistics predicts 24 percent of growth in employment in mental health services over a ten-year period. A few years ago several jobs in mental health counseling were among Indiana's top fifty. Five out of ten counties in the region southeast of Columbus show a shortage in mental health professionals, according the Department of Mental Health Services.

Ms. Duarte de Suarez asked how long it will take the students to graduate. Dr. Felsten responded that for the full-time students in will take two years, and for the part-time – three years.

Ms. Duarte de Suarez asked whether the remodeling of the campus in order to accommodate this program is based on the expected growth from 15 to 40 graduates. Dr. Felsten responded in the affirmative.

Dr. Scheller asked whether the campus is planning to have a tuition increase to fund four new full-time faculty members. Dr. Marwan A. Wafa, Vice Chancellor and Dean, IUPUC, responded that the hiring of the new faculty members has already been built into their existing budget. The campus was on a hiring freeze, so they were able to accumulate the funding for this program. No money will be taken from other programs, and at the current time no tuition rate increase is being planned. Dr. Wafa added that the program is ready to start in fall 2012.

Mr. Hansen asked why this is the first Master's of Arts program offered in Columbus. Dr. Wafa responded that prior to the University's embarking on the Strategic Plan in the fall 2009 there was no comprehensive Master Plan. The University works very closely with CEC (Community Education Coalition) in Columbus, which has very high standards when it comes to meeting the educational needs of Central Indiana. Mental Health Counseling was found to be an area of a severe shortage in the region, and the University is ready to meet this need.

Mr. Murphy said he would like to see more data regarding the employment opportunities in the program proposals.

Dr. Sauer gave the staff recommendation.

R-11-07.3 RESOLVED: That the Commission for Higher Education approves the *Master of Arts (M.A.) in Mental Health Counseling* to be offered by Indiana University-Purdue University through its Columbus campus, in accordance with the background discussion in this agenda item and the *Abstract*, September 30, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, September 30, 2011 (Motion – Bepko, second – Fisher, unanimously approved)

2. Master of Science in Education in Educational Leadership To Be Offered by Indiana University South Bend at South Bend

This item has been withdrawn by Indiana University.

B. Schools of Public Health at IUPUI and Indiana University Bloomington

Dr. Edwin Marshall, Vice President for Diversity, Equity, and Multicultural Affairs, IU Bloomington, presented this item. He said that Indiana is a very fragile state with some of the most morbid health issues. This correlates with the low number of public health workers within the state. Nationally, an average is 138 public health workers per 100,000 people; Indiana has 46 public health workers per 100,000.

Dr. Marshall said that the most recent Indiana State Health Improvement Plan for 2011-2016 by the Indiana Department of Health attributes Indiana's inability to improve the health

indicators to the insufficient numbers of Indiana health workers, and insufficient training in the state as being the primary factor.

Dr. Marshall stated that in May 2009 IU President Michael McRobbie authorized the establishment of the School of Public Health on the IU Bloomington and IUPUI campuses. The idea was to optimally leverage the resources that currently exist on both campuses: in IU School of Health, Physical Education and Recreation (HPER) there is the oldest Master's of Health degree, first offered in the state in 1969. IU also offers the Ph.D. program in Health Behavior. At the IUPUI campus, Department of Public Health, which is currently housed within the School of Medicine, works very well with the Health Science campus.

This morphing of the School of HPER into a School of Public Health, continued Dr. Marshall, follows a pattern that is seen in other states. Dr. Marshall gave an example of University of Maryland and University of Southern Carolina.

Dr. Marshall mentioned that the health program at the IUPUI campus has been able to generate research funding of over \$22 million in the last three years. It has been also successful in soliciting foundation support for its continuing development, and has established the Workforce Training Center and Office of Public Practice, serving over 15,000 health professionals per year.

Dr. Marshall noted that, to insure that these two schools are complementary, President McRobbie authorized the planning for both schools. He also announced the existence of the Indiana University Public Health Coordinating Council.

In conclusion, Dr. Marshall said that he believes that these two schools will give Indiana the comprehensiveness to address the serious public health challenges. The two schools are approved by the Board of Trustees under the Indiana Public Health Initiative.

Dr. Sauer gave the staff recommendation.

R-11-07.4 RESOLVED: That the Commission for Higher Education approves the creation of a new Indiana University School of Public Health-Indianapolis at the IUPUI campus, and

That the Commission accepts the request from Indiana University to change the name of the School of Health, Physical Education, and Recreation at Indiana University Bloomington to the Indiana University School of Public Health-Bloomington (Motion – LaMothe, second – Bepko, unanimously approved)

C. Capital Projects

1. Baseball and Softball Complex at Indiana University Bloomington

Dr. Morrison presented this item.

Ms. Odum asked for a reason in the increase in the operating budget. Dr. Morrison responded that the operating cost of the entire field went up because the University is putting in new heating/cooling systems, and also locker rooms are being moved at this site.

Mr. Sendelweck asked whether IU is still using the old fields. Dr. Morrison responded in the affirmative. He said that IU is repairing the old recreation fields, so that they could be used by the students again.

Mr. Murphy asked about the Big Ten Conference requirements on baseball and softball stadiums in terms of seating capacity and costs. Dr. Morrison responded that the average seating capacity of this new facility will be about 1,400 seats for baseball, and about a half of that number for softball. Dr. Morrison noted that the Big Ten Conference is typically concerned whether a campus has a capacity to accommodate a tournament game. IU did not want to build a stadium with 3,000 or 5,000 seats, which will be very seldom filled. Dr. Morrison said that IU is building a facility for the 1,400 seats with the capability of bringing in portable bleachers. The new stadium will also be wheelchair accessible, as well as an elevator to the press box.

Mr. Murphy asked about the costs of the facilities that would comply with the Big Ten Conference requirements. Dr. Morrison responded that such a facility would have cost \$28 to \$30 million for both fields, but IU was able to get the price back to the range they thought was more responsible.

Mr. LaMothe mentioned that it would be helpful if the Commission had comparative information on projects or facilities that have been done in Indiana or at peer institutions. Dr. Morrison assured Mr. LaMothe that IU is doing this, benchmarking against the Big Ten.

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

R-11-07.5 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Baseball and Softball Complex at Indiana University Bloomington* (Motion – Scheller, second – Fisher, unanimously approved)

2. Residence Hall Expansion at Indiana University Southeast

Dr. Morrison presented this item.

Ms. Odum asked about the comparative cost for constructing five small buildings versus two larger ones for this purpose. Dr. Morrison responded that these new buildings are called lodges; they are of a different construction than those that would be built on some other campuses, and the construction is much more expensive. IU found it very efficient to go with two three-storied buildings.

Dr. Scheller asked how IU is planning to fund the new construction. Dr. Morrison responded that this is part of the business model for housing.

Mr. Dudich gave the staff recommendation.

R-11-07.6 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Resident Hall Expansion at Indiana University Southeast* (Motion – Murphy, second – Bepko, unanimously approved)

3. Forest Dining Hall Renovation and Expansion at Indiana University Bloomington

Dr. Morrison presented this item.

Mr. Dudich gave the staff recommendation.

R-11-07.7 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee for the following project: *Forest Dining Hall Renovation and Expansion at Indiana University Bloomington* (Motion – Hansen, second – Rehnquist, unanimously approved)

4. Center for Student Excellence and Leadership (C-SEL) at the Purdue University West Lafayette Campus

Mr. Dudich presented this item.

Ms. Moran-Townsend asked why the cost per square foot is so high. Mr. Dudich responded that it has to do with the type of building it is going to be, with all the amenities and technology in it. Ms. Moran-Townsend pointed out that this cost is almost twice as high as the cost per square foot for the residence hall in IU Southeast. Mr. Kevin Green, Assistant Director for Capital Planning, Purdue University, responded that the cost for this facility fits well within the cost parameters at Purdue. He explained that at Purdue they have high standards to which they try to adhere. The facilities they build are supposed to last for 75 to 100 years, so they use more expensive materials for this purpose.

Mr. Dudich gave the staff recommendation.

R-11-07.8 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Center for Student Excellence and Leadership (C-SEL) at Purdue University West Lafayette* (Motion – LaMothe, second – Bepko, unanimously approved)

5. Vawter Field Housing at the Purdue University West Lafayette Campus

Mr. Dudich presented this project.

Ms. Odum noted that page 92 of the Agenda book has to be changed, since it has a different project summary. Mr. Dudich apologized for the mistake.

Ms. Odum asked whether the students who would live in this facility will be paying a higher room charge. Mr. Dudich responded in the affirmative.

Ms. Moran-Townsend asked for the meaning of “the sandbox for student engagement”. Mr. Green responded that Purdue is hoping to use these facilities to get students engaged and communicate across groups and organizations, similar to the idea of children playing together in the sandbox.

Mr. Murphy pointed out that the space for the residence hall portion is \$250 per square foot. This means that the rest of the building is going to cost \$550 per square foot, which is much higher than buildings on other campuses.

Mr. Dudich responded that the cost of each project depends on what is being put in the facility. When various amenities are being added in the building, like lab space, computer room space, overall meeting space, the cost of this building goes up.

Dr. Scheller asked about the actual cost per square foot for this project. Mr. Dudich responded that if the cost of the project is divided by the entire footage, it results in \$411 per square foot.

Mr. Murphy said that a high cost of living on campus might cause a problem with the retention. Mr. Dudich responded that this facility is helping to retain the students on campus, so that they are connected to an academic environment.

Mr. Green explained that there are two aspects of the retention problem. One is keeping the students in school in general, and Purdue has a proof that students who live on campus tend to graduate at a higher rate; they are more involved and more engaged in activities than students who live off campus. This particular housing is designed for upper division of students, primarily juniors and seniors.

Mr. Green said that another aspect is preventing the students from dropping out of college in their freshmen-sophomore-junior years. The university wants not only to provide an opportunity for students to have an engagement and be better students while they are on campus, but also to graduate more students. There is a purposeful link between Vawter Field Housing and the C-SEL facility. When students reach their junior-senior year, they want better housing conditions, and if they move to off-campus housing, they get disconnected from campus life.

Mr. LaMothe agreed that there is the merit of a project in providing more upscale housing as a way of keeping students on campus and being engaged in campus life. However, he noted that the cost per square foot is too high, considering that only 60 percent of the building space will be used for a productive purpose. Mr. LaMothe pointed out that one of the challenges that exists in Indiana, and across the country, is the cost of higher education, which includes the cost of room and board.

Mr. Green explained that there are infrastructure components included in this project that are being paid for, and not tied to the building itself.

Ms. Moran-Townsend asked what the cost for a student is going to be. Mr. Green responded that it will be in the middle range.

Mr. Dudich gave the staff recommendation.

R-11-07.9 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Vawter Field Housing at Purdue University West Lafayette* (Motion – Fisher, second – Bepko, Duarte de Suarez – opposed, approved by majority)

6. Capital Projects for Which Staff Proposes Expedited Action

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

Ms. Moran-Townsend asked about the reason for transferring an academic space to office space at the Purdue West Lafayette campus.

Mr. Dudich responded that this is old residence hall space was vacant and is being converted to office space.

Ms. Moran-Townsend asked whether the funding for maintaining this new space would be coming from the university's operating budget. Mr. Dudich responded in the affirmative.

R-11-07.10 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: Franklin Hall Reading Room Renovation - \$2,500,000
- Indiana University – Bloomington Campus: M 100 Machine Room Chiller Installation - \$4,350,000
- Purdue University – West Lafayette Campus: Young Hall Floors 2,3 and Partial Basement Renovation - \$4,500,000 (Motion – Bepko, second – Fisher, Moran-Townsend opposed, approved by majority)

D. Approval to Extend Office Lease

Mr. Dudich presented this item.

Mr. Murphy asked whether the Commission pays operating expense on top of the rent. Mr. Dudich responded in the affirmative, and said that the amount is 2.6 percent of the overall operating budget, or between .25 to .75 cents in addition to a cost per square foot.

R-11-07.11 RESOLVED: That the Commission for Higher Education authorizes the Commissioner to enter into a lease extension for the current Commission offices at 101 West Ohio, Suite 550, as described in the attached lease amendment (Motion – Bepko, second – Fisher, 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 September Commission Working Sessions

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

XI. ADJOURNMENT

The meeting was adjourned at 12:25 p.m.

Ken Sendelweck, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

DISCUSSION ITEM A: Costs and Pricing of Distance/Online Education Programs

Staff Recommendation For information only.

Background As degree programs to be offered through distance or online education are brought to the Commission for approval, the Commission has increasingly raised questions about the tuition and fees charged to students who enroll in these programs. These questions arise from (1) a desire to keep education as affordable as possible for students and (2) an assumption that the efficiencies normally associated with technological innovation would apply to distance/online education, thereby undercutting the rationale for charging additional technology fees for distance/online delivery.

In response to these questions and concerns, Indiana University and Purdue University have collaborated on a report on distance/online education, which will address a number of topics, including different approaches toward distance/online education, key benefits associated with this mode of instructional delivery, and an analysis of the major cost components of distance/online education, which draws upon a number of recent studies in this area.

Supporting Document *Costs and Pricing of Distance/Online Education Programs: A Joint Report from Indiana University and Purdue University to the Indiana Commission for Higher Education, December 9, 2011 (to be distributed)*

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

DISCUSSION ITEM B: Master Capital Plan for Ivy Tech Community College of Indiana

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.

Ivy Tech will present their long term master capital plan to the Commission during the December 2011 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, December 9, 2011

DECISION ITEM A-1:

General Education Transfer Core Certificate To Be Offered by Ivy Tech Community College-Statewide and via Distance Education Technology

Staff Recommendation

That the Commission for Higher Education approve 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.

Background

Student Clientele To enhance transfer opportunities for students attending Ivy Tech, the College has developed a 30-34 semester hour General Education Transfer Core Certificate. This Certificate is intended for two groups of students who intend to transfer to a university after attending Ivy Tech: those who are unsure about which major or institution to pursue and those who have clear career goals and intend to complete an associate degree.

The first group consists of students who enroll directly into the Certificate program, instead of an associate degree program. Some of these students will transfer to a four-year institution after they have completed the Certificate, while others may clarify their goals and enroll in an associate degree program.

The second group consists of students who enroll in a transfer-oriented associate degree program, some of whom will complete their degree and some of whom will not. The degree completers will have benefited from a more cohesive set of foundation courses, which were developed by a cross-disciplinary team of College faculty plus representatives of some Indiana public university transfer partners. The College also utilized the Essential Learning Outcomes developed by the Association of American Colleges and Universities (AAC&U) in developing the General Education Transfer Core.

Students in this second group who do not complete their associate degree either will have completed the requirements of the Certificate by the time they leave the College, or should be close to completing them, depending on how far along they were in their studies. This is because the curriculum of the Transfer General Education Core has been incorporated into the curricula of all transfer-oriented associate degrees (e.g. the Associate of Science and Associate of Arts), unless program

accreditation requirements dictate a different selection of courses.

In developing the Certificate, the College streamlined its general education requirements by narrowing the choice of courses that can fulfill the curricular components. Besides being more efficient, the College also believes this will lead to higher rates of Certificate completion.

The proposed General Education Transfer Core Certificate is solely intended to satisfy transfer objectives, and is not in any way meant to prepare students for entry into the workforce.

Curriculum The curriculum of the Transfer General Education Core is divided into seven components, with most of the courses (54 out of 66 or 82 percent) being drawn from the Core Transfer Library (CTL), thus guaranteeing transferability; the breakdown, for each curricular component, of the number of courses that are in the CTL and the total number of courses available to satisfy that component, is as follows:

<u>Curricular Component</u>	<u>CTL Courses/ Total Courses</u>
Composition	1/1
Communication	1/1
Mathematics	5/6
Life/Physical Science	15/18
Social/Behavioral Sciences	11/12
Humanities	17/19
Multicultural Awareness	4/9

The College plans to request that several courses that are not currently part of the CTL – including Anatomy and Physiology I and II, Cultural Anthropology, World Civilization I and II, and a statistics-based mathematics still under development – be added to it.

Another important factor that has influenced the design of the Transfer General Education Core curriculum is the general education requirement of each of the universities, especially those of the Indiana University regional campuses. Taking those differing requirements into account, the College has tried to develop a curriculum that maximizes the extent to which the courses will satisfy university general education requirements.

Common Statewide General Education Core From a Commission staff perspective, the development of this Ivy Tech Certificate program is an important step toward what is ultimately needed in Indiana: a general education core requirement that is common to all institutions, based on a set of

competencies to which all institutions agree, and when completed, transfers statewide as a block and satisfies all, or almost all, of the general education requirements of the receiving campus. Such a concept was discussed at the meeting of the Academic Officers on October 27, with some measure of support expressed for moving the concept forward. The staff will work with the institutions on guidelines to shape the development of this common statewide general education core and report back to the Commission on these guidelines and potential implementation plans.

Supporting Documents

- (1) *Abstract – General Education Transfer Core Certificate To Be Offered by Ivy Tech Community College-Statewide and via Distance Education Technology*, November 25, 2011
- (2) *New Academic Degree Program Proposal Summary – November 25, 2011*

Abstract

General Education Transfer Core Certificate
To Be Offered by
Ivy Tech Community College-Statewide and
via Distance Education Technology

November 25, 2011

Objectives: To prepare students for successful transfer to the baccalaureate –degree granting institution of their choice. The program is designed to be a stand-alone credential and as a required component in all transfer degree curriculums unless program accreditation requirements prevent inclusion.

Clientele to be Served: Students who are preparing to transfer to baccalaureate programs in the state; those who wish to continue their education but are unclear about which career path to pursue; and for those who wish to start their education at a community college but have chosen a discipline or degree program unique to a four year institution.

Curriculum: A total of 30-34 semester credit hours are required to complete the course, distributed as follows:

Composition (3 credit hours)

- English Composition

Communication (3 credit hours)

- Fundamentals of Public Speaking

Mathematics (3-4 credit hours)

- Finite Math
- College Algebra
- Trigonometry with Analytic Geometry
- Brief Calculus
- Calculus I

Life/Physical Science (6-8 credit hours)

- Anatomy & Physiology I
- Anatomy & Physiology II
- Solar System Astronomy
- Human Biology
- Introductory to Biology
- Biology I
- Biology II
- Microbiology I
- Introductory Chemistry
- General Chemistry I
- General Chemistry II
- Chemistry I
- Introductory Organic Biochemistry

- Physics I
- Physics II
- Mechanics
- Earth Science
- Physical Science

Social/Behavioral Sciences (6 credit hours)

- Cultural Anthropology
- Economics Fundamentals
- Principles of Economics
- Principles of Microeconomics
- Introduction to American Government and Politics
- Introduction to World Politics
- Introduction to Psychology
- Lifespan Development
- Abnormal Psychology
- Human Sexuality
- Introduction to Sociology
- Social Problems

Humanities (6 credit hours)

- Survey of Art & Culture I
- Survey of Art & Culture II
- Art Appreciation
- Creative Writing
- Introduction to Literature
- Introduction to Poetry
- Introduction to World Literature
- Introduction to World Literature After the Renaissance
- American Literature to 1865
- American Literature after 1865
- Survey of American History I
- Survey of American History II
- World Civilization I
- Theatre Appreciation
- Music Appreciation
- Introduction to Philosophy
- Introduction to Ethics
- Philosophy of Religion

Multicultural Awareness (3-4 credit hours)

- World Civilization I
- World Civilization II
- Multicultural Studies
- Cultural Diversity
- Cultural Anthropology
- French Level 3
- French Level 4

- Spanish Level 3
- Spanish Level 4

Employment Possibilities: The General Education Transfer Core Certificate is not designed for immediate employment.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

November 25, 2011

I. Prepared by Institution

Institution/Location: Ivy Tech Community College to be offered Statewide and via distance education technology

Program: General Education Transfer Core Certificate

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	25,648	26,725	27,848	29,017	30,236
Part-Time	26,485	27,412	28,371	29,364	30,392
Total	52,133	54,137	56,219	58,382	60,628
Enrollment Projections (FTE)					
Full-Time					
Part-Time					
Total					
Degree Completions Projection	2606	4330	5621	5838	6062
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: 11-38

Campus Code: 10040, 8423, 9926, 10039, 10041, 9924, 8547, 9917, 10037, 10038, 9923, 9925, 10109, 35213

County: Lake (Gary), Lake (E. Chicago), Porter, LaPorte, St. Joseph, Elkhart, Kosciusko, Allen, Tippecanoe, Howard, Cass, Delaware, Madison, Grant, Vigo, Marion, Wayne, Bartholomew, Jefferson, Dearborn, Vanderburgh, Clark, Monroe

Degree Level: 02

CIP Code: Federal – 240199; State – 240199

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

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

DECISION ITEM A-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

Staff Recommendation

That the Commission for Higher Education approve 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.

Background

Purdue University West Lafayette seeks authorization to deliver via distance education the M.S. in Chemical Engineering to the Crane Naval Surface Warfare Center in Crane, Indiana. Crane and the University have had a long working relationship, which moved to a closer partnership, specifically with the Energy and Power Division, “focusing on research and development in several areas, including advanced battery design, testing, and production prototyping.” The agreement with the University will result in Crane paying for the program on a per course, fixed-cost basis, enabling Purdue to fully recover all costs associated with delivering the program. This cohort-based program, which will only be open to Crane employees, is expected to enroll 17 students in the initial offering.

This program will actually be offered in a blended format. While most of the instruction will be offered online, students must come to campus for a required laboratory course, one of the ten courses needed to complete the program. The laboratory course involves three, two-day intensive modules that will be scheduled over a 6-8 week period. All other courses will involve the Purdue faculty member traveling to Crane at the beginning, middle, and end of the semester.

Purdue University also seeks general authorization to deliver this program statewide via distance education technology. However, the action recommended to the Commission at this time is for specific authorization for delivery to the Crane Naval Surface Warfare Center. Pending satisfactory conclusion of the on-going Commission discussion of distance/online education,

as well as further clarification of the Purdue proposal on a few points, a recommendation will be brought to the Commission regarding general statewide authorization. Separating the Crane authorization from the general authorization is intended to allow the delivery to Crane to proceed without delay.

Supporting Documents

- (1) *Program Proposal - Master of Science in Chemical Engineering*, July 27, 2011.
- (2) *New Academic Degree Program Proposal Summary* – July 27, 2011
- (3) *Letter from Vic Lechtenberg to Ken Sauer*, November 9, 2011

Indiana Commission for Higher Education

DISTANCE EDUCATION PROGRAM PROPOSAL

Institution: Purdue University West Lafayette
Degree Program: MS Chemical Engineering
Date: 07/27/2011

Item

1. On-Campus Enrollment/Degree History (from SIS):

	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>
Headcount	4	4	4
FTE	4.60	5.25	5.08
Degrees	10	11	11

2. Mix of Technologies:

This program will be delivered by using the following mix of technologies (select as many as apply):

Television:

One Way Video

- IHETS - Satellite
- IHETS - Terrestrial
- IU VIC System
- Cable/Public TV
- Videocassette
- Other : (explain here)

Two-Way Video

- IHETS - Satellite
- IHETS - Terrestrial
- IU VIC System
- Other : (explain here)

Internet/Web

- IHETS INDnet
- IU VIC System
- Other : (explain here) We will use Adobe Connect for help sessions and Streamed lectures videotaped during regular class sessions.

Computer-Based (CD-ROM, DVD, diskette, etc.)

Audioconferencing/Audiocassette

Print Correspondence

Other : (explain here) We will provide opportunities for direct student/instructor interaction by having the instructor travel to the cohort site 2-3 times per semester per

course, once in the first two weeks of the course, once mid-semester, and a third time near the end of the semester if indicated by student progress and needs.

3. Access to the Instruction:

- a. The selected mix of technologies allows students to receive the instruction in the following settings (select as many as apply):

- Home
- Workplace (Including Hospitals)
- Libraries and Other Public, Non-Educational Settings
- K-12 Schools
- Campuses/Centers within the Same System
- All Public Campuses/Centers

- b. Will the institution enroll students in the program from anywhere in the state?

- Yes
- No

(If "No", please explain here) This is a geographic cohort based program tailored to each company's specified needs. The initial offering will be to the Energy and Power Division at the Naval Surface Warfare Center, Crane Division, located at Crane, Indiana. Future offerings will be based upon cohorts at sponsoring company sites.

4. Schedule for Delivering Coursework:

- a. All required coursework in the major will be offered via distance education technology over a three-year period.
- b. A minimum of four elective courses will be offered via distance education technology each year.
- c. Please explain how students will be able to complete general education, minor, and other curricular requirements outside of the major.

This is a graduate MS program and therefore does not have requirements which fit this category.

5. Off-Campus Curriculum and Instruction:

- a. Will the off-campus curriculum be identical to the on-campus curriculum?

- Yes
- No

(If "No", please explain here)

- b. Will the program require students to complete laboratory or studio work?

No
 Yes

(If "Yes", explain here) Students in this program will complete a required three credit in residence laboratory course that will be delivered via three intensive two-day modules running from 10.00 am – 6.00 pm on day one and 8.00 am – 3.00 pm on day two. These sessions will be spread over a 6-8 week period and scheduled with consideration for the cohort's employment obligations. This is a hands-on, team oriented course. Lab experiments include: introduction to electrochemistry, transport effects in battery cells, voltammetry for characterization of cells, impedance spectroscopy for cell characterization, manufacturing technology, heat generation, thermal management, and lifecycle performance. Each experimental module will be preceded by a short lecture with handouts describing the essential physics/chemistry/ engineering principles. A written lab report describing the procedures followed, results obtained, and an analysis of the results will provide the basis for assessment of student progress in this course.

- c. Please explain how the program will provide for timely and appropriate interaction between students and faculty members.

(required) Each online course will have a website which hosts all course requirements and content, including video lectures for asynchronous delivery. We will conduct live 90 minute help sessions utilizing Adobe Connect video and two way audio as often as weekly based upon student progress and identified need. Homework is normally due weekly. The help sessions will be timed to allow students to attempt the homework and then bring their informed questions for discussion with time to complete the assignment by the due date. The instructor for each course will visit the cohort work site 2-3 times during the course offering, once in the first two weeks of the course, once mid-semester, and a third time near the end of the semester if indicated by student progress and needs. Instructor and course assistant email addresses and phone numbers will be made available to the students.

- d. Will the program require students to come to campus for any period of time?

No
 Yes

If "Yes," please indicate for how long, with what frequency, and for what purpose. Students will come to campus 3 times over a 6 to 8 week period during the third semester of the program in order to attend a required laboratory course.

(If "Yes", explain here) Students in this program will complete a required three credit in residence laboratory course that will be delivered via three intensive two-day modules running from 10.00 am – 6.00 pm on day one and 8.00 am – 3.00 pm on day two. These sessions will be spread over a 6-8 week period and scheduled with consideration for the cohort's employment obligations. See "Laboratory" above for more detail on content.

- e. Please explain how the program will provide for timely and appropriate interaction between students and other students.

(required) This is a cohort based program. The help sessions delivered via Adobe Connect will go to a single classroom at which the cohort will gather for the help session. Students on travel may join the session so long as they have a web connection available at their travel location. Students will be encouraged to establish their own private Facebook page to facilitate teamwork and collaboration. During the required on campus laboratory course, the students will be introduced to the full time Chemical Engineering Graduate students via tours of laboratories and at least one formal activity such as a pizza night or regularly scheduled graduate student gathering. Our experience shows that active student interaction and access to a variety of advisors/mentors is a key to success in Masters level programs.

6. Assessment of Student Learning:

Please explain how student learning will be assessed.

(required) Students will complete the same homework and take the same exams as the on campus students that are taking the course. Lab reports will be completed for each experiment in the laboratory course. Research project courses will allow for more qualitative assessment of the student's ability to apply knowledge gained during the program to real world research questions. Homework will be submitted via facsimile to a secure location or by emailing PDF images to a designated address. Graded homework will be returned via the same method to each individual student. Exams will be proctored at the cohort work site by trusted parties. Student mastery of the course material will be assessed via the combination of homework, lab reports, and exam scores.

7. Availability of Academic Support and Student Services:

Please explain how students will have access to each of the following academic support and student services:

a. Admissions

Students will follow the normal on campus application process starting with the Purdue Graduate School's online application. All applications will be reviewed by the MS Chemical Engineering admissions committee. Based upon their admission

requirements they will make recommendations to the graduate school for acceptance or rejection.

- b. Financial Aid
This program will be marketed to Indiana's employers and employers nationwide. It is anticipated that the employers will pay the full cost on behalf of their employees. In the event that there is cost sharing by the employees we will inform them of the normal financial aid application process. No scholarships or other forms of monetary assistance have been dedicated to this program.
- c. Academic Advising
Each admitted student will be assigned an advisor selected from the MS ChE faculty team. Unless a change is requested by the student the assigned advisor will remain with the student for the duration of his/her participation in the program.
- d. Course Materials (including delivery mechanism)
All course materials will be shipped to the students by the online coordinator prior to the start of classes. Additional material may be added during the semester by posting to the secure course website.
- e. Library Materials (including delivery mechanism)
Students will access required materials via the Purdue library system by logging in with their computer ID "career account" or through inter-library loan.
- f. Placement and Counseling
Purdue University's Center for Career Opportunities is available to all Purdue students, including those enrolled in this on-line program. The center's counseling and advisory services are accessible to off-campus students via telephone and email when campus visits are not feasible.
- g. Technical support (e.g. on-line help desk)
All courses will be delivered with technical support from Purdue Extended Campus or Purdue Engineering Professional Education, each of which has technical support services available. In addition, program staff will be available to help troubleshoot issues as they arise.

8. Student Fees:

	Fees ¹ Charged per Semester Hour for Part-Time Students	
	<u>Indiana Residents</u>	<u>Non-Residents</u>
On-Campus Instruction	\$336.10	\$916.25
MS ChE by Distance	Notes 2, 3	Notes 2, 3

Notes:

1. Engineering graduate students pay a differential fee of \$543 per semester based upon fall 2011 rates. Fall/Spring semester part time students pay per credit hour: 1-3 hours pay 25% of the Fall/Spring rate.
2. The proposed distance education program is a fixed price program based upon a fee of \$50,000 per course regardless of the number of enrolled students. This fee was calculated to cover all costs to Purdue and guarantee program availability regardless of enrollment as requested by our customer. See attached letter to Dr. Ken Sauer from Vic Lechtenberg, Purdue University for additional details.
3. Rate reviewed annually via Purdue internal business services rate request process.

9. Review Process:

This proposal has been approved for submission to the State of Indiana by the President of Purdue University. The process began with development of a program proposal by the Chemical Engineering faculty in response to a specific identified need for Masters level education for practicing engineers. The proposal was reviewed by the Chemical Engineering department head and recommended to the Dean of Engineering for approval. Upon receipt of the dean's approval the program was forwarded to the Dean of the Graduate School at Purdue University, who recommended approval to the Provost. After accepting the Dean's recommendation to approve, the Provost endorsed the proposal and recommended approval to the President of Purdue.

¹ All tuition and mandatory fees

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

July 27, 2011

I. Prepared by Institution

Institution/Location: Purdue University West Lafayette to be offered via distance education technology to the Crane Naval Surface Warfare Center in Crane, Indiana
 Program: M.S. in Chemical Engineering

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	0	0	0	0	0
Part-Time	15	15	15	15	15
Total	15	15	15	15	15
Enrollment Projections (FTE)					
Full-Time	0	0	0	0	0
Part-Time	6	6	7	6	6
Total	6	6	7	6	6
Degree Completions Projection	0	0	15	0	0
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: 11-37
 Campus Code: 1825
 County: Martin
 Degree Level: 11
 CIP Code: Federal – 140701; State – 140701

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

November 9, 2011

Dr. Ken Sauer
Senior Associate Commissioner for
Research and Academic Affairs
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984

Dear Ken:

Thank you for meeting with me on November 3 to discuss Purdue's request to offer our Masters Degree in Chemical Engineering at the Crane Naval Surface Warfare Center. As I explained, Purdue has been working with Crane for a number of years. Within the past two years, we have been developing a much closer partnership, focusing on research and development in several areas, including advanced battery design, testing, and production prototyping.

As a result of this partnership, Crane leaders have described their need to acquire more technical expertise in the area of chemical engineering, especially with regard to evolving battery technologies. Crane leaders and Purdue faculty have agreed that a Masters Degree, offered at Crane, via online and distance delivery technologies, would go far in meeting these needs. Crane has agreed to pay the full costs for offering this program, and to do so on a fixed cost basis. In other words, the costs are not on a credit hour basis but, rather, on a course basis, independent of the number of students in the course. Plans are to offer 10 courses, all at the graduate level. These courses will constitute a typical offering for Purdue's Master's Degree in Chemical Engineering.

The Indiana Commission for Higher Education's approval forms require an indication of the cost per credit hour. This is not an appropriate calculation in this case. Thus, rather than enter a number, we have referred to this explanation. Crane has agreed to pay \$50,000 per course. We believe this will cover all of Purdue's costs to offer this program. As a point of reference, should there be 17 students in a course, the cost per credit-hour would be essentially equal to Purdue's non-resident per credit-hour charge for 2012.

Purdue is pleased to be able to partner with Crane and the State of Indiana to help grow Indiana's technology based economy. We believe this Master's Degree program is a good example of how Purdue can contribute to expanding Indiana's high tech workforce—in ways that are unique to a research university. This is not an open enrollment program, but one that is specifically designed to meet Crane's needs. If this program is successful, Purdue may develop more such programs, but only if there is a market sufficient to fully recover our costs.

Thank you again for meeting with me and offering suggestions as to how to best describe this program so as to provide the information the Commissioners need to be comfortable approving our request. If you have any additional questions, please feel free to call me or Nancy Bulger.

All the best,



Vic Lechtenberg

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

DECISION ITEM A-3:

Master of Social Work To Be Offered by Indiana University-Indianapolis as a One-time Cohort at Indiana University Southeast

Staff Recommendation

That the Commission for Higher Education approve 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.

Background

Indiana University seeks authorization to offer the Master of Social Work (M.S.W.) on a one-time basis to a single cohort of part-time students, who will complete the program over a three-year period by attending classes on Fridays on the Indiana University Southeast campus. The curriculum will be the same as that offered in Indianapolis, except that only one of the five M.S.W. concentrations (Child Welfare) will be available to this cohort of students. This reflects the sharp focus of this offering: to upgrade the capabilities of public child welfare workers in targeted, underserved counties in southern Indiana.

The proposed one-time offering results from a long-time “Child Welfare Education and Training Partnership” between the School of Social Work and the Indiana Department of Child Services (DCS) to provide educational opportunities to DCS employees. Since the partnership began in 2001, more than 100 DCS employees have earned an M.S.W. from Indiana University.

The current contract between Indiana University and DCS for the educational services provided by the School of Social Work totals \$3 million, with DCS dedicating federal Title IV-E funding to upgrade the educational preparation of its workforce. Because of the unmet needs in southern Indiana, DCS has decided to pay for ten of its employees to go through the proposed program. The University expects that at least another 15 students will enroll in the program on their own, some of whom might enter the cohort through advanced standing status in year two.

Most of the students who enroll in the program are expected to be working in the field of social work, with many employed as public child welfare administrators and family case managers. As a result of earning an M.S.W., many graduates over time will move into leadership positions as supervisors, division

managers, county directors, regional managers, and state office managers and directors.

Supporting Documents

- (1) *Abstract – Master of Social Work To Be Offered by Indiana University-Indianapolis as a One-time Cohort at Indiana University Southeast, November 25, 2011.*
- (2) *New Academic Degree Program Proposal Summary – Master of Social Work, November 25, 2011*

Abstract

Master of Social Work
To Be Offered by
Indiana University-Indianapolis as a
One-time Cohort at Indiana University Southeast

November 25, 2011

Objectives: To provide individuals in the New Albany area and surrounding counties with part-time graduate social work education, that is both geographically accessible and time specific, to directly impact the quality of child welfare and related social services in the region.

Clientele to be Served: Both recent baccalaureate degree graduates as well as current human service agency employees.

Curriculum: A total of 60 semester credit hours are required to complete the program, distributed as follows:

Foundation Coursework (15 credit hours)

- Professional Social Work at the Masters Level: An Immersion (3)
- Research I (3)
- Human Behavior and the Social Environment I (3)
- Professional Practice Skills I (3)
- Social Policy Analysis and Practice

Intermediate Coursework (15 credit hours; Advanced Standing students begin with these courses)

- Human Behavior and the Social Environment II (3)
- Practice with Individuals, Families and Groups II (3)
- Social Work Practice II: Organizations, Communities, Societies (3)
- Assessment in Mental Health and Addictions (3)
- Social Work Practicum I (3)

Child Welfare Concentration (30 credit hours)

- Practice Research Integrative Seminar I (3)
- Executive Leadership Practice (3)
- Social Policy & Services: Child Welfare (3)
- Child Welfare Practice I: Children Impacted by Family Violence (3)
- Child Welfare Practice II: Diverse & Transitional Families (3)
- Community Based Practice with Children and Families (3)
- Special Topics in Social Work Practice with Children and Families (3)
- Practicum II (4)
- Practicum III (5)

Employment Possibilities: The Department of Child Services is a major employer looking for employees with the specialized skills that will be taught as part of the program at IU Southeast. Across the southern tier of Indiana counties, the department employs more than 200 people to work directly with the children and families involved with the agency and contracts with a variety of local agencies to provide a range of social work services.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

November 25, 2011

I. Prepared by Institution

Institution/Location: Indiana University-Indianapolis to be offered as a one-time cohort at IU Southeast

Program: Master of Social Work

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	0	0	0		
Part-Time	20	25	21		
Total	20	25	21		
Enrollment Projections (FTE)					
Full-Time	0	0	0		
Part-Time	18	19	18		
Total	18	19	18		
Degree Completions Projection	0	0	21		
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: 11-35

Campus Code: 1813

County: Floyd

Degree Level: 11

CIP Code: Federal – 440701; State – 440701

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

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

DECISION ITEM B-1: Rotary Building Renovation at Indiana University – Purdue University Indianapolis

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Rotary Building Renovation at Indiana University – Purdue University Indianapolis*. Staff recommendations are noted in the staff analysis.

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 University respectfully request authorization to proceed with the renovation of the Rotary Building on the IUPUI campus. The renovation will include new interior infrastructure, upgrades for ADA purposes, a new elevator and energy efficient windows and doors. Estimated cost is \$10.0 million with funding through indirect cost recovery funds and School of Medicine gift funds.

Supporting Document

Rotary Building Renovation at Indiana University – Purdue University Indianapolis, December 9, 2011.

ROTARY BUILDING RENOVATION AT INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS

Project Description and Staff Analysis

DESCRIPTION OF THE PROJECT

This project renovates the Rotary Building located on the north end of Ball Gardens separating the Riley Medical Buildings from the new Wishard/Eskenazi Hospital on the IUPUI campus. It converts approximately 40,000 gross square feet (gsf) of existing space into offices and support space for the School of Medicine. Recently, this area was used by the Department of Ophthalmology which has currently moved into the Glick Eye Center.

New interior infrastructure includes energy efficient mechanical systems; upgraded electrical power, lighting and data; and new interior walls, ceilings, and floor finishes. Upgrades will be done to meet current energy and ADA standards. An elevator serving all three floors and basement will also be installed.

The exterior of the building will have new energy efficient doors/windows, and new site work will coordinate with the new designs for the adjacent gardens.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

This project does not affect any other capital improvement projects.

HISTORICAL SIGNIFICANCE

The Rotary Building does have a historical significance. The building previously served as a home for orphaned and ill children when it first opened in 1931 before being used for academic and administrative purposes. The Rotary Club donated funding to erect the building and IU does not have plans to demolish the build.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project is keeping within the mission of the IUPUI campus to provide appropriate, modern, and high quality facilities for use by students and faculty.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

Relocation is essential for the Center for Global Health, the Office of Medical Education, and the Department of Medicine Divisions of Pulmonary, Gastroenterology and Hepatology in order for them to have appropriate, modern, and high quality accommodations near the new Eskenazi Health facility and Riley Hospital for Children.

ALTERNATIVES CONSIDERED

Other options were considered; however, the university decided this one best met the needs of the School of Medicine and was the most cost effective.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

This project is consistent with the mission of the IUPUI campus.

STAFF ANALYSIS

The Rotary Building housed the Department of Ophthalmology which moved to the newly renovated Glick Eye Center, creating open space on the IUPUI campus of 39,123 gross square feet (GSF). IUPUI plans to have various School of Medicine (SOM) divisions move into the Rotary Building space once renovation of the building is complete. Some of the SOM functions are currently housed in the Old Wishard complex which will be demolished at some point in the future. Other SOM functions are housed in leased space along the downtown canal.

The estimated cost per GSF for the renovation is \$255.60. Other projects similar to this at the IUPUI campus include:

- Cavanaugh Hall Room 008 Renovation – 5,300 GSF at a cost of \$264/GSF
- Glick Eye Institute Third and Fourth Floor Build-out – 31,600 GSF at a cost of \$142/GSF
- School of Nursing Renovation of Fourth Floor – 28,800 GSF at a cost of \$194/GSF

Funding for the renovation will come from un-designated Indirect Cost Recovery funds (\$5M) and from SOM un-designated general gift funds (\$5M). This is a top priority project for the SOM and as such, funds were identified to renovate the Rotary Building from these sources. Indirect Cost Recovery funds are a portion of outside grant funds used by IUPUI at the discretion of the institution for indirect costs.

The primary use of this building will be for administrative functions and housing faculty and doctors related to the SOM. The building was established in 1931 and is considered a historic building; therefore demolition is not a current option. The Rotary Building has not seen any significant renovations in the past 10 years; however some large scale work was done in the 1970's and 1980's. The Rotary Building is also located near the New Wishard Building where many of the doctor's students and patients are located.

Since the Rotary Building is outdated, some of the renovations to the building include energy efficient changes that will allow for a reduction in energy costs to operate the building. While IUPUI cannot determine actual savings at this time, it is anticipated that the renovations made to the building will require less energy over time and potentially less cost to operate.

In addition to savings through building operations, IUPUI will realize savings from vacated lease space that the SOM currently occupies. Leases in the Old Wishard complex and along the downtown canal will be terminated and could potentially save the SOM \$250,000 each year. These savings will be reinvested in the SOM's annual operating budget.

IU is requesting the Commission review and approve the renovation of the Rotary Building at the IUPUI campus. This project is not required to have General Assembly approval or authorization; therefore the Commission did not review this project as part of a previous biennial budget request.

Staff recommends the Commission provide a favorable review of the project.

PROJECT SUMMARY
REPAIR AND REHABILITATION

INSTITUTION: Indiana University CAMPUS: Indianapolis
 PROJECT TITLE: Rotary Building - Renovation BUDGET AGENCY NO.: A-2-12-2-10
 _____ INSTITUTION'S PRIORITY: _____

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A) – This project renovates the Rotary Building located on the north end of Ball Gardens separating the Riley Medical Buildings from the new Wishard/Eskenazi Hospital on the IUPUI campus. It converts approximately 40,000 gross square feet (gsf) of existing space into offices and support space for the School of Medicine. This area was used by the Department of Ophthalmology, which has recently moved into the Glick Eye Center.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B) – Relocation is essential for the Center for Global Health, the Office of Medical Education, and the Department of Medicine Divisions of Pulmonary, Gastroenterology and Hepatology in order for them to have appropriate, modern, and high quality accommodations near the new Eskenazi Health facility and Riley Hospital for Children.

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: 39,123 GSF 22,139 ASF 57% ASF/GSF
 NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: N/A ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: \$10,000,000 \$/GSF \$255.60

ANTICIPATED DATE OF PROJECT COMPLETION: October 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

Indirect Cost Recovery	\$ 5,000,000
School of Medicine Gifts through the Indiana University Foundation	\$ 5,000,000
TOTAL BUDGET	<u>\$10,000,000</u>

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

N/A () INCREASE () DECREASE

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

DECISION ITEM B-2: Erickson Hall Renovation – Indiana State University

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Erickson Hall Renovation – Indiana State University*. Staff recommendations are noted in the staff analysis.

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 respectfully request authorization to proceed with the renovation of Erickson Hall at the Terre Haute campus. The renovation will convert current administrative space to on-campus residence space, providing 260 beds and lounge space for students. Estimated cost is \$10.0 million with funding provided through residence hall reserves (\$1M) and auxiliary borrowing (\$9M).

Supporting Document

Erickson Hall Renovation – Indiana State University, December 9, 2011.

ERICKSON HALL RENOVATION – INDIANA STATE UNIVERSITY

Project Description and Staff Analysis

DESCRIPTION OF THE PROJECT

Erickson Hall, originally constructed in 1960 as a student housing facility, was converted in 1996 to academic/administrative space. As a part of the Campus Master Plan, Erickson Hall is scheduled for renovation to once again serve its original purpose as a residence hall facility. Current academic/administrative functions housed in Erickson Hall are being relocated to other facilities on campus. Renovation of this facility will provide a total of 260 beds, all contained in double occupancy rooms with lounge/study space on each floor. Office space for Residential Life and Dining Services will be included on the first floor. Utilizing Erickson Hall for student housing will also reduce campus academic/administrative footage by 78,690 gross square feet.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

The conversion and renovation of Erikson Hall for student housing use is a part of the long-term plan for residence hall facilities on the campus of Indiana State University.

HISTORICAL SIGNIFICANCE

Erickson Hall is not considered a historic structure or shown on the list of historic sites and structures as prepared by the Indiana Division of Historic Preservation and Archaeology.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

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

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The proposed renovation of Erickson Hall with double occupancy rooms and appropriate lounge/study spaces 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 education, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds and lifestyles.

ALTERNATIVES CONSIDERED

Not applicable.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

Many of Indiana State's housing options are antiquated and in need of major refurbishment. The Campus Master Plan calls for the renovation of several existing residential facilities 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, renovation of residence halls 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 conversion and renovation of Erickson Hall to student housing provides a temporary increase to allow for future renovations of other residence hall facilities.

STAFF ANALYSIS

ISU's ten year housing capital plan calls for on-going renovations and improvements to the 10 on-campus housing facilities, including the renovation of Erickson Hall. Previously, ISU has renovated several on-campus housing facilities in order to provide greater options to students living on campus comparable to other housing options in Terre Haute without increasing overall bed count.

Other renovations of on-campus housing facilities have cost on average \$150 per gross square foot based on costs over the last 10 years. As recent as 2009, Sandison residence hall was renovated at a cost of \$154 per gross square foot. The proposed project at Erickson would cost \$143 per gross square foot, comparable to previous renovation projects at the ISU campus.

As of the fall of 2011, 99% of on-campus housing was occupied with approximately 3,600 beds available to students. Erickson Hall will add 260 beds to the current inventory when complete; however, as ISU renovates and upgrades several on-campus housing options over the next 10 years the overall number of beds will fluctuate. Overall ISU projects by 2019 the total number of beds will be 3,630. Currently, 30% of students enrolled at ISU live on-campus.

In addition to residence space, the first floor of Erickson Hall will include Residential Life offices and three classrooms to be used by students. ISU hopes to create an atmosphere of living and learning at Erickson by including both residential and academic space in the facility. Current services and offices in Erickson Hall will be relocated to unused and renovated space throughout campus, resulting in little change to overall campus operational costs.

Funding for the project will be provided through cash reserves (\$1M) held by the Housing and Dining Services Division of ISU along with the issuance of auxiliary revenue debt (\$9M) to be financed through housing and dining services revenue. Current standard room and board rates at ISU are \$7,990, with premium rates reaching \$9,010 for double rooms with private bathrooms. It is anticipated that students residing in the newly renovated Erickson Hall will pay a increase over previous rates due to the upgrade, which is consistent with previous renovations and rate changes.

ISU is requesting the Commission review and approve the renovation of Erickson Hall. This project is not required to have General Assembly approval or authorization; therefore the Commission did not review this project as part of a pervious biennial budget request.

Staff recommends the Commission provide a favorable review of the project.

**INDIANA STATE UNIVERSITY
Project Summary
SPECIAL REPAIR AND REHABILITATION**

INSTITUTION: Indiana State University CAMPUS: Terre Haute

PROJECT TITLE: Erickson Hall Renovation BUDGET AGENCY NO.: C-1-12-2-02
INSTITUTION'S PRIORITY: _____

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A) Renovation of Erickson Hall, constructed in 1960 as student housing, to include 260 double rooms with lounge/study space on each floor. Currently utilized as academic/administrative space.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B) The proposed renovation of Erickson Hall to its original purpose as student housing is part of the University's long-term plan to renovate existing facilities to provide attractive housing for students and create an atmosphere conducive to living and learning. Renovation of this facility will provide a total of 260 beds, all contained in double occupancy rooms with lounge/study space on each floor.

SPACE DATA (ATTACHMENT C)

AREA AFFECTED BY THE PROJECT: 78,690 GSF 41,463 ASF

PROJECT SIZE: 78,690 GSF 41,463 ASF 53% ASF/GSF

NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: (41,463) ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: \$10,000,000 \$/GSF \$142.82

ANTICIPATED DATE OF PROJECT COMPLETION: July 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

<u>Residence Hall Reserves and Borrowing</u>	<u>\$10,000,000</u>
TOTAL BUDGET	<u>\$10,000,000</u>

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, December 9, 2011

DECISION ITEM B-3: 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: McNutt and Teter Quad Bathroom Renovations Phase V - \$5,362,744
- Ball State University: Museum of Art Expansion - \$3,600,000

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, December 9, 2011

Background Information on Capital Projects on Which Staff Proposed Expedited Action
December 9, 2011

A-1-12-2-11 Indiana University – Bloomington Campus: McNutt and Teter Bathroom Renovation Phase V
Project Cost: \$5,362,744

The Trustees of Indiana University request authorization to proceed with the renovation of restrooms on all floors of the Crone Wing of McNutt Quadrangle and Rabb Wing of Teter Quadrangle located on the Bloomington Campus. The existing common restrooms/showers will be replaced with an individual-style configuration to provide privacy to residents. Installation of new piping, ventilation systems, lighting, and fire-alarm strobes will be included in the project. In addition, the roofs at Crone and Rabb will be replaced along with doors to each dorm room at Rabb. This is the fifth and final phase of the bathroom renovation project in McNutt and Teter Quadrangles. The project is estimated to cost \$5,362,744 and will be funded through the Residential Programs and Services cash reserves.

D-1-12-2-01 Ball State University – Museum of Art Expansion – Phase I
Project Cost: \$3,600,000

The Trustees of Ball State University request authorization to proceed with the expansion of the Art Museum at the Muncie campus. The project will allow for current space occupied by the Social Work department and Social Science Behavior Center to move to the recently renovated North Quadrangle Building. The free space in the Art Museum allows the museum to expand gallery space by 44 percent, improve exhibit space, expand storage space and include an elevator that can handle art in the museum. The estimated cost of the project is \$3,600,000, which would be funded through a private donation specific for this purpose.

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

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

Staff Recommendation

That the Commission for Higher Education approve the *Preferred Dual Credit Provider List: Courses Taught by High School Teachers in a High School Setting*

Background

The *Policy on Dual Credit Opportunities in Indiana* approved by the Commission for Higher Education last year calls for postsecondary institutions offering dual credit courses to “demonstrate ongoing adherence to this policy and NACEP [National Alliance of Concurrent Enrollment Partnerships] standards” and “be subject to state reviews conducted on a periodic (and as needed) basis by a standing subcommittee of CHE’s Statewide Transfer and Articulation Committee (STAC).”

At its June 2011 meeting, the Commission received an update on how these components of the *Policy* were being implemented, the result of which would be a recommendation to the Commission to approve a list of preferred dual credit providers at its December 2011 meeting. The Commission was also informed that the list will be made public and shared with the Indiana Department of Education, in order to provide guidance to high school counselors in advising students and parents on making decisions for dual credit programs.

The implementation process described in June consisted of three steps. First, a Dual Review Credit Sub-Committee of STAC was formed to apply the NACEP standards to all institutions offering dual credit courses, beginning with those standards that were deemed to be most critical and could be implemented readily. Second, institutions would gather evidence to demonstrate adherence to the NACEP standards. Third, the evidence provided would be reviewed by teams consisting of various stakeholders, including representatives from the public and independent institutions, high schools, the Department of Education, Independent Colleges of Indiana (ICI), the Center for Excellence in Leadership of Learning (CELL) at the University of Indianapolis, and Commission staff.

This process has now been carried out, and on November 30, 2011, the Dual Credit Subcommittee of STAC met and recommended that the Commission approve the list of preferred providers of dual credit (see attachment). Besides those institutions that have completed the state review process, the list includes those institutions that are accredited by NACEP.

In a related development, the Indiana State Board of Education met on November 7 and approved a proposed final rule on math and graduation requirements. The proposed rule, which will now go through the formal state rule-making process, includes the following statement: “It is recommended that schools offering dual credit courses on the high school campus use a dual credit provider from the Preferred Provider list as developed by the Commission for Higher Education.”

Once the list has been approved, Commission and Department of Education staff will work together regarding how to publicize it in the most effective, efficient, and coordinated manner. At the same time that the Preferred Dual Credit Provider List is publicized, information about other ways that high school students can earn college credit will also be publicized – such as enrolling in a course taught on a college campus, accompanied by a list of all Indiana institutions accredited by the Higher Learning Commission.

The Dual Credit Review Subcommittee will now turn attention to developing the next cycle of the review process, which will be carried out next year. The 2012 cycle will include opportunities for new institutions to be added to the preferred provider list.

Supporting Document

Preferred Dual Credit Provider List: Courses Taught by High School Teachers in a High School Setting, December 1, 2011

**Preferred Dual Credit Provider List:
Courses Taught by High School Teachers in the High School Students**

December 1, 2011

There are several methods of delivering dual credit courses which are available to Indiana high school students.

The Universities/Colleges on the list below deliver dual credit courses offered in the **high school**. These classes are taught **by high school teachers to high school students** throughout the regular **high school day**. These University/College dual credit programs have received accreditation through the National Alliance of Concurrent Enrollment Programs (NACEP) or through the state review process.

Public Universities

Ball State University
Indiana State University
Indiana University-Bloomington
Indiana University-East
Indiana University-Kokomo
Indiana University-Northwest
Indiana University-South Bend
Indiana University-Southeast

IPFW

Ivy Tech Community College (system)
Purdue University-West Lafayette
Purdue University-Calumet
Purdue University-North Central
University of Southern Indiana
Vincennes University

Independent Universities/Colleges

Trine University

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

DECISION ITEM D: Revised Metrics for Indiana’s Performance Funding Formula

Staff Recommendation

That the Commission approve the revised metrics used in the performance funding formula for the 2013-15 biennial budget, as described in the attached document.

Background

Pursuant to House Enrolled Act 1001 – 2011, the Commission was required to analyze and evaluate the current metrics in the performance funding formula used to fund higher education. In addition, the Commission was required to propose revisions to the metrics in the formula based on public postsecondary institution feedback and other states which utilize performance based funding.

The Commission filed a report with the State Budget Committee on December 1, 2011 outlining the process taken to evaluate and analyze current metrics as well as the proposed revisions to the metrics in the formula.

Supporting Documentation

Performance Formula Revised Metrics Report to the State Budget Committee



TO: Indiana State Budget Committee
FROM: Teresa Lubbers, Commissioner
DATE: December 1, 2011
SUBJECT: Performance Formula Revised Metrics for 2013-15, (HEA 1001-2011)

Since 2003, Indiana has funded a portion of higher education through performance metrics based on the state's educational and economic needs. Beginning with a single performance metric for research institutions, the performance formula has grown to seven metrics aimed at improving college completion, student success and Hoosier degree attainment. During the years in which the performance formula has been in existence, the Commission for Higher Education ("Commission") has refined and updated metrics in the performance formula to ensure alignment with the state's strategic goals.

2011-13 Performance Funding Metrics

The performance formula metrics established for the 2011-13 biennial budget were: Overall Degree Completion, Low-Income Student Degree Completion, On-time Degree Completion, Successful Completion of Credit Hours, Successful Completion of Dual Credit Hours, Successful Completion of Early College Hours and Research Funding Growth. These metrics emphasized a primary focus on degree completion and attainment along with increasing student success, and rewarded each institution for improvement in these areas.

In House Enrolled Act 1001-2011, the General Assembly requested that the Commission review and potentially revise the performance formula metrics in preparation for the 2013-15 budget. Specifically, the General Assembly required the following:

"Before developing higher education biennial request instructions for the biennium beginning July 1, 2013, and ending June 30, 2015, the commission for higher education shall collaborate with the public state educational institutions on a study of the Indiana's performance funding mechanism. The study shall involve a review of performance funding models in other states, detailed consideration of the funding measures and methodology, and recommendations for use of different measures and weighting of such measures to better recognize the unique missions of the various types of campuses (e.g., research; four (4) year comprehensive; two (2) year; and community colleges). Such deliberations shall result in recommended revisions to the mechanism being used in the biennium beginning July 1, 2011, and ending June 30, 2013. In order to incorporate these recommendations into the budget instructions and other preparations

associated with the development of the biennial budget for the biennium beginning July 1, 2013, and ending June 30, 2015, this study shall be completed before December 2, 2011, and submitted to the state budget committee for its review and consideration.”

The Commission set forth a plan in the summer of 2011 to address the requirements of the legislative mandate and created a list of tasks that should be accomplished to meet the deadline of December 2, 2011 and issue a report to the State Budget Committee.

Refining the Performance Funding Metrics

One of the first steps taken by the Commission, and one that played a key role in the development of the metrics, was reaching out to the seven public postsecondary institutions to gain feedback and recommendations regarding metrics that could be used in the performance formula. During July and August of 2011, Commissioner Lubbers met personally with each institution’s President to discuss thoughts on the current performance formula and metrics. This provided an opportunity for university leadership to suggest changes, revisions and updates to the metrics directly to the Commission. This input was compiled by the Commission as a starting point for potential revisions to the performance formula metrics.

Starting in July 2011, the Commission began working with an external consultant, HCM Strategists, to help develop an inventory and comparative analysis of other states’ performance-based funding models. From July through September of 2011, HCM Strategists worked on a multi-state assessment of the various performance based models used in other states. The report focused on states including Ohio, Tennessee, Pennsylvania and Washington, and provided an assessment of each state’s performance model and a comparison to Indiana. In addition, HCM Strategists suggested options for Indiana to integrate into its performance formula based on successful practices employed by other states with well established performance funding models. The final report by HCM Strategists was provided to the Commission in August of 2011 and is included as an attachment to this document.

At the end of August 2011, the Commission had obtained initial feedback from each institution along with the HCM report analyzing other states’ performance funding models. Based on this work, the Commission developed a matrix that categorized potential changes to the performance formula around trends and common themes. All seven institutions agreed on several aspects including: keeping metrics stable over time and minimizing changes; including a metric that focuses on low income student degree attainment; the need for research funding; including other types of degrees beyond associate and bachelor degrees; and general support for performance funding in Indiana. However, even with overall agreement in some metrics and themes, there were suggestions and changes to the metrics that were institution specific and not across the board.

Using the matrix as a starting point for further discussion, the Commission again sought institutional feedback from the institutions’ Chief Financial Officers at a September 2011 meeting. This forum provided an opportunity for institutions to discuss proposed changes in a larger group setting and allowed the Commission to inquire further about suggested changes. Also, institutions were able to provide feedback concerning the HCM Strategists study and the preliminary findings in the report. In

addition to Commission staff and institutional staff, several Commission members were in attendance at the meeting and provided reaction to the suggested changes made by the institutions and the HCM report.

Another tool for the Commission during this process was a roundtable discussion with other states that had well established performance funding models. In August of 2011, Indiana invited Pennsylvania, Tennessee and Ohio to discuss their experience with performance funding. Several groups attended the meeting including Commission staff and Commission members, legislators, legislative staff and institutional staff. The meeting provided an open dialogue with those states as to how they created performance funding models, positive and negative effects of such models, and lessons learned based on their experiences. This opportunity to have face to face dialogue with major players in the performance funding initiative provided the Commission with relevant information to begin revisions to Indiana's metrics.

From July through September of 2011, the Commission compiled a comprehensive list of potential revisions to the metrics in the performance formula from institutions, Commission Members, other states and the HCM report. With the benefit of this information, the Commission began to work internally to narrow the large list of potential metrics to a more manageable list that could be implemented for the 2013-15 budget. Three key areas were identified as focus points for the new metrics: **Completion, Progression and Productivity**. The Commission selected metrics which would fit into one of the three focus points while keeping mission differentiation as a guiding consideration. During the Commission's annual retreat with all Commission members in October of 2011, feedback and thoughts on performance formula metrics were solicited and included in the development of the revised metrics.

Throughout October and November of 2011, Commission staff worked with a key group of Commission members familiar with the performance formula to finalize a list of revised metrics. The Commission selected metrics that fit within the three focus points and that were aligned with the Commission strategic plan *Reaching Higher*, focusing on mission differentiation, completion, progression and productivity.

Proposed 2013-15 Performance Funding Metrics

For the 2013-15 budget development process, the Commission recommends the following metrics for the performance formula (*included in more detail in Attachment A*):

Completion Metrics

- **Overall Degree Completion** – Resident only students. Includes 1 year certificates, associate degrees, bachelor degrees, masters degrees and doctoral degrees. This metric would be open to all institutions.
- **At Risk Student Degree Completion** – Resident only students. Includes 1 year certificates, associate degrees and bachelor degrees. Applies if the student graduating with the degree is a Pell recipient at the time of graduation. The metric would be open to all institutions.

- **High Impact Degree Completion** – Resident only students. Includes bachelor degrees, masters degrees and doctoral degrees in STEM related fields. STEM is defined as Science, Technology, Engineering and Mathematics based on national standards. Only research campuses would be open to this metric, IUB, IUPUI, PUWL and BSU.

Progress Metrics

- **Student Persistence Incentive** - Resident only students. Provides an incentive if a student successfully completes a set number of credit hours at an institution. Would provide an incentive at the 2 year institutions for students meeting 15, 30 and 45 credit hours, and at 4 year non-research campuses 30 and 60 credit hours. The metric would be open to those non-research campuses, Ivy Tech, Vincennes, USI, ISU, PUC, PUNC, IPFW, IUE, IUK, IUSB, IUS, and IUE.
- **Remediation Success Incentive** – Resident only students. Provides an incentive to the 2 year institutions for students who successfully complete a remediation course and then successfully complete a gateway college level course. Would apply only to those courses in math and science. The metric would be open to Ivy Tech and Vincennes.

Productivity Metrics

- **On-Time Graduation Rate** – Resident only students, first time, full time. Provides an incentive for improvement in the on-time graduation rate at 4 and 2 year institutions. On-time graduation rate is considered 4 years for 4 year institutions and 2 years for 2 year institutions.
- **Institutional Defined Productivity Metric** – This metric would be selected by each institution and submitted to the COMMISSION for approval. The metric would need to align with the strategic plan of the institution and focus on reducing the cost of attendance to the student. The metric will differ by each institution but is geared to rewarding an institution for improving productivity in some manner.

Recommendations and Next Steps

The Commission believes these metrics reflect the priorities of the state with regard to incentivizing college completion, Hoosier degree attainment and overall student success. The revised metrics reflect mission differentiation and continue to measure each institution against itself, not against each other.

Regarding the allocation recommendation for the performance formula, the Commission would recommend that the level of funding for performance formula increase from the current level of 5% to 6% in 2014 and 7% in 2015. Depending on the overall appropriation amount in those years the total dollars will change, but the Commission is committed to increasing the performance formula allocation to those levels in the next biennium. However, the Commission is not prepared at this time to recommend the weighting of each metric in the formula due to the lack of appropriate data. In addition, adjusting the weighting of each metric during the budget development process rather than setting them in place earlier, gives the Commission another tool when developing the 2013-15 budget recommendation.

The Commission plans to vote on the revised metrics during the December 9, 2011 meeting. Since this report is being provided prior to that vote, the revised metrics are still considered in draft form until the Commission formally considers the proposal. Once the Commission votes on the final set of metrics, the Commission will provide an update to the State Budget Committee.

Dual credit and research are not included in the list of revised metrics as compared to previous years. Several members of the Commission and others felt these metrics should be funded outside the performance funding allocation.

Attachment A

Indiana 2013-2015 Performance Funding Metric Definitions

FINAL DRAFT

November 21, 2011

- **Degree Completion Metrics:**
 - **Overall Degree Completion – (Affects all institutions)**
 - Calculates the change in degrees conferred over a 3 year period rolling average (2006 through 2011; average of 2006 - 2008 versus 2009 - 2011).
 - For resident students only (no reciprocity)
 - Applies to 1 year certificates and associate degrees conferred at 2 year institutions
 - Applies to bachelor, masters and doctoral degrees conferred at 4 year institutions
 - VU may include bachelor degrees, but only for those bachelor programs approved by the Commission.
 - **At Risk Student Degree Completion – (Affects all institutions)**
 - Calculates the change in degrees conferred over a 3 year period rolling average (2006 through 2011; average of 2006 - 2008 versus 2009 - 2011).
 - For resident students only (no reciprocity)
 - Only those students who were eligible for Pell when they graduated from the institution
 - Applies to 1 year certificates and associate degrees conferred at 2 year institutions
 - Applies to bachelor degrees conferred at 4 year institutions
 - VU may include bachelor degrees, but only for those bachelor programs approved by the Commission.
 - **High Impact Degree Completion – (Affects four year research campuses: IUB, IUPUI, PUWL and BSU)**
 - Calculates the change in degrees conferred over a 3 year period rolling average (2006 through 2011; average of 2006 - 2008 versus 2009 - 2011).
 - For resident students only (no reciprocity)
 - For specific degree types that are granted in STEM fields as defined by national standards set by Complete College America (CCA)
 - Applies to bachelor, masters and doctoral degrees conferred by the institutions

Note: High Impact and At Risk metrics will be funded independently at levels lower than the primary metric of overall degree completion.

- **Progression Points:**

○ **Student Persistence Incentive – (Affects all non-research campuses)**

- Calculates the change in headcount over a 3 year period rolling average (2006 through 2011; average of 2006 - 2008 versus 2009 - 2011).
- Applies to all resident undergraduate students (no reciprocity)
- Progress point accumulation requires the student to complete all credits at the same institution. Dual credit courses and transfer credits are not eligible for the incentive.
- For 2 year campuses, number of students who successfully complete 15, 30 and 45 hours
- For 4 year non-research campuses, number of students who successfully complete 30 and 60 credit hours

○ **Remediation Success Incentive – (Affects 2 year institutions)**

- Calculates the change over a 3 year period rolling average (2006 through 2011; average of 2006 - 2008 versus 2009 - 2011).
- Applies to resident students only (no reciprocity)
- Applies only to remedial and gateway courses in Math and English
- Student must complete both remedial courses and gateway college level courses at the same institution
- For 2 year institutions that provide remedial courses to students enrolled at the campus
- Applies to students who successfully complete both remedial classes and gateway college level course

- **Productivity Metrics**

○ **On-time Graduation Rates – (Affects all institutions)**

- Calculates the change in FTE over a 3 year period rolling average (2006 through 2011; average of 2006 - 2008 versus 2009 - 2011).
- Applies only to resident, undergraduate, first time, full time students (no reciprocity)
- Measures the graduation rate for institutions based on type of campus
 - For 2 year institutions, the graduation rate achieved in 2 years
 - For 4 year institutions, the graduation rate achieved in 4 years

○ **Institution Defined Productivity Metric - (Affects all institutions)**

- Each institution will provide one productivity metric linked to their strategic plan
- Institutions will provide their recommended metric to CHE in January 2012
- CHE will review the proposed productivity metrics and discuss with the institutions in order to reach an agreement on individual metrics
- Productivity metric should focus on reducing cost of attendance for students

Funding Allocation:

- Will be a percentage of annual operating appropriation (2012-13)
- Currently 5% in 2013, \$61M
- **Grow to 6% in 2014 and 7% in 2015**
- **At the current appropriation level, would equate to \$73M in 2014 and \$85M in 2015 in funding**

Items to be funded outside of the Performance Funding Formula (Will determine funding through CHE Budget recommendation)

- **Dual Credit Successful Completion**

- **Improving Graduation Rates**

- **Research Incentive**

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

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

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. IU-South Bend	M.S.Ed. in Educational Leadership	10/18/10	Withdrawn 10/14/11.
2. ISU	Ph.D. in Health Sciences	05/12/11	Under CHE review.
3. ISU	B.S. in Civil Engineering Technology	06/20/11	Awaiting additional information.
4. ISU	M.S. in Technology Management	06/20/11	Under CHE review.
5. IU-South Bend	M.A. in Teaching/Elementary Education	06/29/11	Under CHE review.
6. IU-Kokomo	Bachelor of Fine Arts	06/29/11	Tabled 10/14/2011.
7. Purdue-Calumet	M.S. in Modeling, Simulation, and Visualization	7/13/2011	Under CHE review.
8. Purdue @ IUPUI	B.S. in Neuroscience	7/13/2011	Awaiting additional information.
9. IU East @ New Castle	B.S. in Business Administration	10/28/2011	Under CHE review.
10. IU East – Statewide via Dist. Educ. Tech.	B.S. in Psychology	10/28/2011	Under CHE review.
11. IU Bloomington – Statewide via Dist. Educ. Tech.	Master of Public Affairs	10/28/2011	Under CHE review.
12. Purdue-West Laf.-Statewide via Dist. Educ. Tech.	M.S. in Computer Science	11/4/2011	Under CHE review.
13. IUPUI-one-time cohort offering at IUSE	Master of Social Work	11/8/2011	On December agenda for action.
14. ISU	Ph.D. in Educational Administration	11/22/2011	Under CHE review.
15. Purdue-West Laf.-Statewide via Dist. Educ. Tech.	M.S. in Chemical Engineering	11/22/2011	On December agenda for action.
16. ITCCI-Statewide via Dist. Educ. Tech.	Certificate in Transfer General Education Core	11/22/2011	On December agenda for action.

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

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

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

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

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

I. REPAIR AND REHABILITATION

*B-1-12-2-10 Purdue University West Lafayette
Meredith Hall Accessible Renovation
Project Cost: \$1,500,000*

The Trustees of Purdue University requests authority to proceed with the renovation of Meredith Hall located at the PU West Lafayette campus. The renovation of the building will construct accessible entrances and public restrooms along with an upgrade to the current elevator. Renovations to the building will allow for students to have greater access to the residence hall for events and programs along with day to day traffic. The estimated cost of the project is \$1,500,000 and will be funded through university residence halls funds set aside for renewal and renovation.

*B-1-12-2-11 Purdue University West Lafayette
Cary Tunnel Lateral Waterproofing and Repairs
Project Cost: \$750,000*

The Trustees of Purdue University requests authority to proceed with the renovation of a utility tunnel located at the PU West Lafayette campus. The renovation of the tunnel will include the repair and waterproofing of a 600 foot utility tunnel extending from Lambert Field House to Cary Quadrangle electrical vault. This project is one of many repairs and upgrades to various utility tunnels throughout the Purdue campus. The estimated

cost of the project is \$750,000 and will be funded through repair and rehabilitation bond funds authorized by the General Assembly.

*B-1-12-2-12 Purdue University West Lafayette
Third Street Utility Tunnel Top Replacement and Waterproofing Phase III
Project Cost: \$750,000*

The Trustees of Purdue University requests authority to proceed with the renovation a section of utility tunnel located at the PU West Lafayette campus. The renovation of the tunnel will include replacement of the tunnel top and waterproofing the existing tunnel top. The tunnel provides steam and telecommunications utility feeds and is in need of repair due to deterioration of short-term repairs. This project is one of many repairs and upgrades to various utility tunnels throughout the Purdue campus. The estimated cost of the project is \$750,000 and will be funded through repair and rehabilitation bond funds authorized by the General Assembly.

*B-1-12-2-13 Purdue University West Lafayette
Brown Laboratory Air Distribution Shaft Seals
Project Cost: \$1,132,000*

The Trustees of Purdue University requests authority to proceed with the renovation and installation of air distribution shaft seals at the PU West Lafayette campus. The project will allow PU to complete the sealing of the remaining seven air distribution shafts. The renovations and installation of seals will improve air handling efficiency, decrease air leakage, and increase air flow. The project could potentially reduce energy consumption based on the renovations made to the system. The estimated cost of the project is \$1,132,000 and will be funded through the non-recurring general fund savings realized through the University's Sustaining New Synergies.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

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.

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.

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

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

MINUTES OF THE COMMISSION WORKING SESSIONS

Thursday, October 13, 2011

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 5:30 p.m. (ET) at the Schnitzelbank Restaurant, Jasper, Indiana. Commission members in attendance were Gerald Bepko, Carol D'Amico, Susana Duarte de Suarez, Jud Fisher, Keith Hansen, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Eileen O'Neil Odum, George Rehnquist, Kent Scheller and Ken Sendelweck.

Absent were: Dennis Bland, Mike Smith

Staff present: Jason Bearce, Molly Chamberlin, Catisha Coates, Jason Dudich, Teresa Lubbers, Ken Sauer

II. DISCUSSION

President Richard Helton of Vincennes University opened the discussion with an overview of the Vincennes University Jasper Campus and its history. He noted the various programs and services provided on the campus and spoke about the future construction of the VU Jasper Advanced Manufacturing Technology Center. He concluded with listing the various businesses that would benefit from the new Advanced Manufacturing Technology Center and skills that will be taught at the facility.

Discussion then turned to Committee Reports from the various Committee Chairs.

The Academic Affairs Committee provided an update via Dr. Bepko in which he noted that the IU South Bend degree program for approval during the October Commission meeting will be withdrawn for further consideration. Additionally, Dr. Bepko noted that the new degree approval process and forms would be up for discussion during the full Commission meeting on Friday.

Mr. Dudich provided an update from the Budget and Fiscal Policy Committee related to the various legislative requirements of the Commission set forth by the General Assembly. Comments were made concerning the Entrepreneurship Inventory project, noting it would be

completed by the end of October, meeting the November 1, 2011 deadline. The Ivy Tech space study project is still on track and a report is due December 1, 2011. Mr. Dudich noted meeting with Ivy Tech regarding information for the project and beginning to work on a draft report. For the Financial Transparency project, Mr. Dudich noted that as of October 10, 2011 the seven public institutions have provided preliminary data to the Commission for review and placement on the Commission's website. A status report of this project is due on November 15, 2011 and Mr. Dudich hoped to have the project complete and updated before that date.

Ms. Lubbers spoke on behalf of the Student Success Committee regarding the success of the college cost estimator and the impact it has made on people understanding the cost of attending college. Mr. Murphy read an email he received regarding the Commission's College Cost Estimator and the positive feedback it received from individuals in Indiana.

Discussion then turned to the Academic Program Inventory (API) and was presented by Dr. Chamberlin. Dr. Chamberlin noted that while working on the API, several issues and concerns were noted and in working with the seven public institutions, were able to clean up the inventory. A handout was provided to each Commission member with the inventory of academic programs for each institution and Dr. Chamberlin noted that as new academic degree programs are approved, the inventory would be updated. Ms. O'Neil Odum asked if a date field could be added to indicate the year the program was approved and Dr. Chamberlin noted it can be included. Dr. Chamberlin also noted that inventory can include data such as number of degrees associated with each academic program in the inventory. Ms. Lubbers asked if Commission members could access this information online and run their own reports. Dr. Chamberlin noted that sometime in November or December that functionality would be available to Commission members. She noted staff is happy to run reports for members currently if additional information is requested.

Moving to academic degree programs approved by the Commission, Dr. Sauer provided a list to Commission members that noted each campus and academic degree programs approved by the Commission over the past several years. He noted roughly 124 degree programs approved by the Commission thus far, which include short-term certificates. Mr. LaMothe noted his appreciation of the work Dr. Sauer provided and wanted to understand how many degree programs the Commission has approved during the past. Mr. LaMothe noted that this is a starting point, but raised concerns over the proliferation of degrees by the public institutions. Ms. Duarte de Suarez inquired about the duplication of degree programs among institutions. Dr. Sauer noted that this can be the case, and that does happen from time to time. Mr. Fisher asked if the total figure of degree programs approved was a net figure. Dr. Sauer stated that it was, but there are far fewer degree program reductions than additions in the list. Dr. Bepko noted that Ivy Tech's list noted each campus and the degrees approved. Dr. Sauer noted that the list is for each campus because that is the way the degree programs are approved, thus Ivy Tech being broken out by campus rather than one system.

Finally, Commission staff provided an overview to Commission members regarding initiatives the Commission is engaged in regarding higher education. Mr. Bearce and Dr. Sauer provided the following information:

- American Association of Colleges and Universities (AAC&U) – Program focused on degree qualification profile, provided to 8 states including Indiana. Pairs community colleges and 4 year colleges to view degree qualifications in order to improve transfer between 2 and 4 year institutions.
- American Institutes for Research (AIR) – National group that examines degree programs and graduates from those degree programs and how successful those graduates are in the workforce. AIR would develop software, using data from the Indiana Workforce Intelligence System (IWIS), which would provide data regarding success of students in the workforce based on the type of degree. No timeframe was available at the time, but the project would take roughly 12 months to complete. The data would look over the last 5 years and would focus solely on Indiana residents.
- Midwest Higher Education Committee – An initiative related to the Tuning project what would tune academic degree programs across Illinois, Missouri and Indiana. The project would involve both Associate and Bachelor programs and could include both public and private institutions.
- Common Core State Standards – Various funding sources and interested parties (Lumina, Gates Foundation, etc.) are looking to states to get closer alignment between the K-12 system and the higher education system. The project would work to address remediation issues and would focus on assessments developed at the 11th grade level to keep students on track, develop additional courses beyond the 11th grade such as dual credit and advanced placement, and additional instruction support to teachers to help address education gaps. A 3 year grant of \$200,000 per year starting in November 2011. Joint program with CHE and DOE.

III. ADJOURNMENT

The Chair adjourned the meeting at 8:15p.m. (ET).

MINUTES OF THE COMMISSION WORKING SESSIONS

Friday, October 14, 2011

IV. CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at Vincennes University, Jasper, Indiana. Commission members in attendance were: Gerald Bepko, Ken Sendelweck, Carol D'Amico, Susana Duarte de Suarez, Jud Fisher, Keith Hansen, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Eileen Odum, George Rehnquist, Kent Scheller, and Ken Sendelweck.

Absent were: Dennis Bland and Mike Smith

Staff present: Jason Bearce, Molly Chamberlin, Catisha Coates, Jason Dudich, Teresa Lubbers, and Ken Sauer.

V. DISCUSSION

Dr. Sauer briefed members of the Commission on the proposed Schools of Public Health on Indiana University's Indianapolis and Bloomington campuses, which would be offered as a decision item during the business meeting to follow. In response to a question by Mr. Murphy, Dr. Sauer indicated that the decision to have two separate schools of public health rather than a single, core school spanning both campuses, was primarily motivated by the requirements of the national accrediting body, the Council on Education for Public Health. Ms. Lubbers noted that the perceived power of accrediting bodies was creating discontent in national higher education circles. Ms. Lubbers further noted that the Commission preferred IU's original inclination for a single, unified school of public health and asked that IU go on record to reaffirm its commitment to do so in the future if provided the opportunity.

Dr. Sauer then noted that a separate decision item to approve a Master of Science in Education Leadership at IU South Bend had been withdrawn from the Commission's October agenda.

Mr. Dudich briefed the Commission on the five capital projects on which they would be asked to take action. He specifically called attention to the two Purdue projects previously presented to the Commission in response to questions raised by members regarding costs and institutional priorities for each project. Mr. Murphy asked whether the state could be held financially liable for bonds issued by the institutions. Mr. Dudich responded that based on his discussions with the Indiana Finance Authority, the state does not issue debt and as such the financial liability resides with each institution.

Mr. Bearce briefed the Commission regarding initial statewide activities and media coverage resulting from the launch of the 2011 College GO! Week campaign.

The meeting concluded with a briefing by Mr. Dudich regarding the extension of the lease agreement for the Commission offices.

VI. ADJOURNMENT

The Chair adjourned the meeting at 9:00 a.m. (ET).

COMMISSION FOR HIGHER EDUCATION

Friday, December 9, 2011

INFORMATION ITEM E: Calendar of Upcoming Meetings of the Commission

Staff Recommendation For information only.

Background The Commission presents its schedule of meetings twice a year. As it considers the upcoming calendar each six months, the previous calendar is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties. *(Meeting dates are customarily scheduled based on the second Friday of the month, but are subject to revision if conditions exist which make a change necessary.)*

This item reaffirms this portion of the schedule presented last June:

January 2012	<i>(No regular meeting)</i>
February 9-10, 2012	Indianapolis
March 8-9, 2012	Indianapolis
April 16, 2012	Indianapolis <i>(Weldon Conf.)</i>
May 10-11, 2012	Vincennes, Vincennes University
June 7-8, 2012	Terre Haute, Indiana State University

The following six-month schedule has been added:

July 2012	<i>(No regular meeting)</i>
August 9-10, 2012	Muncie, Ball State University
September 13-14, 2012	Bloomington, Indiana University
October 18-19, 2012*	West Lafayette, Purdue University
November 8-9, 2012	Indianapolis
December 13-14, 2012	Indianapolis

*Commission meeting will be held one week later than normal.

Supporting Document None