



INDIANA *for* COMMISSION
HIGHER EDUCATION

MEMORANDUM

To: Those Concerned
From: Teresa Lubbers
Commissioner
Date: June 3, 2010
Subject: Commission Meeting

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

Thursday, June 10, 2010 (Eastern time)

Indiana State University
Tirey Memorial Union
216 N. Seventh St.
Terre Haute, IN 47809

* **6:00 - 7:30 p.m.** **Dinner** (*public meeting*),
Heritage Lounge, 1st floor (*see attached map*)

Friday, June 11, 2010 (Eastern time)

Indiana State University
Tirey Memorial Union
216 N. Seventh St.
Terre Haute, IN 47809

* **7:45 - 8:45 a.m.** **Breakfast Working Session** (*public meeting*)
State Room, 1st floor (*see enclosed map*)

* **9:00 a.m. - 12:00 p.m.** **Commission Meeting** (*public meeting*)
Heritage Room, 1st floor (*see enclosed map*)

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

Indiana State University

Tirey Memorial Union
Heritage Room, 1st floor
216 N. Seventh Street
Terre Haute, IN 47809
Phone: 812.237.7778

Friday, June 11, 2010

- I. CALL TO ORDER -- 9:00 a.m.
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM
- III. CHAIR'S REMARKS
- IV. COMMISSIONER'S REPORT
- V. CONSIDERATION OF THE MINUTES OF THE MAY COMMISSION MEETING1
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IX. OLD BUSINESS

X. NEW BUSINESS

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

The next meeting of the Commission will be on August 13, 2010 in Indianapolis.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

**May 14, 2010
Friday**

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:15 a.m. at Ball State University, Pittenger Student Center, Cardinal Hall B, University Avenue, Muncie, IN, with Vice Chair Kenneth Sendelweck presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Cynthia Baker, Gerald Bepko, Dennis Bland, Carol D’Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Eileen O’Neill Odum, Chris Murphy, George Rehnquist, and Ken Sendelweck.

Members Absent: Jon Costas, Clayton Slaughter, Michael Smith.

Dr. Richard Helton, President of Vincennes University, attended the meeting. Mr. Anthony Maidenberg, Interim President of Independent Colleges of Indiana, was also present.

III. CHAIR’S REMARKS

Mr. Sendelweck asked everybody to keep Mr. Michael Smith in their thoughts as his family was experiencing an illness.

Mr. Sendelweck introduced new Commission member, Ms. Eileen O’Neill Odum. Ms. Odum is recently retired as Executive Vice President and Group Chief Executive Officer from NiSource Corporation in Crown Point, Indiana. She is filling the at-large member position held by Mr. Richard Johnson. Her term is through 2013.

Mr. Sendelweck invited Dr. Terry King, Provost and Vice President for Academic Affairs, to give welcoming remarks. Dr. King welcomed members of the Commission to the Ball State University.

Mr. Sendelweck invited Ms. Cynthia Baker to comment on the recent Faculty Leadership Conference. Ms. Baker said that the annual Faculty Leadership Conference was held on Friday, April 23 and the theme of the Conference was “Faculty Response and Responsibilities in Tough Economic Times.” Faculty leaders in attendance represented 18 campuses. Ms. Baker stated that the Conference was a great success, especially due to the excellent presentations, which covered topics such as performance funding, the importance of streamlining and collaborating, and discussion of the flow of students through the community college, regional, and four-year campuses. Ms. Baker stated that what she thought was most important, and the topic that permeated all the discussions, is how to accomplish credit completion and graduation goals while improving the quality of higher education in Indiana. Ms. Baker mentioned that Commissioner Lubbers attended the entire Conference, which impressed the faculty participants. In conclusion,

Ms. Baker said that the substantive discussions, which represent an ongoing dialogue between faculty and the Commission, will continue.

IV. COMMISSIONER'S REPORT

Ms. Lubbers began her report by saying that on March 27th, members of the Student Nominating Committee met to interview candidates for the student position on the Commission. Three names have been submitted to the Governor for consideration. A new student representative should be named by mid-July.

Ms. Lubbers then spoke about the annual H. Kent Weldon Conference for Higher Education, which was held on April 19th. She said that this year's theme was especially timely: "Challenges and Opportunities: Increasing College Productivity." The survey and anecdotal response from participants was very positive, saying the presenters provided useful information and made a compelling case for increasing productivity and quality degree completion. The Governor's comments were focused on these issues and stressed his strong support for performance funding and timely degree completion. The Governor also announced the roll-out of the Commission's Trustees Academy as a part of the Lumina Productivity Grant efforts.

Ms. Lubbers continued her report with information about the upcoming Indiana Education Roundtable meeting on May 18th. She pointed out that for the first time this meeting will have a full agenda focused on higher education. The agenda will feature Jamie Merisotis, President and CEO of the Lumina Foundation for Education, and a response panel consisting of Commission Chair Michael Smith, Senator Luke Kenley, Dr. Nasser Paydar, Chancellor of IU-East, and Dr. Gina DeSanto, Senior Vice Deputy of the Department of Workforce Development.

Ms. Lubbers made a special comment about Dr. Paydar's work, which has been highlighted by the Commission. She noted that it is important to know that the work he has done has been in partnership with Ivy Tech-Richmond and Chancellor Jim Steck. The relationship between Ivy Tech and Regional Campuses depends on leadership from both.

Ms. Lubbers spoke about the Achieve Common Assessment. She said that Achieve, the Indiana Department of Education, and the Commission are working collaboratively to develop high school assessments that measure readiness for non-remedial, credit-bearing, college level coursework in math and English. Ms. Lubbers added that this is the next step in implementing the Common Core Standards, an initiative that has been supported by 48 states.

Ms. Lubbers noted that the postsecondary institutions will determine how these assessments will be used, but the Commission will be encouraging colleges and universities to participate in the design and development of the assessments to ensure that they are an accurate measure of college readiness.

Ms. Lubbers talked about global education. It is acknowledged that the 20th century was the American century in higher education from a global perspective, but the 21st century is still up for grabs. Most analysts conclude that it is not so much that Americans are getting worse, but that others are getting better. As more countries value higher education, and as a result of 9/11, there was a large decline in international students in the first part of the past decade. The population of international students declined between 2001 and 2003 from 689,000 to 618,000. The numbers have rebounded fairly significantly with 859,000 educational visas awarded in 2008.

Ms. Lubbers identified India, China and South Korea as the top three countries of origin for international students studying in the United States in 2007-2008. Other leading countries of origin included Japan, Canada and Taiwan. Together these six countries accounted for over half of the international students. Nearly 40 percent of all international students studied in business and management or engineering. About 53 percent of international graduate students were studying in a STEM field, compared with 30 percent of undergraduate international students. The biggest difference is that while students used to stay and get jobs in America, they are now choosing to return to their home countries.

V. CONSIDERATION OF THE MINUTES OF THE FEBRUARY COMMISSION MEETING

Ms. Moran-Townsend commented that the resolution R-10-2.12 was incorrect. It should read: **R-10-2.12 RESOLVED:** That the Commission for Higher Education hereby approves the *Policy on Regional Campus Roles and Missions* in accordance with the supporting document, dated March 2, 2010, instead of the *Policy on Dual Credit Opportunities in Indiana*.

R-10-3.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the March 2010 regular meeting as amended. (Motion – Murphy, second – Fisher, unanimously approved)

VI. DISCUSSION ITEMS

A. Line Item Report - Ball State University Initiatives

1. **Indiana Academy for Science, Mathematics and Humanities;**
2. **The Entrepreneurial University**

Dr. King presented this report. He said that President Joanne Gora was out of country, but she left a video. According to President Gora, The Entrepreneurial University is transforming and redefining how higher education is delivered, changing the nature of student learning, and producing graduates with a portfolio of experience. President Gora spoke about the outcome measures of this initiative, including raising admission standards and increasing retention and graduation rates.

President Gora said that in 1998 Ball State was the first university to require Core 40 as a minimum admission standard. Today Ball State is enrolling its most academically gifted freshman class with 51 percent of admitted students having completed the Core 40 with Academic Honors Diploma or its equivalent from other states. All new students are required to have completed the Core 40 high school curriculum.

President Gora spoke about Ball State University's distinctive academic approach, which is the incorporation of relevant, intense, immersive learning experiences that extend and apply what students learn in the classroom. These activities are already found in every academic college and in special centers on campus, but the opportunities must be expanded to meet Ball State's objective of having every student participate in at least one of these experiences. President Gora pointed out that students who participate in these activities graduate with a portfolio of experiences that make them better prepared to succeed and contribute positively in the current and future economy.

President Gora continued her report by saying that Ball State University's focus on academic excellence will lead to student and faculty success and productivity as demonstrated through high graduation and retention rates, recent graduates' annual incomes and new business development, the number of nationally ranked and recognized academic programs, and the generation of intellectual capital necessary for the state's economy.

President Gora said that Ball State's strategic plan defines the timeframe for achieving this vision by 2012, but with a number of nationally ranked programs, strong retention and graduation rates, and thousands of successful, enterprising graduates across the country today, Ball State is well on its way to emerging as a distinctive, innovative and academically excellent option in Indiana's public higher education system.

In conclusion, President Gora outlined the outcome measures being tracked by Ball State University through 2012: continue to require that 100 percent of admitted freshmen achieve the Core 40 diploma; achieve 80 percent of admitted freshmen having reached an Indiana Academic Honors Diploma or equivalent; guarantee all qualified students will have immersive learning opportunities; offer an entrepreneurship minor to all students; guarantee all students will be able to create digital resumes/portfolios of curricular and co-curricular experiences; increase the freshman retention rate to 80 percent; increase the six-year graduation rate to 60 percent by 2012 and to 65 percent by 2015.

Dr. King referred the Commission members to page 34 of the Agenda book, where the outcome measures in Ball State University's current strategic plan were listed.

Ms. Baker asked how the entrepreneurship minor is different from business or finance minor. Dr. King responded that the entrepreneurship minor requires a number of business courses. There is a strong connection to the business minor degree, but the students get extra entrepreneurial courses, as well.

Dr. King next spoke about the Indiana Academy for Science, Mathematics, and Humanities. The Academy was founded in 1990 by the Indiana General Assembly, and it has been nationally recognized as a premier educational institution for gifted and talented students. The Indiana Academy serves as a public residential high school—the only one in the state—for 300 gifted and talented juniors and seniors from across Indiana. The funding for the Academy comes from a General Assembly line item: it received \$4 million in 2010, which is lower than it was in 2000. The Academy receives state tuition support, which is calculated as if it was a charter school. Since this is a residential facility, the parents pay \$920.00 per semester towards the housing costs.

Dr. King said that the target enrollment each year is 152 juniors. He said that for the last few years the Academy had about 500 applications a year. 91 of 92 counties have sent students to this school, and 66 percent of the high schools are represented at the Academy. Enrollment is 55 percent female and 45 percent male.

The Academy's curriculum is challenging. Students are offered 140 college-level courses using college texts; there are also fourteen Advanced Placement courses. Over fifty percent of students graduate with AP credit. The lowest passing grade is "C". Over ten percent of the Academy graduates become National Merit Scholars; over one third of the students participate in some way in the National Merit program. Over 90 percent of Academy graduates go to college; 60 percent stay in Indiana to go to the university or college; 57 percent attend public universities in Indiana.

In conclusion, Dr. King briefly spoke about the distance learning opportunities for non-Academy students, professional development for teachers in the state of Indiana and an outreach program. He said that the Academy's Internet learning courses have over 9,000 students, and two thirds of the students take one or more of six AP classes offered online. There are also non-AP classes that can be taken online.

Ms. Lubbers said that she was a little surprised that only 50 percent of the students are taking AP courses. Dr. King responded that since students are taking college level courses anyway, they may not need the AP credit as they go on to postsecondary education. However, the Academy is still number two on the list in the state of Indiana in number of students taking the AP courses.

Dr. Bland asked how the school provides counseling services for the students, who may need help with the rigorous curriculum. Dr. King said that the Academy hires people to work with the students to make the transition to the university environment smooth. Dr. Jacobson added that they have a specially trained counseling staff for the residential students.

B. Financial Aid Study Update

Mr. Bernie Hannon, Senior Associate Commissioner and Chief Financial Officer, introduced this item. The 2009 General Assembly asked the Commission to undertake the study of the state financial aid system. The study was to be done with the assistance of the State Student Assistance Commission on Indiana. Mr. Hannon introduced Ms. Laurie Gavrin, Director, Research/Policy Analysis, State Student Assistance Commission of Indiana (SSACI).

Ms. Gavrin began her presentation by speaking about FAFSA Applications. There was a 16 percent increase in applications in 2010. There was also a 12 percent increase in clean, on-time applications; 134,000 students could receive offers of financial aid in 2010, compared to approximately 111,000 students who received offers in 2009.

Ms. Gavrin spoke about the demographics of students who listed a SSACI-eligible college. There is an increase in students attending proprietary college. Also, there is a large fraction of independent (adult) students, which is an increase from last year. A larger fraction of filers are Pell Grant eligible this year, as well.

Ms. Gavrin talked about contributions, what the federal government determines as a family's ability to pay. The percentage of those with zero contribution (those who are not expected to contribute anything) increased by four percent. The percentage of those with contributions too high to receive offers of aid decreased by five percent. The mode (which is the value that occurs most often) has shifted from a contribution of \$1,000-\$1,500 down to \$500-\$1,000, indicating decreasing ability to pay.

Ms. Gavrin continued her presentation by talking about tuition. Normally the HEA grant is not affected by present year tuition, but 21st Century Scholars is an entitlement based on present year tuition, and there is a shortfall in 21st Century Scholars' appropriation because the caps on the HEA awards have been reduced. This is why it was necessary to move funds from HEA to cover 21st Century's needs.

Ms. Gavrin said that by law, the state must have a balanced budget. Up until now, SSACI's HEA/FOC (Freedom of Choice) and 21st Century Scholars programs have been the only

budgets in the state with increased appropriations and no cuts. Approximately \$17 million might need to be moved from the HEA fund to 21st Century's budget in FY2011.

Ms. Gavrin explained why SSACI budgets go up but caps go down. There have been unprecedented increases in students applying for financial aid. Two entitlements (National Guard and 21st Century Scholars) drawing on O'Bannon scholarship funds directly amplifies the drops in caps, which thenacerbates the need for HEA to cover that drop. Tuitions continue to increase; all old dual tuitions have phased out. Another factor is that more colleges have become eligible to accept SSACI, particularly the proprietary colleges.

Ms. Gavrin described meeting students' need, which is increasing. She showed the Commission members how far SSACI could go up the income curve, and how it can address the need of middle-income students. Ms. Gavrin also discussed the financial need by type of college. More people with zero contributions go to public colleges.

Ms. Gavrin spoke about the 2008-2009 award caps, which limit aid for students at any covered college. If the family contribution level was below the cap, SSACI was able to provide the aid, and if it was higher, SACCI was not able to provide the aid. As to the 2009-2010 cap, Ms. Gavrin said SSACI had a 30 percent drop in aid, because of the 23 percent increase in applicants.

Ms. Gavrin fielded questions from Commission members regarding the graphics utilized in her presentation.

Ms. Lubbers suggested the Commission members schedule a special tutorial with Ms. Gavrin to have a more detailed discussion on some topics related to the financial aid study, and to clarify several questions. Mr. Murphy supported this suggestion, adding that it would be important to know the original intent of SSACI programs. He said that the conversation has turned over a period of time, and it looks like SSACI is funding people in schools rather than the school systems of their choice. Mr. Murphy also said it is important to talk about the effectiveness of state dollars in getting people to a credential.

Ms. Gavrin agreed with this suggestion. Ms. Odum asked how Indiana compares with other states. Ms. Gavrin responded that Indiana was among top funding states.

Ms. Baker asked how Indiana matches up with other states in terms of graduating college and getting degrees. Ms. Gavrin responded that SSACI does not have data on graduation, but they could get this data, if necessary.

Brief conversation regarding graduation rates and degrees followed.

Ms. D'Amico asked what policy issues the Commission is trying to solve by doing this study. She also asked what payoff the Commission is getting and whether this is an appropriate discussion for the Commission. Ms. Lubbers responded that this is a big discussion about the financial aid and its impact on the Commission's goal, which is college graduation and completion, as well as the relationship between the two.

Mr. David Murray, President, Murray and Associates, National Center for College Costs, presented the Net Price Calculator (NPC) Overview. He started his presentation by saying that the following factors: annual increases in college costs at all types of colleges and universities; increasing pressure from lawmakers and the public for colleges to increase transparency in higher education financing and costs; and the Higher Education Opportunity Act of 2008, were reasons for creating the Net Price Calculator.

Mr. Murray said that the NPC's requirements were either to use simplistic Department of Education (DOE) NPC template (available for free), or purchase/develop custom version that includes at least minimum data elements in DOE's template. Another requirement was that the NPC must be posted to institutional websites by October 29, 2011.

Mr. Murray said that NPCs will provide prospective students with an estimate of net price; however, it will provide an incomplete picture, especially for those using the DOE template, which does not calculate in Expected Family Contribution (EFC) for the user. Mr. Murray pointed out that accuracy and quality of NPCs will vary among colleges, yielding some questionable estimates and making comparisons difficult. The DOE template will also exclude loans, work study and some forms of institutional aid, making it difficult for users to understand the impact of these additional resources.

Mr. Murray stated that the NPC requirement is a first step in trying to provide prospective students with early information to help with planning and decision making, but the students and parents need more information and assistance than the standard NPC will provide. These requirements helped to create the Indiana College Costs Estimator (ICCE).

Mr. Murray spoke about the functions of ICCE, which include estimates of EFC and resulting federal, state and institutional aid eligibility at Indiana colleges and universities. The ICCE functions also include detailed descriptions of how a user's EFC was calculated, and how colleges use this data. A transparent financial aid calculator, giving an accurate estimate of how much financial aid the student could get, could have a tremendous impact on graduation rates.

Ms. Moran-Townsend asked how it will be possible to figure out what the income really is, considering that the students won't have to include all information in their applications. Mr. Murray responded that the Indiana College Cost Estimator already has all the essential financial information necessary to be able to calculate the family contribution. Mr. Murray added that Learn More has a College Success Coalition, with hundreds of volunteers all over the state, helping families.

Dr. Bepko commented that the NPC is geared more toward the traditional first-time full-time students. He asked whether ICCE will be adaptable for other students, as well. Mr. Murray confirmed that they will be working with both dependent and independent students. Dr. Bepko asked whether the Western Governors University will be included in this project. The response was affirmative.

Mr. Bland expressed concern that the process might be somewhat intimidating at first for the users, who may not know which numbers to use in order to calculate the financial aid. Mr. Murray assured Mr. Bland that the goal is to have a statewide hotline available for all the families not only to do the calculations, but to talk to, as well.

In conclusion Mr. Hannon confirmed that having a tutorial on financial aid issues would be very helpful. Ms. Gavrin and all the Commission members would be invited to this tutorial. Mr. Hannon pointed out that the Commission should have this tutorial soon, so that these issues were discussed before the June 30th report deadline.

C. Ivy Tech Presentation on Transfer of Credit

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, introduced this item. Dr. Sauer briefly reminded members of the Commission of the history of transfer of credit in Indiana. In 2000, soon after the comprehensive Community College system was launched, the Commission created State Transfer and Articulation Committee (STAC). In 2003 the General Assembly made STAC a statutory body. In 2005 the General Assembly called for the creation of Core Transfer Library (CTL), as well as twelve statewide articulation agreements.

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, started his presentation by saying that Ivy Tech's enrollment is now 75 percent part-time, down from 80 percent a few years ago. Dr. Doucette referred to the Financial Aid presentation by SSACI, saying that one reason for the increase in financial aid applications is that Ivy Tech is trying to make their students fill out the FAFSA forms by March 10th, and had a substantial success in doing this.

Dr. Doucette stated that credit transfer is a relatively new phenomenon in Indiana, especially by comparison with other states. Dr. Doucette commented on the fact that transfer in Indiana is primarily course by course, and this is not the way it is done in other states. Historical development in Indiana was primarily focused on development of great individual institutions, unlike in some other states. Dr. Doucette gave as an example the state of California, where there was a master plan in 1960 that articulated not only the development of the institutions, but the interfacing between them.

Dr. Doucette spoke about three basic degrees that Ivy Tech offers: Associate of Science, Associate of Applied Science, and Associate of Arts. The Associate of Science is Ivy Tech's primary transfer degree and the Associate of Applied Science is primarily a terminal degree with limited transfer options (except course by course). Ivy Tech has 512 articulation agreements with different colleges and universities in the state.

Dr. Mary Ostrye, Vice Provost for Academic Affairs, Ivy Tech Community College, continued the presentation by saying that of Ivy Tech's 57 programs, 74 percent have transfer agreements. They have one agreement for Health Information Technology, 135 agreements for Liberal Arts, and 55 different agreements for Business Administration. Dr. Ostrye said that many of these agreements started out by being limited to single Ivy Tech campuses, and they were based primarily on course-to-course transfers. Ivy Tech has converted many to statewide agreements, and the goal is to have 100 percent of agreements statewide, but there are still some that are just regional agreements with between individual campuses.

Dr. Ostrye talked about Core Transfer Library (CTL). She said that Ivy Tech offers 74 CTL courses, and 85 percent of these courses are accepted without conditions. Some CTL courses are accepted as undistributed credit rather than direct equivalents. Dr. Ostrye pointed out that actual implementation and compliance with CTL agreements is not universal. Most of the

time, Ivy Tech students go to four-year institutions and Core Transfer Library courses are accepted. However, there are instances when this does not happen, and the reason is cultural.

Dr. Doucette said that this is common, and not only in Indiana. There may be agreements that are accepted at the university level, but sometimes when it comes to their implementation at the departmental level, the department will tell the students that certain courses have to be taken again, even though this should not be required according to the agreement. That happens in every state all over the country, no matter what agreements have been accepted.

Dr. Ostrye confirmed that most of the time the agreements work, and the Ivy Tech's goal is to make the agreements 100 percent compliant.

Dr. Ostrye said that between school years 2004-05 and 2006-07, the number of transfers from Ivy Tech increased by 133 percent. She gave examples of successful articulation agreements.

Ms. D'Amico asked whether there should not be twelve programs, since there are twelve statewide articulation agreements, which she understood to mean that there are twelve programs that transfer automatically to the four-year institutions. Dr. Ostrye explained that there are twelve programs of study that have been identified, for which Ivy Tech should have a statewide articulation agreement with a partnering university, for example, Criminal Justice, Business Administration, and Education. Dr. Ostrye stated that Ivy Tech does have such agreement with almost all of the four-year campuses.

Dr. Sauer referred to the fact that the legislation called for a minimum of twelve programs in specific areas identified by mutual agreement involving the Community College and the universities. Six of those were in liberal arts, so there were six separate pathways. The other six were in career and technical professional areas, including nursing, criminal justice, business management, and education. The intent is to have articulation agreements for associate degrees when there are closely related baccalaureate degrees. All too often, this has meant one-to-one agreements, meaning that for 14 university campuses there are 14 agreements with Ivy Tech.

Ms. D'Amico asked why it is called statewide. Dr. Sauer answered it is statewide in intent. There is an agreement with each four-year institution. Dr. Sauer pointed out that this is not the most efficient way; however, the Commission made progress from what had been the case previous to the legislation, but it has to try to make the system better and more efficient.

Dr. Ostrye commented on the challenges that face Ivy Tech. The transfer is complex both for the students to understand, and for the advisors who help them. Dr. Ostrye said that Ivy Tech tries to work with the student, the institution, and the advisor in the event that a student has trouble transferring credits. If the problem still cannot be worked out, it is supposed to go to STAC.

Dr. Ostrye showed the Commission members a graph, as an example, illustrating the transfer of Spanish Language to a four-year institution. She said that this transfer is complicated, because students do not always know what class they should take in order to be able to transfer this class to a particular university. That's why Ivy Tech has twelve different Spanish agreements, to match up with twelve different Baccalaureate pathways.

Dr. Doucette added that there are few incentives for students to complete associate degrees prior to transfer; these are the state policy issues that should be talked about. Dr. Doucette

once more commented on the fact that even with university-level agreement, departments do not always comply with CTL agreements, and the students do not report these occurrences regularly.

Ms. Odum asked why the students are being advised not to finish their Associate degrees prior to transfer to a four-year institution. Dr. Doucette responded that if courses in the major begin in the second year of the institution, but Ivy Tech either does not have these courses, or they will not transfer, this is a good advice to a student not to stay in Ivy Tech and finish an Associate degree.

Ms. Moran-Townsend suggested that maybe Ivy Tech should limit the number of course offering, and have a complete Associate package that will be recognized. Dr. Doucette responded that favorably to having a complete associate degree transfer but indicated maybe they should expand the number of courses, depending upon the major.

Dr. Bepko asked whether Ivy Tech could award an Associate Degree after the student got transferred, so that he could get credit for the courses he had taken. Dr. Doucette answered that they occasionally do that. He added, degree completion predicts degree completion; in other words, if a student completed an Associate degree, he has shown enough determination to complete a Baccalaureate degree, as well.

Dr. Doucette added that Ivy Tech is planning to promote a practice of the best performing states that provide students with incentives for completing Associate Degrees prior to transferring to a four-year institution by giving preference in admissions to four-year institutions, as well as preference in how credits are articulated. As an example, Dr. Doucette mentioned IU-East and IUPUI; these colleges provided an access to a special Associate Degree completion scholarship to those students who completed their Associate Degrees prior to transferring.

Dr. Doucette commented on best practices in high-performing states. These practices include statewide course catalogs and systems to inform students regarding transfer. All this is already in existence in Indiana, as a result of Commission efforts in TransferIN. Dr. Doucette mentioned other best practices, like a statewide core curriculum that is guaranteed to transfer, statewide common course numbering, or mandated compliance with course applicability systems. Dr. Doucette said that high-performing states have designated ombudsmen in each institution, so that students know where to go when they have a problem with transferring credits. Dr. Sauer said that in Indiana there are transfer coordinators designated to all campuses. They are different from the ombudsmen, but the students know to go to them with their problem.

Dr. Doucette said that Ivy Tech is making efforts to simplify transfer. For example, they have decreased variation in program curricula and core textbooks; they are establishing a common general education core curriculum (which is a goal of *Reaching Higher*). Ivy Tech also is converting all transfer agreements to statewide ones that guarantee transfer of at least 60 credit hours that meet degree requirements. Ivy Tech encourages the students to complete their Associate degree prior to transfer, and participates in data systems to track students and evaluate transfer student performance.

Dr. Doucette talked about the myths about the community college; for example, that the community college courses are less rigorous, or that the faculty members are less qualified, or that transfer students do not do well academically at four-year institutions. The only way to prove that these myths are wrong is with data. Ivy Tech is willing to track the performance of their students in subsequent courses in the universities; to track the performance of their students upon transfer. This data is necessary to create a culture that supports effective and efficient transfer.

Dr. Sauer added that CTL will be an issue at the next STAC meeting.

VII. DECISION ITEMS

A. Academic Degree Programs

1. Master of Arts in Art Therapy To Be Offered by Indiana University Through Its IUPUI Campus

Dr. Robert Sandy, Assistant Executive Vice President, introduced this item.

Dr. Jennifer Lee, Associate Dean, Herron School of Art and Design, presented the proposal. She said that the graduates of the M.A. in Art Therapy will be prepared to obtain national certification from the Art Therapy Credential Board as a Registered Art Therapists. They can also become Licensed Mental Health Counselors through the State of Indiana, to qualify for work at any facility that employs counselors, including schools, retirement homes, correctional facilities, rehabilitation centers, facilities serving people with disabilities, and other medical facilities. Dr. Lee added that the U.S. Bureau of Labor Statistics reports that the field of mental health counseling is expected to grow much faster than the average for all occupations.

Dr. Sauer gave the staff recommendation.

R-10-3.2 RESOLVED: That the Commission for Higher Education hereby approves the *Master of Arts (M.A.) in Art Therapy* to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, April 30, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, April 30, 2010. (Motion – Rehnquist, second – Lehman, unanimously approved)

2. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree programs proposed for expedited action. Ms. D'Amico had a question about Associate of Science in Aviation Flight Technology. She asked whether there will be any jobs for the graduates of this program. Mr. Phillip Rath, Vice President, Financial Services and Governmental Affairs, Vincennes University, said in the next ten years there will be a huge shortage in the airline pilots in the industry. Right now, the mandatory age of retirement has been extended until 60, so there will be a need for 5,000–10,000 pilots in next five years. Ms. D'Amico said that to become a pilot a

person will need a Bachelor's degree. Mr. Rath confirmed that Vincennes University has a transfer 2+2 agreement with Purdue University, where the graduates with an Associate degree will get their Bachelor's degree.

R-10-3.3 RESOLVED: That the Commission for Higher Education hereby approves by consent the following degree program(s), in accordance with the background discussion in this agenda item:

- Associate of in Aviation Flight Technology to be offered by Vincennes University at the Aviation Technology Center in Indianapolis
- Associate of Applied Science in Advanced Manufacturing to be offered by Ivy Tech Community College-South Bend at Warsaw
- Bachelor of Arts in Natural Science and Mathematics to be offered by Indiana University East-Statewide via Distance Education Technology (Motion – Bland, second – Moran-Townsend, unanimously approved)

B. Capital Projects

1. Sports Complex Garage Expansion at Indiana University – Purdue University Indianapolis

Dr. Thomas Morrison, Vice President of Capital Projects and Facilities, Indiana University, presented this project. This project expands the existing Sports Complex Garage located on the IUPUI campus. This expansion will provide additional 1,300 parking spaces.

Mr. Hannon gave the staff recommendation.

R-10-3.4 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Sports Complex Garage Expansion at Indiana University – Purdue University Indianapolis*, as presented in the project description and staff analysis April 30, 2010 (Motion – Baker, second – Rehnquist, unanimously approved).

2. Renovation of the Former Terre Haute Post Office and Federal Building at Indiana State University

Mr. Brian Hasler, Director for External Relations, Indiana State University, introduced this project. He said that in 2003 the Federal Government indicated that it is going to vacate the Post Office and Federal Building in Terre Haute, which is across the street from the campus. It was deemed ideal to accommodate the Donald W. Scott College of Business. Indiana State University received this building as a gift. The relocation of the College of Business will allow the Indiana State University to demolish Statesmen

Towers, and this will save considerable amount of money in maintenance costs.

Mr. Hannon gave the staff recommendation.

Ms. Moran-Townsend asked whether this project was on a Commission's priorities list. Ms. Diann McKee, Vice President for Business Affairs, Finance, and University Treasurer, responded that ISU submitted their capital request in 2009-11 for College of Nursing, Health and Human Services. Since that time, with the arrival of Dr. Bradley (new president of ISU), the decision was made that instead of requesting state money for another academic building, the University will need to relocate the College of Business and get a Federal Building project moved forward. The University then submitted a letter to then Commissioner Stan Jones, requesting that the state money they had requested for the College of Nursing be applied to relocating of the Federal Building.

Mr. Hannon confirmed that when the Commission was giving budget recommendations to the State Budget Agency, the ISU did not request the Federal Building renovation, so the Commission did not make this recommendation to the State Budget Agency. However, the College of Nursing was included in their request, and the budget for it was approved. Later ISU has changed their request after the CHE recommendations were done.

Ms. McKee added that the Commission and the State Budget Agency have been aware of this project for at least five or eight years.

Ms. Moran-Townsend pointed out that the project was not on the Commission's list of priorities, and it is important to follow the prioritization of the state resources.

R-10-3.5 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Renovation of the Former Terre Haute Post Office and Federal Building at Indiana State University*, and recommends that the state of Indiana pay debt service through fee replacement only in the amount of \$9,000,000 and not the \$10,000,000 as authorized by the General Assembly as presented in the project description and staff analysis April 30-, 2010 (Motion – Lehman, second – Bepko, one “No” vote, Ms. Moran-Townsend, approved)

3. Renovation of Studebaker East Complex Residence Hall at Ball State University

Mr. Phil Sachtleben, Associate Vice President, Governmental Relations, Ball State University, presented this project. He said that this project is for the renovation of Studebaker East Residence Hall on the Ball State University campus. It is the next priority of the Ball State University housing and dining replacement and renewal plan.

Mr. Hannon made the staff recommendation.

R-10-3.6 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Studebaker East Complex at Ball State University*, as presented in the project description and staff analysis April 30, 2010 (Motion – Bland, second – Rehnquist, unanimously approved)

4. Increase in Authority for Windsor Residence Halls Renovations at Purdue University – West Lafayette

Mr. Kevin Green, Director of State Relations, presented this project.

Mr. Hannon gave the staff recommendation. He said that in January 2006 the Commission recommended a project by Purdue University to renovate Windsor Residence Hall. Purdue has been undertaking the renovation in phases. Phases I and II are complete, and Phases III and IV are under construction. This project is an increase in borrowing authority to complete the project.

R-10-3.7 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Windsor Residence Halls Renovations at Purdue University – West Lafayette*, as presented in the project description and staff analysis April 30, 2010 (Motion – Bepko, second – Baker, unanimously approved)

5. Science and Engineering Laboratory Building – Phase I at Indiana University – Purdue University Indianapolis

Dr. Morrison presented this project. He said that this project would construct the Science and Engineering Laboratory Building, which will be a 45,000 square foot research facility.

Mr. Hannon gave the staff recommendation.

R-10-3.8 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *Science and Engineering Laboratory Building – Phase I at Indiana University – Purdue University Indianapolis*, as presented in the project description

and staff analysis April 30, 2010 (Motion – Murphy, second – Baker, unanimously approved)

6. Capital Projects for Which Staff Proposes Expedited Action

R-10.3.9 RESOLVED: That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Center for Hospitality and Tourism Management on the Purdue University Calumet Campus: \$4,700,000 (Motion – Bepko, second – Fisher, unanimously approved)

C. Continuation of Transfer Indiana (TransferIN) Contract and *u.select* Subscription Agreement

Dr. Sauer presented this item. The Commission for Higher Education received funding from the General Assembly during the 2009-11 Biennium for its Transfer Indiana (TransferIN) initiative. Included in this appropriation is support for the Transfer Indiana Central Office (TICO), which is operated by Ball State University, and continued use of the *u.select* software. TICO provides critical technical support to TransferIN in a number of areas, such as assisting institutions with implementing course equivalency guides and degree audits, helping to develop interfaces between institutional student information systems and operating the transfer hub *u.select* software. TICO also assists in developing and marketing material to be placed on the TransferIN web site.

Ms. D'Amico asked whether there was an evaluation of these web sites. Dr. Sauer responded that there was, and that the CHE efforts have gotten a lot of recognition around the country. Dr. Sauer added that at the MHEC (Midwestern Higher Education Compact) Conference he recently attended he made a presentation about TransferIN. A group of experts from Kansas State University, hired by MHEC to evaluate the transfer sites in the Midwest, gave the TransferIN website a very high rating.

Dr. Sauer gave the staff recommendations.

R-10-3.10 RESOLVED: That the Commission for Higher Education authorizes staff to (1) sign a one-year contract with Ball State University to continue operating the Transfer Indiana Central Office (TICO) during FY2011, and (2) extend the existing agreement with redLantern, LLC for a subscription to its *u.select* software during FY2011 accordance with the supporting document dated May 6, 2010 (Motion – Bepko, second – Rehnquist, unanimously approved)

VIII. INFORMATION ITEMS

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

There was no discussion of these items.

IX. OLD BUSINESS

There was none.

X. NEW BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 12:15 p.m.

Ken Sendelweck, Vice Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday June 11, 2010

DISCUSSION ITEM A: Voluntary System of Accountability

Staff Recommendation For discussion only.

Background University of Southern Indiana President Linda Bennett and Indiana State University President Daniel Bradley will discuss the benefits of the Voluntary System of Accountability.

Supporting Document *To be distributed.*

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DISCUSSION ITEM B: **Report: Effective College Access and Completion Interventions for Underrepresented Student Populations**

Staff Recommendation For discussion only.

Background Effective strategies and solutions to boost college completion rates remain elusive, especially for underrepresented student populations (defined in this report as low-income students, minority students, and first-generation college students).

With this reality in mind, the Indiana Commission for Higher Education contracted with the Center for Evaluation & Education Policy (CEEP) to examine existing national research on the outcomes of programs designed to enhance the participation and success in higher education of historically underrepresented student populations and to identify effective programs and strategies for possible replication or scaling up in Indiana.

The CEEP report identifies college completion-focused programs at both the institutional and state level, including a self-reported inventory of programs and initiatives in place at public and private colleges and universities throughout Indiana. The report also offers findings and recommendations for opportunities for best-practice replication or scaling up in Indiana as well as recommendations for further data analysis and research.

Supporting Document *Executive Summary: Effective College Access, Persistence and Completion Programs, and Strategies for Underrepresented Student Populations, Center for Evaluation & Education Policy*

The full CEEP report is available online at www.che.in.gov.

Effective College Access, Persistence
and Completion Programs, and Strategies for
Underrepresented Student Populations:
Opportunities for Scaling Up

Executive Summary

May 28, 2010

Terry E. Spradlin
David J. Rutkowski
Nathan A. Burroughs
Justin R. Lang

Center for Evaluation & Education Policy
Indiana University
Bloomington, Indiana



Executive Summary

Introduction

Effective strategies and solutions to boost college completion rates remain elusive, especially for underrepresented student populations (defined in this report as low-income students, minority students, and first-generation college students). For example, only 1/3 of full-time bachelor's degree students graduate in four years, and just over 55% will graduate within six years, which is considered "on-time" graduation. This report, completed by the Center for Evaluation & Education Policy on behalf of the Indiana Commission for Higher Education, serves three purposes: it examines the extant national research on the outcomes of programs designed to enhance the participation and success in higher education of historically underrepresented student populations; it identifies effective programs and strategies for possible replication or scaling up in Indiana; and the report provides information about existing efforts underway at Indiana's public and private colleges and universities.

Literature Review

Despite the significant research attention dedicated to college student retention in the last several years, there is a surprising lack of truly rigorous studies available. Much of the evidence is anecdotal and qualitative, and the existing quantitative evidence tends to lack sufficient controls. The general conclusion of the reviewed research (particularly the work of Dr. Vincent Tinto of Syracuse University) is that although academic preparation and performance do play a major role in retention of underrepresented students, up to 75% of all dropout decisions are non-academic in nature. This statistic suggests that low achievement may be more a result of external pressures rather than a student's inherent ability. The literature has developed three lenses through which to view these non-academic factors:

Financial

- Non-tuition expenses (books, fees, meals, etc.) can be crippling, and schools generally do not provide enough funding to cover these costs.
- Part-time employment is a necessity for many students, but the presence of a job is associated with a significantly lower retention rate.

Psychological

- Many minority students, particularly African-Americans, have a need to "fit in" on campus and to feel welcomed. Feeling out of place on campus can lead academically-qualified students to drop out of school.
- Family support is critical for underrepresented students, but many of them are first-generation college students and thus do not have access to such support. Many underrepresented students must also take on additional family responsibilities, taking time away from classes and studying.

Institutional

- There are generally five types of interventions schools use to increase retention: transition programs, mentoring, learning communities, faculty/student interaction programs, and advising:
 - Transition programs include any type of summer bridge programs or orientation activities that a school may provide for its students. The literature indicates a positive relationship between an extensive transition program and student retention.
 - Mentoring programs can have multiple arrangements, from one-on-one to group mentoring, and may or may not be peer-to-peer. The literature is weak on the effectiveness of these types of programs, although there does appear to be a stronger retention effect for racial minorities.
 - Learning communities are groups of students that typically enroll together, take a significant number of classes together during each academic year, and (in the case of residential colleges) typically live in the same dormitory. The literature is lacking

regarding this intervention as well, but there appears to be no significant effect on retention through the use of such communities.

- Faculty/student interaction programs typically refer to specialized programs allowing students to interact with faculty members for mentoring, advice, and even for research positions. Again, the existing research is very limited but such programs do not appear to have a significant effect on retention.
- Advising programs as used in this context typically refer to targeted, dedicated advising services for use by freshmen or underrepresented student groups. The research for this intervention is again lacking, and what research is available suggests there is no significant effect on retention.
- The research indicates that these programs are best used to address the needs of certain subsections of underrepresented students. For example, African-American students benefit from mentoring programs, while other groups may realize no gain in retention rates.

State Action Review

Indiana and other states are working towards two goals: 1) provide *college access* to underrepresented populations, and 2) increase *completion rates* once underrepresented students enter college.

College Access

To improve college access, a number of states have created and funded their own college scholarship programs. These programs have emerged as popular strategies to address access within a state and increase enrollment in the given state's tertiary institutions. Fourteen states¹ have initiated scholarship programs that pay all or a portion of tuition expenses for high school graduates, and these programs can be described and compared using the following categories:

Selection Criteria

- The majority of states with scholarship programs set a minimum entrance GPA.
- The remaining states that do not set this benchmark either require that a student be admitted to a state university, or, as in the case of Alaska, require students to be in the top 10 percent of their graduating high school class.

Retention Standards

- Minimum college GPAs are an explicit requirement for most of the reviewed state scholarship programs.
- Minimally-acceptable GPAs range from a low of 2.0 in Washington (also the minimum GPA required for Indiana's Twenty-first Century Scholars Program) to a high of 3.5 in Mississippi.

Award Amounts

- Award amounts differ greatly across states and programs.
- A number of states cover full tuition. For example, the Georgia Hope Scholarship provides students with full tuition and most fees, plus a \$150-per-semester textbook allowance for enrollment at any public college in Georgia's public system (\$3,500 for private school tuition). Similarly, Indiana's Twenty First Century Scholar's program provides funding for the cost of four years of undergraduate college tuition at any participating public college or university in Indiana. Other states provide more modest

¹ The 14 states and years implemented are: Indiana (1990), Georgia (1993), Mississippi (1995), Florida (1997), Louisiana (1997), New Mexico (1997), Kentucky (1998), South Carolina (1998), Alaska (1999), Michigan (1999), Michigan (1999), Washington (1999), West Virginia (1999), Nevada (2000), and South Dakota (2003).

support. For example, Nevada covers a maximum of 12 credit hours per semester with amounts varying from \$40 to \$80 depending on the institution.

Number of Recipients

- In 2006, Kentucky's scholarship program served the most students (approximately 118,000), followed closely by the Florida program (approximately 110,000 students enrolled in the program).
- In the same year, 10,000 Indiana students received scholarship funding under the Twenty-first Century Scholars Program.

State Cost

- Spending per student varies widely across state scholarship programs. This variability is attributable to three primary factors: 1) award amount; 2) number of recipients; and, 3) funding stream variability over time and across states.

Completion Rates

At the state level, two initiatives are reviewed in this report that are intended to assist state policymakers with increasing college completion through both research and information sharing between states:

Achieving the Dream: Community Colleges Count and *Complete College America*:

Achieving the Dream: Community Colleges Count. Major goals of this program include:

- A clear public policy commitment;
 - A strong data-driven accountability system;
 - Aligned expectations, standards, assessments, and transition requirements across educational systems (K-12, community college, higher education, adult education);
 - Incentives for improving services to academically-underprepared students; and
 - Financial aid policies and other financial incentives to promote persistence.
- (Achieving the Dream, 2010)

Complete College America. Major goals of this program include:

- Set completion goals;
 - Develop action plans and move key policy levers; and
 - Collect and report common measures of progress.
- (Complete College America, 2010a)

These two programs represent an important shift from concerns about access to concerns about completion. Findings from these programs are reviewed in the report and provide evidence for the conclusions and recommendations.

Institutional Response Review

In an analysis of 45 institutions where there is some empirical evidence for improvements in retention rates, the following intervention types were the most common:

- Counseling or mentoring of students, either by peers or trained personnel. Nearly 75% of programs with higher persistence rates used this method;
- Offering some form of instruction specifically for freshman (17 institutions, 38%);
- Transition/orientation programs and tracking/early warning systems (13, 29% each);
- Learning communities (12, 27%);
- Student-faculty interactions and additional academic support services (11, 24% each);
- Most institutions used a combination of interventions;

- The fact that counseling is only effective in conjunction with other approaches raises questions about excessive reliance on this approach.

Two-year public institutions present special challenges in increasing retention, with higher attrition rates and a larger proportion of at-risk students than four-year institutions. Similarly, there are important distinctions between four-year residential and non-residential colleges and universities. Surveys of two-year institutions suggest that these colleges are the least likely to employ the most effective retention strategies.

Within Indiana, the surveys of institutions provided the following findings:

- The entire range of persistence levers is in use state-wide, with no two campuses using exactly the same approach, even within the same campus system. This situation is beneficial since it indicates that institutions have started responding to the unique needs of their student bodies.
- The campuses that face larger persistence issues, such as Ivy Tech and IUPUI, have developed the most extensive retention packages in response to the problem.
- Of the 26 responding institutions, academic support (tutoring and advising) was the most common service offered, with 21 respondents indicating at least one services of this type is offered.
- Learning communities are the least common approach, with only two institutions reporting their use. Logistical costs for this intervention are high, likely leading to its infrequent use.
- Dual-credit options (allowing students to take college classes in high school) are being used in several institutions, which is a unique approach to persistence that is virtually ignored within the literature.

Recommendations

Based upon the examined research, the report puts forth the following recommendations:

- Indiana should continue to work with programs such as Complete College America and Achieving the Dream to increase and improve comparable data across states.
- Increasing access to higher education is important but not sufficient. Indiana state policymakers should continue to increase access to underserved populations; at the same time, they should also increase focus and spending on college completion at both two- and four-year colleges and universities with emphasis placed on underrepresented populations.
- In an effort to improve persistence and completion among underrepresented groups, more research is needed. In particular, state policymakers and college administrators should foster investigations of the relationship between increased access for specific underrepresented populations and subsequent persistence and completion rates for those groups.
- When using advising services for the purpose of increasing retention and persistence, school administrators should ensure that freshmen and at-risk student groups have access to specialized advising options designed to meet their specific needs.
- State and school administrators have a large number of retention levers at their disposal. The selection of specific levers, though, should be considered on a school-by-school basis.
- The non-tuition costs of college, including books, food, fees, and other items, severely impact the ability of underrepresented students to persist. State and school administrators should create or re-develop financial aid programs to deal with these types of hidden costs in a meaningful way.
- State administrators should pursue additional research on the effects of family responsibilities on student retention.

- There is a significant need for a detailed, comprehensive, and rigorous analysis of the comparative effects of different retention strategies, with a special focus on the distinct contexts of community, non-residential, and residential colleges and universities.
- Policymakers in Indiana should build on the 21st Century Scholars Program by expanding its scope from access to retention and making greater use of program alumni.

COMMISSION FOR HIGHER EDUCATION

Friday June 11, 2010

DISCUSSION ITEM C: Line Item Report - Indiana University Medical Education Board, Family Practice Residency Fund

Staff Recommendation For discussion only.

Background As part of the biennial budget process, the Commission makes recommendations on the so called higher education line items. The Commission is taking time during this off-budget year to take a closer look at the several line items in the budget than is typically possible during the busy budget session. This review will cover the Family Practice Residency Fund.

In order to retain and attract more physicians in the state of Indiana, the Indiana University School of Medicine has established a plan for statewide medical education. This plan, based on I.C. 20-12-30 and policies recommended by the Medical Education Board, provides supplemental income for family practice programs and their residents in the specialty of family practice.

Supporting Document *2009-2011 Biennial Budget Request from Indiana University, Medical Education Board.*

- ORIGINAL -
COPY

**JUSTIFICATION OF BUDGET REQUEST
2010-11**

**MEDICAL EDUCATION
BOARD**

July 30, 2008

Stanley G. Jones, Commissioner
Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1971

Dear Mr. Jones:

Enclosed is the 2010-2011 Biennial Budget Request submitted on behalf of the Indiana Medical Education Board for the Family Practice Residency Fund.

Purpose:

In order to retain and attract more physicians by the state of Indiana, the Indiana University School of Medicine has established a plan for state-wide medical education. This plan, based on IC 20-12-30 and policies recommended by the Indiana Medical Education Board, provides supplemental income for family practice residency programs and their residents in the specialty of family practice.

The plan provides for Indiana University School of Medicine to establish working relationships or community clinical teaching and training programs with the cooperation of the medical profession, hospitals, and clinics. Sites shall be chosen by the medical education board which shall include in its consideration Indianapolis, Lafayette, cities of Lake County, Michigan City, South Bend, Fort Wayne, Bluffton, Marion, Muncie, Kokomo, Richmond, Terre Haute, Vincennes, Evansville, Jeffersonville, and other areas when adequate preparation and funds will allow such a program.

The Indiana Medical Education Board consists of seven member positions specific to each role noted in IC 20-12-30; with the dean of the Indiana University School of Medicine as a member of the board and serving as its chairman.

Administrative support services are provided to the board by Indiana University under a service-by-contract agreement.

The board members are as follows:

Ex officio member and Chairman:

D. Craig Brater, M.D.
Dean, I.U. School of Medicine
Indianapolis, IN

Proxy: **Stephen B. Leapman, M.D.**
Executive Associate Dean for Education

Commissioner of the Indiana State Board of Health:

Judith A. Monroe, M.D.
State Board of Health
Indianapolis, IN

Proxy: **Kathryn M. Cox-Cohon, M.D.**

Director of Medical Education of an Indiana hospital not owned or operated by Indiana University:

Richard D. Feldman, M.D.
St. Frances Hospital
Beech Grove, IN

Hospital Administrator of a hospital not owned or operated by Indiana University:

Thomas K. Gardiner, M.D., FACP, CHE
Cardinal Health System, Inc.
Muncie, IN

Citizen of Indiana who is neither a physician or hospital administrator:

Mayola L. Villarruel, R.N.
Crown Point, IN

**JUSTIFICATION OF BUDGET REQUEST
2010-11**

**MEDICAL EDUCATION
BOARD**

Physician holding unlimited license to practice medicine:

Robert D. McQuiston, M.D.
Indianapolis, IN

Physician practicing in the specialty of family practice:

Kim Volz, M.D.
Deaconess Hospital, Inc.
Evansville, IN

Activities:

Currently, the Family Practice Residency Fund provides funding for eleven family practice residency programs. These programs are located throughout the state and more specifically in:

		Program Resident Counts-		(Projected)
		<u>09/01/06</u>	<u>09/01/07</u>	<u>09/01/08</u>
Evansville –	Deaconess Hospital	20	18	18
Evansville –	St. Mary’s Medical Center	06	na	na
Fort Wayne –	Fort Wayne Medical Education Program	31	31	31
Gary –	Methodist Hospital	07	03	na
Indianapolis –	Indiana University Family Practice Residency	25	28	32
Indianapolis –	St. Francis Hospital	20	20	19
Indianapolis –	St. Vincent Hospital	25	24	25
Indianapolis –	Community Hospital	22	22	22
Muncie –	Ball Memorial Hospital	24	25	23
South Bend –	St. Joseph Community Hospital	20	19	22
South Bend –	Memorial Hospital	26	25	25
South Bend –	St. Joseph Regional Medical Center-Mish	06	06	05
Terre Haute –	Union Hospital	<u>18</u>	<u>21</u>	<u>19</u>
		250	242	241

Annually, each program submits a detailed budget proposal to the medical education board for review and approval. The board will assemble and make a decision for each budget based upon its primary objectives and how the program impacts institutional programs, the local community, and overall effectiveness of the project.

In addition, the medical education board will convene and review each program’s actual expenses to insure they are consistent with the primary objectives of the funding. Each meeting will bring a discussion related to the specialty of family practice program statistics, state and local issues, and planning.

Accomplishments:

- There are projected to be 1,103 approved and filled residency positions in Indiana in fiscal year 2008-09. This number includes 241 residents in the specialty of family practice that are partially funded under the Family Practice Residency Fund program. While the actual number of family practice residents has declined, the percentage of family practice residents to the total resident population has remained steady at around 22%.
- Through this funding mechanism, Indiana family practice residency programs and our medical students have been provided with an opportunity for:
 - Enhanced Equipment and Technology - Student PDAs and Tablet PCs to enable EMR (electronic medical recordkeeping), specific software for medical procedure simulations, access to online medical journals, etc. All of our residency programs benefit from this enhanced technology.
- Support via additional educational programs for our family practice residents - Over the past Biennium our family practice residency programs throughout the State of Indiana have continued to: develop and enhance the skills of our medical residents, promote the specialty of family practice, place residents in the specialty of family practice in communities that are medically underserved, and educate the communities that they serve. Some examples are:

Ball Memorial – “Outreach curriculum emphasizes the importance of the role of community service in family

medicine, and provides a service to East Central Indiana that is not available elsewhere. Examples of outreach services provided include providing free health screenings at health fairs and special screening events, lecturing to community groups, serving as the "team" physician at high school athletic events, and providing Tar Wars and various other presentations in local schools." "The Reach-Out & Read program provides residents with an opportunity to strengthen their pediatric developmental assessment skills and promote literacy in the exam room."

Deaconess – "Residents will be offered additional workshops on obstetrical/gynecology topics, such as ALSO. Provide a multi-disciplinary team to address social and psychological needs of prenatal patients. This will include case managers and dietitians who can address patient needs that will facilitate appointment and treatment compliance. Provide education for all women regarding prenatal and postpartum issues. "

St. Francis – "Family Medicine Residency Program will continue to work jointly with St. Vincent Hospital to develop curriculum for our residents in occupational medicine and adolescent medicine. It is our desire to continue these joint programs which include lectures and rotational opportunities with the St. Francis Occupational Health Center, as well as a continued adolescent medicine lecture series and rotational opportunities provided by Dr. Lanette Brown-Jones from St. Vincent Hospital. These elements of the curriculum advance the resident's experience and knowledge of adolescents, a very underserved segment of the population. Occupational medicine, in particular, is an important discipline for the rural physician to be familiar with due to the lack of occupational clinics and physicians in the rural setting. We will also continue to collaborate with St. Vincent and Community Hospital in providing an annual Advanced Life Support in Obstetrics (ALSO) course for residents of all three programs. Expenses are incurred in providing the ALSO course, as well as payments made to the lecturing physicians. These expenses are divided among the participating programs.

Second, we are now in the 11th year of training residents at rural primary care sites. Our original site in Greensburg is still an option, but we have established preceptors in several other Indiana sites that are utilized for this exposure, along with other rural sites identified by the resident. Residents may also choose other urban / suburban family practice sites to fulfill this requirement. Stipends for reimbursement of resident travel expenses are only given to rural sites or those sites in towns with a population of less than 20,000.

Third, St. Francis will continue to provide our residents with experiences in rural underserved areas by offering a one month elective in rural emergency medicine in Rushville, Indiana, under the direction of Dr. Russell Daugherty. Residents are exposed to a variety of surgical, trauma, medical, pediatric, and obstetric patients as they present to the emergency department. To date, the Rushville and Greensburg programs have been very successful in introducing the residents to the rural underserved of our state. A stipend is paid to the primary preceptor, Dr. Dougherty. Stipends for reimbursement of resident travel expenses are paid as well."

Program objectives for the 2010-2011 biennium are as follows:

1. As communicated in the June 2006 report titled, "AAMC Statement on the Physician Workforce", to maintain our current level of health care, the Association of American Medical Colleges is recommending a 30% increase in national medical school enrollment over the next decade. With that statement in mind, the preliminary results from the "Indiana University School of Medicine Physician Workforce Taskforce" illustrate a need within the state of Indiana for a ~ 30% overall increase to medical school enrollment and a ~ 13% increase in the specialty of family practice. (This data is based on population growth and insurance data.)

Our goal is to increase the resident numbers in the specialty of family practice in concert with the increased number of medical students generated from the medical school. This increase in family practice residents should maintain or elevate the current ratio (total family practice resident/total residents) at the 21-22% range and support the increase in demand for family practice physicians.

2. Enhance and promote the quality of all family practice residency programs in Indiana in order to both attract competitive candidates and ensure that they remain in Indiana to practice medicine, especially in the inner-city and rural areas of Indiana.
3. Continue a funding mechanism for initiatives submitted to the board for approval. These initiatives would be designed to address community medical needs, enhance the quality of the family practice residency programs, and enable the residency education programs to better serve medically underserved areas.

**JUSTIFICATION OF BUDGET REQUEST
2010-11**

**MEDICAL EDUCATION
BOARD**

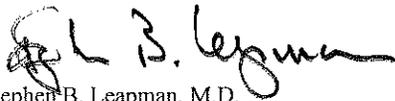
Budget Needs:

The State continues to have a great need of more family practice physicians, especially in the inner-city and rural areas. Some Indiana communities have no physicians to deliver the most basic of healthcare needs. Currently, of Indiana's 92 counties, 35 counties have geographic, population or facility designation as Primary Care Health Professions Shortage Areas and 48 counties are fully or partially designated as Medically Underserved Areas. (Information derived from June 2006 report titled "IUSM Physician Workforce Taskforce.")

As noted, we have witnessed the number of family practice residency positions filled in Indiana decrease from 272 to 241 over past decades. While this is not unique to Indiana and continues to be the national trend, it is vitally important that the programs of this board are funded to assist the existing residency programs in the state. Otherwise, future family practice physicians could be lost to out-of-state residency programs and not return to Indiana.

Given the State of Indiana's additional fiscal challenges in both FY 2010 -2011 noted in the July 7, 2008 memo from Mr. Ruhl, we will not formally request additional funding at this time. Although, we do respectfully request that the Commission for Higher Education consider a budget increase for inflation and plan for additional funding in future requests as the family practice resident total will grow with the medical school student population expansion.

Sincerely,



Stephen B. Leapman, M.D.
Indiana Medical Education Board, Chairman
Executive Associate Dean for Medical Education
Indiana University School of Medicine

SUMMARY OF BUDGET REQUEST

AGENCY NAME	Medical Education Board (755)	
PROGRAM NAME	Family Practice Residency Fund	
ACCT # & NAME	213-710	Family Practice Residency Fund

PURPOSE OF APPROPRIATION								
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
EXPENDITURE CATEGORIES FUNDED BY SECTION AND OTHER DATA	AGENCY ACTUAL EXPENDITURES		CURRENT YEAR AGENCY EST'D EXPENDITURES	BUDGET AGENCY ESTIMATED EXPENDITURES	AGENCY REQUEST		BUDGET AGENCY RECOMMENDATION	
	FY 06-07	FY 07-08	FY 08-09	FY 08-09	FY 09-10	FY 10-11	FY 09-10	FY 10-11
Salaries and Wages	\$ -	\$ -	\$ -		\$ -	\$ -		
Fringe Benefits	-	-	-		-	-		
Other Personnel Services	-	-	-		-	-		
.1 TOTAL PERSONNEL SERVICES	\$ -	\$ -	\$ -		\$ -	\$ -		
.2 Services Other Than Personnel								
.3 Services by Contract	43,825	45,140	46,494		47,889	49,325		
.4 Materials, Supplies, Parts	-	-	-		-	-		
.5 Equipment	-	-	-		-	-		
.6 Land and Structures	-	-	-		-	-		
.7 Grants, Subsidies, Refunds, Awards	2,205,289	2,249,388	2,270,091		2,268,696	2,267,260		
.8 In-State Travel	677	259	700		700	700		
.9 Out-of-State Travel	-	-	-		-	-		
TOTAL OTHER OPERATING	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		
GRAND TOTAL	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		
Funded by General Fund	2,249,791	2,294,787	2,317,285		2,317,285	2,317,285		
Dedicated Funds	-	-	-		-	-		
Federal Funds	-	-	-		-	-		
GRAND TOTAL CHECK	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		

CONSOLIDATION OF BUDGET REQUEST

AGENCY NAME	Medical Education Board (755)		Page 1 of 3
PROGRAM NAME	Family Practice Residency Fund		
ACCT # & NAME	213-710	Family Practice Residency Fund	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
MAJOR OBJECT CATEGORIES BY BASE BUDGET AND NEW PROGRAMS	AGENCY ACTUAL EXPENDITURES		CURRENT YEAR AGENCY EST'D EXPENDITURES	BUDGET AGENCY ESTIMATED EXPENDITURES	AGENCY REQUEST		BUDGET AGENCY RECOMMENDATION	
	FY 06-07	FY 07-08	FY 08-09	FY 08-09	FY 09-10	FY 10-11	FY 09-10	FY 10-11
PROGRAM MAINTENANCE								
A. General Fund								
Salaries and Wages					\$ -	\$ -		
Fringe Benefits					-	-		
Other Personnel Services					-	-		
.1 TOTAL PERSONNEL SERVICES	\$ -	\$ -	\$ -		\$ -	\$ -		
.2 Services Other Than Personnel					-	-		
.3 Services by Contract	43,825	45,140	46,494		47,889	49,325		
.4 Materials, Supplies, Parts					-	-		
.5 Equipment					-	-		
.6 Land and Structures					-	-		
.7 Grants, Subsidies, Refunds, Awards	2,205,289	2,249,388	2,270,091		2,268,696	2,267,260		
.8 In-State Travel	677	259	700		700	700		
.9 Out-of-State Travel					-	-		
TOTAL OTHER OPERATING	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		
SUBTOTAL GENERAL FUND	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		
B. Other Funds								
Salaries and Wages								
Fringe Benefits								
Other Personnel Services								
.1 TOTAL PERSONNEL SERVICES	\$ -	\$ -	\$ -		\$ -	\$ -		
.2 Services Other Than Personnel								
.3 Services by Contract								
.4 Materials, Supplies, Parts								
.5 Equipment								
.6 Land and Structures								
.7 Grants, Subsidies, Refunds, Awards								
.8 In-State Travel								
.9 Out-of-State Travel								
TOTAL OTHER OPERATING	\$ -	\$ -	\$ -		\$ -	\$ -		
SUBTOTAL OTHER FUNDS	\$ -	\$ -	\$ -		\$ -	\$ -		
TOTAL PROGRAM MAINTENANCE	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		

CONSOLIDATION OF BUDGET REQUEST

AGENCY NAME	Medical Education Board (755)		Page 2 of 3
PROGRAM NAME	Family Practice Residency Fund		
ACCT # & NAME	213-710	Family Practice Residency Fund	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
MAJOR OBJECT CATEGORIES BY BASE BUDGET AND NEW PROGRAMS	AGENCY ACTUAL EXPENDITURES		CURRENT YEAR AGENCY EST'D EXPENDITURES	BUDGET AGENCY ESTIMATED EXPENDITURES	AGENCY REQUEST		BUDGET AGENCY RECOMMENDATION	
	FY 06-07	FY 07-08	FY 08-09	FY 08-09	FY 09-10	FY 10-11	FY 09-10	FY 10-11
PROGRAM DEVELOPMENT								
A. Program 1								
Salaries and Wages								
Fringe Benefits								
Other Personnel Services								
.1 TOTAL PERSONNEL SERVICES					\$	-	\$	-
.2 Services Other Than Personnel								
.3 Services by Contract								
.4 Materials, Supplies, Parts								
.5 Equipment								
.6 Land and Structures								
.7 Grants, Subsidies, Refunds, Awards								
.8 In-State Travel								
.9 Out-of-State Travel								
TOTAL OTHER OPERATING					\$	-	\$	-
SUBTOTAL PROGRAM 1					\$	-	\$	-
B. Program 2								
Salaries and Wages								
Fringe Benefits								
Other Personnel Services								
.1 TOTAL PERSONNEL SERVICES					\$	-	\$	-
.2 Services Other Than Personnel								
.3 Services by Contract								
.4 Materials, Supplies, Parts								
.5 Equipment								
.6 Land and Structures								
.7 Grants, Subsidies, Refunds, Awards								
.8 In-State Travel								
.9 Out-of-State Travel								
TOTAL OTHER OPERATING					\$	-	\$	-
SUBTOTAL PROGRAM 2					\$	-	\$	-
TOTAL PROGRAM DEVELOPMENT					\$	-	\$	-

CONSOLIDATION OF BUDGET REQUEST

AGENCY NAME	Medical Education Board (755)		Page 3 of 3
PROGRAM NAME	Family Practice Residency Fund		
ACCT # & NAME	213-710	Family Practice Residency Fund	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
MAJOR OBJECT CATEGORIES BY BASE BUDGET AND NEW PROGRAMS	AGENCY		CURRENT YEAR	BUDGET AGENCY	AGENCY REQUEST		BUDGET AGENCY	
	ACTUAL EXPENDITURES		AGENCY EST'D	ESTIMATED			RECOMMENDATION	
	FY 06-07	FY 07-08	EXPENDITURES	EXPENDITURES	FY 09-10	FY 10-11	FY 09-10	FY 10-11
Recap: General Funds								
Salaries and Wages	\$ -	\$ -	\$ -		\$ -	\$ -		
Fringe Benefits	-	-	-		-	-		
Other Personnel Services	-	-	-		-	-		
.1 TOTAL PERSONNEL SERVICES	\$ -	\$ -	\$ -		\$ -	\$ -		
.2 Services Other Than Personnel	-	-	-		-	-		
.3 Services by Contract	43,825	45,140	46,494		47,889	49,325		
.4 Materials, Supplies, Parts	-	-	-		-	-		
.5 Equipment	-	-	-		-	-		
.6 Land and Structures	-	-	-		-	-		
.7 Grants, Subsidies, Refunds, Awards	2,205,289	2,249,388	2,270,091		2,268,696	2,267,260		
.8 In-State Travel	677	259	700		700	700		
.9 Out-of-State Travel	-	-	-		-	-		
TOTAL OTHER OPERATING	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		
TOTAL GENERAL FUND	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		
Recap: All Funds								
Salaries and Wages	\$ -	\$ -	\$ -		\$ -	\$ -		
Fringe Benefits	-	-	-		-	-		
Other Personnel Services	-	-	-		-	-		
.1 TOTAL PERSONNEL SERVICES	\$ -	\$ -	\$ -		\$ -	\$ -		
.2 Services Other Than Personnel	-	-	-		-	-		
.3 Services by Contract	43,825	45,140	46,494		47,889	49,325		
.4 Materials, Supplies, Parts	-	-	-		-	-		
.5 Equipment	-	-	-		-	-		
.6 Land and Structures	-	-	-		-	-		
.7 Grants, Subsidies, Refunds, Awards	2,205,289	2,249,388	2,270,091		2,268,696	2,267,260		
.8 In-State Travel	677	259	700		700	700		
.9 Out-of-State Travel	-	-	-		-	-		
TOTAL OTHER OPERATING	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		
TOTAL ALL FUNDS	\$ 2,249,791	\$ 2,294,787	\$ 2,317,285		\$ 2,317,285	\$ 2,317,285		

ESTIMATE OF REVENUES AND FEDERAL RECEIPTS

AGENCY NAME	Medical Education Board (755)		Page 1 of 1
PROGRAM NAME	Family Practice Residency Fund		
ACCT # & NAME	213-710	Family Practice Residency Fund	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
MAJOR OBJECT CATEGORIES BY BASE BUDGET AND NEW PROGRAMS	AGENCY ACTUAL EXPENDITURES		CURRENT YEAR AGENCY EST'D EXPENDITURES	BUDGET AGENCY ESTIMATED EXPENDITURES	AGENCY REQUEST		BUDGET AGENCY RECOMMENDATION	
	FY 06-07	FY 07-08	FY 08-09	FY 08-09	FY 09-10	FY 10-11	FY 09-10	FY 10-11
Dedicated Funds								
Source 1	\$ -	\$ -	\$ -		\$ -	\$ -		
Source 2								
Total Dedicated Funds	\$ -	\$ -	\$ -		\$ -	\$ -		
State Grants and Contracts								
Grant 1	\$ -	\$ -	\$ -		\$ -	\$ -		
Grant 2								
Total State	\$ -	\$ -	\$ -		\$ -	\$ -		
Federal Funds								
Grant 1	\$ -	\$ -	\$ -		\$ -	\$ -		
Grant 2								
Total Federal	\$ -	\$ -	\$ -		\$ -	\$ -		

COMMISSION FOR HIGHER EDUCATION

Friday June 11, 2010

DISCUSSION ITEM D: Financial Aid Study Update

Staff Recommendation For discussion only.

Background Included in the 2009 Budget Bill (HEA 1001-2009ss, SECTION 489) is the following provision:

The commission for higher education with the assistance of the state student assistance commission shall study the funding of college scholarship programs provided by the state student assistance commission and the state's public universities.

The study is to include several specific issues, as well as “funding of college scholarship programs provided by the state student assistance commission and the state's public universities.” CHE staff have been working with SSACI staff on this study. This will be the third presentation on this subject and will include some of the data collection and findings of those efforts. The final report is due on June 30, 2010.

Supporting Document *To be distributed.*

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM A-1:

Master of Business Administration To Be Offered by Indiana State University in Hendricks County

Staff Recommendation

That the Commission for Higher Education approve the Master of Business Administration to be offered by Indiana State University in Hendricks County, in accordance with the background discussion in this agenda item and the *Abstract*, May 28, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, May 28, 2010.

Background

At its September 2009 meeting, the Commission for Higher Education discussed, but did not act upon, the proposed program. The University re-started discussions with Commission staff earlier this year, resulting in new information about the program and its rationale.

Indiana State University currently offers an evening, fully classroom-based Master of Business Administration (MBA) on its Terre Haute campus. This program is relatively small and experienced a decline in enrollments between FY2004-FY2008, with headcount and FTE enrollment going from 87 to 69 and 53 to 44, respectively. However, FY2009 enrollment is almost at FY2004 levels: 83 (headcount) and 48 (FTE). In FY2009, the program had 27 graduates.

The market to be served by the proposed program is Hendricks and Boone Counties. ISU will utilize one of two possible locations to offer the classroom-based instruction: the Plainfield Community School Corporation's Transportation Facility in Plainfield Industrial Park or the Fire Territory Building in Brownsburg. Approximately 60 percent of the program is classroom-based, with the remainder utilizing information technologies in support of projects and assignments of significant duration. To complete the program, students will take two classes during each of six, consecutive ten-week long semesters, with an individual class requiring 5-6 face-to-face meetings. Classes will be taught almost exclusively by tenured or tenure-track full-time faculty based in Terre Haute.

Three groups of students comprise the clientele to be served by the program: (1) junior professionals who aspire to rise within their companies to the executive ranks; (2) underemployed individuals, who have dead-end jobs and need to switch

employers and/or positions to be in a career ladder that leads somewhere; and (3) people who want to return to the workforce, after a voluntary absence or being laid off. The University is particularly targeting the first group, who are expected to comprise about three-quarters of the students.

The proposed MBA will cost a student about \$22,000 to complete, which is more than double what the on-campus program costs (see attached table). Indiana State offers several explanations for this: (1) the University does not differentiate graduate programs by tuition, a practice followed by some institutions to better align program revenue with actual cost; if ISU did differentiate fees by program – and such a policy is now being considered – the tuition for the on-campus MBA would increase, perhaps by 50 percent, thus narrowing the gap between the on- and off-campus programs; (2) the off-campus fees are still favorable prices compared to other MBA programs (see attached table); (3) the off-campus program entails additional expenses, such as lease of the facility and travel expenses for faculty; (4) the fees for the off-campus include all books and ancillary course materials, which are not reflected in the on-campus fees or the fees of programs offered by other institutions.

Enrollment targets for the program are expected to be met because the University indicates there are many students who still seek an MBA for career advancement and who are quite capable, with GMAT that are high, but not high enough for the most selective programs. In addition, the principal clientele to be served (aspiring junior professionals) typically have access to tuition reimbursement programs, such as those available to employees of Duke Energy, Hendricks Health, and FedEx – three companies that support the program and expect to enroll students.

At this point, Indiana State does not have any plans to propose additional off-campus degree programs for the central Indiana region.

Supporting Documents

- (1) *Abstract – Master of Business Administration To Be Offered by Indiana State University in Hendricks County, May 28, 2010.*
- (2) *New Academic Degree Program Proposal Summary – MBA, May 28, 2010.*
- (3) *Comparison of Tuition and Fees – MBA Programs in Central Indiana, June 2, 2010*

Abstract

Master of Business Administration
To Be Offered by
Indiana State University in Hendricks County

May 28, 2010

Objectives: To offer a ten-week, compacted term Professional Master of Business Administration (MBA) at an off-campus site

Clientele to be Served: Students who have five or more years of professional experience.

Curriculum: A minimum of 33-36 semester credit hours are required to complete the program, distributed as follows:

Introductory Course (3 credit hours)

- Advance Management Practices

Core Courses (12 credit hours)

- Managing the Strategic Workforce (3)
- Strategic Financial Decisions (3)
- Strategic Supply Chain and Operating Decisions (3)
- Strategic Marketing Management (3)

Business Tools (9 credit hours)

- Quantitative Problem Solving (3)
- Management Accounting (3)
- Management Information Systems (3)

Culminating Experience (3 credit hours)

- Dynamic Strategy: An Integrated Approach (3)

Electives (15 credit hours)

- Non-Concentration Option (two courses; 6) **or**
- Concentration Option (three courses; 9)

Employment Possibilities: Graduates can expect to obtain general and operational manager positions in a variety of occupational fields.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

May 28, 2010

I. Prepared by Institution

Institution/Location: Indiana State University to be offered in Hendricks County

Program: MBA

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Part-Time	<u>27</u>	<u>49</u>	<u>49</u>	<u>49</u>	<u>49</u>
Total	<u>27</u>	<u>49</u>	<u>49</u>	<u>49</u>	<u>49</u>
Enrollment Projections (FTE)					
Full-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Part-Time	<u>18</u>	<u>33</u>	<u>33</u>	<u>33</u>	<u>33</u>
Total	<u>18</u>	<u>33</u>	<u>33</u>	<u>33</u>	<u>33</u>
Degree Completions Projection	<u>0</u>	<u>22</u>	<u>22</u>	<u>22</u>	<u>22</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

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

CHE Code: 09-19

Campus Code: 9563

County: Marion

Degree Level: 07

CIP Code: Federal – 520201; State – 520201

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

COMPARISON OF TUITION AND FEES FOR ENTIRE PROGRAM - MBA PROGRAMS IN CENTRAL INDIANA (2008-2009)

Graduate Program	Type	Tuition and Fees*	Per Credit Hour	AACSB
Ball State Miller	Full-time/Part-time	22,344.00	620	Yes
Butler	Full-time/Part-time	25,800.00	717	Yes
Indiana State Scott (on-campus)	FT/PT Evening	10,494.00	318	Yes
Indiana State Off-campus (proposed)	Part-time Professional	22,248.00	618	Yes
Indiana Wesleyan	On-line	24,168.00		No
IU Kelley	Full-time	50,996.00		Yes
IU Kelley	On-line	~40-42,000.00	995	Yes
IU Kelley	Executive	~66,000.00		Yes
Purdue Krannert	Full-time	39,328.00	1092	Yes
Purdue Krannert	Weekend	43,500.00	1208	Yes
Purdue Krannert	Executive	75,000.00		Yes
University of Indianapolis	Executive	25,480.00		No
University of Indianapolis	Evening	19,125.00	531	No
University of Phoenix	Indianapolis campus	29,700.00	550	Yes
University of Phoenix	On-line	40,230.00	745	Yes

* These data were obtained through searches of the program web sites, the University Bursar's websites, and other publicly available information.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM A-2: Bachelor of Science in Nursing (Completion) To Be Offered by Indiana University-Statewide via Distance Education at all of Its Campuses

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science in Nursing (Completion) to be offered by Indiana University-Statewide via Distance Education at all of its campuses, in accordance with the background discussion in this agenda item and the *Abstract*, May 28, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, May 28, 2010

Background

Indiana University offers B.S. in Nursing (Completion) programs – baccalaureate degrees designed for students who are already are Registered Nurses, as opposed to B.S.N. (Generic) programs, which are for students with no professional nursing background – at all of its campuses. In FY2009, these B.S.N. (Completion) programs enrolled a total of 1,108 students (headcount) and graduated 102.

The current program request is for all campuses to collaborate in the offering of a statewide distance education degree and for each campus to enroll and graduate students through this collaborative effort (see attached tables for campus-level detail). This is the first time the Indiana University system has collaborated systemwide in offering a degree program through distance education in this manner. Ivy Tech Community College offers distance education degrees in a similar way.

Although the nursing program on each IU campus is individually accredited, the nursing component of the distance education B.S.N. (Completion) curriculum – the nursing and prerequisite courses – will be exactly the same. However, the general education component of the B.S.N. (Completion) will differ by campus, which reflects the fact that each IU campus has its own

general education requirements, although in many cases, especially among the regional campuses, the differences in the requirements are not substantial.

Tuition and fees for the distance education program will be exactly the same as the on-campus program, which will be true for both Indiana residents and non-residents. However, the fees will differ by campus (see attached table for campus-level detail). Fees per credit hour for Indiana residents pursuing the degree through IU Bloomington and IUPUI are at the high end: \$355.25 and \$320.46, respectively. Indiana resident fees for the regional campuses are approximately \$100 lower and vary slightly – from a low of \$226.60 (IU East) to \$233.74 (IU South Bend) or \$244.65, if the Columbus center is included.

Supporting Documents

(1) *Abstract - Bachelor of Science in Nursing (Completion) to be offered by Indiana University-Statewide via Distance Education at all of its campuses, May 28, 2010*

(2) *New Academic Degree Program Proposal Summary – B.S. in Nursing (Completion), May 28, 2010*

RN to BSN Completion Program - New Academic Degree Program Proposal Summary

FTE

	Campus	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Enrollment Projections Full-Time (headcount)	Northwest	4	5	7	10	12
	Southeast	3	4	5	6	6
	IUPUI	22	23	24	25	26
	Bloomington	0	0	0	0	0
	Columbus	2	3	5	6	8
	Kokomo	3	4	5	6	7
	East	5	6	7	8	9
	South Bend	7	10	12	15	15
Total		46	55	65	76	83
Enrollment Projections Part-Time (headcount)	Northwest	2	9	3	5	15
	Southeast	7	7	7	7	8
	IUPUI	32	33	34	35	36
	Bloomington	15	17	18	19	20
	Columbus	8	9	10	12	15
	Kokomo	5	6	6	6	7
	East	5	6	7	8	9
	South Bend	3	3	3	5	5
Total		77	90	88	97	115
Headcount Totals (FT)		46	55	65	76	83
Headcount Totals (PT)		77	90	88	97	115
Total		123	145	153	173	198

RN to BSN Completion Program - New Academic Degree Program Proposal Summary

HEADCOUNT

	Campus	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Enrollment Projections Full-Time (FTE)	Northwest	5	6	8	12	14
	Southeast	3	5	6	7	7
	IUPUI	792	828	864	900	936
	Bloomington					
	Columbus	2	4	6	7	10
	Kokomo	4	7	8	9	11
	East	5	6	7	8	9
	South Bend	7	10	12	15	15
Total		819	865	911	958	1,001
Enrollment Projections Part-Time (FTE)	Northwest	1	5	2	3	9
	Southeast	4	4	4	4	5
	IUPUI	576	594	612	630	648
	Bloomington	9	10	11	11	12
	Columbus	5	5	6	7	9
	Kokomo	1	1	1	3	4
	East	3	3	4	4	5
	South Bend	1	1	1	2	2
Total		599	624	640	664	692
FTE Totals (FT)		819	865	911	958	1,001
FTE Totals (PT)		599	624	640	664	692
Total		1,418	1,489	1,551	1,622	1,693

RN to BSN Completion Program - New Academic Degree Program Proposal Summary

DEGREE COMPLETION

	Campus	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Degree Completion Projection	Northwest		4	7	16	13
	Southeast					
	IUPUI	27	28	29	30	31
	Bloomington		15	17	18	19
	Columbus	0	2	11	14	20
	Kokomo		3	4	5	7
	East		5	8	10	12
	South Bend	10	13	15	20	20
Total		37	70	91	113	122

FUNDS REQUESTED - ALL CAMPUSES

	<u>FY 2011</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
New State Funds Requested (Actual)	\$0	\$0	\$0	\$0	\$0
New State Funds Requested (Increases)	\$0	\$0	\$0	\$0	\$0
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: 10-17

Campus Code: 1809 (IUB), 1811 (IUE), 1813 (IUPUI & IUPUC), 1814 (IUK), 1815 (IUNW), 1816 (IUSB), 1817 (IUS)

County Code: Monroe, Wayne, Marion, Bartholomew, Howard, Lake, St. Joseph, Floyd

Degree Level: 05

**Fee Rates* per Semester Credit Hour
Indiana University Statewide B.S. in Nursing (Completion) via Distance Education**

Campus	Indiana Residents		Non-Residents	
	On-Campus	Distance Education	On-Campus	Distance Education
Bloomington	\$ 355.25	\$ 355.35	\$ 927.18	\$ 927.18
East	\$ 226.60	\$ 226.60	\$ 531.95	\$ 531.95
Kokomo	\$ 227.76	\$ 227.76	\$ 514.05	\$ 514.05
Northwest	\$ 230.54	\$ 230.54	\$ 534.21	\$ 534.21
South Bend	\$ 233.74	\$ 233.74	\$ 553.07	\$ 553.07
Southeast	\$ 229.56	\$ 229.56	\$ 515.76	\$ 515.76
IUPUI	\$ 320.46	\$ 320.46	\$ 818.04	\$ 818.04
IUPUI - Columbus	\$ 244.65	\$ 244.65	\$ 742.23	\$ 742.23

* Includes tuition and all mandatory fees.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM A-3:

Bachelor of Science in Energy Engineering To Be Offered by Purdue University through the IUPUI Campus

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science in Energy Engineering to be offered by Purdue University through the IUPUI Campus, in accordance with the background discussion in this agenda item and the *Abstract*, May 28, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, May 28, 2010.

Background

Purdue University reports that no baccalaureate energy engineering programs exist in the Midwest, and only a handful are in place nationwide. The proposed program will be offered through the Departments of Mechanical Engineering and Electrical and Computer Engineering, both of which presently offer energy-related concentrations. Two new FTE faculty positions will need to be created to support the program, with faculty expertise covering six major areas: solar energy, wind energy, fuel cells, bio-fuels, power electronics, and material engineering. The IUPUI campus has become the focus of considerable renewable energy research, with one major center – the Richard G. Lugar Center for Renewable Energy – resulting in \$5 million of external funding. Considerable possibilities exist for funding from government and private sources, and IUPUI has created partnerships with many companies in the renewable energy industry, including companies that manufacture energy products or produce energy.

Through intensive efforts involving IUPUI, Ivy Tech, and Commission staff, a 2+2 articulation agreement is almost finalized and is expected to be signed this month. The articulation is with the Ivy Tech A.S. in Pre-Engineering, and allows all but four credit hours in the 66 credit hour Ivy Tech curriculum to apply toward the B.S. in Energy Engineering, with Community College graduates needing to take an additional 69 credit hours at IUPUI to complete their baccalaureate degree within two years.

Furthermore, IUPUI and Ivy Tech have developed a far-reaching plan for completing articulation pathways for

additional engineering disciplines: Biomedical Engineering, Electrical and Computer Engineering, Mechanical Engineering, and Motorsports Engineering. The University and the College are committed to finalizing 2+2 agreements for these disciplines by December 2010. A commitment to develop the additional articulation agreements was a critical step in bringing forward the recommendation on this program.

Supporting Documents

- (1) *Abstract - Bachelor of Science in Energy Engineering To Be Offered by Purdue University through the IUPUI Campus, May 28, 2010.*
- (2) *New Academic Degree Program Proposal Summary – B.S. in Energy Engineering, May 28, 2010.*

Abstract

Bachelor of Science in Energy Engineering
To Be Offered by
Purdue University through the IUPUI Campus

May 28, 2010

Objectives: To address the need for engineers who can contribute quickly in energy-related businesses and professionals who can join the workforce to support the research and development of the energy technologies.

Clientele to be Served: Students who wish to study and work in the energy industrial sectors with a baccalaureate degree and who have potential to continue on research and development at masters' and Ph.D. degree levels.

Curriculum: A total of 129 semester credit hours are required to complete the program, distributed as follows:

Engineering Core (72 credit hours)

- Introduction to the Engineering Profession (1)
- Introduction to Engineering (3)
- Introduction to Programming Concepts (2)
- Computer Tools for Engineering (1)
- Thermodynamics I (3)
- Basic Mechanics (4)
- Strength of Materials (4)
- Introduction to Electrical and Electronic Circuits (4)
- Fluid Mechanics and Heat Transfer (5)
- Electromechanical Motion Devices (3)
- Introduction to Engineering Materials (3)
- Dynamic Systems Modeling and Measurements (4)
- Control Systems Analysis and Design (3)
- Capstone Design (3)
- FE Preparation and Seminar (1)
- Physical and Engineering Chemistry (4)
- Introduction to Energy Systems and Sustainability Metrics (3)
- Renewable Energy Systems and Design (3)
- Electric Power Networks and Interfaces (3)
- Energy System Electives (12)
- Clean Power Generation (3)

Technical Electives (6 credit hours)

- Humanities and Social Science Electives (21 credit hours)
- Engineering Ethics and Professionalism (1)
- Communication in Engineering Practice (2)
- General Education Elective (9)
- Engineering Economics (3)

- Elementary Composition I (3)
- Fundamentals of Speech Communication (3)

Mathematics and Science (30 credit hours)

- Integrated Calculus and Analytic Geometry I & II (8)
- Multidimensional Mathematics (3)
- Multivariate Calculus (4)
- Differential Equations (3)
- Mechanics (4)
- Heat, Electricity, and Optics (5)
- Chemical Science I (3)

Employment Possibilities: This program will primarily educate graduates for careers in energy-related companies, research institutes, and academic institutions.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

May 28, 2010

I. Prepared by Institution

Institution/Location: Purdue University to be offered through the IUPUI campus

Program: B.S. in Energy Engineering

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	15	34	53	72	76
Part-Time	6	12	18	24	48
Total	21	46	71	96	124
Enrollment Projections (FTE)					
Full-Time	17	39	60	78	82
Part-Time	3	7	10	13	25
Total	20	45	70	91	106
Degree Completions Projection	0	0	0	15	25
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: 10-10

Campus Code: 1813

County: Marion

Degree Level: 05

CIP Code: Federal – 149999; State – 149999

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

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM A-4:

Associate of Science in Nanotechnology To Be Offered by Ivy Tech Community College-South Bend at South Bend

Staff Recommendation

That the Commission for Higher Education approve the Associate of Science in Nanotechnology to be offered by Ivy Tech Community College-South Bend at South Bend, in accordance with the background discussion in this agenda item and the *Abstract*, May 28, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, May 28, 2010.

Background

Ivy Tech Community College was approached by the University of Notre Dame to develop the proposed A.S. in Nanotechnology – a new program for the College, as well as the state – as a result of research activities at the University. The Midwest Institute for Nanoelectronics Discovery (MIND), based at the University of Notre Dame, is one of four centers funded by the Nanoelectronics Research Initiative (NRI), which, in turn, is part of the Semiconductor Research Corporation – a non-profit, worldwide consortium funded by the microchip industry and supporting university-based research. Besides UND, seven other universities are involved in research conducted through MIND, including Purdue University.

UND/Ivy Tech collaboration in support of the program includes utilizing clean rooms and research laboratories at UND for several Ivy Tech nontechnology courses, professional development opportunities for College faculty, and summer research-related opportunities for Ivy Tech students.

The outlook for employment opportunities for technicians prepared for work in the nanotechnology industry is excellent. Locally, graduates are expected to find employment in companies working with MIND, as well as start-up companies based at UND's Innovation Park and the City of South Bend's Ignition Park.

The A.S. in Nanotechnology fully articulates with the B.S. in Engineering Technology at Purdue University North Central and has been designed to meet the accreditation standards of the Association of Technology, Management and Applied Engineering (ATMAE).

Supporting Documents

- (1) *Abstract - Associate of Science in Nanotechnology To Be Offered by Ivy Tech Community College-South Bend at South Bend, May 28, 2010*
- (2) *New Academic Degree Program Proposal Summary – A.S. in Nanotechnology, May 28, 2010*

Abstract

Associate of Science in Nanotechnology
To Be Offered by
Ivy Tech Community College-South Bend at South Bend

May 28, 2010

Objectives: To prepare students for a variety of careers in the emerging field of nanotechnology such as research or production technician, clean room operator or supervisor. This program addresses the need to produce skilled personnel who can collaborate with engineers, scientists, and other technicians to implement “nanoscale” production processes, and/or repair, maintain and calibrate equipment operated in a clean room environment.

Clientele to be Served: Individuals in the North Central Indiana communities who have earned a high school diploma or GED and will serve full- and part-time students with both day and evenings classes. It should attract individuals engaged in other aspects of the electronics, materials, or biotechnical industries who are looking to advance their current position with their current or new employer.

Curriculum: A total of 64-67 semester credit hours is required to complete the program, distributed as follows:

General Education (33-36 credit hours)

- Chemistry I (4-5)
- Fundamentals of Public Speaking (3)
- English Composition (3)
- Technical Writing (3)
- Life Skills Elective (1)
- College Algebra (3)
- Trigonometry with Analytic Geometry (3)
- Physics I (4)
- Elective Social Science/Humanities (3)
- Science/Technology Elective (3-4)
- Science/Technology Elective (3-4)

Technical Core (31 credit hours)

- Fundamentals of Nanotechnology I & II (6)
- Nanoelectronics (3)
- Introduction to Materials Characterization (3)
- Nanoscience – Specialized Areas (3)
- Nanomaterials (3)
- Nanoscience Manufacturing (3)
- Micro and Nano Fabrication (5)
- Thin Film Deposition (3)
- Nanoscience Internship (2)

Employment Possibilities: Graduates will be qualified to provide technical support in the manufacture of nanoelectronics, nanomaterials, and nanobiology products. Typical careers include lab assistant, research assistant, equipment technician, clean room technician, clean room operator, quality technician, technical supervisor, and other professional specialties.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

May 28, 2010

I. Prepared by Institution

Institution/Location: Ivy Tech Community College-South Bend at South Bend

Program: A.S. in Nanotechnology

	Year 1 FY2010	Year 2 FY2011	Year 3 FY2012	Year 4 FY2013	Year 5 FY2014
Enrollment Projections (Headcount)					
Full-Time	16	28	42	50	60
Part-Time	8	14	28	30	40
Total	24	42	70	80	100
Enrollment Projections (FTE)					
Full-Time	16	28	42	50	60
Part-Time	4	7	13	14	19
Total	20	35	55	64	79
Degree Completions Projection	0	8	14	20	28
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: 10-14
 Campus Code: 8423
 County: St. Joseph
 Degree Level: 03
 CIP Code: Federal – 151601; State – 151601

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

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM A-5: Academic Degree Programs on Which Staff Propose Expedited Action

Staff Recommendation

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

- Associate of Science in Physical Therapist Assistant to be offered by Ivy Tech Community College-Sellersburg at Sellersburg
- Associate of Science in Education to be offered by Ivy Tech Community College-Kokomo at Logansport

Background

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

Supporting Documents

- (1) *Background Information on Academic Degree Programs on Which Staff Propose Expedited Action, May 28, 2010*
- (2) *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action, September 2, 2004*

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

May 28, 2010

CHE 10-06 Associate of Science in Physical Therapist Assistant to be offered by Ivy Tech Community College-Sellersburg at Sellersburg

Proposal received on February 18, 2010
CIP Code: Federal – 510806; State – 510806
Projected Annual Headcount: 40; FTEs: 40; Degrees: 20
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

Ivy Tech is authorized to offer this program at Gary and Muncie. Ivy Tech and IUPUI have worked out an articulation agreement whereby graduates of the PTA program will be able to apply their credits towards the B.S. in Health Sciences.

CHE 10-07 Associate of Science in Education to be offered by Ivy Tech Community College-Kokomo at Logansport

Proposal received on February 18, 2010
CIP Code: Federal – 130101; State – 130101
Projected Annual Headcount: 12; FTEs: 9; Degrees: 12
New State Funds Requested, Actual:
Year 1: \$ 47,749
Year 2: \$ 53,651
Year 3: \$ 56,651
Year 4: \$ 56,651
Year 5: \$ 56,962

Ivy Tech offers the A.S. in Education in all regions but does not currently offer it in Logansport. The articulation agreement previously developed by IU and Ivy Tech will apply to this degree.

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

September 2, 2004

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

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

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

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

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

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM B: Resolution in Support of Executive Order Recognizing WGU Indiana

Staff Recommendation That the Commission for Higher Education approve a resolution in support of the Executive Order recognizing WGU Indiana.

Background Western Governors University is a nationally-recognized non-profit and independent university that is regionally and nationally accredited, offering online degrees based on student competencies.

The Executive Order will establish a partnership with WGU Indiana. The Commission for Higher Education will recognize and endorse WGU Indiana as an important component of the state’s postsecondary system, and will establish appropriate policies to govern WGU Indiana. The Indiana Department of Workforce Development will explore the utilization of programs like WGU Indiana to support dislocated workers and other Hoosiers seeking educational opportunities. The State Student Assistance Commission of Indiana will take steps to ensure that students studying at WGU Indiana are eligible for state student financial aid.

Supporting Document *Executive Order - WGU Indiana.* To be distributed.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM C: Adoption of the 2010-11 Indiana/Ohio Reciprocity Agreement

Staff Recommendation That the Commission for Higher Education approve the *Memorandum of Understanding Between Indiana and Ohio Regarding Tuition Reciprocity, 2010-2011*.

Background The rationale for reciprocity agreements is to expand access to higher education, and also to recognize that population growth, economic development, and the need for postsecondary access seldom pay attention to state boundaries.

In 2004-05, Indiana and Ohio entered into a limited agreement to provide reciprocal tuition for residents of specified counties who attend specified postsecondary institutions.

Historically and currently, the reciprocity agreement between Indiana and Ohio has never achieved enrollment or fiscal parity, with many more Ohio students taking advantage of reduced tuition in Indiana. When determining appropriations for higher education institutions participating in this agreement, funding for the purposes of enrollment growth will be capped at 2008-09 levels for Ohio Reciprocity students.

Supporting Document *Memorandum of Understanding Between Indiana and Ohio Regarding Tuition Reciprocity, 2010-11.*

TUITION RECIPROCITY AGREEMENT

Cincinnati State Technical & Community College
Clark State Community College
Edison Community College
Miami University Hamilton
Miami University Middletown
Owens Community College
Rhodes State College
Sinclair Community College
Sinclair Community College Warren County Campus
University of Cincinnati
University of Cincinnati Clermont College
University of Cincinnati Raymond Walters College
Wright State University Main Campus
Wright State University Lake Campus
and
Ball State University
Indiana University East
Ivy Tech Community College of Indiana-Region 6 (Anderson, Muncie)
Ivy Tech Community College of Indiana-Region 9 (Richmond)
Purdue University College of Technology at Muncie and Richmond

This Tuition Reciprocity Agreement is entered into between the Chancellor of the Ohio Board of Regents and Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus, pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and the Indiana Commission for Higher Education and Ball State University, Indiana University East, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9 and Purdue University College of Technology at Muncie and Richmond, in compliance with rules and procedures of the aforementioned Parties.

I. PURPOSE

The general purpose of this Tuition Reciprocity Agreement is to expand postsecondary educational opportunities across the Ohio and Indiana border while limiting the cost of such expansion to the taxpayers of Ohio and Indiana through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of Ohio and Indiana border counties without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources, i.e. it is the mutual intent of the higher education agencies and institutions entering into these agreements to achieve a rough parity in terms of the costs and benefits of the student exchange.

II. TERMS

1. Duration and Termination

The Agreement shall be effective beginning July 1, 2010 through June 30, 2011 and may be renewed prior to June 30, 2011 by mutual consent of all of the Parties for a period of one year. As the Agreements must coincide with the biennial budgets of the State of Ohio, the next renewal period shall be for a term commencing on sooner than July 1, 2011 and terminating no later than June 30, 2013.

- a. All parties agree to meet regularly to, at a minimum, discuss and provide updates on efforts and progress made to market the program to Indiana and Ohio residents. Regular meetings for that purpose will be coordinated by the Ohio Board of Regents and the Indiana Commission for Higher Education.
- b. The Indiana Commission for Higher Education may condition its consent to renew this Agreement on the adoption of an Amendment to expand residents' eligibility in both Ohio and Indiana to add counties extending up to the northern border of each state in a manner that maintains parity. Furthermore, the Amendment must include, at a minimum, the addition of Indiana University Purdue University at Fort Wayne as a participating Indiana institution. The Amendment may also include more participating Ohio institutions, as appropriate to maintain parity.

Except with respect to exclusion or inclusion of programs, the Agreement may be amended through mutual consent of all Parties, providing the amendment is in writing and signed by all Parties to the Agreement prior to the effective date of the amendment.

- a. The Parties may amend the Agreement in the following manner. Amendments must be presented to each of the Parties of this Agreement for their consideration. Each Party of this Agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all Parties in the Agreement. After sixty (60) days, if all Parties approve of the proposed amendment, the Agreement will be amended. If all Parties do not approve, the Agreement will not be amended.

A review of this Agreement may occur from time to time at the request of any Party hereto, provided all Parties to this Agreement are served with written notice of such request at least ninety (90) days prior to said review.

Any participating institution may modify the list of programs that it is making available through this agreement by providing at least ninety (90) days prior written notice to all other parties to the agreement. If the change involves the exclusion of a previously included program, the change will not apply to students already enrolled in the program, either with respect to the students' eligibility for the benefits of tuition reciprocity or with respect to the state's

treatment of the enrollment of such students, for state funding or other purposes.

This Agreement may be terminated by any of the participating institutions, the Chancellor of the Ohio Board of Regents, or the Indiana Commission for Higher Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the Parties to this Agreement.

2. Indiana Residents' Eligibility for Ohio Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates, any resident of Adams, Allen, Blackford, Clark, Dearborn, Decatur, Delaware, Fayette, Floyd, Franklin, Harrison, Henry, Jay, Jefferson, Jennings, Ohio, Randolph, Ripley, Rush, Scott, Switzerland, Union, Washington, Wayne, and Wells Counties of Indiana who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought) at Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus in the courses or programs not specifically excluded from this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

Majors and/or programs at Clark State Community College which are excluded from this Agreement are the following programs otherwise offered at Clark State Community College:

1. Associate Degree Nursing Program
2. Licensed Practical Nursing Certificate Program
3. LPN to RN Transition Program

Majors and/or programs at Cincinnati State Technical & Community College which are excluded from this Agreement are the following programs otherwise offered at Cincinnati State Technical & Community College:

1. Nursing programs

Majors and/or programs at Rhodes State College which are excluded from this Agreement are the following programs otherwise offered at Rhodes State College:

1. Associate Degree Nursing Program
2. Licensed Practical Nursing Certificate Program
3. LPN to ADN Transition Program

Majors and/or programs at Sinclair Community College which are excluded from this Agreement are the following programs otherwise offered at Sinclair Community College:

1. Allied health programs in dental hygiene, health information management, nursing, radiologic technology, and surgical technology.

Majors and/or programs at Sinclair Community College Warren County Campus which are excluded from this Agreement are the following programs otherwise offered at Sinclair Community College Warren County Campus:

1. Allied health programs in dental hygiene, health information management, nursing, radiologic technology, and surgical technology.

Majors and/or programs at the University of Cincinnati which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati:

1. Nursing programs.
2. Pharmacy programs

Majors and/or programs at the University of Cincinnati Clermont College which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati Clermont Campus:

1. Nursing programs.
2. Pharmacy programs.

Majors and/or programs at the University of Cincinnati Raymond Walters College which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati Raymond Walters College:

1. Nursing programs.
2. Pharmacy programs.

Owens Community College agrees to accept at Ohio resident tuition rates, any resident of Indiana who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Owens Community College in the John Deere Agricultural Technician Option and Caterpillar Dealer Service Technician programs.

3. Ohio Residents' Eligibility for Indiana Programs

The participating Indiana institutions agree to accept at Indiana resident tuition rates, any resident of Butler, Darke, Mercer, Preble, Shelby, and Van Wert Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought) at Ball State University, Indiana University East, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9 and Purdue University College of Technology at Muncie and

Richmond in the courses or programs not specifically excluded from this Agreement. In this context, the word “program” may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

Majors and/or programs at Ball State University which are excluded from this Agreement are the following programs otherwise offered at Ball State University:

1. Bachelor of Arts or Science in Architecture
2. Master of Architecture

Majors and/or programs at Ivy Tech Community College of Indiana-Region 6 which are excluded from this Agreement are the following programs otherwise offered at Ivy Tech Community College of Indiana-Region 6:

1. AS in Nursing (at Muncie and Newcastle)
2. AS in Surgical Technology
3. Senior Scholars program
4. TC in Practical Nursing

Majors and/or programs at Ivy Tech Community College of Indiana-Region 9 which are excluded from this Agreement are the following programs otherwise offered at Ivy Tech Community College of Indiana-Region 9:

1. AS in Nursing
2. Senior Scholars program
3. TC in Practical Nursing
4. New Program Eligibility

Any new course or program may be included in this Agreement upon notice, as described above. In this context, the word “program” may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

5. Resident Status

- a. During the period of the Agreement, the Chancellor of the Ohio Board of Regents will consider residents of Adams, Allen, Blackford, Clark, Dearborn, Decatur, Delaware, Fayette, Floyd, Franklin, Harrison, Henry, Jay, Jefferson, Jennings, Ohio, Randolph, Ripley, Rush, Scott, Switzerland, Union, Washington, Wayne, and Wells Counties of Indiana who attend Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus under this Agreement as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to Cincinnati State Technical & Community College, Clark State

Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus.

- b. During the period of this Agreement, the Indiana Commission for Higher Education will consider residents of Butler, Darke, Mercer, Preble, Shelby, and Van Wert Counties of Ohio who attend Ball State University, Indiana University East, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9 and Purdue University College of Technology at Muncie and Richmond under this Agreement as qualifying for Indiana resident tuition rates. When determining appropriations for higher education institutions participating in this agreement, funding for the purposes of enrollment growth will be capped at the following levels for Ohio Reciprocity Students:
 - c. Ball State University: 509 Headcount/507 FTE
 - d. Indiana University-East: 335 Headcount/236 FTE
 - e. Ivy Tech Community College – Muncie: 7 Headcount/4 FTE
 - f. Ivy Tech Community College – Richmond: 192 Headcount/114 FTE

6. Continued Eligibility

Once a reciprocity student submits application to a participating institution and enrolls within twelve (12) months of the application, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution, will continue to receive reciprocity benefits under this Agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the Agreement is terminated, each participating institution may decide at that time to continue tuition reciprocity for students appropriately enrolled in eligible courses or programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Cincinnati State Technical & Community College, Clark State Community College, Edison Community

College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus and Ball State University, Indiana University East, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9, and Purdue University College of Technology at Muncie and Richmond by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus and Ball State University, Indiana University East, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9, and Purdue University College of Technology at Muncie and Richmond agree to provide annual reports on the enrollment and fiscal implications of the Agreement to the Indiana Commission for Higher Education and the Chancellor of the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

III. CHANCELLOR OF THE OHIO BOARD OF REGENTS APPROVAL

This Agreement is not effective unless and until approved by the Chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code.

IV. INDIANA COMMISSION FOR HIGHER EDUCATION APPROVAL

This Agreement is not effective unless and until approved by the Indiana Commission for Higher Education.

V. COUNTERPARTS

|

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

DRAFT - Agreement is Not Binding Until Signed

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

STATE AGENCIES

Indiana

Teresa Lubbers, Commissioner
Indiana Commission for Higher Education

Signed: _____

Date: _____

Ohio

Eric D. Fingerhut, Chancellor
Ohio Board of Regents

Signed: _____

Date: _____

DRAFT - Agreement is Not Binding Until Signed

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

INDIANA INSTITUTIONS

Jo Ann Gora, President
Ball State University

Signed: _____

Date: _____

Michael McRobbie, President
Indiana University

Signed: _____

Date: _____

Thomas Snyder, President
Ivy Tech Community College of Indiana

Signed: _____

Date: _____

France Cordova, President
Purdue University

Signed: _____

Date: _____

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TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

OHIO INSTITUTIONS

John L. Henderson, Interim President
Cincinnati State Technical & Community College

Signed: _____

Date: _____

Karen E. Rafinski, President
Clark State Community College

Signed: _____

Date: _____

Kenneth A. Yowell, President
Edison Community College

Signed: _____

Date: _____

David Charles Hodge, President
Miami University

Signed: _____

Date: _____

Larry McDougale, Interim President
Owens Community College

Signed: _____

Date: _____

Debra McCurdy, President
Rhodes State College

Signed: _____

Date: _____

DRAFT Agreement is Not Binding Until Signed

Steven Lee Johnson, President
Sinclair Community College

Signed: _____

Date: _____

Gregory H. Williams, President
University of Cincinnati

Signed: _____

Date: _____

David R. Hopkins, President
Wright State University

Signed: _____

Date: _____

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COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM D: Amendment to the Policy on Regional Campus Roles and Missions

Staff Recommendation That the Commission for Higher Education approve the *Policy on Regional Campus Roles and Missions, Amended June 11, 2010*.

Background In March 2010, the Commission for Higher Education voted unanimously to adopt the Policy on Regional Campus Roles and Missions, which articulates guiding principles for the Regional Campuses of Indiana University and Purdue University in their establishment of mission and roles within Indiana’s system of postsecondary education.

Since March 2010, feedback from stakeholders indicates that two changes should be made to the policy:

- Removing reference to “commuters”
- Clarification of the research focus of Regional Campuses

Supporting Document *Policy on Regional Campus Roles and Missions, Amended June 11, 2010 Draft for Consideration*



Policy on Regional Campus Roles and Missions

March 11, 2010

Amended, June 11, 2010

Preamble

The Indiana Commission for Higher Education regards the Regional Campuses of Indiana University and Purdue University as valuable contributors to the state's system of higher education. This policy document builds upon two historic documents from 1994 and 2001 that outlined the defining characteristics of Regional Campuses, but require updating due to significant changes in Indiana's system of higher education in recent years.

For the purposes of this policy, Regional Campuses shall be defined as:

- *Indiana University-East*
- *Indiana University-Kokomo*
- *Indiana University-Northwest*
- *Indiana University-South Bend*
- *Indiana University-Southeast*
- *Purdue University-Calumet*
- *Indiana University-Purdue University-Ft. Wayne*
- *Purdue University-North Central*

Between the late 1960s and late 1980s, the Regional Campuses, in addition to being regional four-year branches of Indiana University and Purdue University, effectively played the role of community colleges, offering associate's degrees and serving as the state's access institutions. In 1987, however, the Commission for Higher Education approved the first four Associate of Science (AS)/transfer oriented degree programs at the Indiana Vocational Technical College (now Ivy Tech Community College of Indiana). With increasing admissions standards at the Indiana University and Purdue University flagship campuses, and exploding enrollment at the community college level, Regional Campuses will play an increasingly important role in serving Hoosiers with high quality, low-cost baccalaureate degree programs, filling a vital niche in Indiana's system of higher education.

The Regional Campuses differ significantly from one to another. Recognizing the unique characteristics of each Regional Campus, the principles outlined on the pages that follow are designed as overarching directions that reflect a more efficient and effective role for Regional Campuses in Indiana's system of higher education.

The missions of Indiana's Regional Campuses should reflect the following defining characteristics:

- 1) **Profile:** Indiana's eight Regional Campuses serve both recent high school graduates and adults. While a large proportion of the regional campus student population enrolls on a part-time basis, full-time enrollment is growing.
- 2) **Primary Educational Responsibility:** Baccalaureate degree programs. Associate degree programs may be offered on an exceptional basis. Regional Campuses accept transfer credits

from the Core Transfer Library, earned at 2-year and 4-year institutions, and credits from Regional Campuses are transferable to 2-year and 4-year institutions.

- 3) **Graduate Programs:** Regional Campuses may offer selected masters programs to meet state and regional needs. Regional Campuses do not offer doctorate programs.
- 4) **Primary Geographic Responsibility:**
 - a. IU-East – East Central Indiana/Western Ohio
 - b. IU-Kokomo – Central/North Central Indiana
 - c. IU Northwest – Northwest Indiana/Greater Chicago Area
 - d. IU South Bend – North Central Indiana/Southern Michigan
 - e. IU Southeast – Southeast Indiana/Greater Louisville (KY) Area
 - f. Purdue Calumet – Northwest Indiana/Greater Chicago Area
 - g. IPFW – Northeast Indiana/Greater Ft. Wayne Area/Northwest Ohio
 - h. Purdue North Central – North Central Indiana/Lower Michigan
- 5) **Governance:** The eight Regional Campuses are governed by two institutions. Five are Regional Campuses of Indiana University, and three are Regional Campuses of Purdue University. Indiana University-Purdue University-Ft. Wayne combines academic units from both IU and Purdue, but is governed by Purdue University. The Boards of Trustees of Indiana University and Purdue University, and central university administration located at those institutions' main campuses, determine the utilization of resources at the Regional Campuses. Chancellors appointed by institutional Presidents and Trustees manage the Campuses. The central university administrations of Indiana University and Purdue University are encouraged to develop accountability measures for the Regional Campuses. Among others, these should include graduation rates, time to graduation, efficiency measures, tuition and fees as a percentage of revenue, and other such outcome indices of academic and institutional performance. Regional Campuses should be held responsible and accountable for their achievement
- 6) **Admissions Policy:** Qualifying documents are required (high school record, rank, GPA, etc.) but a large majority of students are admitted. Selective admissions criteria may be used for certain academic programs. Beginning in 2011, recent high school graduates will be required to have a Core 40 high school diploma for admission to a Regional Campus. Students requiring remediation should take those courses at the community college.
- 7) **Developmental/Remedial Education:** Regional Campuses should eliminate the offering of classroom-based remediation (coursework that does not count toward any degree), shifting this responsibility to the community colleges. This does not preclude the offering of tutoring, mentoring and other programs to help students overcome skill deficiencies.
- 8) **Research Focus:** Scholarly activity related to faculty teaching responsibilities, research related to local and regional needs. Sponsored, peer-reviewed research is encouraged at those Indiana institutions with Carnegie classifications of "high" or "very high" research activity. The primary role of the Regional Campuses is undergraduate instruction. As such, sponsored, peer-reviewed research is not encouraged at the Regional Campuses and will not be incentivized in the State's budget formula.
- 9) **Student Residences:** Limited to 10% of enrollment, promoting affordability and reducing Campus costs.

Expectations of Regional Campuses Within Indiana's System of Higher Education

- **Degree Completion:** Regional Campuses should significantly improve completion rates to ensure that students' investments and the state's investment are worthwhile and result in high quality academic credentials.
- **Affordability:** As access institutions, Regional Campuses should place affordability at the forefront of decisions around resource allocation.

- **Synergy with Indiana's 2-Year Sector:** The success of Regional Campuses will depend on collaborative work with the 2-year sector. Successful collaborations will have the following characteristics:
 - 2-year sector is delivering all remediation
 - Regional Campuses have eliminated all associate degrees that are duplicative with associate degrees offered by 2-year campuses in that region.
 - Regional Campuses have transfer scholarships in place and available for 2-year students and/or graduates, and seamless transfer opportunities, including passport programs and referral opportunities
 - 2-year institutions and Regional Campuses have established mechanisms which provide ongoing, systematic and regular dialogue which in turn provides opportunities to better differentiate institutional missions, integrate services, improve completion/graduation performance, and increase the effectiveness and efficiency of the campuses.
- **Synergy with Main Campuses and Other Regional Campuses:** Due to limited resources and the need for improved efficiency, it is both necessary and desired that Regional Campuses and their respective flagship campuses work in close collaboration, particularly in the delivery of academic programs and campus administration. It is also necessary that Regional Campuses work closely together to deliver education to the greatest number of students in the most efficient way, which may include sharing of faculty, facilities, and administration.
- **Meeting the Needs of the Economy:** Regional Campuses should continue to put local economies at the forefront of their success agenda.

DRAFT for Consideration



**FY 2010
APPLICATION FOR COMPETITIVE GRANTS
UNDER INDIANA'S
IMPROVING TEACHER QUALITY
PARTNERSHIP PROGRAM
(Public Law 107-110)**

CFDA Number: 84.367A

DATED MATERIAL – OPEN IMMEDIATELY

Closing Date: October 1, 2010

Indiana Commission for Higher Education

101 West Ohio Street, Suite 550

Indianapolis, Indiana 46204

317-464-4400

Fax: 317-464-4410

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SECTION A

INTRODUCTION



Dear Colleague:

Thank you for your interest in the *Improving Teacher Quality Partnership* program administered by the Indiana Commission for Higher Education. This grant opportunity comes at a critical time in our state's effort to ensure that our teachers have the support and resources necessary to fully integrate Indiana's Academic Standards in the classroom. The 2010 *Improving Teacher Quality Partnership* program will bring Indiana's colleges and universities together with high-need school districts to support the professional development needs of teachers.

Through this program, the Commission will provide grants that support teacher quality as a major factor in improving student achievement. Eligible applicants for grants will include partnerships consisting of: (1) a department or school within an Indiana college or university responsible for teacher preparation, (2) a department or school within an Indiana college or university specific to the subject matter being addressed, and (3) a "high-need" local educational agency (LEA). The Indiana college or university partner must be the fiscal agent and official applicant for the grant. Eligible applicants may apply for an award for up to two years.

The package contains all the information, instructions, and forms that applicants will need to apply for a 2010 *Improving Teacher Quality Partnership* grant. Please review the entire package carefully before preparing your application and submitting it to the Indiana Commission for Higher Education. To help ensure that your package is complete, an application checklist has been provided in the package.

Applications must be received no later than October 1, 2010

Again, thank you for your interest in the *Improving Teacher Quality Partnership* program and your commitment to helping Indiana schools ensure that all of our students achieve to high standards.

Sincerely,

Teresa Lubbers
Commissioner

**FY 2010 IMPROVING TEACHER QUALITY PARTNERSHIP PROGRAM
NOTIFICATION OF INTENT TO APPLY**

The Indiana Commission for Higher Education will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of partnerships that intend to apply for funding under this competition. The Commission’s ability to do this will depend, in turn, upon advance knowledge of the approximate number of applications that will be received.

For this reason, if you intend to apply for funding under the Improving Teacher Quality partnership program, we ask that you provide us the following information by September 10, 2010.

Name of Primary Applicant: _____

College/University: _____

Address: _____

City, State, Zip Code: _____

Telephone: _____ **Fax Number:** _____

E-mail address: _____

Targeted Core Academic Subject of Application (Select all that apply):

- | | |
|--|--|
| <input type="checkbox"/> ENGLISH/LANGUAGE ARTS/READING | <input type="checkbox"/> MATHEMATICS |
| <input type="checkbox"/> SCIENCE | <input type="checkbox"/> FOREIGN LANGUAGE |
| <input type="checkbox"/> HISTORY/GEOGRAPHY | <input type="checkbox"/> CIVICS/GOVERNMENT |
| <input type="checkbox"/> ECONOMICS | <input type="checkbox"/> ARTS |

Please return this form to:

ATTN: Improving Teacher Quality Program Officer
Indiana Commission for Higher Education
Re: 2010 Improving Teacher Quality Partnership Program
101 West Ohio Street, Suite 550
Indianapolis, Indiana 46204

Responses may also be sent by fax to (317) 464-4410.

NOTE: The Commission requests this information solely to help it prepare for the peer review process. It will not be used in the review of your application. Not completing this form does not prevent you from applying for a grant.

SECTION B

APPLICATION NARRATIVE

**FY 2010 IMPROVING TEACHER QUALITY PARTNERSHIP PROGRAM
APPLICATION NARRATIVE**

BACKGROUND

The No Child Left Behind Act of 2001 (NCLB), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), places a major emphasis upon teacher quality as a factor in improving student achievement. Title II of the ESEA makes funds available to States and local communities under a variety of flexible programs that will assist them in developing and supporting a high-quality teaching force and thereby improving student academic achievement. One of these programs, Teacher and Principal Training and Recruitment Fund (Title II, Part A), focuses on using practices grounded in scientifically-based research to prepare, train, and recruit high quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified.

OBJECTIVE

As part of the Teacher and Principal Training and Recruitment Fund, the State Agency for Higher Education (SAHE) is responsible for conducting a competitive Improving Teacher Quality State Grants process to fund partnerships comprised, at a minimum, of schools of education and schools of arts and sciences from institutions of higher education (IHEs), along with one or more high need Local Educational Agencies (LEAs). The partnerships must use the funds to conduct professional development activities in core academic subjects in order to ensure that highly qualified teachers, paraprofessionals, and (if appropriate) principals have subject matter knowledge in the academic subjects they teach, or in computer-related technology to enhance instruction.

ELIGIBILITY

Eligibility is limited to partnerships comprised at a minimum of (1) a private or State IHE and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need LEA (ESEA, Title II, Part A, Section 2131).

A high-need LEA is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

and

- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing. (ESEA, Title II, Part A, Section 2102).

Determining if a LEA Meets the High-Need Eligibility Requirement

Please use the following guidelines to establish whether a specific LEA is a “high-need” LEA.

1. Income requirement for Part A:
 - a. Based on guidance from the U.S. Department of Education, the U.S. Census Bureau data must be used to determine the total number of children in poverty by school district. These data can be found on the U.S. Census Bureau Web site at

<http://www.census.gov/hhes/www/saipe/tables.html>. (This site reports the number of children in poverty for every school district in the United States. Locate the file for the State's data, and find the LEA in question.);

and

2. Teacher Certification requirement for Part B:
 - a. School corporations with at least 5% of teachers teaching on an Indiana limited license will meet the Part B definition of a "high-need" LEA. Data on the number of limited licenses awarded to teachers by Indiana school corporation have been posted at <http://www.in.gov/che/> as reported by the Indiana Department of Education Division of Professional Standards; and/or
 - b. Each LEA may be able to more clearly address Part B of the definition and such information should be provided in your proposal narrative.

NOTE: Based on the Census Data referenced by the U.S. Department of Education, the Commission for Higher Education has identified that the following Indiana public school districts that meet the poverty eligibility requirement for the FY 2010 program: Adams Central Community Schools, Anderson Community School Corporation, Barr-Reeve Community School Corporation, Cannelton City School, Cloverdale Community Schools, Community Schools of Frankfort, Crawford County Community School Corporation, Crawfordsville Community School, Elkhart Community Schools, Elwood Community School Corporation, Evansville-Vanderburgh School Corporation, Gary Community School Corporation, Hamilton Community Schools, Indianapolis Public Schools, Knox Community School Corporation, Kokomo-Center Township Consolidated School Corporation, Lake Ridge Schools, Lake Station Community Schools, MSD Wayne Township, Madison-Grant United School Corporation, Marion Community Schools, Michigan City Area Schools, Mississinewa Community Schools, Muncie Community Schools, North Daviess Community Schools, North Knox School Corporation, Orleans Community Schools, Paoli Community School Corporation, Peru Community Schools, Randolph Central School Corporation, Randolph Eastern School Corporation, Richmond Community School Corporation, River Forest Community School Corporation, Rockville Community Schools, School City of East Chicago, School City of Hammond, School Town of Speedway, Scott County School District 1, South Adams Schools, South Bend Community School Corporation, Southwest Parke Community School Corporation, Springs Valley Community School Corporation, Switzerland County School Corporation, Turkey Run Community School Corporation, Vigo County School Corporation, Vincennes Community School Corporation, West Washington School Corporation, White River Valley School District, and Whiting School City.

The following school corporations meet both the poverty and teacher certification requirements for FY 2010 program, all eligible partnerships must include a school(s) from:

- ✓ North White School Corporation
- ✓ Randolph Central School Corporation
- ✓ School City of East Chicago
- ✓ School City of Hammond
- ✓ South Bend Community School Corporation
- ✓ Switzerland County School Corporation

Other Indiana schools and/or school districts can participate in a partnership as noted below.

Participation of LEAs that Do Not Meet the “High-Need” Requirement

In addition to the above three required partners, an eligible partnership **also may include** other Indiana LEAs (both “high-need” and not “high-need”), Indiana charter school(s), Indiana private school(s), an Indiana elementary or secondary school, an Indiana educational service agency, an Indiana nonprofit educational organization, other Indiana IHEs, a school of arts and sciences within that Indiana IHE, the division of that IHE that prepares teachers and principals, an Indiana nonprofit cultural organization, an Indiana entity carrying out a pre-kindergarten program, an Indiana teacher organization, an Indiana principal organization, or an Indiana business. (ESEA, Title II, Part A, Section 2131).

Fiscal Agent of the Partnership

An IHE must be the fiscal agent and official applicant of the partnership. While local schools/school corporations are not eligible to apply directly for funds, IHEs may not receive an award without collaborating fully with LEAs. The Indiana Commission for Higher Education strongly encourages teachers and local school corporations to initiate conversations with college and university faculty about proposal ideas and in-service needs.

PROJECT DURATION AND AMOUNT OF AWARDS

Proposed projects may last 12 to 24 months. Two-year projects are expected to provide a coordinated plan of activities for participants over two years rather than repeating an annual project two times. **Funding for second year activities of multi-year projects will be dependent on successful completion of the project's initial activities as well as on the continued availability of grant money to the Indiana Commission for Higher Education for the program.** For the second year of a funded project, rather than submitting a complete application packet, project directors will be expected to submit a progress report, an annual budget, and a description of the activities planned for that year.

Annual Projects will have activities from January 1, 2011 through December 31, 2011.

Two-year Projects will run from January 1, 2011 through December 31, 2012. The initial funding period will be for activities through December 31, 2011.

Proposed projects are expected to include professional development that is sustained over a period of time. Projects offering short courses, workshops, or similar short duration activities, must also include follow-up activities as part of the project.

The amount available for the first year of FY 2010 new projects in Indiana is approximately **TO BE INSERTED WHEN U.S. DOE AWARD NOTIFICATION IS RECEIVED (JUNE 30). Large scope projects are encouraged; however, no one proposal will receive the total funds available.**

DEADLINE

Proposals are due October 1, 2010. Proposals postmarked after October 1, 2010 will automatically not be considered. Successful applicants will be notified that their proposals have been selected for funding following Commission review and approval at its December 10, 2010 meeting.

ACTIVITIES

Required Project Components:

The Indiana Commission for Higher Education must make awards of *Improving Teacher Quality* partnership program funds to support the following types of partnership activities to enhance student achievement in participating “high-need” LEAs:

1. Professional development activities in core academic subjects to ensure that teachers have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning)
2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
 - a. Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
 - b. May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
 - c. May include activities of partnerships between one or more LEAs, one or more of the LEAs’ schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools. (ESEA, Title II, Part A, Section 2134).
3. A proposal under this program must respond to the professional development needs of teachers in a specific school, school district, or group of schools as identified in the Local Improvement Plan of the participating LEA(s) partners.
4. Proposals must be the result of collaborative planning between the proposing IHE’s school/department of education/teacher preparation as well as a school/department for the specific discipline(s) in which the professional development focuses and the high-need LEA. The provided Collaborative Agreement Form must be completed, signed, and included as part of a proposal in order to verify that cooperative planning has occurred and that one or more LEA(s) have entered into an agreement with the IHE.

Each proposal must provide a list of those teachers who will or are anticipated to participate in the project.

5. Proposals must advance teacher understanding of effective instructional strategies that are based on “scientifically-based research.”

Note: The law requires any partnership receiving both a subgrant from the Indiana Commission for Higher Education and an award under the Partnership Program for Improving Teacher Preparation in section 203 of Title II of the Higher Education Act (HEA) to coordinate activities conducted under the two awards.

Preferences:

In accordance with the activities to be funded as listed above, preference will be given to proposed activities that meet at least one of the following focus areas for teachers, principals, and/or paraprofessionals:

1. Focus on intensive high quality professional development needs related to **aligning classroom curricula** with Indiana’s Academic Standards and Indiana’s Core Standards in English/Language Arts, Mathematics, Science, and/or Social Studies;
2. Focus on **increasing the use of an applied approach** to increase the interest and participation in the STEM disciplines (science, technology, engineering and mathematics) through project-based learning (i.e., Project Lead the Way);
3. Focus on **engaging more students in rigorous science and mathematics courses** and support the elimination of lower level mathematics and science classes such as Basic Math or General Math;
4. Focus on **strategies to increase the “high achievement pipeline,”** including working with Advanced Placement, dual credit and International Baccalaureate teachers in core academic subject areas, so that more students have the opportunity to progress to and be successful in higher-level coursework.
5. Focus on **aligning Indiana high school curricula with the first-year of study** at Indiana’s colleges and universities;
6. Focus on **teaching of scientifically-based reading instruction;** and
7. Focus on **increasing the number of “highly-qualified” minority teachers and/or teachers of under-represented groups** in Indiana schools.

All proposals must provide in-service training developed in close collaboration with teachers, principals, and, as appropriate, local school corporation staff (including teacher assistants, office staff, librarians, media and computer specialists and guidance counselors) to be considered for funding.

SELECTION CRITERIA

The Commission will select for funding under the Improving Teacher Quality partnership program those applicants that are of the highest overall quality. In determining which applications to recommend for award, peer reviewers will assign each application up to 100 points using the following Selection Criteria. The relative weight for each criterion is indicated in parentheses. Each criterion also includes the factors the reviewers will consider in determining how well an application meets the criterion.

The Selection Criteria are drawn from the general criteria for competitive grants contained in sections 34 CFR 75.209 and 75.210 of the Education Department General Administrative Regulations (EDGAR) in response to 34 CFR 76.400(c) and 76.770. Reviewers will use their professional judgment to assess the quality of each application against these criteria. In determining which applicants to select for funding, the Commission relies upon the reviewers’ scores. However, the Commission may also use other pertinent information about an applicant, and has a responsibility under this program, to the extent

practical, to ensure an equitable distribution of grants in all geographic areas within the state (ESEA, Title II, Part A, Section 2132).

Upon completing its review of proposals, the peer review team will make award recommendations to the Commissioner. The Commissioner will consider the recommendations and present his award recommendations to the Indiana Commission for Higher Education for consideration and approval. The Commission will make all final decisions on Improving Teacher Quality partnership program awards.

Projects may not begin until: (a) they have been approved by the Indiana Commission for Higher Education, (b) their budgets have been satisfactorily negotiated with Commission staff, and (c) the Commission's award contract has been signed by the appropriate institutional officer and returned to the Commission. If due process procedures are invoked (see next section), the Commission's decisions and subsequent award contracts may be delayed.

A. Need for the Project. (10 points)

In determining the need for the proposed project, the Commission considers:

- (i) The status of the partner LEA as a “high-needs” LEA;
- (ii) The local or state needs being addressed and how these needs were determined;
- (iii) The extent to which K-12 teachers and planners, public and non-public, were involved in the selection of the problem(s) and the formulation of the solution(s);
- (iv) The magnitude of the need for the services to be provided or activities to be carried out by the proposed project;
- (v) The extent to which proposed activities meet the needs identified in the participating LEA(s) Local Improvement Plan(s); and
- (vi) The extent to which the proposed project will prepare recipients to integrate Indiana’s Academic Standards into classrooms of “high-need” LEAs.

B. Quality of the Project Design. (25 points)

In determining the quality of the proposed project design, the Commission considers:

- (i) The extent to which the program focuses on the preferred project activity areas for Indiana;
- (ii) The extent to which the program and programmatic activities are clearly defined;
- (iii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
- (iv) The extent to which program operations are clearly defined (who will do what, when and where);
- (v) The extent to which program participants are defined and selected;
- (vi) The number of teachers to be supported and the impact on classroom instruction;
- (vii) The extent to which specific dates and times of proposed project activities are defined;
- (viii) The number of days in which there will be interaction with participants;
- (ix) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Improving Teacher Quality financial assistance;
- (x) The extent to which the proposed project represents an exceptional approach for improving teacher quality;
- (xi) The extent to which the proposed project serves multiple school districts and/or geographic areas within the state; and
- (xii) The extent to which the proposed project is based on “scientifically-based research.”

C. Quality of Project Services. (20 points)

In determining the quality of the services to be provided by the proposed project, the Commission considers:

- (i) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services;
- (ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;
- (iii) The extent to which the training or professional development services to be provided by the proposed project are likely to ensure that recipients of those services will be highly qualified in the core academic subject taught by the recipients;
- (iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services; and
- (v) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

D. Quality of Project Personnel. (10 points)

In determining the quality of project personnel, the Commission considers the qualifications, including relevant training and experience of:

- (i) The project director;
- (ii) Key project personnel; and
- (iii) Project consultants or subcontractors.

E. Adequacy of Resources. (10 points)

In determining the adequacy of resources for the proposed project, the Commission considers:

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization;
- (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
- (iii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

F. Quality of the Management Plan. (10 points)

In determining the quality of the management plan for the proposed project, the Commission considers:

- (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project; and
- (iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

G. Quality of the Project Evaluation. (15 points)

In determining the quality of the project evaluation, the Commission considers the extent to which the methods of evaluation:

- (i) Are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;
- (ii) Provide for examining the effectiveness of project implementation strategies; and
- (iii) Include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

DUE PROCESS

An applicant desiring an explanation of the Commissioner's decision not to recommend its proposal for funding must contact Commission staff. Decisions regarding the relative merit of competing proposals are considered final. However, an institutional applicant who is dissatisfied with the review process may request a hearing. Such a request must be made in writing and received at the Commission office within ten days of the notification of a decision not to recommend. Hearings will be conducted before the Commissioner for Higher Education. Upon completion of the hearing, the Commissioner will consider all arguments and factor such information into his final award recommendations to the Commission. The Indiana Commission for Higher Education will consider the recommendations of the Commissioner and make all final award decisions.

SECTION C

BUDGET & ACCOUNTABILITY REQUIREMENTS

FY 2010 IMPROVING TEACHER QUALITY PARTNERSHIP PROGRAM BUDGET/ACCOUNTABILITY REQUIREMENTS

GENERAL INFORMATION

A detailed budget and a budget summary using the provided budget summary form are required. Each item must be justified for its contribution to the program. Budget categories include:

- Salaries and fringe benefits for faculty and other instructional personnel;
- Salaries and fringe benefits for student and teacher assistants;
- Salaries and fringe benefits for clerical and other support personnel;
- Participant support costs such as travel, subsistence, fees, and stipends;
- Administrative costs;
- Other instructional costs such as books, materials, supplies;
- Contractual costs such as consultants and evaluators;
- Indirect costs.

SPECIAL NOTE

The law requires that no single participant in an eligible partnership, (*i.e.*, no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner), may “use” more than 50 percent of the subgrant. The provision does not focus on which partner receives the funds, but which partner directly benefits from them.

Example: Correct Use of Funds

Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development in instructional leadership for 20 principals. Jefferson University’s Grants Office receives **100%** of the Title II, Part A funds for the partnership. The Grants Office gives:

- the College of Education **25%** of the funds to use to pay its faculty to deliver professional development in instructional leadership methodologies for 20 principals at Lincoln school district;
- the College of Arts and Sciences **25%** of the funds to use to pay its faculty to deliver professional development content knowledge in instructional leadership for 20 principals at Lincoln School District;
- Lincoln School District **50%** of the funds to use to pay stipends for its principals to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example no partner uses more that 50% of the funds for its own benefit.

Example: Incorrect Use of Funds

Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development in instructional leadership for 20 principals. Jefferson University’s Grants Office receives **100%** of the Title II, Part A funds for the partnership. The Grants Office gives:

- the College of Education **10%** of the funds to use to pay its faculty to deliver a professional development summer course in instructional leadership methodologies for 20 principals at Lincoln school district;
- the College of Arts and Sciences **10%** of the funds to use to pay its faculty to deliver a professional development summer course in instructional leadership content knowledge for 20 principals at Lincoln school district;
- a mentor principal **10%** of the funds to work with the 20 Lincoln school district principals, in their buildings, applying what they learned in the professional development summer courses;
- Lincoln school district **70%** of the funds to pay tuition for the 20 principals to attend the professional development summer courses offered by the faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example one partner uses more than 50% of the funds for its own benefit.

BUDGET LIMITATIONS

A grant may pay either for participant tuition or for the direct instructional costs of program delivery. It cannot pay for both. Direct costs may include summer or released time salaries and fringe benefits for faculty and staff, participant stipends, participants' living costs, travel, supplies, and consultants' fees.

While it is not required, *Improving Teacher Quality* partnership projects may offer university undergraduate or graduate credit for participants. If credit is granted at no cost to the participants, then the awarding of participant stipends is not recommended.

1. Salaries and Wages (or tuition fees). These should be determined in accordance with institutional policies and regulations. For each project staff member, indicate how his/her salary or wages were derived. If tuition reimbursement is being requested **rather** than salaries, make note of this and list the cost in this column. Note: Salary expenses should not exceed 30 percent of total budget.

2. Fringe Benefits. These should also be consistent with institutional policies and regulations. Indicate each type of benefit -- retirement, social security, and medical -- separately.

3. Consultants. The project narrative should include justification for the use of each consultant. In the budget narrative, explain the number of days each will assist the project and the amount to be paid per day, being mindful of the \$200/day guideline. Provide the name of each consultant, if possible.

4. Supplies and Expenses. Identify each general category of expendable supplies and their estimated costs. Customary categories include printing, postage, classroom supplies, and software.

5. Equipment. Small equipment-supply rental and/or purchase are permissible and must be essential to the specific in-service needs of the project. Small equipment-supply items must individually cost no more than \$500. Funds cannot be used to finance capital expenditures or office equipment. The LEAs participating in the project must retain equipment-supply items purchased with *Improving Teacher Quality* partnership program funds.

6. Travel. Travel reimbursement should conform to institutional policies and regulations. If applicable, indicate the estimated number of in-state trips and mileage. Travel-related meals or other expenses should be itemized. Out-of-state travel will not be approved.

7. Participant Stipends. The Commission will authorize stipends for teachers participating in *Improving Teacher Quality* partnership program in-service activities. Such stipends should be modest; for example, they might be based on what school corporations pay substitute teachers in order to release regular teachers for in-service programs. The recommended stipend is \$60/day (6-8 hours).

8. Other Direct Cost. These should be itemized. Examples include space rental and computer time.

9. Indirect Cost. Indirect cost for activities supported by *Improving Teacher Quality* partnership program funds should be calculated at a maximum of eight (8) percent for federal direct cost.

Excluded from payment are:

- Planning costs;
- Individual capital equipment items costing more than \$500;
- Salary payments for faculty and staff overload; and
- Registration/travel to conventions or professional meetings.

MATCHING FUNDS

In-kind and cash contributions from the LEA(s), the IHE(s), or other sources are generally expected to make up at least 10 percent of the budget. Exceptions require special justification. Support and cooperation from local schools, professional organizations, and other projects is encouraged. Examples of such contributions and support include:

- Local schools or one of the school districts sharing the cost of participant expenses, materials, or stipends,
- Local schools providing for the cost of hiring substitutes while participants attend project activities,
- Professional associations assuming the cost of a conference or a publication which disseminates information or materials from the project, and/or
- Other agencies linking a complementary project with the one proposed for the *Improving Teacher Quality* partnership program.

Partial project sponsorship by industry or a not-for-profit group with education related objectives would be regarded favorably. Cooperative support from LEA ESEA Title II funding is especially encouraged and is expected in most cases.

ACCOUNTABILITY REQUIREMENTS

A financial and project report is required within thirty (30) days of the end of the project period. The project report includes participant data and describes funded activities. Forms for the two reports will be provided to project directors.

The provisions of part 74 of the Education Department General Administrative Regulations (EDGAR) govern the use of funds provided to institutions of higher education and nonprofit organizations. Allowable costs are determined by the cost principle contained in the Office of Management and Budget (OMB Circular A-21 and A-122, respectively.)

Institutions receiving Title II funds must submit to the Commission OMB circular A-133 audit reports for each fiscal year in which project activity occurs.

SECTION D

DEFINITIONS, ACRONYMS AND ABBREVIATIONS

**FY 2010 IMPROVING TEACHER QUALITY PARTNERSHIP PROGRAM
DEFINITIONS, ACRONYMS, AND ABBREVIATIONS**

DEFINITIONS

ARTS AND SCIENCES: When referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit [*Title II, Part A, section 2102(1)*].

CORE ACADEMIC SUBJECTS: The term core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [*Title IX, Part A, section 9101(11)*].

HIGH-NEED LEA: An LEA that serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [*Title II, Part A, section 2102(3)*].

HIGHLY QUALIFIED PARAPROFESSIONAL: A paraprofessional who has not less than 2 years of: A) experience in a classroom; and B) post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers [*Title II, Part A, section 2102(4)*].

HIGHLY QUALIFIED TEACHER:

- A. When the term “highly qualified teacher” is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
- The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State’s public charter school law (*see entry below for the definition of a highly qualified charter school teacher*); and
 - The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
- B. When the term “highly qualified teacher” is used with respect to:
1. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
 - Holds at least a bachelor's degree; and
 - Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or
 2. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and has

demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:

- Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
- Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

C. When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and:

- Has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test; or
- Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
 - a. Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - b. Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - c. Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - d. Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - e. Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - f. Is made available to the public upon request; and
 - g. May involve multiple, objective measures of teacher competency [*Title IX, Part A, section 9101(23)*].

HIGH QUALITY PROFESSIONAL DEVELOPMENT: See the definition for “professional development.”

LOW-PERFORMING SCHOOL: The term “low-performing school” means an elementary school or secondary school that is identified under Section 1116 of ESEA.

PARAPROFESSIONAL: A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

PRINCIPAL: The term “principal” includes an assistant principal [*Title II, Part A, section 2102(6)*].

PROFESSIONAL DEVELOPMENT: The term “professional development:”

A. Includes activities that:

1. Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
2. Are an integral part of broad schoolwide and districtwide educational improvement plans;

3. Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 4. Improve classroom management skills;
 5. Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;
 6. Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
 7. Advance teacher understanding of effective instructional strategies that are:
 - a. Based on scientifically based research (except that this subclause shall not apply to activities carried out under Part D of Title II); and
 - b. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
 8. Are aligned with and directly related to:
 - a. State academic content standards, student academic achievement standards, and assessments; and
 - b. The curricula and programs tied to the standards described in subclause (a) [except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)];
 9. Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 10. Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 11. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 12. As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 13. Provide instruction in methods of teaching children with special needs;
 14. Include instruction in the use of data and assessments to inform and instruct classroom practice; and
 15. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- B. May include activities that:
1. Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 2. Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 3. Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom [*Title IX, Part A, section 9101(34)*].

SCIENTIFICALLY BASED RESEARCH: The term “scientifically based research:”

- A. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- B. Includes research that--
- Employs systematic, empirical methods that draw on observation or experiment;
 - Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [*Title IX, Part A, section 9101(37)*].

ACRONYMS AND ABBREVIATIONS

EDGAR: Education Department General Administrative Regulations.

ESEA: Elementary and Secondary Education Act of 1965.

ICHE: Indiana Commission for Higher Education.

IDOE: Indiana Department of Education.

IHE: Institution of higher education. This includes both private and public institutions.

LEA: Local education agency. This may be a single public school, a public school district, or a consortium of public schools or districts.

NCLB: *No Child Left Behind*, the act that amended ESEA.

NPO: Non-Profit Organization. This includes certain non-profit organizations, other than colleges and universities that offer professional development.

RFP: Request for proposal.

SAE: State agency for education. This is the state agency that is responsible for K-12 education. In Indiana, the SAE is the Indiana Department of Education.

SAHE: State agency for higher education. In Indiana, the SAHE is the Indiana Commission for Higher Education.

SECTION E

APPLICATION CONTENTS

GENERAL INSTRUCTIONS

To compete for an award under the Improving Teacher Quality partnership program, applicants must include the following eight parts in this order.

Part I: Cover page

This part of the application consists of the standard application cover page to provide basic identifying information about the applicant and application. Use the form provided.

Part II: Table of Contents

Part III: Proof of Eligibility

This part of the application requires documentation regarding the eligibility of the partnership to receive a grant under this program. An eligible applicant must complete the provided Collaborative Agreement form and include a list of potential participants.

Part IV: Abstract

The abstract must be one-page in length and include the objectives and intended outcomes of the proposed project.

Part V: Project Narrative

This part of the application contains information describing the proposed project, responding to the Program's Selection Criteria, which is located on page 9 of this RFP. The narrative is limited to the equivalent of no more than 15 pages, using the following standards:

- A page is 8.5" x 11", with 1" margins at the top, bottom and both sides;
- Use a font that is either 11-point or larger with no smaller than 10 pitch (characters per inch);
- For charts/tables/graphs, use a font that is either 11-point or larger with no smaller than 10 pitch (characters per inch); and
- Use the headings provided in the Program's Selection Criteria (page 9 of this RFP) for each section.

Part VI: Separate Budgets for Year One and Year Two and Budget Summary

In order to be considered for funding, the applicant must provide the following:

- Budget summary using form provided. For a two-year proposal, provide a budget form for each year.
- A descriptive, itemized budget narrative that explains and justifies the requested amounts for individual cost categories.
- "Use" of Funds form.

Part VII: Personnel

This part must include a brief vita (two-page maximum) for the director(s) and each of the instructional staff. Briefly discuss the qualifications of the project director(s) and faculty/staff for the project.

Part VIII: Statement of Assurances

In order to be considered for funding, the applicant must complete and sign all assurances and certifications that are provided. These include

- Statement of Assurances
- Assurances – Non-Construction Programs
- Certifications Lobbying; Debarment; Suspension, and other Responsibility Matters; and Drug-Free Workplace Requirements
- Certification Regarding Debarment; Suspension; Ineligibility; and Voluntary Exclusion-Lower Tier Covered Transactions
- Disclosure of Lobbying Activity

(Note: Applicants who have previously applied for and/or received funds from the Math Science Partnership Grant Program must note it on their application).

FY 2010 TITLE II IMPROVING TEACHER QUALITY PROPOSAL COVER PAGE

Project Title: _____

Applying College or University: _____

Project Director: Name: _____ Phone: _____

Mailing Address: _____ City: _____, IN Zip: _____

Fax: _____ E-mail: _____

Level(s) of Project Participants (check all that apply):

- Preservice
 K-4
 5-6
 7-8
 9-12
 Principals

Field(s) of Study:
 English/Language Arts/Reading
 Mathematics
 Science
 Economics

History/Geography
 Civics/Government
 Foreign Language
 Arts

Length of Proposed Project:
 One year
 Two years

Expected number of project participants each year (do not include project staff):

	Year One	Year Two
Preservice		
K-12 Teachers		
College/Univ. Faculty		
Others		
TOTAL		

Dates of Project Activities: _____

Region of Project Impact (Attach an additional sheet if necessary):

School	School Corporation/District	City

Proposed Sources of Funding:

	Year One	Year Two
Title II Grant		
Applying IHE		
LEA Partner		
Other		
TOTAL		

Name of the individual with fiscal authority for the grant:

Name: _____ Address: _____

PROJECT DIRECTOR:

 TYPED NAME AND TITLE SIGNATURE DATE

INSTITUTIONAL AUTHORITY:

 TYPED NAME AND TITLE SIGNATURE DATE

FY 2010 TITLE II IMPROVING TEACHER QUALITY PROPOSAL

Year One

Year Two

Summary

INSTITUTION: _____

PROJECT TITLE: _____

		TITLE II FUNDS REQUESTED	MATCHING FUNDS/ IN-KIND SERVICES	TOTAL PROJECT EXPENSES
A. SALARIES	1. Professional	\$ _____	\$ _____	\$ _____
	2. Non-Professional	\$ _____	\$ _____	\$ _____
	3. Fringe Benefits	\$ _____	\$ _____	\$ _____
B. CONSULTANTS		\$ _____	\$ _____	\$ _____
C. SUPPLIES & EXPENSES		\$ _____	\$ _____	\$ _____
D. TRAVEL		\$ _____	\$ _____	\$ _____
F. PARTICIPANT STIPENDS		\$ _____	\$ _____	\$ _____
F. OTHER DIRECT COSTS		\$ _____	\$ _____	\$ _____
G. EQUIPMENT		\$ _____	\$ _____	\$ _____
H. INDIRECT COSTS		\$ _____	\$ _____	\$ _____
TOTAL		\$ _____	\$ _____	\$ _____

**FY 2010 IMPROVING TEACHER QUALITY PARTNERSHIP PROGRAM
"USE" OF FUNDS FORM**

Federal law requires that no single participant in an eligible partnership, (*i.e.*, no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner), may "use" more than 50 percent of the subgrant. The provision does not focus on which partner receives the funds, but which partner directly benefits from them. Please note below the percent of requested funds that will be used by each participant in the partnership following the examples provided on pages 13 and 14 of this document.

IHE School/Department of Education or Teacher Prep Program: _____
Description:

IHE School of Arts and Sciences: _____
Description:

High-Need LEA: _____
Description:

Other Partner (_____): _____
Description:

Other Partner (_____): _____
Description:

Attach additional pages as need.

TOTAL: **100%**

FY 2010 IMPROVING TEACHER QUALITY PARTNERSHIP PROGRAM

STATEMENT OF ASSURANCES

Participating institutions are required to provide assurances that all provisions of the law and its regulations have been complied with. Although each project's narrative should indicate how compliance has been built into project activities, compliance must also be affirmed in a document signed by an appropriate institutional officer assuring the Commission (and the U.S. Department of Education) that the items listed in the statement on the next page have indeed been incorporated into the project for which Eisenhower funds are sought.

The institution hereby assures and certifies that it will comply with all the regulations, policies, guidelines, and requirements as they relate to the acceptance, and use of funds for this federally funded project. The institution also assures and certifies that it will:

1. Keep such records and provide such information as may be necessary for fiscal and program auditing and for program evaluation and will provide the Commission or its designee any information it may need to carry out its responsibilities under the No Child Left Behind Act.
2. Comply with all provisions of the No Child Left Behind Act and its implementing regulations and all administrative rules of the Commission applicable to the No Child Left Behind.
3. Enter into formal agreement(s) with school corporations to be served by the proposed in-service training program.
4. Submit to the Commission for Higher Education an appropriate A-133 for the fiscal years covered by the project.

Institution

Name of Authorizing Official

Title

Signature

Date

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for Federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care,

handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996

- 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

**INSTRUCTIONS FOR COMPLETION OF SF-LLL,
DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For

example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 2050

SECTION F

TRANSMITTAL INSTRUCTIONS AND APPLICATION CHECKLIST

APPLICATION TRANSMITTAL INSTRUCTIONS

Applicants must meet the following deadline requirements in order to be considered for funding.

Applications Sent by Mail

Applicants must mail the original and twelve (12) copies, all bound or stapled so the opened proposals will lie reasonably flat to:

Indiana Commission for Higher Education
Re: Improving Teacher Quality Partnership Program
101 W. Ohio Street, Suite 550
Indianapolis, IN 46204

Proposals must be postmarked by October 1, 2010.

Applicants must show one of the following as proof of mailing:

1. A legibly dated U.S. Postal Service Postmark;
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service; or
3. A dated shipping label, invoice, or receipt from a commercial carrier.

If the application is mailed through the U.S. Postal Service, please that the Commission will not accept either of the following as proof of mailing:

1. A private metered postmark; or
2. A mail receipt that is not dated by the U.S. Postal Services.

Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, please check with your local post office.

Applications Delivered by Hand

The Commission will accept applications that are delivered by hand. Applicants may submit the original and twelve (12) copies to the Commission office located on 101 W. Ohio Street, Suite 550, Indianapolis, IN 46204. Applications will be accepted from 8:00 a.m. to 5:00 p.m., Monday through Friday, up to and including October 1, 2010. No applications will be accepted by hand-delivery following 5:00 p.m. on October 1, 2010.

APPLICATION CHECKLIST

Does your application include each of the following?

- Cover Page
- Table of Contents
- Proof of Eligibility (Includes Collaborative Agreement form and a list of potential participants)
- Project Abstract
- Project Narrative
- Year One, Year Two, and Summary Budget Forms and Budget Narratives
- “Use” of Funds Form
- Assurances and Certifications
 - Statement of Assurances Form
 - Assurances--Non-Construction Programs
 - Certifications Regarding Lobbying; Debarment; Suspension, and Other Responsibility Matters; Drug-Free Workplace Requirements
 - Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions
 - Disclosure of Lobbying Activity

Did You –

- Provide one (1) original plus twelve (12) copies of the application?
- Include all required forms with original signatures and dates?
- Adhere to the page limit described in Section C?
- Consecutively number all pages in your application package?

ASSISTANCE

Questions regarding these proposal guidelines or potential professional development projects should be directed to Catisha Coates at the Indiana Commission for Higher Education by email catishac@che.in.gov telephone (317) 464-4400 x25 or by fax (317) 464-4410. Limited assistance and guidance on specific plans for a project are available.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM F:

Approval of Indiana College Cost Estimator Contract

Staff Recommendation

That the Commission for Higher Education authorize staff to enter a two-year contract agreement with the National Center for College Costs for the statewide implementation of the Indiana College Cost Estimator.

Background

The available evidence suggests that the cost of college, both perceived and actual, poses a significant challenge to raising Indiana's education attainment level. Based on state survey data, 70 percent of first-generation college students believe that they cannot afford postsecondary education.

In recognition of this challenge, the Indiana Commission for Higher Education has engaged in ongoing discussions with the National Center for College Costs over the past two years related to the statewide deployment of an online resource that would make federal, state and institutional financial aid transparent for Indiana families.

As envisioned, the Indiana College Cost Estimator will be a "one stop shop" offering Hoosiers customized estimates and side-by-side comparisons of the net cost of college after financial aid at each of Indiana's public and private colleges. This output would include user-friendly explanations of how an individual's expected family contribution was calculated (EFC); how colleges use student data and EFCs to generate financial aid awards; "key tips" regarding these processes, calculations and procedures; access to "Ask the Expert" sessions; and relevant and timely reminder messages on an ongoing basis.

Under the proposed service agreement with the National Center for College Costs, the Commission for Higher Education would dedicate \$400,000 of federal College Access Challenge Grant funds for an initial two-year license offering unlimited statewide use of the Indiana College Cost Estimator tool (\$150,000 per year) and related training/support services fees (\$50,000 per year).

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM G: Modification to Commission for Higher Education Staff Retirement Plan

Staff Recommendation That the Commission for Higher Education approve the *Modification to Commission for Higher Education Staff Retirement Plan* as presented in the agenda materials.

Background The Commission adopted a defined contribution plan for staff, established on January 1, 1975. The plan, administered by TIAA-CREF, was modified in May 2001 and amended in December 2001 and December 2003.

The purpose of this modification is to adjust the Plan Contribution as a Percentage of Compensation.

Supporting Document *Modification to State of Indiana Commission For Higher Education Defined Contribution Retirement Plan.*

**MODIFICATION TO STATE OF INDIANA COMMISSION FOR HIGHER EDUCATION DEFINED
CONTRIBUTION RETIREMENT PLAN**

June 11, 2010

The Indiana Commission for Higher Education Defined Contribution Plan was established January 1, 1975. Article IV, Section 4.1 Plan Contributions at the time of establishment set the contribution rate as 15% of the participant's salary. The modification proposed by Commission staff at this time is to adjust the contribution rate to 10% for all employees hired after June 11, 2010.

The Indiana Commission for Higher Education was created by statute in 1971. The Commission was created both as the coordinator of the state's higher education system, but also as a part of the system. The statutes creating the Commission were placed in the higher education section of the Indiana Code and many of the statutes governing the public postsecondary institutions also apply to the Commission. The Commission adopted a defined benefit plan with TIAA-CREF in part to be compatible with the higher education community, which relies heavily on TIAA-CREF to administer the retirement plans of many of their employees. From 1971 until fairly recently, most public postsecondary institutions participating in defined benefit plans with TIAA-CREF contributed 15% of an employee participant's salary toward their TIAA-CREF defined contribution plan. However, particularly as budgets have tightened, all of Indiana's public postsecondary institutions have dropped their contribution rates to between 10% and 14.5% for new hires. Employees already participating in the plan were grandfathered in at the higher contribution rates. In order to be consistent with state-wide practice with in the public postsecondary community, and in recognition of the challenging financial circumstances of the state, the Commission finds it appropriate to lower the contribution rate to 10% for employees hired after June 11, 2010. TIAA-CREF is the administrator of the plan and will be informed of the Commission's decision.

Article IV: Plan Contributions, would be amended from:

4.1 Plan Contributions. Plan Contributions will be made for Eligible Employee who have satisfied the requirements of Article III in accordance with the schedule below.

Plan Contribution as a Percentage of Compensation

By the Institution

15% of the Participant's salary.

To Read as Follows:

4.1 Plan Contributions. Plan Contributions will be made for Eligible Employee who have satisfied the requirements of Article III in accordance with the schedule below.

Plan Contribution as a Percentage of Compensation

By the Institution

For an employee hired before June 11, 2010: 15% of the Participant's salary.

For an employee hired on or after June 11, 2010: 10% of the Participant's salary.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

DECISION ITEM H: Election of Officers

Background

In line with the Bylaws of the Indiana Commission for Higher Education, the Commission Nominating Committee will present a slate of officers to the Commission for approval at its June business meeting.

Supporting Document

None.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

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

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. ISU-Hendricks County	Master of Business Administration	05/05/09	On June agenda for action.
2. IU Indianapolis	Ph.D. in Applied Earth Sciences	12/18/09	Under CHE review.
3. BSU	B.A./B.S. in Construction Management	12/23/09	Under CHE review.
4. ITCCI-Sellersburg	A.S. in Physical Therapist Assistant	02/18/10	On June agenda for action.
5. ITCCI-Kokomo @ Logansport	A.S. in Education	02/18/10	On June agenda for action.
6. Purdue thru the IUPUI campus	B.S. in Energy Engineering	02/23/10	On June agenda for action.
7. BSU-Statewide via Dist. Ed. Tech.	M.A. in Education, Business Education	04/29/10	Under CHE review.
8. ITCCI-Indianapolis	A.A.S. in Electroneurodiagnostics	04/22/10	Under CHE review.
9. ITCCI-South Bend	A.S. in Nanotechnology	04/22/10	On June agenda for action.
10. ITCCI-Madison @ Madison & Lawbrg.	A.S. in Imaging Sciences	04/22/10	Under CHE review.
11. VU	A.A.S./A.S. in Welding Technology	05/03/10	Under CHE review.
12. IU- All campuses-Statewide via Dist. Ed. Tech.	B.S. in Nursing (Completion)	05/21/10	On June agenda for action.
13. IU-Indianapolis	M.S. in Event Tourism	05/21/10	Under CHE review.
14. IU-Northwest	M.S. in Clinical Counseling	05/21/10	Under CHE review.
15. IU-Bloomington	M.S. and Ph.D. in Statistical Science	05/21/10	Under CHE review.
16. ITCCI-Kokomo @ Peru	A.S. in Nursing	05/27/10	Under CHE review.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

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-2-10-1-14 Purdue University- Calumet
Cooling Tower Replacement
Project cost: \$1,500,000*

Purdue University seeks approval for a project involving the installation of a field erected cooling tower to replace the existing 40-year-old cooling tower. The scope includes the demolition of the existing cooling tower and chilled water connections from the new cooling tower to the chillers in the heating and cooling plant. The estimated cost of this project is \$1,500,000, to be funded from Purdue University Calumet reserves.

*G-0-09-2-02R University of Southern Indiana
General R&R
Project cost: \$560,963*

USI originally requested release of these funds to complete three projects. This revised request is for release of the same funds in the identical amount, except to complete a single project. The project is Phase III renovation of selected classrooms, laboratories and faculty offices in the Science Center. The project has already been completed and USI is seeking reimbursement of ARRA funding for FY 09 General R&R.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

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

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

F-0-02-1-12 Ivy Tech Community College of Indiana
Muncie/Anderson A&E
Project Cost: \$4,800,000

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 and Renovation project at the ITCCI Muncie and Anderson sites. The nature and scope of the new construction projects are yet to be determined. The expected cost of the project is \$4,800,000 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: \$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 \$350,000 and would be funded from 2007 General Assembly cash appropriation. This project is awaiting a letter from the Budget Agency requesting review.

E-1-07-1-01 Vincennes University
Advanced Manufacturing and Training Center in Jasper
Project cost: \$8,850,000

Vincennes University seeks authority to proceed with the construction of an Advanced Manufacturing and Training Center in Jasper. The total project cost is expected to be \$8,850,000. The 2007 Indiana General Assembly authorized \$8,000,000 in fee replaced bonding authority for this project. VU will raise the other \$850,000. 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 seek 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 seek authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project is awaiting a letter from the Budget Agency requesting review.

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

The Trustees of Indiana University request 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.

A-2-07-1-02 Indiana University – Purdue University Indianapolis
Neurosciences Research Building
Project Cost: \$53,000,000

The Trustees of Indiana University respectfully request authorization to proceed with the construction of the School of Medicine’s Neuroscience Research Building located on the IUPUI campus. The project is estimated to cost \$53,000,000 of which \$43,000,000 will be funded through fee-replaced academic facilities/student fee bonds. In addition, the university will contribute \$5,000,000 from School of Medicine Gifts and \$5,000,000 from Auxiliary Reserves to this critical project.

G-0-09-1-01 University of Southern Indiana
USI Teaching Theatre – Replacement Project
Project Cost: \$16,500,000

The Board of Trustees of the University of Southern Indiana propose the construction of a \$16,500,000 Teaching Theatre to replace the current theatre, costume shop, and scene shop located approximately four miles from campus. The University received \$15,000,000 in bonding authorization from the 2009 Indiana General Assembly. However, USI requests only \$13,000,000 in fee-replaced bonding and will raise the additional funds themselves.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

INFORMATION ITEM D: Minutes of the May 2010 Commission Working Sessions

MINUTES OF COMMISSION WORKING SESSIONS

Thursday, May 13, 2010

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 6:30 p.m. (ET) at the Ball State University Pittenger Student Center, Cardinal Hall A, in Muncie, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Chris Murphy, Eileen Odum, and George Rehnquist.

Also present were Phil Sachtleben, Terry King, and Randy Howard. Staff present was Jason Bearce, Catisha Coates, Haley Glover, Bernie Hannon, Teresa Lubbers, and Jennifer Seabaugh.

II. DISCUSSION

- A. Acting Chair Jud Fisher called the meeting to order at 6:30 PM.
- B. Terry King, Provost and Vice President for Academic Affairs, provided a brief overview of Ball State University's successes over the past year. He noted that of the 104 outcome measures identified, 80 percent of the measures were either met or will be met soon. He introduced Randy Howard, Vice President for Business Affairs and Treasurer.
- C. Randy Howard provided an overview of Ball State's Geothermal Energy Initiative. He began the presentation by showing a brief video that highlighted the status of the campus' tunnels, which channel the heating and cooling, and are at capacity. He also noted that the boilers currently in use have a 40-year lifespan, and are now more than 70 years old. In 2005, Ball State received authorization for a boiler purchase, but by the time they were ready to buy them, the equipment was too expensive.
 - a. The two-phase geothermal project will require about \$85 million in capital, and will result in thousands of boreholes with closed-circuit loops to channel hot and cool water. The savings estimates include:
 - i. \$2.2 million reduction in energy costs (annual)
 1. In the event that energy prices go up, this estimate will rise, as geothermal will offset the volatility in energy costs.
 - ii. Eliminates need for 36,000 tons of coal
 - iii. Eliminates 85,000 tons of CO², and will cut the campus' carbon footprint in half
 - iv. In the event a cap-and-trade system is implemented, there is potential that BSU could sell credits
 - v. Creates an estimated 2,000 jobs, as the project will use only American-made components. Also, local companies are being used to a large extent for the work.
- D. Haley Glover, Associate Commissioner for Policy and Planning Studies, provided Commission members with an overview of feedback from the 2010 Weldon Conference, which was quite positive. Commission members indicated their disappointment that there were no questions for the Governor after his address, and suggested that breakout sessions be incorporated in future conferences.
- E. Cynthia Baker provided a review of the Faculty Leadership Conference, and indicated that 37 faculty members from many campuses were in attendance. Commission members indicated that this may not

be the optimal number of faculty to bring to the conference, and that we should think very intentionally about how many and which faculty members are invited.

- F. Haley Glover provided a brief description of an initiative proposed by the Commission in partnership with the Indiana Department of Workforce Development in response to an RFP issued by the Lumina Foundation. This initiative focuses on “stop-out” students, those who have some college but no degree. If funded, the initiative would provide the regional campuses of IU and Purdue, Ivy Tech and Vincennes with support to locate stop-out students, and would provide “proactive counseling” and financial support for those students through the DWD. Lumina will invite full proposals by the beginning of July.
- G. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, provided the Commission with an overview of the recent realignment of Learn More Indiana. This realignment will better position the Learn More staff to address the operational and strategic needs of the organization, and to improve the coalition-building efforts in all regions of the state. Jason emphasized that while Learn More, in the past, has been devoted to improving college preparation and access, it will now include college completion in its mission.
- H. Haley Glover reminded Commission members and staff that they must complete the mandatory ethics training required by the State by May 21, 2010.

III. ADJOURNMENT

The Chair adjourned the meeting at approximately 8:30 p.m. (ET).

MINUTES OF COMMISSION WORKING SESSION

Friday, May 14, 2010

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at the Ball State University Pittenger Student Center, Cardinal Hall A, in Muncie, Indiana, with Acting Chair Ken Sendelweck presiding. The following members were present: Cynthia Baker, Jerry Bepko, Dennis Bland, Carol D'Amico, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Chris Murphy, Eileen Odum, George Rehnquist, and Ken Sendelweck

Staff present was Jason Bearce, Catisha Coates, Nicole Crouse, Jean Dugan, Haley Glover, Bernard Hannon, Teresa Lubbers, Jennifer Seabaugh, and Ken Sauer.

II. DISCUSSION

- A. Acting Chair Ken Sendelweck called the meeting to order at 7:45 am. He asked those present to keep Mike Smith and his family in their thoughts as they are dealing with a serious illness. He also introduced Eileen Odum as the Commission's newest member, replacing Dick Johnson.
- B. Bernie Hannon, Senior Associate Commissioner for Facilities and Financial Affairs and CFO, provided an overview of the findings and potential recommendations for the Financial Aid Study, which is due to the General Assembly by June 30. He notified the Commission that the full meeting's presentations would be given by Laurie Gavrin of SSACI and David Murray, who is developing a net price calculator. He provided a brief overview of how SSACI awards are distributed among students by institution, and discussed the impact that the 21st Century Scholar program is having on other need-based awards. It was determined that staff should prepare an opportunity for Commission members to learn more about Indiana financial aid prior to the end of the fiscal year and submission of the report.
- C. Scott Jenkins, Education Policy Advisor for Governor Daniels, spoke with Commission members about Western Governor's University, an online, competency-based, fully-accredited institution that may be brought to Indiana with the support of the Governor's Office. Currently, there is an MOU in place that would be amended through Executive Order that will set up WGU as an "entity that students should know about." Currently, SSACI has a policy that requires students who receive aid to attend an institution that offers at least 50% of its courses on a physical campus. The Governor's Office is working with SSACI to amend that policy to enable the inclusion of WGU. He also noted that WGU will have an Indiana chancellor and an advisory board, and requested recommendations for that board that include geographic and racial/ethnic diversity.
- D. Ken Sendelweck noted that he will chair the Officer Nominating Committee, made up of Jerry Bepko, Dennis Bland, Carol D'Amico and Gary Lehman, to make recommendations for officers for the 2010-11 year at the June CHE meeting.
 - a. It was noted that Commissioner Teresa Lubbers has been in her position for a year and should have a performance and position review with the Commission's Human Resources committee.
- E. Ken Sendelweck also noted that the Commission's Retreat will be held on Thursday June 10, beginning at 11:30 and ending with dinner with ISU leadership, at the Student Union Building at Indiana State University in Terre Haute, Indiana.
- F. Bernie Hannon briefly discussed the capital projects for consideration on the full meeting agenda, noting that all but one of them did not require state funds, and the Indiana State University project to renovate the old federal building leveraged significant federal dollars.

III. ADJOURNMENT

The Chair adjourned the meeting at 9:05 a.m. (ET).

COMMISSION FOR HIGHER EDUCATION

Friday, June 11, 2010

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 December:

July 2010	<i>(No regular meeting)</i>
August 12-13, 2010	Indianapolis
September 9-10, 2010	West Lafayette
October 7-8, 2010	Bloomington
November 2010	<i>(No regular meeting)</i>
December 9-10, 2010	Indianapolis

The following six-month schedule has been added:

January 2011	<i>(No regular meeting)</i>
February 10-11, 2011	Indianapolis
March 10-11, 2011	Indianapolis
April 8, 2011	Indianapolis <i>(Weldon Conf.)</i>
May 12-13, 2011	TBD
June 9-10, 2011	TBD

Supporting Document None