

AGENDA

HOTEL ACCOMMODATIONS:

*Ivy Court Inn & Suites
1404 Ivy Court
South Bend, IN 46637
574.277.6500*

MEETING SITE:

Indiana University South Bend

*Student Activities Center
Room 225
1700 Mishawaka Ave.
South Bend, IN 46634*

Parking Information

Parking passes are good at any location on campus

CHAIR'S BREAKFAST

8:00 A.M. – 9:00 A.M.
*Student Activities Center
Room 221*

BREAKFAST GUESTS:

*Becky Torstrick, Asst. Vice Pres. For University Academic & Regional Campus Affairs
Cathy Hall, Director of Academic Success and Achievement Programs
Jayson Goodman, Student, IU Northwest*

STAFF BREAKFAST

At Ivy Court Inn

WORKING SESSION AGENDA

9:00 A.M. – 11:30 A.M.
*Student Activities Center
Room 225*

WORKING SESSION DISCUSSION TOPICS

- Return on Investment Report round II
- Legislative Agenda items
- University Metrics & Targets update
- One-Year Recap on HCM Study for Financial Aid
- Other SFA updates
- Fall 2013 Enrollment Trends
- Overview of regional campus recommendations – for further discussion in the afternoon

- Reminder of By-Law Changes and opportunity for questions
- Committee report-outs

LUNCH - COMMISSION
11:45 A.M. – 1:00 P.M.
Student Activities Center
Room 221
Lunch Guest: Chancellor Terry Allison

LUNCH - STAFF
11:45 A.M. – 1:00 P.M.
Student Activities Center
Room 225

COMMISSION MEETING
1:00 P.M. – 4:00 P.M.
Student Activities Center
Room 225

CALL IN INFORMATION:
712-432-1500
PARTICIPANT PIN: 969123#

- I. **Call to Order – 1:00 p.m. (EDT)**
 - Roll Call of Members and Determination of a Quorum**
 - Opening Remarks by Chancellor Allison**
 - Chair’s Remarks**
 - Commissioner’s Report**
 - Consideration of the Minutes of the September 12, 2013 Commission Meeting.....pg 1**

- II. **The Public Square**
 - A. Regional Campuses in Indianapg 17

- III. **Business Items**
 - A. Administrative Items – Full Discussion
 - 1. Policy on Regional Campus Roles and Mission 2013
Revision.....pg 19
 - 2. Update of Commission By-Laws.....pg 21
 - B. Capital Projects – Full Discussion
 - 1. Student Services and Activities Complex - Purdue University
North Central pg 27
 - 2. College of Engineering Strategic Growth Renovations and Wang
Hall Buildout – Purdue West Lafayette Campus.....pg 33
 - 3. Wade Utility Plan Chiller No. 6 Replacement and Temporary Chilled Water
Capacity Infrastructure – Purdue University West
Lafayette.....pg 39

- C. Capital Projects – Expedited.....pg 45
 - 1. Indiana State University – Track & Field Facility Relocation - \$4,300,000
 - 2. Indiana State University – Normal Hall Renovation - \$16,000,000
 - 3. Purdue University – Seng-Liang Wang Hall Engineering Strategic Growth Swing Space Lease - \$1,111,520 (per year est.)
 - 4. Purdue University – Seng-Liang Wang Hall Engineering Professional Education / Professional Studies in Technology and Applied Research Sublease Agreement
 - 5. Indiana University – IUPUI Campus: Office Building / University Hall Lease - \$1,870,000 (per year est.)
 - 6. Purdue University – IPFW Campus: Qualified Energy Savings Project - \$5,000,000
 - 7. Purdue University – West Lafayette Campus: Construction of the Active Learning Center - \$79,000,000
 - 8. Purdue University – West Lafayette Campus: Brown Laboratory Window Replacement - \$3,750,000
 - 9. Purdue University – IPFW Campus: South Campus Renovation - \$21,350,000
 - 10. Vincennes University – Vincennes Campus: Infrastructure Upgrade Phase II - \$6,000,000

IV. Information Items

- A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Actionpg 51
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action.....pg 53
- C. Capital Improvement Projects on Which Staff Have Acted.....pg 55
- D. Capital Improvement Projects Awaiting Action.....pg 57
- E. News Clips from the Previous Month.....pg 59

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on December 12, 2013, in Indianapolis, Indiana.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, September 12, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University East (IUE), 2325 Chester Boulevard, Richmond, IN, with Chair Jud Fisher presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jon Costas (via conference call), Jason Curtis, Susana Duarte De Suarez, Jud Fisher, Mark Holden (via conference call), Al Hubbard, Chris Murphy, Dan Peterson, John Popp, Hannah Rozow, and Mike Smith (via conference call.)

CHAIR'S REPORT

Mr. Fisher invited Dr. Kathryn Cruz-Uribe, Chancellor of IU East, to give welcoming remarks. Dr. Cruz said that she has been a Chancellor for only three months. As the university starts this new academic year, IU East has reported its highest enrollment, over 4,400 students. Dr. Cruz said that since 2007 their enrollment has almost doubled. She mentioned that the university changed their mission six years ago; the university doesn't offer associate degrees any longer, but they do offer baccalaureate and master's degrees. The clearest illustration to the change they have seen in their growth is that they have improved their retention and graduation rates. In 2013 they confirmed 547 bachelor degrees and 28 master's degrees. Dr. Cruz welcomed Commission members to the campus. Mr. Fisher thanked Dr. Cruz for her presentation during the breakfast briefing this morning.

Mr. Fisher welcomed Mr. Al Hubbard, the new Commission member. Mr. Hubbard was appointed in June 2013; he is a co-founder of E&A Industries, and has also served as a Deputy Chief of Staff for Vice President Dan Quayle; as an Executive Director of President's Council under George Bush, and as a Director of National Economic Council under George W. Bush.

Mr. Fisher mentioned two invitations the Commission members received for October. The first one is for a reception in Mr. Murphy's house on October 9th, a day before the next Commission meeting. The second invitation is for an installation ceremony for incoming IU South Bend Chancellor Terry Allison. The ceremony will take place also on October 9th, beginning at 3:00 p.m. Mr. Fisher encouraged Commission member to attend both events.

Mr. Fisher announced a new hire on the Commission's staff. Ms. Ali Curtis joins the Commission staff as Communications and Media Relations Manager. She has a Bachelor's degree in Public Relations, and Master's degree in Public Administration.

R-13-06.1 **RESOLVED:** That the Commission for Higher Education approves the hiring of Ms. Ali Curtis for the Commission for Higher Education (Motion – Rozow, second – Bepko, unanimously approved)

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, on behalf of the staff, extended her welcome to the new Commission member, Al Hubbard, who was appointed by the Governor to fill an at-large position for the Commission. Like the Commission's other new members, Al brings extensive business experience, as well as commitment to building a stronger state economy through education.

Ms. Lubbers also highlighted an initiative by the Commission's Vice Chair, Mr. Dennis Bland. Ms. Lubbers reminded the Commission members that Mr. Bland is the President of the Center for Leadership Development, an organization committed to preparing students, especially African-American students, for college and career achievement. After almost two years of effort, on October 14th the Center will be bringing together community leaders to learn more about the promising impact of the new initiative, called College Prep, for youth in Central Indiana, with a promise of preparing inspiring students towards success in college and in life. Ms. Lubbers thanked Mr. Bland for what the Center is doing.

Ms. Lubbers noted that the Commission's efforts to assist veterans in translating their service into college credit were highlighted at a Congressional Committee yesterday. Dr. Ken Sauer, Senior Associate Commissioner of Academic Affairs testified before the Subcommittee on Higher Education and Workforce Training, a committee that includes two members of Indiana's Congressional delegation: Representatives Susan Brooks and Luke Messer. Dr. Sauer was invited by Chairwoman Fox because of his work with a Multi-State Collaborative, which is comprised of seven states working together to better meet the needs of returning service members and their families. Dr. Sauer's testimony displays another important way the Commission is partnering with colleges and universities to recognize the changing needs of students and the states.

Ms. Lubbers brought the Commission members up to date with the outreach efforts to visit the College Success Counties. She reminded the Commission members that in the spring she traveled to eight counties; and the Commission is in the process of visiting another eight. Ms. Lubbers said that two of these visits were finished within the last two weeks: Shelby County last week and Monroe County earlier this week. The goal was to participate with the communities in promoting education and workforce success. Ms. Lubbers mentioned that Mr. Dan Peterson attended the last meeting, and she was grateful to him for this. Ms. Lubbers explained that the visits are to the counties that have a high concentration of 21st Century Scholars, and who show local and regional commitment to address education beyond high school. Ms. Lubbers said that she is very encouraged when she has a chance to go, and people are acting on the efforts that the Commission has underway for college completion. They feel the same sense of urgency that the Commission does, because everybody knows that their workforce depends on education beyond high school.

Ms. Lubbers reminded the Commission members about the new education entities that exist in the state, created by the legislature, including the Indiana Career Council and the Work Councils. Ms. Lubbers said that as a Commissioner, she is on the Career Council; the work councils are just being established throughout the state, and they are really beginning the work of identifying the state assets and the skills gap. The councils try to determine how to align economic efforts from pre-K, through higher education, and through workforce development. As a part of that, the Governor also announced last week the creation of a new Center for Education and Career Innovation. He did this by Executive Order, and it will serve as an umbrella entity for many of the education and workforce efforts in the state. Serving as a special assistant is Claire Fiddian-

Green, who is also Governor's liaison in higher education. Claire has already had a chance to partner with the Commission, and she will try to attend as many Commission meeting as she can.

CONSIDERATION OF THE MINUTES OF THE AUGUST 2013 COMMISSION MEETING

Mr. Bland noted that the correction should be made in two numbers on p.13 in the Capital Projects for Expedited Action.

R-13-06.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the August, 2013 regular meeting (Motion – Rozow, second – Duarte De Suarez, unanimously approved with corrections)

II. DISCUSSION ITEM: The Public Square

A. Assessment of Learning Outcomes: An Update on Emerging Practices

Mr. Fisher invited Dr. Sauer to start the discussion.

Dr. Sauer gave a brief overview of Indiana's participation in various projects over the past four years, mentioning the three-state Tuning Pilot, Degree Qualifications profile and Multi-State Collaborative to advance learning outcomes assessment.

Dr. Sauer said that the next phase of this activity is focused on assessment. Dr. Sauer mentioned that Indiana has a strong institutional foundation, campuses that have done some extraordinary work and individuals, who were nationally recognized.

Dr. Sauer introduced Dr. George D. Kuh, an Adjunct Professor of Education Policy, University of Illinois; Chancellor's Professor of Higher Education Emeritus, Indiana University Bloomington.

Dr. Kuh made a presentation on Assessment of Learning Outcomes: an Update on Emerging Practices.

First, he gave an overview of the National Institution on Learning Outcomes Assessment (NILOA) and the work they have been doing for the last five years. Dr. Kuh said that they are setting policy, encouraging what institutions ought to be doing. He mentioned that there are two fundamental and sometimes conflicting purposes for this work: one, which is most important, is getting the information that institutions can use to improve teaching and learning; and another is the specter of public accountability.

Dr. Kuh explained that the project NILOA was externally funded. The goal of the project was to help institutions use the resources that were at their disposal already, as well as to encourage them to develop new tools. One of their key goals was to build a website, and this has been very successful; thousands of people are using it now.

Dr. Kuh mentioned that the most important reason institutions are involved in assessment is the accreditors. If it was not for regional accreditors, institutions would not be focused on student learning outcomes today.

Dr. Kuh said that there is a variety of measures to compare institutional performance realistically and accurately. Some measures are direct, like ETS and CLA, and there are also lots of indirect measures: various surveys, questionnaires, etc., that NILOA calls “process indicators.” Institutions have plenty of good information about student performance, and they are more likely to put it on their website. Also, the institutions that are part of the VSA (Voluntary System of Accountability) can go to a website www.collegeportrait.org and find the selected information about certain kinds of institutional performance and behaviors. However, Dr. Kuh pointed out, people do not like to use the so-called templates to compare institutional performance because of the way these templates are designed.

Dr. Kuh mentioned that the private institutions have their own templates for institutional performance and student outcomes information, and this also applies to the institutions that cater primarily to adult learning. Community Colleges are now using the Voluntary Framework of Accountability. Dr. Kuh also mentioned the Transparency Framework that NILOA developed three years ago.

Dr. Kuh said that very few people on any given campus know what kind of information is available and how it can be used. IUPUI was one of the first in this area; it has had a very good institutional improvement of operation for almost 25 years. They make their information publicly available on their website. Dr. Kuh also mentioned the inventory, which can be found on the website for the Association for the Institutional Research, and includes everything that was available.

Dr. Kuh noted that ten years ago there were about 23 tools and instruments available, and now there are about 140, so this work has mushroomed over the last decade. The fundamental question for the institutions is to be sure that the right outcomes are being measured. Not any tool may be used to measure comprehensively and accurately the necessary kinds of outcomes and proficiencies. There is a pretty good national agreement on what is to be expected to have happen to students; these things evolve over time. There is considerable overlap in the kinds of outcomes that are required in the 21st century.

Dr. Kuh mentioned DQP (Degree Qualifications Profile) and other work in its field, which is returning the responsibility to the faculty and enabling them to do the work they are supposed to do. DQP lines up the five clusters of outcomes: integrated and applied learning; intellectual skills; civic learning; broad integrative knowledge, and specialized knowledge.

Dr. Kuh said that it is important to have a variety of tools, and maybe some different tools from those available now, to capture this wide range of abilities, proficiencies, and dispositions. Dr. Kuh explained that the focus now is more and more on what really counts, on meaningful evidence of student progress and accomplishment. There are a lot of other indicators and other places inside the institutions where it is possible to see whether students are making progress.

Dr. Kuh mentioned one of the movements that have been around for a long time, and it is using systematically designed rubrics. This is essentially a template describing the behavior of students and measuring their performance over time to see their progress. AAC&U has developed 15 different rubrics in different areas, like critical thinking, creative thinking, written communications – in other words, the things that an employer would consider very important. A lot of work is being done around the country by groups of faculty to design these kinds of scoring templates to measure students' performance.

In conclusion, Dr. Kuh said that it is necessary to bring together people from different positions to demand every institution to show evidence that all students meet established proficiencies in response to faculty-designed assignments, requiring students to show their ability to use and apply their learning to concrete situations on and off the campus.

Mr. Fisher said that the Commission's strategic plan calls for Indiana colleges and universities to adopt and implement nationally benchmarked assessment on student learning and publicly report learning gains between student enrollment and graduation rates by 2015. In response to Mr. Fisher's question what advice Mr. Kuh could give the Commission and colleges on how to implement this component of *Reaching Higher, Achieving More*, Dr. Kuh said that no single tool can capture how much student learns, and institutions are advised to have multiple measures, as well as different kinds of measures. Also, the institutions should have a plan detailing how they are going to or how they have used the data. Dr. Kuh added that Indiana is on the right track.

Responding to a question from Ms. Lubbers regarding the value added component and how it is possible to have a measure of comparability between institutions to actually know who is providing value, Dr. Kuh said that the issue with value added from a technical point of view is that most of the people who designed the standardized test really worry about trying to use this test to come up with an accurate measure of value added. The variation within any given institution is much greater than the average scores between institutions. Dr. Kuh added that it will be better to use some of authentic measures of student output; for example, pick up random samples of students' writing to see whether the quality of their writing has improved dramatically over time. But it is becoming increasingly important to the employers to see whether the students can use what they learn and what they know.

Mr. Hubbard made a comment that institutions do not want to be measured. There is no reason why this can't be done, and it is not that hard to do. In higher education, we are in the business of testing learning so we should be able to do this.

Dr. Kuh agreed with Mr. Hubbard that it is not hard; however, it is very difficult to do it well. Dr. Kuh said he would prefer that every student had some sort of culminating experience, which could demonstrate the outcomes and show some meaning in a field of practice. There are programs, added Dr. Kuh, like education, nursing, engineering, that are tightly connected to the field of practice, where there are outcome issues. But most institutions do not make it a condition for graduation.

In response to Mr. Hubbard's question whether anyone does it, Dr. Kuh gave an example of the American Public University System (APUS), which is the largest on-

line school with 85,000 students, half of whom are in the military. APUS requires every graduate to take the educational testing service field exam, whatever the major field is.

Dr. Kuh also said that, when it comes to measuring the universities, there is some worry about what the measures would show, and in part it is driven by how the measures would be used; but in part it is also due to the sense of confidence in the measure. Dr. Kuh said he believes some headway has been made, especially with administrators and with faculty in certain areas where they see how they can improve their teaching and learning.

In response to a question from Mr. Hubbard what recommendation Dr. Kuh could give to the Commission on how to make it happen, Dr. Kuh said that in his opinion the Commission has the groundwork for that, but the timeframe also has to be determined.

In response to Ms. Duarte De Suarez' question about why the learning outcomes and assessments are not a primary driver for the institutions, Dr. Kuh said that the quality of teaching and learning has affected public perception of quality per se. Many faculty members respond negatively to the standardized test, because it does not measure what they teach. But if they use the rubric to demonstrate that students have gained in their knowledge and their ability to use what they learn, this will help the teachers.

Dr. Bepko asked whether it is possible to consider an idea of having governments, both federal and state, allow the universities to spend all the money on the learning enterprising. Dr. Kuh responded that this will never happen; however, he agreed that the universities would be much better off if they were allowed to spent money on the core enterprise and could figure out how to measure the outcomes in a better way.

Mr. Fisher thanked Dr. Kuh for his presentation and discussion.

III. BUSINESS ITEMS.

A. Administrative Items – Full Discussion

1. Learn More Indiana's College GO! Week Campaign

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, gave a brief advance preview of the College GO! Week Campaign.

First, Mr. Bearce spoke about the campaign's alignment to *Reaching Higher, Achieving More*. He referenced strategic priorities to define what it means to be college-ready, communicate the expectations for college readiness, and provide some support in early advising and promote the degree maps. There are elements of these throughout all campaigns.

Mr. Bearce spoke about the goals of the campaigns. For the benefits of the new Commission members, Mr. Bearce explained that the College GO! Week Campaign is one of the three annual campaigns that provide information and resources for students from kindergarten all the way through high school,

college, and adults. Mr. Bearce said that though College Access and Success is important all year round, certain aspects are more relevant at one time than the other, so the staff is helping students and families understand exactly what they need to know and throughout the year.

Mr. Bearce mentioned three principles that are important across all three Campaigns: one, each has a clear specific focus in terms of planning, preparing and paying for college; two, the staff is talking about specific actions, so the policy ideas focus on specific practices that students and families can take; and finally, most important of all, is that these efforts are led at the local level within resources and support from the state level.

Mr. Bearce briefly highlighted the goals. One, the staff wants students as early as in K-8 to start thinking about their college and career options and understand what they really want to do. By state law, all students are required to have high school graduation plan, and many students do not even know whether they had one, so starting as early as in middle schools, the staff is asking the students to start thinking about their plans.

Two, continued Mr. Bearce, it is very specific for students, beginning in 9th grade, they must have graduation plan; by 10th grade they are asked to do a career interest assessment; by 11th grade they visit a college campus, and at 12th grade they submit a college application.

Mr. Bearce noted that starting this fall, the 21st Century Scholars will have to complete all these requirements in high school, on a grade by grade level. The principle here is what is required from students who are getting significant financial aid and support from the state, is not different from what should be expected from all students.

Mr. Bearce mentioned that the state is doing more to partner with colleges and universities for the specific support they can provide. Mr. Bearce also said that the staff is planning to increase talking with the students about 15 to Finish, which is increasing credit hours per semester in order to graduate sooner.

Mr. Bearce talked about a variety of resources for the campaigns; most of them are on a College GO! Week website, which is being updated every year. Mr. Bearce added that these micro-websites for these campaigns become very good sources of information for the students. Mr. Bearce also talked about various promotional materials given to students, as well as sponsoring contests that enable students to earn money in a college savings plan. Mr. Bearce explained that the staff creates all the campaign's materials in house, and got awards for some of these materials.

Mr. Bearce said that for every campaign the Commission has a donation from Indiana Education Savings Authorities to give awards to students who win in contests. Mr. Bearce mentioned other small incentive grants given to various schools. He also said that this year, with support from the Lumina Foundation, the Commission has a sponsorship with Indianapolis Colts, who are bringing a lot of promotional resources.

In conclusion, Mr. Bearce talked about metrics in tracking traditional marketing metrics regarding the number and percentage of students who complete recommended activities at each grade level. These measures are then correlated to long-term metrics related to the number/percent of students who complete college.

Ms. Lubbers brought the Commission members' attention to the materials used in the campaigns. She said they are truly extraordinarily and are being increasingly used in the schools, and every year they seem to get better and better. Ms. Lubbers asked Mr. Bearce to extend on behalf of the Commission her gratitude to Doug Lintner once more this year.

In response to Mr. Fisher's questions regarding getting these materials to the Community Centers, Mr. Bearce said that this is increasingly becoming one of the member benefits for the Commission's College Success Coalition, so there is an option to order these materials.

Ms. Duarte De Suarez congratulated Mr. Bearce and his team on the fantastic campaign. She added that she would like to see some of the *Reaching Higher, Achieving More* logos on the materials. Ms. Duarte De Suarez also suggested having some of these materials online, on Twitter, etc. She also said that it would be very helpful to have a color coded calendar of the timeline of these campaigns for the Commission members.

In response to Mr. Bland's questions about the ways to put a more concentrated focus on the communities that are not as inclined to take initiative and use the information, Mr. Bearce said that the staff asks each of our 21st Century Outreach coordinators to work with high-need schools in each of their regions to facilitate these efforts locally.

2. Guided Pathways to Student Success Study

Mr. Fisher said that last month the Commission received a briefing on a study done by Public Agenda on surrounding college advising including both student and advisor focus groups. Mr. Fisher invited Ms. Allison Kadlec, Public Agenda Senior Vice President, and Director of Public Engagement Program, to present the finalized report and talk about its implications for higher education policies.

Ms. Kadlec gave a brief description of the Public Agenda, which is a non-profit, non-partisan opinion research and stakeholder engagement organization. The mission of this organization is to help diversity leaders and the public make progress on complex divisive issues.

Ms. Kadlec said that the goal of their work is to help accelerate progress on difficult issues; help great ideas become real solutions; share problems; improve the quality of decision making; insure that is informed by as many perspectives as possible; and help leaders and institutions. Ms. Kadlec said that they conduct both quantitative and qualitative research of this kind; this report is a qualitative research study in context with broad national research they are doing right now.

Ms. Kadlec explained that the research summarized in this report was conducted in order to have professional advisors, faculty advisors and students talk about obstacles and opportunities of the creation of clear pathways for students. The study has two primary goals: to learn more what the stakeholders around institutions think about the obstacles that face students as they try to achieve a degree or credential; and second, to get a sense for their preliminary reactions to specific kinds of policy proposals aimed at creating clear pathways.

Ms. Kadlec talked about the two categories of policy proposals they explored: those aimed at helping students accelerate toward degree, and those aimed at preventing the accumulation of wasted credits. These will include proactive advising; a streamline choice architecture; degree maps; guaranteed courses; block scheduling; and structure cohorts. Ms. Kadlec said that they worked with eleven focus groups: current students, non-completers, faculty advisors and professional advisors from two- and four-year institutions across the state.

Ms. Kadlec said that most students experience the college as a maze, not a path, especially students who are the first in the family to attend college; who are working or have a family to take care of. Ms. Kadlec said that the growing research of behavior, economics and neuroscience shows that a human being can't respond very well to a wide array of choices. When people are faced with a large numbers of choices, they are more likely to avoid making choices at all, or they tend to resort to a rush decision making processes. As a result, people are more likely to regret the choices they have made, and thus to switch between choices rather than stick to the ones they have made.

Another problem, continued Ms. Kadlec, is that most of the college students do not have clear goals when they start the college. There is a movement among research and practices to create a more sensible choice architecture that empowers students to make decisions and stay on track for timely completion, even if they do not have clear goals about what they want to do.

Ms. Kadlec said that the first theme that came across in their conversations is that students initially select programs for which they are not well suited, and this causes them to change programs, which means lost money and confusion, and for many leads to a decision to stop-out of education altogether. Lack of goal clarity is a part of this. Students also reported that the contributing factor was inadequate advising and orientation, and the advisors also reported that they are simply overwhelmed by a huge number of students they have been asked to counsel.

Second theme, continued Ms. Kadlec, is that students make inappropriate course selections, which leads to frustration and undermines persistence. Students also mention difficulties scheduling the courses when they need them, and institutions struggle to provide support helping those students to persist. Students who choose their courses without help of advisor are especially likely to make poor selections.

Third theme was advisors who lack up-to-date information about the courses and can't provide effective guidance. Advisors mentioned poor communications between them and academic departments.

Fourth theme was problems with transfer courses. One of the biggest problems with lost time and wasted money are courses that people believed will transfer for full credit, but would transfer only as electives.

Ms. Kadlec mentioned that the students were much more likely to blame themselves for the problems they had experienced. It is important to realize that it is not just time and money that students lose, but their hope for making a better life through education. This is why, if education is a path to a better life, it is important to identify the places where decisions made at a level of institutional practice and state policy are impeding the ability of students to navigate. This does not mean that students should not be responsible for doing their part in navigating the system and getting the right information.

Ms. Kadlec also said that they presented the students and advisors with three policy options: proactive advising and informed choice; degree maps and guaranteed courses; and block schedules and structured cohorts. For the first option the students were asked what if there was a computer system that would monitor the classes the students are taking and grades they are getting; so if something is not right, the system would alert their advisor that the students need help. Most of the students thought it very helpful; they also said it would be great help with transferring credits. They also said this system should supplement, rather than substitute, the personal advising system.

As to degree maps and guaranteed courses, they asked the students what if they were required to pick up a broad major, and the entire degree pathway would be planned, semester by semester, all the way to graduation. As the students would progress in the broad major, they would gradually go to a narrower major, where all their chosen courses would be guaranteed to count toward their chosen degree. The college would guarantee that every required course would be available for students when they would need it; and they could still change the major, but they will be required first to meet with an academic advisor. Students who want to stay on path really liked this idea; especially those, who are funding their own education, liked the idea that they would not be wasting money. However, as the advisors said, the availability of courses at the time the students needed them could be very challenging.

As to block scheduling and structured cohorts, said Ms. Kadlec, they asked students what if their schedules were organized in blocks; for instance, they will be taking their classes from 8:00 a.m. to 12:00 p.m. or 1:00 to 5:00 p.m. five days a week, and this will be their schedule every semester all the way until their graduation. This proposal was the most controversial of all three policy proposals. Advisors said this would not work for students, who have very complex life, who work and have families. The students, especially non-completers and new traditional students, said this would be very helpful.

There were also concerns from advisors that this block schedules will undermine self-reliance and self-sufficiency that students in colleges are supposed to develop. There are also concerns about implementing block schedules, because though it sounds very easy for the students, it is very complicated for the institutions. Ms. Kadlec said that she was very impressed with the level of

thoughtfulness and engagement that the respondents and focus groups brought into this conversation. She pointed out that one of the great values of qualitative research is to understand the nature of people's concerns with policy proposals.

In conclusion, Ms. Kadlec said that they have heard a lot of great ideas from advisors and students, and they understand that creation of clear pathways for students is by virtue a systemic sort of undertaking. It could only be a result of a new forms of collaboration on many levels and new forms of data collection in use, or using the existing forms of data collection in new ways.

In response to a question from Ms. Duarte De Suarez about how long it took Austin Peay University before they made these implementations effective and could see and track the change, Ms. Kadlec said that there was a time period of five years when the new President and Provost came in. In a few years they turned the campus into a community of genuine collaboration, and about two years into this they started to develop and implement pieces of these programs. They started to see positive results in terms of remediation; in three years they had increase from 10 percent to 80 percent of success rate in passing credit bearing courses.

Ms. Lubbers cautioned that it is important to be very careful in limiting the choices, so that it would not sound to community college students that they will not have a choice of going to research institutions to explore various choices. Responding to a question from Ms. Lubbers how it is possible to facilitate what the students want to be successful, Ms. Kadlec said that students are very clear on the fact that they are confused by existing array of choices. There is a difference between the constraining choice and empowering choice. Ms. Kadlec agreed that it is important to be very careful about the language, but it is very useful to embrace the kind of research that leads people to better choices.

2. Release of 2013 Improving Teacher Quality Program Request for Proposals (RFP)

Ms. Sara Appel, Academic Programs Manager, Commission for Higher Education, presented this item.

Responding to a question from Mr. Popp whether this is mandatory and required by the federal government, Ms. Appel said it was not mandatory; DOE's "No Child Left Behind" Law said that special funds are to be set aside. Mr. Popp made a comment that the document has 36 pages, and a lot of material in the document does not have much to do with the project. He said he objects to the federal government being so intrusive into Indiana's local schools, which should be the state's responsibility.

Ms. Appel agreed with this comment, and said that at the annual meeting she was going to ask how many of the forms are necessary for the Commission to complete to assure that it was complying with the regulations and could continue to work with the program.

In response to Ms. Rozow's question whether there is any request for the outcomes, Ms. Appel responded in the affirmative, adding that the grantees

submit an annual report to prove that they do what they promised to do to help encourage learning of those participating in the program.

Responding to Ms. Rozow's question whether this information is available, Ms. Appel said that she has just received the first report back from the last rounds; but the Commission has lots of them. Ms. Appel said she wants to look at those reports and do a summary of what the students learned the first year.

Mr. Murphy said that this is a federally funded program delivered by the state, so since the Commission is asking institutions in the state to apply, to address issues in the state, this is being done for the state. Ms. Lubbers confirmed this, and added that the Commission also selects the schools.

R-13-06.3 **RESOLVED:** That the Commission for Higher Education authorizes staff to release the *2013 Application for Competitive Grants under Indiana's Improving Teacher Quality Partnership Program (Public Law 107-11-) CFDA 84.367A* and subsequently accepts proposals to be funded (Motion – Murphy, second – Rozow, two opposed, approved by the majority of votes)

B. Academic Degree Programs - Full Discussion

1. Master of Jurisprudence to be Offered by Indiana University at the Indiana University Purdue University Indianapolis Campus

Dr. Margie Ferguson, Assistant Vice President for Statewide Academic Relations, IUPUI, introduced this item.

Responding to a question from Mr. Popp whether this is a four year program, Dr. Anthony Page, Vice Dean and Professor of Law, Indiana University, said that this is intended as a one-year full-time program or two year part-time program.

Answering a question from Mr. Peterson regarding the expected number of enrollment, Dr. Page said that they are expecting eight students the first year, but over the next five years they expect the number to grow to about fifty.

Ms. Duarte De Suarez asked whether this program could be offered as a minor. Dr. Page responded that this is a possibility; however, this program is intended to meet demand primarily for people who are already working professionals and who have already gotten their undergraduate degrees in other areas. Dr. Page added that the cost is currently intended to be the same as a cost for a year of JD tuition, which is \$23,500.

Ms. Duarte De Suarez asked why this has to be Master's degree, if a graduate would not be able to practice law. Dr. Page explained that the idea here is that there are a lot of professionals who are working in various areas that intersect with the law, for example: law enforcement, compliance, labor and employment. For all these people a JD and a license to practice law are not necessary; however, these people could really benefit from some legal training.

In response to Ms. Duarte De Suarez' question whether there are any workforce statistics to back up this information, Dr. Sauer responded in negative, explaining that there are no comparable programs like that in Indiana. Dr. Ferguson added that there are twenty programs like this in the country; many people would like to study law, but not practice it, and yet they are getting JD, which they do not need.

Mr. Popp said he thinks this is a good idea, especially for those who work in human resources or in health care and have to deal with legal documents on regular basis.

Answering a question from Mr. Holden whether the university came up with the idea of the program or whether it was need based, Dr. Deborah B. McGregor, Assistant Director of Legal Analysis, Research and Communication and Clinical Professor of Law, Indiana University, said there was information on the campus regarding the Ambry Law School's Program, and it sparked interest, because it was identifying the need that was being addressed in various law schools around the country. In spring of 2012 there were 14 other law schools that have similar types of programs, and last spring this number has risen to 21.

Mr. Holden gave reasons for his reluctance on the program: enrollment has dropped 20 percent in law school from 275 to 220; there is no published statistical information of the need; there are only eight percent of law schools in the country that have similar programs; there are no separately defined placement opportunities; and it looks like there is the excess capacity within the law school; therefore, this program helps to avoid downsizing.

Dr. Bepko made a comment on what types of people might enroll in this program. He spoke about his personal experience with several physicians at IU Medical School, some of whom had to go to law school because they wanted to know more about law, since it was greatly affecting their professional life.

Ms. Duarte De Suarez echoed Mr. Holden's comments, saying that she doubts that this degree would enhance the employability of law enforcement or human resources professionals. Dr. McGregor responded that there is a lot of statistics confirming the increased employability of people after receiving the Master's degree. Dr. McGregor spoke about Pittsburg Survey that was taken in 2010 of their Master's program, and 70 or 80 percent of the participants were saying that Master's degree helped them move to better positions in their present careers.

Mr. Murphy added that about 70 percent of the people hired in his company for the last ten years were in compliance or legal areas. He said it was hard to find people with experience, and familiar with the legal issues.

Responding to a question from Ms. Rozow whether they had any specific requests from employers for this program, Dr. Page said that they have had discussions with employers and with the professionals, and have had without exception received support from them.

In response to Ms. Rozow's question, Dr. McGregor explained the pathway of transferring from this program to JD, if the student in this program would later decide to become a practicing lawyer and stated that a student would need to

retake the courses if transitioning to a JD program, even though it would be the same course sequence as this degree, citing accreditation.

Dr. Page referred to an earlier comment from Ms. Duarte De Suarez and said that people working in human resources, who add to their skills, will be able to close the significant salary gap that exist at present.

Mr. Holden asked why the enrollment is down 20 percent, and why it is believed to be the norm down the road. Dr. Page agreed that the enrollment is down, and explained that it is largely related to the projected demand for fully-fledged lawyers over the next three to ten years. It is coupled with the cost of the three-year cost of a law degree, relative to a fewer employment opportunities available.

Mr. Holden said that in his opinion the declining market does not justify the investment of the state money in the new program. Dr. Bepko disagreed with Mr. Holden regarding declining of the market. He said in his opinion the market will be good for people with MJ degree, combined with professional expertise.

Dr. McGregor echoed Dr. Bepko's comment, adding that they see the increased interest in law, which is why they decided that the Master's is a good alternative to shift this focus.

Mr. Peterson echoed Mr. Murphy's comments, adding that this is potentially revealing the need. He spoke about his work in the medical technology field, which is extremely regulated, and even though certain positions may still require JD, the legal aspect can be provided in parts of law school, so the new program can be of a great value in a number of roles in our types of industries.

Dr. Sauer gave the staff recommendation.

R-13-06.4 RESOLVED: That the Commission for Higher Education approves the *Master of Jurisprudence* to be offered by the Indiana University at the Indiana University Purdue University Indianapolis Campus, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Murphy, second – Hubbard, one vote against, approved by the majority of votes)

C. Academic Degree Programs on Which Staff Propose Expedited Action

R-13-06.5 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Bachelor of Arts in English to be offered by Indiana University Purdue University Indianapolis at its Columbus Campus
- Bachelor of Arts in Central Eurasian Studies to be offered by Indiana University Bloomington at Bloomington

- Master of Arts in Teaching in Mathematics to be offered at Indiana University East at Richmond (Motion – Hubbard, second – Duarte De Suarez, unanimously approved)

D. Capital Projects for Which Staff Proposes Expedited Action

R-13-06.6 RESOLVED: That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Vincennes University – Aviation Technology Center - \$6M
- Purdue University – Harrison Residence Hall Bathroom Renovation Phase III - \$4.8M
- Indiana University – Wells Library Learning Commons - \$4M
- Indiana University – Eigenmann Restroom Renovations Phase II - \$1.8M (Motion – Duarte De Suarez, second – Curtis, unanimously approved)

V. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action
- E. Calendar of Upcoming Meetings of the Commission

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:45 P.M.

Jud Fisher, Chair

Dan Peterson, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2013

Public Square: Regional Campuses in Indiana

Background

As the Commission contemplates changes to its regional campus policy, it will have the opportunity to hear presentations by John Applegate, Executive VP for University Academic Affairs for Indiana University and Audeen Fentiman, Associate Dean of Graduate Education and Interdisciplinary Programs for Purdue University. Following these presentations, there will be time for discussion.

Supporting Document

None

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2013

BUSINESS ITEM A-1: Policy on Regional Campus Roles and Mission 2013 Revision

Staff Recommendation Staff recommends that the Commission approve the updated regional campus policy and submit it to the Indiana General Assembly for consideration by the regional campus study committee.

Background SEA 98-2013 directed a legislative study committee of eight legislators and a group of non-voting members, including two from the Commission and others from higher education, to study the governance and operation of regional campuses with a particular focus on the needs of IPFW. The Commission's 2010 regional campus policy has been presented to the study committee along with supporting data. Based on the discussion of the committee and those testifying, the Commission staff has clarified and revised the existing policy to more specifically address the current needs of regional campuses and the communities they support.

Supporting Document To Be Distributed

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2013

BUSINESS ITEM A-2:

Commission By-Laws Update

Staff Recommendation

Staff recommends that the Commission update its by-laws to address the changes presented in the September working session.

Background

In September, staff recommended the following changes to the Commission's by-laws:

1. Move annual officer elections to August
2. Limit full commission approval of new hires to associate commissioners
3. Incorporate the 2012 electronic meetings policy
4. Provide more structure for standing committees
5. Flexible language will allow for varied approaches to the role of committees

The by-laws have been updated seven other times, most recently in 2007.

Supporting Document

2013 By-Laws

COMMISSION FOR HIGHER EDUCATION
OF THE STATE OF INDIANA

BYLAWS

(Revised on December 13, 1973; September 9, 1977; July 14, 1978; January 20, 1995; June 9, 2000; May 11, 2007, and October 10, 2013)

Article I. OFFICES AND ORGANIZATION

- (1) The headquarters of the Commission shall be located in Indianapolis, Indiana.
- (2) The Members shall elect annually from their number a Chair, Vice Chair and Secretary to serve as Officers of the Commission for one-year terms. Prior to the first meeting of the new fiscal year, the outgoing Chair shall chair the Officer Nominating Committee and appoint one Commission member from each class (4) to the Committee. The Committee shall meet to create a slate of officers for Chair, Vice Chair, and Secretary. Any Commission member may recommend officers to the Nominating Committee. The Nominating Committee will present a slate of officers for election at the Commission's August Meeting. Any of these Officers may succeed himself or herself at the pleasure of the Commission. To provide continuity of leadership and transfer of history, the Immediate Past Chair, if holding a current appointment, also will serve as an Officer of the Commission.
- (3) The Commission shall appoint a Commissioner for Higher Education as its Chief Executive Officer. The Commissioner shall serve at the pleasure of the Commission and his or her duties and compensation shall be prescribed by the Resolution of the Commission.

Article II. MEETINGS

- (1) The Annual Meeting of the Commission shall be held at a public location in Indiana, and shall be the first regular meeting of the Commission in a fiscal year.
- (2) Regular meetings of the Commission shall be held on such dates as the Commission shall determine.
- (3) Additional meetings and special meetings may be called by the Chair of the Commission or upon the written request of a majority of the Members.
- (4) Any or all members may participate in a regular or special meeting or in a committee meeting by, or through the use of, any means of communication by which all members and members of the general public participating may simultaneously hear each other during the meeting. A member participating in a meeting by this means is deemed to be participating via telephone or other electronic means.

- (5) The Commission shall give notice and conduct its meetings in accordance with “The Indiana Open Door Law.”
- (6) Members shall be given at least seven days advance notice of regular meetings and five days advance notice of special meetings.
- (7) Notice of meetings shall be given in writing or by telephone or other electronic means.
- (8) A majority of the entire membership of the Commission present in person shall constitute a quorum, and official business shall be transacted only when a quorum is present in person. Approval of an action requires a majority vote of those present constituting the quorum.
- (9) Official business of the Commission shall be transacted only in meetings open to the public, with the exception of those matters which may be considered in Executive Sessions authorized by “The Indiana Open Door Law.”
- (10) Members shall be given advance notice of the agenda of each meeting by the Commissioner.
- (11) Except as otherwise provided by rule or other action of the Commission, all proceedings of the Commission shall be governed by parliamentary rules as set forth in Robert’s Rules of Order.

Article III. COMMITTEES

- (1) The Commission may authorize standing or special committees as it shall deem desirable from time to time and the Chair shall designate the Committee Chair and members of such committees. The Chair and Vice Chair shall serve as ex officio members of standing committees. The standing committee shall meet upon the call of the Committee Chair to consider any matter or matters which might otherwise be considered and acted upon at any regular or special meeting of the Commission. A majority of the membership of the standing committee shall constitute a quorum. Any number of committee members may participate via telephone or other electronic means so long as a majority of the committee members participate in the meeting.
- (2) It shall be the practice of the Commission that the Executive Committee is comprised of current Officers and any additional members appointed by the Chair, all of whom could serve as a future Chair of the Commission. To promote orderly succession of leadership, the Chair is expected to involve the Executive Committee members in the leadership functions of the Commission. Other members may be appointed to the Executive Committee by the Chair from time to time. The members appointed by the Chair shall serve at the pleasure of the Chair but in no event beyond the term of office of the Chair. The Executive Committee shall meet upon the call of the Chair to consider and take action, if necessary, regarding any matter or matters which might otherwise be considered and acted upon at any regular or special meeting of the Commission. A majority of the membership of the Executive Committee shall constitute a quorum. Any number of committee members may participate via telephone or other electronic means so long as a majority of the committee members participate in the meeting. Approval of an action by the Executive Committee shall require a majority vote of those constituting the quorum. All actions of the Executive Committee shall be reported to the Commission at its next scheduled meeting.

Article IV. MINUTES

The Commission shall keep an official set of Minutes of all official business transacted by the Commission and these Minutes shall be authenticated by the Chair and Secretary, after approval by the Commission. Prior to each regular meeting, each member of the Commission shall receive a copy of the Minutes of the prior regular meeting or any special meetings of the Commission, which have not been previously approved.

Article V. ORDER OF BUSINESS

The following shall be the order of business for meetings of the Commission:

1. Call to Order.
2. Roll Call.
3. Determination by the Chair that a quorum is present for the conduct of business.
4. Consideration of the Minutes of the last previous regular or special meetings, not yet approved by the Commission.
5. Report of the Chair.
6. Report of the Commissioner.
7. Submission for consideration by the Commission of the agenda.
8. Consideration of items of old business not appearing on the agenda.
9. Consideration of new items of business not appearing on the agenda.
10. Adjournment.

Article VI. REPORTS

The Commission shall, at appropriate times, submit reports to the General Assembly and the Governor, and shall publish such reports, studies and recommendations of the Commission as may from time to time be deemed desirable to carry out the duties, responsibilities and authorities of the Commission, as provided by Statute. All published reports shall be made available to the Governor, the Members of the General Assembly and to the general public.

Article VII. COMMISSION AND STAFF COMPENSATION

- (1) Members shall receive a salary per diem and mileage expense reimbursement for attendance at all regular or special meetings. Salary per diem and mileage expense reimbursement payments shall be rates prescribed by the State.
- (2) The employment and compensation of all full-time staff members shall be determined by the Commissioner. The employment of Associate Commissioners is subject to the approval of the Commission.
- (3) Staff members shall be reimbursed for travel expenses and other necessary expenses incurred in connection with their official duties.
- (4) All vouchers for payment of obligations of the Commission shall be signed and approved by the Commissioner or a staff member designated by the Commissioner.

Article VIII. BUDGET AND EXPENDITURES

- (1) The Commissioner shall present to the Commission a recommended budget showing anticipated revenues from all sources, and expenditures for the next fiscal

year no later than the first month of each fiscal year.

(2) The Commissioner (or a designee) shall be authorized to approve the payment of any obligations of the Commission within the approved budget.

(3) The Commissioner shall execute all contracts of behalf of the Commission. Contracts in excess of \$50,000.00 shall require prior approval by the Commission.

Article IX. AMENDMENT

These Bylaws may be amended at any regular meeting of the Commission by a vote of two-thirds of the membership or by a vote of a majority of the membership at two successive regular meetings.

Article X. EFFECTIVE DATE

These Bylaws shall be effective upon adoption by a two-thirds majority of the membership of the Commission.

COMMISSION FOR HIGHER EDUCATION

Thursday October 10, 2013

BUSINESS ITEM B-1: **Student Services and Activities Complex - Purdue University North Central Campus**

Staff Recommendation

That the Commission for Higher Education approve the following project: *Student Services and Activities Complex - Purdue University North Central Campus*. Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Purdue University request authorization to proceed with the financing and construction of the Student Services and Activities Complex on the North Central Campus. The Student Services and Activities Complex will accommodate student life activities, service learning and leadership centers, wellness programs, collegiate sports and intramural and recreational offerings. Instructional space will be provided for auditorium-size classes. Conference facilities with flexible break-out rooms for academic classes, professional seminars and continuing education programs also are included. This project is estimated to cost \$33,700,000 and will be funded from Fee Replacement Bond proceeds (\$23.7M), Gift Funds (\$3.7M), and Student Fee Bond proceeds (\$6.3M).

Supporting Document

Purdue University North Central – Student Services and Activities Complex

Purdue University North Central - Student Services and Activities Complex

DESCRIPTION OF THE PROJECT

The Student Services and Activities Complex will accommodate student life activities, service learning and leadership centers, wellness programs, collegiate sports and intramural and recreational offerings. Instructional space will be provided for auditorium-size classes. Conference facilities with flexible break-out rooms for academic classes, professional seminars and continuing education programs also are included.

IMPACT ON EDUCATIONAL ATTAINMENT OF STUDENTS

The new facility will benefit students and members of the campus community. The new complex will also be used for university assemblies, convocations, exhibitions and community outreach events. It will advance economic development efforts in LaPorte, Porter and Starke Counties by serving as a meeting and convention center for businesses and civic organizations. The complex is critical to the future development of the university and will benefit students, constituents and communities across north central Indiana.

NEED AND PURPOSE OF THE PROJECT

The need for a Student Services and Activities Complex has become critical to the future development of the North Central Campus. The new facility will benefit students and members of the campus community. The new complex will also be used for university assemblies, convocations, exhibitions and community outreach events. It will advance economic development efforts in LaPorte, Porter and Starke Counties by serving as a meeting and convention center for businesses and civic organizations. The complex is critical to the future development of the university and will benefit students, constituents and communities across north central Indiana.

SPACE UTILIZATION

The total impact will add 71,631 assignable square feet of new space to the campus. The project also will allow the recovery of nine classrooms that had previously been converted to student support space. These recovered classrooms will add 318 new student stations to the general purpose classroom inventory and provide much needed relief for support of new academic programs.

COMPARABLE PROJECTS

This facility will be the first of its kind on this campus; therefore, there are no projects to run a comparison.

STAFF ANALYSIS

In June 2013, the Commission approved a related project that initiated the architecture and engineering phase of the Student Services Activities Complex on Purdue's North Central campus. This project is a continuation of what was recommended by the Commission and authorized by the General Assembly during the 2013-15 biennium. It is estimated to cost \$33,700,000 and will be funded from Fee Replacement Bond proceeds (\$23.7M), Gift Funds (\$3.7M), and Student Fee Bond proceeds (\$6.3M). Annual fee replacement is authorized at \$2,024,537 – which is the amount of fee replacement funded by the General Assembly in both 2014 and 2015 for this project.

Currently, Purdue University's North Central campus does not have a facility that offers the numerous benefits of the proposed Student Services Complex. This facility will advance economic development efforts at the campus in addition to surrounding communities and counties. The new complex will be used for university assemblies (including graduation), convocations, exhibitions and community outreach events. The complex will also serve as a meeting and convention center for business and civic organizations.

Staff questions related to the inclusion of furniture, fixtures and equipment in the cost estimate. Questions were raised about the continuing costs of the facility including building operations and yearly repair and rehabilitation. Purdue relayed that since the building is new it will build a progressive amount for repair and rehabilitation as the building ages; these costs will be paid from the campus' general fund.

Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the project.

PROJECT SUMMARY AND DESCRIPTION

FOR: Student Services and Activities Complex

Institution:	Purdue University	Budget Agency Project No.:	B-4-05-1-07R
Campus:	North Central	Institutional Priority:	N/A
Previously approved by General Assembly:	Yes	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

The Student Services and Activities Complex will accommodate student life activities, service learning and leadership centers, wellness programs, collegiate sports and intramural and recreational offerings. Instructional space will be provided for auditorium-size classes. Conference facilities with flexible break-out rooms for academic classes, professional seminars and continuing education programs also are included.

Summary of the impact on the educational attainment of students at the institution:

The need for a Student Services and Activities Complex has become critical to the future development of the North Central Campus. The new facility will benefit students and members of the campus community. The new complex will also be used for university assemblies, convocations, exhibitions and community outreach events. It will advance economic development efforts in LaPorte, Porter and Starke Counties by serving as a meeting and convention center for businesses and civic organizations. The complex is critical to the future development of the university and will benefit students, constituents and communities across north central Indiana.

Project Size:	102,228	GSF	71,631	ASF	0.70	ASF/GSF
Net change in overall campus space:	102,228	GSF	71,631	ASF		

Total cost of the project (1):	\$ 33,700,000	Cost per ASF/GSF:	\$ 329.66	GSF
			\$ 470.47	ASF

Funding Source(s) for project (2):	\$ 6,300,000	Student Fee Bond Proceeds
	\$ 3,700,000	Gift Funds
	\$ 23,700,000	Fee Replacement Bond Proceeds

Estimated annual debt payment (4):	\$ 2,024,537.00
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Are all funds for the project secured:	Yes
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Estimated annual change in cost of building operations based on the project:	\$ 475,000
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Estimated annual repair and rehabilitation investment (3):	\$ 520,500
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- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
- (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
- (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
- (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

COMMISSION FOR HIGHER EDUCATION

Thursday October 10, 2013

BUSINESS ITEM B-2: **College of Engineering Strategic Growth Renovations and Wang Hall Buildout - Purdue University West Lafayette Campus**

Staff Recommendation

That the Commission for Higher Education approve the following project: *College of Engineering Strategic Growth Renovations and Wang Hall Buildout - Purdue University West Lafayette Campus*. Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Purdue University request authorization to proceed with an expansion plan for the College of Engineering. This project is estimated to cost \$70,000,000 and will be funded by University General Funds (\$62.5M) and Gift Funds (\$7.5M). These renovations are part of an overarching plan to address the space needs of over 100 new faculty, 600 new graduate students, and support staff. The office and lab space needed to accommodate the growth in faculty and staff is estimated at 220,000 square feet.

Supporting Document

Purdue University West Lafayette – College of Engineering Strategic Growth Renovations and Wang Hall Buildout

Purdue University West Lafayette – College of Engineering Strategic Growth Renovations and Wang Hall Buildout

DESCRIPTION OF THE PROJECT

Consistent with the expansion plan for the College of Engineering, major renovations, and repurposing of existing facilities are planned over the next five years. These renovations are part of an overarching plan to address the space needs of more than 100 new faculty, 600 new graduate students, and support staff. Overall space needs are estimated at 220,000 square feet with 145,000 in laboratory and 75,000 in office space. Facilities that are being considered for renovation include the Electrical Engineering Building, the Duncan Annex, Grissom Hall, Hampton Hall, Mechanical Engineering Building, Materials and Electrical Engineering Building, Potter Engineering Center and the American Railway Building. Renovations of these facilities will not only prepare the space to accommodate office needs in a more efficient manner but also address deferred repair and rehabilitation needs for building systems and other deficiencies. Prioritization and selection of the most effective projects will be guided through a facilities master plan that will be developed for the College of Engineering.

As renovations are being conducted, a portion of Wang Hall will serve as swing space to temporarily accommodate building occupants and maintain operations. The utilization of the leased space will involve the buildout of the space for laboratories and offices. This included tenant improvements and furnishings to accommodate the faculty, staff and student utilization of the space.

The goal of these renovations is to achieve 150% efficiency, which means for every 100 people relocated, 150 are returned to the space.

IMPACT ON EDUCATIONAL ATTAINMENT OF STUDENTS

In April 2012, the Board of Trustees approved an expansion plan for the College of Engineering. The approved plan calls for undergraduate enrollment to grow from 7,087 in fall 2011 to 7,778 by fall 2014. Engineering faculty will increase by 107 between fall 2011 and fall 2016. Over the same time period, staff will increase by 105 and a significant growth in graduate research and teaching assistants is anticipated. The office and lab space need to accommodate the growth in faculty and staff is estimated at 220,000 square feet.

These space needs will be accommodated through a combination of renovation, leasing, and new facilities. To address the growth, it is necessary to rethink existing space utilization and accommodate as much of this need through existing College of Engineering space and increase its efficient use through innovative workplace configurations, open space designs, and collaborative environments.

NEED AND PURPOSE OF THE PROJECT

Renovations of these facilities will not only prepare the space to accommodate office needs in a more efficient manner but also address deferred repair and rehabilitation needs for building systems and other deficiencies.

SPACE UTILIZATION

These space needs will be accommodated through a combination of renovation, leasing, and new facilities. To address the growth, it is necessary to rethink existing space utilization and accommodate as much of this need through existing College of Engineering space and increase its efficient use through innovative workplace configurations, open space designs, and collaborative environments.

COMPARABLE PROJECTS

This project has a cost of \$455 per assignable square foot. Previous projects at Purdue involving similar comprehensive renovations have had construction costs of \$455 per assignable square foot considering both hard and soft costs. This factor was used in determining the cost of these proposed comprehensive renovation projects.

STAFF ANALYSIS

This project is estimated to cost \$70,000,000 and will be funded by University General Funds (\$62.5M) and Gift Funds (\$7.5M). Fees make up two-thirds of the overall campus general fund. No additional student fees will be instituted to fund this project. The Engineer Fee Differential, which all engineering students pay, will cover part of this new cost. This construction will lower the state's short-term contribution to repair and rehabilitation by eliminating deferred maintenance in existing facilities and reducing the current facility age that is inputted into the repair and rehabilitation formula.

This project is part of the Trustees' overarching expansion of the College of Engineering. The increase of students, faculty, and staff will require additional space long term. In order to renovate existing space to address that need, Wang Hall will be leased and utilized as swing space in the interim. The lease of Wang Hall was recently approved by the Commission. The office and lab space needed to accommodate the growth in faculty and staff is estimated at 220,000 square feet. This project will not only prepare the space to accommodate office needs in a more efficient manner but also address deferred repair and rehabilitation needs for building systems. Purdue has a goal to achieve 150% efficiency with these renovations, which means for every 100 people relocated, 150 are returned to the space. This plan addresses growth by utilizing existing space in a more efficient manner.

Staff questions related to the ongoing costs of adding 100 new faculty and 105 new staff members. The costs to Purdue annually will be \$33.4M. Purdue relayed that there may not be overall enrollment growth based on other school/college enrollment numbers. The ongoing costs will be covered with university funds; no new fees are being proposed.

Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the project.

PROJECT SUMMARY AND DESCRIPTION

FOR: College of Engineering Strategic Growth Renovations and Wang Hall Buildout

<u>Institution:</u>	Purdue University	<u>Budget Agency Project No.:</u>	B-1-14-2-09
<u>Campus:</u>	West Lafayette	<u>Institutional Priority:</u>	N/A
<u>Previously approved by General Assembly:</u>	No	<u>Previously recommended by CHE:</u>	No
<u>Part of the Institution's Long-term Capital Plan:</u>	Yes		

Project Summary Description:

Consistent with the expansion plan for the College of Engineering, major renovations and repurposing of existing facilities are planned over the next five years. These renovations are part of an overarching plan to address the space needs of 100+ new faculty, 600+ new graduate students and support staff. Overall space needs are estimated at 220,000 square feet with 145,000 in laboratory and 75,000 in office space. Facilities that are being considered for renovation include the Electrical Engineering Building, the Duncan Annex, Grissom Hall, Hampton Hall, Mechanical Engineering Building, Materials and Electrical Engineering Building, Potter Engineering Center and the American Railway Building. Renovations of these facilities will not only prepare the space to accommodate office needs in a more efficient manner but also address deferred repair and rehabilitation needs for building systems and other deficiencies. Prioritization and selection of the most effective projects will be guided through a facilities master plan that will be developed for the College of Engineering.

As renovations are being conducted, a portion of Wang Hall will serve as swing space to temporarily accommodate building occupants and maintain operations. The utilization of the leased space will involve the buildout of the space for laboratories and offices. This includes tenant improvements and furnishings to accommodate the faculty, staff and student utilization of the space.

The goal of these renovations is to achieve 150% efficiency, which means for every 100 people relocated, 150 are returned to the space.

Summary of the impact on the educational attainment of students at the institution:

In April 2012, the Board of Trustees approved an expansion plan for the College of Engineering. The approved plan calls for undergraduate enrollment to grow from 7,087 in fall 2011 to 7,778 by fall 2014. Engineering faculty will increase by 107 between fall 2011 and fall 2016. Over the same time period, staff will increase by 105 and a significant growth in graduate research and teaching assistants is anticipated. The office and lab space need to accommodate the growth in faculty and staff is estimated at 220,000 square feet.

These space needs will be accommodated through a combination of renovation, leasing, and new facilities. To address the growth, it is necessary to rethink existing space utilization and accommodate as much of this need through existing College of Engineering space and increase its efficient use through innovative workplace configurations, open space designs, and collaborative environments.

<u>Project Size:</u>	154,000 GSF	154,000 ASF	1 ASF/GSF
<u>Net change in overall campus space:</u>			

<u>Total cost of the project (1):</u>	\$ 70,000,000	<u>Cost per ASF/GSF:</u>	\$ 454.55 GSF
			\$ 454.55 ASF

<u>Funding Source(s) for project (2):</u>	\$ 62,500,000 University General Funds
	\$ 7,500,000 Gift Funds

<u>Estimated annual debt payment (4):</u>	N/A
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Are all funds for the project secured: * * This project will be pursued over 5 years with funds being made available each year from University sources.

Estimated annual change in cost of building operations based on the project: TBD

Estimated annual repair and rehabilitation investment (3): \$ 2,900,000

- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 - (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 - (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
 - (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

COMMISSION FOR HIGHER EDUCATION

Thursday October 10, 2013

BUSINESS ITEM B-3: **Wade Utility Plant Chiller No. 6 Replacement and Temporary Chilled Water Capacity Infrastructure - Purdue University West Lafayette Campus**

Staff Recommendation

That the Commission for Higher Education approve the following project: *Wade Utility Plant Chiller No. 6 Replacement and Temporary Chilled Water Capacity Infrastructure - Purdue University West Lafayette Campus*. Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Purdue University request authorization to proceed with the removal and replacement of Chiller No. 6 at Wade Utility Plant with two new electric-driven chillers. This project also includes temporary chilled water infrastructure at the Northwest Chiller Plant during construction. The project is estimated to cost \$10,000,000 and will be funded from bond proceeds. Originally installed in 1971, the existing boiler has outlived its intended useful life and cannot support new construction on campus. Replacement chillers will provide increased capacity, better efficiency, and increased reliability. This project supports the Comprehensive Energy Master Plan (CEMP) developed for the West Lafayette Campus to identify and meet the long-term energy needs on campus over the coming years.

Supporting Document

Purdue University – Wade Utility Plant Chiller No. 6 Replacement and Temporary Chilled Water Capacity Infrastructure

Purdue University West Lafayette– Wade Utility Plant Chiller No. 6 Replacement and Temporary Chilled Water Capacity Infrastructure

DESCRIPTION OF THE PROJECT

Purdue University presented requests for a project for \$54,500,000 to the State Budget Committee in December 2006 and December 2007. Purdue University sold fee-replaced bonds (Series X) to cover this project in April 2009. In April 2011, the State Budget Committee approved the reallocation of \$16,000,000 of the bond proceeds to another fee-replaced project (Health and Human Sciences Research Facility) as the University re-evaluated the alternatives to the proposed coal boiler. The resulting CEMP accommodates the current and planned growth in the campus physical plant. Additionally, the revised plan is cost efficient and has improved environmental and regulatory impacts. In July 2012, the State Budget Committee approved a relocation of \$33,100,000 of the remaining boiler bond funds to the Wade Power Plant Production and Distribution Improvement Project, of which \$4,500,000 was identified for the Jischke Steam Line Upgrade Project. After further investigation, it was determined the Jischke Steam Line Upgrade Project was no longer required due to other steam production and distribution changes that were made.

IMPACT ON EDUCATIONAL ATTAINMENT OF STUDENTS

This project is essential to support new construction on campus: Herrick Lab, Bindley Addition, Rec Sports, Health & Human Science, Drug Discovery, CSEL, and Vawter Field Housing plus the projects identified in the Capital Ten Year Plan.

NEED AND PURPOSE OF THE PROJECT

This project supports the Comprehensive Energy Master Plan (CEMP) developed for the West Lafayette campus. This plan was undertaken to identify and meet the long-term energy needs on the West Lafayette campus over the coming years. The CEMP identified the need to replace Chiller No.6 as it had exceeded its useful life and posed a significant risk of failure if continued to be used as a primary asset. Replacement chillers will provide better efficiency and reliability.

SPACE UTILIZATION

This project is essential to support new construction on campus.

COMPARABLE PROJECTS

This project is comparable to Northwest Chiller Plant 2,700-ton Chiller Installation - \$2,900,000 and Chiller Power Plant, Expansion and Infrastructure Improvements (North Central) - \$3,500,000.

STAFF ANALYSIS

The \$10M to replace Boiler No.6 will be funded from Series X bond proceeds. \$4.5M will be reallocated to this project due to termination of the Jischke Steam Line Upgrade Project (Boiler 6 bond proceeds). If this project is approved, \$23.1M of \$54.5M from the original bond issuance will remain for the production and distribution projects previously approved at a total of \$33.1M.

The current chiller was constructed in 1971 and poses a significant risk of failure if it is continuously used as a primary asset. The replacement chillers will provide better efficiency and reliability. The increased capacity is necessary in order to support new construction and align with the Comprehensive Energy Master Plan for the West Lafayette campus. With construction of the new chillers, Purdue expects to attain at least the same useful life as Chiller No.6.

Staff questions related to the State Budget Agency's permission to submit this project as outlined, the aforementioned bonds as relates to the total allocation for the biennium, and the total remaining from the original \$54.5M bond approval. We asked Purdue to do a comparison of the chillers i.e., replacing an older 6,000 ton chiller with two 3,700 ton chillers. Purdue stated that the new chillers will be more efficient and electric driven, rather than the current 1970's technology which employs steam driven chillers. The net yearly impact was questioned based on the yearly repair and rehabilitation estimate minus the net operating savings. Since the repair and rehabilitation formula takes into account the age of infrastructure the new chillers will not result in increased repair and rehabilitation at this time.

Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the project.

PROJECT SUMMARY AND DESCRIPTION

FOR: Wade Chiller No. 6 Replacement and Temporary Chilled Water Capacity Infrastructure

Institution:	<input type="text" value="Purdue University"/>	Budget Agency Project No.:	<input type="text" value="B-1-14-2-10"/>
Campus:	<input type="text" value="West Lafayette"/>	Institutional Priority:	<input type="text"/>
Previously approved by General Assembly:	<input type="text" value="No"/>	Previously recommended by CHE:	<input type="text" value="No"/>
Part of the Institution's Long-term Capital Plan:	<input type="text" value="Yes"/>		

Project Summary Description:
 This project involves the removal and replacement of an aging Chiller No. 6 at Wade Utility Plant with two new electric-driven chillers as well as infrastructure to provide a location for temporary chilled water capacity at the Northwest Chiller Plant.

Summary of the impact on the educational attainment of students at the institution:
 This project is essential to support new construction on campus: Herrick Lab, Bindley Addition, Rec Sports, Health & Human Science, Drug Discovery, CSEL, and Vawter Field Housing plus the projects identified in the Capital Ten Year Plan.

Project Size:	<input type="text" value="5000"/> GSF	<input type="text" value="5000"/> ASF	<input type="text" value="1"/> ASF/GSF
Net change in overall campus space:	<input type="text" value="0"/> GSF	<input type="text" value="0"/> ASF	

Total cost of the project (1):	<input type="text" value="\$ 10,000,000"/>	Cost per ASF/GSF:	<input type="text" value="\$2,000.00"/> GSF <input type="text" value="\$2,000.00"/> ASF
Funding Source(s) for project (2):	<input type="text" value="\$ 10,000,000"/> - Series X Boiler 6 Fee Replaced Bond Proceeds		
Estimated annual debt payment (4):	<input type="text"/>		
Are all funds for the project secured:	<input type="text" value="Yes"/>		
Estimated annual change in cost of building operations based on the project:	<input type="text" value="\$ (5,673)"/>		
Estimated annual repair and rehabilitation investment (3):	<input type="text" value="\$ 150,000"/>		

- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
- (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
- (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
- (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2013

BUSINESS ITEM C-1 through C-10: Capital Projects for Which Staff Proposes Expedited Action

Staff Recommendation

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

- Indiana State University – Track & Field Facility Relocation – \$4,300,000
- Indiana State University – Normal Hall Renovation –\$16,000,000
- Purdue University – Seng-Liang Wang Hall Engineering Strategic Growth Swing Space Lease – \$1,111,520 (per year est.)
- Purdue University – Seng-Liang Wang Hall Engineering Professional Education / Professional Studies in Technology and Applied Research Sublease Agreement – \$393,662 (per year est.)
- Indiana University – IUPUI Campus: Office Building / University Hall Lease – \$1,870,000 (per year est.)
- Purdue University – IPFW Campus: Qualified Energy Savings Project – \$5,000,000
- Purdue University – West Lafayette Campus: Construction of the Active Learning Center – \$79,000,000
- Purdue University – West Lafayette Campus: Brown Laboratory Window Replacement – \$3,750,000
- Purdue University – IPFW Campus: South Campus Renovation – \$21,350,000
- Vincennes University – Vincennes Campus: Infrastructure Upgrade Phase II – \$6,000,000

Background

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

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, October 10, 2013

Background Information on Capital Projects on Which Staff Proposed Expedited Action
October 10, 2013

C-1-14-1-01 Indiana State University: Track & Field Facility Relocation – \$4,300,000

The Trustees of Indiana State University respectfully request the authorization to proceed with the relocation of the current track and field facility (Marks Field) to an area west of U.S. 41 (3rd Street) to allow for a competition venue that meets Missouri Valley Conference and NCAA requirements. The existing location, adjacent to campus residence halls, does not allow for needed upgrades. The location of Marks Field also inhibits the much needed expansion of parking for students, faculty, and staff on the west side of campus. The current track and field facility is used not only by student athletes but also all students who wish to engage in recreational activities. Relocating the track and field venue places it in closer proximity to the baseball field and other recreational areas. The project aligns with the University's desire to provide appropriate, modern and high quality facilities for use by athletes, staff, visitors, and spectators. The project is funded by annual commission revenue from vendors who serve campus needs. Over the past several years ISU has set aside these dollars to build up a reserve that could be used for projects such as the Track & Field relocation. The University also utilizes an investment pool that earns interest. This interest income \$2,730,000 is also set aside in a reserve for one time expenditures. This project also includes private donor support of \$820,000 and commission revenue of \$750,000.

C-1-11-2-01 Indiana State University: Normal Hall Renovations – \$16,000,000

The Trustees of Indiana State University respectfully request authorization to proceed with the renovation of Normal Hall for use as a Center for Student Success to house student academic support functions. Normal Hall is the only surviving building from the Normal School period. As such, it serves as an important link between the rich history of education in years past and the mission and vision of education in the twenty-first century. Normal Hall, dedicated in 1910 as the Indiana State Normal Library, will provide a valuable new resource to students while preserving and re-energizing a significant historic structure in the heart of campus. A 1955 addition will be removed thereby reducing the total assignable square footage by 24,676 square feet. This project was recommended by CHE and approved by the General Assembly as part of the biennial budget process. The General Assembly funded the ISU Normal Hall project with \$16,000,000 cash during the biennium.

B-1-14-5-03 Purdue University: Seng-Liang Wang Hall Engineering Strategic Growth Swing Space Lease – \$1,111,520 (per year est.)

The Trustees of Purdue University respectfully request the authorization to proceed with the sublease agreement, “Seng-Liang Wang Hall Engineering Strategic Growth Swing Space”, adjacent to the Purdue University West Lafayette Campus. The proposed sublease from the Purdue Research Foundation will allow for the third and fourth floors of Wang Hall to be leased to accommodate office and lab space for new faculty and staff hires and to temporarily relocate faculty, graduate students, and staff during renovations to several buildings related to the Engineering Strategic Growth Plan. The lease term is 10 years beginning June 1, 2014 with two five year extensions for 56,451 square feet. The payment will be based on \$19.69 per square foot in year one and increases to \$24.19 in year 10. The lease will be paid with university general funds; lease includes no state money.

B-1-14-5-02 Purdue University: Seng-Liang Wang Hall EPE/ProSTAR Sublease Agreement – \$393,662 (per year est.)

The Trustees of Purdue University respectfully request the authorization to proceed with the proposed sublease from the Purdue Research Foundation which will allow for the relocation of the Engineering Professional Education (EPE) program from the Potter Engineering Center, along with the College of Technology’s Center for Professional Studies in Technology and Applied Research (ProSTAR) currently housed in the Engineering Administration Building, to the second floor of Wang Hall. The relocation of EPE will allow for renovations to the Potter Engineering Center associated with the Engineering Strategic Growth Plan. ProSTAR will be relocated from the Engineering Administration Building, which will be demolished to make way for the construction of the Active Learning Center. The lease term is 20 years beginning June 1, 2014 with two five year extensions for 19,993 square feet. The payment will be based on \$19.69 per square foot in year one and increases to \$24.19 in year 20. The lease will be paid with university general funds; lease includes no state money.

A-2-14-5-12 Indiana University – IUPUI Campus: Office Building / University Hall Lease - \$1,870,000 (per year est.)

The Trustees of Indiana University request authorization to enter into a long-term land-lease agreement with the IU Building Corporation (“IUBC”) not to exceed 100,000 square feet of space for use by several university departments. The total estimated construction cost of \$22,000,000 will be funded by issuing certificates of participation in the lease-purchase agreement with the IUBC, which will be repaid with university operating funds excluding student fee and state funds. Upon retirement of the certificates of participation, the lease will terminate and the facility, including any future capital improvements, will revert to the university from the IUBC.

B-1-14-2-08 Purdue University – IPFW Campus: Qualified Energy Savings Project – \$5,000,000

The Trustees of Purdue University request authorization to proceed with the Qualified Energy Savings project on the IPFW campus. The project will reduce energy costs by upgrading and replacing the building environmental control systems and lighting in

seventeen of the buildings on campus. The estimated cost of \$5,000,000 is to be funded from Qualified Energy Savings Bonds, and has a projected simple payback of less than 10 years. Purdue expects to realize savings of \$500,000 per year in energy costs.

B-1-13-1-01 Purdue University – West Lafayette Campus: Active Learning Center - \$79,000,000

The Trustees of Purdue University request authorization to proceed with construction of the Active Learning Center on the Purdue University West Lafayette Campus. This project was recommended by CHE and approved by the General Assembly as part of the biennial budget process. This facility will integrate 38,000 square feet of informal student study/learning space supported by the University Libraries with 59,000 square feet of classrooms. This facility will improve Purdue's support for student learning by providing spaces that allow better integration between formal and informal learning environments and promote greater engagement of students in an active learning process. The estimated cost of \$79,000,000 is to be funded from 2013-15 General Assembly cash appropriations (\$50M), Gift Funds (\$16M), and Facility and Administrative Cost Recovery Funds (\$13M). This project will eliminate \$17,300,000 in deferred R&R.

B-1-14-2-07 Purdue University – West Lafayette Campus: Brown Laboratory Window Replacement - \$3,750,000

The Trustees of Purdue University request authorization to proceed with the replacement of original windows in Brown Laboratory and connecting walkway. Brown Laboratory was constructed in 1970. The project will replace approximately 445 windows. The current windows are experiencing general failure which has resulted in collateral damage to the structure. The new windows will be more energy efficient and help prolong the useful life of this building. The University has identified institutional repair and rehabilitation funds for use.

B-3-13-2-04R Purdue University – IPFW Campus: South Campus Renovation – \$21,350,000

The Trustees of Purdue University request authorization to begin renovations of Helmke Library and Kettler Hall at the IPFW Campus. These two buildings are nearly 50 years old and are some of the oldest facilities on campus. While the buildings themselves remain suitable for use, their infrastructure requires significant repair and rehabilitation. This project is estimated to eliminate \$19,000,000 of deferred maintenance costs for the IPFW campus by updating the mechanical, electrical, and plumbing systems of both buildings. Helmke Library will be modified to incorporate more technology and student stations, reflective of current space demands. The space utilization of Kettler Hall will not change significantly. This project was recommended by the Commission for the 2013-15 biennial budget and the General Assembly appropriated cash funding.

E-1-13-2-02 Vincennes University – Vincennes Campus: Infrastructure Upgrade Phase II - \$6,000,000

The Trustees of Vincennes University request authorization to continue infrastructure improvements to their steam and electrical systems. The current electrical substation and associated infrastructure are outdated, which makes adding capacity difficult. Additionally, the steam lines on campus are showing signs of age and corrosion. The campus' planned growth requires significant upgrades to the infrastructure to ensure scalability and stable service. This project will upgrade the Fourth Street electrical substation and allow the campus to place the utility lines underground to facilitate future construction. The steam system will be renovated by replacing approximately 5,700 lineal feet of steam lines to ensure proper redundancy and maximum efficiency. The Commission approved Phase I of the project at the June 13, 2013 meeting representing the University's match of \$4,200,000. VU now requests the \$6,000,000 to begin Phase II. This \$6,000,000 portion of the project was recommended by the Commission in the 2013-15 biennial budget; the General Assembly appropriated cash funding.

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2013

INFORMATION ITEM A: Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University – Northwest	M.S. in Nursing	4/29/2013	Under CHE review.
02	Indiana State University	B.A.S. in Health Sciences/Technology	5/23/2013	Under CHE review.
03	Indiana University – South Bend	Bachelor of Art Education	7/17/2013	Under CHE review.
04	Indiana University – Bloomington	B.S. in Animal Behavior	7/17/2013	Under CHE review.
05	Ball State University	Master of Science in Software Engineering	8/22/2013	Under CHE Review.

COMMISSION FOR HIGHER EDUCATION
Thursday, October 10, 2013

INFORMATION ITEM B: Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
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None

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2013

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

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

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

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

I. REPAIR AND REHABILITATION

B-1-14-2-04 *Purdue University West Lafayette
Lynn Hall Sprinkler System
Project Cost: \$1,990,000*

The Trustees of Purdue University request authority to proceed with safety improvements in Lynn Hall. A sprinkler system addition will be installed in the original portion of Lynn Hall to maintain building and safety standards. The project includes the removal of an existing one room dry-pipe sprinkler system and the additional of a complete wet sprinkler system, a pre-action system in a room, and dry-pipe system in some locations. To allow the sprinkler system to be installed the water main that will serve the building sprinkler system needs to be replaced and upgraded from 6" to 12". This project will be paid for using university general funds.

B-1-14-2-06 *Purdue University West Lafayette
Meredith Hall Window Replacement
Project Cost: \$2,820,000*

The Trustees of Purdue University request authority to proceed with the replacement of the windows in Meredith Residence Hall. The existing Meredith Residence Hall was constructed in 1950, and the windows are original to the building. The windows are experiencing general failure. The project will result in complete replacement of windows and its components. This project will be paid for using departmental funds.

B-1-14-2-05 *Purdue University West Lafayette
Stadium Avenue Tunnel Replacement
Project Cost: \$2,500,000*

The Trustees of Purdue University request authority to proceed with the general maintenance and repair of the Stadium Avenue tunnel structure and waterproofing assembly. Providing reliable utilities, environmentally safe infrastructure, reduced risk of failure, and a safe environment for the University and local community, are all components of the strategic mission of the R&R program. Project funded with bond proceeds from the R&R financing program.

NEW CONSTRUCTION

None

II. LEASES

None

III. LAND ACQUISITION

None

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2013

INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

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

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

I. NEW CONSTRUCTION

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000
Submitted the Commission on January 19, 2010

The Trustees of Indiana University requests authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is \$22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02 Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000
Submitted to the Commission on July 9, 2007

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 was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-13-1-07

Purdue University
Thermal Energy Storage Tank Installation
Project Cost: \$16,800,000
Submitted to the Commission on September 14, 2012

The Trustees of Purdue University seeks authorization to proceed with the installation of a thermal energy storage tank at the West Lafayette Campus. Based on the Comprehensive Energy Master Plan and demands on chilled water in the northwest area of the campus, the thermal energy storage tank will provide additional chilled water capacity to existing and future structures on campus. The project cost is estimated at \$16.8 million and will be funded through the Facility and Administrative Cost Recovery Fund.

STATUS: The project is being held at the request of the institution.

B-2-09-1-10

Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, October 10, 2013

INFORMATION ITEM E:

News Clips from the Previous Month

Staff has selected a compilation of national and statewide media coverage related to the Commission's college access and completion agenda. Please see the following pages for details.

Indiana Commission for Higher Education September 2013: Top Media Exposures

Indystar.com

Ramping up university advisers could help boost Indiana's college graduation rate
September 28, 2013, by Stephanie Wang



Panic and frustration creeps into her voice. Holly Krintz is so, so lost.

"I am just not getting it," she says, rolling into a rant against her college class.

A big sigh, and then: "I don't know. I feel overwhelmed with the online class, because the readings are super long, and then the quizzes are just terrible. I can't learn the material like I should."

She needs help. She hasn't looked to see who her adviser is at Ivy Tech Community College. She doesn't know if she should stick out the class. She isn't sure if withdrawing from the class is worse than failing it.

After polling students like 20-year-old Krintz in Wolcott, Ind., the state is recommending colleges incorporate more proactive advising to keep students on track to graduate.

It's the state's latest effort to try to raise college attainment rates, which rank low nationally and expose a gap in filling skilled jobs across the state.

Focus groups of students, advisers and professors fueled a recent state study that showed many students struggled to choose the right classes and degrees, advisers often didn't have accurate information, and courses were difficult to transfer.

"It's becoming increasingly clear that students often arrive at college without a particularly clear and purposeful path, struggle to find that path and then, even if they find that path, they struggle to stay on that path," said Jason Bearce, spokesman for the Indiana Commission for Higher Education.

Many colleges across the state have ramped up advising programs, particularly for freshmen. But what could make a big difference, the state says, are slight tweaks – akin to putting up bumpers on bowling lanes.

At Purdue University, some students hit a virtual yellow light when they falter in a class – and red when they're really at risk. Green is a thumbs-up.

The warnings show up in advising software, called Signals. It tracks student progress in courses and alerts students and instructors through traffic signals based on how the student is faring.

Researchers this week tied the use of Signals with a boost in graduation rates. Students who took two or more courses with Signals graduated in six years at a rate more than 20 percent higher than those who didn't use it at all, the university said.

"We have an opportunity to change an institution just by giving students concrete information as to what they can do to learn material better," said Purdue research scientist Matt Pistilli.

Signals provides early warnings, giving feedback so students don't have to wait until the midterm exam to know how they're performing. It offers resources that students can apply to other classes. It lets professors interact with large classes of students and see how well students understand lessons.

It's that kind of technology, the state says, that could improve college advising.

The report, Guided Pathways to Student Success, was conducted by the nonprofit Public Agenda and paid for with a grant from Complete College America.

Stan Jones, president of Complete College America, likened proactive advising to a GPS system on a car.

"It kind of guides your way," he said. "But there's corrections along the way, too. You take a wrong turn, the systems are designed to say, OK, maybe you should think about switching majors. It's designed to be much more proactive."

Degree maps, recently mandated by the state legislature, will clarify which classes students need to take for their degrees and could help battle "credit creep," when students take too many credits that don't count.

The state will also begin a "15 to Finish" campaign, encouraging full-time students to graduate quicker by taking 15 credits per semester instead of the minimum 12.

Another new state policy will facilitate the transfer of general education credits.

The state is also recommending block scheduling – offering morning, afternoon or evening "blocks" of classes, so it's easier for students to schedule school around jobs.

Educators met at a summit last week to discuss strategies with experts from around the country who have successfully implemented similar changes at their colleges. Jones says Indiana is ahead of the curve with this report, becoming one of about half a dozen states looking into these tactics.

New this year at Indiana State University is a coaching program for 1,000 freshmen, contracted out to an advising company called InsideTrack.

Coaches serve as a central point of contact for students and watch out for them, helping them to chart graduation paths and skirt obstacles. They aim to shape better student attitudes and behaviors.

“A big part of it is it’s proactive instead of reactive,” said Dave Jarrat, vice president of marketing for InsideTrack. “We’re not waiting until a student gets in trouble to fight the fire and try to rescue them.”

The program, called University College, is projected to improve freshman-to-sophomore retention rates by 5 percent, according to an Indiana State press release.

“If you’re a freshman ... there is no place to hide on this campus,” university president Dan Bradley said in the release. “That advising team is going to track you down and make sure you’re doing what you need to be doing. We’re going to make sure our students are successful and that first semester is really a key to making that happen.”

Proactive advising could make the greatest difference on regional campuses or at community colleges, where experts say students juggling class, work and family really depend on academic strategies – and where advisers have bigger case loads.

“They don’t even get – I shouldn’t say good advice, they don’t get any advice in many cases,” said Jones, of Complete College America. “We would all like to see more advisers, but there’s never going to be enough money to hire the advisers we’d like to see.”

That’s not news to Ivy Tech, which has targeted advising as one of its biggest unfilled needs and a key to improving the school’s low graduation rates.

Even after hiring 52 new advisers last year, the statewide community college struggles under a ratio of one adviser for 1,200 students, said Susan Hawking-Wilding, assistant vice president for academic advising.

The recommended level is closer to one adviser to 250 students, she said. School officials estimate Ivy Tech has a \$10-million gap in advising and would need to hire 125 to 150 advisers to better serve its students.

Last year, Ivy Tech started assigning advisers to a group of students in a case-management system, instead of just responding when problems came up.

"Oftentimes, a student doesn't ask for help," Hawking-Wilding said, "so it's having those things in place to know maybe when they're heading down the wrong path."

Shelbyville News
College GO! Week preps students for college
September 28, 2013, by Paul Gable



Faculty, staff and students at Shelby County's schools this week got a little caught up in school spirit during College Go! Week.

The statewide initiative is designed to help Indiana students of all ages plan for college success and encourages students to complete practical college-planning activities based upon grade level. The initiative is sponsored by the Indiana Commission for Higher Education as part of its Learn More Indiana program and provides resources and tools to help schools and communities support students in planning for education beyond high school.

"College GO! Week is designed to give all Indiana students the opportunity to access and succeed in college. There are many steps students and families should take to plan for college and career success, and it's never too early to start. The campaign offers activities and resources for Hoosiers of all ages - from students starting elementary school to adults thinking about returning to school," said Teresa Lubbers, Indiana Commissioner for Higher Education.

This week, Shelby County's high schools got in on the act through various methods, including playing several college fight songs over the intercom before school and during passing periods.

At Shelbyville High School, Principal Kathleen Miltz said students were able to see a slide show of Indiana college campuses and information on television monitors during lunch, and students were encouraged to log on to CollegeGoWeekIndiana.org to win money for college and prizes from the Indianapolis Colts.

In addition, Miltz and her staff listed colleges who were waiving application fees for students next week.

"We have been encouraging them to apply early, and this was one more incentive," Miltz said.

Morristown Junior-Senior High School also got in on the act, and turned the tables on the teachers by having them fill out surveys about their college experiences. In addition, the students at Morristown conducted a poster competition, where students voted on a college to research and made a poster with information about admissions, enrollment, athletics and academics.

At Waldron Junior Senior-High School, students participated in an academic lab competition, where they researched a college and made a bulletin board about the school. In addition, Waldron had a college T-shirt day, where all faculty and staff wore a college shirt, whether it be their favorite team or their alma mater.

Triton Central High School first-year principal Cary Chandler said the Tigers also did much of what the other schools did as well.

He had his faculty and staffs submit a picture of themselves from their own college days.

"We put the picture on the TV monitors with their name and the college or university they attended. Teachers had some

conversation in their classrooms about their college experience," Chandler said.

In addition, representatives from Ivy Tech Community College were on hand this week in Fairland to speak with students during lunch.

The Clark County News and Tribune
Young Professionals: Jonathan Jennings second grade students participate in job fair
September 28, 2013, by Jerod Clapp



Community
focused.
Community
minded.

Emerson Lowe tended the rhino first, but once that was taken care of, he met with a group of students to tell them all about his job as a zookeeper.

The 8-year-old was sharing his research with his peers at Jonathan Jennings Elementary School's job fair, part of Greater Clark County Schools' College Go! week.

Anne Cage, a second-grade teacher at the school, said students had to look up what kind of training they would need for different careers, but didn't realize there were so many options.

"As we were talking about different jobs, they didn't know what was out there," Cage said. "They really thought there were just a few jobs, but it gives them lots of new ideas."

Lowe said to become a zookeeper, he'd have to do a lot of cleaning up after animals as well as earn a four-year college degree. But he said he thought it would be worth it.

"I like animals and I've always wanted to be a zookeeper," Lowe said. "It sounds like fun."

Cage said students would present to the whole school, both younger and older students.

She said the idea of sharing the importance of life after school is needed, no matter which direction kids think they want to go in now and whether they change their minds or not.

"You're always talking about it, from kindergarten on," Cage said. "Doing the job fair and talking about college helps give them a purpose as to why they're going to school."

Jillian Richardson, another second-grade teacher at the school, said students also had to research other details like what kind of tools they might use on the job and to come in dressed for their career during their presentations.

She said while college life seems really far away for her young students, they still get an idea of what life is like once they "graduate" from the job fair.

"I think a lot of times, they get that motivation and show a lot of effort with this," Richardson said. "We try to give them real-life applications in class to what skills they would need for any given job."

Nancy Smith said her daughter, Taylor, was showing other students what it was like and what it took to become a veterinarian. She said she's glad to see the school promote furthering the education of students, even after they get their high school diplomas.

"I want her to know that's why she needs to go — it'll help her have a a better quality of life," Smith said. "It's not really an option to not go to college."

USAToday.com

Translating military training into college credits

September 27, 2013



Many states want college students who served in Iraq and Afghanistan to get academic credit for their military training and experience. The challenge is figuring out how many credits that training and experience is worth.

At least 26 states have passed legislation directing their boards of education to develop statewide policies to provide academic credit to the largest influx of veterans since the end of World War II, according to the National Conference of State Legislatures. The Education Commission of the States, a Denver-based nonprofit organization, says 19 states have enacted related legislation in the last two years alone.

"There's a lot of interest in a lot of different circles [in helping] veterans," said Cathy Sandeen of the American Council on Education (ACE), which represents the presidents of U.S. colleges and universities.

More than 2,300 schools rely on ACE to review various types of military training and experience and recommend how to translate them into academic credits. But as is the case with AP exams or transfers from another school, each school makes the final decision on how much credit, if any, to award.

"The problem is it's just a recommendation, and schools can choose whether or not to accept it," said Michael Dakduk, who heads the Student Veterans of America, a coalition of student veterans groups on college campuses. Dakduk served as a Marine in both Iraq and Afghanistan.

Veterans on college campuses face obstacles their fellow students do not. Many are coping with physical or mental injuries that make studying a struggle. Others flounder without the structure and camaraderie of the military, or have trouble relating to 18-year-olds more interested in partying than schoolwork. Some veterans have to balance their academic responsibilities with families, jobs, or additional deployments.

Some colleges have tried to ease veterans into campus life by hiring counselors trained in the military culture, or by creating centers where veterans can share stories or hold study groups. A 2011 report by the American Council on Education lauded the effectiveness of those services.

Such steps have become increasingly vital since the 2008 passage of the Post-9/11 G.I. Bill, which provides education aid to the 2 million service members who have served in Iraq and Afghanistan. Under the law, veterans get up to 36 months of education benefits, payable for 15 years following their release from active duty. In addition to tuition aid, benefits include a monthly living allowance and a book stipend of \$1,000 per year.

Since the law took effect in 2009, close to 1 million service members have received more than \$25 billion in aid, which can be used to attend any public or private school.

"The one word speech I usually give is graduate, graduate, graduate," Veterans Affairs Secretary Eric K. Shinseki told a gathering of student veterans earlier this year. "If I sound like your dad, I am. I'm paying most of your bills."

As veterans have flooded the nation's campuses, efforts to translate military training and experience into academic credit have taken on new urgency. But the challenges for colleges and universities are considerable. Schools often struggle to determine exactly what was covered in a military training course, or whether the instructor would pass academic muster. Sometimes military training doesn't correspond to any course a school offers.

Some decisions are easy: A former medic probably received training relevant to a nursing degree, and a student pursuing a degree in mechanical engineering probably deserves credit if she served in the military as an aircraft technician. But what if she worked as a public relations officer?

Clackamas Community College in Oregon has tried to tackle the problem by creating 21 "bridge" courses to fill in the gaps that may have been left by military instruction. Veterans can combine the courses with their military experience to earn credits in areas as varied as law enforcement, business administration and English.

Seven states in the Midwest - Illinois, Indiana, Ohio, Kentucky, Michigan, Minnesota and Missouri - have formed the Multi-State Collaborative on Military Credit to study the issue and share best practices.

Ken Sauer of the Indiana Commission for Higher Education said the collaborative is trying to figure out what kinds of student data that institutions and states should collect to track veterans' academic success. Meanwhile, some schools in the participating states are plowing ahead.

In Illinois, community colleges have designed a new course for basic medical corpsmen to become licensed practical nurses. And in Indiana, veterans who served in the military police or in military prisons can receive credit toward an associate's degree in criminal justice at Ivy Tech Community College.

Minnesota has created a web site to help veterans determine the credits they might qualify for in state colleges and universities, based on their branch of service, occupation, training dates and rank. For example, a combat engineer in the Army at the rank of E6 might be eligible for credits in business administration, finance management, management and marketing at North Hennepin Community College.

"These examples benefit all parties," Sauer recently told a congressional committee. "They save money for both the veteran and the taxpayer, they help ease the transition from military to civilian life-which can be especially difficult for veterans who have seen combat-and they also contribute toward a better educated workforce."

Dakduk argues that colleges and universities that manage to find ways to award academic credit to veterans will end up reaping the benefits.

"By providing academic credit for military experience schools can attract more veterans to their campus which ultimately adds diversity to, and enriches, the student community," he said.

My Wabash Valley . Com
Education leaders make a stop in Vigo County for College Success Tour
September 24, 2013, by Kellie Bartoli



Saint Mary-of-the-Woods College was home to the College Success Tour on Tuesday.

It's a statewide effort to increase the number of Hoosiers with education beyond high school.

Dozens of education, community and business leaders came together, welcoming the Indiana Commissioner for Higher Education - and working on a plan for school success.

Five Vigo county colleges and universities all went to one campus on Tuesday, teaming up for students.

"At a time when more and more jobs are requiring education beyond high school, we want to make sure that we're creating the culture that's about college access and college success," said Teresa Lubbers, the Indiana Commissioner for Higher Education.

Across the country, Indiana ranks 40th when it comes to both education attainment and personal per capita income.

And only one-third of adults in the state have more than a high school diploma.

That's why education experts have set a goal -- increasing the number of Hoosiers with a college credential to 60-percent by 2025.

"If they want to have the opportunities for economic advancement, the jobs are tied to some sort of education beyond high school. Not a four-year degree for everybody, we're talking about credentials, workforce credentials, certificates and degrees," explains Commissioner Lubbers.

And that's the effort of the Vigo County College Success Coalition. It's a network of local organizations, all working together to promote higher education.

And while initiatives are already underway, Commissioner Lubbers urged these members to step it up even more.

"It's never too early," she said. "We think before you ever even enter the first kindergarten class that parents and children should start thinking about education beyond high school. And that the academic and then the financial preparation as well are very important."

She also says her commission is working on keeping higher education affordable, through tuition and scholarships, but you can't put a price tag on a degree in the long run.

"Unemployment rates are half for a college graduate of what they are for someone who only completes high school. The amount of money that you make over your life exceeds \$1 million more," said Lubbers.

This is also College Go! Week, which urges Indiana high schoolers to plan ahead.

The Indiana Commission for Higher Education is hosting live virtual tours of several Indiana campuses on Thursday.

Inside Indiana Business
Lubbers calls for “Proactive” Advising
September 19, 2013



Indiana Commissioner for Higher Education Teresa Lubbers today called upon the state's college and universities to embrace proactive college advising practices that will help Hoosier students better navigate their program of study and complete college on time.

"Indiana students often experience college as a maze rather than as path to success, and many finish with debt and no degree," said Lubbers. "With clear degree maps, proactive advising and related strategies, we can empower students to make better decisions, save time and money, and increase their likelihood of earning a degree."

Less than a third of Indiana college students graduate on time. In response, the Commission for Higher Education (CHE) is partnering with the state's colleges to expand a series of practices—called "Guided Pathways to Success"—that provide clearer direction, simplified choices and more structured support to keep students on track for graduation. Recommended strategies for preventing wasted credits and improving graduation rates include:

- Supplementing college advising with structured degree maps that simplify the course-selection process and provide students with a clear path to graduate on time
- Encouraging students to complete 15 credits each semester; or 30 credits per academic year
- Instituting proactive advising practices that intervene when students fail to complete key milestone courses, take courses on their degree map, or make satisfactory academic progress
- Expanding block scheduling options that offer greater consistency and predictability, making it easier for working students to balance their schooling with work and family obligations

The recommendations were included as part of a new study designed sponsored by, titled "Guided Pathways to Student Success: Perspectives from Indiana College Students & Advisors." The study was informed by a series of focus groups with current college students, college dropouts, faculty advisors and professional advisors at public two- and four-year colleges across Indiana.

The proposed reforms to college advising practices were the focus of a first-of-its-kind convening of college leaders on Sept. 19. Sponsored by CHE, the summit featured state guidance on a newly legislated degree map requirement, best practices in student advising and the unveiling of Indiana's new "15 to Finish" campaign, an initiative designed to encourage Hoosier college students to complete at least 15 credit hours each semester.

Inside Public Media

Latino undergraduate rate on the rise
September 6, 2013, by Simon Thompson and Ashley Lee



Nationally, undergraduate enrollment is down. But Latinos are bucking that trend. The latest National Center for Education Statistics data indicates the trend is holding true in Indiana as well.

Latino undergraduate enrollment has increased 78 percent in Indiana over the last 5 years.

Indiana Higher Education Commissioner Teresa Lubbers says Indiana has been focused on closing the achievement gap between growing demographic groups.

“We have far more Latino students just as we have in other states have, now Indiana has seen as huge influx as some other states have –we have certainly seen an increase,” she says.

Indiana University Latino Cultural Center Director Lillian Casillas says the growing rate of Latino undergraduate enrollment can be attributed to the different professions they are pursuing.

“Because opportunities presented themselves to work in jobs in the industry and whatever and factories they were able to stay so that was one of the growths” she says. “What happens for their families are able then to engage in services, you know where there are mentoring programs, programs which help people access higher education.”

Still the number of Latinos who graduate from high school and enroll directly in college is still about 14 percent lower than students overall.

WIBC

Statewide “College Success Tour” gets underway
September 4, 2013, by Taylor Bennett



Indiana Commissioner for Higher Education Teresa Lubbers is kicking off a statewide “College Success Tour” with a visit to Shelby County on Wednesday, Sept. 4.

The regional events are part of an ongoing effort to engage local community leaders, students and families in increasing the number of Hoosiers with education beyond high school.

“We have a sense of urgency to dramatically raise the education level of Hoosiers across our state,” said Lubbers. “Our success will depend upon local communities rallying around the common cause of increasing college completion.”

Indiana currently ranks 40th nationally in both education attainment and personal per capita income, two data points that are directly linked to the fact that only a third of Hoosier adults have more than a high school diploma. Indiana has set a goal of increasing the proportion of Hoosiers with a college credential, including one-year workforce certificates, two-year associate degrees and four year bachelor’s degrees, to 60 percent of the state’s population by 2025.