



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, June 14, 2018

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Tele: 317-464-4400 | Fax: 317-464-4410

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**JUNE COMMISSION MEETING
AGENDA**

Wednesday, June 13, 2018

INDIANA STATE UNIVERSITY

200 North 7th Street
Terre Haute, IN 47809

CAMPUS TOUR

5:00 – 6:00 P.M.

Shuttle departs from hotel lobby

College of Health and Human Services Building
Dreiser Hall

RECEPTION

6:00 – 7:00 P.M.

Scott College of Business Foyer
Federal Hall

DINNER

7:00 – 8:00 P.M.

Magna Carta Room
Federal Hall

HOTEL ACCOMMODATIONS

Hilton Garden Inn
750 Wabash Avenue
Terre Haute, IN 47807

All events take place on Eastern Time

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • www.che.in.gov

Thursday, June 14, 2018

COMMISSION MEETING

Indiana State University
200 North 7th Street
Terre Haute, IN 47809

Parking available in Cherry Street Garage

BREAKFAST

8:00 – 10:00 A.M.
Heritage Ballroom
Tirey Hall

Special Film Preview

“First Generation” Documentary

WORKING SESSION

10:00 – 11:30 A.M.
Heritage Ballroom
Tirey Hall

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WORKING SESSION TOPICS

- Governor’s Workforce Cabinet
- 2018 Legislative Summary/Implementation
- PESC Award
- FY 2019 Agency Spending Plan
- Performance Funding Per-Unit Payments
- Scholar Success Program
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Heritage Lounge

Tirey Hall

Lunch Guest

Dr. Deborah J. Curtis

President

STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Heritage Ballroom

Tirey Hall

BUSINESS MEETING

1:00 – 3:00 P.M.

State Room

Tirey Hall

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

I. Call to Order – 1:00 P.M. (Eastern)

Roll Call of Members and Determination of Quorum

Chair’s Remarks

Commissioner’s Report

Consideration of the Minutes of the March 8, 2018 Commission Meeting 1

II. Public Square

A. Recent College Readiness and Completion Efforts 7

- 1. Dr. Katie Mote, Vice President of Operations, Southern Indiana, Ivy Tech Community College
- 2. Dr. Katie Jenner, Senior Director of Learning and Title Programs, Madison Consolidated Schools
- 3. Dr. Linda Maule, Dean of University College, Indiana State University
- 4. Dr. Josh Powers, Associate Vice President for Student Success, Indiana State University

III. Business Items

A. Academic Degree Programs for Full Discussion

- 1. Associate of Science in Secondary Education (Mathematics, Biology) to be 13
offered by Ivy Tech Community College

B. Academic Degree Programs for Expedited Action 29

- 1. Master of Science in Healthcare Management to be offered by Indiana University
Bloomington

2.	Bachelor of Arts in Sociology (IU) to be offered by Indiana University-Purdue University Columbus	
3.	Bachelor of Arts/Bachelor of Science in Statistics to be offered by University of Southern Indiana	
4.	Master of Science in Nursing to be offered by Indiana University Purdue-University Columbus (Three Collaborative Online Master’s Programs)	
5.	Master of Arts in English to be offered by Indiana University Bloomington, East, Kokomo Northwest, South Bend, and Southeast	
6.	Master of Science in Criminal Justice and Public Safety to be offered by Indiana University Bloomington, East, Indiana University Purdue University Indianapolis, Kokomo, and Southeast	
7.	Master of Liberal Studies to be offered by Indiana University East, Kokomo, Northwest, South Bend, and Southeast	
C.	Capital Projects for Full Discussion	
1.	Ball State University – New York Avenue Parking Structure	35
2.	Indiana University-Purdue University Indianapolis – Madam Walker Theater Center ...	43
3.	Indiana University Bloomington – North Housing Addition	53
D.	Capital Projects for Expedited Action.....	61
1.	Indiana University Kokomo – Student Activities & Events Center	
2.	Indiana University Northwest – Anderson Library/Conference Center Mechanical and Interior Renovations	
3.	Purdue University West Lafayette – Brees Student-Athlete Academic Center	
4.	Purdue University West Lafayette – Convergence Building Lease	
E.	Commission for Higher Education Fiscal Year 2019 Spending Plan.....	63
F.	Performance Funding Per-Unit Payments	65
IV.	Information Items	
A.	Academic Degree Programs Awaiting Action.....	67
B.	Academic Degree Program Actions Taken by Staff	69
C.	Media Coverage.....	77
D.	Schedule of Upcoming Meetings of the Commission	85

V. Old Business
New Business

VI. Adjournment

The next meeting of the Commission will be on **August 9, 2018, in Muncie, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, March 8, 2018

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University-Purdue University Indianapolis, 875 West North Street, Indianapolis, IN 46202 with Chairman Chris LaMothe presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Jon Costas, Lisa Hershman, Allan Hubbard, Chris LaMothe, Kathy Parkison, Dan Peterson, John Popp and Alfonso Vidal. *By phone:* Chris Murphy and Beverley Pitts

Members Absent: Jud Fisher, Chris LaMothe, Mika Mosier

CHAIR'S REPORT

Chairman LaMothe began his report stating on behalf of the Commission, I would like to thank Chancellor Paydar and IUPUI for your hospitality and hosting our meeting today.

I would like to take a moment to introduce our newly appointed Commission member, Mike Alley. Mike is Chairman and owner of Patriot Investments, LLC, through which he maintains investment interests in multiple early stage companies and real estate investments, and also conducts an array of strategic planning consulting and advisory services. Mike formed Patriot Investments following his retirement from Fifth Third Bank, Central Indiana where he served as President and CEO. Mike has also previously served as Chairman and CEO of Integra Bank Corporation in Evansville and as Commissioner of the Indiana Department of Revenue during the Daniels administration. He also served Indiana State University's Board of Trustees for a decade where he had previously earned his Bachelor's degree magna cum laude in accounting. His background in business and his service to Indiana State make him a great addition to the Commission. Welcome, Mike!

With the departure of our Vice Chair Caren Whitehouse, the Commission must elect a new slate of officers. This slate was created by a nominating committee consisting of one member per class. The new Officer Slate includes:

- Chris LaMothe, Chair
- Lisa Hershman, Vice Chair
- All Hubbard, Secretary

R-18-02.1 RESOLVED: That the Commission for Higher Education hereby approves the 2018 Officer (Motion – Bland, second – Costas, unanimously approved)

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating, first, I want to extend my thanks to Mike Alley for his willingness to share his experience and knowledge about higher education as a member of the Commission. Like many of you, I have known Mike for many years and know he will be a valuable contributor to our work. Mike joined the staff on Tuesday for orientation, and I think we learned as much from him as he gained from spending the day with us.

Yesterday, I joined Speaker Bosma at the Statehouse to honor and meet with 35 members of the inaugural class of the Next Generation Hoosier Educators Scholarship Program. As you may recall and as Brittany Kurt presented this morning, the Commission is responsible for overseeing this program which was designed by the General Assembly – led by Speaker Bosma – to recruit high performing high school and college students to become teachers. We are in the process of selecting the second cohort. Each student is eligible for \$7500 per year, up to \$30,000 for four years. The students we met with are impressive and highly motivated to a career in teaching.

In late February, I joined six other states for a meeting in Nashville, Tennessee to bring together higher education and K-12 leaders around the topic of college and career readiness. Funded by the Joyce Foundation, our initial efforts will focus on the redesign of math pathways, especially a 12th grade transitional math course. A broader group will tackle other efforts to support and scale system-wide transition work, including more effective teacher preparation, counseling, redesign and bridge programs.

To that end, the Commission in partnership with the Department of Education recently announced another year of increases in the number of Advanced Placement exams offered, and equally important, the number of students taking and passing AP exams. Since 2007, the percentage of graduates taking an AP exam has increased from 5,786 to 12,546. We know students who take rigorous high school courses are more likely to go to college and graduate.

As most of you know, I am an active member of the State Higher Education Executive Officers organization – SHEEO as popularly known. The Gates Foundation has provided a capacity building grant to SHEEO and Indiana was among the first states contacted to provide insights about how to increase SHEEO's value. Preliminary findings were provided last week to SHEEO's executive committee. In addition to providing more communications regarding, and analysis of, federal activities, SHEEO is committed to professional development for SHEEO agency staff. Much like we have increased CHE's value through more sophisticated data analysis and reports, SHEEO is increasing its visibility with comparable financial and policy data across states. There shouldn't be consideration of a federal higher education policy when SHEEO (the states) aren't at the table. Key to this is a new communications plan that ensures that states are leading higher education reform.

Earlier this week, the Higher Learning Commission, the accrediting organization for north central states notified Purdue University that Purdue University Global has been approved and plans are underway for an official launch in April, including enrolling

students. In a separate action IPFW received final approval of its realignment and can officially begin marketing itself as Purdue University Fort Wayne.

Finally, we have spent some time bringing you up to date today on our efforts to implement and ensure the success of the Workforce Ready Grant Program – working with our partners at DWD and Ivy Tech and Vincennes. In a less obvious way, I wanted to let you know how we’re also partnering with the Office of Family and Social Services (FSSA) to expand our reach. Next week we will be meeting with Secretary Jennifer Walthall and other executive leaders with FSSA to expand upon how the Next Level Jobs Program can help reach more Hoosier families reach self-sufficiency. We plan to arrange a series of webinar trainings on the Workforce Ready Grant as a way for Medicaid recipients to meet the new work requirements – which can be fulfilled by attending school.

CONSIDERATION OF THE MINUTES OF THE FEBRUARY, 2018 COMMISSION MEETING

R-18-02.2 RESOLVED: That the Commission for Higher Education hereby approve the Minutes of the February, 2018 regular meeting (Motion – Hubbard second – Vidal, unanimously approved)

II. PUBLIC SQUARE

A. Perspectives on Indiana’s Workforce Challenges

1. Fred Payne, Commissioner, Department of Workforce Development

The Commission continues to engage in conversations related to workforce alignment with higher education. This month we are joined by Commissioner Fred Payne of Department of Workforce Development to discuss Indiana’s current workforce challenges.

Chairman LaMothe moderated this session.

III. BUSINESS ITEMS

A. Update on Standard Credit Hour Expectations

The 2012 General Assembly mandated standard credit hour expectations for majority of associate degrees at 60 semester hours and baccalaureate degrees at 120 semester hours. This legislation, popularly known as the “Credit Creep Act,” was passed because many undergraduate programs in Indiana, following national trends, had credit hour requirements that exceeded the historical standard for associate and baccalaureate degrees, thus contributing to fewer students graduating on time. Dr. Ken Sauer will provide the Commission with the latest statistics for undergraduate programs meeting or exceeding the standard credit hour expectations.

Dr. Ken Sauer presented.

B. Academic Degree Programs for Expedited Action

1. Doctor of Philosophy in Exercise Science to be offered by Indiana University at Indiana University Purdue University Indianapolis
2. Bachelor of Science in Electrical Engineering to be offered by University of Southern Indiana

R-18-02.3 **RESOLVED:** That the Commission for Higher Education hereby approves the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Costas, second – Bland, unanimously approved)

C. Capital Projects for Full Discussion

1. Ball State University – New North Residential Neighborhood

Mr. Bernard Hannon presented this project. Mr. Dominick Chase provided the staff recommendation.

R-18-02.4 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Costas, unanimously approved)

2. Indiana University Bloomington – Teter Quadrangle Mechanical Systems Replacement & Renovation

Dr. Tom Morrison presented the project. Mr. Dominick Chase provided the staff recommendation.

R-18-02.5 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Bland, second – Costas, unanimously approved)

3. Indiana University Purdue University Indianapolis – Multidisciplinary Research & Classroom Building

Dr. Tom Morrison presented the project. Mr. Dominick Chase provided the staff recommendation.

R-18-02.6 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Costas, second – Vidal, unanimously approved)

4. Purdue University West Lafayette – STEM Teaching Lab Facility

Mr. Tony Hahn presented the project. Mr. Dominick Chase provided the staff recommendation.

R-18-02.7 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Alley, second – Vidal, unanimously approved)

D. Capital Projects for Expedited Action

1. Vincennes University – Learning Resource Center Renovation
2. Vincennes University – Welsh Administration Building Renovation

R-18-02.8 **RESOLVED:** That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Costas, second – Vidal, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Media Coverage

**V. OLD BUSINESS
NEW BUSINESS**

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 2:55 P.M.

Chris LaMothe, Chair

Al Hubbard, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

PUBLIC SQUARE:

Recent College Readiness and Completion Efforts

Background

The publication of two of the Commission’s annual reports, College Readiness and College Completion, provides an opportunity to discuss efforts to help students prepare for and succeed in college. The Commission will hear from: Katie Mote, Vice President of Operations, South Ivy Tech Community College; Katie Jenner, Senior Director of Learning and Title Programs, Madison Consolidated Schools; Dr. Janet Buckenmeyer, Dean of University College, Indiana State University; and Dr. Josh Powers, Associate Vice President for Student Success, Indiana State University.

Supporting Documents

Dr. Katie Mote Bio
Dr. Katie Jenner Bio
Dr. Linda Maule Bio
Dr. Josh Powers Bio

Dr. Katie Mote

**Vice President of Operations, Southern Indiana
Ivy Tech Community College**

Katie Mote serves as Vice President of Operations for Southern Indiana, supporting seven Ivy Tech campuses: Evansville, Terre Haute, Sellersburg, Bloomington, Madison, Lawrenceburg/Batesville, and Columbus.

Katie has been in higher education since 2009 and has held a variety of roles including faculty and Program Chair as well as administrative positions. Katie served as the President of the Madison Campus from 2014 to 2017 and as Interim Chancellor of the former Columbus/Southeast Region.

Both prior to and during her tenure as faculty for Ivy Tech, Katie practiced criminal law as a Deputy Prosecuting Attorney in Marion, Jackson, and Jefferson counties. Katie serves on Indiana's State Board of Education. She was appointed by Governor Eric Holcomb to the Board in July 2017.



Katie holds a Bachelor of Arts in English and Spanish and a Doctor of Jurisprudence from Indiana University Bloomington. She and her husband, D.J., have two children: Hunter (10) and James (5).

Dr. Katie Jenner

**Senior Director of Learning and Title Programs
Madison Consolidated Schools**

Katie's commitment to improving Preschool-Grade 14+ education is apparent through the strategic, innovative development of several major initiatives moving forward in Madison Consolidated Schools, including Preschool-Grade 14 alignment of curriculum to high demand career pathways ("workforce talent pipeline") which allows students to graduate from high school with a postsecondary credential. She has also worked to develop numerous partnerships with business, industry, post-secondary education, nonprofits, and government entities.

Katie has been a classroom teacher, as well as a building level and district level administrator. As a Career and Technical Education (CTE) Business teacher, Katie taught classes in Entrepreneurship, Business Law, and Marketing where she also developed a school-wide student Entrepreneurship competition. Additionally, Katie served as a middle school (Grades 6-8) administrator, a high school (Grades 9-12) administrator, and currently serves as the Senior Director of Learning and Title Programs for Madison Consolidated Schools in Madison, Indiana.



Education includes a Bachelor's Degree in Business from Transylvania University in Lexington, Kentucky, a Master's Degree in Business Education from University of Kentucky, and a Doctorate in Educational Leadership from the University of Kentucky. In June of 2016, Katie was selected as a Woodrow Wilson Fellow and completed her M.B.A. at Indiana State University.

Community service activities have included serving on the Indiana Department of Education eLearning Leadership Cadre, the Indiana State Workforce Innovation Council (SWIC), the ENVISION Jefferson County Education team, Hanover College Education Advisory Council, and King's Daughters' Health Bethany Circle. She has also served on various boards, including Jefferson County Girls' Incorporated Board, Jefferson County Community Corrections Board, Pathways Youth Shelter and Family Services Board, as well as the Indiana Region 9 Workforce Board.

Dr. Linda Maule
Dean of University College
Indiana State University

Dr. Linda Maule serves as Dean of Indiana State University's University College, which focuses on the needs of first-year students. Dr. Maule administers the Foundational Studies Program and works closely with the academic colleges, academic departments, admissions, honors, and other campus units to ensure that the needs of first year students are best served.

Dr. Maule has been a faculty member since 1996 in Indiana State's department of political science and women's studies program. Prior to her current role, she has served as coordinator of the university's Foundational Studies/General Education program, has been co-director and interim director of women's studies, director of legal studies, interim chair of the sociology department, and professor of political science.

Dr. Maule has received a number of awards and honors, including the 2011 Outstanding Service Award from the Center of Community Engagement, the Outstanding Dedication to First Year Student Academic Success in 2009 and 2011 and the University Honors Program Outstanding Faculty Member Award in Spring 2007 among others. Dr. Maule earned her Bachelors, Masters and Ph.D. from Washington State University.



Dr. Joshua Powers

**Associate Vice President for Student Success
Indiana State University**

Joshua Powers is the Associate Vice President for Student Success at Indiana State University. His responsibilities include oversight of core academic support units, the Faculty Center for Teaching Excellence, and the graduation specialist program. He is also the senior strategy officer for the institution's persistence and completion activities and PI on ISU's US-DOE First-in-the-World grant focused on the testing of psychological interventions for stimulating student academic mindset and resilience.

Powers holds a bachelor's degree in economics with a minor in English from the University of Vermont as well as a master's in college student personnel administration and doctorates in higher education and business from Indiana University. He was an American Council on Education Fellow between 2009-10 with placements in the office of the president at Wright State University and the University of Vermont. In 2012, he was a Theodore Dreiser Research and Creativity Award winner and writes and consults in the arena of academic entrepreneurship.



COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

BUSINESS ITEM A-1:

Associate of Science in Secondary Education (Mathematics, Biology) to be offered by Ivy Tech Community College

Staff Recommendation

That the Commission for Higher Education approve the Associate of Science in Secondary Education (Mathematics, Biology), to be offered by Ivy Tech Community College in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. The Academic Affairs and Quality Committee discussed this program at its May 21, 2018 meeting and reacted favorably to the proposal.

Similar Programs in Indiana. In the *independent* or private non-profit sector, Ancilla College is the only institution to offer an A.S. in Secondary Education.

In the *proprietary* or private for-profit sector, there are no similar programs offered.

Within the *public* sector, only Vincennes University offers an A.S. in Secondary Education.

Related programs at Ivy Tech Community College Ivy Tech Community College currently offers Transfer Single Articulation Pathway (TSAP) programs in almost all of the 17 existing program areas, for which TSAPs have been developed, including Early Childhood Education, Elementary Education, Special Education, and Biology.

Initial Offering of the Program The proposed program would be offered through the School of Arts, Sciences, and Education. Initially the program will be offered at the Lake County, Valparaiso, South Bend, Elkhart, Fort Wayne, Lafayette, Kokomo, Muncie, Terre Haute, Indianapolis, Richmond, Columbus, Lawrenceburg, Evansville, Sellersburg, and Bloomington campuses (16 of the 19 Ivy Tech campuses).

Development of the TSAPs for Mathematics and Biology. Per standard procedure for developing new TSAPs, two panels of faculty members from all public institutions, one in Mathematics and one in Biology, each co-chaired by a two-year

and a four-year faculty member, and aided by Education faculty, met over the past one and one-half years to develop TSAPs for Mathematics and Biology. TSAPs allow graduates of Ivy Tech and VU associate degrees to transfer to any public institution offering a related baccalaureate degree and to be in a position to complete the bachelor's degree with two additional years of study. All universities have reached consensus on the Mathematics Secondary Education TSAP and all but one university have reached consensus on the TSAP for Biology Secondary Education. (A third faculty panel in Chemistry Secondary Education was unable to reach consensus and is presently on hold.)

Ivy Tech Enrollment and Completions in TSAPs. During the Spring 2018 semester, 7,613 students were enrolled in Ivy Tech associate degree TSAP programs. For the period Fall 2016 through Spring 2018, a total of 14,901 Ivy Tech students (unduplicated headcount) were enrolled in TSAP associate degrees.

To date, 667 Ivy Tech students have graduated from associate degree TSAP programs; this number does not include students who completed their programs in May 2018. Three programs accounted for over 70 percent of the Ivy Tech TSAP graduates: Nursing (243), Business Administration (125), and Elementary Education (111).

The initial set of TSAP associate degree programs – a dozen in all and including Nursing, Business Administration, and Elementary Education – were first available to Ivy Tech students enrolling in the Spring 2015 semester. Another five associate degree TSAP programs were first available to students in Fall 2017.

Supporting Document

Program Description – Ivy Tech Community College Associate of Science in Secondary Education (Mathematics, Biology)

Program Description

AS Secondary Education (TSAP) to be offered by Ivy Tech Community College
Proposed CIP Code is Secondary Education and Teaching 13.1205

1. Characteristics of the Program

- a. Campus(es) Offering Program: *Lake County, Valparaiso, South Bend/Elkhart, Fort Wayne, Lafayette, Kokomo, Muncie, Terre Haute, Indianapolis, Richmond, Columbus, Lawrenceburg, Evansville, Sellersburg, Bloomington*
- b. Scope of Delivery (Specific Sites or Statewide): *Specific Campuses as Identified Above*
- c. Mode of Delivery (Classroom, Blended, or Online): *Classroom and via Distance Education (hybrid or online)*
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practicums, etc.): *Specific EDUC courses require practicums with classroom observation as part of the course requirements*
- e. Academic Unit(s) Offering Program: *School of Arts, Sciences, and Education*

2. Rationale for the Program

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)
 - Why is the institution proposing this program? *Ivy Tech Community College is proposing an AS in in Secondary Education as a transfer single articulation pathway (TSAP) program, with teaching tracks offered in biology and mathematics. This program will provide a clear pathway for graduates to transfer to four-year partners in order for students to obtain a baccalaureate degree in secondary education teaching.*
 - How is it consistent with the mission of the institution? *A new AS degree in Secondary Education helps to satisfy Ivy Tech Community College's mission to prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment by delivering professional, technical, transfer, and lifelong education, and enhances the development of Indiana's citizens and communities and strengthens its economy. Such a degree will specifically help to address the growing shortage of qualified secondary teachers in biology and mathematics.*
 - How does this program fit into the institution's strategic and/or academic plan? *Ivy*

Tech recently unveiled our new strategic plan entitled “Our Communities. Your College. Pathways for Student Success and a Stronger Indiana.” Our identified overarching goal identified in that plan is to enable “our hardworking students to finish their programs and find high-value careers in growing fields.” Based on current needs and future job projections, we firmly believe that students who successfully complete the proposed new AS degree in secondary education and then transfer successfully and complete a teaching degree in mathematics or biology will be in high demand. Strategy 2.1 and 2.2 of our strategic plan call for Ivy Tech to “attract, recruit and enroll adults who may or may not have college experience” (2.1) and “attract, recruit, and enroll high school students.” (2.2). Strategy 4.1 calls for Ivy Tech to “ensure campuses focus on high-wage, high-demand jobs by offering the right programs at the right places.” While teaching may not be considered by most to be a high wage career, these specific teaching areas have been identified by the Indiana Department of Education as being in great need of additional teachers. It is part of Ivy Tech’s mission to meet the workforce needs of our state and this new degree will assist us in meeting that objective.

- *How does this program build upon the strengths of the institution? Ivy Tech Community College has successfully implemented transfer single articulation pathways as an option for students to transfer to an Indiana four-year institution. Our elementary education TSAP has become one of our most highly-enrolled TSAP programs and is our third highest in terms of TSAP completions. Several of the courses required for the secondary education degree will be courses already offered and required for the existing elementary education degree. Nearly all of the coursework within this new degree was already in our course inventory; therefore, offering this degree will not require significant new appropriation for facilities or equipment.*

Appendix 1: Institutional Rationale, Detail (This appendix should contain links to the institution’s strategic and/or academic plan or the plans themselves.)

Link to current strategic plan included on page 41.

b. State Rationale

- How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?
 - 1.) *The TSAP in Secondary Education is intended to be student-centered and based on students’ future goal to transfer.*
 - 2.) *The TSAP degree directly fits within Ivy Tech’s mission by providing opportunities for students to continue their education and enter a career that directly strengthens Indiana’s economy. 80% of our current graduates*

remain and work in Indiana following graduation and the majority of the others live and/or work in the bordering counties in Michigan, Ohio, and Kentucky.

c.) Evidence of Labor Market Need

i. National, State, or Regional Need

Is the program serving a national, state, or regional labor market need?

Most graduates of this program will not immediately serve labor market needs since the AS degree in secondary education is designed for transfer into a baccalaureate degree. However, the secondary education degree was identified as a high priority for TSAP development specifically because the Indiana Department of Education has advised that there is an acute and growing shortage of certified high school teachers in STEM areas.

ii. Preparation for Graduate Programs or Other Benefits

Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

Like other students completing a baccalaureate degree in education, students who complete the AS degree in Secondary Education and successfully transfer will eventually have opportunities to pursue master's degree completion. However, it is assumed that the vast majority of students who complete the associate degree will pursue immediate transfer into the baccalaureate degree completion. Upon completion, most will immediately enter the job market as credentialed teachers.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

Not applicable since this is a program designed for transfer

See Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

Job openings in March 2018 as posted by the Indiana Department of Education showed 20 current secondary teaching positions in biology and 68 in mathematics. Furthermore, the DWD annual projected short-term demand for all secondary education teachers (except CTE and special education) is currently 1400. IDoE was consulted prior to development of this degree to determine the secondary education areas where teaching needs are greatest--math and science were identified as the two most critical areas for both current and projected needs.

See Appendix 3: National, State, or Regional Studies, Detail (This appendix should contain links to the studies cited or the studies themselves.)

v. Surveys of Employers or Students and Analyses of Job Postings

Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

See above in section iv. No appendix submitted.

See Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail (This appendix should contain links to the surveys or analyses cited, or the documents themselves.)

No appendix submitted.

vi. Letters of Support

- Summarize, by source, the letters received in support of the program. N/A
We have not requested specific letters of support from four year institutions. The entire curriculum is based on competencies developed collaboratively by a faculty team representing both the two-year and four-year institutions.

Appendix 5: Letters of Support, Detail (This appendix should contain the letters of support for the program.)

See above--no appendix 5 submitted.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

Each campus offering the program will have at least one full-time faculty member within the Education Department. In addition, there will be at least one full-time faculty member on each campus for each of the teaching tracks that campus plans to offer within secondary education. For example, a campus offering both biology and mathematics tracks will have at least three full-time, credentialed faculty members to support this degree: one in education, one in biology and one in mathematics. Additional adjunct faculty will be utilized as needed to support the course offerings. The vast majority of full-time faculty members are already in place; however, a couple of campuses have indicated that they will fill vacant faculty positions upon final approval of this degree.

Appendix 6: Faculty and Staff, Detail (This appendix should contain a list of faculty with appointments to teach in the program and a brief description of new faculty positions yet to be filled.)

See appendix 6, page 46

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

Appendix 7: Facilities, Detail (This appendix should contain additional information on major impacts on facilities caused by this program.)

We do not anticipate any impact on space needs from the addition of the secondary education AS degree. However, Appendix 7 is attached to show the 15 campus responses to this question. See appendix 7, page 58.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

Appendix 8: Other Capital Costs, Detail (This appendix should contain additional information on

other capital costs associated with the program.)

No capital and minimal equipment costs are anticipated as a result of the addition of this program. Appendix 8 is attached to show campus responses to this question. See appendix 8, page 60.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

- Summarize what reallocation of resources has taken place to support this program.

No significant reallocation of resources has been required to support the addition of this degree. Nearly all courses in the curriculum were already in the general education, EDUC, biology, or mathematics course inventory. We anticipate some additional sections of courses will need to be required to meet additional enrollment. These will initially be staffed by adjunct faculty with costs covered by additional tuition revenue. Campuses have responded to this question as shown in Appendix 8.

- What programs, if any, have been eliminated or downsized in order to provide resources for this program? ***None***

ii. Special Fees above Baseline Tuition

- Summarize any special fees above baseline tuition that are needed to support this program.

We do not anticipate any special fees will be required for this program.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions: ***Vincennes University***

Campuses offering (on-campus or distance education) programs that are similar:

Vincennes University (IN) is the only other state institution currently offering Associate degrees in Education. Their website shows an associate of science degree in mathematics education and an associate of science degree in education with a secondary concentration within

which students must choose a minimum of 12 credit hours. Biology is one of the areas available.

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*
- Institutions may want to supplement this data with supplementary contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

ii. Related Programs at the Proposing Institution

Ivy Tech Community College began offering an AS degree in biology (TSAP) in the fall of 2017. We also offer education TSAP degrees with tracks available in elementary education and in special education.

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)*

b. List of Similar Programs Outside Indiana

1. If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

There are numerous community colleges in neighboring states that offer associate degrees in secondary education which are designed primarily for transfer to four-year programs. These include:

1. **Washtenaw Community (MI) College (MI)—Associate in Arts degree in Secondary Education (prepares students for transfer into a bachelor’s degree program in secondary education--website shows a specific articulation to the BS degree at Eastern Michigan University. This degree is offered online)**

2. **City Colleges of Chicago—Associate of Science degree in Biology Education and Associate of Science degree in Mathematics Education (designed for transfer to a four-year teacher certification program as a junior)**
3. **Columbus State (OH) Community College—Associate of Science degree in Integrated Science Education (intended to provide the first two years of a bachelor’s degree for students that plan to complete teacher licensure in biology, chemistry, earth/environmental science and physics for grades 7-12.**

c. Articulation of Associate/Baccalaureate Programs

- For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

If students complete the entire degree, all credit hours required for the TSAP in Secondary Education will transfer to the four-year state university partners in Indiana.

Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail (This appendix should contain the actual articulation agreements relevant to the proposed program.)

Since this is a TSAP program, the degree competencies were established collaboratively with the faculty from the four-year state institutions. No separate articulation agreements will be required for the state institutions. We anticipate that private institutions will also transfer the AS degree into a baccalaureate degree in secondary teaching; however, in some cases there may be some loss of credit due to specific teacher education requirements.

d. Collaboration with Similar or Related Programs on Other Campuses

- Indicate any collaborative arrangements in place to support the program.

None at this time.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

- Credit hours required for the program and how long a full-time student will need to complete the program.

The AS degree in Secondary Education will consist of 61 credit hours for completion of the mathematics teaching track, and 66 credit hours

for completion of the biology track.

Appendix 10: Credit Hours Required/Time To Completion, Detail (This appendix should contain the semester-by-semester, course-level detail on the program curriculum, including how long it will take to complete the program, assuming full-time study.)

The draft curriculum for both teaching tracks is located in Appendix 10 on page 65.

b. Exceeding the Standard Expectation of Credit Hours

- If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.

Due to the competency requirements identified by the statewide faculty committee which developed the biology competencies, the total number of credit hours was required to exceed the 60 hour threshold. The mathematics track requires 61 credit hours, which reflects a one-hour overage to fulfill the Ivy Tech student success course requirement.

Appendix 11: Exceeding the Standard Expectation of Credit Hours, Detail (This appendix should contain detailed information on why it is necessary to exceed the standard credit hour expectation, such as links to relevant licensure and/or accreditation standards the standards themselves.)

As stated above, the only reason that the normal credit hour limit is exceeded is to meet the competency requirements identified by the statewide faculty group convened by the CHE.

c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

The competencies associated with the TSAP in Secondary Education--math and Secondary Education--biology are located in Appendix 11. These two appendices are being submitted separately due to size of the documents.

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies of learning outcomes.

Students will demonstrate competencies through written and oral assessments, experiential and group learning exercises and other appropriate evaluative exercises. In addition, we anticipate working with the TSAP statewide leadership team to identify appropriate summative evaluation methods, including student success and completion at the four-year institution following completion at Ivy Tech.

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- State License: *No--bachelor's degree required for licensure*
- National Professional Certifications (including the bodies issuing the certification): *No*
- Third-Party Industry Certifications (including the bodies issuing the certification): *No*

f. Placement of Graduates

- Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.

Graduates of the program will be expected to transfer to a partnering institution rather than pursue a direct track to workforce. Since this is an associate degree designed specifically to lead to complete of bachelor's degree requirements for teacher licensure, we expect most graduates to pursue a high school teaching career.

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Eventually, we anticipate that many of our AS graduates in Secondary Education will go on to pursue graduate level work following the baccalaureate. This is particularly true if projected dual credit faculty credentialing standards take effect as scheduled in 2022 and require the earning of a master's degree. We would anticipate that these graduates degrees would be in either the teaching subject matter area (biology, math) or in education with at least 18 graduate hours in the teaching

discipline.

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

N/A

- Reason for seeking accreditation.

N/A

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

STATEWIDE PROJECTIONS - AS SECONDARY EDUCATION, BIOLOGY

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23
Enrollment Projections (Headcount)					
Full-Time	45	57	84	112	140
Part-Time	60	84	118	155	187
Total	105	141	202	267	327
Enrollment Projections (FTE)					
Full-Time	45	57	84	112	140
Part-Time	34	44	61	79	96
Total	79	101	145	191	236
Degrees Conferred Projections	0	33	60	92	124

STATEWIDE PROJECTIONS - AS SECONDARY EDUCATION, MATHEMATICS

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23
Enrollment Projections (Headcount)					
Full-Time	30	54	74	95	123
Part-Time	61	82	105	136	167
Total	91	136	179	231	290
Enrollment Projections (FTE)					
Full-Time	30	54	74	95	123
Part-Time	31	41	53	68	84
Total	61	95	127	163	207
Degrees Conferred Projections	1	22	51	81	106

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

BUSINESS ITEM B:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Master of Science in Healthcare Management to be offered by Indiana University Bloomington
- Bachelor of Arts in Sociology (IU) to be offered by Indiana University Purdue University Columbus
- Bachelor of Arts/Bachelor of Science in Statistics to be offered by University of Southern Indiana
- Master of Science in Nursing to be offered by Indiana University Purdue University Columbus (Three Collaborative Online Master's Programs)
- Master of Arts in English to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast
- Master of Science in Criminal Justice and Public Safety to be offered by Indiana University Bloomington, East, Indiana University Purdue University Indianapolis, Kokomo, and Southeast
- Master of Liberal Studies to be offered by Indiana University East, Kokomo, Northwest, South Bend, and Southeast

Background

The Academic Affairs and Quality Committee discussed these programs at its April 16, 2018 and May 21, 2018 meetings and concluded that the proposed programs could be placed on the June 14, 2018 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs for Expedited Action, April 16, 2018 and May 21, 2018.

Academic Degree Programs for Expedited Action
April 16, 2018 and May 21, 2018

**CHE 18-04 **Master of Science in Healthcare Management to be offered by Indiana University
Bloomington****

Proposal received on February 12, 2018
CIP Code: 51.2211
Fifth Year Projected Enrollment: Headcount – 60, FTE – 90
Fifth Year Projected Degrees Conferred: 60

The proposed program would be offered collaboratively between the School of Public and Environmental Affairs (SPEA) and the Kelley School of Business. Of the 36 credit hours required for the degree, students will take approximately 15-18 credit hours from SPEA and 18-21 hours from the Kelley School (see Appendix 7, pp. 26-27 of the proposal). SPEA will have a more prominent role in certain administrative aspects of the program, such as who will lead the program (a SPEA faculty member), recruitment (travel, outreach, etc.), designing and implementing the student orientation to the program, and the processing of applications, although both schools will share responsibilities in academic administration, academic advising, career advising/coaching, and marketing the program (p. 29). This program is intended to provide professional opportunities for undergraduates of any academic background, including those in the liberal arts.

The M.S. in Healthcare Management requires 36 semester hours of credit.

**CHE 18-05 **Bachelor of Arts in Sociology (IU) to be offered by Indiana University Purdue University
Columbus****

Proposal received on February 12, 2018
CIP Code: 45.1101
Fifth Year Projected Enrollment: Headcount – 64, FTE – 53
Fifth Year Projected Degrees Conferred: 16

This program would be offered through the IUPUI Columbus Division of Liberal Arts. Since 2003, students have been taking courses at the Columbus campus and have been completing the B.S. in Sociology offered through the IUPUI campus, with a total of 76 students completing the IUPUI program between 2003 and 2018; over the last three years (2016-18), an average of ten students have completed the IUPUI degree each year. Students will be able to complete the degree with no concentration or a concentration either in Criminology or Medical Sociology.

The B.A. in Sociology requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The Transfer Single Articulation Pathway (TSAP) in Sociology will provide opportunities for the graduates of the Vincennes University A.A. in Behavioral Sciences with a concentration in Sociology to

transfer and apply all of their credit to the B.A. in Sociology. Students who earn an A.A. in Liberal Arts at Ivy Tech Community College will also be able to transfer and apply all of their credit toward the B.A. in Sociology.

CHE 18-09 Bachelor of Arts/Bachelor of Science in Statistics to be offered by University of Southern Indiana

Proposal received on March 7, 2018

CIP Code: 27.0501

Fifth Year Projected Enrollment: Headcount – 50, FTE – 50

Fifth Year Projected Degrees Conferred: 10

This program would be offered through the USI Department of Mathematics in the Pott College of Science, Engineering, and Education, which currently offers a B.A./B.S. in Mathematics that, over the past three years (2015-2017), enrolled an average of 76 (headcount) students per year and had an annual average of 15 graduates.

The B.A./B.S. in Statistics requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. While there is not a Transfer Single Articulation Pathway (TSAP) in Statistics, USI and Ivy Tech have developed a clear, seamless articulation pathway to the proposed baccalaureate degree for students who earn an A.A./A.S. in Liberal Arts. Vincennes University and USI are committed to developing an articulation agreement, but it has not yet been finalized.

CHE 18-10 Master of Science in Nursing to be offered by Indiana University Purdue University Columbus

Proposal received on April 17, 2018

CIP Code: 51.3805

Sixth Year Projected Enrollment: Headcount – 36, FTE – 22

Sixth Year Projected Degrees Conferred: 12

This program would be offered through the Division of Nursing at IUPUI Columbus. Graduates of the program would be eligible to sit for the examination, which if successfully completed, would result in the student earning the certification “Family Nurse Practitioner – Board Certified” issued through the American Nurses Credentialing Center (ANCC). M.S.N. graduates would be available to fill primary care positions and to serve as clinical nurse faculty. Students would be admitted into the program as a cohort every three years and would need three years to complete the program.

The M.S. in Nursing requires 43 semester hours of credit.

(Three Collaborative IU Online Master’s Programs)

Three IU campuses (East, Kokomo, and Southeast) will be participating in the offering of all three of these programs; three other campuses (Bloomington, Northwest, and South Bend) will participate in two programs, and IUPUI will participate in one program (see table below for a summary of the three programs and participating campuses). In each of the programs, at least one or more institution presently offers the program on campus.

Degree	Participating Campuses						
	Bloomington	East	IUPUI	Kokomo	Northwest	South Bend	Southeast
M.A. in English							
M.S. in Criminal Justice & Public Safety							
Master of Liberal Studies							

Legend: Shading indicates the campus will be participating in the offering of the collaborative online program

All of the programs will be offered 100 percent online through a collaboration of two system-level offices: the Office of Collaborative Academic Programs and the Office of Online Education. The former (Collaborative Academic Programs) identifies the programs to be offered, assigns the faculty to be involved, and creates the curriculum, outcomes, and assessments associated with the program. The latter (Online Education) handles the administrative side of offering the programs, such as ensuring the technological capacity needed to offer the programs online as well as the academic and student support services required for student success.

The English and Liberal Studies master’s degrees will provide an opportunity for high school dual credit teachers and community college faculty to become fully qualified with respect to policies and guidelines issued by the Higher Learning Commission on faculty credentialing.

CHE 18-06 Master of Arts in English to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast

Proposal received on February 12, 2018
 CIP Code: 23.0101
 Fifth Year Projected Enrollment: Headcount – 72, FTE – 36
 Fifth Year Projected Degrees Conferred: 24

The proposed M.A. in English would be offered through the College of Arts and Sciences at the Bloomington, Northwest, and South Bend campuses, the School of Humanities and Social Sciences at the East and Kokomo campuses, and the School of Arts and Letters at the Southeast campus.

The M.A. in English requires 36 semester hours of credit.

CHE 18-07 Master of Science in Criminal Justice and Public Safety to be offered by Indiana University Bloomington, East, Indiana University Purdue University Indianapolis, Kokomo, and Southeast

Proposal received on February 12, 2018
CIP Code: 43.0103
Fifth Year Projected Enrollment: Headcount – 30, FTE – 20
Fifth Year Projected Degrees Conferred: 15

The proposed M.S. in Criminal Justice and Public Safety would be offered through the College of Arts and Sciences at the Bloomington campus, the School of Humanities and Social Sciences at the East and Kokomo campuses, the School of Public and Environmental Affairs at IUPUI, and the School of Social Sciences at the Southeast campus.

The M.S. in Criminal Justice and Public Safety requires 33 semester hours of credit.

CHE 18-08 Master of Liberal Studies to be offered by Indiana University East, Kokomo, Northwest, South Bend, and Southeast

Proposal received on February 12, 2018
CIP Code: 24.0101
Fifth Year Projected Enrollment: Headcount – 60, FTE – 30
Fifth Year Projected Degrees Conferred: 20

The proposed Master of Liberal Studies would be offered through the School of Humanities and Social Sciences at East and Kokomo, the College of Arts and Sciences at Northwest, the College of Liberal Arts and Sciences at South Bend, and the School of Arts and Letters at Southeast.

The Master of Liberal Studies requires 33-36 semester hours of credit.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

BUSINESS ITEM C-1:

Ball State University – New York Avenue Parking Structure

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project:

- Ball State University – New York Avenue Parking Structure

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), 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 two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed to 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 two million dollars (\$2,000,000). 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.

Supporting Document

Ball State University – New York Avenue Parking Structure

Ball State University – New York Avenue Parking Structure

STAFF ANALYSIS

The Ball State Board of Trustees requests to proceed with the construction of the New York Avenue Parking Structure. The Emens Parking Structure located in the core of Ball State's campus is approaching fifty years in age, is in poor condition and has required significant repairs in recent years due to failing expansion joints. Comprehensive restoration of the structure is not feasible. This project is to replace the existing structure with a new parking structure of approximately the same capacity. The proposed New York Avenue Parking Structure has a proposed 600 parking spaces and will be located just 300 yards east of the existing structure. This location provides proximity to destinations for users while also removing parking from the center core of campus. Covered bicycle parking will be included along the north side of the facility and electrical vehicle charging stations will be provided. Once the new structure is operational, the existing Emens Parking Structure will be razed and replaced with greenspace.

Funding: The estimated cost of this project is \$18,000,000 and will be funded by Operating Reserves.

Additional Staff Notes:

Staff recommends approval of the project.

**PROJECT SUMMARY AND DESCRIPTION
FOR: NEW YORK AVENUE PARKING STRUCTURE**

Institution:	Ball State University	Budget Agency Project No.:	D-1-18-1-02
Campus:	Muncie	Institutional Priority:	1
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

As proposed in the University's Campus Master Plan, a new parking structure will be constructed to replace the the nearly fifty year-old Emens Parking Structure, which has reached the end of its useful life. The structure will feature a cast-in-place concrete structural framing and deck system which will provide for lower maintenance costs and longer life than the precast structure it is replacing.

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

The proposed site is adjacent to New York Avenue on the eastern edge of campus. The Campus Master Plan recommends that parking be removed from the center core of campus and that the shuttle bus be rerouted from McKinley Avenue to New York Avenue. Therefore, the location of the new parking structure supports the goal of the Campus Master Plan to shift vehicles away from the campus core, thereby enhancing pedestrian safety in the core of campus.

Project Size: 207,297 GSF 191,445 ASF 92% ASF/GSF

Net change in overall campus space: 15,725 GSF 7,346 ASF

Total cost of the project (1): \$ 18,000,000 **Cost per ASF/GSF:** \$ 86.83 GSF
\$ 94.02 ASF

In addition to the cost of the new garage, the total project cost includes costs for significant stormwater retention, the demolition of the existing Emens Parking Structure once the new structure is operational, and landscaping at the former Emens Parking Structure site as well as to tie the new structure to campus.

The project cost for the new structure only is \$14,100,000, which equates to costs per square foot as follows:

New Structure - Cost per ASF/GSF: \$ 68.02 GSF
\$ 73.65 ASF

Funding Source(s) for project (2): \$ 18,000,000 Building Replacement Reserves for Non-State Supported Facilities

Estimated annual debt payment (4): N/A

Are all funds for the project secured: Yes

Estimated annual change in cost of building operations based on the project: \$ -

Estimated annual repair and rehabilitation investment (3): \$ 37,800

(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 4% 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

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: NEW YORK AVENUE PARKING STRUCTURE**

Institution:	<u>Ball State University</u>	Budget Agency Project No.:	<u>D-1-18-1-02</u>
Campus:	<u>Muncie</u>	Institutional Priority:	<u>1</u>

Description of Project

At a proposed 600 parking spaces in size, the New York Avenue Parking Structure will be slightly larger than the 563-space Emens Parking Structure and limited to three stories in height (four levels of total parking). Covered bicycle parking will be included along the north side of the facility and electrical vehicle charging stations will be provided.

Need and Purpose of the Program

The Ball State University Campus Master Plan calls for the replacement of the existing Emens Parking Structure with a new parking structure. The existing Emens Parking Structure is in poor condition and has required significant repairs in recent years due to failing expansion joints. The Emens garage is a two-story, three level pre-cast concrete structure approaching fifty years in age. Repairs have been made on an as-needed basis to ensure the structure's safety; however, the garage has reached the end of its useful life, and a comprehensive renovation of the current structure is not feasible.

Space Utilization

The existing Emens Parking Structure is heavily utilized due to its proximity to Emens Auditorium and Bracken Library. The new structure will be located a short distance to the east of the existing structure, thereby still providing easy access to the expected patrons.

Comparable Projects

<u>Project</u>	<u>Year of Construction</u>	<u>Const. Cost (2018 Dollars)</u>	<u># of Spaces</u>	<u>\$/Space</u>	
Northern Kentucky University - Kenton Dr	2004	\$ 13,580,424	680	\$19,971	
Miami University - Goggin Arena	2004	\$ 16,598,296	600	\$27,664	
Northern Kentucky University - BBT Aren	2006	\$ 14,723,280	650	\$22,651	
Christ Hospital - Cincinnati, OH	2010	\$ 18,906,368	850	\$22,243	
Ivy Tech Community College	2009	\$ 9,283,700	454	\$20,449	
Western Kentucky University	2017	\$ 8,320,000	610	\$13,639	
Ball State University - McKinley Structure	2003	\$ 13,962,780	586	\$23,827	
		Average of comparable projects		\$21,492	
Proposed New York Avenue Structure	2018	\$ 12,600,000	600	\$21,000	Excludes stormwater retention, landscaping, and demolition of existing structure

Background Materials

**CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR NEW YORK AVENUE PARKING STRUCTURE**

FOR: NEW YORK AVENUE PARKING STRUCTURE D-1-18-1-02	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	140,931	5,662		146,593			146,593
Class Lab (210,215,220,225,230,235)	372,038	7,055		379,093			379,093
Non-class Lab (250 & 255)	34,877			34,877			34,877
Office Facilities (300)	653,518	29,580		683,098			683,098
Study Facilities (400)	192,153			192,153			192,153
Special Use Facilities (500)	419,873	30,843		450,716			450,716
General Use Facilities (600)	312,618			312,618			312,618
Support Facilities (700)	110,469		56,000	166,469			166,469
Health Care Facilities (800)	7,249	19,360		26,609			26,609
Resident Facilities (900)	1,844,643		101,000	1,945,643	75,600		1,870,043
Unclassified (000)	146,901			146,901			146,901
Parking Garages	469,752			469,752	184,099	191,445	477,098
B. OTHER FACILITIES	-						-
(Please list major categories)	-			-			-
TOTAL SPACE	4,705,022	92,500	157,000	4,954,522	259,699	191,445	4,886,268

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

Space under construction includes the new Health Professions Building.

Space Planned and Funded includes Phase 1 of new North Residential Neighborhood which includes a new residence hall and new stand-alone dining facility.

Space to be terminated includes the first phase of demolition at LaFollette Complex. Phase 1 removes three of the nine halls within the complex. Following completion of Phase 2 of the North Residential Neighborhood project in 2021, the remainder of LaFollette would be demolished. In total, LaFollette Complex is over 530,000 gross square feet (320,000 ASF)

Space to be terminated also includes the Emens Parking Structure which will be razed once the New York Avenue Parking Structure is operational.

(2) Should include capital projects requested by the institution based on 2017-19 Capital Request Summary

New Space in Capital Request is for the parking structure being submitted for approval.

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS
FOR: NEW YORK AVENUE PARKING STRUCTURE

Institution:	Ball State University	Budget Agency Project No.:	D-1-18-1-02
Campus:	Muncie	Institutional Priority:	1

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	Aug	2018
Start Construction	Aug	2018
Occupancy (End Date)	Fall	2019

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering	\$ 250,000		\$ 250,000
b. Architectural	\$ 1,250,000	\$ -	\$ 1,250,000
c. Consulting			\$ -
Construction			
a. Structure	\$ 10,700,000	\$ -	\$ 10,700,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 500,000	\$ -	\$ 500,000
c. Electrical	\$ 1,400,000	\$ -	\$ 1,400,000
Movable Equipment	\$ -	\$ -	\$ -
Fixed Equipment	\$ -	\$ -	\$ -
Site Development/Land Acquisition	\$ 3,900,000	\$ -	\$ 3,900,000
Other (Legal/Administrative/Contingency)		\$ -	\$ -
TOTAL ESTIMATED PROJECT COST	\$ 18,000,000	\$ -	\$ 18,000,000

(1) Cost Basis is based on current cost prevailing as of: July 2016

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

Site Development above includes underground stormwater retention, demolition of existing Emens Parking Structure, restoration of former Emens site, and landscaping.

CAPITAL PROJECT OPERATING COST DETAILS
FOR: NEW YORK AVENUE PARKING STRUCTURE

Institution:	<u>Ball State University</u>	Budget Agency Project No.:	<u>D-1-18-1-02</u>
Campus:	<u>Muncie</u>	Institutional Priority:	<u>1</u>

		GSF OF AREA AFFECTED BY PROJECT			<u>207,297</u>
ANNUAL OPERATING COST/(SAVINGS) (1)					
	Cost per	Total	Personnel	Supplies and	
	GSF	Operating	Services	Expenses	
		Cost			
1. Operations	\$ -	\$ -			
2. Maintenance	\$ -	\$ -			
3. Fuel	\$ -	\$ -			
4. Utilities	\$ -	\$ -			
5. Other	\$ -	\$ -			
TOTAL ESTIMATED OPERATIONAL COST/(SAVINGS)	\$ -	\$ -	\$ -	\$ -	\$ -

Description of any unusual factors affecting operating and maintenance costs/savings.

This new structure will replace the failing Emens Parking Structure. No additional operating costs are expected, although there may be savings related to reduced maintenance costs.

(1) Based on figures from "Individual Cap Proj Desc" schedule

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

BUSINESS ITEM C-2:

**Indiana University-Purdue University Indianapolis –
Madam Walker Theatre Center**

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project:

- Indiana University Purdue University Indianapolis – Madam Walker Theatre Center

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), 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 two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed to 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 two million dollars (\$2,000,000). 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.

Supporting Document

Indiana University Purdue University Indianapolis – Madam Walker Theater Center

Indiana University Purdue University Indianapolis – Madam Walker Theatre Center

STAFF ANALYSIS

The Trustees of Indiana University request authorization to lease the Madam Walker Theatre Center (MWTC) building located at 617 Indiana Avenue in Indianapolis for a term of thirty (30) years. Indiana University also will perform a \$14.95 million renovation of the facility, to be funded by a philanthropic gift. Indiana University will utilize, operate, renovate, and maintain the premises in cooperation with the MWTC. Renovations to the facility will include replacement of the mechanical system; improvements to the roof, masonry, lighting, elevators, windows, stairwells, and restrooms; installation of new equipment and technology infrastructure; and reconfiguration of spaces to create classrooms, conference and seminar rooms, and community gathering spaces. Select IUPUI academic programs, particularly those focusing on African-American culture, will be co-located in the facility. The MWTC has a rich history in Indianapolis and is listed on the National Register of Historic Places.

Funding: The estimated cost of this project is \$14,950,000 and will be funded by a philanthropic gift. The annual cost of the lease will be \$1.

Additional Staff Notes:

Staff recommends approval of the project.

PROJECT SUMMARY AND DESCRIPTION
MADAM WALKER THEATRE CENTER RENOVATION

Institution:	<u>Indiana University</u>	Budget Agency Project No.:	<u>A-2-18-2-09</u>
Campus:	<u>IUPUI</u>	Institutional Priority:	
Previously approved by General Assembly:		Previously recommended by CHE:	
Part of the Institution's Long-term Capital Plan:			

20180259

Project Size: 55,927 GSF (1) 28,815 ASF (2) 52% ASF/GSF*

Net change in overall campus space: 55,927 GSF 28,815 ASF

*ASF/GSF due to age of the building, and unassigned space in theatre and basement as compared to GSF.

Total cost of the project (3):	<u>\$ 14,950,000</u>	Cost per ASF/GSF:	<u>\$ 267</u> GSF
			<u>\$ 519</u> ASF

Funding Source(s) for project (4):	Amount	Type
	<u>\$ 14,950,000</u>	<u>Gift Funds</u>

Estimated annual debt payment (6):

Are all funds for the project secured:

Project Funding:

This project will be funded by a gift from the Lilly Endowment. The annual cost of the lease will be \$1.

Project Cost Justification

Comparable projects include IUPUI Rotary Building Renovation (estimated at \$256/GSF in 2011 dollars) and the IUB Cinema Renovation (estimated at \$413/GSF in 2009 dollars). When adjusting for inflation, this project is in alignment with comparables.

Estimated annual change in cost of building operations based on the project: \$ 412,184

Estimated annual repair and rehabilitation investment (5):

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
MADAM WALKER THEATRE CENTER RENOVATION

Institution: Indiana University
Campus: IUPUI
20180259

Budget Agency Project No.: A-2-18-2-09
Institutional Priority:

Description of Project

Indiana University proposes to enter into a long-term lease agreement with the Madam Walker Theatre Center (MWTC) for the use, operation, renovation, and maintenance of the historic MWTC, located at the intersection of Indiana Avenue and Dr. Martin Luther King, Jr. Street, and adjacent to the IUPUI campus.

The MWTC was last renovated in the early 1980s, and needs significant work on the roof, masonry, and other exterior elements, including lighting canopies and signage. The aging mechanical system will be replaced, and elevators, windows, stairwells, and restrooms will be improved on each floor. Additionally, all four floors will be reconfigured to accommodate classrooms, conference and seminar rooms, and community gathering spaces, as well as installation of new equipment within the existing theatre, common spaces, offices and conference rooms. Live performances and cinema also will benefit from new technology infrastructure, improved carpet lighting, and refurbished seating.

Relationship to Other Capital Improvement Projects: This project will not impact any other projects.

Historical Significance: The Madam Walker Theatre building is listed on the National Register of Historic Places. Appropriate approvals will be sought in keeping with historic preservation guidelines.

Alternatives Considered: Renovation of the facility, especially given its historic importance within the Indianapolis community, was deemed the most appropriate action.

Need and Purpose of the Program

Since its opening in 1927, the MWTC has served as a community gathering place and a significant historical asset to the city of Indianapolis, the state of Indiana, and the nation. The structure stands as a testament to and reminder of the legacy of Madam C.J. Walker, America's first self-made female millionaire. This project will reinvigorate the theatre as a visitor destination while co-locating selected academic programming space for IUPUI units with foci on African American culture and community outreach. Specific programs being considered include: the Lilly Family School of Philanthropy; the Schools of Education, Liberal Arts, Public and Environmental Affairs, and Business; faculty and staff associated with the leadership of the Olaniyan Scholars Program which promotes the development of undergraduate research and professional experience through African American and African Diaspora Studies; and participants in the Sam H. Jones Community Service Scholarship program, which includes service learning, leadership training, and networking events with faculty and community leaders.

Space Utilization

This project will include classroom, general use, and office space.

Comparable Projects

Comparable projects include IUPUI Rotary Building Renovation (estimated at \$256/GSF in 2011 dollars) and the IUB Cinema Renovation (estimated at \$413/GSF in 2009 dollars). When adjusting for inflation, this project is in alignment with comparables.

Background Materials

The IU Board of Trustees approved the lease of space between Indiana University and the Madam Walker Theatre Center, as well as renovation of the facility, at the February 2018 meeting. The annual cost of the lease will be \$1.

**CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR (MADAM WALKER THEATRE RENOVATION)**

	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (2)	Subtotal Current and Future Space	Space to be Terminated (3)	
MADAM WALKER THEATRE RENOVATION A-2-18-2-09						
A. OVERALL SPACE IN ASF						
Classroom (110 & 115)	293,147	-	12,270	305,417	-	308,967
Class Lab (210,215,220,225,230,235)	255,032	776	24,830	280,638	-	280,638
Non-class Lab (250 & 255)	647,938	-	22,380	670,318	-	670,318
Office Facilities (300)	1,963,773	-	5,520	1,969,293	-	1,973,443
Study Facilities (400)	354,025	17,867	-	371,892	-	372,532
Special Use Facilities (500)	334,963	-	-	334,963	-	334,963
General Use Facilities (600)	328,019	-	-	328,019	-	348,494
Support Facilities (700)	2,424,382	186	-	2,424,568	-	2,424,568
Health Care Facilities (800)	890,792	-	-	890,792	-	890,792
Resident Facilities (900)	538,402	14,610	-	553,012	-	553,012
Unclassified (000)	210,919	-	-	210,919	-	210,919
B. OTHER FACILITIES (Please list major categories)						
TOTAL SPACE	8,241,392	33,439	65,000	8,339,831	-	8,368,646

Notes:

(1)Primary Care Center Renovation

(2)Multidisciplinary Research and Classroom Building

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

**CAPITAL PROJECT COST DETAILS
MADAM WALKER THEATER RENOVATION**

Institution:	Indiana University	Budget Agency Project No.:	A-2-18-2-09
Campus:	IUPUI	Institutional Priority:	

20180259

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	November	2018
Start Construction	December	2018
Occupancy (End Date)	November	2019

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering	\$ 910,000		\$ 910,000
b. Architectural	\$ 65,800		\$ 65,800
c. Consulting	\$ 116,000		\$ 116,000
<u>Construction</u>			
a. Structure	\$ 3,800,000		\$ 3,800,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 5,500,000		\$ 5,500,000
c. Electrical	\$ 2,338,200		\$ 2,338,200
<u>Movable Equipment</u>	\$ 360,000		\$ 360,000
<u>Fixed Equipment</u>	\$ 775,000		\$ 775,000
<u>Site Development/Land Acquisition</u>	\$ 150,000		\$ 150,000
<u>Other (Please list)</u>	\$ 935,000		\$ 935,000
TOTAL ESTIMATED PROJECT COST	\$ 14,950,000	\$ -	\$ 14,950,000

(1) Cost Basis is based on current cost prevailing as of: April 2018

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: MADAM WALKER THEATRE RENOVATION**

Institution:	Indiana University	Budget Agency Project No.:	A-2-18-2-09
Campus:	IUPUI	Institutional Priority:	

20180259

		<u>GSF OF AREA AFFECTED BY PROJECT</u>			55,927
<u>ANNUAL OPERATING COST/SAVINGS (1)</u>					
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses	
1. Operations	\$ 1.88	\$ 105,248	\$ 84,734	\$ 20,514	
2. Maintenance	\$ 2.09	\$ 116,908	\$ -	\$ 116,908	
3. Fuel	\$ 2.97	\$ 165,984	\$ -	\$ 165,984	
4. Utilities	\$ 0.43	\$ 24,044	\$ -	\$ 24,044	
5. Other	\$ -	\$ -	\$ -	\$ -	
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 7.37	\$ 412,184	\$ 84,734	\$ 327,450	

Description of any unusual factors affecting operating and maintenance costs/savings.

(1) Based on figures from "Individual Cap Proj Desc" schedule

**CERTIFIED MINUTES
INDIANA UNIVERSITY BOARD OF TRUSTEES
BUSINESS MEETING**

**BALLROOM
UNIVERSITY TOWER
INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS**

FRIDAY, FEBRUARY 2, 2018

II. FACILITIES AND AUXILIARIES COMMITTEE

PROJECT APPROVALS

IUPUI – RENOVATION AND LEASE AGREEMENT BETWEEN THE TRUSTEES OF INDIANA UNIVERSITY AND THE MADAME WALKER THEATRE CENTER (PROJECT ONLY)

Action Item: Approval of the Board is requested for the university to enter into a long-term lease agreement between the Trustees of Indiana University and the Madame Walker Theater Center (MWTC), granting rights to Indiana University for the use, operation, renovation, and maintenance of the historic MWTC, located at the intersection of Indiana Avenue and Dr. Martin Luther King, Jr. Street, and adjacent to the IUPUI campus.

Since its opening in 1927, the MWTC has served as a community gathering place and a significant historical asset to the city of Indianapolis, the state of Indiana, and the nation. The structure stands as a testament to and reminder of the legacy of Madam C.J. Walker, America's first self-made female African American millionaire. This project will reinvigorate the theatre as a visitor destination while co-locating selected academic programming space for IUPUI units with foci on the African American experience and community outreach. Specific programs being considered include: the Lilly Family School of Philanthropy; the Schools of Education, Liberal Arts, Public and Environmental Affairs, and Business; faculty and staff associated with the leadership of the Olaniyan Scholars Program which promotes the development of undergraduate research and professional experience through African American and African Diaspora Studies; and participants in the Sam H. Jones Community Service Scholarship program, which includes service learning, leadership training, and networking events with faculty and community leaders.

The approximately 50,000-gross square foot MWTC was last renovated in the early 1980s, and needs significant work on the roof, masonry, and other exterior elements, including lighting canopies and signage. Currently located in the basement, the aging mechanical system will be replaced and moved to a more accessible exterior location, thus making the basement available as valuable interior theatre space. Elevators, windows, stairwells, and restrooms also will be improved on each floor. Additionally, all four floors will be reconfigured to accommodate classrooms, conference and seminar rooms, and community gathering spaces, as well as installation of new equipment within the existing theatre, common spaces, offices and conference rooms. Live performances and cinema also will benefit from new technology infrastructure, improved carpet lighting, and refurbished seating.

The cost of this project is estimated to be \$14.95 million and will be funded by Private Gifts and Grants. Appropriate state approvals will be requested.

Unanimously approved on a motion duly made and seconded.

**CERTIFIED COPY OF EXCEPT OF MINUTES
OF THE TRUSTEES OF
INDIANA UNIVERSITY**

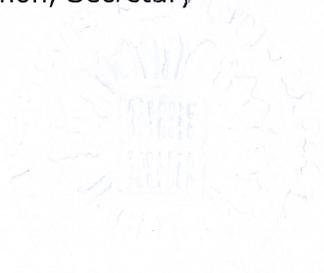
I, Deborah A. Lemon, do hereby certify that I am the duly elected, qualified and acting Secretary of The Trustees of Indiana University, and as such have the duty of recording the proceedings of The Trustees of Indiana University and have the custody of the minute book in which such proceedings are recorded.

I further certify that the extract set forth in the certificate has been compared by me with the original minute as officially recorded in the minute book of said Trustees in my custody, and that the same is a full, true and correct copy of the whole of the original minute of a regular meeting of said Trustees, duly called and held on the date indicated, at which a legally constituted quorum was present.

In Witness Whereof, I have hereunto set my hand as Secretary of The Trustees of Indiana University, this 4th day of May, 2018.



Deborah A. Lemon, Secretary



COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

BUSINESS ITEM C-3:

Indiana University Bloomington – North Housing Addition

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project:

- Indiana University Bloomington – North Housing Addition

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), 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 two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed to 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 two million dollars (\$2,000,000). 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.

Supporting Document

Indiana University Bloomington – North Housing Addition

Indiana University Bloomington – North Housing Addition

STAFF ANALYSIS

The Board of Trustees of Indiana University requests to proceed with the construction of a new 280,000 gross square foot residence hall complex and dining addition located between McNutt Quadrangle and Walnut Grove Avenue on the Bloomington campus. This new multi-building facility will provide approximately 700 beds comprised of a mix of residential types as well as lounges, study rooms, restrooms, and building support spaces. An addition will be constructed to the existing McNutt Quadrangle Center building to serve as a dining facility with a variety of dining options. Related renovations to the McNutt Central building, and nearby roadway and infrastructure improvements, also will be included in this project.

Funding: The estimated cost of this project is \$99,000,000 and will be funded by Fee Replaced Debt under Indiana Code section 21-35-3 and repaid through Auxiliary Residential Programs and Services funds.

Additional Staff Notes:

Staff recommends approval of the project.

**PROJECT COST SUMMARY
NORTH HOUSING ADDITION**

Institution:	Indiana University	Budget Agency Project No.:	A-1-18-1-07
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:		Previously recommended by CHE:	
Part of the Institution's Long-term Capital Plan:			

20180528

Project Size: 280,000 GSF* 182,000 ASF* 65% ASF/GSF

Net change in overall campus space: 265,000 GSF 172,250 ASF

*Figures include 9,750 asf/15,000 gsf renovation within current McNutt Quadrangle

Total cost of the project (3):	\$ 99,000,000	Cost per ASF/GSF:	\$ 354 GSF
			\$ 544 ASF

Funding Source(s) for project (4):	Amount	Type
	\$ 99,000,000	Replaced Debt - Auxiliary Housing

Estimated annual debt payment (6): \$ 7,776,496

Are all funds for the project secured: No Pending sale of bonds

Project Funding:

Project construction will be funded by consolidated revenue bonds which will be repaid through Residential Programs and Services funds under Indiana Code section 21-35-3, the principal amount of which shall not exceed the sum of \$99,000,000.

Project Cost Justification

A 65% efficiency ratio of ASF/GSF is an industry standard goal for new construction. Comparable projects include IUB Spruce Hall (Third and Union/Rose Avenue Residence Hall Complex) at \$245/gsf (in 2011 dollars); IUB Third and Union Apartment Complex at \$190/gsf (in 2011 dollars); IUB Union Street Center (Ashton Housing Complex) at \$195/gsf (in 2008 dollars); IUPUI North Hall (Campus Housing Expansion) at \$258/gsf (in 2014 dollars), and Forest Quadrangle Dining Hall Renovation & Expansion at \$327/gsf (in 2011 dollars). When adjusting for inflation, this project is in alignment with comparables. Also, the new dining hall addition will require connections to the current structure and existing underground utilities (campus chilled water, domestic water, natural gas, electric power, campus steam, sewer). These utilities, currently serving McNutt and Briscoe Quadrangles, will need to be relocated, modified, and new connections made to include the addition and the new residence hall buildings in these services. The dining addition also includes areas with specialized construction needs such as commercial kitchen and food preparation areas.

Estimated annual change in cost of building operations based on the project: \$ 1,905,211

Estimated annual repair and rehabilitation investment (5)*: \$ 1,237,500

*at 1.25%

- (1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.
 - (2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.
 - (3) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 - (4) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 - (5) 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
 - (6) If issuing debt, determine annual payment based on 20 years at 4.75% 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

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
NORTH HOUSING ADDITION

Institution:	Indiana University	Budget Agency Project No.:	A-1-18-1-07
Campus:	Bloomington	Institutional Priority:	

20180528

Description of Project

This project will construct a new, approximately 280,000-gross square foot square foot residence hall complex and dining addition located between McNutt Quadrangle and Walnut Grove Avenue on the Bloomington campus. This new multi-building facility will provide approximately 700 beds comprised of a mix of residential types as well as lounges, study rooms, restrooms, and building support spaces. An addition will be constructed to the existing McNutt Quadrangle Center building to serve as a dining facility with a variety of dining options. The dining facility's central location in this residential neighborhood will provide convenient service for residents of Briscoe Quadrangle, McNutt Quadrangle, Foster Quadrangle, and the new housing complex. Related renovations to the McNutt Central building, and nearby roadway and infrastructure improvements, also will be included in this project.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

Historical Significance: No historically significant buildings or structures will be affected by this project.

Alternatives Considered: The University decided this option best met the needs of students and the campus, and will assist in offsetting the loss of beds due to planned replacements.

Relationship to Long-Term Capital Plan for Indiana University: This project is consistent with the Bloomington Campus Long-Term Housing Plan and Campus Master Plan.

Need and Purpose of the Program

This project will assist in offsetting the loss of beds due to planned replacements and provide slight growth in on-campus accommodations to address student and market demand. Improving the quality of residential life with these new facilities will enable the university to continue attracting and retaining students with a unique and valuable on-campus living and learning experience.

Space Utilization

New space will include resident facilities, dining facilities, and classroom space.

Comparable Projects

Comparable projects include IUB Spruce Hall (Third and Union/Rose Avenue Residence Hall Complex) at \$245/gsf (in 2011 dollars); IUB Third and Union Apartment Complex at \$190/gsf (in 2011 dollars); IUB Union Street Center (Ashton Housing Complex) at \$195/gsf (in 2008 dollars); IUPUI North Hall (Campus Housing Expansion) at \$258/gsf (in 2014 dollars), and Forest Quadrangle Dining Hall Renovation & Expansion at \$327/gsf (in 2011 dollars). When adjusting for inflation, this project is in alignment with comparables.

Background Materials

This project was approved by the Indiana University Board of Trustees at the February 2018 meeting. Project construction will be funded by consolidated revenue bonds which will be repaid through Residential Programs and Services funds under Indiana Code section 21-35-3, the principal amount of which shall not exceed the sum of \$99,000,000. Annual payments will be \$7,776,496.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR NORTH HOUSING ADDITION

	Current Campus Totals			Subtotal Current and Future Space	Capital Request		Net Future Space
	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded		Space to be Terminated	New Space in Capital Request (3)	
NORTH HOUSING ADDITION A-1-18-1-07							
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	452,245	29,690		481,935		1,600	483,535
Class Lab (210,215,220,225,230,235)	492,590	13,850		506,440		-	506,440
Non-class Lab (250 & 255)	526,066	580		526,646		-	526,646
Office Facilities (300)	2,185,314	70,960		2,256,274		1,400	2,257,674
Study Facilities (400)	631,967	25,388		657,355		-	657,355
Special Use Facilities (500)	769,800	67,055		836,855		-	836,855
General Use Facilities (600)	1,290,219	68,319		1,358,538		32,500	1,391,038
Support Facilities (700)	1,173,776	1,857		1,175,633		-	1,175,633
Health Care Facilities (800)	26,837	-		26,837		-	26,837
Resident Facilities (900)	2,950,979	-		2,950,979		146,500	3,097,479
Unclassified (000)	245,520	11,750		257,270		-	257,270
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	10,745,313	289,449	-	11,034,762	-	182,000	11,216,762

Notes:

- (1) Figures reflect IUB total assignable sf includes Forest Quad Renovation, Swain Hall Renovation, Ernie Pyle Hall Renovation, Eskenazi Museum of Art Renovation
 - (2) Figures include Memorial Stadium Excellence Academy 49,590 asf; Volleyball/Wrestling Indoor Arena 35,045 asf; Auxiliary Library Facility (ALF) III, 23,556 asf and Regional Academic Health Center, 181,258 asf
 - (3) Figures include 15,000 asf renovation within current McNutt Quadrangle
- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS
NORTH HOUSING ADDITION

Institution:	<u>Indiana University</u>	Budget Agency Project No.:	<u>A-1-18-1-07</u>
Campus:	<u>Bloomington</u>	Institutional Priority:	

20180528

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	November	2018
Start Construction	January	2019
Occupancy (End Date)	July	2020

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering	\$ 1,990,000		\$ 1,990,000
b. Architectural	\$ 3,950,000		\$ 3,950,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 51,619,000		\$ 51,619,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 15,294,000		\$ 15,294,000
c. Electrical	\$ 11,471,000		\$ 11,471,000
<u>Movable Equipment</u>	\$ 1,700,000		\$ 1,700,000
<u>Fixed Equipment</u>	\$ 1,300,000		\$ 1,300,000
<u>Site Development/Land Acquisition</u>	\$ 5,736,000		\$ 5,736,000
<u>Other (Contingency, Admin. & Legal Fees)</u>	\$ 5,940,000		\$ 5,940,000
TOTAL ESTIMATED PROJECT COST	\$ 99,000,000	\$ -	\$ 99,000,000

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: NORTH HOUSING ADDITION**

Institution:	Indiana University	Budget Agency Project No.:	A-1-18-1-07
Campus:	Bloomington	Institutional Priority:	

20180528

				GSF OF AREA AFFECTED BY PROJECT	280,000
<u>ANNUAL OPERATING COST/SAVINGS (1)</u>					
		Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$	0.52	\$ 144,584	\$ 144,584.31	\$ -
2. Maintenance	\$	3.25	\$ 910,955	\$ 546,572.85	\$ 364,381.90
3. Fuel	\$	-	\$ -	\$ -	\$ -
4. Utilities	\$	2.06	\$ 576,236	\$ -	\$ 576,235.94
5. Other	\$	0.98	\$ 273,436	\$ -	\$ 273,435.63
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$	6.80	\$ 1,905,211	\$ 691,157	\$ 1,214,053

Description of any unusual factors affecting operating and maintenance costs/savings.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

BUSINESS ITEM D:

Capital Projects for Expedited Action

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following projects:

- Indiana University Kokomo – Student Activities and Events Center
- Indiana University Northwest – Anderson Library/Conference Center Mechanical and Interior Renovations
- Purdue University West Lafayette – Brees Student-Athlete Academic Center First Floor Renovation
- Purdue University West Lafayette – Convergence Building Lease

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects 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.

Supporting Document

Background Information on Capital Projects for Expedited Action, Thursday, June 14, 2018

Capital Projects for Expedited Action

Thursday, June 14, 2018

- A-6-18-1-08 Indiana University Kokomo – Student Activities and Events Center**
The Trustees of Indiana University request to proceed with the construction of a new Student Activities and Events Center to be located on the Kokomo campus. This project is estimated to cost \$8,400,000 and will be funded through Campus Operating Funds and Auxiliary Parking Funds. This project will construct a new, approximately 26,000 gross square foot facility to support indoor and outdoor programming in health, wellness, physical education, recreation, and athletics, as well as general convocations and events. The venue will accommodate 1,000-1,200 spectators and provide restrooms and concessions areas, as well as locker rooms and training and storage areas for teams and intramural participants. A lobby/reception area, classroom/meeting room, offices, and other support spaces also will be included.
- A-0-17-2-04 Indiana University Northwest – Anderson Library/Conference Center Mechanical and Interior Renovations**
The Trustees of Indiana University request to proceed with the replacement of the mechanical system and controls for the Anderson Library/Conference Center on the Northwest campus. This project is estimated to cost \$6,000,000 and was funded by a capital cash appropriation by the Indiana General Assembly during the 2017 Legislative Session. This project will replace the aging mechanical system and controls while performing interior renovations resulting from this work such as repairs/replacements of bulkheads and ceilings.
- B-1-18-2-09 Purdue University West Lafayette – Brees Student-Athlete Academic Center First Floor Renovation**
The Trustees of Purdue University request to proceed with the Brees Student-Athlete Academic Center (BRES) First Floor Renovation. This project will create academic space for all student athletes on the West Lafayette campus. Approximately 10,300 gross square feet will be renovated to create group study rooms, tutoring space, a study hall and a flexible classroom. Upon completion of the renovation, more academic space will be available for all student athletes, and it will be conveniently located in BRES. Additionally, the Vanguard Program, a mentoring program specific to student athletes that have documented learning disabilities, will have its own permanent space. The estimated cost of this project is up to \$2,700,000 and will be funded entirely through Gift Funds.
- B-1-18-5-10 Purdue University West Lafayette – Convergence Building Lease**
The Trustees of Purdue University request to proceed with the negotiation of a lease for a portion of the Purdue Research Foundation's Convergence Building in the Discovery Park District (DPD) on the Purdue University West Lafayette campus. The presence of Purdue University in the Convergence Building is key to attracting private industry participants to the DPD. Purdue will lease approximately 30,000 square feet of the Convergence Building for direct use by university functions or for sub-leasing to research tenants, and the term of the lease will be 15 years, with two five-year options to renew. The annual rent is estimated at \$570,000 (not to exceed \$650,000) and will be funded with Operating Funds.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

BUSINESS ITEM E:

Commission for Higher Education Fiscal Year 2019 Spending Plan

Staff Recommendation

That the Commission for Higher Education approve by consent the Commission for Higher Education Fiscal Year 2019 Spending Plan.

Background

Article VIII Section 1 of the Commission for Higher Education's Bylaws require the Commissioner to present 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. The Commissioner has delegated this responsibility to Finance staff. Staff have developed a spending plan that reflects appropriations made by the Indiana General Assembly in addition to other sources of revenue. The annual operating budget is functionally characterized by program: administration, outreach, student financial aid, and special projects/dedicated grants. The Budget & Productivity Committee reviewed this spending plan on May 31, 2018. Staff requests authorization to work with the State Budget Agency to implement necessary management reserves and other budget policies for Fiscal Year 2019.

Supporting Documents

Previously distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

BUSINESS ITEM F:

Performance Funding Per-Unit Payments

Staff Recommendation

That the Commission adopt the recommended per-unit performance funding payments. These recommendations were approved by the Budget and Productivity Committee on May 31, 2018.

Background

Performance funding metric outputs are multiplied by the per-unit payments to determine the operating dollars awarded in each metric. The per-unit payments will be adjusted proportionately depending on the total dollars available in the performance funding pool.

Supporting Document

Per-Unit Payment Recommendations

Per-Unit Payment Recommendations

Performance Metrics	Per-Unit Payments
Overall Degree Completion Metric 18-29 Credit Certificates 1 Year Certificates Associate Bachelor Master Doctoral	\$1,875 \$2,500 \$5,000 \$10,000 \$5,000 \$2,500
At-Risk Degree Completion Metric 18-29 Credit Certificates 1 Year Certificates Associate Bachelor	\$1,875 \$2,500 \$5,000 \$10,000
STEM Degree Completion Metric 18-29 Credit Certificates 1 Year Certificates Associate Non-Research Institution Bachelor Non-Research Institution Master Non-Research Institution Doctoral Research Institution Bachelor Research Institution Master Research Institution Doctoral	\$1,875 \$2,500 \$5,000 \$10,000 \$5,000 \$2,500 \$25,000 \$12,500 \$6,250
Student Persistence Metric Completed 15 Credit Hours Completed 30 Credit Hours (2YR) Completed 30 Credit Hours (4YR) Completed 45 Credit Hours Completed 60 Credit Hours Completed 90 Credit Hours	\$250 \$500 \$500 \$1,000 \$1,000 \$2,000
On-Time Graduation Rate Metric 2 Year 4 Year	\$12,500 \$25,000

COMMISSION FOR HIGHER EDUCATION
 Thursday, June 14, 2018

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Kokomo	Bachelor of Arts in Philosophy	01/16/2018	Under Review
02	Indiana University Bloomington	Master of Science in Healthcare Management	02/12/2018	On CHE Agenda for Action
03	Indiana University Purdue University Columbus	Bachelor of Arts in Sociology (IU)	02/12/2018	On CHE Agenda for Action
04	Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast	Master of Arts in English	02/12/2018	On CHE Agenda for Action
05	Indiana University Bloomington, East, Indiana University Purdue University Indianapolis, Kokomo, and Southeast	Master of Science in Criminal Justice and Public Safety	02/12/2018	On CHE Agenda for Action
06	Indiana University East, Kokomo, Northwest, South Bend, and Southeast	Master of Liberal Studies	02/12/2018	On CHE Agenda for Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
07	University of Southern Indiana	Bachelor of Arts/Bachelor of Science in Statistics	03/07/2018	On CHE Agenda for Action
08	Indiana University Purdue University Columbus	Master of Science in Nursing	04/17/2018	On CHE Agenda for Action
09	Indiana University Purdue University Columbus	Bachelor of Science in Community Health Advocacy	04/17/2018	Under Review
10	Indiana University Southeast	Bachelor of Arts/Bachelor of Science in Social Sciences	04/17/2018	Under Review
11	Ivy Tech Community College	Associate of Science in Secondary Education (Mathematics, Biology)	05/18/2018	On CHE Agenda for Action

COMMISSION FOR HIGHER EDUCATION
Thursday, June 14, 2018

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Ivy Tech Community College- Evansville	Technical Certificate in Process Operations Technology	04/16/2018	Adding locations
02	Ivy Tech Community College- Multiple Locations	Technical Certificate in Welding Technology	04/16/2018	Adding locations
03	Indiana University Bloomington	Bachelor of Arts in Earth and Atmospheric Sciences	04/16/2018	Splitting a degree
04	Indiana University Bloomington	Bachelor of Science in Earth Science	04/16/2018	Changing the name
05	Indiana University Bloomington	Doctor of Philosophy in Genome, Cell, and Developmental Biology	04/16/2018	Changing the name
06	Purdue University West Lafayette	Undergraduate Systems Certificate	04/16/2018	Adding a certificate
07	Vincennes University	Certificate of Program Completion in Hospitality	04/16/2018	Suspending a program
08	Vincennes University	Certificate of Program Completion in Hospitality/Culinary Arts	04/16/2018	Suspending a program
09	Vincennes University	Associate of Science in Music Theatre	04/16/2018	Suspending a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10	Vincennes University	Associate of Science in Business Office Management Technology	04/16/2018	Suspending a program
11	Vincennes University	Certificate of Program Completion in Clerk-Medical	04/16/2018	Suspending a program
12	Vincennes University	Certificate of Graduation in Business Management Direct Supervision	04/16/2018	Adding a certificate
13	Vincennes University	Certificate of Program Completion in Business Management Direct Supervision	04/16/2018	Adding a certificate
14	Vincennes University	Certificate of Graduation in Business Office Management Technology	04/16/2018	Adding a certificate
15	Vincennes University	Certificate of Graduation in Building Information Modeling (BMI)	04/16/2018	Adding a certificate
16	Vincennes University	Certificate of Program Completion in Mechanical CAD	04/16/2018	Adding a certificate
17	Indiana State University	Bachelor of Science in Information Technology	04/16/2018	Adding distance education
18	Purdue University West Lafayette	Bachelor of Science in Veterinary Nurse	04/16/2018	Changing the name
19	Purdue University West Lafayette	Associate of Science in Veterinary Nurse	04/16/2018	Changing the name
20	Purdue University West Lafayette	Graduate Systems Certificate	04/16/2018	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
21	Ivy Tech Community College	Certificate in Grain Systems	04/16/2018	Adding a certificate
22	Ivy Tech Community College	Certificate in Hydroculture	04/16/2018	Adding a certificate
23	Ivy Tech Community College	Certificate in Urban Horticulture	04/16/2018	Adding a certificate
24	Ivy Tech Community College	Certificate in Mechanical Design	04/16/2018	Adding a certificate
25	Ivy Tech Community College	Certificate in Architectural Design	04/16/2018	Adding a certificate
26	Ivy Tech Community College-Kokomo & Fort Wayne	Associate of Science in Mechanical Engineering Technology	04/16/2018	Adding locations
27	Ivy Tech Community College-Lafayette	Certificate in Wastewater Management	04/16/2018	Adding a certificate
28	Ivy Tech Community College-South Bend	Certificate in Nanotechnology	04/16/2018	Adding a certificate
29	Ivy Tech Community College	Associate of Science in Engineering	04/16/2018	Changing the name
30	Ivy Tech Community College	Technical Certificate in Engineering	04/16/2018	Adding a certificate
31	Ivy Tech Community College-Multiple Locations	Certificate in Freshman Engineering	04/16/2018	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
32	Purdue University Polytechnic Statewide	Bachelor of Science in Aviation Technology/Aviation Operations Technology	04/16/2018	Eliminating a program
33	Ivy Tech Community College	Associate of Applied Science in Medical Imaging	04/16/2018	Changing the name
34	Ivy Tech Community College-Multiple Locations	Certificate in Computer Graphics	04/16/2018	Adding a certificate
35	Ivy Tech Community College	Certificate in Computer-Aided Design	04/16/2018	Adding a certificate
36	Indiana State University	Bachelor of Arts/Bachelor of Science in Family and Consumer Sciences Education	04/16/2018	Suspending a program
37	Indiana University Kokomo, Northwest, South Bend, and Southeast	Bachelor of Science in Business Administration	04/16/2018	Adding distance education
38	Vincennes University	Certificate of Graduation in Computer Networking Fundamentals	04/16/2018	Changing the number of credit hours
39	Vincennes University	Certificate of Graduation in Pre-Veterinary Technology	04/16/2018	Changing the number of credit hours
40	Vincennes University	Bachelor of Science in Education-Special Education, Mild Intervention	04/16/2018	Changing the number of credit hours
41	Ivy Tech Community College	Technical Certificate in Paramedic Science	04/16/2018	Adding a certificate
42	Vincennes University	Certificate of Program Completion in Auto Body	04/16/2018	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
43	Vincennes University	Certificate of Graduation in Industrial Technology	04/16/2018	Adding a certificate
44	Vincennes University	Certificate of Graduation in Motorsports	04/16/2018	Adding a certificate
45	Vincennes University	Associate of Science in Emergency Medical Services	04/16/2018	Suspending a program
46	Vincennes University	Associate of Science in Special Education	04/16/2018	Suspending a program
47	Ivy Tech Community College	Certificate in Computed Tomography Scan	04/16/2018	Adding a certificate
48	Ivy Tech Community College	Certificate in Computed Tomography Scan Prep	04/16/2018	Adding a certificate
49	Ivy Tech Community College	Certificate in Professional and Community Communication	04/16/2018	Adding a certificate
50	Ivy Tech Community College	Technical Certificate in Apprenticeship Technology-Elevator Constructor	04/16/2018	Adding a certificate
51	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology - Machine Repair	04/16/2018	Changing credit hours
52	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology - Tool Maker	04/16/2018	Changing credit hours
53	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology - Plumber and Pipefitter	04/16/2018	Changing credit hours

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
54	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology - Mold/Die Maker	04/16/2018	Changing credit hours
55	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology - Electrician	04/16/2018	Changing credit hours
56	Ivy Tech Community College	Technical Certificate in Industrial Apprenticeship Technology - Millwright	04/16/2018	Changing credit hours
57	Ivy Tech Community College	Technical Certificate in Therapeutic Massage	5/21/2018	Changing the credit hours
58	Vincennes University	Certificate of Graduation in Law Enforcement Corrections	5/21/2018	Adding a certificate
59	Vincennes University	Associate of Science in Costume Construction	5/21/2018	Suspending a program
60	Vincennes University	Associate of Science in Technical Theatre	5/21/2018	Suspending a program
61	Indiana University Bloomington	Master of Science in Accounting	5/21/2018	Adding distance education
62	Ivy Tech Community College-Valparaiso	Associate of Science/ Associate of Applied Science in Homeland Security/Public Safety	5/21/2018	Adding locations
63	Indiana University East, IUPUI, Kokomo, South Bend, and Southeast	Bachelor of Arts in History	5/21/2018	Adding distance education
64	Indiana University East, IUPUI, Kokomo, Northwest, South Bend, and Southeast	Graduate Certificate in Communication Studies	5/21/2018	Adding a certificate
65	Indiana University South Bend	Performer Diploma/Artist Diploma-Music Performance	5/21/2018	Changing the credit hours

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
66	Indiana University South Bend	Performer Diploma/Artist Diploma-Music Performance	5/21/2018	Changing the credit hours
67	Indiana University Bloomington	Performer Diploma/Artist Diploma-Music Performance	5/21/2018	Changing the credit hours
68	Indiana University Bloomington	Performer Diploma/Artist Diploma-Music Performance	5/21/2018	Changing the credit hours
69	Indiana University Bloomington	Performer Diploma/Artist Diploma-Keyboards Instruments	5/21/2018	Changing the credit hours
70	Indiana University Bloomington	Performer Diploma/Artist Diploma-Keyboards Instruments	5/21/2018	Changing the credit hours
71	Indiana University Bloomington	Performer Diploma/Artist Diploma-Voice and Opera	5/21/2018	Changing the credit hours
72	Indiana University Bloomington	Performer Diploma/Artist Diploma-Voice and Opera	5/21/2018	Changing the credit hours
73	Indiana University Bloomington	Performer Diploma/Artist Diploma-Stringed Instruments	5/21/2018	Changing the credit hours
74	Indiana University Bloomington	Performer Diploma/Artist Diploma-Stringed Instruments	5/21/2018	Changing the credit hours
75	Indiana University Bloomington	Performer Diploma/Artist Diploma-Brass Instruments	5/21/2018	Changing the credit hours
76	Indiana University Bloomington	Performer Diploma/Artist Diploma-Brass Instruments	5/21/2018	Changing the credit hours
77	Indiana University Bloomington	Performer Diploma/Artist Diploma-Woodwind Instruments	5/21/2018	Changing the credit hours

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
78	Indiana University Bloomington	Performer Diploma/Artist Diploma-Woodwind Instruments	5/21/2018	Changing the credit hours
79	Indiana University Bloomington	Performer Diploma/Artist Diploma-Percussion Instruments	5/21/2018	Changing the credit hours
80	Indiana University Bloomington	Performer Diploma/Artist Diploma-Percussion Instruments	5/21/2018	Changing the credit hours
81	Purdue University West Lafayette	Graduate Certificate in Applied Data Analytics in Technology	5/21/2018	Adding a certificate
82	Indiana University Purdue University Indianapolis	Graduate Certificate in Medical Dosimetry (IU)	5/21/2018	Changing the credit hours
83	Purdue University Northwest	Certificate in Child Development and Family Studies	5/21/2018	Eliminating a program
84	Purdue University Northwest	Certificate in Child Care	5/21/2018	Eliminating a program
85	Purdue University Northwest	Bachelor of Science in Secondary Education	5/21/2018	Eliminating a program
86	Purdue University Northwest	Certificate in Entrepreneurship and Innovation	5/21/2018	Adding a certificate

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

INFORMATION ITEM C:

Media Coverage

Staff has selected a compilation of recent media coverage related to the Commission for the June meeting. Please see the following pages for details.

The 74 Million
Opinion: Free College Is a Great Idea. But Low-Income, First-Generation Students Need Much More Than Financial Support to Succeed
Brian Sponsler and Dave Jarrat
April 24, 2018

Across the country, local, state, and federal leaders have debated whether college should be free. Over the course of these discussions, a key for education and political leaders has been to define the intent of a free college policy. Goals have reflected varying efforts to address affordability, increase access, and support workforce development. And, as states like Tennessee, New York, and Oregon have begun implementing free college programs, these policy debates have moved beyond mere hypotheticals.

Accordingly, policy and practice professionals need to shift our focus beyond whether free college programs should exist to how we can ensure that students enrolled in college through these programs have the greatest opportunity for success.

To really help students, policy needs to go beyond financial support. Free college alone does not address major hurdles students face in attaining a credential, particularly for low-income, first-generation students and others who lack the family and social safety nets their wealthier peers may enjoy. For example, a free college program that provides only financial support cannot help a student balance academics with work and childcare responsibilities.

With states across the country launching or expanding free college programs, it is increasingly vital that they have a model for supporting the success of their students — one that is proven and can be applied at scale and addresses both policy and process.

A recent report from The Century Foundation shows that of the 16 states with free college programs, only five provide student supports such as first-year experience programs, college success programs, or mentoring. From a policy perspective, academic and financial challenges are often viewed as the primary reasons students fail to persist to graduation; this makes sense, given the corresponding policy levers traditionally available to decisionmakers. However, this focus often leads to policies almost exclusively aimed at financial aid, academic tutoring, and college readiness. And, in worst-case scenarios, states erect additional barriers to participation in free college programs by imposing postgraduation residency requirements or other eligibility restrictions.

To ensure that policies support a broad spectrum of students and set these individuals up for success, it is crucial that they address the complete student experience and provide for wraparound support to advance students' personal, professional, and academic development; the needs and experiences of adult learners and other nontraditional student groups in particular demand it. For example, busy adults who are balancing work and family commitments with school may require different types of support and guidance, while first-generation students or those coming from generational poverty can benefit from more intensive career exploration and planning.

Students need holistic support; policies need to adapt correspondingly. One approach is for colleges and universities to build on policy frameworks like those developed by the Education Commission of the States that incorporate providing the specific types of support students need to balance their

professional, personal, and academic obligations. When students have this level of support, their potential is unlocked and they can truly thrive.

A clear proof point for this can be seen in the success of the 21st Century Scholars Coaching Initiative at Ivy Tech Community College, Indiana's statewide community college system.

Indiana's 21st Century Scholar Program provides full college scholarships for qualified low-income and first-generation students across the state. Back in 2014, Ivy Tech and several four-year institutions augmented the scholarship with a mentoring initiative that matches scholars with specially trained student success coaches to help them define their long-term goals and establish plans to graduate prepared for career success. Coaches also help students develop crucial noncognitive skills needed to overcome obstacles and persist to graduation, including time management, critical thinking, and communication, as well as a mindset of personal accountability.

This combination of free college and student support has been hugely successful. In just a few years, thousands of scholars have received coaching, and fall-to-fall retention rates for these Ivy Tech students have increased from 36.9 percent to 49.6 percent. Two-year completion rates have also improved, from 13 percent to 23 percent. In fact, the completion rates for 21st Century Scholars at Ivy Tech are now above those of the student population overall.

Other efforts using this model have proven effective, and many states are experimenting with similar approaches. For example, the Minnesota Office of Higher Education provides free mentoring to community college students enrolled through its Occupational Grant program. Since launching, coached students have persisted or graduated at a rate of 71.7 percent, compared with an average of 54 percent the previous four years.

As more states consider and adopt free college programs as one step in addressing our college affordability crisis, inventive approaches and partnerships like those on display in Indiana and Minnesota can provide a valuable example of what's possible when we focus on common ground and positive student outcomes.

Brian Sponsler is Education Commission of the States' vice president of policy, as well as director of postsecondary and workforce development. Dave Jarrat is a vice president at InsideTrack.

Kokomo Tribune
Editorial: It's time to apply
April 25, 2018

Indiana's Evan Bayh Twenty-first Century Scholars program makes a simple promise: If you avoid drugs, stay out of trouble with the law and graduate high school with at least a 2.5 grade point average, the state will pay your college tuition.

The promise is working — for those who apply and meet new requirements. According to recent data, Howard County's prospective scholars are among those pacing the state in completing such mandates.

This year's class of scholars is just the second required to complete 12 activities to better prepare them for college. These include creating a graduation plan, participating in an extracurricular or service activity and visiting a college campus. Eligible students who fail to complete the requirements will not be awarded the state's full-tuition scholarship.

The Indiana Commission for Higher Education reported April 19 that 78 percent of eligible Howard County scholars have completed their freshman-, sophomore- and junior-year activities.

Kudos to these students, as well as their parents, guardians, teachers and school administrators.

The Twenty-first Century Scholars program currently is accepting applications. The deadline is June 30. If your child is in the seventh or eighth grade and qualifies for assistance in paying for school meals, log onto www.scholars.in.gov/enroll and sign up.

Don't delay. By making a simple pledge to remain drug-free and maintaining a GPA of 2.5, Indiana will pay your child's tuition to a state-supported college or university.

Data gathered by the Commission for Higher Education suggest our Twenty-first Century Scholars must push themselves academically and earn an honors diploma in high school. Ten percent of Howard County's scholars who enrolled in a state-supported college in 2015 required remediation their freshman year — a 26 percent improvement in just four years. Yet, countywide, just two of 227 honors graduates attending a public college in 2015 needed such help.

Why is this so important? The commission has found that students who take a remedial college course have just a 1 in 4 chance of graduating.

Nearly 49 percent of Howard County students received free or reduced-price school lunches in 2015, the Indiana Youth Institute reports. Our five county school districts should encourage each one of these prospective Twenty-first Century Scholars to pursue an honors diploma.

Inside Indiana Business
State Awards Scholarships to Future Teachers
Reed Parker
May 2, 2018

INDIANAPOLIS - Scholarships have been awarded to the second class of Next Generation Hoosier Educators. 200 recipients from across the state were chosen based on factors including academic achievement. The students will receive \$7,500 annually for committing to teach in Indiana for at least five years upon graduation.

More than 500 students from 231 high schools applied for the scholarships. Students from high schools in 86 of the state's 92 counties were involved, with two-thirds being high school seniors. "Teachers are incredibly influential in students' lives, which makes a career in education both challenging and rewarding," said House Speaker Brian Bosma (R-Indianapolis) author of the legislation creating the

scholarships. "It is my hope these scholarship recipients will use their dedication, creativity and compassion to help Hoosier students realize their full potential."

Students need to graduate in the highest 20 percent of their high school class or earn a top 20th percentile score on the SAT or ACT to qualify . Students must also continue earning a 3.0 cumulative GPA and complete 30 credit hours per year to continue in the program.

The Herald-Tribune
Next Generation scholarships help students
May 12, 2018

Three Ripley County students planning to pursue education careers were selected to receive the Next Generation Hoosier Educators Scholarship, according to state Rep. Cindy Ziemke (R-Batesville). They are 2017 Batesville High School graduate Caleb Moster, who is attending Purdue University; Milan High School senior Abigail Riehle, bound for Marian University; and 2017 South Ripley High School graduate Victoria Reuter, who is studying at the University of Southern Indiana.

Ziemke, who supported legislation creating this scholarship program, said the scholarship is awarded to top-performing students who commit to teaching in Indiana for five consecutive years. Recipients will receive \$7,500 per year for up to four years to obtain a teaching license.

"Receiving this scholarship is a huge accomplishment," Ziemke said. "These motivated individuals have exceeded throughout their academic careers and this award recognizes those efforts. Our educators help shape the lives of young Hoosiers and I am glad to see that role will continue to be in good hands."

The Next Generation Hoosier Educators Scholarship is available to 200 high-achieving high school and college students each year who either graduate in the top 20 percent of their high school class or earn a score in the top-20th percentile on the SAT or ACT. Ziemke said in order for students to continue receiving the scholarship in college, students must earn a 3.0 cumulative GPA and complete at least 30 credit hours per year.

More than 500 students applied, and 200 scholarships were recently awarded to highly qualified students across the state.

"We're encouraged to have so many driven, passionate students applying for this teacher scholarship, and we look forward to the positive impact they will have in classrooms and school communities across Indiana," said Indiana Commissioner for Higher Education Teresa Lubbers.

The 2019-20 application will be available beginning in the fall. Visit www.LearnMoreIndiana.org/nextteacher for more information.

The Indianapolis Star
Higher education prepares Hoosiers for employment
Teresa Lubbers
May 21, 2018

Recently, there has been some debate about whether higher education is worth the investment that students and states make. Some have questioned college affordability and whether higher education is necessary to get a good job — or that a degree actually equates to what is needed for the job.

Many will cite examples of individuals who were successful without higher education. While that can certainly be true, it is indisputable that on average more education pays off. Over the past decade, those with higher education earned more on average and were less likely to be unemployed. Hoosiers with no college filed more than two-thirds of all unemployment claims during the Great Recession. It's a risky proposition to dismiss the value of higher education at a time when more jobs require it.

While college graduates are filling many jobs, higher education is not limited to traditional degrees or institutions. Higher education includes industry certifications, certificates and degrees that are delivered in multiple settings by an increasing array of education and training providers.

As states across the country are grappling with worker shortages and a growing skills gap, we are caught in a paradox between a lack of confidence in higher education and a growing need for it.

One of the ways we can increase the value of higher education is by making sure all Hoosiers are prepared to enter the workforce. Indiana's strength is and has always been our workforce. Hoosiers are hard-working and innovative, but we don't have enough people prepared for today's jobs and those that are emerging.

It's not a competition between higher education and workforce training; rather it should be about the complementary overlap between education and employment. That's why we continue to invest in programs that demonstrate real outcomes, and while every state struggles to adapt, here in Indiana we do have a solution that is working.

Indiana's Workforce Ready Grant, part of Gov. Eric Holcomb's Next Level Jobs initiative, aims to close these gaps and provide new job opportunities by offering tuition-free certificates in five high-need areas: advanced manufacturing, building & construction, health & life sciences, IT & business services, and transportation & logistics.

Since the program launched last August, more than 20,000 working-age people have been connected to certificate options at Ivy Tech Community College and Vincennes University. Actual enrollment more than tripled from last fall to this spring, and eligibility was extended to all high school graduates during this year's legislative session. As a result, students preparing to graduate from Indiana high schools now have a new option to consider in their career planning, one that ensures a good job and meets employers' needs.

The Workforce Ready Grant is a good example of how higher education can be more intentional in aligning what students learn with career pathways. We cannot walk away from the higher education imperative even as we work to increase its value for our citizens and communities.

For more information about Next Level Jobs and the Workforce Ready Grant, visit www.nextleveljobs.org.

Lubbers is Indiana's commissioner for higher education.

**The Journal Gazette
Schools feted for high FAFSA rates
May 30, 2018**

The Indiana Commission for Higher Education will honor Homestead High School and Bishop Luers High School at the second annual FAFSA Completion Awards ceremony at 2:30 p.m. today at the Indiana Statehouse.

The ceremony commemorates the end of this year's Indiana Free Application for Federal Student Aid season by honoring 130 Hoosier high schools that had 70 percent or more of their 2018 seniors file the FAFSA on time.

Last year, the commission honored 114 high schools with a 60 percent or higher completion rate to attend the inaugural FAFSA Completion Awards Ceremony.

**The Tribune Star
Higher education commission honors TH South
June 6, 2018**

The Indiana Commission for Higher Education recently honored Terre Haute South Vigo High School and 129 other high schools at the second annual FAFSA Completion Awards Ceremony at the Indiana Statehouse.

The May 30 ceremony commemorated the end of this year's Indiana Free Application for Federal Student Aid [FAFSA] season by honoring 130 Hoosier high schools that had 70 percent or more of their 2018 seniors file the FAFSA on time.

Last year, the Commission honored 114 high schools with a 60 percent or higher completion rate to attend the inaugural completion awards ceremony.

The Indiana Commission for Higher Education, the Indiana Department of Education, and INvestEd recognized high-achieving Hoosier high schools at the Indiana Statehouse for the second annual FAFSA Completion Awards Ceremony.

Opening statements were made by Teresa Lubbers, Indiana Commissioner for Higher Education; Jennifer McCormick, superintendent of public instruction; and Joseph Wood, President of INvestEd.

In addition, the commission recognized 177 high schools that had a completion rate of over 70 percent for the Scholar Success Program, a requirement all 21st Century Scholars must complete during high school.

COMMISSION FOR HIGHER EDUCATION

Thursday, June 14, 2018

INFORMATION ITEM D:

Schedule of Upcoming Meetings of the Commission

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming schedule each six months, the previous schedule is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

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

July 2018	<i>No meeting</i>
August 9, 2018	Ball State University, Muncie
September 13, 2018	Indiana University, Bloomington
October 11, 2018	Purdue University, West Lafayette
November 8, 2018	University of Southern Indiana, Evansville
December 13, 2018	Ivy Tech Community College, Indianapolis

The following six-month schedule has been added:

January 2018	<i>No meeting</i>
February 17, 2018	Vincennes Aviation Center, Indianapolis
March 17, 2018	IUPUI, Indianapolis
April 2018	H. Kent Weldon Conference
May 9, 2018	Commission Office, Indianapolis
June 13, 2018	Purdue University, Fort Wayne

